
An Investigation into the Problems that English Cultural Centre (ECC) Students Encounter in using Prepositions during the Academic Year 2020-2021

ELMONTASIRBILLAH RABIE HASSAN BADAWI
Assistant Professor
Alzaiem Alazhari University, Sudan

Abstract:

This study examined the writing skills of the students at the undergraduate level, with special focus on the use of prepositions of place and time in English the sample of the study consisted of (30) randomly selected students of The ECC. The data collection instrument was a guided test in which the subjects were asked to fill in the gaps using a suitable preposition of time and place. To analyze the collected data Statistical Package for Social Sciences (SPSS) was used the results present that the students have difficulties in using prepositions of both time and place. Because of their mother tongue interference. According to the results teachers should pay more attention while teaching the propositions of time and place in their teaching English language.

Keywords: ECC English Cultural Centre, EFL, FLL (Foreign Language Learning)

INTRODUCTION:

ECC students are expected to be able to listen, speak, read and write. Speaking is a complex skill, because it contains sound, words (vocabulary) and sentences (grammar). Speaking is one of the skills that frighten the students. Since speaking skill involves many aspects; therefore many students avoid from the speaking class. Many students often face many difficulties in choosing the proper words, selecting the tenses, arranging words into a good sentence, and so on. In speaking process, it is automatically using the correct grammar. The speaking

will be meaningful if the speaker uses correct grammar. Grammar is important for language, because it makes meaning. Preposition is a part of English grammar. Preposition is one of the parts of speech in English. The use of the correct preposition is important in English grammar.

Statement of the problem:

The students of the ECC are still facing a problem in using the preposition, (in, on) in English language at writing level or in speaking, we need a lot of efforts and focus to identify these problems as well as to make remedies might contribute in solving them.

Hypothesis of the study:

- A. ECC students face problems in using prepositions.
- B. The use of prepositions is necessary in writing skills.
- C. The teachers of the ECC they have a little problem in using proposition.

Questions of the study:

- a. Are ECC students have problems in using proposition?
- b. is using prepositions is necessary in writing skills?
- c. Are the teachers of ECC face problem in using proposition?

Methodology of the study :

The researcher adopts the descriptive analytical method. A test will be given to the students of The ECC with the aim of collecting the data for the study. The SPSS will be used for data analysis.

The sample of the study:

The sample is taken from thirty students of Ecc to know the difficulties that face students in using prepositions.

The tool of Data collection:

The data of this study was collected using a test from thirty students of at ECC, in this chapter the researcher used one tool of data which was test.

Definitions of Preposition:

Talmy (1983:34) refers the term 'preposition. to a grammatical form. (Grammatical forms) represent only certain categories, such as space, time (hence, also form, location, and motion), perspective point, distribution of attention, force, causation, knowledge state, reality status, and the current speech event, to name some main ones. And, importantly, they are not free to express just anything within these conceptual domains, but are limited to quite particular aspects and combinations of aspects, ones that can be thought to constitute the 'structure' of those domains'. While Mulholland (1964: 18) defines a preposition as a word that begins a prepositional phrase and shows the relationship between the noun and another word in the sentence. A preposition must have an object and often indicates a noun's location. Also Gisa. (1991: ,13). states : A preposition is a word governing, and usually preceding a noun or a pronoun and expressing a relation to another word or element in the clause, as in 'the man on the platform', 'she arrived after dinner', 'what did you do it for?'

Whereas David(1975:98) agree to some where with Gisa by stating that "A preposition connects one word to another word. They show the relation of a noun, pronoun or other noun substitute to other words in a sentence. Prepositions can indicate direction, location, time, possession and more. Prepositions include: Noun (man, school, rock) Proper Noun/Name (New York, Bob, Jane) Pronoun (you, him, her, us) Group Noun (family, gang, crowd) Gerund or verbs ending in "-ing" (Walking, Talking, Sewing" According to the above a preposition cannot be followed by a verb. If we want to follow a preposition by a verb, we must use the "-ing" form which is really a gerund or verb in noun form. Ex. When our fish diee in mourning for months. "In" is the preposition. Hilda. (2000) (The word preposition) comes from Latin, a language in which such a word is usually placed before its complement. (Thus it is pre - positioned.) so one can say that . Prepositions are a grammatically distinct class of words whose most central members characteristically express spatial or temporal relations (such as the English words in ,under , toward ,before (or serve to mark various syntactic functions and semantic roles (such as the English words of ,for .(In that the primary function is relational, a preposition typically combines with another constituent (called its complement (to form a prepositional phrase relating the complement to the context in which the phrase

