



ISSN: 2074-9554 (Print)

Journal of Al-Frahedis Arts

available online at: <http://www.jaa.tu.edu.iq>

JOFA
Journal
of Al-Frahedis Arts

Investigation of Iraqi EFL Learners' Ability to Explain English Prepositions

التحري عن قدرة متعلمي اللغة الإنكليزية كلغة أجنبية في شرح حروف الجر الإنكليزية

Asst. Lec. Batool Assim Hameed

م.م بتول عاصم حميد

E-mail: fara_arts@ tu.edu.iq

Article info.

Article history:

- Received
- Accepted

Keywords:

- Investigation
- English Foreign Language

Abstract: Learning English prepositions is difficult & slow. Prepositions are function words so the same preposition may form different functions and indicate various meanings depending on the context in which it is used and direct translation cannot be helped.

Prepositions in any language represents an essential part of speech which one would never expect a text or a paragraph to be empty of. As parallel to their importance in Language structure, prepositions form one of the most difficult areas which the majority of FL learners suffer from.

In our classrooms, prepositions are always taught depending on structure only, for learning literal meaning without referring to the various meanings of the same preposition .So this study aims at shedding light on the process of explaining some English prepositions by EFL students.

The present study is limited to some English monosyllabic prepositions and the sample of students of this study is the third year students / Tikrit University / College of Education / English Department.

A test is constructed. Its validity and reliability have been ascertained. Data has been analyzed and conclusions have been drawn.

الخلاصة: إن تعلم حروف الجر الانكليزية تعد عملية صعبة وبطيئة وذلك لأن نفس حرف الجر ربما يشكل وظائف مختلفة ويشير إلى معاني مختلفة, معتمدا على المحتوى المستعمل فيه.

تمثل حروف الجر, في أي لغة, جزء رئيسي من أجزاء الكلام التي لا يستطيع أحد ان يتوقع نص أو قطعة إنشائية خالية منها. وبقدر ما هي مهمة في تركيب اللغة فإنها تشكل واحدة من المواضيع الصعبة التي يعاني منها أغلب متعلمي اللغة الإنكليزية.

في صفوفنا, تدرس حروف الجر عادة معتمدة على المعنى الحرفي فقط, بدون الإشارة إلى المعاني المتنوعة لنفس حرف الجر. لذلك تهدف هذه الدراسة على ان تلقي الضوء على عملية شرح بعض حروف الجر لطلاب اللغة الإنكليزية كلغة أجنبية.

تحدد الدراسة الحالية ببعض حروف الجر ذات المقطع الواحد, وإن العينة هي طلاب المرحلة الثالثة /جامعة تكريت / كلية التربية / قسم اللغة الإنكليزية.

تم صياغة الاختبار وتم التأكد من الصدق والثبات, وتم تحليل النتائج والوصول إلى الاستنتاج منها.

List of Abbreviations

EFL	English Foreign Language
FL	Foreign Language
Q.	Question
No.	Number

Section One

Introduction

1.1 The problem

Learning a foreign language is a process that is surrounded by many problems which foreign learners may face.

The correct use of prepositions is one of the most serious problems faced by EFL learners as in the case with our students. Muricia and Freeman (1999 : 401) identify those problems in accordance with three dimensions of form, meaning and use and put forward reasons for their existence.

Prepositions are very common words in English sentences. Using prepositions is one of the important means to make sentences more agreeable. New mark (1988 : 24) points out that "most common prepositions have multiple functions in most languages ". The same prepositions may have different meanings and perform various functions depending on the context in which it is employed. Consider the following :

1. I left my car at the cottage.
2. I saw him at breakfast time.

In the first sentence, the preposition "at" refers to place , whereas in the sentence , " at " refers to time.

Prepositions are often conceptually different from one language to another and direct translation cannot be relied on. The lack of correspondence means that a one - to - one translation will produce ungrammatical sentences. Besides, the loss of the rules governing the use of prepositions causes a lot of problems to EFL students (Alexander, 1988: 146).

It can be noticed that using one preposition instead of the other in the same sentence will usually create a completely different meanings in English. For instance replacing "in" instead of "at" creates different interpretations and meanings. As in:

3. He is at school. (It means as a student).
4. He is in school. (It means: at a place , i.e , not at home).
5. He is in the school. (It means: within the building). (Ibid : 147).

