

CHAPTER ONE

INTRODUCTION

This study is about 'Strategies Adopted by Higher Secondary English teachers in Teaching Language Items. This heading consists of general background, introduction to 'Meanings into Words', introduction to grammar, importance of grammar, methods of teaching grammar, introduction to teaching strategy, review of the related literature, objectives and significance of the study.

1.1 General Background

Language is a means of communication through which we can express our ideas, thoughts, feelings and so on. One cannot be a perfect human being if he does not possess language. It is God's special gift to the mankind without which human civilization would not be possible to exist. There is language, indeed, which makes it possible and keeps human civilization alive and attributable. Generally, language takes place in certain pattern and order. According to Crystal (2003, p.255), "Language, at its most specific level refers to the concrete act of speaking, writing or signing in a given situation." If we analyze this definition we can say that language is a means of expressing one's ideas.

Richards et al. (1999, p.196) define language as "the system of human communication by means of structured arrangement of sounds (on their written representation) to form a language unity i.e. morphemes, words, phrases and sentences." In the same way, Wardhaugh (2000, p.1) says, "Language is what the member of particular society speaks. Language is the expression of human personality. It is a form of social behavior that enables the individuals to cooperate with the others in the group". Similarly, for Hall (1968, as cited in Lyons, 2002, p.4) "Language is the institution where by humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols." From the

above definition we can conclude that language is a way of changing needs and conditions of speakers through observable sequences of sounds.

1.1.1 English and its Status

There are many languages in the world, among them English is the most widely used language it is often believed that one in every group of seven people can speak English. It is rich in its literature. Most of the books are written in English. Therefore, it has gained the status of international standard. English is used as a lingua franca to maintain communication among different linguistic communities in the world. English has dominated most of the areas in the world such as world politics, science and technology, medicine, marketing and so on. Moreover English is one of the five official languages of the UNO: this may be also the prime factor for English to be an international language. If we trace the history of the English language it has become an international language as a result of political change in the 16th century in Europe.

Richards and Rodgers (2005, p.3) say:

It has been estimated that some 60 per cent of today's world population is multilingual. From a contemporary and a historical perspective, bilingualism or multilingualism is the norm rather than the exception. It is fair, then, to say that throughout history foreign language teaching has always been an important concern where as today English is the world's most widely studied foreign language, 500 years ago it was Latin, and for it was the dominant language of education, commerce, religion, and government in the Western world. In the 16th century, however, French, Italian, and English gained in importance as a result of political change in

Europe, and Latin gradually become displaced as a language of spoken and written communication.

English has wide scope in all areas such as trade, mass media, education, science and technology etc. It is the dominant international language. It is the world's most widely spoken language and common means of communication between the people of different nations.

1.1.2 ELT in Nepal

Nepal was ruled by Ranas for 100 years until the beginning of the 1950s, feared on educated public. However, in Nepal, English was introduced formally in the school level education system about one hundred fifty years ago that is in 1854.

The founder of the Rana regime, Jang Bahadur Rana, decided to give his children an English education rather than the traditional religiously oriented training. In 1854, Jang Bahadur engaged an English tutor to hold classes for his children in the Rana palace. This act tipped the balance in favor of English education and established its supremacy over the traditional type of Sanskrit based education. In 1991 English education still carried a higher status and prestige than did traditional education. He proposed a system of universal public primary education, using Nepali as the language of instruction, and opening Durbar High School to children who were not member of the Rana clan. Dev Shamsheer's policies were so unpopular that he was deposed within a few months. His call for reform did not entirely disappear, however. A few Nepali language primary schools in Kathmandu

Valley, the Hill Region, and the Terai remained open, and the practice of admitting a few middle and low caste children to Durbar High School Continued.

(Retrieved on 30 Dec.2010 from http://www.countrydata.com/cgi_bin/query/r-gogg.html)

ELT came into public access in Nepal after crossing various ups and downs. Before the regime of Rana, general Nepalese citizen could not get access to English education in Nepal. Now-a-days, the English language has a firm grip as the essential part in the Nepalese education. In Nepal, English has got popularity and has spread in various fields. Recently, it is taught as a compulsory subject from grade one to bachelor level and as a subject of specialization up to master's level. At university level, most of the prescribed books and reference books are available in English. Therefore, English language teaching has been grown up as the profession and as a matter of challenge in Nepal. The new horizons of English in Nepal are expanding more and more every years.

1.1.3 An Introduction to Meanings into Words

The book entitled 'Meanings into Words' is one of the major textbooks under the compulsory English course in Higher Secondary level in Nepal. This book is accompanied by a work book, a test book, drills (on cassette), a teachers' book and a cassette of all recorded materials in the students' book. The students' work book contains extra written practice of the language taught in each unit. The test book contains six short progress tests (40-50 minutes each) and one longer Final Achievement Test (90 minutes). The drills give intensive manipulation practice of key structures introduced in the units. Likewise, the teachers' book includes a general description of the course as well as detailed teaching notes on each unit, in the form of a description accompanied by a diagram. 'Meanings into Words' is a

course in general English and it is divided into two parts: an intermediate course and an upper intermediate course. The two parts can either be used as a single continuous course or separately two independent courses. The course systematically covers the functional, notional and grammatical areas that are important to students at this level. In each unit, students are taught the relationship between structures and meanings and learn how to use structure in a communicative context. The variety of stimulating practice material makes this a powerful and effective course which gives students a deep and productive understanding of the way English language works.

Both of the courses of 'Meanings into Words' are based on major functional or notional areas of English. Each unit in both of the course includes presentation of material which includes key language items, intensive controlled practice, free communicative practice and writing activities, extended listening and reading activities and a language summary which lists the main points covered in the unit. Different exercises are included in each unit which refers to some of the grammatical theme. In this research study, I have based my observation and study on 'Meanings into Words': an Intermediate course.

Doff et al. (2002, p. 12) say:

'Meanings into Words' is a course in grammar and its use in communication. It sets out to teach the grammatical system in English in relation to the uses to which the learner will predictably want to put. As the title indicate, we present the grammar of English as a means of putting into words many of the meanings that the learners will want to express in the process in the using language for various communicative purposes.

The prime focus of this course is to equip students of Higher Secondary level with different language skills in an integrated way. This is mainly student-centered course, teacher's role is that of a facilitator and the course is designed on the basis of communicative approach i.e. various language functions are given to help students with language of everyday communication throughout the course. The main focus is given to develop creativity in the learners to use language freely on the basis of specific grammatical structures. The main intent of 'Meanings into Words' is to develop communicative competence in the learners i.e. the ability to use correct grammatical structures in an appropriate situation. 'Meanings into Words' tries to give emphasis on language functions along with grammatical structures and writing compositions.

'Meanings into Words: An Intermediate Course' has tried to introduce different language items along with wide variety of exercises so that students can easily use in real life situation in their daily communication correctly. The writers have not used the term grammar, instead they have used the term language items. The course is divided in to 24 units with a variety of exercises related to grammar, language functions, accompanying the reading skill and the writing skill. To be specific only on language items used in the intermediate course basically we can list them as below. The examples are extracted from the book 'Meanings into Words Intermediate Student's Book' (2010) and page number is mentioned along with examples.

Language items	Examples
1. Location preposition (In, on, above, below, under, by, beside, next to, between, opposite, behind, in front of)	It's in Davies street, opposite the cinema (p.4). There's a desk in the room (p.8).

2. Non- defining relative clause

There are cafes, where you can get a cheap cup of tea (p.8).

3. Present continuous

I'm going to visit my sister next week (p.15).

(going to , planning to, etc.)

They're planning to build an extension to their house (p.15).

4. Present simple passive with 'be' or get

They pay the workers once a month (active) (p.21).

The workers are paid once a month (passive).

The workers get paid once a month (passive).

5. Frequency of adverbs and phrases

(Always, never, usually, sometimes, as a rule, normally, generally,

occasionally, From time to time,

now and again)

I usually get up to 7 O' clock (p.21).

6. Preposition of Direction

(In (to), out of, on (to), off, up to, towards,

Away from, up, down, along, through,

Between, across, round, past, over, and, under)

His bullet whistled past my ear (p.22).

The bull began to run towards me (p.22).

7. Past simple active and passive
They built the house in the 19th century (active) (p.36).
The house was built in the 19th century (passive).
8. Present continuous active and passive
Someone is following us (active) (p.38).
We are being followed (passive).
9. Present perfect simple and past simple
I have booked some seats for the theatre (p.56).
I booked some seats for the theatre yesterday (p.56).
10. Present continuous and past simple
I have been looking for a flat (p.56).
I have looked at five flats so far, but I haven't found once I like yet (p.56).
11. Comparison of adjectives and adverbs
Leather is stronger than plastic (p.66).
I write more carefully than he does (p.66).
12. Superlative forms
The Soviet Union is the largest country in the world (p.66).
He smokes the most heavily (of all of us), but he also works the hardest (p.66).
13. Used to
We used to live in Wales (p.75).

14. Present perfect passive
They have pulled the hotel down (p.75).
The hotel has been pulled down.
15. Active and passive gerund forms
I enjoy swimming (p.82).
I'm fond of going to the opera (p.82).
16. Past simple and past continuous
He was skiing when he twisted his ankle (p.89).
He twisted his ankle while he was skiing (p.89).
17. Since with clauses
He's been playing the guitar (ever) since he get one for his birthday (p.111).
18. Positive and negative agreement structures
I have got a dog (p.127).
I've got one too.
So have I.
19. Modals (must, can, should, mustn't, have to)
You must be home by 9 O' clock (p.134).
20. If or unless + Present simple tense
The firm may make a profit if they attract new customers (p.142).
The firm certainly won't make a profit unless they attract new customers (p.142).

