



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohamed Kheider University of Biskra
Faculty of Arts and Languages
Department of Foreign Languages
Branch of English



**Challenges Encountered by Algerian EFL Students
when Using the English Prepositions “in, on, at”**
**Case Study: The English Second Year LMD
Students at Mohamed Kheider University of**

**A thesis submitted in partial fulfillment of the requirements
of a master degree in science of the language**

Prepared by:

Hamza TERDJAT

Jury Members:

Chair man: Mr. Ahmed BASHAR

Examiner: Mrs. Djamila LAADJALI

Supervisor: Mrs. NACHOUA. H

Academic year: 2011/2012

Dedication

This work is dedicated to:

My parents.

My brother and my three sisters.

Bensakhria Nour El houda.

My best friends: Talhi Salah Eddine, Baghdadi Hichem, and Khelfat Rabah.

My friends: hamza, mourad and bilel.

All who helped me even by smile.

Acknowledgement

All my thanks go to my supervisor Hassina Nachoua for whom I am very grateful for her help during the five years I studied with. I am also grateful to all my teachers at the department of English, University of Biskra. I would like also to express my thanks to my friends: Meriem, Salah, Karine, Renate, Sandrine, Veronica and Gabriel. I would thank every one who helped me even by a piece of advice.

Abstract

This study is an analysis of EFL Algerian students' errors when using the English prepositions "in", "on" and "at". The aim of the current work is to find out the kinds of errors they make in the use of those prepositions and to check if they are influenced by their mother tongue (Arabic) in using the stated prepositions. Data was derived from a diagnostic test which included the use of "in", "on" and "at" administered to those students by a stratified random sample of 50 students of Second year LMD English, Biskra University. The main aim of this research is to shed light on the reasons that lie behind the failure in using English prepositions by Arab EFL students, in particular the case of: "at" "on" and "in". This research also attempts to investigate whether the mother language has a negative influence on the students' performance when using English prepositions in particular the case of "in", "on" and "at". It attempts also to investigate whether the difficulty of the English language grammatical rules lead students to encounter difficulties in using English prepositions "in", "on" and "at".

Résumé

Cette étude est une analyse des erreurs qui ont fait par les étudiants Algériens qui étudient la langue anglaise lors de l'utilisation des prépositions d'anglais "in", "on" et "at". L'objectif de cette thèse est de trouver les types d'erreurs qu'ils commettent dans l'utilisation de ces prépositions et de vérifier si ils/elles sont influencés par leur langue maternelle (arabe) en utilisant les prépositions fixées. Les données proviennent d'un test diagnostique qui comprenait l'utilisation de "in", "on" et "at" donné à ces étudiants par un échantillon aléatoire stratifié de 50 étudiants de deuxième année LMD anglais, Biskra Université. L'objectif principal de cette recherche est de faire la lumière sur les raisons qui se cachent derrière l'échec dans l'utilisation des prépositions en anglais par les étudiants arabes d'anglais comme langue étrangère, en particulier le cas de: "in" "on" et "at". Cette thèse tente également de déterminer si la langue maternelle a une influence négative sur la performance des élèves lors de l'utilisation des prépositions en anglais, en particulier le cas de "in", "on" et "at". Ce travail tente également de déterminer si la langue maternelle a une influence négative sur la performance des élèves lors de l'utilisation des prépositions en anglais, en particulier le cas de "in", "on" et "at". Il tente aussi à enquêter si la difficulté des règles grammaticales en anglais amener les étudiants à rencontrer des difficultés dans l'utilisation des prépositions "in", "on" et "at".

List of abbreviations

EA: Error Analysis

CA: Contrastive Analysis

MTI: Mother Tongue Interference

TL: Target language

ESL: English Second Language

NL: Native language

TI: Target language

MT: Mother tongue

L1: First language

L2: Second language

L1 learner: First language learner

L2 learner: Second language learner

FL: Foreign language

EFL: English foreign language

NT: Negative transfer

VS: Versus

List of tables

Table 1: Verbs followed by prepositions	10
Table 02: Usage of ‘at’, ‘in’ and ‘on’ with different units of time	19
Table 03: Usage of ‘at’, ‘in’ and ‘on’ with some sentences	21
Table 04: Correct VS. Wrong use of prepositions in the first sentence	38
Table 05: Correct VS. Wrong use of prepositions in the second sentence	39
Table 06: Correct VS. Wrong use of prepositions in the third sentence	40
Table 07: Correct VS. Wrong use of prepositions in the fourth sentence	41
Table 08: Correct VS. Wrong use of prepositions in the fifth sentence	42
Table 09: Correct VS. Wrong use of prepositions in the sixth sentence	43
Table 10: Correct VS. Wrong use of prepositions in the seventh sentence	44
Table 11: Correct VS. Wrong use of prepositions in the eighth sentence	45
Table 12: Correct VS. Wrong use of prepositions in the ninth sentence	46
Table 13: Correct VS. Wrong use of prepositions in the tenth sentence	47
Table 14: Correct VS. Wrong use of prepositions in the eleventh sentence	49
Table 15: Correct VS. Wrong use of prepositions in the twelfth sentence	50
Table 16: Correct VS. Wrong use of prepositions in the thirteenth sentence	51
Table 17: Correct VS. Wrong use of prepositions in the first gap	52
Table 18: Correct VS. Wrong use of prepositions in the second gap	54
Table 19: Correct VS. Wrong use of prepositions in the third gap	55
Table 20: Correct VS. Wrong use of prepositions in the fourth gap	56
Table 21: Correct VS. Wrong use of prepositions in the fifth gap	57
Table 22: Correct VS. Wrong use of prepositions in the sixth gap	58

List of figures

Figure 01: A diagram expressing the use of: "at, in, to (wards), from, by, (a) round, up and down".....	13
Figure 02: A diagram expressing the use of: "in (to), inside, out of, out side, behind, in front of".....	14
Figure 03: A diagram expressing the use of: "in, into, inside".....	15
Figure 04: A diagram expressing the use of: "before and after".....	16
Figure 05: A diagram expressing the use of: "since, for, during, by, until".....	17
Figure 06: A diagram expressing the use of: "to, from, past and between".....	18
Figure07: Correct VS. Wrong use of prepositions in the first sentence.....	38
Figure 08: Correct VS. Wrong use of prepositions in the second sentence.....	39
Figure 09: Correct VS. Wrong use of prepositions in the third sentence.....	40
Figure 10: Correct VS. Wrong use of prepositions in the fourth sentence.....	41
Figure 11: Correct VS. Wrong use of prepositions in the fifth sentence.....	42
Figure 12: Correct VS. Wrong use of prepositions in the sixth sentence.....	43
Figure 13: Correct VS. Wrong use of prepositions in the seventh sentence.....	44
Figure 14: Correct VS. Wrong use of prepositions in the eighth sentence.....	45
Figure 15: Correct VS. Wrong use of prepositions in the ninth sentence.....	46
Figure 16: Correct VS. Wrong use of prepositions in the tenth sentence.....	48
Figure 17: Correct VS. Wrong use of prepositions in the eleventh sentence.....	49
Figure 18: Correct VS. Wrong use of prepositions in the twelfth sentence.....	50
Figure 19: Correct VS. Wrong use of prepositions in the thirteenth sentence.....	51
Figure 20: Correct VS. Wrong use of prepositions in the first gap.....	53
Figure 21: Correct VS. Wrong use of prepositions in the Second gap.....	54
Figure 22: Correct VS. Wrong use of prepositions in the third gap.....	55

Figure 23: Correct VS. Wrong use of prepositions in the fourth gap.....	56
Figure 24: Correct VS. Wrong use of prepositions in the fifth gap.....	57
Figure 25: Correct VS. Wrong use of prepositions in the sixth gap.....	58

Contents

INTRODUCTION	01
1-Chapter One: Prepositions	
Introduction	08
1-1-Prepositions	
1-1-1- Definition	08
1-1-2- Common combinations with prepositions	10
1-1-3- Semantic characteristics of prepositions	12
1-1-3-1- Prepositions which express relationships in space	12
1-1-3-1-1- The most common prepositions that express relationships in space	13
1-1-3-2- Prepositions which express relationships in time	15
1-1-3-2-1- The Most Important Prepositions which Express Relations in time	16
1-1-4- The use of: in, on, at	19
1-1-4-1- In, on, at as prepositions of time	19
1-1-4-2- In, on, at as prepositions of space	20
Conclusion	22
2- Chapter Two: Contrastive Analysis and Error Analysis	
Introduction	23
2-1- Contrastive analysis of some important Arabic and English prepositions	23
2-1-1- General characteristics of English and Arabic prepositions	26

2-1-1-1- English prepositions	26
2-1-1-2- Arabic prepositions	27
2-2- Error Analysis	29
2-2-1- Definition	29
2-2-2- Error analysis objectives	29
2-2-3- Models for Error Analysis	30
2-2-4- Sources of errors.....	30
2-2-5- Language Transfer	31
2-2-5-1- Intralingual interference	31
2-2-5-2- Interlingual/Transfer errors	32
2-2-5-3 Types of transfer	33
2-2-5-3-1- Positive transfer	33
2-2-5-3-2- Negative transfer.....	34
2-2-5-4 Types of english prepositions errors made by Arab EFL learners	34
2-2-5-4-1- Substitution errors	34
2-2-5-4-2- Redundant errors.....	35
2-2-5-4-3- Omission errors	35

Conclusion	36
3- Chapter three	
Introduction	37
3-1- The sample	37
3-2- Description of the test	37
3-3 Analysis of the data	38
3-4- Results and discussion	59
3-5- Recommandations	60
3-6-Pedagogical implications.....	61
Conclusion	61
General Conclusion	62
Bibliography	64
Appendix	

Introduction

Learning English is becoming essential in a time of worldwide communication, it is known that a native language (L1) has an important role in the acquisition of a second language (L2). The first language is generally a source of influence and transfer for foreign language Learners, who tend to use their first language better; they apply the first language rules to the second one ; this leads to make mistakes. In addition to that, the difficulty of the target language Grammar is also a source of difficulty for foreign language learners when they use it. Prepositions are one of these difficult areas.

As it is known, English is an international language used to communicate among people in the world. In Algeria, English is not used as daily communication among people but it is utilized in a very limited interaction, and it is learned as a school subject or at university. Understanding English is not easy because, for Algerian students of English, it is a foreign language and different from native language which is Arabic in Algeria. English and Arabic are two different languages. In learning English as a foreign language, Algerian students of English are often confused because there are different rules of English and Arabic languages. Besides, the Algerian students are frequently influenced by Arabic language structure when learning English. They tend to transfer the forms and the meanings from their native Language (Arabic) to construct the foreign language (English). It seems that the Algerian students will meet many problems or difficulties in mastering English, such as problems in spelling, pronunciation, structure, vocabulary, meaning, word formation and so on.

1-Statement of the problem

One of the difficulties in learning English structure is learning prepositions. R. Quirk (1972) claimed that Prepositions express a relation between two entities; their two prominent and easy relations are place and time as they can express other relations. Other definition of prepositions is "A preposition connects a noun or pronoun to some other word in a sentence" (Philip Gucker, 1966, p.166). The use of English prepositions is different from the Arabic prepositions. In using English prepositions there are many things that must be noticed by the students. Rami Hamdallah and Hanna Tushyeh (1992) explained errors of EFL Arabic students and gave three categories of errors which are substitution errors (Each month begins **in** Saturday), redundant errors (Judge **on** things) and omission errors (he came Monday).

In learning English prepositions, Algerian Students understandably try to relate them to Arabic ones and to the Arabic system. So, the main problems for these learners lie firstly on the fact that not every Arabic preposition has a definite equivalent in English and vice versa. Secondly, not every English and Arabic preposition has a definite usage and meaning; indicating only time or space or following or preceding a certain word. This latter lead them to make errors due to different causes. Among these causes there are mother-tongue interference and ignorance of the L2 language structures.

As an example of the misuse of English prepositions: I study **in** the University of Biskra. From the examples above, we understand that the student has been translating from his mother-tongue (Arabic) the preposition **/fi: /** while it can be realized into two English prepositions **at** and **in**. It is important for the Algerian students of English to know English and Arabic prepositions. **/fii/** in Arabic preposition can be **in, at** or **on in** English, the same for the Arabic preposition **/bi/** can be **"in"** or **"at"** in English.

This is the reason why we want to study about the English prepositions "in, on, at" and the problems that encounter the Algerian students or the Arab students of English in using those prepositions. Based on that, we ask the following questions:

1-What are the most common errors in prepositions that are committed by Algerian students?

2-What are the reasons behind these errors?

3-Does the influence of the mother language have a negative influence or a positive one on the students' performance when using prepositions?

4-How can those problems be treated?

5-Do the student's achievements in a diagnostic grammatical test about English prepositions reflect their knowledge in using those selected prepositions "in, on, at"?

2- Hypotheses

1-We hypothesize that if EFL students are negatively influenced by their mother tongue (Arabic in our case), they will fail in using the English prepositions "in, on, at".

2-We also hypothesize that if EFL students misuse or ignore the foreign language grammatical rules (English), they will find difficulties in using the English prepositions "in, on, at".

3- Purpose of the study

During the process of learning English; Algerian students have troubles with the use of English prepositions. That seem to function in the same way; one situation can be expressed through the use of all these prepositions to convey the same meaning .Moreover, students think in their first language when dealing with the target language, and generally apply its rules to the target language when using prepositions. Therefore, this research aims to identify Algerian students' problems in using prepositions in particular the case of "at", "in", "on" and to have a close look to the real reasons that affect the student's performance.

Thus, the main objective is to investigate the causes of errors in the use of the English prepositions "in, on, at" that are frequently made by Algerian Students.

4- Review of literature

Many researchs were conducted to deal with error analysis when acquiring a second language. The use of English grammar, the use of English prepositions is classified as the difficult problem for EFL students.

Selinker and Larry (2000, p.204) stated " prepositions, known to be among the most difficult items to master in a nonnative language ". They analysed the use of some selected English prepositions by selected Arab students and deduced that interlanguage is a cause of errors, also as other factor of errors that learners dont distinguish between spatial and temporal meaning of the English prepositions.

