THE EFFECT OF COOPERATIVE LEARNING ON EFL LEARNERS ACQUISITION OF ENGLISH PREPOSITIONS (IN, ON, AT)

The Case Of First Year LMD Students at Larbi Ben M’Hidi University

Oum EL Bouaghi

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences and Teaching English as a Foreign Language

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2015-2016
A Dissertation Submitted to the Faculty of Letters and Languages, Department of English, in Partial Fulfillement of the Requirements for the degree of Master in Language Sciences and Teaching English as a Foreign Language.

By: Hafsi Jihed

Supervisor: Mrs. Nadjiba ALIOUCH

2015-2016
DEDICATION

I dedicate this work
To my precious parents = NOUAR and ZERFA
To my beloved sister = Maya
To my lovely brothers = Amir, DJAMEL EDDINE
To all my Relatives and Neighbors
To my best Friends = Sara, Soumia and Fatima
To all my teachers, my classmates
To all who know me
Acknowledgements

I would like to thank god, for the courage and energy to complete this work.
To My Supervisor, Mrs Aliouch, for her guidance, help, patience and support.
My thank also goes to all teachers of this department.
To every one who helped me with a piece of advice, suggestion and made this possible.
Abstract

Many EFL learners find difficulties when utilizing prepositions in the adequate structure, for this purpose the current research attempts to investigate if cooperative learning technique has an effect on improving students ‘accurate use of English prepositions (on, in and at)’. The experimental method was carried out in this study, and the case study of this research are first year LMD students at L’arbi Ben M’hidi University. The sample was of two groups experimental and control group. The experiment started first by providing both groups with a pre-test in which they asked to choose the correct preposition for each sentence. Then, we have the treatment period where subjects of the experimental group were divided into groups in order to practise about the use of English prepositions, however, the control group subjects were just worked individually. After that, the post-test was provided to both groups, to make the comparison between the results. Then, we have the analysis and the interpretations of results which showed that experimental group scores were significantly the same as the control group scores before and after the treatment, there was no improvement between the two groups, they have approximately the same level. Therefore, it was concluded that the independent variable which is cooperative learning technique has no effect on EFL learners ‘accurate use of English prepositions (on, in and at)’.
LIST OF ABBREVIATIONS

EFL = English as a Foreign language
ESL = English as a Second language
FLT = Foreign language teaching
LMD = Licence Master Doctorate
TL = Target Language
Vs = Versus
% : Percentage
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General Introduction

1. Statement of the problem
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General Introduction

1. Statement of the Problem

In the process of learning English as a second language, grammar is the most crucial aspect in foreign language teaching (FLT), which must be mastered adequately. Having the basic knowledge about the target language (TL) means that the student can use it properly whether orally or in writing. In the case of English as a second language (ESL), it is very important for learners to master the grammatical rules, which are usually unlikely to be similar to their native language. One of the major principles students have to grasp is how to use English prepositions appropriately in different contexts, whether in speech or writing. Because English is not their mother tongue, they may find some difficulties when utilizing those prepositions in the appropriate structure.

Many scholars and linguists insist on the importance of learning English prepositions, and their effectiveness in ESL learning. However, the challenge facing English language teacher is the way s/he should instruct his/her students how to utilize those prepositions. Therefore, this research attempts to investigate the effect of cooperative learning (as a technique that can be used in EFL classes) on the improvement of the learners’ accurate use of the prepositions (on, in, and at).

2. Aim of the study

The current study aims at illustrating the relationship between cooperative working in classroom and its effects on the process of acquiring the prepositions of the English language.

Another aim is to provide English teachers with an effective technique which might help EFL (English as a Foreign language) learners to use prepositions (in, at, and on) appropriately in different contexts.
3. Research question and hypothesis

This study attempts to answer the following question:

- Does cooperative learning affect EFL learners ‘acquisition of English prepositions’?

Accordingly, we hypothesize that cooperative learning affects the process of acquiring English prepositions.

4. Methodology

Population and Sampling

This research will be carried out in ‘Larbi Ben M’hidi’ University, on first-year students of the English department. The sample consists of two groups: experimental and control group.

Means of research

The experimental method will be conducted in this study. The experiment will be carried out using first a pre-test that will be given to both groups in the first session of the experiment in order to test the learners’ level of knowledge of using English prepositions (at, on, in) as an initial assessment. Learners will be asked to choose the correct preposition in each sentence. The pre-test will be collected and corrected and the results of learners’ papers will be calculated. Unlike the control group subjects, subjects in the experimental group will be divided into groups. During the period of the treatment, subjects of the experimental group will work in groups in order to practise about the use of English prepositions, the control group subjects will just have exercises without grouping them. Finally, both groups will receive the post-test to make the comparison between the results.

5. Structure of the dissertation
The current research will include two major chapters. The first chapter will be theoretical consists of two sections: the first section will be about cooperative learning, and the second section will be about prepositions.

The second chapter will be the practical part. It will include two sections, containing the details, interpretations, and the results of the research.
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Theoretical Background

Section One: Cooperative Learning

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Theoretical Background

Section One: Cooperative Learning

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Conclusion
Introduction

Nowadays, cooperative learning is adopted in classrooms to make the learner the centre of the learning process. For that purpose this first section will focus on:

What cooperative learning is? its different types.

Then, it will have a look on the difference between cooperative learning and collaborative learning. After that, it will try to explain the basic elements of cooperative learning, its advantages, disadvantages. Finally, it will provide some cooperative learning activities that might help EFL teachers and students to achieve the objectives of the learning process.

1.2. Definition of cooperative learning

Cooperative learning has been defined by many educators. One of them is Johnson who defined cooperative learning as “the instructional use of small groups so that students work together to maximize their own and one another’s learning.” (as cited in Jacobs, 2004)

So, according to him cooperative learning is a technique based on small groups in which learners help each other to maximize their information and to achieve the learning objective.

Another definition is provided by Sharan (1994) who refers to cooperative learning as “...centred and student-centred approach to classroom teaching and learning” (p. 336).

According to him students are creative in terms of giving the information rather than receiving it.

Also, Slavin (2001) defines cooperative learning as”...instructional methods in which teachers organize students into small groups which then work together to help one another learn academic content” (p. 344).
To sum up, cooperative learning is a technique in which students are divided into small groups (3-4 students) are given specific tasks to be done. So, students help each other to achieve the learning objective (solve or do the activity).

Moreover, this helps the teacher to save time and efforts; give students more opportunities to achieve the goal alone to overcome the difficulties in the learning process. Also, cooperative learning will help students to benefit from their mistakes and reinforce their knowledge better without any problems.

1.2 Types of cooperative learning

Cooperative learning is divided into three types, which are:

1.2.1 Informal cooperative learning groups

“... This type is more useful to break up the lecture into shorter segments with group Activity” (Johnson, et al., 2006, p. 310). Also, in this type groups are homogenous or the opposite. Moreover, it gives a variation concerning the lecture-based classes and in informal cooperative learning, there is little or no planning for it (Johnson, Johnson, & Holubec, 1998, p. 3).

Furthermore, according to them in this type:

- Each student is responsible to answer the task which is provided by the teacher and provides his own answer.

- Then, the answer should be discussed and shared by all the students.

- This type usually formed without requirement.

- Temporary groups used to focus students attention on the material to be learned.
- Members are revolving in the process of learning

As a result, this type increases the level of the individual accountability in the discussion and group work.

1.2 Formal cooperative learning groups

“This type stands for several weeks in which students doing the task together on a specific projects. During these periods, members of the groups are using many techniques to achieve their goal” (Johnson, et al., p. 2). Also, in formal cooperative learning students are organised well and they are learning together for the purpose of achieving shared learning goals and complete jointly specific tasks and assignments. This type is the most common and useful type among the other one’s. (Johnson, Johnson, & Holubec, 1998).