21. Defining relative clause
He has got a gun that fires 20 rounds a second (p.149).
22. Compound noun phrases
A sports car, an alarm clock, a racing car, writing papers, and so on (p.149).
23. Too and enough
The classrooms are too cold in winter (p.157).
The classrooms aren't warm enough in winter.
24. Too and enough + infinitive
I feel too tired to go out this evening (p.157).
He's not nearly old enough to get married.
25. Past Continuous, participle structures
They were sitting talking to each other (p.163).
26. Reason and purpose connectives
(because, in order to, so that)
Many people do yoga because they want to keep fit (p.178).
27. Concessive structures
(Although/even though, in spite of, Despite of)
In spite of/despite his popularity, he didn't win the election (p.178).
28. Because/ because of
We stayed indoors because there was fighting in the streets (p.178).

1.1.4 Introduction to Grammar

Learning a foreign or second language is not an easy task. It needs a lot of time, effort and energy to have mastery over all the levels of language. These levels are phonology, morphology, grammar, semantics and discourse. Among them grammar is very important aspect of language because while learning a language grammar performs a significant role. The proper use of grammar is required for successful communication. Each language contains grammar which is the main tool to express ideas, feelings etc. in an effective way. Therefore, with the sound knowledge of grammar we have, the more chances to express our ideas in a better way. Different scholars have defined grammar variously. Generally, grammar is defined as the connections of words and word groups in an acceptable structure. Grammar is one of the important aspects of language that should be taught and learnt. The person who has sound knowledge in grammar is known as learned person. This aspect is used in writing and informal oral presentations too. In this way grammar can be viewed as the set of formal patterns in which words of a language are arranged to convey meaning. Thornbury (1999, p.1) views, that "Grammar is a description of the rules that govern how a language's sentences are formed". Similarly, Ur (1996, p.5) says, " Grammar is sometimes defined as the way words are put together to make correct sentences". If we analyze these two definitions we can say that grammar helps to put the words or chunks of language together in a sound flavor. The person who is good at grammar can produce language systematically. It is obvious that we need to be competent in grammar to be competent language users of a particular language.

Hutchinson (as cited in Thornbury, 1999, p.14) says, "A sound knowledge of grammar is essential if pupils are going to use English language creatively". It means to be creative in English one should have good command over English grammar. Therefore, we can say that grammar is a tool to generate infinite number of sentences with the help of finite numbers of rules. To quote Chomsky (1957, as

cited in Lyons, 2002, p.7) "Language is a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements."

From the above-mentioned definitions, we can conclude that grammar is one of the important aspects of language that contains a set of rules of a particular language. Mainly, the rules describe or govern how words of language are arranged to form logical, acceptable and correct sentences.

1.1.4.1 Importance of Grammar

Thus, we can say that the importance of grammar can be seen in the following ways:

- The sound knowledge of grammar is inevitable for the language learners.
- Grammar enables the learners to use the language accurately and appropriately.
- Grammar has significant role in language.
- To be a good learner everybody should be good in grammar. Ur (1996, p.76) says, "Grammatical rules are essential for the mastery of a language."
- To produce fine language, the mastery of grammatical rule is most.
- One cannot get mastery over a language unless he possesses a complete knowledge of grammatical rules. Therefore, the sound knowledge of grammar is essential to be fluent and competent language users.

Thornbury (1999, pp.15-17) provides seven arguments for putting grammar in the language teaching context.

i) The Sentence-Machine argument

In a particular language, grammar has certain or finite rules which can be used to generate infinite number of sentences. Therefore, the job of grammar is to

describe the regularities in a language and such knowledge provides the learners to generate infinite number of sentences.

ii. The Fine Tuning Argument

The knowledge of grammar enables the learners to use correct kind of structures in a language when someone uses ambiguous and wrong sentences they can monitor and correct them.

iii. The Fossilization Argument

Without sufficient knowledge of grammar, language learning rate fossilizes. Therefore, the linguistic competence is prerequisite in language learning.

iv. The Advance Organizer Argument

This argument states that when we learn formal system of language from the very beginning that helps to get progress in the use of language for our later acquisition of language.

v. The Rule of Law Argument

This argument states that, the kind of institutionalized learning where rules, order and disciplines are highly valued. Here, grammatical rules offer the teacher and learner a structured system that can be taught and tested in methodological steps.

vi. The Discrete Item Argument

This argument advocates that we learn language means we learn different aspects of a language. It further says that there is infinite number of sentences in language but this number of sentences can be cut into different grammatical items so that there will not be confusions to learn language.

vii. The Learners Exception Argument

This argument states that most of the learners desire to learn grammar in order to produce fine tuned sentences. It means the learners expect to learn grammatical rules before producing language in practice.

1.1.4.2 Methods of Teaching Grammar

Method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the context to be taught and the order in which the context will be presented. According to Larsen Freeman (2004, p. xiii), "A method is a coherent set of thought in action links". Similarly, in the words of Anthony (1963, as cited in Richards and Rodgers 2005, p.19), "Method is an overall plan for the orderly presentation of language materials, no part of which contradicts, and all of which is based upon the selected approach. An approach is axiomatic, a method is procedural".

Teaching of grammar has always been a matter of debate for a long time especially for foreign or second language teaching. On the one side of the continuum, there are people who claim that grammar teaching is not necessary because its teaching does not help in the acquisition of the language. Krashen and Terrel (1983, as cited in Neupane, 2009, p.111) support this view when they say, "we prefer to avoid oral grammar instruction in classroom simply because they take time away from acquisition activities." On the other side of the continuum, there are other who claim that grammar teaching is necessary. Cowan (2009, as cited in Neupane, 2009, p.111) highlights the importance of teaching grammar when he says, "... grammar is one aspect of adult language on which instruction can have a lasting effect." In spite of the arguments for both for and against teaching grammar, it has been realized that grammar teaching does help for the acquisition of language in question. Accuracy without fluency is meaningless. At

the same time fluency without accuracy is not desirable. Learners are supposed to have both accuracy as well as fluency. So they should be provided with the opportunity to use language in communication as well as systematic knowledge of the language. Neither should accuracy be emphasized at the cost of fluency nor fluency at the cost of accuracy. Similarly, People also make arguments on the way they can best teach the grammar of a particular language. There are basically two major approaches commonly used for teaching grammar.

a. Deductive Method

It is a method where rules are given before the examples. It is a traditional method to teach grammar. Different scholars have defined this method in different ways. According to Thornbury (1999, p. 64), "A deductive approach starts with the presentation of a rule and followed by example in which the rule is applied". Similarly, Richards et al. (1999, pp. 98-99) opine:

This is an approach to language teaching in which learners are taught rules and when they use to language teaching methods which emphasize the study of the grammatical rules of language (grammar translation method makes use of the principles of deductive reasoning).

Likewise, Brown (1994, p.92) states, "deductive reasoning is movement from generalization to specific instances: Specific subsumed facts are inferred or deduced from a general principle". While using this method in classroom for teaching grammatical items, the teacher explains the rules for this activity. The teacher writes the underlying rules of grammatical structure of the sentence e.g. S+V+O. Then he explains these rules used in an appropriate situation and makes the students memorize the rules and asks the students to practice for making sentences in oral or in written form

b. Inductive Method

It is more systematic and scientific method to teach grammar than deductive method. In this method examples are given before the rules. Students have to guess the rules from examples. Different scholars have defined this method differently. Thornbury (1999, p.64) defines "An inductive approach starts with some examples from which a rule is inferred". In the same way, Richards et al. (1999, p.98) opine, "In inductive learning, learners are not taught grammatical or other types of rules directly but are left to discover or induce rules from their experience of using the language". Similarly, Cowan (2009, p.32) mentions that an inductive instruction "involves having students formulate rules from natural language and it is perhaps more useful in teaching intermediate and advanced students." From the above definitions, it can be said that inductive method is such kind of method of teaching grammar in which presented sentences are practiced orally and in written form and students have to discover the rules from the sentences. For example,

He eats mango.

They are playing football.

The examples are practiced orally and in written form then students have to find out the structure from the sentences.

1.1.4.3 Techniques of Teaching Grammar

Different ELT experts have argued about the different techniques of teaching grammar. Ur (1996, p. 34) has mentioned the following techniques of teaching grammar.

a. Awareness

A teacher should provide the opportunity to students by giving some unit of discourse of text and asks them to find out the past tense verb, modal verb, future tense, major word classes, preposition, phrasal verbs etc.

b. Controlled Drills

Learners are given a use to practice linking words such as 'but' or 'and' etc. and sentence transformation. The activities can be done under the control of the teacher's guideline. Learners are provided the sufficient examples of structures. The examples are predetermined by teachers and have to conform to very clear closed ended cues, e.g. Jenny drinks coffee but he does not drink milk.

- i. Like: ice cream/cake
- ii. Speak: English/Italian
- iii. Enjoy: Playing football/playing volleyball

c. Meaningful Drills

In this technique, students are asked to find out the tense. Now teacher asks them to compare true sentences about them according to the following model e.g. He/she does not like ice cream.

- i. Enjoy: playing cricket
- ii. Drink: beer
- iii. Speak: polish

d. Guided Drills (meaningful Practice)

The learners form sentences of their own according to set pattern but exactly what vocabulary they use is up to them, e.g. practicing conditional clauses. Learners are

given the cue (if I had a car) and suggested in speech and writing, what they would do.

e. Free composition (Structure-based)

In this technique, learners are provided with visual or situational cue and invited to compare their own responses. They are directed to use the structure, e.g. a picture showing a number of people doing different things is shown to the class then they describe it using the appropriate tense.

f. Discourse Composition (Structure based)

Learners hold a discussion or write a passage according to a given task e.g. the class is given a dilemma situation. Like, you have seen a good friend cheating in an important test and you have to recommend a solution.

g. Free discourse

It is like discourse composition but the learners are given to specific direction to use their structure however, the task situation is such that instances of it are likely to appear, e.g. as in type six, but act a final direction.

