

**Common Errors In The Use of English Prepositions
In The Written Work Of UNRWA
Students
At The End Of The Preparatory Cycle
In The Jerusalem Area**

By

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DEDICATION

To My Parents

With Love And Great Respect

Zeinab

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ABSTRACT

In recent years, studies of foreign language acquisition have tended to focus on learner's errors since they allow for prediction of the difficulties involved in acquiring a foreign language. In this way, teachers can be made aware of the difficult areas to be encountered by their students and devote special care and emphasis to them.

Prepositions, on which the present study focuses, are one of these difficult areas. Thus the main objective is to investigate the causes of errors in the use of English prepositions that are frequently made by Arabic – speaking students.

The hypotheses to be tested in this study are:

- 1- There is no statistically significant difference at the 0.05 level between the errors made by the students due to mother tongue interference and those due to other learning problems.
- 2- There is no statistically significant correlation at the 0.05 level between students' scores on the diagnostic test and their scores in English language work at school.

Two random samples of 120 subjects each were taken from the third preparatory students of 14 UNRWA boys' and girls' schools in the Jerusalem area.

Four free compositions were written by the first sample during 1980, and a diagnostic Test, constructed on their common errors in the use of English prepositions, was administered to the second sample in 1981. The test in its final form was multiple – choice and contained 100 items.

The test was validated for its content and suitability by means of a pre-test. The students' scores in the pre-test were correlated with their scores on midyear English achievement at school. The correlation was 90, the test's internal consistency according to the K. Richardson formula (KR-20), was 91.

The two null- hypotheses of the study were rejected at 0.05. The results showed that:

1. There was a significant difference between errors made by the students due to mother tongue interference and those made due to other learning problems.
2. There was a significant correlation between the students' achievement in English language at school and their achievement in the Diagnostic Test.

Thus the major findings of this study are:

1. More errors were attributable to interference from Arabic than to other learning problems.

2. Substitution errors were the most frequent in both MTI and OLP errors.
3. MTI errors were more affected by standard Arabic than by Colloquial Arabic.
4. The major learning – problem was false Application and Ignorance of L2 rules.

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LIST OF ABBREVIATIONS

1. EF : English as a foreign Language.
2. EFL : English as a Foreign Language.
3. EL : English Language.
4. ELT : English Language Teaching.
5. ESL : English as a Second Language.
6. L1 : First Language (i.e. Arabic).
7. L2 : Second Language (i.e. English).
8. MT : Mother Tongue.
9. MTI : Mother Tongue Interference (i.e. native language which Includes both colloquial and standard Arabic).
10. OLP : Other Language Learning Problems.

CHAPTER I

1.1. INTRODUCTION

It is a great pleasure for teachers of English as a foreign language to have a student who speaks and writes correct English. This has been the dream of all EFL teachers, but especially those who teach students who begin their foreign language studies after the age of eleven, as they are well aware of the difficulties these students encounter in learning English.

Pupils in both government and UNRWA schools in the West and East Banks of Jordan start learning English at the beginning of their fifth year at school, and by the end of the compulsory stage of education, the pupils have spent five years of learning EFL. At the end of this period, they are expected “ to understand simple English, to communicate sensibly with an English-speaking person within certain reasonable areas, ⁽¹⁾ to read simple English with ease, fluency and understanding, and to write a paragraph in English using basic structures of the language “(English Curriculum, 1969: p. 6).

(1) That is, to be able to communicate with tourists, talking about themselves, their country, its famous and

**historical places, their daily life and whatever a visitor
may ask about.**

To achieve these goals, the textbooks used at this stage are the Living English For Jordan Series, and the method applied in teaching, is the “aural – oral approach”. ⁽¹⁾ The main characteristics of this method are that:

1. Pupils learn EFL by using it, not by learning about it.
2. Listening and speaking come first; reading and writing are postponed until some basic grammatical patterns or structures of English are grasped.
3. Arabic is avoided as much as possible: no formal grammar is given and the unit of language is the sentence (Ibid. P.6).

It should not be forgotten also that even after the compulsory stage English would continue to be of importance for many learners. In the secondary schools, it is included in the Tawjihi Government Standard Examination ⁽²⁾ which plays a decisive role in shaping the future destiny of thousands of Arab students in this country, and English is also used as a medium of instruction for higher education at universities in the West Bank and elsewhere in the Arab and non-Arab world. Also, English, as an international language is a tool for academic and cultural communication with the outside world.

(1) **For further details on the material in the textbooks and the methods and techniques applied, see Chapter 3pp 64-66.**

- (2) This exam is given at the end of the secondary cycle. It is the key for higher education; those who fail the Tawjihi exam are not allowed to continue their studies at Arab universities or educational institutions.**

Though well aware of the lasting importance of English, however, the majority of students at the end of the compulsory stage have great difficulties in reading with comprehension and that very few are able to organize ideas into more than a few sentences free of errors. While teaching and supervising the teaching of English for the preparatory cycle in UNRWA schools, the researcher has observed that, in spite of the fact that they have studied English for five years and that their vocabulary ranges from 2000 to 3000 words, ⁽¹⁾ most of the students are not able to write a correct paragraph using adequately the basic structures of the English language. This means that one or more of the aims defined in the Jordanian Curriculum has not been achieved. And the “dream” of the FEL teacher mentioned above is shattered by the poor results attained by the students.

But why do students still find difficulties in learning English when their teachers do their best to help them to achieve good results? The answer to this question lies in the fact that learning English or any other foreign language is difficult, not only for the Arab students mentioned in this study, but for all non-native speakers. The main problem is that, even in his very first lesson, the learner of a foreign language does not start learning this new language from zero or a neutral point (Hwang, 19970: pp 26-29). Instead, he inter-

prets the new phonological, morphological, syntactic and semantic patterns through those of his native language

(1) From the five English textbooks of the compulsory stage.

(Soudek, 1977: p. 126). In other words, as Richards (1971) says, “Previous learning may influence later learning. “(P.6).

Acceptance of this fact has led in recent years to a great deal of research on adult foreign language learning in general and errors in particular. The results of investigation indicate that “ ... although interference from a student’s first language is the major predictor of phonological errors, interference errors are only one of the types of errors found in the syntax, morphology and lexicon of student speech and writing in the target language “ (Burt, 1975: p. 54).

Therefore, in other words, the occurrence of errors during the L2 learning process may not only be due to the pressure of the patterns of the mother tongue but also to imperfect learning of the new L2 patterns. From the research on errors carried out recently, two schools of thought concerning learners’ errors have developed:

1. The school which maintains that if we were to achieve a perfect teaching method the errors would never be made in the first place, and therefore the occurrence of errors is merely a sign of the present inadequacy of our teaching techniques.

According to this school, the occurrence of errors is due to bad teaching habits.

2. The second school, which maintains that we live in an imperfect world and consequently errors will always occur in spite of our best efforts. Our ingenuity should be concentrated on techniques for dealing with errors after they have occurred (Corder, 1971: p. 20).

According to the second school, the making of errors is unavoidable, and in fact we “ cannot learn without goofing “ i.e. making errors (Duly & Burt, 1974: p. 95).

Both schools, in my opinion, complement each other because, although the effect of good teaching on the teaching-learning process (the philosophy of the first school) is undeniable, errors still occur in spite of what may be thought “ perfect” teaching. Therefore, what is necessary besides good teaching is suitable, carefully planned preventive teaching and also adequate remedial teaching.

We can define good teaching here as the application of appropriate methods and techniques to first present new material. This must be, however, accompanied by preventive teaching, occurring at the same time as the initial teaching of new structures and patterns in the foreign language. It stresses and explains what has proved to be difficult for previous learners in the hope that the present students can be prevented from making similar errors. Remedial teaching is that which is applied when a common error ⁽¹⁾ occurs in spite of good

previous initial and preventive teaching. It still provides further explanations, more drilling and more exercises.

(1) See Chapter 3 p. 66.

In the West Bank, however, one of the two important factors that hinder good teaching, from my point of view, is the textbooks that are used locally because, on the one hand, they lack interest ⁽¹⁾ and, on the other, they lack enough exercises, especially on prepositions, which are one of the areas with which the Arab subjects of this study have great difficulty. An examination of the English textbooks used by these students clearly shows, in my opinion, that they lack coherent explanations and exercises focused on the use of prepositions.

Consequently, the students do not have the opportunity either to learn them well or to use them correctly, especially in their written work.

The other major problem hampering good teaching is the fact that EFL teachers in local schools are not prepared to handle the variety of errors that occur in students' speech and writing (Burt, 1975: p. 53). "Familiarity with the types of errors that are made by their by their students is a valuable guide to determine the sequence and emphasis of instruction" (Ibid. p. 53) since learners' errors will inevitable occur. But unfortunately most of the EFL teachers are not familiar with the common errors made by their students. Even if they are, however, it is not enough to be familiar just with the types of

students' errors so as to arrive at the correct blend of good teaching, preventive teaching and remedial teaching.

(1) See Chapter 3 p. 55.

Teachers need to know, too, the causes of these errors and the reasons behind their continued occurrence year after year with different groups of learners. In this way, light can be shed on the areas to which they should devote special care and emphasis in their teaching in order to overcome, or better still to avoid these predicted difficulties.

For these reasons, research is necessary, and error analysis is the best tool for describing and explaining errors made by speakers of foreign languages (Johanson, 1975). Error analysis is a comparative process, a special case of contrastive analysis, which makes its starting point the same message expressed in two languages: the learners' L1 and L2. One of its theoretical objectives is the psychological explanation of how errors come about in terms of the learner's strategies and of the process of learning itself. The other is the linguistic description of these errors (Corder, 1973: pp 275-277).

The advantages of using error analysis in ELT are two. First of all, it gives information concerning learners' difficulties at different stages in their L2 acquisition. Such information is important so that appropriate courses can be devised and new teaching materials constructed. Secondly, error analysis adds to our knowledge of the way a learner learns and what his built-in syllabus is (i.e. what patterns and rules of the L2 each individual learner acquires when and in what order). This information can help teachers ... to adapt themselves to his (the learner's) needs rather than impose upon

him their (the teachers') preconceptions of how he ought to learn and when he ought to learn .(Corder, 1974: p. 27).

The errors that learners of EFL are expected to make are due to several different causes. Among these there are two main ones both of which have been mentioned above (p. 4&5). The one is caused by interference from the native language and the other is caused by interference from other structures in the target language.

The first type of error occurs when a learner of a second language carries over the habits of his mother – tongue into the second language. This interlingual interference means that his L1 habits (patterns, systems or rules) interfere or prevent the learner, to some extent, from acquiring the patterns and rules of the second language (Corder, 1971).

The second type of error is caused by the interference of the L2 itself. This is termed “ intralingual interference”. Some of the errors that are made by learners of an L2 are caused by the structure of the target language and not the mother tongue and are signs of false hypotheses. The learners, in this case, “... try to derive the rules behind the data to which they have been exposed, and may develop hypotheses that correspond neither to the mother tongue nor to the target language” (Richards, 1970: p. 6). In other words, they produce deviant or ill- formed sentences by erroneously applying their knowledge of L2 rules and structures to new situations.

Here, we are concerned only with prepositional errors and incidentally a limited number of prepositions also ⁽¹⁾.

Previous studies of English prepositions have emphasized the difficulties of English prepositional usage for all non-native learners. “ There is a general consensus among teachers of English as a foreign language concerning the difficulty of prepositions” (Zughoul, 1979: p. 24).

“ English language teachers and researchers are well aware that English prepositional usage is one of the most difficult areas for students of EFL” (Khampang, 1974: p. 215). “ Prepositions are an ever-lasting problem for foreign learners of English “ (Mukattash, 1976: p. 269).

English prepositions are difficult for any EFL learner because he/she usually relates them to his /her own MT prepositional system. The difficulty is also caused by the difference in number, meaning and usage of the prepositions in the MT and EF languages. Verbs and other parts of speech play a great role in the omission, addition and selection of a wrong preposition in English, which may affect the whole meaning of the idea intended by the learner. In addition to this, idiomatic usage of English prepositions makes them difficult to learn even by native speakers of the language.

(1) **Prepositions studied by the subjects; see Chapter 3 p. 69.**

Arab learners are also expected to find similar difficulties in the use of English prepositions because although Arabic and English prepositions have some characteristics in common, they differ in both number and usage. ⁽¹⁾

There are only 20 Arabic prepositions (Abbas Hasan, 1961: p. 320) while in English there are 57 (Hayden, 1956: pp. 171-176 and Seidl, 1978: pp. 81-100).

A preposition by definition expresses a relationship between two entities: it indicates a relationship in space (between one object and another), and /or a relationship in time (between events), and /or a more abstract relationship (government). So, the first characteristic is that neither Arabic nor English prepositions can stand by themselves: they get their meanings through their usage in contexts.

The other characteristic is that the number of prepositions in both languages is limited, as mentioned above; but, at the same time, each preposition may have to serve a variety of purposes. The same preposition may express time or space and be followed by a noun, a verb, an adverb or an adjective; also it may be used idiomatically.

(1) See Appendix (1).

In learning English preposition, Arab students understandably try to relate them to the smaller number of

Arabic ones and to the Arabic system. So, the main problem for these learners lies firstly in the fact that not every Arabic preposition has a definite equivalent in English and vice versa, and, secondly, in that not every English or Arabic preposition has a definite usage and meaning, indicating only time or space or following/ preceding a certain word. For example, the Arabic preposition fii – ? » is used as an equivalent of “ in, into, at, on, during, within, inside” and also the zero equivalent (?) in English. This particular preposition has therefore great semantic power in both standard and colloquial Arabic: it is the filter through which all these English equivalents must pass. It is used to denote time and place and occurs with many different Arabic words in abstract and metaphorical usages. Therefore, fii – ? », as well as other Arabic prepositions, interferes in the selection and usage of English ones, as illustrated by the following examples which occurred in the students compositions and the diagnostic test which formed the basis of this study: ⁽¹⁾

(1) See Chapter 3 pp. 61 to 69.

“fi – ??

1. I slept (in) bed. (correct response) (in)⁽¹⁾
????? ?? ??
2. Spring begins in the first of March. (on)
?
?
?
?

?
?
?
?
?
?

?
f

?

?

?

?

?

?

?

?

?

?

3. In the end of the journey we bought fruit. (at)

????????????????

4. In my last holiday I did many different
things.(during)

????????????? ? ?? ?????? ? ? ?

5. I went home in happily. (?)

?

?

?

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?

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f

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6. The plane is flying into the sky. (in)

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The first English preposition that is likely to be produced as the equivalent of the Arabic preposition fi– fi is “ in” ⁽²⁾ as shown by the first sentence where it is correctly used. However,

(1) **All the underlined prepositions are incorrect responses. The correct ones are those between brackets.**

(2) Since “in” is the first equivalent to fi– fi learnt by students, see Chapter 3 p. 69 footnote (1).

it is incorrectly selected instead of “ on”, “ at”, “ during” and “? ” in sentences 2.3.4 and 5. On the other hand, instead of confining themselves solely to “in” students may also use this preposition and all its other equivalents interchangeably, as illustrated by sentence 6.

Another problem is that Arab learners use or omit certain English prepositions according to Arabic usage. So, by literal translation, we notice that when the Arabic context requires a preposition (or requires none), learners make wrong responses accordingly, as illustrated in the following examples:

The boy enjoyed the film. ???????????

The literal translation of this sentence is

either The boy enjoyed with the film. ???????????

or The boy enjoyed from the film. ???????????

In Arabic, it is necessary to insert a preposition to make a relationship between the enjoyment and the film, which was the cause of that enjoyment. Without such a preposition the Arabic sentence will have no sense.

??????????

Therefore Arab learners are likely to insert unnecessary prepositions when they express themselves in English. On the other hand, they may omit necessary prepositions as illustrated by the following examples:

1. When we arrived (in) Jericho we bought fruit.
2. I must stay at the university (for) ⁽²⁾ eight years.
3. I saw the Dome (of) the Rock.

These are correct responses in English. The prepositions “in”, “for” and “of” must be inserted to form a relationship between the arriving and the place which was arrived at, and the stay at the university and the time to be spent there; also, between the Rock and the Dome which is built over it. Without these prepositions the above sentences will make no sense in English. But the literal translations of these sentences do not need such prepositions because the relationship exists in Arabic without them.

(1)The Arabic verb ???? is intransitive, therefore a preposition is needed before the noun ???? Transitive verbs are related to their objects without prepositions while intransitive verbs need prepositions to indicate such a relationship.

(2) See footnote (2).

?????????? ???? ????
? ??? ? ?????????? ف ??? ? ?
???? ???? ?

In the first sentence, the Arabic verb ???? ? is transitive, and it is related to its object ???? without any need for a preposition. (See footnote (1) p. 24).

In sentence number 2, the adverb of time (?? ?) indicates the temporal relationship.

The annexation form in the third sentence expresses the relationship between the Dome and the Rock. This form is used in Arabic to indicate a relationship between two things: i.e. a partite relationship: e.g.

(The door of the house. ???? ?
or a thing possessed by somebody: i.e. a possessive

(1) The preposition ف can also be used in this example (???? ف ???), but it is not frequently used by students at this level.

(relationship: e.g. (Ahmad's book.

????? ???

or a defining relationship: e.g.

(The colour of the pen .

?????? ??

This form is expressed in English by the use of the possessive morpheme ('s) or the preposition "of".

Thus, Arab students are expected at times to omit necessary prepositions when they apply Arabic rules to English patterns.

The other type of errors that occurs with Arab learners as well as with any other group of students learning English as a foreign language, whatever their mother tongue – is caused by the interference of English itself. Note the following examples: ⁽¹⁾

1. I came back at home. (?)
2. I visited to Hisham Palace. (?)
3. He asked to his father. (?)
4. I like to listen at music.(to)

(1) These examples also occurred in the students' compositions and the diagnostic test. See chapter 3 pp. 61-69.

These examples are not cases of L1 interference, because their literal translation into Arabic does not lead to these incorrect responses. They, therefore, fall into the second category of error: Intralingual errors. The learner who was taught “ I came back (to) my country” and “ I stayed (at) home”, may produce, after a period of time without any review of the forms, ‘ I visited to Hisham Palace’ or ‘ I came back at home’. Also, as seen in the third example, the learner who has learnt ‘ He said (to) his father’ produces ‘ He asked to his father’ due to what he sees as a similarity between the two verbs of speech “ said” and “ asked”. ‘ The learner, encountering a particular preposition with one type of verb, attempts by analogy to use the same preposition with similar verbs’ (Richards, 1971: pp. 175-176). E.g. “ He said (to) me “ leads to “ He asked to me”. (Ibid. p. 176).

Here the learner invents a deviant usage building on his previous experience of English. After learning the English structures “ look at” and “ at the grocer’s”, a learner of English may make a deviant structure like “ listen at music” and “ a friend at my father’s” as illustrated in sentences 4 and 5. These errors are based on contrasts within English itself.

From her own experience, the writer was well aware of the many problems which local learners have with English and of their generally poor level of achievement in EFL, due, in her opinion, to the textbooks and the methods used in school by teachers who are not familiar with the predictable errors that their students will make or with the causes behind them. One particular problem is the use of English prepositions, an area where students make a large number of different types of error and, too, where there have been only a small number of previous studies at the elementary level. For these reasons, the writer was encouraged to investigate the difficulties, which the subjects in the sample have in using the English prepositions they have already been taught. For her sample, she chose the third preparatory students because most previous studies on prepositions have been made on students at the intermediate and advanced levels. She was also led to focus her study on this class because it is the last year in UNRWA schools before the students commence the secondary cycle at government schools. The study, therefore, assesses the success of teaching one important aspect of EFL (i.e. prepositions). She hopes that the results will pave the way for other studies that will cover a far wider area of the English language and also include all the third preparatory students in both the West and the East Banks of Jordan in UNRWA and government schools since they all apply the same methods and textbooks.

1.2. Purpose of the Study and Statement of the Problem:

The present study was designed to diagnose and investigate the most common errors in the use of English prepositions and to determine whether a relationship exists between students' achievement in English at school on the one hand and their achievement in a diagnostic test focused on English prepositions on the other. Specifically, the study aims at answering the following questions:

1. What are the most common errors in prepositions that are committed by the students?
2. Why do the students commit those errors?
3. How can those problems be treated?
4. Does the students' achievement in a diagnostic test of English prepositions reflect their achievement in English language at school?

1.3. Statement of the Hypotheses:

The two null hypotheses to be tested in this study were:

1. There is no statistically significant difference ($p < .05$) between the errors that are committed by the students due to mother tongue interference and the

errors that are committed by them due to other learning problems.

2. There is no statistically significant correlation ($p < .05$) between students' scores on the diagnostic test and their scores in English language work at school.

1.4. Definitions:

UNRWA Schools: Schools that are run by the United Nations Relief and works Agency (Elementary and preparatory cycles only).

UNRWA Students: Palestinian refugee students who attend UNRWA Schools; about 65% of them live in refugee camps. (65% from schools' registers).

Government Students: Native inhabitants of the cities and villages in the West Bank of Jordan who attend Government Schools (Elementary, Preparatory and Secondary cycles).

Elementary cycle: The first six years; children start school at the age of six.

Preparatory cycle: The three years after the elementary cycle.

Compulsory Stage: Education is compulsory for the first nine years.

Secondary Cycle: The three years after the preparatory cycle.

Jerusalem Area: It includes Jerusalem, Ramallah, Birzeit, Shu'fat Camp, Qalandia Camp, Am'ari Camp, Jalazone Camp and Deir Ammar Camp.

Tawjihi Examination: It is a government Standard Examination given to students at the end of the secondary cycle. The result of this examination determines the enrolment of the students in the Arab Universities and in the institutions of higher learning.

Free Composition: The students are not given any guidance except the topics to write about.

Jordanian Curriculum: Education in Government Schools, UNRWA Schools and some Private Schools in the West Bank is still related to the Jordanian Curriculum that is used in the East Bank of Jordan.

Mother Tongue: For the purpose of this study it includes both Colloquial and Standard Arabic.

Other Learning Problems: For the purpose of this study these refer to language learning problems in the use of English prepositions.

1.5. Assumptions and Limitations:

To reach her conclusions, the researcher assumes the following:

1. The teachers' competence does not cause any variations in the students' language performance.
2. The textbooks and the approach applied in teaching English language are the same for all third preparatory students.
3. Though the study includes both girls and boys, the sex factor has no effect on the students' learning and consequently on their performance.
4. The generalization of results to the rest of students in both the West and east Banks of Jordan will be taken with cautious reservations because the sample was restricted only to students in UNRWA schools due to the prevailing circumstances in the occupied territories, which prohibit researchers from entering government schools.

1.6. Significance of the Study:

When considering the significance of this study for Palestinian students in UNRWA schools in particular, and for

all third preparatory students in both the West and East Banks of Jordan in general, the writer hopes that her findings may lead to recommendations that will improve the EFL teaching – learning process. She also hopes that this piece of research will help teachers of English language who apply the same English curriculum to re-evaluate the English textbooks and their teaching methods.

