

CHAPTER- ONE

INTRODUCTION

1.1. General Background

As we have seen, speakers of language are able to produce and understand the unlimited number of sentences, including many that are novel and unfamiliar. This ability, according to O'Grady et al. (1997, p.4), is called the linguistic competence. While investigating linguistic competence, linguists focus on the mental system that allows human beings to form and interpret the words and sentences of their language; this system is called grammar. Many scholars claim the term grammar be equated to the term syntax and morphology of sentences. Thornbury (1999, p.2) defines grammar "as the study of linguistic chain and slot." It shows that, it is the study of both of the ways: words are chained together in the particular order, and types of words that can fill the slot in the chain. For example, nouns usually come in subject slot. Similarly, auxiliary verbs, adjectives, prepositions and objects come in their slot and chained together to form meaningful sentences. Similarly, in Cowan's (2009, p.3) opinion, "grammar is the set of rules that describes how words and group of words can be arranged to form sentence in a particular language." Harmer (2001,p.32) expresses his opinion towards grammar by modifying the chain and slot concept and says, "grammar is not just concerned with syntax and morphology; however, the way words are formed and can change their form in order to express different meaning, is also the heart of grammatical knowledge". These opinions show that syntactic transformational activities of language learning and teaching are also the part of grammar. Thus, grammar can be seen as knowledge of what words can go where and what form these words should take. So, studying grammar means knowing how different grammatical elements can be strung together to make chain of words.

1.1.1 Teaching of Grammar

Teaching grammar is the one of the controversial issues in the domain of language teaching and learning. Some people argue that teaching grammar is meaningless; it is acquired naturally. It does not need to be taught. Its teaching does not help in the acquisition of language. Krashen and Terrell (1983, p.144) are in favor of this argument and said, “We prefer to avoid the oral grammar instruction in classroom simply because they take time away from acquisition activity.” Similarly, Ur (1988, p.3) also express her opinion in the controversial nature and says:

The place or grammar in the teaching of foreign language is controversial. Most people argue that knowledge of language means among other thing, knowing its grammar, but this knowledge may be intuitive, and it is not necessarily true that grammatical structures need to be learned.

This shows that the rules of language learning (which we call grammar) are already set in learners mind. So when human beings are motivated to learn language, the intuitive knowledge of language rules are also activated and language can be acquired without structured instruction.

But some people do not support this view and they are in favor of teaching and learning of grammar. Cowan (2009, p.3), expresses his opinion in favor of grammar teaching and says, “Grammar is one aspects of adult language on which instruction can have lasting effect”. This opinion highlights the importance of teaching grammar and shows that grammar teaching is the one aspect of adult language. Children acquire the language easily without instruction during the critical period. Adult mind is already filled with L1. So, it is necessary to teach them L2 grammar. Therefore, teaching grammar has its own significance in language learning and developing linguistic competence in

the learners. Advocating the significance of teaching grammar, Thornbury (1999, pp.15-20) provides the following seven arguments:

1. Sentence Machine Argument

Grammar has limited rules but they help to generate innumerable sentences. Grammar is a description of the regularities in a language, and knowledge of these regularities provides the learners with the means to generate a potentially enormous number of original sentences. So, grammar is a kind of 'sentence making machine'. Thus, teaching grammar keeps significant value to language learning.

2. Fine-Tuning Argument

The teaching of grammar enables the learners to correct structure of language. When someone uses ambiguous and wrong sentences, they can monitor and correct them.

3. The Fossilization Argument

This argument shows that if we learn language without any mastery of grammar, the language fossilizes. Thus, we should put grammar in language teaching.

4. The Advance-Organizer Argument

This argument shows that when we learn formal system of language from the very beginning that helps to notice something in the use of language for our later acquisition of language.

5. Discrete Item Argument

Language exists with various aspects; grammar, vocabulary and language functions. If we do not learn language with grammar, we can miss the important aspect of language to be learnt. Thus, grammar is essential part of

language that is to be taught. It makes the language digestible by breaking it into parts.

6. The Rule of Law Argument

It supports the language teacher to boost up the discipline of the institution providing a structured system that can be taught and tested in methodical steps.

7. The Learners' Expectation Arguments

Grammar is put in language teaching simply because of learners' expectation to learn grammar.

Apart from its relevance in learning language, we can further see its need in different periods of teaching methodologies and approaches. For example, in Grammar Translation Method (GT Method), grammar is taught for the sake of grammar; in CA, (Communicative Approach) it is taught for the sake of making communication grammatical and in the time of E.A (Error Analysis), it worked as a tool to edit the grammaticality of utterances.

1.1.2 Approaches of Teaching Grammar

So far as the approach of teaching grammar is concerned; there are two main approaches: deductive approach and inductive approach of teaching grammar. Both of them are briefly discussed as follows:

i) Deductive Approach

Deductive approach of teaching grammar begins with the general ideas such as rule, or principle of language. Depending on these rules teachers illustrate the examples and students learn them by generalizing the given rules. According to Thornbury (1999, p.29), "deductive approach starts with the presentation of rule and is followed by examples in which the rule is applied." Similarly, according to Richards et al. (1985, p.) "the language teaching methods which emphasized the study of the grammatical rule of a language make use of the

principles of deductive reasoning.” If we explicitly plan the rule or grammar as learning materials together with the example, we will be using deductive procedures (Van Els et al. 1984). Thus, what we can say is that it is a rule driven approach of teaching grammar. In this approach the language teacher can also translate the target language in to learners’ mother tongue to make learners comprehend.

ii) Inductive Approach

Inductive approach of teaching grammar begins with specific examples of particular topic and through these examples learner can infer the reliable rules of language learning. According to Thurnbury (1999, p.29), “an inductive approach starts with some examples from which a rule is inferred”. This shows that, while teaching grammar items, the teacher first presents the examples and from these examples students generalize the rule.

For example,

He plays very well.

Ram goes for sopping.

Joe talks to tourist.

Mira writes with left hand.

We usually go for evening walk.

They go for trekking.

The rule:- -s/es only with third person singular.

According to Richards et al (1985, p.), “in inductive approach the rule is not directly taught rather the students are left to discover it as the consequence of using language.” Similarly, in the words of Brown (1994,p.78), “ in case of inductive reasoning, one stores a number of specific instance and induce a general law of rule of conclusion that governs or subsumes the specific instances.” In this way, inductive is the matter of rule discovery procedure.

In this approach without having met the rule, the learner studies examples and derives and understanding of the rule. The teacher will present the new grammatical items in classroom by using the inductive approach as follows:

- a) First he presents the examples on the board.
- b) Then discussion on the examples is conducted in the class.
- c) The students are required to formulate the rules.
- d) Then students generalize the current and previous experiences of using language.
- e) Finally, the written and oral practice is conducted.

Thus, teaching grammar through inductive approach has become very popular in the present days of language teaching. In this approach, there are various ways to present the new grammatical items. Some of them are as follows:

- a) Using dialogue
- b) Using text
- c) Using realia and pictures
- d) Drills and practice
- e) Role play and problem solving
- f) Information gap activities, and so on.

Along with these approaches of teaching grammar, there are several activities and techniques in practice for teaching grammar (Sharma and Phyak, 2006, pp.173-178). They are as follows:

- i) **Oral Drill:** The teacher provides the grammatical clue to the students and the student's response accordingly.
- ii) **Picture Dictation:** It is the appropriate way of teaching grammar. In this activity, the teacher describes a picture and then the students are asked to draw it. Students should not look anyone else's paper while they are drawing. Finally, the students are asked to compare that picture with the friends and then teacher shows the picture he has recently described.
- iii) **Short speech:** In this activity the teacher asks the students to prepare a short speech (2-5 min) and deliver in the class individually. Then the teacher and students together discuss about the erroneous

sentences regarding target grammar point and provide the individual feedback to the students.

