

CHAPTER - ONE

INTRODUCTION

1.1 General Background

The word 'grammar' is said to have derived from the Greek term "gramma" which means to 'draw' or to 'write'. Thus, etymologically, grammar means to write acceptable and appropriate sentences using appropriate rules and principles of a language to make it meaningful.

The clear definition of grammar is given by Lado (1961, p. 144). "Grammar governs the central role of an utterance." It means that to construct the correct and appropriate structure of any utterance grammatical rules are applied.

Similarly, Palmer (1971, p. 9) says that grammar is "a device that specifies the infinite set of well formed sentences and assigns to each of them one or more structural description." This definition can be clarified in such a way that grammar is an instrument which plays central role to create well structured, unlimited sentences in a language.

Likewise, Harmer (1987 p. 1) defines grammar as "The way in which words change themselves and group together to make sentences." It means that grammar is a way and on the basis of this way, words change and combine together when they become plural, negative, or words combine into clause or clause into sentences.

Supporting above definitions Ur (1988, p. 4), thinks "Grammar may be roughly defined as the way a language manipulates and combines words (or bit of words) in order to form longer units of meaning." It means that grammar is a way of any language on the basis of which longer units are built by combining the words or bits of words together.

Thus, grammar is a systematic presentation of rules and principles of a language and applying these rules and principles any acceptable structure is formed. In other words, grammar is one of the aspects of language which especially concerns with combination and ordering of words into sentences using appropriate rules.

1.1.1 Importance of Teaching Grammar

Grammar is one of the aspects of any language which makes languages understandable and meaningful by helping to create infinite and well formed sentences using rules and principles of a language. So, without the help of grammar, any language can be handicapped like a lame person.

Chomsky thinks grammar is important because it enables the speakers to produce unlimited utterances with the help of limited rules.

In Chomsky's (1957, p. 25) words:

Any grammar of a language will project the infinite and some what accidental corpus of observed utterances, a set (presumably finite) of grammatical utterances. In this respect, behaviours of speakers, who on the basis of a finite and accidental experience with language can produce or understand an infinite numbers of new utterances.

Similarly, Richards et al. (1985, p. 49) define grammar in such a way that grammar is a description of the structure of a language and way in which linguistic units such as words and phrases are combined to produce sentences in the language. Grammar helps in the production of infinite number of new sentences. To get mastery over any language one needs to know its underlying grammar. He also agrees with Chomsky.

So, grammar is important for the production of any correct utterance which makes a language meaningful. Similarly, grammar enables learners to use the

language accurately and appropriately in meaningful language background. Each language has its own grammar. So, grammar is taught especially for:

- (a) developing accuracy
- (b) systematic analysis of language
- (c) rules in order to generate all and only grammatical sentences.
- (d) showing the relationship of vocabulary with grammar and vice versa.
- (e) developing communicative efficiency, etc.

1.1.2 Methods of Teaching Grammar

At present day, in the field of applied linguistic, there are two methods of teaching grammar which are deductive and inductive methods. Both deductive and inductive methods are commonly used for grammar teaching. Deductive method is traditional whereas inductive method is modern. Deductive method deals with general to particular way of presentation, rules to examples whereas inductive method deals with particular to general way of presentation and examples to rules. So, we can say that these two methods are just opposite of one another.

1.1.2.1 Deductive Method

Deductive method of teaching grammar is a method which gives focus on presentation of rules before giving examples of concerned grammatical items. In other words, deductive method is a method of teaching new structure in which clear explanation of rules is given by the teacher until the students get an idea. And then, they are asked to memorise rules then the teacher gives examples.

Richards et al. (1985, p. 37), say that language teaching method which emphasizes the study of grammatical rules makes use of principle of deductive learning.

Similarly, according to Thornbury (1999, p. 64) "A deductive approach starts with the presentation of rules and is followed by examples in which the rules

are applied." It means that deductive method is an approach in which rules of grammatical items are presented first and examples are given there.

Above definition is supported by Richards et al. (1999, p. 98-99), for them deductive is "an approach to language teaching in which learners are taught rules and given specific information about language, then, they apply those rules and they use the language." It means that deductive method is one which emphasizes in presenting rules rather than examples. And the teacher gives some specific information about the structure.

From the definitions of deductive method described above, the following features can be identified:

- (a) Teaching proceeds from general to specific
- (b) Teaching moves from abstract rules to concrete examples.
- (c) Teaching steps of this method are as follows:
 -) Teacher writes the model structure on the board or draws students' attention to examples in the textbook.
 -) Teacher explains the underlying rules and makes use of meta-language of grammar.
 -) He helps the students to apply the rules orally or in writing.
- (d) This method is based on theoretical aspect rather than practical aspect, etc.

Now, the example of deductive method is as follows:

Structure:

(a) Sub + V. + Obj. (A.V.)

Obj. + be - verb + v-en + (by + sub.) (P.V.)

Sentences

(a) They write books. (A.V.)

Books are written by them. (P.V.)

(b) He brings water. (A.V.)

Water is brought by him. (P.V.)

1.1.2.2 Inductive Method

Inductive method is one which appeared as an opposite of deductive method. It is contrasted with deductive method in its approach and procedure. While teaching a structure through inductive method, learners are not taught grammatical rules directly but are left to discover from students' experience of using the language. Thus, grammatical teaching method which emphasizes the use of language makes use of principle of inductive learning.

Richards et al. (1985, p. 73), say that teaching method which emphasizes the use of language rather than presentation about the language makes use of principle of inductive learning.

Richards et al. (1991, p. 98-99), "An 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." It means that in inductive method, a teacher does not teach grammatical rules directly rather than he gives sufficient examples and students are asked to discover rules from their experience of using the examples.

Similarly, Thornbury (1999, p. 14), says "an inductive approach starts with some examples from which rules inferred." It means that when the teacher teaches grammatical items using this method, he gives sufficient examples and students are asked to discover rules from the examples.

From the definitions of inductive method described above the following features can be identified:

- (a) Teaching proceeds specific to general.
- (b) Teaching procedures move from concrete rules to abstract rules.

- (c) It supports that statements or rules become meaningful to learners when they are made by observation working with the language.
- (d) This method based on 'Science of Observation'. So, it claims that valid statements are only arrived by:
-) Observing linguistic facts,
 -) Classifying them,
 -) making generalization on what it is observed and classified.

Now, the example of inductive method is as follows:

Sentences

(a) They write books. (A.V.)

Books are written by them. (P.V.)

(b) He brings water. (A.V.)

Water is brought by him. (P.V.)

Structure

(a) Sub. + V + Obj. (A.V.)

Obj. + V + be - verb + v-en (by + sub.) (P.V.)

In conclusion, deductive and inductive methods are popularly known as grammar teaching methods. Between these two methods, deductive method is one in which presentation of rules are emphasized whereas in inductive method, examples are given more emphasize. So, inductive method is known as rule discovery method. That is why, at present day of grammar teaching, inductive method is given more focus.

1.1.3 Techniques of Teaching Grammar

Technique is a classroom activity, a pedagogical device or a part of total classroom procedure. In other words, every activity that a teacher does in the classroom is called technique. There are two types of techniques: teacher centered technique like lecture, explanation and students-centered technique like pair work, strip story, discovery technique.

1.1.3.1 Discovery Technique

Discovery technique is a learner-centered 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. Through this technique, the teacher makes students do most of the work. And students become more involved in learning process by themselves.

In discovery technique, the teacher gives students a listening text or reading text or examples sentences and ask them how the language work or they are asked to find out new grammatical items or sentences having similar or difference structures.

According to Harmer (1987, p. 29), "Discovery techniques, on the other hand, are those where students are given examples of language and told to find out how they work to discover the grammatical rules rather than be told them." It means that discovery techniques are rule discovery techniques in which sufficient examples are given to the students and are told to discover the structure of example sentences by practicing and investigating examples. For example, the teacher will write the sentences and underline the items planned to be taught and ask the students to group similar items in different groups:

- (a) A song is sung by Rabi.
- (b) My pen was stolen by a thief.
- (c) Water is brought by Rita.
- (d) This letter was written by her.

Then, the students will group the sentences in the following ways:

Group 'A' (a) A song is sung by Rabi.

(c) Water is brought by Rita.

Group 'B' (b) My pen was stolen by a thief.

(d) This letter was written by her.

There are four types of activities provided by Harmer (1987, p. 30-39) for teaching new structure through discovery technique. They are:

- (a) Preview
- (b) Matching techniques
- (c) Text study
- (d) Problem-solving

(a) Preview

Preview is a discovery technique in which students are given different types of new exercises (e.g. reading/listening or example sentences) then they are asked to discover new structure from that text doing more practice. For example, the teacher can give the following text included in the textbook of grade nine (p. 96).

A 17-year-old girl who had been missing for 10 days has been found by the police. The girl eloped with a man who was, in fact, a girl-trafficking agent. He intended to sell the girl in India but was caught with her while trying to cross the border.

Then, she can ask to read the text and answer the following questions:

- a) What is the subject in the first sentence?
- b) What is the object in the first sentence?

- c) Where is the object in the first sentence whether in initial position or in final position of the verb?
- d) What is the structure of the first sentence? etc.

In the same way, she will go on asking similar question until the students become able to tell the rule.

b. Matching Technique

It is also an important technique for teaching new structure. When the teacher apply this technique, he can give two halves of new structure and students have to match these two new halves studying the related text. For example, the teacher can give the same text, i.e. given under preview as "A 17-year-old girl who had been missing for 10 days has been found by the police. The girl eloped with a man who was, in fact, a girl-trafficking agent. He intended to sell the girl in India but was caught with her while trying to cross the border." And, ask the students to read and match the items:

| <u>A</u> | <u>B</u> |
|------------------------|----------------|
| A girl | was caught |
| girl trafficking agent | has been found |
| | caught |
| | has found |

c. Text Study

Text study comes under the discovery technique in which students have to study the new text by themselves and find out new information. For example, the teacher can give the text given under matching technique.

A 17-year-old girl who had been missing for 10 days has been found by the police. The girl eloped with a man who was, in fact,

a girl-trafficking agent. He intended to sell the girl in India but was caught with her while trying to cross the border.

Then, she will ask the students to read the text and fill the following table:

| Subject | Object | Aux. | v-en |
|---------|--------|------|------|
| | | | |

And then, he will again ask them to make the structure of the first sentence and compare it with the structure of other sentences.

d. Problem Solving

It is a technique for teaching two grammatical item in which the teacher gives problems and students have to solve them by themselves. For example, under which teacher will give the exercise by mixing several types of sentences which they have already studied and ask them to find out the structure, meaning of every sentence and so on.

1.1.4 Action Research

The term 'action research' was first coined by Kurt Lewin in 1946 assuming to bridge the gap between theoretical and applied researches. This, action research refers to a research which is carried out to improve the current affairs through the process of identify and solving problem in a specific context.

According to Nunan:

Action research must necessarily be concerned with change. A descriptive case study of a particular classroom, group of learners, or even a single learner counts as an action research if it is initiated by a question, is supported by data and interpretation, and is carried out by a practitioner investigating aspects of his or her own context and situation (1992, p. 18).

This definition highlights five points: (i) action research changes present affairs (ii) there must be some problems (iii) it is carried out in a particular classroom setting (iv) it is carried out and interpreted by practitioner and (v) it is conducted to investigate a particular context or situation. It means that action research is a research which is carried out by a practitioner in a particular situation to investigate the problems, solve these problems and change the context.

