

CHAPTER: ONE

INTRODUCTION

1.1 General Background

A Language is a systematic means of communication through which we express our ideas, thoughts, attitudes, feelings, wants, desires, emotions and experiences, etc by the use of signs, sound gestures or other activities having understood meanings. Without language human civilization cannot be imagined as it is now. Language deserves the duality of structures, arbitrariness, displacement, productivity, cultural transmission and so on. Human speech, which is possible through language, is only the unique but also the biggest property of human beings in the sense that it is different from the animal communication system. So, language is regarded as 'species specific' and 'species uniform.

Language, the primary, oral-aural means and voluntary vocal system of communication. It is produced with the assistance of vocal apparatus.

Richard et. Al. (1999) defined language as "the system of human communication which consists of the structured arrangement of sounds (or their written representation) onto larger units e.g. morphemes, words, sentences utterances"(p.196)

Wardhaugh (1972) defined language as "the system of arbitrary vocal symbols used for human communication" (p.3) (as cited in Brown, 1994, p.4)

English is an international lingua franca and also used as a language in different countries in the world. It is spoken as mother tongue in the countries like Britain, America and compulsory subject in lower classes to graduation in Nepal.

Grammar is the most important part of language. It is foundation and completion of language. Without grammatical knowledge one cannot make the correct form of language. In ancient period grammar was taught traditionally or formally but in modern linguistic grammar is taught scientifically. Traditional grammar refers to the tradition of linguistic study which originated in Greece and further developed in Rome and medieval Europe. It was eventually extended to the study of vernacular language during the Renaissance period and pursued till the modern times. Nowadays communicative grammar has played vital role in language learning. It is learner- centered and has much impact on the classroom interaction

and language use. Communicative grammar has gained much popularity all over the world in the domain of second / foreign language teaching learning. It has also been integrated in the present textbook designed to teach English at school level in Nepal. The main purpose of communicative grammar is to develop learner's communication competence.

Among many methods of teaching a language discovery method is the most widely used in language teaching nowadays? Generally, these are two fundamental methods of teaching language, they are: inductive and deductive. Discovery technique is related to inductive method in which student are provided examples of language and told to find out how they work, i.e. to discover the grammar rules rather than telling them the rules. Discovery technique for teaching grammar refers to any activity, exercise or technique which encourages students to discover fact about grammar and grammatical usage. Discovery technique in general makes maximum use of student in teaching language.

1.1.1 Importance of English Language in Nepal

Language is a system of human communication. Because of its wide range of use it is supreme of all the most important languages in the world. Mostly, the English language is being used in schools, colleges and universities but its importance is not limited to academic circle only. Some people speak the English language because it sounds more polite and sometimes more effective. It is a noble language and possesses one of the finest literatures in the world. In modern age of science and technology law and ancient civilization and about development of countries are written in the English language. It helps people to join from one corner of the world to another corner. English is used as trade language, contact and foreign language in its spoken as well as written form. In modern age we can get knowledge of scientific discoveries and technologies in different aspects through English language. English language is known as rich language in which all data & information are available. English language has tremendous impact on the Nepalese people. Though it is difficult in terms of its spelling and pronunciation people use their own way to pronounce it. Moreover, it is necessary to ensure better career within and outside the country. So, English has almost become the language of survival in Nepal.

In Nepal English is used as a compulsory subject from primary to bachelor level and also as an optional subject in different schools and colleges. Furthermore,

English is taught as a specialized subject in I. Ed., B. Ed and M. Ed in the faculty of Education, T.U.

The main cause of failure of English language teaching in Nepalese schools and colleges is the use of inappropriate methods and techniques of language teaching. English language is taught in Nepali solely through use of grammar Translation Method. English is taught by translating it into Nepali. English words are translated by the teachers into equivalent Nepali words and students memorize them. Teachers dictate the rules of grammar and students learn them by heart. The emphasis is on reading and writing not on listening and speaking. Students are taught about English but not the English language itself. There is no emphasis on communicative use of language.

Students are forced to memorize the vocabulary and structures of English but they are not taught to use English in communication. English is treated as if it is not a natural language but a language of text book. This has laid to the failure of English language teaching and learning in Nepal.

The ELT situation of Nepal can be improved by using appropriate teaching methods and techniques. However, English language has been the most effective measurement of all different elements of it for example grammar, vocabulary etc. In this way English has been the most dominant one throughout the world among most of the languages.

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1.1.2 Aspects of Language

There are different aspects of language such as vocabulary, grammar etc. when we ask students to concentrate on specific aspects of language, we will usually choose some way of exploring the form and meaning of that language. The learners need to know what a word sounds like i.e. its pronunciation and what it looks like that is its spelling. In teaching we need to make sure that both these aspects are accurately presented and learned. They are further described in other section.

Grammar is central to the teaching and learning of languages. It is said that grammatical rules are essential for the mastery of a language for e.g. students need to know that verbs in the third person singular has an 's' ending in the present simple. They also need to know that model auxiliaries are followed by bare infinitive so that they can eventually avoid making mistakes.

In this way, language aspects here refer to pronunciation and spelling, vocabulary, grammar and communicative function. Therefore, there are four language aspects. They can be described as follows:

1.1.2.1 Pronunciation and Spelling

Generally spelling refers to the way or process of forming words correctly from individual letters. In other words, it's the way of putting letters of words in the correct or accepted manners. Spelling plays a significant role in a language. On the other hand pronunciation refers to the way people produce the utterances. The pronunciation elements of a language include sounds or phonemes of the language, stress, pitch and intonation.

Richards et al. (1999, p.396) describes pronunciation as "The way a certain sound or sounds are produced pronunciation stresses more the way sounds perceived by the hearer."

Spelling is the graphic representation of sounds in which a particular word is written. As pronunciation is key factor in speech spelling is in written language.

Here is no one to one correspondence between the sounds and the symbol. There are many irregularities found in pronunciation with its spelling. Because of this relationship between sound and symbol, students feel difficulty hence teaching spelling is one of the important aspect of language.

1.1.2.2 Vocabulary

Vocabulary is one indication of intelligence. Learning power measurably sharpens when vocabulary increases. Professor Lewis M. Terman of Stanford University has found that a vocabulary test is as accurate a measure of intelligence as any three units of the standard and accepted in Stanford. Binet I. Q. tests. Words are the tools of thinking. It naturally follows, then, that the more words we have at our command, the clearer and more accurate our thinking will be.

Words are our medium of exchange, the coin with which we do business with all these around us. With words we relate to people, communicate are feelings and

thoughts to them, influence them, persuade them, control them. A single word can destroy a friendship, can start or end a martial battle, and can land a large order. Words have changed the direction of history. Words can also change the direction of our life. They can raise a man from mediocrity to success. We submit that if we methodically increase our vocabulary we will improve our chances for success. Grammar is the skeleton of the language and vocabulary is the flesh. Without vocabulary no language is possible.

Richards et. al. (1999, P. 400) defines it as “A set of lexeme including single words, compound words and idioms.”

To speak out the language, vocabulary is needed. The more the vocabulary the efficient the language becomes. So, vocabulary is one of the aspects which is important to be taught to the students to learn the language.

1.1.2.3 Communicative Functions

Communicative functions of language refer to the communication goal for which a language is used in community. Thus, Communicative function is what specific Communicative need the language is used for in a community. Though there are two types of functions, grammatical and Communicative the term language function or function of language generally refers to the Communicative function of language.

1.1.2.4 Grammar

Grammar is the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language. This is the definition of grammar that is perhaps most useful for teachers. The grammar of English consists of all the rules that govern the formation of English sentences, and this is precisely what learners of English want to know. In fact, many students will demand that a teacher tell them “what the rule is” even if that teacher has been trained to encourage students to figure out what the rule is on their own.

Understanding how grammar rules work and how the elements in a sentence relate to each- other can sometimes be facilitated through the use of diagrams. One kind

of diagram that can be found in linguistics textbooks as well as in some grammar textbooks for teacher is called a phrase structure diagram (or phrase structure tree)

The Longman Dictionary of contemporary English defines grammar as ‘the study and practice of the rules by which words change their forms and are combined into sentences.’ In this definition, we find two basic elements. They are: the rules of grammar; and the study and practice of the rules.

Many people associate the term grammar with verbs paradigm and rules about linguistic form. However grammar is not un-dimensional and not meaningless: it embodies three dimensions of morph syntax (form), semantics (meanings and pragmatic use.) grammar is not, homogeneous ‘object’ but immensely broad and diverse phenomenon.

A good teacher has several possibilities for how to teach grammar. There are a number of techniques for presenting and practicing grammar. According to J. Harmer the grammatical information can be given to students in two major ways. The first one could be extremely covert and the second will be made extremely overt.

Covert grammar teaching means that grammatical facts are hidden from the students. On the other hand, overt grammar teaching means that the teacher actually provides the students grammatical rules and explanation the information is openly presented.

Richards et. al. (1999, p.161) defines grammar as, “a description of the structure of a language and the way in which linguistic units such as words, phrases are combined to produce sentences in language.”

Finally, Cross (2003, p.26) defines grammar as “the body of rules which underlie a language is called a grammar.”

1.1.3 Importance of Grammar

Every language has its own grammar. A person’s knowledge and use Of a language is his grammar. Grammar presents the facts and rules, of a language arranged into certain categories and stated in the form of a general rules. So, grammar is the study of characteristics and specialties of a language.

Grammar has been playing a control role in the teaching of English as ESL or EFL, for many teachers and students, teaching a language is meant teaching of grammar and usually a person's knowledge of a language is measured against the rules of grammar he/she retrieves. In fact, language is an explicit teaching of grammar. The importance of grammar can be summarized as,

- a. Grammar teaching is necessary to proceed from concrete to abstract.
- b. Language is arbitrary by nature which makes teaching of grammar more important.
- c. Grammar teaching is essential for the correct use of language.
- d. Grammar teaching provides an insight to the structure of the language.
- e. It provides a systematic knowledge of the language.
- f. It provides the criterion for judging the correctness of language.
- g. To develop communicate competence.

1.1.3.1 Objectives of teaching grammar tell us why we teach grammar

-) Grammar is the backbone of language.
-) Grammatical rules are essential for the mastery of a language.
-) We can't structure the words logically to make higher units such as phrase clause and sentence unless we know the grammar
-) Grammatical knowledge is essential for the systematic analysis of language forms and structures.
-) Grammar helps us to develop accuracy.
-) Grammar helps us to generate and manipulate grammatical structures correctly.
-) We expose students to a lot of language subconsciously.
-) We teach them language so that they learn it consciously.

1.1.4 Techniques of Teaching Grammar

Techniques are a particular way of doing something, especially one in which you have to learn special skills. It is an activity that takes place in a classroom.

Technique is a part of method. For e.g. translation is a technique in G.T. method, pair work is a technique in communicative approach.

(Anthony 1963, as cited in Richards and Rodgers, 1995: 15) say, 'It is a particular trick, stratagem or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method and therefore in harmony with an approach as well.

A technique is implementation in the sense that it actually takes place in the classrooms. It is a pedagogical device, a part of total classroom procedure. In other words, each part of what actually happens in the classroom is called a technique. We can say that one technique is better than another according to the topic, participants, or situation.

