

APPROACHES USED FOR TEACHING GRAMMAR IN LOWER SECONDARY  
LEVEL IN PRIVATE SCHOOLS

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A Dissertation

Submitted to

School of Education

in partial fulfillment of the requirements for the degree of  
Master of Education in English Language Teaching

Kathmandu University

Dhulikhel, Nepal

October, 2013

AN ABSTRACT OF THE DISSERTATION OF

*Laxmi Karki* for the degree of *Master of Education in English Language Teaching* presented on 21<sup>st</sup> October, 2013. Title: *Approaches used for Teaching Grammar in Lower Secondary level of Private Schools.*

Abstract Approved: \_\_\_\_\_

Assoc. Prof. Laxman Gnawali

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The main purpose of this study was to explore the approaches used for teaching of grammar in lower secondary level of private schools.

This study was carried out among five English teachers of private schools. I have collected the data using two main techniques of data collection; classroom observation and interviews. The findings of this research showed that the teachers were following deductive approach for teaching of grammar although they all believed that inductive is the most appropriate one. Most of them responded positively about the effectiveness of teaching materials and communicative tasks in the language classroom; however they were not practicing in their classroom. They also revealed some issues related to grammar and grammar teaching in EFL classroom. According to them, traditional form-focused assessment system, first language interferences, insufficient time for teaching and practicing grammar, boredom in course completion, students' low language proficiency, and congested classroom are the major problems for teaching grammar effectively.

\_\_\_\_\_ 21<sup>st</sup> October, 2013

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## DECLARATION

I hereby declare that this dissertation is original and my own work has not been submitted for candidature for any other degree.

21<sup>st</sup> October, 2013

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## DEDICATION

This dissertation is dedicated to my dear parents and beloved husband; who always supported me in my study and gave me hope and strength in life. Besides, my special dedication goes to all my tutors of Kathmandu University whose continuous efforts enabled me to accomplish my research work.

Master of Education in English Language Teaching Dissertation of *Laxmi Karki*

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I understand that my dissertation will become part of the permanent collection of Kathmandu University Library. My signature below authorizes release of my dissertation to any reader upon request.

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## ACKNOWLEDGEMENTS

First of all, I would like to extend my sincere gratitude and appreciation to my research supervisor Assoc. Prof. Laxman Gnawali, who read several drafts of my work and provided me with detailed comments related to the content, field study, language, relevant literature review and APA formatting of my work. Without his continuous and invaluable guidance and support I would not have been able to complete this thesis.

In addition, I am thankful to Prof. Dr. Tanka Nath Sharma, Dean of School of Education and HOD, Prof. Dr. Mahesh Nath Parajuli for their suggestions, comments, and feedbacks which directly or indirectly helped me to shape my dissertation work. Similarly, I would like to extend my sincere thanks to Dr. Bal Chandra Luitel, whose guidance helped me to conceptualize the research topic and methodology during the initial stage of my research. Likewise, I would like to express my thankfulness to Narayan Kafle for his constructive suggestions. I would also like to thank all the members of the research committee for their valuable comments, suggestions and inputs to accomplish this research study.

I am also grateful to Asst. Prof. Dhanapati Subedi for his suggestions and feedback in developing my dissertation work. Likewise, I am thankful to Siddhartha Dhungana for language editing of the dissertation.

Finally, my sincere thanks go to my parents, husband, family, friends, and seniors for their love, encouragement and full support to complete this dissertation.

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## LIST OF ABBREVIATION AND ACRONYMS

B. Ed.	Bachelor of Education
CDC	Curriculum Development Centre
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
ELT	English Language teaching
ESL	English as a Second language
GT	Grammar Translation
L1	First Language
LSRW	Listening, Speaking, Reading and Writing
M. A.	Master in Arts
M. Ed.	Master in Education
M. Phil	Master in Philosophy
NELTA	Nepal English language Teachers' Association
TBLT	Task- Based Language Teaching

## CHAPTER I

### INTRODUCTION

This chapter presents the description of my personal experiences which deals with teaching and learning of grammar. It also elaborates the problem statement, and explores the purpose and objectives of the research. Later, this chapter considers the significance of the study. Finally, this chapter sets the delimitation of the study.

#### **Background of the Study**

It has been more than fifteen years that I have been studying English as a second language and as a medium of instruction from primary to master's level. I started learning English when I started my schooling as a compulsory subject. I still remember the days of my schooling how teachers used to teach students the different language skills and grammar exercises. The classroom was completely teacher controlled where we had to follow what the teacher asked. Moreover, the teachers would enter in the classroom with a prescribed textbook to teach and chalk-sticks to write dealing titles on the blackboard. They would ask us to listen quietly to their instructions.

Because of the teacher-centered classroom, we were not provided with any opportunities to practice English language and grammar inside and outside the classroom, and we were deprived of any interactive activities. The teachers never let us interact with our friends. If we tried to solve the problems by discussing with each other, they would punish and scold us without asking about the fact. Besides, they also complained to our parents. Therefore, there was no option except remaining passive because of the fear of getting punishment. Moreover, they used to teach grammar with a focus to enable us to just pass in exam at any cost. Thus, I used to get good marks on

choosing the correct form of certain grammatical form. But, I was unable to solve other exercises where I was required to write a paragraph or complete a task. Besides, I could not form a single meaningful sentence in a listening and speaking examination those were based on the grammar form and functional parts of language.

As Lightbown (1983) claims that grammar which is purely taught through controlled exercises may not stay with the learner for long time (as cited in Batstone, 1994, p. 46). With the help of this definition it can be analyzed that to enable students in using language properly as well as to develop students' accuracy and fluency on language, teacher has to teach grammar lesson in a free environment without any boundaries to talk and share ideas to their friends. Furthermore, the teachers need to play a vital role to avoid fear of getting punishment by being a facilitator and a guide. Moreover, they have to provide lots of opportunities to ascertain learners' own ideas and opinions. Such as, they can create students-centered classroom where students can practice grammar lesson in a different ways, for example, through conversation, reading stories, using newspaper, playing different roles, and so on. Besides, they can use different newly derived meaning focused methods and approaches, such as communicative language teaching (CLT), task based language teaching (TBLT), and inductive and other different interesting activities.

Not only that, our English teachers always focused more on the form rather than meaning and function of the language and we were compelled to memorize the rules of the grammar and write few sentences. Likewise, we were provided with various grammatical exercises, such as filling in the gaps, true false, transformational sentences and choosing the best answer from the alternatives as tasks. The traditional grammar teaching approaches have dominated in my classroom for teaching. Although, I had good understanding of the grammar rules, it was difficult to produce

meaningful sentences while speaking, writing, and using language for various purposes. As well as I faced lots of problems in other subjects where the medium of instruction was English. Since our teachers never paid any attention to foster our grammatical and communicative competence together. As a result we were not able to develop language competency. Therefore, for me grammar classes were much boring and monotonous and I never took any classes eagerly.

There are other factors to mention about my English language learning journey. Most of the time, my teachers used Nepali language to communicate and instruct us. They hardly used English language in the classroom though it was, officially claimed, the medium of instruction. Therefore, it was not a difficult task to understand the grammatical rules and forms but it was difficult to use those forms meaningfully because the teacher never paid any attentions for practice and communication. Batstone (1994) perceptively states that focusing on particular grammatical forms and their associated meanings; we can help learners to develop their knowledge of the grammatical system, and the meanings which it helps to signal. Additionally, he claims that grammatical knowledge provides useful insights which help us weave different words to formulate meaningful and correct sentences while using language for discourse. Thus, grammar teachers have to be more concerned on both form and meaning aspect. For example, if the teacher is going to teach the simple past, instead of asking or memorizing the rules, teachers can engage them into doing different tasks based on the learner-centered activity. First s/he can ask the students to write a paragraph about what they did yesterday, write a short story about recently watched movie, writing about recently visited place and so on only then teacher can easily explain where and how to use the form of simple past and generate the formula themselves. Moreover, to involve them in a practice, they can divide the students into

pairs and groups, and can assign to solve different related tasks for practice. Therefore, it can be concluded that teaching approaches plays important role for effective and meaningful grammar teaching.

### **Problem Statement**

English language has played a great and distinctive role in Nepalese schools, colleges, universities and other educational institutions. It has been taught in Nepal from many years and has become the medium of instruction. There are different grammar textbooks which are designed for the students of different levels and aimed to develop grammatical competence of the learners. Neupane (2009) points out, "In Nepal the English language is taught as a compulsory subject from grade one to bachelor's level and as a subject of specialization up to master's level" (p. 112). Moreover, she states that a separate grammar book 'Exploring Grammar in Context' by Carter, Hughes and McCarthy is included in compulsory English course for bachelor's first year in education. In addition, she mentions that master's level students specializing English in education study the separate course 'English Grammar for Teachers' carrying 100 full marks. This shows that teaching grammar is emphasized in English language teaching in Nepal from primary to master's level.

Besides, curriculum development center (CDC) (2003) states some general and specific objectives for a given subject from the primary to higher level. According to the CDC (2003), the general objectives of lower secondary level are: to enable students to communicate in speech and writing with other people who speaks English, and to understand and use the language functions prescribed in the curriculum. Furthermore, there are different specific objectives which are designed by focusing on four language skills. But, these objectives are not well sorted out, and still there are lots of problems to achieve the desired goals. There are various reasons behind it, such as first language

(L1) interference, weak vocabularies, less proficiency on grammar, etc. Therefore, to speak and write well in English we need command on the basic and essential elements of the language, and it is necessary to meet a desired level of competency both in grammar and vocabulary. Littlewoods (1981) explains, “Grammar enables speakers to talk about things that are not present in the actual situation where communication takes place” (p. 4).

In spite of this, the majority of the students in all levels are not found to be able to express considerable level of accuracy in the use of language. Due to this, they are being penalized not only in English language classes but also in other classes too, where the medium of instruction is English. Therefore, it is the time for ELT teachers to reconsider the ways of teaching of grammar so as to make it effective. Basically, there are two main approaches for teaching of grammar. The first one is the focus on forms approaches which are also known as traditional approaches, such as grammar translation (GT) method, audio lingual method, direct method, etc. The next one is the focus on meanings approaches also known as modern approaches, such as CLT, TBLT, inductive and deductive approaches, etc.

Although, there are many methods and approaches for an effective grammar teaching, we cannot find them being used in Nepalese grammar classes. I have discussed earlier how I learnt grammar at school. Still most of the teachers are following the traditional form focused approaches for teaching of grammar, although they have got mastery on newly derived approaches and methods used for teaching English language. Moreover, most of the teachers do not employ their theoretical knowledge for their classroom practices and they focus on form and accuracy not the functional and meaningful aspect of the language. They hardly involve their students in different kinds of activities for practice, such as role play, pair and group work,



language game, creative writing, etc. Besides, the teachers mostly do not use teaching materials to motivate students toward leaning, to create fun and leaning environment for practicing grammar rules. The study of Dev (2012) indicates that the most of the Nepali grammar teachers use deductive approach and do not employ any student-centered tasks to teach. Still the grammar classes are based on the form rather than meaning and function of the language. The teachers never paid extra effort to set real and communicative activities where students can practice language structures and rules to develop both language accuracy and fluency. The learners are supposed to have both accuracy as well as fluency while using English language for different purposes. So, they should be provided with the opportunity to use language in listening, speaking, reading, writing, communication, etc. with practices.

Hadfield and Hadfield (2012) reveal that practicing the activities helps students to remember the new language, and to become more accurate and more fluent while using the language. In addition, they write that there is a need to have a balance between activities which improve accuracy and fluency. Some activities, such as drills, gap fills, matching, games and tasks for written exercises focus on accuracy. Similarly, other activities, such as information gap activities, discussion, miming, description of story, drama activities focus on fluency. Thus, the grammar teachers need to concentrate on approaches and strategies that focus on both fluency and accuracy. It can be concluded that teaching approaches, methods, and learner-centered activities play the great role in the grammar class that help to reduce the boredom and monotony of the learners, and to bring new sight and interest on learners. Therefore, I focused my research on the approach of teaching grammar and it concerned on different aspects of teaching and learning grammar. With the help of this research, I intended to investigate

the mostly used approach for teaching of grammar for the student of lower secondary level of private school.

### **Purpose of the Study**

The key purpose of this study was to explore the approaches used for teaching grammar in lower secondary level of private schools.

### **Research Questions**

1. What approaches do English teachers use for teaching grammar?
2. What tasks and teaching materials do they employ in grammar lessons?
3. How do they perceive the effectiveness of the tasks and teaching materials?
4. What issues do they have about teaching grammar?

### **Significance of the Study**

Every researcher has a special purpose or aim to conduct the research. With the help of the research on respective area researcher wants to explore some new ideas on his/her respective areas. Moreover, researchers always try to find out causes, effects and solutions of specified problems.

Teaching grammar plays an important role in EFL classroom because grammar is known as the structural foundation of the language. The more we are aware with rules and structures; the more we can learn. Therefore, we have to be well known about the structures and rules of the language and its proper arrangements too, for example, knowledge about the combination of words, phrases, clauses, sentences to use language in discourse. This is all possible only by learning grammar because it describes about the rules of the language and systematic organization of the words to produce correct and meaningful sentences. As Batstone (1994) points out, "Grammar is a part of discourse, an essential feature of reading and speaking, and is difficult to separate in any clear-cut way from vocabulary"(p. 3). Therefore, to make the students

fluent on speaking and writing, teachers need to care about the knowledge of the learners on grammar and vocabulary. Additionally, he describes that language without grammar would certainly leave us seriously handicapped. This definition clearly shows the importance of grammar to develop competence on language either grammatical or communicative. As Widodo (2006) states that grammar gains its prominence in language teaching, particularly in English as a foreign language (EFL) and English as a second language (ESL). Moreover, he claims that without a good knowledge of grammar, learners' language development will be severely constrained. Therefore, teaching of grammar plays a central role in every ESL / EFL teacher's classroom although, teaching grammar effectively and interestingly is a much more complicated matter and task than other aspect of language class, such as teaching poetry, story, and drama. Both, students and teachers can enjoy while teaching and learning literary genre but they do not enjoy in grammar class because of its rules. Therefore, to teach grammar especially for EFL learners, teachers have to give more concern while teaching of grammar and they need to follow meaning focused approaches of grammar teaching to make grammar class meaningful and effective.

This research was conducted to explore how lower secondary English teachers have been teaching grammar and which approach has been practiced mostly. Besides, it has tried to find out what sorts of student-centered tasks and teaching materials were employed in the teaching learning process to involve students to practice the structures and rules of the language. Moreover, it tried to ascertain the difficulties that the teachers were facing while teaching grammar. Therefore, I am hopeful that this research will be beneficial for the people and fields related to the English language teaching and learning. I believe that this research study contributes to the development of the approaches for teaching grammar. Especially, it provides the guidelines for

improvement of teaching methodology and for the syllabus designer too, because it provides some outlines what sorts of tasks and activities are needed for the effective grammar teaching in the EFL classroom. Furthermore, it is also equally important for all those who are interested in professional development in the field of teaching English.

Besides, this research is beneficial for my personal as well as professional development and it serves as a guideline to expand the horizon of my knowledge on grammar. It also helps me to find out the best and effective approach for teaching of grammar. With the help of this research, I came to know the interest and attitudes of the learners towards grammar subject. I can use and employ these ideas and knowledge in my real classroom if I will be a teacher. As Larsen-Freeman and Celce-Murcia (1999) claim that the teachers have to be better prepared to meet their students' learning needs if they have a firm grounding in the grammar of the language they are teaching. The more teachers know about it, the more expeditiously they should be able to raise a learner's consciousness about how the language works. They should be able to focus learner's attention on the distinctive features of a particular grammatical form. With the help of this observational research, I got chance to identify more effective and interesting way for grammar lesson and become familiar with interest and needs of learners. Therefore, I can prepare myself before going to real classroom to teach as a professional teacher.

### **Delimitations**

Even though, there are other aspect of English language teaching; this research was only limited to the teaching of grammar. It focuses on the approaches used for teaching grammar along with tasks and materials used in grammar classes. Therefore, this

research was limited only within the approaches used for teaching grammar in lower secondary level in private schools in Lalitpur district.

### **Organization of the Dissertation Report**

This study contains five chapters. The first chapter deals with introduction of the research. Later, chapter II reviews extensive literature and previous research studies as well. Similarly, chapter III is based on the methodological approach implemented in this study. Moreover, chapter III also describes about the data collection techniques, such as interview and classroom observation. Chapter IV comprises the interpretation and analysis of the data on the basis of research questions that were collected from the research site with the help of data collection tools. Likewise, chapter V includes a summary of key findings based on the data analysis and interpretation. It also presents implication of this research. Finally, it contains of my own experience during the research.

### **Chapter Summary**

In this introductory chapter, at first I presented the background of the study and brought into the light the actual situation of teaching of grammar with problem statement. For that, I described my own experience of learning. Furthermore, this chapter presented the main purpose along with research questions relevant to the topic. Moreover, it also presented the significance of the study and ended with delimitation.

## CHAPTER TWO

### LITERATURE REVIEW

This chapter illustrates the review of related literature. The first section of this chapter presents the thematic review including basic concept of grammar, and role of grammar in language teaching and learning. Moreover, it explores methods and approaches which are used for teaching of grammar especially, it highlights on popularly known approaches of grammar teaching: inductive and deductive approach. Besides, it further discusses on teaching materials useful to make teaching learning activities effective and meaningful. Secondly, it contains some of the major theories and how these learning theories are effective in the proposed research. Finally, it ends with the related research carried out by different researchers.

#### **Thematic Review**

To support my research project and to set framework for it, I have reviewed few books and journal articles that deal with more or less similar ideas, concepts and themes related to my research problems, questions and issues. Under this thematic review, I have explored the theme of my research project, such as the nature of grammar, role and importance of grammar for language teaching, approaches and material useful for grammar of teaching.

#### **The Nature of Grammar**

Grammar is the study of words and the ways words work together. It is the means by which we can understand how a language works and guides us to put words together into sentences. To speak clearly and more effectively we need to study grammar because any person who communicates using a particular language is consciously or

unconsciously aware of the grammar of that language. According to the Crystal (2004), grammar is a structural foundation of the language. The more we are aware with how it works, the more we can monitor the meaning effectively and use language properly. Additionally, he writes that teaching of grammar is ultimately a matter of getting to grips with meaning and foster precision, detect ambiguity, and exploit the richness of expression available in English. Thus, we can say grammar is a framework of the language without which it cannot be structured, and a message cannot be conveyed meaningfully and accurately. Besides, grammar enhances confidence and understanding level while using language for communication.

As Cowan (2009), states his opinion about the grammar as it is the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language. In the same regard, Ur (1998) argues that the way of a language manipulates and combines words or bit of words in order to form longer units of meaning and to make correct sentences. This delineation comprises two basic elements: the rule of grammar, and the study and practice of the rules. Sometimes, single word or incomplete sentences cannot convey the message appropriately and listener may not able to get the point of view of speaker. For example, if somebody says '*water*' listener cannot understand what he/she means. There may be multiple understanding, such as speaker wants to drink water, there is water on the glass, pure drinking water, and so on. Similarly, *I a teacher, run boy, and a women tall*, these types of sentences are recognized as incorrect and inaccurate sentences. So, grammar does not only affect how units of language are combined in order to look right; it also affects their meanings too. It was Cobbett (1984), who said that grammar as constituting rules and principles that help a person to make use of words or manipulate

and combine words to give meaning in a proper manner. It concerns with form and structure of words and their relationships in sentences (as cited in Zain, 20007).

Littlewoods (1981) writes, “At the core of every language is the system of regular patterns which make up the grammatical system of that language” (p. 10). Additionally, he claims that it is the system that enables speakers to create an infinite variety of utterances, in speech or in writing, which express the meaning they wish to communicate. Thus, grammar teaching has always been part and parcel of English language teaching as it teaches learners to produce infinite numbers of sentences to convey meaning in a more intelligible and differential way.

Besides, Maugham (1998) adds, “It is necessary to know grammar, and it is better to write grammatically than not, but it is well to remember that grammar is common speech formulated usage is the only test” (p. 7, as cited in Tuan and Doan, 2012). As it can be seen from this definition, grammar is an important set of rules and complex phenomenon that cannot be ignored even though learners may find it a difficult thing to master.

Harmer (1987) explains that grammar is the way in which words change themselves and group together to make sentences (as cited in Arndt, Harvey and Nuttall, 2000, p. 102). So, grammar consists of looking at the way how the smallest units of the language are arranged and patterns to make higher units such as how phonemes are arranged to make meaningful sound at sound level, how these sounds are patterned to make meaningful words at word level, how words are arranged to make meaningful sentences at sentence level, and how these sentences are arranged meaningful text at text level. To sum up, grammar holds all the levels of language, i.e. phonology, morphology, syntax and semantics. In the same way, all the levels of language are studied under grammar and it is the description, analysis and



formalization of language patterns. Hence, grammar is one of the most important elements of language. To have a real and meaningful communication we need to discern grammar of a particular language. Moreover, to develop a communicative competence, first we need to ascertain grammatical system of language and develop grammatical competence.

