

PONTIFICIA UNIVERSIDAD CATOLICA DEL ECUADOR  
FACULTAD DE COMUNICACIÓN, LINGÜÍSTICA Y LITERATURA  
ESCUELA DE LINGÜÍSTICA

DISERTACIÓN PREVIA A LA OBTENCIÓN DEL TÍTULO DE  
LICENCIATURA EN LINGÜÍSTICA APLICADA CON MENCIÓN EN ENSEÑANZA  
DE  
LENGUAS

“COMMUNICATIVE TASKS, AS AN ALTERNATIVE TO LEARN  
THE SPATIAL AND TEMPORAL USES OF THE ENGLISH PREPOSITIONS *IN-  
ON-AT*, DESIGNED ESPECIALLY FOR B1 EFL STUDENTS”

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Julio, 2020  
QUITO - ECUADOR

## AKNOWLEDGEMENTS

I am deeply grateful to several people who have been pivotal in getting this thesis to completion.

Above all, I am indebted to my family who had supported me in every step during the process of this thesis. Especially to my husband , Galo; my kids, Cristina and Nicolás; and my brother Eduardo. They all kept me going with love, understanding, and care.

I submit my heartiest gratitude to my principal supervisor and mentor, Laura Villagómez, who always gave me good advice, support. Laura was constantly engaged with my research. Her great knowledge and personal generosity help make my time doing this thesis enjoyable and valuable.

My deep gratitude goes to my lecturers, Milica Dragosavljevich and Verónica Montero, who had expertly guided and supported me throughout all the process, with their broad knowledge and patience. I value their constant encouragement and help. Both, excellent professionals and people.

My appreciation also extends to my friend Robert, who has always been there to help me with his wisdom and patience. Without his help this project would not have been possible.

<b>ABSTRACT .....</b>	<b>VII</b>
Background Information.....	1
Justification for the Study.....	2
Theoretical Justification.....	2
Social Justification.....	3
Personal Justification .....	4
Introduction .....	4
Objectives: .....	7
General Objective .....	7
Specific Objectives .....	8
Methodology .....	8
<b>CHAPTER ONE: Linguistics and Grammar .....</b>	<b>9</b>
1.1. Linguistics.....	9
1.1.1. Definition .....	9
1.1.2. Morphology .....	9
1.1.3. Syntax and Syntactic Categories .....	10
1.2. Prepositions .....	11
1.2.1. Definition .....	11
1.2.2. Kinds of Prepositions .....	13
1.2.2.1. Central Prepositions .....	13
1.2.2.2. Deferred or Stranding Prepositions .....	14
1.2.2.3. Simple Prepositions .....	15
1.2.2.4. Complex Prepositions .....	15
1.2.3. The English Prepositions <i>In-On-At</i> Showing Spatial Relations.....	15
1. 2.3.1. Space and dimension -Spatial Relations .....	16
1.2.3.2. Positive and Negative Position and Destination.....	16
1.2.4. The English Prepositions <i>In-On-At</i> Expressing Temporal Meaning.....	23
1.2.4.1. Temporal Dimensions .....	24
1.2.4.2. Deletion of Prepositions .....	25
1.2.5. Spanish Equivalentents of the English Prepositions <i>In-On-At</i> denoting spatial relations. 26	
1.2.5.1. Positive position (or static location) .....	26
1.2.5.2. Destination .....	27
1.2.6. Spanish Equivalentents of the English Prepositions <i>In-On-At</i> Denoting Temporal Relationships.....	28

<b>CHAPTER TWO: Cross-Linguistic Influence in Second Language Acquisition .....</b>	<b>30</b>
2.1. What is Second Language Acquisition? .....	31
2.1.2. Learning vs Acquisition .....	32
2.1.2. Factors that can Affect Second Language Learning .....	33
2.1.2.1. Language Transfer .....	33
2.1.2.1.1. Positive Transfer .....	33
2.1.2.1.2. Negative Transfer .....	34
2.1.2.2. Fossilization .....	34
2.1.2.3. Age .....	37
2.1.2.4. Aptitude .....	37
2.1.2.5. Attitude .....	38
2.1.2.6. Anxiety .....	39
2.1.2.7. Motivation .....	39
2.1.2.8. Self-Confidence .....	40
2.1.2.9. Affective Filter .....	41
2.1.2.10. Language Contact .....	41
2.2. Interlanguage, Contrastive Analysis, and Error Analysis .....	42
2.2.1. Interlanguage .....	42
2.2.2. Contrastive Analysis .....	42
2.2.3. Error Analysis .....	43
2.2.3.1. Difference among Errors and Mistakes .....	44
<b>CHAPTER THREE: Communicative Tasks for Learning the Prepositions of Time and Space <i>In-On-At</i> .....</b>	<b>45</b>
3.1. Communicative Approach .....	45
3.1.1. Task-Based Learning .....	46
3.1.1.1. The Concept of Task .....	47
3.1.1.2. Task Components .....	49
3.1.1.3. Kinds of Tasks .....	54
3.1.1.4. PACE Model – Communicative Lesson Plan .....	57
3.1.1.4.1. Tasks Applied in the Extension Stage of the PACE Model Lesson Plan .....	60
<b>CHAPTER FOUR: Methodology .....</b>	<b>71</b>
4.1. Methodology Procedure .....	71
4.2. Methodological Tools .....	72
4.3. Universe and Population .....	73

<b>DATA ANALYSIS AND RECOMMENDATIONS .....</b>	<b>74</b>
Analysis of the Results of the Examination Taken before Applying the Lesson Plans and Working with the Activities .....	74
Examination Procedure .....	74
Results of the Examination Taken before Applying the Lesson Plans and Carrying out the Activities. ....	74
Analysis of the Results of the Examination Taken before Applying the Lesson Plans and Carrying out the Activities .....	80
Analysis of the Results of the Examination Taken after Applying the Lesson Plans and Carrying out the Activities.....	81
Examination Procedure .....	81
Results and Analysis of the Examination Taken after Applying the Lesson Plans and Carrying out the Activities with Group A .....	82
Results and Analysis of the Examination Taken after Applying the Lesson Plans and Carrying out the Activities with Group B .....	85
Analysis of the Results of the Interviews Done after Applying the Lesson Plans and Working with the Activities .....	88
Interview Procedure .....	88
Analysis of the Questions that Had Similar Results in Both Groups, Group A and group B ..	95
Comparison of the Results Obtained from the Final Exam and the Interviews of Group A and B. ....	95
Responses to the Second Part of the Interview. ....	99
Recommendations.....	105
<b>CONCLUSIONS.....</b>	<b>108</b>
<b>APPENDIXES.....</b>	<b>115</b>
Appendix 1 .....	115
1.1.Examination 1 and 2– Diagnostic test and final exam.....	115
Appendix 2 .....	117
1.2. PACE model lesson plan.....	117
Appendix 3 .....	124
1.3. Dialogue 1 – Part of the Pace Lesson Plan.....	124
Appendix 4 .....	125
1.4. Dialogue 2 – Part of the Pace Lesson Plan.....	125
Appendix 5 .....	127
1.5. Biography.....	127

Appendix 6.....	128
1.6. Biography Handout.....	128
Appendix 7.....	129
1.7. Formal Letter .....	129
Appendix 8.....	130
1.8. Power Point slides – PACE Model.....	130
Appendix 9.....	136
1.9. PPP Model Lesson Plan.....	136
Appendix 10.....	138
1.10. Power Point Slides– PPP Model.....	138
Appendix 11.....	145
1.11. PPP Exercises .....	145
Appendix 12.....	151
1.12. Interview.....	151
Appendix 13.....	152
1.13. Pictures .....	152
<b>BIBLIOGRAPHY .....</b>	<b>154</b>

## **ABSTRACT**

A great number of EFL (English as a Foreign Language) Spanish speaking students have problems using and learning the spatial and temporal English prepositions *in-on-at*. Therefore, the purpose of this thesis is to prove whether the application of tasks as part of the communicative lesson plan based on the PACE (Presentation, Attention, Co-Construction, Extension.) model, might help students learn and use the English prepositions of time and space: *in-on-at* correctly. The corpus of this study focuses on an error analysis of the use of these prepositions, applied to students of Colegio San Gabriel, corresponding to B1 level, according to the CEFR (Common European Framework of Reference for Languages).

**Key words:** English prepositions, tasks, PACE model, error analysis

## **RESUMEN**

Una gran cantidad de estudiantes de habla hispana, quienes aprenden Inglés como Lengua Extranjera, tienen problemas para usar y aprender las preposiciones espaciales y temporales de inglés *in-on-at*. Por lo tanto, el propósito de esta disertación es demostrar si la aplicación de tareas como parte del plan de clase comunicativa basado en el modelo PACE (Presentación, Atención, Co-construcción, Extensión) podría ayudar a los estudiantes a aprender y usar correctamente los usos temporales y espaciales de las preposiciones inglesas: *in-on-at*. El corpus de este estudio se centra en un análisis de los errores en el uso de estas preposiciones, aplicado a los estudiantes del Colegio San Gabriel, correspondiente al nivel B1, según el MCER (Marco Común Europeo de Referencia para las Lenguas).

**Palabras clave:** preposiciones en Inglés, tareas, modelo PACE, análisis de errores

## **Background Information**

The increasing need for good English knowledge has generated an important change for English teaching around the world. Many people all over the world today want to improve their command of English, whose emphasis is on acquiring communicative skills. Different contexts to learn English are offered in many ways such as through formal instruction, work and travel programs, study abroad, as well as through the media and the internet. The global demand for English has created an enormous challenge for teachers to apply good quality language teaching, language teaching materials, and resources.

There are no relevant studies carried out at PUCE (Pontificia Universidad Católica del Ecuador) regarding the spatial and temporal uses of the English prepositions *in-on-at*, which are the most problematic and confusing prepositions, for Spanish speaking students learning English. There is only one thesis proposed by Placencia & Palacios (1982), which describes all the English prepositions and their equivalents in Spanish. It mentions possible problems for Spanish speakers learning English. This present study differs greatly from Placencia & Palacios' work, since it concentrates on the temporal and spatial uses of the prepositions *in-on-at*, and it is based on a proposal based on the application of the communicative PACE model and communicative tasks, as tools to help Spanish speaking students learn these prepositions appropriately and consequently prevent temporal fossilization.

The communicative approach and within it task-based learning are methodologies that are used by many teachers nowadays, because they focus on the use of language in a real context where the students are able to use the language they are learning, in a meaningful and purposeful way. The PACE model works under the same communicative parameters. Therefore, the application of the PACE model and within it, tasks are of much concern in this thesis.

Furthermore, several studies and investigation have been done related to second language acquisition and learning (Griffin, 2017; Pastor, 2004; Gass and Selinker, 2008). Some of these studies were conducted to prove a cross-linguistic phenomenon (Ortega, 2013), others to study interlanguage (Griffin, 2017; Gass, 2008); the causes of fossilization in Second Language Acquisition (Huang, 2009; Wei, 2008); the study of strategies to prevent and resolve temporary fossilization (Qian and Xias, 2010)), as well as certain factors that can affect second language learning as: negative and positive language transfer, (Odlin,

1994, 2010, 2011; Gass, 2008), age, aptitude, attitude, motivation, anxiety, affective filter, self-confidence, language contact, language contact and fossilization, among others. (Gass and Selinker, 2008; Ortega, 2013). All these topics are pivotal in this thesis since they are closely related to what happens in the process of L2 (Second Language) learning and acquisition.

Contrastive linguistic analysis is viewed as an integral component of methodology in target language teaching by Fries (1945). He stated that the most effective materials for foreign language teaching are based on a scientific description of L2 together with the description of the native language. Therefore, contrastive analysis is of much concern in this work since it is the comparison of English and Spanish, concerning the spatial and temporal uses of the prepositions *in-on-at* and *en*. Here, differences as well as similarities are important in the analysis of the acquisition of English as a foreign language, to detect the most common mistakes and errors made by ESL (English as a second language) students. Thus, error analysis is pivotal, too. Error analysis is more targeted at language teaching, since it deals more with the practical needs of the teacher in the classroom. It makes an emphasis on errors that L2 learners make (Gass and Selinker, 2008). In the 1950s and the 1960s, there was a great emphasis on L2 studies, including pedagogical issues. Within this, the conceptualization and significance of errors took a different perspective with error analysis. Corder's (1967) view was different from the traditional one. He stated that errors should not be eradicated but rather one should give them the importance they deserve and profit from them to help learners in their L2. This thesis analyzes the mistakes or errors made by ESL students in the use of the prepositions of time and space *in-on-at*. So, for this purpose an error analysis is going to be made, too.

## **Justification for the Study**

### **Theoretical Justification**

In fact, there are no similar, earlier conducted studies. Thus, it is necessary to do a thesis like this one.

From my experience as an English teacher, I have noticed that the correct spatial and temporal usage of the English prepositions, *in-on-at*, has caused trouble not only to ESL students, but to some non-native English teachers, who in various occasions do not know

which preposition to use, and often choose the wrong one. This confusion may be caused due to several factors as negative transfer from the mother tongue into the target language, transfer of training, strategies of second language learning, strategies of second language communication and overgeneralization of linguistic material. (Sridhar, 1976; Odlin, 1994, 2010, 2011; Gass, 2008). Also, L2 learning can be affected by some non-linguistics factors such as age, aptitude, attitude, motivation, anxiety, affective filter, self-confidence, language contact, personality, willingness to communicate, communicative confidence, language contact and fossilization, among others (Gass and Selinker, 2008; Ortega, 2013). All this happens in the interlanguage of the student (Griffin, 2017; Gass, 2008), which is the steps that the student takes to get from the non-native language to the native language, from the non-standard to the standard variety of language. Within this, also both types of fossilization may be developed: temporal fossilization and/or permanent fossilization. (Huang, 2009; Wei, 2008). The strategies to prevent and promote students' awareness of temporary fossilization are very important for a language teacher that should help students overcome this problem, and avoid temporary fossilization become a permanent one, (Qian and Xias, 2010). These studies are related to second language acquisition (Griffin, 2017; Pastor, 2004; Gass and Selinker, 2008) and cross-linguistic phenomenon (Ortega, 2013).

Language teachers have always been concerned with the best way to teach and help students acquire the language so that they can improve their knowledge of the target language; the closer they get to the target language the better. Nowadays, it is pivotal for students to acquire good communication skills to be proficient in the language they are learning. This has created a demand for an appropriate language methodology, as well as materials, and resources used by the teacher. Consequently, in this thesis, the communicative approach and, specifically, task based learning will be the bases for this study (Nunan, 1989; Pastor, 2004) since some tasks based on the communicative approach will be given as a proposal to help these students learn these prepositions through a communicative model called PACE.

### **Social Justification**

A person that has a good level of English has many more opportunities in a lot of areas, such as: a better job, a better salary, opportunities of going to study or working abroad, among others. Due to globalization and job competitiveness, all of us feel the demand to

learn a second or more languages to communicate and, in this way, be in contact with more people around the world.

Since proficiency in English has become so important, the contribution of this work will be of a great use to EFL students as well as teachers who would like to teach this complicated area of the language, namely, the accurate way to use the prepositions *in-on-at*. This thesis will not only guide and help students learn and acquire these prepositions but to use them in real contexts in a meaningful and purposeful ways. This work will also guide language teachers who can use all this information as a tool in their classes. This tool can be used as reference material or as a guide since it will give a theoretical explanation with examples for each of the prepositions of time and space *in-on-at*. Moreover, it will give teachers ideas of how to create tasks to help students overcome the problem of confusion when choosing the correct preposition.

### **Personal Justification**

The affective filter plays a very important role in second language learning. It arises when the student feels frustrated because their production of the language that is being learned is not the accurate one, and their ideas are not conveyed appropriately. This may cause confusion or misunderstanding to the listener in many cases and, obviously, frustration as well as nervousness for the students who cannot convey their thoughts. Sometimes, mistakes can even make people laugh at what the student is saying, and this will cause a negative reaction in the student that is using the language, and the affective filter will be affected.

This study will, therefore, contribute to learn the different spatial and temporal uses of the prepositions *in – on – at*. It will constitute an aid to teachers in designing material and activities to help students acquire and learn the language in the best way, in a meaningful, purposeful, and real way for them.

### **Introduction**

This thesis is a theoretical and field testing study of the different spatial and temporal uses of the prepositions *in-on-at*, where the application of communicative tasks, as an alternative to learn the English prepositions of space and time, *in-on-at*, were used to help students learn and use these prepositions correctly, and help them overcome temporal

fossilization as well. Moreover, it constitutes a great tool for language teachers who can use all this information as reference materials or as a guide, since it will give a theoretical explanation of the most important uses of the prepositions of time and space *in-on-at* with examples.

The results of this study demonstrate the importance of using the appropriate methodology and activities to improve language learning and to have a more motivating and interesting class. This also promotes discipline because the students are not forced to complete boring activities or paying attention to the teacher centered class, where they hardly ever participate or contribute with their ideas or experiences. Instead, students have a class of more like a conversation type, where the students are the constructors of their own learning since they work, interact to accomplish the task.

The methodology and the use of the appropriate lesson plan model constitute a great help for teachers as well as for students. The PACE model that was used with the experimental group, gives students various opportunities to exchange information, negotiate meanings and concepts, offer opinions, and much more. Through conversations about grammar, dialogues, and interactions, students are more involved in the learning process and more responsible for their own language learning. This makes communication the heart of the foreign language learning class. Moreover, the PACE model, gives the students confidence in their work, because it gives them the input, they require to develop the corresponding activities. It is a model for contextualizing lessons about language using a cultural story or any other interesting text; accurate scaffolding so that students create their own rules; and concepts to meet their specific needs.

Sometimes the activities that teachers use are not the appropriate ones. For example, if the teacher only provides exercises where the students will have to fill in the gaps, they will be using only drills or controlled exercises. But this kind of exercises does not occur in real communication contexts. Therefore, the language used in the classroom is neither meaningful nor relevant for students. They do not have a communicative purpose, so said exercises become boring and mechanical. They learn isolated phrases and structures and vocabulary by heart. In order to help teachers and students, my proposal is based on alternative communicative tasks. These are activities where students need to convey meaning, negotiate, solve problems, collaborate, to get to the result, to achieve their

communicative goal. In this way, the use of language becomes useful, purposeful, relevant, and meaningful. It becomes a real use of language, just as it happens in the real world, where language is relevant and meaningful. (Nunan, 1989; Pastor, 2004)

Language teaching is linked to language learning, that is why it is important to mention and analyze the studies related to first language acquisition and second language acquisition. First language acquisition refers to how a child acquires the mother tongue; and Second Language Acquisition refers to the study of a language after learning the first language as well as the process of learning that language is acquired or learned. The additional language is called a second language. It is called second language although it may be the third, fourth, etc. language to be acquired or learned in a context where the language is spoken. This language is also called a target language, which refers to any language that is the aim or goal of learning. Also, it can be called foreign language when it is learned in a different location where the second language is spoken. SLA can take place in informal L2 learning that refers to naturalistic contexts; formal L2 learning that takes place in classrooms, and L2 learning that involves a mixture of these settings and circumstances. (Seville- Troke, 2006).

This thesis is based on error analysis related to the different spatial and temporal uses of the prepositions *in-on-at*. Therefore, it is important to know which are the factors that can cause difficulties in L2 learning. According to this study, the main factors are language transfer, from their mother tongue into the foreign language, in this case, transfer occurs from Spanish into English. There are also other non-linguistic factors that are evident in the classroom, such as: age, motivation, aptitude, attitude, anxiety, affective filter, self-confidence, and fossilization.

The combination of the communicative approach, within this, task-based learning, and the PACE model also give emphasis on the standard use of the language. Consequently, the purpose of using this combination, of communicative tasks with an explicit emphasis on the rules of grammar for these prepositions, was to follow the precepts of the Communicative Approach, and within it, Task- based Learning. Thus, language learning results more effective, since only communicative learning without grammar knowledge may result in a low academic level and only teaching grammar rules will result in an unreal use of language, not real communication. The application of the communicative tasks is intended for students to use the prepositions in real contexts where students can use the

language meaningfully and purposefully, to get things done; and in this way, prevent or help students with temporal fossilization of these grammatical items, namely the prepositions of time and space *in-on-at* only, and not all the English prepositions.

This thesis comprises five chapters. The first one gives a brief definition of linguistics and syntax. It also analyzes of the different uses of the prepositions of time and space *in- on -at*, which are the ones that cause the most trouble and difficulty to Spanish speakers learning English and its equivalent in English *en*.

The second chapter describes second language acquisition and certain factors that can affect it. These factors explain why students have problems or make mistakes when learning another language. Also, it refers to interlanguage, contrastive analysis and error analysis which are pivotal in this thesis since it makes a comparison of the English prepositions *in- on -at* and the Spanish preposition *en*, and the corpus of this study is based on the analysis of the mistakes and errors that student make when using these prepositions.

The third chapter refers to the communicative approach, Task-based learning, and the PACE model. This section provides a detail description of the concept of the task, and it includes a detailed description of the tasks used in this thesis . These tasks were specially designed to help students use the prepositions of space and time *in- on -at*.

Chapter four describes the methodology of this thesis. This includes the methodological procedure, the methodological tools used in this project, and the population and universe.

This work ends with the analysis of the results of the examinations and the interviews applied to two groups of students of Colegio San Gabriel, corresponding to B1 level. The examinations were given to two group of students to verify if the students had problems with the prepositions of space and time *in- on -at*; and if so, which preposition or prepositions caused more trouble to students. The interviews were applied to students to verify which group used more prepositions correctly in a spontaneous way, using genuine language and in a real context.

## **Objectives:**

### **General Objective**

To design tasks which can help and promote the effective acquisition of the spatial and temporal uses of the English prepositions *in-on-at*, within a communicative framework.

### **Specific Objectives**

1. To establish grammatical as well as semantic differences among the equivalent Spanish preposition *en* and the English prepositions of time and space, *in-on-at*.
2. To determine the most frequent mistakes and errors, in relation to contexts of location and time of the English prepositions *in-on-at*.
3. To discover which factors are the ones that promote the incorrect use of these prepositions.

### **Methodology**

To begin with, I went to some libraries in Quito as the one in Catholic University, San Francisco University and FLACSO (Facultad Latinoamericana de Ciencias Sociales) library in order to get the information I required for the Literature review. I also got information from some web sites on the internet. All this contributed to the bases for the theoretical framework of this thesis.

Then, I looked for a school that could help me with this project. I chose Colegio San Gabriel to work with the experimental part. The authorities of the school accepted, so I worked there for two weeks. Next, I tabulated the results, and I realized that students in group A, the experimental group, made considerable progress in the correct usage of the prepositions of time and space *in-on-at*, in the final exam as well as in the interview, compared to group B, the control group. Later, with these results, I wrote the practical part of this thesis.

## **CHAPTER ONE: Linguistics and Grammar**

### **1.1. Linguistics**

#### **1.1.1. Definition**

Crystal (2008) It is the scientific study of language. Its main interest in the study of language and communication in relation to human beliefs and behavior. It deals with the study of particular languages and their general properties which are common or different to all languages or to groups of languages. It includes the following linguistic branches: phonology (the study of the patterning of sounds), morphology (the study of the structure of words), syntax (the study of the structure of sentences), semantics (the study of meaning), and pragmatics (the study of language in context). For the purpose of this thesis, we will concentrate on morphology and syntax.

#### **1.1.2. Morphology**

The definition of morphology taken from *The Oxford Dictionary- Companion to the English Language* (2018): Morphology, in linguistics, is the study of the structure of words, as opposed to syntax that is the study of the arrangement of words in the higher units of phrases, clauses, and sentences. The two major branches are inflectional morphology that is the study of the realization of agreement and lexical morphology that is the study of word-formation.

Another meaning taken from the *Concise Oxford dictionary of Linguistics* (2014). Morphology is the study of the grammatical structure of words and the categories realized by them. For example, a morphological analysis will divide girls into girl and -s. -s expresses plural. Singer will be divided into sing and -er. The inflection -er expresses a noun referring to an agent. A category is 'morphological' if it is realized within words.

Expanding these definitions, according to Fromkin (2014), there are content words and function words. Content words are nouns, verbs, adjectives, and adverbs. These words refer to concepts such as objects, actions, attributes, and ideas that we can think about like *children, anarchism, soar, and purple*. Content words are sometimes called open class words because we can add new morphemes to these words, such as *Bollywood, blog, dis-*, etc.

Function words are prepositions, conjunctions, articles, and pronouns, among others. They do not have clear lexical meanings or obvious concepts which are associated with them; instead, they specify grammatical relations and have little or no semantic content. For example, the preposition *of* indicates possession in the book *of* yours.

In a speaker's mental lexicon, each word includes information such as word class, i.e. noun, pronoun, verb, adjective, adverb, preposition, or conjunction. In other words, the mental lexicon also specifies the grammatical category or syntactic class of the word. The speaker may not consciously know that a form like *love* is listed as both a verb and a noun, but as a speaker of the English language, you have such knowledge.

As we can see morphology has to do also with syntax when we talk about the lexicon or words that we have in our brain. It is important to know the difference between content words and function words to see how prepositions work and to differentiate them from other word classes or syntactic categories prepositions in this thesis.

### **1.1.3. Syntax and Syntactic Categories**

Syntax refers mainly to the knowledge we have of the order of elements in a sentence. (Gass & Selinker, 2008)

*The Oxford dictionary of English Grammar* (2014) defines syntax as the study of the structure of sentences taking into consideration the arrangement of words into phrases, phrases into clauses, and clauses into sentences. It also studies the codified rules explaining this system.

According to Fromkin (2014), syntactic categories are groups of words which have a specific position in a sentence or utterance, and which can be substituted with other words of the same category or group class without losing their grammaticality. Syntactic categories are divided in two main groups: phrasal categories such as noun phrases, verb phrases, adjective phrases, prepositional phrases, and adverbial phrases; and lexical categories such as nouns, verbs, prepositions, adjectives, and adverb. Each lexical category has a corresponding phrasal category. All languages have syntactic categories. It is important to notice that speakers know the syntactic categories of their language and they use them correctly, even if they do not know the technical terms for them. Their knowledge of the syntactic categories is shown when they substitute equivalent phrases with one another.

Fromklin states that prepositions are usually used to express relationships between two entities involving location (e.g., *the boy is in the room, the cat is under the bed*), but this is not always the case; the prepositions *of, by, about, and with* are not locational. Because of the difficulties involved in specifying the precise meaning of lexical categories, categories are not usually defined in terms of their meanings, but rather on the basis of their syntactic distribution, this means, where they occur in a sentence.

Syntax and syntactic categories, specifically lexical categories play a very important role in this work, because they show the syntactic distribution of prepositions. The syntactic distribution is pivotal, since as mentioned in the definitions above, prepositions do not have a precise and only meaning. Their meaning depends on context.

## 1.2. Prepositions

### 1.2.1. Definition

Matthews (1997) defines preposition as follows:

A word or other syntactic elements of a class whose members typically come before a noun phrase and which is characterized by ones which basically indicate special relations: e.g. *on in on the mat, behind in behind the sofa, throughout in throughout Asia*. Also, *on in e.g. on Saturday, on receipt, or on my honor*, where the temporal and other senses are secondary. Also e.g. *during in during August*, although the temporal sense is basic. (pp. 292)

According to Crystal (2008), a preposition is:

A term used in the GRAMMATICAL classification of WORDS, referring to the set of ITEMS which typically precede NOUN PHRASES (often single nouns or PRONOUNS), to form a single CONSTITUENT of STRUCTURE. The resulting **prepositional phrase (PP)** (or **prepositional group**) can then be described in terms of DISTRIBUTION (e.g. their use following a noun, as in *the man in the corner*) or SEMANTICALLY (e.g. the expression of possession, direction, place). Prepositional sequences of the type illustrated by *in accordance with* are often called **complex prepositions**. (pp.383)

Genetti (2014) contributes to the definition of a preposition by saying that prepositions are particles of the language that can combine with a noun phrase, in order to show the grammatical, spatial, temporal, or logical relationships of the noun phrase to another element of the clause. Prepositions are different from postpositions in relation to the linear position with respect to the noun. This is, the preposition occurs before the noun phrase

since the morpheme pre-means before, while postpositions occur after the noun phrase since the morpheme post-means after. Vellupilai (2012) uses *adposition* as a neutral term that refers either to a preposition or to a postposition.

According to Maclin (1994) prepositions are elements of a language that show relationships in time and space and logical relationships between ideas. Prepositions are part of a prepositional phrase, where the prepositions are always followed by a noun, a pronoun, or by a gerund. The elements like the noun, pronoun or gerund that come after the preposition are called objects of a preposition.

In the book *The Key to English Prepositions*, it is stated that prepositions are an important class of function words. By "function words" it is meant that prepositions have a function whose main purpose in the language is to relate words to each other and form grammatical structures. "The function of prepositions in English is to connect nouns to other parts of the structure..." (Maclin, 1994, p.247)

Furthermore, Quirk (1995) states the following: "A preposition expresses a relation between two entities, one being that represented by the prepositional complement, the other by another part of the sentence. The preposition complement is characteristically a noun phrase, a nominal *wh*-clause, or a nominal *-ing* clause". (p. 673)

All the meanings given above show that prepositions are words that express different kinds of relationships like time, space, and logical relationships between ideas. They are function words that are used to relate words to each other and form, in this way, connections of meaning. They are the head of a prepositional phrase and, in English, as well as in other languages; the preposition comes before a noun, pronoun or a gerund, which constitutes the object of the preposition.

Prepositions cause problems to English learners because they are function words that may vary according to context. The same preposition can have different meanings in distinct environments. These contexts are related to semantic case functions, temporal, spatial, degree dimensions, or idiomatic usages.

Celce- Murcia and Larsen Freeman (1983) refer to Fillmore (1983), who explains semantic case functions. He states that many uses of prepositions are case like in nature. For example, the relationships that we can have among people or objects, which not necessarily refer or deal with space, time, degree, or manner. In this sense, a preposition can have more

than one case. It is also important to mention that only highly frequent prepositions signal cases.

E.g. The preposition *by* can have an agentive as well as means cases.

- The project was done *by* John (agentive case)

- He went there *by* bus (means case)

Moreover, Parrot (2010) refers to idiomatic usage of prepositions, claiming that prepositions, in this particular case, are used in fixed, idiomatic expressions containing a noun, which can be in singular or plural; countable or uncountable; or can be separated from the preposition by words such as: *a /an, the, some*, or sometimes with adjectives as *good* or *bad*.

E.g. -This student's behavior is *beneath contempt*.

- It is better to leave it this way *for the time being*.

- They have never been *on good terms*.

For the purpose of this study, the analysis of the English prepositions is going to be based on Quirk's (1995), Parrot's (2010), Celce- Murcia & Larsen Freeman's (1983), and Crystal's (2008) work.

## **1.2.2. Kinds of Prepositions**

### **1.2.2.1. Central Prepositions**

According to Quirk (1995), these are prepositions which cannot have a *that*-clause, an infinitive clause or a nominative case form of a personal pronoun as a complement. For example:

\* He was surprised *at (that) she noticed him*

\* He was surprised *at to see her*.

\* He was surprised *at she*.

*That*-clauses and infinitive clauses, although they frequently have a nominal function in other respects, do not occur as prepositional complements in English. There are cases where an alternation between the presence and absence of a preposition is observed. Here are some examples:

- He was surprised *that she noticed him*. He was surprised *to see her*.
- He was surprised *at her*.
- He was surprised *at her attitude*.
- He was surprised *at what he saw*.

