

A Cross-linguistic Study of English and Persian Prepositions

Seyedeh Sara Jafari

Department of Foreign Languages, Abadeh Branch, Islamic Azad University, Abadeh, Iran

Abstract—This paper has tried to show that the errors that Persian learners of English mostly commit in using English prepositions have root in their L1. In other words, using wrong preposition, addition of an unnecessary preposition, or deletion of prepositions are often because students tend to transfer their intended meanings to English in the same way they are expressed in Persian. Firstly, the word contrastive analysis was discussed in detail, history of contrastive analysis and two version of contrastive analysis were presented. Secondly a cross – linguistic analysis of English and Persian prepositions in the field of technology, computer, management, education, research, anthropology, psychology, philosophy, translation and semantic were discussed. Thirdly, the applied comparative and contrastive was discussed. 11 couples of technical words with their definitions have been randomly searched on the internet and selected. Fourthly, some predictions of errors in the process of learning were offered. Finally, some pedagogical explanations in order to show significant of contrastive analysis in language teaching were discussed. Results show that most Persian students who learn English language make these kinds of errors. Therefore, language teachers are highly recommended to guide their learners to prevent these errors and also to increase their chance of learning a language.

Index Terms—contrastive analysis, cross-linguistic analysis, language prepositions, EFL learners

I. INTRODUCTION

Contrastive analysis (CA) is the systematic study of a pair of languages with the purpose of identifying and describing their differences and similarities. CA hypothesis attempts to compare learners' L1 and L2 to explain possible difficulties that the learners might encounter in L2 learning situation. On the basis of CA, when learners try to learn L2, the patterns and rules of L1 may cause main difficulties to their L2 learning. This phenomenon, which is the main concept in CA, referred to as *negative transfer* (*L1 interference*) which means acquisition hindered where L1 and L2 differ. On the contrary, *positive transfer* takes place where features of the L1 and the L2 match and the acquisition of the L2 is facilitated. These difficulties can be predicted based on the systematic linguistic comparison of two languages.

The history of CA dates back to Robert Lado who is considered one of the founders of modern contrastive linguistics, which as a sub discipline of applied linguistics, aimed at improving language teaching materials. In his book "*Across Cultures* (1957)" Lado claimed that those elements in the target language which are similar to the learner's native language will be simple for him/her, and those elements that are different will be difficult. As Shidak Rahbarian, Mohammad Reza Oroji and Farnaz Fatahi say in their article "A Contrastive Study of English and Persian Double Object Construction", CA was used extensively in the field of Second Language Acquisition (SLA) in the 1960s and early 1970s, as a method of explaining why some parts of a target language were more difficult to acquire than others.

CA includes two versions, strong version and weak version. The strong version believes that difficulties in learning a language can be predicted based on a systematic comparison of the system of the learner's first language (its grammar, phonology and lexicon) with the system of a second language. It predicts that second language learners will have difficulty with parts which differ from their first language, but they will have no problems with elements which are similar in their first language. Lado have been associated with the strong version of the contrastive hypothesis. On the other hand, weak version believes that the analyzing and explaining of the errors must be only based on the observed interference phenomenon in a classroom situation. In contrast to strong version, the advocates of this version believe their claim has a diagnostic power rather than a predictive power.

A remarkable point to consider is how it is possible to compare and contrast two different languages while every language is a self-contained system. According to Krzeszowski (1990), comparison of two languages involves the basic assumption that the elements to be compared share something in common, against which differences can be stated. This common platform of reference is called "*tertium comparationis*". It shows that totally similar languages as well as totally different languages cannot be compared and contrasted. Therefore, the first significant point in the comparison of a pair of languages is to realize if they share some points of similarity.

Sometimes teachers should be a care about these kinds of errors that are made by Persian students who are learning English. According to Mahmoodzadeh (2012), teachers should be more aware about the errors of their students. According to this issue, Mahmoodzadeh, M. (2012) in his article "A Cross-linguistic Study of Prepositions in Persian

Example Sentence

He writes often about science, technology, and public health. (dictionary.com)

A. فناوری

فناوری همان تسلط و تبحر (E) انجامکار است، فناوری توانایی (E) انجام کار در تمام سطوح و زمینه‌ها است. یعنی طراحی، ساخت، استفاده، تعمیر و نگهداری و تحقیق و توسعه و غیره می‌باشد.

