



Efficacy In Learning English Language Learning Through Prepositions And Its Effectiveness Among Higher Secondary Students Of Chennai City.

¹ Mr. S. Raja Raman, ² Dr. Jerin Austin Dhas. J

Assistant Professor of English , School of Engineering & Technology, Associate Professor & Research Supervisor of English, School of Sciences and Allied Health Science
Jeppiaar University, Jeppiaar Euducity, Chennai, India.

Abstract

Due to its widespread use, English is commonly used by non-native speakers of other languages to communicate. Therefore, in order to be able to successfully convey themselves in a range of contexts, learners must possess essential abilities in it. To be proficient in the English language, one must possess much more than a knowledge of linguistic structures. One among the components is grammar which supports the learning of language with structural understanding. And, preposition usage is common among ESL students. This research focuses on exploring the efficacy of ESL students and to understand the preposition and its involvement in speaking English.

Introduction

Language is purely human and non-instinctive method of communicating ideas, emotions and desires to through a system of voluntarily produced sounds (Sapir 1921:10) Language, long regarded as man's greatest achievement, is so much a part of our existence, like the air we breathe, that we frequently take it for granted and are unaware of its distinctive qualities. Jespersen (1919:12) says "language is a lot of human propensities, there a son for which is to offer articulations to musings and sentiments". Each language has its own unique way of creating words. Grammar refers to the way words behave in a particular language. Students must follow the syntactic rules of the language they are speaking or writing in, whether they are speaking or writing in English or another language.

The ease and comfort with which language is used in social contexts serves as a measure of language proficiency. At the core of this is mastering the fundamentals of the language. Communication competence, as defined by Stubbs (1985), is the capacity to use language effectively in social circumstances. All language abilities are considered to have been achieved by someone who can speak clearly. One must go beyond learning specific grammar and vocabulary in order to speak a language in a social setting spontaneously. Instilling confidence in the user is the ability to employ the technicalities of a language learnt in accordance with the social setting, the participant, and the aim.

At its root, language is a talent. It is not a feature of a subject like science, social studies, or business that tries to feed human intelligence with information in a sequential fashion. The objectives of teaching the subject matter are knowledge or information based on the facts. All skill disciplines, including singing, dancing, swimming, playing, painting, drawing, and driving, fall under the psychomotor domain. Given that language is a skill, it falls under the psychomotor realm. The capacity to carry out tasks pretty well can be used to describe all skills. Once a skill has been learned, it can be used for swimming and playing. Understanding them is a cognitive exercise, and putting them to use or performing them is a talent (action).

English Language in India

The regulations governing language education have always been divisive because India is a multilingual nation. A contentious issue that has spawned several discussions is the issue of the medium of instruction in educational institutions across the nation. Daswani (2001) asserts that English has replaced Persian as the language of power and the elite, which was previously Sanskrit. As a language of authority, English steadily rose in popularity during the British conquest of India.

English was brought to India with the entrance of the East India Company. The Charter Act of 1813 paved the way for the development of several educational institutions under the company's control, laying the foundation for India's English-speaking educational system. According to Kachru (1983), T.B. Macaulay's goal was to create "a class who may be interpreters between us and the millions whom We rule." However, there was a significant pushback against the continued usage of the English language when India gained its independence.

Due to its widespread use, English is commonly used by non-native speakers of other languages to communicate. Therefore, in order to be able to successfully convey themselves in a range of contexts, learners must possess essential abilities in it. To be proficient in the English language, one must possess much more than a knowledge of linguistic structures. Your language skills won't increase if you only know the grammar and vocabulary. One must develop their fundamental linguistic abilities.

English Language Teaching

The teaching of the English language (ELT) focuses on a range of skills at various levels, from elementary to collegiate. The four language skills are speaking, reading, writing, and listening. Each ability should be given equal weight while teaching so that learning develops in a balanced way. At various learning stages, distinct abilities must be emphasised more forcefully depending on the demands of the individual learners. The most widely used language, English, is also a linking language that is crucial to our social interactions. Every child, especially those in the academic area, is hesitant to begin the process of learning English in order to function in the modern world.

English language teaching in Tamil Nadu

Tamil Nadu residents are keen to learn the language, therefore it has a strong hold on the region's social structure. The language has permanently altered many facets of our social and cultural lives. It affects, among other things, healthcare, trade and business literacy, politics, and education. For them, English is a language of work and opportunity as well as an aristocratic one. Due to public demand, the government was forced to start teaching English in first grade. The abundance of institutions offering intensive courses for enhancing spoken English is another characteristic of the area. Despite this, the majority of Tamils still find English to be challenging.

