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“CREATION OF A CD TO TEACH GRAMMAR: THE USE OF IN-ON-AT”

TESIS DE GRADO

“CREACIÓN DE UN CD PARA ENSEÑAR GRAMÁTICA: EL USO DE IN-ON-AT”

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CREATION OF A CD TO TEACH GRAMMAR:

THE USE OF IN-ON-AT

ABSTRACT

This study has as its main objective to create an innovative and modern material, applying some approaches of second language acquisition and different language methods. The chosen topic to create the material was the use of *in*, *on*, and *at*. The reason for this focus is that these prepositions are words used daily, and can be confusing for English language learners. These misunderstandings are due to interference errors and the lack of knowledge about the use of these prepositions. The creation of this material takes into account theories about second language acquisition, language teaching methods, teachers and learners' characteristics, and how they are related. Also, it describes the use of technology, especially CALL and multimedia. The first one mentions how people use computers to learn a language. The second one, multimedia, explains how combining different elements (texts, sounds, images videos) makes the creation of the CD possible. The resulting CD is based on the idea that repetition helps students to use the language automatically. Also, it uses different teaching methods and activities. In summary, the results obtained in the questionnaire applied to English teachers in Esmeraldas, show that the CD could give positive outcomes if it is used in the classroom.

CREACIÓN DE UN CD PARA ENSEÑAR GRAMÁTICA:

EL USO DE IN-ON-AT

RESUMEN

Este estudio tiene como objetivo principal crear un material innovador y moderno, utilizando las teorías sobre la adquisición de un segundo idioma y los diferentes métodos de enseñanza de una lengua. El tema elegido para crear el material fue el uso de *in*, *on*, y *at*. La razón de este tema se debe a que estas preposiciones son palabras que se usan a diario y pueden ser confusas para estudiantes del idioma inglés. Estos malentendidos se deben a errores de interferencia y la falta de conocimiento sobre el uso de estas preposiciones. La creación de este material usa las teorías acerca de la adquisición de un segundo idioma, los métodos de enseñanza de lenguas, las características de los profesores y alumnos y cómo se relacionan. Asimismo, se describe el uso de la tecnología, especialmente Aprendizaje de Lenguajes asistido por Computador (CALL) y multimedia. El primero indica cómo las personas usan las computadoras para aprender un idioma. El segundo, multimedia, explica acerca de cómo la combinación de diferentes elementos (textos, sonidos, imágenes videos) hacen posible la creación del CD. El CD obtenido se basa en la idea de que la repetición ayuda a los estudiantes a utilizar el idioma de forma automática. Además, el CD usa diferentes métodos y actividades. En resumen, los resultados obtenidos en el cuestionario aplicado a profesores de inglés de Esmeraldas, muestran que el CD podría dar resultados positivos si se utilizara en el aula de clases.

1. INTRODUCTION

There are a lot of problems related to teaching such as a lot of students per classrooms, different students' backgrounds, cultures and levels as well as educators, parents and institutions who have different aims. Therefore, there is a need to create and use new strategies, methods and techniques. Teachers need to be up-to-date with the new strategies emerging from the necessity to form new professionals who have to be prepared to face the real world.

Teaching a language also has evolved by appearing new methods and approaches to teach a second language. Teaching to think, speak or even write in a second language is very difficult because students have different backgrounds and learning styles. So, teachers have to deal with those situations and establish the best way to teach. There are different approaches and methods to make students learn a foreign language. An example of an old method to teach a language was when Latin and Greek were the main languages but their teaching was based on grammatical rules and memorization (Larsen-Freeman and Anderson, 2011).

Nowadays, the appearance of modern research helps some people, specifically teachers, to think differently and adopt different methods and teaching styles. Many instructors start establishing communication as the basis for learning a language. So, grammar was left out. Nowadays, it is very difficult for teachers to make students pay attention to grammar. According to Folega (2012) "grammar is a way in which we organize words, clauses and phrases into meaningful conversation and communication". This denotes that grammar allows putting words into sentences to express a significant meaning in order to communicate in a correct way. Chomsky (1928) said that "grammar must be a system of rules that can help to generate an indefinitely large number of structures" (p. 15). In other words, grammar refers to rules which allow producing infinites utterances. That is why

students do not like rules or theory. Consequently, teachers need to find and adopt different methods and styles of teaching grammar.

Hence, it is important to have materials which are going to help teachers use different teaching tools and techniques in order to aid students to reach a better English level. So, which materials should teachers use to teach grammar?

Most people in this century use technology, subsequently it is important that teachers involve this modern tool in the teaching and learning process. Students could have the opportunity to develop and improve their knowledge and skills of the second language with a CD since it could be dynamic and interactive due to it presents different activities.

Each language should be taught using actual methods and one language that has a global acceptance is English. Mair (2003) said that “English has become a language (though not the only language) of global disparity and communication” (p. 6). English is an international language spoken and written around the world. This language as well as others present different issues to be studied. One topic which is common and used daily for everybody is the prepositions *in*, *on* and *at*. These words are among the twenty five most common used words in English according to Word Frequency Data Corpus (according to O’Keefe, McCarthy & Carter (2007), a corpus is a collection of texts, written or spoken, which is stored on a computer) of the Contemporary American English. So, this grammatical point has to be taught in an interactive and dynamic way because sometimes, these small words could be misunderstood by students.

As a result the main objective of this research is to create an interactive material that helps to improve the teaching of English grammar skills, in this case the use of *in*, *on*, and *at*. In order to accomplish the principal goal, it is necessary to analyze the different stages that people go through when learning a second language. Also, it is indispensable to describe the techniques and methods for the teaching of English grammar abilities. Finally, the second language acquisition as well as different techniques and methods put them together to develop activities that will help teachers and students focus on *in*, *on*, and *at*.

1.1. THEORETICAL BACKGROUND

1.1.1. SECOND LANGUAGE ACQUISITION

Second Language Acquisition (SLA) refers to the human ability to acquire or learn one or more languages after the acquisition of the first language (Saville-Troike, 2012). Huebner (2000) mentioned that SLA began in the late 1960s as an initial and new interdisciplinary that borrowed equally from other fields such as language teaching, linguistics, child language acquisition and psychology (as cited in Ortega, 2009); Larsen-Freeman (2000) explained that during the 1980s and 1990s SLA expanded in scope and methodology, by the end of the 20th century, it reached its coming age as an autonomous discipline (as cited in Ortega, 2009). Different studies have tried and continue to try to explain how people learn a second language.

Krashen (1982) exposed five hypotheses which describe how second language is acquired (as cited in Crawford, 2004):

- The Acquisition-Learning Assumption: The acquisition of a second language is similar to native language acquisition. This states that in the same way people acquire their native language, they learn the second language. On the other hand, learning a second language refers to the study of language forms and functions.

Besides, some academics, including Krashen (1982), consider that teachers and instructors should focus on acquisition rather than learning because the main objective of learning a language is to communicate. Then, studying how language works could not help people to produce utterances because they are learning only in rules (as cited in Crawford, 2004).

- The Monitor Hypothesis: It says that learning the rules and functions or use of a language helps to develop an internal monitor to polish people's language. Therefore, if people learn

only grammatical rules, they will not be able to communicate since grammar books do not have all rules and people could never learn all of them. Thus, people need more than rules to talk.

- The Natural Order Hypothesis: It says that people acquire the rules of the language in a predictable sequence. Examples of this idea are some morphemes which are acquired early such as “ing” and the plural adding an “s” and others late like the third person singular or the possessive.

- The Input Hypothesis: It refers to the target language (the language(s) that people are learning) that people are exposed to. For instance, listening and speaking to a native English speaker or reading articles, letters or newspapers from an English speaking country are considered input. The input (target language) has to be clear and comprehensible; also, it must contain grammatical structures. It is important that the input, students have access to, has relation with their interests.

- The Affective Filter Hypothesis: There are some factors which affect the acquisition and learning of a second language such as: low-anxiety learning environment, students’ motivation, self-confidence and self-esteem.

The environment where students receive the input has to be relaxing, so they can feel comfortable. Motivation is the impulse which could help students learn more and look for more input. When students have low self-confidence and self-esteem, the input students receive would not be so comprehensible because there will be anxiety or hostility towards learning a language. These factors increase the affective filter or decrease the amount of input that is understandable, consequently reducing the acquisition of English. (Crawford, 2004)

There are other frameworks which disagree with some aspects of Krashen’s hypothesis. Like Crawford (2004) who cited Barry McLaughlin of the University of California, Santa Cruz. McLaughlin established that “learning becomes acquisition”, throughout three hypotheses:

- The Skill-Building Hypothesis: It says that if people keep using or practicing the rules or theories of a language, these linguistic aspects will become automatic.
- The Output plus Correction Hypothesis: It says that the negative feedback (it is when teachers show and correct students' mistakes) may be good when students speak in a second language.
- The Comprehensible Output Hypothesis: Learning occurs when students try to make themselves understood through the grammatical rules.

Also, Wong (n.d) portrayed SLA as a multidimensional activity taking into consideration the interactions among learners, speakers of the target language (source of input) and the place in which the learning takes place (as cited in Crawford, 2004). In other words, Wong thinks that the acquisition of a second language is related to the environment and interaction among people.

Other theories about SLA are based on psychological studies, which are: Information Processing and Connectionism. Both of them give a major function to the environment for SLA (Lightbown and Spada, 2008).

McLaughlin (1987) believed that an Information Processing Model of human learning sees second language acquisition as the structure of knowledge that can eventually be called on automatically for speaking and understanding. Learners focus on one feature of language at a time that they want to produce or understand. Then, it becomes automatic and focuses on other items of the language (as cited in Lightbown and Spada, 2008). Students learn a specific aspect of the language until they dominate it completely and then they start learning another feature.

Also, Schmidt (1990) mentioned that all we understand about the language was first noticed consciously; therefore it contrasts with Krashen's view about learning and acquisition (as cited in Lightbown and Spada, 2008). Krashen's theory sustains that people learn a second language in the same way as they learn the native language (naturally). There are other researchers who support this theory as Skehan (1998) who exposed that fluency is succeeded through training of automatized rule-based systems and through

memory-based chunks which serve as examples and are used as wholes (as cited in Saville-Troike, 2012). On the other hand, connectionists think that pupils construct their knowledge of language through contact to thousands of examples of the linguistic structures they eventually learn (Lightbown and Spada, 2008).

The difference between Connectionism and the Information Processing Model is that in the Connectionist Model, the acquisition of the language or a determined language structure is more unconscious. Saville-Troike (2012) stated that “connectionist approaches focus on the increasing strength of associations between stimuli and responses rather than on the inferred abstraction of rules”. In other words, this approach concentrates on how learners respond to determine rules or situations. Lightbown and Spada (2008) agreed with this theory arguing that after hearing language features in specific situational or linguistic contexts over and over again, learners develop stronger mental or neurological connections between these elements. Connectionist approaches refer that when students are in contact with the target language and especially with a specific grammatical structure for a long time, they are able to connect, interpret and understand the function of a specific structure.

According to Vogel (1989), “the number of studies in the field of second language acquisition has increased in such extent that even experts in the field will find it hard to get an overview” (p. 472). There are and there will appear different theories which try to explain how second language is acquired. However, in order to learn a second language there are some elements which need to be consider.

1.1.2. TEACHING AND LEARNING

Cook (2013) said that “language is at the center of the human life” (p.1), and there are different languages around the world and there is a need for learning more languages than the native language. There are many reasons for learning two or more languages like getting better jobs, traveling or even communicating with people around the world. Wenger (1998) said that there is “the assumption that learning is an individual process, that it has a

beginning and an end, that it is best separated from the rest of our activities, and that it is the result of teaching” (p. 3). Learning and teaching a language has become an unlimited base for different studies. Brown (1987) argued that “many language education studies have been added to the research base”. It expresses that there are different studies that focus on how people learn and teach a second language. Many of these studies focus on the environment or context where the learning takes place, teachers and learners.

There are different environments that affect the way in which English is taught. Around the world, teachers teach and students learn a language in schools or/and language schools, large classes or/and one-to-one teaching, in-school or/and in-company, real or/and virtual learning environments (Harmer, 2007). So, teachers and students have to adapt to these places and look for positive outcomes. Although, they have their own world and characteristics and the success of this process depends on the interaction among them.

1.1.2.1. TEACHERS AND SECOND LANGUAGE ACQUISITION

Teachers are people who transmit and help other people reach, learn and understand new knowledge. According to Prabhu (1992) and Savignon (2007), “teachers are seen to be both practitioners and theory builders” (as cited in Larsen-Freeman and Anderson, 2011, p. xi). It expresses that teachers construct, explain, and provide words, vocabulary and theories to their students in order to make them to produce and understand the language. Salmon (1988) said that teaching is the effort to share what teachers think is personally significant (as cited in Williams and Burden, 2005). But the query or inquietude which remains is what a good teacher means to be and how to be one.

The query of what makes a good teacher must be concerned with what, how and how much learners learn, and what exactly that learning is for (Williams and Burden, 2005). How to be a good teacher involves different elements. First of all, teaching involves mental and social aspects which make teachers act according to these and who they are as a whole person; it involves physical, emotional, practical, behavioral, political,

experimental, historical, cultural, spiritual elements, together with their personal issues (Larsen-Freeman and Anderson, 2011).