Similarly, Wallace (1998, p. 16), thinks "Action research involves the collection and analysis of data related to some aspects of our professional practice." It means that action research is a practical research which is conducted to collect the data from the professional aspects and these data are analysed.

Bhattarai, (2005, p. 14) also supports the above views where she writes "Action research . . . is carried out as an effective way of professional development . . . the part of regular classroom activities."

To summarize, action research is one of the processes of professional development which is carried out by the classroom teacher to solve the actual problems that encounter in their field.

1.1.4.1 Steps in the Action Research Cycle

Nunan (1992, p. 19) gives the following steps of action research:

Step - 1: Initiation

It is the first step of action research. In this step, researcher observes the problems of the students in brief.

Step - 2: Preliminary Investigation

It is the step in which researcher collect the correct data about what the problem is. Here, the researcher tries to collect the baseline data through detailed observation and records it for further analysis.

Step - 3: Hypothesis

In this step, possible occurrence of the problem and solution of the problem is hypothesized.

Step - 4: Intervention

In this step, the ongoing regular classroom activities are interrupted and a new treatment is introduced. The main purpose of it is to introduce the new item to bring change in ongoing state of affairs. For example, usual ways of teaching passivisation are interrupted and a new discovery technique is applied.

Step - 5: Evaluation

In evaluation step, the researcher evaluates the students to keep record and improve before and after the intervention and treatment.

Step - 6: Dissemination

It is the step where the researcher shares the idea with his colleagues, scholars, language conferences, etc. for the finding of the study.

Step - 7: Follow-up

This is the last step of action research where the researcher investigates - alternative methods to motivate the students and change in the study.

Thus, action research is a research which is carried out to improve present problem or issue in which ongoing activities are interrupted and new treatment is introduced.

1.1.5 Passivisation: Meaning and Use

'Passivisation' is a linguistic process to transfer active into passive. In other words, passivisation is a feature of syntax which shows the relation of the subject and object in a sentence to the action or state. The word 'passivisation' in English is derived from the form 'passive' which shows the position of subject and object in a sentence in relation to action. There are two types of voice in English active and passive voice.

According to Quirk et al. (1985, p. 159), "Voice is a grammatical category which makes it possible to view the action of a sentence in either of two ways, without change in the fact reported." It means that voice is the one of the grammatical categories which puts the action of a sentence in two ways without bring change in the theme.

Similarly, Celce-Murcia and Larsen-Freeman (1999, p. 143), say that passive voice is a linguistic device which allows the thing or person that receives the action of the verb to occupy subject position.

Thus, there are two types of voice active and passive, which are as follows:

(I) Active Voice: It is a voice in which subject of a verb plays main role in a sentence.

e.g. John drinks tea.

Madhu drove the bus.

(II) Passive Voice: It is a voice in which action plays main role in a sentence.

e.g. Tea is drunk by John.

The bus was driven by Madhu.

Passive voice is that which shows the structural/grammatical meaning of the clauses or sentences in a language. In other words, passive voice can have the

constructional meaning rather than lexical/semantic meaning. Passive voice always defocuses the agent and focuses to the undergoes in a sentence.

Celce-murcia and Larsen-Freeman (1999, p. 347) say "passive can be said to have a grammatical meaning rather than a lexical one . . . that exists to put the patient . . . in subject position."

It means that passive voice shows the grammatical meaning rather than a semantic meaning of any sentence in a language. And in passive voice, object goes on the position of subject and subject goes on the position of object. It can be shown as below:

Active Voice:

Passive Voice:

The passive voice is used when we defocus the agent and focus to the undergoes of an action. In other words, passive voice is used when action is given more focus rather than doer in any activity.

Celce-Murcia and Larsen-Freeman (1999, p. 353-354) writes:

Passive is used when the agent is not to be mentioned because

- it is redundant or easy to supply.
- it is unknown.
- it is very general.
- the speaker/writer is being factual.
- the speaker is being evasive.

The passive is used when the non agent is more closely related than the agent to the theme of the text (i.e. what is about).

The passive is used when the non agent is a participant in the immediately preceding sentence.

1.1.5.1 Rules of Passivization of Assertive Sentence

A sentence that expresses a statement or assertion is called an assertive sentence. For example:

Tony plays football.

(I) Subject-Object Inversion

The syntactic position of both the subject and object of the active sentence are inversed in passive. In other words, the active subject goes on objective position and object goes on subjective position while active sentence is passivised. E.g.

a. Noun Inversion

If the subject and object are nouns in active sentence, they remain in the same forms when they are inversed in passive.

| Active | Passive |
|-----------------------------------|--|
| The dog chased the cat. | The cat was chased by the dog . |
| Sita teaches the students. | The students are taught by Sita . |

b. Pronoun Inversion

If the subject and object in active sentence are pronominal forms (personal pronoun), the forms of those pronouns are changed from 1st form (nominative case) into 2nd (objective case) and vice versa in

passive sentence. All personal pronouns in English with their subjective case and objective case are shown in the following table:

Pronoun Inversion

| 1 st Form (Nominative Case) | 2 nd Form (Objective Case) |
|--|---------------------------------------|
| I | me |
| We | us |
| You | you |
| He | him |
| She | her |
| They | them |

(II) Sentence with Single Objects

If the active sentence has only one object (i.e. Direct Object) the agreement of verb takes place according to the number of the subject of the passive sentence. After the grammatical function of subject, object is changed in passive construction. For example:

Act: The cat chased the rats.

Pass: The rats were chased by the cat.

(III) Sentence with Double Objects

If the active sentence has two objects (i.e. IO and DO) any one of the two objects can be the subjects of the passive sentence.

For example:

Act: Raju give me a pen.

(Pass - 1) I was given a pen by Raju.

(Pass -2) A pen was given to me by Raju.

(Note:- However, Pass -1 is more common than Pass -2.)

(IV) Subject Deletion (or Deletion of by -agent)

Celce-Murcia and Larsen-Freeman (1999, p. 353) gives the following context for subject deletion:

(a) If subject is obvious or it is redundant or easy to supply.

For example:

Act: The farmers grow rice. Pass: Rice is grown.

Act: the Police caught thieves. Pass: Thieves were caught.

Note: The subjects like 'the farmers' and 'the police' are more obvious or easy to supply.

(b) If the subject is irreverent or unknown especially.

For example:

Act: Somebody ate my food. Pass: My food was eaten.

Act: They wrote a letter. Pass: A letter was written.

(V) Agented Passive

Celce-Murcia and Larsen-Freeman (1999, p. 353) gives the following context for mentioning the subject in passive sentence:

(a) When the agent is new information:

For example:

While Jill was walking down the street her purse was snatched by a young man.

(b) When the agent is non-human. (i.e. we expect agents to be human)

For example:

The lights and appliances in the Albertson household are switched on off daily by this electrical device.

(c) If the agent is a well known personage, it should be included as propositional information. For example:

The Mona Lisa was painted by da Vinci.

(VI) Insertion and Deletion of 'by' in passive

(a) 'By' Insertion

The preposition *by* is inserted before the passive agent while changing the active sentence into passive.

For example:

Act: Devkota composed this poem.

Pass: This poem was composed *by* Devkota.

(b) 'By' Deletion

Some subjects are deleted in the passive sentence, the *by* is not inserted in those situations.

For example:

Act: Somebody invited you to tea.

Pass: You were invited to tea.

(VII) Other Prepositions instead of 'by'

If the verbs express 'states' rather than 'action' done by the subject, other prepositions like *to*, *at*, *with*, *in* are used in passive sentences instead of *by*.

Act: The news pleased me.

Pass: I was pleased with the news.

Act: The result surprised me.

Pass: I was surprised at the result.

Act: They knew you.

Pass: You were known to them.

Act: This story interested me.

Pass: I was interested in this story.

(VIII) The Passive with Different Tenses and Aspect

The Passive with different tenses and aspects of active sentences are given in the following example.

(a) Present Tense

| With simple present:

Act: Tony helps me.

Pass: I am helped by Tony.

With present progressive:

Act: Tony is helping me.

Pass: I am being helped by Tony.

With present perfect:

Act: Tony has helped me.

Pass: I have been helped by Tony.

With present perfect progressive:

Act: Tony has been helping me.

Pass: No passive form.

(b) Past Tense

With Simple Past:

Act: Tony helped Raj.

Pass: Raj was helped by Tony.

With Past Progressive:

Act: Tony was helping Raj.

Pass: Raj was being helped by Tony.

With Past Perfect:

Act: Tony had helped Raj. Pass: Raj had been helped by Tony.

With Past Perfect Progressive:

Act: Tony had been helping Raj. Pass: No passive form.

(c) Future Tense

With Simple Future:

Act: Tony will help Raj. Pass: Raj will be helped by Tony.

With Future Progressive:

Act: Tony will be helping Raj. Pass: No passive form.

With Future Perfect:

Act: Tony will have helped Raj. Pass: Raj will have been helped by Tony.

With Future Perfect Progressive:

Act: Tony will have been helping Raj. Pass: No passive form.

1.1.5.2 Rules of Passivization of Interrogative Sentence

Interrogative refers to verb forms or sentence/clause types typical used in the expression of question. It is also called question. Question is broadly divided into two types such as yes/no question and wh-question.

(I) Yes/No Question

Yes/No question is defined as a question which requires expected either 'yes' or 'no' answer. For example:

Are you students?

Yes, we are. Or No, we are not.

(a) If any yes/no question begins with the operators like *Do/Does/Did*, the verb form of its passive sentence is *are/is/was/were/*

For example:

Act: Does this machine do the work?

Pass: *Is* the work *done* by this machine?

(b) If any yes/no question begins with any auxiliary verbs e.g. *am/is/was/were +v-ing...* in the active sentence, the passive form of the sentence is *am/is/are/was/were +sub+being+v-en*. For example:

Act: *Am* I eating mangoes?

Pass: *Are* mangoes *being eaten* by me?

(c) When any yes/no question starts with *has/have/had +v-en...* in active sentence, the verb form of that passive sentence *has/have/had +sub+been+v-en*. For example:

Act: *Has* Radha eaten her bread?

Pass: *Has* her bread *been eaten* by Radha?

(d) If any yes/no question begins with any modal auxiliaries, the verb forms of the sentence will be *modal auxiliaries be +subj + v-en*.

For example:

Act: Can he speak English?

Pass: Can English be spoken by him?

(II) Wh-question

The question which starts with a wh-word/phrase (i.e. *who, why, when ...*) is called Wh-question. It is formed by placing WH word at the beginning of the sentence followed by subject-auxiliary/operator inversion rule.

Wh-question of active sentence is changed into passive where wh-word remains at the same place (i.e. at the beginning of the sentence) and the rest of the sentence is converted into passive according to the rules of passivization of yes/no question.

For example:

Act: Why should we preserve the tiger?

Pass: Why should the tiger be preserved by us?

Act: Who stole my purse?

Pass: by whom was my purse stolen?

1.1.5.3 Rules of Passivization of Imperative Sentence

A sentence which expresses request, command, advice and suggestion is called imperative sentence. For example:

➤ Give me a glass of water.

➤ Pick up this flower.

(i) If an imperative sentence is in the form of *command*, it is changed into passive according to the following rule.

Let +sub+be+v3

For example:

Act: Open the door.

Pass: Let the door be opened.

(ii) If an imperative sentence is in the form of *advice*, it is changed into passive according to the following rule.

