

Read Book Contrastive Analysis Of Prepositional Errors

Contrastive Analysis Of Prepositional Errors

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

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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.

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.

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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.

(Uncorrected OCR) Abstract of thesis entitled L1 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

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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

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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 L1.

Rediscovering Interlanguage

A Two-Way Road

Studies in Contrastive Linguistics

An ESL/EFL Teacher's Course

Resources in Education

Towards Understanding Preposition Use of English Language

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Learners

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.

An introductory textbook that assumes no prior knowledge of linguistics or second language acquisition, this book presents a comprehensive overview of the theoretical foundations, methods and practices of Teaching English as a Foreign Language (TEFL) for pre-service teachers. Lennon

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covers the theoretical bases for TEFL and addresses second language-acquisition research, past and present EFL teaching methodology, as well as psychological and social approaches to individual language-learner variation. Further chapters provide extensive yet accessible coverage on essential foundational topics, including chapters on pronunciation, grammar, vocabulary, literature and testing. Offering a sociocultural approach in which the teacher is seen as a facilitator and supporter of students' self-directed learning, this text provides the prospective teacher with the knowledge and skills to

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be an effective educator in the EFL classroom. The targeted EFL focus makes this book ideal for pre-service teachers and for teacher training programmes around the world. Each chapter includes a Food for Thought section with questions for reflection and a Further Reading list.

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,

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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.

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Raising Error Awareness

Papers from the 6th International Congress of Applied Linguistics, Lund, 1981

A Contrastive and Error Analysis of the Use of English Prepositions by Malay Learners

Current Research on Language Learning and Teaching

Prepositions in English and Arabic

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

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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

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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

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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.

Contrastive Analysis Versus Error Analysis
An Account of Prepositional Errors in the English of Greek Learners
The Grammar Book
An ESL/EFL Teacher's Course
Newbury House

This popular, pocket-size dictionary is ideal for

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students who need a quick and easy reference to American words and phrases. This handy new dictionary also has a hard-wearing plastic cover.

L1 Influence on the Learning of Some Syntactic Structures Among Hong Kong Students of English

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

New Language Technologies and Linguistic Research

The Grammar Book

Revised edition

Language Teaching and Language Technology

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The Routledge Encyclopedia of Second Language Acquisition offers a user-friendly, authoritative survey of terms and constructs that are important to understanding research in second language acquisition (SLA) and its applications. The Encyclopedia is designed for use as a reference tool by students, researchers, teachers and professionals with an interest in SLA. The Encyclopedia has the following features:

- 252 alphabetized entries

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written in an accessible style, including cross references to other related entries in the Encyclopedia and suggestions for further reading • Among these, 9 survey entries that cover the foundational areas of SLA in detail: Development in SLA, Discourse and Pragmatics in SLA, Individual Differences in SLA, Instructed SLA, Language and the Lexicon in SLA, Measuring and Researching SLA, Psycholinguistics of SLA, Social and

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Sociocultural Approaches to SLA, Theoretical Constructs in SLA. • The rest of the entries cover all the major subdisciplines, methodologies and concepts of SLA, from "Accommodation" to the "ZISA project." Written by an international team of specialists, the Routledge Encyclopedia of Second Language Acquisition is an invaluable resource for students and researchers with an academic interest in SLA. This study attempts a comparative and

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contrastive analysis of the subsystems of the prepositions in Arabic and English, in terms of their uses, function and meanings in order to find the major similarities and differences between Arabic and English and to account for any possible deviations that may characterize the performance of Arabic learners. The result showed that there are similarities and differences between these two subsystems of the prepositions in

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Arabic and English. The similarities between them facilitate the development process of learning a foreign language (positive transfer), whereas differences make learning process of a foreign language difficult and Arabic learners make many mistakes (negative transfer or interference). This study has pedagogical implications for teaching prepositions in English and to help teachers and motivate them to describe and analyse the learners'

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errors and also to prepare remedial exercises to eliminate the errors their students make in the use of prepositions.

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

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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.

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Throughout, the text is guided by considerable practical experience in language education in a range of classroom contexts worldwide.

A Case Study of Prepositional Placement
An Analysis of Lexical Errors Committed
by Chinese ESL Students

Prepositions in Their Syntactic,
Semantic, and Pragmatic Context

An Account of Prepositional Errors in
the English of Greek Learners

A Comprehensive Bibliography

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Errors of Creativity

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.

