

# Acquisition of Preposition Deletion by Non-native Speakers of English

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**Kim, Jae-Min & Ahn, Gil-Soon. 2003. Acquisition of Preposition Deletion by Non-native Speakers of English.** *The Linguistic Association of Korea Journal*, 11(4), 79–100. Some prepositions in English sentences are must-be-used, optional or obligatorily deleted. This study aims to determine whether these uses present different levels of difficulty for ESL students and how they are acquired at the same time. The instrument consisted of 27 questions containing 9 must-be-used, 5 optional and 13 obligatorily deleted prepositions. The participants (50 low-, 41 intermediate-, and 33 advanced-level ESL students and 30 native speakers) were instructed to read the sentences and choose the correct answer. Statistical analyses of the participants' performances indicate the following: (a) The three choices of preposition use present different levels of difficulty, which suggests that ESL students' acquisition of preposition follows a natural order; (b) Must-be-used prepositions are easier to acquire than optional and obligatorily deleted ones, which suggest that ESL students are likely to overuse the preposition; and (c) Length of stay in the U.S. affects the acquisition in the same order as proficiency levels.

**Key words:** preposition, preposition deletion, ESL students, statistical analysis

## 1. Introduction

Because it is high confusion and problematic use, the English preposition system, which includes the basic characteristics, the co-occurrences with verbs, adverbs, adjectives, and nouns, the lexical compounding and the deletion of prepositions, is one of the notoriously difficult structural elements for ESL students. In fact, it has often been considered hard grammar, very difficult if not impossible to teach

(Marianne & Diane, 1999). According to Firsten & Killian (1994), the teaching of English preposition usage is one of the most difficulty tasks for ESL instructors. Quite a few ESL instructors have explored different approaches and techniques for teaching English preposition usage and examined the effectiveness of such instructions (Frodesen & Eyring, 1997; Lindstromberg, 1996; Kennedy, 1990, 1991, among others); a few others (Francis & Kucera, 1982; Krashen & Terrell, 1983) have investigated the L2 acquisition order of English preposition.

Marianne & Diane (1999) divides the use of the preposition into two parts; the must-be-used prepositions or the deletion of the prepositions. They divide the deletion cases into two parts; optional and obligatory deletion. Because of the extreme complexity of the English preposition system, this study attempts to examine only one aspect of its acquisition - namely, the various uses of preposition deletion with the must-be-used preposition. The purpose of this study is to determine whether these uses present different levels of difficulty for ESL students and how they are acquired at the same time. To clarify the purpose, we chose to focus on the deletion of locative and temporal prepositions because of its wide variety of usage and its higher frequency of use than manner, circumstance and cause preposition. Since this study is limited to the deletion of the locative and temporal prepositions and designing largely for pedagogical research in ESL, it has limited applications both in its theoretical model and the research methodology used. The narrow scope of the study, however, does not lessen its importance since a better understanding of the acquisition process of location deletion and time deletion should bring about more effective teaching and learning of this difficult preposition.

## 2. The Deletion of Prepositions

The English preposition system has long been a subject of interest to linguists, given its complex usage and the difficulty involved in its analysis. Although the earlier study such as Jespersen (1949) made significant contributions to our understanding of the issue, Marianne &

Diane (1999) is arguably the most important and enlightening, as it renders a new and unique systematic approach to the analysis of the use of the English preposition system. We examine the general cases of the must-be-used and the deletion of the preposition in the earlier studies as follows:

Usually, the use of *for* is optional when it expresses a span of time and *on* is optional before days of the week (when the day is used alone or when the day of the week modifies another temporal noun such as *morning*, *afternoon*, *night*). Examples are shown in (1).

- (1) a. We have lived here (for) 12 years.  
 b. I've studied English (for) ten years.  
 c. John went cross-country skiing (on) Saturday  
 d. He bought a new pair of skis (on) Friday night.

In example (2), some locative nouns (place noun) such as *home*, *uptown*, *downtown*, and *overseas* are not preceded by a preposition when following a verb of motion or direction such as *go*, *walk*, etc. It may, however, take a preceding preposition when the verb describes a state. Examples are given in (2).

- (2) a. I stayed (at) home.  
 b. I went (\*to) home.

In the examples above, when the locative noun, *home*, follows a verb of motion or direction, *went*, as in (2b), the preposition is deleted. But, when the locative noun, *home*, follows a stative verb, *stayed*, as in (2a), the preposition is optional.

