

CHAPTER–ONE

INTRODUCTION

1.1 General Background

Language, a voluntary vocal system of human communication, is an extremely complex and highly versatile and most commonly used instrument for sharing feelings and thoughts among us. It is the language that differentiates human beings from other living and non-living beings. Human beings have general and specific intelligence. It is the specific intelligence that plays a vital role in the acquisition of language. Language is unique human property i.e. only human mind can acquire language. English is one of the most important language which is popularly used as a lingua franca for international communication.

Language is a conventional and non-instinctive capacity of human being. It is a social phenomenon influenced by person, social ethnicity, and geographical boundaries. Various scholars have defined language differently but none of the definitions is absolutely complete in itself. So defining a language depends upon the perspective a person puts on it. However, different definitions given by different scholars clearly mention some common characteristics of language. In this respect, Richards et al. (1985, p.196) define language as, “the system of human communication which consists of the structured arrangement of sound (or their written representation) into larger units, e.g. morphemes, words, sentences”. Similarly, Sapir (1978, p.8) language is “a purely human and non instinctive method of communicating ideas, emotions and desires by means of the system of voluntarily produced symbols”. According to Chomsky (1957, p.2) language is "a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements." Similarly, Crystal (2003, p. 255) defines language as “the abstract system underlying the collection totality of a speech/writing behavior of a community or the

knowledge of the system by an individual”. From the above definitions of language, it can be said that language is a conventional, communicative signaling system used only among human beings. Human feelings, thoughts and emotions are expressed by the use of symbols which are constructed out of a finite set of rules. It can obviously be said that no linguist can define language exactly, comprehensively and satisfactorily as can be seen. One point common in defining language is uniformity that it is a species-specific to mankind.

Language, being a vehicle of thought, every human child who is physically normal learns at least one language in the first few years of their life through which they exchange their ideas, emotions, feelings, thoughts, and desires. To fulfill human needs and desires, language is inevitable. Although there are other means of fulfilling human communicative needs such as sign language, it is the most powerful, widely and commonly used tool to do so. But one important point to ponder is that people in the universe use different languages to fulfill their communicative needs i.e. so many languages are spoken. Some of them are world widely used such as English. Some are on the threshold of extinction and some are already out of existence like Sanskrit and Latin. No linguist can certainly claim the exact number of languages spoken in the planet in the present time. Innumerable languages are spoken in the world. They can be classified into different groups. Maximal groups of related language are called families or stocks. Various groups of language have common origin e.g.: French, Italian, been born from the same parent language i.e. Latin. New languages are developed through the process of diversification and diverse development.

In conclusion, language can be defined as an arbitrary, unique, systematic and structurally complex property and social phenomenon. It is essential to all human beings. The main aim of language is to share feelings, thought, ideas and emotions with others appropriately situation.

1.1.2 English Language Teaching and Learning in Nepal

The English language belongs to the West-Germanic group of the proto-Germanic dialect of the Indo-European language family (Varshney 2003, p. 2). The English language has great importance for every individual who wants to be in touch to world body of knowledge. It is one of the five official languages of the UNO and as such plays a vital role in international communication. Nearly half of the world's books of science and technology are written in English. If we look at the media, we can find that over fifty percent of the world's newspaper or scientific and technical periodicals or radio stations use English as a medium of communication. Undoubtedly, it is the passport to travel the whole world and thus has become indispensable and excellent vehicle for the transmission of modern civilization in any part of the world. Due to the rapid acceleration of international trade, commerce, transport, etc. the importance of English in the present day is increasing and Nepal cannot be the exception of it.

Regarding the introduction of the English language in the education system in Nepal, Awasthi (2003, p.22) states:

English entered in the Nepalese education in 1854 when the Prime Minister Junga Bahadur Rana opened high school in Kathmandu. However, it was not introduced in the higher education until 1918 AD when Tri-Chandra College, the first college in the Kingdom, was established. The introduction of ELT in Nepalese education started only in 1971 AD with the implementation of National Education System Plan (NESP). Until then English teachers were not trained.

This statement clarifies that in Nepal the English language started from the mid-nineteenth century, which is very late. According to Bhattarai (2006, p.2):

It was in the early 1970 that Nepalese government took an initiative towards the total overhauling and restructuring of education system of the country in which the objectives of teaching English or any foreign language for that matter were clearly defined or redefined. It was introduced as a language of science and technology, foreign contact, tourism and library use.

