

CHAPTER – ONE

INTRODUCTION

1.1 General Background

Language is a fundamental need that humans use to exchange meaning with one another in the society. Language differs from community to community according to socio cultural background of each ethnic group. It may be written, spoken or strategic. Each and every community or country uses its language locally or nationally for its official or unofficial purpose or for the formal and informal contacts. Of the languages spoken in the world, English is one of the international languages, which is spoken in most parts of the world. It means many people all over the world use it as a second or foreign language. It has played greater roles in international trade, technology, education, entertainment and other aspects of social life. It is a vital tool for any individual to become successful in local, national and international communication. In this regard, anyone who does not have sound knowledge of English remains far behind in the world.

Consolidating its position in Nepal, Prime Minister Janga Bahadur Rana opened a school called Durbar High School after his return from Britain at the ground floor of Thapathali Darbar in 1910 BS. Nowadays, the importance of English language teaching and learning has been increasing. For the use of latest technology, all illiterate Nepali also have felt the need of English in their daily use, such as operating mobile, chatting in internet and writing e-mails etc. In Nepal, English has largely been treated as an academic subject and has been taught as a compulsory subject from grade one to bachelor level. Curricula have been designed

for different levels and levelwise aims and objectives have also been determined. It is said that a curriculum is set of planned and determined actions. It also defines text books, contents, instructional materials, methods and aims of teaching but a curriculum never regards a text book as complete and autonomous body in itself.

1.1.1 Teaching Aids and Materials

Teaching aids and materials include any material, program or machine that can be used to help the teacher present or explain his/her lesson better. These are especially designed to help the teacher save time and effort and to arouse interest on the part of the students. But sometimes, teaching aids are distinguished from teaching materials. Teaching aids are different from teaching materials in that the latter are those which have the content of teaching such as curriculum, course of study, textbook and other supplementary materials like song, rhymes and games. On the other hand, the former is anything audible or visible or both which helps students learn the language more quickly and more accurately.

Teaching materials are the basic needs for any educational programme but not secondary or optional like teaching aids. This may be a reasonable point of view when thinking about the geography lesson, but in the science and the language class teacher cannot do his job at all without visual help. Only the methods or techniques or approaches are not sufficient to serve this purpose. For this, the teacher needs materials to support her teaching. Teaching materials are often said to focus attention on meaning. All the materials that can be used and seen inside the classroom make teaching live. The classroom has many objects and things that can be used as visual aids. Or everything belonging to or brought into the classroom, animate or inanimate, is a potential visual

aid—teacher, boys, girls, pets, plants, geometric box, clothes, flowers, furniture, materials, objects; everything that anyone is seen to do, any movement she makes, any action she performs—laughing, crying, smiling, working, acting, misbehaving, attending or not attending: Blackboard, chalk, flannel board, flashcards, charts, realia, matchstick figures and pictures etc. are visual aids. Teaching aids help students to focus their attention on objects, actions, events and situations, which give meaning and context. They help students to remember things for a long time, without them a lesson lacks excitement, and they lose interest in it. Students do not pay attention to what is happening in the class in their absence.

Teaching materials in teaching English as a foreign language can hardly be exaggerated. Teaching materials are often said to focus attention on meaning and all the materials that can be used and seen inside the classroom make teaching live. The teaching objects always present in the classroom motivate the students and make the teaching/learning effective. The teacher must be effortful to make the class lively, to motivate the students and to make teaching realistic. The teacher should enter the classroom with new sets of visual aids and they should match with the aim and plan of the lesson.

There is a common saying that 'a picture is better than a thousand words'. From this also we can understand the importance and role of teaching materials and teaching English. With the help of the visual aids and materials which the learner can see in the classroom through the window, the teacher clarifies, establishes relationships, co-relates and co-ordinates accurate concepts, interpretations and appreciations and enables him/her to make learning more concrete, effective, interesting, inspirational, meaningful and vivid. The importance of teaching materials

and visual aids can be clear from the old Chinese's proverb: I hear I forget, I see I remember, I do I understand. Therefore, teaching materials are essential parts of learning and learners should be involved in them.

Especially in this context, the teaching materials and aids mean the visual aids which we can use in the classroom for teaching a second or additional language. With their use in the language classroom, the learning is internalized through a process of the student's involvement and response with these materials in the language classroom.

1.1.2 Types of teaching Aids and Materials

Teaching aids can be classified variously on the basis of various criteria. The following are some of the ways of classifying teaching aids on the basis of various criteria.

1. On the basis of the way / load of preparation:
 - a. Requiring little preparation, time, effort, expense: flash cards, magazine-cutouts, pictures, puppets etc.
 - b. Requiring more preparation: the magnet board, wall poster, the portable backboard, white board.
2. On the basis of who the producer is:
 - a. Commercial: that is available in the market.
 - b. Teacher made: made by the teacher herself / himself.
3. On the basis of their complexity:
 - a. Technical: OHP, movies, video tapes, TV, cassettes, radio etc. which involve some kind of machine or electricity.
 - b. Non-technical: other than technical ones e.g. pictures, puppets etc.

4. On the basis of their nature:
 - a. Flat (two dimensional): picture.
 - b. Three dimensional:
 - Moving: that shows something dynamic.
 - Still: that shows something static.
5. On the basis of sense (s) involved:
 - a. Visual: realia, pictures, photographs, posters, maps, charts, diagrams, drawings, magazine, a cut-outs, matchstick figures, puppets, etc.
 - b. Audio–Visual: TV, video, language laboratory, multimedia computer etc.
 - c. Audio: radio broadcast, taped materials, etc.
6. On the basis of how they are shown:
 - a. Projected (shown to a group of class).
 - b. Non – Projected (distributed to individuals).
7. On the basis of their purposes:
 - a. Reading aids
 - b. Listening aids
 - c. Speaking aids
 - d. Writing aids
 - e. Multi skill aids
8. On the basis of whether they are used to display other materials or they are displayed themselves:
 - a. Display devices: (blackboard, pocket chart)
 - b. Materials to be displayed: (picture, photographs)

1.1.3 Realia and its Benefits

Realia refers to real objects or things. Generally, any object or things that can be easily carried to school or even into the classroom, for example, a piece of fruit, a ruler, a stone, a stick, an egg and toys are called realia. But in a broad sense anything, say the Himalayas, a lake as well which can be used to teach meaning of any words or language item is realia. Sometimes the imagination of any thing real that can be created in the students mind can be termed as realia, for example, we can create image of puddles that are found in the street by creating a puddle by pouring some water onto the floor. Thus, with the help of realia we can teach not only the meaning of the real objects but also of the words related to realia. Specially in our present context, the concrete words can be best taught by using realia.

There are mainly two types of realia. They are the realia – within the classroom and outside the classroom. Mainly, realia within the classroom are again of two types. They are :- (a) those which are already in the classroom (i.e. desk, bench, blackboard, dustbin, wall or so) (b) those which are brought by the teacher (i.e. stone, flower, plant, orange apple, water etc.).

The realia can be classified also into the ones that we can touch and the ones that we cannot touch but point to (e.g. the Himalayas, the sun etc.). Various techniques can be used with realia for teaching language items and vocabulary as well. Through the use of realia students demonstrate comprehension of a teacher's command by physical and linguistic performance. Students can learn through observing actions performed by their teacher in their class and performing the actions themselves. For our present purpose, use of realia for teaching English prepositions has been

verified in a number of contexts with varied learner groups that belong to different linguistic background. The office of education and the office of Naval Research, the State of California funded the studies. These studies have shown very high drop out rate. However, use of realia in teaching new language items increases confidence. Mainly, students of all ages, including adults can benefit better than those of in an usual way (i.e. instructions).

Teaching is the association of different principles, methods and techniques. These principles, methods and techniques play an important role in teaching learning activities. So, the teacher should recognize the best method to teach any item. Harmer (2001, p.73) mentions the use of realia for teaching English prepositions and shows its importance. There are different methods adopted by different language teaching practitioners and researchers. Among them the use of realia for teaching English prepositions is one of the prominent methods to teach language as believed by many language teachers and researchers. Many teachers have felt the need of realia for teaching English prepositions is effective in the sense that it is locally and easily available in the school surroundings without any effort. They can be collected without a large amount of money and within a very short time.

The benefits of using realia in the language classroom are given below.

- a. Real objects are highly motivating and promote retention on the part of the students.
- b. There are abundant sources for realia at no or very little cost.
- c. Realia provides structural support, which is especially beneficial for the beginners.

- d. As opposed to commercial language teaching materials, realia can be adopted to any teaching style or classroom environment.
- e. Unlike two dimensional or computer based materials, realia can be held and manipulated as good vehicles for authentic, meaningful communication, especially for students with tactile learning styles.
- f. They can be used to create situations to make the meaning of a word or a structure clear and to practice them in meaningful situations.
- g. Realia can dispel the monotony of practice work by creating variety.
- h. They can brighten up the classroom and bring more varieties and interest into the classroom.
- i. They shorten the teaching learning time too.
- j. They stimulate the students to speak the target language as well as read and write it.
- k. They stimulate the students to speak the target language as well as read and write.
- k. They make communicative approach to language learning easier and more natural.
- l. They help to teach listening, speaking, reading and writing and allow the teacher to integrate these skills constructively.

1.1.4 English Grammar

Any language of the world has its own grammar. English being the major world language of science and technology and to be competent user in it, one should know its frame of grammar because grammar gives the language a structure or skeleton. Slobin (1974, p.6) defines grammar as, "a theory of language". It is a theory which should be able to discriminate

sentences from non-sentence, relate sentence structure to the meanings and sounds, and it is a theory which could be able to 'generate', or account for all possible sentences of the language. The word 'theory' is used here in the sense of any scientific theory. He further says that, a grammar is an attempt to characterize the knowledge or competence of human being in order to use language. This sort of competence in which we are interested in can be defined as the language user's knowledge of grammaticality, grammatical relations, sentence relations ambiguity, and so on.

The formation of words and sentences making is connected with the rule of grammar. Language becomes distorted if the rules are violated. Hence, grammar is a key to open the door to words and sentences. The word grammar is used interchangeably to mean both the internal and external representation of language within a person's head and linguist's 'model' or 'guess' at that representation.

