

**BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**



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KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGOẠI NGỮ

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**HAIPHONG PRIVATE UNIVERSITY
FOREIGN LANGUAGES DEPARTMENT**

GRADUATION PAPER

**A STUDY ON PREPOSITIONS OF DIRECTION AND
SOME ERRORS MADE BY VIETNAMESE LEARNERS**

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Class:

Na1001

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HAI PHONG - 2010

**BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

Nhiệm vụ đề tài tốt nghiệp

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(về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

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Hải Phòng, ngày tháng năm 2010

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2. Cho điểm của người chăm phản biện :
(Điểm ghi bằng số và chữ)

Ngày..... tháng..... năm 2010

Người chăm phản biện

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Hai Phong, June 2010

Ngo Thi Thu Dieu

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PART I

INTRODUCTION

1. Rationale of the study

My enthusiasm of English has been along with me since I was at primary school. I remember that when I was in 2nd form, my mother elder sister taught me the first lessons of English. It was her who set the passion for studying English for me. After graduating from my high school, therefore, I decided to study English in the Foreign Language Department of Hai Phong Private University. During four years studying of English here, all subjects of English have made me interested such as lexicology, phonetics and translation. In all of them, grammar is the subject which occupies my interest the most. Objectively speaking, subject grammar is difficult but very interesting.

Preposition is one of interesting parts in English grammar. They show us relationships between nouns, pronouns and other words in a sentence. However, almost learners of English find prepositions difficult. There are hardly any rules which explain in detail the uses of each preposition.

Prepositions of direction are one kind of prepositions. They indicate direction or movement toward something. It is difficult for us to use it correctly use. Therefore, Vietnamese learners can't avoid making mistakes when using them.

Prepositions of direction and some errors made when using them attracts my attention the most. Hence, the name of subject of my graduation paper is **“A study on prepositions of direction and some errors made by Vietnamese learners”**.

2. Aims of the study

This study is trying to answer the following:

- Get the overview of preposition in general.
- Point out the usage of common preposition of direction .
- This study also indicates some Vietnamese learners' errors made in using prepositions of direction and some suggested solutions.

3. Scope of the study

Prepositions are a difficult part. Therefore, studying on prepositions is not easy. Due to the limitation of time and knowledge, I have no ambition of covering all kinds of preposition and research errors made by learners of all countries in the world, but only prepositions of direction and some errors made by Vietnamese learners.

4. Methods of the study

As I said in the scope of the study, its subject is quite interesting but difficult so this study is written basing on many different sources.

In my study, I have collected information and images relating to the subject of my paper from internet. In addition, reference books and documents which contained knowledge of preposition are also valuable sources that I searched for my topic.

After collecting enough information, I used interpretative methods to synthesize the basic theories for the topic from many linguists. Then I carried out the survey questionnaire among students in my university to get useful and real data for the implication of my study.

Besides, discussing with my supervisor helps me to write this study well. She has given helpful ideas and comments so that this study becomes better and better.

5. Organization of the study

With a clear organization in which there are three main parts designed, I hope that readers can easily read.

Part one is the introduction, including rationale, aim, scope, methods, organization of the study.

Part two is the development, including three chapters

Chapter I is the theoretical background, which consists of preliminary theory of preposition, classification of preposition.

Chapter II is prepositions of direction, which consist of what are prepositions of direction, analysis some examples of preposition of direction, some typical cases of preposition of direction.

Chapter III is some errors made by Vietnamese learners, findings and implications.

Part three is the conclusion

PART II

DEVELOPMENT

CHAPTER I: THEORETICAL BACKGROUND

1. Preliminary theory of Preposition

1.1 What are prepositions?

Prepositions are words that show the relationship between the noun which follows it and other words in the sentence. These relationships include: place or position, direction, time, manner, and agent. Prepositions may be one word or a prepositional phrase (such as “in front of”). They’re always followed by a noun which is the “object” of the preposition. A preposition and its object make up a prepositional phrase which typically functions as an adjective.

- *(www.unenlightenedenglish.com/2009/04/grammar-guide-prepositions)*



- *(www.unenlightenedenglish.com/2009/04/grammar-guide-prepositions)*

The words **at**, **in**, **of**, **on** and **to** are examples of prepositions. A word such as a noun, pronoun or gerund following a preposition is said to be the **object** of the preposition. As pointed out previously, a personal pronoun following a preposition must be in the objective case.

A phrase beginning with a preposition can be referred to as a **prepositional phrase**. The prepositional phrases in the following examples are underlined.

e.g. He owns the house on the corner.

We are waiting for her.

She has read many books about flying.

In the first example, the noun **corner** is the object of the preposition **on**. In the second example, the personal pronoun **her** is the object of the preposition **for**. It can be seen that the personal pronoun **her** is in the objective case. In the third example, the gerund **flying** is the object of the preposition **about**.

A preposition serves to connect its object with the rest of a sentence. In doing so, a preposition indicates the relationship of the idea expressed in the prepositional phrase to the ideas expressed in the rest of the sentence. For instance in the sentence **He owns the house on the corner**, the preposition **on** indicates that the words **the corner** express the location of the house referred to in the rest of the sentence. Similarly, in the sentence **We are waiting for her**, the preposition **for** indicates that the word **her** expresses the reason for the action of waiting referred to in the rest of the sentence. Although there are fewer than one hundred English prepositions, although prepositions do not take endings, and although the structure of most prepositional phrases is simple, the use of English prepositions is very complex. The reasons for this are that most prepositions have more than one meaning, many prepositions can also be used as adverbs, prepositions are used in hundreds of idioms, many adjectives, nouns, and verbs must usually

be followed by certain prepositions, and there are hundreds of phrasal verbs formed from combinations of verbs with adverbs and prepositions. It should also be noted that the use of prepositions varies somewhat among the different dialects of English. For instance, as illustrated in the following example, there are some differences between British and North American English in the use of prepositions.

E.g: British Usage: There is a fence **about** the garden.

American Usage: There is a fence **around** the garden

(www.testyourenglish.net/english-online/subjects/allpreps.html)

1.2. Functions of preposition:

1.2.1. Show the relation:

+) of a noun to a noun (or pronoun); the noun preceded by the preposition is an attribute to another noun:

He is a man of honor.

The key to the golden box is locked.

+) of a noun to a noun (or pronoun) to an adjective; the noun preceded by the preposition is either an object or an adverbial modifier:

Our country is rich in minerals.

He is free from care.

This knife is good for nothing.

He was red with anger.

She is tired from lack of sleep.

+) of a noun (or pronoun) to a verb; the noun preceded by the preposition is either an object or an adverbial modifier:

She thought of her child very much.

I rely on you completely.

She did it with greatest ease.

He climbed up the big tree in the garden.

1.2.2. Show the relation of a whole clause to:

+) a verb or an adjective; the clause is an adjective clause:

He thought of how important her advice was.

She was surprised at what you said.

He was questioned about what he said.

+) a noun; the clause is an attribute clause:

Have you read his account of how he had worked.

Indicating the relations of nouns (or pronouns) to other words in the sentence, preposition may show the character of those relations by their own lexical meaning. The preposition to indicate direction or movement towards something:

I go to the country every Sunday.

“Of” means: *out of, from, about*. ==> The table is made of wood. She spoke of you.

“For” means: *because of, in order to, therefore*. ==> He was tired for want of sleep. I am obliged to you for your kindness.

“By” means: *near, along*. ==> He drove by the house. She stood by the door waiting for him.