امروزه بسیاری از فناوری‌ها در نتیجه پژوهش‌ها دست می‌آیند و پژوهشگاه‌های فناوری زیادی در سراسر (E) جهان بر پا شده است. تکنولوژی به معنای اصلی حداکثر استفاده از کمترین امکانات موجود می‌باشد.

فناوری یعنی تکنولوژی، که از دو لغت یونانی techne و logia تشکیل شده است که اولی به معنی هنر و دومی به معنی علم و دانش است.

تکنولوژی یا فناوری به معنای کاربرد (E) منظم معلومات علمی و دیگر آگاهی‌های نظام یافته برای انجام وظایف عملی است. به بیان ساده تر، تکنولوژی کاربرد (E) عملی‌دانش و ابزاری برای کمک به تلاش (E) انسان است و تأثیر بسزایی بر توسعه (YE) جوامع بشری دارد.

B. Computer

1. Also called processor, an electronic device designed to accept data, perform prescribed mathematical and logical operations **at** high speed, and display the results **of** these operations. Compare analog computer, digital computer.

2. A person who computes; compotes. (dictionary.com)

Example Sentences

- File sharing was originally intended to help people move data **across** computer networks.
- Actual data will only continue to match the computer models anyhow. (dictionary.com)

B. رایانه

در زبان انگلیسی «کامپیوتر» به ماشین می‌گفتند که محاسبات ریاضی را (بدون) ابزارهای کمکی مکانیکی انجام می‌داد. بر اساس (E) «واژه‌نامه ریشه‌یابی Barnhart Concise» واژه (YE) کامپیوتر در سال ۱۶۴۶ به زبان انگلیسی وارد گردید که به معنی «شخصی که محاسبه می‌کند» بوده است و سپس از سال ۱۸۹۷ به ماشین‌های محاسبه مکانیکی گفته می‌شد. در هنگام جنگ جهانی دوم «کامپیوتر» به زنان نظامی انگلیسی و آمریکایی که کارشان محاسبه (YE) مسیرهای شلیک توپ‌های بزرگ جنگی توسط ابزار مشابهی بود، اشاره می‌کرد.

در اوایل دهه ۵۰ میلادی هنوز اصطلاح ماشین حساب (computing machines) برای معرفی این ماشین‌ها به کار می‌رفت. پس از آن عبارت کوتاه‌تر (E) کامپیوتر (computer) به کار گرفته شد. ورود این ماشین به ایران در اوایل دهه ۱۳۴۰ بود و در فارسی از آن زمان به آن «کامپیوتر» می‌گفتند. واژه رایانه در دو دهه اخیر در فارسی رایج شده و به تدریج جای «کامپیوتر» را گرفت.

واژه رایانه از مصدر ر/یاندن ساخته شده که در فارسی میانه به شکل rāyēnīdan و به معنای «سنجیدن، سبک و سنگین کردن، مقایسه کردن» یا «مرتب کردن، نظم بخشیدن و سامان دادن» بوده است. این مصدر در زبان فارسی میانه یا همان پهلوی کاربرد فراوانی داشته و مشتق‌های زیادی نیز از آن گرفته شده بوده. در زبان فارسی نو یا همان فارسی (دری) این فعل و مشتق‌هایش به کار نرفته‌اند.

C. Management

1. The act or manner **of** managing; handling, direction, or control.
2. Skill **in** managing; executive ability: *great management and tact*.
3. The person or persons controlling and directing the affairs **of** a business, institution, etc. *The store is **under** new management.*
4. Executives collectively, considered as a class (distinguished **from** labor). (dictionary.com)

C. مدیریت

فرایند (E) به کارگیری مؤثر و کارآمد منابع مادی و انسانی در برنامه‌ریزی، سازماندهی، بسیج منابع و امکانات، هدایت و کنترل است. کهرای دستیابی به اهداف سازمانی و بر اساس (E) نظام ارزشی مورد قبول صورت می‌گیرد. تاکنون، تعاریف متعددی برای مدیریت، ارائه شده است. برخی از مهمترین تعاریفی که ارائه شده، به قرار زیر است:

