

CHAPTER ONE

INTRODUCTION

1.0 Background of the Study:

It is known that English prepositions have become one of the most world communication elements. The role of prepositions in the process of the English written texts and spoken well is great understanding and evaluating the grammar rules of the language are very important, because learning a foreign language is not an easy to learn and teach. The researcher concentrate on the identifying and analyzing the grammatical errors that made by the EFL learners.

So the theory of the learning and teaching prepositions are the major area of problems that encountered the EFL learners .verbs and other parts of speech play a great deal role in the omission, addition and selection, among the prepositions in English, the ability of understanding and learning to link nouns, pronouns, verbs and adjective to the word in a sentence. prepositions are used before a nouns to give a full meaning of a sentence ,and prepositions can be used to show where something is located or where is happened.

Takashi :(1969:218) states that, even English speakers are unable to offer a logical explanation for the occurrence of such prepositions and conceptual quid of their usage .so, university EFL learners try to avoid errors of using prepositions while they write or speak, because they believe that it is something difficult to practice .Generally, prepositions are play the most important role in grammatical aspects. So native English speakers do not have difficulties when they used prepositions, but non native speakers of English may be encounter some difficulties while using preposition and its meaning. A great number of

researchers on English prepositions have been conducted and have been use full in helping prepositions use.

1.1 Statement of the Problem:

The researcher notice that the errors and mistakes that made by EFL learners in their writing and speaking are the problematic area of the study. So the prepositions usage is very important to be known because it helps the students to use them or to avoid using them as possible as. This study classifies and analyzes the prepositions errors that are committed by the Sudanese students at Sudan University of Science and Technology, the second year students.

This study also tries to explain the main reason of errors that made by students, the prepositions can be the area of problematic that encountered both learners and teachers .prepositions also make the troublesome to learning and teaching English prepositions. So student face to decide which kinds of prepositions should make difficulties ,so this study tries to investigate the area of difficulties ,because learning English prepositions is so difficult and is regarded as a problematic area for the EFL students.Finally,prepositions are considered as one of the difficult areas of grammatical aspect, in mastering English prepositions to non native speakers of English .Students should know to distinguish between the kinds of prepositions such as preposition phrase, prepositions of places ,prepositions of time and so on. Native speakers do not have problems or difficulties while using prepositions therefore they do not make errors concerning using and understanding prepositions.

1.2 Questions of the Study:

1. To what extents do university EFL learners have errors in using prepositions?
2. What are the causes of university EFL learner's errors in using English prepositions?
3. How teachers' methodology and relevant syllabus develop EFL learners use of English prepositions?

1.3 Hypotheses of the Study:

1. University EFL learners have errors in using English prepositions.
- 2-There are many causes of university EFL learners in using English prepositions.
3. Teachers methodology and relevant syllabuses' can develop EFL learner's use of English prepositions

1.4 Objectives of the Study

The study investigates the following objectives:

- 1-To find out to what extent university EFL learners have problems in using and understanding English prepositions.
- 2-To identify the causes of students errors using English prepositions.
- 3-To identify the ways through which EFL learners can develop their use of English prepositions.

1.5 The Significance of the Study:

The significance of a study includes an explanation of its potential benefits and its overall. It attempts to explain:

- The significance of this study is to identify the main area of the mistakes and errors that are made by students, and show the reasons of the errors, and try to find the solutions.
- This also helps students to be aware of the English prepositional usage, and help teachers also to be aware of their students' performance while using English prepositions
- This study intends to identify, classify and explain grammatical aspects in English language prepositions, and avoid analyzing these errors, and correct students accordingly. And try to find the relationship between EFL and Mother tongue.

1.6 Methodology of the Study:

The researcher used an experimental method; it was taken as a scientific method or way of taking some information. The study will investigate the difficulties that are encountered by EFL learners in using English prepositions properly, and will focus on the student's level.

The sample was taken randomly, which consists of the students at Sudan University of science and technology, second year students, English department, college of languages. The tools which were used to collect relevant data in this study are a questionnaire for teachers and tests for the students.

1.7 Limitation of the Study:

The scope of this study is focus on students at Sudan University of science and technology, second year students, department of English, college of languages .they have the different ages, and they are males and females for academic year 2016 -2017.

1.8 Research Outline:

To sum up, chapter one explains: the introduction, background, statement of the problem, research questions, Hypotheses, objective of the study, the significance of the study, Methodology, Limitation and research outline. Chapter two deals the literature review and some previous studies, chapter three will be data collection and methodology, chapter four elaborate the data analysis and discussions, chapter five comprise the results, recommendations and suggestions. The next chapter will be chapter two.

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2.0 Introduction:

This chapter reviews the related literature and previous studies, a general research on the difficulties in using English prepositions, which is the one of the most area at Universities level. Learning English grammar is very important as a result of the important of English for science and technology.

This chapter surveys the different approach in which prepositions will be used, and as a material has change over time, the attitude to English as a foreign language (EFL). Furthermore, that is school subject rather than a means of communication, so learning a language means learning the grammar of that language, and leaning grammar must begin with a working knowledge of its component (the parts of speech). So the way they fit together into distinguish prepositions from adverbs, adjective and phrase. So prepositions are considered one of the most difficult aspects of English grammar for nonnative speakers (NNS) to master English. This chapter is also focus on definition of preposition, types of preposition (preposition of time, place, for direction, for agent, and for devices), prepositional phrase, and the important of prepositions, complex and simple prepositions, the problems of using prepositions, and prepositions list.

2.1 Definition of Prepositions:

Prepositions are defined as a word that shows a relationship in time, space, cause or manner between the subject at the preposition and another word in the sentence .Another definition of prepositions: as a word or group of words

that combines with a nouns or pronoun to form a phrase that usually acts as an adverbs, adjective or nouns.

W.Walker and Sons, (1900) state that, in English grammar, preposition is a word (one of the parts of speech, and a member of a closed word class) that shows the relationship between a noun or pronoun and other word in a sentence. The combination of a preposition and a noun phrase is called prepositional phrase. A word group (such as in front of or to at) that function like a simple, one word preposition is called a complex preposition. According to Oxford dictionary, a relation to another word or element in the clause as in “the man on the platform” she arrived after dinner, what did you go it for?

Van Oosten (1977) on defining prepositions proposed that criteria for defining individual members of the prepositional word class are to be set forth. Arguments are presented against calling prepositions meaningless yet it is conceded and explains that those which occur in which wider context, are vaguer due to their greater variability.

2.2 Types of Prepositions:

Prepositions have many types as the following:

2.2.1 Prepositions that Denoting Time:

A preposition of time is a preposition that allows you to discuss a specific period of time such as a date on the calendar, one of the days of the week, or the actual time something takes place.

At – This preposition of time is used to discuss clock time, holiday and festivals, and other very specific time forms including exceptions such as “at night”.

Examples:

We have breakfast at 6 o'clock.

At breakfast they talk a lot.

All my friends come to meet other at my birthday.

- I. **In** – This preposition of time is used to discuss months ,seasons, centuries ,general times of the day, and longer period of time such as “in the past “

Examples:

It rains a lot in rainy season.

They will come back in June.

Botha gets married in 2007.

- II. **On**-This preposition of time is used to discuss certain days of the week or portions of the days of the week, specific dates, and special days such as “on new year's days”.

Examples:

I fly to the USA on Saturday.

She makes an appointment with me on the 2^{ed} at May.

For – we use ‘for’ with a period of time (length of time).

Example:

I have been living here for 6 months.

Since- we use ‘since’ with start of period of time

Examples:

. I’ve been living in Sudan since January.

By- we use ‘by’ when we want to say “not later than, or any time until this point.

Examples:

.my mother said I have to be home by 7pm.

2.2.2 Preposition Denoting Place (in, on, and at):

Prepositions “in, on, at” are usually used for different places.

- I. IN-** is usually used for place which have some boundary (boundary may physical or virtual).
- II. “On-** is used for surface.
- III. “AT”** is used for specific place.

This table (2.1) shows the use of prepositions of place.

Preposition	place having some boundary
In	In hall
	In school
	In a holiday
	In a box
	In library
	In garden
	In America

	In room
	In cupboard
On	surface of something
	On a table
	On blackboard
	On a pay
	On the wall
	On the roof
At	Specific place
	At the bottom of the glass
	At the entrance
	At front of the chair At the bus stops
	At the day of roof

Examples:

There are some examples for using (in, on, at)

She lives in New York.

Student Study in library.

The wedding ceremony will be in the hall.

There are some books on the table.

The teacher wrote a sentence on blackboard.

He was flying kit on the roof.

Her parents were waiting for her at the entrance school.

There was a bug gathering at bus stop.

His house is at the end of street.

2.2.3 Preposition for Direction:

Preposition like to, towards, through, into, are used to describe the direction. The following examples will help in better understanding.

Examples:

She went to the library.

Jumped into the river.

He ran away when he felt that someone was coming towards him.

2.2.4 Preposition for Agent (by):

Preposition for agent is used for a thing which is cause of another thing in the sentence. Such preposition are by, with etc .the following examples will help in better understanding.

Examples:

The book is written by Shakespeare.

The word was completed by him.

The room was decorated by her.

The tub is filled with water.

2.2.5 Preposition for Devices, Instrument, and Machine:

Different prepositions are used by different devices, instrument, or machine

.The following will help in better understanding.

Examples:

She comes by bus daily.

He opened the lock with key.

Note:

We do not use in, on and at before these words (next, last day, tomorrow, still, each, some, any, and one).

There are some prepositions that have the same meaning but the usage is different. These prepositions are low, below, over, under, on time, in time, at the end, in the end.

We use above and under for thing that is higher or lower than another thing and it is direct vertical.

Examples:

The mirror is over the sink.

The sink is under the mirror.

We use above and below for thing that is higher than another thing but it is not direct relationship.

Examples:

The mirror is above the Toilet.

The toilet is below the mirror.

We use on time to mean at exactly the right time.

Example:

The bus leaves at 6:00 every day, so the bus leaves on time.

We use in time to mean early enough.

Example:

I study English at 7:00 and every day arrives at school at 6:40, so I come to study in time.

We use “at the end “mean at the point where something stops.

Example:

At the end of the film I felt very happy.

We use in the end to mean finally or after some time.

Example:

I don't know where to go today, but in the end I decided to stay at home.

The researcher believes that all these types of prepositions above are important, because it will help the student to develop their ability when using English prepositions properly.

2.3 Prepositional Phrases:

A prepositional phrase is a group of words with a preposition at the beginning, and at the end a noun or pronoun. The noun or pronoun at the end of the phrase which is called the subject of the preposition. The object of preposition answer all question, what? Or whom? in relation to the prepositions to locate the object of the preposition.

Heather and McFadden (1994) state that, prepositions and prepositional phrase are considered as phenomenon found in the most real languages. They are used to indicate spatial and temporal relationships, in particular, in addition to genitive and instrumental relationships.

The researcher believes that, using correct prepositions are still areas of difficulties for EFL learners, prepositions are very important area to build a sentence and the constructions which are mainly depend upon them.

Also prepositional phrase can be made up of hundred different words, it can be tending to built in the same cases: a preposition followed by a determiner and an object or two followed the object of preposition. This whole phrases, in turn, takes on modifying role, acting an adjective on an adverb, locating something in time and space, modifying a noun, or telling when or where or under what condition the something happened.

Heather (1994) describes that the difficulties that encounter EFL students of using and understanding English prepositions as follow:

-The complexity of prepositional system in each language. Any language has its own prepositions and relationships which are different from the

other language and may create an area of difficulties to students or foreign learners of English.

-Arabic interference: and this also considers the one of interference of Arabic prepositions with English prepositions, and this is what we called the interference and influence of the L1 on L2.

So, the researcher agrees with that, the students always encountered some problems and difficulties, first of all the meaning of English prepositions with equivalent with Arabic prepositions. Arabic word collocates with English and all this create problems and difficulties for EFL learners. So, the using of L1 or Mother Tongue (MT) is very important, because learners will match L1 with English prepositions.

2.4 The Positions of Prepositions:

The following items are considering some of the positions of prepositions:

2.4.1 Prepositions before Nouns and Pronouns:

Prepositions are a words normally placed before nouns or pronouns. Also they can be followed by verbs, but the verbs must be in the gerund form:

Examples:

He is taking of emigrating.

They succeeded in escaping.

Thomson and Martinet (1992:91), identifying some positions of prepositions and the change which will happen in the sentences and the

possible alternative, such prepositions can be seen in two constructions related with formal English prepositions where prepositions may be moved to the end of the sentence or at beginning of the sentence.

Examples:

a. In positions beginning with a preposition, whom, which, what, where.

-To whom were you talking? (Formal).

-Who were you talking to? (Informal).

b. In relative clause, a preposition placed before who/which can be moved to the end of the clause. The relative pronoun is then often omitted.

-The people with whom I was traveling. (Formal)

-The people I was traveling with. (Informal)

2.4.2 Preposition after Verbs:

Thomson and martial (1992:92) , investigate the second alternative position of prepositions can be shown in phrasal verbs where the preposition /adverb remains after verbs, so the formal type of construction is not possible.

Example:

-The children I was looking after.

Could be rewritten after + whom .And which bridge they below up?

2.5 Prepositions and Prepositional Adverbs:

In the similarities and differences between adverbs functions and prepositions functions, Palmer (1974:210) has some contrast. And he identifies the grammatical differences.

- a. The adverb, but not the prepositions, may occur after the noun.

-He ran the flag up.

-He ran the hill up.

- b. Whom there is a pronoun object, the adverb occur only after the pronoun and the preposition before.

-He ran it up (the flag).

-He ran up it (the hill).

- c. If the particle occurs in final position in the sentence, the adverb will normally be accented but the preposition will not.

