



Sudan University of Science and Technology
College of Graduate Studies
College of Languages



Investigating English Prepositions Problems Encountered by Sudanese Students in Some Universities in Writing

**تقص صعوبات حروف الجر الإنجليزية التي يواجهها طلاب بعض
الجامعات السودانية عند الكتابة**

**A case Study of Second – Year, English Language students'
Faculty of Arts, Al-Neelain University**

**A Thesis Submitted in Fulfillment of the Requirements for the
Ph.D degree in English Language (Applied Linguistics)**

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Dedication

To my family and relatives

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All gratitude is due to Allah the Almighty who empowered me to finalize this academic task. Tribute and appreciation are reserved to my supervisor Dr. Abdalla Yassin for his per servant and diligent guidance throughout the period of conducting this thesis. I would also like to extend praise to teaching staff of English language at college of languages at Sudan University of Science and Technology for their sincere academic help they rendered to me while doing this research.

Abstract

This study aims at investigating the difficulties of using English prepositions faced by EFL students, after highlights such difficulties, it finds possible solutions to those difficulties. The researcher adopted the descriptive analytical methods. the data were obtained by using two instruments: The questionnaire for 20 teachers of English language in some Sudanese universities and colleges in Khartoum State, and the test was given to 50 students of English language 2nd year at Al-Neelain University, Faculty of Arts. The data were computed and statistically analyzed by using the (SPSS) Statistical Package of Social Science program. The findings revealed that the main problems of prepositions faced by EFL students in using English prepositions are problems of mother tongue interference, lack of practice, etc. in addition, the results have shown that the way of how to overcome these difficulties. The researcher recommended that teachers have to give clear explanation about English prepositions while teaching English lessons, in addition to clarifying the effect of mother tongue on prepositions. The study is ended with suggestions for further studies.

Abstract

(Arabic Version)

تهدف هذه الدراسة إلى تقصي صعوبات حروف الجر الانجليزية التي يوجهها الطلاب دارسو اللغة الانجليزية لغة أجنبية في استخدام هذه الحروف الانجليزية، وبعد أن أُلقت الضوء لتلك الصعوبات توصلت الدراسة إلى حلول تمكن من تقليص صعوبات استخدام حروف الجر. تبنى الباحث المنهج الوصفي التحليلي الإحصائي وجمعت بيانات هذا البحث بوسيلتين: بالاستطلاع لعشرين معلم لغة إنجليزية في بعض الجامعات والكليات بولاية الخرطوم، واختبار خمسين طالب لغة إنجليزية بالمستوى الثاني بكلية الآداب جامعة النيلين. تم تحليل وحوسبة البيانات إحصائياً باستخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية (SPSS). أوضحت نتائج الدراسة بأن معظم المشاكل التي تواجه دارسي اللغة الإنجليزية كلغة أجنبية في استخدام حروف الجر الإنجليزية هي مشاكل تأثير اللغة الأم والتقصير في الممارسة بالإضافة إلى توضيح كيفية التخلص من هذه الصعوبات. على ضوء تلك النتائج أشار الباحث إلى توصيات منها أن يقوم المعلمون بشرح حروف الجر شرحاً واضحاً أثناء التدريس ، فضلاً عن ضرورة توضيح الدراسة بالاهتمام بتأثير اللغة الأم عند التدريس وختمت الدراسة بمقترحات لدراسات لاحقة.

Table of Contents

Number	Contents	Page
	Dedication	I
	Acknowledgements	II
	Abstract	III
	Abstract (Arabic Version)	IV
	Table of Contents	V
	List of Abbreviations	VIII
	Chapter One	
	Introduction	
1.0	Introduction	1
1.1	Context of the Study Problem	1
1.2	Statement of the Study Problem	3
1.3	Research Questions	3
1.4	Research Hypotheses	4
1.5	Significance of the Study	4
1.6	Objectives of the Study	5
1.7	Research Methodology	5
1.8	The Limits of the Study	5
1.9	Summary of the Chapter	5
	Chapter Two	
	Literature Review and previous studies	
2 -0	Introduction	6
2-1	Literature Review	6
2-2	Classification of English Prepositions	9
2-2-1	Traditional classification of English prepositions	10
2-2-1-1	One-word prepositions	10
2-2-1-2	Complex prepositions	11
2-2-2	Semantic Classification of English Prepositions	15
2-2-2-1	Prepositions denoting spatial relations	15
2-2-2-2	Prepositions denoting time	15
2-3	Prepositions Rules	16
2-4	Prepositions of Time and Date	16
2-4-1	Preposition of Travel and Movement	19

2-4.2	Prepositions of Transport	20
2-4-3	Prepositions of Giving Directions	21
2-4-4	Prepositions of Place	21
2.4.4.1	Between and among	23
2-4-5	Preposition used with Adjective and Participle	24
2-5	Comparison Between Arabic and English	24
2-5-1	Causes of Errors	31
2-5-2	Types of errors	33
2-6	Previous Related Studies	33
2-7	Summary of the chapter	40
	Chapter Three Research Methodology	
3.0	Introduction	41
3.1	Population of the Study	42
3.1.1	The Students Sample of the Study	42
3.1.2	The Sample of the Teachers	42
3.2	Instrumentation	42
3.2.1	Teachers' Questionnaire	43
3.2.2	Students' Test	43
3.3	Validity and Reliability	44
3.3.1	Validity of the Study	44
3.3.2	Reliability of the Study	44
3.3.2.1	Alpha-Cronbach Coefficient	45
3-3-2-2	Statistical Reliability and validity for student's test	46
3.4	The Statistical Instruments	47
3.5	Procedure	47
3.6	Summary of the Chapter	47
	Chapter Four Data Analysis, Results and Discussions	
4.0	Introduction	48
4.1	Data analysis	48
4.1.1	The Responses to the Questionnaires	48

4.1.2	Analysis of the questionnaire teachers' sample	48
4.1.3	Personal Information of Participants	49
4.2	Testing the Study Hypotheses	82
4.3	The Responses to the Diagnostic Test	83
4.4	Verification of the Study Hypotheses	100
4.5	Summary of the Chapter	101
	Chapter Five Main findings , Conclusions, Recommendations and Suggestions for Further Studies	
5.0	Introduction	101
5.1	Findings of the study	101
5.2	Conclusions	102
5.3	Recommendations	102
5.4	Suggestions for Further Studies	103
	Bibliography	104
	Appendices	109

List of Abbreviations

ITEM	MEANING
B.A	Bachelor of Arts
M.A	Master of Arts
EFL	English Foreign Language
ELT	English Language Teaching
ESL	English Second Language
FL	Foreign Language
SL	Second Language
L1	First Language
L2	Second Language
Ph.D	Philosophy Doctorate
SPINE	Sudan Practical Integrated National English
SPSS	Statistical packages of social sciences
TL	Target Language
TEMG8	Test for English Majors Grade 8

Chapter One

Introduction

Chapter One

Introduction

1.0 Background

This chapter provides description of the theoretical framework of the study. It particularly presents the context of the study problem, the research objectives, and the research significance. The chapter also presents research questions, the research hypotheses, the research methodology and limits of the study.

1.1 Context of the Study Problem

During the British Colonial period of the Sudan (1898-1956) English language was the official language of the state. It was the medium of instruction in the educational institutions established by the British administration during that period. It is worth mentioning that most of the teachers at that time were native speakers of English and that allowed a wide exposure to English language for Sudanese students. The rationale behind teaching English was “the Creation of a small administrative class who will eventually fill many miner jobs” Sandell (1982).

Later after Sudan gained its independence in 1956, Arabic language began gradually to replace English as a medium of instruction in the educational institutions. Mohamed (2012 : 2)

The current status of this language in the context of Sudan shows that it is declining and losing its significance in the educational environment in this country because the purposes of learning this language have been changed.

In 1963, Arabic became the medium of instruction in general education. It was a matter of national feeling. As a result, English became a school subject rather than a medium of instruction.

The policy of Arabicization was applied without much consideration to the difficulties and without adequate preparation. Abdelrahman (2013 : 2).

Sandell (1982 : 96) asserted that *"the Arabicization policy started as an answer to national feelings, thus it was implemented hurriedly and under pressure and as a result of this it lacked elaborate and thorough planning"*. This Arabicization policy had negative influence upon the standards of English language in Sudan. English was replaced by Arabic and it was reduced from being a medium of instruction in the educational institutions.

In 1970-1971, the new (6 + 3 + 3) educational ladder was formally announced and implemented. It implied different consequences for English language teaching. Instead of learning English language. For eight years, students were studied it for six years: 3 in middle school and 3 in secondary school. The teaching time was drastically reduced from ten lessons per week to seven. Abdelrahman (2013 : 2)

The term "preposition" (pre + position) means "place before. Prepositions are defined by many writers from different points of view, one of them is Walker (1982: 123) who considers a preposition is a word that shows a relationship between a noun or pronoun and other part of sentence. Also Cowan (1983: 281) when regarded prepositions as a group of words that indicate relationship between the object of preposition and some other words in the sentence. Her words indicated the important function of preposition in the sentence: such as they are nouns and pronouns to create phrase, and they linked these phrases to the rest of the sentence. The writer illustrated by mentioning that the functions such as indicators of time, place, cause, manner, or other relationships. In addition to, usually prepositions occur in phrase that function as adverbs or adjectives, other definition of prepositions which stated by Wern and Martin (1999: 166)

are considered preposition as a word placed before a noun or pronoun to show in what relation the person or thing denoted by it stands in regard of something else.

1.2 Statement of the Study Problem

This study is intended to diagnose the problems in the area of English preposition that face Sudanese English Foreign Language B.A students of English.

It investigates this problematic area of the nine frequent and common English prepositions.

Sudanese university EFL students are believed to have been exposed to a variety of English language courses such as stylistics, semantics and syntax pertaining to articles, tenses and prepositions which can collectively contribute to enhance their performance. Accordingly, this study is evaluative in nature where it attempts to assess to which extent they have benefited from the grammar and semantic courses that they have received during the era of study at university.

Khurma and Hajjaj (1995 : 75) believe that *"learners of any foreign or second language always have difficulties in dealing with various approaches"*. Arab foreign language learners of English were found to be translating English prepositions and using their equivalents from their mother tongue. They may also use a preposition in an English context where it is necessarily to be used. Nasr (1970).

1.3 Research Questions

1. Why are the students unable to use English prepositions correctly?
2. What factors are there that may cause difficulties to the undergraduates students in using prepositions?
3. What are the possible remedial processes and steps that could be taken to overcome these problems?

1.4 Research Hypotheses

1. The cause of English prepositions problems facing the students may be due to differences between English and Arabic language.
2. Errors in using English prepositions may be due to mother tongue interference, lack of practice, etc.
3. The students' problems in using preposition can be resolved via different exercises and more practice.

1.5 Significance of the Study

The significance of this study stems from the fact that it is the first attempts to investigate Sudanese students' errors when using English prepositions from syntactic and semantic points of view. It attempts to find the sources of such errors and their types aiming at finding remedies for them. This study focuses on the possible role of mother tongue interference in hindering the acquiring of English prepositions as well as the role of other factors. It is expected to support students having a good awareness of using English prepositions appropriately in writing.

They might be able to recognize their errors as using English prepositions. They can learn from their errors and how to correct them. It is expected that this study is capable to stimulate students to understand better to use prepositions correctly.

Moreover, the study drives its importance from the significance of the issue under discussion itself that relativization is a global phenomenon underlying the entire languages of the world, the things that make it is study worthwhile.

1.6 Objectives of the Study

The study aims achieve the following objectives:

1. Investigating the errors made by second – year English language students at Al-Neelain university in their using of English preposition.
2. Presenting a grammatical as well as semantic analysis of the misused prepositions in English language.
3. Suggesting solutions for such errors.
4. Passing recommendations to help teachers improve their teaching method and help their students to overcome such errors.

1.7 Research Methodology

The descriptive analytic method will be adopted in conducting the study. The data of the study will be collected from the test for the second – year English language students Faculty of arts at Al-Neelain University. And questionnaire For the English language teachers. The results will be statistically analyzed.

The researcher has also provided the following:

1. Description of the subjects of the study (i.e. second-year students)
2. Description of the instruments will be employed in collecting data for the study and the procedures that will be adopted.
3. The validity and reliability of the tools used in the study will be confirmed through referring to English language expert's teachers.

1.8 The Limits of the Study

This study limits to the second year English language students Faculty of Arts at Al-neelain University:

1.9 Summary of the Chapter

In this chapter a description of the theoretical framework has been provided with some focus on the context of the study, the research problem, the research significance, the objectives of the study. In addition

to that, it contains the questions and the hypotheses of the study, research methodology and limits of the study.

Chapter Two

Literature review and previous Studies

Chapter Two

Literature Review and Previous studies

2 -0 Introduction

This chapter provides EFL learners or English second language with general idea about English prepositions and to review the relevant literature in the area of the study. There are several studies that focus on errors made by foreign language learners. The chapter is divided into two parts, part one attempts to cover the following aspects of prepositions: their definitions which presented by various scholars in the field of prepositions. It focuses on its definition, kinds, prepositional phrase, positions of prepositions within the sentence preposition and prepositional adverb place, time, movement and direction meaning of prepositions. Part two reviews previous studies.

2-1 Literature review

English prepositions are often defined as a word that describes the location of one object in relation to another. Prepositions can be divided into two groups: one-word preposition such as (of, to and in). On the other hand, we have complex or long prepositions. These are defined as phrases of two or more words that function like one word preposition such as (according to, but for, in spite of). The prepositions are classified as a part of speech in traditional grammar. However, prepositions differ from other parts of speech in two main things; first, each preposition is composed of a small class of words that have no formal characteristics endings. Second, each proposition signals syntactic structure that function as one of the other parts of speech (Marcella, 1993: 162).

A new program of study for the schools which results to the birth of the Nile course for the Sudan in 1976 (New Integrated Longman

English). It was formally used in Sudanese intermediate and secondary schools in the academic year 1980-1981. From this time a considerable drop in the standard of English was noticed; after the Nile course was adopted.

In 1995 (6 + 3 + 3) educational system changed to (8 + 3) and the intermediate level was cancelled to make the primary level 8 years and the secondary level 3 years. This had a negative impact upon the English language. Firstly, one year was dropped out; secondly, a whole stage was also dropped out leading to a serious affection of the student's achievement in the school syllabi. As far as English was concerned, it seemed to have suffered most. This was the result of the new educational policy; this situation was described by Sandell (1982 : 99) "*as a disheartening one*". Abdelrahman (2013 : 2)

As a remedy for this disheartening situation the new syllabus is called the SPINE series which stands for (Sudan Practical Integrated National English) and was designed by a group of Sudanese experts. The SPINE course was designed to answer the call for a national syllabus since the independence of the country, and decision was largely political.

Al-Tahir (2008) submitted a paper entitled "The story of SPINE" in a conference sponsored by the Open University of Sudan on June 10, 2008, discussed the reasons behind the deterioration of English in Sudanese schools and stated that among the reasons in the teachers who are not majoring in English.

"Such a teacher would tend to be hesitant in his performance, rigid in his interactions with his pupils and incapable of creating or organizing a favorable learning environment. He would tend to be unsolved by the text-book and would not be aware of his role in teaching communicative which are the objectives of the present program "SPINE". At best he

would teach his pupils what may help them pass the exam”. Ibrahim (2014 : 6)

Arbab (1995 : 48) states that *"In 1991 ministerial decree was issued that a Sudanese syllabus should be written. Although that decision was a political one in the call for national syllabus sine the country's independence could finally be answered"*.

The above mentioned changes to the syllabus and educational ladder had a negative influence upon the standard of English language in Sudan and they partly led to the decline of English standard. Abdelmuttalib (2004 : 9)

Ibrahim (2014: 6) Stated that *"In mid-nineties, after the discovery of Petroleum in Sudan and the arrival of a great deal of international businesses, English regained some of its lost prestige and many institutes have been established to teach English. Most of these language institutes claim to teach English for communication, a fact which indicates the need for communicative English"*.

From the performance of English foreign language (EFL) learners, it is noted the presence of many errors when using prepositions. The misuse of English prepositions leads to the confusion of the meanings of the context. The causes of such errors are many.

According to Quirk (1985) English preposition have many different ways of classification, either on the basis of the number of syllables that constitute one preposition, syntactic, classification or on the basis of semantic function. Where the most dominant among which is influence of the mother tongue.

Lado (1961 : 180) believes that *" The prime cause of even the sole cause of difficulty and errors in L2 learning is interference coming from the learners native language"*.

It is difficult to learn how to use prepositions correctly in a foreign language since they have to restricted rules of usage. So a non native speaker of English must trace and follow the usage of the native speakers in this neglected area, so as to learn perfectly how these prepositions are used and to practice them accurately. Doing this makes foreign learners of English show familiarity with English prepositions.

Khurma and Hajjaj (1997) relate such difficulty of using preposition in a foreign language mainly English, to two main reasons : complexity of the prepositional system itself in each language and the interference of Arabic.

It is difficult to cover all English prepositions (that count more than 170 preposition). It is safe that several English prepositions have several different functions that may correspond several different prepositions in Arabic language. At the same time different preposition may have very similar uses.

Arabic language, like English language has a great number of fixed prepositions, but both are different in usage function. Khurma and Hajjaj (1997).

In addition, the correct English preposition is uneasily to be guessed and one has to learn the expression as a hole. So the researcher preferred to conduct his experiment on the use of some prepositions such as: through, away, since, among,.....etc.in writing skill as will identifying the actual response behind these difficulties and finding the suitable solutions for them.

2-2 Classification of English Prepositions

According to Quirk (1983) English prepositions have many different ways of classification, either on the basis of the number of syllables that

constitute one preposition, syntactic classification or on the basis of the semantic function.

2-2-1 Traditional classification of English prepositions

On the basic of syllables and words "there are two types of prepositions which are simple prepositions (one-word preposition) and complex prepositions; two or more word preposition".

Alexander (1993: 172) Most of the common English prepositions such as (as, in, on, for ... etc) are simple as they consist of one word or one item. Other prepositions consisting of more than one word are called complex preposition such as in addition to, in connection with ... etc". Quirk (1989: 814).

2-2-1-1 One-word prepositions

One word prepositions usually consist of one word and are also called simple prepositions. They are classified according to the syllables; constituents of the preposition, Malcolin (1993). These either consist of one syllable and called monosyllabic prepositions or they may consist of more than one syllable and those are called polysyllabic prepositions (ibid) they are shown in the list below:

- a. One – word monosyllabic prepositions they are about 30 in English language:

As	At	But	By
Down	For	From	In
Like	Near	Of	Off
On	Out	Past	Per
Pro	Qua	Re	Round

Sans	Since	Than	Through
Till	To	Up	Via
With			

b. One – word polysyllabic prepositions they are about 40 in English language.

About	Above	Across	After
Against	Along	Amid(st)	Among(st)
Anti	Below	Atop	Before
Behind	Beyond	Beneath	Beside(s)
Between	Except	Circa	Despite
During	Into	Iside	Into
Notwithstanding	Opposite	Pending	Outside
Standing	Pace	Underneath	Throughout
Over	Under	Versus	Unlike
Around	Upon	Without	Within
Towards	Until		

2-2-1-2 Complex prepositions

Quirk (1989: 669) states that "*complex prepositions may be subdivided into two or three word sequences. In two word sequence, the first word is usually an adverb, adjective or a conjunction and the second word is a simple preposition usually (for, from, to, of or with).* For three

word sequences the most numerous categories of complex prepositions is the type of preposition it noun + preposition".

a- Two – word sequences they are prepositions consisting of two words that are usually a combination of a preposition and another word which is often anoun, adjective, adverb or conjunction, Quirk (1985). As it is obvious in the following sequences, the first word is commonly a noun, adjective ... etc, while the second one is a preposition such prepositions are too many in number which are about forty five prepositions.

Up against	As per	As for
But for	Except for	Apart from
Away from	A side from	Back of
Ahead of	As of	Exclusive of
Because of	Devoid of	Irrespective of
Inside of	Instead of	Outside of
Off of	Out of	Void of
Regardless of	Up words of	Close to
According to	As to	Near to
Contrary to	Due to	Owing to
Next to	On to	Previous to
Preliminary to	Preparatory to	Subsequent to
Prior to	Pursuant to	Along with
Thanks to	Up to	As from
	Together with	

b.- Three-word sequences this type of prepositions consists of three words, so they are called complex prepositions, Quirk (1985). Such

sequence of prepositions has several different categories the most numerous among which in the type of preposition I+ noun+ preposition 2.

Alexander (1993: 122) mentioned that "*most common types are naturally (in+ noun+ of), (in+ noun+ with), (by+ noun+ of), (on+ noun+ of). This is should be shown in details:*

1-Three-word sequence (in+ noun+ of):

In aid of	In back of	In behalf of
In case of	In change of	In sequence of
In (the) face of	In favour of	In front of
In (the) light of	In lieu of	In need of
In place of	In the process of	In quest of
In respect of	In search of	In spite of
In view of		

2- Three-word sequence (in+ noun+ with)

In accordance with	In common with
In comparison with	In compliance with
In conformity with	In contact with
In line with	

3- Three-word sequence (by+ noun+ of):

By dint of	By means of
By virtue of	By way of

4- Three-word sequence (on+ noun+ of):

On account of	On behalf of
On the ground (s) of	On the matter of
On the strength of	On the part of
On point of	On top of

5- Three-word sequence (other types):

As far as	At variance with
At (the) expense of	At (the) hands of
For (the) sake of	For/ from want of
In exchange for	In return for
In addition to	In relations to
With/ in regard to	With/ inreference to
With/ in respect to	With the exception of

2-2-2 Semantic Classification of English Prepositions

Prepositions express a relation between two entities; one entity is represented by the prepositional complement. Hoffman (1993), Jackson

(1992), Quirk (1985) and Cope (1994) argue that among the various functions or relational meaning, those of space and time are the easiest to describe systematically. Other relationships such as instrument and cause may also be recognized. Semantic categories should be related to their most usual syntactic functions while sometimes one semantic category has more than one syntactic function.

