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Second-Year Master Students' Mastery of the Properties of Adjectival and Verbal Dependent Prepositions: The Case of Master Two Students of English at Mila university Centre

A Thesis Submitted in Partial Fulfillment for the Requirements of the Master's Degree in

Didactics of Foreign Languages

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Dedication

To the memory of my super family, to my father Mr. Bellara Larbi,

the person number one who deserves to be lavishly thanked for what I am today;

your support, love, help, encouragement, faith and continuous care are all incomparably

sincere. I could never have done this without you. I thank you for teaching me to believe in

myself, in God and in my dreams. You helped me find light when it was far

away. Thank you for giving me the sky when I was asking for only one star.

I had promised you to make my mother proud by achieving

this academic goal, and I hope that I have fulfilled

that promise, I wish she were still alive to share

the celebration of this

success.

Amina Bellara

Dedication

Firstly, I dedicate this work to my sweetheart mother "Dalila" to whom I'm truly grateful for having her as a truly faithful, incredibly supportive companion in this life. She has always loved me unconditionally; her good examples taught me to work hard for the things that I aspire to achieve and because of her I have learned to pursue my dreams and without her I would not have been able to accomplish my master thesis.

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Lastly, I dedicate this work to my mother in law "mama Naima" and my father in law "Abdessalam", and to my sisters and brothers in law.

Thank you all I love you...

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Abstract

There seems to be a fundamental agreement amongst all those who have dealt with the English language in the Arab world that understanding the right use of English prepositions by Arab learners of English as a foreign language is a hard task. English prepositions are difficult components of virtually every language since they cannot be readily translated or logically explained, and they work differently in every single language. The present thesis consists of three chapters which aim at investigating second-year master students' degree of proficiency in using verbal and adjectival dependent prepositions in their unplanned written or oral performance, and to what extent they pay their attention to the using of those prepositions. Furthermore, this work will show what are the reasons that may influence the students' use of prepositions and what are the sources behind their success or their failure in using adjectival and verbal dependent prepositions. Moreover, a number of questions have been raised: Do master-two students master the use of English verbal and adjectival dependent prepositions? Do they have the sufficient knowledge to use those grammatical tools correctly in their oral performances and writings? What are the factors that may influence the students' acquisition of those prepositions? It is hypothesized that not all the students master the use of the English prepositions and this is due to the influence of their mother tongue, the lack of practices and the lack of prepositions lessons. For the purpose of examining our hypothesis, a test has been given to second-year master students in Mila university, in addition to a questionnaire to the same students and another one to some of their teachers. After examining the data collected, the hypothesis was confirmed, second year master students do not master the use of verbal and adjectival dependent prepositions.

Key Words: Mastery, properties, proficiency, second-year master students, adjectival dependent prepositions, verbal dependent preposition.

List of Abbreviations

L1: First language.

L2: Second language.

FL: Foreign language.

CA: Contrastive Analysis.

EA: Error Analysis.

NL: Native language.

TL: Target language.

EFL; English as a Foreign Language.

SLA: Second Language Acquisition.

PP: Prepositional Phrase.

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General Introduction

1. Statement of the Problem

An increasingly growing number of people can speak foreign languages fluently, but very few of them can speak it accurately. Grammar is the backbone of any language and without it, meaning is totally lost. It provides us with the structures by virtue of which we are able to organize our ideas and messages. Grammar is just like death, because it is one of the few language areas about which students seem to have the limited degree of certainty. English as Foreign Language students should be able to recognize grammar rules and speak grammatically correct sentences in order to become wholly successful language users. One component that appears to give rise to a great deal of confusion to English students is the correct usage of verbal and adjectival dependent prepositions.

Prepositions are limited in number, but they are very important because they act as vital markers to the structure of sentences. Students find it very difficult to use these prepositions correctly, and they face a lot of problems while using them because most prepositions especially the common ones have different functions. And there is a no logical way of deciding which preposition goes with which particular adjective or verb.

2. Aim of the Study

This research aims to test the proficiency of second year master students in using the dependent adjectival and verbal prepositions , and how correctly they use them in their speech and writing .This study also draws the attention of those students to the importance of these prepositions, what type of errors they commit when they use English prepositions and what are the reasons behind those errors.

3. Research Questions

    1. Do second year master student master the use of English verbal and adjectival dependent prepositions?

    2. What type of difficulties they face when using that type of prepositions?

    3. What are the reasons behind the students' failure in using those prepositions?

4. Research Hypotheses

    If second year master students fail in using English adjectival and verbal dependent prepositions, it's due to their mother tongue interference and the lack of practices.

5. Significance of the Study

    It is hoped that this study will give meaningful information for EFL students at the university level in terms of how they could learn English in an interesting way and how they improve their achievement in mastering the English prepositions especially adjectival and verbal dependent prepositions. Moreover, students can have an idea about the errors that they commit, their reasons, their sources and how to get rid of those type of errors.

    This study also is expected to be beneficial for university English teachers to know the errors made by their students on using English adjectival and verbal dependent prepositions and to know how to develop various techniques to teach English prepositions.

6. Means of Research

    To meet the research aims, we will employ two tools of research, the first one is a test in order to measure the proficiency of the students in using verbal and adjectival prepositions. The second one is a questionnaire which was distributed to 30 second year

master students to identify the students' attitudes toward these prepositions, and another questionnaire is submitted to some of their teachers at the same department.

7. The Sample

The test and the questionnaire upon which our study is based are directed to 30 students chosen randomly from a population of English second year master students at the foreign languages department at University center of Mila. The tested students are all native speakers of Arabic. They are chosen in this research because they are supposed to have reached a certain level of proficiency in English. Consequently, they can manipulate the English grammatical structure. The other questionnaire is submitted to 15 teachers who teach or have taught the English second-year master students at the university center of Mila.

8. Structure of the Study

This piece of research is divided into two main parts: a descriptive part which includes two chapters about the related literature, and an empirical part which consists of one Chapter. The first chapter represents a literature review and previous studies including the English and the Arabic prepositional systems and the differences between them, and the second chapter includes theories which study the errors committed by students. Whereas the last chapter represents the methodology of this research and the analysis of the data collected through the questionnaires and the students' test, it also contains the summery and the findings in addition to the recommendations of the study.

Chapter One: The Verbal and Adjectival Dependent Prepositions in English and Arabic Language.

Introduction

One of the unique features that cause much confusion and many problems to EFL students is the complexity of prepositions. It is a great pleasure for EFL teachers to have in their classes students who speak and write a correct English.

In fact, there is some kind of agreement among those who have dealt with this linguistic area, that prepositions, like the rest of all the other parts of speech, are not fully understood. Lorincz and Gordon (2012, p. 1) argue that: "prepositions are notoriously difficult for English language learners to master due to the sheer number and their polysemous nature."

Actually, this chapter will provide a brief survey of the English prepositional system including different linguists definitions of the English prepositions, the classification of English prepositions, the definition of dependent prepositions and the lists of the most common adjectival and verbal dependent prepositions, as well as cases where these prepositions can be deleted from the contexts.

This chapter also includes a review of the acquisition approach and how English prepositions are acquired by EFL students and what the approaches are of this level of acquisitions. In addition to that, the chapter also contains a brief comparison between the Arabic and English prepositional system to determine the difficulties that EFL students may face when they use the dependent prepositions and the effect of the mother tongue on acquiring and using the English prepositions by Arabic EFL students. The researchers of this work believe that a general view of how the English dependent prepositions function, will be beneficial for the EFL students who will read this piece of work.

1.1. Previous Studies

Prepositions are one of the most important issues that grammarians try to study over the years. some previous studies which have a relation with this study "student's mastery of properties of adjectival and verbal dependent prepositions" was found:

"The Arab EFL Student's Errors in The Use Of Prepositions" is a study which wrote by "Thainh" in 2010. The aim behind this study was to find the type of errors that Jordanian first, second- and third-year university EFL students made in using prepositions. The researcher has found that 162 made 229 errors in writing, and most the errors pertained to the substitution of prepositions or on the use of the incorrect preposition. They also found that the most difficult prepositions produced by the students as stated in the table below: (basic on the findings of that research).

Table 01: **Number of Errors that Students Made.**

The preposition	Number of errors
By	324
In	259
On	221
To	220
With	206
Of	203
From	181
For	163

The second study is "Errors Analysis on the use of prepositions in students' writing" written by "Anjayoni" in 2016. The aim of this study was to identify and explain the most frequent errors made by eleventh grade students of SMA Negri 9 Smarang in writing. The main focus was on prepositions. The result showed that there were 117 incorrect usages of prepositions, and the most dominant errors related to the use of prepositions of place. Those errors were probably attributed to the interlanguage transfer.

Another study into the acquisition of prepositions was "Common Errors In The Use Of English Prepositions In The Written work Of UNRWA Cycle In The Jerusolem Area" by Zeineb and Salam Habashi in Birzeit university in 1982. The study was conducted on 120 subjects, each were taken from the third preparatory students of UNRWA boys and girls schools in Jerusalem area. The results showed that there was a distinction between errors made due to the mother tongue interference and others made because of other factors. The majority of errors were attributed to the interference of the mother tongue rather than other factors.

The relation between the previous studies and the present study is that all studies aim to test the EFL students' proficiency in using prepositions and how well they master prepositions in their communication and what are the reasons behind the wrong use of prepositions.

1.2. Some Definitions of Prepositions

Historically, the word preposition is of Latin origins from the word "prepositio" which consists of "pre" which means before, and "positio" which means position. Curme in 1931 (p. 561) said that this Latin word gives at least one function of the preposition functions that are situated before nouns to form a prepositional phrase.

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Some English grammarians such as Sledd (1959) did not argue that prepositions are the appropriate name for this class of words, because this name just refers to one function neglecting the other functions of prepositions.

Robert claims that prepositions should not be defined syntactically; forms used as prepositions can occur as other parts of speech .He states that: "A preposition is a word which relates a substantive , it's object, to some other word in the sentence; the preposition and it's object constitute a prepositional phrase (pp), which modifies the word to which the object is related." (Roberts,1954, p. 22)

In fact, prepositions are traditionally defined as words which signify no meaning without the help of other words. Harris goes further and cites: "A preposition is a part of speech devoid itself of signification; but so formed as to unite two words that are significant and that refuse to coalesce or unite themselves." (Harris, 1951, p. 253)

Huddleston and Pullum (2002) argued that the most common function of prepositions is to talk about the place or position and directions. However, it is not always the case that prepositions are used to talk about locations only but can be used also to talk about abstract and temporal tenses. In the most general terms, a preposition shows the relation between two entities, one represented by the prepositional compliment; the other by another compliment of the sentence.

Prepositions are short words used to link nouns, pronouns, or phrases to other words in the sentence. According to Huddleston: "a preposition is a word that indicates a relation between the noun or pronoun, it governs, and another word which verb may be, adjective, another noun or pronoun." (1984, p. 336)

1.3. Classification of Prepositions

A preposition can be viewed from different angles, formal, functional, semantic and position.

1.3.1. Formal:

Grammarians such us Heaton (1965), Sweet (1960) do not disagree about the classification of prepositions due to their morphemic structure. In general, English prepositions are simple such us: to, by, or complex/compound such as in front of, out of, etc..….

Francis (1956) classified the simple prepositions morphologically:

1. One syllable prepositions: in, by, to

2. Two-syllable prepositions: about, above

3. Ing- prepositions: during, regarding

On the other hand, complex prepositions fall into the following categories (Quirk, 1973, p. 301).

1. Adverb+ preposition: as for, as to, away from, out of ….

2. Conjunction +preposition: but for….

3. Verb +preposition: aware of ….

4. Adjective +preposition: good at ….

5. Preposition+ noun+ prepositions: instead of, in comparison with ……

Other grammarians classified prepositions into other types. Francis

(1956, p. 306) classified prepositions into simple, double and phrasal. Wood in 1957 classified prepositions into proper, compound and pseudo prepositions For him, every group of words are not prepositions but they have prepositional force or function in certain structure.

1.3.2. Function of Preposition

According to Abdul Rahman (1990, p. 56), to know what every single word means in any linguistic context is hard, and this is particularly true for prepositions since they are words of relation and they cannot function alone. Preposition form a grammatical unit, the word or words following it, this unit is called "prepositional phrase" which can be single (NP) e.g. I work in this company.

Prepositional phrase can do the work of:

1. Noun phrase: e.g.; I am referring to **before the world war**.
2. Adjectival phrase: e.g.; the book **on the table** is mine. The (PP) qualifies the word "book".
3. Adverbial phrase: a (PP) in here may refers to:

   ✓ Time: e.g. the party will be **on Monday.**

   ✓ Place: e.g. they live **in Algeria.**

   ✓ Manners: e.g. He wrote a letter **with care.**

   ✓ Degree: e.g.; the party will be **on Sunday.**

   ✓ Traller **by two inches**.

   ✓ Result: e.g. he worked himself **to death.**

   ✓ Condition: e.g. you cannot do it **without me.**

   ✓ Concession: e.g. I will do it despite of **your trying to stop me.**

   ✓ Purpose: e.g. I work **for grades.**

   ✓ Agency: e.g. the latter was written **by me.**

- ✓ Instrumentality: e.g. he went home **by bus.**

- ✓ Means: e.g. He got rich **of dishonesty.**

- ✓ Association: e.g. I can work **with you.**

- ✓ Cause: e.g. He died **of fever.**

4. Adjunct: e.g. people were singing on the bus.

5. Disjunct: e.g.**to my surprise**, the doctor phoned.

6. Conjunct: e.g. **on the other hand**, he made no attempt to help the victims.

7. Complementation of a verb: e.g. we depend **on you.**

8. Complementation of an adjective: e.g. I am sorry **for your lost.**

1.3.3. Preposition Viewed Semantically

Semantically, preposition can be seen as a word without any meaning. In fact, it cannot be seen as having no meaning, nor determining a meaning. The use of one preposition instead of another can change the whole meaning of the context. Bennet (1975, p. 4-5) said that a preposition may or may not have the same meaning in two different contexts.

E.g.1 she was sitting by the fire.

E.g.2 she was setting by the window.

Or: E.g.1; return it to me by Monday.

E.g.2; he travelled by bus.

In fact, to identify prepositions completely, it is not enough to just describe the lexical meaning. The dictionaries can define prepositions in term of the preposition which can replace for it in different contexts, but they do not identify what the preposition denotes. Clack (1958, p. 421) confirmed this fact, by viewing that the treatment of prepositions and their meaning has to be as a system of relation and the preposition should derive its meaning from its relation to other words in the context.

The meanings expressed by preposition are different, but they can be classified under three types: space (including place), time, other abstract relations (such as quantity, manner and cause…etc.). All of these classes are often expressed by one preposition.

1.3.4. Position of Preposition

A preposition is normally placed before the noun concerned, but sometimes it follows the verb e.g.; I went into the room. When the verb takes a direct object, the preposition comes after the direct object and directly comes before it's object noun e.g.; He asked me for the cat.

English grammarians who were influenced by the Latin grammar, argued that a preposition should precede the noun and should never be placed at the end of the sentence. In fact, this idea has no grammarian support and may lead to error construction (Heaton, 1965, p. 134).. According to wood (1967, p. 86), the end position is normally accepted for the prepositions in the following cases:

1. When a preposition adheres to an interrogative word as part of its object, e.g.; which room shall we sleep in?

2. With combination of the type of "make fun of" where the group consists of verb +object +preposition has the force of a compound transitive verb. e.g.; who are you making fun of now?

3. After an adjective, adverb, participles to which the preposition and its object form an adjunct.eg; who did you sit next to?

4. When the preposition forms a close group with an adverb end position of the adverb means also the end position of the associated preposition, e.g.; Which picture did we get up to?

5. In set phrases like "in aid of".

6. When the preposition is used to function of and adjective. Such as "after" in meaning of "in search of".

7. When the sentence is started by an interrogative adverb like "where".

1.4. Dependent Prepositions

In the English language, there are many verbs, nouns and adjectives which are followed by specific prepositions. These prepositions are called dependent ones because their choice depends on particular words and their meanings.

1.4.1. Verbal Dependent Prepositions

Certain verbs require prepositions in order to be linked to their sentence's "object". These combinations known as prepositional verbs, allow the prepositions to act as necessary links between verbs and nouns and gerunds. the table below shows the most common verbal dependent preposition the table is retrieved from the English verbs + prepositions dictionary (2012).

Table 02: prepositions + verbs

The prepositions	Some verbs
For	Account, apologize, apply, ask, blame, care, arrest, be annoyed (for something),be famous, be known, be prepared, be responsible, be thankful, charge(someone for something),congratulate, exchange, fight, grieve, hope, long, pay, punish, search, scold, stand, substitute, vote, wait, thank, work, yearn.
Of	Accuse, approve, be afraid, be aware, be envious, be found, be frightened, be innocent(of something), be made, be

	proud, be scared, consist, cure, disapprove, dream, get rid, hear, suspect, take advantage, take care, think.
To	Adapt, add, agree(to do something), apologize(to someone for something), be accustomed, be committed, be connected, be engaged(to someone), devoted ,be dedicated, be exposed , be engaged, grateful(to someone for something), be married, be opposed, be polite, be relevant, belong, complain(to someone about something),confess, contribute(to something), convince(someone to something), forget, get used, happen, hope , invite, lend, listen, look forward, matter, object, prefer(something to something),react, reply, speak, subscribe, travel, write,
On	Agree (on a topic), based,comment,concentrate, compliment(someone on someone), congratulate, count, decide, depend, elaborate(on something), experiment, harp, insist, plan, rely,
With	Argue(with someone on something), be angry 'with someone for something),be annoyed (with someone for something), be associated, be blessed, be bored, be cluttered (with something); be connected, be content, be done(with something), be equipped(with something), be faced(with a problem), be familiar, be filled, be finished, be involved ,be patient(with someone), be pleased, be satisfied, charge(someone with something),communicate(with

	someone), complete, confuse, cope, deal, disagree, fight, help(someone with something), interfere, meet, present, quarrel(with someone), speak(with someone), talk(with someone).
About	Ask(about someone), be anxious, concerned, be excited, be happy, boast, care, complain, fight(about something), forget, grumble, hear, joke, laugh(about a situation), learn, speak(about something), warn, warry, yap.
At	Arrive, be angry, be annoyed, gaze, glare, laugh (at a person), look, shout, stare.
From	Be made, borrow(something from someone), come, derive, differ, discourage(someone from something), distinct, escape, exclude(someone from something), expel, get back, graduate, hear(from someone), hide, prevent(someone from going something), prohibit(someone from doing something), protect ,rescue, stem, suffer.
Against	Decide, discriminate, vote.
In	Arrive, be dressed, be engaged (in something), be interested (in something or someone), be involved (In something), believe, interfere (in something), invest, participate (in something), result, specialize.
By	Be frightened.

1.4.1. Adjectival Dependent Prepositions

Many adjectives also can be combined with some dependent prepositions to appear together in idiomatic phrase. E.g.; It is very kind of you to help me.

The coming table shows the relation between some adjectives and some prepositions (retrieved from the article of "First Cambridge Series Use of English Dependent Prepositions").

Table 03: **Prepositions + Adjectives**

Of	Abreast, afraid, aware, capable, composed, conscious, convinced, envious, fond, guilty, made, proud, scared, terrified, jealous, innocent, nice, rude, kind, silly, intelligent, clever, stupid, good.
To	Accustomed, addicted, adjacent, afraid, dedicated, close, committed, devoted, limited, engaged, equivalent, exposed, married, opposed, polite, faithful, friendly, related, relevant, connected, contrary, grateful, used, useful,
From	Absent, divorced, exhausted, gone, made, protected, tired,
With	Acquainted; annoyed, associated, cluttered, compatible, confronted, disappointed, done, equipped, filled, finished, friendly, furnished, patient, pleased, consistent, content, coordinated, covered, crowded, satisfied, upset,
About,	Concerned, excited, worried,
For	Known, prepared, qualified, remembered, responsible, suitable, famous, sorry, responsible,

At	Angry, surprised, choked, amazed, astonished, good, bad brilliant, excellent, hopeless

1.5. Omission of Prepositions

Prepositions are the biggest small words in English, because they are small words, but they have a huge massive importance in the world of grammar and in the meaning of the contexts. One preposition can make a huge difference in the meaning of the utterances. So, EFL students need to know how to use them correctly. Although, prepositions are very important, but as the other parts of speech they can be omitted in certain contexts. Sometimes the omission of prepositions leads to ambiguity, but there are some cases where the omission of prepositions is useful because they effect the meaning negatively and make an incorrect grammatical utterance.