CHAPTER II

2. PREVIOUS STUDIES AND RESEARCH

There has been little research on errors in written English compared with the studies that have concentrated on reading and phonology even within the limited field of error analysis. However, the researcher, whose interest lies in the use of English prepositions in the written work of Arab students, has assembled here a variety of papers that have analyzed written samples for their use of English prepositions by both Arabic and non- Arabic speakers learning English as a foreign language. Following the trend of current research, which tends to focus on the learner himself and the areas of difficulty which he encounters in learning a foreign or second language, the researcher will first present and then comment on these studies in error analysis with the intention of shedding light on the area on which her own study is focused.

2.1. Studies on Arabic speakers who learn English as a foreign language:

2.1.1. An Analysis of Interference Errors in the Written English of Sudanese Students:

Tadross (1966) made a study at Khartoum University with the aim of analyzing interference errors in the written English of Sudanese students ⁽¹⁾. In his study, he analyzed 472 scripts obtained from 236 students in their seventh year of English instruction. The pupils were first provided with different types of exercises focused on relative clauses and had to follow certain explicit instructions. Then after doing these exercises, the students were asked to write a paragraph about their own schools, using relative clauses. The researcher came to the conclusion that this is one effective way of helping students to apply the structures they have learnt: an improvement was shown in the free use of relative clauses after intensive drilling and explanation.

2.1.2. Error Analysis and English Language Strategies of Arab Students:

This study made in Beirut by Margaret Sue Scott (1974) will be discussed in detail because it examines the English proficiency of Arabic- speaking students and its results have provided this researcher with useful information related to areas where students most often deviate from standard English- especially preposition.

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- (1) Although not concerned with prepositional errors, this study is listed because the subjects were Arab learners and its findings (the effect of exercise and explicit instruction) may be applied to any other type of error.

The purpose of this study was:

1. to examine at two points in time (at the beginning and end of the term) samples of speech and writing from Arab students enrolled in an intensive English course;
2. to compare the types and frequency of errors made in speech and writing; and also the relative frequency of errors made at time I (the beginning of the term) and Time II (the end of the term);
3. to identify sources of errors where possible;
4. to consider both inter and intra- lingual interference in the learning strategies of Arab students studying English;
5. to identify rules which represent early and late acquisition.

The subjects of this study were 22 Arabic- speaking students enrolled in the first semester of a low intermediate intensive English course at the University of Beirut. They had completed their high school education, and their mother tongue, Arabic, was the medium of instruction for their schooling. The students had already studied some English as a foreign language.

The results of this study were:

1. Verbs, prepositions and articles were the areas where the students most often deviated from Standard English.
2. Errors in the use of prepositions had similar frequencies in writing and speech; also, the number of preposition errors at the beginning of the term and at the end ranked after the number of verb errors; 61 at Time I and 51 at Time II while verb errors were 80 at Time I and 60 at Time II.
3. About half of the errors at Time I in both writing and speech were due to mother- tongue interference and the other half to intra- English interference. At Time II approximately two-thirds of the errors seemed to be attributable to MT interference and one- third to intra- English interference. The fact that the larger portion of MT interference occurred at the end of training rather than at the beginning suggested that the students were making more progress in sorting out intra-English confusion than in overcoming what seemed to be a persistent problem of mother- tongue transfer.
4. Interference from Arabic was most visible in the students' frequent omission of the auxiliary and the copula, in preposition and article errors and

in their repetition of subjects and objects. By the end of the term, the students had made considerable progress in almost all areas except in the use of prepositions and articles. MT interference continued to be a persistent problem in the use of prepositions and articles. The students seemed to make more progress in sorting out intralingual preposition errors than inter-lingual ones.

5. Preposition errors were sorted into three groups:
 - a. Interference from Arabic.
 - b. Intra-English.
 - c. Errors with no identifiable source.
6. Preposition errors were reduced by one-third during the term. Although MT interference errors persisted and were the source of a larger proportion of errors at Time I, it was thought that the students would continue to make progress in preposition usage as a late acquisition in native-language learning. “ (Ibid. p. 95).

The writer suggested that other studies should be made to investigate the errors made by Arabic – speaking students at both higher and lower levels of English proficiency, and whether MT interference comes from classical or colloquial Arabic. The hypothesis she suggested is that “ ... interference in writing comes from classical Arabic but

interference in speech from colloquial Arabic. “ Scott, 1974: p. 96).

This paper has had a great influence on the researcher's study because it investigated, among other grammatical areas, the use of English prepositions by Arab learners of EFL. It also indicated a clear differentiation between the influence of Arabic and indicated a clear differentiation between the influence of Arabic and English on prepositional errors. Her suggestions for investigating Arab learners' errors at a low level and the effect of standard and colloquial Arabic on written English* were adopted in this study. In other words, these among the main points which I have decided to investigate.

2.1.3 Common grammatical errors in Jordanian English:

Pilot project in common grammatical errors in Jordanian English made by Lewis Mukattash (1976: pp. 250-290).

The broad objective of this piece of research was to obtain a general idea of the problematic areas in English syntax facing Jordanian students at the university level. The specific aim was to calculate and analyze the incidence of various types of errors in the written English of such students. The subjects were 200 first year students at the University of Jordan. All were graduates of government secondary schools who had had eight years of instruction in English at school. They came from different parts of Jordan including the West Bank (Palestine).

***No attempt has been made to investigate the influence of standard and colloquial Arabic on oral work-as Scott suggested-because this study is based only on the student's written English.**

A comprehensive test in comprehension, structure and vocabulary was given to the students in October 1976. The errors were marked in all two hundred essays, but only fifty essays (chosen randomly) were subjected to further analysis.

The results of the project showed that prepositions ranked fourth in the order of total occurrence of errors. Thus, the rank order of preposition errors in this study disagreed with Scott's study in which they ranked next only to verbs. Here, verbals, articles and nominals preceded prepositions in the rank order of errors. Errors in prepositions were 15% of the overall number of errors in the fifty essays.

Unfortunately, Scott does not state precisely what percentage of the total errors she found were preposition errors. Thus, it is difficult to compare the two results. However, whether prepositions rank second or fourth in the order of errors, they are still a serious problem for Arabs learning EFL.

The percentage of interference from Arabic in Scott's study was 67 while in this study it was 78. Again, what is more important than the difference between these two percentages is the fact that interference from Arabic in the use of English prepositions is statistically significant in both results.

2.1.4. Preposition Errors Among Trainee English Teachers in the West Bank:

The only study on the use of prepositions made in the West Bank of Jordan (Palestine) has been that of Lamis Alami (1978) under the title “ An Analysis of the Use of Some English Prepositions by a Group of Arab Learners”. The aim of her study was to analyze the errors made in the use of prepositions by a group of Arab intermediate level students. (It should be noted that the writer herself was the subjects’ English language teacher: she was familiar with both the subjects and their level of English proficiency). The prepositions selected for her purposes were “in”, “at”, “ for”, “of”, “ on”, and “ to”. The writer chose these prepositions because they were the most commonly used by these learners and consequently more errors were detected in their use as compared to the frequency of errors made in the use of other prepositions.

The subjects were a group of 19 trainee teachers in their first year at the UNRWA Teacher Training Center in Ramallah.

The data for error analysis was selected from 11 essays written by each subject in three and a half-month. The approach adopted in the analysis of the errors followed the stages outlined by Corder (1973).

In the first place, the errors were identified and classified as to whether they fell under the category of the “overtly ⁽¹⁾ erroneous” or “covertly ⁽²⁾ erroneous”.

The main findings of this study were:

1. The selection of the wrong prepositions was due in some cases to MT interference.
2. In some other cases it was due to the absence of the preposition in L1 and the misapplication of rules in L2.

Though Alami did not count the frequency of inter – or intra- lingual errors in her paper, her findings confirm those of the previous studies as to the difficulty students find in the use of English prepositions.

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- (1) **Overtly erroneous** refers to those utterances that would be marked by a native speaker as ungrammatical or unacceptable.
 - (2) **Covertly erroneous** refers to those grammatical utterances that are not appropriate in the context or to those that have failed to communicate to the reader the particular meaning intended by the learner.

2.2 Studies on non – Arabic speakers who learn English as a foreign language:

2.2.1. Common Errors in the written English of Greek Students :

J. Kerr (1970) based his study on the common errors in written English made by a group of Greek learners of English as a foreign language.

His purpose was to inform teachers of English in Greece of the main problems that their students have when they express themselves in writing:

“ Teachers find certain types of errors which they have previously ignored, and so find indications of the kinds of preventive and remedial teaching that would prevent the growth of bad language habits by using clearer explanations and more effective practice at the more elementary stages of learning. The errors also indicate the areas of language on which tests and examinations would be based “ (Kerr, 1970:p. IX).

The study was based on over a thousand free compositions written by adult students with an advanced knowledge of English. No attempt was made to provide statistics of the frequency with which different kinds of mistakes occurred.

It was found that the causes of mistakes were:

1. Ignorance of the words or constructions to express an idea;
2. Carelessness;
3. The influence of the mother – tongue;
4. Mistakes arising from making false analogies with other elements of the foreign language;
5. Between 20% and 30% of the grammatical mistakes made by Greek students involved prepositions of all types (ibid. p. 22)

2.2.2. Error Analysis and Error Correction on BSL Learners at Ohio State University:

James Handrickson (1979) made an experiment in error analysis and error correction at Ohio State University on adult intermediate ESL learners.

The study aimed to:

1. identify the most frequent communicative and linguistic errors in the compositions of intermediate ESL learners; and

2. determine the effect of direct teacher correction upon students' writing proficiency in English.

It was found that most communicative errors resulted from inadequate lexical knowledge, misuse of prepositions and pronouns or seriously misspelled lexical items. Most linguistic errors were caused by inappropriate lexical choice, lack of subject- verb agreement, misuse and omission of prepositions, faulty word order or misspelled words. The effect of the differential error correction treatment upon students' written proficiency in English was statistically insignificant.

2.2.3. A Developmental Analysis of English Errors made by Iranian Students:

The study made by Henning (1978) at the University of California analyzed developmental error patterns in adult Iranian learners of English as a foreign language.

The subjects of this study were 22 Iranian women in the second semester of their first (freshman) year at Damavand College, Tehran, Iran. They participated in the experiment for course credit. These subjects had received an average of six years of previous EFL instruction, and were currently enrolled in an intensive program of twenty hours per week of classroom instruction with English as both subject and medium of instruction.

It was found that simple prepositions were incorrectly used very frequently. The conclusion reached was that ... mastery in the usage of English prepositions according to their meanings is one of the most sensitive indicators of the degree of English proficiency' (Henning, 1978: pp. 396-397).

2.2.4. Error Analysis on EFL of Francophone Students:

Ntumngia (1974) conducted research on error analysis at Illinois University at Carbondale. It was an applied linguistics study of the interlanguage of Francophone Cameroonian secondary school students.

The purpose of this study was to identify and analyze the errors of these students with the hope that this identification and analysis would result in implications for instructional strategies used by teachers of English. The result of the study showed that the errors committed by the students were due to both interlingual and intralingual factors.

The researcher was then able to make suggestions to foreign language teachers which pointed to the fact that if a positive attitude is taken towards errors, they can be profitably utilized to facilitate the process of language learning.

2.2.5. Thai Difficulties in Using English Prepositions:

The importance of the study made by Phon Khamphang (1974) at the University of California lies in the fact that, although it focuses on the difficulties of Thai speakers in using English prepositions, its results are directly related to the difficulties for speakers of other languages (including Arabic speakers) who learn English as a foreign language.

The purpose of this study was to investigate three questions:

1. What prepositions are particularly difficult for Thai students to learn?
2. Is there any significant difference in the choice of English prepositions by Thai students and speakers of other languages who learn English?
3. Do contrastive analysis and error analyses make similar predictions about subjects' performance on a text of English prepositions? In other words, is preposition usage truly a universal problem area or do Thai students have specific problems that are not shared with other students? If so, then is the problem due to language interference and thus predictable from Contrastive Analysis?

The study tested 8 simple English prepositions of time and place; “at”, “by”, “for”, “from”, “in”, “on”, “to” and the empty form “Ø”.

The total number of subjects who participated in the study was 169:40 Thai speakers; 48 Japanese speakers; 38 Spanish speakers; and 43 speakers of other languages (Persian, Korean, Italian, Chinese, Portuguese and Arabic). The level of the subjects was limited to the intermediate and advanced levels of adult schools in the Los Angeles Area.

A diagnostic test of English prepositions was constructed to test the subjects' proficiency in using the 8 simple English prepositions of place and time. The test consisted of three parts:

Part A – Multiple choice (15 items);

Part B – Error correction (15 items);

Part C – Close test (15 items).

Each of the prepositions was repeated four to eight times, in random order, in the 45 questions.

The results showed that “ there was no evidence of significant difference between the language groups based on total test scores. Neither was there any evidence found for interaction effects between the language groups and (the factors selected). There was only one factor, previous educational level, which showed significant difference between high school and college subjects. “ (Phon, 1974: p. 218).

Based on the total test scores, the following statements were made:

1. Differing language groups did not seem to affect the subjects' performance on the use of English prepositions; and
2. Sex, age, number of years, and number of hours per week spent in learning English were not considered important factors in mastering English prepositions.

The second question asked was whether certain prepositions were either more difficult or easier for any one group than for any other. To answer this question, a criterion for "difficulty" had to be established. An item was identified as "difficult" if any group made less than 50% correct responses.

According to this criterion, 16 items out of 45 were considered difficult, and the data showed that the four groups did not respond identically to all test items.

The following statements (according to Khampang) may have some applications to ESL teaching:

1. Among the three subtests, the close test seemed to be more effective than the other in testing the use of English prepositions.

2. There would be no need to separate students by sex, age, number of years or number of hours per week spent in learning English for teaching purposes: placement and diagnostic tests seemed to be more effective than considering the students' backgrounds.
3. For a heterogeneous language group, the teaching of English prepositions of place and time should be conducted in the same way for the entire class.
4. Specific difficulties found in error analysis should be emphasized for each of the particular language groups.

2.3. Comments:

These particular articles have been included in the review of literature because they all focus on one or more of the four points of this study; that is, on

1. Arab learners of EFL at
2. a low level of proficiency who
3. have problems using English prepositions
- in
4. their written work.

The most closely related studies are those of Scott, Alami and Khampang. Scott and Alami have emphasized the

difficulty of English prepositions for Arab learners. Khampang has shown however that ‘differing language groups did not seem to affect the subjects’ performance on the use of English prepositions’; in other words, preposition usage is a universal problem area. Thus, the two results complement each other.

In Scott’s study preposition errors ranked second only to verbs, although in Mukattash’s they ranked fourth among general grammatical errors. They are, therefore, a particular area of difficulty for Arab learners, mainly because of MTI, which, in both cases, accounted for over two thirds of the errors.

In Kerr’s study prepositions, which accounted for 20% to 30% of the overall grammatical errors, were pinpointed from compositions and were divided and subdivided into categories from which the researcher has selected, for her own study.

Different solutions and recommendations were posed for dealing with errors before and after they occur. Ntumngia suggested that they could be utilized to facilitate the process of language learning. Tadross emphasized the importance of intensive drilling while Kerr suggested preventive and remedial teaching by using clearer explanations and more effective practice at the more elementary stages.

These suggestions are useful, not only for this study but also for all EFL teachers.

Scott suggested that further investigations be made of errors made by Arabic-speaking students at lower levels of English proficiency, and of the influence of classical and colloquial Arabic on written English. As mentioned above (pp. 27-29) the two points are crucial for this study.

These suggestions, in addition to her previous interest, urged the researcher to concentrate her study on the errors in the basic use of English prepositions by the third preparatory students ⁽¹⁾, especially since there have been no previous studies that investigated this area on these students at this specific level. ⁽²⁾

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- (1) This class (3rd Prep.) is at a low level in studying EFL.
(2) Most of the previous studies were focused on Arab learners at an intermediate or a higher level of English proficiency.

CHAPTER III

3.1. THE TARGET POPULATION:

3.1.1. The learners and their backgrounds:

The population for this study consisted of third preparatory students at UNRWA schools in the Jerusalem Area. ⁽¹⁾ It included both boys and girls whose ages ranged from fifteen to seventeen years. The majority of these students live in refugee camps ⁽²⁾ and almost all have the same social and economic backgrounds.

These students have been learning English as a foreign language in addition to Arabic (which is both the medium and a subject of instruction), Islamic religion, science, maths, social studies, fine arts, physical education and other activities such as handicrafts, domestic science and agriculture.

English is taught at school for the last five years of the compulsory stage. The number of English periods taught per week is six and the duration of each period is 45 minutes.

(1) See definition of terms in Chapter I.

(2) The students' families have lived in these camps since 1948.

The materials given to these students include a textbook (5 periods a week) and a supplementary reader (1 period a week). The textbook contains 13 lessons; each lesson, as it appears in the teacher's book, is divided into five main sections. Section A consists of greetings and of brief questions to review the work done in previous lessons; E consists of similar activities to end the lesson. Section B contains the new material for each lesson and the essential techniques for teaching it i.e. examples and oral drill ⁽¹⁾ for all the grammatical structures, plus the idioms and new words presented in the reading passage. It is specifically stated that no reading from the pupils' book should be started until all the new material of the paragraph has been presented and drilled orally.

Section C consolidates the learning of the material in section B. The techniques suggested are: reading the passage silently; answering oral or written questions that check understanding or doing exercises based on the passage such as filling in the blanks, true and false sentences or matching sentences.

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- (1) **Oral drills:** after the teacher has introduced the new words and structures using them in English sentences, the students try to guess their Arabic meanings. Each word is said three times by the teacher and once by the class; then it is repeated by individuals. This is to practice pronunciation. After that, it is printed on the blackboard and read again by some other students. Oral drilling on the new words comes immediately after they have been taught. Questions and answers practice their usage.

Section D contains reading aloud from the textbook which usually follows the teacher's pattern reading (i.e. the teacher reads two or three sentences and then chooses a student to read them imitating his model); dictation; or other written activity assigned by the teacher such as written exercises which are usually given as follows:

1. The pattern sentence (s) is (are) written on the blackboard.
2. The Arabic meaning is checked before being read aloud.
3. The teacher explains the exercise; for example, if the first sentence is to be changed from active voice to passive voice, he/ she draws the pupils' attention to the changes in the second sentence.
4. Some sentences are done orally by the students before being asked to write two or three in their copybooks under the teacher's supervision.
5. The students are then asked to write some sentences in their copybooks for homework.

At the end of each lesson in the book, guided composition is usually given during a whole class period. The students are provided with the title and the framework of the composition in the form of a set of questions that outline the

assignment, or a passage with blank spaces to be filled in. Very little freedom is given to the students to express themselves in their own words or with their own ideas.

Although this is not the place to go into a discussion of teaching materials, I may briefly point out how these English materials seem to me to be lacking in interest and motivation for both the teachers and students. For example, the material in the two books used has nothing to do with the learners' lives and so fails to arouse their interest. This seriously affects the students' motivation and consequently their achievement in English. "Teachers 'teach' and students often develop animosity toward the content of the teaching" (Hancock, 1972: 143). Also, I consider that the textbook lacks recycling and reinforcement of the material that would remind the students of the previous vocabulary and structures presented in a well – organized way. In addition, the content of the supplementary reader does not bear any relation to the content of the textbook. In other words, teachers have to introduce two textbooks rather than one, because the supplementary reader, which is supposed to be an interesting and easy book for students to understand and enjoy, includes many new words that must be taught.

3.1.2. The Teachers and Their Qualifications:

The number of teachers who teach English to the population in this study is 17. They are all native speakers of Arabic, their academic and professional qualifications as well

as years of experience in teaching English are shown in table 3.1. Below:

TABLE 3.1.

English teachers' academic and professional qualifications
and years of experience

No.	School		Tawjihi or equivalent	Teacher training	University Degree in English	English Teaching Courses	Years of Experience
1.	Jerusalem	G/S	X	-	-	X	25
2.	Shu'fat	B/S	X	-	-	X	25
3.	Shu'fat	G/S	X	X	-	X	9
4.	Kalandia	B/S	X	-	X	X	5
5.	Kalandia	G/S	X	-	X	X	1
6.	Am'ari	G/S	X	X	X	X	8
7.	Am'ari	B/S ¹	X	-	-	X	19
8.	Am'ari	B/S ²	T1 X	X	-	X	14
9.	Am'ari	B/S ²	T2 X	-	X	X	3
10.	Ramallah	B/S	T1 X	-	-	X	27
11.	Ramallah	B/S	T2 X	-	-	X	28
12.	Ramallah	G/S	X	-	-	X	29
13.	Jalzone	B/S	T1 X	X	-	X	17
14.	Jalzone	B/S	T2 X	X	-	X	13
15.	Jalzone	G/S	X	X	X	X	11
16.	Birzeit	G/S	X	X	X	X	12
17.	D/ Ammar	B/S	X	X	-	X	7

T1 = teacher 1

T2 = teacher 2

All the teachers have had the Tawjihi or an equivalent certificate, 8 of them have graduated from teacher training centers, 6 of them have graduated from universities and all have been enrolled in English teaching courses (two years in T.T.C. ⁽¹⁾ and one or two years of inservice courses) which attempt to qualify teachers for the elementary and preparatory cycles. The majority of these teachers have spent more than 10 years in teaching English and all are considered qualified teachers.

The teachers without exception apply the aural- oral approach in teaching English (See chapter 1 p. 13), and they use the New Living English for Jordan series by W. Standard Allen et al., which is still prescribed by the Ministry of Education in Jordan. ⁽²⁾

3.1.3. English Evaluation at school:

The students' achievement in English is measured on both oral and written work and the score is divided as follows:

30% is given to the subjective evaluation of the teacher of oral participation in the classroom in listening and speaking activities;

(1) T.T.C. = Teacher Training Center.

(2) The West and East Banks of Jordan have been using this same English Curriculum and accompanying textbooks since 1961.

70% is given to written work, and it is sub-divided into the following activities:

20% to comprehension and silent reading exercises; that is, passages followed by questions or exercises to check understanding;

20% to dictation and handwriting which include auditory comprehension and correct writing;

20% to composition and exercises on verb tenses, adverbs, adjectives, prepositions, vocabulary and structures.

10% to exercises based on the supplementary reader.

Also 30% of the score is given to quizzes and tests held during each semester and 40% to the midyear and final examinations. Nothing is given to homework evaluation ⁽¹⁾.

Teachers usually devise their own tests and exams which are based on the textbooks.

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- (1) Although the students do some exercises for homework as mentioned on p. 54, it depends on the teacher's own initiative as to whether these exercises are accurately corrected and looked at or not. Some of the teachers who are overloaded with 28 periods a week, teaching five classes that consist of 30 to 50 students, just check if the homework is done or not.

The pass score in English is 50% and those who get less than this score are expected to sit for a make up exam on third preparatory work before being promoted to the first secondary class.

3.2. The Samples:

Two samples were randomly selected for this study:

3.2.1. The first sample:

This group was chosen from among the third preparatory students at boys and girls schools in the Jerusalem Area in the school year 1979/1980. Those students were selected to write four free compositions with the aim of discovering the commonly used errors in prepositions made by them. The result of this first analysis helped the researcher in constructing the items of the diagnostic test.

The sample consisted of 120 from 569 students; about 20% of the whole population.

3.2.2. The second sample:

This sample also consisted of 120 students, boys and girls, selected randomly from 14 schools in the Jerusalem Area in the school year 1980/1981 as shown below:

TABLE 3.2.

