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Thesis:

**“The Acquisition of English Local Prepositions by Albanian EFL
Learners”**

Candidate: Adelina Ramadani Aqifi, MA

Mentor: Prof. Dr. Brikena Xhaferi

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Thesis:

“The Acquisition of English Local Prepositions by Albanian EFL Learners”

Teza:

“Nxënia e parafjalëve të vendit nga nxënësit shqiptarë që mësojnë
anglishtën si gjuhë të huaj”

Теза:

“Усвојување на англиските предлози за место од страна на
албанските учесници со англискиот како странски јазик”

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Abstract

Acquiring English as a target language is very challenging and confusing. The target language has many elements that are distinctive in its role and function. Because of this reason, Albanian EFL students have challenges to learn the foreign language when it comes to particular prepositions. Acquiring prepositions in the target language is very hard and complex for EFL students most of the time. It is very significant to discover how Albanian EFL students learn local prepositions and the difficulties that they encounter in acquiring prepositions. The study investigates the acquisition of local prepositions by Albanian EFL learners; how learners acquire local prepositions and if they use them appropriately. The research instruments that are used in this study were students' questionnaire, teachers' interview, observation, and a test. The research was conducted in three different high schools in Kumanova.

Comparison is made with the English local prepositions and Albanian local prepositions in the process teaching EFL. During the process of acquisition the foreign language, students face many difficulties that decrease their interest and motivation, and there are cases when learners acquire local prepositions and it can be the opposite; they are not able to learn prepositions at all. The results of the study show that Albanian EFL learners have troubles in acquiring local prepositions correctly in the target language, in this case English language; students are not able to identify the meanings and usages of local prepositions, and cannot use them correctly in the target language.

Key words: *Language Acquisition, Learners, Local Prepositions, strategies*

Parathënie

Të mësuarit e gjuhës angleze si gjuhë e huaj është shumë e vështirë dhe konfuze. Gjuha e huaj ka shumë pjesë të saj që janë të ndryshme në rolin dhe funksionin e saj. Për këtë arsye, nxënësit shqiptarë kanë vështirësi të mësojnë gjuhën e huaj në veçanti parafjalët. Nxënia e parafjalëve në gjuhën e huaj është shumë e vështirë dhe komplekse për nxënësit e gjuhës angleze shumicën e kohës. Është shumë e rëndësishme të zbulohet se si nxënësit shqiptarë i mësojnë parafjalët e vendit dhe vështirësitë që i hasin ato në nxënien e parafjalëve. Studimi ka të bëjë me përvetësimin e parafjalëve të vendit nga nxënësit shqiptarë të gjuhës angleze; se si nxënësit i përvetësojnë parafjalët e vendit dhe a i përdorin parafjalët në mënyrë të duhur. Instrumentet kërkimore që janë përdorur në studim ishin pyetësori i nxënësve, intervista e mësuesve, vëzhgimi dhe një test. Hulumtimi është realizuar në tre shkolla të mesme të ndryshme në Kumanovë. Krahësimi bëhet me parafjalët e vendit dhe me parafjalët e gjuhës shqipe gjatë procesit mësimor. Gjatë përvetësimit të gjuhës së huaj, nxënësit përballen me shumë vështirësi që ulin interesin dhe motivimin e tyre, dhe ka raste kur nxënësit i përvetësojnë parafjalët e vendit dhe mund të ndodh e kundërta; ata nuk janë në gjendje ti mësojnë parafjalët në përgjithësi. Rezultatet e studimit janë se nxënësit shqiptarë të gjuhës angleze kanë vështirësi në përvetësimin e saktë të parafjalëve të vendit në gjuhën e synuar, në këtë rast në gjuhën angleze; nxënësit nuk janë të aftë ti dallojnë kuptimet dhe përdorimet e parafjalëve të vendit në gjuhën e huaj.

Fjalët kyqe: *Përvetësimi i gjuhës së huaj, nxënësit, parafjalët e vendit, strategjitë e të mësuarit*

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Chapter I

1 Introduction

Learning a foreign language is very important but acquiring the grammar features appropriately is very challenging. All languages in the world have many parts that learners find hard to learn such as: articles, prepositions, vocabulary, etc. This happens because languages have their own function and rules, all languages vary from each other, and that is why students find a foreign language very demanding and confusing to learn. Then teaching English in EFL classroom might be a complicated process for teachers because there are learners with different background, language proficiency, and needs. Moreover, using different types of learning strategies in the lesson causes challenges for students and professors. It can influence learners' needs and as a consequence not allow students to learn the target language perfectly.

The teacher is the main factor in the lesson; the teacher knows how to transmit his/her knowledge to learners and what kind of teaching strategies to use in the classroom. However, there is one thing that teachers about should be very careful; they should pay attention to learners' needs in the lesson, they should know how to increase learners' motivation and interest about the target language and teachers should know what type of learners they have in their classrooms. Also, teachers need to use the most effective strategies in their teaching process in order to help learners acquire the target language correctly. Afterwards, teacher's guidance and advice influence learners' knowledge during second language acquisition.

1.1 Second Language Acquisition

Second language acquisition (SLA) refers to language learning in a naturalistic setting while as a discipline it studies the process of language learning including many elements and theories. Many authors explain SLA (Corder 1967, Selinker 1972, Krashen 1982, Pienemann 1988, etc.) in distinctive ways and give their conclusions and provide theirs based on their working experience and research conducted in this field.

The concept Second Language Acquisition is the study of another language (L2) additionally to the students' first language or a mother tongue while, for Stefansson(2013) it is learning any other language besides students' mother tongue.

Second language acquisition is the acquisition of a target language after the first language developed. It is a process of how individuals in general acquire a new language except their first language (Hoque, 2017, p.1). Moreover, second language acquisition is the main process that gives students the opportunity to become efficient in the target language, after they used the language and achieved in advance level (Villanueva, 2009, p.3). The definition of the target language acquisition means the learning process of the foreign language after the first language has been learned in a classroom environment or in a natural environment (Miao, 2015). However, Dorsch (2010, p.2) states that second language acquisition is a process that occurs in a natural or occasional way during the acquisition of the target language besides the first language.

What is the scope of SLA? What does the study of SLA consist of? It is the study of how second language is learned. SLA is one of the main procedures of teaching a target language particularly is the study of another language apart from the first language (Gass and Selinker, 2008, p.1). Hoque (2017, p.1) states that, SLA is a way of acquiring many other languages beyond to the first language. According to this, it can be concluded that SLA is a process that students learn the foreign language that varies from their first language.

1.2 Stages of Second Language Acquisition

Second Language Acquisition as a process is very complex because it happens in some stages that vary with each other. Haynes (2007) claims some stages such as: Preproduction that is explained as a reticent session that students develop the lexicon and they are able to extend to 500 phrases beyond demonstrating the language but pronouncing the language. Then there is the second stage called Early Production and at this stage learners will have around 100 word vocabulary with the capacity of constructing words in short phrases and memorize and use short language forms although not necessarily correctly (Haynes, 2007). Haynes also explains the third stage that is Speech Emergence, and students have already learned around 3000 utterances and they are able to communicate brief and easy sentences. Stefansson (2013, p.6), claims that there is a stage that is called 4th development or Intermediate Fluency. In this stage, learners have acquired a great vocabulary of 6000 words. There is also another stage that is described as Advanced fluency, that he explains that learners have enough time to reach the proficiency level from 5-10 years and they are regarded as native speakers. As second Language Acquisition occurs in five stages, learners develop their vocabulary skills slowly in each stage and they build up their speaking and vocabulary skills near proficiency level. Also, learners acquire the words in every step of the stages of acquisition in order to reach the advance level and to consider their language level as a native speaker. These stages are a bit challenging for native learners because each level has different function and strategies of learning words. However, for nonnative speakers of English is more challenging to follow these steps of acquiring the target language especially when acquiring grammar skills. Because EFL students learn the target language distinctively from native English speakers, EFL students attempt to learn the foreign language based on the rules of their first language without taking into consideration the stages of SLA. This causes many troubles for students to learn L2, to understand, and use the language perfectly well. Students will not be capable to expand their language skills in the foreign language.

1.3 Theories of Second Language Acquisition

Besides the stages of SLA, theories were also formulated in order to discover how learners acquire the second language additionally to their first language. Stephen Krashen developed and formulated one model in 1970s that had a big influence in SLA, and it was a well-known model, describing as The Monitor Model, a theory of second language acquisition. According to Krashen (1970 as cited in Gitsaki, 1998 p.90) there are five hypotheses such as:

- The Acquisition versus Learning Hypothesis. Acquisition varies from learning because learning happens in a conscious way and acquisition occurs in a subconscious form.
- The Monitor Hypothesis. The learning process just monitors and edits sentences the direct acquisition.
- The Natural Order Hypothesis. Here there is a natural sequence of second language acquisitions' rules and are divided in two parts such as: early-acquired and late-acquired.
- The Input Hypothesis. Accepting explicit input is the way that guides you to the second language acquisition.
- The Affective Filter Hypothesis. Explicit input cannot be applied if there is a mental block by students.

Lightbown and Spada (2006) state that many theories of second language acquisition were introduced with the aim of describing the main features of the language learning process. In one word, the great purpose of SLA theory is to describe language learning process by students who have different characteristics in distinct background. Many different approaches have been introduced beneath distinctive contexts. The most significant approaches are: Behaviorism, that describes fixed reflection and practice development in the early stages of second language acquisition (Lightbown & Spada, 2006); the theory Universal Grammar that observes the learning process of the language as a naturally presented procedure (Chomsky, 1972); Cognitivist Theories that explains that language acquisition is not distinctive from any

other type of wisdom (Myles, 2002); and the Sociocultural perspective that concludes language acquisition increases from collective communication (Vygotsky, 1962 as cited in Ruiz, Quezada, Caceres, Pino, Sierra, Morales, Novoa & Lopez, 2015 p. 37).

Theories of SLA have a great impact in the language because in each hypothesis, learners are faced with difficulties until they achieve to acquire the target language and to perform without any trouble. Acquiring the target language is not an easy process because there are many parts of the language that are very challenging to learn and even more to use in the language. For this reason, Krashen, Chomsky and Vygotsky developed these theories and hypotheses in order to explain how L2 is acquired and how learners perform their knowledge.

1.3.1 The main concepts of SLA

Many theories were developed in second language acquisition that are very useful. Besides, there are also some key concepts in SLA. According to Hoque (2017, p.16), some of the key concepts are such as:

- **Nature vs. nurture:** Skinner and Chomsky have described language learning differently. Skinner stated that language can be learned by imitation while Chomsky claimed that language learning is very complex.
- **Competence and performance:** Competence and performance are two concepts that are very different in their function. Competence mainly explains the knowledge that is invisible in our brains in order to produce sentences in the language. Performance describes the problems that occur in the speaking part and students make mistakes.
- **Fossilization:** students are able to improve the language during the lesson because students use the language only for communication.

- **L1 interference as a learner strategy:** Corder (1978) points out that L1 interference can be described mainly as a strategy. Corder explains that students of the first language are able to develop learning procedure easier during the acquisition of the target language.
- **Communication Competence:** According to Hymes (1967), there is a clear distinction between the knowledge that gives the opportunity to learners to communicate correctly and the knowledge about the language that has its forms.
- **Communicative Language Teaching (CLT):** Brown (1993) offers the following four interconnected characteristics as a definition of CLT: Classroom goals are the main features of the communicative competence of CLT. The techniques in the language are created in order for students to participate in the lesson and to use the language. After that, language forms help students to acquire the language fluently and accurately in the classroom.
- **Interlanguage:** Selinker (1969, 1972) explains the definition interlanguage that grammar is established by L1 learners in order to reach the level in the foreign language.

1.3.2 Approaches of Second Language Acquisition

Additionally, having different theories and other characteristics, Second Language Acquisition (SLA) also contains some approaches that play an important role in the language process. According to Towell and Hawkins (1994), there are many approaches in second language acquisition that play an important role but the most significant are: psychological or cognitive approaches, sociolinguistic approaches and linguistic approaches. "Linguistic theories are the main sort of the target language because they consider that children have their language capacity since from their birth that supplies children with grammar skills in order to learn the language that is presented in front of them. Sociolinguistic approaches have been concerned with at least two issues: one is the attitudes which L2 learners have towards the L2, the people who speak it, or the culture with which the language is associated. Psychological or cognitive approaches have also been concerned with at least two issues: one is the general cognitive

maturity of L2 learners as compared with L1 learners. L1 learners acquire knowledge of language and knowledge of the world simultaneously, whereas L2 learners already know quite a lot about the world when they come to the task of SLA. The second issue is the nature of the mental devices which comprehend, store and produce language, and how this might be related to the way that L1 and L2 learners acquire particular languages”(as cited in Al-Anisi & Karunakaran, 2013 p. 176). Approaches of SLA show that learners acquire the target language differently in each approach; learners have knowledge from the first approach, and they continue to develop their skills easily in the following approaches until they acquire advanced proficiency.

1.3.3 Principles of Second Language Acquisition

There are significant principles of second language acquisition that help teachers to facilitate language learning and guide them during the teaching process. According to Ellis (2008, p.1), some of the principles are such as:

- Principle 1: Instruction should be arranged for students to expand their expressions and competence in the language.
- Principle 2: Instruction is established for students to concentrate on meaning.
- Principle 3: Instruction is necessary to verify if students are focused on form.
- Principle 4: Instruction is required in order to enlarge the implicit knowledge of the language without avoiding explicit knowledge.
- Principle 5: Instruction should pay attention to students’ created syllabus.
- Principle 6: The input in second language depends on victorious instructed learning in the language.
- Principle 7: Instructed language learning always needs a chance for output in the language.
- Principle 8: In order to collaborate in the target language, it is important to develop the target language in advance.

- Principle 9: Instruction has to be aware of students' individual differences in the lesson.
- Principle 10: It is very necessary to investigate the control production when students are evaluated in the foreign language.

1.3.4 Factors affecting Second Language Acquisition

Acquiring a second language is not an easy procedure because there are a lot of factors which have a great impact in SLA such as: setting and cognitive factors (Cummins, 2000; Hamayan & Damico, 1991 as cited in Orosco & Hoover, 2009 p.41). These include:

- “Age is the process when children begin to acquire English as a target language and they are able to achieve the advance level (Krashen, Long, & Scarcella, 1979).
- Acculturation is when the styles are used in the target language, will give students enough time to personalize the external features of a current culture (e.g., clothing styles, music) (Ovando, Collier, & Combs, 2003).
- Attitude and Motivation. A positive attitude along with high levels of motivation are important aspects necessary to achieve proficiency in a second language (Hamayan & Damico, 1991).
- Learning style. A learner's culturally influenced preferred styles of learning may differ from the teacher's preferred styles of teaching, resulting in an inadequate learning process (Grossman, 1995), including progress toward learning a second language.
- Native language proficiency. Proficiency in the student's first language provides the foundation for successfully acquiring a second language (Coyne, Kame'enui, & Carnine, 2007; Cummins, 1989).
- Community/- Family. In this part, linguistic and cultural values are very important in acquiring the target language successfully (Baca & Cervantes, 2004)”.

Besides the factors mentioned above, there are other factors that have a great influence in SLA such as: vocabulary, grammar, self-efficacy, motivation, personality and mother tongue.

Wilkins, (1972) explains that vocabulary is the most important factor in learning the foreign language appropriately (as cited in Adwani & Shrivastava, 2017 p. 158). Moreover, Read (2000) states that, words are the amendment of written work. You are not able to acquire the target language correctly through the process of assimilation. Grammar also is very significant in the language and is inevitable for learners in the language learning (as cited in Adwani & Shrivastava 2017, p.158). Adwani and Shrivastava (2017, p.159), claim that the first language or L1 is also a compelling factor in second language learning. There are cases when many students transfer their L1 to the target language and this process of transferring can be positive or negative. Another factor is self-efficacy that seems to be very important because it has a great influence in students' performance (Bandura, 1997), (Schunk, 1991) (as cited in Adwani & Shrivastava, 2017 p. 159). Moreover, they further stated that motivation is the last and crucial factor in the target language learning, without motivation, students cannot perform their knowledge and activities correctly; and acquire the foreign language properly. All of these factors play an important role in second language because each factor is related with each other and function together in the language process. Then these factors influence in learners' knowledge as well because when learners acquire the target language they also need to learn vocabulary and grammar, they should have motivation about L2 and perform their knowledge in the best way possible.

1.3.5 Learning vs. Acquisition

Learning and acquisition are terms in SLA that differ with each other and have a distinctive function in the language process. Many authors describe learning and acquisition in diverse ways, giving their opinions based on the experience. Krashen and Terrell (1983); Littlewood (1984), Ellis (1985), state there are two main forms that students are able to develop abilities in the target language learning such as: acquisition and learning. Learning is a process that occurs in a conscious ways and focuses directly in the language structure. While acquisition is the opposite, is a process that happens in subconscious way and focuses mainly in meaning.

Acquisition is, thus, the untutored or naturalistic way (as cited in Abukhattala, 2013, p.128). Based on the citation, we can notice that there is a distinction between learning and acquisition because learning happens in a conscious way while acquisition occurs in a natural way.

Krashen, also states that learning is totally a conscious process while acquisition is the opposite, a subconscious one. Both processes play an important role in second language but acquisition is the most significant because is necessary for developing language fluency (as cited in Tricomi, 1986, p.60). What is more, Claire Kramsch (2000, p.322) concludes: Second language acquisition is also considered as a theory of the practice that explains the opportunities how the language can be acquired in the classroom. And the practice of the language affirms some models of action that provides to affirm and disprove the theory of the language (as cited in Hall, Smith & Wicaksono, 2011, p. 1). According to Tavakoli (2012, p.16), the process of the acquisition is applied in the conditions of acquiring a target language: 'target -' or 'foreign language' learning is absolutely distinctive from the 'native speech' or-'first language' learning. In this situation, acquisition is frequently contrary to 'learning.

In addition, Tanjung (2020, p.1), states that the process of the acquisition is acquiring the language inattentively because children acquire the language from their childhood. The process of learning is acquiring the language mainly intentionally from a practice.

Additionally, Maslo (2007:41) believes that, the acquisition in the second language is absolutely related to the neuro-psychological processes (as cited in Zašcerinska, 2010 p.3). While Kramina (2000:27) claims that, language learning is a process of acquiring the language in a natural way that can be a self-study programme or formal (as cited in Zašcerinska, 2010 p.4). What is more, the main distinction between language learning and language acquisition is that these both processes develop differently. Acquisition happens normally and simple while learning occurs deliberately (Shivcharan, 1998 p.1). We can notice that learning and acquisition have a difference because both of them happen in a conscious and unconscious way and this type of process has an influence in second language acquisition.

Moreover, Limacher (2015, p.1) claims that, learners acquire the language unconsciously and they do not pay attention to grammar rules. But in the language learning process, learners

directly focus on grammatical rules. When learners learn the target language, they do not consider the rules in grammar because learners are not conscious of the rules in the language. But when they learn the language; they have knowledge of rules and they try to acquire them correctly and perform in the language. Schütz (2011, p.11) concludes, language acquisition focuses on the acquisition of the language naturally, in general by intuition while language learning is mainly the study of the language and the main goal is to apprehend the formation of the language and produce the knowledge (Schütz, 2011 p.15).

1.3.6 The importance of Input and Interaction in SLA

Input and interaction play a great role in the language because they are related and function together in the language. Without input learners will not be able to acquire the second language, without interaction learners cannot understand the words used in the language. There are various types of input in second language that can result in output. According to Ellis (2003), there are two important characteristics of input that have a big effect in second language learning such as: input frequency and apprehensible input. There is a difference between them because input is complete and definite, while comprehensible input is not very accurate and cannot have satisfactory results in second language acquisition (p.269).

Also, input without interaction is not very effective and sufficient in second language acquisition. In order to develop the competence in second language, it is very important to face with communication and challenges during it. According to Farahanynia (2015, p.12),

there are three important types of interaction in SLA classroom such as:
a. Interaction as a textual activity- Computational/information processing model is mainly focused with how input is developed and is liable to the process of acquisition, and acquisition is the consequence of interaction. b. Interaction as an interpersonal activity-Social cultural theory acquisition happens in interaction. c. Interaction as an ideational activity- here social, cultural, and political processes are considered for social conversion and identity establishment

In addition, according to Krashen's hypothesis (2009) of acquisition over apprehensible input as cited in Akan (2018), suggests that the process of acquisition needs relation in the foreign language that is meaningful in this case natural communication where language speakers are bothered with the messages they are transmitting and apprehending (p.120) (as cited in Alahmadi, 2019 p.71).

1.4 Research aims and objectives

The main purpose of the study was to discover the acquisition of challenging prepositions in English by EFL learners in an EFL classroom especially the acquisition of local prepositions, how they mix the prepositions in the target language, how they use prepositions during the learning process and how they understand the meaning and usage of prepositions in the foreign language. It is important to notice if Albanian EFL learners acquire local prepositions appropriately in the lesson, if local prepositions confuse while using them and if they are hard to understand and acquire. It is necessary to see whether the teachers notice the challenges that learners have during the acquisition of prepositions in the classroom; teachers' awareness of learners needs in the acquisition of the target language, learners' background, individual differences, different types of learners in the lesson and proficiency level, teaching learners to acquire the foreign language without paying attention to prepositions that play a significant role in the language.

It is also important to recognize if there is a difference between target prepositions and Albanian prepositions, their role and function in the language, how teachers help learners to acquire prepositions, and what kind of strategies they use in order to teach prepositions to EFL learners during the teaching process. Also to investigate, teachers' knowledge of the language and training, teachers' class management, teachers' understanding and knowing all the types of prepositions and usage in the foreign language, their influence in learners' knowledge and

language skills, and teachers' support and advice in order to motivate learners about the target language.

1.5 Conclusion

In conclusion, it can be said that acquiring a second language is not easy because the target language is not the same with the mother tongue and the first language is somehow easier because there are parts in grammar skills that are not complicated as the target language. For instance, when acquiring local prepositions in the first language, EFL learners have only one meaning for all things especially local prepositions, but in the target language it is more complicated because they have different meanings and usages.

It is clear that second language acquisition contains theories, approaches, stages and characteristics which are very useful because they help readers and researchers to understand SLA in a broad sense. Moreover, there are many definitions about second language acquisition; some authors explain second language acquisition being a process where learners acquire the target language that is absolutely different from the mother tongue. On the other hand, many others describe SLA as a procedure that students study the foreign language since they have accomplished their native tongue in the classroom. We can notice that some factors influence SLA such as: age, motivation, attitude, learning styles, family. These factors affect second language because learners acquire the language based on these components mentioned above. Additionally, there is a difference between learning and acquisition, and many authors give their opinion about these terms. Some authors describe learning as a conscious process and acquisition as a subconscious process because learning happens in a conscious way while acquisition occurs in a natural way. We can see that second language acquisition is very complex and hard to understand and acquire at the same time because it has many parts that are very confusing for learners to know their function and role in the language process even more to learn and to use without any trouble in the language. Although SLA is challenging on one hand, on the other hand, it is very interesting because it has many parts that can be analyzed and compared with the mother tongue.

