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مستخلص الدراسة

تتجه العديد من دراسات تعلم اللغة الأجنبية إلى التركيز على أخطاء الطلاب منذ أن كانت تتبأ بالصعوبات التي تواجه تعلم هذه اللغة ، ولهذا فإنه يتوجب على المعلمين الانتباه إلى هذه الصعوبات التي تواجه الطلاب حيث ستساعدهم في تخطيط أساليب التعليم. وتعتبر حروف الجر الزمنية التي هي موضوع الدراسة أحد المجالات الصعبة في البحث ، وبالتالي فإن الهدف الرئيسي للدراسة هو البحث عن أسباب الأخطاء المتكررة في استخدام حروف الجر الزمنية في اللغة الإنجليزية لطلاب المدارس الثانوية في ليبيا. لهذا فإن الباحث طرح ثلاثة أسئلة في محاولة للبحث عن أسباب وحل هذه المشكلة:

1. ما هي الأخطاء الأكثر شيوعاً في استخدام حروف الجر الزمنية التي يرتكبها الطلاب؟
2. لماذا يرتكب الطلبة الليبيون الأخطاء في استخدام حروف الجر الزمنية؟
3. كيف يمكن حل هذه المشاكل؟

يقترح الباحث بعض الوسائل العلاجية بقصد التغلب عن هذه الأخطاء التي

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يرتكبها طلاب المرحلة الثانوية في ليبيا.

تم إعداد مادة البحث من خلال إجراء اختبار تحريري لعدد 38 طالب وطالبة في مدرستين من المدارس الثانوية بمدينة زليتن في ليبيا (سنة ثانية ثانوي - تخصص لغة إنجليزية) كعينة لمعرفة كيفية استخدامهم وفهمهم لحروف الجر الزمنية. لهذا فإن البحث يتكون من الآتي: المقدمة ، مشكلة البحث ، أهمية البحث ، فرضية البحث ، الدراسات السابقة ، الجانب العملي للبحث ويشمل تحليل الأخطاء والنتائج ثم الخاتمة وبعض التوصيات والمقترحات.

وفي النهاية فإن الباحث يتوصل إلى نتيجة بأن الطلاب في هذه المرحلة يواجهون صعوبات في استخدام حروف الجر الزمنية في اللغة الإنجليزية كما هو واضح من خلال نتيجة الاختبار التحريري وأن الأسباب من وراء هذه الأخطاء هو تأثير اللغة الأم علي اللغة الأجنبية ، بالإضافة إلى مشاكل التعلم النحوية الأخرى لحروف الجر، وأن أفضل وسيلة للتعامل مع هذه الصعوبات هو منح قدر واف من الانتباه والتركيز مع بداية الدرس ونهايته للمساهمة في تنمية مهاراتهم في جميع أنواع حروف الجر المختلفة والمتشابهة مقارنة بجميع أنواع حروف الجر الأخرى.

Abstract

Many Studies of foreign language learning have tended to focus on the learner's errors since they allow for prediction of the difficulties involved in learning a foreign language. In this way, teachers can be made aware of the difficult areas encountered by their students and it may help them device teaching techniques. Prepositions, on which my present research focuses, are one of these difficult areas. Thus, the main objective is to investigate the causes of errors in the use of English prepositions of time that are frequently made by Libyan Secondary School Students. Therefore, the researcher

raised three questions as an attempt to investigate and solve this problem.

1. What are the most common errors in prepositions of time that are committed by the students?
2. Why do Libyan students commit those errors in using English prepositions of time?
3. How can those problems be solved?

The researcher suggested some remedial techniques in order to overcome the errors encountered by Libyan secondary school students. Data were collected through a written test given to 38 male and female students in Zliten secondary schools, as a tool to find out how they understand and use the prepositions of time.

This research comprises of the following: The introduction, stating the problem, significance of the study, scope of the study, hypothesis, related literature review, problems of preposition usage, the system of temporal preposition interference, validity, reliability, methodology and procedures, statistical data and analysis, the conclusion, implications, general recommendations for both teachers and students.

