EXPLORING STRATEGIES FOR TEACHING GRAMMATICAL ITEMS IN SECONDARY ENGLISH LANGUAGE CLASSROOMS: A NARRATIVE INQUIRY

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AN ABSTRACT

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Abstract approved: ……

Asst. Prof. Tikaram Poudel, PhD

Dissertation Supervisor

Teaching is a process of how we teach and what our students learn to the proposed knowledge and skills. This study explores the strategies employed for teaching grammatical items in the context of Nepalese secondary English language classrooms. Moreover, this research aims to explore in what ways language teachers teach and contextualize teaching grammar, and what different kinds of strategies they employ while teaching grammatical items. In doing so, I envisaged my study incorporating a thorough review of relevant, and resourceful literature about grammar teaching. The review of recent works of literature has helped me to strengthen my research agenda on teachers' strategies in teaching grammatical items. My study is delimited to the case of teaching grammatical items in secondary English classrooms using examples and rules. The finding of the research is understanding the grammatical perspectives on the grammatical items and strategies to teach in the classroom constructively and practically. According to four participants from the four schools, teaching grammar needs context and tasks with grammatical concept.

I have adopted narrative inquiry as my research method to generate information from the four participants about their language teaching experiences and expertise in the Nepalese secondary English classrooms. A critical and closer examination of the narratives indicates that teachers enhance grammatical competence by contextualizing various methods of teaching grammatical items; however, they are scaffoldings of teachers' experiences. My ontological, epistemological, and methodological standpoints were rooted in the interpretive paradigm. The collected information using narrative inquiry was a data generation approach which helped me to raise the teachers' viewpoints, belief systems, and opinions. I was conscious, therefore, I appreciated their views, stories, opinions, and practices.

The four participants having a long English teaching experience were selected from the Lalitpur district. In doing so, I developed the field texts through teachers' narratives. With prior permission, their voices were recorded and later transcribed maintaining the ethics of research. The transcribed field texts were reconfirmed with the participants making a regular follow-up to maintain authenticity of my research. Teachers' narratives were helpful for me to develop the thematic understanding from my four participants. Hence, the generated data was interpreted based on the life experiences, ideas, and opinions related to teaching grammatical strategies. I used the theory of social constructivism to build a theoretical foundation in this research.

The strategies of teaching grammar and grammatical items were found to be contextualized in diverse teaching-learning settings. The teachers had different perceptions and practices which were associated with the contextualization of teaching grammatical items. Classroom observation, in-depth-interview, and field notes were much more helpful to analyze the live experiences, perceptions, and

opinions related to interpreting the rules, examples, and structures in teaching grammar.

The teachers were found to be teaching English grammar consulting journal articles and browsing electric re/sources and reading textbooks. Most of the teachers use textbooks to teach grammatical items including subject, verbs, pronouns, adjectives, prepositions, articles, verbs, adverbs, and conjunctions, etc. The items required context, concept, practice, and drills to build fluency, accuracy, and meaning in context. Teachers contextualize mutual understanding, engagement in classroom learning, and examples-based teaching as the major techniques for enhancing their students in the various drills, and pattern practices.

The study further found that the newspapers, poetry, novels, stories, diaries, travelogue, critics, journals, books, textbooks, portfolios, notes, and reports, etc. were some of the tenets and useful resources for grammar teachers in integrating accuracy and fluency in grammar teaching. Moreover, the EFL teachers were found to be employing two major strategies i.e., example-based and structure-based strategies mostly to teach grammatical items. They are found offering both structures and examples while teaching grammar in their classroom practices.

Furthermore, it was found that the teachers' ways of teaching grammatical items were grounded with both explicit-implicit methods and strategies from the classroom observation and fieldwork. They have prior grammar expertise to teach Nepalese EFL students. In conclusion, it was revealed that most of the teachers taught employing similar strategies for teaching grammar, and teachers use the example-based, structure-based, textbook-based, task-based, and communicative strategies for teaching grammar in their language classrooms. Although they use meaningful strategies, and effective tools for offering students continuous

grammatical assessment and grammar practices as per the level of students. For this, teachers' planning, and attention to the students seem to be progressive, contextual, and imperative from the context of the learning environment.

My research participants conceptualize the actual knowledge about grammar rules which enable teachers to deliver their content appropriately in the classroom teaching and learning. For them, grammatical well-being is to ensure to transfer the grammar knowledge effectively to the learners applying different strategies such as structure-based, task-based, example-based, participation-based, and project-based, etc. for meaningful and effective learning in the language classroom.

December 28, 2021

Santosh Sanba

Degree Candidate

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DECLARATION

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

_____ December 28, 2021

Santosh Sanba

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DEDICATION

This dissertation is dedicated to my parents Mr. Nir Bahadur Sanba and Ms. Bhagirathi Sanba.

Master of Philosophy in English Language Education dissertation entitled *Exploring Strategies for Teaching Grammatical Items in Secondary English Language Classrooms: A Narrative Inquiry* was presented by Santosh Sanba on December 28, 2021

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

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Strategies for Teaching Grammatical Items in Secondary English Language Classrooms: A Narrative Inquiry explores a journey of English language teachers in addressing teaching and learning grammatical items in the classrooms. Writing this dissertation was a thrilling journey in its own right as I came to know myself and that which I was capable of achieving. I would like to acknowledge the support and contribution of many scholars, friends, and well-wishers in bringing this academic endeavor to a fruitful conclusion.

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ABBREVIATIONS AND ACRONYMS

Assoc.	:	Associate
Asst.	:	Assistant
Aux.	:	Auxiliary
BMC	:	Bagala Mukhi Campus
CUP	:	Cambridge University Press
Prof	:	Professor
Ed	:	Edition
Eds	:	Editors
ESL	:	English as Second Language
ELT	:	English Language Teaching
ICT	:	Information and Communication Technology
IELTS	:	International English Language Testing System
ING	:	Gerund/ Progressive Verbs
JRME	:	Journal of Research & Method in Education
JOHSS	:	Journal of Humanities and Social Science
JSTOR	:	A name of Journal (full form not found)
M. Phil.	:	Master of Philosophy
NNS	:	Non-Native Speakers
OUP	:	Oxford University Press
SEE	:	Secondary Exam Education
SLL	:	Second Language Learners
TOEFL	:	Test of English as a Foreign Language

UG	:	Universal grammar
V1	:	Simple Present Verb
V2	:	Simple Past Verb
V4	:	Present Progressive Verb
V5	:	Singular Simple Present Verb
Vol	:	Volume
VP	:	Verb Phrase
Wh	:	What and How Questions

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CHAPTER I

INTRODUCTION

Told, untold, and retold human stories and backgrounds answer the queries of our daily life enabling us to capture the reality and imagination of the moment. This introductory chapter consists of story-based anecdotes in the discourse with teachers' life experience for teaching grammatical items from a socio-cultural perspective in general in the Nepalese EFL context and, in particular, in teaching grammatical items in the secondary schools in Nepal. Grammar is a set of linguistic rules people use when they speak or write a language (Thornbury, 1999). It deals with the conceptualization of the structural units where morphemes are put together into words, words into phrases, phrases into clauses, and clauses into sentences. The grammatical items explore explicit and implicit teaching strategies and conceptualization for teaching fruitfully.

Furthermore, this chapter consists of context, rationale, and exploring problem statement, the purpose of research, research questions, and delimitations of the study. Finally, this section presents the structure of the research report looking from the vantage of interpretivism.

Context

I was born in a rural part of Eastern Nepal in a middle-class Limbu family. I grew and studied in a school in my native village. I learned the socio-cultural values and cultural practices of Limbu day by day in my childhood. I was poor at English grammar because I was learning English as a foreign language in the traditional

language teaching methods such as the grammar-translation method. I was unable to understand the basic concepts, rules, and structures of English grammar. I could hardly solve different exercises offered in the textbooks practically. Teachers used to translate textual information from English to Nepali, therefore, we could make proper sense. The medium of instruction would partially be Nepali and Limbu while teaching English. Our teachers and my friends would not come to school on Friday during the winter season. Instead, I used to utilize my time for learning and exploring content myself in my classes. Thus, I was worried about education in general and developing fluency and accuracy in the English language in particular. Therefore, I tried my best to improve my language skills and grammar teaching skills seriously. Our learning assignments would be overdue because we were unable to solve different grammatical questions. Most of us copied from our coursebooks either it would fill-in-the-blanks exercises or it would be anything else. Therefore, I could not do my English assignments during my schooling correctly. I did a lot of mistakes even I used to guess the context and proceed ahead learning grammatical items. However, I completed School Leaving Certificate (SLC) from the same region.

By then, I improved my language skills, grammar rules, and vocabulary when I joined Panchthar Multiple Campus (a public campus serving for a long producing many graduates from the eastern part of Nepal in province one). I started noticing newer words, their meanings, grammatical structures, and rules. I read different books including, 'Outlines of literature' as an optional subject and ‘Meaning into words’ a grammar course in my grade eleven of secondary education. My journey as an undergraduate was ongoing that was not good going at all. Despite having several difficulties, I accomplished my undergraduate level and joined the graduate level at Panchthar Multiple Campus of my district. Even though it was a very good experience

to achieve a degree, it was equally painful for me to realize my potentials in English competency and accuracy. Sooner or later, I joined a bachelor in education program majoring in English language education and learned several skills from ‘General English (Exploring Grammar)' and ‘Academic Vocabulary' as a textbook of grammatical items. Slowly and gradually, I started communicating and interacting in English with everybody especially with my classmates on the way to our room. Since I had enriched some sorts of fluency and accuracy in English, I was not prfofocient enough at performing grammatical tasks in my practical and academic life.

On completion of bachelor’s degree, I came to Kathmandu for further study. I was admitted to a private college to continue my B.Ed. Then, I did B. Ed. from a private college of the Kathmandu Valley as my career prospects. I was overwhelmed as well as worried about my performance. My doubt turned to be true because either I could deliver content knowledge or any grammatical items I was not satisfied myself because I taught my students only through the textbook. I could not speak English fluently and accurately. Besides that, I was unable to bring different relevant materials and examples to my English language secondary classrooms. I shared this disappointment with my principal of my institutions as well. He suggested me to improve on commanding and controling over the students in the language classrooms. I could sense his experiences, opinions, and strategies were helpful to uplift my career of teaching as a language teacher inside and outside of the classroom. However, I continued on and on. Despite having several contextual experiences from school education to university, I faced lots of misunderstandings and difficulties about teaching grammatical items to understand, make meaning, and identify the practical problems of teaching and learning activities. Whenever I went inside my classrooms, I would be caught either in the usage of the article or in prepositions or sometimes in

passivization or subject-verb agreement and tense. I consulted different grammar books, dictionaries, and other available electronic sources for enhancing my grammatical knowledge to trigger my strategies of teaching in progressive ways.

My dream of becoming a teacher impregnated my very existence as I endowed this aspiration even my family has not the culture and history of the teaching profession in the field. Teacher-student engagement within the prescribed textbooks, having utilized the low resourced materials, immediate context into the Nepali language whilst teaching English, etc. drew my attention for studying pedagogical strategies of teaching grammar. I was also concerned with analyzing whether there are any other ways to improve grammar teaching and engage teachers and learners in teaching-learning grammatical items interactively. Before I started this research, I browsed internet sources, visited libraries, read printed materials including books, journal articles, reports, and consulted my seniors, colleagues, and supervisor constantly.

During my research, I employed my methodological procedures and understanding, and I started collecting the data using open ended-interview and classroom observations. In doing so, I visited schools and interviewed my four secondary English teachers as my research participants who were teaching in private and public schools in Lalitpur. Thus, they shared their opinions and live experiences about strategies for teaching grammatical items which were very helpful for me to create and cater further themes and sub-themes in this research.

Background of the Study

Grammar is the structural foundation of language (Crystal, 2004). In the discourse of grammar teaching, universal grammar is expected to be vital in identifying the roles of language teaching before exploring the communicative

functions of language teaching. Universal Grammar is an issue that is claimed to contribute profoundly to the study of second language acquisition. As Gass and Schachter (1989) state it is common knowledge that Universal Grammar is a theory that can be partly used to define adults mature grammatical competence. However, to understand this phenomenon, it is worth focusing on UG in more detail for every language teacher and learner.

This UG grammar leads to the modern contextual grammar pedagogy mentoring the elements and parts of speech. Accordingly, Universal Grammar, (UG) in short, was first coined by Noam Chomsky who postulated that there has to be one grammar that applies to all languages and justifies children's ability to grasp any language presented to them in their early years (Pinker, 1984). To conclude, universal grammar deals with both the competence and performance of language learners.

The grammar explores the meaning of a word or a sentence including syntax and morphology. Here, syntax means to the study of sentences, and morphology refers to the study of structures of the word (Quirk & et al., 2010). Teaching grammar items, based on the example-oriented strategy, promote meaning with examples because grammar teaching involves the strategies on both the forms and functions/examples. Thus, teaching grammar helps students either to understand the text or to read the comprehensive activities very succinctly (Ellis, 2006, cited as in Navaz, 2017).

Teaching grammatical items to include both content words of major word classes such as noun, verb, adjective, adverb, and the minor word classes such as pronouns, prepositions, articles, and conjunctions. The major word clsses, minor words classes different subject-verb agreement, and passivization, etc. were helpful to explore the context, ways, and strategies of teaching grammar to identify fluency,

accuracy, and meaning (Hadfield & Hadfield, 2011). Moreover, teaching grammar promotes fluency, accuracy, approrpiateness, and a comprehensive meaning-making of the entity. Grammar teaching strategies (GTS) require to have the practice; the process of teaching several grammatical items in English classrooms. Here, the strategy of teaching grammatical items refers to the process of using the items to maintain frequency (Thornbury, 1999). More specifically, there are two major strategies i.e. an inductive strategy that deals with the example-based methods and deductive strategy that deals with the process of conception and explanation.

Grammar teaching has several procedures from form and function/meaning. Every teacher is required to understand fundamental teaching grammatical items. For successful, communication every learner needs to be aware of rules and functions for solving the problems in the context (Mertz & Yovel, 2014). It depends on the nature of grammatical items whether to focus on inductive strategy or deductive strategy. The learners are mostly facilitated via an example-based approach using locally available materials while instructing in the classroom in the Nepalese context. In other words, I also experienced a similar practice with local materials. English teachers are inspired to practice using an example-based strategy rather than the structure-based strategy. Frankly speaking, , we used to practice the structure-based strategy in our childhood in Nepal. Teachers did not focus on accuracy and fluency contextually to engage the learners in grammatical tasks. For most of the teachers, the goal of teaching grammar could be to communicate in the meaning just to understand the examples to get mastery over the grammar rules.

Moreover, the textbook rarely exemplified the use and usage of grammatical items for understanding the importance of form-focused instruction or explicit instruction to promote grammar teaching and learning. This instruction maintains the

learners' proficiency from communicative strategies (Takala, 2016 as cited in Navaz, 2017). Considering the several strategies, I read one of the courses on elements of English grammar,' Use and Usage of English' to enhance the resource of my content and to examine whether teaching grammar was comprehensive via explicit instruction or implicit. Hence, I noticed that teaching grammar in an EFL context differs from teaching grammar in ESL classrooms. The majority of the learners in the EFL context are found using contextualized example-based and structure-based strategiesin their practices.

After revisiting the several dynamics of grammar teaching, I came to know that teaching grammar explicitly is useful in our context. To teach grammatical items, I started exemplifying with different examples on teaching items. I used to give many examples in the local context when I was teaching grammar in my secondary English classrooms for better understanding. I asked the students to find structure from the examples themselves. I often motivated and encouraged them in the classroom activities to bring local context s for understanding grammatical items comprehensively. I designed daily activities, contextualized grammar teaching context and I tried to maintain performance, accuracy, and competency in the language classrooms. However, the students were unable to cope up with the grammatical difficulties. I realized that they were never asked to write free writing/ essays using concord appropriately. They were lacking in different elements of grammatical forms and structures. I expereinced that the teachers are instructing grammatical items with textbooks rather than contextualizing the meaning of the items. Al-Mekhlafi (2011) claimed whether grammar should be taught in the classroom to students for proper instruction, and to achieve mastery over the grammar rules. However, I could sense that the students feel difficulty in conceptualizing grammar rules. Thus, the situational

strategies in context-based teaching encourage the learners to learn and teachers to teach in a better way in their classrooms.

I could still recall my college days. There was one of my friends (Shamal Shah-pseudonym) used to buy more than a dozen of English dictionaries to understand the word meanings writing notes of the lexical strategy. So, he enhanced several vocabularies and developed his expression in his process of academic writing. He has shared with me that he would note down every word, and the meaning in his exercise book systematically. I learned many things from his work on the lexical learning process. I started writing essays creatively because improving grammar was my keen interest. I had faced many problems in grammar teaching, and. I was unable to grasp the text comprehensively.

Furthermore, it was difficult for me to perceive the meaning interactively in the way they are given in the textbooks. I also was much worried about developing grammatical competence and constructing a new body of knowledge for understanding practically. I did neither good at lexical choices nor grammatical performance. Guessing would be a prior method for me to do grammar exercises. I realized my weaknesses; I started engaging in progressive learning where I would collaborate to follow a process with my colleagues, seniors, and consult secondary teachers to explore the usefulness of teaching grammar.

Therefore, I began to bring my nostalgia to the research study; therefore, I could connect the things well. Concentrating much on the notable live experiences, I was anxious and curious to see the perceptions and practices of contextualizing teaching grammar in Nepalese language classrooms. Then, I principally started learning through different re/sources, and I consulted the printed materials going to the libraries and browsing the internet to upgrade myself about grammar teaching.

Then, I felt my linguistic competence since represented the far eastern region of Nepal namely, Panchthar, which is on the outskirts of the Kathmandu Valley to generate the concept of the context in the language teaching process.

I realized that due to the lack of a practical knowledge and skills in teaching and learning , the teachers in the remote village would feel difficulty in transforming grammar teaching skills. Moreover, I would be sad when I was not able to solve and complete all the questions meaningfully. I also envisaged the cause behind considering English grammar teaching as a difficult task in delivering content/course and transforming knowledge, attitudes, and skills from undergraduate to graduate. Therefore, I, as a researcher, decided to study further to examine the perceptions and practical strategies of the Nepalese English language teachers to teach grammatical items

The Rationale of the Study

Grammar teaching has been an area of interest for many stakeholders in the context of English language classrooms. Many research studies have been conducted to explore recent trends in teaching grammar. Every researcher claims that teaching grammatical items facilitate students on the ways of learning. Developing English competence depends on the practice of grammar which has to make a strong foundation with the knowledge base of students and the pedagogical expertise of the teachers. Moreover, both teachers and students have to co-operate with learners with an effort for mastering the grammatical rules. One of the rationales of this study is to understand contemporary ontological premises of teaching grammar.

The research explores the uses of strategies for teaching grammar to language learners. To be more specific, the challenges of teaching grammatical items have been a very crucial phenomenon in context. Therefore, I, as a narrative researcher, want to

show how different stories and life experiences of English teachers contribute to their meaningful understanding of teaching grammatical items. About this conceptualization, I decided to choose the area of the issue on strategies used by teachers for teaching grammatical items for my M. Phil. research. The study aims to explore whether we teach grammar explicitly or implicitly (directly or indirectly) in the context of English language teaching activities.

Since grammar teaching has been considered as one of the most useful phenomena in which Hudson (2016) claims that knowledge on grammatical items guides teachers to understand ideas for using useful strategies in fetching out the difficult paths of students. To address these difficulties, English teachers use an inductive and a structure-based strategy because they do not support the students in identifying difficulties. They add value in their teaching-learning activities with the strategies (Al-Mekhlafi, 2011). The rationale behind choosing teaching grammar is to strengthen the strategies for motivation, interaction, inspiration, proficiency development, and promoting language training in Nepalese teachers (Awasthi, 2009) to uplift the history of the teachers' professional development.

The existing difficulties and challenges of teaching grammar are to arise and acknowledge the precise combinations of the words for language awareness; ability to discuss the structures (Harmer, 2008). So, teaching grammar means the rule organization that also realizes self-learning strategies implicitly. Although I narrated the stories with the learners and teachers commented on the practical parts of writing strategy. I believe in co-operation. It engages the students together to achieve common goals. Richards and Rodgers (2003) state that language teaching would be possible in the cooperative teaching and learning activities of the environment because they learn better when they co-operate with each other by sharing. As

Mohamed (2018) claims that teaching grammar inspires teachers to give attention to learners' in-depth interaction widely with the teachers.

According to Basyal (2018), teaching grammar can be defined as a process that promotes learners' center teaching styles and skills for enhancing English proficiency and accuracy with consulting grammatical examples. Besides, the strategy also matters in teaching grammar activities. Teachers amalgamating different activities, processes and rule-governed practices contribute to classroom interaction for the meaningful teaching-learning process. Moreover, I am closer to Adhikari (2005) who persistently claims that theoretically, teaching grammar has been mastering the language systems and description of the language skills (p.185). Furthermore, language teachers help their students to get mastery exploring structures of the grammatical items in Nepalese EFL/ESL context. In short, the rationale of this study is to articulate the contemporary grammar teaching practices for the community school, or institution to engage with the belief systems of teachers and their perceptions, sharing, and realization of the practices in the daily academic activities.

Teaching grammar can be articulated more engaging with learners facilitating different domains of biography and writing narrative study (Barkhuizen & et al., 2014) to teach students integrating various assets of learners' needs, ability, reality, and interests. Since the examples and activities offered by the teacher facilitate meaningful learning in our context of Nepalese classrooms. Therefore, in the opinion of Farrell and Giri (2011), we believe that grammar teaching is explored as a continuous process of articulating different tasks, and engaging students with constructive activities to explore the cultural, social, and economic phenomenon of people's lives, changes, integrated national identities (p. 22), and transformations.

Thus, the told and untold teachers' stories amalgamating their experiences of teaching grammar rules infer the students to face better exposure to motivate and encourage towards their learning. By the backdrop of narrative inquiry, I was an inquirer, tried to narrate whether teachers' stories add possibly an embarking knowledge for conceptualizing grammar teaching, and obtaining contextual grammar teaching strategies in the EFL context of second language classrooms.

Exploring Research Problem

Teaching grammar was my passion. I would go to my classroom with complete preparation and mapping up the mind; I failed many times due to incomplete knowledge in understanding the grammatical items. So, I experienced that teaching and learning are essential in every endeavor in language education. I also realized that there are some challenges and issues in handling students in grammar teaching. Furthermore, Pritchard (2009) believes that integrating information, bringing output skills, and facilitating students with comprehensive input are core phenomena in teaching grammatical strategy. The existing difficulties of teaching grammar are to arise and to acknowledge the precise combinations of the words for language awareness, ability to structure (Harmer, 2008). So, teaching grammar is not only the rule organization that also promotes self-learning for the implicit understanding of the grammatical issues.

Having ten years of teaching experience in English classes, I noticed that teaching grammar provides both painful and pleasurable moments. Indeed, I recalled some of the painful moments when I was unable to respond to some points of articles, prepositions, and passivization. I would feel pleased when I went to my class having understood the grammar rules and a specified lesson plan in a well-prepared manner during my career of teaching. I would always encourage, and motivate my students

during and after the classroom discussion to address the challenge and confusion. Even teaching can be defined as art to live a good life.

I studied relevant literature and found two contradictory schools of thought. One school of thought advocated that teaching grammar deductively made better sense in the EFL context (Rahuma, 2016). Since the other schools of thought especially, (Silvia, 2007) advocate that teaching grammar inductively helps language learning into meaningful tasks. In this way, the deductive method enriches a rule-governed strategy for the learners to generate the meaning of the forms. As Mohammed (2018) claims that teaching grammar inspires instructors to understand the attention of learners' in-depth interaction. From the traditional point of view, grammar teaching creates boring and explicit values to aspire the strategies for resolving the situation of misconception.

Slowly and gradually, I geared down my research study and was destined to explore out the contemporary strategies for teaching grammar and grammatical items. Thus, my belief about teaching grammar can be changed and transferred to the need of the learners. Did I raise questions about my teaching grammar if grammar mattered? How did I teach my students using deductive and inductive methods? What did I learn during grammar teaching in course of my ten years of life experiences? What particular grammar teaching strategies am I adapting/adjusting in my career in the profession? Do I have language skills that expert teachers need to focus on? How can I develop proficiency and accuracy as I am a teacher? etc. Therefore, in this study, I tried to answer these questions. Moreover, I have explored how language teachers trigger grammatical activities. For me, there seems the theoretical gap uplift the recent language teaching process meaningfully.

Indeed, I did not come across the studies carried out on teaching grammatical items for EFL teachers in the Nepalese context. Moreover, a few of the studies have been carried abroad through their focus was not on strategies and methodological dimensions. Especially, teaching grammar has been realized that there is an essence of research to be carried out to explore how teachers contextualize grammar teaching, use knowledge, and how their practices help them address and identify their grammar issues and problems in their English classrooms.

Grammar teaching begins with a process of understanding and practicing sets of grammatical items (Vashney, 2008), and it helps to make teaching interactive (Hymes, 2018). This is a practical process of interaction and an interpretation to construct the professional knowledge and the skills for EFL teachers and learners. Progressive, responsible, interactive, and extraordinary delivery of grammar rules matter going beyond the structure to enhance adequate proficiency and training (Awasthi, 2009) in context. For the dynamics of teaching grammar, two major strategies of example and structure-based strategies are practiced to avoid misconceptions on grammar teaching items (Vashney, 2008).

From the point of view in linguistic analysis, grammar is found irrelevant (Quirk & Greenbaum, 2009; Leech & Svartvik, 2009). However, it is not the case in every tenet of teaching grammatical items. Even though Gruyter (2017) says that Chomskyan universal rules do not provide a sense to constitute understanding of the meanings of the words. This grammar is a useful rule for comprehensive and conceptual language teaching practices. Furthermore, Celce-Murcia and Hilles (1988) state that fruitful grammar teaching builds its foundation with example-based strategies which are concerned with indifferent languages, learner-related problems, cooperative learning, and proper lexical facilitation.

According to Koirala (2007), teaching grammar has been noted that teachers can be cooperative and transformative in performing activities in the classroom whether they are facilitating grammar, or literature (p. 418). At the same point, scholar, Yadurajan (2014) advocated that teaching grammar has been misunderstood subject even though it discusses forms of the structures to express the world view and perceptions of native speakers from the lexical and structural point of view. Linguistically, teachers facilitate the students to develop creativity and practical discussion who present examples and give structures on the topic of grammatical courses. The teachers focus on textbooks rather than practical activities, therefore, they could not t achieve competence in grammatical items. Furthermore, I believe grammar is the blend of morphology, semantics, and syntax (Hudson, 2012) where the teachers focus on the reading out of the context, meaning, and reflection to teach grammatical items.

Thus, I experienced in course of my teaching career that due to lack of unspecified objective in teaching grammar, lack of innovative ideas to discuss grammatical items, lack of strategic processes, and planning, teachers' difficulties, and uneasiness led me further to explore teachers' challenges on accent and credibility workplace to the strategies to teach from the virtue of self-experiences (Maum, 2016). Likewise, learning begins from self-study rather the dictation and memorization. At this point, I think self- participation succeeds in teaching grammar in meaningful directions for doing grammatical tasks and actively. Thus, I am also concerned that teachers can perform what kinds of activities and strategies work better whilst teaching different forms of verbs such as auxiliary verbs, action verbs, model verbs, regular, and irregular verbs (Peteson, 2005), and tenses for mastery over the

grammatical items, teachers have to explore the interactive function such as greeting, commenting, reporting, expressing emotions, feelings, and asking queries in context.

Purpose of the Study

The main purpose of this research was to explore strategies used by English language teachers for teaching grammatical items in secondary English classrooms. More specifically, this study aimed to narrate English teachers' experiences of teaching grammatical items; the way they contextualize their teaching grammatical items and the strategies they apply in teaching grammatical items in English language classrooms.

Research Questions

1. How do English teachers contextualize teaching grammatical items in secondary English classrooms?

2. What kinds of strategies do English language teachers practice/use in teaching grammatical items?

Delimitation of the Study

This exploration was delimited on teaching grammatical items with teaching strategies that English language teachers use in secondary English classrooms. Similarly, this report was specified four participants' strategies about teaching English grammatical items in ELT classrooms.

Structure of the Study Report

In this chapter, I presented my reflection collected from the ten years of my grammar teaching experience found in the EFL classrooms. Then, I articulated how I geared up the experiences based on the context to explore the practices and strategies of teaching grammatical items in the Nepalese EFL classroom. This study has been systematically organized into seven chapters. The first chapter outlines the research

agenda along with the context, rationale, purpose, research questions, and delimitation of the study. The second chapter triggers the theoretical, empirical, and policy reviews of relevant literature that I reviewed to support my research issue. After that, the third chapter deals with research methodology. In the next chapter viz. four, I narrated participants' stories of their teaching grammatical items to set the prolonged for the study. In chapter five, I discussed contextualization in teaching grammatical items in secondary English classrooms. I interpreted teachers' practices of using teaching context for exploration of grammatical items in chapter six. I presented strategies in teaching grammatical items including examples and structure-based. Last but not the least; in chapter seven, I explored insights, conclusions, and reflection of the study including the finding and implications of the research journey.

Chapter Summary

In this chapter, I reflected, and I brought relevant literature about grammar teaching inculcating the ways Nepalese EFL teachers practice in their context. Hence, I articulated the rationale of the study articulating why I was interested in the area of the narrative inquiry as a qualitative investigator and inquirer. To argue much on my agenda, I reflected my issues taking references from the grammar teaching strategies reflecting some of the significant evidence. Accumulating insights from all that evidence and my own professional experiences of teaching grammar, I specified the purpose of my research study. Finally, I raised two research questions relating to the purpose of the study, and I set an outline for delimiting my research area precisely.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, I critically examined the relevant literature on teaching grammar and its strategies. Furthermore, I analyzed thematic, theoretical, and empirical reviews. The thematic review covered the use of English language strategies for teaching grammatical items. For the theoretical orientation, I embedded the 'Humanistic theory of social constructivism' and 'socio-cultural theory.' Then, I pondered through my research studies carried out narrating the uses and practices of the English language teaching strategies for teaching grammatical items under the empirical reviews. For this rationale of the study, the gap has been envisaged for this research based on earlier studies. Last, but not the least; I drew a conceptual framework of my study for the actions to be performed in the course of the research journey.

I arranged this chapter into six sections. In the first section, I developed a thematic review in which teaching grammatical items have been incorporated exploring useful strategies and exploring example and structure-based strategies. The second section provides the theoretical review where socio-constructivism and socio-cultural theory are discussed. In the third section, the empirical reviews have been presented in which previous studies were explored to understand particular supports from the studies in my accomplishment of the research activity. In the fourth section, the policy-based literature has been reviewed. Section fifth is all about the research

gap. In the sixth section, I have framed out the conceptual framework of my study to analyze the conceptual understanding and systematic qualities.

Contextualizing Teaching Grammatical Items

The context of language teaching is a situated process in a familiar manner or place for authentic learning tasks (Pritchard, 2009). Grammar refers to a structure of phrase and sentence as the units of the sentence to give meaning in the context. The units grammatical include nouns, articles, verbs, adjectives, adverbs, prepositions, pronouns, and conjunctions (Sinclair, 2010; Yadurajan, 2014) as the parts of speech. Furthermore, grammar teaching also refers to the matter of agreement which consists of a number, person, tense, voice, and gender (Thornbury, 1999; Yule, 2016; Stitch, 2010). Hence, these conceptualizations are paramount for analyzing lexemes, functional communication, and practical activities. As we believe, the updated knowledge about grammatical rules to teach grammatical items in the recent context are important in the EFL classroom. Knowledge for grammar teaching is the essential for teaching grammar practically because grammar exercises are needed in all the forms of writing patterns for the construction of sentences (Master, 2004) based on the rules and examples.

Grammar reflects a deep meaning as an inevitable clarification and construction for the practical communication of the teachers and learners (Oxford, 2017; Thornbury, 1999). Furthermore, teaching grammar refers to learning the words for the wider context (Parrott, 2010) which may have several meanings in the context of the classroom settings. Thus, grammar teaching can be considered as an instrument to form meaningful sentences. Due to incompetent teachers and their inadequate grammar rules, it has not been as interactive and professional as they were supposed to be. Thus, we teachers need to focus on engaging students in teaching grammatical

items for that we must have competent teachers having exposed in the parts of speech with examples and descriptions of the rules to cope with the context of the classroom environment. The students learn with several strategies when they are exposed to grammar rules. They enhance self-directed learning about grammatical items and develop proficiency and competence with self-confidence. Likewise, I am closer to Michell (2004) who asserts that strategies are crucial for learners to attain better learning outcomes from the process of learning. The extensive strategies and rules strengthen teachers' socio-cultural values to achieve communicative competence in context (Meenadevi, 2017; Sharma, 2008). However, it is accepted that teaching grammar focuses all on achieving a degree of proficiency for engaging learners through situated and distinct activities in the language classroom. Teaching grammar was significant for improving writing composition identifying various parts of speech (Shafer, 2012). Thus, teaching grammatical items need an appropriate situation, a keen interest in learning, and a well-prepared mindset of the teachers for active delivery of grammatical items with personal efforts and motivation.

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). More specifically, this research contributed to the novice teachers of grammar, researchers, and language educators in Nepal to understand grammatical knowledge, ideas, and experience having a firm description of rules for forming sentences including the meaning, and form in the context of the classroom teaching to teach grammar in the EFL creatively and constructively (Thornbury, 1999). According to Tickko (2007), grammar has an important place in one's knowledge of a second or foreign language. In short, grammar can be conceptualized

as significant aspect of language teaching for language teaching and learning activities.

Perceptions and Practices on Strategies for Teaching Grammatical Items in Secondary English Classrooms

They are several forms of teaching grammar since they have been useful in engaging students with different practices inductively and sometimes, we should instruct them descriptively and analytically in our classroom to promote students' and teachers' understanding and gaining mastery over grammatical norms and values. Thus, strategies refer to mental action, and consciousness to control a certain goal (Poudel, 2018). Learners require control over the grammatical entities over which they wanted to mastery over. Teaching grammar can be influenced by classroom context curriculum and needs of learners and the strategies used by English teachers. For this, teachers are expected to be able to instruct grammar well with the rules, structure, and examples very distinctively including the major and minor word classes.

Teaching grammar is understood as a traditional point of view for the perception considered in a decision-making process (Morelli, 2003 as cited in Al-Mekhlafi, 2011). It focuses on the content of the English language teaching courses. To be clear on it, Palmer (1998) has emphasized problems of grammar for foreign learners (Richards & Rodgers, 2003). As Grenfell & Harris (1999) opine that strategy integrates grammar teaching into everyday lessons for teachers and students. The strategies help them focus on the collaborative teaching and learning processes Grenfell & Harris (1999).

Moreover, teaching grammar shows a comprehensive model for the learners to practice further. The grammar does not describe the form-meaning connections of the

target language which is necessary to be adequate (Ellis, 2006). In the context of grammar teaching, it is controversial, least understood, confusing to accommodate creative tasks with identifying the challenges and problems for selecting useful strategies. However, the teachers in the 21st century realized drastic changes in language teaching and learning procedures, unfortunately, none of the strategies has become common to teach grammatical items and to disseminate grammar perspectives.

Teaching grammar requires sound knowledge to adopt and adapt available examples, it requires contextualization and technocratic awareness, and literacy for pedagogical enhancement. To the point, the secondary classrooms in Nepal are multilingual, multicultural, and multiethnic where the teachers have to employ multi-facets of strategies to tackle grammar problems for the proper conceptualization of students in achieving the grammarian's skills, concepts, and abilities in grammar teaching successfully. However, my research participants enhanced their understanding by being closer to Morley (2010) substantiating their grammar teaching strategies and techniques of language teaching.

Teaching Method

The teaching method refers to the ways of delivering content based on their nature It is also assumed as a process of preparing, planning, and encouraging the students during learning time. Methods are for learning. It is self-motivated for the models, cooperation, and traditions of teaching-learning activities. Additionally, teaching grammar includes conceptual paraphrasing, commanding, participating, and communicating in pair work, group work, role play, , drills, lecture, demonstration, interaction, and question-answer, discussion, sharing, listening, and doing the

exercises for teaching procedures (Bashyal. 2018). Thus, the teaching method is a procedure of teaching-learning activity.

Exploring Structure and Example-Based Strategies

Strategy refers to professional development in language teaching as the collaborative, reflective, and knowledgeable engagement in the professional language teaching process (Richards & Farrell, 2010). There are two prior strategies in teaching grammar. Structurally, the form-focus strategy is known as explicit strategy and some scholars also use it as a deductive strategy. In turn, focus on meaning strategy is known as an implicit strategy and some scholars identify it as an inductive strategy. Likewise, I also have experienced similar practices in the courses of grammar teaching because I tried teaching grammar inductively (facilitating students with examples). Moreover, I was closer to Fotos and Hikel (2011), who advocated for the rule, and form-focus explicit strategies to promote target forms, it was not completely useful in our EFL context. In this regard, I also found Willis (2007) insists on the form-focus strategy in the classroom. In the beginning, they further have stated that every teacher needs to focus on form, and they need to switch on into meaning secondly; then, only s/he can empower up the ability among students in teaching grammatical items communicatively. In this way, I believe that teachers can use the example as much as they apply structures in teaching and learning grammatical tasks in their EFL classrooms with their own strategies.

