



THE EFFECT OF 1ST LANGUAGE ON 2ND LANGUAGE ACQUISITION: THE ACQUISITION OF ENGLISH PREPOSITIONS BY ARABIC NATIVE SPEAKERS

Al-Khawalda Mohammad (Ph.D) and Baha Shwateer

Mutah University-Jordan

ABSTRACT: *The aim of this paper is to investigate the source of the problem which Arab learners of English face when dealing with English prepositions. It has been noted that Arabic native speakers encounter serious problems when using English prepositions. Mainly, in the situation in which Arabic uses one preposition which stands for more than one preposition in English. For instance, it is difficult for our subjects to distinguish between prepositions like 'on', 'at' and 'in', among others, since Arabic uses one preposition (fi) to stand for all these prepositions. One hundred fifty subjects participated in this research. All are Arabic native speakers studying English as a second language at secondary level. The subjects were asked to answer a multiple choice test designed for this purpose. The test consists of 20 items. The study reveals that Arab learners of English face serious problems in using English prepositions. It turns out that their mistakes could be attributed to the effect of their first language. That is, linguistic transfer or negative transfer is clear.*

KEYWORDS: Language Transfer, 2nd Language, 1st Language, 2nd Acquisition, Native Speakers, Prepositions, Arabic

INTRODUCTION

Prepositions are functional or grammatical words which show the relation of a noun to some other words in the sentence. They are used to express a number of relationships, including time, location, manner, quantity, purpose, etc. Huddleston & Pullum (2002) define prepositions as a grammatically distinct class of words which characteristically express spatial or temporal relations (such as the English words *in*, *under*, *towards*, *before*, etc) or serve to mark various syntactic functions and semantic roles (such as the English words *of*, *for*).

Since most prepositions have different functions, and at the same time different prepositions can have similar uses, they are considered difficult to master. Because of their high confusion and problematic use, English prepositions are considered as one of the difficult structural elements for English Second/ Foreign Language Learners. The teaching and the usage of English prepositions is one of the hard tasks and challenges for teachers and instructors during the learning process; the matter that opens the door widely for many scholars to study them. Parrott (2000), for example, points out that prepositions constitute a major problem for learners, because they don't have definable pattern to be helpful in choosing the suitable one.

Arabic native speakers encounter serious problems while learning and using English prepositions. The reason behind this can be attributed to the significant differences between Arabic and English prepositions. One of the main problems in learning and mastering English



prepositions is that Arabic prepositions are limited in number compared to those of English. Abbas and Karimnia, (2011), in their study, state that there are twenty prepositions in Arabic, while English has more than fifty-five prepositions. Several Arab researchers indicate and admit that native speakers of Arabic face difficulty in using English prepositions. In their studies, Zughous (2003) and Tahaineh (2010) state that learning English prepositions is considered as a perceptual problem for Arab learners. Moreover, one Arabic preposition such as (*fii*) stands for more than one English prepositions (*in, at, and on*), (*?alaa*) stands for (*on, over, and at*), etc. It seems that such situations are not easy to be handled by the students.

THEORETICAL BACKGROUND AND REVIEW OF LITERATURE

Learning a second language is not an easy process for learners. In order to minimize the problems and difficulties that hinder the learning process, linguists try to find out the causes of the problems to be applied in language teaching. They propose contrastive and comparative studies, error analysis, interlanguage theory as well as other linguistic theories.

In the middle of the twentieth century, there has been a developmental interest in comparing and contrasting different language systems and many important works about contrastive studies have appeared. After the Second World War linguists were seriously interested in teaching foreign languages in the USA and many linguists were pedagogically concerned with oriented contrastive studies as an attempt to predict learning difficulties based on comparing the first language (L1) and the second language (L2). Lado (1957), for instance, claims that the more similar elements to the learner's native language, the easier to acquire and learn, while the more different to his first language, the more difficult to learn. Wardhaugh (1974) points out that the main obstacle to second language learning is the interference from the learner's native language. He adds that the greater the difference between the first language (L1) and the second language (L2).

In the mid-1970s, Corder and other linguists moved on to an effective approach to learner language, known as interlanguage. The term "Interlanguage" was established by Selinker (1972) to reject the view of learner language as merely an imperfect version of the target language. According to Larsen and Long (1992), Interlanguage is a continuum between the learners' first language and the target language along which all learners traverse. The interlanguage rules are shaped by: L1 transfer, transfer of training, strategies of L2 learning (e.g. simplification), strategies of L2 communication (or communication strategies like circumlocution), and overgeneralization of the target language patterns.

