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***Investigating EFL Learners' Problems of Using
and Understanding Prepositions.***

تقصي مشكلات طارسي الانجليزية لغة أجنبية في إستخدام وفهم مصروفات

البع

***“A case study of Fourth year students of English
Language department at ALneelain University”***

***A thesis Submitted in Partial Fulfillment for Requirements of MA degree in
English Language(Applied Linguistics)***

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Dedication

*To my Family and
My friends*

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Sincere thank are also extended to my colleagues in this university .My thankfulness is due to all the learners who answered my questionnaires. I would like to acknowledge my indebtedness and profound gratitude to my family for their support during my academic life.

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Abstract

This study aims to investigate the problems of using prepositions among EFL learners. The study adopted a descriptive methodology, which followed the quantitative analysis. One instrument was used for data collection which is a questionnaire. The sample of the study consisted of 40 learners from Alneelain University fourth years. The data were analyzed by using the statistical program (SPSS) which provides percentage results for the questionnaire. The study comes out with results that the EFL learners are poor in using prepositions and some of these prepositions are troublesome for them. Moreover there is a weakness in using some of the prepositions. There are some causes behind the difficulties of using prepositions such as interference of mother tongue and prepositions are inadequately presented in the syllabus. At the end of the study the researcher presented some recommendations. These recommendations focused on paying more attention for prepositions in designing syllabuses. In addition to that learners should receive more practice in using prepositions and raising learners' awareness of prepositions.

المستخلص

تهدف هذه الدراسة لتقضي مشكلات استخدام حروف الجر لدى داريسي الانجليزية لغة أجنبية . تبنت هذه الدراسة المنهج الوصفي الكمي ، حيث أُستخدم الاستبيان لجمع البيانات وشملت عينة الدراسة أربعين دارساً .

تمُّ أُستخدام برنامج التحليل الاحصائي للبيانات حيث كانت النتائج في شكل نسبة مئوية . أهم النتائج التي توصلت إليها الدراسة ، أن معظم الدارسين يعانون صعوبةً و ضعفاً في إستخدام بعض حروف الجر نسبة لأسباب عديدة منها، تأثير تداخل اللغة الأم على الدارسين، و عدم تغطية المناهج لحروف الجر بصورة كافية والتفكير باللغة الأم ثم بعد ذلك ترجمتها للغة الانجليزية . ختاماً أوصى الباحث على ضوء النتائج المتحصل عليها بالاهتمام بحروف الجر عند تصميم المناهج وإعطاء الدارسين مزيداً من التطبيقات والتدريب في إستخدام حروف الجر.

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CHAPTER ONE

INTRODUCTION

Chapter One

Introduction

1.0 Overview

Prepositions are words in language used for compressing meaning into few words. Language is made richer and more flexible by their doing several meanings to each of many prepositions in different situations and structures•Hussein(2012:1) . Prepositions are considered one of the important parts of speech in English language. It links a noun, pronoun or phrase to another part of a Sentence. They are found in most languages and used as function words; it is rare to construct a sentence without one. It can help not only where something took place but how and when((Hussein,2012:1).Prepositions are notoriously difficult for English Language Learners to master due to the sheer number of them in the English language and their polysemous nature. Numerous analyses of the linguistic output of ELLs have revealed that prepositional errors of substitution, omission and addition account for the majority of syntactic errors. Since prepositions present such an immense challenge for language learners, it is vital that teachers develop effective instructional methods.

Prepositions are generally polysemous. Polysemy is “a semanticcharacteristic of words that have multiple meanings”Koffi(2010, p. 299). Essentially, themajority of prepositions in English have a variety of meanings depending on context. Thus, learners often become frustrated when trying to determine prepositional meanings and whentrying to use them appropriatelyKofii (2010, p. 299). Second, as Lam (2009) points 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 occurring speech. Moreover, the 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. English has 60 to 70 prepositions; a higher number than most other languages•Koffi (2010:297).thus the main objective of the this study is to investigate the use of English prepositions ,and find out the exact problems .

1.1-Statement of the Study

Prepositions are challenging area of English language learning and teaching. Because they are more problematic for learners in terms of using. Prepositions create some troubles for learners of English language. For example, speakers say we are **at** the hospital to visit a friend who is **in** the hospital. We lie **in** bed but **on** the couch. We watch a film **at** the theater but **on** television. For native speakers, these little words present little difficulty, but try to learn another language, any other language, learners will quickly discover that prepositions are troublesome. So this study attempts to investigate these problems and difficulties which face students in using prepositions and collocations.

The correct use of prepositions is one of the most serious problems faced by learners of English especially those learn English as a foreign language. It has repeatedly been asserted that English prepositions constitute a special problem to foreign learners of English. Foreign learners of English face a great difficulty when learning English prepositions. This difficulty is represented by the fact that learners fail to decide which preposition should follow a certain verb or adjective.

1.2-Objectives of the Study

This study sheds more light on the most challenging problems which face students. In addition to that, this study attempts to raise students 'awareness of different types of prepositions and semantic and grammatical rules which govern their usage and facilitate or grasp the meaning.

Moreover, this study is endeavoring to find suitable tackles to these problems. Also, to promote self-confidence in using prepositional phrase.

Furthermore, this study tends to show some techniques that can be more beneficial in using and understanding prepositions. Also to sheds extra light to identify the area of difficulties which encountered by the learners in using English propositions and investigates reasons behind these difficulties.

1.3-Significance of the Study

The significant of the study arises from the necessity of helping students with prepositions by attempting to sheds more lights on the kinds of prepositions to contribute to avoiding confusion.

This study will be beneficial to both students and teachers of English language. The result of this study can be implemented to promote the students performance to use phrasal in proper as ways as well as to building vocabulary and enrich their writing and speech.

This study is valuable in increasing students' confidence in dealing with prepositions and provides them with tools to help and enable them to make the meaning more comprehensible. The significance of studying learners' errors makes immediate contribution to the task of language teaching. Thus, the importance of this study may stem from the significance of English prepositions as well as error analysis studies.

1.4 Questions of Study

The current study raises the following questions:

1- TO what extent are the EFL learners poor in using and Prepositions?

2-What are the causes of the weakness in using of prepositions among EFL learners?

1.5-Hypotheses of Study

This study set out to test the following hypotheses:

1-EFL Learners are poor in using prepositions.

2-there are many causes behind the difficulties that face EFL learners in using prepositions such as:

-Interference of the mother tongue.

-Lack of prepositions' awareness.

1.6- Limits of the Study

This study will be limited to investigate the problems of using and understanding prepositions facing FEL learners majoring in English at the college of Arts in the academic year 2016-2017 the students of ALneelain University of English Language department, four levels.

1.7-Methodology of the Study

The current study uses the descriptive and analytical method, the researcher will adopt questionnaire as a tool, which will be administrated for fourth years students of English language, ALneelain University.

1.8-Termonology

preposition

uk /əp'rep.əp'zəp.ən/ us /əp'rep.əp'zəp.ən/

B1 in grammar, a word that is used before a noun, a noun phrase, or a pronoun, connecting it to another word: In the sentences "We jumped in the lake", and "She drove slowly down the track", "in" and "down" are prepositions.

(Definition of preposition from the Cambridge Advanced Learner's Dictionary & Thesaurus © Cambridge University Press)

collocation

uk /ək'əl.ək'keɪ.ən/ us /ək'əl.ək'keɪ.ən/ specialized

B2 [C] (also collocate) a word or phrase that is often used with another word or phrase, in a way that sounds correct to people who have spoken the language all their lives, but might not be expected from the meaning: In the phrase "a hard frost", "hard" is a collocation of "frost" and "strong" would not sound natural.

B2 [C] the combination of words formed when two or more words are often used together in a way that sounds correct: The phrase "a hard frost" is a collocation.

›[U] the regular use of some words and phrases with others, especially in a way that is difficult to guess.

(Definition of collocation from the Cambridge Advanced Learner's Dictionary & Thesaurus ©)

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

Chapter Two

Literature Review and Previous Studies

2.0 Introduction

This 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 preposition. It focuses on its definition , kinds, prepositional phrase ,position of prepositions within the sentence preposition and prepositional adverb ,place , time ,movement and direction meaning of prepositions. Part two reviews previous studies which includes three studies.

2.1 Definitions of prepositions;

Prepositions are defined by many writers from different point of view, one of them is Walker (1982:123) considers preposition is a word that shows a relationship between a noun or pronoun and other part of sentence. Also Cowan (1983:281) when regarded preposition as a group of word 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 use nouns and pronouns to create phrase ,and they linked these phrases to the rest of sentence . The writer illustrated by mentioning that the functions such as indicators of time, place, cause, manner, agency association, or other relationships. In addition to, usually preposition occur in phrase that function as adverbs or adjective .other definition of preposition which stated by Wren & Martin (1999:106) are considered a preposition as a word place before a noun or pronoun to show in what relation the person or thing denoted by its stands in regard of something else.