- iv) **Guessing:** In this activity the teacher shows the picture, objects person, activities, places or event and asks the students to guess about that. The rest of all ask 'yes, no' question, to be answered by the 'knower' until the item is guessed.
- v) **Scrambled sentences:** In this activity, the teacher provides the scrambled sentences' and the students have to make the grammatically well-formed sentences.
- vi) **Students Survey:** This is a group activity. Students are provided with sheets of paper comprising some clues on the basis of which they have to collect the responses of the peers to make sentences using the response and the given clues.

In the duration of teaching prepositions for experiment, I used both inductive and deductive approaches. I used other several activities to make the class interactive. Accordingly I taught eighteen lessons. The most useful activities that I presented during teaching were picture dictation, short speech and guessing activities for teaching preposition.

1.1.3 Prepositions in English

As we know preposition is the most important part of “parts of speech”. As grammarians have classified the parts of speech into two different domains- major word classes and minor word classes, it is the part of minor word class domain. Prepositions are generally defined as words, governing and usually preceding a noun or pronoun and expressing a relation into another words or element. Similarly, Chalker and Weinter (1994, p.310) opine that prepositions form “a traditional word class comprising words that relate two linguistic elements to each other and that generally precedes the words which they govern.” The preposition by its name precedes a noun and that is “pre-position”. So, a preposition is a word or a group of words, which usually

precedes noun or pronoun and only be a meaningful grammatical item if it is used in context. In other words, though English prepositions are free morphemes, they will only be meaningful if they are used in context. Prepositions are language specific in their nature. In German, Russian and Latin languages inflections perform the function prepositions. Similarly, in the Nepali language, cases perform similar function as prepositions and they are post- position in their occurrence. Cowan (2009, p.147) presents the occurrence of prepositions in language. He says, “it is the head of the prepositional phrase which is before the head noun of the noun phrase”. For instant, ‘I was reading in the garden’. Here, the preposition ‘in’ precedes the noun phrase ‘the garden’.

1.1.3.1. Types of Prepositions

To make the detailed analysis of teaching prepositions, it can be organized into subclasses according to various criteria. This classification of prepositions can be based on directly visible properties of prepositions: Simple Prepositions and complex prepositions. Simple prepositions are free morphemes as they can be seen in their morphology, and they have grammatical meaning if they are used in certain context. For example, single words- “ in, on, by, from, off, out, to, till, up, with, etc. are called the simple prepositions.

Complex prepositions developed through the grammaticalization of commonly used free combinations. This is an ongoing process that introduces new prepositions into English. So, a complex preposition is a group of words that acts as one unit. The group of words or a phrase functions as a single preposition and such prepositions are called the complex prepositions. ‘With respect to, in spite of, because of, along with, in favor of, according to, in front of, by means of’ etc. are example of complex prepositions.

1.1.3.2 Activities for Teaching Preposition

Teaching of prepositions is monotonous for the ESL (English as second language) students because it is difficult to remember the appropriate usage of

small parts of grammar. Teachers need the stimulation of new techniques to keep a fresh lively approach to their teaching. So, teacher can intervene the class with different activities for teaching prepositions.

As preposition is the part of grammar, it is taught and learnt according to the assumption of method which we adopt. In the classroom, teaching prepositions in the context should be given more importance than teaching merely by recitation (as appropriate preposition- 'true' always takes 'to') and explanation. When preposition is practiced in communicative context, learners are more likely to see the relevance and become motivated to remember the context for the appropriate use of prepositions. Context in teaching prepositions refers to the context in which they are used. For example, determining timing, showing the separation from source, showing goal, showing instrumental use and so on are the use of prepositions. The meaning of a preposition can be different depending on the context that we are expressing. For example, we use the prepositions 'in, on, at' as to show the place or state of things.

(1a) The book is on the table but I am searching everywhere.

(1b) The man is in the room.

(1c) I met her at the bus station.

Above examples show the different situations of the places as, surface area, something inside and fixed location of the things. Similarly, these prepositions can also be used in the context of goal as well as time.

(2a) I met her in Kathmandu.

(2b) Please don't throw these things on my desk.

(2c) Finally I reached at target. Like wise,

(3a) I will come early in the morning.

(3b) She was born on September 12, 1999.

Thus, the same prepositions 'in' shows place in (1a), goal in (2a) and time in (3a).

So, the meaning of prepositions in isolation does not have more importance. We guess the meaning or use of prepositions by hearing them used in certain situation or sometimes by reading them in certain context. In this way, teaching of prepositions by creating context and doing interaction is beneficial for the learners.

1.1.4 Communicative Approach in the Field of Language Teaching

Communicative Approach came into practice showing the disagreement with the notion of 'linguistic competence' of Chomsky. It is one of the reformed teaching approaches in language teaching and learning which emphasizes the teaching of language for the sake of communicative proficiency, rather than for the mastery of structures. It is based on the notion of communicative competence that Hymes (1972) proposed. Hymes (1972, p.101) states several components of communicative competence, which are necessary for the sake of perfect communication. The components mentioned by him are as follows:

- a. Whether something is formally possible:** This component is mainly concerned with the linguistic competence of learning or the grammatical knowledge in spoken language. This component describes that learners need to speak grammatically correct utterances.
- b. Whether something is feasible:** This component of communicative competence shows that an utterance should not only be grammatically correct but also be feasible. In communication there should be two participants, speaker and listener and whatever the speaker says that should be feasible for listener and accepted by him. For example, 'the cat, the man, the rat married chased has a white tail' is grammatically correct but not feasible
- c. Whether something is appropriate:** This component shows the speaker should use appropriate utterances according to the context. Accuracy and appropriacy in speaking shows the communicative competence. Utterances produced by the participants should be socially appropriate.

- d. Whether something is done:** Something may be possible, feasible, and appropriate yet may not occur. The language users do include some knowledge of probabilities and shift in them as indicators of style, response, and so on.

The Communication Approach is newly named as Communicative Language Teaching (CLT) in the recent era of language teaching. It enables the learners to develop their communicative competence for meaningful communication. This method views language as the system for the expression of meaning. The primary function of language is to follow interaction and communication. The structure of language reflects its functional and communicative use.

Nunan (2004, p.7) defined the communicative approach as an extended family of different approaches and said, “as is the case with most families, not all member live harmoniously together all of the time. There are squabbles and disagreement, if not outright wars, from time to time.” Nunan’s opinion showed that people have different desires and their needs which they necessarily fulfill. So, they cannot remain with the chain of formality and different people do different things differently. Similarly, in communicative approach, people can use the language for different purposes.

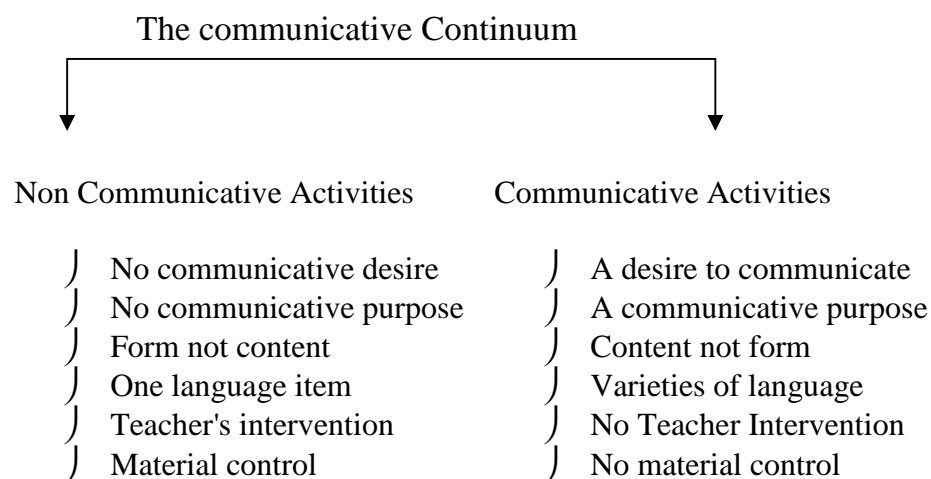
A major strand of CLT centers around the essential belief that if students are involved in meaning-focused communicative task, then language learning will take care of itself, and that plentiful exposure to language in use and plenty of opportunity to practice it are vitally important for students’ development of knowledge and skill of communication. Activities in CLT typically involve students in real or realistic communication, where the successful achievement of the communicative task they are performing is at least as important as the accuracy of their language use.

