Problem of prepositions writing in
Encountered By Third year Secondary
Schools El-Hassahisa Student :

A Case Study of Nile Secondary School Third class -
Hasahiesa Locality, Gezira State, Sudan

Muhja Abdeen Fkhru Eldeen Mohammed Ali

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Date of Examination: 5 / 5 /2014
Dedication

To my beloved parents, brothers and sisters
To my teachers and my colleagues
To my Husband and my babies
Acknowledgements

My sincere gratitude is due to Allah who gives me powerful and willing to do this research. Then to my supervisor Dr. Yuosf Abdelgleel Nogud for his great assistance to achieve this research, also to my little babies Logyan and Alabbas.
Mistakes Made by Sudanese Learners in Using English Prepositions in Writing skills:
ACase Study of Naile secondary School third class Hasahisa Locality
Muhja Abdeen Fkhr Eldeen

Abstract

The importance of prepositions weather you can be sure the most important word for understanding some sentences. For the students at high secondary school level. Preposition is one of the important parts of speech and help student to develop writing skills. Learners of varying age had problems in using English prepositions. prepositions usage is one of the most difficult aspects of English grammar for non-native speakers to master. Prepositions is one of the problems facing students at all level. The main reason of these problems is the mother tongue interference between English and Arabic. The objectives of these study are investigate errors that committed by students when they use English preposition whether in writing or speaking forms and the effects of these errors in students performance. an explain the reason for committing error by students. The important of this study comes from nesesirity sentence. The population of this study is secondary school student third class all of them are boys. the sample composed of (40)student. The researcher has been used a test for the student to collecting data and has used analytical descriptive method to analyzed data and has used. The statistical package for social science (SPSS) has been used to analyze the data. The results have shown that students commit errors when they use English prepositions in written texts as a result of the mother tongue interference. and some students ignorance and limit experience of the students about area of prepositions and some students make error as a results of complexity system of English grammar. The result of the study reveled that significantly more error were made due to interfered frpm (Arabic ) According to the results the researcher recommends: teachers should use new techniques for teaching English prepositions. The text book at the secondary school level should include sufficient exercises and activates to give the students opportunities to practice and use prepositions in written texts. students should concentrate on the area of prepositions so as to solve their weaknesses by practicing more and more. teacher should develop their materials of teaching English prepositions. teachers should use the best and modern visual-aids for teaching English prepositions. teachers should test their students performance in using the language.
أخطاء استخدام الكلمات الرابطة في اللغة الإنجليزية عند طلاب الثانويات

