



Sudan University of Science & Technology

College of Languages

Department of English Language

Problems of Using and Translating English prepositions and Arabic

**A research submitted in a partial fulfillment for the requirement
of bachelor degree in English Language**

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Dedication

*This work is dedicated to my family
without whose ever-flowing love and
unflagging support we could not have
because who we are.*

To my parents

With love and great respect.

To my brother and sister.

To all my relations.

To my friends and colleagues.

Finally to my self.

Acknowledgement

I hereby give my thanks to Alla for giving me strength and health to do this work.

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To head of English Department *Mr, Ayman* finally to all those who helped me to great this research.

Abstract

This study aims at investigating the problems and the difficulties facing the students who study English language.

The study aims to help students in using and translating English prepositions correctly.

The study focuses basically on the usage of English prepositions and translating it into Arabic. This study helps the students to use the techniques which she/he adopts in translation. Also the study presents some solutions to problems facing the students when translating prepositions or using them in their correct way.

Also it discusses the qualities that must be found in the translator. However, the study has arrived at a number of results which support the research hypothesis. The researcher has used the analytical method, to arrive at the results and the study.

مستخلص البحث

تهدف هذه الدراسة إلى مناقشة المشاكل والصعوبات التي تواجه دارسي اللغة الإنجليزية عند استخدامهم لحروف الجر الإنجليزية وترجمتها إلى العربية .

هذه الدراسة تعين المترجم على معرفة استخدام الطرف التي يتبناها في الترجمة .

كما تقدم هذه الدراسة بعض الحلول والمشاكل التي تواجه الدارس أستثناء ترجمته لحروف الجر أو وضعها في مكانها الصحيح .

كما ناقشت الدراسة بعض الخصائص التي تتميز بها اللغة الإنجليزية في استخدام حروف الجر والتي تختلف عنها في اللغة العربية .

وقد توصلت الدراسة إلى عدد من النتائج التي تدعم فرضيات البحث والدراسة وقد استخدم الباحث المنهج التحليلي للتوصل إلى تلك النتائج .

INTRODUCTION

Prepositions are a class of words that indicate relationship between nouns, pronouns, and other words in a sentence. Most often they come before a noun.

They never change their form, regardless of the case, gender etc, the word they are referring to.

Prepositions are words that specify place, direction and time.

The common types of relations indicated by the prepositions are that of place, time, manner, cause, reason, purpose, instrumentality, possession, contrast etc....

The main function of prepositions is to show relationship between words.

Prepositions are usually part of a phrase because they often have a noun or pronoun after them.

Prepositions connect nouns, pronouns, and phrases, with other words in a sentence. It gives information about location, direction, space, or time.

Students have problems when using and translating English prepositions into Arabic in terms of writing or speaking (speech).

This study focuses on the problems of student while they use and translate English preposition into Arabic and importance of understanding some methods for translating English preposition into Arabic language, grammatically, semantically, syntactically an their multiple meanings.

The under lying assumption for this research is that students must understand the grammatical structure of both English and Arabic language effectively, and to understand in what cases that English preposition use correctly according to their culture and nation.

1.1 Statement of the problem:

The problem of this research lies in the fact that, learners of English as a foreign language find it difficult to translate or to use prepositions from English into Arabic – such problems may effect the process of understanding among students a make students less understanding because sometimes a prepositions is used or translated incorrectly.

My investigation in this study is I noted that students face or find difficulties to translate and use English prepositions into Arabic.

1.2 Objectives of the study:

The objectives behind this research are as follows:

1. To show the areas of difficulty in using the prepositions.
2. To show the common expressions that not normally a preposition use in it.
3. To show the preposition's word which have different meanings.
4. To highlight the importance of having good command in using prepositions in or foreign language.
5. To compare different meaning between in prepositions.

1.3 Hypothesis of the study:

The study hypothesis the following:

1. Most students lack of knowledge using prepositions.
2. Lack of the knowledge of prepositions will lead to in appropriate.
3. Most students take the meaning of prepositions literary or grammatically.
4. A preposition student may cause difficulties for translator.
5. Misunderstanding will take place if prepositions meaning taken literary or grammatically.
6. Using the preposition is not an easy matter or task, it has something to do with the cultures.

