

CHAPTER-ONE

INTRODUCTION

1.1 General Background

Among different means of communication, language is extremely complex and highly versatile code used for human communication. It is purely human which permits them to communicate their thoughts, desires, feelings, ideas and experiences by means of voluntarily produced symbols. All walks of our life is so tightly tied with language that we can hardly imagine of talking, thinking, arguing, joking, commanding, promising, requesting of doing any other emotional activities without it. So, language is cloth for thought. If we write and communicate, written or graphic communication; if we use sign or gesture and communicate, signal communication. Language is human speech either spoken or written. It is the most common system of communication. It allows people to talk each other and to write their thought and ideas. However there is human society, there is language most forms of human activity depend on the co-operation of two or more persons. A common language enables human beings to work together in an infinite variety of ways. Language has made possible the development of advanced technological civilization. Without language we cannot envision effective communication, or there would be little or no science, religion, commerce, government, art literature and philosophy.

The word 'language' has been defined in various ways by various linguists and scholars. According to Jespersen (1904,). "Language is not an end itself. It is a way of connection between souls, a means of communication." To quote Bloch and Trapper (1942, p.5) "A language is system of arbitrary vocal symbols by means of which a social group co-operates."

According to Chomsky (1957, p.13) "Language is a set of sentences each finite in length and constructed out of a finite set of elements." Similarly Widdowson (2003, p. 12) has defined Language is a system of arbitrary vocal symbols which permit all people in a given culture to communicate or to interact.

When we study the definition of Language, we find no exact and complete definition is there about language. There is no universal definition of language but each definition represents small portion of language we can say that language is a uniquely human characteristic and determines man's nature and personality.

1.1.1 Teaching of Grammar

The term 'grammar' is a multifaceted term having multiple meaning and definitions. In this regard what we can say is grammar is beauty in the eyes of beholders. This means how we view it we can define it in the same way.

Different scholars define grammar variously. Generally grammar is defined as the combinations of words and word groups in an acceptable structure.

Grammar is one of the aspects of language that should be taught and learnt. It can be defined as how words are combined or changed to form acceptable units of meaning within a Language (Ur 1996). Grammar is central to the teaching and learning of languages. It is also one of the more difficult and controversial aspects of language teaching. "Grammar is the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language."(Cowan 2008, p.3)

Beginning in the 1970s Stephen Krashen developed a theory of second language learning that rejected the value of teaching grammar. Over the past decade, an abundance of empirical evidence has emerged that shows that classroom instruction in grammar actually results in substantial gains in second language proficiency (Cowan, 2008, pp.29, 30).Teaching of grammar plays a vital role in language teaching. Grammar of a language is very important for the individuals who are learning the language but the knowledge of grammar is perhaps more important for the second language learners than the native speakers. It is because in the process of acquiring the mother tongue, the native speakers intuitively internalize the grammar of the language whereas the second language learners have to make a conscious effort to master the grammatical aspect of the language. (Harmer 2008, p.210)

Grammar teaching sometimes happens as a result of other work the students are doing -for example, when they study language in a text they have been reading or listening to, or when a grammar problem presents itself unexpectedly in the middle of lesson and we feel we have to deal with it on the spot. Grammar teaching may grow directly from the tasks students are performing or have just performed as part of a focus on form approach.

The meaningful arrangement of forms in a language constitutes its grammar. It is the science of language. It is an analytical study of language structures of forms. Grammar is the practical analysis of a language and its anatomy. Language is a type of rule-governed behavior. Grammar is a sub-set of those rules, which govern the configuration that the morphology and syntax of a language assure. Grammar is the description of structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions. These sentences have overall system of the language. There is no doubt that knowledge -implicit or explicit of grammatical rules-is essential for the master of a language.

Now in the present situation it is important to establish the fact that grammar teaching can a grammar syllabus but otherwise not making any reference to grammar teaching to a communicative syllabus but dealing with grammar question that arise in the grammar teaching. More typically, grammar teaching means teaching to a grammar syllabus and explicitly presenting the rules of grammar, using grammar terminology. This is known as overt grammar teaching. Grammar is the study of language syntax and semantics. Therefore the sound knowledge of grammar is inevitable to express of ideas, feelings, experiences etc. appropriately in our life. Grammar has been playing a central role in teaching of English as ESL. For many teachers and students, teaching a language mean teaching of grammar and usually a person's knowledge of a language is measured against the rules of grammar he/she retrieves. In fact,

language is a rule-governed phenomenon and the rules are imparted by explicit teaching of grammar. The merits of teaching grammar are as follows:

- a. Grammar teaching is essential for the correct use of language.
- b. Language is arbitrary by nature which makes teaching of grammar more important.
- c. Grammar teaching is necessary to proceed from concrete to abstract.
- d. Grammar teaching provides an insight into the structure of the language works.
- e. Or how language It provides a systematic knowledge of the language.
- f. It provides the criterion for judging the correctness of language.

1.1.2 Types of Grammar

Grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of sentence. Thus a grammar is descriptions of the rules that govern how a language sentences are formed. Grammar is conventionally seen as the study of the syntax and morphology of sentences. We are experiencing the fact we have a single grammar that is mental system and this mental system can be expressed in different ways in accordance with the purpose, such as in teaching and learning we have pedagogical grammar. For language descriptive purpose we have descriptive grammar and so on. (Thornbury 1999, pp, 1-2) has given the following types of grammar.

a. Prescriptive Grammar

This grammar prescribes rules of language. This type of grammar is normative and theoretical. It is old and traditional. This grammar emphasizes on rules and forms. It doesn't accept the changes in language. This grammar views that grammar rules cannot be changed. A prescriptive grammar lays out rules about the structure of a language. Unlike a descriptive grammar it deals with what the grammarian believes to be right and wrong, good or bad language use; not following the rules will generate incorrect language. Both types of grammar

have their supporters and their detractors, which in all probability suggests that both have their strengths and weaknesses.

It is an approach to grammar that is concerned with establishing norms of correct and incorrect usage and formulating rules based on these norms to be followed by users of the language. We can also say that Prescriptive grammar : a set of rules and examples dealing with the syntax and word structures of a language, usually intended as an aid to the learning of that language.

Prescriptive grammar refers to the structure of a language as certain people think it should be used. Prescriptive grammarians (such as most editors and teachers) lay out rules about what they believe to be the “correct” or “incorrect” use of language.

b. Functional Grammar

This grammar focuses on the functional aspects of language. It views that grammar rules cannot be normative. Grammar rules are to be determined on the basis of the use of the native speakers make. It doesn't believe in the concept of perspective grammar.

Functional Grammar is a general theory of the organization of natural language as developed by Simon C. Dik and others. In the theory functional notions play essential and fundamental roles at different levels of grammatical organization. The theory is based on data and descriptions of many languages, and therefore has a high degree of typological adequacy. Functional grammar offers a platform for both theoretical linguists interested in representation and formalism and descriptive linguists interested in data and analysis. grammatical description developed by Michael Halliday in a career spanning more than 50 years. It is part of a social semiotic approach to language called systemic linguistics. The term systemic refers to the view of language as "a network of systems, or interrelated sets of options for making meaning". The term functional refers to Halliday's view that language is as it is because of what it has evolved to do. Thus, what he refers to as the multidimensional architecture

of language "reflects the multidimensional nature of human experience and interpersonal relations."

c. Structural Grammar

Structural grammar is an approach to the written and spoken language that focuses on the mechanics and construction of sentences. As such, structural grammar is not concerned so much with the implications of the words used to create the sentence, but with the construct of the sentence itself. This concern with sentence structure provides a basis for the creation of most written documents, and makes an assumption that what is seen on the surface is also the straightforward meaning behind the words of the sentence.

The function of structural grammar can be contrasted with that of transformational grammar. Also known as TG grammar, the transformational approach to grammar looks beneath the surface of the words used in the sentence, and seeks to identify any implied as well as expressed meanings in the arrangement of the words. TG grammar is also usually considered to be the logical progression in comprehension of the written and spoken word, taking the process of analysis one step beyond the boundaries of structural grammar.

While a grammarian may consider the essentials of both transformational and structural grammar to be more complex than these simplified explanations, most would tend to agree that structural grammar provides the framework necessary to convey ideas and thoughts from one person to another. As children, individuals master the basics of sentence construction and learn how to use specific words in a particular fashion. This allows wants and needs to be conveyed efficiently and quickly.

As adults, persons utilize structural grammar to communicate essential ideas and make definite statements regarding a variety of subjects. The sounds, selection of words, and the meaning of the collection of words will be easily understood by others who hear the structural grammar, and accepted at face value. As such, structural grammar can be understood as providing a foundation for communication that makes it possible for persons to interact

without a great deal of difficulty. Because of the importance of the ability to communicate within a community, a great deal of emphasis is placed on learning proper sentence structure, making it possible to conform to community norms and be understood without confusion.

d. Communicative grammar

The movement of communicative approach began as a British innovation in the early 1970s. Its scope expanded both in Britain and America since the mid-1970s. This is not a model of grammar. Instead it is an approach to language teaching and learning. It was developed by the sociolinguists such as Candlin, Firth, Halliday, Hymes, Gumperz, Labov, Widdowson etc. They advocated that the focus of language teaching should be the communication proficiency rather than structures.

Communicative grammar is based on the communicative approach to the Teaching of second/foreign languages. Language structures must not be taught in isolation but integrated to the four skills of language: listening, speaking, reading and writing. In this way a structure is practiced orally and in written form. Grammatical patterns must not only be learned at the utterance level but at the discourse level; the main objective focuses on the development of communicative grammatical competence, which is understood as the ability to use and understand a structure in a variety of situations spontaneously. The approach calls for a certain balance between pre-communicative and communicative activities: the first prepare the learner to handle the language rules for actual communication and the latter enable him to use the structures in real communication. The students must not only do drills and pre-communicative exercises in class, but they must interact and communicate with other speakers when they use the patterns they are studying. Classes are planned in a way that the students use the structures naturally and not artificially, and they require time and practice to internalize those patterns by using a process in which grammatical structures are recycled with more complex variations.

e. Generative grammar

Generative grammar is a notion that was developed in 1950s by Noam Chomsky. Although numerous scholars disagreed with Chomsky's claims he gained many supporters and the idea was both developed and challenged at the same time. His works have exerted considerable influence on psycholinguistics, cognitive linguistics, applied linguistics as well as language methodology, and with time 'generative grammar' received broader meaning than it initially had.

Based partially on mathematical equations generative grammar is a set of rules that provide a framework for all the grammatically possible sentences in a language, excluding those which would be considered ungrammatical. A classical generative grammar consists of four elements:

-) A limited number of non-terminal signs;
-) A beginning sign which is contained in the limited number of non-terminal signs;
-) A limited number of terminal signs;
-) A finite set of rules which enable rewriting non-terminal signs as strings of terminal signs.

The rules could be applied in a free way and the only requirement is that the final result must be a grammatically correct sentence. What is more, generative grammar is recursive, which means that any output of application of rules can be the input for subsequent application of the same rule. That should enable generating sentences as the daughter of the father of the brother of his cousin.

