

Errors Analysis from the Use of Spatial prepositions by Learners of English As a Foreign Language in the Central African Republic

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Abstract: English Learning and Teaching (ELT) and Teaching English as a Foreign Language (TEFL) are an international and passionate business to cope with the vital necessity of worldwide communication. In this respect, the competent authorities of the Central African Republic vested English the status of foreign language in the national curriculum as a transversal subject. It is hoped that the secondary pupils and tertiary students may master properly this lingua-franca, that is, English. As a language is rule-governed, grammar is taught at overall secondary cycles of national education as well as at Modern Languages, English Section. For this reason, 640 pupils and students from different learning options were tested to measure and experiment their abilities in terms of mastering or non-mastering grammar proficiency. The study relies on erroneous analysis of prepositions of spatial dimension. The methodology applied has allowed to collect 127 errors of prepositions of spatial –types, which have been classified and analysed in order to find the pathological causes that received remedial solutions. The results are exponentially poor. This revealed hypercritical judgements followed by righteous recommendations to the national scale.

Keywords : ELT, Prepositions, Errors, Grammar, Communication.

Résumé : L'apprentissage et l'enseignement de l'anglais comme langue étrangère représentent un enjeu international important pour remédier au problème vital de la communication mondiale. A ce titre, les autorités compétentes de la République Centrafricaine ont conféré à l'anglais le statut de langue étrangère dans le programme national de l'enseignement entant que matière transversale. On espère que les élèves du secondaire et les étudiants du supérieur peuvent bien maîtriser cette lingua-franca. Etant donné que chaque langue est gouvernée par des règles d'usage, la grammaire est enseignée à tous les niveaux du secondaire et du supérieur aussi bien qu'au Département de l'anglais. Eu égard à cela, 640

élèves et étudiants de différentes spécialités ont été testés afin de mesurer et expérimenter leurs niveaux d'acquisition en terme de maîtrise ou non du profile grammatical. L'étude est effectuée sur l'analyse des erreurs dans l'emploi des propositions de lieu. La méthodologie mise en œuvre a permis de glaner 127 erreurs dans l'emploi des propositions de type-spéciale, ce qui a donné lieu de les classer et analyser afin de découvrir les causes pathologiques suivies des solutions alternatives. Les résultats sont exponentiellement faibles, ayant entraîné des jugements hypercritiques accompagnés des recommandations justes à l'échelle nationale.

Mots clés : ELT (Apprentissage et l'Enseignement de l'anglais), Prépositions, Erreurs, Grammaire, Communication.

Introduction

In this era of globalization, the pervasive nature of English has motivated the competent educational authorities of the Central African Republic (CAR) to implement in the curricula English learning as a foreign language so that the youth of the country can exchange and communicate internationally in the world or interact with the English-speaking communities. The beneficiaries who are the pupils and students have seized the opportunity, but in the course of learning they faced many difficulties with certain aspects of English, especially prepositions. As far as students are concerned, their psychological attitudes and motivations are necessary in Teaching English as a Foreign Language (TEFL), besides, facilities and national policies need consistent improvement persuaded that students are instrumentally motivated to learn English and that they are well aware of the usefulness of English. Zughoul (2003) rightly states that the main stimulus for learning English is instrumental, i.e. to achieve a goal, for instance, a career. To shed more light on the present status of English in the world's culture despite the hegemonic and imperialistic nature of English, it is still needed in the world for the purposes of communicating beyond national and continental boundaries, education, acquisition of technology and development at large. Teaching still needs more efforts to be exerted to raise the quality of the oral and written skills and standard of English of the CAR learners at all levels.

The Central African Republic (CAR) is one of the rare countries in French Africa which has a national language, Sango. A team of linguists, working in the field, drew up a linguistic

diversity inventory. According to the Applied Linguistic Institute (ILA), for example, nearly 120 languages are spoken in the country, including dialects. However, according to recent research carried out by the International Society of Linguistics (SIL) and the Central African Association for the Translation of the Bible and Literacy (ACATBA) in 2009, 64 languages have been in use in the country, by taking into account the family dialects. In addition to the 64 languages broadly spoken, other languages such as French, English, Spanish, Chinese, Russian and German are spoken by educated people; alongside with certain languages spoken as Arabic, Hausa, Lingala and Fulbe. Thus, it is estimated that there are more than 70 languages in the CAR today.