According to Abdul Rahman (1990, p. 77) in his doctoral thesis, the cases in which prepositions may be omitted are numerous; as it mentioned in When transitive verbs are converted into transitive through the absorption of the preposition with which they are construed, the preposition can be omitted.

E.g. They enter into the school.

They enter the school.

1. When a nominal becomes the subject of a verb, it loses its preposition.

E.g. The death of the mother

The mother died.

Fillmore (1959, p. 368) states that: "whenever the object of a preposition is made subject, it loses its preposition."

E.g. Bees swarm in the garden.

The garden swarms with bees.

2. It is obligatory to delete the preposition "to" when we use the word "home".

E.g. They are back home.

And not: They are back to home.

3. In the "wh " questions the preposition should not appear.

E.g. Where is the book?

And never: Where is the book on. In contrast, the preposition should not be deleted in "yes" or "no" questions.

1.6. The Process of Learning and Acquisition

Second language acquisition or learning is a process by which people learn a second language, "Second language acquisition (SLA) or the learning of a language other than the mother tongue, can be either through formal teaching, or it can take place through exposure to the use of the language." (Gass & Selinker, 2001).

Learning can be influenced by factors like complexity and abstractness of the language, "While engaged in meaning-focused lessons, it was found that focus on form-assisted learning improved linguistic accuracy." (Loewen, 2005, p. 361-348).

Distinguishing between acquisition and learning is important notably in the context of L2. For instance, krashen (1988) underestimates the "learned system" compared to the "acquired system" which he claims is the product of a subconscious process similar to that undergone by children as they acquire L1:

Acquisition requires meaningful interaction in the target language in which speakers is concerned not with the form of their utterances but with the messages they are conveying and understanding.

Learning is a conscious process; it requires effort and attention whereas acquisition is incidental demanding no or little conscious effort as is the case with children who progress and increase their mastery of their mother tongue without the conscious intention of discovering the structural rules of the language. Krashen (1988).

1.7. The Difficulty of Learning and Acquiring English Prepositions

The greatest obstacles that face native and non-native speakers of English is the usage of English prepositions correctly. "The difficulty aspect of the English language to master is the idiomatic use of prepositions. Native speakers of English are not always sure of it, and it is even more troublesome to the foreign students." (Wood, 1967, ST Martin press).

Many prepositions are used in several ways that they often have no clearly defined meaning in phrase or construction. According to Takahashi, the main source of difficulty that face English learners is the fact that English speakers, even who teach, often cannot extend a logical explanation for the appearance of such prepositions.

He (1969, p. 217) claims that: "while definitions of prepositions and examples of their usage are available in school texts, reference books and dictionaries, clear statements of their functions are lacking." Most learning is ultimately dependent on memorization and "getting used to" the usage by analogy and inference but these ways are accidental at best. Thus, learning by note seems to be the accepted method.

Another source of difficulty of prepositions is the combination of several prepositions with the same word thereby producing several meanings. The meaning of a structure like "look at" completely changes if we replace "at" by "for" or "after".

For example, the verb "make":

1) we must make up for last time. (means "compensate for").

2) we still need money to make up the required sum. (means "to complete").

3) He made for the door and tried to escape. (means "move" or "speed towards").

Also, prepositions are considered a permanent problem by Arab learners. First, the number of Arabic prepositions is notably fewer than that of English prepositions. Second, the number of senses associated with many English prepositions exceeds those associated with their Arabic counterparts. Third, the collocation possibilities of prepositions and other lexical items are not in one-to-one correspondence in English and Arabic.

In addition, although sometimes, literal translation of prepositions from Arabic into English is positive, it will cause many errors and difficulties, Hall (1986, p. 4) claims:

> Many students of English make the mistake of trying to translate
>
> English   preposition into their own language. This is never
>
> successful because most prepositions   express more than one
>
> idea, and while one meaning of the preposition may translate,
>
> the others often do not. (p. 4)

1.8. Approaches to Teaching English Prepositions

The following approaches have been suggested as ways of facilitating the usage of English prepositions:

1.8.1. Kreidler's Association Approach

Kreidler (1966) proposes that, learners should be taught to choose prepositions through association between a preposition and the type of word or statement that precedes or follows it, since meaning is not a reliable guide in the choice of prepositions. He arranged 200 verbs into 24 patterns to the prepositions that follow them. For examples (see Kreidler 1966, p. 121-122):

_ somebody about something: advise, ask, consult, …etc.

_ with somebody about something: disagree, argue, confer, differ, …etc.

_ with somebody for something: bargain, complete, plead, intercede, ...etc.

1.8.2. Hornby's 'Unit' Method

Hornby (1966) similarly underlines the learning of prepositions through their combinations with several nouns, verbs and participles. He presents exhaustive lists of patterns in which prepositions occur and indicates that when a verb is closely linked with a preposition; the verb and preposition must be learned as a unit. He concludes that when the learner has become familiar with the various of nouns, verbs, and prepositions through hearing and seeing them repeatedly in several contexts, choosing the proper preposition will be simple.

1.8.3. Close's Relationship Approach

Close (1967) proposes that prepositions should be taught first as representing relationships in space that they should be seen as accurate expression of position or movement in a definite direction. This, he suggests, should be accomplished through illustrations and action. After, he remarks that they should be studied as expressions of time and, finally, as relationship of a more abstract kind. In this way, he rounds off that they will be found to have obvious meaning and to fit into some kind of system. Through this, Close claims, "the student

must therefore take note of how prepositions are used in context and must imitate the same kind of usage himself." (Close, 1967, p. 3-15)

1.8.4. Buckingham's 'Remedial' Approach

Buckingham (1975) suggests various ways to overcome the variety of problems students face in the use of English prepositions. These problems are classified into two major categories: omission and wrong selection of prepositions. The following remedial approach is proposed by the writer (p. 111) to help students overcome the first problem:

a). Develop in the students a "set" to hear prepositions. While reading very simple, short paragraph in which a few prepositions occur a number of times, the teacher asks the students to focus on prepositions. The students, each time, hear a preposition, they have to do something active to signalize that they have heard it.

b). Give the students dictation passages to study that includes limited number of prepositions.

- Underline or write down each preposition and its object.

- Say each sentence aloud without looking at the passage.

- Try to write down the sentence from memory.

c. Play a game in which you let students practise preposition.

1.9. Teaching Prepositions Through Games and Activities

This part will look closely at how to teach grammar and the prepositional forms as one part of the grammar and how games and activities can be effectively used in that process of teaching.

1.9.1. Teaching Grammar Through Activities

There are plentiful ways to teach grammar and prepositions as a part of it. Thornbury, for example introduces three methods of learning it which are:

1.9.1.1. Teaching Grammar from Using Rules

According to Thornbury, is an example of a deductive approach. It implies that the learner is taught a rule then he or she follows without having to look out to the language, they are just predictable to do the same. The benefit of this approach is that explaining the rules is simple, speedy and saves time. This method of learning is very profitable for the analytical learners. On the other hand, this may be discouraging, especially for the young learners who would not be able to interact sufficiently with the teacher or possibly even understand him. (Thornbury, 1999, p. 29-30)

1.9.1.2.Teaching Grammar Using Examples

Is an inductive approach, which implies that the learner discovers the rules by going through a number of examples. This is a very natural approach that is performed when the mother tongue is acquired. (Thornbury, p. 49). The positive of this method is that the learners are actively involved in the rule discovery and they can fit better the new rule into the mental structure they have created so far. It teaches students to be also self reliant and autonomous which is useful for their further studies. The negative point of this method of learning is that is time consuming rather than time saving and the rules that learners produce may be wrong or too narrow to be applied. This method is also very demanding for the teacher who needs to plan the lesson very carefully. (Thornbury, p. 50)

1.9.1.3. Teaching Grammar Through Texts

Grammar is taught with the use the text completely through putting the rules in a specific context. According to Thornbury, if the sentence is taken out of the context it may be explained in different ways and learner will never know which one is correct until he or she

goes through the text. However, this may be very complicated for the beginner learners who may have difficulties to understand the context. "the problem is that, just as it is easier to examine a fish out of water than in its natural habitat, so in order to look at grammar it is often easier to use examples taken out of context." (Thornbury, p. 71).

1.9.2. Teaching Grammar Through Games

"Grammar is perhaps so serious and central in learning another language that all ways should be searched for which will focus student energy on the task of mastering and internalising it. One way of focusing this energy is through the release offered by games." (Rinvolucri, p. 3).

According to Rinvolucri, "games are entertaining and serious at a time, and teenagers love to do activities in the classroom feeling like out of the classroom and having things under the control. Moreover, the game gives them the power to reach the real aim of the grammar." (Rinvolucri, p. 3). He also claims that learners have to fetch their own responsibility to learn something about the grammar and the teacher can pay attention to them and discover what they realize. The benefit of that method is that all the learners work at the same time during an activity.

1.10. Arabic Prepositions

A preposition is a word or a prefix that cannot be considered a preposition in the Arabic language unless it is followed by a noun; i.e. Arabic prepositions always affiliate with the noun coming after them. Arabic prepositions link a noun to another noun or a noun phrase to show the relationship between the two, also, Arabic prepositions are used to relate a noun or a noun phrase to a verb in the sentence to show the correlation between them. In addition, Arabic prepositions are defining as words and prefixes which are meaningless by themselves. just when join it with other words they became meaningful. For example, the

preposition "min"/ from standing alone is meaningless, but it is meaningful when it used in a sentence such as:

/ jaaa alwaladu min almadrasa./

/ come the boy from the school./

The boy comes from the school

According to saeed, (2004), Arabic prepositions can be classified into two primary categories; true prepositions and semi prepositions.

1.10.1. True Prepositions

True prepositions can be subdivided into two types based on the number of letters that each preposition includes.

1.10.1.1. Separable Prepositions

The table below shoes the separable prepositions in Arabic and its translation in English.

Table 04: Separable Prepositions

(Saeed 2014, sited in a Cross-linguistic Comparison between English and Arabic Prepositional System)

Arabic	English
Hatta	Until
Fii	In
ila	To

Min	From / of
ma'a	With

This type includes prepositions represented by consonant and a short vowel as it is shown in the table below.

Table 05: Inseparable Prepositions

(Saeed, 2014, sited in a Cross-linguistic Comparison between English and Arabic Prepositional System)

Arabic	English
Min	From / of
Fii	In
Ila	To

1.10.2. Semi-Prepositions

This category is characterized for being multi-functional and containing language structure that can function as nouns, adverbs and prepositions.

The table below includes some examples.

Table 06: Semi-prepositions

Arabic	English

Wa	By
Bi	by, with, at, in
Li	To
Ka	Like

1.11. English Prepositions and Arabic Prepositions Differences

Although English and Arabic prepositions have some characteristics in common, they differ in both number and usage. There are only twenty Arabic prepositions and that is important and commonly used are six prepositions (min, ila, ala, bi, la, fi) (Abbas hassan,1961, p. 320) while English language contains about one hundred prepositions (Leacok et al 2014, p. 32). Though, Arabic prepositions are limited in number, but one preposition may express time or space and be followed by a noun, a verb, an adverb or an adjective. Arabic prepositions are easy to understand and to use in speaking or writing, whereas, English prepositions are difficult and there is no certain rule that EFL speakers can follow to acquire these prepositions or to use it especially for the non-native speakers. In addition; many English prepositions are not considered as preposition in Arabic but adverbs or semi-preposition such as down, below, up, over and above.

English and Arabic are two languages that belong to two different linguistics families and such differences between the two and a luck of knowledge of the right usage of prepositions more errors would be occur.

Conclusion

Dependent prepositions are small words either in English or in Arabic. Nevertheless, large numbers of Algerian students who learn English as a foreign language (EFL) have a lot of problems concerning how to use English dependent prepositions correctly without errors, as some dependent prepositions in English have equivalents in Arabic language and others do not, for that when students come to deal with them, the transfer phenomenon may take place and lead them to commit mistakes that may not be accepted in the grammar of the English language.

Chapter Two: Interlanguage Major Theories and Findings.

Introduction

Throughout the history of teaching and learning EFL, prepositions earned a reputation of being difficult for a number of reasons, such as the large number of prepositions in English, the complexity of the preposition system, the mismatch between the first language and EFL, and the lack of rules of usage in most cases. Arab students face a real problem with using incorrect prepositions when they write compositions in English because of the difference in using prepositions in both Languages, and they unconsciously produce ill-formed or incorrect utterances as judged by the rules of the English language to fall in errors. The error is a sign that the learner had not mastered the rules of the foreign language he wants to learn. If learning were efficient, the errors would not appear. According to Nelson brooks (1964, p. 58): "errors in language learning something which are like a sin, ought to be avoided." In fact, errors are one of the difficulties that the EFL learners may face. This difficulty can refer to the interference of the mother tongue or to other problems.

For that, the main concern of this second chapter, is to highlight some theoretical concepts to shed light on the notion of "errors". But first the concept of error is well defined to make the distinction between "errors" and "mistakes".

The linguistic approaches that study the concept of errors made by the second or foreign language learners presented in this chapter are: the contrastive analyses approach which covers different parts of language: phonology, morphology and syntax, the contrastive analyses is mentioned in this chapter with its objectives and it's versions (the weak and the strong version) .The second theory is error analyses theory which is defined as a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by the learner of a foreign language. Under the shadow of errors analyses the steps of this approach are mentioned with some examples including the categories of errors that students may make.   Errors in English language learning are the cases which should be avoided for

better communication, for that knowing the source of those errors is very important for both teachers and learner. This chapter conveys a small explanation for those sources which may be beneficial for the reader of this work.

2.1. Errors

Human beings are always exposed to errors, a child who learn his native language, an adult native speaker, or a foreign language learner. They all commit errors either in their comprehension, or in their production.

In the learning process, errors are most of the time considered as negative things which indicate failure and they must be avoided. In fact, the behaviourism approach is the one which sees errors as bad things that must be avoided. It sees this phenomenon as a bad habit and if they are repeated, they become habitual.

Errors have been regarded essential for the learning process and without them, there is no improvement in the learning process. Corder (1974, p. 250), refers to errors as "breaches of the code or deviations from what is regarded as the norms."

Also, Brown defines an error as "a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner."

Corder (1974, p. 272), claims that the utterance produced by the learner, may be erroneous in two ways "overtly" or "covertly", and this has a relation with the surface structure and the deep one. The overt errors are superficially deviant, i.e., grammatically incorrect in terms of the target language rules, whereas covert errors are superficially well formed, but are not appropriate in the context.

2.2. Errors VS Mistakes

Harmer (2007, p. 96) mentioned that learners do not always speak and write the correct English, they sometimes make errors and mistakes. Some dictionaries refer to errors and mistakes as the same thing, but in error analysis each concept of the two is reserved for something rather different. For that, it is crucial to distinguish between these two concepts "Errors" and" Mistakes", Ellis (1997, p. 17) suggests two ways: the first one is to check the consistency of the learner's performance. If sometimes he uses the correct form and sometimes, he fails it is a mistake. But if he always uses the wrong one it is an error.

Furthermore, an error cannot be committed by native speakers of the language According to James (1998, p. 83) native speakers know this language perfectly, so they can not commit an error, but they can make mistakes when they are distracted and tired. Mistakes are often caused by lack of attention, fatigue, carelessness, etc. Corder says about this: "an error is a result of a learner 's lack of competence; a mistake however occurs when this learner fails to perform their competence." (Corder, 1967, p. 9).

James (1998, p. 83) describes an error as something which cannot be self-corrected; a mistake can be corrected especially if the deviation is pointed out to the speakers, so mistakes are just lapses which refers to a sort of a performance error. Everyone can make mistakes in both native and foreign language, but they can recognize it because a mistake is not a result of deficiency in their competence.

Corder (1973, p. 259) also differentiate between errors and mistakes. He sees that errors are deviations that a speaker may do because of the imperfect competence. These errors cannot be corrected, but mistakes are due to the performance deficiencies that have a relation with anxiety, slips of memory or pressure of time. They are systematic and quickly identifiable and self-corrected.

2.3. Theories to Study Errors

2.3.1. Contrastive Analysis

Contrastive analysis is an important point within the area of applied linguistics that is related to the second language acquisition. This theory emerged in 1954. It develops as a result of an observation done by Fries in 1954 in the field of learning a foreign language where the learner can be affected by his first language knowledge to learn a second language.

CA describes two languages, the native language (NL) and the target one (TL), and make the comparison between these two languages in terms of similarities and differences. Lado in his book "Linguistics Across Cultures" in 1957 and Faris in his book "Teaching and Learning English as Foreign Language". In 1945, claim that teaching foreign language need the comparison of the NL and the TL to show their similarities and differences. They state that the most serious difficulties in learning second\ foreign language arise from the interference of the NL on the TL. Fries suggests a comparative analysis between L1 and L2, and he states: "the most effective materials are those that are based upon a scientific description of the language to be learned carefully compared with a parallel description with the native language of the learner." (Fries, 1945, p. 9).

Lado (1957, p. 2) comes to further support Fries idea by saying that: "those elements that are similar to his native language will be simple for him and those elements that are different will be difficult."

Actually, in learning the foreign languages, the theory of language transfer plays an important role because learners transfer their native habits to the target language which cannot be accepted and considered as a big mistake.

Lado (1957) states:

> Individuals tend to transfer the forms and meanings, and the
> distribution of forms and meaning of their native language and

culture to the foreign language and culture, both productively

when attempting to speak a language … and receptively when

attempting to grasp and understand the language... as practiced

by natives. (p. 2)

In fact, languages are different but still common points do exist between them, that's why when a learner is exposed to a new language, he starts to transfer these points from his NL to the TL. Sometimes this transfer leads to success, but sometimes it leads to errors and mistakes and breaches the rules of the new language (TL).

Lado (1957) said:

The structures that are similar will be transferred and may

function satisfactorily in the foreign language, but those

structures that are different will be difficult because, when

transferred, they will not function satisfactorily in the foreign

language and will therefore have to be changed. (p. 59)

This means that the similarities between the languages are not a problem, but the learner 's knowledge of his own language effects the learning of the TL. But there are some linguists who states that the TL can influence the NL as well such as Christophersen (1973) i.e. there is an influence the other way around and there will be interference in the sense of mutual affect between the NL and the TL.

CA is very important for the foreign language learning, since it helps to figure out the points of correspondence and discrepancy between two languages the TL and the NL. Wilkins (1972) argues that if CA is carried out, it will certainly show what the learners have to learn and what the teacher has to teach.

Nickel (1971, p. 15) states: "both teachers and authors require a knowledge of contrastive analyses in order to be able to predict, explain, correct and eliminate errors due to interference between source and target language."

Contrastive analysis is an important point within the area of applied linguistics that is related to the second language acquisition.CA theory emerged in 1954.

2.3.1.1. The Strong Version

The contrastive analyses hypothesis starts with the idea that most difficulties that the foreign language learner faces are because of the influence of his mother tongue.

One of the main convictions of CA lies in its strong form is that if L1 and L2 are compered to each other, the patterns that cause difficulties and problems to student's learning can be predicted. Another crucial issue is that CA is the one which made the strong view concerning errors as a negative side of the learning process. Errors are a sign resulting from L1 habits influencing the progress of L2 habits. Naturally, if a certain pattern is lacking in L1 difficulties, errors will emerge. Duskova (1959, p. 18) made such a claim: "contrastive analysis predicts learning problems not only in areas where the source and the target language differ, but also in the case of linguistic features unknown in the source language."

Duskova (1959) agreed at the point that any structure in L2 which has no equivalent in L1, forms a source of learning problems.

2.3.1.2. The Weak Version

In Wardhaugh's view, the weak version is a model with a posteriori explanatory power it is based on CA. Linguists and teachers can look at errors where they have been committed and give explanations why those errors occur. Such explanations apply to particular instances of error and cannot be produced to a level of priori predictive accuracy.

In addition, some errors that students make, refer to what has become known as the negative transfer of L1 patterns to L2. Duskova (1969, p. 25) concludes: "what has been found about the sources of large groups of errors, we may say while interference from the mother tongue plays a role, it is not the only interfering factor." Also, Nickel (1971, p. 6) expressed his view which said that contrastive linguistics does not go with the idea that all errors made by foreign language learners are due to the mother language interference.