2-2-2-1 Prepositions denoting spatial relations

A– Dimension (destination or direction)

Quirk (1985: 686) states that "*when prepositions are used to indicate space, they are being in relation to the dimensional properties, whether subjectively or objectively conceived of location concerned*". Prepositions denoting dimensions according to Hoffman (1993) are divided into categories into the following:

- Postive position, and destination prepositions such as (at, to, into, in ..etc).
- Source or negative position prepositions such as (from, off, out of ..ect).
- Relative position prepositions such as (above, behind, after, over ..etc).

B- Other prepositions denoting space such as (between, among, near, up, opposite, around, out of, beyond, about..etc).

2-2-2-2 Prepositions denoting time

Quirk (1985: 687) assumes that "*a prepositional phrase of time usually occurs as adjunct, post modifier or predication adjunct*", but according to Jackson (1992) it can occasionally be itself the complement of a temporal prepositions. Prepositions of time can be divided and classified into the following:

- Time position (at, on, in, by).

- Duration (for, through, during, until, upto).
- Around some period (before, after, since, for, between, by).

2-3 Prepositions Rules

There are 2 major rules when it comes to the use of prepositions.

- 1- The first major rule deals with preposition choice. Certain prepositions must follow certain words, and the correct preposition must be used to make relationships between words in the sentences clear.
- 2- The second major rule deals with the prepositions place in the sentence. Prepositions must be followed by nouns, and prepositions can only go on the end of the sentence in certain situations.

2-4 Prepositions of Time and Date

At, on, by, before, in.

At, on.

At a time:

At dawn at six at midnight at 4: 30

At an age:

At sixteen at the age of sixteen

She get married at nineteen.

On a day, date:

On Monday on 5 June on Christmas day.

At Christmas, at Easter (the period, not the day only).

In the morning, afternoon, evening, right of a certain date.

By, before:

By a time, date, period= at that time or before, not later than that time.

The train starts at 7:25, so you had better be at the station by 7:10.

By a time expression is often used with a perfect to use, particularly the future perfect.

By the end of July I'll have read all those books.

Before can be preposition, conjunction or adverbs:

Before signing this ... (preposition)

Before you sign this ... (conjunction).

I've seen him somewhere before(adverb).

On time= at the time arranged, not before, not after:

The 8:15 train started on time. (it started at 8:15).

In time, in time for + noun= not late; in good time (for)= with a comfortable margin:

Passengers should be in time for their train.

I arrived at the concert hall in good time (for the concert). Perhaps the concert began at 7:30 and I arrived at 7:15).

On arrival, on arriving, on reaching, on getting to, on arrival, it can be used similarly with the gerund of certain of certain of other verbs (verbs of information); on checking, she found that some of the party did not know the way.

At the beginning, in the beginning, at first, at the end.

At the beginning of a book there is often a table of contents.

At the end there may be an index.

In the beginning in the early stages.

In the end at last.

At first he opposed the marriage, but in the end he gave his consent.

Time: from, since, for, during:

From is normally used with to or till/ until:

Most people work from nine to five.

From can also used of place.

Where do you come from?

Since in used for time, never for place: and means from that time to the time referred to, used with a present perfect or past perfect tenses:

He has been here since Monday.

Since can also be an adverb:

He left school in 2000. I haven't seen him since.

Since can also be a conjunction of time:

He has worked for us ever since he left school.

For is used for a period of time: for six years, for two months, forever:

He travelled in the desert for two weeks.

For a period of time can be used with a present perfect tense or past perfect tense for an action which extends up to the time of speaking.

He has worked here for a year. (he began working here a year ago and still works here).

Walter and Swan, (2001: 257) claim that for + period tells how long during tell when e.g. I slept four minutes during the lesson.

The journey lasted for three days.

During and for

During is used with known period of time, i.e. period known by name, such as Christmas, Easter or period which have been already defined.

During the middle age. During 1941.

During the summer of that year.

During my holidays.

For (indicating purpose) may be used before known period: I went there, I rented a house for my holidays.

For has various other uses:

He asked for 5 dollars.

I paid 10 dollars for it.

Time: to, till, until, after, (adverb)

To, till, until.

To can be used of time and place, till, until of time only.

We can use from to or from till/until.

They worked from five to ten/from five till ten.

But if we have no from we use till/until, not to:

Let's start now and work till dark.

Till/ until is often used with negative verb to emphasize lateness:

We didn't get home till 2 p.m.

Till/ until is very often used as a conjunctions of time:

We'll stay here till it stop raining.

Go on till you come to the level crossing.

Walter and Swan (2001: 257) use until or till to say when an action or situation ends.

We played football until 6 o'clock.

After and after words (adverb).

After (preposition) must be followed by noun or gerund:

Don't bathe immediately after a meal/ after eating.

Don't have a meal and bathe immediately after it.

If we do not wish to use a noun/pronoun or gerund, we can't use after but must use afterwards, after that or then

Don't have a meal and bath immediately after wards.

After wards can be used at either end of clause and can be modified by soon immediately, not long etc:

Soon after wards we got a letter.

After can also be used as conjunction:

After he had tuned the piano it sounded quite different.

2-4-1 Preposition of Travel and Movement

From, to, at, in, by, on, onto, into, off, out, out of:

We travel from our starting place to our destination.

They flew from London to New York.

Arrive at/ in, get to, reach (without preposition):

They arrive in England, in London.

I arrive at hotel/ at air port/ at the cross roads.

Get to can be used with any destination, and so can reach:

He got to the station just in time for this bus.

They reached the top of mountain before sunset.

Get in (in- adverbs) can mean arrive at a destination, it used of trains:

What time does the train get in?

We can use a verb of motion etc + home without preposition:

It took us an hour to get home.

They went home by bus.

But if home is immediately preceded by word or phrase a preposition is necessary:

She returned to her parent home.

2-4.2 Prepositions of Transport

By, on, get in, into, on, onto, off, out of:

We can travel by car, bus, train, plane, ship .. etc:

And by sea, air, we can also travel by a certain route, or by a certain place (though via is more usual)

We went by MH. We went via reading.

We can walk or get on foot. We can go on a bicycle or by bicycle.

We get into public or private vehicle, or get out (adverb).

We get on/ onto a public vehicle, or get on (adverb).

But we go on board a boat.

We get on/ onto a horse, camel, bicycle.

We get out off a public or private vehicle (adverb)

We get off a public vehicle, a horse, bicycle etc or get off (adverb).

Get in/ into/ out/ out of:

Can be also used of buildings, and countries instead of go/ come/ return etc. When there is some difficulty.

In entering or leaving. In and out have are used as adverb.

I have lost my keys how are we going to get into the flat/ to get in?
(adverb).

The house is on fire! We had better get out! (adverb).

It's difficult to get university nowadays.

2-4-3 Prepositions of Giving Directions

At, into, to etc (preposition), along, on (prepositions and adverbs) and till (conjunction):

Go along the stand till you see the post office on your right, the book shop is just round the corner.

Turn right/ left into palace street.

Turning on/ to the right or your right.

You will find the bank on your left halfway down the street.

2-4-4 Prepositions of Place

(at, in: in, info: on, on to)

At we can be at home, at work, at school, at the bus - stop.

In:

We can be in a room, in a forest, in a field, in a town.

In and into:

In as shown above normally indicates position.

Into indicates movement entrance:

They climbed into the lorry.

My house was broken into.

"In" can also be as adverb: come in, get in

On and onto:

On can be used for both position and movement:

His name is on the door.

He went on board ship.

Onto can be used when there is movement involving and change of level:

The cat jumped onto the table.

Above, over, under, below, beneath etc:

Above and over:

Above (preposition and adverb) and over (preposition) can both mean higher than and something either can be used (Thomson and Martinet, 2001: 99).

The helicopter hovered above/ over us.

But over can also mean "covering" on the other side of, across:

There is a bridge over the river.

He lives over the mountains.

Below and under:

Below (Preposition and adverb) and under (preposition) can both mean lower than and sometimes either can be used, but under can indicate contact:

She put the letter under her pillow.

The ice crackled under his feet.

With below there is usually a space between the two surfaces:

They live below us.

Below and under can mean junior in rank. He is under my implies.

That lamb his immediate superior.

Beneath can be used instead of under, but it is safer to keep it for abstract meaning.

She married beneath her. (into a lower social class).

Beside, between, behind, in front of, opposite:

Beside (preposition) in addition to/ as well as:

I do all the cooking and besides that I help Tom.

Besides doing the cooking I help Tom.

2.4.4.1 Between and among

Thomson and Martinet (2001: 100) state that "*between normally relates a person/ thing to two other people/ things, but it can be used of more where we have a definite number in mind*":

Luxembourg lies between Belgium, Germany and France.

Among relates a person/ thing to more than two other, normally we have not definite number in mind:

He was happy to be among friends again.

A village among the hills.

With could also be used instead of among.

He was with a friend.

I have no money with me.

He cut it with a knife.

Within descriptions:

The girl with red hair.

The man with his back to the camera.

But and except (prepositions).

But is more usual when the preposition + objectives placed immediately after no body/ none/ nothing/ nowhere etc:

Nobody but Tom knew the way.

Nothing but the best is sold in our shop.

Except is more usual when the preposition phrase comes later in the sentence:

Nobody knew the way except Tom.

But is more emphatic than except after anybody/ anything/ anywhere:

You can park anywhere but/ except here.

But and except take the bare infinitive:

2-4-5 Preposition used with Adjective and Participle

Thomson and Martinet (2001: 100) mention that "*certain adjectives and participles used as adjectives can be followed by a preposition + noun / gerund (for verb+ preposition)*".

About, at, for, in, of, on, to, with used with certain adjectives and participles.

Sorry for/ about.

Good at/ for.

Successful in.

Interested in.

Keen on.

According to.

Pleased with.

Aware of.

According to Walker (1982: 137) states that "*a preposition must have and object, the object is a noun or pronoun*".

Preposition+ object = prepositional phrase.

The prepositional phrase used as an adjective does the same things as an adjective. The phrase tell which one, what kind, or how many.

Verbs and prepositions:

Eastwood, (2002: 303) mentioned that, "*preposition combine with verbs to form prepositional verbs, e.g. believe in, look into, consist of, hope for*".

2-5 Comparison Between Arabic and English Prepositions

Arabic language, like English language, has a great number of fixed prepositions, but both are different in usage and function Kharma and Hajjaj (1997), Nasr (1970) explains that, "*Arab students tend always to translate preposition and their uses from their mother tongue Arabic language, into the target language they learn such as:*

The boy is in school for the boy is at school".

In some cases the translated prepositions come out right because of parallel usage and distribution, while many of the translated preposition do not coincide with their direct English translations.

Kharma and Hajjaj (1997) related such difficulty to some reasons the most important among which are:

- 1) The use of a preposition when no preposition is needed.
- 2) The use of no preposition where a preposition is needed.
- 3) Not every English preposition has an equivalent in Arabic.
- 4) The functions and uses of Arabic preposition are different from those of English language.

In this part of the study some kind of comparison between the selected group of prepositions is made "the most frequent preposition" and their equivalents in Arabic language. This comparison, aims at presenting some examples in the case of these prepositions, that trouble English foreign language learners, Kharma and Hajjaj (1997). Such comparison on attempts to show one of the causes of errors made by foreign Arabs learners of English preposition (Nasr 1970: 91-94). Al Ghadeer (1989) derives a comparison between Arabic prepositions and their English equivalents semantically and syntactically.

1/ On (translation)/ على/ *çala*

a. The book is on the table. الكتاب على الطاولة

in this example the translated on is correct because the similarity of semantic function of the two prepositions. Such kind of translation facilitates, the acquisition of English preposition by Sudanese students.

b. On Monday في يوم الاثنين

This example on is translated into/ fi/ or it has no preposition in this place. So the students who used to translate English preposition tend to use in for on so they say (in Monday).

c. Walk slowly امشي على مهلك

In the Arabic translation the preposition /çala/is used which is equivalent to the English preposition on where in the English context no preposition is used. So, such translation creates some problems to Arab students, where they use a preposition in one language where it is not needed in the other language.

d. Go on واصل

In this example the contrary to the previous one exists. In the English context the preposition on is used which is equivalent to the Arabic /çala/while in the Arabic translation no preposition is used and such a kind of translation should be considered as one of the problematic ones.

2/ In (translation) / Fi:/ or /bi/ في

a. In the house في البيت

The translation of the English preposition and the use of its equivalent in Arabic is a right one. So such a kind of translation facilitates the process of learning and acquiring such preposition.

b. In his honor على شرفه

Here the students or mainly Arab students tend to use the Arabic preposition / çala/which is an equivalent to the English preposition, so, they tend to say (on his honor). Then such a kind of translation should be problematic or erroneous that leads to many problems as spoiling the meaning.

c. You are welcome أهلاً بك

Some kind of translation should lead to many problems where in the Arabic context the preposition /bi/ is used which is an equivalent to the English preposition with, while no preposition is used in the English

context. So, it is expected that if the students are given the Arabic sentence (أهلاً بك) to translate it, they may say (welcome with you). Then the role of translation from the other language is negative in this area.

d. In accordance with متوافق

The Arabic translation used no preposition, while in the English context two prepositions are used in and with. Here the light should be shed on the preposition in, so in this example the structure of Arabic language did not allow the use of an equivalent preposition.

3/ with (translation) /maç/ مع

a. With you معك

The translation of the preposition with in this context is correct where the equivalent /maç/ does exist for the English preposition with. Then such a translation facilitates the acquisition of English preposition.

b. With his hand. بيده

/bi/ in general is the equivalent to the English preposition in so. Students tend to say (in his hand) for (with his hand). Such translation creates problems in using the correct preposition at the appropriate place.

c. She is angry with me هي غاضبة مني

To translate from their mother tongue, Arabic language, Arab students use the Arabic preposition /min/ for the English preposition with, /min/ is essentially equivalent to from, so the students may get confused when using the two prepositions with and from therefore they replaced with by from, so they may say (she is angry from me).

d. I have a book. معي كتاب

Though no preposition is used in the English context. The preposition /maaç/ is used in the Arabic translation, where it is the equivalent of the English preposition with. So if Arab students are asked to translate the Arabic sentence (معي كتاب). They should say (with me a book) as a word by word translation. This case is also considered as one of the

problematic area in translation. That is the use of a preposition where a preposition, is not needed.

4/ From (translation) /min/ من

a. This book is from my brother. هذا الكتاب من أخي

In this context the translation of equivalent is easy and correct one where the Arabic preposition /min/ is equivalent to the English one from. The two preposition denote (a source relationship). So, translation in such cases is fruitful and help as simplifies the process of learning a foreign language.

b. He is absent from the class. إنه غائب عن الفصل

In this example as it is shown the Arabic translation of the preposition from is /çan/ where its equivalent is about. So, if the students are asked to translate the above mentioned Arabic sentence, they should say (he is absent about the class) which is considered to be a problematic one.

c. Please ! من فضلك !

The English item (please) has no preposition while its Arabic translation has the preposition /min/ which is equivalent to the English preposition from which denotes a source meaning. Then, such translation is unhelpful because of the use of a preposition in the Arabic context where no preposition is needed in English context.

5/ For (translation) /li/ or /la/ ل، لـ

a. In such cases the translation could be possible and correct because of the similarity of functions of the two equivalent.

The translation of the English preposition from is /li/ or /la/ in Arabic language. Then such a translation is not an erroneous one.

b. Look for the book. ابحث عن الكتاب

The English preposition for in this example is translated into the Arabic preposition /çan/ which is equivalent to about. Then the Arab students may translated the Arabic sentence into (search about the book) which

doesn't exist in English language. Such type of translation should be one of the problematic ones because of the use of non appropriate preposition. This is in case of what are known as (idiomatic prepositions) that mostly accompany verbs, adjectives or certain nouns. So in such cases the translation of the preposition should spoil the meaning.

c. Mine. /li:/ لي

/Li: ,\may be translated into (for me) as a literal translation but as it clear in the English context no preposition is used. So, the use of a preposition where no preposition is needed should be a problematic case.

d. For example. مثلاً

In this example the contrary to be place, where in Arabic context no preposition is used, in the English context the preposition for in used. In such cases a kind of difficulty could be provoked.

6/ To (translation) /?ila/ إلى

a. I went to the market. ذهبت إلى السوق

The Arabic equivalent to the English preposition to which denotes direction is /ila/ where its use and translation in the context creates no problem, but it facilitates the matter of learning such a preposition.

I went home. ذهبت إلى البيت

In these two examples no preposition is used in the English context, while it is obvious the use of the preposition /ila/ in the Arabic context. If Arab students are asked to do the contrary; to translate from Arabic to English using the equivalents, they tend to say (I reached to the market) and (I went to home) which do not work in English. Such a translation may stand as an obstacle in the process of learning English prepositions. Then Arab students tend to use preposition where they are not needed.

b. This is equal to that. هذا يساوي ذلك

The contrary to the previous example said in this domain; that is the use of no preposition in the Arabic context; where a preposition is used in the

English context. Such cases are ones of those that show difficulty for Arab students.

7/ At (no equivalent)

a. I saw him at school. رأيتَه في المدرسة

The Arabic preposition /fi/ mainly as an equivalent of the English preposition in while another preposition rather than in is used in the English context which is at. Such matter is related to the gap between the two languages. This case may provoke difficulties for Arab students.

b. At noon. ظهراً

It is obvious the use of no preposition in the Arabic context where the English preposition at is used in the English context. So it is also supposed that such cases are difficult for Arab students to learn.

8 By (no equivalent)

a. By Monday في يوم الاثنين

In the Arabic translation it is noted the non-use of a preposition while in the English context the preposition by is used. Such a translation may show some difficulties for Arab students.

b. I passed by the place مررت بالمكان

Here is the Arabic example it is clear the use of the preposition /bi/ that is equivalent to the English preposition in though the English preposition by has no equivalent. We used an Arabic preposition which is an equivalent to another one. Then the matter of such translation should lead to misunderstanding of the preposition and its use.

9 Of (no equivalent)

a- I am afraid of the dog – أنا خائف من الكلب

In the Arabic translation we used the preposition /min/ which stands for the English preposition from as translation of the English preposition of which has no equivalent in Arabic language. So the students tend to say (I

am afraid from the dog) if they are asked to translate the Arabic sentence into an English context. So, this kind of translation is erroneous because of the difference between the functions of the two preposition used.

b- The color of the house. لون البيت

In the English context the preposition of which has no equivalent in Arabic language is used, while in the Arabic translation no preposition is used in the place of relatedness. Then, the use of no preposition in a context where its equivalent is used may provoke some problems to the learner as a non- native speaker. Where dissimilarity and difference between the systems of the two. Languages is considered as a problematic one and provokes errors.

2-5-1 Causes of Errors

Since 1960 linguists try to eliminate the causes of errors made by foreign learners. Several points of views existed in this domain. Many of contradicted assumptions in this area are adopted no nowadays. The most common ones interference of the mother tongue as an instance in the process of learning foreign language was for some linguists the only or the main source of errors where others suggest other causes.

Lado (1961: 180) in this area believes that:

"The prime cause of even the sole cause of difficulty and errors in L2 learning is interference coming from the learners native language."

Similarly, Lado (1957: 2) presents that *"... individuals tend to transfer the forms of formal meanings of other language and culture to the foreign language and culture..."*.

Jevery (1991) assumes that *"the only thing that SL or FL learners can do is to fill the vacuumed of second language knowledge with the structure of their mother tongue"*.

This assumption was the most common in the 1970s, but nowadays nearly all researchers in this field assume that though the mother tongue can operate as a source of interference it is by no means the only or even the sole cause of errors. In other words, there are factors other than that of mother tongue interference affecting the acquisition of a FL or L2

Johnson (1973: 49) states that "*some general errors may result from faulty teaching materials and methods*" supports this point of view".

Brown (1988: 109) also holds this point of view saying "*learners' errors can be referred to various sources as interference from native language, the application of general learning strategies similar to those manifested in L1 acquisitions such as over generalization of linguistic rules...*".

According to Richards (1974: 5) there are some factors which are seen to influence and characterize the L2 learners' approximate system which are:

- 1) Language transfer or interlanguage transfer: this involves positive and negative transfer. It is based on the interference of the mother tongue in the process of learning an FL or SL.

Positive transfer exists when there are similarities between the mother tongue and the L2 or FL and negative transfer exists when there are dissimilarities.

- 2) Intralingual transfer: Richards (1974: 6) assures "*likely, the L2 learner tries to derive the rule behind the data to which he has been exposed and may develop hypothesis that corresponds neither to the mother tongue nor to the target language.*"

Richards (1974) further defines intralingual errors as:

"Intralingual errors occur when L1 doesn't have a rule which L2 has; the learner applies an L2 rule producing an error."

2-5-2 Types of errors

Slinker (1972) in addition presents the other types of errors encountered by non- native speakers when learning a foreign language. He eliminates them in the following points:

- (1) Language transfer.
- (2) Transfer of training.
- (3) Strategies of L2 learning.
- (4) Strategies of L2 communications.
- (5) Over generalization of TL rules.

Similarly, Richards (1973) groups into three classes:

- 1- Interference errors.
- 2- Intralingual errors.
- 3- Developmental errors.