To give another example "in" and "on" might be confused in part just because they are phonologically and orthographically small and similar. In fact, in fast speech, they may sound virtually identical. Thus, in the example: "Don't sit in that chair", could be "in" or "on" (Lindstromberg , 2010: 5).

EFL learners face the difficulty and many errors and mistakes may be noticed in their explanation attempts. Wide various uses of each preposition creates problems for EFL learners. Students at the third year College of Education/ University of Tikrit are among those FL learners who face many problems and difficulties in the learning process mainly when explaining English prepositions.

This state of affairs has urged the researcher to investigate EFL college students' ability in explaining English prepositions.

1.2 The Hypothesis

It is hypothesized that :

1. Students at the third year EFL College learners' ability or (performance) in explaining English prepositions is below average.
2. There is a statistical difference between the production level , i.e , Q. No.1 and the recognition level ,i.e, Q. No. 2.

1.3 The Aims of the study:

The aims of this study are :

1. To pick out whether EFL students at the third year / College of Education / English Department are able to explain English prepositions or not during the academic year 2012 / 2013.
2. To find out whether the students' achievement on the recognition level ,i.e, Q.No.2 is better than their achievement on the production level ,i.e, Q.No.1 and vice versa.

1.4 The Limits of The study:

1. Prepositions as an area of grammar in English.
2. The present study will be confined to theoretically examining different meanings of English monosyllabic prepositions of place and time , all the

other kinds such as poly - syllabic , multi - syllabic and complex prepositions will be excluded for further investigation.

3. It is also limited to meaning classification leaving classification of form and use for further investigation.

4. This study is also limited to the third year students /English Department / College of Education /University of Tikrit for the academic year 2012 / 2013.

5. The total number of English monosyllabic prepositions under study is (16) ones which are :(at, by, up, down, for , fromto / till , in, near, off, on, past, round, since, through and to).

1.5 The Values of the Study:

1. It supports researchers by presenting grammatically description of English monosyllabic prepositions and their meanings.

2. The study can be beneficial to at all levels of EFL teaching English. It will also familiarize teachers and learners with the proper usage in explaining English prepositions and it provides teachers with the needed information concerning the usage of this part of speech.

As a result, syllabus designers, textbook writers and student - teachers can get use from this kind of study for various pedagogical implications having a better mastery of these prepositions .Thus, it is of great benefit for the whole language teaching process.

1.6 The Procedures of the study:

The steps followed in carrying out the research include:

1. Identifying the concept of prepositions and other related aspects through surveying literature.

2. Constructing and administering an achievement test to investigate third year students' ability in explaining English prepositions.

3. Adopting appropriate statistical means to arrive at the results of the study.

4. Drawing conclusions putting forward some recommendations and suggestions in the light of the results.

1.7 Definitions of Basic Terms

1.7.1 Explanation

It is the best way of displaying information typographically. We have also to take into account the background and experience of the reader as well as the subject matter (Crystal, 2010: 199).

1.7.2 Recognition

In Psychology, recognition means a form of remembering characterized by a feeling of familiarity when something previously experienced is again encountered (Crystal, 2003: 374). In this study, recognition means the ability of the EFL learners to recognize the monosyllabic prepositions whether they are spatial or temporal.

1.7.3 Production

This term refers to the process of planning and executing the act of speech (ibid). In this study, production refers to the students' ability of producing or

explaining English prepositions because some English prepositions have more than one meaning.

Section Two

Theoretical Background

2.1 Prepositions:

Prepositions are connecting words that show the relation of a noun or a pronoun to some other words in a sentence. It must be followed by a noun or its equivalent (Shertzer , 1986 : 41) .

They are "relationship words" that shows a temporal, directional or spatial relations. Burton - Robert (1986 : 65) affirms that prepositions are often short expressions which indicate a relation in space or time. As in the following :-

6. Jim came here at 9 o'clock. (Time).

7. He is at the university. (Place).

2.2 Meaning and Form

Generally speaking English prepositions can be classified according to their form and meaning and it is necessary to distinguish between them. Basically, a meaning is always in someone's mind, whereas a form (spelling and pronunciation) can be in a mind or it can be concrete, i.e, visibly written or audibly spoken (Lindstromberg, 2010 : 10).

