

Research Article

ANALYSIS OF DEFICIENT USE OF PREPOSITIONS OF MOTION-DIMENSION BY LEARNERS OF ENGLISH AS A FOREIGN LANGUAGE IN THE CENTRAL AFRICAN REPUBLIC (CAR)

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ABSTRACT

The use of motional prepositions represents one of the most problematic categories of grammar points like the dilemma of English phonology faced by African learners of English and other non-native speakers of that language worldwide. To give an example, sophomore and junior English students make more errors in translating motional prepositions from tests for respective estimates of 48.38% and 26.66%. To resolve this acute question of difficult mastering the usage of English prepositions of motion as mirrored the results in the discussion of this study. Descriptive design and qualitative field work survey have allowed to glean the corpus for interpreting errors' origin followed by alternative solutions so as to cope with hindrances to achieve improvement for effective and successful international communication.

Keywords: Prepositions, motion, difficulties, grammar, communication.

INTRODUCTION

Learners in secondary schools and higher education of the Francophone countries like the Central African Republic (CAR) are expected to be proficient and competent in both French and English, in this area of worldwide literature and culture for access to modern education and to English or French literacy, to be qualified as English teachers, translators or interpreters and other professional careers. This is to improve their chances of employment or opportunity fields such as travelling abroad, international commerce, or international programs for social, economic and military aid. A nation always needs intellectuals, knowledge and skills of its citizens to enable it to meet the challenge of mutual communication in the economic and social development, since the key of these requirements are education and instructions.

From colonization to Independence, French symbolized nobility or superiority (in upper class pertaining people); Central Africans who could speak French, at that time, were viewed as close "colonizers' helpers", locally called by this oxymoron "white-black men". After independence, French became the official language, the language of administration, education, religion, business and foreign affairs. French occupied an important place in all educational subjects. English was just taught as a subject, though it is another powerful language that is a pervasive international means of communication and interaction. Thus, in the following years, people took more interest in English than in French, with the development of technology, science and other important reasons not mentioned hereby.

To resort to the actual state of the learners' performance, when listening, correcting the sentence constructions or morpho syntax, the errors in English usage prevailed, for instance, a female pupil of 'A' Level says:

"I see my womb, so I cannot go *at* high school *for* to take the invigilated test", instead of, "I have menstruation now, so I cannot go *to* high school to take the invigilated test". The linguist wonders if a native speaker of English can decipher the cultural euphemism in that pupil's speech act. Another speech act also performed by a peer Sangophone:

"*Mbit télétikarako*", literally translated: * I eat eye of peanut ; formally translated: "I ate peanuts." There is no preposition in this speech act. When trying to figure out the Informant's literal translation, it is realized that in some African languages, certain categories of grains and fruits are referred to as 'eye of peanut' or 'eye of guava'. This may seem strange and disconcerting for a native speaker of English. Thus, being competent in both languages is required, if one takes step towards translating sentences from one source language to the target language. In this state of imperfect and awkwardness, another respondent goes out of track by following his/her Sango language in these terms: '*Mbi to yé*,' Literally: 'I cook thing', Formally: 'I cook the meal'. When examining the influential erroneous factors, the French verb '*préparer*' stands for different English polysemous words sensitivity as, "cook food, make the bed, prepare examination, review lesson". As the result of the false use of this polysemy verb that does not fit in context. Unknowing this difference, the 'A' level student was misled by the following French speech act: "*Je prépare le devoir d'anglais de demain*". The translation is rendered as: *'I cook the English test of tomorrow', instead of, 'I am preparing the English test for tomorrow' or 'I am doing exercises for English test tomorrow'. In the light of these illustrations, it is not surprising to underline the mother tongue's or the official language's influence faced by the learners due to wrong choice of words in context at the outset of the hypothesis of the actual research.

The right use of English prepositions of motion dimension remains the focal point in this study so as to investigate such a phenomenon indicated above, since prepositions of spatial dimensions were already inquired in the researcher's previous article.

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Importantly, one may loyally states that analysing cross-cultural differences can be one vector of inappropriate performance. Foreign

language learning requires conscious cognition of grammar rules, codes, and logic of intercultural differences in order to perform effectively communication in the target language, since each language is rule-governed. Teaching a foreign language necessitates warning learners to be aware, first of all, of these criteria, otherwise, if learners are unfamiliar to the norms and sow the wind, they will harvest the tempest.