There are mainly two types of technique of teaching grammar they are :teacher –centered technique and student- centered technique. In teacher-centered technique all teaching/learning activities are closely managed and controlled by teacher. The role tends to be that of a controller in teacher-centered technique. In this technique all teaching/learning activities are closely managed and controlled by teacher. Lecture, explanation, illustration and demonstration are the examples of teacher-centered techniques. In student-centered technique, students, who take part in setting goal and objectives, are the managers of their learning. student is active and more enthusiastic to explore the language items they need to know. In this technique the role of a teacher is as a facilitator. Individual work, pair work, group work, project work, strip story, drama, role play and discovery technique come under learner-centered techniques.

Both techniques are equally employed in language teaching although learner-centered techniques are proved to be better. The learner-centered technique and its proponents tend to view language learning as a process of acquiring the skills rather than body of knowledge. In learner-centered technique. The teacher performs the role of an active participant, monitor, helper, resource person whereas she/he plays the role of authority or rules in teacher-centered technique. However, our main concern is towards the technique i. e. discovery which comes under student -centered technique.

1.1.4.1 Discovery Technique

Grammar can either be taught explicitly or implicitly when we talk about an explicit approach to grammar we talk about stating directly, usually at the

beginning of a particular activity, what the grammar is for example, “Today we are looking at the third conditional.” On the other hand an implicit approach to grammar is one where the students are ‘led’ to the grammar through series of steps this is what is meant by the ‘discovery technique.’ In other words, the ‘discovery technique’ aims to lead students towards a generalized grammar rule or pattern.

(Mayor, 2003 p. 68 as cited in Jerome S. Burner, 1967) there is difference between ‘task-based learning’ and ‘discovery technique’ to be predominantly concerned with the form. The idea is that students will ‘disorder’ the grammar through a series of steps and will deduce both the form and the meaning from the contexts.

(Gallensation, 2004 p. 68 as cited in Jerome S. Burner, 1967). we know discovery technique as guided discovery, inductive method activity learning, constructivist mathematics, learner-centered instruction. The discovery method is a technique that encourages students to take a more active role in their learning process by answering a series of questions or solving problems designed to introduce a general concept a highly influential cognitive psychologist, is credited for its development into an accepted instructional technique. The discovery method is based on the notion that learning takes place through classification and schema formation. There are three main principles guided by Brunar (1967, p. 68)

1. Consideration should be given to “experiences and contexts” that motivate the students.
2. There should be a spiral organization of the material forcing students to build upon previously acquired information.
3. The instruction should “facilitate extrapolation” constructivist theory.

In this teaching approach, the instructor guides the students thought process by posing a series of questions whose responses would lead to the understanding of a concept before it is explicitly stated.

“Children act as detectives as they solve concept attainment activities in stimulating learning environment. In doing so, they place a newly introduced object in a category that they have previously discovered or identified.”

This teaching method is delivered to increase retention of material because the student organizes the new information & integrates it with information that has already been stored.

According to (Mayor, 2004 p. 69 as cited in Burnar, J.S. 1967) there are three levels of guidance in teaching.

1. Pure Discovery:

The students receive representative problems to solve with minimal teacher guidance.

2. Guided discovery:

The students receive problems to solve but the teacher provides hints and directions about how to solve the problems to keep the student on track.

3. Expository:

In this technique the teacher tell the answer to the student's first, then, give them question and ask students to prove the answer which the teacher has given before in this way, in expository technique, the final answer or rule is presented to the student.

Principles of discovery technique

1. Learners develop processes associated with discovery and inquiry by observing, inferring, formulating hypotheses, predicting and communicating.
2. Teachers use a teaching style, which supports the processes of discovery and inquiry.
3. Textbooks are not the sole resources for learning.
4. Conclusions are considered tentative and not final.
5. Learners are involved in planning, conducting and evaluating their own learning with the teacher playing a supporting role.

Discovery technique is an extremely learner-centered technique for teaching language basically for teaching vocabulary and grammar which aims to give students a chance to take charge earlier i.e. before explaining the language by the teacher. Through this technique the teacher can get the students to do most of the work and the student will be more involved in learning. Discovery activity invites the students to use their reasoning processes.

Advantages of discovery technique

1. Discovery technique is based on more student-centered approach.
2. Teachers feel happy with this technique.

3. Discovery technique is highly motivating and extremely beneficial for the students understanding of the language.
4. With the technique we can make sure that the students are concentrating fully, using their cognitive powers.
5. Discovery technique involves the students' reasoning processes in the task of language grammar acquisition.
6. The teacher is not telling the students how language works or what the grammar is but the students themselves are actually discovering meaning and other grammatical information.

Disadvantages of discovery technique

1. This technique is suitable for introvert student.
2. Only a few extrovert students take advantages of this technique.
3. Teaching and learning becomes superficial there is no systematic selection by the teachers.
4. students don't like to learn serious matter
5. It is time consuming.

1.1.6 Prepositions in English Grammar Teaching

Wren and Martin, 1997 in his book 'English Grammar Composition' defines preposition a word usually placed before a noun or a noun to show any place, time, cause, means, purpose etc. The noun or pronoun which is used with preposition is called its object. A preposition is usually placed before its object, but sometimes it follows the object, e.g.

- He is standing at the gate.
- Who are you looking at?

All English prepositions are free morphemes they precede nouns so they are called prepositions. Some languages have post position which follows nouns. In some cases prepositions can be standard from nouns.

- Who are you talking to?

Prepositions are followed by NPS. Since the NP is the object of preposition, pronouns that follow prepositions are always in object form.

- He gave a book to me.

The symbol prepositions may consist more than one element because there are some complex prepositions (e.g. in front of, because of, in spite of etc.)

Prepositions are notoriously difficult to learn. Long after ESL/EFL students have achieved a high level of proficiency in English, they still struggle with prepositions. Why do such little words as in, on and at, cause so many problems? One answer to this question lies in the fact that the work of prepositions is often performed in other language such as German, Russian and Latin. In their spatial meaning, prepositions do not always match up well from one language to another.

English to = German zu

English to = France a

Even the proficient English speakers exhibit variable performance with regard to which prepositions they use for a particular meaning. Variable in the input data can cause confusion on the ESL/EFL students.

Origin of Preposition:

First known use: 14th century

There are three types of prepositions. They are:

Simple preposition: in, at, on, through

Compound preposition: along, about, around, outside, below, between.

Phrase preposition: according to, along with.

At:

It is used before clock time, placement or study, certain place, festival.

- ❖ He goes to school at 10.
- ❖ She comes back home at 4.
- ❖ He is at the bank.
- ❖ Tom studies at S.M. Campus.
- ❖ Harry is at the door.

Note: It also comes with look, stare, laugh, smile, point, good, bad, excellent, hopeless etc.

On:

It is used for surface, days of a week, date with days etc. It is also used for a particular day & topic.

- ❖ The book is on the table.
- ❖ The poster is on the wall.
- ❖ He stays out on Sunday.
- ❖ Divyadev was born on the 13 Bhadra 2064.
- ❖ Write something on politics.
- ❖ He gave a speech on education day.

Note: it also comes with insist depend, live, congratulate, spend, concentrate etc.

In:

It is used before year, month, part of a day, place, dress etc.

- ❖ Megha was born in 1994.
- ❖ She went to India in June.
- ❖ She gets up early in the morning.
- ❖ He lives in Mahendranagar.
- ❖ Sita is in shirts.

Between:

Between states the time or location at some midpoint, especially in the two.

- ❖ Tom is between Hari and Ram.
- ❖ B comes between A and C.

Among:

Among is used when somebody or something is between more than two things.

- ❖ The boy is sitting among the girls.
- ❖ The hen is sitting among the chicken.

Above:

It is used to mark something higher in rank or age or a position in touch with surface or sequence.

- ❖ A girl above 20 is perfect to marry.
- ❖ The bulb is above the poster on the wall.

Below:

It is opposite of above in meaning and used for age, surface, etc.

- ❖ The poster is below the bulb on the wall.

Into:

It is use for motion direction, change of condition.

- ❖ He went into his bedroom.
- ❖ Throw it into the fire.
- ❖ She burst into tears.

Note: it also comes with break, run, divide, split, translate, bump, crash, cut etc.

Onto:

It is used for the object in the motion from the low place to high place.

- ❖ The cat jumped onto the table.
- ❖ The singer stepped onto the stage.

By:

It is used before vehicles in passive voice before doers, also to show the nearness. Similarly it is also used for percent.

- ❖ I went to Gokule by bus.
- ❖ Tom goes to America by plane.
- ❖ Sita was taught by her teacher.
- ❖ She is sitting by the table.
- ❖ The price of milk increased by 30%.

Note: If any article or possessive pronoun comes before vehicle then the preposition in & on is used.

- ❖ On a bus.
- ❖ In a car.
- ❖ I went out in a car.

With:

It is used before tools and in the sense of together with.

- ❖ She cuts vegetable with a knife.
- ❖ I write with a pencil.
- ❖ He lives with his parents.
- ❖ See with eyes.

To:

It is used for direction, in the sense of against or very near connection, time (until), before and also used indicating comparison, ratio, reference, relation etc.

- ❖ I asked someone the way to town.
- ❖ I invited her to dinner.
- ❖ We received another innovation to a wedding.
- ❖ My school is situated to south of park.
- ❖ Stand back to back.
- ❖ She was so rude to me.
- ❖ He works from 10 to 4.
- ❖ It is only two weeks to your birthday.
- ❖ It is quarter to 9.
- ❖ I like milk to tea.
- ❖ The picture is true to life.
- ❖ Hemanti got married to an Indian boy.

Note: It also comes with talk, invite, prefer, happen, married, listen, explain, apologies, solution, answer, replay, decide, close, complain, try, wife, liable, obliged, obedient prey, retire, used, victim, yield, key, but with phone and telephone somebody.

- ❖ He phoned his father.

Of:

It is used to show possession and used after afraid, tired, fond, accused, warn, talk, slave, need, devoid, conceive, complains, ashamed etc.

- ❖ It is the hand of clock.
- ❖ This is the branch of tree.
- ❖ I can't conceive of such a happening.
- ❖ I am afraid of days.
- ❖ He is fond of tea.

Note: It also comes with afraid, die, fond a get rid a couple, accused, tired, full, sure, jealous, kind, aware, capable, beware etc.

Since and For:

These prepositions are used in perfect tenses. Since is used before point of time and for before period of time. For is also used before price.

- ❖ I have been sick since June.
- ❖ I have been living here for 2 years.
- ❖ He has been living in Pokhara since 1990.

Across:

It is used to show another side of a river or a road.

- ❖ Don't walk across the road. The car is coming.
- ❖ Can you swim across the river?

Through:

It is used in the sense of along with.

- ❖ The thief came through the window.
- ❖ The train goes through the tunnel.
- ❖ The man is passing through the busy street.
- ❖ The doctor examines bacteria's through the microscope.

Above and Over

Above and over are used to say something is higher than the other thing. Above is used to say something is higher than the thing on the same surface but over is used for different surface or in the sense of covered or across with numbers, measurement and obstruct expression.

- ❖ The bird flew over the tree.
- ❖ There were over 20 members in his family.
- ❖ Ram is an old man. He is over 80.
- ❖ The temperature is above 100 degree Celsius.
- ❖ There are ten people working under me.