1.1.3 Approaches of Teaching Grammar

The ultimate goal of teaching a language is to enable the students to communicate in that language. However, over the year's language teachers have debated between favoring teaching approaches that focus, primarily on

language use and those that focus on language analysis, the connection should be easy to make. The major approaches of teaching grammar are as follows.

a. Deductive approach

The deductive approach is famous in the field of language teaching especially in the teaching of grammar. It is also called the explicit instruction of grammar. This method has been used in the field of teaching grammar for long time. This approach's aim is to develop linguistic competence on the part of learners. It believes that language teaching should be based on principle from general to particular. It views language learning to be an intellectual activity and grammar learning to be rules. It also believes in the logical institution as the device of deducing rules. "A deductive approach starts with the presentation of rules and is followed by examples in which the rule is applied". Thornbury (1999, p.29) Following steps come under the deductive approach.

- a. Presentation of rules
- b. Description and explanation of rules
- c. Providing some examples
- d. Explaining underlying rules. Mostly by using mother tongue.
- e. Asking students to practice the rule orally or in writing.
- f. Contrasting the areas of difference between mother tongue and target v language.

b. Inductive approach

The inductive approach of teaching grammar is new scientific and innovative as well. It is also called implicit instruction. The main aim of teaching grammar, according to this method is to develop in student's linguistic competence which refer to the ability to construct and compared grammatically correct and acceptable sentences of the language being learnt. The method follows the principle of particular to general. This method views language to be generalization through observation and experience. It is based on the belief that

language learning is an innovative task of discovery new pattern and structures. This method focuses on the samples from real and actual use of language as far as possible, "an inductive approach starts with some examples from which a rule is inferred." (Thornbury 1999, p. 29).Following procedures some under the inductive approach.

- a. Presentation of examples.
- b. Analysis of examples
- c. Rule formulation
- d. Generalization of rules that grow out of the previous activity
- e. Written and oral practices.

c. The eclectic way

This is a middle path of teaching grammar. Average teachers like to use the advantages of both the methods. They use deductive method explain a complex grammar point whereas they also use inductive teaching to involve the students. It is found that deductive learning is easier for adult learners whereas inductive learning is more effective especially for teaching grammatical regularities. Therefore on the basis of classroom reality what class room situation dictates in the same way we teachers should have ability to use eclecticism in teaching.

d. Communicative approach

Communicative language teaching focuses on meaning with no explicit attention to grammatical form. It involved in reaction to a view of language instruction that relied largely on the development of four skills-listening, speaking, reading and writing-and on mechanical drill that manipulated grammatical form with no relation to realistic communication.

"Communicative competence refers to the intuitive mastery that native speakers possess to use and interpret language appropriately and situationally in relation to social context and interaction between people.In the same way ,it

also focuses to develop the ability about who says what to whom, when, where, with what effect , in which manner, what to say. What not to say. Classroom instruction in communicative teaching involves using games, puzzle solving, role playing, storytelling, discussing ideas, deciding on a course of action, taking a point of view, and making intelligent guesses about a picture shown in conjunction with an oral presentation."(Cowan 2008, p.39). In communicative language teaching the teacher doesn't direct the classroom activities. Instead, the student work together in small groups or pairs to achieve meaning through interaction, while the teacher steps into the background and is available to guide and to resolve problems that arise in the course of students' attempts to communicate.

e. Task-based approach

Task based language teaching seems to have several sources: 1. a desire for language instruction relevant to advanced learners who need proficiency for academic, occupational or vocational purpose(long,1997 as cited in the cowan2008,p.35).2.a feeling that L2 learning doesn't proceed in the step-by - step process characterizes of language textbooks and 3.a belief that task-based interaction among learners and teachers promotes real L2 acquisition (Gass and veronis,1994:long,1997:prabhul 1987:Swain an Lapkin.2001 as cited in Cowan 2008,p.35)The principle of task based language teaching are as follows:

- Use realistic tasks in teaching .
- Elaborate on the input given to the student
- Provide the students with rich input (language that is comprehended and promotes the formation of grammar rules)
- Promote co-operation learning between and among students.

It is possible to create task that involves the realistic use of specific grammatical rule in task -based language teaching the tasks can be closed and open. Closed task I highly structured with only on possible solution but open tasks often used in task based language teaching.

1.1.4 The drill technique

Drill is a technique, especially known as teacher-fronted technique. It engages the learners if we wish learners to rote the structure or patterns of language. The Longman dictionary of applied linguistics defines drill as a technique commonly used in language teaching for practicing sentence patterns in a language based on guided repetition or practice. Similarly, Anthony 1963 as cited in Richards and Rodgers 2001,p.19) say:

A technique is implicational -that which actually takes place in a classroom. It is a particular trick, stratagem or contrivance used to accomplish immediate objectives. Techniques must be consistent with a method and therefore in harmony with an approach as well.

Drill is a technique implemented in language teaching in order to train the learners to talk using the particular patterns of structures. Drills are used to teach sentence pronunciation, stress and intonation. Correct pronunciation requires imitation and repetition and this is done using drills. Similarly, Dakin (1973,p.48) says that drills are supposed to train the learner to talk by helping him/her master the basic structural patterns of the language". He further made a distinction between meaningless and meaningful drills. Both kinds can be used in structural or pronunciation practice. Meaningful drills are, however, less. Well known, and their possibilities receive a chapter to themselves, "Meaningless" drills are already well-established in the classroom and in the language laboratory. They are usually called "structural drills" or "pattern practice".(ibid,p.48) Drills do not have any communicative functions. They are unconscious for the learners. Grammar drills are meaningless. The learners practice the grammar patterns unconsciously. Oral grammar drill is also known as pattern practice because various types of grammatical patterns are practiced in terms of drills. Drill technique is associated with behaviorism psychology and structural in linguistics, which are theoretical bases of the drill technique. Drill techniques, therefore, aim at achieving structural patterns by means of

repetition, substitution, and so on. Which are associated with the OSS approach and the Audio-lingual method.

According to Larsen-Freeman(2005, pp. 40-49) the teaching techniques in audio-lingual method are dialogue, memorization, expansion drill, repetition drill, chain drill, single -slot substitution drill, multiple-slot substitution drill, transformation drill, question and answer drill etc. The goals of audio-lingual method are, teachers want their students to be able to use the target language communicatively. In order to this, they believe students need to over learn the target language, to learn to use it automatically without stopping to think. Students achieve this by forming new habits in the target language and overcoming the old habits of their native language. In this method, certain sentence pattern and grammar points are included within the dialog. These patterns and points are later practice in drills based on the lines of the dialog.

Thornbury (1999, pp.95-97) has presented a sequence of oral drill for teaching grammar. They are repetition drill, imitation drill, substitution drill etc.

According to him drilling is one of the easiest techniques to learn. It is also an economical way of practicing grammar; it has wide applicability in that almost anything can be drilled. Drills are traditionally associated with accuracy practice and typically follow close on the heels of grammar presentation .The another purpose drills may serve is to help atomization of language chunks. In this sense, they are really a form of fluency practice since they help the learner to store language as memorized chunks, which are more speedily and more easily accessed than grammar rules.

Drills are supposed to possess some characteristics. They should be realistic, meaningful appropriate in expressions, harmonious with pictures gestures etc. and impressive for the learners. Furthermore, they should meet the cognitive and psychological aspects of the learners. The purpose of drill is to concentrate the attention of the student on one structural problem at a time and to provide them with steady practice in handling this problem in various lexical context, without regarding them to give conscious attention to the details of the

sequence. We know that one doesn't learn to produce language by watching or hearing other people use it. Correct use of language. The formation of correct habits is brought about by repeated imitation-practice. This is also known as "drilling". By means of drill we can give a class practice in using a language pattern.

Basically, an oral drill gives pupils the chance to imitate the correct (teacher's) model. Often the whole class will be engaged in choral imitation. This has the advantage of giving every pupil the chance to use the language item in a short time. The teacher conducts the drills at various levels.

a. Chorus Level (The whole class repeats after the teacher)

b. Semi-Chorus Level (The teacher divides the class into halves and conducts drills taking one group at a time)

c. Group Level (The teacher divides the class into several groups, for example and conducts drills taking one group at a time.)

d. Row Level (The drill is conducted talking row of students at a time)

e. Pair Level (Pair drill is effective to drill parts of dialogues, questions and answers etc.)

f. Individual Level (It is important that the teachers find out that students have mastered the item being drilled. Teacher therefore asks individual student, specially weaker students to check. If weaker students have mastered the item in question, the majority of students can be expected to have done so too.)

Naturally an experienced teacher will mix up a few full chorus responses. With his individual with drillings. It helps to keep all the pupil's alert, not just those who think it might be their turn next. Of course, not all drilling will involve the whole class; part chorus and individual practice are useful for varying the pace and interest of oral drills. The amount of full chorus; part chorus and individual

practice will depend on such factors as the number of pupils in the class and the type of language item being drilled. Particular techniques of repetition practice may help pupils to form correct speech habits. We can practice the oral drills by using following way.

a. Chorus Drill: In this drill the teacher is the model .The teacher says something or asks a question and the whole class will answer it. This is the kind of drills we should start with when we start practicing a pattern with a class. The advantages of chain drill are as follows:

-) It gives every pupil in the class in the language pattern.
-) It enables shy or backwards pupils to speak without feeling embarrassed.
-) It gives confidence to slower pupils.
-) The fact that the whole class is practicing saves time.
-) The whole class is active and working.
-) Particularly valuable as an introductory drilling procedure with large classes.

b. Group Work: This is the next stage in drilling. After the chorus drill break the class into groups for further practice. Begin with two groups, one asking and the other answering. After some practice with two groups the same drill may be used with the class divided into four or more groups. A, B, C, D etc. The advantages of group work are as follows:

-) The whole class is actively working.
-) The pupils are talking to each other not to the teacher.
-) It is easier for the teacher to spot individual difficulties of those who are simply not working.
-) The noise level is more controllable.

) The group feeling still exists but as the group becomes smaller individual difficulties become more obvious and the teacher has to go on to drilling procedures, which can deal with them.

c. Individual Work: This comes last in the order of drill work. It is useful for those who have not practiced. It should not be continued too long because it might be boring to the students and embarrass the individual students.

1.1.5 Types of Drill

Drill is a practical exercise for training of a model patterns either a structure or phrase or a word or a sound. All drills reflect three basic patterns to the analysis of syntax: tagmemics or slot and filler theory, the theory of immediate constituents and transformational grammar. Drilling a class as a whole, in groups or individually demands different kinds of drill. It ranges from simple imitation to complex transformations. Just as in drilling a class, we begin with chorus work there is also an order to the kinds of drill we may use at each of these stages. According to Giri (1996, pp.28, 29) drills are classified into different types which are as follows.

a. Rote or Imitation drill.

Most rudimentary type of repetition, the class is asked to repeat exactly what the teacher has said.

e.g.

T: This is a book.

C: This is a book.

This type of drill, doesn't in itself, assure the learning of language, since it doesn't necessarily acquire an understanding of language that is, the meaning or the structure of the sentences. It may be used in listen-and repeat drills, model dialogues, songs etc .But it should never be the only kind of drilling practice the class receives.

b. Simple response drill

The teacher asks a question that demands an answer. To begin with the teacher may give a correct response just for a guide. But-latter the class will have to give the correct response.

e.g.

T: The pen is on the table. Where is the pen?

C: It is on the table.

c. Incremental or Cue drill

In this type each new word or group word may be added with each repetition, requiring the learners each time to repeat a longer and longer sentence.

e.g.

T: Its hot.

C: Its hot.