These type of errors are according to Richards (1973: 98) identified as *"... instance where the characteristics of one language are being carried over into another tongue ... intralingual errors are those which reflect general characteristics of rule learning such as faulty generalization, in complete application of rule and failure to learn conditions under, which the rules apply Developmental errors illustrate the learner attempting to build up hypothesis about English language from his limited experience of it in the classroom or text book"*.

2-6 Previous Related Studies

In this section the light will be shed particularly on the studies related to the topic of the study – Many studies exist in this domain handling the topic from different approaches. It will display studies focusing on mother tongue interference, problems. The researcher review both regional and international studies related to prepositions and methods for teaching prepositions.

Aidarooos (2008) analyzed the errors committed by EFL Sudanese university students the use of some prepositions such as "among, between, besides, by and with". In the writing skill as well as identifying the actual reasons behind those difficulties and finding the suitable solution for them. A sample of 10 teachers and 28 students from the second level at the university of Shendi English language department, faculty of Arts. The researcher applied analytical and descriptive method. The tools are questionnaire of 16 statements covers the study domains and a test of 7 questions. The finding showed that prepositions are problematic, the students assume that prepositions are easy and prepositions are not given enough effort in teaching.

Nour El huda (2012) conducted a study which aimed to evaluate university students' abilities in using prepositions in their English writing it focuses on recognizing the underlying reasons of students place and time prepositional errors and to overcome students' difficulties of misusing prepositions. The tools of data collection were a test for students and questionnaire for lecturers. The sample consisted of 42 students from the third level of Sudan University of science and technology English language department faculty of Education and 5 lecturers who teach English as a FL. The researcher adopted a descriptive method to analyze the data. The findings revealed that the students 'encounter some difficulties in using place and time prepositions while writing and they are also unable to distinguish between the preposition and the prepositional adverb.

Abu Shawish (2001) investigated the semantic and syntactic problems encountered by Sudanese EFL university students in the use English prepositions. A sample of 100 students 4th year they were combination of 2 equal groups from 2 different state universities Khartoum and Al Neelain university, faculty of Arts, English language department. The

tools are questionnaire and test for students. The researcher adopted descriptive method to analyze the data. The results showed that the students encounter problems in the use of English prepositions were due to the mother tongue interference, the system of the target language as well as individual errors related to the learner her/ himself.

Delshad (1980) conducted a contrastive study of English and Persian prepositions. The researcher discovered that Iranian EFL students have difficulty in the use of English prepositions. According to delshad, Iranian EFL learners apparently have a tendency to misuse or omit English prepositions. Similarly in an attempt to determine the extent to which Iranian EFL learners' knowledge of collocation of prepositions is affected by their L1.

Koosha and Jafarpour (2006) conducted a study in which the errors of the collocations of prepositions turned to yield the significance of Iranian EFL learners' L1 transfer. That is Iranian EFL learners tend to carry over their L1 collocation prepositions to their L2 production.

Hashim (1996) reviewed most of the studies on syntactic errors made by Arabic speaking students in learning English, the results showed that many of errors have been found in seven syntactic categories: verbal preposition, relative clause, conjunction, adverbial clauses, sentence structure and articles. The results revealed that the influence of the first language (mother tongue) was found to be the most common source of these deviancies.

Al – Azzam (2003) investigated the translatability of the baa' from Arabic into English in light of the strategies that are used to translate it, she also identified the problems concerning the translation of the baa' in order to solve them. The researcher reviewed examples containing the baa', A comparison was mad between the Arabic prepositions in general

and the baa' in particular, and then between the baa' and the English prepositions.

The results revealed that certain similarities exist between the two systems with regard to meanings and functions that prepositions have in both languages express. It was concluded that the baa' is translatable from Arabic into English equivalent.

Al- Marrani (2009) conducted a study which aimed to compare and contrast the subsystems of the prepositions in Arabic and English in regard to their uses, functions, and meanings. The study was conducted to find the major similarities and differences between the two languages and the errors that may be committed by the learners. The researcher collected data about Arabic and English prepositions from some Arabic and English grammar books. The researcher described and analyzed the function of prepositions in English and Arabic, the use and meanings of prepositions in both languages. The results revealed that there were similarities and differences between the two subsystems of the prepositions. The similarities between them made learning a foreign language easy. While the difference make it difficult and because a lot of mistakes. The study had pedagogical implications for teaching English prepositions and helped teachers to identify learners' errors which led to reduce these errors.

Tahaineh (2010) conducted a study which aimed at identifying the kinds of errors made by EFL students in the use of prepositions and the reasons behind such errors. Data was collected from composition of a random sample of 162 students. The compositions were written by undergraduate Jordanian EFL students. Results revealed that these students committed transfer and overgeneralization errors. Mother tongue interference was the major source of EFL learners' errors. The study showed that Arab Jordanian EFL students use the proper prepositions if equivalents are

used in their mother tongue, they omit preposition are not required in their mother tongue, and they add prepositions if equivalents are required in their mother tongue.

Najim (2010) identified the errors committed by the upper intermediate learners at Diyala university when using some of the English prepositions such as at, in, and on". A sample of 80 EFL students answered a test of English prepositions. The findings showed that the students committed three types of errors: adding an unnecessary preposition, deleting a required prepositions and using a wrong preposition. The results revealed that these errors are the result of the interference of the learners' mother tongue.

KrulJ (2011) investigated the misses of English prepositions in professional biomedical journals and papers published in former Yugoslavia was selected randomly and analyzed. Results indicated that these journals published articles with wrong use of English prepositions. There were 70 wrong uses of English prepositions. It was concluded that the literal translation was beyond the improper use of the prepositions. The errors were classified into the following categories. The confused words which represented 26 examples, wrong prepositions which represented 16 example, the omission of 21 prepositions which represented 28 examples, and unnecessary prepositions which represented 2 examples.

Terdjat (2012) analyzed the errors committed by EFL Algerian students when using the English prepositions "in, on and, at". The study aimed at identifying the kinds of errors made by the students, the reasons behind such errors. It also aimed to check if they were affected by their mother tongue (Arabic) when using these English prepositions. Data was collected by a diagnostic test which included the abovementioned prepositions. The test was administered to a random sample of 50

students who were studying English for the second year at Biskra university.

The results revealed that the students committed substitution, redundant and omission errors. The reasons behind such errors were the interference from the mother tongue (Arabic) and the ignorance about appropriate use of the prepositions in some cases.

Al Yaari (2013) identified the difficulties encountered by Saudi EFL students in translating specific English prepositions such as, "at, in and on" into Arabic. He investigated which males or females could translate these three prepositions better. 50 Saudi EFL students including 25 males and 25 females were asked to translate 20 sentences and phrases including the English prepositions "at, in and on" into Arabic. Results showed that Saudi EFL students encountered difficulties when translating the prepositions from English into Arabic such as inability to give the right equivalent and unfamiliarity with the prepositions. It also showed that the females performed better than males.

Al- Bayati (2013) identified the errors committed by the undergraduate EFL Iraqi learners when using prepositions and the reasons behind such errors. The learners in the department of English language at the University of Kufa were asked to answer subjective and objective questions in essay writing forms. The writings of 32 students were chosen for error analysis. The results showed that students found difficulty in using English prepositions. They committed interlingual errors due to the interference of their first language. The errors were classified into 3 categories; omission, substitution and addition.

Al Murshidi (2014) investigated the errors made by United Arab Emirates undergraduate students when using English prepositions. A sample of 30 Arab students participated in the study. Students answered a test of English prepositions that contained 30 multiple choice questions.

Results revealed that students' syntactic errors were addition, deletion, substantiation and redundancy. Those Arab learners were affected on them when using English prepositions.

Almaloul (2014) investigated the errors committed by Libyan undergraduate students in using English prepositions. The sample of the study consisted of 100 EFL students. Data was collected by a test of English Prepositions. English prepositions, dissimilar Arabic and English preposition, Arabic prepositions with no English counterparts, and English preposition with no Arabic counterparts. The results revealed that students made more errors in the category of English preposition with no Arabic counterparts than the other three categories. These errors were committed due to the lack of knowledge about the different meanings for English preposition which made the students apply the strategy of transfer.

Castro (2001) evaluated the extent of Filipino's interference in the use of English prepositions as reflected in the compositions written by college students of university of Philippine. The results show that the dominance of intralingual over interlingual errors. The study explores ways by which teachers can address correcting the errors and restructuring the Students' interlanguage system.

Avni (2015) Analyzed the underling system that governs prepositions and how this system might be represented to English language learners. The results show that most of the students at the AAB private college in Kosovo and the students of Faculty of Education at the university of Pristina make repeated mistakes even the with most common used prepositions of time (in, on and at) due to the influence of the mother tongue.

Yu (2014) Analyzed the incorrect use (misuse) of prepositions in proofreading and error correction in TEM8 (Test for English majors –

Grade 8). The results showed that EFL such as referring to the dictionary often, understanding the basic classification of prepositions, identifying the different meaning between different prepositions and different prepositional phrases with the purpose of facilitating students their capability of language use as well as developing their abilities of language cognition and critical thinking.

2-7 Summary of the chapter

This chapter extensively identified the errors made by Sudanese EFL university students when using English prepositions, the causes for these errors should be explore. As it is dominant through the revised studies, the mother tongue interference was strongly highlighted as if it is the only cause for these errors. The studies reviewed in this chapter come out with interesting information about the nature of English prepositions, how non – native speakers deal with these prepositions and their semantic significance in general.

Chapter Three

Methodology

Chapter Three

Research Methodology

3.0 Introduction

This chapter describes the research methodology. It gives a full description of research steps followed in conducting the tools which were used to collect data beside the population and the procedure that was followed. A questionnaire for EFL teachers and a test for EFL students were the tools of data collection.

The data were obtained from responses of a test designed for EFL students majoring in English language in faculty of Arts at Al-Neelain University, second year English language students. The data were also obtained from questionnaire distributed to the teachers of English language in different Universities in Khartoum state.

The researcher followed an analytical descriptive method in the study. The questionnaire data were analyzed through the Statistical Packages of the Social Sciences (SPSS) descriptive statistics such as mean standard deviation were calculated to examine the variability of the scores of the participants as seen in the results. This chapter provides the description of the following:

- Population of the study.
- Sample of the study.
- Tools of the study.
- Variability of the study.
- Reliability of the study.

3.1 Population of the Study

In this study the researcher targets two main groups:

- The first group of population represent second year student who study English language as a foreign language in Faculty of Arts at Al-Neelain University in academic year(2017-2018).
- The second group of population are some universities teachers who teach English language in some Faculties of Arts and Education in different Universities in Khartoum state.

3.1.1 The Students Sample of the Study

The first sample of the study includes 50 English language students. They were at faculty of Arts at Al-Neelain University. The sample had studies English for ten years as a foreign language.

3.1.2 The Sample of the Teachers

The second sample of this study consists of 20 English language teachers at Sudanese Universities in Khartoum state. They teach English in different faculties of Arts and educations and holding different academic qualifications Ph.D., M.A and BA.

3.2 Instrumentation

The instrumentation that the researcher adopted for conducting this study are:

- A questionnaire for ELT teachers.
- A test on English prepositions used for EFL University students majoring in English language.

3.2.1 Teachers' Questionnaire

The main of the questionnaire used in this research study was to find out about the teachers views regarding teaching and learning of English prepositions and it is also relevant directly to the questions and hypothesis of the study. It was administered to total sample of 20 ELT teachers at some Sudanese Universities. It consisted of two part, the first part contained personal information about the participant. The second part contained 20 statements related to teachers views about English prepositions used and problems of understanding and using them.

The scale used in the questionnaire was five point likert scale to show the expected response from participants, five codes were given to the statement as follow:

- 1- Strongly agree.
- 2- Agree.
- 3- Neutral.
- 4- Disagree.
- 5- Strongly disagree.

3.2.2 Students' Test

The test of prepositions was given more emphasis because the students were the major target of the study and the investigation of their knowledge, problems of understanding and using English prepositions. The test selected to assess the students' knowledge of preposition use the questions were meant to cover the different kinds of English prepositions. Some of the test questions try to trace to trace the impact of the student's native language on their understanding of English preposition. The test administered to a total of- students participate was 2nd year English

language department, faculty of Arts at Al-Neelain University. The main objective of the test was to investigate the errors that might commit by University students when they use English prepositions.

3.3 Validity and Reliability

3.3.1 Validity of the Study

Validity according to Brown (1988:29) is defined as “the degree to which the study and its results lead to or support exactly what is claimed”. Furthermore, validity could be divided into two types: content validity and face validity. Tyler (1979:31), elaborates that “content validity is connected with whether or not the test covers the material it claimed to cover. Face validity according to Allen and Yen (1979:113), is that: “the test has a face validity if an examination of the items leads to the conclusion that they are measuring what they are support to measure”. Validating a research tool is determining whether it is accurate and determining whether the research truly measures that which it was intended to measure or how truthful the research results are to ensure the validity of the research tools, the researcher distributed five copies of the test and questionnaire to a group of experts to give their opinions and recommendation with regard to their suitability. The experts referred to were all working in different institution each of these experts was given a copy of the test (see appendix...) and ELT teacher’s questionnaire (see appendix...). All of them were Ph.D. holders,. The consulted expends made useful comments and recommendation which were taken into consideration in the present study.

3.3.2 Reliability of the Study

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the

same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

3.3.2.1 Alpha-Cronbach Coefficient

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their responses on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed (20) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been shown in the following table:

	Reliability	Validity
Cronbach coefficient	0.85	0.92

It is noticed from the results of the above table that all reliability and validity coefficients for the sample individuals about each questionnaire's theme, for overall questionnaire, are greater than (50%), some of them are nearest to one. This indicates the high validity and reliability of the responses, so, the study questionnaire is valid and reliable, and that will give correct and acceptable statistical analysis.

3-3-2-2 Statistical Reliability and validity for student's test

The reliability coefficient was calculated for the measurement, which was used in the test using Alpha - Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the test from the above equation, the researcher distributed the a test to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient the results have been showed in the following table:

	<i>Reliability</i>	<i>validity</i>	<i>N</i>
ALPH – CRONBACH	0.89	0.93	50

$$\text{Validity} = \sqrt{\text{Reliability}} .$$

From the above table its shown that the validity of the test is very high (0.93) . this indicate that if we repeat the test we are sure with 93% that its going to give us the same results.

3.4 The Statistical Instruments

In order to satisfy the study objectives and to test its hypotheses, the following statistical instruments were used:

- 1- Graphical figures.
- 2- Frequency distribution.
- 3- Mean.
- 4- Non-parametric Chi-square test by using SPSS and EXSEL.

3.5 Procedure

The researcher conducted this study at faculty of Arts at Al-Neelan University English language Department, second year students majority in English language. The research informed the subjects that, the aim of the test was to know the importance of using prepositions in language. So as to encourage them to do the best.

The researcher also distributed the questionnaire to the teachers in different University in Khartoum state.

3.6 Summary of the Chapter

The researcher in this chapter describes the methodology of the study, the tools and the procedures used in conducting this research. Full description of the population of the study and the select samples was given the study tools which consisted of test and a questionnaire. the test was on fill the blanks with suitable prepositions items, whereas the questionnaire for ELT teachers working at different Sudanese Universities in Khartoum state.

Chapter Four

Data Analysis, Results and Discussions

Chapter Four

Data Analysis, Results and Discussions

4.0 Introduction

This chapter provides descriptions of the results obtained from the analysis of the data collection. The results are displayed in charts and critically discussed with the purpose of answering the research questions and testing the hypotheses.

4.1 Data analysis

The researcher collected the data from 2nd year English language students, Faculty of Arts at AL-Neelain University.

The data were processed by the computer using the statistically package for social studies (SPSS) program. Some descriptive statistics such as the standard deviation and means were used to identify any significant differences of the independent variable in the study.

4.1.1 The Responses to the Questionnaires

The response to the questionnaire of 20 teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objective and hypotheses of the study. Each item in questionnaire was analyzed statically the following tables and figures reflect the results.

4.1.2 Analysis of the questionnaire teachers' sample

The questionnaire was distributed on determined study sample (20) for English language teachers, and constructed the required tables for collected data. This step consist of transformation of the qualitative (nominal) variables, the question was based on likert 5-scale with the options (strongly agree, Agree, Neutral, Disagree, Strongly disagree) to quantitative variables (1,2,3,4,5) respectively, and also the graphical representations were use for this purpose.

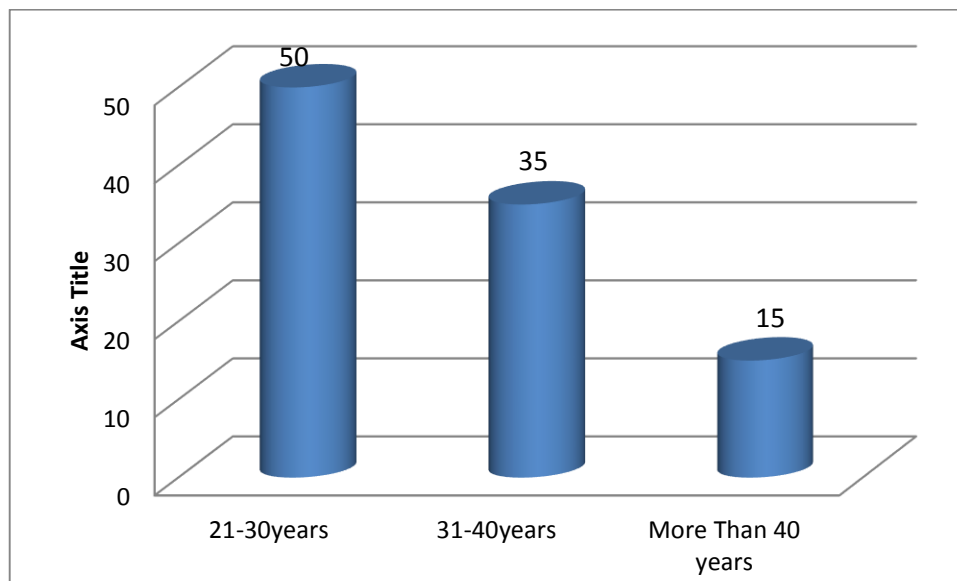
4.1.3 Personal Information of Participants

Table 4.1: The frequency and percentage of teachers' interview participants and their age.

Age	Frequency	Percent
21-30years	10	50.0
31-40years	7	35.0
More Than 40 years	3	15.0
Total	20	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No (4.1)



Source: The researcher from applied study, by using (SPSS).

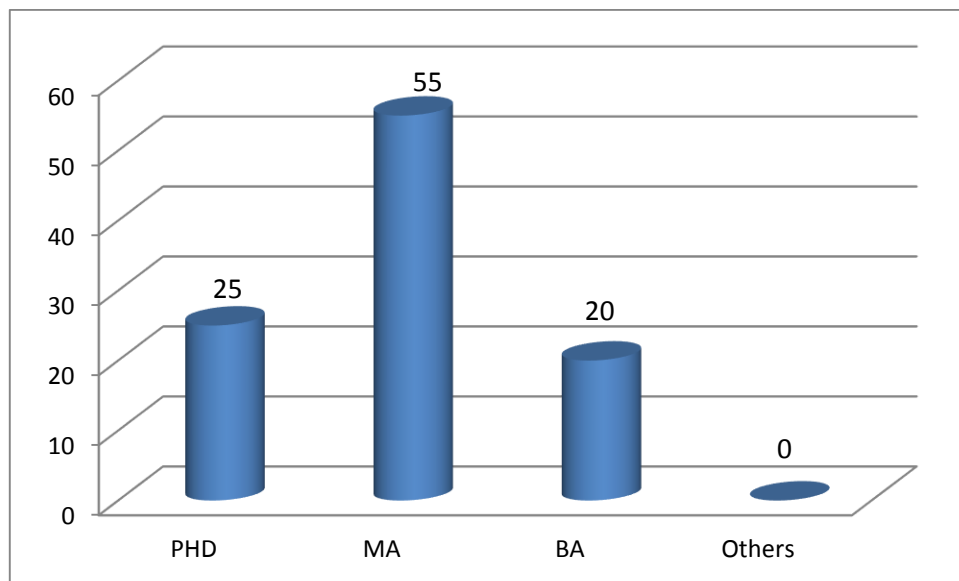
Table 4.1 and figure 4.1 above table and figure distributed the frequency distribution of teachers and their ages.

Table No (4.2) The frequency and percentage of valid qualification .

Qualification	Frequency	Percent
PH.D	5	25.0
M.A	11	55.0
B.A	4	20.0
Others	0	0.0
Total	20	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No (4.2)



Source: The researcher from applied study, by using (SPSS).

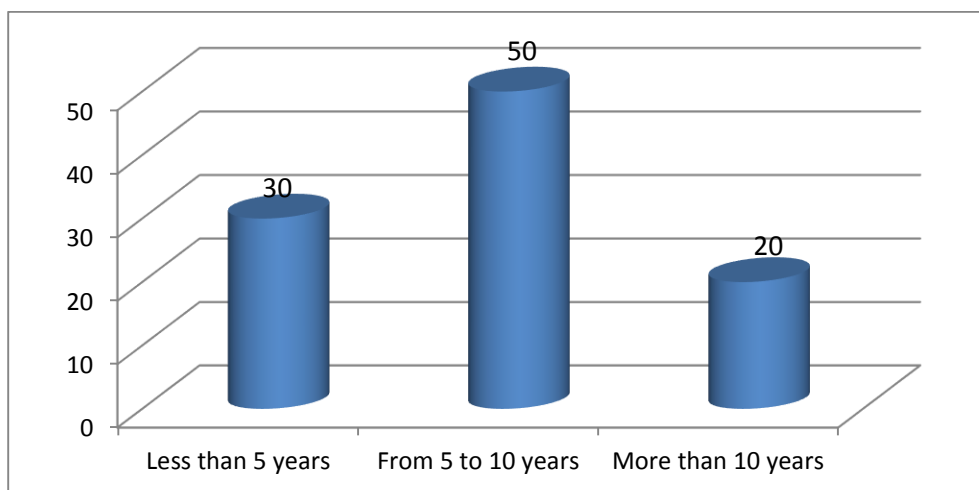
Table 4.2 and figure 4.2 above project the frequency distribution of teachers and their academic qualifications.