It is a fact that when a person becomes familiar with two languages or when two languages become in contact, these two languages cannot stay separate. They affect each other in different ways and many processes such as language transfer, borrowing, code switching, etc. are taken place. Odlin (1997) indicates that language transfer is an important characteristic of second language learner. He (1997:3) says: "...there appears to be wide spread assumption that language transfer is an important characteristic of second language learner...."

Linguistically, transfer means applying or generalizing of the learner's knowledge about their native language (L1) to help them to use and understand a second language (L2). Recently, language transfer has been an important issue in applied linguistics, second language acquisition.



Doughty and Williams (1998:226) point out that "a learner's previous linguistic knowledge influences the acquisition of a new language in a principled, if not straightforward, contrastive way."

According to Chomsky (1959), the imitation of L1 generates routines in L2 practices. Krashen (1981) thinks that the L1 positive and negative transfers take into consideration true and false cognates. In his theory, the Iceberg Theory, Cummins (1991) states that the role of first language is essential for the acquisition of the second one because clearly through L1 learning, L2 becomes easier. Chomsky's work is considered helpful in understanding and recognizing how the use and practice of the mother tongue affects the learning of the target language and in understanding the assumptions and association of first language in the acquisition of a second language. It can be said that the language transfer theory - the effect the learners' first language has on their production of the second one involves all linguistic levels including phonetics/phonology, morphology, lexicon, syntax, and discourse. In addition, translation is considered one of the negative connections between L1 and L2 in which students translate every single word into English. Generally, there are two types of transfer, negative and positive (Ellis, 1994: 341). Positive transfer is to transfer a skill X which facilitate the learning of skill Y or has a positive influence on the application of skill Y due to the similarities that both skills share. Allen and Corder (1975) indicate that prior knowledge of a language can be very helpful in learning a new language. Negative transfer, on the other hand, refers to the differences existing between two different languages that cause negative influences that in the learning of the target language. Negative transfer is to transfer a skill X which has a negative effect on the command of another skill, or it may block the learning of a certain skill because of the differences between both skills.

LITERATURE REVIEW

the problem of learning and acquiring English prepositions by non-native speakers of English is a controversial issue and a field of much studies.

Onike (2007) examines the errors of prepositions by the learners of English language especially under second language learning situation. The results indicated that interference factor constitutes a problem of usage to most learners of English language especially in second language learning situation.

Fion (2005) studies the acquisition of English spatial prepositions (in, on, at) by ESL Chinese learners. The results revealed three major problems that the ESL learners encounter including: 1) the interpretation of the function of the spatial prepositions; 2) the overlook of the preposition (*at*) and 3) the difficulties in the learning of the idiom. They tended to use fewer times the preposition (*at*) than otherwise should because it is more abstract than the other two. ESL learners found out that acquiring the idioms are the worst and most difficult for them to learn because they are more abstract.

A contrastive analysis of selected English and Arabic prepositions with pedagogical implications was conducted by Hamdallah and Tushyeh (1988). They find out that prepositions constitute a learning difficulty especially to the non-native speakers of English in general, and to the EFL learners because they are fewer in Arabic and their usage differs. Scott and Tucker (1974) indicate that English prepositions rarely correspond to Arabic



prepositions. Their study reveals that approximately two thirds of the errors in prepositions seem to be attributable to native- language Arabic and one third interference. They conclude that Arab EFL learners learn the semantic meaning of the English lexical prepositions before they learn all the restrictions on their usage.

Alayesh (2012) also studies the effect of understanding Arabic prepositions on the use of English prepositions. The data was drawn from non-department students in the faculty of Education at Misurata University in Libya. The aim of his study is to identify the main source of difficulties which the students encounter in using English prepositions. The students have been tested before and after explaining the different meanings of Arabic prepositions to them. The analysis of data reveals that understanding the different meaning of Arabic prepositions can eliminate the misuse of many English prepositions. Tahaine (2010) investigates Arab EFL universities students' errors in prepositions usage. Data was collected from free compositions written by a random sample of 162 English major undergraduates at Al-Balqa Applied University in Jordan. Findings reveal that mother tongue interference is the main cause of EFL learners' errors (58%=1323).