occurs. According to Thorne (2008) Prepositions are difficult to define. but fortunately, not so difficult to understand. They tell the “position” of people or things in relation to where other people or things are located. They can show relationships between objects in space) where one thing is in relation to another), and they can show relationships in time) when an event occurred in relation to another event) Aarts (2011,89) adds that “a preposition is ((a word (one of the parts of speech and a member of a closed word class) that shows the relationship between a noun or pronoun and other words in a sentence. The combination of a preposition and a noun phrase is called a prepositional phrase A word group (such as in front of or on top of (that functions like a simple, one-word preposition is called a complex preposition.”From Hurford (1994.123) point of view prepositions begin grammatical structures called Prepositional Phrases. Prepositional Phrases always begin with a preposition and end with a noun or pronoun which is the preposition’s object (the word that the preposition is in relation to). In addition to the preposition and its object, Pullum (2002-7) claims that “a preposition is a word which shows relationships among other words in the sentence .The relationships include direction ,place, time, cause, manner and amount .In the sentence She went to the store , to is a preposition which shows direction .In the sentence He came by bus ,by is a preposition which shows manner .In the sentence They will be here at three o'clock ,at is a preposition which shows time and in the sentence It is under the table, under is a preposition which shows place.”

So simply a preposition always goes with a noun or pronoun which is called the object of the preposition .The preposition is almost always before the noun or pronoun and that is why it is called a preposition .The preposition and the object of the preposition together are called a prepositional phrase.The following chart shows the prepositions, objects of the preposition, and prepositional phrases of the sentences above. Geoffrey (2002:87) argues that prepositions on both garmented and functional words, Prepositions are grammatical words or function words that mainly contribute to the grammatical structure of the sentence according to Most of the common English prepositions, such as at ,in ,and for ,are simple, that is, consist of one word, whereas other prepositions ,consisting of more than one word, such as along with ,away from ,out of ,are called complex prepositions.

Different Types of Preposition:

The different types of preposition are frequently categorized based on the information they provide or on their structure. In terms of information, there are three major types: time, which relays information about when something happens -place, which is used to show where something is; and direction that indicates where something is going or happening. There are other kinds such as manner, which provides information about how something happened, and prepositions that indicate what caused an event. Some types of preposition are based on the number of words used to make it; simple ones are only a single word, while compound are two or three words in length. Hilda. (2000 :87) mentions that:

“There are three basic types of preposition most commonly used in the English language. Those indicative of time include by ,on, and at and are used with dates and times. For example, the sentence I met him on Wednesday , uses the preposition on to indicate the date the meeting occurred. Specific times can also be indicated in this way, such as The movie starts at noon. Other types of preposition are used to indicate the place of an object or event. For example, in the sentence My keys are on the table ,the word on is being used to show place ,even though it previously indicated time. Many words can be used as different types of preposition , depending on the context of the sentence. Other ones that indicate place include in and under. There are also common prepositions that provide information about direction. In the sentence, I went to the store, the word to is used in this way. Common words that indicate direction include toward and into ,which frequently provide information about where something is going or heading. Still other types of preposition include ones that indicate manner and cause. The manner or way in which something happens is provided in a sentence like We traveled here by helicopter ,in which by shows the way in which the traveling was done. Cause is also frequently illustrated through the preposition by ,such as in He was hit by the ball ,orThis poem was written by my teacher. There are also different types of preposition based on the structure in which it is formed. Single words are referred to as simple, and the previous examples were all of this type. Compound prepositions are formed by two or three words that are used together as a single idea. For example, the phrase on top of is a compound preposition of place that can be used in much the same way

