

# **CHAPTER –ONE**

## **INTRODUCTION**

### **1 .1 General Background**

The term 'Language' in its etymology is referred to Myres (1986 on Free Encyclopedia) “Langue, tongue, Lange of the 14th century Middle English from Anglo-French language and also from Latin Lingua.” It is defined to be a system of communication, a system of conventional spoken or written symbols by means of which human beings, as members of a social group and participants in its culture communicate.

It becomes obvious from the above definition that language is not just what we normally think it to be rather it is a maze of the items and a network of unknown components, and therefore, the matter of research. It ranges from gestures through which the animals communicate to the world of future talking and past analysis. It is a cluster of logic, thought sequences and then to laughing and sobbing in the flora of emotions. It is a means of communication and expression in the form of painting and art; it is a chirping of birds for the communication of their feelings and it is also a bee’s dancing that tells them how far the nectar lies and so on. Language in sum is not a single entity to be defined in limited terms and conditions; rather it is ocean in itself from where one has to interpret the whole world.

Identically, there are a number of components that language consists of. It has vocal structure on one hand and linguistic signs signifying some thing outside the world on the other hand. Besides, language is an instrument of thought that generates thought for the mind to speak. It is the only resource of interpretation that helps one to perceive the objects and subjects both. All the means such as

symbols, signs, objects, words, sounds, structures and many other unknown items are included in the body of language. Language is the key component for the human beings to express their emotions, anger, feelings, sympathies and antipathies. It is the drive for all motor – skills and reflection of the intelligence. All the machines, instruments and engines are controlled by language. “Computer itself is the computational machine that depends for its overall actions on language. Language is mathematics, science; history and all disciplines of study (Tall, 2002 on web). The quotation too justifies that language is a huge field of study and research.

As language is a wide area to be traced and researched for its identity, it is essential that it has to be made contextual for the research and defined accordingly. It is a rule bound entity which is to be learned by heart at one level and acquired unconsciously at another, that is, in the childhood the lingual environment of the child enables him to grasp the language which he acquires through unconscious learning being in touch with the parents and peer groups and later the acquisition automatically results into rule bound structures. To speak relatively with regard to the natural gifts granted to living creatures, 'Language' is the only human property gifted by the unseen or divine power in nature so far. Human property in the sense that, only the ones, who are born in the human frame like species, does this language exist with. This characteristic of the language can be elaborated with the help of the definition stated in the Britannica Encyclopedia (2004, p.6) “A system of conventional spoken or written symbols used by people in a shared culture to communicate with each other.” The definition here also makes language merely a human property shared by human members only. The capacity to language and communication in broader spectrum further reflects a sphere of knowledge about human being. That is, thought or cognition capacity that escorts the caliber of this mentally gigantic creature into the sea- depth of intellectual domain. From this depth, he

envisages the castles of future plan on the basis of judgment of the present. This is evident from Watson's statement when he says, “we not only interpret nature by language rather, we control nature by it.” This apparently suggests that language like a soul controlling force embodies the human being as a unique and civilized creature through which one reaches the height of God, the super soul ruling over all human beings. The uniqueness of the human being is further comparable to the super- creature in the sense that the animals can mimicry and release their instinctual impulses through vocal pipes and do not seem to have speech organs except the lungs and vocal pipes whereas human beings can articulate all types of utterances which carry certain types of message and help the subjects to interpret the eternal world around. The prime role of language in the human existence is further justifiable with regards to the interlinks and relations weaved by human beings among themselves and thus his area of existence is expanded from the earth to space and there to horizon.

### **1.1.1 The English Language: A Brief Historical Glance**

The English language before being English as the native language of the British residents in identity had to travel through different channels due to invasion from foreign communes in Britain. Thus, the language has borrowed a number of foreign elements such as vocabulary and structures. Factually, it is said to be originated from Germanic root (Tal1, 1977) and need not be exaggerated in the context when world trade and education sector along with international ties have entered the sphere of globalization for better civilization in the view of the reality that English has already been adopted by millions of people as the international language under use as lingua- franca. Since English is used by approximately more than 300 million people as the second language and other 300 million as the first language, it can be deduced that use of English is not confined to a single field. It is now useful for the students who study abroad

and also not less useful for the higher education in the countries like Nepal and other countries, where it is brought into use at university level. Many books published internationally are now written in English, too. Its importance can be justified from the evolution history of this language and its domination over the foreign land from the long past itself. In this regard, it would be relevant to refer to what Tall (1977) states 'English is a Germanic Language.' This root becomes evident here with reference to the World Book Encyclopedia (1995, p.278) that states:

The earliest known language in what is now Great Britain was spoken by a people called, the Celts. The Romans started to conquer the Celts in 43 AD and ruled much of Britain until the early 400 AD when they returned to Rome. During this period, Germanic people who lived along the north of sea invaded Britain. The invaders belonged to three main tribes – Angles, The Jutes, and the Saxons. All three tribes spoke their own Germanic Dialect, but they probably understood one another. The angles settled in the central Britain. This area became known as Angle-land and, eventually, as England. The language of Angles, Saxons, and the Jutes became known as English.

The widespread popularity and dominance of English Community and its growing popularity due to its simple structures that enable foreign learners to catch up the language faster have contributed to the new attractions in the field of English learning in the educational institutes. The emerging nations like America and Britain along with other European and American countries along with Australia where English is used as a first language are without break leading ahead in the educational and commercial sectors too. This brings another opportunity for the English language to be adopted by greater mass of

population since more people seek for migrating to these nations in order to find job and employment.

The importance of the English language can be realized from the fact that globalization in the commerce and industry, international companies for services and manufacture, international level education - exchange programmes along with the chances of job opportunities in the European and American world due to growing unemployment in the third world like Nepal, exchange of military expertise, peace keeping campaigns and force supplies to the nations passing by internal and international conflicts, need of making unity and supply of casual and subsistence aids by the United Nations due to natural and man made catastrophes, all force non- native English speaking population to take help of this language to tackle with the above mentioned conditions.

From the curricular perspectives in the field of language and literature, science and technology, in the field of geography and history, in the field of journalism and media and in all the disciplines of study in the current situations, most of the teaching learning materials have been prepared in English. All international level information and data along with the researches take place in this language. The dominant and scholarly works of many subjects have been translated or written in English. Thus, in the current context in many countries that rely on English materials for study, trade and other transitions for survival, the individuals not having command over English are ranked as being uneducated or third grade citizens. In the countries like Nepal, India, Pakistan and such other countries, English speaking is symbolic to being highly educated. Even though regional and local dialects are being sought for their identity and movements for modernization of the local languages is taking place in many countries, advance studies and university level education is still being disseminated in English. Since international studies are being introduced

at many universities of the world for the unification of cultures, international ties and alliances and joint efforts for the common development purposes in the world, English functions as the bridge in this regard too.

In Nepal, the influence of English language is enormous influence over Nepali language, though latter is the national language of official use and native tongue of majority. The reasons are uncountable behind this intrusion of English over the Nepali language. A few of them may be dependence of Nepal on international communities for better education, economy, trade, technology and even for the basic needs. Due to lack of innovative education, invention of relevant technology, powerful economy, hopeful development, opportunities for internal employment, purchasing power compared to the rising price every day and local curricular resources in education service centres and many more, Nepalese youths are forced to learn English, sit for TOEFL, GMAT, IELTS and such courses in order to pursue studies abroad or get a job. Hence, fast going brain drain trends in Nepal can be taken responsible for the growing attraction toward English. If this is the situation of employment, economic development and forthcoming international cross flow of Nepalese people for various reasons, importance of English increases in the forthcoming prospects.

English medium schools that seem to produce students, who show remarkable background in English, can also be taken responsible for helping the English language prevail in Nepal.

Besides, Nepal retains the possibility of tourist industry due to its natural heritage and fine climates, and in this perspective too the English language would have greater importance to develop these sectors. Mountains are the places of attraction for the international tourists coming to trekking and mountain climbing, and in this field English language does act as a chief

equipment of interaction between Nepalese guides and tourists and so , not less important in this sector, although official language may not be indispensable as a tool. English is extensively used in the hospitality sector in Nepal, as one of the promising domains facilitating the entrepreneurs for raising daily income.

In most of the countries, the media resources as journals, newspaper, radios and TVs are operated in English and even in the countries where different native language is made use everyday, English is given some place for special programmes. News is often telecast in English once or twice a day such as in Nepal too, the media make use of English in a good deal. Thus, learning English in these countries would be vital.

#### **1.1.2 Language Learning: varying perspectives**

Chomsky (1959) as cited in Els (p.28) says “The ability to learn language is innate” this stresses language learning as an innate capacity borne by human species only; his focus would have been on the capacity of learning language which he does not mean that it is same as acquisition that the child acquires unconsciously, On the other hand learning is a conscious process that takes place under the guidance of a teacher or in a formal setting where input is artificially granted to the learners. Learning after all, is different from language acquisition as learning is output of the conscious study. Ellis (1992) as cited in Joshi (2004 p. 79) states in this regard “Acquisition and learning are different.” On the basis of processes, the term acquisition is used to refer to picking up a language through the exposure whereas the term learning is used to refer to the conscious study of a language

Orwig (1999) as on (free encyclopedia , retrieved on August 13,2008) points out that behaviorism defines learning as rote practice to be undergone rigorously and the mind or cognition does have no role or little role in

increasing the quantity of language. On the other hand, mental psychology claims that practice or stimulus - reinforcement or repetitive practices do not have any role in language learning and therefore, holistic approach of language learning, that is, teaching to internalize the language rules would be only ways to learning language in more scientific ways.

Since learning is a kind of man-made environment and conditions are panelized deliberately under various assumptions controlling learning strategies in views, it would be more relevant to consider the following principles of language learning so that effectiveness of the learning techniques can be determined to highlight the use of computers in class rooms as a part of language teaching technology which also can be used as a measuring tool for learning results.

People are wired to learn languages. In other words, limitations and linkages of learning components and situations are the influencing factors which determine the degree of speed of learning language. Under the wired conditions of learning, aptitude levels of the individuals that also differ from person to person, either bar or upgrade learning with varying speeds. These varying aptitude levels can be seen in the forms as, for some learners beginning days of learning may cause complexes such as resistance of the sound and unnatural ways of acting. Some learners seem to tolerate ambiguity and can catch up with the speed of learning.

Similarly, some learners show greater intelligence and some learners show better aptitude to learn faster if learning is facilitated in the styles of their own interest but there are other types of learners who show slow intelligence or slow speed in learning the target language. While learning target language learners show a different kind of anxiety as they are not confident upon the forthcoming rules due to lack of exposure and practice as compared to the level of exposure to their LI . Krashen and Terells (1983) as cited in Phyak (2007

p.92) state "The affective filters are always up when students are asked to speak target language."

### **1.1.3 Grammar: Meaning and Place in Language**

As language is defined – "A body of words and the systems for their use, common to people who are of the same community or nation, the same geographical area, or the same cultural tradition", ( American Psychological Association ; on free encyclopedia retrieved on august 18, 2008) teaching of language is automatically consistent with teaching its grammar in the sense that which ever language, the learner acquires, whether through orderly training or subconscious process in the way as mother tongue is acquired, there exists grammar, though the learner may not be able to recite the learned patterns in the forms of formulae. In this regard, grammar is said to be part and parcel of language, if it is to retain its identity.

Grammar is underlying structure of language to be stored subconsciously in the form of linguistic boxes by the speakers. Ur, (1996, p. 76) opines "how words are combined or changed to form suitable units of meaning within a language." Owing to the inquiry upon the place of grammar in language it can be said that for language to come in the function, it is fairly as important for language as back bone is for body of a mammal in this regard, we can quote Lado (1961, p.144) "Grammar governs the central structure of an utterance."

The forms and the blocks of language spoken or expressed in any form are the levels of parole (performance), whereas there exists langue (competence) to be realized in the form of underlying structures of language. In more formal sense, grammar is scientific structure of language, that is; it is known as being skeleton giving shape to it. Grammar is the base on which other components of

language as function, meaning, pragmatic dimensions operate. However, grammar is essential property of language.

Grammar comprises morphology and syntax, as its key areas.

Morphology is concerned with study of the internal structures of words such as inflections, number, gender, tense forms, derivations, and so on. Syntax on the other hand, is concerned with relations within words: (Sharma and Tuteja, 2001, p.89)

Knowing individual words is not supposed to know a language. As the individual words do not fully contextualize the matter on one hand and they do not supply the sufficient input to decode the meaning on the other hand. Hence, it is essential that one should know the system called grammar of language that shows how words are interrelated to each other and their integration results into meaning to interpret the world out side. Here then comes the need of knowing about grammar as it is the only channel to let one know and communicate in the language given. Although grammar is indispensable a property to be taught and learned to master the use of language , long lasting controversies prolong in this sector. Along with the changing concepts in the field of teaching, debates on teaching grammar either intuitively or directly or not teaching grammar at all because it is supposed to act as hindrance only, continue and have not been solved yet, though great advancements have been made in the pedagogy till the date.

#### **1.1.4 Second Language Learning: From the Perspective of Learning Grammar**

Opinions vary from scholars to scholars, teachers to teachers, linguists to linguists. Methods and techniques that include teaching grammar explicitly or implicitly get modified along the pace of changes inaugurated in the field of teaching foreign language. There are footnoted stages of learning grammar that

can be recalled from the early times when it was taught as an integral part of language teaching in which it was defined from grammatical point of view only. This was a scholastic view of teaching which resulted into theoretical knowledge of language without gaining any practical results despite its life long learning. With regard to teaching grammar, Close (1975, p. 107) defines “Theories of grammatical sentences must make analysis of the various aspects of language. Thus, every language contains the same basic syntactic category NP-VP-PP, etc. and every language serves to the same basic relations among these categories.”

Controversies lie in the learning of second or foreign language in course of time under several approaches as structural approaches of practicing language repetitively, semantic approaches, situational approaches, functional approaches, communicative approaches and integrative approaches of teaching language and a number of methods depending on the needs and situations have come into being as a result of researches and teaching needs of the teachers in varied situations. In all the approaches of language learning of grammar is involved in any form, overt learning or covert learning of grammar to support language learning in turn.

There are varying concepts upon language so far introduced by the linguists in this field. Learning grammar on the one hand is influenced by the Behaviouristic approach of learning called connectionism introduced by Skinner (1957) as cited in (Els et al., p. 26) who correlates the learning with S-R model as the super learning model for grammar of language. The theory stresses on the importance of repetition in learning psychology in the form of conditioned and unconditioned stimulus response relations. This then emphasizes on the direct study of rules of grammar and the text that represent grammatical structures which should be learned in the drill repetition module of learning. The system intended here is mechanical learning practice of

grammar to be continued for long. The teaching thus should be prolonged for along period of time which should include the structures for the students to practice through positive and negative reinforcement. Teacher should prepare an environment conducive to optimum use of language structures by exposing the students to target language structures which they practice to be continuously reinforced by teacher with positive comments as reinforcement. This is also possible on the computer, as it can instantly provide the students with positive and negative feed back. Here, learners do not reflect on the deep structure of grammar instead, they mechanically memorize the structures until they can reproduce them mechanically. Thus, teaching of grammar should get a cyclic form of learning controlled by teacher or any machine as computer, tape-recorder.

The other language teaching approach in the practice and tradition is Mentalistic approach introduced by Chomsky (1959) as cited in (Els et al., p.29) who argued strongly against the mechanical approach of teaching language or grammar (it has been assumed that teaching language involves in some respects teaching grammar as an automatic process). The approach emphasizes on the role of intelligence and insight on learning grammar which works like hypothesis building by the learner. Through Direct teaching of the transformational rules, learners can master language as "The so called Language Acquisition Device or LAD enables the child to make hypotheses about the structure of language in general and about the structure of the language it is learning in particular." (Chomsky, 1959) as cited in (Els et. al., p. 28) According to this theory, there is a kind of language called Kernel sentence or transformational sentence which enables the learner to change the rules through deletion, addition process which triggers the insight of the learners in future to construct the whole world of the language.

There exist a set of basic sentence types called "kernel" sentences in any language and we learn the syntactic rules for forming them as well as a set of transformations (also syntactic rules) that alter them by changing word order and/or inserting or deleting elements from them and by inserting kernel sentences inside other kernel sentences to form complex and compound sentences. (Free Wikipedia, (2006), retrieved on December 28, 2008).

Learning of language should incorporate the module of triggering intelligence which can be best done by putting the learners in a kind of hypothesis building task as regular practices on transformational rules, inversion of the text that contains enough material for language learning. Reflective reading and writing activities which allow the learners extort their innate ability for enhancing insight upon the target language grammar.

Furthermore, procedural approach emphasizes on the methods of learning grammar that is, its focus is on 'how' instead of 'what' propagated by the Chomskian principles of language learning. However, all the approaches so far introduced focus on the teaching of language in terms of psychological realities that control the learning domain and hence, teaching grammar can not be said to have been confined to GT methods or rote learning methods that keep the students idle as passive recipient of knowledge from the lecturing teacher.

Now, teaching language is not limited to teaching it from fixed syllabus and books or materials in printed forms, instead electronic technology has begun to trespass the field of teaching language as foreign language or native language. Even teaching of language has been made possible without the presence of the teacher since there are computers to be handled by the students with the help of the language software available in the market in readymade forms namely computer assisted language learning, CALL in short.

### **1.1.5 Computer Assisted Language Learning**

CALL is a recently developed language learning system that emerged from the invention of computer and its use in education, military, industrial and domestic sectors all along. To mention the period of evolution of CALL, 1960s should be traced for its origin. But recently it has attracted the public craze for being the effective tool for second language learning as a refreshing and strengthening tool for the student- learning which they obtain from the class room teaching. As stated in the Wikipedia, the free encyclopedia, retrieved on (August 13, 2008)

It is not a method. It is a tool that helps teachers to facilitate language learning process. Thus CALL can be used to reinforce what has been learned in the classrooms. It can also be used as remedial to help learners with limited language proficiency. The design of CALL lessons must take into considerations some language-pedagogical principles which may be derived from learning theories (behaviorism, cognitive, and constructivism) and second language learning such as Krahshen's Monitor Theory.

It is revealed from the version above that CALL is helpful in learning second language as it makes use of various approaches of teaching and learning languages. Since the introduction of CALL from 1960s, it has been extended from the traditional CALL to affluent CALL due its integration with Internet for learning language. The three Phases of CALL are as given by Warschauer (1996) on free encyclopedia, retrieved on (13 August 2008) 1. Behavioristic CALL, 2. Communicative CALL and 3. Integrative CALL (Multimedia and the Internet). CALL, having passed through the modification journey in the

field of language learning is now taken as a source of motivation and extensive learning resource since the integration of CALL with internet. The students not only practice the grammar software on CDs but also they try different items of learning on internet which leads them to extensive mode of study taking place implicitly.

The advantages of CALL in the light of grammar teaching can be concluded to be in motivating the students along with leading them to study language extensively without knowing that they are bearing the burden of learning language rules since motivation in language learning is the most important factor for all level learners. Merely through the crude techniques of teaching environment such as grammar translation teaching techniques in which the teacher has to present the rules of grammar and translation version of the target language, learners hardly feel motivated, nor do they show good result of learning as the learned matter is in turn forgotten in no time. Thus, the modern approaches lay more weight upon motivation. In this regard, the use of technology inside or outside the classroom tends to make the class more interesting. As Graham (2008 p.3) opines:

One way a program or activity can promote motivation in students is by personalizing information, for example by integrating the student's name or familiar contexts as part of the program or task. Others include having animate objects on the screen, providing practice activities that incorporate challenges and curiosity and providing a context (real-world or fantasy) that is not directly language-oriented.