1.1.4.4 Activities Used in Teaching Grammar

There are many grammar practice activities and language games that can be used while teaching grammar. The teacher can adopt these activities and language games according to his/her need and nature of the grammar rules to be taught. Different scholars have presented different grammar practice activities and language games for teaching grammar. Ur (2008) provides many grammar practice activities for teaching different grammatical items. Some of are:

- a. Simon says (simple commands; understanding and producing short oral utterances).

- b. Guessing yes/no questions: oral-brainstorming.
- c. Quizzes (wh questions).
- d. Do not say 'No' (Negative answer to question oral).
- e. Discrepancies creative sentences in any tense oral responses, based on transformation of affirmative to negative; optional written follow up)
- f. Family tree (use of possessive to indicate relationships): composition of simple sentences teaching grammar through language games is very effective.

Some language games for teaching grammar are as follows:

i. Oral Drills

Oral drills are very structured way of introducing students' new grammatical structures. Depending on the drill you can either call students individually or ask them for the choral response.

ii. Scrambled sentences

Scrambled sentences are the best way to practice grammar. Give the students all the words in mixed up order to form one sentence then rearrange the words to form grammatically correct sentences.

iii. Student Survey

It makes reading and writing activities a fun. The teacher could do a short activity by using a real survey. Though for the beginning students, it is probably better for them to create their own.

iv. Picture Dictation

Picture dictation provides the fun way for students to practice listening grammatical patterns. It is not the traditional dictation. Students should not write

down the description rather than they should draw it and should not look at anyone else while they are drawing.

v. Short Speeches

Short speeches can be prepared for homework and presented in class. In this technique students give their speech in any topic and teacher gives feedback and review the target grammar and vocabulary.

1.1.5 Teaching Strategies

Generally strategy refers to a plan for achieving a major goal. In other words, strategies are those specific tasks that we perform for a given problem. Strategy is “a careful devised plan of an action to achieve goals or an act of developing or carrying out such plan.” (As cited in www.microsoft.com/uk/encarta, retrieved Dec. 25, 2010). Strategies in ELT refer to methods and techniques that the teacher uses to teach and students use to learn and study in an artificial or natural setting.

Brown (1994, p. 104) says:

Strategies are specific methods of approaching problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. They are contextualized “battle plans” that might vary from moment to moment, or day to day, or year to year.

Strategies vary intra- individually: each of us has a whole host of possible ways to solve a particular problem and we chose one or several of those in sequence for a given problem.

Teaching strategies are the specific actions one takes and or techniques one uses in order to teach. In fact strategies are methods and techniques that a teacher uses

while teaching a particular subject matter and to achieve the desired goal of the curriculum. So, strategies are goal directed and consciously controllable process that facilitate performance.

Wright (1997, p. 68) says that “teaching strategy is a complex amalgam of belief, attitudes, techniques, motivation, personality and control they would employ and encourage students to work in pairs and groups”. Teaching , therefore, needs to be geared to facilitating learning on the part of the learners as well as teachers. Thus, the main motto of using teaching strategy is to facilitate learners towards target language and prepare them for better learning.

There are several possible ways of teaching learning groups within the classroom context. Wright (1997, p.59) says, “The lessons involve the class working individually, in pairs, in groups, and whole class together.” As far as possible, it is desirable to arrange the class according to the demands of the text and employ appropriate strategy. The purpose of using specific strategy is to give the learners the choice of working models, or the choice of learning materials. Teachers implement different strategies within the classroom context to impart multiple ways of delivering information to the learners.

Cartois (1987, as cited in Wright 1997, p.51) says:

...in general it might be said that teachers would be expected as a minimum part of their roles to have adequate knowledge of their subject mater, to know something of how children learn and develop and to be able to devise appropriate learning teaching experiences in the light of these two considerations. Pupils would be expected as a minimum part of their role to be interested in being learners, to develop the skills reading about understanding subject matter as well as developing some skills with numbers.

Teaching strategies might be helpful to achieve actual message from the text. The personal factors, experiences, socio cultural contexts, attitudes individual perception really influence the language teachers' performances. So, they need to be careful about the process and product from the strategies that they use while teaching any aspect of a language.

Braucer (2001,p.87) says, "the creativity of the language can be stimulated by the use of new surprising, even audacious materials and activities." Creative teachers as well as learners, therefore have powerful drive to make teaching and learning activities better and effective. So to make teaching learning process live, effective and creative a language teacher can use various strategies in a single class period.

It is very important for the teachers to be skillful in using strategies while teaching any subject matter. However, it is also the fact that no any fixed and perfect strategy is available to teach any language item. Strategy varies from teacher to teacher and subject matter to subject matter. A single strategy may not be appropriate in teaching a single language item sometimes we need more than one strategy to teach a particular language item. The success of a teacher depends on the strategy that he adopts while teaching in the classroom.

Marton (1988, as cited in Cook, 2001, p. 199) talks about four overall teaching strategies:

- a. The receptive strategy: This strategy relies primarily on listening.
- b. The communicative strategy: In this strategy students learn by attempting to communicate.
- c. The reconstructive strategy: It is a teaching strategy in which the students participate in reconstructive activities based on a text.
- d. The eclectic strategy: It is a teaching strategy which combines two or more of the others.

Strategy is a cover term that includes various methods and techniques that language teacher uses in order to teach their subjects to achieve the prescribed goal. Some of the prominent strategies are as follows:

a. Lecture

From many years the lecture method was the most widely used instructional strategy. It is still an important way to communicate information. It provides a way to communicate a huge amount of information to many listeners in non-threatening environment. However, it seems to be passive way of teaching since it does not demand student's active participation.

b. Case Method

Providing an opportunity of students to apply what they learn in the classroom to real life experiences has proved to be effective way of both disseminating and integrating knowledge. The case method is an instructional strategy that engages students in active discussion on the issues and problems related to application. It works well in co-operative learning or role playing environments.

c. Discussion

There is variety of ways to stimulate discussion obviously; a successful class discussion involves planning on the part of the instructor and preparation on the part of the students.

d. Active Learning

Many students show that learning is enhanced when students become actively involved in the learning process. It engages students in the learning process, stimulates critical thinking and a greater awareness of other perspectives.

e. Co-operative Learning

Co-operative learning is a systematic pedagogical strategy that encourages small group of students to work together for the achievement of a common goal.

f. Integrating Technology

It is one of the important strategies in teaching that uses computer or other technological equipments to enhance and extend students' learning experience.

g. Distance Learning

Distance learning is any form of teaching and learning in which the teacher and learner are not in the same place at the same time.

1.2 Review of the Related Literature

Many research works have been carried out in the area of teaching strategies. Some related research works reviewed by the researcher are as follows:

Lamsal (2006) conducted a research on "A Study on the Strategies in Teaching Story at Secondary Level". The main objective of his study was to find out strategies used in teaching story at Secondary Level. He surveyed among the Secondary English teachers of Kathmandu district with the help of questionnaire and observation checklist. He has concluded that fifty per cent of Secondary English teachers in Kathmandu district are not using the three activities necessary for teaching story properly; poor in pre-reading activities and post-reading activities teachers themselves are more active rather than making their students active. Further, he found the teaching story at secondary level is relevant to develop reading skills, grammar, creativity, moral lesson, cultural awareness and to learn the literature.

Pokherel (2008) conducted research on "Techniques of Teaching Grammar". She aimed to find out the effectiveness of inductive method in Lower Secondary level. For this purpose, she analyzed and interpreted time-on-tasks in daily class room teaching, pre-test, post –test and progressive tests as well. She had selected thirty four students from grade seven as informants. It was found that inductive method is more effective than deductive method to teach tense in English.

Bania (2009) conducted research on "Teaching Techniques Used by English Teachers". The major objective of his study was to find out techniques used by English teachers. He surveyed among the English teachers using different techniques to teach English. Twenty teachers were selected as informants in that research and it was found that most of teachers used traditional methods and techniques in their class room.

Acharya (2010) conducted research on "Strategies in Teaching Writing Composition at Higher Secondary Level." The main objective of his study was to find out the strategies adopted by the teachers teaching writing composition. He surveyed among the Higher Secondary English teachers of Kathmandu district with the help of questionnaire and observation checklist and found that there were not any fixed strategies in teaching writing composition at grade XII. The strategies used at this level were different from teachers to teachers and from one subject matter to another. It was also found that the strategies they had theoretically mentioned in the questionnaire were not being used in class practically and properly.

Paudel (2010) conducted research on "Strategies used by Primary level Teachers in Teaching Tense". The objective of his study was to find out the strategies used in teaching tense he surveyed among the primary level teachers using different strategies to teach tense and it was found that deductive methods were frequently used than inductive methods in teaching tense. Strip story, experimental and modeling were rarely used in the tense classroom. Similarly, audio-video, team teaching and inquiry were not found to be used while teaching tense.

Puri (2011) has conducted a research entitled "Strategies Adopted in Learning English Grammar". The main objective of his study was to find out strategies adopted by grade ten students in learning grammar. He surveyed among the language learners using different learning strategies to learn different aspects of

grammar. He found that most of the students were found using rules to find answers and translate the rules into their mother tongue or they were using deductive method of grammar to learn grammar and very few students were found to test their grammar with their parents.

I am very much interested to carry out research on teaching Strategies Adopted by Higher Secondary English Teachers in Teaching Language Items because no research has been carried out yet particularly on strategies in teaching language items at Higher Secondary Level (Grade XI). Therefore, this study seems to be distinct from the other researches done previously.

