

The impact of using the first language on the usage of English prepositions among Omani undergraduate students with disabilities at Gulf College in Oman

Ashraf Mohamad Al-Isood	Omaima Ali Ahmed	Saad Sameer Dhari	Hamza Mohamad Al-Iswed
<i>Gulf College - Muscat Sultanate of Oman</i>	<i>Gulf College - Muscat Sultanate of Oman</i>	<i>Al Hikmah University College - Iraq</i>	<i>University of UNISZA Malaysia</i>
<i>Sunset440033@yahoo.com</i>	<i>oumayma@gulfcollege.edu. om</i>	<i>saad.sameer84@gmail.c om</i>	<i>Redrose_hamza@yahoo.com</i>

Abstract

The purpose of this study was to look into the grammatical and lexical errors made by Omani undergraduate students with disabilities (SWD) while using English prepositions and to see if these errors are common and connected to the effects of primary language overlap. The research attempted to address three questions: What types of errors do Omani undergraduate students with disabilities (SWD) make when using English prepositions as their target language? How many errors do Omani undergraduate students with disabilities (SWD) make when using English prepositions? Are errors in the translation of English prepositions made by certain Omani undergraduate students with disabilities (SWD) common and linked to the main language overlap? The sample for the study consisted of thirty Omani undergraduate students with disabilities (SWD) from both genders studying Business Management at Gulf College. The researcher used a written tool called the Translation test to answer the three research questions, and the data was gathered using a translation approach to analyze the linguistic and grammatical mistakes made by Omani undergraduate students with disabilities (SWD) at Gulf College while practicing English prepositions as a mandatory primary question in this study. After various tests, the study's findings indicated that participants' ability to translate prepositional English sentences into Arabic varied significantly. Even though there were slightly bigger fluctuations in data results throughout experimental training, particularly in place prepositions than time prepositions. All of these data show that there is diversity across responders in terms of linked systemic neural outputs.

Keywords: prepositions, EFL, Undergraduate Students, Students with disabilities (SWD)

1.1. INTRODUCTION

The main focus of this study will be on the investigation of linguistic errors made by those who speak English as a second language. This research begins by reviewing prior research that focused on the total number of preposition errors caused by Omani undergraduate students with disabilities (SWD). The study's problem,

purpose, importance, and scope are all taken into account.

1.2. RELATED STUDIES

Syntax learning has been taught all over the world by a variety of language instructors and grammarians, and it is without a doubt an

important step in the process of learning a second language (SLA). Different educators across the world, on the other hand, believe that alternative grammatical education and learning are not only useful but also necessary. Recently, research into learning another language has had to focus on the errors made by language students when studying English as a target language. As a result, the expecting problems associated with learning a second language, resulting in blunders that are regarded to be studied.

As a result, tutors should have a far better understanding of the difficult areas and challenges that their pupils may face; therefore, teachers wanted to instruct them with extraordinary attentiveness while also studying Prepositions. Hence, the current study is focused on teaching prepositions as one of these difficult areas. In this light, the purpose of this study is to determine and classify the English preposition errors made by Omani students when learning a new language. Those typical blunders, on the other hand, are mainly proven by using the preposition to clarify L1 overlap inside English as a second language.

Furthermore, the concept of 'Language Conversion' will be used throughout this paper to highlight the errors made in the second language by filling in the gaps between the student's mother tongue and the second language as their target language, whereby it is necessary to define exactly what is meant by the errors encountered by students in second language acquisition. (Quayson, G. E., 2017).

Ockiewicz (2017) identified two types of transition (positive & negative). When the parent language's order differs from that of the second language, poor transmission occurs, whereas a smooth transition occurs when the main language's order is parallel to that of the second language. The dominant type revealed that target language errors may be predicted by variances induced by the main language's intervention on the target language; nevertheless, the unique type asserts that among such differences, only a few faults can be classified (Al-Sobhi, B. M. S, 2019),

Suzuki, Y., and De Keyser, R.'s work is landmark research in this field (2017) The investigative purpose is connected to the context of error analysis, as shown. As two characters in *The Error Analysis*, the functional and hypothetical roles have been served (EA). The feature of such data to overcome fluctuations in the learner's awareness and moods is the functional portion of (EA). Though the hypothetical area describes the data of the students in terms of their second language, the analyst must continue to look for spiritual tactics as well as the link between the students' comprehension and the required teaching. The major analytical problem among languages, according to Meyer (2018), is their variety or inconsistency. According to Corder, the amount of inconsistency may be calculated quantitatively while the type of the difference or confusion is determined qualitatively.

According to Kusumawardhani, P. (2017), when a semantic object is used inside an approach wherein a mother Tongue or local participant of the language is fluent and indicates poor or inadequate behavior, a mistake occurs. L. A. Owaidh, and N. A. Harbi suggested that mistakes are systemic (Harbi, N. A., 2019). Because the faults occur frequently, the speakers are unaware of them. Consequently, they can be located or targeted with the help of an expert or teacher. These errors occur naturally as an outcome of students' inability to distinguish between good and wrong. The English preposition errors made by Omani students will be calculated and assessed based on the outcomes of this study. The objective of choosing English prepositions was to show common errors, which could then be used to demonstrate how L1 might hinder the choice of the L2 English preposition.

