

CHAPTER - ONE

INTRODUCTION

1.1 General Background

Everybody knows what language is but nobody has so far been able to come out with a standard definition that fully explains the term 'language'. It is a situation like trying to define the term 'life'. Everybody knows what life is but one can not present a satisfactory definition of life. In order to understand a term like 'life', one has to talk of the properties or characteristics of living beings (e.g. motion, reproduction, respiration, growth, power of self-healing, excretion, nutrition, mortality, etc). Similarly, the term 'language' can be better understood in terms of its properties: it is a means of human communication, arbitrary, system of systems, primarily vocal, etc. Some linguists, however, have been trying to define language in their own ways even though all these definitions are far from satisfactory. Here are some of the definitions of language given by different scholars:

According to Bloch and Trager (1942), "A language is a system of arbitrary vocal symbols by means of which a social group cooperates". Similarly, Noam Chomsky (1957) defines language as "A language is a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements". According to Barber (1964, p. 9), language is used to perform different functions like greeting, requesting and so on. So, language, it seems, is a multi-purpose instrument. One function, however, seems to be basic; language enables us to influence people's behavior, and to influence it in detail, and thereby makes human co-operation possible. Likewise, Wardaugh (1972) says, "A language is a system of arbitrary vocal symbols used for human communication". Robins (1985) states, "Language is a symbol system based on pure or arbitrary conventions....infinitely extendable and modifiable according to the changing needs and conditions of the speakers"(as cited in 'Languages' 1963, p. 3).

Though language is defined differently by different scholars it can be better defined with the help of characteristics mentioned above rather than from one's definition. A language is a signaling system which operates with symbolic vocal sounds, and which is used by some groups of people for the purposes of communication and social co-operation. Some animals co-operate especially the animals like bees and ants: but human co-operation is more than theirs, it is more detailed, more effective than that found in the animal kingdom and no animal society has a division of labour or a system of production comparable to that of human society. Language is inseparable part of human society. Human civilization has been possible only through the use of language. This human co-operation would be unthinkable without language, and it is obviously this function of language that has made it so successful and so important: other functions can be looked upon as a by-product of linguistic behaviour. A language is a mental phenomenon but an individual has to share his mind with his social members. Language is a means of human communication. It is only the language, more obviously than anything else that distinguishes man from the rest of the animals. Human language is unique because it allows humans to produce an infinite set of utterances from a finite set of rules. On the other hand, animals express a finite number of sounds that are mostly genetically transmitted. Human language is also unique in that its complex structure has evolved to serve a much wider range of functions than any other kinds of communication system. Language is a vocal, voluntary system of human communication. With the help of language people share their ideas, feelings, thoughts and emotions with each other. It is only the human who possesses systematic use of language to share their needs and interests. With the help of language, human can talk of time, place and event which are far from present. So, a language ultimately belongs to a group of people.

In a nut- shell, we can say that language is the unique property of human beings to express and share their ideas, emotions and feelings in the society, and maintain social relationships. There are many languages in the world. Out of them, English is the most widely used international language.

1.1.1 Need and Importance of the English Language in Nepal

English language has founded its roots in the education sector since the very beginning of new education system. It has been taught as a compulsory subject in all the schools of Nepal. It is a compulsory subject even at the higher level in university except in master's degree. The culture of teaching English as a compulsory subject parallel with Nepali subject further gives a glimpse of the importance of the English language in Nepal. Then, it is fair to state that English in Nepal has been used as a medium of instruction in science, social sciences and in a number of other disciplines.

The historical development of English language in Nepal is connected with Junga Bahadur Rana, who became Prime Minister and a defacto ruler in 1846 A.D. He visited England in 1850A.D.to strengthen the ties of friendship with the then powerful British government. He realized the importance of the English language in Nepal. Consequently, he invited English scholars to teach his sons the English language in his palace. In order to educate the Rana children, in English medium, he established Durbar High School in 1853A.D.which is known as Bhanubhakata Secondary School at Ranipokhari, Kathmandu today. Later English was introduced in higher studies after the opening of Trichandra College. The study of English Language Teaching (ELT) was introduced with the implementation of National Education System Planning (NESP) in 1971.Currently, English has been introduced from grade one as it was taught from grade four previously. At present, English is taught and learned as a compulsory subject from grade one to graduate level and optional subject from secondary to post graduate level. In addition, a number of English medium schools have been established in private sector, which is known as boarding school under the supervision, guidance and control of the Ministry of education. English is the medium of teaching in these schools. Except Nepali and Sanskrit, all the other subjects are taught in English medium. Not only these, at present, even the government schools' books are prepared in English and the students are taught in English medium.

English is an international language. So, it has its worldwide dominant role of communication. It is a language which is used in international politics, trade, industry, conference and so on. Many books, as any subjects are written in this language and if a person knows English language well, he can enjoy them all. English is taught as first, second and foreign language in different institutions, for example, in Australia it is taught as first language, in India as a second and in Nepal as a foreign language. In Nepal, English dominates Nepali language though Nepali is the nation's language of official use and native tongue of the majority of its people. English, being the foreign language for the Nepalese learners, is learnt at language institutes here for visiting overseas. Both primary and advanced level-packages are developed by the language institutions with a purpose of giving training to the individuals who wish to try for jobs abroad. There are also TOEFL, IELTS, GRE and GMAT courses for abroad study. Because of the dependence of Nepal on international communities for better education, economy, trade, technology and basic needs, English is being taught and learnt in most of the educational institutes of Nepal.

Man is a social animal, so he lives in society, and shares his ideas thoughts and feelings with each other through language. Language can be acquired as well as learned. Learning language means learning to use language accurately and fluently. To learn a language, he needs to learn its vocabulary, speech sounds, structural patterns of grammar and their meanings. And to use language correctly, one must have the knowledge of grammar of that language.

1.1.2 Grammar

Grammar is defined as the system of language. It is the skeleton of the language without which language can not have its fixed, meaningful and grammatically well-established shape and size. Every language has its own grammar, with the help of which they can generate infinite number of sentences. As other languages, English language has its own grammar which is defined as native speaker's ability/power to discriminate sentences from non-sentences. So, English grammar should be able to

generate all possible English sentences of the English language. The term can be defined in two different senses: broad and narrow. The grammar in its broad sense is a model of the native speaker's competence; whereas in its narrow sense it refers to a level of structural organization which can be studied without the help of phonology and syntax. Thus, grammar in a general sense deals with morphemes and word formation and also their combination into sentence formation. The formation of words and sentences is related with the rules of grammar. The term grammar is defined differently by different scholars. Some of the definitions are as follows:

According to Ur (1996, p. 75), grammar is sometimes defined as "The way words are put together to make correct sentences". This is, as we shall see presently, and over-simplification, but it is a good starting-point (and an easy way to explain the term to young learners). Thus, in English, 'I am a teacher' is grammatical, * I a teacher, and * I are a teacher are not. Grammar is a set of rules that define how words are combined or changed to form acceptable units of meaning within a language. Likewise, according to Syal and Jindal (1998, p. 69), every language has its grammar. There is a system in which words are joined to form meaningful sentences. This does not necessarily mean that grammar is some sort of book containing a detailed statement of any rules. It only means that anybody who speaks or writes acceptable sentences in a language knows its grammar. Grammar gives the user of a language the ability to distinguish between a sentence and a non-sentence. A study of grammar includes the study of five fundamental units of grammatical structure. These fundamental units are: morphemes, words, phrases, clauses and sentences. Similarly, Cross (2003, p. 26) defined grammar as the body of rules which underlies a language. This grammar includes rules which govern the structure of words (suffixes and prefixes) and rules which govern the structure of words to form clauses and sentences that are acceptable to educated native speakers. Traditional description of English grammar developed from the grammars of classical Greek and Latin. According to Sharma and Phyak (2006, p. 159), a

grammar has finite set of rules with the help of which infinite number of sentences are produced. The grammar is:

-) the way language manipulates and combines words,
-) the set of formal patterns in which words of a language are arranged to convey meaning,
-) a description of rules for forming sentences including an account of the meanings that these forms convey,
-) the branch of linguistics which is concerned with the description, analysis and formalization of formal language pattern.