T: here.

C: Its hot here

T: Today

C: Its hot today.

This type of drill is used in expansion and addition in sentence building exercises. This involves very little language learning.

d. Variation Drill

In this type of drill sequences are repeated while changes some elements.

e.g.

T: Now he is eating at the restaurant.

Call word: Yesterday?

Class: Yesterday; he was eating at the restaurant.

This variation may be so arranged that each repetition requires an understanding of the meaning.

e. Completion drill

Parts of a sentence which has been presented to the class are omitted and the class has to fill them in.

e.g.

T: A teacher teaches in a school.

Flashcards: A teacher.....in the class.

The teacher asks the class to supply the missing word.

f. Operational drill

Question and answer exercise, reproduction etc.

e.g.

T: Are the boys sitting in the sun?

S A: Yes, they are.

T: As B same question.

S A: What are the boys doing?

S B: Sitting in the sun.

g. Transformation Drill

Here the class has to change what the teacher says in same way.

e.g.

T: This is a pen.

T: What is this?

Class: That's a pen (Here this is changed into that).

T: John is going to school (past)

Class: John was going to school.

This kind of drill should be reserved for a later stage where pupils begin to have a more sophisticated knowledge of the range of verb and noun forms.

h. Additional drill

In this drill students are asked to add a word as a phrase given sentence.

e.g.

T : The students come late .

A word or phrase given:-College/from Japan

Class: The college student from Japan came late,

i. Combination drill

Practice to join to sentence

e.g.

Peter can't go. Paul can't go.

Class: Peter and Paul can't go.

j. Chain drill

Students will go on asking questions among them:

e.g.

S: A (to B): I live in lalitpur. Where do you live?

S: B(to A): I live in Kathmandu.

S: B(to A): How do you come to school? So on.

All the above drills are principally intended for oral work but they can be used for written drills also to supplement and back up oral teaching.

According to Brooks (1964 pp. 165,166 as cited in Sing, 2011) drills are classified into various types which are as follows:

a. Repetition

The students repeat an utterance aloud as soon as they hear it without looking at printed text. Furthermore students can add some words or phrases following the basic pattern provided as a model

e.g:

A: Hari does not have a car.

B: Hari does not have a car.

A: I used to know him

B: I used to know him

C: I used to know him a year ago.

b. Inflection

One word in an utterance has to be changed when it is repeated.

e.g.

A: I bought the pen.

B: I bought the pens.

A: He made a table.

B: They made a table.

c. Replacements

One word in an utterance is replaced by another

e.g

A: He bought this house cheap.

B: He bought it cheap.

A: Rita left early.

B: She left early.

d. Restatement

The student rephrases an utterance and addresses it to someone else according to intuition.

e.g:

A: Tell him to wait for you.

B: Wait for me.

A: Ask her how old she is.

B: How old are you?

e. Completion

The student hears an utterance in which one word is deleted. The student has to repeat the utterance supplying the suitable word in the bank.

e.g.

A: She did it for

B: She did if for me

A: Well all haveown vehicles.

B: Well all have our own vehicles.

f. Expansion

When a word is added it takes a certain place in the sequences,

e.g.

A: I know him (hardly)

B: I hardly know him.

A: She drinks heavily (always)

B: She always drinks heavily

g. Contraction

A phrase or clause is replaced by a single word,

e.g

A: Keep your book on the table

B: Keep your book there.

A: They believe that he is honest

B: They believe it

h. Transformation

A sentence is transformed into negative, interrogative or through changes in tense, mood, voice, aspect etc.

e.g.

A: He comes here

B: He doesn't come here

C: Does he come here?

i. Integration

Two separate utterances are integrated into one

e.g.

A: He passed the exam. He studied hard.

B: He passed the exam because of his hard study.

j. Rejoinder

The student makes an appropriate rejoinder to given utterance,

e.g.

A: What is your name?

B: My name is Rajesh.

k. Restoration

The student is given a group of words to make an appropriate utterance adding only least number of words

e.g.

A: Ram/ eat/ mango

B: Ram eats mango.

In the same way Dakin (1973,p.48) gives three type of drills .They are;

- a. Substitution drill
- b. Mutuation drill
- c. Transformation drill

Finally, Elliot J. and Awasthi, L.D. (1999, p. 33) have given six types of drills.

They are;

- a. Chorus drill
- b. Group drill
- c. Pair drill
- d. Individual drill
- e. Chain drill
- f. Substitution drill

1.1.6 Characteristics of a good pattern drill.

It is very important that teachers how the principles of construction of drills and have the experience of trying to construct a series of drill themselves in order to use them in the classroom. Following characteristics of a good pattern drill.

- a. A drill series is designed for teaching the manipulation of grammatical structure. So, the series should provide considerable practice in the use of each element before moving on to the presentation of new items.
- b. Each drill should be concerned with one specific structural pattern. The student is thus able to concentrate on one foreign language problem at a time, usually a pattern which contracts with his native language habits.

- c. The structural features to be drilled will have been encountered already by the student in recent study material in a dialogue he has memorized or in a reading passage or conversation with which he has been working.
- a. The pattern will be drilled consistently through a series of six or eight cue-response item, in order to give the student time to assimilate the pattern or, the pattern change before he is asked to make more complicated variations.
- b. Changes made between one cue-response item and the next will be minimal; involves usually one lexical change.
- c. The teaching phase of a series of drills will be followed by a testing phase. This may be accomplished by re-presenting in random order material which has been drilled in a programmed sequence in order to see whether students can still produce the required response on hearing the cue.
- d. Some provision will be made for the student to apply what he has learned in the drill series in a structured communication situation i.e. in directed dialogue, by questions and answers within the class group in some form of game or in short, oral reports.

1.2 Review of related literature

There are some researches carried out on the effectiveness of drill in different aspect of language teaching. Each new task requires the knowledge of previous background and basic elements that can help and direct to new knowledge for finding out in the experimental research on different aspects of language teaching. But none of the single research work is carried out on the effectiveness of oral drill in teaching grammar in any department under T.U. therefore, I have tried to carry out my research work on this topic. The review of related literature to the present study is as follows:

Pokhrel (2000) has carried out a research on "Teaching Communicative functions inductively and deductively." The main objectives of the study were

to develop the communicative abilities on the part of the learners through classroom teaching by using inductive and deductive language teaching and to find out which method inductive or deductive would be appropriate to teach the selected communicative functions. Questionnaire was used as the research tool in the study. It has been found that the inductive method is more effective than the deductive for teaching the communication function of English.

Rawal (2004) has carried out a research on "Effectiveness of drill technique in teaching passivation." His objective was to find out the effectiveness of drill technique in teaching passivation. It has been found that drill technique is effective in teaching passivation.

Pandey (2007) conducted a research on "Effectiveness of imitation drill in teaching pronunciation." He attempted to find out the effectiveness of imitation drill in teaching pronunciation and compare the students' Pronunciation in terms of boys versus girl's performance. He used 50 test items for primary sources and he selected the words and sentences from Our English Book of grade three. He concluded that the experimental group was found much better than control group. The experimental group excelled the control group by 8.05 percent in the total performance. According to his findings drill practice will develop confidence in teaching -learning pronunciation with segmental and non-segmental sound units of language.

Singh (2011) has carried out a research on "Effectiveness of Drill for Vocabulary teaching " his objectives of the study was to find out the effectiveness of drill in vocabulary teaching in term of their meaning and pronunciation .To full fill his objectives he has used different test items for data collection. He has categorized this test item into multiple choice, fill in the blanks, synonyms and antonyms, matching items, true false etc. He has collected the primary data form the written works by dividing the groups into even and odd among the 50 students. As a whole he analyzed that the students did better in the post-test then pre-test and group A has excelled group 3 by 19.12% average percentage in whole comparison. His findings showed that

using drill technique in teaching vocabulary has relatively better impact on the whole. Drill technique is better than the translation technique has better impact as a whole teaching meaning and pronunciation aspect of vocabulary in course of learning language. At last, I found in my analysis that his objectives methodologies and findings were not matching each other.

1.3 Objectives of the study

The objectives of the present study were as follows:

1. To find out the effectiveness of oral drill in teaching grammar.
2. To list some pedagogical implications on the basis of the findings of the study.

1.4 Significance of the study

This will be the valuable work for the department itself in the source that no research is carried out on this topic in the faculty of English education. The finding of this research will be beneficial mainly for the grammar teachers .In recent context of Nepal, the concept of multilingual education (MLE) is emerging .This study, to some extent, is useful to prepare teaching materials in about oral drill in teaching grammar. This study is expected to be significant to the teachers who are teaching English as a foreign language. There will be beneficial with technique in teaching grammar. At last, they can apply this technique in real classroom. They will also know the role of drill technique to increase student participation in teaching grammar. With the help of this study on can get a further picture of proficiency in oral drill in teaching grammar. This study will provide valuable insight to the teachers and the students for the practical teaching and learning of English language in Nepal. Findings and recommendations certainly help teachers, students, syllabus designers, textbook writers work book writers, text designers researchers and any academician.

CHAPTER –TWO

METHODOLOGY

To achieve the objective of the study the researcher adopted the following methodology.

2.1 Sources of data

The researcher used both primary and secondary sources of data.

2.1.1 Primary sources

The primary sources of this this research were the student of grade five studying at Shree Satyawati Higher Secondary School, Damauli, Tanahun and data were collected by administering pre-test and post-test.

2.1.2 Secondary school

In order to collect secondary data, the researcher used the text book of grade five. Apart from various books which are related with the topic like Thornbury (1999), Richards and Rodgers(2001), Sharma and Phyak (2004), Cowan(2008), Larsen Freeman(2009), Harmer(2009), Ur(2010), Bhandari and Adhikari (2011)and other research reports, journals, articles and different websites.

2.2 Population of the study

The total population of the study were forty students studying at Shree Satyawati Higher Secondary School, Damauli, Tanahun

2.3 Sampling procedure

The researcher selected the students of grade five studying at Shree Satyawati Higher Secondary School, Damauli, Tanahun by using non-random judgmental sampling procedure as a sample population. These students were divided into two groups.

2.4 Tools for data collection

The research design of the study was experimental one . The researcher used only one tool ‘test item’ to elicit the required information for the study. The test items were consisted of both pre-test and post-test of teaching grammar.

Almost all the test items was objective in nature. The test items were 9 in numbers. It allocated 100 full marks. The marks were distributed differently i.e.10 marks for 8 questions(active/passive, regular verbs,article,interrogative/negative,inflection,expansion,question and transformation) and 20 marks for 1(pronouns).To make the analysis convenient the test items were categorized differently which was as follows.

S.N.	Nature of the test items	Types of grammatical test items	Number of test	Allocated marks
1	Objectives	Active/Passve	5	10
2	Objectives	Regular Verbs	10	10
3	Objectives	Article	10	10
4	Objectives	Pronouns	10	20
5	Objectives	Interrogative/Negative	5	10
6	Objectives	Inflection	5	10
7	Objectives	Expansion	5	10
8	Objectives	Question	5	10
9	Objectives	Transformation	5	10
Total			60	100

The researcher took the test of student’s grammatical skill by administering a set of oral test items of 100 marks .He measured them on the basis of their grammar in peaceful situation within the limitation of time. The same set of test was conducted in both pre-test and post-test. The researcher was prepared lesson plans, some teaching materials and other supporting tools.