1.3. STATEMENT OF PROBLEM

Concerning a preposition as one of the most common grammatical forms and a member of a restricted syntactic category that displays the relationship between a noun or pronoun and other elements in a given text. Linguistically, the preposition has been defined as the instant or location of movement within the grammatical

order, which is taken into account while developing grammatical terms, both verbally and in writing speeches. However, students of English as a foreign language / second language in general, and notably EFL Omani undergraduate students with disabilities (SWD), find it difficult to cope with and practice properly of English prepositions as part of their semantic abilities. This difficulty creates a significant barrier for various university freshmen while writing, altering their interactions with a variety of language users as well as their accomplishment.

Ali, H. I. H. (2020) pointed out that mostly English is difficult when a foreign language student unconsciously abuse the preposition usage in English. "There may be consensus on the issue of prepositions for teachers of ESL," he noted. Alotaibi, AM, Wu, SH, and Alrabah, S. (2018) have concluded, beginners in other languages, However, non-mother tongues generally indicate that the correct use of prepositions is highly needed for a foreign language student to be aware of the different errors that exist between misconceptions, especially associated with the English and Arabic languages groups. Though the English language belongs to the Indo-European language family, the Omani language belongs to the Semitic family and is unique in many ways. In this case, a range of diffusion studies was conducted in the areas of gaining a new language in common and, in particular, transfer to assess the errors that nonnative language students make while communicating with a local communicator of English as an objective language. However, little is known about the errors made by Omani undergraduate students with disabilities (SWD), and it is unclear what factors influence their choice of English prepositions.

The study recommend more research in an Omani student context in order to diagnose the problem, identify the common errors made by Omani undergraduate students with disabilities (SWD), and provide different pedagogical solutions to the problem. Mastering a foreign language is quite advanced when considering whole foreign language agents, as well as Omani

freshmen. According to Dearden, J. (2018), the main problem is that "L2 freshmen do not acquire the language from the earliest beginning or at the center stage of knowing L2. Hamed (2020) stated that errors are made on purpose. The nature of errors is first ambiguous, as they develop while pupils' lack of understanding of what is correct and incorrect. They can only be found or specified by the scholar or teacher. This study intends to classify the types and quantities of errors made by Omani undergraduate students with disabilities (SWD) at Gulf College in Oman while misusing prepositions, in order to see if these errors are common and linked to the intervention of the main language.

1.4. THE STUDY PURPOSES

The general goal of the study is to look at the grammatical and lexical errors that Omani students make when using English prepositions. This research will also look at whether those errors are common and connected to the influence of primary language overlap. This inquiry aims to:

1. To identify the errors made by Omani undergraduate students with disabilities (SWD) while translating prepositions in English, both syntactically and semantically.
2. To measure the impact of errors in English prepositions while using by Omani undergraduate students with disabilities (SWD).
3. To determine if the errors in the translation of English prepositions made by Omani undergraduate students with disabilities (SWD) are related to their primary language or not.

1.5. RESEARCH QUESTIONS

The current study is organized on the following questions:

1. What types of errors do Omani undergraduate students with disabilities (SWD) make while learning English prepositions as their target language?
2. How many errors are made by Omani undergraduate students with disabilities (SWD) while using English prepositions?
3. Are the errors in the translation of English prepositions made by some Omani

undergraduate students with disabilities (SWD) consistent and related to the native language?

1.6. SIGNIFICANCE OF THE STUDY

The aim of this research is to provide at least three new ideas in the field of second language acquisition. To begin with, the findings will help the instructor to have a better knowledge and familiarity of the faults that are made while picking the correct prepositions for Omani undergraduate students with disabilities (SWD). Then, this research gives an essential chance to improve educators by creating and teaching strategies in the field of English prepositions. Finally, the study intends to assist English textbook planners in adapting preposition assessments and exercises to ensure that EFL students can identify the needed preposition.

2.1. LITERATURE REVIEW

Previous research on prepositions has described it as (a grammatical element and a confined lexical category) that denotes the relationship between a noun or pronoun and other elements in a phrase. Prepositions are generally a difficult condition of English sentence constructions for EFL/ESL users. Furthermore, according to Yousif (2020), the most difficult aspect of learning English is learning how to utilize prepositions correctly. There are few historical studies on the topic of preposition errors, thus this section will focus on them.

2.2. PREPOSITION ERRORS

The findings of the previous study revealed that "...although obstruction from a student's mother tongue is the primary indicator of phonemic errors, intervention errors are only exemplified in terms of the types of errors observed in sentence structure, vocabulary, and a bilingual dictionary of undergraduate talk as far as composing in the intended language" (Budiharto, R. A., 2019). Thus, the findings of the investigation revealed that mistakes made during the acquisition of a foreign language may be ascribed not exclusively to the effect of the

main language, but rather to insufficient drill of that language form.

So far, so good According to a recent comprehensive literature review, two major topics of thought arise from the research mentioned from the mistakes that students make. The fundamental state says it is unlikely that optimum solutions for teaching errors would emerge. Patterns of inefficient instructional tactics lead to mistakes. According to another viewpoint, despite ESL students' best efforts, errors are likely to occur as a result of our proclivity to remain in a poor setting (Tavoosy, Y, 2019). When "it is abnormal to study and learn to avoid mistakes," (Blevins, J., 2019) stated that everyone's intelligence should be excessive on the way to effect mistakes that occur.

