

ما وراء النحو: تأثير تقنية سيناريوهات الحياة الواقعية... نها مجيد

ما وراء النحو: تأثير تقنية سيناريوهات الحياة الواقعية في تطوير تحصيل تلاميذ الصف

الخامس الابتدائي في حروف الجر

**Beyond Grammar: The Effect of Real-Life Scenarios Technique in  
Developing 5th Grade Primary Pupils' Prepositions Achievement**

**Nuha Majeed Anber**

نها مجيد عنبر

Assistant lecturer

مدرس مساعد

Directorate General of

المديرية العامة لتربية الانبار

Education in Anbar

[maha\\_anber@uoanbar.edu.iq](mailto:maha_anber@uoanbar.edu.iq)

الكلمات المفتاحية: ما وراء النحو، تقنية سيناريوهات الحياة الواقعية، تلاميذ الصف  
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**Keywords: Beyond Grammar, Real-Life Scenarios Technique, and  
5th grade primary pupils.**

### الملخص

إن تدريس حروف الجر لتلاميذ المرحلة الابتدائية ليس مهمة سهلة، لأن حروف الجر لا تتبع قواعد نحوية معينة، وبالتالي فمن المستحسن أن يكون مدرسو اللغة الإنجليزية الذين يقومون بتدريس حروف الجر لتلاميذ المرحلة الابتدائية في اللغة الإنجليزية كلغة أجنبية من خلال بيئات تعليمية إبداعية وتفاعلية. ومن خلال استخدام السياقات والمرئيات والألعاب ذات الصلة، فإنها تعزز الحساسية الثقافية والتنوع اللغوي، مما يعزز الفهم والاستخدام العملي. والحقيقة أن التلاميذ في المدارس الابتدائية وحتى في المدارس المتوسطة والثانوية يواجهون بعض الصعوبات في اختيار حرف الجر الأنسب. تهدف هذه الدراسة إلى الكشف عن أثر تقنية سيناريوهات الحياة الواقعية (RLST) في تنمية تحصيل حروف الجر لدى تلاميذ الصف الخامس الابتدائي. كان المشاركون 25 تلميذاً من الصف الخامس في مدرسة الكواكب الابتدائية في مدينة الرمادي، محافظة الأنبار. وتم استخدام تقنية سيناريوهات الحياة الواقعية كأداة تعليمية. وتم استخدام الاختبار القبلي والاختبار البعدي لجمع البيانات. وأظهرت النتائج أن استخدام أسلوب سيناريوهات الحياة الواقعية له أهمية إيجابية في تنمية حروف الجر لدى تلاميذ الصف الخامس الابتدائي، كذلك فإن الوسط الحسابي للإناث كان أعلى من الذكور في الاختبار البعدي.

### Abstract

Teaching prepositions to primary pupils is not an easy task, because prepositions do not follow certain grammatical rules, thus it is recommended that non-native English teachers who teach prepositions to EFL primary pupils should be through creative, interactive learning environments. Utilizing relatable contexts, visuals, and games, they foster cultural sensitivity and language diversity, enhancing comprehension and practical usage. It is a fact that pupils in primary schools and even in intermediate and secondary schools face difficulties in choosing the most appropriate preposition. This study aims to reveal the effect of the Real-Life Scenarios Technique (RLST) in developing 5th-grade primary pupils' prepositions achievement. The participants were 25 pupils from 5th grade at Al-Kawakib Primary School in Ramadi City, Anbar. The Real-Life Scenarios Technique was used as an instructional instrument. A pretest and post-achievement test were used to collect the data. The result revealed that using the Real-Life Scenarios Technique has a positive significance in developing 5th-grade primary pupils' prepositions. And the female pupils' scores were higher than the male pupils.

## Introduction

Prepositions are indispensable phrases in the English language that play an indispensable position in conveying meaning, organising relationships, and developing coherence inside sentences. These small words, such as "in," "on," "at," "by," "for," and "with," join nouns, pronouns, and phrases to different phrases in a sentence. They make clear spatial, temporal, and logical relationships between factors in a sentence, improving the precision and readability of communication.

Prepositions point out spatial relationships between objects, supporting us in recognizing the place where something is positioned or the place where a motion is taking place. They additionally assist in setting up when a motion happens or when something will happen, guiding the reader in the direction of the supposed context. Prepositions additionally set up logical connections between exceptional components of a sentence, making the textual content greater coherent and less complicated to comprehend.