Despite this linguistic environment, a child growing up in such a cultural and pluri lingual background could once more learn other international languages like English and be competent in it. Such a linguistic configuration should call for a sociolinguistic inquiry, but researchers rarely were interest in this field. Thus, this research intends to explore this area so as to discover if other languages do not influence learners of English, or what were the origin of the errors made by learners of secondary school and the University of Bangui that occurred in their spoken and written productions that distorted the correct usage. It is taken for granted that errors can help teaching a foreign language.

It is in this multilingual context that the English language has been taught as a foreign language, with various pedagogic and sociolinguistic implications. As plausible exemplification, errors recorded from translation test taken by High school pupils, sophomores in philosophy, English students, those from different faculties of University of Bangui (Central African Republic), had attested that local languages and the official language French dictated their influence upon English learners as reflected through their performance. In terms of this test, these English learners had to translate French sentences into English in order to assess their abilities in using English prepositions. The corpus of the following results are seriously disconcerting, for instance:

(1) French source: "C'est à la maison que l'enfant s'instruit *sur* les rapports *entre* les personnes".

Here are the translations done by the testees :

*(1a) " This is *in* the house that the child is taught do the relations *entered* the persons" , instead of,

-(1b) It is *at* home that the child is taught the relationships *among* people.

(2) French source : "A ce titre, les relations *entre* les parents peuvent contribuer soit à la paix soit à la violence".

*((2a): “The title, the relations *entered* parents contribute *for* peace or *for* violence, instead of ,
- (2b) *In this regard*, the relationships *between* parents can contribute either *to* education *to* peace or *to* violence.

NB: The asterisk (*) indicates ungrammatical, opaque and unacceptable phrases or sentences.

These two sentences translated reveal that the respondents are less perspicacious and insightful as far as the mastery of handling prepositions is concerned. Likely, the erroneous sentences mirror a critical vocabulary and grammar command at the disposal of the learners' competence and performance in general, and the confusion about parts of speech in particular, e.g. * the title, say, 'in this regard,' so as to translate 'à ce titre'; 'entered', instead of , 'among or between'. These errors are due to the confusion of misleading French and English words (false friends): *entre* (prep .) and *entrer* (tenseless verb form) in French to say 'entre' (come in), that is different from English prepositions: 'between' or 'among'

The study of prepositions is fascinating and interesting among the English grammatical points so as to explore the causes of difficulties for remedial alternatives; however, this article focuses particularly on the errors made in using prepositions of location or spatial dimensionality. Prepositions of temporal, motion and other spectra dimensionalities will draw the attention in further research.

Statement of the Problem

It has been observed that learning a language as a system, aims at habit formation for written and oral communicative requirements. This is a passionate task for learners of English as a foreign language, however, one of those areas, which has been identified to be problematic in learning this system, is the right use of prepositions. Their use by learners in the CAR demonstrates a kind of logic which, in most of the cases, it is not only fuzzy, but totally difficult to attain intelligibility. In the CAR educational system, prepositions are generally included in the teaching curricula to be taught as well as the other classes of words, so that learners of English could master the norms of structures and vocabulary in order to practice oral and written communication in the target language, which is English. The use of prepositions looks as a real nuisance for these learners. This phenomenon necessitates a meticulous examination in order to discover the causes, and to look for solutions to this thorny problem.

