Jordanian Undergraduate Students' Use of English Prepositional Verbs: Analytical Study

Hadeel Ali Saed[a],*; Baderaddin Yassin[b]

[a]Assistant Professor of Curriculum and Methodology, Applied Science Private University, Amman, Jordan.
[b]Assistant Professor of ESL/ Curriculum and Instruction, Applied Science Private University, Amman, Jordan.
*Corresponding author.

Abstract

This study investigates the difficulties of English prepositions that face Arab English language learners (ELLs) at the university level. It attempts to unfold the factors that cause these problems and to help English as foreign language (EFL) teachers to come up with effective teaching methods in teaching English prepositions. Many studies have been conducted on the ELLs when it comes to English prepositions. However, this study explains what causes these problems in the first place, and what EFL teachers can do to avoid those problems especially for Arab ELLs. The results show that using preposition collocation in teaching Arab ELLs is proved to be better than teaching prepositions individually.

Key words: Preposition; ELLs (English language learners); EFL (English as a foreign language)

INTRODUCTION

This chapter discusses the background of this research paper, the statement of the problem, the objectives and questions of the study. It sheds light on the significance of the study, its limitations, and ends with definitions of terms.

A. Background of the Study

English prepositions are often defined as a word that describes the location of one object in relation to another. Prepositions can be divided into two groups; one word preposition such as (of, to, and in). On the other hand, we have complex or long prepositions. These are defined as phrases of two or more words that function like one-word preposition such as (according to, but for, in spite of). The prepositions are classified as a part of speech in traditional grammar; however, prepositions differ from other parts of speech in two main things: first, each preposition is composed of a small class of words that have no formal characteristics endings. Second, each preposition signals syntactic structures that function as one of the other parts of speech (Marcella, 1993, p.162).

Learning of English prepositions is difficult for ELLs. Arab students find difficulties in using these English prepositions correctly. Therefore, it is very problematic field for them for a variety of reasons. The first problem they face is that most of these English propositions have several different functions. For instance, the dictionary lists eighteen main uses of the English preposition "at". At the same time, different prepositions can have very similar uses such as (in the morning, on Monday morning, at nigh). Consequently, ELLs commit many mistakes when dealing with English preposition. On the other hand many verbs and adjectives are used with particular prepositions such as (arrive at) and the main problem here is the lack of regular rules that can help ELLs to distinguish what preposition they should use or should not. The second problem is using prepositions after particular words and expressions. For example, there are specific expressions which often cause problems for ELLs such as ability at, bad at, afraid of not afraid "by", agree with, about, on, to, angry with, apologize for, arrive at not arrive "to".

The third problem is using prepositions before particular words or expressions. English language has

a very large number of expressions which are made up of prepositions and nouns such as (at the cinemas, from … point of view not "according to … point of view…"). The fourth problem is "expressions without prepositions" such as (to discuss not to discuss "about", to marry not to marry "with", to lack not to lack "of"…). The fifth problem is when ELLs deal with prepositions with infinitive. These prepositions are not used before infinitives in English. For instance, it is wrong to say, I sometimes dream of to go to India but it is correct to say, I sometimes dream of going to India because the "ing" should be added to the following verb if the preposition comes before the verb.

Finally, ELLs can face problems of prepositions when the English prepositions come before conjunctions. For example, it is correct to say, he insisted that he was innocent, but it is wrong to say, he insisted on that he was innocent (Michael, 1980).

To sum it up, ELLs encounter three problems with English prepositions: Using incorrect preposition, deleting necessary prepositions, and using additional (unnecessary) preposition (Grubic, 2004). Arab ELLs struggle with the English prepositions for the two reasons. First, English prepositions are countless in English language. Second, English prepositions have a hard nature, that's to say they are ambiguous. English language scholars have found that prepositional errors of substitution, omission, and addition account because of syntactic errors. Since prepositions present such an immense challenge for ELLs, it is necessary that EFL teachers develop effective didactic methods to avoid the difficulty that faces this kind of students.

In order to determine what pedagogical methods are more effective in teaching English prepositions, it is important to understand what makes learning prepositions so problematic, and what makes ELLs commit such mistakes. To provide a sufficient answer EFL teachers take the following reasons into consideration when teaching ELLs. English prepositions are polysemous with more than one meaning. The majority of prepositions in English have a variety of meanings depending on context. Thus, ELLs get frustrated when they try to determine prepositional meaning and where to use them appropriately (Koffi, 2010).