Trask (1993: 214) describes the forms of a preposition as a member of lexical category which typically combines with a noun phrase to make a larger constituent.

It is believed that a preposition is not a "word which has no meaning at all", nor it is a "word with a clearly determined meaning". Therefore, readers can derive it from the linguistic context in which it occurs (Sledd,1959: 243). A preposition may or may not have the same meaning in two different contexts. It can be said that "by" has a different meaning in: " I'll be here by six o'clock", which means "at", than it does in the following two examples: "come and sit by me ", and "We stayed in a cottage by the sea" which has the same meaning and it means "beside , very near" (Oxford Word Power Dictionary, 1999: 99).

Prepositions are involved in a vast number of collocations. They may occur at the beginning (in trouble), in the middle (one by one), or at the end (depend on) (Lindstromberg, 2010: 5).

2.3 Classification of English Prepositions

This study is limited to meaning classification, leaving form and use classifications for further investigation and it will mainly concentrate on the spatial and temporal monosyllabic prepositions.

A monosyllabic word refers to a word which consists of one syllable only such as : at , in , on, for , from , by ...etc. (Roach , 2000 : 59) .

2.3.1 Spatial Monosyllabic Prepositions :

A place preposition is the one that "shows where a person , place or thing is ?" (Dart , 1982 : 7). Consider the following example :-

8. I live in Baghdad . (It means that the speaker is located within this city). Whereas if he says :

9. We stopped at Baghdad on the way to Mosul .(It means that the speaker sees Baghdad as a point on a route , i.e , it may be a stopping point , an eating place . (ibid) .

The following subsections will classify three essential types of place prepositions :

2.3.1.1 At - type - Preposition

In this type, the place is described as a dimensional location, a zero dimension or a mere point without being thought of in terms of length, width or height. In addition to "at", other prepositions can be used here such as: to , (away) from. For example:

10. I left my car at the cottage.

Here, the noun "cottage" is regarded as dimensional location, in relation to which the position of the "car" can be indicated (Quirk et al. 1985 : 693).

2.3.1.2 On - type Preposition:

Here, the place is thought of in terms of length, but not width or height, with one - dimension ,i.e, a line or two - dimensions ,i.e, a surface. As in: on, onto, off, across, along and through. For example:

11. Our house is on that road. (The road is thought of as a line).

12. Take the picture off the wall. (The wall is a surface).

(Leech and Svartvik, 1994 : 92).

2.3.1.3 In - Type prepositions

The place here is viewed as a three dimensional object. It is either conceived as an area of ground enclosed by boundaries or as a volume which is thought of in terms of length, width, height or depth. As in the following examples :

13. There are two beds in the room. (The room is an area).

14. The food is in the cupboard. (The cupboard is a volume).

2.3.2. Temporal Monosyllabic Prepositions

Temporal prepositions answer the question beginning with " when" and " how long ". It should be mentioned that the majority of the spatial monosyllabic prepositions can also be used as prepositions of time (Quirk et al . 1985 : 687). The following sub-sections will be devoted to examining different uses of time prepositions:

2.3.2.1 At - type Prepositions

Quirk et al. (1985 : 687) declares that there are only two - dimension types, these are point of time and period of time. For example:

15. He came at 10 o'clock. (point of time).

16. I saw him at breakfast time. (period of time).

2.3.2.2 On - Type prepositions

"On" can also be used as a preposition of time. It is used before the days of the week as in :

17. I'll be here on Saturday.

It is also used with particular occasions and also with anniversaries such as: on her birthday, on your wedding day, and also with expressions which refers to a part of a day rather than a whole day, for example : on Monday Morning. It is also used with some additional phrases as in : on the bank of the river ,on the shore of the sea. (Spankie, 1987 : 167).

2.3.2.3. In - Type prepositions

" In" can represent the sphere of time & achieve different functions . It is used for months , years , centuries & long period as in :-

18. It always rains in winter (English club : ESL Learning Centre , 2005).

Another preposition of the when type is "by" , to identify a time " when the result of an event is in existence (not later on)" as in:

19. By Friday, I was exhausted. (It means: I became so before Friday and I was still exhausted on Friday) (Quirk and Greenbaum , 1973: 179).