But sometimes the lexical meaning of the preposition is weakened to such an extent that the preposition becomes almost equivalent to a case inflection. That process is termed “grammaticizing of prepositions”. *Of, to, by, with*, often undergo that semantic decline.

There are words in English that can be used either as a preposition, an adverb or a conjunction. The preposition governs an object, so it is always related to a noun, a noun phrase, pronoun or gerund. An adverb particle doesn't govern an object, so it is more closely related to a **verb** ; a conjunction is usually used to introduce a clause:

Eg: They talked about their studies and work. (preposition)

She has nothing to talk about. (adverb particle)

He has waited for her since 7:00. (preposition)

He came at 7:00 and has waited for her since. (adverb)

He has waited for her since he came at 7:00. (conjunction)

Many English prepositions have more or less the same meaning (that causes problems for the learners):

Eg: beside / by / near / next to or above / on top of / over.

A single preposition in the students' mother tongue may do the work of several English prepositions:

Eg : at / in / on / to.

Some prepositions perform different functions:

Eg: At six o'clock. (time)

At the bank. (space, location)

2. Classification of prepositions

2.1. According to structural grammar

2.1.1. Simple Prepositions: at, by, in, on, to, above, under, along, across, about, around, for, after, before...

2.1.2. Compound Prepositions: within, without, out of, upon, into, throughout, according to, except for,...

2.1.3. Participial (converted from participle): concerning, during, past, regarding, respecting, considering,....:

Eg: I spoke with him concerning our lessons.

He did it well considering the difficulties he had to meet.

Regarding your statement, you have been mis-informed.

- *(www.unenlightenedenglish.com/2009/04/grammar-guide-prepositions)*

2.1.4. Phrase Prepositions (usually consisting of a noun preceded and followed by prepositions): **by means of** (bằng phương tiện), **in consequence of** (vì thế), **on account of** (vì, do, bởi), **with regard to** (liên quan tới), in front of, in spite of, with respect to (về, đối với)...

Eg: With respect to your offer, I can not say anything definite yet.

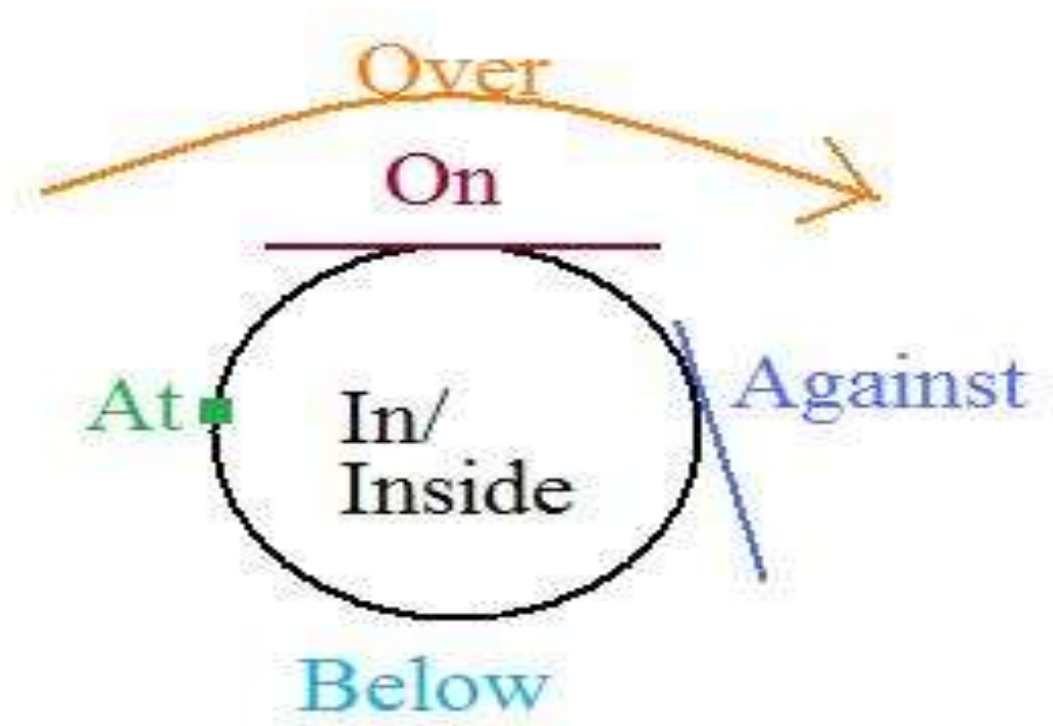
The teacher can often, by means of rough chalk-drawings on the blackboard, illustrate various things in the text.

- *(www.unenlightenedenglish.com/2009/04/grammar-guide-prepositions)*

2.2. According to function

2.2.1. Prepositions of Place

Prepositions of place show where an object is *located* in relation to something else.



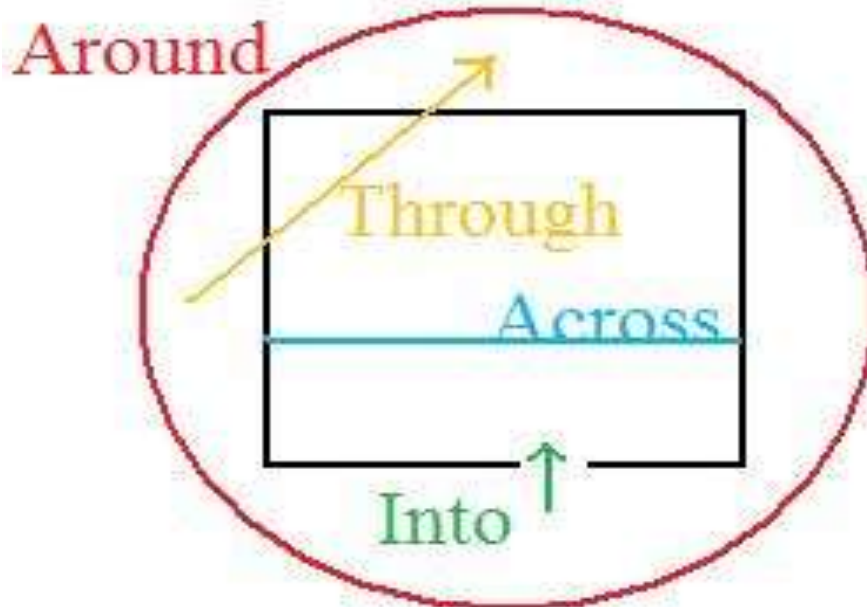
Using this image, we can see how certain prepositions of place work.

Using the circle as a reference point, we can see:

- The black text is *in/inside* the circle. (“In” means “surrounded by” the reference point)
- The dark blue line is leaning *against* the circle. (“Against” means “touching” the reference point for an extended length.)
- The green point is *at* the edge of the circle. (“At” means “touching” the reference point at a particular spot.)
- The dark red line is *on* the circle. (“On” means “placement on the surface,” generally the top, of the reference point.)
- The orange line is *over* the circle. (“Over” means “higher than” the point of reference.)
- The light blue text is *below/under* the circle. (“Below” means “under” the reference point.)

2.2.2. Prepositions of Direction

Prepositions of Direction illustrate paths of travel or motion.



Using the black square as the reference point, we can see

- The green line goes **into** the square. (“Into” means something starts on the outside of, then “enters” the reference point.)
- The yellow line goes **through** the square. (“Through” means something starts outside the reference point, enters it, and exits it from another side.)
- The blue line goes **across** the square. (“Across” means something starts at the reference point, and ends at the opposite side of it.)
- The red circle goes **around** the square. (“Around” means something starts outside the reference point, and travels near the reference point without entering it.)