Similarly, for Harmer (1987) grammar then is the way in which words change themselves and group together to make sentences. The grammar of a language is what happens to words when they become plural or negative, or what order is used when we make questions or joint clauses to make one sentence (p.1).

For effective communication one should be competent in the language s/he uses. Moreover, knowledge of grammar is essential for competent users of a language. It is the grammar that allows us to make completely different sentences. From all these definitions it can be inferred that

grammar is the rule that says how words change to show different meanings, and how they are combined into sentences.

Having realized the importance of grammar of language, no one denies its importance in the English language teaching. Various grammatical items, such as nouns, verbs, adjectives, prepositions, etc. are included and studied in grammar of the English language. Among them, preposition is a grammatical item which has a vital role for semantic interpretation of associated noun phrase to which preposition governs.

When we go through a text, we see several prepositions used just in a single paragraph. In other words, different prepositions are found to be used within a paragraph to make a text meaningful. So, preposition is not a new term this can frequently be found in most of the grammars and dictionaries.

1.1.4.1 Word Class

Modern grammarians classify 'words' into 'word classes' by considering their formal and functional characteristics. The term 'word classes' has been introduced as a results of shortcomings of the way in which the traditional grammarians classified 'parts of speech'.

Word class is a group of words which are similar in function. Words are grouped into word classes according to how they combine with other word; how they change their forms. The word classes are divided into two groups; (i) major word classes (ii) minor word classes.

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

1.1.4.2 Prepositions

Preposition, one of the word classes, falls under minor word class. It connects words to other parts of a sentence and has a close relationship with the word that follows, which is usually a noun. Together a preposition and noun comprise a prepositional phrase. Prepositions are usually one word (in, at, on) but sometimes they can be two or three (out of, on top of) words. Prepositions prototypically signal spatial relationships, but certain prepositions can also signal the grammatical category of case, which is often displayed in other languages through morphological means.

Although the word 'preposition' is defined in the grammar books, it gives emphasis on the function and use of different items of prepositions rather than a definition and explanation of those items.

Prepositions may be defined as a word or group of words used especially before a noun or pronoun to show place, time, method etc. However, we find various definitions. Some of them are quoted below:

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

Thomson and Martinet (1986) focus preposition as an item which is placed before nouns or pronouns and even it focuses especially on the verb that comes after such items; it should be in gerund form but it does not mention what kind of the relationship would be between such items and noun phrases and verbs.

Similarly, Hartmann et al. (1972) define preposition as "A part of speech, usually indeclinable in form, used together with noun phrase to show the relationship between that phrase and other words in the sentence. A preposition as its name suggests, usually precedes the noun it governs (as opposed to a post-position)" (p.78).

The definitions given above clarify that there would be a certain relation between the preposition and the following noun phrase. It is also obvious from this definition that preposition is such a word or item which is indeclinable in form.

The relationship between Hartmann's and Thomson's and Martinet's definition is that both clarify preposition as a word preceding the NP and Hartmann's definition even focuses on the relationship between preposition and NP and also it is indeclinable which is not quoted in Thomson and Martinet's definition.

English text book of Grade VII prepared by CDC of the government of Nepal contains mainly two kinds of prepositions. They are : simple e.g. on, at, and complex, such as prepositional phrases e.g. in order to, away from. Our concern here is only to study prepositions which can be best taught in language classroom by using realia. Now, some rules of prepositions and their use in the language classroom by using realia are mentioned here:

1) On

'On' is used

a) For contact,

e.g. The book is on the table.

There is a notice on the notice board

b) For communication,

e.g. I am listening to news on the radio.

- c) For the following expressions,
sb/sth is on the left, on the right, on the ground floor, on the first floor, on a list, on a farm, on a map, (on a bus, on a train, on a plane, on a ship, etc. in traveling).
- d) For the meaning supported by, attached to sb/sth,
e.g. a roof on a house, sit on a chair, pictures on the wall, etc.

2) Between

'Between' is used to refer to an intermediate point in relation to two entities, e.g. Q comes between R in the English alphabet.

3) Among

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

e.g. There was a dog among many cats. There was a Hanuman among the group of monkeys.

4) With

'With' is used for the following meanings,

- a) 'with' expresses instrumental meaning, e.g. Ram had broken the window with a stone.
- b) Indicating the material or item used, e.g. Fill the bowl with water.
- c) Indicating the manner,
e.g. He spoke with ease.

5) Of

'Of' is used for the following meanings,

- a) Indicating possession/association,
e.g. A friend of mine works in the factory.
- b) Indicating source, e.g. A table made of wood in room.
- c) Indicating what is measured, counted, contained

e.g. Two kilos of potatoes, a box a matches.

- c) Indicating what is measured, counted, contained .e.g. Two kilos of potatoes, a box of matches.

6) To

'To' is used in the following meanings.

- a) in the direction of sth/towards sth, e.g. Tom went to the door.
- b) Before e.g. Quarter to eleven.
- c) Until work from 9 to 5.

7) By

'By' is used for the following meanings,

- a) nearness (near sb/sth),
- b) not later than a specified time, e.g. He will have arrived by 5.p.m.
- c) at the rate / reduplication (gradual increase), e.g. little by little, inch by inch

8) Through

'Through' is used for the following meanings,

- a) from the beginning to the end of sth. (duration) e.g. she nursed me through my long illness.
- b) from one end or side of sth. (esp. a channel or a passage or a passage) to the other,
e.g. The Bagmati River flows through pashupati
The train is going through a tunnel.
- c) from one side (of surface or screen) to the other. e.g. you can see through the glass.
- d) Passing from one side to the other of sth (hard or resistant)
e.g. The bullet went straight through other him.

9) Round (esp Brit) around (esp. US)

Round \ around as a preposition is used for the following meanings

- a) Having something as the central point of circular movement, circling something,
e.g. The earth moves round the sun.
- b) Surrounding sb\sth,
E.g. He put his arms around her.
- c) in or near (a place), approximation
e.g. I saw him around the office this morning.
- d) approximation (time or date)
e.g. See you round 1.30.

10) Off

'Off' is used for the following meanings,

- a) down or away from (a position on sth)
e.g. He fell off a tree
They were only 50 meters off the summit.
- b) for special uses with many verbs such as take, give, get, etc.
e.g. Water gives off vapour if it is heated.
e.g. A big house off the main street.

11) Opposite

'Opposite' means facing somebody or something, e.g. His house is opposite to mine.

12) Towards

'Towards' is use for the following meanings,

- a) in the direction of somebody/something,
e.g. He walked towards the wall.
- b) near a point in time,
e.g. It gets cooler towards evening.

13) At

'At' is used for the following meanings.

- a) Point/intersect, e.g. Meet at the corner

- b) Targets, e.g. Throw the stone at the wall.
 - c) General area, e.g. Meet me at the theater.
- 14) From
- 'From' is used for the following meanings.
- a) A starting point e.g. we walked from firtipur to Ratnapark.
 - b) Origin, e.g. white man from New York.
- 16) In
- 'In' is used for the following meanings.
- a) Enclosure, e.g. The man is in the room.
 - b) In a period, e.g. Ww II ended in 1945.
 - c) Currency, e.g. Pay me in dollars.

1.1.5 Action Research

As the name suggests, action research comprises two components: action and research. Research is a means to action, either to improve the practice or to take action to deal with a problem or an issue. Since action research is guided by the desire to take action, directly speaking it is not a design. Most action research is concerned with improving the quality of service. It is carried out to identify areas of concern, develop and test alternatives and experiment with new approaches.

Action research from the start has been used for the practical problems or issues. So, the practical orientation has remained a defining characteristic of action research. Action research is a form of self-reflective inquiry undertaken by practioners in order to improve their own educational practices. In other words, action research is the study of a social situation with a view to improve the quality of actions within it. Specially action research is a small scale intervention in the functioning of real world and a close examination of the effects of such intervention (Nunan, 1992,

p.9). It is carried out by practioners (for our purpose, classroom teachers) rather than outside researchers; secondly, that is collaborative, and thirdly, that is aimed at changing things. Similarly, according to Cohen and Manion (1985), action research is situational. It is concerned with diagnosing a problem in a specific context and attempting to solve it in that context. It is usually collaborative as teams of researchers and practioners work together on a project. It is participatory because team members themselves take part directly or indirectly in implementing the research. And it is self evaluative modification as the action is continuously evaluated within the ongoing situation, the ultimate objective being to improve practice in the same way or other. It addresses practice in the same way or other. It addresses practical problems in a positive way feeding the results of research directly back into practice. Nunan (1992, p.18) mentions that 'collaborative' or group 'activity' aimed at changing things need not be necessary for action research because there may be many situations where a single practitioner can conduct the research without the involvement of others and his/her aim might be to increase the understanding rather than changing the phenomena under investigation. In action research, the two processes (research and action) are integrated, so it is said that action research is a cyclic process.

Action research in school and classroom aims of remedying problems diagnosed in specific situations or improving in some way a given set of circumstances in service training thereby equipping teacher with new skills and methods, sharpening their analytical powers and heightening their self-awareness. Thus, action research is a means of injecting additional or innovatory approach to teaching and learning into an ongoing system which normally inhibits innovation and change.

It is further a means of improving the normally poor communication between the practicing teacher and academic researcher, and or remedying the failure of traditional research to give clear prescriptions and a means of providing a preferable alternative to the more subjective, impressionistic approach to problem solving in the classroom.

1.1.5.1 Two Major Conceptions in Action Research

Action research is a transformative means of responding to the changing profiles of the classes and developing new teaching strategies and approaches to meet the students' heterogeneous needs.

In fact, the understanding of the term 'action research' is not the same in the views of all scholars. At the very least, it carries a general implication that teachers should be involved in a research activity. An important distinction between 'action research' and 'other research' done by the teachers is that action research is not 'theory driven research' because the problems and questions emerge from teacher's own immediate concerns. On the other hand, the 'other research' carried by a teacher centers around the question or problems approved by established community of scholars in the relevant field i.e. theory driven research. Two major concepts in action research are 'knowledge' accelerated by 'action' again accelerates learning.