Wilkins (1972, p.82) proposed a functional or communicative definition of communicative approach, that could serve as a basis bases for developing communicative syllabus for language teaching. He attempted to demonstrate

the systems of meaning that lay behind the communicative uses of language. Likewise, Littlewood (1981, p.1), states, “one of the most important characteristic feature of CLT is that, it pays systematic attention to functional as well as structural aspects of language.” Thus, the most obvious characteristic feature of communicative approach is that almost everything is done with communicative intents. Harmer (2001, p.70) shows the conceptual distinction between communicative activities and non-communicative activities.

Activities in which students have to go round the class asking question with communicative purpose, but using certain prescribed structure (e.g. Have you ever done a bungee jump? Have you ever climbed a mountain? Have you ever been whit water rafting?) may be ending towards the non-communicative end of the continuum. On the other hand, where the students have to interview each other about a holiday they went on might be nearer the communicative end.

The communication continuum presented by Harmer (ibid) is as follows:



This communication continuum shows that classroom communicative activities are desired activities of teachers and learners. Classroom teaching can only be communicative when the teacher teaches the class focusing on the content of the subject. Varieties of language functions are used to discuss the topics. Teacher is only the facilitator and information provider for a particular topic and student interaction is essential in group activities or a whole class as a group. Without using material, a language teacher creates free communication practice as, giving speech, expressing ideas about something e.g. politics, religion, etc. Besides these, non-communicative activities end in fixed and formulaic expressions. The activities which tend to focus on form, one language item and teachers' intervention with material controlled teaching activities are the non-communicative activities.

1.1.4.1. Classroom Procedure in Communicative Approach

Larsen-Freeman, (2000, pp.132-135) provides an expanded description of some common procedures or techniques closely associated with communicative approach; they are as follows:

I. Authentic materials: In communicative language teaching activities in classroom, teacher needs to show the authentic or realistic materials to conduct the real communication. Only the students will expose their natural language if they get the chance to describe the real object.

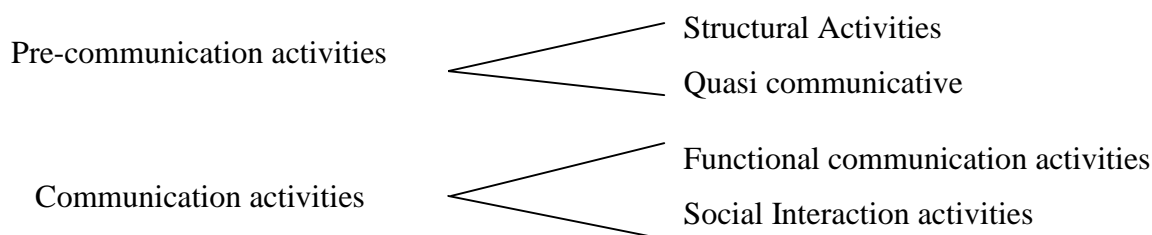
II. Scramble sentences: In this procedure, students are given a passage in which the sentences are in a scramble order and students are told to make the sentence by unscrambling them.

III. Language games: In this procedure, Language games provide students valuable communicative practice. Games are used frequently in communicative language teaching.

IV. Picture strip story: It is one of the activities in CLT. It gives students practice in negotiating meaning.

Role play: It is also one of the most important activities of CLT because it provides the students with an opportunity to practice communicating in different social contexts and in different social roles.

Littlewood (1981, p.86) shows the methodological relationship between different types of activities in classroom teaching:



This framework shows that, through pre-communicative activities, the teacher isolates specific elements of knowledge or skill with communicative ability and provides the learners with opportunities to practice them separately. Through these activities learners develop fluency and command of the linguistic system, without actually requiring them to use this system for communicative purpose. In communicative activities, the learners have to activate and instigate his/her pre-communicative knowledge and skills in order to use them for the communication of meaning. Littlewood (ibid) distinguishes two sub-categories, developing on the degree of importance related to social as well functional meaning. In functional communicating activity, the learner is placed in a situation where she/he must perform whatever the resources are available. In social interaction activity, the learner is also encouraged to make account of the social context in which communication takes place.

In this way, classroom teaching techniques in communicative approach involve using games, puzzle solving, role play, story telling, discussing ideas, dealing on a course of action, talking a point of view, and making intelligent guessing about a picture shown in conjunction with an oral presentation, information gap and so on.

Communicative language teaching aims to provide meaningful and authentic context in which the learners can encounter and practice the various aspects of successful communication. Successful communication involves more than the knowledge and use of grammar. So, in CLT language is used in some specific context, not in isolation, and it aims to develop communicative competence of the learners. It is that aspect of our competence which enables us to convey and interpret message and to negotiate meaning within specific contexts. CLT emphasizes fluency, accuracy, skills and sensitivity towards different contexts of target language

For research study, I conducted an action research to explore the effectiveness of communicative activities in teaching English prepositions because action research is a type of research which refers to a practical way of looking at our own work. In addition, all the students who participated in the study would equally be benefited from the new intervention of classroom teaching. The brief introduction of this research is given in following topic.

1.1.5 Action Research: A Brief Introduction

The concept of action research lies in the movement in educational sciences and varieties of other social reform initiatives in as early as the late nineteenth century. The term “action research” was first propounded by Kurt Lewin in 1946 assuming to bridge the gap between the historical and applied research. It is a research conducted by the practitioners to find out and solve the problems of the subjects as well as for the feedback of their activities. Concerning the action research, McNiff (2002, p.89) writes:

Action research is a term which refers to a practical way of looking at our own work to check that it is as we would like it to be. Because action research is done by us, the practitioners, it is often referred to as practitioner based research and because it involves us thinking about and reflecting on our work, it can also be called a form of self

reflective practice. The idea of self reflection is central. In traditional form of research, empirical research- researchers do research on other people. In action research, researchers do research themselves.

Empirical researchers enquire into other peoples lives. Action researchers enquire into their own.

According to Cohen and Manion (1994, p.46) action research “is conducted aiming at the improvement of the current affairs through the process of identifying and solving problems in a specific context.” Similarly, Kemmis (1988, p.6) says that “action research is a form of self- reflective enquiry undertaken by participants in order to improve their own professional practices”. In the same line Wallace (1998, p.68) writes “action research is a strategy for professional development which is accomplished by reflecting on the practitioners’ regular activities”. In the words of Nunan (1992, p.17) “action research is becoming increasingly significant in language education as it addresses the immediate practical problems”.

Thus, action research is a process, in which the participants critically examine their own activities, find facts in relation to successfulness and unsuccessfulness reflect on the identified problems, and plan to resolve them, take action again and evaluate the action, and deduces the conclusion on the whole process. In the case of language teaching, the teacher can conduct action research to experiment the effectiveness of a technique, methodology, teaching materials and so on by introducing them in the existing situation. In this case the teacher researchers conduct the classroom teaching for a month or an academic year intervening new techniques, approaches, teaching aids and so on. They collect data each day, do reflection and finally deduce the conclusion about how the introduced technique/method is effective. The primary goal of action research is to improve the teaching and learning activity in school and classroom and it is conducted during the process of regular classroom teaching.