After analyzing the test, the researcher has come to the conclusion that students at this stage find difficulty in the use of English prepositions of time as shown by their low performance during the written test, and the reasons behind these errors are the interference from Arabic Language and

other learning problems such as misuse, omission or addition of the preposition, and the best way to deal with these difficulties is to give an adequate attention both in initial teaching and in subsequent revision and reinforcement in order to develop their skills with differences and similarities among the types of English prepositions.

1. Introduction.

Learning a language necessarily means learning the grammar of that language. Learning grammar must begin with a working knowledge of its components, meaning learning about the parts of speech and how they fit together into sentences. In the process students are enabled to distinguish a preposition from an adverb or a phrase from a clause. This way, the students will be guided in expressing their thoughts and ideas in writing or in oral form not only correctly but with variety, elegance and efficiency.

English prepositions are difficult for any EFL learner because he/she usually relates them to his/her own mother tongue prepositional system. The difficulty is also caused by the difference in number, meaning and usage of the prepositions in the mother tongue and in the EFL.

In learning English prepositions, Arab students try to relate them to the smaller number of Arabic ones and to the Arabic prepositional system. Although Arabic and English prepositions have some characteristics in common, they differ in both number and usage.

It is a fact that not every Arabic preposition has a definite English equivalent and vice-versa. On the other hand, not every English or Arabic preposition has a definite usage and meaning, indicating only time or space or following/preceding a certain word.

Another factor to be considered is the textbooks and methods used by teachers who are not familiar with the predictable errors the students will make or with the causes behind them.

This study focuses on the use of prepositions of time which is a problem among many Libyan learners and identifies the errors committed in the use of prepositions of time, the reasons why the students commit such errors and in the process suggests steps by which both teachers and students will find it easy to use prepositions of time without fear of committing errors.

2. Stating the problem.

Since English prepositions are considered as one of the most difficult aspects of mastering English grammar for non-native speakers, preposition errors account for a significant proportion of all ESL (English as a Second Language) grammar errors. Also as a researcher I have noticed that there is a lack of research material on this topic particularly the prepositions of time and this is the reason that encouraged the researcher to select this subject. It is observed that Libyan secondary school students have two main problems with

English prepositions:

1. Whether in any sentence a preposition is required or not.
2. Which preposition can a student use when it is required.

3. Significance of the study.

This study aims at developing the teachers as well as the learners' awareness, interest and better understanding of teaching and learning English prepositions of time.

4. The Scope of the study.

The sample used for this study is limited to students randomly chosen from the second year of two public secondary schools in Zliten area in Libya. The total number of students is (38) male and female students, (25) second year English specialization male students from Alkhawarizmi Secondary School and (13) second year English specialization female students from Al-Entesar secondary school. The students' mother tongue is Arabic and their ages range between sixteen and eighteen. All the students from both schools have been learning English during the preparatory stage and at the secondary stage, hence, I believe they have gained a considerable amount of English background.

5. Hypotheses of the Research.

The hypothesis of this study is based on the assumption that Libyan secondary school students in Zliten town encounter difficulties when using English prepositions of time.

6. Related Literature Review.

It is the general survey on the problem of using Prepositions of time, which is one of the most difficult components of English grammar. Learning a language means learning the grammar of that language, and learning grammar must begin with a working knowledge of its components (the parts of speech). In Libya, however, one of the two important factors that hinder good teaching, from my point of view, is the textbooks, as they lack interest and, they also lack enough exercises, especially on prepositions in which Libyan students have great difficulty. In addition, they lack coherent explanations and exercises focused on the use of prepositions.

Preposition are the connecting elements in sentences. Finding the link between words is the secret to identify prepositions. The two most important rules about using prepositions are to avoid using excess prepositions and to avoid ending sentences with them.