Thus, action research is an activity in which the participants could minimize the gap between the knowledge and action, find facts in relation to successfulness and unsuccessfulness, reflect on the identified problems, plan to resolve them, take action again, evaluate the action, and deduce the conclusion on the whole process. For performing these activities, the class-room researchers do the following:

- i. Find the solution and change the specific environment in which he / she is in practice,
- ii. Record the changes to be made in existing situation any, going on problems.

Moreover, in case of language teaching, the teacher can conduct action research to experience the effectiveness of a technique, methodology, teaching aid, and so on by introducing them in the existing situation. In this case, the teacher researcher conducts the classroom teaching for a month or an academic year introducing new techniques, approaches, teaching aids and so on. He/she collects the data each day, does reflection and finally, deduces the conclusion about how the introduced techniques or methods are effective.

In this way, the basic features of action research can be put as follows:

- i. Action research is led by inductive approach.
- ii. It is a research in action.
- ii. It focuses on small group professional practices but not on producing general statements, in which reflection cycle is facilitated.
- iv. It embodies informational reflection through structured reflection.
- v. It is critical and collaborative.
- vi. Reflective practitioner is accountable in making the results of their enquiry.
- vii. Self evaluation is embodied in their practice.
- viii. Participation problems solving and continuing.

1.1.5.2 Tools Used in Action Research

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

- a. Time-on-Task: After introducing the action, the teacher researcher can provide the students with test items related to the action, and the scores on the test then are analyzed, for example, in case of my research, I administered the time on task (known as first and second progressive test) teaching prepositions using realia and then I analyzed them.
- b. Check List: It is prepared by the teacher to record the observed events.
- c. Individual File: The individual file for each student's progress can be kept on which reflection and analysis occur.

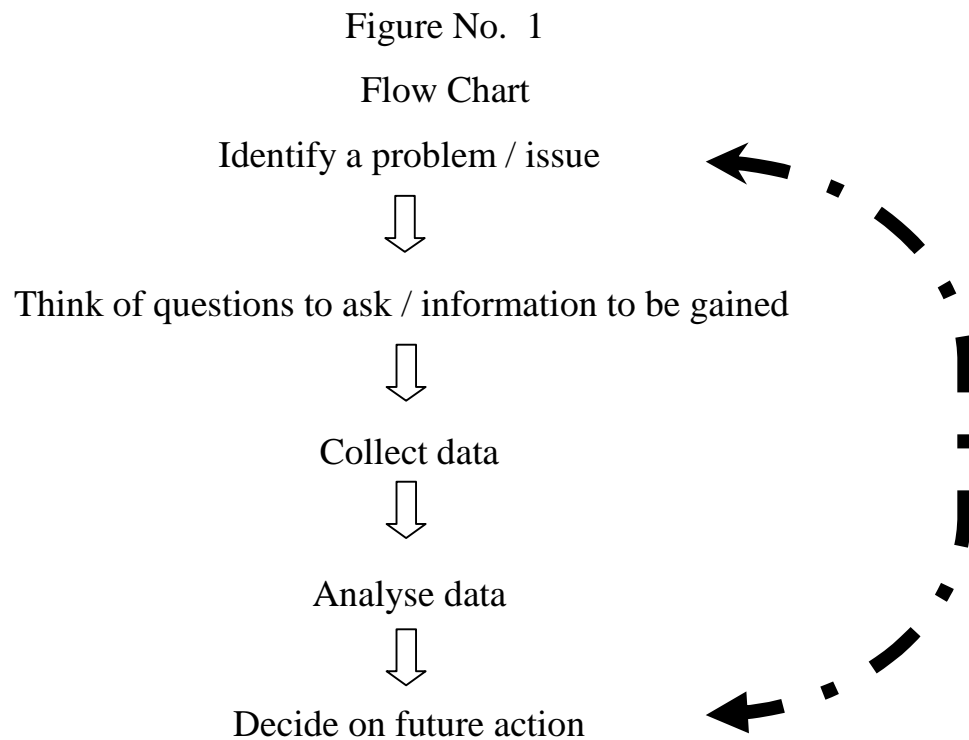
Along with the above, the researcher can make use of questionnaire, journal, and various English grammar books and different websites.

1.1.5.3 Process of Action Research

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

- a. The figure – 1 below (Bhattarai - 2005, p. 16-17, Vol - 10 in NELTA Journal 'Action Research': A Reflective Cycle) shows that the action research can be carried out following five steps. These steps are more common ones to be used in action research.

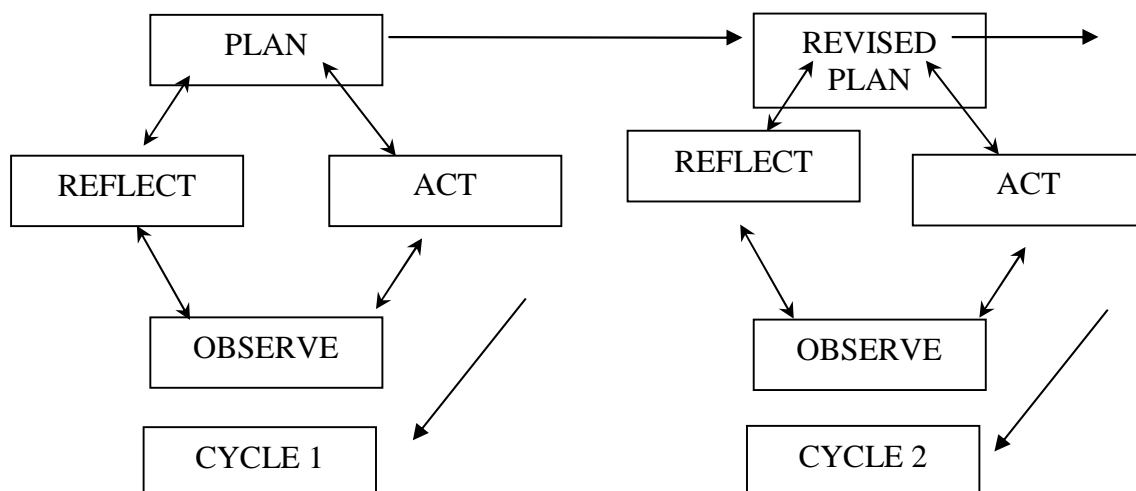
Flow chart displaying the process of an action research



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

Figure No. 2

Process of Action Research



(Riding, Fowell and Phil, 1995, p. 10)

c. Similarly, Nunan (1992) (as cited in Bhattarai 2005 p.16-17) speaks of the process of action research in terms of seven steps, which are additionally termed as steps in the action research cycle. They are as follows:

Step – 1: Initiation: The teacher comes up with the problems and consults the expert in the first stage of the research.

Step- 2: Preliminary investigation: The teacher and expert spend some time for collecting baseline data through observation and recording classroom interaction.

Step – 3: Hypothesis: After reviewing the initial data, they form the hypothesis that the students are unmotivated because the content of the classroom is not addressing the needs and interests of students.

Step – 4: Intervention: The teacher will devise a number of strategies for encouraging the students to relate the content of the lessons to their own backgrounds and interests. These include increasing the number of referential over display questions.

Step – 5: Evaluation: After several weeks, the class will be recorded again. There will be much greater involvement of the students, and the complexity of their language and student-led interaction will be enhanced.

Step – 6: Dissemination: The teacher will run a workshop for colleagues and present a paper at a language conference.

Step – 7: Follow – up: Finally, the teacher will investigate alternative method of motivating.

After having a short survey of the definition, features, processes and tools of action research, what can be said is that action research is a teacher research that is conducted to resolve the problems in teaching learning process introducing new or existing techniques, teaching aids and methods, and so on in a particular situation. The selection of tools depends on who participated in the research. If a single person has to do two-fold of tasks i.e. as analyst and as an observer, then 'time-on-task' analysis is important and useful tool to collect the data. In case of the present study, I myself performed both tasks during my entire experiment in assessing 'effectiveness of using realia in teaching English prepositions. In my current study, I used the process recommended by Burns (1999) of five steps in action research; exploring, identifying and planning, collecting data (analyzing, hypothesizing, intervention), observing (reflect back to collect data), and reporting to team (writing, presentation). Out of these steps, my study did not use the fifth step as it is, rather in modified way. My fifth stage is writing and submitting to the concerned department. Regarding tools, I mainly used 'pre-test', first progressive test, 'second progressive test' and 'post test' for collecting data.

1.2 Review of Related Literature

In the span of time, various research works have been carried out in various fields. Similarly, the students of T.U. have conducted research works in different areas of grammar. It is worth reviewing some related literature, especially those carried out in Nepal.

Gohiwar (2009) carried out a research to find out the Effectiveness of Using Power Point in Teaching English Tenses. The main objectives of the study was to find out how effectively power point works in teaching English tense in terms of time –on –task and progressive test. The nature of the study was action research to learn tenses. It was found that use of power point that facilitated students more effectively than the normal classroom situations.

Paneru (2009) carried out a study to find out the use of Computer for Teaching English grammar. The objectives of this study was to find out the effectiveness of the use of computer in the teaching of grammatical items such as reported speech, tense and conditional clauses etc. The nature of the research was survey in action. Self-learning classroom environment along with operating the computer by students was collaboratively student – oriented and fruitful for learning.

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

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

Pandey (2007) carried out a study to find out the "Effectives of Language Games in Teaching grammar." It was found that using games in teaching grammar are relatively more effective than teaching grammar without using it.

Similarly Rawal (2004) carried out a study to find out the Effectiveness of drill techniques in teaching passivization. It was found that drill technique is effective in teaching passivization.

Satyal (2003) carried out a research to find out the Effectiveness of visual aids in teaching English at primary level is fruitful and effective.

Bhandari (2000) came with a study entitled "Effectives of Medium of instruction in Teaching English preposition: 'practical study'." He basically deals with the medium of instruction regarding the two languages, English and Nepali. His findings was that Nepali medium of instruction was more effective then English in the of English prepositions.

Beside these, there are other research works done in other areas of grammar at various levels. So far, no research work seems to have been done to investigate the use of realia for teaching English prepositions at lower secondary level. Hence, the researcher felt a need of studying it at

grade eight in order to see whether students are to learn prepositions introduced in their text book through the use of realia.