Such alternations indicate that the preposition that normally occurs with certain verbs and adjectives is omitted before a *that*-clause or infinitive clause. Some examples of verbs and adjectives that can have either prepositions or *that*-clauses as complements are *ask* (for), *decide* (on), *inform* (of), *tell* (of/about), *be bad* (at), *be aware* (of), *be sorry* (about), *be interested* (in)

When the omission of the preposition is impossible, some other constructions than *that*-clauses or infinitive clauses are needed. For example:

- I am looking forward *to* the meeting with you (noun phrase)
- I am looking forward *to* meeting you (*-ing* clause)
- I am looking forward *to* what you will say (*wh*- clause)

#### **1.2.2.2. Deferred or Stranding Prepositions**

According to Quirk (1995), a preposition is followed by its complement most of the time, but there are some cases in which this does not occur, and the deferment of the preposition is obligatory. This is the case with: a) Passive constructions with a prepositional verb where the subject corresponds to the prepositional complement in the active. For example: *Has the room been paid for?* (passive) *Has Mary paid for the room?* (active); b) Infinitive clauses with thematization of the prepositional complement. For example: *He is impossible to work with*; c) *-Ing* clauses with thematization. For example: *He is worth listening to*.

Crystal (2008) uses the term stranding instead of deferred. He states that it is an element that one leaves unattached after it has been moved out of a construction, or if the rest of the construction has been moved as well. For example, the preposition *to* is stranded, after the noun phrase within the prepositional phrase has been moved, as shown below:

e.g. Who did you give the book *to*?

It is possible to divide prepositions according to the number of words they are formed by. According to this classification, there are simple and complex prepositions. (Quirk,1995)

### **1.2.2.3. Simple Prepositions**

Simple prepositions are the ones consisting of one word. These prepositions can be either monosyllabic, which consist of one syllable (in, on, at, etc.); or, polysyllabic, consisting of two or more syllables. (above, across, behind, etc.)

### **1.2.2.4. Complex Prepositions**

Complex prepositions can be divided into two- and three-word sequences. In two- word sequences, the first word, which usually is relatively stressed, is an adverb, adjective, or a conjunction; and the second word is a simple preposition. This simple preposition is usually: *for, from, of, to, or with*. For example: (*next to, aside from, away from, except for, because of, in front of, etc.*)

Parrot (2010) explains that after some adjectives, nouns, and verbs, the use of a particular preposition is pivotal. This preposition does not have semantic weight. Its function is only that of a linking word. He calls these complex prepositions dependent prepositions.

e.g. - afraid *of*, crazy *about* (with adjectives)

- process *of*, difficulty *in* (with nouns)

- combine *with*, listen *to*, accuse someone *of* (with verbs)

### **1.2.3. The English Prepositions *In-On-At* Showing Spatial Relations**

English prepositions showing spatial relations are the ones that show location. First, it is important to mention the dimensions that a special preposition can have, due to the fact that when we use a preposition to show space, we do it so in relation to the dimensional properties of the location concerned. (Quirk,1995)

In relation to the English prepositions of place, Chavarría (2002) states that the use of prepositions of place will be understood in relation to the dimensional properties of the location they are used in.

Berry et al. (n/d) states that prepositions expressing spatial relations belong to two groups: prepositions of location and prepositions of direction. Prepositions of both groups may be either positive or negative. Prepositions of location are expressed with verbs describing

states or conditions, especially with the verb *be*, while prepositions of direction are used with verbs of motion.

### 1.2.3.1. Space and dimension -Spatial Relations

Quirk (1995) describes the 4 dimensions related to the spatial prepositions, as follows:

**Dimension 0:** This dimension treats place as a dimensionless location. The prepositions that are used in this dimension are *at*, which show a mere point in relation to which the position of an object is located.

**Dimension 1:** This dimension shows the location as a line. The preposition that is used in this dimension is *on*.

**Dimension 2:** This dimension shows the location as surface, and as a two-dimension area. The prepositions that are used in this dimension are *on* and *in*.

**Dimension 3:** The preposition *in* can belong to either dimension- type 2 or dimension-type 3, depending if it is used with a two-dimensional object (area) or a tree-dimensional object (volume).

To	At	DIMENSION-TYPE 0 (point)
on(to)	On	DIMENSION-TYPE 1 or 2 (line or surface)
in(to)	In	DIMENSION-TYPE 2 or 3 (area or volume)

### 1.2.3.2. Positive and Negative Position and Destination

For Quirk (1995), prepositional phrases of place are normally either **adjuncts**, which relate an event or state of affairs to a location; or they can be **postmodifiers**, which relate some object to a location. He divides prepositional phrases into positive or negative position or destination, as shown in the chart below:

Figure 2. Taken from (Quirk, 1995, pp.674)

destination	position	destination	position	
<i>to</i> → X	<i>at</i> • X	<i>(away) from</i> X →	<i>away from</i> X •	DIMENSION-TYPE 0 (point)
<i>on(to)</i> ↘	<i>on</i> •	<i>off</i> ↗	<i>off</i> •	DIMENSION-TYPE 1 or 2 (line or surface)
<i>in(to)</i> ↘	<i>in</i> •	<i>out of</i> ↗	<i>out of</i> •	DIMENSION-TYPE 2 or 3 (area or volume)
POSITIVE		NEGATIVE		

Celce- Murcia and Larsen Freeman (1983) used this chart in their work *Grammar Book*. They claim that this chart is very useful to reinforce semantic concepts, which can be a great tool when teaching prepositions.

Quirk (1995), explains the difference among positive position and destination giving examples. Actually, the examples below are based on the examples given by Quirk.

**Positive position** is related to the static location (the point itself) where the preposition *in*, *on*, *at* are used. It does not show movement. Although, in positive positions, all verbs can be used, it is particularly associated with stative verbs such as *be*, *stand*, *live* and so on.

**Destination** In this case the prepositions show movement in regard to a point or location.

E.g. -Carlos went *to* Oxford (destination)

AS A RESULT, Carlos was *at* Oxford (position)

-Carlos climbed *onto* the roof (destination)

AS A RESULT, Carlos was *on* the roof (position)

-Carlos dived *into* the water (destination)

AS A RESULT, Carlos was *in* the water (position)

Negative position and destination will not be analyzed, in this thesis, since the prepositions *in-on-at* are not used to express this meaning, which are the bases of this work.

- **Positive position (or static location)**

These prepositions refer to the point itself.

**IN**                    Example: Hang the coat *in* the closet.

**ON**                    Example: Put the flowers *on* the table.

**AT**                    Example: They will be *at* home.

**AT** can be used to refer to a point itself as: They will be *at* home / at work.

In the following example we use the preposition *at* to refer to a meeting point.

Example:

- Meet me *at* the airport.

Also, the preposition *at* is used to refer to places where people study.

Examples:

- Is Mike *at* school today?

- Tina is a student *at* Oxford University.

Moreover, *at* is used with buildings. In this case, the preposition *in* can be used instead of the preposition *at*.

Example:

- Diana sometimes stays *at* the Grand Hotel.

- Diana sometimes stays *in* the Grand Hotel.

However, the preposition *in* is used to refer to the building itself. Example:

- There are 200 rooms *in* the Grand Hotel.

In order to refer to the place where someone lives, the prepositions *in*, *on*, *at* are used in the following way.

Examples:

-I live *in* Quito, (*in* + city or town) (area)

-I live *in* Portland Street. (*in* + street) (area)

-The house is *on* Portland Street. (*on* + street) (surface)

-I live *at* 42 Portland Street. (*at* + house number) (point itself)

- My apartment is *on* the first floor, (*on* + floor) (surface)

### - **Destination**

In some cases, especially in colloquial English, the prepositions *on* and *in* are used to express position as well as destination when the prepositions *onto* and *into* make an unnecessary emphasis on the combination of the destination and the dimension they express. (The following information and examples are based on Quirk's (1995) work).

-Chris fell *on* the floor.

-Peter put his hands *in* his pockets.

However, there are some restrictions on the interchangeability of *on* with *onto* and *in* with *into*. Most verbs of motion such as: walk, slide, swim require *onto* and *into* in order to show destination meaning.

Examples.

- Don't run *in* the school. (When we are inside the building.)

- Don't run *into* the school. (When we are outside the building.)

On the other hand, causative verbs such as: sit, stand, lay, place, and so on, usually permit combinations both with or without *to* in *onto* and *into*. For example:

- She put the typewriter case *on(to)* the top shelf and the key *in(to)* the drawer.

But there may be some restrictions as it is shown in the following example:

- The mother sat the baby *on* the chair.

- \*The mother sat the baby *onto* the chair.

Now, it is important to check some of the prepositions which show positive position and destination and their dimension-type.

### - **Positive position and dimension-type 0**

- *at* the bus stop /*at* the North Pole / *at* the end of the road

**- Positive position and dimension-type 1 and 2**

**Line:** -The city is situated *on* the River Thames. / *on* the boundary / *on* the coast.

**Surfaces:** - A notice was pasted *on* the wall. / *on* the ceiling / *on* my back.

**- Positive position and dimension-type 2 and 3**

**Area:** - *in* the world / *in* the village / *in* the park

**Volume:** - *in* a box / *in* the bathroom / *in* the cathedral

The handout named *Prepositions of Location: At, In, On*, mentions that the contrast between *on* (surface) and *in* (area) has various implications according to the context they are in. Here are some examples taken from this handout:

- The frost made patterns *on* the window. (In this sentence window refers to a glass surface.)
- A face appeared *in* the window/mirror. (Here, window or mirror is a framed area.)
- The players were practicing *on* the field (Here, field is a surface for sports.)
- Cows were grazing *in* the field. (In this sentence, field is an enclosed area of land.)
- She was sitting *on* the grass. (In this sentence grass shows surface. Also, here, the grass is short.)
- She was sitting *in* the grass. (Here, grass shows volume. This grass is long.)

This handout also gives interesting pictures that help the learner conceptualize the meaning of the different uses of these prepositions. It is a very didactic tool for teaching these prepositions.

Besides the analysis of the different uses of the prepositions *in* and *on*, made above, there are more uses of these prepositions. The information and the examples given below were given by Quirk (1995).

*In* is used for sizeable territories such as the following:

- continents and countries, for example:
  - *in* Asia
  - *in* China
- provinces and counties, for example:
  - *in* British Columbia

- *in* Cheshire

- city districts, for example:

- *in* Brooklyn

However, for towns and villages either *at* or *in* is used correctly. The use of these two prepositions depends on the point of view of the person. If the person is talking about a point of reference *at* is used but if he or she refers to an enclosure area *in* is used. For example:

- We will meet *at* Stratford-on-Avon.

- I live *in* Stratford-on-Avon.

Large cities such as Tokyo, New York or London are treated as an area; therefore, *in* is used in these cases. For example:

- He works *in* London, but he lives *in* the countryside.

But even a large city may be treated as a point in a map if global distances are in mind, and in these cases, *at* is used. For example:

- Our plane refueled *at* London on its way from New York to Moscow.

The preposition *in* is used with big islands and with continents. But if the island is small the preposition *on* is used. For example:

- Mike lives *in* Cuba.

- Canada is *in* North America.

- She lives *on* Alcatraz Island.

Also, there is another difference between the uses of *at* and *in*, as it is shown in the following examples:

- She is *at* Oxford. (Here, it means that she is a student at University of Oxford.)

- She is *in* Oxford (In this sentence it means that she is staying in the city of Oxford.)

Moreover, *at* and *in* can be used with buildings. The difference is that *at* is used to refer to a building in its institutional or functional aspect, whereas *in* is used to refer to a building as a three-dimensional structure, as it is shown in the following examples:

- Ann works *at* a publishing house. (building in its institutional or functional aspect)

- Ann works *in* a publishing house. (building as a three-dimensional structure)

Furthermore, *at* and *in* are used with the noun school. In British English, the preposition *at* is used to mean "enrolled in" but in American English *in* is used. For example:

- Bob is *at* school. (British English uses *at* to express "enrolled in" with the noun school.)
- Bob is *in* school. (American English uses *in* to express "enrolled in" with the noun school.)

Also, American and British English differ in the use of *in* and *at* in order to mean "at the place, not at home". British English uses either *at* or *in*; while American English uses only the preposition *at*.

Examples:

- Sid is *in/at* school. (British English expressing "at the school, not at home")
- Sid is *at* school. (American English expressing "at the school, not at home")

Moreover, the preposition *in* plus the determiner *the* are used in British English as well as in American English to express "within the building".

Example: - Sid is *in the* school.

In the following examples, additional uses of the preposition on showing position are given:

Examples:

- Humpty Dumpty sat *on* the wall [In this sentence the preposition *on* means "on top of"]
- There are still some apples *on* the tree. [Here, the use of *on* refer to the apples hanging from the tree.]

In the *Prepositions of Location: At, In, On* handout, it mentioned that the prepositions *in* and *on* are also used with means of transportation: *in* is used with a car, *on* with public or commercial means of transportation:

e.g. *in* the car / *on* the bus / *on* the plane / *on* the train / *on* the ship

Some speakers of English make a further distinction for public modes of transportation, using *in* when the carrier is stationary and *on* when it is in motion.

- My wife stayed *in/on* the bus while I got out at the rest stop.
- The passengers sat *in/on* the plane awaiting to take off.

Therefore, the destination prepositions *in*, *on*, and *at* can be used with the different dimension-types, as the ones mentioned in positive position, except dimension-type 0, which denotes the point itself. However, in order to express destination, verbs of motion are needed, as was mentioned before.

Celce- Murcia & Larsen Freeman´s (1983) contribute to the analysis of the uses of the prepositions of location *in*, *on* , *at*, denoting positive position or destination, by giving the following chart, which shows a brief summary of the uses of these prepositions.

Preposition	Space
At	<i>Point/intersect</i> : meet <i>at</i> a corner <i>Target</i> : Throw the stone <i>at</i> the wall. <i>General area</i> : Meet me <i>at</i> the theater
In	<i>Enclosure</i> : The man is <i>in</i> the room
On	<i>Contact</i> : on the wall <i>Along</i> : on the Po / I live on this street

Thus, the authors in this analysis state that there are different uses related to the prepositions *in*, *on*, *at* that will have a different meaning according to the context where they are used. There are four dimension-types for positive position ( dimension-type 0, dimension-type1, dimension-type 2, and dimension-type 3); and for destination, which involves movement, verbs of motion are needed.

#### 1.2.4. The English Prepositions *In-On-At* Expressing Temporal Meaning

A preposition denoting time usually occurs as: adjunct, postmodifier, predication adjunct or complement of a temporal preposition. The meanings of these terms were taken from *The Concise Oxford Dictionary of Linguistics* (2007).

- a) *Adjunct*: It is any element in the structure of a clause which is not part of its nucleus or core, but which depends on the nucleus or core.

Example: He came *on* Friday.

b) *Postmodifier*: A modifier that follows the unit it modifies. This is, it is any modifier that follows the head or nucleus. Example: the party *on* Friday.

c) *Predication adjunct*: It is the adjunct that is part of the predicate in a sentence. Example: That was *on* Friday.

d) *Complement of a temporal preposition*: It is the complement of a preposition of time. Example: a voice *from out of* the past.

#### 1.2.4.1. Temporal Dimensions

The prepositions *at*, *on*, and *in* used in a temporal sense are equivalent to the same items as positive prepositions of position. However, in the time sphere these prepositions can show only two dimension-types which are "point of time" and "period of time". Quirk (1995)

- The preposition *at* is used for points of time, as for clock-time and for holiday periods. This last one is used idiomatically, Examples: *at* one o'clock, *at* Christmas. The expressions "*at* Christmas" and "*at* Easter" refer not to the day itself but to the season.
- The preposition *at* is used in "*at* the weekend" in British English; but, in American English the preposition *on* is used instead of *at*.
- Also, the preposition *at* can be used for periods when conceived of as points of time. Examples: *at* the/that time, *at* breakfast time, *at* night.
- The preposition *on* occurs with the days of the week and specific dates, as for example: *on* Monday, *on* May (the) first, *on* April (the) seventh, 1999, *on* the following day, *on* New Year's Day.
- *On* has an exceptional use, when it is accompanied of a complement referring to a part of a day, rather than the whole day. Examples: *on* Monday afternoon, *on* Sunday morning, *on* the following evening
- The use mentioned above is also used in other cases where the time segment is a part of a day of a certain date. Example: *on* the morning of April 1st.

- Also, the preposition *on* is used in expressions as "*on* the hour". This expression means hourly, at 1 o'clock, 2 o'clock, and so on. Example: Buses leave the station *on* the hour.
- The preposition *in* is used to express periods longer or shorter than a day. Examples: *in* the morning, *in* August, *in* 1999, *in* summer, and so on.
- In the case of the following phrases it is normal to use the preposition *in*. Examples: *in* the early morning, *in* the late afternoon
- In order to refer to a period of the night, the preposition *in* is used. Example: I woke up several times *in* the night
- However, when we want to refer to the whole night or "during the night", the preposition *at* is used.

According to Celce- Murcia & Larsen Freeman (2010) :

- The preposition *in* is used for months , seasons, years, and a period of a day, which includes the *morning/ evening / afternoon*.
- The preposition *on* is used for dates and days of the week.
- The preposition *at* is used for times of the day, which include noon, midnight, night, dawn, dusk, sunrise, and sunset.

Parrot (2010) contributes to this analysis by stating that in expressions which refer to the future, *in* can mean *later than now* like in: in six months, in a few minutes, etc.

Therefore, the uses of temporal prepositions *in*, *on*, *at*, have different meanings according to the context, the same as the spatial prepositions. Quirk (1995) mentions two dimensions : "point of time" and "period of time" . The former is related to the point of time itself, and the latter to duration of time. The three authors refer to these dimension-types.

#### **1.2.4.2. Deletion of Prepositions**

According to Celce- Murcia & Larsen Freeman (1983), in English sometimes there can be an absence of prepositions denoting time. This happens in the following contexts:

- When the temporal noun phrase has a proximate demonstrative determiner, like: *last, next, this, these*.

e.g. I was busy (\*on) last Friday.

- With adverbs of time as: *yesterday, tomorrow, today*

e.g. I was busy (\*on) yesterday.

- When the temporal noun phrase has a quantifier as *every* or *all*.

e.g. I go to church (\*on) ever Saturday.

I stayed here (\*on) all day.

- With locative nouns like: *home, downtown, or uptown* with verbs of motion as: *go, walk, etc.*

e.g. I went (\*on) home

-When *On* is used before days of the weeks alone or when the day of the week modifies another temporal noun. In this case, the use of *on* is optional.

e.g. I will see you (on) Thursday

I bought this ticket (on) Friday night

### **1.2.5. Spanish Equivalents of the English Prepositions *In-On-At* denoting spatial relations**

This section of the thesis is going to be based on Hill, et al. (2014), Placencia & Palacios (1982) and Chavarría (2002).

#### **1.2.5.1. Positive position (or static location)**

In Spanish, the preposition *en* is used to refer to the point itself. Its equivalents in English are *in, on, and at*

According to Placencia & Palacios (1982):

- In Spanish, it is possible to use some equivalents of the preposition *en*. These prepositions are *dentro de, encima de o sobre*
- The Spanish preposition *en* is used to refer to places where people study. In English, the preposition *at* is used.

- In Spanish the preposition *en* is used to refer to buildings. In English, the prepositions *in* or *at* are used. However, the preposition *in* is used to refer to the point itself.
- In Spanish the preposition *en* is used with objects and people which are within the confines of a container or a physical location. In English, the prepositions *in* is used.
- The preposition *en* is used to refer to the place where someone lives. In English, the prepositions *in*, *on*, *at* are used.
- The Spanish preposition *en* is used for sizeable territories: continents and countries, provinces and countries, city districts, cities, building itself (3-dimensional structure), within the building, and with Institutions. In English, the preposition *in* is used with the sizeable territories mentioned before, except with institutions, where the preposition *at* is used

According to Hill, et al. (2014):

- *In* is used within the confines of a container or physical location. Its equivalent in Spanish is *en*.
- *On* indicates that an object or person touches the surface of something. Its equivalent in Spanish is *en*.
- *On* is used with most mode conveyance like vehicles, although the person or thing travelling is within the confines of such conveyance. Its equivalent in Spanish is *en*.
- *On* indicates that an object or person touches the surface of something but when small, four-wheeled motor vehicles are the most mode conveyance the English preposition *in* is used. Its equivalent in Spanish is *en*.
- *At* shows the location where the activity takes place, but it does not specify if the person or thing is within such confine. Its equivalent in Spanish is *en*.

### 1.2.5.2. Destination

According to Placencia & Palacios (1982)

- The prepositions *en* and *a* are used to show movement regarding a point. In English, the prepositions *on* and *in* are used.
- In Spanish, there is no difference among the means of transport where you can walk around and the ones where you can't do it. Since the prepositions *en* or *a* are used for all means of transport.
- The same as the English prepositions *in at, on*, the Spanish preposition *en* also shows positive as well as destination and their dimension-types.

According to Chavarría (2002):

- *At, on, in* are used with motion verbs. This implies movement . Its equivalent in Spanish is *en*.

### 1.2.6. Spanish Equivalents of the English Prepositions *In-On-At* Denoting Temporal Relationships

The same as the English prepositions of time *in, on, at* the Spanish prepositions *en* and *a* can only show two types of dimensions. These dimensions are "**point of time**" and "**period of time**".

According to Placencia & Palacios (1982)

- The preposition *a* is used to show the "points of time". It shows an exact time. E.g. *at three o'clock/ a las tres en punto*
- The preposition *en* is used to show points of time. E.g. *at Christmas en Navidad on/at the weekend en el fin de semana*
- The prepositions of time *en* and *a* are used to express points of time during the day. E.g. *in the morning /en la mañana; at noon /al medio día; at night/ en la noche*
- The prepositions *en* is used to express the exact period of time referring to months, years, dates, seasons and festivities. E.g. *in 1999 / en 1999*
- The Spanish preposition *en* is used to refer to periods of time longer shorter than a day. E.g. *in the morning /en la mañana*

According to Hill, et al. (2014):

- *In* is used with months and years. Its equivalent in Spanish is *en*.

- *On* is used with dates and days . While Spanish use the definite articles *el* and *los*.
- *At* is used to mark the time an event takes place. Its equivalent in Spanish is *a*.

After analyzing the English prepositions of space and time *in-on-at* and their Spanish equivalents, we can see that the Spanish preposition *en* is used in most cases. There can be some learning problems with the prepositions of time and space *in-on-at* due to the interference of Spanish into English or due to the different relational meanings that the English prepositions can have.

The analysis of the English preposition of space and time *in-on-at* and their equivalent *en* in Spanish is this work's focus. The correct use of the English prepositions of place and time, *in-on-at* cause trouble not only to ESL students, but to some non-native English teachers, who in various occasions do not know which preposition to use. The tasks that are proposed in this thesis are targeted to help students with the correct use of these prepositions.

## CHAPTER TWO: Cross-Linguistic Influence in Second Language Acquisition

All people learning or acquiring a second language (L2) will already possess complete knowledge of their mother tongue.(L1). When we talk about transfer or cross-language influence, the knowledge of a previous language is an important source of influence on L2 acquisition. The terms *transfer* or *crosslinguistic influence* have been used instead of the term *interference*, which became outdated. Kellerman and Sharwood Smith (1986) were the ones who suggested the use of *cross-linguistic influence*. Cross-linguistic influences can have positive as well as negative consequences for L2 learning. These positive and negative consequences can be the result of different learners' L1 backgrounds, different stages of development or proficiency, and other factors that can influence L2 acquisition. (Ortega, 2013)

Odlin (2011) contributes to the definition of cross linguistic influence stating the following, "In discussions of cross-linguistic influence (also known as language transfer), the focus is usually on the influence of a particular structure in a particular instance of language contact." ( p.447)

Odlin (2003) points out that crosslinguistic influences will always be probabilistic. He states that they will always be arranged by mutually interacting forces that come from three elements: learners' psychological judgement of transferability, learners' current proficiency level in the L2, and the nature and relative complexity of the given L2 subsystem at hand.

Language transfer is the cross-linguistic influence of the native language into the second language which is being acquired. It is related to linguistic as well as to cultural, social, and personal factors in second language learning. Language transfer occurs in all linguistic subsystems. This is, in morphology as well as in syntax, phonetics, phonology and lexical semantics. It occurs in both formal as well as in informal contexts, this means, in formal instruction settings as well as in naturalistic settings. The naturalistic setting refers to acquisition of a language without schooling or formal instruction. It occurs among children as well as among adults. (Odlin, 1994; Gass and Selinker, 1994).

The authors cited here, talk about the language transfer of the native language into the second language. This means that the first language will influence second language acquisition, which can happen in all linguistics subsystems (in morphology, syntax,

phonetics, phonology, and lexical semantics), in all learning levels, and at any age. However, this thesis will concentrate on the morphological, lexical semantic and syntactic linguistic subsystems.

## **2.1. What is Second Language Acquisition?**

Second Language Acquisition (SLA) refers to the study of individuals and groups of individuals who are learning a language after learning their first language as well as the process of learning that language. The additional language is called a second language (L2). It is called second language although it may be the third, fourth, etc. language to be acquired. This language is also called a target language (TL), which refers to any language that is the aim or goal of learning. SLA can take place in informal L2 learning that refers to naturalistic contexts; formal L2 learning that takes place in classrooms, and L2 learning that involves a mixture of these settings and circumstances. (Seville-Troike, 2006)

Gass and Selinker (2008) state that in order to understand the nature of SLA, it is pivotal to understand what has to be learned and how. Second language acquisition has an important relationship with child language acquisition since it is the basis of research in second language acquisition. Many of the original second language research questions come from the same questions in child language acquisition. The authors complete this definition by explaining how a child acquires the native language:

All normal humans acquire a language in the first few years of life. The knowledge acquired is largely of an unconscious sort. That is, very young children learn how to form particular grammatical structures, such as relative clauses. They also learn that relative clauses often have a modifying function, but in a conscious sense they do not know that it is a relative clause and could presumably not state what relative clauses are used for. (pg.8)

On the other hand, Ortega (2013) gives the following definition related to SLA:

Second language acquisition (SLA, for short) is the scholarly field of inquiry that investigates the human capacity to learn languages other than the first, during late childhood, adolescence or adulthood, and once the first language or languages have been acquired. It studies a wide variety of complex influences and phenomena that contribute to the puzzling range of possible outcomes when learning an additional language in a variety of contexts. (p.1)

Referring to what these authors have said about SLA, all of them share the same concept that learning the second language will come after acquiring the first language, which is acquired in an unconscious way. Child's language acquisition is pivotal to understand SLA

because both are based on the same research questions. The child will know how to form grammatical structures without receiving formal instruction, but consciously they do not know the grammar involved in it. L2 learning can be informal which is related to naturalistic contexts; and formal which takes place in the classroom. For the purpose of this work, the second one will be taking into consideration.

### **2.1.2. Learning vs Acquisition**

Harold Palmer, quoted by Harmer (2007), mentioned the difference among spontaneous versus studial capabilities. He said that the first one is related to the ability to acquire the language naturally and subconsciously. On the other hand, studial capabilities allowed learners to organize their learning and apply their conscious knowledge in the performance of a given task. In other words, spontaneous capabilities are related to the acquisition of the spoken language, while studial capabilities are necessary for the development of literacy.

Stephan Krashen (1984) quoted by Harmer, claimed that the language that the learner acquires subconsciously, especially if the learner does not experience anxiety, is a language that the speaker can use in spontaneous conversation because they can make immediate use of the language when it is needed. This is because it is available when the students need it. On the other hand, language that is learned in classrooms, as the language that is taught and studied in grammar and vocabulary, does not have the advantage of being available for spontaneous use when needed. (Harmer, 2007)

Pastor (2004) states that the first formulation of this difference was proposed by Stephen Krashen (1976, 1981, 1985) as an intent to distinguish language learning and acquisition. The language that is acquired is the mother tongue and the languages that are learnt are L2, L3, L4... languages.

All authors coincide in that a language that is learned subconsciously and in a naturalistic way, the learners are not conscious of the grammatical rules they are applying. Native speakers will know when something is correct or incorrect without necessarily knowing the grammatical rules. They might not know how to explain the grammatical rules they are applying, because they do it subconsciously. When they make a mistake, they may realize they are making a mistake, even though, they cannot explain the rule that is being misused, and that is the reason why, they can make immediate and spontaneous autocorrections and

reformulations related to grammar rules, vocabulary, and so on. This is related to acquisition. While, the language that has formal instruction, based on grammar rules, vocabulary, etc., which is generally taught in classrooms is related to learning.

### **2.1.2. Factors that can Affect Second Language Learning**

It is a fact that some students are more successful than other when learning a second language. There are some linguistic as well non-linguistic factors that can affect L2 language learning. For the purpose of this thesis, the linguistic factors that are going to be analyzed are positive as well as negative transfer, and fossilization.

#### **2.1.2.1. Language Transfer**

##### **2.1.2.1.1. Positive Transfer**

Odlin (1994) explains that cross-linguistic similarities can produce positive transfer in several ways. Similarities between native language and target language vocabulary can reduce the time that will be needed to develop good reading comprehension. Similarities between vowel systems can make the identification of vowel sounds easier. Similarities between writing systems can give learners a head start in reading and writing in the target language. And similarities in syntactic structures can facilitate the acquisition of grammar. Learners speaking a language with a syntax similar to that of the target language tend to have less difficulty with articles, word order, relative clauses, prepositions, and so on.

Ortega points out that another important fact to remember about how L1 knowledge influences L2 learning is that the effects can be not only negative but also positive. The positive effects particularly in production, lead to successful choices most of the times. Negative effects of L1 knowledge are much more noticeable and therefore have been more often investigated. Both are important for a complete understanding of how second language acquisition works. Knowledge of the L1 can often have a positive impact on the rate of L2 learning. For many years until now, there has been the idea that relevant knowledge in the L1 can accelerate the rate of L2 learning. (Ortega, 2013)

As stated above positive transfer is based on the similarities between L1 and L2. Both authors state that these similarities help students (in morphology, syntax, phonetics, phonology, grammar, writing, and so on), to use the L2 accurately and accelerate the rate of L2 learning, because they share the same patterns. Positive transfer is going to be important in this thesis because English and Spanish share some equivalences of the

prepositions *in-on-at*. These equivalences may result in less mistakes or errors than the ones that are not equivalent.

#### **2.1.2.1.2. Negative Transfer**

Some authors and teachers believe that errors are made because of the differences between the L1 and L2 norms. However, some studies have proven that misuse of the language or errors are not only a consequence of negative transfer.

Negative transfer involves divergence from the norms in the target language; this is the reason why it is often easy to identify it. Although negative transfer tends to be equated with the production of errors, there are other ways, which can show that an individual's second language performance may differ from the behavior of a native speaker. These ways are underproduction, overproduction, production errors, and misinterpretation. (Odlin, 1994)

Ortega states that not only differences, but even more often misleading similarities between the L1 and the L2 are at the root of attested learning difficulties. Other times, however, negative L1 transfer does not lead to noticeable errors of commission or to ungrammaticalities in the L2. (Ortega, 2013)

In some cases, negative transfer may cause difficulties to L2 learners; however, as Ortega and Odlin point out, there are other factors as: underproduction or avoidance, overproduction, production of errors, and misinterpretation that will also cause difficulties or misuse of the L2.

#### **2.1.2.2. Fossilization**

The term fossilization was proposed by Selinker in 1972. It is related to the linguistic items, rules, and subsystems which speakers of a particular native language will tend to keep in their interlanguage relative to the target language, no matter what the age of the learner or amount of explanation or instruction he receives in the target language. Selinker classified fossilization into permanent and temporary. (Qian, 2009)

Han (2004) defines it as a permanent lack of mastery of a target language despite continuous exposure to the TL input, adequate motivation to improve, and sufficient opportunity for practice.

Fossilization is one of the factors that will prevent learners to continue with the process of learning. As said above, two kinds of fossilization can take place: permanent and temporal.