According to some studies, these conceptions were interchangeable when viewed as a whole. As a result, this investigation is critical, and Error Analysis is an excellent tool for identifying and displaying errors made by foreign-language speakers (bin Mohamed Ali, H. M., 2017). Error analysis is one of the most effective methods for identifying and recording errors. Furthermore, (Al-Sobhi, 2018) revealed dualism important aspects of the examination, wherein exploiting mistakes was the primary problem, allowing instructors to choose productive education resources and teaching strategies. Another point to consider is that such studies would equip students to be aware of the mistakes they make.

2.3. CONTRASTING ANALYSIS

Structural linguistics and behaviorist psychological science were popular in the middle of the twentieth century. Because it intended to study students' faults, the Contrasting Analysis Notion (CA) was welcomed in language teaching. According to Hartshorne, J. K., Tenenbaum, J. B., and Pinker, S. (2018), ESL students have difficulty of understanding specific languages are owing to simple or severely difficult target language functions. While those elements within the same language differ from students' native tongues, it is difficult for ESL students to handle those

unusual elements. When such factors in that language are similar to those in the dominant language, it becomes very easy to handle. According to (Kirmizi, 2017), the main source of issues in the studying approach is overlap between the generator and objective languages.

2.4. LANGUAGE TRANSFER

The distinction between strong and weak types of language transmission has become standard. According to the strong interpretation, errors in the second language are discovered by recognizing differences between the learner's tongue language and the second language they need to learn. Alternatively, the inexperienced one looks to have the authority to notice errors made by pupils throughout the production of the second language. Both alternatives have a lot to do with the first language definition's involvement when taken together.

When the primary language device differs from the L2 device, bad transmission occurs, but good transmission occurs when the main language framework is equivalent to the second language system. According to the strong version, the frequency of all second language faults is predicted in line with variances between the main and second languages, but the weak version claims that just a few of the faults are known as an outcome of these differences (Schmid, 2017).

2.5. ERROR ANALYSIS

The diagnostic characteristic, according to Rahman, M. (2018), relates to the field of error analysis. Error Analysis (EA) serves two purposes: practical and hypothetical. The role of all that experience in the (EA) field is to close the gaps between the learner's condition and experience. While the hypothetical area provides the student's information in terms of their second language, it is required to aid the investigator in obtaining psychological approaches and the link between the students' information and the training they received. The primary problem for designation, according to Boyle, C. (2017), is the variety or divergence between languages. According to him, the amount of the mismatching is a quantitative dimension,

whereas the substance of the difference or mismatching is a qualitative one. As stated by Rosyid, M. (2017), the error occurs when a linguistic item is used by a fluent or native speaker of the language to signal deficient or incomplete behavior.

As claimed by Alsied (2018) mistakes are systematic frequently occur, and thereby, the learner is unaware of his or her own mistakes. On account of this, the only person who can find or point them out is the investigator or instructor. Initially, they occur due to kids' lack of understanding for what is good and wrong.

2.6. PREVIOUS RESEARCH

In the field of prepositional error analysis, a number of studies have been conducted in order to determine the causes of these errors as well as the most effective ways for correcting them. Almaflehi (2013) carried out gender-based research examining the translation of location prepositions (at, in, and on) into Omani among fifty Saudi male and female students. The study's goal was to uncover the difficulties that Saudi EFL students may have while translating English location prepositions (at, in, and on) into Arabic.

While training English prepositions within translation into Arabic, EFL students had significant difficulty when translating 20 sentences and phrases from English to Arabic. In line with previous research, the findings show that the primary language (L1) has an influence on learning (L2). EFL students find it difficult to distinguish between any two syntactic frameworks in Arabic and English. Another important factor was the gender gap, which was evident in their grades, where females grading higher than males. The purpose of this study is to show that providing EFL students with a clear grasp and realization of the English language in the field of prepositions may be accomplished via the design and execution of specific educational services.

By researching the concept of preposition mistakes, Mahmood Zadeh (2012) was able to determine the impact of L1/MT on L2/TL language among (fifty-three) Iranian students

studying English at the intermediate level at the Foreign Language Institute in Mashhad in order to identify the errors made by Iranian EFL students. Given all of this information, it appears that there exist translational hurdles between Persian and English. The analyst's goal was to look at various types of preposition mistakes made by pupils. The translation method was used to collect data for the examination research. Based on the findings, the majority of the mistakes ascribed to the loss or deletion of prepositions in L2 were caused by inappropriate usage and misuse of prepositions. Because of the transition technique between L1 and L2, Iranian students of English as a foreign language (EFL) are more likely to suffer many challenges linked to learning prepositions in the second language, in accordance with the findings.

Even though these two findings were conducted in distinct situations, they serve a common goal of determining the reasons behind preposition errors in the function of employing L2. The two papers came to the same conclusion when it revealed the effects of the mother tongue or language conversion on preposition mistakes. Together, the two publications advocated with including a handy feature in appropriate educational materials that address the influence of the first language on second language acquisition in order to decrease these errors.

3. METHOD

3.1. RESEARCH DESIGN

The main benefit of this study is that to examine the linguistic components of mistakes made by Omani undergraduate students with disabilities (SWD) at Gulf College while using prepositions. The researcher intends to employ a small-group pilot study in which students are asked to complete a written assignment by translating 15 Arabic sentences to English. The study was chosen because it allows the analyst, in particular, to identify errors subjectively in order to get insights by manually inspecting and statistically evaluating them. The pupils will not be given any guidance since they will be given one experimental test to do a comparable task without any help or supervision.