Action research is usually small-scale and is intended to help resolve problem rather than simply be research for its own sake. In this way, the followings are the basic features of action research:

- i. In action research, problem is identified in a local situation and it is instantly solved in the same situation.
- ii. It is led by inductive approach.
- iii. It is the participants' self- reflective enquiry.
- iv. It is critically collaborative.
- v. It aims at improving the current state of affair, participants' regular activities and quality of action within a social setting.
- vi. It allows for self evaluation.
- vii. It can be done by individual or team of the colleague.

1.1.5.1 Tools Used in Action Research

In order to carry out action research, the teachers/ researchers may use any of the following tools:

i. Time on task: After the presentation of an action the teacher research can provide the students with test items related to the action and the scores on the tests are then analyzed. Concerning the time-on-task, Prater (1992) opines “it refers to the amount of time students spend attending to school related task, such as following directions and engaging in learning activities.” For instance, in case of my research I administered the time-on-task after teaching certain English prepositions by using communicative activities and then I analyzed them.

ii. Check List: Check list is prepared by the teacher/ researcher in order to record the observed events while carrying out the research.

iii. Individual File: The individual file of each student's progress can be kept on which reflection and analysis occur.

Along with the above tools, the researcher can make use of log portfolio, questionnaire, journal and photographs, case studies, etc.

1.1.5.2 Process of Action Research

Process of action research reflects to the different steps used in this research. Different scholars discuss almost similar steps of action research but they are slightly different in order of the steps. The process of action research has been recommended in a number of ways. Usually, it includes reflecting; exploring, finding problems, planning the interventions and implementing them and deducing result. The steps given by different scholars are given below:

A) Harmer (2001, p.26) shows that the action research can be carried out in following 5 steps:

- Step I: Identify a problem/issued
- StepII: Think of questions to ask/information to be gained.
- StepIII: Collect data
- StepIV: Analyze the data.
- StepV: Decide on future action

B) Similarly, Nunan (1992, p, 17) speaks of the process of action research in terms of 7 steps:

- Step I: Initiation
- Step II: Preliminary Investigation
- Step III: Hypothesis
- Step IV: Intervention
- Step V: Evaluation
- StepIV: Dissemination
- Step VII: Follow-Up

C) Likewise, According to Wallace (1998), the action research process consists of the following 5 steps:

- Step I: Consider problems
- StepII: Ask questions
- StepIII: Action (intervention)
- StepIV: Data collection and analysis
- StepV: Application to professional practice

After having a brief survey on the features, process, definition and tools of action research, we can conclude that action research is a teacher research which is conducted to resolve the problems in teaching and learning process introducing new or existing techniques in a particular situation. In case of my current study, I taught the English prepositions in grade eight with the help of communicative activities. Concerning tools, I mainly used the pre-test, time-on-task, progressive tests and the post-test for collecting data to access the comprehension level of the students at grade eight.

1.2. Review of the Related Literature

A number of research activities have been carried out to find out the effectiveness of different methods and techniques in teaching English grammar in Department of English Education, T.U. Such kinds of research studies have been carried out in other universities of Nepal as well. I have tried to review some of the studies related to the proposed study as follows:

Pant (2004) carried out a research on “The Effectiveness of Discovery Technique in Teaching Subject Verb Agreement in Grade Nine”. He conducted the experimental research on this topic. The main aim of this study was to find out the effectiveness of discovery technique in teaching subject-verb agreement in grade nine. The finding of the study showed that the students taught through discovery technique did relatively better in comprehension to those, who taught through explanation technique.

Regmi (2004) conducted a research to determine “The Effectiveness of Group Work Technique in Teaching English Tense”. The main purpose of his study was to find out the effectiveness of group work technique in teaching English tense. It was found that the effectiveness of group work was significant. Students who were taught using group work progressed relatively better than the students who were taught using explanation.

Oli (2005) conducted a research on “The Effectiveness of Task-based Technique for Teaching Grammar.” He also conducted the experimental research to find out the effectiveness of task-based technique for teaching grammar. The finding of the research revealed that the task-based technique was significant because it was more effective than theoretical or form-based teaching of it.

Ghimire (2007) carried out a study on “The Effectiveness of Authentic Materials in Teaching Reading Comprehension.” He carried out this study on two different groups-one is experimental and another is non-experimental group. The purpose of this study was to find out the effectiveness of authentic material in teaching reading comprehension. The study showed that the effectiveness of authentic materials was significant. The experimental group performed better than non-experimental group.

Khanal (2007) carried out study on “The Effectiveness of Communicative Method in Teaching Vocabulary.” She has used the communicative method in experimental group to find out the effectiveness of communicative method in teaching vocabulary. The finding of the research revealed that the communicative method was significant because the experimental group performed comparatively better rather than controlled group.

Adhikari (2008) conducted a research work entitled “The Effectiveness of Communicative Method in Teaching Reading Comprehension”. The purpose of the study was to find out the effectiveness of communicative method in teaching reading comprehension. The finding of the research revealed that the effect of communicative method in teaching reading comprehension was significant because the experimented group had performed better than controlled group in most of the objective test item.

Gohiwar (2009) conducted an action research entitled “Effectiveness of Using Power Point in Teaching English Tense”. The main purpose of the study was to find out the effectiveness of using power point in teaching English tense. It was found that the use of PowerPoint in teaching tense was more effective.

These studies are partially related to the present study. Hence, they provide some insight into the study. However, none of these studies are directly concerned with the effectiveness of communicative activities in teaching English prepositions. In this regard, this research will be quite different from the reviewed ones.

1.3 Objectives of the Study

The objectives of the present study were as follows:

1. To find out the effectiveness of communicative activity in teaching English prepositions in terms of
 - a. Time on task analysis
 - b. Analysis of individual score on progressive tests, pre- test, and post-test.
2. To suggest some pedagogical implications of the study.

1.4 Significance of the Study

This study provides the information about the effectiveness of communicative activities in teaching English prepositions. Communicative activity plays a significant role in teaching English prepositions because it helps students to develop their communicative competence.

This study will be beneficial for those who are in the field of language teaching. It plays a central role for English teachers, supervisors, students, researchers, and the persons who have keen interest in language teaching.

1.5 Definitions of Specific Terms

The specific terms used in the study have been defined as follows:

Communicative activities: activities to promote interaction and communication. Communicative activities include any activities that encourage and require a learner to speak with and listen to other learners.

Action research: it is a form of reflective inquiry under taken by participants in order to improve their own professional practice.

Pre-test: A test given before the intervention starts.

Time-on-task: It refers to the amount of time students spend attending to school related task. It is administered after teaching a particular lesson.

Post-test: A test given at the end of an intervention is a post test.

CHAPTER- TWO

METHODOLOGY

This chapter is an important phase in any kind of study. In the absence of this phase, research remains incomplete. Thus, this chapter briefly describes the methods and procedures adopted to carry out this study. The population, sampling procedure, research tools and their presentation, administration and other procedure are described below. Hence to fulfill the objectives of the study, the following methodology was adopted.

2.1. Sources of Data

I used both primary and secondary sources for data collection. The primary sources were used for collecting the data and the secondary sources were used to facilitate and enrich the study

2.1.1. Primary Sources of Data

The primary source of data of the study were elicited from the students of grade eight at Shree Baisnavi Secondary School Bhajangal, Kirtipur Kathmandu by administering time-on-task, progressive tests, pre-and post-tests.

2.1.2 Secondary Sources of Data

Various books, especially Nunan (1992), Thornbury (1999), Larsen -Freeman and Celse- Murcia (1999), Harmer (2008), Cowan (2009), journals, research reports, Internet website related to the topic, the approved theses in the Department of English Education, T.U. and many other references were used as secondary sources of data.

2.2 Population of the Study

The population of my study consisted of 25 students of grade eight in Baisnavi Secondary School, Bhajangal, Kirtipur, Kathmandu.

2.3 Sampling Procedure

I purposively selected Shree Baisnavi Secondary School of Kathmandu district as a research area of my study. I selected all the students of grade eight from the same school through non-random sampling procedure in order to carry out this research.