STATEMENT OF THE PROBLEM

During learning English in educational institutions, intelligibility tends to fall to a lower level within quite limited areas, which are primarily phonetics, vocabulary and syntactic structures to convey meaning. Even where some reasonable degree of intelligibility is retained within any one country, there are serious deficiencies mainly at phonological kinds which become apparent when English is used internationally beyond the national and continental boundaries. Nonetheless, it is taken as granted that, when the grammar, vocabulary, phonology and the meaning interpretation of EFL are not quite mastered, the learners' speech acts and writings may be gibberish. Scholars and educated people in the CAR have chosen to learn English for cross-cultural communication in the perspective of English for international social activities, as Smith (1982) observes, in all its linguistic and sociolinguistic spheres, English is used as a vehicle for communication between non-native speakers only, as well as between any combination of native and non-native speakers. Thus, the speakers of the national language Sango should have the English language habit and skills in the case of the correct use of prepositions of motion to fill the gap of inter-cultural differences. Otherwise, pitfall and shortcoming can hinder the appropriate communication in EFL.

Motivation

When participating to the training of English teachers years ago, the actual researchers at the Higher Teachers' Training College (ENS) of Bangui were astonished by the European teachers of French who used to say, 'if you write in English who is going to read your work in the Francophone world'. Such partial and pessimistic propaganda intended to demotivate the English learners to adopt negative attitude toward English. Today, most of professionals in various sectors of activities worry about their poor or non-acquisition of English, because when they take step toward answering interview for a position or to travel abroad, English remains the major language of aviation, tourism, hostelry, education and international seminars or forums. This awakes now the consciousness of the pupils' parents and students. The school children's parents plead towards their progenitors to view English as the most top important international language. After facing the reality, people absolutely regret their ignorance in front of the vital utility of this vehicular language. Henceforth, teaching and learning ESL or EFL in the case of the Central African Republic (CAR) becomes really very attractive. In front of the eager demand of international and worldwide means of communication, the Franco - and Sangophones, learners of English in the Central African Republic are expected to intensify efforts to be conversant in English, an unavoidable international language of communication.

To measure these learners' language abilities, competence and performing proficiencies, testing the suitable use of English prepositions of motion-dimension is selected so as to highlight the phenomenon indicated earlier.

OBJECTIVE TO THE STUDY

As former English pedagogical advisor and head of English department, another researcher is an inspector in post, the researchers intend to shed light on difficulties encountered in English learning as a foreign language. The most outstanding problem to address relies on mastering the intricate use of English prepositions, likely as the regional inharmonious phonology of English. In the same vein, it is worthwhile paraphrasing Gimson (1989:91) who highlights that a disturbing development concerns the use of English in the India and African continents, where English functions as a *lingua franca* superimposed upon a large number of indigenous languages. In these regions, the interference of the indigenous phonological structures is such that the efficacy of spoken English as a means of communication is fast being lost[...]; It is conceivable that, if such divergences [sic] are not restrained, communication will be easily maintained only in the written language. Obviously the problem of the distorted use of prepositions likely causes the similar hindrances as the English phonology in these continents both in spoken and written English to our respondents. This necessitates a serious survey and analysis for relative solutions.

Hypothesis to the study

Apart from English learning and teaching as a foreign language which has been still effective in the CAR, other languages as Spanish, German and Russian had known the teaching boom in high schools at home until the 1990s. These Foreign Languages have been introduced into the Department of English at the University of Bangui, Arabic, Chinese, and Japanese have recently been eligible and included into the academic syllabus of English department. Moreover, recognized as a national and official language like French, Sango is equally dominant in religion, families and business. Primary school teachers used to explain French lessons in Sango for the better understanding of pupils for whom French is the first or second language. It is in such a multilingual context that English must be taught and learnt. Hence, it can be postulated that mastering EFL should require intensive imparting grammatical rules and practice, since practice makes perfect so as to grasp the formal usage of the target language. This hypothesis can be checked by means of the proper or erroneous use of English prepositions of motion-type as a perspective instrument to discover if English fulfils its function of international vehicle of communication for the learners. When ELT does not fully achieve its goals, solutions must be explored.

