

The impact of Arabic (L1) on Iraqi EFL undergraduates' use of English prepositions at Al-Hikmah University College

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Abstract: The study was conducted to investigate the grammatical and lexical mistakes among Iraqi undergraduates within the utilization of English prepositions and to explore if those mistakes are regular and linked with the impact of main language overlap. The study endeavored to give answers through three questions, which forms of mistakes that Iraqi Students committed when practising English prepositions as their target language?; How many mistakes that emerged when employing of English prepositions via Iraqi students?; were the mistakes in the translation of the English prepositions used by some Iraqi Students regular and associated with the primary language overlap?. The study's sample comprised of fifty Iraqi undergraduates concerning genders in the department of Islamic Studies at Al-Hikmah University College. The researcher employed a written tool called Translation test to answer the three research questions then the Data were gathered utilizing translation approach to analyse the linguistic and grammatical mistakes once practising the English prepositions through Iraqi EFL undergraduate at Al-Hikmah University College as a mandatory primary question within this study. The study outcomes revealed that there was a significant variations in participants' ability to translate prepositional English phrases into Arabic after some tests. Even though there have been slightly larger shifts in data outcomes over the course of experimental training, especially in place prepositions as well as time prepositions. In terms of related systemic neuronal outputs, all those findings suggested variability across respondents.

Keywords: prepositions, EFL, Undergraduate Students

1. Introduction

The primary part of this paper shed light on the examination of language mistakes created through users of English as a foreign language. This paper first concentrated on the previous related studies that focused on the summation of preposition mistakes created through Iraqis. The study issue, study intent, importance, and scope of the study, were also considered.

Related studies

Syntax learning has been taught all over worldwide through Numerous language instructors and grammarians, without a doubt is a significant phase to the cycle of acquiring a second language (SLA). However, different educators around the world consider that another grammar instruction and getting is not handy, but more required than any other language in this world. Lately, The investigations of obtaining another language have to target on the mistakes caused among the language students whilst studying English as a target language. As a result, the anticipating challenges connected with the means of gaining the second language, creating mistakes which are considered to be analysed.

Thereby, in general, tutors should be far more knowledgeable of the problematic regions and issues that their students may experience, consequently, teachers intended to teach them with exceptional concentration as well as mastering Prepositions. Accordingly, this contemporary study is determined for teaching prepositions as one of these challenging domains. In this regard, this investigation will decide and arrange the English preposition mistakes committed through Iraqi undergraduates while acquiring a different language. In comparison, those common mistakes are mostly demonstrated by employing with clarifying L1 overlap through the use of the preposition within English as L2 as well.

Moreover, Throughout this paper, the concept of 'Language Conversion' will remark the mistakes as dealt within the second language through filling the gaps between the mother tongue of the student and the second language as their target language, whereby It is necessary here to clarify exactly what is meant by the errors the students caused in second language acquisition. (Quayson, G. E., 2017).

Jaskulska, M., & Łockiewicz, M. (2017) classified two forms of transition (positive & negative). The bad transmission appears as soon as the order of the primary language is in contrast to that of the L2, whereas the convenient transition appears when the order of the primary language is parallel with the second language order. The dominate kind demonstrated, the target language mistakes are anticipated via variations which caused due to the intervention of the main language, on the target language, however, the unique kind affirms that within those discrepancies can merely classify few errors (Al-Sobhi, B. M. S, 2019),

A seminal study in this area is the work of Suzuki, Y., & DeKeyser, R. (2017) Indicated that the investigative purpose is linked to the context of error analysis. The functional and hypothetical roles have been served as two characters of The Error Analysis (EA). The functional part of (EA) is the characteristic of such data to overcome the variations among the learner's awareness and states. Though the hypothetical region defines the data of the students as far as of their second language, therefore it is necessary to sustain the analyst to find out the spiritual strategies besides the connection among the students' understanding with the needed pedagogy as well. Meyer, L. (2018) expressed why the main analytical concern among languages related to their variation or inconsistency. As indicated by Corder, the level of the inconsistency may be a quantitative calculation at the same time as the character of this difference or confusing is a qualitative estimation.

In a critical work Based on Kusumawardhani, P. (2017), The mistake exists, once a semantic object is utilized within an approach whereby a mother Tongue or local participant of the language to be fluent and indicate deficient or insufficient behaviour. (Rana, S., Owaidh, L. A., & Harbi, N. A., 2019) also argued why mistakes are systemic. The errors happen often, and thereby the speakers don't know about them. Therefore, they may be found or targeted particularly with the aid of the specialist or instructor. Those mistakes arise naturally as a result of the fact the students unable to realize whether right or wrong. In line with the findings of this study, the English preposition mistakes which are created via Iraqi undergraduates will be calculated and graded. The purpose of selecting English prepositions to reveal the regular mistakes, and then could illustrate the obstruction of L1 in the choice of the L2 English preposition.

1.3. Statement of Problem

One of the most frequent grammatical forms and a member of a restricted syntactic category in which illustrates the association among a noun or pronoun and varied terms in a given text, is a preposition. Linguistically, the preposition has been signified the time or the location of the movement, within the grammatical order, that was taken into consideration, as a crucial for designing grammatical words, in both each an orally or in writing speeches. But, typically English prepositions are hard to test for students of English as a foreign language / second language in widespread, and especially EFL Iraqi students, to deal and practice properly, as one element of their semantic skills competencies. This hardness caused a major obstacle for the various university undergraduates during writing, thus influenced their interaction with diverse language users and their ratings of accomplishment.

