



# ILLUMINATE PREPOSITIONS IN ENGLISH BY DINT OF MULTISENSORY MODULE

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## ABSTRACT

The main purpose of this study is to analyse the process of illuminating prepositions in English. This study is an effort to test prepositions in English from various perspectives. It may thus focus on the role of the Multisensory module in illuminating prepositions in English. The experiment was conducted at GHS, Thovalai. Initially, a pre-test was given to the control and experimental groups. The test scores were analysed and compared. It was found that both groups were equally poor in their prepositions in English. Further, the experimental group was taught prepositions through multisensory modules. After teaching the modules to the experimental group a post-test was given to them. It was observed that there was a significant improvement in the performance of the experimental group of learners in the pre-test and the post-test. The investigation demonstrated how the multisensory Module had helped upper primary school students improve their prepositions in English. Even though this study was conducted over a little time, the findings clearly demonstrate that the module and the practice assignments encouraged participants to learn preposition, which helped increase their proficiency in it.

**Keywords:** *Multisensory, Prepositions, Experiment, English*

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## INTRODUCTION

The field of teaching English as a second language has grown in stature over the past several decades, both in India and internationally, and English language teaching historiography has followed suit. An extensive body of literature devoted to this subject may now be cited. However, despite the fact that English language instruction has been practised in India for many years, there are no records that provide a thorough account of English language instruction there. It now has the status of a new discipline and is given a considerably higher priority in our educational initiatives.

According to Palmer, the grammar of a language is a book written about it, a written document about the language is grammar (Tickoo, 2003). Language behaviour is described by the grammar of that language. It is more than just a set of strict guidelines; it is necessary for our daily communication. Grammar recognises these changes, as a live language is constantly evolving. Fries says that the study of grammar would become increasingly useful for insight into the nature and the functions of language (Aslam et al., 2006). Grammar instruction trains the student's thinking in appropriate speech patterns and speaking strength. Grammar rules can be learned to help one speak and write



appropriately. Grammar enables the learner to comprehend a variety of stylistic issues. The learner gains competence and confidence thanks to grammar. The circumstances of the individual determine the appropriateness of grammar. Explicit grammatical knowledge is more beneficial to second language learners than it is to native speakers.

The word preposition is derived from the Latin word 'praepositionem' translation of greek 'prothesis', which literally means 'set before'. Prepositions often precede a noun, a pronoun or a noun equivalent that is its object. The most common prepositions are simple. A 'preposition' (pre+position) appears to be anything that is placed before, eg: on the table, in the room, at the park. In most Indo-European Languages, prepositions are phrasally bound forms, since the only place they occur is introducing a relation-axis phrase. In English, they are at least partly free, as shown by the fact that they can occur at the end of a sentence in certain constructions.

"English grammarians have condemned this construction (as stated mockingly in the formulation. "A preposition is a bad thing to end a sentence with " but their objections rest on the obviously false assumption that what is incorrect in Latin must ipso facto be incorrect in English." (Hall,1969). The fact that prepositions are meaningful in Persian is not beyond dispute but in practice, no linguistic element can be meaningful unless it is put in a proper context. So prepositions are meaningful in that they do have syntactic and semantic functions by which we actually 'mean' something. There are some English verbs that are followed by a preposition and its object because they are intransitive and cannot take their own object. Prepositions must be included in sentences; if they are absent, the sentence will be incorrect. Prepositions are small in number, but they pose many problems to second language learners.

When used in multiple settings, prepositions have different meanings. Prepositions, which have various meanings, add to the already considerable stress on second language learners. Different prepositions are used at different levels. Shades of meaning refer to more than just the same term used in several

settings. We are primarily highlighting the prepositions' variations in meaning.

#### REVIEW OF RELATED STUDIES

**Hicks, et al.,(2011).** conducted a study on "Effects of direct instruction on the acquisition of prepositions by students with intellectual disabilities". Some students with intellectual disabilities require explicit instruction in language skills, including preposition use; however, little is known about effective ways to teach preposition use to this population. This study examined direct instruction (DI) to teach students to use and respond to prepositions. Results indicated that DI was an effective way to teach prepositions. Limitations and directions for future research are discussed.