According to Lan (2009), prepositions can be difficult to recognize, particularly in oral speech, because they typically contain very few syllables. Moreover, the use of prepositions in context varies from one language to another, that's to say the same preposition can be extremely different or it can give totally different meaning in various languages. For instance, a native speaker of Arabic would face difficulties in translating the prepositions (من, الى) into English, since it can interpret in English by the prepositions (from, of). That's why ELLs should not depend on their prepositional knowledge from their first language.

B. Statement of the Problem

English prepositions seem to be easy and accordingly students give less attention to them although some prepositions are difficult and problematic. Therefore, this research paper investigates and identifies the actual reasons and causes behind the problems of using English preposition that face ELLs at the university level in Jordan.

C. Objectives of the Study

This study focuses on the difficulties of English prepositions that face ELLs at the university level. It attempts to unfold the factors that cause these problems and to help EFL teachers to come up with effective teaching methods in teaching English prepositions.

D. Questions of the Study

In order to accomplish the aforementioned objectives, the study tried to answer the following questions:

(a) What are the difficulties that face ELLs at university learners when dealing with prepositions?

(b) What are the reasons behind these difficulties?

(c) What are the effective pedagogical methods that can help both ELLs and EFL teacher in class?

E. Significances of the Study

Many studies have been conducted on the ELLs when it comes to prepositions. However, this study explains what causes these problems in the first place, and what EFL teachers can do to avoid those problems especially for Arab ELLs at the university level.

F. Limitations of the Study

The findings of the study are limited to the 2016/2017. The study is limited to the instruments implemented in this research study, namely, a test and professors interviews. Additionally, the findings of this study are limited to its sample and cannot be generalized beyond the sample of the study.

G. Limits of the Study

The study is conducted in Applied Science University during the first semester of the academic year 2016/2017.

1. LITERATURE REVIEW

This chapter aims at reviewing the related theoretical and empirical literature. The theoretical literature discusses theories of prepositions, the idea behind the second language acquisitions, and the types of prepositions. As for empirical studies, the researcher reviews both regional and international studies related to prepositions and methods for teaching prepositions.

1.1 Review of Theoretical Studies

Hattab (2012) defines prepositions as short words that link certain components to give specific meanings. She indicates that prepositions are essential to offer the meaning adequately and have important role in the mutual understanding among speakers. She states that prepositions pose a difficulty in translation even for the advanced

learners since there are differences regarding their uses between the mother tongue and the learned language. She explained the problems of using and translating them as follows: First, some prepositions have more than one use, so they are followed by verbs and some are followed by gerunds or other components. Second, sometimes there is no one to one translation. So, it is difficult to give the exact meaning. According to Hattab prepositions have syntactic and semantic classification. She indicated that the semantic relations include: spatial relations, temporal relations, comparison, content, agent, instrument, cause, reference and functional relations.

Hansard (2012) classifies prepositions into prepositions of direction and prepositions of location. He states that "prepositions of location appear with verbs, describing states or conditions, especially be, prepositions of direction appear with verbs of motion." (p.1).

According to Fromkin, Rodman and Hymas (2007), syntax includes two basic categories of words (content and function words). Content words are those that have meaning or semantic value such as (nouns, verbs, adjectives, and adverbs) while function words, is those that exist to create structural relationships into which the content words may fit (pronoun, articles, conjunction) most linguistics classify prepositions as function words because they encode a relationship between two objects, in another word prepositions describe a semantic relationship between two entities.

Dunstan(2003) indicates that "prepositions express a relationship of meaning between two parts of a sentence, often between two noun phrases, usually a relation of space or time" (p.14). According to Dunstan, prepositions consist of just one word such as: about, down, for, from, in, of, on, though, to, under, and with, or multi-word such as: ahead of, instead of, as far as, by means of, and on behalf of. He indicates that prepositions are combined to noun phrases to form prepositional phrases which modify nouns or verbs as in the examples: *Over the river and through the woods. To grandmother's house we go"* (p.14).

According to Brown (2003), the function of a preposition "is to connect a noun or pronoun (called the object of the preposition) to another word in a sentence. It also shows how that noun or pronoun - its object- is related to the other word" (p.570). He states that a preposition can't stand alone; it must always be within a phrase which is called a prepositional phrase. He states that prepositions indicate relationships of direction, location, time and other relationships.