Information and communication technology is referred to as ICT. Media transmission is the tool that makes ICT accessible. It is the integration of the internet, PDAs (personal digital assistants), and other remote systems through the use of information technology for communication. Through the use of text, voice over IP, and video conferencing, technological improvements allow for new methods of sourcing that monitor self-paced learning while connecting people worldwide. Today's advancements in ICT have produced a "global community" where individuals may share knowledge and converse with one another as if they were in the same room. As a result, ICT-enabled learning creates a global platform for learning.

Information technology and communication technology (ICT) are two topics that are included under this umbrella word. Information technology is addressed in all of its facets, including process, tool use, manipulation, and data administration. Everything that has to do with using tools to process and send data from one device to another is covered by communication technology (Rahim 2011).

When ICT is implemented into the educational system, teacher's method of educating students and student's learning process will be further enhanced and more easily practicable. The use of ICT frequently motivates teachers and students beyond the walls of classroom in accessing information and widens the scope of learning. Learners can use ICT to open up a fresh doorway to the outside world, bridging the information gap (young and ku, 2008)

English teachers all across the world now choose communicative teaching and learning methods over conventional ones, which favour a teacher-centered approach and disregard the communication skills of the students. The teacher-centered approach ignores actual language use and relies heavily on the

learner's recollection. A good EFL instructor, however, is not constrained by any one method. To the demands of his pupils and the goals of his materials, ICTs have sped up the pace of instructional techniques. ICT, on the other hand, have given pupils various opportunities to practise English outside of the classroom. Thanks to modern technologies, kids have the freedom and leisure to consider their thoughts and analyse what they have been exposed to. ICTs also offer a crucial basis for effective education. We now need modern technologies for a better integrated style of delivery in order to create efficient teaching methods that will support English language acquisition.

AIM OF THE STUDY

The study aims to analyse the impact of ICT in teaching prepositions of English among high school students of Chennai

METHODOLOGY USED

This research follow audio-visual method. The purpose of this chapter is to describe the methodology used in gathering the data associated with the research questions, a justification for selecting such data gathering techniques, and the procedure for selecting the population under study. The data used in this study were gathered from the Government high school in Tambaram at Chennai was chosen for this study. Thirty-six students were taken as informants from the ninth standard.

Questionnaire

A questionnaire is a type of research tool used to collect data from respondents by asking them a series of questions (or other forms of prompts). It has four main functions: (1) gathering relevant data; (2) comparing and making data analyzeable; (3) reducing bias in question formulation and asking; and (4) making questions interesting and varied. The chosen pupils were given the questions and asked to provide a suitable response for each one. Students read the questions, looked at the illustrations to try to comprehend, and then responded. To assess the students' development, pre- and post-tests were given.

ANALYSIS

It is very much important to learn the correct usage of prepositions and also it is very difficult to learn. The prepositions should be learnt with accurate meaning and their inter contexts use has to be relevant. Usually, it has wide range of applications in grammatical categories.

TABLE

The following tables represent the performance of the students of experimental group and control group.

PRE-TEST

S. No of students	Number of correct answers	Number of wrong answers
1	33	77
2	42	58
3	23	77
4	66	34
5	36	64
6	25	75
7	12	88
8	42	58
9	37	63
10	26	74

The pre-test results for the students are displayed in the table above. A number of correct answers were placed in one of the two columns, and a number of erroneous responses were placed in the other. From Government High School's grade, 15 students participated in the pre-test.

	answers	answers		answers	Answers
1	55	45	1	92	8
2	70	30	2	84	16
3	63	37	3	68	32
4	44	56	4	92	8
5	92	08	5	76	24

INTERPRETATION

The above table represents the number of correct and incorrect answers of the experimental group. A total number of students in an experimental group is 10, among them 5 are boys and 5 are girls

POST TEST – CONTROL GROUP

S. No of girls	Number of Correct Answers	Number of wrong answers	S. No of Boys	Number of correct answers	Number of wrong answers
1	42	58	1	48	52
2	38	62	2	50	50
3	30	70	3	40	60
4	32	68	4	38	62
5	42	58	5	50	50

INTERPRETATION

The above table represents the number of correct and incorrect answers of the control group. A total number of students in control group is 10 among them 5 are boys and 5 are girls.