- هنر انجام امور به وسیله دیگران
- فرآیندی که طی آن تصمیم‌گیری در سازمان‌ها صورت می‌پذیرد.
- انجام وظایف برنامه‌ریزی، سازماندهی، رهبری، هماهنگی و کنترل
- علم و هنر هماهنگی کوشش‌ها و مساعی اعضای سازمان و استفاده از منابع برای نیل به اهداف سازمانی
- بازی کردن نقش رهبر، منبع اطلاعاتی، تصمیم‌گیرنده و رابط برای اعضای سازمان

مدیریت از دید کارکردی شامل وظایفی همچون برنامه‌ریزی، تصمیم‌گیری، سازماندهی، نوآوری، هماهنگی، ارتباطات، رهبری، انگیزش و کنترل می‌گردد. این نوع تعاریف از مدیریت اگرچه کمی و کاستی یا فزونی‌هایی در واژه‌های بیان‌کننده‌ی وظایف روبرو است، اما به نظر روان‌تر از تعاریفی است که می‌کوشند مدیریت را محصور به یک ویژگی خاص نمایند و یا ارزش فلسفی خاصی به مفهوم بیفزایند. با اینحال تعاریف متعدد از مدیریت با توجه به کارکرد‌های آن از سوی محققانی چون فایول و یا گیولیک دارای تفاوت‌هایی است که به سادگی نمی‌توان از آنها گذر کرد. آنچه واضح است علم مدیریت هنوز نتوانسته است تعریف خود را مدیریت کند.

D. Education

1. The act or process of educating or being educated.
2. The knowledge or skill obtained or developed by a learning process.
3. A program of instruction of a specified kind or level: *driver education; a college education.*
4. The field of study that is concerned with the pedagogy of teaching and learning.
5. An instructive or enlightening experience: *Her work in the inner city was a real education.* (dictionary.com)

Education in its broadest, general sense is the means through which the aims and habits of a group of people lives on from one generation to the next. Generally, it occurs through any experience that has a formative effect on the way one thinks, feels, or acts. In its narrow, technical sense, education is the formal process by which society deliberately transmits its accumulated knowledge, skills, customs and values from one generation to another, e.g., instruction in schools. (dictionary.com)

D. آموزش و پرورش

«آموزش و پرورش» یا «تعلیم و تربیت» (به انگلیسی: education) دارای مفهوم و کاربردی گسترده و پیچیده، و در نتیجه مبهم است. در تعریف (E) این مفهوم، نه تنها میان مردم عادی، بلکه میان صاحب‌نظران تعلیم و تربیت هم اختلاف نظر وجود دارد. همچنین مفاهیمی مانند سوادآموزی، کارآموزی، بارآوردن، پروردن، تأدیب، اجتماعی کردن، و ... نیز جزئی از «آموزش و پرورش» محسوب می‌شوند یا با آن همپوشی دارند.

خستین اندیشمندانی که درباره آموزش و پرورش داد سخن داده‌اند، فیلسوفان یونانی مانند سقراط و افلاطون بوده‌اند. در عصر حاضر نیز متفکران غربی تعاریفی از آموزش و پرورش به دست داده‌اند.

جان دیویی: آموزش و پرورش دوباره ساختن یا سازمان دادن تجربه است، به منظور اینکه معنای تجربه گسترش پیدا کند و برای هدایت و کنترل تجربیات بعدی، فرد را بهتر قادر سازد.

E. Research

Disquisition - A diligent or systematic search, a thorough investigation or research. Primary - A direct source of information or research, a document not emended by Secondary source - Information or research that is derivative, such as a comment by historian, an encyclopedia article, or a critical essay. Rh factor - Named for the rhesus monkeys used in research to identify blood types. All effort directed toward increased knowledge of natural phenomena and environment and toward the solution of problems in all fields of science. This includes basic and applied research. (dictionary.com)

The word "research" is used to describe a number of similar and often overlapping activities involving a search for information. For example, each of the following activities involves such a search; but the differences are significant and worth examining. (dictionary.com)

E. تحقیق

این کلمه، مانند کلمه «حق» از ریشه «ح ق ق» است. این ریشه به معنی ثابت، استوار و مطابق با واقع است. بنا بر این، «تحقیق» در لغت، به معنی کشف حقیقت و رسیدن به یک کنه یک امر است. تحقیق، کوششی روشمند برای پاسخگویی به مسأله‌های علمی است که منجر به نوآوری و پیشرفت علم می‌شود.