The significance of prepositions will become particularly evident when mastering English as a 2D language, as selecting the incorrect preposition can alter the meaning of a sentence. Mastering suitable prepositions for a range of contexts requires practice, exposure, and an appreciation of the underlying nuances.

Prepositions are the unsung heroes of the English language, offering the glue that holds sentences collectively and presenting indispensable data about the relationships between nouns, pronouns, and phrases. Learning their utilization is imperative for fine language comprehension and expression, and their value can't be overstated in linguistics.

### Statement of the Problem

Iraqi pupils learn English as a foreign language, they are exposed to the English language only inside the classroom, and thus they do not have a chance to practice the language. The pupils encounter many obstacles in learning the English language one of the biggest obstacles is the learning of prepositions. As prepositions are not governed by a grammatical rule, the learners need to practice the language to be familiar with all the kinds of prepositions. Reviewing the literature such as Abdalla (2021), Nephawe & Lambani (2022), Owais et al. (2022), Pan & Hu (2022) found a positive effect of using the question-and-answer method in teaching English prepositions for primary pupils, and the use of CL-informed approach has a positive effect on primary pupils preposition achievement, the use of speech parts in Arabic and English have helped the pupils to master English prepositions, the studies revealed that the use of extra-activates that are close and full of entertainment have significant effect on pupils prepositions learning. Thus, this study tries to find the most practical techniques for developing pupils' preposition knowledge. Reviewing the literature to find the most suitable technique that fits Iraqi primary pupils, the researcher found that Brown (2014), Garcia & Lee (2016), Smith & Johnson (2018), Chang, et al. (2020), and Costa, et al. (2022) investigated the effect of using Real-Life Scenarios Technique in teaching English language and the technique has improved students' language skills, fluency, pragmatics, vocabulary retention, language usage, and overall communicative competence. Based on these findings, the researcher in this study tries to improve pupils' prepositions knowledge.

## **The Aims**

This study aims to reveal the effect of real-life scenarios technique in developing 5<sup>th</sup>-grade primary pupils' prepositions achievement. And also the difference between male and female pupils in preposition achievement

## **The Hypothesis**

To achieve the aim of the study, the following hypotheses have been set:

- 1- There is a significant difference at ( $\alpha= 0.05$ ) in the mean scores of the preposition achievement of the primary 5<sup>th</sup>-grade pupils that can be attributed to the teaching strategy (Real-Life Scenarios Technique).
- 2- There is a statistically significant difference at ( $\alpha =0.05$ ) in the mean scores of the post-test between the male and female pupils of the experimental group

## **The Significance**

The outcome of this study is significant for the English language teachers and the curriculum planner to be aware of the role of the real-life scenarios technique in teaching primary pupils.

## **The Limits**

This study is limited to:

- 1- Duration: this study was conducted during the first semester of the academic year 2021-2022.
- 2- Location: This study was conducted in the 5<sup>th</sup> grade, at the Al-Kawakib Primary School in Ramadi City, Anbar.
- 3- Participants: The participants were 25 (13 males and 12 females) pupils from grade 5<sup>th</sup> primary grade.

## Literature Review

### Definition of Preposition

Quirk et al. (1985) defined a preposition as it is a grammatical term that establishes a relationship between a noun or pronoun and other sentence elements, indicating spatial, temporal, or logical connections. Common examples include "in," "on," "under," "between," and "before," expressing location, direction, time, and manner. Gómez-González (2008) defines prepositions as function words in language that indicate relationships between elements in a sentence, connecting nouns, pronouns, or phrases and providing information about direction, location, time, or manner, and conveying precise meanings. Katamba (1994) defined prepositions as crucial grammatical elements that connect sentence constituents, indicating the relationship between nouns, pronouns, or phrases. They convey location, time, direction, and manner, making them essential for constructing coherent and meaningful sentences in various languages.

### The Role of English Prepositions in Sentences

English prepositions are quintessential in sentence shape and communication, connecting factors to deliver relationships of space, time, direction, and manner. They set up relationships between nouns, pronouns, or phrases, enabling unique meanings and nuances. Prepositions outline the temporal components of actions, make a contribution to the manner of actions, and point out the supply or beginning of actions. In complicated sentences, prepositions can govern a couple of phrases, editing nouns or imparting extra context. For example, "on the shelf is mine" modifies the noun "book," indicating the book's location. Prepositions play a special function in the grammar of the English language, enabling specific and specific conversations (Dixon, 2021).

