BITMOJI 3-DIMENSIONAL AVATARS AS A VISUAL TOOL TO IMPROVE THE ABILITY OF GRADE 7 STUDENTS IN USING PREPOSITIONS OF PLACE

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ABSTRACT

This study aimed to improve the ability of the Grade 7 students in using prepositions of place by integrating Bitmoji 3-Dimentional Avatars. The participants were 64 Grade 7 students who were officially enrolled at Ilocos Norte College of Arts and Trades during the second semester of the Academic Year 2022-2023. Bitmoji is a free application and a website where users can design their 3-dimensional avatars. With its features, the avatars of the students were created and incorporated into the MS PowerPoint presentation slides about prepositions of place. The data on the students' ability in using prepositions of place were gathered using a 30-item test based on the intended competencies of English 7. To support the findings, the student's perceptions on the avatars were also gathered through unstructured interviews and pre- and post-questionnaire. Frequency, percentage, and mean, were used to treat the data gathered. Results reveal that the students' mean score on their pre-test is 8.5 or Below Average, while 19.50 on the post-test or Above Average. Likewise, in the test of difference, the t-value of 13.80 with a probability of .001, which is lower than the .05 level of significance, implies that there is an evident improvement in the student's' ability in using prepositions of place with the integrated pedagogical features of Bitmoji Avatars. Thus, the study recommends that teachers should maximize applications, such as Bitmoji, for their engaging features, which assist the students as visual learners, and foster teaching grammatical points, such as prepositions
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Keywords: *Prepositions of place, Bitmoji 3-dimensional avatars, Dunn and Dunn Learning Style Model*

INTRODUCTION

Grammar is irrefutably a vital element of second language writing instruction that underpins the properties that make writing effective and successful when conforming to the conventions of the language's syntax. In its linguistic sense, it is a collection of principles governing how words combine to form phrases, clauses, and sentences to form meaning and the functions of particular words (Nordquist, 2020).

In addition, Sioco and De Vera (2018) underscored that grammar in the English language presupposes eight parts of speech: nouns, verbs, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections. These grammatical classifications are reflected in the K to 12 Basic Education Curriculum Guide (2016), specifically under Grammatical or Linguistic Competence, which refers to the acquisition of phonological rules, morphological words, syntactic rules, semantic rules, and lexical items.

Since the curriculum of the DepEd focuses on enhancing such competence and conforms to the spiral progression approach, these word classes are repeatedly presented in each grade level in the curriculum. With its aim to reinforce previously learned concepts, students are assumed to display mastery of the parts of speech, especially at the secondary level, with the foundation established in them.

However, despite the repetitive inclusion of these lessons in the basic education curriculum, Sioco and De Vera (2018) still perceived a deterioration among high school students in their usage of the words of the parts of speech. Even when these grammatical items are formally taught in a spiral curriculum, Filipino students still face difficulty in correctly using them, which include that word class preposition which is perceived as one of the most challenging grammatical points to learn. Tulabut et al. (2020) claimed that in the Philippines, a prepositional error is one of the most problematic grammar points for students in writing, and their study results show that most students found prepositions difficult.

REVIEW OF RELATED LITERATURES

On Prepositions

Prepositions are one of the components of English grammar that play a significant role in oral and written discourse. Fera (2019) stated that a preposition is a word or set of words that indicate the location or some other relationship between a noun and a pronoun and other parts of a sentence that have also been defined as particles that precede a noun. Specifically, Nikroo, Behjat, and Zareian (2016) identified two major types of English prepositions: spatial (space), which includes prepositions of place and direction, and temporal, which covers prepositions of time.

However, prepositions pose an issue for most English learners, who frequently need clarification on the nature of such word class. Primarily, Lorincz and Gordon

(2013) asserted that learners find prepositions challenging to master due to their large numbers and different nature, thus challenging them to select the correct preposition in the given context because of a lack of mastery. Furthermore, Tulabut et al. postulate that these confusions may also be brought by the interferences of the local syntactical rules that can be applied to Filipino learners. For instance, the Filipino preposition "sa" is one of the most productive Filipino prepositions since it can be translated into several English equivalents such as at, in, and on.