-That is the flag he ran up.

-That is the hill he ran up.

Quirk and Greenbanm (1982:1450), identify that a prepositional adverb is a particle which serves as a preposition while ellipse complement.

Example:

-A car drove past the door. (Past is a preposition)

-A car drove past. (Past is a prepositional adverb)

Carter and McCarthy (2006) note that prepositions like upon, into, etc, which have no pairs of words like “over time “become join together as a simple prepositions. In joining simple prepositions together which are different than complex prepositions since the later are separate two or three word that operate, and become as a single prepositions according to it’s the function and in items of meaning.

2.6.2 Complex Prepositions:

Complex prepositions are composed of more than one element; they can be two or three word prepositions. Two word sequence are made up of an adverb, adjective, or conjunction as the first word and a simple prepositions are :a head of ,a part of ,as far ,because of ,but for ,due to except for ,inside of ,instead of ,near to ,out of , outside of ,owing of ,such as thanks to ,up to, etc.

Quirk et al (2005:p.670) mention that, three –word sequence which can be followed each other in the pattern “preposition1+noun+preposition2”. These are considering the most frequent compared to the other kinds of complex preposition. According to the classification of three –word sequences which is prep1 or prep2, the pattern can be: “in +noun +with: by +noun+ of, out +noun +of.

The table (2.3) below shows the frequent complex prepositions:

In terms of	In front of	In relation to	In favored of
In addition to	In respect of	On behalf of	In response to
In spite of	In conjunction with	In accordance with	In connection with
In charge of	By means of	In view of	With regard to

By way of	With respect to	On top of	In line with
In support of	In research of	By virtue of	In return for
In contrast to	In excess of	In need of	By common with
By reference to			

Quirk et al (2005: p, 672) state that “the bouldering between simple and complex preposition are also uncertain one”. Orthographic separation in the easiest test to apply , but anomalistic such as writing into as one word but out of two words, and instead of as two words but in lieu of as three ,merely emphasis the arbitrariness of the distinction between one and more than one word in writing.

2.7 Errors in Using English Prepositions:

English prepositions are difficult, so always students confused and make errors when they use them. The following list or errors shows the usage of prepositions and correct the errors:

- a. With instead of met with her ,marriage with her
- from suffering with a cold
- Against fight with tyranny
- Of consist with.
- At laugh with my word.
- b. In instead of entered in the room, in the next day.
- On In TV

-of	countries on the world
-to	pays attention on it
F. Of instead of	age of 44-drink less of win
- In	reach of vitamins
- By	book of hardy
-On	depend of civilization
-For	a reason of it
G. To instead of	join to them
-For	an occupation
-Of	his love to

Close (1983:165) states that “students must not be surprised if they find that in some of these purely mechanical associations even native English usage can be uncertain and conflicting in any case”. An important element in English grammatical usage knows what preposition which are used in verb pattern and adjective pattern.

Nasr (1970:91) states that “the usage of prepositions in both English and Arabic are varied. Arab students are often caught translating prepositions and their uses from Arabic into English.

The researcher believes that the errors of using English prepositions are considering one of the most difficult areas that make confusion to the students, so students must pay attention when using the entire prepositional element.

2.8 Transfer of Prepositions:

There are some studies were examine that the aspect of target language transfer to a native language. The contrastive analysis hypotheses (CAH) assumes that L2 learners tend to transfer to their L2 utterances from the formal features of their L1. Lado (James 1980) believes that, individual tend to transfer the forms and meaning, and distribute this form and meanings of their native language and culture to foreign language and culture. Also, Gas and Selinker (1983), believe that given enough similarities between the native language and the target languages, the properties of lexical items and the rules they are related to which can be transferred. He believes that lexical transfer includes the transfer of lexical prepositions.

While, Gass (1087) proposed that an adequate description of language transfer cannot be given without considering the target language .She assumes that transfer can occur when the second language learner is aware of the similarities as well as the differences between the two languages. Rinqborn (1992) believes that the transfer depends on how closely the L1 is related to the L2. The closer, the two languages, the greater number of cognates, and the consequence of the grammatical systems with facilitate learning the target language. Postman (Ellis 1965) believes that practice on the original task increase positive transfer, and with little practice, negative transfers occurs.

Spit Carder (1967, p.162) states that “teachers have now always been very impressed by this contribution from the linguist for the reason that their practical expression has usually already shown their where these difficulties lie, and they have not felt that the contribution of the linguist has provided them with any significantly new information. They have noted, for example, that

many of the errors with which they were familiar were not practical by linguist any way”.

2.9 Frequently Misused Preposition:

Prepositions may sometimes be confused because of slang and the general informality of talk. Here are some frequently misused prepositions:

a. **Beside, besides.** Beside means next to whereas besides means in addition.

Examples:

-The comb is beside the brush.

-Besides planning the trip, she is also getting tickets.

B. **between, among** .Generally, between is used when two items are involved, with three or more, among is preferred.

Example:

-Between you and me -He is among friends

c. **Due to.**Should not be used as a preposition meaning, because of.

Example:

Because of (not due to) his speeding, we were all tickets.

d. **Inside of,** the + of, is always unnecessary.

Example:

-Stay inside the house

-The man stayed outside (not outside at) the post office.

2.10 The Importance of Prepositions:

Prepositions are short words, and normally takes one syllable in the simple prepositions (on, in, at), that usually come before noun (sometimes also in front of as gerund verb) .They never change their form/spelling. Prepositions are extremely difficult to master in English and because they are so few rules for learning them, the best way is looking for them up in an advanced Dictionary reading a lot, and memorizing useful.

Prepositions are very important because they work to connect varies parts sentence. Prepositions tell us where something is in relation to something else, or how things are related in space-in ,on, at, to ,with ,over, into ,onto ,under ,beside ,or where something is going. Others show physical connections or possession between nouns and pronouns and another words such as off, with, by. Some refer to relationships in time while during, after until, before, since.

There are some types of prepositions which are ending sentence with a prepositions, but usually is considered as good English.

Example:

-What are you talking about?

-What is he up to?

-She told him off.

-The wind below her dress up.

-That is nothing to sneeze at.

So, ending a sentence with a preposition is not good English when the preposition clearly repeats the function of another word in a sentence.

2.11 English Prepositions List:

Josef Essberger (2009) describes that, it is not possible to list or produce a determiner list of English prepositions that means nobody can create a list of prepositions and say: “here are all the prepositions in English language. No more and no fewer, because complex prepositions can theoretically be added to the language of the language of any time. So the list below show the 94 as one word prepositions ,which are unlikely to change or to be added ,and 56 are consider complex prepositions which may possible be added to as the language evolves. The totals of 150 prepositions are comprehensive at time of writing, so these prepositions are currently found in a good English Dictionary such as the concise Oxford Dictionary.

2.11.1 One Word Prepositions List:

The following list of words is considering one word prepositions:

Aboard	about	above	across	after (also conj)
Against	along	alongside	amid	amidst (poetic)
Among	amongst (UK)	anti	around	as (also conj)
Astride	at	atop	bar	barring
Before	behind	below	beneath	beside
Besides	between	beyond	but	by
Circa	concerning	considering	country	cum

Despite	down	during	except	excepting	
Excluding	following	for (also conj)	from	gone	
In	including	inside	into	less	
Like	minus	near	notwithstanding	at	
Off	on	onto (US)	on to	opposite	
Outside	over	past	pending	per	
Plus	pro	re	regarding	respecting	
Round	save (formal)	saving (informal)	since	than (also conj)	
Through	thru (US)	throughout	till	to	
Touching	toward (US)	towards (UK)	under	underneath	
Unlike	until	up	upon	versus	Via
with	within	without	worth		

2.11.2 Complex Prepositions List

The following list is considering as a complex prepositions:

According with	ahead of	along
with		
Apart from	as far	aside
from		
As per	as to	as well
as		

Away from	because of	but for
By means of to	close to	contrary
Depending on to	due to	preparatory
Prior to	regardless of	save for
Thanks to	together with	up against
Up to reference to	up until	with
With regard to	except of	further of
In face of	in favor of	in front of
In lieu of	in spite of	instead of
In view of	irrespective	near to
Next to	in account of	on behalf of
On to (UK)	into	on top of
Opposite to	other than	out of
Outside of	owing to	

2.12 Teaching English Prepositions Challenges:

Grubic (2004) states that, there are many causes for why learning/teaching English prepositions are so difficult for EFL learners. Whoever, English prepositions have one or two syllables words when spelt or stressed. Also, they are so hard to use in clearly destiny in written. Another is that prepositions are often used in one language to another differently, so when EFL learners come to translate encounter many difficulties. Celce-Murcia and Larsen –Freeman, D. (1999) describe that prepositions can be classify according to their functions and rules, meaning and form, prepositions can be formed as a simple (one –word preposition)or complex (which is called two – three word, or compound word).

James (2007), Jie (2008) describe that every language has grammatical aspect or rules which its make dispute when learning a second language, so prepositions are the most important aspect of each languages. Samara (1999) states that prepositions usually come before a noun in English language, but in other languages come after nouns.

The researcher believes that the challenges of using and understanding English prepositions are point conflict, when someone wants to learn a second language. Also university EFL learners will faced some problems in using different prepositions. When learner comes to the usage of prepositions he/she tries to link the English preposition with the equivalent in his/her L1.

2.13 Previous Studies:

(1) Title :English Prepositions of Time Problems Encountered by Libyan Secondary Stage Students

By:Selah Ahmed Mosa Abo-Khayyal (oct-2009)

This study represents attempts to investigate the difficulties that Libyan students encounter difficulties in learning and using English prepositions of time. The purpose or aims of this research is to investigate the main source of difficulties and errors that encountered by Libyan secondary school students , in using and learning English prepositions of time as one of the most difficult aspect of English grammar. And to highlight the area to which English language teachers should pay attention in order to help their students to learn and understand prepositions.

The sample of the research is the second year secondary stage students (English specialization) for both sexes, in Zliten Town-Libya.

The data for this research include a written test for thirty eight students and the results of this research offer important implications for teaching the prepositions of time, the lack of written guide to English prepositions usage, the test and the errors analysis give strong evident to the researcher that Libyan secondary school students face great difficult in learning English prepositions of time through their performance in the written test.

(2) Title: Prepositions Problems Encountered by Secondary Students in Writing English Composition

By: ElhadI Mohamed Issaq (2006)

This study investigates the problems encountered by secondary school students when using English prepositions in writing composition. The area of research is the Khartoum High secondary school, third year student. The researcher has chosen the schools and from them he targeted seven randomly, and then from those seven schools, he took 120 students as a case study.

As mention above the main goal of this study is to trace the problems that third year students of High secondary schools face in writing compositions and to try to point out the area of difficulties, the problematic prepositions and finding a remedy for the problems.

For testing the hypotheses of this study, the students were asked to fill in gaps in a composition with suitable prepositions. After that the researcher analyzed the results of the exam according to certain variables such as sex, governmental, or private schools.

The researcher has also used other statistical means such as the t-test, standard deviation, co-efficient correlation, the mean and the chi-square. From the results of the test that was given to the students, the researcher noticed that students of High secondary schools faced some problems when they deal with English prepositions. According to the statistical that researcher has made, Mother tongue interference plays an essential role in the mistake committed by the students, some mistakes are

due to over generalization, some are due to the lacks of awareness. Students are shown weak performance when using English prepositions and its effect.

(3) Title: University Students Errors in Using Prepositions: Analyzing and Evaluation

By: Hanim Mohammed Rajab Khairy (2006)

Errors analysis has played an important role in the study of language acquisition in general, and in investigating second and foreign languages in the particular.

This study aims to analyzing and evaluating the prepositions errors that are made by preliminary students of English at university level. This study tries to explain these errors so as to know their causes and sources and then to propose measures of tackling them.

The population of this study consists of forty students of English language at Islamic university of Omdurman. 20 are male and 20 are female students are randomly chosen. In order to test the hypotheses of this study, data are collected, using multiple choice of test. The test consists of thirty items. Then the results are analyzed according to certain variables such as the types of prepositions. The results show that students of English face great difficulties. These difficulties may be attributed to the many reasons, such as in complete acquisition of English prepositional system, ignorance of restricted rules, and over generalization of rules.

Some statistical operations are implemented to analyze the obtained data. This methods use theories, equations and formulas such as SAS and SPSS packages and (ANOVA).

2.14 Summary of the Chapter

This chapter deals with the literature review and previous studies it has many items that was related with prepositions, such as some definitions of prepositions, types of prepositions, prepositional phrase, and list which has two kinds simple and complex, in order to help students to distinguishes between which kinds of preposition could be used in a certain place. In addition to that, the role of teachers to raise the awareness of learners in using English prepositions and to build confidence of learners. Teachers should use special techniques to overcome the difficult area of language like prepositions, and learners should know how to use it correctly. So, the next chapter will be chapter three which is includes the data collection and methodology.

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.0 Introduction:

This chapter presents the procedures of the data collection from the population of the study, using test for the university EFL learners and questionnaire for teachers.

3.1 The Methodology:

The researcher uses experimental and analytical descriptive method to analyze the data collection in order to answer the research questions. It adopts quantities in its design. This study investigates the difficulties that encountered by university EFL learners in using English prepositions properly.

3.2 Population of the Study:

The subject of this study involves both male and female learners of second year of majority English language at department of English language at Sudan University of Science and Technology (SUST), College of Languages for academic year 2017-2018.

3.3 Instrument of the Study:

Instrument of any study are the tools, which through them the researcher uses to collect the require data for the study. To gather data, two instruments were employed in this study:

First a multiple-choice test of purpose consisting of twenty items was adopted in this study. They were asked them to choose the suitable word that best completes the sentence. The test was meant to evaluate the performance of university EFL learners. In order to make participants cooperation, they were told that the purpose of the test would be explained later.