Teaching in real sense is not the transplantation of knowledge from one person to another, rather, it is associated with inspiring, encouraging and motivating to

think, plan the action and solve the problems through dedicated whole. Language teaching is equally a job of enabling the students to reflect upon the new learning components and working out the solutions for the complexes existing. Building insight about the new rules of grammar and mastering the linguistic depth to come up with the out put namely ability to use language correctly in the given contexts. To this goal, CALL is likely to facilitate the teaching and learning objectives and in learning second language, CALL would be an outstanding tool to teach language.

However, CALL is criticized for having limited role in teaching varieties of language aspects as stated by Higgins and Johns (1984, p. 73)

If a good teacher is not available to me when I need one I would accept a computer programme as a partial substitute. Teachers are good at conveying and interpreting meanings, computers are good at processes which require patient repetition and attention to detail

Although Higgins and Johns (1984, p. 73) prefer good teacher to computer assisted language learning system, a number of language related items and activities are possible under the CALL system which can more effectively motivate the students in learning a second or foreign language. These are as: editing the text, little of reading, discussion, and decision taking, business simulations, adventures, puzzles or logic problems transformation of sentences and stylistic choices to be explored by the student. It is also best used for turn taking and role playing models of teaching grammar. Other grammar items which can be taught on the computer are: conditional sentences, question formation, test grammar yourself, reconstruct the story with the help of the scenes and short extracts use of modal verbs as 'may be', finding passives, connections etc.

Grammar teaching is a part of teaching language and it is a subject to be dealt with by individual teachers through reflective process in the way that it should allow them to research and reinvent the techniques because one kind of teaching is never a master solution for the teaching and learning of grammar at other setting. This is in the sense that varying contexts in terms lingual, place, time, level, motivational factors age groups, interests and future prospects of learning the target language all affect language learning efficiency; it is thus fair to state that grammar teaching needs to be reviewed and assisted with new technologies as per the possible inventions made in this sector. CALL can be taken as one of the innovative technologies as it plays greater role in being used as the best tool of learning grammar so far invented, though it can not be a substitute of the teacher.

### **1.1.6 Methods of Teaching Grammar and CALL**

It is obvious from the introduction that CALL is a tool of language learning and teaching and so it must be evaluated for its correlations with various grammar teaching methods in perspectives.

Grammar teaching and learning is now no more confined to rule reading and duplicating them in the way meta-lingual study focuses on describing the language, talks about the language in view and never leads the learners to master the communication goal. Way back until the arrival of audio-lingual method, grammar-translation method was in vogue, which occupied long period of history of teaching grammar.

In the 1960s came revival in this sector when audio-lingual method was profusely practiced by language teachers. The revival incurred in foreign language teaching assisted by the behavioristic psychology of learning. In sight

of repetitive conditioned learning mechanism learners of target language were given exposure to drill practices. Hereafter, many methods have been tried and suggested by the language teachers and researchers as per the needs and contexts as no single method can claim for the authoritative results in this regard. Under the communicative method, situational method and activity based method (project- oriented) teaching methods of grammar, divergent techniques and methods have been brought to the notice by uncountable language teachers; their methods identically appear effective and result yielding too.

A few practical and creative methods of teaching and learning grammar with and without computer under the communicative approach of language teaching can be summarized as given below:

One of the remarkable methods of teaching grammar to the students of L2 is to begin with testing the students and marking errors (Dartmouth, 2008) instead of discouraging the students from attempting the new language text by means of unfair scolding or humiliating treatment in return of the mistakes or error incurred. Teacher can best teach students by labeling the errors using the proper grammatical terms, using the system of annotations that correspond to those in a particular grammar handbook, creating his/ her own error sheets to be given to students for the whole period teaching and correcting grammar , circling the errors without labeling them, marking the errors when they first occur and then leaving the students to find the errors on their own, identifying the patterns of errors, and finally prioritizing the errors. This method of error correction suggested here is rather applicable on computer because the testing and correcting of the errors can best be operated with the help of computer that possesses the technology of two way responses.

So, in the context of teaching language when electronic technology are loftily used as the chief source of teaching grammar, CALL would retain its significance and therefore should be assessed for its effects through valid scale. Apart from being an effective tool for self and guided learning of grammar items and language skills, computer can be advantageous to the learners for speedy test facilitation in the light of the fact that operating of test on computer is easier and faster. As Coombe (2007, Free Encyclopedia) opines "Computer-based testing (CBT) has numerous advantages including:

- a) quick, accurate results and feed back
- b) detailed statistical analysis
- c) easy administration with a high level of security
- d) item banks of validated test items
- e) encouragement of certain effective test- taking skills "

She adds "Computer- adaptive testing (CATs) are tailored to individual ability levels since each question presented to the candidate is based on their response to the previous question (ibid)." CALL is nowadays fully associated with the internet resources which derive the language testing properties from enormous resources manipulated all over the world for teachers in one situation to adopt and implement as per their needs and objectives in harmony with the learning objectives of their students Further, Coombe (2007, Free Encyclopedia) says " The Internet provides access to global resources on testing. Some Internet sites address generic testing while others are specific to English Language testing." The review of Coombe (2007, Free Encyclopedia) literature helps justifying the importance and role of CALL for language testing, which is the integral part of language learning generally ignored by the traditional teaching trends but highly focused under the CLT system at present.

### **1.1.7 Action Research: Definition and Steps in Research Context**

The term "action research" was first coined by Kurt Lewin in about 1944, which appeared in his 1946 paper "Action Research and Minority Problems." He defined it to be

a comparative research on the conditions and effects of various forms of social action and research leading to social action that uses a spiral of steps, each of which is composed of a circle of planning, action, and fact-finding about the result of the action. ([http://en.wikipedia.org/wiki/Action\\_research](http://en.wikipedia.org/wiki/Action_research) retrieved on December 30, 2008)

Action Research is presently a world- celebrated research practised by enormous number of researchers in the entire field as in education, health, organizations, industries and social sectors. As suggested by the name itself, this is an experimental study cum action directed to solving the existing or forthcoming problems in course of action. Forthcoming in the sense that no set -techniques can claim factually applicable and result yielding in varying contexts and settings. Hence, researcher has to give it a module of reflective process on the situations objectively and invent the strategies to combat the problems. In this regard, action research is a systematic study and problem solving procedure. This notion can be verified from what Wallace (1998, p.1) as cited in (Phyak, 2007, p.93) opines "Action research is the systematic collection and analysis of data relating to the improvement of some aspects of professional practice."

In the light of the definition quoted here, action research can be taken to be an ideal tool for classroom teaching with an aim to solve the problems which arise

contextually. The footnoting techniques of action research can be timely helpful for generalizations and their applicability to enhance better results. The research is systematic study of the phenomenon in the sense that it is operated through reflective process. This kind of research is possible through planned steps to be manipulated in order to achieve the goal of action as stated in the wikipedia:

Action research is a reflective process of progressive problem solving by individuals working with others in teams or as part of a community of practice to improve the way they address issues and solve problems.

([http://en.wikipedia.org/wiki/Action\\_research](http://en.wikipedia.org/wiki/Action_research) retrieved on December 30, 2008)

The process of action research is problem solving through regular study and action in a modified frame in accordance with the resulting problems and appropriate measures to solve them which can never be the same.

#### **1.1.7.1 Theories of Action Research**

Among many scholars, a few remarkable propagators of Action research - theory are as shown below whose theories were derived during the literature review in concise form from the internet sources availed on

([http://en.wikipedia.org/wiki/Action\\_research](http://en.wikipedia.org/wiki/Action_research) retrieved on December 30, 2008)

1) Argyris (2008)' Action Science is a principle of this research that begins with the study of how human beings design their actions in difficult situations. It is further explained that human actions are designed to achieve intended consequences and governed by a set of

environment variables. The theory operates through the concept of single loop learning, as the result of actions designed to achieve the intended consequences and to suppress conflict about the governing variables, and double loop learning, actions taken to openly inquire about conflict and to possibly transform the governing variables.

2) Heron (1971) proposed Cooperative inquiry, also known as collaborative inquiry and later expanded with Peter Reason (1979). The major idea of cooperative inquiry is to “research ‘with’ rather than ‘on’ people.” Four different types of knowledge are the key objectives of this theory, they are:

- a. Propositional knowing (as in contemporary science),
- b. Practical knowing (the knowledge that comes with actually doing what you propose),
- c. Experiential knowing (the feedback we get in real time about our interaction with the larger world) and
- d. Presentational knowing (the artistic rehearsal process through which we craft new practices).

3). Participatory action research ( PAR): In response to the traditional formal models of education where the “teacher” stands at the front and “imparts” information to the “students” that are passive recipients, Paulo Freire( 2008) introduced the critical theory of participatory action research as a significant methodology for intervention, development and change within communities and groups promoted and implemented by many international development agencies and university programs, as well as countless local community organizations around the world, further developed in "adult education" models throughout Latin

America. As obvious from the term, the theory advocates for the active participation of the team to solve the problems.

4) Developmental Action Inquiry: Torbert (2004) came up with the theory 'Developmental Action Theory'. The crux of the theory is that it is a way of simultaneously conducting action and inquiry as a disciplined leadership practice that increases the wider effectiveness of our actions. According to Torbert (2004) "It studies the pre-constituted internalized and externalized universe in the present, both as it resonates with and departs from the past, and as it resonates with and potentates the future"

5). Living Theory Approach : Whitehead (1989) and Whitehead and McNiff (2006) generated explanations of their educational influences in their own learning, in the learning of others and in the learning of social formations.

The theory proceeds with the inquiry 'How I improve, what I am doing?' The researchers use action reflection cycles of expressing concerns, developing action plans, acting and gathering data, evaluating the influences of action, modifying concerns, ideas and action in the light of the evaluations to cater the evaluation of living. Research is handled in teams or as part of community who direct their endeavors to address the issues in sight. Action research is without fail issue based only. In this context, this very research can be treated as an example of issue based action research. The issue with this research is to find out the better tools, means and methods of teaching grammar in Nepalese context and to invent the better techniques of teaching grammar with the help of computer by addressing the context of teaching grammar in line with computer. Specially, classroom procedures can be regularly dealt as the action research by the professionals who can document the strategies implemented to

solve the problems through out their teaching periods. The findings of their action and research can not said to be inapplicable for other generations apply.

In the field of education, most of the principles of teaching and learning advocated by different scholars are the result of their action research. Their applicability, though sometimes limited, can not be totally ignored. Indeed, action research therefore, is a dynamic process for solving the problems that incur in teaching.

Different scholars have suggested less or more steps of action research individually, depending on their experiences in language teaching context however, four stages can be suggested to be practicable; they are:

1. Identification of problem
2. Action
3. Observation
4. Analysis and interpretation ( Evaluation of the results as a part of reflective process)

Having passed through the stages suggested here, the researcher has to come up with the judgment to evaluate, whether his problem has been solved, if not, what alternative measures can be applied and if solved what the next problem would be. This way, action research keeps on uncovering the solutions and in return leads toward the new problems to be called progressive problem solving process.

## **1.2 Review of the Related Literature**

Secondary sources of information were reviewed during data collection period with a view to analyzing the scope and use of computer in teaching grammar to check what limitations the relevant literature has observed in this regard as

controversies still lie in making clear about the nature of language acquisition either being universal or specific.

The Dartmouth Grammar Teaching Programme published on the net ([Http://a4esl.org/g/h/grammar.htm/](http://a4esl.org/g/h/grammar.htm/) under the heading Dartmouth Writing Programme was reviewed on December 30, 2008. The document aims at disseminating researched ideas on teaching grammar through writing pieces of work which it suggests to be used as the main resource for marking errors. The text then suggests the teachers to demonstrate the errors to students through regular marking processes in the hope of helping them avoid those repeatedly occurring errors specified to be tense shift, vague use of pronouns, subject verb agreement, its/it's, unnecessary use of comma, run on sentence mistakes etc. It also suggests demonstrating a few very short lessons on correct use of grammar mistaken after marking them, as for five minutes or so. Although it does not specify how computer can be used to mark errors to teach grammar, the reviewed literature is relevant in the sense that it helps us to draw upon various methods of testing grammar to lead into learning grammar through testing in the class room for the teachers to use as resources,

A brief review of Chomsky's (1977) generative grammar and linguistics reflects that it aims at establishing the universality of languages; this means that learning of language passes through one process only that in other words means no anomalies exist in learning different languages as all languages are bound with the universal rules applicable for all. Thus, he does not seem to accept the contrastive elements in two different languages. Other school of scholars who have worked upon the learning theories of language are mechanical schools and they say that 'grammar teaching involves teaching the rules through drills, reproduction of the sentences taught and the rules repeatedly memorized, practicing transformation of sentences, detecting similarities in patterns of

sentences, contrasting the grammatical sentences from the ones which are ungrammatical, contextualized sentence patterns, situational statements, and statements about the rules and so on.' The scholars following the stream of Skinner's learning psychology on the other hand accept the inconsistencies in the performance of the students. They say contextual diversities arouse diversities in language structures, as rules keep varying in course of time. Higgins (1982, p.25) who has made attempts to analyze the use of computer for teaching grammar communicatively too states about diversities of learning languages. "There is too much diversity of performance, a diversity which I can not account for in the history of the way I have taught." The diversity faced by Higgins is the result of inconsistency in the rules of Grammar on one hand and the inconsistency in the learning temperament and psychology of the learners on the other hand. However, it is worth commenting here that if one has to accept the notions disseminated by Chomsky, great advocate of generative grammar, Higgins(1982, p. 25 ) can be criticized to be short sighted in his capacity for introspection in the universal nature of language; Higgins (1982, p. 25 ) further indicates a number of anomalies and complexities in teaching grammar through computer as he states " If a good teacher is not available to me when I need one I would accept a computer programme as a partial substitute."

As a large number of scholars and teachers have contributed profoundly in developing the grammar teaching software for teaching grammar through computer namely self –study grammar quizzes, Bilingual quizzes, Games, Vocabulary and grammar quizzes on websites published on ESL journals on line with varieties of models, Higgins( 1982, p.73 ) ' models and ideas about using computer for teaching grammar may be categorized to be outdated due to the fact that he is confined to accepting the more effectiveness of the teacher's presentation of the grammar rules than through computer as he thinks that

computers can not be taken to be absolute subjects to tackle with the diversities of learning speed of the learners.

Further review of the ESL Journal on line website- altavista.com shows that more than one thousand quizzes have been developed by a large number of teachers who believe that teaching grammar through quiz techniques can be more fruitful than teaching it in class by the teacher as students hardly pay attention to the rules given for rote-learning purposes unless they are presented in some attractive ways. A few special quizzes among other enumerable ones are: cloze, conjunction, dialogues, plurals, prepositions, pronouns, and sentence structure, tag questions, verbs, what's the correct sequence, word choice and many more quizzes. ([Http://a4esl.org/g/h/grammar.htm/](http://a4esl.org/g/h/grammar.htm/)) retrieved on September 13, 2008.

However, the reviewed ESL Journal on the above mentioned date can be criticized for limiting itself with the teaching of grammar through quiz technique only as it does not include another important way of teaching grammar, 'game technique,' which has been adopted for several times while teaching grammar on computer as it is easier than quiz since computer can follow the command and involve the learner in the competition to make it look function like game.

A Project of the Internet TESL Journal (<http://iteslj.org/games/> retrieved September 13, 2008) was reviewed and it was found that this website lists nearly 132 game activities to name one or two for example are ( Bad fruit a shopper's nightmare by: Mike Yough , Reviewing tenses by: Nguyen Nhu, Simon says by Brooke and a many more games) for teaching grammar through computer which the students can take as self- study projects. Some game activities contributed by teachers of grammar on this website are useful

for intermediate and some other activities are useful for junior level too. The games are designed for both difficult and easy grammar structures. Besides, the games specified are not confined to teaching grammar only there are vocabulary games, communicative learning games, conversation games, and so on. But the TESL journal reviewed on the mentioned date here does not seem to include results of the game activities and therefore remains unfamiliar with regard their effectiveness, besides, it does not seem to make clear whether the activities are computer use bound or can be operated in the class without computer.

[http://www.celt.edu.gr/teaching\\_grammar.htm](http://www.celt.edu.gr/teaching_grammar.htm) was reviewed on September 13, 2008. The website introduces some theoretical stands for teaching grammar with some model lessons, a course pack for 25 hours with a claim that grammar need not be taught in the traditional ways as teaching rules and making students memorize them, a tedious task for the learners. The website lists teaching grammar to young learners, teaching grammar to adult learners and teaching grammar to advanced learners apart from teaching other items as vocabulary, communicative language, and so on. However, assessment of the result is not indicated in the software installed in this website.

A research thesis titled 'Effectiveness of Using Computer in Teaching Vocabulary' by Adhikari (2064) submitted to the Department of English Education was reviewed. The study aimed at finding the effectiveness of using computer in teaching vocabulary. It also attempted to evaluate the effectiveness and difference of using computer in teaching vocabulary in comparison to teaching vocabulary in traditional methods such as using pictures, synonyms, antonyms etc. The study has come up with the result that 100 percent students showed extra satisfactory performance in learning the vocabulary with the help of computer. Although Adhikari (2064) shows 100 percent excellent result of teaching vocabulary through computer, the acclamation 100 percent noted by

Adhikari (2064) who does not seem to consider any draw back of using computer for teaching vocabulary so far, can be questioned in varying contexts in the light of the fact that teaching vocabulary is not just a game with the fixed rules. Moreover, the study is limited to finding the effectiveness of teaching vocabulary through computer so, this present study that aims at finding the effectiveness of teaching grammar through computer seems to be different and new.

### **1.3 Objectives of the study**

The objectives of this study were to:

- a. find out the effectiveness of the use of computer in the teaching of grammatical items such as: i) reported speech ii) tense iii) conditional clauses iv) subject verb agreement v) relative clauses vi) use of neither and so vii) voice viii) use of modal verbs ix) use of like and prefer verbs
- b. suggest pedagogical implications of the computer for result oriented learning .

### **1.4 Significance of the study**

This study is significant in the light that it will focus on the emerging trends of teaching grammar through innovative techniques. It is an experimental study therefore; the out come of the study will encompass the local situations such as availability of computers and their use in the field of teaching grammar. The use of computer for teaching grammar will also be a new step in the sense that it will enable the students and teachers to make measurable hypothesis for the use of any technique so far being experimented.

## **1.5 Definition of the Specific Terms**

**Language Learning:** a conscious process that takes place under the guidance of a teacher or in a formal setting where input is artificially granted to the learner

**Action Research:** form of reflective enquiry undertaken by participants in order to improve their own professional practice

**Acquisition:** picking up a language through exposure

**Mentalistic Approach:** Role of intelligence and insight in learning language

**Behavioristic Approach:** Role of practice in learning language

## **CHAPTER –TWO**

### **METHODOLOGY**

The following strategies were implemented to achieve the objectives of the study

#### **2.1. Sources of Data**

The study was based on the primary and secondary sources of data. The primary sources of data consisted students in class who were experimented to find out the effectiveness of the computer in the teaching of grammar as mentioned below and the secondary sources were manipulated to support the theme of the research.

##### **2.1.1 Primary Sources of Data**

The students of class ten from Valley View English School at Mid- Baneshwor Kathmandu were used as the primary sources of data.

##### **2.1.2 Secondary Sources of Data**

Relevant Books, Journals, Articles , Midas English Teaching CDs, and Websites i.e. encyclopedia, ELT sites etc., Sharma, K. and Tuteja T., Graham (1982), Journals such as English teaching forum , NELTA Journal ( 2007) ,and reference books for history of English language were studied and searched to support the theme of this research.