2.2.3. Prepositions of Time

Prepositions of time help us differentiate if something is at a point in time or for a length of time. (P.S. There is no fun image for this!)

- Points in time:
- **In:** used for months, years, seasons, or parts of a day. (In 2009, In the summer, In the morning)
- **At:** used for a more specific point in time. (At 4:00, At midnight)
- **On:** used for specific dates and days of the week. (On Monday, On June 22, 2009)
- Extended periods of time:
- **For:** used for countable units of time or expressions. (For nine months, For a while, For a few hours, For six days)
- **During:** used for a block of time and with the definite article (the) or demonstrative pronouns (these, that, those, this). (During this time, During the race)
- **Since:** used to refer to a point in the past, which extends to another point in time. (Since I've been able to read, I have always loved fantasy.)

2.2.4. Prepositions of Manner

Prepositions of manner tell *how* something is done.

- **With:** used for accompaniment. (I went with my husband)
- **For:** used for “purpose” or reasoning. (I made a blog for writing)
- **Of:** used for association or measure (see “by”). (I want a piece of the pie)
- **By:** used to show measurement. (I get paid by the hour)
- **Like:** used to show similarity. (She looks like Britney Spears)

- **As:** used to show capacity. (I work as a tutor)

2.2.5. Prepositions of Relation: about, by, according to, except, instead of, with, without...

Eg: I will do it **with** pleasure.

Sarah, I can not go **without** you.

No, I will go **with** anyone **except** you.

2.2.6. Prepositions of Purpose: for, to, in order to, so as to

Eg: This is a net **for** catching fish.

We should get a new car **in order** to solve the problem.

He stood up **so as to** see better.

2.2.7. Prepositions of Cause: for, from, through, thank to

Eg: He succeeded **for** many reasons.

Unfortunately you won't succeed **from** hard work alone.

The operation was successful only **through** the great skill of the surgeon.

CHAPTER II: PREPOSITIONS OF DIRECTION

1. Prepositions of direction

1.1. What are prepositions of direction?

Direction means where someone or something is moving.

(lesson 3c-prepositions-English grammar/www.youtube.com/watch?v=uHmOHhl7saQ)

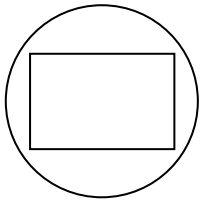
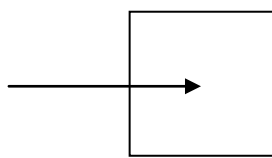
Prepositions of direction or movement are prepositions that indicate how one thing is moving in relation to another. This can be contrasted to prepositions of place, which indicate how one thing is situated in relation to another.

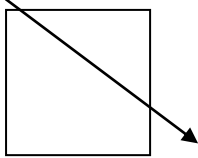
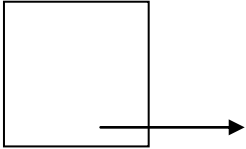
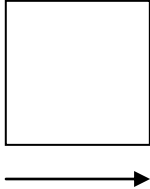
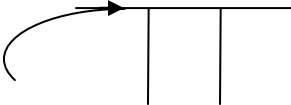
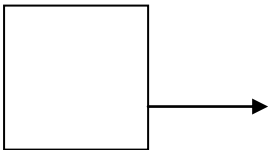
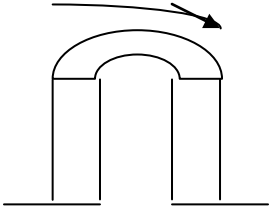
(bogglesworldesl.com/prepositions_movement.htm)

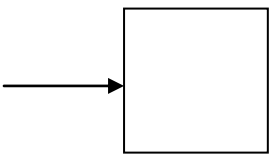
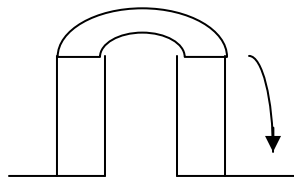
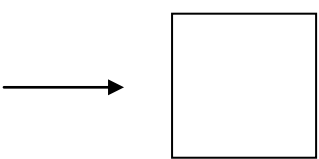
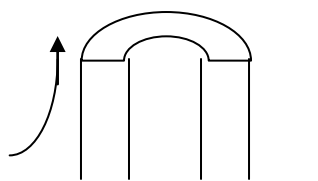
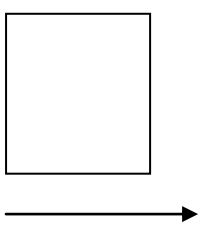
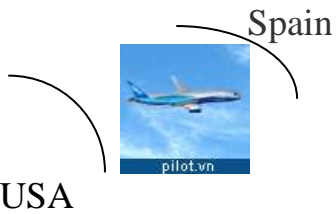
Eg: He ran out of the room as if he were on fire

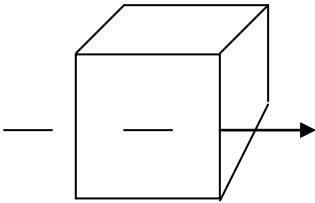
1.2. List and meanings

Prepositions of direction are few in number but they are also important to note. They include the following and are best learned and understood in context.

<p>AROUND = in a circular direction</p>  <p>I've driven <u>around</u> this</p>	<p>INTO = a destination within something</p>  <p>The frightened deer disappeared <u>into</u></p>
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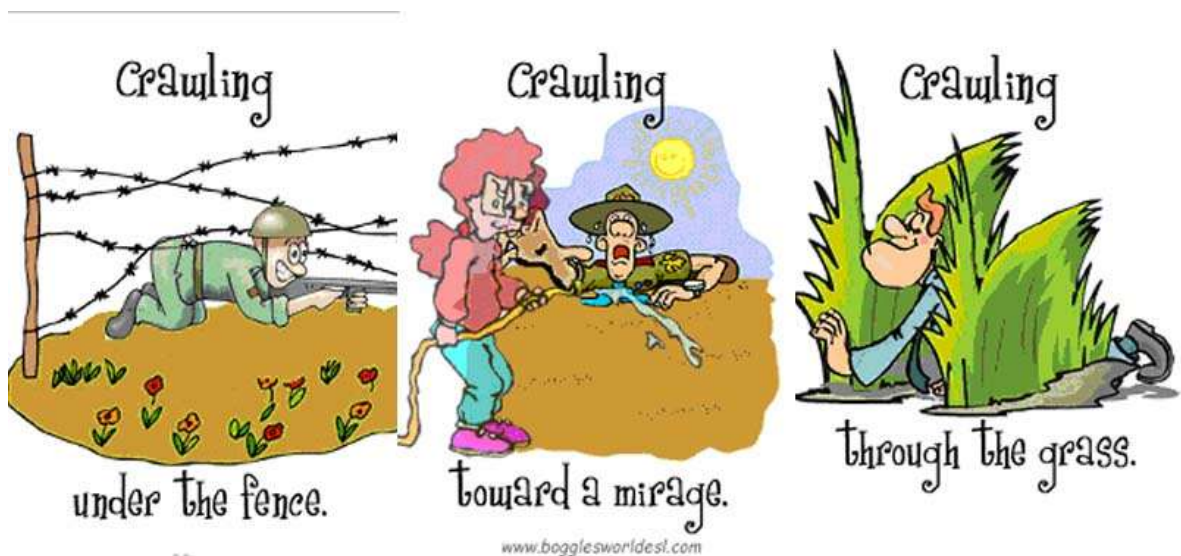
<p>neighborhood three times and I still can't find their house.</p> <p>ACROSS = from one side to other side of</p>  <p>The line goes across a box</p>	<p>the forest.</p> <p>OUT OF = a destination outside of something</p>  <p>He ran out of the room as if he were on fire.</p>
<p>ALONG = beside or through (part of) the length</p>  <p>The boys are swimming along the river.</p>	<p>ONTO = a destination on something</p>  <p>He put the plate onto the table and began to eat his dinner.</p>
<p>AWAY FROM = leaving a place, a person or an object</p>  <p>She ran away from home when she</p>	<p>OVER = someone or something moving across the surface from one side towards the other.</p> 