Error analysis came to know what source that lead EFL student to make errors in the TL, R. Ellis (2001), noted that there is a distinction between errors and mistakes; he explained errors as gap of learners' knowledge of second language (L2). However; mistakes reflect occasional lapses in performance of L2. In his description of errors, he stated that there are different sources of errors and he assumed that both omission and overgeneralization are common in the speech of all L2 learners attempts to the use of their L1 knowledge. Other sources are also responsible of errors as transfer. Ellis dealt with Interlanguage and the role of both input and output in second language acquisition (SLA), the consciousness in L2 acquisition and individual differences in second language acquisition are all important factors in the process of second language acquisition (SLA).

Also, S.P.Corder (1981) dealt with the significance of learners' errors; he introduced interference as the first reason of errors done by EFL students, also he talked about error analysis and remedial teaching and according to him error analysis is divided into two parts; the first one is theoretical which intends to know the psychological processes of

learning the target language (TL) and the second is practical which intends to find remedial for L2 learners' errors.

Janusz Arabski (2006) assumed that LT(Language Transfer) occurs in language learning situation, Behaviorist psychologists were the first who defined it technically as an automatic and uncontrolled use of previous knowledge to produce a new responses; they divided it into two types : positive transfer and negative transfer.

Transfer in applied linguistics is defined as "transfer a term used in applied linguistics to refer to a process in foreign language learning whereby learners carry over what they already know about their first language to their performance in their new language. This tendency may be an advantage, if the two languages have features in correspondence, as there will be 'positive transfer' (or 'facilitation').Rather more noticeable, however, are the cases of 'negative transfer' (or interference), where the patterns of the two languages do not coincide" Cited by J. Arabski (2006).

Johanna Huang, a Chinese teacher wrote about error analysis under the title of Error Analysis (EA) in Teaching: A Review of Studies. In her article she started talking about learning process in which learner do many errors, the issue that is discussed in the error analysis study, in her article she focused on Chinese EFL learners. She analyzed their errors and tried to find a proper treatment to them. Also, she dealt with errors in language acquisition, why error analysis, way of analysis: contrastive analysis and error analysis, source of errorsetc. And she assumed that linguistic interference is the main source of errors. She concluded with the fact that errors help teacher and researchers to know how learning process is going.

M.Raji Zughoul (1979) wrote about teaching English prepositions to Arab students, he stated that some of the English prepositions are difficult to teach because of their possible diverse meanings according to the context in which they are used. He deduced

that native language interference and commonly-used Grammar-Translation Method if instructions are the main causes that may lead native Arab students to the misuse of English prepositions.

Yousef Sharif Tahaineh (2010), Assistant Professor of Applied Linguistics - Department of English - Princess Alia University College-Al-Balqa' Applied University, Amman-Jordan, wrote an article under the title "Arab EFL University Students' Errors in the Use of Prepositions". In his article, he talked about the misuse or the misplacement of prepositions for example: "on" instead of "in" and "at" instead of "in" and he emphasized that the application of mother tongue rules in producing sentences in second or foreign language lead to errors because mother tongue and foreign language do not belong to the same semantic family.

According to what have been analyzed by researchers that dealt with error analysis, EFL student in our case (Algerian students of English) lie on their native language (Arabic) in creating the L2 structure and they miss to know the proper structures of that TL. In our research, we want to see if the use of the English prepositions(in, on, at) lies on language transfer that EFL Algerian students use from their mother tongue or on the lack of knowledge about those prepositions' correct use.

5- Significance of the study

When we compare the prepositional uses in Arabic and English, we find prepositions in English that have equivalents in Arabic and others that do not. There are structures that are equivalent in both languages and others that are not. This study will help to know the causes that may Algerian students do errors in the use of the English prepositions "in, on, at", hence, it will identify the areas in which negative and positive transfer occur in using prepositions. It can thus help English teachers of Arab students to anticipate those areas in

which the students might encounter problems, so allowing teachers to help students avoid interference by highlighting the differences between the two languages.

6- The design-Methods and procedures

To find the reasons why students have problems in using prepositions in particular the Case of "at", "in", "on", a grammatical test will be administrated Second year LMD students at Biskra University, where the Prepositional use in English is checked. The subject of the study is a randomly selected sample of second year students at the English department, University of Mohamed khidher, Biskra. These Second year students are selected, because they have normally reached a good level and master the English language and they are supposed to be capable to answer the test.

7- Limitations and Delimitations

We limit this study in order clarify what will be done and it will be conducted according to these points:

1. This research will investigate the contrast between English and Arabic prepositons, in particular "in, on, at" and their equivalents in Arabic prepositions as they are described in grammar books and some articals.
2. We will conduct this research only with the important uses of the English prepositions "in, on, at" by Algerian EFL students.
3. This research will investigate the different meanings of the English prepositions "in, on, at" and their proper use.

Chapter one

prepositions

Introduction

As a part of the grammatical system, prepositions seem to occur everywhere in speaking and writing (Morenberg,1997).However, it is difficult to learn to use prepositions correctly as most of them have several different functions and there are not many rules to help in choosing which prepositions should be correctly used correctly (Swan,1988). EFL learners still struggle with prepositions long after they have achieved a high level of proficiency in English. Even proficient English speakers exhibit variable performance with regard to which prepositions they use for a particular meaning (Celce-Murcia &Larsen-Freeman, 1999).

1-1- Prepositions

1-1-1- Definition

Crystal (2000), Metcalfe and Astle (2004) describe preposition as a word which expresses the relationship of one word with another, usually (but not always) of a noun, a pronoun or a participle. The placing of a preposition according to them depends to some extent on the type of writing or speech in which it is to be used. They argue further that it is possible in informal English usage to move the preposition to the end of the sentence. It was also pointed out that a preposition can be used alone, without a noun, pronoun or participle but in all such cases the supporting word is understood.

Most of the common English prepositions, such as at, in, and for, are simple, that is, consist of one word whereas other prepositions, consisting of more than one word, such as along with, away from, out of, are called complex prepositions (Quirk&Greenbaum, 1989).

Prepositions according to Lawal (2004) indicate various relationships between words or phrases in sentences. The relationship includes those of time, points, position, direction and various degrees of mental or emotional attitudes. Agoi(2003) also described preposition as a word or group of words used with a noun or noun equivalents to show the link between that noun which it governs and another word. The prepositions; however, are grouped into simple, participial and phrasal types.

Quirk and Greenbaum (2000) state that a preposition expresses a relation between two entities, one being represented by the prepositional complement of the various types of relational meaning, those of place and time are the most prominent and easy to identify.

Allosop (1986, p.105) stated "prepositions are words which show the relationship between the things, people or events". It means that prepositions are connectors used to show relationships of time, space or other relations.

Preposition like other parts of speech are frequently misused, this misuse which is otherwise referred to as an error. It is an instance of deviation from the norm of correct usage (Opara, 2001).

So, prepositions in English are so important, they are used in both forms (written and spoken form). Kennedy (2003) mentioned the representation of the English prepositions' usage and deduced that 8% is given to the use of prepositions in spoken form and 12% to the written one.

1-1-2- Common combinations with prepositions

-Verb+prepositions

	about	after	for	of	on	with
agree	/				/	/
argue	/		/			/
ask	/	/	/	/		
care	/		/			
inquire	/	/				
know	/			/		
learn	/			/		
talk	/			/		

Table01 Verbs followed by particular prepositions. Hewings (2005, p.184). Cited in Boukhalfa (2010, p. 7).

-Prepositions + ing form

The prepositions can sometimes have an –ing form after it

Eg: - A way of escaping.

- Their skill **at trampolining**. Eastwood (2006, p.298).

- I am not good **at typing**. Allosop (1986, p.122).

- There was no point **in waiting** any longer, so we went. Murphy (1994, p.122).

-Preposition + Noun

It is the case where we find prepositions followed by a noun, a pronoun, or a noun phrase. In order to make make it clear, we give some examples.

E.g.:

- Followed by a noun: sit **on the chair**.
- Followed by a pronoun: the dog sat **under it**.
- Followed by a noun phrase: why do you always do the opposite **of what I tell you to do**.

Allosop (1986, p.106).

Sometimes noun phrases can be followed by prepositions. E.g.:

- Objection to.
- Awareness of.
- Belief in.

Noun phrases can be preceded and followed by prepositions

E.g.:

- With respect to
- At adds with
- In return for

By Celce and Diane (1999, p.403).

-Adjective + preposition

In this case, we find that adjectives can be followed by prepositions. The following examples illustrate how adjectives can be followed by prepositions.

E.g.:

- **Good at** tennis.
- We were **angry at/about** the delay.
- People are **anxious for** news.
- **Famous for** her film roles.

Eastwood (2006, p.300).

1-1-3- Semantic characteristics of prepositions

Prepositions as mentioned show two important relations that are which are space and time. Many researchers have dealt with this subject though, in order to clarify those relations of prepositions.

1-1-3-1- Prepositions which express relationships in space

Prepositions that indicate the spatial relationship are used to link two or more entities. Quirk et al. (1993) stated that a preposition expresses a relationship between entities: they indicate a relationship in space (between one object and another).

Leung (1990) cited in Hasan and Abdullah (2009, p.605) assume that "the function of spatial preposition is to locate spatially one object with reference to another object". As in this example: My aunt lives **in** a small village, there is a spatial relationship between 'My aunt' and 'small village' through the use of the preposition "in".

1-1-3-1-1- The most common prepositions that express relationships in space

This is a list of the most important prepositions that express relationship in space, supported by some diagrams and examples taken from Allosop (1986, p.107) cited in Boukhalfa (2010, p.11).

Above	across	against	along	among	around
At	behind	below	beneath	beside	between
Beyond	by	down	from	in	in front of
Inside	into	near	next to	off	on
Onto	opposite	out of	outside	over	past
Round	through	to	towards	under	up
Underneath.					

The next figures will explain the meaning of some important English prepositions that express spatial relationships by giving them referential points and compare them according to their positions.

- At, in, to (wards), (away), from, by, (a) round, up and down.

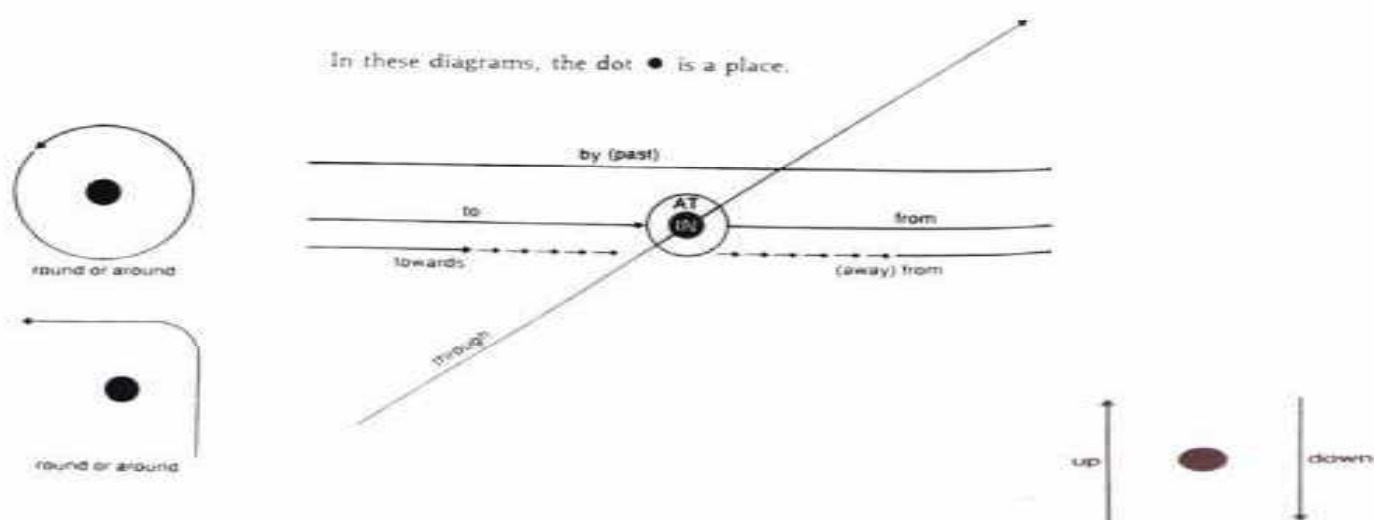


Figure 1 (Allosop, 1986, p.107). Cited in Boukhalfa (2010, p.12).

In different situations, prepositions can be used with verbs which indicate either movement or rest.

Movement:

- Move away from the fire.
- He pointed up the road.
- The dog runs down the road.
- They went round the corner.

Rest:

- She lives away from the house.
- Stay up the ladder.
- My house is just down the road.
- Meet me round the corner.

- In (to), inside, out of, outside, behind, in front of

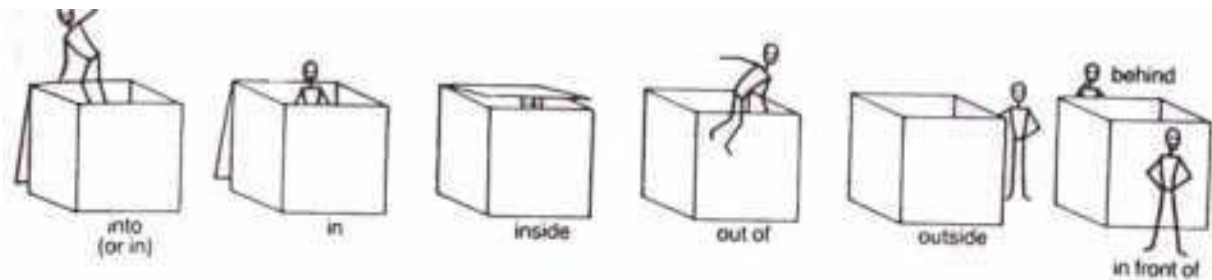


Figure 2 (Allosop, 1986, p.109).Cited in Boukhalfa (2010, p.12).

Both "in" and "inside" can be used for movement or rest.

"Into" indicates only movement.

Examples:

- ‘A’ in ‘B’: Don’t put all your eggs in one basket (proverb).
- ‘A’ into ‘B’: We drove into Spain: from one country to another).
- We drove in Spain (when we were in Spain, we traveled by car).
-
- A’ inside ‘B’: circle ‘A’ is inside circle ‘B’, whereas; circle ‘C’ is partly inside and partly outside circle ‘B’.

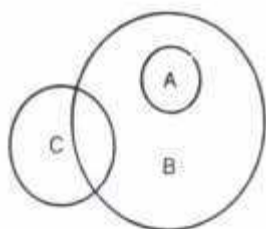


Figure 3 (Allosop, 1986, p.109). Cited in Boukhalifa (2010, p.13).

