

CHAPTER – ONE

INTRODUCTION

1.1 Background of the study

Language is a means to communicate. Language is a system for encoding and decoding information. Language is a formal system of signs governed by grammatical rules of combination to communicate meaning. It is a system of communication that enables humans to exchange verbal or symbolic utterances. Various scholars have defined language differently. Richards and Rodgers (1986, p. 196) define language as, "the system of human communication which consists of the structured arrangement of sound into larger units, e.g. morphemes, words, sentences." Likewise, Sapir (1978, p. 8) says "Language is a purely human and non instinctive method of communicating ideas, emotions and desires by means of the system of voluntarily produced symbols."

Therefore, Language is defined as most powerful, convenient and permanent means and form for the expression of human feelings, thoughts, ideas, emotions, and unique feature of mankind, the processor of the power of articulate speech, differentiates him/her from all the other species.

According to Finnochairo (1964, p. 8) "Language is a system of arbitrary vocal symbols which permit all people in a given culture or other people who have learned the system of that culture, to communicate or to interact."

Likewise wardhaugh (1972, p.3) says, "Language is a system of arbitrary vocal symbols used for human communication."

Thus, language has been defined variously by various linguists. No single definition of language perfect in itself. But it is widely accepted that language is a complex human phenomenon and its main function is to communicate. From the above definitions, we can conclude that language is a social phenomenon which we use in the whole community to express our ideas and

feelings by means of communication through which we establish the relation in the society.

People speak many languages in this world. Among them, English is the most commonly used language among foreign language speakers. It is accepted that the English language is the most dominant language of the world. We can not get the information about the rapid advancement of technology, industrial development, international relationship and tremendous progress made in different fields of human knowledge without proper knowledge of the English Language.

English has a status of a foreign language in Nepal. For years it has been used mostly for academic purposes. There is no particular speech community that uses English for day to day communication. The use of English is confined to formal situations only. Nowadays, the new generation is developing almost bilingual and bicultural skills in English. In the present age, the world has become very small, very accessible due to internet networking, tourism and swift transportation and T.V. channels. Most of these agencies mainly use English as their medium. The English language has become a principal language for international communication and a gateway to the whole body of knowledge. The importance of English in Nepal is increasing. Many English language institutions, the English medium schools and English language training centers are being established in Nepal. It is the principal language for international communication and a gateway to the world body of knowledge. In view of these facts, the English language is given great importance in the education system of Nepal.

Generally, grammar is defined as the connection of word and word groups in an acceptable structure. It is one of the most important aspects of language.

- Grammar is regarded as a backbone of language.

- Grammar is subset of those rules which governs the configurations that the morphology and syntax of a language assume.

U.r (1996, p. 76) defines grammar as “how words are combined or charged to form suitable units of meaning with in a language.” Grammar is the set of rules people use when they speak or write, the underlying system which makes a language work. It refers to the way in which morphemes are put together into words, words into phrases, phrases into clauses and clauses into sentences.

Formally it is the description of language. Oxford advanced learners of Dictionary (1995) defines grammar as “it is the rule of language for changing the forms of words and combining them into sentences.”

From the above definitions, it can be said that language is made by up a set of rules, which are grammatical items of morphology and syntax category.

Teaching grammar is one of the controversial issues in the domain of language teaching and learning. Some people argue that teaching grammar is meaningless, it is acquired naturally. It does not need to be taught. Teaching of grammar does not help in the acquisition of language. Krashen and Terrell (1983, p.144) are in favor of this argument and said, "we prefer to avoid the oral grammar instruction in classroom simply because they take time away from acquisition activity." Teaching grammar has its own significance in language learning and developing linguistic competence in the learners.

While talking about the methods of teaching grammar, various methods have been developed in language teaching, among them, deductive and inductive method have been widely applied in the classrooms. These two methods differ from one another.

Deductive method of teaching grammar is a method of language teaching and learning in which learners are first taught rules and given specific information about language. Then they apply those rules when they use the language. In other words, it can be said that, language teaching methods which emphasize the study of grammatical rules of a language make use of the principle of

deductive learning. This method is simple and it requires grammar focused syllabus. Deductive method is also known as rule directive method.

Inductive method is a method of teaching grammar. In this method, learners are not taught grammatical rules directly but are left to find out rules. The inductive method is also known as rule discovery method. It is the specific and scientific language teaching method which emphasize the use of language rather than presentation of information about the language. The principle of inductive method is scientific and valid statements are derived by observing linguistic facts, classifying them and making generalization on the basis of observation and classification.

Preposition is a word, which indicates time, position, or direction and shows the relationship between one thing and another. It is placed before a noun or a pronoun. Prepositions are words normally placed before nouns or pronouns. Prepositions can also be followed by the verb but the verb must be in the gerund form.

For example - He is talking of immigrating. They succeeded in escaping.

So, preposition is a word or group of words, which usually precedes noun or pronoun and only be a meaningful grammatical item if it is used in context. Prepositions are language specific in nature. In German, Russian and Latin languages inflections perform the functions prepositions. Similarly in the Nepali language, cases perform similar function as prepositions and they are post positions in their occurrence. Cowan (2009, p. 147) presents the occurrence of preposition in language. He says "It is the head of prepositional phrase which is before the head of the noun phrase." For instance, I was reading in the garden. Here, the preposition 'in' precedes the noun phrase 'the garden'. According to Imam (2005, p. 176), "A preposition is used to show the way in which other words are connected. It is used to express basic relationships between words."

Similarly, Thomson and Martinet (1986, p. 91) say, "prepositions are words normally placed before nouns or pronouns. Prepositions can also be followed by verbs but, except after but and except the verb must be in the gerund form."

The above definitions tell us that preposition is an item which is placed before nouns or pronouns and even it focuses especially on the verb that comes after such item, should be in the gerund form. So we can say, preposition links nouns, pronouns and phrases to other words in a sentence and it usually indicates the temporal, spatial or logical relationship of its objects to the rest of the sentences.

Therefore, preposition is 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 the relationship between one things and another.

I will see you after lunch.

└── [It expresses the time relationship between 'lunch' and 'when I will see you']

I bought his dress for my brother.

└── [It relates the verb]

Ram came here at 10 o'clock.

└── [It shows the relationship between 10 o'clock and arrival of Ram.]

Gita did it in two weeks.

└── [It expresses the time relationship between weeks and completion of work.]

Generally there are four kinds of prepositions. They are as follows:

- a) Simple Prepositions: at, by, for, from, etc.
- b) Compound Preposition: above, about, across, before etc.
- c) Phrasal Preposition: according to, in favour of, in front of, in order to, etc.
- d) Participial prepositions: during, regarding, pending etc.

Similarly prepositions are also classified into four types in another way.

They are as follows:

- a) Prepositions of time.
- b) Prepositions of space.
- c) Prepositions of direction and motion.
- d) Miscellaneous prepositions.

1.2 Statement of the Problem

Language teaching is not the one way process, rather it is two way process. It is effective not because teachers teach and students learn but because they have different responsibilities to be pursued carefully. In other words, language teaching is fruitful only when there is active participation of both the teachers and learners in the classroom.

Various methods have been used in teaching grammars. In some method teachers are active participant and in some methods students are active participant. I have been using deductive method while teaching English prepositions. But the deductive method showed that students became passive recipients. They were therefore, likely to be very passive and not motivated in teaching and learning process. Students were not able to memorize the rules. While teaching English prepositions through deductive method, the students were not able to use the correct prepositions in appropriate situation.

Grammar explanation is seldom as memorable as other forms of presentation. Grammar teaching through examples is supposed to be essential. Therefore, this study entitled “The Role of Inductive Method in Teaching English

Prepositions” makes an attempt to find the role of inductive method in teaching English prepositions.

1.3. Objectives of the Study

The objectives of the present study were as follows:

- To find out the role of inductive method in teaching English prepositions.
- To suggest some pedagogical implications based on the study.

1.4 Research Questions

A research question is a clear focused and concise question on the research study. It provides guidelines to the researcher. This study was oriented to find out the answer to the following questions:

- Do the learners derive an understanding of the rule through inductive method?
- What implications can be drawn through the use of inductive method in teaching English prepositions?

1.5 Significance of the study

The current research study entitled “Role of inductive Method in teaching English Prepositions” aimed to find the role of inductive method in teaching English prepositions. The findings of the study are expected to be beneficial to all those who are eagerly motivated towards language teaching and learning. Specially, teachers are benefitted by adopting the suggested pedagogical implications. In the same way, students were benefitted by getting appropriate instructions in the classroom when the teachers apply the suggested pedagogical implications in the classroom. Similarly, this study was highly useful to the English language practitioners who want to undertake research in the field of language teaching. Moreover, this study was highly significant for school supervisors, subject experts, syllabus designers, textbook writers,

material producers and those who are directly and indirectly associated to teaching and learning language.

