

CHAPTER-ONE

INTRODUCTION

1.1 General Background

Language is merely the primary means of communication. The institution where by human beings communicate and interact with each other by means of habitually used oral-auditory arbitrary symbol is called language. In other word language is voluntary vocal system of human communication. Language is a purely human and non instinctive method of communicating idea, emotions and desires by means of voluntarily produced symbols. A language is a system of arbitrary vocal symbols by means of which a social group co-operates. Oxford Advance Learner's Dictionary defines, "It is the system of communication in speech and writing that is used by people of a particular country or area". Robins (1989) defines language as "A universal and recognizable part of human behaviour and of the human faculties perhaps one of the most essentials to human life, as we know it, and one of the most for reaching human capabilities in reaction to the whole span of man kind's achievements". While talking about language learning skill, every normal human being acquires his first language without being explicitly taught in his early childhood. A child by the age of four or five becomes linguistically adult in almost all activities of his life. When children acquire their first language, they not only grasp the formal properties of language but also the functional aspects of it. In general language is a phenomenon which we, human being, use in the society to express our ideas, and feelings by means of which we can establish the relation in our society. There are many languages in the world. Out of them English is the most popular and it has established as international language in the world.

English language is the major world language which is also the language of science and modern technology. To become successful in this global world of information and communication English language is most essential tool for any one. If one does not have sharp knowledge of English he or she can not get victory over his or her aim as well as established person of the world.

1.1.1 Grammar in General

Every language has its own grammar system because grammar is the skeleton of the language, without which language can not have its fixed, meaningful and grammatically well established shape and size. Grammar we mean the rules in a language for changing the forms of words and joining them into sentences. Similarly, it is a person's knowledge and use of language. The term grammar is defined in two different senses : narrow and broad. The grammar, in broad sense, it is a model of the native speaker's competence. Similarly, in its narrow sense, the term grammar refers to a level of structural organization which can be studied without the help of phonology and semantics. It generally consists of morphology and syntax. Thus grammar in general sense deals with morphemes and word formation and also their combination into sentences.

1.1.2 English Grammar

Every language has its own grammar. Grammar is said as backbone which stands or shapes for the language. Grammar is defined as system of any language. As other language English language has its own grammar which is defined as native speaker's power to discriminate sentences from non sentences. English grammar should able to 'generate' all possible English sentences of the English language. The formation of words and sentence making is related with the rules of grammar.

N. Chomsky defines in his syntactic structure "Grammar should be a maximally general set of statements which accounts for not only utterances in the corpus of speech examined by the linguist, but all possible utterances grammar generate all and only grammatical sentences of the language".

Each language has levels of language. They are phonological, grammatical and semantic. They are also called linguistic levels. By linguistic levels we mean the levels of language structure. Language is the systematic combination of the words. English language has two kinds of words; grammatical and lexical words. Grammatical words are words which have their own grammatical value in the language. Grammatical words are also called minor words. Minor words in English language are : Pronoun, Auxiliary verbs, Preposition, Conjunction, Interjection, Determiner, Intensifier and Classifiers.

Similarly, lexical words are words which have stable lexical meaning. They refer to a thing, quality, state or action and which have meaning when the words are used alone. They are also called content or major words. Major words include mainly : Noun (book, pen, person, signature etc.), Verbs (duplicate, report, ask, tell etc.), Adjectives (tall, broad, distinct, wide etc.) and Adverbs (quickly, fast, slowly, always etc.).

1.1.3 Prepositions

A word is the smallest of the linguistic units which can occur on its own speech or writing. Words are classified from different angles, for example; grammatical-lexical, major-minor, content-structural, national-functional etc. Prepositions are the words which come under minor word class. Prepositions

may be defined as a word or group of words used especially before a noun or pronoun to show place, time, method etc. Some definitions are quoted below.

"A term preposition in the grammatical classification of words, referring to the set of items which typically precede phrases (often single nouns or PRONOUNS to form a single CONSTITUENT of STRUCTURE)" (David Crystal, 2003:368).

"A preposition may be defined as connecting word showing the relation of a noun substitute to some other word e.g. 'the squirrel in the tree' the preposition in shows the relationship between 'the squirrel' and 'the tree'. It is said that the most of preposition usage involves these nine prepositions: with, at, by, to, in, for, from, of, on" (Hunter College Reading or writing center, 2000:29).

"A preposition is a word placed before a noun or pronoun to show what relation the person or thing denoted by stand in regard to something else" (Wren and Martin, 1989 :109).

"Prepositions are words normally place before nouns or pronoun. Prepositions can also be followed by verbs but, except after but and except the verb must be in the gerund form" (Thomson and Martinet, 1986:71).

In conclusion prepositions are notoriously difficult to learn. Long after ESL or EFL students have achieved a high level of proficiency in English, still there is struggle with prepositions. Why do such little words as in, on, and at cause so many problems ? Even proficient English speakers exhibit variable performance with regard to which prepositions they used for a particular

meaning. For instance, can we say; going out to lunch or going out for lunch? There are three dimensional problems in the use of prepositions. They are form, meaning and use of prepositions. Similarly, prepositions connect words to other part of a sentence and have a close relationship with the words that follow, which usually a noun. Together a preposition and noun comprise of prepositional phrase. Prepositions are usually one word (in, to, at) but some items they can be two or three (out of, on top of). Because of all these reasons prepositions are those grammatical words that normally followed by noun phrase, verbs etc. Such noun phrases, which are preceded by prepositions, are termed as prepositional phrases. They are groups of words used as a single preposition, for example, out of, on top of, died on, according to etc. Prepositions can have various case relations such as :

1. Agentive : It was composed by Thomos.
2. Means : We went there by bus.
3. Benefactive : I bought the gift for marry.
4. Proxy : He manages the store for the Bakers.
5. Ablative/source: Sherry bought the car from Dev.
6. Eliciting: He asked a favor of us.
7. Separation: They cleared the field of trash.
8. Genitive: The hood of the car was dented.
9. Dative: I gave the hat I was knitting to my best friend.
10. Direction/Goal: We drove to Prasha, eastern Chitwan.
11. Instrument: He broke the window with a knife.
12. Comitative: I went to market with Puspa.
13. Joining: The storm covered the mountains with snow.

1.1.4 Variation in Use

There are some such issues of use of prepositions where more than one preposition with the same meaning is acceptable in a given context:

1. Spatial proximity: a house near/by the lake.
2. Time/degree approximation: happened around/about 10 O'clock.
3. Telling time : a quarter to/of ten.
4. Telling time : a quarter after/past ten.
5. Location along something linear : the towns on/along the Rhine.
6. In a time period : it happened in/during 1998.
7. Temporal termination : work from 8 until/till/to 5.
8. Location lower than something : below/beneath/under/underneath the stairs.
9. Location higher than something : above/over the table.
10. Location in/at the rear of something : behind/in back of the door.
11. Location adjacent : next to/beside the stream.

1.1.5 Kinds of Preposition

It is difficult to learn to use prepositions correctly in a foreign language. Most English prepositions have several different functions and physical shapes. On the basis of their functions and physical shape they are divided into simple and complex prepositions. A preposition consisting of single word is known as simple prepositions. Most of the common English prepositions are simple. Some of them are listed below with their various uses and meanings in form of chart:=====+++++++PTO

Prep.	Space	Time	Degree	Other (includes idiomatic usages)
at	<i>point/intersect</i> : meet at the corner	we met at 1:00	Water freezes at 0°C.	
	<i>target</i> : Look at John./ Throw the stone at the wall.			He works at keeping in shape
	<i>general area</i> : Meet me at the theater.	It rains at night there.		She's good at dancing.
about	<i>all around</i> : He ran about the yard.	<i>approx</i> : about 1:00	<i>Approx</i> : about \$1 about 70 degrees	concerning : a book about mathematics
above	<i>higher than</i> : above the picture (on the wall)		above \$5 above freezing above average	above suspicion above reproach
against	<i>contact</i> : to learn against the wall	conflict to work against the clock	conflict two against four	<i>internal</i> : against one's will <i>external</i> : against all odds
around	<i>state</i> : the fence in around the house. <i>action</i> : the children run around the yard.	<i>approx</i> : around 1:00	<i>approx</i> : around \$2 around 4 miles	
before	<i>in front of</i> : before the mast He stood before us.	<i>earlier than</i> :before 1960 before the accident		
below	<i>lower than</i> : below the surface		blow zero below average	
between	<i>at an intermediate point</i> <i>in relation to two entities</i> : between the	between 1 and 2 o'clock	between two and 110 lbs.	between you and me

	house and the street			
by	<i>nearness</i> : chair by the desk	<i>no later than</i> : by 5p.m.	<i>reduplication</i> : (gradual increase) little by little; inch by inch <i>degree of failure</i> : miss the target by a mile; miss the train by 3 minutes	<i>without help</i> : do by oneself
for	<i>goal</i> : set out for Alaska <i>distance</i> : for 7 miles	<i>duration</i> : for 7 years	<i>exchange</i> : buy for \$4	<i>reason</i> : California is famous for its wines. <i>goal</i> / <i>purpose</i> : fish for trout
from	<i>a starting point</i> : We travel from N.Y. to L.A. <i>origin</i> : man from New Work	<i>work from 9 to 5</i>	from 60 to 80 degrees from 5 to 7 dollars	<i>source</i> : paper is made from wood <i>cause</i> : wet from the rain
in	<i>enclosure</i> : The man is in the room	<i>in a period</i> : WW II ended in 1945. <i>Future appt</i> : come in 10 minutes		<i>currency</i> : Pay me in dollars <i>language</i> : Write/say it in English
of	<i>name of goes</i> : loc. or institutions: the city of N.Y. the state of Texas the Univ. of Calif.	<i>before</i> : a quarter of ten	<i>fraction, portion</i> : one of the boys	<i>posses./assoc.</i> : a friend of mine <i>source</i> : a table made of wood
on	<i>contact</i> : on the wall <i>along</i> : on the Po; I live on this street.	<i>day, date</i> : on Sunday on Nov. 9 th		<i>communication</i> : on the radio; on TV/the telly <i>concerning</i> : a

				book on magic; a lecture on modern art
over	<i>state of being above (with or without contact):</i> carry a sweater over his shoulder; the roof over our heads <i>action above:</i> jump over the fence	<i>spanning time:</i> over the weekend	<i>more than :</i> over an hour over \$2 over 0°C	<i>communication :</i> over the radio, TV
through	<i>penetrate :</i> through the window; through the forest	<i>duration :</i> through the years		<i>endurance:</i> through thick and thin
Prep.	<i>space</i>	<i>time</i>	<i>degree</i>	<i>other (includes idiomatic usages)</i>
to	<i>direction :</i> go to the movies	<i>until:</i> work from 9 to 5 <i>before:</i> a quarter to eleven	He is wise to that extent./He is wise to such an extent that	<i>accompany:</i> dance to the music
toward (s)	<i>in the direction of :</i> walk toward the wall	toward morning	the temperature moved steadily toward 0°C	toward a lasting peace
under	<i>below (state):</i> be under the house <i>below (action);</i> crawl under the house	<i>less than:</i> in under an hour	under \$1 under 10 men under 70 degrees	<i>condition :</i> under duress (stress)
with	<i>alongside, near:</i> even with the wall	<i>together:</i> He grew wiser the years. He rises with the chickens.	<i>equal standing or ability:</i> rank with the best; run with the fastest	<i>in regard to:</i> pleased with the gift <i>manner:</i> spoke with ease

Similarly there are some other prepositions consisting of more than one word are called complex prepositions. Complex prepositions are found in such combinations. They are :

1. Adverb/Preposition + preposition : out of, into, along with, far from, up to etc.
2. Verb/Adjectives/Conjunction + Preposition : think of, wrong with, kind to, insist in, due to, because of etc.
3. Preposition + Noun + Preposition: in front of, at the end of, at the beginning of, in comparison with, at the bottom of, by means of, in relation to etc.

On the other hand those pre-prepositions can be classified on the basis of their use meaning in the language. They can be classified as :

1. Time and date : at, on, by, before, in, from, since, for, during, to, till/until etc.
2. Travel and movement : from, to, at, in, by, on, into, onto, off, out of etc.
3. Place and location : above, over, under, below, beneath, at, in, on, by etc.
4. Preposition after particular words and expression: accuse of, afraid of, depend on, details of, die of/from, difficulty with etc.

The use of such prepositions in English grammar is challenging job. Prepositions are notoriously difficult unit to learn and teach. Most English prepositions have several different functions (for instance, one well known directory lists eighteen main uses of 'at'), and these may correspond to several different prepositions in another language. Similarly different prepositions can have very similar uses (in the morning, on Monday morning, at night). Many nouns, verbs and adjectives are normally used with

particular prepositions: We say 'the reason for' 'arrive at' angry with somebody, on a bus. Often the correct preposition cannot be guessed, and one has to learn the expression as a whole. By the help of the study the researcher has concerned to notice some common errors in the use of prepositions made by 9th graders.

1.2 Review of Related Literature

Although we don't have a long history of research works in our department, there are various researches carried out in different subject matters. Most of the researches have been carried out in specific area taking the population of different level and locations. There are some research works carried out in different areas such as vocabularies, grammar and free composition in school and proficiency certificate level. Similarly there is a research work carried out in the use of prepositions made by 9th Graders having Nepali and Newari as first language.

Shrestha, (1980) carried out a research on the topic "A Study of Errors in the Use of the Prepositions Made by Grade 10 Students Having Nepali and Newari as a First Language". The main objective of the study was to study the influences of the mother tongue of Nepali and Newari speaking students in using English prepositions. According to his research work, it was found that the mother tongues of learners don't have much influence in the acquisition of English prepositions.

Bhandari, (2000) carried out "An Effectiveness of Medium of Instruction on Teaching English Prepositions". The main objective of the study was to find out the effectiveness of medium of instruction in teaching English prepositions. According to this research work, it was found that Nepali medium of instruction was far better compared to English.

Chauhan, (2002) carried out research work on, "Use of Prepositions" the main objectives of the study were to establish the hierarchies of prepositions on the basis of their frequency and to see the testimonies of proficiency and errors in the use of preposition. It was found that use of preposition in English grammar is the most difficult and erroneously used grammatical item. More errors were found in gap filling and less errors were found in binary choice.

Aryal, (2006) made an attempt for "A Study on the Proficiency of Grade VIII Students in the Use of Prepositions". The main objective of the study were to find out the proficiency in the use of prepositions of Grade VIII student in general and compare the proficiency in the use of propositions between -Private vs. government school,-urban vs. rural schools. His finding was that private schools students were better than government schools students. Similarly students of urban schools were more talent than the students of rural schools.

This shows that in course of the past 27 academic years only few number of research studies have been finished and some of them are going on in this area but no one has done such research study to compare the proficiency in the use of prepositions. Therefore, this research study attempts to compare the proficiency in the use of prepositions of secondary level's students in writing.

1.3 Objectives of the Study

This study had the following objectives :

- a. To find out the proficiency of 9 graders in use of preposition.
- b. To compare their proficiency in terms of different variables.
 -) English medium vs. Nepali medium.

-) Nepali mother tongue vs. non Nepali mother tongue.
-) Item wise performance.
- c. To suggest some pedagogical implications.