1.3 Objectives of the Study

The objectives of this study were as follows:

- a. To find out the strategies adopted by Higher Secondary English teachers in teaching language items as stated in 'Meanings into Words'.
- b. To list some pedagogical implications.

1.4 Significance of the Study

This study will be significant for those prospective researchers who want to carry out researches in relation to strategy. The findings of this study will be beneficial for those teachers who are teaching 'Meanings into Words' in Higher Secondary Level. Similarly, curriculum designer, textbook writer and question designers will also find it valuable since it provides valuable information about strategies used in teaching language items. It will also be beneficial for all those people who are directly and indirectly involved and interested to know more about teaching strategy used in teaching language items.

CHAPTER -TWO

METHODOLOGY

I followed the following methodology to conduct this study:

2.1 Sources of Data

In order to conduct this research, I used both primary as well as secondary sources of data.

2.1.1 Primary Sources of Data

The primary sources of data for this research were the Higher Secondary Level English teachers from Sindhupalchok district.

2.1.2 Secondary Sources of Data

I consulted various books especially Ellis (1985), Richards et al. (1999), Brown (1994), Ur (1996), Wright (1997) Thornbury (1999), Cook(2001), Braucer (2001), Doff et. al (2002), Lyons (2002), Crystal (2003), Freeman (2004), Harmer (2008), Cowan (2009). Doff et al. (2010), reports, articles, journals research studies and internet related to the study as secondary sources of data.

2.2 Population of the Study

The population of the study were the Higher Secondary English teachers of Sindhupalchok district.

2.3 Sampling Procedure

I purposively selected Sindhupalchok district as a research area of this study. Likewise, I purposively selected fifteen Higher Secondary English teachers who were teaching language items as stated in 'Meanings into Words' of Grade XI.

2.4 Tools for Data Collection

I used two tools in gathering the required information, viz. observation checklist and questionnaire.

2.4.1 Observation Checklist

To find out strategies adopted by Higher Secondary English teachers in teaching language items as stated in 'Meanings into Words', I used observation checklist. Only thirty classes of fifteen teachers, twice of each were observed focusing on strategies used by the teachers while teaching language items.

2.4.2 Questionnaire

To find out the teachers' strategies used in teaching language items, questionnaire was administered to the Higher Secondary level English teachers of selected schools.

2.5 Process of Data Collection

I used the following procedure to collect the data from the primary sources:

- i. At first, I went to select Higher Secondary Schools of Sindhupalchok district and talked the authority person and got permission after I explained the purpose and process of the research.
- ii. After I got permission from them, I talked with the Higher Secondary English teachers to inform them the purpose and process of the research.
- iii. After that, I observed the class of the English teachers while teaching language items in Grade XI then, I gave the questionnaire to the teachers for responding to it.

2.6 Limitations of the Study

The study had the following limitations:

- i. The study was limited to identify the teaching strategies adopted by Higher Secondary level English teachers in teaching language items as stated in 'Meanings into Words'.
- ii. The study was limited only on language items given in 'Meanings into words' of Grade 11.
- iii. The study was limited within fifteen English teachers of fifteen Higher Secondary schools only.
- iv. I purposively selected Sindhupalchok district as an area of my study.
- v. Only thirty classes of fifteen teachers were observed.

CHAPTER -THREE

ANALYSIS AND INTERPRETATION

This chapter is concerned with the analysis and interpretation of the data collected from the primary sources. The main objective of this study was to find out the strategies adopted by Higher Secondary English teachers in teaching language items as stated in 'Meanings into Words'. The data was collected through questionnaire and observation checklist. Fifteen Higher Secondary English teachers working in different Higher Secondary Schools of Sindhupalchok district were the primary sources of data. The data collected through informants are analyzed and interpreted under the following headings:

1. Analysis and Interpretation of Teachers' Responses
2. Analysis and Interpretation of Observed Informants

3.1 Analysis and Interpretation of Teachers' Responses

The teachers were provided with a set of open-ended and close-ended questions. The item-wise analysis and interpretation of the data obtained from the teacher is presented below:

3.1.1 Language Items as a Part of Language Teaching

The teachers were asked whether language items (on, in, at, when, while, having, being, going to, planning to, present simple passive with 'be' or get, always, never, usually, used to, since, for etc.) are inseparable part of language teaching. The responses given by the teachers are presented in the given table:

Table No. 1

Language Items as a Part of Language Teaching

Responses	No. of Teacher	Per cent age
Yes	15	100
No	0	0

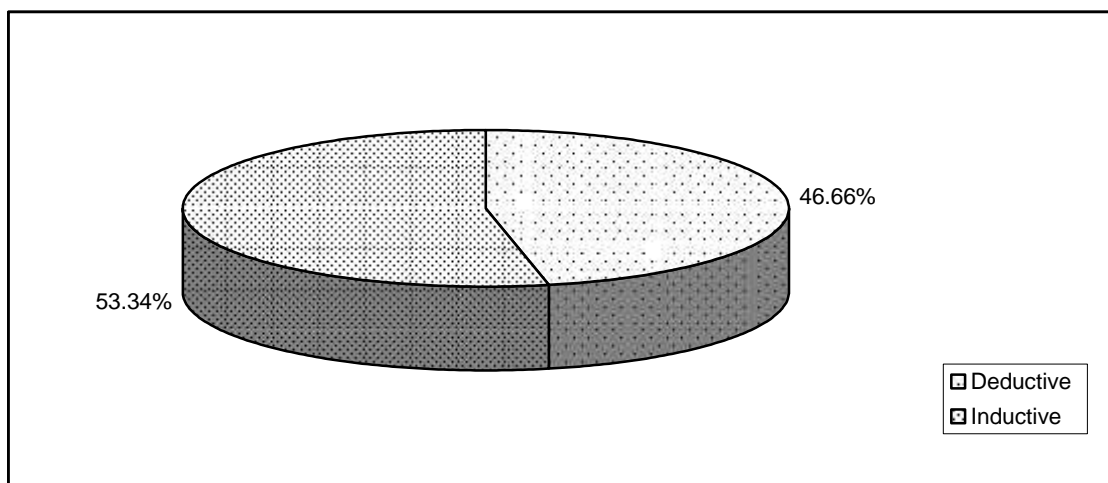
The above table vividly shows that all the teachers (i.e. 100 per cent) responded that language items are inseparable part of language teaching. To verify their view, they presented following reasons:

- i. Language items are integrated with language teaching. Teaching is incomplete without teaching the language items to the students.
- ii. Without taking language items in consideration it is not possible to teach language.
- iii. They come together while teaching.
- iv. Language items are constituents of a language.
- v. They help us to speak and write correctly.
- vi. Language items refer to grammatical items and grammar is one of the aspect of language.
- vii. Teaching language means teaching grammar of a second language.

3.1.2 Methods of Teaching Grammar

The teachers were requested to show their response to the question which was intended to find out whether teachers are using deductive or inductive method of teaching grammar in course of teaching language item for example, past simple, past continuous, present continuous passive, since with clauses, if or unless + present simple tense etc. of 'Meanings into Words'. The schematic presentation of the data obtained is given below:

Figure No. 1
Methods of Teaching Grammar



The above figure clearly shows that 53.33 per cent of the total respondents used inductive method of teaching grammar while teaching 'Meanings into Words' and 49.66 per cent used deductive method of teaching grammar while teaching 'Meanings into Words'. These data state that teachers are using appropriate method of teaching grammar. The teachers who used inductive method of teaching grammar verify their views by giving the following reasons:

- i. This method is student-centered and activity based method. It promotes internalization of language not recitation. It develops children's cognitive skills.
- ii. It is student-centered method and students participation is more in learning,
- iii. Students actively take part in learning as well as it is rule finding method.
- iv. Students can find the rules and structures themselves, so that they can produce infinite numbers of sentences with finite rules.
- v. It is scientific and student-centered method. It encourages students for active learning.
- vi. This method encourages students involve in action themselves and come with the facts which can be effective and long lasting.

The teachers who are in support of deductive method verify their views with the following reasons:

- i. This method is easy for the teachers to apply in the classroom.
- ii. Students can easily understand with this method.
- iii. It is most widely used method and easily applicable in the classroom.
- iv. It is less time consuming method.

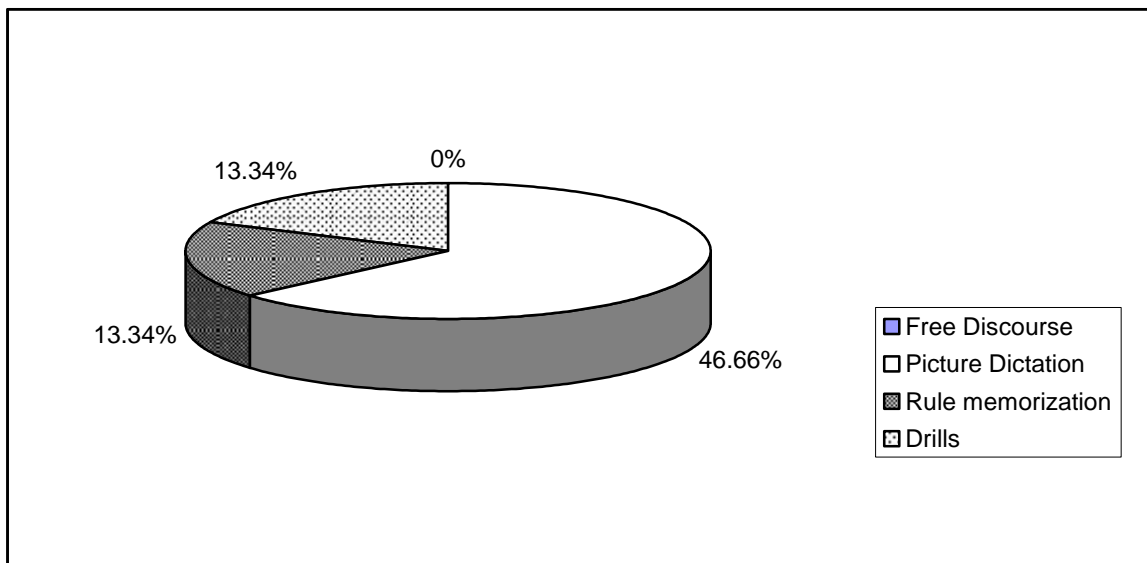
Both of the methods are in use and matter of debate in the arena of grammar teaching.