Also "by" can be a preposition of place. For example:

20. He was standing by the door. (It means: beside) (Lindstromberg , 2010: 147).

2.3.3 Duration

Prepositions of duration answer the question beginning with " How long?", many prepositions can be used here such as : for, since , to , through and from.....to,). As follows:

A. For

It is used here to give the meaning of " from the beginning to the end, or all through". For example:

20. How long did he camp in Mosul?

He camped there for the Summer. (It means from the beginning to the end of the Summer). (Quirk et al. ,1985:689).

"For" is also used for a period of time such as : for six years, for two months, for a month, for several years, forever). For example:

21. He has been a teacher for 25 years (ibid).

B. Since

Hall (1986 : 39) declares that (since) refers to duration from a given point until the present , it differs from (for) in having a given starting point . compare :-

22. India has been independent since 1947 .

or it means " from that time to the time of speaking" , as in :

23. He has been sick since Monday (till now).

There are many other prepositions that can indicate a durational meaning such as "between , during , within " which have been excluded here because the concentration is on the monosyllabic prepositions.

C. From.....to / till

This pair of prepositions is used between two given points of duration,as in :

24. He camped there from June to/till September. When "from" is absent , only "till" can be used as in:

25. He camped there till August (Hall, 1986: 39).

"From" alone can denote a starting point of a period. For example:

26. From 1980 (onwards) the systems were changed. (Quirk et al., 1985 :690).

D. Through :

Lindstromberg (2010 : 33) declares that "through" means " into then out of the other end or side ", such a path is surrounded by a landmark . sometimes this path can make direct contact with the substance of the landmark as in :

27. The pump moves the water through the filter and the aerator .

But sometimes the path cannot make direct contact with the substance of the landmark as in :

28. A pigeon flow through the open window.

sometimes, "Through " must be considered in contrast to "over" and across". As in the following example:

29. Fishes move through the water by waving their fins back & forth ."

2.3.4. Some Other Monosyllabic Prepositions:

E. Round

It refers to paths, it means half circle ,i.e, around both sides of a landmark at the same time or full ones ,i.e, a surrounding position. For example:

30. Water flowing round a stone in a stream.(Half circle).

31. They were sitting round the campfire.(Full circle).

(Lindstromberg , 2010: 134 ; Quirk, 1985: 679).

F. Past

It is a preposition of movement or path which can be used as a preposition of place. As in:

32. How do I get past the barrier in the forest. (Past means : across or over). (Lindstromberg, 2010: 147)

G. Up and down

"Up" and "down", may refer to movement or not. As in:

33. Once the grass is up, start the mowing regimen. "up", means when the grass is sufficiently higher than before.

34. While she is down by the river....., her slippers become wet.

"down", tells us that the river is lower than the view point being adopted by the writer (Lindstromberg. 2010: 190).

In these examples "up" and " down " are so dynamic ,i.e, not about movement. But if we say:

35. I moved up to Chicago from the south. It is about movement because on globes and wall maps, north is up and south is down (ibid: 191).

H. Near

It is basically a preposition of place not of movement, as in:

36. Go near the pond and stay there while I take your picture (Lindstromberg , 2010: 151).

It is also used as a preposition of time and it means 'a little before that time'. For example:

37. Many people near Christmas day are shopping (ibid: 155).

Section Three **The Practical Work**

3.1 The test

Testing is an essential aspect in human life and scientific research. Carter and Nunan (2001:139) state that the test means a variety of methods, of gathering information on a learner's language ability or achievement.

The objectives of the test of this study have been specified. See Table (1):

Table (1)
Specifications of Behavioral Objectives

Number of Question	Behavioral Objectives
Q.No.2 Recognition Level	Examines students' ability to choose the correct temporal or spatial prepositions.
Q.No.1 Production Level	Tests students' ability to explain the different meanings of prepositions.

For the Purpose of objectivity and reliability, an accurate and objective scoring scheme must be used (Harrocks and Schannover, 1969:76).

The way in which a test is held must be that in which all the testers are given equal chances and conditions for doing the test ; otherwise , it will not yield scientific and accurate results. The test has been administered in the classroom of the third year college of education students , to a sample of (40) students. The time allotted for the test is one hour.