Likewise, Cowan (2008, p. 3) stated grammar is a set of rules that describes how words and group of words can be arranged to form sentences in a particular language. The grammar of English consists of all the rules that govern the formation of English sentences, and this is precisely what learners of English want to know. Speakers who have successfully internalized the rules of a language and their constraints are said to possess grammatical competence. This means that they are able to use the rules of language automatically to produce grammatical sentences. And because of the knowledge of grammar one can distinguish grammatical and un-grammatical sentences and explain what makes the sentences un-grammatical. Grammar is one aspect of language that should be taught and learnt. Grammar is central to the teaching and learning of languages. And a person uses language well if they have good knowledge of grammar of that language.

Grammar can also be defined as:

-) The study of how words and their component parts combine to form sentences,
-) The study of structural relationship in a language,
-) The system of inflections, syntax and word formation of language,
-) The system of rules implicit in a language, viewed as a mechanism for generating all sentences possible in that language,
-) A book containing the morphological, syntactic, and semantic rules for a specific language,
-) A normative or prescriptive set of rules setting forth the current standard of usage for pedagogical or reference purposes,
-) Writing or speech judged with regard to such a set of rules.
-) The branch of linguistics that deals with syntax and morphology, sometimes also phonology and semantics,
-) The abstract system of rules in terms of which a person's mastery of his native language can be explained,
-) A systematic description of the grammatical facts of a language,
-) A book containing an account of the grammatical facts of a language or recommendations as to rules for proper use of a language

(Retrieved Feb. 20, 2011 from [www. the freedictionary.com/grammar](http://www.thefreedictionary.com/grammar))

Students have different intellectual capacities and learning styles that favour or hinder knowledge accumulation. Teachers want to bring about better understanding of the material s/he wants to communicate. It is the responsibility of the institutions and teachers to seek more effective ways of teaching in order to meet individual's and society's expectations from education. One teaching method may be effective for one but ineffective for other. Improving teaching methods may help an institution to meet its goal of achieving improved learning outcomes. English grammar can be a complicated subject especially for those people learning English as a second language. It is a broad spectrum, and, as such, can not be taught effectively with a single method of teaching. Generally, grammar is taught by a

combination of inductive and deductive teaching methods. Each method has strengths and weaknesses and each method is different from the other. The best teachers will use a combination of inductive and deductive teaching to ensure that their students understand the complex rules of English grammar and retain the information for future use. Neither method of teaching is right or wrong-they just work best in combination.

Some teachers see no need to teach and practise grammar at all. Some even regard structure practice and other forms of grammar teaching as harmful. Their view is that learners will pick up the regularities intuitively, provided they meet enough samples of natural language. The teacher's role is to provide a language-rich environment in which the learners interact in language to be engaged in activities of various kinds. Whereas some other opine that grammar and grammatical rules should be taught while teaching a language to the students. Whether the rules are introduced directly or indirectly, those rules should be meant for friendly use.

1.1.3 Grammar Teaching Method

1.1.3.1 The Deductive Method

The deductive method of teaching grammar is the academic and scholarly one which was devised in order to teach Latin and Greek. Deductive method is the old method of teaching grammar in which rules are presented first and then their examples. In deductive teaching method, the teacher explains a particular rule of grammar at the start of the lesson, and then structures the lesson around its application. It is a traditional method. The underlying rule is explained, nearly always in the mother tongue and using the metalanguage of grammar. Finally, the students practise to apply the rule orally and in writing.

It is a faster method of learning, but critics have criticized it saying that it can not achieve the level of understanding that the inductive method produces. Deductive grammar teaching is based on facts and statements. It is based on prior logic. Therefore, the learners are given the grammatical rule first and then they will work

from that rule. This method progresses from general concept to the specific use or application. Deductive method is also known as deductive approach. It is defined by different scholars in different terms.

According to Brown (1994), "Deductive reasoning is a movement from generalization to specific instances: specific subsumed facts are inferred or deduced from a general principle". Likewise, according to Thornbury (1999), "...a deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied"(as cited in Teaching English Language, 2006, p.167).

Similarly, Sharma and Phyak (2006, p.167) have stated that deductive method starts with presentation of grammatical rules and then is followed by example and explanation of the rules. The teacher can also translate L₂ into students' L₁.

Deductive method is known as rule-driven method which includes following steps:

-) Presentation of rules
-) Description and explanation of rules
-) Provision of some examples
-) Explanation of underlying rules mostly by using mother tongue
-) Asking students to practise the rule orally or in writing
-) Contrasting the areas of difference between mother tongue and target language.

1.1.3.2 The Inductive Method

Inductive method is opposite of deductive method. The inductive method is an extremely effective process for obtaining general observation-based information about the world. In fact, the inductive method is one of the most common and natural forms of making logical assumptions about what we observe. It is based on trial and error experiments. The learners learn from trying different things, seeing what works and what does not. Through experiments, they figure out the grammatical rule. In this method, teacher gives many examples to the students, and then they try to formulate the rules from these examples. In other words, they try to

derive an understanding of the rules from these examples. This method is defined variously by various experts. Some are given below:

According to Brown (1994), "In the case of inductive reasoning, one stores a number of specific instances and induces a general law of rule of conclusion that governs or subsumes the specific instances". Likewise, according to Thornbury (1999), "...an inductive approach starts with some examples from which a rule is inferred."

(As cited by Sharma & Phyak in Teaching English Language, 2006, p.169)

Sharma and Phyak (2006, p.170) have stated the following procedure of inductive method:

-) Presentation of examples
-) Analysis of examples
-) Rule formulation
-) Generalization of rules that grow out of the previous activity
-) Written and oral practice

The inductive method, also known as scientific method, is a process of using observations to develop general principles about a specific subject. A group of similar specimens, events, or subjects are first observed and studied and then findings from the observations are drawn to make rules. Inductive teaching method comes in many forms and with many names. Inquiry-method, discovery learning, problem-based learning, project-based learning, case-based learning, just-in-time teaching are the types of inductive teaching method. Inductive teaching method progresses from the specific to the general and may be based on specific experiments or experimental learning exercises. It is a slow method of learning. It requires a skilled teacher to present information in a way that students of varying abilities can understand. The students work with examples of various grammar rules and attempt to work out the underlying concept for themselves. It is then explained at the end of the lesson. Inductive method is also known as inductive approach and rule-discovery method. Simply through exposure to a massive amount of input the regularities and patterns of the language become evident, independent of conscious study and explicit rule formulation

1.1.4 Prepositions

A word is a linguistic unit which comprises a single or more morphemes. Words are classified from different angles, for example, lexical-grammatical, major-minor, content-structural, etc. Prepositions are the words which come under grammatical minor word class. A preposition is a word often placed before a noun or pronoun to indicate time, place, direction, source, method, etc. Throughout the history of the English language, new prepositions have come into use, old ones have fallen out of use, and the meaning of existing prepositions has changed. The prepositions generally remain a closed class. In English, the term "preposition" is made up of two words "pre" and "position" which means the place where something is meant to be. So, preposition is something that is to be put before something. Preposition is defined differently by different scholars. Some definitions of preposition are quoted below:

According to Crystal (2003, p.368), "A term preposition in the grammatical classification of words referring to the set of items which typically precede noun phrases (often single nouns or pronouns), to form a single constituent of structure".