The structure-based- teaching supports the ways of putting words together to form the sound sentence pattern. Similarly, it focuses on the implicit explanation of examples about target forms, principles, and ways of interpreting meaning (Ur, 2005; 2013). It is assumed to apply rule-based on appropriate examples to instruct learners (Thornbury, 1999, as cited in Cowan, 2009), grammar teaching has been well

practiced with examples. Objectively, it is also said that grammar learning focuses on an example-based strategy that emphasizes the long-term teaching process as an intentional strategy to enhance new things (Hulstijn, 2006). We should pay proper attention to specific instruction to teach grammar for learners. Without transferable learning, students' learning and processing of the instructions remain incomplete. For the successful accomplishment of teaching grammar in the EFL classroom, language teachers need to accept explicit instruction (Schmitt, 2000), the model of communicative competence (Meenadevi, 2017), and lexical knowledge (Yule, 2016) for the EFL learners.

Strategy is planning and orientation to achieve certain goals in a particular activity. It values the actions taken for the purpose to achieve the objective of the particular tasks (Oxford, 2003). The strategies are helpful to understand the language teaching and learning activities of the practitioners. Teaching language using direct strategies and indirect strategies fosters the teachers' grammatical confidence in teaching grammatical items (Poudel, 2018).

Theoretical Framework

In this section, I have discussed the theory of social constructivism and socio-cultural theory by Vygotskian concepts to teaching grammar in English classrooms. The theory concerns the theoretical perspectives of social phenomena and helps to identity to uses of them in the practical field of teaching and learning grammatical items in the classrooms.

Social Constructivism

I used social constructivism as my theoretical construct for this study. This theoretical construct believes that learning is an active process. Thus, the active and useful learning process demands better pedagogical content knowledge. The scholars

advocating social constructivism advocated that learning is considered to be a never acquiring process rather the learning can be always constructed within social systems, conditions, and status.

The constructivist approach focuses on the teachers as active participants who support learners to gain understanding and they make meaning from the surrounding environment to express how the knowledge is constructed (Poudel, 2018). While viewing constructivism from its historical root, in the very beginning, Jean Piaget introduced the idea that learners construct their knowledge (Gagnon & Collay, 2006). The core theme of constructivism is that teachers construct their meaning in their situation rather than just memorizing information offered by teachers or else (Gagnon & Collay, 2006). This theory focuses on teachers for learner-centered activities. If the learners could not visualize the real picture of learning and teaching, then the learning process gets handicapped (Poudel, 2018). In my opinion, the teachers are aware of the activity of memorization for understanding the context and strategy to motivate their learners.

Teachers believe that knowledge construction in teaching and learning is socially constructed phenomenon because they construct knowledge within their social system typifying examples from the social situation and the personal understanding constructively. Social constructivism highlights social identity. In the words of Kavalski (2003), constructivism plays a profound role in empowering the learners' needs, inner ability, and purposes. In short, social constructivism supports learners' strategy in obtaining social activities for interaction and collaboration (Rai, 2020). Moreover, grammatical knowledge pro-acts socially constructed ideas through a critical cultural and social transformation from the traditional to contextual activities. Hence, the creative knowledge is constructed within a social system which

is personally mediated, a socially interacted and contextually integrated; therefore, teachers develop their meaningful teaching from current grammatical activities (Bell & Gilbert, 1996).

Constructivist theory reflects teachers' experiences and constructs their understanding of the world where they live in. Thus, it suggests that the teachers get involved actively with the students for creating new meanings. In this process, teachers are regarded as active meaning-makers, and developers of the sense of self-responsibility towards their career of teaching (Poudel, 2018). So, teaching is a continuous process to make meaning in the sense of learning and teaching grammatical items.

For theorizing constructivism, as the grammar instructors in the secondary language classrooms, I have understood that learning and teaching are grounded within social beliefs and artifacts. By this, it can be noted that all classroom practices are the social phenomenon and their knowledge reveals to the socially constructed, and most of the teachers conceptualize their understanding based on their backgrounds, social systems, values, and ideas. Thus, their teaching and learning go simultaneously at the pace of learners' and teachers' planning and desires either teacher need to understand the area of grammar or literature. However, there are several challenges in teaching grammar and the notion of social constructivism which has helped in coping strategies to measure the challenges of teaching grammatical items. Therefore, the research indicated when teachers motivate their learners from the local culture, history, and context; they eventually develop cognitive understanding and the analytical idea of content (Mainali, 2020).

Further, Peregoy (2011) highlights the importance of Vygotsky's theory of social constructivism and states that it emphasizes on teachers' pedagogical content

knowledge through the process of interacting with colleagues, learners, and the sociocultural environment to solve their problems. Teachers need to think about the successful ways for delivering knowledge. In this way, social constructivism focuses much on the need for models of the mental processes involved when anyone responds to new information or a new problem. Hence, teachers support learners to get actively engaged in analyzing the new information (Poudel, 2018).

Thus, their narratives indicated that learning is socially equipped (Vygotsky, 1978, as cited in Mainali, 2020) to make meaning and get a sense of context during the internalization process. Likewise, I experienced that constructivist has provoked useful tenets in connecting social strategies in teaching since teaching is mediated, regulated, and practiced within a social setting. To articulate the social concept, we consider teaching as a social process. Especially, grammar teaching is mediated and practiced within the classroom setting. Thus, constructivism has been a pertinent tool to help students and teachers in the meaning-making process. The students understand grammar rules about strategies, objects, conditions, events, practices, actions, experiences, relations, substances, concepts, and an assortment of words because they raise their level of the self-reality, truth, facts, and knowledge (Kukla, 2002) based on the grammatical conceptualization and teachers' invigilation on the grammatical practices of both teachers and learners.

Moreover, the knowledge of grammatical items helps teachers to widen communicative competence accepting the life experiences of the four participant teachers. Hence, they construct social assumptions, beliefs systems, and social interactions within their cultural background and understanding. In addition, the teachers practice grammar based on their socially constructed knowledge from their cultural background. Hence, the constructivist approach enhances their understanding

by watching, listening, recording, interacting, and examining meaning and situation (Denzin & Lincoln, 1994). Therefore, as constructivists, we need to empower learners in engaging, interacting, and in the meaning-making process to the expected outcome since knowledge is a product of social and historical circumstances for integrating the reflections to make the meaning-making process (Pant, 2012).

Thus, the constructivist's theory paves the way for forming a strong foundation in the issues of the 'knowing' and 'how' one comes to know to learn the concrete, contextual and meaningful experience and to construct their models, concepts, and strategies (Fosnot, 1996) in their learning agendas. In my opinion, the process of constructivism needs an appropriate environment for teachers and students for understanding grammatical items (p. ix). Therefore, I believe in inculcating grammatical structure which requires a prior social context and cultural practice to construct the knowledge on the grammatical items in real classroom activities.

Kolb's Theory

Learning begins through training. The practices encourage effective and meaningful teaching and learning. In the same way, learning and teaching are to identify the difficulties and to gain ideas from the life experiences of the team. Teamwork is a procedure of enhancing experiences through unwrapping interpersonal learning activities. The practice creates thinking and planning to do further activities in the language classroom in a discussion on the grammatical items in the secondary English classrooms. There are four cycles of learning and training for the fruitful practice of the students and teachers. They are: doing, reflecting, creating meaning, and planning for the further actions of the language teaching and learning (Kolb, 1984, as cited in Wright & Bolitho, 2007).

Teaching is a composition of the abstract conceptualization and concrete experience in language activities (Joshi, 2014). According to Kolb's opinion, a learner or a teacher begins learning by doing rather than listening and observation as the passive recipient in the language classroom. Similarly, a teacher applies the thoughts and ideas through the reflection of the practices of the field to think further on the betterment of the articulating grammatical tasks and problems for the learners. Then, creating meaning refers to processing experiences in a meaningful situation. At last, the planning supports to plan for further activities to make teaching useful and memorable in to use grammatical items in communication and practical actions of the English language.

Socio-cultural Theory

When I went through the view of socio-cultural perspectives, by Vygotsky (1978), one of the first Russian psychologists to suggest the knowledge construction process, I came to know that culture becomes an inherent part of one's nature of learning. Culture can be understood as a collection of human values and assumptions that go together to shape the way of the people in the group who perceive and their relation can be connected with the world around them. Thus, sociocultural theory (SCT) examines the language learning reaches the social context and situation. Vygotsky's theory believes that language teaching relies on social situations and cultural practices. Moreover; it is a set of beliefs, attitudes, practices and traditions, values, and assumptions in the context of teaching activities. Therefore, as an English teacher, I pertinently revisited the key aspects of teaching grammar, grammatical dynamics, and some essential rules and structures to relate values, cultures, practices, performances, realities, and constructions (Gabriel, 1998).

The socio-cultural theory further suggests that language teaching and learning is largely a socio-cultural process of interaction. We know that teaching-learning is not only to deliver lectures in classrooms, it also aims to learn from the context and culture in which we English teachers engage our students. The teachers teach grammar through the relevant experiences provided to the learners by their cultures. The social context supports their learning on the one hand and helps to shape how, and what they wanted to learn on the other. Thus, the social-cultural theory argues that the human mental functioning of human beings is a fundamentally mediated process that is organized by cultural artifacts, activities, and concepts (Mitchell & Myles, 2004). On the other hand, students' learning can be also supported on basis of the cultural artifacts.

Hence, teaching grammar is similar to the mediated process where teachers are believed to bring different examples from their local context in their regular facilitation of grammar teaching. Sometimes, teachers' beliefs and attitudes co-operate teaching and learning activities meaningfully. Therefore, when we talk about grammar teaching, we also have to consider teachers' culture and social background because teachers' strategy plays a pivotal role in learning. It pinpoints that emphasizing the lectures model in the classroom may not be productive all over the period, since there are linguistic richness, socio-cultural artifacts, and social relationships have been identifying the problems in teaching grammatical items. Meanwhile, I immensely believed that language has been an 'ever-developing resource (Larsen-Freeman, 2011, p.1 as cited in Oxford, 2017).

A child is a social member to understand the meaning and makes a sense of context during the internalization process. He/she further denotes those learners can master any grammatical content they like either by mediating or by regulating their

practices in themselves. Thus, they learn many different form-focus and structure focus grammatical perspectives by internalizing themselves. They conceptualize the rules inside the head and practice through appropriating what makes sense (Vygotsky, 1978, as cited in Cameron, 2010). Additionally, I agree the teachers possibly use grammatical structure and examples through interaction. Grammar teaching is socially constructed and culturally practiced in the classroom environment. Besides that, the socio-cultural belief of a teacher is the centrality of language as a tool for thought, or a means of mediation, and a process of regulating practical activities. Therefore, the role of environment, the exposure provided to the students, or students' facilitation with appropriate examples are some of the landmarks for solving the problems students that arise in course of teaching grammar in language classrooms.

Collaborative Theory

Learning is a collaborative process with colleagues and learners in the classroom. Following the opinion of Aldrich (2002), collaboration can be conceptualized as studying, doing, and reflecting with teachers closely and looking at the sharing. Hence, collaborative learning means accepting values, failures, and lapses for purpose of coordinating in terms of learning and teaching grammatical items to perform the grammatical tasks. In short, the process of collaboration is assumed as planning and promoting the close relationship and uplifting the leadership roles in grammar teaching and learning activities.

Furthermore, collaboration with the learners is an investigation of classroom practice to solve the problems through dialogues and support learners in grammatical items giving feedback and positive comments during the engagement in the language classroom. It also helps to prove the useful context of the learning and teaching together for the understanding the concept of teaching items meaningfully.

Previous Studies

In this section, I have reviewed some of the empirical studies related to my area of research i.e., researchers' strategies and their ways of doing and using appropriate methods of grammar teaching. My belief concerns were to go through recent literature to create knowledge to contribute to the research that provides me with some references for the study especially to the strategies of teaching grammatical items. In this way, these studies integrate the recent studies relevant to grammar teaching and dealing with its difficulties.

Karki (2013) carried out research entitled approaches used for teaching grammar in lower secondary level in private schools. The main purpose of this research was to explore the approaches used for teaching grammar at lower secondary levels in private schools. The study was qualitative. The major contributions of this investigation were exploring themes on teachers' understanding, approaches used for teaching grammar, tasks employed in the classroom; materials prepared and used perceptions on the effectiveness of the tasks and materials, and identifying issues for teaching grammar interpretively. The finding of the study was grammar teaching that helped me in organizing the words in the sentences to explore the structure and meaningful sentences. It helped teachers develop strategies through songs, jokes, hobbies, interests, pictures, and daily activities. This research helped teachers to understand the concept of strategies of teaching in the context of deductive and inductive strategies. This study has been dealt with structure-based concepts and practice-based strategies of the teaching of grammatical items.

McKinley (2015) also carried out research entitled critical argument and writer identity: social constructivism as a theoretical framework for EFL academic writing. The main purpose of the study was to explore the interrelationship between the

elements of cultural practices in academic discourse, writer identity and argues how this was influenced by the socio-cultural values through the social constructivist lens. The report was qualitative. The major contributions of the investigation were exploring themes on researchers' understanding; social constructivism serves as a useful theoretical framework as it allows for necessary qualitative perspectives to reveal insights on how people interact with the world. The research concluded that social constructivism forms based on the theory that focused on critical argument and writers' identity. This research helped me to understand the understanding the theory to use in the study with my research issue. This study helped me apply the perspectives of social constructivism for developing the research theory.

Alduis (2013) carried out entitled main schools of teaching grammar, grammar in schools and pedagogical grammar. The main purpose of the research was to present theoretically major strategies employed in schools of grammar teaching to explore teaching strategies and use by the teachers to teach grammar in language pedagogy. From this research, I explored the major strategies of grammar teaching including traditional, structural, and transformational methods. Besides, each method of grammar has been proved more applicable for teaching traditional grammar for non-native speakers, structural grammar for the speakers, and transformational grammar for teachers of advanced level to native and non-native speakers. The major findings of the project were that the grammar has proved more powerful for teaching certain learner's levels such as traditional grammar for non-native speakers, structural grammar for native speakers, and transformational grammar for advanced level of learners in both cases the speakers. This study also supported me to understand teachers' strategies of teaching grammatical items comprehensively and interactively

based on the situation. These strategies can be equally supported me to understand the strategies of teaching grammatical items in detail.

Dev (2012) conducted the research on, teachers' perspectives on the effectiveness of using tasks in grammar teaching. The main purpose of the study was to find out the types of tasks used by teachers to teach grammar. Similarly, the research design was grounded with interpretive paradigm and narrative was a special source for narrating the perspectives of participants. This study analyzed understanding of the task and meaning-oriented teaching grammar. This study helped me to trigger meaning from the methodological strategies in my study about teaching grammar by using task-based, examples, and structure-based strategies in the English classroom. The research co-operated me contextualize my study to refine the use of the grammatical exercises and the application in real life in communication and practice-based teaching grammatical items in the EFL classroom.

To contextualize the teaching grammatical items, (Dev, 2012) focuses on the tasks-based strategy. On other hand, Karki (2013) contextualizes grammar teaching on the based on understanding the approaches of the teaching grammatical items through the activity-based process in the grammatical tasks. To differentiate these two contextualizing process, Karki (2013) articulates the grammatical perspectives, communicative approach, function and meaning-based processes. Like this, Dev (2012) found that teaching grammar needs the importance of the tasks and activities rather than understanding the theoretical views. He argues that teaching structure, integrative language skills, exercises, and practical trainings are focused to contextualize teaching grammatical portions.

Reviewing Policies

To review policy, I went through the curriculum structure of the secondary level. As I know, English has been dominant language globally and accepted as an appropriate international language. It has covered almost an essential area of local, national, and global communication. The secondary education curriculum (CDC, 2020) has accepted English for learners as a core course of study. This curriculum emphasizes position, international media, science, modern technology, and commerce (Poudel, 2018). Furthermore, this curriculum has noted that English as a foreign language is taught as an optional subject from basic education to university graduates. Thus, this curriculum has been accepted as a medium of instruction in secondary schools and universities in Nepal.

The Secondary Level English curriculum (Grades nine and ten) has allocated seventy-five percent for reading and writing and twenty-five percent for listening and speaking (CDC, 2013). It has included only eleven percentages for grammatical items. The principal focus was on the secondary level (grade nine and ten in the beginning and eleven and twelve (secondary level) later (CDC, 2020). We can also notice that the new English curriculum of grades nine and ten is based on a functional structure. The secondary grades nine and ten flourish more on the practicality of language use (Poudel, 2018).

The secondary curriculum primarily focuses on four language skills. It has been pinpointed those students can develop level-wise competencies either from listening or from reading skills. They need to enhance their competencies by sometimes reading fiction, and non-fiction texts about their own culture, and local context. They are expected to learn for communicating orally and sometimes they gain different skills of writing for comparing and contrasting the entities. They are

also expected to compare skills from Nepali values, beliefs, and customs with people from other countries (SEC, 2014). Moreover, it is also noted that the language competency of studying English grammar also begins to emerge at this stage and the learners become increasingly able to identify, understand, and analyze the patterns in English grammar, vocabulary, and phonology as well.

Similarly, the curriculum includes all four language skills in a variety of personal, social, and academic contexts. The knowledge and skills enhanced via the English language helped students to think creatively, and critically to solve the grammatical problems of a real-life situation. Furthermore, it promotes tolerances and maintains socio-cultural harmony (SEC, 2013) among the practitioners. Moreover, deducing grammatical content in grades eleven and twelve has demotivated grammar students for learning. Hence, it has reduced the number of grammar issues to be incorporated in the secondary classes of 9- 12 (CDC, 2020).

However, CDC (2013) has been remarkably noted that this curriculum focused on text-oriented and comprehensive patterns of understanding through the learning of grammatical items from the lesson in the basic grades of six to eight to secondary nine and ten grades. Rationalizing the various evidence presented here inculcated that there is the essence and usefulness of exploring the essentials of teaching grammatical items in Nepalese EFL classrooms. Similarly, the secondary curriculum of 9-12 grades has also focused on the grammatical tasks including the grammatical items for the betterment of the grammatical content even it has included the major grammatical contents (CDC, 2012).

Research Gap

I got the opportunity to study many research studies on grammar teaching. Particularly, I studied Karki (2013), Alduis (2013), Dev (2012), and Liu (2005), and

they were devoted to the teachers' overall strategies for teaching grammatical items. However, there were limited studies carried out on teaching grammar. Among them, Karki (2013) was pertinent to this issue because exploring approaches that were somehow relevant to my agenda. The conclusions derived by Karki (2013) showed that grammar describes the rules and organization of the words to formulate sentences. As he found that grammar is a set of rules in a deductive approach, and he further pointed that rule-based exercises create difficulty in grammar teaching in the EFL classrooms. Therefore, I wanted to plan to study grammar teaching using an example-based strategy through interactive for used context-oriented understanding for the learners.

Searching previous studies on strategies of teaching grammar revealed that English grammar is to be taught contextually in the context of Nepal. The previous studies revealed that teaching grammar has been pertinent and practical to explore strategies and techniques employed by English language teachers. The gap I have noticed from the previous research study has been that almost all the grammar facilitators were reluctant in the interaction and communicative context of the teaching-learning process. Furthermore, it was assumed in earlier studies that the principal purpose of teaching grammar is communicatively needed initial preparation for teachers in providing exposure to students to understand rules, then, they elaborate lessons, texts, and the tasks in the context to develop competencies, enhance fluency, and improve their learning via constructive feedback (Deci & et al., 2001, as cited in Gerges, 2012).

The aforementioned literature provided me with a wide space for my narrative inquiry to explore strategies of language teachers in teaching grammatical items interactively and contextually. Despite exploring numerous studies of teaching

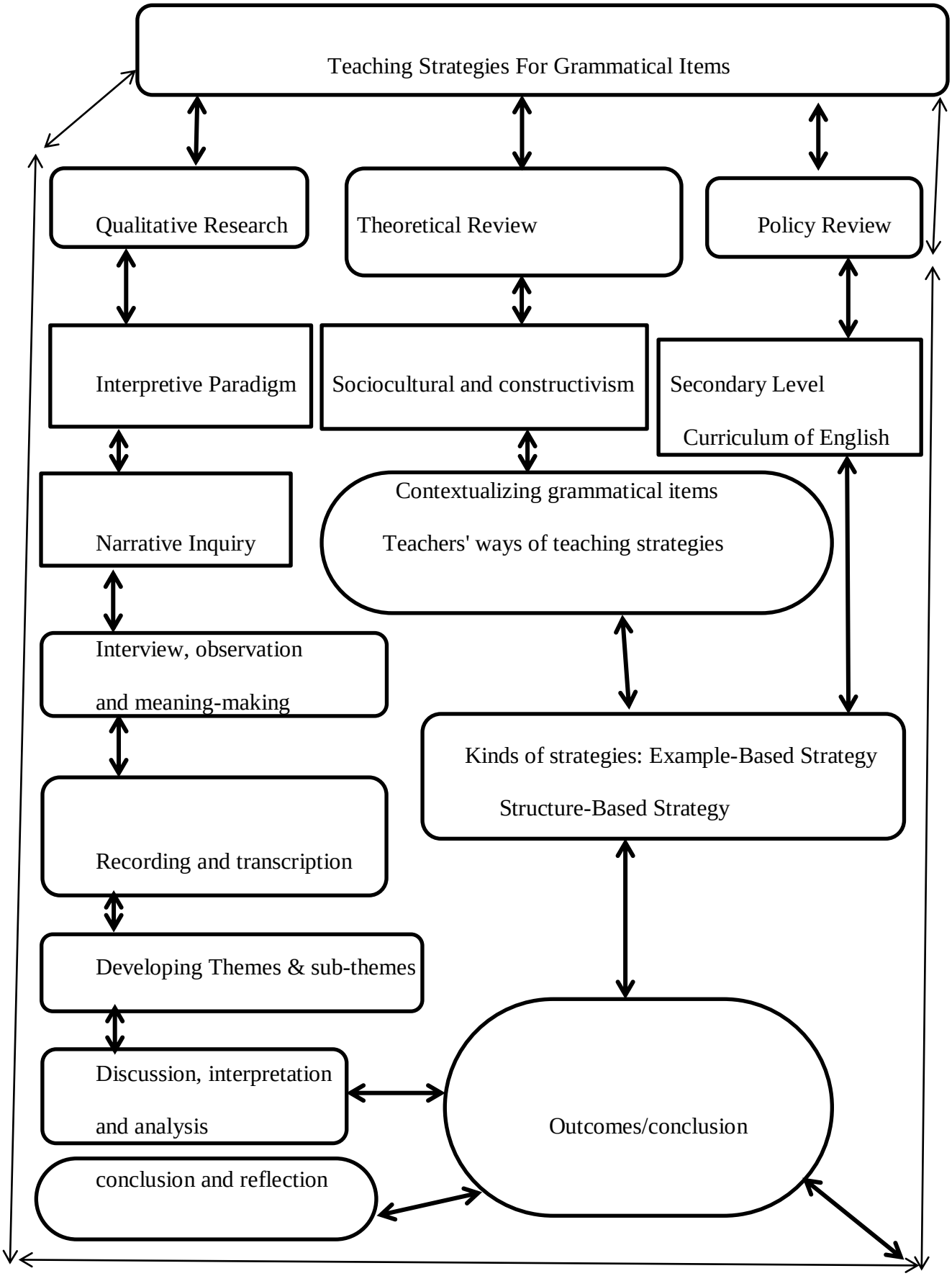
grammar, I was interested in carrying out this research linking with the teacher's grammar knowledge, their practices, and how their expertise contributes to facilitating students about the grammar deductively and inductively. However, the major gap I noticed in these studies is the practice of gap i.e., many researchers have carried out on the issues of grammar teaching items; I have found none of them categorized which method is practically useful in teaching grammar with deductive or inductive approaches in the EFL context. Unlike the previous studies provoking teaching techniques, strategies and skills, these studies gave proper concentration on the opinions of practical teaching strategies. Therefore, I have attempted to bridge the gap of teaching grammar fostering several skills, and strategies in the English language context to contribute to students' learning outcomes progressively.

Conceptual Framework

In this section, I drew on a conceptual framework for my research study which is the overall mindset of the researcher presented for soliciting a ground to explore the information. This conceptual perspective reveals the integration among the distinct aspects of this research from teaching grammar, teachers' prior pedagogical practices, review and methodological procedures. In this framework below, this study explored the perspectives of the secondary teachers' strategies on teaching grammatical items, their life experiences, practices, and assumption about teaching grammatical items concerning theory and methodology. Hence, this research was based on the qualitative nature which is grounded with a narrative inquiry as a research method.

All the information collected from teachers' narratives was substantiated by socio-cultural and constructivist perspectives accepting that truth for construction of knowledge which was considered as the social process. When I found the diverse opinions, and practices of my four participants on the structure, and examples-based

strategies for teaching grammatical items, I coded and preceded with various analyses and interpretation processes. In the process of my data interpretation, I considered the quality standards after connecting the narrative inquiry with the theory of social constructivism concerning their socio-cultural perspectives. Thereby, I explored the perception and practices of teaching grammar in the Nepalese context to make meaning for the recent strategies of teaching grammatical items in secondary English classrooms.


Teaching Strategies For Grammatical Items
Qualitative Research
Theoretical Review
Policy Review
Interpretive Paradigm
Sociocultural and constructivism
Secondary Level Curriculum of English
Narrative Inquiry
Contextualizing grammatical items
Teachers' ways of teaching strategies
Interview, observation and meaning-making
Kinds of strategies: Example-Based Strategy
Structure-Based Strategy
Recording and transcription
Developing Themes & sub-themes
Discussion, interpretation and analysis
Outcomes/conclusion
conclusion and reflection

Chapter Summary

In this chapter, I reviewed different studies related to the strategies for teaching grammatical items. I reviewed thematic, theoretical, empirical, and policy documents. In thematic review, I also reviewed teaching strategies and ways of enriching grammar teaching, contextual strategies, and practices of example, and structure-based activities. In theoretical review, I substantiated my research by reviewing sociocultural theories, and constructivism. For the empirical study, I reviewed the previous study of Karki (2013), Alduis (2013), Dev (2012), and Liu (2005) to strengthen the strategies of teaching grammatical items.

For the policy review, I further reviewed the policy of grades nine to twelve of secondary education (SEC, 2014) and constructed an innovative concept of knowledge that there are variations in conceptualizing grammar and there was no linear practice in terms of the amount of exposure provided. Finally, I represented a research gap to observe the overall imposition of teaching grammatical items in secondary English classrooms in the context of Nepal.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, I described methodological procedures adopted to carry out this research. In this chapter, the road map of my study has been reflected. I also included all the methodological and philosophical orientations that I adopted for this research study. More specifically, I substantiated the interpretive research paradigm which was grounded with qualitative research to interpret four secondary English teachers' narratives. I discussed further narrative inquiry as a research design, data collection tools, research site, participants, and meaning-making process of the study. Finally, I dealt with quality stances to authenticate the research process and ethical considerations to maintain ethical consent among my participants.

Philosophical Considerations

In this section, I have considered my participants' conceptualization with philosophical notions mainly with the ontological, epistemological, and axiological stances in the research study.

Ontological Assumptions

Ontology refers to the subjectivity of knowledge which is concerned with the nature of reality. It expresses reality as imagination, a social construction, the realm of symbolic discourse, a contextual field of information generation; and as a concrete process on structure (Morgan & Smircich, 1980). Ontology mainly concerns the questions like 'what are the form and nature of reality" (Guba & Lincoln, 1994). So, the ontological premises pave the way for nature and its assumed reality. That is to

say, the teachers assumed the reality of grammar teaching, and their beliefs are subjective phenomena. Every teacher teaching grammar has life experiences, and they are found to have varied and diverse realities in themselves. In short, ontology indicates the assumptions of the purpose of understanding and rising issues of the data collection (Cohen, et al., 2010).

Furthermore, the reality according to the interpretive paradigm is not absolute since it relies on multiple truths and multiple realities. The personal experiences of my participants have been analyzed; their assumed practices and prior strategies were focused on teaching grammatical items. As I knew that each of us has multiple realities; therefore, not a single teacher similarly treats his/her students. Likewise, I have focused on the multiple realities about strategies of teachers in teaching grammatical items have general, and specific strategies employed by my four participants to explore their current practices in particular for the grammar pedagogy in the context of the Nepalese classrooms.

Epistemological Assumptions

Epistemology is the theory of knowledge. It concerns 'the relationship between the researcher and their researches' (Creswell, 2017). Likewise, the epistemological stance refers to the subjective aspect because knowledge of teachers about forms, meaning, and functions are varied concerning nature, sources, and human knowledge. He believes each of us has a unique process of constructing knowledge. I have explored teachers' knowledge and their reality about teaching grammatical items.

My participants' understanding was subjective, and that was related to social reality where I connected unique knowledge and expertise of teaching grammar into classroom practice. I collaborated and spent many days with participants in the field observing to understand their life status and interviewing them based on their

convenience and knowing much about their ways of doing in facilitating grammar. In short, I was not a passive observer in the field rather I was deeply involved in the intervention or subjectivity of the participants to explore their grammatical activities and use contextual strategies.

The pedagogical richness of the participants, their expertise in subject matter; dialectic interaction in a social situation helped me to seek various ways of knowing about tacit, embodied, and explicit knowledge of teaching processes to grammatical items. Following Saldana (2015), epistemology, broadly, is a theory of knowledge construction based on the researcher's world view that is, how his or her lens on the world and angled ways of knowing it focus and filter his or her perception and interpretation of the view.

Axiological Assumptions

Axiology is a theory of the value system. I valued my research participants when I worked out with them to share ideas. I conceptualized that it is a branch of philosophy that deals with the value of knowing. The axiological assumption in this study inculcated an essence of exploring human nature and its relationship with its social reality. The principal concerns raising how teachers of grammar value their grammar teaching assumptions and practice English grammar teaching strategies and activities. I listened to the remarkable narrative stories of my participants. I concentrated on their views, opinions and practiced what they had to generate the life experiences.

Hence, I respected the values and sociocultural norms of the English language teachers as they are storytellers having varied life experiences in contributing to this narrative research. These four secondary teachers teaching grammar have struggled a lot for their success, professional life, and gained their insightful understanding for

teaching grammar comprehensively. Especially, this research has focused on what is the value of exploring teachers' pedagogical expertise in teaching grammar, and how their practices have been contributing to their professional success.

Interpretive Paradigm

The paradigm in research refers to a set of assumptions about how human being works. This is a way of understanding, and the way of reality (Rossman & Rallis, 1998). For Willis (2007), research paradigm is a world view about what research is, and how it is to be conducted. I also have conceptualized that exploring the relationship between the text and reality is very deep in the context to represent and construct the nature of scientific knowledge on ideas of everyday life in the social world (Flick, 2009). Like this, the process of teaching grammar for the students in the EFL context is viewed concerning local, temporal, and specific settings for which I have used an interpretive paradigm to examine the participants' live experiences for teaching grammar (pp.76-78). Since the interpretive research focused much on the concentration to the realms of beliefs, understanding, values, and reflective sustainability (Brydon-Miller, 2013) to practice in their classroom culture.

The interpretive paradigm interprets knowledge construction to establish rapport with participants, interact, ask questions with them to understand their experiences and reflect on their own experiences (Taylor, 2012). Thus, this concept is used to construct an insightful understanding from their narratives appreciating their idea, belief, value, opinion, attitudes, and worldviews underpinning their' classroom interaction among the teachers, and students. Thus, this paradigm triggers the contexts in priority where the physical, social and cultural values are analyzed very succinctly to generate the practical knowledge; to examine complexity, and flourish dynamics of

tasks of teaching grammatical items, and learning (Taylor, 2014). It is thus, believed that a learner learns better from the culture.

The interpretive paradigm guided me through a comprehensive belief system, world view, or framework which guided me for the research and practice in the field empowering themselves via useful forms of exposure during teaching and learning grammatical aspects. Moreover, I have connected natural reality (ontology), knowledge justification (epistemology), values their teaching practices (axiology), and approaches of generating knowledge (methodology) on teaching grammatical items (Willis 2007, as cited in Taylor & Medina, 2013). Hence, I have discussed my ontology of grammar, experiences of epistemology; I prefer the interpretive research paradigm for narrating stories of teachers to make meaning in teaching grammar in the context.

Furthermore, it is a non-statistical spectrum in which I derived individual perspectives with the participants and connected with grammar teaching practices in the context of the Nepalese classroom. Since it is a narrative process of reflective stories in which teachers motivated me to understand their universal experiences, and the meaning-making process (Gautam, 2016). I appreciated their multiple realities, viewpoints, and shared opinions concerning their social situation.

For interpretive, the reality is dynamic, relative, and in flux. The meaning generated by the empowering of teachers' narratives helped me to make meaning from their subjective experiences about how they understood, practiced, and developed grammatical enrichment. According to Avession (2013), narrative information has great faith in data and empirical inquiry to explore their perception, and practices. Therefore, it is believed that every individual has his/her perspectives, views,

background, and practices, and such endeavors help grammar practitioners understand others' realities.

However, the interpretive paradigm helped me generate reflective and self-understanding of 'other' in the context e.g., teachers' grammar teaching concerning debating conceptualization to preexisting social forms and interaction (Holstein & Gubrium, 1994). Thus, their views, attitudes, perceptions, and practices are subjective phenomena. Meanwhile, the available data generated from the field were interpreted in terms of subjective judgment and teaching grammatical items which were elaborated in terms of interpretivism.

Narrative Inquiry as a Research Method

I follow the principles of narrative inquiry as to my research method that refers to the unfolding live experiences with telling and retelling the stories of a particular discipline of thoughts of human life (Connelly & Clandinin, 2006). On the other hand, this inquiry uses field texts, stories, autobiography, journals, field notes, letters, conversations, interviews, family stories, and photos for the data (Coulter & et al., 2007) and storytelling has been a successful tool in pedagogy. This inquiry, according to Murray (2014), elicits and documents the narratives to explore their views, assumptions, and practices. Therefore, it has been regarded as a valuable tool to understand human behavior, perceptions, and practices. By this, a researcher understands the utilities and complexities of their practices.

In the other words, Saldana (2015) inspired me to think about my research process qualitatively, analytically, and spiritually to make meaning with the collected data, and find the themes from the opinions of the participants' realistic stories. In the other words, the teachers teaching grammar have language practices, and their practices, contextualization, and delivery on contents certainly govern their actions

via the narratives I collected from their sharing. In other words, it is the study of experiences and a view of phenomena through listening to the ebbs and flows of their lives, speech, and writing (Back, 2017). Therefore, narrative inquiry as:

> People are always tellers of tales.
>
> They live surrounded by their stories and
>
> The stories of others; they see everything
>
> What happens to them through those stories?
>
> And they try to live their lives as
>
> If they are recounting them (Webster & Mertova, 2007, p. 1).

By the aforementioned quotation, I am sure that the teachers have narrative tales to share regarding teaching grammar. Therefore, I found diversities and variations in their delivery of grammatical content. It has supported practitioners to achieve insights from those shared practices and cooperated to employ them in their context. In regard, to exploring teachers' grammar teaching potentials, I am concerned about the narrative inquiry method that helped me to underpin participants' voices, choices, and experiences (Chase, 2005, pp. 651-671). Therefore, the narration would promote recollecting and rearranging the stories of human life.

Furthermore, data were collected through in-depth interviews and participant observation was the source of my fieldwork. I have narrated told and retold stories collected from the real-life setting which encouraged me to understand their life experiences to collaborate and practice for in grammar teaching in the field (Caine & et. al, 2016). About the objective of my research, I have amalgamated the teachers' experiences, life stories, life histories, classroom practices, and their voices, to explore their strategies for making meaning in the context of the English classroom (Elbaz-Luwisch, 2013), especially in grammar teaching. Thus, I also knew that every

learning activity is influenced by the expression of emotions, experiences, and narrations of both teachers and students (Bhandari, 2019).

Narrative research has been considered as a vibrant method to implicate the nature of diversity in a sense of acute understanding. I paid close attention to teachers' everyday 'narratives' because they were in the chronology of their practices (Andrews, 2013). I have transcribed in-depth opinions of teachers and also looked for the information derived from observations. I selected four secondary English teachers from Lalitpur district each two from private and two government schools to explore the contextual experiences and strategies of the grammar teaching process.

Furthermore, narrative inquiry enhanced me to envision that teachers' both lived and told stories about their living (Clandinin, 2006) outlines the paradigmatic analysis of narrative shared and narrative analysis of my participants. Teachers' narratives empowered me to recount and restore past experiences. I integrated their shared understanding into their learning which was the mental models of representation. In my opinion, teachers' narratives were much meaningful in organizing their experiences, recalling their practices, summarizing their stories to make meaning. Hence, the narratives from my participants remained a useful process to develop, evaluate, and reflect on their beliefs, practices, and actions since it is a social, interpersonal, self-identity for the teaching process (Bell & Gilbert, 1996). Thereby, I facilitated both personal and social construction to knowledge from the insight of teachers' narratives in the grammatical usage.