2.5 Process of data collection

The researcher collected the data by adopting the following process.

- a. First, the researcher prepared the research tool .After having prepared it he visited to the related field and established rapport with the concerned authority and subject teacher to administer the test.
- b. Second, the researcher visited to the students and formally informed about the research work.
- c. Third, the researcher conducted the research work for the pre-test.
- d. Fourth, the researcher divided the class into two groups on the basis of odd and even roll numbers .the procedure of the group division was as follows.

Roll Number	Group A	Group B
1-40	Even	Odd

The students divided into two groups were taught differently. Group ‘A’ was taught grammar through drill technique as a experimental group and Group ‘B’ was taught as a conventional way without using drill technique.

The medium of teaching was English .The same teaching materials were same for both groups .Each group was taught six days a week i.e. one period a day and each period lasted for 40 minutes. It took almost one month to finish teaching all the selected items.

- e. Finally, the researcher conducted the same set of test items as post –test . And the performance of the group was compared and analyzed in order to determine the relative impact of oral drill in developing grammar.

2.6 Limitation of the Study

The limitation of the study were as follows

- a. This study was based on only forty students of grade five studying at Shree Satyawati Higher Secondary School,Damauli,Tanahun.

- b. This study was limited to the text of grade five only.
- c. This study was limited with oral drill technique only.
- d. The primary data for the study was collected from the written test of 100 marks only and depended on the test item (pre-test and post-test)
- e. Objective test items were administered.

CHAPTER –THREE

ANALYSIS AND INTERPRETATIONS

This chapter deals with the analysis and interpretation of the data obtained from the effort of the experimental study. The main aim of this research was to explore the effectiveness of drill technique in teaching grammar epically in primary level (i.e. five) The data obtained from the students have been grouped under two main headings and are analyzed separately.

1. Holstic analysis
2. Grammatical test item based analysis

3.1 Holistic Analysis

In this analysis the result of group 'A' and the Group 'B' for nine different objective types of questions under separate headings are shown in the single table. The following table shows the average increment percentage of Group 'A' and Group 'B'.

Table No. 1

Difference in Average percentage

S.N.	Types of test items	Group 'A' %	Group 'B' %	D %
1	Active/passive	86.66	43.58	43.08
2	Regular verbs	81.25	48.57	32.68
3	Article	42.55	33.68	8.87
4	Pronouns	77.54	72.78	4.76
5	Interrogative/Negative	88.88	71.08	17.8
6	Inflection	96.87	75.51	21.36
7	Expansion	95.69	83.72	11.97
8	Question	94.02	60.56	33.46
9	transformation	90.72	87.36	3.36
Total Increment		754.18	576.89	177.34
Average Increment		83.79	64.09	19.70

The above mentioned table shows that the average increment percentage of group 'A' is 83.79 percent in different types of grammatical test items, where as group 'B' has 64.09 percent . It is less than that of group 'A' . It indicates that group 'A' has learnt various structure to perform the particular types of exercises better then group 'B' . Among them the highest difference between group 'A' and 'B' is Voice (Active/passive) test item and the lowest differences in 'transformation' test items. Thus,in all the test item Group 'A' has excelled than group 'B' because of which group 'A' as a whole has got the average increased percentage of 83.79 against group 'B' i.e. 64.09. Therefore, group 'A' has performed better than group 'B' securing 19.70 more average increased percentage. This proved that oral drill as a technique in teaching grammar has been more effective than conventional way of teaching.

3.2 Grammatical test item based analysis

'Grammatical test-item based analysis' is classified into nine sub-headings. The individual score is taken from the tests [i.e. pre-test and post test] and tabulated under each sub-heading in turn. The average score are computed out of the individual score tabulated. The difference between the average scores of the two tests is computed. The difference is converted into percentage. The following two groups are compared on the basis of their percentage. The following two formulas were used to compute the average score and the difference in percentage.

$$\text{Average score} = \frac{x_1 \Gamma x_2 \Gamma x_3 \Gamma x_4 \Gamma x_5 \dots \dots \dots x_n}{\text{Total no of Student}}$$

(Where, x = marks obtained by the individual students)

$$D \% = \frac{D}{\text{Average Score in per test}}$$

[Where D= Different between the average score of the pre- test and post- test.]

D%= Different between the pre-test and post-test in percentage.

The marks obtained by the individual student in each types of exercise are given in the Appendix IV. On the basis of the individual scores, average score for each group and for each category of exercise are calculated to compare the achievement of the groups. The analysis and interpretation of the study are carried out under the following sub- headings.

-) The result in Active/passive
-) The result in regular Verbs
-) The result in Article
-) The result in pronouns
-) The result in Interrogative/Negative
-) The result in Inflection
-) The result in Expansion
-) The result in Question

The above category consisted of a objective test items. Eight test items.(active, passive, regular verbs, article interrogative/negative, inflection, expansion, question and transformation) consisted 10 marks and one test item (i.e. pronouns) consisted 20 marks. The analysis and interpretation of the study are given below.

3.2.1 The result in voice (Active/Passive)

To take the exam of active in passive,five questions were asked in pre-test and post-test.The full marks of each question was two. So, the total marks of active and passive was 10. Students felt difficult to answer in pre-test but after teaching they felt easy for the same question.

In order to check the effectiveness of oral drill, the researcher used the grammatical item voice as one pattern in both pre-test and post-post test. The score obtained by two groups in both tests have been presented in the following table.

Table no 2

Group	Average score in pre test	Average score in post-test	D	D%
A	2.25	4.2	1.95	86.66
B	1.95	2.8	0.85	43.58

The table shows that the group 'A' has got 2.25 average score in pre- test and 4.2 in the post-test. This group has increased its average mark by 1.95 or 86.66 percent.

However the average marks obtained by group 'A' in the pre-test was 1.95 and in the post test was 2.8.the group has increased mark by 0.85 or 43.58 percent. It reveals that the group 'A' has achieved progress in this area than group 'B' leading with 43.08 average percent.

3.2.2 The Result in regular verbs

The full marks of regular verbs was Ten. Ten objectives question were asked to the students to write the past and past-participle position of the verb. Student felt easy in both test(i.e pre-test and post-test)they used drill technique.

The question of the regular verbs was taken in pre-test and post-test to check the effectiveness of orall drill .the marks obtained by the students have been presented in the following table.

Table No. 3

Group	Average score in pre test	Average score in post-test	D	D%
A	1.6	2.9	1.3	81.25
B	1.75	2.6	0.85	48.57
Total				32.68

The above table shows that the group 'B' has got 1.75 average score in the pre-test and 2.6 in the post-test. This group has increased 0.85 or 48.57 percent. Similarly, the average score obtained by group 'A' in the pre-test is 1.6 and in the post test is 2.9. This group has increased its average mark by 1.3 or 81.25 percent. I found easier to teach regular verbs by using drill technique.

3.2.3 Result in article

The full marks of article was ten. Ten objective questions were given to the students to fill the appropriate article in the blanks. They felt easy in both test. Although they secured little more marks in post-test than pre-test, they did not feel any difficulty in pre –test .The researcher didn't find any difficulties to teach article with drill technique .

The marks obtained by the student in pre-test and post-test of the test item 'Article' have been presented in the following table.

Table No. 4

Group	Average score in pre test	Average score in post-test	D	D%
A	4.7	6.7	2	42.55
B	4.75	6.35	1.6	33.68
Total				8.87

The above table shows that the average score of group 'B' in pre-test is 4.7 and the post-test is 63.7. This group has increased 2 marks in post –test than pre-test which is 42.55 in percent.

On the other hand, group 'A' has got 4.75 in pre-test and 6.35 in post test as an average mark. The difference between post and pre- test is 1.6 which is 33.08 in percent.

3.2.4 Result of pronouns

Ten questions were given to the students to find out the effectiveness of drill techniques in teaching grammar. The full marks of this test were twenty. Each questions carried two marks. Students did not feel any newness in teaching pronouns with drill technique. The scores obtained by the student in pre-test and post-test of the test item 'pronouns' have been presented in the following table.

Table No. 5

Group	Average score in pre test	Average score in post-test	D	D%
A	9.35	16.6	7.25	77.54
B	8.45	14.6	6.15	72.78
Total				4.76

In the above table shows that the average marks of pre-test in group 'A' is 9.35 and 16.6 in post test. The differences between pre-test and post test is 7.25 or 77.54 percent. On the other hand in group 'B' the pre-test score is 8.45 and the post-test score is 14.6 so the differences percentage of post-test and pre-test is 72.78 which is 6.15 marks greater than pre-test. This statistical data shows that teaching pronoun using drill technique is not vast difference with the conventional way.

3.2.5 Result in interrogative/ Negative

To check the effectiveness of oral drill, the researcher used the grammatical test item 'Interrogative/Negative' in both pre-test and post-test. Five objective questions were asked to the students. The full mark of this test was 10. Students felt more easy to change the affirmative sentences into negative than interrogative using drill technique. The score obtained by the students have been presented in the following table.

Table No. 6

Group	Average score in pre test	Average score in post-test	D	D%
A	4.05	7.65	3.6	88.88
B	4.15	7.1	2.95	71.08

The above table shows that the average score of pre-test is 4.05 and 7.65 of post- test in group 'A'. The difference percentage is 88.88 which is 3.6 marks greater than pre-test in post- test at the same group.

On the other hand in group 'B' the average score of pre-test is 4.15 and post test is 7.1. So the difference between pre test and post test is 2.95 which is 71.08 percent greater than pre-test in the same group.

3.2.6 The Result of inflection

To find out the effectiveness of oral drill, the researcher used the grammatical test item 'Inflection' as a pre and post test. The full mark if this test item was ten and five questions were asked. Students did better in post-test than pre-test. The experimental group feel more easy to learn inflection with drill technique. The score secured by the students of that test have been presented in the following table.

Table No. 7

Group	Average score in pre test	Average score in post-test	D	D%
A	4.8	9.45	4.65	96.87
B	4.9	8.6	3.7	75.51

In the above table the average difference between pre-test and post-test is 4.65 and the percentage is 96.87 which is very vast than pre-test in group 'A'. Similarly in group 'B' the average score is 4.9 in pre-test and 8.6 in post-test. The difference between pre-test and post-test is 3.7 or 75.51 in percent which is 21.36 percent less difference from group 'A'.

3.2.7 Result in expansion

To find out the effectiveness of oral drill technique. Five questions were given to the students and each question carried 2 marks .The researcher felt easy to teach expansion using drill technique in group 'A '. Group 'A' did better than group 'B'. The score secured by the students in pre-test and post-test have been presented in the following table.

Table No.8

Group	Average score in pre test	Average score in post-test	D	D%
A	4.65	9.1	4.45	95.69
B	4.3	7.9	3.6	83.72

This table No.8 shows that the average score in pre- test is 4.65 and average score in post-test is 9.1 in group ‘A’ and the differences between pre-test and post- test is 4.45 which is 95.69 in percentage.

Similarly, the average score in pre-test is 4.3 and the average score in post test is 7.9 in group ‘B’ the differences marks between pre test and post test is 3.6 which is 88.72 in percentage.