1.4 Questions of the study:

There are many questions put round by researcher that he/she would like to find answers to:

- **These questions are:**

1. What are the difficulties of using the preposition?
2. Is it easy to translate English prepositions into Arabic.

1.5 Significance of the study:

Prepositions are important because they work to connect various part of a sentence. It is important when translating from one language into another, and how to use some of prepositions in

their right way, because the major learning – problem was false application and ignorance of L 2 rules.

1.6 Limitation of the study:

The study is limited to translating or using the preposition's structures word that are related to the language. In this study, the researcher is going to choose most of English prepositions to be translated from English into Arabic (2014-2015).

1.7 Methodology of the study:

The method used in this type is a test – in which the researcher largest a fourth year student at Sudan University of Science and Technology.

2.1 Literature review

In this part, the researcher discusses the problems of using or translating prepositions as stated by other researchers, addition, the researcher will mention some of the methods of prepositions and their relation to this problem. Also the researcher whose interest lies in the use of English prepositions in the written work of Arab students.

It essential to highlight a number of translation methods, that have something to do with the issue under discussion, which is the difficulty of usual and translating prepositions from English into Arabic, or using the prepositions correctly by Arabic natives. Due to its relation to time, place and direction.

The researcher will handle these types of prepositions to clarify the statement of this study.

2.2 Prepositions Words:

Some prepositions are short, typically

Containing six letters or fewer.

2.2.1 Single words: (simple preposition)

Aboard	About
Above	Absent
Across	After
Against	Among
Around	At
As	Below
Before	Behind
Beside	Between
Beyond	But
By	Down
Within	Except
Following	Times
Unlike	Vice
For	From
Given	In
Including	Into
Like	Near
Next	Of
Off	Toward
Until	With
On	Opposite
Out	Outside
Over	Per
Regarding	Round
Save	Since
Than	Through
Towards	Up

2.2.2 Multiple Words: (two words)

According	Because	For from
Ahead of	Close to	Rather than
As far	Due to	Right of
As per	Except for	Subsequent to
As regards	Far from	Up to
Aside from	In to	Where as
Inside of	Out of	Prior to
Instead of	Outside of	Owing to
Near to	Regardless of	Such as
Next to	Subsequent to	Where as
On to	Thanks to	Left of
Out from	That of	
Happened to	Paid for	
Listen to	Glanced at	

2.2.3 Three Words:

As soon as	In place of
As long as	In point of
As far as	In spite of
As well as	On account of
By means of	On behalf of
In according with	On top of
In addition to	With regards to
In case of	With respect to
In front of	
In lieu	

2.3 Archaic or infrequently used:

Anent	Curm
Anti	Ere
Behither	Fornenst
Betwixt	Out with
Pro (loan word)	Unto
Re (loan word)	Vis-à-vis (loan word)
Sans (loan words)	

2.4 The following is an example to prepositions and their meanings:

Preposition	Meaning	Examples
Above	Higher than or over	The sun is above the clouds
Across	from one side to the other	It's dangerous to run across the road
After	- following something - later than	- The boy ran after the ball. - I'll phone you after lunch.
Against	- in opposition to - in contact with	- Stealing is against the law. - The sofa is against the wall.
Along	from one end to the other	They are walking along the street.
Among	surrounded by	Peter was among the spectators.
Around	- in a circle - near, approximately	- He walked around the table. - He bowed before the king.
Before	- earlier than - in front of	- The day before yesterday. - He bowed before the king.
Behind	at the back of	Passengers sit behind the driver.
Below	lower than	His shorts are below his knees.
Beneath	Under	The pen was beneath the books.
Beside	next to	The bank is beside the cinema.
Between	in the space separating two things	Mary sat between Tom and Jane.
By	near, at the side of	The restaurant is by the river.

