A Corpus-Based Study on Filipino Bloggers' Use of In, On and At as Prepositions of Place

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ABSTRACT

This corpus-based study examined the errors regarding the use in, on, and at as prepositions of place. The corpus was composed of 40 blog posts written by Filipino bloggers through weblogs. This study used the Error Analysis Procedure by Ellis (1985). The errors with regard to the use of in, on, and at as prepositions of time were identified, classified, and explained. It was found out that their common mistakes lie on the use between *in* and *at*. The data which the researcher analyzed during the coding analysis showed that the bloggers used *in* instead of *at*. It is therefore evident based on the results of the study that Filipinos have confusions in the use of in and at as a preposition of place. The overall impressions on the total of mistakes of the 40 samples of weblogs incurred showed that there is a limited knowledge of the use of the prepositions. They may seem small and unimportant but the slightest mistake one may commit in writing will deliver a vague message to the audience

Keywords: Corpus, Error Analysis, Weblogs, Prepositions

Introduction

Blogs (short for "web logs") are free, manipulable, and personalized online websites that look like a journal or diary. Blogs are popular but not necessarily new. They have been existing for 23 years now since their introduction into the World Wide Web in 1991 as a mode of sharing information. Early blogs had three primary features – contained links to other areas of interest in the web, commentary on the links, and interactivity and interconnectedness (Li & Chignell, 2010). Nowson (2006) defines blogs as web pages frequently updated with posts in reverse chronological order and the language used is informal and less constrained. It provides freedom to the blogger to write and publish absolutely anything about everything, at any time in anyplace as long as there is an internet connection.

Nowadays, many people use social media to communicate with others from across the world. Boyd and Ellison (2007) stated that people connect to each other using social networking sites like Facebook, Twitter, and MySpace. According to Stelter (2008), Facebook is the most widely known social media that we can use to post information and chat with other people. Hence, the researcher opted to use Facebook to gather blog posts for this research.

Puspasari & Romadon (2011) mentioned that one of the languages that are commonly used to communicate internationally is English. However, we understand that using a language is not as simple as it looks. Language has its rule called grammar. Wilcox (2004) stated that when we talk about grammar we talk about a system that consists of rules to guide the language users to create meaningful expressions in the respective language. According to Richards (2012), grammatical competence is the knowledge of grammar, lexis, morphology, syntax, semantics and morphology. It is believed that people with good grammatical competence tend to be able to deliver their meaning or feeling better than those with bad grammatical competence.

Specifically, this research focuses on the prepositions as it is widely used in every social media platform to create posts and the like. A preposition expresses a relation between two entities, one being represented by the prepositional complement of the various types of relational meaning (Quirk et al, 2000). These relationships include those of time, position, direction, and various degrees of mental and emotional states. Studies have shown that the preposition is one of the most problematic categories that students encounter in learning English (Richards, 1974; Ravina, 1982). In the Philippines, one major grammar error observed in both students' speech and writing is the prepositional error. Arjan, Abdullah & Roslim (2013) conducted a corpus-based study on the use of prepositions on and across three different academic levels. Using the Malaysian Corpus of Students Argumentative Writing (MCSAW) frequency and types of errors in the narrative outputs were identified through a concordance and semantically analyzed. The results of their study determined that students found confusion in the correct usage of the prepositions in and on, particularly in matching them with the appropriate article. They also found that there was no concrete progress in the mastery and developmental pattern of prepositions within the two earlier grade levels (Form 4 and 5).