1.4 Significance of the Study

This research study is directly related to teaching institutions, schools and persons who are involved in teaching and learning of English. So it will be significant to the people who are directly or indirectly related to such profession. Mainly teachers, students, course designers, text book writers and new researchers who are interested in doing research in this area will be facilitated.

CHAPTER-TWO

METHODOLOGY

2.1 Introduction

Methodology is a process in which a set of methods and principle are used to perform a particular activity. Research, indeed, is not only a process of findings to a problem but also an art of scientific investigation.

Methodology in research notices us about sources of data (either primary or secondary or both used in research), population of the study, tools for data collection, process of data collection and limitation of the study in detail. Thus, Kumar (1999) says "Research involves systematic, controlled, valid and rigorous establishment of associations and causation that permit the accurate prediction of outcomes under a given set of conditions". Methodology presents a process of findings of a problem in systematic way. To carry out perfect research work methodology is essential.

This present research work is based on a field study. Methodology of this research work is presented below in systematic way.

2.2 Sources of Data

Primary sources as well as secondary sources were used for data collection.

2.2.1 Primary Sources

For taking primary data, a field study was carried out among secondary level students of five Nepali medium and five English mediums schools in Bharatpur.

A. Population of the Study

The population of the primary data, for the study was the students of grade ten studying in Nepali medium and English medium schools of Chitwan district, exactly restricted in Bharatpur municipality.

B. Sample Population of the Study

For this research, Bharatpur Municipality of Chitwan district was selected as the field of study. The sample population was taken from five English medium schools and five Nepali medium schools. The sample population consisted of hundred students studying in different schools of Bharatpur. All the sample population consisted of 10th graders studying in ten different schools in Bharatpur. Five English medium and five Nepali medium schools were included on the basis of their past S.L.C. result and educational infrastructures. The researcher divided whole class into two strata on the basis of Nepali mother tongue and non Nepali mother tongue. From each group five students were randomly selected. The chosen institutions are presented below :

English Medium Schools :

- a. Shanti Vidya Mandir, Bharatpur
- b. Aroma English Boarding School, Bharatpur

- c. Gyandarshan English Boarding School, Bharatpur
- d. New Horizon English Boarding School, Bhratpur
- e. Balkumari English School, Bharatpur.

Nepali Medium Schools :

- a. Naya Kiran Secondary School, Bharatpur
- b. Bharatpur Higher Secondary School, Bharatpur
- c. Shiddhi Vinayak Secondary School, Bharatpur
- d. Narayani Hither Secondary School, Bharatpur
- e. Chitwan Higher Secondary School, Bharatpur

2.2.2 Secondary Sources

Apart from the primary sources of data, secondary sources of data were also utilized. The new curriculum for the secondary school, English textbooks of the same level and other supportive materials such as : previous researches, grammar books, Oxford Advance Learner's Dictionary (7th edition) and various reference books about preposition, etc. were the secondary sources of data for this study.

2.3 Tools for Data Collection

The tools (test items) for the study consisted of different test items (objective questions) : multiple choice items in three different topics such as preposition of place and time, preposition of movement and phrase prepositions (see Appendix - I, II, III).

2.4 Process of Data Collection

Having prepared the tools (test items), the researcher visited the selected institutions one after another for the collection of data. He sampled the population (ten students from each institution). The test was administered to the concerned students in the researchers own presence. The students had to supply the answer according to instruction given. Then the answer sheets were collected. The collected answer sheets were checked focusing on the proper use of preposition and results were compared and analyzed.

2.5 Limitations of the Study

The study was limited in the following ways :

-) The population of the study was limited to the student of ten class different school in Chitwan district.
-) The informants were 100 students of grade ten from Nepali medium and English medium schools of Chitwan district.
-) The study mainly focused in the use of preposition based on secondary curriculum and test papers.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

3.1 Introduction

This third chapter of the present research deals with the analysis and interpretation of data. Analysis means the detailed study or examination of something in order to understand more about it. Similarly the term interpretation means the particular way in which something is understood or explained in scientific way by the means of different statistical tools such as average marks, means, percentage etc. To achieve the objectives of the study, the data acquired from the sample students were gathered, checked, compared and systematically analyzed. The data were classified into different categories and sub categories according to the objectives of the study. Not only descriptive method but also some statistical tools such as average marks, percentage, school wise marks tabulation and means were used to carry out the research as objectively as possible. The researcher used such both the statistical and descriptive approaches.

3.2 Process of Data Analysis

After preparing the test items, they were given to the selected schools and were administered in proper way. All the answer sheets were gathered and checked. One test item was of twenty marks. For each correct answer one mark was given and total mark was listed on the top of the answer sheet.

For analysis and interpretation item-wise total marks were converted into percentage by the help of the following method.

$$\% X \frac{\text{Marks Scored}}{\text{Full Marks}} | 100$$

Then after, out put of the formula were calculated and put as basis for the average and mean value. For average percentage the following method was used.

$$\text{Average Marks } X \frac{x(\text{Summation of Marks})}{N(\text{Number of Students})}$$

By getting average marks scored by each Nepali medium and English medium school, total average marks were calculated. The secured scores were compared between Nepali medium and English medium schools and test item I, II and III.

3.3 Marks Obtained by Different Groups in Different Test Item (In Average)

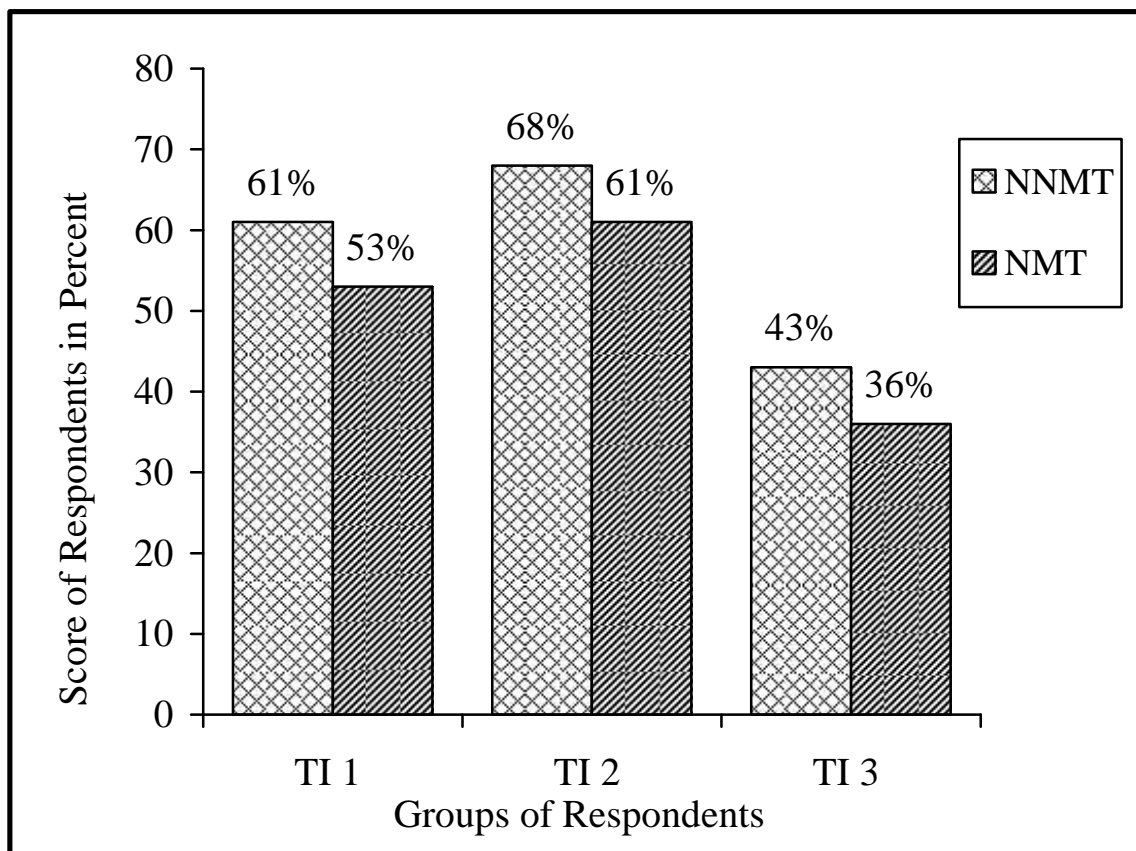
Table no. 1

Nayakiran Secondary School

S.N.	TI	Groups	F.M. 20					Total	%	A.M.
			Std.1	Std.2	Std.3	Std.4	Std.5			
1.	TI-1	NNMT	11	9	16	14	13	50	50	10
2	TI-1	NMT	12	12	10	15	16	65	65	13
3	TI-2	NNMT	9	9	15	11	11	55	55	11
4	TI-2	NMT	11	10	10	11	12	54	54	10.8
5	TI-3	NNMT	9	8	9	12	11	49	49	9.4
6.	TI-3	NMT	10	10	7	12	12	51	51	10.2

This chart shows the average scored and percentage got by the students of Nepali and non-Nepali mother tongue of Nayakiran Secondary School, Bharatpur. The full mark of the test items was 20. According to the table in test item one the students having non-Nepali mother tongue scored 11 out of 20 they got only 50 percent. Similarly students having Nepali mother tongue got 13. They scored 65 percent in test item two the student having non Nepali mother tongue got 11 out of 20. On the other hand the students having Nepali mother tongue scored 10.8 marks. Their average percentage was 54. Where as in test item three the student having non Nepali mother tongue got 9.4 their average percentage was 49. On the other hand the students having Nepali mother tongue got 10.2 marks. Their percentage was 51.

Figure no. 1



This figure no. 1 shows the average score and percentage of the students having Nepali and non Nepali mother tongue of Bharatpur Higher Secondary School, Bharatpur. All the test items have full mark 20. In test item one the students having non Nepali mother tongue got 61 percent. The average mark of the group was 12.2. On the other hand the students having Nepali mother tongue scored 53 percent. The average mark of the group was 10.6. In test item two the students having non Nepali mother tongue secured 13.6 marks. The percentage of the mark was 68 where as the students having Nepali mother tongue got 61 percent. The average mark of the group was 12.2. In test item three the students having non Nepali mother tongue got 43 percent. The average mark of the group was 8.6. On the other hand the students having Nepali mother tongue got 36 percent. The average mark of the group was 7.2.

Table no. 2

Narayani Higher Secondary School

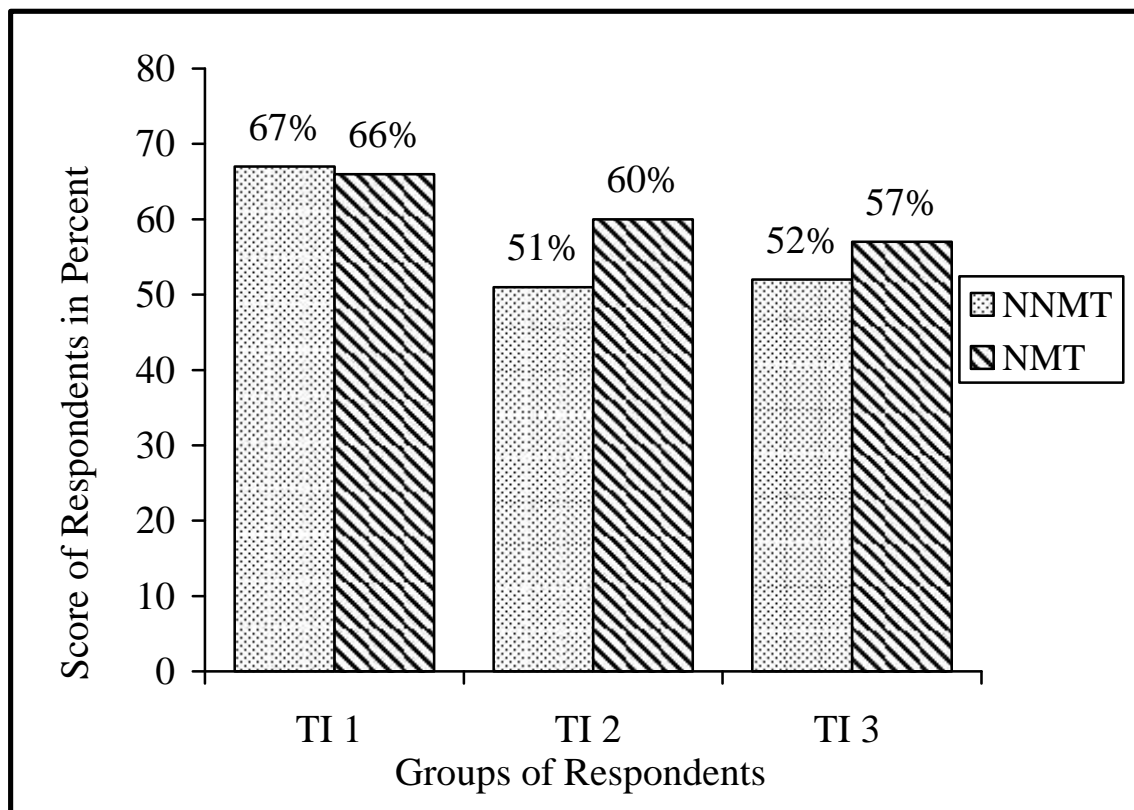
S.N.	TI	Groups	F.M. 20					Total	%	A.M.
			Std.1	Std.2	Std.3	Std.4	Std.5			
1.	TI-1	NNMT	8	11	12	13	13	57	57	11.4
2	TI-1	NMT	11	11	13	13	15	63	63	12.6
3	TI-2	NNMT	9	13	11	12	12	57	57	11.4
4	TI-2	NMT	9	11	12	13	12	57	57	11.4
5	TI-3	NNMT	7	13	13	11	6	50	50	10
6.	TI-3	NMT	10	12	12	10	11	55	55	11

This table no. 2 represents the average mark and percentage of the students having Nepali and non Nepali mother tongue of Narayani Higher Secondary, Bharatpur. In test item one the students having non Nepali mother tongue got

11.4 marks, in percentage it was 57. On the other hand the students having Nepali mother tongue got 12.6, in percentage it was 63. In test item two the students having non Nepali mother tongue scored 11.4, in percentage it was 57. On the other hand the students having Nepali mother tongue got 11.4, in percent it was 57. In test item three the students having non Nepali mother tongue scored 50 percent. The average mark of the group was 10 where as the students having Nepali mother tongue got 55 percent. The average mark of the group was 11.

Figure no. 2

Siddhi Binayak Secondary School



This figure no. 2 presents the average marks and percentage of all test items of the students of Siddhi Binayak Secondary School, Bharatpur. According to this table, in test item one the students having non Nepali mother tongue scored 13.4 marks. The percentage of the mark was 67. On the other hand

the students having Nepali mother tongue got 13.2 marks. The percentage of the mark was 66. Similarly in test item two the student having non Nepali mother tongue secured 10.2. The percentage of the mark was 51 where as the students having Nepali mother tongue got 12 marks. The percentage of the mark was 60. Likewise in test item three the students having non Nepali mother tongue got 10.4 marks. The percentage of the mark was 52 where as the student having Nepali mother tongue got 11.4 marks. The percentage of the mark was 57.