A preposition may be defined as connecting word showing the relation of a noun substitute to some other word, for example, the squirrel in the tree; the preposition 'in' shows the relationship between 'the squirrel' and 'the tree'. Prepositions are used to express a number of relationships, including time, location, manner, means, quantity, purpose, and state or condition. It is said that the most of preposition usage involves these nine prepositions: with, at, by, to, in, for, from, of, on.

(Retrieved Feb. 20, 2011 from www.hunter.cuny.edu/reading-writing/on-line)

Similarly, Encarta English Dictionary defines preposition as a member of a set of words used in close connections with and usually before nouns and pronouns to show their relations to some other part of a clause. Likewise, prepositions can be defined in various manners; however, there are few definitions of prepositions mentioned in the dictionary.

- J The word preposition is made from two words 'pre+position' which means any word that comes before noun or pronoun showing its relation with the other parts of speech in the sentence is called a preposition.
- J Any word that exhibits the relationship between a noun or pronoun and other words in a sentence is called the preposition.
- J Prepositions are also known to be the words used to express a number of relationships, such as, time, location, manner, means, quantity, purpose and, state or condition.
- J Keeping the dictionary definition in mind we can interpret that prepositions are those special words that convey the following relationships:
agent(by),direction(to, towards, through),place(at, on), possession(of), purpose(for), source(from, out of),time(at, before, after, on).
(Retrieved Feb. 19, 2011 from www.tutorvista.com/english)

Obviously, a word or group of words such as “in, from, to, out of, and, on behalf of” used before a noun or pronoun to show place, position, time or method are called prepositions. In English, on, at ,into, of, off, under, above, up, beneath, below, beside, besides, across, against, among., around, away, before, behind, beyond, between, by, inside, toward, during, about, for, through, etc are other prepositions.

Mastering the use of prepositions is the most challenging learning tasks English language learners face. Researches done in the prepositions indicate that English prepositions are a problem for learners at every level of proficiency. It seems very interesting that the very little words cause so many problems and sometimes they make the speech too controversial. Here is the question that “Why do such tiny words cause so many problems?” It is obviously seen that English prepositions are notoriously difficult to learn specially for foreign language learners. Even proficient English speakers exhibit variable performances with regard to prepositions they use for a particular meaning. The correct preposition in a gap left out can not be guessed without learning the expression as a whole. There are three dimensional problems in the use of prepositions. They are form, meaning and use of prepositions. Some prepositions do not have their own meanings. Hence, there can

be different answers to the question. Let us take the major issues in question. One answer to this question can be the presence/absence of prepositions in their mother tongue. For example, in German, Russian and Latin languages, the work of preposition is often performed by inflections. So, they feel problems learning prepositions in English. The second and very important answer to this question is: the spatial meanings of prepositions do not always match up well from one language to another language. In addition, there are language specific gaps when expressing some universal spatial meanings.

In English, prepositions can perform different functions, and different prepositions can have very similar uses as in, 'in the morning, on Monday morning, at night', etc. Similarly, many nouns, verbs, and adjectives are normally used with particular prepositions. We often find certain prepositions collocating with such words: the reasons for, arrive at, angry with somebody, on a bus, etc. Research and simple observations indicate that prepositions are a problem for learners at every level of their proficiency in English. Even after achieving high level of proficiency in English, they struggle with prepositions. All these experiments prove that mastering over the accurate use of prepositions is one of the most challenging tasks the English language learners have ever to face.

One of the greatest learning challenges presented by preposition is their meaning, since languages overlap semantic territory in different ways. Over the past 30 years, linguists have developed the notion of thematic roles, a concept which helps us to understand the meaning of prepositions when they appear in different environments. The thematic roles indicate the semantic (i.e. meaning) relationship between the NP (noun phrase) and the verb in a sentence. Thematic roles such as: source, goal and location are used to describe the NPs in a sentence in terms of their relationship to a verb in the sentence. The meanings of many English prepositions can be understood in terms of the thematic roles occupied by their object NPs. Other thematic roles in English are agent, patient of theme and instrument.

A primary function of prepositions in English and in other languages is to locate things in space. According to this function, prepositions are classified according to whether they describe a static location or a change of location. Preposition in the latter category can be further divided into those that indicate the movement towards a goal. The following tables will show the different roles with different verbs.

Table 1
Prepositions indicating static location

across	against
among	around
at	Away(from)
before	behind
below	beneath
besides	between
beyond	by
in	inside
off	on
opposite	to
under	over

Table 2

Prepositions indicating a source

away
from
out(of)
off

Table 3

Prepositions indicating a goal

against	at
behind	beneath
between	beyond
in	inside
into	on
onto	to
towards	under

Table 4

Prepositions indicating temporal relationships

about	around
at	before
between	by
during	for
from	in
over	through
to	towards
under	

(Adapted from Ron Cowan, 2008)

1.1.5 Error: An Introduction

The term 'error' refers to the systematic deviation from the norm of the code or a breach of the code in the second language learners' language due to inadequate knowledge of the language system. While learning a foreign language, learners inevitably make errors. It is an inherent feature of the process of language learning. Generally the terms 'errors' and 'mistakes' are taken as synonymous words in dictionaries. However, linguists take them quite differently. Mistakes may be either in performance or in competence level; whereas the former is taken as performance mistakes which can be readily corrected by the performers themselves and the latter are taken as errors. Errors are committed because of the inadequate knowledge, and wrong learning.. Errors are systematic in nature and occur regularly. They reflect the strategies adopted by the learners in their learning process. Errors are predictable.

Generally learner's performance is evaluated in terms of the content of subject matter and the quality of language; and the next, in turn, is evaluated mainly on the basis of seriousness of errors contained in the language. However, this seriousness is determined entirely on the subjective basis as there is no well established specification of seriousness of errors. Hence, the need for the study of error gravity of learner's error is widely felt in the field of language teaching.

Errors made by second or foreign language learners are caused by these reasons. They are as follows:

-) Errors due to L1 interference
-) Errors due to analogical creation
-) Errors due to overgeneralization
-) Errors due to hypercorrection
-) Errors due to erroneous input
-) Errors due to inherent difficulty

Error analysis is a stepwise procedure, and these steps are logically dependent upon each other which are listed below:

-) Collection of data
-) Identification of errors
-) Description and classification of errors
-) Explanation of errors
-) Evaluation of errors
-) Correction and remediation of errors

Errors are evaluated on the basis of the following criteria:

-) Linguistic criterion
-) Communicative criterion
-) Attitudinal criterion, and
-) Pedagogical criterion (as cited in 'A Textbook of Applied Linguistics, 2005, p. 247)

1.2 Review of the Related Literature

Although we do not have a long history of research works in our department, several researches have been made about the grammatical knowledge of the students, only a few of them can be seen about prepositions. Some research works are about the analysis of prepositional errors and some about the proficiency in the use of prepositions. So, an attempt is made here to briefly review the literature regarding prepositions particularly those studies done in Nepal.

