

# **A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of M.A. in Teaching English as a Foreign Language**

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**In the process of teaching and learning English, one of the most problematic parts for teachers and learners is using place or spatial prepositions. Prepositions are troublesome because they vary in characteristics and usage in the English language. This study was an attempt to investigate the role of visual context affecting the learning of place prepositions among Iranian elementary EFL learners in the Iranian context. The participants of this study included 30 EFL learners who were selected based on their scores in the QPT. All the participants were male and aged 12. Next, they were asked to provide answers to the pretest of place prepositions. Then, they were divided into one experimental group who received visual context treatment in learning place prepositions, and one control group who received the conventional training on learning prepositions. To see the impact of using visual context, a posttest on place prepositions was run for the two groups. The results of the statistical analyses showed that the experimental group made a considerably higher advancement as compared to the control group in the posttest of prepositions. The results also showed that the place preposition 'under' occupied the highest rank among all the tested prepositions of place and the lowest acquisition was for the preposition 'outside'. Therefore, teaching through visual context has proved to have a positive effect on the participants' preposition knowledge in this investigation.**

**Keywords : visual context, place prepositions, teaching English**

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