close to	Near	The school is near the church.
Down	near from higher to lower	The pulled down the blind.
From	from something starts or originates	The wind is blowing from the north
In	at a point within an area	The pen is in the drawer.
in front of	directly before	The child ran out in front of the bus.
Inside	on the inner part of	The bird is inside the cage.
Into	enter a closed space	He went into the shop.
Near	Close up	The school is near the church
Next to	Beside	The bank is next to the cinema
Off	Down or away from	He fell off the horse
On	In s position touching a surface	The plant is on the table
Onto	Move to a position on a surface	The cat jumped onto the roof of the car.
Opposite	Facing, on the other side	Eva sat opposite Tom at the table.
Out of	- move from a closed space. - without	- He got out of the taxi. - She's out of work.
Outside	Opposite	The garden is outside the house.
Over	- above/across - on the surface of	- The plane flew over the Atlantic. - She put a sheet over the furniture.
Past	Beyond	She above past the supermarket.
Round	In a circular movement	The earth moves round the sun.
Through	From one side to the other	The Seine flows through Paris.
Throughout	In every part of	The virus spread throughout the country.
To	In the direction of/towards	On the way to the station.
Towards	In the direction of	The child ran towards her father.
Under	Beneath, below	Water flows under the bridge.
Underneath	Beneath	There was dust underneath the rug
Up	Towards or in a higher	She walked up the stairs.

2.5 Not fully grammaticalised:

Concerning

Considering

Regarding

Worth

2.6 Prepositions like modifiers of quantified Noun phrases:

A part from

But

Except

Plus

Save

2.7 Prepositions:

1. On:

(Five years on), also used preposition.

2. Ago:

(Five years ago), wrongly considered an adverb rather than a preposition.

3. A part:

(This part), also used propositionally (a part from this).

4. A way:

(Five years a way), wrongly considered an adverb or an adjective rather than a preposition.

5. A side:

(Such examples a side), also used propositionally (a side from such examples).

6. Withal:

Archaic as a preposition meaning with.

7. Through:

(Who hight through), also used propositionally

2.8 Common expression in which the preposition do not used:

2.8.1 After certain verbs:

Enter – discuss – marry – lack – approach and resemble are usually followed by direct object without prepositions.

Examples:

- Let's discuss your plans. (Not let's discuss a bout your plans).
- She married a rich business man. (Not she married with a rich business man).
- The baby resembles its father. (Not the baby resembles to its father).
- They entered the premise without obtaining permission. (Not they entered into premise without obtaining permission).

2.8.2 Before next, last etc:

A number of common expression; beginning this – that next – last – one – every – each – some any Etc are used without prepositions.

Examples:

- See you next Sunday. (Not see you on next Sunday).
- We met one Friday in June. (Not we met on one Friday in June).

2.8.3 Before what time:

The prepositions (at) is usually left out before what time?

- What time does the train leave? (More natural than, at what time does the train leave).

2.8.4 Expressions containing words like:

Height – weight – length – size – shape etc.

Those words usually used without prepositions.

Examples:

- She is the same age as me. (More natural than she is of the same age as me).
- What colour are her eyes? (Not of what colour are her eyes?)

2.8.5 Before home:

- The preposition (to) is not used before home.

Examples:

- I am going home. (Not I am going to home).
- The prepositions (at) can be left out before home in an informal style.

Examples:

- There is no body home. (Or there is no body at home).

2.8 types of prepositions:

There are types of prepositions:

- 1- Time prepositions.
- 2- Place prepositions.
- 3- Direction prepositions.

2.9.1 Preposition (that) define time:

At – on – for – during – while – after – before – around

Since – in – ago – between – by – from to

from...till\until – till – until – past – up to – within... etc

Examples:

- They never work at night.
- She sends him a message in July.
- I visit my grandmother on Sunday.
- You should be absent till tomorrow.
- The boss will never come for three week.
- The bus arrived at 23 minutes past 6.
- I always sleep between those two lectures.
- Be careful! Do not walk after me.

2.9.2 Place prepositions:

In – on – at – aboard – above – across – against – around – at
the back of – at the bottom of – at the top of – between – behind –

below – by – inside – on the corner of – in the middle of – near –
opposite – outside - Etc.