Thus, the narrative inquiry has been an analytical tool for me to explore teachers' grammar, codes, syntax, and other forms. Teachers' narratives were appealing, meaningful and their lived experiences were logical and interesting. Thus, this inquiry remained as a new way to learn the meaning of a particular data (Denzin

& Lincoln, 1994) collected from the storyteller's narrating. In a nutshell, I have employed narrative inquiry as my research method which enhanced the personal and social growths (Clandinin, 2006) of EFL teachers that treated narrative as socially situated practices. Therefore, I, as a researcher, tried to explore their overall grammatical units through the stories that they experienced during their professional tenure in secondary school.

The retelling stories and experiences, and to relive the lives were listened to and gained to shape the multiple relationships for further understanding of the teachers' opinions on teaching grammar in secondary classrooms (Blix, & et al., 2021). To find the onions of the teachers, I listened to them while there were sharing me during the interaction regarding the strategies of teaching grammatical items.

Research Sites and Participant Selection

Qualitative researchers have a choice of the flexible, open-ended, logical process of inquiry and concrete setting of the human existence with participants' observation (Flick, 2011). The research participants in this study were four English teachers teaching in secondary classrooms. They were selected from the Lalitpur district. I selected Lalitpur as my research site because it was personally feasible for me.

In this study, I used a purposive procedure because my informants were teachers, and they were from my prior interest. In the selection of schools, I selected two from private, and two from public schools to understand the distinct stories and strategies of teachers from the public and private fields to explore whether teachers teaching grammar in two different situations to make differences regarding the classroom activities and life experiences of the teachers in teaching the English language.

In this way, the English language teachers were selected from the four secondary schools of one of the districts of Kathmandu Valley. I selected and asserted pseudonyms for four secondary English teachers' pseudo-name Dilip, age 40, comes from a district of the Terai. Similarly, Sandip, age 45, comes from a district in the eastern part of Nepal. Another participant, Rabin, age 35, comes from Lalitpur, a hilly part of the district, and Suren, age 50comes from inside the Kathmandu valley as my participant. In doing so, the participants were visited and, clarified the purpose with them. Hence, the information has been generated and managed from the field. The life experiences of participants were observed to understand the opinions and strategies of the teachers teaching grammatical items. Thus, I pointed out their answers and analyzed the recorded interview with informed consent, and they were listened to their voices and connected with the data that came from observation and reached the conclusion that they could have given me the information on grammar teaching in the context of Nepal.

Tools of Data Collection

The qualitative method consists of basically three kinds of data collection tools like open-ended interviews, direct observation, and written documents (Best & Khan, 2008). The data collection techniques also allow researchers to set up boundaries for the study, collecting information and establishing the protocol for recording information. Among them, I interviewed about participants' teaching practices (Poudel, 2018) with a semi-structured questionnaire. My participants reflected on their journey of the strategies for grammar teaching at the time of an interview.

Interview

The interview was the best tool to reveal the experiences and perceptions of the research participants (Poudel, 2018). Flick (2012) views the interview as the key tool in interpretative research. So, I used the interview as the key tool of data collection. It is easy to capture the inter-subjective feelings of the participants in an interview as in the belief of (Cohen, et al., 2008). I used the open questionnaire during the interview.

An in-dept interview revealed to me the inner feeling about English grammar teaching and learning. For me, the interview is a medium of interaction between research participants to reveal their ideas, knowledge, and perceptions regarding various issues. Regarding the interview, Malterud (2001) states that qualitative research methods involve the logical collection, organization, and interpretation of textual material derived from the talk. It shows that a proficient interview is a way of collecting data. The interview aims to accumulate necessary information as sought by the research questions and thick description (Connelly & Khan, 1968 as cited in Cohen & et al., 2008). Thus, the interview allowed me to construct knowledge based on respondents' perceptions and interactions among researchers and respondents.

In the belief of Richards (2003), participating in the interview never relies on 'answer' to anything; it is a 'journey within the journey. Hence, I employed interviews to explore individual participants' experiences and views rather than just conforming to the pre-existed truth or reality of this issue. In addition, I concluded at least two interviews with each participant to collect rich and varied information related to the purposed study.

Classroom Observation

Observation refers to entering into the event, context, and finding the weakness and strengths of the methods of participants for the text of teaching grammatical items in secondary English classrooms (Flick, 201). I observed four classes of the four secondary teachers formally. I also visited and observed informally the classes to understand the teaching process of teaching grammatical items in the secondary classroom.

My classroom observation in the fieldwork offered me the possibilities for learning about the situation and how things occur (Lichtman, 2006, p. 146). It usually consists of detailed notation of behavior, events, and the contexts surrounding the events (Best & Khan, 2002, p. 198). The researcher can understand the context that allows her/him to be open and discovery-oriented on the particular issues (Paudyal, 2013). Teachers collaborate to work in the group and pair for the engaging to the learners in the language classroom.

In this research, I observed school premises, classrooms, and teachers' teaching strategies to determine whether the teachers were teaching grammar contextually, inductively and deductively to the students. I reached in the classroom during the teachers' classroom teaching on which they were teaching the grammatical items in the secondary classrooms. I observed how did they perform and engage the students in understanding the grammatical items. During the observations, I also noted their teaching contents and the process of how they taught grammar to inquiry about the method of teaching grammar. Then, I wrote a daily diary with my feeling, impressions, learning ideas, and observations to the activities of the teachers and students in the classroom (Paudyal, 2013). My classroom observation titles were causative verbs, simple past tense, and using it depends.

Field Notes

During my classroom observation and interview sessions, I took the field notes which refer to information generation techniques (Thapa, 2018). In this way, field-notes have been accountable for me in writing descriptions of my experiences during observation (Emerson, Fretz & Shah, 2001). Therefore, I noted down my feelings, and experiences during my observation, I remarkably noted special events which were related to my study I analyzed them after returning from the field. Thus, for me, field notes were much more informative regarding my research. In the field, I have raised the questions frequently on my curiosity and dilemmas were information collection techniques for capturing the insights and understandings of participants on teaching strategies and context of the grammatical items (Emerson, et al., 2001). In short, I reflected on the context of the recent practices of teaching grammatical items among the participants.

Strategies of Information Generation

Information generation is a process of gathering and exploring information that is more than methods qualitatively, conceptually, and phenomenological (Saldana, 2015, p. 3). The gathered information could be obtained either from primary sources or from secondary sources. Strengthening the ideas collected from the interview, observation, field notes, audio/visual recordings, documents, etc. have been common tools of data collection (Fillmore, 1991, as cited in K.C., 2018). In this study, the teachers' narratives and their opinions were used as information and for generating themes in my research. The ESL teacher's narratives were interacted with the real stories and lived experiences of teachers teaching at the secondary level were sufficient for me to answer stated research questions. To generate themes, I read and re-read their opinions through recorded data and explored their experiences. In my

journey of data collection, I generated data from classroom observation and open-ended interviews from four participants. In exploring teacher stories, the stories were listened to and narrated based on their personal sharing or stories. Then, I also scheduled the interviews for probing further.

The narrative interviews were taken after formulating interview guidelines (probing questions) to match their background, and context while grammar teaching. The narratives were recorded through an audio mechanism using a high interface modern recording system. The participants were informed that the transcribed field texts would be given to the participants to verify their responses. Then, the audio-recorded narratives were transcribed meaningfully maintaining their clichés and simple grammar mistakes, and then, transcribed texts were provided to them to verify in the form of hard copy as per the convenience to the participants.

Except for the major tools discussed here, I also amalgamated field notes developed via observation which inspired me in my write-ups of the narratives. This process led me to precede my research. Thus, the required amount of addition and deletion was done further from the original field texts whilst exploring grammar teaching context including four participants.

Transcribing Data

After collecting data in the second step, the data was transcribed from the recorder into word documents. Then, I reported the information in the notes to generate meaning, and the data were interpreted based on the research questions. The transcription generated from data was meaningful for me to understand the stories in the visual and written form from the audio recorded during the interview.

The Procedure of Data Analysis

The procedure of analysis requires the organization of information linearly and ethically. It is also claimed that the analysis is neither distinct nor a discrete process throughout the whole process where something is happening in one form or other (Richards & Rodgers, 2003). As I began exploring the stories of language teachers teaching grammar, I was much more excited by the informative stories they shared with me. I reflected on their open stories what they shared during the interview. In this process, to narrate their stories, I attempted to incorporate their words, voices and uphold the narrative principles of my teaching grammar skills, and concepts. Based upon the interview guidelines and field texts, I understood the sense that teachers shared their personal experiences that contributed to both understandings of self, and their grammar expertise.

Field text (data) analysis for me is to examine teachers' expertise in teaching grammar for secondary English classrooms to explore their strategies employed by the English teachers. I organized the collected information to denote the meaning-making process. The first interview schedule helped me to widen the contextual understanding of their strategies for grammar teaching strategies. The frequent conversation and interviews made my data authentic. Then, classroom observation supported me to gain ideas and find practical techniques of the teaching grammatical items. After collecting all the information, I coded and subjected them to themes and sub-themes to include my positionality. In short, the generated data has been analyzed and revised to interpret the opinions of the teachers

Thus, I analyzed and interpreted the ideas of the English teachers. The different participants' views regarding their grammar teaching abilities in general, and their life experiences, in particular are individually presented. For confidentiality, I

used pseudonyms for my research participants, their institutions, agencies, schools, and district. Whilst representing their stories, I reviewed relevant literature and made thematic sections differently. However, their pleading experiences more provoked that there are indifferences regarding teachers and in their teaching**.**

The Meaning Making Procedure

After the categorization of the collected information, I listened to the recorded information time, and again to verify the data. The data are read and transcribed to match whether their information was exactly transcribed or not. That information was transcribed maintaining the general ethos and omitting the cliches. The transcript audio narratives were rearranged, reread, analyzed, and subjected to a slight edition with the consent of the supervisor. Then, those narratives were coded in certain themes. In this way, the information was interpreted to make meaning under various themes, and sub-themes. Narrating teachers' opinions about their strategies and exploring their expertise about teaching grammar required skills to maintain the themes into manageable units, coding, synthesizing them, and searching for their pattern (Bogdon & Biklen, 2011).

I had my casual visit with grammar teachers along with the principals of schools in September 2019 in Lalitpur for the data collection process. I selected an issue of teaching grammar, and I realized the essence of exploring strategies for teaching grammatical items. I built a good rapport with the schools' head teachers hoping that they would offer me a recommendation letter for the data collection. Thus, I visited two schools, and I observed two classes exploring teaching grammatical items.

I developed an interview guideline for conducting interview sessions with English teachers to explore their opinions about grammar teaching. I equally

envisaged Flick (2009) who persistently recommends the specific questions, concepts, selection of groups, study approach, designs and methods, for inculcating values, actions, and practices Moreover, I used interviews, and observation as the major tools to proceed in generating teachers' narratives and field notes.

The themes have explored the strategies of grammar teaching linking with (Oxford, 2017) grammar teaching strategies like explicit, meaning-focused; implicit, form-focused; explicit, inductive; and explicit, deductive instruction. Then, simultaneous field-texts were used and analyzed, the practices of writing narrative, and the connection of one's analysis to the literature in one's field. For a meaning-making process, I rigorously went back and forth from listening to the recorded information to analyzing them. However, it was an integral part of my research in which information was observed, repeatedly and extensively was concerning teaching grammar in the English language teaching context. Here, the collected information from my participants has been interpreted as per broader concepts embedded within their life experiences about teaching grammatical items.

Data collection is a process to gain and develop the opinion on the particular from the participants in the research field (Rana, 2003). So, I contacted my participants for the determination of the class observation time through the face-to-face field visiting and from the telephone as well with permission for the class observation in the colleges and schools that I had selected for my research.

Similarly, I prepared the observation schedule before conducting my classroom observation for clarification and maintaining the purposiveness in the classroom observation technically and socially. I had also made ready the recording tools for the class presentation and I wrote, made rough writing what the teachers used the strategies for teaching grammar

Additionally, qualitative research usually involves three kinds of data collection process, generation methods, mainly in-dept, open-ended interviews, direct observation, and written documents related to the research issue. As such this study was based mainly on the analysis of relevant documents, in-depth interviews, field notes, and direct classroom observation of the selected participants.

Quality Standards

The quality standard is instrumental in qualitative research. For the interpretive paradigm, I outlined a set of quality standards that support a social constructivist's perspectives. Trustworthiness and authenticity are two major standards (Guba & Lincoln, 1994) in qualitative research. To ensure and maintain the prior understanding and mutual relationship with my participants (Taylor, 2014), I qualified the research further revisiting pedagogical thoughtfulness, verisimilitudes, privacy, fairness, and dependability for research standards.

Like this, Luitel (2012) mentioned some qualities such as, illuminating, verisimilitude, pedagogical thoughtfulness, and critical reflexivity, etc. Quality standards are always the basis for the researchers to maintain and assure the needed quality of one’s work. I went through the prolonged process to elicit the local understandings regarding the culture of the researched group. Based on their conceptualization of grammar teaching, I maintained the standard of research explaining the realities of their classroom practices.

Trustworthiness

Trustworthiness is a process of making one’s research work trustable from different vantage points. The trustworthiness is ensured via a deep understanding of meaning perspective, and prolonged immersion of their social worlds comprising four

quality standards: credibility, transferability, dependability, and conformability (Taylor, 2014).

In doing so, I was involved in research for a prolonged period, engaged with participants and observed their practices, and interviewed them. After preparing the four teachers' narratives with the help of interview transcripts, classroom observation, and field text, the narratives were ensured to provide research participants with confirmation that their sharing was not exaggerated. I also quoted their verbal responses directly to ensure the pedagogically enriched experiences of language teachers. Maintaining transferability was to check the thick description for interpretation and stories of the four participants to take up the significant part of report writing to let other researchers evaluate how my conclusion is transferable to other English teachers in context. To show credibility in my research, I let my informants be open and allowed maximum chances of exploring their ideas consistently. I have utilized an opportunity to resemble their views and opinions which gave prior credit to their constructed narratives.

The key quality criteria often used in interpretive research are trustworthiness developed by Guba and Lincoln (1989, as cited in Taylor & Medina, 2011). Trustworthiness indicates the closeness between the findings of the study and the reality of the phenomenon. It includes credibility, dependability, transferability, and confirmability (Taylor & Medina, 2011). Thus, credibility is about the truthfulness of the findings. in other to establish credibility in this research, I used multiple sources to bring information and I have presented both positive and negative cases, and the views that took that teacher teaching in the language classroom would situate themselves in my experience as they read this document. So, I considered trusting the beliefs and values of the teachers while I was working with them for the study.

Pedagogical Thoughtfulness

The pedagogical approach is a prerequisite for every research work for both researchers and readers in reflecting the values and beliefs about teaching and learning to develop learning practice through interaction, dialogue, and fostering action between the participants (Abma & Widdershoven, 2011). Teaching is multifaceted and complex mindfulness towards the learners. Every activity enriched by the pedagogically sound teachers generates thought-provoking concepts in the classroom. Then, I used their narratives to compare and contrast the life experiences of the teachers in the context of teaching and learning grammatical items in the secondary classrooms (Adhikari, 2019). Moreover, pedagogical thoughtfulness integrated teachers to raise questions about whether they have identical grammar teaching pedagogies and practices to reflect their grammatical expertise and reflection in their context and situation. The experiences with their strategies support professional development (Van, 1991, as cited in Taylor & et al., 2012). So, every pedagogical context needs modification to empower learners and inspire them. Hence, I have employed pedagogical thoughtfulness as a quality standard to bring tacitly and embodied knowledge of language teachers concerning their classroom culture.

Verisimilitude

Verisimilitude refers to an appearance of being real or very similar. It means that teachers' similar stories are found with the participants to evoke their lifestyles and experiences. The stories were derived from their convenience power is not from verifiability it was from verisimilitude. The research participants shared similar forms of stories, and their life experiences were alike one way or other. Replicating these similar narratives, I have entrusted verisimilitude as the research standard in which I

have explored grammar teachers' strategies that were similar to mine with the four participants.

In the same way, stories derive their convincing power, not from verifiability but were verisimilitude (Amsterdam & Bruner, as cited in Webster & Mertova, 2007). This means verisimilitude is attained if the reporting of stories and events in a way that resonates the reality. For attaining verisimilitude, I attempted to put my participants' stories into words without altering their real essence.

Authenticity

Authenticity refers to the legitimacy of the work that we carry out by our effort. To establish authenticity, I have assured that both the conduct and evaluation of research were genuine and credible, not only in terms of participants' lived experiences also concerning classroom context. Moreover, it is said that if a piece of research is not truthful, then it becomes worthless. For Scott (1990), there are dimensions of the authorship in the documents such as the authorship and accessibility of them (as cited Flick, 2009, p.14). In turn, I presented the grammatical opinions shared by the language teachers in a way that everyone would authenticate their responses shared by the participants in terms of their classroom context, and teaching strategies in this study.

Ethical Consideration

Ethics means a principle that the teachers were respected through the whole work in the fieldwork. It refers to the moral principles that influence and control a persons' behavior. Ethical considerations are equally important for the researchers to explore their trustworthiness. Thus, it is believed that the moral pressure of the researcher helps him/her maintain the ethical issues. I have remained conscious of the consent-making process while entering the research sites to talk to the language

teachers in their schools. I have maintained confidentiality about their dignity that there would be no harm on behalf of the participants.

In doing so, I offered them a copy of the final report to ensure that there was no revelation of their personal information. Moreover, the research purpose was shared and its nature was completely told to participants. I have retained the responsibility for ensuring the fact that the research is ethically conducted. In doing so, privacy, anonymity (Cohen, et al., 2008), harm and risk (Miles & Huberman, 1994) and confidentiality are used as ethical standards to explore teachers' pedagogical knowledge on grammatical items.

Anonymity

Anonymity is the way to protect the identity of my participants who took part in this research. It is always desired to make the study more research-based, meaningful, and natural to create and cater trustworthiness in every work. The spirit of anonymity was information provided by the English teachers. This information should be in no way reveal their character. Furthermore, the best way of ensuring anonymity, then, was not to use the names of participants or any other personal means of identification, and confidence of the participants with the agreement. I did not use any proper name of the institution, and personal identification to eliminate some of the impersonality of the process and to eliminate the negative consequences of the privacy of the research field (Cohen & et al., 2008). About this notion, I used the code for my research assets; therefore, the researcher would not reveal their actuality of the information.

Confidentiality

Confidentiality refers to a state of affairs of keeping information secret or private. The people have a right to manage their information relating to them. I was a

narrative inquirer assured that there would be purely academic work. Developing a good rapport with my participants, I have established a confidential environment in which my participants were ready to share their understanding. Therefore, I did not have any harm to the informants during their engagement in the fieldwork. Thus, conformability was yet another tool to get valued data in the research. The information was generated in fieldwork where participants shared me honestly. The data could reflect an actual sense of the field because I was also conscious regarding the issue to make it more reliable to my own experiences. To maintain confidentiality, I have given pseudo names for every character either they were names, institutions, or districts.

Privacy

Privacy means a state of maintaining secrecy in which one is not observed or disturbed by other people. The right to privacy involves the freedom of the individual to pick and choose the time, and circumstances, attitudes, believes, behaviors, and opinions that are to share with, or withheld from others (Ruebhausen & Brim 1996 as cited in Henn, Weinstein & Foard, 2009). So, collecting different stories and experiences from the four participants was sensitive and meaningful. Privacy was realized in one's life to explore teachers' practices. Informed consent, respect for privacy, confidentiality to participants, and no deception of them, etc. were some compositions of ethical principles. Therefore, before collecting their stories and life experiences, it was ensured that their information would not be disclosed.

Chapter Summary

In this chapter, I substantiated the interpretive paradigm as the grounded methodological tenets. The ontological, epistemological, and axiological were explored for philosophical considerations. Thus, I selected the narrative inquiry

method for exploring perceptions of the participants about their strategies in teaching grammatical items. Indeed, I narrated participants' narratives as my information-generating approach. Lalitpur was selected for the research site and selected four participants, secondary teachers. Similarly, the purposive strategy was selected for the participants. Likewise, I maintained trustworthiness, authenticity, pedagogical thoughtfulness and verisimilitude as my quality standards whereas confidentiality, privacy, and anonymity as ethical considerations in my research. Hence, I retold the four participants' vignettes narrating their stories in chapter IV.

CHAPTER IV

PARTICIPANTS' STORIES

This chapter presents my participants' narrative accounts produced through field notes and interviews. In this chapter, I have presented the narratives of my research participants. I have brought the stories from the research field in which I have used pseudonyms not to disclose their originality. In this way, there were four participants. They were namely Dilip Das Karna, Sandip Luintel, Rabin Timilsina, and Suren Shrestha. All of the participants had a wide range of experiences ranging from ten to fifteen years.

Like this, Dilip Das Karna is a secondary English teacher at a Secondary School in one of the districts in Kathmandu Valley, and also a lecturer of English at a College in the very district. Sandip Man Luintel is also a secondary-level English teacher, a trainer, and a coordinator in one of the government secondary schools of the Kathmandu Valley. Similarly, Rabin is a secondary English teacher and a lecturer at a private college. Then, Suren is also a teacher cum lecturer in a secondary school.

While presenting their stories, I have used pseudonyms for persons, institutions, places, and colleges. Then, I narrated their stories and I analyzed the themes and subthemes based on their different narratives and those narratives were minutely observed to explore their grammar teaching strategies in the profession of teaching and learning. The experiences they gained from their practice were associated with their professional achievements and teaching practices. Thus, the narratives of each participant were also presented based on their sharing. Indeed, it

was a great experience to elicit their life experiences, stories, and strategies used by teachers for teaching grammatical items interviewing with the semi-structure.

Dilip Das Karna

Dilip Das Karna, a teacher aged around 40, is a secondary English teacher who is currently working also as a lecturer in a private college of a district in Kathmandu Valley. Since he was selected for one of the research participants while I was generating information, at first, I had telephoned him on his cell number (974100++++), and I introduced myself. In our short talk, I was informed that I needed to discuss my research issues with him. He agreed on the purpose, and he scheduled for Wednesday morning for the interview on 23 August 2019.

When I reached his school in the Kathmandu Valley on Wednesday at about noon in the mid-day, he was teaching in class nine. As per our telephone discussion, I was supposed to observe his class. So, he welcomed me into his class. Then, I went and sat there in the class. Then, I observed his class when he was teaching causative verbs in the classroom. After the classroom observation, we talked informally for a while, and we decided to discuss the issues the next day. The meeting was scheduled for Thursday for a short interaction. Hence, I informed him to share his life experiences about language teaching and learning in detail. Dilip began his narrative in his own words about his background,

> *I am from the Dhanusha district originally, which lies in the Terai region of Nepal. I belong to a middle-class family. Our ancestral history was developed from farming. Especially, agriculture was our main occupation in my family. At that time, pursuing education was impossible. My parents were uneducated; however, they helped me to get a secondary education. When I*

was enrolled in a school, I was running at seven years old. (Field note, 23 August 2019)

While Dilip was explaining, I was quite excited to know how he completed his school education although there were no schools nearby his village due to his background being uneducated formally. His parents indirectly had a value of the education even though they were formally not well known to educate him. His background shows that teaching and learning can be successful from the passion of the learners themselves. Dilip added his narratives on his secondary education himself,

I continued my secondary education from my village. I had an elder sister, and a younger brother to take care of him. I was self-encouraged towards my study since I could see many people in my locality reading books. Though, my father also encouraged me to go to school along with my siblings since he would remain busy on his agricultural farm. I realized later that my father might have seen students going to school. So, he motivated all of us to pursue education. My mother was not informed on the value of education because she was completely illiterate in the family. I could sense that because of my mother's illiteracy, she was never asked to go to the market to sell goods. Since selling the goods was only the sources of income in my family. I often would go to the field to help my father because my elder sister would assist my mother at household work; my younger brother was too young to support the parents. (Field note, 23 August 2019)

Dilip further shared that there was no awareness about the education of children especially in the countryside of the Terai region. His father hardly managed all the stuff around. Due to their lack of literacy in the family, he often got stuck in

many circumstances. Then, he suffered a lot of completion of his home tasks because he had balanced his study and family works. Therefore, he was managing his time for his assignments. This reflects that a learner can learn through self-motivation for learning in any situation.

Dilip shared that there were about 20 students in his classroom. Out of them, only a few were from the Madheshi Karna family, otherwise, every student would be from a Brahmin family, and a few of them were girls. He would be enlightened when he completed the task himself and he would worry much if he was unable to do so. Dilip shared his challenges of the learning in his own words,

> *Once I had some assignments left to be done. Since our English teacher was strict, he would punish us when we were unable to submit homework on time. I felt nervous and determined to complete all the assignments given by the English teacher. I was less motivated in English. So, I was realizing my status myself how I promised to be an English teacher in my future endeavor. Slowly, and gradually, time passed by, I also passed my schooling from my village. I still remember, there were some of the boys who were very kind and/or cooperative to learn. They would help me to do complete my assignments. I was interested in higher studies too, then, I was not getting the right way out of it. The intermediate study in the public campus also remained challenging for me which was far from my village. My father enrolled me in a public campus. I have learned useful skills about collaboration, cooperation, and kindness there.* (Field note, 23 August 2019)

Dilip further shared that his higher education was very tough, and tedious. He joined 10+2 from a public campus, and he continued on his studies renting a room nearby his campus. He experienced difficulties from setting a rented room to the

assignments of the campus. *He learnt different skills on collaboration, cooperation, and kindness there.* Dilip further shared his schooling experiences as thus;

> *By the way, I completed my school level from my birthplace Dhanusha. Then, I did my +2 from the public campus. Despite several factors, I completed my intermediate level and joined a bachelor's in CP College at Janakpur. I completed my bachelor's and enrolled for my master's in the same campus. I got the opportunity to meet with new friends with whom I have rented for about 6 years and they were, caring, loving, and supportive in our study. I became happy when I developed strong collegiality with my friends. Then, I completed my master's degree from the Campus. My parents were happy when I shared with them about my success.* (Field note, 23 August 2019)

By the aforementioned narratives, we conceptualize that after completing his +2 level; he joined a three-year course of Bachelor's in Education (B. Ed.) in one of the public campuses, and he did his master's degree from the same campus. On completion of his masters' he came to Kathmandu for a job since he had been selected in one of the private schools at Lalitpur for teaching. His passion for teaching was evolving in his heart, thereby; he came to Kathmandu and joined a private school for teaching and, it was difficult for him to cope-up with challenges in the teaching profession. However; he worked hard to enhance his capabilities. As he narrated his story,

> *I found the first year of my teaching much more challenging since it was the preliminary for other forthcoming years. I taught many subjects including English. I paid much attention to developing English proficiency because I was less motivated at grammar. I searched several sources and consulted my seniors to handle my stuff in the classroom. However, due to a lack of*

> *practical knowledge and skill, I was caught in grammar. I encountered different teachers and their grammar teaching strategies thereby I knew that the best way to teach grammar was to contextualize the content and examples. I discovered some of the teachers would be teaching grammar deductively, and some of the other was treating inductively. I could see many English grammar teachers prioritizing grammatical items. I was inspired by their teaching techniques. For the time being, I developed a little knowledge about teaching from my first year of teaching.* (Field note, 23 August 2019)

Dilip further believed that teaching-learning was a continuous process that demands prior knowledge, skills, and educational experiences for the teachers. The continuous effort in teaching and dedication towards the work contributes to a greater extent in the teaching-learning process. In addition, he also compared his first year of study in a rented room in a district of Terai, and the first year of his teaching at Kathmandu. He realized that he learned many things useful to classroom teaching. Therefore, his belief about teaching and learning proved that continuous effort made sense in his entire life.

Dilip identified his areas of mistake, weaknesses, and drawbacks. He realized that he had to focus on grammatical knowledge. Rationalizing his weaknesses by himself, he consulted different re/sources of grammar, browsed on the internet, and learned from his seniors and teachers about teaching grammatical item. By the time being, he engaged himself in the private secondary schools as an English teacher and started enjoying teaching. Besides, his parents forced him to get married and he got married to a middle-class family girl named 'Mira' (pseudonym) who was an SLC graduate. However, he was a more sincere and dedicated professional. His professional development was growing and he had already started teaching in one of

the private colleges. Furthermore, Dilip encountered his professional career in his own words;

> *I started teaching grammar in school as well as on-campus. I taught different subjects at +2 and bachelor's levels. I felt much more difficulty in dealing with grammar issues at the secondary level. I conceptualized different notions of grammar in course of teaching and learning English. I felt that I needed to enhance my teaching expertise in general and grammar teaching, in particular, I was used deductive, inductive, and interactive methods in teaching. I taught contextualizing every item of grammar in my class.* (Field note, 23 August 2019)

As I reflected on the narratives of Dilip, I critically knew that the teachers achieve perfection when they practice grammatical rules and structures in the classroom. They had distinct but contextual methods in teaching grammatical items. The context determines the overall act of performance. He focused on both the deductive and inductive processes in grammar teaching. Dilip further invoiced with the fruitfulness of the grammar teaching;

> *I believed that I handle grammar teaching very successfully in my class. I failed to achieve complete success in my grammar teaching since I was planning to teach grammar from the school to the campus level. I collected different experiences and stories shared by professors and experienced teachers about teaching grammar. They did not work in my context. I was a researcher who realized the status of students, their proficiency, and knowledge cognition and employed contextual teaching. I also realized that there are some obscure rules, exceptional cases, a form-function dichotomy in*

> *teaching grammar, and they influence teaching and learning process.* (Field note, 23 July 2019)

According to sharing of Dilip, he found several differences between the teachers, who were devoted, hardworking, and experienced in their profession, and who were not teaching grammatical items. In his opinion, the stories and shared experiences would be useful for the process of teaching grammar. He encouraged his students a lot to study grammar during the interaction session. I explored many strategies in teaching grammar innovatively. From my professional articulations, I especially understood the reality of the practice and process of learning collaboration the students in creative writing skills and communication. Dilip further shared his own words,

> *I focus much on fluency, accuracy, and appropriateness in my teaching. First of all, I keep on energizing my students therefore, they get ready psychologically. I believe that classroom teaching can be good command and high motivation. I employ several methods and strategies in teaching. However, I found several problems in teaching grammatical items and addressed them accordingly.* (Field note, 23 August 2019)

Dilip's narrative also indicated that he was developing different skills in teaching grammar. Thus, he was poor in a way that he was unable to address the problems related to articles, prepositions, and even in singular and plural forms in the beginning. Later, he studied many sources theoretically and enhanced his professional development practically. Dilip narrated his associative and collaborative learning process,

> *I developed my professional integrity by involving in some of the non -profit-making associations like the Nepal English Language Teachers' Association*

> *(NELTA). I obtained different conferences, seminars, and workshops, and I learnt different grammar teaching methods and presentation skill*s (Field note, 23 August 2019)

According to Dilip, teaching-learning activities are generally determined by the teachers' experiences, their expertise, and the academic environment in which they collaborate and engaged themselves. However, his early family background, socio-economic hurdles, and the struggle for higher education were some of the essential components of professional success. He further narrated that teaching grammar inductively made special sense to his students for the average performance. Then, students with below-average capacity felt difficulty in learning it because they could neither recall the sets of rules nor they could follow the given examples. Therefore, he addressed those problems by teaching grammatical rules via both methods. Dilip further focused on roles of grammar teaching,

> *I tried teaching grammar with examples primarily. It worked for higher-level students. It did not help students studying in lower grades. It was because they had to read rules of grammar, form-function relationships, and different usage of grammar. I practiced at different levels and taught grammatical items both by facilitating grammar rules and examples equally.* (Field note, 23 August 2019)

According to his experiences, grammar teaching was a tough and tedious job in the EFL classroom. Both examples and rules support understanding grammatical items. The training supports collaboration. Then, collaboration prevails the enthusiastic environment in motivating teaching-learning. Grammar teaching from the examples helps students to understand the usage of the teaching. The rules guide them to study the examples and nature of the language construction. Dilip further shared,

> *I think the teachers can give different examples of teaching grammar via rules and present the structure as well. I often teach grammatical items with examples. I let the students create the rules based on the examples and practice structure-based learning. Whilst teaching tag questions, I write five examples and allocate time for solving them. The students present their answers and I give feedback. Then, the other students are asked to find out structures from the same exercise. That is why; they easily answer their problems via discussion and interaction. In this way, students are encouraged in their learning. They enhance creativity and engage much in their learning.* (Field note, 23 August 2019)

From the opinions of Dilip, grammar teaching is one of the most significant components in teaching language in the EFL context because of its rules and structures. The aim of using rules and structure is to develop creativity in the writing skill of the learners. According to Dilip, the problems could be solved through interaction, sharing and encouraging helps to identify the specific problems. Dilip narrated describing the methods, and elements of the grammatical items,

> *I believe that teaching grammatical items are very important. It is a bond of rules. I perceive there are no ways out for forming sentences without grammar. I suppose acquiring language is all about acquiring rules. Therefore, it is an essential aspect of every aspect of our learning whether we learn reading or writing. I often practice grammar teaching making an explicit presentation over-rules and structures. Then, I offer different activities, examples, and practices. I often specify and contextualize grammar teaching based on the need, and interest of the learners However, I motivate*

> *further and ask every student to participate actively in the group. (*Field note, 23 August 2019)

When I reflected on Dilip's strategies, motivation, encouragement, and preparation, I noticed that they were the prior tools of success in teaching grammar meaningfully. To maintain the language teaching meaningful, the practice of language communication practically needs to consider. When we talked about teaching grammar, he was motivated to study the grammar for purpose of language presentation and practice. The explicit nature of rules could be useful based on the learners' ability and interest to give attention during teaching and learning. Dilip persuaded his realization of teaching and learning thus;

> *There are problems and they might be associated with students, teachers, and their medium of instruction. There are some other factors such as cellphone, TV, radio, and social media to substantiate their learning I feel some other references such as books, articles, websites, magazines, and daily newspapers, support learners to enhance their learning. Preparedness, prior mindset and mental planning are some of the prerequisites for teaching grammar succinctly. My main technique of teaching grammar is discussion, interactive and question answers because the inductive and deductive method sufficiently enables my students in enhancing different grammatical tenets nouns, verbs, and others.* (Field note, 23 August 2019)

According to Dilip, teaching has lots of opportunities as well as challenges. However, every individual can understand the need and interests of learners. Moreover, teachers deal with prior practices of the content. Planning motivates the teachers to use suitable strategies that they require in their classes. The resources of

teaching language activities could be used connecting with the involvement of the media and social strategies. Dilip shared,

> *For example, if I have to teach tense to the students, I give hundreds of sentences. They observe examples and learn how those sentences have been formed. Examples help them understand better in the constructions processes of the sentences. The examples help them to learn more and practice further with other examples. Students facilitating in a useful scenario and relevant context, energize them to know more about grammar and its basis for teaching grammar meaningfully. We teachers simply facilitate students in teaching ways either they are taught grammar items. Enhancing fluency and accuracy is also determined by the delivery of content. For me, fluency means the way how we speak. Accuracy means correctness in the spoken sentence. Thus, maintaining all forms of correctness requires appropriateness in teaching grammar. Therefore, I try to employ fluency, accuracy, and appropriateness in my grammar teaching class.* (Field note, 23 August 2019)

While teaching grammar, Dilip concluded with the perception of the grammar and grammatical context, and literature in the language classroom for meaningful learning. Therefore, I also believe, structure, and examples could be used in communicatively and collaboratively with the students in the classroom teaching, and learning. Hence, examples help to illustrate inner capacity and creativity. Understanding grammar means not only being accurate and managing fluency. As Dilip persuaded, teaching grammar has no cosmic aspect it is a universal, and exclusive part of the striving the acquisition in the classroom. Achieving the goal of perfection is his attention to learn and focus the grammatical items with his class

notes and the collaborative empowerment. However, he had to teach the students, and make them learn together.

Sandip Man Luitel

Sandip Luitel was a teacher and coordinator at the department in a public school in Kathmandu Valley. His role in the school was to take some of the classes and cooperate with the children and faculty members. I selected Sandip, as one of the participants, for this study for mainly two reasons. Initially, he has journeyed with life experiences in teaching for about ten years. Secondly, I was intended to explore how his expertise in teaching grammar proves that he was a good grammar practitioner. Once, I requested him to arrange a time for the discussion. He appreciated my request and informed me about his appropriate time. According to his narration, he was free after lunch in the morning. We agreed to schedule our meeting, and discussed the mode of interaction (face to face and virtual), and planned for an interview.

The next day, it was a Wednesday morning of September of 2019. I went to visit Sandip following our previous planning. I was pleased to talk to him earlier. It was almost 10 am when I reached Chapagaun due to the gravelled road, and it was a new area for me as well. Indeed, I reached the school to discuss with my research participants. It was very alluring, and a joyous momentum for me to have that opportunity to talk with Sandip who despised having several hectic schedules, he allowed me to collect, and recollect different experiences of the journey that began to teach in schools.