<p>was sixteen.</p> <p>TO = in the specific direction of</p>  <p>To the hospital, please. And hurry! This is an emergency.</p>	<p>The cat jumped over the wall.</p> <p>DOWN = descending motion</p>  <p>Raindrops ran down the windscreen making it difficult to see the road.</p>
<p>TOWARDS = in the general direction of</p>  <p>We were driving towards the city center when we had an accident</p>	<p>UP = ascending, in a general motion</p>  <p>She is walking up the stairs.</p>
<p>PAST = signifies moving in a direction so as to pass by</p> 	<p>FOR = having the view or destination</p>  <p>USA</p>

<p>She is swimming <u>past</u> the lifeguard.</p> <p>THROUGH = going in one side or end out the other of</p>  <p>The bird flew in <u>through</u> the window.</p>	<p>The plane is leaving <u>for</u> Spain</p>
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2. Analysis of some examples of preposition of direction

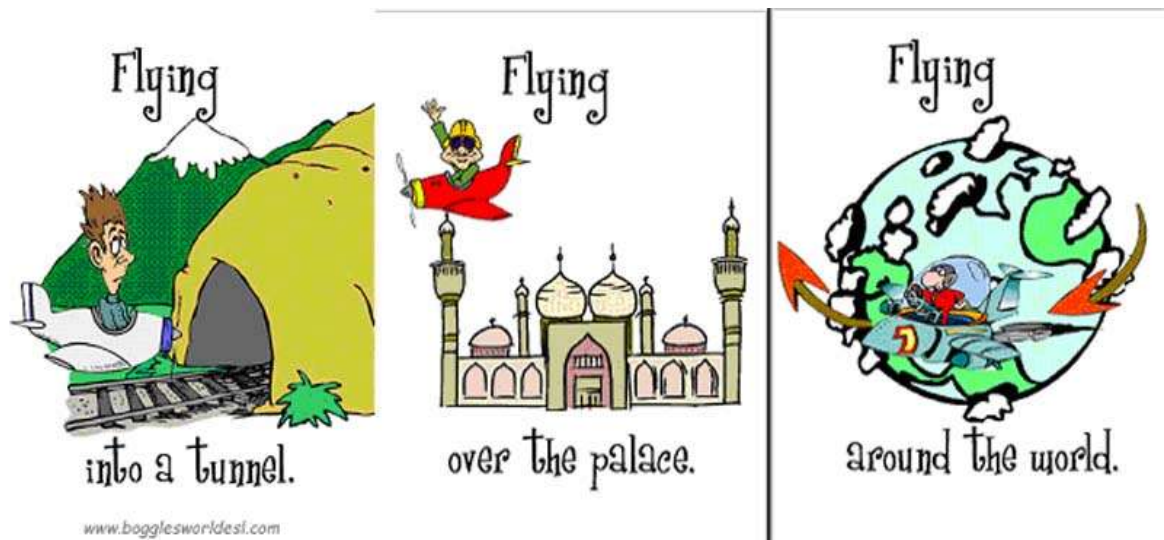
2.1. The first example



We can see that three examples use a verb “crawl” but with others preposition of direction which are suitable with each situation. The first picture a soldier is crawling under the fence, another soldier is crawling toward a mirage in the

second picture. And the last picture indicates a man is crawling through the grass. The prepositions in three pictures - under, toward, through express the direction of actions or they imply movement in the direction of the goal.

2.2. The second example



Verb “fly” with prepositions of direction such as: into, over and around in each picture show movement from this place to another one. “Flying into a tunnel” means moving to a point within a tunnel. “Flying over the palace” indicates a plane is flying across a palace. Going to all countries in the world is meaning of sentence “Flying around the word”.

2.3. The third example



Three examples express the action: “hike”. However, direction of this action is different with prepositions of direction: through, across and up.

2.4. The fourth example



While in the first picture a man is jumping from inside of an airplane to outside, the man in the second picture is jumping over a chair. The last picture indicates a boy is jumping into the pool or another speaking a boy will be in the pool.

2.5. The fifth example



In these examples there are three prepositions of direction: along, away from and past. These prepositions combines with verb of motion “ride” and “run” express the direction or movement. A man is riding along the river. This sentence shows direction of action “ride”-ride the length of the river. A man in the second example stood near the gorilla and now he is far from it because he is running. The preposition “past” with the verb “run” in the third example expresses a man is moving from the start line to the finish line and leave on the finish line.

3. Some typical cases of preposition of direction

3.1. Use of “to”

TO: signifies orientation toward a goal

When the goal is physical, such as a destination, "to" implies movement in the direction of the goal.

3.1.1. The preposition *to* is used as an ordinary preposition with verbs of communication such as *listen, speak, relate* (as in telling someone something), *appeal* (meaning 'pleading', not as in 'be attractive to')

Eg 1: Betty began **to** speak on the microphone.

Eg 2: Jonah started to listen to her, but his phone rang.

(http://englishmistakeswelcome.com/prepositions_of_movement_or_dire.htm)

3.1.2. The preposition *to* is used as an ordinary preposition with verbs of movement such as *move, go, transfer, walk, run, swim, ride, drive, fly, travel.*

Eg 1: Maryann needed to drive to the cabin. She had planned to fly there, but then changed her plans.

(http://englishmistakeswelcome.com/prepositions_of_movement_or_dire.htm)

Eg 2:

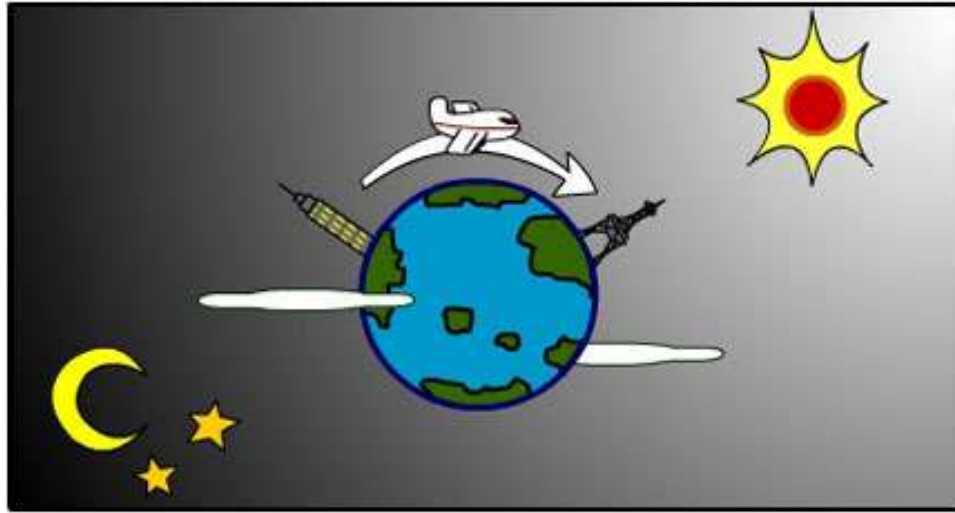


Image Caption: We flew from New York to Paris. (OR) We flew to Paris.