This study further validates the results of other studies that claim that preposition usage and mastery is problematic for non-native English speakers. Using the print material sub-corpus of the Philippine component of the International Corpus of English (Bautista, Lising & Dayag 1999), Bautista (2000a, summarized in 2000b) investigated the use of prepositions among English learners of different L1 backgrounds. She found numerous instances of deviations in subject-verb agreement, articles, prepositions, tenses, mass and count nouns, pronoun-antecedent agreement, word order, and comparative

constructions. She showed the sentences with deviations to a native speaker of English to confirm whether these seemed to be a divergence from Standard American English (SAE). She argued that these instances were due to the absence of distinctive items to represent the prepositions on, in, at, toward in the Filipino syntactic repertoire which has only one generic preposition known as "sa" which is equivalent to various English prepositions. However, prepositions such as *result to* and *based from* and the variable use of *at, on, in* might be acceptable in educated Philippine English (PE) because of semantic considerations.

Today, Filipinos are known to have become citizens of the world. In every country there is a Filipino. Since English is the universal language, proficient and accurate use of it is a prime consideration for effective communication (Tanpoco, 2019). Equally important are the kind and characteristics of the 21st Century learners. 21st century learners are increasingly comfortable with globalization and its influence on work and socialization. They are the most likely of any age group to identify that there are benefits and limitations to an ever-changing global and technological environment. The 21st Century learner has an intimate relationship with the Internet. For them, the Internet is the gateway to their world – for communication, entertainment, relationship maintenance, social networking, and information gathering. Because poor grammar can tarnish the credibility of blogs, eBooks, case studies, how-to guides, and other digital marketing resources. This damaged credibility can lead to the loss of potential customers and affect your bottom line directly, which makes proper grammar an imperative to any business's online success.

Statement of the Problem

This study aimed to answer the research question:

1. What are the common errors on prepositions of place found in the weblogs of Filipinos?
2. What is the most and least misused preposition of place in the weblogs of Filipinos?

Theoretical Framework

This research study is guided by the theory of grammar which will be the theoretical bases provided by the Government Binding Theory of Noam Chomsky, 1981, which posits the idea that the speaker's knowledge of language is essentially a system of rules which determine the properties of the language. Government Binding (GB) Theory is a competence theory of grammar which attempts to categorize the class of possible natural languages. It does this by positing a set of linguistic principles and constraints which are taken to hold universally across human languages. This set of principles, the so-called Universal Grammar (UG), is augmented by a set of language specific parameters and a lexicon, the Particular Grammar (PG) of a given language. UG and PG together constitute the knowledge which a speaker is said to have when he knows a language. UG is assumed to be part of a child's innate cognitive endowment and thus syntax acquisition consists of fixing the values of a small finite set of parameters.

Each of the principles of GB theory is rather simple. They make statements about requirements of syntactic representations using the common vocabulary of government, command, and binding among others. The principles are rather heterogeneous and function independently to constrain grammaticality. This simplicity is rather superficial, though. GB derives its explanatory power from the complex interaction of the independent constraints. The theory of acquisition which is assumed to go along with GB theory makes this quite clear: the learning process consists of determining exactly the values of the grammatically specified collection of parameters and not some functional equivalent.

This study is also anchored on the theories posited by Corder (1971), Richards (1972), and Ellis (1994). Error Analysis (EA), which was developed from the ideas of Contrastive Analysis (CA), had a much more convincing paradigm of analyzing learner errors since it compared a learner's Interlanguage (Idiosyncratic Dialect) with the target language (TL). This paved the way for treating the learner's error as a product of his cognition, where juxtaposed rules and features converged into an utterance independent on both L1 and L2.

Review of Related Literature

Prepositions are one of the most frequently occurring word categories in English language. Mindt and Weber (1989) were of the view that "every eighth word in contemporary English texts is a preposition". In 2000 Fang viewed that "in a corpus of one million English words, one in ten words is preposition" (Fang, 2000). Preposition has been defined by Quirk et al. (1985: p. 657) as an item expressing "a relation between two entities, one being that represented by the prepositional complement, the other by another part of the sentence" (Quirk et al., 1985: 657). Biber et al. (2000) are of the view that "Prepositions are links which introduce prepositional phrases. As the most typical complement in a prepositional phrase is a noun phrase, they can be regarded as a device which connects noun phrases with other structures." (Biber et al., 2000, p.74).