Validity of the test is one of the essential characteristics of a good test. According to Gates (1978:29), the test is valid if it ".....measures what the test users wants to measure and nothing else" .The present study has face validity by exposing the test (Appendix A) to a jury* of 5 experienced EFL university instructors. It is noticed that the test items are judged valid by all the jury members.

Reliability means the stability of test scores and it refers to the accuracy and consistency of instrument (Wells and Wollack, 2003: 13) .In this study ,

* The jury members are as follows:

- 1.Prof.Dr.Nawfal Saeed .(Ph.D) in Linguistics and Translation / English Department / College of Education / University of Tikrit.
- 2.Asst.Prof. Dr. Amra Ibrahim S.(Ph.D) in Methods of Teaching English / English Department / College of Education / University of Tikrit.
- 3.Asst.Prof. Mr.Hussein Hameed Mohammad.(M.A) in Applied Linguistics / English Department / College of Education / University of Tikrit.
- 4.Instructor Mr.Raad Kamil Bakir.(M.A) in English Grammar / English Department / College of Education / University of Tikrit.
- 5.Asst.Instructor Mr.Talal Jasim.(M.A) in English Grammar / English Department / College of Education / University of Tikrit.

the test reliability is found by split-half method. Using Pearson Correlation Coefficient Formula*, the reliability Coefficient calculated is (0.81) which seems to be acceptable.

3.2 Presentation of the results

This section is devoted to the presentation of the results obtained, their analysis and discussion. T-test for dependent sample has been used at the production level. The mean score of the sample students is (16.22), it is compared with the theoretical mean. It has been found that the students level is below the average. The computed t - value is (5.194) which is bigger than the tabulated t-value which is (2.02).As shown in Table (2):

Table (2)
The Mean, Standard Deviation, T-Value and level of significance for students at the production level

The Sample	Number of Samples	The Mean	Standard Deviation	Theoretical Mean	T-Value		Level of Significance
					Computed	Tabulated	
Production level	40	16.22	8.78	25	5.194	2.02	0.05

This indicates that the students' ability or performance in explaining English prepositions is inadequate.+ Hence, the first hypothesis is verified.

Also, T- test for dependent sample has been used at the Recognition level, i.e , Q.2. The mean score of the sample students is (12.00). It is compared with the theoretical mean, the computed t-value is (7.11), it is bigger than the tabulated t - value which is (2.02), as shown in Table (3):

Table (3)
The Mean, Standard Deviation, T-Value and Level of Significance for the Students at the Recognition Level

The Sample	Number of Samples	The Mean	Standard Deviation	Theoretical Mean	T-value		Level of Significance
					Computed	Tabulated	
Recognition level	40	12.00	2.92	8	7.11	2.02	0.05

This indicates that the students are able to recognize the correct temporal and spatial monosyllabic prepositions.

In order to verify the second hypothesis of the study. T-test for independent samples has been used. See Table (4):

$$*R = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Table (4)**The Mean, Standard Deviation, T- Value and level of Significance for the Students at the Recognition and the Production level**

The Samples	Number of Samples	The Mean	Standard Deviation	T-Value		Level of Significance
				Computed	Tabulated	
Production level	40	16.22	8.78	10.45	2.02	0.05
Recognition level	40	37.20	9.05			

The difference = 20.98

Table (4) shows that the computed t-value is (10.45) which is bigger than the tabulated t-value which is (2.02). The mean score of the students' achievement at the recognition level is (37.20) because the researcher has changed it into a score out of (50) to compare it with the production level which is (16.22), the difference is (20.98). This means that there is a significance difference and the students' achievement at the recognition level is better than their achievement at the production level.

3.3 Discussion of Results

The results of the statistical manipulation of the test data indicates that the majority of students in the College of Education encounter different kinds of errors in explaining English prepositions. They are also unfamiliar with the various meanings of the specific preposition.

For example, on Q. No.1, the students cannot differentiate among the various meanings of prepositions under study, For example on item No. 1, "at" means near or beside while on item No. 2, "in" means inside only.