(<http://owl.english.purdue.edu/owl/resource/594/0>)

Eg 3:

Take me to the airport,
please.



(I actually want to arrive at the airport.)

(www.gelisim.edu.tr/.../prep_of_directions_to_into_on_to_pdf.pdf)

Note: All these verbs (except *transfer*) can be used with *toward*, as well as with *to*. Be aware that *to* **suggests movement toward a specific point**, and *toward* **suggests movement in a general direction** without actually arriving at a specific goal or destination.

Eg 1:

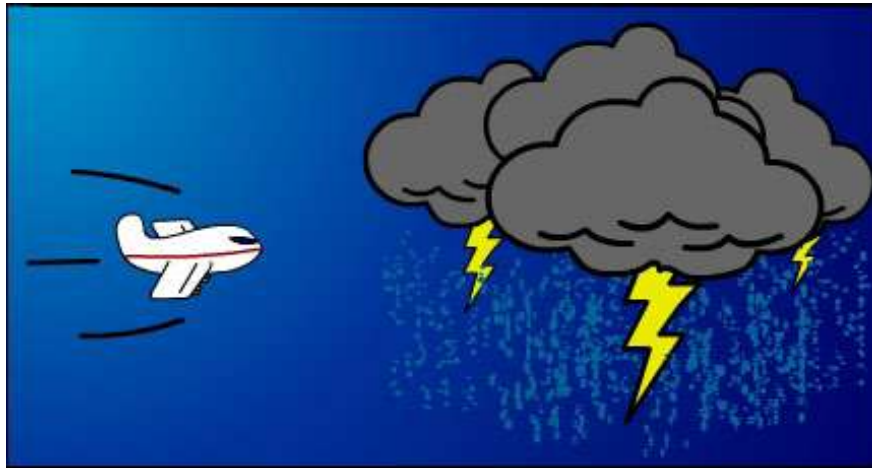


Image Caption: The plane was headed toward a storm cloud.

Additional Examples: The plane was headed toward a storm cloud.

(It was headed in the direction of a storm cloud; it may not have reached or flown through the cloud.)

(<http://owl.english.purdue.edu/owl/resource/594/02/>)

Eg 2: Let's walk **toward** the park. (Walk in the direction of the park; we may or may not arrive there.)

Eg 3: Brandon drove **toward** the seaside. (He was going in that direction, but he may not actually go there at all.)

(<http://owl.english.purdue.edu/owl/resource/594/02/>)

Eg 4:

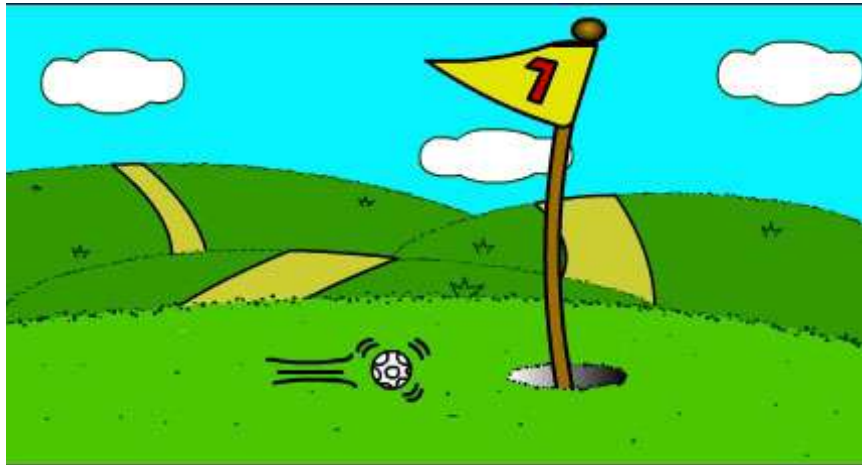


Image Caption: The golf ball rolled **toward** the hole.

(<http://owl.english.purdue.edu/owl/resource/594/02/>)

3.2. Uses of “into”

IN + TO = INTO: signifies movement toward the interior of something

Remember that *into* shows **completion of an action**, *in* shows the **position of the object as a result of an action**.

Eg 1: Connie put the vase **into** the sink. The vase is **in** the sink.

Eg 2: Harriet threw her coat **into** the closet. Her coat is **in** the closet.

Eg 3:

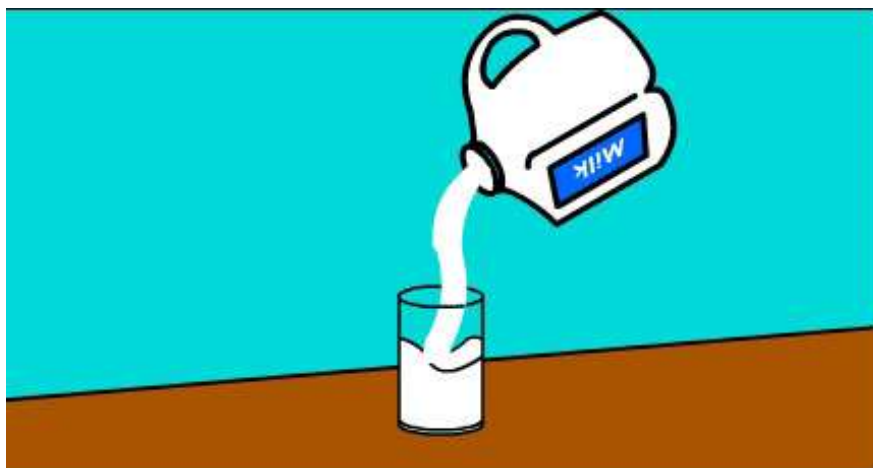


Image Caption: The milk went **into** the glass.

(<http://owl.english.purdue.edu/owl/resource/594/02/>)

Eg 4:

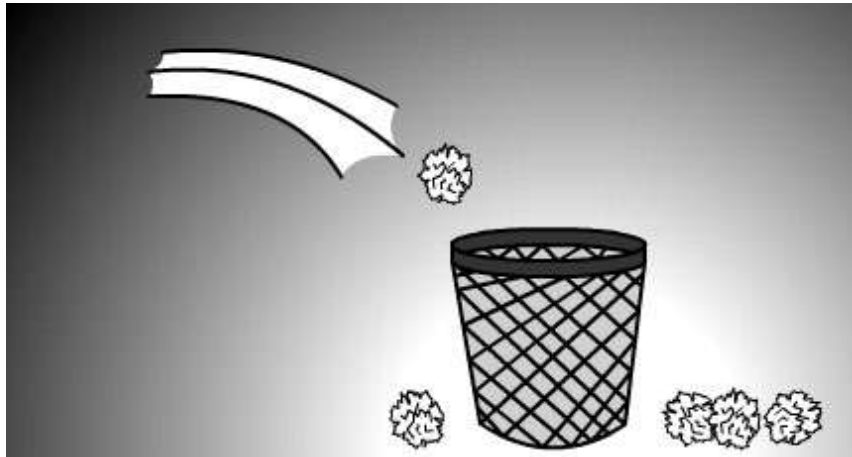


Image Caption: The paper went **into** the garbage can.

