

EFFECTIVENESS OF DISCOVERY TECHNIQUE IN TEACHING CAUSATIVE AND MODAL VERBS

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is original, no part of it was earlier submitted for the candidature of research degree to any university.

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DEDICATION

Dedicated to

my parents, brothers, sisters, and friends whose guidance has ever been essential
to drive my struggle of future success.

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ABSTRACT

This study attempts to find out the effectiveness of discovery technique in teaching causative and modal verbs. Forty students of grade nine studying at Shree Panchakanya higher Secondary School, Syangja are the sample population of this study. The researcher himself was involved in experimental teaching for the purpose of carrying out the research. The tests (pre-test and post-test) were major tools for data collection. A pre-test was administered before actual classroom teaching and post-test was administered immediately after classroom teaching. The students were ranked from first to fortieth position on the basis of results of the pre-test. They were divided into two groups on the basis of odd even ranking of individual scores. Then, one group (Group A) was taught through discovery technique whereas another (Group B) was taught through explanation technique. Each group attended twenty four lessons. Then a post-test was given. After that the results of these two tests were compared to determine the effectiveness of discovery technique for teaching causative and modal verbs. Discovery technique was found to be effective and motivating technique in teaching causative and modal verbs.

This thesis comprises the four chapters. The first chapter consists of brief introduction of related area of the study. It includes general background, objectives of the study and significance of the study. Chapter two deals with the methodology adopted during the study. Chapter three consists of analysis and interpretation of data on the basis of the average score obtained in the pre-test and post-test between two groups. Chapter four presents findings and recommendations drawn on the basis of analysis and interpretation of data. References and appendices are added to the fourth chapter.

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LIST OF SYMBOLS AND ABBREVIATIONS

Avr. Sc.	Average score
R.N.	Rank number
T1	Pre-test
T2	Post-test
C.F	Cumulative frequency
D	Difference between the (Avr.) marks of pre-test and post-test.
D%	Difference in percentage
*	Asterik (it indicates an unacceptable structure)

CHAPTER ONE

INTRODUCTION

This research is about the effectiveness of discovery technique for teaching causative and modal verbs. Introduction comprises general background, importance of grammar in language teaching, technique of teaching grammar, discovery technique, causative verbs, modal auxiliary verbs, review of related literature, objectives and significance of the study.

1.2 General Background

Language, a unique gift to human beings, is generally defined as a means of communication. We use language to express our feelings, ideas, emotions, views and so on. It has different aspects working interdependently in different ways. The aspects of language embody the three dimensions of form, meaning and use. Teaching grammar is an aspect of language which covers the form or accuracy of grammatical items used in appropriate and meaningful situations. So, aspects of language are the most important features and properties of the language.

Stern (1983, p. 130), gives the following aspects of language:

- Speech sounds: in phonetics and phonology
- Words: in lexicology, semantics and morphology
- Sentences: in syntax
- Meaning: in semantics
- Text (dialogue, narrative, and poem): in discourse analysis

Generally, language teaching attempts to address the following aspects:

a. Pronunciation and Spelling

Pronunciation and spelling are very important aspects of language. Pronunciation refers to the process producing sound segments with appropriate stress and

intonation in the form of trains of segments. In connected speech, phones get modified due to the influence of phonological properties of following segments. Spelling is the next important aspects of language which calls for the learners' knowledge to correlate speech sounds with conventional marks to represent any entities on paper or to present reference to semantic aspect of language. In conclusion, pronunciation is that aspect of language which depends upon the phonology developed in the brain of the learners. Learners' knowledge of phonetics and phonology supports him or her speech sounds with graphical representations. An ELT teacher should have sound knowledge of phonetics, phonology and morphophonemics to impart information to language learners.

b. Vocabulary

Vocabulary is one of the important building blocks of language. It has direct concern with the lexicon of the ideal native speaker of a language. Generally, it is defined as lexical items and words that constitute a language. It is an individual's ability to refer to objects, processes, events and so on in terms of linguistic entities. The quality and quantity of vocabulary possessed by an individual influences his/her ability to work with the language in question. It is, therefore very difficult but important to have knowledge and information to play with words because same vocabulary may have innumerable denotations and connotations. Language students must have to learn the lexis of language. They must have sound knowledge of how words and lexical items work on the basis of semantic, grammatical, and pragmatic properties they have. An ELT teacher should be hard-nosed towards the selection and gradation of vocabulary according to the level and capacity of the students.