F. Anthropology

1. The science that deals with the origins, physical and cultural development, biological characteristics, and social customs and beliefs of humankind.
2. The study of human beings' similarity to and divergence from other animals.
3. The science of humans and their works.
4. Also called philosophical anthropology. The study of the nature and essence of humankind. (dictionary.com)
5. The scientific study of humans, especially of their origin, their behavior, and their physical, social, and cultural development.

F. مردم‌شناسی

مردم‌شناسی (به انگلیسی: anthropology) یا Ethnologie کاربرد (E) سنت فرانسوی آن است که در مکاتب آمریکایی و انگلیسی به «انسان‌شناسی اجتماعی و فرهنگی» Anthropologie Sociale et Culturelle تعبیر می‌شود. در زبان انگلیسی «انسان‌شناسی» Antropologie مطالعه (YE) انسان، در زبان فرانسه «مردم‌شناسی» Ethnologie مطالعه (YE) اقوام و در زبان آلمانی «فولکرکونده» Völkerkunde مطالعه (YE) اقوام ابتدایی است. مردم‌شناسی از جمله علوم اجتماعی عام است که علم مطالعه (YE) زندگی انسان در مراحل (E) ابتدایی تعریف شده است و جنبه‌های گوناگون انسان‌شناسی و فرهنگ‌شناسی را مورد توجه قرار می‌دهد. آنچه مردم‌شناسی کنونی را از دیدگاه‌های (E) کهن جدا می‌سازد و میان این دو مرز می‌کشد، همانا روش تحقیق علمی است. مردم‌شناسی علم است و از این رو قادر به تبیین، پیش‌بینی و کنترل روابط پایدار بین نمودهای حوزه فرهنگ انسانی یا جامعه بشری است.

G. Psychology

1. The science of the mind or of mental states and processes.
 2. The science of human and animal behavior.
 3. The sum or characteristics of the mental states and processes of a person or class of persons, or of the mental states and processes involved in a field of activity; the psychology of a soldier; the psychology of politics.
 4. Mental plays or strategy: He used psychology on his parents to get a larger allowance. (dictionary.com)
- The science dealing with mental phenomena and processes. Psychologists study emotions, perception, intelligence, consciousness, and the relationship between these phenomena and processes and the work of the glands and muscles. Psychologists are also interested in diseased or disordered mental states, and some psychologists provide therapy for individuals. In the United States, however, psychologists, unlike psychiatrists, are not medical doctors. (dictionary.com)
- Note:** The two main divisions of psychology are individual or personality psychology and social psychology; social psychology deals with the mental processes of groups. (dictionary.com)

G. روانشناسی

روانشناسی، علم کاربردی مطالعه (YE) رفتار و فرایندهای ذهنی بر پایه یافته‌های علمی و تحقیق‌شده می‌باشد. رفتار به فعالیتها و اعمالی اشاره دارد که قابل مشاهده و قابل اندازه‌گیری می‌باشند، مانند صحبت کردن و راه رفتن، اما فرایندهای ذهنی به اعمال و فرایندهایی اشاره دارد که به صورت مستقیم قابل دیدن و درک کردن نیست و نمود آنها را می‌توان در رفتار و دیگر فرایندها مشاهده کرد، مانند تفکر و یا هیجان و ترس. امروزه، روانشناسی از سنین خردسالی و نوجوانی گذشته و پا به مرحله جوانی و بزرگسالی گذاشته است و به درجه‌ای از ثبات و استحکام رسیده است (شاملو، ۱۳۷۰). روانشناسی یاد در نظر گرفتن نیازهای (E) طبیعی انسان و درک روح زمان، به عنوان پرچمدار مطالعه (YE) پیچیدگی‌های (E) بشر امروز است. در یک تعریف ساختارشکن از روان‌شناسی، «روانشناسی عبارت از کشف دروغهایی است که خود می‌گوییم و همچنین تعیین حد و مرز راست هاست» در این تعریف انسان موجودی است که نخست باید خود را فتح کند. در نتیجه صداقت تمام عیار با خود پایه روان‌شناسی است. این تعریف روان‌شناسی را خودشناسی پیوند می‌زند (محمدپور، ۱۳۸۸، ص: ۳۰).