METHODOLOGY OF DATA COLLECTION

The Descriptive Design is one of a fundamental scheme that helped plan and generate answers to the actual research problem. The major role played by the descriptive design in this research is the description of the procedures of data collection that ends in reporting the findings of facts associated with the use of prepositions performed by selected sample of target population. It is more than a collection of data; since it involves measurement of the target population and instruments applied classification of the results and analysis, comparative rate of errors by levels are involved in interpretation of data. The descriptive design organizes the structure of the research procedure and frames the schemata outline as a "glue" that holds all our methodological elements together to address the central question relating to the mastery of the grammatical constituents which are prepositions of motion-type. Orodho (2003) posits that the use of Correlative Research Designs enables us to map out the relationship between the two or more educational variables.

RESEARCH DESIGN

The investigations conducted were also made possible thanks to linguistic research Cross-cultural Research Design imposed by inter language 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 vast information reflecting quantitative and qualitative studies to circumscribe reliability and validity of data collected and analysed. This procedure accounts for sociolinguistic environment to prove the scientific results and credibility.

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.

Population Sampling

The target population concerned with this study is localized in Bangui, the capital city of the Central African Republic where the investigation took place.. It is 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. Other respondents are undergraduate students.

Table 1: Measurement of the Secondary Schools'242 Sample population Chosen in 4 grammar high schools

The 2 secondary Cycles	High Schools (HS)' styles				TOTAL
	F4 Pie XII HS	F4 Martyrs' HS	F4 CPJ HS	LAENS HS	
First cycle respondents	30	30	30	30	120
Second Cycle respondents	31	31	30	30	122
Total Figures	61	61	60	60	242

In 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 compulsory taught. The respondents are freshmen, sophomores and juniors.

Table 2: Measurement of the 277 Undergraduate learners Selected in 4 Higher Educational institutions.

The 3 Tertiary Levels	Learners of Higher educational systems (HE)' styles			
	Freshmen	sophomores	Juniors	Total figures
English Department	23	24	23	70
Higher Teachers' Training College (ENS)	23	23	23	69
Higher Institute Of Technology (IST)	23	23	23	69
University Institute of the Enterprises Management (IUGE)	23	23	29	69
Total Figures	92	93	92	277

Ten (10) educational staff members are given questionnaires and 8 others in secondary school and university students are interviewed.

Table 3: Educational Managers as respondents to Questionnaire and Interview

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

Research Tools

The research instruments involved in this study were discrete-point tests dealing with prepositions through (MCQ or 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.

Modern Language Aptitude Test is the best known example of a test designed to measure second language learning aptitude in particular", Savignon (1977). This test was developed in response to the dissatisfaction with IQ tests (in US military language programs, in particular) as a basis for selecting participants for intensive L2 learning. Theme and version or grammar-translation on basis of discrete-referenced test dealing with texts or sentences including prepositions were assigned in tertiary level so as to record the erroneous translation of the structural words in question for analysis. By translation, Pickett (1968) also argues about translating from the mother tongue into another. This particular experiment limits itself to translation from French into English by French speaking, but its conclusions may hold good for other languages and areas.

Interviews designed and administered targeted syllabus, testing prepositions in achievement examinations, classroom test settings, English club focus group discussion errors in using prepositions and how these errors were corrected, testing modelling on grammar and testing prepositions, motivation, the learner's attitude and interest in foreign language learning associated with qualitative and quantitative linguistic research. The 8 respondents interviewed strata is presented on the following table.

Table 4: Interviews Given to 5 Categories of Educational Staff and Learners

Former English Inspector	Secondary school English teachers	Facilitator of the English club	Secondary school learners	Advanced students	total
1	2	1	2	2	8

Interviews were given to 1 former English Inspector, 2 secondary school English teachers, 1 facilitator of the English club in the English

department, 2 advanced students including a vocational school student and 2 secondary school learners who were the class perfects.

Table 5 : 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

Textbooks and workbooks provide detailed information about a subject for people who are studying that subject, according to *Cambridge Advanced Learner's Dictionary* (2003). A grammar workbook is a book used in school containing texts and exercise questions at different levels for learners of English. Owing to the 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 recorded .

Analysis of Results

In holistic terms, 32 research instruments used in Fields at 5 different Levels from secondary to tertiary learners, indicated in the table 4 that 1,091 overall sample prepositions were tested with 519 respondents. Prepositions of motion-types dimension uniquely receive analysis in the following pages.