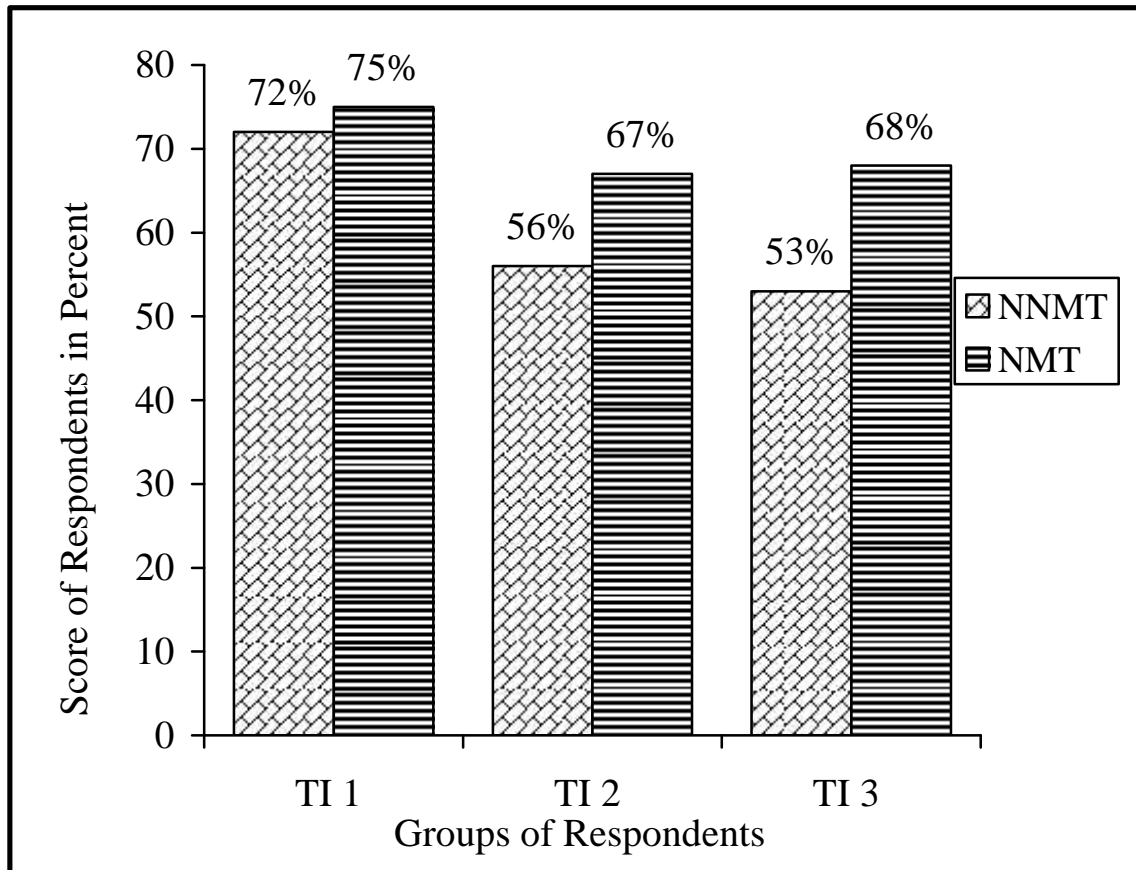
Table no. 3
Chitwan Higher Secondary School

S.N.	TI	Groups	F.M. 20					Total	%	A.M.
			Std.1	Std.2	Std.3	Std.4	Std.5			
1.	TI-1	NNMT	12	13	10	8	9	52	52	10.4
2	TI-1	NMT	13	12	13	13	9	60	60	12
3	TI-2	NNMT	13	7	8	3	9	40	40	8
4	TI-2	NMT	9	10	7	8	8	42	42	8.4
5	TI-3	NNMT	10	5	5	9	8	37	37	7.4
6.	TI-3	NMT	4	7	7	4	6	28	28	5.6

This table no. 3 shows the average score of the student having Nepali and non Nepali mother tongue of Chitwan Higher Secondary School. All the students were whose marks are presented here, were selected for the study. According to this table, in test item one the students having non Nepali mother tongue secured 10.4 marks. The percentage of the mark was 52. On the other hand the students having Nepali mother tongue got 12 marks. The percentage of the mark was 60. Similarly in test item two the students having non Nepali mother tongue got 8. The percentage of the mark was 40 where as the students having Nepali mother tongue scored 8.4. The percentage of

the mark was 42. Likewise in test item three the students having non Nepali mother tongue got 7.4. The percentage of the mark was 37. On the other hand the students having Nepali mother tongue got 5.6. The percentage of the mark was 28.

Figure no. 3



This table no. 6 presents the average score of the students having Nepali and non Nepali mother tongue of Aroma English Boarding School. According to this table, in test item one the students having non Nepali mother tongue secured 14.4 marks. The percentage of the mark was 72. On the other hand the students having Nepali mother tongue got 15. The percentage of the mark was 75. Similarly in test item two the students having non Nepali mother tongue scored 11.2. The percentage of the mark was 56 where as the students having Nepali mother tongue got 13.4. The percentage of the mark was 67. Likewise in test item three the student having non Nepali mother

tongue secured 10.6. The percentage of the mark was 53. On the other hand the students having Nepali mother tongue got 13.6. The percentage of the mark was 60. All these data can be shown in the bar graph as follow :

Table no. 7

Shanti Vidya Mandir English Boarding School

S.N.	TI	Groups	F.M. 20					Total	%	A.M.
			Std.1	Std.2	Std.3	Std.4	Std.5			
1.	TI-1	NNMT	14	14	13	13	16	70	70	14
2	TI-1	NMT	16	17	15	16	15	79	79	15.8
3	TI-2	NNMT	12	14	16	12	14	68	68	13.6
4	TI-2	NMT	15	15	16	14	15	75	75	15
5	TI-3	NNMT	11	11	11	8	16	57	57	11.5
6.	TI-3	NMT	11	15	11	14	12	63	63	12.6

This table no. 7 shows the average score of the selected students having Nepali and non Nepali mother tongue of Shanti Vidya Mandir English Boarding School, Bharatpur. According to this table, in test item one the students having non Nepali mother tongue got 14. The percentage of the mark was 70 where as the students having Nepali mother tongue got 15.8. The percentage of the mark was 79. In test item two the students having non Nepali mother tongue scored 13.6. The percentage of the mark was 68. On the other hand the students having Nepali mother tongue got 15. The percentage of the mark was 75. In test item three the students having non Nepali mother tongue secured 11.5. The percentage of the mark was 57. On the other hand the students having Nepali mother tongue got 12.6. The percentage of the mark was 63. All these data can be presented in bar graph as follow :

Figure no. 7

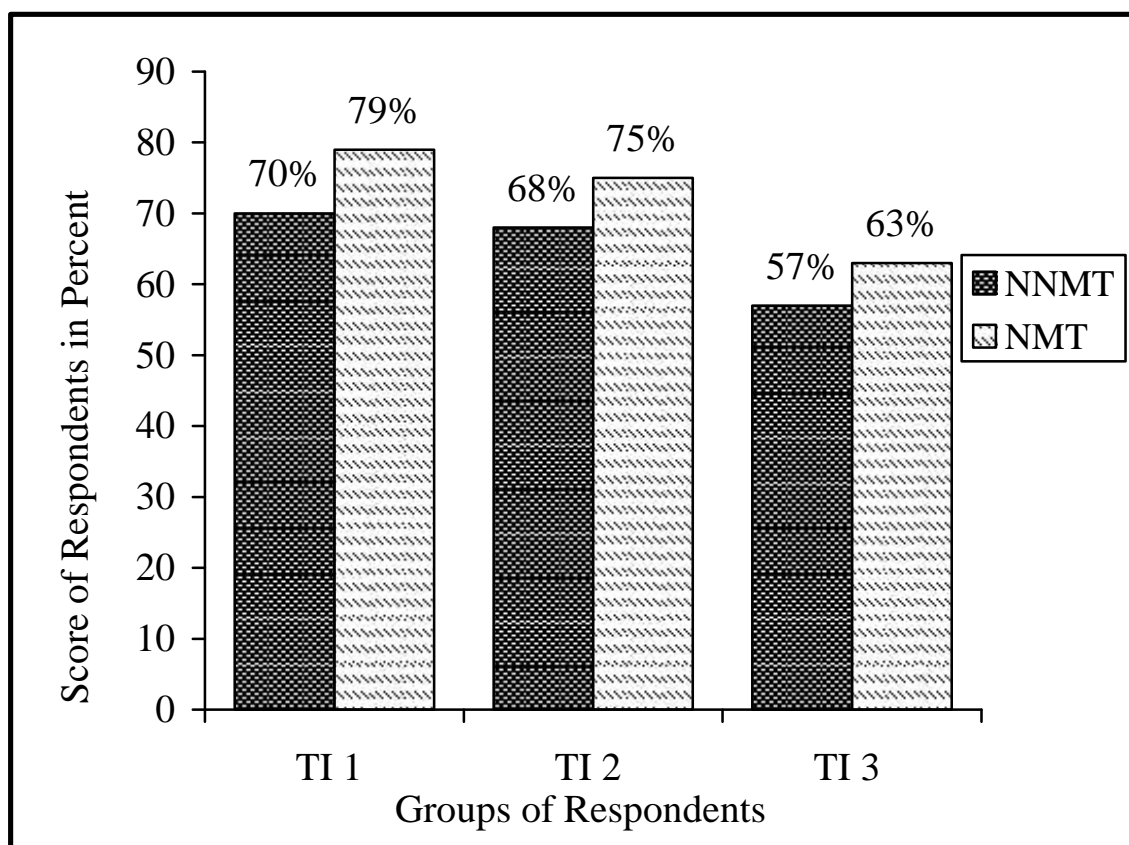


Table no. 8

Balkumari English Boarding School

S.N.	TI	Groups	F.M. 20					Total	%	A.M.
			Std.1	Std.2	Std.3	Std.4	Std.5			
1.	TI-1	NNMT	13	14	15	14	14	70	70	14
2	TI-1	NMT	14	13	16	15	14	72	72	14.4
3	TI-2	NNMT	17	13	16	12	13	71	71	14.2
4	TI-2	NMT	12	11	15	15	15	68	68	14.6
5	TI-3	NNMT	16	13	14	14	12	69	69	13.8
6.	TI-3	NMT	10	9	13	13	14	59	59	11.8

This table no. 8 presents the average score of the selected students having Nepali and non Nepali mother tongue of Balkumari English Boarding School, Bharatpur. According to this table, in test item one the students

having non Nepali mother tongue got 14. The percentage of the mark was 70 where as the students having Nepali mother tongue scored 14.4. The percentage of the mark was 72. Similarly in test item two the student having non Nepali mother tongue secured 14.2. The percentage of the mark was 71 where as the student having Nepali mother tongue got 13.6. The percentage of the mark was 68. Similarly in test item three the student having non Nepali mother tongue got 13.8. The percentage of the mark was 69. On the other hand the students having Nepali mother tongue got 11.8. The percentage of the mark was 59. All these data can be presented in bar graph as follows :

Figure no. 8

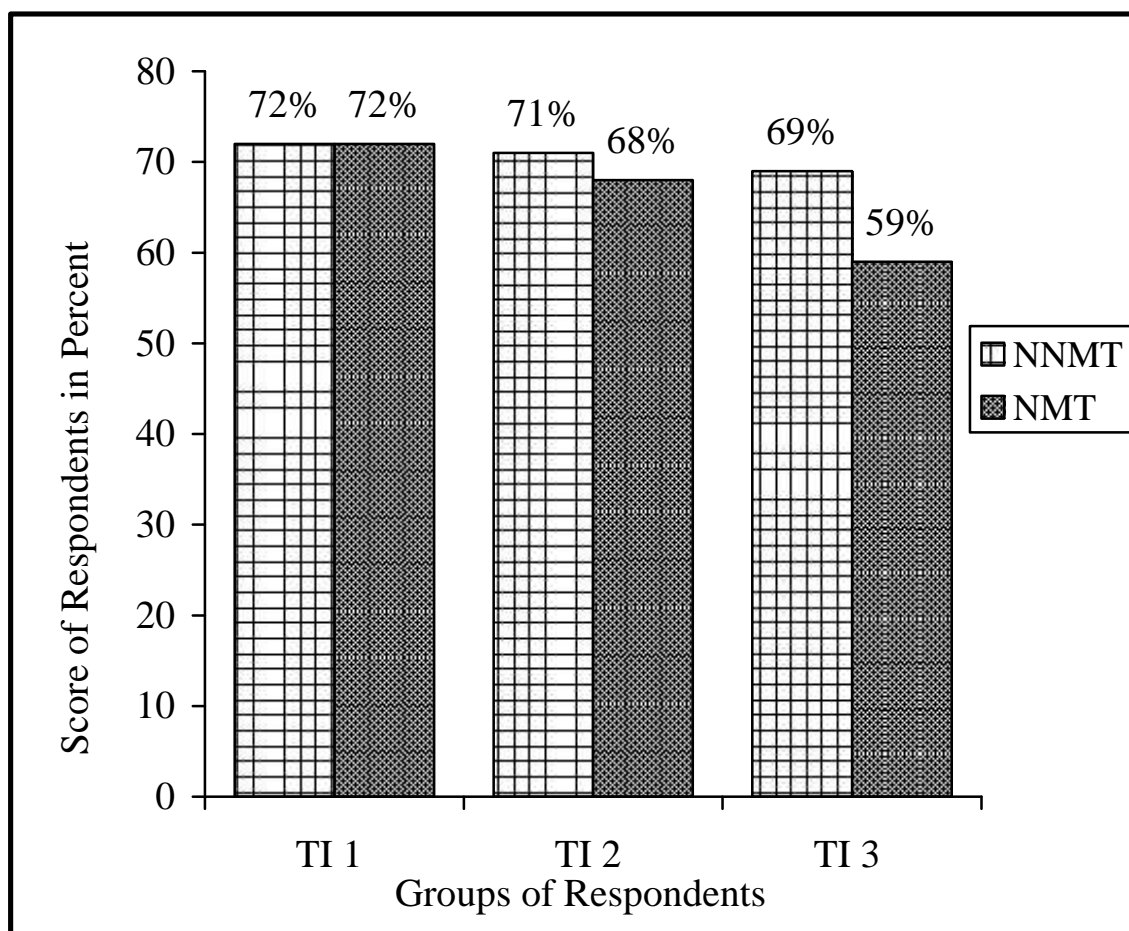


Table no. 9

Gyandarshan English Boarding School

S.N.	TI	Groups	F.M. 20					Total	%	A.M.
			Std.1	Std.2	Std.3	Std.4	Std.5			
1.	TI-1	NNMT	16	18	13	15	12	62	62	12.4
2	TI-1	NMT	16	15	15	15	15	76	76	15.2
3	TI-2	NNMT	17	17	15	17	14	80	80	16
4	TI-2	NMT	16	15	18	17	15	81	81	16.2
5	TI-3	NNMT	16	13	15	15	15	74	74	14.8
6.	TI-3	NMT	13	15	15	16	15	74	74	14.8

This table no. 9 presents the average score of the selected student for the study having Nepali and non Nepali mother tongue of Gyandarshan English Boarding School, Bharatpur. According to this table, in test item one the students having non Nepali mother tongue got 12.4. The percentage of the mark was 62 where as students having Nepali mother tongue got 15.2. The percentage of the mark was 76. Similarly in test item two the students having non Nepali mother tongue got 16. The percentage of the mark was 80. On the other hand the students having Nepali mother tongue got 16.2. The percentage of the mark was 81. Similarly in test item three the students having non Nepali mother tongue got 14.8. The percentage of the mark was 74 where as the students having Nepali mother tongue secured 14.8. The percentage of the mark was 74. All these data can be presented in bar graph as follow :