1-1-3-2- Prepositions which express relationships in time:

Some English prepositions, like "in, on, at", can express two meanings (spatial and temporal). Quirk et al. stated that: "the temporal uses of prepositions frequently suggest metaphorical extensions from the sphere of place" (1972, p. 377). In addition, Driven (1993, p.76) states that "extensions of meanings of a preposition from physical space via time into more abstract domains do not occur in any haphazard way but follow a path of gradually increasing abstractions, whereby, the link with each prior meaning remains obvious and many account for most, if not all, Co-occurrence restrictions between trajectory and landmark". We can understand then, that there are two sub-types of time enclosure: the first indicates a period of time such as **in** the afternoon, **in** the early 19s, **in** the 21st century, **in** summer...etc, whereas the second

sub-type indicates duration such as length of time. e.g.: promised to come back **in** a few hours (Hasan and Abdullah, 2009, p.605).

1-1-3-2-1- The Most Important Prepositions which Express Relations in time

After	at	before	between	by	during
For	from	in	on	past	since
Through (out)	to	towards	until (or till)	within.	

The list above contains the most important prepositions which express relationship in time, supported by some diagrams and examples taken from Allosop (1986). Cited in Boukhalifa (2010, p.15).

- Before and After:

In the following diagrams: ‘X’ is a point in time and ‘XY’ is a period of time

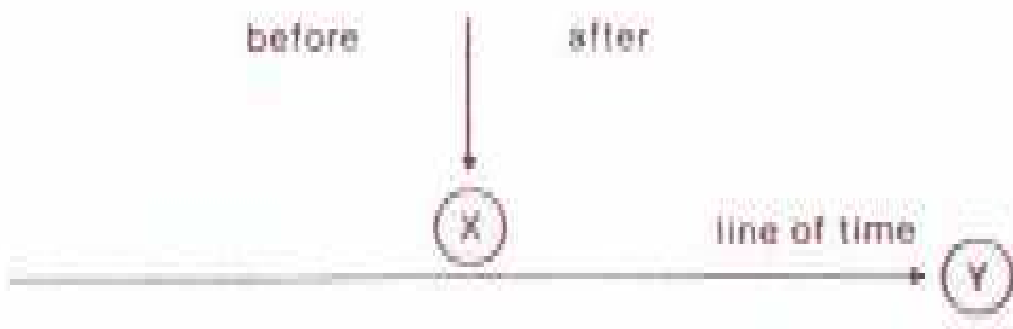


Figure4 Allosop (1986, p.112) Cited in Boukhalifa (2010, p.15).

Before and after indicate points of time on either side of an event.

Examples: - Before the war.

- Before the game and after it.

- After dinner

- Since, For, During, By, Until

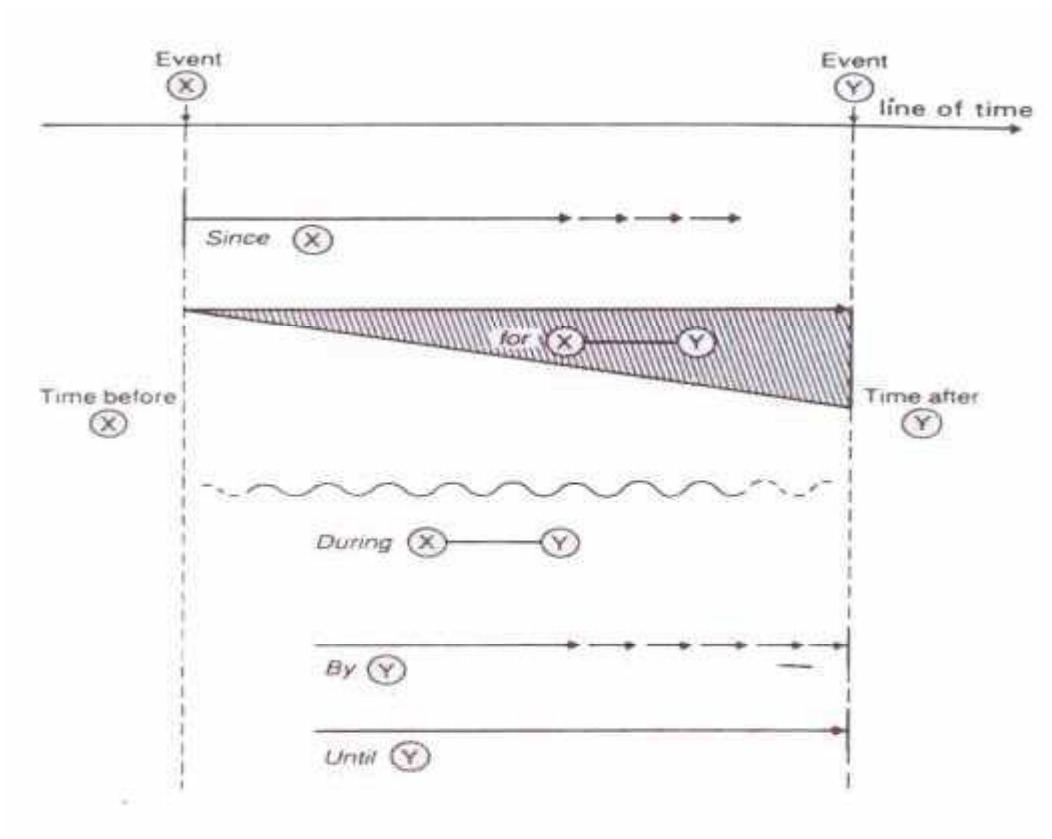


Figure 5 Allosop (1986, p.113). cited in Boukhalfa (2010, p.16).

- **Since:** a point of time: starting from that point. E.g. since 1989. Since breakfast. Since the beginning of May.
- **For:** a period of time: starting at X and finishing at Y. E.g.: for a week. For several years. For the last three weeks.
- **During:** a period of time: but not necessarily for the whole period e.g. during the concert. During my stay in France. During August.

- **By:** a point of time: not later than Y, and perhaps before there is an estimate of probability. E.g. By nine, by ten.
 - **Until:** a period of time: stopping only when that point is reached. E.g. until Friday, until the end of the lesson, until tomorrow
- To, From, Past and Between

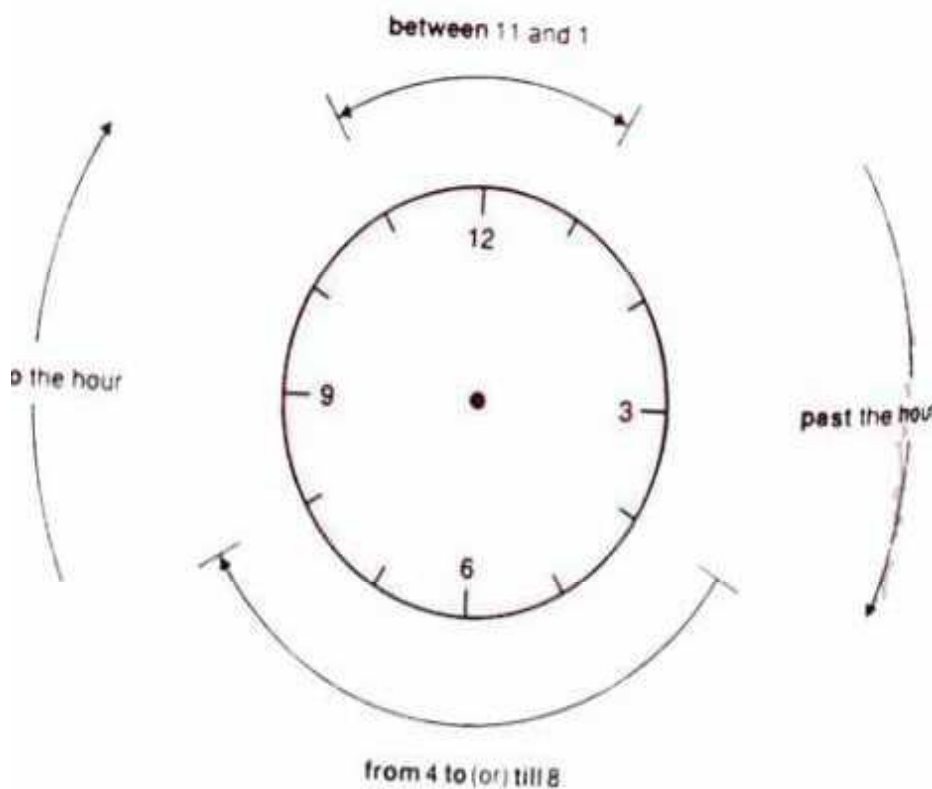


Figure 6 Allosop (1986, p.115). Cited in Boukhalifa (2010, p.17).

- To, From, Past: a point in time.
- Between: two times X and Y.

E.g. past: ten past five, a quarter past five, half past four.

- To: a quarter to ten, twenty minutes to eleven.
- From.....to: from July to September, from now to the end of the month
- Between....and: between January and February.

1-1-4- The use of "in, on, at"

In English, those three prepositions cause problems in use for the L2 learners. In, on, at in English have two meanings: they can mean a relationship in time as they can mean a relationship in space.

1-1-4-1-"In, on, at" as prepositions of time

According to Quirk et al (1972), "at", "in", "on" are prepositions that can show a relations of time since they seem to answer the question when? The table below describes the use of "at", "in", "on" with different relations of time.

on	in	at	Prepositions Description of time
		At 6:00 pm	Clock time
On Saturday			days
On Saturday morning			Day + part of the day
	In the after noon	At night	Parts of the day
On Christmas day			Special day
On 16 May 1999			dates
	In April, in six month		month
	In 2005		year
		At breakfast time	mealtime
		At Easter	festival
	In spring		Season
	In the middle Ages		Long periods of time

Table 02: Usage of "at", "in" and "on" with different units of time. Based on Murphy (2004, p. 242).

1-1-4-2- "In, on, at" as prepositions of space

According to Hewings (1999, p.208), we use "at" to talk about a place we think of as a point rather than an area, and about an event where there is a group of people:

- I arrived **at** New Street Station at 7.30.
- We last met **at** the conference in Italy.
- We were waiting **at** the far end of the room.
- There were very few people **at** Joan's party.

We use "on" to talk about a position touching a flat surface, or on something we think of as a line such as a road or river:

- Is that a spider **on** the ceiling (Notice we also say 'on the wall/floor').
- She owns a house **on** the Swan River.

We use "in" to talk about a position within a larger area, or something within a larger space:

- There's been another big forest fire **in** California.
- She looked again **in** her bag and, to her relief, there were her keys.

The table below explains also how "at", "in", and "on" are used in some sentences:

<ul style="list-style-type: none"> • My dream is to play at Wembley Stadium. • Didn't I see you in/at the pool yesterday? 	<ul style="list-style-type: none"> - seen as a point - either seen as within the pool itself, or as a building which is a point in town
<ul style="list-style-type: none"> • He lives in Perth. • We stopped in/at Milan, Florence and Pisa on our way to Rome. 	<ul style="list-style-type: none"> - within the city - we use at when we see the cities as points on a journey, and in when we see them as enclosed areas where we stayed for some time
<ul style="list-style-type: none"> • They were a great success in/at Edinburgh. 	<ul style="list-style-type: none"> - we can use at when we use a place name instead of an institution or event - here, the Edinburgh Festival; in suggests the city
<ul style="list-style-type: none"> • He's in Los Angeles on business. • He's at Manchester studying Linguistics. 	<ul style="list-style-type: none"> - staying or living there - a student at Manchester University
<ul style="list-style-type: none"> • She works at Marks and Spencer. • She works in a shoe shop. 	<ul style="list-style-type: none"> - the name of a particular organisation - the kind of place
<ul style="list-style-type: none"> • I stopped at the shop on the way home. • I was in the bank when in came Sue. (Notice we say: 'I work on a farm', but 'I work in a factory'.') 	<ul style="list-style-type: none"> - we use at to talk about buildings such as the dentist's, the supermarket, the bank, school, etc.; we use in to emphasise that we mean <i>inside</i> the building
<ul style="list-style-type: none"> • I read the paper in the taxi on the way. • I'll probably go on the bus. 	<ul style="list-style-type: none"> - for travel using taxis and cars - for travel using bus, coach, plane, or train; but we use in if we want to emphasise <i>inside</i> the bus, etc.

Table 03: Usage of "at", "in" and "on" with some sentences. Based on Hewings(1999, p.208).

Also, we usually use "at" before an address and "in" or "on" before the name of a road:

- They've opened an office **at** 28 Lees Road.
- The church is **in/on** Park Road.

However, we sometimes use "on" instead of "in" when we talk about long streets or roads:

- The town is **on** the Pacific Highway.

We can use "at" instead of "in" when we use a street name to refer to an institution in that street:

- There was an important meeting of ministers **at** Downing Street today.

Conclusion:

English prepositions have many rules to follow in order to be mastered by students. In that chapter we tempt to give a review about the use and the meaning of some important English prepositions including the three prepositions "in", "on", and "at" that we are interesting in.

2- Chapter two

Contrastive Analysis and Error Analysis

Introduction

In order to check the errors made by students when using the English prepositions in particular "in", "on" and "at", contrastive analysis and error analysis are two models which aim at detecting those errors. In this chapter we are going to define them and to know the difference between them, but in our research we focused more on the error analysis model in order to detect the errors and their sources and types too.

2-1- Contrastive Analysis of some important Arabic and English prepositions

In this subtitle we are going to define briefly the contrastive analysis (CA) in the field of second language acquisition (SLA).

A common definition of Contrastive analysis is the systematic study of a pair of languages with a view to identifying their structural differences and similarities.

Chilly (2005) defined contrastive analysis as a branch of linguistics that compares two structures of two languages in order to recognize the differences and to predict the errors in the procedures of learning the second language, that means to predict the errors when the second language acquisitions process is compared with the mother tongue.