3.1.3 Techniques Used in Teaching Tenses and Prepositions

In order to find out the techniques used by teachers while teaching tenses and prepositions 'Meaning into Words' they were asked to show their responses on techniques frequently used while teaching tense and preposition. The responses obtained from the respondents are presented in the figure below:

Figure No. 2

Techniques Used in Teaching Tenses and Prepositions



The above figure shows that 46.66 per cent of the total respondents used picture dictation, 40 per cent used drills. Similarly, 13.34 per cent used rule memorization technique while teaching tenses and prepositions. It also states that none of the teachers used free discourse techniques while teaching tense and preposition. These data indicate that majority of the teachers used picture dictation while teaching tenses and prepositions.

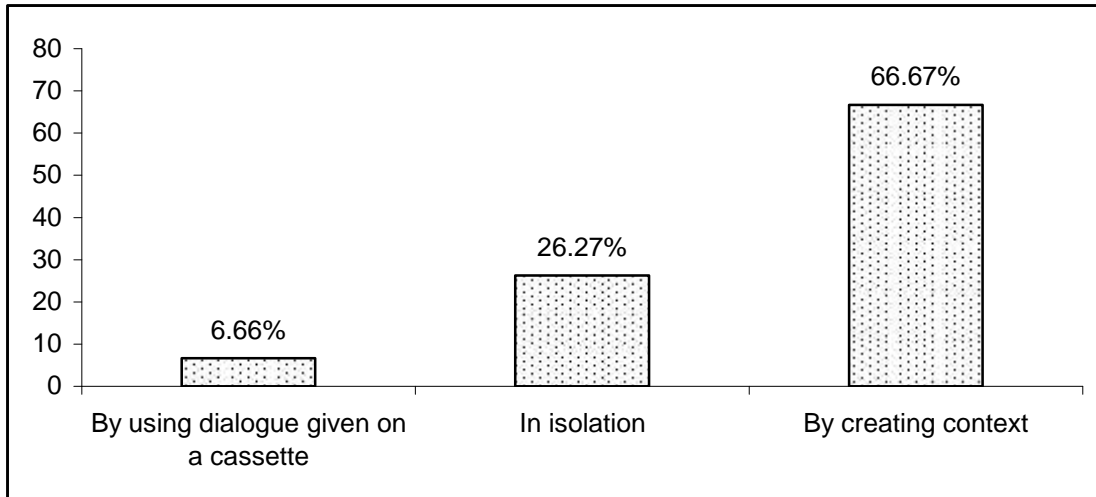
3.1.4 Presentation of Tense, Degree of Comparison, Expressing Likes and Dislikes

The respondents were requested to show their responses to the question which was intended to find out how they present tense, degree of comparison, expressing

likes and dislikes while teaching language items of 'Meanings into Words'. The schematic presentation of the responses to the questions is given below:

Figure No. 3

Presentation of Tense, Degree of Comparison, Expressing Likes and Dislikes

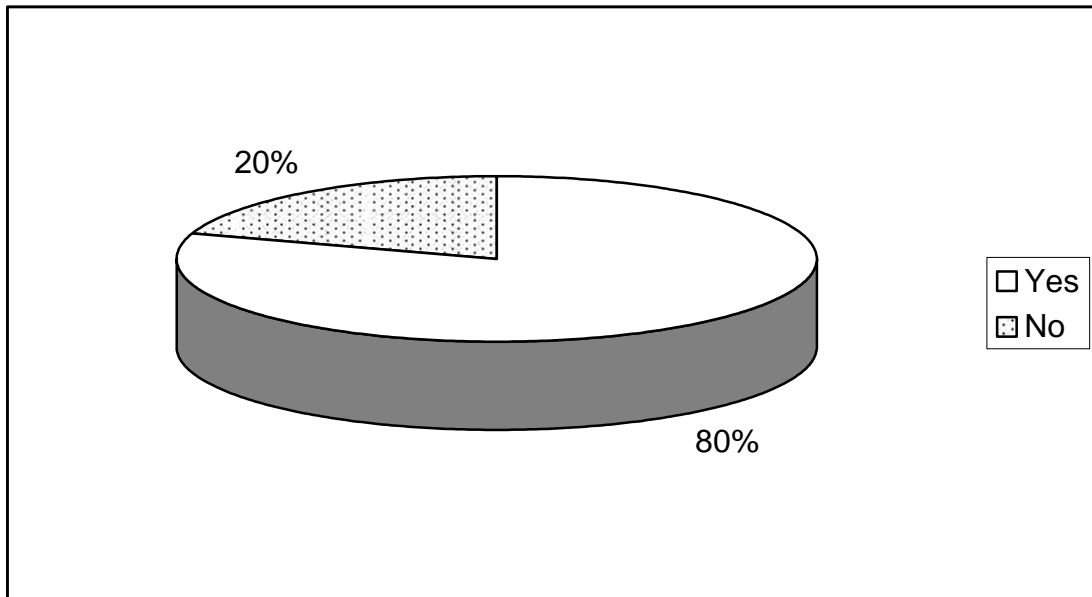


As shown in the figure, 6.66 per cent of the total respondents presented tense, degree of comparison, expressing likes and dislikes by using dialogue given on a cassette, 26.27 per cent presented in isolation and 66.67 per cent presented by creating context. These data indicate that majority of the teachers presented tense, degree of comparison, expressing likes and dislikes by creating a context and a few per cent presented by using dialogue given on a cassette.

3.1.5 Relating Pictures with Language Items

The respondents were requested to show their responses to the question which was intended to find out their view regarding the relation of pictures given in the book 'Meanings into Words' and language items such as on, in, at, below, between, is/gets, before, after, while etc. The question was 'Do you relate pictures given in the book while teaching language items? The schematic presentation of the data obtained is given below:

Figure No. 4
Relating Pictures with Language Items



As shown in the figure, 80 per cent of the total respondents responded that they relate the pictures given in the book with language items in course of their teaching, 20 per cent respondents responded that they do not relate pictures of the books while teaching language items. These data indicate that majority of the teachers are utilizing the books properly. Those respondents who said 'yes' regarding relation of pictures with language items mentioned as to how they relate language items with pictures which are mentioned below:

- i. By focusing particular language item on the pictures and encouraging students to explain the pictures.
- ii. By showing pictures and telling students to guess and describes the pictures.
- iii. By telling students to look at the given pictures, guess and speak what they see in the pictures.
- iv. By asking questions related to specific language item and relating them with pictures.

- v. Letting the students study the pictures as well as telling them to find out the language items what the pictures are going to address.
- vii. By focusing particular language item and its position in the picture.

3.1.6 Using Mother Tongue in Teaching Language Items

The respondents were requested to show their responses to the question which was intended to find out their views regarding the use of mother tongue in teaching language items such as present continuous, frequency of adverbs and phrases, non-defining relative clause, superlative forms, used to, being, having, comparison of adverbs and adjectives, modals and so on as stated in 'Meanings into Words'. The question was 'Do you use mother tongue in teaching language items?' The schematic presentation of the data obtained is given below:

Table No. 2
Using Mother Tongue in Teaching Language Items

Response	No. of teachers	Per cent age
Yes	11	73.33
No	4	26.67

As the above table shows, 73.33 per cent of the total respondents responded that they use mother tongue while teaching language items where as 26.67 per cent responded that they do not use mother tongue in teaching language items. Those who responded that they use mother tongue in teaching language items state that mother tongue is necessary in teaching language items. To verify their views they presented the following reasons:

- i. The use of students' mother tongue in teaching language items comforts, encourages and helps students to learn language.
- ii. It facilitates language teaching as well as learning anyway.
- iii. Students can easily understand in the mother tongue.
- iv. Language teaching becomes live and effective.
- v. To simplify the course mother tongue is necessary.

3.1.7 Language Items Analyzed in Reading

In order to find out whether the respondents encourage their students to analyze the language items while reading a text as given in 'Meanings into Words' a question was asked to the respondents. The question was 'Do you ask your students to analyze the language items in a text while they are reading a passage?' The responses obtained from the respondents are schematically presented below:

Table No. 3
Language Items Analyzed in Reading

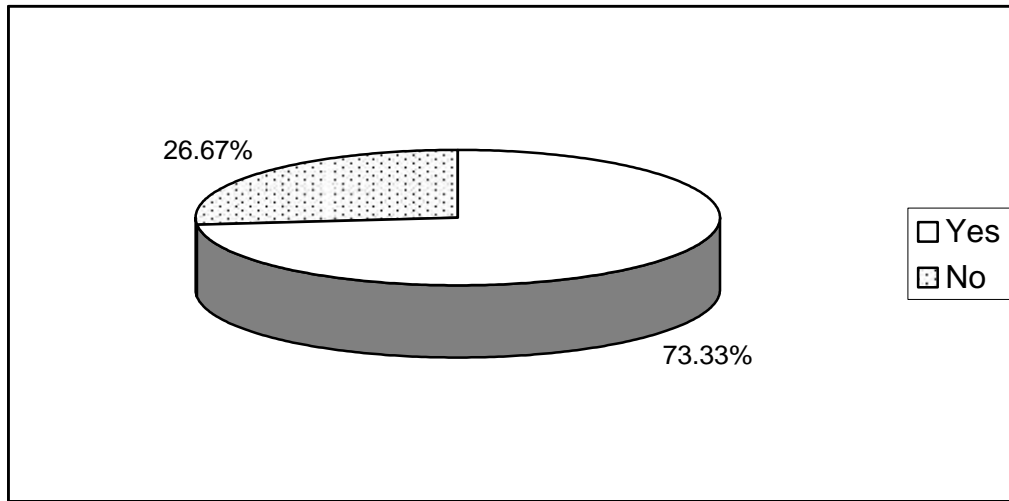
Response	No. of teachers	Per cent age
Yes	10	66.67
No	5	33.33

The table displays that out of the total respondents 66.67 per cent responded 'yes' to the question, 33.33 per cent responded 'No'. These data show that majority of teachers made their students to analyze the language items in a text while they are reading a passage.