1.6 Delimitations of the Study

The scope of this study was limited on the following points:

- a. The study was limited to Shree Nawa kiran Vidya Mandir Higher Secondary School.
- b. The study was confined to only grade nine students.
- c. The study was based on only thirty students of grade nine of this school.
- d. The primary data for this study were collected by administering pre-test, progress test and post-test.
- e. The study was limited to teaching English preposition through inductive method.
- f. The study was focused only on prepositions of time.
- g. The classes were limited for only four weeks.
- h. Only the prepositions of time were taught.

1.7 Operational Definitions of the Key Terms

Method: An overall plan for the systemic presentation of language.

Deductive method: A method that starts with the presentation applied of a rule and is followed by examples in which the rule is inferred.

Preposition: A preposition is a word (or group of words) which is used to show the way in which other words are connected. It expresses time and spatial relationships between words.

Bilingual: Able to speak two languages equally.

Bicultural: Condition of being oneself regarding the combination of two cultures.

CHAPTER – TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This part of the study consists of review of the theoretical literature, review of the related empirical literature, implication of the review for the study and conceptual framework.

2.1 Review of the Theoretical Literature

Review of theoretical literature provides an insight to the researcher related to a number of aspects that have a direct or indirect bearing on research topic. It serves a basis for developing a theoretical framework which helps to investigate the problem that a researcher wishes to. Under theoretical literature the researcher here presented different concepts and theories related to the topic. This review of theoretical literature consists of teaching of grammar, deductive method and inductive method, word classes and prepositions.

2.1.1 Teaching of Grammar

Grammar is a science that contains a set of rules for speaking and writing particular language correctly and appropriately. The formation of words and sentence is connected with the rule of grammar. Language become distorted if the rules are violated. Hence, grammar is a key to open the door to words and sentences. 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. According to cowan (2009, p. 3) "Grammar is the set of rules that describes how words and group of words can be arranged to form sentence in a particular language." Thornbury (1999, p. 1) says "grammar is a description of the rules that govern how a language's sentences are formed."

Thus, grammar can be seen as knowledge of what words can go where and what forms these word should take. So, studying grammar means knowing how different grammatical elements can be strung together to make chain of words.

According to the Palmer (1971, p. 9) “grammar is a device that specifies the infinite set of well formed sentence and assigns to each of them one or more structural descriptions.” That is to say, it tells us just what all the possible sentences of a language are and provides a description of them.

In the English language teaching, there are two kinds of grammar, one is theoretical grammar and the next is pedagogical grammar. Theoretical grammar is concerned with the description of theories of grammatical analysis where as pedagogical grammar is the use of grammatical structures in appropriate situation.

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 instruct the language use.

In conclusion, grammar is very much essential set of rules to the foundation of the language development which are responsible to develop language accuracy as well as fluency in speaking and writing. A teacher can make it fun activity by using an appropriate method and technique as well.

2.1.2 Methods of Teaching Grammar

So far as the methods of teaching grammar is concerned; there are two main methods: deductive method and inductive method of teaching grammar. Both of them are briefly discussed as follows:

i. Deductive Method

Deductive method of teaching grammar begins by giving students the rules. Deductive method is a more teacher centered approach. In this approach, the teacher gives the students a new concept, explains it, and then has the students practice using the concept. For example, when teaching a new grammar concept, the teacher will introduce the concept, explains the rules to its use, and finally the students will practice using the concept in a variety of different ways. According to Thornbury (1999, p. 29) "deductive approach starts with the presentation of rule and is followed by examples in which the rule is applied." Similarly, according to Richards et al. (1985, p. 156) "The language teaching methods which emphasized the study of the grammatical rule of a language make use of the principles of deductive reasoning."

In deductive method, the teaching moves from abstract rules to concrete examples and proceeds from general to specific. It gets straight to the point, and can therefore be time saving. It respects the intelligence and maturity of many adult students and acknowledges the role of cognitive points as they come up, rather than anticipate them and prepare for them for advance.

Thus, deductive approach is a rule driven approach of teaching grammar. In this method, the teaching moves from rule to concrete examples.

Some Features of Deductive Method

- The teaching moves from abstract rules to concrete examples.
- The teaching precedes from general to specific.

- This method is based on prescriptive approach.
- It is based on theoretical science.
- In this method, learners seem to be active in applying the rules.
- In this method, application is applied.
- This method is cognitive.

ii. Inductive Method

In contrast with the deductive method, inductive method makes use of student "noticing". Instead of explaining a given concept and following this explanation with examples, the teacher presents students with many examples showing how the concept is used. The intent is for students to "notice" by the way of examples showing how the concept is used.

According to Thornbury (1999, p. 29) "an inductive method starts with some examples from which a rule is inferred." This shows that while teaching grammar item, the teacher first presents the examples and from these examples students generalize the rule. As a conclusion to the activity, the teacher can ask the students to explain the grammar rule as a final check that they understand the concept.

In inductive method, the teaching moves from concrete examples to abstract rules and proceeds from specific to general. It advocates that statements or rules become meaningful to the learners when they are made by observation working with the language. The mental effort involved ensures a greater degree of cognitive depth, which ensures greater memorability. It includes problem solving activities, which can be collaborately solved. It makes development of extra linguistic activity. It develops student self-reliance and autonomy.

Thus, inductive method is such kind of method of teaching grammar in which students are taught at first plenty of examples and asked to find out rules. So it is a modern and scientific method.

Some Features of Inductive Method

- The teaching moves from concrete examples to abstract rules.
- The goal of inductive method is communicative competence. It emphasizes the use of language.
- It is based on the science of observation.
- In this method learners are active in making rules.
- This method is based on descriptive approach.
- In this method understanding is applied.

Although, both methods are used in language classroom, it is still undetermined which method is more effective in the context of Nepal to teach certain area of grammar/language. But in my view, inductive method is more effective to teach prepositions in English, because in this method, at first, students are given plenty of examples then they are asked to find out rules which make the students creative in any grammatical item. Moreover, inductive method is modern and scientific method. It is rule discovery method. Inductive method is more effective to teach any grammatical items.

2.1.3 Word Classes

According to Aarts and Aarts (1986, p. 22). It is possible to distinguish between major and minor word classes.

Major word classes

Minor word classes

The major word classes are also called open classes, their membership is unrestricted and indefinitely large since they allow the addition of new members. They include nouns, adjectives, adverbs and main verbs.

Similarly, minor word classes are also called closed classes, their membership is restricted since they do not allow the creation of new members. They include pronouns, auxiliary verbs, prepositions, conjunctions, interjections, determiners, intensifiers and classifiers.

2.1.4 Prepositions in English

A preposition is a word that links a noun, pronoun, or noun phrase to some other part of the sentence. According to Wren and Martin (1989, p. 109) "a preposition is a word placed before noun or pronoun to show what relation the person or thing denoted by stand in regard to something else." Preposition is used to show direction, location or time or to introduce an object. A preposition serves to connect its object with the rest of sentences. In doing so, a preposition indicates the relationship of the idea expressed in the prepositional phrase to ideas expressed in the rest of the sentence. Prepositions usually describe the position of something the time when something happens and the way in which something is done.

According to Imam (2005, p. 176), "A preposition use to show the way in which other words are connected. It is used to express basic relationship between words." Prepositions are words or group of words used especially before a noun or pronoun to show place, time, method and so on.

Thomson and Martinet (1986, p. 71) say, "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."

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."

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

The definitions tell us that preposition is an item which is placed before noun or pronoun and even such item should be in the gerund form. So we can say preposition links nouns, pronouns and phrases to other words in a sentence and it usually indicates the temporal, spatial or logical relationship of its objects to the rest of the sentences. Prepositions are usually one word (in, at, on) but sometimes they can be two or three (out of, on top of) words.

2.1.4.1 Types of Prepositions

Various scholars have identified different types of prepositions. Among them Aarts and Aarts (1986, p. 44) classify the prepositions mainly in two types.

- a. Simple prepositions
- b. Complex prepositions

a. Simple Prepositions

A preposition consisting of single word is known as simple preposition. Most of the common English prepositions are simple. They are also called one word preposition. Some common simple prepositions are: at, in, on, since, until, from etc.

b. Complex Prepositions

A preposition consisting of more than one word is called complex preposition, complex prepositions are also called multi word prepositions. Some common complex prepositions are according to, in front to, in front of, because of in spite of, by means of, in addition to, an account of and so on.

Similarly, Imam (2010, p. 177) has classified preposition in six different types. They are as follows.

a. Simple Prepositions

A preposition which consists of one word is called simple preposition. They are through, in, by, at, over, under etc.

For example

- i. He came here at 10 o'clock
- ii. She was born in June.

b. Double Prepositions

Prepositions consisting two (or more than one word are called double prepositions. They are out of, up to, up on, next to, on to, and so on.

For example:

- i. The child climbed onto the table.
- ii. She went out of the room.

c. Compound Preposition

Compound prepositions are like across, along, above, about, before, behind, beyond, without and so on.

For example

- i. The train starts before six o'clock.
- ii. It was about three when we stopped.

d. Phrase Prepositions

Phrase prepositions are like an account of, in course of, on the point of, with the reference, with an eye to, and so on.

e. Participial Prepositions

According to Imam participial preposition are like: concerning, considering, regarding and so on.