Figure no. 9

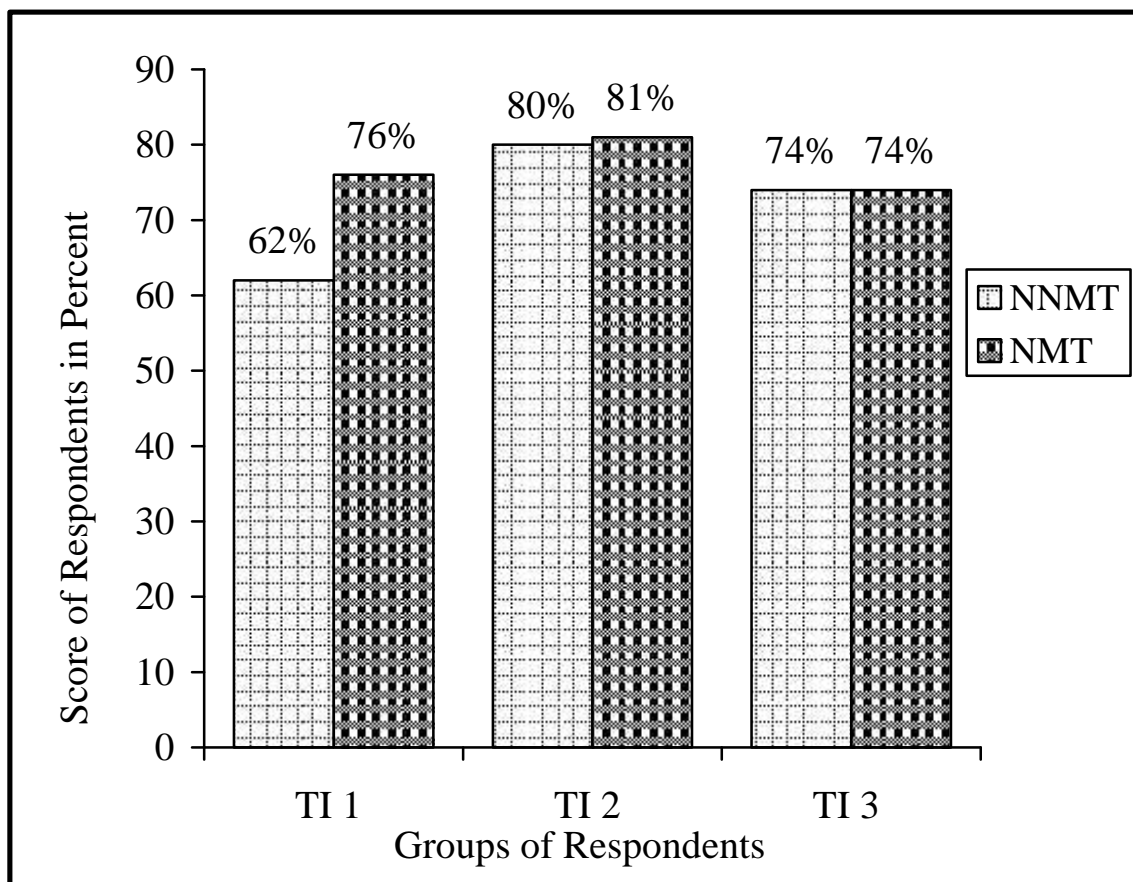


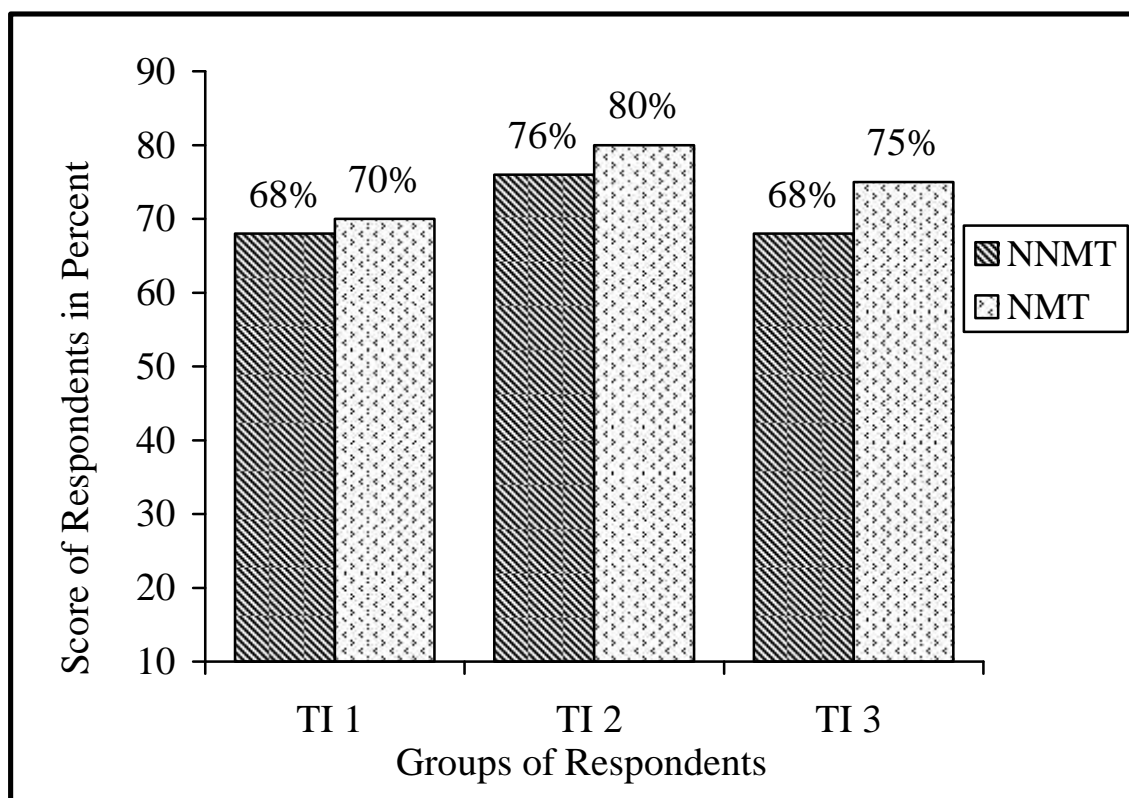
Table no. 10

New Horizon English Boarding School

S.N.	TI	Groups	F.M. 20					Total	%	A.M.
			Std.1	Std.2	Std.3	Std.4	Std.5			
1.	TI-1	NNMT	14	14	13	12	15	68	68	13.6
2	TI-1	NMT	16	15	11	15	13	70	70	14
3	TI-2	NNMT	13	16	17	14	16	76	76	15.2
4	TI-2	NMT	15	16	14	18	17	80	80	16
5	TI-3	NNMT	15	15	14	12	12	68	68	13.6
6.	TI-3	NMT	17	16	12	16	15	75	75	15

This table no. 10 presents the average score of the selected student for the study having Nepali and non Nepali mother tongue of New Horizon English School, Bharatpur. According to this table, in test item one the students having non Nepali mother tongue got 13.6. The percentage of the mark was 68 where as the students having Nepali mother tongue scored 14. The percentage of the mark was 70. Similarly in test item two the students having non Nepali mother tongue got 15.2. The percentage of the mark was 76. On the other hand the students having Nepali mother tongue scored 16. The percentage of the mark was 80. Likewise in test item three the students having non Nepali mother tongue got 13.6. The percentage of the mark was 68. On the other hand the students having Nepali mother tongue got 15. The percentage of the mark was 75. All these data can be shown in bar graph as follow :

Figure no. 10



3.4 Item wise Average Marks Obtained by Nepali Medium Schools

Nayakiran Sedondary School

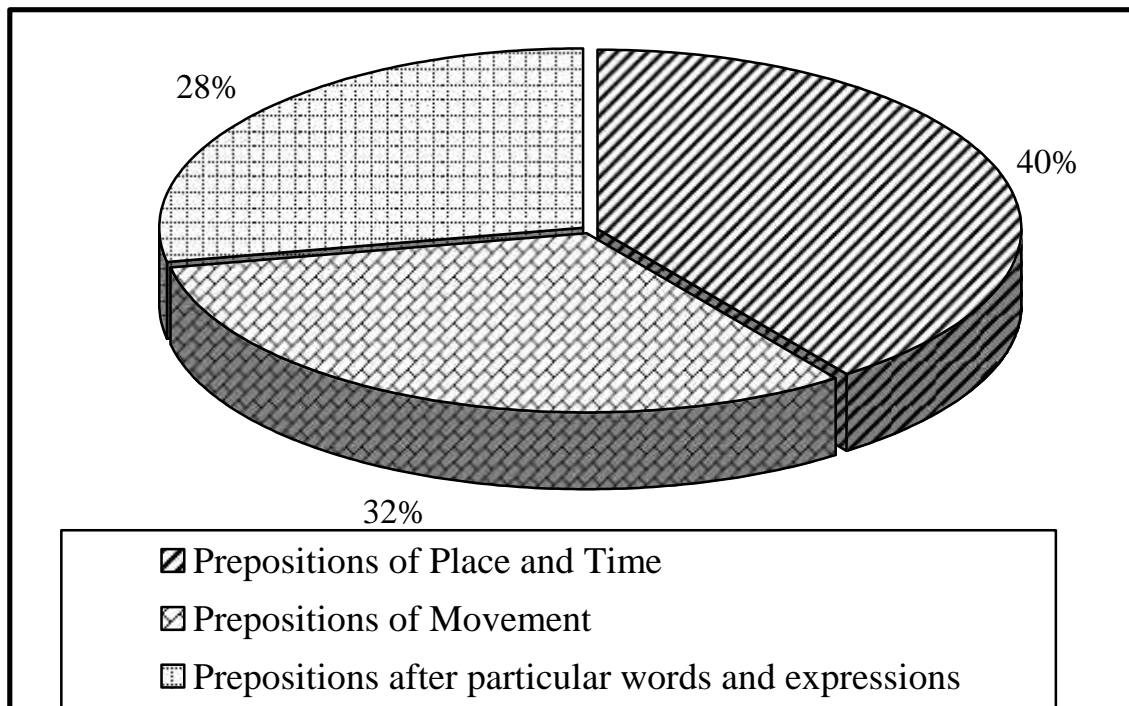
Table no. 11

S.N.	Items	Marks	Percentage
1.	Prepositions of Place and Time	14	70
2.	Prepositions of Movement	10.9	54.5
3.	Prepositions after particular words and expressions	10	50
	Total	34.9	58.16

This table no. 11 shows item wise average marks obtained by Nepali medium school, Nayakiran Secondary School, Bharatpur. There were three test items (see appendix I-III); test item I 'Preposition of Time and Place',

test item II 'Prepositions of Movement' and test item three 'Prepositions after particular words and expressions'. Nayakiran Secondary School secured 14 (70.0%) marks in test item one. In test item two Nayakiran Secondary School secured 10.9 (54.5%) and in test item three Nayakiran Secondary Scured 10 (50.0%) marks. Nayakiran Secondary school secured its highest mark in test item one and lowest mark in test item three. The student of that school scored only 58.16 percent mark. The data can be presented in pie chart as follow :

Figure no. 11



By the help of this pie-chart we come to know that in test item one only 40 percent questions were correctly solved. Similarly in test item two only 32 percent questions were solved and in test item three only 28 percent questions were solved. All together there were 60 questions.

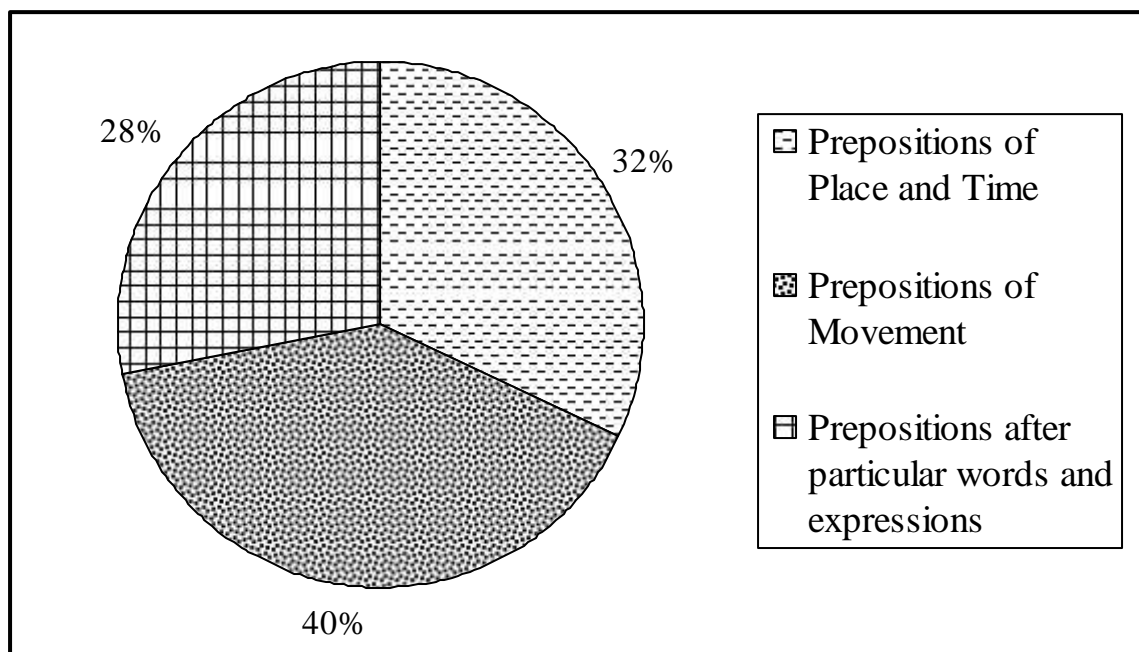
Shree Bharatpur Higher Secondary School

Table no. 12

S.N.	Items	Marks	Percentage
1.	Prepositions of Place and Time	10.3	51.5
2.	Prepositions of Movement	12.9	64.5
3.	Prepositions after particular words and expressions	8.9	44.5
	Total	32.1	53.5

Shree Bharatpur Higher Secondary School secured 10.3 (51.5%) marks in test item one. The school secured 12.9 (64.5%) in test item two and 8.9 (44.5%) in test item three. The school scored the highest mark in test item two. In total the school could secured 32.1 (53.5%) mark out of 60. The above data can be presented in pie-chart as follow :

Figure no. 12



Out of all correct answers 32 percent correct answer were of test item one. Similarly 40 percent correct answers were of test item two and 28 percent correct answer were of test item three. All together there were 60 questions.