Example:

- You mustn't go across this road here.
- We should go into the castle.
- Our house is opposite the supermarket.
- Can you wait outside?
- You shouldn't walk through the forest.

2.9.3 Direction Prepositions:

- Are used to clarify the direction of or something e.g under –
over – right – left – off – near – around – towards – up – in
front of – down - Etc.

Example:

- We are sitting around the campfire.
- The cat jumped off the roof.
- The post office is in front of the hospital.
- He went up the sofa.

2.10 Previous studies:

This study made in Beirut by Margaret Sue Scott (1974), it examines the English proficiency of Arabic – speaking students and its results have provided this researcher with useful information related areas where students most often deviate from Standard English – especially preposition.

Arab learners use or omit certain English prepositions according to Arabic usage. So by literal translation, we notice that when the Arabic context requires a preposition (or requires non) learners make wrong responses accordingly, as illustrated in the following examples:

The boy enjoyed the film.

The literal translation of this sentence is Either The boy enjoyed with the film. Or the boy enjoyed from the film.

These are correct responses in English, the prepositions (in), (for) and (of) must be interested to form a relationship between the arriving and the place which was arrived at, and the stay at the university and the time to be spent there; also between the rook and the Dom which is built over it. Without these prepositions the above sentences will make no sense in English. But the literal translations of these sentences do not need such prepositions because the relationship exists in Arabic without them.

Summary of previous Study:

The study aims at investigating the problems and the difficulties facing. The students who study English language. The study focuses basically on the usage of English prepositions and translating in into Arabic. Also it present some solution to problem facing the students where translating preposition or using them in their correct way.

Prepositions errors were sorted into three groups:

- a) Interference from Arabic.
- b) Intra-English.
- c) Errors with no identifiable sources.

Prepositions errors were reduced by one – third during the term. Although MT interference errors persisted and were the source of a larger proportion of errors were thought that the students would continue to make progress in preposition usage a late acquisition in native-language learning. (Ibid .p.95).

The writer suggested that other studies should be made to investigate the errors made by Arabic-speaking students at both higher and lower levels of English proficiency, and whether MT interference comes from classical or colloquial Arabic. The hypothesis she suggested is that "..... interference in writing comes from classical Arabic but interference in speech form colloquial Arabic". (Scott, 1974:p.96).

This paper has a great influence on the researcher's study because it investigated, among other grammatical areas, the use of English prepositions by Arab learners of EFL. It also indicated a clear differentiation between the influence of Arabic and English on prepositional errors, at a low level and effect of standard and colloquial Arabic in written English were adopted in this study. In

other words, these the main points which I have decided to investigate.

2.11 The characteristics of an Effective Translator:

What makes a good translator?

Introduction:

Translator is interesting and enjoyable on the one hand and difficulty challenging and even infuriation on the other. It is very easy to be translator.

An effective translator isn't just someone who knows two languages quite well. There are many skills that go into being goal at this job.

Translating can often be hard work. Since we provide language series, it is believed that anyone who has mastered the basics of a language can do it, which is why there will always be someone to question you work without any idea of what a difficult and complex task translating can be, so what makes a good translator?

You should be able to understand the majority of texts without the aid of a dictionary, to the standard of an educated nature – speaker.

You do not have to be able to write to the same standard (particularly in term of grammar, which few non-native will ever fully master, but you should be able to understand concepts as well as any native.

A good translator will use a dictionary and other resources to find the precise words to express the concepts, terms and idea in the target language, but should also remember that such tools are there to assist only, and cannot do the work the work for them.

2.12 Passion for language:

This goes without saying. You have to care about languages and translating high quality material and take pride in your work. If you don't have a natural passion for languages the work will quickly become dull and will affect your output and quality.

2.13 Mother-tongue Speaker:

For high quality, consistent translations it isn't enough to have studied a language. A non-mother tongue speaker its likely to be unable to convey the nuances in the source text, example slang words, regional dialects and words and cultural differences, which will affect the final product.