Additionally, Paz (2020) revealed limited room for diversity and localization among Filipino high school students' utility of prepositions, especially of time and location at, in, and on, in their written essays in his corpus-based analysis. Moreover, extensive linguistic studies have revealed challenges related to the use of English prepositions as Sotiloye, Bodunde, and Olayemi (2015) articulated that the difficulties in the usage of English prepositions are primarily due to the incorrect use of the preposition 'on' with other prepositions such as 'in,' 'at,' 'over,' 'for,' 'by,' 'with,' 'to.' The use of 'on' has been a general option when a preposition is required in a sentence since some learners need an in-depth mastery of the nature and usage of the set of prepositions; thus, confusion arises, which leads to committing errors in their usage.

Moreover, these grammatical items where learners commit errors belong to the prepositions of place, which support the claim of Tulabut et al. that this particular type of preposition occasionally causes difficulty among English Language Learners (ELL). Lorincz and Gordon (2013) claimed that numerous analyses of the linguistic output of ELLs have revealed that prepositional errors of substitution, omission, and addition account for most syntactic errors.

In line with these findings, during the researchers' internship, particularly the off-campus deployment at Ilocos Norte College of Arts and Trades, one of the researchers was assigned to teach English – 7. As a preliminary of the internship, the first two weeks were allotted to allow the researchers to observe the resource teachers' classroom practices and management. She noted her remarks supporting the abovementioned claim on students' difficulty using prepositions. When her resource teacher provided a task to her students to describe an illustration displaying a cat on a cabinet, most of the students wrote "at the cabinet," "above the cabinet," and "in the cabinet."

The researchers analyzed and classified these prepositional errors of these students to substitution, specifically on the preposition of place such **as on, in, at, under, behind,** and **in front of.** Substitution as a prepositional error was observed when the students replaced the appropriate preposition of place with other prepositional items, e.g., *on the cabinet* to *at the cabinet*. When these students were asked about prepositions, they asserted that they needed to be more particular about the rules for using the set of prepositions. It was among the grammar subjects not thoroughly emphasized in their primary years. Also, they uttered that once their

Dunn and Dunn Learning Style Model

This theory asserts that learning style discusses that each learner starts to concentrate on, process, absorb, and retain new and complex information. It emphasizes the need to match an individual's learning style with the instructional methodology used to approach teaching experiences. In essence, Dunn and Dunn Learning Style Model identifies visual, auditory, and kinesthetic as the three primary sensory receivers to determine the learning style of a particular learner. Magulod (2019) claimed that generally, visual learning style is one of the prevalent

sentences sound correct, they do not characteristically think about the appropriateness of using prepositions.

In teaching prepositions, particularly of place, Simpson (2014) posited that following a pattern of teaching prepositions in manageable chunks effectively engages learners using visual stimuli, which helps to improve the use of prepositions. Such stimuli are utilized for visual learners who can best understand how things work with a schema that refers to mental structures through organizing knowledge using visual materials grounded on the Dunn and Dunn Learning Style Model (Oweini & Daouk, 2016).
learning styles among Filipino students; that supports the findings of Englis (2019) that Filipino learners and teachers also found out that many of the learners are visual learners.

Therefore, it can be concluded that the visual learners in them must be matched with effective visual materials that lead to higher motivation and greater knowledge intake for the students. With this nature of learners, teachers learning technologies hold great potential for student learning, both in terms of access and learning styles as well as innovation in how information is presented to students (Gosper & Ifenthaler, 2014).

In line with this, it was also observed that the resource teacher used ICT tools such as MS PowerPoint and television to display their lecture slides. However, students' participation is still limited and not sustained throughout the discussion, which can be addressed by maximizing the use of technology through digital learning tools.

In particular, Bitmoji as an application was innovatively utilized to cater to the changing demands of the teaching-learning process and address the problems visual learners have with grammar learning, specifically with prepositions of place. Such strategy is associated with DepEd's Language Learning Principles (K to 12 Basic Education Curriculum Guide, 2016), such as designing teaching-learning processes that demonstrate interaction, learner-centeredness, and contextualization. These processes are underscored for more effective language acquisition and learning; however, in its realistic sense, these principle-grounded strategies usually deviate from effective teaching.