c. Grammar

Grammar is known as the backbone of a language. Grammar can be defined as how words are combined or changed to form acceptable units of meaning within a

language. Traditionally, it was divided into morphology and syntax. Morphology deals with internal structure of the forms of words, while syntax is the study of sentence structure. It should be taught to ensure that students are communicatively efficient with the grammar they have at their level. It is not collection of rules set in a book but the knowledge of the underlying system of language which is digested by the native speakers unconsciously whether they are educated or illiterate. Since our aim of language teaching is to enable the students to use the language, grammar should be taken as prerequisite to language teaching. But, teaching should be indirect and interesting. According to Harmer (1991, p. 23), an ELT teacher should be prepared to use a variety of techniques to help our students learn and acquire grammar.

d. Language functions

A language function refers to the purpose for which an utterance is used. It includes the knowledge of how to make use of the vocabulary in the structures or how to manipulate the structures to make use of words for the sake of communication. Language functions can be broadly classified as grammatical and communicative functions. Grammatical function deals with the relationship that a constituent in a sentence has with another constituents. For instance, 'Ashish gave me a pen', 'Ashish' is the subject, 'me' is the indirect object, 'a pen' is the direct object of the sentence. Subject, object, predicate and adverbials are grammatical functions. Communicative function of the language is the communicative goals for which a language is used in a community. For example, greeting, requesting, inviting, denying and so on are the communicative functions of language. Language students need to learn the language functions to be a competent user having communicative competence. An ELT teacher needs to select and grade exponents according to the level and capacity of the students.

1.1.1 Importance of Grammar in Language Teaching

Grammar is one of the most important aspects of any language. Murcia and Hilles (1988, p. 16-19) express their theoretical viewpoint as "Language is a type of rule governed behaviour. Grammar is a sub-set of those rules which govern the configurations that the morphology and syntax of a language assume". Grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentence in a language.

According to Close (1975, p. 107), "Theories of grammatical sentence must make analysis of the various aspect of language. Thus, every language contains the some basic syntactic category - Np-Vp-Pp, etc. and every language serves to the same basic relations among these categories."

The main purpose of teaching grammar is to help the students in constructing structures to express the intended meaning accurately. Hence, grammar is meant for improving the linguistic proficiency of its users. Though the subject-verb agreement is a small area of grammar, it is the backbone of any language. It occupies a special importance in teaching and learning English as a second language. The construction subject-verb agreement is highly marked in the schools and colleges while checking pupils' performance whether it is in spoken or written form. So, the sound knowledge of grammar is inevitable for the language learners because it enables the learners to use the language accurately and appropriately. Thus, the teaching of grammar plays a central role in language teaching.

1.1.2 Techniques of Teaching Grammar

A technique can be defined as an implementation that actually takes place in the classroom. It is a particular trick or strategy which is conducted to achieve the immediate objectives. A technique is the level at which classroom procedures are described. This reflects the fact that the procedure we implement in our classroom

teaching is a technique. There are two types of techniques in general: teacher centred and learner centred. Teacher centred technique includes techniques like lecture demonstration, explanation, illustration, etc. Whereas the student-centred techniques include pair work, role play, drama, strip story, discovery techniques, etc. Both techniques are equally employed in language teaching although learner-centred techniques are proved to be better. Various types of techniques i.e. group work, pair work, drills, project work, explanation, demonstration, drama, games, role play and discovery technique have been emerged in course of time for making grammar teaching effective. Among these techniques all developed countries use discovery techniques to teach grammar.

Ur (1996, p. 84) has given the different techniques of teaching grammar. They are given below:

- a. Awareness
- b. Controlled drills
- c. Meaningful drills
- d. Guided drills
- e. Free sentence composition
- f. Discourse composition

Similarly, Harmer (1987, p p. 24-27) has given the following techniques for teaching grammar;

- a. Modelling
- b. Isolation
- c. Visual demonstration
 - i. Writing
 - ii. Timelines
 - iii. Fingers techniques
- d. Explanation

1.1.3 Discovery Technique

Discovery technique is a learner-centred technique for teaching new structure. In discovery technique, learners are given chance to find out grammatical rules by engaging them on concerned item before presenting rules by the teacher.

According to Harmer (1987, p. 29), "Discovery techniques are those where students are given examples of language and told to find out how they work to discover grammatical rules rather than be told them." It means that discovery techniques for teaching grammar refer to any activity, exercise or technique in which sufficient examples are given to the students and told to discover the structure of example sentences by practicing investigating examples. The activities which fall under discovery technique make students active and thoughtful and invite them to use their reasoning processes or cognitive powers. Discovery technique is of great help to teach vocabulary materials which allow students to activate their previous knowledge and to share what they know. They also provoke a kind of interaction with words which helps them to remember the words and their meaning. At the most covert level, the students are exposed to the new language, with no focus or fuss, some time before it is presented. At a more conscious level students can be asked to look at some sentences and say how the meaning is expressed and what the differences between sentences.

Harmer (1987, p. 39) says, "Encouraging students to discover grammar for themselves is one valuable way of helping them to get to grips with the language". The view of this technique determines that the pupils create their own knowledge through observations and experiences they make and impressions and influences they meet.