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 do not have much influence in the acquisition of English prepositions. Similarly, **Bhandari**, (2000) carried out a research on "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 in comparison with English in teaching English prepositions. Likewise, **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 error were found in binary choice. Furthermore, **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 was to find out the proficiency in the use of prepositions of Grade VIII student in general and compare the proficiency in the use of prepositions 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 talented than the students of rural schools.

But neither of the studies has mentioned anything about the use of prepositions in free writing though aforementioned studies are more or less related to the present topic, so far no study has been carried out particularly on the use of prepositions in free writing. So, the present study aims at finding out and comparing the ability of the students on the use of prepositions in free writing.

1.3 Objectives of the Study

The study has following objectives:

- a) To find out the ability of the students on the use of prepositions in free writing
- b) To compare the students' ability on the use of prepositions in free writing of the government-aided and private schools.
- c) To suggest some pedagogical implications.

1.4 Significance of the Study

Hopefully, this study will be useful to the people involved in teaching and learning the English language in Nepal. Here, people includes the students, teachers, syllabus designers, textbook writers, text designers, curriculum designers, examiners and researchers

CHAPTER - TWO

METHODOLOGY

Methodology includes the sources of data (either primary or secondary or both used in research), population of the study, sampling procedure, tools for data collection, process of data collection, and limitation of the study in detail. This research work is conducted through survey method, and the methodology applied in this work is presented below.

2.1 Sources of Data

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

2.1.1 Primary Sources of Data

The primary sources were the students and English teachers of grade nine from four schools; two government-aided and two private schools of Pokhara valley from whom the researcher has collected the required data for the research.

2.1.2 Secondary Sources of Data

Apart from the primary sources of data, secondary sources of data were also utilized. As listed in the reference section, the researcher made the maximum use of books such as McKay (2002), Cross (2003), Crystal (2003), Cowan (2008), etc., journals such as English Language Teaching Vision, Pokhara (2010), earlier theses, and websites such as www.tutorvista.com/english, www.hunter.cuny.edu, etc., as the secondary sources of data.

2.2 Population of the Study

All the students of grade nine and the English teachers who teach in grade nine in the government-aided and private schools of Pokhara valley were the study population.

2.3 Sampling Procedure

The sample population was taken from two government-aided and two private schools namely Janapriya Higher Secondary School, Amar Singh Higher Secondary School, Kumudini Homes Higher Secondary School, and Prativa Higher Secondary School of Pokhara valley. The sample population consisted of forty students and ten English teachers of grade nine from these schools. From each school ten students were selected. I have selected these schools because I have good rapport with the teachers of these schools and could get the data easily with the help of them. The chosen schools were:

Government-aided Schools:

- a) Shree Janapriya Higher Secondary School
- b) Amar Singh Higher Secondary School

Private Schools:

- a) Kumudini Homes Higher Secondary School
- b) Prativa Higher Secondary School

I selected four (two government-aided and two private) schools of Pokhara valley by using judgmental sampling procedure. From these schools total forty students; ten from each school of grade nine were selected for the data collection through the same procedure.

2.4 Tools for Data Collection

Six topics namely Our Country, Nepal Tourism Year - 2011, Importance of Education, My favourite book, Uses of mobile phone, and My best friend were given and asked to the selected students to write on any one of these topics to examine their writing and get data. And questionnaires related to prepositions were

distributed to the ten English teachers of grade nine to get more information about the ability of grade nine students to use preposition while writing essays.

2.5 Process of Data Collection

Firstly, I visited the selected schools; establish rapport with concerned authority, teachers, and students. Then six topics were given and asked to write an essay on any one of these topics to these forty selected students in the researcher's own presence. Then, the writings were collected and interpreted. Along with this, questionnaires were distributed to the ten English teachers of grade nine and analyzed these data.

2.6 Limitations of the Study

- a) This study had the following limitations:
- b) The study was limited to the use of prepositions in free writing of grade nine students.
- c) The study area was four schools of Pokhara valley; two government and two private schools.
- d) Only forty students were selected from each class of these schools; only ten students from each school.
- e) Only the ability of using prepositions in free writing of these selected forty students' was evaluated.
- f) While testing the ability to use prepositions in free writing only the prepositions used in essays were tested.

CHAPTER - THREE

ANALYSIS AND INTERPRETATIONS

To achieve the objectives of the study, the data collected from the forty selected students and ten English teachers of grade nine were checked, compared and systematically analyzed. Prepositions used by the grade nine students in their essays were underlined, counted and discriminated as: frequently used, rarely used, correctly used, and wrongly used prepositions to find out the grade nine students ability to use prepositions in their essays. Not only descriptive method but also statistical tools percentage, tables were used to carry out the research as objectively as possible and the ability of grade nine students to use prepositions in their essays was find out.

3.1 Prepositions Used by grade nine Students in Their Essays in Detail

Prepositions used by these forty selected students in their essays as which prepositions are used how often and how many times used correctly and how many times wrongly are shown in detail below.

3.1.1 Shree Janapriya Higher Secondary School

Table 5

SN	In			Of			For			From			By		
	F	CU	WU	F	CU	WU	F	CU	WU	F	CU	WU	F	CU	WU
1	1	-	1	-	-	-	1	-	1	-	-	-	-	-	-
2	1	-	1	6	3	3	2	-	2	1	-	1	-	-	-
3	20	18	2	6	2	4	2	2	-	2	2	-	1	1	-
4	3	3	-	1	1	-	-	-	-	-	-	-	-	-	-
5	2	1	1	-	-	-	-	-	-	-	-	-	-	-	-
6	2	-	2	-	-	-	-	-	-	-	-	-	-	-	-

7	2	1	1	-	-	-	-	-	-	-	-	-	-	-	-
8	3	3	-	1	1	-	-	-	-	-	-	-	-	-	-
9	-	-	-	4	2	2	-	-	-	-	-	-	-	-	-
10	4	4	-	8	8	-	1	-	1	1	1	-	-	-	-
Total	38	30	8	26	17	9	6	2	4	4	3	1	1	1	-

Note: F -Frequency

CU-Correctly Used

WU- Wrongly Used

Table 5 and see appendix - I show the prepositions used by the selected 10 students of Shree Janapriya Higher Secondary School, Simalchaur-8, Pokhara, in their essays. The students used only 10 prepositions. They were in, of, of, from, by, to, with, besides, about, and along. Among them 'in' was used 38 times 30 times correctly and 8 wrongly, 'of' 26 times;17 correctly and 9 wrongly, 'to' 9 times;7correctly and 2 wrongly, 'for' 6 times;2 correctly and 4 wrongly,'from' 4 times;3 correctly and once wrongly, 'besides' 2 times wrongly, 'about' 2 times wrongly, and 'along' once correctly. Above tables show students used a few prepositions. Among them some uses were correct and some were wrong. The prepositions 'in', 'of' were frequently used and 'by', along, about, besides, with and from were least used prepositions.