The second was a survey questionnaire which was completed by 30 teachers at the English department. The questionnaire consists of 10 items which mainly focus on the following issues: teacher's attitudes toward the important of teaching prepositions, their frequency and their methods of teaching, their opinion of the need of the formal teaching of prepositions, their opinions of the causes of the student's prepositional errors and suggested methods for learning prepositions. The participant was voluntary, they were given five choices (strongly agree, agree, neutral, disagree, strongly disagree) they were informed about the survey questionnaire and appreciated for their fruitful participant.

3.4 Sampling:

The learner's sample of this study was selected randomly from the population. Learner's ages was approximately range between 22-28 years old, the sample of the study consists of 50 learners and 30 teachers.

3.5 Content of Test and Questionnaire:

The test consists of two parts, so each part has 10 questions, which designers to check whether the learners were answers with right. The questionnaire on the other hand, consists of 10 items, so each five items was

related with one hypothesis, which the teachers was check on the suitable statement. (See Appendix)

3.6 Validity of the Test and Questionnaire:

The test and questionnaire contents were validated by a jury of Sudan University of science and technology (SUST) English languages EFL specialist. The jury was asked to validate the content of the test with regard to test instruments, its suitability to the research goals and objectives, the number and arrangement of questions, and the suitability of the time allocated to the test. The remarks of validating team, their notes and suggestions were taken into consideration, and the researcher made the necessary modifications before administrating the test. After test and questionnaire were designed, they were given to the supervisor for correction and evaluation.

3.7 Reliability of the Test and Questionnaire:

The test reliability was obtained through a test and questionnaire method, which was applied on a pilot group of 50 students who were chosen randomly from the population of the study and excluded from the sample. The test was correlated coefficient of the test was calculated using SPSS (statistical packages for social science). The questionnaire the reliability correlation coefficient was calculated.

3.8 Procedure of Data Analysis:

The researcher collects the obtain data from the participants responses. Then, every single paper inserts into SPSS. Frequencies and percentage was calculated for each question. The researcher uses chi-squire value test to check the validity of hypotheses. The first hypothesis was related with the test, and

two, three hypothesis was related with the questionnaire. The chapter provides for further demonstrations and explanations.

3.9 Summary of the Chapter:

In this present chapter the researcher gives full description of the research methodology, population, sample, tools, validity and reliability of test and questionnaire that uses in the study.

The next chapter “chapter four” will be devoted for data analysis.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

4.0 Introduction:

In this chapter the researcher presents the results of data that have been collected to conduct this study, the results of questionnaire and test will be reviewed and the statistical method is used to be shown in forms of figures and tables, in light of these figures and tables the researcher discussed the results achieved.

4.1 Data Analysis:

4.1.1Section (one): Investigate the first hypotheses:

Statement (1): If you mix red yellow, you will get orange.

Table (4.1) mix red with yellow

items	Number	percentage
Correct	11	22%
Incorrect	39	78%
Total	50	100%

Figure (4.1) mix red with yellow

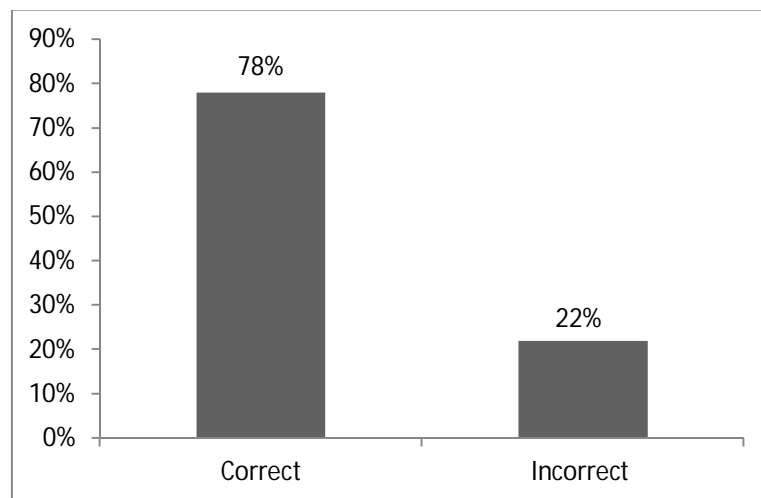


Table and figure (4.1) above show that most of 78% of the students have answered correctly by choosing the correct preposition. While, 22% of students have chosen the incorrect answer, the final result suggests that the majority of the participants are well familiar to answer this question in spite of its difficulties, and most of them they know how to use simple prepositions .

Statement (2): Please, doesn't put your shoes the table

Table (4.2) students' attitude to answer

items	Number	percentage
Correct	23	46%
Incorrect	27	54%
Total	50	100%

Figure (4.2) students' attitude to answer

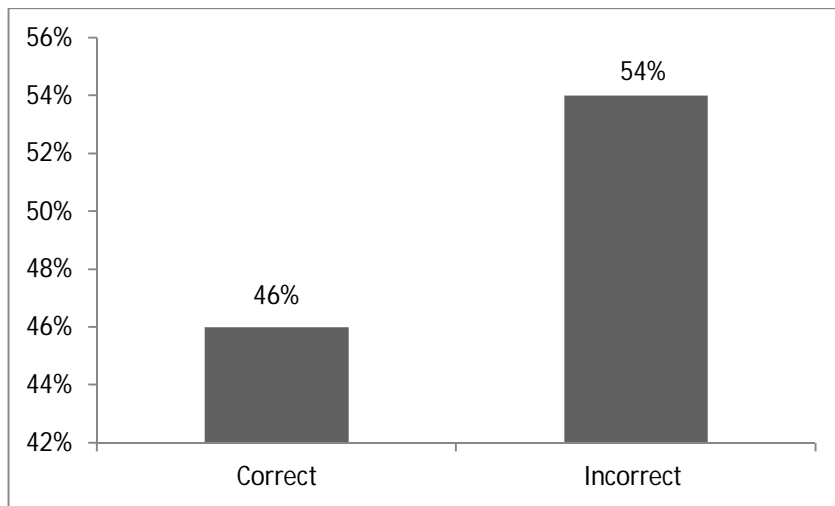


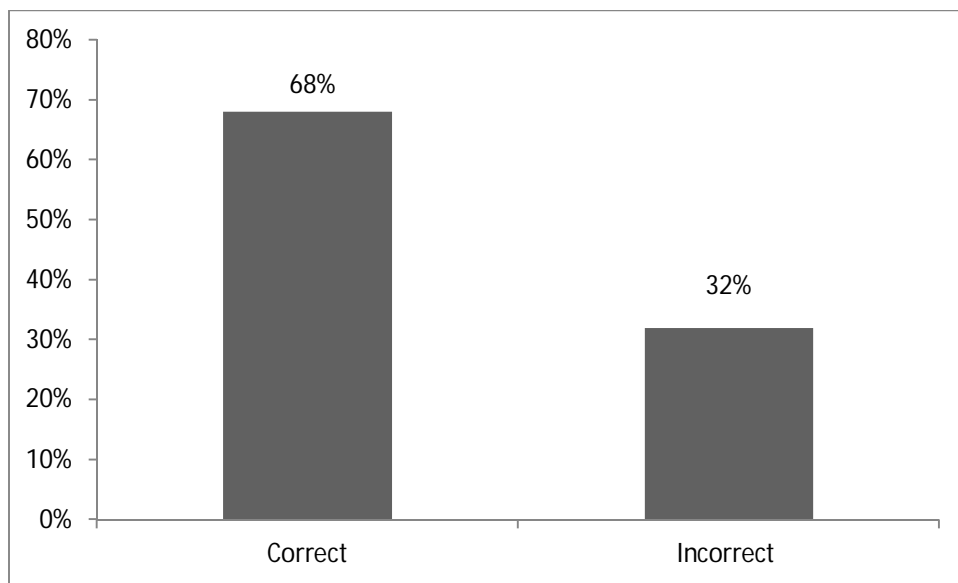
Table and figure (4.2) show that More than half 54 % of the students have failed to choose the correct preposition. While, 46% of students have chosen the correct answer, the result suggests that the positive transfer is supported by the analysis the table and figure, so the students have problems in the prepositions area.

Statement (3): the museum opens from Monday Friday.

Table (4.3) students' ability to answer

items	Number	percentage
Correct	34	68%
Incorrect	16	32%
Total	50	100%

Figure (4.3) students' ability to answer



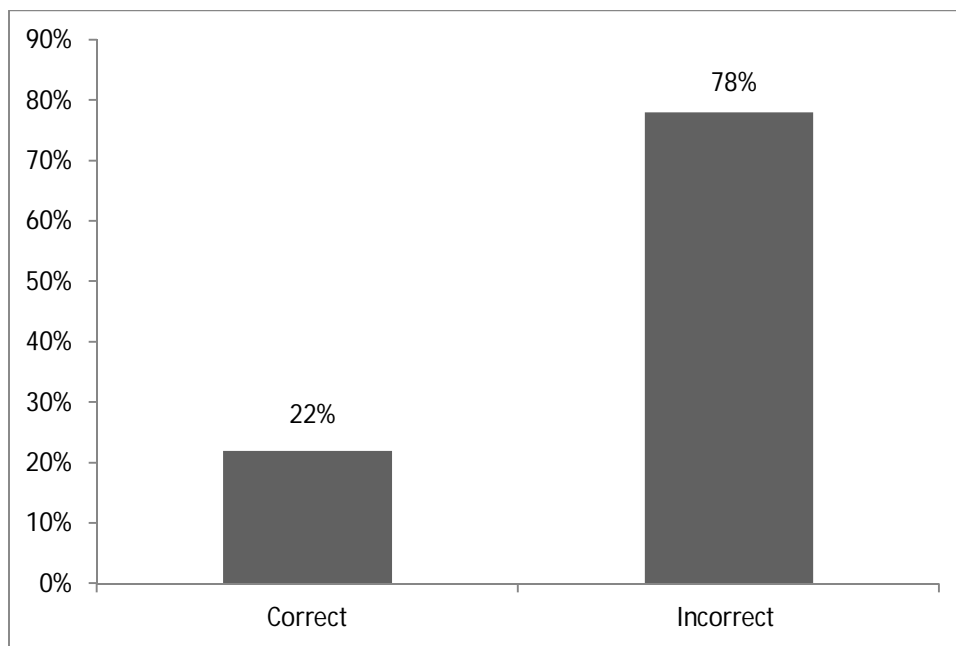
The table and figure (4.3) show that More than half 68% of the students have chosen the correct preposition. While 32% of the students have chosen the incorrect answer, so the result indicates that the majority of students answers this question, and those who failed to answer the question are few and they know how to use prepositions of time, this is also mean that the students performance are well, and some of them knew that how to use and understand the prepositions of time.

Statement (4): He broke his leg, while he was getting the car.

Table (4.4) He was getting on the Car.

items	Number	percentage
Correct	11	22%
Incorrect	39	78%
Total	50	100%

Figure (4.4) he was getting on the car



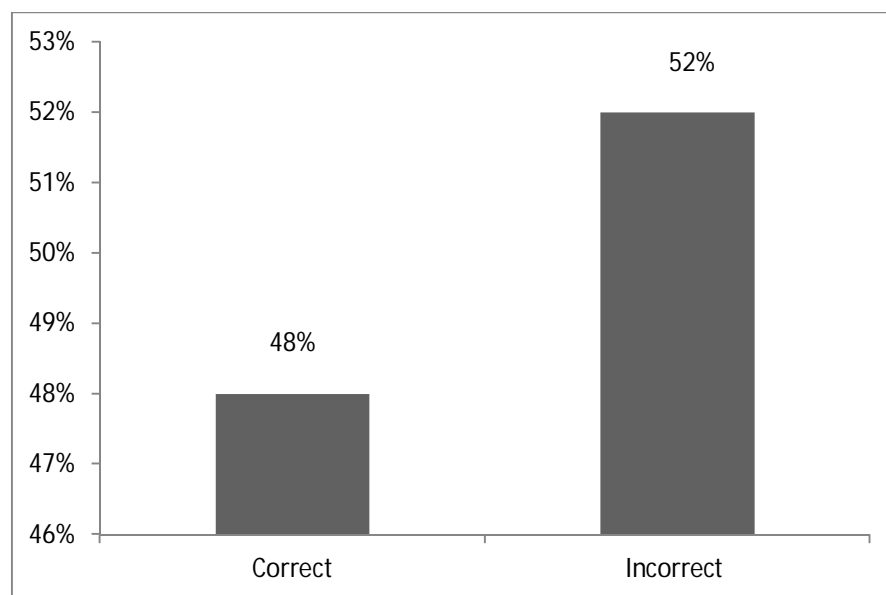
The table and figure (4.4) show that about 78% of the students have failed to choose the correct preposition. While 22% of the students have chosen the correct answer, this indicates that the majority of the students or participants have difficulties and this suggests that prepositions are actually a problematic area for most of the participants and even for majority of university EFL learners of English, so this result supported the researcher hypothesis one, university EFL learners have errors and in using English prepositions.

Statement (5): Can I have fish Chicken? Chicken makes me sick.