2.3.2. Error Analysis Approach

Making errors seen as a natural part of the learning process especially something as complex as language. Error analyses is a foreign process to analyze the errors that a language learner may make. Error analysis is considered as a specific method in the linguistic field, to be recognized a part of applied linguistics. Error analysis is the established approach which replaces contrastive analyses. For theories which are influenced by behaviourism, struggles and problems and errors that the foreign or second language learners may fall into; are due to the differences existing between the L1 and L2 structures which lead to the negative transfer.

However, error analysis sees that those problems and errors are not necessarily a result of L1 transfer, but they can be fully described in terms of the TL without referring to the learners' L1 i.e., EA deals with the learner's performance in terms of the cognitive processes he uses to decode the impute he meets during the process of second or foreign language learning.

Richards and Schmidt (2010, p. 201) claimed that EA is the study of errors which second or foreign learners make, for them EA may be carried out in order to firstly identify strategies which learners use in language learning. Then, try to identify the causes of the learner's errors, and finally obtain information on common difficulties in language learning as an aid to language teaching or in the preparation of teaching materials.

Furthermore, Ellis (1997, p. 48) said that EA provides a methodology for investigating learner's language and it gives a good starting point for the study of his L2 acquisition. EA passes through four steps:

2.3.2.1. Identifying Errors

The identification of errors is not simple as it seems to be. To identify the errors, the comparison between what the learner has produced and what is correct in the target language should be done, e.g. the learner says: I sit between all of the students, but the correct sentence in the TL is: I sit among all of the students.

By comparing the two sentences, it can be seen that the student produces an error on the use of preposition.

2.3.2.2. Describing Errors

After identifying the error, the next step is the description of this error. All errors that are made by the learners should be classified under certain error categories. Corder (1973, p. 277) said: "difference of this sort can be classified into four categories: omission of some required elements; addition of some unnecessary or in correct elements; selection of an incorrect elements, and misordering of elements."

Table 07: Matrix for Classification of Errors

(Corder, 1973, p. 272)

35

	Phonological/Orthographic	Grammatical	Lexical
Omission			
Addition			
Selection			
Ordering			

Also, In the classification of learners' errors, Dulay, Burt, and Krashen (1982, p. 150) used a surface strategy taxonomy through which they attempt to describe the learners' errors categories.

Table 08: **Surface Strategy Taxonomy of Errors**

(Categories and examples taken from Dulay, Burt, and Krashen 1982).

Category	Description	Example
Omission	The absence of an item that must appear in a well-formed utterance.	She sleeping.
Addition	The presence of an item that must not Appear in well-formed utterances.	We didn't went there.
Misinformation	The use of the wrong form of the morpheme or structure	The dog ated the chicken.
Misorderings	The incorrect placement of a	What Kate is doing?

	morpheme or group of morphemes in an utterance	

According to Hemadia (2016, p. 54-57), the errors' categories can be explained as follow:

a) Errors of Omission

Because of their complexity, certain linguistic forms may be omitted. In pronunciation consonants clusters often create problems and some of them are left unpronounced. In morphology also learners leave out the plural marker "s "and "ed" of the past tense, in syntax also students can omit something which should not be omitted.

b) Errors of Addition

Learners not just make errors by omitting some elements which are important for the context, they also add some elements. In phonology learners may add vowels to words such as the word "radio" which becomes "aradio". For Lada speakers of French learners add vowels to make the foreign words fit their native language patterns.

c) Errors of Selection

Learners may commit errors in pronunciation, morphology, syntax and vocabulary due to the selection of the wrong phoneme, morpheme, structure or vocabulary items.

d) Errors of Ordering

Misordring of elements can make a real problem for second or foreign language learners, this problem may occur in pronunciation by shifting the phoneme position, At the

syntactic level, misordering is much more common as in the sentence: "He's dear to me friend", where the constituents of a single noun phrase are inversed. At the lexical level, the learner may reverse the elements of a compound noun word. A car key may become a key car, which may be regarded as a car carrying keys.

2.3.2.3. Explanation of Errors

This step will explain why errors occur i.e., the cause of errors. The explanation of errors is a difficult task. To identify an error that has occurred or to specify its form is much simple than hypothesizing about the process in the learner's mind which has caused the error.

2.3.2.4. Error Evaluation

The last step is very essential to Error Analysis. In this step the criteria of errors which will be corrected is decided because some errors are considered more serious than others. So the aim behind this step is to distinguish which error should be corrected.

Corder (1975, p. 206-7) suggested two types of criteria: the linguistic and the communicative one: the former is considered with the number and the nature of rules transgressed, the classification of errors as syntactic or morphological and the distinction of errors as global or local. The later assesses the seriousness of errors in terms of the fluency of communication.

2.3.2.5. Correction of Error

Edge (1997, p. 27) says that when teachers decide to correct students, "we have to be sure that we are using correction positively to support learning." Foreign language teachers may agreed with this point of view, but they would not necessarily agree on how they should correct errors that students make.

Recent theories on language acquisition and teaching methodology supports the idea that not all errors should be corrected and those that are corrected should usually not be treated immediately.

2.3.3. Interlanguage Theory

Corder and others in the mid 1970 moved onto the wide-ranging approaches of language learning. They introduced an approach knows as the interlanguage. Interlanguage is a continuum between the mother language and the target one along which all learners traverse. The idea of interlanguage was firstly introduced by Reinecke in 1935. He used interlanguage to refer to a nonstandard variety of a first or second language used as a means of intergroup communication. Learners of second language produce utterances which are considered as incorrect grammatically. They make many mistakes in terms of lexis, pronunciation, and grammar. Ellis (1989, p. 351) quoted selinker's ideas about the characteristics of interlanguage as follows:

1_ Language transfer (some, but certainly not all, items, rules, and subsystems of a learner's interlanguage may be transferred from the first language.

2_ Transfer of training (some interlanguage elements may derive from the way in which the learners were taught).

3_ Strategies of second language learning (Selinker talks about an 'identifiable approach by the learner to the material to be learned)

4_Strategies of second language communication (an identifiable approach by the learner to communication with native speakers of the target language).

5_ Overgeneralization of the target language material (some interlanguage elements are the result of a 'clear overgeneralization' of target language rules and semantic features)

Interlanguage is influenced by both L1 and the L2, as it has characteristics of both. In the first stages of interlanguage, learners focus more on their mother language and they transfer characteristics from it. When learners get more awareness and knowledge of the second language, they engage in the assimilation of their rules without referring to their L1. Interlanguage is internally structured through a series of internal processes (strategies) and mechanisms that make it a dynamic system that is constantly adopting changes in terms of how language works (Gargallo, 2009, p. 127).

Nowadays, interlanguage hypothesis is the most accepted theoretical ground to explain the phenomenon of second language acquisition., there are important contributions that interlanguage theory has brought to the field of applied linguistics. First, thanks to interlanguage assumptions, today we assume that learners of a second language are active participants of their processes since now it is known that a series of mental processes are employed in the acquisition of a new language. Furthermore, from the teaching perspective, Interlanguage theory helps teachers to determine what an ESL learner knows at a particular point in time and what she/he should be taught. Finally, interlanguage theory has also contributed to changes in teaching methodology since it raised awareness on the fact that errors are a part of the learning process. Hence, the need for continuous supervision by the teachers was minimized (Richards, 1996; Rustipa, 2011; Ellis, 2008 cited by Al-khresheh, 2015). Despite of the critics, we believe that the interlanguage theory provides us with enough theoretical grounds to carry out the analysis of prepositional use. Regardless the lack of objectivism of results and conclusions made from the interlanguage of students, we believe that these results will raise awareness as to the way teachers are dealing with the teaching of English prepositions. Considering that Anglophone Language and Culture VI is the last course in which students at Uniminuto University study English as the main subject, through the analysis of the current state of interlanguage of those students, educators may be able to

find common difficulties and problems, in order to design new strategies to solve those weaknesses in the future.

Nevertheless, inspite of its importance, interlanguage theory has received criticism over the last decades. Al-khresheh (2015) proposes some weaknesses of interlanguage. First, he claimed that interlanguage hypothesis has a limited explanatory power, since the analysis of production of utterances does not give strong information as to the specific stage in which learners are situated. It is impossible to find standardized criteria that might lead to a definitive conclusion about the point that the learners have reached in their interlanguage. Secondly, interlanguage hypothesis seeks to provide a psycholinguistic explanation of the data, nevertheless, there are no methodologies to account for mental processes in a precise and concise way and for that reason, all the assumptions made regarding these internal aspects never have an objective nature (p. 129).

2.4. Sources of Errors

Brown (2000, p. 224) maintains that errors arise from several possible general sources, two of which are "interlingual errors" from the interference of the native language, the other is "interalingual errors" within the target language context of learning and communication strategies.

2.4.1. Interlingual Errors

These are errors that originate within the structure of the target language itself that come due to the incomplete application of rules. Richards defines interlingual errors as those: "which reflect the general characteristics of rule learning, such as faulty overgeneralization, incomplete application of rules and failure to learn conditions under which rules apply." Richard (1984, p. 174).

The complexity of rule structure leads to learning problems regardless of background language of students exposed to commit similar errors. These errors appear when learners start to use concepts and build up hypotheses about L2 from their limited experience to it. This sort of errors can be subdivided into:

a) Overgeneralization Errors

In speech or writing L2 learners make this kind of errors. An example is the use of the suffix "ed" for all English verbs in the past tense. Learners very often make a deviant structure on the basis of other structures in the target language. An example: "he can sings" instead of "he can sing".

b) Ignorance of Rule Restriction

When the learner applies a rule in contexts contrary to where it is expected. Example: "he made me to smile" instead of "he made me smile".

c) Incomplete Application of Rules

It is the learner's failure to develop a structure, these kinds of errors are referred to as errors of transitional competence. Richard (1971) in Ellis (2000, p. 59) as in sentence "the man works hardly" instead of "the man work hard".

d) False Concepts Hypothesized

It comes as result to the learner wrong understanding of a distinction in the target language. Example of the learner tends to say, "I don't know why did he leave" instead of "I don't know why he left".

2.4.2. Interlingual (interference) Errors

This type of errors is those caused by the influence of the learner's mother tongue when they are exposed to produce the target language in the situation where the TL and ML are clearly different. Different linguists said that the error; that is as a sign that the learner is internalizing and investigating the system of the new language; is a significant source of language learner errors. Richard and Schmidt (2002, p. 267) define interlingual errors as being the result of language negative transfer which is the result of learner's first language influence. This includes phonological, grammatical (morpho-syntactic) and lexical transfer. Cook said that: "the L1 is present in the L2 learner's minds, whether the teacher wants to be there or not. The L2 knowledge that is being created in them is connected in all sorts of ways with their L1 knowledge." (1991, p. 589)

Lot (1983 in Ellis 2000, p. 55) sees that interlingual errors can be subdivided into three categories:

a) **Overextension of Analogy:** it is the learner's bad use of a language as a result of it's sharing a failure in L1.

b) **Transfer of Structure:** it has a relation with phonological, lexical, grammatical or pragmatic failure from L1 instead of the one in L2.

c) **Interlingual/ Interalingual errors:** this arises as a result of the absence of a particular distinction in L1 as the case of "do" and "make" in Arabic language.

2.4.3. Developmental/ Overgeneralization Errors

Those errors reflect the strategies by which learners acquire the language. Those errors show that the learners made wrong hypotheses about the target language based on limited exposure to it. Their limited background, knowledge to the target language and culture, these errors are common among L1 learners.

2.5. Language Transfer

2.5.1. Definitions

Language transfer has been a major issue to look for in applied linguistics, second language learning and teaching. It has been an altercation among scholars whose primary interests were language classification and language change rather than second language learning or language teaching.

In Webster's Third New World International Dictionary (1986), transfer is a derivative from the Latin word "transferre", that means to carry, to bear or to print, impress or otherwise copy from one surface to another. Also, it means to carry-over or generalize learned responses from one type of situation to another. This meaning shows that transfer is a neutral word in origin and nature since it does not indicate whether what is carried over is bad or good (Liu, 2001, p. 1-29).

Transfer is defined as the influence of language A on language B. Ellis (1965) (sited in James, 1980, p.11) states: " [...] the hypothesis that the learning of task A will affect the subsequent learning of task B". If task A and task B are substituted with L1 and L2 respectively, it will be easy to understand that L1 learning affects L2 learning.

There was a revolution in linguistics and in psychology in the 1960s and 1970s, where the turning point concerning language learning theories is marked by Chomsky's review of Skinner's verbal behaviour in 1957 (ibid). Hence, the behaviourist approach was attacked and the role of transfer was decreased as learners' errors were seen not as evidence of language transfer, but rather of the creative construction process. Gass (1983, p.116) illustrates that point by saying that" Language transfer seemed to be an "embarrassment" since there was no way of incorporating it within existing models. Further, support for the lack of L1 importance could be offered since many of the errors previously attributed to the L1 could be accounted for differently, for example, "by developmental" factors."

According to Odlin (1989), transfer is not merely a consequence of habit formation. He shows that the term transfer is not simply a matter of interference as well since interference transfer was neglected. He also states that transfer does not always get set in motion by NL influence because other previously acquired languages can also have effects on TL. He exposes his idea as follow

When individuals know two languages, knowledge of both may affect their acquisition of a third [...] knowledge of three or more languages can lead to three or more different kinds of source language influence" (27), and "transfer is the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly acquired.

2.5.2. Types of Transfer

There are different types of transfer. According to Ellis (1994):

Transfer is to be seen as a general cover term for a number of different kinds of influence from languages other than the L2. The study of transfer involves the study of errors (negative transfer), facilitation (positive transfer), avoidance of target language forms and their over-use. (p. 341).

2.5.2.1. Positive Transfer

It is the transfer of a skill X which facilitates the learning or has a positive influence on the command of a skill Y because of similarities between both skills. Allen and Corder (1975, p. 26) maintain that "positive transfer helps new learning. For instance, it is easy to learn to pronounce aspirated voiceless stops in a second language if the language has also aspirated voiceless stops". Hence, prior language knowledge can be very helpful in learning a new language.

2.5.2.2. Negative Transfer

It is the transfer of a skill X which hinders the learning or has a negative influence on the command of a skill Y because of differences between both skills. In the field of SL/FL learning, it is understood as the systematic influence of the NL on the TL.

For some linguists, such as Weinreich (1953), negative transfer is referred to as interference. He also explains the occurrence of this phenomenon by contrasting it to positive transfer. He states that when the process of second language learning takes place, those linguistic phenomena which are similar in form, meaning and distribution are regarded as facilitating the process, and the transfer is seen as positive; if they are dissimilar, the transfer is considered negative and acquisition is viewed as distorted because the two structures differ. The phenomenon involved in these difficulties was called interference (1953, p. 1).

5.2.3. Avoidance

It is a cognitive strategy that results in the absence of certain structures in the TL production i.e., L2 learners avoid using certain structures that are very different from their L1. In a study, Schachter (1974) found that Chinese and Japanese students committed fewer errors in English relative clauses than did Persian and Arab students. It was thought that English relative clauses were less difficult for the Chinese and Japanese students than for the Arab and Persian students because the placement of relative clauses in Chinese and Japanese differs so much from their placement in English. Yet, she also found that the number of relative clauses produced was much lower for the Chinese and Japanese students compared with the Persian and Arab ones. This difference was attributed to an avoidance strategy which resulted in the production of fewer errors.

Conclusion

The systematic analyses of the learner's errors can be of a great value to all concerned i.e., students and teachers. Corder (1981, p. 11), claims that those errors are significant to the teacher, "in that they tell him, if he undertakes a systematic analysis, how far towards the goal the learner has progressed and, consequently, what remains for him to learn."

In fact, errors can give the teachers a clear vision of his students' language, in the light of which he can work and plan to continue what remains to be taught until the final goal is reached which is the mastery and the fluency of the target language.

Chapter Three: The investigation of Second Master Students' Properties of Adjectival and Verbal Dependent Prepositions.

Chapter Three: The investigation of Second Master Students' Properties of Adjectival and Verbal Dependent Prepositions.

Introduction

This study aims at confirming or infirming our hypothesis: whether second-year master student in the university center of Mila do not master the use of English adjectival and verbal dependent prepositions. For this purpose, a test is used as a data-collection tool for our research. In order to reach the aim of this study and to test the validity of the previous hypothesis, a questionnaire is distributed to the English master two students in the university of Mila center and another one to their teachers. The analyses of the test are based on the analyses of students' answers with possible explanations of the correct and the wrong answers in each sentence. On the other hand, the analyses of the questionnaires are based on the students' and the teachers' attitudes and opinions.

The present chapter starts with general information about the population, the sample and the data collection tools. It then gives a description of the test and the questionnaires used by the researchers and the analyses of the data collected. It terminates with a discussion of the findings and a general conclusion.

3.1. The Sample

Mugo (2002) clamed:

> A sample is a limited part of a statistical population whose
> properties are studied to collect information about the whole,
> when working with people, it can be defined as a set of
> respondents (people) selected from a larger population for
> reaching the aim of the study. (p. 11)

A sample is a finite part of a statistical population whose properties are studied to gain information about the whole. (Webster, 1985).

The sample of this study consists of thirty students chosen randomly from a population of Second year master students the Foreign Languages Department at the Mila University Centre. They are all native speakers of Arabic, and they have been administrated the test because they are supposed to have reached a certain level of proficiency in English.

3.2. Means of Data Collection

3.2.1. The Questionnaire

The questionnaire is a means of data collection, which is used to collect factual, behavioural, and attitudinal data or information. It consists of a set of questions which the respondents are meant to answer through choosing the appropriate answers from amongst the existing options or writing their own answers. The questionnaire may contain open-ended items, close-ended items, or both of them. It is an effective means of collecting data because it saves time, effort, and money as well. It helps the researcher to gather a huge amount of data from different people, in different situations, about different topics in a short period of time. A well conducted questionnaire is easy and fast to analyze and interpret ((Dörnyei & Taguchi, 2009)

For the sake of achieving the aim of this study, two questionnaires were used: the first one addressed to second year master students whilst the second questionnaire was distributed to 15 English teachers who currently teach the second-year master students or have previously done so.

3.2.1.1. Description of the Teachers' Questionnaire

The questionnaire consists of 14 questions ranging from open-ended to close-ended questions. They are divided into three sections: the first section contains background information about the teachers i.e., the section collects data about the teachers' level, proficiency, experiences and the modules they teach or have taught before. The second section of the questionnaire consists of questions about the teachers' attitudes and opinions about the students' level of proficiency in using the English adjectival and verbal dependent preposition, in addition to the section that collects data about the way that the teacher follows to deliver the prepositions lessons to their students and how much practice they give their students about those preposition. The last section of the teachers' questionnaire is about the teachers' suggestions to increase the students' level in using English in general and in using the adjectival and verbal dependent preposition in particular.

3.2.1.2. Description of the Students' Questionnaire:

The students' questionnaire is just like the teachers' one as it contains 12 questions divided into three section. The first one is about the students' background information; the second one has been set to collect data about the students' knowledge as regards dependent preposition and how much they use them in their communication whereas the third section is about the students' suggestions and opinions on the way of learning and teaching the English dependent prepositions.

3.2.2. The Students' Test

3.2.2.1. Description of the Test

The test given to the students encompasses twelve sentences where test-takers were asked to fill in the gaps with the appropriate adjectival or verbal dependent prepositions to form meaningful sentence.

3.3. The Analyses of the Data

3.3.1. The Analyses of the Teacher's Questionnaire

<u>**Section One:**</u>

<u>**Q1:**</u> Which degree(s) you have?