ason. Wagnalls(1953:98) states that “ the Different types of preposition are frequently categorized based on the information they provide or on their structure. In terms of information, there are three major types: time, which relays information about when something happens -place, which is used to show where something is; and direction that indicates where something is going or happening. There are other kinds such as manner, which provides information about how something happened, and prepositions that indicate what caused an event”. Some types of preposition are based on the number of words used to make it; simple ones are only a single word, while compound are two or three words in length. There are three basic types of preposition most commonly used in the English language. Those indicative of time include by ,on ,and at and are used with dates and times. For example, the sentence I met him on Wednesday ,uses the preposition on to indicate the date the meeting occurred. Specific times can also be indicated in this way, such as The movie starts at noon.

Otherwise types of preposition are used to indicate the place of an object or event. For example, in the sentence My keys are on the table ,the word on is being used to show place ,even though it previously indicated time. Many words can be used as different types of preposition, depending on the context of the sentence. Other ones that indicate place include in and under. There are also common prepositions that provide information about direction. In the sentence ,I went to the store ,the word to is used in this way .Common words that indicate direction include toward and into ,which frequently provide information about where something is going or heading. Scholars have mentioned and wrote many types of prepositions Sara (2009: 78) there are many types of preposition and here are six types of them “Preposition for Time, Preposition for Place, Preposition for Direction, Preposition for Agent, Preposition for Instrument, Prepositional Phrase.

Sara (2009:80)states out some examples

“He was born in 194 She will go to New York on 2 th of March. The concert will begin at 7 O'clock., He gets up early in the morning, We enjoyed a lot in the summer, The president will deliver speech to public on Independence Day, She received a lot gifts on her birthday ,Where were you at the lunchtime ", I will call you at 12 A.M”

Preposition for Place. (in, on, at):

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

“In” is usually used for place which have some boundary (boundary may physical or virtual)

“On” is used for surface

“At” is used for specific place

while Aarts (2011:55) shows the use of these preposition and gives examples

“In: Place having some boundary (physical or virtual boundary): Examples, In hall, In school, In a building, In a box, In a car, In library, In garden, In America, In room, In cupboard.

On: Surface of something.: Examples, On a table, On blackboard, On a page, On the wall, On the roof, On a map At: Specific Place: Examples, At the entrance, At the bottom of glass, At front of the chair, At bus stop, At the edge of roof”.

Examples

She lives in New York. Students study in library.

The wedding ceremony will be held in the hall.

There are some books on the table.

The teacher wrote a sentence on blackboard.

He was flying kite on the roof.

Her parents were waiting for her at the entrance of school

There was a huge gathering at bus stop.

His house is at the end of street. (Sara, 2009: 78)

Preposition for Direction. to, toward, through, into:

There are another types of prepositions Dona(1998:76) says that prepositions like to, towards, through, into are used to describe the direction. Following examples will help in better understanding.

Examples.

She went to the library. He jumped into the river.

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

Preposition for Agent:

Dona (1998) by Hurford (2003:66) explains the use preposition of agent. “a Preposition for agent is used for a thing which cause of another thing in the sentence. Such prepositions are by, with etc .Following examples will help in better understanding.

Examples:

This book is written by Shakespeare .

The work was completed by him.

The room was decorated by her. The tub is filled with water.

(Hurford, 2003 :78)

Preposition for device, instrument or machine.

Different preposition are used by different devices, instruments or machines .e.g .by, with, on etc .Following examples will help in better understanding.

Examples.

She comes by bus daily.

He opened the lock with key .

The Classification of Prepositions:

The prepositions in the English language) are formal words that express the relationship of a noun, gerund ,numeral or pronoun to other part of the sentence.

Wagnalls(1953 :210) claims that “The English prepositions can be classified according to their structure:

(a) Simple English prepositions which consist of a single root .For example :in, on) I found her in)

(b) (Derivative English the room. The pen is on the table .

Prepositions which include prefixes and suffixes .For example: below,across) Across the river there is a small)

(c) Complex English house. There is a cat below.

Prepositions which have several roots. For example: without, into) I cannot live without you. Put it into the bag.

