

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews an important literature related to this study. It consists of preposition, cognitive linguistics (CL) strategy, rote learning strategy, and previous studies.

A. Preposition

1. The Understanding of Prepositions

Before turning to the current study, it is necessary to discuss how English prepositions are viewed through the lens of CL to set the theoretical basis for devising appropriate pedagogical materials. According to CL, a preposition is polysemous—one word having different, yet systematically related and motivated senses. The spatial preposition carries a core sense that is derived from our interaction with physical entities in the world and based on our sensory perception of our surroundings (Langacker, 2008). The other senses (i.e. temporal and abstract senses) are derived from the core sense in a systematic way. Research into this systematicity has resulted in polysemy network analyses that demonstrate how the core sense metaphorically motivates the extended senses.

2. The Functions of Prepositions

There are many kinds of prepositions. Some of them are the simplest form. Many of them are monosyllabic such as in, on, at, up, to, by, of, out, with, from, down, over, into, after, before, since, behind, above, etc. According to

Marcella Frank (1972) there are functions of prepositions; spatial, temporal, and abstract functions.

The first function is spatial usage used to indicate location or places, for example *in* means being surrounded by something, e.g: *in the swimming pool*; *in the house*. *On* for spatial usage means in contact with the surface of another object, e.g *on the desk*; *on the ground*. The next is *at* has meaning presence, around for instance *at the supermarket*; *at the swimming pool*.

The following function is temporal that used to indicate when something happened. There is some guidelines that can help to decide which prepositions to use. *In* used for years, months, seasons, centuries, and time of the days, for example *in 2010*, *in April*, *in winter each year*, *in the morning*. The next preposition is *on* that used for days, dates, and specific holiday days, such as *on Friday*, *on July*, *11st*, *on my birthday*. Beside that *at* indicates for times, indicators of exception and festivals, e.g.: *at 8 pm*, *at night*, *at Christmas time*.

The last function of prepositions is abstract usage that used to express situations that are usually abstract. *In* has function to express state and method, e.g: *include people in picture for added interest*; *Greenwich Council is facing legal action for failing to house a young woman who was assessed as in need*; *I tell myself she's got my number — in more ways than one*. *On* used to express state, action, and aspect. For instance, *John's on call today*; *an idea suddenly dawned on me*; *during the next two days I advised on industrial relations problems in*. The following preposition is *at* that indicates to express state, action, aspect, and cause, e.g. *in either case you can easily and very quickly*

dehydrate and put your life at risk, the child continued to gaze at her, I was good at sewing, you see, and a good knitter, a man who is so abnormal as to weep at the death of his wife is said to be behaving illogically.

B. Cognitive Linguistics (CL) Strategy

a. The Nature of Cognitive Linguistics (CL) Strategy

Cognitive Linguistics (CL) “created through some form of representational equivalence between language (symbols) and mental context” (Cooper, 2009). During CL learning, learners should “seek way to connect or integrate new concepts or ideas with related ideas in the cognitive structure” which requires them to add new knowledge to cognitive structure as well as refine the existing ideas (Novak & Cañas, 2009 in Song, 2013). In other words, CL is the way of knowledge acquisition applying the prior knowledge to new situations by construction of mental model.

The procedure of CL in general includes selecting the information, organizing the information, activating related prior knowledge and constructing coherence formation by integration of information from different sources. This procedure reflects the characteristics of constructivist thinking and “enables learners to present their thinking in concrete ways and to visualize and test the consequences of their reasoning” (Jonassen & Land, 2000, p. 15).

b. Theory of Images Schemas in Cognitive Linguistics Strategy

The way to demonstrate concepts by image schemas started from Talmy’s discussion of figure and ground in the early twentieth century and it can “give the characterization in the area of semantics” (Talmy, 1978, p. 630). The

figure object is “a moving or conceptually movable point whose path or site is conceived as variable and the particular value of which is the salient issue” (Talmy, 1983, p. 232). The ground object is a reference-point, “having a stationary setting within a reference frame, with respect to which the figure’s site, path, or orientation” is characterized (Talmy, 1983, p. 232). As a specific application derived from the psychological terms figure and ground (Song: 2013) “image schemas expressed by the trajector and the landmark can also illustrate the concepts”. The present study inclines to use the trajector-landmark pattern to express image schema and further to illustrate concepts.

According to Langacker (1987), an image schema is composed of a trajector, a landmark and a path which denotes the asymmetry relationship between the trajectory and the landmark. From another perspective, *image schema* in cognitive linguistics, *schema* means that “image schemas are not rich or detailed concepts, but rather are abstract concepts consisting of patterns emerging from repeated instances of embodied experience” (Evans, 2007, p. 107). Therefore, “image schemas provide the basis for more richly detailed lexical concepts” (Evans, 2007, p. 107). Image schemas are not specific images but are “abstract” in another sense of that word: they are schematic. In other words, image schemas are concepts, but of a special kind: they are the foundations of the conceptual system, because they are schematic emerged in the human mind; and they are particularly schematic precisely because they relate to sensory-perceptual experience. The distance that the TR covers is called path. An image schema can present both a static and a dynamic relationships. If the

relationship is static, the path equals zero and the image schema denotes the place of the TR. Alternatively, if the relationship is dynamic, the relationship may be one of a goal (the end- point of the TR's movement is highlighted), source (or orientation, the starting-point of the TR's movement is highlighted), or path (a consequence of an end point or goal being related to a starting point or locational source).

c. The Illustration of Images Schemas Concepts

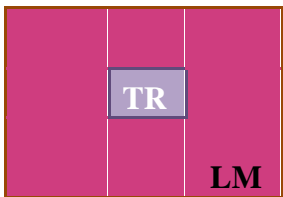
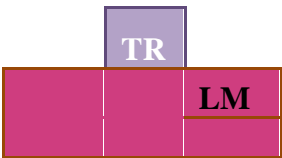
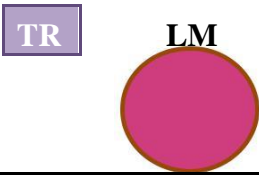
The trajector (the TR) is the main body in the asymmetric relations and its spatial direction is undecided. It has a special status (as a most prominent focal) and is characterized as the figure within a relational profile which determines the scope of the scene or sets the stage of the scene by introducing the hearer-speaker and the object to be located and the coordinate system. The landmark (the LM) is “the secondary participant in a profiled relationship” (Song, 2013), acting as a frame of reference and providing less salient element for the moving direction of the TR.