This statement clarifies that the interest and importance of the English language is increasing day by day. Now, in our country, English is taught as a compulsory subject in all educational institutions from the very beginning of school education i.e. grade one to bachelor level which has been appreciated by all the concerned. English is also taught for specific purposes in different faculties and institutions. Thus, the culture of teaching English as a compulsory subject in parallel with Nepali subject further gives a glimpse of the importance of the English language in Nepal. Similarly, it has been accepted as a sole medium of instructions for different subjects and disciplines at different universities. Regarding the present status of the English language teaching/learning and its outcome, Bhattarai (2006, p.3) states, “The failure rate of the student in English at school level is about 65 percent. The lack of teacher training for ELT professionals has caused problems in developing learner’s actual proficiency in the use of language”. Nepalese government is investing millions of rupees in language education but an alarming number of students from the Nepali Medium schools fail because they cannot secure pass marks in English. English is the most widely used language in the world. English has become the medium of all relevant social interactions and the ability to use English effectively is considered absolutely essential for honorable existence. It is the most dominant language in almost all areas, e.g. international diplomacy,

foreign mission, mass media, academics, world politics. It is used as the link language of people belonging to the different speech communities worldwide.

1.1.3 Teaching Aids and their Importance

All the materials that can be used in the classroom situation to facilitate learning are teaching aids. They can be anything audible or visible or both which help students learn the language more quickly and accurately. Some examples of teaching aids are charts, diagrams, pictures, and video, TV, multimedia projectors and so on. They are designed to help teachers save time and efforts and also to raise interest on the part of learners.

El-Araby (1974, p. 40) says “A picture is better than a thousand words”. From this also we can understand the students learn better through materials rather than through explanation. Visual aids help them to modify the learning process to suit their needs. Brown (1991, p. 11) says, “visual aids are means to an end but not an end in themselves”. He means that visual aids are the supporting materials to make the teaching and learning a language successful, but to use these materials is not the target. Hence, the teacher can use them in order to achieve the objectives of teaching.

Visual materials are useful to the language learners. Visual materials are to contribute in a particular situation. The more lively teacher is to be able to choose and use the visual materials effectively; one visual aid gives thousand meaning without writing or telling something. Seeing is more powerful than hearing. Teaching aids bring the learner’s world into the classroom. Teaching materials have their recreational value. They are important to entertain learners. They are helpful for maintaining the relationship between teachers and students. Visual aids help teachers to improve their own English and prepare a more effective lesson. They stimulate students to speak as well as to read and write. Teaching aids are helpful to make teaching effective by creating a lively situation for presentation and practice, and also reducing teacher talking time. They also make the language teaching more sensible helping students to see the

reasons for learning language by making learning meaningful. Teaching aids, visual aids in particular, help to provide the situations which light up the meaning of the utterance used and audio-visual aids help in the learning of other concepts, principles and solving real problems of life by making possible the appropriate positive transfer of learning and training received in the classroom.

El-Araby (1974, p.95) has grouped them into four groups. According to their nature, they are flat (two dimensional) three dimensional, moving and still. According to their display method, they are projected (shown to a group) and non- projected (used for an individual students). In terms of the language skills they are used for, they can be grouped under listening, speaking, reading and writing. According to the senses used, they are audio, visual and audio-visual.

Visual aids are the integral parts of language teaching. They are of utmost help for the teachers and students as well to make teaching learning easier. The use of the visual aids reduces the dependence on the mother tongue. There would be lack of life in teaching and learning process without teaching aids. There is one Chinese proverb about the importance of visual materials/aids- “if I hear, I forget; if I do I know and if I see I remember.” Visual materials are things to talk with not to talk about.

1.1.4 Visual Aids

Teaching aids can be categorized into different types. Visual aids simply mean those materials that can be seen with our eyes. Describing visual aids, El-Araby (1974) states:

Anything belongs to or brought into the classroom, animate or inanimate is a potential visual aids –teacher, boys, girls, pets, plants, clothes, furniture, materials, objects everything that anyone is seen to do, any movements he makes, any actions he

performs, laughing, crying, smiling, working, acting, misbehaving all potential visual aids (p.127).

Thus, it can be said that visual aids are anything that can be seen while the language is being spoken or something that students can look at to help them understand, learn and remember.

Lee and Coppen (1965, p.95) make a distinction between visual materials for talking about and visual materials for talking with. There is, of course, no hard and fast line between these two types. The division is made principally in order to draw attention to the relation between 'things' and 'language' in the world outside the classroom, which it meant to be reflected. To take an example, a pair of scissors can be used for talking about and talking with.

Teachers may bring them into the classroom; they may talk about them, their shape and material, and their use. They can ask the pupils about them and give them to describe them. This can be called talking about using visual material. The same pair of scissors may be a thing for talking with. The children are given scissors, combs, mirrors, or models of the things which they have made themselves. They can set up a barber's shop on the classroom and act the parts of the barber and customers. Hence, they are not talking about scissors; they are not talking about anything. They are simulating a situation in which language is a perfectly natural element, a situation with which they are familiar and of which a pair of scissors is as much as an integral part as the language or the character who uses it. There are a number of types of visual aids. Among them, the picture is discussed in the following section.