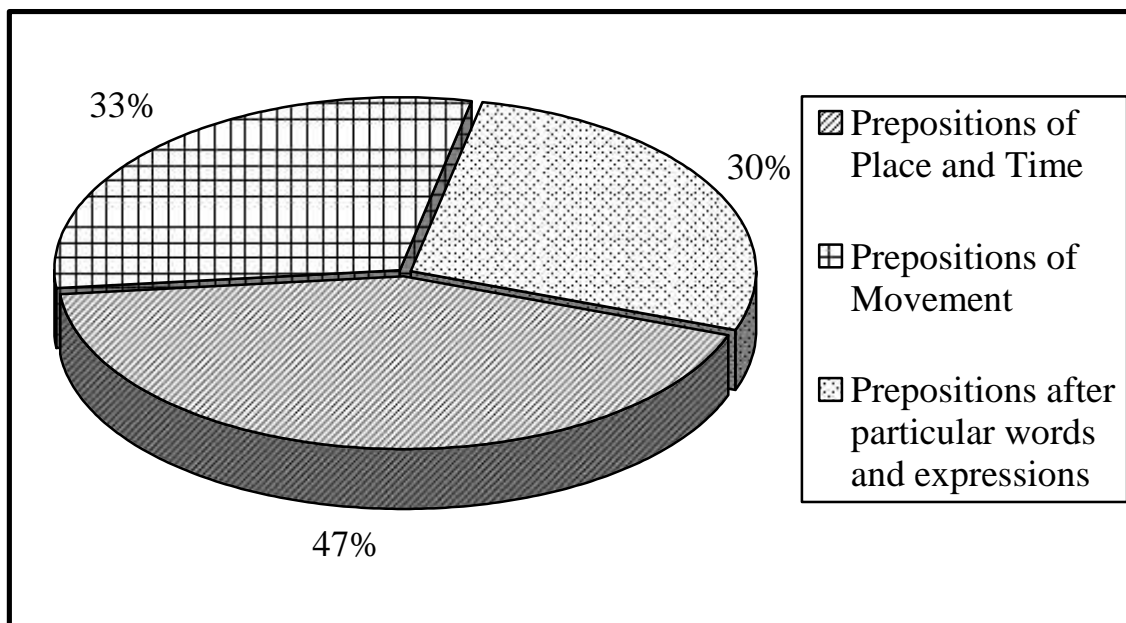
Narayani Higher Secondary School

Table no. 13

S.N.	Items	Marks	Percentage
1.	Prepositions of Place and Time	12	60.0
2.	Prepositions of Movement	11.4	57.0
3.	Prepositions after particular words and expressions	10.5	52.5
	Total	33.9	56.5

Narayani Higher Secondary School, Bharatpur scored 12 (60.0%) in test item one, 11.4 (57.0%) in test item two and 10.5 (52.5%) in test item three. All together the school scored 33.9 (56.5%) mark out of 60. It means the school secured less percent in total. The school got its highest mark in test item one and its lowest mark in test item three. The data can be shown in pie-chart as follow :

Figure no. 13



This figure shows that out of all correct answers 47 percent correct answer were of test item one, 33 percent correct answers were of test item two and 30 percent were of test item three.

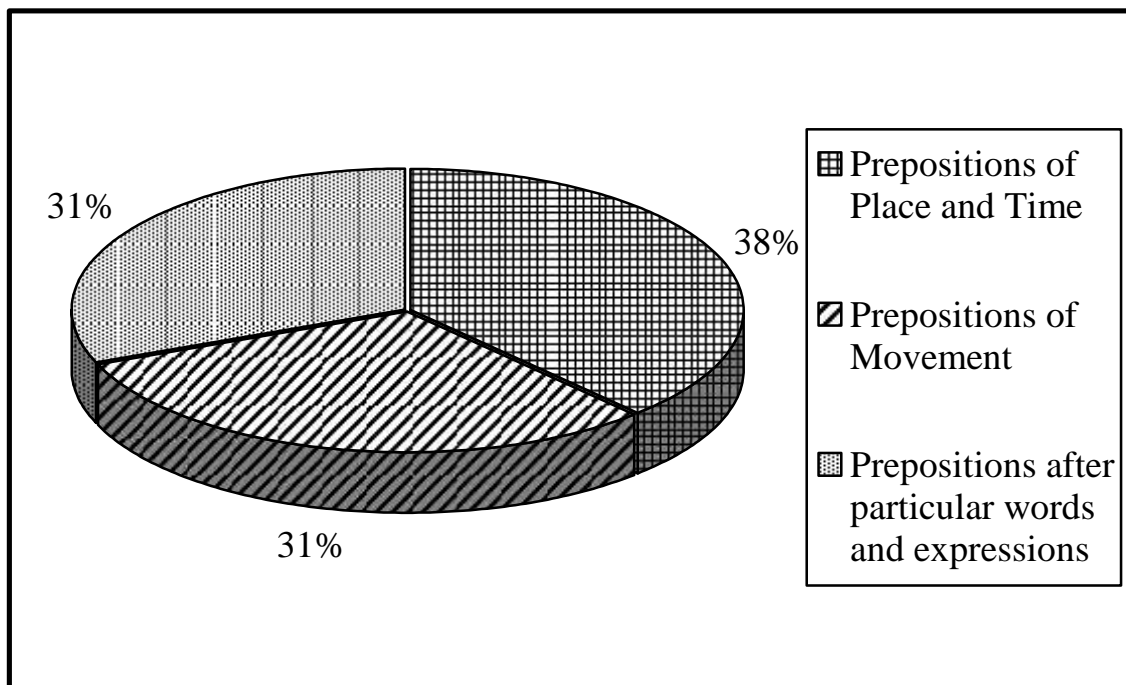
Shiddhi Binayak Secondary School

Table no. 14

S.N.	Items	Marks	Percentage
1.	Prepositions of Place and Time	13.3	66.5
2.	Prepositions of Movement	11.1	55.5
3.	Prepositions after particular words and expressions	10.9	54.5
	Total	35.3	58.8

Shiddhi Binayak Secondary School, Bharatpur scored 13.3 (66.5%) in test item one, 11.1 (55.5%) in test item two and 10.9 (54.5%) in test item three. The school scored the highest mark in test item one and its lowest mark in test item three. The total average marks of the school was 35.3 (58.8%) out of 60. The data can be presented in pie-chart at follow :

Figure no. 14



This figure shows that among all test items the correct answers for test item one were 38 percent, for test item two were 31 percent and test item three were 31 percent. Altogether there were 60 questions.

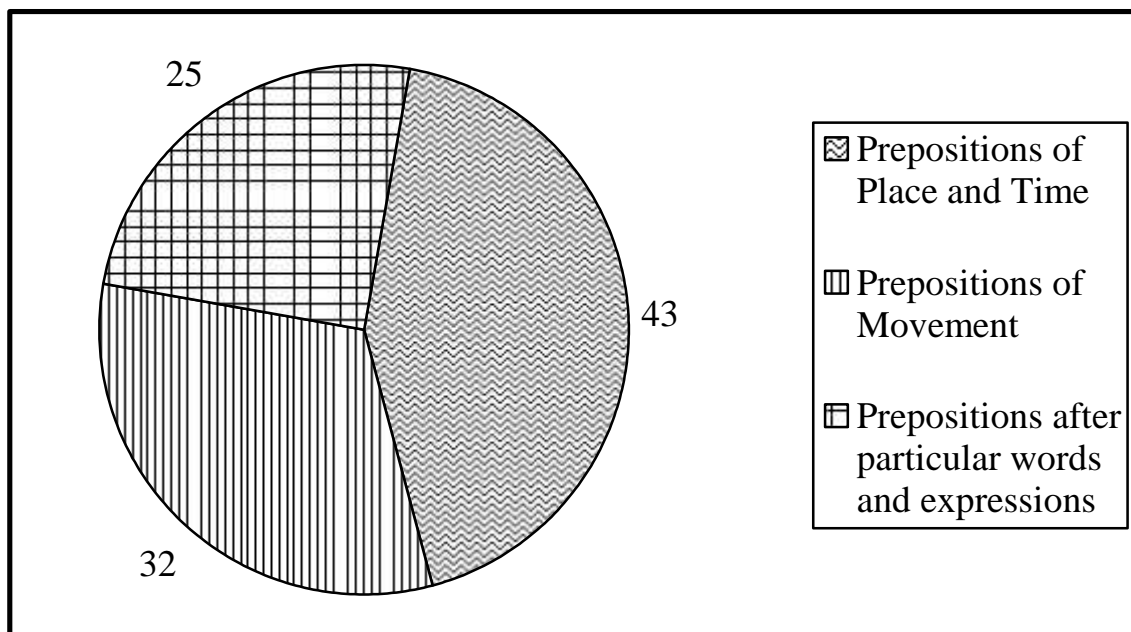
Chitwan Higher Secondary School

Table no. 15

S.N.	Items	Marks	Percentage
1.	Prepositions of Place and Time	11.2	56.0
2.	Prepositions of Movement	8.2	41.0
3.	Prepositions after particular words and expressions	6.5	32.5
	Total	25.9	43.16

Chitwan Higher Secondary School, Bharatpur secured 11.2 (56.0%) in test item one. The school scored 8.2 (41.0%) in test item two and 6.5 (32.5%) percent in test item three. The school got its highest mark in test item one and lowest mark in test item three. The total average marks of the school was 25.9 (43.16%) out of 60. The data can be shown by the help of pie-chart as follow :

Figure no. 15



This figure shows that among all test items the correct answers for test item one were 43 percent, for test item two were 32 percent and test item three were 25 percent. Altogether there were 60 questions.

3.5 Item-wise Average marks obtained by each English Medium School

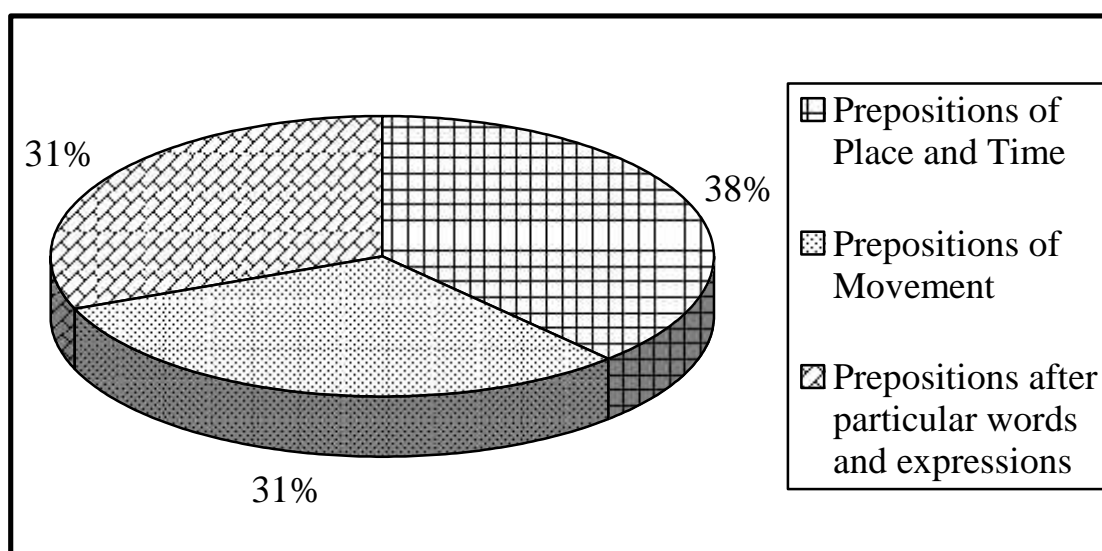
Aroma English School

Table no. 16

S.N.	Items	Marks	Percentage
1.	Prepositions of Place and Time	14.7	73.5
2.	Prepositions of Movement	12.3	61.5
3.	Prepositions after particular words and expressions	12.1	60.5
	Total	39.1	65.15

Aroma English Boarding School, Bharatpur secured 14.7 (73.5%) in test item one, 12.3 (61.5%) in test item two and 12.1 (60.5%) in test item three. The school scored its highest mark in test item one and the lowest mark in test item three. All together the school secured 39.1 (65.16%) out of 60. The data can be shown by the help of pie-chart as follow :

Figure no. 16



This figure shows that among all test items the correct answers for test item one were 38 percent, for test item two were 31 percent and test item three were 31 percent. Altogether there were 60 questions.

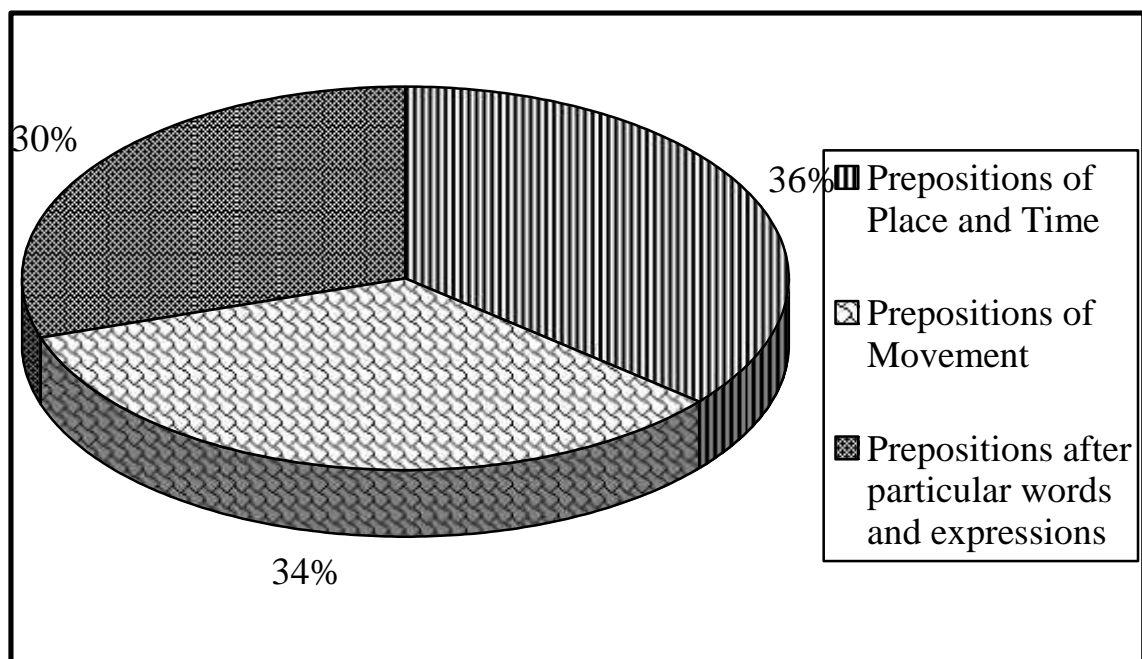
Shanti Vidya Mandir

Table no. 17

S.N.	Items	Marks	Percentage
1.	Prepositions of Place and Time	14.9	74.5
2.	Prepositions of Movement	14.3	71.5
3.	Prepositions after particular words and expressions	12.0	60.0
	Total	41.2	68.66

Shanti Vidya Mandir English Boarding School, Bharatpur secured 14.9 (74.5%), 14.3 (71.5%) and 12.0 (60.0%) in test items I, II, III respectively. The school secured its highest mark in test item one and lowest mark in test item three. The school secured its average marks 41.2 (68.66%) out of 60. The data can be shown by the help of pie-chart as follow :

Figure no. 17



This figure shows that among all test items the correct answers for test item one were 36 percent, for test item two were 34 percent and test item three were 30 percent. Altogether there were 60 questions.