Ali, H. I. H. (2020) underlined that it is hard for all students of English as a foreign language collectively with in the mistreatment of English prepositions. He pointed out that, "there may be an overall agreement on the issue of prepositions about educators of English as a foreign language", Alotaibi, A. M., Wu, S. H., & Alrabah, S. (2018) concluded that for beginners of a different or nonnative language is, normally, the proper utilization of prepositions indicates a high need to understand the various perceptions of mistakes that exist among as a foreign language students, particularly whereby English and arabic languages associated with two distinct language groups. Though the English language relates to the Indo-European language group, besides the Semitic group carries the Arabic language, that diverse in various perspectives.

In this example, a variety diffusion of experiments within the area of gaining in common and especially transfer was carried out to determine the mistakes that nonnative language undergraduates commit while speaking with the local communicator of English as an objective language. But, very limited was known about mistakes analysis caused by the Iraqi undergraduate and it was not clear what elements affect their selecting of English prepositions. that demanded additional study in the setting of Iraqi students to figure out this problem with an order to identify the usual mistakes created by EFL Iraqis, and suggested several educational answers to this issue.

Considering entire foreign language agents, along with Iraqi freshmen, mastering a foreign language is incredibly sophisticated. As indicated by Macaro, E., Curle, S., Pun, J., An, J., & Dearden, J. (2018), wherein the key issue is that "L2 freshman do not acquire the language from the earliest starting or the centre stage of understanding L2". HAMED, A. K. S. (2020) declared that mistakes are deliberate. The nature of mistakes remains unclear in the beginning, as they arise as a result of being not known for the students on what is right and what is

wrong. Henceforth, they may only be found or specified by the specialist or instructor. This research aimed to categorize the mistakes kinds and the numbers created within the mistreatment of prepositions to examine whether these mistakes are normal and associated with the intervention of the primary language for Iraqi undergraduate students at Al-Hikmah University College in Iraq.

1.4. The Study Purposes

The overall objective of the study was to investigate the grammatical and lexical mistakes among Iraqi undergraduates within the utilization of English prepositions. Additionally, this study aimed to investigate if those mistakes are regular or linked with the impact of main language overlap. In particular, this investigation sought to:

1. Discover the mistakes both syntactically and semantically whereby translation of the prepositions in English utilized by the Iraqi Students.
2. Measure the effect of the number of mistakes in the English prepositions when employed via Iraqi students.
3. Deciding whether the mistakes in the translation of English prepositions used by Iraqi Students in general or associated with their main language overlap.

1.5. Research Questions

The contemporary research was designed through below questions:

1. Which forms of mistakes do Iraqi Students commit when practising English prepositions as their target language?
2. How many mistakes that emerge when employing of English prepositions via Iraqi students?
3. Are the mistakes in the translation of the English prepositions used by some Iraqi Students regular and associated with the primary language overlap?

1.6. Significance of the Study

This study aimed to provide a minimum of three innovations into second language learning fields, To begin with, The findings led to increase understanding and comprehension for the instructor regarding the mistakes caused in choosing the right prepositions for Iraqi EFL students. Afterwards, this investigation provided an important opportunity to enhance educators through developing, and educating techniques when utilized In the field of English prepositions. At last, the study meant to enable English textbook planners to adapt the tests and tasks of the preposition to enable EFL students distinguishing the required preposition.

2. Literature review

Previous studies on preposition have defined it (a grammatical element, and a constrained lexical category) which indicate the association amongst a noun or pronoun and different terms in one clause. EFL/ESL users usually find Prepositions an interesting state of English sentence structures challenging. Moreover, the preposition term was emphasised by Yousif, A. A. (2020) as the biggest challenge for English users, is how to use the prepositions properly. In this section, there are relatively few historical studies as well as a small body of literature in the area of preposition mistakes will be considered.

2.2. The resources of Preposition Errors

The consequences of the preceding research demonstrated that "... although obstruction from a student's mother tongue is the main indicator of phonemic mistakes, intervention mistakes are simply exemplified concerning the mistakes kinds observed within the sentence structure, vocabulary besides bilingual dictionary of undergraduate talk as far as composing within the intended language" (Budiharto, R. A.,2019). Consequently, the findings of investigation demonstrated that mistakes have happened at some point of foreign language acquisition might for that reason be attributed not solely to the influence of the primary language, however, instead, to the insufficient instruction of that language forms.

So far A recent systematic literature review concluded that there are two important themes of thinking emerge from the studies discussed from such mistakes the students create. The primary state asserts that trying to achieve ideal strategies of instructing mistakes might not arise. Mistakes arise from the patterns of ineffective instructing strategies. The additional opinion insists that considering the satisfactory endeavours applied throughout ESL students, mistakes might usually arise as a result of the fact we have a tendency to stay in a defective environment (Tavoosy, Y., & Jelveh, R.,2019). (Harald Baayen, R., Chuang, Y. Y., Shafaei-Bajestan, E., & Blevins, J, 2019)

suggested that everyone's intelligence need to be excessive on the way to affect mistakes which happen, when "it is unnatural to study and learn with avoiding mistakes"

Studies have found that, taken together, these notions support was interchangeable. Therefore, this investigation is important, and Error Analysis is the exceptional device on behalf of clarifying and portraying mistakes created through foreign-language speakers (bin Mohamed Ali, H. M., 2017). Error Analysis is amongst the foremost valuable strategies to define and record mistakes. Moreover, One study by Al-Sobhi, B. M. S., & Preece, A. S. (2018) demonstrated dualistic key issues of examination whereby; using errors was the first affair will enable teachers to select productive education resources and instruction techniques. Another issue reveals that such research would prepare students to be informed of the fault they commit.