H. Philosophy

Philosophy is the study of general and fundamental problems, such as those connected with reality, existence, knowledge, values, reason, mind, and language. Philosophy is distinguished from other ways of addressing such

problems **by** its critical, generally systematic approach and its reliance **on** rational argument. The word "philosophy" comes **from** the Greek φιλοσοφία (*philosophia*), which literally means "love **of** wisdom". (dictionary.com)

H. فلسفه

فلسفه مطالعه (YE) مسائل کلی و بنیادی **پیرامون** موضوعاتی چون وجود، آگاهی، ارزش ها، خرد، ذهن و زبان است. وجه افتراق فلسفه **یا** راه های (E) دیگر پرداختن **به** پرسش های بنیادی این چنینی (راه هایی نظیر عرفان و اسطوره)، رویکرد نقادانه و معمولاً سازمان یافته فلسفه و تکیه اش **بر** استدلال های عقلانی است. فلسفه **در** آغاز **در** دولت-شهرهای یونان، به ویژه آتن شکل گرفت. واژه فلسفه **به** معنای دوستدار (E) حکمت است و ریشه یونانی (یه یونانی: φιλοσοφία) دارد **که** سپس **به** عربی و فارسی راه یافته است. مشهور است **که** نخستین بار فیثاغورس واژه مذکور **را** به کار برده است. زمانی **که** **از** او پرسیدند: «آیا تو فرد حکیمی هستی؟» وی پاسخ داد: «نه، اما دوستدار حکمت (Philosopher) هستم». **اگرچه** فلسفه پژوهشی تخصصی است؛ اما ریشه اش **در** نیازهای مشترک مردمی است **که** هرچند فیلسوف نیستند، **به** این نیازها آگاهند.

I. Translation

Translation is the communication **of** the meaning **of** a source-language text **by** means **of** an equivalent target-language text. Whereas interpreting undoubtedly antedates writing, translation began only **after** the appearance **of** written literature; there exist partial translations **of** the Sumerian *Epic of Gilgamesh* (ca. 2000 BCE) **into** Southwest Asian languages **of** the second millennium BCE. (dictionary.com)

I. ترجمه یا برگردان

صنعت و هنر ترجمه یا برگردان کار خطیر و دشوار درک و تفسیر موضوعات، معانی، و مفاهیم پدیدآمده **در** یک زبان (زبان مبدأ)، و سپس انتقال، معادل یابی، و بازسازی آنها **در** زبانی دیگر (زبان مقصد) **رایج** عهده می گیرد.

مترجمان کم تجربه **در** این فن ظریف، ممکن است **ترین** باورباشند **که** **در** زبان و ترجمه هم، درست همانند علمی دقیق، می توان هر واژه و مفهومی را هم به طور دقیق تعریف و درک کرد، و هم آنها **رایج** شیوه ای شفاف **یا** پیوندهای متقابل و کاملاً ثابت، **از** دو حوزه زبانی متفاوت **به** هم اتصال داد. هر چند چنین برخوردی ممکن است **در** مورد زبان های برنامه نویسی رایانه ای و زبان های ماشینی دیگر (همچون هوش مصنوعی) **تا** اندازه ای میسر باشد، **در** خصوص زبان های طبیعی انسانی دور **از** واقعیت و امکان است.

J. Semantics

Semantics (**from** Greek: sēmantiká, neuter plural **of** sēmantikós) is the study **of** meaning. It focuses **on** the relation **between** signifiers, such as words, phrases, signs, and symbols, and what they stand **for**, their denotata. Linguistic semantics is the study **of** meaning that is used to understand human expression **through** language. Other forms **of** semantics include the semantics **of** programming languages, formal logics, and semiotics. (dictionary.com)

J. معنا شناسی

معناشناسی، دانش بررسی و مطالعه (YE) معانی **در** زبان های انسانی است. بطور کلی، بررسی ارتباط میان واژه و معنا **را** معناشناسی می گویند. معنا شناسی گرفته شده **از** لغت یونانی semantika اسم خنثی جمع semantias علم مطالعه (YE) معنا می باشد. این علم معمولاً **بر روی** رابطه **بین** دلالت کننده ها مانند لغات، عبارتها، علائم و نشانه ها و اینکه معانی شان **برای** چه استفاده می شود تمرکز دارد. مفاهیم زبان شناسی و زبان شناسی معنایی بررسی معانی است **که** توسط انسانها **برای** نشان دادن خودشان **در** طول زبان استفاده می شود. دیگر اشکال معنا شناسی زبانها برنامه ریزی شده، منطق های مجرد و نماد شناسی **را** شامل می شود.