Each teacher has different characteristics due to his/her background. According to Harmer (2007), teachers have to show who they are as individuals and who they are as professionals. Also, teachers behave depending on students' background and culture and institutions' aims. So, for being a good teacher it is important to consider all these aspects and mix them in the teaching-learning process.

Secondly, being a good teacher refers to how he has to face different situations in class by adopting several roles. During the classes and activities there appear different teachers' positions and the key is to know how to use them.

According to Harmer (2007), there are six teacher roles:

- Controllers: when students have to focus on grammar rules or theory, teachers have to get students' attention and concentration.
- Agency: when students try to be autonomous, teachers have to give the opportunities to make students resolve and think by themselves.
- Promoters: when students are motivated, teachers have to push and help when it is necessary to make learners acquire the knowledge by themselves.
- Assessors: when teachers give advice to students about how to improve their English skills and how to better learn the second language.
- Resources: when teachers answers students' doubts or questions.
- Tutors: when teachers guide students with the activities and/or topics they are studying.

In addition, being a good teacher implies the rapport between teacher and students. Shows of the relationship among teachers and students are: knowing the students' names, listening to and respecting them, and treating every student equally (Harmer, 2007). Therefore, teachers have to accomplish and have different tasks and skills. According to

Harmer (2007), teachers have to have the knowledge of the language and how to instruct it; being aware by keeping records or notes in order to know the next steps; and be realistic about the time to ask homework or activities and time to return them. Also, Harmer assures that the most important teachers' skills are:

- **Managing classes:** it refers to how teachers give instructions to students, how they are able to form students' groups or to start/finish an activity and how teachers control the discipline.
- **Matching tasks and groups:** teachers have to provide activities according to the students' levels and necessities.
- **Variety:** teachers have to use diverse activities. They should not use the same type of routines because students can get bored.
- **Destinations:** teachers need to have a clear objective for each lesson and an aim for each activity.

Finally, to enclose the characteristics of being a good teacher there is teacher's knowledge. Teachers have to dominate and know about the language system; materials and resources to use, not only in classroom but outside too; classroom equipment, there are the classic ones such as board, markers, pens and so on, as well as the modern ones, like computers, tape recorder, overhead projector, interactive white board and so on; and keeping up-to-date, it refers to be informed about the new teaching improvements that are appearing.

Ericksen (1984) described a study about learners and administrators' opinions and views about teachers in which its final result was that an outstanding teacher should be an inspiring instructor who is concerned about students, an active scholar who is respected by discipline peers, and an efficient organized professional who is accessible to students and colleagues (as cited in Williams and Burden 2005). Being a good teacher suggests to care about her/his students' interest, needs, feelings and progress in their knowledge, someone who is constantly searching for new innovations in teaching and someone who has a social interaction and integration with students and other teachers.

Constructivism theory holds that there is never any right way to teach and the content of any lesson and how it is taught depends on each individual teacher (Williams and Burden, 2005). In conclusion, in order to be a good teacher, it is important to have knowledge about the second language, to dominate the different teaching roles, and to teach skills and combine them.

1.1.2.2. LEARNERS AND SECOND LANGUAGE ACQUISITION

Learners are people who acquire knowledge by themselves or with the help of others. They can learn through interaction with their partners, teachers and other teaching sources. As for language learning, there are many reasons for learning a language:

- When it is considered an obligation because the language is a subject in students' schools, high schools and universities.
- When students choose to learn due to their profession like a businessman who has to speak in another language with other people.
- When people live in other countries like London, which is an English speaking country.
- When the content or books people need are in another language.
- When people really like the target language.

As a result, there exists English as a Foreign Language (EFL), English as Second Language (ESL) and English for Speakers of other languages (ESOL) (Harmer, 2007). EFL students are when they travel to an English speaking country, ESL students are who live in an English speaking country and ESOL students are a combination of EFL and ESL.

In spite of all reasons to learn a second language, each learner acquires the same understanding of the language. Generally, students comprehend five features about the language:

- A system of knowledge about the second language, especially when it is quite similar to their native language in rules or lexis. It refers when grammatical rules and vocabulary of the target language are interpreted in the same way as people's native language.
- Elements or patterns concern only to the second language like vocabulary, morphology, phonology, syntax and discourse. It shows that some elements of the language (words, word order, pronunciation, meaning, coherence) which are not similar to people's native language.
- Learners acquire pragmatic competence, it refers to interpret and convey meaning in contexts of social interaction. Learners learn to use the target language with other people and in different situations.
- Students learn to use and dominate all four skills: listening, speaking, reading and writing.
- Finally, they acquire a communicative competence all the above plus social and cultural knowledge required for appropriate use and interpretation of second language forms (Saville-Troike, 2012).

Although, each person acquires the same knowledge, they do it in their own way and speed. The way learners acquire the second language knowledge depends on a cognitive element and cognitive processes. The cognitive element refers to the innate capacity to learn a language. In contrast, the cognitive processes refer to relating prior knowledge to new knowledge, understanding of language input, interaction, restructuring of the second language knowledge system, mapping of relationships or associations between linguistic

functions and forms and automatization (Saville-Troike, 2012). Learners use all their cognitive elements to learn a new language but there are some characteristics or factors which are involved in students' learning.

1.1.2.2.1. LEARNERS' CHARACTERISTICS

Learners have the ability to learn a new language but there are differences in the way they learn, for example, they have diverse habits and speed. Thus, teachers have to deal with these variances in classroom to improve students' English skills. All pupils' characteristics are related among them.

Age is one characteristic that always affects the way in which a lesson is given. Harmer (2007) said that:

Learners are often described as children, young learners, adolescents, young adults or adults. Within education, the term "children" is generally used for learners between the ages of about 2 to about 14. Students are generally described as young learners between the ages of about 5 to 9, and very young learners are usually between 2 and 5 (p.14).

Also, he explained that adolescents' age varies depending on the physical and chronological changes but basically "this term tends to refer to students from the ages of about 12 to 17, whereas young adults are generally thought to be between 16 to 20" (Harmer, 2007, p. 14). The transition from children to adolescents depends on each person, but, this change is usually among 12 to 15 years old, although from 16 years old, adolescents are considered young adults. But, generally, the education system focuses more on three groups: children, adolescents and adults.

Teachers have to adopt and use strategies for each group, because their ways of learning are different. Harmer (2007) indicated some differences:

- Children cannot concentrate on something for very long, they learn through the environment different things at the same time. So, teachers have to use dynamic and

varied activities to make children absorb what they have to learn. Besides, children can acquire a native-mastery competence if they are exposed to the language for a long time.

- Adolescents have the capacity to work with abstract thought, concepts, and creativity. Besides, teenagers know the need for learning and they commit with things they are interested in. Teachers have to look for topics in which they are interested and where they can express their opinions.
- Adults have personal and learning experiences which could influence positively or negatively the learning of new things. Motivation is more present in this group considering that they know exactly why they are learning a new language (Harmer, 2007). Teachers have to use their positive learning experiences to motivate students.

According to Saville-Troike (2012), the study of how age affects second language acquisition has been an issue for different authors (Birdsong, 1999; Scovel, 2000; Singleton, 2001). There are some researchers who think that some learners can be more successful than others depending on their age. For instance, it is a common belief that children are more successful second language learners than adults, but everything depends on what they refer to as “success”. An example of this is how close learners’ pronunciation is to native speakers, or how close learners are to native grammatically judgments or in terms of fluency or functional competence. There are results of the abilities younger and older learners have:

- Young students have brain plasticity, usually fewer inhibitions, weaker group identity and simplified input among others.
- While old students have learning capacity, analytic ability, pragmatic skills, greater knowledge of their native language, and real world knowledge, among others.

Newport (1990) mentioned that young learners are better in informal and natural settings and old learners in formal and instructional settings (as cited in Saville-Troike (2012)). It states that children acquire a language more natural than older learners do.

Age is not the only important factor; teachers have to be aware of the students' level. Levels are created based on the amount of knowledge students have about a language. Although, students in a class might be the same age, they could have different levels; but there are few private or universities classes where students are divided according to their levels. There exist different points of view about the classification of levels. Harmer (2007) mentioned some of them.

- One classification consists of seven categories:
 1. Beginners: People do not know English at all.
 2. False Beginners: People have heard about the language but they do not have a clear understanding about what they have not seen or heard.
 3. Elementary: People are able to communicate in a basic way.
 4. Pre-intermediate: People know basic structures of the language.
 5. Intermediate: People have a greater fluency and general comprehension of authentic English.
 6. Upper-intermediate: People have intermediate competence plus more knowledge of grammatical construction and skill use.
 7. Advanced: People have accuracy or deep knowledge.

- Another classification mentioned by Harmer (2007) is known as Common European Framework of Reference for Languages (CEFR) that ranges from A1 to C2:

1. A1: People are able to complete basic forms, write notes like times, dates and places.
2. A2: People are able to complete forms and write short letters about themselves.
3. B1: People are able to write letters or notes on familiar or predictable manners.
4. B2: People can make notes when someone is talking or writing a letter including non-standard questions.
5. C1: People can prepare a draft or professional correspondence, take reasonably accurate notes in meeting or write an essay. People are able to communicate.
6. C2: People are able to write letters on any subject, full notes of meetings or seminars with good expression or accuracy.

However, in these two ways of classifying levels, it is important to mention that some people are good at speaking and not at writing or vice versa. It refers to a person who has an advanced level in the second language because he/she writes perfectly, but it does not mean that he/she speaks at the same level or vice versa.

Nevertheless, the most commonly known levels within the education system are:

- Beginner: People do not know anything about English. Teachers can easily notice the outcomes.

- Intermediate: People have a basic competence in all 4 skills. Teachers have more difficulties perceiving the progress and/results of their students. It is important to assure students' goals for themselves.
- Advanced: People dominate all 4 skills perfectly. In this level, there is a clear evidence of progress where they focus more on accuracy, connotation and inference; students are more responsible for their own learning.

In spite of the different levels that exist; people have different experiences and lifestyles, from the youngest to the oldest learners. As a consequence, all groups have different educational and cultural backgrounds. For example, learning process between a child who has someone's attention or support at home to help him/her to study or do homework is different from a child who has not the same help. Another situation is when people who come from different places and have acquired different habits, not only in behavior but also in ways of learning may have different learning processes. There are some people who learn by repetition or memorizing or by doing; some people like to ask a lot of questions while others do not (Harmer, 2007). Teachers have to create an atmosphere where all students' differences can be combined to make their learning enjoyable.

Learning Styles are present in the methods and techniques teachers use when teaching. They denote that students become more motivated when something catches their attention (Harmer, 2007). According to Rogers et al., (2009), "a learning style, or cognitive preference, is a consistent way of responding to and using stimuli in the context of learning" (p. nd). In other words, students react better to the learning process when something stimulates them. Reid (1995) mentioned that the term "Learning Style" has been used to describe an individual's natural, habitual and preferred way of absorbing, processing, and retaining new information and skills (as cited in Lightbown and Spada, 2008). The following situations describe different students' learning styles:

- Some students learn better by observing; others hearing; or some students learn kinesthetically or tactically, this is called sensory preference (Saville-Troike, 2012).
- Also, learners separate details from the background (it means someone's experience, lifestyle, training and education), this is called field independent; or when learners see things holistically (it is related with wholes rather than separation into fragments), and this is known as field dependent (Wooldridge, B. and Haimes-Bartolf, M.) (as cited in Sims, R. and Sims, S., 2006).

Multiple Intelligences also affect how people learn. According to Prashning (2005), it is a theoretical framework for defining /understanding / assessing / developing people's different intelligence factors. "Multiple-intelligences theory (MI) explores how cultures and disciplines shape human potential" (Silver, Strong, & Perini, 1997).

Gardner (1983, 1993, 1999 and 2006) was a psychologist who theorized that individuals have at least eight distinct intelligences that can be developed over a lifetime. Christison (1996) and Lazer (1997) have described seven of the eight intelligences proposed by Gardner (as cited in Larsen-Freeman and Anderson, 2011; Campbell, Campbell, & Dickinson, 1996):

- Logical/mathematical: The ability to use numbers effectively, to see abstract patterns, and to reason well. It focuses on teaching of logic, mathematical processes, working with numbers, and sequencing.
- Visual/spatial: The ability to orient oneself in the environment, to create mental images, and sensitivity to shape, size, and color. It focuses on pictorial representation, flow charts, visualization, board and card games, architecture and the visual arts.

- **Body/kinesthetic:** The ability to use one's body to express oneself and to solve problems. It focuses on drama, creative movement, dance, manipulatives, classroom games, physical education, and exercise.
- **Musical/rhythmic:** The ability to recognize tonal patterns, and sensitivity to rhythm, pitch and melody. It focuses on singing, musical notation, curriculum songs, and musical instruments.
- **Interpersonal:** The ability to understand another person's moods, feelings, motivations, and intentions. It focuses on positive interpersonal environments, conflict management, learning through service, appreciating differences, multiple perspectives, problem-solving, and multicultural education.
- **Intrapersonal:** The ability to understand oneself and to practice self-discipline. It focuses on self-esteem, goal setting, thinking skills, emotional expression, and self-directed learning.
- **Verbal/linguistic:** The ability to use language effectively and creatively. It focuses on speaking, reading, and writing (Campbell, Campbell, & Dickinson, 1996).
- **Naturalist:** The ability to relate to nature and to classify what is observed.