1.3 Objective of the Study

This study had the following objectives:

- a. To find out the effectiveness of realia in teaching English prepositions.
- b. To suggest some pedagogical implications.

1.4 Significance of the Study

This study is significant to all those who are interested in language learning and teaching in general, and more particularly to those teachers and students who are involved in teaching learning communicative aspect of the English language. This research is importantly significant for the teaching of English prepositions. Moreover, it will, hopefully, be significant to language teaching practitioners, subject experts, curriculum designers and textbook writers of ELT in that they can infer from the study to shape their methodology.

CHAPTER – TWO

METHODOLOGY

This chapter on methodology briefly describes the methods and procedures adopted to carry out this study. The population, sampling procedure, research tools and their preparation, administration and other procedures are described below. Hence, to fulfill the objectives of the study the following methodology was adopted.

2.1 Sources of Data

I used both primary and secondary sources for the collection of the data. The primary sources were used for collecting the data and the secondary sources were used to facilitate and enrich the study.

2.1.1 Primary Sources of Data

The primary source of the data were the students studying in grade eight of Jana Bikash Secondary School, Besishahar, Lamjung.

2.1.2 Secondary Sources of data

I consulted Kumar (2009), Cowan (2008), Harmer (2001), Burns (1999), Celce-Murica and Larsen-Freeman (1999), Hewings (1999), Murphy (1992), English textbook of grade VIII, Art and Arts (1986), Exercises from various English textbooks, theses, Journals of NELTA, searched.goglecom/special/realia for teaching English preposition, articles and different websites related to the present research.

2.2 Sampling Procedure

To meet the need of required population for the study, Jana Bikash Secondary School, Besishahar, Lamjung was selected using purposive sampling procedure and 50 students were selected from grade VIII of the same school.

2.3 Tools for Data Collection

The tools I used to elicit the data include T-A (pre-test) T-B (First progressive test), T-C (Second progressive test and T-D (Post - test). The pre-test and post – test consisted of the same items where as first progressive and second progressive tests consist of the test items different from the two. Regarding the marking sheme, pre-tests and post-test were designed with 25 items and each of them was assigned 2 marks, in test B each of them was assigned 1 mark and in test–C each of them was assigned 2 marks, but model was different.

2.4 Process of Data Collections

- i. I collected the data from the primary source by conducting the following processes or steps: First of all, I prepared the written test items for assessing students' initial proficiency level on using English prepositions. I also selected the realia and prepared daily lesson plan to facilitate the learning.
- ii. I visited the school and requested the concerned authority for the permission to carry out the study. Additionally, I established the

rapport with subject teacher as well as students and explained them the purpose and process of the research.

- iii. To determine the proficiency of the eight grade students regarding the use of prepositions in the beginning, a written test was administered. The set of test items carried 50 marks. I found the the scores of the students on the pre-test were distributed around the average 11.92 out of 50 full marks, which obviously shows unsatisfactory mastery over prepositions on the part of eighth graders.
- iv. After analyzing the scores of the students on the pre-test, started teaching for two months. I used realia while teaching English prepositions. I taught 20 prepositions. These prepositions were based on English textbook of grade eight. At least, two days were used to teach one preposition. After 15 days, I administered the T-B (first progressive tests). The reflection I got from the result of the test guided me to plan the further lessons.
- v. I administered the T-C (second progressive test) in the interval of 15 days of the first progressive test.
- vi. Then I administered the T-D (post - test) after teaching 40 lessons.

2.5 Limitations of the Study

This study had the following limitations:

- i. The study was limited to the students of grade eight of Jana Bikash Secondary School in Lamjung District. The sample population of the study was confined to only 50 students.

- ii. The primary data of this study was selected/obtained only from the written tests (i.e. pre-test, first progressive test, second progressive test and post - test).
- iii. The effectiveness of realia only in teaching English prepositions to the target group was assured.
- iv. The limitation of the time of the study was about eight weeks.
- v. Only simple prepositions were used for the study.

CHAPTER – THREE

ANALYSIS AND INTERPRETATION

This chapter is core of this research report which consists of all the main aspects of the research study. To be more specific, analysis and interpretation of data is done in this chapter.

The data were collected systematically, transcribed, coded, analyzed, interpreted and then presented descriptively as well as analytically using appropriate statistical tools, diagrams, tables and pie-chart. The researcher has analyzed the data under the following two different headings.

a. Holistic Comparison

b. Test Comparison

The headings were divided into sub headings. The individual score taken from the tests (pre-test and post test) were tabulated under each sub-heading. The average scores were completed out of the individual scores tabulated. The difference between the average score of the pre-test and post-test were computed. If it was higher than zero, it showed the progress of the students. The difference was converted into percentage.

Data were collected with the help of a test. It contained four different texts having nearly parallel question texts having equal full marks to measure the proficiency of the students taught using realia. The students had to listen, perform and answer the activities done in the class. All the test items were related to the realia, description of people, information, conversation and a dialogue done with the help of realia.

After collecting the data, the answer sheets were checked and the marks were assigned to them. The marks obtained by the students were presented. Some of them were below average in totality, average (mean) is taken to show their proficiency of achievement of the targeted group of students.

The average (mean) mark is calculated by using the formula.

$$\bar{X} = \frac{\sum fx}{N}$$

Where,

\bar{X} = Mean

F = Frequency of occurrence

Σ = Sum of

X = Score in a distribution

N = Number of scorer

3.1 Holistic Comparison

To meet the objectives of the study, students' performance in all the four tests were tabulated. The marks of all the 50 students (in the four tests) were added separately to find out the total marks for the tests A,B,C and D. Marks obtained by the students in the test A were subtracted from the marks in test B to find the increment of experimental group. Similarly, marks obtained by the students in test C were subtracted from the marks in the test D to find the increment. These four tests were administered in the fixed interval of time after fixed lessons. The total increment marks obtained was divided by the total number of students.

Table No. 1

Scores of all tests

Test Marks	T-A	T-B	Av. increment	T-C	T-D	Av. increment
Total Marks	596	1184		2126	2382	
Average marks	11.92	22.68	11.76	42.52	47.64	5.12
Difference	598			256		

The above table shows the total marks of the 50 students in tests, A, B and difference between the two. Similarly, the marks of 50 students in the test C and D and the difference between the two and average marks in each test.

In the next perspective of analysis of effectiveness, the marks obtained by each student in the four tests A,B,C,D were added to find out the total marks secured by them. The total marks obtained by each student was converted into percentage and average percentage in the pre-test was calculated by dividing total percent by total number of students. The formula used for calculating the percentage was.

$$\text{Percentage} = \frac{\text{Marks obtained}}{\text{Full Marks}} \times 100$$

Percentage of marks is equal to the ratio of marks obtained to the full marks multiplied by hundred.

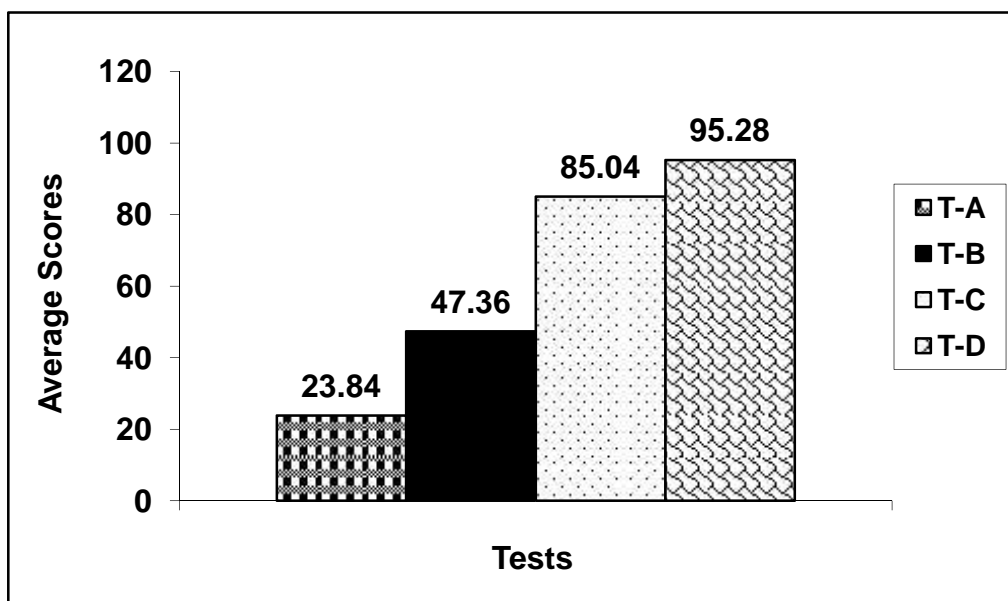
Table No. 2
Holistic comparison

Tests	Students	Mean	Percent
A	50	11.92	23.84%
B	50	23.68	47.36%
C	50	42.52	85.04%
D	50	47.64	95.28%

The above table shows the holistic comparison of the marks obtained in test A, B, C and D by the 50 students. It is found that students in test A were not able to obtain good marks. After teaching them for two months, there came a change in their ability. So, while assessing them, there was an increment in their achievement which the researcher felt through their test results. So, the researcher concluded that the students made better progress due to the use of realia while teaching them.

3.1.1 Multiple Bar Diagram of the Average Percentage Increment

Figure No.4
Multiple Bar Diagram



The multiple bar diagram given above shows the holistic comparison of test A,B,C and D and their average increment and increment in percentage as well. It is found that the marks in the tests A and B were less in comparison to that of test C and D. Tests A and B have less increment percentage in comparison to that of tests C and D.

3.2 Comparison of Test-result

This section comprises the analysis of the scores of the students on the Tests A, B, C and D.