When the temporal noun phrase contains a determiner used deictically (i.e., as seen from the perspective of the speaker such as *last*, *next*, *this*)<sup>1</sup>

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1) When these determiners can be preceded by a position in nondeictic use, prepositions are must-be-used; for example, in *on the last Sunday of the month*, *last* means "final," not the *Sunday* before the moment of speech. For the same reason, *that* isn't included in our list since it is usually used anaphorically (e.g., *I was ill on that Sunday*), not deictically.

or when the head noun of the noun phrase contains *before*, *after*, *next*, *last*, or *this* as part of its meaning (e.g., *yesterday*, *tomorrow*, *today*, *tonight*), the preposition must be deleted. Examples are given in (3).

- (3) a. I was busy (\*on) last Friday.  
b. We will be in Eugene (\*on) tonight.

In (3a), the temporal noun, *Friday*, contains a determiner, *last*, and in (3b), the part of the temporal noun, *tonight*, is used.

When the temporal noun phrase contains a universal quantifier like *every* or *all*, obligatory deletion occurs, as in (4).

- (4) a. We stayed in Seoul (\*for) all week.  
b. We meet the professor (\*on) every week.

In (4a) and (4b), the temporal noun, *week*, contains a universal quantifier, *all* and *every*, respectively.

When pro-adverbs, *here* and *there*, are used with a verb of motion or direction, obligatory deletion occurs, as in (5).

- (5) a. John walks (\*to) here every day.  
b. Mary goes (\*to) there every day.

In (5a) and (5b), pro-adverbs, *here* and *there*, are used with a verb of motion or direction, *walks* and *goes*, respectively.

According to Klein (2001), optional deletion occurs with the adverbial objective case and when a noun changes into an adjective or adverb. We can see the sentence in (6).

- (6) a. She's been gone (for) some time.  
b. We're (at) home now.

According to Kao (2001), English prepositional usage is very

anomalous. In his experimental research, he said that it was hard for ESL/EFL students to learn English prepositions and also for instructors to teach them. He found that null-preposition construction did not occur in SLA (second language acquisition). He also found that most of the ESL/EFL students experience particular difficulty in using the preposition in relative clauses. We can see a sentence regarded as null preposition in (7).

(7). \*This is the house which John lived two years ago.

In the instance (7), we need the preposition, *in*, in front of *which*.

We can summarize the main points as follows: (i) Usually, the use of *for* is optional when it expresses a span of time and *on* is also optional before days of the week; (ii) When the locative noun follows a verb of motion or direction, the preposition is delete; (iii) When the locative noun follows a stative verb, the preposition is optional; (iv) When the temporal noun phrase contains a determiner used deictically or when the head noun of the noun phrase contains *before*, *after*, *next*, *last*, or *this* as part of its meaning the preposition must be deleted; (v) When the determiners can be preceded by a position in nondeictic use, the preposition is must-be-used; and (vi) ESL students experience difficulty when learning English prepositions, and it is also difficult for instructors to teach them because English prepositional usage is sometimes anomalous.

### 3. The Study

#### 3.1. Participants

The participants are 50 low-, 41 intermediate-, 33 advanced-level ESL students from Asia and 30 native speakers. The 50 low-level students are from intensive English programs at several universities in the Oklahoma City, Oklahoma, USA metropolitan area. Most of them are college bound, but none of them have a TOEFL score above 500,

as required by most colleges in the United States. Most of them have been in America for less than two years, and many of them have studied some English in their home countries. Their average length of English study is 1.85 years. Many of them speak English most of the time in America, but some mostly speak their native language.

The intermediate and advanced students are undergraduate and graduate students attending a university in Oklahoma and Washington. They all had a TOEFL score of 500 or above and were given a cloze test to demonstrate their current English proficiency. The cloze test consisted of 55 blanks with each blank worth one point. Those who scored above 43 were placed in the advanced group and 70% of them were graduate students. The rest were placed in the intermediate group. The average length of English study was 4.12 years for the intermediate students and 5.98 years for the advanced students.