The population from which the sample was randomly selected

Ser. No.	School	Camp	Urban Area`	No. of pupils per school	The sample
1.	Jerusalem G/S	-	X	41	7
2.	Shu'fat B/S	X	-	49	10
3.	Shu'fat G/S	X	-	48	8
4.	Kalandia B/S	X	-	66	10
5.	Kalandia G/S	X	-	52	10
6.	Am'ari B/S ¹	X	-	24	4
7.	Am'ari B/S ²	X	-	62	10
8.	Am'ari G/S	X	-	91	12
9.	Ramallah B/S	-	X	42	11
10.	Ramallah G/S	-	X	44	8
11.	Jalzone B/S	X	-	68	11
12.	Jalzone G/S	X	-	45	9
13.	Birzeit G/S	-	X	31	6
14.	D/ Ammar B/S	X	-	27	4
Total		10	4	690 ⁽¹⁾	120 ⁽²⁾

(1) The fifty students who sat for the pre-test were excluded from selection for the diagnostic test (See 3.4. p. 77).

(2) The sample is therefore 20% of the total population.

3.3. Tools For Research:

The researcher proposed first of all to identify the errors in the use of English prepositions made by the first sample by giving them four topics of free composition to write about, and then to use those common errors in prepositions that occurred in these compositions to construct a diagnostic test focused on these particular weaknesses.

3.3.1 The Compositions:

Since the researcher could not predict what material would be appropriate for inclusion in the diagnostic test, free composition was chosen as the means for indicating incorrect usage of prepositions in context.

In this way the language samples produced by the subjects would be spontaneous, and would reveal which language components the students could use to communicate (Valette, 1977: p. 66). Free composition gave students an opportunity to “achieve their own communicative purposes not somebody else’s” (Pech, 1976: p. 64). Thus, no guidance other than the topics would be imposed on them. Each student, therefore, was assigned to write four compositions.

The topics for the compositions were given to these students during February, March and April 1980. They were chosen because in them the students were expected to use most of the prepositions they had

already learnt during the five previous years of learning English.

The four topics were:

1. Describe this picture- “ On the Way to Jericho”.

This was the topic of the first composition they wrote because the students were used to writing guided compositions as mentioned on page 45. The picture was an extension of this type of composition. It pictures different objects instead of providing lists of words, and it gave the students an opportunity to express themselves using some of the vocabulary and prepositions that have been previously learnt by them. It was therefore a step toward free composition in which the students are only given the title and have the opportunity to organize their own thoughts and express their own feeling within the limits of their vocabulary, as in the following titles:

2. Write about yourself- “ what would you like to be?”
3. “ What is your Favorite Season?”
4. “ How did you spend your last Holiday?”

For title number two, the students were expected to write about their own lives, to plan for their future jobs and to

express their feelings and duties toward their families, their country and their society.

The third title presumed that students at this level are familiar with similar subjects such as writing about their favorite games, subjects at school, stories etc. So, this title was given to them as a familiar but new subjects at one and the same time.

Title number four was chosen because school holidays are usually looked forward to by most of the students, and it is interesting to know how students at this age spend their time; helping their parents at work or at home (the family-relationship), reading different books, enjoying themselves in different games, travelling and visiting their relatives and friends.

All these, therefore, were familiar topics for the sample to write about. Students at this stage like to talk about themselves and their own lives (Gurrey, 1964: p. 141).

Each composition was administered at school by the school principal helped by one of the teachers (the researcher was not present). They were allowed to translate the title of the composition if necessary. The time allotted for each composition was one hour.

The students made various types of errors (besides preposition errors) in the 480 compositions: errors with verbs, nouns, articles, pronouns; errors in vocabulary and syntax,

word order and spelling, but the researcher pinpointed only the common errors in the use of prepositions.

Eighty of the 480 compositions had to be omitted from the analysis because of unintelligible handwriting, or because they made no sense at all. These errors were defined and then classified and sub-divided as follows:

1. Prepositions related to “ Time”:
 - 1.a. Omission.
 - 1.b. Addition.
 - 1.c. Misuse.

2. Prepositions related to “ Space”:
 - 2.a. Omission.
 - 2.b. Addition.
 - 2.c. Misuse.

3. “ Miscellaneous” prepositions that include prepositions used after nouns, verbs and adjectives:
 - 3.a. Omission.
 - 3.b. Addition.
 - 3.c. Misuse.

The following steps ⁽¹⁾ were taken to define and classify the errors:

(1) **These same steps were followed by Kerr (1970).**

Step 1 : Collecting the Preposition Errors

Each preposition error was copied, as it appeared in the compositions under the heading incorrect. The correct form of the incorrect sentence was given under the heading correct with the preposition that suited the context or what it was felt by the researcher the student intended to say. For example:

I go to school in seven o'clock. (Incorrect).

I go to school at seven o'clock. (Correct).

This error lies in category 1.c. misuse of prepositions related to Time.

If two errors appeared in the same sentence, the researcher repeated the sentence twice noting one of the errors at a time, e.g.

I go on school in seven o'clock.

1. I go on school at seven o'clock. (2.c.)

2. I go to school in seven o'clock. (1.c.)

Step 2: Discarding Repeated Errors

Repeated sentences that included the same error were ignored. If for example several subjects repeated the sentence "I go to school in seven o'clock" only one sample sentence

was recorded. The number of incorrect sentences thus collected was 385.

Step 3: Grouping Errors

Each sub-type of error was recorded again on a separate sheet of paper for further classification; for example, all sentences in which “on” was substituted for “ in” were recorded on a separate sheet. This was done for each preposition and each different error. The aim was to group similar sentences together so as to choose and construct the items of the test from amongst them.

Step 4: Limiting Error Frequency

The number of incorrect sentences was minimized to include only the common errors. ⁽¹⁾ In other words, errors whose frequency was very limited on each sheet were neglected (i.e. if the error was made by less than two students). (See Appendix 3).

Step 5: Designing the Diagnostic Test

These 209 remaining sentences, classified as in step 3 were then used to provide the items for the Diagnostic Test.

- (1) The number of incorrect sentences was 385, and when it was minimized it became (209) sentences.

3.3.2. The Diagnostic Test:

The purpose of this test was to reveal the most common errors made by the sample in the use of English prepositions.

The diagnostic test consisted of one hundred items constructed on the errors appearing in Appendix 4. It was designed as a multiple choice test because the researcher decided to include in its items all the possible correct and incorrect responses given by the students in their free compositions. No other type of test but a multiple choice test could serve her in this respect since she intended to diagnose in two hours ⁽¹⁾ what had been learnt in five years; in other words, to test a wide range of items in a limited time (Lado, 1972: pp. 34-35).

Each item consisted of the stem (i.e. a sentence with a blank space) and a number of optional responses from which the students must select their answers ⁽²⁾. The number of these options (i.e. prepositions) was decided by the number of different incorrect prepositions found in the compositions, e.g.

I came back home in merrily.

I came back home with merrily.

(1) The time allotted for answering the test items.

(2) There was only one correct response for each item.

These sentences were thus incorrectly written by many students in two different ways, inserting the unnecessary prepositions “in” or “with” which indicate cases of MTI (See Chapter 4, p. 91). So, the stem of the test item consisted of “I came back home ____ merrily.” And the options for the students to choose from were “in”, “____”, “with”. This signal “____” indicated Ø or a zero preposition, where no preposition should be inserted in the sentence.

The 100 sentences that were used in the test were those most frequently repeated by the subjects (See Appendix 3 and Appendix 4.).

The prepositions on which the test was constructed and which were considered options for the test items were “in, at, to, with, on, for, from, of, by, about, during, into under and over”. They included the mostly used prepositions of those the students have already learnt.⁽¹⁾

These 14 prepositions were divided into three categories: Time, Space and Miscellaneous, as shown in table 3.3. Because students at this level know only the basic uses of English prepositions, in other words, they have learnt few idioms containing prepositions e.g. phrasal verbs.

The prepositions which were known by the students but were either omitted from the test because their frequency of use was low or because they were not used by the subjects in

the four compositions were: after, behind, near, off, against, into, without, across, along, between, down, up, before, above, round, among, as, beside(s), since, until, beneath, beyond, inside and outside.

The distribution of the errors made in the compositions that appears in table 3.3. shows that the largest portion (52%) was made with special prepositions , while students experienced far less problems with temporal prepositions (19%). The same frequency distribution as shown in the table was used when devising the diagnostic test: 52 items on special prepositions, 19 items on temporal prepositions and 29 items on miscellaneous, sub- divided proportionately also into the three categories of misuse, omission and addition.

The order in which the prepositions were learned by the subjects is as follows:

5th elem. Class: across, along, at*, behind, between, by, down, from, in, into, near, of, off, on, over, to, under, up, with.

6th elem. Class: after, before, for.

1st prep. Class: about, above, during, round, without.

2nd prep. Class: against, among, as, beside(s), since, until.

3rd prep. Class: beneath, beyond, inside, outside.

- (1) The prepositions underlined are those which produced the most common errors among the students.

TABLE 3.3.

Distribution of errors made in compositions
and used as test items

Prepositions	Type of Error	No.	Percentage	Grand Total	
				No.	Percentage
1. Time	1.a. misuse	12	63.16)	19	19%
	1.b. omission	4	21.05)		
	1.c. addition	3	15.79)		
		19	100%		
2. Space	2.a. misuse	38	73.08)	52	52%
	2.b. omission	10	19.23)		
	2.c. addition	4	7.69)		
		52	100%		
3. Miscellaneous	3.a. misuse	12	41.38)	29	29%
	3.b. omission	7	24.14)		
	3.c. addition	10	34.48)		
		29	100%		
GRAND TOTAL				100	100%

(2) Pre- Testing:

A pre- test was run on March 25, 1981 at Am'ari Prep. Boys' School ². Fifty students sat for this test; they were randomly selected from their classes as follows: 10 students from Am'ari prep. Boys' School ¹, 20 from Am'ari Prep Boys' School ² and 20 from Am'ari Prep. Girls' School. ⁽¹⁾ These schools were chosen because they are situated in the same refugee camp and the third preparatory students in them number about 180; in other words, there is an adequate number from which to select a sample.

The researcher and two other teachers administered this test.

The researcher told the subjects that she was doing some research and that they had been chosen randomly to sit for a diagnostic test on English language. (The students were not told that the test was to be based on the use of prepositions so that the researcher could diagnose their real ability i.e. in order to avoid their preparing for that specific area). The result of the test would not affect their English achievement at school. They were also informed that the aim of the test was to diagnose their common errors so that their teachers (after being informed of these errors and their causes) would help the students by preventive and remedial teaching. They were advised to read each sentence carefully before choosing the appropriate prepositions to fill in the blanks.

(1) **These fifty students were excluded from the final sample.**

They were also told that some sentences did not need any prepositions to fill in the blanks and that the dash (____) indicated the choice of no preposition. The subjects were given the meaning of some words they might have forgotten; the researcher did this intentionally so that the cause of an error made by the subject would not be attributable to misunderstanding the meaning of a word in a sentence. This gave her evidence that the errors made by the subjects were attributable only to their weakness in understanding and using prepositions.

One point was given for each item. The number of points was added up to give the total score for each subject.

The test items were analyzed and the range between the easiest and the most difficult items was 86 and 8. The easiest item was number 29 as 86% of the total responses was correct:

I go to school _____ 7 o'clock.
On, in, for, at, _____.

Number 74 was the most difficult; only 8% of the subjects responses were correct:

I shall cure the poor _____ diseases.
With, from, of, for.

(3) The validity of the Diagnostic Test:

The fact that the items of the diagnostic test were constructed using actual sentences from the compositions added to the validity of this test. However, the validity of the test items was also measured by an analysis of the pre- test.

The scores of the students in the pre-test were correlated with their scores on midyear English achievement at school. ⁽¹⁾ It was found that the correlation ⁽²⁾ was 0.90, and therefore significant.

(4) The Reliability of the Diagnostic Test:

The reliability of the pre-test was measured by using the Kuder Richardson Formula 20, (KR –20). It was found that the ratio of its reliability was 0.91.

Those results gave evidence to the researcher that all the items of the pre-test could be taken to be valid and reliable, and so all the 100 items were retained for use in the diagnostic test.

(5) **See Chapter 3 pp. 57-58.**

(6) **The test used was Pearson Product – moment correlation.**

3.4. The Administration of the Diagnostic Test:

The diagnostic test was run on April 16th, 1981, at Am'ari Girls' School. One hundred and nineteen subjects sat for the test. These included both boys and girls who were randomly chosen from the target population (Table 3.2.); only one student was absent.

As in the pre-test, the subjects received a simple explanation of the aims of the test beforehand (see pages 64 and 65), and they were allowed to ask the researcher about any difficult words that they might have forgotten. They were also advised to read the test items carefully before deciding on the preposition with which to fill the blank. The researcher and six other teachers and head- teachers administered the test.

It took all the subjects less than the allotted two hours to answer the test items. The researcher then corrected the test and one point was given for each correct response (See Appendix 5). The results obtained on the diagnostic test formed the input for the two hypotheses.

In order to test the first hypothesis, an error analysis was made of the most common errors. Errors made by 20% or more of the students were counted as " the most common errors" and classified and sub-divided as illustrated in pages 57 and 58. These were the data for the error analysis.

The procedure followed in the analysis of the subjects' common errors was that suggested by Corder ⁽¹⁾:

Stage 1 Recognition of an Idiosyncrasy or ill – formed sentence:

- a. Translation of the original sentence into the mother tongue (Arabic).
- b. Re-translation of the sentence in the mother tongue into the target language (English).

The idiosyncratic sentence (ill – formed) and the reconstructed sentence (well – formed) must by definition have the same meaning.

-
- (1) **Corder (1967) presented a model based on a distinction between an idiosyncratic dialect (the learners' incorrect or ill-formed sentences when they express themselves in the target language) and the social dialect (the correct and well – formed sentences made by the native speakers of that (language). His rationale, adopted here is that “.... We cannot make any principled use of his (the learner's) idiosyncratic sentences to improve teaching unless we understand how and why they occur.” ([.169).**

Stage 2 Classification:

The resulting pairs of sentences – the original (incorrect) sentence in the learner's dialect of the target language and the (correct) retranslated sentence in the target language – were classified according to the categories: Time, Space and Miscellaneous and sub-categories of Substitution, Omission and Addition before being fully explained.

Stage 3 Explanation:

The explanatory stage aimed to show how and why the learner's ill- formed sentence appeared in the form it did. When the Arabic translation was equivalent to the ill- formed sentence, the cause of error was considered to be due to MTI. When the sentence corresponded neither to the Arabic translation nor to the correct English form it was considered to be due to OLP. (See Chapter 4).

To test the second hypothesis, the subjects' scores in the diagnostic test were correlated with their scores on midyear English achievement at school (See also Chapter 4).

CHAPTER IV ANALYSIS OF DATA AND RESULTS

The objective of this chapter is to present the results obtained from testing the two hypotheses that form the basis of this study and also to analyze the data provided by the diagnostic test. The chapter is therefore divided into two parts, which correspond to the two hypotheses. In the first, two types of error are distinguished among the common errors in prepositions made by the subjects: errors due to MTI and errors due to OLP. After testing the relationship between these two, sample errors are discussed and their causes investigated. In the second part, the scores obtained by the subjects in the test are correlated with their achievement in English at school.

4.1. Hypothesis 1 : Mother Tongue Interference and other Learning Problems:

The first Hypothesis of this study stated that there would be no statistically significant difference (at $p < 0.05$) between errors that were made by the students due to mother tongue interference and errors that were made by them due to other learning problems.

The researcher has identified two main types of interference errors: errors due to MTI and to OLP. In this section, therefore, she will analyze the common errors (those made by more than 20% of the subjects) in the Diagnostic test (See Chapter 3 p. 74) in order to measure the differing

proportions of prepositional errors caused on the one hand by the pressure of mother tongue patterns (i.e. interference from Arabic) and on the other by imperfect learning of the target language (i.e. interference from English) (See Chapter 1, p.15). She has also subdivided each type of error into three categories: of substitution, deletion and redundancy, since students incorrectly used one preposition for another, omitted necessary prepositions or added unnecessary ones. The data from this error analysis formed the input for hypothesis 1 above which tested the relationship between the two types of error.

4.1.1. Results for Hypothesis 1

The result of analyzing the prepositional errors made by the subjects can be summarized in the following table:

TABLE 4.1.

COMMON ERRORS IN THE USE OF ENGLISH
PREPOSITIONS:
Their frequency, causes and percentages.

Category	Type of Error	No. of Errors	No. of errors due to MTI	Percent	No. of errors due to OLP	Percent
Time	Substitution	21	15	71.4%	6	28.6%
	Deletion	1	1	100%	-	-
	Redundancy	3	2	66.7%	1	33.3%
	Total	25	18	72%	7	28%
Space	Substitution	36	26	72%	10	28%
	Deletion	4	4	100%	-	-
	Redundancy	5	2	40%	3	60%
	Total	45	32	71%	13	29%
Miscellaneous	Substitution	15	6	40%	9	60%
	Deletion	6	5	83%	1	17%
	Redundancy	10	5	50%	5	50%
	Total	31	16	51.6%	15	48.4%
GRAND TOTAL		101	66	65.3%	35	34.7%

The above table presents in full the results of the error analysis. At this moment, however, the researcher does not propose to discuss it in detail. Instead, its two main divisions will be taken separately and figure as tables 4.2. MTI, and 4.4. OLP in the following discussion (pp. 81-85).

One important fact, however, emerges from table 4.1: it shows that 65.3% of the total number of errors analyzed were attributable to interference from Arabic while 34.7% were made because of other learning problems. On analysis, the chi-Square value was found to be 9.5, which is statistically significant at the 0.05 level. This means that the students find considerably more difficulty in learning English patterns that are similar to the patterns of their own language than they do with learning patterns that are completely different because they tend to use literal translation when they form English patterns; in other words, they translate the Arabic into English words for word. For this reason, errors made by them due to Arabic interference occur more frequently than those made by them due to language learning problems. Thus it is clear that the first null hypothesis must be rejected : there is a significant difference at ($p. < 0.05$) between the proportion of errors in the use of English prepositions that were made by the students due to interference from Arabic and the errors that occurred due to other learning problems.

The following table will identify the numbers and percentages of the first type of error: errors caused by interference from Arabic.

4.1.1.1 Errors due to MTI

TABLE 4.2.
Distribution of errors in the use of
English prepositions due to MTI

	Substitution	Deletion	Redundancy	Total
Time	15	1	2	18
Space	26	4	2	32
Miscellaneous	6	5	5	16
Total	47	10	9	66
Percentage	71.2%	15.2%	13.6%	100%

Taking first the category of MTI, table 4.2. above (a segment of table 4.1.1) shows that for MTI, Substitution errors (incorrect selection of prepositions) were by far the most frequent with 71.2% Deletion errors (omission of necessary prepositions) and Redundancy errors (addition of unnecessary prepositions) were of much less importance, scoring 15.2% and 13.6% respectively. Most of the errors made by the subjects that were attributable to interference from Arabic were therefore due to the selection of the wrong preposition in English.

Why this is so is fully explained in this chapter (pp. 86-100) by the analysis of the students' most common MTI errors. Briefly, it is due to the differences in number, meaning and uses of Arabic and English prepositions.

Errors with spatial prepositions are also more frequent in number than those with temporal and miscellaneous prepositions because firstly prepositions denoting spatial relationships are more frequently used by the students in the four compositions and the diagnostic test (See Chapter 3 p. 70), and also because students find more difficulty in using those prepositions. We can attribute this difficulty to the differences that exist between the usage of English and Arabic spatial prepositions. ⁽¹⁾

When discussing MTI from Arabic it should not be forgotten that some errors are caused by interference from standard and others by interference from colloquial Arabic ⁽²⁾. The influence of these two varieties on the selected errors is illustrated in the following table:

TABLE 4.3.
Distribution of MTI errors from
Standard and Colloquial Arabic

	Standard Arabic	Percent -age	Colloquial Arabic	Percent- age	Total
Time	16	88.9	2	11.1	18
Space	21	65.6	11	34.4	32
Miscellaneous	15	93.8	1	6.2	16
TOTAL	52	78.8	14	21.2	66

(1) See Appendix 1.

(2) Definitions: Standard Arabic: is the formal language of literature and written expression.

Colloquial Arabic: is the ordinary familiar language used in everyday conversation among Arabic speakers.

Table 4.3. above indicates that 78.8% of the errors that were attributed to MTI were due to interference from Standard Arabic and only 21.2% were due to interference from Colloquial Arabic. This result means that the written work of the students is affected by standard Arabic rather than by Colloquial Arabic, because students usually use Standard Arabic in their written expression. This is reflected in their errors in English.

Prepositions denoting Space are also more affected by Colloquial Arabic than the other two categories because Spatial prepositions have more equivalents in Colloquial Arabic than the two other types have.

4.1.1.2 Errors due to OLP

The second type of prepositional errors (the OLP errors) are also classified into three categories of temporal, spatial and miscellaneous, and are subdivided into substitution, deletion and redundancy errors as identified in table 4.4. below:

TABLE 4.4.
Distribution of errors in the use of
English Prepositions
Due to OLP

	Substitution	Deletion	Redundancy	Total
Time	6	-	1	7
Space	10	-	3	13
Miscellaneous	9	1	5	15
TOTAL	25	1	9	35
Percentage	71.4%	2.9%	25.7%	100%

In the case of OLP, table 4.4. above shows that the percentage of Substitution errors was very similar to that of MTI (Table 4.2. p. 74): 71.4% for OLP and 71.2% for MTI.

Redundancy errors in table 4.4. accounted for 25.7% and Deletion errors accounted only for 2.9%. These results indicate that again the largest proportion of errors that can be attributed to learning problems were made in the selection of an alternative incorrect preposition, which means that the learners find the greatest difficulty not with knowing when to use a preposition but with which one to use. Consequently, they need more practice with and more exercises on prepositions in order to distinguish between their meanings and uses.

Redundancy errors, which were caused by inserting unnecessary prepositions in English patterns, ranked next to Substitution errors but constituted only about one-fourth of the overall numbers of OLP errors. This result also indicates that students find more difficulty in knowing when to omit unnecessary prepositions than knowing when to insert necessary ones, for Deletion errors were found to be of no significance. Only one instance was found in this category and it was attributed to miss-reading the word “ live” as “ love” (See p. 106 in this chapter). The students therefore need more emphasis to be laid on eradicating Redundancy errors than Deletion errors.

In contrast, table 4.2. showed that MTI Deletion and Redundancy errors have almost equal weight, which means that interference from Arabic patterns is equally reflected in the addition and omission of English prepositions when English patterns are formed by Arab learners. This result indicates that the students find approximately the same degree of difficulty with both types of error and consequently both need equal effort and remediation. Therefore teachers need to be well aware of these results in order to prepare appropriate exercises and to explain in their remedial teaching when English patterns do or do not need prepositions to indicate relationships.

On the other hand, table 4.4. shows that only one error has occurred under Deletion while 9 errors have occurred under Redundancy. Because of the small number of errors, it is very difficult to compare the figures for Deletion and Redundancy. One can only speculate that the students might have been over-anxious to fill in the blanks with prepositions in spite of the instructions given to them by the researcher that the diagnostic test included sentences that do not need prepositions.