Preposition usage is one of the most difficult aspects of English grammar for non-native speakers to master. Prepositional errors account for a significant proportion of all ESL (English as a Second Language) grammar errors. Preposition errors represented the largest category, about 29%, of all the errors by 53 intermediate to advanced ESL students (Bitchener et. al., 2005), and 18% of all errors reported in an intensive analysis of one Japanese writer (Murata and Ishara, 2004). Preposition errors are not only prominent among types,

they are also quite frequent in ESL writing. Dalgish (1985) analyzed the essays of 350 ESL college students representing 15 different native languages and reported that preposition errors were present in 18% of sentences in a sample of text produced by writers from first languages as diverse as Korean, Greek, and Spanish⁽¹⁾.

English prepositions are certainly one of the most difficult aspects of English language for non-native speakers to learn, Coleman (2003, p.43) states, that too often native speakers themselves are not conscious of how prepositions are used in English. Lakoff (1978) argues that prepositions are likely to have a relatively small number of related literal meaning. Some of the literal meanings a preposition especially its prototypical meaning, are extended by metaphor to create another relatively small set of related meanings. Diab, N (1998) states that prepositions pose a great difficulty for Arab learners of English since there are various prepositions in English that have the same function for example the prepositions "at" and "on" as in: a duty at night / a programme on the TV. However, when students are not sure which prepositions to use in a certain phrase, they often resort to a possible equivalence in their mother tongue, giving a literal translation of the Arabic preposition into English.

6.1. Problems of Preposition Usage.

Why are prepositions so difficult to master? Perhaps it is

1- Detection of Grammatical Errors Involving Prepositions-ESL Home.□

because they perform so many complex roles. In English, prepositions appear in adjuncts, they mark the arguments of predicates and they combine with other parts of speech to express new meanings. The choice of preposition in an adjunct is largely constrained by its object (in the summer, on Friday, at noon) and the intended meaning (at the beach, on the beach, near the beach, by the beach). Since adjuncts are optional and tend to be flexible in their position in a sentence, the task facing the learner is quite complex. Prepositions are also used to mark the arguments of a predicate. Usually, the predicate is expressed by a verb, but sometimes it takes the form of an adjective (He was fond of orange juice), a noun (They have a thirst for knowledge), or a nominalization (The child's removal from the classroom). The choice of the preposition as an argument marker depends on the type of arguments it marks, the word that fills the argument role, the particular word used as the predicate, and whether the predicate is a nominalization. Even with these constraints, there are still variation in the ways in which arguments can be expressed. Liven (1993) catalogs verb alternations such as They loaded hay on the wagon vs. They loaded the wagon with hay, which show that, depending on the verb, an argument may sometimes be marked by a preposition and sometimes not. English has hundreds of phrasal verbs, consisting of a verb and a particle (some of which are also prepositions). To complicate matters, phrasal verbs are often used with prepositions (i. e., give up on someone- give in to their demands).

Phrasal verbs are particularly difficult for non-native speakers to master because of their non-compositionality of meaning, which forces the learner to commit them to rote memory.

6.2. The System of Temporal Prepositions.

A temporal preposition is used to indicate a relationship between two events. The following relationships where time represented as a metaphor of space are illustrated as follow:

- 1) An event can take place at a positioned point in time or at a point during a specified duration of time and indicate position (no movement) as: on Monday, on Friday.
- 2) An event can be related to a specific point in time or at a point during a specified duration of time and indicate approach (movement) as: in the morning, in July, in 1990, in summer season, in the evening.
- 3) An event can take place from a specific point in time and indicate separation (movement) as: at night, at Christmas, from May to July, during Ramadan, for three days.

6.3. Interference.

When we speak about the transfer of prepositions from L1 to L2, we must recognize the fact that in English, prepositions are difficult to learn and teach. As Pittman (1966) describes, prepositions "have earned a reputation for difficulty if not a downright unpredictability". Takahaski (1969) stated that the correct usage of prepositions is the greatest problem for learners of English. The source of the problem is that until

recently linguists have not adequately described prepositions and consequently have not taught them systematically (Zughoul 1973). However, Dandan (1968) believes that it is when prepositions have literal equivalents and parallel distributions and usage in both the L1 and L2 that learners have little difficulty in acquiring the second language prepositional usage. Gass (1978) proposed that an adequate description of language transfer cannot be given without considering the target language. She assumes that transfer can occur when the second language learner is aware of the similarities as well as the differences between the two languages. This view is supported by Ringbom (1992), who believes that transfer depends on how closely the L1 is related to the L2. The closer the two languages, the greater number of cognates, and the congruence of the grammatical systems will facilitate learning the target language. He acknowledges that even though cognates may be deceptive, the context allows learners to eliminate any misunderstandings caused by false cognates. Postmand (Ellis 1965) believes practice is a factor in producing negative or positive transfer. Increasing practice on the origin task increases positive transfer, and with little practice, negative transfer occurs.