Additionally, Raiyn (2016) emphasized that students comprehend the lesson well when visual stimulation and verbal communication are both applied. With this, the researchers selected to employ the three-dimensional avatars that can be generated using Bitmoji to meet the principles of language learning, specifically of prepositions, and confirm the advantage of the animated visual materials for acquiring English prepositions.

Considering that prepositions present such an immense challenge for language learners and the significant role of technological applications in filling the gap, the researchers employed three-dimensional avatars of the students as a visual tool to improve the ability of students in their usage of prepositions of place that demonstrated DepEd's Language Learning Principles.

The Bitmoji Application

Initially, Bitmoji is a free iOS and Android smartphone application and a website, typically featured as a Google Chrome extension that offers users a unique way to personalize avatars that can be shared with other individuals via text messages and social media platforms (Bitmoji Chrome Extension, 2022). With this, users can design their three-dimensional avatar by choosing from different hairstyles, body types, and facial structures that best represent their features.

Researchers have studied using such avatars as Bitmojis in educational landscapes. Van Pate (2022), for instance,

investigated how teachers during the COVID-19 pandemic used Bitmoji classrooms as a tool to engage students in online learning, revealing that these virtual classrooms show significant potential to facilitate engagement, provide social and emotional support, promote cultural events, and support the mandated curriculum. Similarly, Bitmoji can give a sense of comfort and maintain a strong bond between teacher and student (Fuentes & Grimes 2020, as cited in Van Pate). They establish an impression of continuity with what a learner once had. However, such an approach poses several challenges in its practicality and ingenuity (Gewertz, 2020).

Given the recent pedagogical trend towards avatars across education and the findings regarding student experiences of using Bitmoji for learning, there remains a need to investigate further how this digital learning tool caters to learners' needs. To address this gap, the researchers explored the functions of Bitmoji avatars to remodel traditional lectures in the class. In choosing such an intervention, the preliminary observation supported visual learning from the model of Dunn and Dunn to assist the students in understanding the different natures of prepositions of place. To help students build their schema and assist them as visual learners, such a model suggests

that educators can use strategies like graphic organizers, creating diagrams, designing flowcharts, and highlighting important words and concepts. These techniques provide visual learners with a way to understand and organize information, which can improve their overall learning experience, thus leading to the usage of Bitmoji Avatars.

Essentially, with the use of the said application as a learning resource, the learners, who are at the center of the current educational system in the Philippines, are remained to be the primary focus and reason for changes and bringing out the 21st-century and digital learners in them (Embalsado, 2018). The researchers maximized the use of technology through digital learning tools, in particular, Bitmoji, to cater to the changing demands of the teaching-learning process and address the problems visual learners have with grammar learning, especially with prepositions of place. The concept of avatars as an emerging technology to facilitate learning and instruction has become a reality due, in part, to the pervasiveness of ICT in educational situations.

Naturally, the interrelatedness of this method makes it highly responsive to the teaching of grammar, notably

prepositions of place. It gives a manner of framing the difficulties and implications that students deal with, as highlighted in this study with the usage of Bitmoji avatars of the learners playing a significant role in the lesson proper.

To incorporate the teaching and learning of prepositions into English language classes, it is essential to carefully consider how to prioritize and teach common prepositions and deal with phrases that may go with multiple prepositions. Simpson (2014) highlighted that following a pattern of teaching prepositions in manageable chunks is effective and suggests teachers can use cartoon images to teach prepositions to help learners visualize the preposition.

Moreover, Bitstrips or Bitmojis were introduced as an excellent resource for creating animated cartoon avatars that are universally popular and easy to comprehend (Simpson). The preceding studies' findings and theories served as the springboard for further discourse on the use of Bitmoji avatars. The researchers intended to investigate using Bitmoji avatars as an instructional design and teaching prepositions of place. The researchers were also keen to see how these avatars work in an actual classroom setting and their effectiveness in ensuring

continued engagement and motivation for students that can significantly improve their ability to use prepositions of place.

In this study, the teacher led the students in a discussion in which 3D avatars were employed as visual representations of themselves while learning about prepositions of place. Raiyn (2016) highlighted that students retain information better when it is visually and verbally represented. Specifically, visual learning allows students to develop visual thinking, a learning style where the learner better understands and retains information by associating ideas, words, and concepts with images.

