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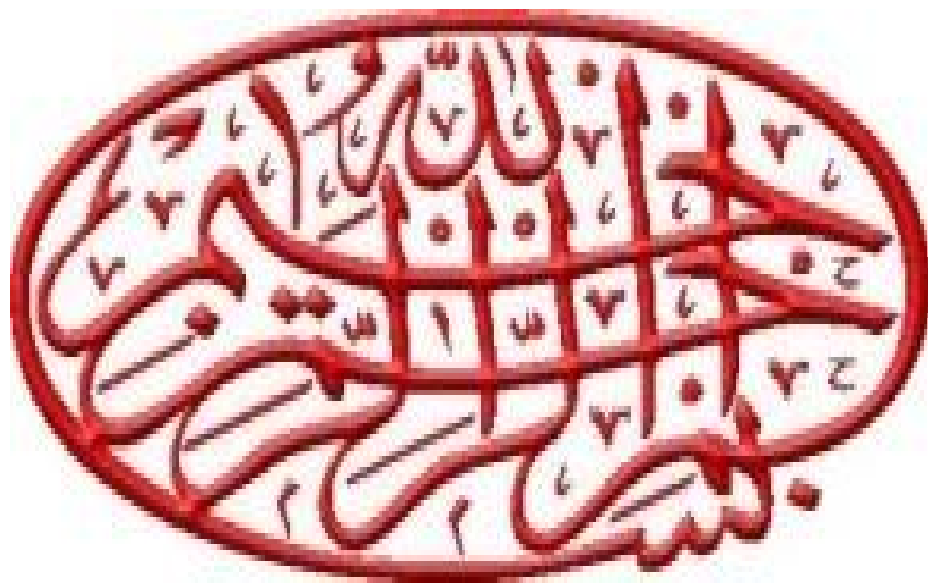
Difficulties Facing first year Students in Using English Prepositions

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قال تعالى:

(وَلَا تَقُولَنَّ لِشَيْءٍ إِنِّي فَاعِلٌ ذَلِكَ غَدًا (23) إِلَّا أَنْ يَشَاءَ اللَّهُ وَاعْتَصِرْ
رَبَّكَ إِذَا نَسِيتَ وَقُلْ عَسَى أَنْ يَهْدِيَنِّي رَبِّي لِأَقْرَبَ مِنْ هَذَا رَشَدًا)

صدق الله العظيم

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Dedication:

Offers this dedication to our fathers, mothers, sisters, friends, and staff and colleges who care help and encourage us to learn. To all teachers in the field of education.

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Definitely, no work of value could be accomplished without the help of ALLAH hence countless thanks to ALLAH the greater we would like to express our hearty thanks gratitude and sincere appreciation to supervisors Ustaz: **Hassan Mahil Hassan**.

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Abstract

We deal with this research those difficulties facing first year students in Sudan university of Science and Technology in using English prepositions. During writing English preposition inside full sentence of English language, we took them as one of problems in writing English as general and we found that the problem in the preposition that have more than one function and also has different meaning according to their use, inside the sentence.

مستخلص البحث

تطرقنا في هذا البحث للمشكلات التي تواجه طلاب الصف الاول بجامعة السودان للعلوم والتكنولوجيا في استخدام حروف الجر في اللغة الانجليزية داخل عبارات انجليزية مكتملة ، وأخذنا هذه المشكلة كمسكلة تواجه الطلاب عامة في اللغة الانجليزية ، ووجدنا أن المشكلة تكمن في الحروف التي لها أكثر من استعمال ولها أيضا أكثر من معني وفقا لموقعها داخل الجملة .

Chapter one:

1. Introduction:

No doubt people use language to communicate in different situation , using aspects of language it play outstanding role in sending or message , prepositions of any language it take very large part in sending our message ,students of English as a foreign language face many difficulties in using English preposition in all aspects of using language especially (writing ,speaking) the role of using English preposition is more important in speaking and writing , views and ideas ,therefore productive skill it reflects what the students know about English preposition using and the process of learning it at the same time . Using English preposition can not be separated from the other important aspects of the English language, the prepositions (at, in, on, behind, beside, between ...) are problematic to the students of Sudan university faculty of education. The researcher in this research tries to identify investigate reasons behind this problems.

In Arabic a speaker society students like that in Sudanese universities , the learner faces many problem in using English preposition the Arabic preposition is different from English preposition in using .

2. Statement of the problem:

It is clear that prepositions seem to be easy and accordingly students gives less attention to them although some prepositions are difficult and problematic and they cause some problems to the students in using English preposition.

The researcher will try to investigate and identify the actual reasons and causes behind the problems of using English preposition that facing students at Sudanese universities.

3. The objectives of the study:

The researcher in this study tried to investigate what are actual reasons behind the problems facing the students in using English prepositions, to help teachers to solve this problem, and give advices for students to using English prepositions correctly.

4. Questions of the study:

1. To what extend teachers neglected giving efforts to using English preposition lessons?
2. To what extend interference of the mother tongue influence in using English preposition?
3. To what extend students give less attention to using English prepositions?

5. Hypotheses of the study:

1. Teachers neglect giving efforts to using English prepositions.
2. Interference of the mother tongue effect on using English preposition.
3. Students give less attention to using English prepositions.

6. Significance of the study:

The significance of the study may be of great value to teachers of English at universities to give preposition much time, planners of English syllabus to choose best ways to improve using prepositions.

7. Limitation of the study:

This study will submitted to Sudan University of science and technology, English students first level, 2014.

8. Methodology of the study:

The researcher uses the descriptive analytic method to investigate and handle this problem, and also uses questionnaire and test as a tool of collecting data.

Chapter Two

Introduction:

Preposition use in one of the areas of language that learners of English as a second/foreign language (henceforth λ_2 English or simple λ_2 for short) find most challenging.

(The Cambridge Grammar for English teachers)

(parrott 2000, defines prepositions) as a "major problem" for learners, a finding confirmed by the analysis of a small error.

Tagged corpus we created in which prepositions account for 12% of the errors.

The most common prepositions, for example in, of and to, and also among the most frequent words in the language.

Therefore, prepositions errors are an ideal for get for a study focusing on the possibility of automatically detecting and correcting errors in λ_2 writing because the frequency of the part of the speech (pos), together with it's high susceptibility to errors, will ensure the availability of a sufficient amount of Data.

This article presents our work on the preposition component of Dapper (Determine and preposition error Recognizer), as classified-based system designed to automatically identify preposition errors in λ_2 writing. In the sections below, we first explain why preposition use is problematic and review related work, we then briefly introduce the classifier at the heart of the system. Next, we describe the λ_2 data used and discuss some of the issues related to using NLP tools with learner language.

The problem with prepositions:

Prepositions pose such a challenge to learners because they can appear to have no easily definable pattern which can be of assistance in making choices in novel contexts. Indeed.