## **2.2 Sampling Procedures**

Students studying in class ten from Valley View English School were selected for teaching and testing purposes as the sample and research population. Both girls and boys studying in co- education system class were selected. In total, thirty students were taken for teaching and testing purposes. All the students were informed of the purpose of the study and the required attention as well as cooperation from their part. All the students studying in class ten were selected without discrimination as thirty students made the class full as per the rule of the school. The purpose of selecting all the students was to mark problems in the learners with various levels of proficiency.

## **2.3 Tools for Data Collection**

Grammar teaching software from Midas Company named MITA Instructor was used as the tools to teach and test the class. The researcher prepared the test items from the software for grammar topics taught in the class. Grammar lessons were planned for teaching different grammar items on computer. Thus, both hand written test papers and grammar teaching software that accorded with the class ten syllabuses were prepared for the teaching and testing grammar on computer.

## **2.4 Process of Data Collection**

In course of data collection, Valley View English School was selected as an appropriate institution for this experimental work. The researcher then made a rapport with the management of the school in person to get permission for this research study. Then, students were informed of grammar teaching technology i.e. about teaching grammar with the help of computer.

When the deal was made between the researcher and the students and also the researcher and school administration, English Teaching Midas Software for class 10 was installed on 15 computers for 30 students to sit and practice as per the lesson plans and daily working routine of the school.

Then, the first day was totally spent on motivating the students about software and operation modules for the learning of grammar and from the next day classes were smoothly handled with the help of the CD. In total 30 lessons were planned for both teaching and testing activities and classroom teaching and testing were daily put into report format for analysis of data.

## **2.5 Limitations of the Study**

The study was set to the following limitations:

- a. The study was administered only within a single high school (Valley View English School) located at Mid Baneshwor – Kathmandu.
- b. The target population of the study included students from fourteen years of age group only.
- c. 30 students in aggregate were experimented which included girls and boys from class 10 only.
- d. Only Grammar items from Class ten -English CD manufactured by Midas and EKTA- joint venture were selected to intervene the data
- e. The study was limited to teaching and testing of grammar items that included reported speech, changing voice, tenses, conditional sentences, relative clauses and use of nether, so and subject verb agreement.

- f. In total 30 lesson plans were implemented for both teaching and testing activities
- g. A lesson contained teaching of poem on computer that was given in the syllabus of class 10 displayed on the CD for self reading and trying the exercises attached with the texts.
- h. The study also involved the students with writing , describing Kathmandu city that aimed at marking the aptitude on correct use of grammar
- i. The total time used for secondary and primary data collection was 13 weeks due to strikes in the school and the whole country along with other technical problems that were, power cut , computer defects and so on.

## **CHAPTER –THREE**

### **DATA ANALYSIS AND INTERPRETATION**

This chapter includes the interpretation of data collected from teaching grammar on computer software to thirty students of class ten from a high school in Kathmandu.

Data collection was initiated keeping the objectives of the research in mind i.e. to assess the effectiveness of use of computer in the teaching of English grammar and to suggest the pedagogical implications of this kind of teaching and the problems so far faced by the professionals in this field, who have ever been haunted by the fear of sub-standard results and the ambiguous opinions upon the effectiveness of use of computer for teaching language with grammar in perspective. In this study, thirty students in the pairs of two were provided with fifteen computers which interlinks for common programmes and the Midas CD was installed through interlink so that the students could operate the same programme at a time. The teacher, in everyday class with necessary help supervised the activities of the students for thirty days and prepared the reports using the class room records. Apart from speed competitions on computer, oral speaking and debate activities were conducted in the class to motivate the students. The following analysis is based on the same reports.

#### **3.1 Analysis and Interpretation of Classroom Teaching of Grammar Items on Computer**

This section mainly contains the data derived from twenty six grammar lessons taught to class ten students on computer that were recorded on the daily reporting frame. The analysis and interpretation is only a conclusive form of grammar teaching on computer whereas the teaching of grammar involved

testing on completion of certain grammar lessons. The test results have been analyzed in the second section of this chapter. This section thus, is concerned with analyzing and interpreting the daily reports of grammar lessons taught on computer. The statistical tools such as tables, and percentage were used to interpret the data.

### **3.1.1 Use of Modal Auxiliaries for Probability Sentences**

The first day of teaching entirely involved the setting of technical problems with computers in lab and student-training on how to operate the CD of class ten English text book that includes grammar exercises and their illustrations in support of the reading and writing texts. On the first day itself, a little practice on use of modal auxiliaries such as ‘will, may and might’ was given.

In the self -controlled class room environment average result of the activity was appreciable however; one problem was seen and that was, computer could not deliver all possible rules of using modal verbs, so students could not make out the difference between the uses of 'might' and 'may' in some cases. The table below shows students’ ability to use modal verbs correctly:

**Table No. 1**  
**Students’ Ability to Use Modal Verbs Correctly**

Use of modal verbs for probability	N. of students	Percentage
Could use correctly	25	83.33
Could not use correctly	5	16.66

The above table depicts that 83.33 percent of total students were able to use modal verbs correctly whereas 16.66 percent could not use them correctly. Apart from this, it was noticed that majority of students took help of the teacher for learning the difference between ‘May and Might’. The reason was that computer did not explain such casual difficulties. Hence, teacher did facilitate the students for solving their problems as per the needs.

### **3.1.2 Ability to Rearrange the Jumbled Words to Form Probability Sentence**

In the light of the students’ problems with the correct use of modal verbs, many jumbled sentences were given to them to rearrange in the correct order. Although they tried good answers for many problems a few students were not able to rearrange modal verb-structures correctly. The table below shows students’ ability to rearrange the sentences with a focus on ‘won’t probably’:

**Table No. 2**  
**Students’ Ability to Rearrange the Probability Sentences**

Rearrangement of the modal verb structures(won’t probably )	No. of students	Percentage
Correct arrangement	10	33.33
Incorrect arrangement	20	66.66

It is clear from the table that only 33.33 percent of total students were able to rearrange the ‘probably won’t’ structures but the majority of students gave wrong order. However, more students were noticed to be able to use modal

verbs and rearrange the sentences correctly. The reason behind this problem was that computer did not explain this structure but it was asked in the ‘test-yourself’ exercise. And in response to this, teacher displayed the correct structures.

### **3.1.3 Students’ Ability to Use ‘Neither, So’ and Correct Selection of Auxiliary Verbs**

The students were simultaneously taught and then tested for their aptitude in the correct use of auxiliary verbs owing to the fact that these verbs retain great importance in determining the meaning of neither and so in the sentence structures. The test thus revealed that the students partially showed confusions in using them even after the repeated exercises on the computer. The topic wise errors have been given in the table below:

**Table No. 3**

#### **Students’ Ability to Use ‘Neither, So’ and Correct Selection of Auxiliary Verbs**

Use of ‘neither, so’	No. of student	Percentage
Correct	30	100
Incorrect	0	0
Confusions on selection of tense verbs		
Yes	6	20
No	24	80
Confusion on the similarity between nor and neither		
Yes	12	40
No	18	60

It is obvious from the above table that 100 percent students were able to use ‘neither and so’ correctly. In case of selecting correct auxiliary for the given tense, 20 percent students did not select the correct tense verbs and 40 percent students showed confusion on the similarity between ‘neither and nor’. Those who were confused on the similarity in these terms often questioned whether they could use ‘nor in place of neither’. Teacher’s explanation was desirable to make the matter clear.

### **3.1.4 Students’ Ability to Use Simple Past and Past Perfect in Context**

With a view to enable the students to overcome the problems with tenses, fourth lesson was planned to teach tense rules along with tense exercises. In this regard, the students had confusions about whether to use ‘simple past or past perfect’ in the situations like " The teacher saw that students ----- (left, had left, leave) the class early.” Therefore, the teacher presented the sentences and explained the rules with the help of the illustrations. Computer was also used as a supporting device to clear the confusions. The following table shows the number of students who could and could not differentiate simple past and past perfect in varying contexts:

**Table No. 4**

#### **Students’ Ability to Differentiate Simple Past and Past Perfect in Varying Contexts**

Use of simple past and past perfect	No. of student	Percentage
Correct	19	63.33
Incorrect	11	36.66

The above table indicates that out of thirty students who attended the class, nearly 37 percent failed to choose past simple and perfect for the varying situations, although the teacher had explained the rules along with illustrations and also, students were allowed freedom to repeat the exercises at their ease. It was thus discovered that students could not ensure correct use of the tense in such contexts as ‘when the police came, the thieves had run away’ was more difficult than knowing how to use tense. They showed confusions on whether to use simple past or past perfect verb after the sentence in simple past. Nevertheless, computer facilitated the quicker learning of tense than through normal classroom teaching.

### **3.1.5 Use of ‘Since and For’ in Present Perfect Continuous**

The study was conducted with the help of grammar teaching software and it displayed deductive methods of grammar teaching i.e. it followed rule + example + practice process. On the fifth day, the present perfect tense was taught. As usual, computer supplied the rules of ‘since and for’ and the context of perfect continuous tense. The students noted down the rules and then tried the exercises to test their ability in it. The problems were that role plays were not possible on computer nor did it supply the solutions of the confusing terms in this regard. The table below shows this in number and percentage mode of representation:

**Table No. 5**  
**Use of ‘Since and For’ in Present Perfect Continuous**

Use of ‘since and for’	No. of student	Percentage
Correctly used	23	76.66
Incorrectly used	07	23.33

It is clearly shown on the table that despite the repetitive practices on computer, although majority of students i.e.76.66 percent could make correct use of perfect continuous tense with ‘since’ and ‘for’, 23.33 percent were not able to do so. Further, self -speaking was introduced in which each student was given an opportunity to use present perfect continuous to talk about his/her experience using ‘since’ and ‘for’. This was a kind of extended practice activity introduced to solve the problem of confusions and it was found that majority of the students could speak the sentences by using ‘since and for’ in the sentences of perfect continuous tense.

### **3.1.6 Students’ Confidence on the Use of’ Since and For’ in Past Perfect Continuous Tense**

The rule of the use of ‘since and for’ was repeated in context to consolidate the students’ confidence and half of the period was spent on explanation on how to use the tense. Various examples were shown on the computer first and students were allowed to speak spontaneously on the topics such as my country between the years 2007 BS and 2017 BS our school before 2007 and so on. This was an additional activity, as it supported listening, reading and writing and typing on the computer. The results have been shown in the table below:

**Table No. 6**  
**Students' Confidence on the Use of 'Since and For' in Past Perfect**  
**Continuous Tense**

Items	Correct responses	Incorrect responses	Percentage of correct responses	Percentage of incorrect responses
Since / for	25	5	83.33	16.66
Past perfect continuous	27	03	90	10

The above table shows only 16.66 percent students could not use 'since' and 'for' correctly and further, 10 percent committed errors on the use of past perfect continuous tense.

### **3.1.7 Use of Present Simple and Present Perfect Continuous Tense (used in contrast)**

With a view to fostering the tense using ability in students, present simple and present perfect continuous were introduced to the class. The students read the rules along with examples. This lesson contained the pictures for the students to supply sentences as the follow up exercise.

Although many students seemed to have come up with better results, a few of them tried to steal the answers from the answer keys given with each exercise due to a feeling of burden to respond. Apart from that, teacher's explanation was supplied for additional help. The students' number that failed to supply correct answers has been given in the table below:

**Table No.7**

**Present Simple and Present Perfect Continuous in Contrastive Relation**

Use of p.s. and p.p.c. in relation	No. of students	Percentage
Correctly used	16	53.33
Incorrectly used	14	46.66

Since using these tenses in contrast is in some respects more difficult in comparison, greater frequency of errors in its use is normal, the same trend is evident from the table above as 46.66 percent students could not use these tenses in contrast, though majority of them i.e. 53.33 percent could. The repetitive practice supported by computer for self learning encouraged the students to build better confidence in this regard.

**3.1.8 Use of Simple Past and Past Perfect in Contrast**

The lesson was revision work designed to eradicate the confusions on use in contrast. Class opened in teacher–student interview modality. After preliminary survey of errors, the teacher delivered necessary instructions on the situations and rules to be implemented in the given situations. The types of confusions in the students were of using ‘simple past’ in place of ‘past perfect’ for the situations. The table below represents the number of students with correct and incorrect use of simple past and past perfect tense in relation:

**Table No. 8**  
**Use of Simple Past and Past Perfect in Contrast**

Use of Past s. and Past perfect	No. of students	Percentage
Correct	14	46.66
Incorrect	16	56.33

The above table shows that 46.66 percent, in other words, fewer students made correct use of past simple and past perfect tense in contrast. This showed unsatisfactory result in comparison to the outcome of teaching other lessons. Home work to read tenses in contrast and then to attempt the exercises on contrast was assigned in order to enable the students to avoid errors in this item.

### **3.1.9 Use of Should and Should Have with Verb**

With a view to supporting the teaching on tense and in accordance with the course of English study, this lesson was introduced on computer. The teacher also surveyed the students' ability to use 'should' and 'should have' in differing situations and it was found that none out of thirty students could use them with correct tense.

The computer reading and listening was followed by self testing exercise. The students showed confusions in using the past and present tense with 'should have' and 'should' respectively. The responses have been shown in percentage and figure in the table below:

**Table No. 9**  
**Use of Should and Should Have**

Use of should and should have	No. of students	Percentage
Correct	12	40
Incorrect	18	60

The table shows that 60 percent students in other words, majority of them made errors while using should + verb and should have + verb. The reason behind their confusion was lack of awareness on the difference of tenses denoted by 'should' and 'should have'. Therefore, the teacher facilitated the students by explaining the difference with the help of the class room situations.

### **3.1.10 Use of Like and Prefer**

The lesson planned for use of 'like + v-ing and prefer' to express likes and preference, started on the computer with the rules followed by their examples. The students listened to the instructions and did self reading along with. The problem was that they showed ignorance in the use of 'to' after 'prefer' and did not know the difference of meaning of 'like and prefer'. Their responses have been given in the table below:

**Table No. 10**  
**Students' Responses about the Use of 'like and prefer'**

Use of Like and prefer	Correct	Incorrect
No. of students	09	21
Percentage	30	70
Students opinions about use of computer	Preferred computer	Did not like computer
No. of students	30	0
Percentage	100	0
Use of 'to' with prefer	Correct	Incorrect
No. of students	04	26
Percentage	13.33	86.66

The table shows that majority of students i.e.70 percent could not make out the difference between the 'use of prefer and like' on one hand and more over nearly 87 percent students did not know that to is used after the verb 'prefer'. They all used 'than' to mean comparison. Reflecting on the problem, teacher demonstrated the difference using the objects in the lab. As the teacher spoke a number of such sentences as,

I prefer working on computer to working with pen.

Bulk of explanation was supplied by the teacher as per their need.

Second measure taken for this problem was assignment of exercises to be practiced at home.

### **3.1.11 Use of 'If clause' (Conditional Sentences)**

The lesson of 'if clause' on computer was handled by the students themselves. They were given full freedom to listen to, practice and try their answers to

solve the problems. The post teaching test handled by the teacher after forty five minute long self- learning activity showed that the topic with its limited structures was not difficult. The result has been shown on the table below:

**Table No. 11**  
**Use of Conditional Sentences**

Items	Conditionals in Reshuffled structures	Percentage	Conditionals in simple format	Percentage
Correct	08	26.66	20	66.66
Incorrect	22	73.33	10	33.33

It is revealed from the above table that the majority of students i.e. nearly 67 percent could use 'if clause' in its plain format correctly whereas in case of reshuffled format, as twisted structures with other terms than 'if', majority of them about 74 percent could not use correct modal verbs in correct tense forms.

The problem was thus reviewed and the solution was thought of. The reason being lack of exposure to all possible varieties in this regard; the second day lesson contained the same item in varying structures and this lesson showed better results as, only one or two students showed confusions on using the correct modal verbs in correct tense but with the clues, they performed well.

### **3.1.12 Use of Reported Speech**

In this lesson students with the help of the teacher practiced speech on computer that gave them the rules on tense, adverbs, pronouns but many

exceptional rules and structures were not delivered. As the students tried to change speech from direct to indirect and indirect to direct, they did not seem to answer correctly in many cases.

The errors have been shown in the table below:

**Table No. 12**  
**Students' Errors on Different Items of Reported Speech**

Items	No. of student committing errors	Percentage
Tense	21	70
Adverbials	16	53.33
Pronoun changes	11	36.66
Selection of reporting verb	25	83.33

The above table shows that 83.33 percent students could not select correct reporting verb to match with the given statement. Identically, 70 percent participants were not able to change tense in accordance with changes in speech. Another problematic area for the students was changing the adverbials in speech. In this regard, 53.33 percent students failed to change the adverbs when required and finally, the least number of students, i.e. nearly 37 percent committed error in changing the pronouns.

The problem was noticed by the teacher and as a remedy of that, role play along with conversation and reporting was conducted as the key activity. The same topic in various structures for various components was taught for more than six days. All lessons on it were about different structures as imperative, interrogative sentences, rules of changing tenses, adverbs, and pronouns. Six

follow up lessons were presented with the help of computer apart from teacher's presentation contributed to various topics as per the requirement.

### 3.1.13 Use of Active and Passive Voice

On completion of reported speech, voice was taught on computer. As usual, students were allowed to operate the computer and listen to, note down the rules and read the exercises based on grammar voice. The computer supplied necessary instructions and delivered the examples and showed exercises to practice for self testing purposes. The topic was revised and practiced for four days. The exercise reflected the fact that students faced confusions on supplying the answer to the voices that either contained no alternates or had exceptional structures to be specially learned. Since this was not supplied by computer, errors seemed to be frequently occurring. The class tests in course of class practice on computer reflected that students made errors on voice as they took it for reported speech. The errors in figures have been displayed in the table below:

**Table No. 13**  
**Errors on Changing Different Items of Voices**

Items	No. of student committing errors	Percentage
Tense	15	50
Subject / Object changes	11	36.66
Inversion of negative and positive verb	8	26.66
Changed speech instead of voice	10	33.33

The above table shows the students' performance on voice that tense change and use of appropriate tense is still a challenge for the students of class ten, their performance is satisfactory in comparison. As expected, cent percent accuracy is never possible in grammar competence, no matter advanced technology has been availed to facilitate teaching. However, the average result of students from computer assisted teaching can be said to be hopeful. As shown in the table above, nearly 50 percent students committed error on tense conversion for voice change, nearly 37 percent failed to change the subject and object cases, 27 percent students did not know that auxiliaries are changed in negative sentences and other about 34 percent mistook voice for reported speech. Thus, revision work and writing practice along with class tests as well as unit tests at the interval of seventh and tenth lesson were the remedial measures adopted to tackle with each problem in general.

### **3.2 Analysis and Interpretation of the Data Obtained through Test Results**

This section deals with the test results which were based on the daily lessons taught on computer to support the evaluation part of teaching. The researcher conducted five tests at the interval of seventh class work, fifteenth class work, twenty fifth class work, thirtieth class work and final writing test ( describe the city you live in ) for an assessment of competence on productive skills as to see how far students were able to use grammar correctly in the given situations.