Table (4.5) using preposition after verb

items	Number	percentage
Correct	24	48%
Incorrect	26	52%
Total	50	100%

Figure (4.5) using preposition after verb



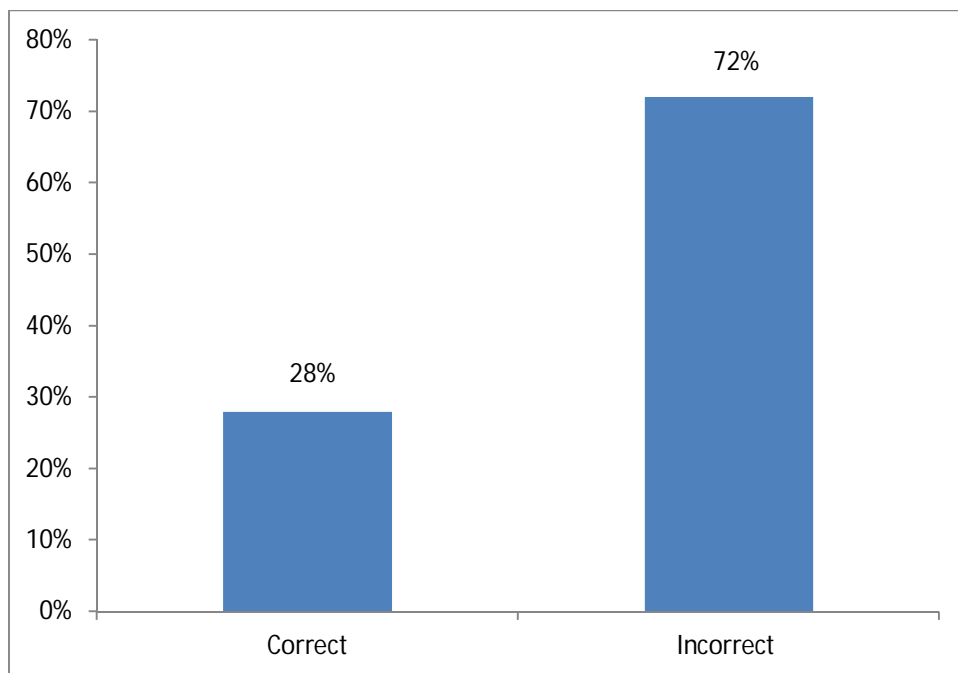
The table and figure (4.5) show that More than half 52% of the students have failed to answer the correct preposition, while 48% of them have chosen the correct answer, the result indicates that the university EFL learners have errors and in using English preposition and the students achievement were not convinced and that could be attributed to the students performance to answer and use prepositions properly. This result approved the first hypothesis of the researcher which is called university EFL learners have errors in using prepositions

Statement (6): You should take paper..a pen. They don't have either.

Table (4.6) using complex preposition

items	Number	percentage
Correct	14	28%
Incorrect	36	72%
Total	50	100%

Figure (4.6) using complex preposition



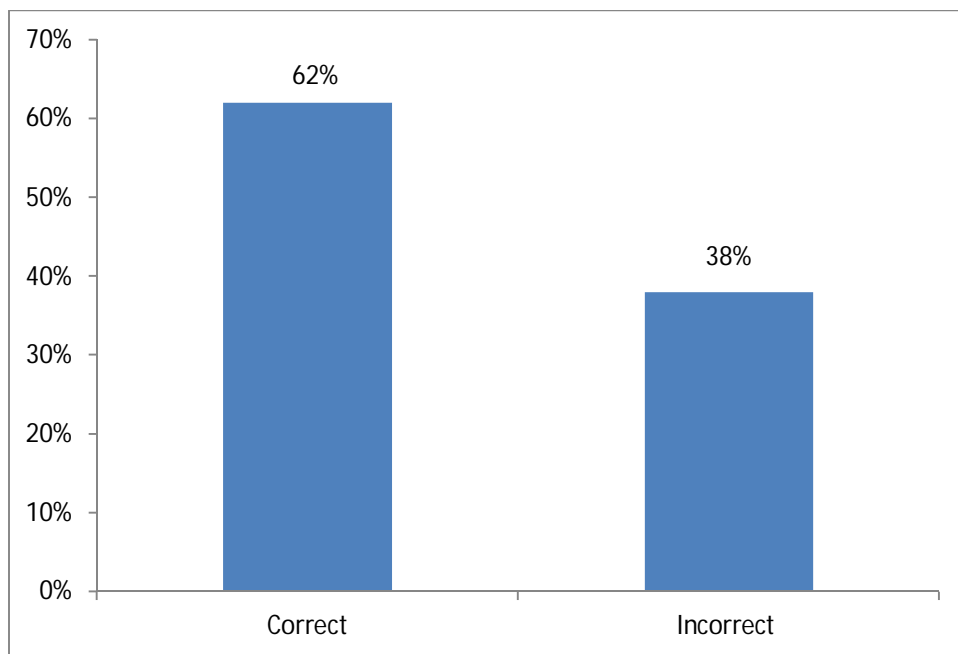
The table and figure (4.6) show that 72% of the students have failed to choose the correct preposition. While 28% of the students have chosen the correct answer, so this one of the difficulties that faces EFL learners in using complex preposition, the result of table and figure suggest that the majority of the participants are poor in understanding the complex prepositions, and this means that university EFL learners were unaware of prepositions and this is also positive with the researcher hypothesis.

Statement (7): There are 31 days December.

Table (4.7) preposition denoting time

items	Number	percentage
Correct	31	62%
Incorrect	19	38%
Total	50	100%

Figure (4.7) preposition denoting time



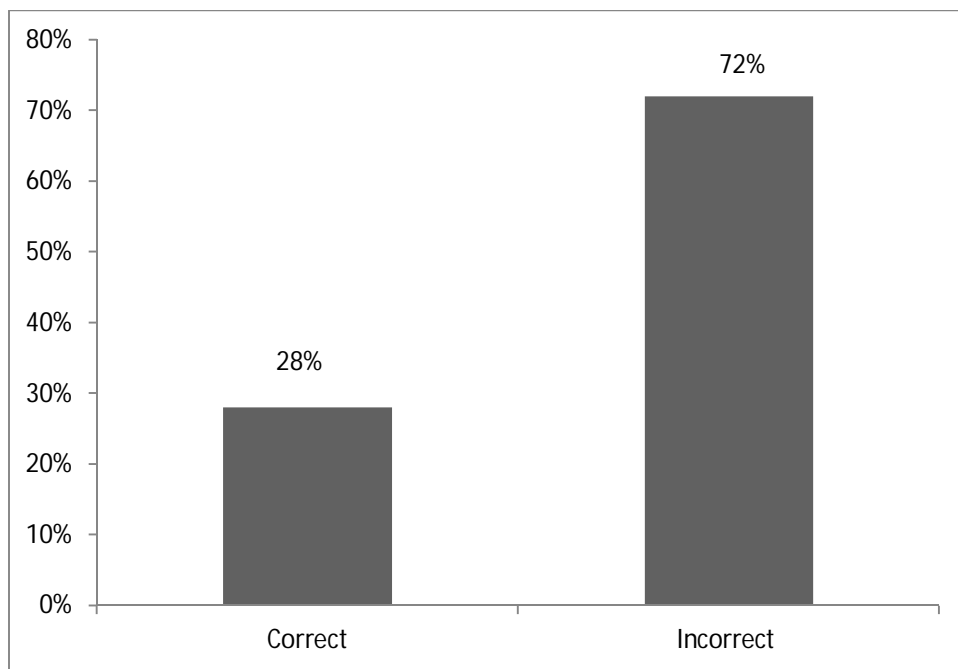
The table and figure (4.7) show that More than half 62% of the students have chosen the correct preposition. While 38% of the students have chosen the incorrect answer, according to the above result the majority of the students or participants are well acquainted to answer and most of them were pass in this question, and few of them did not use preposition properly, so the participants depend on their background which presupposed that preposition awareness of the participants.

Statement (8): I can't talk now. But I can about it dinner tonight.

Table (4.8) using simple preposition

items	Number	percentage
Correct	14	28%
Incorrect	36	72%
Total	50	100%

Figure (4.8) using simple preposition



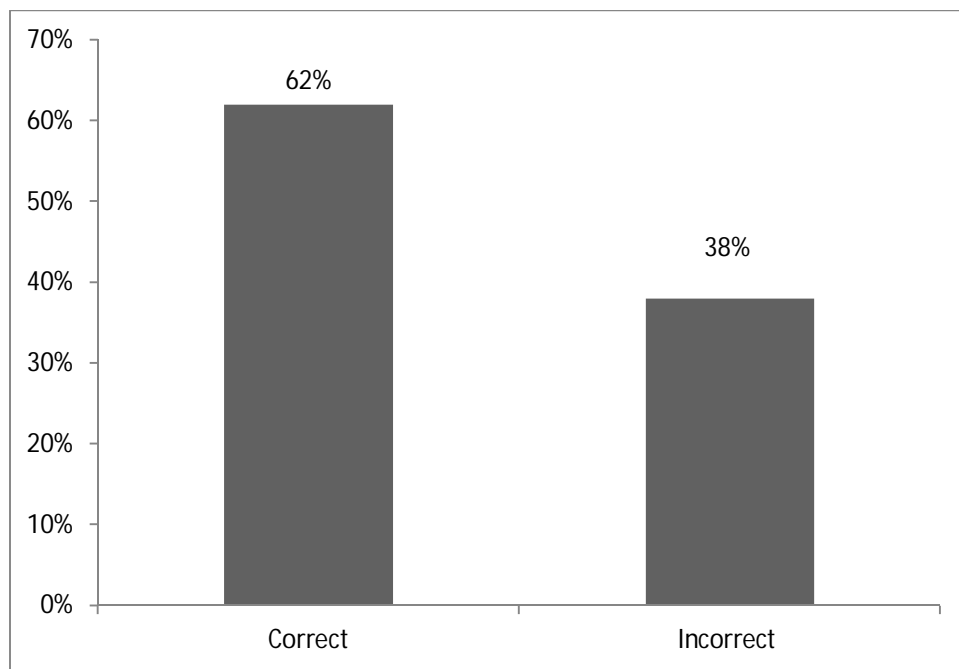
The table and figure (4.8) show that 72% of the students have failed to choose the correct preposition. While 28% of the students have chosen the correct answer, this result shows that this rule is much more familiar to the majority of the participants, this indicates that the students have weakness in using English preposition, this is also one of the problematic area that encountered university EFL learners in understanding preposition such as simple preposition.

Statement (9): If the Sea rises, some countries will be sea level.

Table (4.9) some countries will be below the sea level.

items	Number	percentage
Correct	31	62%
Incorrect	19	38%
Total	50	100%

Figure (4.9) some countries will be below the sea level



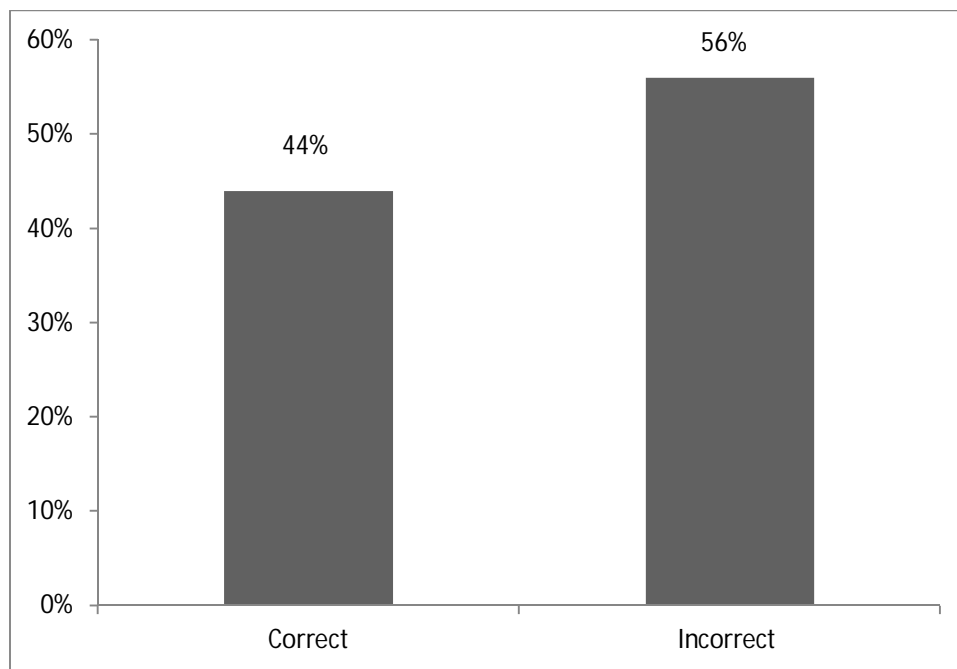
The table and figure (4.9) show that More than half 62% of the students have chosen the correct preposition. while 38% of the students have chosen the incorrect answer, the result in the table and figure indicates that the students ability and their performance to answer are well and majority of the students were familiar and achieved to answers the question, but a few of the students were failed to answer the question, so this means that the performance of students are well to answer.

Statement (10): She started to walk the man, but she followed her.