Chapter II: Literature review

Chapter two represents the main goals of second language acquisition. Additionally, there is a summary on previous studies which might serve as important data in achieving the goal of this research. It also provides information about methods of SLA, first and second language distinctions, the role of the first language in SLA, and learners' differences in L2 acquisition.

2.1. The main goals of Second Language Acquisition

The process of Second language acquisition is considered to be a complex process is because learners acquire the target language facing challenges most of the time. The challenges usually involve, learning vocabulary, pronunciation, grammar etc. But understanding the goals of SLA is one of the most important issues; there are many goals of second language acquisition that are different. According to Ellis (1997, p.4), some of the goals are such as: the description of the target language acquisition. This means that we need to describe how L2 students acquire the language. The other goal is explanation, i.e., there is a need to identify the factors such as external and internal to discover why students learn the language in their preferred ways.

It can be noticed that one of the external factors is the social conditions that have great influence that students have the chance to speak and hear the language at the same time. Except this factor, input also has a great influence in language learning; language learning cannot function without input. Based on the goals of SLA, we can notice that there are many factors that learners acquire L2 differently and these factors influence in learners' knowledge during the learning process.

2.2. Language Teaching Methods of Second Language Acquisition

Language teaching methods have a great influence in SLA and without methods learners cannot acquire L2 and teachers will not be able to teach in their lessons the target language to learners. Each method has its own principles and procedures that will be described below. According to Richards and Rodgers (2001, p.5), some of the teaching methods are explained below:

The Grammar Translation Method: is an important method that gives learners the opportunity to learn the grammar features and their use in the language process. This method has some specific characteristics such as: it is a method of studying a language that reaches the language through specific analysis of grammar rules. Reading and writing skills are the main focus while little attention is given to speaking and listening skills. But vocabulary has a great significance and words in the language are learned through bilingual word lists, or dictionaries. Grammar in general is acquired by grammar rules or presentations that are practiced through exercises (p.6).

The Direct Method: is one of the methods that does not give learners the opportunity to use their mother tongue during the learning process, but they need to use the foreign language. This method has some principles such as: instructions were explained in the target language, vocabulary and sentence were learned in the lesson, communication skills were created by organizing questions and answers between learners and teachers. Specific vocabulary was acquired through photos, objects, while abstract vocabulary was learned by collecting ideas. Also, speech and listening were acquired in the classroom, and it was given importance to grammar and pronunciation (p.12).

The Audio-lingual Method: is a method that enables students to learn the foreign language through listening the language or dialogues in the lesson. Some of the principles of this method are: target language is definitely the process of habit formation; abilities are studied if the features are explained in the spoken form before they are presented in the written form. The meanings of the words are learned in a linguistic and cultural context for native speakers (p.57).

Total Physical Method: is a method that gives learners the possibility to acquire the language through physical activity.

The Silent Way: this method is very effective because it allows learners to talk more in the classroom; the teacher should be more silent in the lesson.

Community Language Learning: this method allows creating a relation between the teacher and learner, the mother tongue is used in the classroom and the teacher will help learners through translation. This method contains learning activities and tasks such as: translation, group work, recording, transcription, reflection and observation, listening, free conversation (Tayseer 2016, p.94).

Suggestopedia: is the method that the learners have not a mental block, by giving explanations to learners that the language is easy to learn. Suggestopedia has some characteristics such as: the usage of music in the classroom, decorations, and the organization of the classroom; the behavior of the teacher is important as well. Suggestology is very effective especially in public life (Lozanov 1978, p.100).

The Lexical Approach: is one of the approaches where notions, functions, units of teaching and grammar are not part of language learning but words, lexis and word combination are significant to this approach (p.132).

Communicative Language Teaching: this method gives the students an opportunity to communicate in an effective way in different situations. Communicative Language Teaching has some principles such as: students acquire a language in order to communicate. The main goal of the classroom is communication and fluency.

Communication includes distinctive skills in the language. Learning is only a progress that contains mistakes.

The Natural Approach: This method explains how the target language and mother tongue differ and are the same with each other in the learning process.

Task-Based Language Teaching is using the tasks during the teaching process and learners will have the opportunity to complete the tasks and acquire the language. Feez (1998, p.17), states the main goals of task-based instructions are such as: the focus is directly on process. Activities and tasks are the key elements that maintain meaning and communication. Students are able to acquire the language while they are occupied in tasks and activities by communicating (as cited in Richards & Rodgers, 2001, p.224). The tasks and activities can be challenging. The difficulty of the task depends mainly on learners' experience, and complex tasks.

The teaching methods are very significant in the second language acquisition because SLA help learners to acquire L2 better; it helps to understand the language skills and to use in communication. SLA also gives to teachers an opportunity to change methods in every lesson in order to analyze which method is more suitable for learners and to teach them appropriately.

2.3. Differences between the mother tongue and Second language acquisition

Acquiring first or second language is very important but both languages have different and similar parts that are very complex for learners to acquire. As we know, second language is defined as the target language, foreign language and L2, while first language is described as mother tongue, native language or L1. Considering the definitions described above, it is clear that they are distinctive and related to each other. Some of the differences between L1 and L2 are such as: learners acquire the first language from the early age and they are able to understand and learn the language. The native speech is considered to be one of the languages that children learn the language from the beginning of age 3 (Sinha et al., 2009 as cited in Nemati & Taghizadeh, 2013 p. 1). While the target language learners acquire years later and have difficulties to acquire correctly as their mother tongue. Another difference is that L2 hypothesis are different from the first language. The Contrastive Analysis Hypothesis explains that the formation and frames of the mother tongue of learners are distinctive from the target language that can perform mistakes in language skills such as: writing, reading and speaking (Dulay et al., 1982 as cited in Nemati & Taghizadeh, 2013 p.1). Then the other difference is that

the age of learners plays an important role in acquiring the language. The Critical Period Hypothesis explains that there is a definite time in life when learners can learn the language easy and there is a time when language is absolutely challenging to learn (Brown 1994, p.52) (as cited in Ipek, 2009 p. 158). It is clear that language acquisition which happens during the adolescence gradually is not successful in comparison with the mother tongue that is not definitely true (Crashen, 1975; Lenneberg, 1967 as cited in Moinszadeh, Dezhara & Rezaei, 2012 p. 1). Moreover, L1 differs from L2 because of grammar, pronunciation, vocabulary, utterances etc. The rules of grammar in L1 have different function and meaning in compare with L2 because they express different meaning and usage in the target language. There are comprehensible results for distinctions in the form of conveying meaning in the language, such as lexically versus grammatically (Roberts & Liszka, 2013 as cited in McManus, 2015 p.2). Having distinctive grammar in L1 and L2 is very challenging for learners to express their knowledge in a better way. Furthermore, there is a difference in input between L1 and L2 learners during the acquisition of the language. There exist many distinctions between input for L1 and L2 students because children between the ages of 2-to- 3 years old in an English speaking country are able to acquire about 5,000 to 7,000 words during a day (Cameron-Faulkner, Lieven & Tomasello 2003 as cited in Chenu & Jisa, 2009 p.2). Based on the citation, we can notice that there is a big difference between L1 and L2 learners especially when L1 learners are in a native speaking environment because they acquire the language faster than L2 learners. The other thing is that L2 students have challenges in learning pronunciation, vocabulary and grammar because learners relate rules to their first language. Learning strategies sometimes can be the same in both languages such as in the first language and in the target language and it is not necessary to apply other strategies during the teaching process. Furthermore, Ho (1986) claims that learning strategies of L2 are the same with the mother tongue, and he suggests that there is not necessary to create many procedures for the target language instruction (as cited in Nemati & Taghizaded, 2013 p.1). According to Setianingsih (2017, p.9) in the mother tongue and the target language learning, universal grammar has a great impact in learning process because there exist some stages, and there are also the language structures that are learned in classification. Making errors during the acquisition of the mother tongue or the target language

is a normal process. Without errors, students are not able to understand the language; they cannot apprehend how the language functions and how they should use the language with or without making errors. In general, errors are important and useful in the learning process.

2.4. The role of the first language in SLA

When learning the target language, there is always interference from the first language. Especially when learners acquire L2, they relate the second language with their mother tongue. The mother tongue always has an influence in the target language acquisition because students already have previous knowledge, and they can easily learn the new language. Children who have previous knowledge of their mother tongue have the opportunity to convey language skills from one language to another language (Clarke, 2009 as cited in Kheirabadi, 2015 p.2). On one hand, knowing the first language, learners have the opportunity to transfer the language skills to the other language and this allows them to use the language correctly. On the other hand, when using L1 in the second language, learners make errors in writing, speaking or pronunciation. Karim and Nassaji (2013) made a research about the mother tongue transfer in L2 writing skill, and they discovered that when students compose in the target language, the first language has a consequence on their writing. Fatemi, Sobhani and Abolhassan (2012)

investigated the differences in consonant clusters orally in the first and second language, and pointed out if the structures of first and second language were different, learners have difficulty in L2 pronunciation because they faced the unfamiliar phonological rules, but Lord (2008) did the converse study; he investigated the different effects that L2 acquisition has on L1. He pointed out that learners who become a member of bilingual communities lose their L1 (as cited in Derakhshan & Karimi, 2015 p.1).

Using the first language in second language acquisition cause troubles for learners to write correctly and to pronounce the words appropriately. Another thing is that sometimes there is a need to use L1 in the SLA classroom because learners need more explanations and details about the subject. According to Nation (2001, p.2),

In the classroom there are students that have acquired the first language but there is always a need for students that have to do tasks in the foreign language such as discussions, different activities etc. But there are a lot of goals to apply the first language. First of all, it is reasonable to use L1 with other students. Second, it is more practical to communicate in L1, and the last reason is that using the second language in the classroom cannot be appropriate because of the introvert students and they cannot reach the advanced level in the target language.

It is clear that teachers sometimes have to use L1 because there are different learners with different background and language proficiency levels in the lesson. It is necessarily to notice learners' language skills and learners' needs in order to use L1 in SLA classroom or using L2 most of the time. The first language has a small and important role in the target language because help learners to acquire the target language easier, to communicate and understand the meaning of words, to develop the language skills. Having previous knowledge of more languages gives the chance to learners to acquire more languages (Lightbown & Spada, 2013, p.205). L2 students who have linguistic knowledge in the first language, they conquer challenging circumstances in the target language development. The first language helps to express opinions in the foreign language (Antón & Dicamilla, 1999 as cited in Sultana, 2018 p.3). According to Coder (1967) "Mother tongue is the starting point of L2 acquisition which gradually develops by restructuring of the mother tongue to generate utterances more similar to the TL" (as cited in Ghilzai, 2014 p.3). It can be seen that L1 is very significant when acquiring the foreign language because it develops the mother tongue slowly and creates utterances similar to the target language. There are many benefits of knowing L1 and applying in the second language because it gives an opportunity to learners to overcome the challenges of L2, or to forget the bad feelings about the target language. We can notice that the first language has a great influence in the second language acquisition and without L1; learners will not be able to make a comparison between their mother tongue and the foreign language. Learners also will not be able to notice the differentiations in both languages and try to define the role of each language and their relation with one another.

2.5. Learners' differences in L2 acquisition

There are many learners that acquire the target language very fast while some learners progress very slowly and with challenges. Why does this happen and what is the reason that we have this type of process when acquiring the foreign language? Most of the learners have different background and language proficiency levels, and some are more intelligent and learn concepts rapidly especially in L2. Maybe there are factors that influence their process of learning but the reason is that learners are not the same. They have different learning strategies and ways of acquiring the target language, learners cannot be in the same level of the intelligence and talent. Each learner differs with each other; they have differences compared to the other learners. Some of the learners' differences are such as: language aptitude, learners' strategies, motivation, attitude, and personality and learning styles.

Language aptitude is one that differs in the level to which learners contain the ability to acquire L2. According to John Carrol (1963), there are four types of language aptitude such as:

1. Phonemic coding ability, i.e. when learners are able to recognize the sounds of the target language and learners are capable to remember the sounds later.
2. Grammatical sensitivity, i.e. is the capacity to realize the grammatical functions of utterances in sentences.
3. Inductive language learning ability, i.e. is the capacity to recognize the forms of relations and equivalence between meaning and form of the language.
4. Rote learning ability, i.e. when students are capable of creating and remembering connections between stimuli (as cited in Ellis, 1997 p.74).

Motivation is very important especially for learners to acquire L2. There are various types of motivation such as: instrumental, integrative, resultative and intrinsic motivation. Gardner and Lambert (1972) describe two sorts of motivation in the language: a. Integrative motivation is when students are involved in the foreign language for the purpose to become a part of the foreign culture. b. Instrumental motivation is when learners want to acquire the target

language in order to get benefits from the foreign language skill. Learners have objectives such as: educational objectives, business upgrading etc. motivating a learner to acquire the target language (as cited in Zafar & Meenakshi, 2012 p.641). c. Resultative motivation is related to the factors of second language success; it is the result of learning process. d. And, intrinsic motivation is when learners acquire the language because they are interested in learning.

Learning strategies are important techniques that allow learners to choose one of the strategies that they find useful for acquiring L2. Oxford (1990 as cited in Ehrman, Leaver & Oxford, 2003 p.4) discovered six groups of learning strategies in the second language:

1. **Cognitive strategies** allow the students to exploit the material in the language directly such as: note-taking, analysis, reasoning etc.
2. **Metacognitive strategies** are those strategies that are useful to handle the learning process such as: discovering planning, observing mistakes, checking task success in the language etc.
3. **Memory-related strategies** are those strategies that encourage students to relate one item in the second language with another but they do not need to have a wide apprehension for instance key words, acronyms, images etc.
4. **Compensatory strategies** (e.g., guessing from the context; circumlocution; and gestures and pause words) help make up for missing knowledge.
5. **Affective strategies** are those strategies that describe students' emotions and panic level, discussing about affection, gratifying themselves; and applying heavy gasping, these strategies support students to maintain their feelings and stimulation level.
6. **Social strategies** (e.g., asking questions, asking for clarification, asking for help, talking with a native-speaking conversation partner, and exploring cultural and social norms) enable the learner to learn via interaction with others and understand the target language. Learning styles are very important because they allow learners to get, understand, and organize information related to language learning".(Oxford, 2003 p.4)

According to Knowles (1972 as cited in Zafar & Meenakshi, 2012 p.641), these are the following cognitive styles: 1. Concrete learning style: students with this type of learning style apply direct and effective means of getting and progressing information. 2. Analytical learning style: students who have this type of learning style are absolutely liberated, students want to resolve problems, love to discover ideas and developing concepts in the language. 3. Communicative learning style: with this style, students are able to use a social approach with the aim to learn the language. 4. Authority-oriented learning style: students are described as reliable and faithful. These types of differences influence a lot the learners' knowledge because all learners cannot acquire the language very fast without facing with challenges during the learning process.

Attitude is also important because it describes learners' beliefs about another language, another culture, or their own language and culture. Stern (1983, p.376-7) (as cited in Khasinah, 2014 p.259), claims that there are three types of attitudes such as: (1) Attitudes forward society and individuals who communicate the target language. (2) Attitudes regarding acquisition and language concerned. (3) Attitudes forward language acquisition and languages generally. Learners, during the acquisition of the target language, have different attitudes about L2 that may be positive or negative attitudes towards other languages or cultures.

Personality is one of the factors that have a great influence in SLA because learners are characterized with having an individuality and personality influence the way learners acquire the foreign language. Ellis (1986, pp.119-121) and Patsy Lightbown (2000, p.54), describe some personality factors such as: two types of motivation: introversion/extraversion, confidence, self-consciousness, concern and compassion (as cited in Khasinah, 2014 p.265). We can notice that personality factors affect the learners' knowledge because learners are different, and each learner has its own style of learning the target language.

2.6 Individual learning techniques in the classroom

While learning the foreign language learners have different techniques and strategies to acquire the foreign language. Naiman (1978) and Pickett (1978) identified some of the learning techniques such as:

- “Students get ready and remember the vocabulary list in order to face with distinctive ways. For example, Pickett used a journal and registered the phrase in the target language, after that the target phrase in spoken transcription and lastly the writing style of the target utterance.
- Learning words in context-some learners made no attempt to keep lists. They relied on picking out key vocabulary items from the contexts in which they were used.
- Practicing vocabulary-various techniques fall under this heading: deliberately putting words into different structures in order to drill oneself, reading to reinforce vocabulary, playing games such as trying to think of words with the same ending, and repeating words to oneself” (as cited in Ellis, 1997 p.103).

These types of the techniques are very useful because they help learners to acquire vocabulary and the language in different ways. Learners are able to choose some of the methods in the lesson and try to put words into distinctive structures. L2 vocabulary is sometimes challenging because there are many words with different meaning and usage in the foreign language, for this reason L1 learners have a lot of troubles to acquire vocabulary properly and using it easily and precisely. The foreign language is not similar to the mother tongue; it differs in all ways and students are confused most of the time. They are not able to notice the diversity between the two languages and their function too.

2.7 The good language learner in SLA classroom

To describe the language learner is not easy because there are many learners with different qualities. According to Ellis (1997, p.122), some of the characteristics of good language learning are the following:

- “Learners are able to react to different learning situation in order not to expand panic and self-consciousness;
- Discover all occasions to apply the foreign language;
- Apply different ways in order to improve listening skill and to react to speaking in the foreign language, this includes managing the content instead of structure in the language;
- Increasing the acquisition that obtains from a direct interaction with the target language lecturers, with the acquisition that are divided from the usage of learning techniques (creating vocabulary file)- this includes awareness to structure;
- Be an adolescent or an adult rather than a young child, at least as far as the early stages of grammatical development are concerned;
- Possess sufficient analytic skills to perceive, categorize, and store the linguistic features of the L2, and also to monitor errors;
- Possess a strong reason for learning the L2 (which may reflect an integrative or an instrumental motivation) and also develop a strong ‘task motivation’ (i.e. respond positively to the learning tasks chosen or provided);
- Be prepared to experiment by taking risks, even if this makes the learner appear foolish;
- Be capable of adapting to different learning conditions”.

If learners have these types of qualities, they will have the opportunity to acquire the foreign language and be successful in communicating free without any hesitation”.

2.8. The Acquisition of Vocabulary

Acquiring the vocabulary in the second language is not an easy process for learners because the vocabulary in L2 is bigger than in the mother tongue. Native speakers know a big amount of words in comparison with first language learners and L1 learners have difficulties to acquire such a big number of words. But first we have to understand the meaning of vocabulary, what is and how learners should learn the vocabulary in L2. We need to know words aiming to convey the language correctly; phrases applied in speaking and phrases applied in listening skill (Neuman & Dwyer, 2009, p.385). Hornby (1995) defines vocabulary as the amount of phrases in the target language; and vocabulary is mainly the file of utterances with their contents. While Ur (1998) states: vocabulary is described as the utterances that people learn in the target language. Although, a current piece of vocabulary can be only a phrase: for instance, mail system or husband's mother that is created by two or three phrases but explaining only one concept. An appropriate arrangement is to include all facts by discussing about vocabulary issues instead of expressions (as cited in Alqahtani, 2015 p.24). It is crystal clear that acquiring vocabulary is very challenging because contains many words with a lot of different meanings. The vocabulary learning happens in two main contexts such as: implicit learning and explicit learning. The implicit vocabulary acquisition theory explains that concealed vocabulary learning through the reading part is too useful aside from acquiring phrases along vocabulary activities because students' attention is on the story (Krashen, 1987, 1993). However, numerous studies have convincingly shown that extensive reading is not sufficient to improve the learner's L2 vocabulary knowledge (Carter 1998; Carter and McCarthy 1988; McCarthy, 1996; Nation 2009; Wesche & Paribakht, 2000). Vocabulary learning through extensive reading is most effective when the reader's L2 proficiency level is advanced because the reader should know when and how to use contextual clues and aware of word families and affixes for analyzing words (Folse, 2004 as cited in Min, 2013 p.64). Using the two perspectives of learning help learners to acquire the vocabulary and improve at the same time. But there are not clear theories that explain how vocabulary should be acquired and remembered in L2.

According to Nation (1995, as cited in Richards, 2000 p.116), concludes the circumstance as a procedure because there exist extra questions than responses:

In general, any theory is not found that can explain how learners can learn the vocabulary of the language. Learners have formed the knowledge from previous studies. What is more, they have only the idea in what ways the acquisition process can happen. They do not have any information about the stages in the acquisition process. Learners do not have any idea that the acquisition of words can influence the other words that they acquire. Again there are some obstacles in the language that are absolutely unrecognized.

Although there is not a theory that guides learners and teachers to acquire the vocabulary, there are learning strategies that have been suggested for learners and teachers to learn the vocabulary in L2. According to Oxford (1990 as cited in Alharbi, 2015 p. 503), describes the learning strategy by separating it into direct and indirect strategies. Oxford categorizes the direct or mental strategy into three sub-categories: (1) Cognitive Strategy, (2) Memory Strategy, and (3) Compensation Strategy. In this group, L2 learners demonstrate and exercise mental access to study vocabulary. In the second group,; indirect strategy, L2 learners study vocabulary through (a) Meta-Cognitive Strategy, (b) Affective Strategy, and (c) Social Strategy". Practicing these strategies in the SLA classroom, will help learners to acquire the vocabulary rapidly and appropriately. Even though, learners will be faced with challenges during the acquisition of vocabulary, they again will learn the vocabulary through different strategies used in the lesson.

2.9 Types of vocabulary in English language

Vocabulary is an important factor in the foreign language because without vocabulary the language does not function. Learning vocabulary is not an easy process especially in the target language because there are a lot of words that we miss in our mother tongue. This is the reason that learners have problems and face difficulties when they try to acquire new words or use them in the language. In the English language, there are some types of vocabulary that are significant and useful. According to Hatch and Brown (1995), there are two types of vocabulary such as: 1) Receptive vocabulary explains phrases that students identify and apprehend when words are applied in text, but that they could not create. 2) Productive vocabulary is when students apprehend the words and they can pronounce the words properly, so students can use in writing and speaking skills (as cited in Susanto, 2017 p.185). These types of vocabulary are a bit different because in the first type, learners are able to recognize the words and understand but they could not pronounce, while in the second type learners are able to understand the words and to use correctly in writing and speaking skills. On the other hand, Montgomery (2007) claims other types of vocabulary: a) Listening vocabulary- is when students listen and apprehend. Being in the womb, the baby is able to notice sounds by the week of 16. b) Speaking vocabulary-is the vocabulary that learners use the words during the speaking part. The speaking vocabulary is mainly defined. c) Reading vocabulary- is the reading part that students apprehend the words during the reading skill. d) Writing vocabulary- is when learners are able to save the words when they write to convey their ideas. All these types of the vocabulary are very significant and useful; vocabulary consists of all these types and acquiring the target languages' vocabulary is very complex especially for EFL learners. Non-native learners in general have troubles in acquiring the foreign language because is totally different from their L1; learners cannot learn the vocabulary as fast as possible because they need more time and practice until they reach at an intermediate level or advanced.

