

**USE OF COMPUTER FOR TEACHING ENGLISH
GRAMMAR**

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

**Submitted by
Dev Raj Paneru**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2009**

**USE OF COMPUTER FOR TEACHING ENGLISH
GRAMMAR**

**A Thesis submitted to the Department of English Education
in Partial Fulfillment for the Master's Degree in Education
(Specialization in English Education)**

**By
Dev Raj Paneru
Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2009**

**TU Reg. No: 27135-92
Second Year examination
Roll No: 280185(2063)**

**Date of Approval of the
Thesis Proposal: 2065/-06-10
Date of Submission: 2065/10/23**

DECLARATION

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

Date: 2065/11/25

Dev Raj Paneru

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Dev Raj Paneru** has prepared this thesis entitled **Use of Computer for Teaching English Grammar** under my guidance and supervision.

I recommend the thesis for acceptance

Date:

Dr. Jai Raj Awasthi

Professor

Department of English Education

Faculty of Education

TU, Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following Research Guidance Committee

Signature

Dr. Chandreswar Mishra

Reader and Head

Department of English Education

TU, Kirtipur

Dr. Jai Raj Awasthi (Guide)

Professor

Department of English Education

TU, Kirtipur

Dr. Anjana Bhattarai

Reader

Department of English Education

TU, Kirtipur

Date:

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following thesis Evaluation and Approval Committee

Signature

Dr. Chandreswar Mishra

Reader and Head

Department of English Education

TU, Kirtipur

Dr. Jai Raj Awasthi (Guide)

Professor

Department of English Education

Chairperson

English and Other Foreign Languages Education

Subject Committee

TU, Kirtipur

Dr. Anjana Bhattarai

Reader

Department of English Education

TU, Kirtipur

Date:

DEDICATION

Dedicated to

my parents, late and alive whose simple and hard working life style ever inspires me to strive for future living and work for the betterment of all along with my wife who devotes her efforts to supporting my labor toward the better ends and to my enlightened teachers whose guidance has ever been essential to driving my struggles to future success.....

ACKNOWLEDGEMENTS

This action research- would not have come to this form without regular support of and cooperation from a number of individuals and organizations.

First of all, I would like to express sincere obligation and thanks to **Prof. Dr. Jai Raj Awasthi** for his scholarly guidance on regular basis that made it possible for this work to get to the completion.

I express sincere thanks to **Dr. Chandeshwor Mishra**, Head of the Department of English Education and also the Chairperson of Thesis Guidance Committee for his support. I am equally indebted to **Dr. Anjana Bhattarai**, Reader of the Department of English Education, and also the member of the Thesis Guidance Committee, for providing me with invaluable ideas and suggestions, truly relevant to enhancing the modules of action research.

My sincere thanks goes to **Prof. Dr. Shanti Basnyat , Prof. Dr. Govinda Raj Bhattarai, Mr. Vishnu Singh Rai, Dr. Anju Giri , Mr. L.B. Maharjan , Dr. Bal Mukunda Bhandari, Mrs. Saraswati Dawadi , Mr. Bal Krishna Sharma , Mrs. Hima Rawal** and all faculty members for necessary support .

I would like to express hearty thanks to **Mrs. Madhavi Khanal**, the Librarian, for her regular help and cooperation.

I would also like to express thanks to **Mr. Subhash Chandra Bhandari, Mr. Ganesh Bista, Mr. Dhruba Pokharel, Mr. Keshab Dhami**, and other

members of Valley View English School for their cooperation and support during the field work.

Students of class ten from Valley View English School who attended my class throughout field research period also deserve my sincere thanks. I would also like to express hearty thanks **Mr. Laxmi Prasad Ojha** for his support.

I would like to thank all the authors and publishers whose books and journals have been used for secondary sources of data along with review of relevant literature in this research work.

Finally, yet most importantly I feel grateful to my wife **Sonu Paneru** for her regular encouragement and support.

Date: 2065/11/29

Dev Raj Paneru

ABSTRACT

The present study aims to assess the effectiveness of use of computer for teaching English grammar. Main focus of the study was directed on how effectively can grammar be taught by using computer and what its impacts with regard to communicative ends of learning English as second or foreign language would be. The study, being action research, is believed to be relevant in offering a realistic picture of the impact of using computer as a motivational device for teaching grammar to suggest possible measures in the campaign of making it a result oriented discipline. The study was carried out using both primary and secondary sources of data. For primary data, class ten students of an English Medium School were taught English grammar with the help of grammar soft ware in computer lab by the researcher in direct involvement and their actions (problems, actions and solutions) were recorded in rough sketch which were daily translated into the report formats. As teaching grammar is taken as stressful liability on the part of teachers and students, the study bears the facts of better results of use of computer for teaching English grammar in the sense that all the students passed the tests and more importantly, a few students were able to score full marks. Only a few students showed problems in subject -verb agreement. The students also showed positive results in the items such as 'reported speech' and 'if clause' in various forms along with skills taught and tested subsequently.

The study is divided into four main chapters and their sub- chapters. The first chapter contains general background, historical background of English language, learning language, grammar with its meaning and place in language, second language learning, CALL, comparative assessment of CALL and grammar teaching, problems in grammar teaching, definition and theory of

action research. The chapter also includes the literature review, objectives and significance of the study. The second chapter deals with the methodology applied in the study as, the sources of data, sample population, sampling procedure, tools for data collection, and data collection procedures. The chapter also states the limitation of the study. The third chapter presents data through analysis and interpretation. The fourth chapter consists of the findings and recommendation based on the analysis and interpretation of data. References and appendices are attached at the end.