Discovery techniques can take a long time and can occasionally be confusing. The teacher should decide when to use these activities, with what grammar items and with which students. It is not suitable to teach grammar to very small children

because they can not analyze the given examples. Similarly it is generally not suitable to teach grammar to advanced level students because it is time consuming. Grammatical exceptions can not be taught through this technique. In the case of complex rules, the learners can not generalize them properly. Despite some of these drawbacks, the use of discovery technique has been considered effective for teaching grammar in secondary and intermediate level.

There are four types of activity provided by Harmer (1987, p. 30) for teaching grammar through discovery technique. They are:

a. Preview

It is a rather disguised and covert way of allowing students to discover new grammar themselves by previewing it at some stage before it is actively learnt or taught. In other words, students are exposed to the new language; they do not concentrate on it at this stage, but the fact of having seen the grammar in action will help them to deal with it when they have to study it later. Activities such as listening to and reading texts expose students to language in this way, because while students are practising listening and reading skills, they can also be absorbing new language. For previewing, the following kinds of task can be given.

Task: Search the text and see how many examples of <i>causative verbs</i> you can find,

Previewing is a way of making students aware of a new piece of language: this will help them when they study it later stage.

b. Matching

The point of matching exercises is to get students to work things out for themselves. They have to make choices about what goes with what and the activity of making choices helps them to discover correct facts about grammar. Students can be asked to number of grammar exercises where they match parts of sentences

and phrases—often the students work in pairs and treat the activity rather like a problem solving activity.

Task: Match the statements with appropriate tag questions.

- | | |
|-----------------------------|--------------|
| You have been to Brazil, | are you? |
| You can ply the flute, | don't you? |
| You study economics, | did you? |
| You are not going to leave, | haven't you? |
| You didn't fail the exam, | can't you? |

c. Text study

It refers to a technique of getting students to discover new grammar by asking them to concentrate on its use in a text. Teachers can get the students to look at the way language is used in a certain context. The principle aim of this technique is to get the students to recognize the new language.

Task: What are the three past endings for regular verbs?

The teacher writes a text using the required verbs. Students have to put all the verbs into one of the three columns:

/d/	/t/	/id/
Managed	Watched	Visited
.....
.....

It is suitable for the students either before or immediately after a presentation of a past simple. The advantage of using it before the presentation is that it will give students a clear knowledge of tense before they are asked to use it. If used after, it will serve as a good reinforcement to what the students have been learning.

d. Problem solving

In this technique, students are provided with a problem and they solve it without learning overt input in advance. This technique encourages the students to talk about grammar and to analyze its properties. Students can look at the area of grammar rather than a part of it: 'the future', for example, rather than just one future form such as 'going to'.

A very good way of getting students to discover grammatical rules is to present them with examples of incorrect English, and then encourage them to discover what is wrong and why.

- i. *You must to agree with me.
- ii. *People is always complaining.
- iii. *I am not agree.
- iv. *I have not seen him yesterday.

There are many advantages of discovery techniques in teaching grammar. This technique encourages students to learn Grammar by doing. The advantages of discovery technique are as follows:

- a. Discovery technique involves the students' reasoning processes in the task of language/ grammar acquisition.
- b. With this technique we can make sure that the students are concentrating fully using their cognitive power.
- c. Discovery technique is based on student-centred approach.
- d. The teacher does not tell the students, how the language works or what the grammar is but the students themselves actually discover meaning and other grammatical information.
- e. Discovery technique is highly motivating and beneficial for the students understanding of the language.

1.1.4 Causative Verbs

Causative verbs express the idea of someone causing something to take place. Causative verbs are used to indicate that one person causes a second person to do something for him or her by paying, asking or forcing a person. We use the causative verb when we do not carry out an action ourselves, but rather responsible for the action being performed. Verbs like get, make and have are known as causative verbs. These verbs are used to show that someone or something causes someone or something else to do something.

"There is a certain category of verbs whose function is to signal that someone has caused someone/something to do something." These construction of the verbs are said as causative construction by Celce - Murcia and Larsen-Freeman (1983, p. 480).

Causative verbs can be similar in meaning to passive verbs.

Example: My hair was cut. (Passive)
I had my hair cut (causative)

1.1.4.1 Causative Structure

There are two basic causative structures. One is like an active, and the other is like a passive. These examples use the causative verbs "have".

- I had John fix the car (I arranged for the car to be fixed by John - I caused him to fix it.)
- I had the car fixed. (I arranged for the car to be fixed by someone. We don't know who, so this is like a passive.)

1.1.4.2 The Active Causative Structure

a. Let

Form: [Let + Person + verb]

Use: This construction means to allow someone to do something:

Examples:

- John let me drive his new car.
- Will your parents let you go to the party?

b. Make

Form: [Make + person + verb]

Use: This construction means "to force to do something".