2.1.1 Principles of learning vocabulary

Vocabulary is a complex and confusing process in the language especially for non-native speakers of English. Learners face challenges during the acquisition of vocabulary and have troubles in acquiring it correctly because it requires time and concentration. Vocabulary is sometimes similar to grammar skills because it contains principles, strategies of learning and teaching it during the teaching process. Wallace (1988) presents some of the principles of the vocabulary such as: a) objective- what is to be learned, which phrases, how many; b) need-target lexicon must answer learners' original requirements and concerns; c) usual exposure and rehearsal; d) relevant demonstration-explicit and obvious meaning or recommendation must be established (as cited in Shejbalová, 2006 p.16). These principles are very useful for learners because they help them to acquire vocabulary successfully. When learners try to learn new words in the target language, they always have troubles to know the form of that word and the meaning too. Learners need to have a lot of knowledge in order to identify the new word in speaking or written form in the foreign language. In this way, students are able to comprehend and learn vocabulary better and easier.

According to Hammer (1993), some of the meanings that learners have to know are such as: 1) Meaning- learners link the words to a proper object. 2) Usage- learners have to be aware of apprehension of idioms, phrases, figure of speech, technique and register; 3) Word formation- students are able to articulate and spell the utterance appropriately in order to know prefixes and suffixes; 4) Grammar- students are able to use the words in the proper grammatical form (as cited in Shejbalová, 2006 p.16). If learners are able to know all these meanings, they cannot have any challenges in learning vocabulary because they know the meaning and relate the word to the proper object, learners know collocations, idioms, they also be aware of word formation and they are able to spell and pronounce the words properly, and the lastly, learners are able to use the word in the precise grammatical form.

2.1.2 Important techniques for learning and teaching vocabulary

Besides the principles of vocabulary, there are also some important techniques that are useful for learning vocabulary. According to Tennant (2020), techniques for learning vocabulary are:

- Ways of recording-students have the opportunity to record a word and include a chart that consists of grammar, meaning, and pronunciation.
- Making connections- students are able to remember the meaning of the word and to use in the sentence, and in this way, they do the connection between meaning and how the word is used in the sentence. The connection is done in three ways by using: key words and pictures; groups, scales and spidergrams; synonyms and antonyms.
- Collocation and grammar words - students need to know what other words they can collocate with. In this way, they can learn which words to collocate and use them freely in the language.

Using these techniques for learning vocabulary, learners could not have any troubles and confusion about vocabulary. These techniques are useful for students because they are able to understand new words better and easier. Tennant (2020) also points out some techniques for teaching vocabulary that are useful for teachers and learners: 1) Visuals and realia-teachers can show the word to students by using real objects or pictures. 2) Mime and anecdotes-in order to learn adjectives, adverbs, nouns, mime is the best way because learners can remember easier the words and it is a lot of fun. Using the anecdotes can help students to comprehend the meaning of the words and to use in the sentence. 3) Eliciting and context-using this technique teachers can see how many words the students know, and teachers use simple language when they explain new vocabulary. 4) Using synonyms and antonyms-help teachers to explain to learners the similar or opposite meaning of the words. 5) Translation-this technique is not always useful because students can make mistakes most of the time and cannot learn the foreign language correctly. 6) Dictionaries- using dictionaries in the lesson, helps learners to find the word and read the definition, learners are independent in this part.

2.1.3 Incidental and explicit learning of vocabulary in SLA

Incidental and explicit learning are mainly two approaches of vocabulary and each of them differs in their function and usage. Incidental learning is an approach in which a person is using the language for only communicative aims while explicit learning is when the person focuses his attention directly on the information that should be learned. When learners acquire vocabulary in the target language, both approaches are needed because learners are able to learn incidentally from conversation but when there are other occasions, explicit study is necessary. For L2 learners both approaches are useful and they have benefits from them because they have already their background full of knowledge from the beginning while for L1 learners is totally different. Nation (1995) states we must regard vocabulary teaching very effective because there are benefits during the acquisition of words and the time that is required to teach the words easily. On the other hand, limited words in the target language are left to coincidental learning (as cited in Richards, 2000 p.121). The discipline of psychology (that is closely related to the language acquisition) has described a significant perception that is appropriate to accurate language acquisition because one learner that manages to comprehend about and applies psychological knowledge, it is clear that information will be absorbed. In the occasion of vocabulary, a learner that participated with a phrase (extensive processing), is evident that the phrase will be memorized for later application. A sample of a precise teaching method that demands an extensive processing is the Keyword Method. This method functions by incorporating components of phonological structure and content in a psychological form (Hulstijn, 1997) (as cited in Richards, 2000 p.121). Furthermore, Richards (2000, p.121) describes one example about a learner that is interested to remember a word from another language. For example, an English lecturer is interested in memorizing a Japanese phrase for sword (katana). To begin with, a word with a same meaning to katana, you can find in English language for instance, cat. After that, a psychological figure is recalled creating the two, katana, he or she is emphasized of cat. This explains the meaning of the word sword. Applying of extensive processing methods such as the key word method helps learners to attach foreign

words in mind. It can be seen that both approaches are very useful in acquiring the target language properly.

2.1.4 The Role of Memory in Vocabulary acquisition

In language learning, memory plays an important factor and is the main key for language learners. Ellis (1996) suggests that “short-term memory capacity is one of the best predictors of both eventual vocabulary and grammar achievement”. Acquiring vocabulary is a challenging process because learners have to know the meaning of a word and the usage in the language. According to Schmitt (1997), there are some strategies that are useful in acquiring and remembering words in the target language. Some of the strategies are divided into two groups: (1) strategies that are effective for the basic analysis of a word’s content, and (2) those effective for memorizing that phrase once it has been announced. Then learning strategies are separated into five groups. The first contains strategies used by an individual when faced with discovering a new word’s meaning without resource to another person’s expertise a) Determination strategies (DET). This can be done through guessing from an L1 cognate, guessing from context, or using reference materials. b) Social strategies (SOC) use interaction with other people to improve language learning. One can ask teachers or classmates for information about a new word and they can answer in a number of ways (synonyms, translations etc.). c) Memory strategies (MEM) (traditionally known as mnemonics) involve relating the word to be retained with some previously learned knowledge, using some form of imagery, or grouping. d) Cognitive strategies (COG) exhibit the common function of manipulation or transformation of the target language by the learner” (Oxford, 1990 p.43). These methods are identical to memory strategies but these methods are not directly concentrated on manipulative psychological processing; they involve rehearsal and applying instinctive techniques to learn vocabulary, having the vocabulary journals. e) Metacognitive strategies (MET) involve a conscious overview of the learning process and making decisions about planning, monitoring, or evaluating the best ways to study. This includes improving access to input, deciding on the

most efficient methods of study/review, and testing oneself to gauge improvement” (Richards, 2000 p.136). Based on the citation, it can be seen that memory has a significant role in acquiring the vocabulary

2.1.5 The importance of Vocabulary in the language

All languages contain different parts such as grammar, vocabulary, translation, methodology, language skills etc. but vocabulary has a specific place in the language. When we acquire a new language, all things that we encounter during the learning process are challenging and complex. This happens because we have learned only the mother tongue and we are adapted to that language, but the foreign language is a bit distinctive. Although there are many parts of the language that are important, vocabulary is another level. Without vocabulary people cannot communicate with each other or try to send a message to other people. Vocabulary is like the key of the door that humans have to open and to go through it; it means that learners have to acquire new words, produce sentences and use them in the language. According to Rivers and Nunan (1991), learning the vocabulary is very useful for using the target language successfully if there does not exist vocabulary students are not able to use elements and structures in order to learn for apprehensible communication (as cited in Alqahtani, 2015 p.2). Vocabulary is necessary in order to learn the second language successfully, without vocabulary we are unable to communicate. Moreover, Widdowson (1989) and McKeown (2002) claim vocabulary is the most significant part of the language apprehension and use of the language (as cited in Ferreira, 2007 p.12). Vocabulary is the most important part of the language because it is helpful and useful to use and to speak in the language. Furthermore, Nation (2011) argues, in English as a second language (ESL) and English as a target language (EFL) acquiring vocabulary features has a significant part in all language abilities (i.e. reading, writing, listening and speaking,)” (as cited in Yokubjonova, 2020 p.3). Vocabulary has an important place in all language skills; it does not matter if the language is the first language or the foreign language.

2.1.6 The definition of Grammar

When learning the target language, grammar plays a significant role in it; it has different meanings for teachers and learners. Grammar can be understood as a process that learners have to acquire the rules and use in the language. On the other hand, students consider grammar as a specific rule that they need to learn and to express their knowledge during the language usage. Grammar deals with how sentences and utterances are organized. In a normal English sentence, we can notice the two most significant principles of grammar, the organization of components (syntax) and the structure of components (morphology)" (as cited in Carter & McCarthy, 2006). The main goal of grammar is to produce sentences based on the structure of items and the arrangement of items too. Nordquist (2020) claims that there are two main definitions of grammar: a) The systematic study and description of a language; b) The main rules and samples confronting with the syntax and word formation of a language commonly designed as an assistant to the acquisition of the language. Using the grammar skills in the classroom when acquiring the target language it has many benefits because you have the opportunity to perform better in producing sentences properly. Grammar is mainly a procedure of rules that describes how phrases are applied in the language teaching (Merriam- Webster, 2021). Based on the citation, it can be seen that grammar in general explains the words' usage in the language, how they are formed, created and used. Grammar is a way that words are organized together in order to create sentences (Collins, 2021). We can notice that grammar is the way that we can put words together in order to form sentences and to communicate. Grammar is a way of studying and using the rules, how words exchange the form and associate with other words in order to form sentences (Cambridge, 2021). Based on the citation, we can conclude that grammar has different definitions from author and dictionaries too; some of the definitions explained that grammar is the use of rules that combine with other words to create sentences or grammar just explains how are used in the language. Grammar has a specific place in the language teaching; without grammar language cannot function and people are not able to communicate with each other correctly. Grammar is the key and the heart of the language.

2.1.7. The Acquisition of Grammar

Learners find very difficult and confusing acquiring the target language because of its many distinctive elements. But the grammar skill is what learners find the most confusing because grammar in L2 differs from the grammar in L1; it has different rules and function. That is why; learners are not able to acquire grammar in the best way possible in the second language. In order to discover how learners acquire the grammar, first we have to understand what grammar is. Random House Webster's Unabridged Dictionary (1999) explains the definition grammar as a manner how sentences are formulated in the language; in this case morphology and syntax (as cited in Hanganu, 2014 p.4). According to Francis (1954), with the term grammar we understand that there is a group of elements where the phrases of the language are organized intending to transmit different meanings (as cited in Hartwell, 1985 p.109). What is more, Nordquist (2020, p.1) claims that, there are two common definitions of grammar: (a) The organized research and explanation of the language. (b) The rules and patterns facing with the syntax and word formation of a language especially considered as a tool to the acquisition of the language. Based on the citations, we can understand that grammar is the system how the sentences are formulated in the language. Then there are different types of grammar in second language such as: universal grammar, transformational, theoretical, performance, reference, traditional, comparative, pedagogical, generative and mental grammar (Nordquist, 2018, p.1). Having many types of grammar in L2, for nonnative learners is more difficult to acquire the grammar and to use correctly. Learners can acquire grammar through different things such as: rules presented and explained by the teacher, through examples of the sentences presented by the teacher without focusing directly on the rules, with different tasks used in the lesson, and interesting activities that focus learners to acquire many things by heart. During the teaching process, teachers have to use the most effective teaching methods in the lesson and in this way learners can learn the grammar better. According to Claudia Riemer and Gert Henrici (as cited in Kružicová, 2015 p.26), there are three types of grammar that teachers can use in the lesson, such as:

- The Inductive method- is a method that learners have to deal with a special sample from which they derive a new grammatical rule. The advantage of this method is that learners have to conceive impatiently about the language, this method is very encouraging and is a manner of demonstration that guides to autonomy and self-actively of students.
- The Deductive method- the teacher formulates at first a grammatical rule that students practice then on examples. This approach is faster than inductive method.
- The Analytical-deductive method- at first, students work with examples sentences and then formulate and analyze the grammatical rule together with their teacher. This rule then is practiced in different exercises.

Using these methods in the classroom, help learners to acquire and use grammar freely in the language. Also these methods are like tools for teachers too because teachers can use different activities and then practice together with learners in order to help them acquire grammar appropriately.

2.1.8 The main types of Grammar

Acquiring the grammar of the English language is not an easy task for EFL learners because it has many different elements especially if those two languages do not belong the same group, example, English and Albanian language. According to Nordquist (2018), there are ten types of grammar:

- “Comparative grammar is the type of grammar that makes the comparison of the grammatical structures in the language. According to Freidin (1991), the modern work in comparative grammar deals with the language that presents an analytical basis how people are able to learn the mother tongue... In this manner, the theory of grammar is an approach that creates the relation between the languages.

- Generative grammar is the grammar that consists of only the rules in the language. According to Parker and Riley (1994), the generative grammar is an approach of proficiency: an illustration of the psychological classification of natural wisdom that determines speaker's capacity to construct and explain articulations in the language.
- Mental grammar is the grammar that is saved in the head in order learners to assemble the language that the other parts of learners are able to apprehend. According to Culicover and Nowak (2003), people have the ability for creating a Mental grammar, having semantic background, the ability for language in general is described the Language Faculty (Chomsky, 1965).
- Pedagogical grammar is the grammar that evaluates the grammar parts organized teaching for learners. According to Little (1994), is a changeable term. The definition is mostly applied to describe (1) pedagogical process- the precise analysis of features of the foreign language systems as item of language teaching methodology; (2) pedagogical parts-reference sources of one type or another that demonstrate information about the foreign language system; and (3) combinations of process and content".
- Performance grammar describes the most important part of the language that is syntax and is useful. According to Carroll (1985), performance grammar directly focuses on language construction; it is necessary to discover the problem of construction before problems of reaction and apprehension that should be explored.
- Reference grammar defines the grammar in the language and its parts such as sentences, clauses, phrases, and words.
- Theoretical grammar mostly explains the parts of the language. According to Renouf and Kehoe (2003), syntax deals with creating natural grammar and presents scientific facts or descriptions on the side of grammar especially in terms of a theory of individual language.
- Traditional grammar contains mainly the language rules and concepts. According to Williams (2005), traditional grammar is mostly prescriptive and deals with the differences between how humans react with language and what people should do with

the language. The main objective of traditional grammar is to extend an ancient version of what establishes appropriate language.

- Transformational grammar is one theory that describes the transformations and structures that occur in linguistic way. According to Bornstein (1984), in this part of the grammar type, the definition rule is not applied only for natural authority but is applied for principles that pursue the creation and presentation of sentences. The rule is mainly used to form sentences that have been incorporated by the native speaker.
- Universal grammar contains the whole system of the language that has principles, categories, operations and people use in the language. According to Crain and Thornton (2000), the linguistic principles of this grammar type develop the approach based on brain capacity and organization the of the language learner.

We can notice that all types of the grammar vary and have distinctive function and role in the language. For this reason, learners cannot acquire grammar properly because they could not identify all parts of the grammar in the language, the structure of the sentences and tenses too.

2.1.9 Why we must teach grammar in SLA

Learning the target language is very significant and useful for learners and teachers too. Although it varies from the mother tongue and has some parts that are very challenging; learners again have to acquire different parts of the language such as: methodology, grammar, translation, or language skills that learners need to develop. But it is necessary to teach grammar in SLA classroom and help students improve the language better and is an important question that need to be explained. Some of the teachers claim using grammar in the teaching process is a need for learners because the mother tongues' grammar differs from the target language. In order to apprehend the role of grammar in the foreign language, learners have to learn grammar and they can vary the distinction between the target language and their first language. According to White (1987), students are not able to learn grammar elements by

presenting students to apprehensible input and formal teaching is required. While Celce-Murcia (1991) claims that there is a discussion if grammar is required to be learned in the classroom and grammar lessons must not be rejected (as cited in Sugiharto 2005 p.22). We can notice that grammar cannot be avoided in the classroom because teachers cannot teach the language to students without grammar instructions or explanations. Moreover, Ellis (2002) states that acquiring the language in a common environment does not explain that learning the grammatical competence as L2 students mostly do not reach the proficiency level of efficiency (as cited in Sugiharto, 2005 p.23). Although learners acquire the language in a natural setting they again can fail to achieve great levels of accuracy in the language; this happens because students could not learn the language without grammar instructions. On the other hand, there are cases that grammar is not necessary in the SLA classroom because there are other things that play an important role in the language. According to Krashen (1982), students are able to learn grammatical competence if they are revealed to apprehensible, significant and appropriate L2 input materials. The input is acceptable to assist learning and grammar lessons are irrelevant (as cited in Sugiharto, 2005 p.22). Even though, grammar instruction is not needed in the classroom because input is sufficient, grammar should be taught in the classroom, without grammar the language cannot function.

2.2.1 The benefits of learning grammar

Grammar is very significant in the language learning process, even though is very difficult for students to apprehend and to use properly, there are some advantages of learning grammar. Hestia (2011) claims that some of the advantages are such as:

- Learners who acquire grammar can comprehend the combination of phrases that form meanings and produce formal results. Learners are able to acknowledge more literature and they will focus on the text.
- Sound knowledge of grammar influences students to be analytical and receptive readers.

- Being able to comprehend English grammar's intricacies enhances students' writing and text interpretation capabilities.
- In addition to writing, a sound knowledge of grammar also allows for better skills at speaking. As a result, people who are able to articulate their words well sound more trustworthy, mature and professional.

Besides these benefits, grammar also helps students to improve four language skills such as: reading- when learners read intensively they need to read using grammar explanations before they do the exercises. Listening- when students acquire grammar in a good way, they also reach the opportunity to practice listening skills. Speaking- when students have been taught grammar and have taken notes based on grammar lectures, they are able to communicate freely in the lesson together with the teacher. Writing- when students write, they need to be careful to check their work based on grammar rules. Using grammar in the lesson has a lot of benefits for learners and teachers at the same time because it gives them the opportunity to teach their students easier and make the lesson more interesting.

2.2.2 Disadvantages of using grammar in the classroom

Using the grammar in the lesson sometimes can be hard for teachers and learners because it can cause many troubles for students in order to learn the foreign language and learners are not capable of expressing their knowledge. Learning grammar in the classroom has some disadvantages that are the main factors that learners have troubles to learn grammar properly. According to Brainscape (2021), some of the disadvantages are such as:

- Acquiring a language: When learners acquire the language, there is a need to use implicit grammar in order learners to learn the language without using grammar rules.
- Achieving fluency: During the acquisition of the language, learners are not aware of learning the grammar rules in the language. But implicit tasks are useful because they

help learners to understand the rules of the language and to use them correctly without making mistakes.

- Promoting actual memorization: Learners have to be very careful during the acquisition of the language because they need to know the grammar rules and to apply in the language. If learners cannot use the rules in the language, then grammar rules are not necessary in the language.

Apart from these disadvantages mentioned above, there are some other rules such as grammar is very challenging and confusing that learners find it very difficult to learn and to understand at the same time. Also, grammar is time consuming because learners spend too much time in order to learn a rule and they have again troubles to produce sentences accurately in practice. It is complex because learners acquire the wrong rule without paying attention to explanations and examples.

2.2.3 Grammar is significant in language learning

Grammar has a specific place in language teaching and teachers and learners cannot avoid grammar skills during their learning process. Nassaji & Fotos (2004), claim the necessity of grammar in language learning such as:

- Students have to pay attention to the target form in input in order not to fail to learn the grammar (Ellis, 2001; Tomasello, 1998)
- To establish the sequence in language acquisition, the target language grammar lessons are useful (Long, 1983)
- Communicative language teaching without addressing grammar found to be inadequate (Ellis, 1997; Mitchell, 2000)
- Norris & Ortega (2000) pointed out that explicit instruction has more significant results in comparison to implicit instruction and these results are stronger in excess of time.

- Actually language learning is implicit in nature because of the slow skill of the form-function (Ellis, 2002)
- Thus, grammar structure is still helpful for learners if they get enough opportunities for practice, process and pertain until it becomes their inner language (Freeman, 2003). Besides, Swan (2008) has pointed out two good reasons for teaching grammar:
 1. Comprehensibility: students are able to communicate properly with the previous knowledge of grammar rules and are challenging to create an apprehensible sentence without grammar formation.
 2. Acceptability: people who know less grammar rules and produce poor English often considered being uneducated and uncivilized. In order to diminish this idea grammar should teach (as cited in Sultana, 2017).

It can be seen that grammar is very necessarily in the language teaching, without grammar learners cannot form sentences and produce the language correctly; and learners also are not able to improve four language skills such as: reading, writing, listening and speaking.

2.2.4. Noam Chomsky's Theory

There have been many theories developed in order to analyze how children acquire the language especially grammar rules. Children of the native language have more benefits because they are exposed to grammar by many factors and they know how to formulate the sentences. Many of the theories described the acquisition of the language by children in different ways and how children perform. According to Slobin (2004 as cited in Nelson, 2013 p.3), there are two conditions for children to perform such as: (1) children have to observe physical and social occasions that are concealed in language and (2) children have to prepare, compose, and save linguistic information. Children first must understand the meaning and then perform the sentences. But Chomsky developed his theory and explained in different way the acquisition of language by children. Chomsky (2009), expressed that "Language learning is not really something that the child does; it is something that happens to the child placed in an

appropriate environment much as the child's body grows and matures in a predetermined way when provided with appropriate nutrition and environmental stimulation" (as cited in Aljoundi, 2014 p.2). Furthermore, Chomsky's theory is described as Universal Grammar (UG) and his theory support the idea that all humans are born with a set of rules of the language. Chomsky (1995:14) claims that, "The language faculty has an initial state, genetically determined; in the normal course of development it passes through a series of states in early childhood, reaching a relatively stable steady state that undergoes little subsequent change, apart from the lexicon. To a good first approximation, the initial state appears to be uniform for the species. (as cited in Barman, 2012 p.113).

