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# An Analysis Of Prepositional Errors Of College Students

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Preposition Placement in English  
The Grammar Book  
A Usage-based Approach  
An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes  
Exploring Error Analysis  
L1 Influence on the Learning of Some Syntactic Structures Among Hong Kong Students of English  
An ESL/EFL Teacher's Course  
Form, Meaning, and Use for English Language Teachers  
Prepositions in Old and Middle English  
Studies in markedness, distinctive features and deixis  
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A Study of Prepositional Errors in the Brazilian Subcomponent of the International Corpus of Learner English (Br-ICLE)  
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## **GORDON RILEY**

**Preposition Placement in English** John Benjamins Publishing  
An account of the development of research and thinking in the field of learner language. Draws on wide-ranging research into contrastive analysis, bilingualism, theoretical linguistics and experimental psychology.

*The Grammar Book* John Benjamins Publishing

This volume represents the first collection of essays on research dedicated to the work of scholars and experts from Bosnia and Herzegovina. It provides programmatic state-of-the-art overviews of current issues in the language sciences and their applications in first, second, and bilingual language acquisition in naturalistic and tutored contexts, and brings together disciplinary perspectives from linguistics, sociolinguistics, language teaching, education and intercultural communication. This book will be of particular interest to anyone wishing to know the value, and the pitfalls, of current research, to understand its various applications for foreign language education in Bosnia and Herzegovina, and to appreciate the qualities of rigor and trustworthiness required to evaluate and interpret current studies in Bosnia and Herzegovina. Indeed, this volume provides an informed perspective on the field's developments and an insightful analysis of interdisciplinary studies in the country.

*A Usage-based Approach* Québec: Centre international de recherches sur le bilinguisme

Linguistic errors are manifold, e.g. in the mother tongue, in the acquisition of foreign languages, in translations, as slip of the tongue or typo. The present compilation of all subject-related publications is a comprehensive bibliography for the field of linguistic errors. In a compact introduction, Bernd Spillner additionally provides an overview of linguistic, didactic and psycholinguistic methods of the analysis and assessment of the errors and their therapy. For the first time, publications from numerous countries around the world were included which have not yet been considered. With the attached CD-ROM making the

bibliography searchable for keywords in many languages to find relevant publications among the more than 6.000 titles, this is a very useful handbook for all linguists and teachers.

*An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes* John Benjamins Publishing

(Uncorrected OCR) Abstract of thesis entitled LI Influence on the Learning of Some Syntactic Structures among Hong Kong Students of English: A Case Study of Prepositional Placement Submitted by Chan Che Lee Pamela For the degree of Master of Arts At the University of Hong Kong Cantonese is the native language spoken by most students in Hong Kong, so it is regarded as their first language (L1). For English teachers in Hong Kong secondary schools, it is not surprising to discover that some syntactic errors are simply due to translation equivalents of Cantonese sentences. It is thus assumed that such errors are mainly due to the influence of Cantonese. To test if the assumption is valid, a case study of prepositional phrase placement is done. It is also assumed that the learners of higher proficiency levels are less affected by L1 influence. Studies were done on 27 Form 1 students and 30 Form 6 students in a Chinese as Medium of Instruction (CMI) secondary school. The data for this dissertation were the authentic errors related to prepositions or prepositional phrases (PPs) collected from students' compositions. Error Analysis of the data was undertaken. Then Contrastive Analysis was made between the placements of English PPs and corresponding Cantonese structures. The major conclusion of the study are: (1) L1 influence is the main cause of the wrong placements of prepositional phrases but there are indeed some other contributing factors such as interlanguage, low motivation and poor learning attitudes among learners, and a lack of English learning environment in Hong Kong. (2) Learners of higher proficiency levels are less influenced by their LI.

**Exploring Error Analysis** OUP Oxford

We all know the basics of punctuation. Or do we? A look at most neighborhood signage tells a different story. Through sloppy usage and low standards on the internet, in email, and now text messages, we have made proper punctuation an endangered species. In *Eats, Shoots & Leaves*, former editor Lynne Truss

dares to say, in her delightfully urbane, witty, and very English way, that it is time to look at our commas and semicolons and see them as the wonderful and necessary things they are. This is a book for people who love punctuation and get upset when it is mishandled. From the invention of the question mark in the time of Charlemagne to George Orwell shunning the semicolon, this lively history makes a powerful case for the preservation of a system of printing conventions that is much too subtle to be mucked about with.