(<http://owl.english.purdue.edu/owl/resource/594/02/>)

3.2.1. With verbs expressing motion, *into* and *in* are may be used interchangeably except:

- a) When the preposition is the **last word in the sentence**
- b) When it comes **directly in front of an adverbial**. (An adverbial or an adverbial clause **provides information** about *when*, *why*, or *how* something happens). In those cases, only *in* is correct.

Eg 1: Don went **in**. (not *into*, because *in* is the last word in the sentence)

Eg 2: Don went **into** the library.

Eg 3: They drove **into** the garage at 6 p.m.

Eg 4: They drove **in** yesterday. (*Yesterday* is an *adverbial* showing *when*, so *in* is the correct preposition to use.)

(http://englishmistakeswelcome.com/prepositions_of_movement_or_dire.htm)

Eg 5:



Image Caption: Spike is lying **in** his house. (*Not into.*)

(<http://owl.english.purdue.edu/owl/resource/594/02/>)

Note: *Into* may be used as the last word (**with the exception of the adverbial**) in a question that asks *who*, *when*, *what* about the subject.

- What sort of mess has the dog gotten into now? (*now* is an adverbial showing *when*)
- Now, what sort of mess did the dog get in?

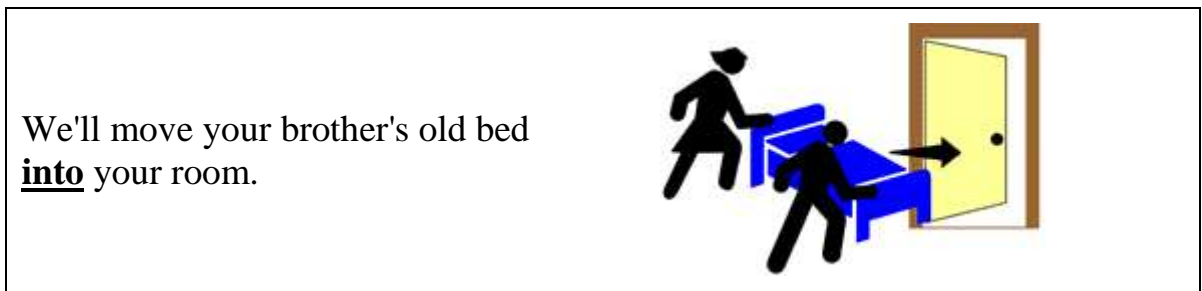
3.2.2. Using *in* or *into* with the verb *move*:

a) *Move in* followed by a clause showing reason or purpose that indicates **approaching**. *Move in* is a phrasal verb and is sometimes an idiom.

- The patrol moved in to report artillery positions.
- The gangsters moved in to take over the town.

b) When *into* is used with *move*, it's used as an ordinary preposition and means moving something from one place to another:

Eg 1:



(www.gelisim.edu.tr/.../prep_of_directions_to_into_on_to_pdf.pdf)

Eg 2: Let's *move* **into** the living room where we can be more comfortable.
(simply means 'go')

Eg 3: We will *move* **into** the new house by the end of the month. (bring all belongings and take possession of the house.)

3.3. Use of “onto”

ON + TO = ONTO: signifies movement toward a surface

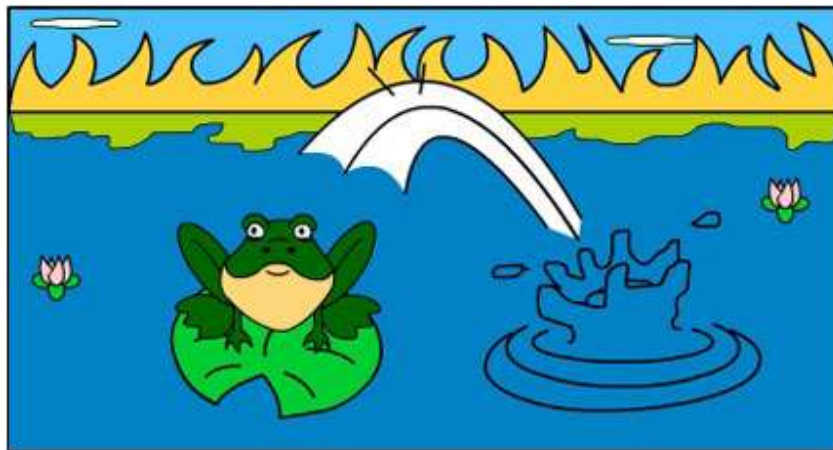


Image Caption: The frog jumped **onto** the lily pad.

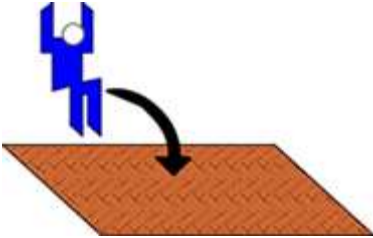
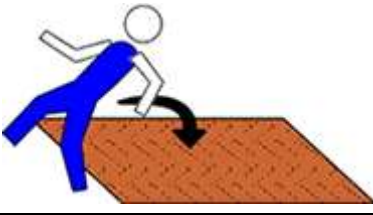
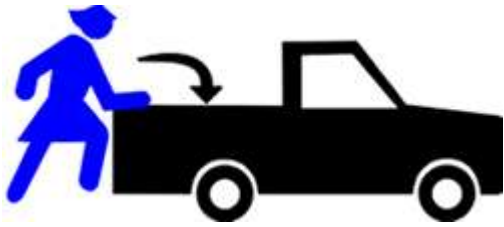
(<http://owl.english.purdue.edu/owl/resource/594/02/>)

3.3.1. "Onto" can generally be replaced by "on" with verbs of motion



Image Caption: The hat went **on(to)** his head.

(<http://owl.english.purdue.edu/owl/resource/594/02/>)

Tom jumped on(to) the mat.	
Huan fell on(to) the floor.	
Athena climbed on(to) the back of the truck.	

(www.gelisim.edu.tr/.../prep_of_directions_to_into_on_to_pdf.pdf)

3.3.2. Some verbs of motion express the idea that the subject causes itself or some physical object to be situated in a certain place .

Of these verbs, some take only "on". Others take both on and onto, with the latter being preferred by some speakers.

Eg 1:

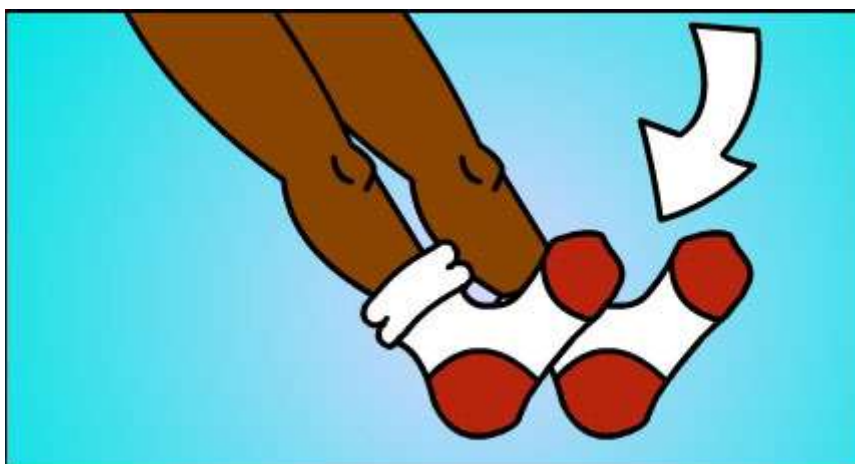


Image Caption: He put the socks on his feet.