3.2.8 Result in question

The score of grammatical test item ‘Question’ in both pre-test and post-test

Obtained by the student have been presented in the following table

Table No. 9

Group	Average score in pre test	Average score in post-test	D	D%
A	3.55	6.7	3.15	94.02
B	3.55	5.7	2.15	60.56

The above table reveals that the average score in pre-test is 3.55 and the average score of post-test is 6.7 in group ‘A’ and their differences is 3.15 which is 94.02 in percentage. Similarly in group ‘B’ the average score in pre-test is 3.55 which is same as group ‘A’ and the average marks of post-test is 5.7 and the difference between them is 2.15 which is 60.56 in percentage.

3.2.9 Result in transformation

This test item was presented both time to the student to find out the effectiveness of oral drill as a pre-test and pos-test .The marks secured by the students have been presented in the following table

Table No. 10

Group	Average score in pre test	Average score in post-test	D	D%
A	4.85	9.25	4.4	90.72
B	4.75	8.9	4.15	87.36

The above mentioned table depicts that the average marks of pre-test and post-test of group 'A' is 4.85 and 9.25 respectively and the differences between them is 4.4 in an average mark which is 90.72 in percent. On the other hand, the average marks of pre-test and post-test of group 'B' is 4.75 and 8.9 respectively. The average marks difference between them is 4.15 which is 87.36 in percent.

CHAPTER- FOUR

FINDINGS AND RECOMMENDATION

4.1 Findings

The present research is an effort to find out the effectiveness of oral drill in teaching grammar. Twenty six classes were taken to conduct an experiment in Shree Satyawati Higher Secondary School, Damauli, Tauahun. Forty students studying in grade five were sampled for the study. Twenty students were divided in each group. Group 'B' represented as an experimental group and Group 'A' represented as a control group. On the basis of analysis and interpretation of the primary data, the findings are as follows.

1. Group 'A' has the average increment percentage of 43.58 on the grammatical test item Voice (active/passive) where as group 'B' has the average increment percentage is 86.66 in the same category. I found the highest differences to between group A and group B.
2. In the second grammatical test item 'Regular Verbs' the average difference percentage of group 'A' is 48.57 and 81.25 in group 'B' which was experimental one. To teach regular verbs by using drill technique is easier than other items.
3. The average differences percentage of group 'A' and group 'B' is 8.87. It is the least differences between the experimental and controlled group. In this test items 'Article', we found that the drill technique is little effective to teach Article in teaching grammar.
4. In the grammatical test item 'pronouns' the average marks of pre- test and post-test is 8.45 and 14.6 respectively in group 'A'. Similarly, in group 'B' which one is experimental one. So, for the pronoun I found that there is not any difference to teach the student as a conventional way then using drill technique.
5. In the grammatical test item 'Interrogative/Negative' the average marks differences between pre and post-test is 2.95 which is 71.08 in percent

in group 'A' and the average marks differences between pre-test and post-test in group 'B' which is experimental one is 3.6 or 88.88 in percent. So the above differences shows that both groups are benefited, but comparatively, the group taught using drill technique (i.e. group 'B') was found to perform better.

6. In terms of 'Inflection' Group 'B' progressed a lot of securing 96.87 percentages where as group 'A' only 75.51 percentage. Hence, group 'B' led group 'A' with 21.36 average percentage. Thus, above differences shows that teaching grammar through drill technique is more effective than usual way of classroom teaching.
7. In terms of 'Expansion' Group 'B' performed securing (95.69 percent) than group 'A' (83.72percent). Thus, the above increment percent shows that teaching seems to be more effective. The average increment difference is 11.97 percentage.
8. In the grammatical test-item 'Question' group 'B' perform better (94.02 percent) in comparison of group 'A' (60.56 percent). Thus, the difference shows that teaching grammar through drill technique is better than classroom teaching.
9. In terms of 'Transformation' group 'B' progressed a few securing 90.72 percentages where as group 'A' 87.36 percentage. Here group 'B' led group 'A' with 3.36 average percentages. Thus, the above percentage shows that teaching grammar through drill technique is little effective than usual way of classroom teaching in primary level in grade five.

The findings of this study have been identified on the basis of result of the whole group rather than on the basis of individual students. Both groups were taught a same subject matter using the same materials. Only the difference was in the use of teaching technique. The result of post- test shows that both group are benefited, but comparatively the group taught using drill technique (i.e. group 'B') was found to perform better in all of the cases.

Hence, this study reveals that teaching grammar through drill technique in primary and (class five) is relatively more effective than conventional way of teaching. This research concludes that using drill technique for the purpose of teaching grammar has positive effect.

4.2 Recommendations

The findings of this study have the following pedagogical implications. The recommendations and suggestion have been made on the basis of these findings.

1. Group 'B' has got better results compared to group 'A'. From this we can say that using drill technique in teaching grammar is more effective than conventional way of classroom teaching .So, this study strongly recommends and suggests the English teachers to teach grammar by using drill technique in primary level.
2. We can use drill technique in teaching grammar .In general, the researcher would like to suggest that if all the English teachers involved in teaching English in primary level throughout the country apply drill technique in their teaching .Although it is old technique the whole English language functions in particular will be qualitative.
3. The syllabus designers and textbook writers should encourage the use of oral drill technique in teaching and learning grammar. It helps the students to communicate with their friends and thus develop the communicative abilities of the students they can communicate abilities of the students. They can communicate orally. So, the syllabus designers and the text book writers should give priority to grammar while designing the syllabus and writing the textbook.
4. The teacher should be trained to apply this technique as per our need, requirement and context.
5. Drill technique can be used espically in elementary and primary level of the students to develop grammatical skill.

6. To teach grammar by drill technique, special preparation for teacher is not required. So, sufficient time is not needed.
7. This research was limited to the forty students of a public school and nine types of test items only. So, similar type of research can be carried out by including more students of different schools of the country and on the other areas of exercises.
8. While teaching grammar the teacher may face various problem to convince the students .If drills are not chosen according to the levels of students they may lost their interest.

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Appendix 1

PRE/POST-TEST ITEM

Name:

Class:

Roll No:

Full Marks:100

Attempt all the questions:

Q.N.1.Change the following sentence as indicated in the brackets.

a. Devkota wrote Munamadan.(passive)

.....

b. Parijat wrote Siriskoful.(passive)

.....

c. Ram eats rice.(passive)

.....

d. Ravan was killed by ram. (Active)

.....

e. Mahavarat was written by Vyas.(Active)

.....

Q.N.2. Change the following sentence as indicated in the brackets.

a. I go to school.(Negative)

.....

b. She is a girl.(Interrogative)

.....

c. He is a teacher.(Interrogative)

.....

d. Ram always plays football.(Negative)

.....

e. This is my pen.(Interrogative)

.....

Q.N.3 Put the appropriate inflection in the underlined words of the following sentences.

a. I bought the pen.

.....

b. She cut the cock.

.....

c. They buy Banana.

.....

d. Shyam cut finger.

.....

e. I brought pen.

.....

Q.N.4 Expand the following sentences by using the word which is given in the bracket.

a. I know him.(hardly)

.....

b. She drinks heavily.(always)

.....

c. He pass the exam.(easily)

.....

d. Ram lays football.(Never)

.....

- e. Hari drinks alcohol.(sometimes)

.....

Q.N.5 Put the appropriate article in following sentence.

- a. This is.....apple.
- b. That is.....inkpot.
- c. He is.....honorable boy.
- d. Ram isteacher.
- e. Sita is.....honest girl.
- f. Hari is taking.....umbrella.
- g. Byakul Maila wrote.....national anthem.
- h.sun is a big star.
- i.moon rounds the sun.
- j. Kathmandu is.....capital sity of Nepal.

Q.N.6 Change the indicated noun into pronoun of the following sentences.

- a. Ram is a boy.

.....

- b. Sita is a girl.

.....

- c. Ram gives pen to sita.

.....

- d. Hari plays football.

.....

- e. Football is a game.

.....

f. Shyam bought a car.

.....

g. A car is very beautiful.

.....

h. Laxman drives the car.

.....

i. Laxman drives the car.

.....

j. Music has the good tune.

.....

Q.N.7 Change the following statement into question.

a. He is a teacher. (Yes\No)

.....

b. Ram lays football. (Wh)

.....

c. Sita goes to school. (Yes\No)

.....

d. She is a nurse. (Yes\No)

.....

e. Ram Bhakta is a good boy. (Wh)

.....

Q.N. 8 Transfer the following sentences as indicated in the brackets.

a. He is a boy.(feminine)

.....

b. She is a girl.(masculine)

.....

c. He plays football.(feminine)

.....

d. She goes to school.(masculine)

.....

e. Cow eats grass.(masculine)

.....

Q.N.9 Write past form (verb₂, verb₃) of the following verbs.

e.g. = Play, Played, Played

a. bring

.....

b. cut

.....

c. buy

.....

d. work

.....

e. like

.....

f. bring

.....

g. pull

.....

h. need

.....

i. pay

.....

j. open

.....

Appendix-2

Experimental Group

LESSON PLAN NO.1

School: Shree Satyawati Higher Secondary School

Date:

Group: A

Time:

Class: Five

Period:

Topic: Active and passive

Teaching Item: Teaching Grammar

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

- Change the active sentence into passive by using drill technique.

Teaching Materials:

- a. Usual classroom materials
- b. Sentences cards.
- c. Pictures

Warm up\Motivation:

Step 1: The teachers ask the following questions for warming u the class by showing the pictures of Bhanubhakta, Ramayan, Ram, Ravan.

- a. Who wrote Ramayan?
- b. Who killed Ravan?

Teaching Activities:

Step 2: The teacher writes the following sentence on the board and says two or three times

1. a. Bhanu Bhakta wrote The Ramayana.
b. The Ramayana was written by Bhanubhakta.

2. a. Ram killed Ravan.
- b. Ravan was killed by Ravan

At a given signal, the class repeats this in chorus. Then the teacher indicates to individual students to repeat it.

Step 3: The teacher repeats the sentence and the class choruses in drilling. Then the teacher supplies cue.

Parijat\Sirisko Ful

And indicate the student to response:

Parijat wrote Sirisko Ful.

Sirisko Ful was written by Parijat.

The teacher supplies further cue such as

Devkota\Munamadan,

Vyas\Mahavarat etc.

And individual students to provide the correct response.

Step 4: The teacher repeats step 2 but this time uses pictures of Parijat, Sirisko Ful (cover page), Vyas\Mahavarat.

Step 5 The teacher repeats step 1 but this time with the sentence card.

Evaluation:

Step 6: The teacher gives the following cue to the students and tells them to change the active to passive and passive to active. He also calls one student among them and tells him\her to draw the picture then asks the whole class that who has drawn the picture then asks the whole class that who has drawn the pictures.

Byakul Maila\ National Anthem

After this he supplies the answer.

At last the teacher gives the idea and rules how to change active sentence in to passive.

Homework:

Step 7: The teacher give the following cues to change into active and passive.

Mayor Times\Naryan Wagle.

Control Group

LESSON PLAN NO. 1

School: Shree Satyawati Higher Secondary School

Date:

Group: A

Time:

Class: Five

Period:

Topic: Voice (Active/passive)

Teaching Item: Teaching Grammar

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

-change the active sentences into passive by using drill technique.

Teaching Materials:

a. Usual classroom materials

Warm up/Motivation:

Step 1 : The teacher asks the following questions for warming up the class by showing the pictures of Bhanubhakta, Ramayan, Ram and Ravan.

a. Who wrote Ramayan?

b. Who killed Ravan?