(d) The English prepositions which consist of several words :For example :as for, according to) As for me I don't like him . According to the rule it must be right”

Also the English prepositions can be classified according to their meaning:

- (a) The English prepositions of place For example at, by) He is at home. He stands by me .()
- (b) The English prepositions of direction .For example to, through Come to the English prepositions of time .For blackboard .He came through the window .(example on.in) He came on Monday I was born in 1988) (
- d) The English prepositions can change the meaning of the verb .For example) To look for To look after To call up It's notable that sometimes in English there are no prepositions used where in other languages it is necessary .To join somebody To follow somebody To address somebody .Finally the English prepositions can be part of combinations .For example On the one hand.

The Importance of Prepositions:

According to Schramper (1989) We use preposition all the time in speaking and writing. We should be conscious of how we use it because it can be useful when writing and speaking. That is why, it is very important in sentences because it expresses the meaning which is related to the meaning expressed by adverbs and adjectives : where, when, how and what kind. It can also express a sense of why or who. Sommers (2011:87) mentions that: “Prepositions are often very small words – like in, of, as, by, for, or to. But a preposition can be the most important word for understanding some sentences. Writers sometimes mistake the object of the preposition for the subject of the sentence and then use the wrong verb”.

In this example each student must write with the pen. The learner must know what the subject of the sentence is. Some learners incorrectly identify the subject of the sentence to be the plural noun “students” and so use the plural verb “write ”.However, “students” is actually the object of the preposition“ of” and not the subject, which is the singular pronoun “each ”.Therefore, the second sentence in the example is the correct one because the singular verb “writes” agrees with the singular subject “each

According to Schramper (1989) Knowing what the prepositions are can also help you determine which words to capitalize in titles of works. Prepositions are not capitalized if they fall in the middle of a title. Do: capitalize them if they are the first or last word in a title or whenever they fall after a colon or semicolon.

Schramper(1989:82) Says that: “ A Rose for Emily” Knowing prepositions can also help you know where to place certain commas in sentences. If you begin a sentence with a prepositional phrase, place a comma at the end of the phrase:In 1492, Columbus discovered America.

Uses of Prepositions:

Schramper (1989 : 82) Prepositions are the subtlest and most useful words in the language for compressing a clear meaning into few words. Each preposition has its proper and general meaning, which, by frequent and exacting use, has expanded and divided into a variety of meanings more or less close to the original one for example, the word over .It expresses place, with motion, as ,The bird flew over the house -or rest, as ,Silence broods over the earth .It may also convey the meaning of about ,concerning -as ,They quarreled over the booty .Or it may express time :Stay overnight .

According to Margaret (2000: 78) explains that: The language is made richer and more flexible by there being several meanings to each of many prepositions, as well as by some of them having the same meaning as others. Prepositions are used in three ways:

1- Compounded with verbs, adverbs, or conjunctions- as, for example, with verbs, withdraw, understand, overlook, overtake, overflow, undergo, outstay, outnumber, overrun, overgrow, etc.; with adverbs, there at ,there in ,there from ,there by ,there with, etc.; with conjunctions, where at, where in, where on, where through ,where upon ,etc.

2- Following a verb ,and being really a part of the verb. This use needs to be watched closely, to see whether the preposition belongs to the verb or has a separate prepositional function. For example, in the sentences) ,a(He broke a pane from the window, He broke into the bank ,in) a ,(the verb broke is a predicate, modified by the phrase introduced by from -in) b ,(the predicate is not broke ,modified by into the bank ,but broke intothe object, bank.

3- As relation words ,introducing phrases,-the most common use, in which the words have their own proper function.

Teaching Prepositions Activities for Student:

There are many types of activities could be taught Tallerman (2005: 110) mentions that:

“Everyone knows that prepositions are a problem to teach and it's difficult for EFL students to remember their appropriate usage because prepositions take their meaning from the phrase or sentence in which they are used. A single preposition may communicate more than one meaning depending on how it used”.

For example: The clock is over the chalkboard .In this example over communicates a spatial location. Where as in, The bird flew over the tree ,the same preposition, over ,communicates direction in space. When teaching prepositions, be sure to maintain the meaning you wish to communicate with the phrase or sentence, and use whatever preposition is appropriate Here are some activities for prepositions by Lockwood,(2002: 111) that keep students active and interested.