2.3. Contrasting Analysis

Within the centre of the twentieth-century, Structural linguistics and Behaviourist Psychological science had been widespread. The Contrasting Analysis Notion (CA) was embraced in language education because it proposed to investigate apprentices' mistakes. Isaacs, T., Trofimovich, P., & Foote, J. A. (2018) declared that "the intervention of the primary language practice through the mean language framework is the foremost threat ". Therefore, suggests that the intervention of the primary language is the principal purpose for creating mistakes. As shown by Hartshorne, J. K., Tenenbaum, J. B., & Pinker, S. (2018), ESL students encounter issues in mastering certain language due to certain simple or extremely challenging functions of the target language. Whilst those factors within the same language vary from the mother tongue of students, which turn into hard amongst ESL students to address those exceptional factors. When those factors in that language alike to their counterparts of the dominant language, and discover it so simple to manage. Kirmizi, O., & Karci, B. (2017), reported how to overlap among generator and goal languages as the principal cause of problems within the studying- method.

2.4. Language Transfer

Generally, it has become a commonplace to distinguish between strong and poor forms of language transfer. The strong interpretation argues that the mistakes within the second language are identified via recognising the variations in the learner's tongue language and the second language they need to find. Alternatively, The incompetent one appears to own the authority to detect mistakes created through the students within the manufacturing of the second language. Taken together, both variants have a great deal to do with the intervention of the first language definition.

Alkhateeb, A. (2018) described two forms of transition (positive & negative).Bad transmission happens where the primary language device varies from the device of L2, whereas positive transmission happens where the framework of the primary language is comparable to the second language system. According to the strong version, through the variations between the primary language and the second language, the frequency of all second language mistakes is expected whereas the weak version argues that just a few of the mistakes is known via these variations (Schmid, M. S., & Köpke, B.,2017).

2.5. Error Analysis

Rahman, M. M., & Haque, M. H. (2018) claimed that the diagnostic feature belongs to mistake analysis subject. Error Analysis (EA) has two functions, practical and hypothetical functions. The functional region of (EA) field is the role of all that experience to resolve the gaps between the learner's condition and experience. While the hypothetical area describes the student's information in terms of their second language, therefore it is necessary for assisting the investigator to get the psychological techniques and the relationship between the students' information and the teaching they were obtained. Bishop, D. V., Snowling, M. J., Thompson, P. A., Greenhalgh, T., Catalyse-2 Consortium, Adams, C., ... & Boyle, C. (2017) suggested that the key challenge for designation is the variation or divergence between languages. According to him, a quantitative dimension is the magnitude of the mismatching, and a qualitative dimension is the essence of this difference or mismatching. The mistake happens, according to Rosyid, M. (2017), where a linguistic object is employed in a manner wherein a fluent or local speaker of the language to indicate defective or incomplete behaviour.

Alsied, S. M., Ibrahim, N. W., & Pathan, M. M. (2018) asserted that Mistakes are systemic. They often happen, and therefore the learner himself is not alert to the errors he/she makes. Consequently, they may only be found or pointed to by the investigator or instructor the investigator or teacher might find or point to them. In the beginning, they arise as a result of the students do no longer realise what is right and what is wrong.

2.6. Past research on Preposition Errors

In the area of prepositional error analysis, a variety of investigations have been carried out to demonstrate the causes behind those mistakes besides determining the most efficient methods to conquer these mistakes Odacıoğlu, M. C., Akkakoson, S., Suki, N. M., & Bating, H. (2017). In the matter of translating prepositions of location (at, in, and on) into Arabic amongst fifty Saudi male and female students, Al Yaari and Almaflehi (2013), led an investigation, in respect with genders. The purpose of the study revealing the challenges that Saudi EFL students may meet when translating the English prepositions of place (at, in and on) into Arabic.

Relatively, 20 sentences and phrases in translation, from English to Arabic language caused dramatic challenges for EFL students when practising English prepositions within translation into Arabic language. In parallel to earlier studies, the results have confirmed the impact of the primary language (L1) on (L2). Wherein any two syntactic frameworks in both Arabic and English are hard to differentiate by EFL students. Yet, another vital aspect was a Gender difference, as showed that in their marks, females grading more than males. The study attempts to reveal that support EFL students with a vivid understanding and realisation when practising the English language in the field of prepositions can be achieved through designing and implementation of particular educational services.

By drawing research on the concept of preposition mistakes, which has been furthermore carried out by Mahmoodzadeh (2012) then revealed the impact of L1/MT on L2/TL language amongst (fifty-three) Iranian students who study English at the intermediate level in the Foreign Language Institute in Mashhad in order to identify the mistakes that completed by Iranian EFL students. Considering all of this evidence, it seems there are translational barriers amongst Persian and English languages, the analyst purpose was investigating various kinds of preposition errors that students did. The examination study gathered information via implementing the translation process. The findings recorded that the incorrect usage and overuse of the prepositions caused the largest number of the errors attributed to the lack or deletion of prepositions in L2. The results confirmed an earlier study that Iran's students of English as a foreign language (EFL) are extra expected, to face several issues related to the gaining prepositions within the second language because of the transition method between L1 and L2.

On the other hand, in spite of these two findings have been performed in separate settings, they serve a shared intention to decide the causes of preposition mistakes about the role of using L2. In attaching the preposition errors to the impact of the mother tongue or the conversion of language, the two papers reached an identical outcome. Taken together, in order to reduce these mistakes, the two articles proposed designing a convenient element in suitable educational content that considers the impact of the first language on second language acquisition.

3. Method

3.1. Research Design

The major advantage of this research was to inspect the linguistic parts of mistakes in utilizing prepositions for Iraqi undergraduates at Al-Hikmah University College. Wherein, the researcher aimed to utilize a certain-group pilot study asking students to do a written assignment by converting 15 Arabic clauses to English. The study was selected since it empowers the analyst, in particular, to classify the mistakes qualitatively in order to gain insights by checking such errors manually and analyzing them statistically. The students did not undergo any instruction because they were allowed to one experimental test to do a similar undertaking, with no assistance or supervision.