Teachers should use activities which involve different styles and intelligences. Even though, children are not aware of their learning styles and intelligences, older learners are. As a consequence, teachers should use a variety of activities as possible. The outcome with children would be that both, teachers and students, could understand which way is better to learn for them. On the other hand, old learners' outcomes would be to keep their motivation and interest of all students in the classroom.

Learning a language takes time and students need to have an interest and a reason to learn, this is called motivation. There is no way to determine the relationship between motivation and second language acquisition (Lightbown and Spada, 2008). Though, according to Saville-Troike (2012), it “determines the level of effort which learners expend at various stages in their second language development often a key to ultimate level of proficiency” (p. 86). Motivation affects how much determination, time and energy learners spend learning a language.

Besides, there are different perspectives about types of motivation. One is extrinsic motivation – “the motivation that students bring into the classroom from the outside” - and intrinsic motivation – “motivation that is generated by what happens inside the classroom” (Harmer, 2007, p. 20). Wallace and Lambert (1972) and Saville-Troike (2012) mentioned two types of motivation (as cited in Lightbown and Spada, 2008) integrative motivation –language learning for personal growth and cultural enrichment, the desire to learn, effective or affective factors are dominant- and instrumental motivation –immediate or practical goals. Sekan (1989) and Oxford and Ehrman (1989) reported that types of motivation are altruistic reasons, general communicative needs, desire to travel, and intellectual curiosity (as cited in Saville-Troike, 2012). In spite of different perspectives about motivation, each depends on students’ needs and interests.

However, the most difficult task for teachers is to sustain motivation from the beginning until the end, although, the real motivation comes from each individual, from the students themselves (Harmer, 2007). When teachers create an enjoyable and comfortable place to study, where students can feel free to ask questions and participate in the class is a way to maintain motivation. Crookes and Schmidt (1991) mentioned some forms in which teachers could keep students’ motivation such as motivating students into the lesson, varying the activities tasks and materials and using co-operative or/and competitive goals (as cited in Lightbown and Spada, 2008). Obviously, teachers should always choose activities and tasks according to students’ ages and cultures.

Despite how students are motivated, there are some people who learn a language faster than others. This may be due to the aptitude they have in front of learning a language. “Aptitude is the assumption that there is a specific talent to language learning” (Saville-Troike, 2012, p.84). In other words, aptitude is the skill people have to do a specific task. Carrol (1965) mentioned components which should be part of the language learners’ aptitudes (as cited in Lightbown and Spada, 2008; Saville-Troike, 2012):

- Phonemic coding ability: To identify and memorize new sounds, as well as recognizing phonemes.
- Inductive Language Learning Ability and Grammatical Sensitive: To identify patterns, understand the function of particular words in sentences and to figure out grammatical rules from language samples, etc.
- Associative Memory Capacity: How linguistic items are stored and how they are recalled and used in out-put.

These abilities are used in two different tests to measure students’ aptitudes to learn a language; one is called Modern Language Aptitude Tests (MLAT) and the other Pimsleur Language Aptitude Battery (PLAB). These tests are helpful to know what kinds of activities are useful for students (Lightbown and Spada, 2008). However, aptitude in all of the components mentioned above is not a requirement for success in second language learning (Saville-Troike, 2012). Phonemic Coding Ability, Inductive Language Learning Ability, Grammatical Sensitive and Associative memory capacity do not guarantee that learners are going to be able to learn a second language successfully.

Another characteristic to take into account is personality. According to the Oxford dictionary (2015), it is the combination of characteristics or qualities that form an individual’s distinctive character. According to Saville-Troike (2012), most people are somewhere between the extremes personality traits:

- Anxious - Self-confident
- Risk-avoiding – Risk-taking
- Shy – Adventurous
- Introverted – Extroverted
- Inner-directed – Other directed
- Reflective – Impulsive
- Uniquisitive - Imaginative
- Unreative – Creative
- Insensitive to others – Empathetic
- Closure-oriented– Tolerant of ambiguity

People who are more guided to self- confident, risk-taking, imaginative, empathetic, and tolerant of ambiguity are considered successful in second language learning.

The last characteristic is learning strategies. According to Saville-Troike (2012), these refer to the conscious behaviors and techniques learners adopt in order to learn a second language. Chamot (1987) explained a typology of language-learning strategies which is widely used in second language acquisition formulated by O'Malley and Chamot (as cited in Saville-Troike, 2012):

- Metacognitive: It refers to previewing, deciding in advance. People who use this strategy attempt to regulate language learning by planning and monitoring.
- Cognitive: The activities usually used by learners are repeating, translating, remembering, creating, guessing, and others. Learners use direct analysis or synthesis of linguistic material.
- Social-affective: Learners learn better when interacting and cooperating with partners and teachers, asking questions and explanation and examples of teachers.

In summary, age is the characteristic which has been more studied and measured. On the other hand, motivation, aptitude, personality, intelligence, and learner preferences or styles are difficult to measure especially when they are related to the second language acquisition. (Lightbown and Spada, 2008)

All these characteristics are related to each other. Each one depends on the other. Teachers have to take into account these and use a strategy or method in which each learner has an enrichment learning-process.

1.1.3. LANGUAGE TEACHING: METHODS

Teaching a language has been modified over the years. Cook (2013) said that “helping people acquire second language more effectively is an important task for the twenty-first century” (p. 1). At the beginning, teachers taught English focusing on parameters used to learn ancient languages as Latin. Latin was taught through memorization of rules and words. As consequence, teachers used the same way to teach a foreign language, but, over the years, new approaches and methods appeared in order to improve the teaching-learning language process (Richards and Rodgers, 2001).

The following list explains some methods which are used in language classrooms according to Larsen-Freeman and Anderson, (2011):

- The Grammar-Translation Method: It was used at the beginning with the purpose to make students read and appreciate foreign language literature while improving their speaking and writing skills in their native language. The principal characteristic is to translate from the mother tongue to the target language and vice versa. Grammar rules are taught deductively and students have to memorize them.

- The Direct Method: Its principal characteristic is the prohibition of the use of the native language; the meaning is conveyed through gestures, mimics and visual aids. Its main goal is students to try to communicate in the target language, for this reason “the syllabus used in the Direct Method is based upon situations” (Larsen-Freeman and Anderson, 2011, p. 30) which occur in real-life environments or topics which are related with students’ daily lives. Teachers emphasize vocabulary and language patterns. Grammar is taught inductively, students deduce the rule through examples.
- The Audio-Lingual Method: Its key technique refers to drilling. The way to acquire the grammatical rules or sentence patterns is “through conditioning-helping learners to respond correctly to stimuli through shaping and reinforcement” (Larsen-Freeman and Anderson, 2011, p. 35), so that the learners could overcome the habits of their native language and form the new needed habits to be target language speakers.
- Desuggestopedia: Its principal idea asserts that if people have psychological barriers, they will limit a huge part of their potential to learn a language, so this method consists of avoiding or eliminating these barriers. Therefore, it uses different strategies to “desuggest” people’s fears like:
 - Peripheral learning (it consists in posters around the classroom which explain grammatical rules or vocabulary; these change depending on the topic and content of the class).
 - The creation of new personalities and act as in a role-play; it is when students pretend to be someone else. They would produce dialogues and conversations in order to create the need to use the target language.
 - Instrumental music; teachers use it to activate students’ brain hemispheres at the same time.
- Community Language Learning: It considers students as a “whole person”. As a result, teachers take into account “students’ intellect, feelings, physical reactions, instinctive protective reactions, and desires to learn” (Larsen-Freeman and Anderson, 2011, p.

85). The main objective of this method is to teach how to use the target language communicatively. One useful technique is to record students' voices and conversations and then transcript the conversation and work on features of the target language which appear on the record. Teachers, especially at the beginning, use translation.

- Communicative Language Teaching: Its aim is to make communicative competence the goal of language teaching. To achieve this goal, students need to have knowledge of linguistic forms, meanings, and functions. Most of the activities and tasks have a communicative purpose, where students have to complete, choose what and how to say something, and receive an answer.

At least one teaching method is used by teachers in their classes. Some of the activities presented in any teaching sources as course books or online programs are based on the techniques of some methods. So, it is important to select the best methods to work with in order to prepare, create or adapt the appropriate material according to students.

1.1.4. TEACHING ENGLISH THROUGH TECHNOLOGY: MULTIMEDIA

Over the past centuries, the world has been subject to change, and it is not a novelty that people adjust and evolve with it. All areas have been affected by these variants and the learning and teaching process is part of this. Technology has been around in language teaching for decades, one might argue for centuries, if the blackboard is categorized as a form of technology. Tape recorders, language laboratories, and videos have been in use since the 1960s and 1970s, and are still used in classrooms around the world (Dudeny and Hockly, 2008). "Technology is becoming increasingly important in both our personal and professional lives, and our learners are using technology more and more" (Dudeny and Hockly, 2008, p. 5). Each material and equipment used in the teaching and learning scheme was considered technology at that time. Modern tools and equipment are part of our way to live now.

According to Larsen-Freeman and Anderson, (2011) “there are two main ways to think about technology in language learning: technology as providing teaching resources and technology as providing enhance learning experiences” (p.199). The first one refers when technology helps teachers to find data and exercises to work with, while, the second one refers to learn using computers. Learners will have more access to the target language by using technological tools, which facilitate their improvement of English or any language.

Dudeny and Hockly (2008) said that technology is used more frequently. It will become a normal part of English Language Training (ELT) practice in the coming years; there are many reasons for this:

- There will be more access to the Internet.

- Younger learners are growing up with technology, and it is a natural and integrated part of their lives.

- English, as an international language, is being used in technologically mediated contexts.

- Technology presents new opportunities for authentic tasks and materials, as well as access to a wealth of ready-made ELT materials.

- Technology is offered with published materials such as course books and resource books for teachers.

- Learners expect language schools to integrate technology in teaching.

- Technology is becoming increasingly mobile.

There are different benefits about using technology to teach. Vygotsky (1978) argued that “learning takes place through social interaction” (as cited in Larsen-Freeman and

Anderson, 2011, p. 200), while with the use of technology, the interaction occurs mainly through writing (as cited in Larsen-Freeman and Anderson, 2011), although, there are diverse means in which teachers can use technology to communicate such as chats, video conferences, and so on. Besides, technology allows students to become independent and generate individualization, social interaction and reflection on language. Students will be able to explore and analyze the nature of the language. Therefore, according to Larsen-Freeman and Anderson (2011), learning a language through the use of technology brings learners into contact with authentic language.

Van Lier (2003) stated that “if technology has to be a positive force in education, it should not be cast as an alternative to classroom teaching, or as replacing the teacher, but as a tool that facilitates meaningful and challenging classroom work” (p.2) (as cited Larsen-Freeman and Anderson, 2011). Therefore, Kern (2006) argued that “it is not technology that affects the learning of a language and culture but the particular uses of technology” (p.200) (as cited Larsen-Freeman and Anderson, 2011). Technology has to be used as a tool to reinforce and/or improve English skills. Thus, teachers have to select the best and appropriate technological mode to catch students’ interests and guide them to meaningful learning.

Dudeny and Hockly (2008) said that teachers are digital immigrants, because they have come late to the world of technology while their students are digital natives, because they have grown up using technology. Educators have to be up-to-date and use innovational systems to teach and engage students in any topic. Some teachers use different types of technology depending on the environment where the learning takes place, and the access teachers and students have to it. There are circumstances where institutions do not have the equipment and materials to teach with technology. Also, the confidence, knowledge and training teachers have about technology affect how it will be used in classroom. For this reason, teacher training programs, which often ignore training in the use of Information and Communications Technology (Dudeny and Hockly, 2008), have to start

making available data and training about technology in order to improve teachers' knowledge and skills.

CALL has acquired great importance for both teachers and students because technology is part of their lives. There are different technological methods such as: blogs, digital portfolios, distance education, electronic chatting, e-pen pals, electronic presentations, electronic text corpora, social networking and Computer-Assisted Language Learning (CALL), among others (Larsen-Freeman and Anderson, 2011).

1.1.4.1. COMPUTER-ASSISTED LANGUAGE LEARNING (CALL)

Computer-Assisted Language Learning is any process in which a learner uses a computer and, as a result, improves his language. CALL covers broad ranges of activities, which makes it difficult to describe as a single idea. According to Beatty (2003) this is caused by “many variables involved partly because of the ever-changing nature of the technology and also because of the wide variety of applications that are considered as CALL programs” (p.146). CALL has acquired many functions and diversity due to the fact that technology is always evolving and changing. Actually, there exist a lot of computer programs which can be used for learning. However, CALL has to encompass issues of material design, technologies, pedagogical theories and models of instruction (Beatty, 2003). CALL has become a helpful instrument to create and adapt materials using varieties of interactive elements. However, it has also had different steps.