For example

- i. Let us talk with the Chairman concerning this matter.

f. Disguised Prepositions

It refers to the weakened forms of prepositions. They are on, or, of, etc.

For example

- i. He has gone a fishing (on fishing).

Likewise Thompson, A.U and Martinet (1986) have classified prepositions in four different types. They are as follows:

- a. Prepositions of time
- b. Prepositions of space
- c. Prepositions of location
- d. Miscellaneous prepositions

My research study entitled "Role of inductive method in teaching English prepositions" was the study of prepositions of time. As mentioned above there are different types of prepositions but my research study focused only on one type of prepositions, they were prepositions of time.

Prepositions of Time

Preposition of time shows the relationship of time with another word (i.e. noun or pronoun) in a sentence.

My research was confined to the preposition of time and altogether there were ten prepositions. They were: in, on, at, by, since, after, by, before, during, and between.

According to Thomsan, A.U. and Martinet (1986) the prepositions of time are described of as follows:

1. On

On is used to indicate time and to show the relationship between one thing and another for the following meanings:

- a. To indicate the days of the week.

For example

Rita came here on Sunday.

- b. To indicate date.

For example

We use to visit new place on new years.

- c. To indicate special holidays.

For example

We use to visit new place on new years.

2. In

'In' is used to express the relationship of time for the following meanings.

- a. To indicate months.

For example

Gita was born in June.

- b. To indicate years.

For example

I move to Kathmandu in 2001.

- c. To indicate seasons.

For example

It is very hot in summer.

- d. To indicate part of the day.

For example

Gopal goes to work in the morning.

- e. To indicate duration.

For example

I will come in a minute.

3. At

'At' is used to express the relationship of time with others words in a sentence.

At is used for the following meanings of time.

- a. To indicate fixed time.

For example

We are meeting at 8:00 pm.

- b. To indicate the time of celebrations.

For example

I stay with my family at Christmas.

- c. To indicate part of day.

For example

The moon is visible at night.

4. By

'By' is used to show the temporal relationship for the following meaning.

- a. To show not later than a special time.

For example

Bipin will have done it by Tuesday.

5. Since

'Since' is used to show the temporal relationship for the following meaning.

- a. Point of time

For example

He has been teaching here since June.

6. After

'After' is used to show the temporal relationship for the following meaning.

For example

Student play after school.

7. Between

'Between' is used to show the temporal relationship for the following meaning.

For example

She is coming between 2:00 and 3:00.

8. From

'From' is used to show the temporal relationship for the following meaning.

- a. To indicate starting point of fixed duration.

For example:

You will work from 8:00 to noon everyday.

9. Before

'Before' is used to show the temporal relationships for the following meaning.

- a. To indicate earlier than something.

For example

Gopal came here before Dashain.

10. During

'During' is used to show the temporal relationship for the following meaning.

- a. To indicate fixed duration or to show through the whole period of time.

For example

He works during the day.

2.2. Review of Empirical Literature

Many research works have been carried out so far particularly at comparing different methods of teaching grammar in terms of their effectiveness in the context of Nepal. Some of them related to this study are summarized below.

Balal (2010) had carried out research study entitled “effectiveness of inductive method in teaching English adjective and adverbs.” Objective of her study was to find out the effectiveness of inductive method in teaching English adjectives and adverbs. She has used random sampling procedure to collect the data. Her sample size was 40 students of Gulmi district. After analyzing the data, finding shows that teaching English adjectives and adverbs through inductive method was more effective than teaching through deductive method.

Similarly, Neupane (2011) carried out a research on “The effectiveness of pictures in teaching English prepositions.” The Major objective of his study was to find out the effectiveness of pictures in teaching English prepositions. Non-random purposive sampling procedure was his sampling design. His sample size was thirty students of Shree Badi Malika Secondary School from Kalikot. As a research tool he used test item. After analyzing the data, findings shows that teaching prepositions through pictures is more effective than teaching without using pictures.

Likewise Paneru (2011) has carried out a research work entitled "Effectiveness of communicative activities in teaching English preposition." Her main objective was to find out the effectiveness of communicative activity in teaching English preposition. Her study population was the students of grade eight of Shree Baishnavi secondary, school of Kathmandu District. She has used the non-random Sampling procedure to select the sample. Her main tools were pre-test, time on task tests, progressive test and the post test. She

concluded that the communicative activities were found to be effective phenomena in teaching English prepositions.

Similarly Poudel (2011) has carried out a research work "Effectiveness of magazine cutouts for teaching English prepositions. His main objective was to find out effectiveness of cutouts in teaching English prepositions. His study population was the students of grade five of Shree Shivalaya Higher Secondary school of Parvat district. He has used the simple random sampling procedure to select the sample. His main tools were pre test and post test. After analyzing the data, he has concluded that teaching English preposition using magazine cutouts was more effective.

Similarly, Sharma (2012) has carried out research study entitled perceptions of secondary level English teachers on Deductive and inductive teaching methods. "Her main objective was to find out the perception of Secondary level English teachers' towards the use of deductive and inductive teaching. Her study population was the secondary level English teacher of Kailali district. She has used the purposive non- random sampling procedure. She has used a set of questionnaire as research tools in order to elicit the required data from the informants. Finally, she concluded that most of the teachers believed teachers role as authoritative in deductive method and it was greatly a teacher dominated method and 55% teacher dominated teachers viewed learners involve greater degree of cognitive depth in inductive methods.

Besides these, there are many research works carried out in other areas of grammar at various levels in the Department of English Education. So far no research work seems to have been done to investigate the role of inductive method in teaching English prepositions. Hence, the researcher felt a need to find out the role of inductive method in teaching English prepositions. So, the researcher hopes this study was more explicit and unique than the previous ones.

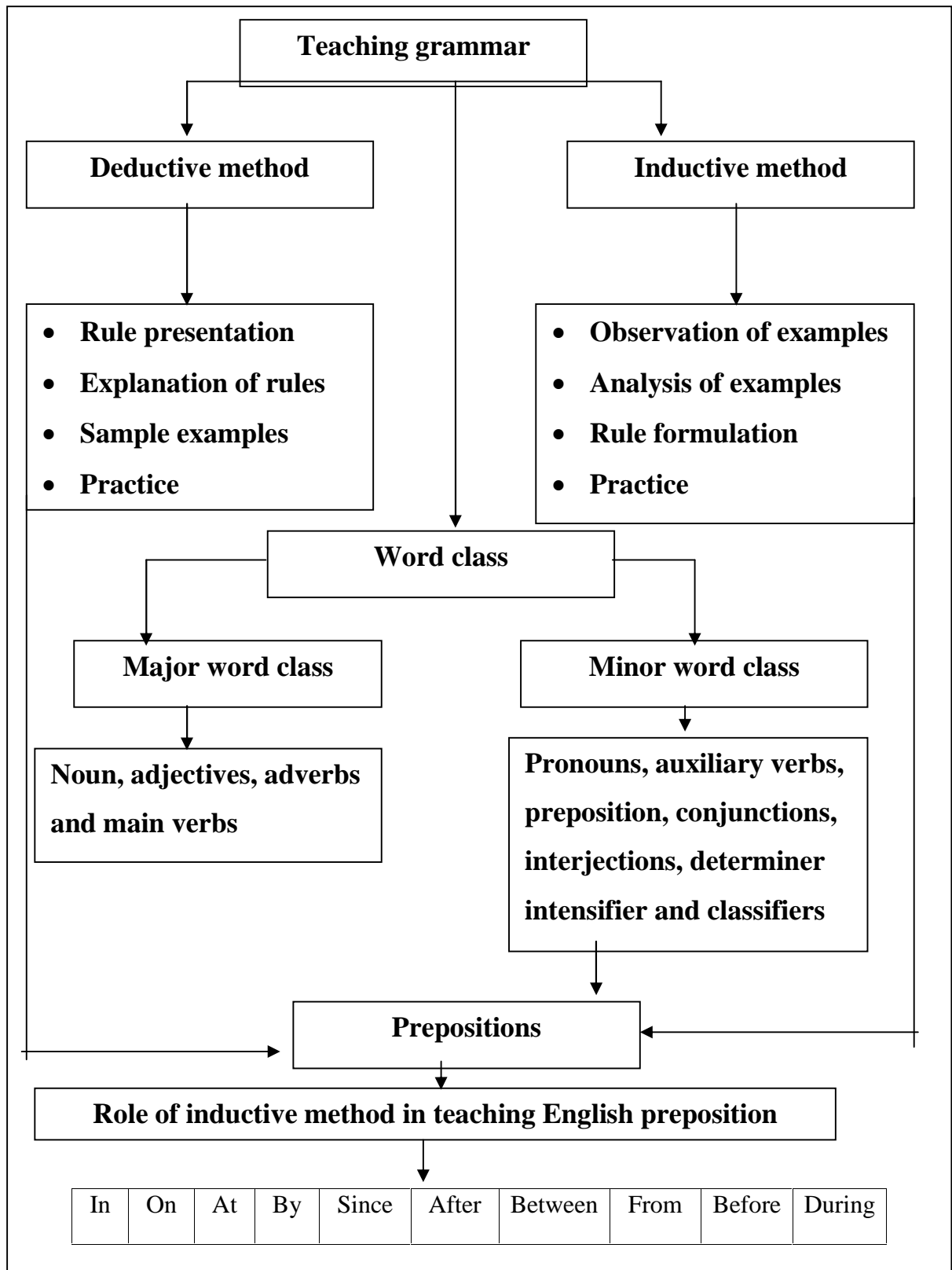
2.3 Implication of the Review for the Study

Implication of the review of the study refers to the act of explaining why the particular reviews are done and to what extent the reviewed literature is related to the study. For making the study complete and standard, the researcher has reviewed different books, journal articles, and reports. All these sources help to bring clarity and focus on the research problem, improve methodology and contextualize the findings.