This is of great importance in this work because the purpose of this thesis is to contribute with communicative tasks to help student overcome the phase of temporal fossilization.

a) **Temporary fossilization**, also called stabilization, indicates that fossilized interlanguage consists of learning plateaus, where development of given target language features is simply arrested or inhibited for shorter or longer periods of time. It is susceptible to defossilization, and it is often present at the early stages of the learning process. It has also been referred to it as soft fossilization or jellification. (Sims, 1989)

b) **Permanent fossilization** is a result of social, psychological and interactive variables. Here the error seems to be stuck no matter if the person has a high level of competence in the L2 but when speaking naturally or in free writing, the error will always be present. We can see this in Han's studies. He gives an example of two Chinese adults, Geng and Fong, who were extremely advanced users of English. They had gotten over 600 on the TOEFL test in English before they went to the United Kingdom to get their doctoral degrees. They published in international journals in their fields, but Han found that they continued to fail consistently with the passive voice in free writing. (Ortega, 2013)

Moreover, the study of Patty by Lardiere (2007), cited by Ortega (2014), demonstrated that not all fossilization occurs at only incipient levels of development. This study is a well-known case of an instructed learner who achieved a very high level of competence in the L2, but seems to have ceased developing in one specific area of the L2: bound verbal morphology, particularly *-ed* and third person singular *-s*.

It is pivotal to notice that a complete and permanent cessation of learning cannot be conclusively demonstrated unless learners are followed over their lifetime, or at least over a very long period of time to know that this is permanent fossilization. (Long, 2003; Han, 2004)

Wei (2008) mentions in his work that fossilization can happen at any level. He talks about types of fossilization: *Phonological fossilization*, *Morphological fossilization*, *Syntactic fossilization*, *Semantic fossilization*, and *Pragmatic fossilization*.

Also, it is important to mention the factors of fossilization in the TL (target language) . Selinker quotes Ellis (1999) who states that “the most interesting phenomena in TL performance are those items, rules and sub-systems which are fossilizable in terms of the five processes: Language transfer, transfer of training, strategies of second language

learning, strategies of second language communication, and overgeneralization of TL linguistic material.” (Ellis, 1999) He also states that the combinations of the five processes produce entirely fossilized interlanguage competence.

We have analyzed some non-linguistic factors that can affect the quality and rate of L2 learning or acquisition. All these factors play an important role when we talk about one student being more successful in learning a second language than another.

This thesis is based on tasks that may help students overcome problems caused by these factors. It specifically deals with fossilization, as a factor preventing learners to use the language accurately, because of the errors and mistakes they have in their interlanguage, (which is going to be explained in detail in the following section).

As mentioned before, there are non-language factors that can affect L2 language learning which are going to be explained in this section. These factors are age, aptitude, attitude, motivation, anxiety, affective filter, self-confidence, and language contact, among others.

According to Gass and Selinker (2008), one of the most widely recognized facts about second language learning is that some individuals are more successful in learning a second language than others due to non-linguistic factors and the well-known phenomenon of fossilization, which is mentioned above.

Ortega (2013) also refers to this topic. She says there are some factors that can affect the learner’s ego which consequently will affect their learning and the way they use the L2. Such factors are affective reactions, motivation, anxiety, personality, willingness to communicate, communicative confidence, language contact.

She also mentions the self-regulation approach, which is built on the bases that human attempts which will be goal-oriented, intentional, effortful, and voluntary (Boekaerts et al., 2006). Due to multiple goals, which are often competing and most of the times hierarchically interconnected, and the ensuing environmental challenges, humans can achieve what they pursue because they are able to self-regulate their behavior. Self-regulation involves *creative* and *conscious* efforts that address many facets of progress evaluation, and long-term maintenance (Károlyi et al., 2005), cited by Ortega (2013) in her work.

Moreover, actions, thoughts, and feelings should be self-regulated since coping with emotions and negative affect is pivotal when goals become difficult or unattainable. Thus,

one advantage of self-regulation theory is that cognition and affect can be studied together in principled ways. (Ortega, 2013).

### **2.1.2.3. Age**

Age is a factor that affects language learning. It is believed that a child is a better language learner compared to an adult, in the sense that a child can gain mastery of the second language while adults cannot. This is what we know as the Critical Period Hypothesis (CPH). (Gass and Selinker, 2008)

The CPH states that for language acquisition, either either for L1 or L2, there is a critical period during which it is possible to achieve the same level as natives (Birdsong, 1999). After this period, the ability to learn language declines. (Johnson & Newport, 1989)

Lihong (2010) refers to what Birdsong & Molis (2001) state by saying that the ultimate attainment level in L2 is determined to a great extent by the age of the first exposure to a L2.

Long (2007) stated that there is a neurophysiological explanation: exposure to more than one language before the close of the sensitive period “. . . and probably with no general cognitive correlate, conveys a lasting advantage on early L2 acquirers” (pg.74).

Long (1990) talks about a sensitive period instead of the critical period, since according to him is more gradual in its end point and allows for greater variation in attainment. The term critical period, more rigid regarding the time window, has also been used to describe the phenomena mentioned above, before the sensitive period was used. (Finn, 2010)

It is clear, , after analyzing the work of all these researchers that they agree on the importance of the age of the learner. The sensitive period, which was proposed by Long instead of the critical period, refers to a period during which learning is optimal and plays an important role in language learning.

### **2.1.2.4. Aptitude**

The meaning of aptitude taken from *The Macmillan Dictionary* (2019) is the natural ability that makes it easy for you to do something well. So, in language learning this will be that some students have a better ability to learn languages than others do. The research, in linguistics, has tended to downplay a search for aptitude differences in learning a second language. (Gass and Selinker, 2008)

According to Gass and Selinker aptitude, refers to one's potential for learning new knowledge or new skills, but regarding language aptitude, it refers to one's ability to learn another language. They state that there is no evidence of language aptitude for learning the first language, at least not for children without cognitive deficits. When the general construct of language aptitude is broken down, there are numerous components, such as verbal aptitude.

Ortega (2013) notes that language aptitude is the psychological formulation making relation to the intuition that some people have a gift for additional language learning while others seem to struggle in the process.

So, language aptitude is not only the ability to learn another language, but it can be said that a learner can have a better aptitude in verbal communication or in reading skills, or in writing skills, and so on. This means that for some learners, the additional language learning will be easier than for others while other learners will have a harder time in the L2 acquisition process.

#### **2.1.2.5. Attitude**

Attitude plays a very important role in language learning. A dictionary definition of attitude is someone's opinions or feelings about something, especially as shown by their behavior (Macmillan Dictionary, 2019). In other words, it refers to how students will behave towards the language they are learning. This is related to feelings or emotional reactions about the language, about the people who speak that language, or about the culture where that language is spoken. (Gass and Selinker, 2008) In another sense attitude can be related to the willingness to learn the language, willingness to participate or to communicate in L2. Ortega (2013) states that willingness to communicate in the first language is thought to systematically predict how inclined people are to start communication, when they have a free choice to do so, in different situations as well as with different interlocutors (e.g. face-to-face, in writing and in technology mediated environments). In the L2 literature willingness to communicate has been called 'the most immediate determinant of L2 use. (Clément et al., 2003)

Therefore, as the authors above indicate, the attitude that the student has towards the second language is determinant to be successful in L2 learning. The willingness to learn, to participate spontaneously, to communicate in L2, their behavior towards L2 are factors that will definitely play an important role when learning a second language.

### **2.1.2.6. Anxiety**

The term anxiety, taken from a dictionary definition, says that it is a state of uneasiness about what may happen (Collins English Thesaurus). In learning, this will refer to the state where the student will feel nervous, unease, worried when using L2 .

According to Gass and Selinker (2008), anxiety can be either positive or negative in language learning. They state that low level of anxiety helps students on their performance while high levels hurt them, affecting their production in the L2.

Ortega (2013) contributes to this topic explaining that when learners feel anxious, they report experiencing intense feelings of apprehension, tension, and even fear, when they think of foreign languages.

MacIntyre and Gardner (1994), cited by Ortega (2014), note that high anxiety foreign language students felt as anxious as when they are in situations related to the use of mathematics, statistics, or public speaking. Some of the symptoms they talk about are freezing up when asked to say something in the L2 in front of the class and blanking on the right answers during a language test despite having studied hard and even knowing the answers.

Anxiety, as stated by the authors above, is a factor that affects L2 in a negative or positive way, depending on the level of anxiety that the student experiences. Low level of anxiety will be positive in that the student will struggle to perform well; while negative anxiety, which is related to a high level, will cause the student to experience anxiety in a negative way. They experience fear, apprehension, and tension when getting into contact with the L2. This obviously do not let them use the language with fluency and accuracy.

### **2.1.2.7. Motivation**

Motivation is a factor that also affects language learning. According to the *Oxford Dictionary* (2019), motivation is the direction in which people are motivated to act, the effort they are willing to expend, and the persistence with which they will work.

According to Ortega (2013) the traditional definition of motivation is the desire to initiate L2 learning and the effort employed to sustain it. This causes some learners to be highly motivated and others have little or no motivation. She also mentions three dimensions of motivation:

- Motivational intensity, which we can explain as how much effort people reportedly expend in learning the language (as in ‘I keep up to date with French by working on it almost every day’ and ‘I don’t pay much attention to the feedback I receive in my French class’).
- Attitudes towards learning the L2, which we can see as probing how much enjoyment people report feeling when they learn the language (as in ‘I love learning French’ and ‘I hate French’).
- Desire to learn, which can be generally understood as how much personal investment in succeeding in the language people claim for themselves (as in ‘I want to learn French so well that it will become second nature to me’ and ‘To be honest, I really have little desire to learn French’).

Motivation, as mentioned above, is a pivotal factor in language learning, since as the authors say, it will give the student a starting point to start L2 learning, the desire to learn the L2; that is, they will open the doors so that L2 learning can take place. Also, it will give students the strength to make an effort to learn the L2 and be persistent in the process.

#### **2.1.2.8. Self-Confidence**

According to *The Concise Oxford’s online dictionary of Linguistics* (2007), self-confidence is the belief or assurance in oneself, trusting one's abilities, judgements, or decisions, either in general or in relation to a specific situation or activity. This notion is also called *self-assurance*.

Ortega (2013) states that an individual’s communicative confidence in the L2 greatly contributes to her or his willing to communicate. She adds that it can be best measured by eliciting learner responses tapping two distinct affective responses when they use the L2: how relaxed or nervous they are. The latter results in anxiety that is an affective variable. Moreover, this shows how competent or incompetent they feel, and this self-perceived competence is a cognitive self-evaluation variable.

Self-confidence is another important factor when learning a second language, because the learner will trust himself, believing that what he does in L2 will be right. This will guide the student to have communicative confidence in different situations when exposed to the language.

### **2.1.2.9. Affective Filter**

According to Gass and Selinker (2008) One of the most important concepts to explain why some students are able to learn second languages while other students are not is known as the Affective Filter proposed by Krashen.

Krashen's (1985), cited by Gass and Selinker (2008), point of view was that learners who had not enough input plus the inappropriate affective filter caused learners not to learn the language. For Krashen, the affective filter included factors such as motivation, attitude, self-confidence, and anxiety. When the filter is up, the input cannot pass through so acquisition cannot take place; while when the filter is down or low, and the input is comprehensible, the input will reach the acquisition device and acquisition will take place. So, according to Krashen, the affective filter is responsible for individual variation in second language acquisition in adults because he says that it is not present in children.

Ortega (2013) states that learning and using an L2 poses a threat to one's ego and makes people vulnerable. Under such conditions, there are factors such as: affective reactions, motivation, anxiety, personality, willingness to communicate, communicative confidence, language contact. All of them contribute to low or high affective filter.

### **2.1.2.10. Language Contact**

Clément et al. (2001), cited by Ortega (2013), suggest that in contexts of low L2 use, actual L2 competence and L2 self-confidence are weak.

Ortega (2013) provides information related to this topic. She states that language contact is one of the factors that contribute to such conditions that can affect learning and using an L2. The importance of authentic language exposure that a student can get by being in contact with the language is very important in language learning.

Thus, this factor is also very important since it is the contact the learners should have with the second language that will help them in their language competence and self-confidence. It is very important to be in contact with the language in real contexts such as: contact with native speakers of the learners L2; listening to the news in the L2; watching movies in L2, and so on. The more contact the learners have with the language, the better, because their L2 competence as well as their self-confidence, their ego, will increase.

## **2.2. Interlanguage, Contrastive Analysis, and Error Analysis**

### **2.2.1. Interlanguage**

Interlanguage is a term coined by Selinker (1972). It refers to the systematic knowledge of a second language which is independent of both the learner's first language and the target language. This is used to refer to three meanings:

- a) the series of interlocking systems which characterize acquisition,
- b) the system that is observed at a single stage of development (an interlanguage), and
- c) a particular mother tongue/target language combination (e.g. French mother tongue/English target language vs. German mother tongue/English target language) (Qian, & Xiao, 2010)

According to Sridhar (1976) it is the successive linguistic system that the learner constructs on his way to the mastery of a target language.

The two first meanings given in Qian's and Xiao's work and the one given by Sridhar are of great importance for this thesis, due to the fact that I will propose tasks that will help students prevent or overcome temporal fossilization in their interlanguage. In this work, I will refer to interlanguage from the general cognitive learning position and the learners' competence, where interlanguage is the series of steps that the learner takes from the non-native language to the native language, from non-standard to the standard one.

### **2.2.2. Contrastive Analysis**

The mistakes that L2 learners make have been of interest to many scholars as well as teachers in the field of education and in second language acquisition. Their attention is geared towards two main things: the potential pitfalls or mistakes in the target language and the most common mistakes and errors made by L2 learners. In order to find an answer to what was mentioned previously, the term *contrastive analysis* was coined by Lado in 1957. It was mostly used in the 1960s, in the United States. First, Lado made emphasis on the differences between two languages and he correlated this to the degree of difficulty. Afterwards, attention was not only given to the difficulties but also the similarities among languages. Language teaching was said to benefit from this information. This approach was used by lexicology and translation as well. Moreover, the empirical study of language

universals by Chomsky used contrastive analysis to categorize languages in terms of their structural similarities and differences. This type of analysis was very popular in the 1960s.

The contrastive analysis hypothesis is an area of linguistics that focuses on the study of the contrasts found among two or more languages to determine the differences or similarities between them, either for theoretical purposes or purposes external to the analysis itself. It refers to language universals, and it states that if there were no features in common, there would be no basis for comparison. It has been used as a tool in comparative historical linguistics to establish language genealogy, in typological linguistics to create language taxonomies, in translation and to create bilingual dictionaries as well. (Tajareh, 2015)

Contrastive linguistic analysis is viewed as an integral component of methodology in target language teaching by Fries (1945). He stated that the most effective materials for foreign language teaching are based on a scientific description of L2 together with the description of the native language. (Sridhar 1975)

Contrastive analysis is of much concern in this work since it is the comparison of English and Spanish, concerning the spatial and temporal uses of the prepositions *in-on-at* and *en*. Here differences as well as similarities are important in the analysis of the acquisition of English as a foreign language, to analyze the most common mistakes and errors made by ESL students.

### **2.2.3. Error Analysis**

Error analysis is more targeted at language teaching since it deals more with the practical needs of the teacher in the classroom. It makes an emphasis on errors that L2 learners make.

In the 1950s and the 1960s there was a great emphasis on L2 studies, including pedagogical issues. Within this the conceptualization and significance of errors took a different perspective with Corder's (1967) view of errors. His point of view was different to the traditional one. He stated that errors should not be eradicated but rather one should give them the importance they deserve. ( Gass and Selinker, 2008)

Gass and Selinker define error analysis as a type of linguistic analysis that focuses on errors learners make. They mention how it is similar and different to contrastive analysis. They say that it is different in that the comparison is made between the errors a learner makes in the production of the target language and the target language form itself. It is similar in that both start from the learner's production data. In contrastive analysis the comparison is

made with the native language, whereas in error analysis it is made with the target language.

According to Sridhar (1975) there is a uniform method to follow in error analysis. The steps are the following: 1) collection of data; 2) identification of errors; 3) classification into error types; statement of relative frequency of errors types; 5) determination of the degree of disturbance caused by errors.

The purpose of this thesis is also to analyze the mistakes or errors made by ESL students in the use of the prepositions of time and space *in-on-at*. So, for this purpose an error analysis is going to be made following the steps that Sridhar describes in his work and that are mentioned here.

### **2.2.3.1. Difference among Errors and Mistakes**

Gas and Selinker (2008) quote Corder (1967) who makes a difference between errors and mistakes. **Mistakes** being slips of the tongue, considered one-time-only events. When learners make a mistake, they are able to recognize it as a mistake and correct it if necessary, in many cases, immediately after it is produced. An **error** is systematic. This means that it occurs again and again and is not recognized by the learners as an error, because they incorporated an erroneous form from the target language into their systems. According to Sridhar (1975), says that mistakes are mere deviations, which are caused by performance factors, such as: memory limitations (in cases when the learner has to use a sequence of tenses and agreement in long sentences), spelling pronunciations, fatigue, emotional strain, anxiety, and so on, while errors are systematic. They are consistent deviances of the learner's linguistic system.

As we can see, both authors believe that there is a difference between errors and mistakes. They coincide that mistakes are not permanent, and they are caused by performance causes as anxiety, nervousness, etc. When learners make a mistake, they are usually aware of the mistake and most of the times, they make an immediate correction. Errors, however, are permanent and systematic. The students are not aware of the error they make because it is incorporated in their linguistic system.

## **CHAPTER THREE: Communicative Tasks for Learning the Prepositions of Time and Space *In-On-At***

### **3.1. Communicative Approach**

The communicative approach grew out of the dissatisfaction with structuralism and the traditional methods of the 1960's (Nunan, 1992). Noam Chomsky, who redefined the concept of language, described language as a creative entity formed by a finite set of utterances. He established the principles of Universal Grammar, and with this, he described the fundamental characteristics of language: creativity and the uniqueness of individual sentences. With this new concept of language, Chomsky rejected structuralism. This was also the time when behaviorism declined. This new concept of language plus the notion of pragmatics, which was introduced to language by Levinson in 1985, were factors which influenced the appearance of new approaches, such as the communicative approach. For the communicative approach the main thing was not the mere mastery of structures, but the achievement of communicative proficiency with an emphasis on the four skills: writing, reading, speaking and listening; and, with an emphasis on the context in which the language is used. David Nunan (1989) complements this idea by saying:

Among other things, it has been accepted that language is more than simply a system of rules. Language is now generally seen as a dynamic resource for the creation of meaning. In terms of learning, it is generally accepted that we need to distinguish between 'learning that' and 'knowing how'. In other words, we need to distinguish between knowing various grammatical rules and being able to use the rules effectively and appropriately when communicating. (p.11)

Also, Nunan (1989) provides a different view to the aim in communicative language teaching, which is not only to learn the language or the grammatical rules to be able to use the language, but to use the language in order to learn it. With this idea he shows that a direct communication should be encouraged since the beginning of the learning process. Zakime (2018) states that the *Communicative Approach*, also called *Communicative Language Teaching*, is a teaching approach that highlights the importance of real communication for learning to take place.

Furthermore, a very important expression used by Nunan (1988) is the communicative situation in which learners must not only learn to make correct propositional statements,

but they must develop the ability to use the language "to get things done". Nunan notes the following:

A great deal has been written in the last few years about the theory and practice of communicative language teaching. However, a basic principle underlying all communicative approaches is that learners must learn not only to make grammatically correct, propositional statements about the experimental world, but must also develop the ability to use language to get things done [...] It is recognized that simply being able to create grammatically correct structures in language did not necessarily enable the learner to use the language to carry out various real-world tasks. While the learners have to be able to construct grammatically correct structures (or reasonable approximation to the target language), they have to do much more... (p.25)

As shown in the quote above, there are basic principles in the communicative language teaching. These learning principles, according to Nunan, are the following: 1) The communicative principle, which can be promoted by activities in which genuine communication takes place. 2) The task principle, where learning can be promoted by activities where the language is used to carry out meaningful and purposeful tasks. 3) The meaningfulness principle. This principle is based in the language that is meaningful to the learner and which meaningfulness is necessary to use genuine language.

Moreover, in the communicative approach, as Nunan (1989) states, the students should work in pairs or in groups in order to promote main elements of the language learning process. These elements are the interaction among people and the negotiation of meaning in real contexts.

From all that was said above I can conclude that to learn a language does not mean to learn the rules of that language, but to use the language in a meaningful and purposeful way where there should be negotiation of meaning and interaction among the people who are using that language. Then in communicative language teaching, it is important to provide students with opportunities to gain certain proficiency to use the language, so that in this way, they can convey meaning using the language in an accurate way in real world situations.

### **3.1.1. Task-Based Learning**

Task-based learning emerged within the communicative approach. Prabhu (1987) mentions in his work that it is a proposal for teaching and learning languages that was born within

the communicative approach in the late 70's. It emerged from a five-year project which was carried out in some primary and secondary schools in Southern India.

This project was called the Bangalore Project and its main promoter was Prabhu. The base of this project was the intuition within experience that learners should develop their competence if they were given conditions and contexts in which they could get engaged in an effort to cope with communication, and not only by receiving systematized language input or maximizing planned practice of grammar and vocabulary. So, the purpose of this project was not to achieve communicative competence only, rejecting the importance of grammatical competence. On the contrary, it emphasized the importance of grammatical competence which was supposed to develop thanks to activities focused on meaning. This project did not intend to prove the effectiveness of any previous methodology; but, to develop a new one. So, this methodology has since then been known as "Task-based Teaching". (Prabhu, 1987)

This methodology is considered of great importance for the communicative approach, since it is based on the usage of tasks, , i.e. activities, which provide students with opportunities to use the language in its true essence, that. is with a meaningful and purposeful communication. Task-based learning and teaching consider students as constructors of their own learning, since they are the ones that make an effort in the accomplishment of learning tasks with their active participation. Here, they use the language meaningfully and purposefully to communicate.

Due to the importance of tasks in this thesis, a brief description of tasks is going to be developed in the following section.

### **3.1.1.1. The Concept of Task**

The term "task" has been defined in a variety of ways and in different fields as: psychology, general education, language teaching, and so on. However, for the purpose of this thesis the field which is going to be taken into consideration is the language teaching field only.

Richards et. al. (1986), points out a pedagogical definition of task:

...an activity or action which is carried out as the result of processing or understanding language (i.e. as a response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command, may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful

completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative... since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake. (p. 289)

In this definition Richards, Platt and Weber, mention the importance of the use of tasks in order to promote language with a purpose. They state that this purposeful use of language within the classroom will take learners to a greater amount of communication since they must process and understand the language. Also, they make it clear that, in order to carry out these tasks, there might be production of language or not; however, as said above, the students should be able to process and understand the language in order to get to the completion of the task.

Furthermore, Breen (1987), cited by Nunan (2004), gives a definition of 'tasks' from a pedagogical point of view.

...any structured language learning endeavors which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. Task is therefore assumed to refer to a range of workplans which have the overall purpose of facilitating language learning from the simple and brief exercise type, to more complex and lengthy activities such as group problem- solving or simulations and decision making. (pg.3)

From what Breen states in the quote above the main point is that of having an objective for each task. This point is very important since tasks should be goal oriented in communicative language learning and teaching. This will lead students to get to its final objective, to learn the language and be able to use it appropriately and accurately according to each context.

Moreover, Nunan (1989) gives a complete and accurate definition of "tasks'. He states the following:

In general, I too consider the communicative task as a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right. (pg. 9)

Nunan states that tasks enable students to manipulate, comprehend, produce, and interact in the target language in order to get the desired outcome which is to be able to communicate in the target language. He emphasizes the idea that tasks should be based mainly on meaning rather than on form and that they should have a sense of completeness.

This is that they can stand on their own. They can alone constitute a syllabus, or they can be part of any other syllabus.

Ruth Wajnryb (1992) states tasks as a keyway of achieving active involvement. She mentions some essential features of tasks, referring to task-based learning: a) Tasks allow learning to be generative. b) The task is essentially discovery-oriented, inquiry based, inductive and potentially problem solving.

All the definitions given above have something in common. This is that they all imply that tasks should involve communicative language use, in which the learner's attention should be focused on meaning rather than on form or linguistic structure. Tasks should be goal oriented. They should give the opportunity to work using language in real contexts, in a meaningful and purposeful way. Students should be able to process and understand the language in order to get to the completion of the task, this constitutes an authentic use of the language.

Moreover, there are other hints that teachers should take into consideration when applying these tasks in their classrooms. It should be clear that, as Nunan states, learning outcomes will be influenced by learners' perceptions about what they should contribute with, their views about the nature and demands of the task, and their definitions of the situation in which the task takes place. It is very common that teachers tend to assume that the way they look at certain task is the way the students will see the task; but, this is not true because it is very difficult to know for certain how different learners are likely to carry out a task. This is the reason why we, as teachers, should actually involve our students in designing and selecting tasks. Also, we should allow them to give their opinion on what to do and how to do it.

### **3.1.1.2. Task Components**

Tasks components are the elements that a task should have. Due to the importance of these components, they are going to be analyzed according to different authors.

Nunan (1989), specifies four components of a task that are the following: the goals, the input, the activities derived from the input, and the implied roles for teachers and learners.

**-Goals.** According to Nunan, these are the intentions behind any given learning task. They are the ones that provide a point of contact between the task and the broader curriculum. This takes place when the teacher asks himself or herself: "Why did I get learners to engage

in this task?" "What for?" The answer to these questions may be to develop the learner's confidence in speaking; to develop the learner's personal writing skills; to encourage learners to negotiate information among each other, in order to develop their interactional skills, and so on.

Furthermore, goals, according to Nunan, may relate to a range of general outcomes or they may directly describe teachers' or learners' behavior. The outcomes can be either communicative as well as affective or cognitive. However, goals are not always explicitly stated, although they can be inferred from the examination of a task. Moreover, there is rarely a simple relationship of one-to-one between goals and tasks since in some cases a complex task, involving a range of activities might simultaneously move learners towards several goals.

Clark (1987) makes a clear classification of communicative goals that are the ones we are interested in this thesis. He classifies them into three categories.

1. Establishing and maintaining interpersonal relationships, i.e. exchange information, ideas, opinions, attitudes, and feelings, and to get things done.
2. Acquiring information from public sources in the target language, like in books, magazines, newspapers, brochures, documents, signs, notices, films, television, slides, tape, radio, public announcements, lectures, or written reports etc. and using this information in some practical way.
3. Reading, enjoying, listening, and responding to creative and imaginative uses of the target language, like in stories, poems, songs, rhymes, drama, and to create them themselves.

So, a goal is what we want to obtain out of the task we are working with. Most of the times, there is not only one goal but several ones for a task. A task may imply communicative goals as well as affective, socio-cultural, cognitive goals, and so on. For example, a small group discussion on a socio-cultural theme might relate to both communicative and socio-cultural goals.

**-Input** According to Nunan this is another component of tasks, because the input is what really makes the difference between a traditional methodology and a communicative one, since it constitutes the introduction of the material of the class with content and meaning

in a real context, which should be meaningful and relevant for the student. The purpose of the input is to make students understand what they are talking about in two levels, in the understanding of the content of the text as well as the understanding of the structures that are present in the text. Nunan states that input refers to the data that constitutes a point of departure for the task. For communicative tasks, input can derive from a wide range of sources as the ones Hover (1986) states: letters (formal/informal), newspaper extracts, picture stories, Telecom accounts, recipe, dialogues, and so on.

These sources can form a basis for communicative tasks. The inclusion of such material or sources as input raises the importance of authentic material. However, teachers can use authentic material and classroom texts and dialogues, which are not authentic material, in a complementary way to reach the objectives of the task.

According to Nunan, authentic material is any material which has not been specifically produced for the purposes of language teaching. He emphasizes the use of authentic material by mentioning that classroom texts do not adequately prepare students for coping with the language they will hear and read in the real-world outside the classroom. This authentic material helps students use genuine language in real life situations.

According to Krashen (1989, 2003) teachers should provide the students with as much comprehensible input as they can, carrying out reading comprehension as well as listening and writing activities with the help of charts, pictures, authentic material which will help students focus their attention in the meaning more than in the form. This will help reduce the affective filter of the students, making them more participative, motivated, and interested on what they are doing and learning or acquiring Oral production occurs only when the students have received enough input, so that he they can use the language meaningfully and purposefully. Krashen also states that we acquire a language only when we understand a comprehensible linguistic input that will help us make progress in our competence level.

- **Activities.** These constitute the third component of language teaching tasks. Nunan states that activities are the ones that specify what learners will actually do with the input which forms the point of departure for the learning task.

-**Roles.**- These constitute the fourth component according to Nunan. This component is divided into " learner´s roles" and "teacher´s roles". Before dealing with role analysis, it is important to define what a role is in relation to teaching and learning contexts . Nunan

(1990) gives a clear definition to this term. He states that a role refers to what learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between participants.

Furthermore, Nunan (1989) mentions a variety of roles that are possible to be developed by learners in a language class.

- The learner can be the passive recipient of outside stimuli.
- The learner can be an interactor and negotiator who is capable of giving as well as taking. This is, that when the learner takes an active and negotiative role, he can contribute as well as receive.
- The learner can be a listener and performer who has little control over the content of learning.
- The learner can be involved in the process of personal growth.
- The learner can be involved in a social activity, and the social and interpersonal roles of the learner cannot be separated from the psychological learning processes.
- Learners must take responsibility for their own learning, developing autonomy and skills in learning how to learn. This point emphasizes the importance of learners developing an awareness of themselves as learners.
- Learners should be creative
- Learners should be adaptive to different people and situations.
- Learners should not be afraid of trying to communicate. In this point it should be emphasized that the learner should try to communicate and try to reach his objectives as a learner no matter if he makes mistakes or not; since, a student can learn from his own errors.
- Learners should be independent. This means that self-instruction is very important to be developed in a learner since it allows the student to cope with differences in aptitudes, cognitive styles, and strategies. Self-instruction promotes autonomy and fulfils requirements for continuing education. Moreover, it has a positive effect on motivation.

All that has been said about the roles that the students may take when carrying out a task should clarify that there is no specific role for each task and that the learner might develop not only one role but different roles in one task.

Nunan (1989) refers to what Richards and Rodgers (1986) state about learner's and teacher's roles. They suggest that learner roles are closely related to the functions and status of the teacher. In some methods the role of the teacher might be teacher-dependent or teacher-centered, where the teacher takes an authoritarian and modeling role. Here, the one who has the more power and control is the teacher. Moreover, some years ago, there was an attempt to what was called teacher-proof instruction which limited the role of the teacher to that of manager of the material. In communicative tasks the teacher takes a role of a catalyst, consultant, or guide. In these communicative tasks, such as role plays, problem-solving and simulations, the student is the one who has more control and power.

We have seen the elements of a task from Nunan's point of view. Another author who talks about the elements of tasks is Candlin (1987). For Candlin, tasks must contain the following elements:

- Input: This refers to the data presented for learners to work on.
- Roles: Roles specify the relationship between participants carrying out a task.
- Setting: This refers to the classroom and out-of- class arrangements entailed in the task.
- Actions: They are the procedures and sub-tasks to be performed by the learners.
- Monitoring: This refers to the supervision of the task in progress.
- Outcomes: They are the goals of the task.
- Feedback: This refers to the evaluation of the task.

Moreover, Shavelson and Stern (1981) who concentrate their study to general education planning, suggest that when designing a task, the following elements should be taken into consideration:

- Content: It is the subject matter to be taught.
- Materials: These are the things that the learner can observe and manipulate.

- Activities: They are considered the things the learners and teacher will be doing during the lesson.
- Goals: They refer to the teachers' general aim for the task.
- Students: Students' abilities, needs, and interests are very important when choosing or designing a task.
- Social community: The group should be taken as a whole; therefore, the sense of *groupness* is very important here.

The components of a task are fundamental for this thesis since some tasks are going to be designed as part of the PACE model lesson plan. All the authors above share the components that are mentioned by Nunan, that is why, they were analyzed in detail. Also, it is important to know the kinds of tasks there are in order to design them; therefore, the following section is going to be devoted to this analysis.