- This work was completed while research De feliee was a doctoral student at Oxford university 2008 computing laboratory. Describe the requirements of the language often seem entirely idiosyncratic and unpredictable even across nearly identical contexts: for example, we say I work in Verona but I work at Unilever, despite the fact that the sentences have the same structure. Another potential fall is the fact that words with different pos but relating to the same lexical item will often require different prepositions, as in independent of versus independence form.

Similarly, words with related or near synonyms meanings can not be relied on to follow the same prepositional patterns either: we say reason for but cause of, for example.

It is therefore not surprising that learners encounter problems in mastering preposition usage, and it's often equally hard for native speakers to articulate the reasons for the reasons for these differences or after guidance on how to overcome such problems.

The body of work on automatic preposition error detection in λ_2 writing is not very large, although it has been experiencing a surge of interest recently. In work by Izumi, Vchimoto, and Isahara (2004) for example, a maximum entropy classifier is trained to recognize errors in a corpus of transcripts of λ_2 English spoken by Japanese learners. Their article reports results for various types of errors (e.g Omission-precision 75.70%, recall 45.67%; replacement-P31.174, R 8%) but these are no figures for individual pos.

The work presented by Chodorow and Tetreault, and Hon, 200: Tetreault and Chodorow, 2008a, 2008b), on the other hand, focuses explicitly on preposition errors. The author train a maximum entropy classifier to recognize correct usage of 34 preposition, based on a set of 2.5 contextual features which include pos information, lexical items, and NP and up chunk (e.g., ' preceding nouns,¹ "lemma of following verb, etc...) these are used as individual features and in combination. Data taken from the Google n. gram corpus² with regard to the most frequent sequences of nouns and verbs with the target prepositions are also included, bringing the number of features to 41. These data are extracted from newspaper and high school texts and tested on both λ_1 and λ_2 texts. On the former, accuracy of 79% is achieved; on the latter, the figures are up to 84% precision and 19% recall. The authors also introduce several filters to minimize false alarms, that is, flagging on error where there is no one... these include skipping misspelled words and accounting for cases where the preposition found in the text is either an antonym of the one given as correct (e.g., to YES form) or is in a context in which more than one preposition may be corrected.

Gamon et al. (2008) describe a complex system which used both a decision tree, trained on text from the Encarta encyclopedia and Reuters data, and a language model, to detect preposition errors involving 13 prepositions, the features set consist of several basic local features: a six taken window on either side of the potential preposition occurrence site is determined on the basis of pos tag sequence, and within this window the post tags and lexical items present are taken into account, the classifier outputs a suggestion which is then scored by the language model. If the

classifier choice receives a significantly higher score than the item found in the text, the former is given as possible correction.

Accuracy is just under 65% on λ_1 data and 56% on λ_2 data (a small set of text written by Chinese learners of English- Finally, Lee and Knutsson (2008) also address the issue of preposition generation to assist in grammar checking. They assess the contribution of a variety of lexical and syntactic features within a memory.

- Bascet learning framework, training on the A quaint corpus of news text. To the best of our knowledge. This is the only work other than the present one, to include syntactic information derived from full parses in its features set. Other features include the head of the PP phrase and the head of the object of the preposition. They do not, however, test their approach on preposition errors, but only on correct λ_1 data: on correct λ_1 data, the system achieves up to 71% accuracy in generating the correct preposition from a possible set of 10 prepositions. The inclusion of syntactic features is found to have a positive effect on the results.

With the exclusion of Lee and Knutson (2008) said: any deeper syntactic information such as preposition attachment as derived from parsing. While all approaches consider the nouns, verbs, and other lexical items in a prepositions context.

(Clark and Curran, 2007), which includes a stemmer (Minnen, Carroll, and Pearce, 2001) what is a challenge for humans, whether λ_1 or λ_2 speakers, can also be a significant obstacle to the development of an automatic error dictation system.

It's very unlikely that one could manually craft all the rules necessary to describe correct preposition usage. Therefore, an

alternative way of including this knowledge in a system must be found.

Our approach is based in a maximum entropy classifier, it realize not on handcrafted rules , but on exploiting the usage information that can be gathered from large corpus of largely grammatically correct English, the full details of the development. And structure of the system are given in De felice (2008) and De felice and Pulman (2008); here we will provide only A brief outline of the process.

Each occurrence of a preposition is turned into a feature vector which records its context in terms of the features selected ; these vectors are then used for training and testing, we use the brifish national crops (BNC, Burnard, 2000) As our source of both training and test data. At the moment we focus our efforts on nine high frequency prepositions to ensure sufficient data for training: at , by, for , from , in , of , on , to and with. Since these are the most frequent prepositions in English, we expect them to occur with high frequency in learner-writing , too. The training data consist of q million feature vectors representing prepositions and their context.

First, prepositions so a generally polysemous is semantic characteristic of word that have multiple meaning(Koffi 2010, P233), he say that essentially, the majority of prepositions in English have a varieties of meaning depending on context. Thus, learners often become frustrated when trying to determine prepositional meaning and when typing to use them appropriately.

Second as Lem (2009) paints out, prepositions can be difficult to recognize, particularly in oral speech, because they typically contain very few syllables. Many English prepositions are

monosyllabic, such as on, for, or to. As a result, language learners may not be able to recognize prepositions in rapid, naturally, according speech, moreover, they use of prepositions in context varies greatly from one language to another, often causing negative syntactic transfer. The same prepositions can carry vastly different meanings in various languages for instance a native speaker of Spanish would have difficulties translating the prepositions for into English , since it can be expressed in English by the prepositions for, through , by , and during.

(Lam,2009, P2) he say that therefore, learners cannot depend on prepositional knowledge from this first language. If learners do make "assumptions of semantic equivalence between the first and second languages" often results in prepositional errors (P.3) lastly the sheer number of preposition in the English language also contributes to their differently.

English has 60 to 70 preposition; a higher number than most of her language.

Lan's (2009) study showed that learning prepositions is not only difficult for English language learners, her study compared two experimental groups with one control group in learning the prepositions for and para , the experimental group were taught using a cognitive linguistic approach based upon the potology theory whereas the control group was taught individual uses of each preposition and describe patterns of meaning extension, as apposed to telling learners stato simply memorize each use as an individual item, in this way, learners will hopefully be more aware of the expressive range of prepositions.

Third, teaching prepositions through collection easily allows for the use of corpova and concadancing lines Koosha and Jaferparux

(2006) conducted study with adult Iranian EFL learners using data-driven learning (DDL) data-driven learning is a technique that emphasizes the collocation prepositions of language through concordancing lines (P.194) furthermore, concordancing can be defined as "a method of analyzing language by studying structure and lexical patterns found in digital data bases" (P.195). The learner who used concordancing lines in language group were exposed to more authentic input and more opportunities to notice and become aware of grammatical patterns.

The students in Pakistan commit errors while learning English as a second language. Rohman (1999) point that "Pakistan is perhaps the most backward country of south Asia in the field of linguistics. "hence there is a need to analyze the errors of students to provide help to those who learn English as a second language.