Examples:

- My teacher made me apologize for what I had said.
- Did somebody make you wear that ugly hat?

c. Have

Form: [have + person + verb]

Use: This construction means 'to give someone the responsibility to do something'.

Examples:

- I had the mechanic check the brakes.
- Dr. Smith had his nurse take the patient's temperature.

d. Get

Form: [get + person + to + verb]

Use: This construction usually means "to convince to do something or to trick someone into doing something".

Examples:

- Suise gets her son to take the medicine even though it tasted terrible.
- How can parents get them children to read more?
- The government T.V. commercials are trying to get people to stop smoking.

e. Get Vs Have

Sometimes "get someone to do something" is interchangeable with "have someone to do something" but these expressions do not mean exactly the same thing.

Examples:

- I got the mechanic to check my brakes. (At first the mechanic didn't think it was necessary, but I convinced him to check the brakes.)
- I had the mechanic check my brakes. (I asked the mechanic to check the brakes).

1.1.4.3 Passive Causative structure

We use this structure to talk about having something done by another person / thing. Take a look at the following example:

- Peter had his house repaired after the tornado last year.
- The president had his speech written by a very talented group of writers.

In both cases, the person (Peter and the president) arranged for something (repairing a house and writing a speech) to be done by a third person.

a. Get

Form: [get + object + past participle]

Example:

- Susie got the medicine taken even though it tasted terrible.
- Shrijana gets a sandwich brought.

b. Make

Form: [be verb + past participle (made) + to infinitive]

Examples:

- I was made to apologize for what I had said.
- Her children were made to do their homework.

c. Have

Form: [have + object + past participle]

Examples:

- I had the brakes checked.
- Dr. Smith had the temperature taken (of his patient).

1.1.5 Modal Auxiliary Verbs

A modal verb or auxiliary verb is a verb, which modifies another verb, so that the modified verb has more intention in its expression. In essence the modal verb expresses modality way in which something is being said. They can qualify statements, express intent, express need, or suggest possible actions. So, modal verbs give extra information about the function of main verb that follows it. The verbs can, could, may, might ,must, shall, should, will, would, dare, need and ought to are modal called modal auxiliary verbs.

Cowan (2008, p.295) classified modals according to their form and meaning. According to form he classified into three categories. They are pure modals, marginal modals and semimodals. The following table lists the modal verbs in each category.

Table No. 1
Modals

Pure modals	Marginal Modals	Semimodals
can	dare	be going to
could	need	be supposed to
may	ought to	had better
might		had best
must		have got to
shall		have to
should		
will		
would		

Cowan (2008, p.296) further classified the modals into three groups according to their meaning:

a. Modals of ability, permission and possibility

This group includes the modals can, could, may and might.

b. Modals of advice and necessity

This group includes must, should, dare, need, have to, had better, had best, have got to and be supposed to.

c. Modals for expressing future time

This group of modals includes shall, will, would and be going to.

Modals verbs are special verbs which behave very differently from normal verbs.

Some important differences are as follows:

- i. Modals appear either directly before a main verb or before the auxiliary verbs *be* and *have*. Note that a verb following a modal is always in its basic form.

Examples:

- He must work very hard to earn that much money.
- He must be working very hard to earn all that money.

- ii. Modals like other auxiliary verbs have some characteristics that distinguish them from main verbs. Modals can contract with *not* which main verbs cannot.

Examples:

- He shouldn't see her.
- *He workn't with her.

There are, however, two modal that do not form contractions with *not*. *May* does not contract. *Shan't* exists as a contraction of shall not only in British English and its restricted largely to use with a first person pronoun.

Examples:

- He may not come.
- *He main't come.

iii. Modals do not take the present tense – 's' ending or the past tense- 'ed' ending. Some modals however, have what can be seen as a corresponding irregular past tense form, for example, *could* in the case of *can*.

Examples:

- *He canned run a mile in almost four minutes when he was younger.
- He could run a mile in almost four minutes when he was younger.

iv. Questions, negatives tags and short answers are made without *do*.

Examples:

- Can u swim?
- He shouldn't do that, should he?

1.1.5.1 Use of modal verbs

a. Can

- It is used for expressing ability.
I can lift 200 pounds over my head.
- It is used for informal permission.
You can take to him.
- It is used for expressing possibility.
In the summer, the temperature can reach 100 degrees Fahrenheit.

b. Could

- It is used for past ability.
When I was 18, I could run faster and longer.
- It is used for permission.
Could I talk to you?
- It is used for polite request.
Could I help you?
- It is used for possibility.
It could snow up to 10 inches today.

c. May

- It is used for possibility.
He may be the man we're looking for, but I'm not sure yet.
- It is used for permission.
You may go out.
- It is used for polite request.
May I help you?

d. Might

- It is used for possibility.
I might get a job soon.

e. Should

- It is used for advisability.
You are sick. You should take your medication.

f. Must

- *Must* expresses necessity and obligation; followed by ‘*not*’, it expresses prohibition.