<u>**Table9**</u>**: Teacher's Degrees.**

Options	Number	Percentage (%)
BA (licence)	**0**	**0**
MA(master/magister)	**4**	**27**
PHD (Doctorate)	**11**	**73**
Total	**15**	**100**

<u>**Figure 1:**</u> **Teacher's Degrees.**
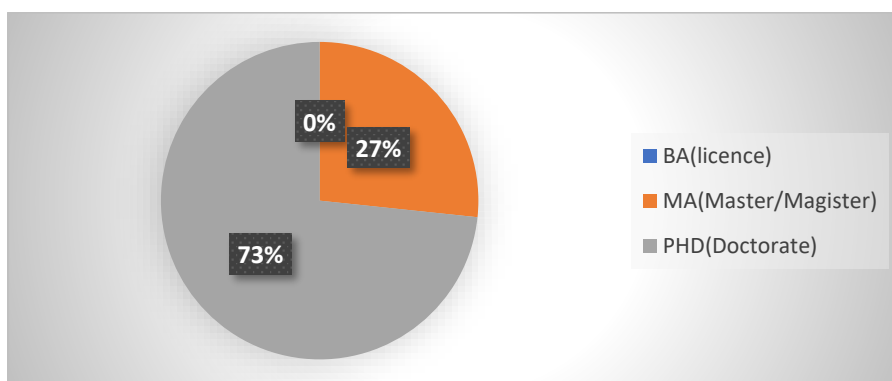
The table and the figure above illustrate the percentage of the teachers' degrees at the university of Mila Center at the Department of Foreign Languages. . The data shows that the majority of the teachers who teach or have taught the second year master own the doctoral degree, and just four teachers have the master degree and no teacher has just the BA degree.

From this result we conclude that the majority of the teachers are competent and knowledgeable.

Q2: Haw many years have you been teaching English?

Table10: Teachers' Experience in Teaching English.

Options	Number	Percentage
1_ 5 years	3	20
6_ 10 years	3	20
More than ten years	9	60
Total	15	100

Figure2: Teachers' Experiences.
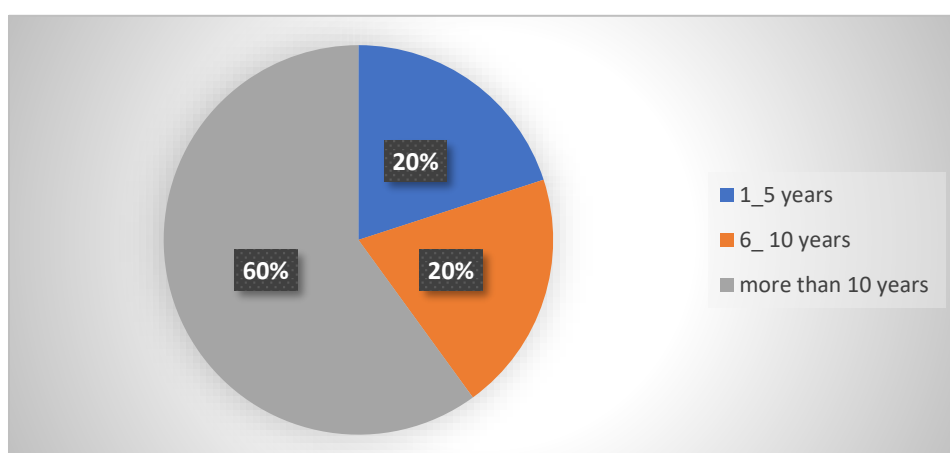
The result in the table and the figure above shows that 60% of the teachers have taught the English language for over 10 years; almost 20% of the sample have over5 years of

experience in teaching English and 20 % (3 teachers) have taught English from 1 year to 5 years. Thus, most of the teachers have good experience in teaching English.

Q3: Which module do you teach/have you taught?

The sample contains teachers who teach: Grammar, Oral Expression, Phonetics, ESP, Written Expression, Linguistics and Research Methodology**.**

Q4: From your experience, how do you consider the level of the English second year master students in in the English department at the university of Mila center.

Table 11: Second Year Master Student's Level.

Options	Number	Percentage (%)
Good	3	20
Average	6	40
Bad	6	40

Figure 03: Second Year Master Student's Level.
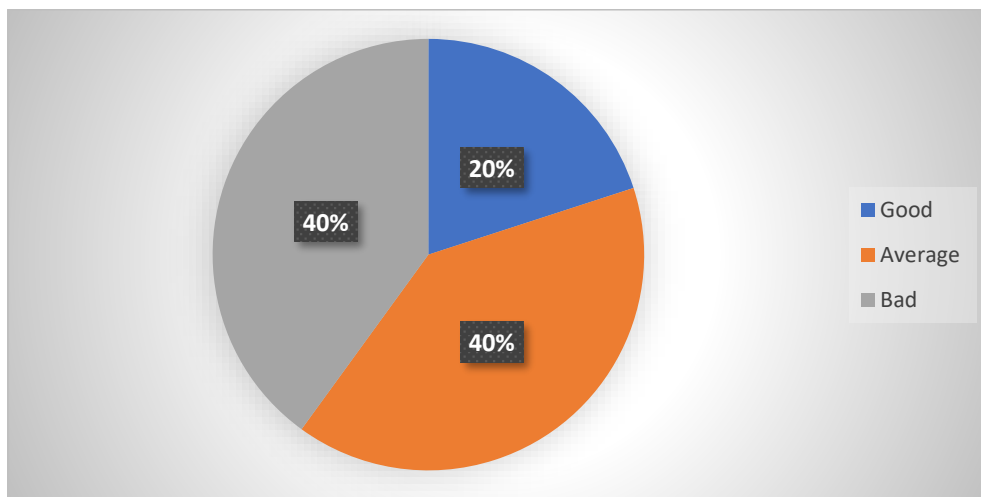
In the case of this question, 3 teachers answered with "good" and 6 teachers with "average", and the rest of the teachers said that the English students still make a wide away of grammar mistakes, which should not materialize at this level. And they still have some kind of fear in communication with the English language.

Section Two:

Q1: Are second-year master students aware of using English prepositions?

Table 12: **Teachers' Attitudes Toward the Students' Use of the English Prepositions.**

Options	Number	Percentage (%)
Yes	3	20
No	12	80
Total	15	100

Figure 04: **Teachers Attitudes Toward the Students' Use of the English Prepositions.**
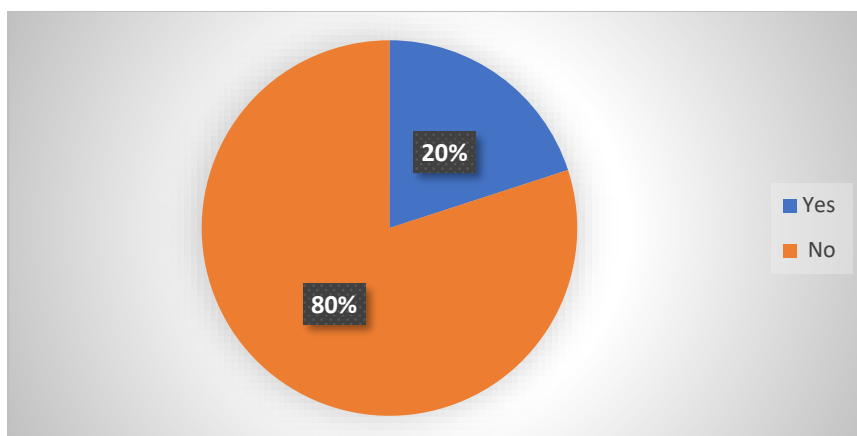
The table and the figure above illustrate the percentages of the teachers' opinion about the use of the English preposition in general by second year master students. The result shows that the teachers share a common agreement about the students' neglection of the English preposition. For them, students they have no complete awareness about the use of

those preposition in their communication. Therefore, three teachers answered with "yes" and they believe that students are aware of using the English preposition.

Q2: Second year master students' make the distinction between the English prepositions**.**

Table13: Teachers' Opinions Toward the Students' Use of English Prepositions.

Options	Number	Percentage (%)
Yes	4	27
No	11	73
Total	15	100

Figure 05: Teachers' Opinions Toward the Students' Use of English Prepositions.
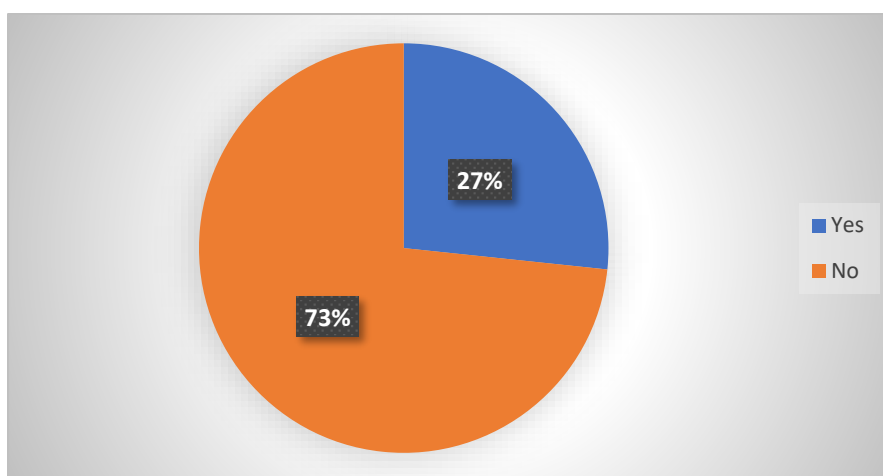
From the table and the figure above, we can notice that the majority of the teachers (73%) believe that the second-year master students do not differentiate between the English preposition and their uses, and (26%) of them answered with the opposite and think that their students are able to make the distinction between the English preposition.

Q3: I raise my students' attention to the use of verbal and adjectival dependent prepositions.

Table 14 : **Teachers' Attitudes Toward Teaching English Adjectival and Verbal Dependent Prepositions.**

Options	Number	Percentage (%)
Always	2	13
Sometimes	13	87
Never	0	0
Total	15	100

Figure 06: **Teachers' Attitudes Toward Teaching English Adjectival and Verbal Dependent Prepositions.**
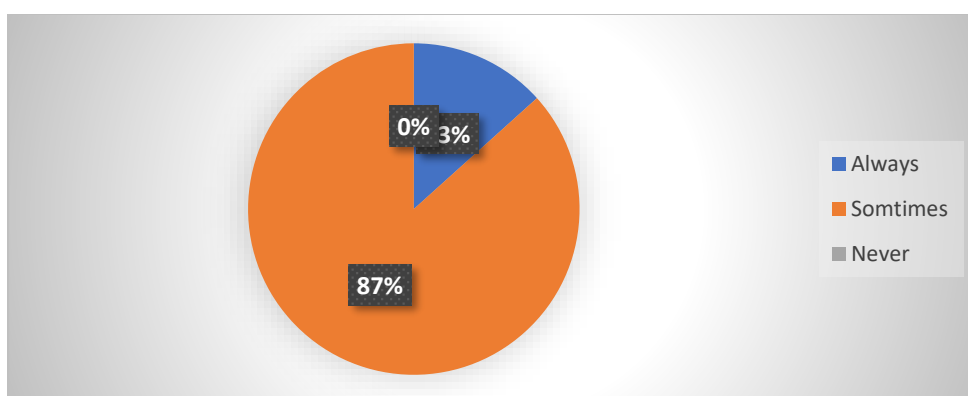
The table and the figure above illustrate the teacher's role in increasing or decreasing the students' attention in using the English verbal and adjectival dependent prepositions. The teachers' answers show that (13%) of teachers always call their students' attention to the importance of using verbal and adjectival dependent preposition, and the majority of the sample (87%) do sometimes raise their students' awareness of the prepositions use. This, on the face of it, appears to explain the students' ignorance and failure in using the English preposition and that is what confirms second hypothesis of our research undertaking.

Q4: I provide my students with a lot of practices of English verbal and adjectival dependent prepositions.

Table 15: Percentage of the Teachers' Practices.

options	Number	Percentage (%)
Always	**5**	**33**
Sometimes	**10**	**67**
Never	**0**	**0**

Figure 07: Percentage of Teachers' Practices.
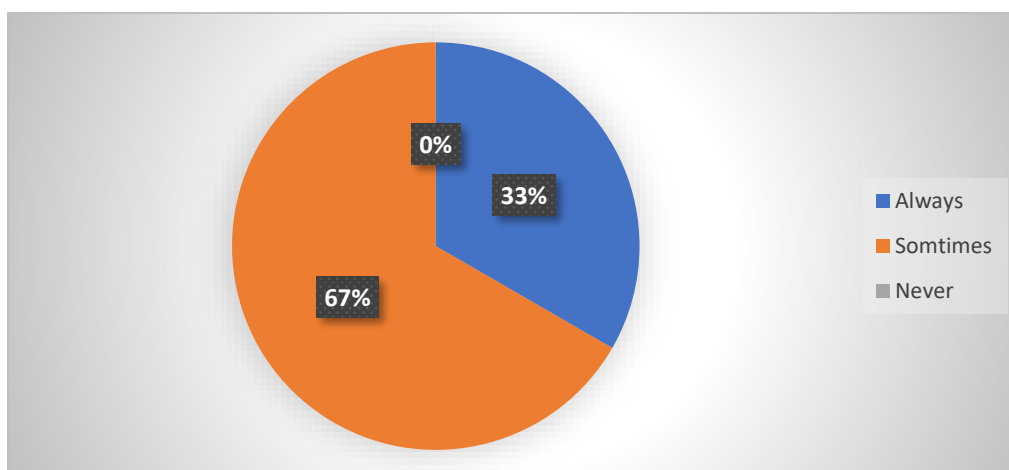
33 percent from the obtained result show that teachers always support their students with practices and activities about the use of verbal and adjectival dependent prepositions i.e., to develop their proficiency in using those prepositions, as compared with the majority of teachers which responded (67%) with sometimes i.e., they rarely provide their students with practices. This could give reliable cues about the reasons underlying the students' failure in using those prepositions.

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Q5: I encourage my students to use different uses of adjectival and verbal dependent prepositions.

Table 16: Percentage of the Teachers 'Encouragement of Their Students to use Adjectival and Verbal Dependent Prepositions.

Options	Number	Percentage(%)
Always	**10**	**67**
Sometimes	**3**	**20**
Never	**2**	**13**

Figure 08: The Percentage of the Teachers' Encouragement of Their Students to Use Adjectival and Verbal Dependent Prepositions.
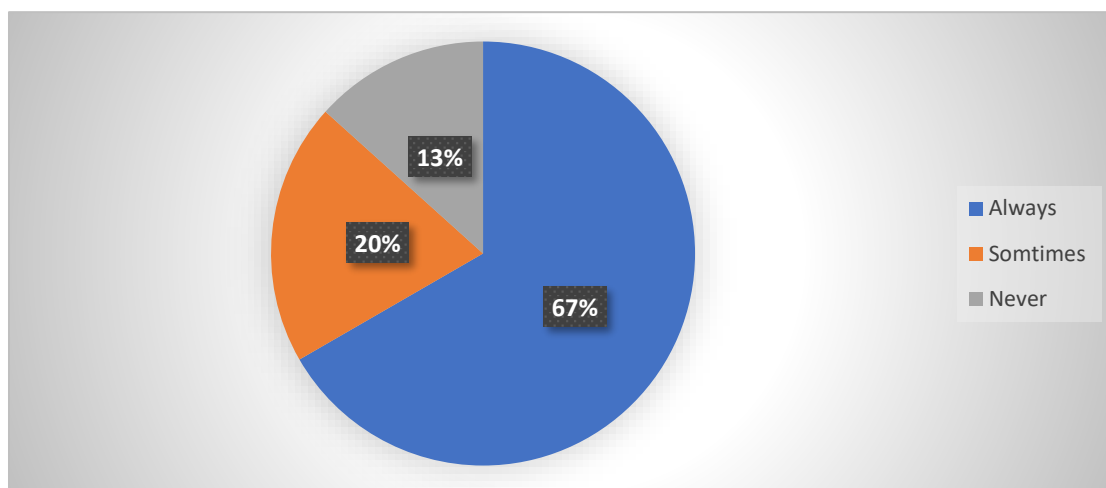
Almost 67% of the sample always encourage their students to use the English verbal and dependent prepositions, and 20 % acknowledged that they do not always push their students to use those prepositions. The other group of the sample represents 13 % of the

whole. This group represents the teachers who never encourage their students to use the English preposition.

Q6: I use different technologies and games to teach English prepositions.

Table 17: **The Percentage of the Teachers Who use Different Technologies and Games to Teach English Prepositions.**

Options	Number	Percentage (%)
Yes	3	20
No	12	80
Total	15	100

Figure 09: **The Percentage of the Teachers Who use Different Technologies and Games to Teach English Prepositions.**
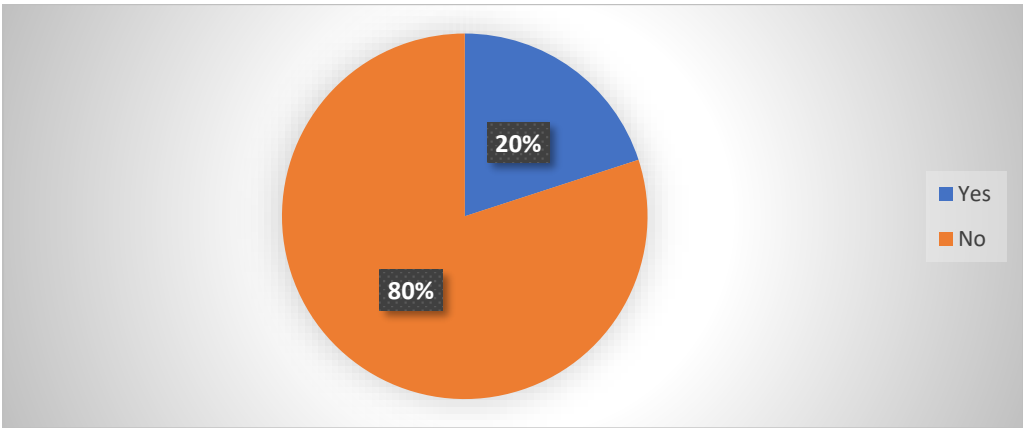
The table and the figure above illustrate the percentage of teachers who use games and technologies in teaching English preposition. 20% of teachers use the technologies and games for bettering the teaching of the English preposition, and 80% admit the fact that they

never use technologies and games in teaching and that what appears to confirm the idea that some teachers do not vary their way of teaching.

Q7: I face difficulties in teaching English verbal and adjectival dependent prepositions.

Table 18: **The Percentage of Teachers who Face Difficulties in Teaching Verbal and Adjectival Dependent Prepositions.**

options	Number	Percentage (%)
Yes	13	87
No	2	13
Total	15	100

Figure 10: **The Percentage of Teachers Who Face Difficulties in Teaching Verbal and Adjectival Dependent Prepositions.**
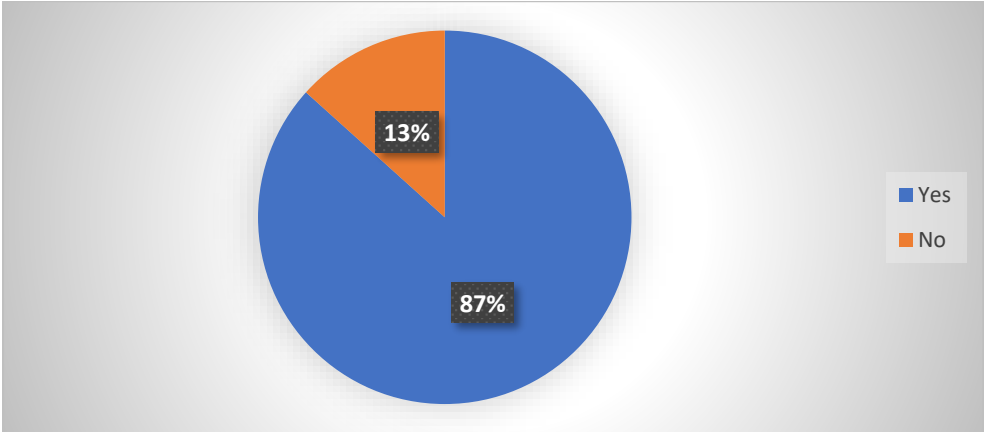
87 % of teacher acknowledged the fact that teaching verbal and adjectival dependent prepositions is a hard task. The rest of the sample (13%) say that they never face any difficulties in teaching those prepositions.

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Q8: Students are interested in revising verbal and adjectival dependent preposition.

Table 19: Teachers 'Opinions About Student's Revision of Adjectival and Verbal Dependent Prepositions.