1.1.5 Pictures and their Benefits

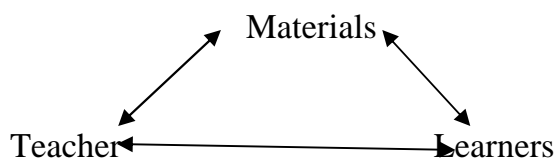
Pictures refer to those pictures which are drawn by teachers, cutout pictures, taken from books, newspapers and magazines or photograph to facilitate learning. The teacher can draw pictures in order to make clear the concept of

the thing he is teaching. He should prepare pictures according to the level of the students.

There is a range of situation in which teaching materials are trialed in the course of their development. Individual teachers often prepare exercises or set of materials for their own classes, which can be refined over a period of time on the basis of ‘how it went’ with the number of classes. Rather than trying to arrive at a final, definite state for the materials, such development is often a continuing open-ended process of refinement and adoption to different groups of learners. In some situations group of teachers may prepare materials for use by themselves and other teachers in their own institution, which may then be finalized in a more permanent state for ongoing use after a trialing period. In large scale materials development projects, a pilot or trialing phase may be built in before the materials are revised and disseminated more widely and formally.

There are different views on materials development but they have many things in common. One thing in particular they have in common is their concern that different types of learners and different preferred styles of learning should be catered for in language learning materials.

Clearly what actually happens in classrooms using published materials is that there is a complex trade-off between the three major elements in the equation: the materials, the teachers and the learners.



Thus, the materials can be conceived of as constituting a constraint upon the individual teacher’s sense of what may be appropriate at a given pedagogical movement. The same is true with pictures as well.

Teaching is the association of different principles, methods and techniques. These principles, methods and techniques play an important role in teaching learning activities. So, the teacher should recognize the best method to teach any item. There are different methods adopted by different language teaching practitioners and researchers. Among them the use of pictures for teaching English prepositions is one of the prominent methods to teach language as believed by many language teachers and researchers. Many researchers have declared the use of pictures for teaching is effective in the sense that pictures are locally and easily available in the school surroundings without any effort. They can be prepared without a large amount of money and within a very short time. And also pictures can dispel the monotony of practice work by creating activities, stimulating students to speak the target language as well as read and write, allowing the teacher to integrate these skills constructively. Therefore, teaching activities which use pictures are easier and more natural in classroom.

1.1.6 Importance of Grammar

Grammar is one of the important aspects of any language. It is the backbone of a language. It is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. A language is defined as a body of words and the systems for their use, common to people who are of the same community or nation, the same geographical area, or the same cultural tradition Teaching of language is automatically consistent with teaching its grammar in the sense that whichever language the learner acquires, whether through orderly training or subconscious process in the way as mother tongue is acquired, there exists grammar, though the learner may not be able to recite the learned patterns in the forms. In this regard, grammar is said to be part and parcel of language, if it is to retain its identity.

Grammar is underlying structure of language to be stored subconsciously in the form of linguistic boxes by speakers. Ur (1988, p.76) opines grammar to give

rules on “how words are combined or changed to form suitable units of meaning within a language.” Owing to the inquiry upon the place of grammar in language it can be said that for language to come in function, grammar is fairly as important for language as back bone is for body of a mammal. Slobin (1971, p.6) defines grammar as, “a theory of language”. It is a theory which should be able to discriminate sentences from non-sentence, relate sentence structure to the meanings and sounds, and it is a theory which could be able to ‘generate’, or account for all possible sentences of the language. The word theory is used here in the sense of any scientific theory. Slobin, further says that, a grammar is an attempt to characterize the knowledge or competence of human being in order to use language. This sort of competence in which we are interested in the language user’s knowledge of grammatically, grammatical relations, sentences relations ambiguity, and so on.

The formation of words and sentence is connected with the rule of grammar. Language becomes distorted if the rules are violated. Hence, grammar is a key to open the door to words and sentences. The word grammar is used interchangeably to mean both the internal and external representation of language within a person’s head and linguist’s ‘model’ or ‘guess’ at that representation. Similarly, Harmer (1987, p.1) defines grammar as “the study and practice of the rules by which words change their forms and are combined into sentences’. There are two basic elements in this definition: the rules of grammar and the study and practice of the rules. Thornbury, (1999, p.1) says “grammar is a description of the rules that govern how a language’s sentences are formed”. According to Huddleston (1984, p.8) “the grammar will consists of rules saying how sentences are made up of smaller units and ultimately of the minimal units of this level of structure”. Grammar is the way in which words change themselves and group together to make sentences.