Sub+should+be+v-en

For example:

Act: Help the beggar. Pass: The beggar should be helped.

(iii) If an imperative sentence consists of *please or kindly*, it is changed into passive according to the following rule:

You are requested to +v - present.

For example:

Act: Please give me your pen.

Pass: You are requested to give me your pen.

1.1.5.4 Rules of Passivization of Optative Sentence

If a sentence shows the inner wish of any person upon anything is called optative sentence.

Optative sentence is changed into passive according to following rule:

May + obj. + be + v -en

For example, May God save our son !

May our son be protected.

Thus, in English only four types of sentences can be changed into passive voice. Exclamatory sentence cannot be passivised. English sentences having transitive verbs have potentiality to be changed into passive voice.

1.2 Review of Related Literature

There have been some research studies on methods and techniques of teaching grammar. Among them, some researches carried out in Department of English Education of T.U. are as follows:

Sharma (1997) carried out a research study on "Comparative Study on the Use of Voice by Ten-Graders between Government and Private Schools". And objective of this study was to find out the proficiency of ten graders in the use of voice and to find out the disparity between the students' performance of government and private schools on the use of voice. And it was found that students from the private school were better than the students of government school on the use of voice.

Similarly, Rawal (2004) carried out a research study in titled "The Effectiveness of Drill Techniques in Teaching Passivisation: A Comparative Study". The objective was to find out the effectiveness of drill technique in teaching passivisation. And the finding shows that in teaching passivisation, drill technique is more effective than using icons-directed methods included in the textbooks.

Likewise, Mishra (2004) carried out a study on "A Study on the Proficiency of the Students of Grade Nine in the Use of Voice." The objective of it was to find out the proficiency of grade nine students in the use of voice. And the findings show that the boys were better in the use of voice than that of girls.

Similarly, Panta (2004) carried out a research study on "A Study on the Effectiveness of the Discovery Technique in Teaching Subject Verb Agreement: A Practical Study" in grade nine. The objective of this study was to find out the effectiveness of discovery technique in teaching subject verb agreement. The finding of it shows that the students taught through discovery technique were relatively more effective than those taught through explanation.

Likewise, B.C. (2008) carried out a study on "The Effectiveness of Teaching Grammar Through Discovery Technique". The objective of this study was to find out the effectiveness of discovery technique in teaching grammar. And finding shows that teaching students using discovery technique was relatively more effective than teaching without it, i.e. in usual way.

Similarly, Paneru (2009) carried out a research study entitled "Use of Computer for Teaching English Grammar." The objective of this study was to find out the effectiveness of the use of computer in teaching grammatical items. And it was found that teaching grammar in the computer was more fruitful than teaching without it.

Thus, so many research studies have been carried out in grammatical aspect but none of them are on title "Developing Grade Nine Students' Proficiency on Passivisation Through Discovery Technique."

1.3 Objectives of the Study

The objectives of the study were as follows:

- a) To find out the development of grade nine students' proficiency on passivization through discovery technique.
- b) To give some pedagogical implications.

1.4 Significance of the Study

The findings of the study will be useful to the students as well as to the teachers especially who are engaged in English grammar. Not only for students and teachers, findings will be fruitful for curriculum designers, syllabus-designers, book writers, instructors etc. And more over, this work will be interested in inducting research in the relevant areas in future.

CHAPTER - TWO

METHODOLOGY

To carry out the research work, methodology plays the central role because without methodology the researcher cannot fulfill the objectives. The present researcher followed the following methodology to fulfill the objectives of the research topic.

2.1 Sources of Data

The sources of data are the places, things or persons from which we can obtain the required information about a situation, person, problem or phenomenon for preparing the research report. There are two types of sources for data collection, which are primary and secondary sources. In the research, both primary and secondary sources were used for collecting data.

2.1.1 Primary Sources of Data

Kumar (2006, p. 118) says that primary sources are those sources from which we gather information directly. Thus, primary sources refer to mainly human beings, situation from whom and which the data is collected for the first time. As the present researcher wanted to find out the development of grade nine students' proficiency on passivisation through discovery technique, the primary sources of data were thirty students of grade nine in Salyan district.

2.1.2 Secondary Sources of Data Collection

Kumar (2006, p. 118) says that secondary sources are those sources from which we gather information using the indirect. Thus, secondary sources mean the existing information in written and recorded form. If the researcher collects the data from the books, journals, historical reports,

previous thesis, etc. they are taken as secondary sources. The secondary source of data collection for this study were the related materials for the topic like textbooks, journals, magazines, thesis and other sources are Lado (1961), Palmer (1971), Harmer (1987), Ur (1996), Nunan (1992), Wallace (1998), other reference materials and theses, etc.

2.2 Sampling Procedure

Sampling procedure is the process of selecting a few from a large population to become the basis for estimating or prediction of an unknown piece of information, about the large population.

Kumar (2006, p. 164) says that sampling is the process of selecting a few from a bigger group to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group.

Among different types of sampling procedures the researcher used non-random purposive sampling for this research. Salyan district was selected as a research area. Thirty students of grade nine were study population and twenty-one lessons were taught (see appendix II).

2.3 Tools for Data Collection

Tools are the main medium of collecting data without which the meeting of the researcher and informants become useless. The main tools for data collection from the primary source were test-items like fill in the blanks, matching-item, underlining correct passive form, supplying the correct passive verb form, etc. (see appendix I).

2.4 Process of Data Collection

After the preparation of pre-test item the researcher visited the selected school and built the rapport with the administration and informants. Then, she administered pre-test and kept the record. After that she taught seven lessons, administered the first-progress test and compared the result with the result of the pre-test and kept the record. Then, she again taught seven lessons, administered the second-progress test, compared the result with the result of the first-progress test and kept the record. At last, she taught seven lessons and administered the post-test, compared the result with the result of the pre-test and kept the record. The questions of the pre-test and the post-test were the same (see appendix - 1).

2.5 Limitations of the Study

Because of the various affecting factors the study could not touch every aspects of the related field. So, the study had the following limitations:

- (a) The research was based on only passivisation.
- (b) Only one public school was selected for data collection.
- (c) Thirty students of grade nine were study population.
- (d) Only discovery technique was applied.
- (e) Research area was only Salyan district.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION OF DATA

This chapter is the central part of the research study which includes analysis and interpretation of the data collected from teaching passivisation through discovery technique to thirty students of class nine from a public school in Salyan district.

Data collection was initiated keeping the objectives of research study in mind i.e. to find out the development of grade nine students' proficiency on passivisation through discovery technique and to give some pedagogical implications. Similarly, in this chapter, pre-test is analysed as the same i.e. as pre-test, but second-test, third-test and post-test are analysed as the first-progress test, second-progress test and the post-test respectively. At first, pre-test was administered and score was recorded. Then, twenty one lessons on passivisation were taught through discovery technique, first-progress test, second-progress test and post-test were administered after every seven lessons and obtained scores were compared. The question items of the pre-test and post-test were same (see appendix - 1).

In this chapter, the data have been analysed, interpreted and compared under the following headings:

- (a) Analysis and interpretation of pre-test score
- (b) Analysis and interpretation of the first-progress test score
- (c) Analysis and interpretation of the second-progress test score
- (d) Analysis and interpretation of the post-progress test score

- (e) Comparative analysis of the pre-test and the post-test score.
- (f) Comparative analysis of pre-test and the first-progress test score
- (g) Comparative analysis of pre-test and the second-progress test score
- (h) Comparative analysis the first-progress test and the second-progress test score
- (i) Comparative analysis of the first-progress test and the post-test score
- (j) Comparative analysis of the second-progress test and the post-test score

3.1 Test-itemwise Analysis and Interpretation of Test Score

3.1.1 Analysis and Interpretation of Pre-Test Score

Pre-test was administered after building rapport with the administration and students. The full marks of pre-test were 50 and the test items in pre-test were included from all the lessons on passivisation which were taught during field study (see appendix - I).

The number of students along with their score have been given in the table below.

Table No. 1

Students' Score in Pre-Test

| S.N. | No. of the students | Full marks | Marks obtained in frequency | Percentage | Average score |
|-------|---------------------|------------|-----------------------------|------------|---------------|
| 1 | 01 | 50 | 17 | 34% | 10.033 |
| 2 | 01 | 50 | 15 | 30% | 10.033 |
| 3 | 02 | 50 | 14 | 28% | 10.033 |
| 4 | 05 | 50 | 13 | 26% | 10.033 |
| 5 | 01 | 50 | 12 | 24% | 10.033 |
| 6 | 05 | 50 | 11 | 22% | 10.033 |
| 7 | 03 | 50 | 10 | 20% | 10.033 |
| 8 | 01 | 50 | 9 | 18% | 10.033 |
| 9 | 02 | 50 | 8 | 16% | 10.033 |
| 10 | 04 | 50 | 7 | 14% | 10.033 |
| 11 | 03 | 50 | 6 | 12% | 10.033 |
| 12 | 02 | 50 | 4 | 8% | 10.033 |
| Total | 30 | 1500 | 301 | 602% | 300.99 |

The above table shows that the total full-marks of the pre-test is 1500. Out of 1500, total obtained marks is 301 i.e. 602%. Similarly, the total average score of the pre-test is 300.99. And the individual average score is 10.03.

The highest obtained score is 17 i.e. 34% which is got by only one student and the lowest score is 4 i.e. 8% which is got by two students. In the same way, 3 students have got average score i.e. 10.033. Fifteen students have got higher score and 12 students have got lower score than the average score. So, it can be claimed that result of the pre-test is not so bad.

3.1.2 Analysis and Interpretation of the First-Progress Test Score

First-progress test was conducted after teaching seven lessons on passivisation through discovery technique. Those seven lessons, cover the teaching items like 'noun-pronoun inversion', 'single-double object', 'insertion/deletion of subject', 'other preposition instead of "by"', 'simple present-assertive sentence', 'present continuous-assertive sentence', and 'present perfect assertive sentence'. After conducting test the score was calculated and kept the record. The following table clearly shows the score of the first-progress test.

Table No. 2**Students' Score in the First-Progress Test**

| S.N. | No. of the students | Full marks | Marks obtained in frequency | Percentage | Average score |
|-------|---------------------|------------|-----------------------------|------------|---------------|
| 1 | 01 | 50 | 40 | 80% | 19.5 |
| 2 | 01 | 50 | 28 | 56% | 19.5 |
| 3 | 05 | 50 | 26 | 52% | 19.5 |
| 4 | 02 | 50 | 23 | 46% | 19.5 |
| 5 | 02 | 50 | 22 | 44% | 19.5 |
| 6 | 01 | 50 | 20 | 40% | 19.5 |
| 7 | 06 | 50 | 19 | 38% | 19.5 |
| 8 | 01 | 50 | 17 | 34% | 19.5 |
| 9 | 02 | 50 | 16 | 32% | 19.5 |
| 10 | 01 | 50 | 15 | 30% | 19.5 |
| 11 | 03 | 50 | 14 | 28% | 19.5 |
| 12 | 01 | 50 | 13 | 26% | 19.5 |
| 13 | 02 | 50 | 12 | 24% | 19.5 |
| 14 | 02 | 50 | 10 | 20% | 19.5 |
| Total | 30 | 1500 | 585 | 1170% | 585 |

The above table reveals the fact that the total full-mark of the first-progress test is 1500. Out of 1500, total obtained score is 585 i.e. 1170%. Similarly, the total average score is 585. And the individual average score is 19.5.