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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

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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 of Creativity presents an in-depth analysis of both the sources and characteristics of lexical errors committed by Chinese college students who major in English language. Using

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theories of the semantic field and componential analysis as the theoretical basis, Errors of Creativity gives new insight into the specific area of error analysis, as well as to the theory and practice of L2 acquisition.

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

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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.

Longman Handy Learner's Dictionary of American English

Contrastive Analysis Versus Error Analysis

Error Analysis of English Essays written by Students of Southern Punjab
Contrastive Analysis and the Relative

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Clause in English and Arabic

The Foundations of Teaching English as a Foreign Language

Learner corpus profiles

Errors are information. In contrastive linguistics, they are thought to be caused by unconscious transfer of mother tongue structures to the system of the target language and give information about both systems. In the interlanguage hypothesis of second language acquisition, errors are indicative of the different intermediate learning levels and are useful

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pedagogical feedback. In both cases error analysis is an essential methodological tool for diagnosis and evaluation of the language acquisition process. Errors, too, give information in psychoanalysis (e.g., the Freudian slip), in language universal research, and in other fields of linguistics, such as linguistic change. This bibliography is intended to stimulate study into cross-language, cross-discipline and cross-theoretical, as well as for language universal, use of the numerous, but sometimes hard to come by, error analysis studies. 5398 titles

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covering the period 1578 up to 1990 (with work in more than 144 languages and language families) are cited, cross-referenced, and described. The subject areas covered are numerous. For example: Theoretical Linguistics (Linguistic Typology, Cognitive Linguistics), Historical Linguistics (Language Change), Applied Linguistics (e.g. Speech Disorders), Translation, Mother Tongue Acquisition, Foreign Language Learning (Negative Transfer, Intralingual and Interlingual Errors), Psychoanalysis (Slips of the Tongue), Typography, Shorthand, Clinical

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Linguistics and Speech Pathology, Reading Research, Automatic Error Detection, Contact Linguistics (Code-switching, Interference), etc. The book is arranged alphabetically from Academic English to Zelasko, Nancy.

This handbook is a comprehensive practical resource on corpus linguistics. It features a range of basic and advanced approaches, methods and techniques in corpus linguistics, from corpus compilation principles to quantitative data analyses. The Handbook is organized in six Parts. Parts I to III feature

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chapters that discuss key issues and the know-how related to various topics around corpus design, methods and corpus types. Parts IV-V aim to offer a user-friendly introduction to the quantitative analysis of corpus data: for each statistical technique discussed, chapters provide a practical guide with R and come with supplementary online material. Part VI focuses on how to write a corpus linguistic paper and how to meta-analyze corpus linguistic research. The volume can serve as a course book as well as for individual study. It will be an essential

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reading for students of corpus linguistics as well as experienced researchers who want to expand their knowledge of the field.

Interlanguage Error Analysis: an Appropriate and Effective Pedagogy for Efl Learners in the Arab World

English Language Teaching in Pakistan

Papers and Studies in Contrastive Linguistics

Proceedings of the 4th International Contrastive Linguistics Conference, Santiago de

Compostela, September, 2005

The Routledge Encyclopedia of Second

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Language Acquisition

Studies in Contrastive Linguistics and Error Analysis: Descriptive contrastive analysis of English and German

First of all the author wants to make it crystal clear that the present work is of a great benefit both for the English and Arab learners of the target language either Arabic or English. This edition of the book pinpoints previous researchers' findings regarding English and Arabic phonological, morphological and syntactic similarities and differences and how all these differences result in mistakes and errors by the Arab learners of English in their

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learning process. These mistakes or errors are unconsciously or involuntarily made by Arab learners of English due to the differences between the system and sub-systems of the two languages. The present attempt is the result of my realization as an English language teacher as to how a teacher can minimize students difficulties in learning of English and maximize their knowledge, skills and competency of English as a foreign or second language. This is the first edition. The work is pedagogically oriented and primarily intended to make teaching-learning of English as a foreign/second language a bit easy especially for the first-year university students of English language in the Arab world: (Gulf area such as

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KSA, UAE, Kuwait, and the Middle East Area, such as Jordan, Syria, Lebanon and so on). The focus is on phonetic and morpho-syntactic variations in Arabic and English languages. This area of research becomes more interesting through the assumptions – (i) information about the differences and similarities between Arabic and English language is to be supplied at an early stage since this facilitates the students learning task, (ii) the differences are to be presented in pedagogically suitable format, (iii) it is useful to separate and present phonetics, morphological and syntactic categories as they function in suitable contexts and not merely abstract notions, (iv) before students may tackle contrastive analysis, they

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should have basic knowledge of Arabic and English languages similarities and differences and (v) pre-modification and post-modification of lexical and syntactic structures are to be explained appropriately.