### **3.2. Instrument**

The instrument (see Appendix A) consists of 27 multiple choice questions. Of the 27 questions, there are a total of 9 must-be-used, 5 optional and 14 obligatory deletion of the preposition. The number of questions is different among the types because we set the questions with the frequent use in sentences and communications – that is, the usage of obligatory deletion has much more determiners used deictically than the others (Marianne & Diane, 1999). Because this has been the first attempt of this nature, serious efforts were made to ensure the instrument's validity and reliability. To attain validity and reliability, we followed several authorities in developing the instrument as a pilot study, and conducted a Kuder-Richardson 20 reliability test on the instrument – that is, on the subject's accuracy performance on the instrument's 27 items. The test yielded a K-R 20 reliability of .843, a result showing that the instrument was very reliable.

In developing the instrument, we first took great pains to make sure that the items were clear and appropriate. In making the deleted, optional, and obligatory preposition items, we first created questions by

consulting and following example sentences in Marianne & Diane (1999) and Kao (2001). This task was not too complicated compared with that of deletion distracter items, especially those for the prepositions of location and time. This is because deletion distracters for location and time of prepositions are widely used but other distracters for manner and reason are not. As explained above, the deletion of the preposition depends on the verb and the adjective regardless of the following noun. Therefore, for obligatory and optional deletion distracters, we simply included names of place and time. We also used the must-be-used distracters with names of place and time. Unlike in obligatory and optional deletion, must-be-used prepositions are always required in situation and textual uses – that is, it must be used in the sentence.

As for the test format, we chose the multiple choice test. As in Robinson's (1973) description, the test has some strengths in finding learning problems and teaching weaknesses in spite of some weakness of non-participation.

#### 4. Data Analysis And Discussion

After recording the participant's total accuracy scores, we have chosen to calculate and report the number of must-be-used prepositions and obligatory and optional deletion uses of prepositions that the subjects marked correctly. For that reason, we first counted every right answer and then computed the subtotal for each of the three types. Each subject therefore received three scores in this category, corresponding to each use type. The scoring and tabulating for this turned out to be more complex than we had expected. Some of the participants (6.8%) only chose answer "a" – that is, must-be-used preposition as an answer. We included these unexpected choices of the must-be-used preposition in the total number because, whether expected or not, ESL students' choice of that answer would help us understand better where ESL students are likely to overuse prepositions.

Another problem we encountered was how to classify the different types of overuse of the must-be-used prepositions. Although it makes sense to classify as structural those overuses of must-be-used prepositions with structural distracters, such as *go to work* (Question 3) and *lives two miles from there* (Question 6), it does not seem logical to categorize as structural those overuses of other prepositions with structural distracters. For example, in the test item *I want to stay at here*, the preposition is unnecessary because the noun *here* and static verb *stay* were combined. But in *Mary lives two miles from there*, the preposition is necessary though it is used with static verb, *lives*. Considering those two sentences, the uses of the preposition seems to depend on structural and textual situations.

#### 4.1. Different levels of proficiency

After we tabulated the results of the participants' performances, we calculated the mean of the missed must-be-used prepositions in each of the three types of use for each proficiency level group. We then conducted a MANOVA using English proficiency as the independent variable on the three groups' means in each of the three types of use. The results reported in Table 1 shows that all three types are significantly different. The results supported our hypothesis that the deletion uses of prepositions are not equally difficult for ESL student.

Table 1. Results of MANOVA on the groups tested

Use type	Multivariate			
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>
Must-be-used	2	42.28	21.14	19.24 *
Optional	2	95.05	47.52	43.22 *
Obligatory deletion	2	339.01	169.50	29.32 *

\*  $p < .05$

We then applied a post hoc Tukey test to examine where the

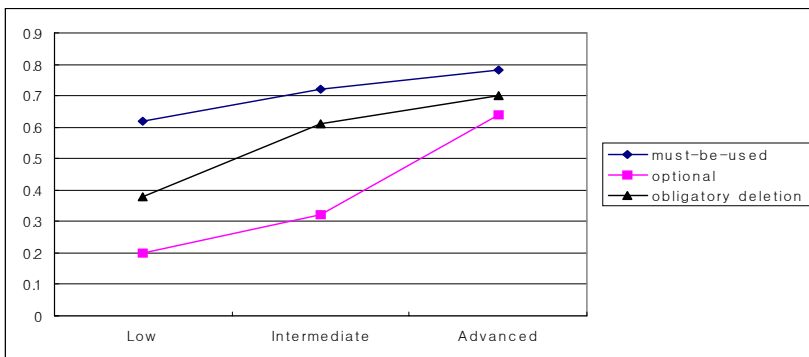


differences lie among the three groups in each of the categories. The results are shown in Table 2 in subscript letters together with the groups' means. The group means with the same subscript letter indicate no significant difference between them, while means with different subscript letters indicate significant difference. Figure 1 also shows the differences between the groups in order to aid understanding.