3.2. Participants

The scope of this study comprised fifty Iraqi undergraduates concerning genders (n=50) learning Islamic Studies at Al-Hikmah University College. All the participants were aged between twenty-two and forty years. The mother tongue of samples is Arabic language, and they were studying English as a foreign language. The students were asked to do an assignment comprising fifteen phrases written in Arabic language. The analyst allocated these participants to one experimental group. The participants were required to employ the translation tool on the sentences into English. The Results after that gathered and reviewed.

3.3. Sampling and sampling procedures

The targeted sampling of fifty Iraqi students was picked out for participation during this investigation. To begin with, the procedure was implemented as a result of Iraqi participants' number applies to Islamic Studies Department at Al-Hikmah University College. In addition, those students were divided into several categories, therefore randomization was not realizable as it would affect users' learning schedule. Then, the investigator dealt with the students in categories and declared the learner involve freely in the investigation. Third, all the participants were appointed to a single exam cluster whereby all performed a similar mission. Besides, they were required to

transform fifteen clauses from arabic into English. Which were constructed during such manner to evoke use prepositions by the Educatee, thereby identifying mistakes, Finally, the exam papers were compiled, examined and debated.

3.4. Instrumentation

The Analysis used in this investigation followed the method in Ellis's (1997, pp. 15-20) that involves four stages of investigating the preposition faults; a collection of language group, demonstration mistakes, ordering of mistakes, and description of the common sorts of mistakes. Based on these stages, the current paper investigated the analysis of 15 written clauses by recognizing (distinguishing the mistakes), sorting (ordering the mistakes into sets) and explanation (clarify the varieties of prevalent errors) the errors that created in writing by Iraqi EFL students. Thus, such errors were categorized into addition, substitution, and deletion. After checking students' papers, such mistakes that were considered fundamental among EFL students are three kinds of mistakes as used commonly among those students. The purpose of exploring these mistakes was to acknowledge the realization of Iraqi EFL students' Syntax. several instruments were used for measuring the preposition errors, but, One of the most well-known tools in this field was the translation task.

In the context of a translation assignment, the researcher planned this tool to acquire the information in order to respond to the primary research question that requests to elicit the most repeating kinds of errors. (See Appendix A) which comprised 15 sentences written in Arabic language. But, within 20 minutes, The participants were required to perform a translation of these sentences into English without providing any training or assistance. The analyst classified the responses of students into three categories based on the types of error (add, replace, and delete). In order to test this tool, the researcher piloted the sentences by examining 3 students to see if the sentences are error-free and whether provide the desired outcomes.

3.4.1. Translation task to collect the data

Fifteen written sentences were recruited for translating purpose from Arabic into English language by Iraqi students via a written tool called Translation test (see Appendix A). The Data were gathered utilizing translation approach to analyse the linguistic and grammatical mistakes once practising the English prepositions through Iraqi EFL undergraduate at Al-Hikmah University College as a mandatory primary question within this study. The design of this translation was reported by the researcher to support the assumption that carried out previously based on (Al-Qudah, 2013; Al Yaari & Almaflehi, 2013). This method is One of the most well-known tools for assessing the analyst to choose a quantity of written forms in order to determine, categorise, and describe the current varieties of mistakes (Ellis, 1997, pp. 15-20). Within 20 minutes, The Participants were required to convert such statements into English and are deprived of offering any directions or assistance.

3.4.2. One-way ANOVA for Data Analysis

This method was proposed to be utilized in responding the second question of the study that gauging the extent of occurrence of preposition errors in English as applied by the Iraqi EFL undergraduates and then used the third research question to find out if these errors are regular and linked with the primary language overlap. The errors have been counted and uploaded employing the SPSS software version 20 program. In order to see if the frequency of mistakes is considerably vital at ($\alpha = 0.05$)., One-way ANOVA was generated For all variables, This task is reasonable for such kind of study as it manages some classes or levels (addition, substitution, and deletion) of the same independent variable (Students' errors) (Bryman & Cramer, 2011).

3.4.3. Validation of Instruments

Both tools during this investigation were chosen cautiously to outfit the intent of this analysis. It also a troublesome for students to handle and comprehend the primary tool that is a translating activity. The mission reliability was compromised by this complexity. To guarantee that exam results were accurate, rational and error-free before regulating the assignment of the students, the investigator aimed to figure out how to direct the respondents to the assignment reliability and rationality. For this reason, 3 participants have not engaged in this investigation were required to finish translation assignment to see if the sentences are error-free or made any errors. Besides, the period taken to complete the mission was also calculated. Some objects that were comprehended to be inappropriate or ambiguous have been changed, cancelled or substituted on the basis of the participant's responses. There was no necessity to validate the second tool since it is normalized measurable test that is mostly utilized in the literature (Bryman & Cramer, 2011).

3.5. Research Procedures

In a purposeful sampling, a group of 50 Iraqi undergraduates were chosen to take part in this study and to examine the analysis of 15 written sentences by denoting (distinguishing the errors), classification (arranging the errors into groups) and illustrating (clarify the prevalent errors types) the mistakes produced in writing by the Iraqi EFL students. For this reason, the data were gathered using tools through subsequent stages. Third, all participants have been assigned to one study group in which the same assignment was performed for all of them. Then they were asked to translate fifteen phrases from English to Arabic. The sentences were constructed in such manner through the primary tool (translation method), that they evoked the use of prepositions by the subjects, thereby finding the mistakes if any. Next, the data was compiled, examined and debated.

To begin with, for 20 minutes, the participants were required to interpret 15 clauses from Arabic into English without guidance or assistance via the first tool (translation task). Second, as shown by the forms of mistake (addition, substitution, and deletion), students' responses were normally categorised into three classes. Third, Statistical analysis was performed using SPSS software(version 20). The data were normalized using One-Way ANOVA exam to compute the all over average, standard deviations as well as the importance.