In essence, the Bitmoji avatars as an intervention support such an idea. With clear visual representations, the teaching and learning process will have more possibilities for activities that provide equal opportunity to the different cohorts of students' learning styles. This strengthens the premise that Bitmoji 3-Dimensional Avatars have the potential for learners to exercise a broad spectrum of skills not only with how they can visualize the examples first-hand, allowing them to feel more involved in the situation, but also with their creativity, critical thinking skills, and problem-solving skills as well as their ability to use prepositions of place.

After introducing the lesson, the teacher conducted a discussion that maximized the use of the 3D avatars, prompted questions, and fielded student responses.

Integrating the 3D avatar as a visual tool promotes a better comprehension of the learning, which helps to visualize what appropriate preposition to use by the students. Engaging them in a fun and interactive classroom setup activates students' interest and attention while involved in the pedagogical realm. The intervention was proven as a compelling learning experience, as the students' retention was significantly increased, which had a more favorable and interactive effect on their knowledge and ability to utilize prepositions of place. Hence, this study aims to integrate 3-Dimensional Avatars as a visual tool to address the difficulty of Grade 7 students in using prepositions of place appropriately. Specifically, it sought answers to the following questions:

1. What is the level of ability of the Grade 7 students in using prepositions before the intervention?

2. What is the level of ability of the Grade 7 students in using prepositions after the intervention?

3. Is there a significant difference in the students' ability to use prepositions of place after the intervention?

Null Hypotheses

This study tested the following assumptions at a 0.05 significance level.

1. There is no significant difference in the student's ability to use prepositions of place after the intervention.

METHODS

This study employed a mixed-method research design that integrated qualitative and quantitative approaches in analyzing and interpreting the data. Fundamentally, mixed-method research is an approach that draws on the potential strengths of both qualitative and quantitative methods, which allows researchers to seek a more encompassing view of the research landscape and the identified problem in the study, through diverse research lenses (Shorten & Smith, 2017).

Particularly, quantitative instruments such as tests and questionnaires were used to determine the student's level of ability in using prepositions of place. Along with these instruments, qualitative data through interviews from both students and the resource teacher were gathered to

strengthen and substantiate the quantitative findings.

The participants of the study were 64 Grade 7 students, whose ages ranged from 12 to 13 years old. The Grade 7 students were chosen because the curriculum guide for English set by DepEd prescribes that prepositions will be tackled last in English 7. In addition, most Grade 7

DATA COLLECTION

This study was conducted in four weeks. The researchers were given two weeks as a preliminary of the teaching internship to observe the classroom practices and immerse into the classroom setup by checking papers and casually talking with the students. This led to identifying the problem with prepositions of place. The duration was also allotted to preparing the materials to teach prepositions of place.

The researchers obtained authorization from the head teacher of the English department of INCAT through a letter signed by the group and research adviser. After securing official consent, the pre-test and pre-questionnaire were administered.

Following these completions, the researchers allotted the remaining time of the first official meeting to inform the students about Bitmoji's fundamental

students still struggled with using prepositions of place, as per preliminary observation. The participating sections were selected from the four Grade 7 sections the resource teacher handles during SY 2022–2023. Through random sampling, the researchers selected two sections, and all students from these sections were present during the data collection.

features. In this regard, the researchers discussed and guided them through creating personalized 3D representations of themselves using the Bitmoji application. After a collaborative discussion, the researchers and the students created and collected their 3-dimensional avatars. These characters were then utilized as examples in the integration of the intervention as a visual tool in teaching about place prepositions during the class proper.

The following sessions were intended to implement the intervention using the PowerPoint presentation. Each slide contained the students' avatars from the start to the last part of the discussion. The intervention was primarily employed in the lesson proper with the Bitmoji avatars of the students as subjects in the different situational examples where prepositions were discussed.

With the generated three-dimensional avatars of the students, they served as the subjects of the different situations on each lecture slide that emphasized the use of prepositions of place. The featured students were allowed to read the situation and participate in the drill of identifying the correct preposition of place to be used in the situation.