Beside, Besides

Beside means at (or by) the side of, while besides means in addition to, as,

- ❖ My house is beside the road.
- ❖ The old man keeps a stick beside him.
- ❖ Besides, pen, he bought a book.
- ❖ They eat salad besides dalbhat.

Except:

It is used in the sense of not of rest others.

❖ Except Ram, everybody went out.

❖ Except meat, I eat everything.

According to Drive (1983) (as cited in Neupane and Bastola, 2063, p.211) in, on, at, are, basic, location preposition.

❖ At denotes place as a point of orientation.
- He met me at the corner yesterday.

❖ On denotes physical contact between trajectory and landmark as a one dimensional space (a line) or (a surface)
- My book is on the table.

❖ In denotes the enclosure of the trajectory and landmark.
- They are sitting in the room.

From, off and out of are source prepositions.

❖ From denotes separation from the point of orientation.
- He took it from me.

❖ Off denotes separation from contact with a line or surface.
- The vase fell off the table.

❖ Out of denotes separation from inside of a landmark.
- The water spilled out of the vase.

- By and with are proximity prepositions (similar teat)

❖ By denotes the idea of connection.
- He walks with me to school.

❖ Through structures space as a tunnel or channel.
- He went inside through the window.

❖ About denotes spatial movement in any direction.
- He was walking about the field.

❖ Under denotes a trajectory that is lower point then a landmark.
- The bird was flying over the house.

Taylor (1993) (as cited in Neupane and Bastola, p.212) suggests that four categories of relations are expressed by prepositions.

- Place: The picture is over the sofa.
- Path: The bird flew over the sofa.
- Goal: Hang the picture over the sofa.
- Source: The milk followed out of the bottle.

Driven (as cited in Neupane and Bastola p.212) shows that the meaning of 'at' extend from an orientation point in space to time, state, area, manner, circumstance and cause:

- a. Point as place: at the station.
- b. Time point: at six o'clock.
- c. State: at work.
- d. Area: good at guessing.
- e. Manner: at full speed.
- f. Circumstances: at this words.(he left)
- g. Cause: laugh at, irritation at.

According to Hudson (1979), at is used (as cited in Neupane and Bastola, p.212)

1. To locate an object in space: at my feet.
2. To locate an object in time.
 - He was here at one o'clock.
3. To indicate a state, condition, or engagement in a particular activity.
 - I'm never at ease while taking test.
4. To indicate cause or source of action or state.
 - She wept at the bad news.
5. To indicate direction toward a goal or objective.
 - The man is pointing at us.
6. To express skill (or lack of it) in relation to particular activity or Occupation
 - She is good at painting.

7. To indicate relative amount, degree, rate, value, ordinary, relationship or position on a scale.

- He retired at 65.

These observations show that prepositions are polysemous and pose a challenge to ESL/EFL students. But at the same time we should understand that.

- Not all the meanings of prepositions are equally important.
- Certain meanings are more frequent than others.
- One of the meanings of a preposition is usually more central, more prototypical, and that other meanings derive from it (In the above example 'location in space' is the prototypical.)

1.2 Review of Related Literature

Various experimental research works have been carried out in the development of English education to test the effectiveness of different techniques and methods of English language teaching. The researches carried out in the department have been reviewed as follows:

Situala (1999) carried out a study entitled 'Teaching Passivization in English using Inductive and Deductive methods.' The objective of the study was to determine the effectiveness of Inductive and Deductive methods in teaching passivization. To collect the data, pre and post-tests were given and results of two tests were compared. It was found that the inductive method for teaching passivization was relatively more effective than the deductive one.

Ghimire (2000) did a study entitled 'effectiveness of teaching question Tag inductively and deductively.' The objective of the study was to determine the effectiveness of inductive and deductive for teaching question tags in English. To collect data, pre and post-tests were given and results of two tests were compared. The findings of the study show that the inductive method was more effective and more meaningful than the deductive one in teaching question tags.

Sharma (2000) carried out a research entitled 'Teaching English inductively and deductively.' The objective of the study was to find out the relative effectiveness of two methods, deductive and inductive, in teaching reported speech in English. A set

of pre and post- tests were given to collect the data. It was found that deductive method was more effective than the inductive method.

Regmi (2003) conducted out a research entitled 'Effectiveness of Group Work Technique in Teaching English Tenses.' The objective of the study was to determine the effectiveness of group work in teaching English tenses. To collected the data pre and post-test were given and the results of two test were compared. It was found that the group work technique was effective than explanation.

Pandey (2004) carried out a research entitled 'Effectiveness of Language Games in Teaching Grammar.' The objective of the study was to determine the effectiveness of language games in teaching grammar. A set of test was designed as the major tool for data collection and results of two tests were compared and it was found that teaching grammar using games was relatively more effective than teaching grammar with out them.

Karki (1999) carried out a research entitled 'Teaching Subject Verb Agreement Inductively & Deductively.' The main objective of the study was to find out relative effectiveness of inductively and deductively method in teaching subject verb agreement in English. To collect data, pre and post-tests were given and results of two tests were compared. The study shows that inductive method is relatively more effective than the deductive method.

Shrestha (1995) carried out a research entitled "Proficiency in English Grammar Between the Students of the Urban and Rural Schools on Kathmandu." An objective was to make comparison of the proficiency status of the rural school with that of the school of Kathmandu valley. A set of tests were given two collect data. It was found that urban students could follow the instructions of the question on their own the instruction very well

Panta (2004) carried out a research entitled 'A Study on the Effectiveness of Discovery Technique in Teaching Subject Verb Agreement.' The finding of the study shows that the students taught through discovery technique did relatively better in the comparison to those taught through explanation.

Chandra Kala B.C. (2008) carried out a research entitled ' The Effectiveness of Teaching Grammar Through Discovery Technique'. The objective of the study was to find out the effectiveness of discovery technique in the teaching of grammar. To collect data, pre and post-test on forty students of grade IX studying at Narayan Secondary School, Banke were given for the purpose of carrying out

research. The main tool for data collection was a set of test items consisted of sixty items related to tenses which carried sixty full marks. It was used for both the pre and post-test. It was found that discovery technique was relatively more effective than teaching without using it (i.e usual way) for teaching tenses to the students.

Pokharel (2008) carried out a research entitled 'Techniques of Teaching Grammar'. The objective of the study was to find out the effectiveness of inductive or deductive method in teaching tenses to collect data, pre and post-test on 30 students of grade 7 studying in one private school of Kathmandu valley. This study showed that inductive method was more effective and more meaning full than the deductive method in teaching tenses in English.

Apart from these studies, no practical studies have been carried out to find out the effectiveness of discovery technique in teaching preposition in grade 'ten'. So, this study will aim to determine the effectiveness of discovery technique in teaching preposition in grade 10.

1.3 Objectives of the Study

This study will have the following objectives-

- a. To find out the effectiveness of discovery technique in teaching Prepositions in grade 10.
- b. To suggest some pedagogical implications.

1.4 Significance of the Study

This study will be significant for finding out the effectiveness of discovery technique in teaching preposition in grade ten. Apart from that this study will be significant for providing feedback to the related teachers, curriculum designers, textbook writers, test

designers and other personnel's of the related field and it provides outlines for future researchers in the stated area.

CHAPTER: TWO

METHODOLOGY

In this study, I adopted the following methodology:

2.1 Sources of Data

Both primary and secondary sources of data were used.

2.1.1 Primary Sources of Data

The fifty students of class ten studying at Shree Vrikuti Higher Secondary School Mahendranagar were the primary source of data.

2.1.2 Secondary Sources of Data

Different related researches, related books, journals, reports and articles as well were consulted as the secondary sources of the study.

2.2 Population of the Study

The population of this study was 50 students studying in grade ten at shree Vrikuti Higher Secondary School Mahendranagar, Kanchanpur.

2.3 Sampling Procedure

The population was selected through non-random sampling procedure. Then the total population will be divided into two groups on the basis of the pre-test result.

2.4 Tools for Data Collection

The main tools for data collection were the test items. They were developed prior to classroom teaching which was developed from the specific area of grammar i.e. preposition. The five different types of test items were constructed included the following:

i. Multiple Choice test Items

In this type of questions the students were given the choices where they had to tick the best answer. This test item consisted of twenty questions which carried twenty marks (See Appendix... I)

ii. Fill in the Blank Test Items

In this question, the students were asked to fill in the blanks with appropriate prepositions. This test item consisted of twenty questions which carried twenty marks (See Appendix... I)

iii. Cross out Test Items

This type of item also consisted of twenty questions comprising 20 marks. In this item, the students had to cross out the wrong preposition and make correction, if necessary. They had to write at one side of the paper the correct one after crossing out the wrong preposition (See Appendix... I)

iv. Insert Type of Test Items

In this test item, the students were required to insert the preposition wherever necessary. They had to point the place and write the preposition straight at the side of the paper itself. This item also consisted of ten questions which carried twenty marks (See Appendix... I)

v. Completion the Paragraph

In this item, students required to fill in the gap as shown in the above paragraph using the correct preposition. The paragraph consisted of blanks where each blank was allotted one mark thus carried twenty marks in total. (See Appendix... I)

2.5 Process of Data Collection

To collect data, I visited the school and established rapport with all the concerned authorities and subjects. Then, I visited English teacher and the subjects. Then, I prepared the test items for pre-test and post -test. After the test is ready, the pre-test administered in both the groups. The group division was done on the basis of the individual sources of the pre-test. One group was taught without using discovery technique which was referred (as C- group) in this study and another experimental group discovery group (D-group) in this study. Each group consisted of 25 students. Specifically the individual was ranked from highest to lowest scores. This ranking was from 1 to 50. Then, from the rank of the following process for grouping are use of –

Pre-test	C-group	D-group
1- 26	odd	even
27-50	even	odd

Then, I taught both the groups where C-group was not receive any discovery technique while the latter that was D-group will did. The treatment group was for 30 days. Finally, a post-test was administered to both the groups.

2.5 Limitations of the Study

- ❖ The research was limited to find out the effectiveness of discovery technique in teaching grammar.
- ❖ It was limited to grammatical category, preposition.
- ❖ It was limited to only following prepositions: at, on, in, between and among, above and below, into, onto, by, with, to, of, since and for, across, through, above and over, beside, besides and except.
- ❖ It was limited to grade tenth students of the school selected.
- ❖ The chosen school was Shree Vrikuti Higher Secondary School Mahendranagar, Kanchanpur.
- ❖ The number of sample was only fifty.
- ❖ The study was based on discovery techniques.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter consists of analysis and interpretation of data. The information's of data have been tabulated systematically in which the statistical tools of average and percentage is used. The data have been analyzed under the following headings.

1. Holistic analysis
2. Item – wise analysis

The individual scores obtained by the students in pre-test and post-test are tabulated under each sub-heading group wise. The result of individual scores in pre-test is less than the result of the post-test. The difference is then converted into percentage. Then, the increased percentage of each group was determined by converting the average increased score in percentage. Both the group were compared on the basis of the increased percentage. And it is determined that discovery technique was more effective than the control group.

3.1 The following table presents the holistic analysis of the obtained data from pre-test and post-test result of C-group and D-group:

Holistic Analysis

Table No. 1

Group	Av. Score in P ₁	Av. score in P ₂	D	D%
C	37.84	60.8	20.36	53.80
D	38.4	68.96	30.52	79.47

The above table No. 1 shows that the average score obtained by D-group was 38.4 in the pre-test and 68.96 in the post-test. The increased score is 30.52 or 79.47%. Likewise, the average score obtained by C-group in pre-test was 37.84 and 60.8 in post-test. The increased score is 20.36 or 53.80%.