### **Role of Grammar for Teaching and Learning English Language**

Role of grammar for language teaching and learning is an interesting topic to deal because some scholars support the view of teaching of grammar and some are against on it. The scholars who are against for teaching of grammar claim that it hampers to develop communicative competence and real communication, and there are few arguments on both issues. According to Ellis (2004) two issues have dominated the language teaching field for many years. First, should we teach grammar at all? And second, if we teach grammar, how should we teach it? As for the first question, he brings Krashen's view that grammar teaching does not bring about acquired knowledge that is needed to participate in authentic communication and language instruction, therefore, it seems rather pointless. But, on the other hand, Ellis himself claims that grammar instruction guides and facilitates second language acquisition.

In the same way, Ur (1991) also mentioned similar view that place of grammar in the teaching of foreign language is controversial. The most of the people agree that knowledge of a language means, among other things, knowing its grammar. But, this knowledge may be intuitive as it is our native language, and it is not necessarily true that grammatical structures need to be taught. But, in his book, "*Grammar practice Activities*", he states that there is no doubt that knowledge of implicit or explicit grammatical rules are essential for the mastery of a language. We cannot use words unless we know how they should be put together. Richards (2010) also supports the

view of teaching grammar and argues that grammar teaching is an essential part of a language instruction and teaching. Additionally, he claims that if we knew the grammatical rules of the language, we would be able to use it for communication. Thus, one needs to know not only the rules of grammar, but also how the rules are used in real communication.

As Larsen-Freeman and Celce-Murcia (1999) highlight that using language grammatically and being able to communicate are not the same, but they are both important goals, therefore, the language teaching field would be well served by finding a way to help learners accomplish in both communicative and grammatical competence. It can be concluded that grammar facilitates learners to convey more intelligible and differentiate meaning than the simple stringing of words together. It is always important to teach grammar in the EFL classroom from the very beginning because grammar is the base of the English language and without being perfect in grammar nobody can achieve the desired level of proficiency.

Similarly, Tickko (2007) argues that grammar has an important place in one's knowledge of a second or foreign language. It can provide a sound knowledge of usable rules, especially when teaching focuses on aspect of grammar that constitutes the basic building blocks of the language. Moreover, he claims that it helps one monitor language products, oral and written. Especially, for grown-up learners, it builds confidence in their use of language. It also helps them trace, explain and root out errors. It can be seen that to develop confidence of young and adult learners while using language for different purposes, first they need to have knowledge on grammar. Sometimes, fear of making mistakes and errors, students do not want to expose their talent in front of the people. Therefore, implicit or explicit knowledge of grammatical rules is essential for the mastery of the language. Moreover, knowledge of grammar

also enhances to develop self-confidence too and guides to use language in a systematic and proper manner. Besides, to develop language proficiency, learners need to have accurate knowledge on grammar because its instruction affects the ultimate level of proficiency that students attain as well as rate at which students' progress.

To show the importance of grammar for language teaching, Wilkins (1976) points out that knowledge of grammatical systems of language provides us with a mean to structure language learning in a more systematic way than language functions and notions because correct structures of language gives appropriate and effective meaning ( as cited in Mukminatie, 2008, p.4). To sum up, grammar enables learners to convey more intelligible and differentiate meaning than the simple stringing of words together. Cameron (2010) states, "Grammar is necessary to express precise meaning in discourse" (p. 98). So, it allows language learners to convey clear meaning of discourses in communication and to make grammatically correct sentences. Therefore, knowledge of grammar helps to develop fluency and accuracy because fluency without accuracy is not desirable and accuracy without fluency is meaningless. Likewise, Zhang (2009) claims that grammar is considered the sentence-making machine of a language, and knowledge of grammar gives a learner the ability to create a countless number of original sentences. Similarly, Batstone (1994) expresses his view that language without grammar would be chaotic: countless words without the indispensable guidelines for how they can be ordered and modified. He further discusses that a study of grammar reveals a structure and regularity which lies at the basis of language and enables us to talk about the language system.

### **What does Learning Grammar Involve?**

Before planning the organization of our teaching, we need to know clearly about the subject matter that we deal with. Such as what sorts of things are included under the

heading grammar, and what is involved in knowing a structure? Ur (1998) points out that the sheer variety of all the different structures that may be labeled grammar is enormous. Some have exact parallels in a native language and are easily mastered; others have no such parallels but are fairly simple in themselves; while yet other are totally alien and very difficult to grasp. The above mentioned idea showed that the native speakers of English language do not feel difficult to understand the grammar of the language but it is difficult for the non-native speaker of the English and foreign language learner to learn about the grammar of English. Therefore, learning English language is one the challenging job because we are not the native speaker and it is foreign language for us. Besides, if there is similarity between grammar system of target language and first language; learners do not feel much difficulty while learning a second language. But on the other hand, if there are vast differences between first and second language; learners may feel difficult to grasp the grammar system of language because learners can learn easy things faster than difficult one.

Similarly, some grammatical forms are simple in forms, but it may be difficult to learn, where to use them and where not to use. Such as, 'the' definite article, which has very simple form but difficult to apply while speaking and writing. On the other hand, some grammatical items have relatively easy meanings, but very difficult forms, for example, simple past tense. Therefore, teachers have to manage and organize different activities and plan for teaching various forms of grammar according to the seriousness and complexity of the topic. Moreover, teachers have to relate the grammar knowledge and skills and prepare them to recognize the examples of the structure.

To teach different form of grammar or to instruct students, teacher can use various kinds of communicative tasks by involving them into listening, speaking, reading and writing activities. Ur (1998) indicates that listening skill can be used for

perception and recognition of the spoken form of the structure. Similarly, speaking for production of well-formed examples in speech to convey message and then reading for perception and recognition of the written form. Finally, writing skill for production of well-formed example in writing. Zhang (2009) also expresses a similar view that grammar could be picked up though simply communicating by exercise of reading, listening, writing, and speaking but relatively everything to grammar.

Besides, while teaching of grammar, teachers can employ several activities to make their students actively participate in learning such as role play, group work, describing pictures, past memories, dramatization, involving them in writing task, using various language games, project works, etc. to practice different forms of grammar. As Haldfield (1999) points out that games can be used at all stages of the progression from controlled to free practice, serving at one end of the range as a memory aid and repetition drill. They can also serve as a diagnostic tool for teacher, who can note areas of difficulty and take appropriate remedial action. Additionally, he emphasizes the effectiveness of use of games in language classroom when students are always lazy to do the tasks. Therefore, games are used suitably in the way that the learners are led to participate so that they can have a chance to practice or use the new language items they have just learnt eagerly and willingly instead of forcing them to do the tasks unwillingly. It is more effective in a way that students can play and learn at the same time (as cited in Tuan and Doan, 2010).

On the other hand, Thornbury (2010) presents his view, “Various types of games can be applied in a grammar lesson which gives the learners the opportunity to experience the language in use in contexts that are meaningful and enjoyable, and to practice using them time and again, these help the learners to

understand, remember and, later to re-use the language such as miming, matching, etc.” (p. 120).

Furthermore, he states that to teach present continuous tense teacher can apply following procedures:

- a) Invite a learner to mime a number of actions they do every day.
- b) Tell them that, while doing miming the action, they should ask the class, what am I doing?
- c) Once someone has guessed correctly, encourage the mimer to ask what the action might represent in terms of daily actions. For example,

Learner 1: (mimes writing) What am I doing?

Learner 2: You are writing.

Learner 1: Yes, that’s right. (Mimes reading a book) what am I doing?

Learner 2: You are reading a book.

Learner 1: So, what do I do in my job?

Learner 2: You are an author, or perhaps a teacher, or a secretary. (p.125)

Research by Tuan and Doan suggests that games can be a useful tool employed regularly in language teaching. Games not only offer learners a highly motivating, relaxing class, but most importantly meaningful practice to all language skills. Consequently, games can motivate learners, promote learners’ interaction, improve their acquisition and increase their achievement.

### **Approaches used for Teaching Grammar**

A large and growing body of studies has investigated how learners can most successfully acquire a second language, which has helped teachers to develop ideas about how to teach grammar, although, the quantity of research regarding grammar teaching are increasing annually. There are many traditional and recently developed

methods and approaches to teach second language or grammar. GT, audio-lingual method, direct method, etc. belong to traditional methods and CLT, TBLT, inductive and deductive approaches, etc. belong to modern and recently developed methods and approaches. But, it is often difficult for teachers to judge and select which approach and method is the most beneficial for their students. As Tuan and Doan (2010) write, “Teaching grammar is a very complex phenomenon and learners may find it a difficult thing to master” (p. 2). Therefore, grammar is often believed to be one of the most challenging aspects of a language to both teaching and learning. Ur (1998), mentioned that any generalization about the best way to teach grammar-what kinds of teaching procedures should be used, and in what order will have to be taken into account both wide range of knowledge and skills that need to be taught, and the variety of structures included under the heading grammar. Thus, there is no hard and fast rule for teaching of grammar. We can use various methods and approaches according to the topic but we have to focus on view given by Nunan (1998) that we need to go beyond linear approaches and traditional form-focused methodological practices in the grammar class, and that when such practices might be necessary, they do not go far enough in preparing learners to press their grammatical resources into communicative use. Here is a short description of two major approaches that are mostly used in grammar class.

### **Deductive Approach**

To quote from Thornbury (1999) he defines, “Deductive approach to grammar teaching, which is often called rule-driven learning, starts with presentation of rules and is followed with examples” (p. 29). This is the approach mostly used in GT method where teaching begins with presentation of grammar rules, explanation of rules, presentation of sample examples and proceeds to practice of rules involving translation into the students’ first language. Most of the Nepalese teachers use this

approach for teaching of grammar for their students although they have got knowledge on recently developed new approaches and techniques. As Cowan (2008) pointed out, “Different structures are presented and then practiced in different kinds of exercises and activities including memorizing dialogues, reading simplified texts, doing transformation exercises and giving explicit negative feedback” (p. 32). Therefore, Nepalese grammar teachers do not use other activities and exercises except transformational exercises, fill in the gap, choosing the best answer, and solving the exercises given on the book. In the same regard, Widodo (2006) claims that the deductive approach commences with the presentation of rules, and then it is followed by examples in which the rules are applied. In this regard, learners are expected to engage with it through the study and manipulation of examples.

Because of the teachers centered class, Thornbury (1999) mentioned some weakness of this method, such as it no longer serves the current purpose of language learning, namely oral communication. Moreover, it puts too heavy emphasis on written language and practically no oral language, it makes students too exhausted with meticulous and overwhelming grammatical terms and explanation. Besides, these weaknesses, it has some strong points as well, many grammatical rules can be more simply and quickly explained than elicited from examples, and it makes students to apply the learned rules in practice and can be applied in a large class size. Thus, deductive approach to grammar teaching has less support than inductive approach, although it is being used to teach grammar effectively.

### **Inductive Approach**

Inductive approach is known as rule discovery method to teach grammar because it presents the examples first to the learners and are asked to derive the rules from given example. As Thornbury (1999) defines that inductive method is rule discovery path



and without having met the rule, the learner studies examples and from these examples derives an understanding of the rule. The procedure is similar to the process of children acquiring their mother tongue. Learners are exposed to comprehensible language input and they will acquire the system of the rules subconsciously through peripheral attention to language forms. Likewise, Neupane (2009) states inductive approach starts with presentation of some examples from which rules are referred. It is more appropriate to teach grammar because of several reasons. First, it is more in keeping with natural language acquisition and confirms easily to the concept of interlanguage development. Second, it permits learners to get a communicative feel for some aspects of language and builds more intrinsic motivation through discovery learning. Therefore, it is known as learner-centered approach. In this approach, grammar teaching is based on the meaning of a language not on a form and uses task based activities where the learners are engaged on completion of task and derive enormous grammar rules.

Inductive grammar teaching is more suitable in EFL classroom like our Nepalese context because this approach is more student-centered, and learners themselves internalize and formulates rules from example in a natural order. As Widodo (2006) claims that this approach involves learners participating actively in their own instruction. It also encourages learners to develop their own mental set of strategies for dealing with different task. Therefore, inductive method allows learner to extract rules form given example and learners get opportunities in generalization and formulation of grammar rules.

### **Teaching Materials**

Grammar teaching has often been regarded as a structure based formal activity. To teach structure of grammar we can use various methods and approaches that focused

on communicative activity because it brings new insight in the classroom. But, only well-developed methods and approaches based on communicative and students-centered are not sufficient to teach grammar effectively. To make a grammar lesson effective, beneficial, and interesting a teacher should use some interesting and fascinating teaching materials in the classroom according to the level and volume of the students, for example, pictures, cut outs, realia, videos, rhyme, poem and songs, etc. These teaching materials can help learners to participate actively in teaching learning activities and helps to break monotony and boredom of students.

Songs and verses are taken as effective materials which are applicable in language classroom. Songs are one of the most culturally rich resources that can easily be used in language classrooms. They are precious resources to develop students' abilities in listening, speaking, reading, and writing. They can also be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs. As stated by Lo and Fai (1998), "Learning grammar through songs also provides a non-threatening atmosphere for students, who usually are tensed when speaking English in a formal classroom setting" (p. 8). On the other hand, poems are also useful materials that can be used in teaching grammar but poetry is often spoken, repeated, dealt with, and considered as it acts as an effective tool for practicing a specific grammatical structure. According to the Celce and Hilles (1988), through repeating and considering the poem, the grammatical structures become more deeply internalized. Thus, poetry provides a rewarding resource for structured practice of grammar.

### **Theoretical Review**

To support my research project and to set framework for it, I have considered different approaches used for language teaching as theories. Although there are many

approaches, due to the limitation I have reviewed only three which are; Communicative Language Teaching, Task Based Language Teaching and finally Grammar- Translation Method which are discussed as bellow:

### **Task-Based Language Teaching**

Task -Based Language Teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. It gives students opportunities for practicing. In this approach students use English to learn rather than learning to use English. As Larsen-Freeman (2009) points out that the main aim of this instruction is to provide learners with a natural contest for language use. As learners work to complete a task they have abundant opportunity to practice. Such interaction facilitates language acquisition as learners have to work to understand each other and to express their own meaning. Additionally, she argues that these types of activities make learner active and creative, they do not feel any kinds of boredom and slowly and gradually hesitation of students working in group and pair may break.

In the same way, Ellis (2003) states that a tasks is a plan that requires for the learners to process the language pragmatically in order to achieve an outcome that can be evaluated in terms of whatever the correct and appropriate propositional content has been conveyed. Moreover, he defines that a task as an activity which requires learners to use language, with emphasis on meaning to attain objective. Similarly, Willis (1996) said that a task is an activity where target language is used by the learners for a communicative purpose in order to achieve an outcome.

According to the Feez (1998), the key assumptions of this approach are: it focused on process and tasks that emphasizes communication and meaning rather than meaning only. Activities and tasks can be either those that learners might need to achieve in real life and those that have a pedagogical purpose specific to the classroom.

Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks (as cited in Richard and Rodgers, 2010, p. 224). Besides, the roles of the learners in language classroom are risk taker and innovator, group participants, and monitor. Likewise, teachers play the roles of consciousness rising, preparing learners for tasks, selector and sequencer of tasks, etc. Moreover, instructional materials play an important role in TBLT because it is dependent on a sufficient supply of appropriate classroom tasks, some of which may require considerable time, ingenuity, and resources to develop. Realia, newspaper, television, internet, etc. can be used the language classroom. Moreover, listing, ordering and sorting, comparing, problem solving, sharing personal experiences, creative tasks, etc. are some of the tasks that can be used while teaching language.

### **Communicative Language Teaching**

Communicative language teaching (CLT) was developed in late 1960s to teach second or foreign language. According to Larsen-Freeman (2009), the most obvious characteristic of CLT is almost everything that is done with a communicative intent. Students use the language with a great deal through communicative activities such as game, role plays, and problem solving task. Moreover, learners are encouraged to communicate using target language while performing different kinds of tasks. Therefore, in a grammar classroom, having interaction with friends and working or playing with different student-centered activities, students unknowingly generate the rule of grammar, and develop their proficiency on it.

Morrow (1981) states that true communication is purposeful and to have a truly communication; information gap, choice, problems solving, role play through pair and group work and feedback, etc. are essential (as cites in Larsen-Freeman, 2009). In the same way, Harmer (1991) points out that a major strand of CLT centers

on the essential belief that if students are involved in meaning-focused tasks, then language learning will be effective and beneficial because activities in CLT typically involve students in real or realistic communication. Besides, teaching materials used to teach the language needed to express and understand different kinds of language functions such as requesting, greeting, etc.

In the same way, Richards and Rodgers (2010) suggest that the primary goal of CLT is enabling students to communicate using the target language appropriately in different types of situation. It means being able to use not only grammatically correct but also situationally appropriate sentences. Communicative competence is the ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences but also to know when, where and to whom to use these sentences. Furthermore, communicative competence includes knowledge of a grammar and vocabulary of the language, knowledge of rules of speaking, knowing how to use and respond to different types of speech acts such as requests, thanks, etc., and knowing how to use language appropriately. They also say that it is necessary to focus in language teaching on communicative proficiency rather than on mere mastery of structures. Littlewood (1981), states that one of the most important characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language. For others it means using procedures where learners work in pairs or groups employing available language resources in problem-solving tasks. He further adds that students are active participant communicators and engaged in the process of learning, so it is student-centered. Similarly, teachers are facilitator, organizer and adviser.

### **The Grammar Translation Method**

The Grammar Translation Method (GT method) is the oldest method of teaching a foreign or second language. It makes use of translation and grammar study as the main teaching and learning activities. According to Chastain (1988), earlier in this century, this method was used for the purpose of helping students read and appreciate foreign language literature. It was hoped that, through the study of the grammar of the target language, students would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better. It was also thought that foreign language learning would help students grow intellectually; it was recognized that students would probably never use the target language, but the mental exercise of learning it would be beneficial anyway (as cited in Larsen-Freeman, 2009, p. 11).

As Richards and Rodgers (2010) point out that grammar translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge of the task of translating sentences and texts into and out of the target language. It, hence, views language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language and the first language is maintained as the reference system in the acquisition of the second language. Additionally, they assumed that the grammar rules are presented and illustrated, a list of vocabulary items are presented with their translation equivalents, and translation exercises are presented. The students' native language is the medium of instruction. It is used to explain new items and to enable comparisons to be made between foreign language and the students' native language. Grammar is taught deductively – that is by presentation and study of grammar rules, which are than

practiced through translation exercises. In most Grammar Translation texts, a syllabus was followed for the sequence of grammar points throughout a text, and there was an attempt to teach grammar in an organized and systematic way.

In the same way, Larsen-Freeman (2009) states that according to the teachers who use the Grammar Translation Methods, a fundamental purpose of learning a foreign language is to be able to read literature written in the target language. To do this, students need to learn about the grammar rules and vocabularies of the target language. This shows that it believed on teaching grammar, and study of rules and structures of target language.

According to Howatt and Widdowson (2010), teaching of grammar in isolation from texts and the excessive use of translation both in the teaching of meaning and in practice exercises. It contained exercises of various kinds, typically sentences for translation into and out of the foreign language. In addition, they mention that it stresses on accuracy, and reading and writing are the major focus; little or no systematic attention is paid to speaking or listening. Besides, the teachers are the authority in the classroom and students follow the teacher's instruction. Most of the interaction in the classroom is from the teachers to the students. There is little students' initiation and little students-students interaction.

### **Review of Previous Research Studies**

I attempted to explore various research studies that have been carried out so far to explore the meaning of the issue related to grammar teaching so that I could frame my research project thereby establishing a link with other already done research works. I reviewed few research dissertations submitted to Kathmandu University, School of Education and few other research journal articles borrowed from internet, so that I could compare my research project with other research works.

Alduais (2012) has carried out his research with the purpose to present theoretically the major schools of grammar in relation to teaching approaches of grammar in schools and using grammar in pedagogy. From his research, he had discovered that the major schools of grammar are: traditional, structural and transformational grammars. Besides, each school of grammar has been proved more effective for teaching certain learner's levels: traditional grammar for non-native speakers, structural grammar for native speakers, and transformational grammar for advanced level learners in both cases native and non-native speakers.

Ali- Mekhlafi and Nagaratnam (2011) did a research entitled "Difficulties in teaching and learning grammar in an EFL context". In their research, they have tried to investigate the difficulties of a cross section of EFL teachers in Oman as well as their perceptions of their students' difficulties with regard to grammar instruction. Their findings suggest that both teachers and students invariably face serious difficulties with regard to EFL grammar instruction. The students were facing such difficulties in greater extent than teachers. They also recommended ways of teaching EFL grammar, for example, the implicit method, inductive method, but they further pointed out that it would not be proper to adopt them universally without looking at the possible difficulties that might go with those suggested methods. While a less favored method might pose fewer problems and hence be more effective, a more favored method might be less effective owing to greater difficulties or problems in implementing. The difficulties may also be influenced by the context in which a particular method is used. It is, therefore, necessary to make a detailed study of such difficulties faced by teachers and students in specific contexts, take appropriate steps to overcome them, and adapt the method to suit the actual teaching and learning environment.