This book is a collection of the papers presented and discussed at the 11th Corpus Linguistics Symposium (ELC 2012), held at the Instituto de Ciências Matemáticas e de Computação (Institute of Mathematics and Computer Science) of the University of São Paulo, at São Carlos, Brazil. The sessions addressed the following six topics:

Corpus Linguistics and Language Description;

Translation, Terminology and Corpora; Spoken Language

and Corpora; Natural Language Processing and Corpora;

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Corpus Annotation; and Corpora and Multiple Documents. These unique studies will inspire readers with an interest in Linguistics, and will provide motivation for conducting further research in the interdisciplinary area of Language Technologies and Linguistic Research.

Vol. 1 contains papers delivered at the 2d Karpacz Conference on Contrastive Linguistics, 1971.

Error Analysis

Studies in English and Hungarian Contrastive Linguistics Research Anthology on Bilingual and Multilingual Education

**The case of Romanian Learner English
Exploring Error Analysis**

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Perspectives on Second Language Acquisition

Given the boost in global immigration and migration, as well as the emphasis on creating inclusive classrooms, research is turning to the challenges that teachers face with the increasing need for bilingual and multilingual education. The benefits of bilingual education are widespread, allowing students to develop important cognitive skills such as critical thinking and problem solving as well as opening further career opportunities later in life. However, very few resources are available for the successful practice and implementation of this education into the curriculum, with an even greater lack of appropriate cultural representation in the classroom. Thus, it is essential for educators to remain

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knowledgeable on the emerging strategies and procedures available for making bilingual and multilingual education successful. The Research Anthology on Bilingual and Multilingual Education is a comprehensive reference source on bilingual and multilingual education that offers the latest insights on education strategy and considerations on the language learners themselves. This research anthology features a diverse collection of authors, offering valuable global perspectives on multilingual education. Covering topics such as gamification, learning processes, and teaching models, this anthology serves as an essential resource for professors, teachers, pre-service teachers, faculty of K-12 and higher education, government officials,

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policymakers, researchers, and academicians with an interest in key strategy and understanding of bilingual and multilingual education.

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

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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.

This volume will be of particular interest to readers interested in expanding the applications of corpus linguistics techniques through new tools and approaches. The text includes selected papers from the Fifth North American Symposium, hosted by the Linguistics Department at Montclair State University in

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Montclair New Jersey in May 2004. The symposium papers represented several areas of corpus studies including language development, syntactic analysis, pragmatics and discourse, language change, register variation, corpus creation and annotation, and practical applications of corpus work, primarily in language teaching, but also in medical training and machine translation. A common thread through most of the papers was the use of corpora to study domains longer than the word. Not surprisingly, fully half of the papers deal with the computational tools and linguistic strategies needed to search for and analyze these longer spans of language while most of the remaining papers examine particular syntactic and rhetorical

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properties of one or more corpora.

Errors in Language Learning and Use

Artificial Intelligence in Second Language Learning

Studies in Contrastive Linguistics and Error Analysis

Error Analysis, Contrastive Linguistics, and Second Language Learning

Error Analysis and Interlanguage

A Practical Handbook of Corpus Linguistics

This volume argues that adults can learn English as a second language if their typical errors are corrected systematically and in line with their preferred style of learning. The remedy designed for this purpose relies on artificial intelligence. The book

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describes original research which demonstrates the success of this approach.

This text assesses the importance of language technology to increasingly popular computer-assisted language learning work. The book contains writings on pronunciation, vocabulary, grammar, reading, writing, testing, distance learning and user studies.

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

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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

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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.

A Non-contrastive Approach to Error Analysis
Corpus Linguistics Beyond the Word
English Prepositions Explained
Encyclopedia of Bilingual Education
Case Study of Bosnia and Herzegovina
Corpus Research from Phrase to Discourse