In this way, the above table shows that D-group was more effective than C-group in learning prepositions in class 10. It proved that discovery technique is

more effective in teaching and learning prepositions in general than without discovery technique.

3.2 Item-wise Analysis

I have used the five different types of questions multiple choice test items, fill in the blanks test items, cross out test items, insertion type of test items and completing paragraph. Each question has been analyzed below:

3.2.1 The following table presents the Analysis of Multiple Choice Test Items obtained data from Marks of item 1st in Control and Discovery Group of Pre-test and Post-test.

Table No. 2

Group	Av. Score in P ₁	Av. score in P ₂	D	D%
C	8.56	11.44	3	35.54
D	8.68	14.16	5.48	63.13

The above table clearly shows that the average score obtained by c-group is 8.56 in the pre-test and 11.44 in the post-test. The performance is increased by 3 and increased percentage is 35.54. On the other hand, the average score obtained by D-group is 8.68 in the pre-test and 14.16 in the post-test. The performance is increased by 5.48 and increased percentage is 63.13. It shows that the performance shown by D-group is better than C-group. This proves that teaching prepositions through discovery technique is more effective than without using other technique or traditional technique.

3.2.2 The following table presents the Analysis of Fill in the Blanks Test Item obtained data from Marks of item 2nd in Control and Discovery Group of Pre-test and Post-test.

Table No 3

Group	Av. Score in P ₁	Av. score in P ₂	D	D%
C	3.44	9.24	5.8	168.60
D	3.96	11.6	7.64	192.92

The above table shows that the average score obtained by group – c is 3.44 in the pre-test and 9.24 in post-test in their performance. Their mark have been increased by 5.8. The increased percentage is 168.60. where as the average score obtained by group D is 3.96 in the pre test and 10.55 marks in the post-test in their performance. The difference between them is 7.64 and the difference. Percentage is 55.73.

It shows that D-group made more progress than C-Group. This proves that teaching preposition through discovery technique in English is more effective than without using any technique in teaching.

3.2.3 The following table presents the Analysis of Cross Out Test Items obtained data from Marks of item 3rd in Control and Discovery Group of Pre-test and Post-test.

Table No. 4

Group	Av. Score in P ₁	Av. score in P ₂	D	D%
C	9.76	14.08	4.32	44.26
D	10.44	15.84	5.4	51.72

The above table shows that C – Group has the average score of 9.76 in the pre-test and 14.08 and 14.08 in the post-test. This group has increased its average marks by 4.32 or 44.26%. Similarly, D- Group has the average score of 10.44 in the pre-test and 15.84 in the post test. This group has increased its average mark by 5.4 or 51.72%.

It shows that D- Group made far better progress than C-Group. This proves that teaching preposition in English class room using discovery technique than using other traditional techniques.

3.2.4 The following table presents the Analysis of Insert Type of Test Items Obtained data from Marks of Item 4th in Control and Discovery Group of Pre-test and Post-test.

Table No. 5

Group	Av. Score in P ₁	Av. score in P ₂	D	D%
C	9.04	12	2.96	32.74
D	9.06	13.72	4.64	51.10

The above table shows that the average score obtained by C-Group is 9.04 in the pre-test and 12 in the post-test. The performance is increased by 2.96 and the increased percentage is 32.74. On the other hand, the average score obtained by D-Group is 9.06 in the pre-test and 13.72 in the post-test. The performance is increased by 4.64 and the increased percentage is 51.10. It shows that the performance shown by D-Group is greater than C-Group in the performance.

3.2.5 The following table presents the Analysis of Completing Paragraph Items Obtained Data from Marks of Item 5th in Control and Discovery Group of Pre-test and Post-test.

Table No. 6

Group	Av. Score in P ₁	Av. score in P ₂	D	D%
C	6.6	11.72	5.12	77.57
D	6.24	13.6	7.36	117.94

The above table shows that the average score obtained by C-Group is 6.6 in the pre-test and 11.72 in the post-test. The performance is increased by 5.12 and the increased percentage is 66.03. On the other hand, the average score obtained by D-Group is 6.24 in the pre-test and 13.6 in the post-test. The performance is increased by 7.36 and the increased percentage is 117.94. It shows that the performance shown by D-Group is his greater than C-Group in teaching prepositions.

CHAPTER – FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings of the study

After analysis and interpretation of data, the findings derived have been summarized as follows:

I) The Comparison of Total Performance.

The C-Group students increased these marks by 20.36 i.e. by 53.80% and the D-groups students by 3.52 i.e. by 79.47% in their performance in the post test. This difference between the average scores and difference percentage showed that discovery technique is more effective than other traditional methods of teaching prepositions in English.

II) Item wise Analysis in Comparison

- i) C-group and D-group have increased their marks by 35.54% and 63.13% in multiple choice test-items respectively.
- ii) C-group and D-group have increased their marks by 168.60% and 192.92% in fill in the blanks test-items respectively.
- iii) In the cross out test-items, C-group and D-group have increased their marks by 44.26% and 51.72% respectively.
- iv) In the insertion type of test items, C-group and D-group have increased their marks by 32.74% and 51.10% respectively.
- v) C-group and D-group have increased their marks by 77.57% and 117.94%, in completing paragraph test items respectively.

It proved that the students taught through discovery technique have achieved better marks in all types of test items. And hence it can be concluded that discovery technique is more effective than other traditional methods in teaching prepositions in English.

4.2 Recommendations

On the basis of the findings from the analysis, I have made the following recommendations for pedagogical implications and for further researchers.

- i) It would be better to give more emphasis to the discovery technique to teach English prepositions.
- ii) The test book writers are suggested to provide more examples with more rules, and rules must be unambiguous, short, explicit and easily comprehensible.
- iii) Teachers are suggested to apply discovery technique to teach English prepositions in the classroom especially to the higher secondary level students.
- iv) The syllabus designers and methodologists are suggested to give more emphasis to discovery technique while devising the syllabus.
- v) The teachers should motivate the students to involve them more on practice to interact with their friends.
- vi) In classroom, when students interact with their peers, the teacher should guide them only where necessary.
- vii) In our context, discovery technique seems to be better than other traditional method of teaching English prepositions.
- viii) This small sample of dearness might not be representative in all schools and all the students of Nepal in teaching prepositions result as age, expose, motivation, teachers competence etc. so it suggested that further research in these variables should be carry out.

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APPENDIX-I

Test Items

F.M. 100

Name:..... Roll

No:.....

Class:..... Age :

.....

Group 'A'

Tick (✓) the best answer:

1. You can find him the gate.

i) on ii) at iii) in

2. I get up 5 a. m.

i) at ii) on iii) in

1. She cuts grass a sickle.

i) by ii) with iii) of

4. He was taught Ram.

i) by ii) with iii) at

5. Ram is his room.

i) at ii) in iii) on

6. Dahain falls Aswin.

i) at ii) in iii) on

7. You can see it a microscope.

i) by ii)with iii) on

8. The poster isthe bulb in my room.

- i) below ii) over iii) above

9. Put the penyour pocket.

- i) on ii) into iii) over

10. Sita will have finished it tomorrow.

- i) by ii) with iii) for

11. He will come Baisakh.

- i) in II) on III) at

12. you will get its payment Baisak.

- i) in II) on III) at

13. Come 3 p.m.

- i) to ii) by iii) at

14. I shall finish this work Tuesday.

- i) with ii) from iii) by

15. He is here day before yesterday.

- i) before ii) after iii) since

16. she will come Aswin.

- i) in II) on III) at

17. Sit Me.

- i) with ii) from iii) by

18. Nepal is the north of India.

- i) between ii) from iii) to

19. The book is the table.

- i) over ii) on iii) below

20. The aeroplane flewthe Himalayas.

- i) over ii) above iii) below

Group 'B'

Fill in the blanks with preposition.

1. I have living herelast week.
2. Some people believe spirit.
3. What's wrong you.
4. You should sketch a picturepencil at first.
5. Wisdom is gift heaven.
6. I must prevent him speaking.
7. Never feel happyothers sorrow.
8. Are you tireddancing so much?
9. Do you have any test music?
10. I have been studying here.....2054 B.S.
11. She goes school at 10.
12. He gets upthe morning.
13. She went to Baitadi bus.
14. They fought one another.
15. The old woman is going room.
16. Don't throw it the river.
17. They are sitting the fire.
18. This box is made Wood.
19. Books are the table.
20. His house is the way.

Group 'C'

Cross out the wrongly used prepositions and make correction if necessary for the following.

1. The boy is sitting between the girls.
2. The poster is under the bulb on the wall.
3. She stepped onto the stage.
4. I went to Gokule by bus.
5. She is sitting by the table.
6. We can see with eyes.
7. She burst onto tears.
8. Throw it onto the fire.
9. Sit was taught at her teacher.
10. He lives with his parents.
11. The husband parted with his wife.
12. The horse is lame with one leg.
13. Come in Saturday next.
14. Water is changed onto steam by heat.
15. what did he die of ?
16. Mother is in a bad temper.
17. He had gone from home.
18. He spoke for his friends.
19. He is not at home just now.
20. Come and sit by me.

Group 'D'

Insert prepositions where necessary

1. I go market.
2. Twelve inches make a foot.
3. It's a unique watch.
4. The book is table.
5. B comes A and C.
6. Tom goes to America by plane.
7. He is an M.A. student.
8. She is the bank.
9. This is the place which I like very much.
10. The price of milk increased 30%.
11. Always get up sun-rise.
12. He was imprisoned life.
13. She was not the house.
14. I should do this work.
15. What are you thinking?
16. They spoke for an hour this topic.
17. He is not popular his friends.
18. Sugar is too sweet.
19. He is the best student the class.
20. His work is better than yours.

Group 'E'

Complete the following paragraphs choosing suitable prepositions for the blank spaces.

The name my school is shree Vrikuti Higher Secondary School. I come school.....foot. I comeschool10 o' clock. My friend Shobhan is also comeme. Sometime my friend comes school late then our class teacher gets furioushim and ordered him to sit the girls. I always sit Ram and Shyamthe class. Our class teacher is Ritika Saud. She is 25. There is a good poster of Goddess Durga the bulb on the wall my class. We are taught our teacher very well. My school is situated the west of Mahendranagar market. So, our teacher always warns us & says not to walk the road. We can see different vehicles running the road the window. There are many facilities my school. I love my school very much.