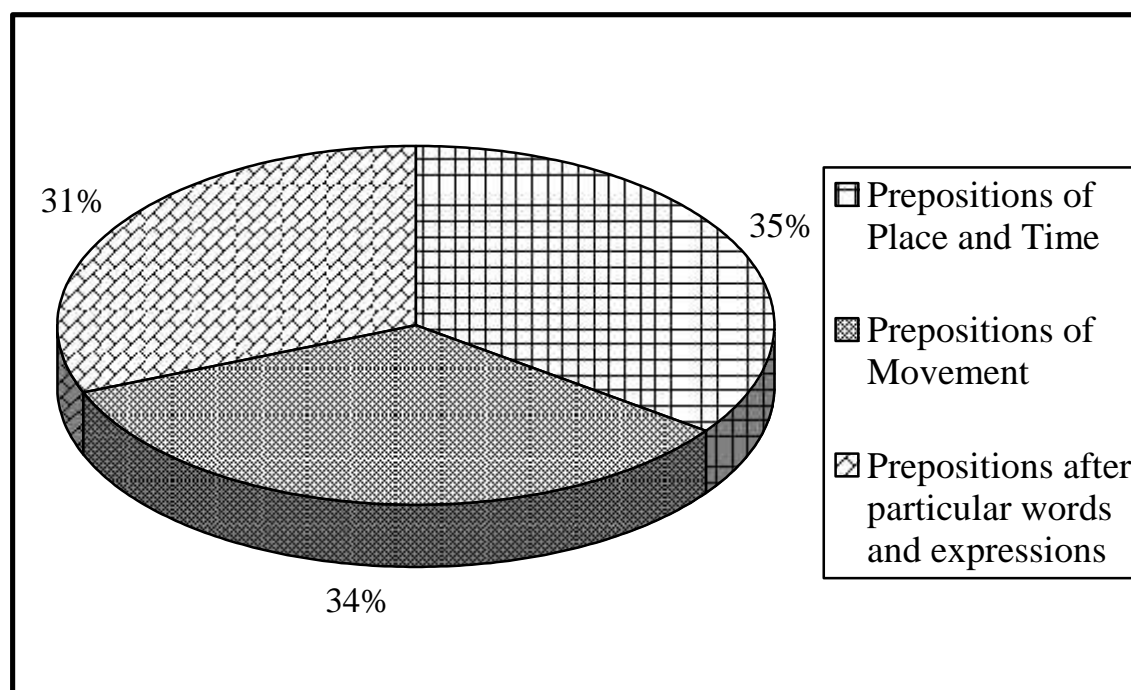
Balkumari English Boarding School

Table no. 18

S.N.	Items	Marks	Percentage
1.	Prepositions of Place and Time	14.2	71.0
2.	Prepositions of Movement	13.9	69.5
3.	Prepositions after particular words and expressions	12.8	64.0
	Total	40.9	68.16

Balkumari English Boarding School, Bharatpur secured 14.2 (71.0%) in test item one, 13.9 (69.5%) in test item two and 12.8 (64.0%) in test item three. The school secured its highest mark in test item one and lowest mark in test item three. The average mark of the school is 40.9 (68.16%) out of 60. The data can be shown by the help of pie-chart as follow :

Figure no. 18



This figure shows that among all test items the correct answers for test item one were 35 percent, for test item two were 34 percent and test item three were 31 percent. Altogether there were 60 questions.

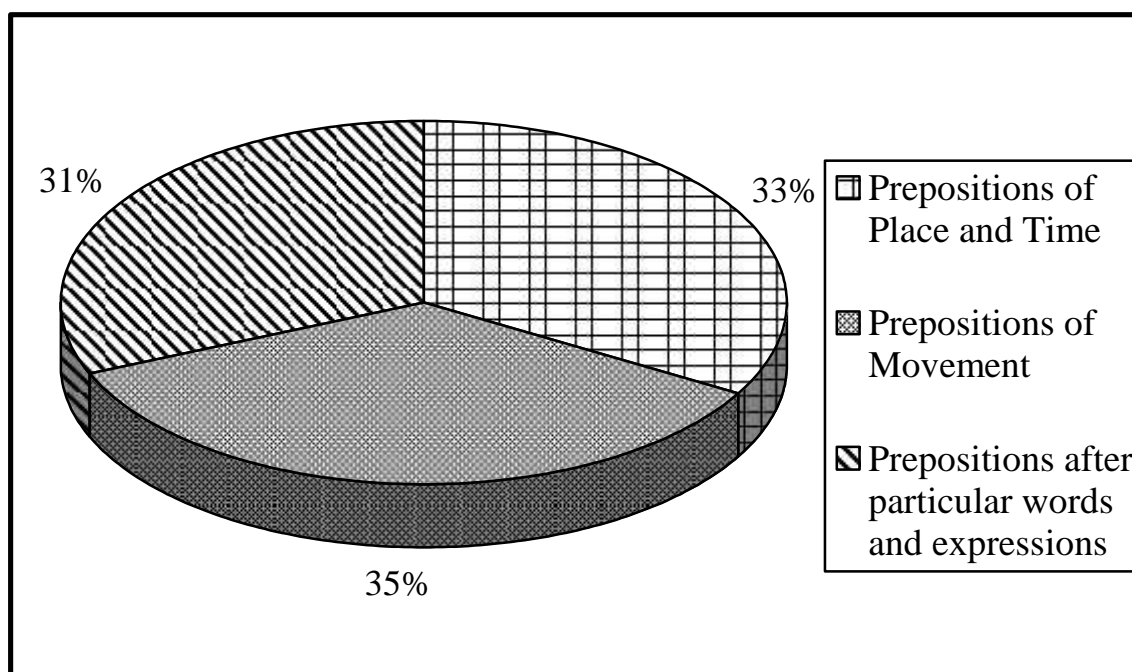
Gyan Darshan English Boarding School

Table no. 19

S.N.	Items	Marks	Percentage
1.	Prepositions of Place and Time	15	75.0
2.	Prepositions of Movement	16.1	80.5
3.	Prepositions after particular words and expressions	14.8	74.0
	Total	45.9	76.5

Gyan Darshan English Boarding School, Bharatpur scored 15 (75.0%) mark in test item one, 16.1 (80.5%) mark in test item two and 14.8 (74.0%) in test item three. The school got it highest mark in test item two and lowest marks in test item three. The average mark of the school was 45.9 (76.9%) out of 60 full marks. The data can be shown by the help of pie-chart as follow :

Figure no. 19



This figure shows that among all test items the correct answers for test item one were 33 percent, for test item two were 35 percent and test item three were 31 percent. Altogether there were 60 questions.

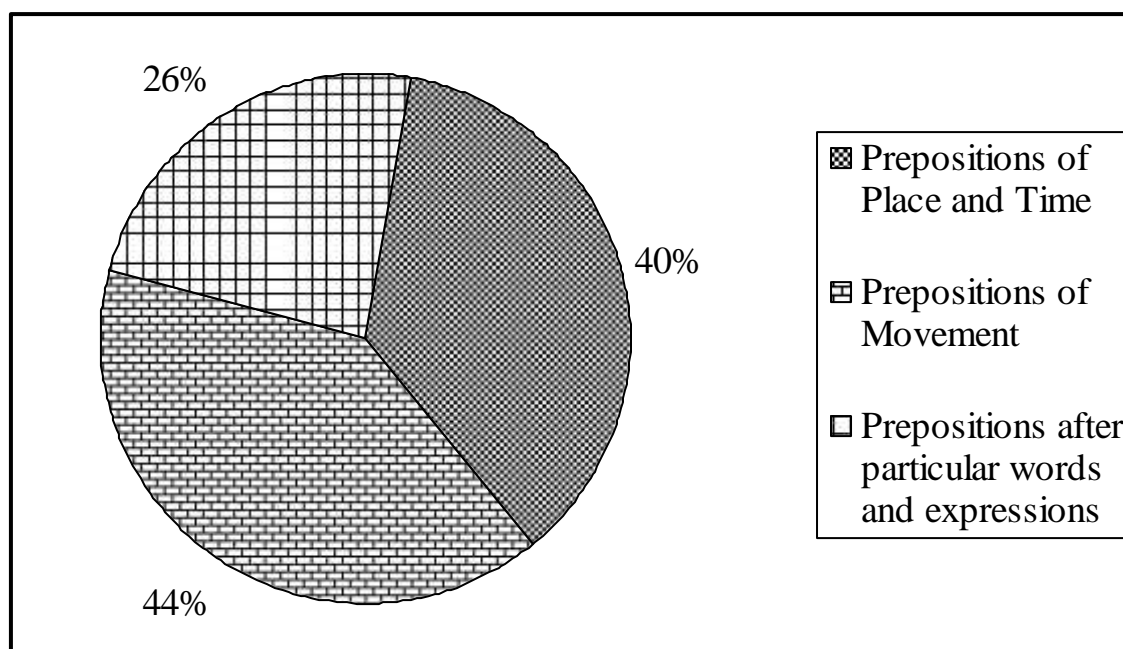
New Horizon English Boarding School

Table no. 20

S.N.	Items	Marks	Percentage
1.	Prepositions of Place and Time	13.8	69.0
2.	Prepositions of Movement	15.6	78.0
3.	Prepositions after particular words and expressions	14.3	71.5
	Total	34.7	72.83

New Horizon English Boarding School, Bharatpur secured 13.8 (69.0%) in test item one, 15.6 (78.0%) in test item two and 14.3 (71.5%) in test item three. Out of all test items the school got its highest mark in test item two and lowest mark in test item one. The school got average marks 43.7 (72.83%) out of 60 full marks. The data can be shown by the help of pie-chart as follow :

Figure no. 20



This figure shows that among all test items the correct answers for test item one were 40 percent, for test item two were 44 percent and test item three were 26 percent. Altogether there were 60 questions.

3.6 Item-wise average marks obtained by different schools in different test items

Table no. 21

S.N.	Name of Schools	Test item I		Test Item II		Test Item III		Total	
		Marks	%	Marks	%	Marks	%	Marks	%
1.	Naya Kiran Secondary School	14	70.0	10.9	14.5	10.0	50.0	34.9	58.1
2	Bharatpur H.S.S.	10.3	51.5	12.9	64.5	8.9	44.5	32.1	53.5
3	Narayahi H.S.S.	12	60.0	11.4	57.0	10.5	52.5	33.9	56.5
4	Siddhi Binayak Secondary School	13.3	66.5	11.1	55.5	10.9	54.5	35.3	58.8
5	Chitwan H.S.S.	11.2	56.0	8.2	41.0	6.5	32.5	25.9	43.16
6	Aroma E. School	14.7	73.5	12.3	61.5	12.1	60.5	39.1	65.1
7	Shanti Vidya Mandir	14.9	74.5	14.3	71.5	12.0	60.0	41.2	68.6
8	Balkumari E. School	14.2	71.0	13.9	69.5	12.8	60.0	40.9	68.1
9.	Gyan Darshan E.S.	15	75.0	16.1	80.5	14.8	74.0	45.9	76.5
10.	New Horizon E.S.	13.8	69.0	15.6	78.0	14.3	71.5	43.7	72.8
	Total	13.3	66.7	12.6	63.35	11.28	56.4	37.1	61.9

From this item wise average marks obtained by different schools, we can know that Naya Kiran Secondary School secured the highest mark in test item one among all Nepali medium schools. Similarly, in test item two Shree Bharatpur Secondary School got highest mark among all Nepali medium schools. In test item three Shree Siddhi Binayak Secondary School got the highest mark. In total Siddhi Binayak school got the top most position from Nepali medium schools.

Similarly, from English medium schools Gyan Darshan English School secured the highest mark in test item one. In test item two Gyan Darshan English School again scored highest mark. Similarly in test item three same Gyan Darshan English Boarding School again secured the highest mark. In total, English medium schools had led in all test items. Total average of all

sample schools were 37.18 marks. Average percent obtained by all ten schools was 61.9 percent.

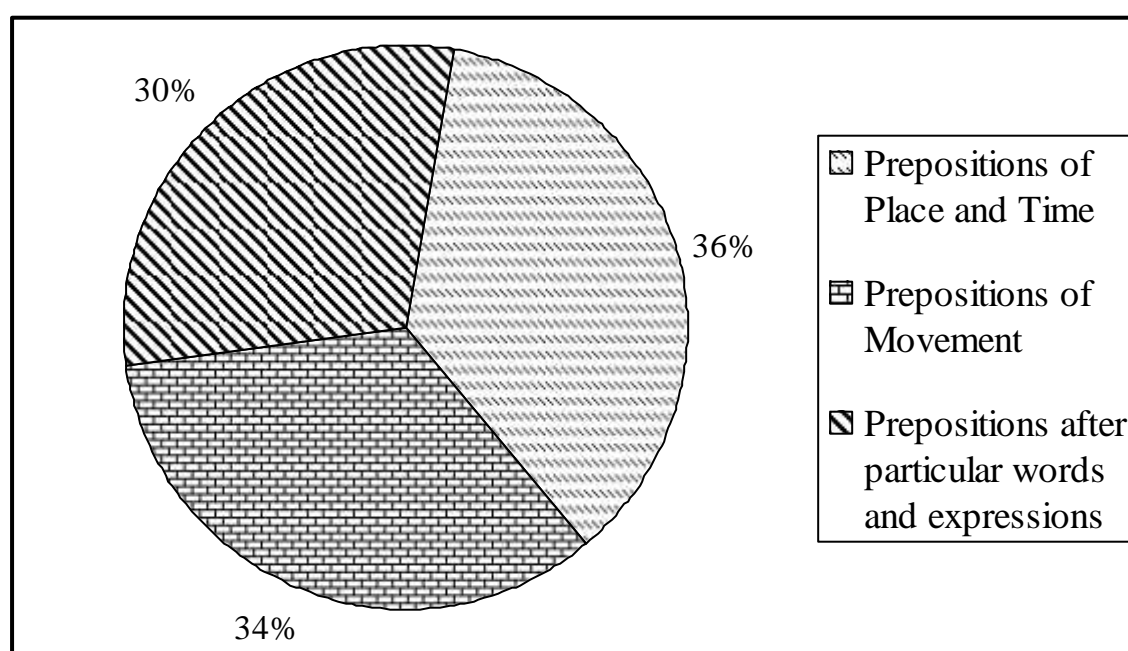
3.7 Average Marks of different Test Items

Table no. 22

S.N.	Items	Marks	Percentage
1.	Prepositions of Place and Time	13.34	66.7
2.	Prepositions of Movement	12.65	63.25
3.	Prepositions after particular words and expressions	11.28	56.4
	Total	37.27	62.11

This table no. 22 shows average marks of different test items. The average marks obtained in test item one was 13.34 (66.7%). Similarly, average marks obtained in test item two was 12.65 (36.25%). An average marks obtained in test item three was 11.28 (56.4%) mark. The data can be shown by the help of pie-chart as follow :

Figure no. 21



This figure shows that prepositions of time and place are the easiest item for the students of secondary level. Similarly, prepositions after particular expressions and words are the most difficult item for them. The second easiest item for them was preposition of moment and the most challenging item for them was phrasal preposition/prepositions after particular words or expressions. In average only 56.4 percent questions were solved accurately in test item three. But in test item one 66.7 percent questions were solved.