This study was designed to investigate the errors of Pakistani school students in prepositions and articles, this will provide an insight and means to second language teachers and learners to recognize the importance of error analysis in English as a second language.

This study was designed to investigate the error Pakistani school students in preposition and articles .

The main findings of the study were; the secondary school students faced more difficulties in learning prepositions as compared to articles the secondary school students faced more difficulties in learning preposition of time and were confused while using preposition in their writing.

The secondary school students faced more difficulties in learning indefinite articles and they omit articles their writings.

The findings of the study that the secondary school students faced more difficulties in learning prepositions of time and were

confused while using preposition in their writings. This shows that prepositions were not properly taught when they were first introducing and there are no rules to govern their usage.

Here finding was supported by Cele- Murica (2001) she observed that non native speaker of English tend to have their types of errors with prepositions: choosing the wrong preposition omitting needed preposition and using an extra preposition where one is not needed. However, Onike (2007) observed that the overall students performance in the use of preposition was rated good and this indicates students good knowledge of preposition rules.

The Proto Type Approach:

Both Linckroombwe (1996) and Lam (2009) argue that teaching prepositions in an explanatory, semantically based manner allows for deeper learning increased learner confidence, and longer rated of retention. Both of their studies are based on lakoff's proto type theory. This theory claims that prepositions have multiple meanings, but are meaning is thought to be the most dominant , or proto typical. In the case of prepositions, the spatial, physical meaning is considered to be the proto type, for example: The preposition on has multiple meanings but the proto typically definition is "contact of an object with a line of surface"

(Lindstromerg 1996, 1229) , the proto type theory contends that the polsemous of prepositions can be explained through analysis of proto type meanings all non-proto typical meanings are thought to be related to the proto type often through metaphorical extension (P. 228) looking again at the prepositions on lindstromborg (1996) explain that non- proto typical meanings like come on can be understand by extending the proto typical meanings. This means that teachers must first teach the proto

typical meanings , often through the use of total physical reports (TPR) , and only then began to branch out to more abstract meanings. To extend the semantic mapping even further, comparison and contrast to other prepositions can be useful.

Lindstroberg(1996), for example, explained the concept of come on by contrasting it with come back (P.230) not only do semantic-based approaches unify various meanings of each preposition, but they also provide connections between prepositions that are otherwise considered only individually.

(Mukundan and Norwati , 2009) grammar has always been considered as an essential substance in teaching English especially in English as a second language environment.

Preposition can be preceded as one of the difficult topics to be the second language learner.

According to Moreberg (1997), prepositions are always considered as the most crucial element in teaching English particularly in the teaching of speaking and writing skills (as cited in Mukundan and Norwati , 2009).

Tetreault and Chodorow (2008) mentioned, the errors which deal with prepositions are the most common mistake done by non-native speakers especially in their writing. This could be due to a wide range of linguistic functions that preposition serves.

(Musliyanti 2012 P.2) defines preposition as, a word that shows the relationship between the words in a sentence. Prepositions are always followed by nouns (or pronouns) they are connection words that show the relationship between the nouns following them and one of the basic

sentence elements: subject , verb, object or complement. They usually indicate relationship, such as position, between their object and other parts of the sentence (2012.P2) even though preposition may seem insignificant, they in actual fact have a very important role to play in the teaching and learning of English.

(Tetreault and Chadorow , 2008) define, having a wide range of "linguistic functions" this has somehow let to a certain level of difficulty particularly confusion among the second language learners the function normally happens when the learners are un certain a bout which preposition to be used in almost similar context.

(Musliyanti, 2012 P.3) defines , "it is difficult to learn to use prepositions correctly in a foreign language. Most English prepositions have several different functions (for instance, one well- know dictionary list eighteen main uses of at), and these may correspond to several different preposition in another language. At the same time, different prepositions can have very similar used (in the morning, on Monday morning at night)

Mulundam and Norwati (2009) said that all the different include relation to preposition for teacher and learners are caused by "the nature and complexity of prepositions it self. A part from that, the findings from saadiyah and Subremaanian's study (2009) also showed that out of 15 types of errors mad, by the students, preposition has been remarked in the fourth place as the most frequent errors done by the student. All of these findings do support the idea that preposition is very important to be taught and to be learned regardless of the accompanying difficulties and challenges.

(Carille, 2009) defines, it is mainly conventional, it sometimes carries elements of oddity and must of the prepositions choice ion actual fact do

not have "inherent or discernible logic of their own" He also stated that , it is difficult to plausibly comprehend and differentiate the difference between in and on when they are used" as preposition of place and location" eventually, this confusion leads to the misuse of prepositions of place in and on.

(Eissa AL-khatba 2003) says the Arabs ESL speakers did commit significant errors when using preposition of place in and on . (Zohre and Goodarz 2012) signified thus 5% of their samples had problems with the correct usage of preposition, out of this percentage 6% of them had problems in using preposition of place. This strongly shows how pertinent it is for this issue to be addressed.

There is also another factor that contributes to this situation , the comparison between the first language (L1) and the second language (L2) Nipissing university revealed that a number of Spanish student found it difficult to use proposition of place , in and on, this problems heightens since Spanish user only a single preposition, for in and on. Unlike a Spanish. English has two different preposition which function differently, in and on (2013) that is why these students could not differentiate the usage of in and on in L2 , due to the interference of the learners L1 Schemata.

(Tutin Apriyant 2012) says, Indonesian employers had problem in using in, on as well as at correctly, likewise.

The acquisition of English preposition is especially difficult for student learning English as a second language. This briefly discusses how preposition are used in English and a few of the reasons prepositions cause problem for English language learners. It also analyze the

underlining system that generous preposition and how this system might be represented in English language learners.

Noam Chomsky (1981) says, Universal Grammar (UG) is most closely associated with the linguist. The basic premise of UG is that language share a basic deep grammar, and ability to access this grammar estimate. That is a human can access this grammar form birth. Without an elder teaching them directly how to access UG consciously, we will explore two aspects of UG in this paper: first, the framework of preposition according to UG; and second, the way in which UG interacts with second language Acquisition (SLA)

From kin, Rodman, and Hyars (2007) say: UG divides any language into five different categories, these categories are phonetics (the study of individual speech) phonology (the knowledge of how sounds fit together to make words). Morphology (the study of the structure of words) Syntax (the study of how words fit together to form phrases). And semantics (the study of the meaning of individual words and how they related to each other)

Within syntax , there are two basic categories of words: content words and function words, content words are these that have meaning or semantic value, they include nouns, verb, adjective and adverb. Function words, on the other hand, are these that exist to explain or create grammatical or structural relationship into which the content words may fit. They have little meaning of their own and are much fever in number than content words. Functional words includes pronouns, article and conjunctions most linguistic will classify prepositions as function words (From kin, Rodman and Hyoms 2007)

(Jie, 2008) says; the mistakes that students make in relation to prepositions will vary according to their language background, however, their errors will "tell" the teacher where the root of the mistake lies. As educators it is over job to assess the errors our students wake so that we can present prepositions (or any grammatical unit) successfully and correctly.

