WHICH PREPOSITION? AN EFL DILEMMA

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ABSTRACT: *EFL students face tremendous difficulties when translating from Arabic to English. One aspect of grammatical constructions that EFL students find difficult to translate is the translation of prepositions. This study aims at investigating the difficulties EFL students face when translating prepositions from Arabic into English. 105 students enrolled in undergraduate Translation courses in the English department, College of Basic Education were given a list of statements and short paragraphs and asked to translate them from Arabic into English. In addition, the students were asked to provide academic information to be statistically evaluated as independent variables. After data was collected and analyzed, it was found that students have considerable difficulty translating prepositions, some more than others.*

KEYWORDS Prepositions, translation, Arabic, EFL, English, grammar

INTRODUCTION

A substantially growing interest in translation has remarkably manifested in the teaching courses of translation at both undergraduate and graduate levels in several Arab universities (Al-Sohbani & Muthanna, 2013). However, methodologies of teaching translation have frequently been perceived in the Arab world as unsuccessful. Stejskal (2003) investigated Kuwaitis' views regarding translation courses, and Gaber (2001) investigated Egyptian' views; both claimed that the participants expressed dissatisfaction with the classes of translation they had in their respective faculties. One of the major problems EFL Arab students face in translation courses is the translation of prepositions. Generally speaking, prepositions are extremely difficult for English Language Learners to grasp due to the vast number of them in the English language and their polysemous nature. They "are very confusing and sometimes hardly understandable even for native speakers, and when it comes to EFL students the problem is much bigger, because they have to understand all the nuances of the English prepositions, to memorize them and to properly use them" (Delija & Koruti, 2013:125). Prepositions are believed to be problematic even for university students (Mohammed, 2011; Eltayeb, 2010; Tahaineh 2010)). Numerous analyses of the linguistic output of ELLs have revealed that prepositional errors of substitution, omission, and addition account for much of the syntactic errors (Lorincz & Gordon, 2012; Celcia Murcia, 2000). Prepositions are difficult to learn for several reasons. First, prepositions are semantically polysemous. Second, as Koffi (2010) states, English prepositions have a variety of meanings depending on context, a fact that makes learners often become frustrated when trying to determine prepositional meanings and when trying to use them appropriately. The use of prepositions in context varies greatly from one language to another, often causing negative syntactic transfer ((AlYarri, & Almaflehi; 2013& Lam, 2009). The same prepositions can carry vastly different meanings in various languages. A major problem occurs also with phrasal verbs and the lack of one-to-one mapping between the English and the mother tongue prepositions (Maalej, 2010; Gethin, 1983). As-Safi (2012: 3) stated that "English prepositions are lexicalized instead of being replaced literally by Arabic

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equivalent prepositions.". Iatcu, (2011) claims that the most used prepositions in English are *of*, *to*, *in*, *for*, *with*, and *on*, whereas the most frequent preposition in Arabic is *fī* (in)

In the light of the above, this paper attempts to examine the problems Kuwaiti EFL learners face when translating the basic English prepositions *at*, *in* and *on* and attempts to account for their difficulties with these English prepositions through a comparative study of the Arabic prepositional system.

Theoretical assumptions & Literature review

Language teaching in general and teaching English as a foreign or second language, has become the focus of attention of most Arab researchers. This is mainly due to the wide spread of English as an international language. Literature displays three different approaches to teach English prepositions, namely, the traditional approach, the collocation approach, and the prototype approach (Lam, 2009; mueller, 2011; Koosha & Jafarpour, 2006; Lindstromberg, 1996). The traditional approach teaches prepositions through explicit grammar instruction. Students focus on learning prepositions individually within context, with no further expansion. The collocation approach teaches prepositions individually, students can be taught using "chunks," or words, for example, phrasal verbs, that often occur together. The Prototype approach teaches prepositions semantically. This approach claims that prepositions have multiple meanings, but one meaning is thought to be the most dominant, or prototypical. Researchers refer to various kinds of prepositions, such as prepositions of location, direction, time and space (Hansard, 2012; Brown, 2003). Some English prepositions, like "in, on, at", can express two meanings (spatial and temporal).