According to Celcia Murcia (2001), English language learners have a tendency to have three types of difficulties with prepositions. They choose the wrong prepositions; they omit a needed preposition; and they use an extra preposition where one is not needed. These sources of errors are attributed to the following reasons:

(a) Interlingual transfer: it refers to the interference of mother tongue to the target language (Brown, 1987).

(b) Intralingual transfer error: it arises due to partial learning of the target language. Therefore, overgeneralization errors happen. According to Brown (Brown, 1987), overgeneralization involves the incorrect application of the previously learned second language material to a present second language context. Intralingual transfer can be attributed to the ignorance of the rules restriction.

(c) Context of learning error: It is attributed to poor presentation of prepositions in texts, which in most cases do not mention prepositions at all. Brown states that "some textbook writers focus on some aspects of the language and neglect others according to their belief or experiences (Brown, 1987). Simple prepositions are more easily mastered by students compared to the complex prepositions so they receive little attention in grammar textbooks and other school text books. The exercises or examples for this particular category of prepositions are rare and that's why teachers do not focus on these prepositions and do not use them extensively with their students.

(d) Avoidance: Sometimes students of EFL avoid the words or chunks of words, which they find difficult to acquire (Lightbown & Spada, 2003).

(e) Guessing: when students do not know or are in doubt about a specific preposition they try to guess the right preposition (Herskovits & Annette, 1998).

Samara (1999), states that Interference is the main factor that constitutes a problem of use to most learners of English language especially in second language learning situation. Some errors are more serious than the others. Both the native English Speaker and the Educated English Speaker can tolerate the second language learner's prepositional errors. It is pointed out that even native speakers sometimes have problems with certain prepositional structures. The errors that learners of English as a foreign language committed are due to the interference of their mother tongue, English prepositions are difficult for any EFL learner because he/she usually relates them to his /her own MT prepositional system. The difficulty is also caused by the difference in number, meaning and use of the prepositions in the MT and EF languages. Verbs and other parts of speech play a great role in the omission, addition and selection of a wrong preposition in English, which may affect the whole meaning of the idea intended by the learner. In addition to this, idiomatic use of English prepositions makes them difficult to learn even by native speakers of the language. The second error is caused by the interference of target language (second language); some of the errors that are made by learners of an L2 are caused by the structure of the target language and not the mother tongue and are signs of false hypotheses.

Kharma and Hajjaj (1997) have described prepositions' errors as an everlasting problem for EFL Arab learner. Kharma's statement is based on his own empirical and theoretical studies conducted in several Arab countries

such as Arab Gulf countries and Jordan; and because he observed that almost all research on syntactic errors in the Arab world, prepositions were found to be the most troublesome grammatical words and constantly constitute a significant proportion of errors occupied the first or second position among other syntactic and semantic errors.

According to Alexander (1988) prepositions can express the following relationships: space*, time, cause,* and means as in the examples:*"We ran across the field. The plane landed at 4: 25 precisely. Travel is cheap for us because of the strength of the dollar. You unlock the door by turning the key to the right"* (p. 144).

According to Quirk (1989), Mathews (1997), and Agoi (2003), prepositions are parts of speech that often go before nouns, pronouns or other substantives. Their head phrases can function as verbs, nouns or adjectives. Prepositions implement different functions. Therefore, they are used to express relations that can be spatial or temporal.

Zughoul (1979) classifies prepositions into: case, lexical, and unit prepositions. He talks about the reasons that make English prepositions difficult to learn by Arab learners. According to Zughoul, the areas of difficulty in learning English prepositions to nonnative speakers include:

> The large number of possible meanings for many prepositions, which change according to the context in which they are used; the lack of a written guide to usage; and, for native Arabic speakers, the commonly- used grammar-translation method of instruction and native language interference. (pp.24-29)

Gass (1978) also indicates that prepositions pose a major difficulty for EFL (English as a foreign language) learners due to the fact that prepositions are often highly polysemous and represent highly conceptual ontological category. Learners often make decisions about which prepositions to use. Thus, prepositions usage is often challenging and forms an obstacle in achieving grammatical fluency and accuracy for the EFL learners. Prepositions are also difficult because of the cross linguistic differences between Arabic and English prepositional system.