2.4. Tools for Data Collection

As the main tools for data collection, I basically used test items. The test items included the pre-test, time-on-task tests, progressive tests and the post-test. The Pre-test and the post-test consisted of the same items where as the progressive test consisted of the test items related to how lessons were in progress.

Similarly, Time on-task was designed in relation to respective lessons. For evaluating proficiency level of the students in preposition, the pre-test was taken which consisted of various items, i.e. fill-in-the blanks, multiple choice, describing movement and, writing own sentences by using given prepositions. The pre-test and the post-tests were assigned 40 marks, each of the progressive tests and time-on-task tests were assigned 10 marks. These entire tests were administered to find out the comprehension level of the students.

2.5 Procedure of Data Collection

The primary data was collected by conducting a pre-test, time-on-task test, progressive test and post-test to the students of grade eight. For this purpose, I adopted the following steps.

- I. At first, I visited the selected school and talked to the authority for their permission to carry out the research and I explained its process and purpose
- II. After that, I prepared the test items to be used for the pre-test and the post- test. The prepared pre-test items were administrated to identify the proficiency level of the students in English prepositions.

- III. After analyzing the pre-test scores of the students, I started teaching prepositions using communicative activity. I took altogether 18 classes.
- IV. Along with teaching, I administered the progressive tests in an interval of four days. After completing the task of teaching and taking progressive test, I conducted a post-test.
- V. I administered the post-test in order to explore the effectiveness of communicative activity technique in teaching English prepositions.
- VI. Finally, I analyzed the individual scores on the time-on-task, progressive-tests and pre and post-test.

2.6 Limitations of the study

The basic limitations of the study were as follows:

- a) The study was limited to Baisnavi Secondary School.
- b) The study was based on only 25 students of grade eight of this school.
- c) The primary data for this study were collected by administering pre-test, time-on-task tests, progressive tests and post-test.
- d) Although there are a number of techniques and methods used in the field of ELT, this study was limited to teaching English prepositions through communicative activities.
- e) I taught only 18 classes in the selected school.

CHAPTER-THREE

ANNALYSIS AND INTERPRETATION

This chapter includes the analysis and interpretation of data collected from teaching the students of grade eight. The research was conducted on twenty-five students of Shree Baisnavi Secondary School of Bhajangal, kirtipur, Kathmandu.

Data collection was initiated keeping the objectives of the research in mind i.e. to explore the effectiveness of communicative activity in teaching English prepositions and to suggest the pedagogical implications of using this kind of activity in teaching prepositions. In this study, initially, a pre-test was administered to know the student's proficiency level. Then I taught 50 prepositions to grade eight students (which were taken from lower secondary English text book) and took four progressive tests in the interval of four days to assess their progress. Finally, a post-test was administered to find out the effectiveness of communicative activity technique in teaching English prepositions at grade eight. For this purpose, I tabulated and analyzed the data in the following order:

- a) Analysis and interpretation of classroom activities.
- b) Analysis of individual test score obtained from four progressive tests along with pretest and post-test.

3.1 Analysis and Interpretation of Classroom Activities

This section mainly contains analysis and interpretation of how I conducted the classroom activities based on teaching English prepositions related to lower secondary level English text book. The analysis and interpretation has been carried out in two phases : analysis of classroom activities along with scores on time-on-task analysis and analysis of four progressive tests administered in the interval of four days includes pre-test and post-test.

3.1.1 Teaching of English Prepositions

In order to carry out my study, I experimented the followings lesson with the help of communicative activity technique. I taught the following lessons to complete my thesis.

A. I. Content

Prepositions: on, in, at

Class -8

Time-45 minutes

Subject-English

II. Preposition

I started the lesson with the English prepositions, 'in, on, and at.' Initially, I presented these prepositions on the white board and told the conceptual meaning of each prepositions ('in' is used to show the covered place, e.g. in the box; 'on' is used to show the surface place, e.g. on the table and 'at' is used to show the specific location, e.g. at bus station etc). Though they all are static prepositions and used to show, place, time or goal; they all are used to show different perspective of place, time or goal. Then I described the use of each prepositions in isolation. I encouraged the students to speak their own utterances by using the prepositions. After that I divided the students into different pairs and created dialogue by describing classroom things. While the students were conversing in pair, I rounded over the class and helped the shy and needy students. My role was of a facilitator during pair conversation. After the completion of pair conversation, I told them to write the pair conversation by using given prepositions as home assignment. After that, I provided the students with a task assigning 10 full marks. The task began as follows:

1. Fill in the blanks with appropriate prepositions.

- a. There are some booksthe cupboard.
- b. I get up.....6'o clock.
- c. He lived.....America for 3 years.
- d. She was born.....September.
- e. Shakespeare was born.....stat ford.....April
23rd1564.

2. Write true false (If false make it correct)

- a. Books are on the cupboard [.....]
- b. The cat sat on the mat [.....]
- c. The cat is in the garage [.....]
- d. He goes to bed at 12:00 and sleeps till seven [.....]
- e. I usually get up early at the morning at 5 o'clock [.....]

The fill in the blanks weighted 5 marks and true false items also weighted 5 marks. It continued for 15 minutes time bound. After the time was over I collected the task sheets of the students. After checking their task sheets, I found the following scores on time-on-task:

Table No.1
Individual Scores on the Time-on-Task-I

No. of students (Total-25)	No. of students in (%)	Obtained marks (F.M-10)
6	24	7
7	28	6
5	20	5
5	20	4
2	8	3
Average Scores : 5		

III. Analysis and Reflection

As above table depicts that 6 students out of 25 scored 7 marks (i.e.24 %) out of 10 as full marks, 7students (i.e.28%) scored 6 marks out of 10. Similarly, 5 students (i.e.20%) scored 5 marks and 5 and 2 students (i.e.20 % and 8%) scored 4 and 3 out of 10 respectively. Around 52 % of the students obtained the marks above the average score (5 out of 10 full marks) and 48 % of the students obtained the marks below the average score. It indicates that the scores of the students are satisfactory.

B.1. Content

Prepositions: by, of and to

Class : eight

Time : 45 minutes

Subject: English

II. Presentation

After warming up the class by revising the previous lesson, as usual, I started the lesson 'by, of, and to' prepositions. I presented these prepositions on the board and told them the sense of these prepositions ('By' is used to show the place, nearness, time, e.g. sitting by bank of river, I will come there by 10, 'of' is used to show possession, e.g. speech of leader and 'to' is used t show goal, e.g. I go to school etc.) After that, I encouraged the students to tell their own utterances by using these prepositions. Then, I divided the class in to 4 different groups and told them to interact each other by using these prepositions the situation was seeking information about friend. I specified 10 minutes time for their conversation. While they were discussing each other, I rounded all the groups and helped the needy and slow students. After the discussion was over I asked them to write conversation in their notebook. After finishing the class work, I exchanged their note book to different groups for correction. Again, I summarized the whole lesson with the help of students. Then I administered a time-on-task assigning 10 as full marks. The task begins as follow:

i. Match the following items and complete the following sentences.

- a. I posted letter to Kathmandu
- b. The class begins at 10:15 so, of the principal
you had better sitting by me
- c. The speech to the pen friend
made me impressive be at school by 10:00
- d. Suddenly, she fell down off the bench, she was
- e. I returned from Nepalganj.

ii. Write your own sentences by using the prepositions by, of, to.

The matching items weighted 5 marks and writing sentences also weighted 5. It was continued for 15 minutes time bound. After the time was over, I collected the task sheet and checked them. The score obtained by the students were recorded as follows:

Table No.2
Individual Scores on the Time-on-Task-II

No. of students (Total-25)	No. of students (%)	Obtained mark (F.M 10)
5	20	7
9	36	6
6	24	5
3	12	4
2	8	3
Average Score: 5		

III. Analysis and interpretation

As above table shows, out of 25 students, 5 scored 7 marks, 9 students scored 6 marks, 6 students scored 5 marks, 3 students scored 4 marks and 2 scored 3 marks out of 10 as full marks. While I compared the both the test, I found the result was constant as the average score was 5.