### **3.1.1.3. Kinds of Tasks**

Many task classifications have been made by different authors. They have taken into consideration many aspects as for example, the goals of the syllabus, evaluation, degree of interaction, social aspects, and so on.

Nunan (1989), classifies tasks into two groups according to their resemblance to situations and attitudes a person will face in the real world. He emphasizes that when he uses the term *real world* he does not mean that the class is not real. He uses this term in order to distinguish real word tasks from pedagogic tasks.

1. **Real World Tasks.** These tasks require that the learners try to get as close as possible to the kind of behavior they will have in the real world beyond the classroom. To acquire this type of behavior, students should carry out activities that resemble real life situations. An example of this type of tasks is given by Nunan: “The learner will listen to a weather forecast and identify the predicted maximum temperature for the day and decide whether or not to take an umbrella and sweater to school.”(Nunan 1989, p.39)

2. **Pedagogic Tasks.** This kind of tasks will require the students to do things that are extremely unlikely to be performed outside the classroom. An example given by Nunan is

the following: "The learner will listen to an aural text and answer questions afterwards on whether given statements are true or false."(Nunan 1989, p.39)

Nunan (1989) emphasizes the use of *real world* tasks since they will provide students with situations, they will encounter in real life, which should be relevant for students and, consequently, becomes relevant for the class itself. According to Nunan, this is the reason why, , the analysis of the needs should be done before the selection of these type of tasks.

For Krashen (1988) the concept of relevance is pivotal. He claims that acquisition requires meaningful and relevant interaction in the target language which should be performed in a natural way, in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding.

Furthermore, pedagogic tasks are also used in the classroom since, although they are not likely to happen in the real world, they will stimulate internal processes of acquisition, according to Nunan (1989). Consequently, those tasks will be selected with reference to some theory or model of second language acquisition and not according to the analysis of the needs as "real world tasks" require.

Furthermore, Nunan (1989) states that the distinction between real world tasks and pedagogic tasks is not always clear but a continuum; since, there will be some tasks which are authentic or real world tasks in principle, but they are of such unlikely occurrence that the learner will come across them only in the classroom. For example, making a formal introduction for younger children. On the other hand, there can be some pedagogic tasks for which it is possible to create real-life contexts. For example: Listening to an aural text and writing a sentence restating the gist. Moreover, there is the possibility of having tasks that reside at the center of the continuum. These tasks will be difficult to assign to one category or the other. For example: Listening to the weather forecast for tomorrow and writing a note to a friend telling them about the weather.

Moreover, Candlin (1987), also makes a classification of tasks which is based on the variable focus of the learners in four different aspects of the curriculum which are: training, learning strategies, information sharing, research and experimentation.

Tasks which are focused on the learner training are the ones that work on the awareness that is raised from language teaching as well as language learning. These tasks also help students deal with the needs, objectives and resources required to reach their goals.

Tasks which are focused on the learner strategy are concerned with the strategies that the learner uses in order to recognize and perceive any situation that can happen during daily activities. These strategies can be selecting, classifying, judging and applying the findings to the new data, patterning, as well as inferring, deducing, coping with the unknown and making decisions.

Tasks that are focused on information sharing are the ones that the students use in order to tell the rest of the class the information and outcomes they have obtained from different sources. These tasks are concerned with the way the outcomes are produced while sharing the information by the students.

Tasks that are focused on research and experimentation. These types of tasks are concerned with raising up questions and problems, formulating hypotheses, deciding on methods and procedures to be applied with the task, deciding on a work plan which should include the presentation and evaluation of the results obtained on a given research or experimentation.

The third author who is going to be taken into consideration in this section is Long (1990). He makes a classification of tasks based on the time devoted to the task, interaction among participants and outcomes. According to these factors, he divided tasks in the following way:

1. **One-way and two-way tasks.** The similarity shared between both kinds of tasks is that both have a gap to fill. However, these two types of tasks have also some differences. "One-way tasks" are the ones where there is only one participant, who is generally the teacher, who gives the required information to the students, in order to complete the task. In this type of tasks, the teacher is the information-holder and the one who gives instructions to be performed by the learners. For example: The teacher asking students to draw a picture of their room.

On the other hand, "Two-way tasks" require the participants to share with others their piece of information which is an indispensable element to fill the gap. . According to Long, two-way tasks are, considered more productive since they require more interaction which results in a greater amount of language production. For example: Giving to each student a

part of a story which they must join in order to come up with the final outcome that is the correct sequence of the story. For this type of task, it is required that students interact among themselves in order to decide where each part goes.

**2. Open and Closed tasks.** The open tasks are the ones that do not have only one solution. They can have a variety of acceptable solutions. An example of this kind of task is to make an interview about divorce.

In contrast, the closed task has only one possible solution that the learners must get after interaction as well as negotiation have taken place. Long (1989) states that more language production raises from closed tasks since they have only one solution that students should arrive after discussing, interacting, pointing out their way of thinking; in other words, after negotiation of meaning has taken place. An example of a close task is to arrange the paragraphs of a story in the correct order.

**3. Planned and unplanned tasks.** Long (1989) states that a planned task is the one for which the learners must get prepared beforehand. This is that it needs time to reach a specific outcome. This, most of the times, will result in more elaborated outcomes as well as a richer production of structures and vocabulary.

The unplanned task, as opposed to the planned task requires the students to reach the outcome with very little time or sometimes without any time for preparation at all. These tasks compared with planned tasks may result in less elaborated outcomes. They may also produce simpler grammatical construction and less vocabulary use because of the short time they must prepare it.

After analyzing what a task is, the components of a task and the kinds of tasks, we can have a clear idea of a task with a pedagogic purpose, which is the one that will be of concern in this thesis. In the sections to come, we will make a proposal of useful and real tasks, which is the main objective of this work.

#### **3.1.1.4. PACE Model – Communicative Lesson Plan**

Since this thesis is based on task-based learning a communicative lesson plan was required for the experimental group. So, the communicative lesson plan that was used was based on the PACE model.

The PACE model was created by Donato and Adair-Hauck (1992). This model contextualizes lessons in L2 for learners by using a cultural story or any other interesting text (Shrum and Glisan, 2000). As mentioned above, PACE is an acronym in which each letter stands for a stage in the process: Presentation, Attention, Co-Construction, Extension.

**Presentation:** This is the first step. In this stage, the students are introduced to the lesson by using an interesting text which could be a story, a folktale, a dialogue, or a narrative. Students get in contact with the grammatical feature, which is used in several parts of the text, without knowing it since it is not emphasized yet in this step. The grammatical feature should be well represented and used meaningfully in the chosen text. The text, target structure, and the vocabulary should be appropriate to the learners' level of language development. The presentation should be interactive, so that the students get involved in the text through oral discussions and vocabulary as well as reading comprehension exercises. After the students fully understand the story, it is time to move on to the next step. (Shrum and Glisan, 2000)

**Attention:** This is the second step. After grasping the full meaning of the text, which was achieved in the previous step, students can now concentrate on other elements of the text, such as a specific grammatical structure, this is done to draw attention to a certain aspect of the language or highlight a specific grammatical feature. In this stage, students are asked to find patterns, repetitions, and/or examples of the grammatical structure by asking questions that direct the attention of the learners to the grammatical feature. This can also be accomplished by using some other mediation tools. An important issue to remember is that research has shown that learners do not always process input in ways that we, as teachers, expect them to do (Herron & Tomasello, 1992). Consequently, it is important for the teacher to be attentive of the students' development to ensure that both the text and the grammatical focus are well understood.

**Co-Construction:** This is the third step. After the students have recognized a specific pattern in a grammatical feature, it is time to work on grammatical explanations, uses and rules. In PACE, the grammar is co-constructed in this stage. The teacher does not explain the grammar, but rather discusses it with the students, and through a series of guided questions asked in a conversational tone, the form and meaning are discussed. Then, students hypothesize and guess the use of this grammatical structure. This requires the students to use higher order cognitive skills, such as evaluation and analysis. This

conversation is not a discussion in which the teacher asks all the questions to the students. It is, rather, a dialogue in which, at some points, the teacher may offer an observation to model to students the process of reflecting on language. You should be aware that the assistance you provide is adapted and may range from brief clues about the target structure to explicit instruction, if needed. The teacher can assess the students and help him or her to gain full understanding of the concept by reasoning with the learner and closely monitoring the learner's contribution (Aljaafreh, 1992; Aljaafreh & Lantolf, 1994).

**Extension:** This is the fourth step. In this stage, the information is grounded. The students are given the opportunity to use their new grammar concept communicatively and creatively. The extension activities should be interesting, motivating, and related to the theme of the lesson. They should promote students' creative self-expression to be used with a certain purpose. In this way, students get the chance to use the new structure and concepts meaningfully and connect them to their existing knowledge and experiences. The extension activities must also address cultural perspectives embodied in the text which are meaningful and interesting for the students. (Adair-Hauck & Donato, 2002, West & Donato, 1995)

There are various models of communicative lesson plans, but I chose the PACE model because, for teaching grammar, it allows teachers to explore their students' range of abilities that they can perform with assistance but cannot yet perform independently, and provide direct and accurate scaffolding to meet their specific needs. Through these grammar conversations, dialogues, and interactions, students are more involved in the learning process and feel more responsible for their own language learning. Rather than presenting the grammar to the students like in the didactic approach, where the teachers gives them the rules PACE allows students to engage in an analysis of the language which requires important cognitive skills and to understand the logic behind the construction of the language In this way, students do not memorize rules that they usually do not even understand, but construct and deconstruct the building blocks of the language itself, to be able to construct their own output of the language correctly. (Shrum & Glisan, 2000)

Since a traditional lesson plan was required for the control group, the PPP (Presentation, Practice, and Production) traditional model was chosen. In the presentation stage, the teacher gives the students the grammar rules. Students can ask for clarification but basically the teacher plays the main role and gives the students all the information they require to

understand the grammar feature or structure. The second stage is practice, where the students practice the grammatical feature that was given to them in the previous stage through drills and exercises like filling in the blanks, matching, multiple choice, and so on. So, they will practice the grammar rule in a controlled way. These repetitious exercises are used as a means of teaching and perfecting the use of the grammar rule. The third stage is production. In this stage students produce or apply the grammar rules in a way that is not as controlled as the previous one, where the teacher practices the drills with them and gives them the exercises. For example, here, the students can create their own sentences applying the knowledge of the grammar rule.

#### **3.1.1.4.1. Tasks Applied in the Extension Stage of the PACE Model Lesson Plan**

The following tasks are the ones that were used in the last stage, the *extension stage*, of the PACE model lesson plan. In this section, the process of each task will be described and an analysis of the elements of the tasks will be done, according to the authors mentioned in the previous section, especially based on Nunan's elements.

##### **Task 1: BIOGRAPHY**

This task should be carried out in groups of two students. It requires students to interact among themselves in order to get information about each other's life. The students should take notes of their partner's information about past, present, and future events. They may also include information about personality, feelings, likes, dislikes, job experiences, institutions where they study and /or studied before, what they want to study at university, where, and what would they like to do in the future, and so on. After they get this information, they will have to write a biography of each other in 250 words approximately. Then, they must read it to the class, so that the rest of the students and the teacher can make suggestions, corrections and comments. Finally, they will have to turn it in the next day. According to Nunan, this would be a "real life task" since it requires students to use the language as a tool to express information about their lives (When and where they were born, studies, job, feelings, likes, dislikes, and so on). This information involves real life situations.

According to Candlin, this task will be an "information sharing task" since students share information about each other's lives.

According to Long, it is a "two-way task" because, first, the students will share the information about their lives with each other's partner; and then, with the whole class. The whole class will make suggestions and corrections. Also, it will be an "open task" since it has more than one outcome. Each student will write his or her partner's biography. Moreover, according to Long, this will be an "unplanned task" since it does not require previous preparation in order to carry out the task.

After describing the type of task that it is, it is important to mention the components of this task.

### **1. Goals**

- Have students interact with each other.
- Have students use the language meaningfully in order to convey their experiences, feelings, likes, dislikes, and so on.
- Have students share personal information about what they consider important events in their lives.
- Prompt a real communication among students using the prepositions of time and space *in, on, and at*.

### **2. Objectives**

- Share personal information about each other's life, giving special emphasis to the use of prepositions of time and space *in, on, and at*.
- Write a biography using mainly the prepositions mentioned above.

### **3. Input**

- Information of the prepositions of time and space *in, on, and at*, discussed previously in class.
- The biography is given in the *presentation stage* of the PACE model lesson plan

### **4. Activities**

- Make a review of the uses of the spatial and temporal prepositions *in, on, and at*
- Work with the handout (appendix 6) which includes the information that the biography should include.

- Conversations about personal experiences, feelings, likes, dislikes, and important events from the past, present and future.

-Take notes on each other's life.

- Prepare a speech about each partner's biography.

- Make comments about the biographies.

- Evaluate the task.

- Turn in a written biography of the corresponding partner.

### 5. Learner's roles

- Interactors      - Conversation-holders      - Speakers      - Communicators      -  
Evaluators

### 6. Teacher's roles

- Guide students with the correct uses the prepositions of time and space *in, on, and at*.

- Give the handout with the required information to do the biographies and an example in class.

- Give instructions for carrying out the task.

- Prompt comments and conversation about each biography.

- Monitor

- Evaluator of the biographies.

### 7. Setting

Inside the classroom:

-Pair group work to obtain information about each other.

- Report the biographies orally.

- Whole class comments and evaluation of the task.

Outside the classroom:

- Rewrite the information in order to turn it in to the teacher.

## **Task 2: PROBLEM SOLVING**

This task should be carried out in groups of three. Each group will receive six pieces of paper with a paragraph written on it. The paragraphs belong to Hemingway's biography and they will have at least one blank space which the students will have to fill in with the appropriate English preposition of time or space *in*, *on*, and *at*. After, they have filled out the blank spaces, they will have to put the pieces of papers in the correct sequence, according to the events that happened first and the ones that happened next. They must paste these pieces of paper in order not to make any changes while the other students read their final work.

According to Nunan, this would be a "real world task" since it requires students to use the language in genuine communication. Students will make suggestions and comments. They will discuss and make decisions using the prepositions of time and space *in*, *on*, and *at* in order to complete the task.

According to Candlin, this would be a "learner's strategy task" since students will use strategies as judging, deducing, making decisions in order to carry out the task.

According to Long this would be a "two-way task" since there will be more than one participant. First, students will work in small groups; then, the whole group and the teacher will make corrections and suggestions. Also, according to Long, this will be a "closed task" since it has only one solution (the parts of the bibliography in the correct sequence which is only one). Furthermore, this is an "unplanned task" since it does not require previous preparation from the part of the learners to carry out the task. After making a description of the type of task it is, it is important to mention its components.

### **1. Goals**

- Have students interact with their peers.
- Have students negotiate meaning with their peers.
- Have students develop critical thinking.
- Have students use the language purposefully using the prepositions of time and space *in*, *on*, and *at*.

### **2. Objectives**

- Use the prepositions of time and space *in*, *on*, and *at* correctly.

- Use L2 to discuss, negotiate meaning, and give opinions, using the language meaningfully and purposefully.

- Get to a solution to the correct sequence of the biography.

### 3. **Input**

-Information of the prepositions of time and space *in*, *on*, and *at*, discussed previously in class.

- The biography is given in the *presentation stage* of the PACE model lesson plan

- Pieces of Hemingway's biography to be joined.

### 4. **Activities**

- Write the appropriate preposition of time and space, mentioned above, in the blank spaces.

- Discuss and negotiate about the correct sequence of the story.

- Glue the part of the story in its right sequence on a piece of paper.

- Read the final work to the rest of the students.

- Peers' and teacher's corrections.

- Evaluate the task.

### 5. **Learners' roles**

- Negotiators    - Interactors    - Speakers    - Correction-makers    - Evaluators.

### 6. **Teacher's roles**

- Guide the students to the correct uses of the prepositions of time and space mentioned above.

- Provide the parts of Hemingway's biography to the students.

- Give the instructions for carrying out the task.

- Monitor

- Correct the work of each group.

### 7. **Setting**

Inside the classroom:

- Groups of three must be formed to discuss about the selection of the correct prepositions for each blank space and of the correct sequence of the biography.
- Ask the groups to read their final work.
- Whole group corrections.
- Whole group comments and evaluation of the task.

### **Task 3: WRITING A LETTER TO AN EXCHANGE STUDENT**

In order to carry out this task, students will work in pairs. The teacher or facilitator will explain that they will be receiving an exchange student in their homes. This exchange student will take Spanish courses. So, the learners who are going to carry out the task will be given the following information in order to fulfil this task. First, they will have to describe their family life and Ecuadorian culture since the exchange student will be living with them for one year. Then, the students will have to describe the School campus and facilities. Finally, they will have to give information about the Spanish open courses at institutes and universities. With this information, the students will have to write a letter to the exchange student who will come to their homes.

Beforehand, the teacher will discuss with the students how to write the letter in class (in the *presentation stage*). The students together with the teacher will review the parts of the letter: sender's address, date, greeting, introduction, body, and closing.

Before the students turn in their final work (the letter) to the teacher, each pair will read their work so that the teacher and the rest of the students give suggestions, comments and corrections.

According to Nunan, this would be a "real world task" since it involves students in genuine situations as interacting and communicating about the Ecuadorian culture, their family lives, and language training information.

According to Candlin, this would be a "learner's strategy task" since we can see students' strategies as: applying the new data, making comments and decisions. They use these strategies in order to recognize and perceive the situation which is "receiving a foreign student in their homes". According to this author, this will also be an "information sharing task", since the students will share the information they have obtained within the group and with the rest of the class. The students will have to get information on the Spanish open

courses at the Catholic University. They will have to share information about their family lives and university matters.

According to Long, this would be a "two-way task" since there is more than one participant. First, the students should discuss, make decisions, comments, and share information among the group and then with the whole class. Also, according to Long, this would be an "open task" since it can have a variety of acceptable solutions. Each group will write their own letter. Moreover, it would be a "planned task" since they must get prepared beforehand (they have to get information of the Spanish open courses before they carry out this task).

After describing the type of task that it is, it is important to mention its components.

### **1. Goals**

- Have students write a letter to an exchange student
- Have students interact and negotiate with each other in order to convey meaning using the prepositions of time and space *in*, *on*, and *at*.
- Have the students use the language in a spontaneous and authentic way.
- Have students develop their creative thinking.
- Have the students express their feelings and ideas towards their culture.
- Have students get information outside the classroom . (Information about the Spanish open courses)

### **2. Objectives**

- Use the language purposefully and meaningfully to express ideas and feelings
- Write a letter using the prepositions of time and space *in*, *on*, and *at*, to an exchange student.
- Get to know more about our culture and be aware of the differences with other cultures.
- Get to know more about the university campus and facilities.

### **3. Input**

- Information of the prepositions of time and space *in*, *on*, and *at*, discussed in class previously.
- Information of the parts of the letter, discussed in class previously.

- The letter is the given one in the *presentation stage* of the PACE model lesson plan
- Information of the Ecuadorian family life and culture.
- Information on the university campus and facilities, as well as the Spanish open courses for foreigners.

#### 4. **Activities**

- Form small groups in order to discuss and interact among students, about their family life, culture and university matters, using the special and temporal prepositions *in, on, and at*.
- Describe the Ecuadorian culture.
- Write a letter to an exchange student.
- Read the letter to the rest of the class.
- Evaluate the task and make suggestions.

#### 5. **Learners' roles**

- Interactors    - Negotiators    - Information givers    - Decision makers
- Speakers    - Writers    - Expositors    - Evaluators

#### 6. **Teacher's role**

- Provider of the information about the prepositions.
- Provider of the information of the parts of the letter
- Instruction giver for carrying out the task.
- Monitor
- Evaluator

#### 7. **Setting**

Inside the classroom:

- Small groups to share the information and work on the letter.
- Whole class to evaluate the task.

Outside the classroom:

- Rewrite the information in order to turn it in to the teacher

#### **Task 4: GIVING DIRECTIONS**

This task requires students to work in partners. The teacher or facilitator will ask students to create a dialogue of at least 300 words in which they will give directions using the spatial and temporal uses of the prepositions *in*, *on*, and *at*, based on the following situation: "You are visiting a friend in New York. You get lost in the city and you call your friend so that he can tell you how to get to Times Square. Thus, you have to tell your friend where you are so that he/she can guide you to get there. He offers to meet you there and you must arrange the exact place in Times Square and the time to meet you there, after work. Students are required to use the language in a genuine conversation, in a purposeful and meaningful way, to get and give the information they require to make up their dialogues. Then, each group will role play their dialogues to the rest of the class. The teacher and the rest of the students can make suggestions and comments after each group's presentation. Finally, the next day, the students will have to turn in their dialogues to the teacher with the corresponding corrections.

According to Nunan, this would be a real-world task, since students use the language as a tool to fulfil the task, which is to create a dialogue where they have to give and get the information they require to get to a specific place. With this task, the learners get closer to the kind of behavior they will have in the real world, because this is a situation that people get through very often, giving directions and receiving information so that they can get to a specific place. For this, students need to use the language purposefully and meaningful, the same as in a real-life situation.

According to Candlin, this would be a "learner's strategy task" since students use strategies as: selecting and applying the spatial and temporal uses of the prepositions, inferring, deducing, making comments, judgements, decisions and so on. They use these strategies in order to, first, recognize and perceive the situation which is giving directions to a friend that is visiting New York, and gets lost. The friend, who is lost; will have to give information telling where he is so his friend can guide him. Then, they will arrange the exact place in Times Square and the time they will meet there. Second, they will use some of the strategies mentioned above to fulfil the task, creating the dialogue.

According to Long, this would be a "two-way task" since there is more than one participant. First, the students should discuss, make inferences, deductions, decisions, judgments,

comments, and share information among the group and after with the whole class. Also, according to Long, this would be an "open task" since it can have a variety of acceptable solutions. Each group will create their own dialogues.

After describing the type of task that it is, it is important to mention the components of this task.

### **1. Goals**

- Have students interact with each other to discuss, make inferences, deductions, decisions, judgments, comments, and share information among the group and after with the whole class.
- Have students use the language meaningfully in order to give and receive information.
- Have students share knowledge, experiences, thoughts and ideas to create their dialogues.
- Prompt a real communication and discussion among students using the prepositions of time and space, *in*, *on*, and *at*.

### **2. Objectives**

- Give and get information when giving directions, using of prepositions of time and space *in*, *on*, and *at*.
- Create a dialogue using the language in a meaningful, relevant, and real way.

### **3. Input**

- Previous information of the uses of the three prepositions of time and space before carrying out the task.
- The dialogues with the different spatial as well as temporal uses of the prepositions *in*, *on*, and *at*.

### **4. Activities**

- Make a review about prepositions of time and space *in*, *on*, and *at*.
- Conversations and discussions about how to accomplish the task, what information to use and how to express and put their ideas in an accurate way in their dialogues, making a correct use of the prepositions mentioned above and negotiating meaning.
- Create a dialogue giving directions and receiving information about specific directions.

- Role play their dialogues.
- Make comments and suggestions about the other dialogues .
- Evaluate the task.

#### 5. **Learner's roles**

- Interactors   - Negotiators of meaning.   - Conversation-holders   - Speakers
- Evaluators   - Communicators   - Role players

#### 6. **Teacher's roles**

- Guide students with the correct uses the prepositions of time and space *in, on,* and *at*.
- Monitor students while doing the task.
- Give instructions for carrying out the task.
- Prompt comments and conversation about each dialogue.
- Help students with vocabulary and expressions if necessary.
- Evaluator of the dialogues.

#### 7. **Setting**

Inside the classroom:

- Pair group work to discuss, negotiate, apply knowledge, create their dialogues, and role play.
- Whole class comments and evaluation of the task.

Outside the classroom:

- Make the corresponding corrections before turning it in to the teacher.

## **CHAPTER FOUR: Methodology**

### **4.1. Methodology Procedure**

First, I had an appointment with the authorities of Colegio San Gabriel on January 14<sup>th</sup>, 2020, where I explained what the project was about. I told them that I required two groups of students, of at least 15 students in each one, so that I could form a control group and an experimental group. I informed them that the students' English level should correspond to B1, according to the Common European Framework of Reference for Languages (CEFR). In addition, I asked them for 14 period classes, 10 for the lesson plan and four for the examinations and the interviews, since they told me that each period class lasted 45 minutes. I explained that the control group would work with the traditional lesson plan and the experimental group would work with the communicative lesson plan PACE (Presentation, Attention, Co-construction, and Expansion) where tasks would be applied. The former would work with drills and controlled exercises with a traditional lesson plan PPP (Presentation, Practice, and Production), both lesson plans related to the English prepositions of time and space *in-on-at*.

The application of the two different lessons plans, mentioned above, lasted two weeks. I started on Wednesday, February 26<sup>th</sup> and I finished on Thursday March 12<sup>th</sup>, 2020. Group B had the following schedule. Wednesdays, 2 period class, from 12:55 to 13:40; Fridays, 3 period class, from 11:30 to 13:40; and Tuesdays, 1 period class, from 9:05 to 9:45. Group A had the same number of class periods but with a different schedule. Mondays, 3 period class, from 11:30 to 13:40; Tuesdays, 2 period class, from 12:10 to 13:40; and Thursdays, 3 period class, 11:30 to 13:40.

In general, with group B, the classes were carried out normally, as classes are developed at almost every school, using materials such as the blackboard, and a power point presentation from which the students had to take notes. The students worked with drills and controlled exercises like filling in the blanks, matching, multiple choice, and so on. This group had to work with the traditional lesson plan, (appendix 9) that is why, it was teacher centered class, where I was the one that gave them the rules and the different uses of the prepositions. There were complaints that the class was boring every day. I had to negotiate with the students and give them 5 minutes free, at the end of the class, to enjoy themselves with their cell phones. The discipline in this group was not so good.

With group A, we started on Thursday February 27<sup>th</sup>. I applied the PACE lesson plan (appendix 2) and tasks with them. The activities in the different stages of the PACE lesson plan and the use of tasks gave the students the opportunity of using their new grammar knowledge communicatively and creatively. The students were motivated and collaborative. They were really involved and interested in the class. They were always punctual and participative. They did not want to have their next class. They told me several times to ask the other teacher to allow them working with me. They even asked me to be their teacher for the rest of the school year. The students' behavior was completely different from that of the other group. Since this was like a conversational class, they spoke to exchange information, to negotiate meanings and concepts. They talked, with a purpose or to reach a goal about topics related to the lesson, not to bother others or interrupt the class. They were actively involved in their own learning.

With the results of the diagnostic exam, that was given to the two groups: control and experimental group, I started to tabulate the information immediately. These results helped me verify if the English learners really had problems when using the prepositions of time and space *in, on, at*, and which were the prepositions or preposition that caused the students most trouble.

A final exam (appendix 1) was given, as mentioned above. This exam was used to verify that the communicative lesson plan, and the tasks related to it helped students understand and use the prepositions of time and space *in, on, at* in a better way compared to the control group, which used a traditional lesson plan which did not require any tasks.

Finally, I had an individual interview (appendix 12) with all the students, the ones of the control group and the ones of the experimental group. The purpose of the interview was to verify which students used the prepositions of time and space *in, on, at* accurately in a more natural context, that is when speaking spontaneously about their lives. And, to have their comments and opinions about the methodology and activities that were used in class.

#### **4.2. Methodological Tools**

The methodological tools that were used were: the examinations (appendix 1), the traditional and the communicative lesson plans. Within the communicative lesson plan (appendix 2), 4 tasks were used. Within the traditional lesson plan (appendix 9), traditional activities as well as drills were used. Also, an interview was used with the two groups: the control and the experimental one.

The examinations, based on the use of the prepositions was given for the first time to the two groups of students; “Group A”, the experimental group, and “Group B”, the control group, as a diagnostic exam, in order to verify if the students had problems with the prepositions of space and time *in-on-at*. The second time, the same examination was given as a final exam; this time, the examinations were given to verify if the students who worked with the tasks made more progress compared to the ones who did not work with the communicative tasks. The results were tabulated once again and compared with the results of the first examination. This examination had 26 items related to the uses of the prepositions of space and time *in-on-at*.

In addition, an interview (appendix 12), which consisted of two parts, was administered to both groups, group A and group B. The first part was composed of 14 questions to verify two things, on the one hand whether the students had learned the different spatial and temporal uses of the prepositions *in*, *on*, and *at*; and on the one hand, whether there was any difference in the correct use of the prepositions among the two groups, the experimental and the control group, when the students talked in a natural and spontaneous way. The results of the interviews were analyzed and tabulated, as well. Then, they were compared with the results received from the final exam to verify the differences.

The second part of the interview consisted of two questions, where the students were asked how they felt towards the methodology, the traditional and the communicative one, according to the group, and the usefulness of the activities that were applied in each lesson plan model. This second part of the interview was analyzed in a different way. This part of the interview did not need to be analyzed using a chart as with the 14 questions; instead, it was analyzed as the students’ comments section, after the analysis of the 14 questions mentioned above.

### **4.3. Universe and Population**

The universe was two groups of 15 students each one, corresponding to B1 level according to CEFR from Colegio San Gabriel in Quito. Their ages varied from 16 to 18 years old. “Group A” was the experimental group which would use the communicative lesson plan and, therefore, carry out the tasks with me. “Group B” was the control group which would work with the traditional lesson plan and would not carry out any tasks. They would only carry out traditional activities, such as matching, multiple choice, and fill in the blanks.

## DATA ANALYSIS AND RECOMMENDATIONS

### Analysis of the Results of the Examination Taken before Applying the Lesson Plans and Working with the Activities

#### Examination Procedure

A test on the spatial and temporal uses of the prepositions *in-on-at* (appendix 1), was given to the two groups of students “Group A”, the experimental group and “Group B”, the control group. This twenty-six-question test was given to the students to verify the cases where they had more trouble using these prepositions. Each question was selected according to the more common uses of these prepositions of time and space *in-on-at*, analyzed in chapter one.

After the students took the test, the correct and incorrect answers were counted. These results would help verify if the English learners really had problems when using these three prepositions of time and space, and which are the prepositions or preposition that caused the greatest trouble.

I consider that a preposition is problematic for the students when more than fifty percent of students made an error choosing the correct preposition, because this demonstrates that most students do not know how to use these prepositions correctly in the appropriate context.