It was an essential component of the teaching and learning process since it developed the students' curiosity and kept them interested, focused, and engaged as the class progressed. Three class sessions were allotted to discuss the six prepositions of place: in, on, at, under, in front of, and behind, which are commonly misused by the students based on the preliminary observations.

After the intervention, the students were given a modified post-test to accomplish and post-questionnaire. Additionally, the researchers conducted an unstructured interview with the randomly selected students to substantiate the study's quantitative findings. Lastly, the collected quantitative data were carefully recorded, tabulated, and analyzed using statistical tools such as frequency, percentage, mean, and paired-sample t-test. Also, all qualitative data were recorded and interpreted using content analysis.

Specialized instruments were methodically prepared and adapted to gather qualitative and quantitative data. Three instruments were used, namely: 1) the pre-test and post-test on prepositions of place, 2) pre- and post-questionnaires, 3) an unstructured interview with the students and the resource teacher:

Pre-Test and Post-Test

The tests on prepositions of place contain 30 situational fill-in-the-blank questions. The researchers formulated the tests which were checked by their research adviser to validate the content and reliability. The pre-test was administered to the students before the intervention. Meanwhile, the post-test items were randomly rearranged, and the questions' subjects were modified. The tests were used to collect quantitative data on the student's ability in using prepositions of place before and after using Bitmoji 3-Dimensional Avatars.

Pre-Questionnaire and Post-Questionnaire

This study used dichotomous pre-questionnaires and post-questionnaires to collect data on the learners' perceptions of their English class and prepositions of place before and after the intervention. Both questionnaires comprise 10 statements adapted from Mahmudah's (2011) study,

which offers two possible answers: yes or no.

Interview

Following the culmination of the research, an unstructured interview with randomly selected students was conducted in which the researchers asked them open-ended questions related to their experiences before, during, and after the intervention. In this part, the researchers administered the interview to learn about students' perceptions and ideas on the overall experience of using Bitmoji 3D avatars and their effects on learning about prepositions of place. Likewise, the researchers also interviewed the resource teacher on her observations and comments. The researchers formally asked her about her teaching methods as well as the instructional material she utilizes when teaching prepositions of place. Furthermore, the researchers also inquired about her overall impression of the intervention and whether she would consider incorporating it into her instructions.

Content analysis was used to analyze the qualitative data. Bhandari (2022), cited by Villanueva (2022), stated that qualitative analysis is a means of interpreting textual data such as concepts,

opinions, and experiences of the subjects in a study to gather in-depth analysis. In essence, such a method in this study was used to analyze group interviews and open-ended questions to complement the quantitative data (Frisby, 2016).

ETHICAL ISSUES

In this study, ethical considerations were taken into account. The researchers have regarded the involvement of all the students, their parents, and the resource teacher by formally asking for their full consent. This included explaining the purpose and nature of the study and highlighting their rights and benefits of participation. Additionally, an adequate level of confidentiality was ensured in handling the data. The participants were informed before the implementation of the intervention of their rights to withdraw from the study at any stage they wish to do so. Hence, full confidentiality with their involvement in the study was considered. On the other hand, the highest level of objectivity in discussions and analyses throughout the research was considered. Any form of misleading information and representation of primary data findings in a biased manner was avoided. Finally, any communication to this action research was employed with utmost honesty and transparency.

DATA ANALYSIS

The frequency and percentage were identified based on the results of the pre-test and post-test scores. The scores in their pretest and posttest were placed in the range intervals and labeled using the scale adapted from Iowa State University Extension (2010) with their corresponding descriptive interpretation:

Numerical Ranges	Descriptive Interpretation
25-30	Excellent
19-24	Above Average
13-18	Average
7-12	Below Average
1-6	Poor

The change in the pretest and post-test was computed through a paired-sample t-test using Jamovi to examine whether the intervention was effective in helping students understand prepositions of place. To supplement the results of the pre-test and post-test, frequency and percentage were used to compute the result of the difference between the pre- and post-questionnaire to determine if there was a significant change in the student's perception of learning English grammar rules and prepositions of place after the intervention. In addition, excerpts from the students' unstructured interviews were used to back up the findings and support how the integration of the intervention affected their learning and ability.