III. COMPARISON AND CONTRAST

As it is observed, a number of prepositions have been found in each English and Persian paragraph. It reveals that prepositions are parts of speech that are frequently used in most of the sentences in English and Persian. After recognizing all prepositions in paragraphs, the frequency of each preposition was calculated. The total number of prepositions used in all English paragraphs was 126 and the total number of them in Persian paragraphs was 216. In the following, the frequency of each preposition is demonstrated.

A. Total Number of English Prepositions

Of = 59 with = 8 in = 14 at = 2 into = 1 for = 4 upon = 1 across = 1 about = 2 under = 1 from = 8 to = 6 on = 5 by = 5 toward = 2 between = 2 after = 1 through = 3

B. Total Number of Persian Prepositions

(E) Or(YE) = 30 در = 27 از = 22 به = 49 بر = 8 که = 25 برای = 11 را = 14
 بدون = 1 توسط = 2 پس از = 1 به جای = 1 نیز = 3 به وسیله = 1 اگر چه = 2 با = 8
 میان = 3 دربارہ = 1 از این رو = 1 پیرامون = 1 در مورد = 1 بین = 1 بر روی = 1
 اینک = 1 تا = 1

The most frequently used preposition in English was 'of' firstly; then there were "in, with, from, to, by, on, for, through, about, between, at, toward, into, after, under, across, and upon", respectively.

It is said that there are almost 150 prepositions in English. Since the collected data for the Present study indicates, the most common prepositions used in English sentences are 'of, In, with, to, by, on, etc.' that are 18. On the other hand, 216 prepositions were generally founded in Persian paragraphs from Which the most frequently used was به, then they were میان, نیز, با, بر, برای, از, که, در, then they

It is important to notice that (E) or (YE) is not a preposition in Persian, but it is called 'Naghshnemaye Ezafe' which comes to add one word to the next in order to connect them together. Therefore, it was considered important because it is the semantic equivalent of some English prepositions mostly 'of'. Most of these prepositions are semantically equivalent in the two languages. Possible equivalent prepositions can be seen below:

Of = (E) or (YE) - از in = در with = توسط به وسیله, با from = از to = به
 By = از طریق through = برای روی, بر, بروی on = با به وسیله, توسط
 About = پیرامون درمورد, درباره between = میان, بین at = در toward = به سوی
 زیر = under بعد از, پس از, بعد, به دنبال after = در, در میان, به into = به سمت
 Across = در جهت حرکت upon = روی, بر, بروی without = بدون

In regard to strict rules of English and Persian for using prepositions correctly in sentences and also regarding the above mentioned semantic equivalents, some probable errors of L₂ learners of English will be predicted in the following section.

IV. PREDICTION OF LEARNERS' ERRORS

One of the common errors that a Persian speaker may commit in the process of learning English as a L₂ may be that the learners may tend to use a preposition where there is no need to use it. As the collected data indicated, the reason is that the number of prepositions used in Persian is more than the number of them in English. It seems that few sentences without any preposition can be found in Persian. Therefore, learners may tend to add an unnecessary preposition (about) to the verb 'discuss' which does not have any specific preposition in the following sentence: 'I discussed about my problems in the classroom.'* In such a situation students usually look for an appropriate semantic equivalent to express their idea completely. So, they may choose 'about', an unnecessary addition, to say درباره ی which causes an error.

In English, it is a rule that two prepositions cannot follow each other in a sentence, however it is possible in Persian and there is no such a rule in Persian language. Notice that a preposition like 'into' in English consists of two prepositions of 'in' and 'to', but it works as a single preposition and does not reject the rule. In paragraph 6, line 6, the following sentence includes two separate prepositions one comes after another: آنچه مردم شناسی کنونی را از دیدگاه هایکهن جدا می سازد. This point can cause L₂ learners to do the same thing in an English sentence, i.e., to bring a preposition after the other preposition and make an error.

The other remarkable point is that some of English prepositions have more than one Persian equivalent. For instance, 'of' has two semantic equivalents: sometimes Naghshnemaye Ezafe (E) and other times, 'از', but there is no such a Naghshnema among English prepositions. This can make learners commit some errors. In this condition, the learners have to unlearn Naghshnemaye Ezafe because it is not included in the list of English prepositions.