Table 2. Results of Tukey test with mean and standard deviations<sup>2)</sup>

		Use type		
Group	n	Must-be-used	Optional	Obligatorily deleted
Low	50			
M		5.61 <sub>a</sub>	1.02 <sub>a</sub>	5.05 <sub>a</sub>
SD		1.09	1.12	3.00
intermediate	41			
M		6.54 <sub>b</sub>	1.60 <sub>b</sub>	7.96 <sub>b</sub>
SD		1.23	1.10	2.45
Advanced	33			
M		7.09 <sub>b</sub>	3.24 <sub>c</sub>	9.12 <sub>b</sub>
SD		0.57	0.83	1.16

Figure 1. Graphical display of Table 2



2) Means with a common subscript are not significantly different by the Tukey test with  $p < .05$

As shown in Table 2 and Figure 1, the acquisition of prepositions in all three types of use increases as the participants' English proficiency level increases. Moreover, the Tukey test shows that the three groups' means in the must-be-used type were higher than the other types, which suggests ESL students are likely to overuse the preposition.

The comparison between the low and intermediate group is somewhat complex. Although the means increase as the participants' English proficiency level increases, there was a remarkable difference in the significance in obligatory deletion and optional deletion types. But, there was no remarkable difference in significance in the must-be-used type although the difference was significant. The results suggest that their understanding of the must-be-used usage seems to have ceased improving significantly though ESL students' command of the optional and obligatory use of the preposition continues to make significant advancement after the low level,

But a close look at the former two types reveals somewhat different situations. First, whereas the mean of optional deletion use increased by only 0.13 from low level's 0.20 to the intermediate level's 0.33, the mean in obligatory deletion use increased 0.23, about two times that of optional use, from the low level's 0.38 to the intermediate level's 0.61. Second, the intermediate students answered an average of 0.72 of the must-be-used items correctly but answered only an average of 0.33 of the optional use correctly. Consequently, we can say that the optional use of the prepositions is still a difficult problem for intermediate and low level students to deal with, but it is perhaps not the case of the must-be-used type.

The comparison between the intermediate and advanced group is also somewhat complex. Although the means increases as the participants' English proficiency level increases, there was no significant difference in must-be-used and obligatory deletion types. But, with the optional type, the difference is significant. The results suggest that, although ESL students' command of the optional deletion use of the preposition continues to make significant improvement after their English

proficiency levels off, their understanding of must-be-used usage and obligatory deletion usage seems to have ceased improving significantly. We can also say that ESL students feel that must-be-used use of the preposition is easy but in low level students, the optional deletion and obligatory deletion use of the preposition is somewhat difficult and in intermediate students, the optional deletion use is difficult.

To show a significant difference among the three categories means, we conducted a pairwise sample t-test of the three groups' total means of the use of the preposition in each of the three categories to determine significant differences. The results in Table 3 show significant differences between all pairs.

Table 3. Results of pairwise sample t-test<sup>3)</sup>

Pair	<i>df</i>	<i>t</i>
Must-be-used vs. Optional	123	31.74 *
Must-be-used vs. Obligatory deletion	123	-3.69 *
Optional vs. Obligatory deletion	123	-22.51 *

As shown in Table 3, the significant differences suggest a hierarchical difficulty between all pairs. The optional deletion use is the most difficult, obligatory deletion second and must-be-used last. This result suggests that ESL students' acquisition of preposition follows a natural order.

#### 4.2. The length of stay in America

After we tabulated the results of the participants' performance, we calculated the mean of each proficiency level group with the length of stay in the U.S. for each of the three types of usage. We then

3) Total M for Must-be-used is 6.38 (SD= 1.19). Total M for Optional deletion is 1.85 (SD= 1.36). Total M for Obligatory deletion is 7.31 (SD= 2.90).

\* $p < .05$

conducted a MANOVA using English proficiency as the independent variable on the three groups' means for each of the three types of use. As we can see in Table 4, there is a significant difference on the multivariate test. The results support our hypothesis that the length of stay will affect the preposition acquisition to the ESL students.