*L1 Influence on the Learning of Some Syntactic Structures Among Hong Kong Students of English* Frank & Timme GmbH

An invaluable resource helping teachers at all levels of experience to develop their understanding of English grammar. Grammar for English Language Teachers is designed to help practising and trainee teachers to develop their knowledge of English grammar systems. It encourages teachers to appreciate factors that affect grammatical choices, and evaluates the 'rules of thumb' presented to learners in course materials. Consolidation exercises provide an opportunity for teachers to test these rules against real language use and to evaluate classroom and reference materials.

*An ESL/EFL Teacher's Course* Springer

The bestselling workbook and grammar guide, revised and updated! Hailed as one of the best books around for teaching grammar, *The Blue Book of Grammar and Punctuation* includes easy-to-understand rules, abundant examples, dozens of reproducible quizzes, and pre- and post-tests to help teach grammar to middle and high schoolers, college students, ESL students, homeschoolers, and more. This concise, entertaining workbook makes learning English grammar and usage simple and fun. This updated 12th edition reflects the latest updates to English usage and grammar, and includes answers to all reproducible quizzes to facilitate self-assessment and learning. Clear and concise, with easy-to-follow explanations, offering "just the facts" on English grammar, punctuation, and usage Fully updated to reflect the latest rules, along with even more quizzes and pre- and post-tests to help teach grammar Ideal for students from seventh grade through adulthood in the US and abroad For

anyone who wants to understand the major rules and subtle guidelines of English grammar and usage, *The Blue Book of Grammar and Punctuation* offers comprehensive, straightforward instruction.

*Form, Meaning, and Use for English Language Teachers* Routledge  
The present book covers various aspects of prepositional syntax between c. 900-1400, including case relations and the range of prepositional complements; it also examines word order, both within the PP and at clause level, and it explores changes in clausal word order. Furthermore, it provides a detailed semantic analysis of the three prepositions at, in and on in selected Old and Middle English texts, which shows to what extent the relative distribution of these prepositions changed during that period and how they gradually acquired new, extended senses. The front cover illustration renders the 895 entry of the Anglo-Saxon Chronicle, Parker Ms., and has been reproduced with the permission of the Master and Fellows of Corpus Christi College, Cambridge.

*Prepositions in Old and Middle English* Springer Science & Business Media

The Grammar Book introduces teachers and future teachers to English grammatical constructions. This highly acclaimed text, used both as a course book and as a grammar reference guide, is suitable for all teachers of English. What sets it apart from other grammar books is its unique pedagogical focus: It describes not only how each grammatical construction is formed, but also its meaning and its use. Grammar is seen to be a resource for making meaning in textually and socially appropriate ways.

*Studies in markedness, distinctive features and deixis* Heinle & Heinle Pub

This book presents empirical research on teaching, learning and assessment, and teacher development practices in Pakistan. Despite extensive academic research conducted in Pakistan over the last decade, there is a dearth of internationally published literature on English language teaching in the country. This book covers current research priorities and initiatives concerning English language teaching, learning and assessment, empirical developments, and major professional development initiatives, both in Pakistan and involving the work of Pakistani scholars based in abroad. It highlights the impacts that development efforts are having in the ELT world in Pakistan. The respective

chapters cover a diverse range of topics, including: continuous professional development (CPD), identity construction, English language policy, curriculum development, and innovative ELT approaches and methodologies used in Pakistan. This volume provides valuable insights for TESOL and applied linguistics scholars and practitioners working in the field of ELT, both in Pakistan and elsewhere in the globalized world.