Table (4.10) use compound preposition.

items	Number	percentage
Correct	22	44%
Incorrect	28	56%
Total	50	100%

Figure (4.10) use compound preposition



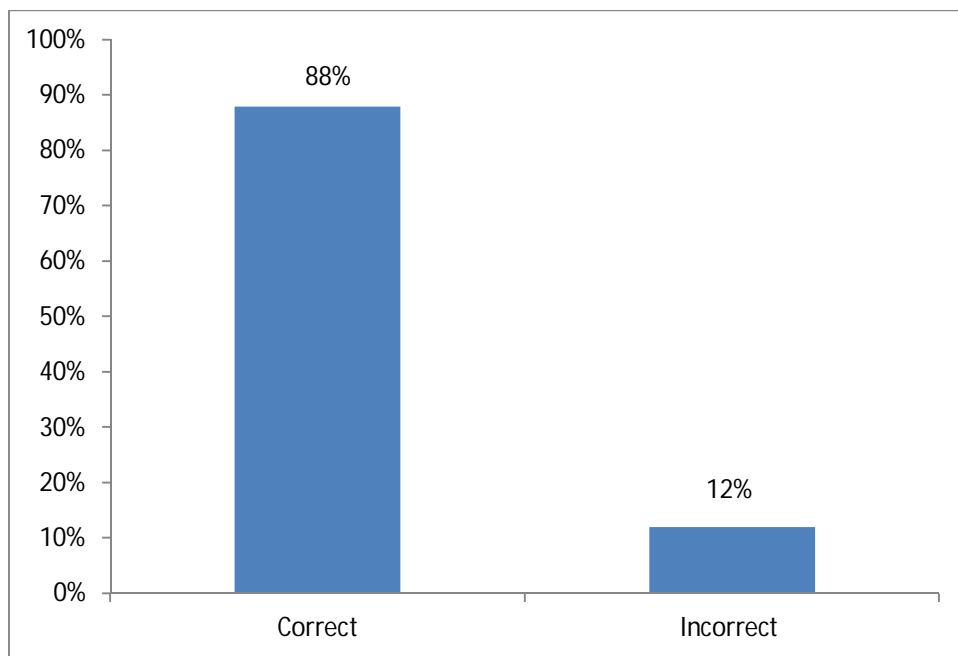
The table and figure (10) show that More than half 56% of the students' have failed to choose the correct preposition. While 44% of the students have chosen the correct answer, this result also suggests that the participants are very poor performance in using English preposition which is concerning with compound preposition, and this is also a problematic area in using compound preposition that face university EFL learners in learning English preposition.

Statement (11): Let's talk Something different.

Table (4.11) simple preposition

items	Number	percentage
Correct	44	88%
Incorrect	6	12%
Total	50	100%

Figure (4.11) simple preposition



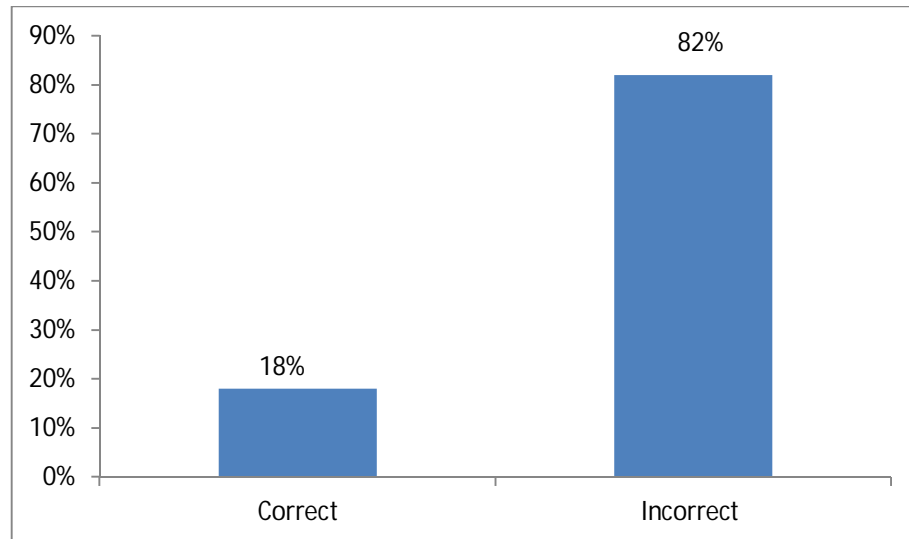
The table and figure (4.11) show that majority 88% of the students have chosen the correct preposition, while, 12% of the students have chosen the incorrect answer, the result of the table and figure indicates that the majority of the participants were answer the question, this means that the performance of university EFL learners are well in using and understanding simple and the subjects did related well in preposition words which are frequently used in daily life ,and more less of the participants were answer incorrect.

Statement (12): We walked the town for an hour.

Table (4.12) the students' performance in using preposition.

items	Number	percentage
Correct	9	18%
Incorrect	41	82%
Total	50	100%

Figure (4.12) the students performance in using preposition



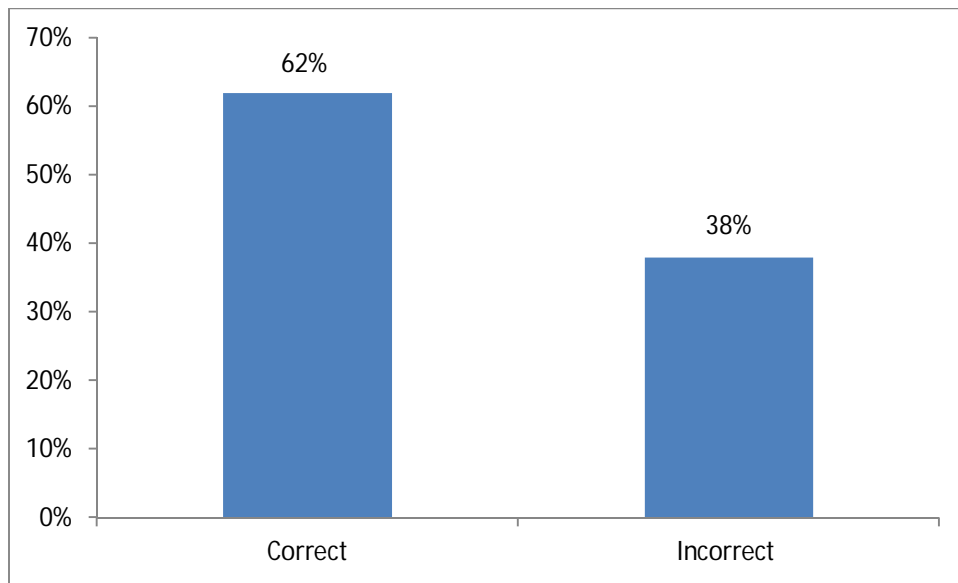
The table and figure (4.12) show that majority 82% of the students have failed to choose the correct preposition, while, 18% of them have chosen the correct answer, the result suggests that the raise of percentage of successful students a little compared to the familiar or incorrect answer, and this indicates that the overall performance of the students in English preposition is not satisfactory ,in other word there are difficulties face EFL learners in learning English preposition, this means University EFL learners have errors in using preposition.

Statement (13): There is a police car us. It's following us.

Table (4.13) Car round us

items	Number	percentage
Correct	31	62%
Incorrect	19	38%
Total	50	100%

Figure (4.13) Car round us



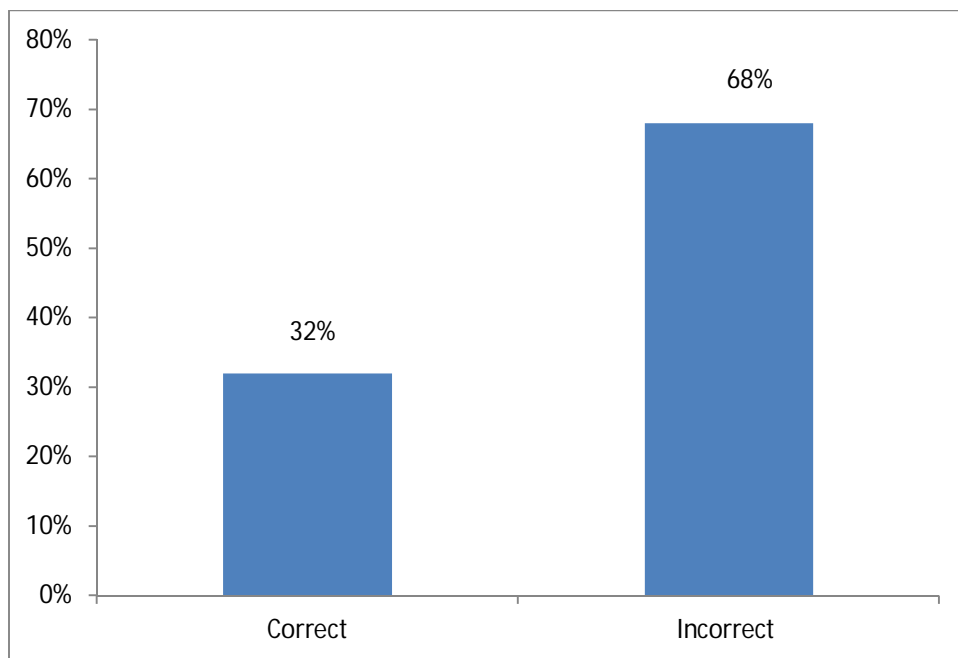
The table and figure (4.13) show that More than half 62% of the students have chosen the correct preposition. While 38% of the students have chosen the incorrect answer, the result of the table and figure indicates that the majority of the participants have positive transfer is supported by the table and figure, this means that the university EFL learners were awareness in using simple preposition and this is good result can be attributed to the students performance, and the number of the unsuccessful students are more less.

Statement (14): I don't live in London. I live London.

Table (4.14) I live outside London.

items	Number	percentage
Correct	16	32%
Incorrect	34	68%
Total	50	100%

Figure (4.14) I live outside London



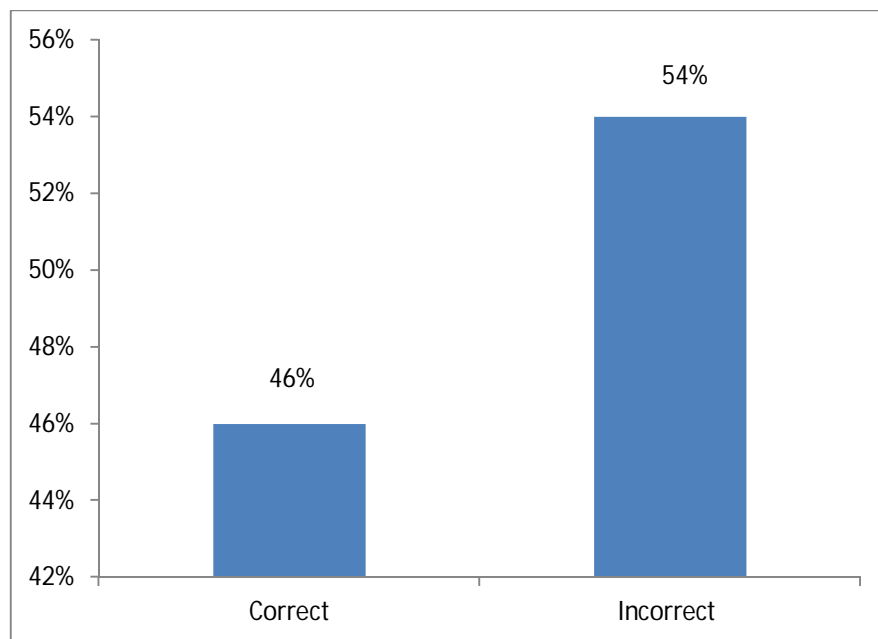
The table and figure (4.14) show that More than half 68% of the students have failed to choose the correct preposition. While 32% of the students have chosen the correct answer, the result suggests that the majority of the participants were failed to answer the question, and this is actually a problematic area that encountered university EFL learners in the prepositional field, this is also means that students have weakness in using preposition and are poor in understanding prepositions in general.

Statement (15): The population has increased the pas twenty years.

Table (4.15) students' errors in using simple preposition

items	Number	percentage
Correct	23	46%
Incorrect	27	54%
Total	50	100%

Figure (4.15) students' errors in using simple preposition



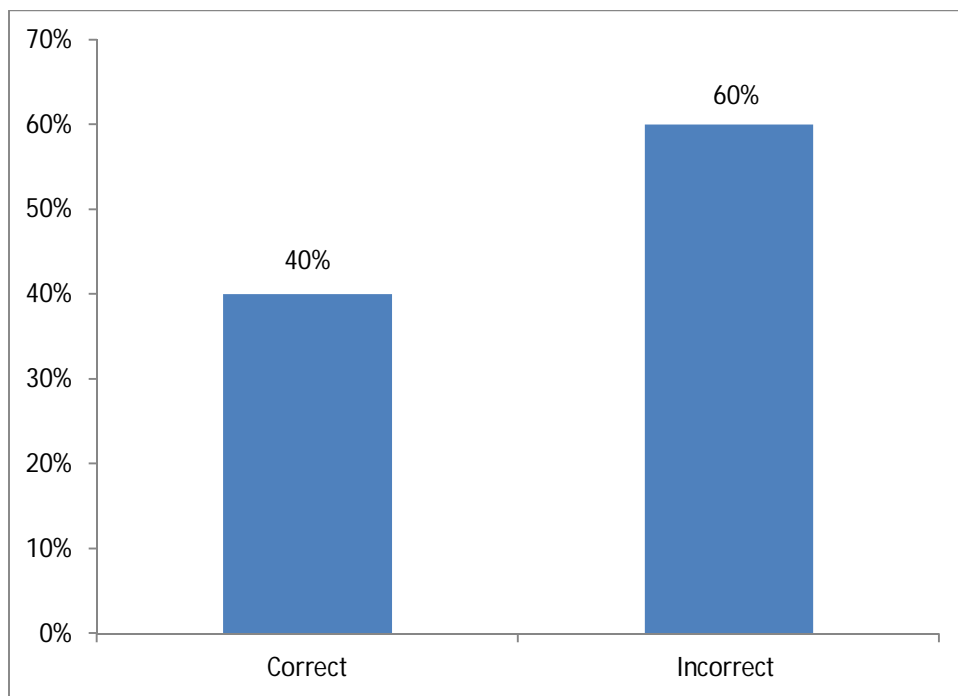
The table and figure (4.15) show that More than half 54% of the students have failed to choose the correct preposition, while 46% of the students have chosen the correct answer, the result of the table and figure indicates that the majority of the participants have weakness in using preposition and this is also a problematic area of difficulties that encountered university EFL learners, and the result indicates that the participants are very poor in using preposition concerning with the simple preposition.