Prepositions convey many types of properties or meanings in dimensional contexts as the differences between prepositions of passage: *across*, *through*, *past* that can either denote location or movement with verb of motion. The sense of 'passage' has primary a locative meaning attached to '*across*' (dimension -type 1 or 2); '*through*' (dimension- type 2 or 3) and '*past*' (is also expressed with '*by*' to substitute '*past*' in the 'passage' sense). Prepositions expressing movement are usually preceded by Verbs of dynamic and motional meaning, e.g. *run from*, *go to*, *drive over*...There are dimensional prepositions of motion indicating destination, direction, origin and position which are also grouped under the heading of the prepositions of place but classified into two sub-categories for analysis purposes. The first sub-group category expresses motion and the second sub-group of prepositions indicates position. Each of the prepositions of movement has an explanation regarding its use, for example, employing *among*, *between*, *Across*, *through* to indicate either the position or movement of something as in: Karen lives *among* rich people (static position), Karen ran *among* the trees (movement). When there is movement in reference to the directional path use: *up*, *down*, *along*, *across*, (*a*)*round*. The limited knowledge of the phrasal verbs contributed to the non-mastery of the dimensional prepositions of motion as reflected on the following lines

First of all, to collect the corpus, the researchers did not test preposition properties per category. they gleaned these structural words in bulk by cascade without any distinction, then classified them into five cohorts (spatial, motional, temporal, other spectra, and prepositional verbs) among which 16 errors of prepositions of motion dimension are sorted for an estimate of 15.23% by means of MCQ; 12 errors prepositions of motion dimension for an estimate of 24.48% among the 49 dimensional prepositions in essays. Also 48 errors of

prepositions of motion dimension are recorded for an estimate of 32.21% in grammar- translation.

Sophomore and junior English students made more errors in translating prepositions in texts for respective estimates of 48.38% and 26.66% of errors in similar tests.

DISCUSSION

The results proved that prepositions of motion also cause many difficulties to learners because a considerable number of these particles were tested with the 2nd year English students' through translation with 30 errors for 48.38% faulty use as mirrored in the above table. Referring to theoretical analysis, according to Corder (1973), James (2001), Ellis (1994), who identify 5 steps and parameters in any typical error analysis as : 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 to the actual erroneous analysis of prepositions of motional 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.

Sample of Erroneous Uses of Prepositions of Motion-Category made by secondary learners

The sources of errors are identified as well.

- * I was not envie to return at Bangui., say, I did not envy *to come back* to Bangui.
- * As teachers pay not well, I *move away* or travel far. Instead of, As teachers are demotivated because they are not well paid, I shall travel *abroad*.
- * If I were George W. Bush's daughter, I could go *at* the supermarket. ...instead of, I could go *to* the supermarkets to purchase.
- * We came *to* CAR *to* a plane. say, We *came back to* the CAR *by* plane.
- * I saw many things *alongside of* the road of Pissa./ Say, I saw many things *alongside* the road *to* Pissa.
- * One day I was travel *at* Bouar. say, One day I travelled *to* Bouar.
- * When someone tries to go *in* hospital. say, when someone tries to go *to* the hospital
- *but the bird fled., say, but the bird *flew off*.
- * The conductor *takes the dog back* and continous her travel, instead of, The conductor *held the dog back* and *went on* driving. Erroneous uses of prepositions of motion- type are preceded by an asterisk; they are followed by the well-formed prepositions supplied to help the learners improve their performance.

Three types of erroneous uses had their origin from intralingual mistake, lack of sensitivity in the target language, and clarity that French and Sango did not explicit, for example,

- *but the bird fled./ Say,but the bird *flew off*. * As teachers pay not well, I *move away* or travel far, say *For* the sake of clarity, As teachers are demotivated because they are not well paid, I shall travel *abroad*.(to avoid the strike period).

Another source of deviation derived from the addition of unnecessary prepositions due to French interference, for instance, the use of unnecessary preposition in ;

- * I saw many things *alongside* of the road of Pissa./ Say, I saw many things *alongside* the road to Pissa. In this construction, unnecessary prepositions are avoided, and false used preposition is substituted by the right one..

Paraphrasing Baker (1992:11f) differences in grammatical structures may significantly change the way the information or message is carried across. As a consequence, the translator may be forced to add or delete information in the translation of texts (TT) because of the lack of specific grammatical categories. Some of the major categories that often pose problems for translators are number, voice, person, gender, tense, phrasal verbs...if the translator failed to understand the meaning in the last example.