The following examples show some important Arabic prepositions and their equivalent prepositions in English:

1- To /ʔ ila/

I went to Amman

/dahabtu ʔila 9amman/

2- with /ma9/

With the girl

/ma9a lbinti/

3- For /li/

For them

/lahum/

4- From him

/minhu/

5- At (exists only in English)

I am at home

/ʔana bil bayti/ (in)

6- In: /fi: ʔ/ (separated), /bi/ (inseparable)

In the library

/bilmaktabati/ (in)

To multiply by

/daraba fi:/

7-On: /9ala/ (separate), /9a/ (inseparable)

On Monday

/fi yami l?i0nayni/ (in)

On the shelf

/?ala rrafi/ (on)

8- By (exists only in English)

By Monday

/?ali 0naiyni/

9-Of (exists only in English)

I am proud of him

/? ana fakhouron bihi/ (in)

Those examples are taken from Hamdallah and Tushyeh (1993, p.181).

2-1-1- General characteristics of English and Arabic prepositions

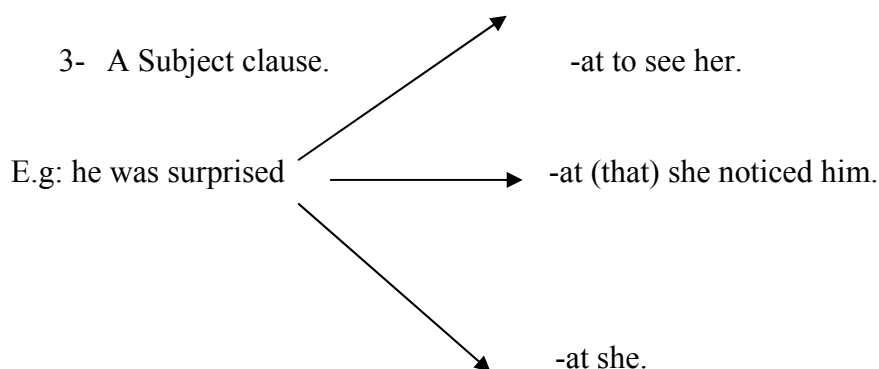
2-1-1-1- English prepositions

Quirk et al (1972) state that English prepositions are defined negatively based on three criteria and can not have as a complement:

1- a that clause.

2- An infinitive clause.

3- A Subject clause.



Based on Hamdallah (1988), English prepositions can show a relation between two grammatical elements, prepositional complement and the object. The following example can explain what is stated:

-she put the sweater on her shoulder; the complement of the preposition 'her shoulder' and the object 'the sweater' have a correspondence with each other. In addition, English prepositions come after a nominal, a verbal or an adjectival. We can illustrate by these examples:

1- The **teacher** at school is pleasant.

2- He **traveled** to London.

3- The class was **empty** of students. (hamdallah, 1988)

There exist also other characteristics of English prepositions which is the use of different prepositions with the same word can give different meanings. The verb + particles construction provides a good example of this: the meaning of the structure 'look at' can be changed totally, when we use 'for', 'up' or 'after', 'at'. In addition to that, the meaning of a verb + particle is definitely different from the separated meaning of the structure. For example, 'do in' in: **he threatened to do in all those who betrayed him mean to kill.** (Hamdallah, 1988).

2-1-1-2- Arabic prepositions

Arabic words are classified into three main categories by Arab grammarians that are Nouns, Verbs and particles. From the class of particles, they separated prepositions which and call them in Arabic 'huruf al-jarr' (Particles of attraction). (Hamdallah and Tushyeh, 1993). Arabic prepositions are divided into two morphological classes: The first class consists of prepositions that are inseparable i.e., which are always united in writing with the following noun. They occur as prefixes to the complement: bi (at, by, in, with); li (to); Ka (as, like); Ta (by 'in swearing'); wa (by 'in swearing'). The second class is made of prepositions which are independent and either bilateral or trilateral.

1/ Bilateral:

9an → from, away, from.

Fii → in, at

kay → in order to .

min → from .

2/ trilateral:

9alaa → on.

9adaa → except

? ilaa → to, towards

Hataa → until, up to

Mataa → when

Munthu → ago, for

X allaa → except.

Based on Hamdallah and Tushyeh (1993, p.185).

Hammdallah (1988) stated that Some of the above mentioned prepositions take common words as complements such as munthu (ago, for); Ka (as, like); wa (by); Ta (by)...etc. others may take either common nouns or pronouns as complements such as alaa (on), fii (in, at), min (from)...etc.

2-2- ERROR Analysis

2-2-1- Definition:

Error analysis (EA) is an approach that comes due to Contrastive analysis (CA) criticisms; it analyses also the problems that may an L2 learner do during the process of learning that L2. The difference between EA and CA is that EA does not compare two languages, indeed, it compares the L2 with the L2 it self in order to detect the problems and the difficulties encountered by L2 learners.

According to Corder (1974), Error analysis is a type of linguistic analysis that focuses on the errors learners make. It consists of a comparison between the errors made in the Target Language (TL) and that TL itself. In other words, error analyses can be used to determine what a learner still needs to be taught. It provides the necessary information about what is lacking in his or her competence.

Gass & Selinker (2004) defined errors as “red flags” that provide evidence of the learner’s knowledge of the second language.

2-2-2-Error analysis objectives

Corder (1973) believes that error analysis has two main objectives: one theoretical and another applied. The theoretical object tends to verify the validity of theories, under the name of the psycholinguistic theory of transfer. The applied object refers to pedagogical purposes. Error Analysis determines the nature of difficulties and problems faced by L2 learners; hence, it helps teachers to improve their way of teaching and checking their teaching materials.

Richards and Sampson (1974) point out that at the level of pragmatic classroom experience, error analysis will continue to provide one means by which the teacher assesses learning and teaching and determines priorities for future effort.

2-2-3 Models for Error Analysis

Based on Corder (1974), error analysis includes three stages: data collection, description and explanation.

Ellis and Hubbard et al. (1996) proposed practical advice and provided clear examples of how to identify and analyze learners' errors. The initial step according to them is the selection of a corpus of language followed by the identification and classification of errors. The final step is the explanation of different types of errors after giving a grammatical analysis of each error.

In addition, Gass and Selinker (2001) identified 6 steps that should be followed followed in conducting an error analysis: collecting data, identifying errors, classifying errors, quantifying errors, analyzing source of error, and remediating for errors.

2-2-4- Sources of errors

Selinker (1972) provided five sources of errors which are: language transfer, transfer of training, strategies of second language learning, strategies of second language communication, and overgeneralization of TL linguistic material. Corder (1974) also identified three sources of errors: language transfer, overgeneralization or analogy, and methods or materials used in the teaching (teaching-induced error). However, Richards and Sampson (1974) explained seven sources of errors: language

transfer, intralingual interference, sociolinguistic situation, modality, and age, successions of approximative systems and universal hierarchy of difficulty.

2-2-5- Language transfer

Language transfer as we stated is the main source that lead EFL learners to commit errors when using the English prepositions. We are going to define this concept and try to cover its sub-concepts.

According to Richards (1974), the wrong sentences from L2 learners represent one-third of their wrong performance in the L2 process that it is due to language transfer. He also adds that mother tongue interference is the cause that leads to deviate from the right use of the L2 language.

Odlin (1989, p.7) defined transfer as:" the influence resulting from similarities and differences between the target language and other language that has been previously (and perhaps) imperfectly inquired".

Before defining the types of transfer we should define the following concepts which are important to be defined in our context.

2-2-5-1- Intralingual interference

It is the main factor that leads the L2 learners to commit errors while learning the L2. According to Richards (1970, p.6) intralingual interference can be defined as: " items produced by the learner which reflect not the structure of the mother tongue, but generalizations based on special exposure to the target language".

In his quotation, Richards states that in the process of learning an L2, learners attempt to extract the rules for the purpose of solving the difficulty they have been encountering. Furthermore, they can formulate new conventions which are independent from both : the mother tongue (MT) or the target language (TL).

Within this concept, Richards (1974) suggested four types and causes for intralingual errors which are as follows:

-overgeneralization: it is associated with redundancy reduction. It covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language. It may be the result of the learner reducing his linguistic burden.

-ignorance of rule restrictions: i.e. applying rules to contexts to which they do not apply.

-incomplete application of rules

-semantic errors such as building false concepts/systems: i.e. faulty comprehension of distinctions in the TL.

2-2-5-2- Interlingual/Transfer errors:

Those attributed to the native language (NL). There are interlingual errors when the learner's L1 habits (patterns, systems or rules) interfere or prevent him/her, to some extent, from acquiring the patterns and rules of the second language (Corder, 1971). Interference (negative transfer) is the negative influence of the mother language (L1) on the performance of the target language learner (L2) (Lado, 1964). It is "those instances of deviation from the norms of either language which occur in the speech of

bilinguals as a result of their familiarity with more than one language" (Weinreich, 1953, p.01).

Error analysis emphasizes "the significance of errors in learners' interlanguage system" (Brown 1994, p.204). The term interlanguage, introduced by Selinker (1972), refers to the systematic knowledge of an L2 which is independent of both the learner's L1 and the target language. Nemser (1974, p.55) referred to it as the Approximate System, and Corder (1967) as the Idiosyncratic Dialect or Transitional Competence.

2-2-5-3- Types of transfer

Allen and Corder (1975) classified language transfer into two types that are: positive transfer (helps to acquire new learning tasks), and negative transfer (impedes the acquisition of new learning tasks).

2-2-5-3-1- Positive transfer

The case of positive transfer in second language learning occurs when the languages share linguistic features—such as an alphabetical system, particular grammatical categories, and rhetorical conventions, that is, the successful carrying of features of language from the learners' L1 into their L2, as would be evident in their language output. In addition, positive transfer may also occur in the fields of metalanguage and paralinguistics (Ellis, 1994, p.29). If there are similarities in the terms we use to describe the first language and the target language, the transfer of such technical terms will facilitate the understanding of the way the L2 works. It is also explained by Yule (2006, p.167) in his quotation which stated "if the L1 and L2 have similar features (e.g. marking plural at the ends of nouns), then, the learner may be able to benefit from the positive transfer of the L1 knowledge to the L2". In this quotation

Yule believed that if similarities exist between the target language and the native language of the learner, the process of positive transfer will play a facilitator role.

2-2-5-3-2- Negative transfer

According to Selinker (1972), Transfer errors are a typical feature of the interlanguage of the L2 learner, a kind of 'intermediate' language made up of L1 and L2 elements that are built into a systematic code by the L2 learner. Richards ((1992) stated that making an error and using wrongly the rules of L2 is due to the application of L1 rules on L2. It means that if the L2 learner traced back on his mother tongue, the outcome of such an occurrence would be a deviation from the target norm, what is termed as a "negative transfer" error or "mother tongue interference".

2-2-5-4- Types of English prepositions errors made by Arab EFL learners:

Hamdallah, R. Tushyeh (1988), classified errors involving the use of English prepositions by Arab EFL learners into three categories: "Substitution" errors which are the use of a wrong word, "redundant errors" which means that an unnecessary word was put in or that two or more words were used where only one was required, and "omission errors" which means that a word was left out where necessary. They gave examples for each type as follows:

2-2-5-4-1- Substitution errors

- Each month begins **in** Saturday.
- The time was too short **to** us.

2-2-5-4-2- Redundant errors

- I feel with happy instead of : I feel happy.
- Judge on things instead of : judge things.

2-2-5-4-3- Omission errors

- He came Monday instead of: he came **on** Monday.
- It was bordered from the east Iran. Instead of: I twas bordered from the east **of** iran.

Errors in the use of prepositions made by Arab EFL learners are due to some causes; Zughoul (1979) explained then in different points as follows:

- sometimes, there is a correspondence between English and Arabic preposition equivalent.
- In some cases, in describing an idea in Arabic, we do not require to replace the English preposition.
- Generally, students attempt to keep one essential equivalent for each English preposition, and this one to one translation can express the proper English word in several cases, this does not work in many instances.
- The English preposition can be described by different parts of speech, not just by an equivalent Arabic preposition.

Conclusion

As a conclusion for this chapter we notice that Prepositions are problems for EFL students because they are frequent source of errors. For that reason they are very often misused. Arab EFL students have to recognize the differences between English and Arabic prepositions in order to master the use of English prepositions. Arab EFL students have to be aware of the use of the English prepositions in each context of their use and that can be improved by distinguishing each preposition with its correct use.

Chapter three

Research methodology

Introduction

This chapter aims at confirming or infirming our hypothesis wich is: if the Algerian students are negatively influenced by their mother tongue (Arabic), they will fail in using the English prepositions "in, on, at", or if the Algerian students ignore the the English language grammatical rules, they will also find difficulties in using those English prepositions. For this pupose, a grammatical test is given to second year students at the English department, Mohamed Khider University of Biskra. The analysis of the test is based on the answer of the students; It aims at checking students' capabilities of using the English prepositions "in, on, at" and with their different uses and meanings in the English grammar system. Furthermore, this research work aims at diagnosing the errors that students commit and their causes.

3-1- The Sample

A random sampling consists of fifty students (five of them were absent) from a population of second year LMD students at the English Department, Mohamed Khider University of Biskra. They are all native speakers of Arabic, and they have been administrated a test because they are supposed to have a certain level of proficiency in English.

3-2- Description of the test

The test was administrated to Second year LMD students at the English department at Mohamed Khider University of Biskra. In order to check their capability of the use of the English prepositions "in, on, at" and if the mother tongue interferes in their performance when answering the test. they were given two exercises. The first one contains thirteen

sentences in which students were asked to insert the appropriate preposition "in, on, at" in the provided space. The thirteen sentences of the first exercise were taken from (<http://grammar.ccc.commnet.edu/grammar/prepositions.htm>) and (TOEFL Preparation Guide Book) the good .The second exercise is a short paragraph where students are asked to insert the appropriate preposition (in, on, at) in the provided gaps. The short paragraph was taken from (<http://esl.about.com/library/beginner/bleasypreps.htm>). The english prepositions (in, on, at) in both exercises have different uses, in which one preposition describes various relations and affects the meaning of the expression.

3-3- Analysis of the Data

Exercise one

Sentence 01

- Can you write your name **at** the top of the page?

Sentence 01	Correct use	Wrong use	Total
Number	10	35	45
Percentage	22.22%	77.78%	100%

Table 04: Correct VS. Wrong use of prepositions in the first sentence.