Arab scholars have frequently investigated the difficulties that face Arab EFL students when introduced to English prepositions. (See, for example, Zughoul; 1973, Abbas, 1985; Moharram, 2004; Alayesh, 2012). Researchers in EFL settings believe that interlingual, i.e., interference from the first or native language of the learners plays a significant role in the comprehension and production of English prepositions (Alotaibi,& Alotaibi, 2015; Al Murshidi, 2014; Abu Humeid 2013; Tahaineh, 2010; Modarresi, 2009; Khoshafah, 2008; Humam, 2008; Moharram, 2004).

AlOtaibi & Alotaibi (2015), for example, investigated Kuwaiti EFL learners' ability to comprehend and produce grammatical collocations in English. Their aim was to examine whether the students' English proficiency level and the type of grammatical collocations influence their comprehension and production of such collocations. The participants were one hundred Kuwaiti students aged between 18 and 30 who were asked to answer a multiple-choice test to check their comprehension skills, and a fill-in the blank test to check their production skills of grammatical collocations. The results showed that Noun + preposition and adjective + preposition were the most problematic types of errors students commit. Literal translation from Arabic has been found to pose another problem. It was also found that L1 interference plays a significant role in the comprehension and production of grammatical collocations by Kuwaiti EFL learners.

Tahaineh (2010) investigated Arab EFL university students' errors in the use of prepositions through analysing compositions written by Jordanian first, second, and third year university EFL students. Participants were 162 students with similar linguistic, sociocultural, and educational backgrounds. Tahaineh (ibid) claims that the improper use of prepositions is prominent among EFL Arab learners, and is depicted even at advanced stages of the students'

learning. His findings revealed that the mother tongue (MT) and transfer strategies of the target language are the major sources of EFL learners' errors. The students used the proper prepositions if equivalents are used in their native language whereas if equivalents are not used or required in their MT, they select the improper prepositions, omit prepositions, or add prepositions.

Al Murshidi, (2014) conducted a study to identify the errors made by UAE University students in the Engineering College in the use of prepositions. 30 students aged between 18 -23 years old participated in the study through answering thirty multiple choice questions on English preposition. Al Murshidi (ibid) relates the difficulty her participants faced to L1 interference, the difference between Arabic and English prepositions in number, meaning and idiomatic phrases, lack of equivalents in Arabic and vice versa, and the incomplete knowledge of how prepositions are applied. Their most grammatical errors are addition, deletion, substitution, and redundancy.

Al-Shormani (2010) investigated semantic errors and the probable L1 and L2 sources which contribute to the committing errors related to English prepositions by Arab EFL learners. He (ibid:26) states that "the sources of these errors vary between following different strategies such as translating form Arabic as in the case of some categories in lexical choice and collocation errors".

AlYaari & Almaflehi (2013) attempted to identify the difficulties Saudi EFL students face when translating the English prepositions *at*, *in* and *on*, into Arabic. The study mainly focused on gender differences. A questionnaire consisting of 20 statements was designed and distributed to 50 Saudi EFL students (25 males, 25 females). Findings revealed that Saudi EFL students face problems related to use and usage when transferring simple prepositions from English into Arabic. Significant gender differences were found where females scored higher marks than those scored by the males. Their findings suggest that acquired skills and abilities involved in translation appear to be strongly activated in the English-Arabic tasks in women as compared to men.

Terdjat, (2012) investigated 50 EFL Algerian students' errors when using the English prepositions "in", "on" and "at". The aim was to find out the kinds of errors they make in the use of those prepositions and to check if they are influenced by their mother tongue (Arabic) in using the stated prepositions. Again, findings revealed that L1 interference was the main difficulty the participants faced. Moreover, in cases were grammatical translation required the removal of the preposition, most participants found this task easy.

Abu Humeid (2013) attempted to identify and analyse the errors Iraqi EFL university students make when they encounter compound prepositions and to investigate the reasons behind students' errors. A diagnostic test was designed and applied to a sample of 100 Iraqi EFL university students at their third year. Findings revealed that the participants failed to recognize and produce proper propositions. They did not realize the function of such prepositions because they did not discern their meanings and most books of grammar do not list their meanings or uses. The researcher believed that the subjects' errors are attributed to interlingual transfer, intralingual transfer, context of learning, and communication strategies. He suggests that textbook writers and syllabus designers should give more attention to the teaching of compound prepositions.