The presence of errors in the use of *prepositions* of movement included the preposition of transit as 'stopped over at' Libreville, which is a prepositional-phrasal verb which requires a conscious learning by the students. Learners should cognitively or consciously learn by rote –memory prepositions of motion dimension to avoid failing to express a movement from one place to another. Generally, motion dimension prepositions are conveyed by a means or preceded by verbs of movement. The following is the list of the prepositions of movement that the learners should acquaint with: *to, into, from, on, off, up, down, through, along, by, past, out of, round, around, back, throughout, toward(s), forward(s), backward(s), upward(s), down.*

Sample of erroneous use of prepositions of motion made by advanced learners

Most of the ill-used prepositions derived from essay writing and TT that reflect the serious problems encountered by the foreign learners of English at both secondary and tertiary levels, for instance,

- * I saw the dog crosses the river,* I saw the dog crossing the river,* I saw the dog swimming the river, instead of, I saw the dog *swimming across* the river
- * I went *round* downtown by car, * I *sailed round* the town *on* car, say, I drove *around* the city. Semantically, drive *around* by car is quite different from to sail *on* boat.
- * He *goes across* the forest, * He is crossing the forest, say, He *goes/walks through* he forest.
- * General the changement is far *because* it does not entre *at* University of Harvard, instead,

Change is *still far from* being general, *since* it has not come *to* the University of Harvard *yet*. It is noted here, omission of prepositions, unknown English vocabulary, the ill-formed syntax are disconcerting, because linear order of words are notoriously manifest in the ill-formed sentences that impact negatively the effective communication in translated texts.

- *so God pushes *back* this person on earth. / Say, so God pushed him *back to* the earth.
- * ...they decided to go together *in* the village belong to the husband, say,they decided to *go together to* the husband's village.
- * The parents became furious; they went *at* the grammar school in order to attack him.

The parents became furious, so they *went to* the grammar school in order to attack him.

- * They move downtown and *at* Km5 *to look for* unqualified jobs, instead of, They *move on* downtown and *to* Km5 (business centre) to look for unqualified jobs.

- * I come *to* you, say, I have just come *from* your place/I came *from* your home. The erroneous sentence does not render the speaker's intended meaning.
- * He prevented us to go *for* the theatre, *He prevented us *by going in* the theatre, say, He prevented us *from going to* the theatre.
- * To do two steps *in front of*, say, To take two steps *forward*.
- * In England, someone *still* drives left, translate as, In England, people are still driving *on* the left/we still drive *on* the left.
- * Last night, Mary went *at* a dance of Robinson, say, Last night, Mary went *to* a dance *with* Robinson. The respondent replaces 'with Robinson' by *'of Robinson', thus, the meaning is lost.
- * The hunter and his dog ran *across* the trees, say, The hunter and his dog ran *through* the trees.

Error discussions reveal that most respondents employed a verb 'to be + across' that did not collocate with the meaning in the setting, therefore, the message received was controversial * "The car *was across* the bridge *above* the river M'poko", to say, "The car *drove across* the bridge *over* the river M'poko". The erroneous use of *"*to be + across*" conveyed the unexpected meaning completely different in *"*The bridge was crossed by the car*", this implies that the bridge is blocked by a car, instead of "*to drive across* the bridge. In effect, "Mbangwana (2002:13) draws the attention of the users of a language to make appropriate sentences that convey the same deep structure for every receiver of the intended information, that is, language fills the crucial function of reflecting what it is reporting-conventional use of language should be properly handled. It should not be distorted, no matter the intention of the user.

- * Corruption *goes above* because the governments are incompetent *of to* control the irregularities of takings and to sanction the corrupted, say it as, Corruption *goes up* because the rulers are unable to control the mechanism so as to blame the corrupts and corrupters. *Above* is wrongly used to substitute *upin go above*, instead of, *go up*

Importantly, a point to mention by passing is that most secondary pupils and those of the tertiary levels tend to apply the French rules of infinitive verb markers as a transposition into English, for instance, '*pour contrôler*', is translated by *"*for to control*", instead of simply saying, to control; *Il convient de dire* ...is translated like *It is convenient *of to* say, instead of, It is convenient *to* say; *Ellevient de recevoiruncadeau et nous sommesvenus pour percevoimos salaires* are rendered by * She comes *of to* receive a present and we come* *for to* touch/take our salaries, instead of, She has just received a present (ellipsis of prepositions) and we come *to* take our salaries. For the sake of brevity, *pour contrôler, de dire, de percevoir* are simply rendered into English by: to control, to say, to take, that is, *de* and *pour* are French prepositions that introduce French infinitive verbs; the two prepositions are replaced by *to* in English as a marker of English infinitive verbs.