3.2. PARTICIPANTS

The participants in this study were thirty Omani undergraduate students with disabilities (SWD) (n=30) studying Business Management Studies at Gulf College. All of the participants were between the ages of 22 and 40. The subjects' native language is Arabic, and they are learning English as a foreign language. The students were given an assignment that consisted of fifteen Arabic phrases. These individuals are assigned to one of two experimental groups by the analyst. The participants must use the translation tool to translate the phrases into English. The data would then be gathered and analyzed.

3.3. SAMPLING AND SAMPLING PROCEDURES

During this experiment, a random sample of thirty Omani undergraduate students with disabilities (SWD) was chosen for participation. To begin, the method is in place as a result of the large number of Omani participants who apply to Gulf College's Business and Management Studies Department. Furthermore, because those pupils are grouped into many groups, randomization is not possible since it would disrupt the users' learning schedule. The investigator then divides the pupils into categories and states that each student is free to participate in the investigation. Third, each participant will be assigned to a single exam cluster, where they will all have the same mission. In addition, participants must translate fifteen sentences from Arabic to English. Which are structured in such a way as to elicit the usage of prepositions by the Educate, therefore errors test papers would then be gathered and reviewed.

3.4. INSTRUMENTATION

The approach employed in this analysis was based on Ellis's (1997) technique, which entails four steps of preposition fault investigation: a collection of language groups, demonstration mistakes, ranking of mistakes, and description of the common types of mistakes. The current article is used to analyze 15 written sentences by

detecting (distinguishing the errors), sorting (ranking the mistakes into sets), and explaining (clarifying the variations of prominent faults) the faults that Omani undergraduate students with disabilities (SWD) make in writing. Wherefore, such mistakes might be classified as addition, replacement, or deletion. By following a review of students' papers, three types of errors are widespread among EFL students were identified. The goal of investigating such errors is to recognize the manifestation of Omani undergraduate students with disabilities' (SWD) Syntax. There are various instruments for assessing preposition mistakes, but the translation tool is one of the most well-known on this topic.

In the context of a translation task, the researcher will use this tool (the translation tool) to gather data in order to response to the core research question, which asks for the most common types of mistakes to be elicited. (See Appendix A for more information.) It will be composed of 15 phrases written in Arabic. However, the participants are asked to translate these lines into English within 20 minutes without any instruction or support. Based on the sorts of errors, the analyst would divide the students' replies into three groups (add, replace, and delete). To evaluate this instrument, the researcher would examine three students to check if the phrases are error-free and capable of producing the intended results.

3.4.1. COLLECTING DATA

The sample used a written instrument called the Translation test to recruit fifteen written phrases for the goal of translating from Arabic to English (Appendix A). As a necessary primary inquiry within this study, data were acquired using a translation methodology to analyze linguistic and grammatical faults made by Omani undergraduate students with disabilities (SWD) at Gulf College while practicing English prepositions. The researcher reports on the construction of this translation to back up the assumption that was made before based on (Al-Qudah, 2013). This approach is one of the most well-known techniques for evaluating the analyst's ability to select a large number of

written forms to identify, categorize, and characterize the present types of errors (Ellis, 1997). The Participants have 20 minutes to transform such statements into English and are not allowed to be given any suggestions or help.

3.4.2 ONE-WAY ANOVA FOR DATA ANALYSIS

This method is proposed to answer the study's second question, which is to determine the frequency of preposition errors in English as used by Omani undergraduate students with disabilities (SWD), as well as the third research question, which determines if these errors are regular and linked to the primary language overlap. Using the SPSS software version 20 programme, the mistakes were matched and submitted. To check if the frequency of errors is significantly important at ($\alpha = 0.05$). The results of a one-way ANOVA were calculated. This work is appropriate for this type of study since it manages several classes or levels (addition, substitution, and deletion) of the same independent variable (Students' mistakes) for all variables. (Cramer, 2011).

3.4.3. VALIDATION OF INSTRUMENTS

Both instruments used in this inquiry were carefully chosen to suit its purpose. A translating task is also difficult for pupils to understand and use as a major tool. This intricacy may jeopardize the mission's dependability. Before controlling the students' assignments, the investigator aimed to find out how to lead the responders to the assignment reliability and rationality in order to ensure that exam results are accurate, logical, and error-free. Hereinafter, three people who do not participate in this inquiry will be required to complete the translation assignment in order to determine if the sentences are error-free or include any errors. In addition, the time that it takes to finish the assignment will be determined. On the basis of the participants' reactions, some things that are deemed improper or confusing may be altered, cancelled, or substituted. The second instrument tool does not require validation because it is a normalised quantifiable test that is often used in the literature (Cramer, 2011).

3.5. RESEARCH PROCEDURES

A group of 30 Omani undergraduate students with disabilities (SWD) was chosen randomly to participate in this study and to examine the analysis of 15 written sentences by distinguishing, classifying, and illustrating the errors made by Omani undergraduate students with disabilities (SWD). On this account, the data was collected to utilize the tools in later stages. Third, all participants were allocated to one research group, and all of them were given the same task. After that, students translated fifteen sentences from English to Arabic. The sentences were written using the primary tool (translation technique) in such a way they elicited the use of prepositions by the subjects, allowing for the detection of any errors. The data then were collated, analyzed, and argued.