Teaching Activities:

Step 2: The teacher writes the following sentence on the board and says two or three times

a. Bhanubhakta wrote the Ramayan.

b. The Ramayan was written by Bhanubhakta

At a given signal, the class repeats this in chorus. Then the teacher indicates to individual students to repeat it.

Step 3: The teacher repeats the sentence and the class choruses it again. Then the teacher supplies cue.

Parijat/Sirisko ful

And indicate the student to response:

Parijat wrote Sirisko ful

Sirisko ful was written by parijat.

The teacher supplies further cue such as

Devkota /Munamadan,

Vyas/Mahavarat etc.

And individual students to provide the correct response.

Evaluation:

Step 4 : The teacher gives the following cue to the students and tells them to change the active to passive and passive to active.

Byakul Maila/National Anthem

Homework:

Step 5: The teacher gives the following cues to change into active and passive .

Mayur Times/Naryan Wagle

APPENDIX –III

GROUP BASED TABLE FOR PRE-TEST AND POST-TEST RESULT

1. Rank of the students according to the pre-test.

S.N	Name of the students	Obtain mark
1	Sharmila Maurati	38
2	Priya pariyar	42
3	Deepa B.K.	28
4	Rajendra Pariyar	33
5	Anuja Shrestha	47
6	Rodani Shrestha	48
7	Elisha Malla	36
8	Bibplop Pokhrel	40
9	Muskan Gurung	33
10	Sunita Shrestha	35
11	Rashu Shrestha	37
12	Rabina Ale	37
13	Sujata Thapa	41
14	Binita Darai	40
15	Sampada Shrestha	40
16	Sovit Gurung	43
17	Asbin Shrestha	30
18	Manish Shrestha	31
19	Prem Thapa	47
20	Sushma Thapa	42
21	Ganesh Rai	38
22	Monika Shahi	42
23	Jyoti Gautam	33
24	Shrisha Poudel	35

25	Samiksha Giri	41
26	Smiriti Pandit	45
27	Chadani Gautam	32
28	Nisha Khanal	33
29	Sujal Poudel	37
30	Kabita Shrestha	43
31	Sandesh Dhital	43
32	Surya Ranavat	47
33	Raman Wagle	43
34	Sangam Wagle	48
35	Dan Bahadura Shahi	49
36	Nurulla Shah	50
37	Pintu Shahi	39
38	Sunimaya Ale	36
39	Sudip Gharti	38
40	Suman Mishra	29
Total		1569

2. Pre – test Result of Group ‘B’ (Controlled Group)

S.N.	Name of The Students	Obtain Marks
1	Sharmila Maurati	38
3	Deepa B.K.	28
5	Anuja Shrestha	47
7	Elisha Malla	36
9	Muskan Gurung	33
11	Rashu Shrestha	37
13	Sujata Thapa	41
15	Sampada Shrestha	40
17	Asbin Shrestha	30

19	Prem Thapa	37
21	Ganesh Rai	38
23	Jyoti Gautam	33
25	Samiksha Giri	41
27	Chadani Gautam	32
29	Sujal Poudel	37
31	Sandesh Dhital	43
33	Raman Wagle	43
35	Dan Bahadura Shahi	49
37	Pintu Shahi	39
39	Sudip Gharti	38
Total		717

3. Pre –test result of Group ‘A’ (Experimental Group)

S.N.	Name of the Students	Obtain Marks
2	Priya pariyar	42
4	Rajendra Pariyar	33
6	Rodani Shrestha	48
8	Bibplop Pokhrel	40
10	Sunita Shrestha	35
12	Rabina Ale	37
14	Binita Darai	40
16	Sovit Gurung	43
18	Manish Shrestha	31
20	Sushma Thapa	42
22	Monika Shahi	42
24	Shrisha Poudel	35
26	Smiriti Pandit	45
28	Nisha Khanal	33

30	Kabita Shrestha	43
32	Surya Ranavat	47
34	Sangam Wagle	48
36	Nurulla Shah	50
38	Sunimaya Ale	36
40	Suman Mishra	29
Total		799

4. Post-test result (Group 'A' and 'B')

Group 'B' (Controlled Group)

R.N.	Obtain Marks
1	74
3	63
5	73
7	55
9	58
11	64
13	70
15	70
17	56
19	60
21	51
23	65
25	73
27	54
29	73
31	66
33	73
35	79
37	55

39	61
Total	1293

Group 'A'

Experimental Group

S.N.	Obtain Marks
2	69
4	62
6	80
8	64
10	62
12	66
14	82
16	75
18	66
20	84
22	67
24	70
26	81
28	66
30	83
32	82
34	79
36	85
38	67
40	68
Total	1458

APPENDIX-IV

FUNCTION BASED TABLES OF PRE –TEST AND POST TEST RESULTS

1. The result of Voice(Active /passive)

Group ‘B’

Group ‘A’

Roll.No.	Pre-test	Post-test	D	Roll.No.	Pre-test	Post-test	D
1	1	3	2	2	2	5	3
3	3	3	0	4	1	3	2
5	2	3	1	6	1	1	0
7	2	2	0	8	2	2	0
9	2	0	-2	10	3	4	1
11	2	4	2	12	2	4	2
13	3	4	1	14	3	6	3
15	2	3	1	16	2	4	2
17	1	2	1	18	1	3	2
19	1	0	-1	20	2	5	3
21	2	1	-1	22	1	2	1
23	3	3	0	24	2	3	1
25	2	3	1	26	3	4	1
27	1	4	3	28	4	8	4
29	1	2	1	30	4	6	2
31	1	3	2	32	4	6	2
33	2	2	0	34	2	4	2
35	2	4	2	36	3	6	3
37	3	6	3	38	2	4	2
39	3	4	1	40	1	4	3
TM	39	56	17	Total	45	84	39
AM	1.95	2.8	0.85	AM	2.25	4.2	1.95
D%			43.58	D %			86.66

2. The Result of Regular Verbs.

Group 'B'

Group 'A'

Roll.No	Pre-test	Post-test	D		Roll.No.	Pre-test	Post-test	D
1	2	0	-2		2	2	0	-2
3	2	2	0		4	1	2	1
5	3	4	1		6	2	2	0
7	1	2	1		8	1	0	-1
9	2	2	0		10	1	2	1
11	1	4	3		12	1	2	1
13	3	6	3		14	2	4	2
15	2	2	0		16	2	4	2
17	1	4	3		18	1	0	1
19	2	2	0		20	2	4	2
21	2	2	0		22	2	6	4
23	1	0	-1		24	1	2	1
25	2	2	0		26	1	2	1
27	2	2	0		28	2	4	2
29	0	4	4		30	3	6	3
31	3	2	-1		32	2	2	0
33	1	2	1		34	2	4	2
35	2	4	2		36	2	6	4
37	1	6	5		38	0	4	4
39	2	2	0		40	2	2	0
Total	35	52	17		Total	32	58	26
AM	1.75	2.6	0.85		AM	1.6	2.9	1.3
D%			48.57					81.25

3. The Result of Article

Group 'B'

Group 'A'

Roll.No	Pre-test	Post-test	D		Roll.No.	Pre-test	Post-test	D
1	5	5	0		2	6	8	2
3	3	4	1		4	3	5	2
5	6	8	2		6	8	9	1
7	4	5	1		8	4	5	1
9	5	6	1		10	5	6	1
11	5	6	1		12	4	10	6
13	3	8	5		14	6	6	0
15	6	7	1		16	6	7	1
17	3	6	3		18	3	6	3
19	4	6	2		20	4	6	2
21	5	6	1		22	5	6	1
23	4	7	3		24	4	7	3
25	3	7	4		26	3	7	4
27	5	4	-1		28	2	6	4
29	3	5	2		30	3	5	2
31	5	6	1		32	4	6	2
33	6	7	1		34	6	7	1
35	8	8	0		36	6	7	1
37	6	9	3		38	6	7	1
39	6	7	1		40	6	8	2
Total	95	127	32		Total	94	134	40
AM	4.75	6.35	1.6		AM	4.7	6.7	2
D%			33.68		D%			42.55

4. The Result of Pronouns.

Group 'B'

Group 'A'

Roll.No	Pre-test	Post-test	D		Roll.No.	Pre-test	Post-test	D
1	8	20	12		2	11	16	5
3	5	16	11		4	7	10	3
5	12	14	2		6	13	20	7
7	7	16	9		8	8	14	6
9	8	18	9		10	9	16	7
11	7	10	3		12	6	12	6
13	9	14	5		14	9	18	9
15	9	14	5		16	10	18	8
17	8	18	10		18	8	16	8
19	14	18	4		20	11	20	9
21	7	6	-1		22	11	14	3
23	5	16	11		24	8	14	6
25	6	18	12		26	12	20	8
27	5	12	7		28	6	14	8
29	9	16	7		30	8	18	10
31	12	16	4		32	13	20	7
33	12	18	6		34	15	20	5
35	14	20	6		36	11	20	9
37	8	0	-8		38	8	16	8
39	4	12	8		40	3	16	13
Total	169	292	123		Total	187	332	145
AM	8.45	14.6	6.15		AM	9.35	16.6	7.25
D%			72.78		D%			77.54

5. The Result of Interrogative/Negative

Group 'B'

Group 'A'

Roll.No	Pre-test	Post-test	D		Roll.No.	Pre-test	Post-test	D
1	3	10	7		2	5	6	1
3	4	8	4		4	4	8	4
5	5	10	5		6	5	10	5
7	3	8	5		8	4	6	2
9	3	6	3		10	3	6	3
11	4	10	6		12	5	6	1
13	5	4	-1		14	2	8	6
15	4	8	4		16	4	8	4
17	4	0	-4		18	1	4	3
19	5	6	1		20	3	9	6
21	5	4	-1		22	6	10	4
23	3	8	5		24	4	8	4
25	5	8	3		26	5	10	5
27	4	8	4		28	4	6	2
29	5	8	3		30	6	10	4
31	5	8	3		32	5	10	5
33	4	8	4		34	4	8	4
35	5	6	1		36	5	10	5
37	4	6	2		38	2	0	-2
39	3	8	5		40	4	10	6
Total	83	142	59		Total	81	153	72
AM	4.15	7.1	2.95		AM	4.05	7.65	3.6
D%			71.08		D%			88.88

6. The Result of Inflection

Group 'B'

Roll.No	Pre-test	Post-test	D
1	5	10	5
3	3	10	7
5	5	8	3
7	6	6	0
9	5	6	1
11	5	8	3
13	3	8	5
15	6	10	4
17	4	6	2
19	5	6	1
21	4	8	2
23	5	10	5
25	7	10	3
27	5	10	5
29	5	10	5
31	3	10	7
33	4	10	6
35	5	10	5
37	6	8	2
39	7	8	1
Total	98	172	74
AM	4.9	8.6	3.7
D%			75.51

Group 'A'

Roll.No.	Pre-test	Post-test	D
2	5	9	4
4	4	8	4
6	5	10	5
8	4	9	5
10	5	10	5
12	6	10	4
14	4	10	6
16	5	10	5
18	5	8	3
20	5	10	5
22	5	7	2
24	4	10	6
26	5	10	3
28	4	10	6
30	5	10	5
32	6	10	4
34	5	10	5
36	7	10	3
38	5	10	5
40	2	8	6
Total	96	189	93
AM	4.8	9.45	4.65
D%			96.87