Options	Number	Percentage (%)
Yes	0	0
No	15	100
Total	15	100

Figure 11: Teachers' Opinions About Student's Revision of Adjectival and Verbal Dependent Prepositions.
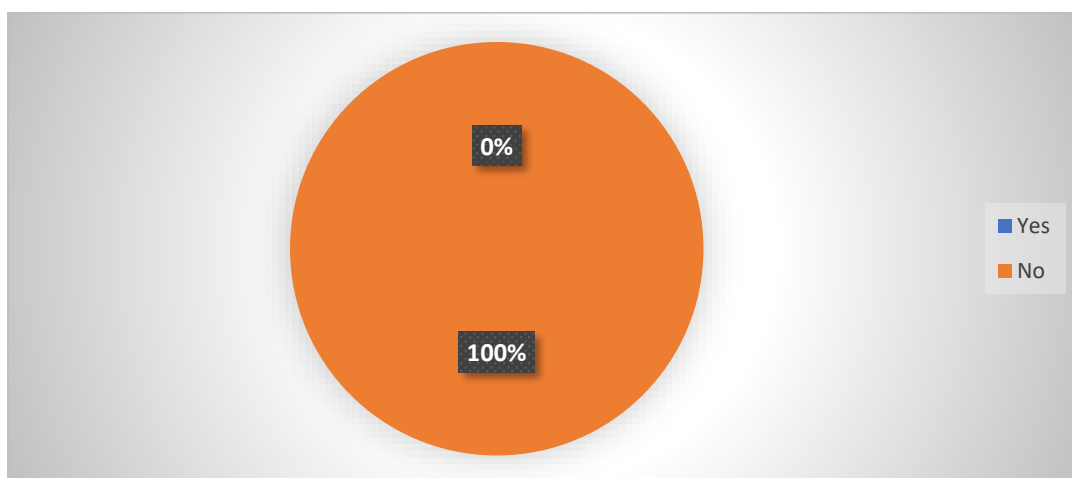
The result show that all the sample admit that the students never revise the prepositions lessons and that was the reason behind their failure in mastering the verbal and adjectival dependent prepositions.

Q9: Some students' errors in using adjectival and verbal dependent prepositions are due to their mother tongue interference.

Table 20: The Percentage of the Teachers' Agreement on the Mother Tongue Interference as Being a Reason Behind Students' Errors.

Options	Number	Percentage (%)
Agree	15	100
Disagree	0	0
Total	15	100

Figure 12: The Percentage of the Teachers' Agreement on the Mother Tongue Interference as Being a Reason Behind Students' Errors.
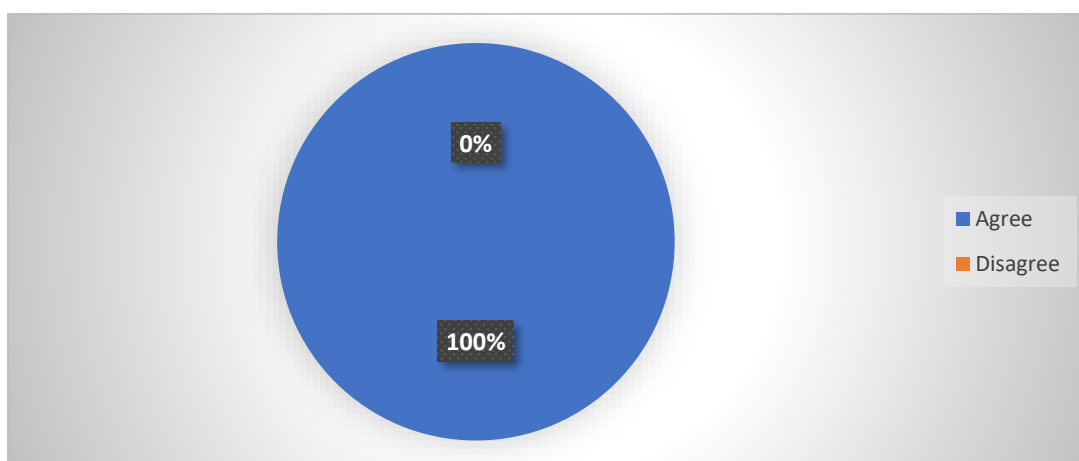
The above table and figure above display the percentage of the respondents who agree with the statement "Some students' errors in using adjectival and verbal dependent prepositions are due to the mother tongue interference" is (100%) and the percentage of those who disagree is(0%). According to what is mentioned above, one reason behind the students' failure in using those prepositions is their mother language interference.

Q10: Students' errors are due to the lack of practices and tests.

Table 21: The Percentage of the Teachers' Agreement on Lack of Practices and Tests as Being a Reason Behind Students' Errors

Options	Number	Percentage (%)
Agree	9	60
Disagree	6	40
Total	15	100

Figure13: The Percentage of the Teachers' Agreement on the Lack of Practices and Tests as Being a Reason Behind Student's Errors.
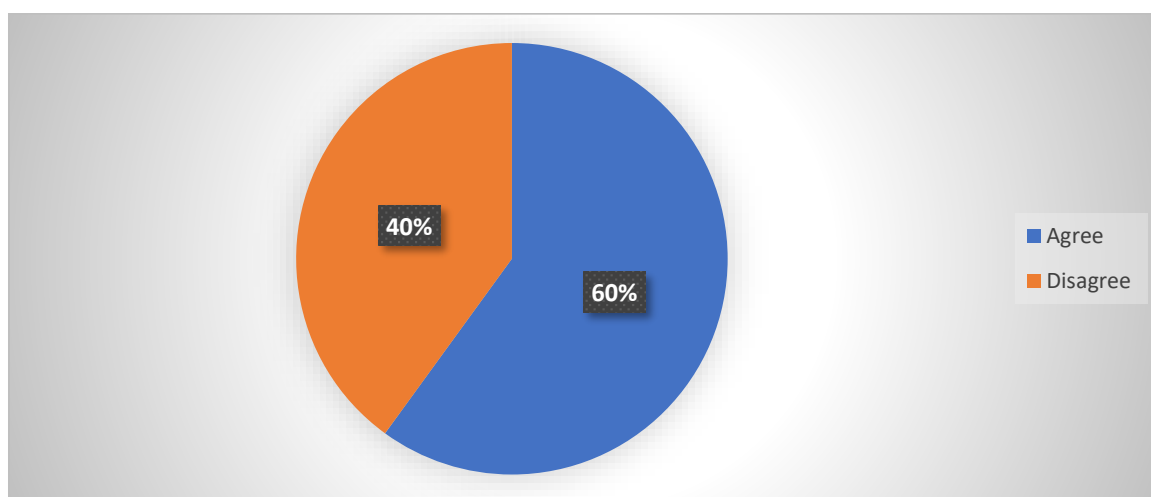
The table above and figure illustrate the percentage of respondents who agree with statement that "students' errors are due to the lack of practices and tests" is estimated by (60%) the percentage of those who disagree reached (40%). According to what is mentioned above, the second cause of the students' errors in using verbal and adjectival dependent preposition is the lack of tests and practices.

Q11: Students try to find out equivalent for the verbal and adjectival dependent preposition used without referring to the mother tongue.

Table 22: **Student's Ignorance of the Mother Tongue in Translating Dependent Prepositions.**

Options	Number	Percentage (%)
Always	0	0
Sometimes	5	33
Never	10	67
Total	15	100

Figure14: **Student's Ignorance of the Mother Tongue in Translating Dependent Prepositions.**

64
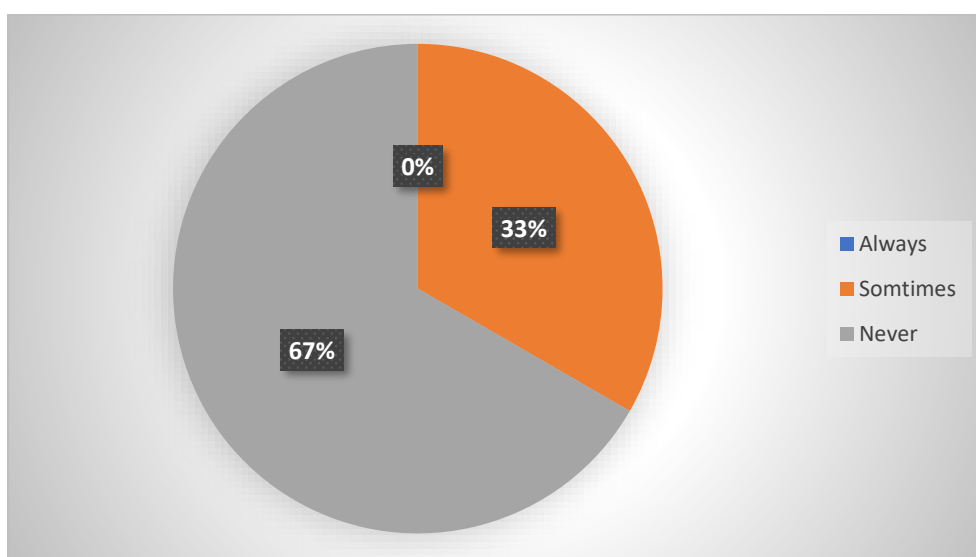
The result shows that 67% from the sample claimed that the students never try to find equivalents for the English verbal and adjectival dependent preposition without referring to their mother language, and 33 % from the sample admitted that students do sometimes refer to the translation of the preposition and sometimes not. From the result, it can be concluded that students use the language transfer both from Arabic to English and from English to Arabic to facilitate acquisition of the English prepositions.

Q12: The English annual program is rich in prepositions' lessons.

Table 23: The Teachers' Attitudes Toward the English Annual Program.

Options	Number	Percentage (%)
Agree	**0**	**0**
Disagree	**15**	**100**
Total	**15**	**100**

Figure 15: The Teachers' Attitudes Toward the English Annual Program.
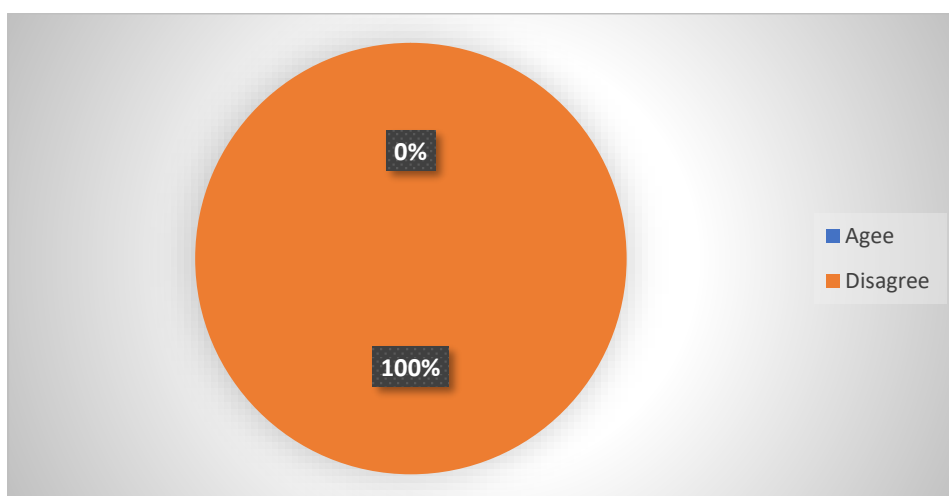
65

The table above and figure illustrate the percentage of respondents who agree with the statement that the English annual program is rich in prepositions' lessons is (0%). The percentage of those who disagree reached (100%). According to what is mentioned above, it could be concluded that the shortage of lessons is one of the reasons underpinning the students' failure in reaching a high level of proficiency in using the verbal and adjectival dependent prepositions.

Q13: I give feedbacks to my students about their use of verbal and adjectival dependent prepositions.

Table 24: **The Percentage of Teachers Feedbacks.**

Options	Number	Percentage (%)
Always	**4**	**27**
Sometimes	**11**	**73**
Never	**0**	**0**
Total	**15**	**100**

Figure 16: **The Percentage of Teachers' Feedbacks.**
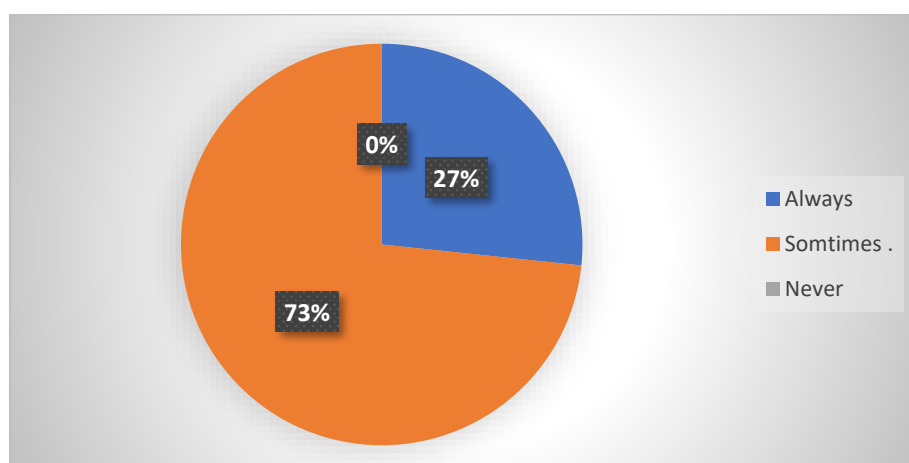
The result shows that 73 % of the participants admit the fact that they do not always give their students feedbacks about the use of prepositions. Just 27 % claimed that they always provide their students with feedback.

Section Three: Suggestions

Q: What can you suggest in order to increase the students' proficiency in using the English verbal and adjectival dependent prepositions?

In this question, the teachers gave some suggestions. The majority of them suggest to push the students to read to attain better learning outcomes with regard to the English prepositions. For them, the more they read, the more they learn the preposition rules and functions and purposes in the target language without referring to the mother tongue. Furthermore, other teachers suggest to provide the students with more practice and tests and to include more lessons about prepositions in the English grammar syllabus.

3.4.2. The Analyses of the Students' Questionnaire Data

Section One: Background Information

Q01: Do you like English language?

Table25: Students' Interest in English.

Options	Number	Percentage(%)
Yes	30	100
No	0	0
Total	30	100

Figure 17: Students' Interest in English .
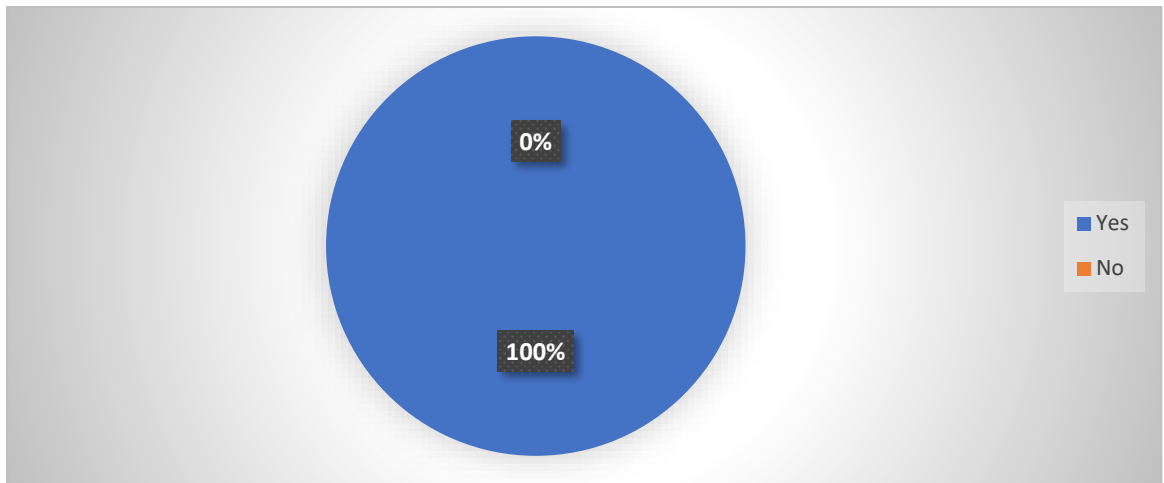
All the students answered with yes. This means that all the sample admire the English language and that can be a positive factor in the learning process.

Q02: How many years have you been interested the English language?

Table 26: Students' Experiences of the English Language.

Options	Number	Percentage
5 years	11	37
6-10	4	13
More than ten	15	50
Total	30	100

Figure 18: **Students' Experience in English Language.**
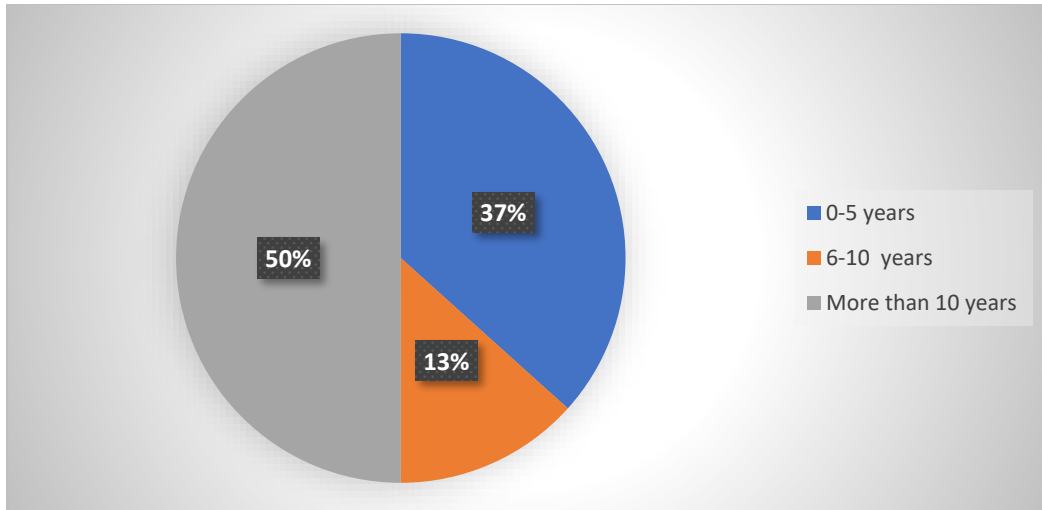
The result of the table and the figure above shows that 50 % of the students have the experience of more than 10 years in English-language learning i.e., they have practiced the English language for more than 10 years. This could be taken to entail that those students are keenly interested to pick up the English language. 37 % of the participants have the experience of English language for 5 years since they started English as a branch in the university level. and the rest of the students have practiced the English language more than 5 years.

Q3: What was the reason behind your choice of the English language as a branch at the university level?

The result of this question shows the fact that the majority of the students adore the English language, and they have selected it because of their love and enjoyment when using it. It demonstrates that they believe that the English language has become the global language and the first language of communication and technology all over the world. Four students from the sample answered that they didn't like the English language and they were just obliged to study it and that may explain their failure in using the English language.

Section Two: Students' Attitudes towards Dependent Prepositions.

Q1: What do you prefer the most?

Table 27: Students' Preferred Skill.

Options	Number	Percentage (%)
Listening	6	20
Speaking	12	40
Reading	5	17
Writing	7	23
Total	30	100

Figure 19: Student's Preferred Skill.

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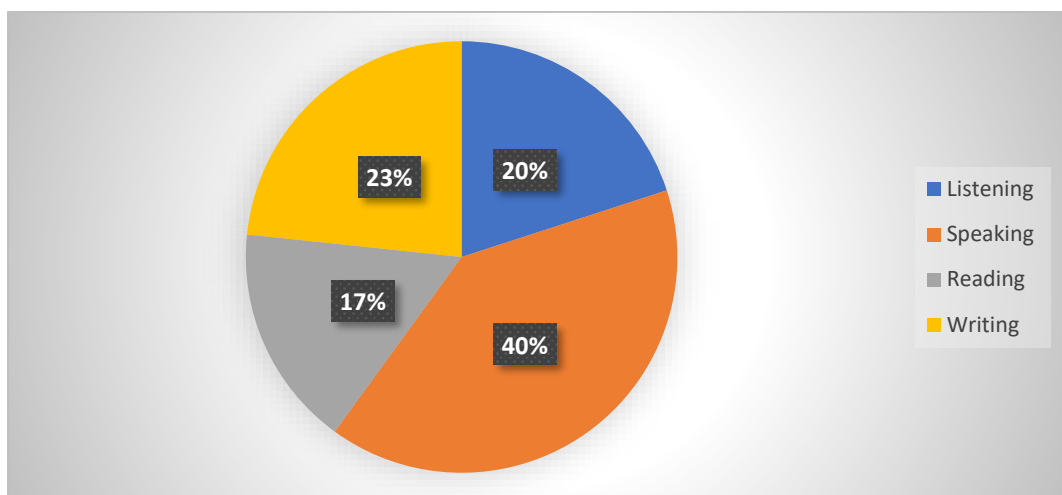
When asking the subjects which skills they prefer the most. speaking seems to be in the lead with 40%, the writing skill comes next with the percentage of 23 %, the listening

skill comes third with 20 %. Reading comes at the end with the percentage of 17 %. So, the result shows that receptive skills (reading and listening) come at the end of the students 'preferences' list, whilst the productive skills come at the top of the students' list of preferred skills.