Table 4. Results of MANOVA with the length of stay

Use type	Multivariate			
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>
Must-be-used	2	26.85	13.42	10.95 *
Optional	2	27.31	13.56	8.23 *
Obligatory deletion	2	168.48	84.24	11.71 *

\*  $p < .05$

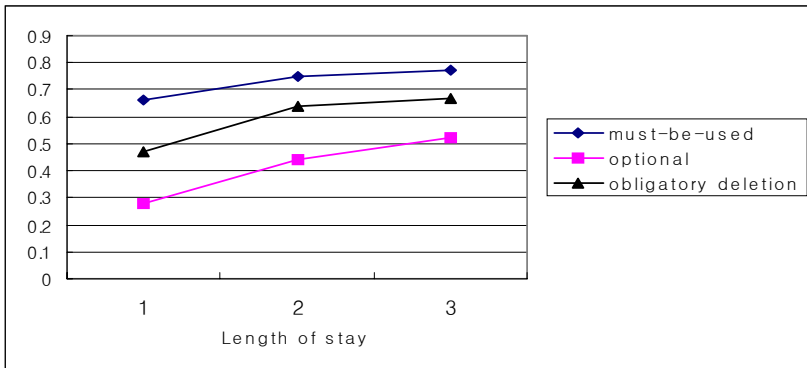
We then applied a post hoc Tukey test to examine where the differences were between the three groups in each of the categories. The results are reported in Table 5 in subscript letters together with the groups' means and standard deviations. The group means with the same subscript letter indicate no significant difference, and means with different subscript letters are significantly different. Figure 2 is also provided to help illustrate the differences between the groups.

In Table 5 and Figure 2, 1 means within 2 years' stay in America. 2 is above 2 and within 5 years and 3 is above 5 years. The acquisition of prepositions in all three types increases as the participants' length of stay increases. The Tukey test shows that the means between the first and second lengths of stay are significant for all types, but the means between the second and third lengths of stay are only significant in optional deletion. The results suggest that optional deletion is still difficult problem regardless of length of stay.

Table 5. Results of Tukey test with means and standard deviations<sup>4)</sup>

Length	n	Use type		
		Must-be-used	Optional	Obligatorily deleted
1	45			
M		5.94 <sub>a</sub>	1.42 <sub>a</sub>	6.20 <sub>a</sub>
SD		1.15	1.23	3.16
2	48			
M		6.82 <sub>b</sub>	2.22 <sub>b</sub>	8.44 <sub>b</sub>
SD		1.15	1.33	2.19
3	31			
M		7.00 <sub>b</sub>	2.64 <sub>c</sub>	8.79 <sub>b</sub>
SD		.55	1.39	1.68

Figure 2. Graphical display of Table 5



In the comparison between the first length of stay and the second length of stay, there is significant difference for all types. But, in the must-be-used type, there was no remarkably significant difference for other types. This result suggests that ESL students are likely to over use the preposition. In the optional and obligatory deletion, the significant circumstances are very similar. The mean of optional

4) Means with a common subscript are not significantly different by the Tukey test with  $p < .05$

deletion increased by 0.16 from the low level's 0.28 to intermediate level's 0.44, and the mean in obligatory deletion increased by 0.17 from the low level's 0.47 to the intermediate level's 0.64. This results indicate that ESL students increase their acquisition of prepositions at the same rate in optional and obligatory deletion use within 5 years. The first length of stay students answered an average of 0.28 in optional use correctly and the second length of stay students answered only an average of 0.44 correctly. It is probably safe to say that while optional use of the preposition is still a difficult problem for intermediate and low level students to deal with, it is perhaps not the case with its must-be-used use.

In the comparison between the second length of stay and the third length of stay, there is significant difference in optional deletion unlike proficiency level. The results suggest that ESL students' command of the preposition continues to make significant improvement with optional deletion through their stay in America. In this comparison, the second length of stay's group acquired the mean 0.75 in the must-be-used type, 0.44 in the optional deletion type and 0.64 in obligatory deletion. The third length of stay's group acquired the mean 0.77 in the must-be-used type, 0.52 in the optional deletion type and 0.67 in obligatory deletion. Therefore, it can be said that the optional use of the preposition is still a difficult problem for students. We can also say that ELS students feel that must-be-used use of the preposition is easy but obligatory deletion use of the preposition is a somewhat more difficult problem and optional use is a very difficult problem for them.