Children acquire the language easier because they learn grammar rules unconsciously by listening without identifying the mistakes they do and they are not able to know how they learn. This theory is very important because explains how learners acquire the grammar and how they use in the language. What is more, Chomsky (1979) states that, the main objective of Universal grammar is to provide properly the description of sections that contains interaction. Universal grammar is not grammar because is an approach of how people learn grammar to organize a precise language (as cited in Guðlaugsdóttir, 2016 p.12). Universal grammar theory explains how humans in general acquire grammar in order to organize and perform a particular language. Chomsky (1979) claims that universal grammar is considered as the system of principles that describe the parts of grammar by defining how precise grammars are formed, distinctive rules of elements are composed, and how they collaborate (p.180). Chomsky (1980) further claims that Universal grammar is "properties of human biological endowment" (p.28). According to Chomsky (1980) "Universal grammar conceived as a study of the biologically necessary properties of human language (if such exist) is strictly a part of science" (as cited in Guðlaugsdóttir, 2016 p.12). We can conclude that Universal grammar has a significant part as a theory because is a part of the human language and without this theory the language would not exist and humans would not be able to construct the language in the best way possible.

2.2.5. What is a preposition?

Prepositions are very important in the second language but they are also very demanding especially for EFL learners. There are many prepositions in the target language and they have multiple meanings and usage too. Due to this, learners face challenges when they acquire prepositions. Prepositions are words that most of the time change their position in the sentence because they can be seen before a noun or a pronoun. Ding (2010, p. 364) explains the word preposition as one type of practical word that can be put before a noun or a pronoun to create a prepositional phrase describing place, direction, reason, target, comparison, action means or basis (as cited in Musona & Mushangve, 2014, p. 1). O'Brien (2009, p. 1), on the other hand describes prepositions as "Prepositions are phrases that describe the relation between a noun or a pronoun and other components in the sentence". Furthermore, Quirk (1985, p.673) "believes that a preposition describes a link between two items, one that presents a prepositional adjunct and, the other presented by additional part of the sentence" (as cited in Almahameed, 2018).

Moreover, Conor (2020, p.1) states that, a preposition in English language is a part of speech that express the link between a noun and another part of the sentence. Furthermore, "A preposition is a word or set of words that indicates location (in, near, beside, on top of) or some other relationship between a noun or pronoun and other parts of the sentence (about, after, besides, instead of, in accordance with). A preposition isn't a preposition unless it goes with a related noun or pronoun, called the object of the preposition" (Conor, 2020 p.1). On the other hand, prepositions show relationships that help learners to notice the place, time, and possession. Robinson's view is that (2019, p.2), prepositions describe relation of period, location, or property between a subject and an object in a sentence. We can notice that prepositions are very important in the language and they show different relationships. According to Huddleston & Pullum (2002, p.598), prepositions can be generally defined as "a relatively closed grammatically distinct class of words whose most central members characteristically express spatial relations or serve to mark various syntactic functions and semantic roles" (as cited in Weber, 2012 p.237). Then Nordquist (2018 p.1) states that, in

English language, a preposition describes the relation between a noun or pronoun and other phrases in the sentence. Prepositions are utterances like in and out, above, and below, and to and from, and these are words learners apply all the time. While, Huigens (2020, p.1) concludes that, "Prepositions are group of commonly used words. We define prepositions as word that comes before or after a noun or pronoun, which is used to express a relationship to another noun or pronoun in a clause or sentence. A preposition may also relate to a gerund in a sentence". Based on this, we can notice that prepositions relate to a gerund sentence and that can be even more confusing for EFL students to acquire prepositions and to use them properly in the second language.

2.2.6. Types of prepositions

Prepositions are very significant in the second language, but they are also very difficult to acquire because they have different meaning and usage in L2. There are many prepositions in second language and each preposition differs in meaning, and because of this learners have troubles to acquire them correctly. Based on Owusu (2019, p.2), he lists five types of prepositions in L2 as follows:

(1) Simple prepositions are only one-word or one-syllable prepositions. These types of prepositions are the most frequent prepositions and they define the location, time or direction of nouns in sentences. Examples are: at, by, down, from, past etc. (2) Double prepositions: demonstrate movement or direction. These prepositions can be singular or divided phrases. Examples are: upon, up to, onto, within etc. (3) Compound prepositions: are multi syllabic prepositions formed by a prefix being added to a preposition. They include: about, above, along, below etc. (4) Phrasal prepositions: the words include a preposition, an object (noun) and an object's modifier. The group of words can be the subject of the sentence or as object and modifying the verb or noun in a sentence. They include: in front of, with reference to, contrary to etc. (5) Participial prepositions: sometimes the present participle (-ing verbs) or past participle (-ed, -d, -en) tenses of verbs are used without any noun or pronoun being taken on as subject.

Examples are: "barring, interested, concerning, considering etc. Except these types of prepositions, there is another classification of prepositions such as: prepositions of place, prepositions of time, manner, purpose, direction, reason" (Ramadani, 2020 p.42). All these prepositions have their function in the language and they are absolutely different in meaning

and usage in the language. As prepositions have a lot of distinctive meanings and usages in the target language, students face challenges when they learn prepositions.

2.2.7. Acquisition of prepositions in SLA classroom

Prepositions in the English language are very complex especially for EFL students that cannot understand and use prepositions correctly. First difficulty which often occurs is that every language has particular set of rules which interfere with learning another language (James (2007) and Jie (2018). In general, languages vary with each other because they have their rules that are confusing, and this may cause a big problem for students to learn prepositions appropriately. Secondly, there is incongruity which occurs with English and other languages in the situations where the learner tries to identify and use an equivalent of their L1 (Celce-Murcia and Freeman 1999). Most of the time, when students learn prepositions in the foreign language they always attempt to find the corresponding preposition in the first language; for this reason, students have challenges in acquiring prepositions. The mother tongue has an influence in the acquisition of the target language and learners have problems to acquire and use prepositions precisely.

There are many types of English prepositions therefore, they are confusing for non-native learners of English when learning and using them in sentences. As we know, the local prepositions are words that are used to describe the place where an object is at a specific time. There are many local prepositions such as: at, in, on, by, from, to etc. all prepositions in English have distinctive meanings and usages while in the mother tongue a preposition is used mostly for all things. The other situation is that prepositions in the first language are in a small number and they are easy to use. But in the target language, prepositions have a lot of meanings. For this reason, students cannot use and acquire prepositions because of its multiple usages in the language. After all, acquiring the usage of prepositions is recognized as a field of complication mostly for EFL students (Lorincs, 2012; Yousef et al, 2014; Delija, 2013 as cited in Alotaibi, Wu & Alrabah, 2018, 517).

We can notice that English prepositions are not very easy to acquire especially for EFL learners. There are many reasons that students cannot acquire prepositions properly such as: all prepositions have their meanings and usages, languages have distinctive system of grammar rules, and all languages function differently. Based on this, learners have troubles to understand prepositions and divide them by their meaning in order to learn them better and use prepositions without any problem. Students always acquire things based on their mother tongue's rules without noticing that they are learning in this way. Because of this, learners have problems when they acquire the target language especially the prepositions that are very complex.

2.2.8 The Acquisition of Spatial Prepositions and their relation

Acquiring prepositions seems a very hard process because of their big amount in number, their meanings and use in the target language. But learning spatial prepositions is a more complex process because they have same usage and meaning that make learners confused when it comes to apply this type of prepositions in everyday language. According to Talmy (1978; 2000), "It is generally acknowledged that SPs denote "two layers" of meaning. A first layer denotes a relation between a located entity and a landmark object, respectively labelled as figure and ground. This first layer captures the concept that the position of the figure is "computed" with the ground, as the centre of a spatial reference system" (as cited in Ursini, 2013 p.3). "A second layer restricts this general spatial relation to one that involves a certain "sub-set" of possible positions that the figure may occupy, with respect to the ground" (as cited in Ursini, 2013 p.3,). Jackendoff (1983, 1990; a.o) states "For instance, both *in* and *at* denote a spatial relation between figure and ground, but differ on the specific locations involved. *In* denotes a set of positions in which the figure is in an internal part of the ground" (as cited in Ursini, 2013 p.3,). While Nam (1995) and Vandeloise (2010; a.o) argue "Instead, *at* denotes a "larger" set of positions, both internal and external, and close to the ground" (as cited in Ursini,

2013 p.3,). It can be seen that spatial prepositions have two layers in language and learning this type of preposition is challenging because these prepositions have different relations such as: with the ground and the figure. Another thing is that children acquire prepositions in different stages because of their complexity and meanings. Clark (1973) on his study production reported “The early emergence of the preposition *in*, in children young as 1; 3 years, who overproduced *in* as a sort of “general” preposition” (as cited in Ursini, 2013). Children who are at the age from 1-3 years, they can produce preposition *in* as a general preposition; it means they can use this prepositions for all things at these specific years. But some other studies state that children can acquire the other prepositions later. Miller & Johnson- Laird (1976: 506-562) and Durkin (1981, a.o), claim that children are able to learn other locative SPs such as *on*, at a later step (e.g. 3; years) (as cited in Ursini, 2013). We can notice that children cannot acquire all prepositions at the same time and at the same year because they are confusing; these studies show that prepositions are learnt in distinctive stages and are divided by which preposition is learnt in which year. It can be concluded that spatial prepositions are very challenging because of their different meanings, their use and complexity in meaning. Spatial prepositions are acquired separated in stages in order to acquire the meaning of single spatial prepositions at an early stage and to use them in the context and children can learn the meanings of other prepositions at a later stage correctly in the language. In this way they can relate all prepositions and apprehend all their meanings; by varying their usages and using them properly.

2.2.9 Why learners find prepositions confusing?

When acquiring the target language, learners usually face difficulties because there are parts of the language that students are not able to understand crystal clear and to use appropriately. The target language has some challenging parts such as grammar including tenses, nouns, adjectives, adverbs and prepositions. But most of the time, learners have troubles in learning and using prepositions correctly in the foreign language; they do not understand all the types of prepositions. Students think that prepositions have the same function and usage with their

mother tongue, there is not any difference between their L1 and L2. Learners acquire prepositions based on their mother tongue rules and this causes a lot of troubles for them. Prepositions play an important role in the language because they are very significant in the parts of the speech. Although they are big in numbers, prepositions help to formulate sentences and communicate freely in the language. Prepositions are harder especially for non-native speakers of English because they have not acquired L2 in the same way they learned their mother tongue. Each language has its rules, function and usage but when students want to acquire the foreign language it becomes more challenging especially because of the usage of prepositions. According to Enago Academy (2021), some of the reasons that learners find prepositions complex and confusing are: transfer of a specific from their native language into English (substitution), use of a preposition when it should not be used (addition), and an obligatory preposition is omitted in some cases (omission). These are the reasons that learners always have troubles to understand prepositions in the target language and to use them correctly. Moreover, Games4esl (2021), states that some of the main reasons are: lack of collocational knowledge is that students lack knowledge about what words collocate with particular prepositions, and fossilization can cause English language learners to make errors with prepositions and can make prepositions more difficult to learn. Students have troubles to learn prepositions in the foreign language and according to Parrot (2000), “ESL learners usually have difficulties with prepositions because there are not so many prepositions in English as in other languages and students try to make an unnecessary distinction. Also, many usages are not related to the original meaning of that preposition and it can be confusing as learners are often led by the word meaning” (as cited in Đorđević, 2013 p.25). According to AlQbailat (2016), “In English, there are over a hundred prepositions, causing learning the meanings of such a large number of prepositions a challenging task” (as cited in Hameed, 2020 p.2). Based on the citation, it can be seen that in the foreign language there is a big number of prepositions in comparison with the mother tongue and because of this reason learners find prepositions very hard. Moreover, Mohaghegh (2011) states “Preposition is the most frequently made grammatical mistake in English grammar, who found that all respondents made errors in prepositions” (as cited in Rebwar and Hersh, 2021 p.6). We can notice that students make

errors mostly in prepositions because they see that prepositions are the most difficult part of grammar in the foreign language, in this case the English language. Arjan, Abdullah and Roslim (2013) claim that “Prepositional errors are one of the most common errors made by non-native speakers, especially in writing” (as cited in Rebwar and Hersh, 2021 p.6). Regarding this citation, it can be seen that learners make mistakes during the writing skills when they use prepositions. Students cannot notice the meanings and usages of prepositions in writing and they make a lot of mistakes without knowing that prepositions are not easy and the same with the prepositions of their L1. According to Lam (2009), “If learners do make assumptions of semantic equivalence between the first and second languages, it often results in prepositional errors” (as cited in Lorincz & Gordon, 2012 p.1). Students should not relate their L2 grammar skills with their mother tongue in order to avoid prepositional errors.

2.3.1 Methods in teaching prepositions

Prepositions are considered as the most problematic and complex parts of the grammar and learners always have troubles to understand and to use them correctly. Although learners try to acquire prepositions through different materials such as worksheets, games, handouts, flashcards, learners again cannot learn prepositions appropriately. Learners cannot vary the difference between their meanings and usage and, this causes a great confusion for learners about prepositions. In order to acquire prepositions precisely and use them in the language without any doubt, teachers have to use some methods in the lesson. Lorincz and Gordon (2012) describe three pedagogical methods that are useful to teach prepositions (as cited in Alotaibi, and Alrabah, 2018):

- “The Traditional approach: is an approach that teachers need to teach prepositions to learners using the explicit grammar in the classroom. The focus of this approach by students is on learning prepositions individually within context, with no further expansion (Lam, 2009:3)

- The Collocation approach: is an approach that teachers teach prepositions to their learners through chunks. Furthermore, teaching prepositions through collocations allows for analyzing language by studying structures and lexical patterns found in digital data bases (Koosha and Jafarpour, 2006)
- The Prototype approach: is an approach that describes prepositions in the language and explains that prepositions have different meanings.

Using these methods in the teaching process, learners could not have any difficulties to acquire prepositions because teachers have enough information about students' knowledge and their needs in the classroom. The methods mentioned above are very useful and helpful for teachers too because teachers are more prepared to teach prepositions even though they have struggles to teach prepositions in the lesson.

2.3.2. Teacher's strategies in the SLA classroom

Learning the target language is significant but teachers' strategies are more important in the classroom. In order to use the most useful strategies in the lesson, teachers must understand the meaning of learning strategies first and then to use them in the teaching process. Ortega (200) defined learning strategies as "conscious mental and behavioral procedures that individuals engage in with the aim to gain control over their learning process" (p.208). According to Brown (2006), strategies are "attacks" used by humans in a particular situation, those differ within each person. In addition, Chamot (2005) defined strategies quite broadly as "procedures that facilitate a learning task, they are most often conscious and goal driven" (p.112 as cited in Montano, 2017 p.480). Students have challenges in acquiring the foreign language because it is very difficult. Then teachers are faced with challenges in order to teach their students in the classroom. Because of this, most of the teachers have to find the most implicit learning strategies, and to help learners to acquire the target language. Oxford (1990) categorized two groups of strategies: "Direct strategies that involve mainly mental processing of language to help learners store, retrieve and use language in spite of limitations in vocabulary and grammar. Direct strategies also have three important and useful sets such as

memory strategies, cognitive strategies and compensation strategies. Indirect strategies “support and manage language learning without (in many instances) directly involving the target language and work in tandem with the direct strategies” (p.135). “The three main sets of indirect strategies are metacognitive strategies, affective strategies, and social strategies. Just like direct strategies, each set of strategies is further differentiated into more specific strategies such as arranging and planning your learning, taking your emotional temperature, and asking questions respectively” (as cited in Richards & Burns, 2012 p.72). These two strategies are very significant for learners, if teachers use in the lesson, it would help learners a lot in acquiring the target language. Moreover, learning strategies in general are very effective and useful in language teaching. According to Oxford (2003) “Nowadays, it is widely acknowledged that learning strategies have become one of the main factors that help students to learn a second or foreign language successfully” (as cited in Montano, 2017, p.2). It can be seen that learning strategies are very important in the foreign language. Teachers cannot be able to teach their students correctly if they have not chosen the most beneficial strategies in the lesson. Also, students will encounter many difficulties and they will not be able to acquire the foreign language correctly. In addition, teachers have to work in their teaching process based on the curriculum and their learners’ knowledge and background. Teachers have to be determined and to choose the most important and sufficient strategies for their teaching process. But to teach the second language successfully in the classroom, teachers should understand the theory of SLA and Krashen’s hypotheses. They should understand which strategies could be more helpful for learners to learn the foreign language and see learner’s reaction to learning strategies used in the classroom.

2.3.3 Tasks and their main features

Acquiring the foreign language is not an easy process because it contains many things that students have difficulties and they are not able to acquire the foreign language correctly. In order for students to learn the language and to use it correctly, teachers have to use different tasks in the lesson. Before describing the tasks features, first we will explain the definition of a task. According to Richards, Platt and Weber (1985),

A task is an activity or action which is carried out as the result of processing or understanding language, i.e. as a response. For example, drawing a map while listening to a tape, and listening to an instruction and performing a command, may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of variety of different kinds of tasks in language teaching is said to make teaching more communicative...since it provides a purpose for classroom activity which goes beyond practice of language for its own sake (as cited in Ellis, 2003).

The task is an activity which learners carry out as a result that they comprehend the language, and tasks are useful for learners because help them to learn the language better. According to Pearson Education (2002), "Task is a piece of work (that must be done), especially if hard or unpleasant; duty" (as cited in Hartmann & Dittfurth, 2011 p.22). It can be seen that a task is a piece of work that students must do in the language. Tasks play an important function in the language process because through tasks students are able to apprehend and use the language easier. Tasks also have their main features that vary from each other and have function and usage. Branden (2012) suggests some of the task features are such as: 1) "Tasks are relevant to learners' needs- the design of a task-based syllabus preferably starts with an analysis of the students' needs: What do these students need to be able to do with the target language? What are the tasks they are supposed to perform outside the classroom? 2) Tasks are motivating- when tasks in the syllabus are derived from an analysis of learners' needs, students will probably be strongly motivated to perform tasks in the language classroom and try and comprehend the input, and produce the output that task performance involves. 3) Tasks are challenging- the above mentioned feature of tasks being perceived by the student as a

bridgeable challenge ties up with the basic idea that the input and output demands of tasks should be slightly above the current learners' level of proficiency. 4) Task performance elicits action and interaction- in task-based language education, the student is perceived as a highly active participant, who is assigned a fair share of autonomy in giving shape to the actual performance of the task in the classroom. 5) Tasks performance involves communicative language use and metalinguistic reflection-task-based classroom activity starts from, and builds upon, students' attempts to develop communicative behavior" (as cited in Richards & Burns, 2012 p.135). It can be seen that these different types of tasks are very helpful for learners and teachers to acquire the language and work with each other properly during the learning process.

2.3.4 Learners' motivation in SLA classroom

Motivation plays an important role in an SLA classroom, and without motivation learners cannot study or work on that specific goal that they have set. Learners using motivation are oriented directly on their road; to achieving that goal; they know what to do and how to react. When a person has a motive in life, he works more than he thought about it, he does everything just to achieve his goals in a better way. The same case is with the learners in their studies; they learn as much as they can, but if they are not motivated about that field of the study, they do not have many opportunities to succeed in their areas. This happens because some of the learners are introvert and others extrovert, and this type of motivation stops them to be successful. Another factor can be the teacher, because he has the biggest attention in the classroom; his aim is to motivate the learners about learning, and he or she must use different strategies in his teaching. The teacher has to work a lot and help students face challenging situations in their learning process. The teacher needs to explain everything to the students, and create more motivation, for the students to be more self-confident, optimistic and give their best to be prosperous in their learning.

As motivation is an important factor for everyone and helps them to be hard-working people in different subjects or areas, there are also different definitions regarding motivation. Many authors and scientists have defined the term “motivation” in different ways, and they described carefully how it affects learners or people in everyday life to act in a specific situation. According to Gredler, Broussard and Garrison (2004), “Motivation is the attribute that moves us to do or not to do something” (as cited in Lai, 2011 p.4). As we can notice motivation is a tool that directs us to do something or to learn all things are related to the language. For instance, if they are learning a foreign language, teachers motivate their students and try to help them improve their language skills like reading, writing, speaking, and listening. Using motivation as the strongest weapon, teachers allow learners to feel free in their lectures, make mistakes and correct them without being shy or shouting at learners about those mistakes. Furthermore, Cherry (2020), claims “Motivation is the process that initiates, guides, and maintains goal-oriented behaviors. It is what causes you to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge”. Motivation is a strength that influences the learner; if he has a desire to realize, motivation pushes him to work until the end and achieve the best results. As learners have different needs and being motivated, they can drive the car with the speed as they are used to, and learners keep on working as much as they can because of the motivation. As a result of this, motivated learners are diligent, self-reliant, and always on the top. Moreover, motivation is the strongest factor that influences learning and the learners too. There are also different types of motivation that can be used among the learners in the teaching and learning process. Some types of motivation are: Instrumental motivation, integrative, resultative, and intrinsic and extrinsic motivation. However, the most useful types of motivation that play an important role in language learning are intrinsic and extrinsic motivation. According to Ryan and Deci (2000), “Intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures or rewards” (as cited in Oudeyer & Kaplan, 2013). This type of motivation is only that the learner is determined to do something for its satisfaction. While extrinsic motivation is totally different. Ryan and Deci (2000) state “Extrinsic motivation

is a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value” (as cited in Oudeyer & Kaplan, 2013). Based on the reviews, it can be seen that there is a difference between these two types of motivation such as: intrinsic motivation is when the student is doing something for its own satisfaction while extrinsic motivation means you do something in order to gain something. This type of motivation allows learners just to study in order to be rewarded, to get money from their family members as they acquired high grades or praising them most of the time. However, learners are not the same with each other; everyone has different goals, talent, and they act differently in challenging situations, they use different strategies for learning, and they have different motivations. Based on their motivation, they study and try to handle difficult obstacles that they occur during their study. However, learners cannot be motivated by themselves most of the time; they do not have the opportunity to show their talent in the field with which they are dealing. For this reason, the teacher is responsible to motivate them. The first thing that the teacher should do is to know the students; the teacher should be informed what kind of students he has in his class. He should deliver his presentations with energy and enthusiasm; he should not be boring during his presentation and lose the learners’ attention. Using humor while teaching them; helps the learners to be more interested in the topic. After this, the teacher has to design and develop the course carefully, and explain to learners how he has organized the course in order to have a clear image of it. Furthermore, the teacher must help the students to realize that they can use their skills learned in his course and transfer those skills to the other courses and vice versa. This helps them to notice the teachers’ different strategies that they use in their lectures. The teacher must use material that is understandable and useful for learners, and they can learn without having any troubles in acquiring the target language.