(James, 2007: Jie, 2008) said, prepositions are especially difficult for the English language learner (ELL) for a number of reasons, first points when learning a second language prepositions are at the heart of one of these clash point, these prepositions words usually come before the noun in English, but in some language they came after making them prepositions is often completed through the use of inflections in other language, therefore, grammatically prepositions do not behave in the same way for each language.

Second: there is a mismatch problem between English and other language, usually when one is learning a second.

Third, not only is there a mismatch problem between language but there is perceived inconsistency in English itself.

(Ceko – Murcia and Larson – Freeman 1999) evans and Tylor 2005) contain preposition can be applied in one form, but not another, for example, class can meat Tuesday at 7:10 but it cannot meat at Tuesday on 7:40 Additionally, one could leave but the preposition on form this phrase, but could not omit at (class will meat Tuesday at 7:40). Similarly I can meet you in but not on the house, while I can meet you on the corner , but not in it. Notice with these spatial example , if you do tell someone you will meet him or her on the house, he or her will ensure to find you on the roof.

Evan and Tyler (2005) have proposed a new system for understanding prepositions : cognitive linguistics (CL) CL. Its effect reveals how we subconsciously think prepositions. Each preposition has a central meaning, which is the mental picture of spatial relationship. Once the correct meaning of a preposition is found , it becomes clear that the various meanings branch out in polygenic network.

Preposition usage is one of the most difficult aspect of English grammar for non-native speakers to master it is difficult to learn use preposition correctly in a foreign language. (Swan 1988) preposition have been called the biggest little words in English, they usually quite short and insignificant looking but they have very important functions (Mus, 2012)

A preposition is a word that shows the relationship between two words in a sentence. These relationship include those of time, position, direction, and various degrees of mental and emotional states (Casho, M, C.5.A, 2013)

Why are preposition so difficult to master? An obvious reason is that the number of prepositions used in English is limited but they have to serve a variety of relational meanings (Quirk, Greenbaum leech and Svartvik, 1985). Most of the ESL or EFL learners usually try to relate the use of English prepositions to their mother tongues (MT) prepositional system (Iha, A, K, 1991; Hason, A...A and Abdullah I.H. 2009, Costry 2013) that is why learners having problems in using prepositions in their writing.

The standard of English among Malaysian learners is on the decline despite learning English for 11 years Malaysian students are still work in English specially in their writing skills they still seem to commit

errors in all aspect of language (Daver and Subramaniam 2009). This study therefore specifies its focus on examining the distribution patterns and errors made in using preposition of time in the Malaysian corpus on student's arguments writing (MCSAW)

The objective of this study is to investigate English prepositions of time on and at presented in the Malaysian corpus on student's argumentative writing (MCSAW) from 4 and from 5 in Malaysian – Research questions.

In view of the objective mentioned above, this study attempts to answer the following questions:

- 1- What are the distribution patterns of prepositions of time on and at in Malaysian corpus students.

A learner corpus is a collection of authentic text produced by foreign on second language learners, stored in electronic format, the text can be either spoken or (primarily) written material although any collection of student written material gathered together by teacher can be considered a learner corpus, such as collection is not considered a corpus proper unless it is planned and connected according to clear and sound design principles. (Botley and Dillah, 2007)

Learners of Malaysian school have problems in using preposition , Mohammed Abdu Rashid, Lilian, Goh and wan Rose Eliza (2004) conducted a study consisted of 305 form four students studying in a national type Chinese secondary school in on the use of multiple errors is on the use of preposition.

Darus and Sutramaniam (2009) examined errors in a corpus of 72 essays written by 72 form Malaysia students.

The findings showed that six most common errors committed by the participant were singularly/plural form verb tense, word choice proposition subject, verb agreement and word order.

Another study by Darus, S, and Ching. K.H. (2009) in investigation the most common errors in essays written in English by 70 form one Chinese students in a selected public school in perak showed that proposition errors account for 9.0% of the total number of errors in corpus study.

A study conducted by Yahya, Ishak , Zainal, Foghat and Yahaya (2012) on 30 students narrative and descriptive essays from secondary school aged fourteen detected eleven types of errors committed by the students one of the errors which the students experienced in their writing includes the use of propositions.

There are also studiss done on the use of proposition in a corpus based research. Mukwidan, J, & Raslim, N (2009) investigate the use of English proposition which are presented in three English language textbooks used by lower secondary schools in Malaysia, it is found that there was a difference between the textbooks corpus the British national corpus (BNC) in terms of the order of there grammatical items. Another finding was the similarities and difference of the use of there items as prepositions in textbooks in terms of their co-occurrence with other parts of speech.

In other study by Roslim, N and Mukndaw, j (2011) stated that more studies need to be conducted to add to the body of knowledge as preposition are constant and therefore must be taken seriously and studied more systematically.

Preposition is not only a common error in the Malaysian school but it is also posing a problem to others. A study by Hasan, A.A, and Abdullah, I.H (2009) said that among Arab EFL learners, preposition are considered to be the most difficult because of cross-linguistic difference between the Arabic and English and found that the error in the use of preposition by Maithili learners of English is really a matter of great concern for the teachers and resulting in their university entrants having formed bad language habits.

According to James 1998 said in difficulties face fist year students in using English prepositions , mode rate version contractive analysis hypnoses (C.A.H) is used as method for desorbing prepositional system of verb and English language as bloom field 1993), fries 1945 and Laeto 1957, claimed that by comparing the systems of the native language to be learned, prediction could be made about possible difficulties in learning. The study sample was composed of 100 written corpus Oshion called from randomly. Different prwke and government school in sargoda. This paper will high light the identification deseribtion, categorization and explanation of errors found in the gathered written data, the findings conclude interference of urdo λ_1 of learners is maximum as a result exhibit the dominance of inters language in prepositional errors. This study suggested the need exploring new learning strategies, particularly to teach trieky areas of second language I.e. preposition key words: CAH, error analysis, inter language, prepositional errors, Corfer 1973 classified errors into four categories:

1- Omission 2- addition 3- substitution 4- disordering. Errors may be inter lingual: this quentative study attempts to examine the English prepositional errors, exhibited in the written spacemen of

secondary school students of Pakistan. While learning English study were, teachers neglect giving efforts to using English prepositions and interference of the mother tongue effect on using English prepositions, also the students give less attention to using English prepositions, while the significant of this study may be of grate value to teacher of English at universities to give prepositions much line, planners of English syllabus to chose best way to improve using preposition.