Statement (16): You can park your car my house.

Table (4.16) in front of my house

items	Number	percentage
Correct	20	40%
Incorrect	30	60%
Total	50	100%

Figure (4.16) in front of my house



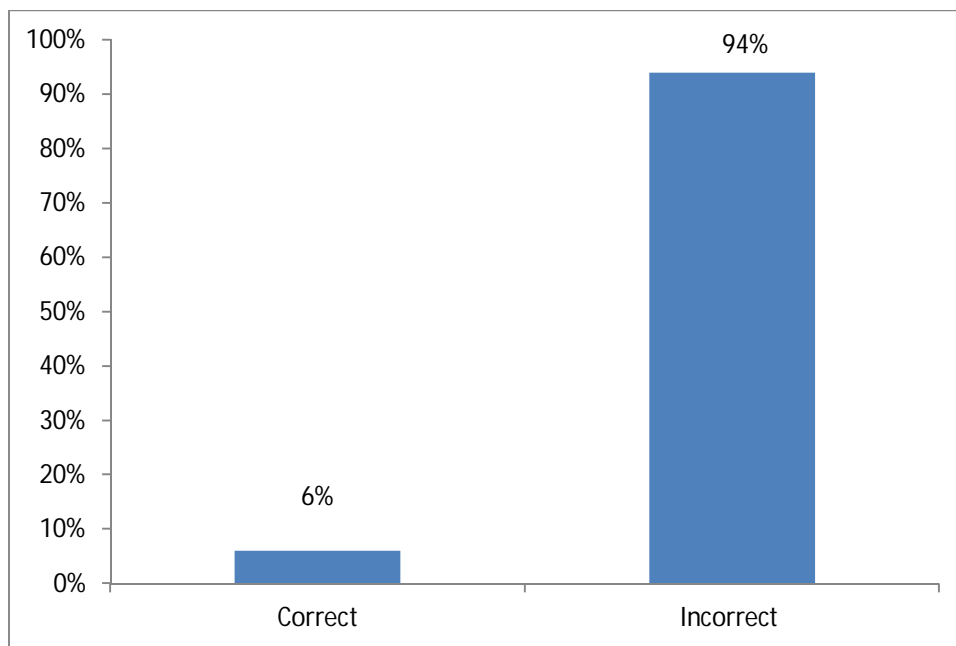
The table and figure (4.16) show that More than half 60% of the students have failed to choose the correct preposition, while 40% of the students have chosen the correct answer, the result of the table and figure suggest that the high percentage of the university EFL learners failures in answering correctly, and minority of the students have answers correct, this is approved with the researcher hypothesis.

Statement (17): Take your hands your pockets and help us.

Table (4.17) the students' attitude in using complex preposition

items	Number	percentage
Correct	3	6%
Incorrect	47	94%
Total	50	100%

Figure (4.17)



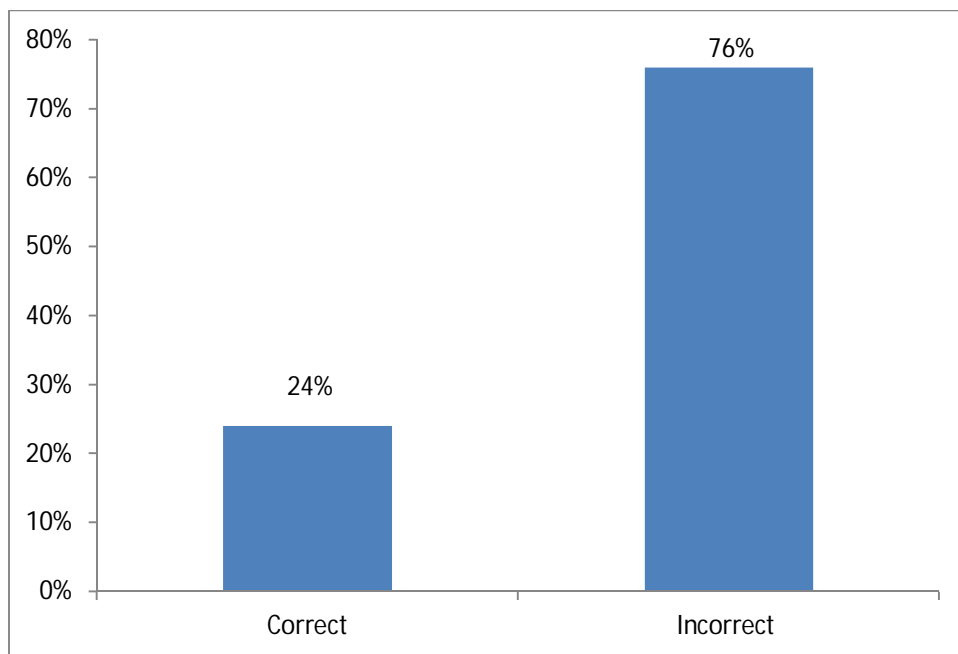
The data in table and figure (4.17) show that More than half 94% of the students have failed to choose the correct preposition. While 6% of the students have chosen the correct answer, the result also indicates that the participants have high percentage compared with another previous result ,so this means that students have a big problems in using preposition especially complex preposition, and this result supported and approved the first hypothesis, university EFL learners have errors and mistakes in using English prepositions.

Statement (18): I would like to speak to you your work.

Table (4.18) classification of three words sequence

items	Number	percentage
Correct	12	24%
Incorrect	38	76%
Total	50	100%

Figure (4.18) classification of three word sequence



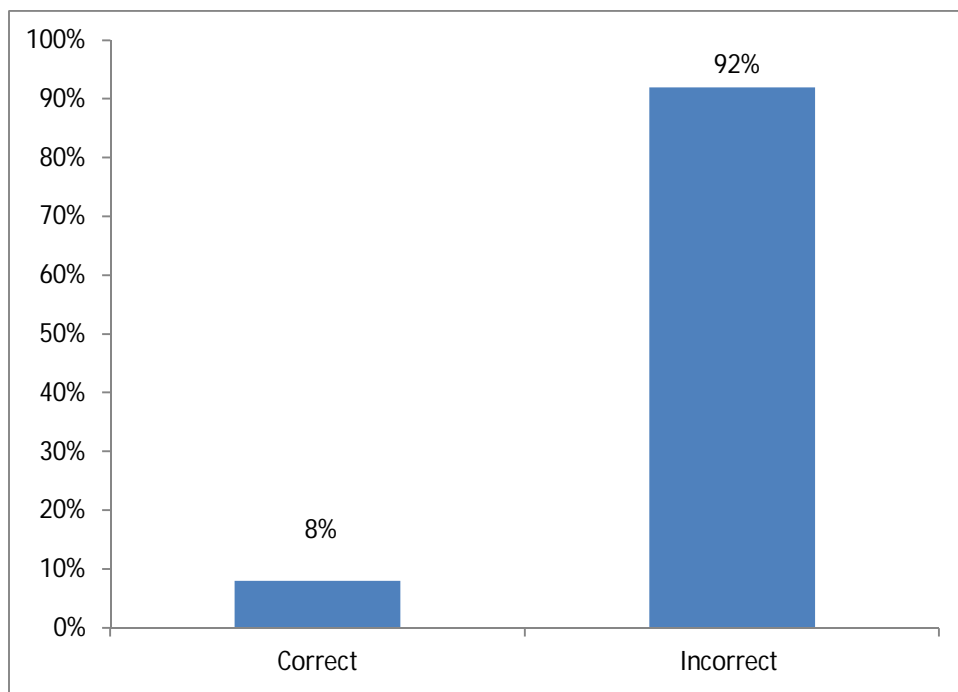
The table and figure (4.18) show that More than half 76% of the students have not chosen the correct preposition, while 24% of the students have chosen the correct answer, according to the table and figure result that indicates to the more high percentage compared with the other tables, so this means that university EFL learners are poor in using and understanding preposition that contains from two or three sequence words, the area of problematic which consist of preposition phrase and preposition after noun and verb.

Statement (19): They stop the city to check the map before entering.

Table (4.19) a single preposition, one word.

items	Number	percentage
Correct	4	8%
Incorrect	46	92%
Total	50	100%

Figure (4.19) a single preposition one word



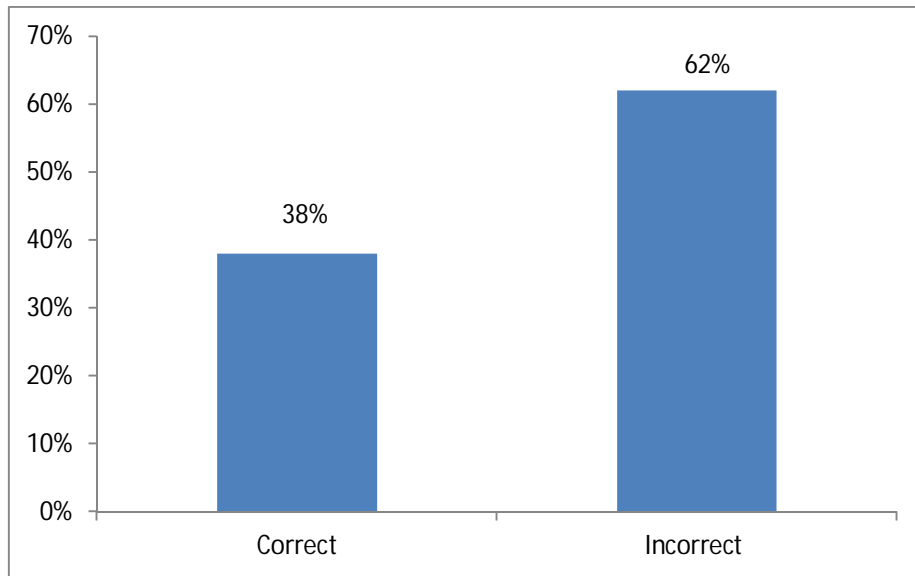
The table and figure (19) show that the majorities 92% of the students have not chosen the correct preposition, while 8% of the students have chosen the correct answer, the result suggests that the surprising of the high percentage of the participants which is shows that performance of university EFL was very weakness compared with previous tables ,this noted that in table above all the subjects obtained over 8 marks only, this means that university EFL learners are weakness and poors in using preposition.

Statement (20): The university is the bank. Between the hotel and the bank.

Table (4.20) complex preposition composed of two words.

items	Number	percentage
Correct	19	38%
Incorrect	31	62%
Total	50	100%

Figure (4.20) complex preposition composed of two words



The table and figure (4.20) show that More than half 62% of the students have failed to choose the correct preposition, while 38% of the students have chosen the correct answer, the result of the table and figure indicates that the majority of the participants did not use complex preposition that contains of two words, so this means that university EFL learners are poor in using preposition properly, and the minority of the participants were answered correct, this is also university students are unawareness and neglected the use of preposition excitedly the complex preposition.

Statement (21): The total result for hypothesis One.

Table (4.21) the total result for hypothesis One.

items	Number	percentage
pass	15	30%
fail	35	70%
Total	50	100%

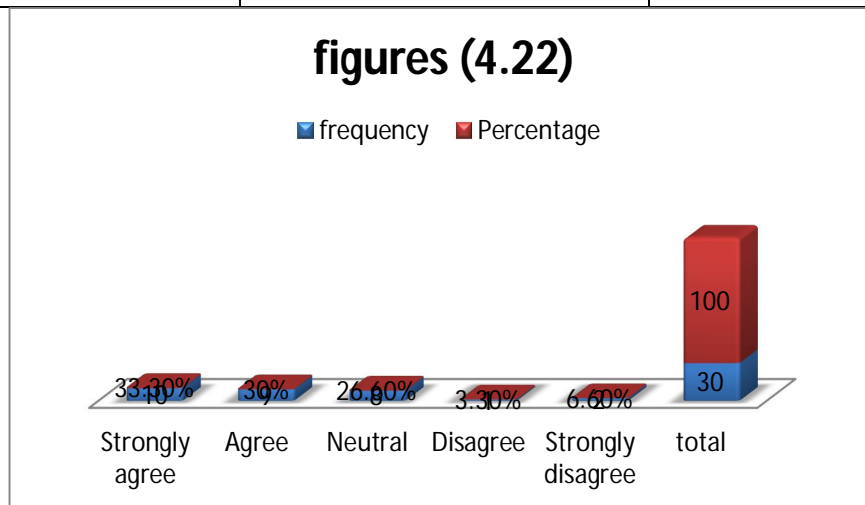
The data in table (4.21) show that most 70% of the students' have failed. While 30% of the students have passed, this result shows that the majority of University EFL learners have errors in using preposition, so the total result of the hypothesis one is that university EFL learners have errors and mistakes in using English prepositions, the majority of the participants did not able to answered the question, while the minority of the participants were answered in correctly, so the final results suggests that the university EFL learners have weakness and poor in using prepositions properly, this approved the researcher hypothesis.