Especially, the researcher got information on inductive method and preposition from the study of Paneru (2011) and Neupane (2011). In addition to that, the researcher got knowledge about collecting data through different tests and the researcher got ideas about conducting and developing the research tools. Not only this, but also the researcher got information on how to develop the research tools. Not only this, but also I got information on how to develop theoretical framework and analyzing the raw data.

The aforementioned studies have their own value and importance in their respective field. Very few researches have been carried out on inductive method. Therefore, the researcher selected this topic “The Role of Inductive Method in Teaching English Prepositions.”

2.4 Conceptual Framework



CHAPTER – THREE

METHODS AND PROCEDURES OF THE STUDY

To achieve the set of objectives of the study, the following methodologies were adopted.

3.1 Design and Method of the Study

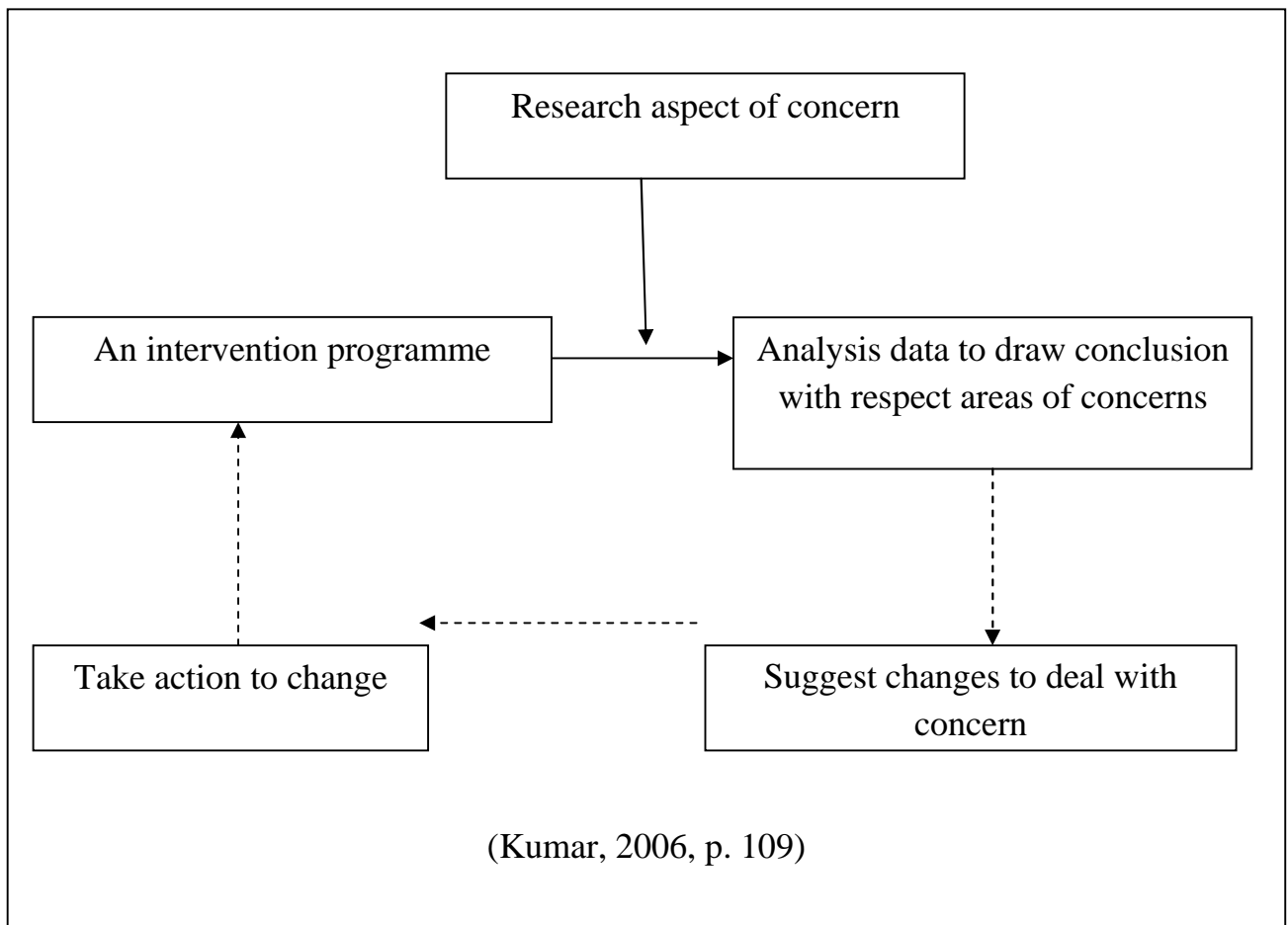
Action research was used to complete this study. Action research also known as applied research is associated to acquire new skills or approaches of particular problems. It is related to current activity of immediate practical situation. Action research refers to a wide variety of evaluative, investigative and analytical research methods designed to diagnose problems or weaknesses—whether organizational, academic or instructional and help educators develop practical solutions to address them quickly and efficiently. Action research may also be applied to programs or educational techniques that are not necessarily experiencing any problems, but that educators simply want to learn more about and improve. The general goal is to create a simple, practical, repeatable process of iterative learning, evaluation and improvement that leads to increasing better results for schools, teachers, or program.

The term "action research" was coined in the 1940s by Kurt Lewin, a German American Social psychologist who is widely considered to be the founder of his field. The basic principles of action research that were described by Lewin are still in use to this day.

According to Kumar (2006, p. 108) “Action research comprises two components: action and research. Research is a means to action, either to improve practice or take action to deal with problem or an issue. It is carried out to identify areas of concern, develop and test alternatives and experiment with new approaches.”

The action research design presented by Kumar (2006, p. 109) is as follows:

Figure No. 1:



Action research is a transformative means of responding to the changing profiles of classes and developing new teaching strategies and approaches to meet the students' heterogeneous needs. Burns (1999, p. 13) defines action research as “the approach is only action research when it is collaborative, though it is important to realize that the action research of the group is achieved through the critically examined action of individual group member.” Action research is related to current activity of immediate practical situation.

It discovers what, how and why of actual life. It removes so many prejudices, preconceptions and false ideas. Action research is more interested in results, innovations and less interested in experimental controls. It relies on actual observation and behavioral data but does not fall back on subjective attitude or opinion of individual based on past experience.

The three defining characteristics of action research are that it is carried out by practitioners. (for our purpose classroom teachers) rather than outside researchers; secondly this is collaborative; and thirdly that it aims at changing things. A distinctive feature of action research is that those affected by planned changes have the primary responsibility for deciding on course of critically informed action which seem likely to improvement, and for evaluating the result of strategies tried out in practice.

Thus, action research is a process in which the participants critically examine their own activities, find facts in relation to success and failure, reflect on the identified problems, plan to resolve them, take again evaluate the action and deduce the conclusion on the whole process.

The basic features of action research can be put as follows:

- i) Action research is led by inductive approach.
- ii) It is a research in action.
- iii) It focuses on small group professional practices but not on producing general statements in which reflection cycle is facility.
- iv) It is critical and collaborative.
- v) Reflection practitioners are accountable in making the results of their inquiry.
- vi) Self-evaluation in their practice.
- vii) Participation, problem solving and continuing.

Tools used in Action Research

To conduct the action research, the researcher can use any of the following tools.

- a) Time on tasks: After the conducting of an action, the researcher can provide the students with test items related to the action, and the scores on the test calculated and analyzed.

- b) Checklist: It is prepared by the teacher to record the observed events.
- c) Individual file: The individual file for each student's progress can be kept on which reflection and analysis occur.