Many researchers focused on the importance of implementing online teaching strategies to overcome difficulties that face EFL students in comprehending English prepositions (Hanazaki, & Hanazaki, 2015; Modarresi & Alavi, 2014; Hsu, 2007).

Hanazaki, & Hanazaki, (2015), for example, investigated the teaching of prepositions to Japanese EFL college students. They introduced modular-style teaching materials in the e-learning system called e-Alps, which utilizes Moodle. E-Alps is a platform that enables the students to learn English on their own, outside classroom, to overcome the problem of limited English learning class hours. The English materials were available on e-Alps for students to download freely. The paper discussed, first, the semantics of the English preposition *to* and proposed a modular-style material concerning *to*. Their findings confirmed the effectiveness of the material based on the t-test results, the amount of time the students took to complete the pre- and post-test, and the survey and the questionnaires given to the students who studied the material. Most of the students who used the material and took the tests admitted the advantages of this type of learning in motivating them to learn English outside the classroom.

Significance of the study

The defective usage of the grammatical components, such as prepositions affects negatively not only students' translation skills, but also affects their spoken and writing skills as well. Hence, assessing English language major students' language errors have always been of importance to staff members in the English department in the College of basic Education, and to most EFL teachers in Kuwait. As most English major courses, English major students in the department must pass two writing courses (Basic and Advanced) before enrolling in any academic course assigned for them in the major sheet, one of which is translation. However, most students exhibit very low achievement in writing. Literature revealed, as mentioned above, that comprehending prepositions is one of the most difficult grammatical constructions EFL students face in writing. Therefore, it is significant to investigate kinds of language errors students commit so that language designers could provide better programs to the students. Consequently, this paper is meant to investigate prepositional errors our students produce to help us devise appropriate materials and effective techniques to teaching writing.

METHODOLOGY

The sample of this study consisted of 105 female students registered in three sections of a translation course (240) during the first semester (2016/2017) in the College of Basic Education for girls, Kuwait. Translation (240) is a compulsory credit course for all English major students in the college. Arabic is the mother tongue for all of them while English language is used as a foreign language. The 105 participants were given 16 statements to translate from Arabic to English. Each statement contains an Arabic preposition of time and place (temporal and special), namely, *in, at*, and *on*. The translation would either reflect the Arabic preposition literally, needs to be changed to fit the grammar of English, or needs to be removed to make the translation grammatical. The statements comprised ten prepositions of place and six prepositions of time. The students' responses were examined across year of study, number of credits passed and type of high school they graduated from. Having the participants' answers collected, they were then quantitatively and qualitatively analysed. Frequencies and ANOVA tests were utilized for the sake of interpreting the data.

Research questions

This paper seeks to answer the following questions:

1. How well do English major students do in translating English prepositions of time and place into Arabic.

2. Are there any significant differences in the students' translations of English prepositions of time and place as far as year of study, number of credits passed and type of high school they graduated from?

RESULTS & DISCUSSION

It appeared from initial analysis of these two categories, that the students were better at using the prepositions of time than the prepositions of place, a finding that contradicts with that of Yaari & Almaflehi's (2013) whose Saudi participants' mistakes in time prepositions are more than those of place prepositions. For example, the number of correct answers to the sentence "*I arrived at the hotel*" and "*He is standing at the door*" are 38, and 42, respectively; whereas the incorrect answers to the same sentences are 7, and 7, respectively. However, in the current study, 74.4% of the prepositions of time were correct and 61% of the prepositions of place were correct.

Although many students reflected a good amount of knowledge in the use of prepositions, it appeared that in some cases, the participants were confused as literal translation did not express the proper preposition, a finding that conforms with those of AlOtaibi & Alotaibi (2015), Al Murshidi, (2014), and Tahaineh (2010). Chart 1 below shows the average percentages of the correct use of the prepositions of time and place.