In her research, Asma (2010) investigates the reality of the phenomenon of simple prepositions transfer from Standard Arabic into English by Algerian learners who study English as a foreign language. The methodological process that was followed in conducting her research was testing for the purpose of examining the hypothesis. A test was given to thirty students belonging to third year LMD students at the English Department, Mentouri University, Constantine. The test consists of twenty sentences to be filled in the gaps with the appropriate simple preposition that expresses spatial or temporal meaning. The analysis of the students' answers showed that Algerian learners transfer from Standard Arabic Beside French and Algerian Arabic. Positive transfer occurs from Standard Arabic and French more than from Algerian Arabic whereas negative transfer is traceable to Standard Arabic more than French and Algerian Arabic. However, she states that Standard Arabic is not the only source of transfer for Algerian learners since they also transfer from French and Algerian Arabic. Thus, Algerian learners rely on Standard Arabic, in addition to French and Algerian Arabic prepositional knowledge in order to acquire an understanding of prepositional usage in English and, as a result, transfer phenomenon takes place.

METHODOLOGY AND DATA COLLECTION

A test was designed to collect data about the problems of acquiring and learning English prepositions by Arab learners of English. The test consists of twenty sentences. The subjects were supposed to select the best possible answer out of the choices from a list with the appropriate English preposition. They were also asked to put Ø to indicate that no preposition was needed to show one of the cases faced by Arab students of English where one language uses a preposition and the other language does not. The subjects were given the test and answered within 30 minutes. The sample of the study consists of 150 twelfth grade (tawjihi) students selected randomly from different schools at southern Al-mazar directorate of education in Jordan.



RESULTS AND DISCUSSION

To analyze the data, the percentage of correct and wrong usage of prepositions in each sentence was calculated. Then, the right and wrong usage of prepositions of the subjects in each sentence was counted, classified, and then analyzed.

Sentence Number 1:

1. When we arrivedthe station, we bought ice cream.

(in , on , to, Ø)

Most subjects answered this sentence incorrectly. One hundred and twenty-eight subjects with a percentage (85.3%) used the preposition 'to' instead of the correct item which is the preposition 'at'. In English. The possible explanation for the majority who answered with 'to' is the influence of Arabic language. In Arabic, the equivalent verb (*waSala*) is accompanied by the preposition '?ilaa' (to). Thus, students' wrong prepositional usage can be attributed to subjects' mother tongue.

Sentence Number 2:

2. My friend invited us yesterday, but we didn't arrive time.

(in, at , on, Ø)

The above sentence (2) shows that ninety-eight subjects selected the wrong preposition 'in' to fill the gap, and thirty-three subjects answered the other wrong choice 'at' instead of the correct one 'on'. In this sentence, the temporal 'on' conveys the idea of an exact point in time. If we give the Standard Arabic equivalent of this sentence, it will be: '.....lam aSil fii lwaqti'. That is, in Arabic, the preposition 'fii' (in) is used in this context. It seems that the subjects were affected by their native language and they negatively transferred their usage of the preposition from Arabic into English.

Sentence Number 3:

3. There is a long row the bus stop.

(in, on , at, Ø)

One hundred and thirty-three subjects with a percentage (72.0 %) answered the third sentence incorrectly. Seventy-two subjects (65.3%) chose the first choice 'in' and twenty-five ones (16.7%) selected the second choice 'on', whereas seventeen subjects (11.3%) selected the appropriate answer which was 'at'. The reason behind the wrong usage of these two prepositions rather than 'at' can be related to the usage of the corresponding preposition 'on' 'ʔlā' and 'in' 'fī' in Standard Arabic. In this sentence the mother tongue strongly affected the use of the suitable preposition.



Sentence Number four

4. I saw the football matchTV last week.

(in, on, at, Ø)

The subjects' native language impact is very obvious in the above sentence. The English preposition 'in' was used instead of the correct answer 'on' causing these errors. One hundred forty subjects (93,3%) gave wrong answers. Eighty subjects selected the first answer (in) which is incorrect and sixty ones selected the other incorrect answer 'at'. The reason of such incorrect answers is that this English sentence is clearly equivalent to the Arabic sentence 'fāhadtū mubārāta il qadami fī itilfazi...'. Here, the English prepositions 'in' and 'at' are equivalent to the Arabic one 'fī'.