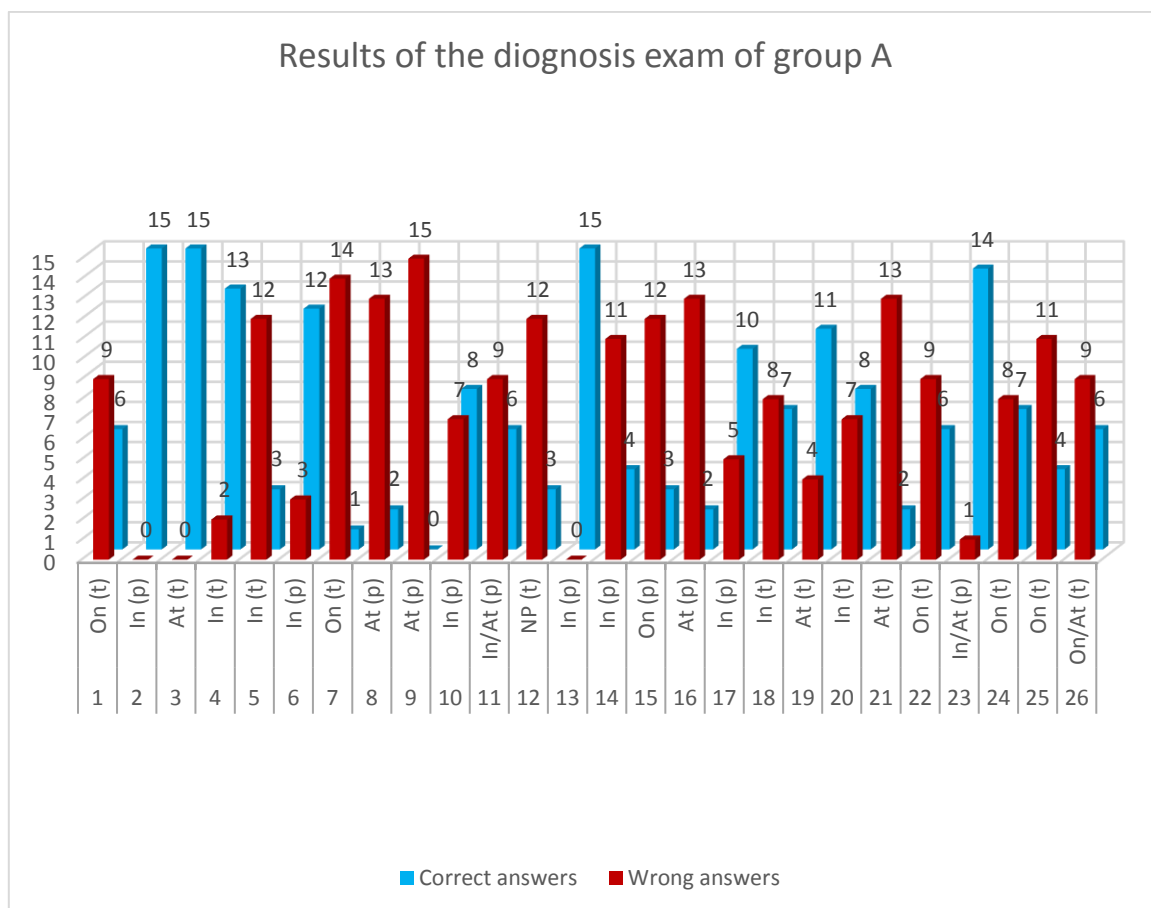
#### Results of the Examination Taken before Applying the Lesson Plans and Carrying out the Activities.

The results of the first examination taken to both groups, A and B, are going to be analyzed in this chapter. The test items were counted according to how many students answered each item correctly or incorrectly.

#### Results of group A:

# of Stem	Preposition (p) place (t) time	Correct answers	%	Wrong answers	%
1	On (t)	6	40%	9	60%
2	In (p)	15	100%	0	0%

3	At (t)	15	100%	0	0%
4	In (t)	13	86.7%	2	13.3%
5	In (t)	3	20%	12	80%
6	In (p)	12	80%	3	20%
7	On (t)	1	6.7%	14	93.3%
8	At (p)	2	13.3%	13	86.7%
9	At (p)	0	0%	15	100%
10	In (p)	8	53.3%	7	46.7%
11	In/At (p)	6	40%	9	60%
12	NP (t)	3	20	12	80%
13	In (p)	15	100%	0	0%
14	In (p)	4	26.7%	11	73.3%
15	On (p)	3	20%	12	80%
16	At (p)	2	13.3%	13	86.7%
17	In (p)	10	66.7%	5	33.3%
18	In (t)	7	46.7%	8	53.3%
19	At (t)	11	73.3%	4	26.7%
20	In (t)	8	53.3%	7	46.7%
21	At (t)	2	13.3%	13	86.7%
22	On (t)	6	40%	9	60%
23	In/At (p)	14	93.3%	1	6.7%
24	On (t)	7	46.7%	8	53.3%
25	On (t)	4	26.7%	11	73.3%
26	On/At (t)	6	40%	9	60%



As shown in the chart above, the following items are not considered problematic, since most of the students answered them correctly. These items are: two, three, four, six, ten, thirteen, seventeen, nineteen, twenty, and twenty-three.

On the contrary, the following items were the ones which were problematic for most of the students in group A: one, five, seven, eight, nine, eleven, twelve, fourteen, fifteen, sixteen, eighteen, twenty-one, twenty-two, twenty-four, twenty-five, twenty-six,

In this group, the preposition that caused the most problems was *on*, while *in* was the preposition that caused the least trouble to these students.

Seven of the seven items, which were related to the uses of the preposition *on*, were problematic for the students in group A. One item, number (15), was related to the spatial uses of the preposition *on*, and the six other items, (1, 7, 22, 24, 25, 26) were related to the temporal uses of this preposition. Item number 15 was related to dimension two expressing surface. Item 1 was related to a date; items 7 and 25 to a day as part of the day; item 22 and 24 as a day of the week; and item 26 to a holiday (American English).

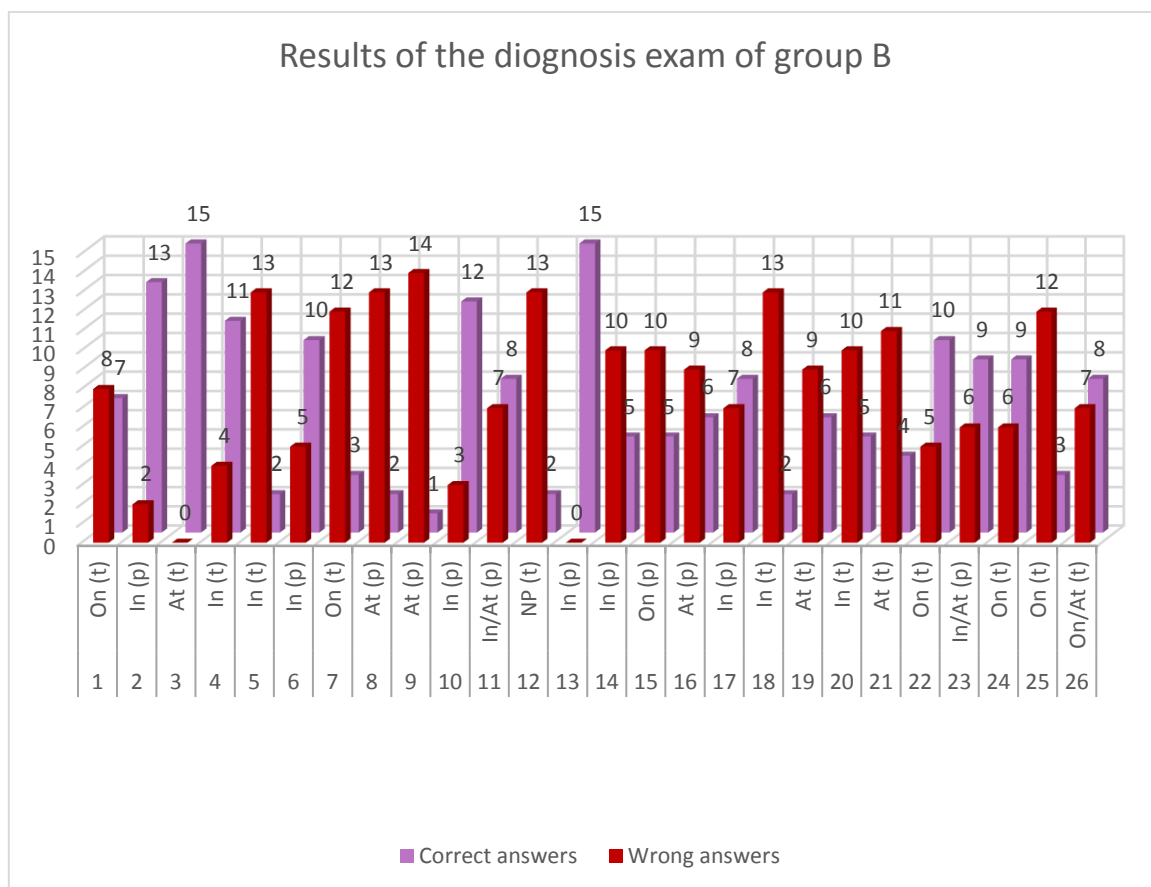
Four of the twelve items, which were related to the uses of the preposition *in*, were problematic for the students in this group. Eight items, numbers (2, 6, 10, 11,13, 14, 17, 23), were related to the spatial uses of the preposition *in*, and the four other items, (4, 5, 18, 20) were related to the temporal uses of this preposition. The students, in this group, had more problems with items 11 and 14, related the spatial uses of this preposition. Item 11 was related to dimension three expressing volume. Item 14 was related to dimension two expressing area. The items that caused more problems related to the temporal uses of this preposition were 5 and 18. Item number 5 was related to a period of time longer than a day; and item 18 to a period of the night.

Seven of the nine items, which were related to the uses of the preposition *at*, were problematic for the students in this group. Five items, numbers (8, 9, 11, 16, 23), were related to the spatial uses of the preposition *at*, and the four other items, (3, 19, 21, 26) were related to the temporal uses of this preposition. The students, in this group, had more problems with items 8, 9, 11, and 16, related to the spatial uses of this preposition. Item 8 and 9 were related to a place where people study. Item 11 was related to dimension three expressing volume or dimension zero, point of reference. Item 16 was related to dimension zero, point of reference. The items that caused more problems related to the temporal uses of this preposition were 19 and 21. Item number 19 referred to the whole night and 21 to meals a point in time.

**Results of group B:**

# of Stem	Preposition (p) place (t) time	Correct answers	%	Wrong answers	%
1	On (t)	7	46.7%	8	53.3%
2	In (p)	13	86.7%	2	13.3%
3	At (t)	15	100%	0	0%
4	In (t)	11	73.3%	4	26.7%
5	In (t)	2	13.3%	13	86.7%
6	In (p)	10	66.7%	5	33.3%

7	On (t)	3	20%	12	80%
8	At (p)	2	13.3%	13	86.7%
9	At (p)	1	6.7%	14	93.3%
10	In (p)	12	80%	3	20%
11	In/At (p)	8	53.3%	7	46.7%
12	NP (t)	2	13,3%	13	86.7%
13	In (p)	15	100%	0	0%
14	In (p)	5	33.3%	10	66.7%
15	On (p)	5	33.3%	10	66.7%
16	At (p)	6	40%	9	60%
17	In (p)	8	53.3%	7	46.7%
18	In (t)	2	13.3%	13	86.7%
19	At (t)	6	40%	9	60%
20	In (t)	5	33.3%	10	66.7%
21	At (t)	4	26.7%	11	73.3%
22	On (t)	10	66.7%	5	33.3%
23	In/At (p)	9	60%	6	40%
24	On (t)	9	60%	6	40%
25	On (t)	3	20%	12	80%
26	On/At (t)	8	53.3%	7	46.7%



As shown in the chart above, the following items are not considered problematic for this group, since most of the students answered them correctly. These items are: two, three, four, six, ten, eleven, thirteen, seventeen, twenty-two, twenty-three and twenty-four. This group shared almost the same items that caused trouble for the other group of students, Group A, except for items eleven, seventeen, twenty-two and twenty-four, which did not cause trouble for this group, group B, but did for group A. Also, items nineteen and twenty which did not cause any problem for group A, but it did to group B.

In this group, the preposition that caused the most problems was *at*, while *in* was the preposition that caused the least trouble to these students, the same as in group A.

Five of the seven items, which were related to the uses of the preposition *on*, were problematic for the students in group A. Item number 15 was related to the spatial uses of the preposition *on*, and the six other items, (1, 7, 22, 24, 25, 26) were related to the temporal uses of this preposition. The students, in this group, had more problems with item 15, related to the spatial uses of this preposition. Item number 15 was related to dimension two expressing surface. The items that caused the most problems related to the temporal uses

of this preposition were 1,7, 25, and 26. Item 1 was related to a date; items 7 and 25 to a day as a period of time; and item 26 to a holiday (American English).

Four of the twelve items, which were related to the uses of the preposition *in*, were problematic for the students in this group . Eight items (2, 6, 10, 11,13, 14, 17, 23), were related to the spatial uses of the preposition *in*, and the four other items, (4, 5, 18, 20) were related to the temporal uses of this preposition. The students, in this group, had more problems with item 14, related to the spatial uses of this preposition. Item 14 was related to dimension two expressing area. The items that caused the most problems related to the temporal uses of this preposition were 5, 18, and 20. Item number 5 was related to a period of time longer than a day; item 18 to a period of the night; and item 20, which was related to a period of time shorter than a day.

Seven of the nine items, which were related to the uses of the preposition *at*, were problematic for the students in this group. Five items, numbers (8, 9, 11, 16, 23), were related to the spatial uses of the preposition *at*, and the four other items, (3, 19, 21, 26) were related to the temporal uses of this preposition. The students, in this group, had more problems with items 8, 9, and 16, related to the spatial uses of this preposition. Item 8 and 9 were related to a place where people study; and item 16 was related to dimension zero, point of reference. The items that caused the most problems related to the temporal uses of this preposition were 19 and 21. Item number 19 referred to the whole night and 21 to meals as point in time.

### **Analysis of the Results of the Examination Taken before Applying the Lesson Plans and Carrying out the Activities**

This analysis, of the results of the examination taken before applying the different lesson plans and activities with both groups of students, show that Group A had more problematic items than Group B. Group A had 16 problematic items out of the 26 items of the exam. Group B had 14 problematic items. However, the difference was not large. And basically, both groups had problems with the same items, as we could see in the analysis above. In group A, there were 2 items, numbers 19 and 20, that were not problematic for them but that were problematic for group B; and 4 items, numbers 11, 22, 24, and 26, that were not problematic for group B but that were problematic for group A.

The number of students, that were right when using the correct preposition, is also very similar. There is a variation of 1 to 2 students or in some items the number is the same, as shown in the charts and analysis above. Only items 10 and 23 show a considerable difference in relation to the items that were not problematic.

Referring to the number of students, who used the incorrect preposition in the items of the exam, are very similar to what is mentioned above. There is a variation of 1 to 2 students or in some items the number is the same. However, items 16 and 18 show a considerable difference in relation to the items that were considered problematic.

### **Analysis of the problematic items of group A and B**

Here, the items that are going to be analyzed are the ones that created problems to most of the students in both groups, A and B. These items are the following: one, five, seven, eight, nine, eleven, twelve, fourteen, fifteen, sixteen, eighteen, twenty-one, twenty-two, twenty-four, twenty-five, twenty-six. Items 19 and 20 were problematic for group B but not for group A, and items 11, 22, 24, and 26 were problematic for group A but not for group B.

In my opinion, students had problems using the correct spatial or temporal preposition in all contexts of the items mentioned above due to negative transfer of Spanish into English, since in Spanish there is only one equivalent (*en*) for the uses of the spatial and temporal English prepositions *in*, *on*, and *at*. Most of the students used the preposition *in* in all these contexts.

From my point of view, another cause for students having problems choosing the correct prepositions in all contexts of the items mentioned above is a consequence of fossilization or due to the different relational meanings in English that sometimes create confusion in L2 students.

### **Analysis of the Results of the Examination Taken after Applying the Lesson Plans and Carrying out the Activities**

#### **Examination Procedure**

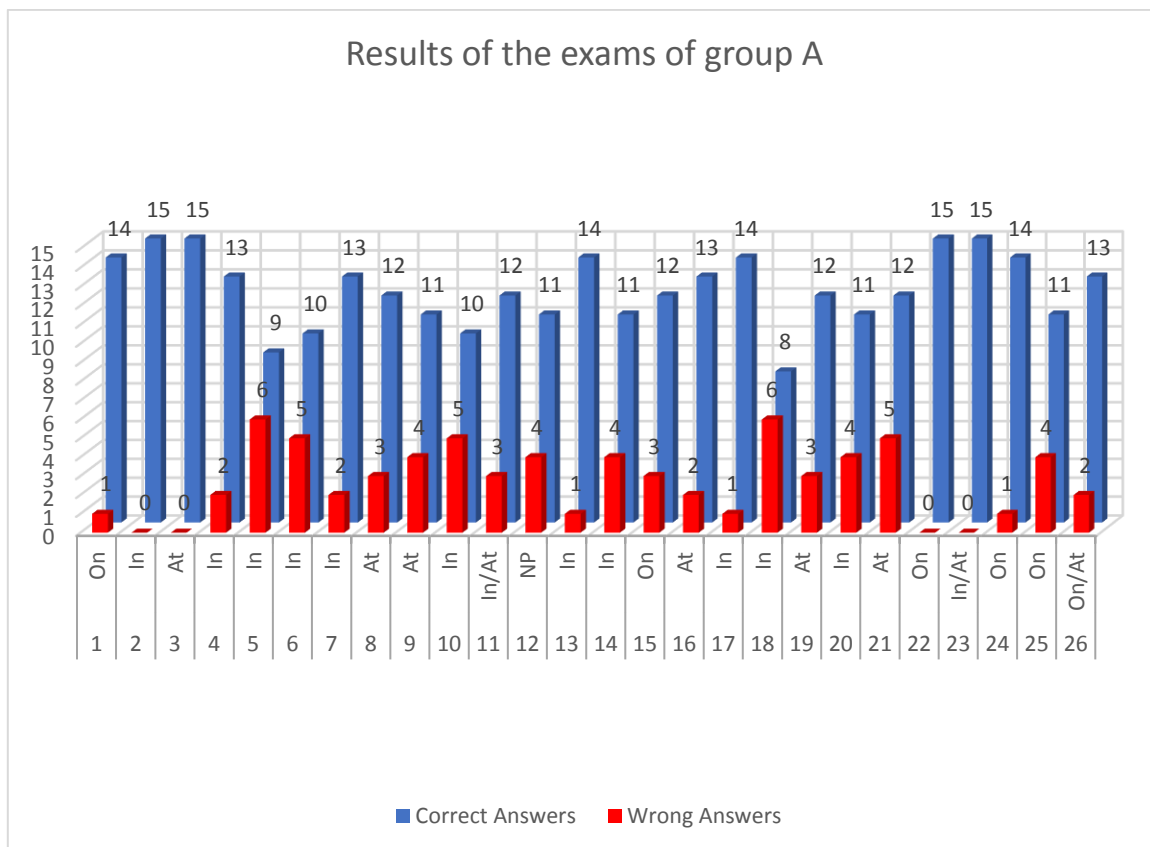
The same examination mentioned in chapter three was given to both groups of students: group A and group B. The same examination was used since the first one was not corrected with the students. Only the results served to verify the prepositions that were problematic

for students. This examination was used this time to see if the students made any progress; and, if so which group made the most progress: the group that carried out the tasks and the activities with the PACE model lesson plan (group A) or the group that worked with the controlled activities and drills with the PPP traditional model lesson plan. (group B).

**Results and Analysis of the Examination Taken after Applying the Lesson Plans and Carrying out the Activities with Group A**

Results of the exams before the activities						Results of the exams after the activities					
# of item	Prep.	Correct	%	Wrong	%	# of item	Prep.	Correct	%	Wrong	%
1	On	6	40%	9	60%	1	On	14	93.3%	1	6.7%
2	In	15	100%	0	0%	2	In	15	100%	0	0%
3	At	15	100%	0	0%	3	At	15	100%	0	0%
4	In	13	86.7%	2	13.3%	4	In	13	86.7%	2	13.3%
5	In	3	20%	12	80%	5	In	9	60%	6	40%
6	In	12	80%	3	20%	6	In	10	66.7%	5	33.3%
7	On	1	6.7%	14	93.3%	7	In	13	86.7%	2	13.3%
8	At	2	13.3%	13	86.7%	8	At	12	80%	3	20%
9	At	0	0%	15	100%	9	At	11	73.3%	4	26.7%
10	In	8	53.3%	7	46.7%	10	In	10	66.7%	5	33.3%
11	In/At	6	40%	9	60%	11	In/At	12	80%	3	20%
12	NP	3	20	12	80%	12	NP	11	73.3%	4	26.7%
13	In	15	100%	0	0%	13	In	14	93.3%	1	6.7%

14	In	4	26.7%	11	73.3%	14	In	11	73.3%	4	26.7%
15	On	3	20%	12	80%	15	On	12	80%	3	20%
16	At	2	13.3%	13	86.7%	16	At	13	86.7%	2	13.3%
17	In	10	66.7%	5	33.3%	17	In	14	93.3%	1	6.7%
18	In	7	46.7%	8	53.3%	18	In	8	53.3%	6	40%
19	At	11	73.3%	4	26.7%	19	At	12	80%	3	20%
20	In	8	53.3%	7	46.7%	20	In	11	73.3%	4	26.7%
21	At	2	13.3%	13	86.7%	21	At	12	80%	3	20%
22	On	6	40%	9	60%	22	On	15	100%	0	0%
23	In/At	14	93.3%	1	6.7%	23	In/At	15	100%	0	0%
24	On	7	46.7%	8	53.3%	24	On	14	93.3%	1	6.7%
25	On	4	26.7%	11	73.3%	25	On	11	73.3%	4	26.7%
26	On/At	6	40%	9	60%	26	On/At	13	86.7%	2	13.3%



As shown in the chart above, the students of group A made progress in almost every item when using the required preposition compared with the results of the diagnostic exam.

-The results of the items that increased the number of students that used the correct preposition in the final exam in this group are: 1, 5, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, and 26.

-The results of the items that stayed the same are: 2, 3, and 4.

-The results of the items that decreased the number of students that used the correct preposition in the final exam are 6 and 13.

Group A made progress in the use of the correct spatial as well as temporal uses of the prepositions *in*, *on*, *at*, in all the items of the exam. However, the prepositions *in*, still caused a little trouble to less than half of the students in items 5, 6, 10, and 18. Items 6 and 10 are related to the uses of spatial prepositions. The former is related to dimension three expressing volume (inside a building), and the latter to an institution. Items 5 and 18 are related to the uses of temporal prepositions. Item 5 is related to a period longer than a day and item 18 to a period in the night.

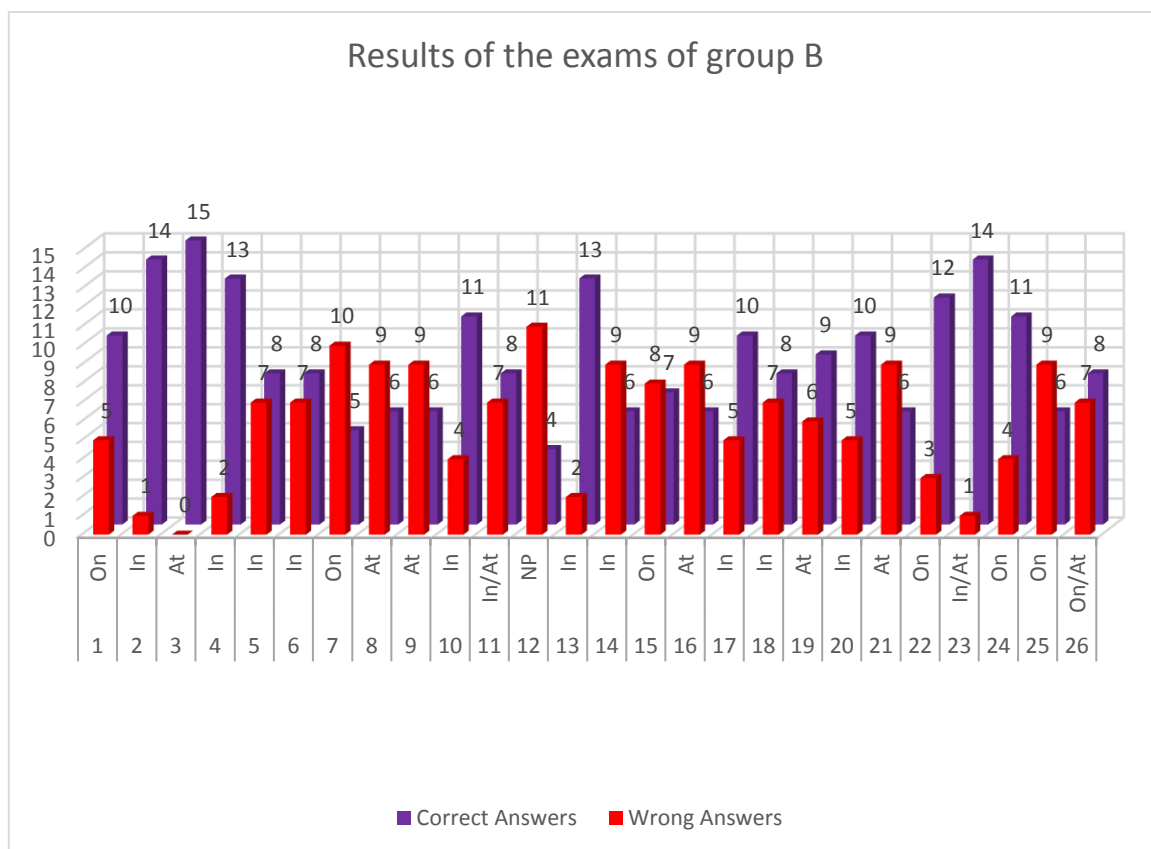
Also, the preposition *at* caused problems to few students in this group; that is, the number of students that used this preposition incorrectly was less than half of the students. Only the use in item 21 caused a little trouble. This item refers to meals, as point of time.

The preposition *on*, which was the most problematic in the diagnostic exam was not considered problematic in the final exam anymore. All the students made progress in all the items related to the uses of this preposition.

### Results and Analysis of the Examination Taken after Applying the Lesson Plans and Carrying out the Activities with Group B

Results of the exams before the activities						Results of the exams after the activities					
# of item	Prep.	Correct	%	Wrong	%	# of item	Prep.	Correct	%	Wrong	%
1	On	7	46.7%	8	53.3%	1	On	10	66.7%	5	33.3%
2	In	13	86.7%	2	13.3%	2	In	14	93.3%	1	6.7%
3	At	15	100%	0	0%	3	At	15	100%	0	0%
4	In	11	73.3%	4	26.7%	4	In	13	86.7%	2	13.3%
5	In	2	13.3%	13	86.7%	5	In	8	53.3%	7	46.7%
6	In	10	66.7%	5	33.3%	6	In	8	53.3%	7	46.7%
7	On	3	20%	12	80%	7	On	5	33.3%	10	66.7%
8	At	2	13.3%	13	86.7%	8	At	6	40%	9	60%
9	At	1	6.7%	14	93.3%	9	At	6	40%	9	60%
10	In	12	80%	3	20%	10	In	11	73.3%	4	26.7%
11	In/At	8	53.3%	7	46.7%	11	In/At	8	53.3%	7	46.7%
12	NP	2	13.3%	13	86.7%	12	NP	4	26.7%	11	73.3%

13	In	15	100%	0	0%	13	In	13	93.3%	2	13.3%
14	In	5	33.3%	10	66.7%	14	In	6	40%	9	60%
15	On	5	33.3%	10	66.7%	15	On	7	46.7%	8	53.3%
16	At	6	40%	9	60%	16	At	6	40%	9	60%
17	In	8	53.3%	7	46.7%	17	In	10	66.7%	5	33.3%
18	In	2	13.3%	13	86.7%	18	In	8	53.3%	7	46.7%
19	At	6	40%	9	60%	19	At	9	60%	6	40%
20	In	5	33.3%	10	66.7%	20	In	10	66.7%	5	33.3%
21	At	4	26.7%	11	73.3%	21	At	6	40%	9	60%
22	On	10	66.7%	5	33.3%	22	On	12	80%	3	20%
23	In/At	9	60%	6	40%	23	In/At	14	93.3%	1	6.7%
24	On	9	60%	6	40%	24	On	11	73.3%	4	26.7%
25	On	3	20%	12	80%	25	On	6	40%	9	60%
26	On/At	8	53.3%	7	46.7%	26	On/At	8	53.3%	7	46.7%



The chart above shows that the students who did not carry out the tasks and the activities with the PACE model lesson plan made progress in some items but not as much as group A.

-The results of the items that increased the number of students who used the correct preposition in the final exam, in this group are: 1, 2, 4, 7, 8, 9, 12, 14, 15, 18, 19, 20, 21, 22, 23, 24, and 25.

-The results of the items that stayed the same are: 3, 11, 16, and 26.

-The results of the items that decreased the number of students that used the correct preposition in the final exam are: 6, 10, and 13.

Group B made progress in the use of the correct spatial as well as temporal uses of the prepositions *in*, *on*, *at*, in a good number of items in the final exam. However, the results show that the uses of the three prepositions still caused problems, in different contexts, to many students in this group. The prepositions *in*, still caused trouble to more than half of the students, in items 11, and 14, which are related to the temporal uses of this preposition.

The former is related to dimension three expressing volume (inside a building) or dimension zero, point of reference; and the latter related to dimension two expressing area. More than half of the students made progress in all the spatial uses.

Also, the preposition *at* still caused problems to more than half of the students in this group, especially with the spatial prepositions. The problematic items increased in this group from three to five. Items 11 and 26 were not problematic in the diagnostic exam., but they were in the final exam. So, items 8,9,11,16, and 26 caused problems to these students. Items 8 and 9 were related to a place where people study; item 11 to dimension three expressing volume; item 16 to dimension zero, point of reference; and item 26 to holiday period (British English). More than half of the students made progress in all the temporal uses.

Moreover, the preposition *on* still caused problems to more than half of the students in this group. They did not make any progress related to the use of spatial preposition in item 15. Item number 15 was related to dimension two expressing surface. The items that continued to cause problems related to the temporal uses of this preposition were 7, 25, and 26. Items 7 and 25 refer to a day as a period of time; and item 26 to a holiday (American English).

As the results of group A and group B show in the charts above, and whose results were analyzed in the previous sections, there was more progress in the use of the correct prepositions related to the number of items of the examinations as well as the number of students that carried out the tasks and activities, with the PACE model lesson plan, than the group that carried out the controlled activities and drills, with the PPP traditional model lesson plan.

## **Analysis of the Results of the Interviews Done after Applying the Lesson Plans and Working with the Activities**

### **Interview Procedure**

After the students took the final examination, an interview based on 14 questions, where the students had to answer using the spatial and temporal prepositions was administered to both groups, to verify two things. First, if they had learned the different uses of the spatial and temporal prepositions *in*, *on*, and *at*; and second, if in the oral part there was a difference in the use of the preposition in a spontaneous conversation, where the students spoke naturally. This one, the interview, was a real-life context compared with the one of

the examinations, where students had more time to think and could apply their conscious knowledge of the language they were using.

Some of the 14 questions were divided in two or three different items. These questions are one, two and three ( as shown in the charts below and in Appendix 12) For example the first question: “Where were you born? Tell me the city, province, and country”. This question has 3 items.

In addition, after the 14 questions, the students were asked two more questions related how they felt with the methodology, the traditional and communicative according to the group, and the usefulness of the activities that were applied in each lesson plan model. This second part of the interview is going to be analyzed in a different way. A chart is not going to be used as with the 14 questions; instead, it will be analyzed as the students’ comments section.