2.2 Kinds of preposition

Kinds of prepositions contribute in avoiding confusion between preposition and other grammatical elements in the sentence. For example there are many words used sometime as adverb and sometime as preposition the only difference is that preposition govern a noun or a pronoun while the adverb does not .the following examples show that;

-Go, and run about. (adverb)

-Don't loiter about the street.(preposition)

According to Wren & Martin (1999:108) preposition can be classified into four main categories with regard to the number of syllables that comprise the preposition or the number of words such as ;**simple prepositions** are words like in, on, at and for. **Compound prepositions** which are words formed either by prefixing a preposition (a=no and be=by) for instance ;about ,along ,around ,before ,behind and below, or by double in a preposition *like without ,within ,outside of, out of and from behind*. **Participle prepositions** are words such as *concerning , notwithstanding and pending* .**Phrase prepositions** are group of word used with the force of single preposition like *because of , by means of , in case of and in order to*.

2.3The position of prepositions:

Stgeberg (1991:234) mentions that the learner should be aware of the proper position of preposition for its importance to in reducing con fusion , and avoiding preposition s errors .prepositions implies that this structure word occupies a pre – positions that is one before its object, but there are some exception like when these prepositions can be found by the end of the sentence .

Preposition s are words normally placed before noun or pronoun .also can be followed by verbs but , except after but and except the verbs must be in the gerund form :

-They succeeded in escaping .

-He is talking of emigrating.

Thomson and martinet (1992:91)

Moreover, they identify some possible alternative position of preposition . Such position can be seen in tow constructions which related with the informal English prepositions where they may be moved to the end of the sentence , e.g. :

1-Introgative : In questions beginning with preposition+ whom / which / what / whose / where:

-To whom were you talking?(formal)

-Who were you talking to ? (informal)

2- *Similarly in relative clauses: , a preposition placed before whom / which can be moved to the end of clause. The relative pronoun is then omitted :*

-the people with whom I was travelling .(formal)

-The people I was travelling with .(informal)

The second alternative position of preposition can be shown in the phrasal verbs where the preposition /adverb remain after its verb, such in the formal type of construction is not possible . Thomson & Martinet(1992:92)

3-Passive :the lock had been tampered with .

4-Infinitive:clay is fun to play with. Stgeberg(‘1991:234)

5-Exclmative: what a great topic he talked about ! Hoffmann(‘2011:35)

2.4Preposition 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.

2.5 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 got married at seventeen .

On a day/date:

On Monday on 4 June on Christmas day

At night

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

in the morning / afternoon / evening / night of a certain date :

We arrived on the morning of the sixth

It is also , of course , possible to say :

This / next Monday etc. , any Monday , one Monday

By , before

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

It often implies ‘ before that time / date ‘ :

The train starts at 6.10 , so you had better be at the station by 6.00.

By + a time expression is often used with a perfect tense , particularly the future perfect:

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

Before can be preposition , conjunction or adverb :

Before signing this ... (preposition)

Before you sign this ... (conjunction)

I've seen him somewhere before . (adverb)

On time , in time , in good time

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 /

on arriving , he ... = when he arrives / arrived , he can also be used similarly with the gerund of certain of certain other verbs (chiefly verbs of information) ;

On checking , she found that some of the party didn't know the way .

On hearing /Hearing that the plane had been diverted , they left the airport.

At the beginning / end , in the beginning / end , at first / at last at the beginning (of) / at the end (of) = literally at the beginning / 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 / at first = in the early stages . IT implies that later on there was a change;

In the end / at last = eventually / after some time :

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

Time: from, since, for, during

From ,since and for

From is normally used with **to** or **till /until**:

-Most people work *from* nine to five

From can also be used of *place* :

-Where do you come *from*?

Since is used for time, never for place: and means from that time to the time referred to .it is often used with a present perfect or past perfect tense:

-He has been here since Monday. (from Monday till now)

-He wondered where Ann was. He had not seen her since their quarrel.

Since can also be an adverb:

-He left school in 1983.I haven't seen him *since*.

Since can also be a conjunction of time:

-He has worked *for* us ever since he left school.

-It is two years *since* I last saw Tom =

-I last saw Tom two years ago / I haven't seen Tom *for* two years.

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

-Bake it *for* two hours.

-He traveled in the desert *for* six month.

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 .)

For used in this way is replaceable by **since** with the point in time when the action began:

-He has worked here *since* this time last year.

Walter&Swan (2001:257) claim that for + period tells how long during tell when e.g. I slept for 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* his childhood .

-*During* my holidays.

The action can either last the whole period or occur at some time within the period:

-It is rained all Monday but stop raining *during* the night. (at some point of time)

-Ha was ill *for* a week , and during that week he ate nothing .

For (indicating purpose) may be used before known period : I went there / I hired a car / I rented a house *for* my holidays / for the summer .

For has various other uses:

-He asked *for* 5\$. I paid 1\$ *for* it.

-He bought one *for* Tom.

For can also be a conjunction and introduce a clause.

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

A 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 (at five to ten would mean at 1.00).

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

-let's start now and work *till* dark. (**to** would not be possible here)

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

-We didn't get home *till* 2 a.m.

-He usually pays me on Friday but last week he didn't pay me *till* the following Monday .

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 .

But note that if 'you come to' is omitted , the **till** must be replaced by **to**:

-Go on to the level crossing.

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

We played football until 5o'clock.

After and afterwards (adverb)

after (preposition) must be followed by a noun pronoun 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 bathe immediately *afterwards*.

-they bathed and afterwards played games/played games afterwards or

they bathed and then played games .

Afterwards can be used at either end of clause and can be modified by **soon** **immediately**, **not long** etc.:

-Soon afterwards we got a letter .

-We got a letter not long afterwards .

after can also be used as conjunction :

after he had tuned the piano it sounded quite different .

2.6 Prepositions 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 /drove/ cycled/ walked from Paris to Rome .

-We also send/post letters etc. to people and places . (but see note on home below)

arrive at/in, get to ,reach (without preposition) .

-We arrive in a town or country ,**at** or **in** a village , **at** any other destination :

-They arrive in Spain/in Madrid .

-I arrive at hotel /at airport/ at bridge/ 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 train .

-I want to get to Berlin before dark .

-They reached the top of mountain before sunrise.

Get in (in= adverb) can mean arrive at a destination .it chiefly used of trains :

-What time does the train get in ? (reach the terminus/our station)

Note also **get here / back** (there ,back are adverbs)

home

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 .

we can be/live/stay/work etc. **at home** , **at +...+home** or **in+....+home**. but in cannot be followed directly by home :

-you can do this sort of work at home or at in your own home .

2.7 Preposition of Transport : by ,on ,get in/into/on/onto/off/out off

we can travel **by** car (but **in** the/my/tom's car) **by**
bus/train/plane/helicopter/hovercraft 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 M4. we went via reading

-We can walk or get on foot. we can cycle or go **on** a bicycle or **by** bicycle. we can ride or go on horseback

-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 (= embark).

-We get **on/onto** a horse/camel/bicycle>.

-We get **out of** a public or private vehicle ,or get out (adverb).

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

Get in/into/out/out of

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

in entering or leaving . in and out here are used as adverb .

-I've 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 .

2.8 Preposition of giving directions:

at, into, to etc. (prepositions), along, on (prepositions and adverbs) and till (conjunction):

- Go **along** the strand till you see the Savoy on your right, the bus stop is just round the corner.

-Turn right /left at the post office/at the second traffic lights.

- Go on (adverb) past the post office.

- Turn right / left **into** Fleet Street.

- Take the first /second etc. Turning **on/to** the right or **on/to** your right.

- Go on (adverb) to the end of the road. (Till could not be used here).

- You will find the bank on your left halfway **down** the street. When you come out the station you will find the bank **opposite** you/in front of you.

Get out (of the bus) at the tube station and walk **on** (adverb) **till** you come to a pub.

Get off (the bus) and walk back (adverb) **till** you come to some traffic lights.

Be careful not to confuse to and till

2.9 Preposition of place At, in: in, info: on, on to

At:

we can be **at** home , **at** work ,**at** the office , **at** school ,**at** university, **at** an address ,
at certain point e.g. **at** the bridge ,at crossroads ,at the bus – stop .

In;

We can be **in** a country ,a town , a village , a square , a street , a room , a forest , a wood , a field , a desert or any which has boundaries or is enclosed .

But a small area such as a square, a street, a room, a field might be used with **at** when we mean ‘at this point, rather than ‘inside’.

We can be **in** or **at** a building. **In** means inside only, **at** could mean inside or in the grounds or just outside. If someone ‘at the station ‘he could be in the street outside, or in the ticket office/waiting room restaurant or on the platform.

We can be **in** or **at** the sea, a river, lake, swimming pool etc. **In** here means actually in the water:

The children are swimming in the river.

At the sea /river /lake etc. .means near /beside the sea. But at sea means on a ship.

in and into

In as shown above normally indicates position.

Into indicates movement entrance:

-They climbed into the lorry. I poured the beer into a tankard.

-Thieves broke into my house /my house was broken into.

With the verb but however either in or into can be used:

He put hands **in/ into** his pockets.

In can also be an adverb:

Com in = inter. Get in (into the car).

on and onto

On can be used for both position and movement:

He was sitting on his case. Snow fell on hills.