4.1.2 Section two: the following table present the investigate of hypotheses (two and three Teachers questionnaire)

Statement (22): teachers do not use the suitable ways for teaching prepositions

Table (4.22) the suitable ways for teaching preposition

Option	frequency	Percentage
Strongly agree	10	33.3%
Agree	9	30%
Neutral	8	26.6%
Disagree	1	3.3%
Strongly disagree	2	6.6%
Total	30	100

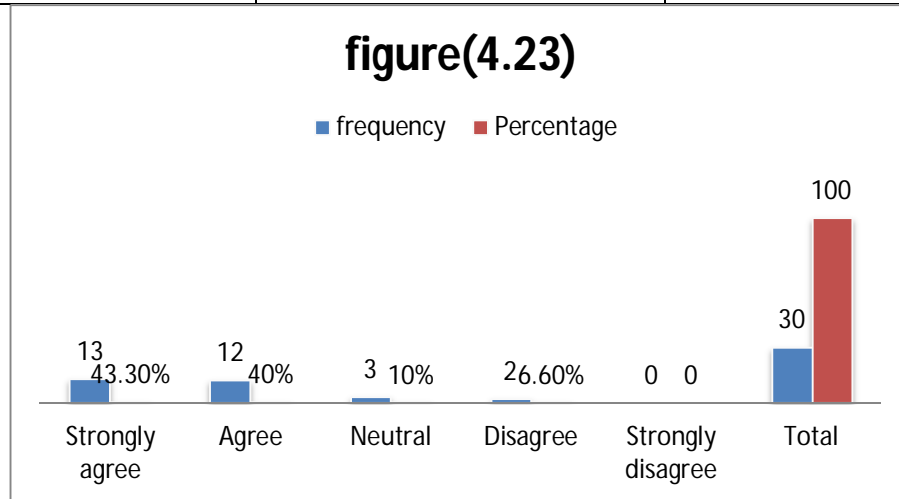


The table (4.22) and figure (4.22) shows that teachers who participate in this study, they are professionals in teaching English language, at university level. Both were males and females. They have different experiences and most of them have MA degree. About 33.3% were strongly agreeing, 30% agree, 26% neutral, 3.3% disagree, and 6.6% strongly disagree. This means that the teachers do not use the suitable ways for teaching English prepositions, and this is the positive to the researcher hypotheses.

Statement (23): the syllabus does not have enough activities for practicing prepositions.

Table (4.23) activities for practicing preposition.

Option	frequency	Percentage
Strongly agree	13	43.3%
Agree	12	40%
Neutral	3	10%
Disagree	2	6.6%
Strongly disagree	0	0
Total	30	100

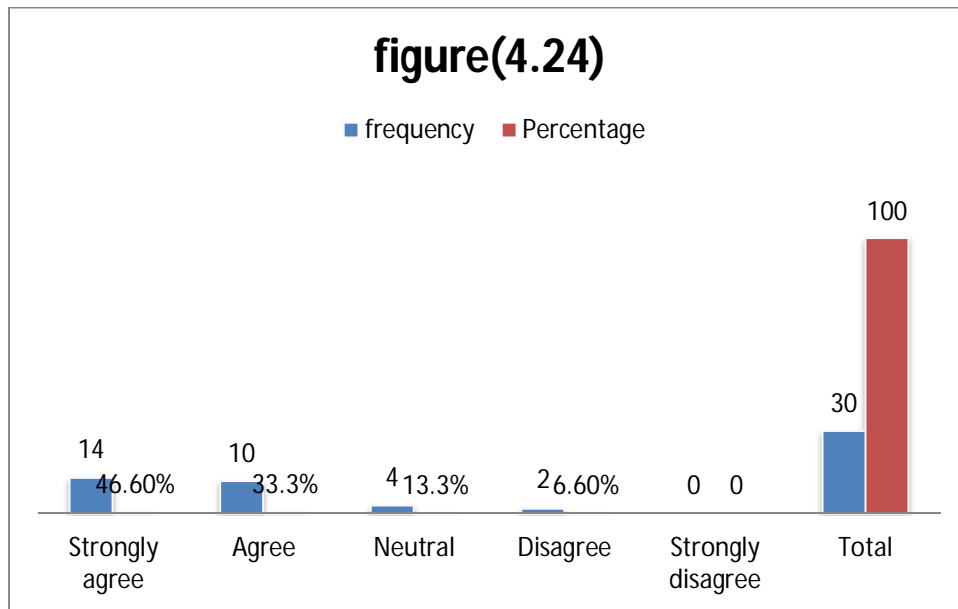


The table (4.23) and figure (4.23) above about the syllabus does not have enough activities for practicing prepositions. The teachers participated have seen that about 43.3% strongly agree and 40% were agree with researcher hypotheses, this means that syllabus has not full activities for practicing English prepositions, and about 10% were neutral, and 6.6% were disagree, none of them are strongly disagree about this statement. This is also means that university EFL learners need more practical activities to solve their problems.

Statement (24) the influence of L1 on L2 is considered one of the causes EFL of learners' errors.

Table (4.24) the influence of L1 on L2.

Option	frequency	Percentage
Strongly agree	14	46.6%
Agree	10	33.3%
Neutral	4	13.3%
Disagree	2	6.6%
Strongly disagree	0	0
Total	30	100

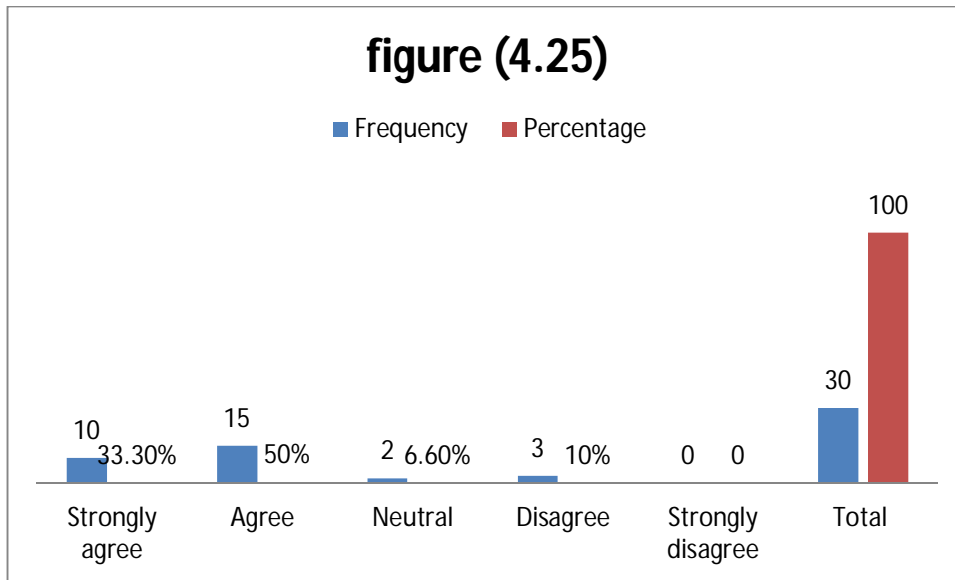


The table (4.24) and figure (4.24) above about the influence of L1 on L2 and causes of learners errors, the teachers participated are 46.6% strongly agree, 33.3 % agree with the researcher, and this means that the influence of L1 on L2 is one of the causes learners errors, and about 13.3% neutral,6.6% disagree, and none of them are strongly disagree about this statement.

Statement (25): university EFL learners neglect the use of prepositions.

Table (4.25) EFL learners neglect the use of preposition.

Option	Frequency	Percentage
Strongly agree	10	33.3%
Agree	15	50%
Neutral	2	6.6%
Disagree	3	10%
Strongly disagree	0	0
Total	30	100

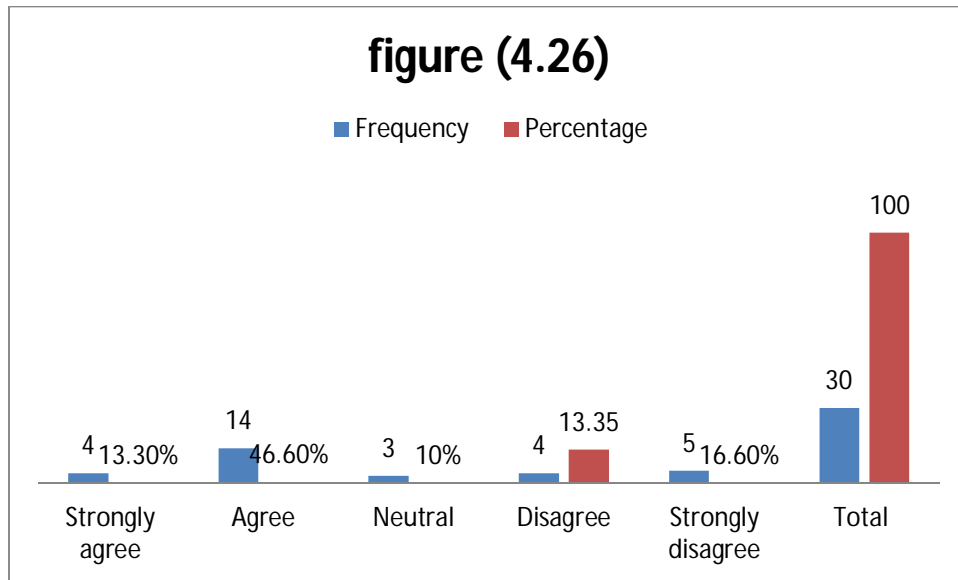


As show in the table (4.25) and figure(4.25) 10 teachers 33.3% strongly agree, and 15 teachers 50% agree that university EFL learners neglect the use of English prepositions, and only 2 teachers 6.6% are neutral, and 3 teachers 10% disagree with this statement. They believe that the university EFL learners neglect the use of prepositions, and none of them are strongly disagree about this statement.

Statement (26): prepositions are difficult for university EFL learners.

Table (4.26) difficult for EFL learners.

Option	Frequency	Percentage
Strongly agree	4	13.3%
Agree	14	46.6%
Neutral	3	10%
Disagree	4	13.35
Strongly disagree	5	16.6%
Total	30	100

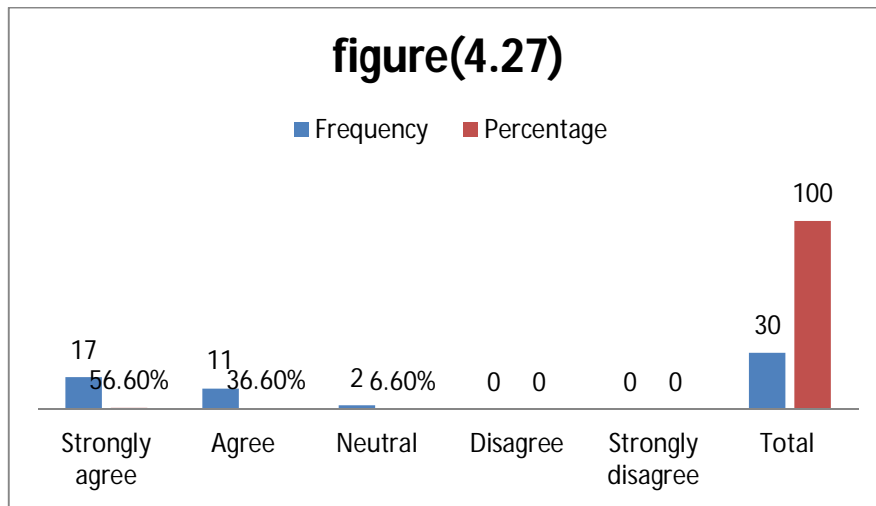


The table (4.26) and figure (4.26) show that the teachers who participated, 13.3% are strongly agree, 46.6% were agree that the English prepositions are so difficult for university EFL learners, while 10% were neutral and 13.35 disagree and about 16.6% strongly disagree with this statement, so the teachers opinion for this statement were agree that prepositions are so difficult for university EFL learners.

Statement (27): teaching techniques are considered one of the most important elements in developing learner’s use of English prepositions.

Table (4.27) teaching techniques.

Option	Frequency	Percentage
Strongly agree	17	56.6%
Agree	11	36.6%
Neutral	2	6.6%
Disagree	0	0
Strongly disagree	0	0
Total	30	100

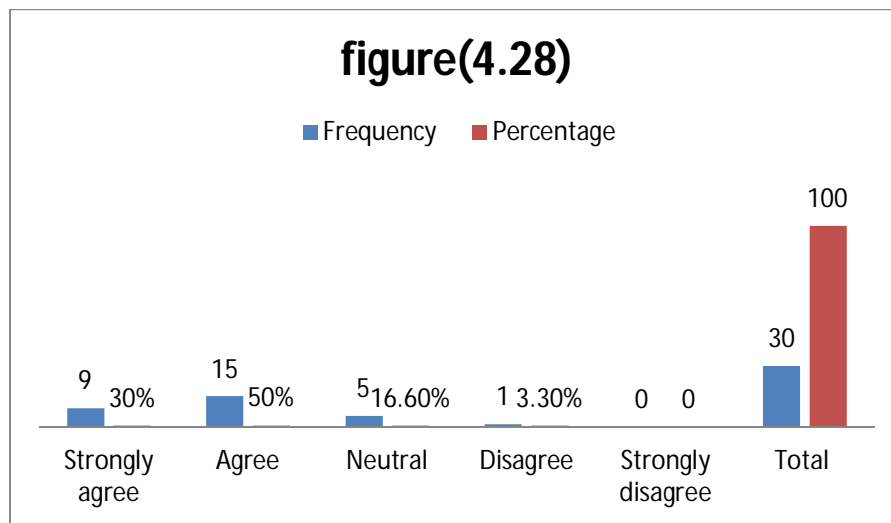


In this table (4.27) and figure (4.27) the reaction of participants teachers are very strongly, the percentage are high, about 56.6% were strongly agree, 36.65 agree with the researcher topic, 6.6% neutral, none of them are disagree and strongly disagree about this statement, this means that teaching techniques are considered one of the most important element in developing learners use of English prepositions, so the teachers participants agree with the researcher hypotheses.

Statement (28): Teachers’ method can develop university EFL learners in the use of prepositions.

Table (4.28)teachers methods.