RESULTS AND DISCUSSION

1.1. Students' ability in using prepositions of place before the intervention

The table below shows the pre-test results of the Grade 7 students to determine their ability in using prepositions of place.

Range of Scores	f	%	DI
25–30	0	0	Excellent
19–24	0	0	Above Average
13–18	9	14.00	Average
7–12	40	62.50	Below Average
1–6	15	23.40	Poor
M	8.25		
SD	3.80		

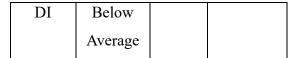| DI	Below Average		

Table 1. Mean scores of the respondents in their pre-tests

Based on Table 1, the majority of the students (40 or 62.50%) were below average, and nearly a quarter (15 or 23.40%) were poor in using prepositions of place. Only nine (14.00%) obtained scores from 13–18, described as average, which means roughly only one out of ten students can use prepositions properly. Moreover, no student can be described as above average or excellent in using prepositions of place. Generally, the total performance of the students in the pretest can be described as below average ($M = 8.25$, $SD = 3.80$).

To supplement the findings based on the pre-test result, pre-questionnaires were used to know students' observations and assessment of the teaching-learning process in their English class and their understanding and challenges in using prepositions of place. Additionally, to support the findings, excerpts from the pre-interview of the students were used.

For the pre-questionnaire, Indicators 1 to 5 are statements regarding their feelings toward and perceptions of learning English, while Indicators 6 to 10 regard their ability to learn and use prepositions of place. Based on the results, only 10 students (15.63%) are comfortable reciting and sharing their ideas with the class, as asserted by one student and the resource teacher:

"I am afraid to raise my hand in class, not because I do not know the answer, but I am afraid that my sentence is wrong. I tend to be shy around my classmates and my teachers because I am afraid that they will make fun of my mistakes."

- Student 1

"Only few really get to recite in our class since they would usually reason out that they are shy and not confident."
- Resource Teacher

Additionally, 20 students (31.25%) said they like learning grammar rules in English by paying attention and understanding their teacher's explanation of the different grammar rules, accompanied by examples and illustrations that they can relate to. Meanwhile, 19 (29.69%) feel motivated and enthusiastic during discussions in their English class. The result agrees with the findings of Inta (2013) that teachers can help their learners get overall experiences with pictures that illustrate places, objects, people, and actions from the outside world in the classroom.

On the other hand, 20 (31.25%) could differentiate various prepositions of place, 18 students (28.13%) said they could recall the meaning and usage of prepositions of place, but only 11 students (17.19%) could use them in constructing sentences. Some statements from the respondents confirm these findings:

"I don't listen too much from the discussion since English is hard and I see myself having a hard time understanding grammar. I am lost always even if there are examples."

- Student 2

"My attention span is limited since I cannot relate to the examples presented, especially if

1.2. Students' ability in using prepositions of place before the intervention

The table below shows the post-test results of the Grade 7 students to determine if there was an improvement in their ability to use prepositions of place.

Range of Scores	*F*	%	DI
25–30	5	7.80	Excellent
19–24	41	64.10	Above Average
13–18	18	28.10	Average
7–12	0	0	Below Average

the subject is originally from other places, like America and Africa.

- Student 3

In this stage, 26 students (40.63%) realize that prepositions of place are related to their daily lives. Nearly a quarter (15 or 23.44%) acknowledge the usefulness of the materials and strategies their teachers implement in class in learning prepositions of place. This result affirms the study of Madehang and Amalia (2019), which suggest that to be creative in teaching the subject matter, teachers can use other media in teaching prepositions, such as animations.

1–6	0	0	Poor
M	19.50		
SD	3.24		
DI	Above Average		

Table 2. Mean scores of the respondents in their post-tests

The post-test results show that overall, the Grade 7 students were already above average (M = 19.50, SD = 3.24) in using prepositions of place after the intervention. The majority (41 or 64.10%) is above average, 18 students (28.10%) were average, and five (7.80%) were excellent, implying that they already acquired adequate knowledge of using prepositions of place.

To complement the results of the post-test, post-questionnaires were distributed for the participants to differentiate observations in their English class and how the avatars assisted them in addressing their challenges in using prepositions of place. Additionally, to further explain the findings, excerpts from the students' interview were also used and analyzed.