2.14 Specialization:

Specialization is incredibly important in translation. Why? Nobody can be an expert in everything, but as a translator, you are

expected to be an expert in translating each individual text you translate. If the texts are on related topics, you will have less vocabulary to learn each time. Your understanding of the field will also grow, improving your natural ability to perform a "logic check" on your translated text – i.e. you can tell whether a text works logically, not just linguistically. Put simply, specialist translators are better translators.

2.15 A translator must be familiar with the culture as well as the language they are translating from:

This is important because often what is written assumes knowledge that a same-language audience would have. In translation, no such assumptions can be made. Therefore it is up to the translator to recognize these issues and ensure that their translation is done in such a way as to bridge this gap.

2.16 A good translator is up to date with own culture and language:

It is equally important that the translator be up to date with what is going on in their own language and culture. This is generally the language that they are translating into. Ideally the translator is living in their own country, which makes it easier to keep current and to keep their native language skills sharp and unaffected by other languages that they speak.

2.17 A translator must be familiar with their subject area:

Many translators are specialists in a particular subject. This allows an in-depth understanding of more technical texts, which they can use to explain them well. A translator's understanding of a document goes far beyond what a normal reader would pick up from reading it through. They analyze each sentence one at a time to make sure it is clear in their heads exactly what it means. This may raise questions that the average reader may never have considered. It also highlights ambiguity which must be queried, as often in translation one must choose a specific meaning.

2.18 A translator is a research whiz:

These will always be areas where the translator is uncertain or not familiar enough with a particular detail in the text. This means that they have to be excellent and efficient at research. Dictionary yes, but this goes far beyond. It includes going through materials in both languages to get a complete picture of what is going on. The translator will have to be able to analyze possible translations for a term and determine which ones will work for the particular context and then decide on which of those is suitable in the particular case.

2.19 A translator must be a good writer:

After all it is their writing that the intended audience will be reading. Not only do translators convey the meaning of the original

text, but they have go beyond the words themselves. This includes writing in such a way that the reader believes the document was drafted in his or her own language. It is also includes conveying the appropriate tone and register. Even if the meaning is conveyed accurately, translating a formal document in an informal way or vice versa would not leave the teacher with the impression that the writer originally intended.

2.20 A language Proficiency:

To be proficient in a language means not only to master its grammar and vocabulary, but also to be familiar with the idiomatic ways of expressing things in the language. This requires the translator to understand a sufficient number of dialectal or stylistic variants in the language, including not only formal or literary expressions, but also jargon slangs, euphemisms, jocular.

2.21 Good Knowledge of the Subject Matter and Knowledge-acquiring Capabilities:

In a communicative act involving the use of language (as translation really is), language is a means or tool by which something is communicated in most circumstances, what is communicated or, the "communicative context", is something outside the realm of language.

Obviously, to communicate effectively, the participants in communicative act must share some knowledge of the subject matter of their communication.

2.22 A good translator must have empathy for his or her target readers:

He or she ensure that the translated product is appropriate to the intelligence and proficiency levels of the target reader.

2.23 A translator must committed and disciplined

The translation task commissioned to him or her must be completed by the deadline given so that the information that is translated does not become outland and the user of the translation is property served.

2.24 A translator must be familiar with the basic principles of translator's job is not only to find equivalent terms in the target language with the help of terminology lists and dictionaries, but he or she must be able to deliver the translation according to the rules, style, and grammar of the target language so that the translation does not sound awkward and unnatural.

2.25 A translator must be very proficient in both the source and target languages. Mastery of the source language ensures that the meaning conveyed by the source text author is very clearly and accurately by the translator.

2.26 For a translator to translate scientific texts from English to Malay or between any other pair of languages. he or she must first of all be a subject specialist so that the content of the original text is communicated accurately, clearly and naturally. If the translator is a chemistry expert, then he or she should translate mainly chemistry texts rather than texts in other sciences, because this will ensure both quality and the speed of the translation.