3.1.2 Amar Singh Higher Secondary School

Table 6

SN	In			Of			For			From			By			To		
	F	CU	WU	F	CU	WU	F	CU	WU	F	CU	WU	F	CU	WU	F	CU	WU
1	4	2	2	-	-	-	-	-	-	1	1	-	-	-	-	2	2	-
2	9	9	-	5	5	-	3	2	1	-	-	-	-	-	-	3	3	-
3	4	3	1	2	-	2	1	-	1	-	-	-	-	-	-	5	-	5
4	3	3	-	7	7	-	1	1	-	-	-	-	-	-	-	5	5	-
5	4	4	-	1	-	1	-	-	-	-	-	-	-	-	-	3	2	1
6	6	3	3	-	-	-	1	1	-	1	1	-	1	1	-	12	12	-
7	2	2	-	4	4	-	2	1	1	1	1	-	1	1	-	4	4	-
8	3	3	-	1	1	-	1	-	1	-	-	-	-	-	-	-	-	-
9	4	4	-	2	2	-	1	-	1	-	-	-	-	-	-	-	-	-
10	2	1	1	-	-	-	-	-	-	1	-	1	1	1	-	4	4	-
Total	41	34	7	22	19	3	10	5	5	4	3	1	3	3	-	38	32	6

Prepositions used in essays by the selected students of Amar Singh Higher Secondary School, Amar Singh, Pokhara can be seen in table 6 and see appendix-II. These students used 12 prepositions. They were in, of, for, from, by, to, with, about, at, up, on, and into. The mostly used preposition was 'in' which was used 41 times; 34 times correctly and 7 wrongly. Similarly, 'of' 22 times; 19 correctly and 3 wrongly, 'for' 10 times; 5 correctly and 5 wrongly, 'from' 4 times; 3 correctly and once wrongly, 'by' 3 times correctly, 'to' 38 times; 32 correctly and 6 wrongly, 'with' 7 times; correctly and once wrongly, 'about' 5 times; 4 correctly and once wrongly, 'at' 3 times; 2 correctly and once wrongly, 'up' 2 times; once correctly and once wrongly, 'on' once wrongly, and 'into' once correctly used. These students used in, of, to, frequently and on, into, up, at, from, and about were used rarely.

3.1.3 Prativa Higher Secondary School

Table 7

SN	In			Of			For			From			By			To		
	F	CU	WU	F	CU	WU	F	CU	WU	F	CU	WU	F	CU	WU	F	CU	WU
1	12	10	2	8	8	-	1	-	1	-	-	-	-	-	-	2	2	-
2	5	4	1	3	3	-	5	3	2	6	6	-	2	2	-	1	-	1
3	5	4	1	12	12	-	2	2	-	-	-	-	6	6	-	1	1	-
4	8	8	-	16	16	-	2	2	-	1	1	-	1	1	-	17	17	-
5	8	8	-	7	7	-	6	6	-	1	1	-	2	2	-	5	5	-
6	8	8	-	16	16	-	-	-	-	2	2	-	-	-	-	11	11	-
7	10	10	-	10	10	-	1	1	-	4	4	-	-	-	-	5	5	-
8	5	5	-	5	5	-	-	-	-	-	-	-	-	-	-	8	7	1
9	9	9	-	14	14	-	2	2	-	-	-	-	2	2	-	12	12	-
10	7	5	2	5	3	2	4	2	2	-	-	-	4	1	3	1	1	-
Total	77	71	6	96	94	2	23	18	5	14	14	-	17	14	3	63	61	2

Table 7 and (see appendix - III) show about the prepositions used by the selected students of Prativa Higher Secondary School, Gyan marga, Pokhara in their essays. They used 16 prepositions. They were in, on, of, for, from, by, to, with, during, at, among, over, without, into, inside, and about prepositions in few numbers. They used 'in' 77 times; 71 correctly and 6 wrongly, 'of' 96 times; 94 correctly and 2 wrongly, 'for' 23 times; 18 correctly and 5 wrongly, 'from' 14 times correctly, 'by' 17 times; 14 correctly and 3 wrongly, 'to' 63 times; 61 correctly and 2 wrongly, 'with' 26 times; 25 correctly and once wrongly, 'about' 3 times correctly, 'at' 3 times correctly, 'on' 7 times; 5 correctly and 2 wrongly, 'during' once correctly, among 2 times correctly, over 3 times correctly, 'without' 6 times correctly, and into and

inside once correctly. These tables show these students used prepositions in, of, to, for, with most frequently and prepositions into, inside, during, among, over, about, at, rarely.

3.1.4 Kumudini Homes Higher Secondary School

Table 8

SN	In			Of			For			From			By			To		
	F	CU	WU	F	CU	WU	F	CU	WU	F	CU	WU	F	CU	WU	F	CU	WU
1	8	6	2	8	8	-	2	2	-	1	1	-	1	1	-	4	4	-
2	14	14	-	20	20	-	6	6	-	1	1	-	2	2	-	14	11	3
3	7	6	1	11	11	-	2	2	-	2	2	-	2	2	-	5	4	1
4	6	4	2	9	7	2	2	-	2	2	-	2	1	1	-	6	4	2
5	5	5	-	11	9	2	-	-	-	1	1	-	1	-	1	10	9	1
6	5	3	2	6	6	-	1	1	-	-	-	-	1	1	-	4	4	-
7	3	3	-	7	7	-	4	3	1	3	2	1	2	2	-	8	8	-
8	7	7	-	8	8	-	2	2	-	2	2	-	2	2	-	3	3	-
9	17	15	2	16	15	1	3	3	-	2	2	-	1	-	1	7	7	-
10	15	14	1	4	4	-	2	2	-	-	-	-	2	2	-	10	10	-
Total	87	77	10	100	95	5	24	21	3	14	11	3	15	13	2	71	64	7

Table 8 and (see appendix-III) show the prepositions used by the selected students of Kumudini Homes Higher Secondary School, Gairapatan, Pokhara in their essays. They used 18 prepositions in their essays. They were in, on, of, for, from, by, to, with, about, among between, into, over, around, inside, towards, after and through prepositions. Among these 'in' was used, 87 times; 77 correctly and 10 wrongly, 'of' 100 times; 95 correctly and 5 wrongly, 'for' 24 times; 21 correctly and 3 wrongly, 'form' 14 times; 11 correctly and 3 wrongly, 'by' 15 times; 13 correctly and 2 wrongly, 'to' 71 times; 64 correctly and 7 wrongly, 'with' 11 times; 8

correctly and 3 wrongly, ‘about’ 2 times correctly, ‘on’ 6 times correctly, ‘among’ 4 times correctly, ‘between’ once correctly, ‘into’ once correctly, ‘over’ 4 times; 3 correctly and once wrongly, ‘around’ two times correctly, ‘inside’ once correctly, ‘towards’ once correctly, ‘through’ once wrongly and ‘after’ once wrongly used. The prepositions in, of, to, for were used frequently whereas between, into, inside, towards, through, after were rarely used prepositions.