Q2: Do you use English outside the classroom?

<u>**Table 28:**</u> **Students' Use of English Outside the Classroom.**

Options	Number	Percentage
Always	4	13
Sometimes	20	67
Never	6	20
Total	30	100

<u>**Figure 20:**</u> **Students' Use of English Outside the Classroom.**
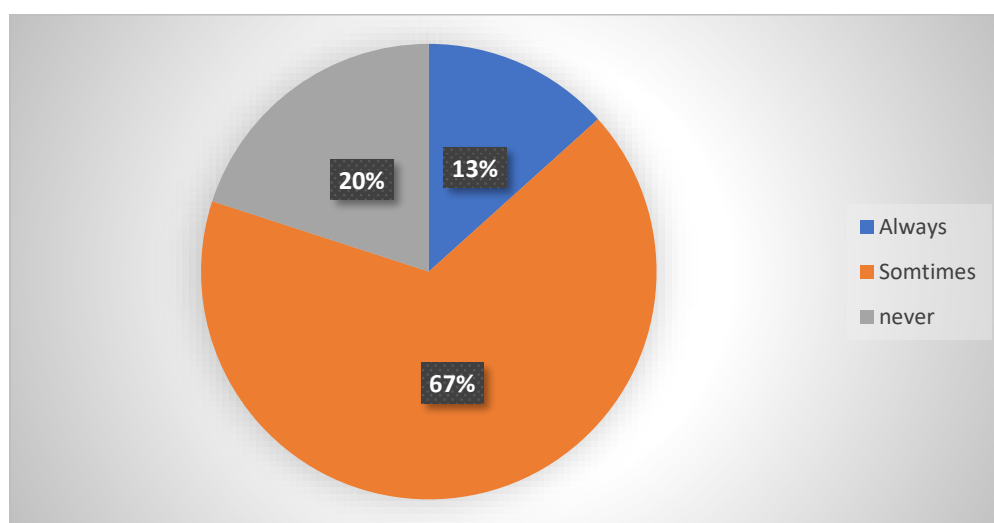
From the table and the figure above, it is clearly noticeable that   the students who sometimes use the English language in their real life outside the classroom come at the top

with the percentage of 67 %, and the students who never use English outside the class come next with the percentage of 20%, whereas the students who always practice the English language outside represent 13 % of the whole sample. From these results, the main cause of students' failure in mastering the English language appears to be the lack of practice.

Q3: You consider yourself perfectly grammatical speaker?

Table 29: Students' Proficiency in Grammar.

Options	Number	Percentage
Yes	8	27
No	22	73
Total	30	100

Figure 21: Students' Proficiency in Grammar.
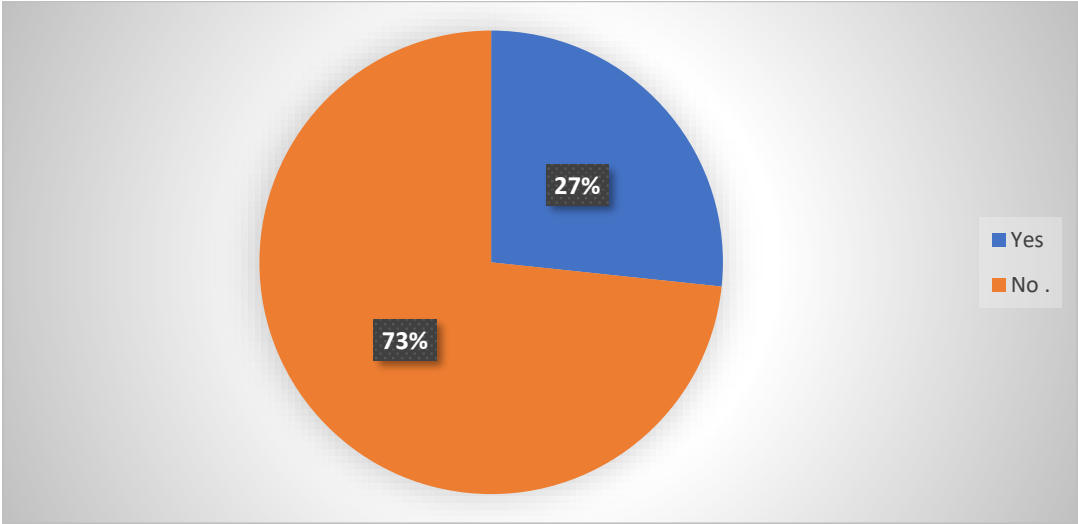
Q4: How would you rate your current knowledge about English prepositions?

Table 30: Student's Current knowledge about English Prepositions.

Options	Number	Percentage (%)
No knowledge	9	30
Average	18	60
Full knowledge	3	10
Total	30	100

Figure 22: Student's Current knowledge about English Prepositions.
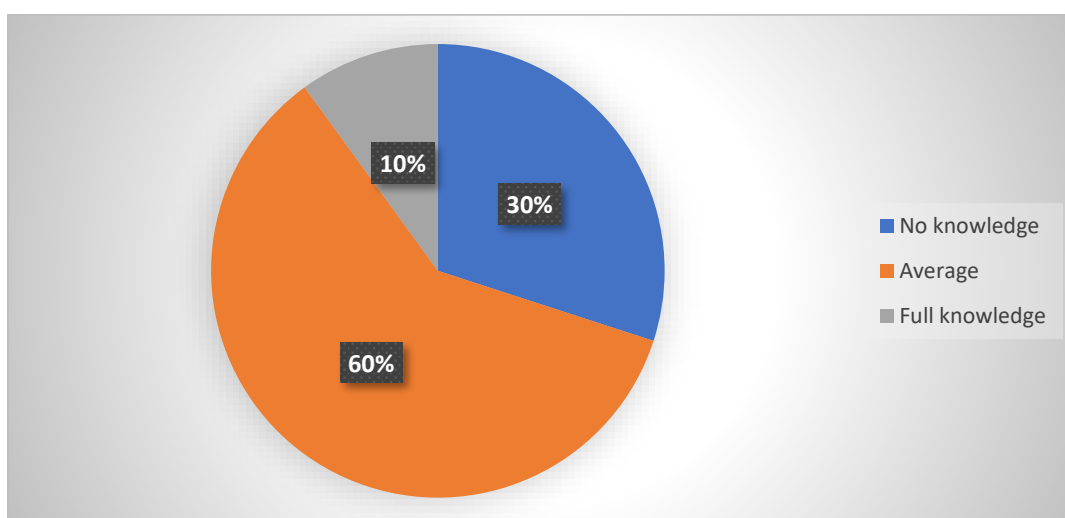
For this question, 60% of the participants admitted the fact that they do not master the English prepositions, but they just reach the average, and 30% of the sample acknowledged that they have no knowledge about the English preposition. Meanwhile the rest of the students, (10%) of the participant, considered their knowledge as a full knowledge about the English preposition. Besides, this result explains the bad use of English preposition by the English second year muster students who admitted the fact that they do not have the

sufficient knowledge of English prepositions and they lack the basic knowledge of prepositions.

Q5: The lack of communication with English language native speakers is one of the problems faced by you in understanding prepositions.

Table 31: Students' Agreement on the Lack of Communication with the Natives as Being one Reason of the Misunderstanding of Prepositions.

Options	Number	Percentage (%)
Agree	22	73
Disagree	8	27
Total	30	100
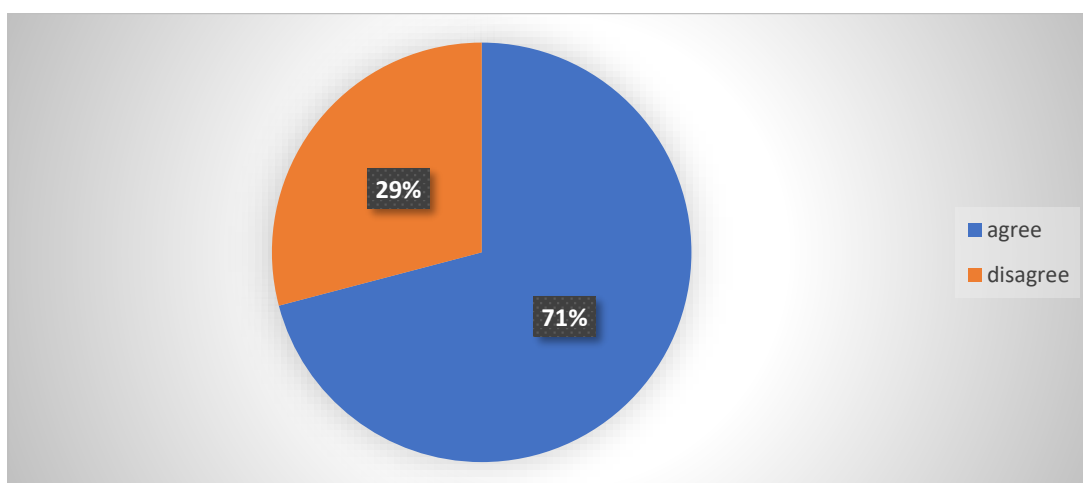
Figure 23: Students' Agreement on the Lack of Communication with the Natives as Being one Reason of the Misunderstanding of Prepositions.

The table and the figure above demonstrate the frequency of responses to the previous statement. Among the 30 participants, 22 students (71%) have shown their agreement that the

lack of communication with native speakers is one of the causes behind the poor understanding of the English prepositions. Eight participants disagreed with the previous idea; they believe that mastering the English prepositions should not necessarily be related to the communication with natives.

Q6: The Challenge to Master the Correct Usage of verbal and adjectival dependent Prepositions in Different Contexts Is One of the Problems in Learning Prepositions that you face.

Table 32: **Students' Challenge in Mastering the Correct Usage of Dependent Prepositions in Different Contexts.**

Options	Number	Percentage (%)
Agree	17	57
Disagree	13	43
Total	30	100

Figure 24: Students' Challenge in Mastering the Correct Usage of Dependent Prepositions in Different Contexts.
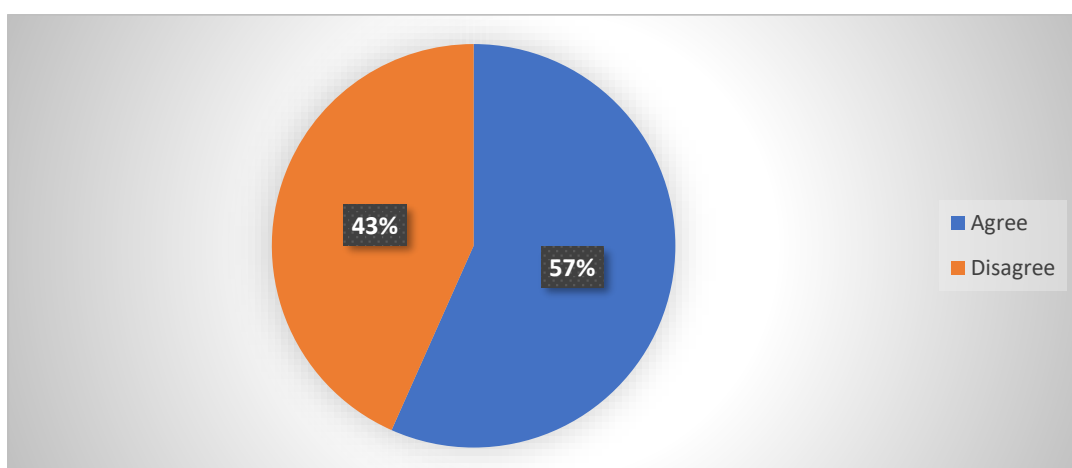
The data above shows the result of responses towards the statement ": The Challenge to Master the Correct Usage of verbal and adjectival dependent Prepositions in Different Contexts Is One of the Problems in Learning Prepositions that you face". Out of 30 participants, 17 ones with a percentage of 57 % agreed that mastering the use of the verbal and adjectival dependent prepositions is one of the problems that they face when they learn the English dependent prepositions. 13 students (43%) disagreed with the previous statement.

Q7: Mother-tongue influence causes problem in the use of adjectival and verbal dependent prepositions in a given situation for you.

Table 33: The Mother Tongue Influence in Using Verbal and Adjectival Dependent Prepositions in a Giving Situation.

Options	Number	Percentage (%)
Agree	24	80
Disagree	6	20
Total	30	100

Figure 25: The Mother Tongue Influence in Using Verbal and Adjectival Dependent Prepositions in a Giving Situation.
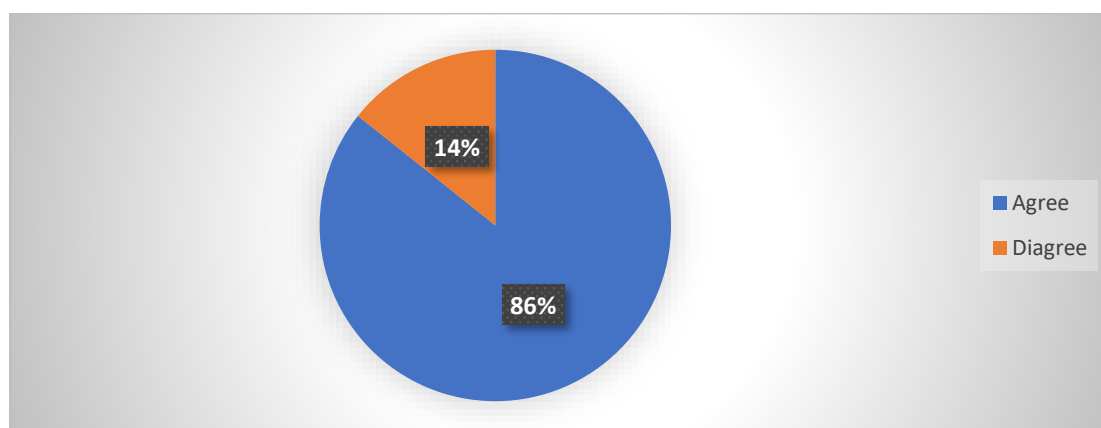
The table and the figure above show the attitudes of students towards the previous statements. The result demonstrates that 86% of participants agreed with the fact that their mother tongue influence causes problems in using the verbal and adjectival dependent prepositions in different contexts. The rest of the participants expressed their disagreement towards the previous statement: They supported the idea that their mother tongue has no impact on their selection and usage of verbal and adjectival dependent prepositions in different contexts.

Q8: The Semantic differences in the prepositions of Arabic and English languages play a crucial role in making it difficult to learn English prepositions for you.

Table 34: Differences Between Arabic and English Prepositions Role in Making the English Prepositions Learning Difficult.

Options	Number	Percentage (%)
Agree	28	93
Disagree	2	7
Total	30	100

Figure 26: **Differences Between Arabic and English Prepositions Role in making the English preposition learning difficult.**
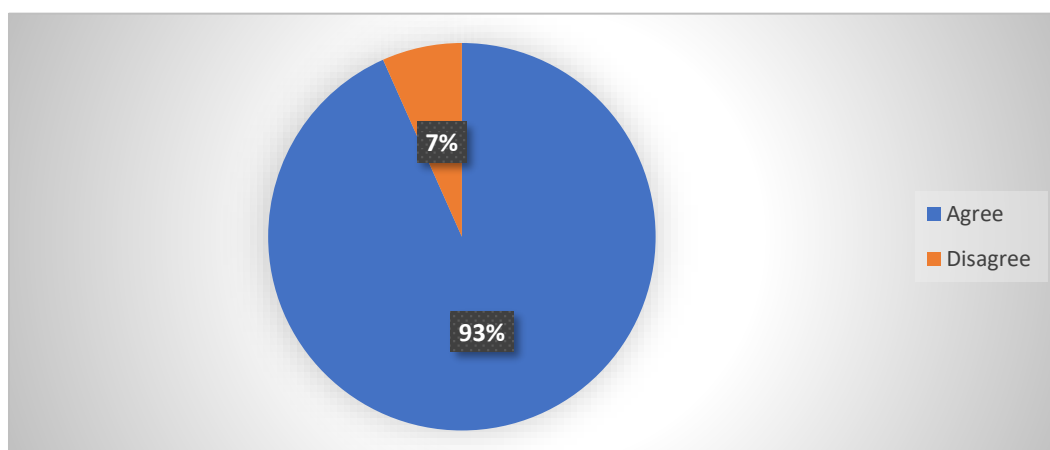
The result demonstrates the frequency of responses to the statement: "The semantic differences in the prepositions of Arabic and English languages play a crucial role in making it difficult to learn English prepositions for you". 28 students out of 30 ones agreed with the statement that the differences between the meanings of prepositions in the ML and the TL, create a huge problem for the process of learning prepositions. Two students disagreed with idea i.e., they believe that the differences between languages do not create any problems for the process of learning.

Q9: My teacher gives as enough practices about verbal and adjectival dependent prepositions.

Table 35: Students' Attitudes Toward the Teachers' Practices.

Options	Number	Percentage (%)
Yes	0	0
No	30	100
Total	30	100

Figure 27: Students' Attitudes Toward the Teachers' Practices.
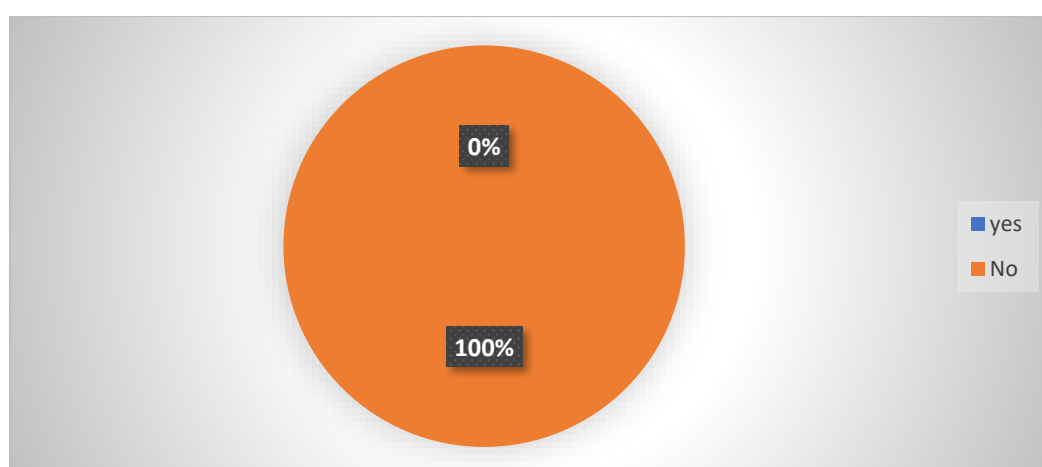
The table and the figure above demonstrate the frequency of responses to the statement "My teacher gives as enough practices about verbal and adjectival dependent prepositions". The result shows that all that participants without any exceptions admitted the fact that their teachers did not provide them with the sufficient practice and tests about the verbal and adjectival dependent prepositions.

Q10: The grammar syllabus in the university level is poor in English prepositions lessons.

Table 36: Students' Attitudes Toward the Grammar Syllabus.

Options	Number	Percentage (%)
Agree	27	90
Disagree	3	10
Total	30	100

Figure28: Students' Attitudes Toward the Grammar Syllabus.
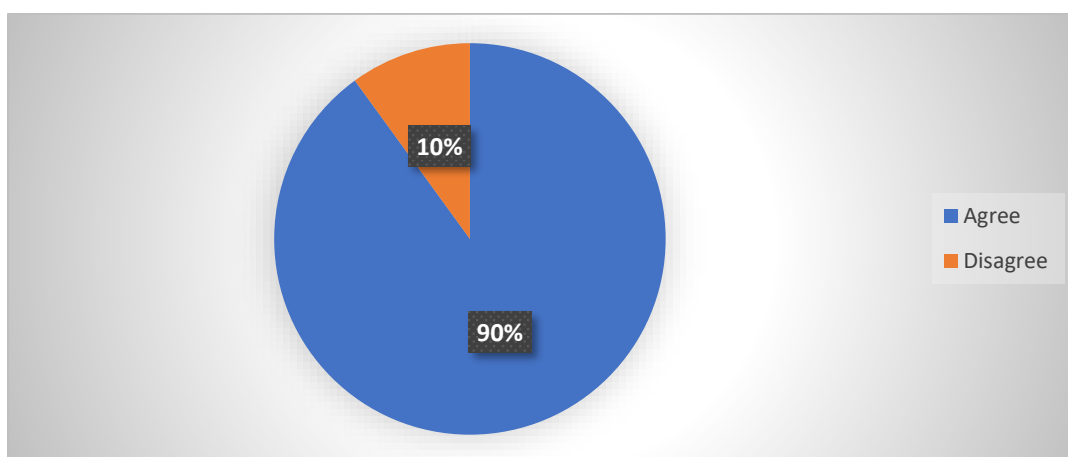
The result of the table and the figure above show that 90% of the participants agreed that the English grammar syllabus is not rich in prepositions lessons. Meanwhile 10 % of the participants believed that the preposition lessons in the grammar syllabus are enough.