Basulaka (2012) has carried out quantitative research with an aim to examine the effects of the stories in the learning of grammar, particularly, in the use of past tense. Moreover, he wanted to identify the EFL teachers' reaction towards the use of stories to enhance the teaching of grammar. From the research, he explored that most of the English language teachers in Nepal teach tense through deductive approach in which syntax is given to the learners. Such learning is not as effective as learning in which teachers practice incidental methods. Students' attention is constantly drawn to the stories presented in the classroom. So, they are more interested in knowing about the next incidents to be presented in class. In the meantime, they grasp the syntax in the stories. Moreover, he had found out that the EFL teachers also perceive that the incidental method allows empowerment in the students as the source of grammar. The teaching learning became a joy because incidental methods arouse interest and draws full attention of the students in the class and help the learners to internalize the rules and then the learners realize them as coming from themselves.

Shu- Yun (2005) has carried experimental research on the title "The effects of games on the acquisition of some grammatical feature on L2 German on students motivation and on classroom atmosphere" with the purpose to examine the effects of the use of games on the students' level of grammatical accuracy, whether game-based grammar practice increases students' motivation towards language learning, to look at the impact of the use of games on the students' perceptions of classroom atmosphere, and explore the students' experiences and perceptions of the role of grammar itself within their overall language program. From his experimental research on students he has found out that game provided them with rich grammar practice activities. Similarly he also found out that his students' perception confirmed that games as teaching-learning strategies are fun and create a non-threatening learning environment that

encourages interaction between students and teachers, enhances communication and team work, encourages active participation and enables students to demonstrate and apply previously and newly acquired language knowledge and skills. Further, he also found that the majority of the students indicate that the grammars need to be taught in a second language program as well as comfortable classroom atmosphere.

Likewise, Dev (2012) has carried out qualitative research on “Teachers’ perceptions on effectiveness of using tasks in grammar teaching” with the purpose to find out types of tasks used by teachers to teach grammar in English language classroom in secondary school and their effectiveness to teach grammar as perceived by the teacher. Her research suggests that most of the teachers had positive perception and attitude towards effectiveness of using task while teaching grammar, though they have not been using task to teach grammar and taking tasks and exercises interchangeably. They were using task for the exercises given in grammar books for practice which focuses on accuracy rather than fluency. Apart from that they were teaching grammar in isolation rather incorporating it with other skills of language.

### **Research Gap**

With the help of aforementioned review of related research works; I have found that these researches had focused on particular students-centered activity, such as language game, specific method TBLT, effects of stories for teaching past tense, and some of them did experiments on students’ achievements and perspective on a particular traditional and modern grammar teaching approaches. Moreover, some of the research has been carried out to explore the types of grammar used for teaching grammar to L2 learners. I found a number of research works have been carried out focusing on a particular method, approaches, activities and teaching materials too, but I did not find

any research which was carried out on the approaches used for teaching grammar in lower secondary level of private schools in the context of Nepal

This research study was attempted to fill the gaps by observing grammar classes of lower secondary for a certain time to explore the mostly used approach for teaching of grammar. I wanted to see how the Nepalese grammar teachers of private schools of lower secondary level implement different newly derived language and grammar teaching methods and approaches such as, inductive, deductive, CLT, TBLT, etc. in ELT classroom while teaching of grammar lesson. Moreover, I have observed what kinds of materials and tasks they employed and how they engaged their students on learning. Therefore, this study differs from others' study because I have focused on approaches used for teaching grammar.

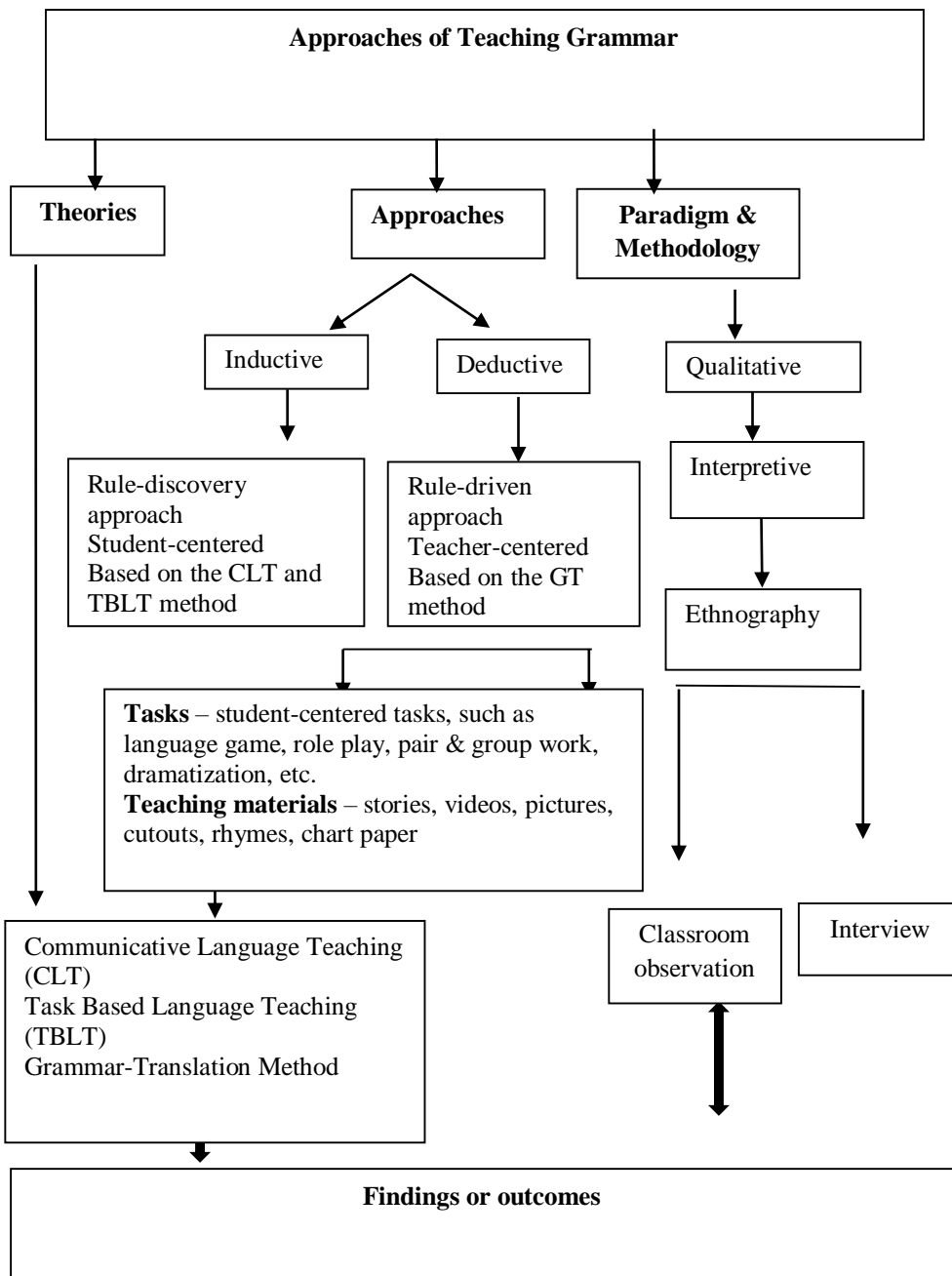
### **Conceptual Framework**

My conceptual framework is based on my research title; approaches used for teaching grammar in the lower secondary level in private schools. I believe that if the approaches are effective, meaningful and appropriate; learners can develop both grammatical as well as communicative competences, which are very essential for the EFL learners. In my view, the methodology or approaches used for teaching of grammar should be based on TBLT, CLT, inductive and deductive approach and sometimes grammar translation if necessary.

Besides, to make grammar classes more interesting, meaningful, and effective, teachers need to apply student-centered, real and communicative tasks such as language games, role play, pair and group work, dramatization, etc. Likewise, teacher can use different teaching materials like realia, pictures, videos, etc. for motivating students towards teaching learning activities. Moreover, it also plays the role of warming up tool as well.

Further, this framework also signifies about methodological parts of this research study. This study was based on the qualitative research design, interpretive as research paradigm, and ethnography as research methodology. Besides, it also includes the techniques of data collection such as interview and classroom observation.

### Conceptual Framework



### **Chapter Summary**

This chapter reviewed related literature. The first section of this chapter presented the thematic review including basic concept of grammar, role of grammar in language teaching and learning. Moreover, it explored methods and approaches used for teaching of grammar. Especially, it highlighted on popularly known approaches of grammar teaching: inductive and deductive approach. Besides, it further discussed on teaching material useful to make teaching learning effective and meaningful. Secondly, it has dealt with some of the major theories and how these learning theories are effective in the proposed research. Finally, it included the review of findings of previous research studies and conceptual framework of my research.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter begins with the discussion of philosophical consideration. It comprises my ontological, epistemological and axiological assumptions to look and interpret the actual scenario of teaching grammar. Later, it includes methodological considerations where I mention about the qualitative research design, interpretive as the research paradigm, and ethnographic as the research methodology. Moreover, this chapter contains a brief account on selection of the location and research participants, data sources, data collection tools, data collection procedures, data analysis process, and quality standards. Finally, it deals with the ethical consideration of the research.

#### **Philosophical Consideration**

Philosophical consideration refers to the certain view, concept or understanding of the person on certain event. Every research is directed by philosophical assumption because it gives a researcher a standpoint to address a wide variety of problems such as those connected with existence, knowledge, values, reason, mind and language. Moreover, it guides a researcher to link between philosophical ideas and his/ her proposed study. Therefore, I would like to discuss my philosophical stance in terms of ontology: study of the nature of reality, epistemology: study of knowledge, and axiology: study of truth and values.

#### **Ontological assumption**

Ontology is a branch of philosophy that deals with nature of existence which is concerned with beliefs about what is to know about the world. Willis (2007) states that ontology is concerned with the nature of reality; various ontological positions reflect

different perception of what can be real and what cannot. Similarly, Blaikie (2004) points out that ontology is the study of claims and assumptions that are made about the nature of social reality about what exists, what it looks like, what units make it up and how these units interact with each other. In other words, if someone uses a particular ontological position they study what we mean and what we say something exists (as cited in Mack, 2010). According to Lincon (2008), “There is nothing true anywhere, the true is nowhere to be seen if you say you see the true, this seeing is not the true one” (p. 10). Therefore, the reality which we see in the physical world is not true one but we assume it as real one.

In regard to my study, ontologically, I believe that reality of teaching of grammar is different according to the situation and context. I consider that every teacher is different in accordance with their view, ideas, skill, perception and the way of teaching learning activities. It is based upon the classroom condition such as number of the students, their needs, level, interests, past experience and knowledge on the dealing topic, and so on. In my view, there is no ultimate reality, and reality keeps on changing on the basis of personal view, time and context. Moreover, it is not confined within a single method, approach and strategy; instead, it is wide-ranging from person to person, context to context and situation to situation. I believe that the reality is situational and it entirely depends on the situation. Therefore, there are multiple realities and they always change according to the setting and the condition.

### **Epistemological Assumption**

The term epistemology comes from the Greek word *episteme* which means knowledge. In simple terms, epistemology is the philosophy of knowledge. It also refers to the nature of knowing and construction of knowledge.



I believe that knowledge is subjective and personal. Different people have different perception of knowledge which is very natural. These differences in understanding occur due to various factors like availability of various experiences, school culture, society, personal and professional values, and interaction with the people, facilities, time and contexts. Therefore, in my opinion knowledge of an individual depends upon the society, situation and circumstances s/he lives in. Furthermore, we cannot separate ourselves from what we know about the world. In regard to my research subject, I believe that knowledge is created through interaction between teachers and their circumstances, experiences, reasoning, and understanding. Moreover, there is no single and best approach to teach grammar. The teachers can use different methods, approaches and employ various communicative tasks and materials on the basis of dealing topic, context, classroom situation and their understanding and capacity. Furthermore, it also depends on the participants' teaching and learning experiences. Besides, I accepted the truth that all of my participants have not equally learned about teaching approaches and tasks, and they cannot do in the same way.

### **Axiological Assumption**

Axiology is a branch of philosophy that deals with the role of values and ethic. The term axiology is derived from the Greek word '*axios*' meaning 'worth' or 'value,' and '*logos*' meaning logic or theory. Thus, axiology refers to truth, worth, values and ethics. It is highly influenced by individual perception and realization of things. Each individual is unique and represent his/her own identity. According to Cohen, Manion and Morrison (2007), axiology deals with how people think and determine the value of different things. In other words, people behave as their value guides them and they see their existence accordingly.

Likewise, values are created by human beings and they are person which can be selected from a range of recent and emerging techniques, accounts and personal construct. Therefore, truth cannot be separated from our knowledge of it, and value cannot be constant as it is dynamic and changeable. As far as my research concern, I believed that my participants have different views and values about approach and effectiveness of teaching materials and different kinds of learners centered activities.

To sum up, axiology of interpretive paradigm believes that everyone is guided by certain values and decides the worth of any knowledge; however, no values in the society are wrong but they are only different. Therefore, each individual is different and unique from each other hence their thinking and understanding or experiences are not similar. Keeping on mind all the view given by different scholar, I respect my participant's underrating, concept, perception, value, experience and knowledge on my research subject.

### **Methodological Considerations**

Methodology refers to the theory of getting knowledge to the considerations of the best ways. It provides the evidence for the construction of knowledge about whatever researches is being obtained, and helps to determine the nature of the findings of the research. According to Cohen et al. (2007), methodology refers to a range of approaches used in educational research to gather data which are to be used as a basis for inference, interpretation and prediction. The aim of methodology is to help a researcher to understand in the broadest possible terms, not the products of scientific inquiry but the process itself. The following section discusses the methodological considerations adopted in this research:

### **Qualitative Research Design**

There are three types of methods that a researcher can employ to do the research they are: qualitative, quantitative, and mixed method. This study was based on qualitative approach of research. It is widely done in the academic fields of the study; it tries to study peoples' attitudes, behavior, value system, concerns and motives. Denzin and Lincoln (1994) state that qualitative research is a field of inquiry in its own right which is a complex, interconnected family of terms, concepts and assumptions. It is designed to explore the complexities and realities of the world where we inhabit. Further, they highlight that qualitative research is multi-method in focus, involving an interpretive and naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. It studies variety of empirical materials such as case study, personal experience, introspective, life story, interview, observational, historical, interactional and visual texts-that describe routine and problematic moments and meanings of individuals' lives. In the same regard, Richards (2003) advocates that adopting a qualitative approach is above all a person-centered enterprise and therefore particularly appropriate to our work in the field of language teaching. Additionally, he writes that qualitative research provides the researcher an opportunity to get close to the practice of social world and due to this the researcher gets a firsthand sense of what actually goes in the field. Thus, it examines and appreciates the differences that lie in each individual's actions and behavior.

Regarding my study, it sought the actual understanding of English language teachers about teaching of grammar and its role in the language classroom based on their lively experience and context. My central goal was to explore the knowledge on the research topic from the point of view of my participants', to know how they define

their practices and experiences constructed on their situations. As Creswell (2009) states that qualitative research takes place in a natural setting of the site of participants and this enables the researchers to develop a level of detail about the individual or place. Likewise, Flick (2009) also claims that qualitative research is oriented towards analyzing concrete cases in their temporal and local particularity, and starting from people's expressions and activities in local contexts. Thus, qualitative research values each participant's subjective perspectives and their social background.

Similarly, adoption of a qualitative approach allowed me to acquire in-depth and intimate information about what, how and why my participants would behave, think and make meaning as they would do. In other words, the reason for adopting qualitative approach in my study was, a qualitative research, as a naturalistic and interpretive approach concerned with phenomena and seeking to capture holistic or interconnected nature, seeks truth from the participants by looking at, listening to and by engaging the informants in some activities.

### **Interpretive as the Research Paradigm**

The term paradigm, originated from the Greek word *paradeigma*, means 'pattern' and was first used by Thomas Kuhn to denote a conceptual framework shared by a community of scientists with a convenient model for examining problems and finding solutions. Kuhn (1972) claims, "A paradigm is an integrated cluster of substantive concepts, variables and problems attached with corresponding methodological approaches and tools. Furthermore, he adds the term paradigm refers to a research cluster with a set of belief, values and assumptions" (p. 57). The term paradigm is intimately related to research in any field of investigation and it determines the criteria according to which researchers select and define problems for inquiry. In the same

regard, Willis (2007) has presented a similar view that a paradigm is a comprehensive belief system, world view, or framework that guides research and practice in a field.

I used interpretive paradigm for my research purpose. It is used in all the qualitative researches in which a researcher goes to the field and observes the participants. It aims to generate reflective understanding of the other in context. It is characterized by a concern for the individual whose central endeavor is to understand the subjective world of human experience. As Taylor and Medina (2011) state that it was heavily influenced by anthropology which aims to understand other cultures, from inside. Moreover, they claim that the paradigm enables researchers to build rich local understandings of the life-world experiences of the teachers and students and of the cultures of classrooms, schools and the communities they serve. They believe that reality is socially constructed; that is, there is no single, observable reality rather, there are multiple realities. According to Cohen et al. (2007), the main principle of interpretive paradigm is that research can never be objectively observed from the outside rather it must be observed from inside through the direct experience of the people and interaction with the participant. Besides, the role of the researcher in the interpretive paradigm is to understand, explain, and demystify social reality through eyes of different participants and the researchers in this paradigm seek to understand rather than explain.

To attend my research purpose and objectives, I observed around twenty classes of my all participants to get the ideas about how do they teach grammar, which approach do they used mostly, what kinds of tasks and materials do they employ in the classroom, and other issues related to my research topic. I have found various things about approaches of teaching grammar with the help of regular classroom observation and interviews too. Besides, the participants have their own belief, understanding and

concept which they followed thoroughly. Similarly, I have interpreted all the information that I collected from my participants on the basis of multiple realities. I believed that my participants can use either inductive or deductive approach for teaching of grammar. Besides, they also can generate new approach for teaching grammar too. I have never expected that they must use inductive approach and they need to employ teaching materials and set the communicative tasks.

Moreover, I analyzed my participants' ideas, concepts, perceptions, experiences, regarding grammar teaching, its role for language classroom, teaching approaches, effectiveness of tasks and teaching materials in grammar class on the basis of principle of interpretive paradigm. It helped me to generate knowledge by investigating the phenomena of the world and human in many ways. Apart from that, it has provided lot opportunities to seek understanding and make sense of others' perspectives which are shaped by the philosophy of social constructions. I never tried to be an outsider observer; I used to sit with them and observed their each and every activity that they performed in the classroom. I used to note down their activities, and the way of teaching which were helpful for interpretation of the data. My main target was to generate authentic data to fulfill my research purpose.

Therefore, standing on the interpretive paradigm, I have construed the reality of teaching of grammar and approaches in terms of experiences and understanding of my participants. Moreover, I was more concerned with the understanding of my participants' thoughts, beliefs, and values of their perception and practices of teaching grammar. Besides, in this study, I worked as a co-creator and meaning maker of the knowledge. I accepted subjective meanings of participants' experiences towards the approaches of teaching grammar. Eventually, it allowed me to develop shared understanding about the proposed study with reference to the lively experiences of the

participants and embraced lively interaction with the participants. It encouraged me to relate teachers' perceptions with reference to their current practices. With the help of interpretive research paradigm, I explored and constructed reasons behind the effectiveness using tasks and materials in the grammar class and various challenges for teaching grammar for the EFL learners.

### **Ethnographic as the Research Methodology**

Research design is the plan of a study referring to procedures to reach at the answers to the research questions. In my research, I used ethnography as the research methodology. It studies social interactions, behaviors, and perceptions that occur within groups, teams, organizations, and communities. Creswell (2007), Bell (2004) and Richards (2003) clarify that ethnography research method is a qualitative research that studies society or some aspect of a society, culture or group in depth through observation and interaction with the participant. Further, they suggest that ethnographers typically gather information with the help of participant observations, interviews and documentary data such as minutes of meetings, diaries, and photographs by immersing himself or herself in a group for an extended period of time. The central aim of observations and interviews is to provide rich, holistic insights into people's views and actions.

As my study is concerned with approaches used for grammar teaching in lower secondary level, I regularly observed my participants' classes, noticed their activities based on my research questions and purpose. Although, I was not able to spend an extended period of time in the field, I explored valid, authentic, and essential information for my research with the help of data collection techniques such as classroom observation and interview. It also allowed me to get familiar with their culture of teaching and learning English language especially, grammar part.

### **Selection of the Location and Research Participants**

This study was carried out among five English teachers of private schools of lower secondary level of Lalitpur district in order to explore approaches used for teaching of grammar. The five participants and schools were selected on the basis of purposive sampling. As Creswell (2009) points out that purposefully selected participants or sites that will best help the researcher understand the problems and the research question. In this regard for better understanding and exploring the information based on my research this sample was very beneficial and helpful.