## **Prepositions and Parts of Speech**

Prepositions are a fundamental section of the English language, serving to set up relationships between one-of-a-kind factors inside a sentence. They depend on context to bring their meanings and are based on different phrases to shape phrases. Prepositions generally come earlier than their objects, frequently previous the noun or pronoun that completes the sentence. They regularly have more than one meaning, and the context determines which means is being conveyed. Prepositions are wonderful from verbs, which bear inflexions for nerve-racking and agreement. They additionally lack the morphology that nouns, verbs, adjectives, and adverbs possess, making them a crucial however regularly omitted issue of English grammar. Understanding the variations between prepositions and different components of speech is crucial for establishing coherent and significant sentences in the English language (Burton-Roberts, 2021).

### **Types of Prepositions**

Prepositions are imperative in the English language, serving to set up relationships between factors inside sentences. They can be classified into simple, compound, prepositional phrases, directional, time, place, agency, possession, and comparison. Simple prepositions deliver easy relationships between nouns or pronouns and different words, whilst compound prepositions specific complicated relationships by means of combining two or more words. Prepositional phrases consist of a preposition and its object, alongside any modifiers. Directional prepositions point out motion or direction, whilst time prepositions categorical relationships are associated with time. Place prepositions specify the place or function of an object or action. Agency prepositions point out the individual or element accountable for an action. Possession prepositions exhibit possession or possession, whilst contrast prepositions examine one aspect with another.

Understanding these kinds of prepositions and their features is integral for establishing grammatically right and coherent sentences, as well as conveying correct means and context in written and spoken conversation (Nghì & Phuc, 2022).

### **Common Mistakes in the Use of Prepositions**

The mistakes consist of mistaken utilization of "Of" rather of "For" insure cases, confusion between "In" and "Into," "On" and "Onto," and misplacement of "From" and "To" in distance and direction. Additionally, the use of "At" as an alternative to "In" for geographic areas, "In" as a substitute for "On" in transportation, and the mistaken utilization of "By" and "With" in passive constructions are additionally highlighted. The use of "Of" as an alternative to "Off" is corrected, and the use of "Over" and "More Than" is corrected. The textual content additionally corrects the misplacement of "Across" and "Through" in the sentence (Mahardika & Bram, 2022).

### **Prepositional Phrases**

Prepositional phrases are critical in language, offering depth, context, and specificity to expressions. They consist of a preposition, an object of the preposition, and any modifiers that may also accompany them. They assist writers and audio systems in painting vivid intellectual images, setting up relationships between elements, and carrying difficult nuances. Prepositional phrases reply to questions of place, time, manner, and more, grounding language in reality. They additionally introduce modifiers that beautify the specificity of the concern or object, such as adjectives, adverbs, and different phrases (Al-Jarf, 2022).



## **The Real-Life Scenarios Technique**

Prepositional phrases are critical in language, offering depth, context, and specificity to expressions. They consist of a preposition, an object of the preposition, and any modifiers that may also accompany them. They assist writers and audio systems in painting vivid intellectual images, setting up relationships between elements, and carrying difficult nuances. Prepositional phrases reply to questions of place, time, manner, and more, grounding language in reality. They additionally introduce modifiers that beautify the specificity of the concern or object, such as adjectives, adverbs, and different phrases

The method creates dynamic mastering surroundings for main pupils students through incorporating everyday existence scenarios, such as grocery save visits or conversations, to decorate vocabulary, sentence structures, and social cues, whilst additionally instilling problem-solving abilities and adaptability in youth (Burton-Roberts, 2021). Real-life scenarios when learning English make English relatable and meaningful to young learners, increasing motivation and confidence. This technique takes into account different learning styles and provides an effective and integrated learning process (Nephawe, 2022).

## **Previous Studies**

Chang, et al. (2020) investigated the effectiveness of augmented reality (real-world scenarios technique) in enhancing EFL students' learning performance in situational contexts. The attention, relevance, confidence, and satisfaction (ARCS) model validates the experimental teaching method, which is more effective than traditional methods. The results show that the real-world scenarios technique enhances students' concentration on English practice, boosts their confidence in learning English, and improves their learning satisfaction by providing near-real-life scenarios in situational context classes.