Difficult according to Corder (Cited in fills 1996, .P.137 in face first year students in using English prepositions. Suggests that the learners λ_1 may facilitate the development process of learning λ_2 helping them to progress more rapidly, Larson freeman (1986 P99) state "the students mature language is heads to make meaning clear, Lado , believe t hat individuals tend to transfer the form and meaning and distribution of forms and meaning of their nature language and culture to foreign language and culture. Although the structure of English grammar is not problemate in many ways it does represent considerable problems to many university students in misurate. The aim of the study is attempts to determines the main sources of difficulties which some Libyan students encounter in using English prepositions and will highlight the areas to which language teachers should pay attention in order to help students understand English preposition. On the basis of the results obtained from this study, it is hoped that the resources can provide some suggestions which may eliminate the misuse of many English preposition in English, the prepositions are one of the eight parts speech, specially, preposition are connectors, the function is to connect a noun or pronouns called the objective of the preposition) to another word in sentence, According to show (1986 , P 220) there are sixty words that can be used as preposition

in English most of them show relationship of direction, location and time and some can show a relationship of exclusive , Chalther (1992, P 219) says that at (for , from, in, on , to and with or the most frequently used preposition English. This paper is concerned with the effect of understanding Arabic prepositions on the use of English preposition, the data of this paper was drawn form non-department students in the faculty of Education who have been tested become after explaining the different meaning of Arabic preposition to them.

The identification of the problem of this paper, preposition are one of the most difficult aspect of English for Libyan students to learn, it also has been noticed that the extent of the difficulty is not always the same, and that student dace much more difficulties in using some English preposition than others. Moreover, the majority of students usually commit the same errors such as the use of preposition "from" in sentences as part from the plan, some from Friend , we have then in Misurata from 1975.

According to Yousef Sharif tackled in difficult face first year students in using English preposition . He stated that , the empirical study is an analysis of composition written by Jordanian first. Second and third year university EFL students. The aim of the current work is to find out the kind of errors they make in the use of prepositions. Data was derived from free compositions written by a stratified random sample of 162 students with similar linguistic, socio-cultural, and educational backgrounds. Interest in the teaching of English as a global language has been growing through out the Arab world , and most Arab government began to introduce the teaching of English as compulsory subject into the school curriculum. At present, in most Arab countries, all students who finish the public secondary school education mist have had at least eight

years of instruction. In English as school subject , so because of the wide spread use of English as a second language, the subject of language teaching in general and teaching English as a foreign or second language in particular, has become the focus of attention of most Arab researchers (Al- Khatib , 2000) While (Buan 2011; Kulj- et al, 2011, chung-ling 2012. argued in Difficulties face first year students in using English prepositions. Using of prepositions linguistically speaking, has always been a part of human communication as it helps promote self-preposition. Although speakers of both sexes are equally prone to commit mistakes in matters concerning translating prepositions, their performance may be different based on how and why this or that preposition is used the way it is used. Looked at it from a lexical view point, translating prepositions from English into Arabic is one of the most difficult tasks for Saudi English.

As foreign language (EFL) students, when fall investigating this grammatical phenomenon, it is found that the main problem remains not only in recognizing the equivalent preposition, also in understanding its use and usage in Arabic.

Aims of this study is designed to identify the difficulties of translating the English prepositions at in and which Saudi EFL students may face when translating them into Arabic the purpose was to determine which type of the two sexes (male or females) can translate three prepositions better.

Methods fifty (50) Saudi EFL students (25) male (25) female, were asked to translate twenty (20) sentences and phrases on English prepositions at, in and on English into Arabic.

Chapter Three

Methodology of the Study

3-1 Introduction

This chapter contains a descriptive methodology used in the study. The study generally used the descriptive and analytical method. The research is mainly designed to obtain pertinent and precise information concerning the current status of the phenomenon and draw conclusions from what is observed. The data collected therefore, represent teachers of the secondary schools attitudes and impression towards the problem under the study. The tool used as data collection comprise of a questionnaire distributed to the teachers of secondary schools as well as the researcher's own observation. Thus for the treatment of the raw data obtained, statistical analysis is conducted via the application of SPSS.

3-2 The population of the study:

The word population refers to a collection of specified group of human beings. Thus, the target group of this study consists of teachers of English language of appropriate experience in teaching English language and who are aware of the problem under study.

3-3 The Sampling Method:

The method used is a non-probability sampling method because samples were selected at the discretion of the researchers. However, the selection is arbitrary; there is good evidence that the samples are representative of the total population.

Therefore, samples of the study randomly chosen out of the target group, because each member of the population has the same opportunity of being selected as study sample.

The number of teachers selected as samples were thirty teachers including both genders types male and female teachers.

3-5 Reliability:

Where reliability was calculated using Cranach's alpha equation shown below:

Reliability coefficient $= \frac{n}{N-1} (1 - \frac{\text{Total variations questions}}{N-1})$

variation college grades

Cronbach alpha coefficient = (0.73), a reliability coefficient is high and it indicates the stability of the scale and the validity of the study

3-6 validity

Validity coefficient is the square of the reliability coefficient so reliability coefficient is (0.85), and this shows that there is a high sincerity of the scale and that the benefit of the study.

Chapter Four

Data Analysis

4-1 Introduction:

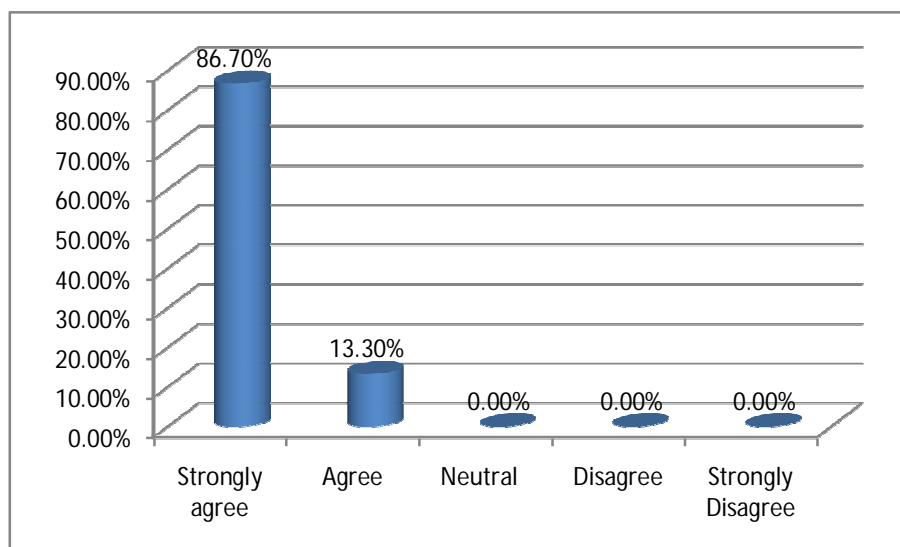
This chapter is dedicated to present and explain the answers of specialized teachers attempting to find out the problems encountering difficulties of using prepositions facing first year students at Sudan University who are study English language. It also contains analysis and discussion of data collected throughout the study via the questionnaire. The following is SPSS analysis for the questionnaire.