Bennet (1975) offers some features of prepositions such as: First, a preposition is combined with a noun which is called the object of the preposition. Second, there is a grammatical relationship between the complement phrase of a preposition and another word or phrase in the context, made by the preposition. There is also semantic relationship made by a preposition that can be spatial, temporal or logical. Third, particular grammatical properties for the complement of a preposition are determined by the preposition .Fourth, prepositions are non-inflecting that is; they do not have different forms for different tenses, cases, genders, etc.

Scott and Tucker (1974) indicate that English and Arabic prepositions rarely have a one to one correspondence. They comment on the errors made by Arab learners; they state that "Arab EFL learners learn the semantic meaning of the English lexical prepositions before they learn all the restrictions on their usage" (As cited in Hamdallah & Tushyeh,1993, p.186).

Wilkins (1972) indicated that English language is an international language with a rising potential of acquiring more learners. The English language has eight parts of speech namely: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection.

Takahaski (1969) states that English speakers, including teachers, can't give any logical explanation or clear conceptual framework for the occurrence or use of English prepositions. So, understanding the 13 functions and the usages of English prepositions becomes one of the most difficult problems encountered by a student who learn English as a second language.

1.2 Review of Previous Studies

The researcher reviewed some of the empirical studies that shed light on both, the regional and international investigations that are related to the problems of preposition.

Jafari (2014) found that most of the prepositional errors that are attempted by Persian learners who learn English as a foreign language are related to their mother tongue. These errors include using the wrong prepositions, addition of unnecessary prepositions, and deletion of prepositions. According to Jafari, results of his study revealed that most of Persian learners of English language commit errors while using English prepositions since students express the intended massage in English in a similar manner to Persian. The study recommended EFL teachers to help their students avoid such errors and learn the language.

Almaloul (2014) investigated the errors committed by Libyan undergraduate students in using English prepositions. The sample of the study consisted of 100 EFL students .Data was collected by a test of English prepositions. Prepositions were categorized into four categories: similar Arabic and English prepositions, dissimilar Arabic and English prepositions, Arabic prepositions with no English counterparts, and English prepositions with no Arabic counterparts. The results revealed that students made more errors in the category of "English prepositions with no Arabic counterparts" than the other three categories. These errors were committed due to the lack of knowledge about the different meanings for English prepositions which made the students apply the strategy of transfer.

Al Murshidi (2014) investigated the errors made by United Arab Emirates undergraduate students when using English prepositions. A sample of 30 Arab students participated in the study. Students answered a test of English preposition that contained 30 multiple choice questions. Results revealed that the students'

syntactic errors were addition, deletion, substitution, and redundancy. Those Arab learners were affected by their first language which had a negative effect on them when using English prepositions.

Al-Bayati (2013) identified the errors committed by the undergraduate EFL Iraqi learners when using prepositions and the reasons behind such errors. The learners in the Department of English Language at the University of Kufa were asked to answer subjective and objective questions in essay-writing forms. The writings of 32 students were chosen for error analysis. The results showed that students found difficulty in using English prepositions .They committed interlingual errors due to the interference of their first language. The errors were classified into three categories: omission, substitution and addition.

Al Yaari (2013) identified the difficulties encountered by Saudi EFL students in translating specific English prepositions such as "at, in and on" into Arabic. He investigated which males or females could translate these three prepositions better. Fifty Saudi EFL students including 25 males and 25 females were asked to translate twenty sentences and phrases including the English prepositions "at, in, and on" into Arabic. Results showed that Saudi EFL students encountered difficulties when translating the prepositions from English into Arabic such as inability to give the right equivalent and unfamiliarity with the prepositions. It also showed that the females performed better than males.

Terdjat (2012) analyzed the errors committed by EFL Algerian students when using the English prepositions "in", "on" and "at". The study aimed at identifying the kinds of errors made by the students, the reasons behind such errors. It also aimed to check if they were affected by their mother tongue (Arabic) when using these English prepositions. Data was collected by a diagnostic test which included the abovementioned prepositions. The test was administered to a random sample of 50 students who were studying English for the second year at Biskra University. The results revealed that the students committed substitution, redundant and omission errors. The reasons behind such errors were the interference from the mother tongue (Arabic) and the ignorance about the appropriate use of the prepositions in some cases.

Krulj (2011) investigated the misuse of English prepositions in professional medical texts by non-native English researchers. A sample of four professional biomedical journals and papers published in former Yugoslavia was selected randomly and analyzed. Results indicated that these journals published articles with wrong use of English prepositions. There were 70 wrong uses of English prepositions. It was concluded that the literal translation was beyond the improper use of the prepositions. The errors were classified into the following categories: The confused words which represented 26 examples, wrong prepositions which represented 16 examples, the omission of 21 prepositions which represented 28 examples, and unnecessary prepositions which represented 2 examples.