“CALL appeared in the early 1980s” (Dudeny and Hockly, 2008, p. 7), and since then there has been a huge evolution. According to Paper (1984), during the last decades, CALL materials have gone from emphasis on basic textual gap-filling, tasks and simple programming exercises, like, matching sentences and doing multiple-choice activities where learners have to respond to stimuli on the computer screen (as cited in Dudeny and Hockly, 2008), to interactive multimedia (it is where students have a small degree of

choice) presentations with sound, animation and full-motion video or both. As a result, actual software authoring programs often include simple ways to create exercises that are seductively easy to use (Beatty, 2003). These programs are designed to be easy to use, although it does not have everything a teacher will require if the software does not have what she/he needs to accomplish her/his aims in class.

CALL as a method of technology is always changing and evolving in terms of education and technological advances (Beatty, 2003). According to Larsen-Freeman and Anderson (2011), there is a wide variety of Computer-assisted Language Learning software and websites available for language learners. Some of these programs are free sources or can be purchased. For example, CALL approach is one that is still found on many published CD-ROMS for language teaching (Dudeny and Hockly, 2008). Also, Dudeny and Hockly (2008) said that some of these focus on specific elements of the language such as vocabulary, grammar practice, reading, and even pronunciation. There will be more CALL's software which allows users to apply different methods and techniques.

Dunkin and Bidle (1974) said that there are two ways of considering CALL: as a supplementary learning material and as an autonomous process – similar to a virtual teacher (as cited in Beatty, 2003). It is assumed that the role of CALL is to help foster language learning by creating conditions that make some aspects of language learning easier. As a result, teachers and material developers have to have clear ideas about what they want students to accomplish through a model of instruction. Teachers and/or educators can use CALL and create diverse opportunities for learners to study on their own or review and reinforce their English knowledge inside or outside of the classroom (Beatty, 2003).

Each CALL program teacher and material developers present to the students need of a structure and a design. Morariu (1988, p. 18-19) argued about the design of learning environment (as cited in Beatty, 2003):

- Goals/objectives: A full breakdown of the context and measurable outcomes for the entire instructional environment.

- Navigation: The user interface design that defines how the learners can move throughout the system.

- Structure: The overall organization of the information.

- Format: The media for presenting the content/data.

People who elaborate resources for students need to elaborate a plan and a design in order to give a clear tool. CALL programs present different activities based on diverse contents. Teachers and material developers have to decide how to present, how much content and how many activities, when to do it, moreover why to present them. According to Beatty (2003), materials designers need to resolve the locus of control between the programs and the learners' responsibility for decisions about the outcome, sequence of learning, learning interactions and even the content. "The range of tasks and exercises available in CALL can be organized into various taxonomies based on the stated focus of the software (grammar, vocabulary, and fluency), and targeted language skills (reading, writing, speaking and/or listening)" (Beatty, 2003, p. 143). The programs should be designed and created according to the autonomy students will have and the skills and topics they need to reinforce. If students will need to practice speaking, there could be a program where students could practice it.

There are several profits about using CALL. One benefit is that it presents different kinds of language learning opportunities from those available in a traditional classroom. Therefore, students can study different content or study the same content taught in the classroom but in another way. This allows students to learn new things and reinforce what they already know. Another example is different kinds of measurements offered by CALL programs and the immediate feedback learners will receive (Beatty, 2003). The feedback provided for CALL programs can vary since "pointing out whether the answer is correct or incorrect to providing more sophisticated feedback such as showing why the learner is mistaken and offering remedial activities" (Dudeney and Hockly, 2008, p. 7). It is similar to the feedback given for teachers in classrooms. Teachers give feedback when they correct to their students by repeating and emphasizing the mistake, doing

other student correcting the mistake, giving another example, repeating the rule or saying “well done”. Sometimes, teachers use extra activities to reinforce a topic.

1.1.4.2. MULTIMEDIA

Beatty (2003) said that “multimedia is the association of several media types such as text, images, sound, video and/or animations (p. 39)”. He also alleged that “the types of information that can be kept through multimedia allow overcoming limitations of the book by making use of computer’s ability to search through vast databases of texts and images and form new and unexpected links in the material (p. 43)”. It means that multimedia can use extra systems that traditional course book do not have. Students can search and practice what they really need to reinforce. Multimedia has become a new manner to innovate different areas, especially education.

Beatty also explained that all technological innovations, such as the World Wide Web and physical collection of data in CD ROMs, have cultivated the growth of multimedia as new learning resources, particularly for language learning. Benson (2001), Benson and Lor (1998), and Benson and Voller (1997) said that one advantage of multimedia is that it encourages autonomous language learning (as cited in Beatty, 2003). One example is when students could get information or practice about a content studied in class. According to Beatty (2003) multimedia is a special feature of the computer that gives it the potential to offer something more different than traditional teaching and learning materials.

Pedagogics and material developers need to review “what learning might be through multimedia, combined with innovation in design (Stringer, 1997) to realize completely the true potential for educational interaction in multimedia” (Williams, 1998) (as cited in Beatty, 2003, p. 134). It denotes that multimedia helps improving its abilities as an educational tool.

Multimedia is an innovative technological way to work with students. Teachers can select or create their own material based on their students' needs and interests. This material has to be guided and conducted in the same way as a lesson or an extra activity.

1.1.5. GRAMMAR: THE USE OF *IN*, *ON*, AND *AT*

According to Morenberg (1997) grammar is “a system that puts words together into meaningful units” (p.4). It defines grammar as groups of words which have a specific meaning when they are together. According to Cook (2013) “Grammar is the most unique aspect of the language. It has features which do not occur in other mental processes. According to linguists (though psychologists often disagree), grammar is learnt in different ways from anything else people learn” (p.18). Grammar can be learnt through other skills. For example, when students listen or read a song or text in the target language and there is a grammatical structure repeated many times, they could comprehend how this grammatical structure works and produce their own structures.

Celce-Muria and Hilles (1988) presented a framework for teaching grammar based on 3 aspects of language: social roles and communicative functions (e.g. politeness), semantic notions expressed through grammatical structures (e.g. prepositions), and discourse factors (e.g. word order and topic continuity). All these aspects should be taught, but the grammatical structures are rules and theories which they sometimes need to be explicitly learnt.

Each word has its own function, but when it works with another word its meaning can change. As in the sentence “Students have to break down the text to understand it”, the verb “break” means “smash”, but the preposition “down” changes the meaning to “analyze”: “Students have to analyze the text to understand it “.

As it is shown in the example above, prepositions are words which define the meaning of a sentence. They are “an important vehicle for indicating semantic roles. Their meanings are difficult to analyze and they are often discarded in processing text” (Litwoski and Hargraves, nd). It refers that prepositions give a concluding sense to a sentence, but

sometimes it cannot be easy to understand. According to Jansson (2006), “the semantic perspective on prepositions is somewhat trickier to account for, since it is possible to draw an intricate network of meanings around each preposition” (p. 10). It assures that it is a little complicated to understand the meanings of each preposition because some of them have more than one semantic function. According to the Oxford dictionary (2015), a preposition is “a word governing, and usually preceding, a noun or pronoun and expressing a relation to another word or element in the clause”.

Prepositions represent more problems for English learners than any other part of speech. This is because prepositions are just little words that never change in form (Grubic, 2004). Prepositions are difficult to master because they perform so many complex roles (Inezan and Najim, nd), which delineate the meaning of a sentence. Quirk et al (1985) said that there are simple prepositions consisting of one word, and complex prepositions consisting of more than one word (as cited in Jansson, 2006). Some examples of simple prepositions are *in, on, at, under, of*, and so on, while complex prepositions are *according to, as between, because of, in addition to*, and so on.

In the English language there are approximately 70 simple prepositions (Inezan and Najim, nd). Many of these have different purposes and uses. According to Grubic (2004), many prepositions show location (on, off, behind, under, etc.), some show time (before, after), while others show less concrete relationships (of, for, to, with). He also explained that non-native English speakers are inclined to have three types of problems with prepositions:

- Using the wrong preposition, e.g.: “My grandfather picked the name **on** me” (incorrect) instead of “My grandfather picked the name **for** me” (correct).
- Omitting a required preposition, e.g.: “I served the Army until 1964” (incorrect) instead of “I served **in** the Army until 1964” (correct).
- Using a superfluous preposition, e.g.: “I studied **in** Biology for three years” (incorrect) instead of “I studied Biology for three years” (correct).

English prepositions are difficult for any language learner, because he/she usually relates them to the prepositions of his/her native language. The difficulty is also caused by the difference in number, meaning and usage of the prepositions in the mother tongue, and the target language. Verbs and other parts of speech play a great role in the omission, addition, and selection of a wrong preposition in English, which may affect the whole meaning of the idea intended by the learner. In addition to this, idiomatic usage of English prepositions makes them difficult to learn even by native speakers of the language (Inezan and Najim, nd). Another scholar who agrees with this theory is De Felice (2009) who said that:

“The Cambridge Grammar for English Language Teachers (Parrot, 2000) defines prepositions as a “major problem” for learners, a finding confirmed by the analysis of a small error-tagged corpus we created in which prepositions account for 12% of the errors”. (p. 512). In other words, the Cambridge Grammar for English Language Teachers did a corpus based on errors in which the 12% is for prepositions. This corpus confirms that there are misuses and misunderstandings of prepositions.

Dirven (1993) and Eastwood (2006) said that “prepositions reflect practical link between items in real life situations or uses in terms of time, place and linguistic function. Prepositions such as in, at, on were found to be more difficult than articles” (as cited in Khotaba, 2013, p. 274).

According to Word Frequency Data Corpus of the Contemporary American English, the prepositions AT,- IN and ON are among the twenty five most commonly used words in English. The three are used for time and place, and with similar expressions. For example, “on” is used with days such as “on Sunday” while “in” is used with parts of the day such as “in the morning”. Although when it refers to “night”, it is necessary to use “at” as in “at night”. When days and parts of the days are in the same sentence; the preposition which has to be used is “on” as in “on Sunday morning”.

As it is shown in the examples before, there could be misunderstandings with these prepositions. According to Grubic (2004), many errors occur with the prepositions *in*, *on*, and *at*.

1. The following errors are related to space:

- John is standing **in** the sidewalk. (Incorrect)
John is standing **on** the sidewalk. (Two-dimensional) (Correct)
- John is **at** the house. (Incorrect)
John is **in** the house. (Three-dimensional) (Correct)
- John is **in** the corner. (Incorrect)
John is **at** the corner. (One-dimensional: point/intersection) (Correct)
- John is **in** the door/window. (Incorrect)
John is **at** the door/window. (In the general area) (Correct)

2. The following errors are related to time:

- It happened **on** 1960. (Incorrect)
It happened **in** 1960. (IN is used for months, seasons, years, and periods of the day—including the morning, evening, afternoon.) (Correct)
- It happened **at** Dec. 10. (Incorrect)
It happened **on** Dec. 10. (ON is used for dates and days of the week.) (Correct)
- It happened **in** 9: 15. (Incorrect)
It happened **at** 9:15. (AT is used for times of the day—includes noon, midnight, and night, dawn, dusk, sunrise, and sunset.) (Correct)

Both mentioned errors show the incorrect and correct prepositions in the sentences, although, English language learners could have chosen any preposition (IN, ON, and AT) because of the fact that these prepositions have similar uses.

There is also interference from the native language in this case Spanish (Grubic, 2004).

English: at

- Usual Spanish principal translations: a, en (according to Word-Reference, 2015)

E.g.: I laughed **at** the program. Me reí **del** programa.

But sometimes, it can be translated for “Me reí en el programa”, which in English would be “I laughed **in** the program”.

The ways to overcome the problem with prepositions are: knowing possible interference errors and grammatical structures. Interference errors are when learners confuse the target language with their native language in grammar, vocabulary, spelling or pronunciation. On the other hand, grammatical structures are theories or rules about a specific grammar point. If students understand the use of *in*, *on*, and *at* and they are aware of the possible interference of their native language, they could avoid errors.

Grammatical structure of IN, ON, and AT

Murphy (2003) gives definitions and uses of the mentioned prepositions:

IN

- For longer periods like months, years and seasons. E.g.: in spring, in February, in 2015, in the morning
- *In time*: with enough time to spare, soon enough, before it gets too late. The opposite is too late. E.g.: Will you arrive in time to the concert?
- *In the end*: after a long time; finally, as a result or solution for circumstances. E.g.: My father had a lot of problems with the taxes. But, in the end, he could solve them.
- Encircled space. E.g.: in a building.

- Expressions: in a line, in a row, in a street, in a photograph, in a picture, in the sky, in the world, in a book, in a newspaper, in a magazine, in a letter, in a restaurant, in the front, in the back of a car, in the corner of a room. E.g.: Julia wants to see her name printed in a book.
- Cities, towns and villages: e.g.: in London.
- Transport: In a car, in a taxi. E.g.: I would like to travel in your car.
- Expressions: In the rain, in the sun (sunshine), in the shade, in the dark, in bad weather, etc. in my opinion. E.g.: I do not like to be in the dark.
- It is used with “write”. E.g.: in ink, in biro, in pencil.
- It is used with “pay”. E.g.: in cash.
- It is used with “Be/ fall”: in love with somebody. E.g.: Miguel is in love with Ligia.