According to Burt and Kiparsky (1975), it is a strict rule in English that after prepositions, a complement takes the gerund form or a nominal form. If the complement of a preposition is a verb, it should appear in its gerund form. A possible difficulty that the L₂ learners may encounter here is with 'to' that sometimes can be troublesome. 'To' when used as an infinitive attached is not considered a preposition, so the following verb has to be appeared in its base form. But as a preposition, 'to' belongs to the first verb; in that it is necessary to complete the verbs meaning and so should be followed by a gerund instead of an infinitive. Therefore, 'to' is not a plain infinitive attached, as some students think. A L₂ learner, thus, can make the following errors:

His behavior will lead to go to prison.* (going)

We look forward to see you.* (seeing)

At semantic level, sometimes students may have problem with finding right English equivalents for Persian prepositions. It can be a cause for making some common errors in using prepositions. For instance, more than one English equivalent exists for the same meaning in Persian. g., 'with' and 'by' both mean توسط, به وسیله, با which may cause the following error: I played football by my friend.* (with). This is one of the most common errors that Persian students usually make. Other examples are 'of & from' and 'in & at' that each one can be used wrongly instead of the other.

There are many verbs in English that have their own specific preposition. Because students may be unaware of the preposition of a certain verb in English, they may transfer their intended meaning from their mother tongue to English by using a wrong preposition. For example:

Rely too* (on) = ترسیدن از afraid from* (of) = تکیه کردن به

Composed from* (of) = ازدواج کردن با married with* (to) = تشکیل شدن از

Most of the predicated errors are rooted in transferring concepts from Persian to English which causes interference in the process of learning.

V. SIGNIFICANCE OF CA IN LANGUAGE TEACHING (PEDAGOGICAL EXPLOITATIONS)

As CA is considered significant in its applied form, it must be borne in mind that it provides insights and carries implications for teaching (Wilkins, 1972, as cited in James, 1980). Applied CA can benefit from consequences of theoretical CA. Therefore applied CAs are interpretations of theoretical CAs rather than independent executions, as James (1980) notes. Teachers will be able to apply theoretical CA to predict some errors that may be committed by learners of English as a L₂. They have to notice that it can be difficult and confusing for students to keep their first language system in mind and to add a completely new language system to it as well. This is due to the fact that the components of learners' L₁ (Persian) don't simply fit the system of L₂ (English). Understanding the systematicity and separation of languages is a remarkable responsibility of language teachers since they have to bear in mind that every language learner is a single individual who should learn two self-contained language systems. By predicting learners' possible errors and understanding language transfer mechanisms, the teachers would be able to handle both language systems in the process of learning.

the most efficient materials are those based on a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner (James, 1980). With respect to this point, careful comparison of L₁ and L₂ can enable material designers to devise materials and learning activities that can control learners' errors in a right way.

VI. CONCLUSION

The findings of this limited cross-linguistic study show that the errors that Persian learners of English mostly commit in using English prepositions have root in their L₁. In other words, using wrong preposition, addition of an unnecessary preposition, or deletion of prepositions are often because students tend to transfer their intended meanings to English in the same way they are expressed in Persian. This is the primary reason of making errors in using prepositions at syntactic level of both languages. However, it does not mean that all committed errors are because of L₁ interference; sometimes L₂ learners make errors due to their lack of knowledge. E.g., they use a wrong preposition for a specific verb because they simply don't know what the right preposition for that verb is. In contrast to CA beliefs, it may not be reasonable to recognize L₁ interference as the mere source of L₂ learners' errors. In this regard, careful examinations of learners L₁ and L₂ and careful observation of errors in classroom environment are required to realize what other sources of errors exist in learning a language as a L₂.

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Seyede Sara Jafari received her B.A. degree in TEFL from Sheikhbahae University, Isfahan, Iran. She continued her M.A. in TEFL at Azad University, Abadeh, Iran. She has been teaching English to Iranian EFL learners at several language institutes for more than four years. She has also taught General English courses at Azad University of Safashahr, Fars. Now, she is the deputy of research department of kharazmi-international institute in safashahr, Fars. As a researcher, she has contributed to some local and international journals such as *national conferences in Iran*, *journal of English teaching in Iran*, *Journal of Language Teaching and Research*, *theory and practice in language studies*, and *Horizon Research Publishing, USA (HRPUB)*. Her main areas of interest include second language acquisition, first language acquisition, language teaching methodology, the role of affective variables in language teaching, psycholinguistic and contrastive analysis.