1.3 Base cooperative learning groups

This type of cooperative learning is applied unlike the other types during the whole semester or more, students of this type support each other to achieve a specific goal of learning (Johnson, Johnson & Holubec, 1998). Also, according to them,

- Members in this type are heterogeneous

- This type is made of individuals with different aptitudes and perspectives

- Long-term groups (up to year) giving support, encouragement and assistance to progress academically, cognitively and socially

- There is no change in groups

1.3 The difference between cooperative learning and collaborative learning
Table 1: Matthews et al. (1995)

Building bridge between cooperative and collaborative learning change

<table>
<thead>
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<th>Cooperative</th>
<th>Collaborative</th>
</tr>
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<td>- Students receive training in small group social skill.</td>
<td>- There is the belief that students already have the necessary social skills, and that they build on their existing skills in order to reach their goals.</td>
</tr>
<tr>
<td>- Activities are structured with each student having a specific role.</td>
<td>- Students organize and negotiate efforts themselves.</td>
</tr>
<tr>
<td>- The teacher observes; listens and intervenes in a group when necessary.</td>
<td>- The activity is not monitored by the instructor. When questions are directed towards the teacher, he guides the students to the information needed.</td>
</tr>
<tr>
<td>- Students submit work at the end of class for evaluation.</td>
<td>- Students retain drafts to complete further work.</td>
</tr>
<tr>
<td>- Students assess individual and group performance.</td>
<td>- Students assess individual and group performance.</td>
</tr>
</tbody>
</table>

So, according to this table the main differences between cooperative learning and collaborative learning are:

Cooperative learning is a social process done in a structured group work and having the aim of promoting new social skill (enhance students’ communication) to reach one collective objective. Also, cooperative learning is structured under the guidance of the teacher, so he plays a role of a manager (Brody, 1995). Whereas, collaborative learning is an intellectual
process that embodies free thinking, has the goal of creating new knowledge i.e. group members think about and solve abstract problems, problems that have multiple solutions or no exact answer. Furthermore, in this type the aim will be reached individually (Olivares, 2005). So, collaborative learning is much more related to cognitive rather than the social skills

1.4 Basic elements of cooperative learning

According to Johnson, D.W., Johnson, R., & Smith, K. (1998) Cooperative learning has five basic elements which are:

1.4.1 Positive Interdependence

Students need each other to complete the group task. Teacher may create positive interdependence inside the classroom by establishing goals (all group members are learning), Joint rewards (if the first criteria is succeeded, the group members will have bonus point), assigned roles (summarizer, elaborator).

So, only with positive interdependence students can finish the work together successfully. Also, in this element:

- Each group member’s efforts are contributed to the success of the whole group.
- Each group members believes that they can not succeed unless the other members of the group succeed.

1.4.2 Face-to-face promotive interaction

Students enhance other’s learning by helping, explaining, discussing and teaching what they know to one to another and students benefit from each other. Also, in this element we have:

- Teaching one’s knowledge to other
- Understanding via checking.
- Discussion of concepts and lessons that have been learned previously.
### 1.4.3 Individual Accountability

Each student’s work is assessed individually. Teacher may structure this type by giving an individual test to each student, or asking one member of the group to provide him with the answer. Also, in this element:

- Each team must contribute in the work
- Each team of the group member is responsible for the achievement of the learning goal.

So, cooperative learning is both individual and group responsibility.

Also, in individual accountability:

- Assigning one student in each group the role of checker.
- Having students teach and explain what they learned to someone else.

### 1.4.4 Interpersonal and small group skills

Students are taught the needed social skills including leadership, decision-making, trust-building, and communication. So, in this element social and collaborative skills are emphasized.

Also, each team member must:

- Has the ability to make decisions.
- Provide effective leadership.

Social skill must be taught:

- Decision-making.
- Communication among members of the group.

### 1.4.5 Group processing

The group members have specific time to discuss how well they are improving their work. Teachers form group processing by assigning specific tasks (list at least three member actions that helped the group be better). In this element the teacher plays the role of the monitor. He gives feedback on the harmony of the group.
Also, in group processing there are:

- description of actions of the member group which are helpful or the opposite.
- discussion of which behaviors they need to continue with.

1.5 Advantages and disadvantages of cooperative learning

- Advantages of cooperative learning

  According to Shindler, J. (2009) cooperative learning has many advantages:

  - It has a positive effect on students learning in order to accomplish their goals.
  - It motivates students to learn.
  - It promotes peer-correction (students explain, correct the mistake of each other).
  - Interpersonal and collaboration can be learned in this technique.
  - Improve social skills such as:

    - the higher ability students learn leadership and lower ability students learn how
      To build self-confidence and both categories (higher and lower abilities work together
      in harmony (the learning objectives to succeed).
  - The achievement of the group work is regarded by the succeed of each member of the
    group.
  - In cooperative learning students will benefit much more from each other.
  - It raises critical thinking among students.
  - It develops social skills among students
  - It promotes students’ self esteem
- It breaks up routines concerning learning.
- It enhances understanding

- Disadvantages of cooperative learning

According to Shindler, J (2009) cooperative learning has many disadvantages:

- It is hard to check and make sure that students are discussing the academic content and not other topics.
- Lower-abilities students become more passive
- Cooperative learning depending only an individual ‘s motivation and interest on a particular subject.
- It can be inefficient
- Groups can be dysfunctional
- The control of the teacher may lost.
- It requires more work for the teacher

1.6 Cooperative learning activities

The most useful activities of cooperative learning are developed by Dr Spencer Kagan in 1994 and his associates at kagan publishing and professional development.

1.6.1. Jig Saw

Groups made of five students. Each student has a part of segment (piece of work).

They have to work together in the same sub-section to get one main objective.

1.6.2. Think-Pair-Share

Start with individual silent thinking about a specific task. The second Step,
exchange thoughts with partner. The third step, the pairs share the information with other pairs.

1.6.3. three-step interview

First student chooses his partner and asks him clear questions. Then, exchange the roles, and the final step, members share their partner’s response.

1.6.3. Round Robin brainstorming (Kagan)

One question is shared by all members of the group. Then, they discuss it in a round robin style the answer.

1.6.4 Numbered Heads Together (Kagan)

Students are divided into groups of four and each student is given number of 1, 2, 3, 4. Each student is asked to answer a question. Then, the teacher calls out a number for instance “3” in order to provide him with the answer.
Conclusion

In this section we enlighten the cooperative learning with its different sights: definition, different types (formal cooperative learning groups, informal cooperative learning groups, base cooperative learning groups). Moreover, we saw the difference between cooperative learning and collaborative learning. Then, we moved to the basic elements of cooperative learning. Its advantages, concluding with the main activities used in such technique (Jigsaw, Think-pair-share, Three-step interview, Round robin brainstorming and Numbered heads together) for the purpose of achieving the designed learning objectives.
Section two : Prepositions

Introduction

2.1 Definition of Prepositions.

2.2 Types of Prepositions.

2.3 Uses of ‘In, On, At’.

2.3.1 ‘In, On, At’ as prepositions of Time.

2.3.2 ‘In, On, At’ as Prepositions of Space.

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2.5 Possible Solutions to Overcome Prepositions’ Difficulties.

2.5.1 The Traditional Approach.

2.5.2 The Collocation Approach.

2.5.3 The Prototype Approach.

Conclusion.
Introduction

Most learners confuse between different types of prepositions and their use in language. So, in this section we try to give the definition of prepositions, and how to use them. Then, we will deal with the difficulties in learning prepositions with possible solutions to overcome this problem (the different approaches).