C.I. Content

Preposition: up, down, out

Class : Eight

Subject: English

Time: 45 minutes

II Presentation

As usual, I entered the classroom, greeted the students and asked them how they were. They enjoying replied that they were fine till then. Then I started my duty by presenting the teaching items on the board, which was easy for watching to all the students. I wrote some examples by using these prepositions on the board to get ideas from the context. For example, a thief climbed up the third stair of the house through the window. He climbed down through the ladder etc. Students understood the sense of these prepositions. I asked one student, “Can you climb up the tree?” He replied, ‘Yes madam.’ Other students of the class told me that he could climb up the ceiling without ladder. I asked him, ‘Can you?’ And then he easily climbed up the ceiling like monkey and easily climbed down. After that I summarized the lesson with the help of students. I told them to make 10 sentences by using these prepositions. I specified 15 minutes time bound for writing sentences. After the completion of task, I collected the task sheet from the students. I checked the task sheets and found the following scores obtained by the students on the test.

Table No.3

Individual Scores on the Time-on-Task-III

No. of Students (Total – 25)	No. of students in (%)	Obtained marks (F.M 10)
3	12	8
12	48	6
8	32	5
2	8	4
Average scores: 5.75		

III. Analysis and Reflection

As the above table reveals, twelve percent (12%) of the students out of 25 scored 8 marks out of 10 as full marks. Forty eight percent (48%) of the total students scored 6 marks, thirty two (32%) and eight (8%) percent of the students scored 5 and 4 marks respectively. In comparison to the previous test the present scoring reflected better progress. This achievement shows the significance of communicative activity in teaching English preposition.

D. I. Content

Prepositions: Since, For, till

Subject: English

Class: eight

Time 45 minutes

II. Presentation

I started the lesson by showing flash cards to the students in which some sentences were written by using given prepositions. I told the students to read these sentences on the card and asked them to guess what the use is of 'since' and 'for' prepositions. After that, I divided the class into different pairs and told them to share their information by using these prepositions in the way of seeking information. I conducted the conversation with one student who has no pair. There were 12 pairs.

I: How long have you been studying in this school?

He: I have been studying in this school for 7 years.

I : I think you are from out of the valley. When did you come here?

He: We have been staying here since 2002.

I : What about future?

He: We will stay here till my S.L.C.exam, after that we will think.

In this way, all the students conversed with each other in pairs and after 10 minutes the conversation was over. I told them to write this conversation on their paper within 15 minutes time bound. I assigned a task of 10 full marks to find out the comprehension level of the students. Then, I checked the task sheets and students' obtained marks were recorded in the tables as follows:

Table No. 4
Individual Scores on the Time-on-Task-IV

No. of students (total-25)	No. of students in percent (%)	Obtained marks (F.M 10)
4	16	8
7	28	7
9	36	5
5	20	4
Average score:6		

III. Analysis and Interpretation

As the above table depicts, 4 students scored 8 marks out of, 10, 7 students scored 7 out of 10, 9 students scored 5 out of 10 and 5 students scored 4 marks. In comparison to previous test score, recent scores are quite good. It shows the positive effect of communicative activities in teaching English prepositions.

E. I. Content

Prepositions: Above, over, below, under

Class: eight

Subject: English

Time: 45 minutes

II Presentation

As usual, I entered the class by greeting the students. Then I gave the flash back of the previous classes and talked about their achievement. After that I presented these prepositions on the board and asked the students whether they knew the meaning of each prepositions. I described them the contrasting nature of given prepositions. I wrote some sentences on the board for the students' better understanding. For example, 'put the blanket over me I am feeling cold, cat always hid under the table, birds can fly above the sky etc.' From the examples, students generalized the sense and contrasting nature of 'over' 'under' and 'above' 'below' prepositions. I encouraged the students to tell their own sentences by using those prepositions. I divided the class into different pairs and told them to interact by using these prepositions and write your own five sentences. During their conversation; I rounded the class and supported the students. After the teaching was over, I provided the students with a task assigning 10 full marks.

I Choose the apt prepositions to complete the sentences. (above, over, under, below)

- a) Put the blanketme.
- b) There is a bridge.....the river.
- c) I put the letter.....the pillow and forget myself.
- d) He found my pen.....the table.
- e) Birds can flythe sky.
- f) The eagle hovers.....us.
- g) She got married20.
- h) They live.....us.

The whole set of test weighted 10 as full marks. Test continued for 15 minutes and after the given time was over, I collected the task sheets. After I checked the task sheets, the students obtained marks were recorded as follows:

Table No.5

Individual Scores on Time-on-Task-V

No. of students (total-25)	No. of students in percent (%)	Obtained marks (F. M-10)
8	32	8
5	20	7
7	28	6
5	20	4
Average score:6.25		

III. Analysis and Interpretation

After observing the above table what we can see is that 8 students out of 25 scored 8 marks and 5 students scored 7 marks. Similarly, 7 and 5 students scored 6 and 4 marks respectively. Around 52 % of the students obtained the marks above average score where the average score of this test is 6.25. When we observe the previous average scores and the recent score, the progress of the students seemed to be consistent with the satisfactory result.

F.I. Content

Prepositions: about, around, along, among

Class: eight

Subject: English

Time: 45 minutes

II. Presentation

As usual I started the lesson by presenting the prepositions on the board. I asked the students whether they know the sense of these prepositions in isolation. Then I explained each prepositions by providing the context. For example, about and around show the sense of approximation when it is used to show the time, e.g. I will reach there about an hour, meeting was started around 10. Sometimes around shows the covering sense, e.g. he built the wall around

the house. Similarly, I came along the road and turn left, we are discussing among friends etc.’ After that I divided the class into 5 different groups. In one group there were 5 students. I told them to discuss each other by creating context i.e. bike accident with the help of these given prepositions of 10 minutes. After that I handed the two items (i.e. match the appropriate prepositions and use this prepositions to make the sentences) assigning 10 as full marks for time- on-task. The task begins as follows:

A. Match the column A and B to complete the sentences.

A	B
a) The discussion was going on	about 10
b) I will reach at bus station	around the house
c) He built the fence	along the road
d) I came	among the leaders
e) I obtain Ist division marks	around 65 percent

B. Write your own sentences by using these prepositions

(about, around, among, along)

- I.
- II.
- III.
- IV.
- V.

Both the test items carried 5 marks each. The students worked on it for 15 minutes. After the time was over, I collected the task sheets and checked them. The scores obtained by the students on this test were recorded as follows:

Table No.6
Individual Scores on Time-on-Task-VI

No. of students (Total-25)	No. of students in (%)	Obtained marks (F. M-10)
7	28	8
10	40	7
8	32	5
Average score :6.6		

III. Analysis and Interpretation

After observing the above table what we can see is that 7 students out of 25 scored 8 marks out of 10 as full marks and 10 students scored 7 marks.

Similarly, 8 students scored 5 marks. Observing the distribution of scores in the above table, we can see that 68 % of the students scored above the average score of 6.6, and only 32% of the students scored below the average score.

G. I. Content

Preposition: before, behind, between, beside

Class : Eight

Subject: English

Time : 45 minutes

II Presentation

In the beginning, I warmed up the student by asking the meaning of the preposition as word meaning. I presented these all prepositions on the board. After that I divided the class in to 5 different groups. And one group I called in front of the class and made them stand in different position. Then I told the other groups to describe the each student's place, who was standing where, e.g. Ram is standing behind Anil. All the students actively participated in discussion. I rounded the each group and helped them. After the discussion was over I told them to write the student's place in five sentences and make their

own sentences by using these prepositions on separate paper. Class work continued for 15 minutes. I checked the student's task sheet and record their scores as follows:

Table No. 7
Individual Scores on Time-on-Task-VII

No. of students (Total-25)	No. Of students in (%)	Obtained marks (F M -10)
7	28	8
13	52	7
5	20	5
Average score: 6.6		

III. Analysis and Interpretation

When we observe the table, we can see that 80% of the students scored the average marks (i.e. 6.6). Out of 10, only 20% of the student scored below the average. Comprising the previous scores to recent ones what we can see is that the majority of the students scored 7 out of 10 as full marks. This achievement shows that the use of communicative activities play a role while teaching English prepositions to the students.