I visited his school surrounding, and I informed him about our planning. We greeted each other and sat in the school canteen. Hence, we talked informally in the beginning and I slowly entered into the subject matter. Sandip placed his bag on the

table and hinted me to go ahead. I asked him about his nostalgia and Sandip shared his social and geographical stories during the phases of his learning,

> *I am feeling lonely as if I was alone in a new city like the visitor who lost his search map in my life. I do not know how I can begin my story. I do have a very surprising life story that has been closely connected with Nepal, and Asam (one of the provinces in India). I was stuck in many ways in my life roaming here and there. I have an identity crisis as well. I strived a lot for improving grammar, and I tried hard to facilitate my students in teaching grammatical items* (Field note, 11 September 2019)

From the history of Sandip, I understood that the practices and experiences vary from one to another. When I was eagerly waiting to listen to him about his historical background and experiences, he shared that he had transferred the places of learning in childhood to progress and to develop his continuous professional life. He spoke with me continuously recollecting the childhood stories which were historic and significant and he thus shared;

> *I am Sandip Luitel. I am from the Jhapa district originally. I was born in Asam on 3 Baishakh, 2030 BS. My father is a teacher in a district of east and northern district of Nepal. My mother is a house manager. Moreover, my grandmother worked as the headteacher since my grandfather was involved in local politics. My elder brother is also serving under a government university as a lecturer. I have four brothers. Two of my elder brothers work in a city in the eastern district of Nepal. The youngest brother has his farm in a district of terai. There was a family tassel; therefore, I had been to India. It was not much difficult to read in India obviously, there were some challenges. I was comfortable that there were other villagers from the same village in India. I*

> *completed grade three in India. After three years, my family got back to Nepal. I studied in a district of terai from grade four in the first position. I continued my study further from the same school and appeared in the SLC examination. There were no teachers; however, we had to pay tuition fees for the government school. The school was in poor condition and teachers were untrained. However, my family was happy to get an education.* (Field note, 11 September 2019)

Sandip told stories of his childhood studies with ancient events of the educational challenges to gain innovative experiences to operate his career of teaching and learning. It was an awesome momentum to talk with Sandip who allowed me to listen to his lived experiences. We did a great conversation when I was having with him, and I was indebted to his sharing. I was eagerly waiting to have a short conversation with him. So, I asked him the first question that how he began teaching as a profession. According to Sandip, the school environment inspires him to progress the learning. Sandip identified his family and education to uplift his stories of academia,

> *My father teaches in the school and my uncle was also a professor of geography at a government university of Nepal. I was the eldest one among four brothers. I was inspired by my parents unknowingly. Indeed, I used to walk on foot to go to the university when I was doing my MA. In multiple campuses of Lalitpur. For the time being, I began my teaching career as a primary teacher. It was the milestone in my life that I got an ample opportunity to be exposed to such an educational spectrum since I learn many things from there. I did not have sufficient time to take classes because of my job. I focused much on my career and tried to balance teaching and learning. In other words,*

> *I was also inspired by my colleagues whom I met whilst teaching in a school. Probably, time teaches everyone, I practiced myself since I had collected different experiences and qualifications in my life. I learnt different skills to offer my students in academia. Therefore, I began teaching as my passion because I did not enter into this profession to earn money rather; I entered to make my dignified name and fame in academia.* (Field note, 11 September 2019)

Sandip continued to narrate his opinions on teaching and learning together. He went to university to complete his studies. He entailed that there were some challenges for him to tackle for continuous professional development. The collaborative practices motivated him to learn and grasp his academic career. From the opinion of Sandip, teaching-learning goes together in a collaborative process among the teachers and learners. To construct the professional thoughts, he grasps the educational programs in the educational evaluation and teaching activities using his passion. Sandip shared,

> *I involved in the professional networks to obtain specific strategies, and techniques because teaching was being tough. I brought something different to handle my students. Traditional teaching is not going to work. So, I consulted my seniors, prepared references, and made my classroom teaching run innovative and learner-friendly.* (Field note, 11 September 2019)

Sandip further shared his understanding that obtaining education going Asam, and coming back to an eastern district of Nepal, and studying further from Nepali university was a great experience for him. He accomplished his graduation, and masters' from a multiple campus of Lalitpaur. He was not good at reading, and writing in English because the primary education that he took from Asam did not

suffice him to mastery the things. The teachers were dictating the books in the way around. They need to focus on listening, speaking, reading and using creativity in English learning. Thus, he hardly could speak English in the beginning because of his low proficiency incompetence in using the language skills. I further asked him how he explored much in teaching grammar. He revealed the practice of reading and preparation. Then, Sandip uses the process of teaching grammar using the textbook and he claimed to find the lexical strategies to find the meaning from the context for the facilitating to my learners in my career of teaching in my daily life in the real classrooms. Sandip narrated his strategies himself

> *After entering into the content, I begin with the literature part and delved into the grammar sequentially. I prepare a lesson plan and bring some relevant materials useful to teach different content. I often employ a student-centre approach in my classroom pedagogy. I often facilitate my students via contextual teaching activities. Thus, I collect a lot of techniques, and strategies to deal with students whilst teaching grammatical items.* (Field note, 11 September 2019)

Sandip evokes that teaching requires special principles and methods for grammar teaching and learning Sandip practiced different teaching strategies to teach content maintaining authenticity in his teaching career. Though he learnt managerial skills and classroom delivery techniques, his professional devotion, hard work, and sincerity helped him gain much professional success and personal growth in his life. I could sense that his nostalgia about his school and college life has proven that he has learned many specific ideologies in his career. Sandip further shared,

> *Once, I am teaching the students in an open school at Chapagaun, Lalitpur. The students would not ask anything rather they would show their discipline.*

> *They were enrolled to learn the language, and it was not much difficult for me to teach them. They were average-level students in English. So, I started with the alphabet and taught word-formation to sentence structure. They practiced in groups, and learned different techniques, and enhanced excellent sentence formation skills and somehow grammatical techniques* (Field note, 11 September 2019).

In this way, Sandip learned different ways of handling students to help them develop grammatical skills. He supports students' work collaboratively using different techniques such as dictation, using realia, dialogue building, and dictogloss (structure-based technique) to focus much on their classroom practices. For Sandip, teaching requires level-wise planning to facilitate the learners meaningfully. In this way, he has collected many experiences in teaching grammar. Similarly, Sandip narrated,

> *I used videos in my classroom. The videos could be related to the content to be taught. I contextualized the subject matter. Sometimes, I used songs, and other educational audio, and videos to expose them to my grammatical rules, and structure. My students, simply, geared up understanding and enhanced several assets of grammatical items.* (Field note, 11 September 2019)

The narratives indicate that Sandip has gained several experiences in teaching grammar strategically. His family background, educational progress, academic success, personal, and professional career have promoted his expertise in teaching grammar. He motivated and encouraged his students giving his best. He pinpointed that he never hesitated to take the right decision at the right time to instruct students in the classroom teaching activities. He aroused interest among students and tried to instill passion, patience, and preparedness towards the study. His hard work and the right decision at right time also contributed to making his grammatical enhancement

and engagement. Sandip believed that learning is a lifelong process. And it is not the way for giving up the world.

Sandip further shared that his one-year B. Ed and MA in English were his further degrees which helped them to shape this professional career further. Sandip narrated that learning several skills for personal and social motives is tangible to the teaching and learning process. Developing a professional career is not just like achieving a degree rather it is more about learning skills, attitudes, and strategies. Hence, the transformation in personal knowledge is likely to be a striking endeavour for disseminating content knowledge, and appropriate strategies in the teaching-learning process.

Teaching is mixed with the inductive and deductive exercise for the students while learning and eliciting the grammatical elements to articulate teaching strategies. Thus, Sandip's experience has progressively grown and developed in a sequence that every educational and professional experience has helped him to achieve moral character and success. The overall pedagogies and progressive ideologies are enhanced by personal effort, and they are intertwined with personal interest; context, family, continuity, and personal practice of individual differences. However, parents' guidance, learners' enthusiasm, schooling, cultural background, and learners' learning autonomy, etc. also play pivotal roles in learning. Therefore, the family background, facilitated environment, the degrees for his knowledge, learners' attitude, and the teaching-learning strategies are to be substantiated by the teacher for successful teaching.

Rabin Timilsina

Rabin Timilsina is a secondary English teacher who works as a part-time teacher in two different schools namely Gyanchan School in Kathmandu Valley. He

has been teaching English for about sixteen years now. He is a young scholar of 35, a Nepali citizen who introduces himself as an interactive learner. He puts his interest in literature, and in language teaching. He is an active professional in the field of education who does not only teach he also contributes to academia writing novels and travelogues to share his life experiences. Thus, his goal is to continue his teaching career and he opts for professional development using his strategic ideas and actions in teaching grammar.

Rabin is currently working as a secondary English teacher at a school (a community-based school). Rabin was one of the active and energetic teachers among all students. For the data collection process, I telephoned him and met him in the schools. Then, I talked to him about my research interest and issues. In our short conversation, I requested him to provide time for discussion and he agreed to my request to share ideas and opinions about teaching and learning grammar. We had scheduled our discussion for Wednesday morning.

I was surprised when Rabin did not receive my two calls at about 10:00 am on Tuesday, September 17, 2019. It was the winter season on Wednesday morning. When I reached Chapagaun, he was waiting for me at school. He had a simple-looking in his personality. I could sense his energy when he shared his experiences even, he was not very smart. He shared that he began his teaching career about fifteen years ago. In this way, he was good at classroom control and managerial skills. As per our planning, I was supposed to observe this class. For that, I took my diary, a recorder, and a pen and left my laptop bag in the office room. I found his classroom was well arranged; the desks and benches had a colour combination and the board at the centre of the classroom. The students greeted two of us when we entered. I sat at the back of the class. Some of the students were looking at each other because I was a

new person for them. He began his class revising the previous lesson and I employed several times for the students while teaching grammatical items. Like this, I noted his techniques and strategies of interaction with students and giving time to do tasks a lot rather than to talk a lot in his class.

I was hoping to have a great conversation with him after classroom observation. So, when the class was over, I invigorated his professional growth and personal success. I learnt that he employed an implicit method than an explicit one while teaching grammar. He shared his opinions, beliefs, and practices of teaching grammar. I humbly requested him to share further life experiences in detail. He began his narrative about family thus,

Rabin grew in a Brahmin family in a central part of Nepal, called Chapagaun, Lalitpur. His father was a priest (a ritual performer in Hindi Mythology) and he used to go into neighbouring villages to perform cultural rituals. His mother used to go to the field to work. Rabin narrated his background in his own words,

> *My original house is in a municipality of the capital city. I appeared in SLC in 2052 BS and I completed 2052 BS. I started teaching in a secondary school in 2062 BS. Recently, I am living in the village of Lalitpur with my spouse who works at home and she supports me. I teach in a private school and a public school as a secondary teacher. I did my schooling at a Lower Secondary School in Kathmandu valley. My teaching profession has energized me to learn about the content because I have to find the best method to teach in secondary school. I was a bachelor's graduate and my background knowledge was not strong enough. I had to search for different resources and strategies to impart knowledge to the students. I think I wanted to become an English teacher because I am devoted to learning. English from my school education*

> *was not strong. However, I have been serious and hardworking to learn English in general and grammar teaching in particular.* (Field note, 18 September 2019)

Thus, Rabin understood that proper participation and interaction promote teaching and learning of grammar. He was hardly managing his stuff and professional success. *He was inspired by some of the teachers who would come with attractive outlooks and smart personalities in his class.* Rabin was able to solve his problems relating to his previous experiences. Even he claimed that teaching is the professional passion in which every teacher is expected to improve language proficiency and accuracy. Rabin shared on teaching grammar,

> *I usually teach my students encouraging, and motivating them towards their studies. I give grammar rules and concepts of grammar for the fundamental basis. I switch the medium of instruction as well while teaching; sometimes I give examples in Nepali as well. So, they develop the concept of grammar in the classroom during the teaching and learning process.* (Field note, 18 September 2019)

After achieving a bachelor's degree, Rabin joined multiple campuses at the city of Lalitpur for his Masters' degree. He was also suffering from the suffocation of teaching career and outlet opportunities for his regular class learning. Perhaps, he was much inclined towards exploring several techniques and strategies of teaching grammar. He had been able to mark a sustainable lifestyle in his career. Rabin narrated difficulties of teaching grammar in his own words,

> *In the beginning, I was feeling too difficult to deal with teaching grammar issues. It was challenging for me because I had to practice different types of grammar concerns and I had to excel on grammatical entities. I learn the use*

> *of the content word as well as a function word. I also enhanced the active and passive voices, direct and indirect speech, and other transformation skills and, practiced similar notions among students. I consult my seniors and google for exploring possible grammar issues and activities. Moreover, students coming from different backgrounds and studying in government schools seem to be less motivated in English competence. And I was the victim of it. I realized the impact of the English-speaking zone at private school and its essence for developing English proficiency. Indeed, it was helping students learn better.* (Field note, 18 September 2019)

During our conversation, Rabin openly shared his teaching career how he experienced it. He also did not forget to share the educational history, socio-economic status, and socio-political background of his family. It indicates that Rabin was aware of his professional responsibilities and personal enrichment. Thus, he believed that teaching grammar cannot be good going unless the teacher realizes his/her professional contribution. Rabin further narrated the stories of the management of teaching,

> *If I attempt to manage every stuff of my personal life is simpler, I can have mastery over the grammar, and I also settle down my social and economic obligations. I have gotten rid of painful moments, educational hurdles, and unfortunate faith; I improve my sustainability. It manages everything beyond my choices because I have some challenges, and also opportunities at a time. Though, I have struggled a lot with exploring grammar teaching practices.* (Field note, 18 September 2019)

Rabin thinks learning can be continuous. In another word, Suren was full of experiences in his life. He recognized himself as a learner. Despite having problems

in his career, he took grammar teaching seriously and tried to overcome them in the language classroom. He made his classroom more learners friendly, interactive, and project-based; therefore, every student regularly follows him. He shared further that he investigated the strengths and weaknesses of his students in grammar and treated them accordingly. Moreover, Rabin opined his techniques of teaching grammar in his own words,

> *I conceptualize grammar as a base of learning in the EFL classroom. I came across similar experiences and felt easier to teach grammar in my classroom. However, it was difficult for most of the students to comprehend the text, process form-function relationships, and form sentences. Due to incomplete knowledge about grammar, they were unable to solve the grammar exercises. Therefore, most often he had to dictate all the students. Students getting better opportunities and practical exercises would help every student overcome the situation. I often guide and counsel my students. Regular feedback was for the students for their improvements. I spent much time trying to convince students towards the linguistic difficulties, grammar issues, and problems in the language classroom. Moreover, I keep on exploring several dynamics of rules and functions of grammar. I also believe that teaching with a prior lesson plan and full of preparation energizes students in the teaching-learning process. Therefore, I incorporated students' views, perceptions, and practices in my classroom pedagogies to rationalize their learning.* (Field note, 18 September 2019)

As Rabin shared his personal surviving history and achievement, he recognized these experiences were an integral part of his success. He accomplished a successful career creating an academic platform, and gaining professional assets due

to devotion, dedication and hard work he was solely responsible for his educational expertise. His consciousness, expertise, and talent were the collective bonds of his strategies of teaching grammar strength. His academic successes were the glory for him. Rabin was optimistic to continue his professional enrichment.

Moreover, he seemed to be more conscious of social roles and responsibilities and committed towards his profession. He was sensitive and serious about teaching because he would consider those students' experiences, and their learning is important in classroom pedagogies. Thereafter, he taught at a different level. He dealt with varied students and learned many things succinctly. Rabin narrated about the CAS (Continuous Assessment System) for the betterment of the evaluation to the academic programs of teaching and learning,

> *I teach based on the genre. I often bring contextual mapping in my classroom from local and indigenous knowledge. I always treat my students by providing positive feedback whether they learn literature or grammar. I attempt participatory learning and exposure-oriented practices. I invite my students to prepare a plan for the forthcoming lesson and I teach based on their needs and interest. I believe self-learning can be an integral part of self-success thereby I keep on focusing my students on their explicit learning. I motivate my students to utilize their knowledge and skills and practice accordingly. (*Field note, 18 September 2019)

Rabin enriched his knowledge mostly when he completed his master's degree. He enhanced proficiency via his experiences in teaching grammatical items from primary to secondary level. He was simply guiding his students without having proper knowledge. Participating in students enhances their work and learns them. Hence, the participation cooperates with learners on their self-motivation, and further

consideration on the self-learning activities and performing daily assignments comprehensively. He opines to be liberal on learning with passion rather than rules, and structures. He prefers to engage his learners through the unfolded stories and experiences of personal memories and literary genres. As Rabin narrated to the stories on the social perspectives,

> *I have another small job of taking tuition classes in the evening, and it would last till eight pm at night. I focus on sustainability from both economic and social perspectives. Paying a small amount of money for a rented room is cosy and comfortable for me. However, I often practice different exercises of the textbook before I teach my students. Sometimes, I use newspaper cut-outs for my students to contextualize grammar teaching.* (Field note, 18 September 2019)

Rabin successfully obtained grammatical proficiency, demonstrated his expertise in the field, and illustrated the basic concept of grammar for beginners. From his history of career, we teachers need continuity for the meaningful practices of teaching and learning activities. So, teaching is not being sophisticated fashion on the physical and economical in the name of quality education. This is an articulation of the human ability from the inner interest and capacity of the learners themselves to learn contextually. Rabin further told,

> *I was unaware of explicit and implicit rules. Moreover, it was not smart enough to situate deductive and inductive reasoning. Not only in grammatical assets, but I also conceptualized that I was poor at form-function relations as well. So, I browsed the online source, and I enhanced my knowledge about grammar usage. I thought teaching grammar is to teaching language. Therefore, I paid proper attention to language and its*

> *function concerning grammatical items. Realizing the importance of language and grammar, I started focusing on both fluency and accuracy in spoken languages. I highlighted the weakening parts of my students and treated them accordingly. Therefore, my students could enhance their communicative competence.* (Field note, 18 September 2019)

According to the opinion of Rabin, teaching grammar helps to communicate sharing messages in context. However, the reward helps the teacher in the motivation rather than the punishment. Then, his family's effort, professional dedication, and continuation proved that Rabin has constructed better and greater grammar teaching strategies. He further expressed his ideas that he did not t focus much on teaching other than grammar in school and college. He realized the importance of the English language in general and grammar teaching in particular. Rabin told on teaching grammatical items and language skills, *English as an international language and its hegemony has widely been accepted and practiced all over the world. No matter whatever subject you teach, I teach in English or through English. So, I give prior space for reading, writing, and speaking along with grammar about the essence of teaching grammar*. Rabin said about the strategies of teaching in his own words,

> *I think there are either specific methods for teaching grammar or literature. Teachers, need to realize and practice concerning the nature of the content and needs of the students. At meanwhile, I use rules and structures for teaching grammar. Examples are key tools to exemplify students in understanding English grammar, and its usage in the EFL context.* (Field note, 18 September 2019)

Thus, it can be pointed that teaching grammar is essential for the students, Rabin highlighted that he would teach students eliciting the stories of Hellen Keller,

her struggles, passion, and compassion to relate different content in his classroom context. He empowered every individual to show passion, have compassion and struggle for learning their lives. He characterized that the usefulness, and rationale of grammar teaching in our Nepali context. Then, he highlighted the appropriateness of teaching listening, speaking, writing, and grammar for positive learning. Rabin conceptualized the rules, different forms, and structures and their meaning about explicit and implicit instruction for the proper delivery of grammatical items in the classroom. Therefore, he shared, challenges and opportunities are equal in numbers in the EFL classroom to relate it with context, rules, and regulations for enhancing grammar teaching.

Suren Shrestha

Suren is an English teacher at Glittal Secondary School (Pseudo name). He has been teaching English for twenty years. He is forty-five now and is a bona fide Nepali citizen who proves to be a friendly learner. He seems to be mature enough, energetic, and an active life member of NELTA. Suren shared that he has been learning, and attending different seminars, and training during his career. His goal is to enhance teachers' professional development via active and interactive participation. He opts for being involved in various teachers' networks for professional development from home and abroad. He also aspires hopes in every student towards their career. He is currently working as a secondary English teacher cum lecturer in one of the private campuses in Kathmandu. While collecting data, he shared with me that he was interested in my research issues. In our short conversation, I requested him to provide time for discussion. He appreciated and agreed. Based on our gentle agreement, I phoned him the next day on his cell phone. We discussed on time frame. I reached the school according to the time he allocated. I introduced myself once again and started

talking about the purpose of the interaction. I had been with him to learn ideas, and opinions for the study about strategies of teaching grammar. I questioned him and he permitted me to talk with him on my issue. He was a friendly teacher. Suren recounted his childhood and studies,

> *My name is Suren Shrestha. I live in the city of Lalitpur. I studied at a Private School in this district. At that time, English would be a single subject and the rest of the other were would be taught in Nepali. I was in grade six, I was a member of an international organization and the rupees ten was the membership charge. The organization used to offer three books at a time regularly I used to bring the three books to my home, and I used to read those English books. I read some of the books for two years continuously. Later, this organization increased the charge of the library membership and I quitted. Later, the British council handed over those books to the Bhreekutti Mandhap library. The international council has been serving in the form of the IELTS and TOFLE tests. A library of the Kathmandu Valley was near my residence. It was in front of a public Campus of Kathmandu Valley. I still remember the council was in the city of Kathmandu Valley, and it was one of the prior sources for the students in Kathmandu Valley. I learned many skills and ideas and collected lots of experience in teaching. I completed my school education from a Secondary School in a district in Kathmandu Valley. After SLC, I went through IA (Intermediate in Arts), did BA (Bachelor in Arts), and MA (Masters in Arts). I did an IA and the BA from public multiple campuses. I studied Master in a place of Lalitpur. I did MEd also from the same campus. I completed an MA in 2064 B.S. I had twelve years gap in doing an MA and an M.Ed. During my academic career, I focused much on linguistics which was*

> *however optional. The students' specialization in literature was not supposed to study linguistics. I chose linguistics since it had a wide range of content coverage from rules for language and methods of language teaching. We used to consider it as a compulsory subject. However, it was fundamental and basics for the beginners. Therefore, I chose linguistics for my MA. I am still hopeful to have my further degree i.e., an M. Phil as well in my career. I teach generally ninth and tenth graders in school. I do teach compulsory as well as optional English in college. I quit teaching college-level students and started giving full-time at the same school. I have been teaching for about 26 years in the school. (*Field note, 2 January 2020)

Suren narrated that he had the interest to learn being associated with international organizations when he got time and opportunities. It means learning based on limited resources does not entail that there would be a professional enhancement. In my opinion, language teachers are expected to develop content knowledge and extra reading from various sources such as the internet, the library, and others. *Taking a long breath with a sigh, he stated in a low voice- if it was a government service, he would receive pension instead.*

Familiarity consists of the closeness and also sometimes negative situations to collaborate in the learning with the learners to be a teacher who can guide and use the learners in action and formation of the vibes of positive perspectives. Then, the experiences do not work to consider the recent needs and skills of the learners in the learning environment. According to Suren, experiences can support delivering the required knowledge to the learners. Suren further shared in his own words,

> *I have got skills and ideas for teaching grammar. I make students participate in the learning. I prefer a learner-centered approach. I empower them*

> *facilitating very concretely. For that, I give them chance to write in the notebooks and sometimes they present in the class with the help of the board I immediately inquire about the students' understanding in the class. I focus mostly on grammar and literature in teaching. I generally adopt the deductive approach in teaching tense or grammar. I provide the rules at first and they explore examples based on the rules provided. Suppose, I teach tense, I give rules, I clarify them about the aspect of the tense. I give structural rules such as subject, verb and complements, or objects. Moreover, I teach them the roles of action, and auxiliaries' verbs in a sentence, some forms of personal pronouns, possession, singular, and plural stuff. I help them understand the rules and roles of major word class and minor word class. The grammatical items have varied forms and these are treated contextually. In this way, I often compare these items and the textbooks for teaching grammar in the context. I believe that the grammar rules can accompany the capacity of the child for learning. I believe in our idea, classroom context, and local and indigenous knowledge, and the interest of the students. They play a pivotal role in teaching grammar. Finally, I focus much on grammar since it is a backbone for learning the language. (*Field note, 2 January 2020)

Suren notably shared that learner requires better exposure for achievement. The learners can be playful interact with rules and practice persistently for exploring skills, and academic qualifications. Though he prefers to use rules the explanation is also needed theoretically what I face in my daily teaching activity in the field of teaching and learning grammatical items. Due to the opinion of considering the local context of the classroom situation, a teacher needs to contextualize the concept of the exploration of teaching topics for particular purposes. Teaching grammar relates to

coping listening, speaking, reading, and writing skills in the day-to-day career of teaching and learning in the classroom and outside too. Suren stated in his own words,

> *The students do not have an exact definition of the grammatical items; we need to teach them the uses of those items. They sometimes are not able to distinguish nouns and pronouns in their basic classroom. I observe and examine their level, define sentence structure and the context of rules useful in defining grammatical items e teaching grammar. I teach forms of sentences namely affirmative, interrogative, imperative, exclamatory, optative, and their negative aspects are used in sentences. I often try to connect affirmative and their counterparts very explicitly. I give them several rules and strategies for major word classes and minor word classes. Therefore, the students can affirm and continue their besides that, I can give clear instruction about the differences in spelling between British the American English in teaching grammar. I often make them play because students learn from the language games. They do not need the grammar at all in lower levels rather they explore later in higher levels. (*Field note, 2 January 2020)

For Suren, teaching in context is suitable to follow in the language classroom. Grammar is universal for all the dialects of the language in the world. Recognizing the word classes is not easy for the students in the classroom with only examples and structures. So, teaching grammar requires the confidence and practice of teaching and learning. From the theory of UG, a language teacher illustrates all the units of the sentences writing the examples. Understanding the grammatical classes of a sentence is needed for the learners in the exploration of the further grammatical exercises themselves. Suren revealed his academic experiences,

> *I teach students using profiles of the students. I expect students to develop better and greater proficiency. Normally, I do not teach via structure because it does not work in our EFL setting. It is not a compulsion to teach the rule I can teach structure and ask them to find it out the rules. They rarely do so. If they do it, it is not wise engagement because they are explicitly helpless in their context. Moreover, I teach those rules and offer problems. My students solve them and prepare their mindset. I often offer assessments based on the need of my students. I instruct them very clearly about the use and usefulness of verb, adjectives, adverbs, and nouns. However, they sometimes violate the rules since grammar rules differ based on the nature of the items taught. Thus, I generally teach my students providing an electronic means either computer or laptop, and projectors to mark vivid landmarks on behalf of students' proficiency in teaching language in general, and grammar in particular. (*Field note, 2 January 2020)

Similarly, grammar has context and the rules to teach based on the assessment, curriculum and demand of the course in which the teacher facilitates. Examples and rules help the learners to solve the problems. Suren clarified the application of teaching grammatical items,

> *The use of the preposition, conjunctions and interjection vary based on the rules. The use of prepositions can be taught using a place marker which enables students to create a more complex structure. Firstly, I write some of the prepositions on the board. I write 5 to 10 prepositions such as on, in, over, in front of, behind, above, and to, and I introduce them to their usage and teach them the correct pronunciation. After giving them some examples by myself, I ask one of the students in the front of the class. I draw a table and ask*

> *him/her to put her/his hand on the table, above the table, behind the table where all the other students do respectively on their desks. Sometimes, I bring charts, diagrams and tables for clarifying grammatical items in the language classroom. I never depend on a single book, and I at least manage some reference books, prepare well and teach the grammatical items very succinctly in my classroom. Moreover, I sequentially teach conjunctions and interjections respectively. They are provided examples and asked to do base on the examples given sometimes; they are invited to participate actively to explore the rules and structures. I often deal with a rules-based approach to my student in the classroom. (*Field note, 2 January 2020)

Suren behaves friendly and teaches well in the classroom He generally gives practical concertation to deal with students' problems. Grammar teaching helps to promote the developing pronunciation of the students. Additionally, I focused on the ways to coherent to the sentences in the context of constructing the sentences and adding the word classes as the major grammatical items. Suren further illustrated teaching grammar with exemplification,

> *I teach different forms of verbs to the students from main verbs and auxiliaries. When I have to give ideas on auxiliary verbs, I help learners to conceptualize different forms such as 'do' verbs, 'be verbs', 'have verbs', 'regular verbs', and 'irregular'. If I have to deal with concord- I teach them about 'subject' and 'verb' which are embedded within a sentence. I further suggest that 'Subject' is a noun or pronoun that tells us what the sentence talks about and 'verb' represents the action in the sentence. When I clarify such information, I exemplify via board in the class and explain them clearly. Thereby, I ask students for similar sentences based on the examples and I*

discuss the rules. The knowledge and skill they learn via active participation mark the prior landmarks for the learners. (Field note, 2 January 2020)

Moreover, I write different sentences having several problems- some of them are grammatically formed, they do not make proper sense and some of them make sense and do not follow correct grammatical qualities. In doing so, I facilitate them in the group; therefore, they can discuss, interact and use rules appropriately in their context. I often motivate every individual in the classroom teaching. I reply very positively among my students because I develop a sense of belongingness to my students that they often trust in me. So, with a complete lesson plan and locally available materials, I encounter my students in a friendly manner. (Field note, 2 January 2020)

Similarly, Suren faced several difficulties in his professional career. He writes the rules and the examples; therefore, he would teach them appropriately. He also uses chart papers to teach grammar. As he stated that he uses chart paper, and the students can get the idea for the paper presentation as well. Suren narrated his unfolded collaborations,

I joined an international council. I saw on the website that they were facilitating several activities to teach grammar exercises. To negotiate my learning and students' desire to learn the thing prevail that there is a strong need for counseling and guidance. The students in the current era seem to be superficial learners. It means they know a little about everything that they even do not know anything in detail about a single component. Teachers in different parts of the globe have been teaching grammar and language projects together to enhance their skills; they have been unsuccessful because of different elements such as verbs, practice, complement, object, content

> *word, and function word. Questions are to be welcomed by the teachers in every affair of their interaction and the students to practice those grammatical items frequently to mastery them. (*Field note, 2 January 2020)

The teacher can avoid confusing items and teach very vividly those concepts which are easily transferable to students' cognition. Teaching can be made context-sensitive and language can be shaped by proper grammar practice. It has been one of the serious concerns about teaching in the 21st t century that teachers always searched for the best method to teach because they never realized the best method appropriate for students, so, teachers have explored their creativity and motivated them towards their learning. Teachers need to follow innovative ways and creative ideas for bringing necessary and sentence transformation in and among our students, and the curriculum. Suren persuaded on the technical procedures of teaching,

> *I find significant changes in teaching and learning. There was no computer-assisted language learning. I teach using a computer today in the class which has made us easier to enhance skills such as listening, speaking, reading, writing, critical thinking, and grammar. I often go with a laptop and teach them accordingly whether they are in lower level or higher one. (*Field note, 2 January 2020)

According to Suren, teaching grammatical items include several units from common word-formation to sentence coherence. It amalgamates conceptualization of the grammar from 'subject' as noun and verb as the action. Suren further proclaimed on the techniques for the grammatical elements,

> *There are different items in teaching grammar. A single rule does not work throughout the item. There is an item-specific rule for a specific genre belonging to its root. The tense, voice, speech, tag questions, and concord, etc.*

> *are some of the components that differ based on nature, situations, and events. For example, students getting rules for articles vary from the rules for prepositions. So, I normally, teach students by giving form-function dichotomy, proper examples and activities to do the tasks in grammar items. Moreover, the students are expected to understand the consonants or the vowels system because they have to get that idea as well. Therefore, I often invite my students to participate actively whether they are learning grammar or literature. Thus, I give some basic rules and help them compare and contrast based on the nature of the examples. Sometimes, they successfully compare and show their contrast via example. Therefore, I facilitate my students with varied exposures and examples where they practice and learn a lot. I use reference books and electric other sources, and mastery over the thing that they are expected to learn. (*Field note, 2 January 2020)

Suren taught several tenets of grammar, and he helped to understand the grammatical items in context, and situation in the lesson. He has stated that teaching grammar was somehow easier because he had collected a lot of information about teaching grammar. He facilitated students with proper knowledge on grammar which he earned from an international council, libraries and resources. By the aforementioned note, it can be noted that grammatical items could be handled very interactively when teachers gain an insightful understanding and practical knowledge. To be brief and precise, Suren has disclosed that teaching grammar depends on the nature, and ability of the students, curriculum, specific expertise of teachers, and strategies employed by teachers in the language classroom.

Reflection

The teachers are expected to be role models in society. Every society tends to produce an intellectual individual for positive changes and development. The teachers are the facilitators for all the learners whether they learn piloting or engineering or education or marketing, their skills and expertise are always pertinent. Teachers of English have focused on grammar skills and strategies to contribute significantly to language teaching. In addition to this, teaching is to impart knowledge, ideas, and information from known to unknown. In imparting knowledge and ideas to the learners, the teacher needs to be proficient, trained, and expert in his or her area. In other words, teachers' strategies to teach grammatical items can be sound and rich in terms of subjective notions.

The fact is that the teachers are changed agents in society since their experiences play a significant role in promoting the discipline of both teachers and the students' (Bourn, 2015). The expertise of the teachers, their experiences, told and untold stories and their overall academic endeavors are the key exponents in the teaching-learning process. It is because those aspects play a pivotal role in enhancing the professional development of an individual teacher. Every individual is unique in himself or herself. Due to their uniqueness, their experiences and stories differ I found variations in the experience of my research participants. Hence, I realized that their socio-cultural background, socio- economic status, and ancestral practices brought uniqueness in their skills of teaching grammar.

Dilip came from the Terai family representing the typical Madheshi culture in a remote village Dilip began collecting experiences from his primary level teaching in the private schools in Kathmandu Valley. Dilip's narrative entailed that he constructed his teaching experiences and strategies through contextualization. His narrative also

provoked that his struggle, professional progress, and professional continuity became a milestone in constructing grammar teaching skills. His professional practice in teaching grammar proved that he taught students with updated knowledge amalgamating presentation skills in the classroom. His continuation in teaching from primary to university level helped him construct innovative ideas in teaching grammar.

Sandip represented an educated urban family who also comes originally from the Tarai region. He constructed his strategies by the frequent and regular academic experiences with his professional life. Teaching was his passion. However, he continued his academic journey and completed the elementary to university level academic qualifications with the suggestions and guidance of his parents. He just listened to his inner heart. Sandip took several risks, difficulties, struggles, and challenges for professional enrichment. He was a primary level teacher at the beginning at a private school later; he was promoted to a permanent teacher in a public school. Sandip constructed his fundamental identity as a secondary English teacher which proved that he had gained invaluable experiences.

Sandip grew with a passion and compassion to exploring grammar item sincerely; therefore, he succeeded in the teaching profession. Rabin represented a typical Brahmin culture with simple family status. He struggled from his schooling to university. His identity as an active and interactive teacher helped him achieve education at different levels. He continued his career for a long time. His primary level teaching experiences helped him in higher-level and earned varied experiences, thereby; he constructed his personal space as a good English teacher in secondary school. Rabin learnt to motivate his students in learning and enhanced several strategies to contextualize the grammatical items.

All of my four research participants have diverse academic journeys, cultural backgrounds, distinct economic statuses, and distinct opinions. The diverse culture, their ways of doing, and experiences of their teaching and learning provoke that they have different stories to tell, different experiences to share and different lifestyles to grow with. They have several told and untold stories and talk about those stories are ways we create meaning in our lives as well as ways we enlist each other's help in building our lives and communities (Clandinin, 2006).

During my more than fifth in/formal talk and discussion, I noted that all of them have varied experiences in teaching grammatical items in their lives. By the long talk with them, I happened to understand that every teacher needs to have prior grammatical skills to cope with the challenges of teaching grammar. Therefore, my participants highlight the core assets of grammar teaching and those assets are expressive, functional, performed-based, and drill-driven (Brown, 1994, as cited in Dkhissi, 2014).

However, the participants' distinct perceptions offer an insight for us to understand how they understood teaching grammar. By their long sharing I felt to analyze that they almost have struggled for their personal and professional lives, for example, Sandip struggled a lot to complete his university education due to long travels on foot in the morning from the campus to his school. His teaching journey and professional activities have entailed that he has spent many days and nights for existence. He had no family support for further studies technically even though he got lots of supports from his father and brother. Moreover, Dilip faced similar challenges that his experiences for teaching from the morning to evening in different institutions entailed that he has learned something very significant.

Rabin did not face such difficulties walking even though he had challenges in his life. Comparatively, his experiences are similar to Sandip who had a tough time for his degrees and career in Kathmandu valley. His experience to exercise crisis from earlier stages of his life has provoked that he was a hard worker. Similarly, Dilip has told stories and experiences to teach grammar with the structures and the examples that he struggled with from grass-roots to professionalism in the schools and colleges to develop his professional career. Sandip, Dilip and Rabin had similar university degrees, experiences, and painful stories which gave invaluable professional knowledge and expertise.