**Koosha et al., (2006)** conducted a study on "Data-driven learning and teaching collocation of prepositions: The case of Iranian EFL adult learners". This study aims to investigate the effect of female freshman student enrolment figures in EFL programs on student achievement and attitudes, program staffing, classroom instruction, management, assessment, resources and facilities utilisation on the basis of female faculty demographic, female faculty teaching load, number of courses and total number of credit hours offered by the department, freshman students' enrolment statistics and grammar test scores. Female students, instructors, department heads and program coordinators' perceptions of the causes and outcomes of large female freshman student enrolments will be reported.

**Lindstromberg (1990)** a study titled (Re)Teaching Prepositions A proposed method for re-teaching prepositions to students at all levels is based on three ideas: (1) prepositions are spatial; (2) they are frequently used metaphorically; and (3) the spatial character of the metaphors can be made clear by simple diagrams illustrating direction and/or relationship. Two exercises to be used with this approach are (1) diagramming and re-diagramming texts, and (2) translating diagrams. The first exercise involves students diagramming a text with the prepositions removed. The text is then traded with another student who worked on a different text, and the second student attempts to insert the appropriate prepositions. The class then diagrams the text together on a larger chart. In the second exercise, students diagram



prepositions onto a triple-spaced text in the target language. They then translate the text into English. Followup exercises can introduce new verbs in which direction or relationship is a significant part of the meaning. This method creates the idea of a metaphor that can be visualised, rather than of a quirky and inconsistent system. (MSE)

**Mukundan**, et al.,(2009) conducted a study on "Textbook representation of prepositions". The aims were to find out the distributions of prepositions, their frequency order in comparison with the British National Corpus (BNC) and the differences in terms of their co-occurrence with other parts of speech. The findings showed that there is a difference between the textbook corpus and the BNC in terms of the frequency order of certain prepositions and there are similarities and differences in terms of their co-occurrence with other parts of speech. This study indicates the textbook corpus is essential in the study of prepositions and the results can guide teachers in deciding how best to supplement the text with activities that will give learners exposure to target grammar item that is not sufficiently presented in the textbook.

**Zughoul** et al., (1979) conduct a study on "Teaching English Preposition". The result has been inaccuracy in student usage. If communication is a primary goal of English teaching, teachers should begin instruction with real situations that are relevant to the students and concentrate on the prepositions and adverbs the student would need in order to be understood. Linguistic distinctions that students do not need to know should not be taught, errors should not be automatically corrected, and similarities between English and the native language should be pointed out. Prepositions used often in the classroom could be categorized as case, lexical, or unit prepositions for instructional purposes. (MSE)

#### **OBJECTIVE OF THE STUDY**

- To help the students brush up on their mastery of prepositions.

- To test the effect of a Multisensory module on illuminating the preposition in English of upper primary school students.
- To distinguish the difference between the mean scores of pre-test and post-test with regard to prepositions in English of high school students.

#### **DESIGN OF THE STUDY**

##### **METHOD OF THE STUDY**

For this study, the researcher used the experimental approach. The Control Group is known as Group I, and the Experimental Group is known as Group II. The research design consists of three phases:

- Selection of Sample
- Preparation of Multisensory Module.
- Experimentation.

##### **POPULATION**

The population of the present study consisted of upper primary school students from GHS, Thovalai located in Kanyakumari District.

##### **SAMPLE**

The sample of the present investigation included 34 high school students from GHS, Thovalai located in Kanyakumari District. The sample was selected by convenience sampling technique. The sample includes both male and female upper primary school students.

##### **PREPARATION OF MULTISENSORY MODULE**

The investigators create the multisensory module based on their curriculum and their mental maturity. The investigators group the tools into simple and complicated categories. The subject matter experts received the tools for correction. The generated multisensory module was prepared for the final analysis following the verification.

##### **FINDINGS OF THE STUDY**

###### **i) Pre-Test Analysis**

**Ho1:** There is no significant difference between the pre-test scores of control group and experimental group on illuminating the preposition in English of upper primary school students.