Motivation

When two individuals are conversing in English in some circumstances in the Central African Republic, they generally attract the attention of the surrounding hearers who liked the English sounds. Another striking point is the readiness of children in the actual milieu who eagerly and enthusiastically take steps towards imitating these spoken sounds, meaningless and blur sounds ' *sokoly sokoly, oh, yes, yes, nohou, nohou* ', This natural phenomenon denotes the ineluctable desire for the acquisition and learning of that language. When conducting classroom activities or correcting students' compositions, the researcher realizes that these learners make so many errors in their oral and written expressions, these errors obstruct meaningful communication. Above all, the frequency of the errors in terms of the use of prepositions is easily noted. The students cannot use prepositions properly. Although, learners are trying to speak English, they do not use it correctly, and this necessitates investigation of the causes, so as to discover whether the impact of this erroneous use is due to the sociolinguistic context, the geolinguistic environment or the insufficient pedagogical actions on the learning process through which English is being taught. Another positive point is the readiness of the youth who show eager desire in learning English, since they feel superior to those who do not learn this language.

Objectives of the Study

This work intends to investigate the use of prepositions by secondary school learners of English, and the students of university who study English for academic purposes and social motives. It also aims at determining whether the possible source of the errors can be attributed to interlingual factors, and lastly to examine other effects of deviations. Written compositions, translations and Multiple Choice Questions enable to diagnose students' errors which can be attributed to the years of studies and learners' different levels in various study cycles and faculties.

Hypothesis to the Study

Learners of English as a Foreign Language (EFL) in the Central African Republic are bothered and bedevilled by many challenging problems in their use of prepositions in English. The indicators are found in their writings and oral expressions and signal a problem that needs to be addressed in particular in order to better communicate effectively. In many instances,

the problems come from the fact that a single preposition has several meanings, functions and properties. Thus, exploring the learners' errors in the actual use of English prepositions can absolutely help discover the causes of the problematic performance of prepositions of spatial dimension by francophone learners of EFL in the CAR.

Methodology of Data Collection

This methodology serves as the guideline scheme and presentation of data collection procedures. They show the plan followed that stands for the research designs. It evaluated the sample population measurement involved in research sites measures and the quantity of tests, pedagogical materials. The various instruments and methods are selected. This choice has enabled to collect data or intended information for the study. Testing the respondents was based on testing the discrete-points labelled prepositions of spatial dimension-types. The linguistic corpus needed was gleaned owing to Multiple Choice Questions (MCQs) or filling in slots with suitable prepositions supplied on lists. The respondents were also tested via a written production or essays and translation of texts and sentences containing various prepositions. Only higher level students took translation tests in conformity with formal instructions usually used for testing some skills of linguistic competence and performance. Other suitable research instruments as questionnaires and interviews were chosen, and then assigned to informants concerned with the study. Didactic documents used in the investigated institutions were quantified and observed for secondary information needed for analysis. In connection with these variables, research designs were determined and processed in the data collection and analysis to substantiate the subject under study. All these were piloted in a context of ELT in a multilingual environment.

Research Design

The investigations conducted were made possible thanks to linguistic research designs such as Descriptive Design, the Correlation Design, Cross-cultural Research Design imposed by interlanguage factors and the Case Study Design to highlight some analyses, notably, the gradual mastery of prepositions when learners progressed from a lower to an advanced level, so as to assess the implementation of curriculum and syllabus and its impacts on questions engaged in the study. The importance of the research design resided in the interwoven relationship between various designs and their strengths when joined together as parameters

favouring the collection of information. Allusion was also made to other designs such as reliability and validity of data collection and analysis required in sociolinguistic investigations. to prove the credibility, the scientific and right results.

Orodho (2003) views the descriptive design as “the scheme, outline or plan that is used to generate answers to research problems”. It contributes the blueprint for the collection, measurement and analysis of data (Kothari 2003). Descriptive survey is a method of collecting information by interviewing or administering questionnaires to a sample of individuals, according to Orodho (ibid.) cited by Kombo et al (2006). Kerlinger (1969) points out that descriptive studies are not only restricted to fact finding, but may often result in the formulation of important principles of knowledge and solutions to significant problems.