The test results have been analyzed from various perspectives of test items, score analysis of individual students etc., which were represented in figure in the scheme as one mark for correct answer and no mark for wrong answer and so on. The data have been given in figures in the tables and their percentage

has been drawn for the statistical evaluation. Errors and Scores obtained from the tests were used for representation, analysis and interpretation of data

### **3.2.1. Individual Students' Scores in the First Grammar Test**

This was the first test conducted after sixth lesson. The above mentioned items had been taught on the computer for six days and the test was conducted to assess the level of competence on the presented lesson. The variation was seen the scores of the students. The score variations have been shown in the table below:

**Table No. 1**  
**Score Variations of Individual Students**

Scores	N. of students	Percentage
10	0	0
9	2	7.14
8	6	21.42
7	15	53.57
6	5	17.85
Total	28	100

The table shows that students came up with scores at varying rate, as shown on the table majority of students i.e. about 54 percent scored 7 out of 10 full marks. The figure is approximately the mean point of the total participants. Other scorers are distributed on negligible percentage as only 7.14 percent students were able to score 9 marks as the highest and further 21.42 percent

learners could reserve 8 marks as the second highest score and 17.85 percent students stopped at 6 marks as the lowest score point of all. In this way, the score distribution here makes it obvious that none scored below pass mark out of ten as the full marks nor any percent of the students reached the full marks.

### 3.2. 2. Item wise Errors of Students

Item wise scores were analyzed in order to understand among so, neither, modal verb and tense verb which item is more difficult than average. The students' errors in different items show that the number of students having problem in one item do not have problems in other items at the same level. The item wise scores have been shown in the table below:

**Table No.2**  
**Item wise Errors of Students**

Test -Items	N. of incorrect answers	Percentage
So	02	7.14
Neither	0	100
Verb tense	01	3.57
Modal verbs	20	71.42

The table here shows that majority of students i.e. nearly 72 percent faced problems with correct use of 'modal verbs' whereas none of the students had problem with the use of 'neither'. Only 7.14 percent students were not able to use 'so' correctly and 3.57 percent students committed error on the use of 'tense' in the given context. The result represented by the table is therefore, the reflection of satisfactory performance of students as no item was left untouched during the test. The score analysis of this test then can be concluded to be positive toward learning of grammar on computer.

### 3.2.3. Individual Students' Scores in the Second Grammar Test

Having taught fourteen different lessons containing different topics of grammar, the test was conducted to document the results with a view to gauge the performance level of the students, who were continuously operating the computer for learning grammar. The items taught for the time period mentioned were ; use of neither /so, use of helping verb with so/neither, tense, modal verbs, conjunctions, use of 'like' verb, if conditionals, use of 'since' with past simple, use of 'when and before' with past tense, application writing, difference between may and might.

Individual students scored variedly in many cases, as in case of the highest score, only one student obtained twenty two out of twenty five The mean score of this test being fifteen marks and slightly above was secured by more than nine students which is an indicator of positive performance shown by the learners being assisted by the computer as a learning device. The following table represents numbers of students with differing scores:

**Table No. 3**  
**Individual Students' Scores in the Second Grammar Test**

Marks obtained	N. of students	Percentage
22	01	4.54
21	01	4.54
20	03	13.62
19	02	9.08
18	0	00
17	02	9.08
16	0	00
15	03	13.62
14	03	13.62
13	01	4.54
12	02	9.08
11	01	4.54
10	03	13.62
Below 10	00	00
Total students	22	100

It is clear from the table that students' scores on this test varied ranging from ten as the lowest score, which only 13.62 percent students secured and the rest percent of the students scored up to twenty two highest marks out of twenty five. The irregular score variation further gives a glimpse of the varying competence of the learners who differ in performance being influenced by various factors. The table further indicates that none of the score levels were secured by more than three students instead; they fell dispersed with varying scores from 22 to 10 as the lowest marks.

#### **3.2.4. Item wise Errors of Students**

Along with the evaluation of individual scores of students, review of the errors on different items seems to be more helpful to have an authentic assessment of the students' achievement. How comfortable or difficult, an item of grammar appears to the students who are taught in the same environment with the use of same technology, as computer assisted teaching in this regard, can best be assessed from the error analysis of each item. This test was attached with the formal application as one item of test. The purpose behind giving this formal test was to. All the item wise errors have been analyzed in the table below:

**Table No 4**  
**Item wise errors of students**

Test Items	N. of Errors	Percentage
Neither /so	06	27.27
Use of helping verb with so/neither	14	63.63
Verb in tense	10	45.45
Modal Verbs	17	77.27
Conjunction	15	68.18
Use of like	08	36.36
Use of prefer	08	36.36
If conditional	12	54.54
Use of 'Since' with past simple	04	18.18
Use of 'when and before' with past tense	11	50
Application writing errors	16	72.72
Distinguished May/ might	18	81.81

The table shows that most of the students had problem in using ‘may and might’ differently. In this, eighteen students out of twenty two, committed errors and it stands for 81.81 percent of the total. Second majority of students i.e.77.27 percent could not use modal verbs correctly, use of correct conjunction seemed to be the third major problematic item besides students’ errors on application format. In this, 68 percent students could not . Although students failed to use all types of conditional sentences correctly, in this test about 55 percent students did conditional sentences incorrectly. Slightly fewer students that is, 50 percent showed problems in the use of ‘when’ and ‘before’ as conjunction of the past and perfect sentences. Other items shown on the table above did not seem to be as problematic as the items mentioned here.

### 3.2.5. Individual Students' Scores in the Third Grammar Test

On completion of the twenty five lessons the third test was conducted to keep in track with the learning speed and their evaluation as well as documentation. The test result thus showed that student obtaining highest was able to obtain seventeen as the highest score which is very close to twenty, the full mark, though only one did have this score. The numbers of students with their scores have been shown in the table below:

**Table No. 5**  
**Individual Students' Scores in the Third Grammar Test**

Scores	N. of students	Percentage
17	01	3.70
16.5	02	7.40
16	05	18.51
15	06	22.22
14.5	01	3.70
14	02	7.40
13	05	18.51
11.5	01	3.70
11	03	11.11
10	01	3.70
Total students	27	100

It is obvious from the table that the smallest percentage, i.e., 3.70 percent of students could score 17 as the highest mark out of 20 full marks and at the slightly higher level, in other words, 7.40 percent students could secure the second highest mark, which is 16.5 as given in the table. But hopeful number of students, nearly 19 percent, could secure 16 marks and majority of students

which is 22.22 percent of the total came up with 15 marks as the average score marks of this test. Along with negligible number of students with varying scores, other 18.51 percent of the students scored 13 and none obtained below 10 marks out of 20. The lowest score being 10 out of 20 signifies that students' performance on different grammar items ranks fairly above average and thus, it is worth evaluation that the problems faced by the students previously were gradually being minimized by the course of study so far followed.

### 3.2.6. Item wise Errors of Students

As above the items and the errors committed by individual students were analyzed to see the problems of students on each item so far tested. The students with problems in various items shown in the table also varied a lot. In some items a few students had problem but in other items more. The figure and percent representation of this variation is given in the table below:

**Table No. 6**  
**Item wise Errors of Students**

Test -Items	N. of Incorrect Answers	Percentage
Indirect speech : Yes/ No	02	7.40
Direct : Imperative	03	11.11
Indirect 'WH' questions	18	66.66
Direct speech Yes/ No	02	7.40
Direct : Exclamatory	16	59.25
Indirect : Suggestions	11	40.74
Indirect : 'If'	20	74.07
Indirect of assertive sent. for universal fact	06	22.22
Indirect : Request	13	48.14
Conditionals	06	22.22

The table shows that majority of students i.e. 74.07 percent were not able to change 'if' clause into indirect speech. The second most difficult item for many students was changing the 'who' questions into indirect speech. In this, students used conjunction 'that' along with 'who- question' and also committed error on placement of auxiliary with the 'who- question' words. The number of students with errors in 'who question' stands for 66.66 percent. Changing exclamatory sentences into direct was also noticed to be challenging. Nearly 60 percent students committed error in changing this sentence. Apart from these problems, students showed traceable problems with changing request sentences into indirect. Problem was seen in the use of reporting verb as they also did not clearly recognize the sentence to be request when given in the imperative form. Other components of speech as shown on the table did not seem to be problematic to many students.

### **3.2.7 Individual Students' Scores in the Fourth Grammar Test**

Having taught various items of grammar for twenty nine days, the test was conducted with a view to assessing the effectiveness of grammar teaching on computer. The test contained tense, speech, voice and conditionals as the major items which had been taught through out the month. The result of the test reflects promising performance this time.

The Numbers of students along with their scores have been given in the table below:

**Table No. 7**  
**Students' Scores in the Fourth Grammar Test**

Scores	N. of students	Percentage
15	03	10
14	01	3.33
13	05	16.66
12	04	13.33
11	06	20
10	01	3.33
09	05	16.66
08	01	3.33
07	04	13.33
04	01	3.33
Total students	30	100

On the basis of the figure represented by the table above it becomes obvious that individual students secured varied scores in this test ranging from 100 percent marks scored by 10 percent students to four as the lowest score out of fifteen as the full marks. Single student secured fourteen marks as the second highest marks. The third position was reserved by 16.66 percent students who obtained thirteen marks. Another 13.33 percent students secured twelve marks but 20 percent students scored eleven marks. The figure is close to the mean point score of the test reached by majority of students. Nearly 17 percent students obtained nine marks and only one that is, 3.33 percent of 30 students secured only four marks as the lowest score.

### 3.2.8 Item wise Errors of Students

Different items as tense for various types of statement, voice, speech of universal fact, assurance, request, socializing statements, were asked in this test and the numbers of students who committed errors on them were documented for analysis, in order to use the result of the test to glance upon the difficult and easy items for learning through computer. The numbers of students who committed errors on different items have been shown in the table below:

**Table No. 8**  
**Item wise Errors of Students**

Test -items	N. of incorrect answers	Percentage
Tense	03	10
Ind. of universal statement	04	13.33
Ind. of assurance	09	30
Passive voice	19	63.33
If- conditional	04	13.33
Tense for process	22	73.33
Direct for request	13	43.33
Ind. of interaction	10	33.33
Ind. of 'Wh'	08	26.66
Tense for habitual	10	33.33
Ind. of request	10	33.33

The table shows that 10 percent students could not use 'tense' correctly, about 13 percent students showed confusions in changing universal statements into

indirect speech; they changed the tense of the verb which they should not. Thirty percent students could not select correct reporting verb for the sentence in direct speech denoting assurance. Majority of students i.e. approximately 63 percent failed to change the voice. They mistook it for reported speech. Only a few, about 13 percent students failed to make correct use of 'if' clause. Moreover, the highest majority seemed to have problems in the use of tense to denote process. In this regard, about 73 percent students failed to use correct tense for process (directions). Nearly 43 percent students had confusions on changing the request into direct speech. Like wise approximately 33 percent students failed to change the socializing sentences such as "Hello, how are you" into indirect speech. A few, nearly 26 percent students could not change the 'who' questions into indirect speech. Further approximately 33 percent students did the tense for habitual action and changing the request sentences into indirect speech wrong.

### **3.2.9 Students' Scores in the Fifth Test**

The fifth test was entirely a writing test designed to assess the learners' productive skill from the perspective of grammatical competence. Though this was a writing test, grammatical accuracy was kept in mind to test the In this, the items in which the students committed errors were listed after the analysis of individual students' scores in order to be clear about the problems of language in written form, which generally make the learner's affective filter high. The individual students' scores in this test also appear irregular in distribution. The test result has been shown in the table below:

**Table No. 9**  
**Students' Scores in the Test**

Score	N. of students	Percentage
09	02	6.89
8.5	01	3.44
8	08	27.58
7.5	01	3.44
7	06	20.68
6	06	20.68
5	05	17.24
Total	29	100

The table shows variations in the scores and the numbers of students with scores. It is clear from the table that negligible number of students, approximately 7 percent of the total secured nine out of ten. Three percent of the students secured 8.5 as the second highest marks but majority of about 28 percent were able to score eight marks which was eight out of ten. Single learner that counts 3 percent of the total got seven and half marks, but approximately 21 percent students became successful to score seven as the mean score of the test marks. Furthermore, nearly 21 percent students stopped at six marks and about 17 percent students were noticed with five marks as the lowest score of the test.

### **3.2.10 Item wise Errors of Students**

In this test that aimed at assessing the writing skills along with grammatical competence, various items listed for their errors were; error on capital and small letters subject verb agreement, punctuation, preposition, determiners,

article, conditionals, relative clause, spelling, appositional nouns, tense and redundant use of terms. The list of the errors with the numbers of students has been given in the table below:

**Table No. 10**  
**Item wise Errors of Students**

Items	N. of incorrect answers	Percentage
Letter error(capital + small )	07	24.13
Sub+ verb agreement	16	55.17
Punctuation	05	17.24
Preposition	03	10.34
Determiners	02	6.89
Article	01	3.44
Conditional	02	6.89
Relative clause	01	3.44
Spelling	03	10.34
Subject number	02	6.89
Appositional nouns	02	6.89
Tense	01	3.44
Redundant	01	3.44

It is obvious from the table that subject- verb agreement was the only major problem among the other items listed above. In this item approximately 56 percent students came up with errors, especially in the case of present simple tense. The second major problem noticed with students was of the use of capital and small letters in which about 24 percent students used small case letters for nouns also. In the third rank falls the errors of punctuation as shown

by the table above; nearly 17 percent students used punctuation marks incorrectly. Other items, determiners, articles, conditionals, relative clause, spelling, subject number, appositional nouns, tense and redundant use of the words etc. as shown above did not seem to be much complicated as the ones in which traceable percentage of students have been noticed.

## CHAPTER FOUR

### FINDINGS AND RECOMMENDATIONS

#### 4.1 Findings

On the basis of analysis and interpretation of data, the following findings have been made.

4.1.1 The following findings have been drawn on the basis of test results taken at the interval of every six or seven lessons of grammar items taught with the help of computer:

- 1) From the 1<sup>st</sup> unit test that was administered among twenty eight students to test their aptitude upon the items such as 'use of modal verbs with probability sentences, tense verbs, use of neither and so' it was found that majority of the students were not fully confident in using 'modal verbs'. However, none obtaining below six out of ten indicates that greater number of students benefited from learning grammar with the help of computer.
  
- 2) The second test revealed that majority of the learners showed problems in the use of 'helping verbs' with 'neither' and 'so' i.e. nearly 64 percent committed errors in this item, about 68 percent could not use conjunctions correctly, approximately 46 percent failed in the use of tense correctly where as majority of 77 and 81 percent could not distinguish 'may and might' and 'modal verbs' correctly however, the test showed that no one scored the fail marks. The result status suggests that use of computer for teaching how to use 'like' , 'prefer,' 'since' with 'time adverbs is far more benefiting than teaching 'modal verbs',

'helping verbs' with 'neither', 'so', and conjunctions as majority of the students committed errors in these items.

3) It was obvious from the third test that only a few students i.e. about 8 percent made errors in changing the 'yes/ no' questions into indirect , another 11.11 percent failed in changing imperative sentences into direct speech , about 22 percent could not use the conditionals other than beginning with 'if' and assertive sentences correctly but in other items such as changing the WHO questions into indirect larger number of students i.e. nearly 67 percent committed errors, , similarly 74 percent could not change the yes / no into direct correctly, about 60 percent students did exclamatory sentences wrong, more than 40 percent showed problems in changing the suggestions into indirect speech, , more than that approximately 75 percent failed in changing the 'if' sentences into indirect speech and lastly nearly 45 percent could not change the request sentences into indirect speech correctly . Hence, the test vividly indicated that computer was a helpful tool to practice the items and it helped to ease the stress of memory or reading the rules from the grammar book, although certain items needed the use of different techniques along with computer as the supporting device.

4) Students showed a different scenario in the fourth test i.e. a few students were able to score full marks and at the same time a few obtained four marks out of twenty five as the highest marks. The test also indicated that highest majority of twenty two students out of thirty one made errors in the use of tense the figure stands for nearly 74 percent of the total. About 64 percent students committed errors in changing voice, only a few students came up with the errors in the items as if clause, changing the 'who' questions into indirect speech,

using correct tense for the habitual actions , changing the request sentences into indirect speech, in changing the ‘how are you’ into indirect ,and so on. The test finding this time was more hopeful than in other previous tests as fewer students only committed errors on various items so far taught and tested in order.

- 5) Finally, the class test, with a purpose of evaluating the students’ aptitude to use grammar in writing was administered and it was found that a few students even secured nine out of ten as full marks and none went below five marks, nor any student failed in the test. The test result thus, was a clear indication of the effectiveness of teaching grammar in the computer.
- 6) The fifth test further showed that students faced problems with subject-verb agreement while writing the sentences more often than other items.
- 7) In conclusion then, all the test results thus made it obvious that teaching grammar in the computer was more fruitful than teaching it without.

4.1. 2 The following findings have been made on the basis of twenty six lessons of grammar items taught in the computer and directly supervised by the researcher as a subject teacher:

- 1) The classroom environment along with participation of the students in learning activities was collaboratively student -oriented throughout the teaching period since students in pair were seated on a computer, they could try solutions of the problems in grammar exercises through mutual discussions along with the teacher's facilitation. The learning principles suggest that students’ motivation toward the subject matter and its

presentation is as strong as it is a prominent factor for better learning in this regard, except in some situations, often students seemed to be involved in practice works in their self motivated temperament. The pattern of learning through searching the answers for the difficult items also eased the burden of consulting the teacher for any problem so far.

- 2) From the perspective of varying levels of aptitude, general differences were noticed in students while operating the computer but this was rather a positive aspect because poor students also kept themselves engaged on computer and thus learning of grammar went on together.
- 3) Moreover listening and reading of the given rules of grammar along with self testing mechanism integrated for direct manipulation of the learning tools gave a sense of new learning environment.
- 4) Though the outcome of using computer for teaching grammar was promising, replacement of teacher by computer was not possible, as time and again students inclined toward the teacher for help to tackle with the problems that casually surfaced.
- 5) Self learning along with operating the computer by students on their own could assist the teacher for easing the his task unless students got confused suffered the shortcoming of alternative answers, sometimes computer did not have all the required items to insert in the context which otherwise could be possible as the exercises demanded the students to supply answers for divergent questions. In such cases, teacher was the only reliable guide for the learners to remove the fear of committing errors.

## 4.2 Recommendations

On the basis of the above findings the following recommendations are made

- 1) As reflected by the first test, computer assisted language minimized the fail percentage in the test and thus, developing an environment supported by computer seems to be more fruitful than teaching grammar without using any device
- 2) Use of computer seems to be a better means of lessening the burden of teacher on the one hand and it is helpful in making the affective filter of L2 learners down on the other hand, because it was revealed during the test period that there is no one to put red mark when the learners commit errors.
- 3) Grammar texts to be learned on the computer must owe to all four skills of language, so that students do not only note down the formulae and learn them through mental stress. In the case of this research also, although students were facilitated by the computer, they seemed to be much wary upon the memory of the rules of grammar because the tests focused on testing the grammar rules directly thus, it is recommendable that language tests should direct the attention toward testing productive skills than along with use of computer. In this regard, grammar teaching software need to be designed in such a way that they have the diverse quality texts to meet the varying tastes of the learners.
- 4) Certain items of grammar as modal verbs, reported speech for request, suggestions, interactive statements, voice, tense for varying situations, use of conjunctions, etc. are the problematic areas of grammar, more students seem to be confused on the correct use and are less confident in these items, teachers of language will be required to be able to invent more effective techniques for teaching the complicated topics in the computer. For a few items, computer seems to be result yielding

device as tense for general truth, changing voice except for the complicated structures of voice, ordinary sentences of reported speech did not seem to have left the students with stress. Thus, teachers would be required to work differently so that the complicated topics could be made easier.