7. Validity.

A test is said to be valid when it measures what it intends to measure. The researcher asked four (4) English inspectors as jury members to assess the items included in the test. They know the main aspects of the students' weaknesses and the

reasons behind these weaknesses. They remarked that a few items be changed which the researcher did. They all remarked that the test is valid and reliable. For the test to be valid it must be reliable. Richard (1992:396) states that, "A valid test is the one that tests what the tester intends to test". (what are you going to test?).

For practicability, I considered and was guided by the following:

- 1) Economy- cost in time money and personnel involved in the testing.
- 2) Ease-the difficulty experienced in the administration and scoring of tests and the interpretation of results.

8. Methodology and Procedures.

I constructed a test made up of five (5) different questions on prepositions of time. Each question contained several points which the students were asked to either complete where no answers are suggested or fill in the gaps where possible answers are given. The total sections and spaces to be answered were forty (40) items. One point was given for each correct answer. The prepositions of time on which the test was constructed and which were considered options for the test items were "at, in, on, to, within, for, from-to, by, during, over, since, until, till, past, after, before, behind, between, towards, and through". It's included the mostly used prepositions of time the students have already learnt. (See appendix - 2)

The researcher asked one of the English teachers in each of the two secondary schools to administer the test. The researcher corrected the test and gave one point for each correct response. The researcher identified the errors that were committed by Libyan secondary school students in the use of English prepositions of time. He computed the percentages of mistakes for each usage. The difficulties in using English prepositions of time experienced by Libyan secondary school students were randomly selected from the written samples.

9. Statistical and Data Analysis. (See appendix - 1)

In Item No.1 in the use of at, showed that 81.58 % of the students answered the item correctly while 13.16% gave wrong answers and 5.26% gave no answer. Furthermore, data showed that at is the simplest preposition referring to point of time for the subjects. Likewise, the result points to the fact that the students were very familiar with it.

Item No.2 revealed that for Question.3 still in the use of at that indicates a point of time or an exact time, 78.95% of the subjects answered correctly while 21.05% did not. Likewise, the result showed that most of the subjects did not encounter any difficulty so they used the required preposition properly.

Item No.36 in the preposition (at), the subjects found difficulty with this preposition when used in the sentence because only five (5) students or 13.16% gave correct responses. The error was committed for the reason that since (at) talks about a relative position and not an exact position,

the subjects got confused.

Item No.28 It is seen that in the use of the preposition on, the subjects found difficulty, only 7 students got a general average of 18.42% as correct responses. They got confused with (on) for the reason that (on) can be used with days and dates. They expected a day of the week not just the same day but on a different day. Also, some of the students got confused because of the L1 influence, so they used the incorrect preposition (in).

Item No.35 Still on the same preposition (on) as the subjects found difficulty in providing the correct answer since only five (5) students got a general average of 13.16% could give correct responses. The use of (on) in the item was unfamiliar usage for the students for the reason that they expected a day/date.

Item No.3 in the use of (past) was the most easy item for the subjects since 73.68% answered correctly.

Item No.5 in the use of the preposition (in) was also one of the most easy among all other prepositions related to time as many as (28) students got a general average of 73.68%.

Item No.6 on the same preposition (in) as the easiest among all the prepositions. The subjects revealed that they did not encounter any difficulty in the use of this preposition.

Item No.12 which is the preposition (between) was relatively easy among the other prepositions. It is likewise

revealed that almost half of the students did not encounter difficulties and used the required preposition related to a period of time correctly. About (20) respondents or 52.63% gave correct responses. This is good because more than one half of the subjects gave correct answers.