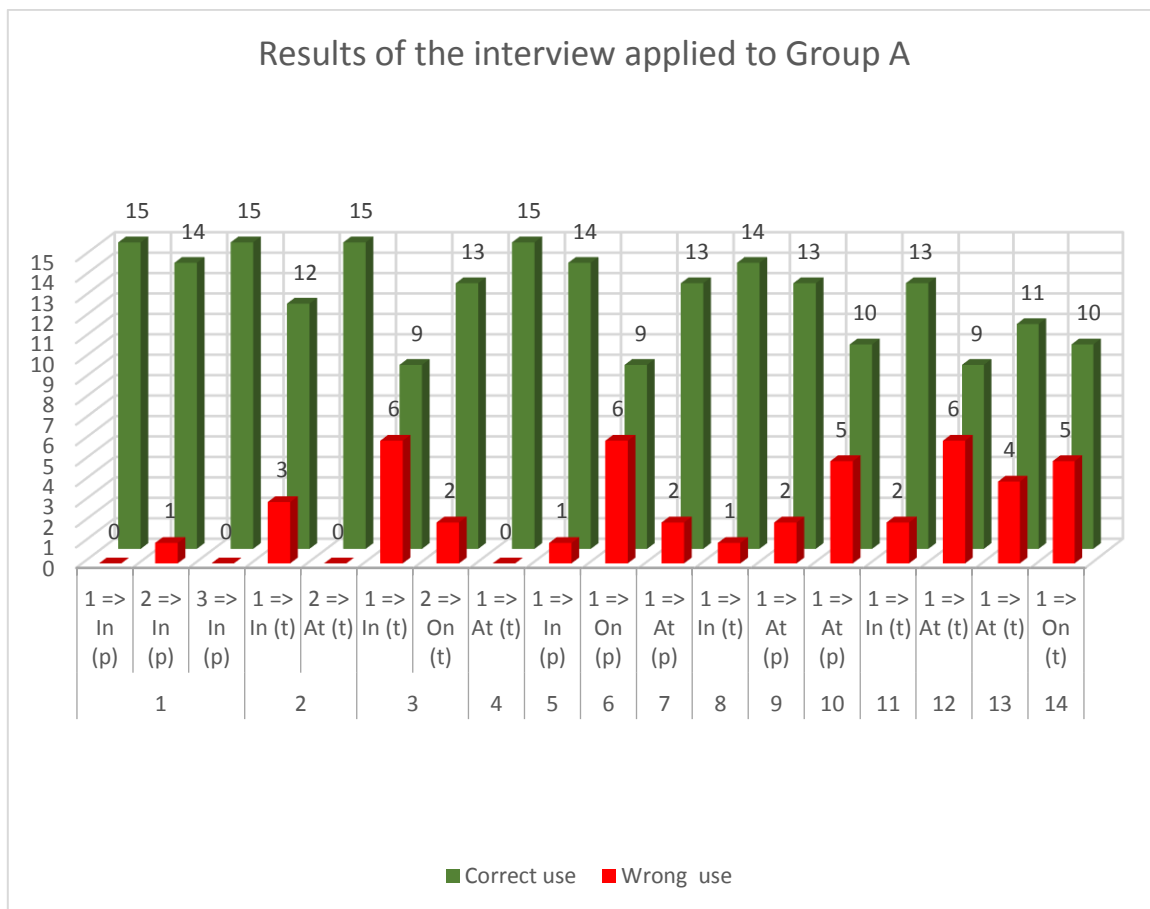
The results of the 14 questions of the interviews are going to be analyzed and tabulated, following the same procedure as the examinations. And finally, they will be compared with the results gotten from the final exam.

The ranges will be based on the number of students that used the prepositions correctly. These ranges are: *very good progress* 100% =15 students to 86.7% = 13 students; *good progress* 80% =12 students to 60% = 9 students; *acceptable progress* 53.3% =8 students to 40% = 6 students; and *little or no progress* 33.3% =5 students to 0% = 0 students

**Results of group A:**

#of question	# of Stem per questions	# of Stem	Preposition (p) place (t) time	Correct use	%	Wrong use	%
1	1	1	In (p)	15	100%	0	0%
	2	2	In (p)	14	93.3%	1	6.7%
	3	3	In (p)	15	100%	0	0%
2	1	4	In (t)	12	80%	3	20%
	2	5	At (t)	15	100%	0	0%
3	1	6	In (t)	9	60%	6	40%

	2	7	On (t)	13	86.7%	2	13.3%
4	1	8	At (t)	15	100%	0	0%
5	1	9	In (p)	14	93.3%	1	6.7%
6	1	10	On (p)	9	60%	6	40%
7	1	11	At (p)	13	86.7%	2	13.3%
8	1	12	In (t)	14	93.3%	1	6.7%
9	1	13	At (p)	13	86.7%	2	13.3%
10	1	14	At (p)	10	66.7%	5	33.3%
11	1	15	In (t)	13	86.7%	2	13.3%
12	1	16	At (t)	9	60%	6	40%
13	1	17	At (t)	11	73.3%	4	26.7%
14	1	18	On (t)	10	66.7%	5	33.3%



The results, of the chart above, show that the students of group A, the experimental group, made great progress in relation to all of the uses of the spatial as well as the temporal uses of the prepositions *in*, *on*, *at*. The students used the correct preposition in a natural context, in a real-life activity, which was the interview, where they had to use authentic language related to issues related to their lives. For this activity, real and authentic communication was required since it was a conversation type activity.

The results of all the items of the interview show that the number of students that used the spatial or temporal prepositions correctly are more than half of them.

There are some contexts of the temporal as well as the spatial prepositions *in*, *on*, *at* that still caused trouble to some students, being less than 50% of these students.

The number of items that were used successfully, showing very good progress are : items 1,2, 3, 4, 5,7, 8, 9, 11, 12, 13, and 15. These items vary from 86.7% = 13 students that used the corresponding preposition correctly to 100% = 15 students. So, 12 items of the 18 items were used correctly by most students.

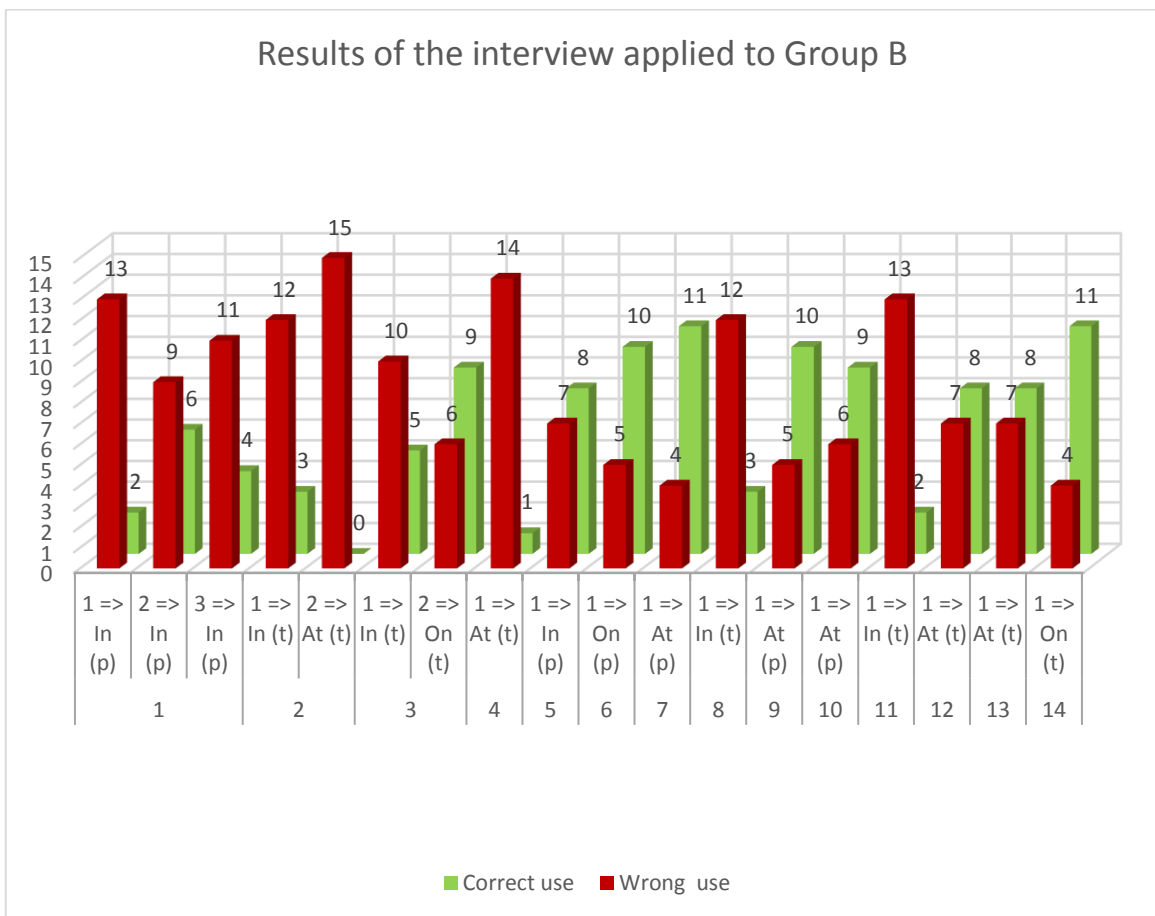
The number of items which showed good progress are 6, 10, 14, 16, 17 and 18. These items vary from 60% = 9 students that used the corresponding preposition correctly to 66.7% = 10 students. So, this constitutes 6 items out of the 18 items.

The items that caused little trouble, having only 6 out of 15 students who used the prepositions incorrectly correspond to prepositions *in* and *at*. The use of *in* corresponding to item 6, which refers to dimension two, expressing area. The use of *at* corresponding to items 10 and 16, which refers to dimension two (surface), in the former, and to the season in the latter.

**Results of group B:**

#of question	# of Stem per question	# of Stem	Preposition (p) place (t) time	Correct use	%	Wrong Use	%
1	1	1	In (p)	13	86.7%	2	13.3%
	2	2	In (p)	9	60%	6	40%
	3	3	In (p)	11	73.3%	4	26.7%
2	1	4	In (t)	12	80%	3	20%
	2	5	At (t)	15	100%	0	0%
3	1	6	In (t)	10	66.7%	5	33.3%
	2	7	On (t)	6	40%	9	60%
4	1	8	At (t)	14	93.3%	1	6.7%
5	1	9	In (p)	7	46.7%	8	53.3%
6	1	10	On (p)	5	33.3%	10	66.7%
7	1	11	At (p)	4	26.7%	11	73.3%
8	1	12	In (t)	12	80%	3	20%
9	1	13	At (p)	5	33.3%	10	66.7%
10	1	14	At (p)	6	40%	9	60%

11	1	15	In (t)	13	86.7%	2	13.3%
12	1	16	At (t)	7	46.7%	8	53.3%
13	1	17	At (t)	7	46.7%	8	53.3%
14	1	18	On (t)	4	26.7%	11	73.3%



The results of the chart above show that the students of group B, the control group, made less progress in the correct use of the temporal as well as the spatial prepositions *in*, *on*, *at*, compared with group A, since this group has percentages corresponding to acceptable and little progress, which we did not have in group A.

The results of all the items of the interview show that the number of students that used the spatial or temporal preposition correctly, in some cases, are less than 50%.

The items that were used successfully, showing very good progress are: items 1,5, 8, 15, 17. These items vary from 86.7% = 13 students that used the corresponding preposition correctly to 100% = 15 students. So, 4 items of the 18 items were used correctly by most students.

The results of the number of items showing good progress are items 2 , 3, 4, 6, and 12. These items vary from 60% = 9 students that used the corresponding preposition correctly to 66.7% = 10 students. So, 5 items of the 18 items were used correctly by the students.

The results of the number of items showing acceptable progress are items 7, 9, 16, 17. These items vary from 53.3% = 8 students that used the corresponding preposition correctly to 40% = 6 students. So, 4 items of the 18 items were used correctly by the students.

The results of the number of items that had little progress are items 10, 11, 13, 14, and 18. These items vary from 33.3% = 5 students that used the corresponding preposition correctly to 0% = 0 students. So, this constitute 5 items out of the 18 items.

Seven out of the eight items, which were related to the uses of the preposition *in*, were problematic for the students in this group . The items (1, 2, 3), were related to the spatial uses of the preposition *in*, and the four other items, (4, 6, 12,15) were related to the temporal uses of this preposition. The students, in this group, had problems with items 1,2, and 3, related to the spatial uses of this preposition. They are related to dimension three, expressing area. The items related to the temporal uses of this preposition were: item number 4, which was related to a period of time shorter than a day; item 6 to a month; item 12, to a period of time longer than a day, and item 15 to dimension three, expressing volume (inside a building).

Four of the seven items, which were related to uses of the preposition *at*, were problematic for the students in group A. All the items, related to the spatial uses of the preposition *at*, were used correctly by more than half of the students in this group. But the items, (5, 8, 16, 17) corresponding to the temporal uses of this preposition, were problematic. Item number 5 and 8 were related to clock time; item 16 to a season; and item 17 to meals, considered a point in time.

Most of the students, in this group, did not have problems with the spatial and temporal uses of the preposition *on*, in the interview.

### **Analysis of the Questions that Had Similar Results in Both Groups, Group A and group B**

As shown in the analysis above, the questions where most of the students of both groups were successful when using the correct prepositions are the following: item 1, 5, and questions 8 and 15.

The items in both groups, which show an acceptable or low percentage in the correct use of the temporal and spatial preposition are: 6, 10, 14, and 16.

Moreover, the use of the temporal as well as the spatial preposition *in* is used correctly by the two group of students. This might be, in my opinion, due to the transference of Spanish into English, that is why, in most uses of this preposition the students used it correctly.

Also, the use of the temporal preposition *at*, *related to clock time*, was also used correctly by both groups of students, as shown in the charts above.

The prepositions that still caused trouble, especially for group B, in certain contexts were *on* and *at* as shown in the results of the preposition *on* in item 7, where group A did not have much trouble, but in group B only 6 students used it correctly; item 10, in group A, 9 students used it correctly, and in group B, only 5 used it correctly; in item 18, where 10 students in group A and only 4 students in group B used it correctly.

As mentioned above, the preposition *at* still caused problem to various students in some contexts, but the same as above, especially for group B. These contexts are related to items: 11, 13, 14, 16, and 17.

In my opinion, the students still get confused with the use of the spatial as well as the temporal prepositions *in*, *on*, *at*, because of the same reasons given in the previous analyses. First, the 3 different equivalents, *in*, *on*, *at*, that there are in English compared with the one equivalent *en* create confusion to many students, especially when they speak, since they do not have the time to think. Also, the mistakes may be caused because of temporal or permanent fossilization in the interlanguage of the students, caused by negative transfer of Spanish into English.

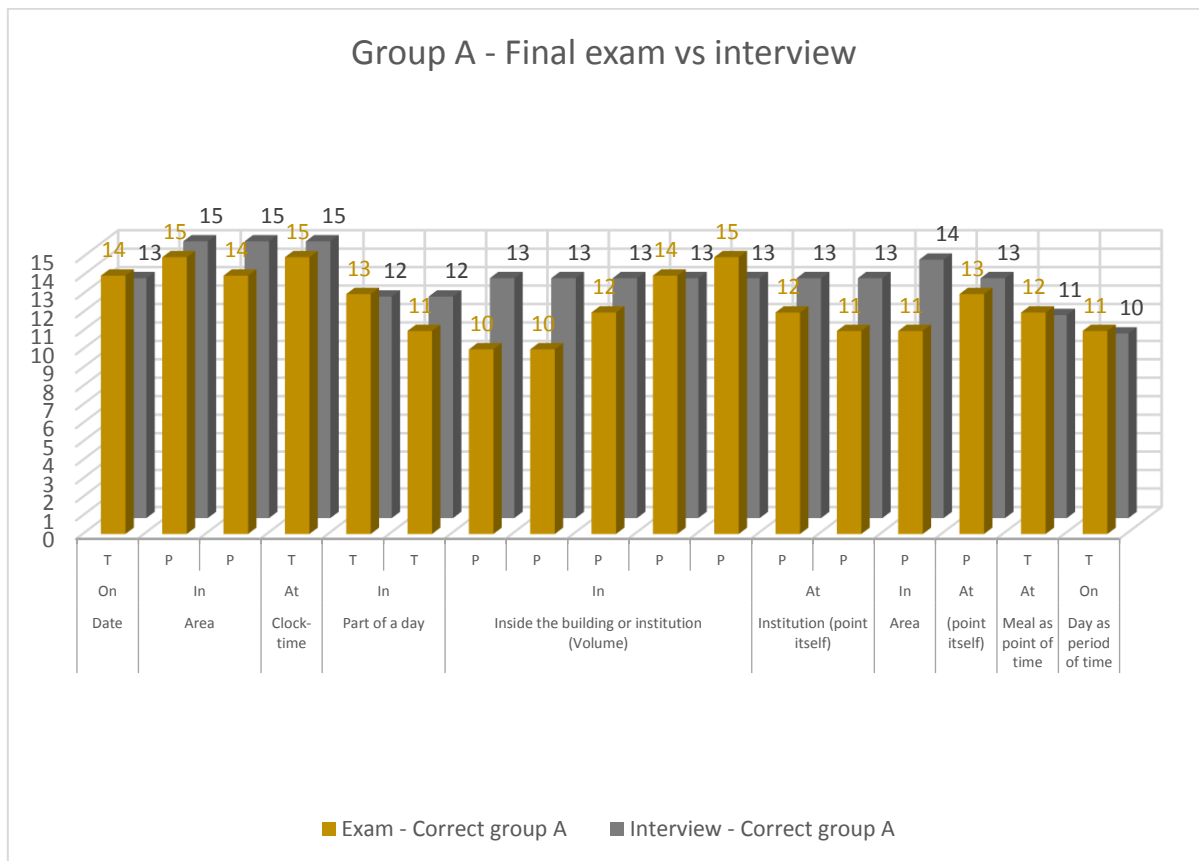
### **Comparison of the Results Obtained from the Final Exam and the Interviews of Group A and B.**

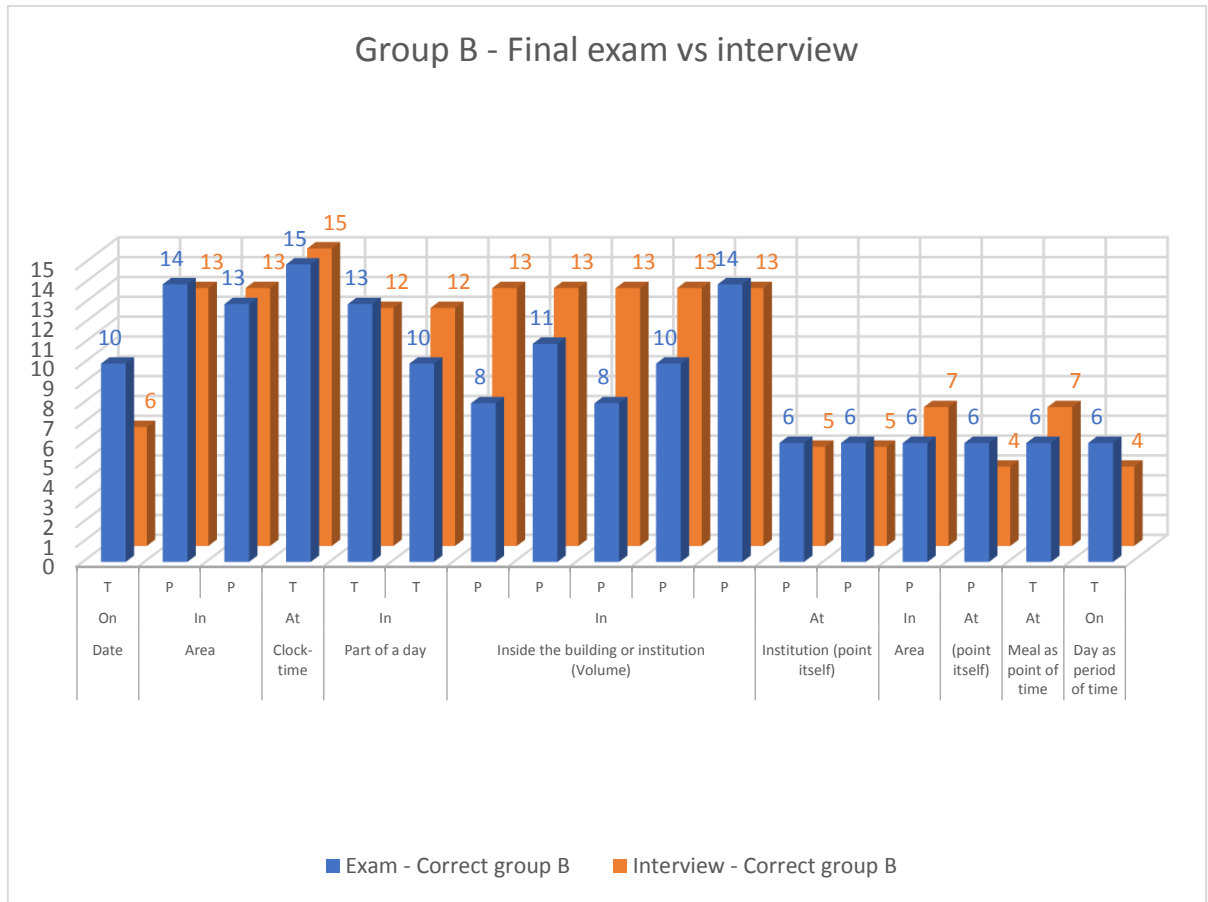
This comparison was made with the same spatial as well as temporal uses of the prepositions *in*, *on*, and *at* among the results obtained from the final exam and the

interviews of both group of students, the experimental and the control group. The items that are related in the final exam as well as in the interview are going to be analyzed in this section.

Items corresponding to the final exam						Items corresponding to the interview					
# of item	Prep.	Place/Time	Use	Correct group A	Correct group B	# of item	Prep.	Place/Time	Use	Correct group A	Correct group B
1	On	T	Date	14	10	3 => 2	On	T	Date	13	6
2	In	P	Area	15	14	1 => 1	In	P	Area	15	13
13				14	13						
3	At	T	Clock-time	15	15	2 => 2	At	T	Clock-time	15	15
4	In	T	Part of a	13	13	2 => 1	In	T	Part of a day	12	12
20			day	11	10						
6	In	P	Inside the	10	8	11	In	P	Inside the	13	13
10			building or	10	11				building		
11			institution	12	8				(Volume)		
17			(Volume)	14	10						
23				15	14						
8	At	P	Institution	12	6	9	At	P	Institution	13	5
9			(point itself	11	6				(point itself)		

14	In	P	Area	11	6	5	In	P	Area	14	7
16	At	P	(point itself	13	6	7	At	P	(point itself)	13	4
21	At	T	Meal as point of time	12	6	13	At	T	Meal as point of time	11	7
25	On	T	Day as period of time	11	6	14	On	T	Day as period of time	10	4





For this analysis only the items that share the same use either of the spatial or of the temporal preposition *in*, *on*, *at* in both, the final exam, and the interviews, will be analyzed. As shown in the chart and in the results of the final exam of group A, compared with group B, do not show statistically significant differences in items 1, 2, 13, 20, 6, 10, and 23, the results vary from 1 to 2 students who were correct. In other cases, the number is the same, as shown in items 3, and 4.

Concerning the rest of the items, there are twofold or even a greater difference. The items that show this difference are items 11, 17, 8, 9, 14, 16, 21, and 25. The results of the items that show the double are 8 and more than the double 16 and 21. These results show that group B got the lowest results.

All the results from group A and group B show that more students of group A answered using the correct spatial or temporal preposition *in*, *on*, *at* in most items. However, there was one item where group B was better than group A. This is item 10, where group A had 10 students that answered correctly and 11 in group B.

In relation to the results of the interviews, the results are very different in most cases in group B. The results of the interviews show lower results compared with the results of the final exams. This did not happen in group A, where there is not a big difference, even in some cases, the number is higher, like in items 6, 10, and 11 in the exam and the item 15 in the interview, where the results are 10, 10, and 12 for the former and 13 for the latter. This also happens in items 8 and 9 in the exam and the item 13 in the interview, where the results are 12 and 11 for the former and 13 for the latter. And in item 14 of the exam with 11 students who answered correctly; and the item 9 in the interviews with 14 students who answered correctly. In other items, the result stayed the same as in items 2, 3, and 16.

In group B, the number of the results of the interviews lowered in relation to the ones of the final exam, in most cases. The number of the items that show these results are 1, 2, 4, 23, 8, 9, 16, 25 in the final exam and the correspondent items in the interview that are: items 7, 1, 4, 15, 13, 11, 18. The results that stayed the same in the final exam as well as in the interviews are items 13 and 3 in the exam corresponding to item 1, and item 5 in the interview. The results that increased are: 20, 6, 10, 11, 17, 14, and 21 in the exam with the corresponding items in the interview: items 4, 15, 9, and 17.

In conclusion, the higher number of items as well as the number of students that answered using the correct spatial or temporal preposition *in*, *on*, *at* belong to group A. The results in group B also show progress compared with the result in the diagnostic exam but not as much as group A. This is shown specially in the interviews where the students need to speak spontaneously, without having time to analyze the correct use of the prepositions, as they had in the final exam. In group A, the number of students who used the prepositions correctly in the interviews were even higher than in the final exams, in some cases. In my opinion, this is a consequence of the type of methodology and activities carried out with each group.

### **Responses to the Second Part of the Interview.**

This part of the interview consisted of two questions, where the students were asked how they felt about the methodology, the traditional and communicative according to the group, and the usefulness of the activities that were applied in each lesson plan model.

In the following responses, there are going to be mistakes and the use of Spanish since it has been literally transcribed from what the students said.

### **Group A, the experimental group.**

**Question 1:** Did you like working with this methodology and activities? How did you feel?

The responses and comments to the first question were the following.

#### **Positive comments and responses.**

Twelve out of the fifteen students liked the methodology and activities as shown below.

"I think that there was a good atmosphere, because all the members of the group were motivated to work , besides everybody had a good time"

"I feel motivated to speak because my partner or my group helped each other, and I feel free to speak..."

"I feel good because in this group we learn to cooperate more to finish the activity..."

"I think these activities and methodology help to develop the student creativity and imagination in the moment of developing the activities because the situations are very interesting and real."

"I think there was a nice atmosphere because each group concentrated and we were quiet and this help to do a good work"

"The tasks motivated me to talk and learn because I think that this is necessary. If we want to and we are motivated, we are going to do it, because it doesn't matter how many times someone can teach you but if you don't want to participate and learn, you don't do it"

" I think that the cooperation and the motivation and communication with your partner is very important and necessary to complete the tasks. It gave us the possibility to speak with your classmate and to know more about this person, puesto que así al obtener mejor información es posible tener una mejor idea de las personas..."

"I think to work with these tasks is productive because it breaks the traditional method of learning and it helps to learn better and in a more interesting way."

" I liked it because, this methodology and the activities allowed us to stablish a real conversation with real communication because they are not only sentences. We had to talk and discuss to finish the activity."

"I think that this excercise is real comunication because, many times in class, we have to do excercises and sentences that (en la práctica) uno se da cuenta que son ejercicios irreales

o ficticios que tal vez nunca vamos a utilizar en nuestras vidas o al menos no en una verdadera comunicación."

"I liked it because I think that this methodology is effective for learning English because we learn to talk just as we were in a country where you have to speak English in a real way"

"I liked it because I feel good and relaxed because the groups were not big, so I can make a mistake and my partner or classmate did not laugh and he helped me"

"I like it because it was interesting and new for me. I think that the activities require more effort because we have to talk in English, but I think this is good to lose the fear to talk in front of other persons."

"I like this way of teaching because I think this is interesting and different of the traditional method which uses memorizing. The advantages of working with these tasks is the interchange of ideas and the class is more practical because it require more participation of the students. Also, and when we talked to create the rules, I remember more than to memorize."

"I feel responsibility to work because if I don't do the work, we can't finish because these activities are not a game although we have fun and talk with my classmates..."

### **Negative comments**

Although, most of comments were positive, there were three students who said that they thought the methodology and the activities were not so useful because they were not prepared to talk so much, and they lost a lot of time trying to come up with a rule, instead of the teacher giving them in 5 minutes. The following comments show this situation:

"I don't like this methodology and the activities because I think is a waste of time because we don't learn so fast, but we have to talk, and talk and I don't like to talk very much."

"I didn't like it so much because I think I am not prepared for this"

"I think, for me, it is better that the teacher gives us the rules and then I can memorize, and we can use the prepositions in a correct way in normal exercises"

**Question 2:** Do you think the activities were useful to learn the different uses of the spatial as well as the temporal prepositions *in, on, at* ? Why?

Most of the students in this group agreed that they found these activities useful. Thirteen out of fifteen said they were useful as we can see in the following comments.

“I think they are useful and interesting because you can learn through discussing and you can have fun speaking, not only to do exercises alone in silence”

“Yes, they are useful because while you have fun, you learn”

“Yes, because you are in a situation like in the real life, so you have to talk and agree to finish the activity in a correct way”

“Yes, they are useful because you create and discuss with your classmate or classmates to give your opinion and your information”

“Yes, because you cooperate and collaborate with your ideas”

“Yes, they are useful because you enjoy because it is something that you share of your life”

“Yes, because they made us enjoy and work”

“Yes, they are useful because we learned the prepositions that are difficult and we worked in a different way, that helped me because I remember more”

“Yes, they are useful because while you have fun, you learn”

“Yes, because they motivate a person to learn”

“Yes, they are useful because they help me know about the prepositions ”

“Yes, because you learn with in a real situation that you can have if you go to a country where you have to speak English”

All the students that answered question one in a positive way, also answered this question with a positive comment. The three students that answered the question above as negative, answered this question with a positive comment. One of the students that answered above as something that he did not like because he was not prepared. When he answered this question, he said that he thinks the activities are useful but that he had to get used to speaking and get used to this new methodology.

“Yes, they are useful but I am not used to it, so that it is why, I don’t feel comfortable but I think it is necessary to learn to speak and use the prepositions in the right way, and learn to work with this methodology.”

The two other students answered giving the following comments:

“Yes, I do not know, but I think that they are useful because if you work in this way or in another way, you will always learn something”

“Yes, they are useful, but I think that the other exercises are more short, and you do not have to speak very much and you can work alone”

### **Group B, the control group.**

The responses and comments to the first question were the following.

#### **Positive comments and responses.**

Six out of the fifteen students gave a positive response, as shown in the comments below.

“I like it because we can see the different uses of the prepositions”

"I like it because now I think I can use the prepositions in a good way"

"I feel good because I can practice the prepositions with the exercises and learn more”

“ I feel that it will help me in the future to know about all the uses of the prepositions that we study”

" I think that the use of the prepositions is very difficult for me so in this way I can learn more to differentiate."

" I liked it because, this methodology and the activities help us so that we can use the prepositions in a better way and don't do so many mistakes.”

#### **Negative comments**

Most of comments were negative in this group. The following comments and responses show this situation:

"I think it was boring and we can make different activities so that we don't have to write all the time."

“ I didn't like it so much because it was boring, and my friends bothered too much”

“I think that it was sometimes tired and boring because the explanation was very long, and we had to copy a lot”

“ I think that we can practice with other activities that are not so boring”

“ For me, it was not very interesting because it was monotonous, and the exercises were not so good because we could not talk with our classmates, and we couldn't give information.”

“I think it was so tired to do the same activities all the time”

“ I didn't like it very much because I got sleepy because it was very tired to pay attention all the time and do a lot of exercises”

“I think it was a lot of information so I can't remember everything”

For question number two all the students answer this question with a positive comment. Most of them said that they were useful to learn the prepositions, but they were boring, as it is shown in the following comments.

“Yes, they are useful because we can learn the prepositions, but they are sometimes boring.”

“I think that they are useful because we can practice the use of the prepositions”

“Yes, they are useful, but we can do other activities”

“Yes, but they are always the same”

“I think that we learnt some uses of the prepositions and to practice it was ok”

“Yes, but we can do more interesting activities not only copy and complete”

“Yes, but we can also use other activities”

“Yes, they were interesting to practice and learn”

“Yes, because they give the opportunity to learn more”

“Yes, because we can have more knowledge”

“I think that yes, because with the constant practice you can learn”

“Yes, because we learned in this way”

“Yes, because we can use the different uses of the prepositions”

“Yes, because they were a practice”

“For me, they are useful but boring to write and write and complete and complete and choose the correct answer”

**Question 2:** Do you think the activities were useful to learn the different uses of the spatial as well as the temporal prepositions *in, on, at* ? Why?

Most of the students in this group agreed that they found these activities useful. Thirteen out of fifteen said they were useful as we can see in the following comments.