The participants interpreted 15 sentences from Arabic into English without help within 20 minutes using the first tool (translation task). Second, students' replies were divided into three categories, as demonstrated by the types of errors (addition, substitution, and deletion). Third, SPSS software was used to do statistical analysis (version 20). To compute the all-over average, standard deviations, and relevance, the data were normalised using the One-Way ANOVA test.

3.6. LIMITATIONS AND IMPLICATIONS

There are three limits of the study. To begin, it was limited to a small number of people. To complete the current study, only thirty Omani undergraduate students with disabilities (SWD) were recruited. Furthermore, the researcher no longer discussed concrete participation in classroom exercises. While this inquiry is being repeated, it would be a good idea to supply guidelines for some intervention. Moreover, pupils were divided into distinct groups. Students are free to participate in the research. The investigator then acted as a lecturer for the students in the class, inviting everyone to fully engage in the research. Finally, the source of error analysis was computed using the One-Way ANOVA test to determine authenticity and reliability. Whenever the tool is used, the results are determined by the instrument's dependability

and applicability. Although certain data on existing instruments in the preposition sector is accepted in terms of reliability and authenticity, the tools have limitations in estimating the objective of measurement. Future research should focus on different sample size and employ a variety of methodologies to improve their understanding of the issue of such examination.

4. DATA ANALYSIS

While the survey task was designed to reveal the various facets of the issue as well as how participants perform poorly due to a misunderstanding of translating certain English prepositions, the current study designed twelve clauses and expressions, and participants were required to convert such clauses and expressions, including, in particular, the prepositions with appropriate translations. In this regard, the analysts picked the study concerning the states of time and space appropriately.

Omani undergraduate students with disabilities (SWD) and translation of English time preposition in, on and at

Based on the responses of students, it was observed that several participants made many mistakes while translating the time-related intended prepositions. A few Omani undergraduate students with disabilities have been hesitant to choose which Arabic preposition to use throughout their text answers since they are unsure with which one to use. As a consequence of any shift created inside every Arabic preposition indicates unfamiliar tones; then, various function or practice in total, they have made specific Arabic syntax blunders that make it worse.

The main issue with marked pupils is that they should tell about comprehending the meanings and applications of prepositions in such languages (English and Arabic). Prepositions in Arabic, like in English, are structurally separate. Similarly, the use and application of a preposition is highlighted as distinct, exposed to linguistic aspects (via time and location practices) across a common language. The sociolinguistic causes for the mild or complete

omission of a few prepositions across many dialects should not be overlooked here (Roschmann, 2019). Collectively, Omani undergraduate students with disabilities are confused by these variables, particularly those who most need awareness of similar variables within the chosen language.

Contrast:

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

The six statements stated previously were picked from English (originally three) and Arabic utterances (next three phrases). The preposition at is used in the introductory phrase while thinking about a prospective vocation. Consider that this preposition would very certainly result in a conversion. This explanation of the translation of such an English preposition is essentially the same as the Arabic equivalent in. The English student may better understand that the full function that is stated by the preposition at this clause is such notion of the preposition inside such statement. This distinction is made inside the written text, which is used in the same way as it is in Arabic, even if it is written in English. The word at is used to describe a specific place in the following example.

This might be used to indicate a site that is simple to remove. Likewise, the interpretation of this English preposition would be similar to that of the second clause's preceding case. Nonetheless, (during this preposition is phonologically translated into Arabic, as in the English equivalent of such Arabic preposition f (in). The third clause appears incoherent due to a lack of understanding of the variances in the

usage and application of the letters in English on, top, tip, peak, over, and beyond.

Easily put, each of the letters stated earlier has specific uses and functions that are better understood in the context of such difference across the corresponding language phrases, some related words, or some languages. That goal makes the task of converting such a phrase into Arabic much more difficult, since it can only indicate double aspects in Arabic, namely the prepositions fawq (above) and 'ala (on), as in Arabic they only say double expressions, namely the prepositions fawq (above) and 'ala (on) (on). Regardless of the modifications above, the only equivalent of those two prepositions within that sentence at this time would be the preposition fawq.

Similarly, in assertions 4-6, the translation of such English words is insufficient to convey the meanings of the three Arabic sentences. For example, the Arabic preposition fī is used in the first sentence, although the English version was intended to be fī to match the Arabic language. Nonetheless, the implications of the Arabic interpreted preposition as described here, between both L1 and L2 English and Arabic, such difficulties demand a complete understanding of the meanings of particular Arabic prepositions and their English equivalents, including all essential factors.

Another example is a comparison problem in Arabic, which may be addressed to indicate a linguistic and functional context that proclaims idiomatic expressions. Despite the fact that 'Ala al-'Ayn Wal Ras is a colloquial word that refers to the eye and the head, it appears to be a good greeting to esteemed guests. This website Educates students on English grammar phrases, prepositional words, allocations and collocations, and figures of speech during the English class.

It is written in English. Using the preposition to indicate following verbs like ability (e.g., She is able to accomplish that) as well as adjectives like hazardous (e.g., It is hazardous for your heart) to aim on across all English and Arabic dialects is a controversial issue. This raises a number of questions among multilingual

specialists, such as if the preposition's verbal conversion differs from the written text, what happens if the preposition is changed to on, and what may happen to the clause's context. Another problem encountered by new translators who choose to interpret when converting literally without distinctions rather than hearing nothing at all is the lack of certain prepositions from the spoken translated text when they

present in the written sentence and/or phrase. Then, in the third phrase, the Arabic preposition 'ala' is indicated in the text, but not in the English transformed form.