Item No.13 in the use of the preposition (during) showed that half of the students did not encounter difficulties and used the required preposition related to a period of time correctly. It was observed that the word during is familiar to the students and that it is part of the common usage. There were (19) or 50% of the students gave correct answers. I have observed that the number of students who gave correct answers is lower this time.

Item No.14 which is in the use of the preposition (until) the same trend of down sliding is shown. (16) students or 42.11 % of the students gave correct answers. The implication is that in this particular preposition of time, the students faced some difficulties in its use most especially, the preposition is a modifier preposition which means up to a particular point of time.

In the following Items, the results show that the students had difficulty in giving correct answers.

In Item No.38 which is in the use of the preposition of time (within), only (3) students gave correct responses with a general average of 7.89%. within is a temporal termination/conditional preposition and is used before a

particular period of time has passed. The students found this item one of the most difficult items in the test given to them.

Item No.39 which is on the use of the preposition (at) the students also considered this as one of the most difficult items since only (2) students or 5.26% could give responses. The confusion can be attributed to the use of (at) which usually goes with place/space, but in this particular question, it is used with time.

Item No.40 in the use of the preposition (through) was the most difficult item for the students as only (1) student or 2.63% could give a response. In this particular question, the preposition through is used as an idiomatic expression which for the students is an unfamiliar situation.

10. Conclusion.

Based on the results, the researcher offers the following conclusions:

- 1) The preposition errors of time “at”, “in” and “on” are the most frequent errors.
- 2) The majority of the students find difficulty in the selection of the correct prepositions.
- 3) On the second sub-problem as to why Libyan students commit errors in using English prepositions of time, the researcher offers this conclusion that the errors made by the students were caused by two (2) factors: interference from the Arabic Language and other learning problems like

misuse, omission or addition of the preposition. They learn patterns that are completely different from the patterns of their own language. They resort to literal translation before they form English patterns.

Substitution errors were the most frequent.

- 3.1. The largest proportion of errors attributable to learning problems was made in the selection of an incorrect alternative. These are "substitution errors". This means that the students found greater difficulty not with when to use or when to omit a preposition but with which one to use.
- 3.2. Students' errors most frequently happened with temporal prepositions where the students had the greatest difficulty because of their ignorance of co-occurrence rules. This is due to the fact that students are not taught prepositions in sets of phrases or idioms.
- 3.3. The major learning problem identified was false application of English patterns and ignorance of L2 rules. These problems occur because students at this level are either uncertain or do not know how to apply L2 language rules correctly.
- 3.4. The remaining errors were due to over-generalization. This occurs because the students deduce their own rules from what they perceive to be similar patterns and then over-generalize such rules when they express themselves in English.

- 4) On sub-problem 4 - How can these problems be solved?
- 4.1 The researchers recommend that teachers of EFL should teach English prepositions as a system and not just a haphazard collection of unconnected words. Teachers shall group temporal prepositions all together logically and teach their meanings and uses by presenting objects in the classroom then, they should conduct intensive drills in the use of these prepositions.
- 4.2 The teacher should carefully introduce the lessons and examples because prepositions fit no system. What more, teachers should teach verbs, nouns or adjectives that govern prepositions with an example of a prepositional phrase attached to them.
- 4.3 It is most recommended that teachers teach prepositions to Libyan students adequately especially so they are learnt at a time when they were first introduced. Further, teachers of EFL should sufficiently reinforce the prepositions of time for the students to retain their meanings.
- 4.4 Teachers are advised to determine the different types of prepositional errors made by their students by using prepared tests and to become familiar with the more common errors so that they can apply adequate remedial work when necessary and to predict what will be difficult for similar groups of students in subsequent classes and thus to treat these difficulties by devoting special

preventive care and emphasis to them.