The following table illustrates the main types of OLP errors identified in this study and analyzed in pp. 101-107 in this chapter. These errors are used to differentiate among the causes of the OLP errors.

TABLE 4.5.
Distribution of OLP errors due to False- Application
And Ignorance of L2 rules, Over- generalization
And Teaching – Learning Problems

Main Categories	Sub-Categories	False-Application & Ignorance of L2 Rules	Over-Generalization	Teaching – Learning Problems
Time (7)	Substitution	4	2	-
	Deletion	-	-	-
	Redundancy	-	-	1
Space (13)	Substitution	10	-	-
	Deletion	-	-	-
	Redundancy	-	3	-
Miscellaneous (15)	Substitution	5	2	2
	Deletion	-	-	1
	Redundancy	4	-	1
GRAND TOTAL (35)		23	7	5

The most frequent type of OLP errors as shown in table 4.5. above are those made due to false application of English patterns and ignorance of L2 rules. Students at this level either are unsure or do not know how to apply L2 rules correctly. For this reason, students select inappropriate prepositions, particularly spatial prepositions.

Errors due to over-generalization were almost equally made among the three main categories of Time, Space and Miscellaneous; 4 cases occur under substitution and 3 under redundancy which indicates that the students deduce false rules from what they perceive as similar patterns and over-generalize such rules when they form English sentences.

Cases of teaching – learning problems are few in numbers if compared with the other two types (Table 4.5.). They are more apt to occur with miscellaneous prepositions indicating that if teachers apply suitable preventive and remedial teaching for idioms and similar expressions, such problems may be overcome.

4.1.2. Analysis of Errors:

To illustrate further the causes behind the occurrence of MTI and OLP preposition errors, the following samples of incorrect responses that were made by more than 20% of the students are presented below. The details of how the error analysis was made were presented in chapter 3 pp. 78-79.

Here, errors were firstly classified according to whether they come under the category of MTI or OLP. The incorrect sentences that were selected for explanation were then ground under the main headings of prepositions of Time, Space and Miscellaneous. Each group was further sub- categorized into errors of substitution, addition and omission. The Arabic translation is only given for the cases of MTI errors; the correct responses in English according to the choices offered in the Diagnostic Test are given for both types of errors.

4.1.2.1. M.T.I Errors:

4.1.2.1.1 Prepositions denoting Time:

These errors were all caused by interference from Arabic. The prepositions included in this category are “in”, “on”, “at”, “during” and “for”.

1. Substitution: (errors caused by the selection of a wrong preposition)

a. In # ⁽¹⁾ on, at:

1) Spring begins in the first of March. (on) ⁽²⁾

????????? ?????

(1) This signal # indicates instead of or substituted for .

(2) The underlined preposition is the original preposition given by the students (incorrect response) and the preposition between brackets is the (correct response) of the reconstructed sentence in English. However, this is the correct

answer according to the multiple-choice test. (There are other possible prepositions in some cases).

- 2) In Friday I went to Jericho. (on)

????????? ???? ? ?

- 3) I was very happy in my holiday. (on)

? ?? ? ??? ? ? ?

- 4) In the end of the Journey we bought fruit.
(at)

????????? ???? ?

- 5) In the beginning of the holiday I want to
Jarash. (at)

? ?? F ? ???? ?

- 6) In my last holiday I went to visit my sister.
(on)

? ????? ? ???? ? ? ?

- b. At # on , in , during:

- 1) Spring begins at the first of March. (on)

????????? ?

- 2) At the second day I went to the cinema.
(on)

????? ? ? ? ?

- 3) My aunt told us a story at the evening. (in)
 ?????? ?? ? ???? ??? ?????
- 4) At my last holiday I did many different things. (during)
 ?????????????? ?? ?????????? ??

As the translations show, the misuse of “ in “ and “at” in all the above examples is caused by the interference of the Arabic preposition fii- ? , which is realized by more than one preposition in English to denote time as illustrated in figure 4.1. below: ⁽¹⁾

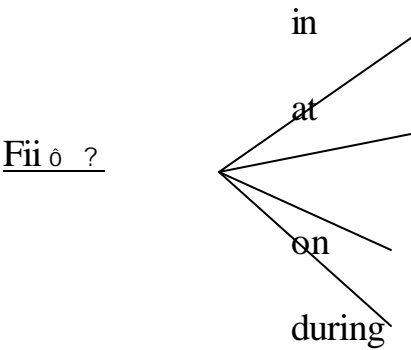


Figure 4.1.

The Arabic fii — ?» and its several English equivalents caused the errors of substitution in all above examples (see chapter 1, p. 22).

(1) See Appendix 1.

2. Deletion (of a required preposition):

Ø # for

I must stay at the university Ø eight years. (for)

؟ ؟؟؟ ؟ ؟؟؟؟؟؟؟ ؟ ؟ ؟؟؟ ؟ ؟

The Arabic version of this sentence as used by the subjects at the 3rd preparatory level does not require a preposition with “ eight years” ⁽¹⁾, while in English “ for” + a measurement of time is usually used to indicate the length of the period during which an action takes place (Close, 1977: p. 149). “ The preposition “ for” can be omitted in phrases of duration” (Ibid: p. 156) as in “ He stayed at the university eight years”, but at the 3rd preparatory level, students are taught always to use ‘for’ which indicates a duration of a period of time ⁽²⁾ i.e. all through eight years (Quirk and Greenbaum, 1971: p. 155). The deletion, therefore, is caused by MTI and not by the application of an optional rule.

3. Redundancy (addition of unnecessary preposition):

1.a. I enjoyed in the holiday. Ø. ؟؟؟؟؟ ؟ ؟؟؟

1.b. I enjoyed at the holiday. Ø. ؟؟؟ ؟؟؟

(1) , (2) See footnote 1 in Chapter 1, p. 27.

An Arabic preposition must be inserted in this example to indicate the relationship between the “enjoyment” and the “holiday” during which the enjoyment took place. Since “in” and “at” are both equivalent to the Arabic fii – ? (Figure 4.1. above), one of the two is unnecessarily inserted due to interference from colloquial Arabic.

The use of “at” is unusual, however, because the students are expected to use either “in”, which is the first equivalent of fii – ? learnt by the subjects, or “with”, which indicates interference from standard Arabic bi-g, but “at” is used because it is also an equivalent to the Arabic fii-?»»? and thus students use both “in” and “at” interchangeably.

4.1.2.1.2. Prepositions denoting Space: made due to interference from Arabic:

The prepositions that were included under this category are into, on, under, at, over, to, in and by.

They were sub-grouped as follows:

1. Substitution: (incorrect selection)

a. Into, on, under, at, over, to # in:

1) The plane is flying into the sky. (in)

????? ? ? ? ? ? ? ?

2) I sleep on bed. (in)

????? F??

3) We sat under the sunshine. (in)

? ?????? ??

4) I am at the third preparatory class. (in)

f????? ? ? ?

5) The boy sat over the armchair. (in)

????? F?? ?

6) When we arrived to Jericho we bought fruit. (in)

????????? F?? ?

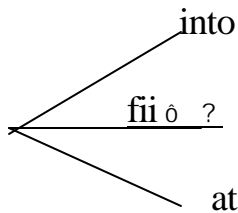
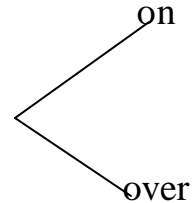


Figure 4.2.

in



ala – F??

Figure 4.3.

In the first sentence “into” was taken to be equivalent to “in” since both translate as fi – ? in Arabic (Figure 4.1. above page 88). Correctly, however, “ into” is used to indicate movement in the direction and arrival in an enclosed space as in “ he jumped (into) the pool”. Since in English the sky is

seen as a three – dimensional object that encloses the plane, “in” is the appropriate preposition to use in the first example. The interference of the Arabic fii – fi caused the error (Figure 4.2. above).

In the second sentence the Arabic ala – fii caused the use of “on” instead of “in”. In English the bed is not only a three – dimensional object in itself, but also one with covers that form an enclosed space into which one gets. So, “in” is the appropriate preposition. One lies “on” a bed on a hot day, but usually sleeps “in” a bed; that is, under the blankets.

“Under” expresses a relationship between two objects where one is beneath the other, but in the third example, “ the place we sat in” (i.e. the sunshine) is considered in English to be an enclosed space, so “in” should be used instead of “under”. In Arabic, the adverb tahta – tahta “under” is used with “ the sunshine” fi al-shams ⁽¹⁾. Again, we have an example of loan translation.

-
- (1) The sunshine (fi al-shams) in this case is perceived as something coming from above (from the sun), so we sat under the sunshine. However , the Arabic fii – fi “in” is used with the sun (fi al-shams) as in we sat in the sun: fi al-shams

The class (which indicates either a group of people or a level in their studies) is also taken to be an enclosed space in the fourth sentence (the classroom as a three-dimensional “object”), so “in” should be used and not “at”. “At” indicates a point in relation to an object: “it is used to express the idea of a stationary relationship with an unspecified dimension” (Close, 1977: p. 147). But since “at”, like “in”, is equivalent to fii – ? (Figure 4.2. page 90) an incorrect choice of answer was made.

Because of its enclosing arms, the “ armchair” in the fifth example forms a kind of container, so “in” is the appropriate preposition to be used. It is the students’ use of translation to Arabic that has led to the misuse of the preposition because one of the meanings of the Arabic ala- F? is “ over” (Figure 4.3. page 96), which is usually used to express a relationship between two objects where one is above another but does not touch it. ⁽¹⁾

(1) Probably, had the teachers graphically illustrated the difference between “on” and “over” the students would not have made such an error.

In the last example, “in” should be used instead of “to” because Jericho as a city forms an enclosed space. Interference of Arabic ila- فـ , which is equivalent to “to” and is used in the literal translation of this sentence, has led to the incorrect choice.

b. In, on # at:

- 1) I help my father in work. (at) ???? ? ? ? ? ?
- 2) We sat on the table to eat lunch. (at) (1) ????? ? ????? ? ? ? ?

At” is used to express the idea of a stationary relationship with an unspecified dimension as in “ at the table” or “at work”. The literal translation of both examples has led to the use in the one of “ in work” instead of “at work” because these prepositions are equivalent to fii- في ; and in the other of “on the table”, instead of “ at the table” because of interference from Colloquial Arabic ala- عـ . We never sit on a table to eat lunch. In standard Arabic, however, we use ila- إـ , which is equivalent to English “to”. However , “to” was not offered among the options in the diagnostic test and so it did not appear.

(1) **Interference from Colloquial Arabic.**

c. At, in # on:

- 1) I help my father in the farm. (on)
????? ? ???? ?
- 2) I help my father at the farm. (on)
????? ? ???? ?
- 3) In the way to Jericho we saw the Dome of the Rock. (on)
???? ???? ???? ? ? ? ?
- 4) At the way to Jericho we saw the Dome of the Rock. (on)
???? ???? ???? ? ? ? ?
- 5) I saw a football match in the TV (on)
???????? ???? ? ? ? ? ?
- 6) I saw a football match at the TV (on)
???????? ???? ? ? ? ? ?
- 7) We went to Jericho in the bus .(on)
? ???? ? ? ? ? ?
- 8) We went to Jericho at the bus .(on)
? ???? ? ? ? ? ?

“On” expresses a relationship in place. “X on Y “ indicates that X covers some or the entire actual surfaces of Y or is supported by it or attached to it. It is used in reference to a line “on the way” or a two – dimensional area as “on the farm” also “on the bus” (horizontal) and “on the TV” (vertical) (Close, 1977: p, 156).

Thus in English “on” is used with the noun phrases: “the farm”, “ the way” , “ the TV” and “ the bus” , but a literal

translation of the sentences indicates that the ubiquitous Arabic preposition fii - ?» would be used in all the above examples. (In numbers 5,6,7 and 8, interference is only from Colloquial Arabic).

As with time, the single preposition fii - ?» in Arabic is realized in English by three prepositions that express “ place” as illustrated in (Figure 4.4) below:

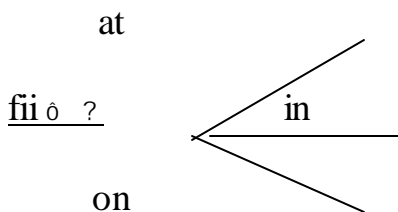


Figure 4.4.

These are again used interchangeably by the students.

d. On, at # by:

- 1) We played different games on the sea. (by)
????? ? ???? ????????
- 2) We played different games at the sea. (by)
????? ? ???? ????????

In the above example “ on” and “at” are used for “by” to translate ala - ??? and fii- ?? which are both correct in Colloquial Arabic. The actual meaning of the intended preposition in

context is however “by” which indicates a relationship in space (very near) (Ibid: p. 151).

2. Deletion of a required preposition:

- 1) When we arrived Ø Jericho we bought fruit. (in)
 ?????????? ? ? ? ? ?
- 2) We went Ø a Journey to the north of Palestine.
 (on) ?????????? F ? ? ? ? ?
- 3) In spring people go Ø picnics. (on)
 ? ? ? ? ? ? ? ? ? ? ? ? ?
- 4) It is interesting to go Ø a trip. (on)
 ? ? ? ? ? ? ? ? ? ? ? ? ?

The omission of “in” and “on” in all the above examples is attributable to MT interference.

The lack of a preposition in colloquial Arabic before the noun phrases “picnic”, “journey”, and “trip” caused the omission of the preposition in English with the verb “go”. Similarly, the lack of a preposition in Arabic after the verb phrase “arrive” has led to the omission of the English preposition “in” in the first example. The Arabic verb “arrive (d)- ؟ ؟ ؟” contains the meaning of a following preposition, which it is possible to omit; the verb then becomes transitive and the prepositional complement becomes a direct object.

3. Redundancy of a preposition not required in a particular pattern:

To # Ø:

- 1) I came back to home. (Ø)

????? ?

- 2) I went to home happily. (Ø)

?????? ?

These two examples are subject to the same rule in the students' inter language system – “ to – ila “ is present in their Arabic translation to indicate a relationship between the Arabic intransitive verbs “ ? and “ ? ” and “ ? ”. Without this preposition the Arabic equivalents are meaningless. And so it is incorrectly transferred to the English sentences. In these two examples, “ to ” should be omitted before “home”.

When “home” is used alone, the preposition “to” is never placed before it; e.g. go home, get home, return home (Thomson & Martinet, 1961: p.48). When it is followed or preceded by any descriptive word or phrase, however, the preposition “to” cannot be omitted; e.g. she went to her home. Ahmad returned to the home of his friend.

This error may also have been caused by an analogy with the patterns “ went / came back to school”. In order to investigate further the causes of these errors, the researcher has asked some students to form English patterns that indicate the

meaning of “*فعلهم به*” and why they had made them in this way. They all stated that they had inserted “to” because it is equivalent to *إلى* – *إلى* and no one related his/her answer to the English patterns mentioned above.

4.1.2.1.3 Errors with Miscellaneous Prepositions

Errors that were made due to interference from Arabic occurred when these prepositions were either followed or proceeded by nouns, verbs or adjectives, and they included the following prepositions: “with”, “to”, “in”, “of”, “from” and “for”. They were sub-ground as follows:

1. Substitution (choosing the incorrect preposition)

a. With # to, in , of:

- 1) I shall help people and be kind with them.
(to)

سأفعلهم به وأفعلهم به

- 2) We were interested with it. (in)

فهم به

- 3) I like to pick roses with many colors. (of)

أفعلهم به

A literal translation of these examples illustrates that once more there has been interference from Arabic in the choice of the preposition. The misuse of the preposition “with” instead of “to” in the first example occurred because it

is equivalent to the Arabic preposition bi – ʔ which indicates the meaning of “to” (Abas Hasan, 1961, p. 360). In the second example, it is used to indicate a cause – and – effect relationship while in the third example it indicates accompanying.

In English we say “ kind to” people “ interested in” something; also something “ of many colors” to indicate the appropriate relationship. These are idioms previously taught to the students.

b. To, from # for, of:

1) We bought a coat to my sister. (for)

????? ??????

2) I shall cure the poor from diseases. (of)

? ???????????

3) I went to visit a friend to my father’s. (of)

?? ???? ???????

The misuse of prepositions in all these examples is attributable to MT interference. Literal translations of sentences 1 and 3 have the Arabic preposition li – ʔ indicating the possessive. This Arabic preposition is equivalent to the English prepositions “to” and “for” as illustrated in figure 4.5. below:

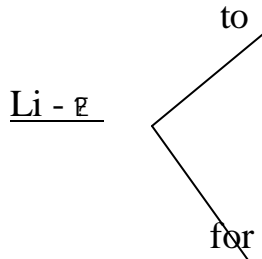


Figure 4.5.

In sentence 2, “from” is equivalent to the Arabic preposition min-?? The difference of usage between English and Arabic prepositions with the verb phrase “cure x of y” caused this error.

2. Deletion of a preposition required in a particular pattern.

Ø # to, with, of, in:

- 1) I like to listen Ø music. (to)
F?????????? ??
- 2) The man filled the tank of the bus Ø petrol. (with)
?????? ?????? ??????
- 3) My family was one of thousands Ø families that went through villages and valleys in 1948. (of)
?? ? ???? ???? ???? ???? ???? ???? ???? ???? ?

- 4) We bought two kilos Ø meat. (of)
 5) I read some stories Ø Arabic and English. (in)

In all the above examples, the English prepositions that are required to indicate relationships with the verb phrases and noun phrases, are incorrectly omitted due interference from Arabic.

Similarly in the second sentence, the appropriate preposition “with” is omitted due to its absence in the Arabic equivalent of the sentence. The Arabic verb “to fill- ﻓﻰ” is transitive; i.e. it governs an object – here, “the tank” – and at the same times a discrimination ⁽¹⁾ form – here, “petrol”.

- (1) The discrimination form is used in Arabic after an undefined word (for example, one not preceded by the definite article that indicates weight, number and measure or after a sentence in order to identify its quality, to complete its sense and remove its vagueness. This is illustrated by the Arabic translations of the following examples:

- ## 2. The well flowed with oil.

(Abbas Hasan, 1961: pp. 306 –311).

Literal translation by the students to or from Arabic therefore caused the omission of “with” whose equivalent عَ can also be used to translate مَعَ ?. But it seems that the students were affected by the first use, the discrimination form.

In sentences 3 and 4, “of” should be used to indicate the relationship between the part and the whole. In the literal translation of these sentences, no Arabic preposition is necessary since the relationship is expressed without it (i.e. by the annexation form ⁽¹⁾ in sentence 3 and the discrimination form ⁽²⁾ in sentence 4).

The preposition “in” is usually used with noun phrases such as “Arabic” or “English” when referring to a language; but in Arabic the meaning of the preposition is implied by means of using these words as adjectives modifying “stories”, and thus it is incorrectly omitted in the English sentence.

3. Addition of a preposition that is not required in an English pattern.

1) We returned home in happily. (Ø)

???? ? ? ???? ???? ?

2) People go to work with merrily. (Ø)

????????? ? ???? ?

(1) See Chapter 1, page 26.

(2) See footnote 1, page 99.

3) We enjoyed from the film. (Ø)

من؟

4) We enjoyed with the film. (Ø)

مع؟

5) I read in my books. (Ø)

في؟

Here the opposite occurs: unnecessary English prepositions were incorrectly inserted in all the above examples.

In English, no preposition is used before an adverb. In Arabic a preposition may be inserted optionally with adverbs of manner, because the adverbs in the first two examples are either single words (من؟) or phrases (من؟ and في؟). The addition of a preposition in Arabic indicates the meaning of accompanying (مع؟). The use of the Arabic phrases mentioned above has interfered with the English patterns and therefore caused the redundancy.

The relationship between the “film” and the “enjoyment” resulting from it in sentences 3 and 4 exists without any need for a preposition in English. The English verb “to enjoy” has the meaning “to get happiness from”. But in Arabic, the verb (استمتع)، which is intransitive, needs a preposition to indicate a cause- and – effect relationship. The Arabic prepositions min – من and bi – بـ in these two sentences indicate the relationship and without them the Arabic translation becomes meaningless. This Arabic usage caused the incorrect use of “from” and “with” in the English sentences.

In the last sentence, the Arabic translation may either take a preposition or omit it when the verb (???) is transitive. Here, the students have transferred the first option when they incorrectly inserted the preposition “in”.

Thus, redundancy errors in all the above examples were caused by the insertion in English of prepositions that must obligatorily be used in Arabic as in sentences 3 and 4, or those that may optionally be used as sentences 1,2 and 5.

4.1.2.2 OLP Errors:

The second type of error, errors made due to learning problems, were grouped and sub-categorized under the same scheme as MTI errors (See p. 86 in this chapter). The correct English responses are given, but here, unlike MTI errors, Arabic translations are unnecessary. However, the writer at times comments on instances where the Arabic translation has had no effect on the incorrect use of a particular preposition although interference was expected.

Errors of OLP are also divided into three main types of Time, Space and Miscellaneous; and sub-divided into substitution, deletion and redundancy. In this section, the researcher will explain the causes of these errors and identify whether the error occurs under the category of false application or ignorance of L2 patterns, of over-

generalization, or of teaching – learning problems (See Table 4.5. p. 89).

The False Application of Rules (rule induction) occurs when learners know certain rules of L2 but still produce incorrect patterns by applying them to other new situations where they are not applicable. Learners in this case have not completely acquired these rules and the rule restrictions.

Ignorance of L2 rules occurs when learners forget these rules completely, and thus produce deviant sentences haphazardly.

Over – generalization (rule deduction) occurs when learners deduce rules from patterns that are incorrectly perceived as being similar.

Teaching – Learning Problems occur when teachers either fail to transfer correct patterns or concepts (meanings) to their students or do not stress and emphasize patterns, which have been correctly introduced (i.e. by giving sufficient exercises and drilling). Thus, the result is that the students do not grasp such concepts properly. For example, this is frequent with idioms or prepositions of place, which need graphic explanations to illustrate their meanings.

4.1.2.2.1 Errors with Prepositions denoting Time:

Here the errors were caused by imperfect learning of English patterns.

The prepositions that were included under this category are “for”, “about”, on, “in” and “during”. They were sub - grouped as follows:

1. Substitution (incorrect selection)

For, about # on, in, during:

- 1) Spring begins for the first of March. (on)
- 2) I was happy for my holiday. (on)
- 3) I worked with my brother for my last holiday. (on)
- 4) My aunt told us a story for the evening. (in)
- 5) We were excited for the journey. (during)
- 6) I played with my sister about the holiday. (during)

The Arabic translation of the above sentences with the meaning the subjects intended to give shows that, here, the misuse of prepositions cannot be attributed to MT interference.

So, we must look elsewhere for suitable explanations (See Chapter 1, pp.4 and 9).

The explanation we can give for the errors in sentences 1 and 3 is that the students have used “for” instead of “on” as a result of recalling similar expressions previously learned are cases of overgeneralization because the students have created deviant structures on the basis of their limited experience of other structures in the target language (Richards, 1974).

In sentences 2,4,5 and 6, the misuse of “for” and “about” instead of “on”, “in” and “during” is attributable to the students’ ignorance of L2 patterns, i.e. application of English patterns to contexts where they do not apply.