1- Picture Practice students should look at the picture at the top of the page, read the sentence, and then choose the most appropriate preposition from the drop-down menu. They can then write the sentence in their books

2- Where is the Mouse " The student must understand he/she is going to identify locations of things. Often, the answer to where questions contains a location preposition. Obviously, a child must possess the WH question form, if you are going to use it as a probe question to elicit a location preposition in his/her response .

3- Prepositions Worksheets This worksheet requires students to read a sentence (which contains a missing preposition) and select the correct preposition from.

The problems that face students in using Prepositions:

There are many types of problems encountered in the use of prepositions detected in secondary school students' writings. These problems have studied by many researchers. One of these is Scarcella(2000) reported that approximately 60% of the university students failed and had to attend are medial freshman writing course despite their previous schooling experiences. To add on, of the grammatical difficulties which they experienced in their writing include the use of prepositions. The prepositions are often either absent or, used incorrectly. Mean while, in another study conducted Connors and Luns ford(1998) on college students writing, prepositions surfaced as the list of frequency of errors made by students. The findings clearly indicate that prepositions are one of the language areas that should be

addressed in classroom teaching. At the secondary level. Silayong(1984) affirmed that Thai student encountered problems in the use of prepositions in English due to interference from their mother tongue language. In similar vein, Mariano(1984) high lighted that the fourth grad students of Juan Sumulong elementary school in Philippines made mistakes when using simple prepositions such as in, on over, beside, under and behind because they had a hazy concept of the meaning. Furthermore, the multiple personalities taken by prepositions, which may be inconsistent and capricious. (Wahlen, 1995) contributed to their non- standard use. Additionally, it is possible for several prepositions to be used for similar purposes for instance, "in the afternoon" , on Thursday, after non at night, are used to indicated time albeit their differences. Retrospectively, while non- corpus based studies as mentioned above have shown that prepositions are one of the problematic areas.

(Lindstromberg, 1991, Capel, 1993) Previous corpus- based research in similar language area which involved English language learners merely focus on using concordance to teach prepositions and compositions in the teaching of prepositions, Daud& and Abusa(1999) claimed that the use of concordance output helped learners discover the use of in, and at in multiple contexts.

On the other hand, through corpus consolation, in a research which involved Korean in service teachers, lee, shin& chon(2009) discovered that there were significant improvements in their use of vocabulary, but not for grammar when the compositions were rated, those from the post- training writing tasks from the post- training writing tasks reveal problems in prepositions and collocations. Like wise, in the written assessment of native speaker at the master and undergraduate level.

O'Sullivan and chambers (2006) gather that prepositions and word choice are one of the most common problems possibly due to native language interference between English and French. Thus far, in the local con text only Meiling (2007) has used corpus – based materials to teach prepositions. Her findings suggest an alternative approach which could possibly benefit teachers and pupils in language learning.

A preposition may be defined as connecting word showing the relation of a noun or a noun substitute to some other word in the sentence the squirrel in the tree; the preposition in shows the

relationship between the squirrel and the tree. Over ninety percent of preposition usage involves these nine prepositions: with at by to in for from of on : Lockwood,. (2002:76) explains some problems caused by preposition

“Prepositions cause problems because sometimes they can be used interchangeably (He sat on the chair: He sat in the chair, because prepositions are often combined with verbs to create phrasal verbs) to look after someone; to look down on someone), and because a single preposition can be used to express several different ideas)He is tall for his age; I swam for an hour”

The most efficient method of study is to familiarize yourself with prepositions and prepositional phrases through practice and memorization .This is particularly helpful for the bilingual student, whooften seems to find preposition usage one of the most difficult parts of the English language.

Preposition Problems Learners seem to make mistakes with prepositions for various reasons.

Some of these reasons have to do with English itself: For example, a learner may say by random instead of at random ,because by and at are sometimes similar in meaning, and/or because random and chance can be similar in meaning (e.g .a random result ~ a chance result ,(or because the phrases by chance and at random are similar enough in meaning to induce unintentional cross-association (~ 'cross-swapping') of words

More often perhaps, mistakes stem from differences between English and the mother tongue .For instance, Japanese has postpositions not prepositions) and not many of them) while Korean has no such words at all.