2.1 Definition of Prepositions

There are various definitions of the word ‘Preposition’. The main important ones are:

Preposition is a word that is used to explain time, space or logical relationship between the other parts of the sentence. So, they are used in English to relate a noun or pronoun to some other word in the sentence. They express a number of relationships, including time, location, manner, means, quantity, purpose, and state or condition.

Second, prepositions can be defined as abstract words that have no concrete meaning. They merely show relationships between groups of words. (Rice et al., 1999).

‘Preposition’ is also defined in Longman Dictionary of Contemporary English, 1995 as: according to it ‘preposition is a word that is used before noun, pronoun or gerund in order to clarify more that words’ connection with another word, such as, ‘Of’ in ‘a house male of wood.’

To sum up, prepositions are words that show the relationship between groups of words. Also, it expresses both time or space. Its use change depending on the meaning of the word in the sentence.

2.2 Types of Prepositions

Prepositions have five types based upon its uses in the sentence.

2.2.1 Simple Prepositions
They are used in simple sentences. We mention: in, on, at, to, from, with, by etc.

Example:

- The paper is on my desk.

**2.2.2 Compound Prepositions**

they are used when we want to connect two nouns, phrases, or pronouns. Here is a list of them: about, across, among, before….etc.

Example:

- I will reach her before she leaves.

- I did not ask about this family tree.

**2.2.3 Phrase Prepositions**

is a series of words made up of a preposition and its object. The object may be a noun, pronoun, gerund or clause. This prepositional phrase functions as an adjective or adverb. Such as, due to, in spite of, in addition to, an account of…etc.

Examples:

- According to me, there are three members of this company.

- She is now in front of me.

**2.2.4 Participle Preposition**

is a participle (an-ed or -ing verb) that functions as a preposition such as: considering, concerning…etc.

Example:

- Sitting on the porch, is started to get cold.

**2.2.5 Double Prepositions**

are two prepositions such as, because of, out of, outside of.
Example:

- The dog ran out from behind a house.

We have to mention that there are other types of prepositions and these five types are the most commonly used ones.

2.3 Uses of “in, on, at”

2.3-1 ‘In, on at’ as prepositions of time

Prepositions used for time of different natures are “in, on, at” etc

Table 2: Usage of “At”, “In”, and “On” with different Units of Time. (Based on Murphey, 2004)

<table>
<thead>
<tr>
<th>Prepositions</th>
<th>Use.</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>In.</td>
<td>Month or year.</td>
<td>In January, In 2012.</td>
</tr>
<tr>
<td></td>
<td>Century or specific time in past etc.</td>
<td>In the 20th century, In stone age, In past.</td>
</tr>
<tr>
<td></td>
<td>Special occasions.</td>
<td>On good Friday, On my birthday.</td>
</tr>
<tr>
<td></td>
<td>Clocked time of day.</td>
<td>At 6 o’clock, At midnight.</td>
</tr>
</tbody>
</table>
From table 2, it is showed that the usage of each preposition is different from the other although, they express time.

2.3.2 "In, on, at" as prepositions of space

Prepositions ‘’in, on, at’’ are usually used for different places.

Table 3: Usage of ‘’At’’, ‘’In’’ and ‘’On’’ with some sentences. (Based on Hewings, 1999)

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Usage</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>IN</td>
<td>Place having some boundary.</td>
<td>In garden,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In room.</td>
</tr>
<tr>
<td></td>
<td>Towns, Countries, States, Continents.</td>
<td>In Germany,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In Nottingham.</td>
</tr>
<tr>
<td></td>
<td>Car, Taxi.</td>
<td>In the car,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In a taxi.</td>
</tr>
<tr>
<td></td>
<td>Picture, World.</td>
<td>In the picture,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In the world.</td>
</tr>
<tr>
<td><strong>ON</strong></td>
<td>Surfaces of something.</td>
<td>On the roof, On the sea, On the line.</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Positions on streets, roads etc.</td>
<td>I used to live on Porland street.</td>
</tr>
<tr>
<td></td>
<td>Attached.</td>
<td>The picture on the wall.</td>
</tr>
<tr>
<td></td>
<td>For a place with a river.</td>
<td>London lies on the thames.</td>
</tr>
<tr>
<td></td>
<td>For a certain side (left, right).</td>
<td>On the left.</td>
</tr>
<tr>
<td></td>
<td>For public transport.</td>
<td>On the bus, On the plane.</td>
</tr>
<tr>
<td></td>
<td>For television, Radio.</td>
<td>On TV, On the radio.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>AT</strong></th>
<th>Specific place.</th>
<th>At bus stop.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Meaning next to, by an object.</td>
<td>At the door, At the station.</td>
</tr>
<tr>
<td></td>
<td>For table.</td>
<td>At the table.</td>
</tr>
<tr>
<td></td>
<td>For events.</td>
<td>At a concert, At the party.</td>
</tr>
<tr>
<td></td>
<td>Place where you are to do something typical (watch a film, study, work).</td>
<td>At the cinema, At work, At school.</td>
</tr>
</tbody>
</table>

From table 3 it is showed that these prepositions convey different meanings concerning place, and their usages are different from each other.

**2.4 Difficulties in Learning Prepositions**

Using prepositions is difficult for ESL (English as a Second Language) speakers because prepositions are considered as the most difficult aspect of English grammar to master. (Chodorow et al., 2007, p25)
The first reason is that, prepositions are mono-morphemic words that belong to lexical items that cannot be derived from other words. Another reason is that prepositions do not have different forms like gender for nouns for instance.

Moreover, many ESL learners find difficulties in learning English prepositions because many usages of them are not related to their original meanings. (Parrott, 2000)

Example:
- She was running on the path by (near) the river.
- It will be done by (before) Saturday.

Also, the usage of preposition is influenced by geographical and social background (ibid, 2000). For instance, in Britain the preposition at is used with the noun the weekend however, in Australia on is used with the noun the weekend. In Britain working class use the expression go up town whereas middle class would use the expression go into town (ibid, 2000).

Other causes of difficulties are that many prepositions function as prepositions and adverbs.

Example:
- She was walking along the lake
- They passed it along

Furthermore, there are some words that can be both prepositions and conjunctions.

Example:
- She came after lunch
- After they got home, she called

2.5 Possible Solutions to Overcome Preposition Difficulties

There are many approaches that teachers and students use to overcome preposition difficulties

2.5.1 The Traditional Approach

Is Through grammatical structure and several contexts, we teach specific prepositions depending on the meaning and the content of the sentence
So, this approach is focused only on the mastery of the preposition in a specific content.

Example:

- There are 400 seats in the cinema.
- I was at the cinema (watching a film).

### 2.5.2 The Collocation Approach

Collocations might be described as words that are found together in a predictable pattern in colocation approach. We provide students with many prepositions as a unit based on the structure (Mueller, 2011, p.484).

Example:

- Elderly parents often depend on their adult children.
- Don’t pick on younger kids.