His name is on the door. He went on board ship.

Onto can be used (chiefly of people and animals) when there is movement involving and change of level:

People climbed onto their roofs. We lifted him onto the table.

The cat jumped onto the mantelpiece.

On can also be an adverb:

Go on. Come on.

According to Swan&Walter (2001:257) using **in** with three-dimensional space like boxes, room , town, countries.

Using on with second dimensional space like ,floor, table. Wall .

Above , over, under, below , beneath etc.

Above and over:

Above (preposition and adverb) and **over** (preposition) can both mean ‘higher than’ and sometimes either can be used(Thomason & Martinet, 2001:99):

-The helicopter hovered above/over us.

-Flags waved above/over our heads.

But **over** can also mean ‘covering’, ‘on the other side of’, ‘across’ and ‘from one side to the other’ :

-We put a rug *over* him.

-He lives *over* the mountains.

-There is a bridge *over* the river.

All over + noun/pronoun can mean ‘in every part of’ :

-He has friends *all over* the world.

Above can have none of these meanings.

Over can mean ‘more than’ or ‘higher than’.

Above can mean ‘higher than’ only.

Both can mean ‘higher in rank’. But he is over me would normally mean ‘he is my immediate superior’ , ‘ he supervises my work’. Above would not necessarily have this meaning.

If we have a bridge over a river, above the bridge means ‘upstream’ .

Over can be used with meals/food/drink :

They had a chat over a cup of tea. (while drinking tea).

In the combination take + a time expression + over + noun/pronoun, over can mean ‘to do/finish’ .. etc.:

-He doesn’t take long over lunch/to eat his lunch.

-He took ages over the job. (he took ages to finish it.)

Above can also be an adjective or adverb meaning ‘earlier’ (in a book, article etc.):

-The above address (the previously mentioned address)

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. (we live on the fourth floor and they live on the third.)

Similarly : we live above them. (see A above.)

Below and under can mean ‘junior in rank’. But he is **under** me implies that I am his immediate superior. **Below** does not necessarily have this meaning.

(Both **over** and **under** can be used as adverbs, but with a change of the meaning.)

beneath can sometimes be used instead of under, but it is safer to keep it for abstract meaning:

-He would think it beneath him to tell a lie. (unworthy of him)

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

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

Imagine a theatre with rows of seats: A, B, C etc. row A being nearest the stage

Row A	Tom	Ann	Bill
Row B	Mary	Bob	Jane

This means that:

Tom is beside Ann, Mary is beside Bob etc.

Ann is between Tom and Bill, Bob is between Mary and Jane.

Mary is behind Tom, Tom is in Front of Mary

But if Tom and Mary are having a meal and Tom is sitting at one side of the table and Mary at the other, we do not use in front of, but say:

Tom is sitting opposite Mary or Tom is facing Mary

But he stood in front of me could mean either ‘he stood with his back to me’ or ‘he faced me’.

People living on one side of the street will talk of the house on the other side as the houses opposite (us) rather than the houses in front of us.

With other things, however, this restrictions do not apply:

-She put the plate on the table in front of him.

-She sat with a book in front of her.

-Where's the bank? – there it is, just in front of you!

-There's a car-park in front of/at the back of the hotel. Thomson Martinet(:2001:100).

Don't confuse **beside** with **besides**.

Beside = at the side of:

-We camped beside a lake.

Besides(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.

Besides (adverb) means (a) 'in addition to that/ as well as that

-I do the cooking and help Tom besides

And (B) 'in any case/any way':

We can't afford oysters. Besides, Tom doesn't like them.

Between and among:

Thomson & Martinet (2001:100) state that **Between** normally relates a person/ thing to two other people/ things, but it can be used of more when 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** in the last sentence above.

Also, of course, with a singular object:

-He was with a friend.

Example of other uses:

-He cut it with a knife.

-Don't touch it with bare hands.

-The mountains were covered with snow.

-I have no money with me/on me.

-He fought/ quarreled with everyone.

With In descriptions:

-The girl with red hair

-The boy with his hands In his pockets.

-The man with his back to the camera/ with his feet on his desk

But and except (prepositions)

These have the same meaning and are interchangeable.

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

-Nobody but Tom Knew the way.

-Nothing but the best is sold in our shops.

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

Nobody knew the way except Tom.

And after all/everybody/everyone/everything/everywhere etc.

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

You can park anywhere but/except here. (you can't park here)

But and **except** take the bare infinitive . (Thomason & Martinet, 2001:99).

2.10 Prepositions used with adjective and participle

Certain adjectives and participles used as adjectives can be followed by a preposition+ noun/gerund.(for verb + preposition) Thomson & Martinet (2001:100):

Usually particular adjectives and participles require particular

Prepositions. Some of these are given below; others can be found by consulting a good dictionary, which after any adjective will give the proportions that can be used with it.Thomson& Martinet (2001:100)

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

Absorbed in	involved in
According to	keen on
Accustomed to	liable for/to
Anxious for/about	owing/to
Ashamed of	pleased with
Aware of	prepared for
Bad at/for	proud of
Capable of	ready for
Confident of	responsible for/to
Due to/for	scared of
Exposed to	sorry for/about

Fit for successful in

Font of suspicious of

Frightened of/at terrified of

Good at/for tired of

Interested in used to

-He was absorbed in his book.

-She is afraid/frightened /scared of dark

-According to tom its

-He is bad/good at chess (a bad /good player)

-Running is bad /good for you (unhealthy/healthy)

-They are very keen on golf.

-Drivers exceeding the speed limit are liable to a fine.

-The management is not responsible for articles left in customers' cars.

-I am sorry for your husband. (I pity him)

-I am sorry for forgetting the tickets.

-I am sorry about the tickets.

(for good/kind etc.+ of ,it was kind of , you to wait)

Martin Hewings (2002:110) ,about uses after the verb

According to Walker (1982:137) said that a preposition must have an object .the object is a noun or pronoun .

Prepositions + object = prepositional phrase

Usually when the object of preposition is a pronoun ,**the prepositional phrase** will be only two words ,the prepositional and object.

beside it to him for her

Adjective is a word that describe or defines a noun or pronoun .A prepositional phrase can be used as an adjective , for example :

-The middle girl is Jane (adjective).

-The girl in the middle is Jane.(prepositional phrase).

2.11The prepositional phrase used as an adjective does the same things as an adjective . The phrase tell which one , what kind , or how many .

Notice that adjective comes before the noun but prepositional phrase comes after noun.Walker‘ (1982:137).

2.12 Verbs and prepositions:

Eastwood‘ (2002:303) mentioned that ,prepositions combine with verbs to form prepositional verbs, e.g. believe in look into, insist on , cope with consist of ,feel like hint at , hope for.

-We believe in Allah.

-He insist on absolute silence .

Thamson&Martinet(2001:104)mention that , there are a great many other verbs which can be followed by prepositions and some of these are listed below:

apologize (to s b) for live on (food/ money)

Apply to sb/for sth Long for

Ask for/ about Object to

Attend to Occur to

Beg for Persist in

Believe in Prefer sb/ sth to sb/ sth

Beware of Prepare for

Blame sb for Punish sb for

Charge sb with (an offence)	Quarrel with sb about
Compare sth with	Refer to
Comply with	Rely on
Conform to	Remind sb of
Consist of	Resort to
Deal in	Succeed in
Depend on	Suspect sb of
Dream of	Think of / about
Fight with sb for	Wait for
Fine sb for	Warn sb of/ about
Hope for	Wish for

-Do you believe in ghosts?

-They were charged with receiving stolen goods.

-You haven't complied with the regulations.

-For a week she lived on bananas and milk.

-It never occurred to me to insure the house.

-They persisted in defying the law.

-When arguments failed he resorted to threats.

Notice also feel like + noun/pronoun = feel inclined to have something:

-Do you feel like a drink/ a meal / a rest?

Feel like+ gerund = feel inclined to do something:

-I don't feel like walking there.

Passive verbs can of course be followed by by+ gent; but they can also be followed by other prepositions:

- The referee was booed by the crowd.
- The referee was booed for his decision/ for awarding a penalty.

Hewings‘ (2002:110) mentions that ,**about** uses(not on) after the verb argue, compline ,fine out , joke, learn, protest ,quarrel , read , tell, worry ,wonder, care , laugh , agree, and after nouns , chat, fuss ,misunderstanding .After some other verbs and noun learner can use either **about or on .these** include advice, agree, decide , lecture , speak, talk , write ,and noun advice, paper, information , article ,idea, consultation ,opinion .

Redman ‘(2004:32)argues that sometime verb may be followed by different prepositions ,and the meaning changes .

- He threw the ball to me .(for me to catch it).
- He threw the ball at me .(in order to hit me :perhaps

2.13 Noun and Prepositions Combination Followed by Gerund

According to Lornciz&Godon‘ (2012;3) the following is only a sample list of the most commonly used noun +preposition combinations that can be followed by gerund :

Addiction to

His addiction to surfing the internet is a problem.

Delay in

The delay in processing the visa cause problem .