Rank	Name of Students	Obtained Mark
1	Sabita Nepali	55
2	Neiraj Lekhak	55
3	Sabina Chaudhary	54
4	Padama Thakurathi	54
5	Shushila chaudary	54
6	Meena Nepali	54
7	Avishek Chand	53
8	Sapana Upadhya	53
9	Meena joshi	51
10	Neesha Nepali	51
11	Surendra Bist	50
12	Keshab Sapkota	50
13	Shanty Awasthi	49
14	Ganesh Bhatt	49
15	Sarmila Singh	49
16	Keshab Raj Bhatt	48
17	Nirmala Mali	47
18	Prakash Budha	47
19	Laxmi Dhamai	46
20	Basudev Joshi	45
21	Gorakh Chand	44
22	Mahesh sarki	44
23	Tek Raj Bhatt	43
24	Anjali Sijapati	43
25	Yaga Bahadur Thakurahi	43
26	Sunita Soap	43
27	Nirmala Nepali	41
28	Nirajan Basnet	41
29	Sanju Budha	41
30	Damber datt Bhatt	39
31	Dipendra Singh Dhami	39
32	Manoj Chaudhary	28
33	Puja Bashnet	26
34	Bhawana Bhatt	26

35	Gita Khatri	26
36	Ramesh Singh Saud	25
37	Santosh Dangauea	25
38	Aratithakur	25
39	Parwati Bhatt	25
40	Punam B.K	24
41	Keshab Singh Bohara	23
42	Dinesh B.K	23
43	Nirmala Chaudhary	21
44	Roshan Chand	21
45	Mamata Negi	20
46	Hemant Tamata	20
47	Sita Ram Chaudhary	19
48	Sangita Thakur	18
49	Sunil Chaudhary	18
50	Soniya Sunar	18

Rank	C-Group	Obtained Mark	D-Group	Obtained Mark
1	Sabita Nepali	55	Neeraj Lekhak	55
2	Sabina Chaudhary	54	Padama Thakurathi	54
3	Shushila Chaudhary	54	Meena Nepali	54
4	Avishek Chand	53	Sapana Upadhaya	53
5	Meena Joshi	51	Neesha Nepali	51
6	Surendra Bist	50	Keshab Sapkota	50
7	Shanti Awasthi	49	Ganesh Bhatt	49
8	Sarmila Singh	49	Keshab raj Bhatt	48
9	Nirmala Mall	47	Prakash Budha	47
10	Laxmi Dhami	46	B.asudev Joshi	45
11	Gorakh Chnad	44	Mahesh Sarki	44
12	Tek Raj Bhatt	43	Anjali Sijapati	43
13	Yaga Banadur Thankulla	43	Sunita Saup	43
14	Nirajan Basnet	41	Nirmala Nepali	41
15	Damber Datt Bhatt	39	Sanju Budha	41
16	Manoj Chaudhary	28	Dipendra Singh Dhami	39
17	Bhawana Bhatt	26	Puja Basnet	26
18	Ramesh Singh Saud	25	Gita Khatri	26
19	Aarati Thakur	25	Santosh Dangaura	25
20	Punam B.K.	24	Parwati Bhatt	25
21	Dinesh B.K.	23	Keshap Singh Bohara	23
22	Roshan Chand	21	Niramala Chaudhari	21
23	Hemant Tamata	20	Mamata Negi	20
24	Sangita Thakur	18	Sita Ram Chaudhari	19
25	Soniya Sunar	18	Sunil Chaudhari	18
	Total	946	Total	960

S.N.	Item I	Item II	Item III	Item IV	Item V	Total
1	11	6	15	13	10	55
2	11	6	14	13	10	54
3	12	5	14	14	9	54
4	12	5	13	14	9	53
5	11	5	13	13	9	51
6	11	4	13	13	9	50
7	11	4	13	12	9	49
8	11	5	12	12	9	49
9	10	5	12	12	8	47
10	10	4	12	11	9	46
11	10	4	12	10	8	44
12	10	4	11	10	8	43
13	11	4	10	10	8	43
14	11	4	9	10	7	41
15	9	3	9	10	8	39
16	5	3	8	7	5	28
17	5	2	7	7	5	26
18	5	2	7	7	4	25
19	6	2	6	7	4	25
20	6	2	6	6	4	24
21	6	2	6	6	3	23
22	6	1	6	5	3	21
23	5	1	7	5	2	20
24	1	2	4	3	3	13
25	5	1	5	5	2	18
Total Marks	211	86	244	226	165	946
Average Marks	8.56	3.44	9.84	9.44	6.6	37.84

S.N.	Item I	Item II	Item III	Item IV	Item V	Total
1	11	7	14	13	10	55
2	11	6	14	13	10	54
3	12	6	14	12	10	54
4	12	6	14	12	9	53
5	10	6	13	13	9	51
6	11	5	13	12	9	50
7	11	5	13	12	8	49
8	10	6	13	11	8	48
9	9	5	13	12	8	47
10	10	5	13	11	6	45
11	9	5	13	11	6	44
12	10	6	12	10	5	43
13	11	5	12	10	5	43
14	10	4	12	10	5	41
15	11	4	12	9	5	41
16	9	3	10	10	7	39
17	5	2	7	7	5	26
18	7	2	7	6	4	26
19	6	2	7	6	4	25
20	6	2	6	7	4	25
21	5	3	6	4	5	23
22	5	1	6	4	5	21
23	5	1	6	4	4	20
24	6	1	5	4	3	19
25	5	1	6	4	2	18
Total Marks	217	99	261	227	156	960
Average Marks	8.68	3.96	10.44	9.08	6.24	38.4

C-Group					D-Group			
S.N.	P ₁	P ₂	D	D%	P ₁	P ₂	D	D%
1	55	80	25	45.45	55	90	37	67.27
2	54	77	23	42.59	54	87	33	61.11
3	54	74	20	37.03	54	85	31	57.40
4	53	73	20	37.73	53	83	30	56.60
5	51	74	23	45.09	51	80	29	56.86
6	55	69	1	2	50	80	30	60
7	49	66	17	34.69	49	77	28	57.14
8	49	75	26	53.09	48	77	29	60.41
9	47	63	16	134004	47	74	27	57.44
10	46	61	15	32.60	45	72	25	55.55
11	44	63	19	43.18	44	71	27	61.36
12	43	65	22	51.16	43	68	25	58.13
13	43	61	18	41.46	43	68	25	58.13
14	41	56	15	36.58	41	68	27	65.85
15	39	57	18	46.15	41	65	24	61.53
16	28	55	27	96.42	39	64	25	96.15
17	26	55	29	111.53	26	62	36	138.46
18	25	54	29	116	26	63	37	148
19	25	50	25	100	25	63	38	152
20	24	51	27	112.5	25	61	36	144
21	23	44	21	91.30	23	63	40	173.91
22	21	41	20	95.23	21	61	40	190.47
23	20	42	22	110	20	55	35	175
24	18	35	17	94.44	19	48	29	152.63
25	18	32	14	77.77	18	38	20	111.11
Total	946	1520	509		960	1723	763	
A.V. SC.	37.84	60.8	20.36	53.80	38.4	68.96	30.52	79.47

S.N.	Item I	Item II	Item III	Item IV	Item V	Total
1	16	13	18	17	16	80
2	15	12	18	16	16	77
3	14	12	17	16	15	74
4	13	13	17	15	15	73
5	13	13	17	16	15	74
6	12	12	16	15	14	69
7	11	12	15	15	13	66
8	11	13	15	13	13	75
9	10	12	15	13	13	63
10	10	11	15	13	12	61
11	10	10	17	14	12	63
12	12	11	16	13	13	65
13	12	9	15	13	13	61
14	11	9	12	12	12	56
15	12	10	13	11	11	57
16	12	10	13	10	10	55
17	12	9	14	10	10	55
18	13	8	13	10	10	54
19	10	9	14	9	9	50
20	12	8	12	10	9	51
21	10	5	10	9	8	44
22	9	3	10	9	10	41
23	10	3	11	8	10	42
24	8	3	10	6	8	35
25	9	1	9	7	6	32
Total Marks	286	289	352	300	293	1520
Average Marks	11.44	11.56	14.08	12.00	11.72	60.8

S.N.	Item I	Item II	Item III	Item IV	Item V	Total
1	18	16	20	18	18	90
2	18	16	19	17	17	87
3	17	15	19	17	17	85
4	17	15	18	16	17	83
5	16	14	18	16	16	80
6	17	13	18	17	15	80
7	17	12	17	16	15	77
8	18	12	17	15	15	77
9	17	13	16	14	14	74
10	17	12	15	14	14	72
11	17	12	15	14	13	71
12	16	11	15	13	13	68
13	15	11	17	13	12	68
14	15	12	16	12	13	68
15	14	11	16	12	12	65
16	14	11	15	12	12	64
17	12	11	15	12	12	62
18	12	10	17	12	12	63
19	12	10	16	12	13	63
20	11	10	15	12	13	61
21	11	10	15	14	13	63
22	10	10	14	14	13	61
23	10	9	12	12	12	55
24	8	8	11	10	11	48
25	5	6	10	9	8	38
Total Marks	354	290	396	343	340	1723
Average Marks	14.16	11.6	15.84	13.72	13.6	68.92

Control - Group					Discovery – Group			
S.N.	P ₁	P ₂	D	D%	P ₁	P ₂	D	D%
1	11	16	5	45.45	11	18	7	63.63
2	11	15	4	36.36	11	18	7	63.63
3	12	14	2	16.66	12	17	5	41.66
4	12	13	1	8.33	12	17	5	41.66
5	11	13	2	18.18	10	16	6	60
6	11	12	1	9.09	11	17	6	54.54
7	11	11	0	0	11	17	6	54.54
8	11	11	0	0	10	18	8	80
9	10	10	0	0	9	17	8	88.88
10	10	10	0	0	10	17	7	70
11	10	10	0	0	9	17	8	88.88
12	10	12	2	20	10	16	6	60
13	11	11	0	0	11	15	4	36.36
14	11	11	0	0	10	15	5	50
15	9	12	3	33.33	11	14	3	27.27
16	5	12	7	140	9	14	5	55.55
17	5	12	7	140	5	12	7	110
18	5	13	8	160	7	12	5	71.42
19	6	10	4	66.66	6	12	6	100
20	6	12	6	100	6	11	5	83.33
21	6	10	4	66.66	5	11	6	120
22	6	9	3	50	5	10	5	100
23	5	10	5	100	5	10	55	100
24	1	8	7	700	6	8	2	66.66
25	5	9	4	80	5	5	0	33.33
Total Marks	211	286	75		217	354	137	
A.V.M	8.56	11.44	3	35.54	8.68	14.16	5.48	63.13

Control - Group					Discovery – Group			
S.N.	P ₁	P ₂	D	D%	P ₁	P ₂	D	D%
1	6	13	7	53.84	7	16	9	128.57
2	6	12	6	50	6	16	10	166.66
3	5	12	7	58.33	6	15	9	66
4	5	13	8	61.53	6	15	9	150
5	5	13	8	61.53	6	14	8	150
6	4	12	8	66.66	5	13	8	160
7	4	12	8	66.66	5	12	7	140
8	5	13	8	61.63	6	12	6	100
9	5	12	7	58.33	5	13	8	160
10	4	11	7	63.63	5	12	7	140
11	4	10	6	60	5	12	7	140
12	4	11	7	63.63	6	11	5	83.33
13	4	9	5	55.55	5	11	6	120
14	4	9	5	55.55	4	12	8	200
15	3	10	7	70	4	11	7	175
16	3	10	7	70	3	11	8	266
17	2	9	7	77.77	2	11	9	450
18	2	8	6	75	2	10	8	400
19	2	9	7	77.77	2	10	8	400
20	2	8	6	75	2	10	8	400
21	2	5	3	60	3	10	7	233.33
22	1	3	2	66.66	1	10	9	900
23	1	3	2	66.66	1	9	8	800
24	2	3	1	33.33	1	8	7	700
25	1	1	0	0	1	6	5	500
Total Marks	86	231	145		99	290	191	
A.V.M	3.44	9.24	5.8	168.60	3.96	11.6	7.64	192.92