3.1.8 Writing Based on Classroom Discussion

In order to find out whether the respondents encourage their students to write a paragraph based on the classroom discussion using particular language item such as going to, planning to, always, usually, never, used to, for, since etc. as stated in 'Meanings into Words' a question was asked. The actual question was 'Do you encourage your students to write a paragraph based on the classroom discussion using particular language item begin discussed?' The responses obtained to this question are schematically presented below:

Figure No. 5
Writing Based on Classroom Discussion

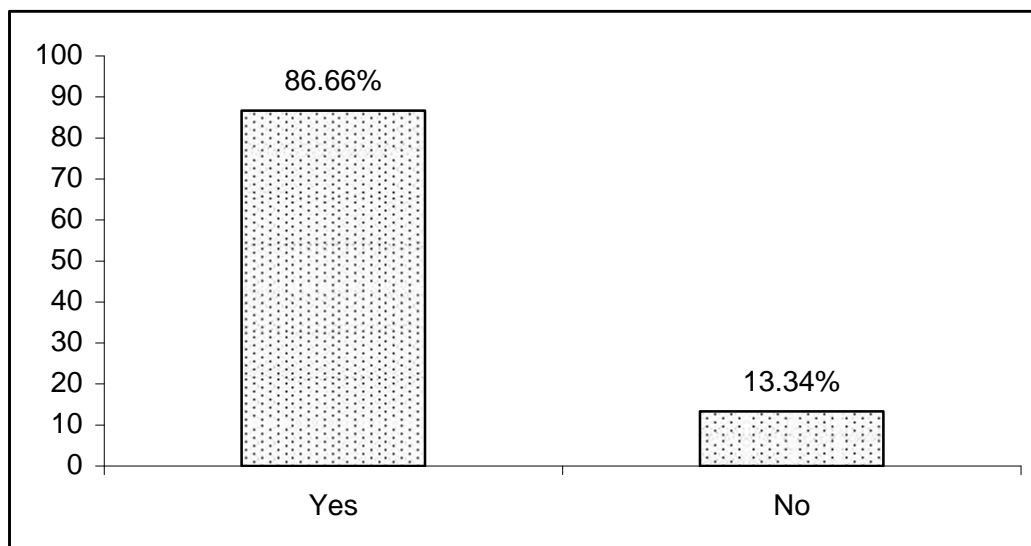


The above figure shows that among the total respondents, 73.33 per cent encouraged their students to write a paragraph based on classroom discussion where as 26.67 per cent do not encourage their students to write a paragraph based on classroom discussion. From those responses we can infer that majority of the teachers encourage their students to write a paragraph as a result their students can develop one of the important skills of language i.e. writing skill.

3.1.9 Using Workbook in Classroom

The respondents were requested to show their responses whether they encourage their students to use the workbook i.e. 'Meanings into Words' student's work book for extra practice for the mastery of the particular language items being discussed. The actual question was 'Do you encourage your students to use workbook for extra-practice? The responses obtained to this question are given below:

Figure No. 6
Using Workbook in Classroom



The above figure shows that 86.66 per cent respondents encouraged their students to use workbook for extra practice whereas 13.44 per cent did not encourage their students to use work book. The majority teachers are encouraging their students to use work book so from these data we can said that majority of the teachers believe on 'practice makes man perfect'. They are utilizing the workbook wisely.

3.1.10 Using Supplementary Materials in Teaching

In order to find out whether the respondents make use of supplementary materials along with the text book i.e. 'Meaning into Words' in teaching, a question was asked and requested them to response. The actual question was 'Do you make the use of other supplementary materials in teaching language?' The responses obtained from them are presented below:

Table No. 4
Using Supplementary Materials in Teaching

Response	No. of teachers	Per cent age
Yes	15	100
No	0	0.00

The above table presents that all teachers (i.e. 100 per cent) agreed that they used supplementary materials in course of teaching language items where as none of the teachers disagreed regarding the use of supplementary materials in their teaching.

The teachers have given reasons as to why they make use of supplementary materials in their classroom teaching. The reasons are mentioned below:

- i. The use of supplementary materials teaching and learning becomes live and effective.
- ii. The use of supplementary materials in teaching language draws interest of the students in learning, help them learn language chunks, vocabulary, spelling etc.
- iii. They provide students a wide variety of knowledge.
- iv. They motivate students so that they can learn fast what a teacher teaches them.
- v. They make teaching easier and comfortable.
- vi. They facilitate and help to make teaching learning effective.

On the basis of the above mentioned reason we can say that the role of supplementary materials such as teacher's book, songs and rhymes, games and puzzles, extra grammar book etc. in the arena of teaching language items are very important and the use of them certainly enhance learning.

3.1.11 Making Students to Communicate

The respondents were asked to show their responses whether they make their students communicate in the classroom while teaching 'Meanings into Words'. The actual question was 'Do you make your students communicate in the classroom?'

The responses obtained form the respondents are presented below:

Table No. 5
Making Students to Communicate

Response	No. of teachers	Per cent age
Yes	15	100
No	0	0.00

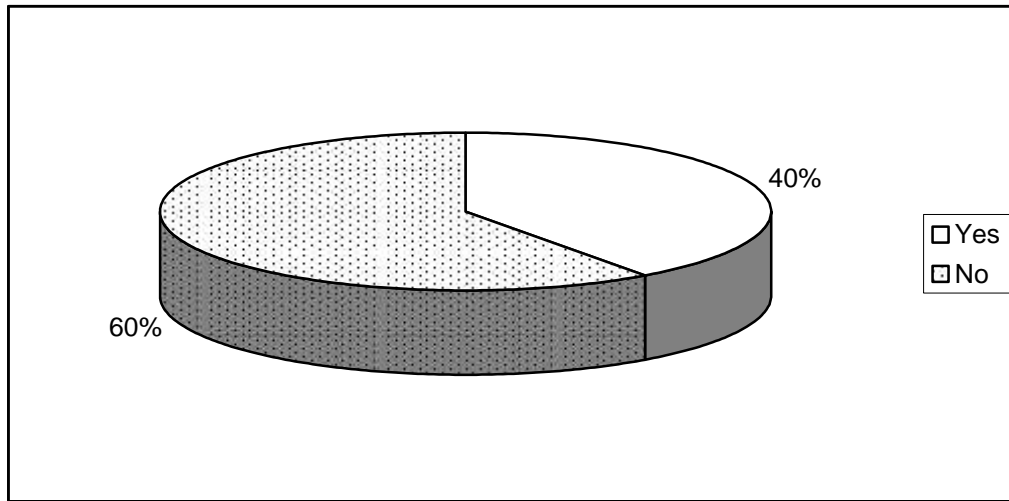
The above table shows that all the teachers made (i.e. 100 per cent) their students communicate in the classroom. Here, communicate means to use English in the classroom participation. All the teachers responded that they enable students to communicate in the classroom where no one responded 'No' on the above mentioned question. Those teachers who made their students communicate in the classroom also presented the way how they made their students communicate in the classroom.

- i. Discussing the recently taught lesson.
- ii. By using individual work, group work, pair work, project work to make them communicate
- iii. Group discussion activities, pair work, project work etc. make students communicate with one another.
- iv. Using dialogue, allowing them to discuss on any topic.
- v. Making small groups in the classroom and encouraging the students to interact with each other.

3.1.12 Using Language Games

The respondents were also asked if they use language games while teaching language items as stated in 'Meanings into Words'. The actual question which was asked to the respondents was 'Do you use any language games while teaching language items?' The responses obtained to this question are as follows:

Figure No. 7
Using Language Games



The above figure vividly shows that among the total respondents, 60 per cent did not use language games while teaching language items whereas 40 per cent used language games in course of their teaching language items. These data indicate that majority of the teachers did not think that language games are necessary for teaching language items and they did not use language games in their teaching.