7. The Result of Expansion

Group 'B'

Group 'A'

Roll.No	Pre-test	Post-test	D	Roll.No.	Pre-test	Post-test	D
1	5	10	5	2	5	10	5
3	2	6	4	4	5	10	5
5	5	8	3	6	4	10	6
7	5	6	1	8	6	10	4
9	2	6	4	10	3	8	5
11	5	8	3	12	5	10	5
13	5	8	3	14	4	10	6
15	4	10	6	16	5	8	3
17	5	6	1	18	4	10	6
19	5	6	1	20	5	10	5
21	3	8	5	22	4	6	2
23	4	7	3	24	2	8	6
25	4	9	5	26	5	8	3
27	4	8	4	28	3	8	5
29	5	10	5	30	6	10	4
31	5	9	4	32	5	10	5
33	5	10	5	34	7	10	3
35	4	7	3	36	5	8	3
37	5	8	3	38	6	10	4
39	4	8	4	40	4	8	4
Total	86	158	72	Total	93	182	89
AM	4.3	7.9	3.6	AM	4.65	9.1	4.45
D%			83.72	D%			95.69

8. The Result of Question

Group 'B'

Group 'A'

Roll.No	Pre-test	Post-test	D	Roll.No.	Pre-test	Post-test	D
1	4	6	2	2	3	8	5
3	3	8	5	4	4	6	2
5	4	8	4	6	4	8	4
7	4	2	-2	8	5	8	3
9	1	4	3	10	2	2	0
11	4	4	2	12	2	2	0
13	5	8	3	14	6	10	4
15	3	8	5	16	4	6	3
17	1	8	7	18	4	2	-2
19	5	6	1	20	5	10	5
21	4	6	2	22	3	8	5
23	4	4	0	24	3	8	5
25	5	6	1	26	6	10	4
27	2	0	-2	28	2	4	2
29	4	8	4	3	3	8	5
31	4	2	-2	32	1	8	7
33	3	6	3	34	3	6	3
35	4	10	6	36	5	8	5
37	3	6	3	38	3	6	3
39	4	4	0	40	3	6	3
Total	71	114	43	Total	71	134	63
AM	3.55	5.7	2.15	AM	3.55	6.7	3.15
D%			60.56	D%			94.02

9. The Result of Transformation

Group 'B'

Group 'A'

Roll.No	Pre-test	Post-test	D	Roll.No.	Pre-test	Post-test	D
1	5	10	5	2	3	7	4
3	3	6	3	4	4	10	6
5	5	10	5	6	6	10	4
7	4	8	4	8	6	10	4
9	5	10	5	10	4	8	4
11	4	10	6	12	6	10	4
13	5	10	5	14	4	10	4
15	4	8	4	16	5	10	5
17	3	6	3	18	4	8	4
19	6	10	4	20	5	10	5
21	6	10	4	22	5	10	5
23	4	10	6	24	7	10	3
25	7	10	3	26	5	10	5
27	4	6	2	28	6	6	0
29	5	10	5	30	5	10	5
31	5	10	5	32	4	10	6
33	6	10	4	34	4	10	6
35	5	10	5	36	6	10	4
37	3	6	3	38	4	10	6
39	5	8	3	40	4	6	2
Total	95	178	83	Total	97	185	88
AM	4.75	8.9	4.15	AM	4.85	9.25	4.4
D%			87.36	D%			90. 72

Experimental Group

LESSON PLAN NO.2

School: Shree Satyawati Higher Secondary School

Date:

Group: A

Time:

Class: Five

Period:

Topic: Regular verbs

Objectives:

On completion of this lesson, student will be able to –

- Change the regular verb (present tense into past and past-participle)

Teaching materials:

- Usual calssroom materials
- Cardboard paper having with verbs(regular verbs)

Warm up/Motivation:

Step 1 : The teacher sings the following song to motivate the student.

Yesterday was holiday, I listened radio,

Yesterday was holiday, I played football,

Yesterday was holiday, I

Teaching activities:

Step 2 : The teacher writes the song on the board which he sang before and says the students to repeat it twice.

Step 3 : Then the teacher writes the following verbs and its 3 position (i.e. present, past and past-participle) on the board.

Play played played

Like liked liked

Listen listened listened

Then he tells the student to read it out twice.

Step 4 : The teacher shows the cardboard paper having the verbs with three positions (present, past, past-participle) then says the student to read out together. The teacher repeats it twice.

Step 5 : Then the teacher closes the cardboard paper and writes the following verbs on the board

Tie

Need

Work

Then tells the students to say its past and past-participle position. After finished them he tells once if they done any mistake.

Evaluation :

Step 6 : The teacher asks individually to say the past and past-participle position of the following verbs in the class.

Tie need work play etc.

Homework : The teacher gives the following verbs to write their past and past-participle position.

Control Group

LESSON PLAN NO.2

School: Shree Satyawati Higher Secondary School

Date:

Group: A

Time:

Class: Five

Period:

Topic: Regular verbs

Objectives:

On completion of this lesson, student will be able to –

- Change the regular verb (present tense into past and past-participle)

Teaching materials:

- c. Usual calssroom materials

Warm up/Motivation:

Step 1 : The teacher sings the following song to motivate the student.

Yesterday was holiday, I listened radio,

Yesterday was holiday, I played football,

Yesterday was holiday, I

Teaching activities:

Step 2 : The teacher writes the song on the board which he sang before and says the students to repeat it twice.

Step 3 : Then the teacher writes the following verbs and its 3 position (i.e. present, past and past-participle) on the board.

Play played played

Like liked liked

Listen listened listened

Then he tells the student to read it out twice.

Step 4 : The teacher shows the cardboard paper having the verbs with three positions (present, past, past-participle) then says the student to read out together.

Step 5 : Then the teacher closes the cardboard paper and writes the following verbs on the board

Tie

Need

Work

Then tells the students to say its past and past-participle position. After finished

Evaluation :

Step 6 : The teacher asks individually to say the past and past-participle position of the following verbs in the class.

Tie need work play etc.

Homework : The teacher gives the following verbs to write their past and past-participle position.

Experimental Group

LESSON PLAN NO. 3

School: Shree Satyawati Higher Secondary School

Date:

Group: A

Time:

Class: Five

Period:

Topic: Article

Objectives:

On completion of this lesson, student will be able to –

- Put the appropriate article before noun.

Teaching materials:

- d. Usual calssroom materials
- e. Cardboard paper having with the description of article.

Warm up/Motivation:

Step 1 : The teacher says some sentences having with the article as a story.

Teaching activities:

Step 2 : The teacher writes the following paragaraph on the board and reads it out to the student and says that articles are a,an,the and they are used with noun.

Damauli is a city. Sheena lives in Damauli. She has got a job. She is a teacher. She is a hindu. Her father is a famous businessman. He is the tallest person in his family.

Step 3 : Then the teacher hang the cardboard paper having with detail description about article and teach them what is in the card board paper.

Step 4 : After showing the cardboard paper the teacher tell the students about the use of a,an and the seperately. And writes the following sentences on the board.

An apple in the basket.

I like an orange.

Ram is a teacher.

The sun is big star.

Evaluation :

Step 5 : The teacher gives the class work to put the appropriate article in the following sentences.

The koshiis the biggest river of Nepal.

Kathmandu iscapital city of Nepal.

She isgirl.

It isinkput.

After finish their work the teacher checks their answer in board.

Homework : The teacher gives some sentences of the cardboard paper as a homework.

Control Group

LESSON PLAN NO. 3

School: Shree Satyawati Higher Secondary School

Date:

Group: A

Time:

Class: Five

Period:

Topic: Article

Objectives:

On completion of this lesson, student will be able to –

- Put the appropriate article before noun.

Teaching materials:

- f. Usual calssroom materials

Warm up/Motivation:

Step 1 : The teacher says some sentences having with the article as a story.

Teaching activities:

Step 2 : The teacher writes the following paragagraph on the board and reads it out to the student and says that articles are a,an,the and they are used with noun.

Damauli is a city. Sheena lives in Damauli. She has got a job. She is a teacher .She is a hindu. Her father is a famous businessman. He is the tallest person in his family.

Step 3: The teacher tell the students about the use of a,an and the seperately. And writes the following sentences on the board.

An apple in the basket.

I like an orange.

Ram is a teacher.

The sun is big star.

Evaluation :

Step 4 :The teacher gives the class work to put the appropriate article in the following sentences.

The koshiis the biggest river of Nepal.

Kathmandu iscapital city of Nepal.

She isgirl.

It isinkput.

Step 5: After finish their work the teacher checks their answer in board.

Homework : The teacher gives some sentences of the cardboard paper as a homework.

Experimental Group

LESSON PLAN NO. 4

School: Shree Satyawati Higher Secondary School

Date:

Group: A

Time:

Class: Five

Period:

Topic: Pronouns

Objectives:

On completion of this lesson, student will be able to

- Change the appropriate pronouns in the place of noun.

Teaching materials:

- Usual calssroom materials
- Cardboard paper having with the detail description of pronouns.

Warm up/Motivation:

Step 1 : The teacher tell the two students(one boy and one girl) to stand from their seat and ask them their name than changes the nouns into pronouns and says that he is a boy and she is a girl.

And also shows the two pictures of doctor and nurse and says: he is a doctor and she is a nurse.

Teaching activities:

Step 2 : The teacher also says demonstrative pronoun to the student who are sitting two rows (i.e. boys and girls)like these are boys and these are girls

Step 3 : Then the teacher hangs the card board paper having detail description about pronouns and teach them step by step.

Step 4 : After teaching them all pronouns then he writes the six kinds of pronouns and their example on the board and teach properly to the students once again.

Step 5 : Then the teacher tells the student to read out the example of all pronoun loudly in the class with repetition drill.

Evaluation :

Step 6 : The teacher ask the students to change the following sentences having with noun in to pronoun.

Ram is a boy Sita is a girl

The teacher helps them where necessary.

Homework :

Step 7 : The teacher gives some exercises of their book for further practice.

Control Group

LESSON PLAN NO. 4

School: Shree Satyawati Higher Secondary School

Date:

Group: A

Time:

Class: Five

Period:

Topic: Pronouns

Objectives:

On completion of this lesson, student will be able to

- Change the appropriate pronouns in the place of noun.

Teaching materials:

- c. Usual classroom materials
- d. Cardboard paper having with the detail description of pronouns.

Warm up/Motivation:

Step 1 : The teacher tell the two students(one boy and one girl) to stand from their seat and ask them their name than changes the nouns into pronouns and says that he is a boy and she is a girl.

Teaching activities:

Step 2 : The teacher also use demonstrative pronoun to the student who are sitting two rows (i.e. boys and girls) like these are boys and these are girls

Step 3 : Then the teacher hangs the card board paper having detail description about pronouns

Step 4 : He writes the six kinds of pronouns and their example on the board and teach properly to the students once again.

Step 5 : Then the teacher tells the student to read out the example of all pronoun loudly in the class with repetition drill.

Evaluation :

Step 6 : The teacher ask the students to change the following sentences having with noun in to pronoun.

Ram is a boy Sita is a girl

Homework :

Step 7 : The teacher gives some exercises of their book for further practice.