3.2.1 Test – A (pre-test)

Before I started the experimental teaching, I administered a set of test items (pre-test) to determine the student's initial proficiency on using prepositions. The pre-test consisted of fill-in-the blanks, question answers, matching and true false items. The scores of the students on the pre – test were recorded in the following table:

Table No. 3

Individual scores in (Pre-test) Test A

S.N.	F.M.	No. of Students	Marks	No. of St. in Per %	Marks %
1.	50	6	4	12%	8%
2.	50	8	6	16%	12%
3.	50	3	8	6%	16%
4.	50	6	10	12%	20%
5.	50	10	12	20%	24%
6.	50	5	16	10%	30%
7.	50	6	18	12%	36%
8.	50	3	20	6%	40%
9.	50	3	24	6%	48%
Av. score 11.92					

As the table shows, 12% of the students scored 4 marks (each of them) out of 50 full marks which is the lowest scoring on the pre-test. And only 6% students obtained 48% which is the highest scoring on the pre-test. This result clearly shows that the students have varied proficiency in using prepositions. Around 70% of the students were above the average and 30% of them were below it. During the presentation, the students fully participated with due interest in learning lessons facilitated with

realia. My role was just to help the students in performing their exercises. On the part of a teacher, a very little effort was made while making the presentations. Realia and necessary pictures were designed/collected with the help of students and relevant lessons were delivered mainly to facilitate the students. The progress made by the students was the result of using realia. The achievement shows that the use of realia in teaching English prepositions have yield fruitful result.

3.2.2 Test B (First progressive test)

Table No. 4
Scores in the first progressive test

S.N.	F.M.	No. of Students	Marks	No. of St. in Per %	Marks %
1.	50	11	20	22	40
2.	50	3	16	6	16
3.	50	9	18	18	36
4.	50	10	24	20	48
5.	50	3	26	6	25
6.	50	4	34	8	68
7.	50	2	36	4	72
8.	50	8	28	16	56
Average scores = 23.68					

Observing the Test A (pre-test) scores and Test B (first progressive test) individual score of the students, what I found was that their scores were distributed around the average score of 23.68. (The scores obtained by the students were converted into 50 from 20 full marks). It showed that the use of realia seemed to have progressive effect on teaching and learning English prepositions.

3.2.3 Test C (Second Progressive Test)

The following table shows the scores of the students on the second progressive test.

Table No. 5

Individual scores on Test C (second progressive test)

S.N.	F.M.	No. of Students	Marks	No. of St. in Per %	Marks %
1.	50	38	2	4%	76%
2.	50	40	18	36%	80%
3.	50	42	6	12%	84%
4.	50	44	15	30%	88%
5.	50	46	7	14%	92%
6.	50	48	2	4%	96%
Av. score 42.52					

As the table shows, all the students obtained distinction marks, which is the excellent result in comparison to the T-A (pre-test) and test T-B. Therefore, the use of realia seemed to have significant role in learning. Observing this progress of the students what can be said is that the use of realia in teaching English prepositions keeps great value in the classroom.

3.2.4 Test D (post - test)

Table No.6

Individual scores on test D (post test)

S.N.	F.M.	No. of Students	Marks	No. of St. in Per %	Marks %
1.	50	3	40	6%	80%
2.	50	7	42	14%	84%
3.	50	6	44	12%	88%
4.	50	17	46	34%	92%
5.	50	14	48	28%	96%
6.	50	3	50	6%	100%
Av. score 47.64					

Observation of the above table shows that 50 out of 50 is the highest score obtained by 6% of the students, 48 obtained by 28%, 46 obtained by 34% is the second and third highest scores of the students respectively.

In comparison to the pre-test scores, post – test scores show remarkable progress of students in learning prepositions. In the pre-test, the scores were distributed around the average score of 11.92 with 24 marks as the highest and 4 marks as the lowest scores whereas the scores in the Test D (known as post test) are distributed around the average score 47. 64 which is 4 times greater than the average score in the test – A. (pre-test).

This result clearly shows that the use of realia is really an effective means of teaching prepositions in lower secondary level.

3.2.5 Comparison between the Result of Test A and Test B

Table No. 7

Comparison between the Result of Test A and Test B

No. of Students	Av. score in T -A	Av. Score in T-B	Diff. Score between T- A and T-B
50	11.92 (23.83%)	23.68 (47.36%)	11.76 (23.52%)

The above table shows that in Test-A the average score is 11.92 (23.84%) and in Test- B (first progressive test) is 23.68 (47.36%). Average difference of marks between T-A and T-B (between first and second progressive test) is 11.76 (23.52%). Fifty students have increased 11.76 (23.52%) in their average score.

3.2.6 Comparison between the Result of Test C and Test D

Table No. 8

Comparison between the Result of Test C and Test D

No. of Students	A.V. score in T- C	A.V. score in T-D	Diff. Score between T- C and T-D
50	42.52 (80.04%)	47.64% (95.36%)	5.16 (10.32%)

Similarly, the above table shows that the T-C has the average score of 42.52 (85.04%) and T-D has the average score of 47.64 (95.36%). Average difference between T-C and and T-D is 5.16 (10.32). So, students have increased 5.16 (10.32%) in their average score.

3.2.7 Comparison between T-A and T-D

Table No. 9

Comparison between T-A and T-D

Test Marks	Pre-test	Post-test
Total Marks	596	2382
Average Marks	11.92	47.68
Difference	1786	
Av. Difference	35.72	

The above table shows difference of marks and the average difference between pre-test and post-test. The result represented by the table is therefore, the reflection of satisfactory performance of the students.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

On the basis of analysis and interpretation of data, the followings findings have been made.

4.1 Findings

1. The following findings have been made on the basis their tests.
 - a. All the four test results, thus, made it obvious that teaching English prepositions with realia was more fruitful than teaching without it. The students produced an average score of 47.68 against their pre-test score of 11.92.
 - b. From the Test-A (pre-test) the students' mastery over prepositions was low. The lowest mark that they obtained was 4. None of them was able to secure above 24. It has found that majority of the students were not fully confident in using prepositions correctly. The result status suggests that use of realia for teaching prepositions is far more benefiting.
 - c. From the Test-B (first progressive test) that was administered among fifty students to test their aptitude upon the learned items such as 'at', 'above', 'against', 'around', 'between', 'in' and so it was found that majority of the students were not fully confident in using 'around'. However, none obtaining below 8 out of 20 as full marks indicates that greatest number of students involved in experimental teaching benefited from learning prepositions with realia.
 - d. In the Test-C (second progressive test) that was administered after 30 lessons and it was found all the students were able to secure

above 38. Hence, the test vividly indicated that realia was really helpful material to practice the items and it helped to ease reading the rules of using prepositions appropriately.

- e. Finally, the post-test with a purpose of evaluating the student's aptitude to use prepositions appropriately after teaching 40 lessons was administered and it was found that a few students secured below 45 out of 50 as full marks and none went below 40, nor a student failed in the Test-D (post-Test). The test result thus, was a clear indication of the effectiveness of teaching prepositions with realia.
2. Again, the following findings have been made on the basis of the average scores secured by 50 students.
 - a. In the test-A (pre-test) the proficiency of the 50 students over prepositions was low. Their average score was 11.92.
 - b. After 15 lessons, Test-B (first progressive test) with a purpose of evaluating the students' increment to use prepositions was administered. The average score was 23.68 and average increment between them was 11.76.
 - c. The test-C (second progressive test) further showed an average score of 42.52.
 - d. After 40 lessons of the experimental study to assess the whole aptitude was administered. The average score was found 47.64. The average increment between two was 5.12 which was a really impressive. In this regard, teaching prepositions with realia was able to be more effective technique.

4.2 Recommendations

On the basis of the above findings the following recommendations and pedagogical implications have been made.

- a. As reflected by the four tests, teaching English prepositions with realia minimized the fail percentage in the tests and thus, developing environment supported by realia seems to be more effective and fruitful than teaching without it.
- b. Use of realia in teaching prepositions seems to be a better means of lessening the burden of teacher. Hence, realia should be used while teaching prepositions.
- c. As this study is confined within the limitations of various types, similar research works regarding the effectiveness of realia should be carried out in the other areas of grammar such as tense, reported speech etc for the further confirmation of the findings of this study.
- d. At last, the research would like to suggest that if all English teachers involved in teaching in School level throughout the country apply appropriate realia in teaching English prepositions will be qualitative, easy to teach communicative techniques as well.

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APPENDIX-5 A

FIRST PROGRESSIVE TEST

F.M.: 20

Name of students:

Time: ½ hrs

Class: Roll No.:

1. Fill in the blanks with correct prepositions choosing from the brackets.

- a. I saw a tiger the jungle (in/on)
- b. He is afraid the bear. (at/of)
- c. Our class began 10 O'clock and will finish at four. (on/at)
- d. Ram works morning till night. (from/at)
- e. There is a vase table. (on/in)

2. Give the following answers of these questions.

- a. Where was Laxman ?
Laxman was singing the crowd.
- b. How do you cut your finger?
I cut my finger a knife.
- c. Where does Bagmati flow?
Bagmati flows Kathmandu.
- d. Where is the cat sleeping?
The cat is sleeping the room.
- e. Where is your name written?
My name is written top of the page.

3. Put the correct propositions in the blanks.

- a. He is the top of the class.
- b. The hotel is the middle of the city.
- c. Divide this rupee Shyam and Hari,
- d. A dutiful son is obedient his parents.
- e. A watch is different a clock.
- f. Ram is accused theft.
- g. My teacher always goes to school bus.
- h. There will be plenty of taxi the airport.
- i. He wanted to talk me about the school.
- j. I have not received any letter you.

APPENDIX-5 B

SECOND PROGRESSIVE TEST

F.M.: 40

Name of students:

Time: 1hr.

Class: Roll No.:

1. Fill in the blanks with correct prepositions choosing from the brackets.

- a. I prefer tea coffee. (from, to, by)
- b. Students should write ink. (in, with, by)
- c. He deals silk goods only. (in, by, with)
- d. I congratulate you your success. (for, in, on)
- e. He is free anxieties. (with, from, of)

2. Give the following answers of these questions.

- a. Where is the cat?
The is the box.
- b. Where is the mission hospital?
Mission hospital is the end of the street.
- c. Where is Gita sitting?
Gita is sitting you and me.
- d. What did he die of?
He died malaria.
- e. Where is her name written?
Her name is written top of the page.

3. Put the correct propositions in the blanks.

- a. He died his country.
- b. They live the same time.
- c. The village was destroyed fire.
- d. I am tired working.
- e. The river flows the bridge.
- f. I differ you this question.
- g. He was killed the robber a gun.
- h. I was working ten hours that day.
- i. The hunter finished off the tiger a shot the head.
- j. He usually gets early in the morning five O'clock.