- 4.5 Students should be informed why their errors are considered errors. When errors of these types occur, the teacher should point out the source of the error and revise the use of each preposition so that the students will learn to differentiate them.
- 4.6 To avoid the problem of MTI, teachers are advised to relate problematic English prepositions to their Arabic equivalents in order to draw students' attention to the fact that literal translation into Arabic may lead them to make errors since not every English preposition has a definite Arabic equivalent and vice-versa.
- 4.7 Since textbooks lack sufficient explanations and exercises, the teacher should fill the gap. This can be done in several ways: The teacher should:
 - a. Develop situations accompanied by exercises on temporal prepositions.
 - b. Devise fill-in-the blank exercises using prepositions where answers require specific prepositions.
 - c. Explore whatever other techniques and materials that the teacher deems necessary and helpful.

11. Implications.

The implications that can be drawn from the results of the test are:

- a. Prepositions are difficult to learn.
- b. Prepositions are indeed polysemous.
- c. Majority of the students found difficulty in the selection of correct prepositions. The reason is that there are considerable differences among the uses of Arabic and English prepositions of time.
- d. The errors made by the students were caused by two main factors: interference from the Arabic language because students find it more difficult to learn English patterns that are similar to, but in some way different from the patterns of their own language.
- e. Students resort to literal translation which leads to committing errors in the use of the prepositions of time.
- f. Ignorance of the students of co-occurrence rules.
- g. Students are not taught prepositions in context.

12. General Recommendations.

The number of recommendations made concerning the teaching of prepositions leads to the suggestions that there may be a need for more wide-ranging changes in the curriculum and methods applied.

1. Students should be given opportunities to develop their skills with differences and similarities among types of English prepositions.
2. Teachers should encourage their students for oral and

- written practice in order to use correct prepositions as much as they could. They can also help them make use of tables, dialogues and pictures which help in visual learning.
3. The two skills, reading and listening should not be neglected while teaching English prepositions as they help students practice in using these prepositions properly, parallel with the other two skills of speaking and writing.
 4. When a student makes an error, the teacher must call two other students to give the correct answer before the students who made the error be made to “parrot” the correct answer.
 5. Since textbooks used in the Essential Educational Stage ESS all lack the appropriate material to achieve the goals set for the EFL program at this stage, it is strongly recommended that specific objectives of the curriculum be re-written first and then, in the light of these objectives, both the textbooks and the system of evaluation should likewise be evaluated to meet the needs of the students thus increasing their motivation to learn the English language.
 6. English teachers should have a longer time with the essential and intermediate stages so that they can devote time and care to the oral and written work of the students. Teachers should correct and evaluate the homework submitted by the pupils.
 7. It's recommended that the number of students per class be decreased to allow the teacher to increase the amount of

work done and evaluate the homework of the students in order to raise the knowledge of these students in English.

8. The use of the Arabic language should be avoided during English lessons as much as possible in order to improve the students' listening and speaking abilities.
9. Recommended dictionaries for idiomatic uses of prepositions:
 - Collins Cobuild English Dictionary (1995). London: Harper Collins Publishers.
 - Longman Dictionary of Contemporary English. (3rd ed) (1995). Harlow Essex: Longman. Oxford Advanced Learner's Dictionary. (4th ed.) (1989). Oxford.

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APPENDIX - 1

The hierarchy of the students' correct answers starts from the majority and moves down to the minority once.

Item No.	Ques No.	Section & space Nos.	Correct prep	Correct answers	Percentage of correct answers
1.	Q.3	Sec -9	at	31	81,58 %
2.	Q.3	Sec -3	At	30	78,95 %
3.	Q.1	Sec -5	past	28	73,68 %
4.	Q.2	Space- 4	at	28	73,68 %
5.	Q.4	Sec-1/ space- a	in	28	73,68 %
6.	Q.2	Space- 3	in	27	71,05 %
7.	Q.2	Space- 2	at	26	68,42 %
8.	Q.2	Space- 5	in	25	65,79 %
9.	Q.3	Sec-10	at	24	63,16 %
10.	Q.2	Space- 7	In	22	57,89 %
11.	Q.1	Sec-2	since	20	52,63 %
12.	Q.5	Sec-8	between	20	52,63 %
13.	Q.1	Sec- 4	during	19	50,00 %
14.	Q.1	Sec- 3	until	16	42,11 %
15.	Q.1	Sec- 1	over	15	39,47 %
16.	Q.3	Sec- 5	in	15	39,47 %
17.	Q.4	Sec-5 / space-a	on	15	39,47 %
18.	Q.3	Sec- 8	on	14	36,84 %
19.	Q.3	Sec- 6	on	13	34,21 %
20.	Q.2	Space- 1	on	12	31,58 %
21.	Q.3	Sec- 1	on	11	28,95 %