- 5) New measures of teaching, such as use of computer and project based studies that aim at engaging the attention of students through indirect learning process should be integrated to grammar teaching. Teaching grammar is not an activity with fixed parameters and therefore, needs modification of the methods and techniques in the light of the situations.
- 6) Computer assisted language learning system would be required to be blended with teacher assisted language learning system in a balance as per the interests and results shown by the students and in this regard, as revealed by the test results in this research work teacher should be fared with freedom to decide whether to use computer or give direct presentation of content as per the requirement of his/ her students because they can not learn all the items well only with the help of the computer.
- 7) Self learning possibility linked with computer can suggest that teacher should play the role of a facilitator and a supervisor but when required he/ she must be ready to solve the problems (technical or grammar related problems) of students as noticed in the context of field work of this research the teacher had to contribute his assistance for computer related problems along with all the confusions for which the alternative answers or clues were not supplied by the computer in various situations.
- 8) As the use computer in comparison appeared to be more fruitful in teaching grammar in it English course of study for tenth standard should be availed with the CDs and language software which should be made

easy to use in the schools provided with computers, this is believed to upgrade the pass ratio of the students along with the better learning outcomes of language.

- 9) Games and fun activities are recommendable to be attached with the possible software to be operated on computer for teaching grammar and also it should not be defined as an isolated activity because intuitive and indirect manipulation of grammar teaching techniques would appear less brain haunting and more result yielding.
- 10) In this way, grammar teaching should be made a planned activity on computer and operated mindfully with necessary assistance facilitated by teachers without giving students a sense that they are being imposed with unattractive grammar rules.

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## **APPENDIX -1**

### **DAILY LESSON REPORTS**

- 1. Report on Lesson one**
- 2. Report on Lesson two**
- 3. Report on Lesson three**
- 4. Report on Lesson four**
- 5. Report on Lesson five**
- 6. Report on Lesson six**
- 7. Report on Lesson eight**
- 8. Report on Lesson nine**
- 9. Report on Lesson ten**
- 10. Report on Lesson eleven**
- 11. Report on Lesson twelve**
- 12. Report on Lesson thirteen**
- 13. Report on Lesson fourteen**
- 14. Report on fifteenth lesson Test paper**
- 15. Report on Lesson sixteen**
- 16. Report on Lesson seventeen**
- 17. Report on Lesson eighteen**
- 18. Report on Lesson nineteen**
- 19. Report on Lesson twenty**
- 20. Report on Lesson twenty one**
- 21. Report on Lesson twenty two**
- 22. Report on Lesson twenty three**
- 23. Report on Lesson twenty four**
- 24. Report on Lesson twenty six**
- 25. Report on Lesson twenty seven**
- 26. Report on Lesson twenty eight**
- 27. Report on Lesson twenty nine**

Date: 2065/07/03

Time: 11:50 - 1: 25

**Lesson 01**

Class Ten

Subject: English Reader

Unit 01

Exercise No. 05 Title: Time for Grammar

No. of students taught 30 One pair of students on each computer  
15 computers used for the presentation and practices

**Topic: Use of Modal auxiliaries for future probability**

Main structures: Sub+ will/may/might + verb + ob

Function: expressing probability or possibility

**Class room procedures**

**Step I**

First day students were warmed up by saying that they were going to learn grammar on computer and they had to operate the computer themselves.

The software installation and installation of the sound system along with fixation of the material took nearly 30 minutes as it wasn't easy for all to operate the CD quickly. Good deal of instructions and technical help was disseminated for the smooth going of the classroom procedures.

It was made clear that computer would show the answers if they could not give correct answer but before they jumped for help, they had to try as much as possible and use the computer clues for checking their answers only. Students were told to click unit **one exercise five** for grammar.

Students curiously clicked the software and turned on grammar portion in the mentioned unit. The software displayed the structures of probability and the voice explained the conditions in which 'will, may and might' could be used.

The voice began like this: "Dear students -----

'Sub+ will/may/might + verb + ob' is the sentence structure of probability. 'will / may/might' are the modal verbs and they are followed by main verbs as 'go, come' etc."

The students were highly attentive to what the voice spoke and the screen displayed.

The voice spoke exactly the same version being displayed on the screen.

Class was dumb and disciplined. Teacher did not have to speak any thing for about 20 minutes.

The lecture on the screen was then followed by 'Test yourself exercise'. Students were asked by the computer to make sentences using the modal verbs and the prompts given in the table as shown below:

He	might		Come
She	may		Teach the lesson
The teacher	will	probably	Visit Pokhara
All of them		Not	Walk alone

All the students could make about eighteen sentences without fail in fast speed. Slow working students also did not spend more than 20 minutes to make the sentences. The practice activities were entirely done by the students themselves without teacher's help. Due concentration was seen on the part of the students who seemed motivated to get the correct answer and confirm it by clicking the 'Done Button'.

Five students, who were comparatively slow tried to click the 'Done Button' and peep into the answer without making more attempts on their own, this also helped them learn the structure.

No one showed lethargy on completing the task or dependence on the teacher.

Students had greater chances for repetition of the rules when confused so, learning was easier with Grammar software than with the teacher as it wouldn't be as comfortable with teacher to get the matter confused repeated as it was with computer. Students in silence and due concentration tried on making sentences.

## **Step II**

Orally a few students were checked randomly by the teacher in the given way as

T: What is the structure of probability?

Students Sub+ modal verbs as will / may / might + verb

T: which form of the main verb can follow will / may /might?

Students: first only

T: Are sure? Ok, then check which form or forms are possible after theses verbs

Students were then asked to click on the second exercise that contained 'will / may /might + have + gone structure'

This made the students clear about other alternates of the verb form.

One of the students asked whether 'has' can be used after modal auxiliaries

Teacher gave the answer negatively.

It was noticed in such cases that fixed rules could be easily adopted by students with the help of the software and learning was faster on it but for the confusions on exceptional uses teachers help was promptly required as general rules along with possible rules were not given by the software.

Class was fully action oriented and teacher's role was to supervise and check the effectiveness of the students attempts.

However teacher had to test the students orally and also act as a live- guide to clear all casually arising confusions.

Despite extensive grammar practices, students were not found to be confusion free as 5 students out of 30 submitted their work late and also made mistakes on the use of Modal verbs in the oral test. Teacher's assistance therefore, was desirable throughout the lesson, though computer facilitated the learning and eased the load of the teacher from lecturing.

Date: 2065/07/03

Time: 2: 00-2:50

**Lesson 02**

Class Ten

Subject: English Reader

Unit 01

Exercise No. 06 Title: Time for Grammar

No. of students taught 30 One pair of students on each computer  
15 computers used for the presentation and practices

**Topic: Use of Modal auxiliaries for future probability**

Main structures:

Sub+ will/may/might + verb + ob

Function: expressing probability or possibility

**Class room procedures**

**Step I**

The exercise was entirely modeled for testing oneself and for this, pictures were displayed on the screen and students had to type their guesses in the spaces, where the cursor guided them to type.

Example was like this:

A: Where is Mr. Hamal?

B: I am not sure. He may be in his shop.

Pictures in series one after the other on the screen and students had to type their guesses then they could confirm by clicking the 'Done Button'

Students had many chances to repeat because they often slipped in their guesses about the places or things. They then tried on many times. This gave them the opportunity to repeat the structure.

The software then gave them the answer when clicked on Done Button for help. Then recorded voice also spoke the answer, so that the audio and visual images triggered the students learning faculty sooner.

However there was no chance for the speaking practice as it would be possible with teacher when students ask orally being confused on any matter. The students merely could type their guesses and click helping button to confirm.

Many alternates were not given on the software so, students kept asking the teacher who played the role of supervisor and guide during the Self Test session.

The sentence making was like writing exercise so students at the end showed greater confidence on the presentation.

Time and often confusions had to be made clear by the teacher as the computer could not supply all the possible rules and answers to satisfy the queries of the students.

**Step II**

Teacher gave the class some jumbled words to be rearranged in the sentences and students tried.

The questions given to them were as follows:

*Rearrange the following jumbled words to make sensible sentences*

1. probably/ like/ their/ babies / will / of / one/ us / play/ with /to
2. cards/ sure /your/ be / not/ might/ playing /with/ boys/ the/ of/ his/ I /gang/ am /brother
3. orphans/ minister/ standard/ prime/ upgrade/ may/ the/ life/ their/ help/ Our/
4. time/ in/ won't /pay /the/ He/ money/ probably/
5. The/ of/ Pokhara /visitor/ beauty/ might /city/ the/ its/ for/ natural /advertise

**problems Noticed:** 20 students wrote “He won’t probably pay the money in time” where as the correct order would be “He probably won’t pay the money in time” This was due to ignorance as it was not made clear by the computer and therefore, teacher had to tell about it.

In this way it was fairly seen that key rules were clearer and easier to learn for the average students on the computer whereas for the exceptional rules teacher had to be ready every time.

Date: 2065/07/04

Time: 11: 00-12:00

### **Lesson 03**

Class Ten

Subject: English Reader

Unit 02

Exercise No. 05 Title: Time for Grammar

No. of students taught 30 One pair of students on each computer

15 computers used for the presentation and practices

#### **Topic: Use of so/ neither + do/does + noun phrase**

The main objective of this exercise was to make the students familiar with structure so/ neither + auxiliary verb + noun phrase to enable them to express denial and confirmation.

Function to be learned: denying or confirming

#### **Class room procedures**

##### **Step I**

Students plunged on the computer hurriedly and started clicking the topic after being told to open unit II exercise 5 for grammar practice and ‘test yourself’ task to follow. The exercise had the same modality as the previous one, that is, it began with the explanation of the rules for using ‘so, and neither + do/ does or auxiliary verbs only + noun phrase’. Students clicked on their own to listen to the rules second and third time as they could not store everything in the memory but that was instructed by the teacher to do. They tried to be more attentive the next time they clicked on the repeat voice because teacher wanted them to narrate everything they heard and read on the screen.

It was clear that the students felt more confident because they could read along with listen to the voice. The listening and reading activity took nearly 25 minutes before they skipped on to the ‘test yourself’ task.

Role play was not possible as it could be in the classroom where teacher would give the students clues to interact among themselves. They only confined to typing the sentences as the computer instructed them to produce their own sentences following the examples given.

Computer did not talk about the use of 'nor' as a substitute of Neither, so students asked the teacher whether they could use nor while making their own sentences for the test yourself exercise, teacher's consent helped them move ahead.

One of the students, the topper ranking student typed his sentence as shown below for the sentence given on the screen that reads:

Exercise 6 was tried by the students for testing themselves

A: Devkota wasn't a politician (Parijat) *This was displayed on the screen*

B: Neither does Parijat (Student typed this sentence)

When the teacher crossed him and told him to type (Neither was Parijat)

He commented but the computer does not say anything about this. So, teacher had to explain that they have to give the same 'auxiliary verb' that is spoken by the first party.

E.g. A: I have not taken the loan

B: Nor have I

In this sentence 'have' is the auxiliary spoken by A so B also has to use the same auxiliary, in other words same tense is used for the structure with 'so, neither'.

This way it was experienced with the software for teaching grammar that it confined to main rules and did not spell the possibilities of additional or supporting structures which the students often face while trying the problems related to grammar.

Students seemed more comfortable with the instructions and practice exercises on computer as they equally worked with high spirit since typing and clicking for the guessed answers aroused curiosity. Students worked on their own longer hours.

## **Step II**

After the test your self task was over teacher took the oral test and following were the prompts given for them to answer as:

Teacher: Last year I laboured so hard (My Brother)

Student I: so does my brother

Students: So did my brother.

**Noticed Problems:** Errors like the one, quoted above occurred and the teacher had to be alert to correct. In other words, 15 students couldn't invent the solutions nor could the computer in absence of the teacher.

### **Positive findings :**

The good things with the computer were that students repeatedly referred to the rules and the clues when required as this was not taken to be tedious which could result due to the teacher centered presentation without computer. Learning by doing was spontaneously encouraged as the computer put them in a mechanical routine different from the traditional class room procedures.

Date: 2065/07/04

Time: 2:00-3:00

**Lesson 04**

Class Ten

Subject: English Reader

Unit 03

Exercise No. 05 Title: Time for Grammar

No. of students taught 30 One pair of students on each computer  
15 computers used for the presentation and practices

**Topic: Simple past and past perfect Tense**

The main objective of this exercise was to make the students familiar with past simple and perfect tenses to enable them to use correct forms of the verbs and make sentences in the tenses mentioned in the given situations.

Function to be learned: relating past events in sequences

**Class room procedures**

**Step I**

Teacher's instruction to the students to be attentive was required as they tried to jump on the testing exercises to know their aptitude.

The voice on Computer then was turned on for the students to listen and read the same thing being displayed on the screen. One student was assigned with the preparation of the lesson before hand who was therefore made captain to operate the computer and give all the instructions to catch up with the rules for using the past verb and perfect verb in combination.

Students themselves read all the explanation shown on the screen repeatedly and listened to the voice when required. It was entirely student centered class and the teacher had set the condition that was, students were asked to be more attentive as they would then recite all the rules and situations of past simple and past perfect. This reinforced their practice.

The exercise began with the picture guessing for which the students had to type correct guesses. After they tried for ten minutes, main instructions for the rules of both tenses in combined use form were spelled by the instructor's voice on the computer.

**Step II**

Second step of the class procedure consisted with the testing exercise which ran like the error and trial exercise as the students themselves typed their answers and checked by clicking the Done Button to confirm their answers. Majority of the students seemed to have given correct answers for the problems displayed on the screen. They were then asked to copy their exercise on the pen drive so that teacher could in free time check their work more seriously. This also seemed to have consolidated their performance as they were curious to present a nice work to their teacher.

**Noticed problems:** Students frequently asked the teacher about many alternative answers to know whether they could use past simple in the place of past perfect as in the given conditions:

In the sentence ‘The teacher saw that students had left the class early,’ a few students expressed their confusion why they could not use ‘simple past’ in the sentence above and why only ‘students had left’ would be correct. 9 participant students argued that even ‘students left’ could be correct answer. This confusion could have been the result of the limitations observed by the computer on deliberating the rules for using ‘past simple and past perfect.’

Despite revisions tried by the students by clicking the computer for rules and exercises, a few lapses could be seen in their work of more than 10 students that aimed at testing their learning.

Students tried naughty things as, searching the images of movie stars when ever they had chance because they could work fast and see for the chance when the teacher was engaged with facilitating the other students.

**Positive findings:** It was obviously seen that learning of the tenses took place more quickly on the computer because the students could try their answers first and take the help of the computer helping clues if their answers were not correct. Typing of the answers led them to concentrate on the rules and make adventurous attempts in finding the answers.

Date: 2065/07/05

Time: 11:15-12:15

**Lesson 05**

Class Ten

Subject: English Reader

Unit 03

Exercise No. 07 Title: Time for Grammar

No. of students taught 30 One pair of students on each computer  
15 computers used for the presentation and practices

**Topic: Present perfect continuous tense**

The main objective of this exercise was to make the students familiar with Present perfect tense to enable them to use correct forms of the verbs and make sentences in the tenses mentioned in the given situations.

Function to be learned: supply reasons to the results seen instantly (What some one has been doing)

**Class room procedures**

**Step I**

This time the computer software did not mention the situations in which the present perfect continuous tense is used instead, it only displayed on the screen and spoke about the structure “ Sub + Has / Have + Been + Present participle form of the main verb ( V+ ing)”

There were no exercises on the screen for the students to try they could only hear the sound that introduced the structures of the tenses and see a picture that showed some sort of activity being done with the time clues under it. There was kind of true false and matching exercise that students did in high speed and the activity was over.

The voice explained the conditions for using 'since and for' from the explanation students learned that 'since' used before point of time and 'for' is used before period of time. Teacher had further to make clear what kind of time is point of time and what the period of time is.

Limitation with the software was that it didn't make the confusing points clear thus the teacher had to keep answering the students' queries often. Any role play and live interaction was not possible.

Teacher simply supervised the listening and reading of the students on the computer while supplied necessary technical help when sought.

This time doing on computer by the students looked more spontaneous than the earlier in which the teacher had to be more resourceful.

Students looked more used to tackling the technical problems and also gave more efforts on guessing the answers.

They were immersed in the activity in a way that they never complained of the over loaded class room tasks.

## **Step II**

Teacher tested the students orally first. The oral questions were like this as :  
'Since' is used before-----? 'For' is used before-----? You have been studying in this school ----- years? etc. and then they were given a short written test work in which they were tested for their accuracy on using the 'since and for' with present perfect continuous tense.

The questions used for testing the students were:

) Use 'since or for' for the following sentences

10. Nepal has been suffering the political chaos -----a decade and more
11. We have been learning grammar on computer-----2<sup>nd</sup> Kartik, 2065.
12. The Palestines have been fighting against Israelis' -----about 50 years.
13. The Mahapals from south India have been trying to infiltrate the border of Pakistan -----15 months
14. I have been using this stick ----- I crept into 70s of my age.

The special learning that the students did from the software explanation was, about using 'since' before any clause in 'simple past tense'.

As students most often made the sentences that read like given under:

) I have been reading English since I joined the English medium class.

) I have been writing the stories since I was taught by our English teacher how to write the short stories

It was common for the students to imitate the accent and the pronunciation the voice spoke on the computer.

The class room activities seemed more fruitful because the students remained busy on contesting with the computer screen and thus they worked intuitively without having a feeling of being imposed with the rote learning of grammar rules that often disappear after some days if not practiced due to being unattractive items to be learned.

Only 7 students made mistakes on the given task

Date: 2065/07/05

Time: 2:00pm- 3:00pm

**Lesson 06**

Class Ten

Subject: English Reader

Unit 04

Exercise No. 08-9 Titles: Time for Grammar

No. of students taught: 30 One pair of students on each computer

15 computers used for the presentation and practices

**Topic: Past perfect continuous tense (Narration)**

The main objective of this exercise was to make the students familiar with Past perfect tense to enable them to use correct forms of the verbs and make sentences in the tense mentioned in the given situations.

Function to be learned: supply reasons to the results seen instantly (What some one had been doing)

**Class room procedures**

**Step I**

Students began their class by listening to the narration spoken by the voice on software. The task was to listen and trace the structure 'sub+ had been + present participle verb form.

The narration was about a man who had not seen his daughter for a long time and had been curious to see her. The passage had free structures along with the past perfect structures.

Although previous lesson was also about the use of 'since and for' this time 27 students out of 30 could give correct answer when the teacher asked how to use 'since and for'

This was here clear an indication that students in context could type the answers to the problems but they hardly remembered the mechanical rules like how to use 'since or for' in specific forms.

Listening to the narration took place several times as the students could not exactly catch up with the specific ideas about past perfect tense and the story of the man.

They also did intensive reading while listening to the narration. The class activities were casually instructed and assisted by the teacher, and the rest, the teacher only watched to ensure that they were sincerely involved on the jobs assigned. This was a kind of teaching grammar in an integrative way as the passage engaged the students

on listening and then perceiving the ideas on one hand and then tracing the structure on the other hand.

### **Step II**

Teacher made in close observation the students listen to the narration the third time and try to recall all the sentences spoken by the man on the Software. This was a kind of memory task and in this 16 students could recall most of the sentences where as 14 students needed more listening to the narration. They reasoned when asked why they could not recall the sentences spoken in past perfect by the speaker, that they were less attentive. This signified that since multiple fun games and recreating items could be used on computer at the time of learning grammar when it is used in group in the class , students tried to distract their interest away from the core activities as teacher could not every time check them for being sincere in their work.

Teacher's facilitation was still equally required but working longer hours than the usual was made possible by the computer since students entertained the doing on computer practice typing for guessing answers.