### 2.5.3 The Prototype Approach

According to Lindstromberg (1996) and Lam (2009) ‘it is also known as meaning based method’. Each preposition has a several meaning with one dominant meaning this dominance or standing out is being prototypical. In the case of prepositions, the special, physical meanings is considered to be the prototype. For example, the preposition on has several meanings, but the prototypical definition is” contact of an object with a line of surface”

(Lindstromberg, 1996, p.229)

**Conclusion**

This section dealt with prepositions in English in terms of their definition, different types, usage of some of them and the main difficulties that EFL learners may find in acquiring the segment of the language. It ended with some approaches used as solutions to overcome this problem so that to facilitate learning and manipulating the use of prepositions.
Chapter Two: the Field work

Introduction

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2.1.2 Research Method

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2.2.4 Experimental group post-test vs. Experimental group pre-test scores

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2. 3.1 Limitations of the study

2.3.2 Suggestions for further research

Conclusion
Chapter Two

The Field Work

The Effect of Cooperative learning on EFL Learners’ Acquisition of English Prepositions (In, On, At)

A Quasi-Experiment

Introduction

This chapter shows a report of the quasi-experiment used in order to investigate the effect of cooperative learning on EFL learner’s accurate use of prepositions (on, in, at). It contains two sections, the first section deals with the description of the methodology related to participants, research method, design of the research and procedures of the quasi-experiment. The second section is dovetailed to the presentation and the interpretation of the results accompanied with the conclusion of the study, the limitations, and the pedagogical implications.

2.1 Research Methodology

2.1.1 The Sample

The target population of this study is first year LMD students of the English department at Larbi Ben M’Hidi University, Oum El Bouaghi in the academic year 2015/2016. A sample consists of two groups, experimental and control group in order to represent the whole population. The whole number of students for each group is 18, but because of attendance inconsistencies the number is reduced to 17 subjects in the control group and 13 in the experimental one.

2.1.2 Research Method

The quasi-experimental study was carried out in order to investigate the effect of the independent variable which is cooperative learning on the dependent variable namely EFL learners’ accurate use of prepositions (on, in, at). The results of this research are based on fixed, exact mathematical values which have strong basis and lead to clear results.
2.1.3 The Target Structure

In this study the grammatical structure we have chosen to work on is prepositions and we have focused on the use of just three of them which are (on, in, at). These prepositions are chosen because many EFL learners confuse and find a lot of difficulties when utilizing them in the appropriate structure.

2.1.4 The Research Design

The present study focuses on the following question:

- Does cooperative learning have an influence on EFL learners ‘accurate use of prepositions (on, in, at)’?

Statistically speaking this question is read as follows:

- Does cooperative learning help in decreasing the amount of errors rates of learner’s use of prepositions (on, in and at) ?

In order to answer the above question, two hypotheses are set and tested:

1. The Alternative Hypothesis H1:

   \textbf{H1} : There would be a significant decrease in error rates of learners use of prepositions (on, in and at) as a result of using cooperative learning technique.

2. The Null Hypothesis H0:

   \textbf{H0}: There would be no significant decrease in errors rates of learners use of prepositions (on, in, at) as a result of using cooperative learning.

The research design includes the following phases: a pre-test, a treatment period, and a post-test. The schematic representation of the design is as follows:

<table>
<thead>
<tr>
<th>Experimental group</th>
<th>Pre-test</th>
<th>Treatment 1</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control group</td>
<td>Pre-test</td>
<td>Treatment2</td>
<td>Post-test</td>
</tr>
</tbody>
</table>
Experimental group: It consists of 13 participants.

Control group: It consists of 17 participants.

- Pre-test: It was about putting the right preposition in the appropriate gaps.
- Treatment 1 (using cooperative learning): the treatment sessions of the experimental group.
- Treatment 2 (no cooperative learning): the treatment sessions of the control group.
- Post-test: It was about putting the right preposition in the appropriate gaps.

2.1.5 Procedures

2.1.5.1 Pre-test

The experiment started first, by the pre-test that is given to both groups, experimental and control group under the same condition (topic and instructions) learners were asked to choose the correct preposition (on, in, at) in each sentence. The pre-test includes two activities, the first activity is about prepositions of time, and the second one is concerned with prepositions of place.

2.1.5.2 Treatment

After the pre-test, the experimental and control group received six sessions (45 minutes for each session / two sessions per week) over the period of the study. They received the same content but the way it was treated was different. During the period of the treatment which is six sessions the experimental group was working in groups whereas the control group was not. All grammar lessons that were used in this study were selected from different online sources, and books of grammar.

These lessons are structured under the following:

- General overview of prepositions of time.
- The uses of each preposition (on, in, at) concerning time.
- Practice + discussion
- General overview of prepositions of place.
- The uses of each preposition (on, in, and at) of place.
- Practice + discussion.
In the first session, after receiving the same content “the prepositions in, on, at of time” for both groups. Members of the experimental group were asked to work cooperatively in order to practice about the use of prepositions of time. Whereas, those of the control group they just received exercises without grouping them. Also, there was a discussion of these activities for both groups.

After that, learners of the experimental and control groups received the lessons of “in, on, at” of place. As usual experimental group worked in groups to complete the activities concerning prepositions of place and the students in the control group worked individually.

2.1.5.3 Post-test

The Post-test has approximately the same structure of the pre-test (two activities concerning both time and place), but not the same activities. It was carried out in 30 minutes where both groups were asked to do the work individually.

2.1.6 Scoring

We have corrected the participants’ papers out of 20. We marked for each correct preposition (+) and for the wrong answer (-) and then we have made the calculation.

2.2 Data Analysis

2.2.1 The Frequency of the pre-test and post-test scores for both groups

The two tables below represents the frequency of the pre- and post-tests’ scores of the experimental and the control group

Table 4: The Frequency of the Experimental group scores in the Pre-test
<table>
<thead>
<tr>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.50</td>
<td>7.7</td>
<td>7.7</td>
</tr>
<tr>
<td>8.00</td>
<td>7.7</td>
<td>15.4</td>
</tr>
<tr>
<td>9.00</td>
<td>7.7</td>
<td>23.1</td>
</tr>
<tr>
<td>10.00</td>
<td>15.4</td>
<td>38.5</td>
</tr>
<tr>
<td>10.50</td>
<td>23.1</td>
<td>61.5</td>
</tr>
<tr>
<td>12.00</td>
<td>23.1</td>
<td>84.6</td>
</tr>
<tr>
<td>13.50</td>
<td>15.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Missing System</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.00</td>
<td>5.9</td>
<td>5.9</td>
</tr>
<tr>
<td>7.00</td>
<td>5.9</td>
<td>11.8</td>
</tr>
<tr>
<td>9.50</td>
<td>5.9</td>
<td>17.6</td>
</tr>
<tr>
<td>10.00</td>
<td>5.9</td>
<td>23.5</td>
</tr>
<tr>
<td>11.00</td>
<td>5.9</td>
<td>29.4</td>
</tr>
<tr>
<td>Valid</td>
<td>23.5</td>
<td>52.9</td>
</tr>
<tr>
<td>12.00</td>
<td>23.5</td>
<td>58.8</td>
</tr>
<tr>
<td>12.50</td>
<td>5.9</td>
<td>70.6</td>
</tr>
<tr>
<td>13.50</td>
<td>11.8</td>
<td>82.4</td>
</tr>
<tr>
<td>14.00</td>
<td>11.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 5: The Frequency of the Control group scores in the Pre-test
If we compare the frequencies of both groups in the pre-test we find that the lowest mark in the experimental group is 2,5 and best mark is 13,50 whereas, in the control group the lowest mark is 6 and the best one is 15

Table 6: The Frequency of the Experimental group in the Post-test

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.00</td>
<td>1</td>
<td>7,7</td>
</tr>
<tr>
<td>7.00</td>
<td>1</td>
<td>7,7</td>
</tr>
<tr>
<td>9.00</td>
<td>2</td>
<td>15,4</td>
</tr>
<tr>
<td>10.00</td>
<td>3</td>
<td>23,1</td>
</tr>
<tr>
<td>11.00</td>
<td>1</td>
<td>30,8</td>
</tr>
<tr>
<td>12.00</td>
<td>4</td>
<td>53,8</td>
</tr>
<tr>
<td>13.00</td>
<td>1</td>
<td>61,5</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>76,5</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>100,0</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Table 7: The Frequency of the Control group in the Post-test

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.00</td>
<td>2</td>
<td>11,8</td>
</tr>
<tr>
<td>9.00</td>
<td>1</td>
<td>17,6</td>
</tr>
<tr>
<td>9.50</td>
<td>2</td>
<td>29,4</td>
</tr>
<tr>
<td>10.00</td>
<td>4</td>
<td>52,9</td>
</tr>
<tr>
<td>Score</td>
<td>Frequency</td>
<td>Frequency</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>11.00</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>12.00</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>12.50</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>13.00</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>15.50</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100.0</td>
</tr>
</tbody>
</table>

When we compare the frequencies of both groups in the post-test we notice that the lowest mark in the experimental group is 5 and the best mark is 13 however, in the control group the lowest mark is 5 and the best mark is 15.50.