22.	Q.5	Sec- 4	after	10	26,32 %
23.	Q.4	Sec- 3	to	9	23,68 %
24.	Q.4	Sec- 4	for	9	23,68 %
25.	Q.5	Sec- 6	behind	9	23,68 %
26.	Q.3	Sec- 7	in	8	21,05 %
27.	Q.5	Sec- 5	before	8	21,05 %
28.	Q.3	Sec- 2	on	7	18,42 %
29.	Q.3	Sec- 4	at	7	18,42 %
30.	Q.5	Sec- 3	till	7	18,42 %
31.	Q.5	Sec- 7	from - to	7	18,42 %
32.	Q.4	Sec- 2/ space-a	in	6	15,79 %
33.	Q.5	Sec- 9	towards	6	15,79 %
34.	Q.2	Space- 8	in	5	13,16 %
35.	Q.4	Sec-1/ space-b	on	5	13,16 %
36.	Q.4	Sec-5/ space-b	at	5	13,16 %
37.	Q.4	Sec-2/ space-b	by	3	7,89 %
38.	Q.5	Sec- 1	within	3	7,89 %
39.	Q.2	Space- 6	at	2	5,26 %
40.	Q.5	Sec- 2	through	1	2,63 %

APPENDIX - 2

English prepositions of time test for the second year.

English Specialization.

Notice: Kindly, answer all of the following questions, your answers would be highly appreciated and valuable for my study on learning and using English prepositions of time:

ملاحظة: يرجى الإجابة عن جميع الأسئلة، وستكون إجاباتكم محل تقدير واحترام كبيرين، كما أنها ستكون قيمة في دراستي عن تعلم واستخدام حروف الجر الزمنية في اللغة الإنجليزية.

Q.1/ Put the suitable preposition in the right place in order to complete the sense:

during / past / over / since / until

1. The exam took an hour.
2. I have known her May 1990.
3. She will stay here 5 p.m.
4. He works the night.
5. It's half twelve.

Q.2/ Complete the following paragraph with prepositions from your own:

Laila was born in Tripoli December 22nd,8 o'clock the morning. Now, she goes to school. She usually arrives7:30 the morning. weekends, she visits her friends in Sabratha.

the summer, usually August, she goes to the beach.

Q.3/ Complete this conversation with one of the following prepositions of time:

at / in / on

1. Ali : Hey, Ahmed! When are you going to England?
Ahmed : I arrive in London April 23rd.
2. Ali : Oh! I'll be in London the same day.
3. Ali : When does your flight arrive?
Ahmed : 8:00 in the morning.
4. Ali : Do you want to meet for lunch?
Ahmed : Sure! I'll meet you noon at the restaurant.
5. Ali : How long will you be in London.
Ahmed : About a week. I'm going to France May, What about you?
6. Ali : I'm going to Holland May 6th.
7. Ahmed : When are you returning to Libya?
Ali : I'll be back the fall.
8. Ahmed : Me too! When is your flight?
Ali : It's September 28th.
9. Ahmed : Me too! When do you arrive in Tripoli?

- Ali : My flight lands 5:00 p.m.
10. Ahmed : My flight arrives 4:45 p.m. I'll meet you in the airport café. May be we can share a taxi.

Q.4) Fill in the gaps with one of the following prepositions:

at / in / by / on / for / to

1. She always gets up early the morning, so she can make it to class time.
2. Mary stopped talking the middle of her story, and suddenly started to cry. I think we were all crying the time she finished telling us what had happened.
3. It's five twelve.
4. I need to give my parents a call. I haven't talked to them a month.
5. The professor said the first day of the course, that there would be a big final test the end of the semester.