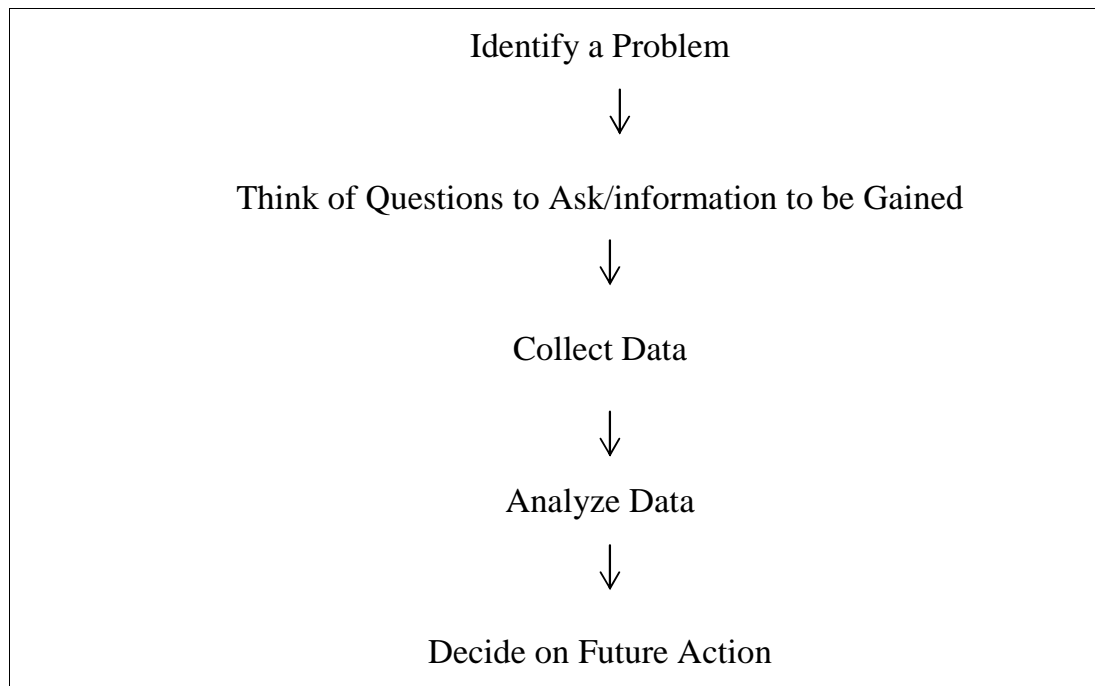
Process of Action Research

The process of action research has been recommended in a number of ways. One of them includes reflection, exploring, finding problems, plan the interventions, research, analysis, act and review. Apart from these steps, other scholars have suggested an experience following set of steps to be used in action research.

- a) The figure 2 shows that the action research can be carried out following 5 steps. These steps are more common ones to be used in action research.

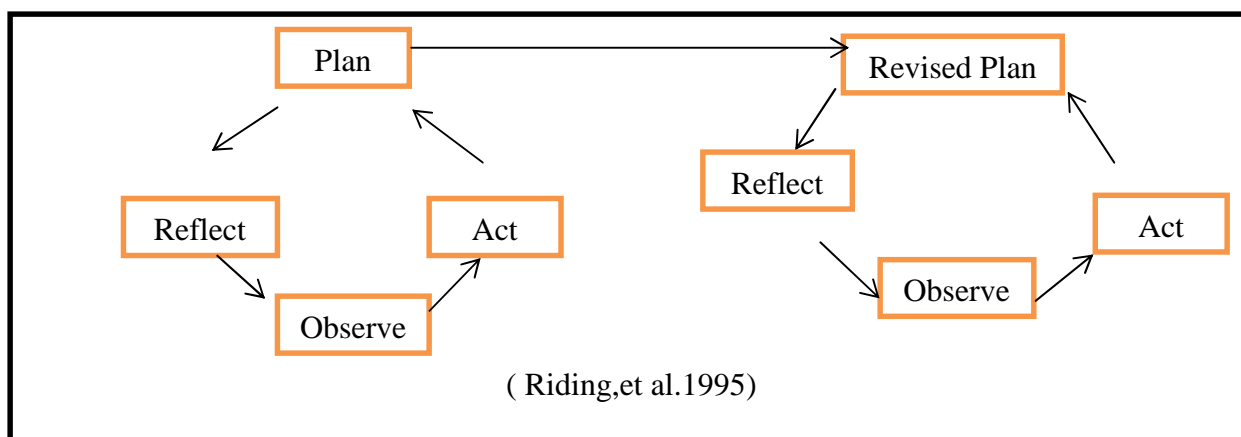
Figure no. 2.

The flow chart displaying the process of an Action Research



(Harmer, 2001, p. 26)

b) Riding,et al (1995)state the action research begins with observation and continues up to the completion of various cycles until and unless the conclusion is not driven. Each cycle in action research has the step called 'plan' which determines the transition of action from one cycle to another, as indicated in the figure below..



The action research is classroom investigation carried out to find out and solve the specific problems and now in local setting. It is a joint venture of language practitioner and researcher in a practical way. That is why Kemmis and Mc Taggart(1986, p. 6) have called it a group activity. The main aim of action research is to improve the current state of affairs with in the educational context in which the research is being carried out. Action research ultimately solves the practical problems of an academic context by bridging gap between theory and practice.

As I discussed process of action research which is taken into account while carrying out action research, some more steps are discussed below. Though the different scholars have stated somehow similar steps of action research, they slightly differ in ordering the steps.

- It is Wallace(1998), who states five steps:
- Considers problems/ issues
- Ask questions
- Action research

- Data collection and analysis
- Application to professional practices

As suggested by Nunan (1992, p. 19), the following are the steps to carry out the action research.

Step 1. Initiation

The classroom practitioner notices students' weakness in teaching and learning certain items then decides to improve that weakness.

Step 2. Preliminary Investigation

The researcher decides systematically to find out which problem is the most serious and faced by the majority of students. For this the teacher prepares base line data i.e collects concern data.

Step 3. Formulation of Hypothesis

The researcher plans his/ her activity to solve the problem identified in previous step and postulates a hypothesis.

Step 4. Intervention

In this stage, the researcher's regular practice is intervened by introducing some new element in it. The researcher cannot afford to spend the whole period for a newly introduced element so /he has to manage the classroom time, in such a way that regular practice and new element go side by side.

Step 6. Dissemination

At this step, the researcher shares the ideas about the findings of the study.

Step 7. Follow Up

The researcher follows the findings of the study. If the findings are not satisfactory, the researcher takes help from experts for further improvement.

Thus, action research is an applied research. It is a practical and directly relevant method to study the situation in the working field. It provides an orderly framework for problem solving and new development that is superior to the impressionistic approach. It focuses on those problems that are immediate concern to practitioners. Action research is carried out to identify areas of concern, develop and test alternatives and experiment with new approaches. It seeks to improve the quality of human actions.

3.2 Population, Sample and Sampling Strategy

The population of study was the students of grade nine. Among them the researcher chose thirty students as sample from Shree Nawa Kiran Vidya Mandir Higher Secondary School of Jhapa, Shivagunj. The researcher used purposive (judgemental) sampling procedure to select the required number of students.

3.3 Data Collection Tools and Techniques

The tools that the researcher used to collect data included pre-test, progress test and post test. The pre-test and post test consisted of the same items where as progress test consisted of the test items in relation to how the lessons went on.

3.4 Data Collection Procedures

For data collection, the researcher followed the following procedures:

- The researcher selected the school where the researcher used to teach and requested the concerned authority for the permission to carry out the research.
- After that, the researcher met the students and told them the purpose of the research and the benefits they may get from it.
- The researcher fixed the time to run extra classes and asked the students to be present at school on time.

- Then the researcher administered pre-test and kept the record of their proficiency level.
- After analyzing the score of the students in the pre- test, the researcher started teaching the preposition inductively by using the lesson plans.
- The researcher administered the progress test in the interval of five days. After teaching them for four weeks, the researcher administered post test.
- Finally, the researcher analyzed the individual scores obtained on the pre-test, progress-test and post-test.

3.5 Data Analysis and Interpretation Procedure

Systematically collected data were analyzed, interpreted and presented descriptively as well as analytically using statistical tools and tables. The data for this study were marks obtained by students in English prepositions.

CHAPTER – FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter mainly consists of analysis and interpretation of the data. The main concern of the researcher in this study was to find out the role of inductive method in teaching English prepositions. To achieve the objectives of the study, the acquired data from the students were collected, checked and systematically tabulated. In this study, initially, a pre-test was administered to know the students proficiency level. Then the researcher taught ten prepositions to grade nine students (which were taken from secondary English textbook) and took three progress test in the interval of five days to assess their progress. Finally, a post test was administered to find out the role of inductive method in teaching English prepositions. For this purpose, the researcher tabulated and analyzed the data in the following order:

- 1 Holistic comparison
- 2 Item wise comparison

4.1 Holistic Comparison

This section mainly contains of holistic comparison of the scores obtained by the students in the pre-test and the post-test. The comparison of the scores of both tools is clearly shown in the table below.

Table No. 1

Overall Performance of Groups in the Pre-test and Post-test

`Test	Students no.	Total marks	Obtained marks	Percent	D	D%
Pre test	30	900	477	53.44		
Post test	30	900	740	82.22	263	29.00

The above table shows that the total score of the pre-test was 477 i.e. 53.44% and the total score of post-test was 740 i.e. 82.22%. The percentage of the post test was greater than that of the pre-test. So, the difference of the percentage between two tests proved that students' proficiency on prepositions was developed through inductive method.

4.1.1 Comparative Analysis of Pre-test and Progress test I

The score of pre-test is analyzed and compared with the scores of progress test I which is shown in the following table.