3.1.13 Eliciting Information from the Students

The respondents were requested to show their responses whether they elicitate information from the students while teaching language items or not. The actual question was 'Do you elicitate information from your students while teaching particular language item?' The responses obtained to this question are schematically presented below:

Table No. 6
Eliciting Information from the Students

Response	No. of teachers	Per cent age
Yes	15	100
No	0	0.00

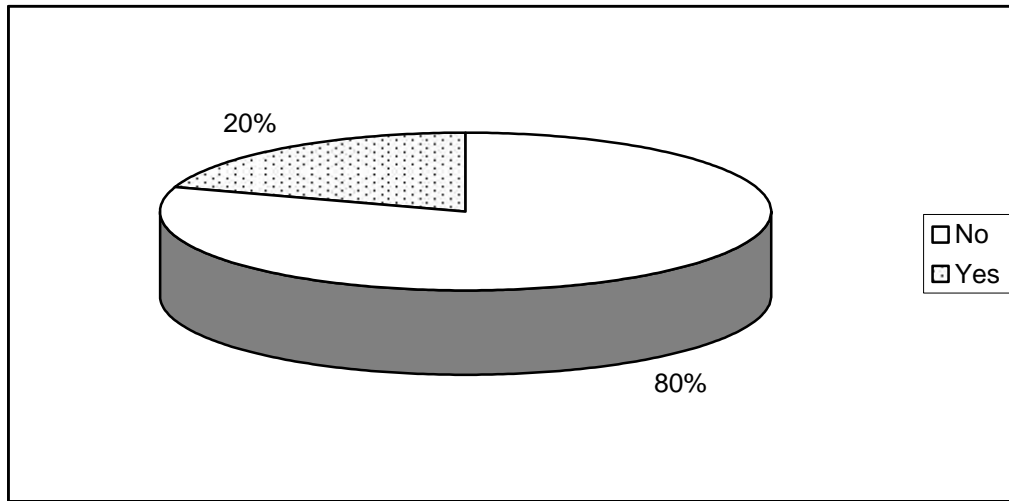
The above table manifests that, all the teachers (i.e. 100 per cent) responded that they elicit information from their students while teaching language items. In other words, all the teachers tried to find out the students' knowledge to the particular subject matter that is going to be discussed by using elicitation technique. The teachers have also presented the way how they elicit information. The ways are mentioned below:

- i. By asking them to answer questions related to grammar, comprehension. etc.
- ii. By using question answer technique.
- iii. By asking questions related to the particular language item and sometimes showing pictures.
- iv. Letting students produce some words, structures related with what the teacher is going to teach them.

3.1.14 Using Listening Text

In order to find out the teachers' responses as to whether they teach any key language items stated in 'Meanings into Words: Student's Book' by using listening text, a question was given. The question was 'Do you teach any key language items as stated in presentation of 'Meanings in to Words: students book' by using listening texts?' The schematic presentation of the responses obtained to this question is given below:

Figure No. 8
Using Listening Text

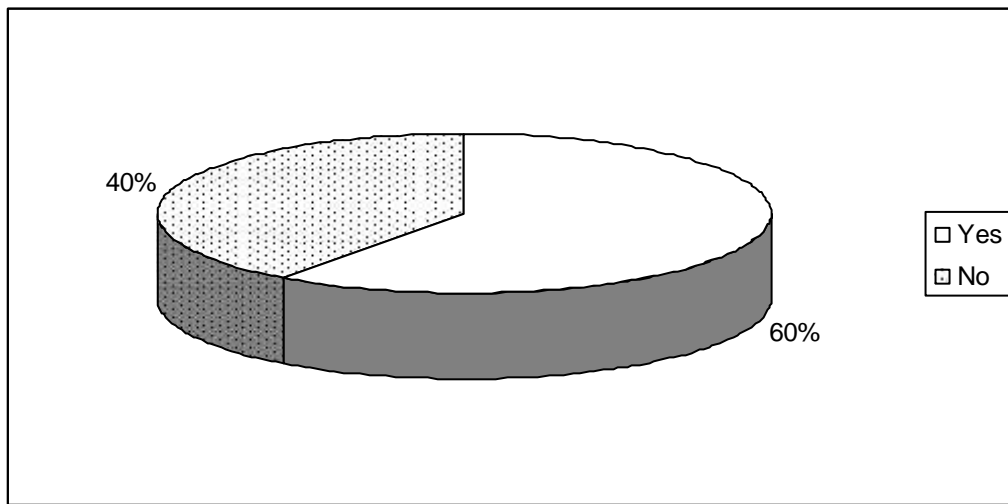


As it is seen in the figure above, 80 per cent of the total respondents replied that they do not use listening text in course of their teaching language items whereas 20 per cent of the total respondents responded that they use listening text in course of their teaching. It shows that majority of the teachers do not use listening cassette and utilizing it wisely and ignoring one of the important skill of language.

3.1.15 Comparison and Contrast Between Language Items

In this section, the respondents were requested to respond as to whether they make any comparison and contrast of language items being discussed for example, comparing simple past with past perfect and adjectives with adverbs. The actual question was 'Do you make comparison and contrast between language items while presenting them?' The schematic presentation of the response obtained to this question is given below:

Figure No. 9
Comparison and Contrast Between Language Items



As the above figure reflects, 60 per cent of the total respondents made comparison and contrast between language items while presenting them whereas 40 per cent did not make comparison and contrast. The above data clearly states that majority of the respondents made comparison and contrast of language items being discussed.

3.1.16 Practicing Language Items

In order to find out the teachers' responses as to whether they let their students practice what they were taught either in written or oral form, a question was asked. The actual question was 'Do you let your students practice the language item freely either in written or oral form after you present them?' The schematic presentation of the response obtained to this question is given below:

Table No. 7
Practicing Language Items

Response	No. of teachers	Per cent age
Yes	15	100
No	0	0.00

The above figure clearly shows all the teachers (i.e. 100 per cent) made their students to practice the language items freely either in written and oral form. So, it can be said that all the teachers believe in practice. It is obvious that practice makes man perfect.

3.1.17 Using Pair and Group Works

In order to find out the teachers' responses as to whether the teachers are using pair and group works in their teaching a question was asked 'Do you use pair and group works while teaching language items as stated in 'Meanings into Words'? The responses are presented in the following table:

Table No. 8
Using Pair and Group Works

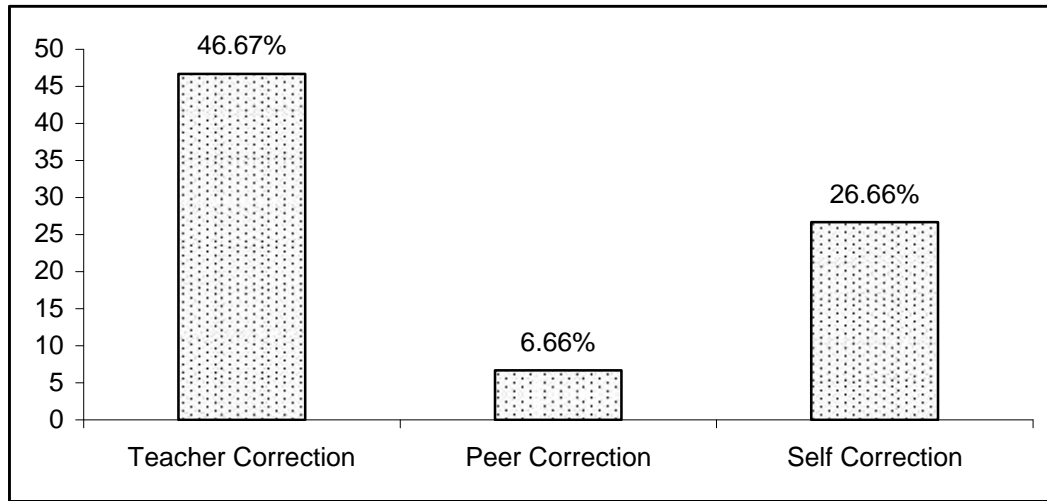
Response	No. of teachers	Per cent age
Yes	15	100
No	0	0.00

The above table shows that all the teachers used pair and group works while teaching language items. It showed that all the teachers were trying to involve their students' participation in learning more. None of the teachers responded that they did not use group and pair work in their teaching.

3.1.18 Use of Correction Technique

The respondents were requested to show their responses to how they correct their students errors and mistakes while teaching 'Meanings into Words' and they were given alternatives. The actual question was 'How do you correct students' errors and mistakes?' The responses obtained to this statement are as follows:

Figure No. 10
Use of Correction Technique



The above figure clearly states that out of 15 respondents, 46.67 per cent used teacher correction technique, 26.66 per cent used peer correction and 26.66 per cent used self correction technique to correct their students' error and mistakes. These responses indicate that most of the teachers used teacher correction technique to correct their students' errors and mistakes.

3.1.19 Evaluation Students' Performances

In order to find out the teachers' responses to how do they evaluate their students performance after they taught language items of 'Meanings into Words' a question was asked. The actual question was, 'How do you evaluate the achievement of your students while teaching particular language items?' The teachers have presented the following views regarding evaluation:

- i. By giving oral and written exercises
- ii. By asking some questions related the lesson providing written exercises etc. while teaching particular language item.
- iii. By asking question first in the class drill them in group and pair and finally, individually as well as asking them to do both long and short exercises of the book.

- iv. Asking them some questions related to the language taught asking them to do related exercises in a book.
- v. Asking them oral question, to do short written work, giving homework.

From the above responses it is clear that most of the teachers are aware of evaluating their students' evaluation and mostly they gave oral and written exercises to their students.

3.2 Analysis and Interpretation of Observed Information

In this stage the researcher, observed thirty classes of fifteen teachers while teaching language items as stated in 'Meaning into Words' of Grade 11 with the help of class observation form (see appendix II). The item wise analysis of the activities obtained from the teachers are presented below:

3.2.1 Motivation in the Classroom

The researcher observed 30 classes of 15 teachers while teaching 'Meanings into Words' to find out whether the teachers motivated their students before starting the classroom. The following table shows the result of the motivation in the classroom.

Table No. 9
Motivation in the Classroom

S.No.	Motivation Strategies	Excellent	Good	Average	Poor
1.	Teachers introduction of language items	50%	30%	10%	10%
2.	Students motivation to the subject matter	-	50%	40%	10%
3.	Relating lesson to the previous one	20%	20%	40%	20%

The researcher found that the majority number of teachers' introduction of language items such as, when and while (event and circumstances), used to,

across, between, along, since and for, is/get + passive, etc. were effective and better, however students' motivation to the subject matter was not properly managed and relating lesson to the previous one such as units 3.6 to 3.7, 5.1 to 5.3 (see appendix) was not done as effectively as they could.