PERCENTAGE OF POST TEST - EXPERIMENTAL GROUP AND CONTROL GROUP

Gender	Post-test Experimental Group	Post-test Control group
Boys	64.8%	36.8%
Girls	82.4%	45.2%

INTERPRETATION

The above table represents the percentage of marks obtained by boys and girls in both groups. Girls acquired higher percentage than boys. Boys and girls of experimental group have acquired respectively 64.8% and 36.8%. Boys and girls of control group have acquired respectively 85.4% and 45.2%.

POST TEST – EXPERIMENTAL GROUP

Gender	Simple prepositions	Compound prepositions	Phrase preposition
Boys	63.4%	72.3%	64.2%
Girls	78.3%	72.9%	81.6%

INTERPRETATION

The above table represents the percentage of marks acquired by boys and girls of experimental group for answering simple, compound and phrase prepositions. Students scored maximum marks in compound prepositions rather than simple and phrase prepositions.

The boys scored 63.4% in simple prepositions, 72.3% in compound prepositions, and 64.2% in phrase prepositions. In case of girls, they got more percentage than boys. The girls got 78.3% in simple prepositions, 72.9% in compound prepositions and 81.6% in phrase preposition.

COMPARISON OF PRE-TEST AND POST-TEST IN EXPERIMENTAL GROUP

Kinds of prepositions	Pre-test	Post-test	Students Achievements
Simple prepositions	38.9%	71.4%	32.5%
Compound prepositions	28.3%	73.7%	45.4%
Phrase prepositions	22.2%	72.2%	50%

INTERPRETATION

The above table represents the percentage of marks acquired by boys and girls of the experimental group in pre-test and post-test for answering simple, compound, phrase prepositions and also represents the percentage of students achievements. Students scored maximum marks in post-test when compared to pre-test.

POST TEST – CONTROL GROUP

Gender	Simple preposition	Compound preposition	Phrase preposition
Boys	37.5%	30.1%	33.3%
Girls	45.8%	42%	54.8%

INTERPRETATION

The above table represents the percentage obtained by the boys and girls of the control group for answering simple, compound and phrase prepositions. The boys scored 37.5% in simple prepositions, 30.1% in compound prepositions and 33.3% in phrase prepositions. The girls scored 45.8% in simple prepositions, 42% in compound prepositions and 54.8% in phrase prepositions.

COMPARISON OF PRE-TEST AND POST-TEST IN CONTROL GROUP

Kinds of prepositions	Pre-test	Post-test
Simple prepositions	35.7%	40.3%
Compound prepositions	29%	34%
Phrase prepositions	25%	40.5%

INTERPRETATION

The above table represents the percentage of marks acquired by boys and girls of the control group in pre-test and post-test for answering simple, compound, phrase prepositions.

CONCLUSION AND FINDINGS

A comparison of the test results from the two groups revealed that the experimental group's pupils did better than the control group's kids. This showed that teaching different prepositional forms using ICT tools had a positive influence on raising students' prepositional meaning and comprehension. Modern ICT-based teaching methods helped the students comprehend the lesson more clearly. Powerpoint presentations and animated films were taken from the government channel. It motivates students to look for more knowledge. If they are aware of the meaning of prepositions, they can communicate with others much more easily. Prepositions are crucial for communication since they facilitate it. The students will be able to create simple sentences thanks to the prepositions.

This present research is a very significant one since the provided guidelines for teaching and learning in speaking and writing skills in colleges of management studies. This study results a new corpus to the field of ELT. This study will try to make teachers more aware of the effectiveness of ICT in teaching- learning of business English classes to create a successful learning atmosphere in order to improve the students speaking and writing performance.

References

- 1 Rakes, G. C., Flowers, B. F., Casey, H. B., & Santana,. (1999). An analysis of instructional technology use and constructivist behaviors in K-12 teachers. *International Journal of Educational Technology*, 1(2),.
- 2 Harmer, J. (2019). *The Routledge handbook of English language teaching*. *ELT Journal*, 73(3), 363-365. <https://doi.org/10.1093/elt/ccz017>
- 3 Sapir, E. (1949). *Language: An introduction to the study of speech*. Mariner Books. Sarma, V.B. (1989). *Designing a Course in Written English For The High School*
- 4 Stage: *A Communicative Approach*. Ph.D. (Ed.1997), Osmania University. In *Fifth Survey of Research in Education*. New Delhi: NCERT.
- 5 Saussure, F. D. (1986). *Course in general linguistics*.