3.6. Research Limitations and implications

The study included three boundaries. First, the investigation was comparatively restricted to limited groups. solely fifty Iraqi students were chosen to fulfil the current study. In addition, The researcher is the teacher of the students. In addition, students were split into various groups. Students were free to involve in the study. Next, the investigator as being the lecturer for the learner in the class, and invite everyone to engage to freely participate in the research. Last, authenticity and Reliability were calculated using One-Way ANOVA test to calculate the source of error analysis. Whenever the tool is utilized, the outcomes depend on the instrument's reliability and suitability of that instrument. Although some data on established instruments in terms of reliability and authenticity in the preposition field was recognized, the tools could furthermore have boundaries in calculating the purpose of its measurement. future studies should be on large sample, whereby different methods have to be used to increase our interpretation of the topics investigation.

4. Data analysis

Whilst previously stated, the survey task intended to reveal the various facets of the issue as well as the way participants perform poorly because of the misperception of translating certain English prepositions, the current study designed twelve clauses and expressions, and participants were required to convert those clauses and phrases, including, in particular, the prepositions with appropriate Arabic prepositions to provide the correct meaning of the content. The analysts correctly chose the study in this respect about the states of time and space.

Iraqi EFL students and translation of English time preposition in, on and at

Considering the replies of Iraqi EFL university students', it was discovered that certain participants have made several mistakes in translating the intent prepositions that have been designed for time. It is, during their text responses, a few of Iraqi EFL undergraduates have been reluctant since being unfamiliar with which Arabic preposition that should be employed. With regards, the Iraqi EFL undergraduates have undertaken certain Arabic syntax mistakes that mark it poorer as a result of any shift caused within every Arabic preposition implies unfamiliar tones; then, diverse function or practice in total.

With marked students, the key issue based on the assumption that they should reveal about understanding the meanings and utilises of prepositions in such languages (English and Arabic). Undoubtedly, prepositions are structurally distinct in Arabic as in English. Similarly, the utilization and employment of a preposition are highlighted as unique, subjected to the linguistic elements (through practices of time and place) throughout a common language. The sociolinguistic reasons wherein a few prepositions throughout several dialects are moderately or entirely omitted, should also avoid being ignored herein (Goldenstein, J., & Poschmann, P. (2019). Collectively, Iraqi EFL students are confused by these variables, particularly those who most need awareness of similar variables within the chosen language. Contrast:

1. I'm a physician, and I work at Al-Yarmouk clinic.
2. He was asking about you at the entryway of the campus.
3. Planes are flying above us.
4. 'Sīmāhum Fī Wujuhihim', (Their mark [i.e., sign] is on their faces [i.e., foreheads]).
5. 'Marḥaba 'Ala al-'Ayn Wal-Ra's', (Great welcome to you).
6. 'Ohjumū 'Alayhim', (Attack them).

The six statements mentioned earlier were chosen from English (initially three statements) and Arabic (next three phrases). Within the initial statement, once thinking regarding the possible profession, the preposition at is employed. Consider that there would probably be a conversion with this preposition. This explanation of the conversion of such English preposition would be basically as equivalent to the Arabic as in. The English learner might realize in better terms that such sense of the preposition in within such statement is the entire function that is said by the preposition at this clause. This distinction herein would be within the written text that is employed like in Arabic as in, although it is composed like at in English. At is employed throughout the following instance to denote a particular location.

This may be utilized to denote a location that is easy to remove. Moreover, the interpretation of this English preposition would be like that from the previous instance of the second clause. Nevertheless, like in the English version of such Arabic preposition fi (in), (during this preposition is phonologically converted into Arabic. Lacking sufficient knowledge of the variations in the utilisation and application of the letters in English on, top, tip, peak, over, and beyond the third clause seem incomprehensible.

Easily placed, every letter listed earlier has certain applications as well as purposes wherein be best perceived throughout considering the context of such contrast across the equivalent language terms, some related words or certain languages as well. That purpose causes the question of converting such word into Arabic as more disappointing is which can merely indicate double aspects in Arabic, which are the prepositions namely fawq (above), and 'ala (on) since in Arabic they just say double expressions, namely the prepositions fawq (above), and 'ala (on). Irrespective the variations throughout over and above, at this point the sole equivalent of those two prepositions within that clause would be the preposition fawq.

Similarly, the translation of such English phrases is inadequate in statements 4-6 to clarify the interpretations of the three Arabic phrases. For instance, the Arabic preposition utilized within the initial clause is fi, whereas the English version was meant to be in to conform with the Arabic language as fi. Nevertheless, between both L1 and L2 English and Arabic, the implications of the Arabic interpreted preposition as presented on, yet such problems require a thorough comprehension of the interpretations of certain Arabic prepositions and their equivalents in English, including total relevant considerations associated with them.

A further comparative problem in Arabic has become the second example, whereby that can be handled to imply a linguistic and functional context that declares idiomatic expressions. On the eye and the head, implies 'Ala al-'Ayn Wal Ras, because It is implied by such a colloquial term seems to be a considerable greeting to respected visitors. Which informs about English grammatical phrases, prepositional sentences, allocations and collocations, and figures of speech. An additional comparative problem in the Arabic language is the following example, whereby that can be prompted to denote linguistics and practical context that declare idiomatic expressions. 'Ala al-'Ayn Wal Ras implies on the eye and the head, yet it is said by such colloquial term seems to be a nice greeting to respected visitors. Informs during the English about English grammatical phrases, prepositional terms, allocations and collocations, and figures of speech.

In English. For example, utilizing the preposition to imply following verbs such as able (e.g., She is able to do that) besides adjectives such as risky (for example; It is risky for your heart) to target on across each English and Arabic dialects is an argumentative topic. That raises numerous issues between bilingual experts such as unsure about the preposition's verbal conversion distinct from the written text, in case the preposition is modified into on, and the possibilities that might happen to the context of the clause. A further issue facing fresh translators that prefer to interpret when converting literally without distinctions instead of hearing not at all what they hear is the absence of certain prepositions from the oral translated text when the fact is that they occur in the written sentence, and/or expression. Then, could be shown in the third sentence, in which the 'ala' Arabic preposition, is stated in the textual content, however not within the English converted sort.