Reason forRegret for

Report onDevotion

Anxiety aboutFondness for

Credit for	Reputation for
Talent for	Memory of

2.14 Preposition Choice

Determining the correct preposition to use can be a tricky proposition. This can be especially difficult when dealing with idioms- expressions in the English language that require the use of a certain word, simply because that is the word we have chosen to use. Idiomatic expressions are expressions you just have to memorize, and when errors are made, they are almost always preposition errors.

Here are some examples of idioms, along with the correct prepositions:

- Able *to*
- Capable *of*
- Preoccupied *with*
- Concerned *by*
- Prohibited *from*

Each of the italicized words are the only acceptable prepositions to follow these words. It would not be grammatically correct to say "able *with*" or "capable *to*"

2.15 Prepositions In the Context of Sentences

Prepositions must always be followed by a noun or pronoun. That noun is called the *object* of the preposition. A verb can't be the object of a preposition.

- The bone was *for* the dog. This is correct- the preposition *for* is followed by the noun "dog."
- The bone was for walked. This is not correct. The preposition *for* is followed by a verb "walked." Walked can't be the object of a preposition.

This rule may seem confusing at first, because you may have seen words that look like verbs following the preposition *to* in sentences; for example:

- I like *to ski* or These boots are for *skiing*.

However, in these examples, the *ski* and *skiing* are not actually acting as verbs.

- In the first example, *to ski* is part of the infinitive. An infinitive is NOT a verb. An infinitive occurs when a verb is used as a noun, adjective, or adverb. Here, "to ski" is a THING that the person likes doing, not an action that they are doing. It is a verbal noun.
- In the second example, *skiing* is a gerund. Like an infinitive, a gerund is NOT a verb, but is instead a noun, adjective or adverb. Here, "skiing" is a thing that the boots are for. No one in this sentence is doing the action of skiing.

Part Two: Previous Studies

Study(1) : Error Analysis of the use Prepositions in the English writing skill - A case study of Shendi University Student s .

By :**Hassan Margani Mohammed Aidaroos.**

Unpublished M.A thesis, Sudan university of sciences and technology(2008)This study aims at analyzing the errors of the use of some prepositions (among , between , beside ,besides, by and with) in the writing skill as well as identifying the actual reasons behind those difficulties and finding the suitable solutions for them . The researcher applied the analytical and descriptive method . the Study population includes the teachers and the students of the department of the English language at the University of shendi , Faculty of Arts . The study sample includes 10 teachers and 28 students . The study tools are questionnaire of 16 statements covers the study domains and a test of 7 questions.

The researcher used the percentage for analyzing the tools and comes to the following results :

- 1.These prepositions are problematic
- 2.The students assume that prepositions are easy
- 4.Prepositions are not given enough efforts in teaching

The researcher recommends the following ;

- 1.Prepositions should be included in the syllabus of the university

- 2.Teachers should give enough efforts for teaching prepositions
- 3.Teachers should apply new strategies for teaching prepositions
- 4.Students should be motivated and be aware of learning prepositions .

Study (2):Evaluating student's Abilities in Using English Preposition in Writing .

By :**Hanaa Mahmoud NourELhuda.**

Unpublished M.A thesis : Sudan university of sciences and technology (2012).

This study aims 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 it also attempts to offer recommendations to overcome students' difficulties of misusing prepositions. However in order to achieve the research purpose the tools of data collection were a test for students and a questionnaire for lecturers. The population of this study was lecturers and students of Sudan University of science and technology the sample of the study consisted of forty two students from the third level of Sudan University of science and technology specialized in English language faculty of education and twenty five lecturers also who teach English as a foreign language the researcher adopted a descriptive method to analyze the data obtained 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 . The findings were discussed in the light of the hypotheses and relevant literature. As solutions to overcome these difficulties the researcher recommends the following:

- 1/ teachers should raise students' awareness of the importance of prepositions in writing.
- 2/ teachers should adopt effective and modern techniques in teacher prepositions.
- 3/ expand the allocated for preposition in the syllabus

Study (3) :Difficulties of learning and application of English language preposition s

By: Mohammed AbdulmajeedAhamed Ali.(2008)

The objective of this study is to investigate the weaknesses and reasons for the efficiency in learning and applying English language propositions appropriately by the Sudanese university students , and to analyze and evaluate the difficulties that strain the appropriate usage of prepositions , the study also aims to present analytical statistical study on the nature of the problem proposed , the researcher followed a descriptive methodology when conducting the study,

The main reason for choosing this topic is the practical need for such a research. Prepositions study is a neglected area in learning linguistics.

The sample of study was consisted of 78 university students at colleges of education (grade two), who are expected to be graduated as teachers of English language. They were chosen randomly from two different universities representing urban and rural regions. Also the sample consisted of number of 38 qualified university staff still practicing the profession, randomly selected to respond to a questionnaire.

After the theoretical and practical analysis , the study proved that :

* The university students in Sudan face difficulties in applying English language prepositions appropriately .

CHAPTER THREE

METHODOLOGY

Chapter Three

Methodology

3.0 Introduction

This chapter describes the methods and techniques adopted, instrument, the population, the sample and the procedure of data analysis in addition to that reliability and validity of the study.

3.1 The methodology

The researcher uses analytical descriptive method to analyze of data collection in order to answer the research questions .it adopts quantitative in its design. This study investigates the EFL learners' problems in using prepositions.

3.2 Population of the study

The subject of this study involved both male and female learners of the fourth years of majoring English language at department of English language at the ALneelain University, faculty of Arts for academic year 2016-2017.

3.3 Instrument

Instruments of any study are the tools, which through them the researcher used to collect the required data for the study. Here, questionnaire is only one instrument was utilized to collect data.

3.4 Sampling

The learners' sample of this study was selected randomly from the population they represented 50% from the whole learners' population.

Learners' ages approximately range between 24-26 years old the sample of the study consists of 40 learners.

3.5 Content of Questionnaire

The questionnaire consists of 12 statements which designed to check whether the learners agree with or not. See (Appendix).

3.6 Validity of Questionnaire

The first draft of Questionnaire has been presented to supervisor who made some modification by adding and excluding. The statements of questionnaire covered and expressed the hypotheses of the research and matures them properly.

3.7 Reliability of Questionnaire

The reliability measure, the SPSS was used to verify the reliability which is 89.5% this indicates that the statements of questionnaire are reliable.

3.8 Procedure of Data Analysis

The researcher has collected the obtained data from the participants' responses .then, every single paper inserted into SPSS.

Frequencies and percentage have been calculated for each statement .the researcher has used Chi-squire value test to check the validity of hypotheses. The charts were provided for further demonstrations and explanations.

CHAPTER FOUR

DATA ANALYSIS AND

RESULTS DISCUSSION

Chapter Four

Data analysis and Results Discussion

Introduction

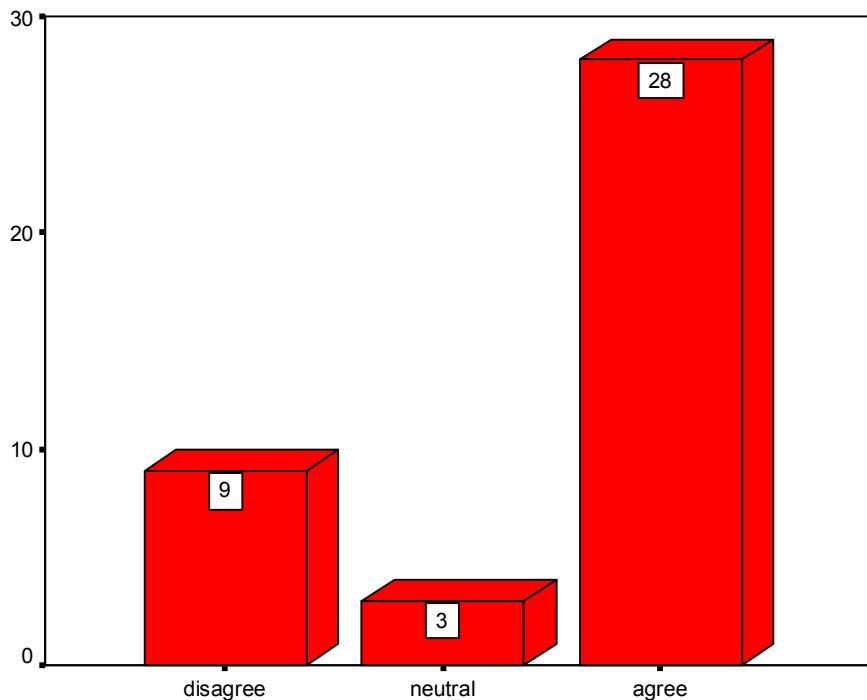
In this chapter, data are analyzed through SPSS program. The researcher provide table of results along with comments explaining them. The hypotheses are test against Chi-squire test value. Charts are also provided for further demonstration.