Table No (4.3) The frequency and percentage of valid years of experience in teaching English.

Experience	Frequency	Percent
Less than 5 years	6	30.0
From 5 to 10 years	10	50.0
More than 10 years	4	20.0
Total	20	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No (4.3)



Source: The researcher from applied study, by using (SPSS).

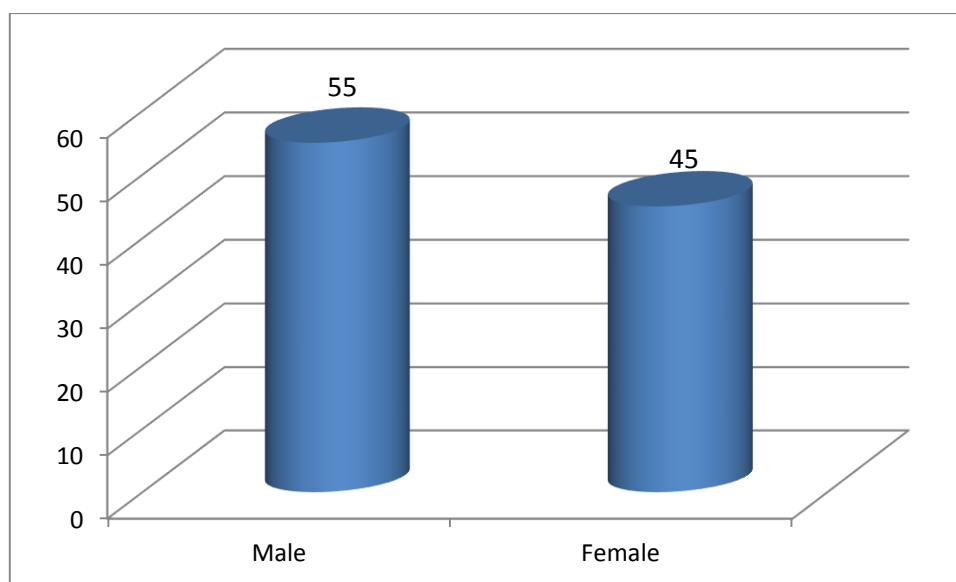
The above table 4.3 and figure 4.3 demonstrate the frequency distribution of teachers and their years of experience.

Table No (4.4) The frequency and percentage of valid gender .

Gender	Frequency	Percent
Male	11	55.0
Female	9	45.0
Total	20	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No (4.4)



Source: The researcher from applied study, by using (SPSS).

Table 4.4 and figure 4.4 above illustrate the distribution of teachers and their sex.

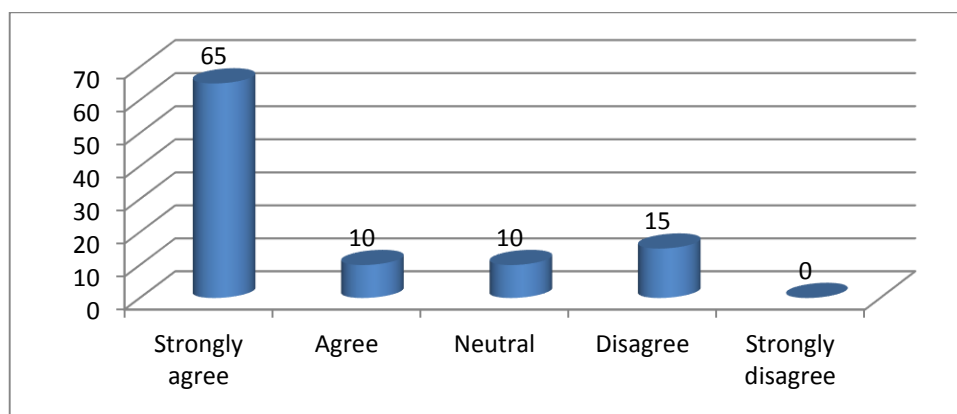
First hypothesis: The difference in using prepositions between Sudanese Arabic and English causes problems.

Table No (4.5) The frequency and percentage for the answers of statement No. (1) University students’ prepositions errors may partially lead to misunderstanding of prepositions usage.

Answer	Frequency	Percent
Strongly agree	13	65.0
Agree	2	10.0
Neutral	2	10.0
Disagree	3	15.0
Strongly disagree	0	0.0
Total	20	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No (4.5)



Source: The researcher from applied study, by using (SPSS).

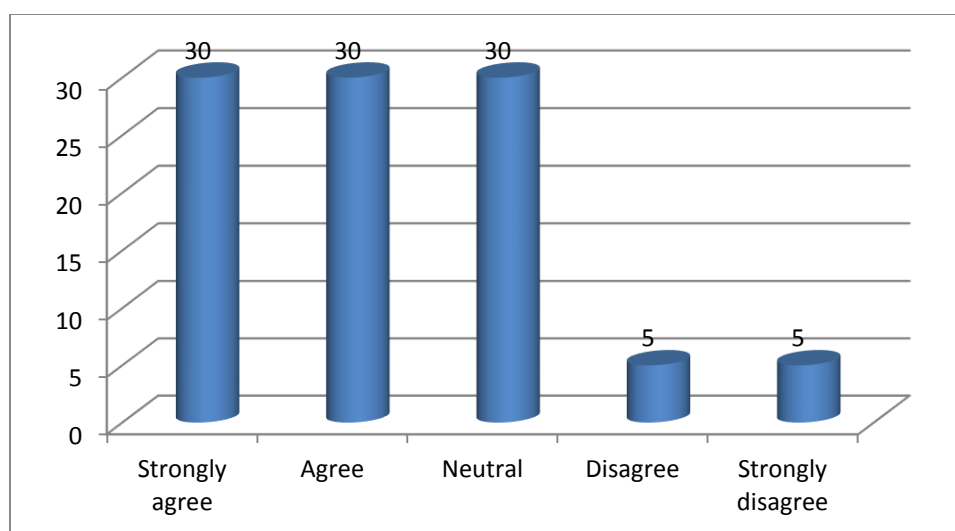
Table (4.5) and figure (4.5) above display “University students prepositions errors may partially lead to misunderstanding of preposition usage”. As demonstrated, 75% agreed, while only 15% disagreed. It’s worth mentioning that 10% recorded neutral. This indicates that these errors are to be avoided when it comes to dealing with prepositions. This could be done through more practice.

Table No (4.6) The frequency and percentage for the answers of statement No. (2) University students prepositions errors may partially because of overgeneralization of the first language rules.

Answer	Frequency	Percent
Strongly agree	6	30.0
Agree	6	30.0
Neutral	6	30.0
Disagree	1	5.0
Strongly disagree	1	5.0
Total	20	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No (4.6)



Source: The researcher from applied study, by using (SPSS).

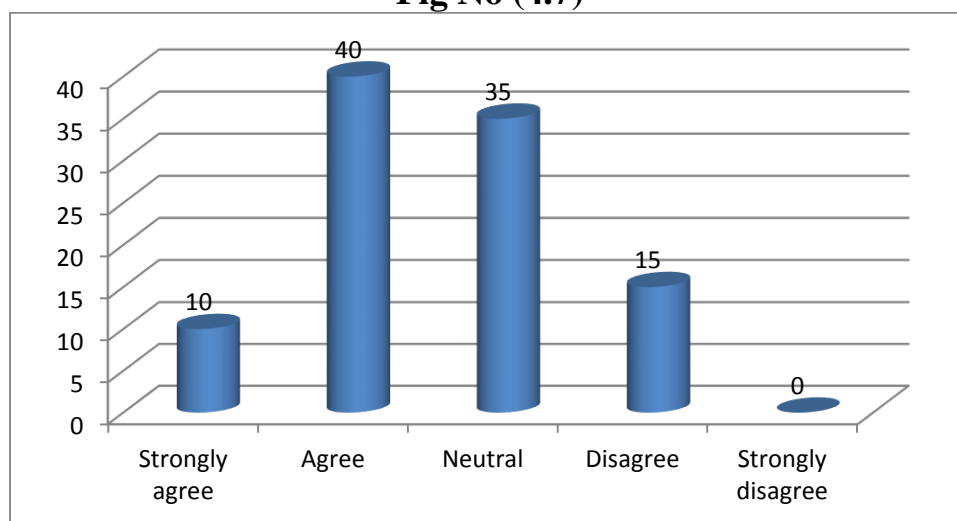
The above table (4.6) and figure (4.6) show “University students prepositions errors may partially because of overgeneralization of the first language rules”. As demonstrated, 60% agreed, whereas 10% disagreed. it is worth notifying that neutral recorded 30%. From the percentage above, it could be said that mother-tongue interference is one of the main factors behind prepositions errors. To minimize these errors the areas of similarities and differences between English and Arabic prepositions should be highlighted.

Table No (4.7) The frequency and percentage for the answers of statement No. (3) University students have little knowledge about prepositions that hinders the smoothness of a successful learning process .

Answer	Frequency	Percent
Strongly agree	2	10.0
Agree	8	40.0
Neutral	7	35.0
Disagree	3	15.0
Strongly disagree	0	0.0
Total	20	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No (4.7)



Source: The researcher from applied study, by using (SPSS).

Table (4.7) and figure (4.7) above indicate “University students have little knowledge about preposition that hinders the smoothness of a successful learning process”. As shows, 50% agreed, while 15% disagreed. To be noted that 35% were neutral. This justifies that the having sufficient knowledge of prepositions and their functions is significant for achieving a successful learning process.

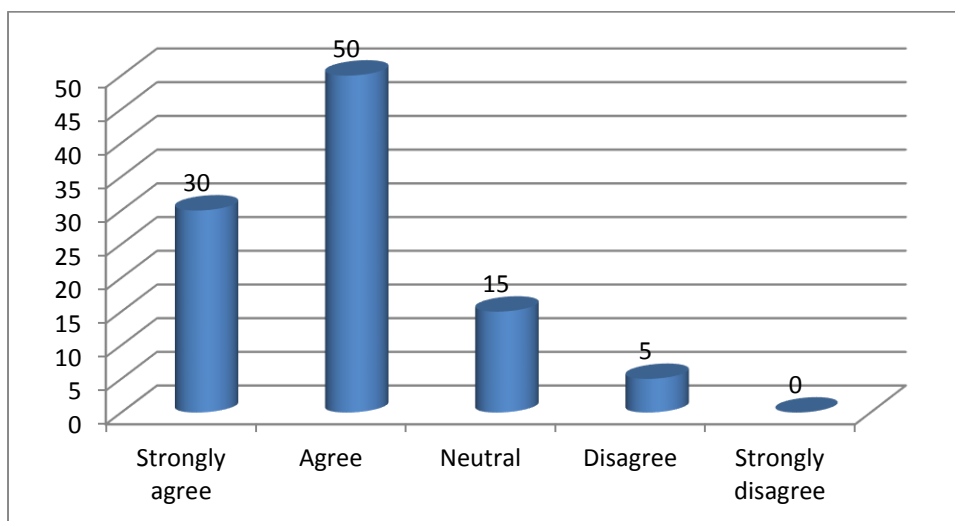
Second hypothesis: Errors in using prepositions maybe due to other factors such as mother- tongue, lack of practice, etc.

Table No (4.8) The frequency and percentage for the answers of statement No. (4) University student's prepositions errors may partially because of the interference of the mother-tongue.

Answer	Frequency	Percent
Strongly agree	6	30.0
Agree	10	50.0
Neutral	3	15.0
Disagree	1	5.0
Strongly disagree	0	0.0
Total	20	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No (4.8)



Source: The researcher from applied study, by using (SPSS).

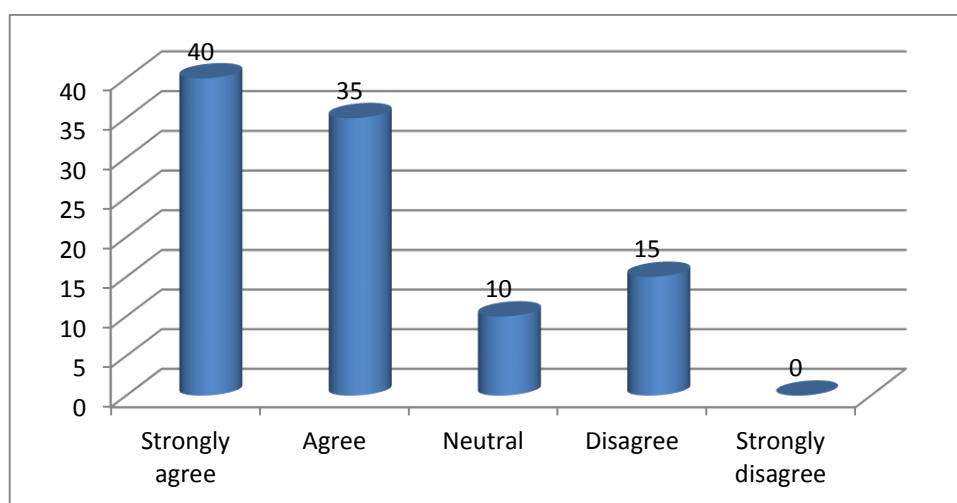
The above table (4.8) and figure (4.8) explain “University students prepositions errors may partially because of the interference of the mother-tongue”. As demonstrated, 80% agreed, whereas 5% disagreed. It’s worth mentioning that 15% were neutral. The relatively high percentages devoted to agree and disagree indicates that mother-tongue interference plays a great role in these errors.

Table No (4.9) The frequency and percentage for the answers of statement No. (5) University students prepositions errors might be partially because of the curriculum of higher education.

Answer	Frequency	Percent
Strongly agree	8	40.0
Agree	7	35.0
Neutral	2	10.0
Disagree	3	15.0
Strongly disagree	0	0.0
Total	20	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No (4.9).



Source: The researcher from applied study, by using (SPSS).

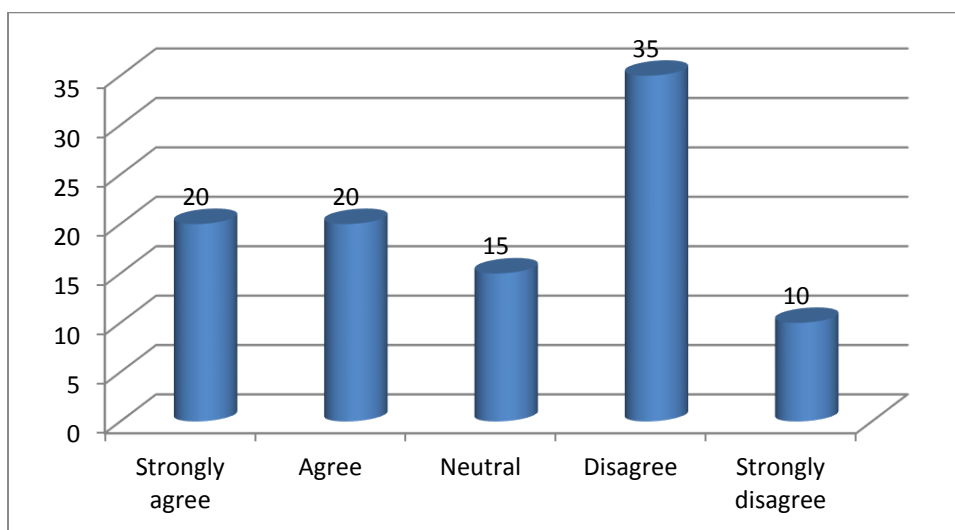
Table (4.9) and figure (4.9) above display “University students errors might be partially because of the curriculum of higher education”. As shown, 75% agreed, while 15% disagreed. It’s worth notifying that 10% neutral. For these percentages, it’s clear that prepositions are not given enough attention in the university curriculum. This urge curriculum developers and decision makers to give prepositions due attention, it could be interfering that more practice should be emphasized.

Table No (4.10) The frequency and percentage for the answers of statement No. (6) One of the causes of University students prepositions errors maybe the lack of communication with native speakers.

Answer	Frequency	Percent
Strongly agree	4	20.0
Agree	4	20.0
Neutral	3	15.0
Disagree	7	35.0
Strongly disagree	2	10.0
Total	20	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No (4.10)



Source: The researcher from applied study, by using (SPSS).

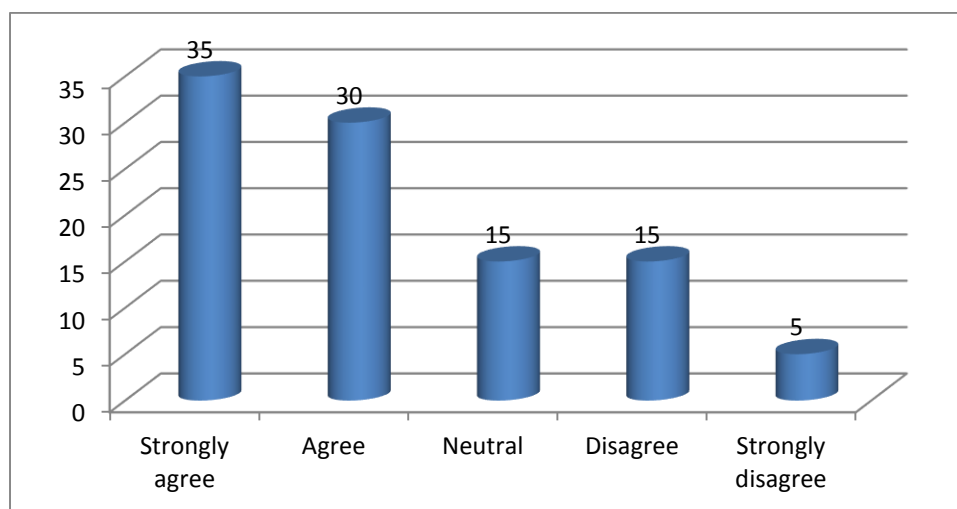
The above table (4.10) and figure (4.10) project “One of the causes of university students prepositions errors maybe the lack of communication with native speakers”. As shown, 40% agreed, whereas 45% disagreed. It’s worth mentioning that 15% were neutral. According to these percentages communicating with native speakers is not a most to minimizing prepositions errors.

Table No (4.11) The frequency and percentage for the answers of statement No. (7) Translating into mother tongue has negative impact on the process of using prepositions correctly.

Answer	Frequency	Percent
Strongly agree	7	35.0
Agree	6	30.0
Neutral	3	15.0
Disagree	3	15.0
Strongly disagree	1	5.0
Total	20	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No (4. 11)



Source: The researcher from applied study, by using (SPSS).

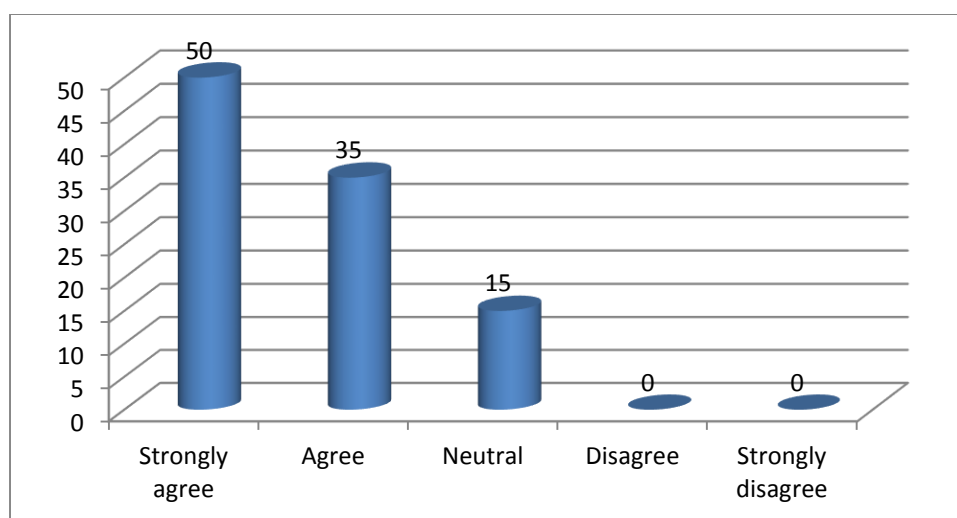
Table (4.11) and figure (4.11) above explain “Translation into mother tongue has native impact on the process of using prepositions correctly”. As demonstrated, 65% agreed, while 20% disagreed. It’s worth notifying that 15% recorded neutral. The excessive use of mother-tongue has negative impact on the use of prepositions, so the excessive use of students’ native language should be avoided.

Table No (4. 12) The frequency and percentage for the answers of statement No. (8) University students prepositions errors may have negative impact on their written performance .

Answer	Frequency	Percent
Strongly agree	10	50.0
Agree	7	35.0
Neutral	3	15.0
Disagree	0	0.0
Strongly disagree	0	0.0
Total	20	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No (4. 12)



Source: The researcher from applied study, by using (SPSS).