Q11: What are the techniques that you use to better learn the adjectival and the verbal dependent prepositions?

For this question, many suggestions were mentioned: learning through listening to native speakers, learning through videos, learning through games, learning through role plays and learning through colors.

Section Three: Suggestions

Q1: What do suggest to enhance the second year master students proficiency in English verbal and adjectival dependent prepositions?

For answering this question, the students give their opinions. They said that it would better if the annual grammar program would contain more preposition lessons and teachers should double their efforts to help their students because they need more and more practice about the English prepositions.

3.3.3. The Analyses of the Students' Test Data

To analyze the data, the percentage of correct and wrong usages of adjectival and verbal dependent prepositions in every single sentence is calculated, Then, the correct and wrong usages of the dependent prepositions of the tested students in each sentence are compared with the corresponding usages of simple prepositions in the Arabic language to find out the reasons behind the students' failure in mastering the use of those prepositions.

Sentence № 1: she is interested …. All types of music.

Table 37: Correct and wrong usage of the appropriate dependent preposition in sentence 01.

Number of the students	Correct usage		Wrong usage	
	Number	**Percentage (%)**	**Number**	**Percentage (%)**
30	21	70	9	30

Figure28: Correct and Wrong Usage of the Appropriate Dependent Preposition in Sentence 01.
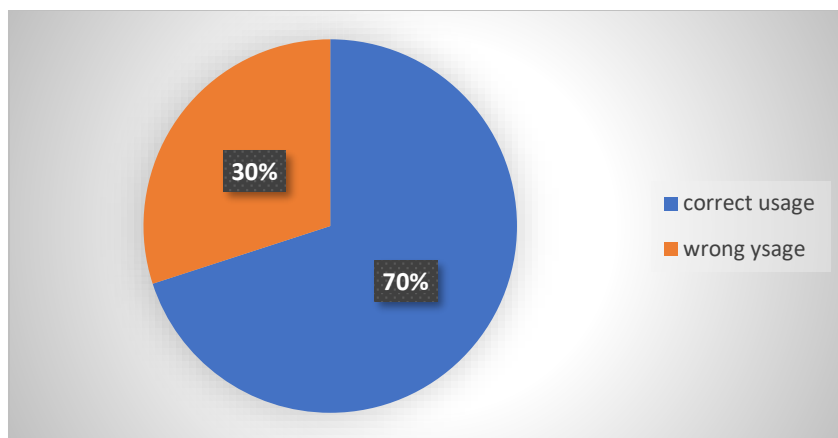
In the case of the wrong answers, two unnecessary adjectival dependent prepositions were inserted "by" and "with', instead of the correct one "in". Four students used "with" i.e., "interested with all types of music", and five participants used "by" i.e., "interested by all types of music". These two prepositions are the equivalent of the Arabic preposition "bi" i.e., "mohtam bi jamii anwaa almosika". So, the participants inserted "by" and "with" to make the relation between the verb interested and all the types of music as it is the case in the Arabic language. Therefore, the students transferred their Arabic knowledge of prepositions

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negatively to the target language i.e., the English language and the result weas the insertion of the wrong preposition.

Sentence № 02: We are almost totally dependent…the weather.

Table 38: Correct and wrong usage of the appropriate dependent preposition in sentence 02.

The number of the students	Correct usage		Wrong usage	
	Number	**Percentage (%)**	**Number**	**Percentage (%)**
30	**16**	**53.33**	**14**	**46.66**

Figure 30: Correct and wrong usage of the appropriate dependent preposition in sentence 02.
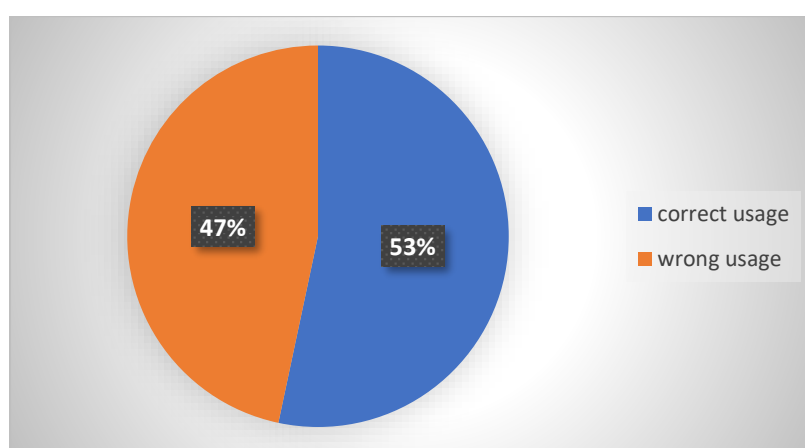
Instead of using the preposition "on", four students inserted the preposition "to", and six others inserted the preposition "at". The wrong choice of the English simple preposition 'in' in this sentence could perhaps be traced back to the Arabic language since in Arabic we

say "yaatamid ala ataaks". Learners transferred negatively the use of this preposition to the English language and this appears to have been behind the wrong choice. The rest of the wrong answers were empty spaces, the students did not insert any preposition because of their lack of knowledge about prepositions.

Sentence № 03: The film is loosely based …. the book.

Table 39: Correct and wrong usage of the appropriate dependent preposition in sentence 03

The number of the students	Correct usage		Wrong usage	
	Number	**Percentage (%)**	**Number**	**Percentage (%)**
30	**24**	**80**	**6**	**20**

Figure 31: Correct and wrong usage of the appropriate dependent preposition in sentence 03.
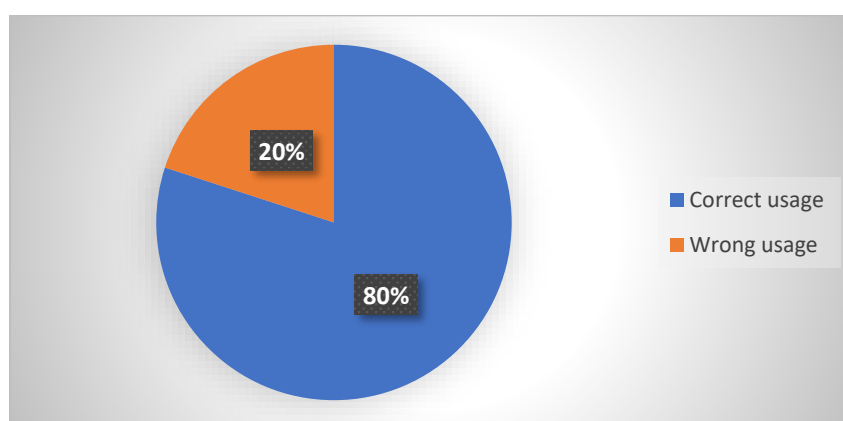
This sentence is the equivalent of the Arabic one "…. Yaatamid ala lkitab". The appropriate English preposition for this sentence is the adjectival dependent reposition "on" . The majority of the answers were correct because the Arabic preposition " ala" and the English one "on" are close in meaning; so the participant transferred positively the preposition "ala" to the English language. Concerning the wrong answers, the two inappropriate prepositions which were inserted are "at" and "from": The participants instead of using "on" they used the preposition "at" because they have the same meaning but different uses. The use of the preposition "from" could probably be ascribable to the students' lack of attention and the mis-understanding of the sentence as such.

Sentence № 4: The government have set up a group to enquire …….. airport accidents**.**

Table 40: **Correct and Wrong Usage of the Appropriate Dependent Preposition in Sentence 04.**

The number of the students	Correct usage		Wrong usage	
	Number	Percentage (%)	Number	Percentage (%)
30	0	0	30	100

Figure 32: Correct and Wrong Usage of the Appropriate Dependent Preposition in Sentence 04.
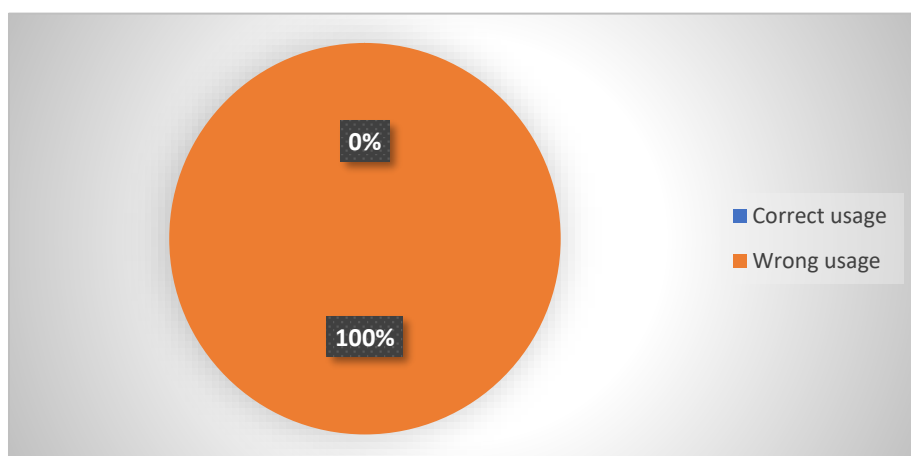
In the case of this sentence, all the answers were wrong; instead of using the preposition "into", six participants used the preposition "in" because they referred to the translation to their mother language "Arabic language". They used the preposition "in" which is similar to the preposition "fii" in Arabic. Two other students used the preposition "for" because of their misunderstanding of the sentence. The rest of the participants left it empty without any answer due to their limited knowledge of the dependent preposition in question since the preposition "into" is not a common one.

Sentence № 5: I could never get accumulated ….. the cold weather.

Table 41: Correct and Wrong Usage of the Appropriate Dependent Preposition in Sentence 05.

The number of the students	Correct usage		Wrong usage	
	Number	Percentage (%)	Number	Percentage (%)

	4	13	26	87
30				

Figure 33: **Correct and Wrong Usage of the Appropriate Dependent Preposition in Sentence 05.**
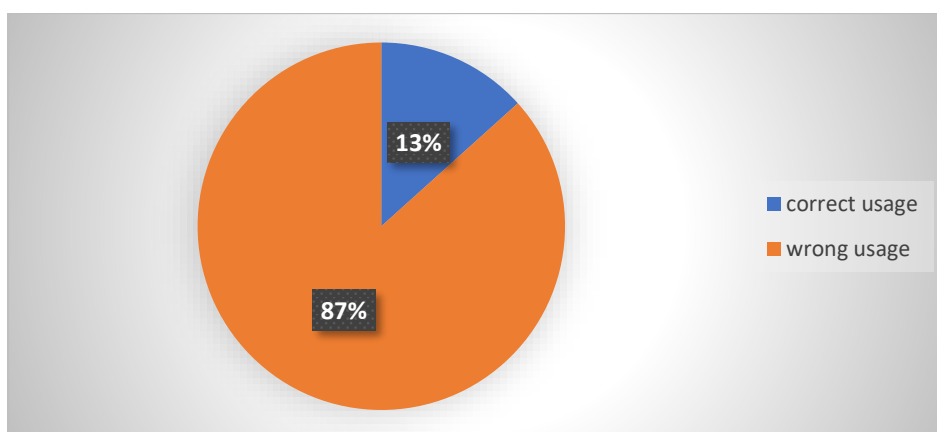
Twenty-six students filled in the gap with the appropriate preposition. The first English preposition that is likely to be used as the equivalent of the Standard Arabic preposition "alaa" is the English adjectival dependent preposition "on". The students used "on" instead of "to" because of their negative transfer of the Arabic language to English: they said "…. Aatad alaa aljawal bared"; as a result, they inserted the wrong preposition.

Sentence № 6: I got totally absorbed ….. the film, I forgot my cake.

Table 42: **Correct and Wrong Usage of the Appropriate Dependent Preposition in Sentence 06.**

The number of the student	Correct usage		Wrong usage	
	Number	**Percentage (%)**	**Number**	**Percentage (%)**

	27	90	3	10
30				

Figure 34: Correct and Wrong Usage of the Appropriate Dependent Preposition in Sentence 06.
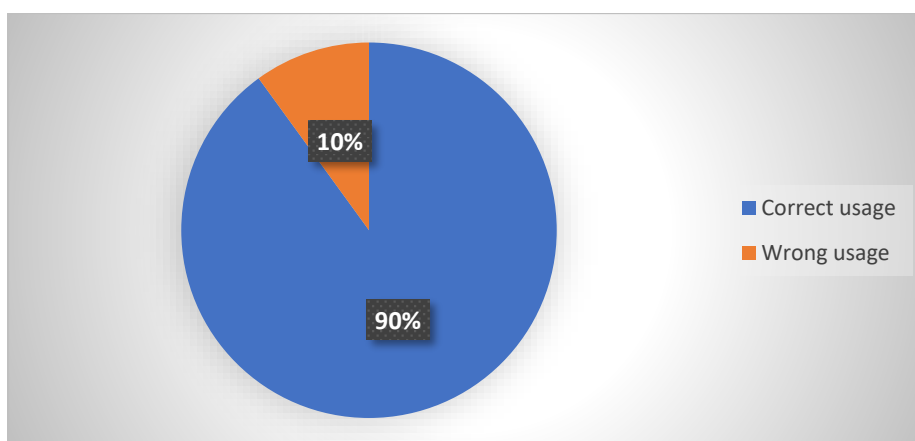
This sentence also illustrates the case where the two languages use the same prepositions. The students inserted the preposition "in": They thought that itis like its closest equivalent in Arabic since the equivalent of this sentence is "monhamikfii". This is potentially the reason behind the correct usage of the preposition (positive transfer). Concerning the wrong answers, they were all empty spaces because the participant did not complete the sentence altogether.

Sentence № 7: We have been flooded …… requests to show the programme again.

Table 43: Correct and Wrong Usage of the Appropriate Dependent Preposition in Sentence 07.

The number of the students	Correct usage		Wrong usage	
	Number	Percentage (%)	Number	Percentage (%)
30	9	30	21	70

Figure 35: Correct and Wrong Usage of the Appropriate Dependent Preposition in Sentence 07.
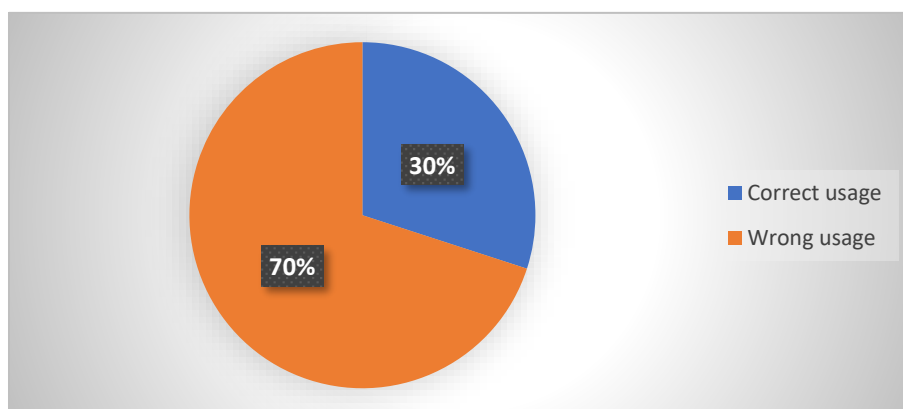
The students' wrong usage of the preposition "in" instead of "with" is explained by the fact that, in Arabic, the appropriate preposition is "fii" which is the equivalent of the dependent preposition "in". Hence, the participants transferred negatively the Arabic preposition "fii" to English and the result was the wrong selection of the preposition.

Sentence № 8: He is capable … turning the company's fortunes around.

Table 44: Correct and Wrong Usage of the Appropriate Dependent Preposition in Sentence 08.

The number of students	Correct usage		Wrong usage	
	Number	Percentage (%)	Number	Percentage (%)
30	10	33	20	67

Figure 36: Correct and Wrong Usage of the Appropriate Dependent Preposition in Sentence 08.
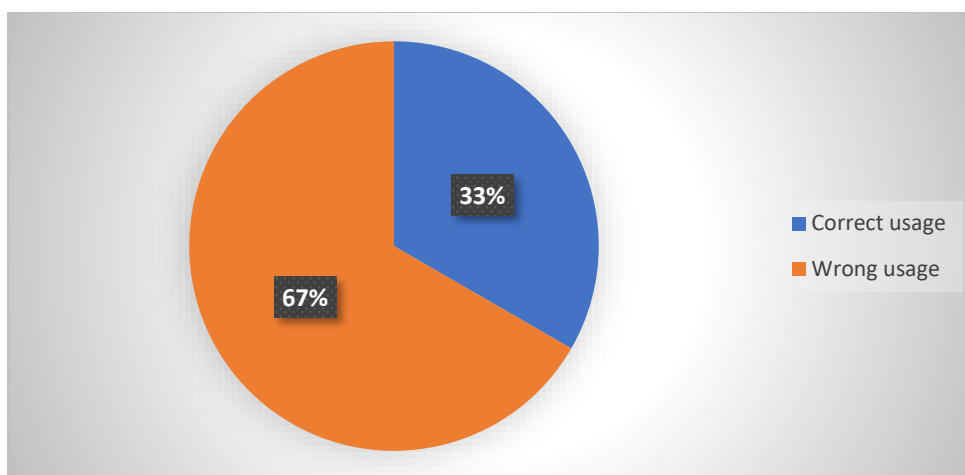
The preposition inserted instead of "of" is the preposition "to", and this could be traced back to the students' first language since they say "kadiralaa". This appears to explain the wrong use of the preposition which came as a result of negative transfer.

Sentence № 9: His views are reminiscent …the old labour party.

Table 45: **Correct and Wrong Usage of the Appropriate Dependent Preposition in Sentence 09.**

The number of the students	Correct usage		Wrong usage	
	Number	Percentage (%)	Number	Percentage (%)
30	3	10	27	90

Figure 37: **Correct and Wrong Usage of the Appropriate Dependent Preposition in Sentence 09.**
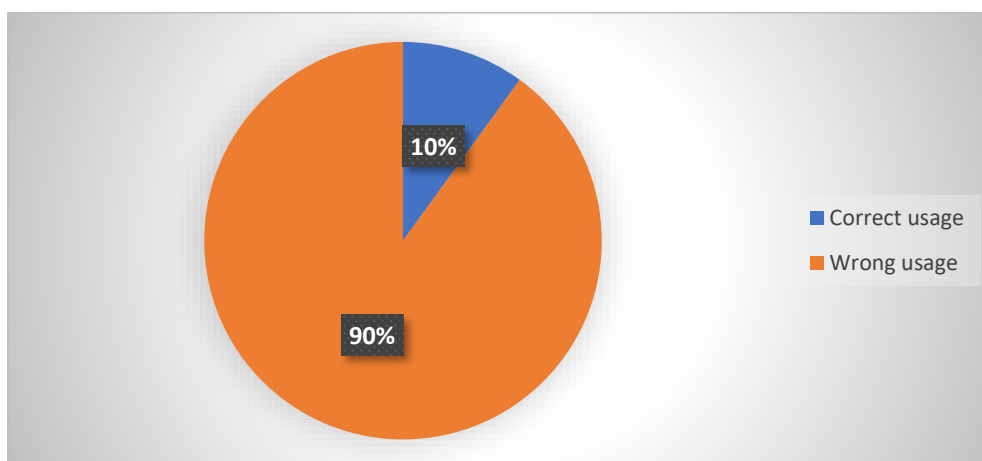
Twenty-seven students filled in the gap with wrong prepositions instead of "of": Twenty of them used the preposition "with"; seven of them left the space empty without any answer. Their wrong selection of the preposition referred to their translation of the sentence to the Arabic language as they made the relation between "reminiscent" and "the old" by the

preposition "with" which has an equivalent in the Arabic language 'bii' and that led them to the wrong selection of the preposition which came as a result of negative transfer.