![The Experimental Group Pre-test](image)

**Figure1**: Experimental group scores in the Pre-test
When we compare these two figures of both groups in the pre-test we notice that 10,50 ;12 are the most frequent scores for the experimental group in the pre-test whereas, in the control group the most frequent scores in the pre-test are 12and 15. These means that their performance was nearly identical, they have approximately the same level in the pre-test. This will help us to conclude that if there a difference in scores of the post-test, it is caused by the provision of the treatment period.
Figure 3: Experimental group scores in the Post-test
When we compare the figures of both groups in the post-test we noticed that in the experimental group the most frequent scores are 10, 12 but in the control group the most frequent ones are 10, 13. This means that they are not significantly different they have approximately the same level in the post-test.

2.2.2. Pre-test: control group VS experimental group scores. (independent sample t-test).

In order to have an idea about the level of each group we should first compare their results in the pre-test by comparing the p value with 0.05 as the following:

\[ p \text{ value} \approx 0.104. \]

\[ 0.104 > 0.05 \]
P-value > 0.05

Also, when we compare p-value of both groups, we can notice that their performance was approximately the same and they are not significantly different means that, they have the same level. This will help us later in the post-test, if there is any difference in the results, it is caused by the effect of the treatment period.

For the overall 17 subjects in the control group and 13 in the experimental group we have:
Control group: $4 \leq 10 \rightarrow 23.6\% \leq 10$

$13 \geq 10 \rightarrow 76.5\% \geq 10$

Experimental group: $5 \leq 10 \rightarrow 38.5\% \leq 10$

$8 \geq 10 \rightarrow 31.5\% \geq 10$

Table 8: Experimental and Control groups scores in the Pre-test

<table>
<thead>
<tr>
<th>t-test for Equality of Means</th>
<th>T</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>Std. Error Difference</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-1.680</td>
<td>28</td>
<td>.104</td>
<td>-1.69231</td>
<td>1.00725</td>
<td>-3.75557 - .37095</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>-1.663</td>
<td>24,929</td>
<td>.109</td>
<td>-1.69231</td>
<td>1.01749</td>
<td>-3.78817 - .40356</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From table 5 when we compare P-value with 0.05 we notice that p-value which is=0.10 is higher than 0.05 thus , we can say that the experimental and control group are not significantly different , they have the same level ;Also , from figure 5 we notice that the scores of both groups in the pre-test are approximately the same.

Figure 5 :Experimental and Control group scores in the Pre-test
2.2.3 Control Group Post-test Vs Control Group Pre-test

Table 9: Control group scores in the Pre-test and Post-test

<table>
<thead>
<tr>
<th>Paired Samples Test</th>
<th>Paired Differences</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
<td>95% Confidence Interval of the Difference</td>
</tr>
<tr>
<td>The Control Group Pre-test - The Control Group Post-test</td>
<td>1.35294</td>
<td>4.12221</td>
<td>.99978</td>
<td>-.76651</td>
</tr>
</tbody>
</table>
From table 9 we notice that there is no significant improvement between the pre-test and post-test scores. They are approximately the same because P-value = 0.19 is higher than 0.05. So their level of performance remains the same, there is no improvement before and after the treatment period. As a result, we can say that the traditional method of teaching is not effective.
Figure 6: Control group scores in the pre-test and post-test

From this figure 6 also, we have noticed that there is no significant improvement between pre-test and post-test scores; they are approximately the same. Moreover, when comparing scores of the control group in the pre and post-test, we have noticed that the group did not show any significant development.

For the total 17 scores, we have:

The Pre-test: 
- $4 \leq 10 \rightarrow 23.5 \% \leq 10$
- $13 > 10 \rightarrow 76.5 \% > 10$

The Post-test: 
- $9 \leq 10 \rightarrow 52.9 \% \leq 10$
- $8 > 10 \rightarrow 47.1 \% > 10$
2.4 Experimental Group Post-test vs. Experimental Group Pre-test ‘Paired-t-test’

Table 10: Experimental group scores in the Pre-test and Post-test

<table>
<thead>
<tr>
<th>Paired Samples Statistics</th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Experimental Group Pre-test</td>
<td>10.3077</td>
<td>13</td>
<td>2.84706</td>
<td>.78963</td>
</tr>
<tr>
<td>The Experimental Group Post-test</td>
<td>10.1538</td>
<td>13</td>
<td>2.26738</td>
<td>.62886</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paired Samples Test</th>
<th>Paired Differences</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
<td>95% Confidence Interval of the Difference</td>
<td>Lower</td>
</tr>
<tr>
<td>The Experimental Group Pre-test - The Experimental Group Post-test</td>
<td>.15385</td>
<td>2.88953</td>
<td>.80141</td>
<td>-1.59228</td>
</tr>
</tbody>
</table>
From the table when we compare p-value with 0.05. P-value = 0.85, we can remark that p-value is higher than 0.05. As a result, the experimental group did not show any change and improvement from the pre-test to the post-test. Also, statistical interpretation shows clearly that the post-test mean is significantly the same as the pre-test mean. 10.30 = 10.15. Consequently, we expose the suggestion that the treatment period has no role in enhancing students’ accurate use of the target prepositions (on, in, and at).

For the total 13 scores, we have:

Pre-test: 5 ≤ 10 → 38 % ≤ 10

8 10 → 62 % 10

Post-test: 7 ≤ 10 → 53.8 % ≤ 10

6 10 → 46.2 % > 10
Figure 7: Experimental group scores in the Pre-test and Post-test

Also, this figure shows that there is no significant development in the post-test scores when using the target prepositions (on, at and in) through the technique of cooperative learning. Consequently, we suggest that the treatment period (the use of cooperative learning) has no important role in enhancing students’ use of the target...
prepositions. As a result, the alternative hypothesis (H1) is rejected and the null hypothesis (H0) is accepted. “There would be no significant decrease in error rates
2.2.5 Post test: Experimental group vs Control group Scores

Table 11: Experimental group vs Control group scores in the Post-test

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>13</td>
<td>10.1538</td>
<td>2.26738</td>
<td>.62886</td>
</tr>
<tr>
<td>2</td>
<td>17</td>
<td>10.6471</td>
<td>2.76001</td>
<td>.66940</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scores</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>T</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>-.523</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>-.537</td>
</tr>
</tbody>
</table>
From the table 11 which shows that p-value = 0.60 is higher than 0.05 we conclude that both groups are not significantly different. They have the same level and statistically speaking, it is remarked that experimental group recorded an equal post-test mean as the control groups’ mean (10.15=10.64).
Figure 8: Experimental group vs Control group scores in the Post-test

From figure 8 it is showed that the scores 10,13 are the most frequent ones in the control group, however, the scores 9;10;12 are the most dominant ones in the experimental group. These means that their performance was nearly identical, they have approximately the same level in the post-test. Also,

For the total number of scores of the both groups, we have:

**Control group**:
- $7 \leq 10 \rightarrow 53.8\% \leq 10$
- $6 > 10 \rightarrow 46.2\% > 10$

**Experimental group**:
- $9 \leq 10 \rightarrow 52.9\% \leq 10$
- $8 > 10 \rightarrow 47.1\% > 10$
As result we conclude that the alternative hypothesis is rejected for this research and the null hypothesis is accepted.”there would be no significant decrease in errors rates of learners use of prepositions as a result of using cooperative learning”.