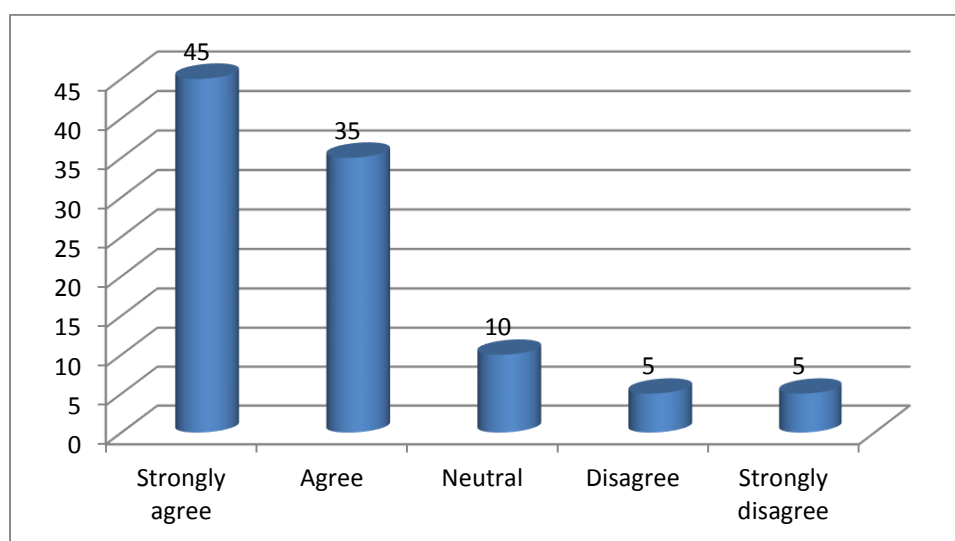
The above table (4.12) and figure (4.12) indicate “University students prepositions errors may have negative impact on their written performance”. As displayed, 85% agreed, whereas to be noted that 15% were neutral. It’s obvious that prepositions errors directly affect students’ written performance. This is proved by the above table and figure. For university students to write effectively, they have to have sufficient knowledge of prepositions and how to use them.

Table No (4. 13) The frequency and percentage for the answers of statement No. (9) University students face difficulties in choosing the correct preposition items in written language.

Answer	Frequency	Percent
Strongly agree	9	45.0
Agree	7	35.0
Neutral	2	10.0
Disagree	1	5.0
Strongly disagree	1	5.0
Total	20	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No (4. 13)



Source: The researcher from applied study, by using (SPSS).

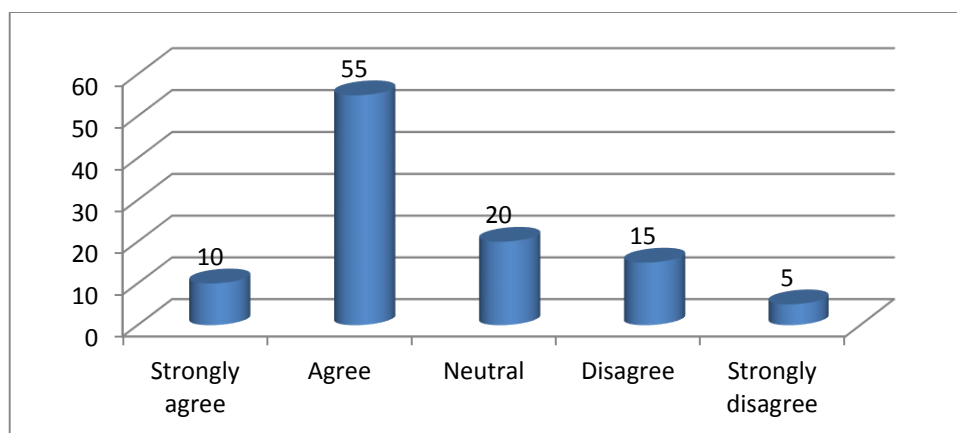
Table (4.13) and figure (4.13) above display “University students face difficulties in choosing the correct preposition items in written language”. As shown 80% agreed, while 10% disagreed. It’s worth mentioning that 10% were neutral. It is no doubt that the lack of prepositions knowledge is reflected on their written performance. Here resides the significance mastering prepositions.

Table No (4.14) The frequency and percentage for the answers of statement No. (10) University students inadequacy of prepositions use is behind the failure of making the correct choice in using prepositions appropriately .

Answer	Frequency	Percent
Strongly agree	2	10.0
Agree	11	55.0
Neutral	4	20.0
Disagree	3	15.0
Strongly disagree	1	5.0
Total	20	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No (4.14)



Source: The researcher from applied study, by using (SPSS).

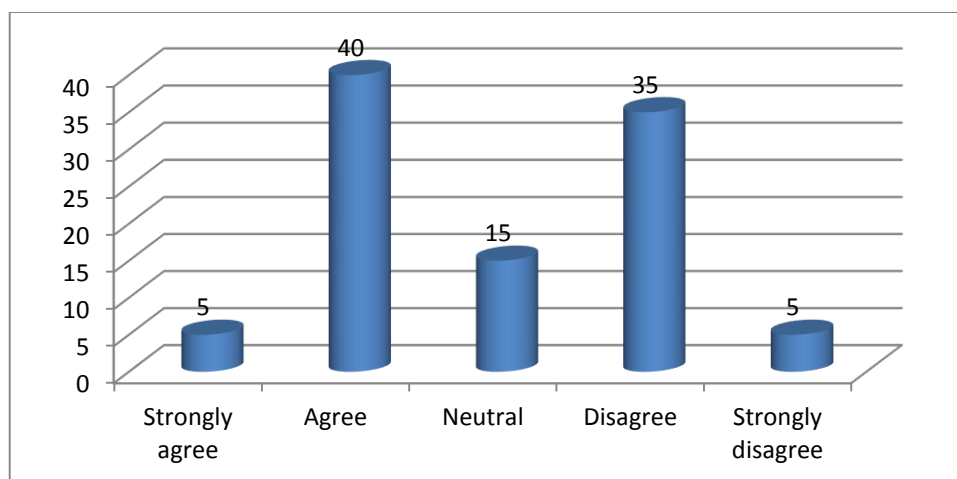
The above table (4.14) and figure (4.14) project “University students inadequacy of prepositions use is behind the failure of making the correct choice in using prepositions appropriately”. As demonstrated, 65% agreed, whereas 20% disagreed. It’s worth notifying that 20% were neutral. It is obvious that insufficient knowledge of prepositions usage leads to inappropriate use of these prepositions. This claims is substantiated by the above percentage.

Table No (4.15) The frequency and percentage for the answers of statement No. (11) University students exposure to English language prepositions is limited in their English .

Answer	Frequency	Percent
Strongly agree	1	5.0
Agree	8	40.0
Neutral	3	15.0
Disagree	7	35.0
Strongly disagree	1	5.0
Total	20	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No (4.15)



Source: The researcher from applied study, by using (SPSS).

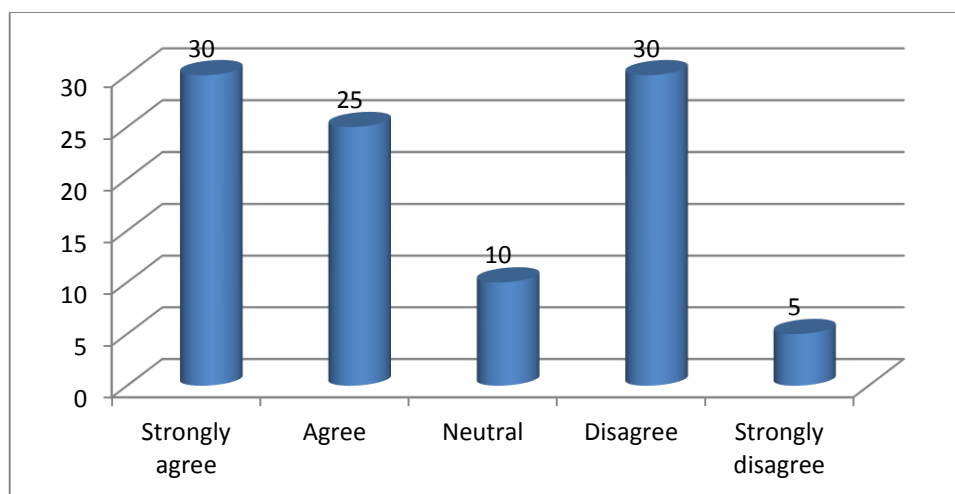
Table (4.15) figure (4.15) above explain “University students exposure to English language prepositions is limited in their English”. As shown, 45% agreed, while 40% disagreed. To be noted that 15% were neutral. Its true that for students to correctly use prepositions they need to be fully exposed to these prepositions and their different uses that doing so results in poor knowledge of prepositions and their poor use of the language.

Table No (4.16) The frequency and percentage for the answers of statement No. (12) University students are not provided with sufficient practice to use prepositions correctly .

Answer	Frequency	Percent
Strongly agree	6	30.0
Agree	5	25.0
Neutral	2	10.0
Disagree	6	30.0
Strongly disagree	1	5.0
Total	20	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No (4.16)



Source: The researcher from applied study, by using (SPSS).

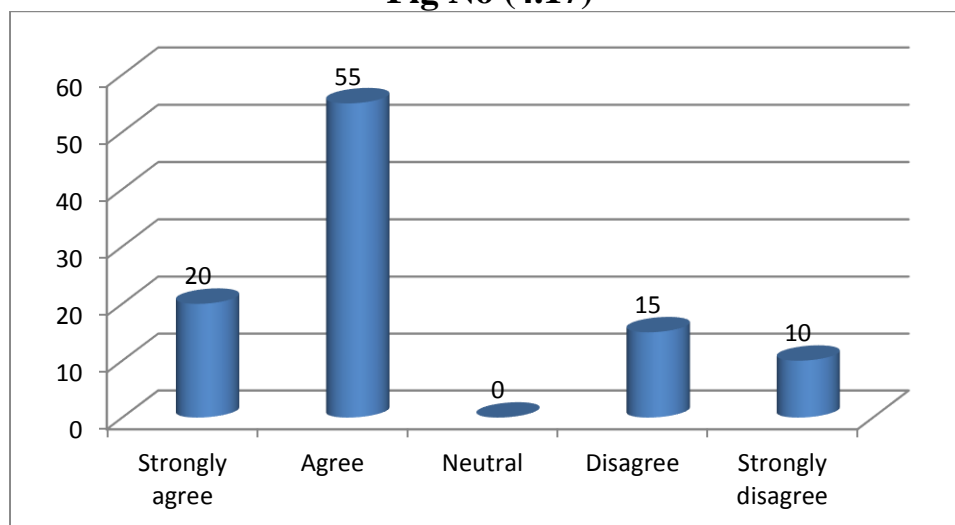
The above table (4.16) and figure (4.16) show “University students are not provided with sufficient practice to use prepositions correctly”. As displayed, 55% agreed, whereas 35% disagreed. It’s worth mentioning that 10% were neutral. Practice is significant to achieving any successful learning process and if there are no practices there is no learning at all. This indicates that for students to appropriately use prepositions there must be enough practice.

Table No (4.17) The frequency and percentage for the answers of statement No. (13) Prepositions errors made by the university students are not sufficiently analyzed by some teachers or instructors.

Answer	Frequency	Percent
Strongly agree	4	20.0
Agree	11	55.0
Neutral	0	0.0
Disagree	3	15.0
Strongly disagree	2	10.0
Total	20	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No (4.17)



Source: The researcher from applied study, by using (SPSS).

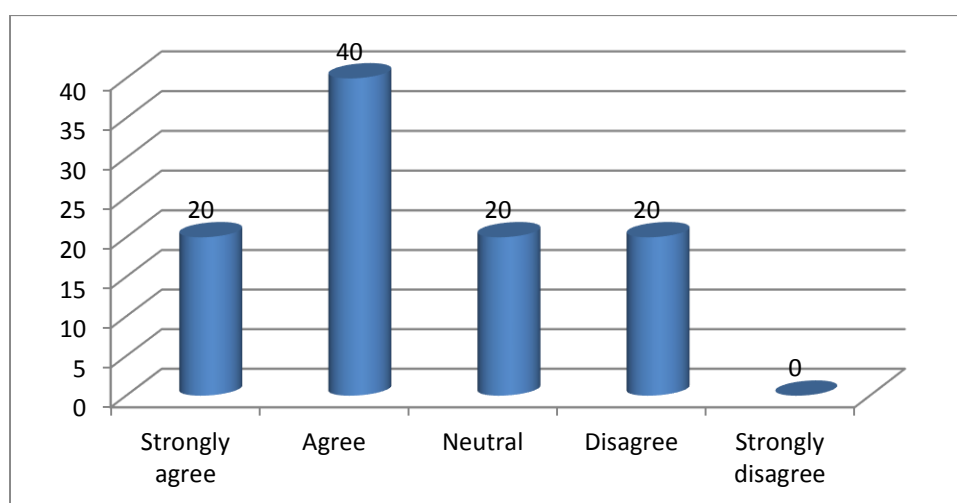
Table (4.17) and figure (4.17) above indicate “Prepositions errors made by the university students are not sufficiently analysed by some teachers or instructors”. As demonstrated, 75% agreed, while 25% disagreed. The percentages show above proves that prepositions errors could be not fully analyzed by teachers. This suggest that for teachers contribute to minimizing students errors of students’ prepositions usage, they have to be fully aware of these errors, so that they could minimizing them.

Table No (4.18) The frequency and percentage for the answers of statement No. (14) Some teachers are not qualified enough in tackling prepositions errors .

Answer	Frequency	Percent
Strongly agree	4	20.0
Agree	8	40.0
Neutral	4	20.0
Disagree	4	20.0
Strongly disagree	0	0.0
Total	20	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No (4.18).



Source: The researcher from applied study, by using (SPSS).

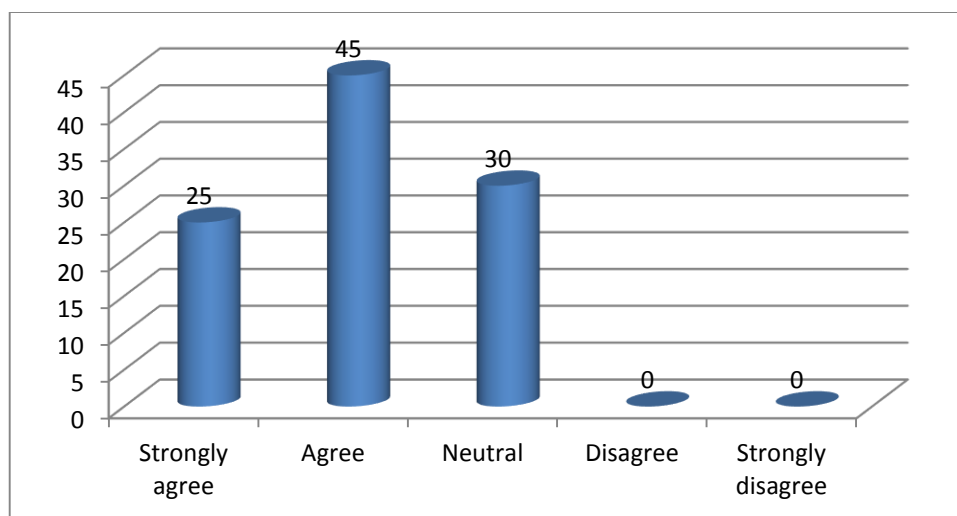
The above table (4.18) and figure (4.18) display “Some teachers are not qualified enough in tackling prepositions errors”. As explained, 60% agreed, whereas 20% disagreed. It’s worth mentioning that 20% were neutral. The relatively high percentage recorded by agree and disagree implies that for prepositions errors to be tackled teachers must be highly qualified, otherwise these errors will remain, as the researcher see it, teachers qualification is not only recommended to tackling prepositions errors, but it a must to achieving a successful learning and teaching process.

Table No (4.19) The frequency and percentage for the answers of statement No. (15) Weakness of university students in writing production can partially lead to prepositions errors .

Answer	Frequency	Percent
Strongly agree	5	25.0
Agree	9	45.0
Neutral	6	30.0
Disagree	0	0.0
Strongly disagree	0	0.0
Total	20	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No (4.19)



Source: The researcher from applied study, by using (SPSS).

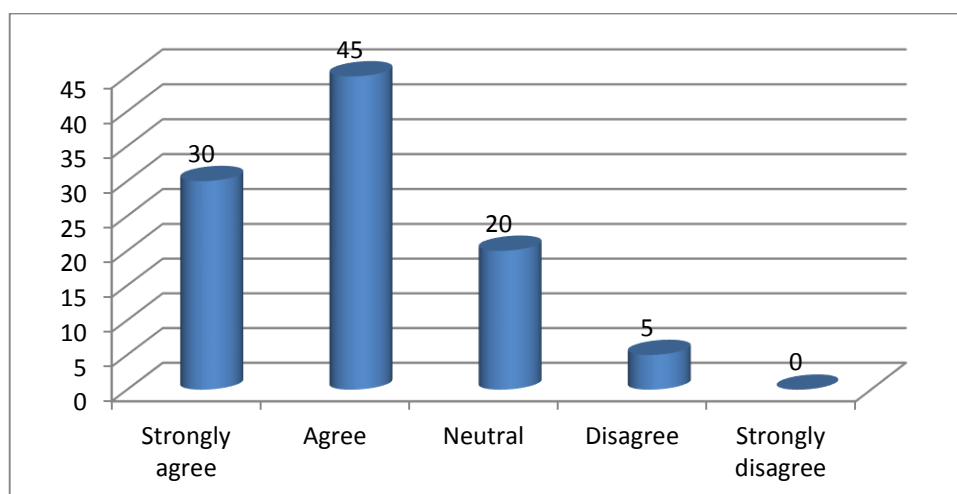
Table (4.19) and figure (4.19) above project “Weakness of university students in writing production can partially lead to prepositions errors”. As shown, 70% agreed, while 30% were neutral. As shown, 70% agreed which demonstrates that weakness of writing leads to prepositions errors and vice-versa. Writing can improve students knowledge of prepositions through practice, so that teachers should encourage their students to write more and more.

Table No (4.20) The frequency and percentage for the answers of statement No. (16) Many University students make prepositions errors in speech .

Answer	Frequency	Percent
Strongly agree	6	30.0
Agree	9	45.0
Neutral	4	20.0
Disagree	1	5.0
Strongly disagree	0	0.0
Total	20	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No (4.20)



Source: The researcher from applied study, by using (SPSS).

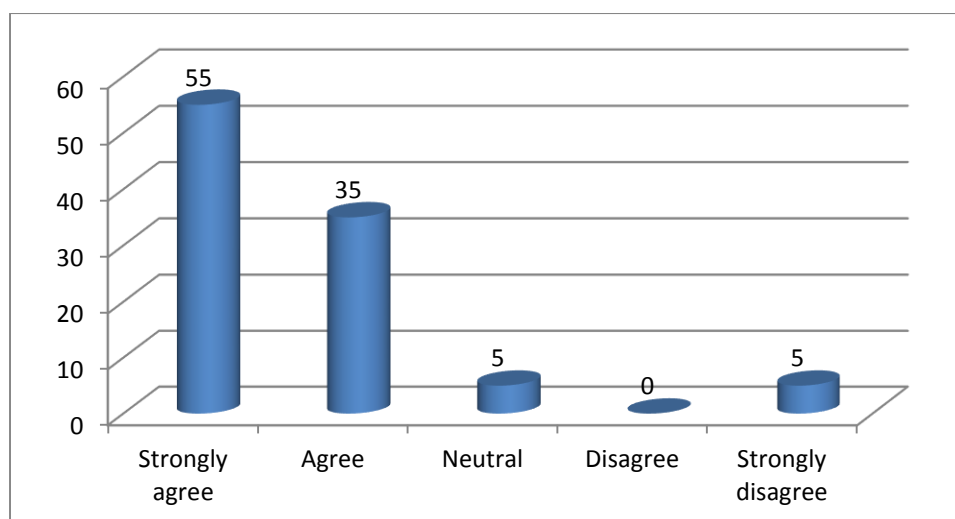
The above table (4.20) and figure (4.20) indicate” Many university students make prepositions errors in speech”. As displayed, 75% agreed, whereas 5% disagreed. It’s worth notifying that 20% were neutral. As demonstrated above, the vast majority of undergraduates encounter some difficulties of using prepositions in speech. This could be due to lack of practice, lack of exposure, etc. So its suggested that speaking should be given enough attention in EFL/ESL classrooms, so that prepositions errors could be minimize.

Table No (4.21) The frequency and percentage for the answers of statement No. (17) Understanding the uses of prepositions could promote students comprehension skills.

Answer	Frequency	Percent
Strongly agree	11	55.0
Agree	7	35.0
Neutral	1	5.0
Disagree	0	0.0
Strongly disagree	1	5.0
Total	20	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No (4.21)



Source: The researcher from applied study, by using (SPSS).

Table (4.21) and figure (4.21) above show “Understanding the uses of prepositions could promote students comprehension skills”. As displayed, 90% agreed, while 5% disagreed. To be noted that 5% were neutral. As shown, 90% of respondents agreed that understanding the how prepositions are used could raise students comprehension. It’s true that knowing how prepositions should be used leads to understanding and hence effective communication and not doing so results in poor communication.