Benjamins (2010:98) states that
Terminal Prepositions

The Preposition at the end of a sentence; a common fault with”, and which I have but lately observed in my own writings. John Dryden Those who lay down the universal principle that final prepositions are 'inelegant' are[: unconsciously trying to deprive the English language of a valuable idiomatic resource, which has been used freely by all our greatest writers. Champlin (1947:65) states that English prepositions cause problems for learners of English. “ The way prepositions are taught has impact on how students learn. Using corpora in teaching

makes it possible for teachers and pupils to explore language together and is a good alternative to filling in missing prepositions on worksheets. Sometimes linguistic errors are caused by mother tongue” So Prepositions pose more problems. for the non-native speaker or learner of English than any other part of speech. They are just little words that never change in form. They are pronounced softly, in unstressed syllables .They aren’t even given capital letters in book titles .Native Speakers choose the correct ones without thinking. How they can be confusing, Non-native speakers of English tend to have three types of problems with prepositions :

1. Using the wrong preposition, (My father picked the name on me. (for)
2. Omitting a required preposition ,I served the Army until 1964. (in)
3. Using a superfluous preposition) ,I studied in Biology for three years.

Wagnalls (1931:87) mentions that: English prepositions cause problems for learners of English. The way prepositions are taught has impact on how students learn. Using corpora in teaching makes it possible for teachers and pupils to explore language together and is a good alternative to filling in missing prepositions on worksheets .Sometimes linguistic errors are caused by mother tongue interference.

According to Tallerman(200:99) states that : prepositions cause problems because sometimes they can be used interchangeably (He sat on the chair: He sat in the chair), because prepositions are often combined with verbs to: create phrasal verbs) to look after someone; to look down on someone), and because a single preposition can be used to express several different ideas (He is tall for his age; I swam for an hour).

The most efficient method of study is to familiarize yourself with prepositions and prepositional phrases through practice and memorization .This is particularly helpful for the bilingual student, who often seems to find preposition usage one of the most difficult parts of the English language. Lindstromberg (2010) agrees with Tallerman Learners seem to make mistakes (with prepositions for various reasons.Some of these reasons have to do with English itself: For example, a learner may say by random instead of at random ,because by and at are sometimes similar in meaning, and/or because random and chance can be similar in meaning (e.g .a random result ~ a chance

result ,(or because the phrases by chance and at random are similar enough in meaning to induce unintentional cross- association of words. More often perhaps, mistakes stem from differences between English and the mother tongue

For instance, Japanese has postpositions not prepositions) and not many of them) while Korean has no such words at all. While Edward 2002(agreed English prepositions are a problem because different languages use different prepositions to express the same ideas. It will help our students if you do not teach too many prepositions at one time. Also, it will help if we are sure to put the prepositions in context (in a situation where the use is natural. Therefore Jean (1999 : 123) lists some of the problems with prepositions:

1. They are difficult to define without using other prepositions .
2. They do not have equivalent meanings in other languages .
3. Many prepositions are also used as adverbs or conjunctions
4. Two or more prepositions may have the same meaning and sometimes they are interchangeable and sometimes not .
5. Many prepositions are used in expressions where their meaning is very preposition in combination with another word may have different meanings. Algeo (1993 :97) claims that The choice of preposition in a sentence is often idiomatic, and may depend either on the verb preceding it or on the noun which it governs: it is often not clear from the sense which preposition is appropriate. Different languages and regional dialects often have different conventions

Learning the conventionally preferred word is a matter of exposure to examples. For example, most dialects of American English haveto wait in line, but some have to wait on line. Because of this, prepositions are often cited as one of the most difficult aspects of a language to learn, for both non-native speakers and native speakers.

Problems of Preposition Usage:

Why are prepositions so difficult to master? Perhaps it is because they perform so many complex roles. In English, prepositions appear in adjuncts, they mark the arguments of predicates and they combine with other parts of speech to express new meanings.