H.I.Content

Prepositions: into, onto, out

Class: Eight

Subject: English

Time: 45minutes

II Presentation

As usual, I started lesson by presenting the prepositions on the board. I showed the flash card to the students in which these prepositions were clarified by using them in sentences. Then I asked the students if they had any ideas about

the use of the prepositions. They responded that they understood the concept of movement of something to some where. After that, I divided the class into different pairs and provided them with picture card. I told them to describe the pictures by using these prepositions. They discussed in pairs and concluded to write some sentences. I exchanged their task sheet to the other pairs for peer correction. After their correction I told the students that they should provide the feedback to their friends. After finishing the teaching activity I administered time-on-task assigning 10 full marks. The task begins as follow:

A. Make the following sentences correct by using correct prepositions.

- i. I took these papers of paper files.
- ii. He was putting the pen on his beg.
- iii. She has lost her earring to the pool while she was swimming.
- iv. I saw a man falling to the ground from the roof of the house.
- v. Put that vase of the flower from the table.

This task continued for 15 minutes. After I checked the task sheet the score for the students on their test were recorded as follows:

Table No.8
Individual Score on the Time-on-Task-VIII

No. of students (Total-25)	No. of students in (%)	Obtained marks (F. M-10)
6	24	9
14	56	7
5	20	5
Average score :7		

III. Analysis and Reflection

As the above table shows the scores have been distributed around the average score of 7, where the full marks is 10. The highest score is 9 out of 10 as full

marks obtained by 24% of the students. The lowest score is 5 out of 10 as full marks obtained by 20% of the students.

Observing the above data, it can be said that the students have made remarkable progress in learning English prepositions. Thus, we can say that communicative activities play important role in teaching English prepositions.

3.2 Comparison of the Scores Obtained in Pre-and Post-Tests Score

The comparison of the scores obtained in the pre-test and the post-test are presented in following table:

Table No. 9
Individual Scores on Pre-Test and Post-Test

Pre-Test			Post-Test		
No. of students (Totsal-25)	No. of students in (%)	Obtained marks (out of 40)	No. of students (Total-25)	No. of students in (%)	Obtained marks (Out of 40)
2	8	18	5	20	25
2	8	15	4	16	23
3	12	13	6	24	20
5	20	11	2	8	18
4	16	10	3	12	16
2	8	8	1	4	15
3	12	7	2	8	13
3	12	6	2	8	11
1	4	4			
Average score : 10.22			Average score: 21.75		

Regarding the pre-test, the above table reveals that the scores were distributed around the average score of 10.22 with 18 marks as the highest and 4 marks as the lowest score. whereas, the scores on the post-test distributed around the average score, 21.75 which was two times greater than the average score of the

pre-test. The result of the post test proved that students' progress was increased a lot in relation to their initial situation. Therefore, it can be claimed that the communicative activities are really an effective activities for teaching English prepositions.

3.3 Analysis of the Scores on Different Tests

This section shows the analysis of scores obtained in individual tests.

3.3.1 Pre-Test

Before I started my communicative activity based teaching I administered a pre-test to determine the proficiency level of the students in English preposition. The pre-test consisted of fill in the blanks, multiple choice, describing movement and writing sentences by using preposition in context. The scores of the students on the pre-test were recorded in the following table:

Table No. 10
Individual Scores on Pre-Test

No. of students (Total-25)	No. of students in (%)	Full marks	Obtained marks
2	8	40	18
2	8	40	15
3	12	40	13
5	20	40	11
4	16	40	10
2	8	40	8
3	12	40	7
3	12	40	6
1	4	40	4
Average score: 10.22			

As the above table shows, 8% of the students out of 25 scored 18 marks (each of them) which are the highest marks on the pre- test (which was designed with 40 as full marks). Four percent (4%) of the students obtained 4 marks which is lowest score on the pre-test. Twenty percent of (20%) the students obtained 11 marks which is the highest number of the students. This result obviously shows that the students have varied proficiency in English prepositions and grammar. Around forty eight percent (48%) of the students were above the average (i.e. 10.22) and fifty two percent (52%) of the students were below the average score. As a result, my attention was drawn to find out the alternative technique for teaching English prepositions.

3.3.2 First Progressive Test

While evaluating the pre-test and first progressive test score of the students, what I found was that their scores were distributed around the average score of 10.22 (out of 40 as full marks) on the pre-test, whereas in the first progressive test, they obtained around the average of 5.5 (out of 10 as full marks) . It shows that the communicative activities seemed to have progressive effect on teaching and learning process. The scores obtained by the students on the first progressive test were recorded as follows:

Table No.11
Individual Score on the First Progressive Test

No. of students (Total-25)	No. of students in (%)	Full marks	Obtained marks
2	8	10	8
6	24	10	7
9	36	10	6
3	12	10	5
3	12	10	4
2	8	10	3
Average score: 5.5			

As the above table shows that students came up with scores at varying rate, as shown on the tables, 8 % of the students out of 25 obtained 8 marks out of 10 as full marks, the highest marks in this test. The majority of the students (i.e. 36%) scored 6 marks. Around 32% of the students scored below average score.

In comparison to the pre-test, the students seemed to have made better progress. In this way, in pre-test the highest score was 18 marks out of 40 as full marks by two students whereas in first progressive test the highest score was 8 marks out of 10 as full marks by 2 students. This shows that the use of communicative activities play positive role in teaching English prepositions.

3.3.3. Second Progressive Test

The score obtained by the students on the second progressive test were recorded as follows:

Table No. 12
Individual Scores on the Second Progressive Test

No. of students (Total-25)	No. of students in (%)	Full marks	Obtained marks
7	28	10	8
3	12	10	7
8	32	10	6
5	20	10	5
2	8	10	3
Average score : 5.8			

As above table shows, the highest score 8 has been obtained by 28 % of the students on the second progressive test which was designed with 10 as full marks. Whereas, the lowest score was 3 out of 10 as full marks scored by 8 % of the students. Above 70% of the students scored the marks above the average

score and around 30 % of the students scored the marks under the average score.

In comparison to the first progressive test, the students have again shown a positive progress in the test score in learning English prepositions with the help of communicative activities.

3.3.4 Third progressive test

The scores obtained by the students on the third progressive test were recorded as follows:

Table No.13
Individual Scores on the Third Progressive Test

No. of students (Total-25)	No. of students in %	Full marks	Obtained marks
10	40	10	8
4	16	10	7
6	24	10	6
5	20	10	4
Average score : 6.25			

As the above table shows 8 marks out of 10 was scored by forty percent (40 %) of the students and 4 out of 10 was scored by twenty percent (20%) of the students, where 8 out of 10 and 4 out 10 were the highest and lowest scores respectively. About 56% of the students were about average score and 44 % of them were below average score where 6.25 is the average score. In comparison to the second progressive test, the students have shown again positive progress to support the effectiveness of communicative activities in teaching English prepositions.

3.3.5. Forth Progressive test

The score of the students on forth progressive test were recorded as follows:

Table No. 14
Individual Scores on the Forth Progressive Test

No. of students (Total-25)	No. of students in (%)	Full marks	Obtained marks
5	20	10	9
6	24	10	8
11	44	10	6
3	12	10	4
Average score : 6.75			

As above table shows that 9 out of 10 was the highest score obtained by 20 % of the students, 4 out of 10 was the lowest score obtained by 12 % of the students where 6.75 was the average score. Over all 44 % of the students scored above the average score and 56 % of them scored below the average score. However, the distribution of the scores on this test continued to be similar to the previous one. The progress of the students on the score has some positive evidence in the support of communicative activities in teaching English prepositions to ESL learners.

