An Analysis Of Prepositional Errors Of College Students

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.

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.

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.

Addresses the impacts of data mining on education and reviews applications in educational research teaching, and learning This book discusses the insights, challenges, issues, expectations, and practical implementation of data mining (DM) within educational mandates. Initial series of chapters offer a general overview of DM, Learning Analytics (LA), and data collection models in the context of educational research, while also defining and discussing data mining's four guiding principles— prediction, clustering, rule association, and outlier detection. The next series of chapters showcase the pedagogical applications of Educational Data Mining (EDM) and feature case studies drawn from Business, Humanities, Health Sciences, Linguistics, and Physical Sciences education that serve to highlight the successes and some of the limitations of data mining research applications in educational settings. The remaining chapters focus exclusively on EDM's emerging role in helping to advance educational research—from identifying at-risk students and closing socioeconomic gaps in achievement to aiding in teacher evaluation and facilitating peer conferencing. This book features contributions from international experts in a variety of fields. Includes case studies where data mining techniques have been effectively applied to advance teaching and learning Addresses applications of data mining in educational research, including: social networking and education; policy and legislation in the classroom; and identification of at-risk students Explores Massive Open Online Courses (MOOCs) to study the effectiveness of online networks in promoting learning and understanding the communication patterns among users and students Features supplementary resources including a primer on foundational aspects of educational mining and learning analytics Data Mining and Learning Analytics: Applications in Educational Research is written for both scientists in EDM and educators interested in using and integrating DM and LA to improve education and advance educational research.

Aiming at exemplifying the methodology of learner corpus profiling, this book describes salient features of Romanian Learner English. As a starting point, the volume offers a comprehensive presentation of the Romanian-English contrastive studies. Another innovative aspect of the book refers to the use of the first Romanian Corpus of Learner English, whose compilation is the object of a methodological discussion. In one of the main chapters, the book introduces the methodology of learner corpus profiling and compares it with existing approaches. The profiling approach is emphasised by corpus-based quantitative and qualitative investigations of Romanian Learner English. Part of the investigation is dedicated to the lexico-grammatical profiles of articles, prepositions and genitives. The frequency-based collocation analyses are integrated with error analyses and extended into error pattern samples. Furthermore, contrasting typical Romanian Learner English constructions with examples from the German and the Italian learner corpora opens the path to new contrastive interlanguage analyses.

Errors in Language Learning and Use is an up-to-date introduction and guide to the study of errors in language, and is also a critical survey of previous work. Error Analysis occupies a central position within Applied Linguistics, and seeks to clarify questions such as `Does correctness matter?', `Is it more important to speak fluently and write imaginatively or to communicate one's message?' Carl James provides a scholarly and well-illustrated theoretical and historical background to the field of Error Analysis. The reader is led from definitions of error and related concepts, to categorization of types of linguistic deviance, discussion of error gravities, the utility of teacher correction and towards writing learner profiles. Throughout, the text is guided by considerable practical experience in language education in a range of classroom contexts worldwide.

Contrastive Analysis Versus Error AnalysisAn Account of Prepositional Errors in the English of Greek LearnersErrors in Language Learning and UseExploring Error AnalysisRoutledge

CICLing 2008 (www. CICLing. org) was the 9th Annual Conference on Intel- gent Text Processing and Computational Linguistics. The CICLing conferences are intended to provide a wide-scope forum for the discussion of both the art and craft of natural language processing research and the best practices in its applications. This volume contains the papers accepted for oral presentation at the c- ference, as well as several of the best papers accepted for poster presentation. Other papers accepted for poster presentationwerepublished in specialissues of other journals(seethe informationonthe website). Since 2001the CICLing p- ceedings have been published in Springer's Lecture Notes in Computer Science series, as volumes 2004, 2276, 2588, 2945, 3406, 3878, and 4394. The book consists of 12 sections, representative of the main tasks and app- cations of Natural Language Processing: – Language resources – Morphology and syntax – Semantics and discourse – Word sense disambiguation and named entity recognition – Anaphora and co-reference – Machine translation and parallel corpora – Natural language generation – Speech recognition – Information retrieval and question answering – Text classi?cation – Text summarization – Spell checking and authoring aid A total of 204 papers by 438 authors from 39 countries were submitted for evaluation (see Tables 1 and 2). Each submission was reviewed by at least two independent Program Committee members. This volume contains revised v- sions of 52 papers by 129 authors from 24 countries selected for inclusion in the conference program (the acceptance rate was 25. 5%).