### **Sources of Data**

This study was based on the different sources of data. I collected the data by using the techniques of data collection such as interview and classroom observation. These sources were also known as original data sources. Thus, interviews and classroom observations were main and essential sources for collecting the required information; whereas the internet, published books, ELT journals, presentation papers, seminar and workshop papers, lecture notes, dissertations and articles were the other sources of my data.

### **Data Collection Techniques**

The techniques of data collection refer to the strategies that a researcher employs to gather the information for the study. It allows the researchers to set up boundaries for the study, collecting information and establishing procedure for recording information. Besides, the methods of data collection have a direct influence on the research finding because only the suitable methods of data collection can bring appropriate findings. In order to obtain diverse individual opinions and to capture participants' response in a greater way, I adopted two types of data collection techniques; observation and interview. Brief discussions on these tools are as follow:



## **Interview**

Interview is one of the main techniques for collection of data. With the help of this technique researcher can get lots of information about the participants' views and experiences which help to fulfill the purpose and objectives of the research. Best and Khan (2006) point out that interview is used to gather information regarding individual's experiences and knowledge, his or her opinions, beliefs and feelings, and demographic data. Interview questions can be asked so as to determine past or current information as well as predications for the future. Interview allows researchers to construct unlimited amounts of information and knowledge based on participants' perception views, ideas, feeling and experiences.

I have chosen interview as a data collection technique for my research which allowed me to grasp subjective facts from my participants. I asked series of questions to the participants while taking interview; though some emergent questions were also generated and asked, which were of more flexible type and allowed for a depth of feeling to be ascertained by probing and eliciting insightful responses. The questions were open ended and sample of the questions were attached as appendix at the end of this research. The main aim of my research was to find out how my participants' perceived the overall concept of teaching of grammar and to explore the approaches and strategies used for presenting rules, structures, and to motivate the learners towards the practice of structures and rules of the language in a real and communicative environment.

As a preparation for the interview, questions were written in advance exactly as they were to be asked during the interview. Each question was checked to confirm that it was likely to explore the participants' understanding of my research interest. Besides, some questions were further modified to enhance their effectiveness in

generating meaningful data as suggested by my tutor. Thus, there was flexibility of having provision for negotiation, discussion and expansion of the interviewee's responses.

While interviewing, I asked questions in a natural setting being non-directive interviewer and tried to generate as much as possible information based on the research questions and purpose. Regarding interview schedule, it was divided into two sections. The first section contained of a series of questions focusing on the research questions with emergent questions. The second section comprised stimulated recall questions that were related to participants' feelings about their task performance after class observation. It was more of an informal type, simply listening to what my respondents were saying and sometimes asking them to explain how they would feel about the situation they were describing as suggested. To record the data with care, I used an audio recording device and a notebook with the knowledge and permission of the participants. However, particular consideration was given to confidentiality, ethics and rights of the interviewees.

### **Classroom Observation**

Classroom observation was one of the most effective tools in my research. Flick (2009) defines that participant observation as a field strategy where researcher dives headlong into the field and observes from a member's perspective and their special interaction negotiates the meaning. At the time of working in the field, participant observation should be understood as a process in two respects. First, the researcher should increasingly become a participant and gain access to the field and to the person. Second, the observation should also move through a process of becoming increasingly concrete.

I used class observation tool for data collection as a systematic research technique directed by a specific purpose which was carefully focused and thoroughly recorded. I had observed around twenty classes of my each participant and it was started from 20<sup>th</sup> May, 2013 and ended 15<sup>th</sup> August, 2013. It was particularly based on the interview responses to find out what the teachers thought, they implement their knowledge in their real classroom or not, and so on. I used both structured and unstructured types of observation with basic sets of taking notes in the situation, expanding notes to record issues, ideas and difficulties aroused during the observation for generating new idea and developing tentative running record of ongoing analysis and interpretation.

Talking about the recording of data, I used a class observation sheet to collect data from the observation. Besides, I also developed a running note and wrote down what had happened in every new class. To record the information systematically and carefully; I recorded their classroom activities for that I used voice recorder. It offered me the opportunity to gather live data from the natural situation in classroom

### **Data Collection Procedure**

As the nature of my research, I used two different techniques i.e. classroom observations and interviews to collect the data. First of all, I selected Lalitpur district as my research site on the basis of purposive sampling. Then, I visited one of the schools near to my home to ask permission for doing my research. I talked to the principal and school administration and clearly mentioned about the objectives and purpose of the study. Then, they permitted me to observe one of the grammar classes of lower secondary, and I took interview with the subject teacher. Then after, I went in grade six to observe the grammar class for the pilot observation. I found both students and teachers were using Nepali language to communicate and deliver the content, and

the teaching learning activities were based on the grammar translation method. After that, I observed the grammar class of grade seven of the same teacher. On the basis of these two observations, I interviewed to the same teacher. I used tape recorder to record the interview. Then, I transcribed each questions and answers in then written form and showed to my research supervisor. He suggested me to add more questions which helped to generate answers of my each research questions.

Then after, I again visited three new schools for the same purpose and talked to the principles and school administration about the nature of my study. They asked me to bring letter from the university. Therefore, I took a permission letter from Kathmandu University to conduct the research. Then, they allowed me to collect the data form their schools. After the appointment was set, I started to observe the grammar classes of four different teachers from four different schools. While observing the classes of my participants, I used field notes and running commentaries where I mentioned each and every activity that they performed in the process of teaching learning activities. I also asked permission to record their classes and recorded their activities in the voice recorder too. Besides, I also prepared different format of observation sheet and used while observing the classes.

Again I visited a new school for the same purpose because I thought four participants were not sufficient for my research. Then, I started to observe the classes of my fifth participants. While I was observing the classes, I did not find anything new for the teaching of grammar and delivering the content. Most of the participants were following the same procedures for teaching. Therefore, I decided to fix my participants and started working with different five teachers from the five schools. After observing some classes of my each participant, to generate rich and detailed data, I have gone through my interview questions which were prepared on the basis of pilot

observation and suggestions of my supervisor. The questions were based on the purpose and research questions of the study. Besides, the questions were checked and modified to make the study more reliable and valid. While interviewing, some emergent questions were also generated and asked, which were of more flexible and open-ended. I used tape recorder to record the interview of my each participants. Then, I transcribed the interview in written form and analyzed on the basis of their classroom activities that they performed while teaching of grammar, filed notes, and classroom observation sheets. Finally, I presented my findings and conclusion.

### **Data Analysis and Interpretation**

Data analysis and interpretation is the major part of the research because themes, findings, conclusion, implication, etc. are generated in this stage. Therefore, it is very important stage of research design. As Berg (2007) claims that qualitative data analysis involves interpretation of patterns and themes in textual data. Similarly, it determines how these patterns and themes help answer the research questions and purpose. The same data can be analyzed and synthesized from multiple angles depending on the particular research or evaluation questions being addressed. To analyze the data, first researchers have to transcribe interview and observation into written form or text. How one interprets such a text depends on part of the theoretical orientation taken by the researcher. Regarding my research, I have considered Richards' (2003) process for analysis and interpretation of the data which are as follows:

1. Collect data: I collected the data using qualitative data collection techniques such as interview and classroom observation.
2. Organize: I organized the data of interview and classroom observation for analysis and interpretation. For that, I transcribed the interview of all five participants. After that, I

went through the field notes and observation guideline that I filled during class observation.

3. Prepare: To prepare myself for analyzing the data, I have gone through the responses of all five participants, obtained the general sense, and highlighted the main points for direct citation.
4. Categories: I have categorized six themes on the basis of my research purpose and questions with the help of transcription of interview, field notes, and observation sheet.
5. Describe: I described the participants' responses with the help of their classroom observation. I compared and contrasted the view of my all participants and tried to find out similar and differences between their views, concepts, etc. I also mentioned my own understanding on their perception.
6. Reflect: To make my data analysis more clear and authentic, I have presented some class activities of my participants about teaching grammar that I have taken from fields notes. Sometimes, I reflected my own experiences of learning grammar.
7. Connect: While analyzing and interpretation the data, I have connected their ideas, understandings, and perceptions with reference to different scholars that I have cited on the literature review.

### **Quality Standards**

Quality standards are very essential to make my research authentic and valuable. It differs according to the nature of paradigm of the research. The role of the researcher and the types of research are very crucial points which bring the necessity of using different quality standard. Qualitative research sometimes is criticized as being too impressionistic and subjective. Therefore, it is difficult to maintain reliability, validity and objectivity in qualitative research, but some of the writers have suggested that qualitative studies should be judged or evaluated according to trustworthiness and

authenticity that provide an alternative to reliability and validity. This study was also based on the qualitative research design and interpretive research paradigm. Therefore, to established reliability, validity and objectivity; I maintained the quality standard of my research based on the following criteria:

### **Trustworthiness**

How trustworthy was I and my research depend on the quality standards that I maintained in my research project. The more I became trustworthy, the more valid and reliable my research was. Therefore, to maintain good relationship with my research participants and to make my research trustworthy, first I needed to be a trustworthy. As Richards (2003) argues that trustworthy is made up of four criteria and each of which has an equivalent criterion in qualitative research. They are; credibility, transferability, dependability and conformability.

Credibility, which parallels internal validity that depends on evidence of long-term exposure to the context and the adequacy of data collected. However, as a qualitative researcher, I had to make sure that my findings based on data collected were believable and convincing. To establish credibility in my study, I made attempts to present and analyze my data through reasonable and convincing statements, as well as the specific world views with sufficient literature review, because the credibility depends on the power of its presentation with richness of description and interpretation which convinces the reader that its findings are accurate.

Besides, I used prolonged engagement to establish credibility because it enabled me to develop an in-depth understanding of the proposed study. I continuously observed the classes and asked same interview questions to my participants to gather relevant information for my research purpose and questions. Prolonged engagement at

the research field was done in order to overcome the effects of misinformation, distortion etc.

Dependency and conformability are to be assessed in terms of the documentation of research design, data analysis, and findings. In order to maintain dependency on my research, problems formulation, selection of research participants, collected and recorded data, theoretical notes, interview transcribes, data analysis, findings, and themes were organized and presented in a systematic manner. Similarly, to maintain conformability; I fulfilled this criterion by regular visiting of my research sites and classroom observations of my participants. I also made clear communication with my participants on the questions that I asked them and confirmed that they understood the questions as I proposed. I have presented my research findings and conclusions on the basis of the data gathered from the field works.

Similarly, to maintain transferability in my research, I presented clear interpretation and analysis of the data and findings of my each research questions. Besides, the readers who will read my research find my findings applicable to their context and the researcher who will do research on similar topic can use my research properly as well.

### **Authenticity**

Another criterion to maintain quality standard of my research was authenticity. To maintain ample authenticity in my research work, I have emphasized on ethic of care where I presented myself as polite as possible with my research participants so that they would be motivated to be a member of the research work which helped me to grasp authentic information. Similarly, to make my research authentic I have equally focused on how my research work would be helpful in empowering my research participants while interviewing and observing their classes.



Besides, I tried to maintain the justice for my participants view, perception, understanding, concepts and research site too. Similarly, I was more careful on the reality of their teaching and learning activities. Therefore, to make my research purpose, objectives, problem, questions, data collection, and finding as authentic and genuine as possible; I have considered the above mentioned criteria and taken care about those issues.

### **Ethical Considerations**

Ethical considerations play an important role in conducting a qualitative research. It arises at a variety of stages while conducting an educational research because it takes place among real human beings, therefore there are numbers of special ethical concerns to be aware before conducting the research. As Bryman (2008) and Richard (2003) state that the ethical issues cannot be ignored as they relate directly to the integrity of a piece of research and of the disciplines that are involved. Moreover, he adds that while conducting a research, researcher always has to be careful whether there is harm to participant, whether there is lack of informed consent, whether there is an invasion of privacy, and whether deception is involved.

Being a qualitative researcher, to ensure my participants' rights, I made it clear that my research is an academic piece and I honestly and clearly explained the objectives and nature of my research beforehand. Besides, I clearly stated that they have a right to withdraw themselves at any time without any reason. Moreover, I also informed them about data collection tools, techniques, activities and requested them to participate in interview and allowed me to observe their classes. I took a formal letter from Kathmandu University asking permission to carry out my research in different private schools. Before meeting my participants, I took permission from the head teacher and school administration and revealed my identity and purpose of the

research. I also asked permission with the individual teachers besides the school administration. Moreover, I protected and perceived the dignity and anonymity of the participants. Further, I did not use the language or words that were biased against my participants because of the gender, sexual orientation, racial or ethnic group, disability, or age while interviewing, observing the classes and analyzing the data. Similarly, all participants were given chance to express their views and ideas while interviewing and used pseudonym name for not to put them in trouble or in risk.

### **Chapter Summary**

In this chapter, I discussed about my ontological, epistemological and axiological assumptions to look and interpret the actual scenario of teaching of grammar. Later, it has included methodological considerations where I mentioned about the qualitative research design, interpretive as the research paradigm, and ethnographic as the research methodology. Moreover, this chapter contained a brief account on selection of the location and research participants, data sources, data collection tools, data collection procedures, data analysis process, and quality standards. Finally, it has dealt with the ethical consideration of the research.

## CHAPTER IV

### DATA ANALYSIS AND INTERPRETATION

This chapter contains an analysis of data collected through interviews and classroom observations. The research questions presented in chapter first are addressed in this section. The information collected from different participants through two different techniques has been examined thematically in the light of interpretative paradigm and the established theory discussed in Chapter II. The themes developed on the basis of collected information are directly related to the approaches of teaching grammar.

#### **Teachers' Profiles**

Before presenting the analysis of data, first I would like to briefly present participants' profiles. While presenting their profiles, I present only the professional background of the participants.

1. **Participant 1** is a male teacher of 26, who has been teaching English for eight years. He started his teaching career from primary level English teacher. Now he has been teaching English for the students of lower secondary to bachelor's level. Regarding his qualification, he has done M.Ed. in English and now he is doing M. Phil in humanities. Further, he has taken ten days training in Dhulikhel organized by Kavre district about teaching English for EFL learners. He has attended training at Bhaktapur organized by curriculum development center (CDC). He has also participated in NELTA conferences.
2. **Participant 2** who is also a male teacher about 28. He has been teaching English for school level for seven years. He started his teaching career from Darjeeling in 2006. He has done B.Ed. in English. In Kathmandu, he is a new teacher and has been

teaching English for the students of lower to higher secondary level. He has taken different training given by Indian board.

3. **Participant 3**, who has been teaching English for four years, is a male teacher about 35 years old, has done M.A. in journalism from India. Till now he has not been taking any training regarding teaching English and not been involved in any organization except his school.
4. **Participant 4** is a female teacher of 22, who has been teaching English for two years. One year for primary and now she is teaching for lower secondary level. She has done B.Ed. in English and has not received any training about teaching English.
5. **Participant 5** is also a female teacher, who has been teaching English for six years for the students of lower secondary level. She has done M. A. in rural development. She has taken different training and workshop organized by different institution and schools related to teaching English.

### **Theme 1: Teachers' Understanding about Teaching Grammar and its Role for Language Classroom**

The first question I asked to my participants was related to their understanding about a grammar and its role for language teaching and learning. I wanted to know what they think about grammar teaching for the students of lower secondary level and how they perceive its role in language classroom. I found most of the participants were conscious and aware with the term grammar and its importance. They presented some examples to clarify their opinion and concept. Among five participants, P1 who has been teaching English for eight years responded,

*I teach grammar because it is prescribed in the course book and syllabus. In my opinion, grammar must be taught in the school level because it is the gist and skeleton of language. I think grammar is very important element of*

*language because it is the base of the language and without learning grammar students may not be able to form correct sentences so, it provides complete form of the language. It helps students to use language on their own way without fear and hesitation of making mistakes. So, it provides power to speak the language and express their knowledge in a proper way.*

The view presented by P1 shows that he perceived teaching of grammar is necessary for the students of school level. He clearly mentioned about grammar and its role for meaningful communication. According to him, the main target of teaching grammar was to make students able to produce meaningful and correct sentences. He believed that it is the base and skeleton of the language; which helps the students to use language on their own way and break their hesitation and fear too. I found, his understanding about grammar was very close to how Crystal (2004) defines grammar is one of the most exciting, creative, relevant subjects. It is sometimes described as the skeleton of a language, but it is much more than bones. It is the language's heartbeat, nerve system, and intelligent and without grammar, there can be no meaningful and effective communication.

Further, the view of P1 can be interpreted that grammar helps to arrange different words into sentences properly and systematically because it describes the rules how sentences are formed. As he said, students need to learn grammar and the teachers need to teach rules and structures of the language to manipulate words and to give meaning in a proper manner. While going through these statements of P1; he seemed conscious and aware with importance of grammar for language class. He has taken grammar is the power that helps to speak out and express knowledge properly. Because of the fear of producing incorrect sentences; sometimes students do not take part in communicative activities and do not share their ideas in front of the teacher.

But, if they learn about rules and structures of the language like how to arrange words to produce meaningful sentence, they try to speak out and solve assigned tasks actively.

Besides that P1 expressed more about the role of grammar for language teaching in this way,

*“If we learn grammar language proficiency will develop directly and we can speak and write in a systematic order, specific way and in a good manner. In my opinion, it helps to develop language proficiency because it gives sense of speaking and helps to make person self-confidence regarding the use of language. It builds confidence power because they know the gist and power of the language”.*

The opinion expressed by P1 shows that he has lots of theoretical knowledge, ideas, and he has studied more about grammar. According to him, grammar helps to develop language proficiency directly and guides to use language in a specific way and in a good manner. It signifies that he was aware with the fact that knowledge of implicit or explicit of grammatical rules is essential for the mastery of a language. He believed that in order to use language for communication we have to know the structures and rules of the language. Time and again, P1 directly and indirectly highlighted on use of the language accurately and fluently. It indicates that he wanted to claim that grammar is the medium and it shows the right tract for using language in a correct form. Besides, it can be deduced that he was trying to present so many reasons to prove why grammar teaching is essential. It also showed that he had focused on self-confidence and he believed grammatical knowledge guides students to develop confidence power.

Although P1 talked many things about grammar and presented various reasons to prove that grammar is important for language class, but he was not doing so. While I was observing his classes, I did not find the things as he mentioned. He said that he taught grammar because it is prescribed in the course. His class observation too showed that his main target of teaching grammar was to teach the things mentioned in the book and make students able to solve given exercises and tasks in the book. He was teaching grammar to make them clear on structure and rules of the language. Moreover, his class showed that he was not paying any attentions to use language fluently rather he focused more on accuracy. It signified that he had given more emphasis on forms of the language not functions. Again and again he stated that grammatical knowledge helps to develop self-confidence while speaking in front of the people and writing, but I noticed his main concern was not to teach them how to speak and write grammatically correct sentences.

In the same way, P2 who has been teaching English for seven years also articulated the similar view like P1. He also emphasized on accurate and fluent use of the language like P1. He also believed that teaching grammar is essential. He expressed his view like this, *Grammar is important and we need to teach because it is the basic foundation of the language. To speak correctly we need grammar. It helps students to learn rules and use those rules while speaking and writing. If we want to be correct and use language in different situation we need to study grammar.* Above mentioned statements of P2 showed that he also believed that grammar plays important role in the language classroom. It suggests that he was also familiar with the term grammar because he assumed that it is the basic foundation of the language that guides to arrange words to produce meaningful sentences. It also deals with words level to discourse level of the language. Previously, P1 mentioned that

*grammar is the skeleton of the language* and P2 stated that *grammar is the basic foundation of the language*. This showed that both of the participants have similar concept regarding grammar and they believed that learning rules, structures and formation of the language are possible by teaching grammar. Likewise, both of them were focusing on accurate use of the language and grammar is needed to be accurate. It showed that their understanding towards grammar is clear and they believed grammar teaching is necessary.

Moreover, statements of P2 also can be examined that in order to produce meaningful sentences in different situation, build up confidence while speaking and writing will be easier if the students have grammatical knowledge. Sometimes, slight change on word arrangement may change the meaning of the whole sentence that is why knowledge of systematic order of sentence formation is necessary. It showed that he was guided with the view given by Richards (2010) who argues that grammar teaching is an essential part of language instruction and teaching.

Moreover, P2 also enunciated the same view like P1 for the role of grammar for language teaching. He believed that knowledge of grammar helps to develop confidence power while using the language for communication. According to him, teaching of grammar plays important role in an EFL classroom where English language has been used as medium of teaching. This showed that P2 was aware with the fact that we are second language learners of the English language. He believed that grammar is essential to develop four skills of the language because if we do not understand about structures of the language we cannot get the concept while reading, cannot produce the meaningful sentence in discourse, and so on. Moreover, P2 believed that reading books, novel, story, etc. help to develop grammatical competence because with the help of this students can elicit language structures unknowingly, then



they tried to use language differently. This remarks of P2 revealed that he was talking about incidental learning of grammar.