The choice of preposition in an adjunct is largely cans trained by its object. (in the summer, on Friday, at noon, and the intended meaning (at the beach, on the beach, near the beach, by the beaches).

Since adjuncts are optional and tend to be flexible in their position in a sentence, the task facing the learner is quite complex.

Levin (1993) prepositions are also used to mark the arguments of a predicate. Usually, the predicate is expressed by verb, but sometimes it takes the form of an adjectives (he was fond of bear), anon (they have a thirst for knowledge), or a nominalization (the child's removal from the classroom).

The choice of the preposition as an argument marker depends on the type of argument it marks, the word that fills the argument role, the particular word used as the predicate, and whether the predicate is a nominalization, even with these constraints, there are still variations in the ways in which arguments can be expressed. Catalogs verb alternations such as:

"Sotheby loaded hay on the wagon vs. they loaded the wagon with hay) which show that, depending on the verb and argument may sometimes be marked by a preposition and sometime not".

English has hundreds of phrasal verb, consisting of verb and a particle (some of which are also prepositions) to complicate matters, phrasal verbs are often used with prepositions (i.e, give up, on someone; give in to their demands).

Some Problems Face students in Prepositions usage

One of These

1- Beside and Besides

Students often get confused about the meaning and usage of these two words, Beside means 'by the side of' and besides means 'in addition to'

The house was Beside the river. (= by the side of the river)

He stood beside me. (= by my side)

He plays tennis besides (in addition to) basketball and football.

Besides (in addition to) being a good speaker, he is also an excellent actor.

2- Since and for

This is another set of prepositions often confused by foreign students. Since refers to the starting point of an action. It means 'from a particular point of time in the past' And it should be used with the present perfect tense of the verb.

He has been absent since last Monday. (Not he is absent since last

Monday).

It has been raining continuously since yesterday morning

In is generally used to refer to large places – countries, districts, large cities etc. At is generally used to refer to small and unimportant like villages, small towns etc.

We shall meet them at the club this evening.

My brother lives at Mumbai.

This rule is not very rigidly followed now, and in is often used for small places too, though at is seldom used for big places.

6- On, in, at and by

While speaking about time at indicates an exact point of time, on a more general point of time and in a period of time.

I shall be there at 4 pm.

We set out at dawn.

I was born on May 26.

The postman brought this letter in the morning.

I shall visit them in summer.

It is very hot in the day and quite cold at night.

Note that 'at night' is an exception to this rule.

By

Is used to show the latest time at which an action will be finished. So it is usually used with the future tenses.

I shall be leaving by 6 o'clock.

I hope to finish the work by the end of this year.

7- On and Upon

On

Is generally used to talk about things at rest and upon to talk about things

Conclusions:

The study investigates the area of the Erroneous prepositions among Students at Secondary School, grade three when they deal with English Preposition. The objective of the study is to recognize the problems posed by English prepositions and their effect on written texts. It also tries to find a way to solve these problems so as to help Students develop their writing skills in English language.

The data was collected by a test which was given to thirty Students at English cultural center, The data was organized and tabulated by Computer. The results was calculated statistically and showed in the form of frequency, tables.

Main Findings

With the analysis of data the study reached to:

- a. There are high numbers of errors in the test by choosing wrong Prepositions and this is a great problem that students faced.
- b. The errors are committed in the prepositional phrase due to the Influence of their mother language.
- c. Most of the errors are committed as a result of the ignorance and The limited experience of the students about English prepositions.
- d. Some of the students make errors as a result of the complexity System of English prepositions.

Recommendations:

Based on the findings the researcher would like to recommend the Following:

- a. Teachers should focus on the area of the prepositions by explaining the meaning and the use comparing to the Arabic language to solve This problem.
- b. English prepositions should be presented in various ways to help Students transform them according to their function in the sentence.
- c. The books at the previous stage should include exercises to give the students opportunity to practice using prepositions .
- d. Students should concentrate on the area of the prepositions so as to Solve their weaknesses by practicing more and more.

Suggestions for Further Studies

- a. The effective ways of teaching prepositions.
- b. To what extend erroneous prepositions affect developing the other Skills.

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