TABLE OF CONTENTS

Chapters	Page No.
Declaration	i
Recommendation for Acceptance	ii
Recommendation for Evaluation	iii
Evaluation and Approval	iv
Dedication	v
Acknowledgements	vi
Abstract	viii
Table of Contents	x
List of Tables	xiii
List of Abbreviations	xv
CHAPTER-ONE: INTRODUCTION	1-29
1.1 General Background	1
1.1.1 English Language: A Brief Historical Background	3
1.1.2 Language Learning: Introduction	7
1.1.3 Grammar: Meaning and Place in Language	9
1.1.4 SL Learning from the perspective of Grammar	10
1.1.5 Computer Assisted Language Learning	14
1.1.6 Methods of Teaching Grammar and CALL	17
1.1.7. Action Research: Definition and Steps	20
1.1.7.1 Theories of Action Research	21
1.2 Review of the Related Literature	24
1.3 Objectives of the Study	29
1.4 Significance of the Study	29
1.5 Definition of the Specific Terms	30

CHAPTER –TWO: METHODOLOGY	31-34
2.1 Sources of Data	31
2.1.1 Primary Sources of Data	31
2.1.2 Secondary Sources of Data	31
2.2 Sampling Procedures	32
2.3 Tools for Data Collection	32
2.4 Process of Data Collection	32
2.5 Limitations of the Study	33
CHAPTER-THREE: ANALYSIS AND INTERPRETATION	35-64
3.1 Analysis of Class Teaching of Grammar Items	35
3.1.1 Use of Modal Verbs	36
3.1.2 Ability to Rearrange Modal Verbs for Probability Sentences	37
3.1.3 Ability to Use Neither/ So	38
3.1.4 Ability to Use Simple Past and Past Perfect	39
3.1.5 Use of Since and For	40
3.1.6 Confidence on the Use of Since / For in Past Perfect Continuous	41
3.1.7 Use of Present Simple and Present Perfect Continuous	42
3.1.8 Use of Simple Past and Past Perfect	43
3.1.9 Use of Should and Should Have	44
3.1.10 Use of Like and Prefer	45
3.1.11 Use of If Clause	46
3.1.12 Use of Reported Speech	47
3.1.13 Use of Voice	49
3.2 Analysis and Interpretation of Test Results	50
3.2.1 Individual Students' Scores in the First Test	51
3.2.2 Item wise Errors of Students in the First Test	52

3.2.3 Individual Students' Scores in the Second Test	53
3.2.4 Item wise Errors of Students in the Second Test	54
3.2.5 Individual Students' Scores in the Third Test	56
3.2.6 Item wise Errors of Students in the Third Test	57
3.2.7 Individual Students' Scores in the Fourth Test	58
3.2.8 Item wise Errors of Students in the Fourth Test	60
3.2.9 Individual Students' Scores in the Fifth Test	61
3.2.10 Item wise Errors of Students in the Fifth Test	62

CHAPTER-FOUR: FINDINGS AND RECOMMENDATIONS 65-71

4.1 Findings	65
4.2 Recommendations	69

REFERENCES 72

APENDICES

LIST OF TABLES

Page No.

Tables for Grammar Items

1. Use of Modal Auxiliaries for Probability Sentences	35
2. Student's Ability to Rearrange Probability Students	36
3. Students' ability to Use Neither, So with Correct Auxiliaries Verb	37
4. Students' ability to Use Simple Past & Past Perfects Varying Contexts	38
5. Use of Since/ For in Present Perfect Continuous Tense	39
6. Students' Ability to Use of Since For in Present Perfect Continuous Tense	41
7. Present Simple/ Present Perfect Continuous in Contrast Relation	42
8. Use of Simple Past & Past Perfect in Contrast Relation	43
9. Use of Should/ Should have with Verb	44
10. Use of Like and Prefer	45
11. Use of Conditional Sentences	46
12. Use of Reported Speech	47
13. Use of Active & Passive Voice	48

Tables for Tested Items

1. Score Variations of Individual Students	50
2. Item Wise Errors of Students	51
3. Score Variations in Second Test	52
4. Item Wise Errors of Students in Second Test	54
5. Individual Scores in the Third Test	55

6. Item Wise errors of Students in the Third Test	56
7. Individual Scores in the Fourth Test	58
8. Item Wise Errors in the Fourth Test	59
9. Individual Scores in the Fifth Test	61
10. Item Wise Errors of Students in the Fifth Test	62

LIST OF ABBREVIATIONS

AD	Anti- Domino
TOEFL	Test of English as Foreign Language
GMAT	General Management Aptitude Test
IESL	International Test of English as Second Language
L1	First Language
L2	Second Language
P.	Page
etc.	Etcetera
i. e.	That is
Ind	Indirect
NELTA	Nepalese English Language Teachers' Association
TU	Tribhuvan University
ELT	English Language Teaching
et al.	And other people
No.	Number
&	and
NP	Noun Phrase
VP	Verb Phrase
PP	Prepositional Phrase
LAD	Language Acquisition Device
GT	Grammar Translation
CALL	Computer Assisted Language Learning
CD	Compact Disc
Dec	December
CBT	Computer Based Testing
CAT	Computer Adaptive testing

CLT	Computer Language Testing
NESP	National Education System Planning
SLC	School Leaving Certificate
TV	Television
PAR	Participatory action research
ESL	English as second Language
TESL	Test of English as Second Language
Ed	Edited
OUP	Oxford University Press
Co	Company
US	United States
USA	United States of America
Vol.	Volume
CU	Cambridge University