From the above definitions, it is clear that grammar is a science that contains a set of rules for speaking and writing particular language correctly and appropriately. All the uses of grammar so far illustrated might appear in speech

or writing of the same person. So, in a way grammar is the brain of language teaching which instructs the language use. When we go through a text, we see several prepositions used just in a single paragraph. In other words, different prepositions are found to be used within a paragraph to make a text meaningful. So, preposition is not a new term. This can frequently be found in most of the grammars and dictionaries.

1.1.7 Word Class

Modern grammarians classify 'words' into 'word classes' by considering their formal and functional characteristics. The term 'word classes' has been introduced as a result of shortcomings of the way in which the traditional grammarians classified part of speech. Word class is a group of words which are similar in function. Words are grouped into word classes according to how they combine with other word and how they change their forms. The word classes are divided into two groups, (i) major word classes (ii) minor word classes.

Major word classes include nouns, adjectives, adverbs, and main verbs whereas minor word classes are pronouns, auxiliary verbs, prepositions, conjunctions, interjections, determiners, intensifiers and classifiers.

1.1.8 Prepositions

Prepositions are a class of words that indicate relationships between nouns, pronouns and other words in a sentence. Most often they come before a noun. They never change their form; regardless of case, gender, etc. They come under minor word class. They connect words to other parts of sentences and have a close relationship with the words that follow, which is usually a noun. Together a preposition and noun comprise a prepositional phrase. Prepositions are usually one word (in, at, on) but sometimes they can be two or three (out of, on top of) words. They prototypically signal spatial relationships, but certain prepositions can also show the grammatical category of case, which is often

displayed in other languages through morphological means. In themselves words like “in” or “after” is rather meaningless and hard to define in mere words. For instance, when we do try to define a preposition like “in” or “between” or “on” we invariably use our hands to show how something is situated in relationship to something else.

Although the word ‘preposition’ is defined in grammar books, emphasis is given on function and use of different items of prepositions rather than a definition and explanation of those items. Prepositions may be defined as words or group of words used especially before a noun or pronoun to show place, time, method etc. however, we find various definitions. Some of them are quoted below:

“Prepositions are words normally placed before nouns or pronouns, prepositions can also be followed by verbs but the verb must be in the gerund form” (Thomason & Martinet, 1986, p. 91). Similarly, Hartmann et al. (1972, p.78) define preposition as “a part of speech, usually indeclinable in form, used together with noun phrase to show the relationship between that phrase and other words in the sentence. A preposition as its name suggests, usually precedes the noun it governs (as opposed to a post-position)”. The definitions given above clarify that there would be a certain relation between the preposition and the following noun phrase. It is also obvious from these definitions that preposition is such a word or item which is indeclinable in form.

The relationship between Hartmann’s and Thomson’s and Martinet’s definition is that both clarify preposition as a word proceeding the NP and Hartmann’s definition even focuses on the indeclinable relationship between preposition and NP.

English textbook of Grade VII prepared by CDC of the government of Nepal contains mainly two kinds of prepositions. They are simple e.g. on, at, and complex, such as prepositional phrases e. g. in order to, away from. Our

concern here is only the simple prepositions which will be taught with the help of pictures. Now, some rules of prepositions and their use in the language classroom by using pictures are mentioned here. The prepositions mentioned below were taught by using picture during the study.

On: On is used while talking about a particular day, date or part of a particular day, It is also used for expressing the relationship of contact:

a) On + day or date:

John will go home on Sunday.

b) For contact:

The book is on the table.

There is a notice on the notice board.

c) Close to a place:

There is a market here on the main road.

In: In is used in a number of situations, some of them are mentioned below:

a) In seasons, months, years, decades etc:

In the days that followed her operation, she spent a long time in bed.

b) In indicates an area within enclosures/boundaries:

He is in the building.

c) In indicates volumes as well:

There are some eggs in this basket.

At: At is used with points or period of time, place, definite point within an area etc:

a) With exact points of time:

At midday, at midnight, at 8.35.

b) Place (a definite point in space):

She is at home.

c) Place of learning or work or worship:

They are at office.

By: By is used to show:

a) nearness (near somebody/something):

There is a chair by the desk.

b) to express the agent or doer in the passive:

The bill has been passed by parliament.

Between: Between is used to refer to an intermediate point in relation to two entities:

Q comes between P and R in the English alphabet.

Among: Among is used to refer to an intermediate point in relation to more than two entities:

There was a dog among many cats.

Through: Through is used to express the following meaning:

a) Something with limits on top, bottom and the sides:

The driver drives through the tunnel.