**Positive findings:** Majority of more than 20 students seemed to be using the opportunity in positive task by practicing the given grammar. Some times however, technical faults on computer created obstacles which the teacher had to tackle with. The class was participatory as the students shared the solutions for any casually occurring problems and kept showing their task to the teacher. The testing activities encouraged the competition among the students who tried to complete the test items sooner than others and also gave correct answers. About 25 students showed better achievement in this regard.

Date: 2065/07/06

Time: 2:00pm- 3:00pm

**Lesson 08**

Class Ten

Subject: English Reader

Unit 05

Exercise 06

No. of students taught: 30

One pair of students on each computer

15 computers used for the presentation and practices

### **Topic: Simple present tense and present perfect continuous tense**

The main objective of this exercise was to make the students familiar with Tense contrast to enable them to choose correct forms of the verbs and make sentences in varying contexts.

Function to be learned: talk about the general routine and jobs of the professionals.

### **Class room procedures**

#### **Step I**

Screen displayed the pictures for the students to guess answers after listening to the voice on the computer. The voice spoke about the jobs of the personnel that

were shown on the screen. Their routine was mentioned and what they have been doing these days for some times. Students listened to the voice many times and were fully attentive to the voice as they were told to recite the version on the screen same as given. Teacher kept giving instructions on how to do the guess work and table completion task.

A few students i.e. 8 students were noticed to be stealing the answers before trying to guess as they did not seem to be taking much trouble by trying their answers.

### **Step II**

After the listening was over students were asked to type the answers and almost all 26 students typed correct sentences. They wrote the sentences in simple present tense for telling about their job and routine and used present perfect tense for talking about their current activities.

The activity of typing lasted for 10 minutes except 4 students who were slower and neglected the work.

Second test item following this guess work was, to complete the table by typing the answers to the questions under each column. The table heads contained questions such as:

What does the man do?

Who has been collecting stamps for long?

It was seen as a problem with teaching on computer for a few students who began to seek for easy way to find the answers than trying themselves. Guessing was taken as tiresome work as students began to find it as repeated work.

However more than 16 students gave their efforts to try the answers many times and then click on the done button to check them.

Some times students tried unnecessary work as well, and to that teacher had to keep an eye and track up their activities.

This time, all students seemed less confused on working with the tense contrast and produced better sentences due to vigorous attempts they seemed to make due recreating activities while learning their lessons.

Date: 2065/07/07

Time: 11:15-12:15

**Lesson 09**

Class Ten

Subject: English Reader

Unit 05

Exercise 06

No. of students taught: 30

One pair of students on each computer

15 computers used for the presentation and practices

**Topic: Simple past tense and past perfect tense**

The main objective of this exercise was to make the students familiar with simple past and past perfect in combined use to enable them to choose correct forms of the verbs and make sentences in varying contexts.

Function: narrating events in sequence

### **Class room procedures**

#### **Step I**

The lesson contained short instruction about the use of past simple and past perfect to relate the events of the past in sequence. This was a kind of revision task on the tense practices.

Immediately, followed 'type the correct form of the verbs to complete the passage'. Students without instructions spontaneously began to type the verbs in the correct forms possible. Class paced ahead in due silence and teacher had no trouble regarding the facilitation for the confused verbs. One or two students only tried to confirm the verb form by asking the teacher in the sentences where two alternates seemed possible.

As: 'The teacher told the students that Meena ----- (win) the match.

After students could type all their answers, they clicked 'Done Button' to confirm their answers. A few only made one or two mistakes in using the past perfect and simple past. Those who mistook on using the correct forms of the verbs typed past perfect in place of simple past and simple past in place of past perfect. These mistakes seemed to be the result of ambiguities lying in the situations for past simple and past perfect tenses.

Class seemed more interactive this time comparatively because students tried to find correct options for the problems without looking into the clues in the computer. Instead, they tried to share the ideas among themselves.

Students did not seem to waste the time on unnecessary talks as they found themselves gaining more confidence and busy with problem solving.

#### **Step II**

Teacher handled the oral test by creating the situations for which students had to supply the correct forms. Some questions were related to telling about the suitable situations for using past simple and past perfect.

The test was taken in interview modality as shown below:

T: I looked in the fridge and----- (had found, found) some cake.

A few students: had found

Other students: No, Found

T; Reason

As the computer had told us in the previous lesson " if two events occur at the same time simple past should follow the simple past but if one event takes place before the other event , past perfect must follow the simple past.

The half session of the class was spent on the similar interview modality.

On completion of the lesson a little writing task was assigned for this and the assigned question was:

1. Write in a paragraph about the changes you could see in your town or village when you returned from the hostel. Begin like this:

Last year when I returned for Tihar celebration from my hostel for 10 days I noticed that everything in my village had been different. The road -----

Date: 2065/07/07

Time: 1:15- 2:00

**Lesson 10**

Class Ten

Subject: English Reader

Unit 06

Exercise 06

No. of students taught: 30 One pair of students on each computer

15 computers used for the presentation and practices

**Topic: Use of simple past form of the verb with past time indicator adverbs**

The main objective of this exercise was to make the students familiar with simple past to enable them to choose correct forms of the verbs and make sentences in varying contexts.

Function: Talk about point of time in past

### **Classroom Activities**

The lesson had listening material for the use of the past simple tense with the timing words

The students were asked to be more attentive to the listening material that was about 'asking and answering what they did and where they went' interacted by the personnel on the screen

The conversation was followed by the answer the question pattern to be answered with the help of the clues.

Listening took place repeatedly as the students were then instructed to write their sentences by using the time words given. For this a few students showed some confusions for which teacher had to facilitate them by showing the examples on the screen. The task was not very much confusing though.

Students could write the sentences about themselves for which they could be factual as well. This entertained them as they were noticed to be typing various sentences about various things they did.

Nearly half of the class time was taken by this activity. The time consumed for this activity was comparatively more because teacher had to facilitate the students by giving feedback about their sentences.

Use of "wanted to + verb infinitive" was focused in the exercise which the teacher had to highlight and make specific for the students to practice the items.

Exercise 7 was attempted by the students immediately after they completed the task on exercise 6. This was also 'Look and guess' type exercise. The screen presented the pictures and asked the students to guess the answers. All the students seemed to be participating in this activity spontaneously as the teacher did not have to tell them to skip on the next exercise. This seemed easier to the students as it was about only to type the sentences in present continuous tense to tell 'what they are doing'. All students without fail seemed to be deeply engaged on this activity.

Due sincerity was noticed in the students who kept typing and confirming their answers from the 'Done Button'

Although from the beginning exercises were based on the tense and a few other structures, students did not seem to have lost their interest from doing the exercises and listening to the instructions about the rules and situations to do tenses.

The computer in the front and mouse in their hand motivated the students to be more active and remain engaged on typing their answers to confirm that they were getting benefit from the computer. Second task was to complete the table based on the conversation between two girls. Students first listened to the conversation twice and more then started doing the table. All could easily complete the table.

This time students did not seem to be more confused as the task was easier comparatively. Teacher's presence was less important in this class as they all seemed to be working the answers and confirming from the Done Button.

Date: 2065/07/08

Time: 11:15 – 12:15

**Lesson 11**

Class Ten

Subject: English Reader

Unit 07

Exercise 05

No. of students taught: 30

One pair of students on each computer

15 computers used for the presentation and practices

**Topic: Use of Modal auxiliary verbs “should + verb first / should have + past participle verbs**

The main objective of this exercise was to make the students familiar with the structure should + V first form, should have + past participle to enable them to make sentences

Function: criticizing, suggesting

**Class room procedures**

**Step I**

The lesson contained pictures in motion on the screen that showed some activities of the people. Students were told to pas their comments on the activities by using the structure should +Verb first form and should have + verb past participle. The computer presented a few sentences along with the pictures for students to read out the structure and then type their sentences to criticize the actions.

Situation was focused by the computer software so that students would be able to make use of the verbs for suggestion purposes.

Students then began to type their answers based on the situation given for the pictures. None of the students seemed clear about using should + verb first form and should have + verb past participle for the situation given. Students haphazardly typed the answers without taking the tense into consideration. They abruptly began to type as:

**(1. Situation shown on the Computer: The boy is making noise.**

Students: He should not have made noise

Or He should have kept quiet if he can't meet the headmaster etc.

**2. Situation shown on the computer: The boy went into the Headmaster's room without permission.**

Students: He should ask for the permission before he went inside.)

Answers typed by most of the students on the screen under the given situation showed structures with 'should' modal verb but without tense order.

Another problem faced by the students was that they could not produce the suggestions and criticism that matched with the clues. Their sentences dangled in any direction arbitrarily.

Teacher had to interrupt the activities of the students and show them the sample answers to help them produce the correct sentences that matched with the clues displayed on the screen.

The clues could be used with many alternative answers but the students did not seem to be aware of the possibilities. The reason behind this limitation was the computer's own limitation on mentioning all the possibilities. The situation given on the screen indicated diverse possibilities but the example and explanation did not give open possibilities.

Teacher therefore, had to supply good deal of help and keep facilitating for the queries that were faced frequently over this period.

The situations to be tackled by the students were like given below:

Bang the door:

The boy should not have banged the door (This was given by the computer) but the students typed differently as

Stds: The boy should have closed the door silently.

The boy should have walked into the office without banging the door

Here students had to wait the teacher for correction of their answers and comments to confirm that their answer was correct or not.

Finally, Teacher started oral interaction with the students showing the problems and mistakes in any thing with students for them to criticize and it took 15 minutes for the teacher to test the learning in this regard.

Date: 2065/07/08

Time: 1:00-2:00

**Lesson 12**

Class Ten

Subject: English Reader

Unit 08

Exercise 05

No. of students taught: 30 One pair of students on each computer

15 computers used for the presentation and practices

**Topic: use of the verbs: like/dislike + activity verb/ or activity noun**

The main objective of this exercise was to make the students familiar with the structure like/ dislike + 'ing' form of the verb to enable them to make sentences using the correct activity 'noun and verb' and express their attitudes

Function: expressing attitudes

**Class room procedures**

**Step I**

The computer screen displayed the sentences:

I like being told what to do.

I don't like being telephoned early morning

I prefer swimming to bathing

Students read and listened to the voice on the screen. They also carefully listened to the instructions for the use of like and don't like. The screen made the situation clear. There was no side talk nor any negligence noticed over the time the students listened to the voice.

The screen though did not make any thing related to use of the being + verb past participle, nor did it tell the rule of using noun phrase after 'like' as 'I like coffee'

Here 'coffee' is noun phrase.

It simply mentioned the meaning of like / dislike + verb -ing structure.

Students thus cross- asked whether they could use to + infinitive after like and dislike or not. This was not made clear by the screen, so the teacher was required to explain that like to + infinitive is the structure to be used to express special 'like and dislike' as well as hobbies a person would like to talk about. The structure like + verb + ing is the structure to be used to express general 'like and dislike'.

Students also asked about 'to' after the verb 'prefer' as they were used to using 'than' to show the comparison. Teacher's explanation was required in this regard also.

Students listened to the examples on the screen many times and started typing their sentences for the clues given to make the sentences.

A few students still made mistakes on the use of 'prefer' that is, they happened to use 'than' in place of 'to'.

The students had to depend on the teacher more in this lesson, as the computer did not make many situations and conditions related to use of like and dislike along with prefer clear.

### **Step II**

Second step the students tried was the exercise that encouraged testing themselves by making the sentences about themselves. a few students had problem on the point that both 'like better' and prefer can replace each other. Teacher played the role of facilitator and guide for some confusions faced by the students. Active interaction took place between the students and teacher. Teacher had to keep on correcting and commenting on the sentences typed by the students.

Although most of the students typed the sentences by using the word 'prefer' they did not seem clear on its meaning and substitute.

Orally a few students were tested after some explanation given by the teacher about the rules and conditions of this grammar.

Computer did not make the tense possibilities clear as 'when I was a child I liked eating chocolate' or some thing like this , thus teacher was needed to help the students for details.

A few average students tried to steal the answers too.

When asked "Do you like learning further on computer or by teacher many answered they preferred learning on computer to learning by teacher." They made use of the structure and also expressed their positive attitude toward using computer. The reason they gave for this was, they could easily peep into the answers when ever they felt lazy or could not produce the answers.

Date: 2065/07/09

Time: 11: 15 -12:35

**Lesson 13**

Class Ten  
Reader  
Unit 09  
Exercise 06  
No. of students taught: 30

Subject: English  
One pair of students on each computer

15 computers used for the presentation and practices

**Topic: 'If' Clause**

The main objective of this exercise was to make the students familiar with the structure 'If + simple present + Main clause in simple future tense and to enable them to make correct conditional sentences in the given structure to talk about the conditions and the results ( wishes)

Function: expressing (wishes and expected results)

**Class room procedures**

**Step I**

Students were told to turn on Unit- 9 exercise -6 for Grammar practice. The screen promptly showed the example of If clauses "If you smoke a lot, you will get cancer" and it was followed by the exercise on If clause that showed all incomplete sentences in some 'if' clause was missing and in other sentences 'Main' clause was missing . Students were told by the voice in computer to supply the missing parts. It displayed on the screen the explanatory discourse that in brief segmented the If clause and main clause for the students to be familiar with.

Students listened to the instructions, read the version on the screen and supplied diverse ideas for the missing parts.

Computer limited the content on If clause to the Present simple tense and simple future only.

Sentences given for the students to try were limited to these tenses.

Both 'If' clause and 'main clause' were introduced demonstrating those clauses on the screen but no illustration was extended to facilitate the students for better comprehension.

Students then clicked the 'Done Button' to confirm their answers. The exercise was not complex and so students were encouraged to try more exercises.

A few students queried what If they used simple past, past perfect in the 'if' clause, - -- and so on -----

Teacher had to demonstrate a few more structures in the tenses like past simple and past perfect to clear them.

**Step II**

Exercise 6 –B was another intensive exercise the students had to do as a supporting practice exercise. It gave them example of 'If clause' and 'main' clause and put the students on doing the given exercise. Although the computer instructor explained the use of present simple for 'if' clause and simple future for 'main' clause, the exercise was based on diverse structures of tenses such as :

'If you go to India, visit Mumbai,' in this sentence 'imperative' is given in the main clause.

Similarly another sentence was:

“If you learn English, you can communicate with more people.” Here the main clause contains the use of Modal verb ‘can’ like wise different verbs were shown in computer. After the students tried their own answers and checked in the computer to confirm, they found varied answers. This caused a little confusion to them and thus teacher was again needed to help them remove their confusions.

This time teacher had to demonstrate the possible verb structures and sentences by using those verbs on the board and explain the rules for about 20 minutes. Then they were asked to try again on the computer the same exercise and be confirmed. In this way the lesson took more time to be over

Students were then given HW for which they were asked to make 20 ‘If’ clauses on different topics.

Date: 2065/07/09

Time: 1:30-2:30

**Lesson 14**

Class Ten

Subject: English Reader

Unit 09

Exercise 11

No. of students taught: 30

One pair of students on each computer

15 computers used for the presentation and practices

### **Topic: ‘If’ Clause**

The main objective of this exercise was to make the students familiar with the structure ‘If + simple present + Main clause in simple future tense and to enable them to make correct conditional sentences in the given structure to talk about the conditions and the results ( wishes)

Function: expressing (wishes and expected results)

### **Class room procedures**

#### **Step I**

After practicing exercise 6 for ‘If’ clause, students were led to the exercise 11 that contained the same item with the same objective, that is, the main objective of this exercise was also to make the students familiar with if clause grammar and give them adequate practice so that they would be able to make sentences using ‘If’ clause in the given situation.

The exercise was test yourself type for which students were instructed to look at the picture and supply their sentences in the ‘If’ clause structures. The example followed the picture that showed three girls running, so the example was like given below:

If number 3 does not run faster, she will lose the race.

5 clues followed the pictures in order. Students kept trying clicking the given clues. They made their sentences in their own way. So the teacher had to make the point more specific by supplying his example to, make the matter clear.

The clues given on the screen along with the pictures were as below:

not like noodles/ eat biscuits

not play cricket/badminton

not commerce/ computer and so on.

Students clicked on these clues and typed the sentences after it was made clear by the teacher. Apart from the doing on computer teacher and students had their interaction. Informal discussion helped the students decode the structure in their own language. That was seen when they typed their sentences using the clues and when they spoke the identical sentences being asked to make by the teacher during discussion.

Finally 'Done Button' helped them confirm the answers. This exercise was not very difficult for the students they tried in the modality of trial and error and therefore were more comfortable comparatively, though they had to be facilitated by teacher in person now and again. Listening was done over the period of this exercise too.

### **Step II**

The exercise was then followed by 11 –B exercise that also displayed the examples on the screen and asked the students to supply their sentences for the prompts shown on the screen.

It was rather based on the productive skill oriented exercise giving opportunity for constructing the structures through self initiated writing task. Students had to type their sentences for the prompts like

If all the governments of the world begin to take the issue of population sincerely, ----

-----

Students had to type many main clauses with varying opinions so that they could explore the wide dimension of the given topic. Students were instructed by the voice in the computer to type as many options and ideas as they could, and as this was like work that evoked the competitive feelings in students, they seemed to be trying their level best to type faster and better with their opinions.

Since free ideas could be given for the prompts, students showed their interest on the exercise and kept working for long.

Finally they were allowed to view the answers in the computer that they did with 'Done Button'

Although students had constantly practiced grammar in computer, the rate of utility from the work was not seen to be diminishing or diminished. Instead students seemed working spontaneously and longer hours on computer on their own too.

Date: 2065/07/14

### **Report on 15<sup>th</sup> Lesson (Test paper):**

Majority of the students scored poor in this test as they did not seem to be careful on the use of tenses in various grammatical structures tested. The only problem that the students were seen to be facing was tense. The 'if' clause was another problem for the students. This was noticed during the practice and tests both. They did not seem to be sure whether 'would' is used in the main clause or 'will'. This all, the students reasoned, was the result of 'no explanation' supplied by the computer.

The test was framed with the writing task with a purpose to see the quality of their expressive language and in this regard, majority of the students could write many correct sentences for their level. The writing work, ( job application ) showed less mistakes regarding the use of tense, though miscellaneous mistakes still occurred. Some students had very poor scoring. However, none of the students failed the test.

The test, in this way, gave a clear picture of the learning achievement and showed that, regular practices after the learning of grammatical rules would be more fruitful

than mechanical learning with no opportunity to the students to express in the language taught. The Soft ware though contains all types of exercises along with grammar; those exercises were not attempted along this course because the main objective was to check how effective the use of computer would be in teaching various grammar items. The finding till this test was that students should be given grammar and writing and reading task simultaneously for better learning and using computer for collective work would result into better achievement. Even though students had been granted with the repetitive exercises on grammar, they seemed to have forgotten the rules they had learned. The assimilation of the rules of grammar by the students was seen to have lacked in absence of the literature that can attract the students to store the learning at the depth in their cognition.

Date: 2065/07/17  
class)

Time: 2:00 2:45 PM (regular

**Lesson 16**

Class Ten

Subject: English Reader

Unit Revision

Exercise 04

No. of students taught: 30

One pair of students on each computer

15 computers used for the presentation and practices

### **Topic: Grammar Revision 2**

The main objective of this exercise was to make the students familiar with the structure 'If + simple past + Main clause in would/could + present verb to enable them to make correct conditional sentences in the given structure to talk about the conditions and the results (wishes)

Function: wishes

### **Class room procedures**

#### **Step I**

Class opened the computer for revision -2 exercise -4. It was self-typing exercise for the item 'If' clause. The part -A of this exercise was 'match the answers in the column B with the situations in Column - A. Students had to drag the arrow to match the correct answers.

Unless the teacher orally made the process clear, students could not do the exercise and close monitoring and facilitation was felt to be essential over this time.

