

**USE OF REALIA FOR TEACHING
ENGLISH PREPOSITIONS**

**A Thesis Submitted to the Department of English Education
in Partial Fulfillment for the Master's Degree in Education**

**Submitted By
Purna Devi Neupane**

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2009

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2009**

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Date of Submission : 2066/8/16**

DECLARATION

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

Date: 2066/08/15

.....

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RECOMMENDATIONS FOR ACCEPTANCE

This is to certify that **Mrs. Purna Devi Neupane** has prepared the thesis entitled "**Use of Realia for Teaching English Propositions**" under my guidance and supervision.

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DEDICATION

Dedicated

to

My Beloved Parents

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Purna Devi Neupane

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ABSTRACT

This present thesis entitled "**Use of Realia for Teaching English Prepositions**" aims to assess the effectiveness of use of realia for teaching English prepositions. Main focus of the study was directed on how effectively can prepositions be taught by using realia and what its impacts with regard to communicative ends of learning English as a second or foreign language would be. The study was carried out using both primary and secondary sources of data. Mostly teaching prepositions is taken as stressful liability on the part of teachers and students, the study bears the facts of better results of use of realia for teaching them in the sense that all the students passed in tests and more importantly, a few students were able to score full marks; only a few students showed problems in using prepositions correctly. The students showed positive results in using prepositions 'on', 'in' and 'between' and 'under' tested subsequently.

The study is divided into four main chapters and their sub-chapters. The first chapter contains general background; teaching aids and materials, types of teaching aids and material, realia and its benefits, English grammar, word class, prepositions, definitions and theory of action research. This chapter also includes the review of related literature, objectives and significance of the study. The second chapter deals with the methodology applied in the study as sources of data and data collection procedures. The chapter also states the limitations of the study. The third chapter presents data through analysis and interpretation. The fourth chapter consists of the findings and recommendations based on the analysis and interpretation of the data. Reference and appendices are attached at the end.

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ABBREVIATIONS AND SYMBOLS

%	-	Percentage
	-	Sum of (sigma)
Approx	-	Approximation
Av.	-	Average
Brit	-	British
CDC	-	Curriculum Development Center
CU	-	Combridge University
e.g.	-	Example
Ed.	-	Education
et al	-	And other people
etc.	-	Etcetera
Fig.	-	Figure
I	-	Increment
i.e.	-	that is
NELTA	-	Nepal English Language Teacher's Association
O'clock	-	of the clock
OUP	-	Oxford University Press
P.M.	-	Past meridian
Sth	-	Something
T.U.	-	Tribhuvan University
T-A	-	Test-A (Pre-Test)
T-B	-	Test-B (Second Progressive Test)
T-C	-	First Progressive Test
T-D	-	Test-D (Post-Test)
vol	-	Volume
wwII	-	World war II
\bar{X}	-	Mean