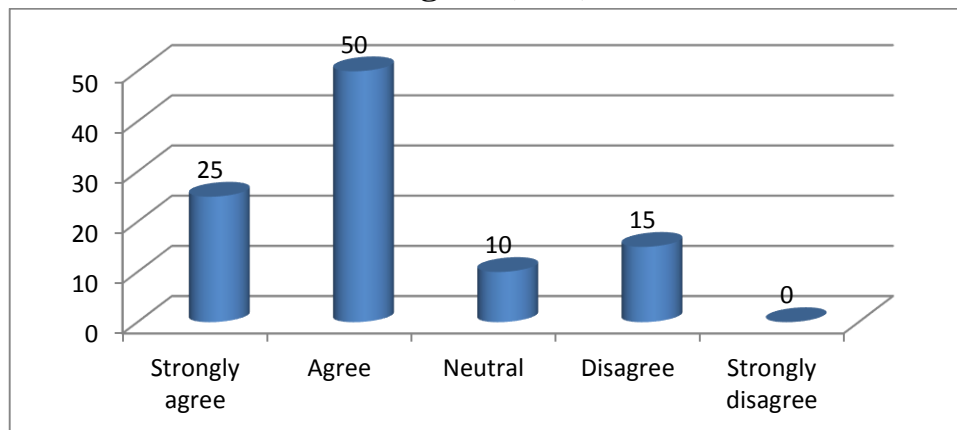
Third hypothesis The students' problems in using prepositions can be resolved via different exercises and more practice.

Table No (4.22) The frequency and percentage for the answers of statement No. (18) University students do not acquire strategies that enable them to deal with new words which need special prepositions usage.

Answer	Frequency	Percent
Strongly agree	5	25.0
Agree	10	50.0
Neutral	2	10.0
Disagree	3	15.0
Strongly disagree	0	0.0
Total	20	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No (4.22)



Source: The researcher from applied study, by using (SPSS).

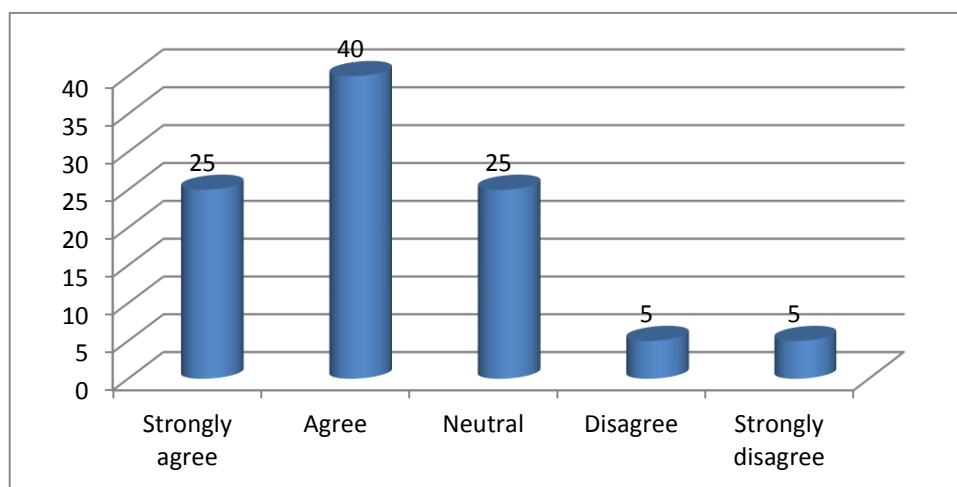
The above table (4.22) and figure 4.22) display “University students do not acquire strategies that enable them to deal with new words which need special prepositions usage”. As demonstrated, 75% agreed, while 15% disagreed. It’s mentioning that 10% recorded neutral. This justifies that to deal with new words learners need to know how these words deal with prepositions. This helps in how prepositions are differently used in different contexts.

Table No (4.23) The frequency and percentage for the answers of statement No. (19) Some university students are not aware of prepositions usage .

Answer	Frequency	Percent
Strongly agree	5	25.0
Agree	8	40.0
Neutral	5	25.0
Disagree	1	5.0
Strongly disagree	1	5.0
Total	20	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No (4.23)



Source: The researcher from applied study, by using (SPSS).

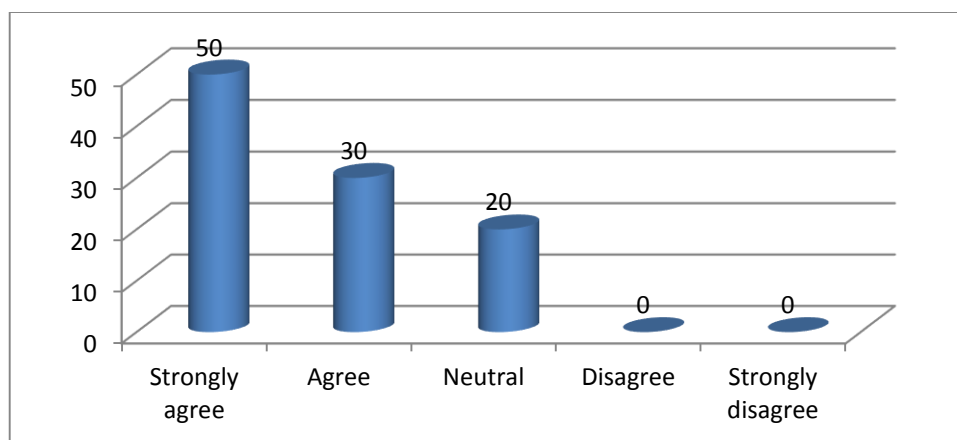
Table (4.23) and figure (4.23) above explain “Some university students are not aware of prepositions usage”. As displayed, 65% agreed, while 10% disagreed. It’s worth mentioning that 25% recorded neutral. It’s clearly prove that students are not aware of prepositions usage. This lack of awareness could be attributed to many factors, lack of practice, the fact that prepositions are not given enough attention in the university curricula as well as the classroom , etc.

Table No (4.24) The frequency and percentage for the answers of statement No. (20) The involvement of English language native speaker teachers in the teaching process could minimize prepositions errors.

Answer	Frequency	Percent
Strongly agree	10	50.0
Agree	6	30.0
Neutral	4	20.0
Disagree	0	0.0
Strongly disagree	0	0.0
Total	20	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No (4.24)



Source: The researcher from applied study, by using (SPSS).

The above table (4.24) and figure 4.24) project "The involvement of English language native speaker teachers in the teaching process could minimize prepositions errors". As shown, 80% agreed, whereas 20% recorded neutral. Undoubtedly, being exposed to native speakers could minimize errors of prepositions. This claim is supported by the percentage above. The involvement of native speaker teachers helps to a large extend in minimizing prepositions errors as well as it helps in producing native-like language as native speaker know how to exploit the resources of their language.

Test of hypothesis

Table No (4.25) Chi-Squair test for the first hypothesis: The differences in using prepositions between Sudanese Arabic and English causes problems.

Statement	Mean	Std. Deviation	Median	Chi-Square	P. value
1. University students prepositions errors may partially lead to misunderstanding of preposition usage.	4.25	1.164	5.00	17.200	.001**
2. University students prepositions errors may partially because of overgeneralization of the first language rules.	3.75	1.118	4.00	7.500	.112*
3. University students have a little knowledge about prepositions that hinders the smoothness of a successful learning process	3.45	.887	3.50	5.200	.158*

Source: The researcher from applied study, by using (SPSS).

1. The above table (4.25), shows that the calculated value of chi-square for the significance of the differences for the respondents' answers in the statement No (1) "University students prepositions errors may be partially lead to misunderstanding of prepositions usage", was (17.200) with P.value (0.001) which is less than the level of significant value (5%). This indicates that there are statically significance differences among the respondents' answers.
2. The above table (4.25), indicates that the calculate value of Chi-square for the significance of the differences for the respondents' answers in the statement No(2) "University students prepositions errors may be partially because of overgeneralization of the first language rules", was (7.500) with P-value (0.112) which is less than the level of significant value (5%). This shows that there are statically significance differences among the answers of respondents.

3. The above table (4.25), illustrates that the calculated value of Chi-square for the significance of the differences for the respondents' answers in the statement No(3) "University students have little knowledge about prepositions that hinders the smoothness of a successful learning process", was (5.200) with P-value (0.158) which is less than the level of significant value (5%). This indicates that there are statically significance differences among the respondents' answers. According to the previous results, we can say that the first hypothesis is verified.

Table No (4.26) Chi-Square test for the second hypothesis: Errors in using prepositions may be due to other factors such as mother- tongue, lack of practice, etc.

Statement	Mean	Std. Deviation	Median	Chi-Square	P. value
1. University students prepositions errors may partially because of the interference of the mother tongue	4.05	.826	4.00	9.200	.027**
2. University students prepositions errors might partially because of the curriculum of higher education.	4.00	1.076	4.00	5.200	.158*
3. one of the causes of University students prepositions errors maybe the lack of communication with native speakers	3.05	1.356	3.00	3.500	.478*
4. Translating into mother tongue has negative impact on the process of using prepositions correctly	3.75	1.251	4.00	6.000b	.199*
5. University students prepositions errors may have negative impact on their written performance	4.35	.745	4.50	3.700c	.157*
6. University students face difficulties in choosing the correct preposition items in written language.	4.10	1.119	4.00	14.000b	.007**

7. University students inadequacy of prepositions use is behind the failure of making the correct choice in using prepositions appropriately	3.60	.883	4.00	10.000a	.019**
8. University students exposure to English language prepositions is limited in their English.	3.05	1.099	3.00	11.000b	.027**
9. University students are not provided with sufficient practices to use prepositions correctly	3.45	1.356	4.00	5.500b	.240*
10. Prepositions errors made by the university students are not sufficiently analyzed by some teachers or instructors.	3.60	1.273	4.00	10.000a	.019**
11. some teachers are not qualified enough in tackling prepositions errors.	3.60	1.046	4.00	2.400a	.494*
12. Weakness of university students in writing production can partially lead to prepositions errors.	3.95	.759	4.00	1.300c	.522*
13. Many University students make prepositions errors in speech.	4.00	.858	4.00	6.800a	.079*
14. Understanding the uses of prepositions could promote students comprehension skills	4.35	.988	5.00	14.400a	.002**

Source: The researcher from applied study, by using (SPSS).

1. The above table (4.26), shows that the calculated value of Chi-square for the significance of the differences for the respondents' answers in the statement No(1) “ University students prepositions errors may be partially because of the difference of the mother-tongue”, was(9.200) with P-value (0.027) which is less than the level of significant value (5%). This indicates that there are statically significance differences among the respondents' answers.

2. The above table (4.26), illustrates that the calculated value of Chi-square for the significance of the differences for the respondents' answers in the statement No(2) "University students prepositions errors might be partially because of the curriculum of higher education", was (5.200) with P-value (0.158) which is less than the level of significant value (5%). This shows that there are statically significance differences among the respondents answers.
3. The above table (4.26), indicates that the calculated value of Chi-square for the significance of the differences for the respondents' answers in the statement No(3) "One of the causes of university students prepositions errors may be the lack of communication with native speakers", was (3.500) with P-value (0.478) which is less than the level of significant value (5%) . This shows that there are statically significance difference among the respondents' answers.
4. The above table (4.26), shows that the calculated value of Chi-square for the significance of the differences for the respondents' answers in the statement No(4) "Translating into mother-tongue has negative impact on the process of using prepositions correctly". Was (6.000) with P-value(0.199) which is less than the level of significant value (5%). This indicates that there are statically significance differences among the respondents' answers.
5. The above table (4.26), indicates that the calculated value of Chi-square for the significance of the differences for the respondents' answers in the statement No(5), " University students prepositions errors may have negative impact on their written performance", was(3.700) with P-value (0.157) which is less than the level of significant value (5%) . This shows that there are statically significance differences among the respondents' answers.
6. The above table(4.26), illustrates that the calculated value of chi-square for the significance of the differences for the respondents' answers in the statement No(6) "University students face difficulties in choosing the correct prepositions items in written language". Was (14.000) with P-value(0.007) which is less than the level of significance value (5%). This indicates that there are statically significance differences among the respondents' answers.
7. The above table (4.26), indicates that the calculated value of Chi-square for the significance of the differences for the respondents'

answers in the statement No(7) "University students inadequacy of prepositions use is behind the failure of making the correct choice in using prepositions appropriately" was (10.000) with P-value(0.019) which is less than the level of significant value (5%). This shows that there are statically significance differences among the respondents' answers.

8. The above table (4.26), shows that the calculated value of Chi-square for the significance of the differences for the respondents' answers in the statement No(8) "University students exposure to English language prepositions is limited in their English", was (11.000) with p-value (0.027) which is less than the level of significant value (5%) . This indicates that there are statically significance differences among the respondents answers.
9. The above table (4.26), illustrates that the calculated value of Chi-square for the significance of the differences for the respondents' answers in the statement No(9) "University students are not provided with sufficient strategies to use prepositions correctly", was (5.500) with P-value(0.240) which is less than the level of significant value (5%). This shows that there are statically significance differences among the respondents' answers.
10. The above table (4.26), shows that the calculated value of Chi-square for the significance of the differences for the respondents' answers in the statement No(10) "Prepositions errors made by the university students are not sufficiently analyzed by some teachers or instructors", was (10.000) with P-value (0.019) which is less than the level of significant value (5%). This shows that there are statically significance differences among the respondents' answers.
11. The above table (4.26), indicates that the calculated value of Chi-square for the significance differences for the respondents' answers in the statement No(11) "Some teachers are not qualified enough in tackling prepositions errors", was (2.400) with P-value (0.494) which is less than the level of significant value (5%) . This shows that there are statically significance differences among the respondents answers.
12. The above table (4.26), illustrates that the calculated value of Chi-square for the significance of differences for the respondents' answers in the statement No(12) "Weakness of university students in writing production can partially lead to prepositions errors", was (1.300) with

P-value (0.522) which is less than the level of significant value (5%). This shows that there are statically significant differences among the respondents' answers.

13. The above table (4.26), Shows that the calculated value of Chi-square for the significance of differences for the respondents' answers in the statement No(13) "Many university students make preposition errors in speech". Was (6.800) with P-value (0.079) which is less than the level of significant value (5%). This indicates that there are statically significant differences among the respondents' answers.

14. The above table (4.26), indicates that the calculated value of Chi-square for the significance of differences for the respondents' answers in the statement No (14) "Understanding the uses of prepositions could promote students comprehension skills", was (14.400) with P-value (0.002) which is less than the level of significant value (5%). This shows that there are statically significant differences among the respondent answers.

According to the previous results, it is possible to say that the second hypothesis is proved.

Table No (4.27) Chi-Squair test for the third hypothesis: The students' problems in using prepositions can be resolved via different exercises and more practice.

Statement	Mean	Std. Deviation	Median	Chi-Square	P. value
1-University students do not acquire strategies that enable them to deal with new words which need special prepositions usage.	3.85	.988	4.00	7.600 ^a	.055*
2-Some university students are not aware of prepositions usage	3.75	1.070	4.00	9.000 ^b	.061*
3-The involvement of English language native speaker teachers in the teaching process could minimize prepositions errors	4.30	.801	4.50	2.800 ^c	.247*

Source: The researcher from applied study, by using (SPSS).

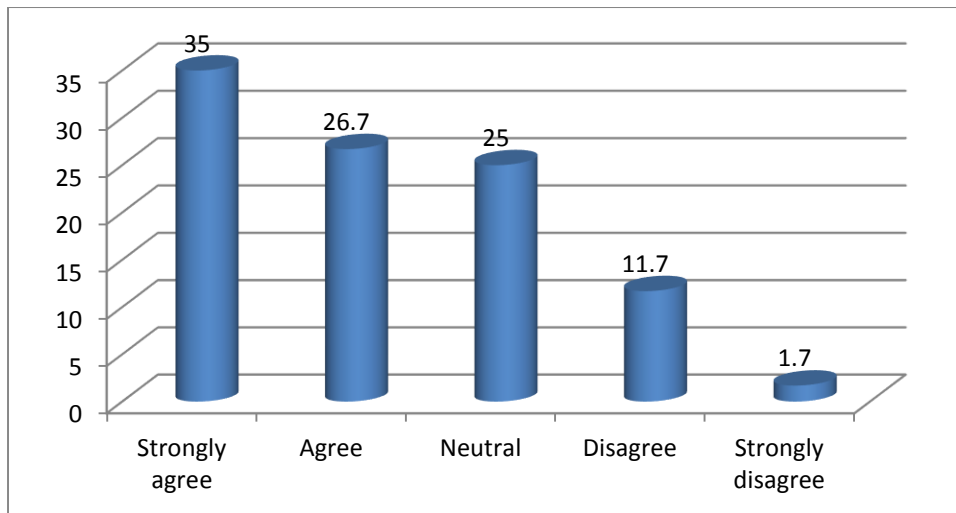
1. The above table (4.27), shows that the calculated value of chi-square for the significance differences for the respondents' answers in the statement No (1) “ University students do not acquire strategies that enable them to deal with new words which need special prepositions usage”. Was (7.600) with P-Value (0.55) which is less than the level of significant value (5%). This indicates that there are statically significant differences among the respondents' answers.
 2. The abovetable (4.27) indicates that the calculated value of Chi-square for the significance differences for the respondents' answers in the statement No (2) “Some university students are not aware of prepositions usage” . Was (9.000) with P-Value (0.061) which is less than the level of significant value (5%). This shows that there are statically significant differences among the respondents' answers.
 3. The above table (4.27), shows that the calculated value of Chi-square for the significance differences for the respondents answers in the statement No (3) “The involvement of English language native speaker teachers in the teaching process could minimize prepositions errors”. Was (2.800) with P-value (0.247) which is less than the level of significant value (5%). This illustrates that there are statically significant differences among the respondents' answers.
- According to the previous results the third hypothesis is verified.

Table No (4.28) The frequency and percentage of total numbers of respondents' answers in the first hypothesis (The differences in using prepositions between Sudanese Arabic and English causes problems)

Answer	Frequency	Percent
Strongly agree	21	35.0
Agree	16	26.7
Neutral	15	25.0
Disagree	7	11.7
Strongly disagree	1	1.7
Total	60	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No (4.25).



Source: The researcher from applied study, by using (SPSS).

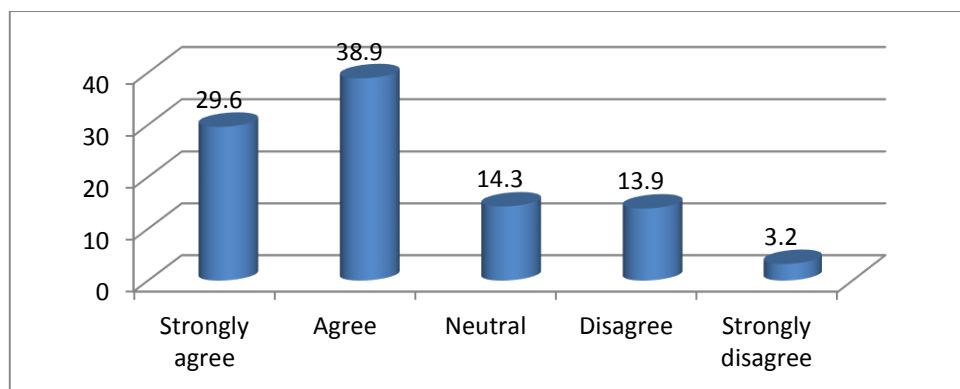
Table (4.28) and figure (4.25) display “The cause of prepositions problems facing students maybe due to difference between English and Arabic”. As explained, 61.7% agreed, while 13.4% disagreed. To be noted that 25% were neutral. One of the major causes of prepositions errors could be the interference of learners’ mother-tongue (Arabic) and the target language (English). The above percentage prove this claim.

Table No (4.29) The frequency and percentage of total numbers of respondents' answers in the second hypothesis (Errors in using prepositions may be due to other factors such as mother- tongue interference, lack of practice, etc).

Answer	Frequency	Percent
Strongly agree	83	29.6
Agree	109	38.9
Neutral	40	14.3
Disagree	39	13.9
Strongly disagree	9	3.2
Total	280	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No (4.26)



Source: The researcher from applied study, by using (SPSS).

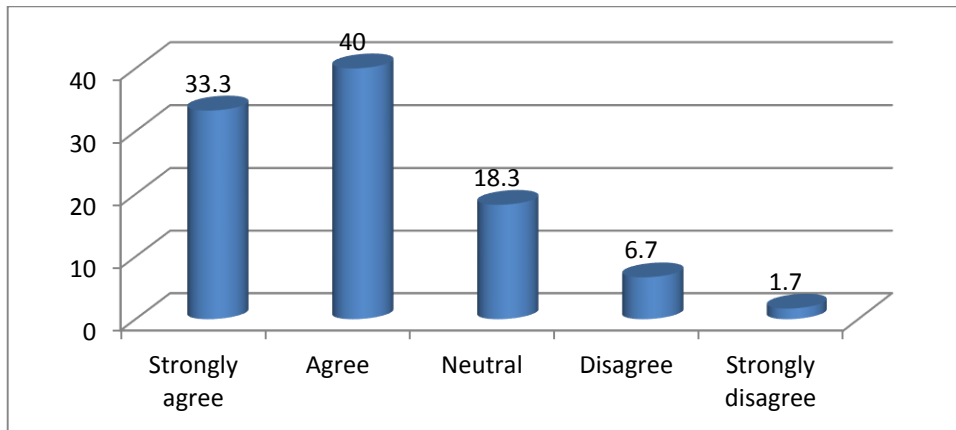
The above table (4.29) and figure (4.26) explain “Errors in using prepositions maybe due to other facts such as mother-tongue interference, lack of practice, etc”. As shown, 68% agreed, while 17% disagreed. It’s notifying that 14.3% recorded one of the factors behind prepositions errors in mother-tongue interference. This interference happens when students generalize the rules of their language to the target language. Another factor is lack of practice which is considered to be essential to achieving any successful learning process. It’s suggested that areas of similarities and differences between English and Arabic should be highlighted especially prepositions. As so suggested that more practice should be encouraged as it is indispensable to successful process of learning.

Table No (4.30) The frequency and percentage of total numbers of respondents' answers in the third hypothesis (The students' problems in using prepositions can be resolved via different exercises and more practice) .