Besides, P2's ideas indicate that grammar teaching is necessary and plays important role where English language is taken as foreign language. Without teaching about grammar, students do not learn it naturally. He also seemed aware that grammatical knowledge helps to develop confidence level of the learners. Sometimes, with fear of the producing incorrect sentences, students could not allow expose their talent. It also showed that reading habits also guides to learn about the language and reader can generate new structures of language from there. In the same way, knowledge of grammar helps to learn about language in a systematic order because correct structures of language give appropriate and effective meaning. Likewise, we use language for different purpose such as for communication, reading, writing, etc. and we need to be accurate to convey our message correctly.

Similar was the case with P3, whose opinion was also not so different from the rest of the participants like P1 and P2. He expressed his understanding about grammar like this, *For me grammar is the systematic description of the language. It teaches about the organization of words to formulate correct and meaningful sentence in a proper way.* This definition of P3 is very closed to Hadfield and Hadfield (2012), they believed that grammar is a description of the language system-it shows us how we order words in sentences, how we combine them and how we change the form of words to change their meaning. This concept of P3 was also highlights on the formation of the language. He also perceived that knowledge of grammar is essential to formulate correct and meaningful sentences in a proper way to use language in different circumstances and purposes. With this view of P3 regarding grammar, he is

also found familiar with the term grammar like other participants. For the purpose of teaching grammar he said,

*My students should learn at least how to recognize the words, understand the meaning of these words and organize these words to formulate the correct and meaningful sentences in a proper way. Only then, they can write and speak in a correct form. They have to speak good English because they have to do justice for themselves and also for English language. When they learn English they have to learn properly and it is possible by learning and knowing grammar. That's why I teach grammar for them.*

This view of P3 can be analyzed that the purpose of teaching grammar was to enhance students' understanding for the formation of language from the word level to discourse level. He believed that students must know how words can be arranged to produce meaningful and correct sentence for communication. After all language is the medium of communication. Besides, it provides lots of exposure of the language. Grammatical knowledge works as the guideline for using language meaningfully. Further, he believed that grammar makes the students able to recognize the form of the language and use of correct sentences while speaking and writing. It seemed he was more conscious on systematic arrangement and combination of language like, words, phrase, clause and finally sentence. As Ur (1991) points out that grammar is the way language manipulates and combines words or bits of words in order to form longer units of meaning. Class observation too showed that he tried his best to make his students able to recognize meaning of the given words, arrangement of the words and the place of subject, verb, and object.

Furthermore, he also expressed the similar view like P2. He believed that we are not native speaker; we are foreign speaker of English and it is new language for us.

Therefore, grammar has to be taught in initial phase to make students clear on its structures and rules because we are following this language as medium of teaching. Without knowing its basic structures, learners cannot understand well and it hinders for the whole teaching and learning activities. That's why, first we need to teach about grammar. This also suggests that primary and lower secondary levels are the most appropriate time for teaching grammar. If teacher tried to teach about formation of language in higher level; it takes long time and does not work properly. Thus, to make our students competent on its structures and rules; we need to teach grammar. As Tickoo (2007) explains that not all the essential aspects of grammar are learnt without being deliberately taught even in those second language classrooms where the target language serves as the medium of instruction and intentional grammar learning often works better than incidental learning

Like other participants, P3 again expressed the similar view for the role of grammar in language classroom. He also believed that grammar helps to develop understanding power while reading different books, build up confidence to communicate with other people, to express thought, and ideas. He supposed that teaching of grammar enhance developing language proficiency. According to him, developing language proficiency means to speak and write well, listen to other, understand what they have said and get information by reading. While going through the concepts presented by P1, P2 and P3; I came to know that they possess the good understanding about the teaching grammar and they have clear concept regarding the term grammar. According to them, the main purpose of teaching of grammar was to train students for producing correct and meaningful sentences while using language in different situation for various purposes.

In the same regard P4 who was a novice teacher and has two years experiences of teaching English also expressed similar views like other participant. As most of the participants had said grammar is the systematic arrangement of the words which helps to combine words to produce meaningful sentence. Likewise she said, *Grammar is the set of rules that describes about the formation of language and helps to produce correct and meaning sentences.* This concept of P4 about grammar is similar with the definition of Cowan (2009); he states that grammar is the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language. This also signifies that grammar is a description of the structure of the language where words and phrases are combined to produce meaningful sentences. This response also reflects that she has in-depth understanding of a grammar.

Moreover, I found both P1 and P4 presented the same reason for teaching of grammar and said they taught grammar because it is prescribed in the course. Besides, I found that P4 also focused on the accurate use of the language. She believed that without learning rules if student writes and speaks, it does not give sense and meaning. However, the field notes and class observation showed contrasting situation. As Celce-Murcia (1999) highlights that using language grammatically and being able to communicate are not the same, but they are both important goals to make communication effective and meaningful. Although, she focused on effective communication but I did not find any activities been used there that helps to develop students' communicative competence. Her grammar class was more form focused rather than meaning.

To show the importance of grammar she said, *Without teaching grammar it is not possible to teach English correctly and accurately. And without accuracy we cannot develop language proficiency that's why to develop language proficiency first*

*we need to be accurate and we can only use language accurately if we have proper knowledge of grammar.* This view can be analyzed as knowing the language means acquiring both grammatical and communicative competence only then the students can develop language proficiency. Ability to produce and write meaningful and correct sentences comes under accuracy. According to P4, this is possible by teaching grammar. However, she emphasized on accuracy and believes that her students must be correct and speak accurately in English but I did not find these things were practiced in her classroom. While I was observing her classes, I found most of the students use Nepali language and they hardly speak in English. Besides, they were not following correct structures while writing as well, though their teacher gives importance on accuracy. Not only students, I found teacher was also using Nepali language for teaching.

In the same way, P5 who has been teaching English for six years was also with the similar concept about grammar like rest of my participants. According to her, an underling rule of the language is grammar. It shows that she was familiar with the term grammar. She believed that it is necessary to teach grammar to make students able to produce and write well form sentences while speaking and writing. To make me clear how grammar is important and essential to teach she said,

*Grammar is very important aspect of language. If I do not teach grammar to my students they cannot write and speak well. Without teaching them about verbs and use of verbs, tenses and different forms of tenses, parts of speech, voices, nouns, etc. students may not be able to make a single sentence correctly. If they make or produce a sentence it is incomplete and meaningless. That's why, I teach grammar to my students to write and speak meaningfully and correctly. And it is very necessary to each and every sentence.*

It can be seen from the above mentioned descriptions that P5 has adequate understanding of the importance of teaching grammar. This remark of P5 can be analyzed that teaching of grammar is one of the most important aspect of the teaching language. It also helps students to consolidate the forms and structures they already learnt. Besides, the students can form correct sentences and know how to link them each other. But, from her class observation, she was found that she was not providing adequate opportunities where her students could practice to form correct sentences and use their grammar knowledge for communicative purpose. She herself did everything in the classroom and solved exercises given in the book that's why students were not getting chance to develop language accuracy.

Moreover, she talked about confidence and further said, *If we do not have necessary knowledge of grammar we do not have confidence to speak in front of the people and cannot be able to share our ideas and knowledge.* This view suggests that grammar makes the students confidence about the correctness of sentences. It guides them to speak in front of the people without having any fear and hesitation. However, P5 was talking like this, she did not allow her students to speak and did not set any tasks where they could speak and share their knowledge confidently.

### **Analysis**

On the basis of above mentioned discussion, it can be concluded that most of my participants had clear understanding about grammar. They all were familiar with the term grammar. They believed that grammar is the set of the rules that describes about the arrangement of the words and formation of the language. Besides, most of my participants have presented different reasons for teaching grammar and its role for language teaching and learning. Some of them believed that grammar teaching is necessary because it is the basic foundation and the skeleton of the language. Some of

them said that they teach grammar because it is prescribed in the course and syllabus. All of my participants were found that they were focusing on the accurate and fluent use of language however some of them were focused only on accuracy while teaching and did not discount the fluency part. They also said that grammar plays very important role in the language classroom because it helps to develop language proficiency though some of them were not understand well what actually about language proficiency. They stated that the main purpose of teaching of grammar was to make the students able to produce correct and meaningful sentences while using language for different purpose such as communicating, writing, speaking, and so on. Moreover, they believed that grammar provides power to develop self-confidence while using language in different situation. They also seemed aware with the fact that English language is the foreign language and medium of teaching and learning. Therefore, they focused more on teaching of grammar is to teach about the structures of the language.

### **Theme 2: Approaches used for Teaching Grammar**

There is no any hard and fast rule for teaching grammar. Teachers can use either inductive; rule discovery approach or deductive which is known as rule-driven approach for presenting rules and structures of the language. The main purpose is to make the students clear and prepare them to use the language correctly and effectively while communicating. To get the ideas regarding approaches used for teaching grammar; the next question I asked to my participants was related to the approach used for teaching grammar. Responding to the question approach used for teaching grammar P1 said,

*Previously when I was not trained, I used direct and grammar translation (GT) methods to teach grammar. I used to teach directly and provide*

*everything directly such as I asked my student to memorize and parrotize the grammar rules and structures. But, when I have got lots of experience of teaching different level and got training from different places, I started to teach grammar in a different way; indirectly. Indirect means inductive method of teaching grammar. Now, I provide lots of examples and present related story of the chapter and make them able to realize what I am teaching and find out rules.*

Going through the concept of P1 it can be analyzed that in the starting phase of his teaching career he had used deductive approach for teaching grammar. He used to present rules and structures first than examples. He asked his students to memorize rules and used different types of drills for practice. But, now he has been teaching differently and used inductive approach for teaching. His views clearly signify that he knew well about principles of inductive and deductive approach of teaching grammar. Moreover, it showed that he started his class by presenting examples; from where students can generalize rules and structures themselves. This remark of P1 was similar with the definition of inductive approach given by Thornbury (1999) who defines that inductive approach is rule discovery path. Without having met the rule, the learner studies examples and from these examples derives an understanding of the rule.

The class observation also justified his view. To some extent he has been practicing the same things and following inductive approach for teaching. I found sometimes he also used some communicative activities for practice although his tasks did not support to develop communicative skills. He was trying to make his class student-centered and he played the role of facilitator. However, he did not set much communicative tasks for practice, he involved students in different interactive activities especially teacher and students interactive activity where students could



practice more to derive rules from there. I observed different classes of P1; I noticed he has been using inductive approach for teaching. For instance:

*He entered in the classroom and at first he asked his students about 'Transformation' and the students responded. There was also a dialogue on the exercise book, so he assigned students to play the role to read out the given conversation. Then, he asked them to find out different forms of transformation from the same conversation and categorized accordingly. After that, he drew a picture to show the forms of transformation such as; affirmation, negative, interrogative, etc. by following the students' response. Then, he described about those forms with the help of reference examples. Later, he asked his students to tell more examples individually and sometime group wise like boys and girls. The students were found active and eager to tell the answer by raising their hand and they were changing the given sentence into another form correctly. They were also telling the correct structure of different form of transformation sentences with rules like (S+ V+ not+ object, V+ S+ object, etc.). Besides, the book they were following seemed quite good because there were so many rules with necessary examples. He again asked them to go through the rules given there. After that, he talked more on auxiliary verbs to make them able to change sentence correctly and involved students on practicing sentences on different form. Sometimes, he also asked cross questions to make them more confidence and clear on subject matter. After doing so, he provided some exercises as class work to practice more and students also seemed active to do given tasks.*

Above mentioned scene of teaching "Transformation" also proved that P1 has got knowledge about teaching of grammar by following inductive approach. He

allowed his students to speak more and take part in interactive activities. He also asked his students to elicit rules from the dialogue and examples. To practice more and make them clear, he asked them different cross questions. He also divided them into groups of boys and girls, and assigned them to do exercises given in the book. But, sometimes he asked them to memorize rules and make sentences on the basis of prescribed instructions. I found that the course book they were following was designed on communicative syllabus. The tasks needed for the practice were clearly mentioned with suitable story, conservation, passages, etc. on each chapter. I found that these things help to boost up students predicting and guessing power about the grammar topic. Before starting the class, P1 first asked his students to play the role to read the conversation given there and assigned individual students to read the story and passages. His students seemed active and give full attention to their teacher.

To clarify modern approaches are best for teaching grammar than traditional; P1 stated, *Because those GT and direct methods are traditional methods of teaching grammar and these methods focus on memorizing the things and do not give the proper concept. And when I started to use new methods like communicative, inductive or indirect methods to teach grammar then my students started to realize the language, started to form and discover the rules and structure themselves. And it also becomes effective and remains for long time. And it helps to develop their level of confident*

P1's response indicates that he believed traditional methods of teaching grammar focus on form rather than meaning. It forced students to memorize the rules not generalize. That is why, students did not get enough concepts and they forget easily. Further, it also can be analyzed that traditional approaches of teaching grammar are teacher centered. Teachers are the active participants and do everything themselves. They presented rules, examples and solve the exercise. Students are asked

to memorize the rules and form sentences on the basis of memorized rules. No real tasks are designed for the practice. Thus, the students become passive learners and active listeners because they have to listen their teachers' instruction silently. Like, Howatt and Widdowson (2010) mentioned that teaching of grammar in isolation from texts and the excessive use of translation both in the teaching of meaning and in practice exercises. It contained exercises of various kinds, typically sentences for translation into and out of the foreign language. Besides, the teachers are the authority in the classroom and students follow the teacher's instruction. Most of the interaction in the classroom is from the teachers to students. There is little students' initiation and little students- students' interaction.

But, modern approaches are more learner-centered and they themselves discover the rules and structures. Similarly, new approaches focus on meaning aspect of the language so that the students can use grammar rules and structures properly and effectively. As Nunan (1998) expressed that we need to go beyond linear approaches and traditional form-focused methodological practices in the grammar class. It also showed that P1 emphasized more on new approaches of teaching grammar rather than traditional.

Likewise, for the same question, approach used for teaching grammar, P2 responded that a strategy of teaching grammar depends on the level of the students. According to him, teaching of grammar for the students of lower secondary is little bit easier. He believed that the students of lower secondary level know more or less about grammar and its basic structure and rules. For example; they already learnt in their junior schools about basic structures and rules of simple present tense, speech, past tense, etc. Additionally, he mentioned that when they come on class six, we more focus on vocabularies, writing story, reading, and use grammar in different situation. As I

asked him how he presents grammar rules in the classroom, his response was, *Talking about the presentation of rules, my style is little bit informal and different. I do not believe on formal presentation of rules, that's why I teach in a very informal not in formal way.*

This remarks of P2 showed that he did not believe on the direct presentation of grammar rules and structures. He believed on teaching grammar differently where students do not feel difficult and boring. He related topic with the real tasks that he assigned his students to perform and complete. To make his idea more clear, further he added: *Talking about our school, we do not have separate grammar class but I cover all the grammar parts while teaching four language skills. For example, while teaching a story written on the past tense, I asked them to look at the form of the language and mention some essential rules there. Sometimes, I teach grammar them differently by making charts and present rules there and asks them to make a charts too. I also relate the grammar things with every day activities and my main aim is to teach them differently without presenting more rules.*

From the ideas presented by P2, it can be elucidated that he also used inductive approach for teaching grammar like P1 as if the way of expressing was little bit different. It also showed that we can teach grammar without using separate grammar book. With the help of various circumstances and daily activities; some of the grammar parts can be taught effectively. Similarly, different activities and tasks which are design for teaching four skills of language like listening, speaking, reading and writing, can be used for teaching grammar. In addition, it indicates that the teachers can ask their students to find out structures and rules of language from the story, novel, etc. According to Larsen- Freeman (2009), various types learner-centered activities make

learner active and creative, they do not feel any kinds of boredom and slowly and gradually hesitation of students working in group and pair may break.

With the help of my regular observation I found that P2 involved his students on different activities to teach grammar, such as creative writing, classroom presentation, listening music and analyzing on their own way, preparing magazine as a project work, drawing picture and presentation, and so on. The students were found they were following their teachers' instruction correctly while doing tasks and using language for communication. Although, they did not follow the course book for teaching; they seemed they have known whatever their level deserves. Like Neupane (2009) states that inductive approach permits learners to get a communicative feel for some aspects of language and builds more intrinsic motivation through discovery learning. Moreover, classroom was fun and both the teacher and the students were trying to make it humorous so that they can learn grammar rules and structure easily. I also found different colorful chart paper hanging on the wall prepared by the students where they mentioned different structures and rules of grammar.

Moreover, I found school environment and the way of teaching and learning, where P2 belong, was different from the other schools I visited for the same purpose. I noticed they were running different programs besides teaching course book where students can share their opinion and ideas freely. The main target was to improve their students' language competency and develop other skills which help them to be ready to take part in different competitions. The students also seemed active to take part in different tasks. Therefore, their standard of English language was better than their level. I found that they were trying to speak accurately and fluently. Thus, it can be concluded that the way of teaching and delivering content depends on the system and

rules of the school. Moreover, P2 presented more about the way of teaching grammar with example like this:

*Before presenting rules and start the lesson, I first make them clear what I am going to teach. Let's take an example of teaching noun. I do not start from the book, I start from the asking some questions to them like: while coming to school they saw different things like road, home, car, bus, shop, etc. I ask them to name and children name different things that they saw. I note down on the board what they said and categories like different kinds of noun from the things that they share. I also use different circumstances and situation to teach different parts of grammar. Likewise, if I have completed teaching present and past tense and future is remaining, I prepare a chart where I include different forms of present, past and future and teach by showing the differences. Sometimes I draw the pictures as well such as first I wrote the forms of simple present tense on the board and again divide them into continuous and perfect and do the same things for other forms.*

Above mentioned example of teaching grammar showed that P2 have lots of ideas about teaching grammar effectively by involving students on different tasks. He knew well how to make learners active and design activities for their participations. Besides, he related the similar topic and taught about grammar structures. Further, it can be analyzed that he played the role of facilitator, organizer, role model, feedback giver, and so many other. He cleverly created the learner centered classroom. He used different pictures and material to take his students full attention. He always tried to create fun and interest in the classroom where his students did not feel bore and did not take grammar as boring and difficult subject. It signifies that P2 wanted to teach differently as he claimed and he has concepts about teaching approaches, methods,

materials, and task. Further, it indicates that the teachers can use different approaches and methods to present rules and structures of grammar such as CLT, TBLT, and so on. The teachers themselves can generate their own new approach where they can use the things which were available here and there.

Similarly, I asked same question to my next participant P3 about approach used for teaching grammar, his response showed that he used three different books for teaching rules and structures of various form of grammar. According to him, first he goes through the different books and came out with the gist ideas. He prepared notes for deliver the content. Further, he said that until and unless his students did not understand what he was teaching about he repeated the same things again and again. He believed that first he had to make his students clear on rules and structures and present different examples.

The statement presented by P3 signifies that first the teachers need to prepare lesson plan before going to the class. Where they can mention about the topic that s/he is going to deal with, warming up activities, design the tasks for scene setting, task and activities to practice, and so on. If the teachers enter in the classroom without preparation; teaching learning activities will not be effective and fruitful. That is why, the teachers need to prepare mentally about their lesson. His remark showed that he seemed aware with the fact that lesson plan is essential for effective teaching. He did not teach any grammar chapter without being ready. Field notes and class observation, too, justified his view. I found to some extent he has been practicing what he talked about. To motivate his students towards teaching learning activities, he shared his experiences related to the topic. Then he presents rules and example that he had prepared on his diary. Only then he assigned tasks for practice.

Moreover, the view of P3 also signifies that the teachers' duty is to make their students clear on every chapter at any cost. For that they have to repeat time and again without any hesitation and boredom. The students have right to ask questions to their teacher if they are not getting what their teacher is teaching about. Therefore, the teachers need patience to handle different types of students and teach according to the level and interest of the learners. He presented more about approach for teaching of grammar like this,

*I start class with presenting rules because we need to first present rules and structures. When they become clear on rules and structures only we have to present examples and other exercises. Until they do not understand rules and do not get what I am teaching, they may not able to do exercise and use grammar structure properly. That's why first duty of the teacher is to make their students clear what he/ she teaching.*

Going through the idea expressed by P3, it can be interpreted that P3 focused more on rules and structures. He believed that first the teachers have to present rules and structures of grammar and make students clear on that. Then after, they have to present examples and involve students into practice. He supposed that first students should learn about rules, definition and structures, only then they can use correct form of language. Then they become ready to solve the exercises given on the book. Further, it suggests that he has been practicing deductive approach for teaching grammar. Moreover, this suggests that P3 was some point guided with the concepts and principles of grammar- translation method. As Richards and Rodgers (2010) point out that grammar translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge of the task of translating sentences and texts into and out of the target



language, where grammar is taught deductively. And his ideas clearly showed that he strongly believed on this approach which is the most effective and appropriate for teaching of grammar. However he did not mentioned directly that he used inductive approach but his statement matched with the definition given by Thornbury (1999). He said that deductive approach of grammar teaching, which is often called rule-driven learning, starts with presentation of rules and is followed with examples.

Field note and class observation also proved that he was doing exactly the same things what he believed on.