You must attend your regular classes.

You must not forget to turn off the gas before you leave the house.

g. Dare

- It is used for advice

Dare I bring this up in the meeting?

h. Need

- It is used for necessity.

You needn’t tell her.

When directly followed by a verb, ‘need’, like ‘dare’, appears especially in British English in questions and negative statements.

i. Ought to

- *Ought to* is a marginal modal that conveys some meanings as *should* and is inter-changeable with it in almost all context, except that ‘*ought to*’ is confined largely to affirmative statements.

- It used for giving advice.

That’s a bad cough. You ought to see a doctor.

j. Had better and Had best

- *Had better* and *Had best* are the two semimodals used to give advice.

You’d better get down from that tree. You’re going to fall and get hurt.

You’d best take your raincoat. It looks like it’s going to rain.

k. Have to

- It is used for necessity and obligation. It expresses the same basic and extended meaning as '*must*'.

Ram has to finish his project by this evening.

You have to notify the police right now.

l. Have got to

- Like *must* and *have to*, *have got to* can express necessity or obligation.

She has to return the book to the library tomorrow. It's overdue.

- Although *have got to* and *have to* have same meaning, *have got to* cannot be substituted in all contexts for *have to*.

I was so sick that I had to go to the hospital.

*I was so sick that I had got to go to the hospital.

m. Be supposed to

- *Be supposed to* is a semimodal that expresses obligation determined by some plan or preconceived view.

You are supposed to call the doctor's office if you cannot keep your appointment.

n. Will

- *Will* expresses future time, including predictions about the future, and has several extended meanings.

She'll retire in one or two years.

He'll lose in straight sets.

- It is used for volition.

I promise you that we will go on to victory!

- It is used for inferred probability.
That will be Jorge. He always arrives promptly at 3:00.

- It is used to express request.
Will you move your car a bit to the left?

o. Shall

- *Shall* is the least used of all the pure modals, but it is clearly used more frequently in British than in American English. Like *will*, it expresses future time, including prediction, and has extended meanings.

It appears that his play shall be a great success.

- It is used for volition.
We shall beat them this year!

- It is used for giving suggestions and requests for advice.
Let's get started, shall we?

p. Would

- *Would* can be seen as the past equivalent of *will*. This correspondence is reflected in some of its meanings. It is used for prediction in the past; future in the past.

I thought our game would get rained out.

I tried to convince the dean but she wouldn't listen.

- It is used in regular action in the past.
Milo would always stop by to say hello before heading to school.

- It is used in hypothetical results.
If you listened more carefully, you would get better grades.

- It is used in inferred probability.
That would be Fred. He calls every day at 7 o'clock sharp.

- It is used in polite requests.
Would you please refrain from something in here?

q. Be going to

The semimoodal *be going to* is the modal in addition to *will* that is often used to talk about the future. But they are not often used interchangeably.

- It is used for expressing future time; planned action.
I'm going to visit my grandmother next weekend.
- It can be used in future time: immediately imminent action.
Slow down! We're going to miss the exit!
Look out! We're going to hit that car!

1.2 Review of Related Literature

Various experimental research works have been carried out in the Department of English Education to test effectiveness of different techniques and methods of English language teaching. The researches carried out in the Department have been reviewed as follows:

Karki (1999) carried out a research entitled "Teaching Subject verb Agreement Inductively and Deductively". The main objective of the study was to find out relative effectiveness of inductive and deductive methods in teaching subject or verb agreement in English. The study shows that inductive method is relatively more effective than the deductive method. Similarly, Sitaula (1999) carried out a study entitled "Teaching Passivization in English using Inductive and Deductive Methods." The objective of the study was to determine the effectiveness of inductive and deductive methods in teaching passivization. To collect the data, pre and post-tests were given and results of two tests were compared. It was found that the inductive method for teaching passivization was relatively more effective than

the deductive one. In the same way, Ghimire (2000) carried out a study entitled “Effectiveness of Teaching Question Tag Inductively and Deductively.” The objective of the study was to determine the effectiveness of inductive and deductive for teaching question tags in English. The findings of the study shows that inductive method was more effective and more meaningful than the deductive one is teaching question tags. Likewise, Sharma (2000) carried out a research entitled 'Teaching English Inductively and Deductively'. The objective of the study was to find out relative effectiveness of two method; deductive and inductive in teaching reported speech in English. A set of pre and post-tests were given to collect the data. It was found that deductive method was more effective than the inductive method.

