

UNIVERSITY OF EDUCATION, WINNEBA

**PROBLEMS IN THE USAGE OF PREPOSITIONS IN THE WRITINGS OF
STUDENTS. A CASE STUDY OF GHANA INSTITUTE OF LANGUAGES,
KUMASI**



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UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF FOREIGN LANGUAGES EDUCATION AND

COMMUNICATION

DEPARTMENT OF APPLIED LINGUISTICS

**PROBLEMS IN THE USAGE OF PREPOSITIONS IN THE WRITINGS OF
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KUMASI**



**A DISSERTATION IN THE DEPARTMENT OF APPLIED LINGUISTICS,
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TEACHING ENGLISH AS A SECOND LANGUAGE (TESL) DEGREE**

DECEMBER, 2020

DECLARATION

STUDENT'S DECLARATION

I, **Kofi Antwi**, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature.....

Date.....

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of dissertation as laid down by the University of Education, Winneba.

Name of Supervisor: DR. KWAKU OFORI

Signature.....

Date.....

DEDICATION

This work is dedicated to my mom, Madam Margaret Offin, to my sister Margaret Afriyie Minkah and to my wife and children.



ACKNOWLEDGEMENT

My humble gratitude to my supervisor Dr. Kwaku Ofori who with his advice, patience and voluntarism drove me from the beginning to the end of this work.

Without forgetting the contributions of the various lecturers in the Department of Applied Linguistics for the betterment of this knowledge especially Dr. Fofu Lomotey.

Finally, to my mother Madam Margaret Offin and dearest sister Margaret Affriyie Minkah. To you all say God richly bless you.



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ABSTRACT

This research project focuses on the difficulties students' face in identifying and using prepositions and how to remedy the situation. The analysis of this test revealed the mistakes that students make and the various levels of difficulties they encounter in using prepositions in English. The difficulties identified include the identification and use of prepositions in a sentence or phrase in English language. The prepositions come before the object or the object complement. The cause of these difficulties have been identified to be related to poor teaching methods, the position of the preposition in the sentence, the confusion between the type of preposition that should come before certain nouns and pronouns in a sentence, the influence of the mother tongue (L1) and their second languages. The nature of English grammar, the learning materials and the teaching methods. After analyzing the pretest results, I realised I had to use practical demonstration to teach prepositions that goes with concrete nouns and pronouns and add a dialogue accompanied with illustrations to explain abstract objects and what prepositions can apply. After the intervention, more than 90% of the students answered the post-test correctly. I therefore recommend the use of practical demonstration and dialogue with illustrations to facilitate the understanding of the concept of prepositions.



CHAPTER ONE

INTRODUCTION

Overview

The chapter one presents the introduction to this research. It includes the background of study, statement of the problem, purpose of study, objectives of study, research questions, significance of the study, limitations and delimitation of the study and finally how the work is organized.

Background of Study

Language is not only for communicating ideas to another but also for thinking and writing ideas. There are four skills that must be learned by all language learners if they want to master the language. They are listening, speaking, reading and writing. The primary aim of learning English is the students can make some writing to communicate each other not only in spoken language but also in written language. In the context of English language teaching as a second language in Ghana, the teaching and learning English especially writing, and for understanding how to write in one of particular important.

Writing skill is the most essential subject matter for students of Ghana Institute of Languages Beginners in Kumasi because they must master writing. The students can share information and ideas in the written form. To write well, the people must have good writing capabilities too. One of the capabilities is grammar that is needed by students because they cannot ignore construction of language in order to be able to share their messages to another correctly especially in written text.

Preposition is one of the parts of speech that apply in a sentence which is followed by noun or pronoun. According to Harmer prepositions is a word or group of words

which is used to show the way in which other words are connected. Preposition as a medium how word or sentences meaningful sense. It can express meaning of place (e.g at the corner) and meaning of time (e.g before now). Preposition has been called the biggest little words in English. They are usually quiet short and insignificant looking, but they have very important functions to show the meaning of the sentences if only the grammar parts that must be mastered by students of Ghana institute of languages beginners in Kumasi.

Nevertheless, not all students lay enough attention at preposition. It is still found errors on usage preposition in writing by students of Ghana institute of languages beginners in Kumasi. It was found that many students still make errors of using preposition in writing, especially in using preposition of place and preposition of time.