- b) From one end or side of something. (Especially a channel or a passage of or a passage) to the other:

The Bagmati River flows through Pashupati.

- c) From one side (of surface or screen) to the other:

You can see through the glass.

Round: Round is used to express the following meaning:

- a) Having something as the central point of circular movement, circling something:

The earth moves round the sun.

- b) In or near (a place), approximation: Surrounding sb/sth:

He put his arms around her.

I saw him around the office this morning.

Up and down: Up and down is used contrast in terms of vertical direction.

‘Up’ refers to or in a higher position on something whereas

‘down’ means from a higher point on something to a lower one:

He climbed up a tree. He climbed down a tree.

Along: Along is used to show contrast in terms of horizontal axis or direction which means from one end towards the other:

Walk along the street. (From one end to the other)

Across: Across is used to express the following meanings:

- a) Across also means on the other side of something:

My house is just across the street.

- b) Across is also used for the meaning extending from one side to the other side of something:

There is a rainbow across the mountains.

There is a bridge across the river.

Opposite: Opposite is used facing somebody or something:

His house is opposite to mine.

Towards: Towards is used to express the following meanings:

- a) In the direction of somebody / something (but not directly to it):

He walked towards the wall.

- b) Near a point in time:

It gets cooler towards evening.

Above: Above is used to express the following meanings:

- a) Higher in rank, position, superior to:

A field marshal is above a general in rank.

- b) Greater in number or value or weight or temperature:

This fish is above five kilos.

Over: Over is used to express the following meanings:

- a) in contact with, and covering someone or something:

There is a carpet over the floor.

- b) Position (on the other side):

There is a long bridge over this river.

- c) Over indicates absence of contact; not touching a thing:

A lamp is hanging over the door.

Below: It gives the sense of lowerness in terms of level:

The fish are below the surface.

Under: Under is used to express:

- a) Specific age:

This film is not meant for those under eighteen.

- b) State (of something or someone):

This road is under repair.

The guests are sitting under a tree.

Beside: Beside is used to express the following meanings:

- a) next to, or by the side of :

The hut is beside the river.

Off: Off is used to express the separation down or away from a position on something:

John fell off a tree.

Water gives off vapour if it is heated.

Behind: Behind is used to express the following meanings:

- a) Position (at the back of):

There is a park behind my house.

- b) In favour of or support of:

The whole nation is behind its King.

With: With is used to express:

- a) Instrumental meaning,

Ram had broken the window with a stone.

- b) Indicating the material or item used:

Fill the bowl with water.

To: To is used to express the following meanings:

- a) State or condition (change of state):

We were moved to tears by her story.

I go to London.

Into: Into is used to express the following meanings:

- a) Moving or moved to a point within (an enclosed or volume):

Come into the house.

He dived into the water.

- b) motion or movement within an area from outside:

He came into my room.

After: After is used to express the following meanings:

- a) in search of something:

She always runs after money.

- b) In a definite sequence:
T comes after S in alphabetical order.
- c) Time (later than):
She came here after 8 a.m.

From: From is used to express the following meanings:

- a) Origin or source:
This is a letter from my friend.
- b) Starting point (place):
I will be flying to Hyderabad from Delhi.
- c) Considering or judging:
From his appearance he seems to be innocent.

1.1.9 Review of the Related Literature

A number of research studies have been carried out comparing methods in terms of their effectiveness. Regarding this, Richards and Rodgers (1986, p,165) write “the most difficult kind of data to provide is that which offers evidence that one method is more effective than another in attaining programme objectives.” There are a few practical studies done on the effectiveness of visual aids. This is the first research of practical study in the field of use of pictures for teaching English prepositions at lower secondary level.

Acharya (2001) carried out a research to find out the 'Effectiveness of Recorded Materials and Live Materials in Teaching Listening'. It was found that recorded materials were slightly better than the live materials for that purpose.

Neupane (2007) carried out a research entitled 'Effectiveness of Total Physical Response (TPR) in Teaching Imperatives'. The main objective of the study was to find out how effectively TPR works in a classroom in teaching. The nature of research was experimental. The findings was that the use of TPR as a teaching strategy in the language classroom made both students and teachers keep maturation day after day and long term retention as in the case of first language acquisition.

Pandey (2007) carried out a study to find out the 'Effectiveness of Language Games in Teaching Grammar'. It was found that using games in teaching grammar was relatively more effective than teaching grammar without using them.

Shah (2007) carried out a research on the study of 'Effectiveness of Matchstick Figures in Teaching Prepositions at Primary Level'. The objective of the study was to find out the effectiveness of matchstick figures in teaching prepositions. This was an experimental research. Pre-test, and post-test were administered to both experimental and control group. He found that the students who were taught using matchstick figures progressed significantly better than another group.