Chart 1: Average percentages of the correct use of the prepositions of time and place
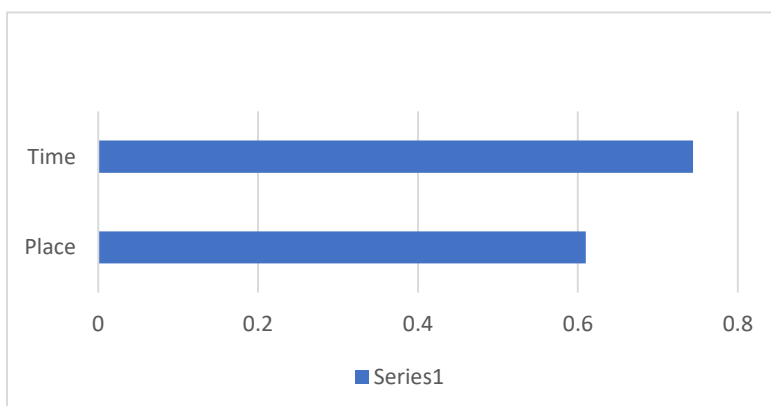
As can be seen from Chart 1, the prepositions of time were correct 74.4% of the time while the prepositions of place were correct 61% of the time.

The use of "at" with specific reference to time was placed in this study into two statements, 1 and 5. Most students were able to use "at" with specific time (86.7% and 85.7% consecutively). In a one-way ANOVA by the number of credits taken in CBE and statement 1, high significance was found where $f \leq 0.001$. This was found due to the fact that most of the participants who did not use the correct preposition, had already passed 65 credits. The reason

behind this might lay in the fact that not only are Arabic prepositions syntactically and semantically different from English preposition, but also that the Arabic language all over the Arab world is diglossic, in the sense that standard Arabic and the local dialects are in complementary distribution. Standard Arabic is not the spoken variety in the Arab world. Arab people communicate verbally in their local dialects. Hence, Kuwaiti Arabic, which is the local dialect in Kuwait is the spoken variety in everyday communication. Hence, the students are not familiar with the uses and usages of the prepositions in Kuwaiti Arabic (their mother tongue) and English (the target language). As a consequence of this sociolinguistic difference between standard and dialectal Arabic, and the fact that some prepositions are partially or completely deleted in some dialects, the choice of an English preposition in a translation task becomes tremendously problematic (Dashti & Dashti, 2015; Taqi, 2010). This might explain the contradiction with Yaari & Almaflehi's (2013) study mentioned above. However, it would be significant to look for other linguistic or social explanations since Kuwaiti learners and Saudi learners come from almost homogeneous speech communities. This finding, on the other hand, conforms with Tahaineh's (2010) findings which indicated that the students' class level has significant impact and yields high statistical significant differences among the three university students' class levels. His results showed that Juniors' total errors was (381) which indicates that juniors made the least number of errors, sophomores' total errors were (616), and freshmen's total errors was (1293).

Another preposition of time tested in this study was "on" in cases were specific dates were given. Statements 2 and 10 test the participants' knowledge of the use of "on". Surprisingly, while 85.7% of the students were able to translate statement 2 correctly, only 43.8% translated statement 10 correctly. Most students who did not translate statement 10 correctly replace "on" with "at"; hence, the statement was realized as "*summer season starts at the first of June*". The confusion might be caused by the use of "the first of July" in statement 10 as opposed to a number in statement 2 "9th of April". Incorrect substitution of a given preposition is the most common error for the Arabic learners because of the first language interference (Al-Murshidi, 2014; Mohammad, 2011; Tahaineh, 2010). An expected substitution, here, might have been *in* which corresponds to the MSA fi:, as appeared in Mohammad's (2011) study. In Mohammad's (ibid) study, his participants committed errors such as "in the same time" and "in the same day". He (ibid) attributed these errors to interlingual transfer from Arabic. Tahaineh's (2010) data also showed similar findings as his participants substituted *in* with *at* in the following sentences: '*at the winter the weather is very cold*", "*at the summer term all students like to take late classes*, and "*I have a bad dream and woke up at the night*". However, he attributed the errors to overgeneralisation rather than transfer, "overgeneralization that arises from the uncertainty in the learners' mind, particularly when they face the task of using one preposition to express different relationships and meanings, this is the case, it is not surprising that the learners will overgeneralise one item over the other and overgeneralise the preposition *at* to be used instead of *in*" (Mohammad: 89). Overgeneralisation seems to be a phenomena spread in this particular Arab region. Abu Humeid's data (2013: 110) elucidated that "Iraqi EFL university students overgeneralize the rule because they envisage that each preposition following or preceding the compound preposition is part of it. Most of them do not discern that compound prepositions can be divided into two or three-word sequences prepositions". Our findings also coincide with Yaari & Almaflehi's (2013) study. In their study, the number of correct responses of *at* in the sentence "*I am going to college at nine o'clock*" was 19, while the incorrect responses were 27. Moreover, the number of correct responses of *on* in the sentence "*The exam will start on Monday* was 8, while the incorrect responses were 40. In this respect, Alayesh (2012) believes that students who understand the different meanings of Arabic