2.3.5. Previous studies and research

When learning the foreign language, students and teachers have to be conscious that they have troubles throughout learning the second language. Learners will acquire a different language from their mother tongue, and they will not be able to acquire it very fast because they acquire a second language. SLA is absolutely complex and very hard because it contains many elements that need to be learned carefully. There are many parts of the second language that learners consider confusing and difficult, especially prepositions. In the second language, prepositions are very difficult because they have different function and relation in the language. According to Akere (1998, p.106), the primary function of a preposition is to express relation in space between one thing and another (as cited in Okanlawon & Ojetunde, 2007 p.98). "Prepositions or relational words are part of the smallest word frames; that is, they are static or settled and shut in it is unrealistic to create extra individuals or stretched out to create new ones" (Parrot, 2014). "They are grammatical forms of units used to demonstrate a significant connection that of time, place, instrumental and causal between two substances, one being that spoken by the prepositional supplement" (Quirk & Greenbaun, 1976 as cited in Ibrahim, Haruna, Ibrahim & Yunus, 2018 p.14). "A preposition is a part of speech which is placed before a noun or a pronoun to indicate a direction, method, place, source, etc. in other words, to show the relation of that noun or pronoun with any other word of the sentence" (Acharyya, 2021). "Prepositions often tell us where one noun is in relation to another (e.g., The coffee is on the table beside you). But they can also indicate more abstract ideas, such as purpose or contrast (e.g., We went for a walk despite the rain)" (Ross, 2021). According to Essberger (2016), "The name "preposition" (pre + position) means "place before". Prepositions usually come before another word, usually a noun or noun phrase: noun, pronoun, noun phrase, gerund (verb in – ing form)".

According to Learn English (2021), "A preposition is a word that indicates the relationship between a noun and the other words of a sentence. They explain relationships of sequence, space, and logic between the object of the sentence and the rest of the sentence. They help us

understand order, time connections, and positions". According to Anvar (2010), "Prepositions are the words denoting the relation or connection between words, i.e. between nouns following them or other words in the sentence. In addition to all these, they don't change in number, gender and case. They precede nouns and pronouns and rarely stand before other words". "A preposition is a word that indicates a relation between the noun or pronoun it governs and another word, which may be a verb, an adjective, or another noun or pronoun" (Curme, 1935: 87 as cited in Weber, 2012 p.24). "It is extremely hard for English Language learners to learn the nuances of all the English prepositions, how to understand them, and how to use them" (Evans and Tyler, 2005; Celce and Mursia, 1999 as cited in Galleguillos, 2013 p.4). Based on the citations, we can see that prepositions are very important in the target language because without prepositions learners cannot formulate sentences correctly. Learning prepositions is not an easy process because they are small words that have different meaning, function, and usage in the second language.

They demonstrate relation of place, time, direction, and manner and are used differently in the sentences. Because of this function of prepositions, learners have troubles to understand and to learn them adequately. Learners cannot differentiate between prepositions because they are related to each other in their types. As the result of this, EFL learners have always problems in acquiring prepositions in second language acquisition.

2.3.6. Sofia Tahbaz (2018)

The research is about how the acquisition of spatial prepositions relates to language acquisition especially the acquisition of Swedish prepositions. In the research participants were 16 monolingual children with different age who live in Sweden. The instruments used in this research were free-parent child interaction, a structured test and collected data on vocabulary and general communicative level. The purpose of this study was to discover how children acquire spatial prepositions and how they comprehend spatial prepositions.

The research was conducted at Stockholm Interaction Lab, Department of Linguistics, in a studio and lasted for three years. During the research, many families have been followed through a project in order to investigate how children acquire prepositions and how they use them in the language. Parents received a questionnaire in order to describe on their child's language development. Also a test was given to them like a game, in order to see if children have learned a special behavior or words in a specific moment.

In conclusion, different methods were used in the study, but the last result was that the onset of prepositions comes late in language acquisition, children acquire prepositions by parent-interaction but they are not able to understand that they are using a preposition. And preposition acquisition relates to language acquisition; it is concluded that their use by the child predicts later communicative skills in the language. Lastly, children acquire prepositions from the early age without knowing what they are acquiring.

Tahbaz .S (2018) The Acquisition of Swedish prepositions

2.3.7. Oktavianti (2015)

The main purpose of this paper is to investigate the errors that Indonesian students made in using prepositions of time and place in English. Also it will discover the factors that influence the errors and the research were conducted at a school in Indonesia.

This study is a descriptive qualitative study because it follows the criteria of a qualitative research. The research was done through observation part and students could not interact with each other because the data were taken from students from a writing course and clauses or sentences containing prepositional phrases. After analyzing the data, learners made incorrect use of prepositions such as **at**, **in** and **on** in their writing. Students did not know the meanings and usages of prepositions and made a lot of mistakes. Moreover, the reason that learners make errors in using prepositions is that Indonesian and English are different languages and they differ in the semantic aspect of prepositions. Indonesian language does not have prepositions for surface but uses another preposition, while English has that type of preposition. There is a big number of prepositions in English, while Indonesian language has a small number of prepositions. In conclusion, both languages such as English and Indonesian have different perceptions about prepositions especially local prepositions. Teachers have to be very careful during teaching prepositions to learners, teachers have to give more attention to errors that learners make during the prepositions usage in the foreign language and help learners acquire prepositions correctly. (<https://www.arcjournals.org/pdfs/ijSELL/v3-i10/6.pdf>)

2.3.8. Okanlawon and Ojetunde (2007)

The purpose of this paper is to look at the usage of English spatial prepositions by selected Nigerian learners. The research was conducted in three schools in Lagos State of Nigeria, and the research instrument that was used during this thesis was an essay writing assignment. In this research, 300 students participated from senior secondary schools in Nigeria. Students had to write an essay and they had the opportunity to choose six topics that the researcher gave them during the researching procedure. Students wrote the essay based on the topics that were given to them.

The essays of the students were analyzed in detail about spatial prepositions' use in the writing skills to determine, if students were able to use the correct preposition. Viewing the results, participants used only the spatial prepositions that express position and destination; participants made errors during the usage of spatial prepositions. To conclude, participants used only two types of prepositions, even though they used other prepositions but making errors in using them correctly. There is a need for English teachers to explain prepositions more often in the lesson and help students to learn all types of prepositions.

Okanlawon and Ojetunde (2007). A Study of the Acquisition of Spatial Prepositions by Selected Nigerian Learners of English

2.3.9 Dera (1994)

Dear in 1994 conducted a research on English spatial prepositions with the Arabic-speaking learners of English. The purpose of this research was to analyze the errors in English spatial prepositions use by Arab students. The other purpose is to investigate if the first language influences in the acquisition of spatial prepositions. The thesis contained six chapters, all of them divided in different parts. The first chapter included introduction by giving explanation about second language acquisition, the evaluation of hypotheses and a summary of the plan of the study. Chapter two explained theories, contrastive analysis, and error analysis, and their language interference; chapter three included definitions and meanings about spatial prepositions and locative adverbs too; chapter four described the research methodology and instruments. Finally, chapter five and six explained the results of the test and elements of the study. The research was done in the department of English Language and Linguistics and the students were from King Saud University studying English language. The research was also done in four groups from the first years to the fourth year, and all of the four groups consisted of different numbers of students. In the research, the only instruments were five tests and they were organized to measure students' ability in learning prepositions. The tests consisted of two fill-in-the-blank tests, one with ten items supplied, one with picture stimuli, two translations tests and one composition test. Based on the test results, Arabic students have an influence in acquiring spatial prepositions and also they made errors in prepositions' usage. Arab learners have troubles in acquiring and using spatial prepositions in English language.

2.4.1. Conclusions of the previous studies

Based on the summaries, we can conclude that acquiring prepositions in the target language is very challenging. This happens for many reasons such as: languages differ with each other; the number of prepositions in English is bigger than that in their mother tongue, and there are different types of prepositions in L2 that have multiple meaning and function. They also explain that learners make errors during the use of prepositions because they mix them with the prepositions in their mother tongue, children acquire prepositions through parent-interaction with gestures, games etc. and they learn prepositions from the early age without being able to understand the meaning of prepositions. The first language has an influence in the acquisition of prepositions in the foreign language because learners relate the rules of the mother tongue with the target language. Furthermore, local prepositions have almost the same meaning and usage in the target language; this is the reason that learners cannot acquire this type of prepositions correctly. Due to this, they have troubles to notice the difference between prepositions in their language with L2. The other thing is that even learners find prepositions very confusing and complex to learn, teachers have to be very careful. They need to use materials and strategies that are appropriate for learner's needs in order to teach prepositions to EFL learners. Teachers need to know the meaning and usage of all prepositions in the target language; they have to give attention to individual differences in the classroom. Using the most effective learning strategies in the lesson and helping learners to face challenges during the acquisition of the foreign language, learners will be able to acquire the target language rapidly and correctly.

Chapter III: Research Methodology

This chapter presents the main aims of the research related to acquisition of local prepositions, research questions, hypothesis, methods and procedure, as well as the description of the research methods in details.

3.1. Research aim

The aim of this research is the analysis of the acquisition of local prepositions by Albanian EFL learners. At this stage in the research, the effects are generally defined as a field in which there is a lack of knowledge.

This research aims:

- To investigate the problematic English prepositions in the language learning process.
- To discover if Albanian EFL learners acquire English local prepositions appropriately.
- To investigate if Teachers use strategies in order to teach English prepositions to Albanian EFL learners.

3.2. Research questions

This research aims to give answers to the following questions:

Q1: Which are the most challenging prepositions of English language that Albanian EFL learners acquire?

Q2: How do Albanian EFL learners acquire and use English local prepositions in different classroom tasks?

Q3: What kind of teaching strategies do English teachers use to teach English prepositions?

3.3. Research Hypothesis

H1: There are many prepositions of English language which are challenging for Albanian EFL learners

H2: Albanian EFL learners acquire and use English local prepositions with difficulties.

H3: Teachers use appropriate strategies to teach English prepositions to Albanian EFL learners.

3.4. Methods

This research included the qualitative and quantitative research methods. The research was conducted through observations, questionnaires, tests, and interviews. The research analyzes the acquisition of local prepositions by Albanian EFL learners. After identifying the process of the acquisition, the teacher analyzes the performance of learners in the classroom.

3.5. Sample

The students with whom the research was conducted are nonnative speakers of English, Albanian learners, who learn English as a foreign language. The participants in this research are sixteen-year old high school students who attend the 2nd year in the high schools. The language school differences are underlined with the age of students because from the 1st year of high school students from different schools and places are placed in the same classroom. The total number of students is total 150, with 85 males and 65 female students; most of the students come from the city, Kumanovo. These students did not take any placement test to assess their knowledge in English language and are taught with the materials for Think (Putcha, Stranks & Jones, 2015).

Students learn with the same books as the other classes too. Acquiring the target language, and not having any contact with native speakers, makes language learning very difficult. The only place where students deal with the foreign language is in the classroom, and there are cases that students cannot acquire the target language correctly.

For language teachers this causes problem because they need to focus on students' background regarding their language needs and level, and choosing the best strategies to teach their students. It is very important that students are motivated, and teachers include different strategies in order for students to acquire the language slowly and appropriately. Nowadays, English is taught to students through different tools such as Internet, online courses, TV programs etc. But finding the most effective strategies for expanding students' interest toward the language should be found, so students will be motivated about language learning especially the target language.

3.6. Procedure

Important differences among teachers' experiences with the target language, and their learning strategies make teaching very difficult. Challenges are unpreventable when it comes to teaching different students in the lesson, creating an equal teaching method, and preventing troubles during the acquisition of the foreign language.

These data will serve as a tool for developing qualitative and quantitative teaching methods with a special emphasis in the acquisition of local prepositions. The data gathered from the research aim to give thorough insights that influence teachers' attitude about teaching local prepositions to EFL students in the classroom in a prosperous path. The first step of the research was collecting information from students by providing a questionnaire that required information about the challenges in the acquisition of prepositions in the classroom. In order to get the information in the most reliable way, the questionnaire consisted of (12) questions which were delivered to the students.

Secondly, twelve classes were observed in group work, individual and peer work in order to capture the reaction and the role of the teacher in these different classes.

Thirdly, A test - picture description test- will be given to the students for examining the ability of the student for distinguishing among prepositions in both languages, Albanian and English.

Each test version has 10 images. Each image represents a type of preposition. It will be given to the participants of the study and asked to describe the prepositions regarding of what is figured in the image in English.

Then ten professors were interviewed consisting of (10) questions in order to get better insights in the acquisition of local prepositions by Albanian EFL learners. All of these analyses will give responses to the research questions, being based on reliable results obtained from the research instruments.

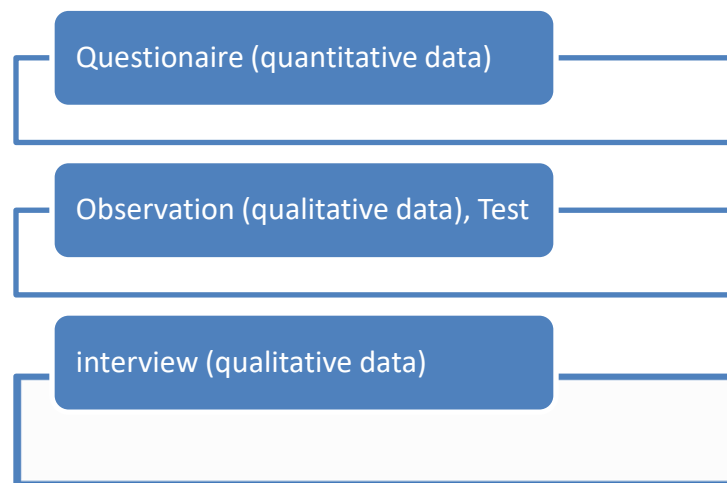


Figure 1 The research procedure

Using these research instruments, will help us to gain the results about the acquisition of local prepositions by Albanian EFL learners. The data collected will help the researcher to answer the research questions and accept or reject the hypothesis of this PhD thesis research.

3.7. Research Instruments

3.7.1. Questionnaire

The first instrument that was used in this research was the questionnaire. The questions were created in the target language in order for learners to understand the questions correctly and not have confusion during responding to them. The total number of questions was (12) and they covered all aspects needed for gathering data in the research questions. The questionnaire was distributed by the teacher (researcher) and confidence was guaranteed to students by asking them to provide answers individually. The time required to answer the questions was 10 minutes. Questionnaire about prepositions is presented below (Ramadani, 2020 p.44):

1. I find prepositions more difficult to understand than any other parts of speech. <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
2. I think there is a poor presentation of prepositions in texts. <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
3. I can understand better simple prepositions (e.g. in, by, on, at, about, under) than complex prepositions (e.g. according to, out of, similar to, in case of) <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
4. When using English prepositions I translate directly from my mother tongue. <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
5. When I do not know the meaning of a preposition, I try to guess the right one. <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
6. Prepositions are difficult because they have multiple meanings and usages. <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
7. I can understand better the usage of prepositions when the teacher uses pictures, flashcards, videos, songs, games etc. <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
8. I think that prepositions are the most problematic in English language. <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
9. I use a specific method in order to acquire local prepositions (in, on at). <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes

10. Prepositions are very important when acquiring the foreign language. <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
11. English prepositions have the same meaning and usage with the prepositions in our mother tongue. <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
12. Teachers help you to learn prepositions properly. <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes

Students' questionnaire (Adapted from Vasile 2018).

The questionnaire aimed to give insights about the language background of the students, as well as their experience with the target language grammar (See appendix 1). The questions can be categorized into two groups: language background of the students and learners' experience with the grammar.

3.7.2 The Observation

The observation was conducted in 12 classes; during the observation special emphasis was placed on the acquisition of prepositions by learners and on the teachers' strategies usage in the classroom, with the purpose to capture the actual performance of the students. Students were divided into groups. The total number of groups was 10; each group consisted of 6 students. Students' participation in group work was observed for 1 class.

In the group work, students were assigned to work in a reading activity. They were shown a story which presented a situation about family relationship, vocabulary, and grammar exercises related to prepositions of place. Every member of the group had to read the part of the paragraph given by the teacher, by paying attention to the structure of the text (grammar,

coherence, cohesion, and unknown words). The required time for completing this exercise was 1 class period. During this time, the teacher was observing the students, and rating their participation with an observation checklist (see appendix 2).

The pair work observation lasted for three classes period, in which the students were paired and the total number of pairs was 18. For the pair work observation, the activity chosen was grammar revision especially different types of prepositions. Many exercises were done by the students and they had the choice to do it carefully and express their opinions based on the given answers. Students completed the exercises and they performed them successfully.

The individual work observation lasted for three class periods. The activity for the individual work observation was vocabulary exercises. The teacher explained to the students the vocabulary exercises that were given in the book, and students did the exercises carefully. Each time the teacher checked the answers together with students, all of the students participated in the lesson, some of them gave incorrect answers but most of the students did all the exercises correctly.

3.7.3 The Observation checklist

In the Observation Checklist are described the main things that the teacher and learners did in the classroom such as the topic covered in the classroom, activities, students' behavior and teachers' behavior etc.

Classroom Observation Checklist for 2nd Grade English Learner

Evaluator _____ Course _____ Date _____

BEHAVIORS RELATED TO GOOD TEACHING	+ Satisfactory -Needs Improvement	
LESSON	1	States objectives for class session
2	Captures attention by communicating relevance	
3	Helps students to recall what they already know	
4	Communicates a clear organizational scheme	
5	Connects material to real world examples or students' interests	
6	Checks understanding through targeted questions or activities	
7	Provides targeted practice opportunities and feedback	
8	Defines new terms before using them	
9	Provides opportunities for student to student interaction/discussion	
10	Provides opportunities for student questions	
11	Breaks down complex ideas into simple parts	
12	Uses multimodal methods for teaching: Visual, auditory,	

	kinesthetic activities, images, metaphors, cases, problem solving, writing activities, group work, etc.	
13	Limits key ideas or concepts to fewer than seven	
14	Provides a clear explanation of assignments	
15	Provides a summary of key points or ideas that includes a transition to the next lesson	
ENVIRONMENT	16	Addresses individuals by name
17	Exhibits enthusiasm about the topic	
18	Demonstrates respect when responding to students	
19	Manages discussions among the high/low responders	
20	Makes eye contact with students in different parts of the classroom	
21	Uses statements or examples that do not assume that students share a common cultural perspective	
22	Prompts all students equally for responses to questions	

DELIVERY	23	Easily heard
24	Enunciation is clear	
25	Pacing is appropriate	
26	Faces the class when speaking	
27	Uses friendly gestures and facial expressions	
28	Provides explanations for visuals (as opposed to reading them)	
MEDIA	29	Visual information easily seen/heard
30	Audio easily heard if used	
31	Slides have minimal text	
32	Diagrams, charts, and maps are labeled clearly	
33	Purpose of media explained	

What are the observed strengths of the instructor?

How could the lesson be improves?

Additional comments:

Observation Checklist (Adapted from Washburn 2015).

The last part of the observation gave the participants a chance to add additional comments around the points that went well in the class, some challenges faced in any particular class and also if they had any suggestion for enhancing the learning environment.

The interview lasted for four hours at the premises of the following schools “Sami Frashëri”, “Pero Nakov” and “Nace Bugjoni”. Ten English language teachers participated in the interview, each of the teachers were interviewed separately. The interview contained 10 questions related to the research aims, teachers answered each question carefully, and described their experience based on the working place. The teacher (the researcher) listened to the interviewers and wrote their answers in details on a required paper. Having the interview with the teachers helped the researcher to find appropriate information about the research.

3.7.4 Interview questions

The aim of the interview was to investigate teachers’ experiences during their teaching process especially teaching local prepositions to learners in the classroom.

1. According to your experience of teaching English in multilingual classes, do the first languages of the students affect their learning of English and in particular, English prepositions? If yes, in which way?
2. Do students with the same mother tongue make similar mistakes during their learning process?
3. Can the students easily differentiate between prepositions that cause confusion such as “at”, “in” and “on”?
4. What are the problems that students have when using those prepositions?
5. Is there a difference between the mistakes that students make, in choosing the appropriate preposition, when doing exercises and their mistakes when translating a text? If yes, can you explain how do those mistakes differ? What do you think is the reason for this difference?

6. What do you think is the reason for students' mistakes in using English prepositions?
7. Do male students make more mistakes than female students or vice versa?
8. How often do you teach prepositions in the class? Do you use deductive or inductive approach in teaching?
9. Do you use extra materials or technology to teach prepositions?
10. What problems do you as a teacher face while teaching local prepositions of English?

Interview questions (Adapted from Elkafri, 2017)

In conclusion, acquiring prepositions in the foreign language are very challenging because prepositions have different meanings and usage. Students cannot easily learn prepositions because of the differences which exist between the target language and the mother tongue. Each student learns distinctively and uses prepositions in the language correctly or incorrectly. In order to find out how students acquire prepositions in English language, the study uses different instruments such as: questionnaire, observation and interview. Each instrument gives a thorough analysis of the research, describing the questions and answers carefully about local prepositions. Analyzing each instrument in details, we will have a better explanation of problems that learners have in acquiring this type of prepositions and teachers' strategies usage in the classroom. We will discover how teachers teach prepositions in the lesson, if they pay more attention to prepositions during the lesson or they focus on the other parts of the language. Also, we will notice if teachers use a specific method in order to teach prepositions or they try to help students to learn prepositions appropriately using extra materials during the lesson. Using these instruments in the research will help the researcher to find the appropriate data and results of the research procedure.

Chapter IV: Data Analyses

This chapter presents the results obtained by the instruments of the research and it consists of a thorough analyses and presentation of the: Questions and responses from the questionnaire, the results obtained from classroom observations, interview responses and test results. The results are presented in figures and tables and they are explained in details.

4.1 Results from the questionnaire

The questionnaire aimed to give the results of learners' experience and opinions about the acquisition of local prepositions in the foreign language. The results are presented in 12 tables as follows:

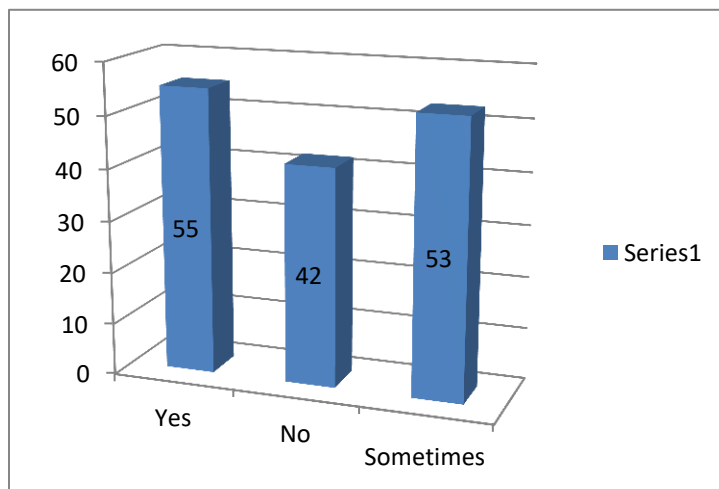


Figure 2 Question 1 Responses

Analyzing question 1 results, “I find prepositions more difficult to understand than any other parts of the speech” collected data showed that 55 respondents believe that prepositions are more difficult to understand, on the other hand, 42 respondents claimed that they do not find prepositions difficult. Finally, 53 of responded that prepositions sometimes are the most difficult to understand than any other parts of the speech. As expected the results are probably related to the Albanian language because it only has a few prepositions.