Table No. 2

Comparative Analysis of Pre-test and Progress Test I

Test	Students No.	Total marks	Obtained Marks	Percentage	Increased Marks	Increased %
Pre test	30	900	472	52%	-	-
Progress test –I	30	900	527	58.55%	55	6.6%

The total marks of pre-test was 477 i.e. 53.% and the total mark of the progress test I was 527 i.e. 58.55%. Similarly, the increased percentage of progress test I was 6.6% which is clearly shown in the above table.

Thus, the difference between the percentages of the two-tests proved that students' proficiency on prepositions was developed through inductive method.

4.1.2 Comparative Analysis of Progress Test I and Progress Test II

In this comparison, the scores of the progress test I and progress test II are analyzed and compared. The comparison of the scores of the both test is clearly shown in the table below.

Table No. 3

Comparative Analysis of Progress Test I and Progress Test II

Test	Students No.	Total marks	Obtained Marks	Percentage	Increased Marks	Increased %
Progress Test – I	30	900	527	58.55%	-	-
Progress Test II	30	900	572	63%	45	4.45%

The total marks of progress test I was 527 i.e. 58.55% and the total mark of the progress test II was 572 i.e. 63%. Similarly, the increased percentage of progress test I was 4.45% which is clearly shown in the above table.

Thus, the difference between the percentage of the two tests proved that students proficiency on prepositions was developed through inductive method.

4.1.3 Comparative Analysis of Progress test II and Progress test III

The score of the progress test II is also analysed and compared with the score of the progress test III which is shown in the following table:

Table No. 4

Comparative Analysis of Progress Test II and Progress Test III

Test	Students No.	Total marks	Obtained marks	Percentage	Increased Marks	Increased %
Progress Test II	30	900	572	63%	-	-
Progress Test - III	30	900	621	69%	6	1.16%

The above table shows that the total marks of progress test II was 572 i.e. 63% and the total marks of the progress test III was 621 i.e. 69%. Similarly, the

increased percentage of progress test III was 1.66% which is clearly shown in the above table.

Thus, the difference between the percentage of the two tests proved that students' proficiency on prepositions was developed through inductive method.

4.1.4 Comparative Analysis of Progress test III and Post test

In this comparison, the score of the progress test III and the post-test are interpreted and compared. The comparison of the scores of the both test is shown in the table below:

Table No. 5

Comparative Analysis of Progress Test III and Post Test

Test	Students No.	Total marks	Obtained Marks	Percentage	Increased Marks	Increased %
Progress Test III	30	900	621	69	-	-
Post Test	30	900	740	82.8%	119	13

The above table shows that total obtained marks of the progress test III was 621 or 69% and the total obtained marks of the post test was 740 or 82.8%

Thus, there is a vast difference between the score of progressive test III and the post test. So, the differences of the percentage between two tests proved that students' proficiency on prepositions was developed through inductive method.

4.2 Item-wise Comparison

This section mainly contains of item-wise comparison of the scores obtained by the students in the pre-test, progress test and post-test. The comparison of scores are as follows:

4.2.1 Analysis of the Score on the Pre -test

Before I taught using inductive method, I administered a set of test item as pre-test to determine the students initial proficiency level on prepositions. The pre-test consists of fill in the blanks item, match the following and make sentences. The score of the pre -test were as follows.

Table No. 6

Score Obtained in the Pre-test

S.N.	F.M	Marks obtained	Percentage	No. of students	Percentage
1.	30	20	67	2	6.66
2.	30	19	63	3	10
3.	30	18	60	2	6.66
4.	30	17	57	4	13.33
5.	30	16	54	6	20
6	30	15	47	3	10
7.	30	14	47	5	16.65
8.	30	13	44	5	16.65
Total	900	477	53	30	100%

Average Score: 15.73.

As the above table shows 6.66% of the students have scored 20 marks which is the highest score on the pre-test, and 16.65% of the students have scored 13 marks, which is the lowest score on the pre-test. Around 60% of the students were above the average score and 40% of the students were below it. This result clearly shows that the students have varied proficiency on prepositions.

Analysis of the Score on the Progress- tests

Progress tests are administered to find out students' progress. In my research, I have carried out three progress tests in the interval of five days.

a. Progress test I

After observing the pre-test scores of the students, I found that their scores were distributed around the average score of 16 (out of 30 as full marks). In the interval of five days, I administered the progress test I, that is as follows:

Table No. 7

Scores Obtained from the Progress Test I

S.N.	F.M.	Marks obtained	Percentage	No. of students	Percentage
1.	30	22	74	3	10
2.	30	21	70	4	13.33
3.	30	19	63	3	10
4.	30	18	60	5	16.65
5.	30	17	57	6	20
6.	30	15	50	4	13.33
7	30	14	47	4	13.33
8.	30	12	37	1	3.33
Total	900	527	58.55%	30	100

Average score : 17.56

As the above table shows, 10% of the students have scored 22 marks, which is the highest score on the progress test I. And 3.33% of the students obtained 12 marks which is the lowest score on this test. Around 50% of the students were above the average score where as 50% of the students were below the average score in the progress test I. This result clearly shows that the students have progressed by the use of inductive method in teaching English prepositions.

Progress test II

After taking progress test I, at the interval of 5 days again I administered progress test II to determine the students' progress in grammar (Prepositions) by using inductive method. The scores of the progress test II are as follows:

Table No. 8

Scores Obtained from Progress Test II

S.N.	F.M.	Marks obtained	Percentage	No. of students	Percentage
1.	30	24	80	1	3.33
2	30	23	76	2	6.66
3	30	20	67	5	16.65
4.	30	19	63	4	13.33
5.	30	18	60	5	16.65
6	30	17	54	6	20
7	30	16	50	3	10
8	30	15	47	2	6.66
9	30	13	44	2	6.66
Total	900	572	63	30	100

Average score 19.6

As the above table shows 3.33 of the students have scored 24 marks on the progress test II. And 6.66% students obtained 13 marks i.e. 44 % of total marks, which was the lowest score on this test. Around 57% of the students were above the average score where as 43% of the students were below in the progress test. The students have again shown the remarkable progress in prepositions due to the use of induction method.

Progress test III

After analyzing the scores of progress test II, I taught again 5 days and a progress test III was taken. The scores of progress test III are as follows

Table No. 9

Score Obtain on Progress Test III

S.N.	F.M.	Marks obtained	Percentage	No. of Students	Percentage
1	30	26	86	4	13.33
2.	30	24	80	3	10
3	30	23	76	3	10
4	30	22	73	4	13.33
5.	30	20	67	3	10
6.	30	19	63	6	20
7.	30	18	60	3	10
8	30	16	53	1	3.33
9.	30	15	50	2	6.66
10	30	14	46	1	3.33
Total	900	621	69	30	100

Average score 20.7

As the table shows, 13.33% of the students have scored 26 out of 30 full marks, which is the highest score on the progress test III. And 3.33% of the students obtained 14 marks, which is the lowest score on the progress test III. Around 47% of the students were above the average score but 53% of the students obtained below the average score.

4.2.3 Analysis of the Scores on the Post Test

After taking the progress test III at the end of experimental teaching, I administered a set of test item (i.e. Post-test) to determine the effectiveness of

inductive method in teaching English Prepositions. The following table shows the scores of the students on the post test.

Table No. 10

Score Obtain on Post-test

S.N.	F.M.	Marks obtain	Percentage	No. of Students	Percentage
1	30	28	93	2	6.66
2.	30	27	90	3	10
3.	30	26	86	5	16.65
4.	30	25	83	2	6.66
5.	30	24	80	6	20
6.	30	23	76	2	6.66
7.	30	22	73	5	16.65
8.	30	20	67	2	6.66
9.	30	18	60	1	3.33
10.	30	15	50	2	3.33
Total	900	740	82.22	30	100

Average score : 24.

Observation of the above table shows that 28 out of 30 is the highest score obtained by 6.66% of the students in post test where as 15 out of 30 is the lowest mark of post-test which is obtained by 3.33% of the student. In comparison to pre test, it shows that there is progress in preposition. Around 60% of the student obtained above the average score where as 40% of the student obtained below the average score. In comparison to pre test score, post test score show the remarkable progress in preposition. This result clearly shows that the use of inductive method is really effective.

4.3 Summary of Findings

The main purpose of this research study was to find out the role of inductive method in teaching English prepositions. On the basis of this objective, the researcher collected the data by teaching the students for four weeks, through the use of inductive method. The score on the pre-test, progress tests and the post test show, the inductive method was found to be effective phenomenon in teaching English prepositions. The findings related to specific activities are mentioned below.

- a) The learners were able to generate the rules on English prepositions through the use of inductive method.
- b) The scores of the students on the pre-test (53%) compared with post test scores (82.22%) showed a remarkable progress made by the students on grammar taught through inductive method.
- c) The percentage of students on the pre- test (53%) compared to the total percentage score to progress-test I (58.55%) also showed the use of inductive method in teaching prepositions was fruitful.
- d) The score of the students on progress test I (58.55%) compared to the score of progress test II (63%) showed the effectiveness of inductive method in teaching English prepositions.
- e) The total percentage on progress test II (63%) compared to the total percentage on progress test III (69%) showed a remarkable progress made by the students in prepositions through the inductive method.
- f) The total score of students on progress test III (69%) compared to the total score of students on post-test (82.22%) showed the effectiveness of inductive method in teaching English prepositions.
- g) Above findings also indicate that inductive method became very effective in teaching and learning English prepositions.