دراسة حالة مدرسة نايل الثانوية الصف الثالث

مهجة عابدين فخر الدين علي

ملخص الدراسة

الدارسون يختلف أعمارهم لديهم مشاكل عند استخدام الكلمات الرابطة في اللغة الإنجليزية، وهي واحدة من الصعوبات في قواعد اللغة الإنجليزية. الكلمات الرابطة تشكل أهمية كبيرة في فهم الكلمات والجمل للطلاب في مرحلة التعليم الثانوي، وأهمية أهمية أجزاء الكلام تساعد هؤلاء الطلاب الدارسين في تنمية قدراتهم على مهارة الكتابة. الكلمات الرابطة واحدة من المشاكل التي تواجه الدارسين في مرحلة الثانوي، ومن الأسباب الرئيسية لهذه المشكلة التي أثبتتها الدراسة أن تأثير اللغة الأم نفسها. تهدف هذه الدراسة إلى تحقيق أخطاء الكلمات الرابطة عند طلاب الثانويان في كتابة النص أو الكلام وتأثير هذه الأخطاء في أداء الطلاب، وتوضيح أسباب ارتكاب هذه الأخطاء عند الطلاب، وتأتي أهمية هذه الدراسة في أنها تستخدم الكلمات الرابطة للجمل والنصوص وواجت تحقيق هذه الأخطاء عند طلاب المرحلة الثانوية الصف الثالث للبنين. استخدمت الدراسة الاعتماد كوسيلة لجمع هذه البيانات لغرض البحث من عينة الدراسة التي بلغ عددها (40) طالباً. واستخدمت الدراسة المنهج الوصفي التحليلي لتحليل تلك الأخطاء ومعرفة أسبابها، كما استخدمت الدراسة برنامج الحزم الإحصائية للعلوم الاجتماعية (spss) لتحليل البيانات. وقد أوضحت النتائج أن هناك أخطاء كثيرة عند استخدام كلمات الربط في اللغة الإنجليزية، عند كتابة النص نتيجة تأثير اللغة الأم، ونجد جهل بعض الطلاب ونقص خبراتهم في معرفة الكلمات الرابطة ونجد كذلك صعوبة وتقدير الكلمات الرابطة لديهم. كما أوضحت النتائج أن اقتراف هذه الأخطاء عند الطلاب لاستخدام الكلمات الرابطة للغة الإنجليزية نتيجة ترجمتها إلى اللغة العربية بصورة غير صحيحة في المرحلة الثانوية، وعلى ضوء هذه النتائج أوصت الدراسة بتصويت منها، أنه يجب على المعلمين استخدام طرق وتقنيات حديثة لكلمات الربط ويحوي المنهج على تدريبات ونشاطات كافية لتفعيل الطلاب عند استخدامهم الكلمات الرابطة في كتابة النص، كما يجب على الطلاب التركيز في معرفة الكلمات الرابطة لحل هذه المشكلة أكثر وأكثر، كما يجب على المعلمين تطوير واستخدام الوسائل التعليمية الحديثة ويدج عليهم أن يحتوا الطلاب في الأداء عند التحدث، أو أثناء كتابة النصوص في اللغة الإنجليزية، وأيضاً يجب على المعلمين توضيح المعاني بصورة بسيطة ليسهل فهمها لدى الطلاب.
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1.0 Background

The area of English preposition is a wide area to study and it is still causes many problems for English language learners. Thus the study attempts to identify some problematic areas of prepositions some common mistakes in using prepositions in writing.

1.1 Objectives of the Study

The study aims to:

a. Identify the preposition errors students commit in writing.

b. Provide a set of techniques for English language instructors teachers to overcome these preposition errors.

c. Explain the reasons for committing these errors by students.

1.2 Statement of the Problem

Preposition errors are considered as indicative of several learning difficulties that hinder good performance. These students are also incapable of performing the basic writing tasks in order to communicate effectively in English. Their general command of the language namely prepositions are still incorrect.

1.3 Questions of the Study

This study aims at finding answers to the following questions:

a. Do the previous experience of the student about English sufficient to enable them use the preposition in correct way?

b. Why do student at secondary school level commit errors when they deal with English prepositions?

c. Why do students at secondary schools feel confused at the area of preposition?
1.4 Hypotheses of the Study

The researcher assumes that:

a. Students do not have sufficient knowledge about English prepositions at the pre-university level. (spine six)

b. Student commit errors when they use English prepositions as a result of mother tongue interference.

c. Students feel confused at the area of prepositions due to complexity system of English prepositions.

1.5 Significance of the Study

The importance of this study comes from the necessity of using prepositions in English language as a means of constructing sentences.

1.6 Delimitation

The study is restricted to specific factors in the area investigated. These factors are: common mistakes in using English preposition in writing skills, grammatical factors this study will be limited to the students at nail high level secondary schools.

1.7 Methodology

This study will adopt the descriptive and analytical method, the data collected will be analyzed by (SPSS) a test will be used to collect data from the students.

1.8 Definitions of Terms

A preposition connects words, clauses, and sentences together and shows the relation between them. "My hand is on the table" shows relation between hand and table.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In particular, preposition usage is one of the most difficult aspects of English grammar for non-native speakers to master. Preposition is one of parts of speech. It is often used in English, both in spoken and written language. In the most general terms, a preposition is the first word of a phrase that contains a noun or a pronoun. According to Garner (1998:123) preposition is a word that shows a relationship between its object and some others in sentences. So, most of sentences in English must have preposition in order to show a relationship between its object and some other in sentences. 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.

