

CHAPTER-ONE

INTRODUCTION

1.1 General Background

Language is generally a system for encoding and decoding information. It is a fundamental need that human use to exchange meaning with one another in the society. Language is a special gift for the human being. It has become the most valuable means of communication. 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 as its official or un- official language for the formal and informal contacts.

Language appears as the most important means of communication in all contexts. It functions as the most powerful medium of expressing and sharing ideas, feelings, emotions, desires and experiences. It is widely accepted that language is a complex human phenomenon and its major function is to communicate. According to Trudgill (1985, p.13), “Language isn’t simply a means of communicating information about the weather or any other subject. It is also a very important means of establishing and maintaining relationships with the other people.”

It is clear that humans are only subjects to acquire language. Besides humans other animals also use their vocal organs for communication but their communication is not called a language. Communication refers to the transmission of sounds or words from one person to another which is systematically patterned. We may produce communicative and non-communicative sounds. The communicative sounds that we produce to communicate may be called a language. It is useful to convey information and to establish social relationship.

Among the different languages, English is one of the most popularly and widely used international languages in the world. It means many people all over the world use English as an international / as a second / or foreign language. It has played a great role in international business, academic conferences, science, technology, medicine, sports and other aspect of social life. The English language has become 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 the English language remains far behind the world.

In the context of Nepal, English entered with the establishment of Durbar High School, the first school in the kingdom by the Prime Minister Janga Bahadur Rana in 1910 B.S. In the present day, importance of the English language teaching and learning has been increasing. It has largely been treated as an academic subject and has been taught as a compulsory subject from grade one to graduate level. Curriculum has been designed for the different levels, level wise aims and objectives have been determined and textbooks have also been published for effective teaching and learning of English in Nepal.

1.1.1 Teaching Aids and Materials

Teaching aids and materials include any material, programme or machine that can be used to help the teacher present or explain his /her lesson better or anything which can be seen while the language is being spoken. They are essential in language class. They are the most useful things which support a teacher in successful teaching and the students in successful learning. Teaching materials are especially designed for the teacher to save his/her time and effort, to develop confidence on him /her and to arouse interest on the part of the students. It means teaching materials play a vital role for effective teaching and learning

According to El-Araby (1974, p.3), “All aids are designed to encourage to participation of students. Most outside world into the classroom, pictures, dramatic activities, films and other aids help to clarify the points explain in words.”

Similarly, Parrott (1997, p.1) says,

Any materials designed for teaching a language necessarily embody assumptions about the nature of language, the nature and objectives of learning a language and what teaching a language involves. Similarly, materials designed for use in the training and professional development of language teachers embody assumptions about the nature of teaching and what involves in helping teachers becomes more effective in their works.

Teaching materials are the basic aids for any education programme. No effective teaching is possible without appropriate teaching materials. They are said to focus attention on meaning and all the materials that can be used and seen inside the classroom make teaching live. Especially in this context, the teaching aids and materials mean the visual aids which we can use in the classroom for teaching and learning a language.

1.1.2 Importance of Teaching Aids

The importances of teaching aids are as follows:

-) They can brighten up the classroom and bring more variety and interest into language-lesson.
-) Teaching aids help the teacher meet individual differences some are ear oriented, some can be helped through visual demonstrations, while others learn better by doing.
-) Visual aids in particular can help to provide the situations, which light up the meaning of the utterance used:

-) Aural aids in particular can help the teacher to improve his own English and to prepare more effective lessons.
-) Both aural and visual aids can stimulate children to speak English as well as to read and write it.

According to Wright (1979, p.46), the importances of teaching aids are given below:

-) They make communicative approach to language learning easier and more natural.
-) They can be used for decorative purposes, for creating variety and for making the lesson more interesting.
-) They shorten teaching/ learning time too.
-) The use of aids to teach word meaning is obvious.

1.1.3 Types of Teaching Aids and Materials

Teaching aids are classified variously by different scholars. It means there is no uniformity in the number and types of teaching aids. Stevick (1957) defines it as, “.... anything audible or visible which helps your student to learn the language more quickly or more accurately”is teaching aid. The definition clearly says that teaching aids could be of two types: audio which appeals to the sense of hearing and visual which appeals to the sense of seeing. Thus, pictures, blackboards, OHP, etc fall under visual aids whereas tape recorder, language lab, radio, etc. will come under audio aids. Celce-Murcia (1999) calls them technical and non technical teaching aids. The first kind involves the use of some kind of machine or electricity and more technical knowledge to handle them: the second kind refers to those which do not require this (as cited in Sharma and Phyak, 2009, p.300).