Sample Population and Instruments Measurement

The subjects of study were drawn from learners from all the eight (8) different institutions. The reported informants are students, teachers, lecturers, and education administrators who offered the qualities of effective population: The population sample was as diverse as possible, since the greater the diversity and differences that exist in the population sample, the higher the applicability of the research findings to the whole population.

Population Sampling

The erroneous use of prepositions undertaken by this study seeks and describes prepositions as a unit of grammar taught in a formal institutions. In this case, a great deal is expected to be learnt from a few examples of the 242 respondents chosen from 4 grammar high schools, and 404 higher level learners selected also in 4 advanced formal institutions. Ten (10) educational staff members are given questionnaires and 8 others in addition to secondary school and university students are interviewed. All these give an estimate of 664 respondents investigated or tested. For examples, our sample respondents are selected from Form Four (F4) and “A” level (‘A’L) students from high schools. The selection of informants in higher educational institutions is limited to the capital city Bangui, comprising freshmen, sophomores and junior students. This sample enables us to investigate and find the sources of problem associated with the use of prepositions of location dimension. It will obviously bring about deeper insights and a better understanding of the problems faced by the students in using prepositions.

Table 1: Educational Managers as respondents to Questionnaire and Interview

High School headmasters/ English Teachers	English Inspectors and Pedagogic Advisers	Heads of English Departments and Lecturers	Total
4	2	4	10

The target population concerned with this study is localized in Bangui, the capital city of the Central African Republic. The selection of Bangui as the study site is essential, since it has the largest number of public and private schools, institutes and faculties. These educational institutions selected are recognized, famous and well known on the national scale to be representative for their qualitative and quantitative linguistic research. The heterogeneity of the potential population observed and studied and the choice of high schools, vocational schools and university departments represent a variable range for investigating the pertinent characteristics of the problem under study. The accessibility and difficulties also should be considered. The investigation took place from 2013 onward.

The following abbreviations stand for: HS (High School), ED (English Department), ENS (Higher Teachers' Training College), IUGE (University Institute of Enterprises Management), IST (Higher Institute of Technology).

Population also refers to the larger group from which the sample is taken. It is important for the researcher to find out as much as possible about the studied population. The sampling population encompassed learners of English in 4 high schools (2 public and 2 private), 4 University departments (2 English departments, say, FLSH and the ENS and 2 university institutes: IST and IUGE). The Data needed were related to an English teaching subject, notably the cognitive learning of prepositions and the erroneous uses of these grammatical constituents at different levels and branches of studies of the students. For example, the testees were students in literature, science, technology, economics or management. The greater the diversity and differences that exist in the population, the larger variability in population allows for more reliability of the study.

The sample population made up of Fourth Form and "A" level students who were preparing for their first cycle certificate (BC), and the general second cycle school certificate (Baccalauréat) were selected and tested as informants. For the higher education population, Four (4) departments or institutions have been selected to represent those where learning

English for academic purposes and/or English applied to professional careers is taught compulsory. The respondents are freshmen, sophomores and juniors.

Research Instrumentations

The research instruments involved in this study were discrete-point tests dealing with prepositions through (MCQ/ slots filling), essays and translations which had been administered to the respondents measured above. Questionnaires, interviews, observations are additional tools addressed to administrative staff and pedagogic actors. The tests were assigned to high school students and university students. The learners' papers were marked according to the criterion and norm-referenced tests. The observations were made systematically by the test reporter's schematic schemes. It sought for the amount of errors tested in terms of prepositions with their complex features as Kombo et al. (2006) opine that qualitative research includes case studies of communities and institutions; this means the scenario is not artificial but practical in learning settings. The data collected are presented in sheet formats and there was no opportunity for an interviewer bias so as to ensure the effectiveness of the investigations in terms of serious concern which was not mastered by the non-native speakers.