Eg 2: The plane landed on the runway. (not onto the runway)

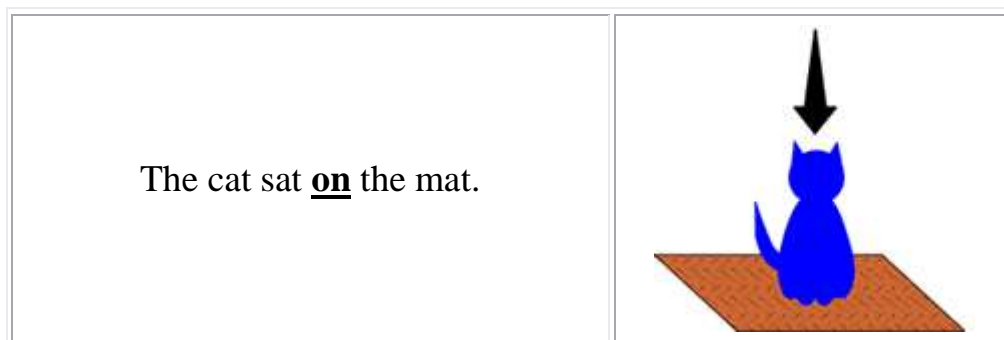
Eg 3: Sam hung the decoration on the Christmas tree. (not onto the tree)

Eg 4: He placed the package on the table. (not onto the table)

Eg 5: Joanna spilled her Coke on the rug. (not onto the rug)

(<http://owl.english.purdue.edu/owl/resource/594/02/>)

Eg 6:



(www.gelisim.edu.tr/.../prep_of_directions_to_into_on_to_pdf.pdf)

Verbs taking only "on" are rare: set may be another one, and so perhaps is put.

Other verbs taking both prepositions are raise, scatter (when it takes a direct object), pour, and add.

The farmer scattered seed on(to) the fertile ground. We're adding on a wing at the back of the building. We're adding a porch onto the house.

In "We're adding on a wing at the back of the building" on is really part of the verb, while in "We're adding a porch onto the house" onto is a simple preposition. This contrast points to a fairly important and general rule:

Simple prepositions can combine with verbs, but compound prepositions cannot.

CHAPTER III

SOME ERRORS MADE BY VIETNAMESE LEARNERS, FINDINGS AND IMPLICATION

1. Some errors made by Vietnamese learners

To do research and analyze some errors about prepositions of direction, I carried out the survey questionnaire among non-major students in my university. They are second year students and they have been studying English for 9 years. Although they have been studying English for 9 years, they are not non-major students, in other words, they do not research detail about English grammar in common as well as prepositions and prepositions of direction in particular. Therefore, the errors which they made are more than major students.

The result of this survey is stated in the following table:

Number	No of incorrect answer	Percent of incorrect answer
1	10/120	8%
2	11/120	9%
3	74/120	61%
4	85/120	70%
5	81/120	67%
6	22/120	18%
7	77/120	64%
8	14/120	11%
9	100/120	83%
10	76/120	63%
11	20/120	16%

12	73/120	60%
13	15/120	12%
14	48/120	40%
15	18/120	15%
16	37/120	30%
17	38/120	31%

From the table I analyze some errors which have high frequency when the students use everyday.

There are some reasons which make Vietnamese students use preposition incorrectly.

Firstly, the varied usage of Prepositions in English make learners of English get a lot of difficulties. Vietnamese learners are of no exception.

For instance, the use of preposition “to” confuse Vietnamese learners

Instead of saying: “Remember phone me at 6 a. m tomorrow!”,
Vietnamese may say: “Remember phone to me at 6 a. m tomorrow!”,

Or : “ English is very important **to** my job”

but : English is very important **for** my job

Secondly, prepositions in Vietnamese are not so complicated as prepositions in English.

We will see some examples about prepositions of direction containing error. Vietnamese learners often use incorrectly between in and into, between on and onto. Seeing some following examples, we can realize some errors.

The first example: “The man is jumping the pool”. According to the survey, 64 % students filled incorrectly. “in” is the answer which is chosen the most by the students. This is an error which the students do not avoid. If we fill “in”, this sentence only shows position of the man. “Jump” is

still a verb of motion, it shows direction of movement. The man jumps inside of the pool. Thus “into” is suitable preposition.

In the sentence: “My mother pours tea a cup” the students chose preposition “in” to fill. Similar to the first example Vietnamese will say “Mẹ tôi rót trà vào cốc”. They only think that “in” in English means “vào” in Vietnamese. They do not think tea is moving from outside of cup to inside of cup. This means a cup contains tea or tea is in a cup. Therefore, “into” is correct preposition.

Misusing “in” and “into” is also indicated in the sentence: “She enters my house”. There are 70% students chose preposition no exact in this sentence. Almost students filled “in”. Vietnamese say “Cô ấy bước vào trong nhà tôi” and they think that “trong” is “in”. We can see that “enter” is a verb of movement and the action has direction. Therefore, meaning of this action is “she moves to a place within the house”. Preposition we need fill is “into”. “In” indicates place, it doesn’t express the meaning of this action.

Especially, in the sentence: “The smoke from the fire went up..... the sky” 83% students used preposition incorrectly, there are 2/3 students filled “in”. We usually see prepositional phrase “in the sky”; therefore, some students think that their choice is exact. However, they do not notice that “went up” is verb of movement and the meaning of this sentence is the smoke from the fire moved inside of the sky. “In the sky” shows fixed position so it is not correct. “Into the sky” is exact.

Above mentioned examples indicate errors when using incorrectly “in” and “into”. “On” and “onto” is also a case which the students misuse.

There are about 63% students chose inexact preposition to fill in the sentence “The crab washed up the shore”. “on” was filled very much. Like “in”, “on” is a preposition of position. In the sentence “the crab is the shore”, filling “on” is correct. But in the sentence: “The crab washed up

..... the shore” preposition “on” is not correct. The crab moved towards the shore and it continued to wash up towards the surface of the shore so preposition need choose is “onto”.

In the sentence “The plane landed....the runway”, a number of students misused preposition makes up 45 %. Some students filled “in”, some others chose “onto” or “at”. Verb “land” expresses movement direction of “the plane”. It means the plane moves from the sky to ground. It touches the surface of ground. In other words, the fixed position of the plane is on a point of the runway and it does not move along the surface of the runway. Therefore, “in”, “at” and “onto” are not correct. In this sentence we have to fill “on”.

Besides, Vietnamese learners make mistake when using other preposition.

Pass and past are misused by some students. “The police car drove the suspect’s house.” According to the result of survey, 60% students used preposition inexactly. They filled “pass” instead of filling “past” because they think that “pass” means “qua” in Vietnamese. And “pass” is suitable in this case. However, they do not notice that “pass” is a verb. If you are referring to time or distance, use preposition “past”. In this sentence, verb “drove” shows the movement direction or distance of the police car. Therefore, “past” is exact preposition.

We can see that “đi đến trường” in Vietnamese does not use preposition but in English this expression is “go to school”. We can see that verb “go” combines with a preposition “to”. Because of the influence of Vietnamese, many people as well as the students often say “đi về nhà”. When translating into English, they also base on “go to school” and write “go to home”. This is not correct because in English this is expressed “come back home” means

“trở về nhà”. Go is direction from an original place to others while come is the opposite direction.