Q.5/ Complete the sentences with one of the following prepositions:

after / towards / till / before / behind / through / from-to /
between / within

1. You must finish the work a year.
2. Don't drive a red light
3. I shall wait ten o'clock.

4. I went out for a walk, doing my homework.
5. You can call me at any time 9 o'clock p.m.
6. The train is twenty minutes schedule.
7. The film showed June October.
8. They would arrive 4 and 5 p.m.
9. It gets cool the evening.

المجلات ومعايير النشر

❖ مجلة الجامعة الأسمرية دورية علمية جامعة محكمة، تصدر عن الجامعة الأسمرية للعلوم الإسلامية بليبيا، وتعمل على نشر بحوث أعضاء هيئة التدريس الجامعي، ونشاطاتهم العلمية، وتأخذ بأسباب النهوض بالبحث العلمي، وتسعى إلى ربط الجامعة بغيرها من الجامعات الأخرى، عن طريق مد جسور من الثقافة والمعرفة، وخلق نقاط التقاء للتعاون فيما بينها، وبيان نظائرها من المجلات، وبخاصة الجامعية منها.

❖ البحوث المنشورة فيها تعبر عن آراء أصحابها فقط، وهم وحدهم الذين يتحملون المسؤولية القانونية والأدبية عن أفكارهم وآرائهم، وصحة نسبتها إلى مصادرها، وليست المجلة مسؤولة عن شيء من ذلك، ولا يلزم من نشرها أن تكون معبرة عن وجهة نظرها.

❖ البحوث المقدمة للمجلة من حقها، لا ترد إلى أصحابها نشرت أو لم تنشر، ولا يجوز نشرها، أو الاقتباس منها، أو تقديمها للنشر إلا بعد الحصول على إذن كتابي، من إدارة التحرير، ويجوز إعلام الباحث بنتيجة تقويم بحثه، إذا طلب ذلك بعد مرور شهرين على الأقل من تسليم البحث، كما تخضع البحوث الصالحة للنشر لسياسة المجلة في تنسيق ترتيبها، وفي زمن نشرها.

❖ يشترط في البحوث التي تنشر ألا تكون منشورة من قبل، وأن تكون مبتكرة أو أصيلة، تشكل إضافة نوعية في اختصاصها، وتتوافر فيها الأصالة والعمق وصحة الأسلوب، ملتزمة بالقيم الإنسانية وبمعايير البحث العلمي، ولا سيما الابتعاد عن التجريح والإسفاف في القول، والتعريض بالآخرين، روعيت فيها البنية المنهجية، واستخدام المصادر والمراجع، وترتيب المعلومات بنسق واحد في البحث، وترقيم الهوامش بأرقام مستقلة عن المصادر والمراجع، وإذا كانت هناك مكملات للبحث من خرائط، أو جداول فينبغي أن تكون في صورتها الأصلية، وإذا كان البحث مترجماً يصحب بأصله المترجم عنه.

❖ تُقدّم البحوث لإدارة المجلة من نسختين مطبوعة على ورق، ومحفظة في قرص حاسوب، ويمكن إرسالها على عنوان الجامعة الإلكتروني، ويفضل إرسال المعلومات المتعلقة بالسيرة العلمية للباحث، في ورقة مستقلة عن البحث.

❖ يُعرض البحث على مقوم متخصص، ومقوم لغوي في سرية تامة، ترفع الحرج عن الباحث والمقوم، وتعمل هيئة التحرير كثيراً على توصيات المقومين فيما يتعلق بنشر البحث من عدمه.

❖ يستحقّ الباحث مقابلاً مالياً عن بحثه المعتمد للنشر، كما يستحقّ المقوم والمترجم مقابلاً على التقويم أو الترجمة.

ترحب هيئة التحرير، بعد نشر البحوث، بمناقشتها وإثرائها بالرد العلمي على ما ورد فيها، وتفتح صدرها لاستقبال النقد البناء، وبخاصة من المتخصصين، وتعدّهم بأن ما يرد إليها يكون موضع العناية والتقدير.