Even it is perceived while interpreting the content. Iraqi EFL undergraduates must understand such problems. The chart below shows the responses of students. Consider:

Table 1

s. N o	The test items of time	Correct translation		Incorrect translation		No translation	
		M ales	Fe males	M ales	Fe males	M ales	Fe males
	The exam will start on Monday.	1	3	6	8	2	4

	I am going to college at nine o'clock.	3	3	5	4	1	1
	I will finish the work in ten minutes.	2	4	8	2	3	1
	I learnt to drive in four weeks.	5	5	4	5	2	3
	We will meet you at the week-end.	4	4	5	5	3	1
	The course ended on July 4, 2010.	6	5	3	3	2	2
Total		21	24	36	25	13	12
General Mean		3.5	4.0	6	4	2.2	2.0

The success of the participants operating with converting English time prepositions was beneath the normal, As found in chart 1. For adult undergraduates, whose reactions were extremely surprising. The investigators attributed the Arab preposition *fi*, whereby participants claim this letter would be equivalent to every English preposition, as commonly seems that preposition the Arabic student might interpret correctly. This is valid, therefore, within these statements in which such an Arabic preposition is the required one, like in 6th statement wherever it was effectively interpreted by 12 undergraduates.

Once more, this “correction “within the replies of respondents was not due to everyone's failure to interpret the preposition accurately; nevertheless, it is associated with how those which often interpret. The same aspect refers to alternative prepositions in English whereby, participants could not understand (sentences 1, 2, 3, and 5). Compared with different statements, the results of respondents on phrases 4 - 6 were the highest (approximately perfect scores). As easily observed by analyzing the wrong reactions of the respondents across different investigation statements. A few interrogations missing to solutions, some presume because that Iraqi EFL user found it challenging for them; thus, they ignored test before completing all the required answers within the limited period of the task.

Contrasted to boys, the outcomes of ladies' were counted the highest relative to the results of male students, Which are distinctly demonstrated concerning men and women (3.3, 4.5, 6.0, 4.0, 3.0, and 0.15, respectively) by the overall average of the right, wrong and missing responses of the studies. The important plausible causes attributed to the success of ladies' achieve higher than that of guys' which might men still doing everything, buying, strive to provide the home monetarily with everything it wants. All in all, it is the responsibility of the male to handle all household issues, as well as having insurance, house rent, food and beverages costs, lease, and so forth).

Compare to men, ladies may not do anything but justifying childcare at household. in Muslim nations, such divine superiority allows the lady a sufficient interval to learn and do different work that guy never does. It is because we see the success of ladies' in studying higher to that of males in the Muslim world in broad as well Arabic countries in specific. Actually, this development isn't limited for Arab women; rather, it extends to incorporate various nations (Mehtap, S., Pellegrini, M. M., Caputo, A., & Welsh, D. H. (2017).

Iraqi EFL students and translation of English time preposition at, in, and on.

The undergraduate's production among prepositions at, in and on of the place is not vary than that of everyone's success in time prepositions. It's because a learner who does not thoroughly understand the usage and the use of the prepositions will typically have some problems with using prepositions as well as in time and space. Nevertheless, the output of the undergrads throughout the time prepositions exam is often recognised and seen in figure 2.

Hereunder, by displaying everyone's findings on the location prepositions survey. Take into account that:

Table 2

S s. No	The test items of space	Correct translation		Incorrect translation		No translation	
		Ma les	Fema les	Ma les	Fema les	Ma les	Fema les
1	I arrived at the hotel.	7	4	2	4	2	3
2	He is standing up at the door...	10	4	2	3	2	1

3	Three players are on the soccer field.	6	3	3	5	1	3
4	There is a new proof on the house.	7	5	2	4	2	1
5	The boxers are in the ring	9	7	1	2	1	1
6	I live in Dhamar.	11	9	3	4	2	2
Total		50	32	13	22	10	11
General Mean		8.3	5.33	2.1	3.7	1.7	1.8
		3		7			

Phrases in Figure 2. which obviously shown in the sum of faulty statements in the volume of wrong statements as it will be explicitly shown that the mistakes of participants in time prepositions have been higher than mistakes of prepositions in location, which can be readily noticed. Considering the unique features of the Arabic preposition neglected by Iraqi EFL students, which is not shocking whether students appeared unprepared to properly interpret statement 3.

Compared to the general population, the success of students in order To translate location preposition into Arabic (based on genders) improves everyone's output in English And then translated time prepositions into Arabic (General Means= 8.3, 5.3 vs. 2.17 and 3.7, respectively). Besides, even once observing the results of anyone who can not interpret rather well this is easy to recognize whether the time preposition output is lower from that of location prepositions (General Means= 6.0, 4.0 vs3.0, and 1.7, respectively). Zero grades lead to the conclusion that owing to the absence of an understanding of Arabic prepositions and their different applications and utilises, participants could not locate an Arabic interpretation. In respondents' replies of both genders, substantial higher against poor results across respondents and state impacts have been found, in which success on specific sentences getting interpreted respectively for each time and location activities. The poor results showed fewer with essential connections in several groups compared to the high marks which showed many.