Sentence number 5:

5. The birds are flyingmy head.

(above, on, at, Ø)

The performance of the subject here is better than all the previous items. The number of the subjects who correctly answered this item was seventy-three (48.7%). The rest of the subjects (sixty seven) with a percentage (51.3 %) incorrectly used the second choice (on). In Arabic, 'fawq' which is translated into English 'above / on' is used in this context. It is clear that the subjects are affected by their native language (Arabic).

Sentence Number 6:

6.the end of the journey, we all bought gifts.

(in, on, at, Ø)

The wrong prepositions selected by the majority of the subjects in sentence number (6) were 'in' (119 subjects) and 'on' (12 subjects), whereas 19 subjects answered it correctly using the preposition 'at'. The above sentence (6) indicates that the preposition 'in' was widely used instead of 'at'. In a context like this in Arabic, the preposition 'fī' (in) is used.

Sentence number 7

7. Winter beginsthe first of December.

(in, on, at, Ø)

In the above sentence, one hundred and eighteen subjects (78.7%) used the preposition 'in' incorrectly instead of the correct one 'on'. Such type of error is called substitution. The impact of the subjects' mother tongue is very obvious in the above sentence. In Arabic the preposition 'fī' (in) is used in this context. The above sentence is equivalent to the following Arabic sentence

yabdaʔu alʃitāʔu fī awali kānūn aləāni).

Started the winter in the first December

Winter started on the first of December.



Unlike English, Arabic uses the preposition '*fī*' with hours, days, months, etc. whereas English uses *at*, *on* and *in* respectively. Accordingly, the usage of prepositions in such contexts is creates serious problems.

Sentence number 8:

8. Being very tired, the student wenthome early.

(to , into , at, Ø)

One hundred and twenty-seven subjects (84.6%) filled the gap with the English preposition '*to*' although this sentence (8) does not need any preposition. This type of errors is called the error of addition. It seems that our subjects were affected by their native language. In Arabic, the preposition '*ʿilaa*', which is equivalent to the English '*to*' is used in such contexts.

Sentence number 9:

9. They slept.....bed.

(to , in , at, Ø)

In the above sentence, one hundred and eighteen subjects with a percentage (79.3%) selected the second answer '*in*' which is the appropriate preposition. The impact of the students' standard Arabic is very obvious. The reason behind the correct usage of this simple preposition is that the students traced back to their mother tongue which is the Standard Arabic '*fī*' because the two languages use the same preposition which facilitates the answer for the subjects.

Sentence Number 10:

10. Dealing with foreigners requires knowledge..... their mother tongue.

(to , of , in , Ø)

The above sentence (10) reveals that the preposition '*of*' was omitted in positions where it is required. The type of such error is called omission. One hundred and ten subjects (73%) selected the fourth answer (null preposition) which is incorrect. The correct choice was only selected by ten subjects representing 6.7% of the sample. The possible explanation for this type of errors can be attributed to the subjects' native language interference. In the above sentence, subjects omitted the preposition '*of*' because in Arabic, no preposition is used in this context.

Sentence Number 11:

11. I got Aqaba airport at 7:30 p.m.

(to , in , at, Ø)

One hundred and twenty-nine subjects (86%) were not able to select the correct answer, they answered it with null preposition. Twenty-one subjects (14%) selected the correct preposition '*to*'. A possible reason for such error, errors of omission, may be due to the mother tongue interference. The subjects tended to translate literally from Arabic into English.



Consequently, they omitted the preposition 'to' because Arabic does not use preposition in this context, the equivalent Arabic sentence is:

(waṣaltu maṭār al aqaba)

Arrived –I airport Aqaba.....

I got to Aqaba airport.....

Sentence Number 12:

12. April is the month when people go..... holiday.

(Ø , to , at, on)

The data analysis of the errors in the above sentence (12) shows that ninety-nine subjects with percentage of (66 %) filled the gap with the second answer 'to' which is wrong, whereas fifty-one subjects with a percentage of (34 %) filled the gap correctly selecting the preposition 'on'. This sentence also illustrates the case where the two languages use different prepositions. It seems that the subjects who put 'to' instead of 'on' are affected by Arabic. In Arabic, the verb 'thahaba' (go) is accompanied by the preposition 'ʔilaa' (to).