Similarly, Pokharel (2000) carried out a research entitled “Teaching Communicative Functions Inductively and Deductively”. The objective of the study was to develop certain communicative abilities on the part of the learners. The study shows that inductive method was more effective than the deductive method for teaching communicative function of English. In the same way, Regmi (2003) conducted a research entitled “Effectiveness of Group Work Technique in Teaching English Tenses”. The objective of the study was to determine the effectiveness of group work technique in teaching English tenses. It was found that the group wok technique was more effective than explanation.

Likewise, Panta (2004) carried out a research entitled "Effectiveness of Discovery Technique in Teaching Subject Verb Agreement". The objective of the study was to determine effectiveness of discovery technique in teaching subject verb agreement. A set of test was designed as the major tool for data collection and results of two tests were compared and it was found that teaching subject verb agreement using discovery technique was relatively more effective than deductive method. In the same way Rawal (2004) carried out a research entitled “Effectiveness of Drill Technique in Teaching Passivization.” The aim of study was to find out effectiveness of drill technique in teaching passivization. The study

shows that drill technique was more effective than usual technique in teaching passivization.

Although, a number of attempts have been made in order to find out the effectiveness of different methods and techniques, none of the studies deals with the effectiveness of discovery technique in teaching English causative and modal verbs.

1.3 Objectives of the Study

The objectives of the study were as follows:

- a. To find out the effectiveness of discovery technique for teaching causative and modal verbs.
- b. To suggest some pedagogical implications.

1.4 Significance of the Study

The study provides information about organizing and conducting the discovery technique in language classroom situation. Nepali learners of English have difficulties in learning causative and modal verbs. So, this research aims at reducing such difficulties faced by the students of secondary level, especially the grade IX.

The findings of the study will be fruitful to those persons who will be directly or indirectly involved in teaching and learning of English Grammar. The findings will be equally beneficial to curriculum designers, policy makers, instructors, language teachers, textbook writers and evaluators as they can take further steps in the light of its findings. Moreover, this work will be invaluable source for those researcher who will be interested in conducting research to the relevant areas in (the days to come) future.

CHAPTER TWO

METHODOLOGY

This chapter deals with the methodology adopted during the study. The researcher had adopted the following methodology to achieve the objectives of the study:

2.1 Sources of Data

Both primary and secondary sources were used for collecting of data.

2.1.1 Primary Sources of Data

The primary sources of data of this study were collected by administering the pre and post-tests on forty students studying at Panchakanya Higher Secondary School, Syangja were given for the purpose of carrying out this research. The pre-test was given before the experiment was begun in classroom teaching and post-test was taken after the teaching. The researcher was involved in teaching the students of grade IX for twenty four days.

2.1.2 Secondary Sources of Data

The researcher studied various books, theses, articles, journals, etc. related to the research to facilitate the study. Some of the secondary sources of data were Stern (1983), Ur (1996), Close (1975), Harmer (1987, 1991), Cowan (2008), and English textbook of grade IX etc.

2.2 Sampling Procedure

To carry out this research work, forty students of grade IX studying at Panchakanya Higher Secondary School of Syangja district were selected as the sample of the study.

2.3 Tools for Data Collection

The main tools for data collection from the primary source were test-items like fill-in-the blanks, choose the alternatives, matching and make sentences etc. The test was carried with the weighting of fifty marks and administered for 45 minutes.

2.4 Process of Data Collection

First of all, the researcher prepared tools for data collection for the students. He spent 2 days in the school where he consulted with the head teacher, English teacher and students. Then, he followed the following process for data collection:

- a. A written pre-test (in fifty full marks) was administered to determine the actual performance of the students in causative and modal verbs.
- b. Students were ranked on the basis of their individual scores. They were divided into two groups 'A' and group 'B' on the basis of odd even number. The ranking procedure and group division are as follows:

Pre-test	Group 'A'	Group 'B'
1-10	odd	even
11-20	even	odd
21-30	odd	even
31-40	even	odd

- c. Group 'A' was taught through discovery technique whereas group 'B' was taught through explanation technique for one month.
- d. At last, the same tools were used to be administered as a written post-test to determine the effectiveness of discovery technique in teaching causative and modal verbs.

2.5 Limitations of the Study

The study had the following limitations:

- i. The research was based on teaching and learning causative and modal verbs through discovery and explanation technique.
- ii. The research was limited to only one government-aided school.
- iii. The research was limited to 40 students.
- iv. Only the students of grade nine were selected for sample population of the study.
- v. The time for experiment was no more than 24 days.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data. Then, the data have been grouped under the three headings and analysed them separately in the following way:

- i. Holistic comparison
- ii. Item wise comparison
- iii. Gender wise comparison

The second and third headings are divided into other sub-headings. While analysing the data, the individual scores of both tests (pre and post-tests) have been given and tabulated group wise. Then, the average scores of both groups on the two tests are computed. The difference between the average scores of two tests is determined. If the difference between two groups is found greater than zero, it shows the improvement in learners' study during the teaching. The result is converted into percentage. Two groups have been compared on the basis of the percentage of the scores that the students obtained. The marks of the each student in pre-test were subtracted from the marks of the post-test to find out the difference between them. The group which has got a higher percentage is thought to be better than the one which got a lower percentage.

