

TECHNIQUES USED AND CHALLENGES FACED IN TEACHING GRAMMAR

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Ranjita Regmi**

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

2021

**TECHNIQUES USED AND CHALLENGES
FACED IN TEACHING GRAMMAR**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Ranjita Regmi**

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

2021

T.U. Regd. No.: 9-2-737-0098-2012

M.Ed. Fourth Semester

Exam Roll No.: 7228605/073

Date of the Approval of the

Thesis Proposal: 18/08/2019

Date of Submission: 31/12/ 2020

DECLARATION

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

Date: 31 /12 /2020

.....

Ranjita Regmi

RECOMMENDATION FOR ACCEPTANCE

This thesis is to certify that **Ranjita Regmi** has prepared the thesis entitled **Techniques Used and Challenges Faced in Teaching Grammar** under my Supervision.

I recommend this thesis for acceptance.

Date: 31/ 12 /2020

.....

Mr. Khem Raj Joshi

(Supervisor)

Teaching Assistant

Department of English Education

T.U., Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended by the following **Research Guidance Committee**.

	Signature
Dr. Gopal Prasad Pandey	_____
Reader and Head	Chairperson
Department of English Education	
T.U., Kirtipur, Kathmandu	

Mr. Khem Raj Joshi (Supervisor)	_____
Teaching Assistant	Member
Department of English Education	
T.U., Kirtipur, Kathmandu	

Mr. Guru Prasad Paudel	_____
Teaching Assistant	Member
Department of English Education	
T.U., Kirtipur, Kathmandu	

Date: 18/08/2019

EVALUATION AND APPROVAL

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

	Signature
Dr. Gopal Prasad Pandey Reader and Head Department of English Education T.U., Kirtipur, Kathmandu	_____ Chairperson
Dr. Chandreshwar Mishra Professor Department of English Education Tribhuvan University, Kirtipur	_____ Expert
Mr. Khem Raj Joshi (Supervisor) Teaching Assistant Department of English Education T.U., Kirtipur, Kathmandu	_____ Member

Date: 01/ 03/2021

DEDICATION

This thesis is dedicated to my parents and brother who have supported and guided me throughout the every step of my life.

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my supervisor **Mr. Khem Raj Joshi**, Teaching Assistant, Department of English Education, T.U., Kirtipur, Kathmandu for his unconditional supports and valuable guidance throughout the research which made possible to complete my research work. This research would not be completed without his valuable guidance from very beginning to the end.

I also would like to express my deepest gratitude to **Dr. Gopal Prasad Pandey**, Reader and Head, Department of English Education, T.U., Kirtipur, Kathmandu for his supportive and courageous suggestions for my thesis. Similarly, I would like to offer my profound gratitude to **Mr. Guru Prasad Paudel**, Teaching Assistant, Department of English Education, T.U., Kirtipur, Kathmandu for the most constructive instructions and insights for the completion of this research.

I want to express my special gratitude to all the faculty members as well as staff of Department of English Education for their administrative supports. I wish to convey my especial thank to all the members of Curriculum Research Center for providing me required study materials that have helped to complete thesis.

Finally, I am thankful to **Santosh Adhikari, Diwas Samba, Merina Shrestha** and all the teachers, friends and good wishers for supporting and motivating me throughout the research work who directly and indirectly standby me.

Ranjita Regmi

ABSTRACT

The title of this research is **Techniques Used and Challenges Faced in Teaching Grammar**. The main objectives of this study were to find out the techniques used in teaching grammar in basic level, to identify the challenges faced by English language teachers in basic level, and to suggest some pedagogical implications. I adopted survey research design based on quantitative method. The participants of the study were forty basic level English teachers selected randomly. A set of questionnaire and observation checklist were used for the collection of data, and simple statistical tools like percentage and tables along with description was applied for the analysis and interpretation of the data. Furthermore, the findings of this research suggest that different techniques such as inductive, deductive, narration, realia, role play, dialogue can be applied for teaching different aspects such as tense, voice, preposition, articles of a grammar. Likewise, multifaceted challenges related to student, lesson, time, teachers, expectations, resources and materials might occur while teaching grammar.

This thesis consists of five chapters. The chapter one contains background of the study, statement of research problem, objectives, research questions, delimitations of the research, significance of the study, and operational definition of key terms. The chapter two deals with the review of theoretical literature, review of empirical literature, implications of literature review and conceptual framework. Similarly, chapter three consists of the design and methods of the study, population, sample and sampling strategy, sources of data, data collection tool and technique, data collection procedures, data analysis procedures, and ethical consideration. Likewise, chapter four deals with the analysis of the data and interpretation of the result. Finally, chapter five contains findings, conclusion and recommendations.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Tables</i>	<i>x</i>
<i>List of Abbreviations</i>	<i>xi</i>
CHAPTER ONE: INTRODUCTION	1-7
1.1 Background of the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	5
1.4 Research Questions	5
1.5 Significance of the Study	6
1.6 Delimitations of the Study	6
1.7 Operational Definitions of the Key Terms	7
CHAPTER TWO: REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	8-32
2.1 Review of Related Theoretical Literature	8
2.1.1 Concept of Teaching Grammar	8
2.1.2 Misconceptions on Teaching Grammar	11
2.1.3 Importance of Teaching Grammar	12
2.1.4 Dimensions of Grammar	13
2.1.5 Grammar Teaching in Nepal	15
2.1.6 Methodological Positions of Teaching Grammar	17
2.1.7 Techniques in Teaching Grammar	18
2.1.8 Challenges in Teaching Grammar	23

2.2	Review of Related Empirical Literature	25
2.3	Implications of the Reviewed Literature	28
2.4	Conceptual Framework	29
CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY		32-38
3.1	Design and Methods of the Study	32
3.2	Population, Sample and Sampling Strategy	35
3.3	Research Tools and Techniques	35
3.4	Sources of Data	35
3.4.1	Primary Sources of the Data	35
3.4.2	Secondary Sources of the Data	36
3.5	Data Collection Procedures	36
3.6	Data Analysis and Interpretation Procedures	36
3.7	Ethical Considerations	37
CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF RESULTS		38-51
4.1	Analysis of Data and Interpretation of Result	38
4.1.1	Analysis of Data Collected Through Questionnaire	38
4.1.2	Analysis of Data Collected through Observation Checklists	46
CHAPTER FIVE: FINDINGS, CONCLUSION AND RECOMMENDATIONS		51-57
5.1	Findings	51
5.1.1	Techniques Used in Teaching Grammar	51
5.1.2	Challenges Faced while Teaching English Grammar	52
5.1.3	Pedagogical Insights for Teachers	52
5.2	Conclusion	53
5.3	Recommendations	54
5.3.1	Policy Related	54
5.3.2	Practice Related	55
5.3.3	Further Research Related	55

REFERENCES

APPENDICES

LIST OF TABLES

	Page No.
Table 1: Techniques for Teaching Tense	39
Table 2: Techniques for Teaching Articles	39
Table 3: Techniques for Teaching Preposition	40
Table 4: Techniques for Question Tags	41
Table 5: Techniques for Teaching Agreement	42
Table 6: Techniques for Teaching Transformation	42
Table 7: Techniques for Teaching Voice	43
Table 8: Techniques for Teaching Reported Speech	44
Table 9: Techniques for Teaching Connectives	45
Table 10: Techniques for Teaching Conditional Sentences	45
Table 11: Challenges Faced in Teaching Grammar	47

LIST OF ABBREVIATIONS

EFL: English as foreign language

ELT: English Language Teaching

M. Ed.: Master in Education

T.U.: Tribhuvan University

CHAPTER ONE

INTRODUCTION

This study entitled “Techniques Used and Challenges Faced in Teaching Grammar” as a survey research deals with the techniques that are adopted and challenges faced by the teachers while teaching grammar in the classroom. This chapter includes the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

Language is an essential tool for human to learn and interact. It is constructed with various components and grammar is one of the basic components of language and one of the important aspects of language. It plays significant role in conveying the right meaning. It is also known as the backbone of language. Furthermore, it is a word that confuses considerably. Celce-Murcia and Hilles (1988, p. 16) define grammar as ‘a subset of those rules which govern the configurations that the morphology and syntax of a language assume.’ It means that language as a type of rule-governed behavior. Likewise, Ur (2012, p. 76) defines grammar as ‘the way words are put together to make correct sentences.’ It means that grammar is an unavoidable aspect of language to avoid ungrammatical sentences. With the help of grammar, we can arrange morphemes into words, words into phrases, phrases into clauses, clauses into sentences, sentences into meaningful paragraph using rules and principles of language. As Harmer (2007, p. 32) says, “Grammar is not just concerned with the way words are formed and can change their form in order to express different meaning. It is also at the heart of grammatical knowledge” then, it explicitly credits its importance for creating different meanings. Grammar is regarded as an integral part of the language. The main purpose of teaching grammar is to help the students knowing how different grammatical elements

can be strung together to make chain of words. Thus, students can be able to choose appropriate structures and develop their fluency level which express the meaning of that particular language.

Various scholars have defined the term grammar in different ways. According to Thornbury (1999, p. 15), “Grammar is a kind of sentence making machine. It is a set of formal pattern in which words of language are arranged to convey meaning.” It means that through limited rules, a number of meaningful sentences can be generated. Likewise, in Chomsky’s (1957, p. 64) words:

All languages in this world have some sort of grammatical rules. These finite rules provide sound knowledge about the specific language. They help language speakers to enumerate numbers of infinite utterances along on the basis of accidental experience with language.

This above mentioned statement explicitly takes grammar as a tool to produce unlimited number of utterances with the help of given rules for that language. According to Ur (2005, p. 85), “Grammar is a set of rules that define how words apart of words are combined and changed to form acceptable units of meaning within language.” Thus, it studies how the smallest units of language are arranged to form larger units of language in a meaningful way. Grammar refers to the way words are used, classified and structured together to form coherent written or spoken communication. In other words, it is the way in which words are put together to form sentences. It helps to study structural relationships in language or in a language, sometimes including pronunciation, meaning and linguistic history. The teacher can present it as a classroom activity by using appropriate methods and techniques while teaching grammar. Thus, teaching grammar involves any instructional technique or activity that draws learners’ attention to some specific grammatical form in such a way that helps them to comprehend the process and the production so that they can fully internalize it. To learn and teach effectively, we need to have the knowledge of

teaching principles, methods and techniques. Thus, teaching grammar requires teachers having the knowledge of a number of techniques and methods in order to teach effectively and efficiently.