#### **4.3. Native vs. Non-native speakers**

We also wanted to know whether the native speakers of English were correct in their use of the preposition in the three types. After we tabulated the results of the participants' performance, we calculated the mean of the native speakers and non-native speakers in each of the three types of use. We then conducted a T-Test using the groups

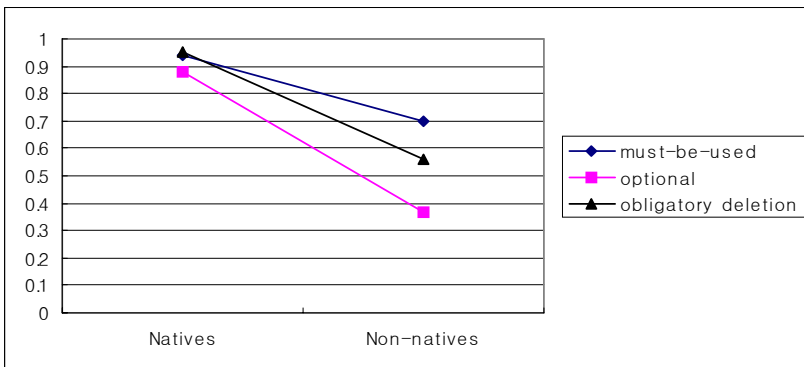
as the independent variable in each of the three types of use. The results reported in Table 5 show a significant difference. The results support our hypothesis that the uses of the preposition are not equally difficult for ESL students and native speakers. Figure 3 is also provided to help illustrate the differences between the groups.

Table 6. Results of T-Test on the groups tested

Use type	df	Natives (n=30)		Non-natives (n=124)		t
		M	SD	M	SD	
Must-be-used	152	8.50	1.91	6.38	1.19	7.67 *
Optional	152	4.40	1.16	1.85	1.36	9.46 *
Obligatory deletion	152	12.37	2.41	7.31	2.90	8.82 *

\*  $p < .05$

Figure 3. Graphical display of Table 6



As shown in Table 6 and Figure 3, the use of the preposition by native speakers is comparatively correct. In all three types of use, they showed correct rates of acquisition. Between the two groups, the difference is significant for all types. As earlier stated, ESL students experience difficulties in optional use and obligatory deletion but they are more successful with must-be-used use.

## 5. Summary And Suggestions

The result of this study has revealed three key findings. First, the deletion of the English preposition presents different levels of difficulty for ESL students and does not appear to be acquired all at once. Conversely, their acquisition of preposition follows a natural order –that is, they acquire must-be-used first, obligatory deletion second and optional deletion last. Second, must-be-used prepositions are easier to acquire than optional and obligatory deletion, which means that ESL student’s underuse of optional deletion and obligatory deletion increases significantly according to their English proficiency levels. Third, length of stay in the U.S. affects the acquisition in the same order as proficiency levels, which means that regardless of length of stay in the land of L2, they still follow a natural order according to their English proficiency levels.

There are some pedagogical implications from this study. First, because ESL acquisition appears to follow a natural order, we must take this acquisition order into consideration in both classroom teaching practice and materials. Therefore, we first should start with must-be-used prepositions. In so doing, we may follow the natural acquisition order of the preposition undergone by native speakers (Brown, 1973) and nonnative speakers (Krashen, 1982).

Second, in connection with teaching the two types of deletion prepositions and the one type of must-be-used prepositions, the teacher should make use of objects readily available in the classroom. In teaching must-be-used prepositions, the teacher can use the Total Physical Response approach (Asher, 1982) and the Natural Approach (Krashen & Terrell, 1983) because they are based upon the coordination of speech and action, which attempts to teach language without recourse to abstractions. In teaching both optional use and obligatory deletion, more cognitive learning may be needed because understanding and practicing these two types of use involve the ability to analyze structural information to identify the known information that would require the use of the prepositions with the noun in question. So, The



Silent Way approach (Gattegno, 1976) may be very helpful because it takes a structural approach to the organization of language to be taught. The teacher can use colored rods and charts to solicit the students' response about obligatory lexical items. But, it is safe to say that students will learn prepositions from any method (as suggested by Steinberg, 1993). Teachers therefore need to consider putting together a personal method of teaching prepositions.

This study did not include students' own spontaneous language production. Therefore, future research asks for studies that have a larger sample size with a more balanced representation of various language groups. A comparison between subjects whose native languages contain a preposition system and those whose do not will also be interesting and useful, for it may help us to better appreciate the impact ESL learners' native languages have on their acquisition of English preposition.