ON

- Days and dates. E.g.: on Wednesday, on February 27th.
- *On time*: the hour or time already established or planned. E.g.: I should be on time for my job interview.
- Surface. E.g.: on the table.
- Expressions: on the right, on the ground, on the first, second... floor, on a farm, on a page, on a map, on the menu, on a list, on the front or back of a letter, piece of paper, etc., on the way to another place, on the corner, on television, on radio, on the telephone/phone, on purpose (with intention). E.g.: Jackson lives on a farm near to his job.

- It is also used to describe the location of a place. E.g.: Ecuador is located on the northwestern coast of South America.
- Transport: On a bus, on a train, on a plane, on a ship, on a bicycle, on a motorcycle, on a horse. E.g.: Vivienne would like to travel on a train.
- It is used with “be” and “go”. E.g.: on holiday, on a trip

AT

- Times. E.g.: at 3 o’ clock, at sunset, at night.
- Expressions: at night, at weekend(s), at Christmas, at the moment, at the same time. E.g.: Pierce met his boyfriend at Christmas.
- *At the end*: it means when something pauses or finishes. E.g.: I would like to travel at the end of the semester.
- Place: point. E.g.: at the bus stop.
- Place: building. E.g.: at the restaurant.
- Expression related to place. E.g.: at the front or at the back of a theater, building, etc. At the corner of a street.

Although, these definitions can be understood easily, it is not the same when learners have to face these three prepositions at the same time because they have similar uses. For example, learners have to write about their best vacations and they have to include dates, months, seasons, days and so on. So, IN, ON, and AT are used for time but in different situations. IN is used for longer periods, ON is used for days and dates, and AT is used for times. Students have to recognize how to use each one.

1.2. OBJECTIVES

1.2.1. GENERAL OBJECTIVE

The main objective of this work is to create an interactive CD that helps to develop English teaching and learning grammar skills: the use of *in*, *on*, and *at*.

1.2.2. SPECIFIC OBJECTIVES

To accomplish the main objective, it is necessary to take three different steps:

- To analyze the different stages that people go through when learning a second language.
- To analyze the techniques and methods for the teaching of English grammar skills.
- To develop different activities that will help teachers and students focus on the use of *in*, *on*, and *at*.

2. METHODOLOGY

It is necessary to explain the steps this project used to fulfill the mentioned objectives. Also, it indicates materials, sample and population, and ways to recollect information (data analysis). In addition, there is a CD and activities description.

The following steps are helpful to accomplish the objectives:

- The first step deals with researching for information. It is important to talk about different theories that explain how people acquire a second language. Also, there is the need to describe the teaching and learning process of a SLA, because it focuses on techniques, methods, teachers, and students. This step also explains the teaching of a language through technology which refers to the use of computers and multimedia tools.
- The second step is related to the explanation of the theories about SLA that will be involved in the interactive material. Also, in this point, it is important to mention the factors in the teaching-learning process and how they influence the outcomes of the CD. The researcher will choose and explain the technological system to create the material.
- The third step concerns the analysis of all obtained data during the investigation and applied in the CD to create and elaborate activities to reinforce students' knowledge. These activities are going to be found in the CD annexed in this research project. In this step, it is important to find a graphic designer who knows how to put all the activities in a multimedia program. The researcher of this project has to explain to the graphic designer how each activity must work and which functions (audio, feedback, music, and so on) the CD must have.

- As an additional information, there is a fourth step which consists of asking English teachers, through a questionnaire, what they think about this material and if they would work with it. Teachers will receive the CD and a questionnaire. The questionnaire consists of 15 questions in which 13 are close questions and the rest are open questions.
- The last step consists of analyzing the obtained data to complete the final results and make conclusions.

In addition to the mentioned steps, it is essential to indicate the materials used in this project and give a description of its use and content. In this case, the principal materials are the CD and questionnaire.

- CD:

The CD is going to be designed through a program called Adobe Flash by a graphic designer. This program allows the combination and creation of interactive elements with sounds and pictures. So, the graphic designer is going to store the activities and rules of *in*, *on*, and *at* in the CD.

However, he/she has to delimit specific characteristics that the CD should have. The CD has many functions such as feedback, playing instrumental music, and help. The first function is when the program tells the users if their answers are right or wrong. The second one is related to Dessugestopedia method, which says that music can create a relaxed environment and facilitate the learning, but there is a button to turn it off if it is students' wish. The last function is represented with a question mark button in the CD, which is in Spanish because it explains how English language students (some of them could have a low English level) should navigate through the CD. This description explains the functions of the CD itself, although there are more roles related to the content of the CD.

In addition to the cited functions, the content of the CD includes more characteristics. In the CD, there are three buttons called EXERCISES, LISTENING, and EXTRA ACTIVITIES.

- **EXERCISES:** Students are going to find exercises; each exercise with a number. Also, there are two small buttons on the right side of the page. One says “THEORY” and the other “NAVIGATE”. In “THEORY”, there are 14 pages about the use of *in*, *on*, and *at* divided into time and place. The other button, “NAVIGATE”, has numbers which correspond to the number of each exercise. When learners arrive to the last exercise and click on the button “NEXT”, they can check their answers.
- **LISTENING:** Learners are going to find different listening activities. The answers of these activities will appear immediately. They are going to find 5 listening. The activities are fill-in-the blanks in which students have to write short and long sentences, and multiple choice activities in which students have to select the correct answer.
- **EXTRA ACTIVITIES:** Students are going to find 3 options “WRITING”, “SPEAKING” and “QUESTIONS”. The writing and speaking, students can do it outside the CD, which implies using hand-writing or using computer programs like Microsoft Word or the recorder of each computer. In this way, students could send their answers to teachers to be corrected. In the “QUESTIONS” button, learners will find a test which will be graded over 100. This test is related to the rules about the use of *in*, *on*, and *at* and students have to choose the correct answer.

It has already mentioned CD’s characteristics and functions as well as the CD itself and the content. For this reason, it is important to explain what the content has. The following list describes the different activities used in the CD:

- Fill-in-the blanks: Students have to select the correct prepositions. In addition, there are some activities where they have to select a phrase to complete the sentences, and in others they have to relate the completed sentences to a picture.
- Choose and mark: Students have to select an option. Some of the options are quite similar in order to make students clarify their knowledge.
- Word search: Students look for words to complete the sentences adding the correct preposition. This activity helps students to stimulate their brains and to recognize old or new words. Also, it is different and entertaining.
- Unscramble and complete: This activity is mixed with fill-in-the-blanks, because students have to complete and arrange the paragraph. Unscramble is an activity which allows students to improve their reading skills.
- Choose and transform: In this activity, students are asked to transform some sentences from positive to negative writing the correct preposition.
- Correct the mistakes: Students are asked to write the correct preposition. This activity could allow students to differentiate the different uses of *in*, *on*, and *at*.
- Listening comprehension: There are dialogues and conversations where students have to complete and select the correct answer.
- Writing activities: Students are asked to write sentences according to some specified rules. Although, teachers could ask students to write a paragraph or an essay using all rules together. If students want to check their answers, they have to write in paper or in the computer using Microsoft Word, Excel, Power Point, Paint, etc.
- Speaking activities: Students are asked to produce oral sentences based on the rules of “in-on-at”. They can record their voices through the recorder of a computer in order to send them to their teachers.

- There is a test which mixes exercises and theories. This is scored over 100. It is useful due to teachers and students can have a general idea about the understanding of the topic.

- QUESTIONNAIRE:

In this study, the researcher asked the respondents to answer a 15 questions survey, in which 9 questions are based on a five-point scale (5 for always/completely agree, 4 for most of the time/ agree, 3 for sometimes/neutral, 2 for hardly ever/ disagree, 1 for never/completely disagree); questions from 10 to 11 are multiple-choice and 12 to 13 are yes/no questions, which teachers have to choose according to what they think would be better; and the last two are open questions. These questions are written to examine English teachers' comments about the CD.

The questionnaire will be given to 15 English teachers in Esmeraldas. They work in school, high school or university. They are going to be asked about the CD in order to give their comments and opinions about it because they are who decide what, how, when and why to work with any material and also they know their students' interests and needs.

The purpose of the questionnaire is to demonstrate CD's characteristics and uses. There are some questions which have similar features. For this reason, these questions are going to be grouped to determine specific and general CD's faces. The questionnaire has 15 questions in which the first 13 are close questions while the last two are open questions.

The following aspects show how these questions are going to be grouped:

- Usage of technology in class: This is not related to CD's characteristics instead it is related to how teachers use technology. The first two questions from the questionnaire determinate the results.

- Appropriateness of the CD: This expresses the content of the CD itself. It is connected with teaching methods, activities, instructions, and the practice of the 4 skills. It corresponds from the 3rd to the 7th questions from the questionnaire.
- Benefits of the CD: This establishes concrete teachers' opinions about the CD. It is the 8th and 9th questions from the questionnaire.
- Students' levels: This states which levels students should have to use the CD. This is the 10th question from the questionnaire.
- Students' age: This states which age students should have to use the CD. This is the 11th question from the questionnaire.
- Teacher's use of the CD: This aspect assures if the CD will be used by English teachers. This aspect involves the 12th and 13th questions from the questionnaire.
- Suggestions and comments: This corresponds to the two open questions. Teachers express what they think and also, what they do with the CD.

The researcher will tabulate in Microsoft Excel the answers, writing each question and summing the answers. Then, he/she will interpret the answers according to each group of questions.

3. RESULTS

These results are based on the questionnaire taken to English teachers in Esmeraldas. There are six tables and the explanation of the two open questions from the questionnaire.

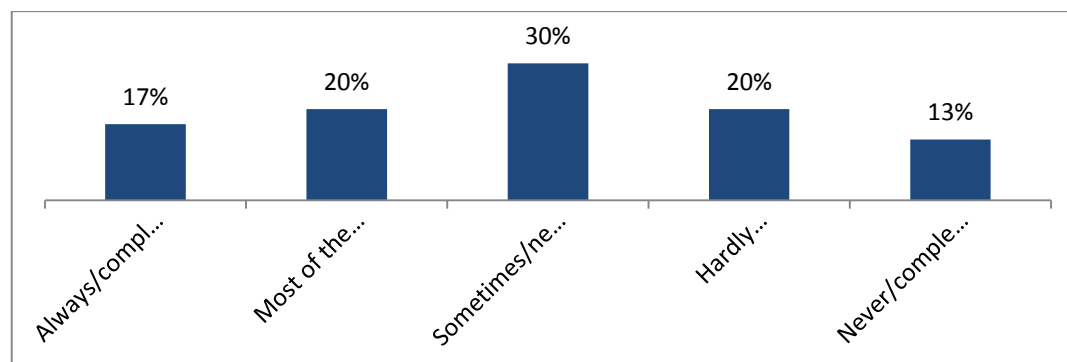


Table 1. – Usage of technology in class.

Table 1 contains 2 questions (1 and 2) related to the use of technology by teachers in the classroom. These questions demonstrate if teachers have previous experiences working with technology. This graph shows that teachers use technology in 67%, at least in some degree. Nevertheless, the 33% represents to teachers who almost never use technology.

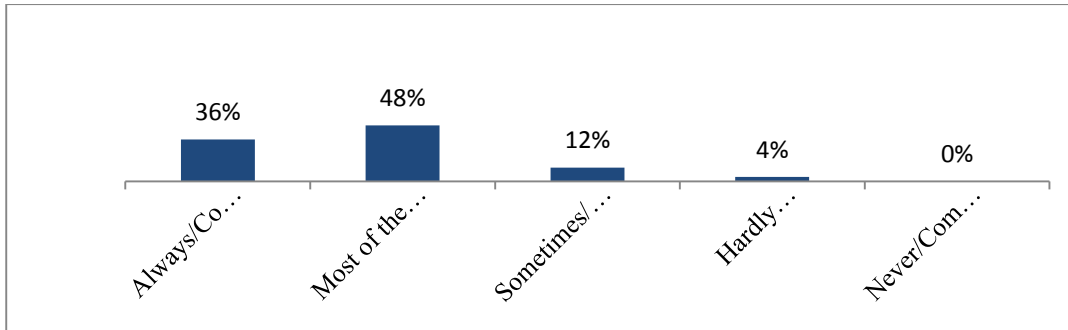


Table 2. – Appropriateness of the CD.

Table 2 contains 5 questions (3, 4, 5, 6, and 7) related specifically to the content of the CD. The appropriateness of the CD refers to the use of different teaching methods, varied activities with different intelligences, clear instructions and the practice of the 4 skills. The graph shows that teachers consider that this CD is appropriated to work with students in 84%. On the other hand, the 4% represents to teachers who think that this CD is not appropriated.

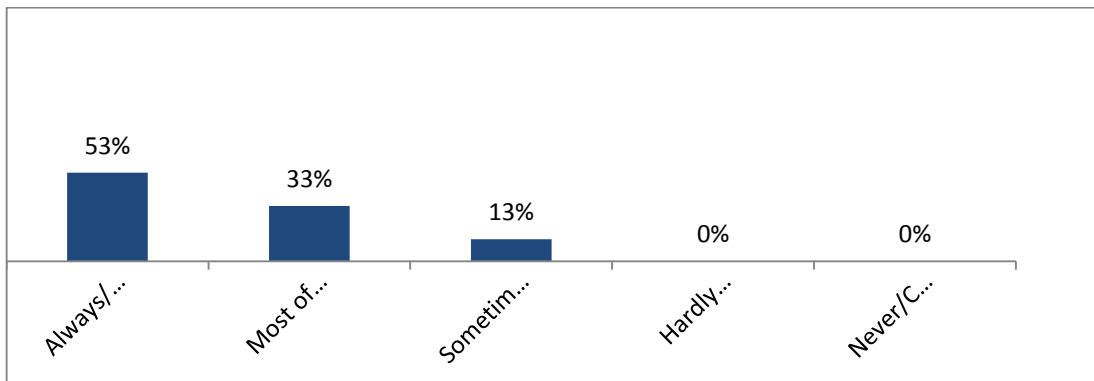


Table 3.- Benefits of the CD.