Also on item No.6, "in" means inside while on item No.7, "near" means outside. Also, on item No. 10, it suggests that the grass is viewed as two - dimensions and as a surface and as such it should be short .The preposition "across" can be equaled with "on". While on item No.11, the grass is treated as three - dimensions and as a volume and as such it must be long, have a height as well as length. The preposition "through" can be equaled with "in". On item No.12, "at" means he is a student at Baghdad University, while on item No. 13, "in" means he is in Baghdad , i.e , as a visitor to the city.

Also, as mentioned in 2.3.1. The place in the monosyllabic prepositions is described as either a zero - dimension or with one or two or three dimensions. As on items No. 3, 5, 10, 11, 14, 15, 33, 33, 34 and 50. For example: on item No. 3 and 14, the place is viewed as a three - dimensional object , i.e , as a volume. On items No.5, 15 and 50, the place is viewed as two - dimensions. On item No. 33, the place is viewed as a zero - dimension while On item No.34, it has one - dimension.

Also, different prepositions can be used with the same noun there will be a change in meaning. For example:

On item No.8, the speaker is located within this city , but on the item No. 9, he sees Baghdad as a point on a route, it may be a stopping place, an eating place..... etc. The majority of the students' answers are: He went to Baghdad or he lives in Baghdad or he arrives at Baghdad or some of them left it without any answer .

Sometimes, the same preposition may have different meanings in different sentences. For example: "off", on item No.24 means bad smelling but on item No.25, it means something like "not up to standard" and on item No.26, it means "from" , it tells us that the sleeping man was the source of the knife.

Also, "by", on item No. 4, means "at", it differs from items No. 18, 48, 49, which means "beside". On items No. 37, 38, 39 and 40. "Through", has various meanings. Also "up" and "down" on items No.44, 45, 46 and 47 and "round", on items No. 41, 42 and 43, as shown in 2.3.4. The same is true with other items including: 22, 23, 27, 28, 29, 30, 31 and 32. For example:

On item No.22, "on" describes arrangements where contact with the upper surface , having to do with downward movement of a subject . On item No.23, "on" means "above" and on item No. 27, it means not under the sheet or blanket, while on item No. 28, it means "half in", with no enclosing arms. On item No.29, it means "not movement", it differs from (on a way) which refers to movement. On item No.30, "on" means continue. On item No.31, it means that the subject is in contact with the upper surface of a supporting landmark. On item No.32, the writer claims that without the purpose there would be no damage.

On items No.19 and 20, it means two given points of duration but "from" alone on item No.21, can denote a starting point of a period. On item No 16. "Since" has different meaning from "for" on item No.17, as shown in 2.3.3. On items No. 35 and 36, "past" has the same meaning which is "across or over".

Most of the students' answers are: the same meaning or different in meaning without any explanation or sometimes they left it without any answer.

In Q. No.2. The results indicates that the students are able to recognize temporal or spatial prepositions with very few mistakes.

To sum up, these results stem up from the lack of knowledge in such areas of prepositions and it is also due to the linguistic nature of English prepositions because as mentioned above, one preposition, for instance, may form different functions and indicate various meanings depending on the context in which it is used. Also the lack of practice, ignorance of using prepositions and improper training in such areas.

3.4 Conclusions and Recommendations

3.4.1 Conclusions

It has been concluded that:

1. Students of English at the third year College of Education have low level in explaining English prepositions. This is due to the fact that teaching English grammar at Tikrit University still concentrate on form rather than meaning and use.
2. Explaining English prepositions is unknown to most students.
3. EFL College students are better in recognizing English prepositions than in producing them. This means that the students' receptive knowledge is better than their productive knowledge.
4. The study provides further evidence that explaining English prepositions constitute a thorny and problematic area for EFL learners.

3.4.2 Recommendations

In the light of the results obtained in this study, the following recommendations are put forward:

1. EFL teachers are recommended to expose their students to different uses of prepositions when explaining in the classroom and include these uses in the test.
2. Instructors of English grammar must pay attention to the prepositions : " in, on, at and by ", for instance because they can be used as place or time prepositions. They can use various activities such as: drawing lines, arrows, pictures and other visual aids..
3. Teachers of English grammar should be provided with the up - to - date books to be acquainted with the different meanings of prepositions.
4. Syllabus designers and text - books writers are advised to include in grammar text - books ample explanations and diverse exercises of the various uses of English prepositions.