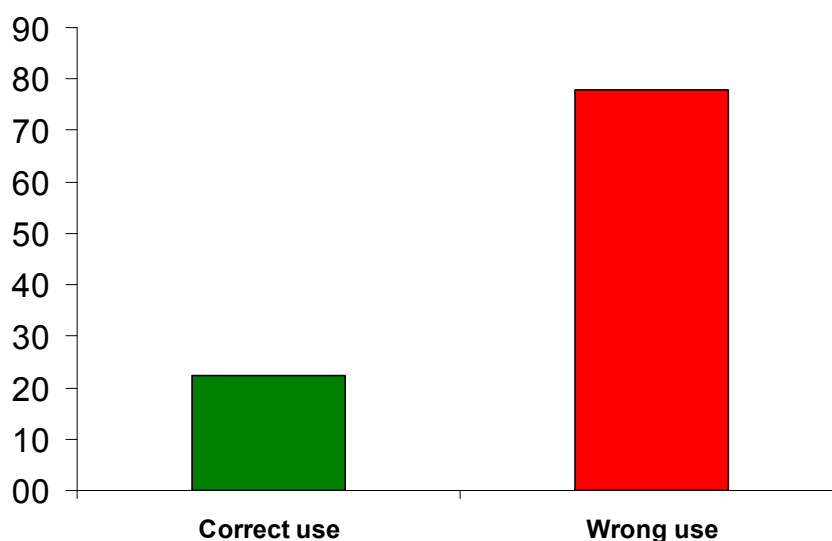


Figure07: Correct VS. Wrong use of prepositions in the first sentence.

The prepositions used instead of "at" and the number of students who used them are: "in" (7), "on" (23) and "Ø" (Ø means no answer) (5). The wrong choice of the English preposition "in" in this sentence is because of Arabic interference since in Standard Arabic we say "Oktob issmaka fii aala el waraka". Yet, the English preposition "at", in this sentence, "at" indicates a positioned point (the top) in place (page), learners transferred negatively the usage of this preposition from Standard Arabic where 'fii' shares the same concept as 'in'. The possible explanation of learners' wrong choice of the usage of 'on' and "Ø" is because of their carelessness.

Sentence 02:

- The boys stand in a line.

Sentence 01	Correct use	Wrong use	Total
Number	7	38	45
Percentage	15.56%	84.44%	100%

Table 05: Correct VS. Wrong use of prepositions in the second sentence.

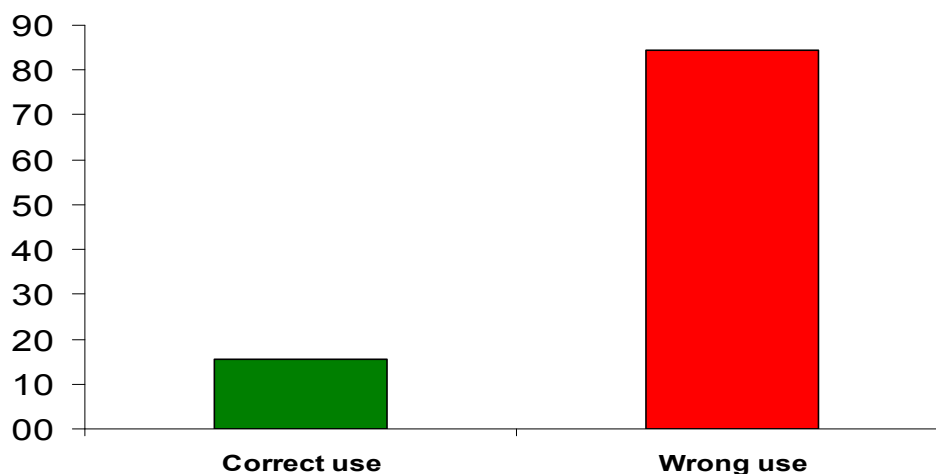


Figure 08: Correct VS. Wrong use of prepositions in the second sentence.

The prepositions used instead of "in" and the number of students who used them are: "on" (31), "at" (6) and "Ø" (1). The majority of students in this sentence used the preposition "on" and few of them used "at", they transfer negatively from their mother tongue (Arabic) because in Arabic they thought to say "alatfalo wakifona 3ala moustakimin", whether the correct answer is "in" because it describes a position of how students are standing, it expresses a space relation. The correct use of the correct preposition "in" was well done by seven students but it is not enough.

Sentence 03:

- We arrived **on** time.

Sentence 01	Correct use	Wrong use	Total
Number	8	37	45
Percentage	17.78%	82.22%	100%

Table 06: Correct VS. Wrong use of prepositions in the third sentence.

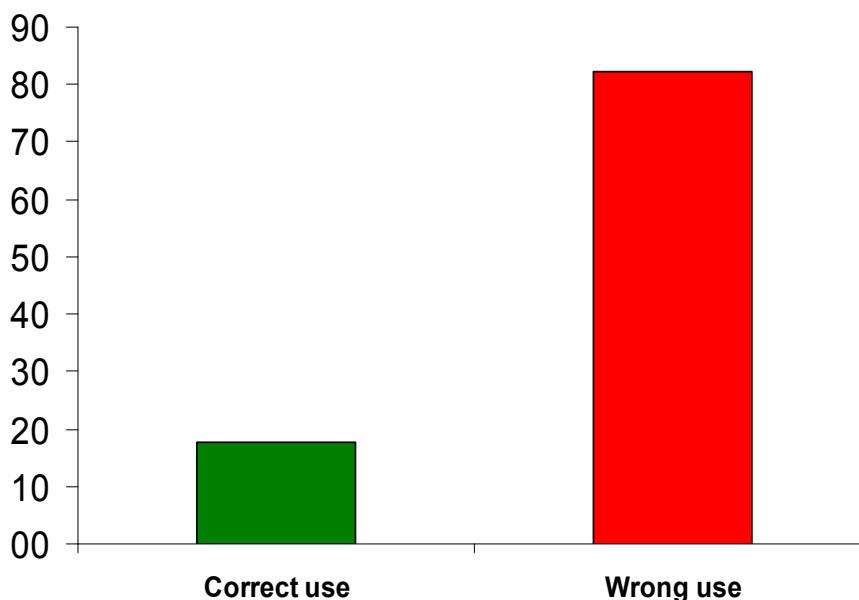


Figure 09: Correct VS. Wrong use of prepositions in the third sentence.

The preposition of time "on" in this sentence describes an exact point in time. Seven students put "in" instead of "on". If we do a comparison of how to say this sentence in Arabic, it will be: "wasalna fii el wakti". Hence, students' answer is influenced to Standard Arabic which led them to insert an inappropriate preposition (negative transfer). In English, there is a difference between "in time" (not late, punctual) and "on time" (soon enough). Hence, Yet, students' response was also related to Algerian Arabic (Wsalt felwakt) i.e., students transferred negatively from Algerian Arabic. Thirty student answered by using "at" instead of "on". This is a case of negative transfer from French (Je suis arrivé à l'heure). Eight student inserted the correct prepositions "on".

Sentence 04:

- Sarah had a ring on every finger.

Sentence 01	Correct use	Wrong use	Total
Number	5	40	45
Percentage	11.11%	88.89%	100%

Table 07: Correct VS. Wrong use of prepositions in the fourth sentence.

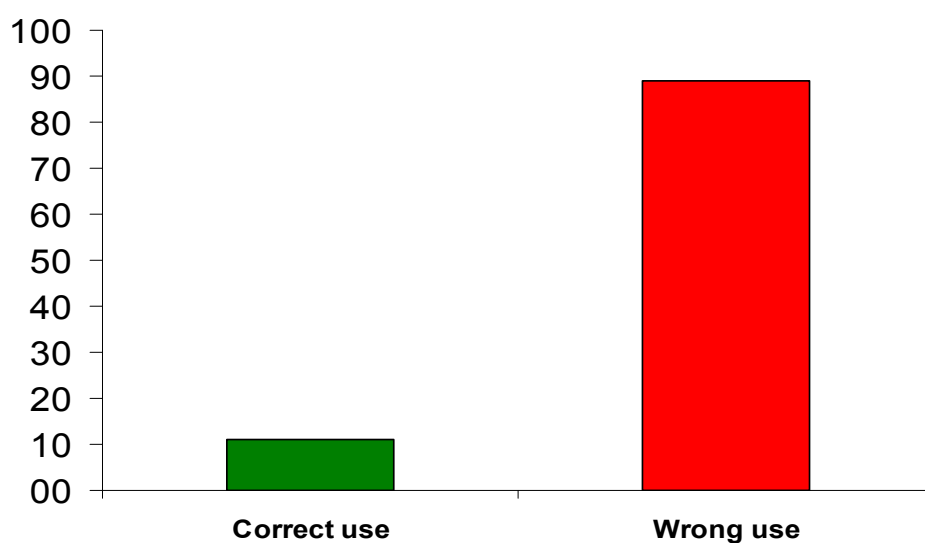


Figure 10: Correct VS. Wrong use of prepositions in the fourth sentence.

Out of forty-five students; only five students inserted the right answer “on”. The other forty students inserted "in" or "at" or no answer "Ø" as follows: "in" (34 students), "at" (5 students) and "Ø" (1 student). Students who inserted “in” consider “the finger” as a part of the hand and each finger has a ring; that is to say, each ring occupies a place in each finger; secondly, it is because of the negative transfer from the Arabic preposition "fi". Some students inserted “at” because they consider that each ring occupies a space at a finger. "On" is the appropriate answer in this sentence. The five students that used the correct answer "on" may know that jewellery is on people and not in people. Students who used “at” and “in” made a substitution error because of their ignorance of the proper use of this prepositions in this sentence.

Sentence 05:

- The soup will be ready **in** ten minutes.

Sentence 01	Correct use	Wrong use	Total
Number	19	26	45
Percentage	42.22%	57.78%	100%

Table 08: Correct VS. Wrong use of prepositions in the fifth sentence.

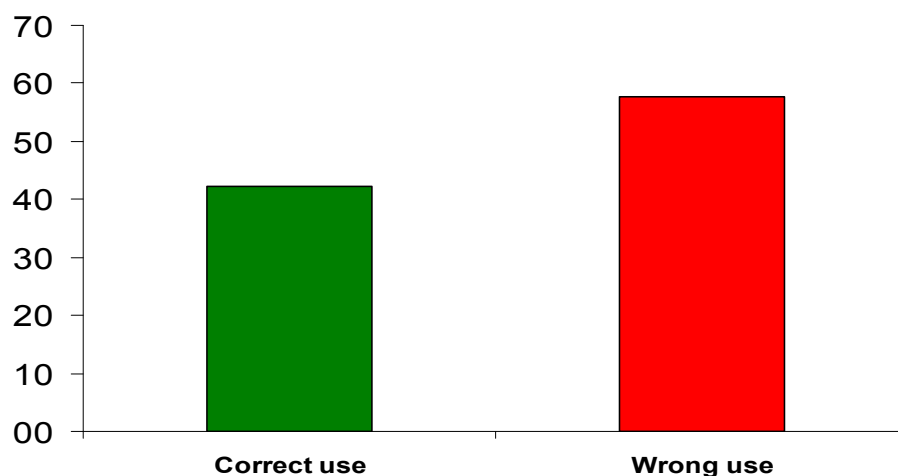


Figure 11: Correct VS. Wrong use of prepositions in the fifth sentence.

Although in this sentence transfer from Arabic to English lead to a correct result that is "in", 26 students used "on" and "at" with a percentage of 57.78% as wrong use (19 students used at, 6 students used "on" and onestudent left it blank "Ø"). "On" is used because students consider the expression of "ten minutes" as a precised time. The others who used "at" consider the expression of "ten minutes" as a point in time and not as a period of time. Students who used "at" and “on” made a substitution error by using the wrong prepositions instead of the appropriate one. 19 students used the right preposition "in" because they did a transfer from Arabic to English and in this case it is a positive transfer or they know the right use of the simple prepositon "in" that is : "in" can be used to say how long it takes to finish something and this is the case with this sentence; that the soup will take ten minutes to be ready.

Sentence 06:

- I study economics **at** university.

Sentence 01	Correct use	Wrong use	Total
Number	26	19	45
Percentage	57.87%	42.22%	100%

Table 09: Correct VS. Wrong use of prepositions in the sixth sentence.

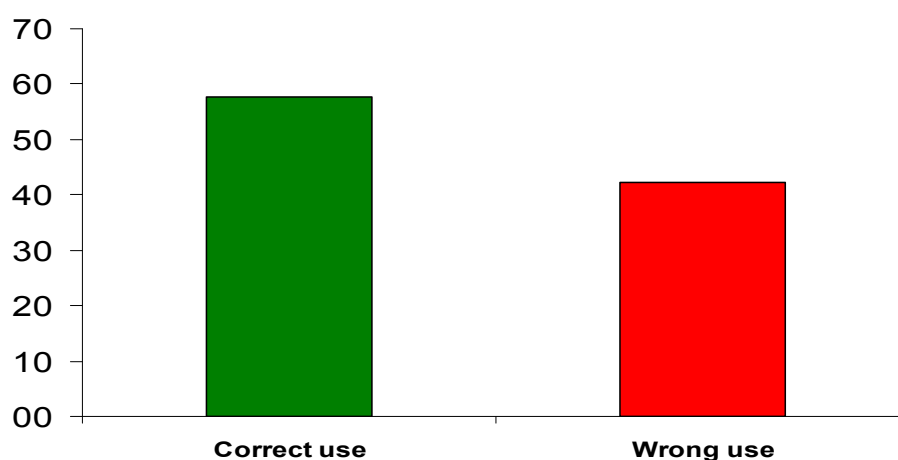


Figure 12: Correct VS. Wrong use of prepositions in the sixth sentence.

Twenty-six Students used correctly the preposition "at", they transferred positively this simple preposition from French, as the preposition "à" is the equivalent of "at" (J'étudie l'économie à l'université). They know the correct use of "at" as a preposition of place, it indicates here a precise place which is "university". Eventhough the number of students that answered correctly, a considerable number of students (19 students) answered with "in" (17 students) or "on" (2 students) because they traced back on Arabic (standard Arabic or Algerian Arabic) as we say "adroso al i9tissada fi aljami3ati" in standard or "na9ra i9tisdad fi ljami3a" in Algerian Arabic, so they tend to transfer but they fall down in a negative transfer.

Sentence 07:

- Kids have fun **on** Halloween.

Sentence 01	Correct use	Wrong use	Total
Number	14	31	45
Percentage	31.11%	68.89%	100%

Table 10: Correct VS. Wrong use of prepositions in the seventh sentence.