#### **Step II**

Part- B of this exercise had past structure of the 'If' clause and it was also 'do it your self' type of the exercise. Students had to type their answers to complete the sentences given. The students in this exercise felt a little difficulty in supplying their sentences and thus teacher had to facilitate them for typing the sentences.

A few students made such mistakes as "If I knew the answer, I can give it in time" instead of using 'would' they used irregular verb forms as 'can or is' in the main clause with simple past tense in the 'if' clause. The class activities went on silently as the students were engaged on completing their task except some casual discussions between the teachers and the students

#### **Step III**

Exercise 5 was also attempted by the students on their own. The exercise contained the same structures as above. Teacher simply supervised the student's performance from desk to desk. Casual interaction took place between the teacher and students as they had to confirm the answers and ask the teacher the alternatives for the given clues which the computer did not supply. The work was totally 'do it yourself type' so, students were happy to click and type their answers.

Apart from the computer activity some non-computer activity took place that was; teacher gave them the writing work to see that they could produce the answers as required along with being able to choose the right answers.

The checking of the work reflected that the writing performance could not be error free despite regular and repetitive exercises on computer. Students still needed helping-hand from teacher as computer seems to have been confined to giving the fix answers only.

The exercise was comprehensible to majority of the students as the clues supplied by the computer were not very complex.

Finally similar questions as 'If' clause and tense patterns were given for the homework.

Date: 2065/07/18  
class)

Time: 2:00 2:45 PM (regular

**Lesson 17**

Class Ten

Subject: English Reader

Unit 02

Exercise 01

No. of students taught: 30

One pair of students on each computer

15 computers used for the presentation and practices

Function: Appreciate the text

**Topic: 'Reading Poem "Knowledge"'**

**Objective:**

The proposed main objective of this lesson was to make the students familiar with the structure 'If + simple past + Main clause in would/could + present verb and 'should' for suggestions to enable them to make correct conditional sentences in the given structure to talk about the conditions, suggestions and their results. But the casual demand from the students diverted the plan toward teaching poem. So, the objective of this lesson was to enable the students to appreciate the text of a poem.

Function: Appreciate the read text

### **Class room procedures**

#### **Step I**

The same grammatical items continuously did not seem to motivate to start with as strong enthusiasm as they used to previously. A few students advised on changing the topic. They liked to study interesting text such as poem, or story. Therefore for the motivation teacher had to allow them to open the poem in the computer. It was

'Knowledge' written by Eleanor Farjeon, a poetic text included in the English book for class ten. The text was displayed on the screen in the same form as it was in the book but the pictures were shown in motion which is not possible in the book.

The text was spoken by the voice in the computer for the students to listen. The listening then was replayed as students were attracted to listen to the pronunciation in the native like accent and in natural rhythm.

Many students repeatedly listened to the poem on their own.

### **Step II**

Then they clicked the next exercise for vocabulary, students had to supply the words from the poem that rhymed with the given words. Students replayed the text again to find the word from the poem.

That way, teacher did not have to explain everything for this exercise as they got the instructions and caught with the ideas given without much difficulty.

Then they skipped on discussion questions in the next exercise in that they first tried their answers and then clicked the 'Done Button' to confirm. This activity took the whole period, though the objective of the lesson was to teach 'grammar'. Therefore, grammar was not touched at all.

The Grammar 'Tense' was given for the 'home assignment' after the lesson completed.

All the students were fresh and happy from this lesson. When the teacher asked them whether they wanted the lessons like that only, they commented they wanted both poem and grammar but in turns only.

Same thing everyday did not interest them so; they were facilitated for the change in their studies for some lessons. The grammar was also discussed orally but not tried in the computer. As teacher pointed out the sentence "your mind is meadow to be planted with the seeds" teacher pointed out that the sentence was in passive voice and it was present tense – sentence. It was also explained that present tense is used to describe the people or place and to talk about the possession at present or for the general opinions.

The discussion carried greater meaning than the mechanical grammatical structure which the students faced everyday and felt tired of.

Date: 2065/07/19  
class)

Time: 2:00 2:45 PM (regular

**Lesson 18**

Class Ten

Subject: English Reader

Unit 10

Exercise 10

No. of students taught: 30

One pair of students on each computer

15 computers used for the presentation and practices

**Topic: 'If' clause with 'should' (match, supply your sentences)**

**Objective:**

The main objective of this lesson was to make the students familiar with the structure 'If + simple past + Main clause in would/could + present verb and 'should' for suggestions to enable them to make correct conditional sentences in the given structure to talk about the conditions , suggestions and their results .

Function: Suggestions /regrets

### **Class room procedures**

#### **Step I**

The class work opened up with the informal discussion on 'If' clause and 'should have' structures for the suggestions and the level of care to be taken for using the correct tense in this structure.

The exercise showed on the screen the 'match the situations' with their 'suggestions'. The situations were in past tense unlike in the previous exercise in which the situations were in the present tense to be connected with 'should + present verb.

As usual students started the exercise on their own. First attempts shown by them showed irregular use of tenses in the 'If' clauses and could not maintain the correct forms of the modal verb 'should'. The matching was felt to be rather more complex as the suggestions for the situations were not familiar items of everyday.

Here, the teacher had to facilitate the students time and often to enable the students to tackle with the problems.

After repetitive trials, students clicked the Done Button to confirm the matching. Majority of the students spent more time on the exercise than usual. Corrections along with the reasons were supplied by the teacher despite the computer shown answers to develop confidence.

#### **Step II**

This was a 'type your sentence' exercise that is, students had to type the sentences for the half clauses. The partial clauses were either 'main clause' or 'if' clause for the students to type the incomplete parts.

A few students supplied incorrect sentences and the mistakes were 'tenses, use of would and might, could' for the 'if' clause.

One of the students typed for this prompt "If Hari could sing -----"

Student: If Hari could sing, he can be a singer. For this, teacher had to interrupt the student immediately and point out that there was past tense in the 'If' clause, after getting a few clues, she became aware of the rule and typed "He would be a singer."

The sentence "Had + Sub+ V- past participle "was also not answered properly by the students as they typed would + present form, or can + present form or might + present form" As They typed for this kind of clause " Had I been here + ----- "

Students typed this answer: 'Had they been here, I can copy down the answers.'

Or

Had I been here, I could get the money and so on-----

Here the teacher had to make the students aware too often and correct the sentences frequently. There can be many alternates for one type of the sentence and therefore students often get confused about it.

One student typed "If I had known the answer than I may pass." For this exercise, the students typed odd answers and therefore teacher's participation was necessary.

Teacher helped excessively in this exercise to type the correct answers. Extensive checking and facilitation was required, so it took more time than usual.

Though longer the activity time, students enjoyed doing this exercise as they enjoyed on practicing the typing in the form of 'trial and error' due to the confusions. Finally, every one was allowed to click the 'Done' button to confirm the answers. In this also, a little time was invested on the discussion as the computer gave only one type of answer. Students surrounded the teacher to know whether those sentences were the only correct answers or there could be other correct answers too.

The confusion was the result of the explanation given by the computer for the use of the tense, i.e. it only spoke about 'present tense' and 'future simple tense' but the exercise contained past and past perfect tense as well.

Since the practice in the computer was not adequate, students were given the assignment of 'If' clause and 'should' structure.

Date: 2065/07/19

Time: 2:00 2:45 PM

**Lesson 19**

Class Ten

Subject: English Reader

Unit 12

Exercise 7 –A, B, C

No. of students taught: 30

One pair of students on each computer

15 computers used for the presentation and practices

**Topic: Reported speech**

**Objective:**

The main objective of this lesson was to make students familiar with language of narration and its meaning in the situations to enable them to change the direct speech into indirect speech

Function: reporting / narration

### **Class room procedures**

#### **Step I**

Unit 12 exercise 7- A opened with the rules of the reported speech. Students listened to the elaborated explanation attentively and read on their own the rules shown on the screen. The instructor tried to make the meaning of the reported speech clear by means of the descriptions and examples. The voice along with the sentences displayed on the screen was obviously convincing but the screen also kept changing its pages over it so what came previously could not be together seen later and therefore, for their failure to recall rules so far delivered, students needed to push the bar back to re-flash the explanation shown on the screen. This was tried by many students as they wanted to make the studied item clear. One time listening and reading of the rules shown on the screen was not enough for all students to catch up everything.

Many students thought the instructor's elaboration of the rules and the way it demonstrated the matter was rather more convincing. The Midas Instructor first made Direct and Indirect speech clear by showing the difference between the structures that contribute for the direct and indirect speech. The frame of demonstration on the screen seemed attractive to the students who enjoyed the rules and examples given in sequence.

The instructor began like, if the speaker's words are stated in his/her own language, it is called direct speech and if the language gets modified in the form, the reporter prefers, it is called indirect speech and so on.

The description was always followed by the examples. This mechanism of presentation was commented to be better in convincing them than teacher's lecture.

The rules included use of tenses as well, as it said, 'if the reporting speech is in present tense, the verb in reported speech is not changed in the tense.'

### **Step II**

Students were then led to 7 -B that contained the conflicting reported speech. The instructor in the computer told the students to report opposite to what the direct speech had. Students first could not perceive the idea properly. They replayed the same instruction and explanation back on the screen but still the things did not become clear. Then teacher had to take the responsibility of explaining the rules. Teacher with the help of the computer's examples became successful to make the problem clear.

The explanation was followed by the examples and questions below them. Students were asked to supply their arguments in the past tense for the statements given in the present tense. The item of reporting being new to the students they had problems in it and so, teacher's close observation was required for facilitation. Time and again teacher had to point out the mistake and interfere their activity.

The screen showed such sentences as "A: Hari is going to the town."

B: I thought you said Hari was going to the village.

In this way, students were advised to play the role of B and give their opinions against the statements of A.

Students were allowed to click the 'Done' button for individual sentences as soon as they typed their sentences to assure that their reported speech was correct. The relaxation given on the restrictions for looking into the clues here motivated the students to keep trying their answers. The activity also consisted with the elaboration of the rules by the instructor's voice.

Closely followed the rules and situations along with the examples for changing the direct speech into indirect in the 7 – C part of this exercise. The rules were given in simple language as if the reporting verb is in present tense verb in reported speech is not changed into past , " is removed and conjunction that is used instead and so on. The rules and their illustrations were concretized with the help of the underlines, word in red colour and so on that made the descriptions clear to every one.

Instructor spoke out every sentence shown on the screen so, students listened attentively what ever was spoken. They also read the versions and made notes of the rules from the screen. The rules spoken on the screen could not be stored just by listening that is why, they found it more comfortable to write in their note books and refer later for confirmation. The class took more time than usual due to writing and reading activity.

Teacher gave some questions of reported speech for the home work as there was no exercise on the rules so far learned by them given in the computer. The questions were exactly from within the areas rules covered.

Everything done during this time was done in silence with positive hope to learn. Teacher also facilitated the students for better learning by oral tests in which they were asked to recite the same rules they read or heard in the computer.

Date: 2065/07/20

Time: 2:00 2:45 PM

**Lesson 20**

Class Ten

Subject: English Reader

Unit 12

Exercise 7 -D, E, F

No. of students taught: 30

One pair of students on each computer

15 computers used for the presentation and practices

### **Topic: Reported speech**

#### **Objective:**

Same as the previous lesson the main objective of this lesson was to make students familiar with language of narration and its meaning in the situations to enable them to change the direct speech into indirect speech

Function: reporting / narration

#### **Class room procedures**

The class stepped into this lesson with the exercise 7 -D which continued the elaboration of the rules related to changing the direct speech into indirect speech. The exercise but highlighted the rules of using 'said that' and 'told + object + that' in the indirect speech. The instructor in the computer explained if 'said to' is followed by the 'object' it is changed into 'told' and if said is not followed by any object, it is connected with 'that' instead of changing it into 'told.'

Listening was the main activity of this class that was also associated with reading the rules shown on the screen. The rules were illustrated with the help of the examples too. The exercise did not contain any questions for further practices. Since there was some time for more work students clicked the 7- E part of the exercise in this exercise also rules for using that and pronouns were explained. The screen presented the figure SON

-----  
123

This figure was further interpreted in the following way as, the first person 'subject or object' in the reported speech changes in accordance with the 'subject' of the reporting speech. The second person 'subject or object' in the reported speech changes in accordance with the object of the reporting speech and similarly third person 'subject or object' in the reported speech is not changed.

Students listened to the illustration and the figure description with great interest which they tried to assimilate as concretely as possible. 7-F was clicked in which the students listened to the rule of second person and read the examples of it. The exercise simply concluded with the rules of the second person subject. Students made notes of the rules in their notebooks.

The rules and illustrations along with the examples were repetitively read and listened by the students. Teacher then played the role of sole observer. If any query aroused during the working, teacher supplied clues to simplify the exercise.

Interaction and discussion was encouraged by the teacher among the students so that they would be able to share the ideas and discuss the rules. This was deliberately

allowed by the teacher to encourage the students' participation. Other wise the class would run in silence like in exam hall. The class became over in the given time. As the students were orally tested, it was noticed that they could be more confident if they had got some opportunity to practice the problems and tried their answers. However, majority of the students could speak out the rules of the indirect speech as given.

Date: 2065/07/21

Time: 11: 00 -11:45

**Lesson 21**

Class Ten

Subject: English Reader

Unit 12

Exercise 7-G, H

No. of students taught: 30

One pair of students on each computer

15 computers used for the presentation and practices

**Topic: Reported speech**

**Objective:**

The main objective of this lesson was to make students familiar with language of narration and its meaning in the situations to enable them to change the direct speech into indirect speech

Function: reporting / narration

### **Class room procedures**

#### **Step I**

The class clicked on 7-G when the screen showed rules in summarized form given in two different columns. The voice one by one spoke about the rules of direct and indirect speech.

Students extensively listened to the rules and then they started making notes on them. The rules of the direct and indirect were about how to change the tenses while the speech is changed.

Students then discussed with teacher some confusions related to the topic. The class went on smoothly because the students had freedom to replay the rules as per their will.

The summary of the rules was given as shown below:

A

Present simple  
Present Continuous  
Present Prefect

B

Past Simple  
Past Continuous  
Past Perfect

Present perfect continuous  
 Simple past  
 Past continuous  
 Must  
 Can  
 May  
 Shall  
 Will  
 Past perfect

Past perfect continuous  
 Past perfect  
 Past perfect continuous  
 Had to  
 Could  
 Might  
 Should  
 Would  
 No Change

**Step II**

Exercise 7 - H also contained the summarized form of rules of the direct and indirect speech as the previous exercise. The screen displayed the rules and Midas instructor spoke them simultaneously. This exercise showed the rules of Time Adverbials which were given in two columns as shown below:

<p>A          Now          Last week          Last month          Last year          The day before yesterday          The day after tomorrow          Ago</p>		<p>B          then          the week before          the month before          the year before          two days before          in two days          before</p>
--	--	--

The rules were noted down from the computer by all and some time given for memory of the rules too.

Teacher took oral test of the students and gave his feed back for correction as well as the text was repeatedly replayed by the students so often.

The students seemed more confident about the direct and the indirect speech as they could study different components separately.

There was a kind of feeling of comforts in the students after they interacted with the given rules on their own and they tried to see the given rules repeatedly. The repetition on the screen did not seem to make them feel tired either. The more they were permitted to glance into the rules shown on the screen, the happier they appeared to be.

This exercise was followed by the test yourself exercise, in that students were asked to change the given direct speech into indirect speech. The examples and instructions were repeatedly looked by the students. Pictures were displayed on the screen for the students to click the direct speech and type its indirect. This was tried as instructed before they clicked the clues. One answer clue given in the computer created confusion.

The indirect speech given in the computer was,; Mita said to me that she could go to see her brother. The students on this got puzzled as they were ever taught to change ‘said to’ into ‘told’ or ‘said’ into ‘said that’

Here teacher 's help was expected by all so teacher had to tell them to use 'said that' and 'told' and not go after the 'said to'.

Students made a number of mistakes on the first trials, teacher's facilitation and repetition on the computer both helped the students develop confidence so, and finally majority of the students could complete the exercises. Tense was the problem with students while changing the speech. A few students faced problem with time adverbs too.

The computer used for this exercise helped the students repeatedly work on it and be confirmed.

Date: 2065/07/22

Time: 2:00 2:45 PM

**Lesson 22**

Class Ten

Subject: English Reader

Unit 12

Exercise ; Revision 3 Exercise 4

No. of students taught: 30

One pair of students on each computer

15 computers used for the presentation and practices

**Topic: Test yourself for the reported speech**

**Objective:**

The main objective of this lesson was to enable the students to change the direct speech into indirect speech using correct tense, subjects and objects along with time adverbs as taught in the previous lessons.

**Class room procedures**

This was a revision exercise that connected all the previous topics so far dealt and thus the main objective of this lesson was clearly explained to the students to be testing. The screen displayed the conversation and also the instructor's voice ordered the students to listen to the conversation. Then the students were told to report the conversation into indirect speech themselves.

Students first listened to the conversation and then they read the version so that they could type the indirect speech for them. They typed all they could. The teacher in the first supervision noticed their mistakes. Many students more than 12 out of 30 committed errors on tense, subject inversion and so on. There was no regularity on the mistakes so far made. Students differed in items for mistakes individual to individual. Oral discussion was held after the first trial given by students. Teacher anchored the discussion and tried to facilitate them for the rules. Reminding of the rules by teacher seemed to have some effect in their confidence level. Since the students made more mistakes than average they were put into second time trial for better understanding. This time also students were not allowed to check the answers by the 'Done' button until they gave adequate effort. Finally they checked their answers by the 'Done' button.

Home work of Reported speech from the SLC question bank 2064 was given to the class to help them. Teacher had to spent whole time correcting the individual works.

Date: 2065/07/24

Time: 2:00 2:45 PM

**Lesson 23**

Class Ten

Subject: English Reader

Unit 13

Exercise: Exercise 4

No. of students taught: 30

One pair of students on each computer

15 computers used for the presentation and practices

**Topic: Changing the Imperative sentences into indirect speech**

**Objective:**

The main objective of this lesson was to enable the students to change the given imperative sentences into indirect speech

### **Class room procedures**

#### **Step I**

Students listened to the instructor's explanation for changing the imperative sentences into indirect speech. The rules spoken by the voice were also displayed on the screen which the students read on their own. The instructor first made it clear that 'Say' verb is changed into 'tell, ask, request, order, command, advise, beg, invite, recommend.

The command sentence is changed into 'told to + verb', negative command sentence into 'told not to + V

Polite request into asked to +V

The example was like given below:

The man said, "Could you sit down?"

The man asked me to sit down.

Students listened to the explanation repetitively. Rules of command and request were made clear by the voice and the screen. Students were noticed to have faced the problems on distinguishing the commands from the requests.

The lesson was 'Type and Check your Answers' type of the exercise for the students to work themselves. Some time was spent on this practice like 'error and trial'. Students found the following types of the sentences confusing as:

"Call me at 4:30"

The computer gave the answer: He told me to call at 4: 30

Here it gave told for command but for the similar type of the sentence: "Meet me at bus park."

The computer answered: She asked to meet her at the bus park. As both sentences begin with the imperative verbs, they have to have the same form, but the computer's varied answers as first, command then second, request confused the students. Here teacher's guidance was essential to make the matter clear. Computer was limited to disseminate the answer only, rest the teacher had to clarify the rules.

Many sentences put more than 15 students in confusion in the same way who wanted to know why asked not told to or told not to

## Step II

Further, the exercise was clicked by the students to practice more on imperative sentence reported speech on their own. In this exercise also some rules of the reported speech for the imperative statements were given that students listened to and read the illustrations themselves which motivated them to try the answers for the problems given.