However, it is difficult to learn to use prepositions correctly as most of them have several different functions and there are not many rules to help in choosing which prepositions to use correctly (Swan, 1988). ESL learners still struggle with prepositions long after they have achieved a high level of proficiency in English. Even proficient Freeman, (1999:75).

English speakers exhibit variable performance with regard to which prepositions they use for a particular meaning. The teaching of grammar has always been an important concern and there are several methods and approaches which have been proposed in the teaching of grammar specifically and in the teaching of English as a Foreign and Second language generally.
2.1 Definition 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 died we were in mourning for months. “In” is the preposition. “Mourn” is
the verb, but we must add “-ing” to make it “mourning.” Ex 2. If I am not at home it is probably because I am out running. “Out” is the preposition. “Run” in the verb, but we must add “-ing” to make it “running.”

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.

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<th>Prepositional Phrase</th>
<th>Object of the Preposition</th>
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<td>to the store</td>
<td>the store</td>
<td>to</td>
</tr>
<tr>
<td>by bus</td>
<td>Bus</td>
<td>by</td>
</tr>
<tr>
<td>at three o’clock</td>
<td>three o’clock</td>
<td>at</td>
</tr>
<tr>
<td>under the table</td>
<td>the table</td>
<td>under</td>
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Geoffrey (2002:87) argues that propositions 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.”
2.2 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 ", or" This 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 as" on". 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”.

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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.

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”

Prepositions used for time of different natures are in, on at etc.

<table>
<thead>
<tr>
<th>Time Nature</th>
<th>Preposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Month or Year . e.g .in January, in 1985</td>
<td>In</td>
</tr>
<tr>
<td>.2Particular time of day or month or year</td>
<td></td>
</tr>
<tr>
<td>e.g .in morning, in evening, in first week of January, in summer, in winter</td>
<td></td>
</tr>
</tbody>
</table>
2.2.1 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.”

Sara (2009:80) states out some examples

“He was born in 1945. She will go to New York on 25th 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”
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)

2.2.2 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.

2.2.3 Preposition for 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.

2.3 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 the room. The pen is on the table. (b) Derivative English prepositions which include prefixes and suffixes. For example: below, across) Across the river there is a small house. There is a cat below. (c) Complex English prepositions which have several roots. For example: without, into) I can not 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
blackboard. He came through the window. The English prepositions of time. For example on, in. He came on Monday, I was born in 1988. The English prepositions can change the meaning of the verb. For example, To look for, 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.

2.4 The Importance of Prepositions

According to Schrampfer (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 Schrampfer (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.

Schrampfer (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.

2.5 Uses of Prepositions

Schrampfer (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 over night ".

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 into-the object, bank.

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

2.6 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 list at the bottom of the page .
2.7 Some Problems in Prepositions Usage

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 Lunsford(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 ahazy concept of the meaning. Further more, 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 context 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, who often 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 pronounces 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 Tallerma(2005:99) 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 different from what might be expected.
6. A 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 have "to 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.

### 2.8.1 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 can 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 some times it takes the form of an adjectives (he was fond of bear), anon (they have athirst 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).

2.8.2 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. (Not it is raining since yesterday morning),
For
Is used talk about duration. It refers to a period of time.

- I have been waiting here for two hours.
- We have been living here for three years.

A common mistake is to use since when referring to a period of time. You must not say 'He has been absent since two days' or 'I have been studying since two hours'.

3- Between and among
We use between to say that somebody or something is between two more clearly separate objects.

- You have to choose between these two options.
- I stood between John and Peter.
- They marched up the aisle between the pillars.
- He shared his money between his wife, his daughter and his son.

Among
Is used with more than two people or things.

- The British were able to conquer India because the Indian princes quarreled among themselves.
- The United Nations tries to maintain peace among the nations of the world.

4- By and with
By
Is used to refer to the doer of an action; with is used to refer to the instrument with which the action is done.

- He was killed by his servant.
- He was killed with an axe.
- The tiger was shot by me with my new gun.

5- In and at
**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 in motion.