They have experienced various experiences from schooling to university education. They have fought with their fate and made a kind of professional career in their lives. After they joined different professional schools and colleges, they began to present themselves in different national and international forums. Those practices made them reputed language teachers, trainers, and subject experts for professional development.

I realized that grammatical items play a significant role in offering thoughtfulness ideas among language teachers and learners. The teachers' experiences about teaching grammar can be related to culture, and language used in a context. The overall academic endeavor of the teacher immensely played the role in teaching-learning activities, thereby, their experiences from elementary level to university that prevail the particular mappings for gaining better and greater expertise in his/her professional success. Analyzing their thought-provoking narratives, I came to learn different grammar teaching skills and strategies that ultimately helped them to develop grammar teaching techniques and strategies.

In nutshell, the two research participants began teaching as a profession distinctively. Dilip and Sandip had an obligation, then, Rabin and Suren did not have such obligation because they were from Kathmandu Valley originally. Sandip's master's degree in arts and bachelor in education proved that he deserved more and mixed experiences in comparison to Rabin. Dilip, and Suren. In turn, Dilip's family status seemed more miserable than that of others because he is from the Terai region of Nepal in the terai community. However, Sandip and Dilip's educational background was very much poor in basic level in comparison to Rabin and Suren. Sandip's father was a teacher, and Rabin's father was just a farmer.

Moreover, Sandip's parents were far more educated than the others. However, his struggle for education was significant. Dilip's confidence and perception towards grammatical awareness (Marzulina, 2019) entailed that he had career tension which was praise-worthy for developing skills, and Suren's passion and friendly nature for teaching in contextual, and meaningful for the learners. These types of social variations, economic differences (status), level of education, cultural practices, and socio-political circumstances prove that they had distinct professional circumstances and experiences.

Teaching grammar in one context can be different in another. No two teachers exactly teach content in the similar manner. There seems to be uniqueness in their delivery- and of course, it has been replicated by the narratives of my four participants. However, cultural ethics, teaching practices, and reflections towards their teaching help me to enhance my professional integrity and pedagogical success. Teachers' professional development depends on the useful practices, their lived experiences, expertise in the subject matter to teach in the language classroom. Similarly, I understood their varied stories had varied accountabilities, and those

accountabilities amalgamated family background, socio-economic status, literacy, awareness, cultural practices, and teaching-learning activities for achieving success in teaching grammatical items in the EFL classroom.

Chapter Summary

This chapter has dealt with the narratives of EFL teachers, their socio-economic status, educational condition, individual/personal growth, and cultural backgrounds, etc. This chapter has presented an introductory section in the beginning that portrays the stories of my four participants about their opinions of strategies for teaching grammatical items concerning their practices. The narratives were sequentially presented. The narrative of Sandip was presented miserably in terms of the teaching and learning process. In short, I have narrated the stories of the four participants to develop the themes and perspectives.

Sandip and Dilip's narratives were presented respectively in the above section along with my reflection. This chapter did not address answer any research questions because it is just for the background information to explore their teaching strategies in teaching grammar. In short, I have found a vivid picture of their practices and experiences and learned that every teacher has similar practices, like this, they are practicing meaningfully. To sum up, I have answered my first research question on the issue of English teachers' contextualization of teaching grammatical items in secondary English classrooms in chapter V.

CHAPTER V

CONTEXTUALIZATION FOR TEACHING GRAMMATICAL ITEMS IN SECONDARY CLASSROOMS

In this explored chapter, I have the answer to the first research question; 'How English teachers contextualize teaching grammatical items in secondary English classrooms including their ' unfolded narratives which offers an insight into their opinions of teachers' grammatical expertise for teaching grammatical items throughout their academic careers. The four of my participants shared their understanding on strategies of contextualization which differ from person to person and content to content. The grammatical items include nouns, adjectives, pronouns, numbers, verbs, adverbs, modal verbs, prepositions, conjunctions, particles (just, yet, else, alone), interjections, articles, and response words (yes, no) asleep, alive (Iriskulov, 2006), etc. Thus, this chapter has brought the life experiences (stories) of EFL teachers about teaching grammar. This chapter seeks to answer the first research question with the narratives explored concerning the English teachers' context of teaching grammatical items. I have analyzed the contextualization of English language teachers in general and language teachers in particular. I explored the participants' contextualizing strategies for teaching grammatical items.

Teachers' Contextualization for Teaching Grammatical Items

The context of grammar teaching refers to placing ideas, statements, or events into the local setting to understand their complete meaning whilst teaching grammatical items. Contextualization deals with a process of acculturation and

transformation teaching process of grammatical elements based on the local and indigenous condition of the learning environment.

Moreover, contextualization is the democratic values and the norms through a discourse of contents between the power of politics of the dominant culture and the local natures of the oppressed education (Parajuli, 2012). Therefore, it helps to localize and broaden the concept of teaching items due to practical activities. The learners have to establish and maintain those shared contextual frames which turn the relevancy to the local interpretation of their verbal and nonverbal activities (Auer, 1992). Moreover, this supports the teachers to make their teaching aspects comprehensively, integrative, and meaningful relating to the local materials and experiences of teachers (Regmi, 2012). In brief, contextualization creates an innovative environment for progressing the understanding of teaching grammatical items and text.

The four research participants shared varied experiences about teaching techniques and strategies which contributed a lot in listing grammar teaching techniques. About the first research question, 'How do English teachers contextualize teaching grammatical items in secondary English classrooms?' it has been explored that the knowledge about English grammar helps teachers give a clear understanding of grammar rules, and examples. The narratives from different teachers were found very interesting, and those interesting stories were helpful to relate contextualization and teaching grammar. According to Effendi & et al. (2017), grammar is a subject that can be studied in depth. Then, it can be interesting to understand its nature. Analyzing and synthesizing various data for the first research question, I have generated the following themes. My field notes revealed that teachers contextualized various components sequentially such as teaching verbs (causative verbs, main verbs,

and helping verbs), tense, and aspect, transforming sentences, teaching voice, transition, articles, and determiner, prepositions, nouns, and pronouns, adjectives, and adverbs, conjunctions, and interjections, conceptualizing persons, number, voices, direct and indirect speech, sentences, phrases, and clauses, conditional sentences, and regret, and wishes in secondary classrooms (CDC, 2020).

Teachers only having sound content knowledge are incomplete. Teachers must be able to cope up with the ideology of methods and methodology in his/her language classroom. The teacher teaching particular grammatical items should be able to analyse what types of strategies become appropriate to impart grammatical course in a meaningful way. They further argue that methodological skills, technological well-being, and contextual teaching help unpack the problems of their classroom.

Among the four participants, Dilip shared that contextual teaching help students understand better whether they teach grammar or literature. He further expressed his idea that the appropriate use of strategy helps teachers minimize the complexities and difficulties of the subject matter and maximize students learning. Dilip asserted his professional methods,

> *I bring examples, and handy hands out available in my local culture. I believe that I can contextualize the content; it means that I can teach the complex subject matter more easily. Therefore, I connect methodological knowledge, technological well-being, and rich content knowledge to offer in my classroom. The use of appropriate strategy for teaching one content may not be suitable and appropriate to teach content, I, therefore, switch immediately based on the nature of the course plays key roles in creating the linguistic and non-linguistic environment.*

Teachers can realize classroom situations, cultural and non-cultural dimensions (Pei-heng & Chen, 2014) are related them into the knowledge, skills, cultural aspects, to convey information. Sandip believed that appropriate materials derived from our context make better sense. Sandip further shared,

> *I download examples, structures, banners, and pictures from the internet. I use a cell phone usually in my classroom. I always spent some hours preparing my lesson because I always need to think about the best version of my teaching strategy.*

Similarly, I also agree with the conceptualization of Richards (2003) who claimed that teachers have maxims of the conceptual ideas and reflective perspectives in their classroom pedagogy. For him, maxims mean the principles, and strategies of experience-oriented language teaching.

However, Sandip advocated that contextualization allows both teachers and students both to visualize things from closer perspectives. Sometimes, a situation or a body of information provides background information for certain words or phrases in a meaningful sequence to construct the meaning during language teaching (Brown, 1994; Harmer, 1991; Van Oers, 1998, as cited in Korkmaz, 2012), and it is often pervaded in an EFL setting. Similarly, Suren did not agree with the fact that grammar teaching requires contextual setting rather Suren pinpointed native exposure for grammatical expertise. Sandip narrated his experiences further thus;

> *I often experience that teaching literature requires contextual setting and role play method. Teaching grammar does not need such exposure because the learners are to be provided authentic materials for mastery over the grammatical assets. I often bring The Himalayan Times, and The República*

for teaching, and contextualizing the text. However, I observe and analyse strategies, and techniques useful in context.

Suren's ideas are critical as well as relevant in our context because teaching grammar may not be satisfactory via contextualization in an EFL setting rather it required tacit, embodied and cultural richness to contextualize grammar items. For Rabin, contextual teachings assist teachers to employ a particular technique or strategy to address learners' issues in the classroom. When students struggle with some sort of problem, contextualization helps them enrich their understanding. Suren further shared his contextualizing process of teaching,

I learned that contextual teaching is more about giving details of the lesson. Suppose, I teach about an Ocean, I can simply download a short video, and show it in my class. The students automatically comprehend texts looking at the severe dynamics of the content elaborated in the videos.

All of my four research participants provoked that the appropriate use of materials, selected methodological tools and contextual teaching makes sense in the second language classroom. Teaching-learning activities amalgamate different strategies to serve in 21st classrooms. Contextual mapping creates a context to understand the meaning and situations in teaching grammar. They further noted that contextual perspectives of teaching grammatical items help in dealing with an action verb, helping verb, and causative verb), concord, and verb agreement tense (time, and aspects including present, past, and future), voice (active and passive), reported speech (direct and reported), sentence transformations (questions, and statements), clauses (if conditional clauses, main clauses, and relative clauses, definite-non definite clauses), grammatical transitions, prepositions adjectives, and adverbs (Doff & Mitchell 2009), and articles are useful grammatical items for secondary level

students. These items help to manage the systematic organization of the sentences in language teaching and learning.

Teaching Verbs

In the context of Nepal, teaching verb is also an important property of language classrooms. A teacher needs to understand that verb is a word that characteristically lies in the center of a predicate, and express an act, occurrence, or mode of being, that in various language inflected for agreement with the subject, tense, voice, mood, and aspect. Similarly, teaching verbs typically have rather full descriptive meaning, and characterizing quality, it is sometimes nearly devoid of these especially when used as auxiliary or helping verbs (Webster & Mertova, 2007). The nouns and adjectives are generally used as the subject and object. The verbs can be divided into three major categories in the function of the verb phrase such as lexical verb/open class verb primary verb, or modal verbs (Quirk & Greenbaum, 2009). Thus, we notice the use of verbs is to describe the actions of human beings. So, a teacher connects several ideas through different activities to construct sentences with the help of various verbs forms. Teaching verbs is challenging because it has several forms, functions, and meanings. Basically, from the teacher's narrative, I have highlighted three major dynamics of verbs; action verbs, causative verbs, and auxiliary verbs.

My research participants believe that verbs have paramount space in teaching every asset in the language classroom. When we talk about grammar, we talk about subject, verb, and object or complement. One of my research participants, Rabin viewed his teaching procedure;

> *I often instruct my students about various components of grammar. I generally contextualize everything when I have to teach my content. The verbs are*

required to have a contextual setting, therefore; the learners easily comprehend the meaning of verbs when we relate them into their context.

Dilip emphasized that grammatical knowledge is a must for every proficient teacher and a deserving student. The teacher may contextualize verbs to teach them meaningfully. For the conceptual delivery of grammatical concepts, every individual teacher is teaching with appropriate strategies for productive and long-lasting disposition in the language classroom. Dilip further narrated his opinion on grammar pedagogy;

I have to teach the concepts of verbs to the students in the EFL context; I bring some relevant verbs from my content. I ask my students about their usage and verb of their community of practice. I contextually maintain grammar issues, structures, and strategies.

From the narratives above, it can be inferred that knowledge and understanding of context vary from person to person. The use of appropriate grammatical aspects does not always mean successful teaching; however, teachers need to be aware of the use, usage and process of teaching English grammar in the EFL context. The verbs have tenses that indicate that considerations involving the concept of time are relevant to their use. However, these considerations are not limited between the past, present, and future. In the same way, the use of the verb may also suggest the particular ways in which that the verb presupposes and involve the notions of time. Thus, distinctions have been made among the verbs suggesting processes, states, dispositions, occurrences, tasks, and achievements (Vendler, 1957). Since the verb is the main unit of a sentence, and these determine to a large extent, and the nature of sentence structure.

Suren, having a long run teaching experience in grammar shared that grammar has a closer connection with verbs and syntax. Indeed, syntax needs the verb complements, inflectional forms, verb particles, auxiliary verbs, and the tense concord. In turn, the verb complements can be adjectives and prepositional phrases in the sentences (Sailaja, 2009). When I asked my participants, how do you teach verbs and their usage in your classroom? Then, Suren shared his ideas on my question that,

> *I teach the verbs contextualizing some of the examples from my culture and context, if not; I collect contextualized examples available all around the globe. Thus, I am closer to those who believe that verbs are expressive entities that often describe the actions of a sentence or that introduce the condition, state of someone, and something in the sentence.*

Teaching Causative Verbs:

Accepting the dynamics of different types of verbs, my research participants advocated that contextual setting is essential in dealing with causative verbs. They shared that a single-word input appears optimal for learning an initial vocabulary of verbs (Ninio, 2015). They added that teaching language consists of the lexical collocation with lexical items, with situational and conceptual activities to maintain meaning, and the context for teaching grammatical items (Ur, 2013). To create context, teachers need to analyze the interactive context that shows objects for retrievable by pragmatic inference to the meaning of verbs interactively. In my opinion, teachers have diverse ways to create context such as interaction may be used to converse with students, and the teachers can plan tasks-based activities for engaging the students in learning.

The process of teaching grammar can be enhanced via appropriate approaches i.e., deductive and inductive strategy. Grammar teaching proved that much exposure

brings variation in practice level due to their understanding. Moreover, the context of cultural, ethnic, and line-egoistic backgrounds indicates to guide teaching into a successful process (Ladson-Billings, 1992). The process of contextualization can assess students' goals (Wyatt, 2014). To claim the ideas of culture and relevancy, a teacher constructs the knowledge due to the engagement session of the teaching and learning process.

Additionally, Sandip focused on technology and differentiated instruction. For teaching verbs, He noted that grammar teaching could be strengthened when we would employ project work-based practical and creative activities. Sandip further shared his concerns on teaching grammatical elements;

> *I consider the verbs as the prominent elements in the sentence when I teach causative verbs sometimes; I cannot focus on verbs because the causative verbs can be used with causes in sentences. I focus on examples and structure. Thus, I derive almost all the materials from google and I also contextualize those instructional assets in my classroom teaching. Practically, I write useful examples on the board, and I ask my students to copy them, and later they formulate other sentences looking from those models provided.*

Another research participant Dilip shared those causative verbs are important and technical causes and results of the actions. He further shared that teaching grammar requires more fluency, accuracy and appropriateness with learners. He further shared; *I often want my classroom to be learner-friendly. First of all, I keep my class commanding and motivated. I bring examples from the internet and involve them in a discussion on a topic. I realize that teaching causative verbs are difficult to be impossible. In this way,* teaching focuses on the words and learning words from the sentences (Eastwood, 2002).

Thus, by the aforementioned clues, it can be noted that Dilip believed teachers command the students over the content and grammatical rules. He further advocated that teaching causative verbs trigger practice and prepares both teachers and students actively. As he shared that the appropriate use of grammatical aspects, examples, and strategies help the teacher to shape grammatical understanding. He focused further that the contextualization could cover grammatical items from the learner-based activities. In his opinion, the teachers allow their students to practice various tasks for enhancing the usage of causative verbs.

The four participants agree that causative verbs have multiple aspects, uses, and processes that affect teaching processes. For the successful dissemination of grammatical concepts, teachers contextualize content, use active tasks, and bring locally and culturally available materials. Moreover, causative verbs could be practiced via question-answer methods. The teachers' knowledge and expertise on the usages of the causative verbs make them easier however teaching grammar skills has certain difficulties because grammar is concerned with syntax (Harmer, 2008).

All the research participants agreed that expressing the reason for something is a matter of the causative verbs. They normally employed all the structures for clarifying the usage of causative verbs for the learners to express ideas, information or rules explicitly. They had similar practice in teaching causative verbs contextualizing the content and teaching deductively. However, teachers teach grammar using structural strategies to train their learners in proper practices and writing skills. Therefore, they focused on the rules to deduce the examples to help the students to construct the sentences in the classroom.

Besides that, my research participants shared that they also taught action verbs and helping verbs in their grammar lessons. They advocated that the action verbs

describe the action in the sentence. For the grammatical clarification and discursive knowledge, every student can be familiar with the concepts of action verbs, causative verbs, and helping verbs for characterizing situations and performing the skills about sentence formation and recognizing several activities (Gee, 2007). Moreover, they also shared that they would give knowledge about helping verbs, and uses including the concepts of modal or auxiliary verbs.

Tense and Aspects

Teachers having sound knowledge of verbs are incomplete. A teacher can have coped up with the challenges of tenses and aspects. The teachers provoked that tense has a close relationship between the form of the verb and the time of the action or state it describes. So, they insisted that English teachers should use the main verbs and the auxiliaries to form the different tenses and aspects (Yule, 2016). They shared that tense and aspects would be taught easily if the teacher contextualized the context. Ur (2013) believes that teaching grammatical item needs a contextual explanation for effective teaching and learning activities. Similarly, Mart (2013) highlights those context-based teaching demands pre-planning acceptance and comprehensibility of every content. Thus, they claimed that language teachers need to consider the present situations of a classroom to make teaching meaningful and fruitful considering the three dynamics of tense (Rahman & Ali, 2015). Therefore, teachers need to create situations for understanding the tense and aspects while constructing sentences for the learners in the EFL classroom.

Dilip believed that the contextual and appropriate methodological tools help teachers minimize the complexities of the subject matter via contextualization. Sharing his experiences, Dilip narrated, *I often start my lesson with the tense and aspect. I demonstrate some examples from present, past and future and ask students*

to formulate other examples. I try to teach the concept of tense concerning its aspect. Thus, I am closer to the concept of Babu and Kumar (2017), who persistently claim learning grammar is to develop knowledge, skills and understanding of sentences and sentence construction, to comprehend the meaning of the sentences whenever they are used practically

Rabin furthermore, pointed out the essence of tense and aspects being closer to Comrie (1993), who claimed that there are two grammatical assets of tense which are perfective and imperfective (habitual and continuous-no progressive and progressive. Fundamental teaching needs the tense and aspect which are inter-related even they have different notions with their characteristics. Rabin expressed thus,

> *Teaching requires planning and dedication. The students are expected to perform their tasks meaningfully forming them into the rules-govern practice. I deliver examples of tenses and aspects using pictures. After giving the rules, I provide present conditions of the tense. I do not explain in detail and present the concept of the tense, and its examples to understand the further exercises of the lesson. I give solutions to problems from the textbook directly. I anticipate their works and encourage them further.*

Thus, it has been clarified teachers' perceptions, experiences, and opinions make sense in their teaching. They focused much on grammar rules, structures and examples. Considering their facts, Suren shared that every classroom can respect the students' zeal, passion and promotes communicative activities with the help of teaching content (Celce-Murcea & Hillis, 1988). Suren thus shared,

> *Teaching grammar is, to begin with, tense and aspect. I consider the students' background knowledge and start my delivery. During my teaching process, I observe and analyze the level of students in the discussion process for*

> *articulating performance-based teaching and learning. I exemplify them with the prior mindset of "tense" and "time" with ''aspect'' and ''action'' and initiate my classroom discussion with varied examples.*

Moreover, teaching tense and aspect help students to develop communicative competence via classroom activities for engagement. Boosting students' confidence and energizing them towards their learning should avoid the influence of mother tongues. So, the proposed solutions for the improvement of teaching performance aim to conduct the training skills to enhance the abilities for effective teaching for the students (Abdulmalik, 2017). Sandip was closer to Abdulmalik (2017) and he narrated,

> *I often look at the implicit ways of teaching. I try to give examples only when my students become able to diagnose the form and structure in the sentence. As a basic requirement, I start teaching with verbs where I help them conceptualize the varied forms of verbs such as action verbs, helping verbs, and causative verbs, and so on. By then, I give the ideas of tense and aspect.*

From the sharing above, it has been noted that meaningful teaching requires grammatical conceptualization. Additionally, grammatical conceptualization reflects context for teaching tense and aspect. However, it has been pointed that research participants taught the tense through textbooks considering three dimensions of language referring to syntax, semantics, and pragmatics. Thus, the research participants emphasized mostly tense and aspects relating their ideas to Yule (2016) who pertinently believed in teaching grammar that it is not merely a collection of forms rather it is influenced and affected by context. Since contextualizing their teaching was a core practice that they made in their classroom context generating input and exposure provided to the students for their learning.

Transforming Sentence

Transforming sentences have been one of the remarkable components in grammar teaching. Among the several components of grammar, some of the research participants have considered sentences are the basics in teaching grammar. The students' can be aware of sentence structure and transform sentences from one to another. The process of changing sentences from one to other i.e., from affirmative into interrogative or vice-versa is essential in the grammar tasks. The research participants opined that the essence of teaching is five syntactic types namely declarative for producing a statement, interrogative for teaching questions, imperative for teaching directives, exclamation for teaching expression, and optative for teaching expressing assertion (Quirk & Greenbaum, 2009). Understanding sentence transferring is needed for changing and transferring the sentences into various forms of the sentence.

For example, the research participants Dilip and Rabin focused on informative questions, their negative transformation, and transferring them into other forms. They stated that a sentence includes the words which might be questions and the verbs. It has formed the structures and rules of the simple affirmative, imperatives, exclamations, and negations. Hence, teaching about the sentence can be imperative to tell people what to do, advise them, and encourage them towards their learning (Swan & Walter, 2015). They shared that grammar teaching might go along with the contextual setting. They taught sentence formation from a statement in which they asked students to write different sentences and asked others to declare whether they are negative or affirmative. One of my research participants Dilip further shared,

> *The sentence is the highest level in grammatical operation. It is a group of a word to provide intelligible meaning and serve a purpose. In this way, I help*

> *my students to define and conceptualize the grammatical items related to ideas expressing the things they experience. So, giving rules and examples is essential to teach sentences in grammatical context.*

Including Dilip, the other participants highlighted that they would bring different examples and teach accordingly. They focused much on interrogative, imperative, and negative sentences. Rabin insisted on teaching phrases and clauses before sentences. He further denoted that teaching sentences became easier for him when he would teach phrases and clauses. Dilip added;

> *I start with the phrase and clauses to teach a complete sentence. I give them a clear-cut demarcation for dependent and independent clauses along with examples. I prefer to practice the sentence formation process detailing subject and predicate, and complement in the sentence. Therefore, the learners get a clear idea when they are exposed to such grammatical elements.*

They further advocated that teachers' must encourage the students, raising awareness and asking them to contextualize the situation. Therefore, sentences are used to express the question of simple ideas, exclamations, predictions, commands, requests in logical forms (Vasney, 2008). Moreover, they thought that a sentence has some conditional referents as well. For core teaching-learning activities, we teachers may teach conditional sentences showing their essence to express possible happenings in their near future or expressing factual or habitual or unreal conditions which can occur in the future. Furthermore, teachers can involve students in interaction, and activate them into the process of meaning-making or decision-making teaching regret and wishes via contextualization. For me transforming sentences requires lots of practice and collaboration to change the sentence orally and in written forms during the grammatical activities.

Teaching Voice

"Voice requires the organizing contents of clauses in the sentences" (Carter & McCarthy, 2015, p. 793). One of the striking elements in grammar teaching is to transform the active and passive voices. Teaching voice for EFL learners is mandatory. In this way, voice is connected with syntax, and semantics. Teaching-learning activity can be promoted distinct grammatical elements. Giving special attention to grammatical concepts like passive and active are essential for teachers to clarify the about structures and their process of forming or transforming from one to another.

The research participants, Suren and Sandip insisted that teaching voice and its concepts are very important in the language classroom. They pinpointed that the main verbs are changed into past forms before the main verbs. They believed that passive voice has a remarkable space in grammatical construction in which a head noun functioning as the subject of a sentence, clause, or verb is affected by the action of a verb or being acted upon by the verb. Thus, Karal (2014) advised that teachers should not omit the "am", "is", and "are" with past participles.

The teacher should teach voice relating to the relationship between the verbs and the nouns, and with the subject, object and complement, etc. English voices have distinct nature having active, passive forms of the verbs (Vasney, 2008) which are different from Nepali. The passive sentences sometimes occur in a complex verbal group started by the auxiliary verb (be) followed by a participle corresponding to the verb of the active sentence. My research participants believed that voices are of significance in grammar teaching in English. Suren further shared,

> *I consider voice as one of the fundamental parts of grammar. I start teaching with the concept of subject occurrences, verbs and object position. I just*

> *motivate them by giving specified knowledge and skill about the agent or doer. I often exemplify teaching such concepts in my classroom. The fact I realize is that students in lower grades feel difficulty; it is easier at a higher level.*

The teachers discuss two types of English voices that are the passive voice which can only be used with transitive verbs; the verbs can be followed by the objects (Raimes, 2004). Second, they have to teach passive voice with sentences where the subject receives an action, and only the sentence. A sentence has a transitive verb that can be changed into the passive voice (Fawzah, 2017).

A noun functioning is a grammatical subject that typically can be the recipient of the action denoted by the verb rather than the agent, and it may be used to avoid assigning responsibility to the doer. They insisted that there is the proper usage of English passive sentences, having "the logical subject the agent which moves out of the position of the grammatical subject; is relegated to a by-phrase'' (Brinton & Brinton 2010, as cited in Amadi, 2018). Constructing the passive voice is relevant in the EFL context, therefore, the teachers explore the inversion of the noun phrase (NP) subject, and NP object positions, it was not easier for them to contextualize since the English syntax of voice does not work totally with Nepali one. Regarding a syntactic movement, Rabin opined,

> *I often begin my lesson by giving suitable examples. If I have to teach voice- I start from active sentence structure relating to tense. Then, I give examples and show rules writing on the board. The active and passive constructions help them resolve the problem related to tense, aspect, and passive sentences. In teaching voices to my students', I consider who advocates for the recognition of three major elements of the clause such as subject, verb, and object.*

The narratives explored in the former paragraphs indicated that research participants had a very tacit that embodied knowledge about teaching grammar. It has been pinpointed that teaching voice can be an essential part of the EFL classroom since teachers' expertise and students' engagement are equally significant. In brief, teaching voice sentences, and speech have distinct but interrelated roles in the grammatical study. Thus, passive can be used to focus the works of the subject in a sentence and actively deal with the greater role of the doer in the sentences.

Teaching Speech

Grammar enhances grammatical assets in which speech can be an essential process for the teachers and learners. Teaching speech for EFL learners supports communicating and delivering the messages in practical life. Speech, simply, indicates that two forms direct and indirect are discussed in the grammatical tasks. Grammar teaching deals with speech and further grammatical elements to cope with the meaning of sentence construction. Given the prior concept of speech, teachers clarify ideas of direct and indirect speech in the 21st century. The research participants Ramesh and Dinesh advocated that teaching speech and its concepts are very important in the language classroom. They believed that indirect speech and direct speech has been a remarkable asset in sentence formation. Reported speech for Rabin is useful to analyze and compose sentences creatively and grammatically. He further said, to report what was said, a teacher should focus on the specific words or their message (Lloyd & Day, 2016). Rabin noted further,

> *In my opinion, the students are to be encouraged to understand the reported speech through a contextual setting. So, teachers need to give them proper ideas and specific rules for teaching and learning speeches contextualizing the*

text. Thus, I help students considering who insisted direct speech means the direct quote to the statement spoken by others.

The main purpose to teach narration and reported speech is to concern the communicative and collaborative activity in language acquisition and teaching in the classroom. Similarly, Dilip believed that English verbs are followed by two Noun phrases (NP) a direct object (DO), and an indirect object (IO) (Cowan, 2009) to report the direct sentences into reported and into the indirect into quotation forms of the sentences. In the context of teaching reported speech, Dilip narrated the ways of interaction with the students,

I often write a few sentences on the board. I start asking my students. I always appreciate their attempts and encourage them to work further. I give them prior space for rules, examples, and structures to use further they practice and I regularly motivate students by giving different rules considering the present, past, and future. I write the rules and offer some of the works for them to perform.

The teacher teaches speech relating to the relationship between the reporting verbs and the reporting tense. Indirect speech sometimes occurs in a complex form and that has to be addressed very significantly showing its uses in grammar teaching in English. The English teachers used those rules and explanations are essential to support students. Therefore, to teach speech, we need the knowledge of tense, voice, context, and references for meaningful dissemination of the concept of direct and indirect speech.

Transitions

Transitions refer to the words that join the clauses in the sentence (Celce-Murcia & Larsen- Freeman, 1999). In the other words, teaching grammar is not

contributed by a single phenomenon rather it is constituted with a cohesive process. In English grammar, the transition refers to a prior connection with a word, or phrase, or sentence with two parts of a piece of writing, contributing to cohesion. Thus, transitional devices include pronouns, repetitions, and transitional expression. In academic writing, the transitions connect and develop the cohesive organization of writing skills. Therefore, these are also called linkers, and coordinators of different units of a sentence. These are the coordinators to combine the single units into the pair syntactic units (Quirk & Greenbaum, 2009). Furthermore, the connectors of the sentences refer to the coordinators and the opposition to bring togetherness of the connectors to involve ellipsis for the comparison and the connection.

Rabin and Suren highlighted the essence of transition in English and they shared that English transition is viable for the proper understanding of the techniques of teaching grammar. Rabin narrated,

> *I participate with my students actively in classroom discussions. In course of teaching transitions, I call one after another in the front of the class. I write different meaningful sentences; I analyze the possible transitions and write some of the transition markers on the board. I provide the concept of the usage and usefulness of different connectors and my students solve those problems by discussing themselves.*

In this way, teachers generalize that they have facilitated the students with some specific examples, and complete instructions aiming to control, and measure the repetition of grammatical units (Quirk & Greenbaum, 2009). Suren narrated that there are two types of conjunctions, coordinating and subordinating conjunctions which are equally important to join sentences, and firm equal structural relevance. For the proper grammatical coverage, and consolidating ideas on grammar, some of the

significant units are consisting the parts of speech, phrases, or clauses that may also be classified according to their function in the sentence, and teachers have subordinated for typifying subordinate assets such as since, as, because, in case (Pangaribuan, et al., 2018).

Suren narrated teaching grammar should equally emphasize conjunction and interjections. The students should be aware of the rules with the notions of content words and functions words relating to the concept of major word class and minor words classes. Suren stated thus,

> *I give some of the useful concepts of the grammatical items to my students. I begin with verbs, tenses, and sentences and I teach them to connect two or more different sentences to form a meaningful and coherent sentence. I explain use and usage of conjunction and interjections in the sentences. I contextualize different contexts and start giving prior ideas about the use of conjunctions and interjections. I believe that teachers need to teach different expressive terms to the students to make them able to express their sudden grief, pain, and pleasure which are represented by terms like oh, ah, wow, yippee, ouch, and ow.*

Rabin and Suren clarified that teaching grammar requires grammatical elements which are easily analyzed via contextualization. Their narratives have proven that conjunction and interjections both are equally sensitive in forming textual and free paragraphs because they help maintain a cohesive relationship that refers to "a specification of how what is to follow is systematically connected to what has gone before" (Halliday & Hasan, 1976. as cited in Martínez, 2015).

Moreover, transitions are considered to be words, and phrases that connect an idea in one sentence with the idea in another sentence, and these signals show the

relationship between the signals and clauses (Oshima & Hogue, 2007 as cited in Mahendra & Dewi, 2017). In the connection process, interjection helps students express their opinions, sudden pain, and pleasure by using different emotional terminologies ways such as wow, ah, yippee, ouch, oh, etc. (Leech & Svartvik, 2009).

Interjections are brief and abrupt pauses in speech, usually used for expressing emotions (Rozakis, 2003). To clarify such concepts, the research participants having a long run experience shared that teaching interjection was helpful to express the human emotions and the moods that may be both happiness and sadness of human life. Thus, the conjunction was the better tool to enhance writing skills giving specific ideas of connecting different sentences and paragraphs to form a meaningful chunk in the language classroom.

Noun, Adjective and Adverb

There are two broad categories of words in English, and they are namely major words class and minor word class. The noun, adjective, verb, and adverb are core assets in sentences. A noun refers to the naming words, adjectives describe or modify the quality of nouns, and adverb refers to a word or phrase that modifies the quality of an adjective. Mostly, my research participants focused on the major word classes and their teaching in grammar. They highlighted the essence of teaching major word class, and they advocated being closer to Leech and Svartvik (2009) who claimed that the noun can be defined as an organization of the way that we refer to objects. Then, we use the word object to refer generally to things, animals, events, and people. Similarly, nouns are the basic tools for giving names which we use due to talking about things and concepts (Azar et al., 2003). Sandip pointed those students are to be encouraged to know much about nouns, adjectives, and adverbs. Sandip further added,

> *I start teaching by simply giving the concept of nouns. In this way, I motivate the students to share their understanding of nouns, adjectives, verbs, and adverbs. I often begin with the classification of nouns; I go to adjectives giving a varied degree of comparative ad superlative degree and I enter into the verbs. For example, I often bring some the examples like a smart boy, three strict teachers, some sweet girls, a good job, and a few bad boys to make contextual teaching. And I encourage my participants to work out to the extent possible.*

Though Dilip shared that teaching grammar contextually requires having a complete knowledge for both teachers and students in grammar. In doing so, we teachers in the twenty-first century are clarifying different notions of nouns, adjectives, and adverbs (Leech & Svartvik, 2009). For Dilip, grammar teaching should go in line with practical concerns Dilip narrated his ideas,

> *I conceptualize the nouns, adjectives, and adverbs bringing examples from their sentences. I mean I request everyone to describe nouns, adjectives, and verbs, etc., and request them to produce some sentences. Based on the sentences they form; I generate examples and properly contextualize them. I often relate my practice with those who persistently advocated that teaching major word classes is to teach major components of grammar.*

Especially, teachers have to continue the classroom delivery by connecting their connections with articles, prepositions, adjectives, and adverbs and reach the point to elaborate the characteristics of a human language and its relation with other estimated assets in grammar teaching (Yagcioglui, 2019).

The narratives explored here indicated that my research participants value grammar as a significant aspect either it is taught as major word assets or it is taught

as minor word class, contextualization is a must. Thus, their narratives prevailed that the English teachers are equipped with skills and ideas of teaching major words relating them to the different contexts such as degree duration, frequency, time, and instrument (Cowan, 2009). Therefore, teaching adverbs, adjectives, nouns or verbs requires the context to construct sentences, and we have involved our students to actively participate in their learning.

Article, Determiner, Prepositions and Pronouns

Teaching grammar accepts the presence of minor words. The minor words are also called function words or some of the prolific authors name them grammatical words. They can appear in the sentences; they have no prior sense of isolation. Grammar teaching has several entities to be connected and every facilitator may start with basic understanding and concepts. Generally, students are taught prepositions, auxiliaries, pronouns, determiners, complementizes, particles, and infinitive. Dinesh pointed out that the use of grammar, and shared that student in the EFL setting teach such notions. Teaching may be complicated due to equivalent terms and usage in Nepali culture, they are essential. Dilip shared that he tried a lot in giving the basic concepts of function words. Dilip shared his opinions for teaching grammatical items,

> *I write prepositions, auxiliaries, pronouns, determiners, complementize particles on the whiteboard; I ask my students to use them in their sentences. Moreover, I also inquire about their understanding and usage in their context. I contextualize different notions and give proper examples and structures; therefore, my students conceptualize anything easily. I connect with nouns and adjectives; I teach them to the ways of using them in a specific situation.*

Learning and teaching are assisted by the proper knowledge and skills of grammar, and specifically about the use of major words of the sentences. The generic explanation does not contribute to signifying the plural personal, and the singular non-personal nouns which are abstract (Quirk & Greenbaum, 2009), and contingent in the sentences. Moreover, choosing the needed words can be helpful in it.