Table 3 contains two questions (8 and 9). The answers of these questions want to check if teachers consider this CD useful and helpful to work with their students. The highest result

gets 53%, while the lowest is 0%. This shows that teachers think that the CD would be useful and will help them to teach the use of “on”, “at” and, “in”, and that in some degree it could be used to reinforce other aspects of the English language.

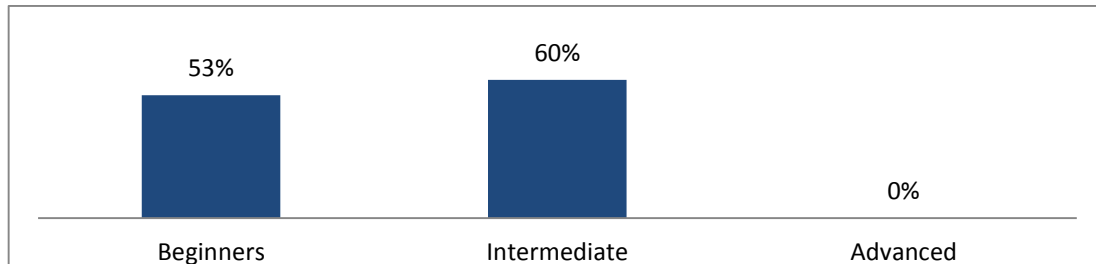


Table 4. - Students' level to use the CD.

Table 4 (question 10) wants to establish the level teachers believe students should have to use the CD. The results show that the level “beginners” gets 53% and intermediate” gets 60% while “advanced” gets 0%. In conclusion, according to teachers' opinions the CD could be used with beginners and intermediate students.

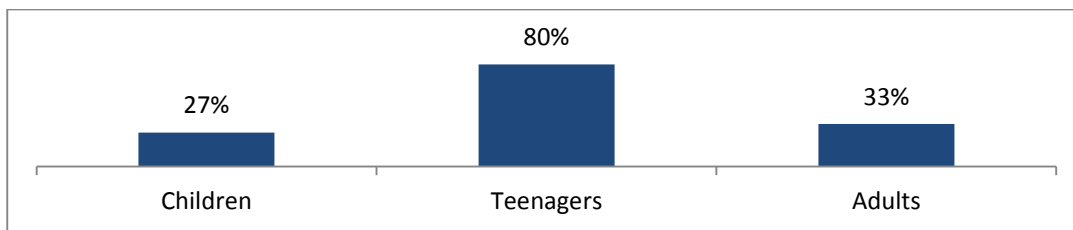


Table 5. - Students' age to use the CD.

Table 5 (question 11) wants to demonstrate which age group should the CD be used with. In the questionnaire, some teachers chose more than one choice. So, in this graph all teachers' answers are taken into account. As a result, “children” gets 27%, “adults” gets 33% while “teenagers” gets 80%.

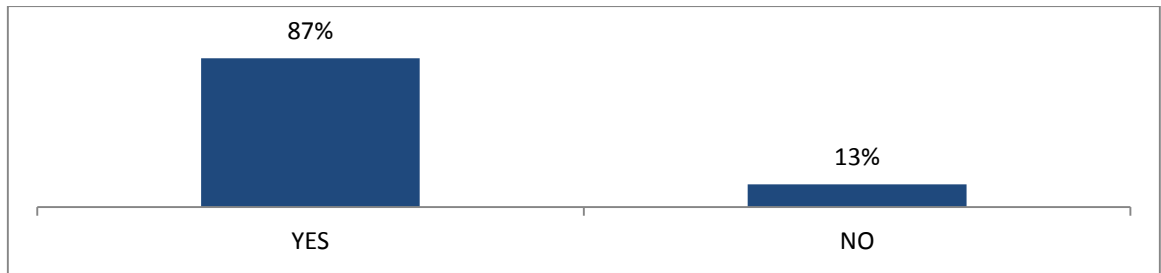


Table 6. - Teachers would use the CD.

Table 6 contains two questions (12 and 13) related to whether teachers would use the CD in the future. There is an 87% of answers affirming that teachers would use the CD to teach English; either prepositions, or other topics.

In addition to the mentioned questions, there are two open questions (the 14th and 15th questions from the questionnaire) which try to summarize what other things they could do with the CD and all suggestions and comments teachers wrote about the CD.

- 1. If your answer is yes (in the question # 13), please specify what other aspects of English could be taught with the CD.**

The answers given by teachers are quite similar among them. Teachers mentioned that they would also teach vocabulary, listening comprehension, vocabulary practice, writing, reading, and grammar. Teachers explained that they would take sentences and readings to teach new words and grammatical structures. Also, they mentioned that they would use the CD to reinforce some grammatical skills.

2. Write suggestions and comments about the CD.

- The sound could change more according to the activities.
- It would be better if students drag the answer to the place, not only write.
- It would be better if the program could record the students' answers
- The listening activities should have slower or simpler conversations
- It would have more diversity if students could write paragraphs instead of just sentences.
- It would be better if the grammar rules would be presented before doing the exercises.
- It would be better to use more pictures.

4. DISCUSSION

This study had as its main objective to create a CD to teach grammar: the use of *in*, *on*, and *at*.

Teachers have previous experience using technology in classroom, which shows they can use the CD as an extra tool. Therefore, teachers consider that the CD can be used by English language students. The reason for this is that it presents different teaching methods, diverse activities with different intelligences and styles, the basic skills (listening, speaking, reading, and writing), and also students can understand what they have to do and how to use the CD. Most teachers agree that the CD could help to improve students' knowledge about the English language, and understand the use of *in*, *on*, and *at*. The CD is appropriate for beginners and intermediate students according to teachers' opinions. Also, they think that the CD is appropriate for "teenagers", it refers to 12-17 years old students. Although, teenagers age vary depending on physical and emotional changes and there are some people who consider 16 years old students as young adults. In general terms, teachers like the CD, and they stated that they would use it in the future.

According to the theoretical framework and results from the questionnaire, the following are characteristics presented in the CD

- Different methods which are used in the CD like:

Direct method: The CD contains some techniques based on this method like fill-in-the-blanks, transform, multiple-choice, and so on.

Desuggestopedia: The instrumental music represents this method. The attempt to use it is to create an enjoyable atmosphere.

Audio-lingual: There are some similar sentences and exercises in which their aim is the repetition.

Community Language Learning: The CD puts diverse intelligences claiming to consider students' interests.

- Different intelligences and learning styles: Musical, visual, verbal, logical and so on.
- Different activities: Fill-in-the-blank, unscramble, transform sentences, free activity (their own ideas, opinions and creativity), listening, reading comprehension.
- Instructions are clear: Students will be able to know and easily understand what they have to do.
- Students can practice and reinforce all skills and their knowledge about the English language, especially the use of *in, on, and at*.
- Teachers can teach this topic (*in, on, and at*) with beginners and intermediate levels.
- Results show that most teachers think that this CD should be used with teenagers. According to the theories presented in learner's characteristics:

-Children learn different things at the same time, although their attention is short; grammar is not for younger children. This denotes that if they work with it, they are not going to spend too much time concentrating on the content or/and the activities, and they are going to get bored easily.

-Teenagers know the need for learning and they commit to the things they are interested in. If they are interesting in English prepositions, they are going to pay attention and concentrate in what they are studying.

-Adults know why they are learning. So, if they really want to learn, they are going to effort to accomplish their goal.

In conclusion, this CD could be used with teenagers and adults. They could comprehend and internalize the grammar rules in order to produce them easily.

- One difficulty that this study had was the lack of technological understanding to create the CD. One person who has been trained and prepared to teach and to create materials does not have enough knowledge to create an innovative technological material. For this reason, it was necessary to ask a graphic designer to put all the activities from this topic in a CD, and make it interactive. This designer did not have any idea about the English language, teaching methods, language skills, and learners' characteristics, and so on. When the CD was starting to be designed, it started with a software which did not allow the use of the activities that had originally been created. So, this had to be changed for a program in which the creation process was very long.

In general, the CD accomplishes all the mentioned objectives.

- Teaching methods follow their concepts and definitions about how a second language should be taught throughout a research line based on theories about second language acquisition.
- Activities were created taking into account these teaching methods.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

- An interactive material was created to help to develop English teaching and learning grammar skills: the use of *in, on* and *at*.
- There is not a specific or a unique theory which explains how people acquire the second language. Some of these theories are related. For instance, the ideas of Krashen and McLaughlin about SLA. Krashen (1982) said that the acquisition of a language is similar to the native language. In a similar way, skill-building hypothesis created by Barry McLaughlin (1987) explained that if people keep using or practicing the language, this will become automatic. Children learn their native language by listening, repeating and practicing and then it becomes automatic. These theories are similar to psychological research about SLA: Information Processing and Connectionism (cited in Lightbown and Spada, 2008).
- Different methods and techniques exist but some of them are not useful or too complicated to be put on this CD. This is the case of Communicative Language Teaching which requires to talk with someone else. This tool has taken some ideas and techniques about some methods and has been combined to work together. The methods chosen were:
 - Direct method: The CD emphasizes language patterns (IN, ON, and AT). Also, it has the option to learn inductively. So, students or teachers can check the rules or theories about *in, on* and *at* if they want or need to. This will be a student or teacher's decision.
 - Desuggestopedia: Students can learn at home or where they feel more relaxed, without pressure. One technique that is useful is instrumental music, which could make students feel relaxed.

-Audio-lingual: It uses drills and repetition to shape and reinforce students' knowledge about the language.

-Community Language learning: The CD used all students' intelligences and different backgrounds and cultures. The goal of the CD wants to make students practice and produce these prepositions in their daily life.

- All the theories and acquired knowledge made it possible to create the activities used in the CD.

5.2. RECOMMENDATIONS

- Technology is part of our lives, so teachers should implement this type of resource to teach and learn English, but sometimes it is difficult to find or adapt something for students' needs and interests. A suggestion would be to prepare teachers to create technological materials; one way is to provide seminars and courses. In this way, there will be more ways to improve students' skills and knowledge about the language.
- Therefore, in the future, teachers could need to create an interactive material about another topic, it could be tenses, adjectives or just based on a specific skill (listening, speaking reading and writing). This study could be a base for the creation of new tools that language teachers will want to use in their classrooms.
- Another research project, which could be taken from this one, would be to make students use this CD. A new researcher could evaluate if this CD is helpful for students and to take students' opinions about this tool.

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6.2. ANNEXES

6.2.1. QUESTIONNAIRE FOR TEACHERS

Name: _____ Date: _____

The purpose of this survey is to know the effectiveness of this CD, which would be used as an extra tool for teachers in order to teach grammar, and specifically, the use of the prepositions *in – on – at*.