Table2: Number of Research Instruments used in Fields by Level of learners

Test tools' number Levels/sites	MCQs	Essays	Translations	Total
F4 Pie/ XII-HS	2	-	-	2
F4 /Martyrs'HS	-	1	-	1
F4 /CPJ-HS	-	1	-	1
"A"L/Pie XII HS	1	-	-	1
"A"L/Martyrs'HS	-	2	-	2
"A"L/CPJ HS	1	-	-	1
"A"L/LAENS HS	-	2	-	2
1 st year/ED	2	1	1	4

1 st year/ENS	1	-	-	-
1 st year/IUGE	-	1	-	1
2 nd year/ED	3	-	1	4
2 nd year/ENS	2		-	3
2 nd year/IUGE	2	-	-	2
2 nd year/IST	2	-	1	3
BA/ED	-	1	3	4
3 rd year/ENS	-	1	-	1
Total	16	10	6	32

The following abbreviations in the first column stand for: HS (High School), ED(English Department), ENS(Higher Teachers' Training College), IUGE(University Institute of Enterprises Management), IST(Higher Institute of Technology).

Tests administered at the end of an instructional program are used to evaluate learners' ability of achievement. The results are of interest not only to the learners themselves but to those who are paying for their training, whether a local school board, a government agency, or a private commercial firm. All want to know that their time, money and efforts that have been spent. On Language teaching and learning should serve both grammatical accuracy and communicative competence and performance. The importance of tests covers the following observations, as Savignon (1977: 247) identifies them in three dimensions: Tests serve first of all to measure students' progress; tests serve as a powerful motivating factor; tests measure the communicative language use. Tests serve to tell us what the learners can really do with the language they are learning. From performance on tests of productive and communicative competence, we, teachers and researchers can learn more about L2 or FL learning strategies. These insights may provide a basis from which we can evaluate the instructional process and goals. Tests of grammatical accuracy and communicative competence offer the best assurance that we are preparing learners for real life contact and activities.

Table 3 : Assessment of Textbooks, Student Workbooks, Past Examination copies and Observations

N°	Assessment of materials	Form Four level	'A' Level	1 st year level	Second year level	BA level	Total
1.	Textbooks	4	4	4	3	3	18
2.	Workbooks	1	1	0	0	0	02
3.	Past examination copies	4	4	2	3	2	15
Total		9	9	6	6	5	35

The research instruments organized and analysed in this section aim at success-orientation, since the teacher responsibility is to assist and help the learner succeed and progress in his her/tudies. The results from the 18 textbooks assessed are presented as follows.

A textbook is a book that contains detailed information about a subject for people who are studying that subject, according to *Cambridge Advanced Learner's Dictionary* (2003). This study is interested in English textbooks to investigate about teaching prepositions and how to deal with the problem in teaching, learning and practicing prepositions for an effective acquisition. A workbook is a book used in school containing texts and questions and sometimes having spaces for a student to write answers in, for instance, the grammar workbooks at different levels for learners of English. The assessment of these books enabled the researcher judge accessibility to didactic materials that facilitated learning and teaching prepositions.

The data collected from these research instruments are organized; analysed and discussed in next the chapter in order to draw a conclusion. The operationalization on the above tables targeted gathering information about the importance of teaching, practising exercises and evaluating prepositions to have learners acquire abilities in the correct use of prepositions

Owing to above number of testees, informants, instruments implemented to test levels of respondent learners, there are rooms on the following chapter to analyze and discuss errors collected.

Analysis of Results and Discussion

Referring to theoretical analysis, according Corder (1973), James (2001), Ellis (1994), identify 5 following steps in any typical error analysis study:

- a) Collecting samples of learners’ language use, b) Recognizing the errors, c) Describing the errors, d) Explaining the errors, and e) Evaluating or correcting the errors.

This theory matches well the actual erroneous analysis of prepositions of spatial dimension especially. The exhaustive results of ill-used of this category of prepositions are proven as reflect the following findings at different levels from secondary to tertiary learners of English as a FL.