The highest score is 40 i.e. 80% which is got by only one student and the lowest score is 10 i.e. 20% which is got by two students. Similarly, 6 students have got average score i.e. 19.5, 12 students have got higher score and 12 students have got lower score than the average. Thus, it seems that the result of the first progress test is satisfactory.

3.1.3 Analysis and Interpretation of the Second-Progress Test Score

When the first-progress test was administered and kept the record, other seven lessons were taught on passivisation through discovery technique. The teaching items under those seven lessons were 'simple past assertive sentence', 'past continuous assertive sentence', 'past perfect assertive sentence', 'simple future assertive sentence', 'future perfect assertive sentence, 'yes/no question with (do, does, did)', 'yes/no question with (is, am, are, was, were)'. After teaching those seven lessons, second-progress test was administered and record was kept. The record of the second-progress test have been shown in the table below:

Table No. 3**Students' Score in the Second-Progress Test**

| S.N. | No. of the students | Full marks | Marks obtained in frequency | Percentage | Average score |
|-------|---------------------|------------|-----------------------------|------------|---------------|
| 1 | 01 | 50 | 45 | 90% | 23.16 |
| 2 | 01 | 50 | 38 | 76% | 23.16 |
| 3 | 01 | 50 | 37 | 74% | 23.16 |
| 4 | 02 | 50 | 30 | 60% | 23.16 |
| 5 | 02 | 50 | 29 | 58% | 23.16 |
| 6 | 02 | 50 | 26 | 52% | 23.16 |
| 7 | 02 | 50 | 25 | 50% | 23.16 |
| 8 | 03 | 50 | 24 | 48% | 23.16 |
| 9 | 01 | 50 | 23 | 46% | 23.16 |
| 10 | 02 | 50 | 21 | 42% | 23.16 |
| 11 | 03 | 50 | 20 | 40% | 23.16 |
| 12 | 01 | 50 | 19 | 38% | 23.16 |
| 13 | 01 | 50 | 18 | 36% | 23.16 |
| 14 | 02 | 50 | 17 | 34% | 23.16 |
| 15 | 03 | 50 | 16 | 32% | 23.16 |
| 16 | 01 | 50 | 15 | 30% | 23.16 |
| 17 | 01 | 50 | 14 | 28% | 23.16 |
| 18 | 01 | 50 | 10 | 20% | 23.16 |
| Total | 30 | 1500 | 695 | 1390% | 694.8 |

It is obvious in the above table that the total full marks of the second-progress test is also 1500. Out of 1500, 695 i.e. 46.33% is the total score of the second-progress test. In the same way, total average score is 694.8 and the individual average score is 23.16.

The highest score which is got by only one student is 45 or 90% and the lowest score is 10 i.e. 20%. In the same way, 14 students have got higher score and 15 students have got lower score than the average. Thus, the result of the second-progress test is not so good.

3.1.4 Analysis and Interpretation of the Post-test Score

When fourteen lessons were taught and first-progress test and second-progress were conducted and record was kept, other seven lessons were taught on passivisation through discovery technique. The teaching items under those seven lessons were 'yes/no-question with (has, have, had)', 'yes/no-question with modal auxiliaries', 'wh-question', 'imperative sentence with command', 'imperative sentence with advice', 'imperative sentence with please, kindly', and optative sentence'. After teaching seven lessons, post-test was administered. The question items of the post-test were the same questions which were administered in the pre-test i.e. the questions of the pre-test and the post-test cover the all lessons which were set from the topics taught during the field study. The following table clearly shows the score of the students in post-test:

Table No. 4**Students' Score in the Post-test**

| S.N. | No. of the students | Full marks | Marks obtained in frequency | Percentage | Average score |
|-------|---------------------|------------|-----------------------------|------------|---------------|
| 1 | 01 | 50 | 45 | 90% | 28.46 |
| 2 | 01 | 50 | 44 | 88% | 28.46 |
| 3 | 01 | 50 | 40 | 80% | 28.46 |
| 4 | 01 | 50 | 39 | 78% | 28.46 |
| 5 | 01 | 50 | 38 | 76% | 28.46 |
| 6 | 03 | 50 | 36 | 72% | 28.46 |
| 7 | 01 | 50 | 35 | 70% | 28.46 |
| 8 | 01 | 50 | 34 | 68% | 28.46 |
| 9 | 02 | 50 | 32 | 64% | 28.46 |
| 10 | 02 | 50 | 30 | 60% | 28.46 |
| 11 | 03 | 50 | 28 | 56% | 28.46 |
| 12 | 01 | 50 | 27 | 54% | 28.46 |
| 13 | 01 | 50 | 24 | 48% | 28.46 |
| 14 | 01 | 50 | 23 | 46% | 28.46 |
| 15 | 02 | 50 | 22 | 44% | 28.46 |
| 16 | 01 | 50 | 21 | 42% | 28.46 |
| 17 | 03 | 50 | 20 | 40% | 28.46 |
| 18 | 01 | 50 | 19 | 38% | 28.46 |
| 19 | 01 | 50 | 18 | 36% | 28.46 |
| 20 | 01 | 50 | 17 | 34% | 28.46 |
| 21 | 01 | 50 | 10 | 20% | 28.46 |
| Total | 30 | 1500 | 854 | 1708% | 853.8 |

The above table clearly shows that 1500 is the total full-marks of the post-test. Out of 1500, total secured marks is 854 or 56.93%. Similarly, total average score is 853.8 and the individual average score is 28.46.

The highest score is 45 or 90% which is got by only one student and the lowest score is 10 i.e. 20% which is also got by only one student.

Similarly, 3 students have got the average score i.e. 28.46, 14 students have got higher score and 13 students have got lower score than the average score. Therefore, from the analysis and interpretation, it is proved that the result of the post-test is good. And if we compare the score of the post-test with the score of the pre-test, the result of the post-test is very good than the pre-test.

3.2 Comparative Analysis of Test Scores

3.2.1 Comparative Analysis of the Pre-Test and the Post-test Score

Pre-test was administered before starting any lesson which was set covering all the teaching items on passivisation which were taught during the field study. But post-test was administered after teaching all the lessons. The question items were the same of the pre test and the post-test. Full mark of the both tests was fifty. But percentage of the two tests was very difference. The comparison of the both tests has been shown in the following table:

Table No. 5

Comparison of the Pre-Test and the Post-test Score

| Test | Students No. | Total marks | Obtained marks | Percentage | Increased marks | Increased percentage |
|-----------|--------------|-------------|----------------|------------|-----------------|----------------------|
| Pre-test | 30 | 1500 | 301 | 602% | - | - |
| Post-test | 30 | 1500 | 854 | 1708% | 553 | 1106% |

The above table clearly shows that the total score of the pre-test was 301 i.e. 602% and the total score of the post-test was 854 i.e. 1708%. The percentage of the post-test increased by 553 or 1106%. The percentage of the post-test had increased very high than that of the pre-test. Thus, there is a vast difference between the score of pre-test and the post-test. So, the difference of the percentage between the two tests proved that grade nine students' proficiency on passivisation was developed through discovery technique.

3.2.2 Comparative Analysis of Pre-Test and the First-progress Tests Score

In this comparison, the score of the pre-test and the first progress-test are analysed, interpreted and compared. The comparison of the scores of the both tests is clearly shown in the table below:

Table No. 6

Comparison of Pre-Test and the First-Progress Tests Score

| Test | Students No. | Total marks | Obtained marks | Percentage | Increased marks | Increased percentage |
|---------------------|--------------|-------------|----------------|------------|-----------------|----------------------|
| Pre-test | 30 | 1500 | 301 | 602% | - | - |
| First progress test | 30 | 1500 | 585 | 1170% | 284 | 568% |

The above table indicates that the total obtained mark of pre-test was 301 or 602%. And the total obtained mark of the first-progress test was 585 or 1170%. Thus, the mark in first-progress test increased by 284 or 568%.

So, the difference between the percentage of the two tests proved that grade nine students' proficiency on passivisation was developed through discovery technique.

3.2.3 Comparative Analysis of Pre-Test and the Second-Progress Tests Score

The score of the pre-test is also analysed and compared with the score of the second-progress test which is shown in the following table:

Table No. 7
Comparison of Pre-Test and the Second-progress Tests Score

| Test | Students No. | Total marks | Obtained marks | Percentage | Increased marks | Increased percentage |
|----------------------|--------------|-------------|----------------|------------|-----------------|----------------------|
| Pre-test | 30 | 1500 | 301 | 602% | - | - |
| Second-progress test | 30 | 1500 | 695 | 1390% | 394 | 788% |

The total mark of pre-test was 301 or 602% and the total mark of the second-progress test was 695 or 1390%. Similarly, the increased percentage of second-progress test was 394 or 788% which was clearly shown in the above table.

Thus, the difference between the percentage of the two tests indicated that grade nine students' proficiency on passivisation was developed through discovery technique.

3.2.4 Comparative Analysis of the First-Progress Test and the Second-Progress Test Score

In this comparison, the scores of the first-progress test and the second-progress test are analysed and compared. The comparison of both tests is presented in the table below:

Table No. 8
Comparison of the First-Progress Test and the Second-progress Test Score

| Test | Students No. | Total marks | Obtained marks | Percentage | Increased marks | Increased percentage |
|----------------------|--------------|-------------|----------------|------------|-----------------|----------------------|
| First-progress test | 30 | 1500 | 585 | 1170% | - | - |
| Second-progress test | 30 | 1500 | 695 | 1390% | 110 | 220% |

It is obvious from the above table that 585 is the total mark of the first-progress test. In other word, the total percentage of first-progress test was 1170%. Similarly, 695 is the total mark of second-progress test or the total percentage of the second-progress test was 1390%. Second-progress test score increased by 110 or 220%. Thus, increased percentage of second-progress test proved that grade nine students' proficiency on passivisation was developed through discovery technique. The pace of development is slower than that of first-progress test.

3.2.5 Comparative Analysis of the First-Progress Test and Post-test Score

The scores of the both tests i.e. first-progress test and the post-test are also analysed and compared with each other which is shown in the following table:

Table No. 9

Comparison of the First-Progress Test and the Post-test Score

| Test | Students No. | Total marks | Obtained marks | Percentage | Increased marks | Increased percentage |
|---------------------|--------------|-------------|----------------|------------|-----------------|----------------------|
| First-progress test | 30 | 1500 | 585 | 1170% | - | - |
| Post-test | 30 | 1500 | 854 | 1708% | 269 | 538% |

The above table shows the total mark of the first-progress test 585 or 1170% and the total mark of post-test was 854 or 1708%. Thus, the post-test score increased by 269 or 538%. There seems the vast difference between percentage of the first-progress test and the post-test score. So, it is proved that grade nine students' proficiency on passivisation was developed through discovery technique.