In the same way teaching aids and materials are classified as follows:-

-) Visual: realia, pictures, photographs, poster, maps, charts, diagrams, drawings, magazine cutouts, penmen, puppets etc.

-) Audio- Visual: TV. Video, language laboratory, multimedia computer etc.
-) Audio: radiobroadcast, taped materials etc.

1.1.4 Magazine Cutouts and its Benefits

Magazine cutouts can be cut out from old magazines, pamphlets, calendars, greeting cards and so on. They are easily accessible and are very cheap. They are authentic sources for language teaching and learning. Such materials can be used for a variety of purposes: to motivate the students, to present new structures and practice them, for pre reading activities, for communicative activities, for role play and simulations etc. The use of magazine cutouts in teaching new language items increase confidence. Mainly students of all ages, including adults can be benefited better than that of usual way instructions.

Teaching is the association of different principles, methods and techniques. These principals, methods and techniques play an important role in teaching learning activities. In this context, there are different methods adopted by different language teaching practitioners and researchers. Among them the use of magazine cutouts for teaching English prepositions is one of the prominent decisions to teach language as believed by many language teachers and researchers.

The benefits of using magazine cutouts in the language classroom are given below:-

-) Cutouts are highly motivating and promote attention on the part of the students.
-) Cutouts provide structural support, which is especially beneficial for beginners.
-) Magazine cutouts can dispel the monotony of practice works by creating variety.

-) 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.
-) They can brighten up the classroom and bring more varieties and interest into the class.
-) They shorten the teaching learning time too.
-) Especially, they make communicative approach to language learning easier and more natural.

1.1.5 English Grammar

Grammar is the backbone of language. Any language of the world has its own grammar. English being the major world science and technology language, and to be perfect user, one should know its frame of grammar because it gives the language a structure or skeleton.

According to Yule (1985, p.69), “We need a way of describing the structure of phrases and sentences which will account for all of the grammatical sequence and rule out all the ungrammatical sequences. Providing such an account involves us in the study of grammar”.

Similarly, Harmer (1987, p.1) says,

Grammar then is the way in which words change themselves and group together to make sentences. The grammar of all language is what happens to words when they become plural or negative, or what order is used when we make questions or join to clauses to make one sentence.

It is crystal clear that the formation of words and sentences is connected with the rules of grammar. Language becomes distorted if the rules are violated. In language classes the focus is on communication. 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 making completely different sentences.

Moreover, grammar is the rule that says how words change to show different meanings, and how they are combined into sentences. It includes various grammatical items, such as nouns, verbs, adjectives, prepositions, etc. Among them preposition is a grammatical item which has a vital role for semantic interpretation of associated noun phrase to which preposition governs.

1.1.6 Word Classes

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'.

According to Aarts & Aarts (1986, p.20),

If we assign words to the same class we imply that they share a number of properties. Word class membership may be said on at least two kinds of properties: morphological and syntactic. The class to which a word belongs can be established on morphological grounds if the word in question has inflectional or derivational characteristics that are typical of that class..... Syntactic properties of word classes are reflected by the typical ways in which their members function in sentences and phrases.

Thus, word class is a group of words which are similar in function. Words are grouped into word classes according to how they are combined with other words, how they change their form. The commonest word classes are: nouns, verbs, adverbs, adjectives, pronouns, prepositions, conjunctions, interjections, determiners, intensifiers and classifiers.

1.1.7 Types of Word Classes

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

) Major Word Classes

) Minor Word Classes

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

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

1.1.8 Prepositions

Preposition, one of the word classes, falls under minor word classes.

Prepositions connect words to other parts of a sentence and have a close relationship with the word that follows, which is usually a noun. A preposition is, then, a link in the chain of a sentence. It ties a noun or pronoun to the rest of the sentence. Together a preposition and noun comprise a prepositional phrase. Prepositions may be defined as a word or group of words used especially before a noun or pronoun to show place, time, method, etc.

According to Imam (2005, p.176), "A preposition use to show the way in which other words are connected. It is used to express basic relationships between words".