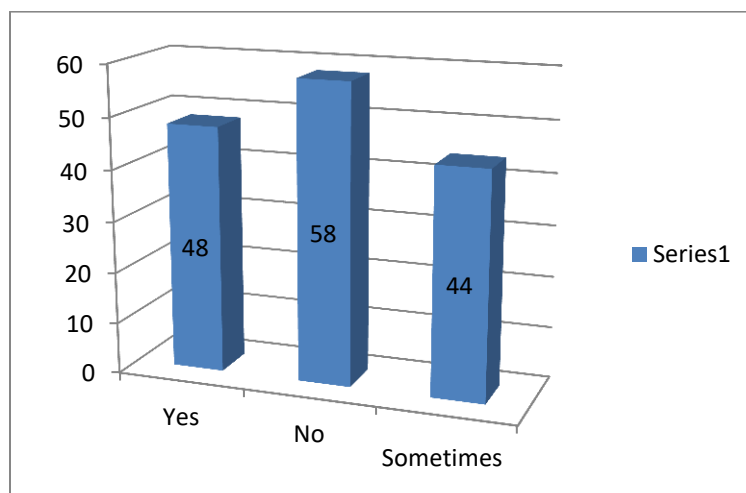


Figure 3 Question 2 Responses

Looking at figure 3 results which is “I think there is a poor presentation of prepositions in texts”, one can conclude that 48 respondents reported that prepositions are poorly presented in the texts, 58 respondents gave opposite answers. For 44 of them the prepositions are sometimes poorly presented in the texts they use. For this question, we see varied results regarding the presentation of prepositions in the text which will probably increase student learning.

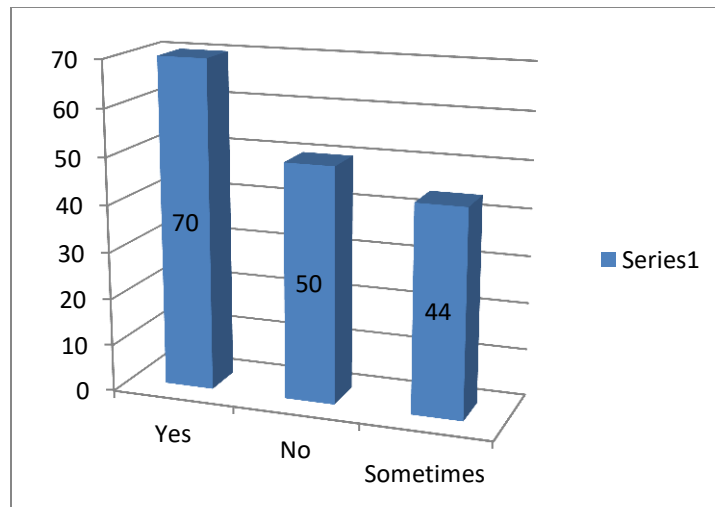


Figure 4 Question 3 Responses

When it comes to question 3 results, “I can understand better simple prepositions (e.g. in, by, on, at, about, under) than complex prepositions (e.g. according to, out of, similar to, in case of)”, the data showed that 70 respondents recognized better simple prepositions than complex prepositions. However, 50 respondents stated that they cannot perceive better simple prepositions; finally, 44 of respondents claimed that they sometimes perceive better simple prepositions than complex prepositions. This is problematic for many Albanian learners because English language has around 150 prepositions.

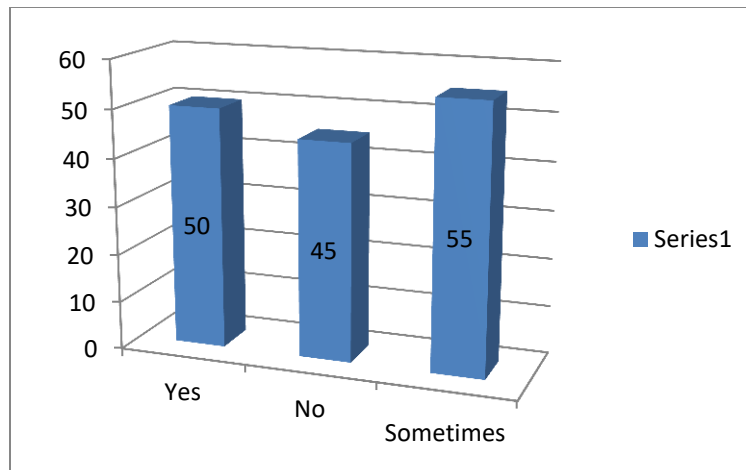


Figure 5 Question 4 Responses

Figure 5 shows the result for question 4 which asked the respondents: “When using English prepositions, I directly translate from my mother tongue”, as seen from the responses, 50 respondents reported that they directly translate from their mother tongue when they use English prepositions while, 45 respondents reported claimed the opposite. Finally, 55 of the respondents only sometimes use translations of from their L1 when using them in the target language.

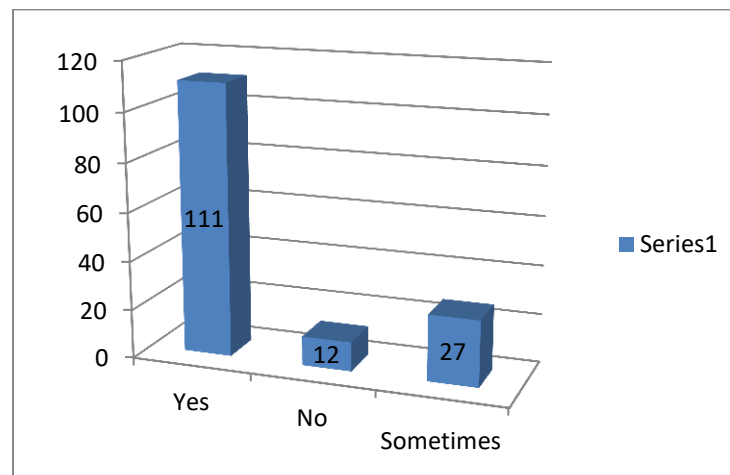


Figure 6 Question 5 Responses

Analyzing figure 6 results which asked the respondents, “When I do not know the meaning of a preposition, I try to guess the right one” the highest number of 111 respondents use guessing when they do not understand the meaning of that particular preposition, however, only 12 respondents expressed that they do not use guessing in case they do not understand the meaning of any preposition. Lastly, 27 of the respondents sometimes use guessing as a strategy to discover the meaning of any particular preposition they need to use in the context.

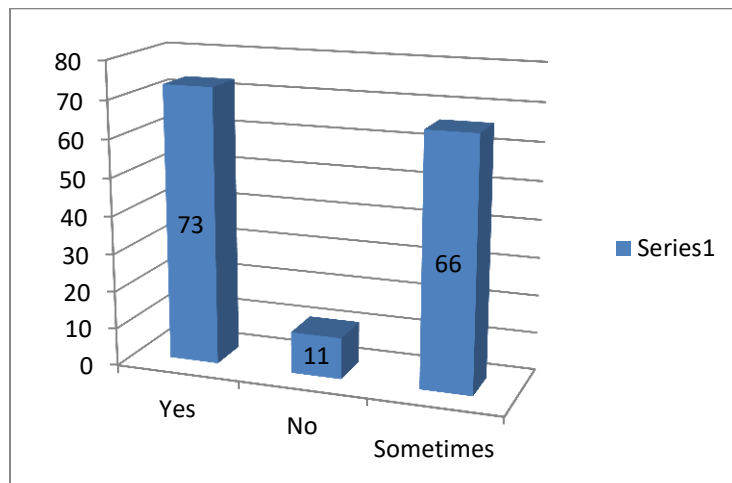


Figure 7 Question 6 Responses

Looking at the results of question 6 “Prepositions are difficult because they have multiple meanings and usage”, 73 of the respondents perceived prepositions as difficult due to their multiple meanings and usage, while 11 respondents claimed that prepositions are not difficult and 66 of the respondents stated that they are sometimes difficult because they have multiple meanings and usage. As observed many times in the EFL classes, Albanian pupils do make mistakes in using prepositions due to their multiple meanings in different context.

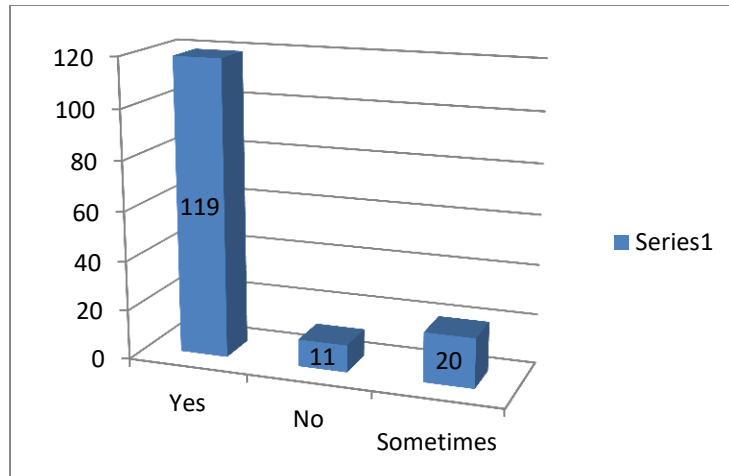


Figure 8 Question 7 Responses

Figure 8 presents the results of question 7, “I can understand better the usage of prepositions when the teacher uses pictures, flashcards, videos, songs, games etc.”, the results showed that 119 students can distinguish better the usage of prepositions when the teacher uses pictures, flashcards, songs, while 11 of the students expressed that they do not figure out the usage of prepositions when the teacher uses pictures, songs, videos, and 20 of the students declared that they sometimes conceive better the usage of prepositions when the teacher uses pictures, flashcards etc.

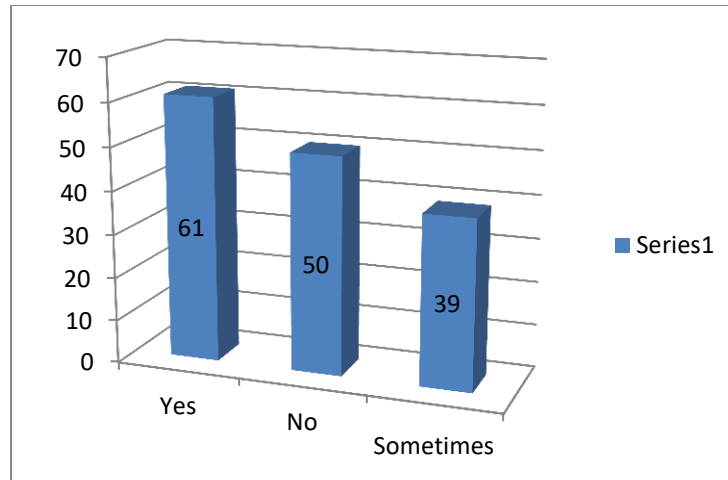


Figure 9 Question 8 Responses

Regarding question 8, “I think that prepositions are the most problematic in English language”, it can be seen that 61 of the students think that prepositions are the most problematic in the English language, while 50 of the students claimed that they do not think prepositions are the most problematic in the English language, and 39 of the students reported that prepositions are sometimes the most problematic in the English language.

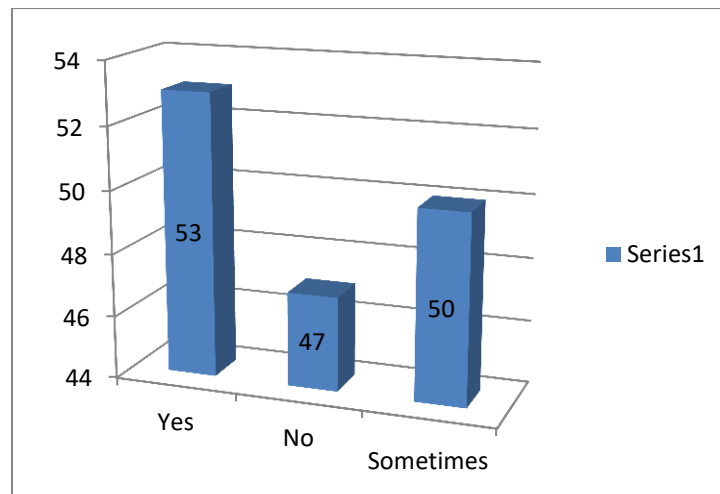


Figure 10 Question 9 Responses

Regarding question 9, “I use a specific method in order to acquire local prepositions (in, on, at)”, 53 students affirmed that they use a specific method in order to acquire local prepositions, while 47 of the students described that they do not use a specific method in order to acquire prepositions and 50 of the students announced that they sometimes use a specific method to acquire local prepositions.

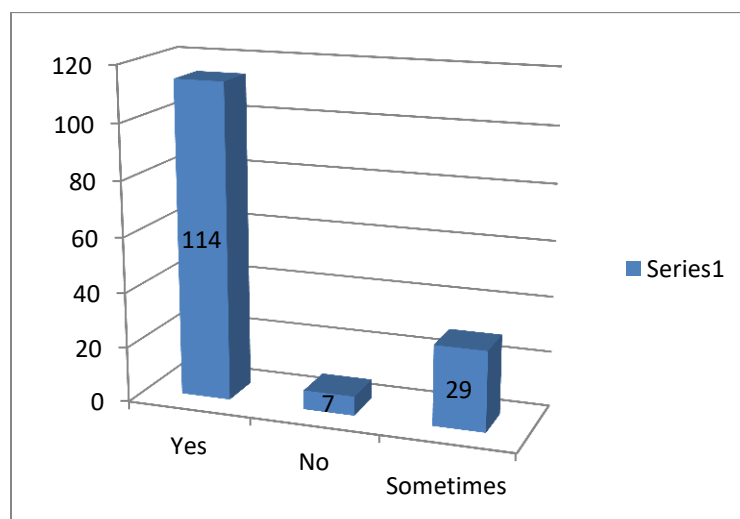


Figure 11 Question 10 Responses

Regarding question 10, “Prepositions are very important when acquiring the foreign language”, it can be observed that 114 students declared that prepositions are very important when acquiring the foreign language while 7 of the students expressed that prepositions are not very important and 29 of the students asserted that prepositions are sometimes important when acquiring the foreign language; this was expected because Albanian learners have troubles to use English language properly because of prepositions, they do not learn them correctly and make mistakes during their language acquisition process.

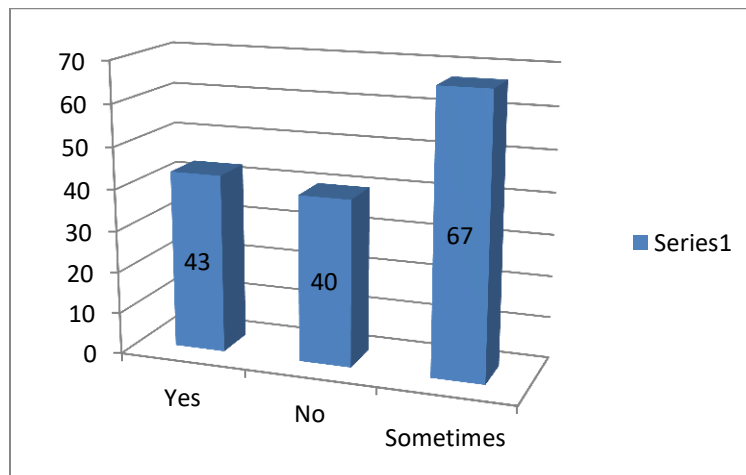


Figure 12 Question 11 Responses

Regarding question 11, “English prepositions have the same meaning and usage with the prepositions in our mother tongue”, it can be perceived that 43 students declared that English prepositions have the same meaning and usage with the prepositions in their mother tongue, while 40 of the students affirmed that English prepositions do not have the same meaning and usage with the prepositions in their mother tongue, and 67 of the students asserted that English prepositions sometimes have the same meaning and usage with the prepositions in their mother tongue.

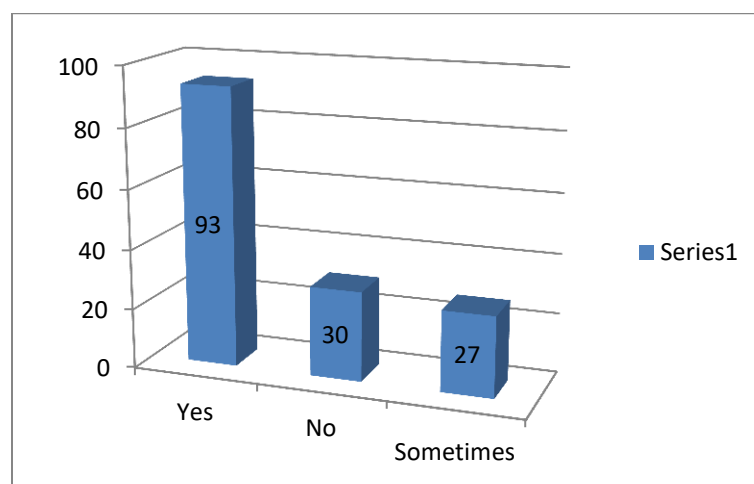


Figure 13 Question 12 Responses

Regarding question 12, “Teachers help you to learn prepositions properly”, the results showed that 93 students claimed that teachers help them to learn prepositions properly while 30 of the students reported that teachers do not help them to learn prepositions and 27 of the students claimed that teachers sometimes help them to learn prepositions properly.

Based on the questionnaire results, it can be concluded that participants believe that prepositions are more complex to use and learn than other parts of the speech in English. This is probably due to the fact that English prepositions have multiple meaning and are difficult to be used in different contexts. As seen in students’ responses prepositions are poorly presented in many texts teacher use with their students and this prevent the students to see their presence with the context. It is known that modern teaching methodologies suggest inductive grammar teaching which helps learners to see all grammar features in the context and then the learners deduce rules themselves.

One point needs special attention is that the learners understand the usage of prepositions when teachers use flashcards, videos, games etc. Learners also think that prepositions are the most problematic in English; they use a specific method to acquire local prepositions. Learners also think that prepositions are very important and teachers help them to learn prepositions properly. Based on this teachers should consider using different activities and different visuals and in this way address different learning styles in the classroom where English is taught as EFL.

4.2 Observation results

4.2.1 Group work observation

The below presented tables, demonstrate learners' participation in different activities in group work from three different classes. The students' participation is marked with: high, average, and low.

Group 1	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
High						√
Average			√			
Low	√	√		√	√	

Table 1 Students' participation in grammar exercises.

Table 1 shows some data on students' participation in grammar exercises. 1 student participated highly in the class, while another was an average participant, and 4 others were low participants.

Group 2	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
High		√	√			
Average	√				√	
Low				√		√

Table 2 Students' participation of prepositions of place.

Table 2 shows some data on students' participation in prepositions of place. 2 students participated highly in the class, while two others were average participants, and 2 others were low participants.

Group 3	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
High				√		
Average		√	√			√
Low	√				√	

Table 3 Students' participation in reading.

Table 3 shows some data on students' participation in reading. 1 student participated highly in the class, while 3 others students were average participants. 2 of the students were low participants.

Group 4	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
High		√		√	√	
Average	√		√			
Low						√

Table 4 Students' participation in listening.

Table 4 shows some data on students' participation in listening. 3 students highly participated in the class, while 2 other students were average participants. 1 student was a low participant.

Group 5	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
High	√				√	√
Average		√		√		
Low			√			

Table 5 Students' participation in writing.

Table 5 shows some data on students' participation in writing. 3 students highly participated in the class, while 2 students were average participants. 1 student was a low participant.

Group 6	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
High						
Average		√				
Low	√		√	√	√	√

Table 6 Students' participation in using prepositions.

Table 6 shows some data on students' participation in using prepositions. 1 student was an average participant in the class, while 5 students were low participants.

Group 7	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
High					√	
Average	√	√				
Low			√	√		√

Table 7 Students' participation in analyzing sentences about local prepositions.

Table 7 shows some data on students' participation in analyzing sentences about local prepositions. 1 student highly participated in the class, while 2 others were average participants. 3 students were low participants.

Group 8	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
High	√					
Average		√		√		
Low			√		√	√

Table 8 Students' participation in discussion.

Table 8 shows some data on students' participation during discussion. 1 student highly participated in the class, while 2 others were average participants. 3 students were low participants.

Group 9	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
High						
Average				√	√	
Low	√	√	√			√

Table 9 Students' participation in revision part.

Table 9 shows some data on students' participation during revision. 2 students were average participants and 4 students were low participants.

Group 10	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
High				√		√
Average		√				
Low	√		√		√	

Table 10 Students' participation in comparison of prepositions.

Table 10 shows some data in comparison of prepositions. 2 students highly participated in the class, while 1 student was an average participant. 3 students were low participants.

We had distinctive participation of students in the group observation such as: high participation was from 14 students, average participation was from 18 students and low participation was from 28 students. We have these results because learners in general had a lot of problems to work in groups; they were not able to use local prepositions correctly and many other parts of the language such reading, listening, and writing skills. Maybe this happened because teachers were not able to explain exactly what students need to do in the exercises. Based on the group results, it can be seen that we have different participation of students in the classroom. Most of the time, learners express their knowledge in different ways because they have troubles to use prepositions properly in the classroom and this is the reason that their participation differs because they have different abilities and knowledge in acquiring the target language especially grammar skills.

4.2.2 Results from the pair work

The results presented below show students' performance in pair work. Students were observed during exercises on local prepositions in one class. The same instruction and task was explained to every pair. In this class, students were good English learners and students cooperated with each other and the teacher too. The observation evaluates learners' involvement in pair work activities.

Pair 1	Student 1	Student 2
High	√	
Average		
Weak		√
Pair 2	Student 1	Student 2
High		
Average	√	√
Weak		
Pair 3	Student 1	Student 2
High		√
Average		
Weak	√	
Pair 4	Student 1	Student 2
High	√	√
Average		
Weak		
Pair 5	Student 1	Student 2
High		
Average	√	
Weak		√
Pair 6	Student 1	Student 2

High	√	
Average		√
Weak		
Pair 7	Student 1	Student 2
High		√
Average	√	
Weak		
Pair 8	Student 1	Student 2
High		
Average		
Weak	√	√
Pair 9	Student 1	Student 2
High		
Average	√	
Weak		√
Pair 10	Student 1	Student 2
High	√	√
Average		
Weak		
Pair 11	Student 1	Student 2
High		
Average		√
Weak	√	
Pair 12	Student 1	Student 2
High	√	√
Average		
Weak		
Pair 13	Student 1	Student 2

High	√	
Average		√
Weak		
Pair 14	Student 1	Student 2
High		√
Average	√	
Weak		
Pair 15	Student 1	Student 2
High		
Average	√	
Weak		√
Pair 16		
High		
Average	√	√
Weak		
Pair 17		
High	√	
Average		
Weak		√
Pair 18		
High		√
Average	√	
Weak		

Table 11 Students' participation in pairs.