*He was teaching about the 'Gerund'. At first he asked his students to open the book. Then, he wrote a definition of gerund like: gerunds are the 'ing' form of a noun; they can be the subject or object in a sentence and asked his students to write on their copy. After that, he described more about present participle and again three rules of gerund like; gerunds are always used after certain verb, some verb can be used with either a gerund or an infinitive, and gerunds are also used after preposition. After doing so, he presented some example of each rule and elaborated about that. Then, he asked them to form some sentences and wrote on the board. If they did mistakes he asked other students to correct that mistake and ask why that sentence is incorrect. After that, he divided them into different pairs then asked them to solve the problems given on the book. Later, he asked one student from each pair to write some sentence on the board. Most of the students were using the same verb 'like and dislike' to form sentences. Such as; I like listening music, my brother loves to play football, and I hate to watch TV and so on. At last he asked them to solve the exercises given in the book at home.*

Above mentioned scene of classroom procedure of teaching about gerunds is the perfect example of teaching grammar deductively. The activities they were performed in the class were matched with the statement presented by Cowan (2008). He pointed out that different structures are presented and then practiced in different kinds of exercises and activities including memorizing dialogues, reading simplified texts, doing transformation exercises. I found, after presenting rules, structures and explanation, he first asked them to write on their own note copy about what he taught. Then, he asked to form some sentences based on the taught structures and rules by discussing each other. The students were taking part willingly and raised their hand again and again to tell the answer.

Even if he was using deductive approach, his classroom was not totally teacher centered. He was flexible and permits the students to do whatever they want to solve from the given problems. He assigned different tasks for practice after presenting rules and structures. He encouraged his students to perform well and do the tasks effectively. While they were busy on doing exercises; he had moved here and there and helped them if necessary. Although P3 did not set more communicative tasks to practice grammar rules and structures, students were using grammatically well-arranged sentences for communicate in the classroom and outside of the classroom fluently and accurately. When I was gone through their free writing, I found they were writing and mentioning their ideas very effectively. They were arranging their concept and ideas accurately. I found that the most of their articles were published on different newspaper. Though their teacher was teaching grammar by using deductive approach, they have learned and used whatever their teacher has taught effectively and appropriately while communicating and writing. This showed that deductive approach also work effectively if the teachers can apply it properly.

Responding to the question approach used for teaching grammar P4 claimed that she has enough knowledge of newly derived and student centered methods and approaches for teaching grammar. According to her, inductive approach is most appropriate and effective for teaching grammar. She expressed her view like this, *I usually start grammar class with presenting some rules, structures and describe about that like how and where to use then I present some examples.* This remark of P4 signifies controversy as she believed that inductive approach is better than deductive for teaching grammar, but she has been practicing deductive approach. Her view shows that she was not aware with the concept of inductive and did not understand what is actually about this approach because her ideas were totally guided by the principle of deductive approach. The concept regarding presenting grammar rules and structures expressed by P4 was similar to Widodo (2006) as he said that deductive approach commences with the presentation of a rules , taught and then is followed by examples in which the rules is applied.

Additionally, she mentioned that before starting teaching about rules and structures she asked students to read the same topic that she is going to deal with. Then she notes down rules and structures given there. She asked some questions to them based on the given rules to find out whether they have read or not. This remark shows that the activities she performed before teaching; signifies somehow she was also aware with lesson plan and preparation for teaching. She did not follow systematically all the procedures of lesson plan but she tried to apply it.

Field notes and observation too showed that she has been doing exactly the same things that she mentioned above for teaching grammar and presenting rules. She was using deductive approach. She was the only one active participant of the class. She herself presents rules and structures, describes about them, and solves the exercises

given on the book. The procedure she followed for teaching was totally based on the traditional form focused approach. Furthermore, the students had to copy the structures and rules from the board. After that, they had to internalize and memorize the rules and finally they had to write their own sentences using the same rules and structures. I noticed some of them were not able to produce single meaningful and correct sentence and tried to cheat her. Most of the students were found very talkative. They did not pay attention to their teacher and tried to tease and make her full. Even if she assigned some tasks for practicing, they compelled their teacher to tell the correct answer. It all happened because she did not pay extra efforts to involve them on different activities where they could not get chance to talk on unnecessary things. For that she could design communicative and real tasks and employ on her classroom. Moreover, if she tried to use inductive approach and asked them to discover rules and structures themselves; slowly and gradually their behavior will be changed.

Besides, most of the time both teacher and students used Nepali language to present rules and structures of the language and to communicate each other. If students did not understand about the subject matter, they asked her to tell the answers in Nepali language and she also did the same. It is because they were not using any interactive and communicative activities where they can practice more and able to speak and write well in English

Further, she cleverly presented the reasons for using deductive approach, however she claimed inductive is effective and best for teaching grammar she said,

*I tried to teach grammar differently and assigned them to discover rules and structures themselves with the help of presented examples. They complained their parents and said our teacher did not teach well and asked us to do everything. Their parents also complained me. I do not have to talk about my*

*students like this but students of this class do not obey any teacher and do not give attention to study. That's why I did not want to take risk and involve myself on the problems by applying students centered teaching methods and teaching them inductively.*

The above mentioned concept of P4 showed that she did not use inductive approach for teaching grammar because her students could not generate rules and structures themselves. They faced problems and complained to their teacher if she tried to teach differently. She shared that they were very talkative and did not follow their teacher's instruction. Therefore, she had to do all the tasks herself. It signifies that she did not want to take risk and change her students' attitudes.

In the same way P5 also expressed similar view like P4. She also used deductive approach for teaching grammar and asked her students to memorize rules then make some sentences based on the memorized rules. She said,

*At first I wrote structures and some rules of grammar on the board like how and where to use those structures. I also tell rules orally as well. Then I ask them to write down all those things on their copy and ask them to memorize what I have written on the board. Then I wrote some example on the board and ask them to make similar kinds of sentences. After that I ask them to tell some structures with examples and some rules as well.*

This remark of P5 indicates that she was following traditional approach for teaching grammar. She started her class with presenting rules and describes orally. Then asked them to memorize and make sentences based on the memorized rules. Further her class seemed form focused rather than meaning. It showed that the main goal of teaching of grammar was to make her students clear on the structures and rules

of the language. Students followed their teacher's instructions and remain as a passive learner and active listener.

Field note and class observation too showed that whatever she expressed; she has been doing exactly the same and following same procedures for teaching different parts of grammar. For example, the observation was like this:

*To teach noun 'Noun', at first she wrote the definition of noun on the board and categories into different form such as common, proper, collective, abstract, and so on. Students were busy on writing on their copy what their teacher wrote on the board. Then she defined more about rules then presented examples of each noun. After that she asked them to follow her and repeat the same things in a loud voice. After doing so, she asked them do exercise no. 1 and 2 as classwork. While doing classwork, students were talking about out of the content and some of them were copying their friends work like the students of P4. She was not paying attention to those students who were not doing classwork and making noise. Moreover, I found her classroom was very noisy and students were also using Nepali language in the classroom. Besides, they did not seem eager to learn and do whatever was asked them to do. Finally, she assigned them to memorize what she has taught and told 'tomorrow I will ask the same things,' and asked to do remaining exercises at home.*

Above discussion scene of class activities clearly showed that P5 was using deductive approach for teaching grammar in a traditional way. I found the class activities and the way of teaching was similar with P4. Both of them were following the same procedures. The classroom situation of P4 and P5 was exactly the same. Both of them were not paying more attention to make students centered classroom. They were not using any interactive tasks to involve students into different communicative

activities where they could practice more on different grammatical structures and rules. I found they were using Nepali language to deliver the content and instruct students.

### **Analysis**

On the basis of above mentioned discussion, it can be explained that most of the participants were following deductive approach for teaching grammar though they presented many ideas and concepts about traditional and modern approaches. They said that inductive and newly derived approaches are most appropriate for teaching of grammar. But, only two participants were using inductive approach for teaching appropriately. P4 and P5 were found that they were using deductive approach in a traditional way. They themselves did everything in the classroom like presenting rules and structures, elaborating rules, solving exercises given in the book and so on. Their students were found to be passive and they did not take part in teaching and learning activities actively. Most of the time, both teacher and students were using Nepali language in the classroom to communicate with each other. On the other hand, P1 and P2 were found that they were following inductive approach for teaching. They were playing the role of facilitator, organizer, and helper, etc. and set real and communicative tasks for involving their students to practice taught rules and structures. Besides, P2 always tried to teach differently because he believed on teaching grammar informally. Similarly, P3 was found following deductive approach for teaching. Although, he was practicing this approach, his class was not totally teacher centered. He also used various activities to involve his students into practice like P2 and P1.

### **Theme 3: Task Used for Teaching Grammar Lesson**

I found most of participants were following deductive approach for teaching of grammar. Only two participants were using inductive properly. It does not matter which approach they were using but it is important to know how these approaches can

work effectively. To make grammar class interesting and effective, teachers can use various tasks for involving students to practice. Only solving the exercises given in the each chapter like, fill in the gap, doing transformational exercises, choosing the right answer, etc. are not sufficient for practicing grammar rules and structures. Teachers can use meaning-focused activities where students can use their grammar rules properly in a communicative way like language games. As most of the participants stated that the main purpose of teaching of grammar is to make students able to use language accurately and fluently. Therefore, to fulfill their purpose they have to use various tasks in the grammar class otherwise they will not get success.

Responding the question about types of task used for teaching grammar P1 said, *I use pair work, group work, questioning and answering, role play, matching items, strip story, language game such as synonyms and antonyms, play cards, writing words on card, fill in the blank, making the story by strip story and so many other activities.* This remark of P1 showed that he has been practicing different techniques to teach language and aspect of language like grammar. This showed that P1 has got some ideas about the tasks that could be used in the grammar class. These mentioned tasks work properly in the meaning focused grammar classes if the teachers use it correctly and properly. They can divide the students into different pairs and groups to practice and ask them to solve problems such as they can ask them to play the role of teacher and students, doctor and nurse, and so on to develop both grammatical and communicative competence. Because of the rules and structures, sometimes students perceived grammar as difficult subject and they do not take part in teaching learning activities. To make grammar class interesting, motivate students, and to create fun the teachers can use different language game in the grammar class. As Thornbury (2010) expressed that various types of games can be applied in grammar lessons which give



the learners opportunity to experience the language use in contexts that are meaningful and enjoyable, and to practice using them over and over. This helps the learners to understand, remember and, later to re-use the language.

Although P1 expressed many things about tasks, field note and class observation did not justify his views. I did not find these mentioned tasks been used on his grammar class properly. As he talked about role play, he used this task to read the story and conversation mentioned in the book. But, he did not assign to perform on those tasks where they can use their own creativity and share their own ideas and knowledge, where they can practice grammar rules and structures. Sometimes, he tried to involve students on different interactive activities, and to some extent his class was students-centered too. I noticed strip story, group work, language game, etc. have not been practiced. Due to this, students were weak in communication. They did not talk more and presented very short response of the asked questions. They were not expressing ideas and thought very openly. Moreover, I found he did not set any real and contextual situation where students can realize what they were learning about. This showed that P1 seemed weak to use his knowledge practically.

Asking question, fill in the gaps, and matching items; these types of transformation activities were given in the course book as exercises. To solve these problems he involved students on different pairs and asked them to discuss and solve the given tasks. Sometimes he also asked some questions individually and they also responded the correct answer too. But, to make class more communicative, he did not involve students on other activities besides doing the exercise given in the book. As he appealed that through grammar teaching he wanted to develop their language accuracy and fluency but he has not been doing the things what he had said to me. Therefore,

there is no relation between the theory he believed in and the practice he has been doing inside the class.

In the same way, responding to my question types of tasks used to teach grammar, P2 states, *I use different techniques and tasks in grammar class. Let's take an example of teaching simple present tense. First I ask some students to come in front of the class and involve them into action (role play) and also ask them to give short speech on their own topic.* This remark of P2 signifies that he used task according to the grammar topic. As he said he asked his students to give short speech on their own topic while teaching simple present tense and this technique may not be work effectively to teach simple past tense. Therefore, teachers need to be very careful and aware before assigning task. First, they have to be sure whether it works or not only then they can apply on the class. This also indicates that P2 was aware with the fact that task depends on the dealing topic and he seemed he know well about using tasks appropriately.

I observed different classes of P2 and found he has been using various tasks for teaching different topics of grammar. He has been doing the same things what he mentioned. He divided his student into different pairs and asked them to have conversation on the topic like their hobbies, memorable events, etc. for teaching present tense. To teach simple past tense, he asked them to share about the movie that they recently watched. While students were performing, they seemed confident and were sharing assigned work fluently. To some extent they were trying to use different grammar forms correctly as well. This states that P2 involved students into varied individual work where students can learn about function and meaning of the grammar. These types of tasks help them to practice more and use language appropriately according to the situation. Additionally P2 mentioned,

*To make their writing and speaking advance and error free every day I assigned them to write something on the own selected topic and present either in assembly or in classroom. Moreover, I involve them into book shop, we provide novels, story and other books from the library and asked them to read and write a summary and present in the classroom.*

This shows that free writing can be one of the effective tasks for teaching grammar. It helps to develop students writing skills and make them more creative. It also works to practice different parts of speech like tense, noun, verb, adverb, adjectives and so on. Besides, with the help of these tasks students also can develop their speaking skills as well. This indicates that the tasks that can be used in grammar class support to improve four skills of language. Moreover, it can be analyzed that reading various books and different genre of literatures such as novel, story book, poem, etc. can be used as a task. Teachers can ask their students to read and find out some structures of grammar from there. These kinds of activities make students more active. Slowly and gradually it benefits them to enhance on their reading habits. In short it can be concluded that listening, speaking, reading and writing can be used as a task in the grammar class. As Ur (1998) states that listening skill can be used for perception and recognition of the spoken form of the structure. Likewise, speaking skill can be used for production of well-formed examples in speech to convey message. Then reading skill to perceive and recognize the written form. Finally, writing skill for production of well -formed example in writing.

It showed that the tasks that P2 used on his class were very beneficial to develop students' different language skills and aspect of language like grammar and vocabulary. To take part in communicative activities both teacher and students need to have strong vocabularies and knowledge of proper arrangement of those words. Only

knowing the structures of language is not sufficient to use language for communication. I found book shop was very effective for both grammar and vocabularies teaching.

Similarly, regarding the tasks used in grammar class, P3 responded that mostly he involved his students into group and pair work. He also asked them to choose tasks themselves to do class work and find out the solution of given problems. Moreover, he stated that he gives them a project work sometimes once in a week and sometimes twice in a week. For that he gives them different topic form text books and his side too. This indicates that the main task P3 used in grammar class was project work. For that he provided different topics and asked them to solve ether in group or in pair. Additionally he said,

*I followed three phases of teaching grammar like; I do, we do and they do. In I do phase, I present rules, structures and elaborate about that, in we do phase they practice rules and structures of grammar and I helped them to practice. To make them read, I use quick quiz, suddenly and randomly I ask questions and give them marks. In that way they have to read text book and find out some rules and make some sentences themselves. Sometimes I ask to play role and have conversation for that I provide them different situation and they act accordingly. And finally, in they do part I ask them to do exercises given in the book at home.*

This remarks of P3 showed that he was using various tasks for teaching like, quiz, role play, game, creative writing activities, etc. Besides, it indicates that he was guided by the presentation, practice, and product (PPP) model of teaching grammar. His views supports that P3 has known well about the tasks and importance of task in grammar class because his class observation also justified his ideas. I found he was

doing accordingly and systematically what he believed on. This also signifies that he was following the correct procedures while applying this model. And, he knows well about tasks that can be used in three stages. In presentation stage, he presented rules and structures with example. Then he elaborated more to make his students clear. Later in practice stage, he used different tasks like role play, group and pair work, creative writing, conduct quiz and other tasks. He also played the role of facilitator and guides them if necessary. Finally, in the product stage he asked them to do exercises given on the course book in the classroom and the remaining part at home.

Moreover, I found he was using those mentioned tasks very effectively. He asked his students to tell the structures with some examples of what he had taught before. He also involved students into formal communication as role play. For that he assigned them to ask their pair friend about what they had done last Saturday, where they went with whom, etc. Moreover, he provided different situation to play the role. I found he was also using drill and repetition exercises for practicing, for that he asked them to play a game like changing sentences into positive to negative, making active to passive and passive to active, and so on. His classroom activities was similar to Haldfield (1999) he point outs that games can be used at all stages of the progression from controlled to free practice, serving at one end of the range as a memory aid and repetition drill.

However, P3 believed deductive approach is effective approach for teaching grammar and he has been practicing the same; he used different tasks for involving students into practice. He clearly mentioned about rules and gives tasks accordingly where his students can learn more and understand what he has taught about. He assigned them different creative writing as project work like writing poem, story, joke,

etc. Their efforts were good enough although he had not taught about writing story, poem, etc. on his grammar class.

In the same way, responding to the question, tasks used for teaching grammar, P4 mentioned that mostly she did not use any tasks for teaching grammar except doing exercises given in the book. For that she asked her students to do fill in the gap activities, choosing correct answer from the alternatives, etc. According to her, students of class eight were most talkative students of the school. They did not follow their teacher's instruction and do whatever they like. If she asked them to work on groups or pairs, they make noise and did not complete the given tasks. Therefore, she did not use any tasks while teaching grammar besides doing exercise given in the book. Additionally she said,

*Sometimes I use group and pair work in my classroom. When I assigned them to make similar sentences on taught structures and rules, I asked them to solve the problems by discussing each other. I also divide them into different groups to practice simple present and past tense. For that I ask them to write a story using past tense or present tense.*

This view of P4 showed that most of the time she did not use any tasks for teaching grammar. But sometimes she asked them to work in a group and pair to create a story. It means writing activities were tasks for her. Her ideas also signifies that she herself was responsible for being her students like that because it showed that she had never tried to make them active and hardworking students. Till now she did not use any students centered tasks and blamed her students very cleverly. It also can be analyzed that she did not pay extra effort to teach differently.

Moreover, what she stated above was to some point true. I found her students were really very talkative and did not support and follow her instruction. If she tried to

involve into task they did not complete that tasks within a time. After teaching different forms and structures of simple present and past tense, she asked them to write a story on separate page. She said she would give marks for them. But, most of the students were found that they were not following her instruction and spent more than ten minutes for unnecessary discussion. Some of them were asking permission to write story on Nepali language and were not writing a single sentence. Some of them were found copying the story from story book. Around ten students were doing the task and remaining students wanted to do as homework.

It showed that the conditions of students were very poor. Somehow there were some responsibilities of teacher because she did not teach about procedures and way of writing story. Without teaching and providing sample of story, she assigned them to write a story. I talked more about my grammar class on chapter one, what I mentioned there was similar with the situation of the classroom of P4. My teacher also did the same, first he used to teach about rules then asked us to write essay on different topic, describe classroom and sometimes assigned us to memorize the essay given by him and we have to tell in front of the class. I found P4 was doing same as, first she wrote whole story on the board and asked them to write on the copy, then provided some exercises like questioning answering, fill in the blank, and true false based on the story. It seemed she just wanted to make them able to attend and pass in the exam because these types of questions were asked in the exam.

I asked same question, tasks used for teaching grammar lessons for P5; her remark was also similar with response of P4. Both of the participants were found they were not using any tasks except, writing rules and structures on their copy, memorizing rules, producing some sentences, and solving exercise given in the book as classwork and homework. And these kinds of activities were tasks for them. P5 also claimed like

P4 that her students could not do what she assigned besides doing transformational exercise and said her students were also poor on grammar. Therefore, she had to present rules first only then she assigned other transformational exercises for practicing. Moreover, she elaborates her view like this,

*Mostly I do not engage them in other activities because we do not have much time to engage them like role play, group work, and creative writing, and our classroom is not like that where I can use those activities. But sometimes, I involve them into different games like quiz, spelling and structure telling, and like that.*

This remark of P5 suggests that somehow she knew about the tasks though she has not been practicing. I found most of the students were small and the main problem was they did not understand English language well. Therefore, they use Nepali language mostly. At that condition if she asked them to play the role of various characters; it may create great problems for them. But, she can use language game where students can take fun because small children love to take part in games. But, she did not use any games where they can learn and enjoy. Once she involved them in a quiz where they have to change sentences according to her instruction but they were not taking part actively because that was more form focused not meaning. As if she wanted to divide them into pairs and groups to solve the problems she could not do that. I found the classroom and seat planning was not good enough because it was very congested.

### **Analysis**

From above presented discussion, it can be deduced that most of my participants did not use appropriate tasks while teaching of grammar. Some of them were using different exercises given in the books such as fill in the gap, choosing correct answer



from the alternative, transformational exercises as tasks. P1 used pair, and group works to solve these exercises and he tried to make classroom more interactive while solving the exercises. Though, P1 did not use any tasks that help to develop both language accuracy and fluency but he has some short of knowledge about communicative tasks such as strip story, language game, and so on. Similarly, P2 and P3 were using various tasks on their classroom such as classroom presentation, project work, creative writing, involving students on book shop, language game, etc. Besides, P2 used different language skills such as listening, speaking, reading and writing as tasks and set different activities based on these skills. He also know well how to use those tasks appropriately to make classroom effective and interesting where his students eagerly involved in teaching learning activities. P3 seemed he was aware with PPP model of teaching grammar and he set the different tasks and activities effectively.