- He sat **on a chair**.
- He jumped **upon his horse**.
However, this rule is not rigidly followed now, and on is often used to talk about things in motion too.

8- In and Within (time)

In
Means at the end of a certain period; within means before the end of a certain period.

- The spacecraft will reach the moon in three days. (= at the end of three days).
- The spacecraft will reach the moon within three days. (= before the end of three days).
- The loan should be repaid in a year.
- The loan should be repaid within a year.

Note that this distinction too is not always kept and in is often used for within.

2.8.3 Detection of Grammatical Error Involving Preposition

Feticides (1963:95) some mistakes are often made by students when they use English prepositions:

1- Preposition (in) instead of (at) in time and place expressions: for example of some mistakes:

1- at: in that moment, my mother came (at that moment)
By – with – from – of – to

e.g: by: she has benefited form the change.

She has benefited by the change.

By: will you pass from the post – office?

Will you pass by the post – office?

With: the mountains are covered by snow.

The mountains are covered with snow.

From: My book is different than yours.
My book is different from yours.

Of: the man was cured from his illness.

The man was cured of his illness.

Many people have died from malaria.

Many people have died of malaria.

To: we must conform with rules.

We must conform to rules.

Their house is opposite from ours.

Their house is opposite to ours.

For example: have has lived hare sine two years

He has lived hare for years.

I bought a book at fifty pence.

I bought a book for fifty pence.

Into: he spent all the day into his room.

He spent all the day in his room.

I divided the cake in four parts.

I divided the cake into four parts.

Bob Carubic CFI (2004) explains some errors by students:

1- Ideas conveyed by preposition are very important

He ran to the bus. He ran from the bus.

2- Language learners often put a "marker" in place of the word. They know something must go there. He ran 'uh' the corner.

3- There are strong and weak forms in pronunciation that can be missed. Examples of some weak form:

- I came fr/m texas wit my cousin.
- I'll take four / those cookies.
- I went t/Chicago last weekend.

4- And …..mistakes are even made by native English speakers.

- up to high school ago teenagers.
- heard on tv news: there are people accused with these crimes.

2.9 Previous Studies

A good number of studies have been carried out to investigate some mistake mad by students when they use prepositions relevant to this study.

Sakhra Abdallah Mhammed El- Amin- MA (September 2011)- university of Gezira under the title problems facing EFL learners in using prepositions. States that the EFL learners face difficulties in using English prepositions. The aim of this study is to identify the difficulties that face the EFL learners when they use English prepositions. It assures that the majority of the EFL learners make prepositions errors in English written work. It follows the descriptive analytical method to analyzed data. A test is used to collect data. The study find that there are a high degrease of errors in the test. The study recommended that prepositions should be taught in various ways using difficult kinds of exercises to display types of prepositions.

Another Studies has been investigated by Fatima Abdel_mageed university of Gezira MA (augest_2005) under the title conducted that study on (Errors in the use of English prepositions in written work of the omani EFL pupils ) , the researcher found selection wrong English prepositions was the biggest problem that face pustrial and they made all types of prepositions. The aim of this studies is improving and developing learners performance in writing English text as far as prepositions are concerned .It assume that the majority of EFL learners make prepositions errors in English written work .It follows free writing test and the tool used for collecting data .The study recommended that the learners should have adequate.
The study was presented by Zeinab A – Habash (1982) Birzeit university the study casting lights on common error in the use of English preposition in written work of UNRWA students. the study carried out the chief aim to investigated and diagnose the most common error in the use of English prepositions: why students commit those problems can be treated. The results of the study reveled that the significantly more error were made due to interfered from Arabic, (78%). It was also found that the majority of students find difficulty in the use selection of correct prepositions, especially those denoting special relation ship whereas in the cement study, errors mostly made in miscellaneous prepositions, in the light of this finding the researcher world like to recommended that teachers should explain both the meaning and the use of prepositions in English and Arabic so as to solve the problems of the interference between the two languages.