Teaching is not an easy job. Teachers need to adopt various method, technique and strategy while teaching students in the classroom. Technique is a particular way of doing something especially, one in which you have to learn special skill. Anthony (1963, as cited in Krishnaswamy and Krishnaswamy, 2006, p. 40) states, “A technique represents implementation; it is the actual implementation of the method in the classroom. It is a particular way of doing things to accomplish immediate objectives.” Techniques are the activities which are implemented in the classroom to support the successful learning. The techniques or strategies that a teacher uses in the classroom will determine how learners learn grammar. Thus, teachers need to adopt plenty of techniques while teaching grammar because grammar plays a pre-vital role in every endeavor to learn new language to communicate effectively.

It cannot be denied that teaching is a rewarding yet challenging job. It includes dynamic process due to the huge explosion of knowledge and the high advancement in science and technology. Therefore, teachers need to be updated every time. Particularly, talking about grammar teaching, first language learners learn mother tongue intuitively but the second language learners, especially in the case learning English in Nepal, need to be acquainted with the norms of the target language and it is a serious task to teach them. Thus, it is sure that a number of challenges may occur while teaching grammar. Here, challenges refer to something new or difficult which requires great effort and determination. Thus, English grammar teachers need to be aware about those possible challenges that may occur in their teaching due to various factors. These challenges must be identified at first in order to solve them which in turn leads to effective language teaching and learning.

1.2 Statement of the Problem

Grammar helps language learners to convey the right meaning appropriately as it is intended to. Although it is one of the most important aspects of language, it is perceived as an additional skill of a language along with the other four skills: listening, speaking, reading and writing. Every language has its own grammar and it should be taught to be competent in communication in that particular language. In addition, teaching grammar plays significant role in language teaching. It is the study of how words and their component parts combine to form sentences. Learners must have knowledge of grammar rules to make correct sentences as well as to convey the right meaning in a particular context. To teach grammar, teacher needs to adopt various techniques such as songs, games, storytelling in order to aid in teaching grammar and learning. However, there may occur plenty of challenges while implementing those techniques from theory into practice in the classroom.

Teaching grammar is serious and has lot of challenges that teachers face such as poor standard of the students, difficult lessons and its boring nature, classroom setting, different learning styles and so on. However, it cannot be avoided from language teaching thinking about those difficulties. Therefore, teachers need to adopt various techniques for teaching grammar in order to make it more effective. There are several techniques of teaching grammar for the language classroom. Here, technique is a real classroom implication. Different scholars have suggested various techniques for teaching grammar. The use of these techniques determines how learners learn grammar. The techniques we use depend on the contexts and place where teaching and learning activities take place. They do not necessarily seem to be fitted in all contexts. However, the techniques they use is determined by the availability of materials, their qualification, aim of teaching English, tradition of the teaching and so on. Talking about Nepalese context, techniques used in teaching grammar may vary from teachers to teachers and from institutions to institutions. In addition, teachers tend to neglect grammar in basic level than in

other upper level, giving less priority than other language skills. Thus, this study intends to find out the techniques of teaching grammar used by basic level English teachers. Moreover, there arise numbers of possible challenges while exercising those techniques for teaching grammar due to the negligence by teachers and students as well, lack of knowledge on the techniques, inadequate resources and materials, educational environment or classroom settings and so on. Thus, these kinds of challenges should be diagnosed at first during the implementation time in order to make grammar teaching and learning more effective. So that, I was keen on finding the techniques and challenges in teaching grammar at basic level because it is the main aspect of language that enables language learners to convey the right meaning while producing the utterances.

1.3 Objectives of the Study

The objectives for this study were as follows:

- a. to find out the techniques used in teaching grammar in basic level,
- b. to identify the challenges faced by English language teachers in basic level,
- c. to suggest some pedagogical implication.

1.4 Research Questions

The research questions of this study were as follows:

- a. What techniques do basic level English teachers use while teaching grammar?
- b. What are the challenges faced by basic level English teachers while teaching grammar?

1.5 Significance of the Study

This study focused on the techniques and challenges in teaching grammar at basic level. It is said that grammar is the least important than the other four language skills. However, a second language learner must have the knowledge of grammar to perform the functions of a particular language in a correct form. Moreover, this study is helpful to the English language teacher in grammar teaching by providing number of techniques. It is primarily significant to the basic level teachers in discovering the ways in teaching grammar items. In addition, those teachers would become aware about the challenges that might occur during grammar teaching through this study. It is also beneficial to all those teachers, textbook writers, curriculum designers and all those who are involved in the teaching and learning of English language. Moreover, it may ensure the further researches on the areas of teaching grammar by providing adequate references on it. Educational policy makers may become aware of the importance of teaching grammar in order to ensure the teachers and students' grammatical competence.

1.6 Delimitations of the Study

This research study was limited to forty English language teachers teaching in basic level inside the Kathmandu Valley. It was based on quantitative method with the application of survey research design. The simple random sampling strategy was applied to select the participants. The research tools prepared for the data collection were both a questionnaire and an observation checklist. The study applied statistical tools such as percentage and tabulation to analyze the collected data.

1.7 Operational Definitions of the Key Terms

For the readers' intelligibility, following points have been provided with their operational definitions.

Techniques: particular ways of doing something with needed/appropriate skills for example; deductive, inductive, role play, task-based.

Challenges: problems or issues that demand great effort and determination for example; poor standard of the students, difficult lessons and its boring nature, classroom setting, different learning styles.

Basic level English teachers: those who have been involving in teaching English from grade 1 to 8.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review leads to the introduction of a research that allows a critical and in-depth evaluation of previous researches and the existed theories of a particular area of research. As a result, it helps researcher to establish why he/she is pursuing this particular research by reading various related papers. This chapter includes the review of related theoretical literature, review of related empirical literature, implication of the review for the study and finally conceptual framework.

2.1 Review of Related Theoretical Literature

This sub-chapter includes the concept of teaching grammar, its importance and misconception, dimension of grammar, grammar teaching in Nepal, techniques for grammar teaching and challenges in teaching grammar.

2.1.1 Concept of Teaching Grammar

English is the world's mostly used language (Greenbaum & Quirk, 2008, p. 7). Teaching of English takes place all around the world due to its international recognition, importance and popularity. Every language of the world has its own grammar and it is sure that the languages that we speak and write have a number of set of rules and styles to convey the intended meaning. Thus, English is one of them, i.e. having grammar. Etymologically, the word 'grammar' is derived from the Greek word 'grammatika' which means as the art of writing, a part of philosophy of a way of purifying language. In other words, it provides correctness while using a particular language. Teaching language in general incorporates teaching grammar of that language though some scholars have undervalued its importance for learning a language.

Therefore, teaching of English surely demands teaching of its grammar for effective language learning. Here, teaching grammar means teaching accuracy of a language which is only possible in formal learning environment. The formation of word and sentence is concerned with the rules of grammar. These rules of a particular language help for the correct use of that language i.e. effective communication. Thus, teaching grammar is one of unavoidable aspects for language teaching and learning.

The term 'grammar' has been defined by various scholars in a number of ways. In general, it is a set of rules that governs the language more accurately. According to Thornburry (1999, p. 1), "Grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of sentence. Thus, a grammar is a description of the rules that governs how a language's sentences are formed." It can be said that grammar is a device by which words are combined into larger units of discourse. In addition, it can be defined as the study of language descriptively, prescriptively and communicatively in a pedagogic manner. Here, pedagogic perspective of grammar refers to a book especially designed for language teaching and learning consisting both descriptive and prescriptive rules. Whereas communicative perspective of grammar refers to the grammar as the communicative end in mind or way language manipulates and combines words as to express certain kinds of meaning in context with various functions. Furthermore, there are many perspectives on conceptualizing grammar. Traditional perspective perceives grammar as a set of normative prescriptive rules established in order to preserve the purity and standard of language. Structural or descriptive perspective describes grammar as a device by which words are combined into larger units of discourse or it is the study of organization of words into various combinations often representing many layers of structure such as phrase, sentences, utterances. Generative perspective takes grammar as the model of

native speaker's competence which consists of finite rules that generate infinite number of grammatical sentences in that language.

Cowan (2012, p. 3) defines grammar as “the set of rules that describes how words and group of words can be arranged to form sentence in a particular language.” It means that the grammar of language describes how smallest units are structured to form a sentence and how different sentences are organized to form a unified, meaningful and purposive stretch of language use. Hagemann (2002, p. 3) concludes that grammar is a set of rules of the language shared by its speakers which tells how to pronounce syllabus (phonology), how to form words (morphology), how to structure sentences (syntax) and what style of language to use in a given context(pragmatics). In other words, there is a hierarchy of units or elements of grammar in many grammatical description in which sentence/utterance consists of one or more morphemes, which consists of one or more clauses, which consists of one or more phrases, which consists of one or more words to convey the certain meaning in particular context. Furthermore, grammar can be interpreted in terms of historical and descriptive perspective which are commonly known as diachronic and synchronic interpretation respectively. In diachronic study, grammars or languages are studied from the point of view of their historical development. On the other hand, synchronic grammar studies language at a theoretical point of time.

Debata (2013, p. 482) has attempted to conceptualize the term of grammar with its profound importance by:

The word grammar means different things to different people. To the ordinary citizen it connotes to correctness and incorrectness of the language that he or she speaks. To a school student, it means an analytical and terminological study of sentences. Knowledge of grammar helps the student in the correction of mistakes and

improvement of written work ... So, grammar is indispensable for the student.

From above, it can be concluded that grammar plays vital role in language learning by providing set of rules to the language learners. In other words, teaching grammar seems to have great impact in language learning in order to be competent in that language.