Sentence number13:

13. It is useful to get a new job.

(in , on , at, Ø)

The analysis of the sentence (13) indicates that a high percentage of the subjects tended incorrectly to choose the second choice which is the preposition 'on' although this sentence does not need a preposition. One hundred and nineteen subjects (79%) added the preposition 'on' due to interlanguage or intralingual reasons. Yet, the type of such errors is called 'addition of preposition' in which prepositions are used where they are not needed. The learners translated the above verb 'get' into the following Arabic counterparts 'yaḥṣal' which needs the preposition ' ʔlā ' (on).

Sentence number 14 :

14. The entire country is sea-level.

(under, below , on , Ø)

This sentence was problematic for our subjects. One hundred thirty-nine subjects failed to answer it correctly. One hundred thirty-three subjects selected the first choice (under) whereas the other six subjects selected the third choice (on). The correct answer was only chosen by eleventh subjects (4.0%). In this sentence the subjects substituted the preposition 'below' with the incorrect one 'under'. This type of error could be attributed to either Arabic interference. In Arabic the preposition 'tahta' which is roughly translated into the English preposition 'under' is used.

**Sentence Number 15 :**

15. I'm the teacher's request.

(under , at , on , Ø)

Like the previous sentence (14) this sentence clearly indicates the effect of L1 on L2. The number of the subjects who chose the wrong choice (*under*) was one hundred and thirty-eight (92.6%), while the correct one which is the preposition '*at*' was only selected by twelfth students. It was noticed that the majority of the subjects tended to select the preposition "*under*" instead of '*at*'. Since the Arabic version '*tahta*' is equivalent to '*under*' in English, the participants transferred this preposition in form of literal translation.

Sentence number 16:

16. When did she finish learning.

(from, of , Ø, in)

This sentence does not need any preposition. Subjects' wrong answer seems to be traced back to L1 interference. One hundred fourteen subjects used the preposition '*from*' and seven subjects used 'of'. The preposition '*from*' in the above sentences is a literal translation of the of Arabic preposition '*mina*'.

Sentence Number 17:

17. The birds were hidden..... the trees.

(of , among , between , Ø)

In the above sentence, a large number of subjects chose the preposition '*between*' instead of '*among*'. The meaning of the two prepositions is very similar, '*between*' usually involves two persons or things e.g. (*Jarash lies between Amman and Irbid*). On the other hand, '*among*' always involves more than two persons or things. one hundred and thirty-three subjects chose the wrong preposition '*between*', while the rest of them tended to use '*among*'. Being more frequently used, '*between*' was overgeneralized by the participants of this study to convey the meaning of '*among*'. In fact, the students of this sample were unable to distinguish between the use of '*between*' and '*among*' although these prepositions were particularly taught to them at the primary and secondary stages. In Arabic, one preposition is used which is '*bayn*' and generally associated with the English '*between*'

Sentence number 18:

18. I didn't laugh the jokes in the movie.

(at , on , with , Ø)

One hundred and five subjects (70%) selected the preposition '*on*' which is incorrect, whereas thirty-two subjects (21.3%) answered the sentence correctly using the preposition '*at*'. In Arabic, the preposition '*Calaa*' (on) is used in this context". That is, linguistic transfer is clear.



Sentence number 19:

19. My mother cuts the carrots.....a sharp knife.

(by , with , of , in)

Sentence (19) shows that the subjects of this sample used the preposition 'by' instead of 'with'. One hundred and forty students with a percentage (93.3 %) chose the preposition 'by'. Such error is called errors of substitution. The misuse of preposition here is as a result of the transfer. In Arabic, the preposition 'bi' (by) is used. It seems that students think in Arabic and express themselves in English in their use of prepositions. Therefore, the participants of this study transferred erroneously the above meaning of 'bi' (by) into English in form of literal translation.

Sentence Number 20:

20. Jarash is famous..... its ruins.

(for , by , with , in)

Most of the subjects were failed to use the correct preposition 'for' in this sentence. One hundred twenty-two (used 'by' and twelve subjects used 'with'. The wrong choice of the English simple prepositions 'by' and 'with' in this sentence can be traced back to Standard Arabic since in Standard Arabic we use the preposition 'bi' which is associated with the English 'by; and 'with'. Thus, subjects transferred negatively the usage of this preposition from their Standard Arabic causing such error, error of substitution.