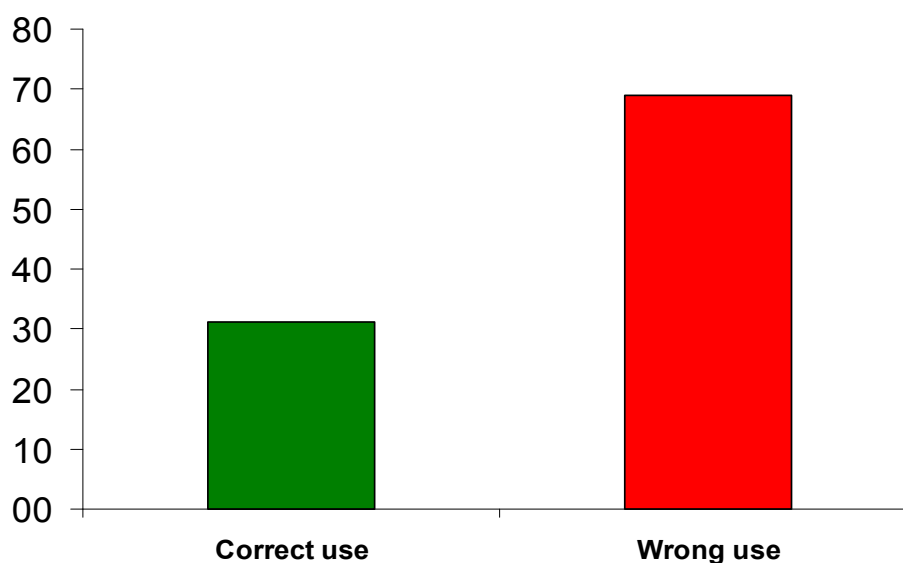


Figure 13: Correct VS. Wrong use of prepositions in the seventh sentence.

In this sentence, the percentage of wrong answers (68,89.11%) is higher than the percentage of correct ones (31.11%), Fourteen students got the right answer "on", while, the rest of students inserted either "in" (21 students) or "at" (9 students) and (one student without answer Ø). Students who inserted "on" find that "on" can be used as an orientation of point in time (Halloween) whereas students who inserted "in" consider "Halloween" as just a period of time and not a special period for western culture countries. Students who used "in" and "at" made a substitution error because they ignore that it is an exception in English and a special event as we stated above. Hence, students ignore in this sentence the correct use of this preposition within its context.

Sentence 08:

- I met john **at** a party.

Sentence 01	Correct use	Wrong use	Total
Number	5	40	45
Percentage	11.11%	88.89%	100%

Table 11: Correct VS. Wrong use of prepositions in the eighth sentence.

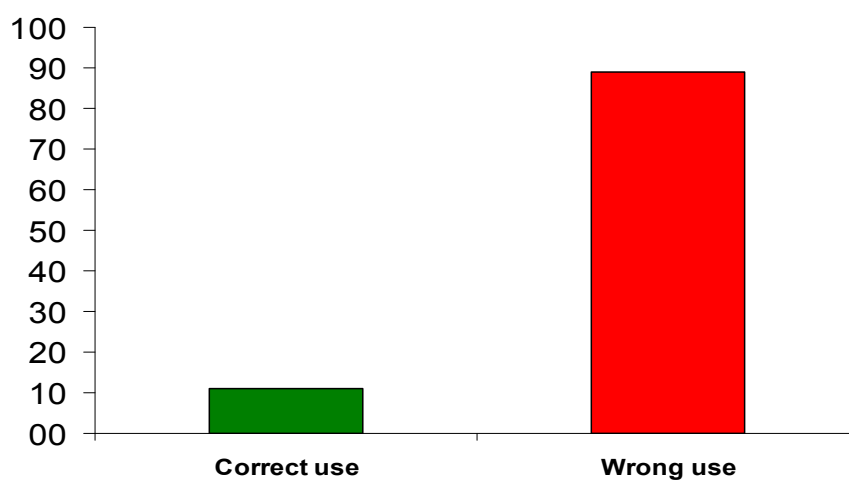


Figure 14: Correct VS. Wrong use of prepositions in the eighth sentence.

The use of prepositions in this sentence was as follows: 38 answers included the preposition "in", 2 answers included the preposition "on" and 5 answers were the right answer which is the preposition "at". The correct answers "at" were too limited and they represented just 11.11% which indicated that the majority of the remaining students committed errors. The wrong answers represented 88.89%. This is because "at" exists only in English, and in this example, they inserted "in" because they tend to transfer from Arabic to English thinking that it is the equivalent to "ilta9ayto john fii haflatin". They ignore this exception in English and fall down in a negative transfer again. Students who inserted "at" know the rule that "at" can be used to show where something was happened. Though, it is noteworthy that students who used the preposition "in" and "on" made a substitution error because of their ignorance of the rule.

Sentence 09

- Men's clothes are **on** the second floor.

Sentence 01	Correct use	Wrong use	Total
Number	20	25	45
Percentage	44.44%	55.56%	100%

Table 12: Correct VS. Wrong use of prepositions in the ninth sentence.

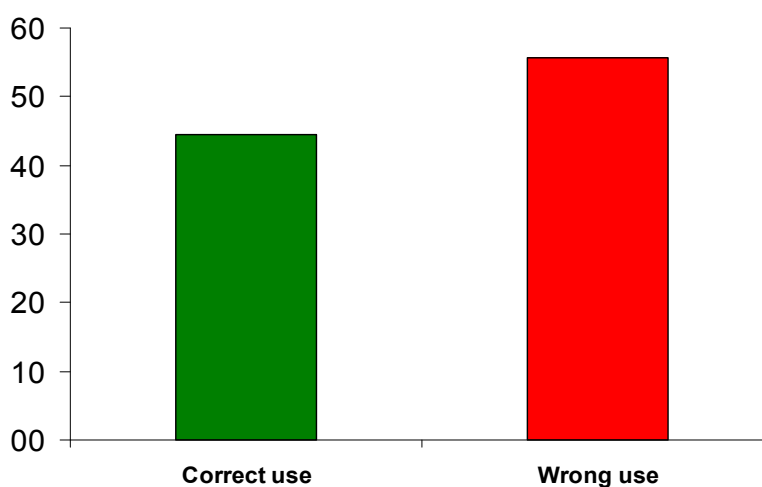


Figure 15: Correct VS. Wrong use of prepositions in the ninth sentence.

The prepositions used instead of "on" and the number of students who used them are: "in" (14 students), "at" (11 students). Eventhough the number of the wrong use is higher a bit than the correct one, 20 students used the correct preposition "on" because in this case Arabic and English languages consider "the floor" as a surface. They make use of the equivalent spatial prepositions "alaa" and "on" which both direct attention to the expanse of the floor. This explains the correct answer of the students (the two languages use the same preposition since they conceptualize the floor in the same way which facilitates the choice for learners), in Arabic we say "malabiso al rijali alaa al taba9i al thanii" as an equivalent to that English sentence. Students who filled the gap with the simple preposition "in" did a negative transfer from Arabic they thought that the appropriate use is to take the equivalent of the sentence in arabic "malabiso al rijali fii al taba9i al thanii", where the floor is perceived as an enclosed space. For students who answered with the simple preposition "at", is that they did not understand the English sentence, or maybe, they did not answer seriously because at is not appropriate here in the cases whether the ignorance of the prepositions use or the negative transfer from Arabic.

Sentence 10

- She likes walking **in** the rain.

Sentence 01	Correct use	Wrong use	Total
Number	25	20	45
Percentage	55.56%	44.44%	100%

Table 13: Correct VS. Wrong use of prepositions in the tenth sentence.

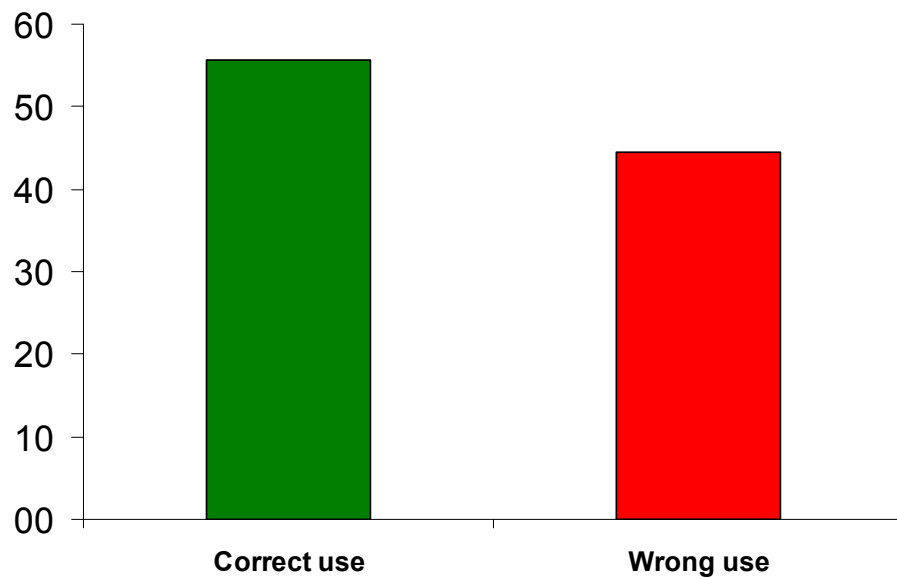


Figure 16: Correct VS. Wrong use of prepositions in the tenth sentence.

The English preposition "in" in this sentence indicates a temporal relation, it describes a period of time where an action can happen. Fourteen students used "on" and eleven students used "at" which are wrong uses. The wrong use can be explained that students maybe did not understand it as a period of time, they did understand it as a place description, yet, they used "on" since in Arabic we say "alaa al matari". Students who used "at" believed that the sentence describes a special and limited action according to time. In this example, fifty-five students used the appropriate preposition "in" because they were aware about its right context or they transferred positively from Arabic "fii almatari".

Sentence 11

- Lots of people go shopping **at** Christmas.

Sentence 01	Correct use	Wrong use	Total
Number	12	33	45
Percentage	26.67%	73.33%	100%

Table 14: Correct VS. Wrong use of prepositions in the eleventh sentence.

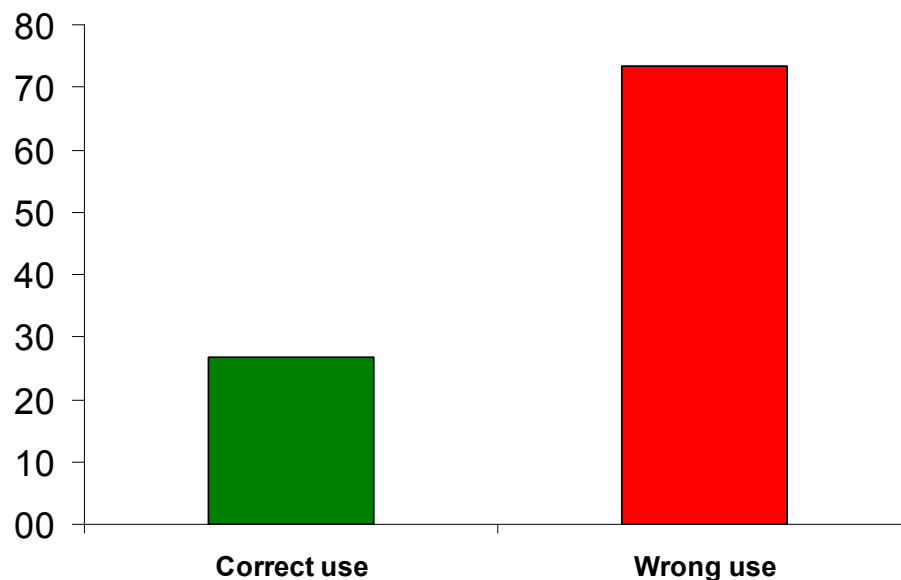


Figure 17: Correct VS. Wrong use of prepositions in the eleventh sentence.

The percentage of wrong answers (73.33%) which is higher relatively to the percentage of correct ones which represents only (26.67%) that only twelve students got the right answer "at", while, the rest of students inserted either "in" (22 students) or "on" (11 students). Students who inserted "at" found that "at" can be used as an orientation of point in time (Christmas) whereas students who inserted "on" considered "Christmas" as a period of time happening every year. Students who used "in" and "on" made a substitution

error, and this is because "at" exists only in English. Hence, most of them avoided the use of "at" because of their ignorance of its prepositional use.

Sentence 12

- My friend is **on** the way to Moscow.

Sentence 01	Correct use	Wrong use	Total
Number	21	24	45
Percentage	46.67%	53.33%	100%

Table 15: Correct VS. Wrong use of prepositions in the twelfth sentence.

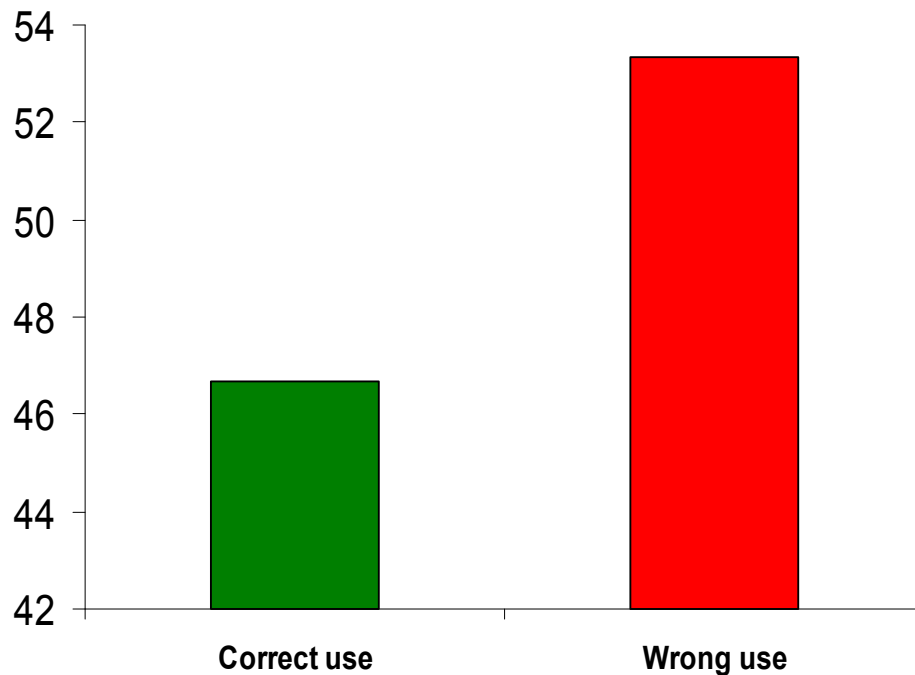


Figure 18: Correct VS. Wrong use of prepositions in the twelfth sentence.