Likewise, both P4 and P5 were not using any tasks on their grammar class. They themselves did everything in the class and blamed their students for not using their knowledge properly. Both of them have presented very clear concept and understanding about the tasks and they were well known about it. They were also using different exercises given in the books as tasks like P1. But, sometimes P4 involved her students on creative writing activities and P5 used different games to practice structures of the language.

#### **Theme 4: Materials Used for Teaching Grammar**

As my research is concern with approaches used for teaching grammar, to fulfill my research I had asked different related questions to my participants. I asked about their perception on teaching grammar and its role for in the language classroom. The participants had presented their views and opinions differently. Moreover, I asked about the approach used for presenting rules and structures. Later, I asked them about

tasks that could be used while teaching of grammar. Most of the participants were found they were not using tasks appropriately. But, P2 and P3 were using various tasks in their classroom. There are many activities that the teacher can use on their classroom to motivate, and engage students for practicing. Like tasks, teaching materials are also equally important in grammar class and both of them were correlated to each other.

I found both students and teachers had taken grammar as little bit tough and boring subject to deal with because of the rules. Like, Tuan and Doan (2010) believed that teaching grammar is a very complex phenomenon and learners may find it a difficult thing to master. To make a grammar lesson effective, beneficial, and interesting teacher should use some interesting and fascinating teaching materials in the classroom such as pictures, cut outs, realia, videos, rhyme, poem and songs, etc. These teaching materials can help learners to participate actively in teaching learning activities and helps to break monotonous and boredom. That's why I wanted to know the participants' view for teaching materials and how they use while teaching grammar lessons.

Regarding the question about materials used for teaching grammar, P1 stated that most of the time he did not use any teaching materials because he had to teach more than six periods in a day and there was no sufficient time for preparation. Further he said, *I used some materials to teach specific topic like tense, speech, voice, and like other. For that I show them pocket chart, flannel board, and sometimes I also use dictionary as materials. I also call them in computer lab to teach about language and grammar but most of the time I do not.* This repose of P1 suggests that there is not always possibility to use different teaching aids while teaching of grammar. Teachers

do not have sufficient time to prepare materials because of the load of teaching. But, he used pocket chart and flannel board to present examples and rules.

Class observation too showed that he did not use any teaching materials. But, there were some chart paper pasted on the wall prepared by students and they have mentioned some rules with example on the box. Although, he said he used pocket chart to show some sentences and assigned them some tasks, but I did not find any things being used there. Besides, he did not use flannel board and computer to practice and teach about language.

Similar was the case with P2. He also said that there is not always possible to use teaching aids to teach each and every chapter of grammar. According to him, he use audio visual, chart paper, songs, different genre of literature such as poem, story, etc. and other materials requires for teaching grammar. While going through the view of both P1 and P2, it showed that we are not in such a condition where teachers can use projector and show different interesting videos suitable to teach grammar for small children. Teachers can use many attractive pictures which can help students to motivate towards teaching learning activities. While I was doing an action research for a month, I showed some videos and interesting rhymes for the students of grade six. I found they were very eagerly participating for doing the tasks. Later, I came to know that these types of materials work properly for the students of primary and lower secondary level but not for the students of secondary. Moreover, it helps to create fun and learning environment, where talkative and passive students also take part.

P2's views also can be analyzed that poem, story, novel and other reading materials also work effectively to teach grammar. According to the nature of the topic teachers can use these things. Such as to practice structures of grammar, they can use poem as a teaching aid because it provides pleasure as rewarding resource. According

to Celce and Hilles (1988) through repeating and considering the poem, the grammatical structures become more deeply internalized. Teacher always does not teach about the rules and structures of the language. Sometimes they have to engage students into writing activities in the grammar classes too. At that time, they can use pictures to set the scene and for warming up activities. Before starting to teach, teacher needs to set the scene by doing various act or using aids. Such as, if teacher is going to teach about writing a paragraph on natural resources first teacher has to show the big picture of different sources of natural resources on chart paper. Then, they can divide them into different groups and ask them to observe first and discuss on group. Again, ask them to note down what they have found there. While doing this, obviously they will come with different sentences then asked them to arrange those sentences on their own way. From this activity they can learn how to combine sentences into paragraph and easily write about natural resources.

I found that to some extent P2 has been practicing what he talked about. One day he played a song and asked the students to listen carefully. Then, he assigned them to describe about the song and find out the theme and then present it in the classroom. I found, some of the students were drawing a picture, some of them were writing a story based on the song by mentioning theme, and so on. They were trying to make different from their own friends and seemed very excited to share whatever they do. The classroom activity was similar with the concept of Lo and Fai (1998); they said that learning grammar through songs also provides a non-threatening atmosphere for students, who usually are tensed when speaking English in a formal classroom setting.

In the same regard, responding for the question materials used in grammar class P3 said,

*For me main teaching material is text book. Mostly I used verbal materials and sometimes visible as well. But I try to use various new materials in my classroom. I bring some kitchen stuffs to teach and make them clear. Sometimes I also use some visible things to show them such as pictures and chart paper, few things from the internet and paste on the chart paper and show them.*

The response of P3 indicates that he has been using books as main materials to teach grammar. But, sometimes he used both verbal and visual aids. It signifies that he has got an idea about types of materials like, audio-visual, verbal, realia and so on. Besides, he was using interesting pictures taken from the internet. He pasted very colorful pictures on the classroom.

While observing his class, I noticed that he has been using different books for teaching and assigned works from there. As he said he used kitchen stuff as materials but I did not find that he has been doing so, but he used different pictures for motivating them before starting the lesson. Further, I found different pictures were pasted in the wall prepared by both students and teacher. To engage students into different tasks, he had used flash card and chart paper then asked them to do according to the instruction given there.

While going through the statements given by P1, P2, and P3, it showed that P1 and P3 were using chart paper, pictures, and flash cards for warming up activities and motivating students. Both of them were using mainly text books as materials. To some extent they were not practicing what they said to me while taking interview. But, P2 was found that he has been using other different materials in grammar class except chart paper and pictures. He assigned various tasks that help students to be more creative.

P4 responding to my question about materials used while teaching grammar said, *To be honest I do not use any teaching materials in my grammar class because our school does not provide us any materials and we cannot manage ourselves.*

Further, she said that once she used pocket chart while teaching about tense and showed structures and examples, on that day students seemed very happy and followed what she said to do them. She claimed that she knows well about teaching materials. She believed that teaching materials can work effectively to motivate talkative students on grammar class. But, some of the students were very weak and do not understand what she was doing and teaching about. Therefore, she taught directly and presented rules and examples without using any materials.

I found P4 did not use any tasks and materials for teaching grammar. She always followed the same procedures for teaching and did not try to bring changes on her classroom and the way of teaching. She wrote all the rules and structures on the board then elaborated. Later, she asked them to write down on their copy. Besides, she did not use other tasks to engage students for practicing, but while giving answer of my interview questions she claimed that she studied about different kinds of materials, strategies, tasks, etc. which can be used in language class. But, practically she has not been doing anything.

P5 also expressed her view like P4; she also did not use any materials to teach grammar and the way of teaching and condition of the classroom is same like P4. But, only difference that I noticed there was that she asked her students to make chart paper and include rules and structure of grammar then pasted on the classroom. She said, *I do not use any teaching materials in grammar class; I only use text book to teach.* Further, to my query on her knowledge and response towards teaching materials she states,

*Yes I have little bit ideas of teaching materials such as pocket chart, chart paper, pictures, and if possible showing conversation on video. I can use these teaching materials to teach my students and involve them in different activities like group work, pair work, and other interactive activities. But, I do not use those things because if I have to complete course within a time. There is no such type of environment where I can use different teaching materials and activities. Our school also does not provide such types of things to teach and facilities to buy myself.*

This view suggests that P5 has got some ideas about teaching materials and relation between tasks and materials. Because of the fear of the course completion, she was not applying her ideas. It also showed that both P4 and P5 have similar problems because both of them were claiming to their school for not using any materials while teaching grammar lesson. They were not doing anything from their sides to make classroom more interactive and students centered.

### **Analysis**

On the basis of above mentioned discussion, it can be concluded that teaching materials are also found not being used in grammar class. Most of the participants were not using any teaching aids for warming up and motivating purpose. They directly presented structures and rules of language without setting the scene. They believed that they are not in such condition where they can use different teaching materials to teach different chapter of grammar. But, most of them were using pictures, chart paper to present rules and structures with examples. They all were seemed aware with effectiveness of teaching materials and knew well about various aids such as realia, chart paper, flannel board, video, song, story, cut outs and so on. But, to some extent P2 and P3 were using these things while teaching grammar.

### **Theme 5: Teacher's Perceptions on Effectiveness of Using Tasks and Materials to Teach Grammar**

It is necessary to create learning environment and interest in the grammar classes for teaching different forms of grammar. That is why teachers have to first motivate students towards learning and they have to know their interest and need before teaching. For that, they can use different tasks and materials to take their attentions and get involve into practice. Always doing the same rule based exercises make students feel bore and monotonous, therefore teachers need to use either tasks or teaching materials to create fun and learning environment in the classroom. Only then students can take part in teaching learning activities. Thus, both communicative tasks and teaching materials work as a warming up tools. Responding the question about effectiveness of using tasks and materials to teach grammar P1 states,

*Different tasks and materials are very effective tools for teaching grammar because teaching aids motivate and concentrate students' attention towards classroom. It also plays the role of warm up tool as well. For example, if I enter in the classroom with some materials they will be very much curious and think what our teacher is going to do. They will motivate and simultaneously they will also be attractive towards the topic however I do not use much material in my classroom.*

This response of P1 signifies that he had strong assumption about effectiveness of tasks and materials for teaching grammar. He perceived that materials can work as a warming up tool because it helps to take students attentions for teaching. Students do not enjoy always in the same atmosphere. Sometimes they want extra activities in the classroom for refreshment. Besides, students can take fun while working with different teaching aids. However, P1 was talking about warming up or scene setting activities,



his class observation and field notes did not support his view. I noticed that he does not use any warming up activities and scene setting tasks before teaching. He directly involved into the topic and started to teach. He also did not set any tasks where his students could practice structures and rules of language. This proved that as if P1 has some sort of ideas about task and materials; he did not seem conscious to apply in his classroom. I found that he was more focused on teaching and practicing what was given in the course book except that he did not do anything from his side. Further he said about the role of tasks like this,

*Various tasks are useful to engage students into practice. I think without giving any tasks and activities my students cannot learn what I taught them and they are not able to solve the exercise given in the book. If they discussed with their friends either in group or in pair, and interact more in the classroom they will easily learn, memorize the things and it becomes long lasting as well. That's why; I think both tasks and materials are very effective for teaching grammar if we can manage and use properly both tasks and aids.*

The understanding of P1 signified that he had very positive concept and attitudes towards effectiveness of tasks and materials in grammar class; at the same time he declared that he was not able to use those things in his classroom appropriately. He believed that these things help to motivate students to learn more and make it long lasting if teacher can use properly. He believed that materials are only for motivating students, but he ignored its use for involving students into various tasks. It also indicates that he was aware with the fact that tasks enable learners to negotiate meaning. It also provides opportunities to the students to practice language items in real communication. Though, he said that he divided his students into pair and group for practice but I did not find he was not doing exactly the same things what he

believed on. He asked them to work in a pair and group to solve the exercises which were given in the course book but not for doing communicative tasks that focused on the meaning and function of the language. This showed that somehow P1 did not have clear understanding about what actually task is.

Similarly, responding to the question effectiveness of using different tasks and materials to teach grammar P2 said,

*Teaching materials create fun in the classroom and students enjoy and get motivated to learn grammar. Teachers need to create fun in the grammar class with the help of using audio visual materials, songs, pictures, story, poem and different genres of literatures and so many others. Only then, students can eagerly involve in pair work, group work, creative writing, book shop, etc. and without these aids, the tasks cannot work effectively. So, I think both materials and tasks are correlated to each other and equally important for students centered classroom and to teach grammar informally.*

This shows that both P1 and P2 have similar view for teaching materials and aware with benefits of it. They perceived that it is necessary to create fun and leaning environment in the grammar class. For that different audio-visual aids can work effectively. While involving students into various tasks such as role play, language game, writing, etc. teachers need to divide them into different groups and pair. At that time if they use appropriate materials, then only it works effectively and students could come with correct solution. It also signifies that P2 has in-depth understanding about the importance of materials and tasks and viewed that both of them were correlated to each other.

Furthermore, answering for the same question effective of materials and tasks for grammar teaching, P2 presented an example to make his view more clear and stated,

*For example, I am going to teach about reported speech for the students of class seven, if I teach directly and present structures and so many rules and condition like where and how to report an action without presenting any materials and involving them into task; except some talent students, other remaining students cannot learn. That's why, first, I have to relate the topic with real situation where I can show them actual context and involve students on different tasks only then they can generalize rules themselves.*

His response suggests that he knew the value of materials and tasks for the grammar class. He believed that these things help to make classroom students-centered and teaching grammar inductively where students themselves can discover rules and structures of the language. It indicates that P2 has practical knowledge for using both tasks and materials to make students able to discover rules themselves. Further, it also showed that we need to create fun in the classroom where students could learn rules without any pressure and they can use those rules accurately and fluently while speaking and writing. The main target of teaching of grammar is not to make students able to do transformation exercises which are given in the book and score high marks in the exam. My field note and class observation also showed that P2 employed different materials while assigning them to perform different students-centered activities for teaching. I found, he taught grammar informally and followed what he has been talking about.

In the same way, responding to my question about effectiveness of materials and tasks to teach grammar P3 said,

*When I entered in the classroom first of all I have to take their attentions; for that I do some kinds of works by which they become curious to know what I am going to do. Without taking their attentions, I do not start any lesson for that sometimes I tell joke, story related to the topic and do some remix act to motivate and make them fresh because grammar itself is little bit boring in nature. I also use some teaching aids such as pictures taken from internet, chart paper, etc. to make classroom fun and entertaining. In grammar, I have to teach different topic like gerund, preposition, tense, etc. and some of them are very hard to deal with so that I engage them into various tasks like talking about movie, story, and role play only then I present rules and structures of grammar and assign them to do exercise given in the book in group and pair.*

His response indicates that he applied different kinds of activities and shared stories and jokes related to the topic for concentrating students' attentions towards grammar class. It showed that he strongly believed that first teachers have to create learning environment by showing materials and asking students to do something because he thinks grammar is difficult to teach. According to him, teaching materials and tasks play important role for making students ready for learning. His classroom observation showed that he used deductive method for teaching grammar, and presented rules and structures first then deeply elaborated. After that he gives activities to practice by dividing them into pairs and groups. He seemed more focus on teaching them about rules and structures.

Above mentioned remarks expressed by different participants; it can be concluded that P1 and P3 used teaching materials for warming up activities and motivating tools. They strongly believed that before teaching about grammar rules and structures, students need to concentrate on teaching learning activities only then they

can participate actively while practicing taught rules. And they were using pair and group work, different interactive activities to practice and solve exercise given in the book. Both of them did not assign such tasks where their students can apply learnt structures and rules while communicating in real situation. Besides, P2 was different from other participants because he had clear understanding about tasks and teaching materials and he has been practicing effectively and set various real communication tasks to engage students into practice.

Although P4 does not use any teaching materials to teach grammar and does not assigned any communicative tasks, where her students could practice grammar rules in real situation, expect doing close and transformation exercise given in the course book. Responding to the question about effectiveness of using tasks and teaching materials to teach grammar, P4 said that teaching materials motivate and encourage students towards learning. Further she adds, *Both tasks and teaching aids are very effective tools for teaching grammar because teaching aid creates the situation where I can assign my students different tasks and they can learn themselves. Especially, if my students eagerly involve in different communicative activities where they can find out rules and use language correctly.*

Moreover, P4 said that if students support and allow her to teach differently, she will use inductive methods for teaching and can assign various tasks where they can talk more and participate actively.

In the same way, answering to the question effectiveness of using teaching materials and tasks to teach grammar, P5 said,

*Definitely, teaching materials can help students to learn more and they can be motivated and pay more attention in the classroom. Especially, it is very effective for those students who are very talkative and do not concentrate on*

*study and do not do class work and homework properly. If I use pictures, stories, videos and other materials and asked them to work in pair or group and come out solution. I think I do not have to tell the answer of the entire questions and slowly and gradually they will habituate to do themselves. But, I cannot do like this in my classroom due to the classroom situation and level of students.*

Above mentioned response of P5 showed that she had very positive and clear concept about using teaching materials in the grammar classroom. Data collection through classroom observation also showed that she was not doing what she mentioned above and following purely deductive approach. That is why her students were unable to understand grammar rules and solve exercises given on the book.

### **Analysis**

On the basis of above mentioned discussion, the interpretation can be made that all participants have perceived effectiveness of teaching materials and tasks very positively. They believed that teaching materials create communicative environment in the classroom. Similarly, in order to make long lasting learning; different communicative tasks can be used to involve students into practice. P4 and P5 who always blamed their students for not using tasks and materials in their classroom; they also said that these tools are useful to increase their understanding level. According to them, their students were very talkative and did not follow instruction of the teacher. They can profess that their students were motivated towards grammar class, did homework and class work themselves, and participated in different activities when they used teaching materials and communicative tasks while teaching grammar. They have some theoretical knowledge but lack of practical knowledge to implement it on the classroom.

Similarly, P2 and P3 strongly believed that before teaching about grammar rules and structures, students need to concentrate on teaching learning activities only then they can participate actively while practicing language for communication.

### **Theme 6: Issues for Teaching of Grammar**

The participants presented various perception and concept for teaching of grammar.

The most common problems, majority of the participants stated that it was tough job for them to teach grammar because of the rules presented there. It was also difficult to create fun and interest where students eagerly learn grammar. Due to this, teachers were facing problems to motivate students in the grammar lesson. Besides, students also presented the similar view as their teacher about grammar subject. I asked some students of lower secondary level regarding the issue of grammar; most of the students were found that they do not like grammar subject and perceive it as a hard and boring subject due to the rules and structures. They also said that they have to memorize rules and it creates problems for them because they remain confused while memorizing rules and structures.

Responding to the question issue for teaching of grammar P1 said, *Most of the teacher and student think that grammar is hard and tough subject to teach and students do not like to learn it because we teacher compel them to memorize rules. However, I do not like to do this, but from the examination point of view somehow it is necessary.* This remark of P1 indicates that he has taken grammar as difficult subject to teach. He forced his students to memorize whatever he taught. Because of the repeated and monotonous techniques; students might not want to learn it. In addition, it also can be analyzed that the way of teaching and delivering the content is based on the exam. Teacher taught in the way where students feel easy to solve the question asked in the

exam. Additionally, for the query about students' attitudes towards grammar, P1 replied,

*May be from the very beginning teachers are saying grammar is hard and difficulty subject and presented long list of rules and asked them to memorize. Talking about the examination system of grammar subject; questions are designed on transformation format like fill in the blank, chosen the correct answer, change the sentences by following given instruction, etc. And if they do single mistake in the exam; teacher will afford less marks. That's why students have the concept like that anyhow they have to memorize the rules to take the grammar exam.*

Above mentioned view of P1 showed that somehow teachers were responsible for making grammar class difficult and boring where students could enthusiastically learn. The way of presenting rules, assigning different tasks for practice were not designed based on the need, interest and level of the learners. Still they were following traditional approaches where teacher presents rules and structures of grammar and transcribes in Nepali language. Similarly, students were asked to read until and unless they did not remember. Teachers were not trying to teach differently and did not pay any attention to motivate and create fun in the classroom.

Likewise, it also showed that rule based examination system was the main barrier for the teachers. Anyhow they have to make their students able to score high marks in the exam because whole stakeholders like parents, students, and school administration were exam oriented. And if their child did not get high marks and good division, parents complained to the subject teacher. That's why their main target and goal was not to develop students' communicative competence and make fluent and accurate speaker of English rather developing their linguistic competence.



Similarly, when I asked about the issues for grammar teaching P2 said, *Mostly students do not speak English outside the school; they speak different language at home therefore they quickly forget rules of language. So, again and again I have to revise what I taught them previously and it hampers me to complete the course within the time. Till now I did not face any problems to implement communicative tasks in the classroom while teaching grammar but my main problem was sometimes they use slang and internet language and did not follow correct grammatical form while speaking and writing.*

His response suggests that being the EFL learners, students may feel difficult while using correct form of language especially on grammar because of the having vast differences between two languages. Sometimes they become confused on the pattern of language and it creates problems for teaching grammar. Furthermore, students do not get sufficient time for practice, that's why it hampers them to develop grammatical and communicative competence. Because of the lack of practice students quickly forget the rules and structures of language; therefore teachers have to be aware.

Above mentioned statements also showed that the main purpose of teaching of grammar is only to prepare students to attend exam and score high marks but, not to make them able to use correct form of language everywhere. Sometimes they use different slang and informal language because of the impact of different social networking site. And it creates problems for the teacher to teach grammar effectively because they unknowingly try to mix short form of language.