Control - Group					Discovery – Group			
S.N.	P ₁	P ₂	D	D%	P ₁	P ₂	D	D%
1	15	18	3	20	14	20	6	42.85
2	14	18	4	28.57	14	19	5	35.71
3	14	17	3	21.42	14	19	5	35.71
4	13	17	4	30.76	14	18	4	28.57
5	13	17	4	30.76	13	18	5	38.46
6	13	16	3	23.07	13	18	5	38.46
7	13	15	2	15.38	13	17	4	30.76
8	12	15	3	25	13	17	4	30.76
9	12	15	3	25	13	16	3	23.07
10	12	15	3	25	13	15	2	15.38
11	12	17	5	41.66	13	15	2	15.38
12	11	16	5	45.45	12	15	3	25
13	10	15	5	50	12	17	5	41.66
14	9	12	3	33.33	12	16	4	33.33
15	9	13	4	44.44	12	16	4	33.33
16	8	13	5	62.5	10	15	5	50
17	7	14	7	100	7	15	8	114.28
18	7	13	6	85.71	7	17	10	142.85
19	6	14	8	133.33	7	16	9	128.57
20	6	12	6	100	6	15	9	150
21	6	10	4	66.66	6	15	9	150
22	6	10	4	66.66	6	14	8	133.33
23	7	11	4	57.14	6	12	6	100
24	4	10	6	150	5	11	6	120
25	5	9	4	80	6	10	4	66.66
Total Marks	244	352	108		261	396	135	
A.V.M	9.76	14.08	4.32	44.26	10.44	15.84	5.4	51.72

Control - Group					Discovery – Group			
S.N.	P ₁	P ₂	D	D%	P ₁	P ₂	D	D%
1	13	17	4	30.76	13	18	5	38.46
2	13	16	3	23.07	13	17	4	30.76
3	14	16	2	14.28	12	17	5	41.64
4	14	15	1	7.14	12	16	4	33.33
5	13	16	3	23.07	13	16	3	23.07
6	13	15	2	15.38	12	17	5	41.66
7	12	15	3	25	12	16	4	33.33
8	12	13	1	8.33	11	15	4	36.36
9	11	13	2	18.18	12	14	2	16.66
10	10	13	3	30	11	14	3	27.27
11	10	14	4	40	11	14	3	27.27
12	10	13	3	30	10	13	3	30
13	10	13	3	30	10	13	3	30
14	10	12	2	20	10	12	2	20
15	7	11	4	57.14	9	12	3	33.33
16	7	10	3	42.85	10	12	2	20
17	7	10	3	42.85	7	12	5	71.42
18	7	10	3	42.85	6	12	6	100
19	6	9	3	50	6	12	6	100
20	6	10	4	66.66	7	12	5	71.42
21	5	9	4	80	4	14	10	250
22	5	9	4	80	4	14	10	250
23	3	8	5	166.66	4	12	8	200
24	5	6	1	20	4	10	6	150
25	3	7	4	133.33	4	9	5	125
Total Marks	226	300	74		227	343	116	
A.V.M	9.04	12	2.96	32.74	9.06	13.72	4.46	51.10

Control - Group					Discovery – Group			
S.N.	P ₁	P ₂	D	D%	P ₁	P ₂	D	D%
1	10	16	6	60	10	18	8	80
2	10	16	6	60	10	17	7	70
3	9	15	6	66.66	10	17	7	70
4	9	15	6	66.66	9	17	8	88.88
5	9	15	6	66.66	9	16	7	77.77
6	9	14	5	55.55	9	15	6	66.66
7	9	13	4	44.44	8	15	7	87.5
8	9	13	4	44.44	8	15	7	87.5
9	8	13	5	62.5	8	14	6	75
10	9	12	3	33.33	6	14	8	133.33
11	8	12	4	50	6	13	7	116.66
12	8	13	5	62.5	5	13	8	160
13	8	13	5	62.5	5	12	7	140
14	7	12	5	71.42	5	13	8	160
15	8	11	3	37	5	12	7	140
16	5	10	5	100	7	12	5	71.42
17	5	10	5	100	5	12	7	140
18	4	10	6	150	4	12	8	200
19	4	9	5	125	4	13	9	25
20	4	9	5	125	4	13	9	25
21	3	8	5	166.66	5	13	8	160
22	3	10	7	233.33	5	13	8	160
23	2	10	8	400	4	12	8	200
24	3	8	5	166.66	3	11	8	266.66
25	2	6	4	200	2	8	6	300
Total Marks	165	293	128		156	340	184	
A.V.M	6.6	11.72	5.12	77.57	6.24	13.6	7.36	117.94

APPENDIX III
Summary of Lesson Plans
Lesson Plan No. 1

Class – 10th

Date:2068-05-01

Subject: English

Time: 45 mines

Topic: Introduction to Preposition

Specific Objectives: At the end of this lesson the students will be able to recognize different types of prepositions,

Teaching Materials: daily used materials, photocopies of the pictures.

Teaching Activities: **Discovery Group**

- At first, the teacher writes some examples of using prepositions on the black board and asks students to find out prepositions.
- Then, the teacher distributes the photocopies of the picture and asks -them to discuss with their friends.
- Ask students what prepositions they saw in pictures.
- The teacher asks questions about the picture sometimes to an individual student or to the whole class.
- When they start speaking or interacting, the teacher gives some clues to the students, if necessary.
- If the students don't understand then the teacher can guided them at last.

Control group

- The teacher asks some questions by showing the objects e.g. "where is my pen?", "where are you sitting?" etc.
- If students commit mistake the teacher should immediately correct their errors.
- Then, the teacher distributes the photocopies of the picture and asks them to discus in pair and write suitable prepositions used in the pictures.
- Finally, the teacher tells correct prepositions used in pictures and ask students either they have written right or wrong.

Evaluation: The teacher gives some clues according to the picture and asks them to make sentences.

Homework: Write ten sentences using the prepositions.

Lesson Plan No. 2

Topic: at, on, in

Date :-2068-05-02

Specific Objectives: At the end of this lesson, the students will be able to use at, on, in,

Teaching Materials: Daily used materials, list of sentences written on the chart.

Teaching learning Activities: **Discovery Group**

-) The teacher writes some sentences on the board. e.g.
 - You can find him the gate.
 - I get up 5 a.m.
 - Dashain falls Aswin.
 - Ram is his room.
 - Sita was born 2055.
-) The teacher asks the students to find out which prepositions are suitable in the above sentences.
-) When they start discussing to solve the given problems, the teacher gives some alternatives to them, if necessary.
-) Finally, the teacher checks the students' activities.

Control Group

The teacher writes some sentences on the board. The teacher asks students to fill wrong prepositions, to fill in the blanks individually. If they will fill wrong prepositions, immediately teacher corrects them & tell about the use of prepositions like in, on, at.

Evaluation: The teacher asks students to say some sentences using the above prepositions by themselves and guides them, if necessary.

Homework: Make sentences using in, on and at.

Lesson Plan No. 3

Topic: Revision of at, on, in

Date :-2068-05-05

Specific Objectives: At the end of this lesson students will be able to fill in the blanks by choosing correct preposition from the list,

Teaching Materials: Daily used materials

Teaching Materials: **Discovery Group**

The teacher asks students to fill in the blanks with appropriate prepositions. If the students fill wrong prepositions, then the teacher gives some hints to the students. Again asks students to solve the problem in pair. When they are filling in the blank sentences the teacher guides them where necessary. Teacher let students to do more exercises.

Control Group

The teacher asks student to make the sentences by using prepositions like in, on, at. The teacher checks the students' class work and if they make mistake teacher tells them about the rules of using the prepositions. The teacher gives more guidance to the students.

Evaluation: The teacher asks students to fill in the blanks by discoing pair and group but in group 'A' help students solve their problems.

Homework: Make 10 sentences by using in, on, and at.

Lesson Plan No. 4

Topic: between, among

Date:-2068-05-06

Specific objectives: At the end of this lesson, students will be able to fill in the blanks using between and among.

Teaching materials: Daily used materials, pictures using the prepositions between and among.

Teaching Activities: **Discovery Group**

Ask students different questions like:

- Who is sitting between Ram and Shyam?
- Who is sitting among the girls?

If students make mistakes teacher gives hints them by creating classroom environment. Ask students to solve the problems in discussing pair or in group.

Control Group

The teacher creates environments by using between and among then tells them rules of using between and among. Then the teacher shows the picture and asks questions like:

- Who is sitting between ram and shyam?
- Who is sitting among the girls?

Evaluation: The teacher asks some questions to the students like:

- where is Geeta sitting ?
- Where is the boy sitting?

Homework: Fill in the blanks with between and among.

Lesson Plan No. 5

Topic: Revision of between and among.

Date:-2068-05-07

Specific Objectives: At the end of this lesson students will be able to make sentence by using between and among by themselves

Teaching Materials: Materials of daily use.

Teaching Activities: **Discovery Group**

At first, the teacher writes some blank sentences on the board and ask students to fill by using prepositions 'among' and 'between' e.g.

- Ram is sitting Mohan and Shyam.
- Geeta is sitting the boys.

Then, she asks them to read the sentences silently and asks some students where are they sitting?, who is sitting among the girls?

If they make mistakes, she hints them and asks them to work in pair. Finally, if they are unable then she tells the rules of using the prepositions 'among' and 'between'.

Control Group

At first, the teacher writes some sentences on the board by using prepositions 'between' and 'among'. She asks students to make some sentences like on the black board. if they are unable to make correct sentences the teacher finally tells the rules and helps them to make sentences.

Evaluation: she asks students to make pair then ask and reply but in group B, she tells rules first if necessary, then ask them to reply.

Homework: Make a short dialogue using the prepositions 'between' and 'among'.

Lesson Plan No. 6

Topic: 'above' and 'below'

Date:-2068-05-08

Specific Objectives: At the end of this lesson, the students will be able to use with, 'above' and 'below'

Teaching Materials: Daily used materials

Teaching Activities: **Discovery group**

- Teacher checks the homework.
- The teacher asks students to fill in the blanks.
- The teacher divides the students into pairs and asks them to ask and reply using the prepositions 'above' and 'below'.
- The teacher guides students, if necessary.
- Finally, the teacher checks their rules if incorrect she corrects them or if they missed the rules she tells them.

Control group

- The teacher writes some examples by using the prepositions 'above' and 'below' and asks them to read aloud.

- Ask students to make some sentences by using 'above' and 'below'.
- If students are unable then she tells them the rules of using 'above' and 'below'.
- Finally, the teacher checks the students class work and corrects if wrong sentences were found.

Evaluation: She asks some students to say some sentences by using above mentioned prepositions.

Homework: Make 10 sentences according to written rules.

Lesson Plan No. 7

Topic: Revision of 'above' and 'below'

Date:-2068-05-09

Specific Objectives: At the end of this lesson the students will be able to make sentences by using 'above' and 'below'

Teaching Materials: Flash cards.

Teaching Activities:- **Discovery group**

The teacher at first displays the following sentences on the flash cards:

- A girl above 20 is perfect to marry.
- The bulb is above the poster on the wall.
- The poster is below the bulb on the wall.

) Then the teacher asks students to read aloud and asks to focus on underlined part of the sentences.

) The teacher asks them to make rules from the sentences.