Even while understanding the text, it is noticed. Such issues must be understood by Omani undergraduate students with disabilities (SWD). The replies of pupils are depicted in the graph below.

Table 1

Ss. No	The test items of time	Correct translation		Incorrect translation		No Translation	
		Males	Females	Males	Females	Males	Females
1	The exam will start on 15th - Feb.	2	1	1	7	3	1
2	I am going to university at nine o'clock.	3	3	4	3	2	2
3	I can complete the work in ten minutes.	2	2	2	1	4	1
4	I learnt to drive in four weeks.	2	3	2	2	3	1
5	We will meet you at the Christmas.	3	1	1	3	4	2
6	The course ended on July 10, 2022.	6	2	2	2	3	4
Total		18	12	12	18	19	11
General Mean		3.0	2.0	2.0	3.0	3.2	1.8

As seen in chart 1, the participants' success rate in translating English time prepositions was below average. The comments of mature undergraduates were highly shocking. The researchers ascribed the Arabic preposition f, with participants claiming that this letter is comparable to every English preposition, since it appears that this is a preposition that an Arabic learner might accurately comprehend. This is true in these cases when an Arabic preposition is necessary, such as in the sixth sentence, where it was successfully understood by 18 students.

Once again, this "correction" in respondents' responses was not attributable to everyone's failure to correctly interpret the preposition; rather, it is connected with how those who often interpret. The similar issue pertains to alternative prepositions in English, which participants were unable to comprehend (sentences 1, 2, 3, and 5). The findings of respondents on phrases 4 - 6 were the highest when compared to other claims (approximately perfect scores). A few

interrogations are missing from the solutions, which some assume is because the Omani undergraduate students with disabilities found it difficult; thereby, they skipped the exam before finishing all of the compulsory answers within the task's time (20 min).

The results of female students were counted the highest in comparison to those of male students, as shown by the overall average of the correct, incorrect, and missing replies of the studies (3.0, 2.0, 2.0, 3.0, 3.2, and 1.8, respectively) for men and women. The major feasible explanations connected to females' achievement are higher than that of males, who may nonetheless be doing everything, buying, and striving to give the household cautiously with what it desires. Overall, it is the male's obligation to handle all home matters, including insurance, housing rent, food and beverage bills, lease, and so on).

In comparison to males, women are limited to justifying domestic childcare. In Muslim

countries, such supernatural supremacy gives the woman enough time to learn and accomplish things that the man never accomplishes. It's because we observe women succeeding in school at a higher rate than men in the Muslim world as a whole, and in Arabic nations in particular. Actually, this phenomenon isn't confined to Arab women; it affects women from all over the world (Welsh, 2017).

Omani undergraduate students with disabilities (SWD) and translation of English time preposition at, in, and on.

The undergraduate's success with prepositions at, in, and on of the place is comparable to everyone's performance with time prepositions. It's because a learner who doesn't fully grasp the meaning and use of prepositions will have difficulty employing them, as well as in terms of time and location. Nonetheless, the undergrads' output during the time prepositions test is frequently recognised, as seen in figure 2.

The results of everyone's findings on the location prepositions survey are displayed below. Take into account the following

Table 2

Ss. No	The test items of space	Correct Translation		Incorrect translation		No translation	
		Males	Females	Males	Females	Males	Females
1	I arrived at the hostel.	1	2	3	2	3	2
2	He is over there at the entrance...	3	1	3	1	3	3
3	ten players are on the pitch.	5	1	2	1	2	1
4	There is a new logo on the company.	2	2	1	2	3	2
5	The boxers are in the ring	5	1	2	1	4	1
6	I live in Muscat.	4	3	4	3	3	3
Total		20	10	15	10	18	12
General Mean		3.33	1.7	2.5	1.7	3.0	2.0

Phrases in Figure 2 that are clearly demonstrated in the total of inaccurate statements as it stated that participant mistakes in time prepositions were larger than their mistakes in place prepositions, which can be easily recognised. By Given the particular elements of the Arabic preposition that Omani undergraduate students with disabilities ignore, it's not surprising that pupils looked unprepared to comprehend statement 3 correctly.

The success of pupils in translating place prepositions into Arabic (based on genders) enhances everyone's production in English and then translated time prepositions into Arabic (General Means= 3.33, 1.7 vs. 2.5 and 1.7, respectively) as compared to the general population. Furthermore, even if someone who cannot understand well, observes the findings, it is simple to see that the output of time prepositions is lower than that of place

prepositions (General Means= 2.5, 1.7 vs. 3.0 and 2.0, respectively). Participants were unable to discover an Arabic interpretation due to their lack of comprehension of Arabic prepositions and their many applications and uses, as evidenced by their zero grades. Significantly greater against bad outcomes across respondents, state impacts have been identified in respondents' responses of both genders, in which success on particular words getting interpreted correspondingly for each time and place activity. In comparison to the high grades, which indicated numerous, the bad results revealed fewer with critical links in various groupings.