Choose the appropriate answer

5 = Always/Completely Agree
4 = Most of the time/Agree
3 = Sometimes/Neutral
2 = Hardly ever/Disagree
1 = Never/Completely Disagree

1. You use technology to teach English.	5	4	3	2	1
2. You use a formal program to teach English (CD, online platform, online books).	5	4	3	2	1
3. The CD is interactive and shows different teaching methods.	5	4	3	2	1
4. The activities mix different intelligences.	5	4	3	2	1
5. The activities are varied.	5	4	3	2	1
6. The instructions are clear.	5	4	3	2	1
7. It allows practicing all the skills (speaking, reading, listening, and writing).	5	4	3	2	1

8. The CD would help to improve students' knowledge about the English language.	5	4	3	2	1
9. Students would reinforce and understand much better the use of "in-on-at" after using the CD.	5	4	3	2	1

10. Which students' level should this CD be used with?

- A. Beginners
- B. Intermediate
- C. Advanced

11. Which students' age should this CD be used?

- A. Children
- B. Teenagers
- C. Adults

12. Would you use the CD to teach the prepositions (in-on-at)?

- A. Yes
- B. No

13. Would you use the CD to teach something else?

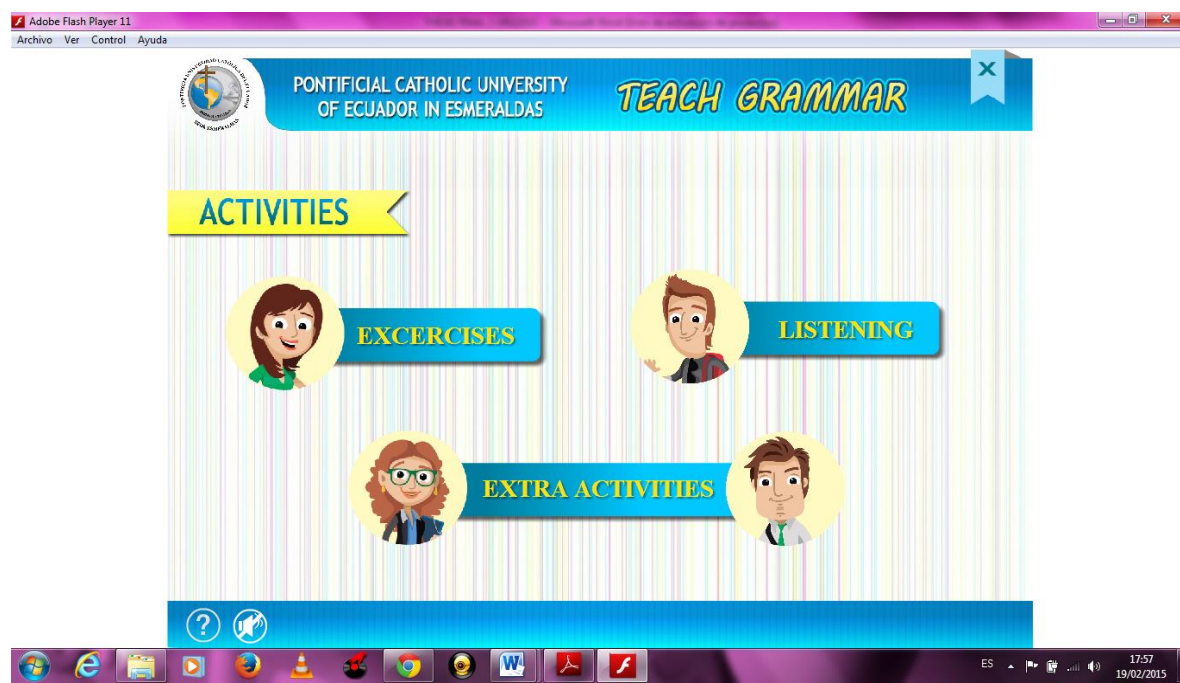
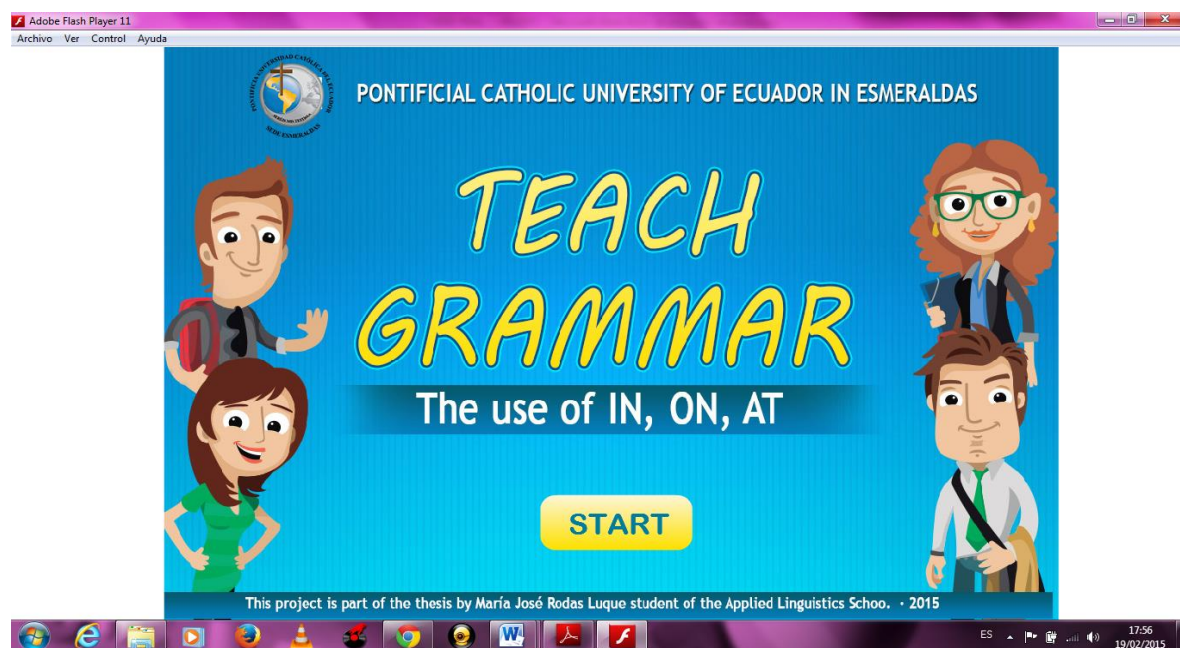
- A. Yes
- B. No

14. If your answer is yes, please specify what other aspects of English could be taught with the CD.

15. Write suggestions and comments about the CD

6.2.2. CONTENT OF THE CD

The following pictures show the cover and the first page inside the CD which are described in methodology.

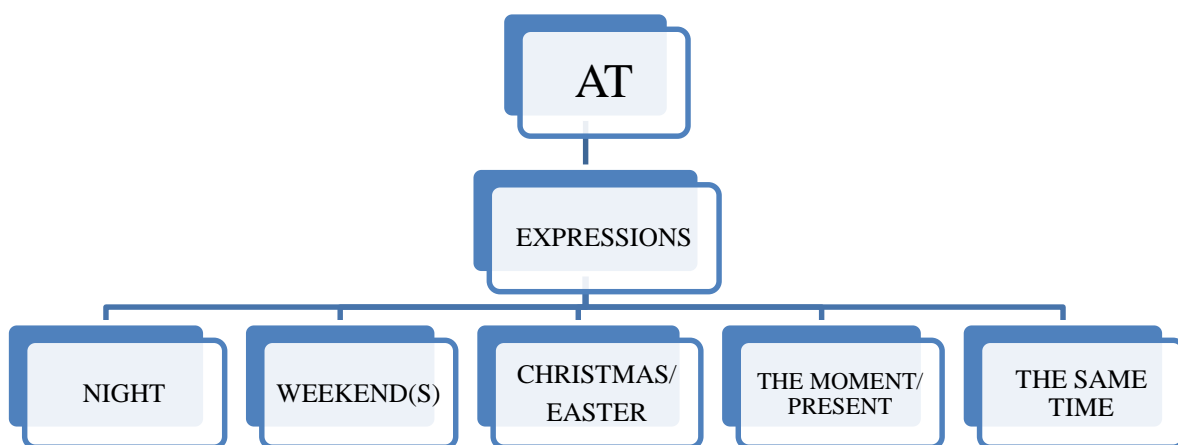


THEORY

There are many rules which explain the use of *in*, *on*, and *at*. They are used for time and place.

- **TIME**

PREPOSITIONS	AT	ON	IN
EXPLANATION	Times	Days and dates	For longer periods (months, year and seasons)
EXAMPLE: COMPARE	*Cinderella returned home at <u>midnight</u> . *All Esmeraldas' beaches are beautiful at <u>sunset</u> .	*Students do not want to go to classes on <u>Fridays</u> . *The Independence of Esmeraldas was on <u>August 5th, 1820</u> .	*Esmeraldas is too hot in <u>winter</u> . *People usually buy more in <u>December</u> than other months.



EXCEPTION: “AT WHAT TIME....?” “WHAT TIME....?”

PREPOSITION	IN	ON
COMPARISON	In <u>the morning</u> (s) in <u>the afternoon</u> (s) in <u>the evening</u> (s)	On <u>Monday morning</u> on <u>Wednesday afternoon</u> on <u>Sunday evening</u>
EXAMPLE	I study physics in the mornings.	The milkman goes to our house on Saturdays morning.
	I play soccer in the evening.	I hate to go to the supermarket on Sunday evening.

TIP:

- “IN” is also used to express how long it takes to do something:

E.g.:

- I read this book in 3 weeks.
- I have studies for this test in two months.

- It is **not** correct to use “at, in and on” before “last, next, this, every”

E.g.:

- I would like to travel this night.
- Have you seen her every day at 6 o’clock?

PREPOSITION	ON	AT
COMPARISON EXAMPLE	Christmas Day/Eve	Christmas

Note: “On” is used for specific time.

ON TIME

The hour or time already established or planned.
The opposite is late

E.g. : I should be on time for my job interview.

Eg.: The classes always start on time.

IN TIME

with enough time to spare, soon enough, before it gets to late. The opposite is too late

E.g. : Will you arrive in time to the concert?

E.g. : I almost forget it's my cousin's birthday. Luckily, I remember in time

AT THE END

at the time when something pauses or finishes

E.g. : I would like to travel at the end of the semester.

E.g. : Will you marry me at the end of May?

IN THE END



After a long time; finally: as a result or solution for circumstances



E.g. : My father had a lot of problems with the taxes. But in the end he could solve them.



E.g. : In the end, after a lot of months of work , I could finish my project.

• PLACE

PREPOSITION	IN	AT	ON
Example	In <u>a building</u> In <u>a bedroom</u>	at <u>the bus stop</u> at <u>the church</u>	On <u>the desk</u> On <u>your shirt</u>
Explanation	Encircled space	point	Surface

PREPOSTION	IN	AT
COMPARE	There are a lot of people in <u>the church</u> .	When you arrive at <u>the church</u> , you will find the park.
		

PREPOSTION	IN	ON
COMPARE	There is some wine in <u>the glass</u> .	There is a fly on <u>the glass</u> .
		

PREPOSTION	AT	ON
COMPARE	There is a bird at <u>the window</u> .	There is dust on <u>the window</u> .
		

EXPRESSIONS		
IN	ON	AT
In a line, in a row, in a street	On the right, left	
In a photograph, in a picture	On the ground, on the first floor, on the second floor, etc.,	
In the sky, in the world	On a farm,	
In a book, in a newspaper, in a magazine, in a letter	On a page	
In a restaurant	On a map, on the menu, on a list	At a restaurant
In the front, in the back of a car	On the front, on back of a letter, piece of paper, etc.	At the front, at the back of a film, building, etc.
	“On the way” to another place	

TIP

We use **ON** to refer that a **place** is on a **river, road, and the coast**

E.g.:

- Esmeraldas is **on** the coast of Ecuador.
- The big blue truck is **on** the road again.

PREPOSITION	IN	ON	AT
Expression	In the corner of a room	On the corner / at the corner of a street	
Example	The desk is in the corner of my bedroom.	The school bus always leaves my cousin on the corner of Rocafuerte's street.	The school bus always leaves my cousin at the corner of Rocafuerte's street.

COMPARE

PREPOSITION	IN	AT
Expressions	In bed, in hospital, in prison	At home, at work, at school, at university, at college
Examples	<ul style="list-style-type: none"> • I'm so tired. I would like to spent all day in <u>bed</u> 	<ul style="list-style-type: none"> • Michael and Anna have to be at <u>work</u> on time.
	<ul style="list-style-type: none"> • Caroline is going to end in <u>prison</u> if she doesn't change her attitude. 	<ul style="list-style-type: none"> • Could you meet me at university?
Expression	In the sea	At the sea = on a trip
Example	<ul style="list-style-type: none"> • It would be enjoyable seen a competition in the 	<ul style="list-style-type: none"> • Marcos' family spent one month at the sea.

	sea.	
--	------	--

PREPOSITION	IN	AT
Explanation	Both are often used with buildings.	
Example	You cannot carry food in a restaurant.	You cannot carry food at the restaurant.
Explanation	<ul style="list-style-type: none"> • When we refer to the building itself. 	<ul style="list-style-type: none"> • When somebody is at an event • Where an event takes place.
Example	<ul style="list-style-type: none"> • The bathrooms are very dirty in Julia's college. 	<ul style="list-style-type: none"> • Are there many people at the bank? • The concert will be at the Plaza Civica.

PREPOSITION	IN	AT
Explanation	Both are used when you refer of the place as a point or station on a journey.	
Example	The fly is going to do a stop in Paris' airport.	The fly is going to do a stop at Paris' airport.
Explanation	Cities, towns and villages	

Example	There are a lot of things to visit in London.	
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PREPOSITION	ON	IN
Explanation	Transport	
Expressions	On a bus, on a train, on a plane, on a ship, on a bicycle, on a motorcycle, on a horse	In a car, in a taxi
Example	I don't like to travel on bus when students go out from school.	I always sleep in taxis when the rip is long.

PREPOSITION	ON
Explanation	<ul style="list-style-type: none"> • Be/ go: On holiday, on business, on a trip, on a tour, on a cruise, etc. Be/go: on strike, on a diet Be: on fire
Example:	<ul style="list-style-type: none"> • I would like to go out on tour for Europe. • Claudia has gone to a nutritionist to be on a diet. • The shopping mall is on fire.
Expressions	<ul style="list-style-type: none"> • On television, on radio • On the phone/telephone • On the whole (in general) • On purpose (with intention)
Example:	<ul style="list-style-type: none"> • Mario loves to watch movies on television. • My sister and mother are similar because both of them spent hours on the phone. • Sometimes, it is stressful to do homework from some subjects, but on the whole I love studying

	<p>them.</p> <ul style="list-style-type: none"> • I don't say things on purpose; people misunderstand what I try to say.
--	---

PREPOSITION	IN
Expressions	In the rain, in the sun (sunshine), in the shade, in the dark, in bad weather, etc.
Example	I loved to bath <u>in the rain</u> when I was a kid.
Expressions	<ul style="list-style-type: none"> • Write: in ink, in biro, in pencil • Pay: in cash • Be/ fall: in love with somebody • In my opinion
Examples	<ul style="list-style-type: none"> • Marcos loves to write <u>in ink</u> love letters to his girlfriend. • My father prefers to pay <u>in cash</u> because it is quicker than with credit card. • Amelia falls <u>in love</u> with any popular and handsome guy who she sees. • <u>In my opinion</u> people should defend their own beliefs and the others should respect them.
Expressions	In words, in figures, in block letters
Examples	Could you write the amount <u>in words</u> ?