2.27 A good translator must be aware of the culture of both the source and target language readers. In this way, he or she will be able to translate to the target language based on the culture of the target readers and thus facilitate the reading and understanding of the translated text by the target readers.

2.28 An effective translator must learn to divide his workload among his colleagues who are subject specialists when translating voluminous academic books-or long documents in the field of science and technology so that the process of translation can be speeded up and thus the readers are updated with the latest in these fields.

2.29 A translator must be aware of the translation process so that he or she will be able to translate quickly, accurately, clearly and naturally to the target language. *Robinson (1997:49)* has proposed that the translator is a learner and he suggests that "translation is an

intelligent activity involving complex processes of conscious and unconscious learning." The researcher agrees with his proposal and also with the statement that translation is basically a problem-solving task. *Robinson (1997:51)* suggests that "translation is an intelligent activity, requiring creative problem-solving in novel, textual, social, and cultural conditions." A translator should know that translation is a learning activity and it involves the use of the main direct (memory, cognitive and compensation) and indirect (metacognitive, affective and social) language-learning strategies proposal by oxford (1990) A translator who uses these strategies will be able to perform a good translator.

2.30 An effective translator must be aware that writing and translating involve similar feature.

Methodology of the study

3.1 Introduction:

This chapter presents the methodology through which the research is analyzed and carried out. It comprises an introduction, data collection, tools, test and summary to the chapter. Each division presents a piece of information about the study under discussion which is problematic area of using prepositions expression while dealing with translation. These heading explains how the data collected and shows the type of the test adopted in analyzing the research.

3.2 Data collection:

This study contains the data needed for the analysis. It is clear from the outset form this research presented a number of questions (10) sentences to be translated into Arabic and (5) sentences are meant for using English prepositions in correct way. Theses sentences are given to English language students in Sudan University of Science and Technology, College of languages. The study highlights the role of using and translating prepositions in conveying knowledge among nations. It is necessary to mention the fact that, the atmosphere in the college is suitable for learning and that the researcher showed those students a

number of references used to help them gain knowledge about using and translating the prepositions. Most of these sentences are manipulated in the courses given to the students at the university or school. So, they are famous and repeated to them.

3.3 Population:

This population in this study comprises a science and technology, studying English as a second language. Their ages rang from (18-22) years old. Most of them are from the different parts of Sudan. Those students have in one way or another problem of using and translating English prepositions into Arabic.

The populations of this study are all non-native speakers of English. This may explain the area of difficulty faced by the students easily.

3.4 Research tools:

This researcher adopted the method of testing in dealing with this research to stress the statement presented in the very beginning of this study. The test consist of (15) English sentences containing.

English prepositions this sentences may stress the role of translating and using English preposition.

3.5 Population:

This is the most important chapter upon which the study under discussion is based. It provides necessary information about how this research is carried out.

Data Analysis & Result

4.1 Introduction:

The test has been given to the students, to help them state some fact about English prepositions in translation and using. The analysis shows the extents to translating prepositions or using them in sometimes hindered by some problems in transferring knowledge from one language to another. The study also sheds light upon the importance of understanding the types of prepositions and the cultures of other people to render the correct meaning of these prepositions in translation.

4.2 Data Analysis:

To begin with, first, translating English prepositions or using them might not be as easy as that of Arabic ones. This may lead to the fact that Sudanese students have in one way or another a little background about English preposition's types or expressions. This is because of what is manifested in the performance of the students in test given to them.

Nearly majority of the students did badly in translating and using the prepositions of the test, but few of them perform well. This shows that such prepositions constitute

difficulty to the university students who deals with English language.

The first five questions should have the following meanings an Arabic:

- 1- الفتاة ذات الشعر الأحمر .
- 2- لا أحد يعرف الطريقة عدا "توم" .
- 3- تصحوه بالإنظار .
- 4- قطعها بسكين .
- 5- قبل التوقيع على العقد اقرأ الإرشادات .

These sentences some of them are badly translated by the students who show their cleat inability to perform the test and this is due to the fact that English prepositions constitute difficulty to the Arabic translator. This difficulty may be in part related to the differences in cultures between the two nations.