One of the important grammar points to master is prepositions. Its function includes describing relations between two entities. These relationships include those of direction, position, time, and various degrees of emotional and mental states. There are many rules governing the use of prepositions in English sentences. In English grammar, prepositions refer to a word showing how nouns or pronouns relate to the other words that are in the same sentence. They can be called "widgets" because they are tiny parts that are used in relating words in a sentence. They also introduce information words that include where, when and why something takes place or general description of information (Laka, 2013).

Lorincz (2012) says that English language learners find prepositions challenging to master due to its large numbers and different nature. Substitution, addition and omission are the most syntactic errors based on their analysis of linguistic output of learners.

"Errors which deal with prepositions are the most common mistakes done by non-native speakers especially in their writing" (Tetreault and Chodorow, 2008 in Arjan, Abdullah & Roslim, 2013, p.167), confusion in preposition use may arise even between two commonly used preposition in sentence

construction. Arjan, Abdullah & Roslim (2013) conducted a corpus-based study on the use of prepositions on and in across three different academic levels.

There was some confusion among students as to whether they need to use in or on, in their writing. This confusion could be related to some characteristics which have been listed by Carillo in his online forum. Some of the characteristics of prepositions mentioned by him are: it is mainly conventional, it sometimes carries elements of oddity, and most of the preposition choices in actual fact do not have "inherent or discernible logic of their own" (2009). He also stated that, it is difficult to plausibly comprehend and differentiate the difference between in and on when they are used "as prepositions of place and location" (2009). Eventually, this confusion leads to the misuse of prepositions of place, in and on, and this is one of the major reasons of why most of the ESL learners have difficulty in mastering this particular grammar topic and they require longer time in order to be able to proficiently apply the knowledge in their writing and speaking skills.

In the Philippines, one major grammar error observed in both students' speech and writing is the prepositional error. Corder (cited in James, 1998) defines errors as the result of some failure of performance. Dulay, Burt, and Krashen (1982) state that errors are the flawed side of a learner's speech or writing. An error is any deviation from a selected norm of language performance, no matter what the characteristics or causes might be. The problems of the Filipinos with the preposition may be grouped into three: 1) using incorrect (unidiomatic) preposition; 2) non-use of a preposition when one is needed; 3) using a preposition when none is needed (Guzman and Arcellana, 2004).

It is not uncommon to find the use of English prepositions reflecting Filipino structures—that is to say, literal translations from Filipino to English. The differences between the prepositional systems of English and Filipino are believed to constitute the difficulty of the Filipino learner in learning and using the English prepositions. While English has numerous prepositions denoting various kinds of relationships, Filipino generally uses only three—sa, ng, kay. Overwhelmed by the numerous prepositions to choose from, the Filipino learner is said to base his understanding of English on his first language (L1) resulting in grammar errors.

One way to study prepositions is to an available corpus. Reppen (2010) defined the corpus as "a large and principled collection of naturally occurring texts (written or spoken) stored electronically" (p. 2). Analyzing this definition, two major characteristics of the corpus can be inferred. First, corpus collections need to be principled, i.e. shaped and directed by the researcher's goal of designing the corpus. For example, if a researcher or a teacher wanted to design a corpus of written language, then such a corpus needs to be representative of the researcher's goal (written language) and contain a variety of written language situations. Second, corpus needs to consist of naturally occurring texts as in actual use of language in real situations such as letters, students' assignments, and books. The use of corpus tools has immensely impacted linguistic research and second language (L2) learning and teaching. In the 1980s, the growth of corpora and corpus evidence have resulted in creating numerous corpus-based reference publications such as dictionaries and empirical grammar research. According to Partington (1980), language researchers and teachers started to compile mini corpora for specific purposes.

