

**AN ANALYTICAL STUDY OF THE ACHIEVEMENTS  
OF MYANMAR TERTIARY LEVEL STUDENTS IN  
THE USE OF ENGLISH PREPOSITIONS**

**PhD DISSERTATION**

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**ABSTRACT**

English-as-a-Foreign Language students in general misuse English prepositions in their writing. This is also true for the Myanmar EFL learners according to the review of previous research papers done by certain Myanmar researchers. Thus, the achievements of Myanmar Tertiary Level students need to be explored.

The present research examined to what extent Myanmar Tertiary Level students master English prepositions and which prepositions are difficult for them, by using error analysis as a research tool. This study was based on the hypotheses: (i) Myanmar Tertiary Level students could master English prepositions and (ii) Myanmar Tertiary Level students have difficulties in using some English prepositions. To prove these hypotheses, an investigation was carried out with 400 first year (B.E) students from the Defence Services Technological Academy. These subjects were given two objective type tests – Multiple Choice Test and Fill in the Blank Test and three subjective type tests – writing essays on three topics. The data were analyzed in terms of Mckeating's (1981) model, based on twenty-five different types of prepositions. The results of the investigation proved that Myanmar Tertiary Level students could master English prepositions to some extent. The results obtained from the subjective type tests were greater than those of the objective type tests and the students could use prepositions correctly even in connected discourse. The results suggested that teachers should point out the similarities as well as the differences between the use and meaning of English prepositions and Myanmar markers, and they should pay special attention to the places where the students might make errors. It also suggested that the students should do more extensive reading to have a greater exposure to different prepositions.