Similar was the case with P3. According to him students learn about rules of language only three periods in a week and practice only eight hours on a day. Rest of the time they speak Nepali. Besides, the classes provided for grammar subject is not sufficient. Because of the time interval sometimes students forget what their teacher

taught in previous classes. If they do not focus more on the topic and provide sufficient tasks for practice; teaching learning activities will not be effective. This showed that the most common problem of grammar teacher was time boundary. Therefore, they were not able to teach according to their wish and learners did not get enough exposure for practice because besides school hour they use their own language. As a result their learning becomes slow and they easily forget whatever they have learnt. Thus, it can be concluded that teaching either English or grammar is some point difficult and challenging too for the EFL teachers.

Additionally P3 said, *We are not native speakers of English and it is difficult for us to speak grammatically correct sentence. Therefore, we have to teach more about grammar and speak more to learn. Otherwise, students never learn themselves.*

The response of P3 suggests that he was aware with the problems of the students. Because of the being non- native speakers of English, students faced so many problems to produce grammatically correct sentences. That's why; the main duty of the teachers was to teach effectively and appropriately. It also showed that he believed on learning by doing process. If the students practice more obviously they can learn more. For that teachers need to involve them into different speaking activities where they can generalize grammar rules naturally. As P3 further said that being the students of private school if they cannot speak and write well in English, it is shameful for both teacher and students. Therefore, we need to give extra effort on grammar class. This remark signifies the old view that we believe students of private school can write and speak well in English and P3 was guided by this view. He did not want to take any risk and unnecessary blame. For that he tried his best to put extra efforts to improve his students' language.

Regarding the query of issue for grammar, teaching P4 expressed her view like this,

*Grammar is little bit difficult and tough subject to teach comparison to other subject. I faced so many problems because students do not listen to me and do not follow my instruction. Because of having so many rules in every chapter; it is great deal for me to make classroom interesting. Moreover, our examination system is form focused not meaning so at any cost they have to memorize rules.*

P4's response indicates that she took grammar subject more difficult to deal with in comparison to other subjects. She has faced so many problems while teaching grammar because her students did not support and follow her instruction. Moreover, her remark specifies that she was not able to create fun and learning environment where her students willingly participate on teaching learning activities. According to P4, presented rules and structures in every chapter were obstacles for her to motivate students in grammar class. Besides, she also presented similar view like P1. Both of them were complaining for the form focused traditional system of exam. And that system of assessment forced them to teach forms of the language rather than functions. That's why both P1 and P4 compelled their students to memorize grammar rules and structures. It seemed that they were ignoring use of correct grammatical form while communicating. It showed that their main purpose was to develop grammatical competence and they were ignoring communicative competence of the learners.

Like P1 and P4, P5 also shared the same problems. She said,

*Not only to teach grammar I have faced many problems to teach 'Our English' as well, because my students do not understand English language. I have to teach and elaborate all the things in Nepali language both in grammar and Our English classes. In exam, they have to answer everything in English but*

*they do not understand clearly what the question is about. However, in the classroom I asked them to memorize and rote learn all rules and structures but most of the students do not perform well in exam. Therefore parents and head teacher commented and blamed that I do not teach appropriately.*

The response of P5 signifies that her students did not understand English language well. And it was a major problem for her to teach both grammar and Our English too. Although the medium of instruction was English, she used Nepali language for elaboration. It creates great problems for both teachers and students because students did not perform well in the exam. That's why they are not able to score good marks in the exam. On the other hand, parents and head teacher blamed and scolded her for not teaching well. Therefore, the main goal was to prepare students to score high marks in the exam. For that she asked them to memorize rules and used drill based techniques for teaching grammar. It showed that most of my participants were teaching grammar on the basis of examination point of view and their main goal was to prepare them to attend exam and solve the asked questions.

On the above presented discussion I have listed some issues of teaching grammar they are:

- a. It is difficult to create fun and learning environment where students willingly participate in the grammar class because of the rules and structures.
- b. Most teachers perceive grammar as difficult compared to other subjects to teach.
- c. There is not sufficient time for teaching grammar. Only three periods in a week are provided for grammar subjects therefore, students easily forget what their teacher taught in the previous class.
- d. Hindrance of the first language is also a great problem for teaching grammar.

- e. Completion of the course within time and traditional form-focused assessment system hinder to teach grammar in a different way.
- f. Congested and narrow classroom create problems to employ tasks and teaching materials in the classroom.
- g. Student's low language proficiency is also the main difficulties for making student centered classroom.

### **Chapter Summary**

In this chapter, I discussed and analyzed the research data gathered through interviews and classroom observations relating to the research questions posed in Chapter I. Each and every research question has been recapped and responded. The data collected from interviews and classroom observations of my five participants have been analyzed thematically in the light of interpretative paradigm and the established theory discussed in Chapter II. I discussed and tried to relate the description of my informants under a theme developed on the basis of overall concept of approaches of teaching grammar.

## CHAPTER V

### SUMMARY OF FINDINGS, CONCLUSION AND IMPLICATIONS

This chapter provides a summary of key findings on the basis of data analysis and interpretation in chapter IV. It also presents the answers to my research questions presented in the chapter first. Later, it contains the conclusions drawn from the analysis of data collected through interview and observation. Finally, this chapter ends with a brief account of my own reflection on the journey of this study.

#### **Findings of my Research**

The findings have been illustrated on the basis of the analysis and interpretation of the data. To be specific, I have categorized the findings separately into four major headings with reference to my research questions and themes.

#### **Teachers' Understanding for Teaching Grammar and its Role for Language**

##### **Classroom**

- a. Regarding the understanding of participants for the term grammar, data from interviews revealed that all of the participants made a common understanding that grammar is the description of the rules that describes organization of the words to formulate sentences. They had taken grammar as the basic foundation of the language.
- b. In relation to the purpose of teaching of grammar, the participants were found well aware with purpose of teaching grammar as they viewed that the purpose of teaching grammar was to make students clear on the structures of the language and enhance them to produce correct and meaningful sentences.
- c. I found that the participants were aware with the fact that English language is foreign language and being used as medium of instruction in the private schools. Therefore,

they emphasized on teaching English grammar to make their students clear on its formation. Moreover, they had positive perception and attitudes towards teaching of grammar. They believed that it helps to develop language proficiency and for the expansion of confidence level while using language for different purpose.

### **Approaches used for Teaching of Grammar**

- a. The participants started the classes without setting the scene and warming up activities. Only two participants (P2 and P3) had followed the proper stages of teaching of grammar and had clear concept regarding warming up and scene setting activities. They used various tasks and materials to motivate the students towards learning. For examples, they sang a song, told jokes, asked their students to share about their hobbies, interests, told the related story, asked and shared their experience related to the topic, showed the beautiful pictures and asked to describe about that, used different circumstance and daily activities, and asked them to guess the topic. But, P1, P4, and P5 directly entered into the topic without knowing the condition and interest of the students.
- b. The participants presented clear understanding regarding the modern and students centered approaches for teaching of grammar although some of them were not practicing and using their knowledge properly. I found that they were aware with the concept and principle of traditional or form focused approaches and modern or meaning focused approaches, and they knew their differences too.
- c. This study found that participants mostly used deductive approach for teaching of grammar. P4 and P5 were found that they were using deductive approach very traditionally. They began the class with presentation of structures with rules and elaborated them. Later, they presented some examples and asked them to make similar sentences based on the rules. They themselves solved all the exercise given in the book

and asked their students to note down on their copy. Most important thing was that they used Nepali language to explain about rules and structures. Students were found passive and inactive. But, P1 and P2 were following inductive approach for teaching of grammar and set different activities for practice. I found different case with P3; he strongly believed on presentation structures and rules first.

- d. The participants had highlighted on accurate and fluent use of the language. Except P2 and P3, other remaining participants did not set any real and communicative tasks where their students could practice rules and structures of the language, and developed both accuracy and fluency.
- e. The teachers were focusing more on the forms and structures, and ignoring meaning and function of the language.
- f. Regarding the role of teachers for teaching of grammar and practicing rules and structures of the language, they were found playing the role of facilitator, guide, helper, organizer, role model, etc. except P4 and P5. They were playing the role of authoritative person of the class.

### **Issues for Teaching Grammar**

- a. The participants presented that there was not sufficient time for teaching of grammar. They were provided only three periods in a week therefore students easily forgot what they have taught in previous classes.
- b. It was also found that all the teachers perceived that grammar is hard subject to teach. They have faced many problems while teaching because of the various rules and structures presented in the grammar book. They believed that they could not create fun and learning environment where their students easily motivated to learn the grammar.
- c. The teachers were very exam oriented and they focused more to prepare their students to score high marks in the exam.



- d. Hindrance of students' first language, insufficient time for practice, boredom of course completion, students low language proficiency, the traditional form focused assessment system, students' attraction for different social net-working sides, complained of parents and head teacher for the subject teacher, and congested classroom were found as major problems for teaching grammar effectively.

#### **Tasks and Teaching Materials used in Grammar Lesson**

- a. This research showed that the participants did not use tasks for teaching of grammar. They have taken transformation exercises like, fill in the gap; changing sentences into different forms, choosing correct answer from the alternatives and the exercise that were given in the books as tasks. But, P2 and P3 have found that they were using different tasks such as project work, language game, role play, creative writing, presentation, etc. For that, they divided them into pair and group only then they assigned those mentioned tasks. Besides, P2 was using four skills of language such as listening, speaking, reading and writing as tasks for teaching of grammar. I found, P2 had set real and communicative tasks where his students could develop communicative competence besides grammatical competence.
- b. The teachers were found not using any teaching materials besides pictures, and chart paper for teaching and warming up activities. But, P2 and P3 were using various kinds of materials like story, song, video, pictures, realia, poem, story, different books, etc. to involve them into different tasks.
- c. Regarding the understanding for effectiveness of tasks and materials for grammar teaching, all of the teachers perceived it very positively. They believed that teaching materials and tasks play the role of motivating, warming up tools and are correlated to each other though some of the participants did not employ on their classroom.

## Conclusions

Findings of my research made me to draw following conclusion:

- a. From the findings it can be concluded that the participants believed grammar plays an important role in the language classroom which guides learners to produce meaningful and correct sentences while using language various purposes. According to them, grammar is the set of rules that deals with the different level of the language like word level to sentence level.
- b. The participants have clear attitudes and perception about the concepts and principle of form focused and meaning focused approaches of teaching grammar, though they were not practicing.
- c. However, the teachers focus on accurate and fluent use of the language but they were not setting any real and communicative tasks where students can develop both language fluency and accuracy.
- d. Because of the nature of course design, the teachers were using deductive approach for teaching grammar.
- e. The teachers are not following the appropriate procedures for teaching of grammar like scene setting, presentation of rules, practice, production and so many others.
- f. Though, language teachers are well known about the effectiveness of tasks for teaching of grammar, these are not practicing yet.
- g. Till now there is no place for the instructional materials in the language classroom.
- h. It is difficult to create fun, interest, learning environment, etc. in the grammar classes because of the boredom of course completion and rule based grammar exercises.
- i. The teachers are exam oriented and they focus more to prepare their students to score high marks in the exam.

- j. Traditional form focused assignment system is still practicing to evaluate the performance of the learners.
- k. Although the grammar subject is equally importance for language teaching, there is not sufficient time for teaching of grammar.
- l. Both teachers and students were facing problems because of the congested and narrow classroom.

### **Suggestions of the Study**

On the basis of the key findings and conclusions of my research, following implication could be derived.

1. Grammatical structures are taught in the sentence level of the language but, it would be better if grammar is taught in discourse level focusing on the function and meaning of the language.
2. The teachers were found following deductive approach for teaching of grammar though they believed inductive is effective and appropriate. It will be better if teachers are encouraged to employ their theoretical knowledge practically.
3. Though the participants presented clear understanding regarding the effectiveness of materials and communicative tasks for teaching grammar but they lack the practical knowledge about designing and implementing tasks and materials. It will be effective if they get opportunities to take different training and workshop regarding designing tasks and implementing teaching aids.
4. Traditional form-focused assessment system is one of the great problems for the teachers to teach grammar effectively. It hinders them to apply tasks and materials in the classroom because they have to complete course within a time. Sometimes, complains of the parents and head teacher forced them to teach in a traditional way because they blame the subject teacher if the students got low marks in the exam.

Therefore, to employ modern approaches of teaching of grammar in the language classroom, first assessment system have to be changed and the level of students understanding must be tested at the discourse level rather in sentence level.

5. The language classes need to be well managed and equipped with different instruments of teaching language such as facility of projector, internet, authentic materials, etc. then only teachers can teach grammar effectively. Only the course book does not work properly because they need more exposure for practice. Therefore, teachers have to use authentic text that can be shown at projector such as conservation, interesting video, etc. for teaching grammar effectively. Besides, students need to be taught grammar through various methodologies and approaches to cater to their individual styles of learning, and teachers should consider students' attitudes and perceptions when making decisions about how to teach grammar.
6. The participants were following descriptive grammar for teaching. It will be better if they follow communicative grammar because it is based on the communicative approach of English language teaching which is better than prescriptive grammar.
7. Being the EFL teachers, they need to know a lot about approaches of teaching English language to teach English grammar. The students use their mother language at home and English language in the school. The most important real fact is that there are vast differences between both languages especially on structures. Therefore, the teachers need to pay extra effort while teaching.
8. Most of the participants reported that only three periods in a week are provided for grammar subject and this is not sufficient time. Therefore, their students forget easily what they have taught in previous classes. It will be effective if grammar subject also get equal periods like others.

9. The teachers perceived grammar is little bit hard subject to teach. According to them, they faced problems to create fun and interesting learning environment. Therefore, it will be more fruitful if they get chance to participate in different workshop and training which are designed on the basis of creating learning environment.
10. Some of the participants stated that their classroom was very congested where they cannot conduct any language game, divide them into pair and group, and they cannot set any tasks easily. Thus, classroom needs to be large enough where teacher can teach differently and involve them into various tasks to make their students clear on the subject matter.
11. The teachers believed that teaching of grammar enhance language proficiency, but they were not concentrating on this issue while teaching. They were more focusing on form rather meaning. Thus, the teacher should know well about what actually it is only then they can develop students' language proficiency.

### **Recommendations for Further Research**

The recommendations for further research are as follows:

1. This research focused only on approaches used for teaching grammar for the students of lower secondary of private schools. Therefore, further research can be conducted on approaches used for teaching grammar in the public schools.
2. Further research can look at the difficulties in teaching and learning grammar in an EFL context
3. The researcher can do research on the comparative study between inductive and deductive approaches of teaching grammar in terms of their effectiveness.
4. In this study I used language game as a task for teaching grammar; but further study can be carried out on the effectiveness of games in language classroom for teaching grammar for EFL learners.

### Reflection

Talking about my experience regarding this study, I came to know that doing any research was not an easy job. In fact I realized that doing research needed lots of hard work, sincerity, and patience only then we got success on that. I had selected the topic myself which I was really interested in to go in depth because I have very bitter experience of learning grammar. In my school days, I was not able to understand and remember the rules and structures of the grammar. Therefore, I faced different problems while using language for communicative purpose. My teachers never used appropriate approaches for teaching and always focused on the forms. Thus, with the help of this research I wanted to know how the teachers of lower secondary teach grammar, and how do they involve their students into communicative tasks. I have successfully got the answers of my each query. As a result, it was quite motivating journey for me and it has given me the fruit of my arduous effort with a lot of insightful learning.

For collecting the data, I visited many schools and met teachers and students. I found that it was really difficult job to convince the head teachers to get permission for doing research on their school. Although, some of the principles deny providing their school for research but later they helped me a lot. At the same time it was very difficult to get time from the teachers for interview, and some of the teachers themselves postponed the interview time by showing different reasons. They hardly allowed me to take their interview after their classroom observation. I have observed more than ten classes of each participant and interviewed twice. While responding the interview questions some of the teachers presented and shared their ideas clearly. I found their responses were based on their classroom practice. Likewise, some of them were just

positive on their belief and practice. They were responding one thing and practicing another.

I have got some insightful learning from different steps of this journey. From literature review, I have got many ideas related to grammar. While doing literature review, I have gone through different books, articles, dissertations, etc. related to grammar teaching and learning. Similarly, I read about various theory of language such as CLT, TBLT, and so on. These things enhanced me to develop my knowledge on different aspect of language and language teaching. Moreover, with the help of the classroom observation, I got chance to interact with both students and the teacher and learnt about the best and effective way of teaching grammar. Besides, I become familiar with interest and needs of learners. I think it helps me to prepare myself before going to real classroom to teach as a professional teacher.

In this way, during my journey of bringing this study from planning phase to its completion, I could gain valuable information and knowledge form my informants from the field and from literature review. Most importantly, I have got a lot of ideas on carrying out research and also about how to make grammar class more effective and lively. Besides, I got an idea about how to create fun and learning environment to motivate students towards practicing different rules and structures of the language. Now, I am sure that I can make my language and grammar class more effective and I can drastically motivate my learners towards function and meaning oriented grammar lesson with all those approaches and tasks used by some of my participants.

Moreover, through this research, I got an opportunity to further strengthen my professional career. In the process of doing this dissertation, I was able to widen my knowledge on teaching grammar, to develop strong interpersonal skills and communication skills, ability to accept differences, appreciation for diversity, develop

emotional skills and maturity in my thinking and perspectives. In a nutshell, writing dissertation has provided me a platform to learn and relate my theoretical understanding in a real world.

### **Chapter Summary**

This chapter provided a summary of key findings on the basis of data analysis and interpretation with reference to each of the research questions basically on understanding of grammar and its role in language classroom, approaches used for teaching grammar, materials and tasks used for teaching, and so on. This research revealed that most of the participants were well known about the role of grammar for language teaching, and were familiar with the term grammar. Majority of the participants except few were following deductive approach for teaching however they had adequate theoretical understanding about the benefits of using modern approach. Then, I have presented conclusion of my research with some implications. Finally, this chapter dealt with my experiences during this research work.



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## APPENDIX 1

**Teacher Observation Sheet**

Teacher's name:

Date:

Class:

No of Students:

Period:

Time:

**Lesson/Topic:****1. Planning of the Teacher:****a. Lesson Plan**

Does the teacher prepare a lesson plan? Does he/she clearly mention general and specific objectives?

.....

**b. Teaching Materials:**

Does the teacher prepare teaching materials? What are they? Are they relevant to the lesson? Are they sufficient and appropriate?

.....

**2. Warming -up/Motivation Phase**

- a. Does the teacher motivate the learners? How?
- .....

- b. How do the learners react to the teacher's motivation?
- .....

- c. Does the teacher revise the previous lesson? How do the learners respond?
- .....

**Teaching learning phase:**

- a. How does the teacher introduce the lesson?

- b. Does s/he set the scene? How?  
.....
- c. How does the teacher present rules and structures?  
.....
- d. Does the teacher give clear instruction on rules?  
.....
- e. Does the teacher use blackboard or whiteboard properly?  
.....
- f. Does the teacher link the lesson with context?  
.....
- g. Does the teacher use humor to make class interesting?  
.....
- h. What types of tasks does teacher set for the practice?  
.....
- i. Does the teacher make clear the difficult terms and concepts?  
.....
- j. Does the teacher encourage students to do communicative oriented activity?  
.....
- k. Does the teacher use teaching materials to create fun and learning environment?  
.....
- l. Does the teacher provide enough tasks for practice?  
.....
- m. Does the teacher pay attentions to the passive students?  
.....

- n. Does the teacher encourage students for creative writing?
- o. Does the teacher divide them into pair and group work for practice?

.....

- p. Does the teacher summarize the lesson?

.....

**Class Management**

- A. Does the teacher managed classroom activities?

.....

- B. Is there appropriate setting for the students?

.....

- C. Does the teacher maintain classroom discipline?

.....

**Evaluation:**

- I. Does the teacher provide home assignment?

.....

- II. Does the teacher check classwork and homework properly?

.....

Comments (if any)	Suggestions (if any)

**Observer:**

**Date:**

**Teacher:**



## APPENDIX 2

**Interview Questions**

1. How long have you been teaching English?
2. What is your experience of teaching English?
3. What do you teach when you teach English?
4. Do you teach grammar? Why
5. Do you think English grammar need to be taught in the EFL class? If yes why, if not why?
6. How do start grammar lesson? Do you start with rules or with examples? Why?
7. What are specific tasks that you perform while teaching grammar?
8. What materials do you employ in grammar lessons?
9. Which method do you use mostly; inductive or deductive to teach grammar? Why?
10. In your view, which grammar teaching approach is most appropriate to teach grammar for the EFL learners?
11. What do you think about teaching grammar through using different materials?
12. Do you think teaching materials can help to motivate the students towards learning grammar?
13. Have you encountered any problem while teaching reading? What are they?
14. Do you think students use grammar rules while speaking and writing?
15. How do you encourage your students towards learning grammar and using grammar rules in communication?
16. How do you react when learners make grammatical mistakes while speaking and writing?

17. What is a grammar according to you? How do you define the role of grammar in language classroom?
18. What you think about grammar subject? Do you think it is a boring subject to deal with?
19. Have you been involved in any ELT training, seminar or workshops? Is yes, what kind of training, seminar or workshop was it?