2.1.2 Misconceptions on Teaching Grammar

Misconception of grammar is said to be false beliefs or wrong assumptions made about grammar and the grammatical descriptions. They raise some ambiguities whether to take grammar as a great deal of confusion or to take it as explicit object of discussion. In addition, they are myths, illogical, conservation and irrational ideas ignoring its importance in teaching language. Larsen-Freeman (1997) has presented some major misconceptions that arise because of improper and inadequate reflection on the nature and structure of the language:

Grammar is acquired naturally; it need not be taught. It assumes that some language learners acquire second language grammar naturally without instruction. Grammar is a collection of meaningless forms. With no concern on other grammatical dimensions (meaning and use), it associates grammar with verb and rules about linguistic form. Grammar consists of arbitrary rules. It means to say that the given rules are based on individual discretion or judgment and not based on any objective distinction. Grammar is boring. This misconception tells that teaching grammar only involves repetition and rote drilling that cause learners uninterested in learning it. Another myth is that students have different learning styles and not all students can learn grammar. It assumes that there is individual difference in learning that can cause one learn better than others. Another myth says that grammar structures are learned one at a time. It is false because learners may fail in learning grammar

structures until these structures become internalized. Grammar has to do only with sentence-level and sub sentence-level phenomenon. It means to say that it neglects supra sentential or discourse level of grammar. Grammar and vocabulary are areas of knowledge. Reading, writing, speaking, and listening are the four skills. This myth assumes that grammar is of static knowledge. Grammars provide the rules for all the structures in a language. This misconception asserts that grammar rules should never be changed. The myth, I do not know enough to teach grammar, tells that teachers always feel like they can only teach what they know.

In conclusion, these abovementioned myths should be ignored and focused not only on form but also on meaning and used in order to teach grammar accurately, meaningfully and appropriately.

2.1.3 Importance of Teaching Grammar

Talking about the context of teaching English language as either a second language or a foreign language, it cannot be acquired and learnt naturally; therefore, instruction and instruction of the language are important for language learning. A sound knowledge of grammar is essential if pupils are going to use English creatively (Hutchinson, 1999, as cited in Thornbury, 1999, p. 14). This statement stresses on the importance of teaching grammar for effective language learning. Including grammar in teaching obviously enhances effective communication skill as well as it can real effect on all the four skills of language learning. Thornbury (1999, pp. 15-17) has provided seven arguments for the case of teaching grammar in language.

- a. The sentence-machine argument:** Through teaching finite sets of rules of grammar, learners can innumerate finite number of marginal sentences. Thus, grammar is taken as a kind of sentence making machine.

- b. The fine-tuning argument:** This argument assumes that teaching grammar helps language learners to produce correct sentences and structures minimizing the possibilities of committing errors.
- c. The fossilization argument:** This argument clarifies that receiving instruction on grammar do not seem to be at risk of fossilizing than receiving no instruction.
- d. The advance-organizer argument:** It argues that grammar instruction might have indirect influence in language learning. It means that later noticing previously is a prerequisite for language learning.
- e. The discrete item argument:** It assumes that language is enormous and vague from outside by which arises possible challenges for learners. Therefore, if grammatical items are split in the smallest specific items or into neat categories i.e. discrete item, then it can be digestible to learners.
- f. The rule-of-law argument:** It advocates the rules, orders and disciplines which are unavoidable aspects of grammar because grammar is taken as a system of learn able rules.
- g. The learners' expectations argument:** Many learners come to language classes with the expectation that they can develop their grammatical competence for successful language learning.

2.1.4 Dimensions of Grammar

Grammar is said to be a set of rules that govern the language more accurately. Teaching grammar not only includes teaching accuracy of that language but also incorporates the ability to communicate effectively as well as the ability to perform language functions appropriately. Larsen-Freeman (2001) has talked about teaching grammar challenging the conventional views of grammar. Conventionally, grammar was focused on analyzing its form. However, grammar has been analyzed with its meaning and use along with the grammatical forms. She has emphasized the need to focus on form with in a meaning based or communicative approach. Therefore, grammar is not only discrete set of meaningless, de-contextualized, static structures and prescriptive

rules about linguistic form but it is an expression of meaning (semantic) in context of appropriate use (pragmatics). The following three-dimensional framework developed by Larsen-Freeman (2001, p. 252) provides the understanding of the different dimensions of grammar.



Figure 1: A Three-Dimensional Grammar Framework

- a. **Form/Structure:** This dimension of form focuses on the way in which a grammar structure is built and organized within a text. It includes inherent disciplines such as phonology, morphology, graphology and syntax which plays crucial role in teaching and learning the language form.
- b. **Meaning/Semantics:** This dimension of meaning is associated with the meaning of a particular structure conveys. It includes inherent units such as words, derivational morphemes, multiword lexical strings and notion i.e. in particular lexical or grammatical meaning.
- c. **Use/Pragmatics:** The dimension of use indicates when and why speakers make a decision to use one particular grammatical structure over others that could convey the same meaning. It includes relevant units such as social functions and discourse patterns.

2.1.5 Grammar Teaching in Nepal

The credit of an origin of English language teaching in Nepal goes to the Prime Minister Jang Bahadur Rana from the period of Rana Regime after the visit of his Excellency to England. The history of English language teaching in Nepal can be traced back to a half a century and the first English language education opened to the people in 1951 (Bista, 2011, p. 1). Many policies came on how to include English language in formal educational courses over the past years.

However, at present, it has been prescribed as a compulsory subject right from grade one to bachelor level. Grammar teaching involves the process of teaching set of rules of a particular language. Talking about grammar teaching in Nepal, it was done through grammar-translation in the past which emphasized grammar for language instruction. Student's native language was allowed and used to learn rules of English by translation. Explicit state of the rule followed by exercises along with translation into mother tongue used to be applied while teaching English in Nepal. Viewing the scenario of different trends in grammar teaching worldwide, there exist grammar-translation method, direct method, audio-lingual method and communicative language teaching method and others. From the commencement of English language teaching in Nepal, grammar-translation method explicitly prevailed most of the past decades and it can be still observed in practice in rural areas the present time. However, educationist criticized grammar-translation method as a traditional and not appropriate method in this modern era. Therefore, communicative language teaching got emphasized and so in the case of Nepal too. Nowadays, English language trainers in Nepal have been providing trainings centering communicative language teaching method for teaching English grammar. This method gives explicit attention to grammar rules along with communicative practice. At present, this method is being applied for teaching English in Nepal.

The practice of teaching Grammar in Nepal from past to present can be explored from three different phases: traditional phase, modern phase and

postmodern phase (Bhattarai, 2013, pp. 56-69). These phases are briefly described below:

- a. Traditional phase:** This phase continued from 1850s to 1970s. Grammar-translation method was the widely used method of that period. It was expected that once the rules were memorized by the learners they would be able to apply them in translating Nepali texts into English and vice-versa. It can be concluded that prescriptive grammar used to be taught applying grammar translation method in the traditional phase of grammar teaching.
- b. Modern phase:** This phase was based or documented on the structural linguistics and behaviorist psychology developing its own grammar teaching texts, tasks and procedures. With the advent of communicative language teaching quite late, there was more focus on meaning and moderate attitude towards structure. Despite that, the presentation and practice of structure was the norm in our Nepalese context. In fact, there was the practice of Nepali-dominated code mixing or bilingualism within the sentences in the instruction as the standard mode of introducing grammar rules to students.
- c. Postmodern phase:** From the mid 1980s to the present date, this period can be put under postmodern phase. In the early period, English language teaching in the West was influenced and shaped with the thought of philosophy, arts, literature and general education. The grammar components have been integral components of English teacher's courses in Nepal. Grammar was less prioritized component in the school level government curriculum. It is integrated into reading texts. However, private schools have highly recommended grammar as a separate subject. Moreover, it is yet to incorporate methodological innovations such as task based language teaching, grammar in context, processing instruction, intuitive heuristic learning etc in English grammar textbooks and classroom pedagogy in Nepalese context.

2.1.6 Methodological Positions of Teaching Grammar

Scholars have enumerated a number of methods for language teaching. Particularly, teaching grammar can be done through adopting these methods and here are some of the lists (Musilova, 2010, as cited in Ibrahim, 2016, p. 53):

- a. Grammar-translation method:** It is an old or traditional method which still existed so widely. Through this method, grammar rules are properly explained and there is focus on structure. In other words, there is a focus on learning the rules of grammar and the application in translation passages from one language into the other.
- b. The audio-lingual method:** This method was popular at the time of Second World War which gave attention on listening and speaking. Through this method, right grammatical structures are provided to the students and they are supposed to listen and repeat those structures with the help of memorization. In this method, drill is widely used and students learn easily by repetition.
- c. Communicative language teaching and communicative approach:** This approach is an alternative approach to structural grammar which assumes that communication should be done with appropriate forms in the context of use to perform various functions. It disregards the explicit use of grammar rules in teaching grammar i.e. there is a shift from form-focused instruction to meaning-focused instruction.
- d. Total-physical response:** In this method, teachers provide instructions and students listen to them and do them. The main thing is that there are no grammar rules as such. However, students try to do their best. It is more concentrated comprehension than production.
- e. The natural approach:** This method tries to teach the language in a similar way as children learn their first language. Teaching grammar through this approach as same as in the total physical response. Teachers focus mainly on the meaning not on the correct form.

2.1.7 Techniques in Teaching Grammar

Grammar is one of the most important aspects of language. It is a system of a rule of a framework which gives the language structure. Thus, grammar can be defined as the study of the organization of words and phrase into sentence. Hence, teaching grammar includes the array of activities that help learners to learn the set of rules of a particular language. Grammar teachers might adopt plenty of techniques to support learners to learn the grammar. Technique is one of the keys to successful teaching grammar because with the right technique a teacher can teach grammar to the students and students become clear of what was described by their teacher. Celce-Murcia and Hilles (1988, pp. 39-72) have presented some of the techniques for teaching grammar.

- a. **Listening and responding:** This technique is particularly well suited to both presentation and focus practice of grammar structures with a semantic challenge. It assumes that listening comprehension is necessary for second language acquisition. It also encourages learners to make a match between structure and meaning while observing a silent period. Silent period refers that children often do not say anything or say very little when firstly learning a second language. In addition, this technique may help students to comprehend a structure before they are asked to produce it. Some listening exercises or activities are provided to the students and asked them to listen and respond physically or verbally. They are; listen and physically respond, listen and draw, listen and color, listen and manipulate, listen and speak, listen and write, and look, listen and verbally respond.
- b. **Telling stories:** A story prides a realistic context for presenting grammar points, holds, and focuses students' attention in a way that no other technique can. Students naturally like to listen to study stories and most are remembered after the listen is over. Storytelling is traditional, convenient and flexible technique for teaching a phase of grammar lesson. Stories can be either teacher generated or student generated.

They can be used for both eliciting and illustrating grammar points. In addition, students might also be marvelous storytellers as well as excellent listeners.