Smith and Johnson (2018) investigated the effectiveness of incorporating real-life scenarios into English language instruction for vocabulary acquisition. A group of intermediate-level English learners participated in a twelve-week program where vocabulary was taught using real-life scenarios, such as shopping, travelling, and dining out. Results showed a significant improvement in participants' vocabulary retention and usage compared to a control group taught with traditional methods.

Garcia, et al. (2016) explored the impact of integrating real-life scenarios into English language teaching to enhance students' communicative competence. Over a semester, a group of advanced English learners engaged in activities that simulated authentic situations like job interviews, social interactions, and problem-solving tasks. The findings indicated that students who learned through real-life scenarios demonstrated higher levels of fluency, pragmatics, and overall communicative competence.

Brown (2014) investigated the motivational aspect of using real-life scenarios as a teaching technique in English language classrooms. A diverse group of beginner-level learners participated in a series of lessons where they tackled everyday situations like giving directions, making phone calls, and ordering food. The results indicated that the incorporation of real-life scenarios not only improved language skills but also increased learners' motivation and confidence in using English in practical contexts.

## Methodology

### The Participants

The population of the study is all primary pupils at primary schools in Ramadi city. The participants were 25 male and female pupils from Al-Kawakib Primary School in Ramadi City, Anbar. Table 1 shows the distribution of the participants.

**Table (1)**

**Distribution of the Participants**

| Groups       | Males | Females | Total |
|--------------|-------|---------|-------|
| Experimental | 7     | 6       | 13    |
| Control      | 6     | 6       | 12    |
| Total        | 13    | 12      | 25    |

### The Instrument

To achieve the aims of the study and to verify the hypotheses of the study, a real-life scenarios technique has been used. A pretest and a posttest have been prepared.

### Validity and Reliability of the Tests

To examine the content validity of the posttest, it has been exposed to jury members in order to ensure the face validity of the test. The jury suggested some recommendations which were taken into consideration.

### The Reliability

The researcher chose a pilot sample consisting of 3 boys and 3 girls pupils excluded from the experimental and control group. It was found that the average length of time needed for the post-test is 45 minutes, also all the items are clear. The reliability was obtained by using the test-retest method within a 10-day period. The result showed that the internal consistency reliability values of the test were 0.94 and the values of the stability index were 0.86.

## The Procedures

The researcher has conducted the following steps in teaching prepositions to the pupils in the experimental group:

The technique aims to help students understand the relationship between elements in sentences, such as location, direction, time, and manner, etc.

- 1- Reviewing the literature related to the study.
- 2- Selecting the participants and dividing them to two groups.
- 3- Selecting relevant prepositions.
- 4- Designing real-life scenarios activities.
- 5- Providing context, engaging students in critical thinking, demonstrating and modeling correct usage, engaging in interactive discussions.
- 6- Designing hands-on activities, providing constructive feedback.
- 7- Expanding to real-life examples, practicing and reinforcing.
- 8- Evaluating students' progress through quizzes, assignments, and assessments.

## The Results

### The Result of the First Hypothesis

There is a significant difference at ( $\alpha= 0.05$ ) in the mean scores of the preposition achievement of the primary 5<sup>th</sup>-grade pupils that can be attributed to the teaching strategy (Real-Life Scenarios Technique), means and standard deviations, and standard errors of the pupils' scores on the posttest were calculated. Table 2 shows the results.

Table (2)

**Means and standard deviations and standard errors of the pupils' scores on the post-test**

| Groups              | No. | Posttest |           |              |            |
|---------------------|-----|----------|-----------|--------------|------------|
|                     |     | Mean     | Std. Dev. | Adj. Mean    | Std. Error |
| <b>Control</b>      | 12  | 7.42     | 1.26      | <b>7.04</b>  | 0.22       |
| <b>Experimental</b> | 13  | 10.26    | 0.87      | <b>13.91</b> | 0.24       |

Table 2 shows that there is an observed difference between the two means of the students' scores on the posttest due to teaching strategy, there is a statistically significant difference between the mean scores of the pupils in the experimental group (10.26) and the mean scores of the pupils on the control group (7.42) on the posttest. This means that the first hypothesis is accepted.