3.2.6 Comparative Analysis of the Second-Progress Test and the Post-test Score

In this comparison, the score of the second-progress test is analysed and compared with the score of the post-test. The comparison of these both tests is presented in the table below:

Table No. 10

Comparison of the Second-Progress Tests and the Post-test Score

| Test | Students No. | Total marks | Obtained marks | Percentage | Increased marks | Increased percentage |
|----------------------|--------------|-------------|----------------|------------|-----------------|----------------------|
| Second-progress test | 30 | 1500 | 695 | 1390% | - | - |
| Post-test | 30 | 1500 | 854 | 1708% | 159 | 318% |

It is shown in the above table that 695 or 1390% was the total mark of the second-progress test and the 854 or 1708% was the total mark of the post-test. The post-test score increased by 159 or 318%. The increase percentage of the post-test proved that grade nine students' proficiency on passivisation was developed through discovery technique.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The main focus of the present research study was to find out the development of grade nine students' proficiency on passivisation through discovery technique and to give some pedagogical implications. To fulfill the objectives, twenty-one lessons on passivisation were taught through discovery technique. Before starting to teach any lesson, pre-test was administered. Thus, during the field study all together four tests were administered which are pre-test, first-progress test, second-progress test and post-test. The score of the every test was analysed and compared with each other. The findings of the study have been derived from the analysis and comparison of data.

- a) From analysis and interpretation it was found that the total mark of the all students was 301 i.e. 602%. The highest score was 17 i.e. 34%, lowest score was 4 i.e. 8%, individual average score was 10.033 and total average score was 300.99. Thus, if we see the percentage of the pre-test, it seems satisfactory.
- b) When the score of the first-progress test was analysed and interpreted, it was found that the total score of the all students was 585 i.e. 1170%. The highest score was 40 i.e. 80%, lowest score was 10 i.e. 20%, individual average score was 19.5 and total average score was 585. Thus, from the percentage, it can be

said that the result of the first-progress test was somehow satisfactory.

- c) After analysis and interpretation of the second progress test, it was found that the total mark of the second-progress test was 695 i.e. 1390%. The total average score was 694.8, individual average score was 23.6. Similarly, the highest score was 45 i.e. 90% and lowest score was 10 i.e. 20%. Thus, from the percentage, it can be said that the result of the second-progress test was poor.
- d) When post-test was analysed and interpreted, it was found that the total score was 854 i.e.1708%, the total average score was 853.8 and individual average score was 28.46. Similarly, the highest score was 45 i.e. 90%, and the lowest score was 10 i.e. 20%, so it can be said that the result of the post-test was good.
- e) It was found after analysis and the comparison of the pre-test and the post-test that the total score of the pre-test was 602% and the total score of the post-test was 1708%. The increased mark of the post-test was 1106%. Thus, from the increased percentage, it can be said that there is vast difference between the pre-test and the post-test (see table no. 5).
- f) It was found that the total percentage of pre-test was 602% and the total percentage of the first-progress test was 1170%. The percentage of the first-progress test increased by 568% (see table no. 6). Thus, it can be proved that percentage was increased in the first progress-test than the pre-test.

- g) In comparative analysis of the pre-test and the second-progress tests score, it was found that 602% was the total percentage of the pre-test and the total percentage of the second-progress test was 1390. The increased percentage of the second-progress test was 788% (see table no. 7). Thus, increased percentage show as that there is difference between pre-test and the second-progress test.
- h) The total score of the first-progress test was 1170% and 1390% was the total score of the second-progress test. The second-progress test score increased by 220% (see table no. 8). Thus, the percentage of the second-progress test was increased than the first-progress test.
- i) It was found that the total score of the first-progress test was 1170% and the total score of the post-test was 1708% (see table no. 9). The post-test score increased by 538%. Thus, increased percentage shows that there was also difference between the first-progress test and the post-test.
- j) After analysis and comparison of the second-progress test and the post-test score, it was found that the total score of the second-progress test was 1390% and the 1708% was the total score of the post-test. Thus, post-test score increased by 318% (see table no. 10). Thus, it is proved that percentage of the post test was increased than the second-progress test.

4.2 Recommendations

On the basis of findings of the research, the researcher has made the following recommendations for pedagogical implications.

- (a) From the analysis, interpretation and comparison of data it was found that the percentage kept on increasing. So, grammar should be taught through discovery technique.
- (b) In order to make the students more active, investigative and creative in the classroom, discovery technique should be applied while teaching grammar. From my experience of research study, I found that teacher is only a guide who shows the way to the students on the concerning topic. But students learn everything by themselves by practicing and investigating, so, the teacher should give sufficient examples and students should get sufficient time to practice and learn on grammar.
- (c) The textbook writers should provide sufficient examples in relation to explanation which makes students more investigative.
- (d) The syllabus designers and methodologists should encourage in the use of discovery technique for teaching grammar because students get chance to discover rules by practicing themselves. As a result, learning becomes easier and everlasting.
- (e) From my research experience, discovery technique seems more effective in the context of Nepal because the students feel very difficult to learn the English language in the Nepali environment.

So, it seems that sufficient explicit examples are needed at first. So, the discovery technique in which sufficient examples are given is suggested to be applied by every teacher while teaching grammar.

- (f) As researcher herself experienced, discovery technique requires much time. So, it is suggested that any teacher should provide sufficient time while teaching grammar through discovery technique.
- (g) This research study was conducted in one public secondary school of Salyan district. It was limited to thirty students of grade nine and only on the item passivisation. So, it cannot be claimed that the findings of this research study will be applicable to whole grammar topics and sufficient number of students. Therefore, it is suggested that further research should be carried out with different grammar topics and different number of students applying discovery technique to make the findings reliable and valid.

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APPENDICES

Appendix - I

Pre-Test and Post-Test Items

Name:

Marks: 50

School:

Level:

Roll No.:

Date:

1. Rewrite the following sentences selecting the correct passive verb from the brackets. 10

- a) The jungle by the woodcutter. (destroy, is destroyed, destroyed)
- b) My pen by a boy. (steal, was stolen, stoled)
- c) The letter by them (will be sent, will sent, sent)
- d) This book by the editors. (edit, have edited, have been edited)
- e) I by them. (loved, had been loved, love)
- f) Thieves by the police. (will be caught, caught, catch)
- g) The prize by the teacher. (is being given, given, being given)
- h) A beautiful song by a singer. (sing, was sung, sang)
- i) The madal by Mohan. (played, is played, plays)
- j) A new bridge by the river. (broke, breaks, had been broken)

2. Underline the correct passive verb form in the following sentence. 10

- a) A bridge will make/will be made here soon.
- b) The strike has called off/has been called off.
- c) Laxmi Prasad Devkota will be remembered/will remember forever.
- d) She has been sent/has sent to prison.
- e) The winner will awarded/will be awarded.
- f) The thieves are arrested/arrested by the police.
- g) This story has told/has been told by the teacher.
- h) Muna Madan was writted/written by Laxmi Prasad Devkota.
- i) The jungle had been destroyed/had destroyed.
- j) Scholarship is being given/given by the teacher.

3. Write a passive sentence, similar in meaning to the active sentence. 10

- a) Someone gave me a bang on the head.

I was given

- b) Some animals eat grass.

Grass

- c) The municipality has put a statue.

A statue

- d) The workman are digging a hole in the road.

A hole

- e) Government will give prize to the winner.

The winner

- f) Police had caught the thieves.

The thieves

g) Woodcutter cut down the trees last year.

The trees

h) Prithivi Narayan Shah United Nepal

Nepal

i) I am writing a message.

A message.....

j) Students were playing a volleyball.

A volleyball

4. Change the following sentences into Passive.

10

a) They sweep the floor.

b) We built the wall.

c) They have cut the grass.

d) Open the window.

e) He will paint this house.

f) She had rung the bell.

g) How does the girl help the boy.

h) Do you eat apples.

i) Can you carry the box?

j) They were cutting the tree.

5. Rewrite the following passage using the correct passive verb form. 10

Before the visitor arrived, the floor (swept), the blackboard (clean) and all the desks (tidy) when the visitor arrive, he (welcome) by the teacher. He (give) a cup of tea. After he'd gone the students (thank) for being so

helpful. He (remember) by all the students because students (give) some prizes by him. And the school (close) for two days. Such occasion (remember) forever.

Second Test Item

School:

Name:

Marks: 50

Grade:

Roll No.:

Date:

1. Rewrite the following sentences choosing the correct passive verb from the brackets. 10

- a. Rice by mother. (cooks, is cooked, cooked)
- b. We by the teacher. (taught, is being taught, teach)
- c. The by the people. (destroy, destroyed, is being destroyed)
- d. My pen by a boy. (breaks, has been broken, broke)
- e. This ball by the players. (plays, is being played, played)
- f. A lovely song by a singer. (sing, is sung, sang)
- g. This book by the editor. (edited, has been edited)
- h. The thieves by the police. (caught, catch, are caught)
- i. Students lecture by a lecturer. (gives, are being given)
- j. I by them. (love, am loved, loves)

2. Underline the correct passive verb form in the following sentences. 10

- a. A small boy is loved/loved by me.
- b. A new house has made/has been made here.
- c. The prizes are being given/given by the teacher.

- d. This letter written/is written by her.
- e. Fingers have cut/have been cut by him.
- f. The floor is being swept/swept by mother.
- g. Students are asked/asked some questions by the teacher.
- h. A story is being told/told us by the grandmother.
- i. 4000 rupees has been stolen/has stolen by a thief.
- j. Some students of our school are asked/asked some very important questions by the officer of government.

3. Write a passive sentence, similar in meaning to the active sentence. 10

- a. Ram helps him. He is helped
- b. They are doing homework. Homework
- c. He has won 400 rupees. 400 rupees
- d. Mother eats some apples. Some apples
- e. We are listening radio. Radio
- f. Police have arrested her. She
- g. He gives me some books. Some books.....
- h. I am playing badminton. Badminton
- i. He has dug a tunnel. A tunnel
- j. She buys vegetables. Vegetables.....

4. Change the following active sentences in to passive. 10

- a. I eat rice.

- b. Teacher is teaching us.
- c. He gives me a pen.
- d. She is doing homework.
- e. We have eaten rice.
- f. We wash clothes.
- g. We are writing a letter.
- h. Head sir asks me a question.
- i. We have painted the door.
- j. Rabin has cut a finger.

5. Rewrite the following passage using the correct passive verb form -
from the brackets. 10

There are some people who (call) the wood cutter because the jungle (destroy) by them. Every year the trees (cut) by them and (sell) into other countries. So, there (be) some effort by the government. That is why, jungle (save) in some extent. Not only jungle, but wild animals (kill) by them. Now, there (be) some effort to save them. To do such work, they (give) training every year. And it (expect) that all the animals and jungle will be saved within few years.

Third Test Item

School:

Marks: 50

Name:

Grade:

Roll No:

Date:

1. Rewrite the following sentences choosing the correct passive verb from the brackets.

- a. Muna Madan by Laxmi Prasad Debkota. (wrote, was written, writes)
- b. Trees by villagers. (plant, were being planted, plants)
- c. A statue by priest. (put, had been put, had put)
- d. A new school by us. (open, will be opened, will open)
- e. I a message. (send, had been sent, had sent)
- f. Our exam by next week. (finished, will have been finished)
- g. A bridge by worker. (built, was built, build)
- h. Students prize by teacher. (give, will be given, gave)
- i. The bell by peon. (ring, was being rung, rung)
- j. My pen (stole, had been stolen, steal)

2. Underline the correct passive verb form in the following sentence. 10

- a. He had been sent/sent to the prison.

- b. Nepal was united/united by Prithivi Narayan Shah.
- c. The result of our exam will publish/will be published by next month.
- d. The strike had called off/had been called off.
- e. Is/does she given warning by her mother?
- f. This book will write/will have been written by next year.
- g. Was/did I given thanks by him?
- h. Radio was listening/was being listened by me.
- i. Is homework being done/doing by students?
- j. Bhanu Bhakta Acharya will remember/will be remembered for ever.