Structure and Meaning in English is designed to help teachers of English develop an understanding of those aspects of English which are especially relevant for learners who speak other languages. Using corpus research, Graeme Kennedy cuts to the heart of what is important in the teaching of English. The book provides pedagogically- relevant information about English at the levels of sounds, words, sentences and texts. It draws attention to those linguistic items and processes which research has shown are typically hard for learners and which lead to errors. Each chapter contains: a description of one or more aspects of English an outline of typical errors or problems for learners specific learning objectives listed at the beginning of each chapter exercises or tasks based on 'real English' taken from newspapers and other sources. discussion topics which can be worked through independently either as part of a course, or self study With answers to many of the tasks given at the back of the book, this groundbreaking work provides a comprehensive and accessible textbook on the structure and use of the language for teachers of English.

Bilingual Sentence Processing

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.

This completely revised and expanded edition of English Prepositions Explained (EPE), originally published in 1998, covers approximately 100 simple, compound, and phrasal English prepositions of space and time – with the focus being on short prepositions such as at, by, in, and on. Its target readership includes teachers of ESOL, pre-service translators and interpreters, undergraduates in English linguistics programs, studious advanced learners and users of English, and anyone who is inquisitive about the English language. The overall aim is to explain how and why meaning changes when one preposition is swapped for another in the same context. While retaining most of the structure of the original, this edition says more about more prepositions. It includes many more figures – virtually all new. The exposition draws on recent research, and is substantially founded on evidence from digitalized corpora, including frequency data. EPE gives information and insights that will not be found in dictionaries and grammar handbooks.

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.

This book provides the first comprehensive overview of theoretical issues, historical developments and current trends in ICALL (Intelligent Computer-Assisted Language Learning). It assumes a basic familiarity with Second Language Acquisition (SLA) theory and teaching, CALL and linguistics. It is of interest to upper undergraduate and/or graduate students who study CALL, SLA, language pedagogy, applied linguistics, computational linguistics or artificial intelligence as well as researchers with a background in any of these fields.

Master's Thesis from the year 2017 in the subject English Language and Literature Studies - Linguistics, grade: 1.5, National University of Modern Languages, Islamabad (Institute of English Studies), course: English Linguistics, language: English, abstract: It is a descriptive study based on the analysis of essays written by male and female students in two different schools of Multan, Southern Punjab. In the present research, the researcher has collected data from two different schools i.e. one government and one private. The participants for the present research are the students (boys and girls) of secondary level. The data for the present research has been collected from hundred students in the form of essays on My Favourite Personality and My Autobiography. The researcher has employed Pit Corder's (1967) model for the analysis of data. The data has been analysed, and the researcher has categorized errors committed by the students into different types i.e. verb tense, subject verb disagreement, inappropriate use of article, wrong use of preposition etc. The data is also represented in the form of pie-chart. Furthermore, the frequency of occurrence of different types of errors is also discussed along with some of the possible causes of errors. The findings of the present research highlight that students of government school commit more errors than that of private. Moreover, the findings also suggest that students commit errors not only due to their mother tongue influence, but because of other reasons which are explained in the analysis section. These findings are valuable for academia to devise policies accordingly.

The best-selling 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 exercises, 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 Twelfth Edition reflects the latest updates to English usage and grammar and features a two-color design and lay-flat binding for easy photocopying. 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 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.

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.

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.

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.

"Register Variation in Indian English" constitutes the first large-scale empirical investigation of an international variety of English. Using a combination of the corpus compiled for this project and relevant sections of ICE-India as its database, this work tests existing descriptions and characterizations of English in India, and provides the first empirical account of register variation in Indian English (or indeed, any international variety of English). Included in this survey are linguistic features that have been examined before and others that have not. From an empirical standpoint, it comments on the process of Indianization of the English used in India. The book will be of interest to readers beyond specialists of Indian English as it is one of very few studies to undertake a large-scale corpus analysis for the purpose of dialect research. The book provides a model on which future studies of international Englishes can be based.