In the other words, language teachers need to envisage the process of contextualizing both definite and indefinite articles, prepositions, pronouns, and other references for making students comfortable in their grammatical aspects. Most of the important aspects of grammar teaching are to know about prepositions and their uses. Focusing on the practical asses of grammar teaching, one of my research participants, Sandip highlighted those prepositions become the backbone of the sentence. He further clarified those prepositions help express the relationship between place and time through instruments and causes (Cowan, 2009). Sandip narrated thus,

> *I teach the use of prepositions only when my students can formulate different sentences. I give the concepts of prepositional phrases consisting of a preposition and a complement which function as the function of an adverbial. Thus, I try contextualizing the situation in particular to use prepositions and minor words class in general.*

Rabin, being closer to Lloyd and Day (2016) expressed his ideas that he would teach prepositions showing the relationship and transitional use in the sentences. Critically, the prepositions, for him, have been pertinent to connect the sentences to show the meaning of the words in sentences (Doff & Mitchell, 2009). In detailing the idea, Rabin further shared that the curriculum of grade twelve in compulsory English, prepositions has been expected to support finding and analyze the duration of the

time, and the tenses for the holistic understanding among the learners. Rabin shared his ideology that,

> *I perceive the roles of major word class and minor word class in the sentence. I often teach context than the questions I teach prepositions. The use of the preposition can be highly sensitive and meaningful for EFL learners. The language teachers that teaching prepositions can be for promoting the sentence formation process. I give them context for using the prepositional words such as in, from, to, out of, and behalf of, used before a noun or pronoun to show place, position, time, or method. However, I give them chance to write in the answer-book and share it with their colleagues. I involve them in interaction, give prior rules, examples, and context; they learn by doing themselves in the language classroom.*

Suren has highlighted the usefulness of pronouns stating that teaching pronouns immediately after nouns make sense. The concept of pronouns is easier for the learners to grasp when they are denoted along with nouns. So, being closer to Colman (2005), my research participant Suren shared that the conversation would sound very strange if we had no pronouns and pronouns would contribute to referring to people or things without continually repeating their Pseudonyms. Suren further shared;

> *I also consider that grammar as a significant entity in language classrooms. I prefer my students learn by doing so I energize them towards work. I contextualize teaching grammatical items and teach accordingly. In doing so, I clarify the different forms for the first person (the speaker), second person (the hearer), and third person (someone else). Moreover, I illustrate the*

learners to be closer to Rozakis (2003) that the third person singular is marked by the Present Simple Tense in the sentence.

All of the narratives explored here indicated that language teachers have to be aware of several tenets of grammar items. They can signify the rules, structure, and examples on behalf of their students. They viewed for the holistic development of the students especially in grammar parts that they are to be taught major and minor words class focusing equally on their usage. Besides they also pointed the essence of conceptualizing a person and their possessive forms, use of articles or determiners, persons or pronouns, and other minor words entities that can agree in number with nouns, while verbs can agree with their subjects. In short, I collected data from the process of interviews, classroom observation, field notes, and reflection of the English teachers.

Chapter Summary

In this chapter, I discussed the ways of contextualizing grammatical items to make meaning, and explore the purposes of teaching grammar and instruct students to generate new knowledge in language classrooms. This chapter deals with depth analysis of the grammatical items representing different elements of grammar. I introduced major word class, minor words, and some other conceptualization essential for grammatical entities. The teachers' multiple contexts with multiple examples brought innovative ideas for teaching grammar activities. In short, teaching verbs (causative verbs, main verbs and helping verbs), tense and aspect, transforming sentences, teaching voice, transition, major words class (noun/adjectives/verbs/ adverbs) and minor word class (articles/determiner/ prepositions/ pronouns/conjunctions/interjections/conceptualizing persons, number) as the grammatical items explored including its concepts, and perspectives. Hence, I

explored the main opinions of the teachers about teaching grammatical items in secondary classrooms.

I found that teachers' experience revealing those teachers accept the essence of grammar teaching in the language classroom. The participants' views regarding teaching grammar were found to be similar. They believed that the context of teaching grammar has been highly significant in the language classroom. In this way, every teacher's context portrays that grammar knowledge as one of the fundamental properties of the teacher. So, the context of teaching grammar has been a process of prerequisite for an individual teacher to teach grammatical items to reflect the meaningful context of strategies. I discuss the main strategies of teaching grammatical items in secondary English classrooms in chapter VI.

CHAPTER VI

STRATEGIES USED BY ENGLISH TEACHERS FOR TEACHING GRAMMATICAL ITEMS IN SECONDARY CLASSROOMS

In this chapter, I dealt with how secondary level teachers use grammar teaching strategies in their language classrooms based on the shared narratives of my participants. The insightful information about teaching grammar has been explicitly explored. Each of the four participants provided their understanding and perspectives on teaching grammar strategies. In this chapter, I interpreted lived experiences (stories) of the EFL teachers, and sought to answer the second research question - what strategies are used by teachers for teaching grammatical items in secondary English classrooms? Based on the narratives, I explored their opinions concerning English teachers' grammatical strategies. Meanwhile, I discussed my finding from the teachers' practices with structure-based on the strategies through examples concerning their opinions on the rule accessing and the role of structures.

In this chapter, four English teachers' narratives offered me insightful information about their strategies for teaching grammatical items in secondary English classrooms. Each of the four participants provided their thick data based on their understanding of teaching grammar and their pedagogical practices. This chapter brings the lived experiences (stories) of EFL teachers on teaching grammatical items. Based on their narratives, I have explored the strategies to progress teaching grammatical items in secondary classrooms. Hence, I have envisaged that teachers are using structural process, example-based method, tasks-based engagement, exercise-

oriented activity, questioning techniques, ICT-based teaching, and interactive strategies in their prior practices in classroom teaching.

Strategies Used by English Language Teachers in Teaching Grammatical Items

In this section, four teachers' narratives offer plenty of information on teachers' coping up strategies about grammar teaching throughout their career. Pertaining to the second research question about how teachers use different strategies in their language classroom, there were different stories. I generated common themes across the entire transcript. I tried to replicate their stories and experiences based upon the two major themes mainly structure-based and example-based strategies.

Strategy ay refers to a way and process of engaging students in language teaching, maintaining and managing learner-friendly strategies, and promoting them into the new avenue of learning. A way varies from teacher to teacher and context to context. Teachers' use of varied techniques always makes sense to their profession. Teaching requires innovation and creative skills which are to be achieved via integrating music, games, and innovative skills to language teaching and learning practically (Mai & Ferreira, 2017). Students need practical and theoretical perspectives in learning the language. The interactive approaches in teaching prepare the learners for meaningful learning and teach mutual respect, and understanding through activities, and techniques We generally increase students-talk time and decrease teacher talk time in the language classroom (Arnove, 1994; and Hogan, 2014, as cited in Poudel, 2020) for meaningful learning. Hence, the learner-center strategies, and activities help the teachers engage their learners in the active learning process.

Every individual is unique because their ways and strategies of doing are also unique. Their opinions vary due to their uniqueness. So, they are unique in their ways

of teaching as well. Thereby, it is believed that teaching with sound pedagogical knowledge; complete grammatical orientation, and learner-center activities contribute to better learning. About the second research question about strategies of teaching grammar items in English classrooms prevailed key grammar teaching experiences of teachers. The narratives from four language teachers were found very interesting and those interesting stories were divided into the following subsections:

My participants shared with me that they used their language skills and activities in classroom interaction based on the local materials, knowledge obtained from training, their life experiences, and their current teaching practices (Gnawali, 2019). However, teachers' narratives indicated that teachers' ways of teaching grammar varied. Their conceptualizations have been presented: their ways of teaching were based on several strategies such as meaning-based teaching, structure-based, rule-based, problem-based, question-based, lexicalization, interactive and co-operative, classroom-based (textbook-based), and ICT-based strategy, etc. In short, participants vary teaching strategies for language teaching.

Structure-Based Strategy

Structure literally refers to the syntax but here it refers to a method of teaching grammar that includes subjects, verbs, and other significant components. It is more about the arrangement of and relations between the parts of something complicated in adjoining meaning. The structure base allows learners to from a process responsible to denote meaning structurally. The specific elements are associated in sentences like *subject, verb, object, or predicate.* Parrott (2010) has invoiced on the structural constructions inherited in a sentence. Dinesh shared linking it to causative verbs that teaching causative with structural concepts facilitates learners to enhance their understanding. He further *writes examples on the board. I also elaborate on the*

context along with structure and examples. Giving structural works for the understanding and examples help students conceptualize in better ways. Moreover, Rabin shared that teaching grammar based on structure inspires students. Rabin further shared that teacher uses a form-driven approach highlighting the structure. According to Sandip teachers teaching grammar can instill a clear concept about grammar structure to the students. The students are to be objected to using structure-oriented strategies to a fuller extent. For Sandip, having a long experience in teaching highlighted on structure-based approach, He further shared that grammar teaching requires structured knowledge as a base for the learners. Sandip said, *I often encourage my students with specific knowledge about the structure of the verbs. For example, if I have to teach causative verbs (have, make, let, help, and get) I show the structure detailing in the board (Make + agent + present form (V1), and then only I facilitate them with examples.*

Here, Rabin's idea is contracted with others. He shared further that, *I always engage my students using both rules and examples. I clarify the concept of causative verbs and teach via both rules and examples.* All of the teachers shared somehow similar conceptualization; Suren had something different than others. The structures are found to be important in structure-based approach because students in the Nepali EFL setting learnt grammar replacing with rules. As they provoked that teaching grammar was solely connected with Aristotle's analytic-synthetic method in which learners would feel joy practicing some structural premises of connecting their form and meaning (Cellucci, 2013).

Except for the understanding of Rabin, all three participants, Sandip, Dilip, and Suren had similar pedagogical practices in teaching grammar since they do come from different backgrounds. It might be because of their background, economic

condition, and the level of consciousness or their exposure they got from different sources. Thus, their common views signified that structure-based strategy was prominent practice for the learners. The perception and practices of three research participants were closer to Harmer (2008), who opines that the structure provides simple situations to describe the grammatical patterns with examples and usage. In analyzing so, it was noted that teaching through a structure that deals with the explicit process of teaching grammatical items. However, almost all the participants have denoted those structures in forming sentences whilst teaching grammar to make prior sense to the EFL learners.

Teaching grammar is possibly substantiated by several strategies. To support this idea Nazari (2013) provokes that teaching strategies of grammar encounter the process and use of explicit instruction. Teachers need a structure-based strategy to maintain the accuracy and fluency in teaching grammar (Fotos & Nassaji, 2011). A structure-based strategy, for Rogers (2004), is a systematic approach that helps teachers for teaching grammatical items meaningfully and structurally. The structure-based strategy is the systematic base to construct the concepts and ideas of teaching grammatical items in a secondary English classroom. One of my research participants, Dilip stated reasonably that teaching grammar is difficult due to several sets of rules. Considering grammar as a set of teaching grammatical items, Dilip shared that he would facilitate grammar for students with rules in the language classroom. He further stated that teachers feel difficult and irritating due to genre-specific rules. Dilip shared on the knowledge and skills of teaching grammar,

> *I often teach my students to generate knowledge and skills about grammar rules and their application. Teachers need command, control and confidence to tackle in the classroom. A teacher demotivates students for active*

> *participation; therefore, I update myself in coping with the challenges of the recent trends. Our students work further to support the family; therefore, they do not get maximum time to memorize the grammar rules. When they cannot memorize the rules, their performance automatically becomes poor.*

Indeed, teaching grammar requires the teacher to teach through structures mainly to apply practicing techniques rather than asking questions to our students (Doff, 2008). Respecting the values of teaching grammar, and accepting the interest of students, we teachers in the 21st century rely on collective prescriptive of the rules and concepts about structures of the grammatical items in the language teaching (Taylor, 2014), however, teaching grammatical items includes both theoretical and practical ideas.

Teaching grammar is an equally significant part of the EFL and ESP (English for Specific Purpose)for the students because a structure-based strategy helps teachers in cultivating competence, enhancing cognitive perspectives, communicative ideas and drills for grammar teaching (Zhaojun, 2016). Dilip being closer to Gnawali (2018) stated that there is a lack of context-specific methods in teaching grammar in Nepal. However, teachers especially contextualize the context with the help of specific strategies to maintain the confidence to construct and arrange the sentences in a meaningful way. He expressed that the teachers focus on the practice via examples and structures. The structure center strategy is a useful concern in the theoretical concepts from the role of input and interaction in classroom practice (Fotos & Nassaji 2011). Suren shared with a similar narration,

> *Teaching grammar explores the bond of the rules. Without grammar teaching, there is no process of language acquisition. At first, a teacher should be updated. They have expertise in grammar, their examples, and their*

> *structures. For example, if I have to teach tag questions, I provide them structure first and I go through examples. Very often, I encourage them to practice and interact with each other.*

Moreover, grammar teaching has been a broad area for teaching grammatical tasks for the overall success of learning a language. Thus, grammar teaching governs a system of systems (Taylor, 2014). My research participant Suren, and Dilip believed that teachers' upliftment on grammar teaching capability and grammatical rules enhance learning in a real sense. Especially, they inferred that grammar teaching needs the grammatical rules and its mastery over things. The understanding of grammar rules helps students use the structures in a proper way (Fontaine, 2013). Thus, grammar teaching with structure is explicitly valid and practical. The structure-based strategy is prominent to examine the form or shape of language and to observe how language is organized by the speaker and determined by the language (Fontaine, 2013) by using grammar structures.

Rule-Based Teaching:

My research participants also shared that they taught grammar employing a rule-based approach. This approach of teaching is much more helpful in the EFL context of classroom practice (Batstone, 2007). Rules directly do not support the learners and they indirectly help them promote the activities for competence and practice. When Rabin shared,

> *The tasks help to motivate students regarding the language. In my ideas, language is a part of human life. As I instruct grammar in English class, I use the rules and structures in my activities in the practical tasks. After that, I give the tasks that could develop the students' practice in the learning process*.

Similarly, Suren shared that, t*o teach tense, I give rules at first then, and I use examples to teach them well giving rules for grammar parts like present conditions of tense.* Dilip believed that teaching grammar with rules helps students perceive the components, and structure equally of its rules. Learners basically in the EFL context have practiced grammar exercises based on rules. Hence, the learners easily understand the rules, structure, and meaning together to form and formulate the appropriate sentences. He further shared thus; *I often write different form of structures like before + subject + V2 + object, after + Subject + V2 + object, and while + v2 + object and other units. From the exercise, strategies solve some of the questions, and I also ask students to solve others based on the examples given. Then, they practice accordingly.*

On the other hand, Rabin opined that he always gave rules first and then examples. Rabin often sets up some rules either he teaches causative verbs or concord, he gives particularly the focus on the rules and makes them practice further. Rabin further advocated,

> *The main purpose of using structures and the rules is to support the students to construct, understand and develop their grammatical competence along with examples of the situations for language communication. The interactive approach helps to maintain a friendly environment in the classroom. I give the grammatical tasks a lot during my teaching and learning process; they exercise, practice, and develop grammatical knowledge explicitly.*

Thus, he shared that teaching grammar through rules makes prior sense for the learners in the EFL context. The participants focused much on rules, and structure than meaning and appropriateness. They advocated that maintaining grammar rules helps them develop interaction and collaboration in doing different tasks. Their

conceptualizations seem to be closer to Ellis (2006), who stated that practicing the grammatical items requires the presentation of the rules, and structure to examine them in a meaningful context.

Challenges and Measures:

Teaching strategy deals with the way of teaching. Strategies vary from teacher to teacher. Learning is often influenced by listening, speaking, reading, writing, and grammar. Learners need self-motivation and self-regulatory practice (Oxford, 2017). My research participants realized that there are some challenges and measures of overcoming grammar issues. They shared that teaching through the structural method is a way to construct the prior knowledge in the learning process (Demirci, 2009) and it generates innovative strategies for improving functions and performances (Fontaine, 2013). Research participant Sandip shared,

> *I have been teaching English grammar for a long. I often get stuck with grammar issues. My students come from varied backgrounds and their learning has been heavily influenced by their mother tongue. Some of them focus on the practice grammar through rules and the rest of the others want to practice through examples. In this contradiction, I always started with structures and arrived at examples. In some of the lessons, I will employ both practices; I often joy using structure-based practice in my classroom.*

Sandip opined that teaching grammar is a system of systems. It requires lots of grammatical consciousness. It is not an easy way to measure their challenges, teachers deal with students based on their needs, interest, and classroom discussion. To deal with the issues of language teaching, I conceptualized the notion advocated by Richards & Rodgers (2003) who have contributed to some of the strategies from oral situational approach, audio-lingual, physical strategy, method of silent way,

community language learning (CLL), suggestopedia, lexical approach, competence-based language teaching (CBLT), and communicative language teaching (CLT) for meaningful, and interactive teaching in general, and grammar in particular. Therefore, the contextual uses of these strategies help both teachers, and students to overcome the situation for their learning.

Process and Practice of Structuralization:

Another sub-theme I generated from the teachers' narrative is the process of using structure. In the process, the teachers explore the explicit method of teaching grammatical items and link them with their goal of teaching. Soud (2018) believes that teaching grammar requires having declarative knowledge, and procedure knowledge. The process of structuring helps language teachers to persuade and appreciate learners on the rules, and regulations from a cognitive viewpoint appreciating whether that is declarative or procedural knowledge. From the view of (Thornbury, 1999), grammar, rules just help for the explanation to the stages of the discussion. For me, traditional grammar transfers and changes its critical perspectives based on the practice of the real classroom situation to make sense for learners.

As a researcher, have found from my participants that teaching grammar in the EFL setting require both inductive and deductive methods. Considering the view of Thornbury (1999), Rabin quoted that a deductive approach starts with the presentation of the rules, and it is followed by examples in which the rule can be applied whereas an inductive approach starts with some examples from which a rule is inferred (p. 29). Thus, a deductive approach depicts the learners are being given a general rule (rule-driven) perspective, and the learners are asked to perform accordingly. Rabin further narrated that *I facilitate my students to use examples. I try to make them understand the structure. They construct sentences by looking at the examples from the textbooks.*

The aforementioned clues indicated the prior structure of rules should show clearly, precisely, and appropriately to make teaching-learning activities relevant. According to the participants, *they shared that the structures themselves form examples. Then, they can get complete ideas in their mind to understand those structures in their grammatical practices. The pros and cons of the rule-driven strategy should be equally considered in language classrooms. For teaching rule-based approaches of grammar; the truth is for clarity and simplicity.* As I found a deductive strategy deals with the issues of structure based-strategy, focuses on the learners' self-regulatory learning, and practices socio-cultural learning strategies (Oxford, 2017). Rabin argued that he often employed a deductive method in teaching considering grammar as an instrument to form meaningful sentences (Thornbury, 1999). This deductive strategy supports understanding and using the values of grammatical structure in practice.

The grammatical rules represent language performance, and function together (Seliger, 2020); therefore, the learners comprehend the structural process. Teaching grammar rules have maintained the relevancy of the mother tongue in language instruction, learners' styles, the background of the learners, and their development. Thus, an effective strategy for teaching grammar for Swan (1994) is to practice communicative, conceptual, and structural assets in the language classroom.

Teaching grammar has some distinctive processes and practices. The learners are often taught the grammar process and they are instructed through examples to maintain the formulation and actualization (Seliger, 2020) process in grammar teaching. Processes are considered as the guideline for the detailed study of the language in general and grammar in particular. My research participants sensed that

there is an inherent process in learning grammar assets. Rabin opined his experiences of the process of teaching grammatical tasks,

> *I offer grammatical tasks to the students. The tasks help learners for learning language and grammar through different activities. Before I teach the concept of grammar either i.e., structure-based or example-based, I start the teaching process. Suppose, for example, I teach question tags, firstly I teach them about finding out the auxiliary verbs, then I help them for negative or positive connotation and by then I teach them the complete process. To motivate the learners, I always adopt the learner-centered approach in my classroom context.*

Here, the idea advocated by Rabin has been substantiated by Michaelis (2013) who believes in the practice-driven approach. It could be further noticed that the structures preceded by rules make grammar teaching meaningful and successful. So, teaching rules implicate the construction into the semantics about the goal of language learning. Moreover, language and grammar teaching needs appropriate planning for the action to enrich knowledge, skills, ideas (Wright & Bolitho, 2007), teachers develop attitudes, meaning, and usage (Shapiro, 2010) along with the structures, and application in the language learning process. Like this, the structure method support to perform the focus-on-form approach (Harmer, 2008). To focus on form, language teachers are expected to practice the communicative aspect in classroom pedagogy. For Sandip narrated,

> *I let my learners play role in the communicative participation in the grammatical exercises. It happens everywhere. I facilitate students in a student-friendly atmosphere. I analyze the situation, learnability of the students, and reachability of the content and deal following the nature of*

students. I also experience that the students representing the public school are weak. Therefore, I switch the medium of my instruction to Nepali even to teach English content.

Thus, Rabin and Sandip highlighted the process and practice-based approach in grammar instruction. They stated that teaching grammar could be meaningful if teachers teach them with a practice-driven approach. At some points, both of the research participants shared that they practiced task-based activities. Teaching grammar has been the participatory module for both of them because they considered both instances and rules are paramount in teaching grammar.

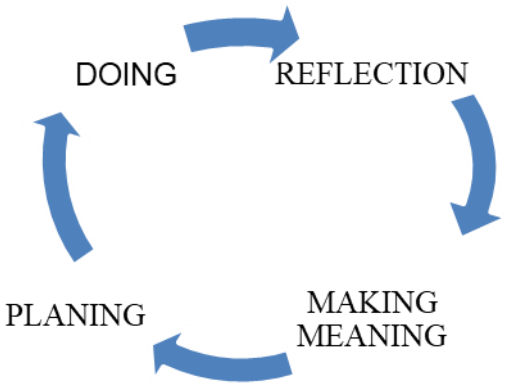


Figure 2: Learning Cycle (Kolb, 1984 as cited in Wright & Bolitho, 2007).

Kolb's strategy discloses the beliefs in order to attend the experiences on the practice and meaning due to learning phases of the career of the professional teachers. This theory deals with the action in reflection understanding to plan for further progress in teaching and learning procedures.

Uses: Teaching grammatical items require a broad conceptualization. There have been several assets from tense, voice, speech, content words, function words, and others. Teachers use different skills and ideas. My research participant focused on the use of a structure-based strategy. They shared that use of grammar has been pertinent to teach every component of grammatical items. They focused much on

causative verbs, sentences, tense and aspects, and prepositions. One of my research participants, Suren shared that teaching usage of grammar is highly contingent and intricate with structures. Sandip further shared,

> *I believe teaching causative verbs require rules and explanation. I believe in who claimed that have, get, make, let and help are the causative verbs in English, and I often write the structures of the causative verbs on the board. Then, I demonstrate my strategy to make clear the causative verbs, and I further draw the chart to illustrate the verbs. I ask every student to memorize and practice those structures (Subject + Make + Object/; Subject + get+ object + past participle; Have + agent + V1 + object; Make+ agent + to simple present tense in passive form; and let + agent+ present simple tense.), and I encourage my students illustrate those rules one after another in the classroom teaching.*

Moreover, proper use of rules helps students clarify the concept of causative verbs. Sandip opined that the verb 'make' suggests the use of force (physical, psychological, etc.), the verb 'have' denoted less forcefulness, implies engaging someone to do something. Furthermore, the verb 'let' is synonymous with "allow" or "permit." However, 'get' suggested the use of persuasion or encouragement. Then, the verb 'help' denoted "assist" or "aid (Praninskas, 2015). Therefore, he told that these notions and said that teaching causative verbs showing the relationship between cause, and object are important. By the aforementioned clues, it has been noted that grammar teaching could be possible only when we focus on theory and functions equally of the syntactic structures to make meaning (Rogers, 2004). Thus, without proper grammar structure, writing skills, and hard work, it is almost impossible to contextualize the content in the EFL classroom.

Sandip further argued that different structures of causative verbs assist students to explore grammatical structures. A teacher should help students understand the context and do tasks effectively for the students. Sandip had very conservative ideas in the beginning that teaching causative and its use make no sense for the students in the EFL classroom. Later, he started giving structures and examples to the students. Then, he has found students were happy to make sentences based on the structure provided to them. So, structure-based strategy has been motivating tools for constructing sentences in teaching and learning activities language classroom. One of another research participants Dilip shared those prepositional uses are also important in teaching to show the position of the subjects, verbs, and nouns in the sentences. Teaching prepositions are also a very important issue in grammar. Dilip asserted,

> *I teach prepositions to my students showing how prepositions are used. I know there is no such structure for prepositions, along with the context. I state to them that prepositions precede nouns, adjectives, pronouns, and they express the activities; the timing the event happened. I instruct them all about the prepositions- the prepositions from place or position, time or date, to travel, and moment from the task-based strategy.*

It has been envisaged that teachers teach students by giving prior structures, and examples to clarify the grammatical use and usage. The prepositions or prepositional phrases are always sensitive for the EFL learners to mastery things. Thus, it has been considered that teaching the proper use of prepositions via structure-based strategy is also significant to develop the knowledge of grammar, vocabulary, functional language, and communicative skills (Klasone, 2013). Teaching grammar is not only for the knowledge of vocabulary and lexical development, it also enhances to promote communicative skills. This uplifts the practical activities from the self-

understanding in the context of the usefulness of the structuration system to the sentences.

Besides Sandip, Dilip, and Suren have used his grammatical skills to teach sentence formation mostly. It is believed that the sentence is the highest-raking unit of grammar teaching. Suren being closer to Quirk & et al. (2010) shared that the grammatical items have the close word and open word systems, and those elements of teaching grammar create a sense giving sentence formation ideas among the students. Suren narrated,

> *I use the sentence formation process. In doing so, I used to write some structure on the board and ask my students to put forward their views. I used to instruct them about different components of grammar from subject, verbs, and complement and help them connect into different chunks in a meaningful way. Hence, I made them participate in different tasks facilitating them with the structure and context of sentences formation.*

Teaching sentence structures need both structure and context for the teachers. Suren revealed that elements of a sentence are important. He highlighted the structures and rules are pertinent, therefore, he often would facilitate his students with a student-centered approach. He pinpointed that teaching structure formation and its negative sentences into affirmative and affirmative sentences into interrogative are to be considered seriously. Thus, in my professional career, I also have faced the great role of exploring elements of sentences to go further in the discourse of language teaching. In elaborating the essence of it, Suren narrated thus;

> *There are verbs in the ahead of the sentence if there is present and the future; the back verbs will not be changed. If the previous reporting verbs are in the past tense, then the reported verbs will be changed in the reported sentence. I*

write the rules on how those are changed for the reporting process in the reported speech tasks. I try to manage meaningful learning contexts along with the rules and regulations.

According to Suren, teachers have to understand elements of the tenses in grammar teaching. He added that sentences could be taught contextualizing several assets of grammar. The contextual understanding differs from one grammatical area to another. Grammatical tasks help students understand the usage of the rules, and structures.

Moreover, my research participant Rabin shared that EFL teachers enhance tense, and aspect as the fundamental knowledge, and skills of the students. For him, tense refers to collaborative relation of the means of context, form, meaning, and use (Bardovi-Harlig, 1996). Moreover, the explanation and the illustration tense and aspect are also needed to know the context of the learning process (Sorohiti, 2018). Thus, he expressed the idea that tense has to deal with the present, past and future perspectives. Rabin taught present and future tense using the following structures, and examples for making sentences in the present continuous, present perfect, and simple future tense. His conceptualization is closer to that there are four aspects in tense namely form, meaning, function, and value. Rabin said;

I give structures to the students. I often start with tense and aspect and treat students accordingly. I identify the student's problems and begin with tense. I often bring examples from local knowledge. Possibly, I would request students to produce different types of sentences. And I used to motivate students to practice tense, and aspect based on the structures provided.

Rabin inculcated that there are processes of teaching grammar in general, and tense and aspect in particular for language teaching and learning. The most striking

idea in teaching grammar is to follow a structure-based strategy. Grammar teaching has been affected by structures or rules, examples, and practices. To sum up, the four of the research participants have considered grammar use as a fundamental notion in language learning. They advocated that teaching grammar with prior uses is always embarking. The research participants practiced structure-based strategy in their EFL classroom interactively and the practices were somehow varied.

Using Example-based Strategy

The example-based strategy has a similar practice in our Nepali EFL context. Teaching grammatical items could have employed several strategies including major and minor ones and my research participants have employed an example-based strategy to consider teaching grammar. They taught grammar conceptualizing the practical application of the example-based strategies in the English language classroom. I connected my practice with the opinions of teachers about the example-based strategy. More specifically, I visualized some strategies employed by English teachers in teaching grammatical items. Thus, the example-based strategy amalgamates the teacher's process, practice, and examples in the language classroom.

The example-based strategy provides the subjective message in the condition of the content with examples and its rules (Scott, 2020). Teaching grammar with examples and interaction helps learners to build their relationships among phenomena, function, forms, communicative constraints and meaning (Adhikari, 2005). The teacher must be aware of phonology, morphology, semantics, syntax, and vocabulary, for the multi-dimensional understanding of grammar. Furthermore, teachers require training for the betterment of classroom teaching and learning activities (Iqbal, 2017). Therefore, it is believed that the trained teachers teach abstract and implicit content explicitly and comprehensively. Thus, teaching through

practice encourages students to address the comment on the grammatical activities in meaningful perspectives. Regarding practical applications in teaching several components in grammar, there are different uses. Dilip expressed his views thus,

> *The causative verb is a verb that has causes in the sentences. I generally bring some examples from causative verbs and ask students to explain the cause in every sentence. I clarify via examples and try to clarify my content by providing a set of rules. Teachers have been familiar with such grammatical rules then only they teach well in the class. However, I bring examples from a different context.*

Thus, Dilip believes that even grammar is structure-based teachers can maintain their hard-working on exemplification. To support the idea of Dilip, we can state the opinion of Oxford (2003) in which we find that strategies that fulfill the conditions "make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable tone with situations." Therefore, it has been noted that every grammatical item can be taught via an example-based strategy, the teachers may be helpful in developing confidence among students stating that grammar is essential in social and educational settings (Larsen- Freeman, 2003, as cited in Sound, 2018).

Needs: Suren highlighted much importantly on need and necessity of an example-based approach. He believed that teaching grammar is all about a practice-oriented aspect where teachers bring their experiences. Teachers have employed proper action because the teacher needs coaching, mentoring, school-based courses, peer networks, task groups, collaborative learning, placement, personal reflection, experiential assignments, and ICT-based technology, etc. Indeed, teachers require collaborative and reflective strategies to use the examples in proper ways. They teach

them as self-directed learning. Suren was convinced with his practice of teaching activities, and shared further;

> *I prepare to teach materials from different sources. I motivate students in learning grammar implicitly. I focus on oral skills as well as written skills at a time. Thus, teaching grammar guides learners in engaging in a language classroom therefore, I add examples while writing structures on the board. He further said that teachers in the EFL classroom are employed to the example-based strategy whilst teaching grammar rules and structures. I often use projectors and presentation slides in my class for teaching grammar with examples.*

Dilip highlighted the importance of grammar rules. He stated that even learners learn language rules from games. They do not need grammar rules at all. Emphasizing examples, Dilip insisted on teaching several project works, and pair work and group work in solving different grammar problems. He pinpointed that grammar skills are prominent to organize words, messages, and make them meaningful (Mart, 2013) in a sequence. Dilip further noted that the requirement of teachers in inductive strategy would be implicit practical, student-centered, and applicable (Ur, 2013). Even though teachers use explicit descriptions, they need to understand the implicit meaning to forward the areas of teaching grammatical items. While discussing the scopes of the deductive strategies of teaching grammatical items, they have to consider the user training and experiences according to the perceptions and practices of Kolb's theory. This theory belongs to the practices of teaching and training sessions with planning before entering the classroom for the language teachers.

Moreover, teaching grammar through example makes classroom learning more interactive, communicative, meaningful, and useful in the classroom context. Moreover, teaching grammar through examples helps students know better grammar. Dilip seemed to be tactful in treating students in grammar. The form-focus has been assisted meaning focus strategy whereas structure-based strategy has been assisted by example-based strategy. The factual formation of a sentence has to be substantiated by different examples and those examples are not necessarily theory-driven. The learners are often motivated when we treat students the sentences with examples. Teachers allow the students to add examples, discuss in class and formulate other practices-based base on the examples provided. Thus, teaching grammar through grammar rules and examples is helpful to identify the grammatical items and form grammatically correct sentences.

Challenges

Teaching grammar has been a controversial, and least understood aspect of language teaching and learning (Thornbury, 1999). On the nature of grammatical items, teachers in the 21st century have to mark the relevance of the items. Identifying the challenging affair of grammar teaching, Rabin provoked that there are some specific challenges from the transformation of the active voice to passive voices and direct speech to indirect. He perceived that passive voice, indirect speech, and sentence transformation have some grammatical challenges. To understand the grammatical issue, sometimes the passive form needs the auxiliary verbs in the sentences as it sounds difficult for the learners. Moreover, Gautam (2019) guided that dependency, lack of responsibility, and lack of self-actualization create problems in fostering grammar problems.

Rabin pointed out some grammatical challenges and advocated that there are some solutions. For that, we need to bring authentic materials which contain difficult language, unneeded vocabulary items, and complex language structures (Richards & Rodgers, 2003). Slowly and gradually, the students are expected to teach through the example-based strategy and instruct students in various activities empowering them in difficult vocabularies and complex language functions. Thus, every trained teacher may teach their students exemplifying different assets. The example-based process helped students with tasks and practice. Thereby, it is said that grammar instruction is one of the most difficult issues of language teaching (Mart, 2013).

To be particular, learners' differences, and learning perspectives have very closer connections in grammar teaching Despite having several challenges in teaching grammar, Rabin further stated that grammatical incomprehension, unintelligibility, and lack of meaningful communication (Patil, 2018) make prior sense.

Moreover, to cope up with the challenges, teachers must have treated students creating a friendly atmosphere. The examples, rules, and structures are to be provided. Teaching grammar has been quite monotonous due to the lack of conventional teaching; therefore, we teachers in the 21st t century bring innovative ideas and appropriate examples in the context of Nepal. At this point, the purpose of teaching grammar is for recreation and resolving syntax and its accuracy issue (Morley, 2010). Thus, I sensed that teaching grammar has some common problems and those problems could be solved by addressing students' curiosity and passion towards learning. English teachers, teaching grammar with examples makes classroom interaction more lively, interesting, and empowering.

Thus, teachers sometimes teach persuading learners to use the target language (Mahmud, 2018) for long-lasting learning. It was common with every language learner that certain grammar rules, structures, and examples help students overcome the situation (Istianah, 2017). The students are to be kept in the mainstream for relating grammar issues with their prior examples in the classroom. The fact that I realized from the teachers' narratives is that teachers often search for the best method to teach, they had to search for the best learning method. In short, grammar teaching is not an easy task for the instructors to use language skills incoherent and cohesive process though it has the difficulty and challenging issues on the perspectives of the grammar skills. Thus, the teachers need to focus on creative activities along with prior grammar teaching examples, and activities.

Applications

My research participants have a distinct ideology in applying grammar concisely. Some of them solve their problems deductively and some others found solving their problems inductively. However, some other believes examples are much useful in the field of language teaching and learning in practice and task-oriented activities (Leech & Svartvik, 2009). Moreover, teaching grammatical items using participatory techniques helps students enhance a better learning atmosphere with examples (Thornbury, 1999). Grammar teaching, at some point, helps to explore process, product, and skill to understand its usage from teaching activities (Batstone, 2002). For Suren, the deductive approach is appropriate, Sandip believed in inductive reasoning. Suren narrated, *I give rules first and write examples and practice in class. It seemed to be a teacher-oriented approach, was found to be effective. For example, if I teach present continuous tense. I show pictures. Then, I write rules and ask my students to produce different sentences.*

For Santosh, teaching grammar via the inductive approach was alarming. Sandip insisted that he taught students with examples, and he arrived in the space of finding out the rules. He continuously encouraged the students in finding out the structures from the rules. Sandip noted,

> *I create a prior learning context. I consider learning is context-sensitive. Therefore, I firstly show pictures, write some examples and motivate students to find the structure. I give examples and also bring some examples from mother tongues to contextualize the content. I reframe the grammatical values and start teaching in a mutually inclusive situation.*

I realized by observing the grammatical practices that there have been similar applications in teaching grammatical items. Following Larsen-Freeman and Anderson (2011), it can be noted that engagement and influences are used to make grammatical classrooms contextual, and effective (as cited in Oxford, 2017). The narratives explored by two of my research participants Suren and Sandip indicated that specific activities and designs become pertinent in exploring content knowledge and skills by engaging students in professional activities.

The challenges have been challenged by the English teachers in their classroom context. There is a need for an example-based teaching strategy for constructing sentences among the students in the EFL setting. The problems have variations. Some of the students have problems in major word class, and some others have a problem in minor word class, and the rest of other has problems in other areas of grammar. In particular, grammar teaching could be solved by giving examples on the various topics i.e., tag questions, voices, and speech.

According to the participants, teachers employed both the deductive and inductive approaches in a way around. Most of the teachers used the rules primarily

and then they focus on the examples. Teachers having sound knowledge about grammar have been able to interact with students diagnose their problems and motivate them towards their learning. The difference between inductive and deductive approaches can be overviewed their manifestation of rules. The teachers following the inductive approach emphasize examples and teachers following deductive emphasize rules.

The teaching grammatical items can be meaningfully based on interaction, content knowledge and interesting ideas. Similarly, to conceptualize the sharing advocated by participants, I have been closer to Wagley (2009), who persistently believe teachers for succinctly teaching requires resourceful management, participatory based teaching, and self-actualization. Hence, these methods help teachers and students in enhancing performance and eliciting different skills and ideas. Therefore, usage of the structure-based strategy compiles the examples, and the rules in the grammatical elements while teaching grammar in Nepalese EFL context.