Table 4: Synoptic table of Errors per sampling research instruments and Level in Using propositions of Spatial Dimension

Levels /Institutions	MCQs errors %	Essays errors %	Translation errors %
Form Four Pie xii			
“A” Level /LAENS	46%	66.66%	-
1 st year English Students (ED)	-	36.35	84.61
1 st year students/ IUGE	90.90%	25%	-
2 nd year English students(ED)	66.66%	-	27.27%
2 nd year IST students	40%	-	10%
2 nd Year ENS students	-	-	50%
BA English students	-	100%	48.88%
3 rd year ENS trainee students	-	72.72%	-

By and large, this perspective explained the fact that erroneous use of prepositions of spatial dimension were hypercritical and impacted the right manipulation of the language by the informants involved the investigation from intermediate to upper- intermediate of secondary schools and higher levels students who did not master these particles as well. It is also helpful to signal that more than 3 research instruments applied had allowed gathering overall 915 erroneous uses of prepositions in general, among which there are 309 errors of prepositions of dimension-types, including 127 prepositions of spatial dimension, the focal

concern of this article. These figures dictate separated studies of prepositional dimensionalities in further studies.

Discussion

Paraphrasing the French writer Boileau-Despréau (1636-1711), what is well conceived, is clearly announced and the words to say it come easily. This is not the case for the respondent involved in this investigation, since some prepositions escape our respondents' understanding, they hazardously ventured to supply the slots with any prepositions given between brackets, for instance. The following statistics show clearly the high percentage of the inappropriate choice of special prepositional by the learners of English as a FL from the secondary school students up to the university level.

It is worthwhile compare certain pathological examples of the respondents at different levels, who unknowingly used wrongly inappropriate prepositions or words of class different to substitute prepositions. The source of errors is indicated alongside the errors at the same time to help learners of EFL be aware of how languages are structured to operate differently. First of all, the asterisk (*) indicates an ungrammatical sentence recorded. Thus, let us examine the errors made by secondary level respondents which are mentioned above:

* I went *in* my country, instead of, I *come back* to my country), implies the deficient knowledge of prepositions

* I have one sister *to* Cameroun, instead of, I have one sister *in* Cameroun, denotes here the confusion between preposition of location and motion.

*The car was *across* the bridge *above* the river M'poko, instead of, The car *drove across* the bridge *over* the river M'poko. The respondent should distinguish the difference between *across* and *through*; and *over* and *above*, since a car is not a plane to fly *above* the river.

*By our arrival *on* the barrier *in* the Mbaïki, instead of, When we arrived *at* the barrier *in* Mbaïki. *By* is used to replace an adverb of place 'when'. The erroneous phrase here shows that the testee did not understand the meaning of *on*. Can an arrival sit *on* a barrier? There is impossibility to substitute *at* with *on* in this context.

* We go to look in context '*if-under*' (a critical literal translation of French '*ci-dessous*').

Here, appears a discomfiting confusion between part of speech in French and English, e.g.

Si (French conjunction) standing for *if*. '*Ci- dessous*') is French demonstrative pronoun plus preposition '*below or under*' used as a transition from the introduction to the body of an

essay, should be rendered by '*on the following lines*'. Thus, literal Interlanguage translation should be avoided in any cases in order to prevent nonsense and ridiculous utterances, because each language has its own structural rules.

Next, a glance at the production of the freshmen and sophomore learners of English, collected respectively by means of written expression and translation, offers the following picture of errors:

* Now, Souh, a super human *at* the forest lended clothe, instead of , When Souh, a supernatural being *from* the forest, who lent clothes...The substitution of preposition of origin '*from*' by that of location '*at*' in this sentence obstructs the right sense.

* *At* far, the girl said, "See my handsome fiancé coming...", instead of, When the girl saw the fiancé Souh coming *from a distance away*, she said... unknowingly, the informant interchanges the preposition of movement '*from*' by that of place '*at*'. Thus, for the sake of accuracy, the informants must memorize consciously the use of '*from*' as different to '*at*' in their learning strategies.

*The father sent one of his friends to bring him *at* home. Instead of, The father sent one of his friends to *bring him back (to)* home. A preposition of location '*at*' is employed to replace a preposition of motion '*to*' home, where '*to*' can also be omitted.