This volume bridges the gap between the rapidly advancing fields of Learner Corpus Research and Second Language Acquisition.

Comprehensive and readable, Understanding Williams Syndrome: Behavioral Patterns and Interventions is an essential guide for all those professionally, scientifically, or personally involved with this so frequently misunderstood and underserved population--psychologists, psychiatrists, social workers, and other mental health professionals; special educators and vocational counselors; speech-language, physical, and occupational therapists; audiologists; physicians; and parents. In the last 20 years, Williams syndrome has captured the interest of large numbers of scientists and attracted considerable media attention in spite of its rarity (estimated at no more than one in 30,000 births). Those diagnosed display a unique pattern of behavioral, cognitive, and physical limitations and strengths with fascinating neurogenetic implications--a pattern that poses enormous challenges to their parents and caregivers. The authors, a specialist in learning disabilities and a developmental psychologist, review basic information about Williams syndrome, its medical conditions, paradoxical profile, and neurobiological mechanisms; and discuss distinctive features of the language and perceptual and motor performance of children and adults with the syndrome. Other features include: * Strategies for working with patients. * An examination of the difference between Williams syndrome and other developmental disorders. * Problem-specific alternatives for treatment. * Analysis of new directions in research, clinical intervention, education, and systems for care delivery. Throughout, they stress variations among individuals and subgroups in ability level, skills, talents, and problem severity; and emphasize the necessity of recognizing these components in planning treatment on an individual basis.

This is the first book to provide an integrated view of preposition from morphology to reasoning, via syntax and semantics. It offers new insights in applied and formal linguistics, and cognitive science. It underlines the importance of prepositions in a number of computational linguistics applications, such as information retrieval and machine translation. The book presents a wide range of views and applications to various linguistic frameworks.

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.

It has been estimated that over a billion people are using or learning English as a second or foreign language, and the numbers are growing not only for English but for other languages as well. These language learners provide a burgeoning market for tools that help identify and correct learners' writing errors. Unfortunately, the errors targeted by typical commercial proofreading tools do not include those aspects of a second language that are hardest to learn. This volume describes the types of constructions English language learners find most difficult: constructions containing prepositions, articles, and collocations. It provides an overview of the automated approaches that have been developed to identify and correct these and other classes of learner errors in a number of languages. Error annotation and system evaluation are particularly important topics in grammatical error detection because there are no commonly accepted standards. Chapters in the book describe the options available to researchers, recommend best practices for reporting results, and present annotation and evaluation schemes. The final chapters explore recent innovative work that opens new directions for research. It is the authors' hope that this volume will continue to contribute to the growing interest in grammatical error detection by encouraging researchers to take a closer look at the field and its many challenging problems.

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.

(Uncorrected OCR) Abstract of thesis entitled Ll 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 Ll.

The eleven essays in this book cover a wide range of topics from the role of 'interlanguage' and the influence of external factors on the process of language learning, to the development of syntax and the methodology of error analysis. Collectively they provide a valuable perspective on the learning process, which both enriches our theoretical understanding of the processes underlying second language acquisition and suggests ways in which teaching practice may best exploit a learner's skills.

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.

Reviews nouns, pronouns, verbs, auxiliaries, adjectives, articles, adverbs, prepositions, conjunctions, sentences, clauses, gerund phrases, and absolute constructions

The Cambridge Advanced Learner's Dictionary gives the vital support which advanced students need, especially with the essential skills: reading, writing, listening and speaking. In the book: * 170,000 words, phrases and examples * New words: so your English stays up-to-date * Colour headwords: so you can find the word you are looking for quickly * Idiom Finder * 200 'Common Learner Error' notes show how to avoid common mistakes * 25,000 collocations show the way words work together * Colour pictures: 16 full page colour pictures On the CD-ROM: * Sound: recordings in British and American English, plus practice tools to help improve pronunciation * UNIQUE! Smart Thesaurus helps you choose the right word * QUICKfind looks up words for you while you are working or reading on screen * UNIQUE! SUPERwrite gives on screen help with grammar, spelling and collocation when you are writing * Hundreds of interactive exercises