prepositions know more equivalents, and therefore, can find a wider area for positive transfer than those who do not master the Arabic prepositions. His data showed that students misuse the English prepositions "on" because they lack the knowledge of different meanings of the Arabic preposition [ʕala]. In the current study, the preposition "in" seemed to be the choice when the students are in need of a preposition, yet are confused which one to choose. A good example of that is in the statement "*I found this wallet <u>on</u> my way to the mosque*, which in Arabic is /wadʒadt hɑːðihi lmaħfaða fiː tˤariːqiː ila lmasdʒid/ was translated by 20% of the students as: *I found my wallet in my way to the mosque*). Another example is found in the statement "*I spent my night talking <u>on</u> the phone.*" Which was translated by 43.8% students as "in the phone" Alayesh (2012: 1751) concludes that "although, both English and Arabic prepositions are polysemous, it appears that students are familiar with only know only meaning. Therefore, we find that when the same errors reoccur they are often related to a specific Arabic preposition usage".

A one-way ANOVA by type of school reflects significance as most incorrect answers were made by students who studied in Public schools. It is worthwhile mentioning, here, that students who graduated from English private schools, were extensively exposed to the English language as English is the medium of instruction.

Some of the statements tested the participants' knowledge of non-literal translation. Seven statements emphasize the fact that literal translation from Arabic to English might require a change or deletion of the preposition (Lorincz & Gordon , 2012, Celcia Murcia, 2000). Statement 4, for example, uses the preposition "after" (literally translated). In this statement, the proper translation would be "I will arrive in half an hour". In spite of the fact that using "after" to replace "in" would not be considered grammatically incorrect, yet a native speaker might find it artificial. 82.2% of the participants used after, 11.1% used "in", while 6.7% used ungrammatical prepositions. Another problem with literal translation was found in statement 7. In this statement, students were required to translate an Arabic statement to "I just arrived at college". In Arabic, the preposition used is [ʔila] (lit. to). [ʔila] indicates movement of an object towards a point. Therefore, in this statement 94.3% of the students translated the sentence incorrectly using the literal translation, Only 5.7% of the participants answered this statement correctly.

Statement 13 included the preposition of place "on", yet in Arabic the preposition used is "in" (realized as [fi:] in Arabic). The majority of the participants translated the statement "*my friend Hanan Lives on Jabriya Street*" to "in Jabriya Street" (91.4%). In the same category, statements 15 and 16 require non-literate translation of Arabic "in" to English "on". While 80% of the students translated "on my way" correctly, in statement 16, only 43.8% translated "talking on the phone" grammatically. 56.2% of the participants translated the statement "talking in the phone". The problem here might be attributed to the fact that not every Arabic preposition has an exact equivalent in English and vice versa. For example, the Arabic Preposition [fi:] is used as (in, into, at, on, and inside etc.). This preposition holds great semantic power in both standard and colloquial language use; it is the filter through which all these English equivalents must pass. It is used to denote time and place and occurs with many different Arabic words in abstract and metaphorical usages. Therefore, *fi* as well as other Arabic prepositions, interferes in the selection and usage of English ones (Hassan & Abdulla, 200). Moreover, the English prepositions "on, in and at" are used to indicate positioned point in time. In Arabic, however [fi:] is used to indicate the meaning and the uses of all the above English prepositions.

Significance was found in a one way ANOVA by the type of school at f≤0.001. Chart 2 below shows the average results of translating statements that require non-literal translation.