Preposition preceding nouns are troublesome to university students for whom English is a foreign language

Table (4.1)

	Frequency	Percent
disagree	9	22.5
neutral	3	7.5
agree	28	70.0
Total	40	100.0

Table (4.1) shows the frequencies and percentage of the first statement “*Preposition preceding nouns are troublesome to university students for whom English is a foreign language*”. As it is shown in the table, 9 participants disagree with the statement with percentage of 22.5%, 3 remain neutral with percentage 7.5% and 28 agree with the statement with percentage 70%. As it is noticed the maximum percentage is 70% which represents agree.

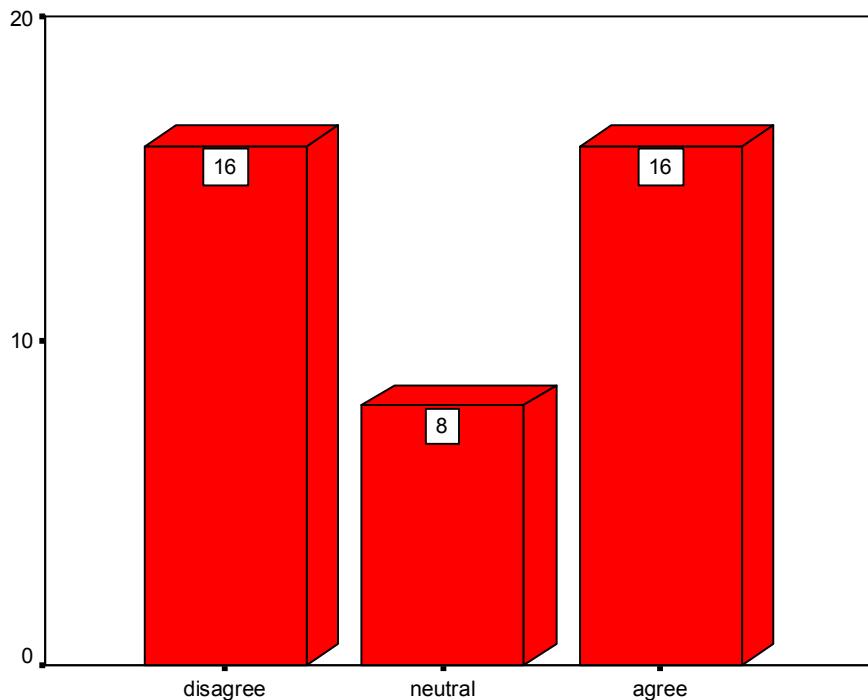


Figure(4.1)

Prepositions following nouns are so difficult for EFL learners
Table(4.2)

	Frequency	Percent
disagree	16	40.0
neutral	8	20.0
agree	16	40.0
Total	40	100.0

In table (4.2) which shows the frequencies and percentage of the second statement “*Prepositions following nouns are so difficult for EFL learners*”, 16 participants disagree with the statement with percentage of 40%, 8 remain neutral with percentage 20% and 16 agree with the statement with percentage 40%. As it is noticed the percentages of both agree and disagree are equal which indicates that the participants remain neutral about the statement.

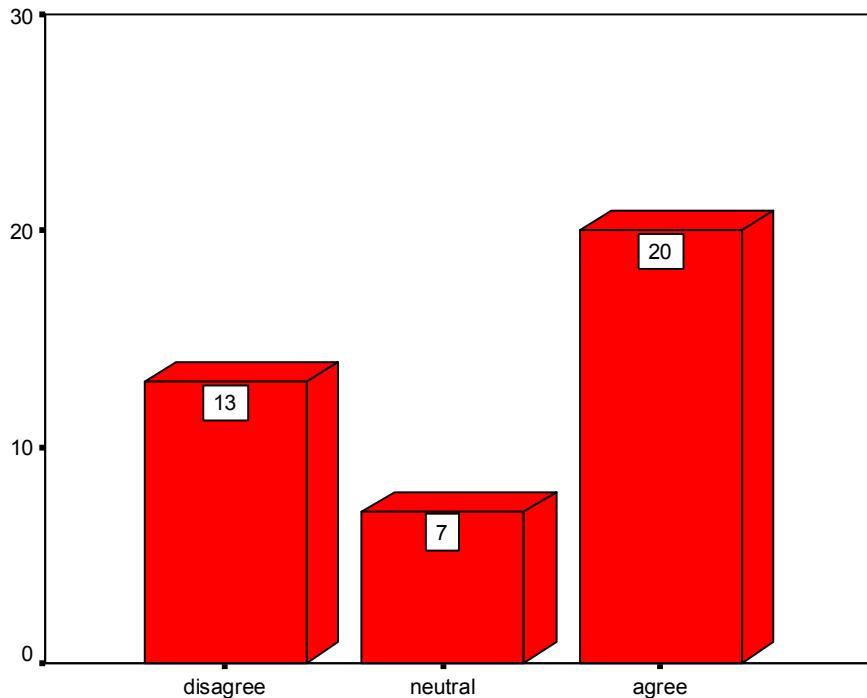


Figure(4.2)

Preposition preceding gerund are troublesome for EFL learners
Table(4.3)

	Frequency	Percent
disagree	13	32.5
neutral	7	17.5
agree	20	50.0
Total	40	100.0

Table (4.3) shows the frequencies and percentage of the third statement “*Preposition preceding gerund are troublesome for EFL learners*”. As it can be seen in the table, 13 participants disagree with the statement with percentage of 32.5%, 7 remain neutral with percentage 17.5% and 20 agree with the statement with percentage 50%. As it is noticed the maximum percentage is 50% of ‘agree’ which indicates that the participants agree about the statement.



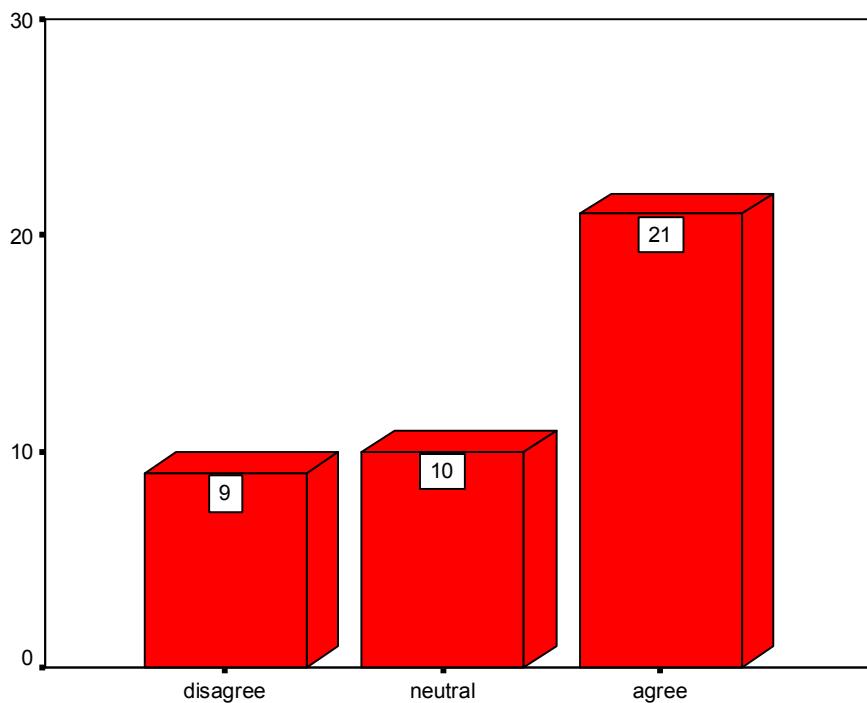
Figure(4.3)

Prepositions following verbs are problematic areas for EFL learners

Table(4.4):

	Frequency	Percent
Disagree	9	22.5
Neutral	10	25.0
Agree	21	52.5
Total	40	100.0

In table (4.4) which shows the frequencies and percentage of the second statement “*Prepositions following verbs are problematic areas for EFL learners*”, 9 participants disagree with the statement with percentage of 22.5%, 10 remain neutral with percentage 25% and 21 agree with the statement with percentage 52.5%. The maximum percentage (52.5%) indicates that the participants agree about the statement.