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

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

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

-) Simple Prepositions: at, by, for, from, etc.
-) Compound Prepositions: above, about, across, before, etc.
-) Phrasal Prepositions: according to, in favor of, in front of, in order to, etc.
-) Participial Prepositions: barring, pending, regarding, during, etc.

Our concern here is only to study prepositions which can be best taught in language classroom by using magazine cutouts. Now, some rules of prepositions and their uses in the language classroom by using cutouts are mentioned here:

1. On

a) For position

e.g. The book is on the table.

b) For contact

e.g. She is sleeping on the bed.

c) For communication

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

d) For the meaning support by, attached to somebody/ something.

e.g. a roof on a house, sit on a chair, etc.

2. Between

‘Between’ is used to refer to an intermediate point in relation to two entities,

e.g. R comes between Q and S 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 is a dog among many cats.

4. With

‘With’ is used for the following meanings,

a) It is used in distributions.

e.g. The girl with red hair looks very beautiful.

b) With expresses instrumental meaning,

e.g. He cut it with a knife.

c) Indicating the manner,

e.g. He spoke with ease.

d) Indicating the material or item used,

e.g. Fill in the glass with water.

5. In

‘In’ is used for the following meanings,

a) To indicate that somebody or something is in the enclosed area.

e.g. She is in the room.

b) With some prepositional phrases and phrasal verbs.

e.g. He is in front of the house.

c) Before dresses or jewelry worn by the people.

e.g. The man in black suit is wonderful.

d) Before the names of larger areas.

e.g. There are many animals in the world.

6. Under

'Under' is used for the following meanings,

- a) Expressing 'lower than',
e.g. She put the letter under her pillow.
- b) Indicating contact,
e.g. The ice crackled under his feet.

7. Of

'Of' is used for the following meanings,

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

8. From

'From' is used for the following meanings,

- a) To introduce the place, point, person, etc. that is the starting point
e.g. He jumped from the wall.
- b) To show the giver, sender, etc.
e.g. A book from my friend...
- c) To show distinction or difference
e.g. She is different from others.
- d) To show the source from which something is taken
e.g. She took water from the well.

9. Behind

It is used to,

- a) Indicate something or somebody back
e.g. The bus is behind the car.

10. Off

‘Off’ is used for the following meanings,

a) Down or away from (a position on something),

e.g. He fell off the tree.

b) For the special uses with many verbs such as take, give, get, etc.

e.g. Water gives off vapor if it is heated.

c) At some distance from something,

e.g. A big house off the main street.....

11. Up and down

Up and down contrast in terms of vertical direction. ‘Up’ refers to or in a higher position on something whereas ‘down’ means from a higher point on something to a lower one.

e.g. He climbed down a tree.

He climbed up a tree.

12. Along and across

a) Along and across contrast in terms of horizontal axis or direction.

‘Along’ means from one end towards the other whereas ‘across’ means from one side to another,

e.g. Walk along the street. (from one end to the other)

Walk across the street. (from one side to another)

b) ‘Across’ also means on the other side of something,

e.g. My house is just across the street.

c) ‘Across’ is also used for the meaning extending from one side to the other side of something, e.g. There is a bridge across the river

13. Around

‘Around’ as a preposition is used for the following meanings,

a) Surrounding somebody/something,

e.g. He put his arms around her.

- b) In or near (a place), approximation
e.g. I saw him around the office this morning.
- c) Approximation (time or date) e.g. See you around 1.30 am

14. Through

‘Through’ is used for the following meanings,

- a) From the beginning to the end of something. (duration)
e.g. She nursed me through my long illness.
- b) From one end or side of something. (a channel or a passage to the other)
e.g. The Bagmati River flows through Pashupati.
- c) From one side (of surface or screen) to the other.
e.g. You can see through the glass.

15. Into

‘Into is preposition, is used for the following conditions,

- a) In the direction of something,
e.g. Speak clearly into the microphone.
- b) Moving to a point within (an enclosed or volume)
e.g. She dived into the swimming pool.
- c) Indicating a change in form as the result of an action,
e.g. Turn the spare room into a study.

16. Opposite

‘Opposite’ means facing somebody or something,

- e.g. His house is opposite her.

