

TECHNIQUES OF TEACHING GRAMMAR

**A Thesis Submitted to the Department of English Education
in Partial Fulfilment for the Master's Degree in Education**

**Submitted by
Om Kumari Pokhrel**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2008**

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2008**

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DECLARATION

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

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.....

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Miss. Om Kumari Pokhrel** has completed the thesis entitled **“Techniques of Teaching Grammar”** under my guidance and supervision.

I recommend the thesis for acceptance.

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DEDICATION

Dedicated to

My Parents and Teachers

who boosted up me to set at today's position

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Om Kumari Pokhrel

ABSTRACT

This research work entitled "Techniques of Teaching Grammar" aimed to find out the effectiveness of inductive or deductive method in teaching tense. To accomplish this study, closed-ended test items were prepared. The researcher herself was involved in the experimental teaching for the purpose of carrying out the research. The test items were the major tools for data collection. A pre-test was administrated before actual classroom teaching and a post-test was administrated immediately after the classroom teaching of about one month. The same set of test items was used in both types of tests, i.e. multiple-choice items, matching, supplying the correct tense and changing the sentences. On the basis of the result of pre-test, the students were ranked according to their individual scores and then they were divided into two groups: group 'A' and group 'B'. Group 'A' was the experimental group and group 'B' was the control group. Group 'A' was taught inductively and group 'B' was taught deductively. Both groups were taught the same teaching item. Each group was taught for six days a week and each period lasted for forty five minutes. After teaching for twenty four days, a post- test was administered. Then, the results of the pre-test and post -test were compared and tabulated and analyzed group wise from different angles, i.e. comparison in general, item wise analysis, gender-wise analysis. The findings and the recommendations were drawn on the basis of the analysis and interpretation of the data. This study showed that inductive method was more effective and more meaningful than the deductive method in teaching tenses in English.

This thesis consists of four chapters. Chapter one an introductory chapter. It includes the general background, objectives of the study, the review of the related literature, significance of the study and the definitions of the specific terms.

Chapter two includes the methodology adopted to carry out the research. In other words, it includes the sources of data, population of the study, sampling procedure, tools and process of data collection and limitations of the study. Chapter three consists of the analysis and interpretation of data.

Chapter four consists of the findings and recommendations of the study. Lastly, this chapter is followed by references and appendices.

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SYMBOLS AND ABBREVIATIONS

etc.	-	et Cetera, and so Froth
e.g.	-	for Example
i.e.	-	that is/id. est
L ₁	-	First Language
L ₂	-	Second Language
D	-	Differences
D%	-	Differences percentage
S.N.	-	Serial Number
sub	-	Subject
obj	-	Object
v.	-	Verb
viz.	-	Namely
p.	-	Page
NO.	-	Number
NESP	-	National Education System Plan
ELT	-	English Language Teaching
FOE	-	Faculty of Education
B. Ed	-	Bachelor of Education
Avg.	-	Average score