Answer	Frequency	Percent
Strongly agree	20	33.3
Agree	24	40.0
Neutral	11	18.3
Disagree	4	6.7
Strongly disagree	1	1.7
Total	60	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No (4.27)



Source: The researcher from applied study, by using (SPSS).

Table (4.30) and figure (4.27) above indicate “The students problems in using prepositions can be resolved via different exercises and more practice”. As demonstrated 73.3% agreed, whereas 8.4% disagree. It’s worth mentioning that 18.3% registered neutral. It’s true that practice is essential to solving errors of prepositions in English Language because the more practice the better use of prepositions and the better learning process. This clearly demonstrated by the percentage shown above.

4.2 Testing the Study Hypotheses

To answer the study questions and check its hypotheses, the mean and standard deviation will be computed for each statement from the questionnaire that shows the opinions of the study respondents about the problems .To do that, the researcher will give five degrees for each response "strongly agree", four degrees for each response “agree”, three degrees for each response” uncertain", two degrees with each response “disagree", and one degree for each response with " strongly disagree ". This means, in accordance with the statistical analysis requirements, transformation of nominal variables to quantitative variables. After that, the non-parametric chi-square test will be used to know if there are

statistical differences amongst the respondents' responses about the study's hypotheses.

Table No (4.31) Test of Hypotheses:

Statement	Mean	Std. Deviation	Median	Chi-Square	P. value
1-The difference in using prepositions between Sudanese Arabic and English causes problems.	3.82	1.097	4.00	21.000	.000**
2-Errors in using prepositions may be due to other factors such as mother- tongue, lack of practice, etc.	3.78	1.114	4.00	112.357	.000**
3-The students' problems in using prepositions can be resolved via different exercises and more practice.	3.97	.974	4.00	32.833	.000**

Source: The researcher from applied study, by using (SPSS).

4.3 The Responses to the Diagnostic Test

The responses to the diagnostic test of the 50 students were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

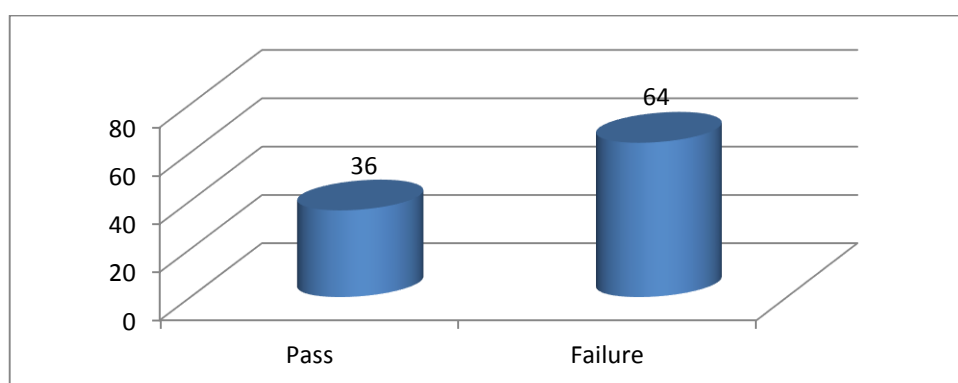
Each statement in the test is analyzed statistically and discussed. The following table will support the discussion.

Table (4.34): The frequency and percentage for the answers of question No. (1) Look ----- the baby until I come.

Grade	Frequency	Percent
Pass	18	36.0
Failure	32	64.0
Total	50	100.0

Source: The researcher from applied study, by using (SPSS).

FigNo (4.28)



Source: The researcher from applied study, by using (SPSS).

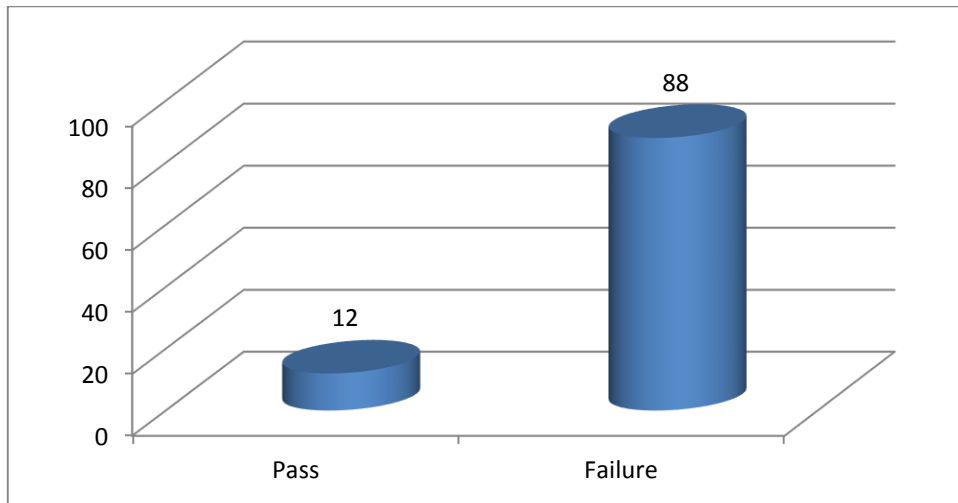
Table (4.34) and figure (4.28) above show "Look the baby until I come". As demonstrated, 36% pass, while 64% failed. The results show that there is a great and serious role of mother tongue interference in the process of learning English language that students mostly relate the questions to the system of their language (Arabic), they transfer Arabic grammar rules into English language.

Table 4.35: The frequency and percentage for the answers of question No. (2) The driver ----- the car went fast .

Grade	Frequency	Percent
Pass	6	12.0
Failure	44	88.0
Total	50	100.0

Source: The researcher from applied study, by using (SPSS).

FigNo (4.29)



Source: The researcher from applied study, by using (SPSS).

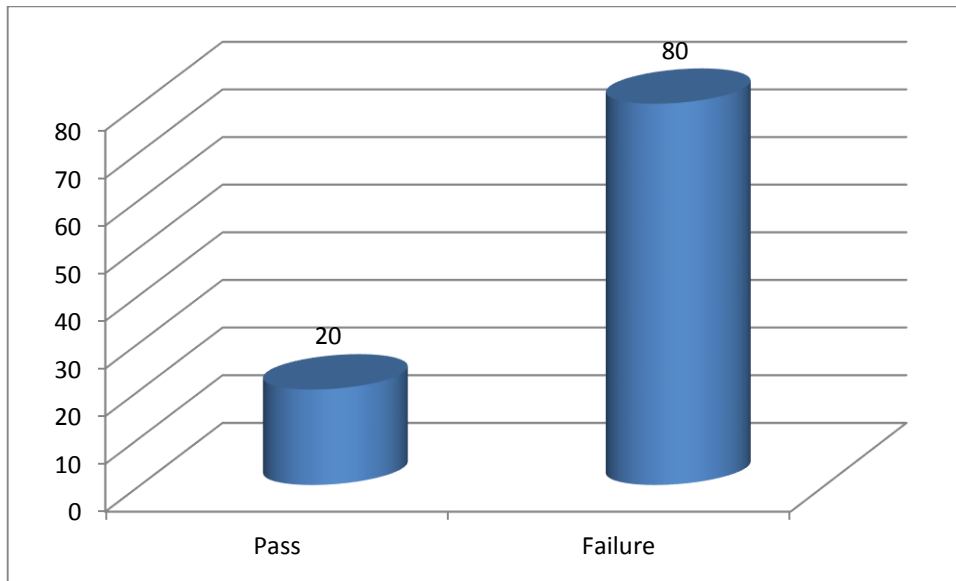
The above table (4.35) and figure (4.29) explain "The driver the car went fast". As indicated, 12% pass, whereas 88% fail. It is clear that the respondents' answers presented the substitute *in* for *of*. This case could be justified as the first language interference. Moreover, the students tend to use *in* as equivalent of *fī* (Arabic) which does not fit in the English context.

Table 4.36: The frequency and percentage for the answers of question No. (3) The plane flies ----- the city .

Grade	Frequency	Percent
Pass	10	20.0
Failure	40	80.0
Total	50	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No (4.30)



Source: The researcher from applied study, by using (SPSS).

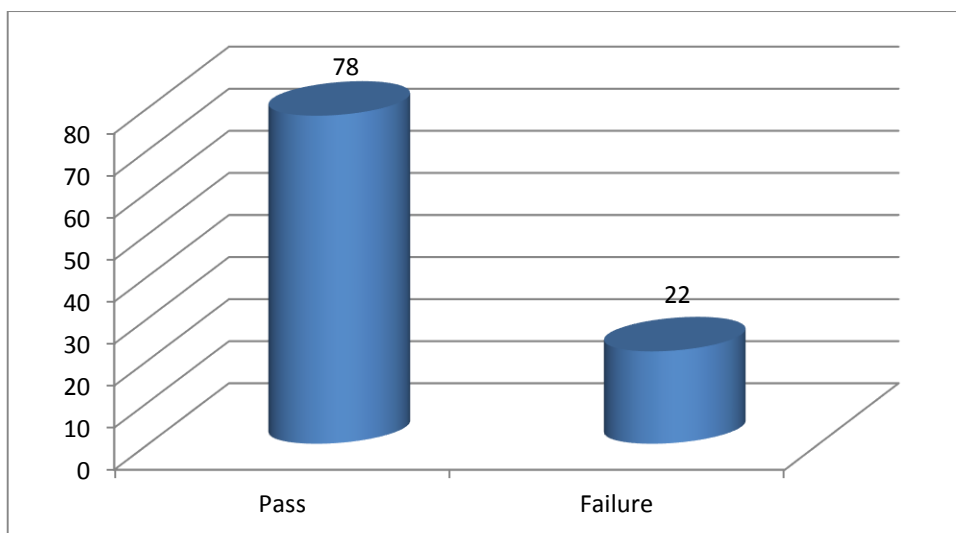
Table (4.36) and figure (3.30) above display "The plane flies the city". As shown, 20% pass, while 80% failed. This indicates that the students replace *over* with *above* due to their native language (Arabic) interference in the use of English prepositions. So students equate the first meaning of English prepositions with one of Arabic prepositions.

Table 4.37: The frequency and percentage for the answers of question No. (4) Will you be ----- home between six and seven o'clock tonight?

Grade	Frequency	Percent
Pass	39	78.0
Failure	11	22.0
Total	50	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No(4.31)



Source: The researcher from applied study, by using (SPSS).

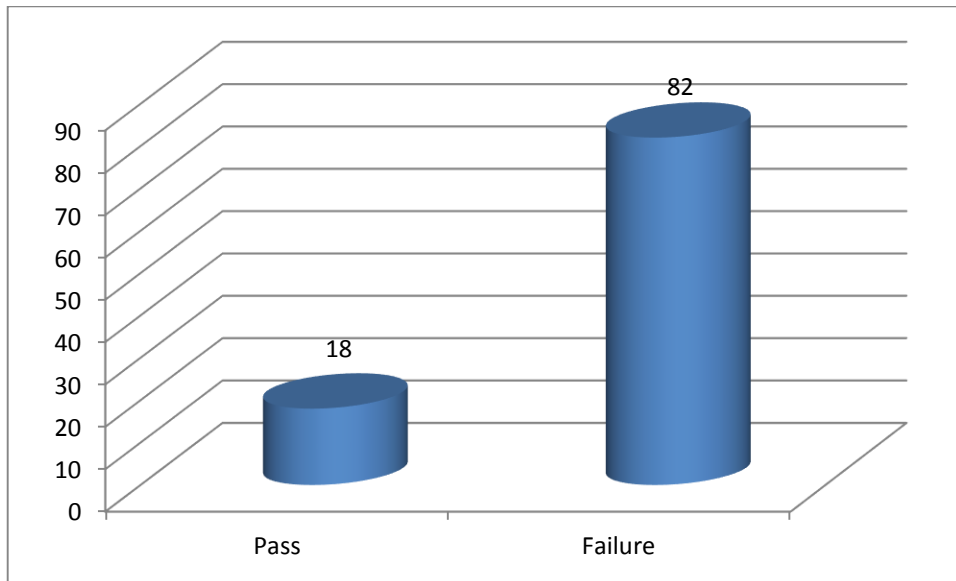
The above table (4.37) and figure (4.31) illustrate "Will you be home between 06:00 and 07:00 O'clock tonight?". As demonstrated, 78% pass, whereas 22% fail. The results show that the majority of respondents use the correct preposition *at*, while others tend to use the wrong preposition *in* as it is used *fi* in Arabic language. This justifies that respondents used their own strategies according to their own language and its structure rules.

Table 4.38: The frequency and percentage for the answers of question No. (5) I bought this hat ----- ten pounds .

Grade	Frequency	Percent
Pass	9	18.0
Failure	41	82.0
Total	50	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No(4.32)



Source: The researcher from applied study, by using (SPSS).

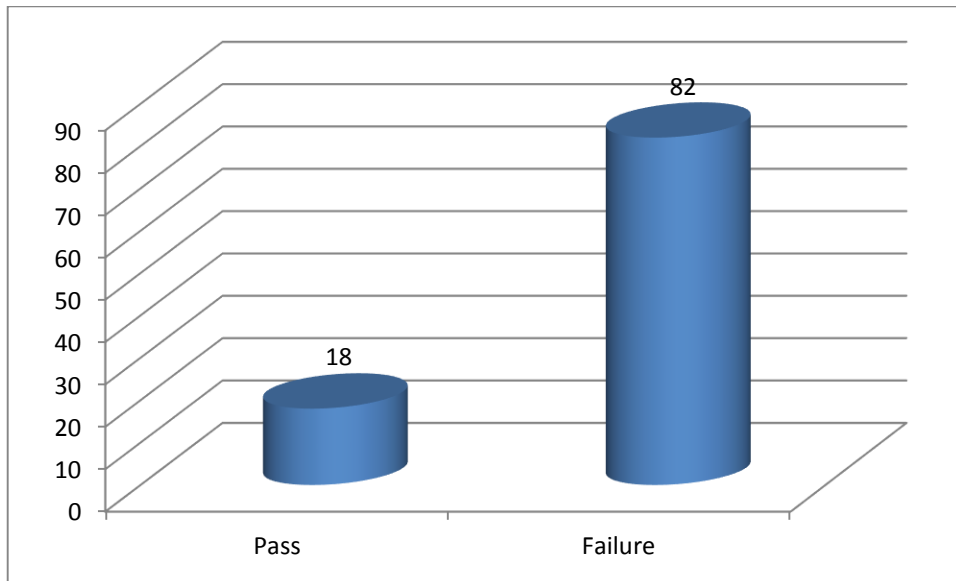
Table (4.38) and figure (4.32) above project "I bought this hat ten pounds". As explained, 18% pass while 82% fail. It is clear that students tend to fill the vacuum of second language with the structure of their mother tongue because they used *by* as equivalent of *for*.

Table 4.39: The frequency and percentage for the answers of question No. (6) I turned ----- the job because it was hardly paid

Grade	Frequency	Percent
Pass	9	18.0
Failure	41	82.0
Total	50	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No(4.33)



Source: The researcher from applied study, by using (SPSS).

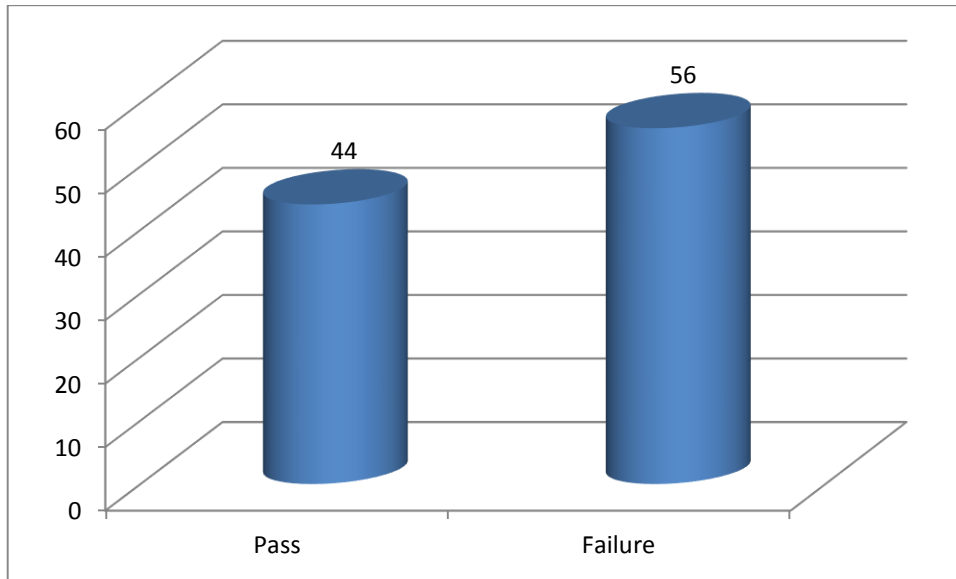
The above table (4.39) and figure (4.33) show "I turned the job because it was badly paid". As illustrated, 18% pass while 82% failed. This indicates that these percentages prove that students transfer Arabic grammar rules into English language.

Table 4.40: The frequency and percentage for the answers of question No. (7) The cat jumped ----- the window .

Grade	Frequency	Percent
Pass	22	44.0
Failure	28	56.0
Total	50	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No (4.34)



Source: The researcher from applied study, by using (SPSS).

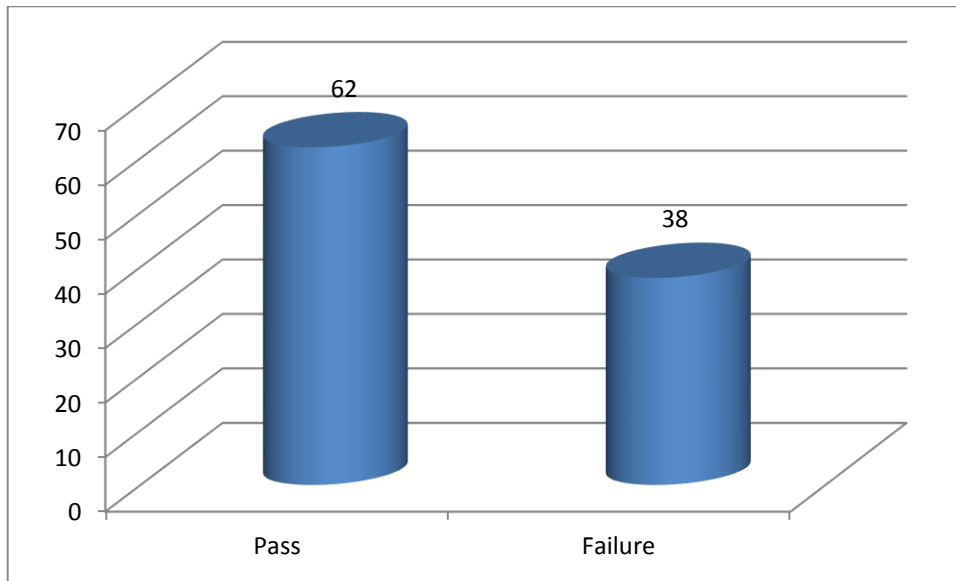
Table (4.40) and figure (4.34) above project "The cat jumped the window". As shown, 44% pass while 56% fail. It is clear that from the percentages above, it could be said that mother tongue interference is one of the main factors behind prepositions errors because respondents tend to use *on* instead of *through*

Table 4.41: The frequency and percentage for the answers of question No. (8) Sudan lies ----- Libya, Chad, Egypt and Ethiopia.

Grade	Frequency	Percent
Pass	31	62.0
Failure	19	38.0
Total	50	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No(4.35)



Source: The researcher from applied study, by using (SPSS).

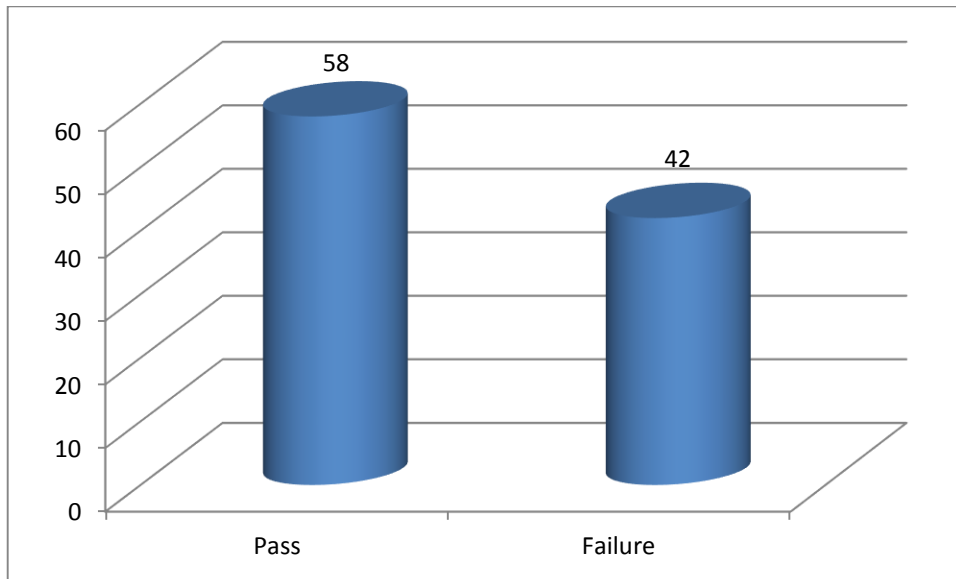
The above table (4.41) and figure (4.35) display "Sudan lies Libya, Chad, Egypt and Ethiopia. As demonstrated, 38% pass while 62% fail. The answers of students showed that the students used *between* instead of *among*. This case could be attributed as mother tongue interference.

Table 4.42: The frequency and percentage for the answers of question No. (9) We live ----- Sahafa street .