1. Teachers raise the students' attention to the use of English preposition.

Table (4-1)

Valid	Frequency	Percent
Strongly agree	26	86.7%
Agree	4	13.3%
Neutral	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Total	30	100.0%

Figure (4-1)



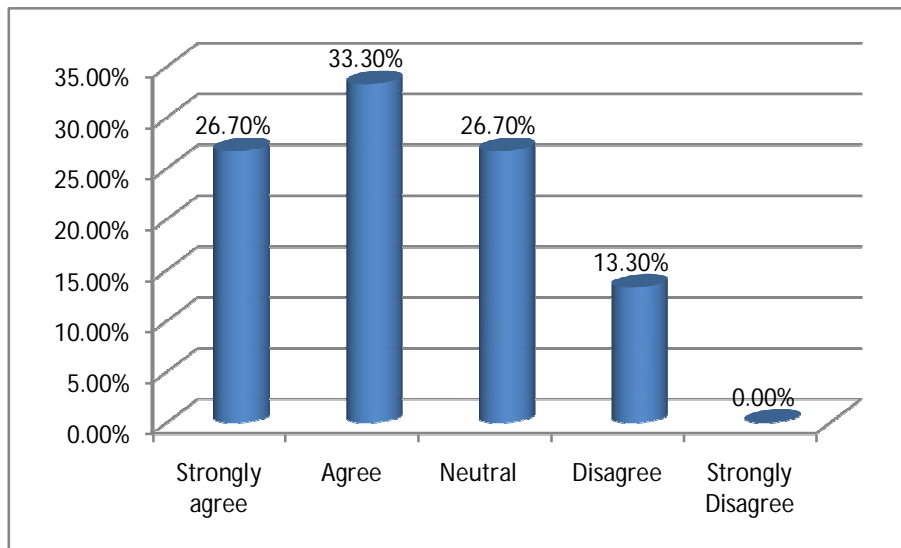
The above table and figure illustrate the percentage of the respondents who agree with statement that **Teachers raise the students' attention to the use of English preposition** is estimated by(100%)and the percentage of those whose disagree with statement reached (0.0%).This result point that, the above mentioned statement which, positively support hypothesis one, is highly accepted.

2. Teachers provide students with a lot of practice on English preposition.

Table (4-2)

Valid	Frequency	Percent
Strongly agree	8	26.7%
Agree	10	33.3%
Neutral	8	26.7%
Disagree	4	13.3%
Strongly Disagree	0	0.0%
Total	30	100.0%

Figure (4-2)



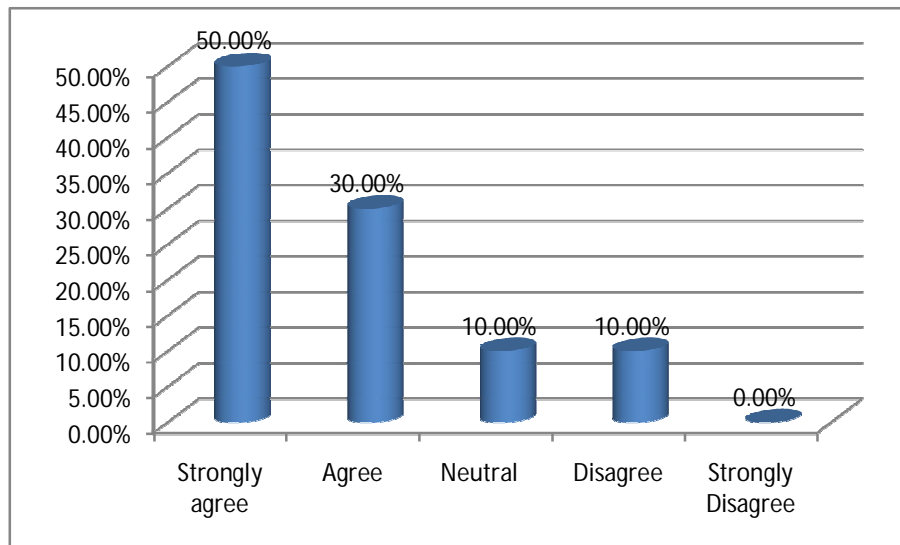
The above table and figure illustrate the percentage of the respondents who agree with the statement that **teachers provide the students with a lot of practice on English preposition** is estimated by (60%) and the percentage of those who disagree with the statement reached (13.30%). According to what is mentioned above, the statement is strongly supported. And the statement in turn confirmed the first hypothesis.

3. I encourage my students to use different uses of prepositions

Table (4-3)

Valid.	Frequency	Percent
Strongly agree	15	50.0%
Agree	9	30.0%
Neutral	3	10.0%
Disagree	3	10.0%
Strongly Disagree	0	0.0%
Total	30	100.0%

Figure (4-3)



The table above and figure illustrate the percentage of the respondents who agree with the statement “**I encourage my students to use different uses of prepositions**” is estimated by (80%) and percentage of those who disagree with the statement reached (20%). According to what is mentioned above, the statement in turn confirmed the first hypothesis.

- **Result report:**

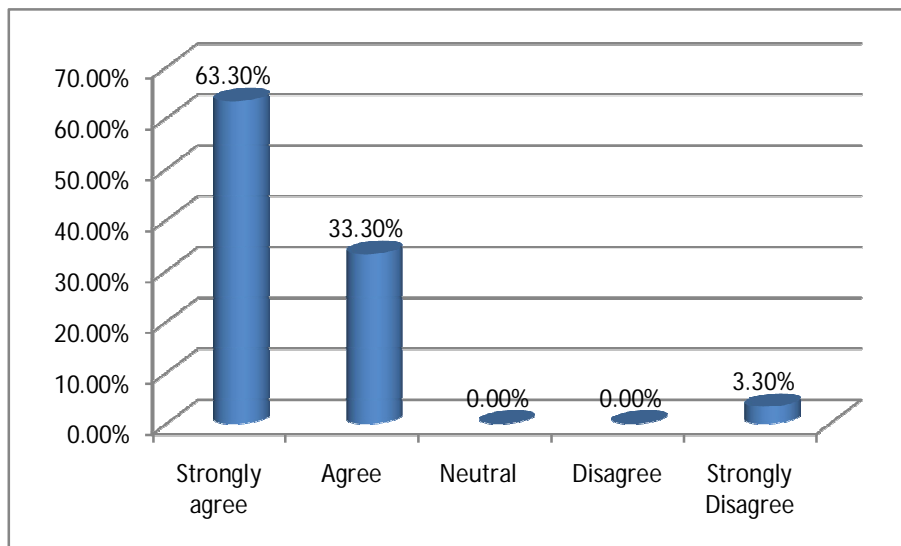
According to the analysis of the above three statements it has been it has been found out that the first hypothesis is supported by its three sub-assumptions and it is achieved (.....%).