- c. Dramatic activities and role play:** Dramatic technique including role play may facilitate a match between structure and social function and can be used for both communicative and focused grammar practice. In other words, this technique is particularly appropriate for teaching grammatical structures that are sensitive to social factors. The activities of this technique such as role plays, dialogue, transcribed conversation and skits provide meaningful context for integrating writing, reading, pronunciation, listening and grammar.

Moreover, the aim of grammar practice is to make students aware of the structures by learning those structures so, thoroughly that they will be able to produce correctly on their own. One of the jobs as a teacher is to help students to teach from form focused accuracy work to fluent, but acceptable, production, by producing a variety of practice activities that familiarize them with the structures with context giving practice in both form and communicative meaning. Ur (2009, p. 84) has presented some of the grammar practice activities the different techniques of teaching grammar which are as follows:

- a. Awareness:** Firstly, teacher introduces structures to learners. Then, students are given opportunities to study some kind of discourse and do a task that focuses their attention on its form and meaning. For example, learners are given an extract from the newspaper article and asked to underline all the examples of past tense that they can find.
- b. Controlled drills:** With the help of the cues provided by teachers or textbooks, learners can produce examples of the structures which are very clear to ended cues. For example, write or say statement about Sita modeled on the following example; Sita speaks English but she does not speak Italian.

- i) Drink: tea/coffee
- ii) Like: ice cream/ cake

c. Meaningful drills: The teacher provides situation and guidelines and the students should respond them within the limitation and a number of limited choice of cues. The responses are very controlled. For example: In order to practice the forms of the present simple tense, students are asked to choose someone and compose true statement about him or her according to the following model.

She/he likes ice cream; or She/he does not like ice cream.

- iii) Speak: Nepali
- iv) Enjoy: playing football

- d. Guided meaningful practice:** With the help of set pattern, learners form sentences of their own using the vocabulary that they want to choose. For example, practicing conditional clues, learners are given cue, if I had million dollars, and suggest, in speech or writing, what they would do.
- e. (Structure-based) free sentence composition:** In this activity, teacher provides a visual or situational cue and students are invited to compose their own responses with the direction to use the structure. For example, students are asked to describe a picture showing a number of people doing different things using the appropriate tense.
- f. (Structure-based) discourse composition:** Students are told to hold a discussion or write a passage according to a given task. They are directed to use at least some examples of structure within the discourse. For example, the class is given a dilemma situation (you have seen a good friend cheating in an important test) and asked to recommend a solution. They are direct to include the modals (might, should, can, could, must).

- g. Free discourse:** Learners are given a task to write a paragraph or to hold a discussion but they are not given specific direction/ situation to use the structures. For example, give a direction to the strangers to reach the central library.

Likewise, techniques in teaching grammar can be generally categorized into two groups in which each of them includes numbers of techniques. It can be briefly described below:

- a) Teacher-centered technique:** Literally, our classroom teaching has always been criticized for being more teacher-centered. In this technique, teacher remains active and students remain as passive listener. Interaction between teacher and student is found less here and teacher is more authoritative. It includes the following techniques (Richards, 1999, p. 354):
- i. **Lecture:** It is a pedagogical technique in which a teacher delivers formal talk with a careful planning on the specific issues.
 - ii. **Explanation:** It is an explicit description of a concept or process. It can be in the form of acting, defining, using sentences, stating synonyms, telling original etc.
 - iii. **Illustration:** It is a way of teaching with the use of materials or examples in order to make the content understandable, interesting and clear to learners. It can be done verbally as well as visually.
 - iv. **Demonstration:** It is a presentation of pre-arranged series or events by which the relationship between theory and practice can be built to enables the learners to acquire the knowledge in the first hand form.
 - v. **Finger technique:** In this technique, a teacher points to each word with the help of finger in order to focus on the sentence or structure.

- vi. Questioning: Although students become active while questioning, teacher plays major role in providing the answers.

b) Student-centered techniques: It has been a cry in teaching and learning at the present day. Students are in a front line and active while learning the language. They get the opportunities to involve in discussion, interaction, and communication. Some of techniques are (Richards, 1999, p. 359):

- i) Pair work: It refers to the activity in which two students get involved in interaction with each other. It can be done for various works such as dialogue, grammar practice, describing pictures, question answer, language games and so on.
- ii) Group work: Groups are created having 4 to 5 in numbers for the purposed task. Each member from the group involves in accomplishing the specific task.
- iii) Role play: It refers to an act for small scenes using the given dialogue or can be acted out using one's own ideas and information. It provides an opportunity to practice the language.
- iv) Project work: It is a co-operative language learning technique in which a team of students does work usually outside the classroom.
- v) Discovery technique: It is a kind of problem solving technique that invites students to discover the information instead of passively listen the rules of grammar.
- vi) Task-based technique: Students involve in a communicative task which focuses on meaning rather than form.
- vii) Teaching through text: Students are accessed to the text containing the structure that is intended to be taught. With the help of context, students can be focused on the particular structure in the text.
- viii) Use of language games and fun activities: They are useful for teaching functions of language. It can be used to create situational

context in the classroom. It helps to motivate the young learners to learn the language.

- ix) **Use of multi-media:** It refers to the technology that integrates text, graphics, videos, and sound together. It is used to teach the language in an easy and comprehensive way.

2.1.8 Challenges in Teaching Grammar

Teaching grammar has been a part of language teaching skills since grammar is a prominent feature of language. If learners fail to understand the rules of the grammar, they will fail to communicate effectively in that language. Therefore, teaching grammar plays vital role in learning a language effectively. However, the teaching of grammar is always perceived as the most difficult skill to teach and the most boring skill to learn. Having said this, it does not necessarily mean that we should avoid grammar while teaching a language. Grammar is said to be a skeleton of language which must be included in language teaching and learning. However, it is not an easy task. There might occur some challenges while teaching grammar. Yusob (2018, pp. 151-155) has presented some of the challenges faced by English language teachers in teaching grammar. These challenges are briefly discussed below:

- a. Students:** Sometimes, students' needs and levels are ignored while teaching grammar. It is also believed that correcting students' mistakes is a big challenge, as teachers do not know precisely whether to correct their mistakes in speaking class. Challenges may occur when students have negative attitudes towards grammar as well as students' low proficiency level or weak students in the classroom. Generally, students prefer fun learning than learning grammar, as they feel insecure.
- b. Experience:** Grammar teachers might face challenge if they lack experience of teaching grammar. They might not even know the techniques of teaching grammar. There might be some English language teachers who are exposed to plenty methods but still having problems in

applying grammatical rules. Thus, they must be able to apply the grammar first before learn to teach them. It is also believed that there is no excuse for English teachers for making grammatical mistakes.

- c. Facilities:** Sufficient facilities, resources, or materials are said to be important aids to make grammar lesson meaningful. Enough exposure of the target language helps learners' to learn the language better i.e. it needs abundant resources and materials. Challenges may occur when appropriate resources are not appropriately used by teachers while teaching grammar and it could be a problem if they do not know how to collect and use resources and materials, and make it appropriate. They may feel tedious to use the resources thinking that they are time consuming and economic.
- d. Perceptions:** Teacher's perceptions play a significant role and can arise great challenges to English teachers. Negative perception on teaching grammar may demotivate not only the English teacher but the students also have to face the consequences as a result of the English teachers' perception. In addition, some teachers might have negative perception on grammar by saying that grammar is the hardest part of the job. In others words, teaching grammar is difficult if it involves explaining rules to students while bridging the gap between the theoretical understanding of grammar to the practical usage of grammar.
- e. Expectation of the English Teachers:** English language teachers might have high expectations on their students in learning grammar believing that they have learnt a lot. It might be a challenge for them to create lessons which can cater various kinds of students needs. It is also believed that grammar lesson consumes more time than other language skills. English language teacher sometimes expects the students to already master grammar as they have been learning in previous classes. In addition, teaching grammar can be frustrating at times due to the repetition of teaching the same thing for so many years.

- f. Lessons:** Grammar lessons seem to be worthless if they lack a balance in fulfilling the students' needs and at the same time achieving the objectives. Teaching of grammar is very challenging because teacher needs to prepare grammar lessons that seems interesting to the students. Moreover, teaching grammar is said to be time consuming because it is not easy to make students learn the rules and structures in an hour or two.

2.2 Review of Related Empirical Literature

A number of researches have been carried out on the topics related to techniques and challenges in teaching grammar. Some of the related major research works and articles have been mentioned below:

Shuib (2009) conducted a research on 'Grammatical awareness among primary school English language teachers' which aimed to examine the English language teachers' nature and level of grammatical awareness. This paper in general studies grammatical awareness of Malaysian primary school teachers. Data was gathered through questionnaire and interview from the primary school teachers who were following their B.Ed. TESOL program. Findings of the study shed light on an important facet of primary school English language teachers' metalinguistic awareness in Malaysia, and informed about the improvement of teacher education in the country.

Al-Mekhlafi and Nagaratnam (2011) carried out a research entitled 'Difficulties in teaching and learning grammar in an EFL context' which had the purpose of reporting a study undertaken to investigate the difficulties teachers face in teaching grammar to EFL students as well as those faced by students in learning it, in the teachers' perception. Questionnaire was used to collect the data from EFL teachers teaching English in Omani basic education school. The study aimed to find out whether there are significant differences in teachers' perceptions of difficulties in relation to their gender, qualification,

teaching experience, and the level they teach in school, thus providing insights into their own and their main students' difficulties. The results were also discussed with respect to difficulties categorized of the themes such as explicit grammar teaching, the transfer of declarative knowledge into procedural knowledge, the use of grammatical terminology, error correction, problem solving activities the use of authentic texts for grammar instruction and the use of spoken and written communicative activities.

Similarly, Retriansyah (2013) came out with a research on 'Teachers' techniques of teaching grammar in junior high schools in Salatiga' which aimed at discovering the grammar teaching techniques. The way of teaching may be different for elementary, secondary, tertiary, and undergraduate students. Students will not master the grammar without any help. Therefore, a teacher has crucial role to help their students. The research participants were four English teachers from four different schools in Salatiga and data were collected using a nonparticipant observation and a semi-structured interview. The results of this study found seven different techniques such as drilling, translation, teacher-student exchange, chain, brainstorming, transformation and reception with minimal response, used by the teachers in teaching grammar to their students. This study also revealed two main reasons why the teachers used those techniques to teach grammar to the students, which were to make the grammar more understandable and to make students enthusiastic in learning grammar.