5. Conclusions

There is inconsistency on worldwide and inclusive ego or feasibly on the occurrence of such preposition-related meanings. English language scholars around the world accept whether there minor fluctuations in the functions that underlie an individual's ego. The current analysis expressed, the variations on the success of Iraqi EFL undergraduates who were examined by the investigators with a participation of (50 undergraduates of both genders) translating 15 clauses into English, utilizing a survey. However the superior act of the undergraduate's is seen notably within the translation of English location prepositions, Such skill in the conflicting state (ego = negative) relative to the linear case (ego = positive) isn't triggered in the English time prepositions. In comparison, outcomes have been negatively linked with time prepositions upon that obvious personality measure and significantly linked with location prepositions. In addition, depending upon that Arabic method of converting the exam words or phrases, the operative correlation between the answers of the participants discovered through transliteration to the same written topic has been examined. This demonstrated whether English location prepositions hold also incompatible correlations rather strongly when one of the conceptual self-awareness relative to time prepositions, but certain correlations instantly enable the Arabic heritage for semantic answers and power, wherein understanding between languages (origin and intended languages, i.e., Arabic and English) predominates.

Research results have also demonstrated major variations in the participants' ability to translate prepositional English phrases into Arabic after some tests. Even though there were slightly larger shifts in the data result throughout experiment training, especially in place prepositions relative to time prepositions.

In terms of related systemic neuronal outputs, all those findings suggest variability across respondents. In the view of figure 1a & 2, those variations are most easily noticed. The statistics have ranged in each statement as is used in the two graphs. Incorrect translating responses reported large quantities of time prepositions, especially for males, relative to proper translation statements (Table 1). Besides a clearer example, throughout the following four contrasting statistics, some may make a comparison to the effects of selected studies (time and place). Contrast them:

Figures 1 &2

The success of Iraqi Undergraduate students in transforming time prepositions at, in and on: contrasts of genders across right, wrong, and zero translation.

Figure 1

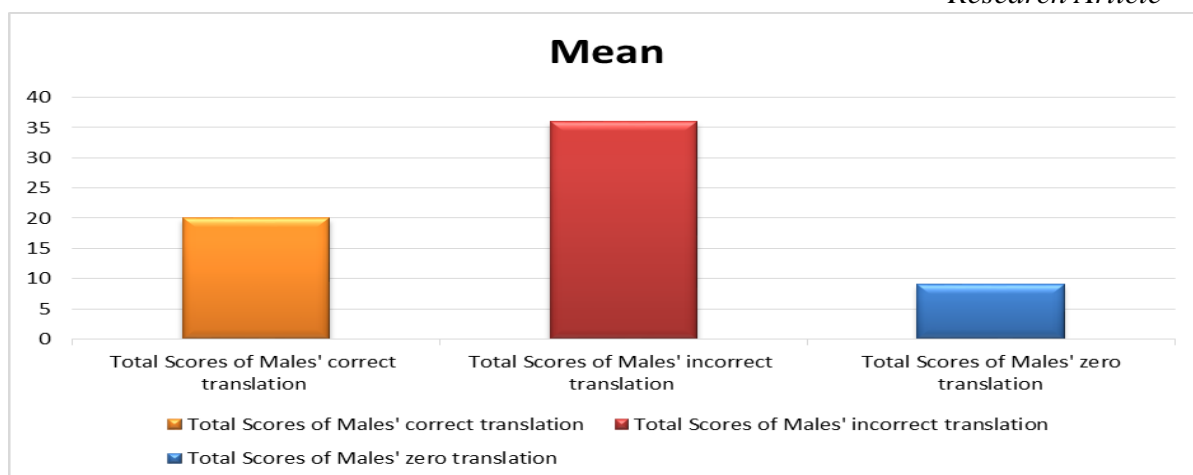
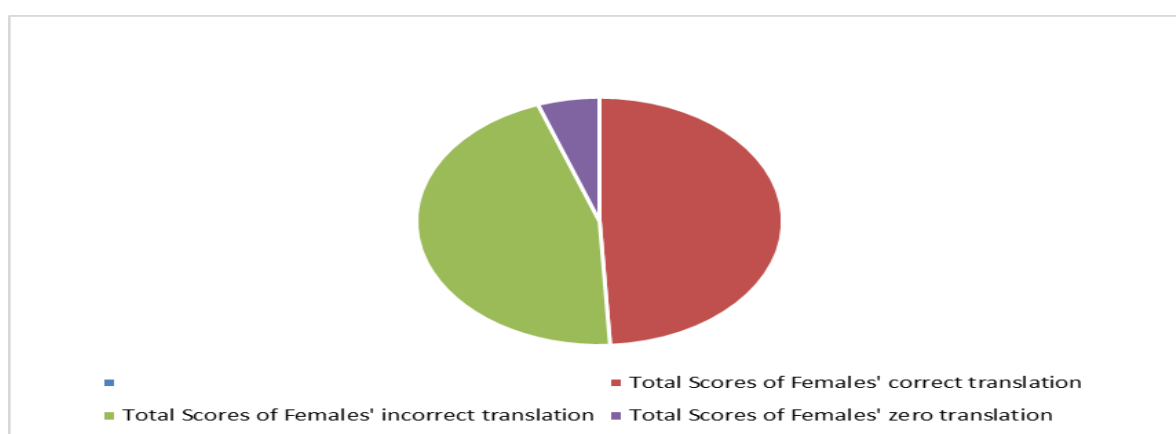


Figure 2



Figures 3 & 4

The success of Iraqi Undergraduate students in transforming place prepositions at, in and on: contrasts of genders across right, wrong, and zero translation.