Bright Bennet Ezrakayanga at university of Gezira MA (1999 october ) under the title of it preposition mistakes made by students of Batch (19) in English. The researcher reached the conclusion that the misuse of English prepositions can be attributed to the direct influence of the learners first language, the interference of L1 (Arabic) but he does not state precisely what percentage of L1 interference was on preposition use.
CHAPTER THREE
METHODOLOGY OF THE STUDY

3.0 Introduction
Students of secondary schools face difficulties when they dealing with the prepositions. So the researcher in this study tries to investigates this problem and to suggest some ways to overcome it. In this chapter the method which used, the samples and tools by which the data was collected and the techniques used to analyze the data will be shown.

3.1 Population of the Study
The students of secondary schools- in Hassaheisa- Gezira State- Sudan were the subjects of the study. All of them study the spine series. As for grade one they study Spine 4, grade two Spine 5 and grade three spine 6. These series are supposed to develop the students' knowledge about English Language. The study focuses on third class male students.

3.2 Sample of the Study
The test is administered to the students of secondary schools grade three (boys) in the meant area. The students of Hassaheisa Secondary Schools were involved. (40) Fourty random samples were chosen out of the total number.

3.3 Tools and Data Collection
In this study the researcher used one tool for data selection and it was a test for third class students at secondary schools (boys). The test followed a direct, simple and clear language about prepositions. Selection Question (A): Draw circle around the correct answer. Question (B): Filling the gap by choosing {of- to –with –from- into }. The questions were various to cover a lot of cases about prepositions.
The questions revealed the weakness and difficulty that face the students when dealing with the English prepositions.

3.4 Validity of the Test

A number of lecturers in the Department of English language- Faculty of Education - Gezira University- Hassaheisa have revised the test. All of them agreed that it is a suitable one. The face validity was checked so the test is valid.

3.5 Reliability of the Test

The researcher using an (SPSS) program, followed and used the split half method in measuring its reliability. The questions were divided into two halves for scoring purposes of the test. For this purpose the even numbered questions were scored separately to obtain corresponding scores. The researcher uses correlation. That was stated as follows:

\[ r = \frac{N\sum XY - (\sum X)(\sum Y)}{(N\sum X^2)((\sum X)^2 - (N\sum Y)^2)(\sum Y)^2} \]

\[ r = \frac{8 \times 2007 - 120 \times 110}{(8 \times 2148) - (120)^2 (8 \times 1892 - (110)^2)} \]

\[ 2856 \]

\[ 2784 \times 3036 = 8452224 \]

\[ r = \frac{2856}{8} = 0.98 \]

\[ r = 1 \]

R = reliability

N = number of all questions
X, Y = paralleled lists of candidates scores
\[ \sum = \text{sum} \]
R = 0.98
CHAPTER FOUR
DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter intended to present analysis and discussion of the data that has been collected by means of a test. It also aims to test the research hypotheses against the result that has been reached. In this test each item was analyzed by means of tabulation chart, because the chart gives full and quick information about the items analysis. The test has been administered to students of secondary schools – grade three (boys). The study tries to show the results of the test which has been done by the students of secondary level – grade three (boys). These results were taken and chosen randomly from the total number of the students who had sat for this test.

4.2 Data Analysis and Results

In this area the researcher is going to show and discuss the errors that students committed by means of tables and figures

Table (4.1) Please distribute these sweets ………… pupils.

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right</td>
<td>8</td>
<td>20%</td>
</tr>
<tr>
<td>wrong</td>
<td>32</td>
<td>80%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>
From the table (4) and figure (1), 20% of the respondents answered the question correctly. And 80% of the respondents answered the incorrectly. This shows that the students face great problems when they use prepositions "between" as preposition.

Q2: I am afraid .........................a dogs

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>wrong</td>
<td>38</td>
<td>95%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>
Figure (4.2)

From table (4) and figure (2) 5% of the respondents gave the right answer and 95% of the respondents gave the wrong answer this proves that students influenced by mother tongues interference.