Furthermore, Partington (1980) argued that these specially designed corpora are extremely relevant to language research. (p. 4). After that, many suggestions emerged about the creative use of corpora in language classrooms such as the creation of exercises that are directly extracted and driven from corpus tools. According to Römer (2011), the implementation of corpus tools and methods in L2 teaching can be classified to direct and indirect application. Indirect application of corpora means the instances in which corpora can provide information on "what to teach and how to teach it" (Römer, 2011, p. 206). Thus, affecting syllabus design and the improvement of teaching materials. On the other hand, direct application or data-driven learning (DDL) refers to introducing the learners to corpus tools where they can attempt the role of researchers by discovering and inferring meanings and grammatical rules. Consequently, for genres that are infrequently investigated but highly influential such as personal statements, corpus tools proved to be useful. For example, Jones (2013) used corpus tools to analyze how personal statements differ according to applicants' educational background and recommended this genre to be given high attention as personal statements are being used as a way to select potential applicants from other "similarly qualified peers "(Jones, 2013, p. 401). Similarly, (Chiu, 2015) in his study of personal statements in PHD students recommended that the genre receive further research and attention in writing courses. He criticized the current teachings of this genre and noted "that certain features must be shared between the Personal Statement genre for doctoral study admissions and academic writing within the targeted academic setting" (Chiu, 2015, p. 72). Meaning that, writing courses are advised to study these shared features and implement them in their teachings. From this perspective and based on the effective contribution of corpus into personal statements related research as mentioned above.

Methods

Research Design

This study used the Error Analysis method by Corder (1971). To determine the occurrence, cause, nature and outcome of an unsuccessful second language acquisition, James (2001) proposed a process called Error Analysis. Corder (1971) said that error is not considered a "bad habit", it is a perception into students' process of learning. He also states that error is a significant factor in learners' learning because it reveals the difference between the learners' target language and transitional language grammar. Error Analysis has five steps. The following are the steps of Error Analysis according to Corder (1971) (as cited in Bao, 2014).

1. Collection of the samples of the students' language (i.e. deciding what outputs of the learner's language can be used for the analysis and how to collect the data).
2. Identification of errors (i.e. the way of identifying the errors, e.g. by underlying the errors and using the symbols of correcting code).
3. Error description (i.e. the errors can be categorized into groups which are stated according to their origin and presence).
4. Error explanation (i.e. calculating and explaining the errors in a suitable way).

5.   Error evaluation (i.e. this step involves the interpretation of tables, graphs and conclusions).

Error Analysis (EA) is a type of linguistic analysis that is concerned with the errors learners make. It consists of a comparison between the errors made in the Target Language (TL) and that Target Language itself. Pit Corder is considered to be the forerunner of EA. Errors used to be perceived as "flaws" should be eliminated. Corder (1971) gave a different perception of these errors by considering them as "important in and of themselves" because errors shed light on the learning process. In the same vein, Gass and Selinker (1994) define errors as "red flags" that provide evidence of the learners' knowledge of the second language. Researchers are concerned with errors because they reflect and reveal the strategies that people use to acquire a language (Richards, 1974).

Corpus of the Study

Corpora, bodies of written or spoken texts, have been studied in the field of linguistics since the late 1980's, and their use in research has only grown in use as technology has advanced. Now more than ever, it is easier to transcribe, compile, and analyze data with technology and software programs designed specifically for corpora usage. Researchers have defined a corpus as a ―principled collection of texts‖ (O'Keeffe, McCarthy, and Carter, 2007), and ―authentic language which has been compiled for a particular purpose‖ (Flowerdew, 2012). While corpus linguistics does not have a long history in comparison with other sub-fields of linguistics, the field itself has experienced many changes over its relatively short life.