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## APPENDIX A

### Questionnaire

This appendix contains only the questionnaire items relevant to the results discussed in the report here.

1. What is your native language?.....

2. How long have you been in the United States?..... month(s) or ..... year(s)
3. What is your most recent TOEFL score?..... score

### APPENDIX B

Directions: In English, some prepositions are obligatory (must be used). In some cases, they are optional (no problem whether there is a preposition or not), and in other cases, they must be deleted (must not be used). In the following exercise, please circle the letter of the correct answer.

Example: I went to school.

- a. The preposition must be used.
- b. The preposition is optional.
- c. The preposition must be deleted.

1. John went to downtown the day before yesterday.
  - a. The preposition must be used.
  - b. The preposition is optional.
  - c. The preposition must be deleted.
2. John has to work at outside today.
  - a. The preposition must be used.
  - b. The preposition is optional.
  - c. The preposition must be deleted.
3. After school, I go to work.
  - a. The preposition must be used.
  - b. The preposition is optional.
  - c. The preposition must be deleted.
4. John is in the living room.
  - a. The preposition must be used.
  - b. The preposition is optional.
  - c. The preposition must be deleted.
5. Your bag is at downstairs.
  - a. The preposition must be used.
  - b. The preposition is optional.
  - c. The preposition must be deleted.
6. Mary lives two miles from there.
  - a. The preposition must be used.

- b. The preposition is optional.
  - c. The preposition must be deleted.
7. I want to stay at here.
- a. The preposition must be used.
  - b. The preposition is optional.
  - c. The preposition must be deleted.
8. I want to go to the city to buy some books.
- a. The preposition must be used.
  - b. The preposition is optional.
  - c. The preposition must be deleted.
9. After school, he always goes to home.
- a. The preposition must be used
  - b. The preposition is optional.
  - c. The preposition must be deleted.
10. I will stay at home.
- a. The preposition must be used.
  - b. The preposition is optional.
  - c. The preposition must be deleted.
11. I'll go back to school.
- a. The preposition must be used.
  - b. The preposition is optional.
  - c. The preposition must be deleted.
12. John is going to work in the garden.
- a. The preposition must be used
  - b. The preposition is optional.
  - c. The preposition must be deleted.
13. John walks to there every day.
- a. The preposition must be used.
  - b. The preposition is optional.
  - c. The preposition must be deleted.
14. I will go to church in this morning.
- a. The preposition must be used.
  - b. The preposition is optional.
  - c. The preposition must be deleted.
15. Mary is going to visit New York City in next year.
- a. The preposition must be used.
  - b. The preposition is optional.
  - c. The preposition must be deleted.

16. I will go to the movies **at** tomorrow.
  - a. The preposition must be used.
  - b. The preposition is optional.
  - c. The preposition must be deleted.
17. He went to Chicago **on** last Tuesday.
  - a. The preposition must be used.
  - b. The preposition is optional.
  - c. The preposition must be deleted.
18. We go to church **on** Wednesday.
  - a. The preposition must be used.
  - b. The preposition is optional.
  - c. The preposition must be deleted.
19. John is going to move to LA **in** 2010.
  - a. The preposition must be used.
  - b. The preposition is optional.
  - c. The preposition must be deleted.
20. We don't have to go to school **on** Sunday morning.
  - a. The preposition must be used.
  - b. The preposition is optional.
  - c. The preposition must be deleted.
21. We shall go to the picnic **on** March 9th.
  - a. The preposition must be used.
  - b. The preposition is optional.
  - c. The preposition must be deleted.
22. We meet the professor **on** every week.
  - a. The preposition must be used.
  - b. The preposition is optional.
  - c. The preposition must be deleted.
23. We shall complete our assignment **in** two weeks.
  - a. The preposition must be used.
  - b. The preposition is optional.
  - c. The preposition must be deleted.
24. We stayed in Seoul **for** all week.
  - a. The preposition must be used.
  - b. The preposition is optional.
  - c. The preposition must be deleted.
25. We will be in New York **on** tonight.
  - a. The preposition must be used.

- b. The preposition is optional.
  - c. The preposition must be deleted.
26. We have lived here for 12 years.
- a. The preposition must be used.
  - b. The preposition is optional.
  - c. The preposition must be deleted.
27. We'll stay at home until next Friday.
- a. The preposition must be used.
  - b. The preposition is optional.
  - c. The preposition must be deleted.

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