Date: 2065/11/13

Time: 10:00-11.45

Lesson: 1

Subject: English

Class: Eight

Topic: Class activities

Teaching Item: Preposition 'on'

(Preposition)

Objective:

The main objective of this lesson was to make students perform the activities containing preposition.

Classroom procedures

First day students were warm up by saying that they were going to learn English grammar on simple preposition with student centered learning.

An instruction in the target language was given and students extensively listened to the rules and then they started making notes on them.

Rules:

Examples:

Contact

on the wall

Day, date

on Sunday on Nov. 9th

Communication

on the radio

Concerning

a lecture on modern art

They had to write the three sentences using preposition 'on' using their own realia. It was not easy for all to write these sentences. Good examples with the new realia was given for the smooth going of the classroom procedures. It was made clear that with the use of realia, the necessary sentence would display on the board. It was again made clear

that caption would show prepared answers if they could not give current answer but before they jumped for help, they had to try as much as possible and use the clues in making sentences using realia as well. Three students were asked to come in front of the class and made them perform the activates using realia to use preposition 'on' correctly. Other students in the whole class were requested to look curiously towards their activities. If not, they were told use of realia and asked to use 'on' preposition correctly in different sentences. Student's in speaking was voluntary not forced in first day. Lastly they were given prepared work for their practice.

Date: 2065/11/14

Time: 10:00-11.45

Lesson: 2

Subject: English

Class: Eight

Topic: Class activities

Teaching Item: Preposition 'of'

(Preposition)

Objective:

The main objective of this lesson was to make students perform the activities containing preposition.

Classroom Procedures

Students were warmed up with the revision of the previous lesson. Firstly they had to write the 3 sentences using preposition 'of' in their own. It was not easy for all to write these different sentences using their own realia. An instruction and their suitable examples were displayed for smooth going of the classroom procedures.

Rules:

Examples:

Name of geographical

the city of New York

Location or institution

the university of California

Before fraction portion

a quarter of ten one of the boys

Possess

a friend of mine

Source

a table made of wood

Other necessary examples were shown with the selected and prepared materials. Three students were asked in front of the class and made them perform activates with the given realia. Whole students were looked with

due concentration towards their performed activities. Teacher only was their guide and supervisor, students were given another chance to write different sentences using their own realia. All the students could make sentences without fail in fast speed. Slow working students also did not spend more than 20 minutes to make the sentences using their own realia. The practice activities were entirely done by the students themselves without teacher's help. Due concentration was seen on the part of the students who seemed self motivated to get the correct answer. Then the students were given a paragraph with clues to use and fill in the blank and they had to write the answers. Since it was a practice book. The exercise then was checked by students themselves. Reading, writing and performing were the main activities of the class. The teacher gave the role of the facilitator only. Lastly, the prepared exercises for practicing; the use 'of' was given.

Date: 2065/11/15

Time: 10:00-11.45

Lesson: 3

Subject: English

Class: Eight

Topic: Class activities

Teaching Item: Preposition 'from'

(Preposition)

Objective:

Objective of the study was to perform the activities containing preposition with realia.

Classroom procedures

The lesson opened with revision of the previous lesson to motivate the students. One of the desired student was asked to explain the selected and prepared materials with rules and examples. The teacher helped her for explanation side by side. The rules and the related new examples were repeatedly listened, read and note down by the students.

Rules:

Examples:

Starting point

we travelled from Besi Shahar to
Kathmandu

Origin

white man from New York

Source

paper is made from wood

Cause

they wet from the rain

Now other examples with realia was given for the smooth going of the classroom procedures. It was made clear that with the use of realia preposition 'from' was explained and displayed on the pocket chart. Three

students were asked to come in front of the class and made them perform the activities using realia to use preposition 'from' correctly. Other students in the whole class were requested to look curiously towards their activities. They were again given the time for using preposition 'from' in their own sentences differently. It was clear that the student felt more confident because they could give examples using their own realia and context. The reading, writing and performing activity took nearly 30 minutes before they skipped on to the 'test yourself' task. They were not only confined to listening but also of performing activities using realia and own context with preposition. They were given extra work for practicing from their grammar book.

Date: 2065/11/16

Time: 10:00-11.45

Lesson: 4

Subject: English

Class: Eight

Topic: Class activities

Teaching Item: Preposition 'at'

(Preposition)

Objective

Objective of the study was to perform the activities containing preposition with realia.

Classroom procedures

The lesson with exercise was entirely modeled for testing performance oneself and for this the realia were displayed with the help of the student and hat to guess to fill the blank. e.g. Where is Ram? on/at the door. whole class were asked one by one to fill the gap by their own answer. They were then asked to write different sentences using their own known realia. Answer were checked. They were given rules and suitable examples which was noted down.

Rules:

Examples:

Point/intersect

at the corner

Point

at the bus park

Target

look at John, through the stone at the well.

General area

meet me at the theater, she is good at dancing.

New examples, from book were given with reading the sensible story from their book and essay and then contextualized. They were asked to describe their school in 50 words using preposition 'at. The written paragraph was checked by exchanging the copy in the class. The teacher would gave answers in the class. The teacher would gave answers if they could not give correct answers but before they jumped for help, they had to try as much as possible and use the clues for making sentences. Then students were asked to do their exercises from the English practice book and other related grammar books as their practice.

Date: 2065/11/17

Time: 10:00-11.45

Lesson: 5

Subject: English

Class: Eight

Topic: Class activities

Teaching Item: Preposition 'above'

(Preposition)

Objective

Objective of the lesson was to perform the activity containing preposition.

Classroom procedures

Students were warm up with the previous lesson saying that they were going to learn English preposition on 'above' followed by student centered learning. Firstly, they had to write sentences using preposition 'above' using the class context. It was not easy for all to write. Appropriate examples with the use of realia was given for the smooth going of the classroom procedures. It was made clear that teacher could give answers if they could not given corrent answer but before they jumped for help, they had to try as much as possible and use the clues for making sentences using realia as well. Two students were asked to come in front of the class and made them perform the activities with realia to use preposition 'above' correctly.

Other students in the whole class were requested to look curiously towards their activities. If not they were told to use preposition with realia correctly with that activities, the students were highly attended to what

the rules of using preposition 'above' and were asked to draw conclusion about the rules

Rules:

Higher than

Examples:

above the picture

above average

After rule the students could make sentences without fail in fast speed. Slow working students also did not spend more than 20 minutes to make the sentences using their class environment. The practice activities were entirely done by the students themselves without teacher's help. Due concentration was seen on the part of the students who seemed motivated to get the correct answer. They were asked to do the exercises from their grammar book. Lastly, they were asked to write one paragraph describing best friend using all learnt five prepositions correctly.

Date: 2065/11/18

Time: 10:00-11.45

Lesson: 6

Subject: English

Class: Eight

Topic: Class activities

Teaching Item: Preposition 'against'

(Preposition)

Objective

The main objective of this lesson was to make students perform the activities containing preposition 'against'.

Classroom procedures

Revision of the previous lesson was done to motivate the students toward their study. An instruction in the target language with realia and their rules were given and students extensively listened and noted it.

Rules:

Examples:

Contact

to lean against the wall

Conflict

two against four

Internal

against one's will

External

against all odds

New examples were displayed after rules on the board and were called any of the three students one by one in front of the class and asked them to write three different sentences using preposition 'against' on the board. Again other examples using realia were discussed with teacher. The lecture on the board was then followed by writing fill in the blank questions and was asked one by one to fill. They were then informed to

consult grammar practice book for their exercise. Practice activities were done for 25 minutes entirely.

Date: 2065/11/19

Time: 10:00-11.45

Lesson: 7

Subject: English

Class: Eight

Topic: Class activities

Teaching Item: Preposition 'around'

(Preposition)

Objective

The main objective of this lesson was to perform the activities containing preposition.

Classroom Procedures

Students were warmed up with previous lesson. Realia (pen, book etc) were displayed for the facilitation of the class towards their study students without instruction wrote the sentences using preposition and also matched it with realia. Students were self motivated class seemed more interactive because students using their own realia. The teacher handled the oral test by creating the situations with realia using preposition 'against'. Any of the two students were asked to come in front of the class and made them write possible sentences on the board. The half session of the class was spent on the similar interview on the completion of the lesson A little writing task with rules and examples were drawn as conclusion by the students trial and teacher remained facilitator for the activity. On the completion of the lesson a little writing task was assigned for their practice and assigned question was write in a paragraph about the daily expenditure of your family.

Rules:

State

Action

Approx

Examples:

the fence is around the house

the children run around the yard

around \$2, around 4 miles

Lastly, prepared exercise work was given because of the lack of exercise in their course book.

Date: 2065/11/20

Time: 10:00-11.45

Lesson: 8

Subject: English

Class: Eight

Topic: Class activities

Teaching Item: Preposition 'between'

(Preposition)

Objective

Main objective of this lesson was to make the students able to use preposition between in proper situation correctly.

Classroom Procedures

Teacher's instruction to the students to be attentive was required as they tried to jump on the testing different exercises to know their aptitude. Then the realia on the pocket chart was displayed on the screen. One student out of 50 was assigned with the preparation of the lesson before hand who as therefore made leader to display and to catch up with all these realia. Students themselves read all the sentences shown on the board and tried to match with the realia repeatedly. Any of the two students were asked to come in front the class and made them perform in using preposition in their activity with the help of realia. It was entirely student centered class and the teacher had set the condition that was, students were asked to be more attentive as they would then recite all the rules and situation of using preposition 'between'.

Rules:

Examples:

At an intermediate Point in relation between 1 and 2 O'clock

to

two entities

between you and me

This activity began with the use of realia. After they tried for ten minutes of the rules, the testing exercise which ran like the error and trial exercise as the interested students themselves participated in the activities using prepositions correctly. Majority of the students seemed to have given correct answers for the problems with the realia displayed on the board or pocket chart. For the exercise they were then asked to consult their course book and practice book. It was obviously seen easy to use and to match proposition 'between' correctly. It was seen 100% of them were able to use correctly in their own sentences. They were asked to make simple figure which could show between. They were interested searching other related grammar books and asked to solve the related problems. At the end, they showed greater confidence on making the notes of rules and writing sentences correctly.