The writer considers that the students do not know the correct English prepositions to be used with the noun phrases “my holiday”, “the evening” and “ the journey”.

2. Redundancy:

About # Ø

1) I enjoyed about the holiday. (Ø)

Unlike the examples given on pages 85 and 98, where “in”, “at”, “from” and “with” were used with the verb “to enjoy” because of MT interference, “about” is not used in this example due to MTI since the Arabic preposition an – ?? is not used with this verb. Therefore, the use of “about” here is due to bad teaching- learning habits.

4.1.2.2.2. Errors with Prepositions denoting Space:

This section includes the following prepositions:
“at” , “to” , “in” , “of” and “for”, sub-grouped as before:

1. Substitution:

a. At # to:

- 1) People go on journeys at the Dead Sea. (to)
- 2) I was pleased to come at school. (to)

“At” is used in both these examples due to false application of L2 patterns. “To” is the preposition that must be used with both “go” and “come” to indicate movement in the direction of a specified place, “the Dead Sea” or “school”.

b. To # at , in:

- 1) The driver stopped to the petrol pump. (at)
- 2) I prayed to Al Aqsa Mosque ⁽¹⁾. (at)
- 3) Her mother carried a basket to her hand. (in)
- 4) I spent my last holiday to Amman. (in)

The use of “to” for “at” in the first two examples is attributable to ignorance of L2 patterns and of the meaning of the preposition “to”. We go “to” a petrol pump or “to” a mosque as this is movement in the direction of a specified place, but we stop “at” a petrol pump and pray “at” Al Aqsa Mosque because these are unspecified static points.

-
- (1) **We pray to God and not to the mosque.**

In the latter two examples, “to” is used for “in” for the same reason (ignorance of L2 patterns): because “the hand” and “ Amman” are considered to be enclosed spaces and no movement is involved, “in” is to be used and not “to”.

c. On # in , at , of:

- 1) Some people go to their offices on their cars. (in)
- 2) I prayed on Al Aqsa Mosque. (at)
- 3) Some people are sitting at the side on the street. (of)

The use of “on” in the first two examples is attributable to false application of L2 rules. The “car” is an enclosed space, so “in” is the appropriate preposition to use in the first example.

“At” is to be used in the second example because we can pray at any point in or near the mosque (i.e. at an unspecified static point).

In the third example, the learners did not realize that here “of” is used as a part of the complex preposition “at the side of “ which indicates that the side of the street is a part of the street. Instead, the two were taken separately and the prepositions appropriate to each phrase given. This is again a case of false application of English patterns.

d. For # to :

They went on a picnic for the Dead Sea. (to)

2. Redundancy:

a. To # Ø:

I visited to Hisham Place. (Ø)

In this example the subjects used “for” instead of “to” due to false application of English patterns. “To” should be used to indicate the relationship between the verb of movement, “went” and the specified place they went in the direction of (i.e. the Dead Sea).

The wrong use of “to” instead of a zero preposition with the transitive verb “visit” is due to overgeneralization. Even in Arabic the relationship between the verb and its object is implied without the need of a preposition; but a perceived similarity in the use of “to” with “went to Hisham Palace” led to “visited to Hisham Palace”.

b. At # Ø:

1) I came back at home. (Ø)

2) I went at home happily. (Ø)

In these two examples, the use of “at” is attributable to over- generalization. The subjects have “ borrowed” the well – remembered noun phrase “ at home”, learned in one context and applied it incorrectly to other contexts in its entirety.

4.1.2.2.3. Errors with Miscellaneous Prepositions:

Miscellaneous prepositions, are which denote neither time nor space. They are usually followed or preceded by noun phrases or verb phrases, but also by adverbs or adjectives. The prepositions included under this category are “in”, “of”, “to”, “for”, “at”, “after”, “with”, “of”, “from” and “about”. They were grouped and sub-grouped as follows:

1. Substitution:

a. In , of # to , for:

- 1) I shall help people and be kind of them. (to)
- 2) The girl paid of the icecream. (for)
- 3) I want to be a soldier to fight in my country. (for)

The misuse of the preposition “of” in the first example is attributable to overgeneralization; an analogy was made between “kind of” which means “sort of”, an idiom previously learned by the students and, “kind to” meaning ‘considerate’. In the second sentence “for” should be used to indicate exchange.

In the third sentence it should be used to indicate purpose (i.e. for the sake of) ⁽¹⁾. The misuse of the prepositions in the last two examples is, therefore, due to false application of English patterns.

b. For, at # after , to:

- 1) I looked for the animals at home. (after)
- 2) I like to listen at music. (to)

The misuse of “for” in the first example is either a case of a teaching- learning problem or a case of ignorance in the application of L2 patterns. Had the teacher fully illustrated the difference in meaning between “look for” and “look after”, the students would not have used either wrongly. Another explanation for this misused preposition is that the students may not have noticed the words “at home” in the sentence, which would indicate that “look for” is not appropriate.

-
- (1) **The use of “in” instead of “for” in the third example may be alternatively attributed to the real situation which Palestinian students in the West Bank suffer from. Therefore, they have expressed their own feelings and their desire to fight “inside” their country so as to get rid of the Israeli occupation. In this case “in” indicates space and is to be considered an MTI error.**

“At” in the second example has been used due to a perceived similarity with “look at” or “point at”; so the students have incorrectly used “listen at” instead of “listen to” music.

This is a case of overgeneralization.

c. At, with # of:

- 1) I went to visit a friend at my father’s (of)
- 2) My family was one of thousands with
families that went through villages and valleys in
1948. (of)

The misuse of the preposition “at” in the first example is attributable to misapplication of L2 patterns. In this case, the pattern was the double genitive. The students have been confused by noun phrases “at the grocer’s” (shop), “at the butcher’s” (shop) which were already known to them; so “at my father’s” was incorrectly used accordingly, since they incorrectly read the phrase as “at my father’s (house)” i.e. place.

In the second sentence, the misuse of “with” is attributable to false application of L2 patterns. “Of” should be used to indicate the number of instances of something; in English, we say “thousands of families”, but in Arabic there is no preposition so one would anticipate a zero preposition in this specific example.

Literal translation of the Arabic annexation form (See chapter 1p.26) would lead to the omission of the English preposition “of”, but, surprisingly, the frequency of the use of “with” was 44% while the use of a zero preposition was 31% (See Appendix 6). The students here have imagined that their families were emigrating with other Palestinian families.

d. From, to # about, with:

- 1) That is all from myself. (about)
- 2) I go to my friends to play near the sea.
(with)

The misuse of the preposition “from” instead of “about” in the first example is due to false application of English prepositions where they do not fit to suit the context. The subjects in this case have taken the meaning of the sentence as indicating that this is all that will be received from them. But it is still bad English, since with “from” the reflexive is not appropriate. In the second sentence however, “to” is used instead of “with” due to a similarity with the English pattern “I go to school”. “My friends” was taken to be a place, the lack of an apostrophe was not noticed and the sentence was misread as “I went to my friend’s or friends’ (house)”.

2. Deletion:

Ø # with:

I live Ø my father and mother. (with)

The deletion of “ with” in this example has only one plausible explanation: that the learners have misread “live” as “love” which may be attributed to the problem Arabic speakers have in noticing English short vowels, since they are used to reading Arabic where only consonants and long vowels are written.

3. Redundancy:

With, to # Ø:

- 1) I like to play with football and basketball. (Ø)
- 2) I asked with my father to buy some fruit. ⁽¹⁾ (Ø)
- 3) I picked to flowers from the garden. ⁽²⁾ (Ø)

In the first sentence, the problem of redundancy is doubtless caused by a confusion of “football” with no article as a game and “a football” with the indefinite article as an object to play with.

The cause of this confusion can be attributed to the difficulty of the English indefinite article (a, an) for Arabic speakers due to the lack of an equivalent form in Arabic. Students, therefore, do not differentiate between the word football with or without such an article since both have the same Arabic equivalent (?????). This is a teaching – learning problem.

-
- (1) See Appendix 7, Miscellaneous – Addition No. 6.
(2) Ibid No. 9.

In the last two examples, there is no clear cause for the redundancy of the prepositions “with” and “to”. They all must be attributed, therefore, to false application of English patterns. The verbs “asked” and “picked” are both transitive (and, incidentally, so are their Arabic equivalents), so they do not need any prepositions to indicate relationships between each verb and its object because such a relationship is implied in the context.

One may speculate that the use of the incorrect prepositions in sentences 2 and 3 occurs because the students are being over- anxious to supply prepositions inspite of the availability of the correct choice Ø.

4.2. Hypothesis 2: English Achievement and the Diagnostic Test.

The second hypothesis stated that there would be no statistically significant relationship (at $p. < 0.05$) between the students’ scores on the diagnostic test and their scores in English language work at school.

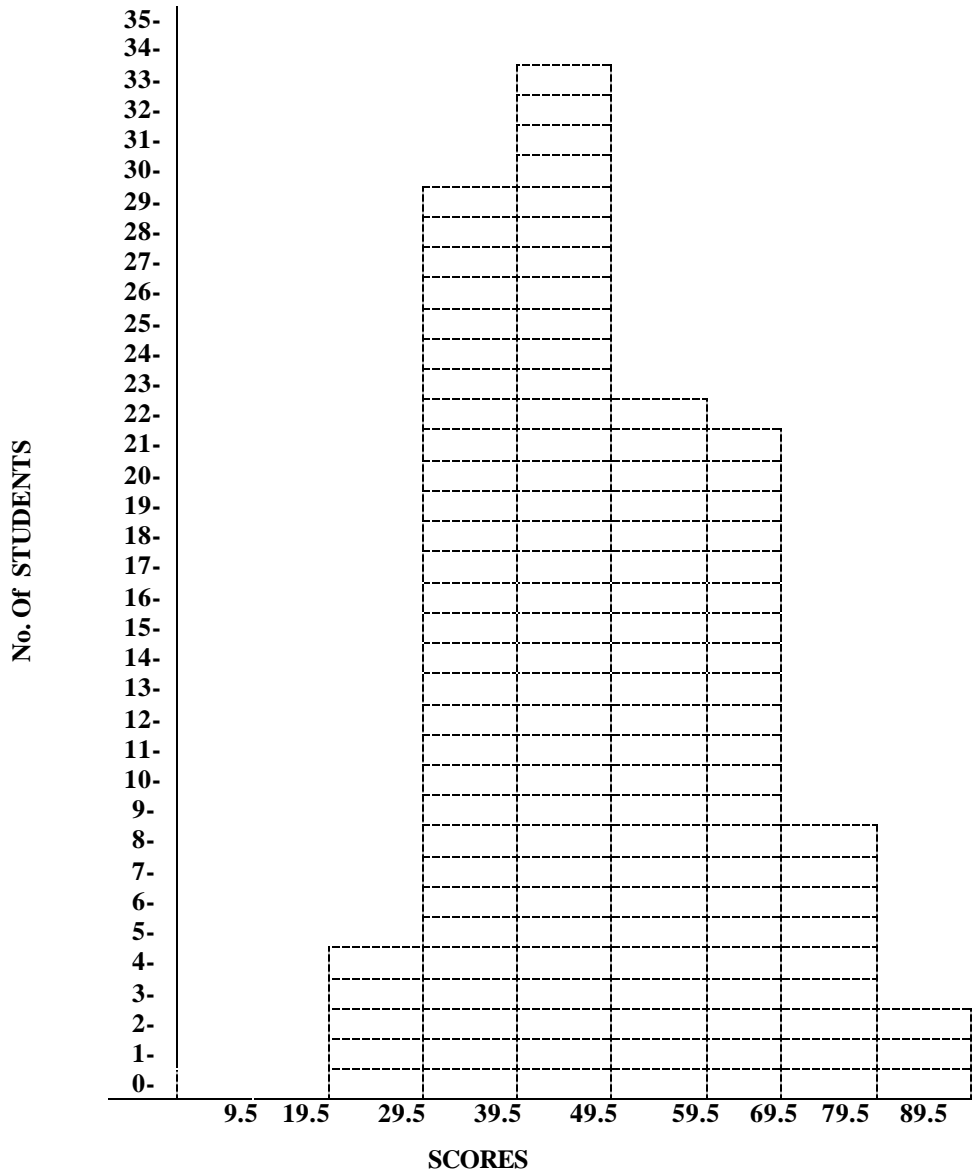
To test this hypothesis, the Pearson Product-moment correlation was computed for the total scores of the subjects’ achievement in English language at school ⁽¹⁾ and their scores on the diagnostic test (See Appendix 5 and also Table 4.5 above and 4.6. below).

4.2.1. Result for Hypothesis 2:

-
- (1) **See Chapter 3 pp. 60-61 for a discussion of the factors involved in the evaluation of English achievement at school.**

4.2.1.2. Scores on the Diagnostic Test.

TABLE 4.6.



HISTOGRAM OF SCORES ON THE DIAGNOSTIC TEST

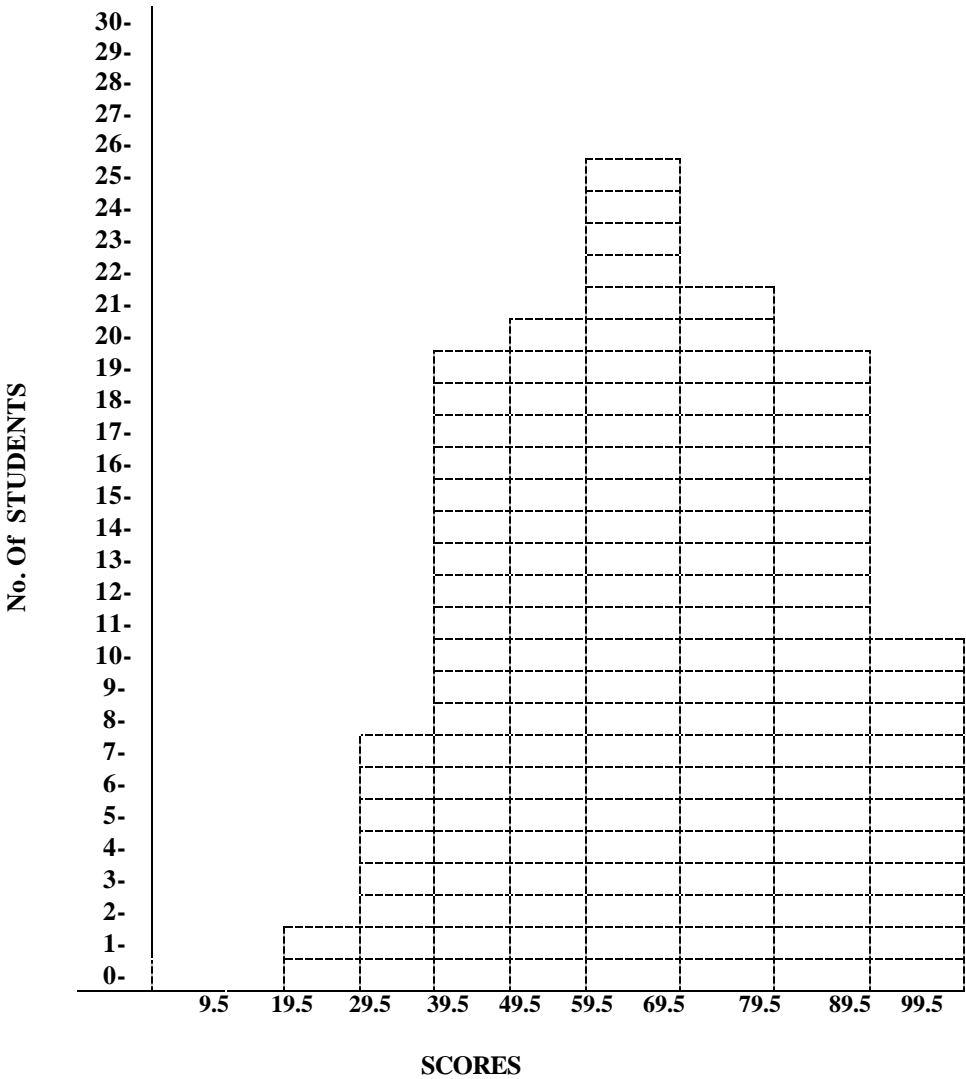
The above table shows that more than 50% of the scores obtained by the 119 students on the diagnostic test fall between 20 and 40. If 50% can validly be considered a “pass score”, as it is usually considered in any school test, this means that only 44.5% of the students have “passed” the diagnostic test. 55.5% could not get even half of the test items correct due to their weakness in the use of English prepositions.

This weakness leads to the making of errors by the students.

Before being able to apply remedial work which can adequately treat the students’ errors, however, a scientific study of the common errors in prepositions that are made by most of the learners in the third preparatory class is necessary because the researcher believes that it is essential for the teachers to be familiar with the types of errors made by their students in this area. Thus appropriate methods and materials for applying both preventive and remedial teaching at an early level can be devised. In this way, they can treat the difficulties their students are bound to encounter before errors are too often repeated and strongly reinforced.

4.2.1.2. Scores in English Achievement at school:

TABLE 4.6.



HISTOGRAM OF SCORES IN ENGLISH

ACHIEVEMENT AT SCHOOL

If 50% is again taken as the “ pass score”, this table shows that 77% of the students have passed in English achievement at school (See Chapter 3, p. 59). However, when the Pearson Product-moment correlation was computed for total scores of the subjects’ achievement in English at school and their scores in the Diagnostic test, which was focused on prepositions as a part of English language, the result was found to be 0.61, which is significant at $p. < 0.05$. “In relating academic achievement to a predictor test of achievement, we are often satisfied with an r of between 0.40 and 0.50. An r of 0.70 in such a situation would be exceptional indeed” (Popham and Sirotnik, 1973: p. 72). Thus, this result indicates that the students’ weakness in the use of English prepositions is reflected in their low achievement level in English language. In other words, if the students’ achievement in the use of English prepositions is improved by good preventive and remedial teaching and by the use of adequate techniques, their achievement in English language in general should improve, because prepositions are one of the most difficult areas in learning English as a foreign language (See Chapter 1, p. 20).

If the Diagnostic test can be taken as a valid measure of overall achievement in English, then this means that the teachers are not accurately evaluating the oral and written work of their students: i.e. they give higher scores than the students deserve. ⁽¹⁾

(1) As further evidence for this statement, see Appendix 2.-

4.3. CONCLUSIONS:

This section of the study has revealed the following results:

1. Error analysis showed that 65.3% of the students' errors were attributable to interference from Arabic, and 34.7% were due to other learning problems. The result was significant at $p. < .05$ (See Table 4.1. and Appendix 7).
2. 78.8% of the errors that were attributed to MTI were due to interference from standard Arabic and only 21.2% were due to interference from colloquial Arabic. (See Table 4.3.).
3. The largest proportion of errors that were attributed to both MTI and OLP were made in the category of substitution, due to the selection of a wrong preposition (See Tables 4.1. 4.2. and 4.4.).
4. Errors made by "in", "at" and "to" constitute 54.5% of the errors made in the use of the prepositions that were selected for the analysis (See Appendix 8).
5. Errors with prepositions denoting space ranked highest (45), miscellaneous prepositions ranked next (31) and last came prepositions denoting time (25) (See Table 4.1.).
6. The Pearson Product-moment correlation was computed for the total scores of subjects' achievement in English language at school and the diagnostic test

scores. The two results correlated at 0.61, which was significant at $p. < 0.05$ (See Appendix 5).

7. The results of the diagnostic test as well as the error analysis gave evidence to the researcher that it is necessary to diagnose the errors of students in this area early in their EFL career.
8. Correlation showed that the students' weakness in prepositional usage is an indicator of their general weakness in English.
9. The two null hypotheses were rejected at $p. < 0.05$ because it is found that there was a significant difference between errors made by the students due to MTI and errors made by them due to OLP; and also there was a significant relationship between the means of students' scores on the diagnostic test and their scores on English language achievement at school.

CHAPTER V

DISCUSSION, FINDINGS AND RECOMMENDATIONS

The aim of this study has been two –fold. The first aim has been to investigate the causes behind the occurrence of students' errors in the use of English prepositions and the second to test the relationship between the students' achievement in English language at school and their achievement in the Diagnostic Test.

Encouraged by previous studies that emphasize the difficulties that L2 learners find in the use of English prepositions, the researcher focused her research on the use of prepositions taking as her example Scott's study, in which she recommends investigation into the use of prepositions at an early level (Scott, 1974). She therefore, chose as her population the third preparatory students in UNRWA schools in the Jerusalem Area. The researcher, as a school supervisor has long observed, that students at this level find difficulty with the use of English prepositions (and with English in general as shown by their low level of achievement (4.2.2)). The four compositions written by the students give her concrete proof that they make very many errors in this area (3.3.1.).

Because of this, it was felt necessary to diagnose these preposition errors and to identify the most common ones so that teachers of English language of third preparatory students may be familiar with the different types of errors that their students make and so be better equipped to tackle them.

At the beginning of this thesis, the researcher posed herself four questions, and by way of conclusion proposes to answer them here.

1. What are the most common errors made by the students?

The prepositions “in”, “at” and “to” cause the most frequent errors (Appendix 8). This is because these prepositions are not only the most frequently used by the students but also they have the widest range of usage and several different lexical equivalents in Arabic. They are used to denote temporal, spatial and also other more abstract (miscellaneous) relationships. Thus, Arab students who commonly substitute the one for the other or use one of these three in place of another different preposition (4.1.2.) particularly incorrectly use these three prepositions.

The majority of the students find difficulty in the selection of correct prepositions, especially those denoting spatial relationships (Appendix1). This can be attributed, firstly, to the fact that spatial prepositions are those most frequently used by the students in the compositions and the Diagnostic Test; and, secondly, to the fact that there are considerable differences among the uses of Arabic and English Spatial prepositions ⁽¹⁾.

(1) See Appendix (1).

It is not enough, however, merely to identify the types of errors made. Another important step is to discover the causes of these errors. So,

2. Why did the students make those errors?

It was found that the errors made by the subjects were caused by two main factors: interference from Arabic and other learning problems. Significantly more errors were made due to interference from Arabic than due to other learning problems (4.1.1.). This is because students find more difficulty in learning English patterns that are similar to, but in some way different from patterns of their own language than they do with learning patterns that are completely different.

The key to this problem is the fact that students always resort to literal translation before they form English patterns. In other words, they translate the English into Arabic and then the Arabic back into English, word for word (not phrase by phrase). So, errors made by them due to Arabic interference occur more frequently than those made by them due to other learning problems and thus we are able to accept the first hypothesis (1.3.).

Among the errors that were made due to interference from Arabic, Substitution errors were the most frequent. This occurred because of the similarity in the use of prepositions in the two languages. This we have already discussed above (4.1.1.).

Deletion and Redundancy errors came after Substitution errors and had almost equal weight. Their frequent occurrence is again due to the students' habitual translation of Arabic and English patterns. In other words, when the Arabic pattern needs a preposition, students incorrectly insert a preposition in the English pattern; and when the Arabic needs no preposition, students omit the necessary preposition from the English pattern (4.1.1.).