Figure 3

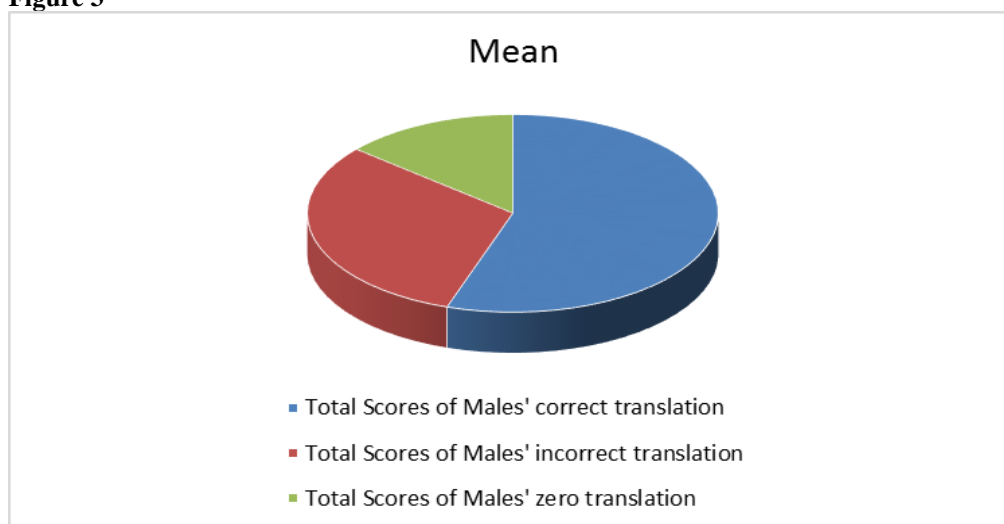
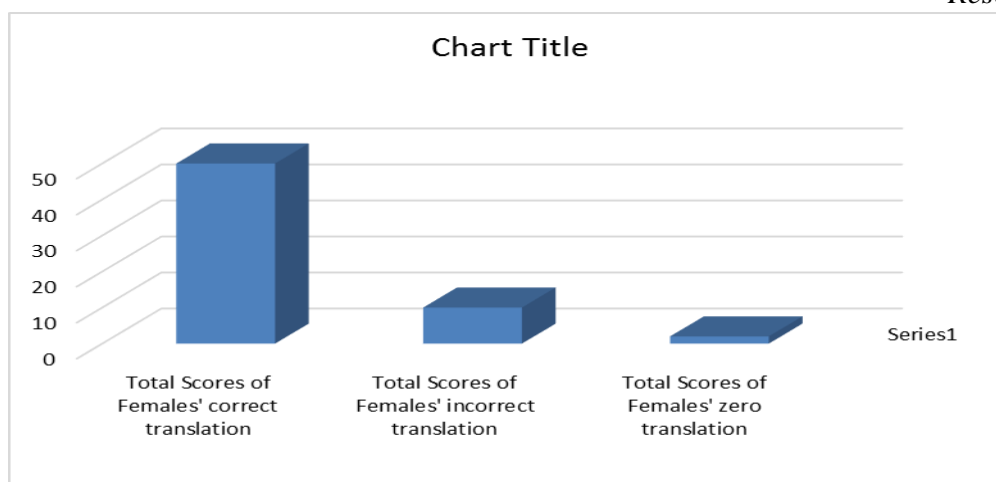


Figure 4



It has been assumed that Iraqi ladies undergraduates of the English language were better than male classmates in trying to translate the prepositions (in, on and at), due to the results of the four models. The majority of Iraqi undergraduates of English often prefer to utilize particularly the target language to convey or treat for the preposition transfer from his/her native language (s). So That's the reason individuals abandon the content with no translation version (zero translation) often. Users appear (intuitively) to postpone it within the duration time, assuming that hereby because as being unsure about the correct vocabulary to be used, users hardly found the appropriate translation. This tendency is attributed to the absence of rules and constructions of prepositions' as well as the effect where may happen when these Iraqi English undergraduates communicate verbally or as a hard copy in written form.

Specialists accept that the power of native language (L1) is among the reasons to both syntactic structures in Arabic and English as a hard matter to be distinguished by Iraqi students. Where The users were prepared to convert, then blended both up. Iraqi Undergraduate students of English did not blend them together, Unrequired recurrence, and the absence of an understanding of both practice and carry out of each distinct preposition as well as in (Arabic and English) influences the respondents' accomplishment.

For instance, the English preposition on is hard to be differentiated with its counterparts in a similar language through Iraqi undergraduates of each gender (into, inside, and at). In fact, it is an obscure matter for them to discern concerning phrases such as "stare at his mouth.", and "stare in his mouth." Those students were not conscious about preposition at utilization in the previous sentence, whereas the preposition in is utilized in the last-mentioned phrase for sure if we switch the two prepositions in the phrases. As terms of phrases such as "He arrived in the night.", "He arrived at night.", and "He arrived on the night." the Arab syntacticians, educators, instructors, academic lecturers, and different specialists in specific areas in that subject should be thoroughly clarified and address these contentious topics in depth. Misapprehension of various terms utilized within the exam, led Iraqi EFL undergraduates of making mistakes. . Despite how both Arabic and English prepositions share certain distinguishing characteristics in common, together total occurrence and utilization are varying in those languages. Taken into account, when the Arabic language comprised six prepositions, there are over 30 prepositions in English (Mustafa, M., Eldeen, A. S., Bani-Ahmad, S., & Elfaki, A. O. (2017); Khan, M., 2019) as an additional issue.

In both L1 and L2 prepositions, linguistic influences on prepositions occupy further important function. The discrepancies amongst Arabic and English prepositions are often understood by those who grasp the linguistic features and also the idiomatic variations. Numerous variables, such as abstract, phonemic, morphological, figurative applications, are built into it. Although certain accents qualified for certain levels of mistakes, some not. In the processing of use of prepositions, this confusion or abuse of all these variables triggers which are recognized as the "coherence of mistakes".

Recently, numerous investigations about second language acquisition which have performed to detect the mistakes that would be caused through the students since predict the challenges associated with the technique of obtaining a second language. Hence, educators might be additional conscious and highlight challenging regions and environments when being faced by using and monitoring their college students, the current research centred assessed and identified the English preposition mistakes created among Iraqi undergraduates at some stage in their learning of additional or different language. Therefore, In regard the paper proposed to illustrate the common

mistakes in deciding English prepositions, clarifying the typical errors and exposing the interaction of L1 when using English prepositions.

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