3.8 Total Average Marks between Nepali Medium and English Medium Schools

Table no. 23

Types of Schools	Preposition of Place and time		Preposition of Moment		Preposition after Particular words and expression		Total	
	Marks	%	Marks	%	Marks	%	Marks	%
N.M. School	12.16	60.8	10.9	54.5	9.36	46.8	32.42	54
E.M. School	14.52	72.6	14.44	72.2	13.2	66.0	42.16	70

Note : N.M. School = Nepali Medium School

E.M. School = English Medium School

One of the most important objectives of this research was find out effectiveness of medium of instruction on the proficiency in the use of prepositions. This study showed us that medium of instruction has vital role while teaching prepositions. Most of the English medium school secured better marks than Nepali medium schools. The average mark obtained by Nepali medium schools in test item one was 12.16 (60.8%), in test item two

was 10.9 (54.5%) and in test item three was 9.36 (46.8%). Total average marks of Nepali medium schools was only 32.42 (54.0%) out of 60 full marks. On the other hand English medium school scored higher than Nepali medium schools. In average English medium school scored 14.52 (72.6%) in test item one, 14.44 (72.2%) in test item two and 13.2 (66.0%) in test item three. The average marks in total was 42.16 (70.0%) out of 60 full marks. Thus medium of instruction has great role for teaching prepositions.

3.9 Total Average Marks between Nepali and non Nepali mother tongue students

Table no. 24

Mother Tongue	Preposition of Place and time		Preposition of Moment		Preposition after Particular words and expression		Total	
	Marks	%	Marks	%	Marks	%	Marks	%
N.N.M.T.	13.16	65.8	12.6	63.4	11.36	65.8	37.12	61.8
N.M.T.	13.54	67.7	13.02	65.1	11.74	68.7	38.3	63.8

The second objective of this research was to find out the effectiveness of mother tongue on the proficiency in the use of prepositions. This study showed that mother tongue does not have greater effect in the use of prepositions. Though they scored similar numbers, Nepali mother tongue having students got little bit more percentage than students having non Nepali mother tongue. Students having non Nepali mother tongue secured 37.12 (61.8%) out of 60 full mark. On the other hand students having Nepali mother tongue got 38.3 (63.8%) out of 60 full marks. Thus Nepali mother tongue having students were found a bit stronger than student having non Nepali mother tongue.

3.10 Tongue wise Average Marks of different Schools

Table no. 25

Schools	Tongue	TI-I		TI-II		TI-III		Total	
		Marks	%	Marks	%	Marks	%	Marks	%
N.K.S.S.	N.N.M.T.	12.6	63.0	11.0	55.0	9.8	49.0	33.4	55.6
	N.M.T.	13.0	65.0	10.8	54.0	10.2	51.0	34.0	56.6
S.B.H.S.	N.N.M.T.	12.2	61.0	13.6	68.0	8.6	43.0	34.4	57.3
	N.M.T.	10.8	54.0	12.2	61.0	9.2	46.0	32.2	53.6
N.H.S.S.	N.N.M.T.	12.2	61.0	13.6	68.0	8.6	43.0	34.4	57.3
	N.M.T.	10.8	54.0	12.2	61.0	9.2	46.0	32.2	53.6
S.B.S.S.	N.N.M.T.	13.4	67.0	10.2	51.0	10.4	52.0	34.0	56.6
	N.M.T.	13.2	66.0	12.0	60.0	11.4	57.0	36.6	61.0
C.H.S.S.	N.N.M.T.	10.4	52.0	8.0	40.0	7.0	35.0	25.4	42.3
	N.M.T.	12.0	60.0	8.4	42.0	5.6	28.0	26.0	43.3
A.E.S.	N.N.M.T.	14.4	72.0	11.2	56.0	10.6	54.0	36.2	60.3
	N.M.T.	15.0	75.0	13.4	67.0	13.6	68.0	42.0	70.0
S.V.M.	N.N.M.T.	14.0	70.0	14.2	71.0	13.8	69.0	42.0	70.0
	N.M.T.	14.4	72.0	13.6	68.0	11.8	59.0	39.8	66.3
B.K.E.S.	N.N.M.T.	14.8	74.0	16.0	80.0	14.8	74.0	45.6	76.0
	N.M.T.	15.2	76.0	16.2	81.0	14.8	74.0	46.2	77.0
G.E.S.	N.N.M.T.	14.8	74.0	16.0	80.0	14.8	74.0	45.6	76.0
	N.M.T.	15.2	76.0	16.2	81.0	14.8	74.0	46.2	77.0
N.H.E.S.	N.N.M.T.	13.6	68.0	15.2	76.0	13.8	69.0	42.6	71.0
	N.M.T.	14.0	70.0	16.0	80.0	15.0	75.0	45.0	75.0

Note : N.K.S.S. : Naya Kiran Secondary School.

S.B.S.H. : Shree Bharatpur Higher Secondary School.

N.H.S.S. : Narayani Higher Secondary School.

- S.B.S.S. : Siddhi Binayak Secondary School.
- C.H.S.S. : Chitwan Higher Secondary School.
- A.E.S. : Aroma English School
- S.V.M. : Shanti Vidya Mandir
- B.K.E.S. : Balkumari English Boarding School
- G.E.S. : Gyan Darshan English School
- N.H.E.S. : New Horizon English School

This table shows tongues wise average marks obtained by different schools. According to this study it was found that mother tongue has less effect on the proficiency in the use of prepositions. Some schools have different scored in two different groups but most of the schools have identical marks in both Nepali and non Nepali mother tongue having groups. The obtained can be presented in bar-graph as shown below :

Figure no. 22

Nepali medium schools

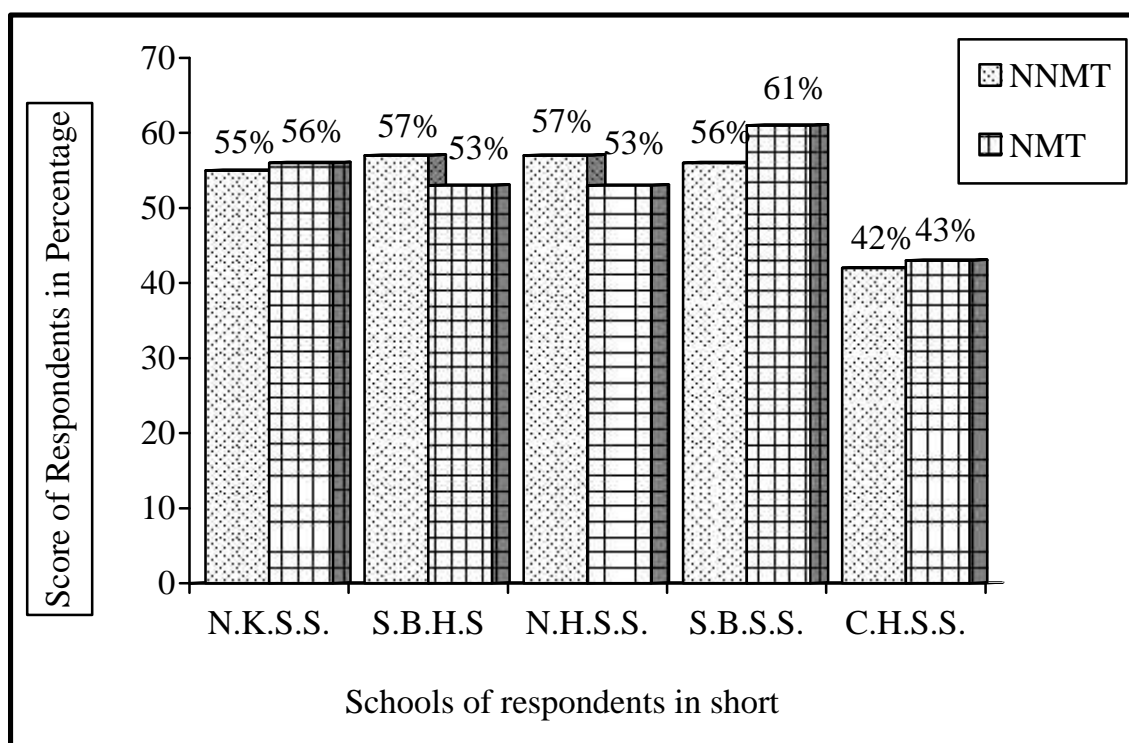
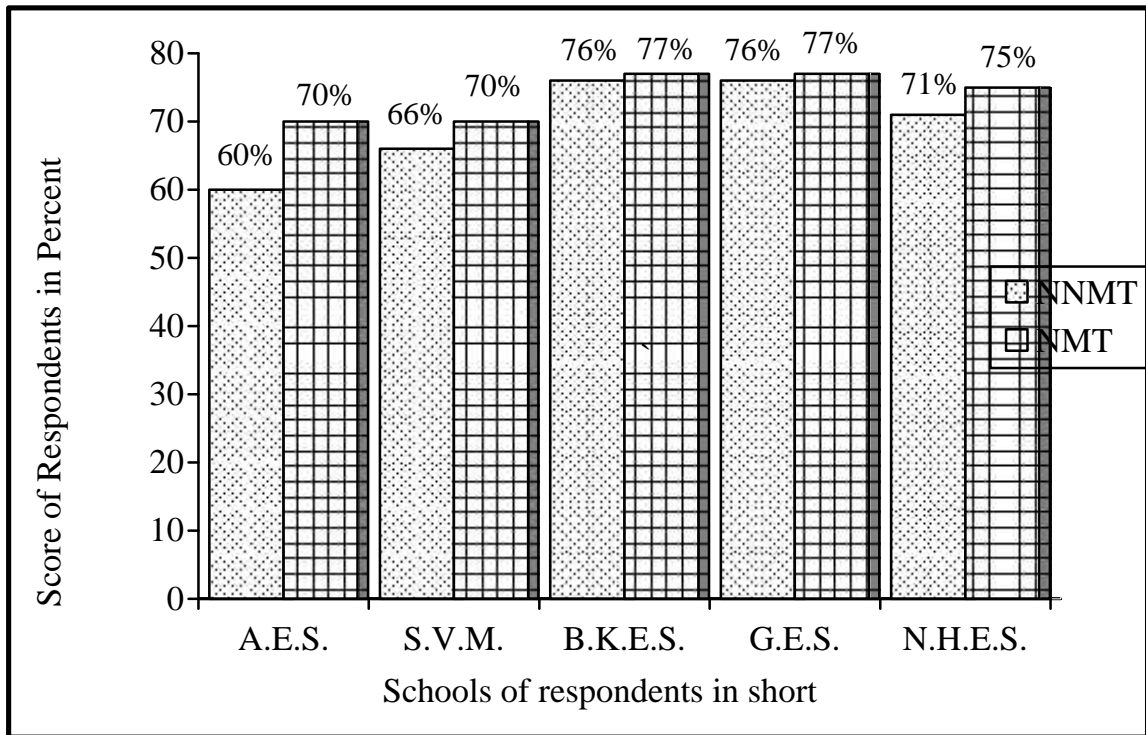


Figure no. 23
English Medium Schools



This bar-graph chart or diagram is used for displaying percentage of respondents obtained in sample test. This bar chart shows percentage of non Nepali mother tongue having students and students having Nepali mother tongue. Name of the schools are given below in short from where students were involved in this sample study. From Nayakiran Secondary School, student of non Nepali mother tongue got 55 percent and student of Nepali mother tongue got 56 percent. Likewise, from Bharatpur Higher Secondary School, student of non Nepali mother tongue could score 57 percent and Nepali mother tongue having student score 53 percent. From Narayani Higher Secondary School, student of non Nepali mother tongue could score 57 percent and student of Nepali mother tongue score 53 percent. From Siddhi Binayak Secondary School, students of non Nepali mother tongue got 56 percent and student of Nepali mother tongue got 61 percent. Similarly, from Chitwan Higher Secondary School, student of non Nepali mother tongue could score 42 percent and student of Nepali mother tongue score 43 percent.

On the other hand this second bar-chart displays the percentage of respondents from English medium schools involved in sample study. There were five English medium schools. From each school ten respondents were selected out of them five were of student having Nepali mother tongue and five were of non Nepali mother tongue. From Aroma English Boarding School, student having non Nepali mother tongue scored 60 percent and student having Nepali mother tongue scored 70 percent. Similarly, from Shanti Vidya Mandir, student having non Nepali mother tongue could score 70 percent and students having Nepali mother tongue could score 66 percent. From Bal Kumari School, student having non Nepali mother tongue could get 76 percent and student having Nepali mother tongue could get 77 percent. Likewise from Gyan Darshan English Boarding School, student having non Nepali mother tongue could score 76 percent and student having Nepali mother tongue scored 71 percent. From New Horizon English School, student having non Nepali mother tongue scored 71 percent and student having Nepali mother tongue scored 75 percent.

In conclusion it was found that there is less effect of mother tongue on the proficiency in the use of prepositions. Due to their mother tongue no student can be backward and forward in case of use of prepositions.

The final average marks

Table no. 26

Test item I (Prepositions of time and place)		Test item II (Prepositions of moment)		Test item III (Prepositions after particular words and expressions)		Total	
Marks	%	Marks	%	Marks	%	Marks	%
13.3	66.7	12.6	63.35	11.28	56.4	37.18	61.9

The total average score obtained by the students was 37.8 (61.9 percent).

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

Chapter four, the output of the thesis includes the summary, findings and recommendations.

4.1 Findings

1. While looking at the average score in total the average marks displayed by the figure is promising (37.18, in percent 61.9) but when we start analyzing individual student and school, the condition is disheartening. The performance of Nepali medium school is not satisfactory (got 54 percent only). Most of the students have got lower marks than average marks from Nepali medium schools. Finally it shows that 9 graders could only solve 61.9 percent test items in average. Their proficiency in use of prepositions seems only good in rank.
2. While presenting findings on the basis of medium, Nepali medium students got only 54 percent where as English medium students got 70 percent. The students of Nepali medium school had 16 percent less mark than English medium students. So the students of English medium have better performance than student the students of Nepali medium in the use of prepositions.
3. On the basis of the mother tongue it was found that there is less effect of mother tongue on the proficiency in the use of prepositions. The students having non Nepali mother tongue scored 61.8 percent (37.12 out of 60) where as students having Nepali mother tongue got 63.8 (38.3 marks). In test item one the student having non Nepali mother

tongue secured 65.8 percent where as the students having Nepali mother tongue got 67.7 percent. In test item two the student having non Nepali mother tongue got 63.4 percent. On the other hand students having Nepali mother tongue got 65.1 percent. Similarly in the test item three the student having non Nepali mother tongue got 65.8 percent where as student having Nepali mother tongue got 68.7 percent. In fact it shows that mother tongue does not have great effect in the use of prepositions.

4. On the basis of analysis an interpretation done over each test items it was found that in test item one the students got 66.7 percent in average. In test item two they got only 63.35 percent. Similarly in test item three they secured 56.4 percent. In total only 61.9 percent items were solved. In fact it shows that the prepositions after particular words and expressions were the most difficult items for them where as prepositions of time and place were the least difficult items for nine graders.
5. Out of all, the best performance was found in test item one done by the student of English medium school (72.6 percent). On the other hand the least performance was found in test item three done by the students of Nepali medium students (46.8 percent).
6. In conclusion the textbook of Grade-IX, there is not a single unit where particular text related with prepositions is presented. Similarly the books of Nepali medium school have less exercise to be done by the students but in English medium schools, they have managed extra books having more exercises. The students reading in Nepali medium school do not get much exposure in the use of prepositions in comparison with English medium school. In fact the students of English medium schools were found much stronger than the student of Nepali medium schools.