It is notice that the second five questions clarify the fact that the students performances is very bad in their errors rang between (8-14) show in the student's answering which should be as follow:

- 1- (b) at
- 2- (a) for
- 3- (b) over
- 4- (b) with
- 5- (a) among

This table shows the number of errors committed by the students:

Table (1):

No. of students	Question	Succeed	Percent	Failure	Percent
50	Q:1	31	55%	19	45%
Students	Q:2	15	35%	35	65%
	Q:3	22	55%	20	45%
	Q:4	18	40%	32	60%
	Q:5	50	50%	50	50%

Table (2):

No. of students	Question	Succeed	Percent	Failure	Percent
50	Q:1	27	85%	23	15%
Students	Q:2	24	70%	20	30%
	Q:3	20	10%	30	90%
	Q:4	19	45%	31	55%
	Q:5	18	40%	32	60%

The percentage of failure overwhelms of the results. Here lies the question of the problematic area of translating English prepositions.

The table below shows the results in the case that a preposition use with some expressions or sentences in the last five questions:

Table (3):

No. of students	Question	Succeed	Percent	Failure	Percent
50	Q:1	25	50%	25	50%
Students	Q:2	24	20%	26	80%
	Q:3	33	65%	17	35%
	Q:4	18	40%	32	60%
	Q:5	25	50%	25	50%

The stated sentences in the above table also show how badly the students misunderstanding the use of the prepositions which is differ in English and not at the same use in Arabic.

This performance manifests clearly the difficulty in dealing with cultural items like grammar. This rendering has nothing to do with meaning of these prepositions. This may reflect the inability of the majority of the students nearly in dealing with understanding, using and translating English prepositions in these sentences.

4.3 Here is the percent age of the whole number of the students:

No. of students	Question	Failure
20 students	30%	70%

All in all, misunderstanding of English prepositions, yield in bad rendering. And this is what overwhelms this research, it reflects the bad translation held by Arabic students.

The analysis done by the researcher manifested the extents to which prepositions that are cultural – specific terms, constituting difficulty in translation and in using for non-native students. This is due to the weakness in the performance of the test given in this test.

Conclusion, findings and Recommendations

5.1 Introduction:

This section consists of three parts: the first part is concerned with the conclusion and the second part is concerned with the findings and finally the recommendations.

5.2 Conclusion:

This study attempts to discuss and investigate the problems of using English preposition and translating the prepositions into Arabic in term of appropriate meaning. The study carried out on the students of Sudan University, College of languages, English language department. The researcher has administrated a test to the study for the population to examine the problems of using preposition and translating them into Arabic.

From the results, it is clear that the student's awareness and familiarity with English subjects examined are not able to use and translate the English prepositions within a context as it is very clear from the performance.

However, they face what can be described as real problem in translating these prepositions correctly or appropriately so as to satisfy their needs of communication.

The above is done in fourth chapter which includes the analysis. However, the fifth chapter concluded the research and set a set of finding in the following section.

5.3 Findings:

The researcher has arrived the following:

1. The majority of the students perform badly in rendering the correct using of English prepositions or translating it into Arabic.
2. English prepositions really constitute difficulty to the Arab students when translating them into Arabic.
3. Student's background knowledge is weak especially in the case of prepositions.
4. The common expression which the prepositions do not normally used, need understanding of the cultures of the native speakers of the source language text.
5. The cultural variations may lead to the difficulty of using and translating English prepositions.

5.4 Recommendations:

Based on the results of the study and discussion, the researcher would like to recommend the following:

1. English prepositions and various expressions must be taught extensively to the university students.

2. Teacher should be aware of the importance of English prepositions so as to assist the students to use these prepositions by providing excessive and sufficient practice in translating them within the context instead of memorization.
3. By way of self-instructions, students have to make great efforts to train themselves in understanding English prepositions and their multiple or more than two words to use or translate them into Arabic.
4. Teacher should help students by comparing English prepositions with Arabic ones in having the same meaning.

5.5 Bibliography:

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