A learner corpus is a collection of authentic texts produced by foreign or second language learners, stored in electronic format. The texts can be either spoken or (primarily) written material. Although any collection of student written material gathered together by teachers can be considered a learner corpus, such a collection is not considered a corpus proper unless it is planned and collected according to clear and sound design principles (Botley & Dillah, 2007). A learner corpus, however it is designed, can be used for many purposes, but a common application is in the investigation of the features of language used by students who are learning a new language (Selinker, 1972). This means that a learner corpus offers many researchers and language teachers around the world information on learners' interlanguage development and gain insights about learner's difficulties and needs during the language learning process. The researcher used the Facebook posts of bloggers around the Panay Island area to be analyzed. These Facebook posts were randomly selected in different Facebook pages that will serve as the corpora in this study. The researcher analyzed and determined the errors committed by the bloggers. Two English teachers were tapped to serve as inter-coders. The researcher together with the two inter-coders analyzed the blog posts particularly on the use of prepositions of place, using the simple rules of grammar pertaining to the use of English Prepositions.

Data gathering Procedures

For the purpose of data gathering and analysis, steps of error analysis specified by Corder (1974) are followed. First, each post is examined word for word and sentence by sentence. Second, the numbers of errors were counted and converted into percentages to examine the occurrence. In this study, the corpora were collected from a total of 40 Facebook posts from local Facebook pages and then analyzed according to parameters. Since each post was taken from different Facebook pages, the researcher considered the first 300 words in each post since the number of words differ from each other. The parameters used in analyzing the grammar error is based on the simple rules of prepositions of place, in, on and at. This simple rules of preposition of place stipulates the following rules:

The Preposition in is used before the name of a:

- Country- Example: We live in Japan.
- City- Example: I was born in Makati City.
- Province- Example: I live in Batanes.
- Town, Barangay, or Barrio- Example: He lives in barangay Astorga.
- Room- Example: I watch TV in the living room.

The Preposition at is used before:

- Number of a house and name of a street- Example: Mr. Lopez lives at 20 Apple Street.
- Complete Address- Example: Liza lives at 10 Rose Street, Roxas, City.

The Preposition **at** is also used before types of businesses or other places:

- Examples: store, restaurant, office, school, airport, park, and theater

The preposition On is used before the name of a:

- Street- Example: I live on Aries Street.
- Avenue-Example: The clinic is on 5th Avenue.
- Road-Example: They live on Samson Road.
- Boulevard-Example: My friend lives on Roxas Boulevard.
- Drive-Example: His place is on Balete Drive.
- Island-Example: She lives on Boracay Island.

The bloggers' errors were listed and were then categorized accordingly. The categorization of errors was based on the violation of the set parameters. The errors were counted in determining the frequency of occurrences and the figures were then converted into percentage.

Coding Analysis

The researcher opted to use the Frequency statistics to interpret the data. Frequency statistics simply count the number of times that each variable occurs. This is an organization of the number of individuals in each category on the scale of measurement (Kluwer 2011).

Results and Discussion

After a thorough analysis of bloggers' Facebook posts, the following are the findings made as presented in the table. The figures are interpreted according to the occurrences of mistakes on the use of prepositions. The total counts of errors of Facebook posts and the types of misused prepositions are presented in the table. The results show that the most common grammatical errors that the bloggers made were in the preposition of place *in*. Since the posts differ, the researcher considered the first 300 words in each post as part of the corpus. The data shows that there are 20 out of 40 samples have a mistake in the use preposition of place**.** For each set of 300 words in the corpus, there were mistakes ranging from 1-4 mistakes incurred by the bloggers.