Chart 2. Average results of translating statements that require non-literal translation.
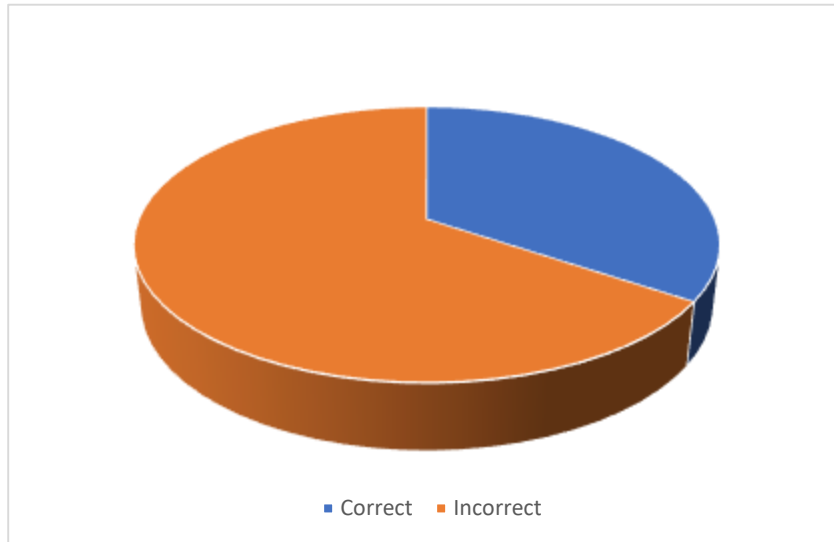
As shown above, Chart 2 displays the fact that only 34.4% of the non-literal translation was correct.

In cases were grammatical translation required the removal of the preposition, most participants found this task easy, a finding which agrees with those of Alayesh (2012), Delija & Koruti, (2013) and Al-Murshidi, (2014). In statement 11, the Arabic preposition [ʕala] (lit.on) disappears in translation, hence, the translation would be "*I have called emergency*", a mere 14.3% translated this sentence literally and wrote "*I have called on emergency*". This is definitely a negative transfer from L1 because in Arabic the translation would be /ittiŞalt ʕala iṯṯawariʔ/ "*I called on the emergency*". Moreover, the verb "called' in English is ditransitive. In this sentence, it is used transitively because the verb "called "followed by an object 'emergency"; however, the verb "called' used in Arabic intransitively. Some students basically thought that they need to use a preposition in this sentence because when they translated the sentence into Arabic, they recognized an existence of a preposition, consequently, they avoided using a nul preposition. This finding quite conforms with Al-Murshidi, (2014). In a one-way ANOVA by year in CBE, it was found that the majority of students who literally translated the statement were in their third year in college. Table 1 below shows One-way ANOVA for statement 11 by years in CBE.

Table 1: One-way ANOVA for statement 11 by years in CBE

q11	year at CBE	3.145	1	3.145	9.684	.003
	units passed	30.214	1	30.214	.184	.669
	type of school	.065	1	.065	.541	.464

As shown above, table 1 indicates that significance is only found by years in CBE at f=0.0003. Moreover, 75.2% of the participants removed the preposition "ʕan" (lit. on) before the phrase

"our countries" in "we should defend our countries". This finding coincides with Yaari & Almaflehi's (2013) findings who claimed that their participants' incorrect answers as senior students were unexpected.

Generally, when the use of prepositions in statements of place and time was the same in Arabic and English, these prepositions were translated correctly. This was found in statements 3, 6, 9 and 12 (78.1%, 54.3%, 94.3% and 66.7% successively). Many students, however, seemed to be confused between the use of "in and "on". A good example for that would be reflected in statement 3 where 21.9% of the students translated the phrase "watch on TV" to "watch in TV". In addition, 45.7% of the participants translated statement 6 "see you on the weekend". In statement 12, 33.3% translated "*don't talk in the library*" to "*don't talk on the library*". Surprisingly, both statements 6 and 12 showed significance at f≤0.001 in a one-way ANOVA by number of credits taken in CBE. It was found that the students who made the most mistakes were the ones who had passed over 56 credits, a finding that coincides with other researchers' appeal to have the students exposed to more extensive grammar instruction (See, for example, Al Murshidi, (2014), Yaari & Almaflehi's (2013), (Dashti & Salama, 2013), Alayesh (2012), and Tahaineh (2010).