CHAPTER - FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

From the analysis, interpretation and comparison, it can be concluded that the use of inductive method in teaching English preposition was fruitful. The students' average score on pre-test was 15.73 where as on post-test the average score was 24. The students average score was highly increased in post-test. Likewise, the average score of student on different progress test was also increased.

From the analysis, it showed that inductive method was the effective method in teaching English prepositions. The learners were able to derive an understanding of the rules on English prepositions through the use of inductive method.

5.2 Recommendation and Pedagogical Implications

On the basis of the findings obtained from the analysis and interpretation of the collected data, pedagogical implications with some recommendation have been suggested in the following three levels.

5.2.1 Policy level

The recommendations of the research at policy level are as follows:

- The syllabus and curriculum designer should design the syllabus and curriculum giving more emphasis to inductive method.
- The course content should maintain appropriate examples according to the lesson.
- The text book writer should write the text book by considering the active participation of students and there should be more examples on text book.
- The subject experts and trainers should provide essential training for both novice and experienced teachers on inductive method.

5.2.2 Practice Level

The recommendations at practice level are as follows:

- As reflected by the different pre-test, progress test and post test analysis, the inductive method seemed to be fruitful. So inductive method should be used in teaching English grammar like preposition.
- While teaching English prepositions through the use of inductive method, students were highly motivated and interested in learning. So this method should be applied in teaching learning process.
- The teacher should be trained to use inductive method in the classroom.
- The teacher should follow the proper strategies while teaching through the use of inductive method.
- The teacher should focus on student's participation.
- The teacher should emphasize different technique while teaching through inductive method.
- The students should be asked to generate rules by analyzing examples.

5.2.3 Further Research

The present research will be very helpful for those who want to carry out further research in similar topics. They will be benefitted by the following ways:

- To carry out a similar research work to find the role of inductive method in teaching other grammatical item like articles, conjunctions, voice and so on.
- To explore the areas related to this topic for further research.
- To use findings and conclusion of this study as the document of literature review and many more in future.

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APPENDIX – I

School: Shree Nawa Kiran Vidya Mandir Higher Secondary School

Shivagunj-1, Jhapa

Pre-test/Post-test

F.M.:30

P.M.: 12

Name:

Class: Roll No.:

1. Look at the time expressions. use in,on, and at in the correct column. 6

Summer, night, Sunday, the morning ,new years eve , 6 O'clock.

In	On	At

2. Match the following time expression with appropriate prepositions. 4

- | | |
|--|--------|
| a. Earlier than something | After |
| b. Point of time | During |
| c. Through the whole of a period of time | Before |
| d. Later than something | since |

3. Fill in the blanks with suitable prepositions. 10

Since , for, on ,in, before , at, after, during, from, until, by, up to, with
in, between,

- I will meet You _____ The afternoon.
- He left for Jhapa _____ 16th June ,2010.
- Ramesh left school _____ the age of 18.
- Sahil lived here _____ 2001.
- I have been reading a novel _____ three weeks.

- f. The work will be finished _____ 2 pm.
- g. She often goes to the library _____ school.
- h. Anu met me _____ lunch
- i. I was with my uncle _____ the vacation.
- j. I will wait _____ they arrive.

4. Make new sentences by using the following prepositions. 10

- a. In b. on c. at d. by e. since
- f. for g. during h. from i. until j. before

APPENDIX – II

**School :Shree Nawa Kiran Vidya Mandir Higher Secondary School
Shivagung-1, Jhapa**

Progress Test I

F.M. : 30

P.M: 12

Name:

Class :

Roll No.:

Fill in the blanks with suitable prepositions

10

- The train will arrive _____ an hour (at, in, on)
- I must leave _____ a few minutes (at, in, on)
- We have lived there _____ three years. (for, since, in)
- The park is open _____ 2pm to 6pm (for, from, in)
- He will stay here _____ two weeks (by, for, in)
- _____ 2010, I will have settled in America. (Since, by, After)
- He has not met me _____ he left Pokhara. (By, since, for)
- Gopal worked _____ 3:00 to 4:00 (from, at, in)
- They worked _____ three hours (by, for, in)
- He washed his hands _____ he sat for meal. (before, after, at)

Write suitable prepositions for the following time expression.

10

- Though the whole of a period of time _____.
- Later than something _____
- Earlier than something _____.
- A time from a point in the past up to now _____
- Fixed point _____
- Parts of the day _____
- Date _____
- Up to a particular time _____
- Time that separates two points _____
- Period of time _____

Write two new sentences for each of the following prepositions.

10

- a. In, b. On, c. By, d. Since e. For

APPENDIX – III

School : Shree Nawa Kiran Vidya Mandir Higher Secondary School
Shivagunj-1,Jhapa

Progress -test II

F.M.: 30

P.M.: 12

Name :

Class :

Roll No.

.....

Tick the correct prepositions which are suitable to the following sentences.

10

a. Sohan was born _____ January 1, 1985

- i. in ii. on iii. at

b. The child has been missing _____ Yesterday.

- i. Since ii. from iii. by

c. I Shall come _____ your house at 3 0'clock.

- i. To ii. at iii. by

d. Let's meet _____ the airport 2: 40 pm

- i. in ii. on iii. at

e. Thursday comes _____ Wednesday.

- i. after ii. between iii. among

f. I have not received any letters from you _____ a long time.

- i. for, ii. from iii. since

g. Govinda works _____ the day.

- i. at ii. in iii. during

h. She worked 3: 00 _____ 4: 00

- i. at ii. from iii. by

i. Ram completed that work _____ two years.

- i. on ii. in iii. by

j. Gopal has lived here _____ he got married.

- i. until ii. since iii. for

Explain the meaning of each preposition in italics.

7

- a. See you *on* Sunday.
- b. He wants to leave *by* three O'clock.
- c. I watched T.V. *until* midnight.
- d. He will meet me *before* 6 pm.
- e. The park is open *from* 2 pm to 6 pm.
- f. *At* the end of this week, I will be there.
- g. Alisha lived here *since* 2001.

Write suitable prepositions for the following time expression.

5

- a. Parts of the day
- b. Special days
- c. Age
- d. Later than something
- e. Time that separates two points

Write 'True' if the given sentences have correct preposition and 'False' if the given sentences have wrong preposition.

8

- a. Ram met Kailash on the morning.
- b. I can see you before 3:00.
- c. They were married during the war.
- d. You will work in 8: 00 to noon everyday.
- e. They worked for three hours.
- f. We are meeting at 8: 00 Pm
- g. He has met me from he left Pokhara.
- h. The book was written at the 18th century.

APPENDIX IV

School :Shree Nawa Kiran Vidya Mandir Higher Secondary School

Progress -Test III

A. Tick the best answer **6**

1. I have not seen him the summer.
i) for ii) from iii) since
2. I am going there three weeks.
i) from ii) for iii) in
3. I've been studying french 1998.
i) since ii) for iii) from
4. I will be ready 30 minute.
i) since ii) in iii) from
5. We had our party 8:00 pm until 10pm.
i) from ii) in iii) since
6. She left one hour.
i) for ii) from iii) in

B. Look at the parts of sentences in the left hand coloumn and match them with their second part. Add for or during to the second part. **6**

- a. They were on the centre court. the tie-break and he lost the set.
- b. Cuter looked much stronger then mendez. the final set and won it.
- c. But things stated to change. four and half hours.
- d. Cater began to look tired and worried. the third set.
- e. After that, Mendez played brilliantly. the first and the second sets
- f. But then carter recovered. half an hour

C. Write in the blanks either in, at, on or x if there is no preposition is needed. **8**

1. I'll seen you next week.
2. He was born 1991.
3. friday, she spoke to me.

4. It starts Tomorrow.
5. I have to speak to the boss lunch time.
6. I Will see you moment.
7. What is on the TV mid night.
8. The anniversary is may 10th

D. Write appropriate prepositions to the following context. 10

- a. Seasons
- b. Special holidays
- c. Fixed time
- d. a time from a point in the past up to now
- e. length of time
- f. Indicates future actions which means on or berore
- g. up to a particular time.
- h. later than something.
- i. Earlier than something.
- j. Through the whole period of time.

APPENDIX V

LPN No. 1

Daily Lesson Plan

School : Shree Nawa Kiran Vidya Mandir Boarding School

Class - 9

Date :

Topic - Preposition

Time: 45 min.

Teaching item- Preposition (form, in, at)

Objectives : By the end of the lesson, the students will be able to tell the new sentences preposition 'from' 'in' and 'at'.

Material: Flash Cards.

Teaching learning Activities:

Presentation:

Step -1

At first the teacher shows the flash cards and asks the students to read the sentences. Then the teacher asks the students to guess the topic they are going to learn.