Grade	Frequency	Percent
Pass	29	58.0
Failure	21	42.0
Total	50	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No(4.36)



Source: The researcher from applied study, by using (SPSS).

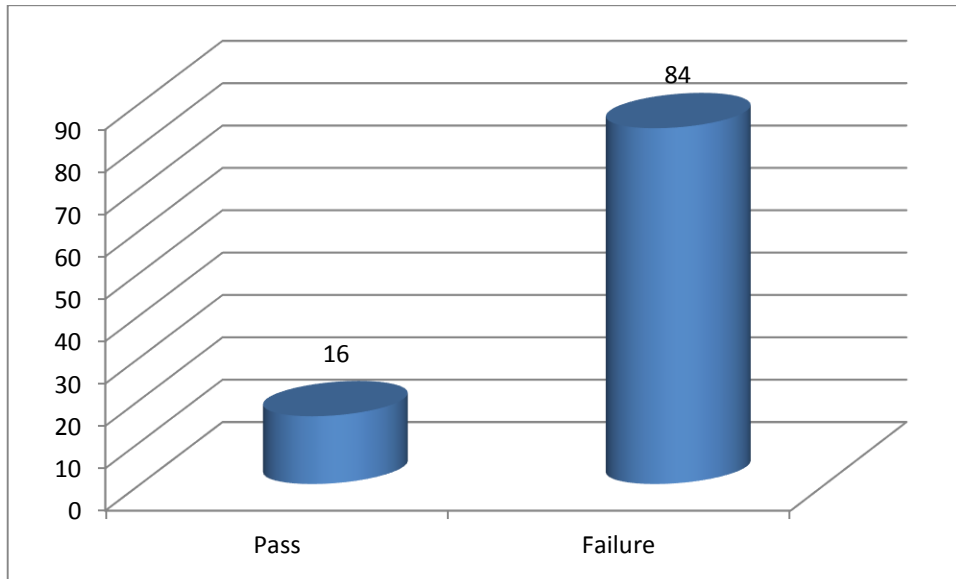
Table (4.42) and figure (4.36) above explain "We live Sahafa street". As displayed, 58% passed while 42% failed. The results show that the majority of respondents use the correct prepositions while others fail. This justifies that students are impacted by their native language.

Table 4.43: The frequency and percentage for the answers of question No. (10) The train goes ----- the bridge.

Grade	Frequency	Percent
Pass	8	16.0
Failure	42	84.0
Total	50	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No(4.37)



Source: The researcher from applied study, by using (SPSS).

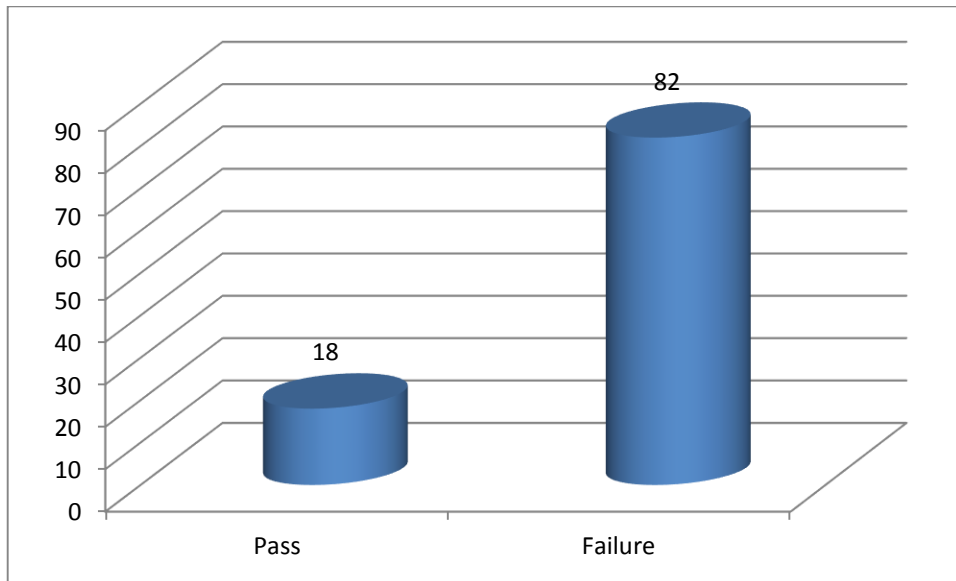
Table (4.43) and figure (4.37) above project "The train goes the bridge". As explained, 16% pass whereas 84% fail. It is clear that the majority of students failed to use the correct preposition. This justifies that the native language rules affect the performance of students.

Table 4.44: The frequency and percentage for the answers of question No. (11) Clear ----- your books , I want to set the table there.

Grade	Frequency	Percent
Pass	9	18.0
Failure	41	82.0
Total	50	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No (4.38)



Source: The researcher from applied study, by using (SPSS).

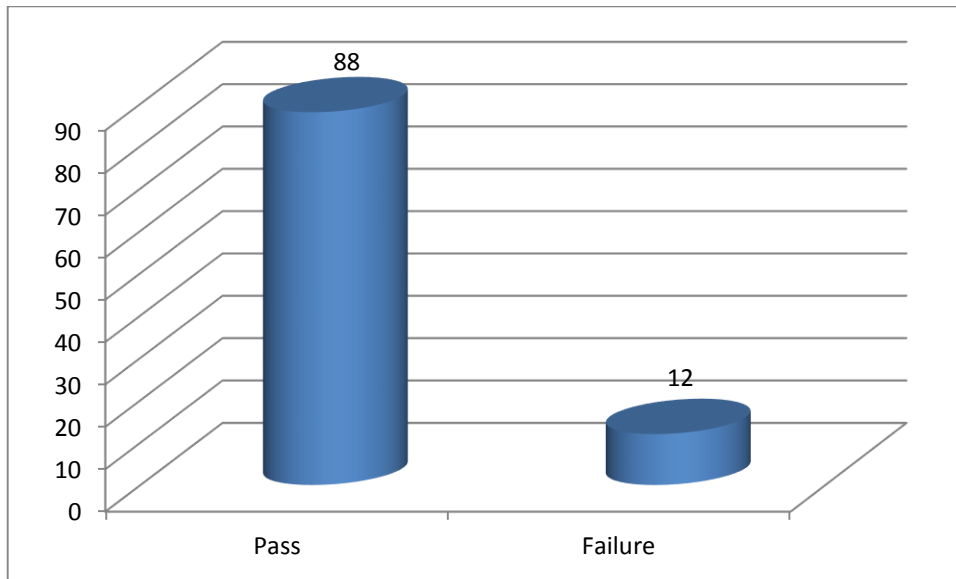
Table (4.44) and figure (4.38) above show "Clear your books, I wanted the table there". As demonstrated, 18% pass while 82% fail. The percentages above show that the students tend to transfer the forms of meanings and distribution of their mother tongue to the second language.

Table 4.45: The frequency and percentage for the answers of question No. (12) I go to school ----- bus, but my brother goes on foot.

Grade	Frequency	Percent
Pass	44	88.0
Failure	6	12.0
Total	50	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No(4.39)



Source: The researcher from applied study, by using (SPSS).

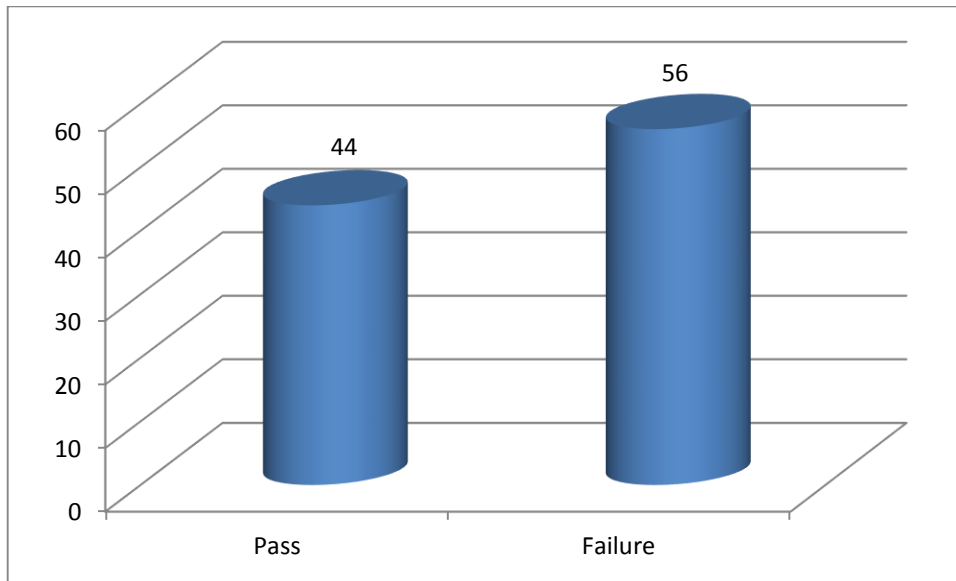
The above table (4.45) and figure (4.39) demonstrate that "I go to school but my brother go on foot". As indicated, 88% pass whereas 12% fail. This case is justified as mother tongue interference. Students tend to use the correct preposition *by* as equivalent of *bi* in Arabic language.

Table 4.46: The frequency and percentage for the answers of question No. (13) I wrote it ----- a pencil.

Grade	Frequency	Percent
Pass	22	44.0
Failure	28	56.0
Total	50	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No(4.40)



Source: The researcher from applied study, by using (SPSS).

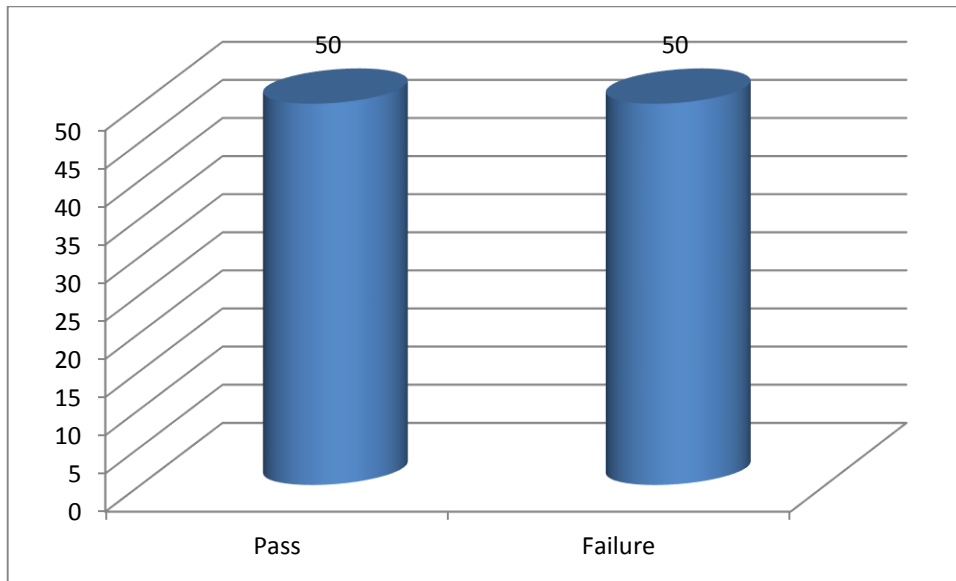
Table (4.46) and figure (4.40) explain "I wrote it a pencil". As shown, 44% passed whereas, 56% failed. It is clear that the respondents answers presented the substitution of *by* for *with*. This case could be justified as first language (Arabic) interference.

Table 4.47: The frequency and percentage for the answers of question No. (14) I stayed in Rome ----- the past holiday.

Grade	Frequency	Percent
Pass	25	50.0
Failure	25	50.0
Total	50	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No(4.41)



Source: The researcher from applied study, by using (SPSS).

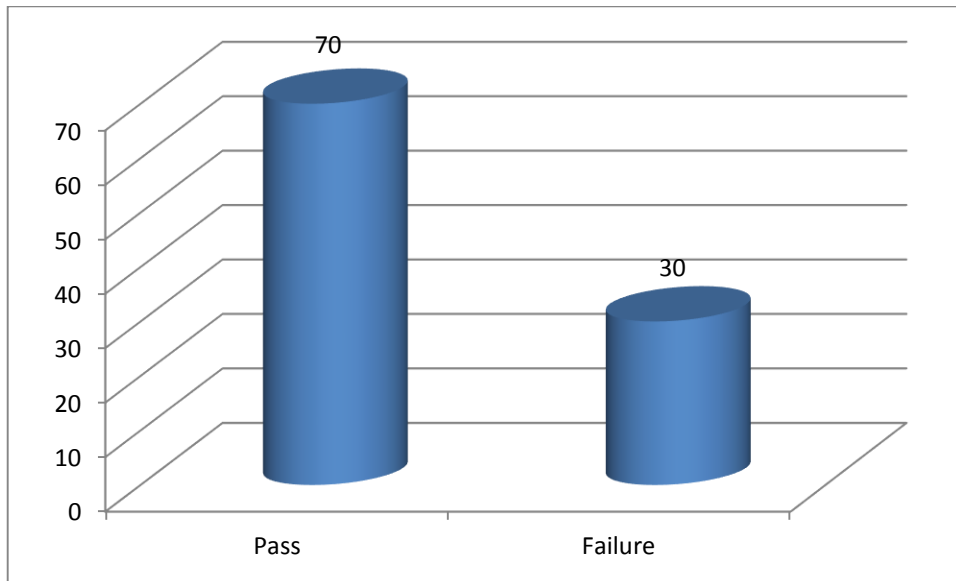
The above table (4.47) and figure (4.41) illustrate "I stayed in Rome the past holiday". As demonstrated, 50% passed while 50% failed. The results show that the majority of students use the correct preposition *since*.

Table 4.48: The frequency and percentage for the answers of question No. (15) I watched an amazing film ----- T.V yesterday.

Grade	Frequency	Percent
Pass	35	70.0
Failure	15	30.0
Total	50	100.0

Source: The researcher from applied study, by using (SPSS).

Fig No (4.42)



Source: The researcher from applied study, by using (SPSS).

Table (4.48) and figure (4.42) above project "I watched an amazing film T.V yesterday". As shown, 70% pass while 30% fail. This indicates that students replace *on* with *in*. This is due to their native language interference in the use of English prepositions.

Table 4.49: One sample t-test for the questions of the study.

Question s	N	SD	t-value	DF	p-value
	49	7.2	18	49	0.00

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the was (18) which is greater than the tabulated value of T – TEST at the degree of freedom (49) and the significant value level (0.05%) which was (6.54). This indicates that, there are no statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that our first hypothesis is verified.

4.4 Verification of the Study Hypotheses

In the light of the research findings, it is found that the first hypothesis which is (The difference in using preposition between Sudanese Arabic and English causes problems). It is really proved that there are some grammatical differences between Arabic and English systems that may cause such problems when using English prepositions, so it is now possible to say that this hypothesis is verified.

The second hypothesis which is (Errors in using prepositions may be due to other factors such as mother-tongue, lack of practice, etc), is also confirmed by both tools of the study.

The third hypothesis is (The students problems in using prepositions can be resolved via different exercises and more practice). According to previous results of the study this hypotheses is proved.

4.5 Summary of the Chapter

This chapter presented and discussed the results of the English prepositions test and the ELT questionnaire. The test was administered to Sudanese university students majoring in English Language in Sudanese University students. It attempts to test the research hypotheses that students encounter difficulties while understanding and using English prepositions. The questionnaire was addressed to ELT teachers at the Faculties of Arts, Education and Language at some Sudanese university in Khartoum. It assessed their opinions about the difficulties of English prepositions in addition to their views on the relevance of English prepositions to language curricula and to ELT material in Sudanese universities.

Chapter Five

Main Findings, Conclusions, Recommendations and Suggestions for further studies

Chapter Five

Main Findings, Conclusions, Recommendations and Suggestions for Further Studies

5.0 Introduction

This chapter provides a summary of the study, conclusions, recommendations based on the findings and Suggestions for Further Studies.

5.1 Findings of the Study

This study aims at investigating the problems of understanding and using English prepositions encountered by Sudanese university students majoring in English language study, it is a case study of 2nd year English language students at AL-Neelain University, Faculty of Arts.

The study was set to answer the following questions:

1. Why are the students unable to use English prepositions correctly?
2. What factors are there that may cause difficulties to the undergraduate students in using prepositions?
3. What are the possible remedial processes and steps that could be taken to overcome these problems?

For the purposes of investigating this study, the researcher formed these hypotheses corresponding to the study questions:

1. The cause of prepositions problems facing the students may be due to different between English and Arabic.
2. Errors in using prepositions may be due to other factors such as mother-tongue, lack of practice, etc.
3. The student's problems in using prepositions can be resolved via different exercises and more practice.

To achieve the set objective, the researcher adopted the descriptive and analytical methods. The data of the study were obtained and collected by two tools to examine the study hypotheses, these tools were a questionnaire for (20) of university English language teachers in Khartoum state. The other one was a test for (50) students from the total number (180). Different statistics methods were used to analyze the data of the study they were:

The Statistical Package for Social Sciences (SPSS) and Alpha Cronbach as Pearson Coefficient factor.

5.2 Conclusions

The results of the study showed that:

1. English prepositions are in general of great difficulty for Sudanese university students, this because of dissimilarity of the systems of the English and Arabic prepositions, English prepositions has certain selected which determine its refer as.
2. University students have problems in distinguishing types of English prepositions.
3. An Arabic preposition can be equivalent to more than one English preposition.
4. Mother-tongue interference is often related directly to the problem of literal translation from Arabic into English.
5. Having some difficulties in both English and Arabic grammar affected negatively in using prepositions.
6. Some teachers were not aware of the importance of English prepositions this may affect negatively in teaching prepositions, also some of them did not employ such strategy and they used their own way in teaching prepositions.
7. There is a shortage of practicing English prepositions among the students.
8. Designing English language syllabuses for Sudanese university students without considering their needs causes such problems.

5.3 Recommendations

Based on the finding of the study the following recommendations are suggested:

1. Teachers are to vary their teaching techniques to boost motivation and encourage students' correction.
2. Teachers are to use and teach every day English using different types of prepositions.
3. Teachers should deliver intensive exercises to students' concerning prepositions.
4. Students should give more attention to English prepositions.

5. Mother tongue interference should be taken into consideration when teaching prepositions.

5.4 Suggestions for Further Studies

1. Investigating the impact of prepositions errors on the Sudanese university student's performance.
2. Investigating the importance of prepositions usage in writing.
3. Investigating the impact of mother-tongue interference.
4. Investigating effective methods for teaching prepositions.

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Appendices

Appendix (1)

Teachers' Questionnaire

Dear participant,

This questionnaire is prepared for the purposes of Ph.D thesis, please be assured that, the information elicited will only be used for academic purposes, and will be highly confidential.

This questionnaire has been planned and designed to collect data about the problems of English prepositions facing Sudanese university students in writing.

I would be most grateful if you could just spare some of your valuable time to fill out this questionnaire.

Abdelgadir Adam Yousif

Ph.D candidate

College of Graduate Studies

College of Languages

Sudan University of Science and Technology

Participant's information

Name:(optional)

Experience: 1-5 years () 5-10 years () more than 10 years ()

Statements:

Please tick (√) in the box which represents your opinion.

No.	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	University students' prepositions errors may partially lead to misunderstanding of preposition usage.					
2	University students' prepositions errors may partially because of overgeneralization of the first language rules.					
3	University students have a little knowledge about prepositions that hinders the smoothness of a successful learning process.					
4	University students' prepositions errors may partially because of the interference of the mother tongue.					
5	University students' prepositions errors might partially because of the curriculum of higher education.					

6	One of the causes of University students prepositions errors maybe the lack of communication with native speakers.					
7	Translating into mother tongue has negative impact on the process of using prepositions correctly.					
8	University students' prepositions errors may have negative impact on their written performance.					
9	University students face difficulties in choosing the correct preposition items in written language.					
10	University students' inadequacy of prepositions use is behind the failure of making the correct choice in using prepositions appropriately.					
11	University students' exposure to English language prepositions is limited in their English.					
12	University students are not provided with sufficient practices to use prepositions correctly.					
13	Prepositions errors made by the university students are not sufficiently analyzed by some teachers or instructors.					
14	Some teachers are not qualified enough in tackling prepositions errors.					
15	Weakness of university students in writing production can partially lead to prepositions errors.					
16	Many University students make prepositions errors in speech.					
17	Understanding the uses of prepositions could promote students comprehension skills.					
18	University students do not acquire strategies that enable them to deal with new words which need special prepositions usage.					
19	Some university students are not aware of prepositions usage.					
20	The involvement of English language native speaker teachers in the teaching process could minimize prepositions errors.					

Appendix (2)

English Language Test

Al Neelain University
English Language Department
Second Year Students
Test of English Prepositions

Fill in the blanks using one of the following prepositions:

Through, among, in, above, for, with, over, down, after, on, of, since, at, by, away.

- (1) Look ----- the baby until I come
- (2) The driver ----- the car went fast.
- (3) The plane flies ----- the city.
- (4) Will you be ----- home between six and seven o'clock tonight?
- (5) I bought this hat ----- ten pounds.
- (6) I turned ----- the job because it was hardly paid
- (7) The cat jumped ----- the window.
- (8) Sudan lies ----- Libya, Chad, Egypt and Ethiopia
- (9) We live ----- Sahafa street.
- (10) The train goes ----- the bridge.
- (11) Clear ----- your books, I want to set the table there.
- (12) I go to school ----- bus, but my brother goes on foot.
- (13) I wrote it ----- a pencil.
- (14) I stayed in Rome ----- the past holiday.
- (15) I watched an amazing film ----- T.V yesterday.