5. CONCLUSIONS

On the global and inclusive ego, or maybe on the incidence of such preposition-related meanings, there is discrepancy. There are slight oscillations in the functions that underpin an individual's ego, according to English language

specialists all over the globe. The current study examined the effects of gender on the achievement of Omani undergraduate students with disabilities by having translated 15 sentences by 30 participants into English via a survey. However, while the undergraduate students with disabilities' have greater deed which noticed in the translation of English place prepositions, such competence in the competing state (ego = negative) against the linear situation (ego = positive) is not activated in the translation of English time prepositions. Due to that clear personality trait, results were inversely connected with time prepositions and substantially correlated with location prepositions. In addition, the operating association between the replies of the participants revealed by transliteration to the same textual issue has been investigated, depending on the Arabic technique of converting the exam words or phrases. This showed that English location prepositions have incompatible correlations when one of the conceptual self-awareness comparative to time prepositions, but certain correlations instantly enable the Arabic heritage for semantic answers and power, whereby understanding between languages (origin and intended languages, i.e., Arabic and English) predominates.

After various testing, it was discovered there are significant differences in the individuals' capacity to translate prepositional English sentences into Arabic. Even though the results aroused are significantly bigger alterations during experiment training, particularly in place prepositions than in time. All of these data show that there is diversity across responders in terms of linked systemic neural outputs. Such differences are seen in Figures 1a and 2. In each sentence, the statistics have been ranged, as seen in the two graphs. Incorrect translation replies revealed a higher number of time prepositions, particularly among males, as compared to accurate translation statements (Table 1). Aside from a clearer example, others may draw comparisons between the impacts of various researches using the following four opposing statistics (time and place). Compare and contrast:

Figures 1 & 2

The success of Omani undergraduate students with disabilities in transforming time prepositions at, in and on: contrasts of genders across right, wrong, and zero translation.

Figure 1

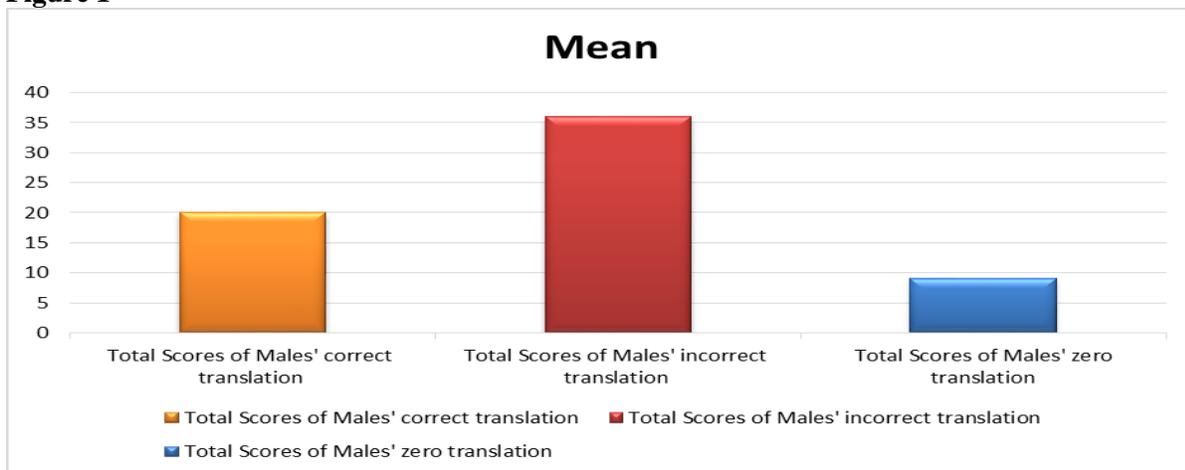
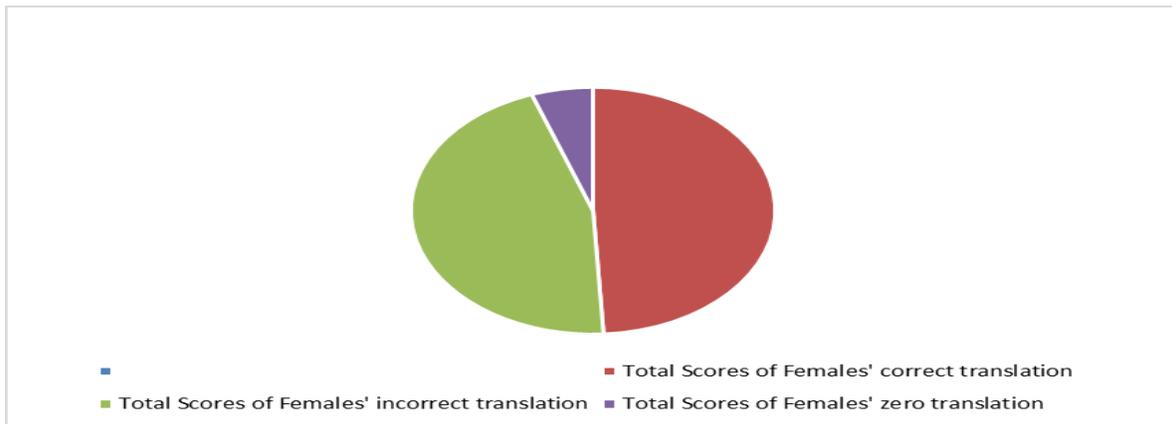


Figure 2



Figures 3 & 4

The success of Omani undergraduate students with disabilities in transforming place

prepositions at, in and on: contrasts of genders across right, wrong, and zero translation.