*Communication Disorders in Spanish Speakers* Springer

This book is a collection of articles which deal with adpositions in a variety of languages and from a number of perspectives. Not only does the book cover what is traditionally treated in studies from a European and Semitic orientation – prepositions, but it presents studies on postpositions, too. The main languages dealt with in the collection are English, French and Hebrew, but there are articles devoted to other languages including Korean, Turkic languages, Armenian, Russian and Ukrainian. Adpositions are treated by some authors from a semantic perspective, by others as syntactic units, and a third group of authors distinguishes adpositions from the point of view of their pragmatic function. This work is of interest to students and researchers in theoretical and applied linguistics, as well as to those who have a special interest in any of the languages treated.

*Grammar for English Language Teachers* Multilingual Matters  
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*A Corpus-based Investigation* John Wiley & Sons

The purpose of this volume is to present a snapshot of the state of the art of research on the languages of the Maltese islands, which include spoken Maltese, Maltese English and Maltese Sign Language. Malta is a tiny, but densely populated country, with over 422,000 inhabitants spread over only 316 square kilometers. It is a bilingual country, with Maltese and English enjoying the status of official languages. Maltese is a descendant of Arabic, but due to the history of the island, it has borrowed extensively from Sicilian, Italian and English. Furthermore, local dialects still coexist alongside the official standard language. The status of English as a second language dates back to British colonial rule, and just as in other former British colonies, a characteristic Maltese variety of English has developed. To these languages must be added Maltese Sign Language, which is the language of the Maltese Deaf community. This was recently recognised as Malta's third official language by an act of Parliament in 2016. While a volume such as the present one can hardly do justice to all aspects of a diverse and complex linguistic situation, even in a small community like that of Malta, our aim in editing this book was to shed light on the main strands of research being undertaken in the Maltese linguistic context. Six of the contributions in this book focus on Maltese and explore a broad range of topics including: historical changes in the Maltese sound system; syllabification strategies; the interaction of prosody and gesture; the constraints regulating /t/-insertion; the productivity of derivational suffixes; and raising phenomena. The study of Maltese English, especially with the purpose of establishing the defining characteristics of this variety of English, is a relatively new area of research. Three of the papers in this volume deal with Maltese English, which is explored from the different perspectives of rhythm, the syntax of nominal phrases, and lexical choice. The last contribution discusses the way in which Maltese Sign Language (LSM) has evolved alongside developments in LSM research. In summary, we believe the present volume has the potential to present a unique snapshot of a complex linguistic situation in a geographically restricted area. Given the nature and range of topics proposed, the volume will likely be of interest to researchers in both theoretical and comparative linguistics, as well as those working with experimental and corpus-based methodologies. Our hope is that the studies presented here will

also serve to pave the way for further research on the languages of Malta, encouraging researchers to also take new directions, including the exploration of variation and sociolinguistic factors which, while often raised as explanatory constructs in the papers presented here, remain under-researched.

Second Language Acquisition & Language Pedagogy Newbury House

Preposition placement, the competition between preposition stranding (What is he talking about?) and pied-piping (About what is he talking?), is one of the most interesting areas of syntactic variation in English. This is the first book to investigate preposition placement across all types of clauses that license it, such as questions, exclamations and wh-clauses, and those which exhibit categorical stranding, such as non-wh relative clauses, comparatives, and passives. Drawing on over 100 authentic examples from both first-language (English) and second-language (Kenyan) data, it combines experimental and corpus-based approaches to provide a full grammatical account of preposition placement in both varieties of English. Although written within the usage-based construction grammar framework, the results are presented in theory-neutral terminology, making them accessible to researchers from all syntactic schools. This pioneering volume will be of interest not only to syntacticians, but also second-language researchers and those working on variation in English.

**Current Research on Language Learning and Teaching** Routledge

This study investigates the uses and errors associated with the words in and on in academic writing. Research was conducted by extracting 2,000 samples from student academic writing through the corpus, MICUSP (Michigan Corpus of Upper-Level Student Papers). Native English speakers wrote half of the student samples and non-native English speakers wrote the other half of the student samples. The samples originate from a variety of disciplines and text types (e.g., report). Through analysis of the student samples, this study finds that in and on occur at different frequencies. In fact, in occurred 81% versus only 19% for on. The results from this study show that prepositions occupy the significant majority for the types of uses for the two words at 95% for in and 92% for on. No significant variations exist between native and non-native writers. Thus, second language learners successfully use in and on in academic writing like their native