Step-2

The teacher writes four sentences on white board for example :

He came here at 10 o'clock. I moved to Kathmandu in 2001.

I will come in a minute.

He works from 8:00 to 5:00.

Practice:**Step-3**

The teacher asks the students to read the given sentences very carefully. Then the teacher asks the students to discuss with their friends about the prepositions used in given sentries.

Production:**Step-4**

The teacher asks all the students to write four new sentences using the prepositions 'in', 'at' and from.

This time, the students are encouraged to write the sentences in their own words.

Step-5

The teacher visits the class and checks the works of all students and helps them if it is necessary.

Evaluation:

To evaluates the students, the teacher selects some students and asks them to tell some sentences using preposition -'from', 'in' and 'at'

APPENDIX VI

School- Shree Nawa Kiran Vidya Mandir Boarding School

Class -9

Time - 45 minutes

Topic - Preposition

Teaching item - preposition (on, in, by)

Objectives : By the end of the lesson, the students will be able to use 'on' 'by' 'in' in the appropriate situation.

Material : Picture, sentence cards and daily used materials.

Teaching learning activities:

Presentation:

Step 1

The teacher warm up the students by asking them to make the use of preposition by giving some situations. The teacher shows a ceiling fan and asks 'where is the fan?'

Step 2

The teacher writes the following sets of sentences on the board.

- a. The bill has been passed by basement.
- b. John will go home on Sunday.
- c. He is in the building.

Practice:

Step-3

The teacher divides the class into difference groups and ask the students to discuss about the given sentences with respective group members.

Step- 4

The teacher gives the following exercise to do in group.

1. Fill in the blanks.
 - a. The teacher is writing ____ white board.
 - b. ____ Saturday, the school remains close.
 - c. I Met her ____ Kathmandu.
 - d. This work will finish ____ 2 pm.

Production:

Step 5

The teacher checks all of the groups work and help to write correct preposition if their work is wrong.

Step-6

At last the teacher asks the students to write five new sentences using the preposition 'by', 'on' and 'in'.

Evaluation:

To evaluate the students, the teachers asks the students to say the context of situation for the following prepositions:

- a. in
- b. on
- c. by

APPENDIX VII

LPN. 3

Daily Lesson Plan

School : Shree Nawa Kiran Viday Mandir Boarding school

Subject : English

Time: 45 minutes

Topic : Preposition

Teaching item : Preposition ('from', 'since', 'after')

Objective: by the end of the lesson, the students will be able to

Tell the conditions where the preposition 'from', 'since' and 'after' used.

Materials: Sentence cards and daily based materials.

Teaching learning activities

Presentation:

Step.1

- The teacher writes the following sentences using the preposition of time on the white board. For example.
 - He will live in this house from next Monday.
 - He had been waiting for you since last Monday.
 - She came here after 8 a.m.
 - Most people work from nine to five.
 - Where do you come from?

Step.2

The teacher divides the class into different pairs and asks them to find out preposition of time used in the given sentences.

Practice:

Step-3

The teacher asks each pair to write the preposition of time in their exercise book.

Step-4

The teacher checks the work of each pairs and helps them to write correct preposition if it is necessary.

Production:

Step-5

In this step the teacher asks the condition where the preposition 'from', 'since' and 'after' is used.

Evaluation:

To evaluate the students, the teacher selects two pairs and asks them to tell the condition where the p reposition 'from', 'since' and after is used.

APPENDIX VIII

Individual scores of students in the pre-test and post-test

S.N.	Name of the student	F.M.	Pre-T	Post-T	Differ	Differ %
1	Sovit Lamsal	30	20	27	7	23.33
2	Sikha Kafle	30	20	28	8	26.66
3	Dikshya Bimali	30	19	27	8	26.66
4	Sushant Adhikari	30	19	28	9	30
5	Prakash Mahat	30	19	24	5	16.66
6	Kiran Rajbhanshi	30	18	26	8	26.66
7	Jeevan Adhikari	30	18	24	6	20
8	Sandesh Luitel	30	17	27	10	33.32
9	Tikendra Chamrajain	30	17	25	8	26.66
10	Manijil Tiwari	30	17	26	9	30
11	Prijal Khadka	30	17	26	9	30
12	Narendra Jha	30	16	26	10	33.33
13	Chandrakala Oli	30	16	24	8	26.66
14	Ramesh Rajbansi	30	16	24	8	26.66
15	Kamal Tajpuria	30	16	24	8	26.66
16	Dipak Neupane	30	16	25	9	30
17	Bibek Jha	30	16	24	8	26.66
18	Tapendra Acharya	30	15	24	9	30
19	Rita Dangi	30	15	22	7	23.30
20	Sandip Sangroula	30	15	20	5	16.66
21	Rohit Lamsal	30	14	23	9	30

22	Anil Ghimire	30	14	22	8	26.6
23	Sujan Tajpuria	30	14	22	8	26.66
24	Bimal Neupane	30	14	23	9	30
25	Sarita Baral	30	14	20	6	20
26	Dikshya Mainali	30	13	22	9	30
27	Smriti Shrestha	30	13	22	9	30
28	Gopal B.K.	30	13	15	2	6.6
29	Anil Mainali	30	13	15	2	6.66
30	Biplov Poudel	30	13	18	5	16.66
	Average Scores	30	15.73	17.56	1.83	6.1

APPENDIX IX

Individual Scores obtained in progress test I and progress test II

S.N.	Name of the student	F.M.	Progress test I	Progress test II	Differ	Differ %
1	Sovit Lamsal	30	21	24	3	10
2	Sikha Kafle	30	22	23	1	3.3
3	Dikshya Bimali	30	22	20	2	6.6
4	Sushant Adhikari	30	20	20	0	0
5	Prakash Mahat	30	21	23	2	6.6
6	Kiran Rajbhanshi	30	20	20	0	0
7	Jeevan Adhikari	30	22	23	1	3.3
8	Sandesh Luitel	30	19	19	0	0
9	Tikendra Chamrajain	30	19	19	0	0
10	Manijil Tiwari	30	17	20	3	10
11	Prijal Khadka	30	18	19	1	3
12	Narendra Jha	30	17	19	2	6
13	Chandrakala Oli	30	18	17	-1	
14	Ramesh Rajbansi	30	18	17	-1	
15	Kamal Tajpuria	30	17	17	0	0
16	Dipak Neupane	30	19	20	1	3
17	Bibek Jha	30	18	19	1	3
18	Tapendra Acharya	30	17	18	1	3
19	Rita Dangi	30	18	18	0	0
20	Sandip Sangroula	30	14	18	4	13.33
21	Rohit Lamsal	30	14	17	3	10

22	Anil Ghimire	30	18	17	1	3.3
23	Sujan Tajpuria	30	17	17	0	0
24	Bimal Neupane	30	15	15	0	0
25	Sarita Baral	30	14	15	1	3.3
26	Dikshya Mainali	30	14	16	2	6.6
27	Smriti Shrestha	30	15	16	1	3.3
28	Gopal B.K.	30	15	15	0	0
29	Anil Mainali	30	12	13	1	3.3
30	Biplov Poudel	30	15	16	1	3.3
	Average Scores	30	17.56	19.6	2.04	8

APPENDIX X

Individual scores obtained in progress test II and progress test II

S.N.	Name of the student	F.M.	Pre-T	Post-T	Differ	Differ %
1	Sovit Lamsal	30	24	26	7	23
2	Sikha Kafle	30	23	26	8	24
3	Dikshya Bimali	30	20	24	2	6.6
4	Sushant Adhikari	30	20	24	3	10
5	Prakash Mahat	30	23	26	4	13
6	Kiran Rajbhanshi	30	20	24	4	13
7	Jeevan Adhikari	30	23	26	3	10
8	Sandesh Luitel	30	19	22	4	13
9	Tikendra Chamrajain	30	19	22	3	13
10	Manijil Tiwari	30	20	23	4	13
11	Prijal Khadka	30	19	23	4	13
12	Narendra Jha	30	19	23	4	13
13	Chandrakala Oli	30	17	20	3	10
14	Ramesh Rajbansi	30	17	22	5	16.6
15	Kamal Tajpuria	30	17	20	3	13
16	Dipak Neupane	30	20	20	0	0
17	Bibek Jha	30	19	22	3	10
18	Tapendra Acharya	30	18	19	1	3.3
19	Rita Dangi	30	18	20	2	6.6
20	Sandip Sangroula	30	18	19	1	3.3
21	Rohit Lamsal	30	17	18	1	3.3
22	Anil Ghimire	30	17	18	1	3.3

23	Sujan Tajpuria	30	17	19	2	6.6
24	Bimal Neupane	30	15	15	0	0
25	Sarita Baral	30	15	18	3	10
26	Dikshya Mainali	30	16	19	3	10
27	Smriti Shrestha	30	16	19	3	10
28	Gopal B.K.	30	15	19	4	13
29	Anil Mainali	30	13	15	2	6.6
30	Biplov Poudel	30	16	19	3	10
	Average Scores	30	19.6	20.7	1.1	3.6