4. I face difficulties in teaching prepositions.

Table (4-4)

Valid	Frequency	Percent
Strongly agree	19	63.3%
Agree	10	33.3%
Neutral	0	0.0%
Disagree	0	0.0%
Strongly Disagree	1	3.3%
Total	30	100.0%

Figure (4-4)



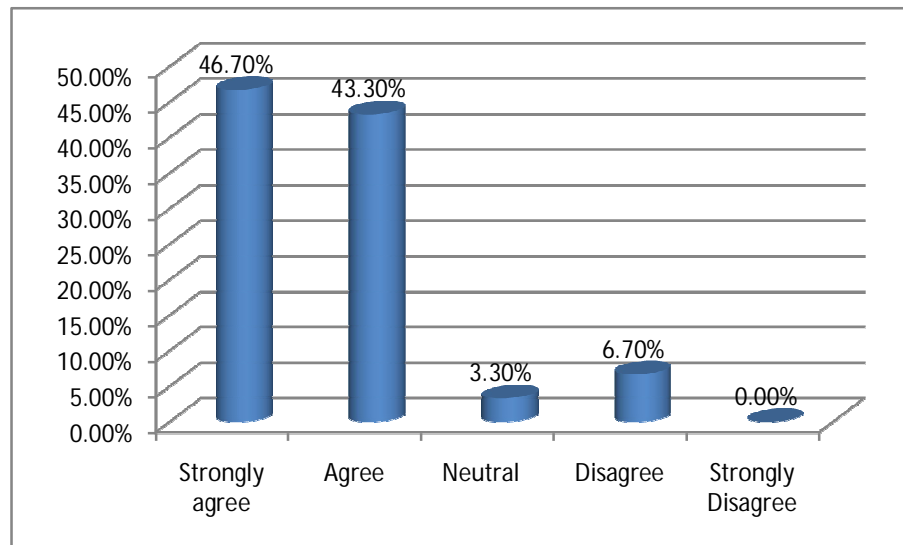
The table above and figure illustrate the percentage of the respondents who agree with the statement that **teachers face difficulties in teaching prepositions** is estimated by (96%) and the percentage of those who disagree with the statement reached (4%). According to what is mentioned above, the statement is strongly supported and it confirms the first hypothesis.

5. I use technology to teach prepositions.

Table (4-5)

Valid	Frequency	Percent
Strongly agree	14	46.7%
Agree	13	43.3%
Neutral	1	3.3%
Disagree	2	6.7%
Strongly Disagree	0	0.0%
Total	30	100.0%

Figure (4-5)

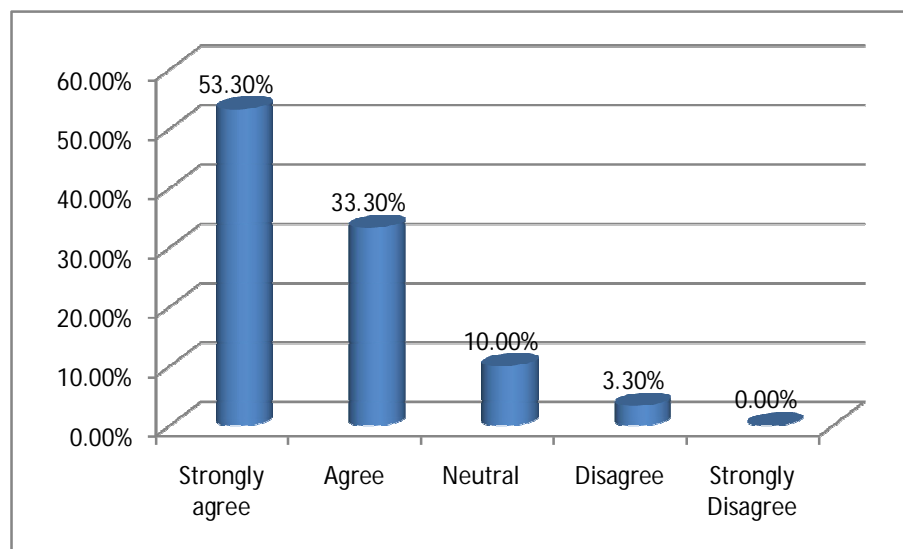


The table and figure above illustrate the percentage of the respondents who agree with the statement that **teachers use technology to teach prepositions** is estimated by (90%) and the percentage of those who disagree with the statement reached (10%). According to what is mentioned above statement is strongly supported and the statement in turn confirmed the second hypothesis.

6. Students don't revise prepositions every day.

Table (4-6)

Valid	Frequency	Percent
Strongly agree	16	53.3%
Agree	10	33.3%
Neutral	3	10.0%
Disagree	1	3.3%
Strongly Disagree	0	0.0%
Total	30	100.0%



The above table and figure show the percentage of the respondents who agree with the statement that **students don't revise prepositions every day** is estimated by (87%) and the percentage of those who disagree with the statement reached (3%). According to what is mentioned above and the statement confirmed the second hypothesis.

- **Result report:**

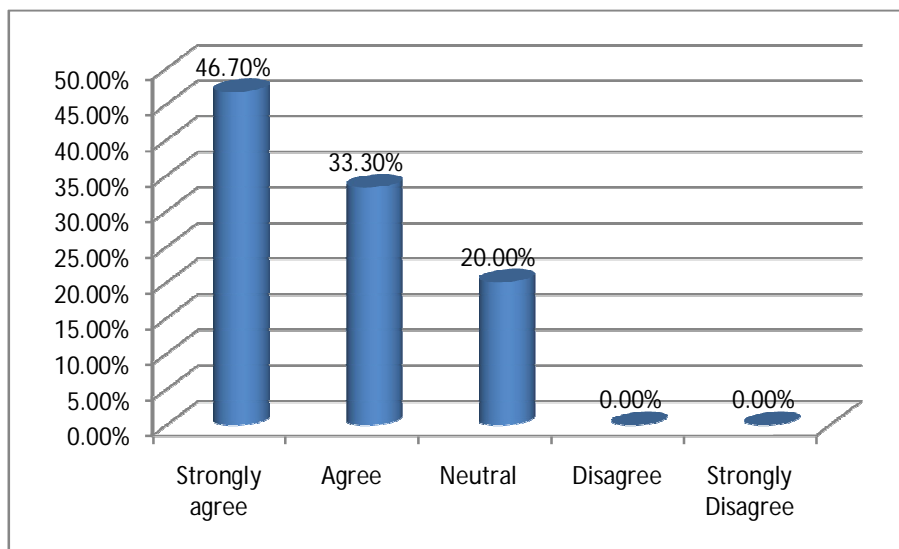
According to the analysis of the above three statements it has been it has been found out that the second hypothesis is supported by its three sub-assumptions and it is achieved by (%)

7. Students are interested in revising prepositions in pairs.

Table (4-7)

Valid	Frequency	Percent
Strongly agree	14	46.7%
Agree	10	33.3%
Neutral	6	20.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Total	30	100.0%

Figure (4-7)



