The Effectiveness of Core Meaning Based Instruction on Preposition Choice

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Abstract
This study examined the effectiveness of core-meaning-based instruction (CMBI) on teaching the temporal use of the English prepositions: in, on, at and by. Ninety-nine Japanese college learners of English participated in this study, and two types of instruction were administered to them: core-meaning-based instruction (CMBI) and translation-based instruction (TBI). Two treatment groups were given different hint-sheets as teaching materials, and the remaining control group received no instruction. In order to examine the effectiveness of instruction, multiple choice vocabulary quizzes were administered as pre- and post-tests. Even though the results of the analysis on overall tendency showed that CMBI was not more effective than TBI, further analyses for upper and lower score groups as well as four different prepositions indicated that there were cases where CMBI was significantly more effective than TBI. This study suggests the insufficiency of implicit instruction when CMBI is used in teaching English prepositions. In addition, this study provides some evidence that CMBI may produce a favorable effect on lower proficiency learners.