Gohiwar (2009) carried out a research to find out the 'Effectiveness of Using PowerPoint in Teaching English Tenses'. The main objectives of the study was to find out how effectively Powerpoint works in teaching English tense in terms of time-on –task and progressive test. The nature of the study was action research. It was found that use of Powerpoint facilitated students more effectively than the normal presentation.

Joklova (2009) carried out a research entitled 'Using Pictures in Teaching Vocabulary'. The main goal of the research was to show how pictures can be put in English classes in a few ways and to answer the questions how and why this works and way exactly they help the learner remember the words. For this purpose, he divided this thesis into the theoretical and practical part. The

theoretical part inclines towards the general although some examples are of course mentioned. It deals with some (typically not so diverse) points of view on the topic of vocabulary properties and its effective teaching using pictures as well as other aids. It furthermore sorts several aspects of the rather broad word 'picture' and examines some their properties. The practical part then suggests concrete uses for these aspects, analyses and evaluates them and strives to put them into context with theory.

Beside these, there are other research works done in other areas of grammar at various levels. So far, no research work seems to have been done to investigate the use of pictures for teaching English prepositions at lower secondary level. Hence, the researcher felt a need of studying it at grade seven in order to see whether students are to learn prepositions introduced in their text book through the use of pictures.

1.1.10 Objectives of the Study

This study had the following objectives:

- i. to find out the effectiveness of pictures in teaching English prepositions.
- ii. to suggest some pedagogical implications.

1.2 Significance of the Study

This study though a small task; it will certainly deserve the great importance in the field of ELT in Nepal. It will be beneficial to the students, teachers, syllables designers, textbook writers and to all those who are interested in language teaching and learning. More specifically, it will be significant to those teachers and students who are directly or indirectly involved in teaching learning. It will also be significant for the teaching of English prepositions.

CHAPTER –TWO

METHODOLOGY

Generally speaking methodology refers to a set of principles and techniques for doing some research or other works. According to Kothari (1990, p.9)

“Research methodology is sequential procedures and methods to be adopted in a systematic study” In this study, the researcher has tried to find out the role of pictures as a technique of teaching English Prepositions of grade VII. The methodology adopted during the study is given below:

2.1 Sources of Data

The present research is actually a practical study. So the research needed both the sources of data: primary source and secondary source of data.

2.1.1 Primary Source of Data

Primary source of data are the data in which the researcher himself/herself is involved in their collection. The researcher goes to the field meets the population and gets the information from there. The collected data become first hand data or original data. Here, for the primary data the students from grade seven who were studying in “Shree Badi Malika Secondary School, Syuna, Kalikot” were chosen.

2.1.2 Secondary Source of Data

Secondary source of data refers to the data which are not personally seen or met by the researcher himself/herself. They are the data which have already been collected by others. They are collected from published as well as unpublished sources such as dairies, documents, official records, etc.

Here, for this study, the researcher consulted the following scholars’ books: Lee and Copen (1976) , Huddleston (1984), Kothari (1990), Brown (1991),

Celce-Murcia & Larsen- Freeman (1999), Kumar (1999), Sinha (2002), Cowan (2009) , and curriculum and text book of English for lower secondary level, different books of grammar, articles, internet, related to the research topic as secondary sources of data.

2.2 Sampling procedure

The researcher selected Shree Badi Malika Secondary School, Syuna, Kalikot as a research area of his study by using purposive sampling procedure and selected 30 students of grade seven by using the same sampling procedure.

2.3 Tools for Data Collection

A set of different test items was used as major tool for data collection. It carried out 50 marks. To make the analysis convenient, the test items were categorized into, “Short Answer Question items”, “Matching items”, “Fill in the blanks items” “True or false items” and “Yes/no items”. The following table depicts the test categories with the marks allotted to them.

S.N.	Test Categories	Mark
1	Short Answer Question items	10
2	Matching items	10
3	Fill in the blanks items	10
4	True or false items	10
5	Yes/no question items	10
	Total Marks	50

2.4 Process of Data Collections

To collect the primary data, the following procedures were followed:

1. First of all the researcher visited the proposed school and requested the authority for the permission to carry out the study.
2. The researcher established the rapport with subject teacher as well as subjects and explained the purpose and process of the research.
3. A written pre-test was administered to determine the actual performance of the students in prepositions. The students were evaluated in 50 full marks. The time allocated was one hours to attempt the questions. Then their written responses were marked.
4. The students were divided into two groups 'A' and 'B' on the basis of odd and even number according to their pre-test score. The procedure of the group division was as follows:

Group 'A'	Group 'B'
Odd	Even

5. Then both of the groups were taught by the researcher for 25 days separately. The experimental group (group A) was taught by using pictures. On the other hand, the controlled group (group B) was taught without using pictures.
6. The post-test was administered at the end. The same test items were used for the post-test.
7. The performance of the two groups on the pre-test and post-test was compared and analyzed in order to determine the efficiency of teaching preposition using pictures.