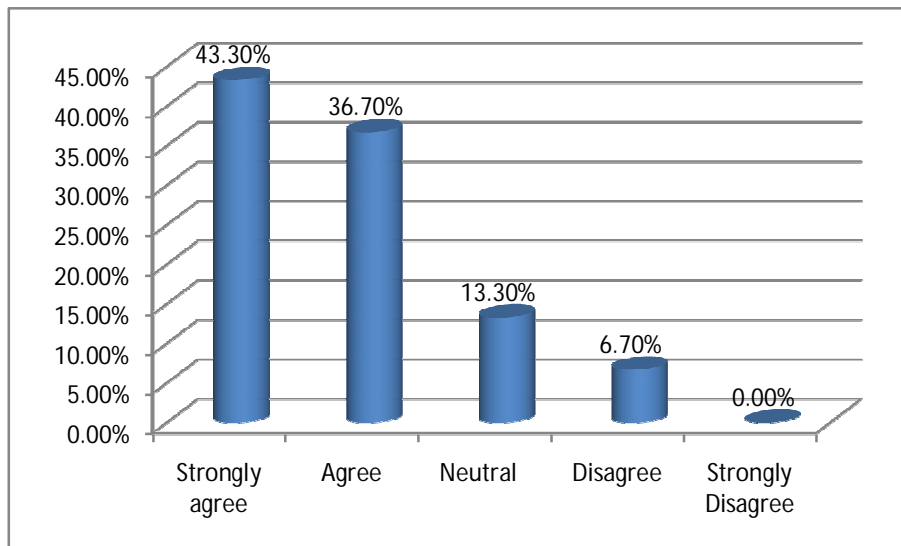
The above table and figure above display the percentage of the respondents who agree with the statement that **students are interested in revising prepositions in pairs** is estimated by (78%) and the percentage of those who disagree reached (0%). According to what is mentioned above and the statement is strongly supported and the statement in turn confirmed the second hypothesis.

8. Some students' errors in prepositions are due to the mother tongue interference.

Table (4-8)

Valid	Frequency	Percent
Strongly agree	13	43.3%
Agree	11	36.7%
Neutral	4	13.3%
Disagree	2	6.7%
Strongly Disagree	0	0.0%
Total	30	100.0%

Figure (4-8)



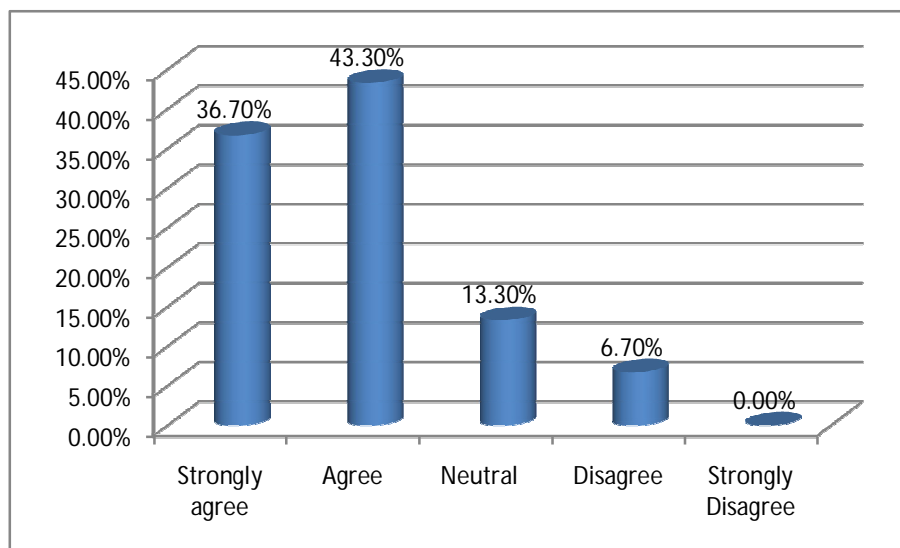
The table above and figure illustrate the percentage of respondents who agree with statement of that **students are interested in revising prepositions in pairs** reached (80%) and the percentage of those who disagree reached (20%). According to what is mentioned above and the statement positively enhances second hypothesis.

9. Prepositions tests are ignored at university level.

Table (4-9)

Valid	Frequency	Percent
Strongly agree	11	36.7%
Agree	13	43.3%
Neutral	4	13.3%
Disagree	2	6.7%
Strongly Disagree	0	0.0%
Total	30	100.0%

Figure (4-9)



The table above and figure illustrate the percentage of respondents who agree with statement that **Prepositions tests are ignored at university level** is estimated by (80%) the percentage of those who disagree reached (20%). According to what is mentioned above and the statement is strongly supported and statement in turn confirmed the third hypothesis.

- Result report: According to the analysis of the above three statements it has been found out that the third hypothesis is supported by its three sub-assumptions and it is achieved by (%)

Chapter Five

Summary, Findings and Recommendations

5-1 Introduction:

This chapter includes summary of the previous chapters, in addition to the findings and recommendations built on what has been achieved through this study.

5-2. Summary:

This study has investigated the difficulties of using prepositions facing English language students at Sudan University. The first chapter represents a proposal of the study, while chapter two contains literature review and related previous studies. Chapter three presented the methodology of the study whereas chapter four presented analysis of the data collected through the questionnaire and chapter five contains the summary and findings in addition to the recommendations of the study

Findings of the study:

After analyzing the data by using SPSS program, the study has come out with the following findings:

1. Teachers exert sufficient effort to provide the students with the necessary practicing of prepositions.
2. Students receive the needed encouragement and recognition from their teachers.
3. Pair work plays a great role in increasing the students' interest to revise prepositions in English Language.
4. Technology can be used in teaching prepositions and English Language in general.
5. The interference of the mother tongue can lead to commit mistakes.

6. Giving prepositions its due time for teaching and revision is a sure way to solve the difficulties.

Recommendations of the Study:

1. Teachers should deliver more graded exercises to students.
2. Students should benefit more from the recognition and encouragement which they receive from their teachers.
3. Students should avoid resorting to the mother tongue when answering prepositions exercises.
4. Student must adhere to the strategy of pair work as a way of arousing positive competition among them.
5. Teachers and students should make use of technology to teach and learn English Language.

Teachers' Questionnaire:

Dear Teacher

This questionnaire is designed as a tool for collecting data for this research entitled (Difficulties Facing first year students in Using English Prepositions).

I would be very grateful if you respond to the following questionnaire designed for research purposes.

The data of this survey will be exclusively considered confidential. Put a tick (✓) in the appropriate place to indicate your choice.

No	Statement	Agree	Strong agree	Neutral	Disagree	Strong disagree
1	I rise my students attention the use of English preposition					
2	I provide my students with a lot of practice on English prepositions					
3	I encourage my students to use different uses of prepositions					
4	I face difficulties in teaching prepositions					
5	I use technology to teach prepositions					
6	Students do not revise preposition everyday					
7	Students are interested in practicing prepositions in pairs					
8	Some students errors of preposition uses are due to mother tongue interference					
9	Proposition tests are ignored at university level					

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