Exemplification: Example-based strategy can be defined as an inductive method of teaching using examples to reflect the purposes. For teaching tense and aspect, Thornbury (1999) illustrates that any norms of grammar teaching could be conveyed by the use of examples. For example, the tense and aspect could be easily taught via meaningful examples. This process involves teaching vocabulary, reading, speaking skills, communication, and the process of teaching grammar. Examples help the teachers to maintain the classroom activities of learners through encouragement, flexibility, involvement and raising awareness of learners (Batstone, 2002). The participants practiced several strategies within the structure-based approach and rules-based approach. Here, Dilip one of my research participants shared,

I allow my students to ask questions and they often ask me from the textbook. I motivate them by giving different examples connecting with their practices. Sometimes, I offer some structures and ask them to produce examples, and sometimes, I again ask to find out the rules from the examples given. I bring examples related to their content from various sources. The constructions of the sentences help them understand the essence of the grammar.

Dilip further narrated that students at a lower level can easily comprehend structure-based strategy, the higher-level students fit into both instructions. The structure supports students concretize different examples and accomplishing an immediate objective in the purpose of the controlling method directly from the approach (Imaniah, 2017). Dilip further shared that teaching grammar has been a pioneering tool for constructing sentences in the context of the text. Dilip being closer to Huddle (1994) figured out that grammar teaching could be context-sensitive.

System	Terms	The corresponding structural property of Verbs Phrases
Tense	i. Past	Initial verb carries past tense inflection
Analytic	ii. Present	Initial verb carries present tense inflection
Mood	Contains	
Perfect	i. modal	Contains modal aux.; next verb is the base
Aspect	form	
Progressive	ii. Non-modal	[Unmarked: no modal aux.]
Aspect	i. Perfect	Contains aux. have; next verb is - en -form
Voice	ii. Non-perfect	[Unmarked: no perfect aux.]
	i. Progressive	Contains aux. be; next verb is –ing form

	ii Non-progressive [Unmarked: no progressive aux.] i. Passive Contains aux. be; next verb is –en form ii. Active [Unmarked: no passive aux.]

Figure 3: Uses of Teaching Grammar

Figure 3 shows that the grammatical areas with the illustration of examples with key elements of grammatical items. Along with this figure of tense is the understanding of the correspondence between the form of the verbs and our concept of time, present, past, and future. Dilip has been closer to Thornbury (1999), who strongly believes in exemplification. For him, exemplification entails a description of the rules for forming sentences including meaning from the immediate context. It follows the process of planning, presentation, and production of particular subject matters.

Suren shared a similar understanding. He shared that teaching grammar with examples is far better than teaching without examples. Suren further narrated,

> *I don't have restrictions in teaching one particular item rather I focus on the distinct grammatical discussions in my classroom context. I never asked my students to be limited in their discussion rather I liberated in each and affair of their practice. I substantiate very grammar teaching perspectives via examples either I teach causative verb or tense. I support students to be clear on the topic, encourage motivation with specific facilitating them with interesting examples.*

Suren shared that giving examples would be the best idea for teaching any entity in grammar. The students get helped by their teachers when they are facilitated by common examples along with rules to figure out themselves (Thornbury, 1999). Teaching prepositions could be enhanced relating to time and situation to mark

grammatical items meaningfully. Thus, such a method could be implicated from the usage, listening, reading, hearing both form and example (Ur, 2013). However, Harmer (2008) persuaded students in teaching grammatical items with examples based strategy presented in the following table:

Grammatical items	Examples sentences	Example words	Description
Noun and Noun phrase	Rachel arrives tomorrow. I can't get any sense out of her. I don't need a walking stick.	Rachel sense walking stick	A word or group of words that is the name of the person, a place, a thing or activity as the subject and object.
Pronoun	He met her on the internet. Look at him!	Her Him	A word that is used in place of a noun or noun phrase
Adjective	What a kind person! We all want a better life.	Kind Better	A word that gives more information about a noun or pronoun
Verb	Pushkin wrote Eugene Onegin. Have you eaten yet?	Write Have	A word or group of words) which is used in describing an action, experience, or state
Adverb and adverbial phrase	I checked my emails at home. See you in half an hour.	at home in half an hour	A word or group of words that describe, or add to the meaning of a verb, adjective, another adverb,

			or a whole sentence.
A preposition and prepositional phrase	Bring me two bottles of wine. I think I put it on top of the cupboard.	Of on top of	A word or group of words is used to show how the way other words are connected
Determiner	The composer of that theme tune A beautiful new daughter Few people believe him My secret life Look at those buildings.	The, a few	Definite article Indefinite article Quantities Possessive Demonstratives
Conjunction	Full of energy and ready to go	And	A word that connects sentences, phrases, or clauses

Figure 4: Examples of Grammatical Items

Figure 4 showed the detailed information, uses, and exemplification is a process of teaching grammatical items including the parts of the speech with an example-based strategy. To teach parts of speech, the teachers described and illustrated the examples with sentences and used keywords to induce and discover the rules. In short, learners explored the grammatical context in the tasks and the situation in the daily life. Another participant Rabin highlighted his experiences on teaching grammar items as;

> *I teach grammar with situations. I create examples from the level and the situation of the students. In my opinion, example-based teaching focuses much on examples and help students create new sentences based on the examples*

given. I feel difficulty while teaching prepositions because except 'in', 'on', 'at', 'over', 'under', I hesitate to teach prepositional properties.

Thus, teaching grammar with examples has been pertinent and most of the teachers used both approaches simultaneously and equally. The examples have been a preparational tool for the teachers in classroom interaction. I sense that teaching example-based grammar would have been consciousness-raising and activating schemata among learners (Ellis, 2001). Following the participants' opinions, exemplification is a process of using examples to reduce the rules to understand from the perspectives and context of the content in the field of language teaching and learning.

Example-Based Teaching: Teaching Causative Verbs:

Teaching the EFL students requires some useful and appropriate strategies. Some of my research participants believe that example-based teaching examines examples, and induces rules in grammar teaching for meaningful practice (Yadava, 2002). Teaching with examples emphasizes meaning-focused interaction and improvement. The students are encouraged to have open interaction with some relevant questions. The teachers provide students with learning input, better exposure, and assessment facilitation (Li-Ping, 2017) for learning.

Teaching causative is an item of teaching that can be used to add an argument on sentence structures (Dixon & Aikhenvald, 2000). Dilip insisted that it is very useful to teach the cause and effect of the assets in the sentences. Dilip further shared those teachers with commanding attire and plenty of examples easily support them to have cooperative learning. He further advocated that the basic understanding of causative verbs helps teachers, and students gain familiarity, and obtained familiarity helps in interactive activities which promote the learners into self-actualization in

communication and learning. Hence, language teachers are expected to focus on self-orientation, and motivate learners with their inner interest

Rabin pointed that causative verb is expected to demonstrate the action caused by something. The effectual causes and their eminent effect could be reflected by the basic knowledge of the uses of verbs. Grammatical knowledge does not only help to maintain clarity and fluency, but also marks accuracy and appropriateness. Likewise, Rabin forwarded his views as,

> *I teach my students that the verb 'let' refers to 'allow someone to do something. Then, I give examples. Immediately, I request them to make two to four similar sentences. Like this, I instruct them about 'make', which refers to 'to force someone to do something. Similarly, I offer some examples. They practice using useful examples given. After that, I teach them about 'have' which refers to giving someone the responsibility to do something, and I ask them to produce different examples without any example sentences. Hence, I offer them the structures of 'get' which refers to 'to convince to do something' without examples. However, they formulate examples based on the structures provided. I observe whether they need my assistance and help accordingly.*

Rabin had some of the innovative practices in teaching causative verbs because he practiced some of them with examples and some of the others without examples rather than giving structure. He was found to be closer to Azizah (2020), who believe that every language has its way of expressing items.

In my observation, I have found that Dilip and Rabin used different styles. Dilip particularly used an examples-based strategy; Rabin mixed both the strategies. However, I found from their sharing that structure-based strategy and example-based strategy both have value in activities-oriented practices. For teaching causative verbs,

the process, system, and practices vary from one person to another, and it depends on the background knowledge of the teachers, and the basic level status of the students. Thus, it has been noted that the time-based form, meaning, and use associations are exhibited by practitioners (Bardovi-Harlig, 1996) in the EFL classroom.

Suren highlighted that teaching causative verbs requires following an example-based strategy because learners in the EFL setting do not entertain a structure-based process. They formulate different examples from examples. Suren narrated,

> *I focus on the examples. I believe students learn without grammatical structure. They do not need structure in the beginning. I engage the students to write and participate actively, never encouraging memorizing to grammatical structure in the ELT classroom. Thus, the teachers may guide them with examples. I always believe in and insist that teaching causative verbs through an example-based strategy makes better sense because an examples-based strategy is all about context-based grammar, and that motivates learners to learn grammar in the context.*

By the aforementioned clues, I, as a researcher, found that teachers have personal impositions, and practices in teaching grammar in general and causative verbs in particular. Some of the participants believed that teaching begins from the communicative orientation and examples; balancing understanding and appropriateness in the field of applied linguistics (Schmitt & Celce-Murcia, 2019) and some other believed that teaching begins with contextual mapping relating to the level and interest of the students. Thus, meaning-oriented teaching inspires learners themselves to learn regularly in their classroom context (Durant, 2009). Teaching students with grammatical examples and structure should help them to overcome

meaning-oriented teaching. Hence, they pinpointed the usefulness of structure-based strategies and highlighted contextualized teaching brings robust transfer (Han & et al., 2020) in their classroom culture.

Sandip focused much on the local context of learning. He insisted being the supporter of Soud (2018) that teaching is not only about sharing knowledge rather it is all about dissemination as well. He expressed his thought that professionally successful teachers become context-sensitive and they teach about comprehensibility and meaning-oriented process. Sandip shared thus,

> *I never believe in a one-fits-all approach. I switch from one method to another examining the content to be taught and the psychological interest of the learners. I generally encourage them to do their task by themselves. It seems quite hard; it is very realistic and meaningful for them in their learning. I often go to the library and ask my students also visit the library to find at least a new thing from the library.*

For meaningful learning, almost the entire four participant's advocated, teaching-learning atmosphere can be learner-friendly, and physically well-equipped. Considering grammar teaching as a fundamental base for the learners, my research participants believed that awareness, controlling drills and responses, meaningful drills, and guided practices are some of the valuable tenets of grammar (Ur, 2013) in classroom teaching. To conclude, it has also indicated that teaching grammar particularly has diverse strategies to apply in language classrooms along with some implicit and explicit strategies.

***Experiences*:** My research participants considered that experience is one of the fundamental assets in teaching. Experience has been considered as a main aspect of the example-based strategy. Thornbury (1999) has advocated that example-based

teaching is the induction of learning through experiences. The explicit strategy analyses the traditional system of language teaching and offers some meaningful ways for dealing with learners. It engages the learners in the lifelong learning process. Thus, examples-based strategies create a context to understand the process of teaching grammatical items using examples in sentences. Because of those practices have general, curricular, pedagogic, and contextual processes in teaching grammar (Robert, 1998, p. 105 as cited in Sharma & Shrestha, 2014). In this way, my research participant Sandip expressed his idea on an example-based strategy and insisted that situational context and teachers' experiences play great roles in learning. Sandip shared,

> *I believe experience is the best teacher for everyone. Experiences teach everyone to have a better and greater understanding. I often bring my nostalgia and teach in effectively sharing the ups and downs of my life. Moreover, I actively participate in different professional forums and involve my students in exploring something new. My membership at the British council helps to empower me, and later it helped me to empower my students due to my experience. So, I say experience is a very significant thing in one's life.*

As I found that Sandip had different experiences in teaching grammar. And his grammar teaching experiences have been supported his involvement in different layers. Another participant, Suren shared his experience and noted the essence of grammar skills and expertise to grammatical competence. A teacher uses experiences in daily activities of the lesson planning and process of teaching for better pedagogical strategies. Despite using examples, students need to understand the rules of grammatical sentences when they use creativity for constructing and making sentences. Suren also narrated,

> *I consider pedagogical content knowledge is significantly essential in the language classroom. Learners need proper guidance and counseling and that comes from one's experiences. I appreciate students' viewpoints; I never allow them overhead. Thus, I believe collaborative practices and example-based strategies are pertinently dependent on teachers' experience. So, I bring my originality to my teaching. My self-orientation and knowledge obtained from training and practice-based teaching procedures are the keys to my success.*

However, teaching grammar requires to have prolonged engagement, interaction, and contextual discussion (Soud, 2018). The research participants reflected on their experiences while teaching different grammatical items. So, they enacted that enriching grammar potentials is significant

Dilip further shared having two decades of teaching experience and insisted that teaching has gained various experiences, and those experiences are used with the level and interest of the students. He further pinpointed that cultural bondage and linguistic background, socio-political awareness, and managerial skills are useful for a teacher to have sound academic success. Dilip further provoked,

> *I have taught for almost two-decade and I gained that several experiences. I believe teachers can bring their expertise and experiences to the classroom context. I often use different resources for teaching cultural assets relating to my classroom teaching. Therefore, using experiences make every individual success in his life.*

Dilip stated that experience is the best teacher of all. Teachers should have various choices to share with his/her students. Ringo (2006) shares that a person has the several opportunities, and choices in the life to choose who deliberately becomes a language teacher. He further asserted that offering meaningfully learning

opportunities require a balance between content, method, and, praxis. The narratives of Dilip pointed that every teacher has his/her ups and downs in his/her life and those bonds of experiences teach both content and context explicitly. Rabin shared that those experiences are the fundamental pillars for pedagogical success. Having gained a different understanding, the rules and the examples are significant to grammatical structures. Rabin narrated thus,

> *I teach students with examples. To bring examples, I use examples from cultural practices. I write examples from my experiences. I think experiences are the best teachers for the school, teachers, and students to gain skills, ideas, and strategies. I collect and recollect different experiences and facilitate them explicitly. I use google documents and other examples for continuous professional development.*

Rabin pointed that teaching required much exposure and facilitation for teachers to facilitate their learners. Here, grammatical experiences are essential for effective teaching-learning activities. He provoked that teachers' strategies are significant for academic contribution and success. Therefore, Rabin's opinions about teaching grammar depend on the success and failure stories of an individual teacher.

To sum up, all of the four research participants shared that experience is the best teacher for them to treat their students in grammar classroom. They shared different experiences and provoked those experiences have been a milestone for teaching and learning to gain academic excellence, and pedagogical richness. I realized that different experiences of teachers have helped to teach methods, approaches, lesson planning, materials, and maintaining classroom atmosphere appropriately. Applying succinct methods and strategies in grammar classrooms is mandatory, and this could be possible only when teachers update themselves in

professional practice, trust in pedagogical enhancement, and practice based on experiential learning.

Meaning-Based Teaching

Teaching means the creation of meaning from the particular elements of the language connecting to language assets of teaching. Every sentence has a meaning (Michaelis, 2013), and the meaning remarkably helps students in conceptualizing different dynamics of the sentences. In grammar teaching, ethnic background, linguistic background, educational level, and degrees of consciousness influence the choice for grammar teaching strategies in which presentation and participation support them to reflect their contextual ideas and experiences (Szesztay, 2017). Teachers have different experiences and ideas regarding teaching grammatical items. The learning experiences vary from person to person and sometimes curiosity and reflection play a great role to change and transfer the meaning of the writing and prior tips, and ideas help an individual to improve their grammatical skills.

Processing information is not possible in isolation. Therefore, teachers can bring useful, innovative, and analytical practices to their classroom context. Teaching a particular content may require different strategies or techniques for the language teachers. In this research, the four participants shared their anecdotes as to how they perceive grammar and bring several strategies to teaching grammatical items. Dilip who had ten years of teaching experience shared, *teaching grammar requires passion, mastering rules, dedication thereby they become successful in conveying meaning sharing the concept of teaching item.* Sandip shared, *I often clarify my viewpoints, give some examples, and my focus remains on the finding meaning because* t*eaching might be meaning oriented. Learners at least should understand the meaning first*.

Then, Sandip further believed that teaching is to creating a meaningful context in and out of the classroom. He often taught grammar considering examples, rules, and meaning. Therefore, every teacher's professional strategy may not be similar in facilitating grammar teaching. Some of them consider grammatical structure as the fundamental basis for learners and some of the others oppose it. On the other hand, Rabin shared; *I teach considering structure than meaning because students should learn structure before they formulate sentences. Our beliefs about teaching grammar matter. I feel that teachers should be able to contextualize their life experiences.*

Rabin further shared that he focused on interaction to create meaning about the grammatical texts before beginning a discussion of the texts. Here are some similar excerpts of teaching causative verbs. The finite verb refers to a word used to describe an action, state, or occurrence, and forms the main part of the predicate of a sentence with only one verb form lacking the number and persons (Quirk & et al., 2010). Likewise, causative verbs are the verbs that show the reason for something that happened. The verbal forms imply subtle shades of time distinction. These verbs are consequential than infinitive forms (Master, 2004, p.). The purposes of teaching causative verbs demark person, number, mood, voice, and aspect concerning developing creativities.

Dilip shared that teaching causative verbs helps students form the prior sentence construction. In teaching causative verbs, he used to present some meaningful sentences on the whiteboard. He illustrated teaching causative verbs explicitly and letting them know about structural patterns via different activities in the classroom. In addition, he provided examples of the usage of causative verbs. Sometimes, he would ask the questions to students and encourage them to share their outputs.

Sandip shared the causative verbs could be taught meaningfully demonstrating in the classroom context. Indicating someone to do something would make proper meaning in teaching those grammatical items. Sandip's person to work furthers ideas are closer with Hwang and Kaiser (2014) who persistently focused on the verbal process to the subject position to formulate meaning, express ideas synthetically, and analytically.

Thus, they believe that teachers with the enthusiasm for teaching experience are humble and diligent. They express their experiences, ideas, and expertise for meaningful teaching. Their narrative indicated that the need and aspirations of the students require prior attention from the teachers, listening to their voices, their stories, and their life experiences (Elbaz-Luwisch, 2013). The basic assumption about teaching grammar prevailed in meaning-based approaches. Therefore, having varied experiences and stories entailed that grammatical items could be taught through interaction on meaning. From their conceptualization, it can be noted that teaching grammar based on meaning perspective is supported to maintain fluency, accuracy, and appropriateness in the language classroom.

Problem Solving Method

Teaching-learning activities are always inclined towards solving problems that arise in the classroom. Solving problems require appropriate skills, and expertise for learners to solve. Teaching requires expertise, experience, and some specific techniques for the teachers to act upon. Teachers, the students, and the other stakeholder are the key component in this process. The problem-solving method refers to the strategies of the learner center activities. The learners meanwhile argue for project-based learning (PBL) which is an innovative method that serves as a potential tool to solve learning problems in small groups and then, they work independently

(Keiziah, 2010, p. 126, as cited in Zuhriyah, 2017). Mr. Rabin opined that the use of the textbook helps the teachers to solve the problems of grammatical problems. However, the teacher's role remains pertinent to deploy information in the language classroom for the meaningful delivery of the course content. In this regard, Dilip shared his understanding that grammar teaching demands content, context, classroom participation of students. He further added that teaching grammar is concerned with the particular problem and teachers' expertise might solve those problems employing pedagogical skills, classroom activities, and professional practices.

The problems could be solved by professional interaction, classroom participation, and textbook-oriented activities of the students. Another participant Suren shared those problem-solving approaches fit appropriately in every level. He further shared that learner could mastery the thing by giving examples. He believed that the students use textbooks and those textbooks help them reduce the gaps in learning grammar assets. According to their conceptualization, grammar teaching requires experience, problem-solving skills and prior directions for them to help overcome those questions; the best way for solving problems is to give examples.

Dilip shared that giving examples could be more prevalent than anything we do in grammar teaching. The ways of providing examples make proper sense for the learners and they are instructed to orient towards examples. The example-oriented activity communicated well in real-life situations. He meant that teaching with a problem-posing approach helped learners bring necessary changes in their learning strategies (Peloghitis, 2006). Examples promote the students to engage in the learning in self-dependent practice. Similarly, Mr. Suren shared; *I teach grammatical structure from both textbooks and a workbook of meaning into words. It supports teachers and*

students to sharpen the misconceptions of learning grammar through tasks and activities.

Suren analyzed the problems of the students. He tried eradicating those grammar-related problems via examples and those teaching assets are significant in their learning. He exemplified several examples and taught lessons via the problem-posing method. Sharing a similar context, Dilip believed that grammar teaching could be more examples based if the instructors teach illustrating examples. For him, teaching tense could be more enhancing, practical and interactive if the EFL teacher typifies examples on the board.

Mr. Suren discusses the usefulness of teaching prepositions, and the problems related to them. Then, he asserts that students are too facilitated by giving the meaning of time, manner, and place relationship. In a sentence, time, manner, and place are used based on the relationship. Mr. Suren further shared thus,

> *I often inquire about my students' problems with prepositions. After collecting their problems, I write the basic rules, some examples, and provide a better understanding for teaching grammatical items. I show them demystifying the usage of a preposition. I show them marking the prior space for time and situation. I feel, plan and instruct them appropriately on the uses of a preposition. Then, I also show the varied usage of on, to, of, off, for, in, and by practically.*

All the participants shared their similar understanding about solving grammar rules and advocated that some of them taught grammar along with rules while teaching prepositions and some of the others taught grammar about tense, and voice structure. However, the majority of the participants show their keen interest in

examples for promoting a basic understanding of grammar and teaching them via a problem-solving approach.

Questioning Strategy

Questioning is one of the most widely used techniques in language teaching. It gives immense pleasure to inspire the learners to show their potentials. Teaching, now, has been a co-activity between teacher and his/her students. The authoritative actions of the teacher have been transfused with the learner's autonomy. Students in the 21st century are encouraged to question, overview their ideas, and be motivated to keep their points strong. Teachers generally pose “how” questions therefore, the students are expected to explore their perceptions and understanding. Occasionally, teachers can go beyond their cognitive horizon and qualify with as "why" questions for some specific purpose and reach into purpose, and to what ends do we teach? (Parker, 1998). The question helps the learners in the process of seeking new information. Therefore, teachers' questioning is the skill that frequently used more power to create the talk move, interaction, and life experiences (Astrid & et al., 2021).

Realizing the fact about the grammar issues among the learners, it has been noticed that the students do not entertain coercive power in the classroom context, rather they enjoy learners' friendly atmosphere. Dilip shared that the students and teachers collaborate to have meaningful learning. He insisted that questioning helps students learn better language meaningfully.

Suren, having distinct experiences, shared that teaching grammar doesn't necessarily depend on teachers rather it is about how students perceive the concepts of grammar. However, the questioning strategy works better in the EFL setting. Suren further shared,

> *The questions about the literature or about the grammar help the students to sharpen their understanding and flourish their conceptualization. It is generally believed that students are to be provided with ample opportunity to ask a question for better learning. The teachers in the classroom are expected to be facilitators, and motivators; therefore, they can promote learning in the classroom.*

Dilip understood that students have varied problems and those problems are to be solved based on the available resources. Teachers find several weaknesses and those weaknesses could be solved via questing strategy. Therefore, he utmost in every situation employed questioning strategy in the classroom. The students may feel discomfort in the very beginning; slowly they realize and practice doing it at their own pace. The teachers teaching with prior goals easily achieve success by prioritizing the mutual understanding between the teachers, the students ensuring greater and better educational achievement.

Suren shared that teaching methods are important to motivate and present different topics; it requires students to be more curious and motivated. Suren further shared, *I request my students often to keep their questions open and they immediately put forward their views substantially. The planning and implications would be at a time for me while dealing with my students in the classroom.* By the aforementioned clause, it could be sensed that questing ability make proper sense because it allows learners for differentiating their views, and perspectives. Thus, their claim made that grammar teaching could be done through teaching methods and teaching grammar could be substantiated based on the needs, linguistic challenge, learners' learning process (Maum, 2016), and situation of the teacher, and students.

Lexicalization

The pleading narratives help teachers categorize lexicalization as one of the meaningful r ways of teaching grammar. It focuses on the structure, formal rules, vocabulary, inquiry, and instruction (Richards & Rodgers, 2003). Lexis means the number of words to express in speech and writing to enable referring the objects, qualities, and actions in the linguistic society. Thus, my research participants highlighted that lexicology is a study of words as a business in the close connection with grammar in language teaching and learning (Quirk, et al., 2010).

Teaching in the EFL context requires lexical knowledge and expertise. The context of grammar should be taught connecting to lexemes. The meaning and perspectives can be simultaneously highlighted in teaching grammatical items. For Santosh, rule-based teaching, and lexical strategies are helpful to comprehend grammar for learners in doing grammar tasks. I believe that the appropriate technique, strategic examples and textbook-based exercises help learners develop conceptual understanding, Thus, Suren, Rabin, and Dilip did not believe in lexicalization because their focus remained on rule and structure, Sandip's ideas are found to be closer to Astrid & et al. (2021), who explored that grammar teaching requires skill about the pattern, grammatical rules, and lexical knowledge for the communicative language teaching in the secondary EFL classroom.

Sentence Construction

Simply, four research participants opined much on the sentence construction process. They considered that teaching grammar required knowledge about sentences construction. They further shared that teaching varied forms of sentences is the basis of the learners. They learn a basic unit and start creating meaningful assets for the particular elements and aspects of the language. To teach grammar, Oxford (2017)

opines that the language teachers have to understand three levels of strategy such are morphological, semantic, syntactic (p. 256). One of my research participants Suren insisted,

> *I understand there are different types of sentences and those types are imperative for beginners. I give them the details about the types, and start taking affirmative, and negative. I try to be concerned about how we can transform the negative into positive. Similarly, I give some examples of positive and negative sentences. Additionally, I focus on the negative or the assertive sentences in the classroom practice.*

Besides that, Rabin shared that sentence construction is very important in grammar teaching, the teachers' friendly nature, learner autonomy and nature of the content play important roles in grammar teaching. He further shared; *I teach sentence construction in the first stage. Secondly, I give the rules and meaning and in the third stage, I request them to formulate different sentences to examine whether they have been able to understand. In this way, a sentence can be categorized into five groups.*

According to Suren and Rabin, sentence transformation can be the best employ for language learners. They are to be made practice essentially along with the examples. To support their ideas on constructing the sentence, a teacher has to think about the structures, examples, terminologies, language, explanation, delivery, and rules (Ur, 2013) and they can teach grammar creating a better atmosphere and constructing a new body of knowledge about the formation of the sentence.

Participatory Strategy

Another sub-theme I derived from my field text is to envisage participatory strategy. Having several dynamics of pedagogical practices, and grammar instructors has been found using an interactive process. In a participatory approach, teaching, and

learning become common where students actively engage in their learning process, and they collaborate (Cobb, 1994; Greeno, 1998, as cited in Rad & et al., 2017). Language teachers are found to use examples, and structure for practice explicitly. Furthermore, examples-based strategies were inductive techniques with examples; deductive techniques were with structures, participatory techniques involve both in teaching grammar. The participants are clarified by the explanation of examples, and rules and forms in the context of applying examples in daily life (Ur, 2013).

Accepting the rules and structures, Rabin delivered the idea asserting the essence of participatory strategy. He further explained that the examples provided in participatory strategies are discussed, elaborated, and practiced either in a group or in pairs. Hence, the teachers with plenty of examples help students know better and explore form-function relations well. Being closer to Berns and Matsuda (2006), it has been noted that teachers activate students' energy and involve them in their learning. Thus, it helped them develop meaningful understanding to be analytical, ideological and practical. Rabin shared in his own words; *I often listen to my students. I reduce my talk time and increase students' talk time in my classroom context. I begin tasks making students involve, and participate equally. I prepare my students to work together either, they want to practice through examples, or structures.*

Thus, Rabin highlighted the practical aspect of grammar teaching with the participation of the students to learn in the collaborative process. He stated that teaching any entity of grammar could be easily done via appropriate examples. Rabin expressed that teaching grammar to students through the participatory approach makes them feel delighted, active and energetic towards their learning. Most importantly, listening to and learning from pupils, despite the challenges, the participatory strategy could be the best fit in the EFL context. Without participating,

only teachers cannot give meaning to the learners about the context and beyond the text. A teacher collaborates with the learners as well to make teaching meaningful and successful every stage.

Commanding Strategy

Another theme I generated from teachers' narratives is commanding strategy. It is a direct learning method where the learners are encouraged to learn and participate actively in their context. It gives a specific strategy for the learners to tackle challenging contexts and to respond to the message in the communication. According to my research participants, Dilip shared those learners could be taught by commanding them in different grammatical items of their spoken grammar with the speakers and the learners (Thornbury, 1999). So, a teacher needs to speak politely with learners. In this regard, Dilip described,

> *I simply use polite and humble language to motivate and command my students. If the teachers maintain appropriate methods, teaching could be more communicative. I often offer several sources such as international journals for articles, different books, and reading material for the betterment of teaching, and learning. I teach emphasizing students in reading and writing abilities in their classroom to encourage their writing and speaking skills.*

To support the view of Dilip, I try to connect with Odlin (2005), who opined that those communicative assets of language learning can be substantiated by the knowledge and skills between the speaker, and hearer. It has to be learners oriented and has to give opportunities to explore their communicative competence through language function.

Interactive Strategy

The majority of the research participants admired that teaching grammar requires prior interaction, cooperation, and collaboration. As they shared that interactive facilitation and cooperative learning are applicable for teaching grammatical sentences. According to Yuliasrl (2019), this strategy has helped the teacher to practice interactive and communicative context simultaneously maintaining the equal participation; positive interdependence, and individual accountability. Since the cooperative method includes the interaction, and the participation of the students while teaching grammatical sentences. Collaboration is more about the product of interaction and active participation. The interaction helps students generate a new body of knowledge. This method entirely helps students in integrative activities. This strategy supports the creative concepts of nouns, verbs, and other grammatical elements. In the similar vein, Harmer (2008) has stated that different ways of the grouping of students as they can work for arranging the classroom from the group work, pair work, and class to class. In this regard, Sandip unfolded his experience thus,

> *I have been teaching for a long and I generally enjoy teaching in a friendly manner. I often do not dictate my students. I teach them following the principle of cooperation and collaboration. I simply share my story that every student will inspire and motivate towards their learning. So, I advise my students to focus on their grammatical skills than anything they need to practice. However, I make them practice bringing several experiences about teaching and learning. So, my purpose always shapes the way I do in my classroom context. The fact is that the content could be contextual, situational, and content-oriented.*

Dilip, one of the participants focused on cooperative principles in teaching. It is generally considered that cooperative facilitation in language teaching marks the meaningful landmark in teaching grammar. Teachers need to understand the situation and the content of the vocabulary and grammatical exercises. As I faced the situation in my classes, the good manner is unforgettable for the students from the teachers' side. Suren further portrayed in his own words;

> *I often teach prepositions, articles, and tense structures with cooperative principles. I give them a platform that each of them actively participates in a group and contributes to their learning styles. The learners feel delighted when they equally contribute to a project interactively. My students remain active and energetic for learning. Co-operatively For me, this method encourages participants to learn with and from friends. I also believe that the collaborative learning process is long-lasting and meaningful.*

Thus, the narratives explored from different participants have a closer connection among and between them. Their beliefs about cooperative practice and collaborative effort make better sense in the language classroom to teach grammar items. Dilip's understanding is solely closer to Suren since they had different experiences about teaching grammar. Finally, it could be sensed that language teaching in the 21st century must be collaborative, and cooperative for efficient, meaningful, and productive learning.

Classroom-Based Strategy

The classroom is the main aspect of language teaching activities. According to Aljovic (2017), there is an idea to identify the challenges in the language teaching classroom for the competent teacher and s/he needs to deal with the problem accordingly on the language structure and the systems with its clauses and elements of

the sentences. Additionally, classroom-based strategies have diverse forms for enhancing resource materials and linguistics disparities of the community because the teachers need to understand the context through communicative activities accepting the performances of the learners in the classroom (Kangsakar, 2011, as cited in Gnawali, 2018). The classroom-based strategies have to deal with the students facilitating them with the appropriate situation and helping them with cooperative classroom strategies (Harmer, 2008).

In the research, the participants were found to be determined for using different strategies and techniques. All of the participants were found adopting task-based strategies and textbook-based strategies for classroom teaching. With the broader perspectives, teachers considered their use of strategies in teaching grammar contributes largely to transforming knowledge and skills with their students. The use of classroom-based strategies has been considered as the task-based strategies and textbook-based strategies which are significantly paramount in the language classroom in order to engage the students in performing the grammatical assessment.

Tasks Based Strategy

Tasks uplift the learners into the learning process. The task-based strategy involves interaction, conversation, and language use (Spada, 1999, as cited in Buyukkarci, 2019). The language teaching is communicative for the participation of the students. As Sandip told,

> *I engage my students by giving different grammar tasks. I encourage them to work in pairs or a group. Before I ask them to do it, I elucidate all about the exercises. At first, I read examples that are given in the textbooks. If there are examples, I ask my students to guess what the topic is about. I suggest them on some usage and instruct to the exercises from the textbook.*

Teaching grammatical items is to enrich knowledge from teachers to students. Thus, the processes of teaching and learning have been changed; therefore, teachers become able to equip various tasks within their classroom context. Teaching students with several tasks teaches cognitive and emotional conditions underlying a positive landmark and motivation help to connect with the previous knowledge.

For Sandip, tasks, examples, and questions are interwoven to knowing the teaching grammar process and items. Tasks are generally output-oriented and they help learners to get the concept of the particular topics. Furthermore, tasks for learners are meaningful entities for encouraging and engaging the learners in their learning process and stages (Harmer, 2008). Relating to his ideas, Sandip recounted thus;

> *I sometimes bring newspaper cutouts and ask them to find out different entities of grammatical elements. For example, I ask them to find out adjectives, articles, adverbs and speeches (direct/indirect) from the newspaper, I ask on finding them to work in pairs and later so exchange their roles in groups. In doing so, I use stage-based practice in my classroom.*

Moreover, Ellis (2003) proposed the six features to use the task-based strategy based on cognitive load, communicative stress, participatory way, interpretive process, content, process and continuity. Rationalizing these pedagogical assets advocated by Ellis (2003), Dilip opined,

> *I find the task-based approach very applicable in secondary grades. I focus on practical tasks; therefore, I bring newspapers, magazines, realia, and other locally available materials for task-oriented teaching-learning activities. With the help of those materials, I can instruct them either in grammar components or in various parts of the content. Thus, the students understand the concept in*

better ways and develop competence and enhance their grammar knowledge and attitude.

Dilip and Sandip, both have preferred practicing grammar via a task-based approach. They made students practice grammar from different vantage points. Sandip engaged students in grammatical tasks and help them understand better. Likewise, Dilip highlighted much on several examples relating to the content and gave a long time to do tasks themselves. Thus, by the narratives they shared, it could be analyzed that they both taught grammars employing five major stages of teaching namely, pre-task, task, planning, report, and practice.

Sandip and Dilip shared that they engaged their students, especially while teaching grammar in pre-task activities. In the activities, they informed students about their tasks and begin with probing questions. They focused that the main purpose of the pre-task activity is to prepare the students to perform tasks that the ways helped me to promote learning, and acquisition (Ellis, 2006, as cited in Buyukkarci, 2019).

Dilip further highlighted those students would be focused to do the tasks when they come across the pre-task activities. In this stage, according to Dilip and Sandip, the learners are prepared to set a mindset to create their principle, developing in their mindset and doing parallel practice, inspiring and involving them in different activities (Morley, 2020). Moreover, they stated that teaching grammar via task happened to be useful because it helps learners to validate information, activate their schemata to practice, and get ready for a-learning content focusing much on repetition, practice, and production approach (Ur, 2013).

Thus, in the third section, they promoted that the instructor has been prevailing planning for teaching grammar. In the planning stage, students work out the practice what they are going to learn about. The ideas and skills shared by both of the

participants Sandip and Dilip paved that teaching grammar with the prior task would remain a milestone for the learners in memorable life.