Taking notes of the rules and the examples took place for some times. The items given in this were advices and requests which students had to report. Majority of 20 students out of 30 was seen to have produced correct answers while rest 10 students made mild mistakes.

Students had to report the speech of the professionals shown in the picture in this exercise. Since picture worked as the clues, students seemed to be working through pleasure. Thus nearly 80 minutes were unknowingly spent to do this exercise.

7- B was also attempted in order as it was the same exercise as the previous one. The class activity took the model of group competition.

Date: 2065/07/26

Time: 2:00 2:45 PM

**Lesson 24**

Class Ten

Subject: English Reader

Unit 13

Exercise: Exercise 4

No. of students taught: 30

15 computers used for the presentation and practices

**Topic: Changing the interrogative sentence into indirect speech**

**Objective:**

The main objective of this lesson was to enable the students to change the given interrogative sentences into indirect speech

### Class room procedures

#### Step I

The lesson began with the demonstration of the rules in the form of the table. The chart also showed the examples. The rule of changing the questions 'WH' into statement 'WH' along with the rule of the Yes /No questions for which 'If' and 'Whether' were introduced as the conjunctions.

Students read and listened to the rules for sometimes individually on their personal computer in the pair of two.

The activity ran repeatedly for a few minutes. Teacher had to monitor and supervise the students and facilitated them for the problems whenever needed.

The screen displayed the illustrations in elaborated form that made the task easier.

The exercise was segmented into 6-A 6-B and so on.

Rules of reported speech along with examples given in the following way:

The reporting verb 'said to' is replaced by 'asked, wanted to know, inquired of, demanded' The details of auxiliary for 'yes/' 'no' questions were made clear.

#### Step II

Exercise 6-B displayed the rules of tense, adverbs, and reporting verbs for the interrogative sentences. Students then tried the problems under the guidance of the teacher. Majority of the students could do the exercises themselves. The students engaged themselves for long and gave correct answers. Only a few students gave

wrong answers. 25 students did the exercise correctly while 5 students still could not do so well.

The exercise was modeled as the self doing exercise. Teacher's role was to help the students in their difficulties and let them work on their own.

In the series the exercise 6-c was clicked by the students on their own and the all the questions with the help of the model example and teacher's facilitation were tried by students in pair of two. The self trial and error was motivating for the students. Thus they kept working on their own for longer time than the period. Although students tried their answers, their confusions had to be made clear.

Simultaneously, students tried exercise -6-D. They were asked to look at the rules shown on the screen. The exercise was 'change the speech as suggested -type' which students dealt with under the direct supervision of the teacher. Teacher had to approve the answers when correct. Finally, the students were given the picture on the screen to change the direct into indirect speech. The work was well done in pair as they had opportunity to discuss and supply answers.

Date: 2065/07/28

Time: 2:00 2:45 PM

**Lesson**                    **26**

Class Ten

Subject: English Reader

**Unit :**                    **After you finish**

Exercise:    Exercise - 4

No. of students taught:    29

15 computers used for the presentation and practices

**Topic: Voice**

**Objective:**

The main objective of this lesson was to enable the students to change the active voice into passive voice

### **Class room procedures**

#### **Step I**

The lesson started with the passage based on the active and passive voice structures. The instructor's voice read the passage for the students to listen to.

After the passage listening, students listened to the sentence analysis by the instructor's voice. Each sentence was analyzed to show the structure of the passive and active voice in order.

Verbs that contribute to making the passive voice were introduced and the rules for using them were made clear.

The rules and illustrations were followed by the examples which were all displayed on the screen. The displayed contents kept disappearing as the screen went on moving for the new contents to be displayed, so it was not easy for the students to catch up every rule and illustration at a time. Thus students kept watching the screen, reading and re-reading the items along with their examples.

Students then tried the questions displayed down the rules and their examples. This was a kind of controlled practice for the students to follow the given pattern only.

Now and again, teacher was consulted for the confusions as, there were limited rules and solutions for the problems whereas the alternates had to be elicited.

#### **Step II**

The exercise 4- B then displayed the conditions and rationale of using the passive voice for the internalization of the application and use of the voice when needed as every situation is not appropriate for the passive as it is not appropriate for the active voice either.

The Mita Instructor pointed out that passive voice is used in the sentences if the focus of the sentence is on object instead of the agent. It was explained that there are many activities in which the agent is not important rather the action has its sole importance. The instructor's one way traffic kept on speaking the sentences for illustrations and for the elaboration of the rules whereas students kept listening to the voice and making notes. They also repeatedly worked on this exercise as this was based on the rules for the practices.

The action should be obvious from the context for the use of passive voice as "the road was constructed in my village in 1998"

Many such sample sentences were shown on the screen which the students read and listened to too.

The rules, meaning and conditions of passive voice were given in the order and it was made clear that impersonal expressions, technical, and scientific are spoken in passive voice. The instructor along with speaking the rules and conditions dealt with the illustrations one by one in order.

Students kept copying the rules and situations by rewinding the topic as it flickered on after displaying each topic separately. The detail introduction of the passive voice that easily can be understood by contrasting the active voice was explained by Mita instructor. The instructor stated that passive voice in every situation does not have the exact correspondent of the active voice.

As: He grows oranges in Silong.

Oranges are grown ion Silong.

Note making and listening to the instructions along with reading of the displayed contents on the screen consumed the whole period.

Students on completion of the period got their personal time to work with the topic on their own as a post class activity and they thus tried the exercise – B in which active and passive voice sentences were shown in two columns for the comparison. At the end of this exercise the subject and object relation was made clear.

The voice read that subject of the active voice is made object and object of the active voice should be made subject of the passive voice.

The format of the contrast shown on the screen was like this as:

He builds houses

They shot him dead

I have cleared all my dues

The houses are built

He was shot dead

All my dues have been cleared

Teacher limited himself to watching the activity and clearing the confusions that arose time and often. The self initiated activity on the computer and spontaneous responses to the computer kept the whole class busy with exercises.

Date: 2065/07/28

Time: 2:00 2:45 PM

**Lesson 27**

Class Ten

Subject: English Reader

**Unit :** After you finish

Exercise: Exercise – 4- C

No. of students taught: 29

15 computers used for the presentation and practices

**Topic: Voice**

**Objective:**

The main objective of this lesson was to enable the students to change the active voice into passive voice

**Class room procedures**

**Step I**

The exercise opened with the explanation of the rule of using 'be' verb in the passive voice. The screen introduced many sentences of 'be' verbs in various tenses.

The examples covered all forms of sentences as assertive, negative and interrogative form.

First the present tense samples were given as:

The examples were respectively enlisted as

They are told to do this work.

They are not told to do this job.

Are they told to do this job?

Then followed the past tense sample sentences as:

They were told to do this job

They were not told to do this job

Were they told to do this job?

Similarly followed the examples of future tense as:

They will be told to do this job.

They will not be told to do this job.

Will they be told to do this job?

The screen displayed along with the voice explaining the rules of verb placement and the placement of the 'be' verb in the assertive forms, negative and interrogative forms in passive voice.

The rules and the examples were repeatedly read and listened by the students. Teacher was casually consulted. Students then tried the sentences given for which the teacher had to facilitate.

**Step II**

Rules of present progressive, past progressive and future progressive were elaborated which were explained with the help of the examples in assertive, negative and interrogative forms respectively.

The sentences followed the rules which were shown in the form of the formulae. As subject (Object) + is + being + Verb past participle and so on.

The illustrations were all attached with the questions on the same topic that was explained.

The students' job was to listen to the rules and samples that justified them and read them as well as make notes. In the order was given the rules of present perfect, past perfect and future perfect in three forms as assertive, negative and interrogative forms of the sentences.

The lesson was all equipped with the exercise and questions with the clues that students tried themselves. Sometimes only teacher was needed to give hints for the correct answers, before they plunged into the 'Done' button.

Longer time than 45 minutes of the period was used by all students to fully comprehend the exercise on the passive.

Date: 2065/07/29

Time: 2:00 2:45 PM

**Lesson 28**

Class Ten

Subject: English Reader

**Unit :** After you finish

Exercise: Exercise – 4-E

No. of students taught: 29

15 computers used for the presentation and practices

**Topic: Voice**

**Objective:**

The main objective of this lesson was to enable the students to use different tenses and change the active voice into passive voice

### **Class room procedures**

#### **Step I**

The screen showed some examples of the passive sentences in present perfect progressive tense like given below:

The book has been being sold

It is nice to have been invited and so on.

The instructor then told not to use such passive in practice.

The instructor also defined the intransitive verbs which it said are not used in the passive voice. The rules of the voice were repeated in this exercise also. Examples as 'the baby laughed' can not be changed into passive voice.

Since the rules and illustrations went on changing fast on the screen, teacher had to supply the solutions for the problems faced by the students. Students independently also kept on repeating the displayed matter. Listening and reading were the main activities of the class. Teacher gave the role of the facilitator only.

Next came the rules of no passive of the transitive verbs like: take with bath, have, fit etc. as 'he is fitted in these clothes (Not possible), He is liked by me to do this job and so on. The instructor' voice made the exceptions clear apart from the examples shown on the screen. The class did the note taking job for the half of the period.

Oral interaction also took place during the problem solving session.

#### **Step II**

Students clicked on the part 'B' of the exercise N. 4. It was a module of check the examples and change the given active sentences into the passive voice. The lesson

was entirely based on the self doing module. Thus students first listened to the voice besides reading the given examples and made attempts on the exercise. The self testing encouraged the students to work harder and make the activity like competition. Teacher gave instructions for the correction of the sentences only after they gave their efforts, so all did the same and showed their answers to the teacher. Nearly 23 students were able to produce the correct answers.

Whole lesson was completed by the students on their own, except casual assistance granted by the teacher in clearing the confusions.

Date: 2065/08/2

Time: 2:00 2:45 PM

**Lesson** 29

Class Ten

Subject: English Reader

**Unit :** After you finish

Exercise: - 4

No. of students taught: 29

15 computers used for the presentation and practices

**Topic: Voice**

**Objective:**

The main objective of this lesson was to enable the students to make complex sentences by using 'WH' words as conjunctions.

#### **Class room procedures**

##### **Step I**

The screen opened up with the pictures of Kathmandu, Dharara, and London Bridge and so on. The pictures came followed by the sentences in 'WH' clause.

As 'Dharara, which is situated in Kathmandu, is the tallest tower in Nepal.'

The London Bridge, which is the largest bridge of the world, is the most attractive bridge.

The Mita instructor explained the rules of the 'wh' clause in voice which was displayed on the screen for the reading purposes.

The students read the illustrations and listened to the voice repeatedly. Then the given exercises were attempted by the students.

The exercise contained the pictures supported by clues under them. Students had to produce the sentences by using the clues to explain the features of the pictures given.

Student teacher interaction took place along with the elaboration of the rules by the instructor as teacher had to show alternative structures of the 'WH' clause which the students were not clear about.

The exercise then was checked by students themselves by clicking the 'Done Button'

##### **Step II**

On completion of the exercise- 4 students were asked to click the Exercise-5: that was fully a writing type of the exercise.

The writing exercise was modeled in accordance with the grammatical items taught. The exercise led the students to write about Kathmandu, Delhi and such other famous

cities. The work of the student was to describe the cities with the help of the clues. The question was given as shown below:

1. Give a brief description of Kathmandu in about 150 words. Use the clues given below:

The clues to be included are:

Where is the city located?

Who lives in the city?

Is the city on the sea?

What can you do in the city? (Facilities)

Why do you like the city?

Two more cities were given on the screen for description in the same pattern:

Students had to type the answers on their own. Since it was a writing practice, students were put into the competition mode of learning and as they typed their answers they were also given time limit to be followed.

Majority of 18 students were noticed to have typed their descriptions in speed with considerable level accuracy.

Then the students were given a typed question with the clues as on the screen and they had to write the answers as in their test paper. The test paper was checked keeping the grammatical components in mind and in the result -----students were noticed to have scored --- above where as -----students scored below-----.

The tested and checked papers were then shown to the students for their individual look.

## PPENDIX II

### TEST PAPERS

1. First Test Paper
2. Second Test Paper
3. Third Test Paper
4. Fourth Test Paper

**First Test Paper**

Date: 2065/07/06  
15- 12:00

full marks: 10

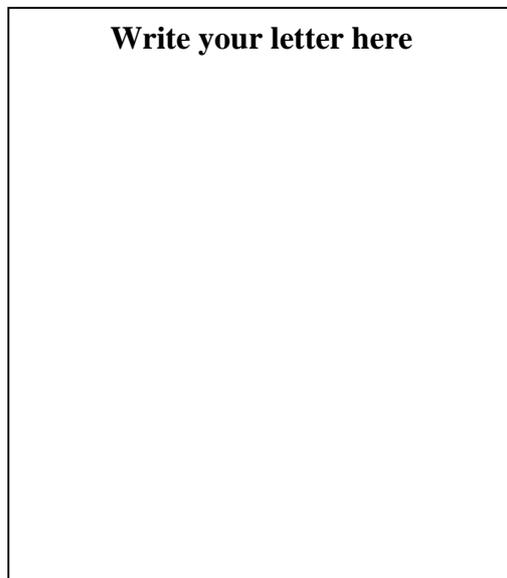
Time: 11:

a. Rewrite the following sentences by choosing the correct words from the brackets: 5

1. Ram was a good student and ----- (so, neither, was, does, did ) his sister
2. In summer Nepalese ----- (are celebrating, celebrate, will celebrate) Tihar every year.
3. a. Can you tell me where your mother is?  
b. I am not sure, she ----- (is, will, may, might) be in her bed room
4. The room ----- (has been, had been) leaking since I ----- (came, come, will) here

b. Write a letter to your friend what preparation you are engaged on for so long in the context that Tihar is coming. 5

**Write your letter here**



**Lesson 15**

## Second Test Paper

Date: 2065/07/10

Time: 11: 15- 12:15

Full marks: 25

A. Choose the correct option from the brackets to complete the following sentences with various structures:

15

1. Fluency wasn't a good student and ----- (so, neither, was, does, did ) his sister
2. Good people ----- (have respected, are respecting, are respectful) to every one whether junior or senior
3. a. Can you tell me where India lies?  
b. I am not sure, It ----- (might, may, probably will be) be in South Asia.
4. The man ----- (has been, had been) smoking since I ----- (came, come, will) here.
5. The ethnics prefer celebrating their own culture ----- (than, to, better than) being absorbed in politics.
6. If you study hard , you -----( would , will, may have ) certainly pass the exam even if it -----( was, would be , is ) tough.
7. I don't like ----- (being, having) told what to do.
8. The foreigners to Nepal ----- (like, prefer) staying at Lake side to staying else where.
9. All students----- (don't like, like, prefer) doing Home work better than doing Class Work.
10. When I ----- (entered, had entered, enter) the room I saw everyone standing on toes.
11. A. Why is your nose red?  
B. Yes, I ----- (have run, have been running, ran) since morning to continue.
12. Last year all the talent Nepalese youths migrated abroad, to this the prime minister commented, they ----- (should not, shouldn't have, shouldn't have been) left their motherland so desperately.
13. The experts of the Terai region----- (discovered, had discovered, have discovered) the remedy for Malaria, before they planned the settlement there.
14. Can you tell me where I ----- (am reaching, will reach, reach) if I turn right from this cross.
15. I ----- (would, will, can) solve this math, if you give me a minor clue.

B. Write an application to a five Star Hotel in the capital for the post of Receptionist, mention what you usually do, your hobbies and expertise you bear to fit this job. 10

Time: 2:00 2:45 PM

**Third Test Paper**

Date: 2065/07/27

Full Marks: 20

1. Rewrite the following sentences with the correct answers from the brackets and supplying the correct answers for the questions without options in the brackets: 15
  - a. If Nepal takes the membership in WTO, India ----- (will be, is sure to, was likely to) interfere.
  - b. I will tell the truth when you -----( visit , will visit, can visit ) me
  - c. The population of Nepal ----- (would, will, could) never go down unless the women are educated about it.
  - d. The man from my village told me that our village ----- (observe, observes, has observed) Teej as festival.
  - e. The Prophet of Hindu religion said we ----- (should, should have, should be) habitual for the toils and perspiration.
  - f. "----- (If you can, can you, could you) produce the correct sentences about Colorado as a province?" The American said to me.
  - g. "Can you please help me?" The beggar said to the tourists. Its correct indirect speech is -----( The beggar begged the tourists to help him, The beggar told the tourists to help him, the beggar said to the tourist to help him)
  - h. "How will you prove who the main person is?" The judge asked. , supply its indirect speech .....
  - i. The secretary of the Minister said, "If you bribe us, you will never get the contract." Supply the indirect speech
  - j. "Do visit us, sir!" The receptionist said. The correct reported speech for this would be -----( The receptionist asked them to visit us, The receptionist called him sir and requested them to visit them, The receptionist addressed him sir and requested him to visit them)
  - k. The direct speech of the sentence – The man exclaimed with sorrow that the murder of the leader is a great loss for their country. – would be-----  
-
  - l. The father told the boy to shut up and not to grumble for the trousers – has its direct equivalent as -----
  - m. "Don't eat too much meat" The doctor said. has its indirect equivalent as -----  
----- ( The doctor told him not to eat too much meat, The doctor suggested that I should not eat too much meat , The doctor asked me that I should not eat too much meat.)
  - n. The teacher told us that Nepal ----- (lies, lied, lay, lie) in the south of Asia.
  - o. 'I will certainly help you, if you ask me.' The hero said. Its equivalent indirect speech would be-----
2. Write a story of 'a boy lost from home' Use reported speech for narration 5

**Fourth Test Paper**

Date: 2065/08/03

Time: 2:00 2:45 PM

Full marks : 15

Choose the correct answer/s from the brackets and supply the correct answers for the questions without options in the brackets: 15

1. If the terrorists attack the innocents any more, the government -----  
(will take, would take, will have taken) serious action at any rate.
2. How often ----- (do, does, is) the normal heart beat?
3. When the policeman came the thief ----- (went, had gone, did go ) out  
and so he was not caught.
4. The electrician first ----- (turns, turned, has turned) off the lights and then  
only he repairs the machine.
5. The passive voice of the statement – Where did he copy that matter? - is -----  
----- ( where is the matter copied, where was the matter copied, where was  
the matter copied by him, where the matter was copied by him) ?
6. The fellow in black gown said that ----- (Nepalese are, Nepalese were,  
are Nepalese) not very good people.
7. In general, the residents of city ----- (do, are, did) not cooperate even  
while they have been collecting lot of money.
8. In process of setting a mouse - trap , when you ----- ( cut, have cut, are  
cutting ) the cheese, you ----- ( place, placed, have placed ) it on the bar  
when the bar ----- ( has been , is , has ) released by the mouse , it traps  
the mouse.
9. The direct speech for the sentence – The beggar begged us to give him some  
money – would be -----
10. "How are you doing dear!" My friend said to me. Has its indirect speech as ---  
-----
11. "Sure man! I can reply each of your questions" The busy man said to us-  
has its correct indirect speech as ----- ( The busy man assured us that  
he could reply each of their questions / The busy man in a casual manner assured  
that he could reply each of our questions / The busy man spoke casually and  
assured us that he could reply each of our questions)
12. "Will you give me your pen for a while which I want to use for this letter? The  
Lawyer said to his client. Its indirect speech would be -----
13. The Paris priest had set the rules of attending the mass at church- has its  
equivalent passive as ----- ( The Paris Priest had been set the rules of  
attending the mass at church/ Attending the mass at church had been set as the  
rules by the Paris priest/ The rules of attending the mass at church had been set by  
the Paris priest)