Experimental Group

LESSON PLAN NO. 5

School: Shree Satyawati Higher Secondary School

Date:

Group: A

Time:

Class: Five

Period:

Topic: Negative/Interrogative

Objectives:

On completion of this lesson, student will be able to

- Change the affirmative sentences into negative and interrogative

Teaching materials:

- a. Usual classroom materials
- b. Cardboard paper having with the detail description of negative and interrogative

Warm up/Motivation:

Step 1 : To motivate the class the teacher ask the following questions to the student.

- a. Do you like cigarettes?
- b. Are you fighting each other?
- c. Do you have boy friend / girl friend ?

Here, the teacher thought that the students says their answer using not.

Teaching activities:

Step 2 : Then the teacher hangs the cardboard paper having with the detail description about interrogative and negative and teaches them step by step what is in card board paper.

Step 3 : The teacher writes the following structure on the board

Affirmative =+ auxiliary + verb

Negative =+auxiliary+not +verb

Interrogative = auxiliary+verb+?

Then he gives some example according to the structure which makes student clear, then he practices the student as drill technique .

Ram plays foot ball

Ram doesn't play football

Hari goes to school

Hari doesn't go to school.

Evaluation :

Step 4 : The teacher writes 2/3 sentences on the board and tells the student to change it into affirmative and negative.

Homework :

Step 5 : The teacher gives the exercise of cardboard paper as a homework.

Control Group

LESSON PLAN NO. 5

School: Shree Satyawati Higher Secondary School

Date:

Group: A

Time:

Class: Five

Period:

Topic: Negative/Interrogative

Objectives:

On completion of this lesson, student will be able to

- Change the affirmative sentences into negative and interrogative

Teaching materials:

- a. Usual classroom materials
- b. Cardboard paper having with the detail description of negative and interrogative

Warm up/Motivation:

Step 1 : To motivate the class the teacher ask the following questions to the student.

- d. Do you like cigarettes?
- e. Are you fighting each other?
- f. Do you have boy friend / girl friend?

Here, the teacher thought that the students says their answer using not.

Teaching activities:

Step 2 : Then the teacher hangs the cardboard paper having with the detail description about interrogative and negative and teaches them step by step what is in card board paper.

Step 3 : Then he gives some example which makes student clear, then he tells to practice the student as drill technique .

Ram plays foot ball

Ram doesn't play football

Hari goes to school

Hari doesn't go to school.

Evaluation :

Step 4 : The teacher writes 2/3 sentences on the board and tells the student to change it into affirmative and negative.

Homework :

Step 5 : The teacher gives the exercise of cardboard paper as a homework.

Experimental Group

LESSON PLAN NO. 6

School: Shree Satyawati Higher Secondary School

Date:

Group: A

Time:

Class: Five

Period:

Topic: Inflection

Objectives:

On completion of this lesson, student will be able to

- Put the inflection

Teaching materials:

- Usual calssroom materials
- Cardboard paper having the sentences with inflection.

Warm up/Motivation:

Step 1 : To motivate the class the teacher writes the following words on the board and tells the student to read it out

Pen pens

Banana bananas

Game games

Teaching activities:

Step 2 : The teacher tells the student about inflection then hangs the card board paper on board and tells them to read it together

Step 3 : The teacher underlined the word in the cardboard and tells them to read it out which are underlined

Step 4 : Then the teacher writes some sentences on the board and tells to practice to put inflection

Evaluation :

Step 5 : The teacher gives some sentences on the board and tells them to put inflection on the underlined words .After finished them he checks correctly

Homework :

The teacher gives the exercise of the books as a homework.

Control Group

LESSON PLAN NO. 6

School: Shree Satyawati Higher Secondary School

Date:

Group: A

Time:

Class: Five

Period:

Topic: Inflection

Objectives:

On completion of this lesson, student will be able to

- Put the inflection

Teaching materials:

- Usual calssroom materials
- Cardboard paper having the sentences with inflection.

Warm up/Motivation:

Step 1 : To motivate the class the teacher writes the following words on the board and tells the student to read it out

Pen pens

Banana bananas

Game games

Teaching activities:

Step 2 : The teacher tells the student about inflection then hangs the card board paper on board and tells them to read it together

Step 3 : The teacher underlined the word in the cardboard and tells them to read it out which are underlined

Step 4 : Then the teacher writes some sentences on the board and tells to practice to put inflection

Evaluation :

Step 5 : The teacher gives some sentences on the board and tells them to put inflection on the underlined words.

Homework :

The teacher gives the exercise of the books as a homework.

Experimental Group

LESSON PLAN NO. 7

School: Shree Satyawati Higher Secondary School

Date:

Group: A

Time:

Class: Five

Period:

Topic: Expansion

Objectives:

On completion of this lesson, student will be able to

- Expand the sentences by using the following adverbials

Hardly, sometimes, never, always

Teaching materials:

- a. Usual calssroom materials
- b. flash cards

Warm up/Motivation:

Step 1 : The teacher ask the following sentences as a motivation

What do you do always?

Say what you never do?

Teaching activities:

Step 2 : The teacher writes the some adverbials on the board and reads it out. Then ask the students what they do always, sometimes, never etc. He writes some sentences and put expand them by using some adverbials and tells the student to read out one by one.

Step 3 : Then the teacher writes some more sentences and tells to practice by using adverbials.

Step 4 : At last the teacher writes the following structure of using adverbials.

Sub+always/never/often etc+verb

Sub+ sometimes/usually /normally/occasionally+verb

Or sub+ verb +adverbials

Evaluation :

Step 5 : The teacher gives the following sentences to use adverbials.

- a. I have breakfast in the school canteen.
- b. I go to school on foot.
- c. I go to picnic with my friend.
- d.

Homework :

Do the exercise of your book.

Control Group

LESSON PLAN NO. 7

School: Shree Satyawati Higher Secondary School

Date:

Group: A

Time:

Class: Five

Period:

Topic: Expansion

Objectives:

On completion of this lesson, student will be able to

- Expand the sentences by using the following adverbials
Hardly, sometimes, never, always

Teaching materials:

- a. Usual calssroom materials
- b. flash cards

Warm up/Motivation:

Step 1 : The teacher ask the following sentences as a motivation

What do you do always?

Say what you never do?

Teaching activities:

Step 2 : The teacher writes the some adverbials on the board and reads it out.

Then ask the students what they do always, sometimes, never etc. He writes some sentences and tells to expand them by using some adverbials and tells the student to read out one by one.

Step 3 : At last the teacher says the following structure of using adverbials.

Sub+always/never/often etc+verb

Sub+ sometimes/usually /normally/occasionally+verb

Or sub+ verb +adverbials

Evaluation :

Step 5 : The teacher gives the following sentences to use adverbials.

e. I have breakfast in the school canteen.

f. I go to school on foot.

g. I go to picnic with my friend.

Homework :

Do the exercise of your book.

Experimental Group

LESSON PLAN NO. 8

School: Shree Satyawati Higher Secondary School

Date:

Group: A

Time:

Class: Five

Period:

Topic: Question

Objectives:

On completion of this lesson, student will be able to

- Change the sentences into Wh question
- Change the sentences into Yes/No question

Teaching materials:

- a. Usual calssroom materials
- b. Cardboard paper having with the detail description of question (i.e. Wh and Yes/No)

Warm up/Motivation:

Step 1 : The teacher tells the students to ask the question each other using what, whose etc.

Teaching activities:

Step 2 : The teacher hang the cardboard paper on board and teach them step by step about question(i.e. wh /yes/No) What is in cardboard paper.

Step 3 : The teacher shows the flash card of ' Wh and yes No' question and tells them to read it out

Step 4 : The teacher writes some sentences on the board and changes that sentences in to question (i.e. Wh and Yes/No) and tells the students to read it out with using drill technique.

Evaluation :

Step : 5

Then the teacher ask the students to change the following sentences in to question as indicated in the brackets.

- a. I am a student.(Yes/No)
- b. My name is Ravi (Wh)
- c. I worship god (Yes/No)
- d. I read in class five (Wh)

Homework :

The teacher gives the exercise of cardboard paper as a home work.

Control Group

LESSON PLAN NO. 8

School: Shree Satyawati Higher Secondary School

Date:

Group: A

Time:

Class: Five

Period:

Topic: Question

Objectives:

On completion of this lesson, student will be able to

- Change the sentences into Wh question
- Change the sentences into Yes/No qsn

Teaching materials:

- a. Usual calssroom materials
- b. Cardboard paper having with the detail description of question (i.e. Wh and Yes/No)

Warm up/Motivation:

Step 1 : The teacher tells the students to ask the question each other using what, whose etc.

Teaching activities:

Step 2 : The teacher hang the cardboard paper on board and teach them step by step about question(i.e. wh /yes/No) What is in cardboard paper.

Step 3 : The teacher shows the flash card of ' Wh and yes No' question and tells them to read it out.

Evaluation :

Step 4 :

Then the teacher ask the students to change the following sentences in to question as indicated in the brackets.

e. I am a student.(Yes/No)

f. My name is Ravi(Wh)

g. I worship god(Yes/No)

h. I read in class five(Wh)

Homework :

The teacher gives the exercise of cardboard paper as a home work.

Experimental Group

LESSON PLAN NO. 9

School: Shree Satyawati Higher Secondary School

Date:

Group: A

Time:

Class: Five

Period:

Topic: Transformation

Objectives:

On completion of this lesson ,student will be able to

- Transfer the masculine form into feminine and feminine into masculine

Teaching materials:

- a. Usual calssroom materials
- b. Chart paper having with the masculine form and feminine.

Warm up/Motivation:

Step 1 : To motivate the student the teacher shows the picture of buffalo ,he buffalo , cow, bull, etc. to the students

Teaching activities:

Step 2 : The teacher makes the clear concept to the student firs that what is masculine and what is feminine ,he gives more clues for this like male – masculine and female –feminine

Step 3 : Then the teacher shows the chart paper having the name of masculine and feminine form to the students and tells them to read and say together. Then he writes the following sentences on board and change them as indicated in the brackets.

He is a boy (feminine)

She is a girl (masculine)

She goes to school (masculine)

Cow eats grass (masculine)

Step 4 : The teacher tells them to read it out 3/4 times at the time of repetition the teacher use the drill technique to them that how to read and learn.

Evaluation :

Step : 5

The teacher gives some sentences on board and tells the student to change what is indicated in the brackets.

Homework :

The teacher gives the exercise of book as a homework.

Control Group

LESSON PLAN NO. 9

School: Shree Satyawati Higher Secondary School

Date:

Group: A

Time:

Class: Five

Period:

Topic: Transformation

Objectives:

On completion of this lesson, student will be able to

- Transfer the masculine form into feminine and feminine into masculine

Teaching materials:

- Usual calssroom materials
- Chart paper having with the masculine form and feminine.

Warm up/Motivation:

Step 1 : To motivate the student the teacher shows the picture of buffalo ,he buffalo , cow, bull, etc. to the students

Teaching activities:

Step 2 : The the teacher shows the chart paper having the name of masculine and feminine form to the students and tells them to read and say together. Then he writes the following sentences on board and changes them as indicated in the brackets.

He is a boy (feminine)

She is a girl (masculine)

She goes to school (masculine)

Cow eats grass (masculine)

Step 3 : The teacher tells them to read it out 3/4 times at the time of repetition the teacher use the drill technique to them that how to read and learn.

Evaluation :

Step : 4 The teacher gives some sentences on board and tells the student to change what is indicated in the brackets.

Homework :

The teacher gives the exercise of book as a homework.