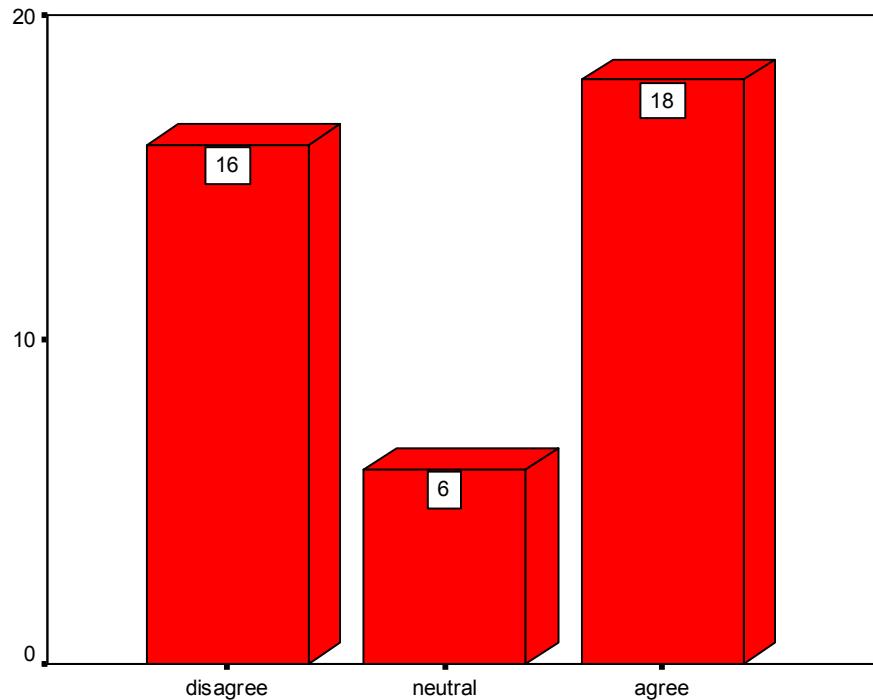
Figure(4.4)

Prepositions following adverbs are problematic areas for EFL learners
Table(4.5)

	Frequency	Percent
disagree	16	40.0
neutral	6	15.0
agree	18	45.0
Total	40	100.0

Table (4.5) shows the frequencies and percentage of the fifth statement “*Prepositions following adverbs are problematic areas for EFL learners*”. As it can be seen in the table, 16 participants disagree with the statement with percentage of 40%, 6 remain neutral with percentage 15% and 18 agree with the

statement with percentage 50%. As it is noticed the maximum percentage is 45% of 'agree' choice indicates that the participants agree about the statement.



Figure(4.5)

Prepositions are inadequately presented within syllabus.

Table(4.6)

	Frequency	Percent
disagree	13	32.5
neutral	10	25.0
agree	17	42.5
Total	40	100.0

Table (4.6) above shows the frequencies and percentage of the fifth statement “*Prepositions are inadequately presented within syllabus*”. As it can be seen in the table, 13 participants disagree with the statement with percentage of 32.5%, 10 remain neutral with percentage 25% and 17 agree with the statement with percentage 42.5%. The researcher notices that the maximum percentage is 42.5% of ‘agree’ choice indicates that the participants agree about the statement.

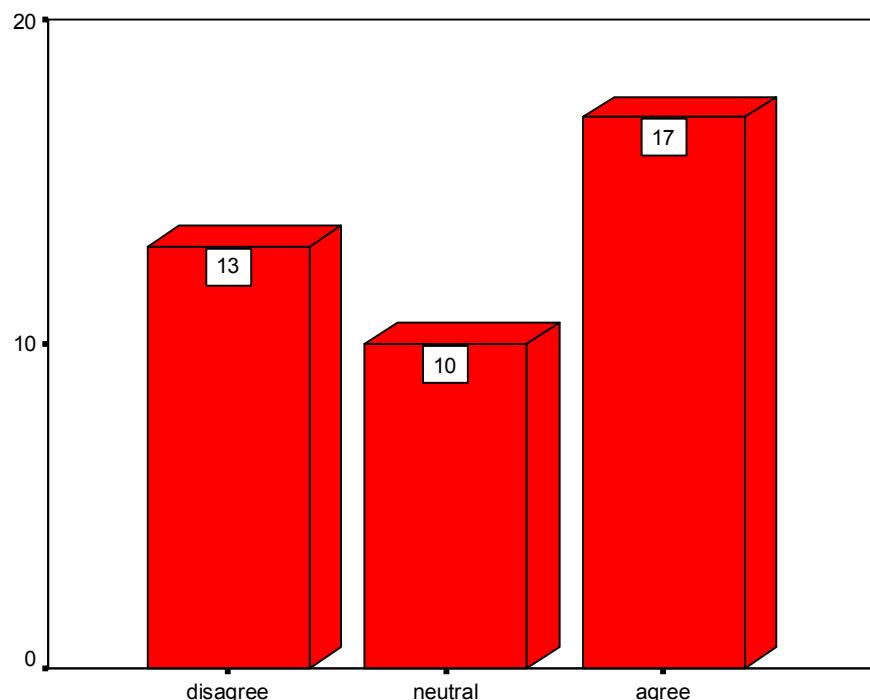


Figure (4.6)

First hypothesis

statements	Mean	Median	Std. Deviation
Preposition preceding nouns are troublesome to university students for whom English is a foreign language	2.48	3.00	.847
Prepositions following nouns are so difficult for EFL learners	2.00	2.00	.906

Preposition preceding gerund are troublesome for EFL learners	2.20	2.50	.939
Prepositions following verbs are problematic areas for EFL learners	2.30	3.00	.823
Prepositions following adverbs are problematic areas for EFL learners	2.05	2.00	.932
Prepositions are inadequately presented within syllabus.	2.10	2.00	.871

The above table shows the descriptive analysis of the first hypothesis “EFL learners are poor in using prepositions”. As it is noticed the mean value is around (2) which indicate that participants are neutral to the statements. The standard deviation value is not more (.9870).

First Hypothesis

	Chi-Square(a,b)	Df	Asymp. Sig.
Preposition preceding nouns are troublesome to university students for whom English is a foreign language	25.550	2	.000
Prepositions following nouns are so difficult for EFL learners	3.200	2	.202
Preposition preceding gerund are troublesome for EFL learners	18.000	3	.000
Prepositions following verbs are problematic areas for EFL learners	6.650	2	.036
Prepositions following adverbs are problematic areas for EFL learners	6.200	2	.045
Prepositions are inadequately presented within syllabus.	1.850	2	.397

The table above shows the Chi-squire value test analysis which the researcher uses to validate the hypothesis. The chi-squire values are: (25.550, 3.200, 18.000, 6.650, 6.200, 1.850), the second column represents the degree of freedom (df) which is (N-1) of the choices. The last column represents the (Sig.) and the values are (.000, .202, .000, .036, .045, .397). as it is noticed from the table the values of (Sig.) are less than (.05) except the second and the sixth statement. This result indicates that the first hypothesis "***EFL learners are poor in using prepositions***" is accepted and valid.

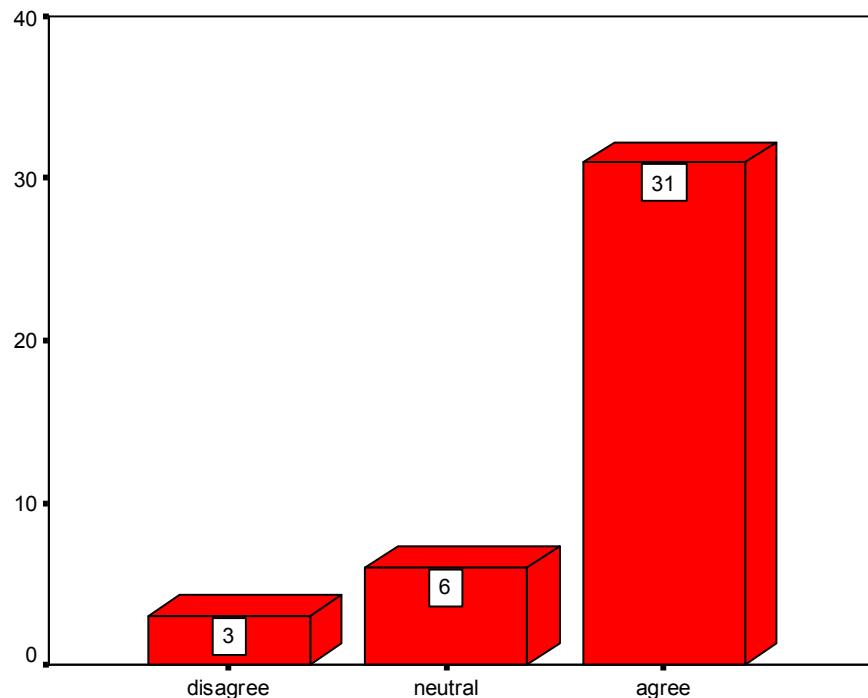
Hypothesis Two Analysis

Raising learners' awareness for prepositions play a great role in developing learners' using them

Table(4.7)

Statements	Frequency	Percent
Disagree	3	7.5
Neutral	6	15.0
agree	31	77.5
Total	40	100.0

In table (4.7) which shows the frequencies and percentage of the first statement of the second hypothesis "*Raising learners' awareness for prepositions play a great role in developing learners' using them*", 3 participants disagree with the statement with percentage of 7.5%, 6 remain neutral with percentage 15% and 31 agree with the statement with percentage 77.5%. The maximum percentage (77.5%) indicates that the participants agree about the statement.