Go →

Come ←

I hope that some examples with some errors will help you understand clearly about prepositions of direction so that you can use correctly in the cases.

2. Findings and implication

Prepositions are more problems for the non-native speaker or learner of English than any other part of speech. Why? Prepositions are just little words that never change in form; they are pronounced softly, in unstressed syllables; they aren't even given capital letters in book titles; native speakers choose the correct ones without thinking.

Prepositions or prepositions of direction in English are very difficult for learners to study because they don't have any regulation. When using them we usually depend on the context. Besides prepositions have different meanings in each context. Therefore, we can use them incorrectly.

The function of a preposition is to connect its object, a noun or a pronoun, to the rest of the sentence. In other words, preposition may show the relation of a noun to a noun (or pronoun), the noun preceded by the preposition is an attribute to another noun; of a noun to a noun (or pronoun) to an adjective, the noun preceded by the preposition is either an object or an adverbial modifier or of a noun (or pronoun) to a verb; the noun preceded by the preposition is either an object or an adverbial modifier. In addition, preposition may also show the relation of a whole clause to a verb or an adjective, the clause is an adjective clause and a noun, the clause is an attribute clause.

Understanding them clearly we can use them correctly in writing and speaking. On the other hand, communication will get high effectiveness.

Prepositions are a difficult topic for second language learners. But for native speakers, understanding of how to use prepositions is acquired during childhood. If you are a second language learner, you will learn correct usage of prepositions of direction as well as common prepositions through

observation of how they are used in various circumstances and likely some trail and error as well.

Moreover, if you want to avoid making mistake when using prepositions of direction in particular I think that you should understand their usage clearly and even you have to understand meanings and implication of the sentences mentioned. Then you should analysis verb in the sentence and direction of movement. From it, you can choose a correct preposition. There are some special cases in prepositions of direction; therefore, you need to notice and remember them so that you can limit errors. Even you will not avoid making mistake.

It is hoped that with this study, learners of English will be aware that preposition is very important in communication. Especially, we have to mention to prepositions of direction. Using these prepositions accurately the listeners and the readers will understand direction and goal we express and they will not misunderstand.

Besides, through this study you can know prepositions of direction more detailed. You know their meanings and how to use them.

Searching some errors are often made carefully to avoid them in Writing and Speaking is what I want you to do.

Finally, I hope you will benefit by an understanding of the common prepositions as well as prepositions of direction. This benefit can also be enjoyed by such other people as instructors, visitors, businessmen and us as students and teachers in the future.

PART III

CONCLUSIONS

Information about prepositions as well as prepositions of direction and some errors made by Vietnamese learners which this study provides is not yet enough due to the limitation of time and knowledge. But I hope people, who are the receivers of the information will welcome it. The purpose of this study has been to demonstrate that prepositions have an important role in writing and speaking. Through this study, learners can know much more about prepositions.

Prepositions are a difficult part in English grammar for any learner of English. They are complicated and no rule. Moreover, a preposition can exist in many types and have many meanings. Thus, you should know much about prepositions of meanings and the usage so that you can be successful in communication.

When understanding clearly about prepositions we can avoid some errors. Especially, in prepositions of direction, the usage of “into” and “onto” is rather complex. We can misuse easily into “in” and “on”. You should be careful when using them.

This study summarizes information of prepositions for learners of English. I want it will become a good document for you.

As stated in the introduction part, I can not cover all the prepositions; therefore, I only mention to prepositions of direction. You can understand more detail about them through some examples and pictures.

This study has not been perfect yet due to the limitation of time and knowledge but I hope that it will be useful for learners.

I believe that it would be worthwhile and highly appreciated for those who are interested in this topic to continue doing research and provide more information about prepositions of direction for learners of English so that learners know and avoid making mistake when use prepositions of direction.

Hope that I will read the new information about prepositions of direction from your researches so that I can improve my knowledge.

APPENDIX

QUESTIONNAIRE

This questionnaire is designed with a purpose to find your experience on the use of preposition of direction. This questionnaire is designed under my research for my graduation paper: “**A study on prepositions of direction and some errors made by Vietnamese learners**”.

Your answers play a very important and useful part, making a great contribution to my study. Thank you in advance for your cooperation!

Please answer the following questions:

Question 1. How long have you been learning English?

- | | |
|-------------------|------------|
| A. Around 5 years | C. 7 years |
| B. 3 years | D. 4 years |

Question 2. What do you think about the role of preposition?

- | | |
|-------------------|-----------------------|
| A. Important | C. Not very important |
| B. Very important | D. Not important |

Question 3. How much do you know about preposition?

- | | |
|----------------|--------------------------|
| A. A little | C. I don't know anything |
| B. Pretty much | D. A lot |

Survey on the errors of preposition of direction

1. Pat drove Mike..... the airport.

- | | | | |
|-------|-------|-------|-------|
| A. at | B. on | C. to | D. in |
|-------|-------|-------|-------|

2. They are walking the beach and hands in hands.

- | | | | |
|----------|-------|----------|-------|
| A. along | B. at | C. under | D. in |
|----------|-------|----------|-------|

3. Translate the following a phrase verb to English:

- | | |
|-------------------|---------------|
| A. go home | B. go to home |
| C. come back home | D. come home |

4. She enters my house.

- | | | | |
|-------|-------|-------|---------|
| A. in | B. on | C. to | D. into |
|-------|-------|-------|---------|

5. My mother pour tea a cup.

- | | | | |
|-------|---------|-------|-------|
| A. in | B. into | C. on | D. at |
|-------|---------|-------|-------|

6. The man is jumping the pool.

- | | | | |
|---------|-------|-------|---------|
| A. onto | B. at | C. in | D. into |
|---------|-------|-------|---------|

7. Anna has returned her home town.

- | | | | |
|---------|-------|-------|-------|
| A. from | B. to | C. in | D. at |
|---------|-------|-------|-------|

8. He walked the room.

- | | | | |
|-------|-----------|-------|-------|
| A. in | B. out of | C. on | D. at |
|-------|-----------|-------|-------|

9. The smoke from the fire went up..... the sky.

- | | | | |
|-------|-------|-------|---------|
| A. on | B. at | C. in | D. into |
|-------|-------|-------|---------|

10. The crab washed up the shore.

- | | | | |
|-------|-------|-------|---------|
| A. on | B. at | C. in | D. into |
|-------|-------|-------|---------|

11. Go the building and turn left.

- | | | | |
|-----------|-------|------------|-------|
| A. out of | B. to | C. outside | D. on |
|-----------|-------|------------|-------|

12. The police car drove the suspect's house.

- | | | | |
|---------|-------|---------|--------|
| A. pass | B. on | C. past | D. for |
|---------|-------|---------|--------|

13. The baby is crawling me.

- | | | | |
|-------|------------|---------|-------|
| A. on | B. towards | C. into | D. in |
|-------|------------|---------|-------|

14. Matthew and Michelle moved the table the dining room.

- | | | | |
|---------|-------|-------|------------|
| A. into | B. to | C. in | D. through |
|---------|-------|-------|------------|

15. Go the bridge and on the other side you will see a park.

A. for B. across C. past D. in

16. Remember phone..... me at 6 a. m tomorrow.

A. x B. to C. for D. on

17. English is very important.... my job

A. for B. with C. x D. to

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