However, there are sentences that did not have errors. Here are some excerpts:

1. Officials of the World Health Organization from the Western Pacific Region Office, led by Director Huong Thi Giang Tran, and WHO Philippines, led by OIC Graham Perry Harrison, visited the UP Visayas Philippine Genome Center (PGC) in Miagao Iloilo on August 9, 2022. –Daily Guardian

2. Another clash erupted between the 94th Infantry Battalion (IB) and suspected New People's Army (NPA) members at Sitio Bulasot, Barangay Buenavista, Himamaylan City, Negros Occidental yesterday. –Daily Guardian

3. Civilians flee as feuding ex-Moro rebels exchange gunfire. An intense firefight between family members and followers of two Moro Islamic Liberation Front (MILF) commanders broke out in Pikit town, Cotabato province, sending people in their neighborhood fleeing to safety. Major Maxim Peralta, Pikit police chief, said the followers of a certain Commander Bugdad and Ustadz Walid Mamasamlang exchanged gunfire around 7 p.m. on Wednesday that lasted until dawn of Thursday in Barangay Macabual.- Panay News

These three articles are examples of corpus which had no error in the use of preposition of place. Since the researcher used blogs as the corpus of this study, the following sentences are examples of articles with most number of errors.

1. Take a step and go for a climb to the Stairway to Heaven in Garin Farm, San Joaquin, Iloilo, City.

2. Enjoy our bestselling Chicken Wings for as low as Php 249, you can share our garlic butter bangus with salted egg and two rice. Visit and try our dishes now, located in Q. Abeto Mirasol Manduriao beside j7 Plaza Hotel in front of LBC Mandurriao.

Gathering from the sample blogs, the bloggers have low to average mastery of the use of prepositions of the place. This could be deduced from the confusion of the bloggers to differentiate the use of the prepositions "in" and "at". The aforementioned prepositions were used interchangeably without regard to grammatical rules. Even though prepositions may seem insignificant, they in actual fact have a very important role to play in the teaching and learning of English. However, having a wide range of "linguistic functions" (Tetreault & Chodorow, 2008), this has somehow led to a certain level of difficulty particularly confusion among the second language learners. The confusion normally happens when the learners are uncertain about which prepositions to be used in almost similar contexts. This has been proved in many extensive studies and work done by renowned linguists from the past to present. As stated by Swan (1998).

"It is difficult to learn to use prepositions correctly in a foreign language. Most English prepositions have several different functions (for instance, one well- known dictionary lists eighteen main uses of at), and these may correspond to several different preposition in another language. At the same time, different preposition can have very similiar uses (in the morning, on Monday morning, at night) ......" (As cited in Musliyanti, 2012, p. 3). What Swan has mentioned above more than a decade ago is still haunting the learners as well as the teachers of English as a Second Language (ESL). The study done by Mukundan and Norwati (2009) had revealed that all the difficulties in relation to prepositions for teachers and learners are caused by "the nature and complexity of prepositions" itself. Apart from that, the findings from Saadiyah and Subramaniam's study (2009) also showed that out of 15 types of errors made by the students, preposition has been ranked in the fourth place as the most frequent errors done by the students. All of these findings do support the idea that preposition is very important to be taught and to be learned regardless of the accompanying difficulties and challenges.

Table 1. Frequency of Errors on Prepositions of Place

	Frequency of Errors on Prepositions of Place			Total	Percentage per 300 words
	On	In	At		
Sample 1	0	1	0	1	0.000083
Sample 2	0	0	0	0	0
Sample 3	0	1	0	1	0.000083
Sample 4	0	0	0	0	0
Sample 5	0	0	0	0	0