17. By

‘By’ is used,

- a) To indicate near or to the side of.
e.g. My house is by the river.
- b) To show direction of movement.

e.g. They came by the fields.

c) To give the meaning of 'pass'.

e.g. He goes by the telegraph office daily.

18. Over

It is used to express the following meanings,

a) At or to a level higher than, but not touching.

e.g. The parasite is over the sea.

b) To indicate more than.

e.g. This river is over sixty miles long.

c) Resting on the surface of and covering.

e.g. Let us spread a cloth over the table.

1.2 Review of the 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 of reviewing some related literature briefly, especially those carried out in Nepal.

Chapagain (1999) conducted a research entitled, "Use of Teaching Materials and its Impact in English Language Learning". The main objective of the study was to find out the impact of teaching materials in English language learning. It was an experimental research and the research findings of this study clearly showed that the use of teaching materials at language teaching and learning had better impact on the whole.

Bhandari (2000) carried out a research on "Effectiveness of Medium of Instruction in Teaching English Preposition Practical Study". He mainly deals with the medium of instruction regarding the two languages, English and Nepali. His findings was that Nepali medium of instruction is more effective than English in the teaching of English prepositions.

Khakural (2005) conducted a research entitled, "Effectiveness of Matchstick Figures in Teaching Action Verbs at Grade Five". The main objective of the study was to find out the effectiveness of matchstick figures while teaching action verbs at grade five. This was an experimental research and the finding was that, use of matchstick figures in teaching action verbs had relatively a better impact on the whole.

Shah (2007) came with a study entitled "Effectiveness of Matchsticks Figures in Teaching Prepositions at Primary Level". The objective of his study was to find out the effectiveness of match sticks figures in teaching prepositions. This was an experimental research where pre- test and post- test were administered to both experimental and controlled group. He found that the students who

were taught using matchsticks figures progressed significantly better than other group.

Similarly, 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 finding was that the use of TPR as a teaching strategy in the language classroom makes both students and teachers keep maturation day by day and long-term retention as in the case of first language acquisition.

In the same way, Neupane (2009) carried out a research on "Use of Realia for Teaching English Prepositions". It was an action research and aimed to find out how effectively realia works in a classroom while teaching. Her finding was positive. It means, using realia into the classroom for teaching English prepositions is more effective.

Besides these, there are many research works carried out in other areas of grammar at various levels in the Department of English Education. So far no research work seems to have been done to investigate effectiveness of magazine cutouts for teaching English prepositions at primary level. Hence, I felt a need to employ it at grade 5 in order to see whether the students are able to learn effectively with the help of magazine cutouts.

1.3 Objectives of the Study

This study had the following objectives:

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

1.4 Significance of the Study

This study will be significant to all those who are interested in language teaching and learning in general, and more particularly to those teachers and students who are involved in teaching and learning the English language communicatively. This research will be importantly significant for the effective teaching and particularly of teaching 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 and their expertise.

CHAPTER- TWO

METHODOLOGY

In this research, the researcher has tried to find out the role of magazine cutouts as a technique of teaching English prepositions at primary level. The following methodology was adopted to achieve the set objectives of the study.

2.1 Sources of Data

The present research is actually a practical study. So the research needs both the sources of data: primary and secondary sources of data.

2.1.1 Primary Sources of Data

The primary sources of data are the data in which the researcher himself is involved in their collection. In this study the test scores obtained from the students, studying in Grade 5 of primary level of Shree Shiwalaya Higher Secondary School, Kushma, Parbat were the primary sources. The first hand data were the scores of English prepositions elicited from those students using test items (pre- test and post- test) mainly using magazine cutouts.

2.1.2 Secondary Sources of Data

The secondary sources of data refer to the data which are not personally seen or met by the researcher himself. They are the data which have already been collected by others. This study used secondary data from English textbook of grade 5. Besides, exercises from various English textbooks were selected for the development of test items. Here, for this study, the researcher also consulted the related books especially El-Araby (1974), Harmer (1987), Kochhar (1990), Kumar (1996), Thomson and Martinet (1986), Wright (1986), and several reports, articles, journals, internet, thesis for the secondary sources of data.

2.2 Sample Population of the Study

The sample population of the study was the thirty students of grade five studying in Shree Shiwalaya H.S. School.