After the intervention, there are 56 students (87.50%) who now like to learn grammar rules in English class that can be linked with a more interactive classroom using Bitmoji characters of the students, as claimed by a student:

"I enjoyed the English lesson because it was more fun as we can see ourselves on the slides."

-Student 4

Moreover, 55 students (85.90%) became more attentive in the discussion, focused on the lesson, and listened to the explanations as an effect of how the teacher simplified the lesson with explanations that utilized the students' avatars. Furthermore, it was revealed that 54 students (84.3%) felt motivated and enthusiastic throughout the discussion in their English class. There were 58 students (90.6%) who could relate to the examples, illustrations, and explanations of concepts presented by the

English teacher since the students play a significant role in the teaching strategy, as confirmed by a student:

"The examples seem fun to talk about because we are the subject. When our avatars are presented, it excites me a bit, and I focus more on the explanation because I am the example."

-Student 5

Succeeding, 51 students (79.7%) became more comfortable reciting and sharing ideas with class as explained by a student:

"Talking in the class became easier because I am the topic like uhm I understood first the rule because I am in it and like I am sharing my own experience."

-Student 6

Notably, there were 58 students (90.6%) who can use prepositions of place in constructing sentences after the discussion with their avatars as attested by a student:

"With the explanations uhm we had, like I imagine first myself in the sentence that helps me in uhm parang choosing if on, in, at ganun."

-Student 7

Such a statement agree with the study of Nuri (2014), in which students serve a learning purpose by acting as

devices by which learners can discover the rules since they perform a significant role.

The result that shows the majority of the students who can use prepositions of place in sentence structure can be compared with the results of the post-test since the mean is categorized as above average.

Then, 59 students (92.10%) found the Bitmoji avatars as an effective visual material of the teacher that helped them understand how to use prepositions of place. Next, 57 students (89.06%) who could differentiate the various prepositions of place. Alongside these results, there were also 55 students (85.90%) who responded that after the employment of avatars in the teaching-learning process, they could recall the meaning and usage of each preposition of place as supported by a student:

1.3 Difference between the ability of the students in using prepositions of place before and after the intervention

The table below shows the difference in the mean scores between the pre-test and post-test.

	M	DI	SD	t	P
Pretest	8.25	Below Average	3.80	13.80	.001

"I can easily remember where our avatars were used in the examples so when I write sentences and take the last test, I know the main difference of in from on from at from behind and others."

-Student 8

Since the avatars were contextualized, 54 students (84.40%) affirmed that they could relate the prepositions of place to their daily experiences. This result supports the study of Lopez et al. (2019), who suggested that students must practice frequently on how to use English preposition correctly in their daily life.

To identify the effectiveness of the intervention on the students' ability to use prepositions of place, the researchers compared the results of the pre-test and post-test as shown in Table 3.

Posttest	19.50	Above Average	3.24		

Table 3. Difference between the Pre-test and Post-test scores

The paired samples t-test was used to compare the students' pretest and post-test scores and to determine whether the intervention was effective in helping students understand using prepositions of place. The computed t value of 13.80 with p = .001, which is less than a .05

significance level, indicates that there is solid evidence to reject the null hypothesis. Thus, it can be concluded that there is a significant difference between the pretest and post-test scores, and hence the intervention is effective. This result affirms Inta's (2013) suggestion that it is important to have a wide range of visual resources in the classroom where learners are actively engaged in the learning process.

To substantiate the findings of the pre-test and post-test, the noticeable increase in the pre-questionnaire and post-questionnaire results also indicates that the usage of Bitmoji avatars promoted the growth of engagement in English discussion, students as visual learners, and enthusiasm in learning the usage of different prepositions. In addition, Thrasher (2022) determines that there has been a strong focus on how the use of avatars impacts learners' anxiety, confidence, motivation, and engagement, which can also be linked with the significant change in the ability of students to use prepositions.

It can be concluded that the intervention was effective in improving students' ability and their perception of learning grammar rules using innovative instructional materials and strategies. For instance, there is a remarkable change in motivation and enthusiasm of students

throughout the discussion in English class, from only 20 students (31.25%) to 54 students (84.38%) as resulted in the post-questionnaire as affirmed by a student:

"I enjoy attending my English classes because I am excited with the

activities prepared by the teacher."