Sample 6	0	0	0	0	0
Sample 7	0	1	0	1	0.000083
Sample 8	0	0	0	0	0
Sample 9	0	0	0	0	0
Sample 10	0	1	0	1	0.000083
Sample 11	0	0	0	0	0
Sample 12	0	0	0	0	0
Sample 13	0	0	0	0	0
Sample 14	0	1	0	1	0.000083
Sample 15	0	0	0	0	0
Sample 16	0	1	0	1	0.000083
Sample 17	0	0	0	0	0
Sample 18	0	1	0	1	0.000083
Sample 19	0	0	0	0	0
Sample 20	0	1	0	1	0.000083
Sample 21	0	0	0	0	0
Sample 22	1	0	0	1	0.000083
Sample 23	0	1	0	1	0.000083
Sample 24	0	0	0	0	0
Sample 25	0	3	1	4	0.00033
Sample 26	0	0	0	0	0
Sample 27	0	1	0	1	0.000083
Sample 28	0	0	0	0	0
Sample 29	0	0	0	0	0
Sample 30	0	1	0	1	0.000083
Sample 31	0	1	0	1	0.000083
Sample 32	0	1	0	1	0.000083
Sample 33	0	0	0	0	0
Sample 34	0	1	0	1	0.000083
Sample 35	0	0	0	0	0
Sample 36	0	2	0	2	0.00016
Sample 37	0	1	0	1	0.000083
Sample 38	0	1	0	1	0.000083
Sample 39	1	1	0	2	0.00016
Sample 40	0	0	0	0	0
Total	2	17	1	20	0.00205

As illustrated in Table 2, the data revealed that out of 20 errors in the use of preposition of time, there were two (2) errors in the preposition On, seventeen (17) prepositions In, and one (1) preposition at. As can be seen, the most problematic area was in the preposition In (0.352) that the bloggers made most were the errors where they In instead of At.

Example 1: *We celebrate this joy and blessing by offering the best of Ilonggo Cuisine in Balay Sueńo.*

The correct sentence should be, *We celebrate this joy and blessing by offering the best of Ilonggo Cuisine at Balay Sueńo.*

In the example above, the preposition In should be replaced with At. As stipulated in the rules of preposition above, the Preposition of Place At is used before number of a house and name of a street, complete address, and can also be used before types of businesses or other places, such as, Store, Restaurant, Office, School, etc. to convey the intended message of the sentence. A preposition must always be followed by a noun or pronoun in a sentence. It can never be followed by a verb. As Baskaran (2005) put in his study, the word "grammar" in linguistic can be taken to mean the entire system of describing the structure of a language from its sounds system to its meaning system or just the organizational (form) of words (morphology) and arrangement of these words into sentences (syntax).

Thereby, putting even the smallest word in its proper position to deliver an exact and clear message in a sentence. As Yule (2006) stresses that prepositions are quite short and insignificant looking but they play very important functions in expressing the relation between two entities. The same was stressed in the study of Akhtar (2017) when she made analysis on detection errors in the writing of graduate ESL learners of Pakistan. Though how small the words are, the meaning of the whole structure of the sentence changes when there is a mistake in the use of preposition. The investigation in the nature of errors has shown that students' L1 interference is one problem for students' difficulty.

A synonymous study was done by Castro (2013) in the University of the Philippines that evaluated the extent of Filipino language interference in the use of English prepositions as reflected in the written compositions of students. The study contested that the interference of the Filipino language is minimal as the results show the dominance of intra-lingual over inter-lingual errors.

These bloggers have considerable knowledge of single word prepositions so they have ideas on how to use them. These simple mistakes were not notable, but the slightest mistake one may commit in their post will give the readers the impression that the writer/blogger is not well-versed to the simple grammar rules of preposition of place**.**

Table 2. Percentage rank of the result

Prepositions	No. of Errors	Percentage	Rank
On	2	0.016	2
In	17	0.352	1
At	1	0.0083	3

Conclusion

Based on the analysis of the samples, the finding showed that there is a difficulty in identifying which preposition of place should be used between *in, on* and *at.* The overall impressions on the total of mistakes of the 40 samples of weblogs incurred shows that there is a limited knowledge of the use of the preposition words. They may seem small and unimportant but the slightest mistake one may commit in writing will deliver a vague message to the audience. The relationships of words put together in sentences are connected using prepositions. It is by using prepositions appropriately that statements deliver sensible meanings. The details and complete thought of sentences are constructed using the different types of prepositions in the English language. The percentage showed that out of the 40 samples, 50% have committed errors in the use of prepositions. It means that there are more netizens who have not mastered the rules to apply as to the usage of prepositions.

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