As the prepositions (*in*, *on*, *at*) to be learnt in the present study, the examples of *in*, *on* and *at* across the three domains are presented in the following Table 2.1.

Table 2.1
The English prepositions *in*, *on* and *at* across the three domains

	Spatial domain	Temporal domain	Abstract domain
<i>In</i>	<i>in the car</i>	<i>in 1988</i>	<i>in love</i>
<i>On</i>	<i>on the road</i>	<i>on Thursday</i>	<i>24 hour on call</i>
<i>At</i>	<i>at the door</i>	<i>at 10.30 p.m.</i>	<i>at war</i>

Table 2.2
Image schemas according to Langacker (1987) of prepositions *in*, *on* and *at* with their application of the present study

In	On	At
		
e.g. He's driving in the car.	e.g. There is a rabbit sitting on the rock.	e.g. Do you know the man standing at the door?
TR= he LM= car	TR= a rabbit LM= the rock	TR= the man LM= the door

d. Teaching Procedure in CL Strategy

In particular, there are three main activities in CL group:

1. Warm-up

To activate the participants' existing knowledge of prepositions learned in high school, the participants are provided five real life pictures as the warming up.

2. Instruction

The teacher relates the spatial, temporal, and abstract meanings by using image schemas. In other words, CL is focus on the relation between TR and LM in hope that the participants have an opportunity to form a long-term systematic memory. Also, the instruction is meaning-based in assistance of image schemas.

3. Writing task

Teacher give example how to analyse sentence by using image schemas and let students analyse the next sentence with the same steps as the teacher explain before.

C. Rote Learning Strategy

a. The Nature of Rote Learning Strategy

Ausubel (1968) defines rote learning as simple memorization: the process of acquiring “discrete and relatively isolated entities” that can be related “to cognitive structure only in an arbitrary and verbatim fashion”. During the learning process, the learners make no endeavour to “integrate new knowledge with relevant prior knowledge held in cognitive structure” (Novak & Cañas, 2009 in Song: 2013) and therefore fail to build a cognitive structure. Cognitive structures are the basic mental processes people use to make sense of information and they play the important role in comparative thinking, in symbolic representation and in logical reasoning. Generally, the memorization technique of rote learning is based on repetition, rather than involves the mental storage of items being associated with existing cognitive structure. Concerning

English prepositions, teachers sometimes give the answer “that’s the way it is” and that certain prepositions have to be “simply learned by heart”. Teaching by rote may have an effect in some ways and Cho (2010, p. 267-269) proves evidence for the fact that students improved a little bit in the post-test on learning the functional uses of prepositions (“encoded [in Japanese] by a postposition only”) by a traditional approach which is to “explain the meaning and usage of each example sentence compared with the dictionary definition”. However, in her study, students taught by this traditional approach did not improve in achievements on the items referring to the topological uses (“encoded in Japanese by a topological nominal plus postposition”). That is, rote learning still lacks comprehensive analysis of the different senses of prepositions and causes unstable improvements. Without understanding the distinction between different prepositions as well as between different meanings of the same preposition, students have to repeat the correct sentence over and over again.

In short, during rote learning, the learners acquire knowledge by simple memorization and make no effort to integrate new knowledge with relevant prior knowledge held in cognitive structures (Ausubel, 1968). Not only does this procedure make learners lose their interest, but also they only learn fixed and relatively isolated structures rather than flexible items within an associated cognitive structure (Ausubel, 1968).

b. Teaching Procedure in Rote Learning Strategy

There are also three main activities in rote group:

1. Warm-up

In lessons of spatial, temporal, and abstract meanings, the participants are required to match five real life pictures with the definition of each prepositions presented as the warming up.

2. Instruction

The teacher give examples or review first about the meanings of each preposition are presented in powerpoint with examples one by another and then ask the participants to make examples right after the instruction in each preposition.

3. Writing task

Ask the participants to make the sentence based on the phrases provided.

D. Previous Studies

Several studies have been done to provide evidence that a CL approach is facilitative in teaching English prepositions. Tyler (2012) reported two studies in which the English prepositions *to*, *for* and *at* were taught to a group of advanced Italian ESL learners (Tyler, Mueller, & Ho, 2010) and a group of less homogenous, college-aged Vietnamese EFL learners. The results of the two studies indicate that most of the participants gained significantly on the posttest after receiving a CL-based treatment. Of relevance to the present study is Matula's (2007) study as she addressed the same prepositions with ours. These

studies had things in common. The study by Song (2013) did not apply productive tasks (speaking and writing skills) in the class performance. The study by Hung (2017) applied cognitive linguistics to teaching only the metaphors of prepositions and did not rest on the the Domain Mapping Theory. First, inspired by the Theory of Image Schemas by Langacker (1987), the researchers used symbols to represent semantics of the target items in the form of symbols. The results those studies indicate that most of the participants gained significantly on the posttest after receiving a CL-based treatment.