Date: 2065/11/21

Time: 10:00-11.45

Lesson: 9

Subject: English

Class: Eight

Topic: Class activities

Teaching Item: Preposition 'before'

(Preposition)

Objective

The main objective of the lesson was to perform the activities containing preposition 'before'

Classroom Procedures

As usual, students were warmed up with realia and performing activities were desired goal. Before that all the realia needed for the prepared lesson was brought and teachers and students were physically and mentally prepared. First of all, the examples with the related lesson were given on the board and displayed with the help of prepared realia. Then students were asked to write three different sentences on their own note copy. It was made clear that possible answers would again display with the help of pocket chart but before they jumped for help, they had to try as much as possible and teachers on the board was appeared checking their answers only. Two students were asked for the activities before class. This gave them the opportunity to repeat the correct use of 'before' in their own sentences. These activities with the help of class materials. (i.e. realia) triggered the students learning faculty sooner. If the class was interested monitor would enlarge the activity where teacher remained

only guide for the activity. All the sentences written by the students were checked. students seemed more comfortable with the instruction and practice exercises.

Rules:

In front of

Earlier than

Examples:

he stood before us

before the accident

Lastly, Rules and their examples were displayed with the prepared pocket chart with realia and requested to note down. As usual, prepared exercise was given for practice.

Date: 2065/11/22

Time: 10:00-11.45

Lesson: 10

Subject: English

Class: Eight

Topic: Class activities

Teaching Item: Preposition 'in'

(Preposition)

Objective

Main objective of this lesson was to perform the activity containing preposition.

Classroom procedures

Teacher's instruction to the students to be attentive and helpful was required as they tried to jump on the testing different exercises to know their aptitude. Then the different related realia on the pocket chart was displayed on the screen. One student was assigned with the preparation of the lesson before hand who was made captain to display and to catch up with all these realia. Students were asked to attend toward problems shown on the board and tried to match with the realia repeatedly. Three students were asked to come in front of the class and made use of preposition 'in'. It was entirely student centered class and the teacher had set the condition that was, students were asked to be more attentive as they would then recite all the rules and situations of using preposition 'in'.

Rules:

Enclosure

Examples:

the man is in the room

In a period

ww II ended in 1945

Currency

pay me in dollars

Language

Write in English

The new examples were further discussed. It was noticed that they felt easy and greater confidence.

At last, they were informed for practicing exercise from their English book.

Date: 2065/11/23

Time: 10:00-11.45

Lesson: 11

Subject: English

Class: Eight

Topic: Class activities

Teaching Item: Preposition 'by'

(Preposition)

Objective

The main objective of lesson was to make students perform the activities containing preposition by.

Classroom procedure

Revision of the previous lesson was done to motivate the students. A instruction in the target language was given and students extensively listened to the rules described and then started to note them.

Rules:

Nearness

No later than

Reduplication

Without help

Examples:

chair by the desk

by 5 pm

little by little

do by oneself

Other examples related to their class material were given. And were asked them to write three different sentences using preposition 'by' on their own note copy. Answers were checked writing possible answers on the board. New realia were shown and asked group wise to use in their own sentences.

The lecture on the board was then followed by writing fill in the blanks and was asked one by one to fill. Students were asked to make three sentences using their own realia. Learning by doing was spontaneously encouraged different from the traditional classroom procedures, students were informed more to consult their exercises for practice.

Class was self busy and students were interested towards their writing own sentence and remembering the rules. Spontaneous interest was seen among students were informed more to consult their exercises for practice.

Class was self busy and students were interested towards their writing own sentence and remembering the rules. Spontaneous interest was seen among students towards learning.

Date: 2065/11/24

Time: 10:00-11.45

Lesson: 12

Subject: English

Class: Eight

Topic: Class activities

Teaching Item: Preposition 'about'

(Preposition)

Objective

The main objective of this lesson is to the students perform certain actives containing preposition about.

Classroom Procedures

Previous lesson was revised to motivate the students. An instruction in the target language was given. The class was stepped into this lesson with the exercise which continued the elaboration of the rules with the appropriate examples. Performing activities with realia was the main activity of this class that was also associated with reading the rules shown on the pocket chart. The rules were illustrated with the help of the examples too. The realia was further interpreted with examples by the group leader. Other students were about in their own sentences.

Rules:

All around

Approximation

Concerning

Examples:

he ran about the yard

about 1:00

a book about maths

The rules and illustrations along with the examples were repeatedly read and listened by the students. If any query aroused during the examples

writing the teacher supplied clues to simplify their exercise. Interaction and discussion was encouraged by the teacher among the students so that they could be able to share the idea discussed rules. This was deliberately allowed by the teacher to encourage the student's participation. As the students were orally tested, it was noticed that they could be more confident if they had got some opportunity to practice the problems and tried their answers. However, majority of the students could speak out the rules of the 'about' preposition as given above. At last, they were informed to write one paragraph using preposition 'about' correctly.

Date: 2065/11/25

Time: 10:00-11.45

Lesson: 13

Subject: English

Class: Eight

Topic: Class activities

Teaching Item: Preposition ' through'

(Preposition)

Objective

The main objective of this lesson was to perform the activities containing preposition 'through'.

Classroom Procedures

From the discussion of the previous lesson, they were motivated towards the study. Group leader was asked to come in front of the class and made him perform the activities containing 'through' preposition. An instruction in the target language was given using realia while the students watched her. Other studetns in the whole class were performed using their own realia. Some more new activities were shown using realia and were given rules of preposition 'through' correctly.

Rules:

Examples:

Penetrate

through the window, through the forest

Duration

through the years

Endurance

through thick and thin

Students were asked to describe their school using 5 learnt prepositions correctly. This was a kind of memory task and in this 40 studetns could

recall, easily most of the students used sentences correctly where as 10 students needed more practice to the preposition. They reasoned when asked why they could not recall the sentences written, spoken and performed, that they were less attentive. This signified that studentes involvement and participation in study was most positive finding. 40 students out of 50 seemed to be learnt by practicing the given grammar practice book. The class was participatory as the students shared the solutions for any casually occurring problems and kept showing their task to the teacher. The testing activities encouraged the competition among the students who tried to complete the test items sooner than other and also gave correct answers.

Date: 2065/11/26

Time: 10:00-11.45

Lesson: 14

Subject: English

Class: Eight

Topic: Class activities

Teaching Item: Preposition 'opposite'

(Preposition)

Objective

The objective of the lesson was to perform the activities containing preposition 'under' in different context.

Class Procedures

The class opened up with the realia displaying on the prepared pocket chart. The seen and known the realia (taking in the hand the context was created and brought them towards the study and reminded them with places like Phewa and fishtail, were displayed along with its location and was brought into the lesson 'opposite'. The students read the illustrations displayed on the pocket chart and listened attentively. One of the interested student was called in front of the class and made him keep the realia giving sense of 'opposite' on the desk. Students had to produce their own sentences by using the clues in give in the realia (of the given picture). Student teacher interaction were taken place along with the elaboration of the rules.

Rules

Facing somebody or something

Examples

our temple is opposite of the new building.

As the rule with example noted down then and asked to write three simple using 'opposite' and were checked exchanging between group. At last, they were informed of their exercise given in their book and other given related work. Learning by doing was spontaneously encouraged in each step and every lesson different from the traditional classroom procedures. After every class extra prepared exercises were given for practice because an grammatical exercises especially prepositional exercises were not given sufficient in their course book.

Date: 2065/11/27

Time: 10:00-11.45

Lesson: 15

Subject: English

Class: Eight

Topic: Class activities

Teaching Item: Preposition 'among'

(Preposition)

Objective

The main objective of the lesson was to perform the activities containing preposition.

Classroom Procedure

Previous 'lessons' were revised to motivate the students. An instruction in the target language was given and performed some activities using realia while the students watched here. (Ram were you sitting among girls? One of the students were requested to come in front of the class and made him performed with realia for using preposition among in the that context some new activities using realia were asked them to use them using preposition correctly. While performing student's participation was voluntary not forced.

At last rules were discussed with example.

Rules

Examples

An intermediate point in relation He stood among the trees
to more than two entire more than
two entities

The rules were noted down from the board by all and some time was given for memory of the rules too. Teacher took oral test of the students and gave her feedback for correction as well as they could use in different context. Realia were displayed on the pocket chart for the students. After many trials errors, teachers proper facilitation and repetition made students develop confidence. Finally majority of the students could complete the exercises give in their book.

Date: 2065/11/28

Time: 10:00-11.45

Lesson: 16

Subject: English

Class: Eight

Topic: Class activities

Teaching Item: Preposition 'for'

(Preposition)

Objectives

Main objective of this lesson was to perform the activities containing preposition 'for' 'with', 'between' and 'among' etc.

Classroom Procedure :

This was a revision exercise that connected all the previous topics so for the dealt and main objective of this lesson was clearly explained to the students to be testing. The prepared realia for the lesson were displayed with conversation between two students in front of the class which could explain these focused preposition in their simple sentences. Another student was asked to report that conversation using passive voice with use 'for' along with, 'between' and 'among'. First students were listed to the conversation and were asked to use their own materials in making sentences. The teacher teachers anchored the discussion and tried to facilitate them for the rules.

Rules

Examples

Goal

set out for Alaska

Distance

for 7 miles

Duration	for 7 years
Exchange	by for \$
Reason	America is famous for its wines
Goal/purpose	fish for trout

Class was fully action oriented and teacher's role was to supervise and check the effectiveness of the students attempts. However had to test the students orally. Despite extensive grammar practices, students were not found to be confusion free as 10 students out of 50. The sentence making in their own context was like parrot learning. 50 students at the end showed greater confidence on using the presentation.

Date: 2065/11/29

Time: 10:00-11.45

Lesson: 17

Subject: English

Class: Eight

Topic: Class activities

Teaching Item: Preposition 'under'

(Preposition)

Objective

The objectives of this lesson was to perform the activity containing preposition 'under' in different context.