* The conductor *takes the dog back* and continous her travel, say, The conductor *held the dog back* and *went on* driving.

*a) The change is far to be general, *for* it is no *at* the University of Havard.

*b) Change is far to be general, because it does not insert *in* the University of Havard, say, Change is still far *from* being general, since it has not come *to* the University of Harvard. It can be underlined that most testees misunderstand the proper use of prepositions of motion and replace them by those location dimensions.

* If we do adventure *in* the market with conceptions and habits *of* the bourse *of* Paris..., say, If one ventures *in/on* the market with the concepts and habits of the Paris stock exchange...At the first sight, it seems that the undergraduates of English encounters problems of vocabulary and correct translation of sentences in addition to excessive uses of simple prepositions.

* These are rare products that are usually difficult to be procure *at* Cameroon, say, These are rare products which are generally difficult to find *in* Cameroon *at* reasonable prices.

* *On* booked phone, we will deliver our dietic product *at* home, say likely as, If your orders are placed *by* telephone, we will deliver our dietary products *to* your home. Be sure, we usually say “We are *at* home” and “We are going (*to*) home”, the preposition in the last utterance is optional.

Finally, tertiary informants of Bachelor of Art level and trainee teachers of ENS equally face difficulties in using prepositions of spatial dimension in essays and translation as reflected their Errors below:

*...*at* LAENES, Mr Ogbomoyen, a biology teacher told us that when he was *at* Mbaiki, there was a case of sexual harassment during the period, instead of, ...*at* the LAENS, ..*in* Mbaiki.

* *In* the same manner that we haven't practically the chance flying *through* ocean *with* a pedal-boat., *People don't have a luck to travel a sea *with* a pedal- boat. Say, people have practically no chance to venture *going across* the ocean in a pedal-boat.

* The Principal intercepted and arrested a student *in* the campus, say suitably, *on* the campus, to express location.

*Polygamy is when one man gets several wives *to* home.

There is polygamy when a man has two or more wives *at* home or /when a man *moves in* with two or more wives.

*Unjust verdict given *into* tribunal, instead of, Unjust verdicts given *in/at* tribunals.

*Everything created by God *for* the beginning is fine, say, Everything created by God was fine *at/in* the beginning.

*Look for job for arrest the development of HIV/AIDS *in* the population, say accurately, Create jobs for the people to prevent spreading HIV/AIDS *among* them.

These erroneous analyses deserved conclusive assumption for further improvement of ELT by Francophone learners of English.

Conclusion

The results of findings with regard to the erroneous use of prepositions of location dimension reveal that Francophone learners of English did not employ correctly prepositions of spatial dimension to express location i.e place, properly. This lack of acquaintance with these prepositions caused them to make a lot of errors as mirrored in the above discussion, because prepositions which are out the leaners' sight are also out of their mind. So, how can English learning and teaching (ELT) attain its expected important pedagogic objectives of

international medium of communication in different fields of human activities as developed earlier in the introduction of this survey? Any causes of the defective use of these closed-class words derived from non-exposure to English environment, little attention was given to emphasizing teaching, learning and testing prepositions included in the school syllabus during classroom tests and final academic examinations activities. This serious problem calls on the responsibility of English foreign language instructors for intensive teaching of these tricky particles in various contexts through substitution and testing drills. Learners hardly have access to workbooks to reinforce their practice. At this stage, the proponents or protagonists in charge of education should be aware of the problem so as to take plausible decisions and measures to contribute effectively and qualitatively to teaching foreign languages in general, on the one hand and implemented English clubs in secondary and tertiary education in particular. It is worthwhile mentioning that native speakers acquire naturally and easily their language by exposure to it, whereas the foreign learners need to learn consciously the rules of usage in order to be fluent speakers and producers of written language. Therefore, it is well known that when the surface structure of the language is distorted, the communication fails to attain its prior suitable goal which consists of deciphering the meaning of the message, that is, the deep structure.

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