3. Limitations of the Study and Suggestions for Further Research

3.1 Limitation of the Study

The current study faced many difficulties that might affect its results and validity. The most important ones that are worth to mention are time constraints and the small size of sample. First, time constraints attributed to the limited and small number of the treatment sessions that might affect the results of the research. Second, the small size of the sample which was attributed to the inconsistencies of the absences throughout the treatment sessions. Consequently, this sample may not be representative for the whole population to investigate this research.

3.2 Suggestions for Further Research

it is better for future researchers to use a large size of the sample in order to be representative and conduct the treatment in at least six sessions in order to obtain to results that can be more valid.
Conclusion

Essentially, this study was carried out for the aim of investigating if cooperative learning has any significant role in enhancing EFL learners’ accurate use of the three target prepositions (in, on, and at). Furthermore, it is proved that many EFL learners find difficulties when utilizing prepositions in the adequate structure. Essentially, the results of our investigation demonstrated that the experimental group have significantly recorded the same scores as the control groups scores. Consequently, we reached at the end of our study with a rejection of the alternative hypothesis that states that cooperative learning has a significant role in enhancing EFL learners’ accurate use of the target prepositions (in, on, at)
List of Reference


- David and Roger Johnson. ‘‘An over View of Cooperative learning’’ [Online of 15 October 2001].

- David and Roger Johnson. ‘‘Cooperative learning’’ [online of October 2001:1].

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- Panitz, red. (1996). *A Definition Colaborative VS Cooperative*.


Appendices
Pre-Test.

Exercise 1  Put in, on or at in the appropriate gaps.

- Peter lives…………………….Turkey.
- There were some beatiful pictures………………..the walls of their sitting room.
- The children are playing……………………the grass………………the park.
- Does this bus stop…………………….the rail way station ?
- I live in a flat …………….the fifth floor.
- Ecuador is ………..South America, it lies………………..the Equator.
- There is a queue of people ………..The bus stop.
- The film was shot mainly……………….Tunisia in North Africa.
- He was undoubtedly the best player……………..the pitch in the first half.
- Although he has been singing for ages, it will be the first time he has appeared……………..the opera house.
- They live……………… the mainroad, so there’s a lot of traffic going past.
- It will be the biggest event of its kind ever held……………..This country.

Exercise 2  Fill in the gaps in the following sentences with in, on or at.

- I went to Turkey……………………July.
- We must leave…………five o’clock.
- We will have a break…………..the afternoon.
- She is arriving……………..Monday.
- It is very cold here……………….night.
- I was born……………..1970.
- I never work……………..the weekend.
- We can play tennis…………..the summer.
- School starts…………….September 5th.
- I will see you………….lunch time.
- The price of electricity is going up……………..December.
- …………..weekends, we often go for long walks in the country.
- I’ve been invited to wedding …………..14 February.
- Peter is playing tennis …………..Sunday.
- My brother’s birthday is the 5th of November.

- My birthday is May.

- We are going to see my parents the weekend.

- …..1666, a great fire broke out in London.

- I don’t like walking alone in the streets night.

- What are you doing afternoon,
There are three prepositions in English that are used with time « in, at, on ».

First, we use « in » with parts of the day, and with months, seasons and years: in the morning, in the afternoon, in the evening, in January, in the Spring, in the Summer, in 2012.

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Time</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IN</strong> use <strong>in</strong></td>
<td><strong>In</strong> a few minutes</td>
<td>The bus will be Leaving <strong>in</strong> a few Minutes</td>
</tr>
<tr>
<td>+ A period of time</td>
<td><strong>In</strong> five weeks also: <strong>in</strong> Five weeks time</td>
<td>I learned to ride a Bicycle <strong>in</strong> five Weeks We will start Summer vacation <strong>in</strong> Five weeks ’ time</td>
</tr>
<tr>
<td>= A time <strong>in</strong> the future</td>
<td><strong>In</strong> the 1960 S</td>
<td>The astronauts Explored the moon <strong>in</strong> The 1960 s</td>
</tr>
<tr>
<td>Use <strong>in</strong> for Longer periods Of time</td>
<td><strong>In</strong> the 20 th century</td>
<td>Automobiles and airplanes became Very popular <strong>in</strong> the 20 th century.</td>
</tr>
<tr>
<td></td>
<td><strong>In</strong> December</td>
<td><strong>In</strong> December , you Will study less.</td>
</tr>
<tr>
<td></td>
<td><strong>In</strong> 2010</td>
<td>The winter olympies Were held <strong>in</strong> 2010</td>
</tr>
</tbody>
</table>

**Note**: Do not use « in » before: « next » or « last ».

Examples: We will get married **next** year.

Their baby was born **last** March.
**Exercise 1** Put in at on:

- I usually go skiing...February.
- What are you doing...Saturday?
- Can you wake me...6.30?
- I’ll be at work late...Tuesday morning.
- It’s gets very hot here...the Summer.
- Our garden looks wonderful...the Spring.
- We all went to Wales...the weekend.
- I’m never hungry early...the morning.

**Exercise 2** Complete the article use at in or on.

Wolfgang Amadeus Mozart was born...27th January 1756 in Salzburg, Austria. His father was a musician and he began teaching him to play the keyboard and violin when he was very young. Wolfgang was a fast learner: he learnt his first piece...half an hour. Mozart began to compose his own music...the age of five when he was six, he began touring Europe with his family...the 18th century, there were many different rulers in Europe and musicians used to visit them all. The young Mozart astonished every one with his musical gifts...1781, Mozart settled Vienna and...August 1782 he married Constanze Weber. They had six children, but four died as babies. Mozart himself died...5th December 1791, but he left behind more than 600 compositions.
On :

We use ON for specific days and dates:

- I will return it to you on Wednesday.
- They got married on Friday 13th.
- We get paid on the 20th of every month.
- I drank too much on new year’s eve.

Remember that for dates, we use ordinal number.

Eg : the first of September (not the one of September)

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Use</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>On</td>
<td>Days of the week</td>
<td>On Sunday, on Friday.</td>
</tr>
<tr>
<td></td>
<td>Date.</td>
<td>On the 25th of December 2003</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On 14 July 1981</td>
</tr>
<tr>
<td></td>
<td>Special occasions.</td>
<td>On good Friday, on my birthday</td>
</tr>
<tr>
<td></td>
<td>Part of the day.</td>
<td>On Monday afternoon (s), Friday morning (s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do you work on Saturday evening ?</td>
</tr>
</tbody>
</table>
Note:

On is not used before last/ next/ every / this

I’ll meet you next Friday. (not on next Friday)

In spoken English, on is usually left out before days-so we can say :

- We shall meet on Monday or we shall meet Monday.
- I don’t go out on Friday mornings or i don’t go out Friday mornings.
- In time or on time ?