The use of “in”, “on”, “at” in the twelfth sentence was as such: (18) students used "in", and (6) students used "at", and (21) students used "on" which is the correct answer. Students used who used "in" instead of "on" thought that it is like in Standard Arabic since the equivalent of this sentence in their language is: "sadi9i fi tari9ihi ila mosko". "On", in this sentence, provides the meaning of line (the path). But, "in" which is the equivalent of the Arabic preposition "fi" is used with two or three dimensional objects. This is the reason behind the wrong usage of "in" rather than "on" (negative transfer). For students who used "at", it explains their careless use of the appropriate preposition and their ignorance of its correct prepositional use.

Sentence 13

- He sits **in** the back of the car.

Sentence 01	Correct use	Wrong use	Total
Number	24	21	45
Percentage	53.33%	46.67%	100%

Table 16: Correct VS. Wrong use of prepositions in the thirteenth sentence.

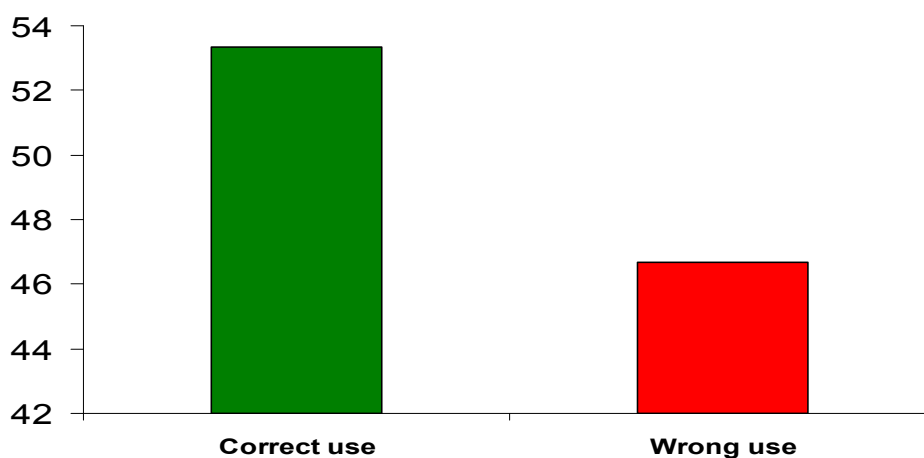


Figure 19: Correct VS. Wrong use of prepositions in the thirteenth sentence.

In the last sentence of the first exercise, Students who inserted the appropriate preposition "in" represent 53.33% whereas students who inserted the wrong preposition represent 46.67%. The percentage of correct answers is greater than the one of wrong answers. This reflects the students' knowledge about this prepositional use in which they consider this person as being inside the car in the back. In addition to that, it is a positive transfer from the Arabic preposition "fi". Students (11 students) who inserted "at" did not consider "the car" as a space which has boundaries. The ten students who inserted "on" considered "the car" as a surface. The students who inserted "on" and "at" made a substitution error because of their ignorance of the rules.

Exercise two

This exercise is the same as the first one, students were asked to fill in the gap with the appropriate preposition. The main difference between the two exercises is that this one was given as a short paragraph, so the context here is clear and it facilitates the choice of the correct use of the three prepositions for students. This exercise was given intentionally in order to confirm or infirm our stated hypotheses.

Gap 01

I was born in Seattle

Sentence 01	Correct use	Wrong use	Total
Number	41	4	45
Percentage	91.11%	8.89%	100%

Table 17: Correct VS. Wrong use of prepositions in the first gap.

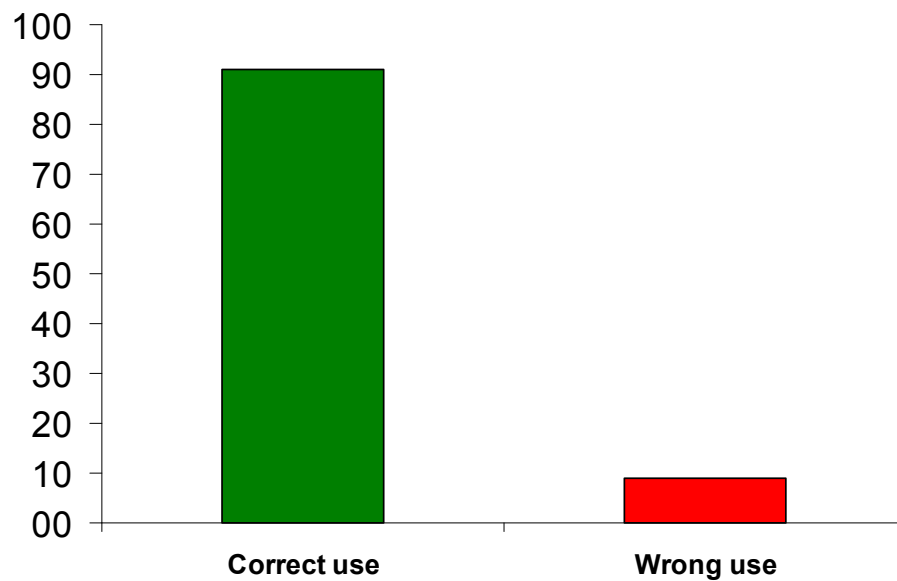


Figure 20: Correct VS. Wrong use of prepositions in the first gap.

Fourty one students except four 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 "fii" to denote place is "in". In English, the spatial "in" uses an object that is conceptualized as an area (like our sentence) or volume. It is used to indicate the relationship of two objects, the trajector and the landmark The Standard Arabic preposition "fii" shares the same concept as "in". In our sentence, the trajector is the object "I" that is located and totally surrounded by the landmark which is the object "Seattle". Students in that example show a sort of awareness about the use of the preposition "in". Even if they thought to transfer, it leads them to a positive transfer from Arabic.

Gap 02

Washington **on** the 19th of April in 1961

Sentence 01	Correct use	Wrong use	Total
Number	31	14	45
Percentage	68.89%	31.11%	100%

Table 18: Correct VS. Wrong use of prepositions in the second gap.

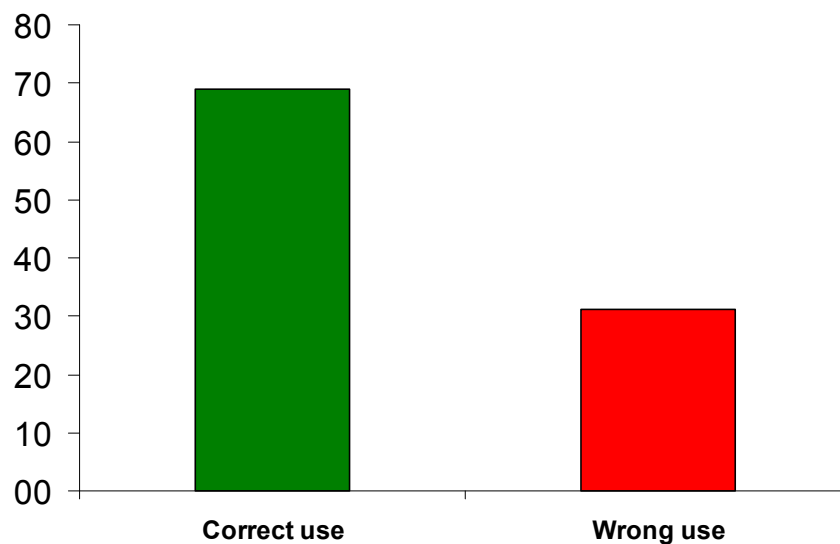


Figure 21: Correct VS. Wrong use of prepositions in the Second gap.

In this case, "on" is used to indicate a positioned point in time. It is used with " the 19th of April " which is a phrase that refers to a date since this is perceived as a surface or line. The correct use of "on" was also higher than the wrong use of "in" and "at". Thirty one students answered with "on" because they know about the rule of the correct use of the preposition "on" in English. In the case of the wrong answers, forty students used "at"; they did a substitutional error because of their ignorance to the right use of that

preposition."On" in English is used to express a date of birthday expressing a relationship in time.

Gap 03

I work **at** the British School

Sentence 01	Correct use	Wrong use	Total
Number	11	34	45
Percentage	24.44%	75.56%	100%

Table 19: Correct VS. Wrong use of prepositions in the third gap.

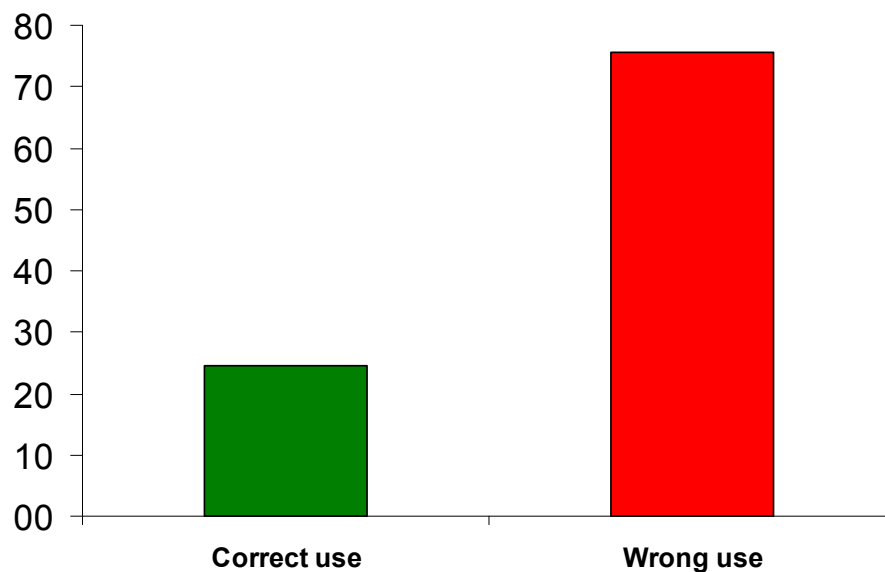


Figure 22: Correct VS. Wrong use of prepositions in the third gap.

Because "at" exists only in English, students in this example seems to have a difficulty in the use of the correct preposition "at", that is represented by the percentage as such: only 24.44% got the correct answer, whether 75.56% did not get it. Students who used "at" have a knowledge about that correct use of "at" that it describes a precised place in this example "the British school". Thirty four students used "in" because they tended to

use it as its equivalent to the Arabic preposition "fi", though it is considered as a mother tongue interference that led them to transfer negatively.

Gap 04

I sometimes go to a movie **on** the weekend.

Sentence 01	Correct use	Wrong use	Total
Number	7	38	45
Percentage	15.56%	84.44%	100%

Table 20: Correct VS. Wrong use of prepositions in the fourth gap.

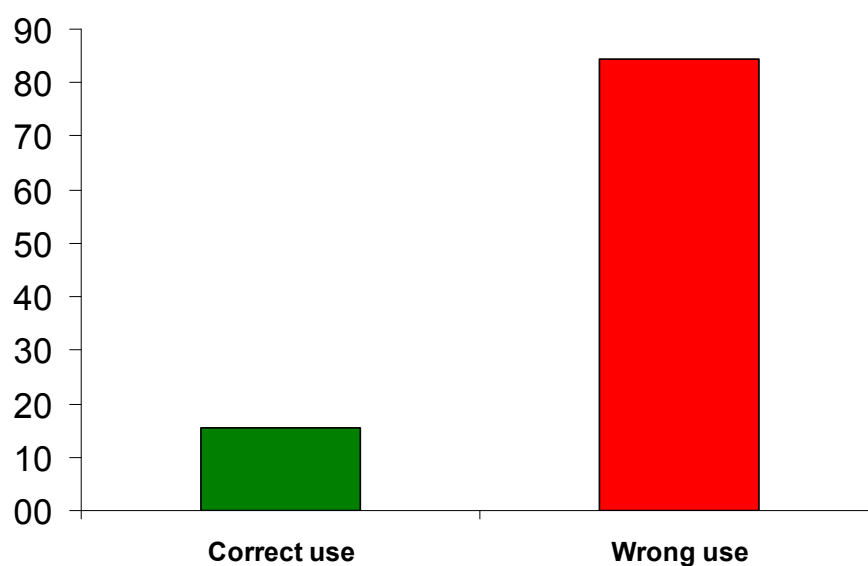


Figure 23: Correct VS. Wrong use of prepositions in the fourth gap.

In English, "on" indicates a positioned point in time, and is used with phrases that refer to exact period of days (as in this sentence "week-end") since these are perceived as a surface or line. The wrong use in this example can be seen clearly, only seven students who answered correctly with "on", while the others used "in" and "at" (19 students used "in" and 19 students used "at"). Students that used "in" were influenced by the mother

tongue (Arabic) as we say "fi nihayati al usbu3", and students who used "at" ignore the appropriate use of the preposition"on".

Gap 05

Usually **in** August, I go home to visit my family in America

Sentence 01	Correct use	Wrong use	Total
Number	13	32	45
Percentage	28.89%	71.11%	100%

Table 21: Correct VS. Wrong use of prepositions in the fifth gap.

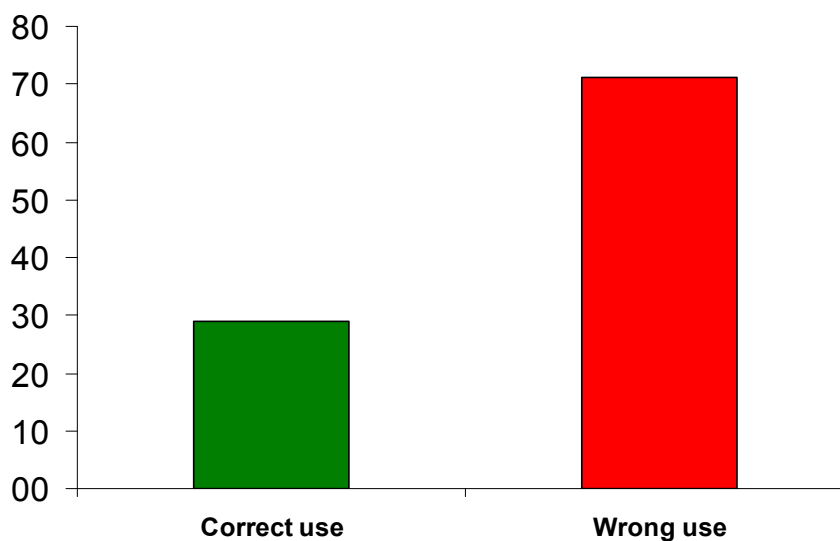


Figure 24: Correct VS. Wrong use of prepositions in the fifth gap.