counterparts. Errors with in and on are isolated to prepositional uses for both words with the exception of two outliers including particle use and another use. Within the prepositional errors found, choosing the wrong word (e.g., preposition) was the most common error for non-native speakers. In addition to analyzing the uses and errors, this study includes three lessons with multiple activities in order to aid EAP (English for Academic Purposes) instructors in incorporating corpora into their curricula. The lessons provide samples from MICUSP and intend to offer activities to enhance student comprehension of the varying uses of in and on in academic writing. The lessons may be directly applied or tailored to an individual EAP course.

Pragmatic, Semantic and Syntactic Perspectives Preposition Errors in the Compositions of Mexican-American Basic Writing Students Contrastive Analysis Versus Error Analysis An Account of Prepositional Errors in the English of Greek Learners Rediscovering Interlanguage

In this highly acclaimed revision, grammatical descriptions and teaching suggestions are organized into sections dealing with Form, Meaning, and Use. THE GRAMMAR BOOK, Second Edition helps teachers and future teachers grasp the linguistic system and details of English grammar, providing more information on how structures are used at the discourse level.

Preposition Errors in the Compositions of Mexican-American Basic Writing Students Routledge

This volume contains papers presented at a symposium in honor of Cornelis H. van Schooneveld and invited papers on the topics of invariance, markedness, distinctive feature theory and deixis. It is not a Festschrift in the usual sense of the word, but more of a collection of articles which represent a very specific way of defining and viewing language and linguistics. The specific approach presented in this volume has its origins and inspirations in the theoretical and methodological paradigm of European Structuralism in general, and the sign-oriented legacy of Ferdinand de Saussure and Charles Sanders Peirce and the functional and communication-oriented approach of the Prague School in particular. The book is divided in three sections: Theoretical and Methodological Overview: Cornelis H. van Schooneveld; Anatoly Liberman; Petr Sgall; Alla Bemova and Eva Hajicova; Robert Kirsner. Studies in Russian and Slavic Languages: Edna Andrews; Lawrence E. Feinberg; Annie Joly

Sperling; Ronald E. Feldstein; Irina Dologova and Elena Maksimova; Stefan M. Pugh. Applications to Other Languages, Language Families, and Aphasia: Ellen Contini-Morava; Barbara A. Fennell; Victor A. Friedman; Robert Fradkin; Yishai Tobin; Mark Leikin.

**Syntax and Semantics of Prepositions** Cambridge University Press

The growing interest in prepositions is reflected by this impressive collection of papers from leading scholars of various fields. The selected contributions of Prepositions in their Syntactic, Semantic and Pragmatic Context focus on the local and temporal semantics of prepositions in relation to their context, too. Following an introduction which puts this new approach into a thematical and historical perspective, the volume presents fifteen studies in the following areas: The semantics of space dynamics (mainly on French prepositions); Language acquisition (aphasia and code-switching); Artificial intelligence (mainly of English prepositions); Specific languages: Hebrew (from a number of perspectives □ syntax, semiotics, and sociolinguistic impact on morphology), Maltese, the Melanesian English-based Creole Bislama, and Biblical translations into Judeo-Greek.

**Case Study of Bosnia and Herzegovina** Springer Nature This book bridges the gap in the literature on Hispanic individuals for student clinicians and professionals in Speech-Language Pathology/Speech Therapy. It links empirical and theoretical bases to evidence-based practices for child and adult Spanish users. This volume provides both students and licensed professionals in speech-language pathology much-needed multidisciplinary bases to implement clinical services with Spanish speakers. Researchers and practitioners from Speech-Language Pathology, Neurolinguistics, Neuropsychology, Education, and Clinical Psychology provide theoretical and empirical grounds to develop evidence-based clinical procedures for monolingual Spanish and bilingual Spanish-English children and adults with communication disorders.

*The languages of Malta* Cambridge Scholars Publishing Collected papers address various research issues and their relevance to language pedagogy. Topics discussed include interaction, formal instruction, variability and learning styles. The book begins with an overview of the development of second language acquisition research.

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