Sentence № 10: The bicycle was tied … the roof of the car.

Table 46: Correct and Wrong Usage of the Appropriate Dependent Preposition in Sentence 10.

The number of the students	Correct usage		Wrong usage	
	Number	Percentage (%)	Number	Percentage (%)
30	10	33	20	67

Figure 38: Correct and Wrong Usage of the Appropriate Dependent Preposition in Sentence 10.
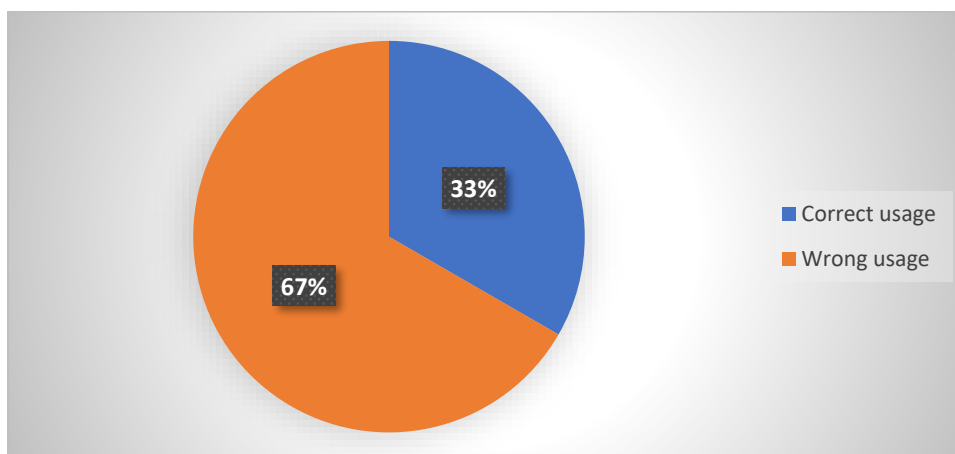
The majority of the answers contained the preposition "by" instead of the preposition "to". If we give the equivalent of the previous sentence in Arabic, it would be " adaraja mortabita bii sakf asayara" . Therefore, the participants used the English preposition

which is similar in meaning to the Arabic preposition "bii" and the result was the insertion of the wrong preposition (another overt instance of negative transfer).

Sentence № 11: Nobody is certain … the future but some are convinced about the past

Table 47: Correct and Wrong Usage of the Appropriate Dependent Preposition in Sentence 11.

The number of the students	Correct usage		Wrong usage	
	Number	Percentage (%)	Number	Percentage (%)
30	22	73	8	27

Figure 39: Correct and Wrong Usage of the Appropriate Dependent Preposition in Sentence 11.
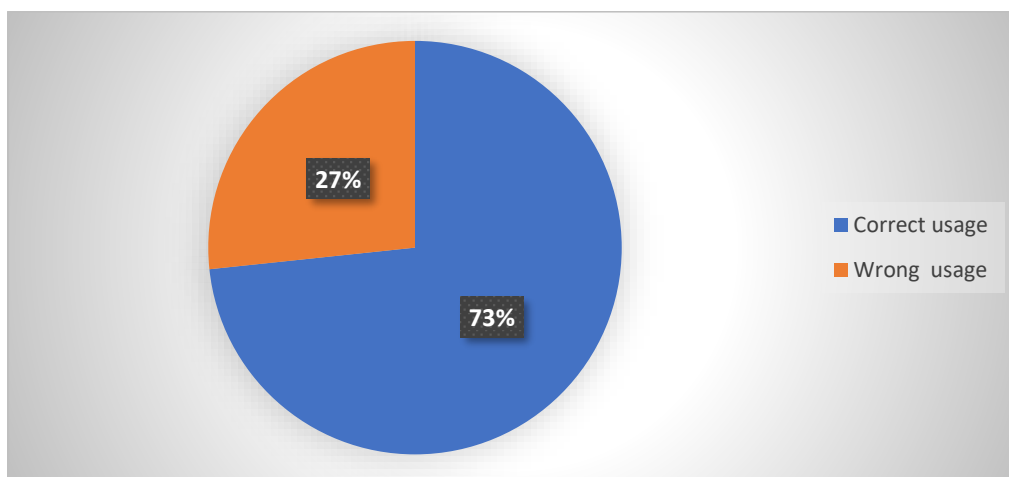
More than the half of the tested students answered with the correct preposition "about". The reason behind the correct usage of this dependent preposition is related to the usage of the corresponding one in Arabic "hawla". The two languages use the same preposition, which facilitates the answer for the students (positive transfer).

Sentence № 12: She was suspicious …… the motives from the start.

Table 48: **Correct and Wrong Usage of the Appropriate Dependent Preposition in Sentence 12**

The number of the students	The correct usage		The wrong usage	
	Number	**Percentage (%)**	**Number**	**Percentage (%)**
30	**2**	**7**	**28**	**93**

Figure 40: **Correct and Wrong Usage of the Appropriate Dependent Preposition in Sentence 12.**
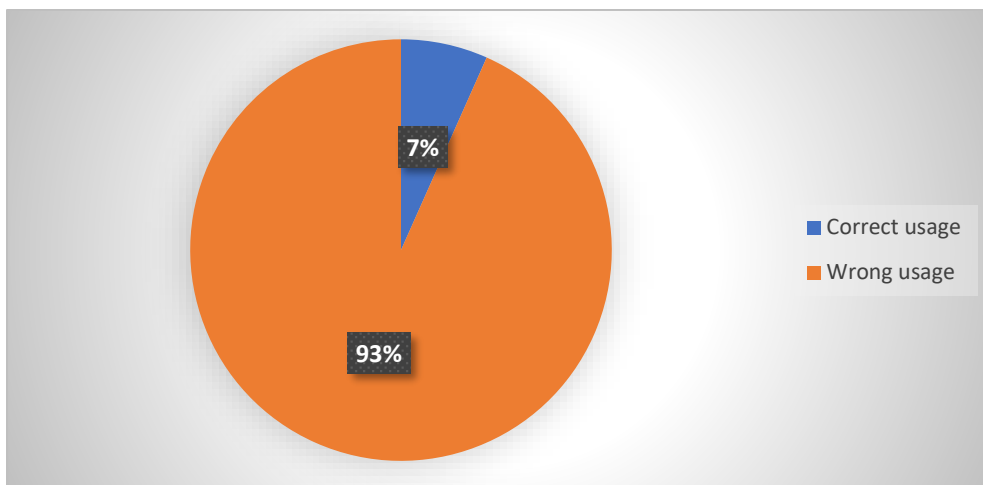
In the case of this sentence, the majority of the answers were wrong: Instead of using the preposition "of ", eight students didn't complete the sentence at all, and the rest used wrong preposition, "for". When we translate the sentence into Arabic, we find that the equivalent of the preposition has the same meaning. So, when the students transferred the

preposition they did so positively and from that, it can be found that the reason behind the failure in using the appropriate preposition is not the language transfer, but it is the mis-understanding of the sentence and especially the word "suspicious". The participants encountered a problem understanding this word and the result was the insertion of the wrong preposition.

3.4. The Discussion of the Results

The results obtained from the students' test, reveal that the second-year master students of English at Mila University Center have two main problems with the English verbal and adjectival dependent prepositions: the mixture between the adjectival or verbal dependent preposition and the usage of the unneeded verbal or adjectival dependent preposition. The analyses of all the correct and wrong usage of the verbal and dependent prepositions show that the students transfer negatively from the Arabic language (MT) to the English language (TL). Furthermore, when the English and Arabic language use the same prepositions (the preposition has the same meaning in both languages), their correct answers are due to positive transfer. When the two languages use different preposition (the prepositions are not similar in meanings), the learners' wrong answers are due to negative transfer. Accordingly, the Arabic language or the students' mother language is a source of knowledge that helps students and facilitates their production when there are equivalents and similarities between the two languages. Therefore, the master-two students of English do not adequately reach the level of proficiency in using the verbal and adjectival dependent prepositions. They have not mastered their usage yet, and they revert back to the mother tongue to better understand them.

The teachers' questionnaire analyses have come out with the findings that the second-year master students do not master the use of verbal and adjectival dependent

prepositions, and they still make a wide array of dependent prepositions mistakes. This is that due to several reasons:

- The interference of the mother tongue leads students to make mistakes in using the English verbal and adjectival dependent prepositions.

- Language transfer plays a big role in using the inappropriate verbal or adjectival dependent preposition.

- Teachers do not exert sufficient efforts to provide their students with enough activities and practice about the verbal and adjectival dependent prepositions.

- Teachers do not vary their way of teaching to teach the verbal and adjectival dependent prepositions, and they do not pay enough attention to the individual differences in their classes.

- Teachers do not use technologies and media to teach the English prepositions.

- The English grammar syllabus at Mila University Center is not rich in prepositions lessons.

- Students do not pay much attention to the importance of the English prepositions and their use.

- Students do not receive the needed support and encouragement to better learn and use the verbal and adjectival dependent prepositions from their teachers.

The students' questionnaire has come out with the fact that second-year master students make not master the English verbal and adjectival dependent prepositions due to their mother tongue interference and the lack of support that they receive from their teachers i.e.,

diagnostic support, including tests and practice. Moreover, the students need more techniques to better learn the English prepositions.

3.5. Limitations of the Study

As a matter of fact, the present work has some limitations. One of these limitations is the scope of the study: We conducted the study only with the second-year master students at Mila University Center. It would have been better if it had been conducted with second master students at other universities for a larger sample and population would have givn our study more credit. Another limitation is time-constraints: if we had had more time, we would have mentioned many other points and we would have used other types of data collection means, such as an experiment with second-year master students and the interview with their teachers. What is more, some teachers refused to answer our questionnaire and others did not give it back to us while others did not give as many suggestions or opinions as we would have wanted. The students of our targeted population were not all present to take our test, and that may lead to misinterpretation of the data.

3.6. Recommendations of the Study:

- Students should pay more attention to the acquisition of adjectival and verbal dependent prepositions.
- Students should stop restoring to the mother tongue when they use prepositions.
- Students should read more to better learn the use of the adjectival and verbal dependent prepositions and their rules and functions to avoid the common errors that they make in the target language.

- Students should give the English verbal and dependent prepositions their due time for learning and revision and practicing. They should not rely just on their teachers.

- Students and teachers should use technologies and games in learning and teaching the English prepositions.

- The grammar syllabus at the university level should contain more lessons about the English prepositions.

- Teachers ought to indicate the differences between English and Arabic language sentence structures, in order to overcome the language obstruction and for a more successful effect in learning English verbal and adjectival dependent prepositions.

Conclusion

The analyses of the data above help us to reach the major aim of this study. The data shows that the second-year master students have not reached the level of proficiency in using the adjectival and verbal dependent prepositions. They don't master them, and this confirms our hypothesis.

General Conclusion

General Conclusion

The English language is a global language which most people of the world wish to master. To maser a language means, amongst a whole host of other things, to master its grammar. Dependent prepositions are small words either in English or in Standard Arabic which are considered as a problematic issue for EFL learners. Nevertheless, large numbers of Algerian students who learn English as a foreign language (EFL) have a lot of problems concerning how to use them correctly, as some dependent prepositions in English have equivalents in Arabic and others do not. Subsequently, when they come to deal with them, the transfer phenomenon may take place.

This study has been conducted to investigate the English second-year master students' at Mila University of Center mastery of using the adjectival and verbal dependent prepositions. We have, in the same vein, attempted to investigate what are the actual reasons behind the problems facing the students in using English prepositions.

In line with the results obtained through the means of data collection tools, the researchers of this study concluded that master-two students at Milla University Centre are still away from the correct use of the English dependent prepositions and they neither master them nor have a high level of proficiency in using them.

The students' failure in using those prepositions is attributable to many actual reasons, such as the negative language transfer, mother tongue interference and the lack of practices.

In fact, this result has confirmed the hypothesis set before by the researchers of this study.

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Appendices

Appendix 01:

Students' Questionnaire

" Help your brother's boat across, and your own will reach the shore"

Dear classmates:

This questionnaire is designed to meet the research aim which is scrutinizing the second-year master students' level of mastering the English adjectival and verbal dependent prepositions and working out the sources behind the failure or the success in using those prepositions.

We would be immensely grateful if you could complete this questionnaire; your input is very important and greatly appreciated.

Guidelines: For each item, please tick off the right box or write in the space provided.

Section One: Student's Background

1_Do you like the English language?

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2_ How many years have you been interested in learning the English language?

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3_ What was the primary reason behind your choice of the English language as a branch at the university level?

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Section two: Student's Attitudes towards Verbal and Adjectival Dependent Preposition

1_ What do you prefer the most?

Listening □   speaking □   reading □   writing □

2_ Do you use English outside the classroom?

- Always □   b- Sometimes □   e- Never □

3_Do you think that you have a good grasp of English grammar?

Yes □   No □

4_ How would you rate your current knowledge about English prepositions?

No knowledge □   Average □   Full knowledge □

5_ The lack of Communication with English language native speakers is one of the problems you constantly face in understanding prepositions.

Agree □   Disagree □

6_ The Challenges to master the correct usage of verbal and adjectival dependent prepositions in different contexts is one of the problems in learning prepositions that you face.

Agree □   Disagree □

7_Mother-tongue influence causes problems in the use of adjectival and verbal dependent prepositions in a given situation for you.

Agree □   Disagree □

8_ The Semantic differences in the prepositions of Arabic and English languages play a crucial role in making it difficult for you to learn English prepositions.

Agree □   Disagree □

9_ My teachers give us enough practice about verbal and adjectival dependent prepositions.

Yes □   No □

10_The grammar syllabus at the university level is poor in English prepositions lessons.

Agree □   Disagree □

11_What are the techniques that you use to better learn the adjectival and the verbal dependent prepositions?

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Section three: Student's Suggestions

1_ What do you suggest to enhance the second-year master students' proficiency in English verbal and adjectival dependent prepositions?

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Thank you very much for your help

Teacher's Questionnaire

Dear teacher,

This questionnaire is designed as a tool for collecting data for this research paper whose title is "Students' Mastery of Properties of Adjectival and Verbal Dependent Prepositions". The primary aim behind carrying out this research is to find out about Mila University Center second-year master students' abilities in using adjectival and verbal dependent preposition, and to identify the inhibitory factors that may engender the materialization of errors in students' written performance.

We would be very grateful if you could take a few minutes to complete this questionnaire, Thank you very much for your cooperation. Your input is very important and greatly appreciated.

Guidelines: For each item, please tick off the right box or write in the space provided.

Section One: Background Information

1_ Which Degree(s) you hold:

BA (Licence) □   MA (Master/Magister) □   PhD (Doctorate) □

2_Haw many years have you been teaching English?

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3_ Which module do you currently teach/have you previously taught?

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4_How would you rate the linguistic level of the second year-master students at the University Center of Mila?

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Section Two: Teachers' Attitudes towards Students' Use of Adjectival and Verbal Dependent Prepositions.

1_ Second year master students are aware of the use of English prepositions.

   a) yes   □   b) No   □

2_ Second year master students make the distinction between the English prepositions.

   a) Yes   □   b) No   □

3 _ I raise my students' awareness about the use of verbal and adjectival dependent prepositions.

   a) Always   □   b) Sometimes   □   c) Never   □

4_ I provide my students with a lot of practice of English verbal and adjectival dependent prepositions.

   a) Always   □   b) Sometimes   □   c) Never   □

5_I encourage my students to get the hang of the different uses of adjectival and verbal dependent prepositions.

   a) Always   □   b) Sometimes   □   c) Never   □

6_ I use different technologies and games to teach English prepositions.

a) Yes □   b) No □

7_ I face difficulties in teaching English prepositions.

a) Yes □   b) No □

8_ Students are interested in revising verbal and adjectival dependent prepositions.

a) Yes □   b) No □

9_ Some students' error in using adjectival and verbal dependent prepositions are due to their mother tongue interference.

a) Agree □   b) disagree □

10_ Students' errors are due to the lack of practice and tests.

a) Agree □   b) disagree □

11_ Students try to find out equivalents for the prepositions used without referring to the mother language.

a) Always □   b) Sometimes □   c) Never □

12_ The English annual program is poor in preposition lessons.

a) Agree □   b) disagree □

13_ I give feedback to my students about the use of the English verbal and adjectival dependent prepositions.

a) Always □   b) Sometimes □   c) Never □

Section Three:

1_ What can you suggest in order to increase the students' proficiency in using the English verbal and adjectival dependent prepositions?

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Thank you very much for your help.

Appendix 03

Students' Test

Activity:

Add a preposition to these sentences where one is needed. Note: some have zero preposition!

1. She is interested _____ all types of music, but fanatical _____ jazz.

2. We are almost totally dependent _____ the weather.

3. The film is loosely based _____ the book.

4. The government have set up a group to enquire _____ airport accidents.

5. She has been doing research _____ cancer for twenty years.

6. Although he paints, he is most famous _____ his poetry.

7. I could never get accustomed _____ the cold weather.

8. I got so totally absorbed _____ the film, I forgot the cake!

9. We have been flooded _____ requests to show the programme again.

10. He is capable _____ turning the company's fortunes around.

11. His views are reminiscent _____ the old Labour Party.

12. The bicycle was tied _____ the roof of the car.

13. Nobody is certain _____ the future but some are convinced _____ the past.

14. She was suspicious _____ his motives from the start.

15. They are protesting _____ the funding cutbacks.

Résumée

L'utilisation correcte des prépositions en anglais par les étudiants qui apprennent l'anglais en tant que langue étrangère est très difficile et c'est ce qui a été convenu par tous ceux qui ont pratiqué et qui traitent encore la langue anglaise dans le monde arabe. La traction en anglais est un élément difficile au stade de l'éducation car difficile à traduire Ou bien interprétation linguistique, également parce qu'elle diffère d'une langue à une autre langue : cette recherche examine dans quelle mesure les étudiants du centre universitaire Abdelhafed Boussouf maîtrisent la deuxième année de la langue anglaise de l'alphabet anglais et dans quelle mesure ils sont efficaces en fonction de la prononciation et des qualités de performance.

Ce travail expliquera également quelles sont les causes susceptibles d'affecter l'utilisation par l'élève de caractères finaux et quelles sont les sources de son succès ou de son incapacité à utiliser ces caractères.

Il est supposé que tous les étudiants ne maîtrisassent pas l'utilisation des prépositions en anglais pour plusieurs raisons, notamment l'influence de la langue maternelle.

Cette recherche consiste en trois semestres, deux séminaires et trois appliqués, et dans le but d'examiner notre théorie et d'atteindre les résultats souhaités, nous nous sommes basés sur le dernier chapitre qui consiste en l'examen des étudiants de deuxième année Master et les premiers questionnaires pour les mêmes étudiants, le second est destiné aux professeurs de l'Institut de langue anglaise.

الملخص

يعد استخدام حروف الجر الإنجليزية صعبا للغاية، وهذا ما لقي اتفاقا من طرف جميع الذين كانوا وال يزالوا يتعاملون مع اللغة الإنجليزية في العالم العربي. حروف الجر الإنجليزية جزء صعب في مرحلة التعليم وذلك ألنه يصعب ترجمتها او تفسيرها لغويا، ايضا ألنها تختلف من لغة إلى لغة أخرى. يتطرق هذا البحث الى معرفة مدى كنتم طلبة المركز الجامعي عبد الحفيظ بوالصوف سنة ثانية ماستر لغة انجليزية من حروف الجر الإنجليزية ومدى علو كفاءتهم في استخدامها اعتمادا على النطق وصفات ادائهم. سيوضح هذا العمل ايضا ماهية الأسباب التي قد تؤثر على استعمال الطالب لحروف الجر وماهية المصادر وراء نجاحهم او فشلهم في استخدام هذه الحروف. فمن المفترض انه ليس كل الطالب يتقنون استخدام حروف الجر لعدة اسباب اهمها تأثير اللغة الأم. يتكون هذا البحث من ثالث فصول: فصلين نظريين والثالث تطبيقي. ولغرض فحص نظريا والتوصل الى النتائج المرغوبة لهذا البحث، اعتمدنا على الفصل الأخير الذي يتكون من فحص لطلبة السنة الثانية ماستر، بالإضافة الى استبيانين الأول ا لنفس الطلبة، اما الثاني فهو موجه لأساتذة معهد اللغة الإنجليزية .