

**EFFECTIVENESS OF TEACHING PREPOSITIONS  
THROUGH DISCOVERY TECHNIQUE**

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

**Submitted By  
Netra Prasad Gyawali**

**Faculty of Education  
Tansen Multiple Campus  
Tansen, Palpa, Nepal  
2012**

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**Date of the approval of  
Thesis Proposal: 2069/03/12  
Date of Submission: 2069/07/14**

## **DECLARATION**

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

.....

Date: 2069/07/14

**Netra Prasad Gyawali**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Netra Prasad Gyawali** has prepared this thesis entitled **Effectiveness of Teaching Propositions through Discovery Technique** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 2069/07/14

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# **DEDICATION**

Dedicated

to

My parents who devoted their entire lives to make me what I am today.

## ACKNOWLEDGEMENTS

First of all, I would like to express my sincere and heartily gratitude to my thesis supervisor **Mr. Ram Nath Neupane**, Lecturer, Department of English Education, Tansen Multiple Campus, Palpa who provided me with all sorts of basic ideas and techniques essential for carrying out this research work from very beginning to the end of my research work .Without his help, I would not have been able to present this thesis in this form.

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**Netra Prasad Gyawali**

## **ABSTRACT**

The present thesis entitled **Effectiveness of Teaching Prepositions Through Discovery Technique** aims at finding the effectiveness of discovery technique in teaching prepositions. Forty students of grade nine, studying at Shree Padam Bahadur Secondary School, Balithum, Gulmi were the sample population of this research. The researcher involved in the experimental teaching for the purpose of carrying out the research. The two types of test (pre-test and post-test) were major tools for data collection. A pre-test was administered before the actual classroom teaching. The students were ranked from the first to the fortith position on the basis of the result of the pre-test. They were divided into two groups on the basic of odd-even ranking of individual scores. Then, group A was taken as an experimental group and was taught through discovery technique whereas the group B was taken as a controlled group and was taught through explanation technique. Each group was taught 24 lessons. Then, a post-test was given. After that, the two tests were compared to find out the effectiveness of discovery technique in teaching 'prepositions'. The main finding of this study is that teaching prepositions through discovery technique is more effective than teaching through explanation technique.

This thesis is organized in four chapters. Chapter one consists of a brief introduction about the related area of the study. It further includes the objectives and significance of the study. Chapter two deals with the methodology adopted during the study. Chapter three consists of analysis and interpretation of data. The data have been mainly analyzed and interpreted on the basis of the difference between the average score percentage of each group in the pre-test and post-test. Chapter four presents findings and recommendations of the study which is followed by references and appendices.

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## LIST OF ABBREVIATIONS AND SYMBOLS

CF	-	Cumulative Frequency
D	-	Difference between the average marks of pre-test and post-test
D%	-	Difference in percentage
EFL	-	English as a foreign language
e. g.	-	For example
ELT	-	English Language Teaching
ESL	-	English as a second language
et al.	-	and others
etc.	-	et cetera
F.M.	-	Full Marks
hr.	-	hour
i.e.	-	that is
L1	-	First Language
L2	-	Second Language
M.Ed.	-	Master of Education
min.	-	minute
No.	-	Number
p.	-	page
TU	-	Tribhuvan University
%	-	Percentage
&	-	and