3.3.6 Post –Test

After the completion of experimental teaching, I designated the post-test. During that period, I administered pre-test and four progressive tests along with time-on-task test after teaching the respective lesson. The post-test scores of the students were recorded as follows:

Table No.15

Individual Scores on the Post-Test

No. of students total-25	No of students in (%)	Full marks	Obtained marks
5	20	40	25
4	14	40	23
6	24	40	20
2	8	40	18
3	12	40	16
1	4	40	15
2	8	40	13
2	8	40	11
Average score : 21.75			

As the above table shows that 25 marks out of 40 was the highest score secured by twenty percent (20 %) of the students and 11 marks out of 40 was the lowest score secured by eight percent (8 %) of the students, where average score was 21.75.

Teaching English prepositions through communicative activities was found to be satisfactory since the progress is seen in each progressive tests and the post-test as well. So, it can be said that it is effective to teach grammatical items like prepositions through communicative activities.

CHAPTER: FOUR

FINDINGS AND RECOMMENDATIONS

This chapter includes the findings derived from the analysis and interpretations of the field data and recommendation for pedagogical purposes.

4.1 Findings

The present study was conducted to find out the effectiveness of communicative activities in teaching English prepositions. As the score on the pre-test, time-on-task tests, progressive tests and the post-test show, the communicative activities were found to be effective phenomenon in teaching English prepositions. The finding related to specific activities are mentioned below:

4.1.1 Findings Related to Time-on-Task Activities

a) After observing the scores of students on time-on-task, during the teaching of 18 lessons, the average scores of the students were mostly recorded between 5 to 8 out of 10 as full marks. Around sixty percent (50%) of the students (i.e. out of 25 students) scored above the average score. It indicates that the use of communicative activities has shown the notable effect in teaching English prepositions.

4.1.2 Findings Related to Pre-Test and Post-Test

The following findings have been derived, after observing the scores of the students on the pre-test and the post-test.

a) The scores of the students on the pre-test were recorded around the average score of 10.22 out of 40 as full marks, whereas the scores of the students on the post-test were recorded around the average score of 21.75 out of 40 as full marks.

b) Around 8 % of the students (i.e. out of 25) scored 11 marks(out of 40 as full marks) as the lowest on the post-test, whereas 8 % of the students were scored 18 marks as the highest score on the pre-test.

c) Thus, the above findings also indicate that communicative activities contribute for the students' progress in teaching and learning English prepositions.

4.2 Recommendations

On the basis of the findings obtained from the analysis and interpretation of the collected data, the following recommendations of pedagogical implications have been made:

1. As reflected by the pre-test, the post-test, the progressive tests and the time-on-task tests analysis, communicative activity in teaching prepositions seemed to be fruitful. So, these activities should be used in teaching English grammar items like prepositions.
2. Communicative activities include different activities like role play, guessing, puzzle solving, group work, pair work, discussion, etc. and they develop the creativity and skills of the learners. These activities provide the opportunities even to the slow and shy learners. Students themselves are activated in teaching learning activity. So, the activities should be given preferences in order to enhance the students' comprehension of prepositions.
3. Communicative activity can minimize the monotony of classroom situation as the students get involved in learning activities. In this regard, while teaching English prepositions, communicative activities should be given priority as much as possible.

4. The students get opportunity to develop the competence as well as performance skills with the help of these activities if they are emphasized.

5. While teaching English prepositions through communicative activity, students were found to be highly motivated and interested in learning. So, this technique should be used in teaching learning process.

REFERENCES

- Adhakari, R.P (2008). *Effectiveness of communicative method in teaching reading comprehension*. An unpublished M.Ed thesis, T.U, Kathmandu.
- Bhattarai, A. (2005). Action research: A reflective cycle. *Journal of NELTA*, 10, 1-2.
- Bhattraai, G. R. (2005). A sample research proposal. *Young voice in ELT*, 4, 1-6.
- Brown, H. D. (1994). *Principle of language learning and teaching*. London: Prentice Hall.
- Celse-Murcia, M. and Larsen-Freeman, D. (1999). *An ESL/ EFL teachers' course*. Heinle and Heinle publisher: OUP
- Chalker, S. and E. Weinter (1994). *The oxford dictionary of English grammar*. London: Penguin.
- Cohen, L. and Manion, L (1994). *Research methods in education*. London: Routeledge.
- Cowan, R. (2009). *The teacher's grammar of English*. Cambridge: CUP.
- Ghimire, S. (2007). *Effectiveness of authentic materials in teaching reading comprehension*. An unpublished M.Ed. thesis. T.U, Kathmandu.
- Gohiwar, M. K. (2009) *Effectiveness of using power point in teaching English tense*. An unpublished M.Ed. thesis, T.U, Kathmandu.

- Harmer, J. (1991). *The practice of English language teaching*. London: Longman.
- Harmer, J. (2001). *The practice of English language teaching*. London: Longman.
- Hornby, A. S. (2005). *Oxford advance learner's dictionary*. OUP: New York.
- Hymes, D. (1972). *On communicative competence*. OUP: In Pride and Holmes.
- Khanal, A. (2007). *Effectiveness of communicative method in teaching vocabulary*. An unpublished M.Ed thesis, T.U, Kathmandu.
- Krashan, S and Terrell, T. (1983). *The natural approach*. Oxford: OUP
- Kumar, R. (1999). *Research methodology: A step by step guide for beginners*. New Delhi: Sage Publication.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford: OUP
- Littlewood, W. (1981). *Communicative language teaching: An introduction*. Cambridge: CUP.
- McNiff, J. (2002). *Action research: principle and practice*. London: Routeledge.
- Munby, J. (1978). *Communicative syllabus design*. Cambridge: CUP.
- Neupane, M. (2009). Processing instructions: An input based approach for teaching grammar, *Journal of NELTA* , 14, 1-2.
- Nunan, D. (1992). *Research methods in language learning*. Cambridge: CUP.

Nunan, D. (2004). *Task- based learning and teaching*. Cambridge: CUP

O'Grady, W. et al. (1997). *Contemporary linguistics: An introduction*.

New York: St. Martin's Press.

Oli, B. B. (2005). *Effectiveness of task-based technique for teaching simple present tense*. M.Ed. thesis, T.U. Kathmandu.

Pant, D. (2004). *Effectiveness of discovery technique in teaching subject verb agreement*. Unpublished. M..Ed thesis, T.U, Kathmandu.

Prater, M. A. (1992). Increasing time-on-task in the classroom:

Suggestion for improving the amount of time learners spend on-task behavior, *intervention in school and clinic*, 20 (1), 22-27.

Regmi, N. (2004). *Effectiveness of group work technique in teaching English tense*. An unpublished M.Ed thesis, T.U, Kathmandu.

Richards, J.C. et al. (1985). *Longman dictionary of applied linguistics*.

Essex: Longman.

Richards, J.C. and Rodgers, T.S. (2001). *Approaches and methods in language teaching*. UK: CUP.

Sharma, B. K, and Phyak, P. B (2006). *Teaching English language*. Sunlight Publication: Kathmandu.

Thornbury, S. (Eds. 1999). *How to teach grammar*. London: Pearson Education Ltd.

Ur, P. (1988). *Grammar practice activities: A practical guide for teachers*. Cambridge: CUP.

Van Els, T. et al. (1984). *Applied linguistics and the learning and teaching of foreign languages*. London: Edward Arnold.

Wallace, M. J. (1998). *Action research for language teachers*. Cambridge: CUP.

Wilkins, D.A (1972). *Linguistics in language teaching*. London: Edward Arnold.