) Mostly she use partial guides to the students, if necessary.

) In case, they are unable to derive the rules the teacher finally gives the rules about the use of 'able' and 'below'.

Control group

The teacher shows flash cards on the flannel board and ask student to write them on their notebook.

) The teacher writes the rules on the board.

) The teacher writes some blank sentences on the board and asks students to fill them.

) If they are unable the teacher helps them.

Evaluation: The teacher randomly asks some students to make sentences by using 'below' and 'above'.

Homework: The teacher asks students to find sentences using 'below' and 'above' from their book.

Lesson Plan No. 8

Topic: Prepositions 'into' and 'onto'.

Date:2068-05-11

Specific Objectives: At the end of this lesson, the students will be able to make sentences by using 'into' and 'onto'

Teaching Materials: Daily used materials.

Teaching Activities: **Discovery Group**

The teacher writes some rules on the board and asks students to write and read loudly. Then, ask students to make some sentences following the rules. Then, she divides the students into pairs and asks them to write and presents to her. Finally, she checks their class work and correct their mistakes.

Control Group

She does the same activities mentioned above but the difference is she writes rules and some examples too on the board. Then, helps students if they make mistakes.

Evaluation:- The teacher create situations to use 'into' and 'onto' in the classroom. Them, ask students like:

- Who is into the room?
- Who is jumping onto the bench? etc.

Homework: Make 10 sentences by using 'into' and onto'.

Lesson Plan No. 9

Topic: Revision of 'into' and 'onto'

Date :2068-05-12

Specific Objectives: At the end of this lesson, the students will be able to tick the right prepositions and cross out the wrong preposition that is mentioned in the conversation

Teaching Materials: Flash cards, tape recorder and cassettes, daily used materials.

Teaching Activities: **Discovery group**

- The teacher checks the homework.
- She shows the cards with some prepositional phrase.
- She plays the cassettes and asks the students to listen carefully for first time and asks them to tick the correct one and cross out the wrong one.
- She plays cassettes for the 2nd time and asks them to check once again.
- She uses partial guidance, if necessary.
- Finally she checks their works and corrects if necessary.

Control Group

- The teacher checks homework.
- She does the same activities mentioned above but the teacher gives more guidance to the students in this group.
- Finally, checks their class work.

Evaluation: She writes some sentences using prepositions on the board and asks them to tick the correct one and cross out the wrong one to some students.

Homework: Make some sentences by using the prepositions, 'into' and 'onto'.

Lesson Plan No. 10

Topic: Prepositions (by, with)

Date:2068-05-13

Specific Objectives: At the end of this lesson, the students will be able to fill in the blanks with the prepositions 'by' or 'with'

Teaching Activities: Daily used materials.

Teaching Activities: **Discovery Group**

- She writes some blank sentences on the board.
- Asks students to fill them with the prepositions 'by' and 'with'.

- If they make mistakes, she divides the students into groups and asks them to discuss more than one time.
- She gives partial guidance, if necessary.
- Then, she asks the group leader to fill the blank sentences.
- She checks their work and corrects them by saying the rules of using the prepositions 'by' and 'with'.

Control Group

- The teacher writes the rules and examples on the board.
- Asks students to learn by heart and copy them on notebook.
- Gives them class work and asks them to do.
- Help them if may mistake.
- Finally, checks the class work and correct if necessary.

Evaluation: The teacher writes some blank sentences on the board and asks some students to fill the sentences.

Homework: Fill in the blanks with prepositions, 'by' and 'with' from the book.

Lesson Plan No. 11

Topic: Revision of 'by' and 'with'

Date :-2068-05-15

Specific Objectives: On the completion of this lesson, the students will be able to make sentences by using 'by' and 'with'

Teaching Materials:- Materials of daily use.

Teaching Activities:

Discovery Group

- At first, the teacher checks the homework of the previous class.
- The teacher dictate some blank sentences & ask students to listen and write
- The teacher divides the class into pairs.
- Then ask students to fill in the blank sentences by using 'by' and 'with'.
- If students are in confusion the teacher mostly gives them partial help.
- Checks students class work.

Control Group

- At first, the teacher checks the homework of the previous lesson.
- The teacher writes some examples on the board.
- Then, ask students to read loud.
- Then, the teacher dictates some blank sentences and asks students to listen and write then, complete the sentences.
- The teacher gives more help to students.

Evaluation: The teacher asks students to make some sentences by using 'by' and 'with' in the pairs.

Homework: Write down some sensible sentences by using 'by' and 'with'

Lesson Plan No. 12

Topic: Preposition (to, of)

Date :-2068-05-18

Specific Objective: On the completion of this lesson, the students will be able to know the use of 'to' and 'of'

Teaching Material: Daily used material

Teaching Activities: **Discovery group**

- In the beginning, the teacher, checks the homework of the previous lesson.

The teacher divides the class into pairs for reading together.

- Then, she distributes the photocopies of the picture chart and the teacher asks them to discuss with their peers what they read.
- Ask them to the rule of using 'to' and 'of'.
- Finally, the teacher tells them the rules.

Control Group

- Checks the homework.
- The teacher shows the picture and tells them the use of 'to' and 'of'.
- The teacher writes some examples on the board.

Evaluation: The teacher gives students some clues and asks them to say rules of using 'to' and 'of'.

Homework: Write down ten sensible sentences by using 'to' and 'of' from their book.

Lesson Plan No. 13

Topic: Revision of 'to' and 'of'

Date:-2068-05-19

Specific Objectives: On the completion of this lesson, the students will be able to make sensible sentences by using 'to' and 'of'

Teaching Activities: **Discovery Group**

- The teacher checks the homework.
- Writes some blank sentences on the board and asks students to fill them.
- Finally, teacher checks class work and corrects, if necessary.

Control Group

- Checks the homework.
- Revision of previous rules about the use of 'to' and 'of' by teacher.
- Writes some examples on the board.
- Asks students to make other sentences following the examples.
- The teacher helps them frequently.

Evaluation: Asks some students to say the sentences by using 'to' and 'of'.

Homework: Use the prepositions 'to' and 'of' to make sensible sentences on your own.

Lesson Plan No. 14

Topic: Prepositions (Since, for)

Date:-2068-05-20

Specific Objectives: On the completion of this lesson, the students will be able to be familiar with prepositions 'since' and 'for'.

Teaching Materials: Materials of daily use.

Teaching Activities: **Discovery Group**

- The teacher checks the homework.
- The teacher asks students what they know about 'since' and 'for'.
- Asks them to say some examples.
- Helps them, if necessary.
- Finally, the teacher tells about the use of 'since' and 'for'.

Control Group

- The teacher checks the homework.
- The teacher tells and writes the rules of using 'since' and 'for'.
- Then, the teacher creates the situation.
- Asks students to write sentences using 'is' and 'for' teacher discussing in pair.
- Finally, the teacher checks their class work and corrects if necessary.

Evaluation: The teacher gives students some clues for the discussion and asks them to write some sentences with their pair.

Homework: Find out some sentences using 'since' and 'for' from your book.

Lesson Plan No. 15

Topic: 'across' and 'through'

Date:-2068-05-21

Specific Objectives: On the completion of this lesson, the students will be able to tick the correct prepositions from the alternatives.

Teaching Materials: Daily used materials.

Teaching Activities: **Discovery Group**

- The teacher checks the home work.
- The teacher asks students what they know about the topic.
- If students reply something, the teacher writes on the board.
- Then, the teacher divides the students into pairs.
- Asks students to discuss in pairs and say what they find out.
- Finally, the teacher teaches about the topic.

Control Group

- At first, the teacher checks the home work of the previous class.
- The teacher introduces the topic first.
- Then, the teacher divides the class into pairs for discussion.
- The teacher helps them frequently.

Evaluation: Asks them to tick the correct prepositions from the alternatives.

Homework: Fill in the blanks with 'across' and 'although'.

- The thief came the window.
- Can you swim the river ?
- The man is passing the busy street.
- Don't walk the road. The car is coming.

Lesson plan No. 16

Topic: Revision of 'across' and 'through'

Date:-2068-05-22

Specific Objectives: At the end of this lesson, the students will be able to differentiate the use of 'across' and 'through'.

Teaching Materials: Daily used materials, chart with the list of rules of using 'across' and 'through' flannel board.

Teaching Activities: **Discovery Group**

- The teacher checks the home work.
- The teacher writes the following sentences on the the board:
 - Can she swim across the river?
 - The man passing through the busy street.
 - The doctor examines bacteria through the microscope.
- Then, the teacher asks students to read aloud and asks to focus on underlined words of the sentences.
- The teacher asks them about the rules of using 'across' and 'although'.
- If students are unable, the teacher helps them to devise the rule.
- In case students are unable to derive the rule the teacher finally shows the list of rules on chart in the flannel board.

Control Group

- The teacher shows the list of rules on the chart in the flannel board.
- Asks students to write on notebook.
- The teacher writes some examples on the board.
- She then, explains that the different between 'across' and 'through'.

Evaluation: The teacher writes some sentences on the board and asks them to fill in appropriately.

Homework: Make some sentences by using 'across' and 'through'.

Lesson Plan 17

Topic: Prepositions (above and over)

Date:-2068-05-23

Specific Objectives: On the completion of this lesson, the students will be familiar with 'above' and 'over'.

Teaching Materials:

- Daily used materials, chart.

Teaching Activities:

Discovery Group

- Checks the homework first.
- Teacher asks students some questions about 'above' and 'over' like:
 - What is above the bulb?
 - What is flew over the tree?
 - Ram is an old man. He is over 80.
- Teacher asks students to differentiate between 'above' and 'over' and asks them to say about their use.
- If they are unable to say then, teacher helps them partially.
- Finally, teacher tells them the introduction and the use of 'above' and 'over'.

Control Group

- The teacher checks the homework.
- The teacher introduces the prepositions 'above' and 'over'.
- Then, the teacher divides the class into pairs for discussion.
- Then, teacher instructs them to read the example given in the book in the divided pairs and asks them to discuss with their peers.
- Again, the teacher helps them, if necessary.

Evaluation: The teacher gives students some clues for the discussion and asks them.

Homework: Write some rules about the use of the prepositions 'above' and 'over'.

Lesson Plan No. 18

Topic: Revision of 'above' and 'over'.

Date:-2068-05-25

Specific Objectives: On the completion of this lesson, the students will be able to use the prepositions 'above' and 'over' to make sentences.

Teaching Materials:

- Daily used materials.

Teaching Activities:

- Checks the homework first.
- Ask students to say the rules of using the prepositions: 'above' and 'over'.
- Then, again asks them to make sentences using 'above' and 'over'.
- The teacher checks their class work and make correction if necessary.

Control Group

- The teacher checks the homework.
- The teacher writes some sentences using 'above' and 'over'.
- The teacher asks students to make similar sentences written on the board.
- The teacher guides the students, if necessary.

Evaluation: Ask some students to say some sentences using 'above' and 'over'.

Homework: Make ten sentences using by 'above' and 'over'.

Lesson Plan 19

Topic: Preposition 'beside'

Date:-2068-05-26

Specific Objectives: At the end of this lesson, the students will be able to fill in the blanks with 'beside' choosing from the alternatives.

Teaching Materials:

- Daily used materials
- Chart with the list of different rules of the preposition 'beside'.
- Flannel board.