SUMMARY

The following table summarizes the results

The number of the Item	Correct Answers	Incorrect Answers
1-	22	128
2	19	131
3	17	133
4	10	140
5	73	77
6	19	131
7	32	118
8	23	127
9	32	118
10	40	110
11	21	129
12	51	99
13	31	119
14	21	139
15	12	138
16	10	140



17	17	133
18	45	105
19	10	140
20	28	122
Average	26	124

CONCLUSION

This study investigates problems of acquiring English prepositions made by Arab learners of English. The findings of research reveal that Arab learners of English encounter serious difficulties and problems in using the correct prepositions. The above data prove without any doubt that linguistic transfer exists. Language transfer or language interference which is related directly to the problem of literal translation from Arabic into English is the main source of the problem. However, when the two languages use different prepositions, students trace back to their Standard Arabic which results in negative transfer to take place. Consequently, when there are similarities between the two languages, Standard Arabic is considered as a source of knowledge that facilitates students' production. Accordingly, students do not adequately master English prepositions usage, and they rely on Standard Arabic to comprehend their usage. It seems that our subject as a result of the effect of their native language did not distinguish between prepositions which have the same function. For instance, they use 'in' which is the direct translation of the Arabic 'fi' and ignore 'at' and 'on'. They tended to use 'between' and ignore 'among', since in Arabic, 'bayn' (between/among) is used in both cases.

REFERENCE

- Abbas, M., & Karimnia, A. (2011). An Analysis of grammatical errors among Iranian translation students: Insights from interlanguage theory. *European Journal of Social Sciences*, 25(4), 525-536. Retrieved from <http://www.europeanjournalofsocialsciences.com>
- Alayesh, M. A. (2012). The effect of Arabic prepositions on the use of English prepositions. Managing knowledge and intellectual capital in higher education institutions in Egypt and Arab world, 11-12. April 2012, Mansura University.
- Asma, Temime, (2010). Transfer of Simple Prepositions from Standard Arabic into English: The Case of Third Year LMD Students of English Language at Mentouri University – Constantine. MA thesis.
- Chomsky, N. (1959). A review of B.F. Skinner's verbal behavior. Cited in J.A.
- Corder, S.P. (1975) "Error Analysis, Interlanguage and Second Language Acquisition." *Language Teaching and Linguistics: Abstracts* 201-218 University Press.
- Cummins, J. (1991). Interdependence of first- and second-language proficiency in bilingual children. In E. Bialystok (Ed), *Language processing in bilingual children* (pp. 70-89). Cambridge, England: Cambridge University Press
- Doughty, C., & Williams, J. (1998). *Focus on Form in Classroom Second Language Acquisition*. New York: Cambridge University Press
- Ellis, Rod (1994) *The Study of Second Language Acquisition*. Oxford: Oxford University Press.



-
- Fion, Ko, Y. M. (2005). The acquisition of English spatial prepositions by ESL learners. unpublished thesis. The Chinese University of Hong Kong.
- Hamdallah, R., & Tushyeh, Hanna. (1988). A contrastive analysis of selected English and Arabic prepositions with pedagogical implications.
- Huddleston & Pullum (2002) *Lang Description: Cambridge Grammar of English*. CUP
- Krashen, S. (1981). *Second language Acquisition and Second language learning*. Pergamon Press
- Lado, R. (1957). *Linguistics across Cultures*. Ann Arbor: University of Michigan Press
- Larsen, Diane, and Long (1992). *An Introduction to Second Language Acquisition Research*. London: Longman
- Odlin, Terence (1997): *Language Transfer: Cross-linguistic Influence in Language Learning*. Cambridge, CUP
- Onike, Rahman. (2007). Analysis of errors of prepositions of the learners' use of English in second language situation. Retrieved from <http://searchwarp.com/swall29884.htm>.
- Scott, M., & Tucker, G. R. (1974). Error Analysis and English Language Strategies of Arab Students. *Language Learning*, 24, 69-97. <http://dx.doi.org/10.1111/j.1467-1770.1974.tb00236.x>
- Selinker, L. (1972). "Interlanguage". *International Review of applied linguistics*, 10 (3), 209-231.
- Tahaineh, Y. S. (2010). Arab EFL University students' errors in the use of prepositions. *MJALZ*, 2(1), January, 2010.
- Wardhaugh, R. (1974). *Topics in Applied Linguistics*. Rowley, MA: Newbury House.
- Zughoul, M.R. (2003). Globalization and EFL/ESL pedagogy in the Arab World. *Language and Learning*. Vol.1, no.2.