Q3: My uncle will arrive ...............Saturday

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>wrong</td>
<td>36</td>
<td>90%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>
According to table (4) and figure (3) 10% of the respondents fill the blank with the correct preposition and 90% of the respondents fill the blank with incorrect answer, this due to insufficient knowledge of prepositions which are frequently used with the days of the weak.

Q4: I Spent my holiday ……………………….Umkaddada.

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>wrong</td>
<td>36</td>
<td>90%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>
As shown in table (4) and figure (4) it is clear 10% of the respondents chose the right answer and the 90% of the respondents chose the wrong answer. This reveals that the majority of students can not use prepositions of place.

Q5: Please get……………with your work

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right</td>
<td>5</td>
<td>12.5%</td>
</tr>
<tr>
<td>wrong</td>
<td>35</td>
<td>87.5%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>
The above table (4) and figure (5) 12.5% of the respondents chose the correct word and 87.5% of the respondents chose the wrong word. This shows that the majority of the students are unfamiliar with prepositions combined with verbs to make phrasal verbs.

2/ Fill in the space with correct preposition(of – to – with- from-into)

Q1 Every year millions of people died …………… malaria in Africa.

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right</td>
<td>5</td>
<td>12.5%</td>
</tr>
<tr>
<td>wrong</td>
<td>35</td>
<td>87.5%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>
**Fig (4.6)**

From the above table (4) and figure (6) 12.5% of the respondents chose the right answer and 87.5% of the respondents chose the wrong answer. This proves that the majority of students are unable to finish the sentence correctly due to their poor knowledge of prepositions used with disease.

Q2 He travels ………. Madni

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right</td>
<td>6</td>
<td>15%</td>
</tr>
<tr>
<td>wrong</td>
<td>34</td>
<td>85%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>
Fig (4.7)

Form table (4) and figure (4) 15% of the respondents According to Above table 85% of the respondents chose the wrong prepositions. This reveals that the students face great problems when they use prepositions of place.

Q3 I prefer tea…….. Milk.

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right</td>
<td>3</td>
<td>7.5%</td>
</tr>
<tr>
<td>wrong</td>
<td>37</td>
<td>92.5%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>
Fig (4.8)

According to table (4) and figure (8) 7.5% of the respondents answered the correct word. And 92.5% of the respondents answered incorrectly. This shows that the students feel confused when they use prepositions with the verb prefer. This is due to mother tongue interference.

Q4 The thief broke………… the house last night.

<table>
<thead>
<tr>
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<th>Frequency</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Right</td>
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<td>wrong</td>
<td>38</td>
<td>95%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>
table (4) and figure (9) 5% of the respondents answered right. 95% of the respondents answered wrong prepositions this reveals that the students have insufficient knowledge of prepositional phrase.

Q5 He didn't come……………………..Kasala.

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right</td>
<td>1</td>
<td>2.5%</td>
</tr>
<tr>
<td>wrong</td>
<td>39</td>
<td>97.5%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
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</table>
Table (4) and figure (10) 2.5% of the respondents answered the questions correctly. And 97.5% of the respondents answered the questions incorrectly. This shows that the students made mistakes when they use prepositions of place.

**Q3/ Match (A) with (B)**

**At ➔ night**

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Right</td>
<td>10</td>
<td>25%</td>
</tr>
<tr>
<td>wrong</td>
<td>30</td>
<td>75%</td>
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<tr>
<td>Total</td>
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<td>100%</td>
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</table>
from table (4) and figure (11) 75% of the respondents chose the wrong answer and 25% of the respondents chose the right answer. This shows that the majority of the students are unable to use prepositions of time.

Deal \(\rightarrow\) with

<table>
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<tbody>
<tr>
<td>Right</td>
<td>7</td>
<td>17.5%</td>
</tr>
<tr>
<td>wrong</td>
<td>33</td>
<td>82.5%</td>
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<tr>
<td>Total</td>
<td>40</td>
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</tbody>
</table>
Fig (4.12)

Table (4) and figure (12) 17.5% of the respondents chose the right word and 82.5% of the respondents chose the wrong word this proves that the students are unfamiliar with the use some prepositions with some verb.