3.2 Prepositions Used by Different Schools

Table 9

SN	School	In			Of			For			From			By		
		F	CU	WU	F	CU	WU	F	CU	WU	F	CU	WU	F	CU	WU
1	SJHSS	38	30	8	26	17	9	6	2	4	4	3	1	1	1	-
2	ASHSS	41	34	7	22	19	3	10	5	5	4	3	1	3	3	-
3	PHSS	77	71	6	96	94	2	23	18	5	14	14	-	17	14	3
4	KHHSS	87	77	10	100	95	5	24	21	3	14	11	3	15	13	2
Total		243	212	31	244	225	19	63	46	17	36	31	5	36	31	5

The sum of each prepositions; number of correctly used and wrongly used prepositions by these selected students of SJHSS, ASHSS, PHSS, and KHHSS are shown in table 9 and (See appendix - V). Altogether 24 prepositions were used by them. They were in, of, for, from, to, with, about, on, at, besides, after, along, around, towards, up, during, through, without, inside, over, among, between, and into. Among these prepositions in, of, for, from, by, to, with were used by most of these students and prepositions between, among, besides, around, along, towards, up, after, during, without, through, inside, at, into, over and about were used by a few students in fewer number. None of the preposition was used by all these students. The prepositions ‘of’ was used 244 times; 225 correctly and 19 wrongly, ‘in’ 243 times; 212 correctly and 31 wrongly, ‘to’ 181 times; 164 correctly and 17 wrongly, ‘for’ 63 times; 46 correctly and 17 wrongly, ‘from’ 36 times; 31 correctly and 5 wrongly, ‘by’ 36 times; 31 correctly and 5 wrongly, ‘with’ 47 times; 41

correctly and 6 wrongly, ‘on’ 14 times; 11 correctly and 3 wrongly, ‘about’ 12 times; 9 correctly and 3 wrongly, ‘over’ 7 times; 6 correctly and once wrongly, ‘at’ 6 times; 5 correctly and once wrongly, ‘among’, and ‘without’ 6 times correctly, ‘into’ 3 times correctly, ‘around’, and ‘inside’ 2 times correctly, ‘besides’ 2 times wrongly, ‘up’ 2 times once correctly and once wrongly, 'between', 'towards', ‘along’, and ‘during’ once correctly, and ‘through’ and ‘after’ once wrongly in their essays which is clearly seen in above tables.

3.3 Prepositions Used by the Students of Government-aided Schools (SJHSS and ASHSS)

Prepositions used by the grade nine students of government schools are shown in the table 20.

Table 10

SN	Prep	F	CU	WU
1	in	79	64	15
2	of	48	36	12
3	for	16	7	9
4	from	8	6	2
5	by	4	4	-
6	to	47	39	8
7	with	10	8	2
8	about	7	4	3
9	on	1	-	1
10	into	1	1	-
11	at	3	2	1
12	along	2	1	1
13	along	1	1	-
14	besides	2	-	2
Total		229	173	56

Only 14 prepositions in, of, for, from, by, to, with, about, on, into, at, up, along, and besides were used in few number by these selected students of government-aided schools i.e. SJHSS and ASHSS. They used altogether 14 prepositions 229 times. Among them 173 times used correctly and 56 times wrongly. They used ‘in’ 79

times; 64 correctly and 15 wrongly, ‘of’ 48 times; 36 correctly and 12 wrongly, ‘to’ 47 times; 39 correctly and 8 wrongly, ‘for’ 16 times; 7 correctly and 9 wrongly, ‘with’ 10 times; 8 correctly and 2 wrongly, ‘from’ 8 times; 6 correctly and 2 wrongly, ‘about’ 7 times; 4 correctly and 3 wrongly, ‘by’ 4 times correctly, ‘at’ 3 times; 2 correctly and once wrongly, ‘up’ 2 times once correctly and once wrongly, ‘besides’ 2 times wrongly, ‘along’ and ‘into’ once correctly, and ‘on’ once wrongly. Prepositions in, of, to were used frequently whereas on, into, along, up, besides, at by, were used rarely.

3.4 Prepositions Used by the Students of Private Schools

(PHSS and KHHSS)

Table 11

SN	Prep	F	CU	WU
1	in	164	148	16
2	of	196	189	7
3	for	47	39	8
4	from	28	25	3
5	by	32	27	5
6	to	134	125	9
7	with	37	33	4
8	about	5	5	-
9	on	13	11	2
10	into	2	2	-
11	at	3	3	-
12	among	6	6	-
13	over	7	6	1
14	inside	2	2	-
15	between	1	1	-
16	around	2	2	-
17	towards	1	1	-
18	during	1	1	-

19	without	6	6	-
20	through	1	-	1
21	after	1	-	1
Total		689	632	57

Table 11 clearly shows the students of PHSS and KHHSS used altogether 21 prepositions 689 times. They were in, of, on, for, from, by, to, with, about, into, at, among, over, inside, between, around, towards, during, without, through and after. Among them 632 uses were correct and 57 wrong. They used prepositions ‘in’ 164 times; 148 correctly and 16 wrongly, ‘of’ 196 times; 189 correctly and 7 wrongly, ‘to’ 134 times; 125 correctly and 9 wrongly, ‘for’ 47 times; 39 correctly and 8 wrongly, ‘with’ 37 times; 33 correctly and 4 wrongly, ‘by’ 32 times; 27 correctly and 5 wrongly, ‘from’ 28 times; 25 correctly and 3 wrongly, ‘on’ 13 times; 11 correctly and 2 wrongly, ‘over’ 7 times; 6 correctly and once wrongly, ‘among’ and ‘without’ 6 times correctly, ‘about’ 5 times correctly, ‘at’ 3 times correctly, ‘into’, ‘inside’ and ‘around’ 2 times correctly, ‘during’, ‘towards’ and ‘between’ once correctly, and ‘through’ and ‘after’ once wrongly in their essays. The prepositions of, in, to, with, by, from were frequently used and after, through, during, towards, between, into, inside, around, at, about, were rarely used prepositions. They used more prepositions frequently in comparison with the government schools’ students.

3.5 Prepositions Used by the Grade Nine Students in Detail

Table 12

SN	Prep	F	CU	WU
1	in	243	212	31
2	of	244	225	19
3	to	181	164	17
4	for	63	46	17
5	with	47	41	6
6	from	36	31	5
7	by	36	31	5
8	on	14	11	3
9	about	12	9	3
10	over	7	6	1
11	at	6	5	1
12	without	6	6	-
13	among	6	6	-
14	into	3	3	-
15	inside	2	2	-
16	up	2	1	1
17	besides	2	-	2
18	around	2	2	-
19	along	1	1	-
20	towards	1	1	-
21	during	1	1	-
22	between	1	1	-
23	through	1	-	1
24	after	1	-	1
Total		918	805	113

Altogether 24 prepositions were used 918 times which can be clearly seen in table 12. Among them 805 times used correctly and 113 times wrongly. Prepositions in, of, to were used frequently whereas prepositions after, through, between, during, towards, along, around, besides, up, inside, into, were rarely used. Prepositions among, into, inside, around, along, without, towards, during, and between were used rarely but correctly whereas prepositions in, of and to were used frequently and commit errors while using them.

3.6 School-wise Total Used Prepositions

Table 13

SN	Schools	Prep	CU	%	WU	%
1	SJHSS	92	63	68.48	29	31.52
2	ASHSS	137	110	80.30	27	19.70
3	PHSS	343	322	93.88	21	6.12
4	KHHSS	346	310	89.60	36	10.40

Note: SJHSS- Shree Janapriya Higher Secondary School

ASHSS- Amar Singh Higher Secondary School

PHSS- Prativa Higher Secondary School

KHHSS- Kumudini Homes Higher Secondary School

Table 13 clearly shows school wise the total used prepositions: correctly and wrongly used prepositions. The students of SJHSS used only 10 prepositions 92 times. Among them 63 (68.48%) uses were correct and 29 (31.52%) wrong. Similarly, students of ASHSS used 12 prepositions 137 times. Among them 110 (80.30%) uses were correct and 27 (19.70%) wrong. Likewise, students of PHSS used 16 prepositions 343 times. Among these 322 (93.88%) uses were correct and 21 (6.12%) wrong. Similarly, students of KHHSS used 18 prepositions 346 times. Among them 310 (89.60%) uses were correct and 36 (10.40%) wrong.