It was also found that more MTI errors were affected by Standard Arabic than by Colloquial Arabic (4.1.1.1.); students use standard Arabic in their written expression and Colloquial Arabic in their oral expression, and the Diagnostic test was a written test. ⁽¹⁾

There was only one exception to this: spatial prepositions were more affected by Colloquial Arabic because they have more equivalents in colloquial than the two other types have.

The largest proportion of errors attributable to learning problems was made in the selection of an alternative, incorrect preposition (Substitution errors). This means that learners find the greater difficulty not with when to use or when to omit a preposition but with which one to use (4.1.1.2.). This result is consistent with Alami's findings (1978).

- (1) This result answers the question raised by Scott (1974) as to whether the written work of the students is affected by Standard Arabic rather than by Colloquial Arabic.**

OLP errors were most frequent with Miscellaneous prepositions, then with Spatial and lastly with Temporal prepositions. Miscellaneous prepositions cause the greatest difficulty because of the students' ignorance of co-occurrence rules.

This is due to the fact that students are not taught prepositions in context; that is, in set phrases or idioms.

The major learning problem identified was False Application of English patterns and Ignorance of L2 rules (4.1.1.2.). This problem occurs because students at this level either are uncertain or do not know how to apply L2 rules correctly. Again this result agrees with Alami's finding (Ibid.). The remaining errors, which were due to Over-generalization, were divided almost equally between the three types of preposition: Time, Space and Miscellaneous. This occurs because in all three cases, students deduce their own rules from what they perceive to be similar patterns and then over-generalize such rules when they express themselves in English.

Cases of Teaching-Learning problems were few in numbers if compared with the other two categories. Thus, the main factors that lead to OLP errors are the students' ignorance of how to induce or to deduce English prepositional rules.

Having discussed what errors were made and why, it is time to consider how to avoid their further repetition by students:

3. How can these problems be treated?

1) Teachers of EFL are recommended to teach English prepositions from the very beginning as a system and not just as a haphazard collection of unconnected words as happens at present. In other words, they should group together spatial prepositions logically (See Appendix 1) and teach their meanings and uses by presenting objects in the classroom and then conducting intensive drilling with these different objects so as to stress the use of each preposition. Temporal prepositions must also be identified and explained systematically, stressing, for example, that “on” is used for days, but “in” for months and years, that “during” denotes a period of time and so on. What is most difficult to illustrate and explain, however, is the use of

2) Miscellaneous prepositions because they fit no system. They can only be mastered if their usage is carefully introduced and consistently reinforced. Therefore, teachers are strongly recommended to teach verbs, nouns or adjectives that govern prepositions with an example of a prepositional phrase attached to them.

3) An examination of the prepositions that caused the most common errors made by the third preparatory students shows that these prepositions were, on the whole,

taught to them in their first year of English (Chapter 3, p. 69). This fact indicates that either these prepositions were not adequately taught/ learnt at the time they were first introduced, or these specific prepositions were not sufficiently re-inforced in order for the students to retain their meanings and uses. It is recommended, therefore, that all three types of prepositions – but particularly miscellaneous prepositions – receive adequate attention both in initial teaching and in subsequent reinforcement and revision.

4) Teachers should be well aware that prepositions are part of larger English and Arabic constituents: they affect and are affected by them (1.1. and 4.1.2.). Therefore, teachers are advised to determine the different types of prepositional errors made by their students by using prepared diagnostic tests and to become familiar with the more common errors so as to be able, on the one hand, to apply adequate remedial work where necessary and, on the other, to predict what will be difficult for similar groups of students in subsequent classes and thus treat these difficulties by devoting special preventive care and emphasis to them.

5) Teachers' familiarity with the errors of their students is very necessary and valuable, but what is more necessary is the students' knowledge of their own errors. Students should be informed why their errors are considered to be errors. For example, many students cannot differentiate between the use of "on" and "over" since they are both equivalent to the Arabic preposition "ala – ???", and thus they

use the one for the other. Therefore, when errors of this type occur it is necessary to point out the source of the error and revise the use of each preposition so that the students learn to differentiate between them.

6) To avoid the problem of MTI, teachers are advised to relate problematic English prepositions to their Arabic equivalents in order to draw students' attention to the fact that literal translation into Arabic may lead them to make errors, since not every English preposition has a definite Arabic equivalent and vice versa (1.1.).

7) Since the textbooks lack sufficient explanations and exercises focussed on prepositions (Chapter 3,3.1.1.), teachers should fill the gap. This can be done in several ways:

- (1) use pictures and classroom objects to demonstrate the use of spatial prepositions;
- (2) develop situations with accompanying exercises on temporal prepositions;
- (3) devise fill-in-the-blank exercises using prepositions answers require specific prepositions;
- (4) exploit whatever other techniques and materials seem necessary and helpful.

The number of recommendations made concerning the teaching of prepositions leads us to suggest that there may be a need for more wide- ranging changes in the curriculum and the methods applied.

4. Does the students' achievement in a diagnostic test of English prepositions reflect their achievement in English language at school?

The result of testing the second hypothesis showed that there was a significant correlation between the students' scores on the Diagnostic Test and their scores in English language work at school. Not only were their scores on the test low but their grades in English achievement at school were equally low. Thus, it is not enough just to improve the students' use of prepositions; we must also improve their English achievement in General. This can only be done by making changes in the following areas:

GENERAL RECOMMENDATIONS

1. An examination of the five English textbooks taught at the compulsory stage shows that they all lack the appropriate material to achieve the goals set for the EFL program at this level. It seems to me that the aims of the Jordanian curriculum (1.1) are beyond the reach of these difficult, out – dated textbooks (Chapter 3, p. 56). Also, comparing the teachers' evaluation of the students' achievement in English with the compositions the students wrote, it is clear that English achievement at school does not measure up to the curricular objectives ⁽¹⁾. Therefore, it is strongly recommended that the specific objectives of the curriculum be re-written first and then, in the light of these objectives, both the textbooks and the system of evaluation should likewise be re-evaluated to meet the needs of the students and to increase their motivation to learn English.
 2. The method used to teach English prepositions especially during the first years of learning EFL is, in my opinion, not adequate. When an error is made by a pupil the teacher asks him/ her to “ sit down and listen”. The pupil is then supposed to hear the correct answer from several students before “parroting” it. Usually no explanation is given when errors occur, and this is one of the causes of the occurrence of errors day after day among all groups of students.
-

- (1) Compare the students' compositions and their English achievement at school in Appendix 2.**

Therefore, sensitivity, sensibility and flexibility are called for from teachers, especially when dealing with errors. In other words, teachers should know what, when and how to explain, and never follow one particular method or technique blindly. Moreover, research into the ELT methods used locally should be made in order to evaluate whether they are meeting the needs of both students and teachers.

3. Similarly, it is necessary to improve teacher-training by offering better pre-and in-service courses to teachers so that they learn how to adapt their methods of teaching to meet the needs of their students and also how to construct diagnostic tests that will show up the weaknesses of their students in the different areas of EFL. In this way, they can be better aware of where these weaknesses lie and so design suitable remedial material.
4. The teachers' heavy work-load (up to 21 hours a week) prevents them from devoting time and care to the written work of the students, and especially to their homework, which is seldom corrected or evaluated. Another factor that affects teachers' efficiency is the large number of students in each class. It is recommended therefore, to decrease, on the one hand, the number of students per class and the number of periods per teacher and, on the other, to increase the amount of written work done and evaluate the homework of the students in order to raise the standard of these students in English.

5. Many errors were made in the four compositions besides the preposition errors investigated in this study. The most persistent were made with:

- (1) Verbs, particularly tenses;
- (2) Articles;
- (3) Word order at both phrase and clause levels.

One last recommendation, therefore, is that research projects be set up to study the above areas with the aim of developing preventive and remedial techniques and materials similar to those proposed in this study.

APPENDIX 1

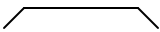
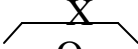
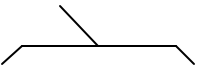
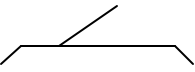


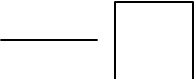
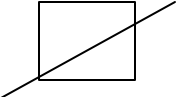


Prepositions of Space and Time in English and Arabic:

Though the students at this level (3rd preparatory) have learnt a large set of English prepositions (Chapter 3, p.69), the researcher will include in the following charts, which are adapted from Quirk and Greenbaum (1976), only the specific Spatial and Temporal prepositions which caused the most common errors in the Diagnostic Test. To cover the whole set of prepositions would need an in-depth study, while this study is focused on this limited number of English prepositions and their standard Arabic equivalents. Miscellaneous prepositions were also excluded because they do not yield to any system and therefore they must be treated individually (See Chapter 4 for detailed explanations of the miscellaneous prepositions included in this study).

The System of Spatial Prepositions:

A spatial preposition is used to indicate a relationship between two objects. It is normally used in noun phrases, before a noun or a pronoun, in both English and Arabic (See also chapter 1).

Spatial Prepositions

Nature of the Relationship	Position	Approach	Separation
(Line or Surface)  Exterior	 On ala	 Onto F??	 (off)
Area or Volume ( ace) Interior	 In fii	 Into ??	 (out of)
Indifferent (Point) •	X • At	 to ila F??	(away)  from min ??
Non- Contact Contact	By Bi ε		

The following relationships are illustrated in the above chart:

1. An object can be related to a line or a surface, either positioned on it (no movement) or moving towards or away from it (movement).
2. An object can be related to an enclosed area (a two- dimensional area or a three- dimensional volume), again either moving into it or being positioned in it.
3. An object can be related to a point, either positioned at this point or moving towards it or away from it.
4. An object can be related to a line or a surface (e.g. by the sea) or to a point (e.g. by the door), without being in contact with it. (Quirk and Greenbaum, 1976: pp. 146-152, and closed, 1975: pp. 146-158).

Comparison of the English and Arabic System:

In English there are two prepositions “on” and “into” that are used to indicate a relationship to a line or a surface: “on” for static position and “into” for movement. In Arabic, however, there is only one equivalent preposition, *ala-* ﻋﻠﻰ, since Arabic does not differentiate between movement and position: e.g.:

He sat <u>on</u> the floor.	؟ ﻋﻠﻰ ﻣﻮﺳﻰ ﻋﻠﻰ ﻣﻮﺳﻰ
He fell <u>Onto</u> the floor.	؟ ﻋﻠﻰ ﻣﻮﺳﻰ ﻋﻠﻰ ﻣﻮﺳﻰ

The same is true for areas and volumes:

“Into” indicates movement and “in” indicates no movement in English, with fii- ? equivalent to both in Arabic.

The preposition “at” indicates position at a point, and it is also role of these three different English prepositions as illustrated in the following examples:

1. Ahmad is in the house. ? ﻣﻨﻰ ﻣﻨﻰ ?
2. The stone fell into the pool. ﻣﻨﻨﻰ ﻣﻨﻨﻰ ﻣﻨﻨﻰ
3. Is Khalid at home? ? ﻣﻨﻰ ﻣﻨﻰ ?

Unlike fii – ?, ila- ?? indicates movement of an object towards a point. It, therefore, has both the meaning and the range of usage of its English equivalent “to” ⁽¹⁾, for example:

Bassam went to the seashore. ﻣﻨﻨﻰ ﻣﻨﻨﻰ ﻣﻨﻨﻰ

Like fii- ?, min- ﻣﻨﻨﻰ has several different English equivalents. It indicates separation from a point, from an area or volume and also, from a line or surface. Thus it translates the English prepositions “from”, “away from”, “out of” and “off” ⁽²⁾ (Hasan Abbas, 1961: p. 338).

(1) (For this reason, “to” and its Arabic equivalent ila -?? are not by themselves the cause of MTI errors. What causes errors is the use of other language elements in conjunction with this preposition (see Chapter 4, p. 89))

(2)“ Away from”, “out of” and “off” are not included in this study as they did not cause common errors.

The Arabic preposition *bi* – *بِ* indicates a contact position (Ibid. p. 358), while in English “by” indicates a non-contact position. (In English “against” is used to indicate contact (Seidle and Mordiel, 1978: p. 82. E.g. “to lean against a wall.”)).

The English preposition *over* is equivalent to the Arabic spatial adverb *fawqa*- *فَوْقَ*. (In Arabic grammar it is an adverb because it modifies the verb). It is sometimes used to translate the English preposition “on” and is equivalent to *ala* – *عَلَى*. (See Chapter 4, figure 4.3., p. 87 and Hasan Abbas, 1961: p. 373).

The System of Temporal Prepositions:

A temporal preposition is used to indicate a relationship between two events.

Temporal Prepositions

Nature of the Relationship		Position at point (s) in time	Approach	separation
Point	days	<div>X On</div>		
	Parts of days, weeks, months, years and “period of time”	<div>X In Fii ?</div>		
Time	Specific points in time	<div>X • at</div>	<div>— • to ila F??</div>	<div>— • from min ??</div>
Duration of time		<div>—X— X During</div>	<div>For Li €</div>	

The following relationships are illustrated in the above chart where Time represented as a metaphor of Space.

1. An event can take place at a positioned point in time or at a point during a specified duration of time and indicate position (no movement).
2. An event can be related to a specific point in time or at a point during a specified duration of time and indicate approach (movement).
3. An event can take place from a specific point in time and indicate separation (movement).

Comparison of the English and Arabic System:

In English there are three prepositions “on”, “in” and “at” that are used to indicate a positioned point in time and one preposition “during” to indicate a positioned period of time. In Arabic, however, *fii* – ? is used to indicate the meaning and uses of all the above English prepositions (Figure 4.1., p. 88). Thus is equivalent to:

1. On: indicates a positioned point in time and is used with phrases that refer to days and dates since these are perceived as a “surface” or “line”. For example:
 - (1) I arrived on time. (An exact point in time)
 - (2) I work on Sundays.

2. In: indicates a positioned point in time and is used with phrases that refer to parts of days (with the exception of “at night”, “at midday” ... etc.), month, years etc. as these are perceived as an “area”, e.g. in the morning. It is also used to denote an unspecified point during a period of time e.g. “In the evening” = “during the evening”.
3. At: indicates a positioned point in time and is used with hours, as these are perceived as a “point” e.g. “At 3 o’clock”, also and exceptionally in “at night” as night is seemingly perceived as a point.
4. During: indicates the passage of a period of time e.g. “during the journey”, as the time during which the journey took place is perceived as an imaginary line, similar to the journey’s route (Quirk and Greenbaum, 1976: pp. 146-154).

Arabic does not differentiate between all the above range of usages, because *fii-* ? indicates both a point in time and a period of time (Hasan Abbas, 1961: p. 369).

Unlike *fii-* ?, *ila* – ?? and *min-* ??, which indicate movement toward or away from a specific point in time, indicate the same concepts as their English equivalents “to” and “from”.

“For” indicates duration of time and is also used to express movement. Its Arabic equivalent is *li-* ة which has the same meaning and usage.

Even before students’ errors were analyzed, therefore, the above charts predicted that “in”, “at” and “on” should prove

the most problematic of all prepositions since for both Time and Space they have but one equivalent, *fii*? .

APPENDIX 2
SAMPLES OF THE STUDENTS' XOMPOSITIONS

Student 1

93/100 Mid- year English Achievement at school.

My Favorite Season

There are four season in the year. My subject is summer. It beautifull season, because the grass is growing in the garden, the sheeps are grazing in the fiald and I play to my friends on the grass. In the summer the day will be tall and the night will be short. In the morning, I cut the flower and keep it in my house. I cut the soft fog and sill it in the market. In summer, I go with my father in the garden to cut some frount on the trees and wander with my father in the garden. When we finished the wander we come back to my house to take the lunch and get some rest. In summer, I go with my friends journey to swim on the sea and to see some view.

Student 2

62/100 Mid- year English Achievement at school.

My favorite Season

There are four season in a year? They are Spring – Summer- Autumn and Winter? The hottest season of the year is Summer

and the coldest season in a year is Spring because the grass and flowers grow and the birds is singing on the trees, boys playing in football and ride bicycle and the ground to covered with green grass and the people go to Jericho and swimming in the seamer and eat some meat and drunk tea and playing in football on the Sure and go to home pleasure.

Student 3

98/100 Mid – year English Achievement at school.

My favorite Season

There are four seasons in a year. They are Spring, Summer, Autumn and Winter. I like Spring very much. It is my favorite season I like it because it is a useful season. In it the brown ground becomes green. The plants grows at this season. So it is useful for birds wich can find their food simply. It is useful for people who can get their plants at this season. It useful for the shepherds who takes the sheep to graze in the fields. The sheep can eat the grass in the fields. I like Spring because the weathre becomes fine at this season. I can go for trips in the fine weathre and I can hunt some animals such as rabbits. I enjoy the sight of the fields at this season. I can eat many

things at this season such as ice-cream. The children enjoy playing games at this seasons. All these reasons make me liking this season from the four seasons.

Student 4

53/100 Mid – year English Achievement at school.

How did you spend your last holiday?

Our last holiday I went with my brother to works on Ramalh. And we drank some tea. And we back to the home at Five o'clock. About to my sister on Nables. About thre days. On Manday I went to school.

Student 5

54/100 Mid-year English Achievement at school.

How did you spend your last holiday?

Our last holiday was on January. We went to Jericho and to father and we drank to tee and schools and reding bogs. I went to honewerk. I help father in the warke and we went to Jereselam in Friday in oclook six and prey and look round.

Student 6

90/100 Mid-year English Achievement at school

How did you spend your last holiday?

In my last holiday I spend my day with played tense with my friend or played fotball. I my holiday I went for a trap with my friend Ali and with my brather to the ded sea. We swam in the ded sea and spend two days then we went to Hisham palace and we went to Jarecho I helped my father in his work I am so happy.

Student 7

84/100 Mid-year English Achievement at school.

On the way to Jericho

We went to Jericho in the way The bus stop bihind the eat at sameers. That I saw the people was sitting on the chires bihined the tree because the people was eating in the eat at sameers, that the was shining on Jericho and the plane was flowing on Jericho when we walk we saw the shop of fruit and vegetables. The people were the fruit and vegetables. That we saw the flowers was grown, the man rid on the donky, the pupiles was playing of the football, the women was walking in the street, that the cat was gone quicly and the man and the woman were carried the box of the fruit and the woman was carried the basket in the way the car stop in the carage and we saw the seller of icecle and the girl was stoped the seller because he bought.

Student 8

68/100 Mid-year English Achievement at school.

When I went to Jericho in a jierny, when we arrived Ramallah the buse intered through an avinue after that the buse stop we sleped of the buse. We saw much things some of them buses, trees shops, cars and puples, one boy ride a donky. Ramallah is busy country the rode sellers speak in a laweds voise sometimes they sang. When I wondered in R. I read "to Jericho 50 K.Ms". we sat under sunshade with my friends, we intared an eating house and we eat in it, after that we bought some goads from shops.

My friend Ali bought Choclate and K. bannans, at last we saw small boys play football at last we continued our Jerney to Jericho.

Student 9

37/100 Mid-year English Achievement at school.

On the way to Jericho

I woked to Jarcho I look on the stret buses and cars man womn trees and bysecles. Ali live in Jircoho found the Ali caragi I look on the stret cars and donkes. I woked to shep and I dring lemonid found man in the shop sill fruit and vigitables Ali and Salma play fotbol. The man sill on the car crial.

Student 10

95/100 Mid-year English Achievement at school.

Myself

I am a small girl my name Hafitha live in Jalazone Camp with my family I have 14 years old learn in U.N.R.W.A school in the third class of preparatory stage I am a good pupil in school Every day my self very tired live hard life not like it because it is sad life when I left home Palastin live in camp.

I have many wishes. I wish my god to continue higher studies learn Doctor to help people in my country when they took illness. I wish my god to live freely among my home. I wish god to live honest people. End wish I wish to return to home.

Student 11

88/100 Mid- year English Achievement at school.

Myself

My name is Seham, I'm about fifty years. I learn my science in Jalazon Girls school my teachers very kind I like them so. When I finish my school I will learn teacher to teach girls. I like help others people, and take my country with enemy. In my home: "I've 5 brothers and 5 sisters I love them so much and I like my father and my mother. In holidays I help my mother with work home or help my father in the field, some

times. I go with my family trips or to visit my grandmother
my grandmother live in a small town.

My wish in life to be reporter.

Student 12

94/100 Mid-year English Achievement at school.

Myself

Everybody has a wish in his life, he do everything he could to
get what he wants.

I am a pupil in the third preparatory class. I am fifteen years
old, I have twenty sister and brother, and my parents want to
see us in a high work. I love people and life, and I hope to be
a useful girl, help the people and give kind of them.

There are very poor people in life, they work hardly to get
what they want.

I have a wish in life, I want to be an expert in engineer, to
discover thing useful people and save them from their poor
life. I want to get high references help me in future.

So I will study and study until I get my wish, then I feel I am
useful no useless.

APPENDIX 3
Common Errors ⁽¹⁾ in the Use of Prepositions
That Appeared in the Compositions

Table I . Prepositions Expressing Time:

I. A. Misusage:

1. in instead of on:
 - a. The sun was shining in that day./on that day.
 - b. In Friday I went with my friends to Jericho./ on Friday.
 - c. Spring begins in the first of March./ on the first of March.
 - d. Winter ends in the end of March. /on the end of March.
 - e. In Saturday I went to the cinema. / on Saturday.
 - f. I went to Jerusalem in the holiday. / on the holiday.
 - g. In my last holiday I went to visit my sister in Jordan. /on my last holiday.
2. at instead of on:
 - a. Ali went to his garage at the next day./ on the next day.
 - b. I helped my father at the last day of my holiday./on the last day.

c. At the second day I went to the
cinema./on the second day.

(1) **The number of incorrect sentences was 385; the common
errors occurred in 209 sentences of the total number.**

3. at instead of in:

a. We came back to Ramallah at the evening./in the evening.

b. My aunt told us a story at the evening./ in the evening.

4. on instead of in:

a. I played with my friends on this season. / in or at this season.

b. I went to Jericho on winter. / in winter.

c. My last holiday was on January./ in January.

5. in instead of during:

a. We were very excited in the journey. / during the journey.

b. In my last holiday I was happy. / during my last holiday.

c. I spent nice days in the holiday./ during the holiday.

6. on instead of at:

a. Many plants grow on the end of Spring. /at the end of Spring.

- b. On the end of the Journey we bought fruits. / at the end...etc.

7. in instead of at:

- a. I came in half past seven./ at half past seven.
- b. In first I went to play with my friends./ at first.
- c. In the end of my holiday I studied my lessons./ at the end.
- d. In the end of the month I went for a holiday./ at the end.
- e. In the beginning of the holiday I went to Jarash./ at the beginning.
- f. I went to Jerusalem in six o'clock./ at six o'clock.

8. Miscellaneous:

- a. At my last holiday. I did many different things./ during.
- b. I like winter because spring comes for it./ after it.
- c. I was very happy to my holiday./ on or during my holiday.

I .B. Omission

1. At:

I go to school seven o'clock. / at seven o'clock.

2. For:

a. I must stay at the university 8 years./for 8 years.

b. I shall stay in the secondary school 3 years./ for 3 years.

3. In:

a. I woke up early morning./ early in the morning.

b. I played in the garden morning./ in the morning.

c. I came back at 2 o'clock afternoon./ in the afternoon.

4. On:

My last holiday I worked with my brother./ on or during my last holiday.....etc.