2.3 Sampling Procedure

The population was chosen by using simple random sampling. The experimental group and controlled group were determined in term of odd and even number according to their pre-test result.

2.4 Tools for Data Collection

Of course, research tools are very essential for data collection. There are various types of tools. They may vary in their complexity, design, administration and interpretation. These tools are used according to situation or nature of the study.

For this research, prepositions from the text book of primary level were collected and a set of different test items was designed as a major tool for data collection. Here, the researcher administered the same test items for the pre- and post- tests both at the beginning and at the end of the experiment. In totality, the set of test items carried 50 marks. These test items were matching items, fill in the blanks, state true or false, multiple choices and answer the questions for making the analysis convenient.

The following depicts the test categories with marks.

S.N	Test	Mark Distribution
1.	Match the Items	10
2.	Fill in the Blanks	10
3.	State True or False	10
4.	Multiple Choice Items	10
5.	Answer the Questions	10

2.5 Process of Data Collection

The following steps were used to collect primary data.

- i. First of all, the researcher prepared a set of written test items and visited the selected school. For the test items, he chose 20 prepositions only from the textbook of primary level for experimental study.
- ii. Then, he requested the concerned authority for the permission of carrying out his research. After the permission granted, he established the rapport with subject teacher as well as students and explained the purpose and process of the research.
- iii. A written pre-test was administered to determine the actual proficiency level of students in prepositions. They were given one and half an hour time to attempt the questions then their written responses were corrected and marked.
- iv. The researcher determined the rank of the students on the basis of the marks they obtained individually. Then they were categorized into two groups in term of odd and even number. The procedure of the group division is given below.

Experimental Group	Controlled Group
Odd	Even

- v. The students who were divided into two groups were taught side by side. Experimental group was taught through cutout technique whereas controlled group was taught without using cutouts. .
- vi. Each group was taught six days a week, one period a day and each period of forty five minutes. Experimental classes were taken for twenty days.
- vii. After the experiment, a post- test was administered using the same test that was used in pre-test.

- viii. Finally, the performance of the groups was compared and analyzed in order to determine the effectiveness of magazine cutouts for teaching English prepositions.

2.6 Limitations of the Study

Any study has its own limitations. So, this study also has the following limitations:

- a) This study was limited to only one government aided school, Shree Shiwalaya Higher Secondary School, of Parbat district.
- b) The primary data for this study were collected from the written text.
- c) The effectiveness of magazine cutouts in teaching prepositions used in the primary level English text book.
- d) The time boundary of this study was twenty days.
- e) Only the cutouts printed in the daily newspapers and old calendars were used as the materials for the study.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This chapter is mainly concerned with the analysis and interpretation of data. In this section, the researcher analyzed and compared the data which were obtained from the experimental study. The main aim of this research was to explore the effectiveness of teaching English prepositions through magazine cutouts. The collected data are analyzed, interpreted and then presented comparatively in holistic and item-wise forms respectively.

3.1 Holistic Comparison

For the holistic comparison, the result of experimental and controlled group of pre-test and post-test have been compared. The comparison is shown as follows;

Table No. 1
Performance of Experimental and Controlled Group in the Pre-Test and Post-Test

Group	F.M.	Average Score in Pre-Test	Average Score in Post-Test	Difference	Difference in %
Experimental	50	24.8	38.3	13.5	26.9
Controlled	50	24	34.1	10.1	20.3

The above table indicates that the experimental group has the average score of 24.8 in pre-test and 38.3 in post-test. This group has increased its average marks by 13.5 or 26.9%. Similarly, controlled group has the average score of 24 in pre-test and 34.1 in post-test. This group has increased its average marks by 10.1 or 20.2% in the post-test.

By the comparison of pre-test and post-test of each student has proved that experimental group has learnt more effectively rather than controlled group. The difference in average score of experimental group is 13.5 and 10.1 in controlled group between the two tests. So, as a whole initial group (experimental) has progressed 3.4 average score than controlled group.

The result of two groups with regards to the five test items are shown below in single table. This comparative table shows the average percentages of experimental group and controlled group.

Table No. 2
Overall Performance of Experimental and Controlled Group in Pre-Test and Post-Test.