In the pair observation, students participated differently and we had totally different participation such as high participation was from 14 students, average participation was from 13 students and low participation was from 8 students. We had this result because students could not use prepositions in exercises appropriately. From the pair results, we can notice that

learners learn and perform differently during the lesson because each learner has contrasting language skills performance and they show their abilities and skills sometimes equally and most of the time, learners absolutely work distinctively.

4.2.3 Results from the individual work

Students' participation in vocabulary exercises about sports phenomena; students had to match the words with their definitions. Students had to work individually and they were observed; the data is presented below.

Students	High	Average	Low
Student 1	√		
Student 2		√	
Student 3	√		
Student 4		√	
Student 5			√
Student 6		√	
Student 7		√	
Student 8	√		
Student 9		√	
Student 10		√	
Student 11	√		
Student 12		√	
Student 13			√
Student 14		√	
Student 15			√
Student 16		√	
Student 17	√		

Student 18	√		
Student 19			√
Student 20		√	
Student 21		√	
Student 22			√
Student 23		√	
Student 24	√		
Student 25	√		
Student 26		√	
Student 27		√	
Student 28			√
Student 29			√
Student 30		√	
Student 31	√		
Student 32		√	
Student 33			√
Student 34		√	
Student 35		√	
Student 36	√		
Student 37		√	
Student 38			√
Student 39		√	
Student 40		√	
Student 41	√		
Student 42		√	
Student 43			√
Student 44	√		
Student 45		√	

Student 46		√	
Student 47			√
Student 48	√		
Student 49		√	
Student 50			√
Student 51	√		
Student 52		√	
Student 53		√	
Student 54			√
Student 55	√		
Student 56			√
Student 57		√	
Student 58			√
Student 59	√		
Student 60		√	

Table 12 Students' participation in local prepositions exercises.

Students had different participation in local prepositions exercises such as high participation was from 16 students, average participation was from 29 students and low participation was from 15 students. Students had troubles to understand new vocabulary and to use prepositions properly. Regarding individual results, we can see that there is a difference in students' participation and most of the learners have an average participation in vocabulary. In addition, high and low participation is totally different because learners have trouble in acquiring vocabulary and prepositions.

In conclusion, learners' participation in group work, pair work, and individually was different because learners have distinctive language skills abilities. All of the students use various teaching methods in order to acquire the foreign language especially prepositions. What is more, the observation was done online because of COVID 19, and learners had a lot of troubles, but they tried to participate in the lesson in the best way possible. And this was the reason that

learners could not perform properly and we have distinctive participation of students from the three parts of the observation. Also, the researcher had difficulties to work with students online because of technical problems and the lack of information about students' knowledge and ability in the foreign language.

4.3 Interview results

In the third instrument of the research, ten teachers participated in the interview. The interview consisted of 10 questions. Each teacher expressed his/her opinion about local prepositions usage in the lesson and how learners acquire this type of prepositions based on his/her working experience. Some of them claimed that learners find local prepositions very confusing and they make mistakes when they use in the language, while others stated that learners acquire prepositions based on the rules of their mother tongue and this causes a big problem for both teachers and learners; teachers should use different strategies in the lesson and help learners acquire local prepositions appropriately. Different opinions will be illustrated below on how learners acquire local prepositions in their teaching classrooms. The following are some excerpts from the interview.

R=Researcher

P=Participant

- **Q1: According to your experience of teaching English in EFL classes, does the first language of the students affect their learning of English and in particular, English prepositions? If yes, in which way?**

P1: Yes, it affects. Because of the reason that there are some particular prepositions that they have the same meaning in the first student's language, but they have different usage. Prepositions in English play important role in word formation and we have to use them properly.

P2: Yes it does. Students most of the time attempt in comparing their first language to English while translating or guessing a word in the English language.

P3: I believe that it does. I have had cases during my teaching year when students would confuse the native version of the preposition with the foreign language one. The most common confusion was with prepositions of places at, to, in.

P4: During my four years of teaching experience, I've noticed that the mother tongue plays a very important role when learning a second language; in this occasion the English language. My opinion is that it depends on how rich the mother tongue's vocabulary is and how much the students have knowledge about it.

P5: Yes it does, as English has specific rule of usage and fixed rules, students get confused on when to use an English preposition.

R=Researcher

P=Participant

- **Q2: Do students with the same mother tongue make similar mistakes during their learning process?**

P1: It always depends on the level they know the English language. The ones that lack the basic knowledge of the language make more mistakes than the ones that speak the language fluently.

P2: Well, I think they do not make the same mistakes because they learn the English language from the beginning and it is a bit easier to reduce those mistakes and later on they can use the English language fluently.

P3: I believe they do, sometimes because they neglect the rules they learn at school, and sometimes because something just gets stuck in their brain and it's hard to change it.

P4: No, as they have learnt them from a young age it is natural for them having been imbedded to their heads.

P5: Since the day we are born we have been using the prepositions in the mother tongue in different contexts so it is natural to make no mistakes, or in some cases minor, tiny mistakes.

R=Researcher

P=Participant

- **Q3: Can the students easily differentiate between prepositions that cause confusion such as “at”, “in” and “on”?**

P1: No, they cannot. In the beginning it is more difficult to differentiate them, but in the following years they can use them more precisely if the students practice it a lot in using the prepositions in communication and reading as well.

P2: Not always and they mix these prepositions very often.

P3: In general students use them correctly, since they produce the language naturally because of watching too many English movies, YouTube etc. However, not all the students can be put in the same position, since not all of them are fluent. Therefore, some students cannot differentiate easily the prepositions.

P4: In my experience, when I explain the prepositions to my students they think they are easy. However, they face difficulties when using them in communicating with each other over the course of time.

P5: I believe there could be major confusion for students if the teacher doesn't explain well the prepositions, for instance we take the word Christmas: ON Christmas day (ON is used for week, dates, holidays with a specific date) and AT Christmas (AT is used for the time of the day, festive periods etc.)

R=Researcher

P=Participant

- **Q4: What are the problems that students have when using those prepositions?**

P1: The problems students often encounter when using these prepositions is that they do not know when to use “at” and “in” when they try to formulate a sentence first in their mother tongue. For example: they often get confused in sentences such as: “I am at the school; and I am in the school.” Even though for both of these prepositions we have a different word in Albanian language; “at- te”, “in-në (në brendësi, brenda) these words can still be translated the same “në”. Thus, is the main reason why students often use them wrongly. In Albanian you can say: mbi tavolinë, në tavolinë, both meaning on the table. While in English, for each expression there is an exact/precise preposition, over the table for the first and on the table for the later.

P2: The most important situations are the dates, seasons, months and describing things around, there are some confusions in using the prepositions and students have a lot of questions: why do we use ‘at’ but not ‘in’, or why do we use ‘in’ but not ‘on’ ?

P3: I think that it depends both on the students and the teacher. I believe introducing students to all the prepositions in a short time, makes it hard for them to grasp them and learn how and when to use them. As for the students, sometimes they ignore the importance of prepositions and how they affect the meaning of the sentence; therefore, they do not spend a lot of time practicing and learning them the correct way.

P4: The problems that students face while using those prepositions are mixing them when trying to tell the days, dates, time, months, years, etc.

P5: Students are confused with certain prepositions that have the same translation in the mother tongue, especially IN, ON and AT.

R=Researcher

P=Participant

- **Q5: Is there a difference between the mistakes that students make, in choosing the appropriate preposition, when doing exercises and their mistakes when translating a text? If yes, can you explain how do those mistakes differ?**

P1: Yes, there is. If students do not choose the right preposition in doing exercises, the translation will not be correct. So, we have to pay attention in choosing the right preposition in writing to enable students to present a good translation.

P2: I believe it is easier for students when they translate prepositions, rather than when they have to use them in sentences themselves. The prime reason for this would be because prepositions are already in the text they translate; however, they struggle with finding the correct one to add when doing exercises. For example, students struggle with in/on when it comes to months/days of the week; however, when they translate the text they already have the preposition added so they do not have to worry about them.

P3: Yes there is a difference. When students complete the exercises, even if they have difficulties, they focus on their background knowledge and try to use the preposition they think that corresponds. However, when translating a text it is easier, since students know how to arrange words in their mother tongue.

P4: Yes, there is. In the Albanian language we can say “në shtëpi” në park – “at home” “in the park” or “në ora 8” në të Hënë – “at 8 o’clock” “on Monday”, so in Albanian **në** is used. When translating from English to Albanian **në** is used, whereas vice versa **në** can be translated as **in**, **at** or **on**. Student must have good understanding in order to use the correct preposition in English.

P5: Yes there is, if the students use a preposition directly in English without trying to translate them first, they automatically get them correctly, but if they try and translate them, then they get confused because for each preposition in the Albanian language, they can use the same translation and still be correct.

R=Researcher

P=Participant

- **Q6: What do you think is the reason for students’ mistakes in using English prepositions?**

P1: I think that the main reason for students that they make mistakes in using English prepositions correctly is they do not do enough exercises, they do not read a lot of different English grammar books and other books as well.

P2: I’ve noticed that students have difficulties when translating prepositions, since in Albanian language for almost every preposition there is one single translation/word; or you can use the same word and it will still be correct; this confuses the students and often have difficulties when using them. They cannot differentiate between “in” and “at”, for example. Here, I think the main reason is that English prepositions are more focused/ precise when being used rather than in Albanian; in the Albanian language you can use the same preposition for more than one indication.

P3: From my point of view, students make mistakes because the rules are sometimes confusing, and not all the time they can help you.

P4: The similarities of some prepositions, when translating them in the mother tongue.

P5: One of the reasons would be because in their mother tongue, some prepositions give out the same meaning. For example, in Albanian the translation of “I’m at the hospital.” And “I’m in the hospital” would sometimes be the same, so “Unë jam në spital.”

R=Researcher

P=Participant

- **Q7: Do male students make more mistakes than female students or vice versa?**

P1: I think that male make more mistakes than female.

P2: Honestly, I believe that this has to do with the student and not their gender. We have male students who are superior and vice versa there are female students who can really surprise you with their knowledge. Definitely if we take the high school “Sami Frashëri” as an example; nowadays male students in general are better than females.

P3: I have never compared the mistakes students do, based on gender differences.

P4: I would not know how to answer this because I do not know statistically. Based on my experience, I would not make this gender differentiation at all unless I have strong evidence that gender influences exist.

P5: I have never thought about this.

R=Researcher

P=Participant

- **Q8: How often do you teach prepositions in the class? Do you use deductive or inductive approach in teaching?**

P1: I try to explain them to my students based on the curriculum; however, I try to unconsciously make my students use them as often as possible. I use both approaches, and this sometimes depends on the age and the level of my students.

P2: It depends from the school material; almost in every unit there are exercises or examples related to prepositions. As for the teaching method, again depending from the student's capacity I choose a method, even though I usually prefer to have a student- centered approach.

P3: It depends on the lesson plan, but I try to give additional explanations to the students whenever I notice them making these mistakes in differentiating these prepositions.

P4: I teach prepositions as much as it is needed. I mostly use the inductive approach in teaching.

P5: In my opinion, prepositions are one of the most challenging part of grammar to teach to Albanians. I pay lot of my attention to prepositions thus for me a frequent use or reminder is essential. Both approaches are effective depending on the students need and way of learning.

R=Researcher

P=Participant

- **Q9: Do you use extra materials or technology to teach prepositions?**

P1: I sometimes refer to other materials when I teach prepositions to students.

P2: Yes I do, I use materials taken from the internet, worksheets containing exercises regarding prepositions, also different matching games L1-EFL.

P3: No, personally I do not give too much importance to prepositions, I try to teach them generally so that; the students have a general knowledge about prepositions and that's all. I do not skip them, but I only teach them from the school's material; I do not burden the students with extra materials.

P4: I use smart board, laptop and of course extra materials to teach prepositions.

P5: I use flashcards with all ages. I have noticed that they actually work.

R=Researcher

P=Participant

- **Q10: What problems do you as a teacher face while teaching local prepositions of English?**

P1: As I stated above, when I explain them, they seem pretty easy for my students. However, I notice after that they have problems when using them, often because when they communicate in English, they think in Albanian and there is a crash between languages in their brain.

P2: Usually the problem I face the most is while translating them and while trying to give examples between the Albanian and the English language; this can be very confusing because I have to be very careful with the examples I give.

P3: The problem I personally face is that sometimes rules are not enough and we have to go through a lot of practice in order to teach them properly. With students that speak the language perfectly well, I do not face problems.

P4: The main problem is the students' confusion when they encounter prepositions that have the same translation in the mother tongue.

P5: The usual ones, teaching the types of prepositions (in, at, etc.), rule usage and using them correctly, use them in spoken English.

Based on the interview results, we can notice that the first language affect the learning of the foreign language especially prepositions and for this reason learners have troubles to acquire prepositions correctly. After that, learners make more mistakes because they always think in the first language and try to translate prepositions in their mother tongue. Moreover, learners cannot differentiate local prepositions such as: at, in, and on and they are confused most of the time when they use this type of prepositions. Then learners have problems when they use prepositions because they do not know how to use local prepositions and how to formulate sentences in the foreign language. They get confused which preposition to use because prepositions in the foreign language have multiple meanings and usages. Another point is that learners make mistakes when they try to choose the right preposition and they translate in the mother tongue. What is more, the main reason that learners make mistakes in using prepositions incorrectly is that they do not do enough exercises, read books or improve prepositions through video games, worksheets, flashcards etc. According to teachers, they teach prepositions to learners based on the curriculum, and the need of students to acquire prepositions in the foreign language. Teachers face problems during the lesson when they teach local prepositions especially when they translate prepositions in the mother tongue. They have difficulties to give a correct answer to learners because prepositions in the foreign language have multiple meanings, while in the mother tongue, one preposition is used for all things. To conclude, teachers need to be very careful while teaching prepositions in the lesson, and choosing the appropriate strategies in order learners to understand the meaning and usage of a preposition. And on the other hand, students have to learn and practice more in English the prepositions in order to be successful in acquiring them properly.

4.3.1 Test results

Students' participation in test exercises by working individually was observed and presented below in tables.

Exercise 1. Complete the sentences using *in*, *on*, or *at*.

Exercise a)	In	at	on	Example
Camillo lives __in__ Brindisi.	63	34	53	Camillo lives on Brindisi.

Table 13 Exercise 1

Table 13 shows the data on students' participation in using local prepositions. 63 students used the preposition *in*, 34 students used the preposition *at*, and 53 used the preposition *on*.

Exercise b)	In	at	on	Example
Brindisi is a town __on__ the south east coast of Italy.	87	42	21	Brindisi is a town in the south east coast of Italy.

Table 14 Exercise 2

Table 14 shows the data on students' participation in using local prepositions. 87 students used the preposition *in*, 42 students used the preposition *at* and 21 students used the preposition *on*.

Exercise c)	In	at	on	Example
He lives __at__ 45, Via Rosa, a street near the airport.	54	22	74	He lives on 45, Via Rosa, a street near the airport.

Table 15 Exercise 3

Table 15 shows the data on students' participation in using local prepositions. 54 students used preposition *in*, 22 students used the preposition *at*, and 74 students used the preposition *on*.

Exercise d)	In	at	on	Example
At the moment he's __in__ England.	47	60	43	At the moment he's at England.

Table 16 Exercise 4

Table 16 shows the data on students' participation in using local prepositions. 47 students used the preposition *in*, 60 students used the preposition *at* and 43 students used the preposition *on*.

Exercise e)	In	at	on	Example
He's studying English __at__ a language school __in__ Bristol.	54	48	48	He's studying English in a language school on Bristol.

Table 17 Exercise 5

Table 17 shows the data on students' participation in using local prepositions. 54 students used the preposition *in*, 48 students used the prepositions *at* and 48 students used the preposition *on*.

Exercise f)	In	at	on	Example
Everyone likes Camillo because he's always got a smile __on__ his face.	58	46	46	Everyone likes Camillo because he's always got a smile in his face.

Table 18 Exercise 6

Table 18 shows the data on students' participation in using local prepositions. 58 students used the preposition *in*, 46 students used the preposition *at* and 46 students used the preposition *on*.

Exercise 2. Choose the correct form:

Exercise a)	in	on	Example
What have you got _in_ your hand?	96	54	What have you got on your hand?

Table 19 Exercise 7

Table 19 shows the data on students' participation in using local prepositions. 96 students used the preposition *in*, and 54 students used the preposition *on*.

Exercise b)	in	at	Example
I have a friend who lives _in_ a small village in the mountains.	55	95	I have a friend who lives at a small village in the mountains.

Table 20 Exercise 8

Table 20 shows the data on students' participation in using local prepositions. 55 students used the preposition *in* and 95 students used the preposition *at*.

Exercise c)	on	at	Example
Who is the man standing _at_ the door?	88	62	Who is the man standing on the door?

Table 21 Exercise 9

Table 21 shows the data on students' participation in using prepositions. 88 students used the preposition *on* and 62 students used the preposition *at*.

Exercise d)	in	on	Example
There is a dirty mark _on_ your nose.	109	41	There is a dirty mark in your nose.

Table 22 Exercise 10

Table 22 shows the data on students' participation in using local prepositions. 109 students used the preposition *in* and 41 students used the preposition *on*.

Exercise e)	at	on	Example
There is somebody _at_ the door.	36	114	There is somebody on the door.

Table 23 Exercise 11

Table 23 shows the data on students' participation in using local prepositions. 36 students used the preposition *at* and 114 students used the preposition *on*.

Exercise f)	on	at	Example
There is a notice _on_ the door.	45	105	There is a notice at the door.

Table 24 Exercise 12

Table 24 shows the data on students' participation in using local prepositions. 45 students used the preposition *on* and 105 students used the preposition *at*.

Exercise g)	In	at	Example
We have to get off the bus _at_ the next stop.	92	58	We have to get off the bus in the next stop.

Table 25 Exercise 13

Table 25 shows the data on students' participation in using local preposition. 92 students used the preposition *in* and 58 students used the preposition *at*.

Exercise 3. Answer the questions about the pictures. Use in, at or on.



Exercise a)	in	at	on	Example
Where's the label?	32	60	58	At the bottle.

Table 26 Exercise 14

Table 26 shows the data on student's participation in using prepositions. 32 students used the preposition *in*, 60 students used the preposition *at* and 58 students used the preposition *on*.

Exercise b)	in	at	on	Example
Where is the fly?	65	45	40	In his arm.

Table 27 Exercise 15

Table 27 shows the data on students' participation in using prepositions. 65 students used the prepositions *in*, 45 students used the prepositions *at* and 40 students used the preposition *on*.

Exercise c)	in	at	on	Example
Where is the car waiting?	61	35	54	In the traffic lights.

Table 28 Exercise 16

Table 28 shows the data on students' participation in using prepositions. 61 students used the prepositions *in*, 35 students used the preposition *at* 54 students used the preposition *on*.

Exercise d)	in	at	on	Example
Where is the notice?	58	62	30	At the door.

Table 29 Exercise 17

Table 29 shows the data on students' participation in using prepositions. 58 students used the preposition *in*, 62 students used the preposition *at* and 30 students used the preposition *on*.

Exercise e)	in	at	on	Example
Where is the key?	48	59	43	At the door.

Table 30 Exercise 18

Table 30 shows the data on students' participation in using prepositions. 48 students used the preposition *in*, 59 students used the preposition *at* and 43 students used the preposition *on*.

Exercise 4. Complete the gaps in the statements about preferences and habits with the prepositions of place: *in*, *on*, *at*.

Exercise 1)	in	at	on	Example
I enjoy going for walks _in_ the countryside.	44	90	103	I enjoy going for walks on the countryside.

Table 31 Exercise 19

Table 31 shows the data on students' participation in using prepositions. 44 students used the preposition *in*, 90 students used the preposition *at* and 103 students used the preposition *on*.

Exercise 2)	in	at	on	Example
When I fly, I like to arrive_at_ the airport before check-in time.	99	51	87	When I fly, I like to arrive at the airport before check-in time.

Table 32 Exercise 20

Table 32 shows the data on students' participation in using prepositions. 99 students used the preposition *in*, 51 students used the preposition *at* and 87 students used the preposition *on*.

Exercise 3)	in	at	on	Example
I like listening to music _in_ the car.	58	94	82	I like listening to music at the car.

Table 33 Exercise 21

Table 33 shows the data on students' participation in using prepositions. 58 students used the preposition *in*, 94 students used the preposition *at* and 82 students used the preposition *on*.

Exercise 4)	in	at	on	Example
I live _on_ the 8 th floor_at_25 Cambridge Road _in_ Bristol.	98	46	88	I live in the 8 th floor on 25 Cambridge Road at Bristol.

Table 34 Exercise 22

Table 34 shows the data on students' participation in using prepositions. 98 students used the preposition *in*, 46 students used the prepositions *at* and 88 students used the preposition *on*.

Exercise 5)	in	at	on	Example
When I'm _at_ home, I like to sit _on_ the sofa and read a book.	71	63	16	When I'm in home, I like to sit at the sofa and read a book.

Table 35 Exercise 23

Table 35 shows the data on students' participation in using prepositions. 71 students used the prepositions *in*, 63 students used the prepositions *at* and 16 students used the prepositions *on*.

Exercise 6)	in	at	on	Example
I prefer being _at_ a cinema, watching a film _in_ a big screen, to being _in_ my living room, watching a film _on_ television.	101	58	139	I prefer being in a cinema, watching a film on a big screen, to being at my living room, watching a film in television.

Table 36 Exercise 24

Table 36 shows the data on students' participation in using prepositions. 101 students used the preposition *in*, 58 students used the preposition *at* and 139 students used the preposition *on*.

Exercise 7)	in	at	on	Example
I always keep extra money _in_ my wallet in case of emergencies.	41	16	141	I always keep extra money on my wallet in case of emergencies.

Table 37 Exercise 25

Table 37 shows the data on students' participation in using prepositions. 41 students used the preposition *in*, 16 students used the preposition *at* and 141 students used the preposition *on*.

Exercise 8)	in	at	on	Example
I prefer living _in_ a city to living _in_ a town.	94	9	25	I prefer living in a city to living on a town.

Table 38 Exercise 26

Table 38 shows the data on students' participation in using prepositions. 94 students used the preposition *in*, 9 students used the preposition *at* and 25 students used the preposition *on*.

Exercise 9)	in	at	on	Example
I prefer a job where I don't spend all my time sitting _at_ a desk _in_ an office.	75	28	34	I prefer a job where I don't spend all my time sitting in a desk on office.

Table 39 Exercise 27

Table 39 shows the data on students' participation in using prepositions. 75 students used the preposition *in*, 28 students used the preposition *at* and 34 students used the preposition *on*.

Exercise 10)	in	at	on	Example
I'd like to go to Singapore _in_ the Southeast Asia. The country lies _on_ the equator.	57	63	17	I'd like to go to Singapore at the Southeast Asia. The country lies in the equator.

Table 40 Exercise 28

Table 40 shows the data on students' participation in using prepositions. 57 students used the preposition *in*, 63 students used the preposition *at* and 17 students used the preposition *on*.