Bardakci and Uysal (2014) published an article on 'Teacher beliefs and practices of grammar teaching: Focusing on meaning, form, or forms?' with the aim of investigating Turkish primary level English language teachers' beliefs and practice patterns of teaching grammar and the reasons behind these patterns. Teaching grammar has always been central, but problematic domain for language teachers, what teachers believe and do regarding grammar instruction is an important issue that needs a great concern. Data was gathered through both a questionnaire to 108 teachers and a focus-group discussion. The

results showed that teachers predominantly preferred the traditional focus-on-forms approach, which points out a serious clash with teachers and curriculum goals, on the one hand, and theoretical suggestions on the other. The paper eventually ends with discussions and suggestions for teacher education and language policy-making.

Akbar, Ahmad and Iqbal (2017) carried out a research entitled ‘Problems in teaching grammar to English learners at secondary level’ which had the purpose of highlighting the problems in teaching grammar with the improvements and solutions to overcome those problems. Standard questionnaire and 9 sub-scale items were adopted as data collection tools. The participants were 150 in number from secondary schools. Findings of the study concluded that teachers who teach English to the secondary school students were not fully satisfied with their teaching of English grammar that was because they had no specialization in English language. It was also showed that teachers were not trained to teach English grammar at secondary level. Moreover, the study revealed that from the use of audio-lingual method English teachers could get better results however, they had perception that English grammar is not easy to teach.

In the same vein, Subedi (2017) carried out a research entitled ‘Exploring ways of teaching grammar lessons at secondary level’ aiming to explore the practice ways for grammar teaching at secondary level in terms of; teaching prepositions, articles, tense, tags, causative verbs and subject verb agreement. Data was collected through different tools i.e. questionnaire and classroom observation checklists. The results showed that inductive ways were more practiced to teach grammar lessons focusing learner-centered techniques. It was also concluded that teachers can use or select methods on the basis of the level of the learners and context and nature of the text.

Likewise, Lamsal (2017) studied ‘Techniques used by lower secondary level English teachers in teaching grammar’ and the purpose of the study was to

identify and compare the techniques used in teaching grammar at lower secondary level in urban and rural areas. The data was obtained through observation checklist and diary writing under case study from two public schools situated in Tanahun district. The result of the study revealed that teachers in both areas used deductive, explanation, illustration, writing, question, free sentence composition and task based techniques in teaching grammar. It was also found that the teacher of rural area focused less use of pictures, answering questions and the finger techniques on the comparison of urban area in teaching grammar. Moreover, this study concluded that both teachers did not engage their students to teach through multimedia because lack of knowledge about information and communication technology like computer, internet.

Similarly, Yusob (2018) produced a research article named ‘Challenges of teaching grammar at tertiary level: learning from English lecturers’ insights’ which aimed to highlight the challenges experienced by English lecturers in teaching grammar at undergraduate level. Although grammar is considered as one of the significant skills to master, it is seen as the most important skill and is often taught incidentally through other language skills. Interview was conducted to collect the data from 15 English lecturers teaching at university level. Findings showed that they faced six main challenges in teaching grammar namely lack of experiences, expectations of the students, lack of facilities, negative perception on the teaching of grammar and preparing grammar lessons.

2.3 Implications of the Reviewed Literature

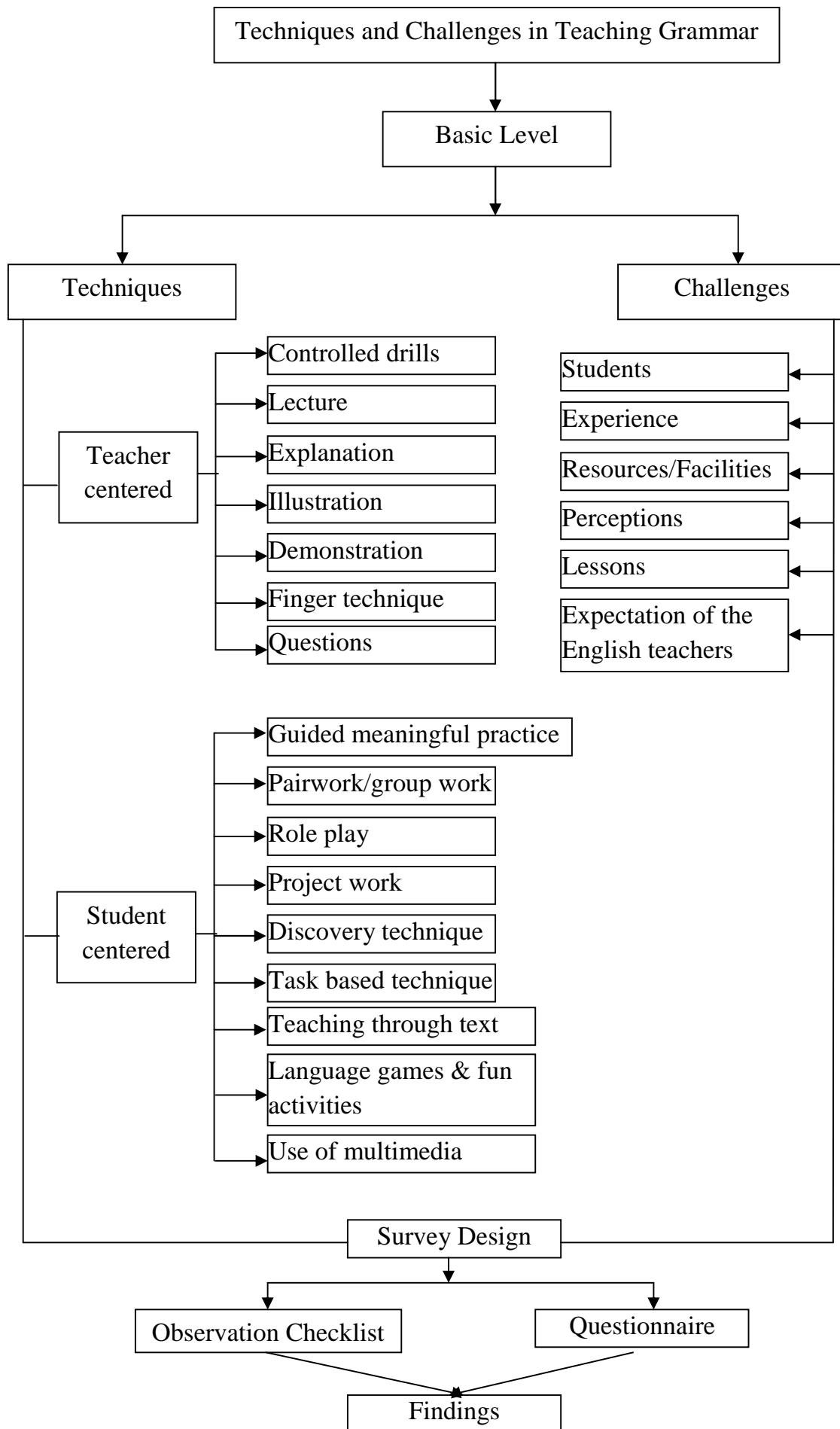
Literature review plays significant role in conducting a research. It is very much helpful for conceptualizing research problem, research process, research design, methodological tools and so on. From the reviews, I got some insights on the concept of teaching grammar and the techniques used as well as challenges faced in it by English language teachers.

The above mentioned literatures were similar to my research study. After reading and reviewing these works, they provided lots of information on theoretical and empirical literature for this research topic. Chomsky (1957), Thornbury (1999), Celce-Murcia and Hilles (2009), Harmer (2007), Ur (2005 & 2012), Larsen-Freeman (2003), Debata (2013), Ibrahim (2016), Bhattarai (2013) helped me understand the conceptualization of teaching grammar including its misconception, importance, dimension, grammar teaching in Nepalese context, approaches, ways of teaching grammar, techniques and challenges in teaching grammar.

Shuib's (2009) paper gave information on grammatical awareness of primary level English teachers. The paper by Retriansyah (2013) helped me gain knowledge upon the teachers' techniques for teaching grammar. Subedi's (2017) paper was helpful for developing research tools for this study. Lamsal's (2017) research made me understand the techniques used in teaching grammar. Moreover, Al-Mekhlafi's (2011) work became additional paper that actually aided me in developing one of my research tools again. The paper by Akbar, Ahmad and Iqbal (2017) gave me an opportunity to read about the the problems of teaching grammar. Likewise, Yusob's (2018) paper gave me some ideas on the challenges occurred in teaching grammar. These scholars' research papers to some extent aided me on the identification and selection of the different topics such as research questions, research tools, research design, research methodology and so on.

2.4 Conceptual Framework

Conceptual framework in a research refers to the researcher's own constructed model that he/she uses to explain the relationship that exists within the study. In other words, it is a mental picture of the process that a researcher is going to conduct in his or her study. The following was the conceptual framework:



Based on the aforementioned framework, this study explicitly focused on the techniques and challenges in teaching grammar at basic level. Some conceptual elements from both terms (techniques and challenges) were adhered here to make the terms more comprehensible. Research design was adopted to explore the research study. Questionnaires were used as the data collection tool to obtain required data from the participants. Findings were carried out being based on the data.

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

To fulfill the objectives of the study, following methodologies were applied in this research process.

3.1 Design and Methods of the Study

It is the chief responsibility of a researcher to adopt an appropriate research design to meet the objectives of the study. It is believed that not all research designs are necessarily appropriate for all research topics. Thus, I chose survey research design as an appropriate research design to do this study.

Survey is a quantitative type of research design which is said to be a popular design in education. Creswell (2012, p. 376) states, "Survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population." It means that a researcher collects the data usually from the large sample to talk about trends, opinions or attitudes. The result of this design is based on the quantitative or numbered data obtained from questionnaires or interviews. It statistically analyzes data and describes the trends about responses to questions. It also tests research questions or hypotheses.

Some characteristics of survey research designs are as follows (Cresswell, 2012, pp. 380-392):

- a) **Sampling from a population:** There should be typically selected and studied a sample from population. Three terms namely the population, the target population and the sample should be clearly defined at first. Survey researcher should select a sample representative of the population so that generalization can be made from the sample to

population. It is important to select a large sample as much as possible in order to show similar characteristics to the target population.