3.7 Prepositions Used by the Students of Government-aided and Private Schools

Table 14

S.N.	Schools	Prep.	C.U.	%	W.U.	%
1	GS	229	173	75.55	56	24.45
2	PS	689	632	91.73	57	8.27

Note: GS- Government School

PS- Private School

Table 14 clearly shows the prepositions used by students of government and private schools. The students of government schools used altogether 14 prepositions 229 times. Among them 173 (75.55%) uses were used correctly and 56 (24.45%) wrong. On the other hand, private schools' students used 21 prepositions 689 times. Among them 632 (91.73%) uses were correct and 57(8.27%) wrong. From that table it seems clear that government schools' students used few prepositions in their essays but commit many mistakes while using them. On the contrary private schools' students used more prepositions in their essays and commit less mistakes while using them.

3.8 Analysis of Questionnaire

To get more information about the ability of grade nine students to use prepositions in free writing, ten questionnaires were distributed to the grade nine English teachers of these four schools. From these questionnaire (See appendix V) it is found that preposition voice, causative verbs are difficult to teach. Through most of the teachers are sensitive to teach prepositions they sometimes fail to use them correctly. In private school, most of the students are sensitive to use preposition and few of them use by guessing randomly. On the contrary, in government-aided school only few students are sensitive to use preposition in their writings. Students of private school use prepositions time and again more correctly than the students

of government aided school. Prepositions are difficult to teach for the teachers and the students also feel difficult because:

-) they are more in number,
-) they convey multiple meanings and have confused rules,
-) There are exceptional cases,
-) many rules are overlapping,
-) there is lack of exposure.

So there should be enough to exposure for the students to be aware of using preposition correctly. And the teachers should imply students centered method to teach prepositions effectively and make the students aware using preposition correctly in their writings.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

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

4.1 Summary

This study was carried out to find out the ability of grade nine students of government and private schools to use prepositions in free writing. For this purpose, six topics namely our country, Nepal tourism year-2011, importance of education, my favourite book, uses of mobile phone, my favourite friend were given and asked to write essays on any one of these given topics to these forty selected students from four different schools namely Shree Janapriya Higher Secondary School, Amar Singh Higher Secondary School, Prativa Higher Secondary School and Kumudini Homes Higher Secondary School to collect data. Besides this, questionnaires were developed and distributed to grade nine English teachers. Data collected from grade nine students and teachers were collected and analyzed.

From this study it is found that most of the students of government school used a few prepositions less frequently and committed more errors while using them in their writing in comparison with private schools' students. Only 24.45% uses of prepositions were wrong and 75.55% right by the government school students. In case of private schools' students they used 8.40% wrongly and 91.60% correctly. The most frequent prepositions were in, of and to whereas after, through, besides, along, towards, between, inside, around, into, were the least used prepositions.

4.2 Findings

1. Though the students were asked to write essays in about 250 words in any one of these given six topics, most of the students wrote a few sentences only.
2. Most of the students of government-aided schools have not even the proper knowledge of subject-verb agreement, and also commit more mistakes while using prepositions. They used a few prepositions less frequently in comparison with private schools students while writing essays.
3. From the study it was found that most of the students of government-aided schools used a few number of prepositions less frequently and randomly whereas only a few students used them appropriately time and again. In this study, altogether 14 prepositions were used 229 times in their essays. Among them 173 (75.55%) uses were right and remaining 56 (24.45%) uses were wrong.
4. In case of private schools, most of the students used more prepositions, more frequently and appropriately than the government-aided schools students. Altogether 21 prepositions were used 689 times by them in their essays. Among them 632 (91.73%) uses were correct and 57 (8.27%) uses were wrong.
5. Students of government-aided schools used in, of and to, most frequently and on, into, along, besides, at used least frequently.
6. Prepositions of , in, and to were most frequent whereas towards, during, between, after, around, inside, into were the least used prepositions by the students of private schools.

7. By, to, with, in, of, were used more correctly than the prepositions besides, for, about, by the grade nine students of government-aided schools.
8. Though most of the prepositions were used correctly, through and after were the least i.e. only once and wrongly used by these private schools students.
9. Altogether 24 prepositions; in, of, to, for, with, from, by, on, about, over, at, without, among, into, inside, up, besides, around, along, towards, during, between, through, and after were used 918 times. Among these 805 (87.69%) uses were correct and 113 (12.31%) wrong.
10. As a whole the mostly used prepositions were of, in, and to whereas along, towards, during, between, through, after, around, besides, up, inside, into were least used prepositions.

In conclusion, neither using prepositions appropriately is focused in the textbook of grade nine nor the students are asked to use prepositions properly for the correct use of language. Similarly the books have inadequate exercises for the students.

However private schools have managed extra books having sufficient exercises.

Likewise, students of government-aided schools do not get much exposure to learn and use language along with the use of prepositions in comparison with private schools. So, they use a few prepositions, less frequently but commit more errors than the students of private schools while using them in their essays. In fact, the students of private schools were found much stronger than the students of government-aided schools.

4.3 Recommendations

Research is a purposeful activity. Findings of any research should either add some new knowledge or have some implications. On the basis of findings of present research work, the following recommendations for pedagogical implications have been made which are as follows:

1. The textbook of grade nine recommended by Nepalese government does not consist of sufficient unit and exercises on prepositions. So, more units and exercises should be added for prepositions.
2. In grade nine English textbook, there are some prepositional exercises with no rules. So, adequate exercises along with rules should be included in it.
3. Additional grammar book based on prepositions should be incorporated in textbooks so that students can have more chances for practices.
4. Teaching prepositions should be started by forming concepts rather than giving the equivalent Nepali meaning, as is being practiced in almost all schools of Nepal. SO, they should be taught by creating real life situation and translation should be avoided.
5. Rules should be given clearly with more examples and exercises. While practicing them, students should be asked to use them in their own sentences and writing.
6. There is not enough exposure for the students of government-aided schools. So lots of exposure should be given for the use of language and prepositions. If there is more exposure, certainly there will be more chances of learning.
7. Most of the students studying in government-aided schools use fewer prepositions less frequently and commit more errors. Thus, government-aided schools should develop English Language as a medium of conversation or classroom instruction.
8. Teaching materials make the teaching learning activities more effective, interesting and clear but most of the teachers hardly used teaching materials in their classroom. So, teaching materials like realia, pictures, drawing, and match stick figures should be used to teach the use of prepositions.

9. Training makes old teachers updated and new teachers trained. So, training should be organized time to time for the teachers.
10. Students should be urged and encouraged to use prepositions correctly because they were considered minor parts and used carelessly which is wrong.
11. Teachers themselves should be sensitive to teach and use prepositions and make the students aware of using prepositions correctly.

As said earlier, these suggestions should be applied considering the present condition of schools where they are going to be applied. However, if applied appropriately, the ability to use prepositions in their writing can easily be uplifted and improved. But, it will not happen overnight; there is a long way to go.