- Student 9

In line with the use of the Bitmoji 3D Avatars in presenting and explaining concepts, it is revealed that from 20 students (31.25%), there are now 58 of them (90.63%) who can relate to the examples, illustrations, and explanations of concepts with Bitmoji Avatars as stated by a student:

"I can connect to the examples my English teacher gave because I felt like I already experienced it by being the example."

-Student 6

Additionally, it is affirmed that from 11 students (17.19%), 58 students (90.63%) can now use the prepositions of place in constructing sentences after the discussion with Bitmoji Avatars as proven by a student:

"At first, it was hard to construct sentences using prepositions of place because I am not familiar with them, but after the discussion, I

can easily create sentences with prepositions.”

- Student 6

Along with this, before the intervention, it is indicated that only 15 (23.44%) students found the materials and strategies that the teacher was implementing helpful in their understanding of prepositions of place. Now, 59 (92.19%) of them find the application of Bitmoji avatars beneficial in learning prepositions of place, as supported by a student:

“I enjoy learning prepositions, especially using the Bitmoji avatars as another way of learning prepositions.”

- Student 3

CONCLUSIONS AND RECOMMENDATIONS

Based on the discussion of results, the employment of Bitmoji avatars in the lesson proper significantly improved the ability of the Grade 7 students in the usage of prepositions of place. Therefore, the researchers assert that the intervention with visual materials was effective in addressing the difficulty of the learners in using the prepositions of place.

The researchers carried out the intervention by strategically planning their actions and conducting collaborative discussions deemed necessary for the

Along with this, 20 (31.25%) of students can differentiate the various prepositions of place; now, there are 57 (89.06%) of them can differ the prepositions of place after discussing with the usage of Bitmoji Avatars, as confirmed by a student:

“At first, it was really hard to learn prepositions but when the teacher used the avatars in discussing prepositions, I can now differentiate and know the uses of each.”

- Student 4

Overall, these results provide strong support for the effectiveness of using Bitmoji 3-Dimensional Avatars in teaching and assisting students in learning different prepositions of place.

success of this study. During the implementation, the respondents showed increased student participation and engagement when they viewed their digital avatars in the presentation and served as concrete examples in discussing prepositions of place.

In light of the study, prepositions of place were observed as a grammar lesson that was challenging among the students that allowed the researchers to reflect and attempt to address. There are other existing strategies that were utilized to fill the gaps

in learning prepositions but the researchers assert that as pre-service teachers, it calls for adaptiveness and innovativeness that can facilitate better instruction and seamless transfer of information that formulated the intervention with Bitmoji avatars.

The employment of the three-dimensional avatars supported the concept of visual learning as students were more engaged during the lesson proper and showed a higher level of interest in understanding prepositions of place. The avatars were used in the instruction of prepositions of place which aid the learners to visualize the situation clearly because they perform a role in the illustrations in teaching prepositions. Thus, it can be asserted that applications such as Bitmoji can be educationally operated to deal with concerns about student learning.

Such experience widened the researchers' spectrum as pre-service teachers that allowed them to observe the students and recognize their needs and styles relevant to developing strategies and methods. Moreover, it also allowed the researchers to enrich pedagogical practices that appropriately cater to the learners' needs, such as their difficulties in using prepositions of place.

As the researchers are gradually introduced into the teaching role, they anticipate designing more interventions and creating strategies for enriching learning among students equipped with essential competencies and skills for both lifelong learning and employment.

Hence, teachers should employ and incorporate visual learning tools like Bitmoji-3D Avatars as they can facilitate engagement during the learning process in the classroom and develop grammatical competence; the learners are encouraged to participate in the inclusion of these visual tools in acquiring learning and helping them better understand grammatical points; future researchers should also conduct a similar study for a concrete validation of the intervention; the Learning Resource Developers are advised to explore more applications that are appropriate to be utilized for the enrichment of learning among students; and the Application developers are also encouraged to design educational functions of their programs that are child-friendly and self-navigating to facilitate learning.

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