**In time :**

In time means « early enough »

- We’ll have to hurry if we want to be in time for the show.
- We got to the airport in time to have a coffee before checking in.
- I was about to close the door when just in time I remembered my key 5at the last moment)

**ON Time :**

On time means « at the right time » « on schedule »

- The plane took off on time
- I hope the meeting starts on time
- Rachel is never on time she’s always late.
**AT:**

We use «at» with specific time (hours minutes)

- I get up at 7 o’clock.
- My English class starts at 10 am.
- She finishes work at 6 pm.
- I left the party at midnight.

Midnight (and midday) is a specific hour which is why we use AT.

12am it means midnight.

12pm it means midday / noon.

We use AT for a holiday period of two or more days:

- Do you normally get together with your relatives at Christmas?
- Did you eat a lot of chocolate at Easter?

We use at with meals and mealtimes: at breakfast, at lunch time, at dinner.

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Use</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT</td>
<td>Part of the day</td>
<td>- At night, at noon.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- I don't like, going out at night</td>
</tr>
<tr>
<td></td>
<td>Clocked time of day</td>
<td>- At 6o'clock, at midnight</td>
</tr>
<tr>
<td></td>
<td>Celebration or Festival</td>
<td>- At Christmas, at Easter</td>
</tr>
<tr>
<td></td>
<td>Age</td>
<td>- Do you give each other presents At Christmas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- At the age of 15, thirteem</td>
</tr>
<tr>
<td>AT</td>
<td>With certain expression</td>
<td>Indicating time</td>
</tr>
<tr>
<td>----</td>
<td>-------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td></td>
<td>- At the moment, at present; at the same time, at the weekend/at weekend.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- She is busy at the moment / at present</td>
<td></td>
</tr>
</tbody>
</table>

**Note:**

- At is not used before last/next every/this

Example: - we are going out this weekend (not at this weekend)

- Sometimes you will hear AT the weekend and sometimes ON the weekend. They are both correct.
  
  ON the weekend is used in United States. Eg: Did you go on the weekend? (US)
Where did you go at the weekend? (British)

- In English the expressions at the end and in the end convey different meanings.

At the end (of something) it means at the time when something ends.

Example: At the end of the concert, there was great applause.

In the end, it means finally. We use it when we say what the final result of a situation now.

Example: We had a lot of problems with our car, we sold it in the end (Finally we sold it).

**Exercise 1** Complete the e-mail with in on or at.

For HR Departement To: ALL STAFF

Subject: Christmas arrangements.

Because Christmas day is …… th weekend (as it was…202) there will be special office hours …… Christmas.

We will be closed …… Monday 27 December and we will re-open for Business……08.30 …… Wednesday.

In addition all STAFF will have an extra half-day free …… Friday 24 December. The office will close …… midday to make holiday travel arrangements earlier.

We will need to keep some departments open…… New year’s. We will email details of these arrangements …… the near future.

**Exercise 2**: In these sentences there some mistakes. Sometimes the Underlined prepositions are wrong sometimes the prepositions are not necessary.

Cross out the prepositions which are wrong and replace them if necessary. Put a tick() if the preposition is correct.

- I normally go to south of France on …… the winter.
- I usually go in …… December but in …… last December I couldn’t go because my wife was ill.
  o I gave her a painting on …… every Tuesday in …… the Summer

Exercise3 : Write at in or on.

1. We often go on holiday …… Summer.
2. I saw Brenda …… Last week.
3. Do you want to go to the cinema …… the weekend ?
4. James isn’t here …… the moment.
5. Are you coming …… Tuesday morning ?
6. See you …… next Friday !
7. I’m almost ready. We can go out …… 10 minutes.
8. The film starts …….. 7.30.
10. We live …… the 21st century.
11. Her birthday is …… 22nd May.
12. Sally met her boy friend …… last Summer.
13. We have lunch …… midday.
14. They’ re coming …… the afternoon.
15. His friends got married …… New year’s Eve.

Exercise4 : Please read each sentence carefully and circle the correct answer in the parentheses.

1. Alejandra has a meeting (at ; on ; in) 9am tomorrow.
2. The candy shop (at, on, in) Costas road closes (at, on, in) midnight.
3. Crystal went back home (at, on, in) lunch time after her presentation.
4. In Russia, it tends to snow frequently, especially (at, on, in) December.
5. Karenina, do you think that (at, on, in) the future there will be a way to make it to Mars ?
6. Hopefully, with the help of technology, there will be a lot of progress (at, on, in) the next century.
7. Sara, do you work (at, on, in) Mondays or Tuesdays (at, on, in) the afternoon ?
8. We should buy a present for Valerie, her birthday is (at, on, in) the 7th of September.
9. I want to have a party on the 25th of December, where will you be (at, on, in) Christmas day?
Prepositions can be used to show where something is located.

The Preposition IN:

We use in to show that something is enclosed or surrounded.

For example: - The dog is in the garden.
- She is in the taxi.
- They live in a flat.

We also use in to show position within a general area (towns, counties, countries, states and continents)

For example: I used to live in Nottingham, but now I live in Germany.

<table>
<thead>
<tr>
<th>English</th>
<th>Usage</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Room, building, street,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>town, country.</td>
<td>In the Kitchen,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>in Londen.</td>
</tr>
<tr>
<td></td>
<td>Book, paper, etc.</td>
<td>In the book.</td>
</tr>
<tr>
<td></td>
<td>Car, taxi.</td>
<td>In the car, in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a taxi.</td>
</tr>
<tr>
<td></td>
<td>Picture, world</td>
<td>In the picture,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>in the world.</td>
</tr>
</tbody>
</table>
**The Preposition ON :**

We use on with surfaces (eg: walls, floors, shelves) and lines (eg: paths, coasts, the equator).

**On** the grass          **On** the sea

**On** the line          **On** the third floor

We also use on to show position: on streets, roads, etc.

Example: I used to live on Portland street.

<table>
<thead>
<tr>
<th>English</th>
<th>Usage</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>On</strong></td>
<td>Attached</td>
<td>The picture on the wall</td>
</tr>
<tr>
<td></td>
<td>For a place with a river</td>
<td>London lies on the thames</td>
</tr>
<tr>
<td></td>
<td>Being on a surface</td>
<td>On the table</td>
</tr>
<tr>
<td></td>
<td>For a certain side (left,right)</td>
<td>On the left</td>
</tr>
<tr>
<td></td>
<td>For a floor in a house</td>
<td>On the first floor</td>
</tr>
<tr>
<td></td>
<td>For public transport</td>
<td>On the bus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On a plane</td>
</tr>
<tr>
<td></td>
<td>For television, radio</td>
<td>On tv</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On the radio</td>
</tr>
</tbody>
</table>
The Preposition AT:

We use at with a point (eg: at the bus stop) and at with a building, when we mean either inside or outside.

A: Let’s meet at the cinema.
B: Ok. Shall we meet in the cinema itself or on the pavement outside.

<table>
<thead>
<tr>
<th>English</th>
<th>Usage</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaning next to, by an object</td>
<td>At the door, at the station</td>
<td></td>
</tr>
<tr>
<td>For table</td>
<td>At the table</td>
<td></td>
</tr>
<tr>
<td>For events</td>
<td>At a concert, at the party</td>
<td></td>
</tr>
<tr>
<td>Place where you are to do something typical (watch a film, study, work)</td>
<td>At the cinema, at school, at work</td>
<td></td>
</tr>
</tbody>
</table>
In and at with buildings

**IN**

Eg: There are 400 seats in the cinema.

**AT**

Eg: I was at the cinema (watching a film)

We use in when we mean inside a building. But we normally use at when we are talking about what happens there.