I . C. Addition:

1. In:

a. I enjoyed in the holiday. / enjoyed Ø the holiday.

b. In that day I went for a picnic. Ø That day.

2. At:
I like at winter./ I like winter.

3. About:
I like about winter. / I like winter.

4. To:
I like to summer. / I like summer.

Table II. Prepositions Expressing Relationship in Space:

II. A. Misusage:

1. at instead of in:
 - a. I live at Jerusalem. / in Jerusalem.
 - b. I must ask them to use the medicine
at the right way./in the right way.
 - c. The plane is flying at the sky./ in the
sky .
 - d. A man and a woman are sitting at the
garden./ in the garden.
 - e. Some children ride bicycles at the
streets./ in or on the streets.
 - f. I sleep at bed./ in bed.

2. in instead of at:

- a. After school I work in the tailor's./ at the tailor's.
- b. I must stay in the university for 8 years./ at the university.
- c. I am going to complete my studies in the university./ at the university.
- d. I sat in the table./ at the table.
- e. The boys played football in the side of the street./ at the side of the street.
- f. I looked in the deer./ at the deer.
- g. I help my mother in home. / at home.

3. in instead of to:

- a. I go in the school in the morning./ to school.
- b. We came in Kalandia Camp in 1955./ to Kalandia.
- c. I like to go in Amman./ to Amman.
- d. The bus carried the people in the station./ to the station.
- e. We went in the town at 3 o'clock. / to the town.
- f. People go on journeys in the Dead Sea./ to the Dead Sea.
- g. I went in Hebron./ to Hebron.
- h. I hate to go in Bahrain./ to Bahrain.
- i. I went in the zoo./ to the zoo.

4. in instead of on:

- a. I help my father in the farm./on the farm.
- b. I can see a boy in a donkey./on a donkey.
- c. In the way to Jericho we saw the Dome of the Rock./ on the way.
- d. We saw cars and busses in the road./ on the road.
- e. We sang in the way to the mountains./ on the way.
- f. I saw many beautiful places in my way to school./ on my way.

5. into instead of at, in, on:

- a. I like to learn into the university./ at the university.
- b. I help my father into work./ at work.
- c. The plane was flying into the sky. / in the sky.
- d. Into the way to Jericho the bus stopped at the park./ on the way.

6. at instead of to:

- a. We went at the shop to buy some fruit./ to the shop.
- b. I went at the bazaar./ to the bazaar.

- c. I asked my mother to go at my friend's house./ to my friend's house.
- d. I went on a journey at Jericho./ to Jericho.
- e. I went at my friend's house./ to my friend's house.

7. on instead of at:

- a. The driver stopped on the petrol pump./ at the petrol pump.
- b. We sat on the table./ at the table.
- c. We are standing on the door of spring./ at the door.

8. on instead of in:

- a. The bus stopped on Jericho./ in Jericho.
- b. The old man was on the car./ in the car.
- c. Some people go to their offices on their cars./ in their cars.
- d. The people were sitting on the sun./ in the sun.
- e. The man was selling fruit and vegetables on his shop./ in or at his shop.
- f. On Ali's garage we saw a man washing a car./ in Ali's garage.
- g. Some people were eating on Sameer's restaurant./ in or at Sameer's restaurant.

h. I visited my grandmother on
Jericho./ in Jericho.

i. I worked on a hotel. In a hotel.

j. I spent my last holiday on Jordan./ in Jordan.

k. I swam on the sea./ in the sea.

l. I went to help my uncle on his house./ in his house, or at his house.

m. I prayed on the mosque./ in or at the mosque.

n. I am on the third preparatory class./ in the 3rd prep. Class.

o. Her mother carried a basket on her hand./ in her hand.

9. at instead of on:

a. A man is sitting at the donkey. / on the donkey.

b. Some people are sitting at the chairs./on the chairs.

c. There was a glass of lemonade at the table./on the table.

d. The shepherd takes his sheep to feed them at the mountains./ on or in the mountains.

e. There is a lot of grass at the mountains./ on or in the mountains.

10. to instead of in:

a. I swam to the river./ in the river.

b. We swam to the Dead Sea./ in the Dead Sea.

- c. I spent my time to my filed./ in my filed.
- d. My uncle lives to Ramallah./ in Ramallah.
- e. I played tennis to the garden./ in the garden.
- f. I spent my last holiday to Jericho./in Jericho.
- g. I prayed to the mosque./ in or at the mosque.
- h. I spent my last holiday to Amman./ in Amman.
- 11. for instead of to:
- a. I went for the garden./ to the garden.
- b. I went for the north of Palestine./ to the north of Palestine.
- c. I went on a picnic for the Dead Sea./ to the Dead Sea.
- d. I went for Jericho./ to Jericho.

- 12. Miscellaneous:
- a. We sat under the sunshine. / in the sunshine.
- b. We sat in the sunshade./ under the sunshade.
- c. The old man sat in the tree./ under the tree.

- d. Some people were going on their houses./ to their houses.
- e. The plane was flying on Jericho./ over Jericho.
- f. The dog was running behind the cat./ after the cat.
- g. Water falls down of a high place./ from a high place.
- h. I am far for my country./ from my country.
- i. I played different games at the sea./ by the sea.
- j. The man is sitting over the chair/ on the chair.
- k. I live in Kalandia Airport./ near Kalandia Airport.
- l. We took the bus in Jerusalem to Jericho./ from Jerusalem.

II. B. Omission:

1. To:

- a. I shall go Ø the bus./ to the bus.
- b. I used to go Ø Jericho./ to Jericho.
- c. I was pleased to come Ø school./ to school.
- d. When I finish the secondary school I shall go Ø the university./ to the university.
- e. Last holiday I went Ø Jordan./ to Jordan.
- f. I went Ø work./ to work.

2. At:

- a. I spent my time Ø home./at home.
- b. I saw people Ø the butcher's. /at the butcher's.

3. on:

- a. We sat Ø the grass./on the grass.
- b. I went Ø a trip./ on a trip.
- c. In spring people go Ø picnics./on or for picnics.
- d. It was interesting to go Ø a trip./ on a trip.
- e. I went Ø a picnic on foot./ on a picnic or for.

4. In:

- a. When we arrived Ø Jericho we bought fruit and vegetables./ in Jericho.
 - b. I went to pray Ø Aqsa Mosque./ in or at Al Aqsa Mosque.
 - c. When I arrived Ø Jericho I swam in the sea./ arrived in Jericho.
5. of:
Some people are sitting at the side Ø the street./ of the street.
6. By:
- a. My house is surrounded Ø trees./by trees.
 - b. We went Ø car to Jericho./by car.

II.C. Addition:

1. To:
- a. I shall go to home./ go home.
- b. I go to home at half past one./ go home.
- c. I visited to Hisham Palace./ visited Hisham Palace.
- d. I went to home happily./ went home.
- e. I reached to home./reached home.
- f. I returned to home./ returned home.

2. In:
 - a. We came back in home./ came back home.
 - b. I visited in a zoo./ visited a zoo.
3. At:
 - a. I came back at home./came back home.
 - b. I went at home./ I went home.

Table III. Miscellaneous Errors in the Use of Prepositions:

III. A. Misusage:

1. Adjective + Preposition:
 - a. I like my teachers because they are very kind with us./kind to us.
 - b. I shall help people and be kind of them./ kind to them.
 - c. Spring is a good season on the people./for the people.
 - d. Winter is important in the farmers./ for the farmers.
 - e. I was very happy to my holiday./ on my holiday.
2. Verb Preposition:
 - a. I looked over the animals at home./ I looked after...

- b. I went to be a soldier to fight in my country./ fight for.
- c. I shall cure the poor with diseases./ cure of diseases.
- d. The girl paid on the icecream./ paid for the icecream.
- e. I played in the rope./ played with the rope.
- f. The ground is covered of beautiful green grass./ covered in or with.
- g. I help my brother with their lessons./ in their lessons.
- h. We were interested with it./ were interested in it.
- i. We bought a coat to my sister./ bought... for my sister.
- 3. Miscellaneous:

- a. I like reading poetry at Arabic./in Arabic.
- b. I played football for my friends./ with my friends.
- c. I went to Amman in my relatives./ with my relatives.
- d. I went to Jericho to my father./ with my father.
- e. I went to Jericho in my friends./with my friends.

- f. I played to my friends on the grass./
played with my friends.
- g. I went to my mother to Jericho./ with
my mother.
- h. I visited my uncle in my sisters and
brothers./ with them.
- i. That is all of myself./ all about
myself.
- j. I like to pick roses at many colors./
of many colors.
- k. I went to visit a friend to my
father's./ a friend of my father's.

III.B. Omission:

- 1. Live , go (with- accompanying):
a. I live Ø my father and mother./ live
with.
- b. I go Ø my friends to play near the
sea./ go with.
- 2. Listen (to):
I like to listen Ø music./ listen to music.
- 3. Fill (with):
The man filled the tank of the bus Ø petrol./ filled...
with petrol.
- 4. Of (indicating quality):

- a. My family was one of thousands Ø families that went through villages and valleys in 1948./ thousands of families.
- b. We bought two kilos Ø meat./ kilos of meat.

5. Languages (state- metaphor):
I read some stories Ø Arabic and English. / in Arabic.

III.C Addition:

- A. Unnecessary prepositions with verbs:

1. Play (to, of, on, in):
- a. I like to play to football and basketball./ play football etc.
- b. The boys are playing on the basketball./ playing basketball.
- c. The pupils were playing of the football./ playing football.
- d. Some boys were playing in football./ playing football.
- e. The boys like to play in football./ play football.
2. Help (for, to):
- a. I shall help for the poor in my country./ help the poor.

b. I help to my mother./ help my mother.

3. Verb to be (in):
I am in fifteen years old./ I am fifteen years old.

4. Return, reach, go (with):
a. We returned home with happily./ returned home happily.
b. The people go to work with happily./ go to work happily.
c. We reached home with merrily./ reached home merrily.

5. Enjoy (from , in , with):
a. I like to enjoy from the sunshine./ enjoy the sunshine.
b. I enjoyed in the trees./ enjoyed the trees.
c. I enjoyed in the film./ enjoyed the film.
d. We enjoyed with our time./ enjoyed our time.

6. Ask (with):

I asked with my father to buy some fruit./ I asked my father.

7. Visit (in):

I visited in my uncle./ visited my uncle.

8. Pick, cut (to):

- a. I picked to flowers./ picked flowers.
- b. I went to the garden to cut to the flowers./ to cut the flowers.

9. Read (in):

I read in my books./ I read my books.

B. Unnecessary Prepositions with adjectives:

- 1. We played many of games./ many games.
- 2. I am fifteen of years old./ fifteen years old.

A PPENDIX 4

A DIAGNOSTIC TEST ON THE USE OF ENGLISH PREPSITIONS 3rd.prep.class

School: _____
hours.

Time: Two

Name: _____

Date:

Choose the suitable preposition to fill in the blanks and underline it:

1.I visited ----Hisham palace.
at, in, ----, to.

2.Some people are sitting at the side ---- the street.
----, in , of , on .

3. We sat ---- the table to eat lunch.
----, on , at , to

4. I sleep ---- bed.
on , at , in.

5. I like to go ---- Amman.

in , at , to , on .

6. We went ---- a journey to the north of palestine.

at , in , on , ----.

7. The driver stopped ---- the petrol pump.

in , at , on , to .

8. We sat ---- the sunshade.

in , under , on , at.

9. We walked ---- the forest.

at , on , into , ----.

10. Salma went ---- ramallah.

in , at , for , to .

11. We took the bus ---- Jerusalem to Jericho.

in, at, from,, on.

12. I wish to return ----- to my country.

Back, ----,in.

13. ---- Friday I went to Jericho.
at , on , for , in
14. I spent nice days ----- the holiday .
in , during , at .
15. I was very happy ---- my holiday.
at , in , on , for .
16. My family was one of thousands ---- families that
went through villages and valleys in 1948.
----, of, in, with.
17. I am ---- fifteen years old.
in , for , at , -----.
18. I visited ----- my uncle.
in , with , to , -----.
19. I looked ----- the animals at home.
over , after , on , for .
20. We bought a coat ----- my sister.

for , to , of .

21. I came back ----- home.

in , ---- , to , at .

22. We went to Jericho ---- car.

---- , in , by , on .

23. The plane is flying ---- the sky .

on , in , at , into .

24. people go on journies ---- the Dead Sea.

on , at , to , in.

25. I help my father ----- work.

in , on , at , into.

26. I swam ---- the sea.

on , in , at , to.

27. The boy sat ---- the armchair.

in , on , at , over.

28. I spent my last holiday ---- Amman.

to , in , on , at .

29. I go to school ---- 7 o'clock.

on , in , for , at , ---- .

30. I played with my sister ---- the holiday.

to , in , during , at , about.

31. My aunt told us a story ---- the evening.

in , at , for , on .

32. ---- my last holiday I did many different things .

at , in , during , for .

33. We bought two kilos ---- meat.

of, with, ---- , in .

34. The people go to work ---- merrily.

-----, with , in .

35. I shall help people and be kind ---- them.

of , with , to on .

36. We were interested ---- it.

on , with , in , at.

37. I went ---- home happily.

at , in , ---- , to.

38. I spent my times ---- home.

to, at , in -----.

39. I am going to complete my studies ---- the university.

on , at , in .

40. We went to Jericho ----- the bus.

to , at , on , in.

41. Her mother carried a basket ---- her hand.

at , on , in , to.

42. A plane was flying ---- Jericho.

on , in , over , at .

43. The man is sitting ----- the chair.

over , on , at , to .

44. I enjoyed ---- the holiday.

in , at, about , to,---- .

45. We were very excited ---- the journey.

in , during , for .

46. I go ---- my friends to play near the sea.

to , ---- , with , in .

47. I shall help ---- the poor in my country.

for , to , ----.

48. I picked ---- flowers from the garden.

to , ---- , of.

49. I played football ---- my friends.

in , with , to , at .

50. When we arrived ---- Jericho we bought fruit and vegetables.

to , in , on , ----.

51. I live ---- Jerusalem.

in , at , on.

52. I saw a football match ---- the TV

at , on , in , to.

53. I am ---- the third preparatory class.

on , at , to , in .

54. I played tennis ---- the garden.

to , at , in , on.

55. I must stay at the university ---- eight years.

----, in , for , to.

56. ---- my last holiday , I went to visit my sister in Jordan.

for , in , on , at.

57. I live ---- my father and mother.

in , with , ----, to.

58. We returned home ---- happily.
with , ---- , in .

59. I want to be a soldier to fight ---- my country.

for , in , to , on .

60. That is all ---- my self.

about , of , from .

61. It is interesting to go ---- a trip.

at , on , ---- , in .

62. We went ---- the shop to buy some fruit.

to , at , on , in .

63. There was a glass of lemonade ---- the table.

at , in , on , over .

64. We live ---- Kalandia Airport.

in , on , near , to .

65. ---- the second day I went to the cinema .

on , at , in , for .

66. The man filled the tank of the bus ---- petrol.
in , of , with ,----.

67. I read ---- my books.

with , in , ---- , at .

68. I went to visit a friend ---- my father's .

to , of , at .

69. After school I work ---- the tailor's .

in , on , at .

70. We sat ---- the sunshine.

on , at , under , in .

71. We played different games ---- the sea.

on , by , at .

72. Spring begins ---- the first of March.

in , on , at , for .

73. I read some stories ---- Arabic and English.

in , ---- , at , with .

74. I shall cure the poor ---- diseases.

with , from , of , for .

75. I was pleased to come ---- school.

at , ----- , in , to .

76. I went ---- my friend's house.

at , on , in , to .

77. They went on a picnic ----- the Dead Sea.

for , to , at , in .

78. I came back ---- half past seven.

in , for , at , on .

79. I asked ---- my father to buy some fruit.

from , with , ---- , for .

80. My house is surrounded ---- trees.

of , ---- , in , by .

81. Some people go to their offices ---- their cars.

on , to , at , in .

82. I worked with my brother ---- my last holiday.

on , in , at , ---- , for .

83. I like to play ---- football and basketball.

to , with , in , on , ---- .

84. I shall come back ---- to my country.

on , in , ---- .

85. The old man sat ---- the tree.

in , on , at , under .

86. ---- the end of the journey we bought fruit .

in , during , on , at .

87. The girl paid ---- the icecream.

on , to , for , of .

88. ---- the way to Jericho we saw the Dome of the Rock.

in, at, to, on.

89. ---- the beginning of the holiday I went to Jarash .

on , at , for , in .

90. In spring people go ---- picnics.

in , ---- , on , at .

91. I woke up early ---- the morning.

at , on , ---- , to , in .

92. I like to pike roses ---- many colors.

at , in , of , with .

93. I like ---- winter.

in , at , ---- , to , about .

94. I help my father ---- the farm.

at , on , in , to .

95. Winter is a good season ---- the farmers.

for, in , on , to .

96. I looked ---- the deer.

on , at , in .

97. Some people were going ---- their houses.

on , in , at , to .

98. I like to listen ---- music.

at , in , ---- , to , of .

99. I prayed ---- Al Aqsa Mosque.

on , to , at .

100. We enjoyed ---- the film.

----, from , in , with .

APPENDIX 5

A. SCORES IN THE DIAGNOSTIC TEST

Subject	Scores	Subject	Scores	Subject	Scores	Subject	Scores
1	62	31	43	61	38	91	48
2	61	32	63	62	43	92	41
3	43	33	32	63	57	93	35
4	78	34	29	64	36	94	77
5	67	35	70	65	37	95	33
6	76	36	43	66	54	96	72
7	52	37	88	67	37	97	70
8	35	38	66	68	36	98	27
9	41	39	33	69	48	99	41
10	66	90	38	70	58	100	83
11	64	41	36	71	63	101	42
12	39	42	64	72	30	102	55
13	58	43	41	73	50	103	44
14	57	44	68	74	57	104	58
15	51	45	47	75	53	105	54
16	31	46	58	76	33	106	45
17	59	47	39	77	40	107	59
18	63	48	45	78	49	108	42
19	62	49	41	79	73	109	33
20	49	50	42	80	30	110	55
21	47	51	47	81	62	111	36

APPENDIX 5 (Con'd)

22	37	52	50	82	32	112	44
23	56	53	42	83	28	113	42
24	38	54	59	84	68	114	65
25	23	55	44	85	38	115	40
26	68	56	72	86	42	116	45
27	39	57	62	87	37	117	64
28	33	58	54	88	44	118	47
29	45	59	59	89	31	119	60
30	36	60	68	90	65	-	-
					GRAND TOTAL		5947
					MEAN		49.97

APPENDIX 5 (Con'd)

B. SCORES IN ENGLISH ACHIEVEMENT AT SCHOOLS

Subject	Scores	Subject	Scores	Subject	Scores	Subject	Scores
1	61	31	41	61	52	91	80
2	73	32	85	62	64	92	61
3	38	33	82	63	78	93	66
4	90	34	50	64	54	94	60
5	86	35	75	65	59	95	47
6	58	36	73	66	73	96	92
7	63	37	90	67	65	97	87
8	45	38	85	68	60	98	54
9	48	39	42	69	76	99	44
10	53	40	41	70	77	100	97
11	94	41	54	71	84	101	56
12	56	42	93	72	39	102	76
13	58	43	40	73	70	103	46
14	72	44	87	74	70	104	68
15	84	45	31	75	61	105	85
16	40	46	80	76	42	106	64
17	86	47	59	77	60	107	72

APPENDIX 5 (Con'd)

18	67	48	71	78	50	108	70
19	78	49	50	79	90	109	77
20	65	50	63	80	41	110	71
21	66	51	67	81	88	111	65
22	41	52	85	82	42	112	60
23	89	53	28	83	33	113	65
24	66	54	74	84	93	114	80
25	32	55	62	85	53	115	43
26	93	56	91	86	73	116	68
27	58	57	67	87	40	117	80
28	32	58	67	88	58	118	56
29	743	59	33	89	46	119	77
30	42	60	86	90	51	-	-
					GRAND TOTAL		7669
					MEAN		64.33

APPENDIX 6

ERRORS IN THE DIAGNOSTIC TEST; TYPE OF ERRORS, ERROR FREQUENCY AND PERCENTAGE

No. of Test Item	Correct Form	Type of Error incorrect- correct	Error Frequency	Error Percentage
1.	I visited <u>Ø</u> Hisham Palace.	At # Ø In “ Ø To “ Ø	8 11 34	.07 .09 .28
2.	Some people are sitting at the side <u>of</u> the street.	Ø “ Of In “ Of On “ Of	1 12 32	.01 .10 .27
3.	We sat <u>at</u> the table to eat lunch.	Ø “ At On “ At To “ At	5 61 5	.04 .51 .04
4.	I sleep <u>in</u> bed	On “ In At “ In	40 23	.33 .19
5.	I like to go <u>to</u> Amman	In “ To At “ To On “ To	19 14 4	.16 .12 .03
6.	We went <u>on</u> a journey to the north of Palestine.	At “ On In “ On Ø “ On	30 23 42	.25 .19 .35

APPENDIX 6 (Cont'd)

7.	The driver stopped <u>at</u> the petrol pump.	In On To	“ “ “	At At At	28 5 26	.23 .04 .22
8.	We sat <u>under</u> the sunshade	In On At	“ “ “	Under Under Under	13 6 8	.10 .05 .06
9.	We walked <u>into</u> the forest.	At On Ø	“ “ “	Into Into Into	21 5 7	.17 .04 .06
10.	Salma went <u>to</u> Ramallah.	In At For	“ “ “	To To To	7 5 12	.06 .04 .10
11.	We took the bus from Jerusalem <u>to</u> Jericho.	In At On	“ “ “	From From From	6 6 5	.05 .05 .04
12.	I wish to return <u>Ø</u> to my country.	In	#	Ø	8	.07
13.	<u>On</u> Friday I went to Jericho	At For In	“ “ “	On On On	15 7 36	.12 .06 .30
14.	I spent nice days <u>during</u> the holiday.	In At	“ “	During During	23 19	.09 .16
15.	I was very happy <u>on</u> my holiday.	At In For	“ “ “	On On On	7 50 42	.06 .42 .35

APPENDIX 6 (Cont'd)

16.	My family was one <u>of</u> thousands of families that went through villages and valleys in 1948.	Ø	“	Of	39	.33
		In	“	Of	5	.04
		With	“	Of	49	.41
17.	I am <u>Ø</u> fifteen years old.	In	“	Ø	18	.15
		For	“	Ø	9	.07
		At	“	Ø	23	.19
18.	I visited <u>Ø</u> my uncle.	In	“	Ø	5	.04
		With	“	Ø	31	.26
		To	“	Ø	22	.18
19.	I looked <u>after</u> the animals at home.	Over	“	After	14	.12
		On	“	After	15	.13
		For	“	After	36	.30
20.	We bought a coat <u>for</u> my sister.	To	“	For	47	.39
		Of	“	For	18	.15
21.	I came back <u>Ø</u> home.	In	“	Ø	4	.03
		To	“	Ø	25	.21
		At	“	Ø	68	.57
22.	We went to Jericho <u>by</u> car.	Ø	“	By	2	.02
		In	“	By	13	.11
		On	“	By	3	.02
23.	The plane is flying <u>in</u> the sky.	On	“	In	12	.10
		At	“	In	12	.10
		Into	“	In	42	.35