- b) Collecting data through questionnaires and interviews:** There are sorts of surveys that exist however, two basic forms; questionnaires and interviews are commonly used by survey researcher. Here, questionnaire refers to the set of questions which are accessed to the participants to complete and return to the researcher. The participants choose answers to questions and supplies their basic personal views and information. Likewise, interview refers to the process in which a researcher records answers supplied by the participants in the study. In other words, researcher asks questions to the participants based on guided questions, and listens answer, or observes behavior and records responses.
- c) Designing instruments for data collection:** It is a complex process to design a good survey instruments. Survey researchers should first consider whether there is an availability of a survey instrument that can measure the intended variables. Moreover, they set out the questions which include personal, attitudinal, and behavioral questions, sensitive questions, and closed and open-ended questions. However, they should be able to use strategies for good question construction. They can also perform a pilot test of the questions.
- d) Obtaining a high response rate:** Survey researchers should look at for high response rate from participants in the study. In a consequence, they can generalize the results obtained from the sample to the population. It is believed that using interview has the high response rate due to the consent of the participants in advance. On the other hand, there seems low response rate if the researchers use questionnaires in the study.

Processes or steps of survey research designs are as follows (Cresswell, 2012, pp. 403-404):

- a. **Decide if a survey is the best design to use:** Researchers should decide a survey design if he or she wants to describe the trends in a population or describe the relationship among variables or compare groups.
- b. **Identify the research questions or hypotheses:** Survey researcher can address both research questions and hypotheses in the study. Forms of research questions or hypothesis can be either the description of the characteristics or trends of a population of people, or group comparison in terms of specific attributes, or relationship among variables.
- c. **Identify the population, the sampling frame, and the sample:** while identifying the population, it includes defining the population and determining the number of people. Once the survey researcher identifies the target population with a compiled list of its members, then he or she can select the sample usually with the help of random sampling procedures.
- d. **Determine the survey design and data collection procedures:** Survey researchers should be aware of the types of survey design namely cross-sectional and longitudinal. They should also determine whether their study will be based on questionnaire or interview assessing the advantages and disadvantages of it.
- e. **Develop or locate an instrument:** Survey researchers need an instrument to collect or measure the variables in the study. It is important to form an instrument in order to check the reliability and validity of scores during data analysis.
- f. **Administer the instrument:** This step goes with seeking and obtaining permissions to conduct the survey as well as using procedures for data gathering.
- g. **Analyze the data to address the research questions or hypotheses:** Survey researchers involve in noting response rates, checking for response bias, conducting descriptive analysis of all items, and then answering descriptive questions while addressing the research questions or hypotheses for the study.

- h. Write the report:** Survey researchers should be aware of a standard quantitative structure which includes introduction, the review of the literature, the methods, the results, and the discussion.

3.2 Population, Sample and Sampling Strategy

In this research study, the population covered all the number of English language teachers who have been teaching in basic level in a foreign language context. Similarly, the samples for this study were forty English language teachers out of defined population. I adopted simple random sampling strategy for the selection of the participants in this study. Here, simple random sampling refers to the strategy in which every member of the target population has equal chance to be selected.

3.3 Research Tools and Techniques

The research tools for this study were a questionnaire and an observation checklist. I included close-ended questions in the questionnaire. Forty basic level English language teachers were distributed a set of questionnaire. Likewise, an observation checklist was prepared to observe the six classes of grammar teaching of basic level English language teachers.

3.4 Sources of Data

This study gathered information from both the primary and secondary sources.

3.4.1 Primary Sources of the Data

The primary sources of the data in this study were forty English language teachers teaching at basic level from Kathmandu Valley.

3.4.2 Secondary Sources of the Data

Various books such as: Thornbury (1999), Ur (2005 & 2012), Celce-Murcia and Hilles (2009), Harmer (2007), Bhattarai (2013), LarsenFreeman (2001); journal articles like: Debata (2013), Ibrahim (2016), Yusob (2018) were used as the secondary data in order to support this study.

3.5 Data Collection Procedures

I collected the data through questionnaire and observation checklist from basic level English teachers. For that, I adopted the following procedures and steps which have been described below in paragraph.

Firstly, I made questionnaire for teachers as well as observation checklist for the classroom observation as the data collection tools. After that, I visited District Education Office of Kathmandu district and explain my purpose of the research study in order to take the lists of basic schools. Then, I visited the head teachers and establish rapport with them. Then after, I briefly explained the purpose of the study and took permission for data collection. Likewise, I got permissions from the concerned teachers too. Moreover, I distributed the paper of questionnaire to the teachers or participants and requested them to response. For that, I provided adequate time to respond the questionnaire. Likewise, I also observed the classroom of basic level English language teachers teaching grammar. After collecting the data, I thanked the participants and authority for their kind favor.

3.6 Data Analysis and Interpretation Procedures

After collecting the data, the data have been analyzed and interpreted with the help of simple statistical tools like percentage and tables. The data both from the questionnaire and observation checklist were collected and counted, and then converted into percentage with the help of tabulation. Then, the obtained numerical were analyzed in a descriptive way.

3.7 Ethical Considerations

The researcher should consider ethical issues while collecting the required data, analyzing the data and writing the report. I firstly took a letter from the Central Department of English Education, Tribhuvan University asking permission to conduct my research study in different primary schools. Likewise, I asked permission with each individual respondent along with the school administration in order to respond the questionnaire and class to be observed. With this, I explained the objectives and purpose of my study in detail to all the respondents before commencing the research. I was conscious and respectful regarding my respondents' privacy in terms of their personalities, weaknesses and professional ethics. I assured that I did not disclose their secrecy as well as their identity and identity of workplace (identity of schools). I kept the respondents' views and information in a confidential manner. Eventually, I did not distort the responses obtained from the participants.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter consists of analysis of data and interpretation of results.

4.1 Analysis of Data and Interpretation of Result

This chapter is concerned with the presentation, analysis and interpretation of the results. The data were collected from both questionnaire and observation checklist under survey research design where I used closed-ended questions to collect the required data from sample population. In the closed-ended questions, I used multiple-choice type of questions in questionnaire and yes/no questions in observation checklists. The percentage was used as main statistical tool for data analysis. While analyzing the data, total number of responses for each question and item had been changed into percentage. The analysis and interpretation of the obtained data have been separately done on the basis of tools employed in this research.

4.1.1 Analysis of Data Collected Through Questionnaire

A set of questionnaire was given to all the forty English teachers teaching in basic level in order to find out the techniques used for teaching grammar. The obtained responses were then analyzed and interpreted. The following section consists of the analysis of the data on different teaching aspects of grammar.

a. Tense

The following table includes the frequency and percentage of tense aspect of grammar teaching with different techniques such as controlled drills, guided meaningful practice, narration and discussion.

Table 1

Techniques for Teaching Tense

Aspect	Techniques	Frequency	Percentage
Tense	Controlled drills	10	25%
	Guided meaningful practice	21	52.5%
	Narration	6	15%
	Discussion	3	7.5%
Total		40	100%

From the above table, out of 40 English language teachers, 52.5% of the teachers used guided meaningful practice to teach tense of English grammar. Likewise, the techniques such as controlled drills, narration and discussion were applied by 25%, 15% and 7.5% respectively. Thus, it can be said that all the given techniques are used for teaching tense of English grammar. However, guided meaningful practice has been mostly used among the other techniques.

b. Articles

The following table includes the frequency and percentage of articles as an aspect of grammar teaching with different techniques such as using pictures and drawings, story narration, asking information and fill in the blanks (activity).

Table 2

Techniques for Teaching Articles

Aspect	Techniques	Frequency	Percentage
Articles	Using pictures and drawings	9	22.5%
	Story narration	8	20%
	Asking information	3	7.5%
	Fill in the blanks	20	50%
Total		40	100%

From the above mentioned table, out of 40 English language teachers, 50% of the teachers used fill in the blanks as an activity to teach articles of English grammar. Similarly, other techniques such as using pictures and drawings, story narration and asking information were applied by 22.5%, 20% and 7.5% respectively. Thus, it can be concluded that the teachers used all of the given techniques while teaching articles of English grammar but, most of them preferred using the activity i.e. fill in the blanks.

c. Preposition

The following table consists of the frequency and percentage of preposition aspect of grammar teaching with different techniques such as using realia, providing examples, using pictures and drawings and discussion.

Table 3

Techniques for Teaching Preposition

Aspect	Techniques	Frequency	Percentage
Preposition	Using realia	5	12.5%
	Providing examples	15	37.5%
	Using pictures or drawings	17	42.5%
	Discussion	3	7.5%
Total		40	100%

Examining the above mentioned table, using pictures or drawings as a technique was used by 42.5% of the English teachers out of 40. Likewise, the percentages such as 37.5%, 12.5% and 7.5% of the teachers adopted the techniques such as providing examples, using realia and discussion respectively. Thus, it can be explained that two of the techniques such as using pictures or drawings and providing examples were mostly used by the English language teachers in comparison with other given techniques.

d. Question tags

The following table deals with the frequency and percentage of question tags aspect of grammar teaching with different techniques such as using controlled drills, creating context, direct explaining and dialogue.

Table 4

Techniques for Question Tags

Aspect	Techniques	Frequency	Percentage
Question tags	Controlled drills	7	17.5%
	Creating contexts	12	30%
	Direct explaining	7	17.5%
	Dialogue	14	35%
Total		40	100%

To teach question tags of English grammar, with the help from the above mentioned table, dialogue as a technique was used by 35% of the English teachers out of 40. Similarly, the other techniques such as creating contexts, controlled drills and direct explaining were used by 30%, 17.5%, and 17.5% respectively. Thus, it can be examined that both of the techniques such as dialogue and creating context have been used by most of the teachers.

However, the techniques such as controlled drills and direct explaining have been emphasized by the same percentage i.e. 17.5% which can be significantly observed in the teaching grammar classroom.

e. Agreement

The following table displays the frequency and percentage of agreement aspect of grammar teaching with different techniques such as controlled drills, contrasting structures, correcting sentences and making sentences.

Table 5

Techniques for Teaching Agreement

Aspect	Techniques	Frequency	Percentage
Agreement	Controlled drills	4	10%
	Contrasting structures	8	20%
	Correcting sentences	6	15%
	Making sentences	22	55%
Total		40	100%

While teaching agreement of English grammar, with the above mentioned table, 55% of the teachers adopted making sentences as a technique. Similarly, 20%, 15% and 10% of them used the technique such as contrasting structures, correcting sentences and controlled drills respectively. Thus, it can be said that most of the teachers preferred the technique i.e. making sentences for teaching agreement of English grammar.

f. Transformation

The following table shows the frequency and percentage of transformation aspect of grammar teaching with different techniques such as controlled drills, guided meaningful practice, teaching through text and using language games.