2.5 Limitations of the Study

As we know that the study has the limited resources and time. It is sure that there should be certain limitations of the study. They were as follows:

- i. The population of the study was limited to the students of grade 7 of Shree Badi Malika Secondary School of Kalikot District. The sample population of the study was confined to only 30 students.
- ii. The primary data were collected only from the written test.
- iii. The effectiveness of pictures was studied only in teaching prepositions used in the English text book of grade VII.
- iv. The limitation of the time of the study was 25days.
- v. Among the various techniques of teaching preposition only picture cards were used for this study.
- vi. Only simple prepositions were taught during the study.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This chapter is mainly concerned with the analysis and interpretation of data. In this section the researchers analyzed and compared the data which were obtained from the experimental study. The main aim of this research was to explore the effectiveness of teaching prepositions through pictures. The data collected from the students were analyzed under the following headings:

- i. Holistic comparison and
- ii. Item-wise comparison

3.1 Holistic Comparison

This includes both subjective and objective test Items. There were altogether 25 sub-items with the weightage of 50 marks. The marks obtained by students of both the groups in the pre-test and the post-test are presented below:

Table No. 1

Overall Performance of Students

Group	Av. Score in Pre-test	Av. Score in Post-test	D	D %
A	25.80	38.53	12.73	25.46
B	24.73	33.80	9.07	18.14

The given table shows that the average score obtained by group 'A' was 25.80 in the pre-test and 38.53 in the post-test. This group increased its average marks by 12.73 or 25.46 percent. Similarly, the average score of group 'B' was 24.73 in the pre-test and 33.80 in the post-test. This group increased its average score by 9.07 or 18.14 percent.

This analysis helps to conclude that the performance displayed by group ‘A’ was better than that of group ‘B’. In totality, it showed that teaching prepositions through picture technique was more effective than the teaching them without using pictures.

3.2 Item-wise Comparison

This category consists of different test items. Regarding the nature of test items, it was further categorized into objective and subjective items. The analysis of the objective test and subjective test items is done under the following headings:

- i. Objective item and
- ii. Subjective item

3.2.1 Objective Test Item

Objective test items included various items, they are presented below:

3.2.1.1 Matching the Items

This test item ‘Matching Items’ consisted of 5 items and carried 10 marks. The marks obtained by both the groups in this type of test items are presented in the following table:

Table No. 2

Students’ Performance in Matching Items

Group	F.M	Av. score in Pre-test	Av. Score in Post-test	D	D %
A	10	7.4	8.9	1.5	15.3
B	10	7.7	8.9	1	10

The above table shows that the average score obtained by group ‘A’ was 7.4 in the pre-test and 8.9 in the post-test. The difference of their mark was 1.5 or 15.3 percent.

On the other hand, group ‘B’ obtained 7.7 in the pre-test and 8.9 in the post-test. The difference between them was 1 or 10 percent. The comparison shows that group ‘A’ had brought better result than the group ‘B’. It means group ‘A’ has learnt more effectively than group ‘B’.

3.3.2 Fill in the Blanks Item

This test item ‘Fill in the Blanks’ consisted of 5 items and carried 10 marks. The marks obtained by both the groups in this type of item are presented below:

Table No. 3

Students’ Performance in Fill in the Blanks

Group	FM	Av. score in Pre-test	Av. score in Post-test	D	D %
A	10	4.7	7.3	2.6	26
B	10	3.5	5.9	2.4	24

The above table shows that the average score obtained by group ‘A’ was 4.7 in the pre-test and 7.3 in the post-test. And the average increased mark was 2.6 or 26% percent. Similarly, the average score obtained by group ‘B’ was 3.5 in the pre-test and 5.9 in the post-test. And the average increased mark was 2.4 or 24%. This shows that group ‘A’ has learnt better than group ‘B’. But the difference does not seem to be significant.

3.3.3 True or False Item

This test item 'True or False' consisted of 5 items and carried 10 marks. The marks obtained by both the groups in this type of test item are presented below:

Table No. 4

Students' Performance in True or False

Group	FM	Av. score in Pre-test	Av. score in Post-test	D	D %
A	10	4.9	7.8	2.9	29
B	10	4.7	6.6	1.8	18

The above table shows that the average score obtained by group 'A' was 4.9 in the pre-test and 7.8 in the post-test. Group 'A' has increased its average marks by 2.9 or 29 percent.

