

Dedication

To my mother, father and sisters

To my Family

Acknowledgments

I would like to thank the Supervisor **Dr. Tag Elsir Hassan Bashoom** whose invaluable instructions and supervision have greatly contributed to the success of this study.

My deep gratitude and appreciation to all my colleagues who participated in this study and whose enthusiasm and willingness made the completion of this research. My special thanks should be expressed to the Head teachers of Alqabass Secondary School and his students who were very helpful in carrying out the students diagnostic test.

Abstract

This research aims to identify Sudanese secondary school problems in using prepositions in particular the prepositions of place and time (at, in, on, by) and to have close look to the real reasons that lead students to make errors when using the prepositions of place. The researcher directed a diagnostic test to third year secondary school students, So as to check students' capabilities of using the prepositions (at, in, on, by,) with their different uses and meanings in English. The study sample consisted of fifty students chosen by applying the systematic random sampling. The researcher also used the descriptive method and the data were gathered via diagnostic preposition test which consisted of 12 items. Findings revealed that students have problems in using these prepositions. These problems come as a result of the interference of mother tongue (Arabic). The last chapter of this study recommends different strategies that can be used to reduce errors which are made by Sudanese secondary level students when trying to use English spatial preposition.

Arabic Version

المستخلص

يهدف هذا البحث لتشخيص مشاكل طلاب المرحلة الثانوية في استخدام حروف الجر المكانية والزمانية (at-in-on-by) والتعرف على الاسباب الحقيقية التي تقف وراء ارتكاب الطلاب للأخطاء عند إستخدامهم لهذه الحروف فاجري الباحث اختبار تشخيص لطلاب الصف الثالث ثانوي للتأكد من مدى ارتكاب الطلاب للأخطاء عند إستخدامهم لهذه الحروف. تكونت عينة البحث من 50 طالباً ثم اختياريهم بإستخدام العينة العشوائية المنتظمة ايضاً الباحث استخدم المنهج الوصفي وجمعت البيانات عن طريق اختبار تشخيص لحروف الجر. اظهرت نتائج لاختبار التشخيصي ان الطلاب لديهم مشاكل في استخدام حروف الجر المذكورة. هذه المشاكل اتت نتيجةً لتاثير اللغة الأم (اللغة العربية). يوصى الباب الاخير من هذا البحث بإستخدام استراتيجيات مختلفة على انقاص الاخطاء التي يرتكبها طلاب المرحلة الثانوية عند إستخدامهم حروف الجر المكانية.

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