**Table 1. Difference between the pre-test scores of control group and experimental group on illuminating the preposition in English of upper primary school students.**

Test	Group	Mean	N	S.D	t value	P Value	Remarks
Pre - Test	E	30.59	17	12.85	0.5581	0.5807	NS
	C	33.25	17	14.87			

Not Significant at 0.05 Level

It is inferred from the above table (1) that, the t value (0.5581) is not significant at 0.05 level of significance. Hence, the null hypothesis was accepted. It showed that the students of control(14.87)and experimental group(12.85) did not differ significantly at the pre-test level.

**ii) Post-Test Analysis**

**Ho2:** There is no significant difference between the post-test scores of control group and experimental group on illuminating the preposition in English of upper primary school students.

**Table 2. Difference between the post-test scores of control group and experimental group on illuminating the preposition in English of upper primary school students**

Test	Group	Mean	N	S.D	t value	P Value	Remarks
Post - Test	E	78.83	17	9.47	9.614	0.0001	S
	C	41.27	17	13.03			

Not Significant at 0.05 Level

It is inferred from the above table (2) that, the t value(9.614) is significant at 0.05 level of significance. Hence, the null hypothesis was rejected. It showed that the students of control group(13.03) and experimental group(9.47) differ significantly at the post-test level.

**iii) Pre-test – Post-test Analysis**

**Ho3:** There is no significant difference between the pre-test and post-test scores of control group on illuminating the preposition in English of upper primary school students.

**Table 3. Difference between the pre-test and post-test scores of control group on illuminating the preposition in English of upper primary school students.**

Group	Test	Mean	N	S.D	t value	P value	Remarks
C	Pre-test	33.25	17	14.87	1.6725	0.1042	NS
	Post-test	41.27	17	13.03			

Not Significant at 0.05 Level

It is inferred from the above table (3) that, the t value(1.6725) is not significant at 0.05 level of significance. Therefore the null hypothesis is accepted. Hence, there is no significant

difference in the pre-test(14.87) and post-test(13.03) scores of the control group students.



**Ho4:** There is no significant difference between the pre-test and post-test scores of the experimental group on illuminating the

preposition in English of upper primary school students.

**Table 4. Difference between the pre-test and post-test scores of the experimental group on illuminating the preposition in English of upper primary school students.**

Group	Test	Me	N	S.D	t value	P value	Remark
E	Pre-test	30.59	1	12.8	12.460	0.0001	S
	Post-test	78.83	17	9.47			

Significant at 0.05 Level

It is inferred from the above table (4) that, the t value(12.469) is significant at 0.05 level of significance. Therefore the null hypothesis is rejected. Hence, there is a significant difference in the pre-test(12.85) and post-test scores(9.47) of the experimental group students.

**DELIMITATIONS OF THE STUDY**

- The present study was confined to Kanyakumari District only.
- The sample has been limited to 34 high school students.
- The present study focused only on GHS,Thovalai located in Kanyakumari District.
- The experiment was conducted only for a period of 10 days with 40 minutes per day.

**RECOMMENDATIONS**

- As NCERT has a lot of accountability in line with school education, it should insist on the ministry of education while making policy decisions, the importance of introducing *multisensory* Module on illuminate the English Grammar of the high school students.
- The management of the school provides continuous updating of the software which can assist learners to experience the *multisensory* Module in a fascinating way.
- A regular teacher training programme should be organised to ensure that teachers are properly trained in employing *multisensory* Module. A teacher can make use of multisensory Module-based teaching methods and translate them into action in their routine teaching.

- Students should equip themselves with profound knowledge of e-Learning Tools in Education to develop their English Grammar skills and make their learning easy and effective.

**CONCLUSION**

Finally, there is enough evidence to claim that multisensory modules for illuminating English prepositions are more effective. Children have a great capacity to learn prepositions, but the current study has demonstrated that they are not given the appropriate materials, but have that potential. They do, however, perform far better than students who do not have access to such classes when provided access to the multisensory module.

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