“I think they are useful and interesting because you can learn through discussing and you can have fun speaking, not only to do exercises alone in silence”

“Yes, they are useful because while you have fun, you learn”

“Yes, because you are in a situation like in the real life, so you have to talk and agree to finish the activity in a correct way”

“Yes, they are useful because you create and discuss with your classmate or classmates to give your opinion and your information”

“Yes, because you cooperate and collaborate with your ideas”

“Yes, they are useful because you enjoy because it is something that you share of your life”

“Yes, because they made us enjoy and work”

“Yes, they are useful because we learned the prepositions that are difficult and we worked in a different way, that helped me because I remember more”

“Yes, they are useful because while you have fun, you learn”

“Yes, because they motivate a person to learn”

“Yes, they are useful because they help me know about the prepositions ”

“Yes, because you learn with in a real situation that you can have if you go to a country where you have to speak English”.

### **Recommendations**

I highly recommend the PACE model and the use of tasks for foreign language teaching, since, as it is shown in the results above, the higher number of items as well as the number of students that answered using the correct spatial and temporal preposition *in, on, at* belong to group A, the experimental group, in both the final exam and especially in the interview. This is a consequence of the type of methodology and activities carried out with each group. Group A had activities where they had to use real communication in

natural and real contexts, which did not happen with group B, the control group, who worked with controlled traditional exercises as filling in the blanks, multiple choice, and drills. Another factor that affected the students' outcomes was the methodology. Group A, the experimental group, worked with the task-based learning approach that comes from the communicative approach. The communicative PACE model lesson plan was applied to them, as mentioned above. With this model, the students had to come up with their own concepts and create their own rules after discussing and analyzing the language structure, which in this case, were the spatial or temporal prepositions *in*, *on*, *at*, after contextualizing the lesson with the students about language in the form of interesting and real texts as dialogues, a biography, and a formal letter. While Group B used the traditional method, with the PPP traditional model lesson plan, which is teacher centered. The teacher is the one that gives the rules and concepts. So, the students had to copy and memorize the uses instead of analyzing and coming up with the rules and concepts by themselves, as group A did.

Moreover, the use of these tools, PACE and tasks, bring other advantages like a relaxed and nice atmosphere in class and the student's positive attitude and participation. Students were not afraid to speak, especially when carrying out the tasks since they worked in partners or maximum groups of three. They were cooperative and they helped each other to finish the task and get good results.

Moreover, the use of the PACE model helps students in their self-confidence, since they feel they can reach their goals, in this case fulfilling the tasks, since they do not get stressed or anxious because they work on the bases of the input that is given in the *presentation stage*. That is, they know exactly what to do because they worked with similar texts before. In this project, they worked with dialogues, a biography, and a formal letter.

Another recommendation is the time designated for the interviews. I think the time for the interviews was too short. Because of the short time I had with each student, that was 5 to 6 minutes, sometimes I had to stop them so that we could continue with the next question. It would have been nice to listen to all that they wanted to tell me without being in a rush. Furthermore, another thing which I couldn't do but which I recommend doing, is to have five minutes at the end of each activity, in this case, the tasks, for students comments to get feedback of what the teacher is doing, not only the comments on the students' work but on the task in general. I did not do this at the end of each task, because of the students' positive

attitude and positive participation I could see that most students liked the activities and tasks. Also because of the comments that they made in the second part of the interview and, occasionally, in class as: “Teacher, why don’t you stay so that you can be our teacher for the rest of the year.” “I like this because I feel I learn more” “I like the atmosphere because we are not always quiet, paying attention to the teacher and copying” Teacher, tell the teacher that we need more time so that we can continue working here because I like this class”, and so on. Moreover, in the second part of the interview, I could get the students comments on the activities and methodology used in each group.

Also, I would recommend having more time for each of the stages of the PACE model lesson plan because I finished everything but I didn’t have time for things like the ones I mentioned above. Also, with more time I would have done a different lesson plan for each of the uses, so that all this information could be segmented in various parts.

## CONCLUSIONS

The use of the PACE model lesson plan and within this the use of tasks, with the experimental group, gave great results compared with the control group which was taught with PPP traditional model lesson plan. As mentioned above, in the final exam and especially in the interviews, the number of students, who answered with the correct spatial or temporal preposition *in, on, at* belonged to group A, the experimental group. These results show that working with this communicative model lesson plan and activities as tasks give students the opportunity of using language spontaneously in all the stages: Presentation, Attention, Co-Construction, Extension. The students use language in a meaningful and purposeful way throughout all the lesson plan. Students are more involved in the learning process and more responsible for their own language learning since they participate through grammar conversations, dialogues, and interactions to fulfil the task or to create their own rules and concepts with the teacher's guidance, rather than the teacher presenting the grammar, rules and concepts to the students like with the traditional lesson plan PPP, that was applied to the control group, and was completely teacher centered.

The PACE model engages students in an analysis of the language which requires thinking skills, discussions, and participation to understand the logic behind the construction of the language. Students do not memorize rules that they often do not even understand, but rather they work by scaffolding with the elements and structures of the language to make up their own rules and concepts. Shrum & Glisan (2000). That is why they remember more information than when they just memorize rules. This is because they create their own concepts based on their own ideas, analyses, and experiences.

Moreover, as mentioned in the recommendations, the use of the PACE model helps students overcome anxiety. It helps them reinforce their self-confidence, since they do not feel stressed, and they know how to do things to fulfill the tasks, because they work on the bases of the input that was applied in the *presentation stage*. This is another factor that motivates students since they have the input and models, they require to carry out the given tasks. The input is what makes the biggest difference between the traditional methodology and a communicative methodology. As Krashen (1989) states, the oral production only occurs when students have received enough input, which is why teachers should provide communicative and comprehensible input. This will help the student not only to improve

the production of L2, but it will also help reduce student's affective filter. These two elements, input and affective filter, are the ones that prompt real acquisition.

Furthermore, the elaboration of the lesson plan based on the PACE model is more complicated and takes much more time than the PPP model lesson plan. However, the results are much better because the teacher elaborates his or her own material based on the topic, level, necessities and interests of the group of students.

The results of the exam that was taken after the students of group A worked with the PACE model and carried out the tasks and the interviews show that the students made a considerable progress in the correct usage of the prepositions of time and space *in-on-at*, in relation to group B. Then, the use of this lesson plan model and these four tasks that were carried out were beneficial for a better understanding and learning of these prepositions.

From my experience as a teacher, I could see that in some communicative teaching lesson plans models, grammar is not very important, so the teacher does not give much emphasis or no emphasis to this part of language. Only communication is important, so it does not matter if the students communicate in an accurate way, as long as they convey their ideas and the listener or listeners understand what the speaker says. They can make mistakes as in the use of the third person singular, in the simple present, in the use of prepositions or articles, and so on. This can cause permanent fossilization because students get use to speaking like that all the time, and people understand them. This has resulted in a low academic level, so that is why, teaching grammar is considered important. The PACE model is a great tool for teaching grammar, which is the dullest part of a language. It allows teachers to discover their students' abilities which they can perform with the teacher's assistance but cannot perform alone yet. It provides direct and accurate scaffolding by students constructing and deconstructing the language blocks to accomplish their specific needs and construct their own concepts, rules, strategies, and output of language itself, as explained above. Through grammar conversations, dialogues, discussions, and interactions, students are more involved in the learning process and more responsible for their own language learning. They create and analyze things instead of memorizing them.

Moreover, the use of PACE and tasks bring many advantages for the students as well as for the teacher, as mentioned below:

-The use of the appropriate methodology and activities are tools that help the teacher in many other ways in a classroom, not only the ones related to student's learning or acquisition of the language. I mention acquisition because with the use of tasks, conversations, and discussions, students are using the language in real communication and in real contexts, the same as in real life. Therefore, especially in the interviews, students who worked with the PACE model and tasks were able to use the prepositions in an accurate and spontaneous way. The results of the number of students that used the correct preposition in the interview, corresponding to the same use in the final exam, scored higher in various items compared to the ones obtained by group B, which did not work neither with PACE nor with tasks. This shows that they had acquired the knowledge, that is why, they could make immediate use of it, in a conversation like in the interview. The students could make immediate use of the language when it was needed because it is available in their interlanguage as Harmer (2007) stated. In the exam, some students of group A, might have gotten confused because they had time to think on which is the correct preposition, and this sometimes causes stress, anxiety, and confusion. However, in the interview they used the same preposition in a similar context correctly.

-Thanks to the use of this PACE model lesson plan and the tasks, students were able to enrich their verbal intercourse since they were the protagonists of their own learning. They used language to express ideas, feelings, jokes, to make their own corrections, and peer correction, too.

-The fact that the tasks involved real-life situations helped students with their actual involvement in their tasks. They used the language as a tool to convey meaningful messages, ideas, experiences, and so on. They became engaged in conversations that were meaningful to them.

-The Pace lesson plan, as well as the tasks, helped students learn the correct use of the prepositions of time and space *in-on-at*, vocabulary and structures, which are not taught separately but as a whole, since using the language naturally and purposefully in real life situations, implies the usage of language as a whole.

-Moreover, the use of these tools, such as PACE and tasks, bring other advantages like a relaxed and nice atmosphere in class and the student's positive attitude and participation. Students were not afraid to speak, especially when carrying out the tasks since they worked with a partner or maximum groups of three. They were cooperative and they helped each

other to finish the task and get good results, even making jokes and having fun while communicating with each other.

The atmosphere, this methodology and the use of tasks created, was a relaxed and friendly one, where students participated and talked about their own experiences and feelings. All these things made the students feel free to interact. Most of the students lost the fear to speak in front of their classmates. This is because they were not obliged to speak. They participated and communicated spontaneously due to many reasons, such as: the appropriate atmosphere, the challenge of each task which prompted students to communicate in order to fulfil the task, the willingness to give their opinion and participate. Their willingness to participate was stronger than their fear, caused in many cases, by their embarrassment of making mistakes while speaking. Although they made mistakes while trying to communicate in order to convey their ideas, comments, feelings, experiences and even jokes, it seemed like they were not afraid or ashamed to use language, since they continued participating and talking to each other. Also, the fact that a lot of peer correction and self-corrections were made, created a more relaxed atmosphere, without being the teacher the only one to make corrections. A great advantage of peer correction is that it does not diminish input quality since group members almost always make accurate correction, as Long (1989) states. Obviously, there can be a minimal incorporation of other student's errors that can be solved with the teacher's help.

-Self and peer monitoring are very important in the learning process, with self-monitoring, what students do is to conciliate what they actually know about the rules of the language while they are learning with their actual performance. So, what happens is that they use the language they are learning within a real and meaningful situation and they have the opportunity of applying their knowledge in order to improve the quality of the language they produce.

-The students experienced how productive and beneficial it is to learn from their classmates' errors and abilities. They helped each other negotiate meaning, communicating with each other, correcting each other and most important of all, creating something together in order to fulfill the different tasks and come up with their own rules and concepts.

-The way the students communicate with each other, making corrections and suggestions and using the language naturally and purposefully to get something done, helps to create a pleasant, relaxing and friendly environment, where students cooperate and participate

actively in order to fulfill the task. All this, helps students feel at ease, behave naturally, and use the language freely, as shown in the comments in the interview section, part two.

-The students in group A explored undiscovered potentials through their actual participation and contributions which were very important for the fulfillment of each task. This was gained thanks to group and peer participation.

-The use of PACE and the corresponding tasks also produced a learning process awareness in many ways. The students' comments in the interview show that the students are aware that the tasks helped them use the language to communicate in real situations and to improve their proficiency level by participating and using the prepositions of time and space *in, on, at* correctly. Another aspect that students were aware of with the application of tasks is that they were motivated to speak using, their creativity and imagination to fulfill the different tasks. Also, they were aware of the importance of learning the language to communicate in an English-speaking environment. Moreover, some comments show that the students were aware that creative thinking as well as imagination were stimulated with the use of tasks, as demonstrated in the following comment. "I think these activities and methodology help to develop the student creativity and imagination in the moment of developing the activities because the situations are very interesting and real."

-Furthermore, the methodology and the use of tasks helped students realize that they must participate and speak although they make mistakes in order comply with the task. They became aware that their willingness to participate is stronger than their fear to speak. The more they participated, the more they lost the fear to speak in English. They became aware that group and peer participation is beneficial for their learning since it creates a friendly and relaxed atmosphere where they feel willing to participate and cooperate. They were not obliged to speak if they did not want to in any of the four tasks, but, most of them participated and collaborated spontaneously. Each one had a responsibility in order to comply with the task. Also, they were aware of the benefits of using these tasks to improve the correct use of the prepositions of time and space *in, on and at* and the and the benefits of working in groups. All this is shown in the comments mentioned in the previous sections.

-It seems worthwhile mentioning that these activities allowed students to lower their affective filter. However, when the affective filter is high the student gets frustrated since their production of L2 is not the accurate one, and their ideas are not conveyed

appropriately. (Krashen, 1985). This may cause confusion or misunderstanding to the listener in many cases and, obviously, frustration as well as nervousness for the students who cannot convey their thoughts. Sometimes, mistakes can even make people laugh at what the student is saying, and this will elicit a negative reaction in the student that is producing the language, and the affective filter will be affected, as had happened many times in group B, the control group, but not in group A.

-Another important factor that is closely related to all what was said above is students' behavior. This was very different in the two groups. In group B, the first day, the behavior was good, but little by little it got worse and worse. The students did not want to pay attention; they did not want to participate; they did not want to take notes; they bothered one another and laughed when another student made a mistake; they engaged in distracting behavior; they interrupted the class with comments that were not related to the topic at hand and frequently asked permission to go the restroom, which forced me to scold them on many occasions. A student once even fell asleep in the class. In my opinion, all this happened, because they were bored of working with the traditional lesson plan, with drills, and controlled traditional exercises like filling in the blanks, matching exercises, multiple choice items, and so on.. These repetitious exercises which were supposed to improve the use of the grammar rules, were neither attractive nor fun or new for them. The class was totally teacher centered. Students were in silence most of the time, paying attention and writing what the teacher explained. They did not have any opportunities to speak, discuss or get involved in a conversation. So, they were bored and began to bother one another. They were always counting the minutes for the class to finish. We had to come to an agreement. The agreement was that if they behaved and participated well, they would have the last minutes free in each class. From then on, their behavior improved, but they were not as committed as group A was.

-With group A, the students' behavior was another story. I did not have to scold them at all, because they were really involved in their own learning, they had to speak most of the time in all stages of the lesson plan and especially when they carried out each task. The atmosphere was completely different. You could feel that everyone was relaxed and motivated. They contributed with their ideas and experiences, using real communication and positive participation. The use of the tasks gave the students the opportunity to use language naturally and purposefully. They gave their opinion, conveyed meaning, and

negotiated meaning in natural contexts in order to fulfil the different tasks. They collaborated, cooperated, and helped each other to finish the task.

-This methodology as well as the tasks created interest and motivation among students to communicate with each other. As one student said in the comments above, if you are not motivated to do something you are not going to learn even though it is taught in many ways and many times. When you feel motivated you can work and cooperate to get to the goal of something.

-Moreover, the results of the tests and the interviews showed that this methodology and tasks stopped the process of temporal fossilization. The results show that students from group A, especially, improved because they used the correct preposition in most items of the final exam, and spontaneously, in natural communication, in the interviews. However, it must be said that it was very difficult to analyze permanent fossilization, in this study, because of the short time that was given for this project.

-Finally, there were cases where the interference from Spanish into English might have caused some errors in the correct usage of the English prepositions. However, there were other cases where the theory of interference from the mother tongue into the second or target language was not strong enough since the students made mistakes using the preposition *in* in some cases in which the preposition *en* should be used in Spanish. According to the interference theory, students should not have problems in the cases mentioned below since *en* is the basic translation for *in*.

## APPENDIXES

### Appendix 1

#### 1.1 test and final exam

#### .Examination 1 and 2– Diagnostic

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ GROUP: \_\_\_\_

**Choose the correct preposition (IN, ON, AT or no preposition) in order to complete the blank spaces.**

#### AUTOBIOGRAPHY

I was born (1).\_\_\_\_\_ April 17, 1970 (2).\_\_\_\_\_ Quito, Ecuador. I was born (3).\_\_\_\_\_ 3:00 o'clock (4).\_\_\_\_\_ the morning, (5).\_\_\_\_\_ winter. I was born (6).\_\_\_\_\_the Modem Hospital (building), (7)\_\_\_\_\_ Holy Wednesday. I studied (8).\_\_\_\_\_Spellman Girl's School. Then, I studied (9) \_\_\_\_\_The Catholic University of Quito. I went to the Linguistics and Literature School, where I met a boy who was (10).\_\_\_\_\_the Army. We became very good friends. I remember we were (11).\_\_\_\_\_a party when he told me that he will always be my friend, and he is so until now. Since I left the University, I have not seen this friend very often; but I will see him (12).\_\_\_\_\_next week. I have always lived (13).\_\_\_\_\_ Quito. Now, I live (14).\_\_\_\_\_ Sebastian Buara Street, (15).\_\_\_\_\_the first floor. I live (16).\_\_\_\_\_104 Sebastian Buara. . There are four rooms (17).\_\_\_\_\_ my apartment. Now, I am married , but I continue living here.

When I got married, it was very difficult to sleep with my husband because I had always slept alone before. I remember I woke up several times (18).\_\_\_\_\_ the night.

(19).\_\_\_\_\_ night, I usually have my window open although sometimes it is a little bit cold.

I usually wake up and fix breakfast. (20).\_\_\_\_\_the early morning. (21).\_\_\_\_\_ breakfast time, my husband and I are always in a hurry because we both have to work. (22). \_\_\_\_\_

Mondays, we always go to have lunch (23).\_\_\_\_\_ a nice restaurant. However, (24).\_\_\_\_\_

Monday , April first, my husband, and I had a big fight; and, we did not go to that restaurant for the first time. Also, we had a fight (25).\_\_\_\_\_ New Year's Day; however, now we get along together very well. We like to spend our time together (26).\_\_\_\_\_the weekend.

## Appendix 2

### 1.2. PACE model lesson plan

<b>Teacher:</b> Mabel Izurieta	<b>Level:</b> B1	<b>Group:</b> B	<b>No of Ss:</b> 15
<b>Starting date:</b> Jan 21 <sup>st</sup> , 2020		<b>Ending date:</b> Feb 3 <sup>rd</sup> , 2020	
<b>Required time:</b> 10 periods of 45 minutes each one			
<b>Lesson Topic:</b> Prepositions of place and time IN-ON-AT			
<b>Lesson objectives:</b> By the end of the lesson students should be able to express themselves using the prepositions of place and time IN-ON-AT in real contexts, using the language in a meaningful and purposeful way, to get things done.			
<b>Teacher's aids:</b>	Copy with a dialogues and biography, pieces of a biography in disorder, board,, paper, pencils, markers, notebooks.		
<b>Procedure:</b>	<b>Interaction</b>	<b>Material</b>	<b>Time</b>
<p><b>Presentation:</b></p> <p>First, A dialogue about asking and giving directions, focused on the prepositions of place <i>in, on, at</i>, will be presented.</p> <p>Second, a dialogue about an invitation to hang out together, focused on the prepositions of time <i>in, on, at</i>, will be introduced to the students.</p> <p>Third, a biography will be presented to the students, which will be focused on both the prepositions of place and time <i>in, on, at</i>.</p> <p>Fourth, a formal letter where the School Secretary explains to an</p>	<p>Student – Student</p> <p>Student – teacher</p>	<p>-Copies with the dialogues</p> <p>-Copy with a biography</p> <p>-power point</p>	<p>2 periods of 45 minutes</p>

<p>exchange student where she is going to live, the school campus and facilities, schedule, and rules, focused on both the prepositions of place and time <i>in, on, at</i>, will be presented.</p> <p>The vocabulary will be worked in context. Students will work in partners to try to guess, remember, and find the meaning of the words and phrases that they don't understand. Then, they will share this information with the group. As a group, we will come up with the most appropriate meanings for the words.</p> <p>The teacher will make sure that the students understand the texts by doing the following activity after the presentation of each text.</p> <p>Using the power point, the students will have to answer yes or no to an activity based on the material given above. This is done to check reading comprehension including the preposition of this unit. (The teacher doesn't make any emphasis on the use of the preposition at this stage yet. The prepositions are just presented in the text as well as in the activity, without giving any explanation of the uses, yet.) They must support their ideas by saying why the answer is yes or no.</p>			
<p><b>Attention:</b> Using the power point, the students will have to do an activity where they will be asked to complete the given information, in the power point, with their own words, but making reference to the readings presented before, making emphasis on the correct use of the prepositions of place and time <i>in, on, at</i>.</p>	<p>Student – teacher</p>	<ul style="list-style-type: none"> <li>-Copies with the dialogues</li> <li>-Copy with a biography</li> <li>-Board</li> <li>-Markers</li> </ul>	<p>1 period of 45 minutes</p>

<p>This activity is done to make sure the students understand the texts, emphasizing the use the prepositions of place and time <i>in, on, at</i>.</p> <p>The teacher will ask questions to the students, taking examples from the texts, on <b>how</b> to use the prepositions of place, and time <i>in, on, at</i>, <b>when</b> to use them and <b>why</b>, ( with the corresponding dimensions )</p>		<p>-paper -Power point</p>	
<p><b>Co-construction:</b> The teacher will ask questions like:</p> <ul style="list-style-type: none"> <li>-By now, what do we know about the prepositions of place and time <i>in, on, at</i>, and their dimensions.</li> <li>- Which prepositions are used with each dimension?</li> <li>- What have we used the prepositions <i>in, on, at</i> for, in this unit?</li> <li>- Is there something that is not clear or confusing?</li> </ul> <p>After asking the questions above, the students along with the teacher will create the rules. If there is any difficulty, the teacher will guide the students to come up with the correct rules, so that together with the students will create the rules. With the prepositions of place, the rule should be created in relation to the four dimensions: dimension 0 (the point itself) , dimension 1 (line), dimension 2 (surface or area), dimension 3 (volume).</p> <p>With the prepositions of time, the rule should be created in relation to the two dimensions: point of time and period of time</p>	<p>Student – Student</p> <p>Student – teacher</p>	<p>-Copies with the dialogues -Copy with a biography -Notebooks -Board -Markers -Pencils -pens -paper -Power point</p>	<p>2 periods of 45 minutes</p>

<p>After creating the rules, the teacher can make a brief review to verify that the students have understood the grammar part (the prepositions of place and time <i>in, on, at</i>) by asking the students to do the following activity:</p> <p>This activity should be carried out in groups of three students. Each group will receive six pieces of paper with a paragraph or a sentence written on it. The paragraphs and sentences belong to Hemingway's biography. Each paragraph will have at least one blank space which the students will have to fill in with the appropriate English preposition of time or space <i>in, on, and at</i>, according to the context. The students will have to negotiate meaning in order to use the correct preposition. After, they will have to put the pieces of papers in the correct sequence, according to the events that happened first and the ones that happened next. They have to paste these pieces of paper in order not to make any change while the others read their final work. Students are required to use the language in genuine communication. Students will make suggestions and comments. They will discuss and make decisions using the prepositions of time and space <i>in, on, and at</i> to complete the task. Moreover, students will use strategies as judging, deducing, making decisions to carry out this activity. This activity has two stages, first the students will work in small groups; then, the whole group and the teacher will make corrections and suggestions.</p>			
<p><b>Extension:</b> Students will work with tasks in groups or in partners depending on the given task, using the language in a meaningful and</p>			



<p>information, the students will have to write a letter to the exchange student who will come to their homes, using the parts of the letter: sender's address, date, greeting, introduction, body, and closing. (This was checked in the presentation)</p> <p>Before the students turn in their final work (the letter) to the teacher, each pair will read their work so that the teacher and the rest of the students give suggestions, comments, and corrections.</p> <p>This task involves students in genuine situations as interacting and communicating about the Ecuadorean culture, their family lives, and the School matters.</p> <p>Students should use real communication to get to strategies as: applying the new data, making comments and decisions. They use these strategies to recognize and perceive the situation which is "receiving a foreign student in their homes". The students will share the information they have obtained within the group and with the rest of the class. The students will have to get information on the Spanish open courses using the internet. They will have to' share information about their family lives and university matters.</p> <p>In these tasks, the students should discuss, make decisions and comments, and share information among the group and then with the whole class.</p> <p>Task 3: <b>Giving directions.</b></p>	<p>Student – Student</p> <p>Student – class and teacher</p>	<p>-Notebooks,</p> <p>-Pens,</p> <p>-pencils</p> <p>-Envelop</p> <p>-a stamp</p>	
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<p>This task should be carried out in partners. It requires students to interact among themselves to create the dialogue. The teacher will hang out a copy with the situation and the instructions on it. The teacher and the students will read the instructions and the situation together to make sure what they have to do. The situation is “You are visiting a friend in New York. You get lost in the city and you call your friend so that he can tell you how to get to Times Square, so you have to tell your friend where you are so that he/she can guide you to get there. He offers to meet you there, so you must arrange the exact place in Times Square and the time to meet you there, after work.</p> <p>Then, they have to read it to the class, so that the rest of the students and the teacher can make suggestions, corrections and comments. And, finally they will have to turn it in the next day.</p> <p>Students are required to use the language in genuine communication, in a purposeful and meaningful way to get and give the information they require to make up their dialogues.</p>	<p>Student – Student Student – class and teacher</p>	<p>-Copies with instructions and situation. -Notebooks, -Pens, -pencils</p>	
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**Note:** As homework, the students will have to think of similar situations to create a dialogue similar to the ones that we have worked in class

## Appendix 3

### 1.3. Dialogue 1 – Part of the Pace Lesson Plan

#### DIALOGUE 1 – Prepositions of place

##### ASKING AND GIVING DIRECTIONS

**John:** Linda, do you know how to get to Samson's and Co.? I've never been there before.

**Linda:** Are you **at** home or **at** the office?

**John:** I am **at** home.

**Linda:** Ok. What is your address?

**John:** Well, as you know, I live **in** Toronto, **in** Belsire Street.

**Linda:** **In** Belsire Street? I thought you lived **in** Port Street.

**John:** No, my house is **on** Belsire Street. I actually live **at** 43 Belsire Street

**Linda:** Ok. Are you driving or taking the subway?

**John:** I am taking the subway.

**Linda:** Take the blue line from 14th Ave. and change to the gray line **at** Andrew Square. Get off **at** Bay street.

**John:** Thanks. Now, once I get to Andrew Square, how do I proceed?

**Linda:** Once you are **on** Bay street, go straight, past the bank. Take the second left and continue going straight. It's across the street from Jack's Bar.

**John:** Thanks, Linda. How long does it take to get there?

**Linda:** It takes about a half-hour. When is your meeting?

**John:** It's **at** 10:00 a.m. I'll leave **at** 9:30.

**Linda:** That's a busy time. You should leave **at** 9:00.

**John:** OK. Thanks, Linda.

**Linda:** You're welcome.

## Appendix 4

### 1.4. Dialogue 2 – Part of the Pace Lesson Plan

#### DIALOGUE 2 – Prepositions of time

##### INVITATION TO HANG OUT TOGETHER

**David:** What are you doing **on** the weekend?

**Katie:** **On** Saturday I'm meeting my friends **at** 2.00, and **in** the evening, I'm watching a movie. **On** Sunday I'm not busy, so maybe we can go out together.

**David:** That sounds great!

**Katie:** You know, I'm so busy these days!

**David:** How come?

**Katie:** I get up **at** 6.30 **in** the morning, and I finish work **at** 8.00 **in** the evening. It's a really long day. The only free time I have is **at** noon.

**David:** You're so busy!

**Katie:** I know. My boss wants our project finished **in** March, so we're working really hard. Actually, we should finish it **on** March 7<sup>th</sup>.

**David:** I think you need a holiday.

**Katie:** Well, in the summer I have three weeks holiday. I can't wait! I'm so tired but we can go out **on** Sunday. That will be relaxing.

**David:** You have to rest if not you're going to get sick

**Katie:** Yes, the other day I collapsed so I had to call The Watson's Clinic to make an appointment.

**David:** When is your appointment?

**Katie:** It was **on** Friday but I couldn't go.

**David:** Oh no, you have to make another appointment. Let's call The Watson's Clinic right now.

**Katie:** Ok, thanks

**David:** I'm calling them.

**Secretary:** Hello, this is Susan from Watson's Clinic. How can I help you?

**David:** Just a minute, please. Here Katie make your appointment.

**Katie:** Hello, this is Katie Saunders. I'd like to make an appointment.

**Secretary:** OK, Miss Saunders. How about on Tuesday **at** 3.30?

**Katie:** I'm busy all day **on** Tuesday. Is Friday OK?

**Secretary:** Well, the doctor can see you in the morning **at** 9.30.

**Katie:** Ok, so it will be 9.30 on Friday is fine.

**Secretary:** Very good, Miss Saunders. We look forward to seeing you.

**Katie:** Thank you, goodbye.

**Secretary:** Goodbye.

**Katie:** Thank you David, you're so nice.

**David:** You're welcome. That's what friends are for.

## Appendix 5

### 1.5. Biography

#### **BIOGRAPHY - Andrew Flinger**

He was born **in** Camden, **in** New Jersey, **in** 1949. He was born **on** May 17<sup>th</sup>. He lived **in** Oaklyn until the middle of twelfth grade. He lived **in** Arlington Avenue. He had a very beautiful house **on** Arlington Avenue. To be more precise, he lived **at** 48 Arlington Avenue, **at** the end of the road. He studied **at** Springfield High School. He liked to read and study **in** that school. Then, he moved to England. He lived **in** Oxford city, so he studied Literature **at** Oxford University. When he was 25 years old, he went to Alcatraz, a small island. He lived **on** Alcatraz for 5 years, and he got married to a Cuban girl. So, he went to live **in** Cuba, a bigger island. He did not think about being a writer at all back then, but he loved to read. His parents were avid readers and they gave that love of books and reading to him and to all his siblings. **In** the summer, he read a lot, and **in** winter he wrote a lot. There was no TV there, no phone, no doorbell—and email was not even invented. All day there was time to swim and fish and mess around outside; and **at** night, there was time to read. Those quiet summers helped him begin to think like a writer. When he wrote a book, he woke up several times **in** the night to continue writing, because if he waited to write **in** the morning, his ideas had already gone away. After living **in** Cuba for two years he went back to the United States. This time, he went to Chicago with his wife, who was also a teacher. He wanted to study again, so he got a Master of Arts **in** Teaching at National Louis University. He became a very good teacher and writer. He died **on** June 12<sup>th</sup>, 2015.

## Appendix 6

### 1.6. Biography Handout

#### BIOGRAPHY HANDOUT

In the task you are going to carry out today, you have to :

-Communicate naturally and purposefully to give and get information from your partner.

-Your partner will tell you information about main events in the past, present, and future events.

-There is some information you should get from your partner to write his biography. While your partner is speaking, you must take notes of everything he says.

1. You will ask your partner where he was born, the country, province, and the city.
2. The day, month, and year he was born. (Don't forget to ask if he was born in the morning, afternoon, evening, night, noon).
3. Where does he studies now?
4. What school did he study before?
5. Does he like studying English?
6. Where is he going to study? (University)
7. What is he going to study or what is he going to do after graduating from school?
8. You can talk about any other thing you consider important as: likes, dislikes, hobbies, girlfriends, feeling, personality, places he likes to go, places he doesn't like to go, the time of the day you like to go out, and so on

-You have to take notes and then with these notes you must write your partner's biography.

- Then, you will have to read your partner's biography to the rest of the class so that we can check them and make comments and suggestions.