Regarding test result, we can see students' knowledge and usage of prepositions in different exercises. In the first activity, most of the students have troubles to distinguish between prepositions "in" and "on". All of the students could not use the appropriate preposition in the exercise. They made a mistake regarding preposition "in" that is used for areas such as country,

city, town etc. instead of using “in Brindisi” students used “on Brindisi”. They were not able to compare the usage of these two prepositions. Another problem is that students had difficulties to use the correct preposition “at” for addresses. Most of them used the preposition “on” for address instead of using the correct preposition “at”, for instance “He lives on 45, Via Rosa” and “He lives at 45, Via Rosa”. They did not figure out that the usage of the preposition “at” is used for particular activities. Students think that the prepositions “at” and “in” have the same usage and meaning for all things.

In the second activity, students faced many challenges because some of the exercises were tricky and students got confused which preposition to use. They could not make a clear distinction between prepositions “in” and “on”; for instance, “in your hand” and “on your hand”. The other prepositions that all students failed to use correctly were the usage of prepositions “at” and “on”. All of the students made a mistake between “at the door” and “on the door”. They were not able to realize the difference and usage between these two prepositions such as *at* and *on*.

In the third and fourth activity, students again faced problems to vary prepositions and to use them properly. The problematic exercise was between prepositions “in” and “at”. Students used these prepositions in the wrong way such as “in the traffic lights” and “at the traffic lights”. Or the other example that students found confusing was “the notice is on the door” and “the key is in the door”. They had troubles to notice the distinction between prepositions “on” and “in”. Most of the students used prepositions incorrectly for example, “in a cinema” and “at television”.

Based on the test result, it can be seen that Albanian students have a lot of troubles to apprehend and use local prepositions in English. Students are not able to make the diversity between the usage of prepositions; they find local prepositions very complex and confusing too. Students could not identify the correct use of prepositions in all activities, and maybe this is due to the mother tongue’s influence. Most of the time, students relate points with their L1 especially in grammar skills, and this could be the problem that Albanian students could not

acquire prepositions correctly in the foreign language, in this case the English language. Another issue could be that teachers do not pay enough attention to prepositions in the foreign language. They do not have a specific lesson about the types of prepositions and its usage in the language. Teachers do not use different strategies during the teaching process in order to teach prepositions to learners and help students acquire all the types of prepositions. Because of teachers' lack of interest and motivation about prepositions in English, learners had this result during the activities, students do not have enough knowledge and information about prepositions and for this reason, they make mistakes all the time during the use of prepositions in the language. Students would not be able to comprehend and use them in the best way possible.

Conclusion

It can be concluded that local prepositions in the foreign language in this case English language are not very easy to acquire and use them properly. The reason that local prepositions are challenging is that there are different types of prepositions that have distinctive meanings and usage in the language. Because of this, learners are not able to learn prepositions correctly and understand them clearly. Another reason is that nonnative speakers of English especially EFL learners acquire the target language based on their mother tongues' rules and learners cannot make the differentiation between prepositions in their L1 and L2. EFL learners most of the time make mistakes during the acquisition of local prepositions and they find prepositions confusing. This happens because learners do not read a lot of English books; they do not practice or do exercises in grammar skills especially about local prepositions.

On the other hand, there are many differences between first and second language acquisition. The main difference is that L1 is absolutely different because of vocabulary, grammar, pronunciation, spelling and many other things. Having different grammar and its rules, it has a great influence to EFL learners because learners cannot be able to understand that grammar in

L2 is not the same as their mother tongue. It has distinctive rules, function and meaning in comparison to L1. And this causes the problem to EFL learners to acquire local prepositions; notice that prepositions have a lot of meanings and usage in the target language in comparison to their mother tongue for instance, one preposition is mostly used for all things and are easy to understand and to use accurately. Another factor is that L1 plays an important role in the acquisition of the foreign language because EFL learners firstly think in their L1 when they try acquiring the target language, learners do not pay attention to the differences between the languages and they make more mistakes in grammar, writing, and speaking during the lesson. But there are cases when L1 is very necessary in the acquisition of the foreign language because learners sometimes need to use L1 in order to understand L2 better. And there are cases when teachers find easy L1 in using during the teaching of L2 in the classroom, in this case learners are able to relate things between L1 and L2, and acquire both languages appropriately.

Moreover, is concluded that teachers should be very careful during their teaching process, they need to use the appropriate strategies in the lesson. Teachers should teach prepositions to learners based on their background, their knowledge and their needs. During the teaching process, teachers need to make an analysis about their learners in the classroom; they should know what type of learners there are in the classroom, what type of learning techniques learners use to acquire the target language; what problems they face during the acquisition of the foreign language; how do learners understand grammar of L2 especially prepositions. Teachers need to find how EFL learners acquire local prepositions, what kind of strategies or materials they use to learn and use prepositions correctly. Besides of this, teachers should notice learners' problems and their lack of knowledge about the target language. Because teachers are the main factor in the classroom that can help learners to acquire the foreign language and to use properly, teachers have a great influence at learners that can motivate them to learn the language especially local prepositions. In this case, teachers have to use different strategies in the lesson that can help learners to understand prepositions and explain prepositions clearly.

The target language is not very easy because there are many parts that differs from the mother tongue especially grammar skills. For this reason, EFL learners have troubles in acquiring and understanding the foreign language because they find confusing L2 most of the time. Learners are not able to acquire prepositions correctly because they find grammar of L2 very challenging and they do not use prepositions appropriately in the foreign language. Grammar is very important in the second language acquisition because the language cannot function without grammar, and learners cannot acquire the language without acquiring the grammar especially prepositions. Local prepositions are very significant in the language and all the learners have to acquire prepositions without any differentiations for instance, if learners are EFL or native speakers; they need to learn prepositions and speak the target language precisely.

Chapter V

During this research regarding instruments used in the study, distinctive opinions and results were described clearly. In this part of the study, research questions will be presented and explained precisely. The research questions are related to the acquisition of local prepositions by learners, how they acquire prepositions and teachers' strategies usage in the lesson.

Research questions

Q1: Which are the most challenging prepositions of English language that Albanian EFL learners acquire?

- Most of Albanian EFL learners find local prepositions the most problematic such as: *at*, *in*, and *on*. Students claim that these types of prepositions are very confusing to understand and to use in the language. They state that local prepositions have multiple meanings and usage in English while in their mother tongue-it is different. Students mostly match foreign preposition with their L1 prepositions, and because of this fact they have troubles to learn them properly and to use them correctly. Another problem is that Albanian learners try to acquire the foreign language based on the mother tongues' rules especially regarding the grammar part. They think that English grammar is similar to Albanian grammar and they have troubles to learn the grammar of the other language correctly. Furthermore, Albanian learners do not pay enough attention to local prepositions; they do not practice or try to read more in English in order to improve their skills in the use of prepositions. Students try to learn prepositions but they again

have problems because they need teachers' help and motivation to acquire local prepositions appropriately.

Q2: How do Albanian EFL learners acquire and use English local prepositions in different classroom tasks?

- Even though that Albanian EFL learners have troubles to acquire local prepositions carefully, they have some strategies or methods that learners use to learn prepositions in different classroom tasks. Students use some specific strategies, and most of the time they try to guess the meaning of a preposition when they do not know the exact meaning of the preposition in the foreign language. Even if they are not absolutely sure that the meaning of that preposition cannot be correct, they still guess. Another method that learners use is that they translate directly from their mother tongue when they use English prepositions. This method of translating directly from the mother tongue is not appropriate because learners are not able to understand prepositions in the foreign language and to use them correctly. Learners will have more problems and they will be more confusing when using the translation part because they learn the prepositions based on their mother tongue. Then using pictures, flashcards, videos or songs, learners have the opportunity to understand and to use local prepositions correctly in the lesson. Learners will have a better understanding of the prepositions' meaning and usage in the English language. The last method that is useful for learners to acquire prepositions is teachers' help during the lesson. Teachers are the main factors or influencers that inspire, explain, and motivate learners in the teaching process. Teachers can help learners to acquire local prepositions correctly by giving them different materials, exercises or handouts in order learners to apprehend prepositions accurately.

Q3: What kind of teaching strategies do English teachers use to teach English prepositions?

- During the teaching process, most of the teachers use distinctive teaching strategies because all of the teachers are not similar and each of them teaches differently. But when they teach English prepositions, teachers use some of the strategies such as: deductive method because teachers find this method more useful in acquiring prepositions or some teachers use both methods such as deductive and inductive method because they think that these methods are beneficial in class. Another strategy is the student-centered approach; teachers use this method during the lesson. Then teachers use materials from the internet like worksheets about prepositions or matching games. But most of the time, teachers use strategies based on their students' level, need, and background. They notice the type of students they have in their classes, and teachers find a useful strategy to teach prepositions in the easiest way in order learners to find prepositions simple. Also teachers teach prepositions based on the lesson plan, but they again try to give additional explanations to learners. Or, there are cases where it depends on the school materials because each lesson is related to grammar skills or prepositions. Teachers use a method based on students' capacity and they explain and give different examples to learners about local prepositions. Nevertheless, teachers always teach based on the curriculum, they sometimes skip the curriculum and focus on the grammar part more in order learners to understand that the foreign language is not similar to their mother tongue. Students must be very careful when they acquire the target language especially grammar skills such as local prepositions as they are the most important part of the language.

Conclusions

Important conclusions can be brought forward from the data obtained by the instruments of this research. The following conclusions are a confirmation of the important issues in the acquisition of local prepositions and different strategies which future researchers should take into consideration. These are the conclusions brought from the first instrument:

The majority of the students find prepositions more difficult to understand than any other parts of the speech. Based on the research, students think that there is not a poor presentation of prepositions in text.

However, a big number of students replied that they can understand better simple prepositions (e.g. in, by, on, at, about, under) than complex prepositions (e.g. according to, out of, similar to, in case of).

Moreover, students claim that when using English prepositions, they directly translate from their mother tongue; they also say that when they do not know the meaning of a preposition, they try to guess the right one.

A majority of the students' claim that prepositions are difficult because they have multiple meanings and usages. Furthermore, students reply that they can understand better the usage of prepositions when the teacher uses pictures, flashcards, videos, songs, games etc. Students also claim that prepositions are the most problematic in the English language; they reply that they use a specific method in order to acquire local prepositions (in, on, at). Students claim that prepositions are very important when acquiring the foreign language. According to students, English prepositions sometimes have the same meaning usage with the prepositions in their mother tongue, and teachers help students to learn prepositions properly.

The conclusions from the observation show that students' participation varies in group, pair and individual work. The following conclusions are brought from the second instrument of the research:

- Group work: It has been discovered that group work has absolutely distinctive effects on students during grammar exercises especially local prepositions. Advanced students are very active to give their input on a task, while lower students lack the challenge to participate in group work.
- Pair work: It has been observed that when two students of the same proficiency level work together, their level of participation is higher. When two students with a lower proficiency level work together, their participation is lower. And when two students with different proficiency work together, their level of participation is average.
- Individual work: Advanced proficiency students show high participation in the individual work, while lower proficiency students show low participation in this type of work in the classroom.

The reason of having different level of students' participation in group work, pair work and individual work is that:

- Advanced proficiency students demonstrate higher participation when they face difficult situations. These types of students are interested to participate when they work with students' of the similar level.
- Introvert students do not participate in the group work because of the lack of knowledge in grammar about prepositions and because of the advanced students.

The following conclusions from the interview show that teachers' opinion varies based on their work experience. The following conclusions are brought from the third instrument of the research:

- The majority of the teachers claim that the first language affects students learning of English, and in particular prepositions; they noticed that the mother tongue plays a very important role when learning a second language, in this case the English language.
- Many of the teachers reply that students with the same mother tongue make similar mistakes during their learning process and this happens because the ones that lack the basic knowledge of the language, make more mistakes than the ones that speak the language fluently.
- The majority of the teachers claim that students cannot easily differentiate between prepositions that cause confusion such as “at”, “in” and “on” because students face difficulties when using them in communicating and they mix this type of prepositions very often.
- The majority of the teachers say that some of the problems that students have when using those prepositions are that certain prepositions have the same translation in the mother tongue, or there are situations with dates, season, months and describing things around.
- Most of the teachers claim that there is a difference between the mistakes that students make, in choosing the appropriate preposition, when doing exercises and their mistakes when translating a text; if students do not choose the right preposition in doing exercises the translation will not be correct. When students complete the exercises, even if they have difficulties, they focus on their background knowledge and try to use the preposition they think that corresponds.
- Teachers think that the main reason for students’ mistakes in using English prepositions is that students do not do enough exercises, they do not read a lot of different English grammar books; the rules are sometimes confusing and not all the time they can help students. Furthermore, there are the similarities of some prepositions, when translating them in the mother tongue.

- The majority of the teachers claim that they have never thought about if male students make more mistakes than female students or vice versa. They say that this is related to the students and not their gender.
- Most of the teachers use deductive and inductive approach in teaching process.
- Many of the teachers teach prepositions based on the curriculum, school material or they teach prepositions as much as it is needed.
- Teachers use extra material or technology to teach prepositions such as: worksheets, different matching games L1-EFL, flashcards, smart board, laptop etc.
- The problems that teachers face while teaching local prepositions of English are translating preposition and while trying to give examples between both languages, Albanian and English; sometimes rules are not enough and teachers have to go through a lot of practice in order to teach them properly.

The following conclusion from the test show that students' participation differs based on their knowledge and language skills. The following conclusions are brought from the fourth instrument of the research:

- The majority of the students have troubles to differentiate between prepositions "in" and "on".
- All the students made a mistake about the preposition "in" that is used in context such as country, city, town etc.
- Most of the students had difficulties to use the correct preposition "at" for addresses.
- Students did not figure out that the use of the preposition "at" is used for particular activities.
- Many of the students could not make a clear variety between prepositions "in" and "on", for instance, "in your hand" and "on your hand".
- The majority of the students failed to use correctly the uses of prepositions "at" and "on".
- All students made a mistake between "at the door" and "on the door".

- Students faced problems to vary between prepositions “in” and “at”.
- Students used this type of prepositions incorrectly such as “in the traffic lights” and “at the traffic lights”.
- The majority of the students had troubles to notice the distinction between prepositions “on” and “in” such as “the notice is on the door” and “the key is in the door”.
- Many of the students had a lot of troubles to apprehend and use local prepositions in English.

Hypothesis 1: There are many problematic prepositions of English language that Albanian EFL learners acquire.

- The first hypothesis was proven because Albanian EFL learners have troubles to acquire prepositions in English especially local prepositions because they find them very confusing.

Hypothesis 2: Albanian EFL learners acquire and use English local prepositions with difficulties.

- The second hypothesis was proven because Albanian learners acquire and use local prepositions with difficulties because local prepositions have multiple meanings and use and learners are not able to apprehend the difference between the meaning in their first language and the foreign language.

Hypothesis 3: Teachers use appropriate strategies to teach English prepositions to Albanian EFL learners.

- The third hypothesis was proven because teachers use different strategies to teach prepositions to Albanian EFL learners in their teaching process.

Chapter VI Limitations and recommendations

The posed limitations and recommendations will serve as a tool of reference for the future researches and research of this field.

6.1 Limitations

This research has been conducted with the highest dedication for giving insights to the supreme issues related to teaching. However, the shortcomings of the research will be demonstrated, so that the future researchers will take them into consideration in order to increase the chances for more qualitative researchers.

Although the research was conducted very carefully, again obstacles were unpreventable. To begin with, the number of the participants was limited for making generalizations for all of the students in the schools.

Secondly, the research was conducted with difficulties because the research instruments were done online. After that, the researcher had difficulties to work with students online because of technical problems and the lack of information about students' knowledge and ability in the foreign language.

A limited number of researches have been conducted in this field; there is a very small number of data and results which vary because of the sample. A need for a study in this field is necessary, especially with Albanian students. This research will enrich the data for future researches. The results of this research cannot be generalized, because the number of samples do not allow bringing conclusions for the entire schools.

6.2 Recommendations

For a better flow of the research, the following important factors that should be taken into consideration: the number of students within the same group, support of the teachers, and teachers' suggestions on local prepositions usage in the classroom and benefits of implementing grammar exercises in the lesson in the acquisition of local prepositions by EFL students.

During the research, there was a lack of group work in online classrooms and based on this, students did not have the opportunity to perform accurately. Moreover, the teachers did not pay enough attention to students' needs and language background; this strategy brought different participation on part of students. We recommend that teachers be aware of using better learning strategies in the lesson. Teachers have to explain to students that they should not learn the foreign language based on their mother tongue; teachers have to focus on more grammar skills especially prepositions. Teachers have to advice students to practice more in English especially grammar skills, to read more English books and to communicate mostly in the target language. Teachers have to be careful in their teaching process; they must teach students based on students' needs and the students' proficiency level. Also teachers should not allow the first language to influence in the acquisition of the foreign language; L1 should be used only for specific situations when students have troubles to understand in L2. Then teachers must be aware of the acquisition of local prepositions; that is complex process, and they must help students to learn these prepositions correctly.

Students and teachers must work with each other in order to acquire the target language correctly; teachers have to motivate students more. It was notable that students and teachers participated and responded to each instrument with the fullest transparency. The instruments helped in gaining reliable and truthful results.

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Appendices

Appendix 1

The questionnaire

1. I find prepositions more difficult to understand than any other parts of the speech. <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
2. I think there is a poor presentation of prepositions in texts. <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
3. I can understand better simple prepositions (e.g. in, by, on, at, about, under) than complex prepositions (e.g. according to, out of, similar to, in case of). <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
4. When using English prepositions I translate directly from my mother tongue. <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
5. When I do not the meaning of a preposition, I try to guess the right one. <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
6. Prepositions are difficult because they have multiple meanings and usages. <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
7. I can understand better the usage of prepositions when the teacher uses pictures, flashcards, videos, songs, games etc. <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
8. I think that prepositions are the most difficult in English language. <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
9. I use a specific method in order to acquire local prepositions (in, on, at). <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
10. Prepositions are very important when acquiring the foreign language. <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
11. English prepositions have the same meaning and usage with the prepositions with our mother tongue.

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
12. Teachers help you to learn prepositions properly. <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes

Adapted from: Laura Vasile (2018). Teaching Strategies and Learning Cognitive Processes of the Prepositions At, In and On.

Appendix 2

Observation checklist

Instructor: _____ Class/Date: _____

BEHAVIORS RELATED TO GOOD TEACHING	+ Satisfactory -Needs Improvement	
LESSON	1	States objectives for class session
2	Captures attention by communicating relevance	
3	Helps students to recall what they already know	
4	Communicates a clear organizational scheme	
5	Connects material to real world examples or students' interests	
6	Checks understanding through targeted questions or activities	
7	Provides targeted practice opportunities and feedback	
8	Defines new terms before using them	
9	Provides opportunities for student to student interaction/discussion	
10	Provides opportunities for student questions	
11	Breaks down complex ideas into simple parts	
12	Uses multimodal methods for teaching: Visual, auditory, kinesthetic	

	activities, images, metaphors, cases, problem solving, writing activities, group work, etc.	
13	Limits key ideas or concepts to fewer than seven	
14	Provides a clear explanation of assignments	
15	Provides a summary of key points or ideas that includes a transition to the next lesson	
ENVIRONMENT	16	Addresses individuals by name
17	Exhibits enthusiasm about the topic	
18	Demonstrates respect when responding to students	
19	Manages discussions among the high/low responders	
20	Makes eye contact with students in different parts of the classroom	
21	Uses statements or examples that do not assume that students share a common cultural perspective	
22	Prompts all students equally for responses to questions	
<p>What are the observed strengths of the instructor?</p> <p>How could the lesson be improved?</p> <p>Additional comments:</p>		

Adapted from Carol Washburg (2015). Retrieved from:

<https://teaching.pitt.edu/wp-content/uploads/2019/12/AoT-Teaching-Center-Classroom-Observation-Checklist.pdf>

Appendix 3

The Interview

1. According to your experience of teaching English in multilingual classes, do the first languages of the students affect their learning of English and in particular, English prepositions? If yes, in which way?
2. Do students with the same mother tongue make similar mistakes during their learning process?
3. Can the students easily differentiate between prepositions that cause confusion such as “at”, “in” and “on”?
4. What are the problems that students have when using those prepositions?
5. Is there a difference between the mistakes that students make, in choosing the appropriate preposition, when doing exercises and their mistakes when translating a text? If yes, can you explain how do those mistakes differ? What do you think is the reason for this difference?
6. What do you think is the reason for students’ mistakes in using English prepositions?
7. Do male students make more mistakes than female students or vice versa?
8. How often do you teach prepositions in the class? Do you use deductive or inductive approach in teaching?
9. Do you use extra materials or technology to teach prepositions?
10. What problems do you as a teacher face while teaching local prepositions of English?

Adapted from: Elkafri. L (2017). The Effect of Transfer on Arab and Portuguese Learners’ Use of the English Prepositions to and for.

Appendix 4

The Test

Post-Test

NAME: _____

GRADE: _____

1. Complete the sentences using **in, on or at**.

- a) Camillo lives _____ Brindisi.
- b) Brindisi is a town _____ the south east coast of Italy.
- c) He lives _____ 45, Via Rosa, a street near the airport.
- d) At the moment he's _____ England.
- e) He's studying English _____ a language school _____ Bristol.
- f) Everyone likes Camillo because he's always got a smile _____ his face.

2) Choose the correct form:

- a) What have you got in/on your hand?
- b) I have a friend who lives in/at a small village in the mountains.
- c) Who is the man standing on/at the door?
- d) There is a dirty mark on/in your nose.
- e) There is somebody at/on the door.
- f) There is a notice on/at the door.
- g) We have to get off the bus at/in the next stop.

3) Answer the questions about the pictures. Use **in**, **at**, or **on**.



a) Where's the label? _____

b) Where is the fly? _____

c) Where is the car waiting? _____

d) Where is the notice? _____

Where is the key? _____

4) Complete the gaps in the statements about preferences and habits with the prepositions of place: **in**, **on**, **at**.

1. I enjoy going for walks _____ the countryside.

2. When I fly, I like to arrive _____ the airport before check-in time.

3. I like listening to music _____ the car.

4. I live _____ the 8th floor _____ 25 Cambridge Road _____ Bristol.

5. When I'm _____ home, I like to sit _____ the sofa and read a book.

6. I prefer being _____ a cinema, watching a film _____ a big screen, to being _____ my living room, watching a film _____ television.

7. I always keep some extra money _____ my wallet in case of emergencies.

8. I prefer living _____ a city to living _____ a town.

9. I prefer a job where I don't spend all my time sitting _____ a desk _____ an office.

10. I'd like to go to Singapore _____ Southeast Asia. The country lies _____ the equator.

Adapted from: Laura Vasile (2018). Teaching Strategies and Learning Cognitive Processes of the Prepositions At, In and On.