Figure 3

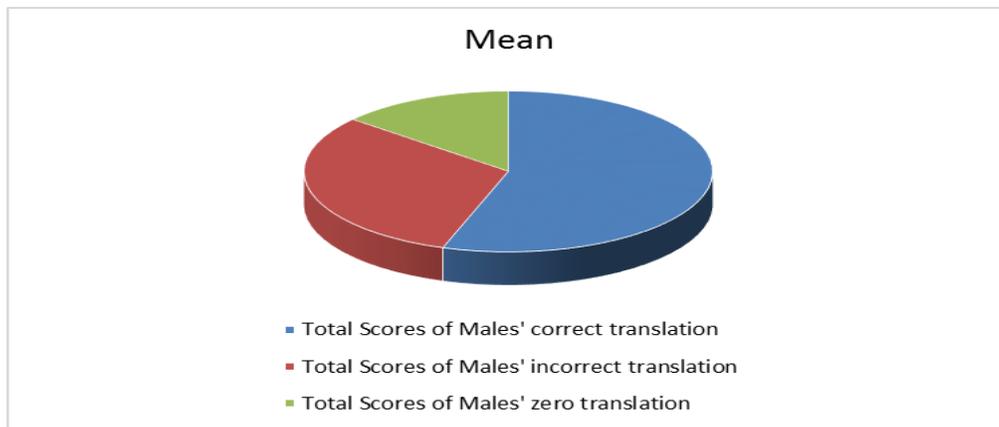
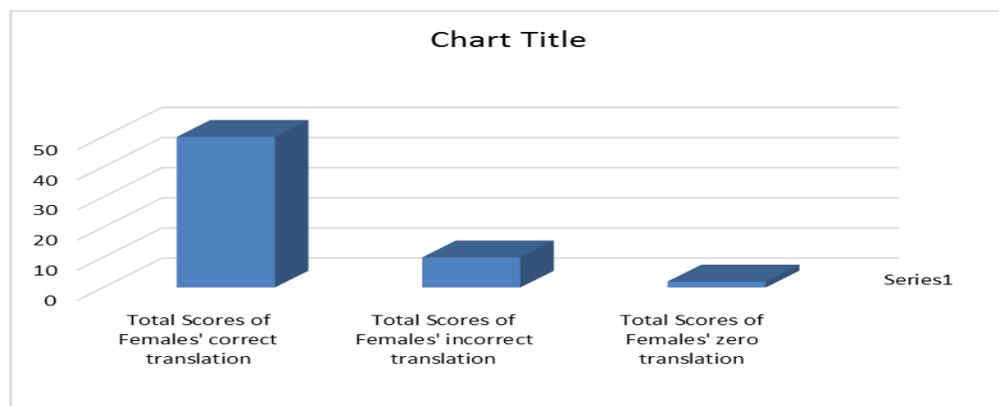


Figure 4



Due to the results of the four models, it was expected that Omani female students with

disabilities (SWD) of the English language were better than male counterparts in translating the

prepositions (in, on, and at). The majority of Omani undergraduate students with disabilities (SWD) choose to use the target language to express preposition transfer from his or her native language (s). For that reason, people frequently discard content that has no translation version (zero translation). Users tend to (intuitively) postpone it within the time limit, believing that this is because they are unclear of the suitable terminology to employ and hence find it difficult to locate an adequate translation. This is related to the lack of prepositional norms and constructs, as well as the effect that may occur when these Omani English undergraduates interact vocally or in writing form.

Experts argue that the importance of a local language (L1) is one of the reasons why Omani undergraduate students with disabilities find it difficult to discern between grammatical patterns in Arabic and English. Users are prepared to convert English and Arabic, and then blend them together. Unrequired repetition and the lack of comprehension of both practice and carry out of each distinct preposition as well as in (Arabic and English) impact the respondents' accomplishment.

For example, Omani undergraduate students with disabilities of both genders find it difficult to distinguish the English preposition on from its equivalents in a related language (into, inside, and at). In fact, they have a hard time distinguishing between words like "stare at his mouth" and "stare in his mouth." Those pupils are unaware of the use of the preposition at in the preceding sentence, yet the preposition in is used in the last-mentioned phrase without a doubt if the two prepositions in the phrases are switched. He arrived late at night, Arab syntacticians, educators, teachers, academic speakers, and other experts in certain fields in that subject should be completely defined and address these difficult subjects in full. Omani undergraduate students with disabilities made blunders due to a misunderstanding of several words used in the exam. Despite the fact that Arabic and English prepositions have several distinguishing qualities, their total incidence and usage in those languages differs. Taken into account, when the Arabic language comprised of

six prepositions, there are over 30 prepositions in English (Mustafa, 2019) as an additional issue.

Linguistic impacts on prepositions have an even bigger role in both L1 and L2 prepositions. Those who understand the linguistic aspects as well as the idiomatic variants are typically able to understand the differences between Arabic and English prepositions. It includes a variety of factors, abstract, phonemic, morphological, and figurative uses. Some accents qualify for specific degrees of faults, whereas others do not. This misinterpretation or abuse of all of these factors produces what is known as "coherence of errors" in the processing of prepositional usage.

Numerous studies on second language acquisition have recently been conducted in order to discover mistakes made by pupils and to foresee the difficulties related with the approach of learning a second language. Hence, when confronted with and monitoring their college students, educators may be more conscious of problematic places and backgrounds. Consequently, the study offered to exemplify frequent errors in determining English prepositions, as well as to clarify frequent errors and to reveal the interaction of L1 while utilizing English prepositions

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