By → bus

<table>
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<td>90%</td>
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<td>100%</td>
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</tbody>
</table>
According to the table (4) and figure (13) 90% of the respondents answered the questions correctly and 10% of the respondents answered incorrectly. This reveals that the majority of the students have little knowledge of using prepositions with means of transport.

**Since → 1999**

<table>
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<tr>
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<td>100</td>
</tr>
</tbody>
</table>
From table (4) and figure (14) it shows that 10% of the respondents chose the right answers and 90% of the respondents chose the wrong answer. This proves that the students can not make distinction between for when used for a period of time of time and since when used for appoint in time.

### In morning

<table>
<thead>
<tr>
<th>Option</th>
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</thead>
<tbody>
<tr>
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<td>1</td>
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</tr>
<tr>
<td>wrong</td>
<td>39</td>
<td>97.5%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>
Fig (4.15)

According to table (4) and figure (15) 2.5% of the respondents answered the questions right and 97.5% of the respondents the questions wrong. This shows that the majority of the students feel confused when using with the times of day.

4.3 Discussion of results in relation to the Hypotheses of the Study
In this area the results of the test are discussed in relation to the hypotheses of the study.
   a. Students don't have sufficient Knowledge and experience about the Prepositions' usage.

According to the statistical results from table (4.1) to (4.5), Students made mistakes in all types of prepositions .That prove that students lack to basic information about prepositions usages. This hypothesis is proved.

   c. The mother tongue interference attribute to commit these errors .

The table (4.2) shows that (90%) of the students are confused in using the prepositions in comparing them to Arabic .According to the result this hypothesis accepted.
d. Students are confused in selecting which pronouns match with or suit the situation
In table (4.4) (87%) of the sample chose Incorrect answer. This implies that there is no enough distinctions in the usage of the prepositions. In light to the results this hypothesis is proved.
CHAPTER FIVE
CONCLUSION, FINDING AND RECOMMENDATIONS

5.1 Conclusion
The study investigates the area of the Erroneous prepositions among Students at Secondary School, grade three when they deal with English Prepositions.

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 forty Students "boys" Nail Secondary school in Hassaheisa locality, Gezira State. The data was organized and tabulated by Computer. The results was calculated statistically and showed in the form of frequency, tables and graphs.

5.2 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.
5.3 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.

5.4 Suggestions for Further Studies

a. The effective ways of teaching prepositions.

b. To what extend erroneous prepositions affect developing the other
   skills.
Appendixes

UNIVERSITY OF GEZIRA
FACULTY OF EDUCATION - HASAHISA
POST-GRADUATE STUDIES

Test for students

Time: 30 minutes  third level  year: 2013

Dear students,

This test is undertaken with the intention of collecting essential data on the erroneous use of the English prepositions among students at Secondary school levels.

**Draw a circular around the correct answer**

1- Please, distribute these sweets------------ pupils.
   a- between  b- in  c- among
2- I fraid -------------------------adog
   a- of  b- from  c- off
3- My uncle will arrive ------- Saturday
   a- at  b- of  c- on
4- I spent my holiday ---------- Um kaddada.
   a- in  b- at  c- by
5- Please get ------------------with your work
   a- beside  c- on  c- in.

**2- Fill-in the space with correct preposition**

( of -- to -- with -- from -- into )

1- Every year millions of people died ---------------- malaria in Africa.
2- He travels ---------------- Meddani
3- I prefer tea ---------------- milk.
4- The thief broke ---------------- the house last nighte
5- He didn't come ---------------- Kasala.

**3- Match (A ) with (B )**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>at</td>
<td>Deal</td>
</tr>
<tr>
<td>in</td>
<td>Night</td>
</tr>
<tr>
<td>by</td>
<td>1990</td>
</tr>
<tr>
<td>since</td>
<td>Bus</td>
</tr>
<tr>
<td>with</td>
<td>The morning</td>
</tr>
</tbody>
</table>
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http://www.macmillandictionaryblog.com/problems-with-pronouns

http://www.englishclub.com/grammar/pronouns-personal.htm

http://en.Wikipedia.org