It was not expected that students will not get the correct answer which is "in" because it is seen as an easy example of the use of "in" with period of time which is months. The percentage of the wrong use represents 71.11 % which is a great value. The only explanation for that is the ignorance of the preposition "in" use. Twenty six students

answered with "on" and six students answered with "at" instead of "in", those are a substitutional errors. Thirteen students answered with the appropriate preposition "in". They maybe know the right use of "in" within this case, or they traced back to a transfer which led them to a positive one.

Gap 06

In the evening, we often eat in/at a restaurant with our friends

Sentence 01	Correct use	Wrong use	Total
Number	43	2	45
Percentage	95.56%	04.44%	100%

Table 22: Correct VS. Wrong use of prepositions in the sixth gap.

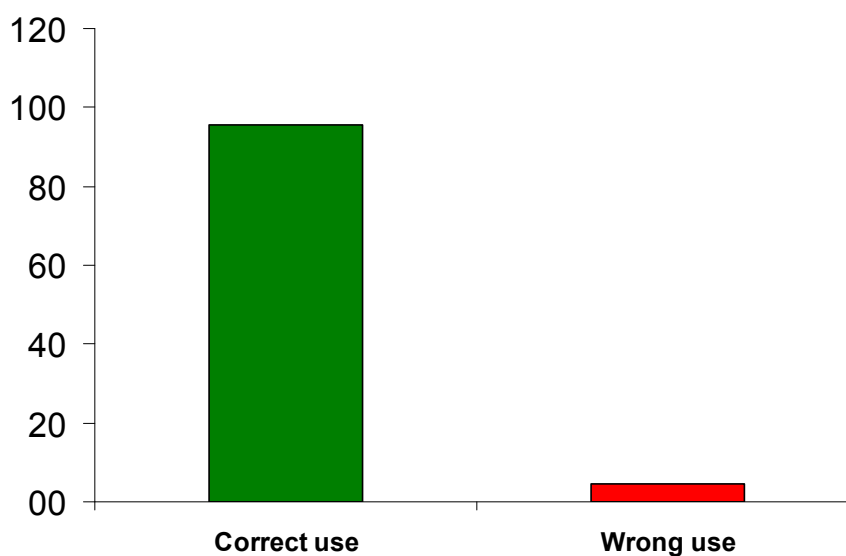


Figure 25: Correct VS. Wrong use of prepositions in the sixth gap.

As far as this sentence is concerned, the percentage of correct answers was higher too much than the wrong one. In this sentence thirty students used "in" and thirteen students used "at". According to what we know, and especially with this case, both of the

prepositions "in" and "at" are appropriate. It has a relation with American and British English that "in" is American in this case and "at" is British. Only two students used "on" which is wrong and that may be referred to the extent of seriousness when answering.

3-4- Results and discussion

The results can show clearly to us that the number of wrong answers is higher than the number of correct answers in both exercises which demonstrate that the Algerian students of English language encounter different problems when using the three prepositions "in", "on", and "at". Furthermore, students show that they do not have problems when they are aware about the correct use of such one of those three prepositions. It was clear that students' major problem is with interference of their mother tongue (Arabic) in addition to their ignorance about the appropriate use of the three prepositions (in, on, at) in some cases.

To check the validity of these results, we have compared our findings with previous researches. Y, Tahaine (2010) had a supporting findings to our results, he concluded his work that Arab EFL learners encounter many problems when using the English prepositions "in", "on" and "at", they make errors such as inserting a preposition instead of another because of their ignorance to the rules which govern the correct use of those prepositions, also they tend to transfer negatively from their mother tongue (Arabic) when using those prepositions.

The same as Tahaine, Boukhalfa (2010) resulted that the Algerian EFL learners' most problems in the use of the stated prepositions is the negative transfer, he consulted that most of the Algerian EFL learners tend to transfer from Arabic to English regardless to the correct use of "in", "on" and "at" in each context.

Our work came to support the hypothesis which supposed that the Algerian EFL learners trace back on the mother tongue (Arabic) in dealing with the prepositions "in", "on" and "at" and it is correct, because every non-native speaker of English has the same problem since every language differs and has its proper grammatical rules in particular prepositions.

3-5- Recommendations

This humble work is an attempt to improve the use of the English prepositions in particular "in, on, at" since they make problems for Algerian EFL students. We hope that Algerian EFL learners will benefit as well as we benefit to improve our English prepositions use. Also we conduct this research in order to enable the EFL Algerian learners to:

- Recognize the differences between English and Arabic prepositions in order to master the use of English prepositions in particular "in, on, at".
- Be introduced by EFL teachers to situations that are real and relevant to the use of those prepositions.
- determine which prepositions they need to communicate effectively.
- give them relevant instructions about the usage of each preposition in different contexts.
- make them aware about the correct model when they are commenting instead of impeding their communication when using the English prepositions in particular "in, on, at".
- To help other students in conducting a similar research that deal with student's problems with the English prepositions.

3-6-Pedagogical implications

Our work aims at detecting the errors that encounter Algerian EFL learners when using the English prepositions "in", "on", "at". We attempt also to give some pedagogical implications that help Algerian EFL students in mastering English prepositions. That comes by emphasizing on the following differences between English and Arabic prepositions:

- Arabic prepositions can be separable and inseparable, whereas, English prepositions are always separable.
- English prepositions consist either of one word alone or more, whereas Arabic prepositions mostly consist of one word.
- Arabic prepositions have a distinctive feature; where it affects the last vowel, whether it is short or long, of the word by feature is not found.
- English prepositions can be attached to verbs or nouns to form units with different meanings.

Conclusion

According to the obtained results and to conclude the use of these three prepositions that represents a remarkable problematic issue for Arab EFL learners we can state that Arab EFL learners do not have a good knowledge about the English prepositions in particular "in", "on" and "at" which leads them to do not well command over the uses of those prepositions. It was noticed that they insert prepositions at hasard. The use of stated three prepositions is governed by other items in the sentence such as the verb. Sometimes they deviate from what is going on the mind of the speaker. In addition to that, there is not always a convincing explanation rule for some uses of these prepositions. And finally, based on the obtained results of the administered grammatical test, students

tend to relate each English preposition to an Arabic equivalent one and this leads them to make errors and fall down in a negative transfer.

General conclusion

As a result of this study, we can say that the English prepositions "in", "on" and "at" represents a real problematic for the Algerian EFL learners. As we know, each language has its proper prepositions that are confined to, Algerian EFL learners tend to transfer from their mother tongue when using those prepositions. As we hypothesised, mother tongue interference leads to the negative transfer when using the grammatical rules of the TL. The results of this investigation reveal that Algerian learners, when they face situations they do not know, transfer simple prepositions from Arabic into English. Consequently, while positive transfer takes place when there are similarities between English and Arabic prepositions, negative transfer occurs whenever there are differences. An other factor which is encountered by the Algerian EFL learners is that they confront difficulties because of their ignorance about the number of meanings that each preposition bears in the target language. In addition to that, the absence of a clear description or an effective method about the usage of these prepositions affects the students' competence. Furthermore, EFL teacher do not use the modern methods that enable students to improve their knowledge about the use of the English prepositions, they rely on the traditional methods which are not effective now to convince EFL learners about the stated English prepositions and consequently give the opportunity for the students to translate in their minds and interfere from their mother tongue. Generally, the difficulty of using the English prepositions "in, on, at" is because of difficulties in mastering the prepositional use of each preposition, and the students' attempt to relate each English preposition to an Arabic equivalent one. Regardless to methods provided by teachers when teaching those

prepositions, Prepositions are one of the weak points for EFL learners and the effective method to learn them is by listening to the native speakers' English prepositional use, and by communication to keep them currently used and then errors will be less committed.

Bibliography

- 1-Agoi F. (2003). *Towards Effective Use of English: A Grammar of Modern English*. Ibadan, Joytal Printing Press.
- 2-Allsop, J. (1986). *Cassel's students' english grammar*. Liverpool: English Language Book Society.
- 3-Boukhalfa,A. (2010). Problems Encountered by Arab EFL students in Using the English prepositions "in, on, at" and "between, among". Published dissertation, Constantine, Algeria.
- 4-Celce-Murcia, M. & Larsen-Freeman, D. (1999). *The Grammar Book: An ESL/EFL Teacher's Course* (2nd edition).USA: Heinle & Heinle Publishers.
- 5-Chelly, S. (2005). Errors in Grammar as an Aspect of Learners' Incompetance. Biskra: Algeria.Unpublished MA dissertation.
- 6-Corder, S.P. (1973). *Introducing Applied Linguistics*. Harmonds Wrote Penguin Books.
- 7-Corder, S.P. (1974). *Errors Analysis*. Oxford University Press.
- 8-Corder, S. P. (1981). *Error analysis and interlanguage*. Oxford: Oxford University Press.
- 9-Corder, S.P. (1971). *Idiosyncratic errors and Error Analysis*. IRAL, 9, 2, 147-159. Reprinted in Richards (1974).
- 10-Driven, R. (1993). *Dividing up physical and mental space into conceptual categories by means of english prepositions*. The Hague: Monton de Gruyter.
- 10-Ellis,R.(1994). *The Study of Second Language Acquisition*. Oxford, Oxford University Press.
- 11-Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.
- 12-Gass, S. and Selinker, L. (2001). *Second language acquisition: an introductory course*.
- 13-Hamdallah, R. Tushyeh, H. Contrastive analysis of selected english and arabic prepositions with pedagogical implications – Nabuls (Palestine): An – Najah National University. Retrieved in March 02. 2012. from [Http://blogsajah.edu/staff/rami-hamdallah/article/A-contrastive-analysis-of-selected-english-and-arabic-prepositions-with-pedagogical-implications](http://blogsajah.edu/staff/rami-hamdallah/article/A-contrastive-analysis-of-selected-english-and-arabic-prepositions-with-pedagogical-implications).
- 14-Hasan, A., & Abdullah. I. (2009). *The conceptual mapping of the English preposition in into Arabic*. European Journal of Social Sciences, (8), 4, 604-613.

- 15-Hewings, M. (1999). *Advanced Grammar in Use*. Cambridge: Cambridge University Press.
- 16-<http://grammar.ccc.commnet.edu/grammar/prepositions.htm>. Retrieved in March 16, 2012.
- 17-<http://esl.about.com/library/beginner/bleasypreps.htm>. Retrieved in March 25, 2012.
- 18-Johanna Huang. *error analysis in teaching* : a review of studies.
- 19-Khadija Lakiss, Mirna Abdel Malek. *Understanding the transfer of prepositions* : Arabic to English. Unpublished dissertation.
- 20-Kennedy, G. (2003). *A structure and meaning in english*. London: Longman.
- 21-Lado, R. (1964). *Language Teaching: A Scientific Approach*. McGraw-Hill.
- 22-Lawal B.G. (2004). *Jenuine Mistake by Users of English*. Ibadan, Dominion Publishers.
- 23-Michael, A.P and Mary Ellen.M. (1986). *TOEFL Preparation Guide*.
- 24-Morenberg, M. (1997). *Doing Grammar (2nd ed.)*. New York. Oxford University Press, Inc.
- 25-Murphy, R. (2004). *English Grammar in Use*. Cambridge: Cambridge University Press.
- 26-Odlin, T. (1989). *Language transfer: cross-linguistic influence in language learning*. Cambridge: Cambridge University Press.
- 27-Opara S.C. (2001). *Applied English Linguistics*. Lagos, t-excel Publishers.
- 28-Philip gucker.(1966). *Essential English Grammar*. New York : Derver Publications, INC.
- 29-Quirk, R. and Greenbaum, S. (1989). *A University Grammar of Contemporary English*. London: Longman Group Ltd.
- 30-Quirk, R. et al. (1993). *A University Grammar of English*. England: Longman.
- 31-Quirk, R. and S. Greenbaum (2000). *A University Grammar of English*. London, Longman.
- 32-Rod Ellis.1997. *Second language acquisition*. Oxford University Press.
- 33-Richards, J. (ed). (1974). *Error Analysis*. Essex: Longman.
- 34-Richards, J. C. (1992). *Longman dictionary of language teaching and applied linguistics*. London: Longman.

- 35-Selinker, L. (1972). *Interlanguage*. In J. Richards (Ed.), 1984/1997. *Error analysis: Perspectives on second language acquisition*. (pp. 31-54). London: Longman.
- 36-S.P Corder.1981. *Error Analysis and Interlanguage*. Oxford University Press.
- 37-Swan, M. (1988). *Practical English Usage*. Oxford: Oxford University Press.
- 38-Weinreich, U. (1953). *Languages in Contact*. The Hague, Mouton.
- 39-Y, Tahaineh. (2010). *Arab EFL University Students' Errors in the Use of Prepositions*. Published MA dissertation. Jordan.
- 40-Yule, G. (2006). *The study of language (Third Edition)*. Cambridge: Cambridge University Press.
- 41-Zughoul, M. R. (1979).Teaching english prepositions .English Forum 17.24-29.

Appendix

1/ Write the correct preposition (in, on, at)

- Can you write your name.....the top of the page?
- The boys stand.....a line.
- We arrived.....time.
- Sarah had a ring.....every finger.
- The soup will be ready.....ten minutes.
- I study economics.....university.
- Kids have fun.....Halloween.
- I met john.....a party.
- Men's clothes are.....the second floor.
- She likes walking.....the rain.
- Lots of people go shopping.....Christmas.
- My friend is.....the way to Moscow.
- He sits.....the back of the car.

2/ Fill in the gaps in this paragraph with the prepositions - in, on, at.

I was born.....Seattle, Washington.....the 19th of April in 1961. Seattle is in the State of Washington in the United States. That was many years ago. Now, I live in Leghorn in Italy. I work.....the British School. I sometimes go to a movie.....the weekend. I meet my friends at the movie theater at 8 o'clock or later. In the summer, usually.....August, I go home to visit my family in America. My family and I go to the beach and relax in the sun in the morning and in the afternoon! In the evening, we often eat.....a restaurant with our friends. Sometimes, we go to a bar at night.

Good luck!