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APPENDIX - I

SN	To			With			Besides			About			Along		
	F	CU	WU	F	CU	WU	F	CU	WU	F	CU	WU	F	CU	WU
1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
3	4	4	-	-	-	-	-	-	-	2	-	2	-	-	-
4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8	2	1	1	-	-	-	-	-	-	-	-	-	-	-	-
9	-	-	-	-	-	-	1	-	1	-	-	-	-	-	-
10	2	2	-	3	2	1	1	-	1	-	-	-	1	1	-
Total	9	7	2	3	2	1	2	-	2	2	-	2	1	1	-

APPENDIX - II

S.N.	With			About			At			Up			On			Into		
	F	CU	WU	F	CU	WU	F	CU	WU	F	CU	WU	F	CU	WU	F	CU	WU
1	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-
2	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	1	1	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-
4	1	1	-	2	2	-	1	1	-	2	1	1	1	-	1	1	1	-
5	1	1	-	-	-	-	1	-	1	-	-	-	-	-	-	-	-	-
6	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7	-	-	-	2	1	1	-	-	-	-	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	7	6	1	5	4	1	3	2	1	2	1	1	1	-	1	1	1	-

APPENDIX - III

SN	With			About			At			On			During			Among		
	F	CU	WU	F	CU	WU	F	CU	WU	F	CU	WU	F	CU	WU	F	CU	WU
1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	10	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	2	2	-	-	-	-	1	1	-	3	3	-	1	1	-	1	1	-
5	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6	3	3	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-
7	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-
8	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9		3	-	-	-	-	2	2	-	4	2	2	-	-	-	1	1	-
	3																	
10	5	4	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	26	25	1	3	3	-	3	3	-	7	5	2	1	1	-	2	2	-

SN	Over			Without			Into			Inside		
	F	CU	WU	F	CU	WU	F	CU	WU	F	CU	WU
1	-	-	-	-	-	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-	-	-	-	-	-
5	2	2	-	1	1	-	1	1	-	1	1	-
6	-	-	-	5	5	-	-	-	-	-	-	-
7	1	1	-	-	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-	-	-	-	-
9	-	-	-	-	-	-	-	-	-	-	-	-
10	-	-	-	-	-	-	-	-	-	-	-	-
Total	3	3	-	6	6	-	1	1	-	1	1	-

APPENDIX -IV

SN	With			About			On			Among			Between			Into		
	F	CU	WU	F	CU	WU	F	CU	WU	F	CU	WU	F	CU	WU	F	CU	WU
1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	3	3	-	-	-	-	4	4	-	-	-	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	1	-	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-
5	1	1	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-
6	-	-	-	-	-	-	1	1	-	1	1	-	1	1	-	-	-	-
7	3	2	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9	3	2	1	-	-	-	-	-	-	1	1	-	-	-	-	1	1	-
10	-	-	-	-	-	-	-	-	-	2	2	-	-	-	-	-	-	-
Total	11	8	3	2	2	-	6	6	-	4	4	-	1	1	-	1	1	-

SN	Over			Around			Inside			Towards			Through			After		
	F	CU	WU	F	CU	WU	F	CU	WU	F	CU	WU	F	CU	WU	F	CU	WU
1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-	-	-	1	1	-	1	-	1	-	-	-
3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
5	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-
6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8	-	-	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-
9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	4	3	1	2	2	-	1	1	-	1	1	-	1	-	1	1	-	1

APPEINDIX V

SN	School	To			With			About			On			Into		
		F	CU	WU	F	CU	WU	F	CU	WU	F	CU	WU	F	CU	WU
1	SJHSS	9	7	2	3	2	1	2	-	2	-	-	-	-	-	-
2	ASHSS	38	32	6	7	6	1	5	4	1	1	-	1	1	1	-
3	PHSS	63	61	2	26	25	1	3	3	-	7	5	2	1	1	-
4	KHHSS	71	64	7	11	8	3	2	2	-	6	6	-	1	1	-
Total		181	164	17	47	41	6	12	9	3	14	11	3	3	3	-

SN	School	At			Among			Over			Between			Around		
		F	CU	WU	F	CU	WU	F	CU	WU	F	CU	WU	F	CU	WU
1	SJHSS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	ASHSS	3	2	1	-	-	-	-	-	-	-	-	-	-	-	-
3	PHSS	3	3	-	2	2	-	3	3	-	-	-	-	-	-	-
4	KHHSS	-	-	-	4	4	-	4	3	1	1	1	-	2	2	-
Total		6	5	1	6	6	-	7	6	1	1	1	-	2	2	-

SN	School	Inside			Towards			Along			Besides			Up		
		F	CU	WU	F	CU	WU	F	CU	WU	F	CU	WU	F	CU	WU
1	SJHSS	-	-	-	-	-	-	1	1	-	2	-	2	-	-	-
2	ASHSS	-	-	-	-	-	-	-	-	-	-	-	-	2	1	1
3	PHSS	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-
4	KHHSS	1	1	-	1	1	-	-	-	-	-	-	-	-	-	-
Total		2	2	-	1	1	-	1	1	-	2	-	2	2	1	1

SN	School	During			Without			Through			After		
		F	CU	WU	F	CU	WU	F	CU	WU	F	CU	WU
1	SJHSS	-	-	-	-	-	-	-	-	-	-	-	-
2	ASHSS	-	-	-	-	-	-	-	-	-	-	-	-
3	PHSS	1	1	-	6	6	-	-	-	-	-	-	-
4	KHHSS	-	-	-	-	-	-	1	-	1	1	-	1
Total		1	1	-	6	6		1	-	1	1	-	1

APPENDIX - VI

Students participated in essay writing were:

SN	Name of students	Schools
1	Asmita Sapkota	SJHSS
2	Binita Adhikari	SJHSS
3	Birsana Gurung	SJHSS
4	Anil Suwal	SJHSS
5	Ranju Giri	SJHSS
6	Anisha Bhurtel	SJHSS
7	Srijana Chowai	SJHSS
8	Suman Tamang	SJHSS
9	Srijana Acharya	SJHSS
10	Bishnu Kumari Thapa	SJHSS
11	Aakriti Kuikel	ASHSS
12	Shila Gurung	ASHSS
13	Punam Gurung	ASHSS
14	Rajina Mainali	ASHSS
15	Jeet Maya Pun Magar	ASHSS
16	Nirmala Basnet	ASHSS
17	Sarita Bhujel	ASHSS
18	Sarita Lamichhane	ASHSS
19	Sabina Baral	ASHSS
20	Sabi Rana Bhat	ASHSS
21	Ashmita Gautam	PHSS
22	Bishnu Gajmer	PHSS
23	Brinda Bijukchhe	PHSS
24	Prashant Subedi	PHSS
25	Ronish Poudel	PHSS

26	Sadikshya Poudel	PHSS
27	Sajan Thapa Magar	PHSS
28	Samer Raj Tripathi	PHSS
29	Shisheer Bastola	PHSS
30	Subina Gurung	PHSS
31	Ashmita Gautam	KHHSS
32	Sudip Sharma	KHHSS
33	Athiya Gurung	KHHSS
34	Nisu Adhikari	KHHSS
35	Rajiv Bhandari	KHHSS
36	Santosh Sharma	KHHSS
37	Season Shrestha	KHHSS
38	Sushma Gautam	KHHSS
39	Udip Koirala	KHHSS
40	Yubraj Ghimire	KHHSS

APPENDIX -VII

Names of English teachers of grade nine who responded the questionnaires.

SN	Name of the teachers	Schools
1	Shrikanta Poudel	SJHSS
2	Rishi Ram Adhikari	SJHSS
3	Sher bahadur Thapa	ASHSS
4	Jamuna Gurung	ASHSS
5	Meena Gautam	ASHSS
6	Prem Pariyar	PHSS
7	Rama Adhikari	PHSS
8	Nabaraj Dhakal	KHHSS
9	Ram Prasad Subedi	KHHSS
10	Mukesh Kumar Adhikari	KHHSS

APPENDIX - VIII