3. Write a passive sentence, similar in meaning to the active sentence. 10

- a. Laxmi Prasad Debkota wrote many poems.
- b. We were studying English.
- c. He had given me some money.
- d. Someone will call me.
- e. They told me a secret thing.
- f. Somebody will have sent message.
- g. The news pleased me.
- h. I will paint the door.
- i. The result had surprised him.
- j. He will have won the prize.

4. Change the following active sentence into passive.

10

- a. She rang the bell.
- b. This story had interested me.
- c. He was cleaning the board.
- d. Somebody will call you.
- e. Do they cut the grass?
- f. I will have finished the exam.
- g. Are you doing homework?
- h. Did she write a notice?
- i. Were they listening radio?
- j. Does she sing a song?

5. Rewrite the following passage using the correct passive verb form from the brackets.

10

Last month, a special meeting (called) by the headmaster. At the meeting, changing of the school management committee (had discussed). After that management committee (changed). Then, some new information (gave) by new chairperson. While new information (was giving) by him, he (helped) by old chairperson. Meeting (had conducted) for 3 hours. At last they decided that the next meeting (will call) after one month, at that time some new agenda (will have carried out) and it was hoped that school (will manage) in better way by new management committee.

Appendix - II

Lesson Plan - 1

Name of the School: Shree Secondary School, Totke, Phalabang, Salyan

Name of the Researcher: Shanti Basnet

Grade: 9

Subject: English

Period: 2nd

Lesson Topic: Grammar

Time: 50 min.

Subject Matter: Passivisation

Date: 2066-10-25

(Noun-Pronoun Inversion)

1. Specific Objectives

On completion of this lesson, the students will be able to

(a) make the passive sentence using noun-pronoun.

(b) inverse the noun and pronoun in passive sentence.

2. Teaching Materials

Sentence - cards

3. Teaching - Activities

(i) Presentation

In this stage, she will write the following sentences in the blackboard:

(a) Act: Rosani writes the books.

Pass: The books are written by Rosani.

(b) Act: Sudhan rides the horse.

Pass: The horse is ridden by Sudhan.

(c) Act: The cow eats grass.

Pass: Grass is eaten by the cow.

(d) Act: They tell story.

Pass: A story is told by them.

(e) Act: He sweeps the field.

Pass: The field is swept by him.

(f) Act: She rings the bell.

Pass: The bell is rung by her.

(g) Act: We bring water.

Pass: Water is brought by us.

(h) Act: You sing a song.

Pass: A song is sung by you.

Then, she will tell the students to read these sentences at least five times as a whole, and underline the subject and object of both active and passive sentences. Then, she will show the sentence-cards and ask them to read these sentences for four times.

(ii) Practice

In this stage, she will ask following questions as a whole-class:

(a) What are the subjects in the first three active sentences whether noun or pronoun?

(b) What are the objective forms of the noun in passive sentences?

(c) What are the subjects in the last five active sentences, whether noun or pronoun?

(d) What are the objective forms of the pronoun in the passive sentences?

(iii) Production

In this stage, she will ask students to draw the following table and fill with appropriate subjective and objective forms of the noun.

| Noun/Pronoun | Subjective form | Objective form |
|--------------|-----------------|----------------|
| Manita | | |
| Mohan | | |
| Cat | | |
| They | | |
| He | | |
| She | | |
| We | | |
| You | | |
| I | | |

4. Evaluation

To evaluate the students, she will ask orally any two students to change the following active sentences into passive:

(a) John plays game.

(b) He teaches me.

5. Homework

Change the following sentences into passive

(a) Rosan paints the door.

(b) Cat eats the rat.

(c) She hits me.

(d) We dig the field.

Lesson Plan - 8

Subject: English

Grade: 9

Lesson Topic: Grammar

Period: 2nd

Subject Matter: Passivisation

Time: 50 min.

(Simple past, Assertive sentence)

Date: 2066-11-5

1. Specific Objectives

On completion of this lesson, the students will be able to:

(a) make the passive sentences of the simple past, assertive sentences;

(b) tell the structure of simple past, passive assertive sentences. e.g.

obj+was/were + v-en + (by+sub.)

2. Teaching Materials

Sentence - cards and structure cards

3. Teaching - Activities

(i) Presentation

In this stage, she will write the following text on the board and ask them to write down on their copy: "Helen, the wife of king Menelaus, was the most beautiful woman in all Greece. She was carried away to the city of Troy by Paris the prince of Troy. Manelaus, full of bitter anger, called for help, and he was joined by other Greek Kings."

Then, she will ask them to read out this text three times and underline the second and third sentences. After that she will show the sentence-cards and ask them to read out these sentences and compare these sentences with the sentences of the text. And she will tell them to make the structure of these sentences and show the structure-card and ask them to compare their structure with the structure in the cards, e.g. obj+was/were+v-en+(by+sub.)

(ii) Practice

In this stage, she will tell them to read the text again focusing on subject, object and structure of the sentences and ask following questions as a whole class:

- (a) What is the subject in the second sentence?
- (b) What is the object in the second sentence?
- (c) Are the sentences in the text and sentence-cards in same structure?
- (d) What is the structure of the second sentence in the text?

In the same way, she will go on further steps until they tell the correct structure.

(iii) Production

In this stage, she will tell them read the text again and do the following exercise:

- (a) She away to the city of Troy the prince of Troy.

(b) Manalaus, full of bitter anger, called for help, and he by other Greek kings.

4. Evaluation

For evaluation of the students, she will ask any one student to tell active sentence of the simple past, e.g.

(a) He wrote some books.

Other students will be asked to change this sentence into passive.

e.g.

(a) Some books were written by him.

And third student will be asked to make the structure of this sentence. e.g.

obj. + were + v -en + (by. sub.)

5. Homework

Lesson Plan - 15

Subject: English

Grade: 9

Lesson Topic: Grammar

Period: 2nd

Subject Matter: Passivisation

Time: 50 min.

[Yes/no-question with (has/have/had)]

Date: 2066-11-19

1. Specific Objectives

On completion of this lesson, the students will be able to:

(a) make the passive yes/no-question of active yes/no-questions with (has/have/had);

(b) tell the structure of these passive yes/no-questions.

e.g. has/have/had + obj + been + v-en + (by sub.) ?

2. Teaching Materials

Sentence - cards, structure-card

3. Teaching - Activities

(i) Presentation

At first, she will write down the following yes/no-questions on the board and students will copy them. e.g.

(a) Act: Has he cut the leg?

Pass: Has the leg been cut by him?

(b) Act: Have they phoned you?

Pass I: Have you been phoned by them?

(c) Act: Had you broken glasses?

Pass: Had glasses been broken by you?

Then, students will be told to read out these questions three times, underline the verb form in passive questions, and tell the structure of these sentences. After that, she will show the sentence-cards and structure card respectively. And students will be told to read out these sentences and structure, compare their structure with the structure card and correct if any mistake.

(ii) Practice

For practice, they will be told to read out the questions on the board once again and answer the following questions:

- (a) What is the subject in the first passive yes/no-question?
- (b) What is the object in the first passive yes/no-question?
- (c) What is the structure of the first yes/no-passive question?

In the same way, she will tell till they tell the correct structure.

(iii) Production

After practice, she will give following exercise:

- (a) they been beaten by him? (have, do, was)
- (b) she been phoned? (has, are, does)
- (c) rice been eaten? (has, is, does)
- (d) dog been beaten ? (had, was, did)

4. Evaluation

For evaluation, she will ask orally any two students to change the following active yes/no-questions into passive-yes/no-questions:

- (a) Has she bought a house?
- (b) Had they dug the road?

5. Homework

Change the following active yes/no-questions:

- (a) Had they cut down the trees?
- (b) Have they stolen money?
- (c) Has the student won the prize?

Lesson Plan - 21

Subject: English

Grade: 9

Lesson Topic: Grammar

Period: 2nd

Subject Matter: Passivisation

Time: 50 min.

(Optative sentence)

Date: 2066-11-27

1. Specific Objectives

On completion of this lesson, the students will be able to:

(a) make the passive sentences of active optative sentences;

(b) tell the structure of optative passive sentence

e.g. may + obj. + be + v-en !

2. Teaching Materials

Sentence - cards and structure - card

3. Teaching - Activities

(i) Presentation

At this stage, she will write down the following sentences on the board and students will be told to copy them.

(a) Act: May God protect our son !

Pass: May our son be protected !

(b) Act: May God give you long life !

Pass: May you be given long life !

(c) Act: May God save poor !

Pass: May poor be saved !

Then, she will tell them to read out these sentences at least four times, underline the passive verb form and make the structure. After that she will show the sentence-cards and structure-card. Students will read out these sentences and structure at least four times. Then, she will tell them to correct their structures looking on the structure-card.

(ii) Practice

For practice, she will tell them to read out the sentences once again and answer the following questions.

- (a) What is the object in the first passive sentence?
- (b) Is there any subject in the first-passive sentence?
- (c) What is the structure in the first passive sentence?

In the same way, she will go on further steps until they tell the correct structure.

(iii) Production

Underline the correct passive verb form in the following sentences.

- a. May our country be protected/protect !
- b. May poor be helped/help !
- c. May her demise soul be taken/take in the heaven.

4. Evaluation

To evaluate them, she will tell any two students to change the following active sentences into passive and any other students will be told to tell the structure of these passive sentences.

e.g. (a) May God pass my friend !

(b) May God help the lame people !

5. Homework

Write the passive sentence, similar in meaning to the active sentence.

(a) May Saraswati pass me in SLC !

May I be !

(b) May Laxmimata give me more money !

May more money !

(c) May God love you !

May !

APPENDIX - III

(i) Marks Obtained in Pre-Test and the First-Progress Test

| S.N. | Name of the students | Pre-test | | | First-progress test | | | Increased marks | Increased % |
|------|----------------------|------------|----------------|----|---------------------|----------------|----|-----------------|-------------|
| | | Full Marks | Obtained Marks | % | Full Marks | Obtained Marks | % | | |
| 1 | Nanda Lal Gharti | 50 | 8 | 16 | 50 | 40 | 80 | 32 | 64 |
| 2 | Nar B. Oli | 50 | 7 | 14 | 50 | 26 | 52 | 19 | 38 |
| 3 | Durga B. Oli | 50 | 11 | 22 | 50 | 19 | 38 | 8 | 16 |
| 4 | Daniel Rana | 50 | 10 | 20 | 50 | 19 | 38 | 9 | 18 |
| 5 | Jhuma Oli | 50 | 8 | 16 | 50 | 10 | 20 | 2 | 4 |
| 6 | Hum B. K.C. 'A' | 50 | 11 | 22 | 50 | 20 | 40 | 9 | 18 |
| 7 | Krishna Oli | 50 | 13 | 26 | 50 | 17 | 34 | 4 | 8 |
| 8 | Rita Ku. Oli | 50 | 6 | 12 | 50 | 14 | 28 | 8 | 16 |
| 9 | Laxmi Basnet | 50 | 14 | 28 | 50 | 26 | 52 | 12 | 24 |
| 10 | Rekha K.C. | 50 | 6 | 12 | 50 | 19 | 38 | 13 | 26 |
| 11 | Lila K.C. | 50 | 13 | 26 | 50 | 16 | 32 | 3 | 6 |
| 12 | Motilal K.C. | 50 | 4 | 8 | 50 | 10 | 20 | 6 | 12 |
| 13 | Hum B.K.C. 'B' | 50 | 9 | 18 | 50 | 12 | 24 | 3 | 6 |
| 14 | Belmati Gharti | 50 | 10 | 20 | 50 | 15 | 30 | 5 | 10 |