Teaching Activities:

Discovery Group

- The teacher writes some examples using the preposition on the board.
 - My house is beside the road.
 - The old man keeps a stick beside him.
 - She is sitting beside them.
- Then, the teacher students to read aloud and asks to focus on underlined part of the sentences.
- Then, the teacher asks them to write the rule and few examples with that rule.
- The teacher gives some clues to students, if necessary.
- Finally, the teacher shows the chart in the flannel board consisting the rules of using 'beside'.

Evaluation:

- The teacher writes some blank sentences on the board and asks students to fill them.

Homework: Fill in the blanks with appropriate prepositions from your book.

Lesson Plan No. 20

Topic: Preposition 'beside'

Date :-2068-05-27

Specific Objectives: On the completion of this lesson the students will be able to introduce with beside.

Teaching Materials:

- Daily used materials
- Chart consisting of list of the rules using the preposition 'beside'.
- Flannel board.

Teaching Activities:

- The teacher checks the home work.
- The teacher writes some examples using the preposition beside on the board.
- Then, divide students into pairs.
- Ask students to find out rules from the examples.
- Teacher checks their class work & make correction if neces

Control Group

- The teacher checks the homework.
- The teacher writes gives introduction about the preposition 'besides'.
- Then, writes some rules and examples on the board.
- The teacher asks students to copy the rules and examples on their note copy.
- Ask students to write similar sentences by themselves.

Evaluation: Asks students to say some rules and examples of using the preposition 'besides'.

Homework:

- Write 10 sentences using the preposition 'besides' by themselves.

Lesson Plan No. 21

Topic: Different between 'beside' and besides.

Date:-2068-05-28

Specific Objective: On the Completion of this lesson, the students will be able to tick the correct answers from the brackets.

Teaching Material:

— Daily used materials

Teaching Activities:

Discovery Group

- At first, the teacher checks the homework of the previous lesson.
- The teacher writes some examples with blank sentences on the board using the preposition 'beside' and 'besides' in the brackets.
- Then, the teacher divides the class into pairs for discussion.
- Asks students to tick the correct prepositions from the brackets.
- If they are unable, the teacher should guide them but partially, if necessary.

Control Group

- At first, the teacher checks the homework of the previous class.

- The teacher introduces the prepositions 'beside' and 'besides' and their use.
- Writes some examples on the board and asks students to differentiate between 'beside' and 'besides'.
- If they are even unable, the teacher helps them.
- Finally, the teacher checks their work and corrects, if necessary.

Evaluation: Complete the blank sentences from your book selecting the correct preposition from brackets.

Homework: Make any five sentences using 'beside' and 'besides'.

Lesson Plan No. 22

Topic: Preposition 'except'

Date:-2068-05-30

Specific Objectives: On the completion of this lesson, the students will be able to familiar with the preposition 'except'

Teaching Materials:

- Daily used materials
- Chart with the list of different examples & rules of using except.
- Flannel board.

Teaching Activities:

- The teacher writes some sentences on the board using the preposition 'except'.
- Then, the teacher asks students to read aloud and asks to focus on underlined sentences.
- The teacher asks them about words or situations that follows the preposition 'except'. And help them to devise the rule.
- The teacher asks students to write the rules and examples following the sentences written on the board.
- Finally, the teacher shows the chart in the flannel board consisting rules of using the preposition 'except'.

Control Group

- The teacher writes some sentences on the board using the preposition 'except'.
- The teacher tells them, the rules of using prepositions.
- The teacher divides the class into pairs and asks students to write the rules by themselves.
- If they are unable, teacher helps them.

Evaluation:

- The teacher writes some blank sentences on the board and asks them to fill in appropriately.

Homework:

Write any five rules with examples using the preposition 'except'.

Lesson Plan No.23

Topic: Revision of 'except'

Date :-2068-06-01

Specific Objectives: At the end of this lesson, the student will be able to use the preposition 'except' to make sensible sentences.

Teaching Materials:

Discovery Group

- Teacher checks the homework.
- Teacher asks some students about the rules which she taught the previous class.
- Then, the teacher asks students to write the rules with examples.
- Finally, teacher asks students to present the rules in front of the class.
- The teacher corrects the students' work, if necessary.

Control Group

- The teacher checks the homework.

- The teacher repeats the whole activities which she did the previous class.

Evaluation: The teacher asks students to find out the sentences using 'except' from their book.

Homework: Make any ten sentences by using ' except ' by their own words.

Lesson Plan No.24

Date :-2068-06-02

Topic: Revision of the prepositions (on, at, in, beside, besides and except)

Specific Objectives: On the completion of this lesson, the students will be able to make sensible sentences by using the prepositions on, at, in, beside, besides and except.

Teaching Materials:

- Daily used Materials.

Teaching Activities:

Discovery Group

- The teacher writes some prepositions like on, at, in, beside, besides and except on the board.
- Asks other students whether their friends told right or wrong use of the prepositions.
- Then, the teacher divides the class into pairs for discussion.
- The teacher asks students to write some of the rules and presents them in front of the class.
- Finally, the teacher checks their class work.

Control Group

- The teacher writes some rules of using the above prepositions on the board.
- Asks students to learn them by heart and copy them on their note book.
- Asks students to make one sentence of each prepositions.
- The teacher helps students to make sentences, if necessary.

Evaluation: The teacher asks students to say sentences by using each preposition.

Homework: Make any six sentences by using each the prepositions on, at, in, beside and except.

Lesson Plan No. 25

Date :-2068-06-03

Topic: Revision of the prepositions (between and among, below and above)

Specific Objectives: At the end of this lesson, the students will be able to use the prepositions in making sensible sentences.

Teaching Materials:

- Daily used materials

Teaching Activities:

Discovery Group

- The teacher writes the prepositions 'between' and 'among', 'below' and 'over' on the board.
- Asks students to say some rules of using them with examples.
- Asks other remaining students whether their friends' replies are wrong or right.
- The teacher divides the students into pairs for discussion.
- Teacher asks them to solve problems themselves.
- Finally, the teacher corrects their work, if necessary.
- Teacher writes some rules of using the prepositions mentioned above.
- Asks students to write some examples of each prepositions following the rules.
- The teacher helps them frequently in their work.

Evaluation: Asks some students to make sentences by using the prepositions mentioned above.

Homework: Make any 10 sentences by using the prepositions mentioned above.

Lesson Plan No.26

Topic: Revision (into and onto, since and for)

Date:-2068-06-04

Specific Objectives: At the end of this lesson, the students will be able to cross out the wrongly used prepositions and make correction, if necessary.

Teaching Materials:

- Daily used materials
- Chart of some examples

Teaching Activities:

Discovery Group

- She checks the homework
- The teacher presents the chart of examples
- Then, the teacher divides students into pairs and asks them to find out the rules.
- Asks students to help each – others pairs.
- Finally, the teacher helps them, if necessary.

Control Group

- The teacher writes some rules with examples using the prepositions mentioned above.
- Asks students to learn by heart and copy them on their notebook.

Evaluation: Cross out the prepositions and correct where necessary:

- He jumped onto the river.
- A cat jumped into the table.
- He has been teaching in her school since 14 years

Homework: Write any 4 sentences using 'since', 'for', 'into', and 'onto'.

Lesson Plan No.27

Topic: Revision (by, with, to, of)

Date:-2068-06-05

Specific Objectives: On the completion of this lesson, the students will be able to insert prepositions in the sentences, where necessary.

Teaching Materials:

- Daily used materials

Teaching Activities:

Discovery Group

- The teacher checks the homework.

- The teacher asks students to write some sentences by using the prepositions mentioned above.
- The teacher guides them partially, if necessary.
- Finally, the teacher checks their work and corrects, if necessary.

Control Group

- The teacher checks the homework.
- The teacher writes some examples of using the above mentioned prepositions.
- Then, the teacher asks them to read the sentences loudly and learn them by heart.
- Asks students to make similar sentences following the examples written on the board.
- Teacher helps them frequently.

Evaluation:

- Insert prepositions by, with ,to, of in the following sentences:
 - I go home
 - She cuts vegetable knife.
 - They go Kathmandu bus.
 - The name her school is Shree Vrikuti Higher Secondary.

Homework: Make any four sentences by using the prepositions 'by', 'with', 'to' and 'of'.

Lesson Plan No.28

Topic: Revision (across and through)

Date:-2068-06-06

Specific Objectives: On the completion of this lesson, the students will be able to make the paragraph by using the prepositions 'across' and 'through'.

Teaching Activities: Discovery Group

- The teacher checks the homework
- The teacher shows the students the chart of examples using the prepositions 'across' and 'through'.

- She divides the whole class into the groups and asks them to make some sentences and asks some of the more capable students to help the other students to make sensible sentences.
- If wrong sentences are produced, the teacher helps them partially, if necessary.

Control Group:

- In this group also, the teacher does the same activities but here the teachers give more hints and guidance to the students to help their work.
- Finally, the teacher checks their work and corrects, if necessary.

Evaluation: The teacher asks some of the students to stand up and asks to say some small paragraphs using the prepositions 'across' and 'through'.

Homework: Make a paragraph using the prepositions 'across' and 'through' by their own words.

Lesson Plan No. 29

Topic: Revision (above and over) Listen and Tick.

Date:-2068-06-07

Specific Objectives: On the completion of this lesson, the students will be able to tick the correct prepositions that are mentioned in the conversation.

Teaching Materials:

- Daily used materials
- Flash cards, tape recorder and cassettes and daily used materials.

Teaching Activities:

Discovery Group

- The teacher checks the homework.
- She shows the flash cards with some examples of using the prepositions 'above' and 'over'.
- She familiarizes the learners with the topic to arouse the students' interest in the subject matter.
- She plays the cassettes and asks the students to listen carefully for the first time and asks them to find out the correct sentences using 'above' and 'over', among other sentences.
- She plays cassettes for the 2nd time and asks them to check once again their work is either correct or wrong.

- Finally, the teacher checks their work is either correct, if necessary.

Control Group

- The teacher checks the homework.
- In this group also, the teacher does the same activities but here the teacher tells about the rules of using the above mentioned prepositions before playing cassettes.
- In this group, the teacher helps students more than above group.

Evaluation:

Tick (v) the best answer

- The bird flew -----the tree
a. below b. above c. over d. under
- Ram is an old man . He is -----80.
a. below b. above c. over d. under

Homework:

Make any five sentences by using the prepositions 'above' and 'over'.

Lesson Plan No.30

Topic: Revision

Date:- 2068-06-08

Specific Objectives: At the end of this lesson, the students will be able to use all the prepositions what they have learnt throughout the whole classes.

Teaching Materials:

- Daily used materials

Teaching Activities:

Discovery Group

- Teacher checks the homework.
- Asks students to make sentences by using the prepositions on, at in, between, among, above, below, into, onto, by, with, to, of, since, for, across, through, above, over, beside, besides and except individually.
- Asks them to help each-other, if necessary.
- Finally, the teacher checks their work and corrects, if necessary.

Control Group

- The teacher checks the homework.
- The teacher writes some examples of the prepositions mentioned above.
- The teacher asks students to make other sentences by their own following the examples.
- The teacher helps students to their work.
- Finally, teacher checks and corrects.

Evaluation: Asks some of the students to say some sentences using the above mentioned prepositions.

Homework:

- Make 22 sentences by using the above mentioned prepositions.