Najim (2010) identified the errors committed by the upper intermediate learners at Diyala University when using some of the English prepositions such as "at, in, and on". A sample of 80 EFL students answered a test of English prepositions. The findings showed that the students committed three types of errors: adding an unnecessary preposition, deleting a required preposition and using a wrong preposition. The results revealed that these errors are the result of the interference of the learners' mother tongue.

Tahaineh (2010) conducted a study which aimed at identifying the kinds of errors made by EFL students in the use of prepositions and the reasons behind such errors. Data was collected from compositions of a random sample of 162 students. The compositions were written by undergraduate Jordanian EFL students. Results revealed that these students committed transfer and overgeneralization errors. Mother tongue interference was the major source of EFL learners' errors. The study showed that Arab Jordanian EFL students use the proper prepositions if equivalents are used in their mother tongue language ; they select the improper prepositions if equivalents are not used in their mother tongue; they omit prepositions if equivalents are not required in their mother tongue, and they add prepositions if equivalents are required in their mother tongue.

Al-Marrani (2009) conducted a study which aimed to compare and contrast the subsystems of the prepositions in Arabic and English in regards to their uses, functions, and meanings. The study was conducted to find the major similarities and differences between the two languages and the errors that may be committed by the learners. The researcher collected data about Arabic and English prepositions from some Arabic and English grammar books. The researcher described and analyzed the function of prepositions in English and Arabic, the use and meanings of prepositions in both languages. The results revealed that there were similarities and differences between the two subsystems of the prepositions. The similarities between them made learning a foreign language easy. While the differences make it difficult and because a lot of mistakes. The study had pedagogical implications for teaching English prepositions and helped teachers to identify learners' errors which led to reduce these errors.

Al-Azzam (2003) investigated the translatability of the baa' from Arabic into English in light of the strategies that are used to translate it .She also identified the problems concerning the translation of the baa' in order to solve them. The researcher reviewed examples containing the baa'. A comparison was made between the Arabic

prepositions in general and the baa' in particular, and then between the baa' and the English prepositions.

The results revealed that certain similarities exist between the two systems with regard to meanings and functions that prepositions have in both languages express. It was concluded that the baa' is translatable from Arabic into It was concluded that the baa' is translatable from Arabic into English equivalently.

Hashim (1996) aimed at explaining the most common types of syntactic errors that native Arabic learner commitment in learning English as a foreign language. To achieve the goal, the researcher depended on a review of research to discuss the errors. The errors were identified and explained. They include: verbal errors (use of tense, phase, aspect, voice, verb formation, concord, finite and non-finite verbs), relative clauses (interlingual and intralingual errors, structural misrepresentation, simplification), adverbial clauses (comparison, purpose, result, concession, manner), sentence structure, articles (definite and indefinite), prepositions (deletion, substitution, redundancy), and conjunctions. It was found that most common errors were attributed to the interference from the native language, since the learners applied the strategies in their first-language to English syntactic structures.

Hashim (1996) reviewed most of the studies on syntactic errors made by Arabic-speaking students in learning English, his results showed that many of errors have been found in seven syntactic categories: verbal, preposition, relative clause, conjunction, adverbial clauses, sentence structure, and articles. The results revealed that the influence of the first language (mother tongue) was found to be the most common source of these deviancies.

khalil (1989) investigated the difficulties related to prepositions and prepositional phrases which Arab translators faced when translating from Arabic into English or vice versa .The researcher examined a number of works and texts in both languages translated by professional translators and postgraduate students of translation at Yarmouk University. The results revealed that the translators and the students were unable to give the right meanings for the prepositions since they translated out of context. They committed errors such as misusing the right prepositions and deletion.

Delshd (1980) conducted a contrastive study of English and Persian prepositions. The researcher discovered that Iranian EFL/ESL students have difficulty in the use of English prepositions. According to Delshad, Iranian EFL learners apparently have a tendency to misuse or omit English prepositions. Similarly, in an attempt to determine the extent to which Iranian EFL learners' knowledge of collocation of prepositions is affected by their L1, Jafarpour and Koosha (2006) conducted a study in which the errors of the collocations of prepositions turned to yield the significance of Iranian EFL learners' L1 transfer.