EXERCISES

The following pictures are theories and exercises which show to students how they see the CD directly from the screen.

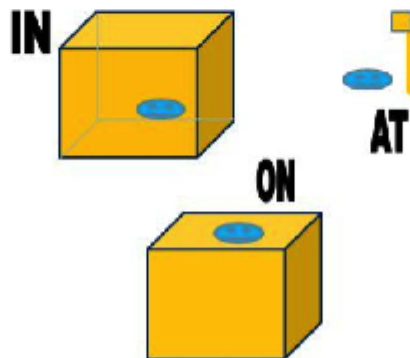
TIME (AT / IN / ON)

PREPOSITIONS	AT	ON	IN
EXPLANATION	Times	Days and Dates	For longer periods (months, years, seasons)
EXAMPLE COMPARE	<p>*Cinderella returned home at midnight.</p> <p>*All Esmeraldas' beaches are beautiful at sunset.</p>	<p>*Students do not want to go to classes on Fridays.</p> <p>*The Independence of Esmeraldas was on August 5th, 1820.</p>	<p>*Esmeraldas is too hot in winter.</p> <p>*People usually buy more in December than other months.</p>

NOTE: **On** is used with specific dates.

PLACE

PREPOSITIONS	IN	AT	ON
EXAMPLE	*In a building. *In a bedroom.	*At the bus stop. *At the church.	*On the desktop. *On your shirt.
EXPLANATION	Encircled Space	Point	Surface



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PONTIFICIAL CATHOLIC UNIVERSITY OF ECUADOR IN ESMERALDAS **TEACH GRAMMAR**

EXERCISE 1

Write the expressions in the correct column

2 o'clock April midnight
 Tuesday The winter 2000
 My birthday lunchtime The 21st century
 February 26th 1992 Saturdays noon
 11:45 December 30th 1952 the past

AT	ON	IN

Next

NAVIGATE THEORY

Windows taskbar: 17:59 19/02/2015

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PONTIFICIAL CATHOLIC UNIVERSITY OF ECUADOR IN ESMERALDAS **TEACH GRAMMAR**

EXERCISE 2

Read the dialogue and choose the use of "at, on and in" according to the sentences in the dialogue

Matt: What's up, Lisa? Are you ok?
 Lisa: Hi, Max. Actually, I'm worried.
 Matt: What's the matter?
 Lisa: My grandmother is going to do a barbecue **on** my birthday in our farm. This is to celebrate the good harvest **in** this season, which is too difficult to get.
 Matt: Ok, but your birthday isn't in this date. It is **on** March 35th.
 Lisa: Yes, but I want to do a four **and** in November because there is discount.
 Matt: The barbecue is **on** Saturday, right? So, why don't you go the party **and** at midnight you leave to your trip?
 Lisa: This is a great idea, thank you Matt.

specific moment a longer period	specific date month	day specific time
1 On: _____	2 In: _____	3 On: _____
4 In: _____	5 On: _____	6 At: _____

Prev Next

NAVIGATE THEORY

Windows taskbar: 17:59 19/02/2015

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PONTIFICIAL CATHOLIC UNIVERSITY OF ECUADOR IN ESMERALDAS **TEACH GRAMMAR**

EXERCISE 3

Mark the following expressions with its correct preposition.
Choose just one

January <input type="radio"/> AT <input type="radio"/> IN <input type="radio"/> ON	the future <input type="radio"/> AT <input type="radio"/> IN <input type="radio"/> ON	the evening <input type="radio"/> AT <input type="radio"/> IN <input type="radio"/> ON
weekends <input type="radio"/> AT <input type="radio"/> IN <input type="radio"/> ON	dawn <input type="radio"/> AT <input type="radio"/> IN <input type="radio"/> ON	six o' clock <input type="radio"/> AT <input type="radio"/> IN <input type="radio"/> ON
night <input type="radio"/> AT <input type="radio"/> IN <input type="radio"/> ON	1970s <input type="radio"/> AT <input type="radio"/> IN <input type="radio"/> ON	Monday <input type="radio"/> AT <input type="radio"/> IN <input type="radio"/> ON
May 24 th of 1930 <input type="radio"/> AT <input type="radio"/> IN <input type="radio"/> ON	Friday Afternoons <input type="radio"/> AT <input type="radio"/> IN <input type="radio"/> ON	November <input type="radio"/> AT <input type="radio"/> IN <input type="radio"/> ON

Prev Next

ES 18:01 19/02/2015

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PONTIFICIAL CATHOLIC UNIVERSITY OF ECUADOR IN ESMERALDAS **TEACH GRAMMAR**

WHAT A BUSY DAY. ANSWER THE QUESTIONS

A) Why cannot Susan go out with Ted?

- She is not interesting.
- She is really busy all day on Saturday.
- She is really busy all day in Saturday.

B) What does she have to do?

- She has to go to the dentist in the morning and then cleans the house.
- She has to clean the house at 12:30. Then she has to go to the dentist.
- She has to clean the house in the morning and then go to the dentist at 12: 30.

C) What time Susan is going to meet with Julie?

- She needs to meet with Julie at 2: 00.
- She needs to meet with Julie on 2:30
- She needs to meet with Julie in 2:05.

D) When and where is Julia's project?

- It's on Monday afternoon in school.
- It's on Monday morning at school.
- It is at Monday morning in the school.

E) What time does Susan have to pick up her brother from soccer practice?

- Susan has to pick up on 4: 30.
- She has to pick up at 4: 20.
- Susan has to pick up at 4:30.

F) What time does Susan have to start cooking for the family?

- She has to start cooking at 5:30.
- She has to cook at 5:00.
- She has to start cooking on 5:00.

G) What is the final Ted and Sara's decision

Ted is going to Susan's house in the evening to _____ but before he has to call her.

Check

ES 18:02 19/02/2015

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PONTIFICIAL CATHOLIC UNIVERSITY OF ECUADOR IN ESMERALDAS

TEACH GRAMMAR

1. Write two sentences using **in**, **on** and **at** according to the following definitions:

- **In:** Time
- **On:** Days and dates
- **At:** Longer periods (months, years, seasons)

Next

ES 18:04 19/02/2015

The following pictures are some exercises and activities put in the CD.

EXERCISE

Read the dialogue and choose the use of "at, on and in" according to the sentences in the dialogue

Matt: What's up, Lisa? Are you ok?

Lisa: Hi, Max. Actually, I'm worried.

Matt: What's the matter?

Lisa: My grandmother is going to do a barbecue **on** my birthday in our farm. This is to celebrate the good harvest **in** this season, which is too difficult to get.

Matt: Ok, but your birthday isn't in this date. It is **on** March 35th.

Lisa: Yes, but I want to do a tour and **in** November because there is discount.

Matt: The barbecue is **on** Saturday, right. So, why don't you go the party and **at** midnight you leave to your trip?

Lisa: This is a great idea, thank you Matt.

specific moment	specific date	day
a longer period	month	specific time

1 On: _____

2 In: _____

3 On: _____

4 In: _____

5 On: _____

6 At: _____

Write the correct preposition for the following expressions

a) _____ the same time

e) _____ present

b) _____ morning

f) _____ weekends

c) _____ the afternoon

g) _____ Fridays

d) _____ Wednesday evening

h) _____ the morning

Write the correct preposition "at"-"on"-"in" or "-" before the watch stops

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- A. Paula considers the best season to go to the country side is ___ summer.
- B. My parents always forgot to pick me up from the school ___ December.
- C. Students are always tired ___ Fridays.
- D. I think we can go out ___ 5 o'clock
- E. Tim saw Mikael ___ last month
- F. The holiday where people stay at home is ___ Easter.
- G. My birthday is ___ Thanksgiving Day.
- H. ___ Sundays morning I wake up at 11 am.
- I. I will see you ___ next Saturday.
- J. I cannot see you ___ the moment.
- K. ___ New Year's Eve, we always have dinner ___ midnight.
- L. Flor will see you ___ Sunday.
- M. Jessica will meet you ___ next Sunday.
- N. What is Narcisa doing ___ Tuesday?
- O. What is Jenny doing ___ the weekend?
- P. Flor and Jenny go out to eat ___ the evenings.
- Q. Cumandá often goes out ___ Sunday evenings.
- R. Have you worked ___ Sundays?
- S. Students have vacations ___ the winter.
- T. I enjoy shopping ___ Christmas.
- U. Lucio got married ___ 1990.

Fill-in-the-blanks (on time/ at the end/in the end)

- A. The meeting with the teachers always starts _____ .
- B. Lola had a lot of difficulties with her husband due to Lola's job, but _____ they knew how to handle.
- C. I will like to meet Paris _____ of winter season.
- D. All countries that practice soccer participate on the FIFA World Cup, so our country did it too. It was too difficult to get into it but _____ we could celebrate this victory.
- E. We should pay the basic services _____ to avoid suspension.
- F. The thing that all single ladies wait _____ of a wedding is when the bride throws the bouquet.
- G. _____ I could cook a good meal.
- H. I have an appointment with the judge, it is better to be _____ .
- I. Donatella, the artist, always likes to appear _____ of her vents.

Look for 5 words in the word search. Complete the sentences using "at the end of the" plus one of the words you find in the word search.

Z	I	N	T	E	R	V	I	E	W	
X	T	M	A	T	C	H	C	E	E	
C	Y	O	E	G	H	V	D	T	R	1 _____
V	U	N	W	F	K	D	X	Y	U	2 _____
B	P	T	Q	D	I	B	Z	O	I	3 _____
N	O	H	A	N	K	N	A	K	H	4 _____
M	L	R	G	S	L	M	S	J	G	5 _____
S	E	M	E	S	T	E	R	D	F	

- A. All the soccer players can rest _____ .
- B. Many workers receive their salary _____ .
- C. Some students travel _____ .
- D. Parents, friends and relatives congratulate the bridal couple _____ .
- E. I could feel relaxed _____ .

**Unscramble the following sentences in each paragraph (3 paragraphs).
Complete the reading with the correct preposition (in-on-at).**

First Paragraph

___ She was going to get married ___ April, exactly ___ April 7th 2013.

___ Apparently, she had the perfect life, rich parents, friends and a handsome boyfriend.

___ Besides, her wedding was going to be done ___ Saturday evening ___ 6 o'clock p.m. in a mansion.

___ Alice Batista was a 17 years old girl who was adopted but who always had what she wanted to.

___ They chose this month because it was spring and ___ the same time it was the anniversary of Alice's parents.

Correct the prepositions (on-in-at) and transform the following affirmative sentences to negative ones.

NOTE: Do not use contractions or abbreviations

- A. My cousins went to Europe in last month. _____
- B. I like to drink orange juice early on the morning. _____
- C. Mom is in home in the moment. _____
- D. The dinosaurs lived on the 20th century. _____
- E. My parents and I eat together in dinnertime. _____
- F. All families meet on Christmas. _____
- G. I used to take my dog for a walk at the afternoon. _____
- H. The bus leaves in two minutes. _____
- I. I'm going to finish my project on November. _____
- J. Jimmy works on Saturdays and Sundays. _____

Put the correct preposition (at/in/on) according to the picture



The ball is in the box.



The ball is on the box.



The cat is looking to the dogs at the window



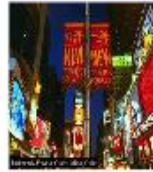
The man is in the garden.



A note is on the door

Complete the sentences using in - on -at. Write the correspondent letter for each picture.

- A. Miguel and I are going to travel. We are going to meet__ the airport.
- B. I would like to study__ Quito.
- C. Bobby passed me __a horse.
- D. I like to travel__ the car instead of the bus.
- E. I'm going to meet Alice in New York. We are going to meet__ Times Squares.
- F. I don't like to travel__ ship because I always get dizzy.
- G. All my friends have dreamed to live an adventure__ Paris.





NICE TO MEET YOU

Teacher: Oh, hi. What was your name again? I can't keep straight all the students' names this being the second day of school.

Student: It's okay. I have a hard time remembering names myself.

Teacher: : How, uh, Karen, right?

Student: _____

Teacher: Nancy. Okay. I think I heard you were from England.

Student: Well, I was born there, _____
_____. I grew up in France.

Teacher: Oh, a _____!

Student: But then we moved here when _____.

Teacher: So, what does your father do now?

Student: Well, he's a college professor, and _____
_____.

Teacher: How interesting. What does he teach?

Student: Oh, I haven't a clue. Nah, just joking.

Teacher: Oh, chemistry, and uh, what about your mother?

Student: She works _____.

Teacher: Oh, and what, does she have her own business or something?

Student: Nah, she takes care of me.

Teacher: Well, being _____,
but rewarding job.

Student: I think so too.