Classroom Procedures

After warming up, the class was appeared displaying realia with appropriate examples. Then, students were asked to write three different sentences using the prepositions 'under' in their own sentences. It was made clear that teacher would give possible answers on the board but before they jumped for help, they had to try as much as possible and used the clues given by the teachers. Students were told to consult their English exercise books and their English course books and their exercises for practice. Students curiously searched and filled their related exercises. Two students were asked to come in front of the class and made him perform the activities containing preposition. If no the related realia wee displayed. This gave them the opportunity to repeat the connecting use of preposition 'under'. These activities with the help of realia triggered the students learning faculty sooner. At last rules and their proper examples were displayed and was asked to note down.

Rules	Examples
Below (state)	be under the house
Less than	in under an hour
Below (action)	crawl under the
Condition	under stress

Students themselves read all the explanation shows on the pocket chart with realia repeatedly and listed when required with teacher. It was entirely student centered class and the leader had set the condition that was, other students were asked to be more attentive as they would then recite all the rules. At last class procedure consisted with the testing exercise which ran like the error and trial exercise as the students themselves. Majority of the students seemed to have given correct answers for the problem displayed.

Date: 2065/11/30

Time: 10:00-11.45

Lesson: 18

Subject: English

Class: Eight

Topic: Class activities

Teaching Item: Preposition 'to'

(Preposition)

Objective

The objectives of this lesson was to perform the activity containing preposition.

Classroom Procedures

As usual, students were warmed up for their study. Students were assigned for the lesson. Two students were asked to come in front of the class and made them perform the activities containing preposition as that the teacher could supervise their activities. Before that all the realia needed for the lesson were given to them to handle themselves. Then students were asked to write sentences using preposition 'to' in their own sentences. It as made clear that the facilitator friend would tell answers but before they jumped for help, they had to try as much as possible and use the clues given by the teachers on the board for checking their answers only.

Rules

Direction

Examples

go the movies

Until work form 9 to a quarter to eleven

Accompany chance to the music

After the making notes, the facilitator student asked one by one for making sentences giving the different context and with realia (if possible). Lastly, they were informed for practicing their exercises from grammar book.

Date: 2065/11/31

Time: 10:00-11.45

Lesson: 19

Subject: English

Class: Eight

Topic: Class activities

Teaching Item: Preposition 'over'

(Preposition)

Objective

The main objective of the activity was to make the students able to use 'over' in proper situation correctly.

Classroom Procedures

Teacher's instruction to the students to be attentive was required as they tried to jump on the testing different exercises to know their aptitude. Then the realia was displayed. One student out of 50 was assigned with the preparation of the lesson before hand who was therefore made captain for the display and to catch up with all these materials.

Students themselves read all the sentences shown on the board and tried to match with the realia repeatedly. Three students were asked to come in from of the class and made use of preposition 'over' with help of realia. It was entirely student centered class and the teacher had set the condition that was students were asked to be more attentive as they would then recite all the rules and situations was asked to be more attentive as they would then recite all the rules and situations of using preposition 'over'. This activity between with the use of realia with 'over' for which students

had to write correct sentences. After they tried for ten minutes, main instructions for the use of rules were given with written examples on the board.

Rules	Examples
State of being above (with a / without a contact)	Carry a sweater over his shoulder
Spanning time	Over the weekend
Action above	jump over the fence
More than	over an hour
Communication	over the radio

Second step of the class procedure consisted with the testing exercise which ran like the error and trial exercise as the interested students themselves participated in the activities using prepositions correctly.

Majority of the students seemed to have given correct answers for the problems with the figures with the figures displayed on the board or pocket chart. For the exercises they were then asked to consult their course book and grammar book. It was to 100%

It was obviously seen easy to see and to match 'over' preposition correctly. It was to 100% of them were able to see correctly of their own sentences. they were seen interested in making figures for using it. They were interested searching other related grammar books and tried to fill and answer at the end. They showed greater confidence on the

speaking, rules and writing sentences correctly. It is seemed easy in understanding context and writing sentences correctly. it is seemed easy in understanding context and making sentences with the help of realia.

Date: 2065/11/32

Time: 10:00-11.45

Lesson: 20

Subject: English

Class: Eight

Topic: Class activities

Teaching Item: Preposition 'towards'

(Preposition)

Objective

The objective of this lesson was to perform the activities containing prepositions.

Classroom Procedure

This was a revision exercise that connected all the previous topics so far dealt and the main objective of this lesson was clearly explained to the students to be testing. The realia was displayed matching with sentences appropriately.

Students first listened to the lesson with realia explaining preposition 'towards' in use so that they could use 'towards' in their own sensible sentences. The teacher in the first supervision noticed their mistakes. There was no regularity on the mistakes so far. Students differed in items for mistakes individual to individual, oral discussion was held after the first trial given by students in making sentences and performing activities using prepositions with realia. The group leader was called and made her perform so that the activity would describe the use of 'towards'.

Rules

Example

In the Direction of somebody or something walk towards the wall

Near a point in the time towards morning move steadily
gets cooler towards evening.

Students were asked to describe their school using 5 learnt prepositions with 'towards; correctly. The teacher made in close observation. This was a kind of memory task and in this 40 students could recall most the sentences correctly where as 10 students needed more practice to the preposition. They reasoned when asked why they could not recall the sentences written and spoken and preformed by the teacher, that they were less attentive. This signified that students involvement and participation in study was must.

Positive finding : majority of the students, (more than 45 out of the 50) seemed to be learnt by practicing the given grammar practice book. The class was participatory as the students shared the solutions for any casually occurring problems and kept showing their interest and task to be teacher. The testing activities encouraged the competition among the students who tried to complete the test items sooner than other and also gave correct answers. At last they were informed to write one paragraph describing your school using all of the 30 prepositions learnt within our experimental study correctly.

Negative findings; After two third of the lesson they though that learning grammar was easy and some of them was less attentive. Some of them were seen lazy towards their extra exercises.

APPENDIX-3

FIRST PROGRESSIVE TEST

1. Fill in the blanks with the suitable prepositions related to the pictures choosing form the brackets.

a. There is a vase table. (on/in)

b. There is a ball table.

c. There is a study her nose.

d. Write your name my pencil.

3. They amuses 11 o'clock.

2. Answer the questions.

a. Where is the cat ?

The cat is the box.

b. Where is your name written?

My name is written top of the page.

c. Where is the mission hospital ?

Mission hospital is the end of street.

d. Where is Gita sitting ?

Gita is sitting you and me.

e. What did he die of ?

He died malaria.

3. Match the following sentences with

- a. The cashier filled my bag with groceries.
- b. There is milk in the bottle.
- c. There is a label on the bottle.
- d. Ram is standing at the window.
- e. There is a coin in the corner of the room.

APPENDIX-3

LIST OF REALIA

1. Pen
2. Pencil
3. Desk
4. Duster
5. Chalk
6. Book
7. Bag Ruler
8. Protractor
9. cone
- 10.Round-bottom flask
- 11.Ice Flower
- 12.Piece of fruit (apple, orange, etc.)
- 13.Piece of fruit (apple, orange, etc)
- 14.Stone
- 15.Toys
- 16.Helmet
- 17.Mouse
- 18.Dustbin
- 19.Thermometer
- 20.Magnet

21.Pen

22.Gram

23. Knife

24.Jug

APPENDIX-4

S.N.	Name of the Student	FM	T-A	T-B	I	I%
1.	Anita Adhikari	50	20	26	6	12
2.	Dil Maya Adhikari	50	24	28	4	8
3.	Laxmi Adhikari	50	18	24	6	12
4.	Ratna Adhikari	50	16	24	8	16
5.	Manisha Adhikari	50	12	18	6	12
6.	Aliza Ghimire	50	6	18	12	24
7.	Laxmi Gurung	50	10	20	10	20
8.	Alisa Aryal	50	12	24	12	24
9.	Juna Gimire	50	6	18	12	24
10.	Goma Ghimire	50	4	18	14	28
11.	Shrmila Thapa	50	4	16	12	24
12.	Laxmi Gurung	50	6	18	12	4
13.	Sharmila Ghimire	50	6	16	10	20
14.	Sumitra Ghimire	50	12	18	6	12
15.	Pabitra Ghimire	50	18	26	18	10
16.	Parbati Adhikari	50	18	26	8	16
17.	Bishnu Maya Khatri	50	20	34	14	24
18.	Roshani Gurung	50	12	24	12	24
19.	Til Kumari Gharti	50	16	24	8	16
20.	Jyoti Thapa	50	12	18	6	12
21.	Sobita Rawal	50	16	20	4	8
22.	Gita Rawal	50	10	34	24	48
23.	Sangita Rawal	50	4	20	16	32
24.	Ram Chandra Ghimire	50	16	24	8	16
25.	Bhim Bdr. Ghimire	50	24	34	10	24
26.	YubaRaj Adhikari	50	24	38	14	28
27.	Sujan Adhikari	50	18	30	12	24
28.	Sagar Adhikari	50	18	28	10	20
29.	Narayan Suyal	50	16	36	20	40
30.	Rajan Bhandari	50	18	28	10	20

31.	Kedar Basnet	50	18	28	10	20
32.	Keyar Jung Gurng	50	10	22	12	24
33.	Amirit Gurng	50	6	18	12	24
34.	Surendra Tamang	50	4	6	2	4
35.	Narayan Thapa	50	10	20	10	20
36.	Rabi Adhikari	50	12	24	12	24
37.	Nabaraj Adhikari	50	12	20	8	16
38.	Dipak Nepali	50	6	18	12	24
39.	Man Bdr. Adhikari	50	4	20	16	32
40.	Laxman Rawal	50	8	20	12	28
41.	Ram Rawal	50	6	20	14	28
42.	Sudarshan Ghimire	50	8	20	12	24
43.	Anil Adhikari	50	20	26	6	12
44.	Rupendra Ghimire	50	12	24	12	24
45.	Dipendra Gimir	50	10	20	10	20
46.	Ajit Thapa	50	6	28	22	44
47.	Santosh Rawal	50	4	28	24	48
48.	Shyam Adhikari	50	10	24	14	28
49.	Surya Rawal	50	12	28	16	20
50.	Pratap Rawal	50	8	20	12	24
	Total Marks	2500	596	1184	570	1140
	Average		1192	23.68	11.4	22.8