That is, Iranian EFL learners tend to carry over their L1 collocation prepositions to their L2 production.

2. METHODOLOGY AND DATA ANALYSIS

This chapter focuses on the methodology used in this study. It presents data about population, sample and how participants were selected. It provides a through description for the two instruments used in this study.

2.1 Methodology

The research methodology in this research paper is qualitative and quantitative in nature. A pretest-posttest and formal-informal interviews were conducted with undergraduate EFL students in one of the private universities in the north part of Jordan.

2.2 Population

The population of interest for this research paper is all EFL undergraduate students at one of the private Jordanian universities in Amman. The population of this current study is 46 EFL undergraduate students of the academic year of 2016-2017. Most of the participants are 18 years of age or older and they are majoring in English language. The majority of participates (90%) were female students.

While the sample size cannot be considered representative of the original population of interest, the issue of generalizability was not the main aim of this research. The primary aim of this research paper is to decide if a specific teaching strategy can work more effectively than other strategies in some of the Middle Eastern EFL undergraduate classrooms. The major focus in this study was to help EFL students overcome the difficulties of learning English propositions by adopting more effective teaching methods.

2.3 Research Instruments

Two measures were used in this study: Interviews and open questions tests. The research instruments were administered by the researcher and the teacher in classroom.

2.3.1 Test

The researcher designed a test that consists of different questions that match different student's academic levels. Pretests- posttests were used in research paper to compare between the EFL sections and to measure changes resulting from remedial test. The focus of this research paper is on comparing undergraduate EFL sections with pretest and posttest data and related issues. In a research that is concerned with the difficulties of learning English prepositions, change is commonly measured in such dependent variables as the percentage of committed errors when dealing with English prepositions. The measurement of change provides a

vehicle for assessing the impact of the effective teaching methods EFL classrooms in Jordan.

2.3.2 Interviews

The researcher designed open ended interviews for both EFL teachers and ELLs. The researcher used this instrument to collect qualitative data about the difficulties of teaching English prepositions to undergraduate EFL learners at the selected university in Jordan. The researcher conducted the interviews by making appointments with the participants. The researcher asked the participants questions in order to collect demographic data. Then the researcher interviewed them informally and formally. Furthermore, "open ended questions" were raised to uncover the difficulties that face ELLs when dealing with English prepositions.

3. ANALYSIS OF RESULTS

There were 46 participants in the final sample for this research study. The sample consisted of two sections. Section one consisted of 26 EFL participants whereas section two consisted of twenty EFL participants. A pretest was used in this research to uncover the English preposition's difficulties that are faced by EFL students. A posttest was used in this research to discover if those EFL students face the same difficulties after adopting specific teaching such as the strategies of collocation in teaching English prepositions. The analysis of data showed that only eight (30.8%) EFL students passed the pretest and eighteen (69.2%) EFL students failed the pretest. The highest mark was sixteen and lowest was two.

The number of EFL students in section two was twenty students. Eight (40%) of them passed the preposition test, whereas twelve (60%) of them failed the preposition test. Although, both sections were tested having the same environment and circumstances, the results were different. The results showed that the passing percentile in section two was greater than section one.

The pretest results showed that EFL students committed mistakes in two types of prepositions. These two types are the preposition of time and place. As a result, the researcher made a remedial plan for both, prepositions of time and prepositions of place.

The adopted teaching strategies that the researcher used in the remedial plan were teaching EFL students by using specific rules in order to clarify their errors, and providing them with the best solutions for such mistakes. The other adopted teaching strategy was encouraging participants to learn both prepositions of time and place through the collocation style and through clarifying the uses of prepositions through examples. A posttest was conducted to reveal the results of the adopted remedial teaching strategy. The results showed that most EFL students were able to answer the questions that related to preposition of place and time. The total passing percentile was 82.6%. The results indicated that the concept was understood very well after the remedial plan.

CONCLUSION

The results of this research paper showed that adopting an alternative method to teach difficult English prepositions to EFL students works more effectively than using the traditional method of teaching those English prepositions. Using preposition collocation is proved this research paper to be better than teaching prepositions individually, EFL students can be taught using words that often occur together. Instead of teaching EFL students the difficult English preposition as a single entity, English language learners can learn these prepositions in the collocation learning method. Therefore, they are not obligated to learn Difficult English prepositions individually and then struggling with them.

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