| | | | | | | | | | |
|----|-----------------------------|------|-----|------|------|-----|-------|-----|------|
| 15 | Akhilesh Kumar Basnet | 50 | 7 | 14 | 50 | 26 | 52 | 19 | 38 |
| 16 | Lila Oli | 50 | 11 | 22 | 50 | 23 | 46 | 12 | 24 |
| 17 | Jagat B. Oli | 50 | 7 | 14 | 50 | 16 | 32 | 9 | 18 |
| 18 | Mina Dangi | 50 | 12 | 24 | 50 | 19 | 38 | 7 | 14 |
| 19 | Hari B. Oli | 50 | 11 | 22 | 50 | 19 | 38 | 8 | 16 |
| 20 | Thakur Prd. Oli | 50 | 13 | 26 | 50 | 22 | 44 | 9 | 18 |
| 21 | Kalpana Rawat | 50 | 13 | 26 | 50 | 28 | 56 | 15 | 30 |
| 22 | Krishna K.C. 'A' | 50 | 6 | 12 | 50 | 14 | 28 | 8 | 16 |
| 23 | Pampha Gharti | 50 | 10 | 20 | 50 | 13 | 26 | 3 | 6 |
| 24 | Hark B. Bohara | 50 | 13 | 26 | 50 | 26 | 52 | 13 | 26 |
| 25 | Krishna B. K.C. 'B' | 50 | 14 | 28 | 50 | 19 | 38 | 5 | 10 |
| 26 | Gobinda Mahatara | 50 | 11 | 22 | 50 | 12 | 24 | 1 | 2 |
| 27 | Nokhi Dangi | 50 | 4 | 8 | 50 | 14 | 28 | 10 | 20 |
| 28 | Uma Basnet | 50 | 15 | 30 | 50 | 26 | 52 | 11 | 22 |
| 29 | Amrita Oli | 50 | 17 | 34 | 50 | 23 | 46 | 6 | 12 |
| 30 | Dhan B. Oli | 50 | 7 | 14 | 50 | 22 | 44 | 15 | 30 |
| | Total | 1500 | 301 | 602% | 1500 | 585 | 1170% | 284 | 568% |

(ii) Marks Obtained in Pre-Test and the Second-Progress Test

| S.N. | Name of the students | Pre-test | | | Second-progress test | | | Increased marks | Increased % |
|------|-----------------------|------------|----------------|----|----------------------|----------------|----|-----------------|-------------|
| | | Full Marks | Obtained Marks | % | Full Marks | Obtained Marks | % | | |
| 1 | Nanda Lal Gharti | 50 | 8 | 16 | 50 | 45 | 90 | 37 | 74 |
| 2 | Nar B. Oli | 50 | 7 | 14 | 50 | 30 | 60 | 23 | 46 |
| 3 | Durga B. Oli | 50 | 11 | 22 | 50 | 20 | 40 | 9 | 18 |
| 4 | Daniel Rana | 50 | 10 | 20 | 50 | 38 | 76 | 28 | 56 |
| 5 | Jhuma Oli | 50 | 8 | 16 | 50 | 19 | 38 | 11 | 22 |
| 6 | Hum B. K.C. 'A' | 50 | 11 | 22 | 50 | 25 | 50 | 14 | 28 |
| 7 | Krishna Oli | 50 | 13 | 26 | 50 | 18 | 36 | 5 | 10 |
| 8 | Rita Ku. Oli | 50 | 6 | 12 | 50 | 16 | 32 | 10 | 20 |
| 9 | Laxmi Basnet | 50 | 14 | 28 | 50 | 29 | 58 | 15 | 30 |
| 10 | Rekha K.C. | 50 | 6 | 12 | 50 | 20 | 40 | 14 | 28 |
| 11 | Lila K.C. | 50 | 13 | 26 | 50 | 21 | 42 | 8 | 10 |
| 12 | Motilal K.C. | 50 | 4 | 8 | 50 | 10 | 20 | 6 | 12 |
| 13 | Hum B.K.C. 'B' | 50 | 9 | 18 | 50 | 16 | 32 | 7 | 14 |
| 14 | Belmati Gharti | 50 | 10 | 20 | 50 | 15 | 30 | 5 | 10 |
| 15 | Akhilesh Kumar Basnet | 50 | 7 | 14 | 50 | 26 | 52 | 19 | 38 |
| 16 | Lila Oli | 50 | 11 | 22 | 50 | 23 | 46 | 12 | 24 |
| 17 | Jagat B. Oli | 50 | 7 | 14 | 50 | 17 | 34 | 10 | 20 |
| 18 | Mina Dangri | 50 | 12 | 24 | 50 | 20 | 40 | 8 | 16 |
| 19 | Hari B. Oli | 50 | 11 | 22 | 50 | 25 | 50 | 14 | 28 |

| | | | | | | | | | |
|----|------------------------|------|-----|------|------|-----|-------|-----|------|
| 20 | Thakur Prd. Oli | 50 | 13 | 26 | 50 | 24 | 48 | 11 | 22 |
| 21 | Kalpna Rawat | 50 | 13 | 26 | 50 | 30 | 60 | 17 | 34 |
| 22 | Krishna K.C. 'A' | 50 | 6 | 12 | 50 | 14 | 28 | 8 | 16 |
| 23 | Pampha Gharti | 50 | 10 | 20 | 50 | 21 | 42 | 11 | 22 |
| 24 | Hark B. Bohara | 50 | 13 | 26 | 50 | 37 | 74 | 24 | 48 |
| 25 | Krishna B. K.C. 'B' | 50 | 14 | 28 | 50 | 26 | 52 | 12 | 24 |
| 26 | Gobinda Mahatara | 50 | 11 | 22 | 50 | 16 | 32 | 5 | 10 |
| 27 | Nokhi Dangi | 50 | 4 | 8 | 50 | 17 | 34 | 13 | 26 |
| 28 | Uma Basnet | 50 | 15 | 30 | 50 | 29 | 58 | 14 | 28 |
| 29 | Amrita Oli | 50 | 17 | 34 | 50 | 24 | 48 | 7 | 14 |
| 30 | Dhan B. Oli | 50 | 7 | 14 | 50 | 24 | 48 | 17 | 34 |
| | Total | 1500 | 301 | 602% | 1500 | 695 | 1390% | 394 | 788% |

(iii) Marks Obtained in First-Progress Test and the Second-Progress Test

| S.N. | Name of the students | First-progress test | | | Second-progress test | | | Increased marks | Increased % |
|------|-----------------------|---------------------|----------------|----|----------------------|----------------|----|-----------------|-------------|
| | | Full Marks | Obtained Marks | % | Full Marks | Obtained Marks | % | | |
| 1 | Nanda Lal Gharti | 50 | 40 | 80 | 50 | 45 | 90 | 5 | 10 |
| 2 | Nar B. Oli | 50 | 26 | 52 | 50 | 30 | 60 | 4 | 8 |
| 3 | Durga B. Oli | 50 | 19 | 38 | 50 | 20 | 40 | 1 | 2 |
| 4 | Daniel Rana | 50 | 19 | 38 | 50 | 38 | 76 | 19 | 38 |
| 5 | Jhuma Oli | 50 | 10 | 20 | 50 | 19 | 38 | 9 | 18 |
| 6 | Hum B. K.C. 'A' | 50 | 20 | 40 | 50 | 25 | 50 | 5 | 10 |
| 7 | Krishna Oli | 50 | 17 | 34 | 50 | 18 | 36 | 1 | 2 |
| 8 | Rita Ku. Oli | 50 | 14 | 28 | 50 | 16 | 32 | 2 | 4 |
| 9 | Laxmi Basnet | 50 | 26 | 52 | 50 | 29 | 58 | 3 | 6 |
| 10 | Rekha K.C. | 50 | 19 | 38 | 50 | 20 | 40 | 1 | 2 |
| 11 | Lila K.C. | 50 | 16 | 32 | 50 | 21 | 42 | 5 | 10 |
| 12 | Motilal K.C. | 50 | 10 | 20 | 50 | 10 | 20 | - | - |
| 13 | Hum B.K.C. 'B' | 50 | 12 | 24 | 50 | 16 | 32 | 4 | 8 |
| 14 | Belmati Gharti | 50 | 15 | 30 | 50 | 15 | 30 | - | - |
| 15 | Akhilesh Kumar Basnet | 50 | 26 | 32 | 50 | 26 | 52 | - | - |
| 16 | Lila Oli | 50 | 23 | 46 | 50 | 23 | 46 | - | - |
| 17 | Jagat B. Oli | 50 | 16 | 32 | 50 | 17 | 34 | 1 | 2 |
| 18 | Mina Dangi | 50 | 19 | 38 | 50 | 20 | 40 | 1 | 2 |
| 19 | Hari B. Oli | 50 | 19 | 38 | 50 | 25 | 50 | 6 | 12 |

| | | | | | | | | | |
|----|---------------------|------|-----|-------|------|-----|-------|-----|------|
| 20 | Thakur Prd. Oli | 50 | 22 | 44 | 50 | 24 | 48 | 2 | 4 |
| 21 | Kalpna Rawat | 50 | 28 | 56 | 50 | 30 | 60 | 2 | 4 |
| 22 | Krishna K.C. 'A' | 50 | 14 | 28 | 50 | 14 | 28 | - | - |
| 23 | Pampha Gharti | 50 | 13 | 26 | 50 | 21 | 42 | 8 | 16 |
| 24 | Hark Bohara B. | 50 | 26 | 52 | 50 | 37 | 74 | 11 | 22 |
| 25 | Krishna K.C. 'B' B. | 50 | 19 | 38 | 50 | 26 | 52 | 7 | 14 |
| 26 | Gobinda Mahatara | 50 | 12 | 24 | 50 | 16 | 32 | 4 | 8 |
| 27 | Nokhi Dangi | 50 | 14 | 28 | 50 | 17 | 34 | 3 | 6 |
| 28 | Uma Basnet | 50 | 26 | 52 | 50 | 29 | 58 | 3 | 6 |
| 29 | Amrita Oli | 50 | 23 | 46 | 50 | 24 | 48 | 1 | 2 |
| 30 | Dhan B. Oli | 50 | 22 | 44 | 50 | 24 | 48 | 2 | 4 |
| | Total | 1500 | 585 | 1170% | 1500 | 695 | 1390% | 110 | 220% |