#### **Results Related to the Second hypothesis:**

To verify the second hypothesis "There is a statistically significant difference at ( $\alpha = 0.05$ ) in the mean scores of the post-test between the male and female pupils of the experimental group", the mean scores and standard deviations of pupils' achievement were computed as shown in Table 3.

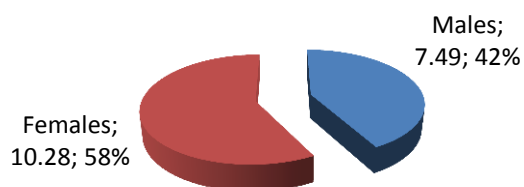
Table (3)

**Means and standard deviations of the pupils' scores on the post-test**

| Gender         | No. | Posttest |           |              |            |
|----------------|-----|----------|-----------|--------------|------------|
|                |     | Mean     | Std. Dev. | Adj. Mean    | Std. Error |
| <b>Males</b>   | 7   | 7.49     | 1.26      | <b>7.02</b>  | 0.21       |
| <b>Females</b> | 6   | 10.28    | 0.87      | <b>13.87</b> | 0.23       |

Table 3 shows that there is a statistical difference between the two means of the pupils' scores on the post-test due to the use of the

Real-Life Scenarios Technique in the favor of females. Chart 1 shows pupils' scores due to gender.



**Chart (1)**

**Male & Female Pupils' Mean Scores on the Posttest**

## Discussion of Results

The result revealed that using the Real-Life Scenarios Technique has a positive significance effect on developing 5<sup>th</sup>-grade primary pupils' prepositions, and the female pupils' scores in the post-achievement test were higher than the male pupils. The researcher observed that during the implementation of the experiment, the technique has encouraged pupils to identify similar preposition usages in their everyday lives, techniques that have been implemented: such as describing their route to school or explaining where objects are placed in their homes have helped them to use the English preposition correctly, they comprehend the differences between "in", "on", "at", etc and when to use each one in the appropriate place. This finding Chomsky's educational philosophy emphasized creating a stimulating and interactive learning environment, incorporating entertainment such as real-life activities, real stimulation activities, games and multimedia. This approach helps students understand preposition usage and practical applications, aligns with Chomsky's view on language acquisition as a creative process, and enhances retention and comprehension. Real-life activities which are entertainment techniques can promote collaboration and communication, fostering meaningful discussions and application of prepositions. Overall, the real-life scenarios technique has enhanced the preposition learning experience for 5<sup>th</sup> primary pupils.

The outcomes revealed that the Real-Life Scenarios Technique is a valuable tool for primary students to master prepositions by exposing them to real-world situations, fostering deeper understanding and active retention, and promoting language skills beyond the classroom. The results are consistent with the results of Brown (2014), Garcia & Lee (2016), Smith & Johnson (2018), Chang, et al. (2020), and Costa, et al. (2022) who found a positive significant effect of using Real-Life Scenarios Technique in teaching English language and the technique has improved students' language skills.

## Conclusion

This study revealed that using entertainment educational daily-life activities can foster faster pupils' English language learning. The goal is to provide ongoing practice opportunities that involve using prepositions in real-life scenarios, gradually increasing the complexity of the scenarios as students become more confident in their understanding.

The technique has encouraged periodic review and revisiting of the prepositions and their usage in various scenarios to reinforce learning and prevent forgetting. This approach helps students develop a deeper understanding of the prepositions and their meanings in everyday situations.

The Real-Life Scenarios Technique is an effective method for teaching prepositions to young primary-stage students. It involves incorporating real-world contexts and relatable situations, fostering a deeper understanding of prepositions and capturing the attention of young learners. This approach enhances comprehension and retention by creating meaningful connections between students and real-world situations. It promotes active participation, critical thinking, and communication among students, allowing them to analyze and make decisions about spatial relationships. It accommodates diverse learning styles, allowing visual, auditory, and kinesthetic learners to benefit from the multi-sensory experiences. The technique aligns with the constructivist approach to education, empowering students to construct their own knowledge through firsthand experiences. By integrating prepositions into daily experiences, students learn to apply them in meaningful contexts, reinforcing their understanding. The Real-Life Scenarios Technique is a valuable tool for teaching prepositions to young primary-stage students, equipping them with foundational language skills and cognitive abilities for future academic success.



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