3.5 Suggestions for Further Studies:

It is suggested that:

1. A study should be conducted to find out the difference between College of Education and College of Arts students in their explanations of English prepositions.
2. A similar study can be conducted to other College level students like second or fourth stages in the Colleges of Education / Department of English or Colleges of Arts / Department of Translation at any University to investigate whether the same results are obtained or not.
3. A study is required to investigate EFL College learners' ability in the use of other prepositions such as : poly - prepositions, multi - prepositions or complex prepositions.

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Appendices

Appendix (A)

The Test

Q .1 Explain the meaning expressed by the underlined prepositions in the following:

1. We can be at the sea.
2. We can be in the sea.
3. There are two beds in the room.
4. The ship will not arrive in Southampton by ten o'clock.
5. By Friday, I was exhausted.
6. John is in the house.
7. John is near the house.
8. I live in Baghdad.
9. We stopped at Baghdad on the way to Mosul.
10. We sat on the grass.
11. We sat in the grass.
12. He has been at Baghdad.
13. He has been in Baghdad.
14. The food is in the cupboard.
15. Take the picture off the wall.
16. India has been independent since 1947.
17. India has been independent for 24 years.
18. He was standing by the door.
19. He camped there from June to/till September.
20. He camped there to/till August.
21. From 1980 (on wards) the system were changed.
22. A cat pouncing on a mouse.
23. I looked on this chump..... as a dove of peace.
24. Easy to tell if milk is off with a quick sniff.
25. Fry knows his behavior was off and was apologized.
26. I got the knife off him while he was asleep and threw it in the trash.
27. Lie on the bed.
28. Sit on an arm chair.
29. There is a dead fox on the road.
30. Go on reading.
31. Most houses sit on a foundation.
32. He damaged his car on purpose.
33. I left my car at the cottage.
34. He was a few miles off the coast of Sarilanka.
35. We lived there through summer.
36. I never got past the river.
37. The wind blew through the trees.

38. The pump moves the water through the filter and aerator.
39. A Pigeon flew in through the open window.
40. Fishes move through the water by waving their fins back and forth.
41. Go round a tree.
42. Water flowing round a stone in a stream.
43. They were sitting round the campfire.
44. The tree's branches were too far up to reach.
45. While she is down by the river, her slippers become wet.
46. I moved up to Chicago from the south.
47. Once the grass is up, start the mowing regimen.
48. We stayed in a cottage by the sea.
49. Come and sit by me.
50. Take the picture off the wall.

Q.2 - Indicate whether the following prepositions refer to place or time , i . e , spatial or temporal prepositions:

1. The film will begin at 7:30 p.m.
2. In the evening, I listened to some music.
3. The car in which he left his coat in.
4. Where did he live in his childhood.
5. By Friday, I was exhausted.
6. I left my car at the cottage.
7. They live at home.
8. How long did he camp in Mosul?
He camped there for the summer.
9. It always rains in Winter.
10. I'll be here on Saturday.
11. He has been a teacher for 25 years.
12. We lived there through summer.
13. I keep my money in an old chocolate-tin.
14. He put his hands in his pocket.
15. A light went off in my head.

Appendix (B)

Key Answer for Question No. 2

1	Time	6	Place	11	Time
2	Time	7	Place	12	Time
3	Place	8	Place Time	13	Place
4	Time	9	Time	14	Place
5	Time	10	Time	15	Place

Appendix (C)

**Learners' Scores in the Test / Recognition and Production level
Third Year Students / College of Education**

Number of Samples	Q. 1	Q. 2	Number of Samples	Q. 1	Q. 2	Number of Samples	Q. 1	Q.2
1	11	14	16	3	11	31	24	16
2	12	13	17	4	6	32	10	13
3	9	14	18	5	12	33	4	9
4	12	15	19	7	12	34	6	11
5	11	16	20	2	9	35	9	13
6	13	15	21	4	11	36	8	7
7	12	14	22	5	16	37	9	12
8	14	13	23	9	10	38	22	16
9	12	12	24	17	16	39	4	11
10	8	9	25	5	10	40	20	16
11	6	8	26	0	9			
12	13	15	27	9	9			
13	5	13	28	10	11			
14	1	7	29	1	9			
15	10	15	30	13	12			