4.2 Recommendations

1. The textbook of class nine recommended by Nepalese government do not consist of sufficient unit about prepositions. Not only that the textbook of class I to X do not have sufficient units about prepositions. Newly some units are added in junior classes about time and place prepositions. So, more exercises have to be added in the textbooks along with practical exercises.
2. Grade IX English textbook provides some prepositional exercises with no rules. There is no single unit about prepositions. Prepositions, prepositional phrases are included in Unit 11 of English textbook, are not adequate. Similarly, in unit 13 exercise about preposition and prepositional phrases are given without any rules. There for adequate exercises along with rules based on the use of prepositions should be included in the textbooks of secondary level.
3. Must of the students studying in Nepali medium school did so many mistakes and scored less marks in test. Thus Nepali medium schools should develop English is medium of conversation or classroom instruction.
4. Additional grammar book based on preposition should be incorporated in textbooks, so that student can have more chances for practicing.
5. Whole teaching, most of the teachers hardly used teaching materials in their classroom. Without creating appropriate situation, facial expressions, using teaching materials no one can make his/her student clear about prepositions. Thus the teacher must take necessary teaching materials and use them while teaching use of prepositions.
6. Training makes old teachers refresh and new teachers trained. Thus training for teachers and follow up activities of teaching institutions should be strongly observed.
7. Translation of prepositions must be avoided.

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APPENDICES

Appendix-I

The list of schools selected for the study :

A. Nepali Medium Schools

1. Naya Kiran Secondary School, Bhojad, Chitwan.
2. Shree Chitwan Higher Secondary School, Campus Chowk, Bharatpur.
3. Narayani Higher Secondary School, Hospital Road, Bharatpur.
4. Siddhi Binayak Secondary School, Ganeshthan, Bharatpur.
5. Bharatpur Higher Secondary School, Sub Highway, Bharatpur.

B. English Medium Schools

1. Aroma English Boarding School, Bharatpur-10.
2. Shanti Vidya Mandir, Bharatpur-10.
3. Balkumari English Boarding School, Narayangarh.
4. Gyan Darshan English Boarding School, Bharatpur-10,.
5. New Horizon English Boardings, Bharatpurs-2.

Appendix-II

Individual Score Sheet of Nepali medium schools

Nayakiran Secondary School (Nepali Medium)

S.N.	Name	F.M. 20		F.M. 20		F.M. 20		Grand Total	Percent
		TI-1	%	TI-2	%	TI-3	%		
1.	Sanjog Chaudhari	11	55	9	45	9	45	29	48.33
2.	Raju Gurung	9	45	9	45	8	40	26	43.33
3.	Subir Darai	16	80	15	75	9	45	40	66.66
4.	Nita Gurung	14	70	11	55	12	60	37	61.66
5.	Basanti Magar	13	65	11	55	11	55	35	58.1
6.	Bijaya Bhujel	12	60	11	55	10	50	33	54.78
7.	Saroj G.C.	12	60	10	50	10	50	22	36.66
8.	Santosh Khadka	10	50	10	50	7	35	27	44.82
9.	Jamuni Puri	15	75	11	55	12	60	38	39.66
10.	Nabina Adhikari	16	80	12	60	12	60	40	36.66

Shree Bharatpur Higher Secondary School (Nepali Medium)

S.N.	Name	F.M. 20		F.M. 20		F.M. 20		Grand Total	Percent
		TI-1	%	TI-2	%	TI-3	%		
1.	Susmita Thapa	12	60	13	65	10	50	35	58.1
2.	Sabina Gurung	11	55	14	70	10	50	35	58.1
3.	Anju Gurung	11	55	14	70	8	40	33	54.78
4.	Gurash Thapa	14	70	12	60	10	50	36	59.78
5.	Sunil Thapa	13	65	15	75	5	25	33	54.78
6.	Sheela Subedi	9	45	13	65	10	50	32	53.12
7.	Sabita Ghimire	11	55	14	70	9	45	34	56.44
8.	Amrita Rana	9	45	7	35	8	40	24	39.84
9.	Sundar Ghimire	11	55	15	75	10	50	36	59.7
10.	Bijaya Thapa	13	65	12	60	9	45	34	56.44

Narayani Higher Secondary School (Nepali Medium)

S.N.	Name	F.M. 20		F.M. 20		F.M. 20		Grand Total	Percent
		TI-1	%	TI-2	%	TI-3	%		
1.	Indra Kumar Ghale	8	40	9	45	7	35	24	39.84
2.	Bijaya Pakhrin	11	55	13	65	13	65	37	61.66
3.	Khum Bdr. Ghale	12	60	11	55	13	65	36	59.7
4.	Bijay Thapa	13	65	12	60	11	55	36	61.66
5.	Panna Lama	13	65	12	60	6	30	31	51.46
6.	Susmita Koirala	11	55	9	45	10	50	30	49.8
7.	Sagar Aryal	11	55	11	55	12	60	34	56.44
8.	Dinesh Ghale	13	65	12	60	12	60	37	61.66
9.	Aswina Khanal	13	65	13	65	10	50	36	59.76
10.	Bibek Chapagain	15	75	12	60	11	55	38	63.66

Siddhi Binayak Secondary School (Nepali Medium)

S.N.	Name	F.M. 20		F.M. 20		F.M. 20		Grand Total	Percent
		TI-1	%	TI-2	%	TI-3	%		
1.	Subbadra Baramu	11	55	8	40	9	45	28	46.48
2.	Juna Lama	14	70	10	50	10	50	34	56.44
3.	Min Raj Gurung	13	65	11	55	12	60	36	59.76
4.	Kiran Kumar Tharu	14	70	12	60	11	55	37	61.66
5.	Sumit Gurung	15	75	10	50	10	50	35	58.1
6.	Asoda Bhandari	12	60	12	60	10	50	34	56.44
7.	Pabita Ghimire	12	60	10	50	13	65	35	58.1
8.	Sunil Barali	13	65	13	65	12	60	38	63.66
9.	Surya Baruwal	15	75	12	60	11	55	38	63.66
10.	Sudip Dawadi	14	70	13	65	11	55	38	63.66

Chitwan Higher Secondary School (Nepali Medium)

S.N.	Name	F.M. 20		F.M. 20		F.M. 20		Grand Total	Percent
		TI-1	%	TI-2	%	TI-3	%		
1.	Sagar Lama	12	60	13	65	10	50	35	58.1
2.	Khil Kumari Rana	13	65	7	35	5	25	25	41.5
3.	Laxmi Lama	10	50	8	40	5	25	23	38.18
4.	Roshan Tamu	8	40	3	15	9	45	20	33.5
5.	Sunita Darai	9	45	9	45	8	40	26	43.33
6.	Safal Adhikari	13	65	9	45	4	20	26	43.33
7.	Pradip Soti	12	60	10	50	7	35	29	48.33
8.	Prakash Bhusal	13	65	7	35	7	35	27	44.82
9.	Binita Sunar	13	65	8	40	4	20	25	41.5
10.	Shyam Dhakal	9	45	8	40	6	30	23	38.18

Aroma English Boarding School (English Medium)

S.N.	Name	F.M. 20		F.M. 20		F.M. 20		Grand Total	Percent
		TI-1	%	TI-2	%	TI-3	%		
1.	Namita Shrestha	17	85	16	80	14	70	47	78.02
2.	Suman Magar	14	70	11	55	8	40	33	54.78
3.	Samir Lama	13	65	7	35	8	40	28	46.48
4.	Bishal Shrestha	12	60	10	50	8	40	30	49.8
5.	Menuka Shrestha	16	80	12	60	15	75	43	71.3
6.	Ashish Neupane	14	70	14	70	15	75	43	71.38
7.	Kripa Neupane	14	70	12	60	15	75	41	68.06
8.	Sanju Lamichhane	18	90	15	75	14	70	47	78.02
9.	Anita Sapkota	17	85	15	75	13	65	45	74.7
10.	Gopi Dawadi	12	60	11	55	11	55	34	56.44

Shanti Vidya Mandir English Boarding School (English Medium)

S.N.	Name	F.M. 20		F.M. 20		F.M. 20		Grand Total	Percent
		TI-1	%	TI-2	%	TI-3	%		
1.	Sapana Tamang	14	70	12	60	11	55	37	61.6
2.	Anita Gurung	14	70	14	70	11	55	39	65.6
3.	Alija Gurung	13	65	16	80	11	55	40	66.66
4.	Youten Gurung	13	65	12	60	8	40	33	54.78
5.	Diwash Gurung	16	80	14	70	16	80	46	76.66
6.	Sandesh Pokhrel	16	80	15	75	11	55	42	70.06
7.	Dipendra Pandey	17	85	15	75	15	75	47	78.02
8.	Sabin Adhikari	15	75	16	80	11	55	42	70.06
9.	Bishal Shrestha	16	80	14	70	14	70	44	72.66
10.	Sulav Subedi	15	75	15	75	12	60	42	70.06

Balkumari English School (English Medium)

S.N.	Name	F.M. 20		F.M. 20		F.M. 20		Grand Total	Percent
		TI-1	%	TI-2	%	TI-3	%		
1.	Aava Shrestha	13	65	17	85	16	80	46	76.66
2.	Lisa Shrestha	14	70	13	65	13	65	40	66.66
3.	Ayosh Shrestha	15	75	16	80	14	70	45	74.7
4.	Asmita Shrestha	14	70	12	60	14	70	40	66.66
5.	Roshan Rout	14	70	13	65	12	60	39	65.6
6.	Rabin Agrawal	14	70	12	60	10	50	36	59.76
7.	Mohamad Ashif Shah	13	65	11	55	9	45	33	44.78
8.	Saroj Ramdam	16	80	15	75	13	65	44	72.66
9.	Alina Adhikari	15	75	15	75	13	65	43	71.38
10.	Pratikshya Ghimire	14	70	15	75	14	70	41	68.06

Gyandarshan English Boarding School (English Medium)

S.N.	Name	F.M. 20		F.M. 20		F.M. 20		Grand Total	Percent
		TI-1	%	TI-2	%	TI-3	%		
1.	Prakash Uparkoti	16	80	17	85	16	80	49	82.0
2.	Ashish Kaji Mahato	18	90	17	85	13	65	48	80.0
3.	Kamala Rana	13	65	15	75	15	75	43	71.38
4.	Malina Shrestha	15	75	17	85	15	75	47	78.02
5.	Bishnu Pun	12	60	14	70	15	75	41	68.06
6.	Jewan Kumar Thapa	16	80	16	80	13	65	44	72.66
7.	Sanjaya Poudel	15	75	15	75	15	75	45	74.7
8.	Kamana Neupane	15	75	18	90	15	75	48	80.0
9.	Sabina Dhakal	15	75	17	85	16	80	48	80.0
10.	Sudarshan Dhungana	15	75	15	75	15	75	45	74.7

New Horizon English School (English Medium)

S.N.	Name	F.M. 20		F.M. 20		F.M. 20		Grand Total	Percent
		TI-1	%	TI-2	%	TI-3	%		
1.	Santosh Tamang	14	70	13	65	15	75	42	70.06
2.	Sonika Rana	14	70	16	80	15	75	45	74.7
3.	Aayush Shrestha	13	65	17	85	14	70	44	72.6
4.	Manoj Chaudhari	12	60	14	70	12	60	38	63.6
5.	Rupesh Gurung	15	75	16	80	12	60	43	71.3
6.	Tina Sharma	16	80	15	75	17	85	48	80.0
7.	Uttam Ghimire	15	75	16	80	16	80	47	78.02
8.	Bibek Hamal	11	55	14	70	12	60	37	61.66
9.	Sonam Ghale	15	75	18	90	16	80	50	84.0
10.	Abinash Adhikari	13	65	17	85	14	75	44	72.66

Appendix-III

Name :

Date :

School :

Class :

Mother tongue : Nepali/Non Nepali

F.M. : 20

Time : 20 min.

Test Item-I

Preposition of Place and Time

Tick the best answer which is appropriate in the gap.

1. There were a lot of people the shop. (in/at/on)
2. There is some water the bottle. (at/on/in)
3. There is notice the door. (at/on/in)
4. They are standing a queue. (at/on/in)
5. Where did she buy it ? (to/from/at/in)
6. We are going Ram's car. (in/with/by/along)
7. He walked the end of the street. (for/since/in/at)
8. He has lived here two years. (on/by/at/for)
9. He came Gorkha. (for/along/since/from)
10. I was born the year 1971. (for/since/to/in).
11. She is looking her. (at/in/of/by)
12. My teacher always goes to school bus. (in/by/on)
13. Don't laugh the poor. (of/at/in)
14. Surya met him the way to work. (in/to/on/at)
15. There is a mistake page 120. (in/on/at/by)
16. She was born 1998. (at/in/by/on)
17. He fought 2nd world war. (by/during/for/in)
18. Prakash will have finish it..... tomorrow. (for/at/from/by)
19. There is knock door. (at/in/by/on)
20. She is bed now. (in/on/at/with)

Test Item-II
Preposition of Movement

Time : 20 min.

F.M. : 20

Tick the best answer which is appropriate in the gap.

1. Are you going foot. (in/on/at/by)
2. We are traveling pleasure. (on/from/with/for)
3. The children jumped the pool. (on/from/into/at)
4. Sheela is going Jumla next month. (to/in/at/on)
5. The Lady came her home and got into a van. (into/out off/to/out of)
6. She ran.....the stairs to inform the news to her parents.
(on/with/up/to)
7. The plane flew the mountains. (on/over/above/under)
8. Superstitious people avoid walking the ladder. (at/down/under/in)
9. The road goes village. (on/through/at/under)
10. Rosy loves walking the road. (on/in/above/along)
11. You have to swim the river. (on/at/across/by)
12. She walked the gate without noticing me. (along/off/past/down)
13. They probably traveled sea from Asia more then 4000 years ago. (in/by/on/at)
14. Powerful wind began blow. (to/from/at/with)
15. When there large storms reach land, they push large mounds of water ahead them. (in/of/at/on)
16. When the bull began to run me, I ran away. (on/towards/from/over)
17. The damage from this storms is done wind and flooding.
(of/in/by/with)
18. Every morning, Hari walks road to get office. (of/for/over/along).
19. The people the bus were singing. (at/on/in/for)
20. They want to travel horseback. (with/in/on/by)

Test Item-III

Preposition (after particular words and expressions)

Time : 20 min.

F.M. : 20

Tick the best answer which is appropriate in the gap.

1. She accused me poisoning her dog. (on/of/at/in)
2. I entirely agree you. (with/on/by/from)
3. We are anxious find a better jobs. (in/at/about/to)
4. What time do we arrive bus park ? (in/at/on/by)
5. I am not bad tennis. (on/at/by/in)
6. If you believe me I can do anything. (in/on/at/for)
7. Congratulations your new job ! (at/in/by/on)
8. Write now for details you special offer. (on/with/of/in)
9. The book is divided three parts. (onto/into/in/on)
10. Who is the woman dressedagree ? (in/on/at/for)
11. George's father insisted paying. (to/on/at/from)
12. How long have you been married Sheela ? (to/with/in/for)
13. The boss is very pleased you. (to/with/in/for)
14. I want proof you love. (at/of/in/for)
15. What's wrong Rachel today ? (at/in/on/with)
16. I'm sorry breaking your window. (for/to/by/in)
17. Every body was surprised the weather. (on/at/for/in)
18. I don't want to take part any more conferences. (in/on/by/from)
19. I'm thinking studying medicine. (on/of/at/for)
20. Stop throwing stones the cars. (on/of/at/for)