Option	Frequency	Percentage
Strongly agree	9	30%
Agree	15	50%
Neutral	5	16.6%
Disagree	1	3.3%
Strongly disagree	0	0
Total	30	100

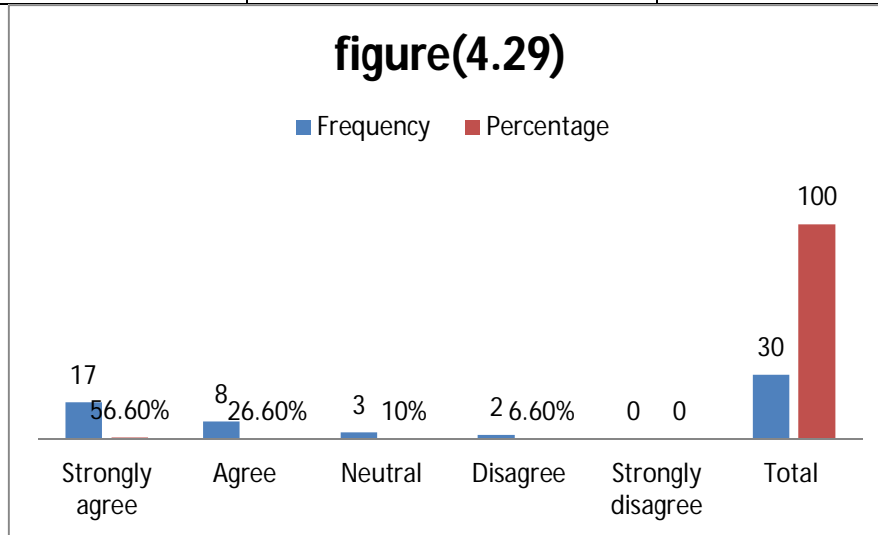


In the table (4.28) and figure (4.28) above it is notice that about 30% strongly agree, and 50% agree, teachers believe that teachers method can develop university EFL learners in the use of prepositions, and this is also very high percentage, and about 16.6%neutral, 3.3% disagree, and none of them are strongly disagree of this statement. This indicates that teacher’s method is very important to solve this problem. Teachers must use different methods for teaching English prepositions.

Statement (29): syllabus designers can help university EFL learners in learning English prepositions properly.

Table (4.29) syllabus designers .

Option	Frequency	Percentage
Strongly agree	17	56.6%
Agree	8	26.6%
Neutral	3	10%
Disagree	2	6.6%
Strongly disagree	0	0
Total	30	100

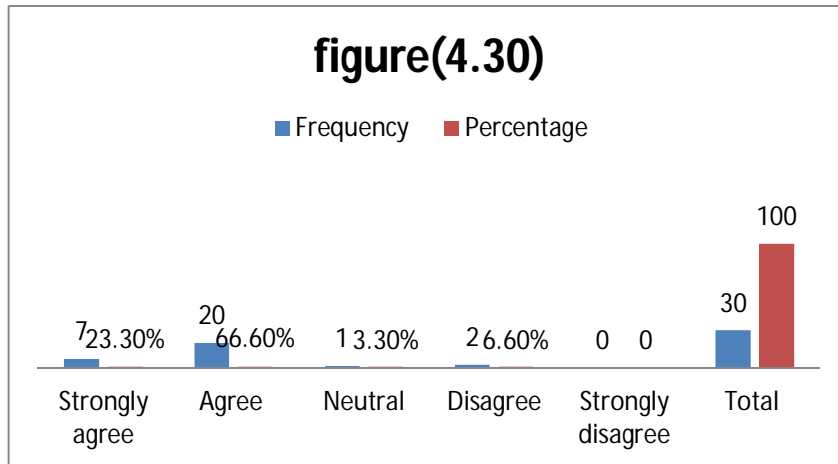


The table (4.29) and figure (4.29) exhibit that 56.6% of the teachers are strongly agree, and 26.6% of the teachers are agree with the researcher statement, and about 10% of the teachers are neutral in their attitude, while 6.6% are disagree with the researcher, none of them are strongly disagree .this means that a good syllabus designer can help the EFL learners in practice English prepositions properly.

Statement (30): Teachers’ awareness can help in explaining the meaning of prepositions.

Table (4.30) teachers’ awareness.

Option	Frequency	Percentage
Strongly agree	7	23.3%
Agree	20	66.6%
Neutral	1	3.3%
Disagree	2	6.6%
Strongly disagree	0	0
Total	30	100

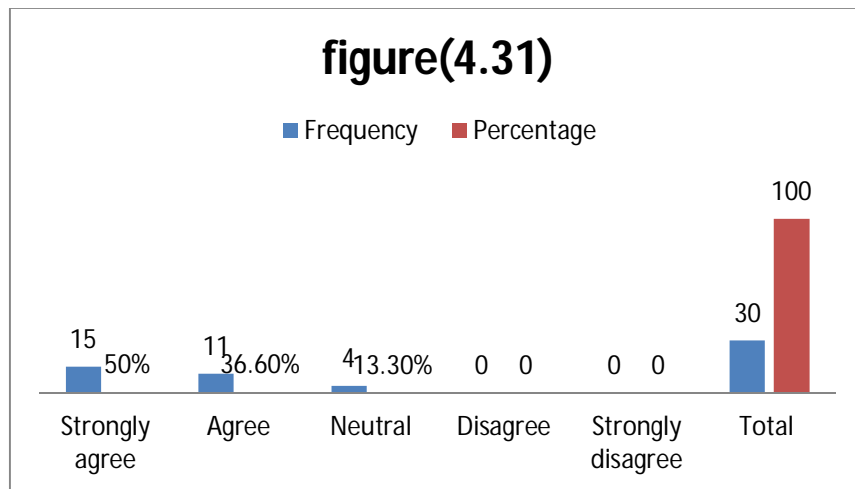


In the table (4.30) and figure (4.30) above show that about 23.3% are strongly agree, and more than half number about 66.6% of the teachers supported researches statement, this means that teachers awareness can help in explaining the meaning of prepositions, while 3.3% of them are neutral in their attitudes, and 6.6% of them are disagree according to their attitudes, and none of them are strongly disagree about this statement.

Statement (31): a good syllabus can affect the university EFL learners in understanding prepositions effectively.

Table (4.31) a good syllabus.

Option	Frequency	Percentage
Strongly agree	15	50%
Agree	11	36.6%
Neutral	4	13.3%
Disagree	0	0
Strongly disagree	0	0
Total	30	100



Regarding to the above statement in the table (4.31) and figure (4.31) 50% of the teachers believe that a good syllabus can affect the university EFL learners in understanding prepositions effectively, so that they commit prepositions problems when they use, about 36.6% are agree with the researcher statement according to their experience in the field of teaching, while 13.3 are neutral, but none of them are disagree and strongly disagree.

Statement (32): The total result for hypothesis two and three.

Table (4.32) the total results for hypotheses two and three.

items	Number	percentage
Strongly agree	117	39%
Agree	123	41%
Neutral	36	12%
Disagree	15	5%
Strongly disagree	9	3%
Total	300	100%

The table (4.32) shows that most of the teacher's opinions were positive with the research hypotheses ,about 39% strongly agree,41% were agree with the researcher hypotheses, While12% of them were neutral and 5% were disagree, and about 3% were strongly disagree. This result shows that the majority of University teachers have positive with the research hypotheses.

4.2 Discussions of the Research Hypotheses

From data analysis and discussion and according to research questions and hypotheses, the searcher arrives at or the results of the search in hypotheses:

The first hypothesis “university EFL learners have errors in using English prepositions states that the second level students of English department at Sudan University of science and technology, the majority of the learners have errors in using English prepositions, the percentage shows that about 70% of the learners have fallen, and about 30% of them have pass, this is the positive with researcher hypothesis, the second hypothesis states that there are many causes of university EFL learners errors in using prepositions, the university EFL

learners neglect the use prepositions, and the influence of L1 on L2 which can make errors. The teachers do not have enough activities for practicing prepositions; there are not suitable ways for teaching preposition and this is also positive with the research hypothesis, the third hypothesis, teachers methodology and relevant syllabus can develop EFL learners use of English prepositions, there no a good syllabus and method to develop EFL learners ,the difficulties of prepositions affect the learners process in the study, and this also considered the positive with the researcher hypothesis.

4.3 Summary of the Study

To sum up chapter four, the researcher was present the introduction and data that has been collected and analysis student test and teachers questionnaire the analysis with SPSS ,this chapter includes :investigate the first hypothesis ,and then investigate two and three hypothesis ,the researcher come out through results and discussions the total findings , and summary chapter , the next chapter will be chapter five.

CHAPTER FIVE

MAIN FINDINGS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0 Introductions:

In this chapter the researcher presents the main findings of the study, and includes introduction, and some recommendations and suggestions for further study.

5.1 Main Findings:

This study was an attempt to investigate the difficulties that encounter university EFL learners in using English prepositions properly and to facilitate the learning of English prepositions; the researcher also investigates the process of teachers in teaching English prepositions and which kinds of activities and syllabus can be used. So, the researcher comes out with the following findings or results after the analysis and discussion of the data obtain:

1. The results show that the majority of university EFL learners have errors in using English prepositions.
2. Prepositions usage, in fact, creates some difficulties to university EFL learners.
3. The difficulties of prepositions affect the student's process in the study.
4. University EFL learners need more prepositions activities to solve prepositions problems.

5. Most of the important causes of English preposition problems in using and understanding the meaning of prepositions:

A. the influence of L1 on L2 which can cause errors.

6. The syllabus and teachers methods have no clear rules for teaching English prepositions system to learners to understand and use prepositions.

7. University EFL learners are poor and have weakness in use and understand the meaning of prepositions specially the complex and compound prepositions.

5.2 Recommendations:

After analysis, discussions and conclusions, the researcher would like to propose the following recommendations many studies may be conducted as following:

1. University teachers should provide intensive lessons contain prepositions for university EFL learners to solve their problems.

2. University teachers should use different methods and ways for teaching English prepositions.

3. Teachers must encourage their learners at preposition activities.

4. English teachers should corporate with the subject teachers in designing courses and selecting a good material.

5. It is very important to give some activities in English preposition inside the class.

6. It is better to construct a system to evaluate the performance of learner's English prepositions.

7. English learners should pay attention to prepositions since it occupies a sensitive situation in the learning process.

8. Teachers should teach the learners through which the learner can know the rules of English prepositions and explain the meaning and correct their errors.

9. Universities should design full syllabus for teaching English prepositions, in order to solve the learner's problems.

10. University EFL learners should care the use and understand the meaning of English prepositions properly.

5.3 Suggestions for Further Studies:

To improve and develop English prepositions many studies may be conducted as following:

1. Exploring the Impact of Prepositional Techniques in Writing Short Stories.

2. Investigating the Impact of Teaching Prepositions Enhancing Students' awareness at universities.

3. Investigating the Problems Encountered EFL Learners in Using English Prepositions in Writing Paragraph at Secondary Schools.

4. Investigating the Difficulties that Encounter University EFL Learners in Using Prepositions (Simple, Compound and Complex).

5.4 Summary of the Chapter:

To sum up, this chapter came out with findings that the researcher was getting through the discussion and analysis, in addition to recommendations and

suggestions for the further studies. The next will be the references and appendices.

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APPENDIX (1)

Sudan University of Science and Technology

College Graduate Studies

College of Languages

Department of English

Student's Test:

Dear students:

Please, answer the following questions:

Question (1): Draw a circle round the correct answer (a, b or c) in the following words:

1-If you mix red..... yellow, you will get orange.

a. With b. from c. to

2-please, don't put your shoesthe table.

a. at b. upon c. off

3-The museum opens from Monday Friday.

a. at b. for c. to

4-He broke his leg, while he was getting the car.

a. in b. on c. for

5-Can I have fish Chicken? Chicken makes me sick.

a. across b. instead of c. together with

6-you should take papera pen .they don't have either.

a. as b. except for c. as well as

7-There are 31 days December.

a. on b. into c. in

8-I can't talk now. But I can talk about it dinner tonight.

a. within b. on to c. over

9-If the sea rises, some countries will be Sea level.

a. outside b. below c. pending

10-She started to walk..... the man, but he followed her.

a. out of b. down c. away from

Question (2): Choose the suitable answer from the table

Next to – outside – about – in front of- behind – with regard to – out of –
around- outside of – over

1-Let's talk something different.

2-We walked the town for an hour.

3-There is a police car..... us. It's following us.

4-I don't live in London. I live London.

5-The population has increased the pas twenty years.

6-You can park your car my house.

7-Take your hands your pockets and help me.

8-I would like to speak to you your work.

9-They stop the city to check the map before entering.

10-The university is the bank. Between the hotel and the bank.

APPENDIX (2)

Sudan University of Science and Technology

College Graduate Studies

College of Languages

Department of English

Teacher's Questionnaire:

Dear Teachers:

This survey questionnaire is a part of my thesis “investigating the difficulties encountered by EFL learners in using English prepositions” your assistant in completing this questionnaire is highly appreciated. All information you provide here will be treated in the strictest confidence. Thank you for your valuable time.

Please tick (√) into the most appropriate answer:

No	Statement	Strongly agree	Agree	Neutral	disagree	Strongly disagree
1-	Teachers do not use the suitable ways for teaching prepositions					
2-	The syllabus does not have enough activities for practicing prepositions					

3-	The influence of L1 on L2 is considered one of the causes EFL of learners errors					
4-	University EFL learners neglect the use of prepositions					
5-	Prepositions are difficult for University EFL learners					
6-	Teaching techniques are considered one of the most important element in developing learners use of English prepositions					
7-	Teachers method can develop university EFL learners in the use of prepositions					
8-	Syllabus designers can help university EFL learners in learning English prepositions properly					
9-	Teachers awareness					

	can help in explaining the meaning of prepositions					
10-	A good syllabus can affect the university EFL learners in understanding prepositions effectively					

This is the end of the questionnaire.

Thank you very much for your kind help.