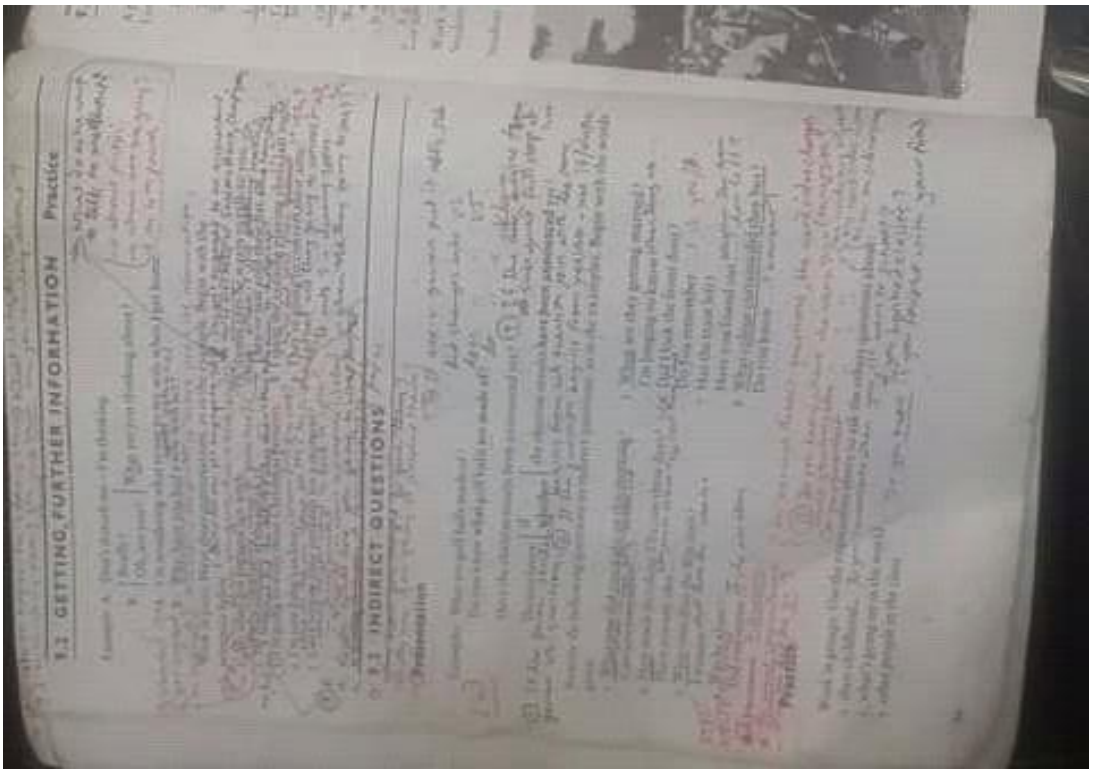


Figure: 1 A Textbook -Based Teaching Strategy

Figure 1 shows the textbook-based planning of the teachers before entering the classroom teaching. Moreover, my research participants practiced that teacher in task-based approach analyzes the report of learning. The teacher encourages reflecting on their learning in this fourth stage for feedback (Buyukkarchi, 2019) and combines their skills and abilities for better learning. And finally, in the fifth stage, they shared that practice was essential. They engage the learners in the learning activities. In the end, the students practice to a fuller extent rising their self-confidence (Buyukkarci, 2019) and learner autonomy. As a result, learners enhance their potentials by exercising project-based activities. They develop their linguistic proficiency and grammatical performance.

For both of the participants, giving grammar lessons was significant and it is meaningful only when the learners are facilitated with useful tools to handle grammar tasks. However, they focused on the student center approaches inspiring and motivating students towards their learning process and outcomes. To support their ideas, we have been convinced by the advocacy of Rad and et al. (2017), who persistently favored the strategies of collaborative output, influential learning outlet, and productive avenue in substantiating grammar assets of learning.

Textbook Based Strategy

In turn, two of my research participants, Suren and Rabin focused much on the textbook-based strategy that remained the foundation for language teaching and learning. They shared that language and grammar are two intricate entities that they demark and posit a strong background either for spoken or written form relating to language in use (Fontaine, 2013). For o Suren and Rabin, their experiences, and practices about the textbook-based strategy prevail that textbooks themselves are the prior sources for teaching grammar. A text-based strategy is helpful for learners. Rabin and Suren had similar conceptualization and they shared,

> *They use prescribe textbooks in their classroom. They denoted that the students shouldn't worry about the other references. When they find a single textbook to cope up with, the students themselves get energized and show their keen interest in learning grammar. Sometimes, they use examples from mother tongues to facilitate them in their learning. They further reframed that they used to bring local language and culture to teach grammar dynamics and instruct grammar exercises from the books provided to them.*

Here, the four research participants shared two distinct practices. Dilip and Sandip believed in task-based approaches and Rabin and Suren believed in textbook-

based approaches. However, their motto of utilizing knowledge cognition is to help students achieve success in their classroom practice. They had a task-based approach as a prominent strategy, and they had a textbook-based strategy as prior learning procedures in the classroom. However, these two broad spectra were the fundamental basis for classroom-based strategy in teaching grammar in the EFL context.

ICT Based Strategy

Teaching-learning is interwoven action with technology. Technology assists every individual teacher to handle their pedagogical practices and planning. They begin redefining the definition of teaching, their concepts, and practices due to their advancement in technology which has extensively replaced teaching from traditional education and practice. I believe that technology helps in the teaching-learning process and systems. More specifically, the emergence of e-learning has also created and catered the ownership among learners in their learning. It has invited several diversified activities to foster the impetus of learning, enables introverted students to interact better, permits acquiring valuable study, and time management skills (Tanveer, 2016). Teachers, today in the 21st t century, can through audio, videos, and listening to songs to joy the learners.

The teachers' expertise in the grammatical items and having plenty of training for effectual classroom delivery is not enough rather they are also capable enough to deal with innovative dynamics of teaching grammar. In this regard, one of my research participants Rabin proposed teaching through technological mediums;

> *I often use text messages, photos, audio, and video files for my classroom practice. I download different useful banners, flyers and pictures relating to grammar teaching. Moreover, I use a cell phone and computer equally to deal with my secondary-level students. Besides, I also encourage them to use a*

cellphone, iPhone, gadgets, and other computer useful assets in my classroom for learning not for entertaining unnecessarily.

I am closer to Tanveer, (2016) who used to employ internet facilities to motivate learners with several platforms such as e-mails, instant messaging, chat rooms, useful net groups, blogs, and wikis have revolutionized the way that teachers share information, and communicate due to learning and teaching. Hence, media and technology guide to comprehend the content in learning. Furthermore, Suren brought his nostalgia thus,

I select different types of google materials based on the nature of the content. If I have to give a prior concept about verbs in English, I bring some newspapers and brochures. I illustrate different examples and give some rules deriving from the internet. If I have to teach them other forms of grammar, I use similar examples from Google, the internet or Facebook posts in the classroom. Moreover, I encourage the use of computers to help the students in learning grammatical items.

According to Dilip, the use of ICT has very pervading roles for efficient and productive learning activities. Dilip highlighted further showing a high degree of eagerness to use technology and it was highly practiced with higher-level students. He further disclosed that the traditional methods of teaching could not replace the dire need for ICT to facilitate the students.

Sandip further shared that teachers in the 21st century must be hardworking and techno-friendly. He noted that he would teach every individual pertaining about ICT tools He further shared his ideas that, *I often bring my experience relating to technology and content. I bring different soft-tech language assets to my classroom context. I teach my students with prior educational techniques.* The narrative of

Sandip further indicated that every teacher has their story to share and those stories differ based on experiences and strategies. Hence, he gained some remarkable experiences, guidelines from his family and that made him achieve the specific strategies in enhancing grammatical items in the language classroom.

The four of my research participants reflected on their experiences with ICT integration in their classroom practice to facilitate grammar teaching activities. Then, they had a very similar practice for enriching students' potentiality and expanding their grammatical conceptualization. They provoked that there are various alternatives for teaching grammar meaningfully. They pointed that lesson planning, managerial skills, and professional legacy helped them develop specific strategies in mastering grammar and grammatical items and units. The finding of the research was on the base of the data collection process such as classroom observation, interview, field notes and reflections of the opinions of the teachers on teaching grammatical items.

Chapter Summary

This chapter has discussed two major strategies namely structure-based strategy and example-based strategy. I analyzed the scopes, significance, and usefulness of both approaches and examined the possible spectrum of its applications that have been employed in the secondary classroom. I found similar practices among the research participants. Research participants Dilip, Rabin, Sandip, and Suren have expressed the grammatical richness, and they explored distinctive practices in teaching grammar employing several strategies.

Thus, this chapter elicits the strategies for teaching grammatical items. I analyzed the participants’ narratives and found that grammatical operations, structural analysis, and several other activities were fundamental for disseminating grammar knowledge. Teachers' practices were thought-provoking, examples-based and

experiential. On the other hand, they were found implicating two major strategies structures-based and example-based. Within structure-based strategies, teaching grammatical challenges and their measurement, process of structuralism, process, and practices of structure-based strategy and uses of teaching grammar have been revealed. Besides that, an example-based approach was a key to every research participant. To sum up, the main theme of the chapter was teaching exploring the processes, and the ways of teaching different structures and activities for teaching verbs, tenses, prepositions, and causative verbs, etc. were essential grammatical items.

To identify, classroom issues of grammatical practice for developing specified strategies in teaching grammar, my research participants further explored from the example-based strategy. They mainly pinpointed the need and necessity of exemplification including its uses and process. They also discussed the usefulness and applicability of teaching grammar for the illustration with examples and finally reported on the essence of experience-based teaching in the classroom. In short, the summary of the chapter has been presented.

This chapter concludes with useful strategies for facilitating grammar lessons i.e., strategies used for teaching grammatical items. The pleading narratives of four of my research participants indicated that they told and retold stories and life experiences about them were interwoven with real classroom practices. More specifically, the various strategies were; meaning-based teaching, structure-based, rule-based, problem-based, question-based, lexicalization, commanding, interactive and co-operative y, classroom-based (task-textbook-based), and ICT-based strategy.

The most striking lesson I realized from the four teachers' narratives was to recognize the professional practice of grammar teaching. They had similar types of strategies and those strategies were grammatical. Moreover, they had contexts and

content to adopt and adapt the relevant situation. Thus, they articulated that teaching requires much more exposure for teachers to facilitate their learners in the context of teaching grammatical items. In the end, I have concluded and reflected on my dissertation journey in chapter seven.

CHAPTER VII

KEY INSIGHTS, CONCLUSION, AND REFLECTIONS

Despite having several hurdles with a short journey of my research, I happened to encounter my research participants, and I came to represent the enthusiastic voices of English teachers teaching grammar at the secondary level. This chapter synthesizes the key issues inculcated in this research. In brief, I discuss the insights that I experience in this journey, conclude, and reflect through my M.Phil. Endeavor. I conceptualize that research is an exploration of experiences, opinions, and practices.

The practices of the teachers in a real-life context have been replicated by in-depth interviews and observations. This research aimed at exploring the strategies of teaching grammar and grammatical items. This research also concentrated on understanding several dynamics of teaching grammar elements in the Nepalese EFL classroom. The information was generated following the principles of narrative inquiry. The generated information was analyzed adopting the practice of coding, thermalizing, and interpreting. The derived conclusion has been paramount to explore strategies used by English language teachers for teaching grammatical items in secondary English classrooms; however, they are not generalizable.

Key Insights

Through my first research question, I developed an insight into the context of teaching which requires creativity and experience. From the root of the research issue of my own experience, I connected my understanding and practice to create meaning

of teaching grammatical items. Moreover, I updated my grammar teaching skills and expertise on behalf of my students focusing on the grammatical items in the practice of teaching and having formed a meaningful discussion in the classroom. I was a teacher who always engaged students with various tasks. I got very embarking insights that almost all the participants employed different strategies in teaching grammar to make meaning, and get a sense of context during the internalization process.

In my early days of teaching, I practiced my best to establish myself as competent teacher in utilizing methods and strategies valuing the participation of the students through their needs and the interest to do work actively. The thematic review of the literature gave a glance of the picture to understand the grammatical items and their concept under pointing to the strategies to teach them in the classroom practice. After a prolonged engagement in the field, I learned that language teachers teaching grammar were verisimilitude. Teachers' narratives after making more than five follow-ups, I stepped on the several stages and concluded that teaching grammar was prevailed mostly by structure-based strategies and example-based strategies respectively. I also envisaged that there is long processing in teaching-learning activities.

The methodology is a strategy of the research project. Methodologically, the research method links assumptions about ontology, epistemology, axiology, and human nature to examine the relationship between theories into practice. I used narrative design to develop the interpretive research paradigm. I understood that the process of teaching grammar by sharing life experiences, and opinions were alarming. Then, I transcribed the collected data from the recorded audio. I analyzed the data after generating them in the field, and I concluded the study. I also maintained quality

standards. That is why teaching grammar exclusively gives the fundamental assets in teaching grammar.

Teachers' perception of grammar and grammar teaching seems to be focused on rules, structures, and examples. Every participant agreed that learners are to be taught grammar from nouns, verbs, and other grammatical items. To be specific, teaching grammar strategies were grounded by a participatory approach and developed in collaboration with practical assets relating to the need and interests of the students. For the contextual assimilation of various grammatical components, research participants focused much on teaching nouns, pronouns, adjectives, adverbs, articles, prepositions, conjunctions, and interjections. To contextualize these items, teachers used inductive, deductive, tasks-based, example-based, and structure-based activities, etc. using narrative as data generation methods. Hence, I appreciate language teachers who used varied strategies such as action-based teaching, task-based teaching, participatory-based teaching, reading and sharing in pairs, writing and composing, and reading, etc.

Thus, participants came from different backgrounds, their educational achievement, academic struggle, their prolonged engagement in the field, and their rigorous effort for their professional growth, make the difference in the use of grammar skills.

I denoted that every research participant in our Nepalese context taught grammar employing a deductive approach. However, they eventually practice inductive approach as well. Almost every research participant conceptualized that grammar rules matter more than structure. They highlighted that teachers' well-being and expertise help to transfer the grammar knowledge effectively to the learners

applying different strategies such as structure-based, task-based, example-based, participation-based, and project-based, etc. for meaningful and effective learning.

I respected their voices, and appreciated their practice, and learned that teachers used structure-based approaches and example-based approaches equally in their grammar instruction. I realized the essence of rules, structures, and examples in our Nepali classroom context, and knew that students were much happy to follow structure-based strategy. The participants taught their children to maintain a friendly atmosphere empowering learner in the different interactive and discursive lessons. They further argued that teachers used the poetic method, translation method, literary method, pictures, textbook-based strategy, task-based strategy, discussion, collaboration, lexical strategy, and questioning strategy in their classroom practices.

To sum up, teaching grammar has a broad scope to use various situations and contexts while teaching. So, my research participants handled their classroom teaching in grammar by amalgamating various strategies and techniques. Moreover, I found that the teachers inevitably used inductive and deductive methods and some of the other facilitators employed both methods equally. They pinpointed that the specific structures, appropriate examples, and regular follow-ups make grammar teaching more empowering, and alarming in their classroom context. My research participants preferred teaching in/deductively using structuralized processes and exemplification.

Every teacher needs pedagogical richness, professional well-being, and personal dedication for successful teaching and learning. The narrative above showed that rule governing strategy supports teachers in the presentation of applied rules based on examples. To make meaning, I still remember the practices that I used to practice teaching grammar from a social constructivist perspective. In doing so, I

would theorize knowledge, skills, expertise, and interaction together to construct innovative strategies for teaching grammar. A closer and minute analysis of the narratives of the research participants revealed that the process of structuralizing the preposition, tense, causative verbs, and teaching other grammatical items were heavily substantiated by the knowledge and skills of the grammar teachers.

Finally, the research contributes to the knowledge that teaching requires contextualization, several ways of instructing students, and specific strategies for teaching grammar efficiently and effectively. Moreover, I gained insights from my research participants that the process of structuralizing the preposition, tense, causative verbs, and teaching other grammatical items was heavily influenced by the teacher-specific techniques in the language classroom. In my opinion, teaching grammar in language teaching has a great role to unfold the scopes of language teaching fruitfully and successfully. So, teaching is considered as the process of learning to motivate students innately and inspire them through personal empowerment, and engagement. Engaging activity enhances students to work regularly for the creative skills and enabling them to have sound grammatical knowledge for accomplishing special tasks.

Conclusion

The stories of four participants revealed that there is still debate on using the meaningful method of teaching grammar. My research participants conceptualize the actual knowledge about grammar rules which enable teachers to deliver their content appropriately in the classroom teaching and learning. For them, grammatical well-being is to ensure to transfer the grammar knowledge effectively to the learners applying different strategies such as structure-based, task-based, example-based, participation-based, and project-based, etc. for meaningful and effective learning.

Moreover, my participants also perceive that the use of in/deductive strategies enables every individual teacher to be determined, rigorous and professional to teach grammar items effectively. Teachers' grammatical awareness and experiences ensure teachers apply different strategies meaningfully in their classroom context. Similarly, my research participants conceptualize that grammar is a rule-governed entity that controls the mindset of learners in enhancing grammatical skills and expertise in the EFL context.

The knowledge of English grammar supports students to understand the structure of the language. Teachers having grammatical richness, fluency, and accuracy entail that there are the maximum chances for students to energize self-esteem of students, and teachers. By their pleading narratives, I concluded that teaching grammar is not the stuff of teaching through a particular strategy rather grammar teaching is all about performing skills based on specified rules and examples. Thus, teachers considered that the rule guides their learners to continue to the learning for progressive understanding, and practice-based interaction. Thus, the rule provokes the learners in a meaningful way to learn grammar for language use and usage. In my understanding, the rule is not everything; it helps understanding sentences in a context to develop meaning in the communicative process. The structure guides the learners to understand the meaning of what they learn. Therefore, it has been explicitly prioritized that the rules assist teachers, students, and curricula strictly.

Replicating different experiences from my research participants, I derived an understanding that teaching grammar is helpful via contextualization. The participants further highlight that language teacher taught consulting dictionaries and read the textbooks. Most of the teachers use textbooks to teach grammatical items and some of

them have been found consulting their seniors as well. Thus, my participants believe that grammar teaching is not simply a replacement of rules into the structure; rather it is cooperative assimilation of forms, meaning, and structures. The determination on teaching grammar rules among the participants is found to be common and professional. Despite having varied knowledge, it has been clear that grammar teaching is a subjective, practice-oriented, and learner-specific phenomenon.

The classroom is the main place where teachers and students have maximum opportunities to use the items with each other which helps students gain new knowledge and usages of the grammar to explore the applications of the grammar. These items include subject, verbs, pronouns, adjectives, prepositions, articles, verbs, adverbs, and conjunctions, etc., and have a closer connection to context, practice, and drills to build fluency, accuracy, and appropriateness. The research participants imply task based-strategy which helps draw the attention of the students towards learning and engaging in a classroom context.

Moreover, my research participants consider that context helps teachers to understand grammatical elements meaningfully. The teachers and learners use the mobile and the internet very frequently, and the use of those devices helps teachers solve grammar problems easily. The study has also revealed that situational, grammar references, other relevant sources, and teacher's use of newspapers, poetry, novels, stories, diaries, travelogue, critics, journals, books, textbooks, portfolios, notes, reports, and magazines, etc. have been praiseworthy for teaching grammar appropriately. The grammar knowledge helps manage proficiency development, promoting communicative functions, and meaningful learning. Thus, teachers have to inspire and encourage learners to cope up with grammar issues via dictation, rule orientation, example-based teaching, and task-based grammar teaching.

Finally, I believe the need of learners, contemporary curriculum prescribed for grammar teaching and transformative learning is enacted by both structures and examples-based strategies. For this process, language teachers have to participate with the learners to identify the problems and offer prior solutions to the grammar problems themselves. I have found that being a good grammar instructor is to have content, confidence, and continuation plus passion to have professional growth. In the end, the good ESL teachers in the classroom are those who can simplify the grammatical complexities, maintain content subtleties, and enhance broad-minded thinking within their classroom context. In conclusion, grammar teaching is a strategy to promote the methods, procedures, and approaches of teaching and engage students in the learning practices using the grammatical items for better learning to listening, speaking, reading, and writing skills.

Reflection

Teaching is a continuous process. Teaching explores human stories and practices. Here, teaching has taken another form of research in which my journey initiated, upheld and concluded with some sorts of reflection. Relating to my career, and academic journey, this section provides my personal experiences, understanding, and reflection on how I earned an M. Phil. Degree as a practitioner for two years at the School of Education, Kathmandu University. This section asserts reflective experiences of my journey from the beginning to the end of my research work. I have revisited my research journey, the process that took and I connected it with my praxis.

I earned my Master's Degree in 2073 B.S. This degree led me into the depth study of strategies for teaching grammar. I was much excited to examine whether grammar is taught inductively and deductively. Being a research student, I achieved a lot of contextual and innovative experiences at Kathmandu University while doing

this research. After the successful accomplishment of three regular semesters at Kathmandu University, I was obliged to carry out a research for the course requirement which provided an opportunity to explore grammar teaching. I reviewed relevant and recent literature and collected several experiences. I got an opportunity to listen to the teachers when they shared their opinions about teaching strategies.

Teaching language is often personal and context-sensitive Moreover, I conceptualized narrative research from both perspectives theoretically and practically. I theorized different theoretical constructs, and gain familiarity with the qualitative perspectives and different paradigms of research. Furthermore, I was destined to explore my research knowledge. In doing so, I maintained the criteria myself and made a platform for language learning and teaching strategies at Kathmandu University which paved a way for assuring research purposes and questions.

Collaboration determines the learning ladders to step up to the regular journeys. Like this, I was overwhelmed to join Kathmandu University; the school of education because I had heard about its academic excellence. I was much eager to explore and enhance my cognitive understanding and professional success. I began my journey as a researcher and funnel down my research agenda from a broad spectrum to the narrowed one. When I joined the Master of Philosophy at Kathmandu University, I found the research was new and strange. The interaction between colleagues and facilitators paved me away for reflective, practical, and contextual learning situations. I geared up my research knowledge and expertise. Finally, I enhanced the overall process of research, learned innovative ideas, and articulated research objectives to make them constructive, and collaborative.

When I started to carry out this research, I had full of energy, enthusiasm, and passion. My research guide instructed me towards the writing process and asked me to

make it more rigorous. My participants were helpful, more than that my supervisor was one of the pillars of this study. Moreover, my participant's teachers helped me a lot while preparing my report, and then, my supervisor supported me in the writing chapters continuously. His feedback and constructive comments were inspiring and motivating for me. I joyed every draft when I manifested and consulted with my supervisor.

I began working on the feedback provided to me. I often appreciated the effort made by my supervisor since the study has started two years ago. I rigorously worked for the improvements, tried my best to revisit my research questions, objectives, and field texts. I reviewed recent literature and brought in my research. I always consulted my seniors and supervisor regarding my confusion and eradicated all the difficult situations in my own. It was a very tough and tedious job to get the proposal accepted by the research committee because Kathmandu University has a very strict and formal process of accomplishing all the research work. However, I successfully defended my proposal. After defending the proposal, I piloted the research study along with research questions, methods, and some sorts of findings. Then, I selected Lalitpur as my research field for collecting recent information about my issue. I happened to get relief when I started collecting field text from Lalitpur. I doubted whether I would be able to accompany the spirit and dynamic of my participants, when I drafted it, I realized that I have been able to represent their voices in a real sense. I encountered many problems in the process of information generation, analysis, and interpretation of them meaningfully.

I planned to reveal the real essence of the grammar teaching strategies of English teachers for the grammatical items and afforded a lot for collecting real information from the four participants. I continuously worked hard and reviewed the

grammar teaching prospective of my participants. Rationalizing skills and strategies of language teachers, I followed the qualitative research design stating the three stances of research namely ontological, experimental, axiological foundations. For the theoretical constructs, I linked their philosophical notions into classroom culture and practices. I recalled several dynamics of grammar conceptualized specified information and learned the process for contextualization accepting the multiple perspectives, and realities of grammar teaching in the context of Nepal.

I addressed the multiple realities of English teachers and settled for epistemological understanding within grammatical contexts and priorities. The knowledge and skills have been retrieved through interactions and discussions from the four research participants. I strengthened my research via my rigorous reading, writing, and reviewing the relevant literature related to teaching grammar, and teaching strategies. Moreover, I empowered the interpretive paradigms as the structure of narration from the beginning to the final chapters of the dissertation. However, I narrated the stories and opinions of four teachers accepting and respecting the voices of ESL teachers. Being myself a language teacher, I revisited my strategies, and I interpreted the summarizing the similar practices,. I appreciated every opinion of the teachers and went back and forth anticipating different the themes. I overviewed all the assets of English grammar teaching strategies at the secondary level and examined observing the possible practical strategies.

Moreover, I viewed my own experiences of teaching and learning grammatical items as a fundamental basis for the study. I immediately started observing their narratives and related them to my class context. The teachers teaching grammar were trained, experienced, and dedicated. I realized the theoretical enhancement I geared up from my M. Phil. journey and correlated with my practices in teaching grammatical

items. Frankly speaking, I had gained lots of lived experiences within three semesters in a physical classroom. The knowledge, skills, and achievement I explored at Kathmandu University are more than what I was and what I have been today. I reflected on my pedagogical experiences about teaching grammar. I continued my research journey from the beginning and conceptualized research methodology, literature review, and ways for analysis, and interpretation.

My narrative research helped me to explore the pleading stories of my participants and shared several activities provoked by my four participants. Despite having varied experiences in teaching, I also got a chance to explore the several dynamics of teaching grammar effectively. I understood that teaching requires a desire, a passion, and a practical articulation for successful learning. Substantiating different ideas from three different research questions, I collected, reflected, and enhanced my understanding of grammar teaching. I seriously collected all the lived experiences from the participants through an open-ended interview, and classroom observations and replicated them in my thesis.

Since the beginning of my M. Phil. journey, I was thinking about the research issue and I was much worried about the agenda. I made myself concerned with grammar issues in English and their use and usage throughout my journey. I was much interested in this topic because I wanted to see how EFL teachers would contribute to grammar teaching. Being a language teacher myself, I tried to observe my own experience of teaching English language and grammar and to eradicate the problems, challenges, and difficulties. I have ever learned several opportunities and strategies for teaching grammar.

Teaching grammar is not an easy job to help and facilitate the students. However; I was not satisfied with what I did, how I was teaching it, and what I was

doing in teaching grammar process. To answer me, I brought several experiences and connected them with grammar teaching assets. The narratives guided me to carry out a study relating to the strategies of EFL teachers in teaching grammatical items. Thus, I explored the experiences and strategies that EFL teachers regarding grammatical items. I learned several assets of challenges and opportunities for making a better language instructor. Despite having confusion in teaching grammatical items, I also gained lots of ideas betterment of grammatical pedagogy inside and outside of the language classroom.

I was elated and completed my research with the enthusiasm. I got the inspiration from my seniors, colleagues, and, supervisors to have a journey of my thinking, reading, and writing skills in my life regarding the research. Moreover, I took several opportunities and articulated for enhancing my knowledge. I explored my understanding with the supports of my mentors, supervisors, and professors. I got many skills, ideas, and opportunities. Particularly, my motivational assets increased, and I slowly and gradually developed different practical ideas for writing a proposal and doing research. In the nutshell, teaching grammar for me has been a prior source for developing grammar skills. I generated my chapters with different themes, enhanced my ideas, and developed ways for exploring the writing perspectives on the thesis. Thus, I reflected, I got a view, eagerness, and creativity with the constructive learning theory.

After maintaining the research standard, I learned the research process, drafting process and research writing ideologies. All the collected information of research participants, all the resources from the articles, and books, and all helped me to compare, and contrast my strategies. I geared up my understanding and viewed that the EFL teaching highlighted several parts of the teaching process for professional

integrity. It was a happy -moment for selecting the EFL teachers from Lalitpur and started conducting the open-ended interview and prepared teachers' narratives to contact and get information with the teachers for teaching perspectives. Finally, I reviewed recorded the interview, processed transcription and generalized several assets of classroom teaching. Thus, I analyzed their experiences and represented their voices to the extent possible.

In conclusion, I accomplished my research study. I enhanced the teacher's professional development assets from the sharing of my participants. I learned to adapt several examples, strategies, and structures from different sources. Moreover, I also learned that teaching could be more facilitated via listening to FM radios, reading newspapers, magazines, using websites, online media, and textbook-based methods for teaching strategies. The reflection of the four interviews provided me to listen to unforgettable stories to understand the progressive strategies of teaching in the context of Nepal. I also got a track to enhance the further perspectives of the learning and developing the career of language teaching for my society in order to regard and provide the transformation in the pedagogy.

Finally, the lived experience and valuable insights of my participants helped to achieve grammatical excellence. Furthermore, I achieved the prior skill of writing a research report. I realized preparing the first draft is alluring/ fascinating. I, as a researcher, felt happy when I drafted the first draft. The researcher's journey, and several follow-ups with participants, and a chapter-wise revision to theorizing literature, and substantiating data to submitting for feedback and the final approval, etc., have been key learning for me. However, I revisited, revised and submitted in seventh attempt successfully. I reframed the whole research based on the prescribed

format of APA. My supervisor read, re-read, and provided me with lots of insights for improvement.

Thus, I went through his suggestions, made a complete correction, and submitted them to the research committee. To discuss and defend is not to dictate the nature of theory. It was a continuous practice of the learning culture. So, grammar elaborates the perfectness as well as accurate performance and competency of the language skills, and aspects during the classroom reflection and discussion. My further study will be on the scopes of teaching grammar and language teaching in innovative and contextual understanding reflecting the needs of the students and teachers. I hope his study has brought some innovative and contextual strategies in upcoming research projects relating to grammar teaching. Finally, I had been ready to defend my thesis.

Chapter Summary

Narration is the process of telling, unfolding and unpacking the experiences of professionals. In this chapter, I brought my insights, conclusion, and references relating to English grammar strategies of secondary EFL teachers. I began detailing major findings in the insights section. Then, I concluded briefly about my conclusion. More specifically, I summed up teaching strategies that are useful for English experts in secondary classrooms. In the reflection section, I summed up my M. Phil. journey in general, and thesis writing process at Kathmandu University in particular. I concluded my research through unforgettable practices, diverse perspectives and reflection of teachers' opinions and professional ideas from the pedagogical evaluation, and explorations of useful strategies of teaching grammar replicating my own experience in teaching.

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APPENDIX I: CONSENT FORM FOR THE PARTICIPANTS

I, _____ (Grade/……. teacher) hereby agree to take part in the research study that will be conducted by Santosh Sanba. I am mindful that as a research participant, I will be interviewed and observed while teaching English to learners at the secondary level. I am also aware that the study is necessary for him to complete his studies and the information's generated data will be used for study purposes only while my name and my responses will be kept confidential.

Based on the information that I have no objection to allowing him to conduct the interviews, interact, and observe me and my classes. Similarly, I have no objection to allowing him to use a tape recorder during the interview sessions and take photographs during the observation to the classes.

Signed: _____ date: _____

APPENDIX II: INTERVIEW QUESTIONS

1. Can you give your short introduction?

2. How do you think on teaching ways of teaching grammar?

3. Why do you think to teach grammatical items in your English classrooms?

4. How can you engage your students in the tasks of exercise while teaching grammar?

5. Which topics of grammatical items are facing difficult for the students in your class?

6. How do you encourage your students? Do you engage your students?

7. How can you facilitate your students to communicate with each other for teaching grammar?

8. What are the ways of your practical experiences and opinions for language teaching?

9. How do you plan to present your activities to teach your grammar lessons?

10. How do you prepare the teaching material and collect the sources for your teaching profession?

11. In what ways, do you engage your students for a discussion on the particular grammar courses?

12. Are you participating your learners in your classroom discussion on grammatical topics?

13. Do you give hands out and readings to the students in your lesson?

14. Do the elements of grammar promote students to utilize the language in communication inside the classroom and the outside?

APPENDIX III: SAMPLE OF PARTICIPANT'S TRANSCRIBED NARRATIVES

Pseudonym: Dilip Das Karna

Researcher (R): Namaste sir!

Participant (P): Namaste!

R: It's me Santosh Sanba from Kathmandu University. I want to get permission to participate in this interview. So are you ready for this interview sir? You are welcome in this short interview.

P: Thank you and welcome!.

R: From which campus did you complete your +2 and batcher level?

P: I did +2 and bachelors from an affiliated college with TU.

R: From which school did you start to teach?

P: My first school was a Secondary School in Lalitpur.

R: In the case of motivation, introduction to the students, how do you motivate the students in your research?

P: I was really, in the evening because I was using deductive methods, in the introduction, and sometimes just for me interesting also. I am teaching through enjoying not taking burden in my class.

R: Is your teaching in progressing process or not?

P: Yes it is progressing. From the beginning, I am teaching more fluently, more accurately, and more proficiently in the classes.

R: Which procedures and strategies are you using for teaching grammar in your class?

P: First of all, I keep my class commanding and motivated as well. The class should be commanding over the subject matter. After that as a teacher, I must have good command in teaching English over certain methods.

R: Many teachers are saying teaching grammar is very difficult. Even college teachers are telling why I choose this topic of this teaching grammar, I am feeling uneasy on this subject. Why is it difficult area in your idea?

P: I think this is difficult because of the boring subject with a bundle of a set of rules. Grammar is set of rules. Do hard work. Teachers should know the all grammatical rules then only they can teach in the class. Ok, this is one of the reasons. Many other types of reasons are as well with teachers. This is a primary reason. There are so many rules of grammar in teaching language.

R: How can a teacher present and teach those rules?

P: The teachers can give different examples of those rules. They should present the structure as well.

R: Could you mind saying why preparation and planning are important in teaching grammar? And how do you plan in your teaching grammar to make your teaching example-based, and meaningful?

P: At first, a teacher should be up to date. They should have good knowledge in grammar area and class, teachers just write examples and he lets them create the rules. Suppose the teachers give five examples on the various topics. Suppose tag question, teachers write on the board five examples and along time teachers give the questions along with the answers. Then, the teachers let them find out the structures and the rules based on the examples. That's why; they can interact with each other. In this way, students also may not feel boring. Then they learn at home as well. In this

approach, the teachers should be more active. The teacher feels happy than the students more enjoy learning. This is a way of interaction.

R: In your opinion, why do we teach grammar especially? Is it important to teach in classroom?

P: Of course. Yes, it is a very important thing. It is a bond of rules. Without grammar, there is no way to teach sentences. Without grammar, there is no acquisition of language. To balance our reading we need grammar. To link and to teach we need in the English.

R: So, it is a process of the journey of the language. Then how do you teach grammar to your students? How do you engage your learners?

P: I give the presentation about the topics. Then, I present the rulers along with all the examples. I also give the rules and structures about the topics then I engage the students to work on the activities. It is a bundle of rules.

R: Are the students clear from these only examples of the grammar on what we teach in our class? Does only an inductive example give sense to the students?

P: If they are not clear about a certain topic I give structure and the rules according to the structures, they are not familiar. So, they are not clear. If they do not have the clear, we have to deliver the concept of the topic that we teach in our class.

R: So, I think there is no problem; there is a situation where the students cannot move their unnecessary habits from their life. That means they are engaging in language tasks in the field of English teaching and learning. Why do the students do so? What are the reasons for this situation?

P: That may be the students' problem, TV, mobile and different media ok. Most of them are engaging in mobile. Those are neglectial student, and smart students are using science and technology in different media, not for educational purposes.

R: How do you communicate with your students? How can you facilitate your students to communicative or in the purpose communication?

P: I just tell them to read the different types of the books, at second I tell them to read English papers, articles, and magazines. Thirdly, I suggest that they read what the English faculties' related texts. I facilitate them because the contents are more informative for them.

R: Yesterday I saw you were giving chance to read books to your student in your class. They were writing from different ways, and books in the class. I observed that it was very important. Do you think the secondary elements of teaching grammar are sufficient? Do you agree on these elements of teaching grammar?

P: Totally, I cannot agree. I agree also to disagree also for other area and some developments. They are supporting.

R: Generally, how do you plan before going to enter in the classroom?

P: Before go to the class I prepare mentally on the topic. I also prepare on the planning of what I am going to discuss tomorrow.

R: Again, I want to ask you some of the remaining strategies that mean you use me like other teacher do not know that your way of teaching grammar? Particularly, you can use that in your teaching.

P: Motivation and commanding are the most methods that I use in my class. These two ways go together motivation and commanding. If we maintain these two methods, teaching can be successful.

R: Do you provide your students hands out also?

P: Of course, sometimes I give the international books and different books. I make them read.

R: Are you participating your student in language activities?

P: Of course, my main method of teaching is discussion.

R: Do you have some of the strategies to control, and manage the classroom that is my problem you know? I have got lots of problems.

P: I understood all the ideas in teaching that should be motivational. Teacher can first motivate the students. They will be what we want to make them that kind of interested in teaching.

R: Can you share elements of teaching grammar? This means the courses of the grammar. Not only the courses that might be your topics on teaching grammar.

P: Suppose structures of the tense I give the students 100 sentences. Examples help them understand their topics. The constructions of the sentences make them constructive ok. I am introducing myself in class. The examples help them learn more. They will have created more examples. It helps to maintain the scenario of teaching grammar teaching.

R: Why am I teaching only grammar and rules and regulations? The students learn the grammar themselves. Are you feeling like that?

P: No, I do not feel so. I always enjoy teaching. I never think like that. I always enjoy teaching because I understand the grammar which is the backbone of all the language. Suppose vocabulary, you know and in literature you know. So, it is the backbone of the literature you know for the fluency also and accuracy also. For me, fluency means the way how you speak. Accuracy means correctness suppose in

sentences. Writing in all the skills of the writing can be possible because of grammar not from the literature.

R: For example one of the teachers taught already the link English students did not understand and I am teaching again. I think there is lack of something. How do you teach to understand the grammar in the classroom?

P: I think there is a lack of coordination. The teachers are thinking like an only duty.

R: Some of the teachers are telling only do this and that then how do they understand?

P: No, we should make them interesting you know. The teachers have so many roles. Their role is to facilitate them. That means the teacher's job is to facilitate the students. The teachers mean what teachers should make all things for the students. Then, it motivates the learners and creates interest for them.