- Finally, you will have to turn it in to the teacher the next class with the corresponding corrections

## Appendix 7

### 1.7. Formal Letter

**Lena Whitmore School  
22 Blue Street  
New York-USA  
Phone: 071 066 429  
27 January 2020**

Ms. Helen Cornell,  
Exchange student  
1300 Cerro Narrio  
Quito - Ecuador

Dear Helen:

With reference to the letter you sent **on** January 5<sup>th</sup>, and received **on** Monday January 11<sup>th</sup>, 2020, I need to inform you that you are going to live with the Hamilton family during this school year. The Hamilton's house is **on** Clark Avenue. You are going to live **in** a very nice and safe neighborhood. It is located **in** the southern part of New York. To be more precise **at** 32 Clark Avenue. The school is **on** Blue Street. It is **at** 22 Blue Street, **at** the end of the road. You have some facilities, such as a computer lab which is **on** the second floor; a library that is **on** the first floor. You have the cafeteria that is **in** the back part of the main building. The classrooms are distributed **on** the second and third floor. There are 40 classrooms **in** the school building. There about 15 students **in** each class. You can find the student counselor and psychologist **on** the first floor. They are always in their offices just in case you need any help. When you are **at** school and **at** home, you should have a good behavior, so that you do not get into trouble. You cannot smoke or have any alcoholic drinks **in** the school. The schedule is as follows: you start school **at** 7.30 and you finish **at** 2:45. **In** the morning, you will have classes from 7:30 to 10:35. Then, you will have a break from 10:30 to 11:00. **At** noon, this is from 12:00 to 1:00, you will have your lunch time. Then, you continue your classes from 1:05 to 2:45. When you are **at** school, you need to follow certain rules that I will give you the first day of class.

Feel free to contact me for any further information or if you have any doubts.

Regards.

Fern Dickey,

School Secretary

## Appendix 8

### 1.8. Power Point slides – PACE Model

This power point was based on the PACE lesson plan made by Laura Villagómez in 2008.

**Prepositions IN-ON-AT**

**Level B1**

**OBJECTIVE:** be able to express different ideas using the prepositions of place and time IN-ON-AT in real contexts, using the language in a meaningful and purposeful way, to get things done.

**Presentation**

- 1. Students will read the dialogues, biography, and letter from the copies (30')
- 2. In partners students will try to guess, remember, and find the meaning of the words and phrases that they don't understand. Then, they will share this information with the group. (45')

■ DIALOGUE 1 – Prepositions of **place** IN-ON-AT

■ ASKING AND GIVING DIRECTIONS

■ John: Linda, do you know how to get to Samson's and Co.? I've never been there before.

■ Linda: Are you **at** home or **at** the office?

■ John: I am **at** home.

■ Linda: Ok. What is your address?

■ John: Well, as you know, I live **in** Toronto, **in** Belsire Street.

■ Linda: **in** Belsire Street? I thought you lived **in** Port Street.

■ John: No, my house is **on** Belsire Street. I actually live **at** 43 Belsire Street

■ Linda: Ok. Are you driving or taking the subway?


■ John: I am taking the subway.

■ Linda: Take the blue line from 14th Ave. and change to the gray line **at** Andrew Square. Get off **at** Bay street.

■ John: Thanks. Now, once I get to Andrew Square, how do I proceed?

■ Linda: Once you are **on** Bay street, go straight, past the bank. Take the second left and continue going straight. It's across the street from Jack's Bar.

■ John: Thank you very much, Linda



1. The students will answer Yes or NO  
(This exercise will apply to the first dialogue, ) 2'

- In the first dialogue, John tells Linda that he is.....
  - **at** the office  
YES NO
  - **in** Belsire Street  
YES NO
  - **at** 48 Belsire Street  
YES NO
- And his house is.....
  - **on** Belsire Street  
YES NO

■ DIALOGUE 2 – Prepositions of time  
 ■ INVITATION TO HANG OUT TOGETHER

- David: What are you doing **on** the weekend?
- Katie: **On** Saturday I'm meeting my friends **at** 2.00, **and in** the evening, I'm watching a movie. **On** Sunday I'm not busy, so maybe we can go out together.
- David: That sounds great!
- Katie: You know, I'm so busy these days!
- David: How come?
- Katie: I get up **at** 6.30 **in** the morning, **and I finish work at** 8.00 **in** the evening. a really long day. The only free time I have is **at** noon.
- David: You're so busy!
- Katie: I know. My boss wants our project finished **in** March, so we're working really hard. Actually, we should finish it **on** March 7<sup>th</sup>. **on** March 7<sup>th</sup>, 2020.
- David: I think you need a holiday.
- Katie: Well, **in** the summer I have three weeks holiday. I can't wait! I'm so tired but we can go out **on** Sunday. That will be relaxing.
- David: You have to rest if not you're going to get sick.
- Katie: Yes, the other day I collapsed so I had to call The Watson's Clinic to make an appointment.
- David: When is your appointment?
- Katie: It is **on** Friday.
- Katie: Ok, thanks
- David: I'm calling them.



- Secretary: Hello, this is Susan from Watson's Clinic. How can I help you?
- David: Just a minute, please. Here Katie make your appointment.
- Katie: Hello, this is Katie Saunders. I'd like to make an appointment.
- Secretary: OK, Miss Saunders. How about **on** Tuesday **at** 3.30?
- Katie: I'm busy all day **on** Tuesday. Is Friday OK?
- Secretary: Well, the doctor can see you **in** the morning **at** 9.30.
- Katie: Ok, so it will be 9.30 **on** Friday is fine.
- Secretary: Very good, Miss Saunders. We look forward to seeing you.
- Katie: Thank you, goodbye.
- Secretary: Goodbye.
- Katie: Thank you David, you're so nice.
- David: You're welcome. That's what friends are for.



2. The students will answer Yes or NO  
 (This exercise will apply to the second dialogue, ) 2'

- In the second dialogue, Katie tells David that.....
  - **on** Saturday, she is going to the mall  
 YES      NO
  - **at** 2:00, she will meet her friend  
 YES      NO
  - **in** the afternoon  
 YES      NO
  - **on** March, 7<sup>th</sup> she has to turn in the project.  
 YES      NO
  - **in** the summer, she has two weeks holidays.  
 YES      NO

■ BIOGRAPHY - Andrew Flinger

- He was born **in** Camden, **in** New Jersey, **in** 1949, **on** May 17<sup>th</sup>. He lived **in** Oaklyn, **in** Arlington Avenue until the middle of twelfth grade. He had a very beautiful house **on** Arlington Avenue. To be more precise, he lived **at** 48 Arlington Avenue, **at** the end of the road. He studied **at** Springfield High School. He liked to read and study **in** that school. Then, he moved to England. He lived **in** Oxford city, so he studied Literature **at** Oxford University. When he was 25 years old, he went to Alcatraz, a small island. He lived **on** Alcatraz for 5 years, and he got married to a Cuban girl. So, he went to live **in** Cuba, a bigger island. He didn't think about being a writer **at** all back then, but he loved to read. His parents were avid readers and they gave that love of books and reading to him and to all his siblings. **In** the summer, he read a lot, and **in** winter he wrote a lot. There was no TV there, no phone, no doorbell—and email wasn't even invented. All day there was time to swim and fish and mess around outside; and **at** night, there was time to read. Those quiet summers helped him begin to think like a writer. When he wrote a book, he woke up several times **in** the night to continue writing, because if he waited to write **in** the morning, his ideas had already gone away. He liked to visit his aunt **at** Christmas, and they ate turkey **on** Christmas Day. After living **in** Cuba for two years he went back to the United States. This time, he went to Chicago with his wife, who was also a teacher. He wanted to study again, so he got a Master of Arts **in** Teaching **at** National Louis University. He became a very good teacher and writer. He died **on** June 12<sup>th</sup>, 2015.



Complete the following information 5'

- Katie is meeting her friend ....
  - on \_\_\_\_\_
  - at \_\_\_\_\_
  - in the \_\_\_\_\_
- She gets up...
  - at \_\_\_\_\_
  - In the \_\_\_\_\_
- She has to finish her project ...
  - in \_\_\_\_\_
  - on \_\_\_\_\_
- She has her summer vacation ...
  - in the \_\_\_\_\_

Complete the following information 5'

- Flinger was born ....
  - in \_\_\_\_\_ (the city)
  - in \_\_\_\_\_ (the year)
  - on \_\_\_\_\_ (the date)
- He lived...
  - in \_\_\_\_\_ (the street)
  - on \_\_\_\_\_ (number + street)
  - on \_\_\_\_\_ (island)
  - in \_\_\_\_\_ (island)
  - in \_\_\_\_\_ (city)
- He studied...
  - at \_\_\_\_\_ (university)

Complete the following information 5'

- She sent her letter on \_\_\_\_\_ (period of time)
- She is going to live in \_\_\_\_\_ (area)
  - on \_\_\_\_\_ (surface)
  - at \_\_\_\_\_ (point itself)
- Related to the school...
  - in \_\_\_\_\_ (volumen)
  - at \_\_\_\_\_ (point itself)
- Related to the time
  - at \_\_\_\_\_ (point of time)
  - at \_\_\_\_\_ (point of time)
  - in \_\_\_\_\_ (period of time shorter than a day)

## Co-construction:

- -By now, what do we know about the prepositions of place and time IN-ON-AT, and their dimensions?
- - Which prepositions are used with each dimension?
- - What have we used the prepositions IN-ON-AT for, in this unit?
- - Is there something that is not clear or confusing?

## Extensión In Real life

- Is it common to write a friend's biography ? How can it help you?
- Have you been in contact with an exchange student? What your experiences have you had?
- When do you write a formal letter?
- Have you given directions? Why is it important?
- So, how can managing these situations help you in real life?

## CommunicativeTasks: Real life situations

Tasks will be worked in groups or in partners depending on the given task, using the language in a meaningful and purposeful way and in real life contexts.

## Task1:Problem solving

- Work groups of three students.
- Each group will receive six pieces of paper with a paragraph or written on it. The paragraphs belong to Hemingway's biography.
- You will have to put the pieces of papers in the correct sequence, according to the events that happened first and the ones that happened next.
- You have to paste these pieces of paper in order not to make any change while the others read their final work.
- Each paragraph will have at least one blank space where you will have to fill in with the appropriate English preposition of time or space in, on, and at, according to the context. You have to interact, negotiate and decide which preposition to be used.
- You have to read your final work to the class.
- Then, the whole group and the teacher will make corrections and suggestions

## Task 2: Writing your partners biography

- Work in partners.
- Interact among yourselves in order to get information about each other's life (When and where you were born, feelings, likes, dislikes, hobbies, positive and negative experiences, institutions where you study and /or studied before, what do you want to study at university, where would you like to study, what would you like to do in the future, and so on .
- Take notes of their partner's information about past, present, and future events.
- After getting this information, write a biography of each other in about 250 words.
- Then, read it to the class, so that the rest of the students and the teacher can make suggestions, corrections and comments. And,
- Finally, turn it in the next day with the corresponding corrections

- information about each other's life:
- 1. When and 2. where you were born, 3. feelings, 4. likes, 5. dislikes, 6. hobbies, 7. positive and 8. negative experiences, 9. institutions where you study and /or studied before, 10. what do you want to study at university, 11. where would you like to study, 12. what would you like to do in the future, and so on

## Task 3- Writing a letter to an exchange student

- Work in groups of three. (use at least 8 uses of the prepositions of time and 8 uses of the prepositions of place related to IN\_ON\_AT)
- Situation: " You will be receiving an exchange student in your homes. This exchange student will take Spanish courses.
- Follow the instructions in order to fulfil this task.
- 1. First, you will have to describe your family life and the Ecuadorean culture since the exchange student will be living with you for one year.
- 2. Then, describe the School campus and facilities.
- 3. Finally, give information about the Spanish open courses at institutes and universities.
- With this information, you will have to write a letter to the exchange student who will come to your homes, using the parts of the letter: sender's address, phone number, date, greeting, body, and closing. (This was checked in the presentation stage)
- Before turning in your final work (the letter) to the teacher, each pair will read their work so that the teacher and the rest of the students give suggestions, comments and corrections.

## Task 4 - Giving directions

- Work in partners.
- Create the dialogue. (use at least 10 uses of the prepositions of time and 10 uses of the prepositions of place related to IN-ON-AT)
- Situation: "You are visiting a friend in New York. You get lost in the city and you call your friend so that he can tell you how to get to Times Square, so you have to tell your friend where you are so that he/she can guide you to get there. He offers to meet you there, so you have to arrange the exact place in Times Square and the time to meet you there, after work."
- Write a dialogue of at least 300 words using the prepositions of time and space IN-ON-AT
- Students are required to use the language in genuine communication, in a purposeful and meaningful way to get and give the information they require to make up their dialogues
- Then, students will have to role play it to the class.
- The rest of the students and the teacher can make suggestions, corrections and comments.
- Finally, they will have to turn it in the next day with the corresponding corrections and suggestions.

## Appendix 9

### 1.9. PPP Model Lesson Plan

<b>Teacher:</b> Mabel Izurieta	<b>Level:</b> B1	<b>Group:</b> A	<b>No of Ss:</b> 15
<b>Starting date:</b> Jan 21 <sup>st</sup> , 2020		<b>Ending date:</b> Feb 3 <sup>rd</sup> , 2020	
<b>Required time:</b> 10 periods of 45 minutes each one			
<b>Lesson Topic:</b> Prepositions of place and time IN-ON-AT			
<b>Lesson objectives:</b> By the end of the lesson students should be able to express their ideas using the prepositions of place and time IN-ON-AT accurately.			
.			
<b>Teacher's aids:</b>	Copy with the exercises, board,, paper, pencils, markers, notebooks, power point.		
<b>Procedure:</b>	<b>Interaction</b>	<b>Material</b>	<b>Time</b>
<b>Presentation:</b>  The teacher will teach the prepositions of place and time <i>in, on, at</i> , explaining the grammar structure and the uses of each preposition.  The students will take notes on what the teacher explains using a power point.	Teacher-Student	-power point -Notebooks -Board -Markers -Pencils -pens	4 periods class of 45 minutes each one
<b>Practice:</b>  The teacher will give exercises to fill in the blanks with the different uses of the prepositions of place and time <i>in, on, at</i> .	Teacher-Student  Student – Teacher	-projector -Notebooks -Board	3 periods class of 45 minutes each one

<p>The students will have to copy some exercises from the board in their notebooks, and they will receive a copy with some other exercises.</p> <p>The teacher and the students will check the answer together.</p>		<p>-Markers -Pencils -pens</p>	
<p><b>Production:</b></p> <p>The students will create their own sentences with each of the uses of the prepositions of place <i>in, on, at</i>, in their notebooks.</p> <p>The students will create their own sentences with each of the uses of the prepositions of time <i>in, on, at</i>, in their notebooks.</p> <p>They have to underline the prepositions in each sentence and turn it in to the teacher so that she/he can correct it.</p>	<p>Student – teacher</p>	<p>-Notebooks -Board -Markers -Pencils -pens</p>	<p>3 periods class of 45 minutes each one</p>

**Note:** As homework, the students will have to complete a worksheet with the sentences, using the corresponding preposition of time or place *in, on, at*.

## Appendix 10

### 1.10. Power Point Slides– PPP Model



#### Definition of a preposition

Prepositions are words that are used to show relationships in time and space and logical relationships between ideas. A preposition in a prepositional phrase is always followed by a noun, a pronoun, a gerund.

#### Prepositions of place

- It is the one that describes where something is located in relation to something else.
- The dimensions that a spatial preposition can have is in relation to the dimensional properties of the location concerned.

DIMENSION-TYPE 0 (point)	At
DIMENSION-TYPE 1 or 2 (line or surface)	On
DIMENSION-TYPE 2 or 3 (area or volume)	In

#### DIMENSIONS

## Dimension 0

- In the following example, the use of **at** treats cottage as a dimensionless location or dimension 0. Here, the preposition **at** shows a **mere point** in relation to which the position of "the car" can be indicated.
- Ex. My car is **at the mall**.

## Dimension 1

- 
- In the example below, the road is viewed as a **line**, this is, along the road.
- Ex. Our cottage is **on that road**.

## Dimension 2

- **On** can denote a **surface**, as it is shown in the following examples:
- Ex. There is some ice **on that road**.
- There is a new roof **on the cottage**.

## Dimension 3

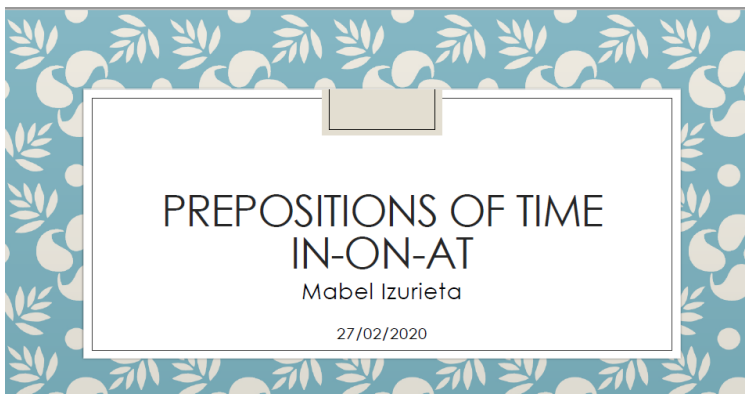
- The preposition **in** can belong to either dimension- type 2 or dimension-type 3, depending if it is used with a two-dimensional object (**area**) or a three-dimensional object (**volume**).
- Ex. The cows are **in the field**. (Field is a **two-dimensional object- area**)
- There are two beds **in the cottage**. (Cottage is a **three-dimensional object- volume**)

## Positive Position or static location

- These prepositions refer to the **point itself**.
- **IN** - Hang the coat **in** the closet. (Dimension 3)
- **ON** - Put the flowers **on** the table. (Dimension 2)
- **AT** - They will be **at** home. (Dimension 0)

## Destination

- In this case the prepositions show movement in regard to a point. In many cases, and especially in colloquial English, the prepositions **on** and **in** may be used for both position and destination when the prepositions **onto** and **into** make an unnecessary emphasis on the combination of destination + dimension. Here are some examples:
- -Chris fell **on** the floor.
- -Peter put his hands **in** his pockets.



## Definition of a temporal preposition

They are words that show information related to time. They are used in only 2 dimensions:

- a) Point of time
- b) Period of time

## Dimension: Point of time

- The preposition **at** is used in "**at** the weekend" in British English; but, in American English the preposition **on** is used instead of **at**.
- Examples:
  - - **at** the weekend. [British English]
  - - **on** the weekend. [American English]

## Dimension: Point of time

- Also, the preposition **at** can be used for periods when conceived of as points of time.
- Examples:
  - - **at** the/that time
  - - **at** breakfast time
  - - **at** night

## Dimension: Point of time

- 
- Furthermore, the expressions "**at** Christmas" and "**at** Easter" refer not to the day itself but to the season.

## Dimension: Point of time

- Also, the preposition **on** is used in expressions as "**on** the hour". This expression means hourly, at 1 o'clock, 2 o'clock, and so on.
- Example:
  - - Buses leave the station **on** the hour.

## Dimension: Period of time

- The preposition **on** is used for referring to days as periods of time, as for example:
  - - **on** Monday
  - - **on** May (the) first
  - - **on** April (the) seventh, 1999
  - - **on** the following day - **on** New Year's day

## Dimension: Period of time

- The preposition **in** is used to express periods longer or shorter than a day.
  - Examples:
    - - **in** the morning
    - - **in** August
    - - **in** 1999
    - - **in** the days/months that followed
    - - **in** summer
    - - **in** the eighteen century

## Period of time: Preposition deletion

- When the day is used alone or when the day of the week modifies another temporal noun such as *morning*, *afternoon*, *night* it can be deleted.
  - He went surfing (**on**) Monday.
  - I bought these shoes (**on**) Friday night.
- Also, the preposition must be deleted when the temporal noun phrase contains a quantifier like **every** or **all**
  - She goes to church \***on**- every Sunday.

## Dimension: Period of time

- The following examples show an exceptional use of **on** where it is accompanied of a complement referring to a part of a day, rather than the whole day.
  - - **on** Monday afternoon
  - - **on** Sunday morning
  - - **on** the following evening
- The use that is mentioned above is also used with other cases where the time segment is a part of a day which is actually mentioned.
  - Example:
    - - **on** the morning of April 1st.

## Period of time: Preposition deletion

- When the day is used alone or when the day of the week modifies another temporal noun such as *morning*, *afternoon*, *night* it can be deleted.
  - He went surfing (**on**) Monday.
  - I bought these shoes (**on**) Friday night.
- Also, the preposition must be deleted when the temporal noun phrase contains a quantifier like **every** or **all**
  - She goes to church \***on**- every Sunday.

## Period of time: Preposition deletion

- It is mandatory to delete the preposition when the temporal noun phrase contains an ordinal or deictic proximate demonstrative determiner like **last**, **next**, **this**, **these** or if the head noun has *before*, *after*, *next*, *last*, or *this* as part of its meaning, for example **yesterday**, **tomorrow**, **today**, **tonight**, and so on.
  - I was busy \***on**-last Sunday.
  - I was busy \***on**- the day before yesterday
  - We will be in Cuenca \***on**-this Sunday.
  - We will be in Cuenca \***on**- next Sunday.
  - We are going there \***on**-today.

## Dimension: Period of time

- However, in the case of the following phrases it is normal to use the preposition **in**. Examples:
  - - **in** the early morning
  - - **in** the late afternoon

## Dimension: Period of time

- Also, in order to refer to a period of the night, the preposition **in** is used. Example:
  - - I woke up several times **in** the night.
- However, when we want to refer to the whole night or "during the night", the preposition **at** is used.
  - Example:
    - - **At** night, I usually have the window open. [This means "during the night"]

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## Appendix 11

### 1.11. PPP Exercises

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

#### 1. PREPOSITIONS OF PLACE EXERCISE

Fill in the blanks with the corresponding preposition of place IN-ON-AT

1. Bob is swimming \_\_\_\_\_ the river.
2. My aunt studies \_\_\_\_\_ Cambridge University.
3. She lives \_\_\_\_\_ Cambridge.
4. My uncle works \_\_\_\_\_ San Cristobal Island.
5. My friend lives \_\_\_\_\_ Cuba, which is a big island, too.
6. Charlotte works \_\_\_\_\_ a publishing house. This is a great institution.
7. \_\_\_\_\_ the publishing house, there are many offices.
8. She works \_\_\_\_\_ Galapagos, \_\_\_\_\_ Isabella Island.
9. She was born \_\_\_\_\_ Cuba, a big island, but she works \_\_\_\_\_ New York.
10. When I called Lucy, she was \_\_\_\_\_ the bus.
11. She lives \_\_\_\_\_ Bay Street.
12. She owes a house that is located \_\_\_\_\_ Bay Street.
13. To be more precise, she lives \_\_\_\_\_ 42 Bay street, \_\_\_\_\_ the end of the road.
14. Carlos lives \_\_\_\_\_ the first floor.
15. Where is July? She is \_\_\_\_\_ school not \_\_\_\_\_ home
16. Frank is \_\_\_\_\_ holydays for three weeks.

17. I read the story \_\_\_\_\_ the newspaper.

18. Lucy was standing \_\_\_\_\_ the bus stop.

19. I will meet you \_\_\_\_\_ the cinema.

20. She hung a picture \_\_\_\_\_ the wall.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## 2. PREPOSITIONS OF TIME EXERCISE

Fill in the blanks with the corresponding preposition of time IN-ON-AT or write NP

if no preposition is required

1. Susan is arriving \_\_\_\_\_ February the 13th \_\_\_\_\_ 8:00 o'clock  
\_\_\_\_\_ the morning.

2. It's better to get taxi if you are out alone \_\_\_\_\_ night.

3. Please, come \_\_\_\_\_ noon.

4. My birthday is \_\_\_\_\_ May.

5. To be more precise, it is \_\_\_\_\_ May 14th.

6. He was born \_\_\_\_\_ June 4<sup>th</sup>, 2003.

7. We play with chocolate eggs, \_\_\_\_\_ Easter.

8. My friend leaves \_\_\_\_\_ Monday.

9. The weather is often terrible in London \_\_\_\_\_ September.

10. That was invented \_\_\_\_\_ the 18<sup>th</sup> century.

11. I usually go to my parents' house \_\_\_\_\_ Christmas. We eat turkey  
together \_\_\_\_\_ Christmas Day.

12. The train leaves \_\_\_\_\_ tomorrow morning \_\_\_\_\_ 8:00 am.

13. I graduated from university \_\_\_\_\_ 2001.

14. I will be there \_\_\_\_\_ summer vacation.

15. We met at the restaurant \_\_\_\_\_ 8pm.

16. The class is \_\_\_\_\_ 9:00 am, \_\_\_\_\_ Monday mornings .

17. I will see you \_\_\_\_\_ the following evening.

18. We went out for dinner \_\_\_\_\_ last Wednesday.

19. She left London \_\_\_\_\_ the 4th of March.

20. I had a party \_\_\_\_\_ my birthday.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### 3. PREPOSITIONS OF PLACE and TIME EXERCISE

Choose the correct option related to the prepositions of place and time IN-ON-AT

#### BIOGRAPHY - Andrew Flinger

He was born (1) \_\_\_\_\_ Camden, (2) \_\_\_\_\_ New Jersey, (3) \_\_\_\_\_ 1949. He was born (4) \_\_\_\_\_ May 17<sup>th</sup>. He lived (5) \_\_\_\_\_ Oaklyn until the middle of twelfth grade. He lived (6) \_\_\_\_\_ [Arlington Avenue](#). He had a very beautiful house (7) \_\_\_\_\_ [Arlington Avenue](#). To be more precise, he lived (8) \_\_\_\_\_ 48 [Arlington Avenue](#), (9) \_\_\_\_\_ the end of the road. He studied (10) \_\_\_\_\_ Springfield High School. He liked to read and study in that school. Then, he moved to England. He lived (11) \_\_\_\_\_ Oxford city, so he studied Literature (12) \_\_\_\_\_ Oxford University. When he was 25 years old, he went to Alcatraz, a small island. He lived (13) \_\_\_\_\_ Alcatraz for 5 years, and he got married to a Cuban girl. So, he went to live (14) \_\_\_\_\_ Cuba, a bigger island. He didn't think about being a writer at all back then, but he loved to read. His parents were avid readers and they gave that love of books and reading to him and to all his siblings. (15) \_\_\_\_\_ the summer, he read a lot, and (16) \_\_\_\_\_ winter he wrote a lot. There was no TV there, no phone, no doorbell—and email wasn't even invented. All day there was time to swim and fish and mess around outside; and (17) \_\_\_\_\_ night, there was time to read. Those quiet summers helped him begin to think like a writer. When he wrote a book, he woke up several times (18) \_\_\_\_\_ the night to continue writing, because if he waited to write (19) \_\_\_\_\_ the morning, his ideas had already gone away. After living (20) \_\_\_\_\_ Cuba for two years he went back to the United States. This time, he went to Chicago with his wife, who was also a teacher. He wanted to study again, so he got a Master of Arts in Teaching (21) \_\_\_\_\_ National Louis University. He became a very good teacher and writer. He died (22) \_\_\_\_\_ June 12<sup>th</sup>, 2015.

1. a. in                      b. on                      c. at

2. a. in                      b. on                      c. at

- |           |       |       |
|-----------|-------|-------|
| 3. a. in  | b. on | c. at |
| 4. a. in  | b. on | c. at |
| 5. a. in  | b. on | c. at |
| 6. a. in  | b. on | c. at |
| 7. a. in  | b. on | c. at |
| 8. a. in  | b. on | c. at |
| 9. a. in  | b. on | c. at |
| 10. a. in | b. on | c. at |
| 11. a. in | b. on | c. at |
| 12. a. in | b. on | c. at |
| 13. a. in | b. on | c. at |
| 14. a. in | b. on | c. at |
| 15. a. in | b. on | c. at |
| 16. a. in | b. on | c. at |
| 17. a. in | b. on | c. at |
| 18. a. in | b. on | c. at |
| 19. a. in | b. on | c. at |
| 20. a. in | b. on | c. at |
| 21. a. in | b. on | c. at |
| 22. a. in | b. on | c. at |
| 23.       |       |       |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**4. PREPOSITIONS OF PLACE and TIME EXERCISE**

**Match the letters with the numbers below**

1. Carlos lives \_\_\_\_\_

2. His house is \_\_\_\_\_

3. His house number is 32, so he lives \_\_\_\_\_

4. We eat turkey \_\_\_\_\_

5. We sing Christmas Carols -----
6. Susan studies \_\_\_\_\_
7. She was born (Month). \_\_\_\_\_
8. She was born (Day). \_\_\_\_\_
9. She was born (Date). \_\_\_\_\_
10. She was born (Period of the day). \_\_\_\_\_
11. She was born (Point of time). \_\_\_\_\_
12. She was born (Clock time). \_\_\_\_\_
13. She is (Place- the point itself) \_\_\_\_\_
14. I will visit you (Season) \_\_\_\_\_

- a. ...on May 17, 1999.
- b. ...at the office.
- c. ...at 5:00 p.m.
- d. ...at noon
- e. ...at 32 O'Connell Street.
- f. ...on O'Connell Street.
- g. ...in 32 O'Connell Street.
- h. ... on Christmas Day
- i. ... in Christmas
- j. ...on Tuesday
- k. ...in May
- l. ...in summer vacation
- m. ....at Catholic University

n. There are four cushions \_\_\_\_\_ the sofa.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**5. PREPOSITIONS OF PLACE and TIME EXERCISE**

**Fill in the blanks with the corresponding preposition of place or time IN-ON-AT or write NP if no preposition is required**

1. Betty is sitting \_\_\_\_\_ the grass.
2. There is nothing good \_\_\_\_\_ TV tonight.
3. I have to work \_\_\_\_\_ the weekend.
4. In Ecuador, people sing carols \_\_\_\_\_ Christmas.
5. Jonathan studies \_\_\_\_\_ Oxford University.
6. She lives \_\_\_\_\_ Oxford.
7. I woke up several times \_\_\_\_\_ the night.
8. You should rest \_\_\_\_\_ night.
9. She will wait for you \_\_\_\_\_ the bus stop.
10. She was born \_\_\_\_\_ 1999.
11. She was born \_\_\_\_\_ May 17, 1999.
12. The Eco-via buses leave the station \_\_\_\_\_ the hour.
13. I stayed \_\_\_\_\_ home all weekend.
14. There is a spider \_\_\_\_\_ the ceiling.
15. There are four cushions \_\_\_\_\_ the sofa.

## Appendix 12

### 1.12. Interview

#### INSTRUCTIONS:

1. Listen to the question very well. The question can be repeated if necessary.
2. Ask anything that you do not understand or that creates confusion.
3. Answer the questions, using the prepositions of time and space IN-ON-AT or no preposition when required.

#### FIRST PART

##### QUESTIONS

1. Where were you born? Tell the city, province, and country
2. What time were you born? Mention the time of the day: morning, afternoon, or evening. And, the time as 3:00 o'clock
3. When is your birthday? Tell the month first. Then, the complete date: day-month-year
4. What time do you usually get up on your birthday?
5. Where do you live? Related to the street
6. Where is your house? Related to the street
7. What is your address? House number, street
8. What year are you going to graduate from school?
9. Where are you going to study -making reference to the university?
10. Where do you usually wait for the bus?
11. When you go to the beach, where do you stay?
12. When do you sing Christmas carols? Do you like Christmas?
13. When do you eat fruit? Breakfast, lunch or dinner
14. What do you do in this special day? New Year's day

#### SECOND PART

##### QUESTIONS

1. Did you like working with this methodology and activities? How did you feel?
2. Do you think the activities were useful to learn the different uses of the spatial as well as the temporal prepositions *in, on, at* ? Why?

## Appendix 13

### 1.13. Pictures

#### GROUP A

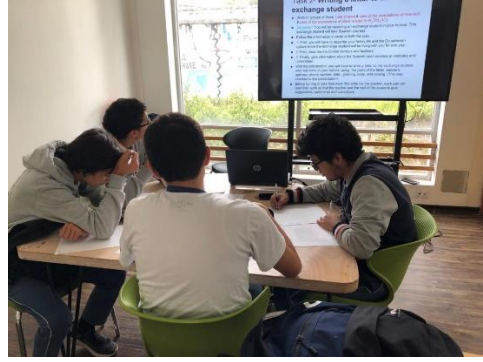


#### GROUP B



#### GROUPS A and B





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