Chart(4.7)

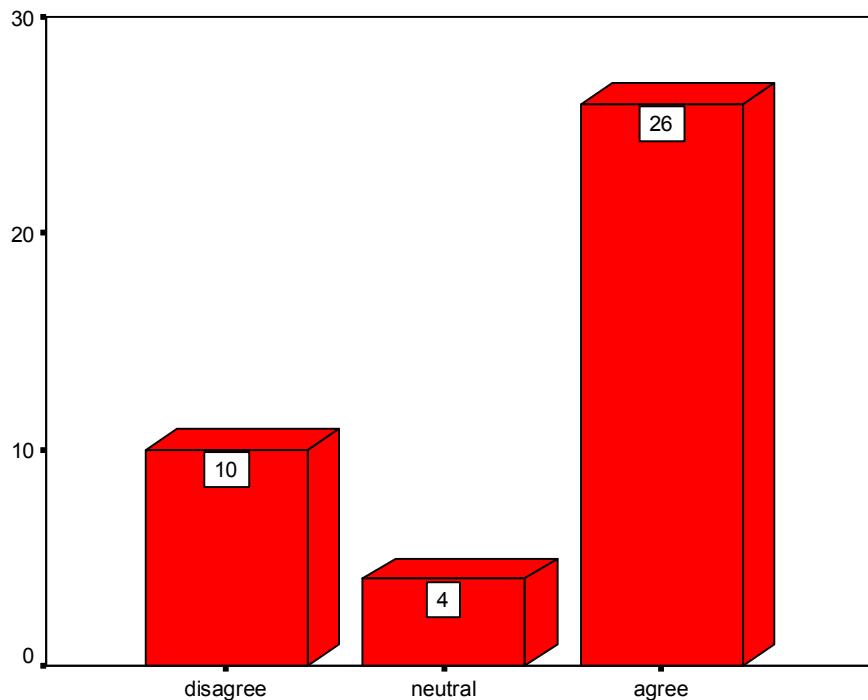
Learners should be exposed to enough practice on how to use prepositions

Table(4.8)

	Frequency	Percent
disagree	10	25.0
neutral	4	10.0
agree	26	65.0
Total	40	100.0

Table (4.8) shows the frequencies and percentage of the second statement of the second hypothesis “*Learners should be exposed to enough practice on how to use prepositions*”. As it can be seen in the table, 10 participants disagree with the statement with percentage of 25%, 4 remain neutral with percentage 10% and 26 agree with the statement with percentage 65%. As it is noticed the maximum

percentage is 65% of 'agree' choice indicates that the participants agree about the statement.



Figure(4.8)

The meaning of some prepositions presents great difficulties for EFL learners

Table(4.9)

	Frequency	Percent
disagree	13	32.5
neutral	10	25.0
agree	17	42.5
Total	40	100.0

In table(4.9) which shows the frequencies and percentage of the third statement of the second hypothesis "*The meaning of some prepositions presents great*

difficulties for EFL learners”, 13 participants disagree with the statement with percentage of 32.5%, 10 remain neutral with percentage 25% and 17 agree with the statement with percentage 42.5%. The maximum percentage (42.5%) indicates that the participants agree about the statement.

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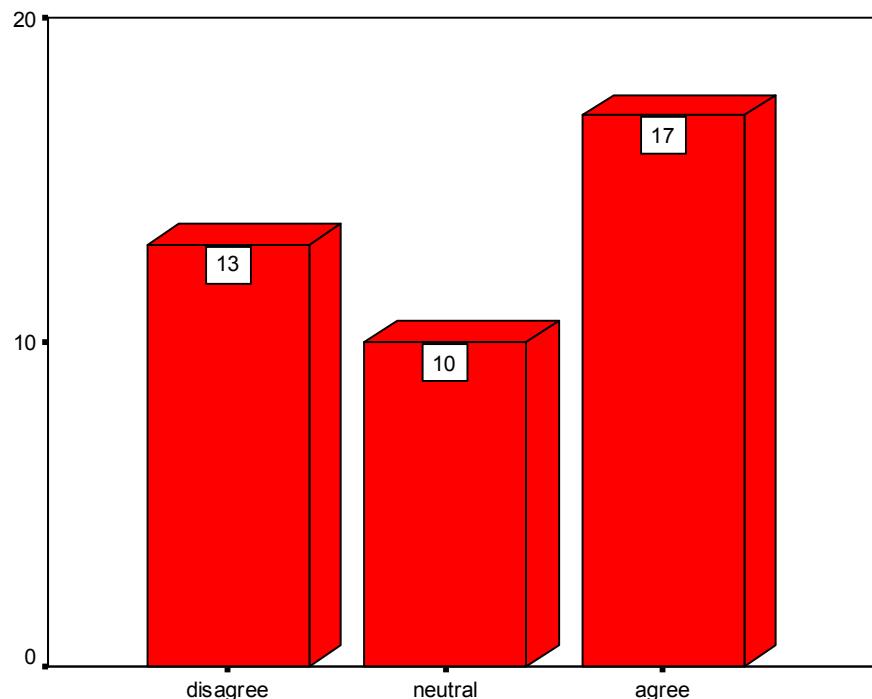


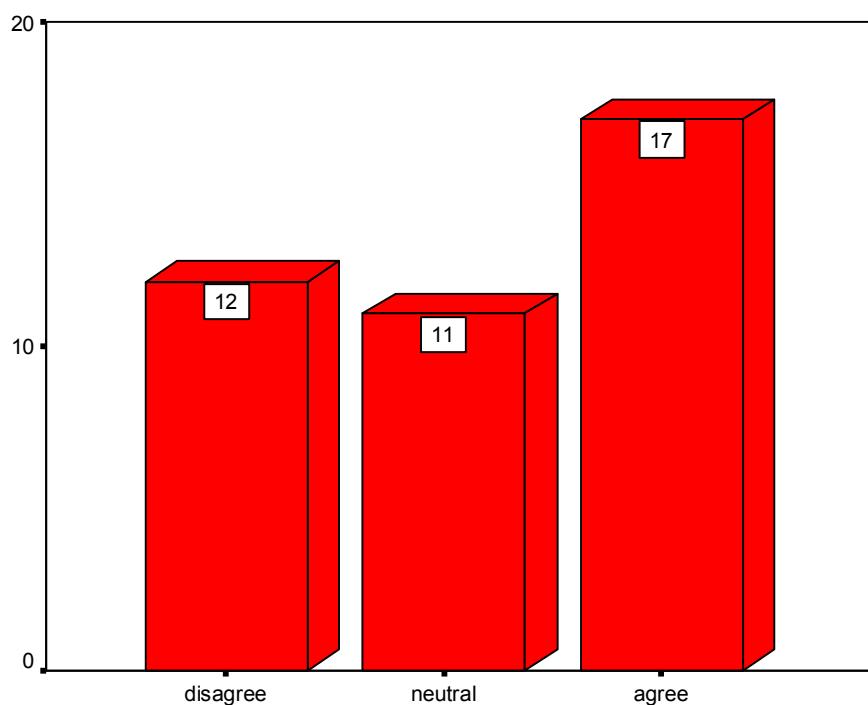
Figure (4.9)

English prepositions have always been a source of great difficulties for EFL learners regarding to their mother tongue

Table(4.10)

	Frequency	Percent
disagree	12	30.0
neutral	11	27.5
agree	17	42.5
Total	40	100.0

Table (4.10) shows the frequencies and percentage of the fourth statement of the second hypothesis “*English prepositions have always been a source of great difficulties for EFL learners regarding to their mother tongue*”. As it can be seen in the table, 12 participants disagree with the statement with percentage of 30%, 11 remain neutral with percentage 27.5% and 17 agree with the statement with percentage 42.5%. As it is noticed the maximum percentage is 42.5% of ‘agree’ choice indicates that the participants agree about the statement.



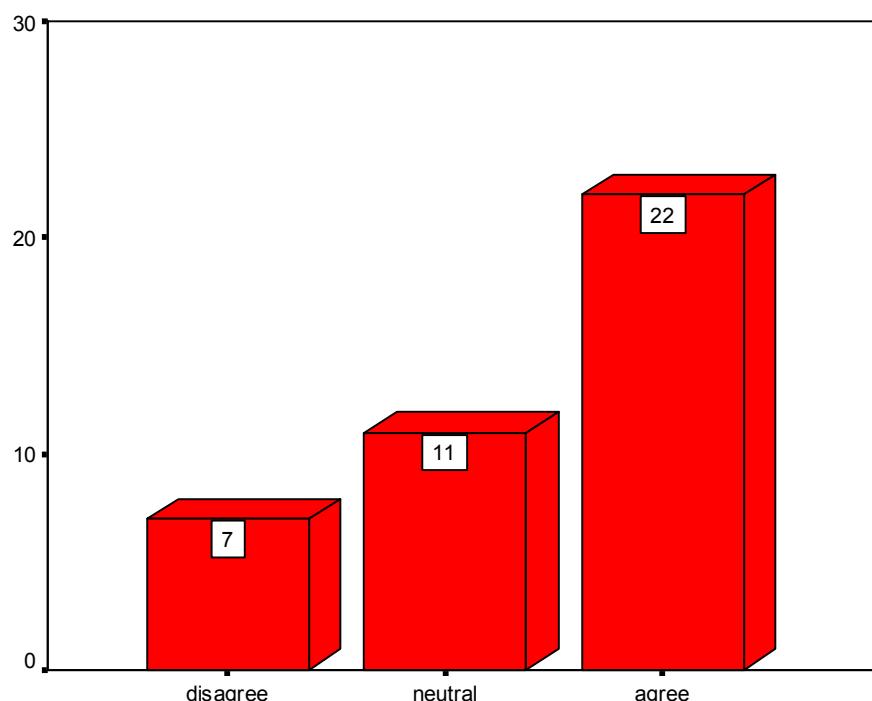
FIGURE(4.10)

Prepositions usage in English can be highly idiomatic (especially in preposition verbs and phrasal verbs)

Table(4.11)

	Frequency	Percent
disagree	7	17.5
neutral	11	27.5
agree	22	55.0
Total	40	100.0

In table (4.11) which shows the frequencies and percentage of the fifth statement of the second hypothesis “*Prepositions usage in English can be highly idiomatic especially in preposition verbs and phrasal verbs*”, 7 participants disagree with the statement with percentage of 17.5%, 11 remain neutral with percentage 27.5% and 22 agree with the statement with percentage 55%. The maximum percentage (55%) indicates that the participants agree about the statement.