S. N	Test Items	F. M.	Experimental Group in %	Controlled Group in %	Differences in %
1	Match the Items	10	20	17.3	2.7
2	Fill in the Blanks	10	28	21.3	6.7
3	State True or False	10	30.7	21.3	9.4
4	Multiple Choice Items	10	26.7	20	6.7
5	Answer the Questions	10	29.3	21.3	8.0
	Total Score	50	134.7	101.2	33.5
	Average Score	10	26.9	20.2	6.7

The above table presents that the average score percentage of experimental group is 26.9 % in different items whereas controlled group has 20.2 % average score percentage. Controlled group has low average score than experimental group. The average difference between two groups is 6.7 %. Thus, it shows that experimental group has got better achievement than controlled group as a whole.

3.2 Item-Wise Comparison

3.2.1 Average Proficiency in the Test ‘Match the Items’

The following table shows the average scores achieved in the match the items by the both experimental and controlled groups.

Table No. 3

Score Achievement in ‘Match the Items’ Test Result

Group	F.M.	Average Score in Pre-Test	Average Score in Post-Test	Difference	Difference in %
Experimental	10	6.5	8.5	2.0	20
Controlled	10	6.4	8.1	1.7	17.3

The above table shows the result of matching the items. Each item carries 2 marks and the full marks of the test items is 10 since there are 5 test items. It also shows that the experimental group has the average score of 6.5 in pre-test and 8.5 in post-test. This group has increased its average marks by 2.0 or 20%. Controlled group has the average score 6.4 in pre-test and 8.1 in post-test. This group has increased its average marks by 1.7 or 17.3%.

The comparison shows that experimental group has got better result than the controlled group. It means experimental group has learnt more effectively than the controlled group.

3.2.2 Average Proficiency in the Test ‘Fill in the Blanks’

The test result of the students in gap filling item is presented in the table below:

Table No. 4

Score Achievement in ‘Fill in the Blanks’ Test Result

Group	F.M.	Average Score in Pre-Test	Average Score in Post-Test	Difference	Difference in %
Experimental	10	4.4	7.2	2.8	28
Controlled	10	3.7	5.9	2.1	21.3

The above table shows that experimental group has the average score 4.4 in pre-test and 7.2 in post-test. This group has increased its mark by 2.8 or 28%. Controlled group has the average marks 3.7 in pre-test and 5.9 in post-test. This group has increased its marks by 2.1 or 21.3%.

3.2.3 Average Proficiency in the Test ‘State True or False’

The test result of the students in the state true or false is presented in the table below.

Table No. 5

Score Achievement in ‘State True or False’ Test Result

Group	F.M.	Average Score in Pre-Test	Average Score in Post-Test	Difference	Difference in %
Experimental	10	5.1	8.1	3.1	30.7
Controlled	10	5.1	7.2	2.1	21.3

The above table shows the result of the state true or false. Each item carries 2 marks and the full marks of the test items is 10 since there are 5 test items. It also presents that the experimental group has the average score of 5.1 in pre-test and 8.1 in post-test. This group has increased its average marks by 3.1 or 30.7%. Controlled group has the average score 5.1 in pre-test and 7.2 in post-test. This group has increased its average marks by 2.1 or 21.3%.

3.2.4 Average Proficiency in the Test ‘Multiple Choice Items’

The test result of the students in the multiple choice items is presented below.

Table No. 6

Score Achievement in ‘Multiple Choice Items’ Test Result

Group	F.M.	Average Score in Pre-Test	Average Score in Post-Test	Difference	Difference in %
Experimental	10	5.3	8.0	2.7	26.7
Controlled	10	5.2	7.2	2.0	20

The above table shows that that the test consists of 5 items where each item carries 2 marks. So, the category carries 10 marks as a whole. Experimental group has the average score 5.3 in pre-test and 8.0 in post-test. This group has increased its marks by 2.7 or 26.7%. Controlled group has the average mark 5.2 in pre-test and 7.2 in post-test. This group has increased its mark by 2.0 or 20%.

3.2.5 Average Proficiency in the Test ‘Answer the Questions’

The test result of the students in answer the questions, is presented in the table below.