- * Students who are not hard working, count *in* the money of his father *to go up* advance, say, Students, who are not hard working, count *on* their parents' money *to go ahead*.
- * (3) He says, "Come tomorrow, because I go *at* home now" (errors caused by omission and unnecessary addition of a preposition respectively). He says, "Come *back* tomorrow, because I *am about to* go home now".
- * (4) Our Minister of Education often goes *to* missions *in* France. (on, to).

These difficulties necessitate serious and explicit explanations from the language instructors followed by practices. It scarcely happened that the CAR students used verbs of motion dimension and complex prepositions in their writings. They often failed to render them

correctly into the target language (TL) when translating these particles from a source text (ST) to the target text (TT). Moreover, so many English students could not draw a distinction between a preposition of static position and a preposition expressing a movement, because of their uncertainty, therefore they substituted them haphazardly. Besides, the use of words of other classes to substitute, prepositions and other deviations were frequent when answering MCQs. Accordingly, methodologists were explicit in their admonition to teachers not to tolerate errors lest they became "habit", difficult if not impossible to "eradicate" at a later stage, according to Savignon (1977:223). *Fossilization* is the term sometimes used today to refer to the process of stabilization whereby non-native errors become a permanent feature of an individual's L2 performance. The reflection of fossilization is seen in the habit of the francophone's through the abusive use of *atto* replace *to/into/ afterward* denoting movement, e.g.* they went *at* the grammar school in order to attack him, *corruption goes *above*, and so on.

CONCLUSION

It is safe corroborating as witnesses by Mbangwana's viewpoint (2002:13) who draws the attention of the users of a language to make appropriate sentences that convey the same deep structure for every receiver of the intended information, that is, language fills the crucial function of reflecting what it is reporting - conventional use of language should be properly handled. It should not be distorted, no matter the intention of the user. Thus, teachers and learners must take as granted that a problem is not something to be accepted, but it must be overcome. Prepositions belong to closed -class words, but are extended by their complex prepositions. They play various grammatical functions and convey diverse meanings depending on the grammatical environment. Hence, there is no excuse when ill-formed structures superimpose in learners' oral and written performance. Learners must take habit of intensive practice and reading by rote-memory, since foreign language learning dictates conscious and explicit mastering of grammatical rules in order to have language knowledge aptitude and competence. In some linguistic theories, language acquisition is opposed to language learning.

It is loyal and impartial to conclude that tests provided true statistics, emphasis added, the scores recorded from different tests showed the same unsuccessful results from secondary to tertiary levels. Tests serve to reward learners by excellence as well as to inform them of their failures for further improvement. Explicitly, to give plain and straightforward answers to the intricacies of English prepositions, actual generation of English learners need open bookstalls, workbooks. Home scholars and language instructors should publish these documents in large quantity, available to every learner to enable them dream of doing something worthy with EFL. The importance of grammar consists of helping us communicate our ideas, attitude, and share the world culture by means of dignified and effective communication. The statistics of erroneous use of prepositions reveal that Central African learners' as Francophone's results of empirical studies indicated that most learners were incompetent in terms of mastering prepositions; this is worrisome. As repetition is the soul of learning system, so teachers must attempt to develop alternative syllabuses by earlier introduction of prepositions teaching at school up to tertiary level, what seems vital and required, because being proficient in language learning is not a gift handed over a platter of wedding present by teachers or other people.

To reiterate, Simo (2002) who says that you can hardly say that you know English until you are able to handle at least a good number of the multitude of intricacies that English prepositions have in store for you. Essberger (2002) emphasizes Awareness of the importance of

the prepositional amplitude and extent that it is not possible to produce a definitive list of English prepositions and complex prepositions, he says that nobody can create a comprehensive list of prepositions and say: "Here are all the prepositions in the English language - no more and no fewer" because complex prepositions can theoretically be added to the language at any time.

Learners of EFL are expected to manipulate prepositions like Morris Bishops contrived a poem whose the fourth line ends with no fewer than seven prepositions in a row, Wikipedia (2003):

I lately lost a preposition.
It hid, I thought, beneath my chair.
And angrily I cried, "Perdition!
Up from out of in under there".
Correctness is my vade mecum..

Abd Al-Haq (1982:1) rightly states: "There are general outcries about the continuous deterioration of the standards of English proficiency of students among school teachers, university instructors and all who are concerned with English language teaching".

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