

**THE EFFECTIVENESS OF PICTURES IN TEACHING  
ENGLISH PREPOSITIONS**

**A Thesis Submitted to the Department of English Education  
In partial Fulfilment for Master of English in Education**

**Submitted by  
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**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
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2011**

## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Pramod Neupane** has prepared the thesis entitled “**The effectiveness of Pictures in Teaching English Prepositions**” under my guidance and supervision.

I recommend the thesis for acceptance.

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## **DEDICATION**

**Dedicated to my parents, teachers and brothers**

## ACKNOWLEDGEMENTS

I would like to express my hearty gratitude to my respected teacher and supervisor **Mrs. Madhu Neupane**, Teaching Assistant Department of English Education, University Campus, T.U., Kirtipur for her invaluable guidance, co-operation, encouragement, instructions and suggestions to carry out this thesis in this form.

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**Pramod Neupane**

## **ABSTRACT**

This study was concerned with the effectiveness of pictures in teaching English prepositions. The researcher selected forty students of grade-VII from a government school; "Shree Badi Malika Secondary School" Syuna, Kalikot, as sample population. A test consisting of five different test items was the main tool for data collection. A pre-test was given before starting teaching to determine the existing proficiency of the students. Then, they were divided into two groups on the basis of the odd-even roll number according to the individual scores obtained in the pre-test. After dividing them into two groups, both groups were taught the same subject matter using the same materials. Pictures were used for teaching preposition in group 'A' and the usual teaching technique was used for teaching prepositions in group 'B'. After the completion of the teaching a post-test (the same pre-test item) was given. Then, the results of both the pre-test and the post-test were compared to determine the effectiveness of two techniques. The main finding of the study is that teaching prepositions through picture at grade-VII was more effective than teaching without using pictures.

This thesis is divided into four chapters. Each chapter is divided into different sub-chapters. The first chapter deals with general background of the study review of the literature, objectives and significance of the study. The second chapter deals with the methodology, data gathering procedure and limitations of the study. The third chapter deals with analysis, interpretation and presentation of the data. Chapter four includes findings and recommendations with the help of analysis and interpretation. In the final section of the study, the references, and appendixes are included.



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## LIST OF SYMBOLS AND ABBRVIATIONS

AV	=	Average
Pre-T	=	Pre-Test
Post-T	=	Post-Test
D	=	Difference between the average scores of the Pre-test and post-test
D%	=	It indicates the difference between the pre-test and the post-test in percentage.
e.g.	=	for example
i.e.	=	that is
etc.	=	etcetera
LPN	=	Lesson Plan Number
NEC	=	National Education Commission
NESP	=	National Education System Plan
NELTA	=	Nepal National Education Teacher's Association
UN	=	United Nations
SN	=	Serial Number
F. M.	=	Full Marks
T. U.	=	Tribhuvan University