3.2.2 Presentation Strategies of Language Items

In order to find out whether the teachers presented the subject matter effectively or not while teaching 'Meanings into Words' of Grade 11. The researcher observed the class of 15 teachers twice of each of them. The following table shows the result of presentation of language items in the classroom.

Table No. 10
Presentation Strategies of Language Items

S.N.	Presentation strategies	Excellent	Good	Average	Poor
1.	Related to the previous lesson	10%	60%	20%	10%
2.	Is the presentation interesting	6.66%	60%	20%	13.34%
3.	Related to the students' learnability and interest	10%	40%	36.67%	13.33%
4.	Language items presented inductively	6.66%	30%	10%	6.66%
5.	Language items presented deductively	-	13.33%	20%	13.33%
6.	Command over the subject matter	40%	20%	26.67%	13.33%
7.	Meaningful presentation of language item with appropriate language functions	30%	20%	20%	30%
8.	Appropriate use of teaching materials	10%	26.67%	33.33%	30%
9.	Appropriate use of illustrations	10%	-	20%	30%

In terms of different aspects included under presentation strategies the teachers were found better in presentation related to previous lesson, interesting presentation and command over subject matter. Similarly, they were found good at students' learnability and their interest, meaningful presentation of language items

with appropriate language function. It was also found that majority of the teachers presented language items inductively. The data clearly states that the teacher should give emphasis on the use of appropriate teaching aids and illustration to make their teaching effective and live as a result presentation becomes effective and students could learn what the teacher wants them to learn.

3.2.3 Practice Strategies of Language Items

In order to find out the effectiveness of practice phase in the classroom teaching the researcher observed thirty classes of fifteen teachers who were teaching language items as given in 'Meanings into Words'. The following table shows the result of practice phase conducted by teachers while teaching language items.

Table No. 11
Practice Strategies of Language Items

S.N.	Presentation strategies	Excellent	Good	Average	Poor
1.	Students question on practice	30%	20%	10%	40%
2.	Relation of presentation and practice	-	40%	30%	30%
3.	Attention on language items	-	60%	10%	30%
4.	Students participation on practice	10%	30%	16.66%	43.34%
5.	Appropriate use of written activities	10%	10%	60%	20%
6.	Appropriate use of oral activities	-	-	60%	40%
7.	Practice techniques				
	i. Drills	10%	40%	20%	30%
	ii. Question answer	-	10%	20%	70%
	iii. Group work	-	10%	70%	20%
	iv. Pair work	-	20%	60%	20%
	v. Elicitation	-	-	20%	80%
	vi. Picture dictation	-	20%	10%	70%
	vi. Free discourse	-	10%	10%	80%
	vii. Free composition (structure based)	-	10%	20%	70%

From the above table as a whole it was found that teachers were better in terms of students' question on practice, for example, students question on practice highlighting certain verbs such as publish, send, ask used in passive (see appendix) and giving attention to language items. However, other aspects such as relation of presentation and practice, students' participation on practice, appropriate use of oral activities need to be improved. Similarly, as the data shows, the majority of the teachers were average in written activities. In the same way, the data shows the majority of the teachers were good in case of using drill technique. Likewise, in case of question answer technique, elicitation technique, picture direction, free discourse and free composition (structure based) majority teachers were poor. It was also found that in terms of group and pair works teachers were found neither excellent nor poor.

3.2.4 Feedback, Correction and Evaluation Strategies

The researcher observed the classes of teachers in order to find out what type of strategy they use while giving feed back to the students, correcting students' errors and mistakes and evaluating their performances. The following table shows the feedback, correction and evaluation strategies of teachers.

Table No. 12
Feedback, Correction and Evaluation Strategies

S.N.	Feedback, Correction and Evaluation Strategies	Excellent	Good	Average	Poor
1.	Appropriate feedback procedure	13.34%	40%	30%	16.66 %
2.	Appropriate correction technique	-	80%	10%	10%
3.	Students achievements are related to the objectives	-	10%	70%	20%
4.	Appropriate use of evaluation techniques	10%	-	60%	30%

From the above data as a whole it was found that teachers were found better in using appropriate feedback procedure in some case they used immediate correction and in some case they used delay correction (see appendix). It was found that majority of the teachers used teacher correction (see appendix) and they were found better in using teacher correction. However, they were not good at relating objectives with the students achievements and were not using appropriate evaluation techniques to evaluate their students performances. .

3.2.5 Use of Other Techniques and Materials

In order to find out whether teachers use additional techniques and materials to make their teaching and learning effective. Thirty classes of fifteen teachers, each of twice, was observed and found the following condition given in the table.

Table No. 13

Use of Other Techniques and Materials

S.N.	Other techniques and materials	Yes	No
1.	Use of supplementary materials	60%	40%
2.	Use of teaching aids	50%	50%
3.	Use of language games	30%	70%
4.	Use of cassettes	-	100%
5.	Practicing reading passage	-	100%

The above table vividly states that a majority of the teachers (i.e. 60%) were using supplementary materials in teaching language items. Likewise, 50 per cent teachers were using teaching aids in teaching language items to make their teaching effective and live. In the same way, it was also found that only 30 per cent teachers were using language games in their teaching. Similarly, it was detected from the data that none of the teachers have given importance using listening text given on a cassette and involving students for reading comprehension.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

In this chapter, I present the findings of the research drawn on the basis of the analysis and interpretation of the data. I have collected data from two primary sources by using two tools viz. questionnaire and observation checklist. So, I have presented the findings on two headings and some recommendations on the basis of the findings of my research have been made.

4.1 Findings of the Study

From the analysis and interpretation of the information collected from research tool. The following findings have been drawn.

4.1.1 Findings Based on Questionnaire

- a. The Higher Secondary Level English teachers agreed that language items such as preposition (on, in, at etc.), present simple passive, since and for, always, never, usually, present continuous etc. (i.e. grammar) are inseparable part of language teaching.
- b. A majority of the teachers (53.55 per cent) were using inductive method of teaching grammar. The teachers who were using inductive method of teaching grammar were the ones who had passed from Education Faculty i.e. one year B Ed. and M.Ed.
- c. It was found that 46.66 per cent used picture dictation while teaching tense and prepositions.
- d. It was found that 66.67 per cent teachers presented tense, degree of comparison and likes and dislikes by creating contexts. From this, it can be inferred that they are trying to make their class live and effective.
- e. It was also found that teachers have realized the importance of visual aids as the data given by them, 80 per cent teachers had related pictures of the book entitled 'Meanings into Words' with language items.

- f. It was found that 66.67 per cent teachers agreed that the use of mother tongue facilitates language learning and teaching and they used mother tongue in teaching language items of 'Meaning into Words'.
- g. It was found 73.33 per cent teachers encouraged their students to write a paragraph based on classroom discussion using particular language item such as going to, planning to, always, usually, never, for, since, etc.
- h. Eighty six per cent teachers were found using 'Meanings into Words' student's workbook in classroom.
- i. It was found that 60 per cent teachers were not using language games in their teaching. Form this, it can be inferred that they have not understood the value of language games while teaching 'Meanings into Words'.
- j. It was found that pair and group works were used by teachers while teaching language items. For example, expressing likes and dislikes by using certain verbs as like, adore, love, enjoy, hate, dislike, shuns etc.
- k. It was found that 46.67 per cent teachers used teacher correction techniques.
- l. Most of the teachers used oral and written exercises for the evaluation of their students' achievements.

4.1.2 Findings Based on Class Observation

- a. It was found that the a high majority of teachers (i.e. 80 per cent) introduced language items as stated in 'Meaning into Words' effectively and in a better way. However, students' motivation to the subject matter was not properly managed and relating lesson to the previous one was not done as effectively as they could.
- b. The teachers were found better in presentation related to the previous lesson, presentation was interesting and the command over subject matter but the teachers were found not giving importance to illustration, demonstration, and participation.

- c. It was found that oral activities were not effectively conducted as well as not given importance in case of teaching language items.
- d. Drill, group work, pair-work, question answer, picture dictation were frequently used by the teachers while teaching language items of 'Meaning into Words'.
- e. Demonstration, games, non-verbal communication, simulation, individual work, communicative exercises were sometimes used in the classroom.
- f. Strip story, and dialogues were found to be rarely used in the classroom.
- g. Audio video, cassette, team teaching, reading passage were not found to be used while teaching language items as stated in 'Meaning into Words'.

4.2 Recommendations

On the basis of findings of my research, the following recommendations have been made:

- a. All the teachers should use inductive method of teaching grammar because it makes teaching effective and students get active participation.
- b. Language games are inevitable part of language learning so that language games should be used while teaching language items as it creates fun among the students. Students can learn more from games.
- c. 'Meanings into Words Students' Book' is accompanied with a cassette of all recorded materials in the Student's Book as well as listening texts. So, the objectives of the course will not be fulfilled if the cassette and listening texts were not used so teachers should give priority to listening text as well.
- d. It is not good to use teachers' correction technique mostly, there need to be balanced between peer correction, self correction and teacher correction techniques.
- e. Learning language means learning language skills and aspects. So, by ignoring oral skills of a language learning L₂ remains incomplete. Oral skill

includes listening and speaking so oral activities should be given emphasized for the development of oral skill.

- f. The teacher should give equal priority to both oral and written exercises while teaching language items so that teaching becomes more effective.
- g. Mother tongue should be used but the extreme use of mother tongue hinders L₂ learning so, it should be used judiciously.
- h. Demonstration, games, nonverbal communication, simulation, individual work, communicative exercises should be frequently used in teaching language items.
- i. Strip story, and dialogues should be used occasionally.
- j. Audio-video term teaching, power point, reading practice should be done frequently.

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