(iv) Marks Obtained in First-Progress Test and the Post-test

| S.N. | Name of the students | First-progress test | | | Post-test | | | Increased marks | Increased % |
|------|-----------------------|---------------------|----------------|----|------------|----------------|----|-----------------|-------------|
| | | Full Marks | Obtained Marks | % | Full Marks | Obtained Marks | % | | |
| 1 | Nanda Lal Gharti | 50 | 40 | 80 | 50 | 45 | 90 | 5 | 10 |
| 2 | Nar B. Oli | 50 | 26 | 52 | 50 | 44 | 88 | 18 | 36 |
| 3 | Durga B. Oli | 50 | 19 | 38 | 50 | 23 | 46 | 4 | 8 |
| 4 | Daniel Rana | 50 | 19 | 38 | 50 | 40 | 80 | 21 | 42 |
| 5 | Jhuma Oli | 50 | 10 | 20 | 50 | 28 | 56 | 18 | 36 |
| 6 | Hum B. K.C. 'A' | 50 | 20 | 40 | 50 | 36 | 72 | 16 | 32 |
| 7 | Krishna Oli | 50 | 17 | 34 | 50 | 19 | 38 | 2 | 4 |
| 8 | Rita Ku. Oli | 50 | 14 | 28 | 50 | 22 | 44 | 8 | 16 |
| 9 | Laxmi Basnet | 50 | 26 | 52 | 50 | 30 | 60 | 4 | 8 |
| 10 | Rekha K.C. | 50 | 19 | 38 | 50 | 36 | 72 | 17 | 34 |
| 11 | Lila K.C. | 50 | 16 | 32 | 50 | 28 | 56 | 12 | 12 |
| 12 | Motilal K.C. | 50 | 10 | 20 | 50 | 10 | 20 | - | - |
| 13 | Hum B.K.C. 'B' | 50 | 12 | 24 | 50 | 18 | 36 | 6 | 12 |
| 14 | Belmati Gharti | 50 | 15 | 30 | 50 | 20 | 40 | 5 | 10 |
| 15 | Akhilesh Kumar Basnet | 50 | 26 | 52 | 50 | 32 | 64 | 6 | 12 |
| 16 | Lila Oli | 50 | 23 | 46 | 50 | 24 | 48 | 1 | 2 |
| 17 | Jagat B. Oli | 50 | 16 | 32 | 50 | 22 | 44 | 6 | 12 |
| 18 | Mina Dangi | 50 | 19 | 38 | 50 | 20 | 40 | 1 | 2 |

| | | | | | | | | | |
|----|---------------------|------|-----|-----------|------|-----|-------|-----|------|
| 19 | Hari B. Oli | 50 | 19 | 38 | 50 | 34 | 68 | 15 | 30 |
| 20 | Thakur Prd. Oli | 50 | 22 | 44 | 50 | 28 | 56 | 6 | 12 |
| 21 | Kalpana Rawat | 50 | 28 | 56 | 50 | 39 | 78 | 11 | 22 |
| 22 | Krishna K.C. 'A' | 50 | 14 | 28 | 50 | 17 | 34 | 3 | 6 |
| 23 | Pampha Gharti | 50 | 13 | 26 | 50 | 32 | 64 | 19 | 38 |
| 24 | Hark B. Bohara | 50 | 26 | 52 | 50 | 38 | 76 | 12 | 24 |
| 25 | Krishna B. K.C. 'B' | 50 | 19 | 38 | 50 | 35 | 70 | 16 | 32 |
| 26 | Gobinda Mahatara | 50 | 12 | 24 | 50 | 20 | 40 | 8 | 16 |
| 27 | Nokhi Dangi | 50 | 14 | 28 | 50 | 21 | 42 | 7 | 14 |
| 28 | Uma Basnet | 50 | 26 | 52 | 50 | 36 | 72 | 10 | 20 |
| 29 | Amrita Oli | 50 | 23 | 46 | 50 | 30 | 60 | 7 | 14 |
| 30 | Dhan B. Oli | 50 | 22 | 44 | 50 | 27 | 54 | 5 | 10 |
| | Total | 1500 | 585 | 1170 % | 1500 | 854 | 1708% | 269 | 538% |

(v) Marks Obtained in Second-Progress Test and the Post-test

| S.N. | Name of the students | Second-progress test | | | Post-test | | | Increased marks | Increased % |
|------|-----------------------|----------------------|----------------|----|------------|----------------|----|-----------------|-------------|
| | | Full Marks | Obtained Marks | % | Full Marks | Obtained Marks | % | | |
| 1 | Nanda Lal Gharti | 50 | 45 | 90 | 50 | 45 | 90 | - | - |
| 2 | Nar B. Oli | 50 | 30 | 60 | 50 | 44 | 88 | 14 | 28 |
| 3 | Durga B. Oli | 50 | 20 | 40 | 50 | 23 | 46 | 3 | 6 |
| 4 | Daniel Rana | 50 | 38 | 76 | 50 | 40 | 80 | 2 | 4 |
| 5 | Jhuma Oli | 50 | 19 | 38 | 50 | 28 | 56 | 9 | 18 |
| 6 | Hum B. K.C. 'A' | 50 | 25 | 50 | 50 | 36 | 72 | 11 | 22 |
| 7 | Krishna Oli | 50 | 18 | 36 | 50 | 19 | 38 | 1 | 2 |
| 8 | Rita Ku. Oli | 50 | 16 | 32 | 50 | 22 | 44 | 6 | 12 |
| 9 | Laxmi Basnet | 50 | 29 | 58 | 50 | 30 | 60 | 1 | 2 |
| 10 | Rekha K.C. | 50 | 20 | 40 | 50 | 36 | 72 | 16 | 32 |
| 11 | Lila K.C. | 50 | 21 | 42 | 50 | 28 | 56 | 7 | 14 |
| 12 | Motilal K.C. | 50 | 10 | 20 | 50 | 10 | 20 | - | - |
| 13 | Hum B.K.C. 'B' | 50 | 16 | 32 | 50 | 18 | 36 | 2 | 4 |
| 14 | Belmati Gharti | 50 | 15 | 30 | 50 | 20 | 40 | 5 | 10 |
| 15 | Akhilesh Kumar Basnet | 50 | 26 | 52 | 50 | 32 | 64 | 6 | 12 |
| 16 | Lila Oli | 50 | 23 | 46 | 50 | 24 | 48 | 1 | 2 |
| 17 | Jagat B. Oli | 50 | 17 | 34 | 50 | 22 | 44 | 5 | 10 |
| 18 | Mina Dangi | 50 | 20 | 40 | 50 | 20 | 40 | - | - |
| 19 | Hari B. Oli | 50 | 25 | 50 | 50 | 34 | 68 | 9 | 18 |

| | | | | | | | | | |
|----|------------------------|------|-----|-------|------|-----|-------|-----|------|
| 20 | Thakur Prd. Oli | 50 | 24 | 48 | 50 | 28 | 56 | 4 | 8 |
| 21 | Kalpna Rawat | 50 | 30 | 60 | 50 | 39 | 78 | 9 | 18 |
| 22 | Krishna K.C. 'A' | 50 | 14 | 28 | 50 | 17 | 34 | 3 | 6 |
| 23 | Pampha Gharti | 50 | 21 | 42 | 50 | 32 | 64 | 11 | 22 |
| 24 | Hark B. Bohara | 50 | 37 | 74 | 50 | 38 | 76 | 1 | 2 |
| 25 | Krishna B. K.C. 'B' | 50 | 26 | 52 | 50 | 35 | 70 | 9 | 18 |
| 26 | Gobinda Mahatara | 50 | 16 | 32 | 50 | 20 | 40 | 4 | 8 |
| 27 | Nokhi Dangi | 50 | 17 | 34 | 50 | 21 | 42 | 4 | 8 |
| 28 | Uma Basnet | 50 | 29 | 58 | 50 | 36 | 72 | 7 | 14 |
| 29 | Amrita Oli | 50 | 24 | 48 | 50 | 30 | 60 | 6 | 12 |
| 30 | Dhan B. Oli | 50 | 24 | 48 | 50 | 27 | 54 | 3 | 6 |
| | Total | 1500 | 695 | 1390% | 1500 | 854 | 1708% | 159 | 318% |

(vi) Marks Obtained in Pre- Test and the Post-test

| S.N. | Name of the students | Pre-test | | | Post-test | | | Increased marks | Increased % |
|------|-----------------------|------------|----------------|----|------------|----------------|----|-----------------|-------------|
| | | Full Marks | Obtained Marks | % | Full Marks | Obtained Marks | % | | |
| 1 | Nanda Lal Gharti | 50 | 8 | 16 | 50 | 45 | 90 | 37 | 74 |
| 2 | Nar B. Oli | 50 | 7 | 14 | 50 | 44 | 88 | 37 | 74 |
| 3 | Durga B. Oli | 50 | 11 | 22 | 50 | 23 | 46 | 12 | 24 |
| 4 | Daniel Rana | 50 | 10 | 20 | 50 | 40 | 80 | 30 | 60 |
| 5 | Jhuma Oli | 50 | 8 | 16 | 50 | 28 | 56 | 20 | 40 |
| 6 | Hum B. K.C. 'A' | 50 | 11 | 22 | 50 | 36 | 72 | 25 | 50 |
| 7 | Krishna Oli | 50 | 13 | 26 | 50 | 19 | 38 | 6 | 12 |
| 8 | Rita Ku. Oli | 50 | 6 | 12 | 50 | 22 | 44 | 16 | 32 |
| 9 | Laxmi Basnet | 50 | 14 | 28 | 50 | 30 | 60 | 16 | 32 |
| 10 | Rekha K.C. | 50 | 6 | 12 | 50 | 36 | 72 | 30 | 60 |
| 11 | Lila K.C. | 50 | 13 | 26 | 50 | 28 | 56 | 15 | 30 |
| 12 | Motilal K.C. | 50 | 4 | 8 | 50 | 10 | 20 | 6 | 12 |
| 13 | Hum B.K.C. 'B' | 50 | 9 | 18 | 50 | 18 | 36 | 9 | 18 |
| 14 | Belmati Gharti | 50 | 10 | 20 | 50 | 20 | 40 | 10 | 20 |
| 15 | Akhilesh Kumar Basnet | 50 | 7 | 14 | 50 | 32 | 64 | 25 | 50 |
| 16 | Lila Oli | 50 | 11 | 22 | 50 | 24 | 48 | 13 | 26 |
| 17 | Jagat B. Oli | 50 | 7 | 14 | 50 | 22 | 44 | 15 | 30 |
| 18 | Mina Dangri | 50 | 12 | 24 | 50 | 20 | 40 | 8 | 16 |
| 19 | Hari B. Oli | 50 | 11 | 22 | 50 | 34 | 68 | 23 | 46 |

| | | | | | | | | | |
|----|------------------------|------|-----|------|------|-----|-------|-----|-------|
| 20 | Thakur Prd. Oli | 50 | 13 | 26 | 50 | 28 | 56 | 15 | 30 |
| 21 | Kalpana Rawat | 50 | 13 | 26 | 50 | 39 | 78 | 26 | 52 |
| 22 | Krishna K.C. 'A' | 50 | 6 | 12 | 50 | 17 | 34 | 11 | 22 |
| 23 | Pampha Gharti | 50 | 10 | 20 | 50 | 32 | 64 | 22 | 44 |
| 24 | Hark B. Bohara | 50 | 13 | 26 | 50 | 38 | 76 | 25 | 50 |
| 25 | Krishna B. K.C. 'B' | 50 | 14 | 28 | 50 | 35 | 70 | 21 | 42 |
| 26 | Gobinda Mahatara | 50 | 11 | 22 | 50 | 20 | 40 | 9 | 18 |
| 27 | Nokhi Dangi | 50 | 4 | 8 | 50 | 21 | 42 | 17 | 34 |
| 28 | Uma Basnet | 50 | 15 | 30 | 50 | 36 | 72 | 21 | 42 |
| 29 | Amrita Oli | 50 | 17 | 34 | 50 | 30 | 60 | 13 | 26 |
| 30 | Dhan B. Oli | 50 | 7 | 14 | 50 | 27 | 54 | 20 | 40 |
| | Total | 1500 | 301 | 602% | 1500 | 854 | 1708% | 553 | 1106% |