Table No. 7

Score Achievement in ‘Answer the Questions’ Test Result

Group	F.M.	Average Score in Pre-Test	Average Score in Post-Test	Difference	Difference in %
Experimental	10	3.5	6.4	2.9	29.3
Controlled	10	3.6	5.7	2.1	21.3

The above table shows that the test consists of 5 items where each item carries 2 marks. So, the category carries 10 marks as a whole. Experimental group has the average score 3.5 in pre-test and 6.4 in post-test. This group has increased its mark by 2.9 or 29.3%. Controlled group has the average marks 3.6 in pre-test and 5.7 in post-test. This group has increased its mark by 2.1 or 21.3%.

It is clear that the increase in the mark of experimental group is greater than the controlled group. It means initial group has learnt more effectively than the later one.

CHAPTER- FOUR

FINDINGS AND RECOMMENDATIONS

This research has made an effort to find out the effectiveness of teaching English prepositions through magazine cutouts. For finding out the effectiveness of magazine cutouts, the research was conducted in “Shree Shiwalaya Higher Secondary School”, Kushma, Parbat including thirty students studying in grade V. The selected students were divided into two groups: experimental group and controlled group.

Both groups were taught the same subject matter for twenty days. The only difference between these groups was the use of technique. Experimental group was taught by using magazine cutouts as a technique whereas controlled group was taught without using them.

Later the researcher has dealt with each of the test item to compare experimental group and controlled group. From that comparison, the result was found different.

4.1 Findings

- a) While analyzing the result of match the items, it was found that the average score in pre-test was 6.5 and 8.5 in post-test. The experimental group increased its average marks by 2.0 or 20%.
- b) When the result of fill in the blanks was analyzed, it was found that the average score in pre-test was 4.4 and 7.2 in post-test. The experimental group increased its average marks by 2.8 i.e. 28%.
- c) Similarly, it was found that the average score of state true or false in pre-test was 5.1 and 8.1 in post test. The experimental group increased its average marks by 31 i.e. 30.7%.

- d) In analyzing the result of multiple choice items, it was found that the average score in pre-test was 5.3 and 8.0 in post test. It increased its average marks by 2.7 i.e. 26.7%.
- e) When the result of answer the questions was analyzed, it was found that the average score in pre-test was 3.5 and 6.4 in post-test. The experimental group obtained 2.9 average score or 29.3% higher than the pre-test.
- f) In analyzing the pre-test result, it was found that the total mark of all the students of experimental group was 372. The highest score was 42 i.e. 84% and the lowest score was 14 i.e. 28% and the average score was 24.8. Therefore, the result of the pre-test was satisfactory.
- g) When the post-test was analyzed and interpreted, it was found that the total score of the post-test was 574. The highest score was 48 i.e. 96% and the lowest score was 36 i.e. 72% and the average score was 38.3. Thus, increase in the total score and average score showed that the magazine cutouts technique was really effective.
- h) After the analysis and the comparison of the pre-test and the post-test, it was found that the average score and the percentage of the post-test were higher than that of the pre-test. Therefore, on the basis of this analysis it can be claimed that using magazine cutouts for teaching English prepositions has relatively brought better impact on learning. The teaching of prepositions through the use of magazine cutouts appeared 6.7% more effective than teaching without using cutouts.
- i) It also shows that the result in all types of test items is effective when teaching is done by the use of cutout technique.

4.2 Recommendations

The recommendation and suggestions which have been made on the basis of the findings are given below.

1. The research shows that experimental group performed better result in teaching English prepositions. So the magazine cutouts using technique should be applied to teach prepositions in all the schools.
2. For the implementation of this technique effectively, the teacher should be trained and provided with sufficient teaching materials.
3. The syllabus designers and methodologists should encourage the use of magazine cutouts for teaching English prepositions at primary level. Even though it may be difficult to present cutouts for each language item given in the text book and syllabus, it is inevitable to use magazine cutouts in the right place.
4. While teaching prepositions through magazine cutouts, the teacher may face various difficulties. If cutouts are not chosen according to the level and capacity of the students, they may lose their interest. The following practical suggestions are given to the teachers
 - i. In the beginning, magazine cutouts should be chosen according to the level and capacity of the students.
 - ii. The initial presentation of magazine cutouts should always be through demonstration.
 - iii. In the choice of cutouts, the locally available cutouts of things should be emphasized.
5. As the research was limited only to 30 students of grade-5 from a government aided school, it is claimed that the findings of the study are applicable for all the schools of Nepal or they are complete in themselves. In order to test the validity of the research findings, it is desirable to carry out further research in this area involving more number of schools and students.

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