**Exercise 1** Put in, on or both.

- There is a spider………………the ceiling.
- His office is dawn at the end- it’s got his name………………the door.
- Put the salad……………………a bowl, not………………a plate.
- We met…………………………the Isle of wight.
- She had rings……………………every finger.
- The hotel has even got a helipad………………the roof.
- Who put that poster………………the wall ?
- I was sitting behind a woman………………… A big hat.

**Exercise 2** Put in or at.

- Let’s meet…………………………Jessie’s.
- Can you pick me up…………………………the station ?
- There was a bird…………………………my room.
- Sue wasn’t…………………………the meeting.
- How many people live…………………………your village ?
- There’s a strike…………………………the factory.
- James works………………………… universal export.
- You change trains…………………………Carlisle.

**Exercise 3** Put the correct preposition.

- He’s swimming…………………………the river.
- The plan is……………………….. the table.
- Where’s Julie ? She’s…………………school

- There are two pockets……………………this bag.
- There is a spider………………… the bath.
- She hung a picture……………………the wall.
- I read the story…………………the newspaper.

**Exercise 4** Complete each of the following sentences using at, in or on.

- Our headquarters are……………………65 Long Street.
- You can see all members of our Staff….this photograph.
- The man sitting……….. The armchair in the hall is waiting for you, Mr.Green.
- I didn’t have time to read the whole report properly. I just looked at it quickly while I was………… the plane.
- The address mentioned…………….this booklet is out of date. You can’t use it.
- Where are those letters that I left…………my desk ?
- I saw a mistake………………the beginning of the text.
- What time did you arrive…………….the airport ?
- What time did you arrive…………….New York ?
- Don’t sit…………… the next crossing and you’ll see a big green.
- That man over there keeps staring…………….you, Mary do you know him ?
- There aren’t many public toilets…………….the city centre.
- We usually use the front entrance but there is another one…………….the back of the building.

**Exercise 5** Choose the right preposition of place.

- ……………..the picture, I can see a family…………….a kitchen.
- There is a dish full of fruits………. The work top.
- She is holding a vase……….in her hand.
- The son and the daughter are sitting……..the work top smiling……….each other.
- The woman is looking………………her daughter.

**Exercise6** : Complete the sentences. Use prepositions of place.

  - I can’t find my keys. I thought they were………………my bag.
  - Who lives…………………………number fifteen ?
  - I’ve put your magazines……………………your bedroom.
  - Have you ever been to the National Gallery………………London ?
  - The cinema’s …………………………the other side of town.
  - There was a good article about the music industry………………the newspaper.
  - We arrived………………the station.
  - Who’s ………………………the door ?
  - Her photo is………………page4.
  - They live………………Park Street.
  - Is there any thing interesting………………The paper ?
Post – Test

**Exercise 1** Choose the right prepositions- in, on or at- to complete the following sentences.

- Chris was born………………………………………………………..1985
- I didn’t go school……………………………………………………..Monday.
- I could see stars………………………………………………………night.
- I like watching tv………………………………………………………the evening.
- They got married………………………………………………………April.
- They never go out…………………………………………………Sunday evenings.

- What are you doing ………………………………………………..the weekend ?
- We were ill………………………………………………………...the same time.
- She got married………………………………………………………15 April 1987.
- I got up………………………………..………………………7o’clock this morning.
- I often go to the beach……………………………………………….Summer.
- He isn’t here………………………………………………………..the moment.
- I’ll send you the money……………………………………………the end of the month.
- Where will you be…………………………………………………..Christmas day ?.
- Hurry up ! the train leaves………………………………………five minutes
- Good bye ! I’ll see you………………………………………………...a few days.
- The writer was born..........................................................18th century.
- The concert is.........................................................24 April.

**Exercise 2** Fill in the gaps with these prepositions – at, in, on-

- Our offices are......................................................112 Duke Street.
- The boss wants the report.................................his desk by the end of the day.
- I found the article on mobile phone etiquette.................a magazine.
- I found an article on management styles........................the internet.
- The conference will take place......................the four Seasons Hotel............San Francisco.
- Pippa always reads the newspaper..........................the train to work.
- The journey takes a long time as the train stops..............every single station.
- Ed’s hearing is not very good so he likes to sit...................the front now..............presentations.
- You will find a bibliography.....................................the end of the document.
- There’s a wonderful exhibition..............................Natural History Museum this Summer.
- He waited for our colleagues.................................the Hotel Lobby.
- Although many like to spend their Summer holidays......................the coast, we prefer to spend them.............................................the mountains.
- Oh dear, there aren’t many vegetarian dishes...............the menu.
- We spent the whole week……………………………………………....the trade fair.
- John’s photo is……………………………………………………….the front cover of Newsweek. You’ll find the interview with him…………………………..page45.
- The sign……………………………………the door clearly says’’No Smoking’’.
- Boris met his girl friend……………………………………….…….a charity event.
- Did you manage to get any work done…………………………………...the plane ?
- We’re buying a cottage ………………………………………………………a tiny village………………. Southern France.
- Any idea what’s………………………………………………………….TV tonight.
تهدف هذه الدراسة إلى فحص الدور الذي يلعبه العمل الجماعي نحو حروف الجر في ثلاث حروف جر وهي:

في وهذا عند طلبة السنة الأولى لغة إنجليزية في جامعة العربية بن مهيدي في أم البواقي، المتعلقة بهذا البحث، اجري مخطط تجريبي يقوم على ثلاث مراحل:

حيث وجهت هذه المراحل نحو مجموعتين اختيرتا عشوائيا: تجريبية وأخرى ساهمت بلغ كلتا المجموعتين نفس الاختبار قبل فترة المعالجة والذي يختلف نوعاً ما عن اختبار رابع.

بينما يكمن الاختلاف في فترة المعالجة والتي فيه:

المجموعة التجريبية تعمل في جماعة نحو استعمال حروف الجري خلا فالمجموعة الشايدة عبا خلا في فترة المعالجة. بعد المعالجة تلقى كلتا المجموعتين اختباراً رأى بعض معرفة النتائج ومفاوضتها بعد عملية التوصل إلى عدم وجود اختلاف في علاج ما زال المجموعتين حيث تم الاستنتاج أن العمل الجماعي ليس له دور فعال في تحسين الاستعمال الصحيح لحروف الجر الثلاثة لطلبة السنة الأولى لغة إنجليزية في جامعة العربية بن مهيدي.
Résumé

Cette étude vise à examiner le rôle joué par le travail en groupe à propos de prépositions seulement sur la bonne utilisation des prépositions que trois, à savoir: dans, sur, dans et à travers le travail en group de aux étudiants de premières année de langue anglaise à l’université Larbi Ben M’hidi à Oum El Bouaghi. Un projet pilote est basé sur trois phases: la période d’essai de prétraitement, la période de traitement, le test après la période de traitement. Ou il a été ces étapes vers Achètera deux groupes de façon aléatoire: group experimental l’autre témoin. Les deux groupes ont reçu la même période d’essai par le processeur, qui est la même après la période de traitement, tandis que la différence se situe dans la période de traitement, dans lequel le groupe expérimental a reçu une utilisation trois orientée vers des prépositions, par opposition au groupe témoin qui n’a pas travaillé en group pendant la période de traitement. Après le traitement des deux groupes ont reçu un test dans le but de connaître les résultats comparés. Après le processus de comparaison, il n’y a pas une différence notable dans les deux signes de sorte. En conclusion, il a été déclaré que travaille en groupes n’a joué pas un rôle dans l’amélioration de l’utilisation correcte de la traction de trois lettres pour les étudiants de la première année de l’anglais a l’université Larbi Ben M’Hidi