Table 6

Techniques for Teaching Transformation

Aspect	Techniques	Frequency	Percentage
Transformation	Controlled drills	5	12.5%
	Guided meaningful practice	16	40%
	Teaching through text	10	25%
	Using language games	9	22.5%
Total		40	100%

Regarding transformation as the aspect of teaching English grammar, from the above mentioned table, 40% of the teachers applied guided meaningful practice technique. Similarly, the techniques such as teaching through text, using language games and controlled drills were used by 25%, 22.5% and 12.5% respectively. Thus, it can be concluded that guided meaningful practice has been mostly emphasized than the other mentioned techniques. However, the use of the techniques such as teaching through text and using language games have been subsequently considered by the teachers.

g. Voice

The following table provides the information on the frequency and percentage of voice aspect of grammar teaching with different techniques such as free discourse, awareness, controlled drills and questioning.

Table 7

Techniques for Teaching Voice

Aspect	Techniques	Frequency	Percentage
Voice	Free discourse	12	30%
	Awareness	1	2.5%
	Controlled drills	8	20%
	Questioning	19	47.5%
Total		40	100%

Considering voice as the aspect of teaching English grammar, as presented in the above mentioned table, the data showed that the techniques such as questioning, free discourse, controlled drills and awareness were used by 47.5%, 30%, 20% and 2.5% respectively. Thus, it can be examined that questioning has been one of the most used techniques for teaching voice of English grammar. Likewise, the techniques such as free discourse and

controlled drills have been subsequently used by the teachers. However, awareness technique has been less considered for teaching voice.

h. Reported Speech

The following table reveals the information on the frequency and percentage of reported speech aspect of grammar teaching with different techniques such as dialogues, controlled drills, listening and responding and narration.

Table 8

Techniques for Teaching Reported Speech

Aspect	Techniques	Frequency	Percentage
Reported speech	Dialogues	11	27.5%
	Controlled drills	13	32.5%
	Listening and responding	6	15%
	Narration	10	25%
Total		40	100%

Viewing the above mentioned table, 32.5% of the teachers used controlled drills for teaching reported speech of English grammar. Likewise, the techniques such as dialogues, narration and listening and responding were adopted by 27.5%, 25% and 15% of the teachers respectively. Thus, it can be assessed that controlled drills was mostly used technique among the other given techniques, however, the other techniques were also subsequently used.

i. Connectives

The following table shows the frequency and percentage of connectives aspect of grammar teaching with different techniques such as telling stories, free discourse, task-based technique and interview.

Table 9

Techniques for Teaching Connectives

Aspect	Techniques	Frequency	Percentage
Connectives	Telling stories	19	47.5%
	Free discourse	5	12.5%
	Task based technique	12	30%
	Interview	4	10%
Total		40	100%

Regarding connectives as the aspect of teaching English grammar, analyzing the above mentioned table, telling stories as a technique was used by 47.5% of the teachers. Similarly, the percentages such as 30, 12.5 and 10 of the teachers adopted task based technique, free discourse and interview respectively. Thus, it can be examined that most of the teachers preferred to use the technique i.e. telling stories.

j. Conditional Sentences

The following table indicates the frequency and percentage of conditional sentences aspect of grammar teaching with different techniques such as stories guided meaningful practice, listening and responding, role play and teaching through text.

Table 10

Techniques for Teaching Conditional Sentences

Aspect	Techniques	Frequency	Percentage
Conditional sentences	Guided meaningful practice	12	30%
	Listening and responding	3	7.5%
	Role play	14	35%
	Teaching through text	11	27.5%
Total		40	100%

Examining the above mentioned table, role play technique was used by 35% of the teachers out of 40 for teaching conditional sentences of teaching English grammar. Likewise, the techniques such as guided meaningful practice, teaching through text and listening and responding were used by 30%, 27.5% and 7.5% of the teachers. Thus, it can be concluded that high percentage of the teachers used role play to teach conditional sentences. However, the other given techniques such as guided meaningful practice and teaching through text were subsequently used.

4.1.2 Analysis of Data Collected through Observation Checklist

I observed the six different classes of grammar teaching of six English language teachers teaching at basic level. I prepared the observation checklist being based on Yusob's (2018) categorization and observed each teacher's individual classes. Yusob (2018, pp. 151-155) categorizes some of the challenges relating them with students, experience, facilities and resources, perceptions, expectation of the English teachers and lessons faced by English language teachers in teaching grammar. Different challenges were found while observing the classes. The obtained challenges faced by English language grammar teachers have been analyzed and interpreted using simple statistical tool of percentage and the detail has been presented in the following table.

Table 11**Challenges Faced in Teaching Grammar**

S.N.	Questions	Frequency		Percentage	
		Yes	No	Yes	No
1	Is there a grammatical lesson according to the students' needs and levels?	6	-	100%	-
2	Does the teacher correct students' grammatical mistakes?	6	-	100%	-
3	Do students feel boring while teaching grammar lessons to them?	3	3	50%	50%
4	Does the teacher have lack of experience of teaching grammar?	2	4	33.3%	66.7%
5	Does the teacher have adequate knowledge about techniques and methods for teaching grammar?	5	1	83.3%	16.7%
6	Does the teacher use appropriate technique for teaching specific grammar lesson?	4	2	66.7%	33.3%
7	Does the teacher have adequate resources and materials while teaching grammar lessons?	4	2	66.7%	33.3%
8	Is that grammatical lesson time consuming?	3	3	50%	50%
9	Does the teacher have negative perception towards grammar teaching?	2	4	33.3%	66.7%
10	Do the students feel difficult while learning grammatical lessons?	4	2	66.7%	33.3%
11	Does the teacher only use second language while teaching grammar lessons?	3	3	50%	50%
12	Does the class seem large-sized?	3	3	50%	50%
13	Are the students motivated for learning grammar lessons?	2	4	33.3%	66.7%
14	Does the teacher use students' native language maximum?	3	3	50%	50%

From the above mentioned table, it can be said that 100% of the grammatical lessons were supposed to be in accordance with students' needs and level. Thus, it can be concluded that there is no challenge seen on the grammatical lesson to be taught for the particular classes.

Likewise, 33.3% of the teachers did not try to correct all the grammatical errors committed by the students while teaching grammar lessons in the classroom. It meant to say that ignoring grammatical errors made by the second language learners could create a challenge because students might repeat the same errors again and again if the task of correcting is not immediately done after making mistakes.

While observing the classes, most of students from 50% of the classes were seen bored while teaching grammar lesson to them. It meant to say that students did not provide due concentration while being taught.

It was found that 33.3% of the teachers were having lack of experience of teaching grammar. This data came with the fact that these teachers were novice in a sense that they had just entered in the teaching profession.

Likewise, as presented in the above mentioned table, it was found that 16.7% of the teachers did not have adequate knowledge about techniques and method for teaching grammar. In other words, the data displayed that with improper techniques and methods classroom teaching and learning seemed to be ineffective.

The observation result showed that 33.3% of the teachers did not use appropriate technique for teaching specific grammar lessons. It meant to say that teachers just taught the grammar lesson using traditional method without appropriate selection of technique in accordance with grammar lesson.

Similarly, 33% of the teachers did not have adequate resources and materials while teaching grammar. This data came out with the fact that teachers were facing the challenge due to insufficient resources and materials.

It was found that 50% of the grammatical lessons, out of the observed classes, seemed to be time consuming. In other words, students' inability to learn the particular grammatical lessons took much more time for teachers in comparison with other teaching simple grammatical lessons in order to make them understood.

With an observation, it was found that 33.3% of the teachers had negative perception towards grammar teaching. It meant to say that having lack of experience of teaching grammar, nature of teaching grammar i.e. time consuming and students inability to learn particular grammar lessons might be the cause of having negative perception.

In accordance with the above mentioned table, the data showed that students, from the six observed classes i.e. 66.7%, felt difficult while learning grammatical lessons. Either the students' first language interference or the differences between their native language and the target language might be a cause for this.

While observing the classes, in 50% of them, teachers used only the target or second language while teaching grammatical lessons. This could be taken as a challenge because only the use of target language might not be intelligible to the students.

Likewise, it was found that 50% of the classes seemed to be large-sized. This might be considered as a challenge due to the students' noise and overcrowdings from the large-sized classes which would hinder teachers teach very effectively.

With an observation, the data showed that students from the 66.7% of the classes seemed not to be motivated while learning grammar lessons. Thus, it might be seen as a challenge for the teachers because demotivation brings lethargy in students' learning behavior.

Based on the observation, it was found that 50% of the teachers used students' native language maximum. This could bring challenge in grammar teaching classrooms because grammatical competence cannot be obtained through the maximum use of students' native language rather input should be provided with the target language.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter discusses the findings, conclusions and recommendations as follows.

5.1 Findings

On the basis of the analysis of data and interpretation of the results from the questionnaire and observation checklist, I found some of the techniques used and the challenges faced by basic level English language teacher while teaching grammar. The major findings of the study have been presented thematically based on the data analysis and interpretation, research questions and objectives of the study.

5.1.1 Techniques Used in Teaching Grammar

The following techniques were used by basic level English language teachers while teaching grammar.

- a. Guided meaningful practice was used for teaching tense by 52.5% of the teachers out of defined forty.
- b. Fill in the blanks as an activity was highly used by 50% of the English language teachers out of defined forty.
- c. Most of the teachers, i.e. 55% adopted making sentences as the technique for teaching agreement.
- d. Questioning, applied by 47.5% of the teachers, was mostly used as a technique in order to teach voice.
- e. 47% of the English language teachers adopted telling stories as the techniques for teaching connectives.

5.1.2 Challenges Faced while Teaching English Grammar

The following challenges were faced by basic level English language teachers while teaching grammar.

- a. Teacher's lack of experience has been faced as one of the challenges in teaching grammar.
- b. Inadequate use of resources and materials seems to be a challenge while teaching grammar.
- c. The students from the observed classes i.e. 66.7% felt difficult while learning grammatical lessons.
- d. In 50% of the total classes, teachers either used only the target language or native language of students maximum.
- e. Large sized class as a challenge was found in 50% of the classes.
- f. In 66.6% of the classes, students did not have motivation so how to motivate them as a challenge.