On the other hand, the average score of group 'B' was 4.7 in the pre-test and 6.6 in the post-test. Here, group 'B' increased its average marks by 1.8 or 18 percent.

The above table shows that the increased mark of group 'A' is greater than that of group 'B'. It means group 'A' has learnt more effectively than group 'B'.

3.3.4 Yes/No Questions Item

This test item 'Yes/No Question Item' consisted of 5 items and carried 10 marks. The marks obtained by both the groups in this type of test item are presented below:

Table No. 5
Students' Performance in Yes/ No Questions

Group	F.M	Av. score in Pre-test	Av. score in Post-test	D	D %
A	10	4	7.1	3.1	31
B	10	3.8	5.6	1.8	18

This above table shows that the average score obtained by group 'A' was 4 in the pre-test and 7.1 in the post-test. Group 'A' has increased its average marks by 3.1 or 31 percent.

On the other hand, the average score obtained by group 'B' was 3.8 in the pre-test and 5.6 in the post-test. Here, group 'B' increased its average marks by 1.8 or 18 percent.

The above analysis shows that the increase in the mark of group "A" is greater than that of group 'B'. It means group 'A' has learnt more effectively than group 'B'.

3.2.5 Subjective Test Item

Subjective test items included only there questions. The analysis of subjective item is presented below:

3.2.5.1 Short Answer Question Item

Short Answer Question was given under subjective test item which consisted of 5 items and carried 10 marks. The marks obtained by both groups in this type of test item are presented below:

Table No. 6

Students' Performance in Short Answer Question

Group	F.M	Av. score in Post-test	Av. score in Post-test	D	D %
A	10	4.7	7.2	2.5	25
B	10	4.9	6.7	2	20

The above table shows that the average score obtained by group 'A' was 4.7 in the pre-test and 7.2 in the post-test. Here, group 'A' increased its average score by 2.5 or 25 percent.

Likewise, the averages score obtained by group 'B' was 4.9 in the pre-test and 6.9 in the post-test. The average score increased score was 2 or 20 percent.

The above table shows that the increase in the mark of group 'A' is greater than that of group 'B'. It means group 'A' has learnt more effectively than group 'B'.

CHAPTER – FOUR

FINDINGS AND RECSOMMENDATIONS

4.1 Findings

On the basis of the analysis and interpretation of the data, the following findings have been deducted.

- a) Group 'A' has 25.40 average increment percentage and Group 'B' has 18.14 average increment percentage. So, Group 'A' has greater average increment percentage than Group 'B' that is by 7.26. Since the students taught through pictures performed better than the students taught without using pictures, teaching prepositions through pictures is found to be more effective than teaching without using pictures.
- b) Group 'A' that is experimental group performed better than Group 'B' that is control group in different test items: Matching item, fill in the blanks, true/false, yes/no questions and short answers questions which also proved the effectiveness of teaching prepositions through pictures.
- c) The findings of this study have been determined on the basis of the result of the 'Group' rather than the responses of the individual students. The results of the post-test shows that both groups are benefited. Comparatively, the group which was taught through pictures was found to perform better in all of the cases. Therefore, we can conclude that teaching prepositions through picture was more effective or better than teaching without using picture.

4.2 Recommendations

The recommendation and suggestions which have been made on the basis of the findings are given below:

1. Group 'A' taught through pictures performed comparatively better than that of group 'B' which was taught through usual way of teaching. Thus, it indicates that use of a picture is more effective than usual way of teaching prepositions at grade seven. So, pictures should be used for teaching prepositions.
2. The text book writers should include many pictures in their textbooks, so that the teachers can present prepositions to the students by the help of pictures by which they can learn faster and easily.
3. The syllabus designers and methodologists should encourage the use of pictures in teaching prepositions. Even though it may be difficult to present pictures for each language item given in the text book and syllabus, it is inevitable to mention pictures in the right place.
4. While teaching prepositions through pictures, the teacher may face various difficulties. If pictures are not chosen according to the level and capacity of the students, the learners may lose their interest. The following practical suggestions are given to the teachers:
 - i. In the beginning, pictures should be chosen according to the level and capacity of the students.
 - ii. The initial presentation of pictures should always be through demonstration.
 - iii. In the choice of picture, the locally available pictures of things should be emphasized.

5. This study was conducted in one of the government school of Kalikot district. It was limited to only 60 students. So, it cannot be claimed that the findings of the study are applicable to all the schools and all the students of Nepal in teaching prepositions. Therefore, it is suggested that further research in different schools should be carried out and a large number of students should involved to make the findings are more reliable and valid.