The detail analysis and interpretation of the data have been presented as follows:

3.1 Holistic Comparison

In this section, the researcher compared the average scores obtained in the pre-test and post-test of the two groups.

Table No. 2

Holistic comparison of group 'A' and 'B'

	T1(Avr.score)	T2(Avr.score)	D	D%
Group A	19.8	34.55	14.75	74.79
Group B	19.7	27.25	7.65	38.83

The above table shows that the average score of group 'A' was 19.8 in the pre-test and 34.55 in the post-test. Their increased average mark was 14.75 and increased percentage was 61.96%. On the other hand, the students group 'B' had secured 19.7 and 27.25 average marks in the pre- and post-tests respectively. Their increased average mark was 7.65 and increased percentage was 38.83%. The difference percentage between two groups was 35.96%.

Thus, it is clearly seen that the students of group 'A' had shown better performance than the students of group 'B'. Therefore, we can conclude that discovery technique is better than explanation technique to teach causative and modal verbs.

3.2 Item-wise Comparison

In this section, the researcher compared the item-wise performance of two groups obtained in the pre- and post-test. There were four items included in the test. Students' performance on each item is discussed below.

3.2.1 Item I

Table No. 3

Result of fill-in-the blanks

	T1(avr.score)	T2 (avr.score)	D	D%
Group A	6.05	11.05	5.0	82.64
Group B	5.6	9.1	3.5	62.5

The average score of group ‘A’ was 6.05 in the pre-test and 11.05 in the post-test. Their marks increased by 5.0 and increased percentage was 82.64%. On the other hand, the average score of group ‘B’ in the pre-test and post-test were 5.6 and 9.1 respectively. The increased mark was 3.5 and increased percentage was 62.5%. The difference percentage between two groups was 20.14%.

While comparing the marks and percentages of the group ‘A’ and group ‘B’, it is concluded that the students of group ‘A’ had done better than the students of group ‘B’. Therefore, it can be said that discovery technique is better than explanation in this item of causative verbs.

3.2.2 Item II

Table No. 4
Result of multiple choice

	T1 (Avr.score)	T2 (Avr.score)	D	D%
Group A	6.95	8.45	1.5	21.58
Group B	6.65	7.7	1.05	15.78

The students of group ‘A’ had secured 6.95 and 8.45 average marks in pre- and post-tests respectively. Their increased average mark was 1.5 and percentage was 21.58%. On the other hand, the student of group ‘B’ had secured 6.65 and 7.7 average marks in their pre-test and post-test respectively. The increased average marks and percentage were 1.05 and 15.78% respectively. The difference percentage between two groups was 5.8%.

While comparing and interpreting two groups, the students of group ‘A’ had secured more marks than the students of group ‘B’. Hence, it can be said that discovery technique is better than explanation in teaching modal verbs in this item.

3.2.3 Item III

Table No. 5
Result of matching item

	T1 (Avr. score)	T2 (Avr. score)	D	D%
Group A	2.35	7.6	5.25	223.40
Group B	2.7	4.85	2.15	79.62

This table shows that the average score of group 'A' is 2.35 in the pre-test and 7.6 in the post-test. Their marks increased by 5.25. The increased percentage is 223.40 % whereas the average score of group 'B' is 2.7 in the pre-test and 4.85 in the post-test. Their marks increased by 2.15. Their increased percentage was 79.62%. The difference between the percentages of two groups was 143.78%. The difference between percentages of two groups clearly shows that group 'A' did comparatively better than group 'B' in their performance in post-test. Therefore, it is concluded that discovery technique is found to be better than explanation.

3.2.4 Item IV

Table No. 6
Use of modal verbs in their own sentences result

	T1 (Avr. score)	T2 (Avr. score)	D	D%
Group A	4.0	6.25	2.25	56.25
Group B	4.8	5.85	1.05	21.87

The average score of group 'A' was 4.0 in the pre-test and 6.25 in the post-test. It has increased its marks by 2.25 and 56.25 in percentage. On the other hand, the students of group 'B' had secured 4.8 and 5.85 average marks in their pre- and post-tests respectively. The increased average marks and percentage of group 'B' were 1.05 and 21.87% respectively. The difference percentage of two groups was 34.38%. The difference between the percentages of two groups portrays that group

'A' did a little bit better in their performance in the post-test in comparison to group 'B'. Therefore, it can be said that discovery technique may have better result than explanation in teaching this item.