5.1.3 Pedagogical Insights for Teachers

On the basis of the findings, some pedagogical insights have been presented below:

- a. Techniques are said to be the effective ways for teaching in an effective way to achieve desired goal within a short period. Thus, techniques of teaching grammar would certainly benefit teachers for effective and successful teaching.
- b. Teachers having knowledge of different techniques for teaching grammar helps in the selection of techniques in accordance with the nature of particular grammatical items.

- c. Viewing challenges positively would allow the teachers to step forward with the innovative management skills. Identifying the challenges is a must for the continuation of successful teaching and learning. Thus, with the identification of challenges, teachers can become able to bring possible solutions.

5.2 Conclusion

Grammar is said to be the skeleton of a language that's why grammar teaching, among the other aspects of a language, has a great value in teaching a language. The essence of grammar teaching can be significantly observed as infinite number of sentences can be enumerated with the help of basic rules in order to communicate in meaningful way. Different grammatical aspects or items are put in a curriculum for teaching a language. All grammatical aspects or items do not have the same rules, forms and structures so that they are different from each others. Having said this, teaching grammar includes teaching different aspects or items of that grammar so that only one technique does not necessarily tend to be effective for all the grammatical items. Thus, grammar teachers should have the knowledge of different techniques for teaching different grammatical items. Not only this, they should also be aware of the appropriateness of techniques i.e. the use of appropriate techniques in accordance with grammatical items. Therefore, different techniques of teaching grammar can help teachers make the classroom learning more effective. Moreover, different teaching grammatical items such as tense, articles, preposition, questions tags, agreement transformation, voice, reported speech, connectives and conditional sentences could be taught using different techniques such as inductive, deductive, narration, fill in the blanks, using pictures, using realia, discussion, dialogue, creating contexts, using language games, free discourse, interview, role play, guided meaningful practice and so on.

Teaching is said to be the challenging job so that grammar teaching cannot be of exceptional. However, challenges in teaching grammar should be viewed in a positive way because they can be a means to step forward for achieving the desired goal. Thus, teacher should be aware of the possible challenges while teaching language in general and grammar teaching in particular. Challenges do not necessarily come from a single source as they can be related to learners, teachers, lessons, resources and materials, perceptions, expectations and so on. Therefore, challenges should be discerned at first and then coped with possible solutions.

5.3 Recommendations

In this sub-chapter, appropriate recommendations have been made on the basis of the findings and conclusion from the study. These recommendations have been further categorized into policy related, practice related and further research related.

5.3.1 Policy Related

The following policies have been made as recommendations for the policy makers, course developers and curriculum designers.

- a. While developing teacher guidelines for the specific class, the concerned authorities should have insight on multiple techniques for teaching different aspects of grammar with appropriateness.
- b. Being aware about the challenges faced while teaching grammar can be helpful for the concerned institutions and individuals in order to cope those challenges.
- c. The provision of training should be guaranteed for the English language teachers being concerned with different aspects of that language in general and grammar teaching in particular.

5.3.2 Practice Related

The following practice related recommendations have been made for the educational authority and real practitioner of teaching, i.e. teacher.

- a. English language teachers should be aware of different techniques for teaching grammar with appropriateness.
- b. The concern institution and individuals should have impactful management skills for the solution of the occurred challenges while teaching English language in general and grammar teaching in particular.
- c. English language teachers should get an opportunity to participate in the trainings related to different techniques for teaching grammar.

5.3.3 Further Research Related

The following research related recommendations have been made for future researchers having interest on the particular area of research.

- a. Future researches can be conducted on different aspects (pronunciation, vocabulary and grammar) of English language.
- b. The researchers can study on the resolution for the occurred challenges while teaching grammar.
- c. The researchers can analyze the effectiveness of different techniques used for teaching different aspects of grammar.

References

- Akbar, M., Ahmad, M. & Iqbal, M. J. (2017). Problems in teaching grammar to English learners at secondary level. *Asian Innovative Journal of Social Sciences and Humanities*, 1(1), 55-69.
- Almekhlafi, A. & Nagaratnam, R. P. (2011). Difficulties in teaching and learning grammar in EFL context. *International Journal of Instruction*, 4(2), 69-92.
- Bardakci, M. & Uysal, H. H. (2014). Teacher beliefs and practices of grammar teaching: Focusing on meaning, form, or forms?. *South African Journal of Education*, 34(1), 1-16.
- Bhattarai, A. (2013). *A short review of grammar in EFL/ESL pedagogy*. Kathmandu, Nepal: Oriental Publication Pvt. Ltd.
- Bista, K. (2011). Teaching English as a foreign/second language in Nepal: Past and present. *English for Specific Purposes World*, 11(32), 1-9.
- Celce-Murcia, M. & Hilles, S. (1988). *Techniques and resources in teaching grammar*. Cambridge, the U.K.: Oxford University Press.
- Chomsky, N. (1957). *Syntactic structures*. The Hague: Mouton.
- Cowan, R. (2012). *The teachers' grammar of English*. Cambridge: Cambridge University Press.
- Cresswell, J. (2012). *Educational research: Planning, conducting and evaluating qualitative and quantitative research (4th ed.)*. Boston: Pearson Education Inc.
- Debata, P. K. (2013). The importance of grammar in language teaching - A reassessment. *Language in India*, 13(5), 482-486.
- Greenbaum, S. & Quirk, R. (2008). *A student's grammar of the English language*. India: Pearson India.

- Hagemann, J. A. (2002). *Teaching grammar; A reader & workout* (first edition). London: Pearson
- Harmer, J. (2007). *The practice of English language teaching* (fourth edition). London: Pearson Longman.
- Ibrahim, N. (2016). Games for teaching grammar to young learners. *Indonesian Journal of Integrated English Language Teaching*, 2(1), 49-63.
- Krishnaswamy, N. & Krishnaswamy, L. (2006). *Methods of teaching English*. New Delhi: Macmillan India Ltd.
- Lamsal, S. (2017). *Techniques used by lower secondary level English teachers in teaching grammar* (Master's thesis). Kirtipur, Kathmandu: Tribhuvan University.
- Larsan-Freeman, D. (1997). *Grammar and its teaching: Challenging the myths*. Washington, D.C.: ERIC Clearinghouse on Language and Linguistics. [ERIC Digest.]
- Larsan-Freeman, D. (2001). Teaching grammar. In Celce-Murcia, M. (Ed.), *Teaching English as a foreign or second language*. Boston: Heinle & Heinle, 251-266.
- Richards, J.C. (1999). *Dictionary of language teaching and applied linguistics*. London: Longman.
- Retriansyah, L. (2013). *Teachers' techniques of teaching grammar in junior high schools in Salatiga* (Master's thesis). Retrieved from: http://repository.uksw.edu/bitstream/123456789/7327/2/T1_112009158_Full%20text.pdf
- Shuib, M. (2009). Grammatical awareness among primary school English language teachers. *GEMA Online Journal of Language Studies*, 9(1), 35-46.
- Subedi, P. (2017). *Exploring ways of teaching grammar lessons at secondary level* (Master's thesis). Kirtipur, Kathmandu: Tribhuvan University.

Thornbury, S. (1999). *How to teach grammar*. Harlow, England: Longman.

Ur, P. (2005). *A course in language teaching*. Cambridge: Cambridge University Press.

Ur, P. (2009). *Grammar practice activities: A practical guide for teachers*. Cambridge: Cambridge University Press.

Ur, P. (2012). *A course in English language teaching* (second edition). Cambridge: Cambridge University Press.

Yusob, K. F. (2018). Challenges of teaching grammar at tertiary level: Learning from English lecturers' insights. *E-Academia Journal*, 7(1), 149-158.

APPENDIX I

Survey Questionnaire

Teacher's name:

School's name:

Researcher's name: Ranjita Regmi, student of Central Department of English Education, Tribhuvan University, Kirtipur, Kathmandu

You are requested to put a tick () to the alternatives that best indicates your responses.

What techniques do you use while teaching the following grammatical items inside the classroom?

Grammatical items or elements	Techniques	✓
a. Tense	i. Controlled drills	
	ii. Guided meaningful practice	
	iii. Narration	
	iv. Discussion	
b. Articles	i. Using pictures and drawings	
	ii. Story narration	
	iii. Asking information	
	iv. Fill in the blanks	
c. Preposition	i. Using realia	
	ii. Providing examples	
	iii. Using pictures or drawings	
	iv. Discussion	
d. Question tags	i. Controlled drills	
	ii. Creating contexts	
	iii. Direct explaining	
	iv. Dialogue	

e. Agreement	i. Controlled drills	
	ii. Contrasting structures	
	iii. Correcting sentences	
	iv. Making sentences	
f. Transformation	i. Controlled drills	
	ii. Guided meaningful practice	
	iii. Teaching through text	
	iv. Using language games	
g. Voice	i. Free discourse	
	ii. Awareness	
	iii. Controlled drills	
	iv. Questioning	
h. Reported speech	i. Dialogues	
	ii. Controlled drills	
	iii. Listening and responding	
	iv. Narration	
i. Connectives	i. Telling stories	
	ii. Free discourse	
	iii. Task-based technique	
	iv. Interview	
j. Conditional sentences	i. Guided meaningful practice	
	ii. Listening and responding	
	iii. Role play	
	iv. Teaching through text	

APPENDIX II

Observation checklists

The following observation checklist is based upon the classroom challenges faced by basic level teachers while teaching grammar.

The researcher will apply the following checklists to collect the data by observing the classroom of teaching grammar in basic level.

Name of the school:

Date:

Name of the teacher:

No. of the students:

Class:

Teaching item:

S.N.	Questions	Yes	No
1	Is there a grammatical lesson according to students' needs and levels?		
2	Does the teacher correct students' grammatical mistakes?		
3	Do students feel boring while teaching grammar lessons to them?		
4	Does the teacher have lack of experience of teaching grammar?		
5	Does the teacher have adequate knowledge about techniques and methods for teaching grammar?		
6	Does the teacher use appropriate technique for teaching specific grammar lesson?		
7	Does the teacher have adequate resources and materials while teaching grammar lessons?		
8	Is that grammatical lesson time consuming?		
9	Does the teacher have negative perception towards grammar teaching?		
10	Do students feel difficult while learning grammatical lessons?		

11	Does the teacher only use second language while teaching grammar lessons?		
12	Does the class seem large-sized?		
13	Are the students motivated for learning grammar lessons?		