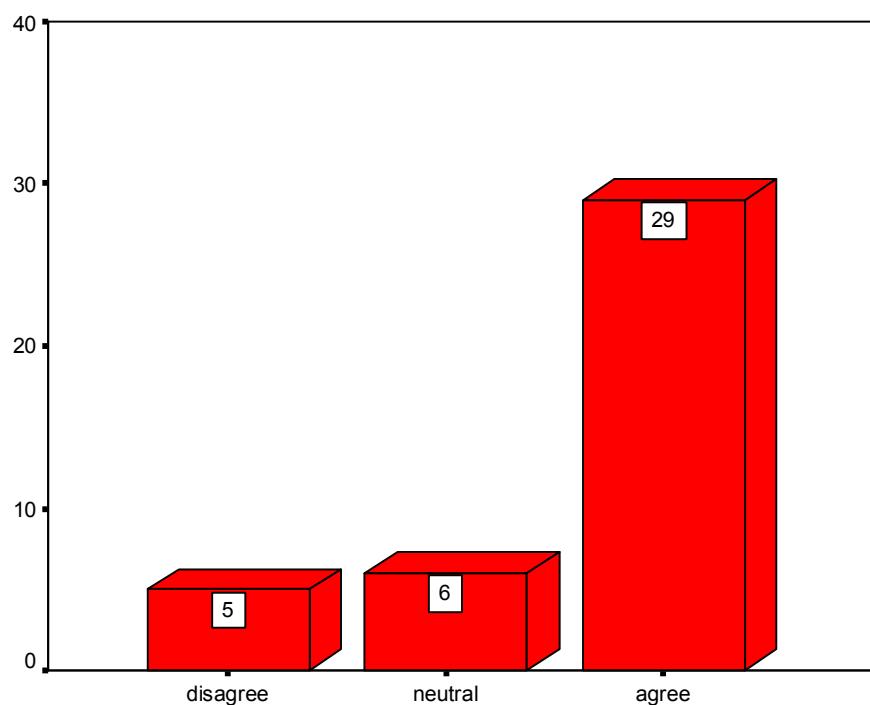
Figure(4.11)

Inaccuracy in prepositional usages are produced as a result of cross - linguistics differences between the Arabic and English preposition system

Table(4.12)

	Frequency	Percent
disagree	5	12.5
neutral	6	15.0
agree	29	72.5
Total	40	100.0

Table (4.11) shows the frequencies and percentage of the fourth statement of the second hypothesis “*Inaccuracy in prepositional usages are produced as a result of cross - linguistics differences between the Arabic and English preposition system*”. As it can be seen in the table, 5 participants disagree with the statement with percentage of 12.5%, 6 remain neutral with percentage 15% and 29 agree with the statement with percentage 72.5%. As it is noticed the maximum percentage is 72.5% of ‘agree’ choice indicates that the participants agree about the statement.



Figure(4.12)

Hypothesis Two:

	Mean	Median	Std. Deviation
Raising learners' awareness for prepositions play a great role in developing learners' using them	2.70	3.00	.608
Learners should be exposed to enough practice on how to use prepositions	2.40	3.00	.871
The meaning of some prepositions presents great difficulties for EFL learners	2.10	2.00	.871
English prepositions have always been a source of great difficulties for EFL learners regarding to their mother tongue	2.13	2.00	.853
Prepositions usage in English can be highly idiomatic (especially in preposition verbs and phrasal verbs)	2.38	3.00	.774
Inaccuracy in prepositional usages are produced as a result of cross - linguistics differences between the Arabic and English preposition system	2.60	3.00	.709

The above table shows the descriptive analysis of the second hypothesis “”. As it is noticed the mean value is around (3) which indicate that participants are agree with the statements. The standard deviation value is not more (1).

Hypothesis Two

Chi-squire Test

Statement	Chi-Square(a)	df	Asymp. Sig.
Raising learners' awareness for prepositions play a great role in developing learners' using them	35.450	2	.000
Learners should be exposed to enough practice on how to use prepositions	19.400	2	.000
The meaning of some prepositions presents great difficulties for EFL learners	1.850	2	.397
English prepositions have always been a source of great difficulties for EFL learners regarding to their mother tongue	1.550	2	.461
Prepositions usage in English can be highly idiomatic (especially in preposition verbs and phrasal verbs)	9.050	2	.011
Inaccuracy in prepositional usages are produced as a result of cross - linguistics differences between the Arabic and English preposition system	27.650	2	.000

The table above shows the Chi-squire value test analysis which the researcher uses to validate the hypothesis. The chi-squire values are: (35.450, 19.400, 1.850, 1.550, 9.050, 27.650), the second column represents the degree of freedom (df) which is (N-1) of the choices. The last column represents the (Sig.) and the values are (.000, .000, .397, .461, .011, .000). As it can be noticed from the table the values of (Sig.) are less than (.05) except the 3rd and the 4th statement. This result indicates that the first hypothesis “” is accepted and valid.

Overall result

The researcher has found that the statistical analysis done on the questionnaire data agree with the hypotheses claims as the values of the (Sig.) are all less than (0.05) which indicates the validity of the hypothesis.

CHAPTER FIVE

FINDINGS,

RECOMMENDATIONS & SUGGESTIONS

FOR FURTHER STUDIES

Chapter Five

Findings, Recommendations and Suggestions for Further Studies

5.0 Introduction

This chapter introduces the findings of the study which followed by some recommendations and suggestions for further studies.

5.1 The Findings

-The overall learners' performance in the questionnaire, mainly in the first six statements were agree which indicates that learners 'knowledge of using prepositions.(see table 1,2,3,4,5,6 in chapter four).

-The statistical analysis shows that learners face difficulties when prepositions preceding nouns and gerund are troublesome when prepositions following noun , verb, adverb and adjective .

-On the basis of the evidence in chapter four table (7,8,9,10,11,12,) the essential causes behind learners' difficulties in using prepositions are:

1-Inadequate prepositions' lesson in syllabuses.

2-Lack of practice .

3-Ignorance of prepositions meanings.

4- Lack of idiomatical awareness.

5-Interference of the mother tongue.

6- There are not many rules guiding the use of prepositions.

5.3 Recommendations

Based on the main findings of the study, the researcher recommends the following:

- 1- Providing syllabuses with prepositions intensively.
- 2- Giving more practice for learners to tackle their weaknesses.
- 3- Promoting learners' awareness and idiomatical usage of prepositions (it is preferable to learn by heart).
- 4- The learners' mother tongue system should be also be taken into consideration when teaching prepositions.

5.4 Suggestions for further studies

The researcher suggests the following topics to be studied:

- 1- The influence of the learners' mother tongue.
- 2- Investigating effective methods for teaching prepositions.

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APPENDICES

APPENDICES

Sudan University of Science & Technology

College of Graduate Studies

Department of English Language

Questionnaire of M.A degree

Research title: Investigating English Language

Learners'problems of Using Prepositions

Dear learners‘

This study is evaluating first year English Language University learners problem in using prepositions .I would be grateful if you help researcher responding to this questionnaire. The information supplied is highly confidential and will only be used for research purposes.

Please put (✓) in front of your own selections:

The Statements	Agree	Disagree	Neutral
1. Prepositions preceding nouns are troublesome to university students for whom English is a foreign language.			
2. Prepositions following nouns are so difficult for EFL learners.			
3. Prepositions preceding gerund are troublesome for EFL learners.			

4. Prepositions following verbs are a problematic Areas for EFL learners.			
5. Prepositions following adjectives are troublesome to university students for whom English is a foreign language.			
6. Prepositions following adverbs are a problematic Areas for EFL learners.			
7. Prepositions are inadequately presented within the syllabus.			
8. Raising learners' awareness of prepositions play a great role in developing learners' using of them.			
9. Learners should be exposed to enough practice on how to use prepositions.			
10. The meaning of some prepositions represents great difficulties for EFL learners.			
11. English prepositions have always been a source of great difficulties for EFL Learners regarding to their mother tongue.			
12. Prepositions usage in English can be highly idiomatic (especially in preposition verbs and phrasal verbs).			
13. Inaccuracy in prepositional usage are produced as a result of cross –linguistics differences between the Arabic and English prepositional system.			