24.	People go on journeys <u>to</u> the Dead Sea.	On At In	“ “ “	To To To	10 25 6	.08 .21 .05
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APPENDIX 6 (Cont'd)

25.	I help my father <u>at</u> work.	In	#	At	56	.47
		On	"	At	14	.12
		Into	"	At	12	.10
26.	I swam <u>in</u> the sea.	On	"	In	16	.13
		At	"	In	13	.11
		To	"	In	13	.11
27.	The boy sat <u>in</u> the armchair.	On	"	In	53	.44
		At	"	In	12	.10
		Over	"	In	39	.33
28.	I spent my last holiday in Amman.	To	"	In	28	.23
		On	"	In	11	.09
		At	"	In	21	.18
29.	I go to school <u>at</u> seven o'clock.	On	"	At	2	.02
		In	"	At	4	.03
		For	"	At	2	.02
		Ø	"	At	4	.03
30.	I played with my sister <u>during</u> the holiday.	To	"	During	12	.10
		in	"	During	7	.06
		At	"	During	5	.04
		About	"	During	30	.25
31.	My aunt told us a story <u>in</u> the evening.	At	"	In	34	.28
		For	"	In	34	.28
		On	"	In	8	.07
32.	<u>During</u> my last holiday I did many different things.	At	"	During	9	.08
		In	"	During	32	.27
		For	"	During	8	.07

APPENDIX 6 (Cont'd)

33.	We bought two kilos <u>of</u> meat.	With	“	Of	16	.13
		Ø	“	Of	25	.21
		In	“	Of	2	.02
34.	The people go to work <u>Ø</u> Merrily.	With	“	Ø	28	.23
		In	“	Ø	21	.18
35.	I shall help people and be kind <u>to</u> them.	Of	“	To	37	.31
		With	“	To	59	.49
		On	“	To	1	.01
36.	We were interested <u>in</u> it.	Of	“	In	13	.11
		With	“	In	75	.63
		At	“	In	12	.10
37.	I went <u>Ø</u> home happily.	At	#	Ø	38	.32
		In	“	Ø	8	.07
		To	“	Ø	40	.34
38.	I spent my time <u>at</u> home.	To	“	At	12	.10
		In	“	At	19	.16
		Ø	“	At	8	.07
39.	I am going to complete my studies <u>at</u> the university.	On	“	At	20	.17
		In	“	At	37	.31
40.	We went to Jericho <u>on</u> the bus.	To	“	On	10	.08
		At	“	On	32	.27
		In	“	On	56	.47
41.	Her mother carried a basket <u>in</u> her hand.	At	“	In	4	.03
		On	“	In	29	.24
		To	“	In	24	.20

APPENDIX 6 (Cont'd)

42.	A plane was flying <u>over</u> Jericho.	On	“	Over	11	.09
		In	“	Over	20	.17
		At	“	Over	12	.10
43.	The man is sitting <u>on</u> the chair.	Over	“	On	11	.09
		At	“	On	9	.08
		To	“	On	5	.04
44.	I enjoyed <u>Ø</u> the holiday.	In	“	Ø	30	.25
		At	“	Ø	27	.22
		About	“	Ø	40	.34
		To	“	Ø	3	.03
45.	We were very excited <u>during</u> the journey.	In	“	During	14	.12
		For	“	During	36	.30
46.	I go <u>with</u> my friends to play near the sea.	To	“	With	35	.29
		Ø	“	With	4	.03
		In	“	With	5	.04
47.	I shall help <u>Ø</u> the poor in my country.	For	“	Ø	11	.09
		To	“	Ø	24	.20
48.	I picked <u>Ø</u> flowers from the garden.	To	“	Ø	26	.22
		Of	“	Ø	17	.14
49.	I played football <u>with</u> my friends.	In	“	With	11	.09
		To	“	With	8	.07
		At	“	With	6	.05

APPENDIX 6 (Cont'd)

50.	When we arrived <u>in</u> Jericho we bought fruit and vegetables.	To	#	In	61	.51
		On	"	In	6	.05
		Ø	"	In	32	.27
51.	I live <u>in</u> Jerusalem.	At	"	In	15	.13
		On	"	In	14	.12
52.	I saw a football match <u>on</u> the TV.	At	"	On	40	.34
		In	"	On	42	.35
		To	"	On	15	.13
53.	I am <u>in</u> the third preparatory class.	On	"	In	11	.09
		At	"	In	35	.29
		To	"	In	6	.05
54.	I played tennis <u>in</u> the garden.	To	"	In	10	.08
		At	"	In	17	.14
		On	"	In	19	.16
55.	I must stay at the university <u>for</u> eight years.	Ø	"	For	40	.34
		In	"	For	9	.07
		To	"	For	1	.01
56.	<u>On</u> my last holiday, I went to visit my sister in Jordan.	For	"	On	15	.13
		In	"	On	52	.44
		At	"	On	36	.30
57.	I live <u>with</u> my father and mother.	In	"	With	10	.08
		Ø	"	With	24	.20
		To	"	With	6	.05

58.	We returned home <u>Ø</u> happily.	With	“	Ø	19	.16
		In	“	Ø	26	.22

APPENDIX 6 (Cont'd)

59.	I want to be a soldier to fight <u>for</u> my country.	In	“	For	38	.32
		To	“	For	8	.07
		On	“	For	13	.11
60.	That is all <u>about</u> myself.	Of	“	About	15	.13
		From	“	About	50	.42
61.	It is interesting to go <u>on</u> a trip.	At	“	On	24	.20
		Ø	“	On	43	.36
		In	“	On	22	.18
62.	We went <u>to</u> the shop to buy some fruit.	At	“	To	18	.15
		On	“	To	9	.07
		In	“	To	8	.07
63.	There was a glass of lemonade <u>on</u> the table.	At	“	On	10	.08
		In	“	On	3	.03
		Over	“	On	22	.18
64.	We live <u>near</u> Kalandia Airport.	In	#	Near	22	.18
		On	”	Near	3	.03
		To	“	Near	6	.05
65.	<u>On</u> the second day I went to the cinema.	At	“	On	39	.33
		In	“	On	36	.30
		For	“	On	22	.18
66.	The man filled the tank of the bus <u>with</u> petrol.	In	“	With	8	.07
		Of	“	With	33	.28
		Ø	“	With	28	.23

67.	I read <u>Ø</u> my books.	With	“	Ø	17	.14
		In	“	Ø	52	.44
		At	“	Ø	10	.08
68.	I went to visit a friend <u>of</u> my father's.	To	“	Of	35	.29
		At	“	Of	29	.24

APPENDIX 6 (Cont'd)

69.	After school I work <u>at</u> the tailor's.	In On	“ “	At At	41 17	.34 .14
70.	We sat <u>in</u> the sunshine.	On At Under	“ “ “	In In In	6 7 92	.05 .06 .77
71.	We played different games <u>by</u> the sea.	On At	“ “	By By	29 40	.24 .34
72.	Spring begins <u>on</u> the first of March.	In At For	“ “ “	On On On	28 48 35	.23 .40 .29
73.	I read some stories <u>in</u> Arabic and English.	Ø At with	“ “ “	In In In	56 4 23	.47 .03 .19
74.	I shall cure the poor <u>of</u> disease.	With From For	“ “ “	Of Of Of	12 68 19	.10 .57 .16
75.	I was pleased to come <u>to</u> school.	At Ø In	“ “ “	To To To	45 10 4	.38 .08 .03
76.	I went <u>to</u> my friend's house.	At On In	“ “ “	To To To	9 7 5	.07 .06 .04
77.	They went on a picnic <u>to</u> the Dead Sea.	For At In	“ “ “	To To To	32 18 17	.27 .15 .14

78.	I came back <u>at</u> half past seven.	In	“	At	5	.04
		For	“	At	20	.17
		On	“	At	7	.06

APPENDIX 6 (Cont'd)

79.	I asked <u>Ø</u> my father to buy some fruit.	From	“	Ø	11	.09
		With	“	Ø	29	.24
		For	“	Ø	4	.03
80.	My house is surrounded <u>by</u> trees.	Of	“	By	10	.08
		Ø	“	By	15	.13
		In	“	By	1	.01
81.	Some people go to their offices <u>in</u> their cars.	On	“	In	24	.20
		To	“	In	18	.15
		At	“	In	16	.13
82.	I worked with my brother <u>on</u> my last holiday.	In	“	On	40	.34
		At	“	On	24	.20
		Ø	“	On	8	.07
		For	“	On	38	.32
83.	I like to play <u>Ø</u> football and basketball.	To	“	Ø	4	.03
		With	“	Ø	26	.22
		In	“	Ø	8	.07
		On	“	Ø	4	.03
84.	I shall come back <u>Ø</u> to my country.	On	“	Ø	-	-
		In	“	Ø	1	.01
85.	The old man sat <u>under</u> the tree.	In	“	Under	5	.04
		On	“	Under	4	.03
		At	“	Under	4	.03

86.	<u>At</u> the end of the journey we bought fruit.	In	“	At	26	.22
		During	“	At	50	.42
		On	“	At	3	.03

APPENDIX 6 (Cont'd)

87.	The girl paid <u>for</u> the icecream.	On	“	For	6	.05
		To	“	For	21	.18
		Of	“	For	35	.29
88.	<u>On</u> the way to Jericho we saw the Dome of the Rock.	In	“	On	40	.34
		At	“	On	33	.28
		To	“	On	4	.03
89.	<u>At</u> the beginning of the holiday I went to Jarash.	On	#	At	23	.19
		For	“	At	22	.18
		In	“	At	28	.23
90.	In spring people go <u>on</u> picnics.	In	“	On	9	.07
		Ø	“	On	50	.42
		At	“	On	33	.28
91.	I woke up early <u>in</u> the morning.	At	“	In	20	.17
		On	“	In	9	.07
		Ø	“	In	7	.06
		To	“	In	12	.10
92.	I like to pick roses <u>of</u> many colors.	At	“	Of	6	.05
		In	“	Of	8	.07
		With	“	Of	64	.54
93.	I like <u>Ø</u> winter.	In	“	Ø	10	.08
		At	“	Ø	5	.04
		To	“	Ø	4	.03
		About	“	Ø	19	.16
94.	I help my father <u>on</u> the farm.	At	“	On	29	.24
		In	“	On	59	.49
		To	“	On	17	.14
95.	Winter is a good season <u>for</u> the farmers.	In	“	For	9	.07
		On	“	For	5	.04
		To	“	For	20	.17
96.	I looked <u>at</u> the deer.	On	“	At	12	.10
		In	“	At	10	.08

APPENDIX 6 (Cont'd)

97.	Some people were going <u>to</u> their houses.	On	“	To	6	.05
		In	“	To	7	.06
		At	“	To	10	.08
98.	I like to listen <u>to</u> music.	At	“	To	24	.20
		In	“	To	5	.04
		Ø	“	To	42	.35
		Of	”	To	17	.14
99.	I prayed <u>at</u> Al Aqsa Mosque.	On	“	At	25	.21
		To	“	At	27	.23
100.	We enjoyed <u>Ø</u> the film.	From	“	Ø	48	.40
		In	“	Ø	15	.13
		With	“	Ø	29	.24
		TOTAL			289	

APPENDIX 7

COMMON ERRORS IN THE DIAGNOSTIC TEST: CAUSE OF ERROR, ERROR FREQUENCY AND ERROR PERCENTAGE

PREPOSITIONS DENOTING TIME								
2.2.		2.1.1. Misusage						
SER. No.	CORRECT FORM	Type of Error			Cause of Error		Error Frequency	Error Percentage
					MT Int.	L.Pr ob		
1.	Spring begins <u>on</u> the first of March.	In	#	On	X	-	28	.23
		At	“	On	X	-	48	.40
		For	“	On	-	X	35	.29
2.	<u>On</u> Friday I went to Jericho	In	“	On	X	-	36	.30
3.	<u>On</u> my last holiday, I went to visit my sister in Jordan.	In	“	On	X	-	52	.44
		At	“	On	X	-	36	.30
4.	<u>On</u> the second day I went to the cinema.	At	“	On	X	-	39	.33
		In	“	On	X	-	36	.30
5.	My aunt told us a story <u>in</u> the evening.	At	“	In	X	-	34	.28
		For	“	In	-	X	34	.28
6.	We were very excited <u>during</u> the Journey.	For	“	during	-	X	36	.30
7.	<u>At</u> the end of the journey we bought fruit.	In	“	At	X	-	26	.22
		During	“	At	X	-	50	.42
8.	<u>At</u> the beginning of the holiday I went to Jarash.	In	“	At	X	-	28	.23

APPENDIX 7 (Cont'd)

9.	<u>During</u> my last holiday I did many different things.	In “ during	X	-	32	.27
10.	I was very happy <u>on</u> my holiday.	In # On For “ On	X -	- X	50 42	.42 .35
11.	I worked with my brother <u>on</u> my last holiday.	In “ On At “ On For “ On	X X -	- - X	40 24 38	.34 .20 .32
12.	I played with my sister <u>during</u> the holiday.	About “ during	-	X	30	.25
	TOTAL	21	15	6	774	

2.1. PREPOSITIONS DENOTING TIME						
2.1.2. Omission						
1.	I must stay at the university <u>for</u> eight years.	Ø “ For	X	-	40	.34
	TOTAL	1	1	-	40	

2.1. PREPOSITIONS DENOTING TIME						
2.1.3. Addition						
1.	I enjoyed Ø the holiday.	In “ Ø At “ Ø About “ Ø	X X -	- - X	30 27 40	.25 .23 .34
	TOTAL	3	2	1	97	
	GRAND TOTAL	25	18	7	911	

Appendix 7 (Cont'd)

2.2. PREPOSITIONS DENOTING SPACE:						
2.2.1. Misusage						
SER. No.	CORRECT FORM	Type of Error	Cause of Error		Error Freque-ncy	Error Percentage
			MT Int.	L.Prob		
1.	The plane is flying <u>in</u> the sky.	Into # In	X	-	42	.35
2.	I sleep <u>in</u> bed.	On “ In	X	-	40	.33

3.	After school I work <u>at</u> the tailor's.	In “ At X - 41 .34
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Appendix 7 (Cont'd)

4.	I am going to complete my studies <u>at</u> the university.	In	“	At	X	-	37	.31
5.	People go on journeys <u>to</u> the Dead Sea.	At	“	To	-	X	25	.21
6.	I help my father <u>on</u> the farm.	At	“	On	X	-	29	.24
		In	“	On	X	-	59	.49
7.	<u>On</u> the way to Jericho we saw the Dome of the Rock.	In	“	On	X	-	40	.34
		At	“	On	X	-	33	.28
8.	I saw a football match <u>on</u> the TV.	At	“”	On	X	-	40	.34
		In		On	X	-	42	.35
9.	We went to Jericho <u>on</u> the bus.	At	“	On	X	-	32	.27
		In	“	On	X	-	56	.47
10.	We went <u>on</u> a journey to the north of Palestine.	At	“	On	X	-	30	.25
11.	I help my father <u>at</u> work.	In	“	At	X	-	56	.47
12.	We sat <u>in</u> the sunshine.	Und er	“	In	X	-	92	.77
13.	The driver stopped <u>at</u> the petrol pump.	In	“	At	X	-	28	.23
		On	“	At	-	X	26	.22
14.	Some people go to their offices <u>in</u> their cars.	On	#	In	-	X	24	.20

Appendix 7 (Cont'd)

15.	Her mother carried a basket in her hand.	On	“	In	X	-	29	.24
		To	“	In	-	X	24	.20
16.	I am <u>in</u> the third preparatory class.	At	“	In	X	-	35	.29
17.	The boy sat <u>in</u> the armchair.	On	“	In	X	-	53	.44
		Over	“	In	X	-	39	.33
18.	I prayed <u>at</u> Al Aqsa Mosque.	On	“	At	-	X	25	.21
		To	“	At	-	X	27	.23
19.	I spent my last, holiday <u>in</u> Amman.	To	“	In	-	X	28	.23
20.	We played different games <u>by</u> the sea.	On	“	By	X	-	29	.24
		At	“	By	X	-	40	.34
21.	They went on a picnic <u>to</u> the Dead Sea.	For	“	To	-	X	32	.27
22.	When we arrived <u>in</u> Jericho we bought fruit.	To	“	In	X	-	61	.51
23.	Some people are sitting at the side <u>of</u> the street.	On	“	Of	-	X	32	.27
24.	I was pleased to come to school.	At	“	To	-	X	45	.38
25.	We sat <u>at</u> the table to eat lunch.	On	“	At	X	-	61	.51
26.	In Spring people go <u>on</u> picnics.	At	“	On	X	-	33	.28
27.	It is interesting to go <u>on</u> a trip.	At	#	On	X	-	24	.36
TOTAL		36			26	10	1389	

Appendix 7 (Cont'd)

2.2. PREPOSITIONS DENOTING SPACE:								
2.2.2. Omission								
1.	We went <u>on</u> a journey to the north of Palestine.	Ø	“	On	X	-	42	.35
2.	When we arrived <u>in</u> Jericho we bought fruit and vegetables.	Ø	“	In	X	-	32	.27
3.	In Spring people go <u>on</u> picnics.	Ø	“	On	X	-	50	.42
4.	It is interesting to go <u>on</u> a trip.	Ø	“	On	X	-	43	.36
TOTAL		4		4		-	167	

2.2. PREPOSITIONS DENOTING SPACE:							
2.2.3. Addition							
1.	I visited <u>Ø</u> Hisham Palace.	To “ Ø	-	X	34	.28	
2.	I came back <u>Ø</u> home.	To “ Ø At “ Ø	X -		- X	25 68	.21 .57
3.	I went <u>Ø</u> home happily.	At “ Ø To “ Ø	- X		X -	38 40	.32 .34
	TOTAL	5	2	3	205		

	GRAND TOTAL	45	32	13	1761	
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Appendix 7 (Cont'd)

<p style="text-align: center;">2.3.. MISCELLANEOUS PREPOSITIONS 2.3.1. Misusage</p>								
1.	I shall help people and be kind <u>to</u> them.	Of With	# “	To To	- X	X -	37 59	.31 .49
2.	I looked <u>after</u> the animals at home.	For	“	After	-	X	36	.30
3.	I want to be a soldier to fight <u>for</u> my country.	In	“	For	-	X	38	.32
4.	I shall cure the poor <u>of</u> diseases.	From	“	Of	X	-	68	.57
5.	The girl paid <u>for</u> the icecream.	Of	“	For	-	X	35	.29
6.	We were interested <u>in</u> it.	With	“	In	X	-	75	.63
7.	We bought a coat <u>for</u> my sister.	To	“	For	X	-	47	.39
8.	I like to pick roses <u>of</u> many colors.	With	“	Of	X	-	64	.54

Appendix 7 (Cont'd)

9.	I went to visit a friend <u>of</u> my father's.	To	“	Of	X	-	35	.29
		At	“	Of	-	X	29	.24
10.	That is all <u>about</u> myself.	From	“	About	-	X	50	.42
11.	I go <u>with</u> my friends to play near the sea.	To	“	With	-	X	35	.29
12.	I like to listen <u>to</u> music.	At	“	To	-	X	24	.20
13.	My family was one of thousands <u>of</u> families that went through villages and valleys in 1948.	With	#	OF	-	X	49	.41
	TOTAL	15			6	9	681	

Appendix 7 (Cont'd)

2.3. MISCELLANEOUS PREPOSITIONS:						
2.3.2. Omission						
1.	I live <u>with</u> my father and mother.	Ø “ With	-	X	24	.20
2.	I like to listen <u>to</u> music.	Ø “ To	X	-	42	.35
3.	The man filled the engine of the bus <u>with</u> petrol.	Ø “ With	X	-	28	.23
4.	My family was one of thousands <u>of</u> families that went through villages and valleys in 1948.	Ø “ Of	X	-	39	.33
5.	We bought two kilos <u>of</u> meat.	Ø “ Of	X	-	25	.21
6.	I read some stories <u>in</u> Arabic and English.	Ø “ In	X	-	56	.47
	TOTAL	6	5	1	214	

Appendix 7 (Cont'd)

2.3. MISCELLANEOUS PREPOSITIONS						
2.3.3. Addition						
1.	I like to play <u>Ø</u> football and basketball.	With “ Ø	-	X	26	.22
2.	I shall help <u>Ø</u> the poor in my country.	To # Ø	-	X	24	.20
3.	We returned home <u>Ø</u> happily.	In “ Ø	X	-	26	.22
4.	The people go to work <u>Ø</u> merrily.	With “ Ø	X	-	28	.23
5.	We enjoyed <u>Ø</u> the film.	From “ Ø	X	-	48	.40
		With “ Ø	X	-	29	.24
6.	I asked <u>Ø</u> my father to buy some fruit.	With “ Ø	-	X	29	.24
7.	I visited <u>Ø</u> my uncle.	With “ Ø	-	X	31.	.26
8.	I read <u>Ø</u> my books.	In “ Ø	X	-	52	.44
9.	I picked <u>Ø</u> flowers from the garden.	To “ Ø	-	X	26	.22
	TOTAL	10	5	5	319	
	GRAND TOTAL	31	16	15	1214	

APPENDIX 8

PREPOSITIONS ARRANGED ACCORDING TO THE NUMBER OF OCCURRENCES OF ERRORS

No	Preposi- -tion	Replaced by	Time	Space	Miscellane- ous	Total	Percent
1.	In	On	6	4	-	10	
		At	2	4	-	6	
		During	1	-	-	1	
		Ø	1	-	2	3	
		For	-	-	1	1	
						21	
							20.8
2.	At	On	4	7	-	11	
		In	1	1	-	2	
		Ø	1	2	-	3	
		To	-	2	1	3	
		By	-	1	-	1	
		Of	-	-	1	1	
						21	20.8
3.	To	At	-	2	-	2	
		In	-	3	-	3	
		For	-	-	1	1	
		Of	-	-	1	1	
		With	-	-	1	1	
		Ø	-	3	2	5	
						13	12.9
4.	Ø	For	1	-	-	1	
		On	-	3	-	3	
		In	-	1	1	2	
		With	-	-	2	2	
		To	-	-	1	1	
		Of	-	-	2	2	

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Appendix 8 (Cont'd)

5.	With	To In Of Ø	- - - -	- - - -	1 1 2 5	1 1 2 5	
			9	8.9			
6.	On	In By Of At	- - - -	4 1 1 2	- - - -	4 1 1 2	
			8	7.9			
7.	For	On In During To After	3 1 1 - -	- - - 1 -	- - - - 1	3 1 1 1 1	
			7	6.9			
8.	From	Of About Ø	- - -	- - -	1 1 1	1 1 1	
			3	3			
9.	Of	To For	- -	- -	1 1	1 1	
			2	2			
10.	About	Ø During	1 1	- -	- -	1 1	
			2	2			

Appendix 8 (Cont'd)

11.	During	At	1	-	-	1	3.9
12.	Into	In	-	1	-	1	
13.	Under	In	-	1	-	1	
14.	Over	In	-	1	-	1	
						4	
	Total		25	45	31	101	100%
	Total Percentage:		24%	44.6%	30.7%	100%	

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