3.3 Gender-wise Comparison

In this section, the researcher compared the average marks obtained in the pre-test and post-test of the two groups in terms of gender.

3.3.1 Performance of Girls

Table No. 7
Genderwise comparison result of group 'A' and 'B'

	T1(Avr.score)	T2(Avr.score)	D	D%
Group A	19.5	35.62	14.87	76.28
Group B	17.83	29.5	11.33	63.56

The average score of the students of group 'A' was 19.5 and 35.62 marks in pre-test and post-test respectively. Their marks increased by 14.87 and increased percentage was 76.28%. On the other hand, the average score of group 'B' was 17.83 and 29.5 in pre- and post-test respectively. Their marks increased by 11.23 and increased percentage was 63.56%. The difference between the percentages of the two groups was 12.72% which shows that the students of group 'A' had done better than the students of group 'B'.

So, it can be concluded that discovery technique is better than explanation technique to teach causative and modal verbs.

3.3.2 Performance of Boys

Table No. 8

Genderwise comparison of group 'A' and 'B'

	T1(Avr.score)	T2(Avr.score)	D	D%
Group A	20	33.83	13.83	66.66
Group B	20.57	26.71	6.14	29.86

The students of group 'A' secured 20 and 33.83 averages marks in pre- and post-tests respectively. Their marks were increased by 13.83 and increased percentage was 66.66%. On the other hand, the students of group 'B' had secured 20.57 and 26.71 average marks in pre- test and post-test respectively. Their marks were increased by 6.14 and increased percentage was 29.86%. The difference percentage between these groups was 36.8%.

Hence, it is concluded that discovery technique is better than explanation technique to teach causative and modal verbs.

CHAPTER FOUR

FINDING AND RECOMMENDATION

4.1 Findings

The researcher carried out this experimental research to find out which of the techniques, discovery or explanation is more effective to teach causative and modal verbs in grade nine in the context of Syangja district, Nepal. After the comparative analysis and interpretation of the data obtained from pre- and post-tests the following findings have been drawn and some recommendations are made.

- a) In the holistic comparison group 'A' was found to be better than group 'B'. The group 'A' had average increment of 82.64% whereas group 'B' had an average increment of 62.5%. The difference of percentage between group 'A' and group 'B' is 20.14%. It shows that teaching through discovery technique had better impact on teaching and modal verbs.
- b) Item wise comparisons show that the students of group 'A' have shown better performance in all four items than the students of group 'B'. Group 'A' had greater increment percentage than group 'B' by 1.5% in 'fill-in-the blanks', by 1.8% in 'multiple choice', by 3.1% in 'matching item' and 1.2% in 'make sentences using modal verbs'. Hence, discovery technique is more meaningful and effective than explanation technique to teach causative and modal verbs.
- c) The gender wise comparison shows that the girls of group 'A' are better than girls of group 'B'. The average score of group 'A' was 19.5 and 35.62 marks in pre-test and post-test respectively. The difference between in pre- and post-test 14.87 in average score and increased difference percentage was 76.28%. The difference between these two groups is 12.72%. On

the other hand, the boys of the group 'A' performed better than that of group 'B'. The students of group 'A' 20 and 33.83 average marks in pre- and post-test respectively. Their mark was increased by 13.83 and increased percentage was 66.66%. The difference between group 'A' and group 'B' is 36.80. Hence, the performance of the girls' group is relatively better than boys. But in both groups (girls and boys), group 'A' had better result than that of group 'B'.

This shows the teaching students using discovery technique was relatively more effective than teaching without using it (i.e. explanation) for teaching causative and modal verbs.

4.2 Recommendations

On the basis of findings of the study, the researcher has made the following recommendations:

- a. From the analysis, interpretation and comparison of all types of headings (holistic, item wise, and gender wise) it was found that discovery technique has been seen more effective and meaningful than explanation. So, it can be strongly suggested that the discovery technique should be applied for teaching causative and modal verbs.
- b. In order to make students more active, investigative and creative in classroom, discovery technique should be applied while teaching causative and modal verbs.
- c. From my experience of research study, I found that discovery technique requires relatively much time than explanation to teach causative and modal verbs. So, he/she should be very careful about the allotment of time according to language item.

- d. The syllabus designers, textbook writers, and methodologist should encourage in the use of discovery technique for teaching grammar because students get chance to discover rules by practicing themselves.

- e. This research study was conducted in one government-aided school in Syangja district named Shree Panchakanya Higher Secondary School. It was limited to forty students of grade nine and only two items causative and modal verbs. It was limited to only one experimental group in which the number of students was confined. So, it can not be claimed that the findings of the research study will be applicable to whole grammar topics and sufficient number of students for all schools of Nepal. It can not be said that the findings of the study are complete in themselves. Therefore, it is suggested that further research should be carried out in this area involving more and more schools and students to test the validity of the findings of this research

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