Finally, it appears from the statistics above that most ungrammatical translations in terms of prepositions of time and place were caused by literal translation. Moreover, it appears that most students acknowledge the different ways of using the preposition "in", and are able to identify the need for "at" in statements showing specific times. Chart 3 below reflects the correct and incorrect use of the three prepositions presented in this study; namely, *in*, *on* and *at*.

Chart 3. The proper use of the prepositions *in*, *on*, and *at*.
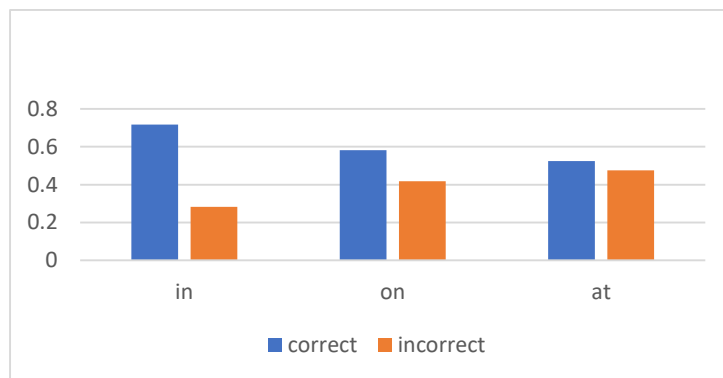
As shown in Chart 3, the preposition *at* is the most confusing preposition, while *in* is the clearest.

CONCLUSION

This study was conducted in the College of Basic Education to test students' knowledge of the grammatical use of prepositions. 105 English major students from the college translated statements containing prepositions "at", "in", and "on" in Arabic. The analysis of the data acquired showed that students found difficulty translating prepositions at certain times.

Most of the errors of translating prepositions occurred when non-literal translation of prepositions was required. In addition, many students were confused between the use of "in" and "on". It appeared that the use of "at" was the most confusing to students, especially when

it was supposed to be used in a context that does not refer to an exact time. On the other hand, "in" seemed to be the most common preposition between students, as most students were able to identify the time they needed to use "in".

When the preposition had to be deleted in English translation, most participants did not find correct translation problematic. The majority of students realized the need to delete prepositions that existed in the Arabic statements, but were not required in the English translation.

It has been found that prepositions generally are considered problematic to Kuwaiti students. Most students seem to rely on literal translation, which did not appear to help most of the time. It is evident that the students need to utilize a different approach towards the use of prepositions and hence the translation of such prepositions.

RECOMMENDATIONS

Based on the results above, the authors believe that the writing courses needed to change their contents and methods. One example would be the introduction of an additional course in CBE, considering the two compulsory courses do not seem to help the students improve their grammar skills. Since the literature and the results of the current study shows that Arab students need an intensive grammar course that might teach them the principles behind the use of prepositions, it is highly recommended to introduce a compulsory grammar course to be given to the students in their preparatory year in colleges and universities (Dashti & Salama, 2013). Moreover, the students would probably make use of grammatical rules of prepositions in schools as well, which could be followed up in graduate schools, as it appears that the grammatical rules of prepositions are confusing to Arab students.

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APPENDIX I

The following is a translation of the statements that the students were asked to translate from Arabic into English:

1. Our meeting will be held *at* 9:00 a.m.

2. I am flying to London *on* the 9th of April.

3. We frequently watch scenes of abuse *on* different TV channels.

4. I will arrive *at* the airport *in* half an hour.

5. I have a class **at** 10:00 a.m.

6. We will meet *on* the weekend.

7. I have just arrived *at* the college.

8. You will see him waiting for you *at* the gate.

9. My brother works *at* Al-Sabah hospital.

10. The summer season starts **on** the first of July.

11. I called the emergency. (No preposition needed).

12. Please keep quite whilst *in* the college library.

13. My friend Hanan lives *on* Al-Jabriya street.

14. We all must defend our country. (No preposition needed).

15. I found this wallet *on* my way to the mosque.

16. I spent my night talking *on* the phone.