Statement of the problem

Preposition plays a very important role in the usage of English language. It is noticed generally that learners in all the level of Educational Systems in Ghana have difficulties with the use of prepositions in the English Language. Our enquiry primarily revealed that majority of students of Ghana Institute of Languages beginners in Kumasi –Ashanti Region frequently use of the prepositions best known to them like *in, into, for, at on after* and ignoring completely the other prepositions. This difficulty emanating from the learners is manifested in many ways. Below are examples of the error emanating:

- (a) How long did your father work before retiring?

The learners responded

1(b) He worked for 36 years before going **to** retirement

The correct answer should have been

My father worked for **36**(number of)

Years before going **into**retirement

2(a) how was last year's election in Ghana?

The learners responded:

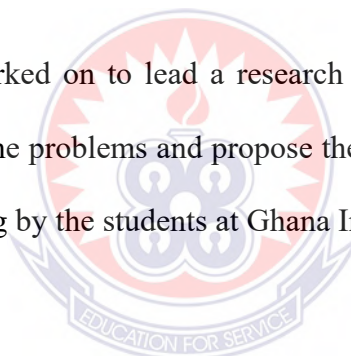
2(b) It passed away peacefully

It passed on peacefully

The correct answer should have been:

Last year's election passed **off** peacefully.

This work is then embarked on to lead a research on the problems in the usage of prepositions, to expose the problems and propose the solutions which can help reduce the difficulties in learning by the students at Ghana Institute of Languages, Kumasi.



Purpose of Study

The purpose of this study is to identify: the difficulties students face in using prepositions. The study again seeks to come out with the causes responsible for the prepositions difficulties and finally it seeks to find strategies that can help students to overcome their prepositional difficulties.

The researcher observed and found out that, students of Ghana Institute of Languages beginners at Kumasi in the Ashanti region have difficulties in using prepositions correctly. The study will help them and the students nationwide. It will help them to

benefit and know the problems and causes of prepositional difficulties. It will also help them to develop good grammatical skills.

Objectives

The objectives of study are to:

1. find what students face as difficulty in preposition usage
2. identify the causes or factors responsible for the difficulty or the wrong usage
3. state the teaching strategies that can help solve the issues of prepositional difficulty

Research questions

To effectively achieve our objectives, we try to respond to the following questions:

1. What type of errors do students of Ghana Institute of Languages Beginners commit in the use of prepositions?
2. What are the possible sources of these errors committed?
3. By what means can we help students to overcome these difficulties?

Significance of the Study

Student's writings are often filled with grammatical errors. These errors contribute to the poor performance of these students in the English language. They scored low marks in their essay writing. While most students are able to score good marks for Content, Organisation and Expression, they unfortunately score low marks for mechanical accuracy. This includes preposition errors. Preposition errors contribute to the low performance of students in English language examinations.

The outcome of this research will be of benefit to the G.I.L students of beginners' class in Kumasi-Ashanti. The study will also help students in the said institution and

other students from other schools. The study will also benefit the English language teacher in the school and other teachers in the country. It will serve as a guide to prepositional analysis and how to learn and teach prepositions. The study will serve as a reference material to other who would wish to investigate on the same topic. It is hoped that if the recommendations given in this thesis are implemented, students will overcome their preposition challenges and perform better in English language examinations.

Limitations

In compiling this research survey, the researcher was entangled with some problems which include:

- Finance: Despite this financial constraint, the researcher was able to seek some financial assistance from some personalities and also wrote for sponsorship to other bodies for assistance.
- Direct contacts: the researcher at times found difficulties in reaching out personal for vital information needed but through communication and patience, the researcher was able to gather information for the study.
- Co-curricular activities: though co-curricular activities cannot be ruled out, the researcher still found other means of making time for the study aside school section.

Delimitations

In this research, it has only researched on prepositions. It was also centered on only students of Ghana Institute of languages beginners at Kumasi.

Organization of the study

This research is divided into five chapters. The first chapter is the General introduction which begins with the background of the study, statement of the problem, purpose of study, objectives of study, research questions, significance of the study, limitations and delimitation of the study and the organizations of the study.

The second chapter deals with the literature review. This chapter review literature on the theoretical and empirical Framework of the study, the concept of grammar, grammatical errors, the concept of preposition, and the reasons for grammatical errors.

Further, chapter three deals with the methodology which entails the introduction, research design, population, sample and sampling technique, research sites, research instruments, data collection (getting the data). The fourth chapter also covers the data analysis and data presentation. This is to help with the analysis of the data form questionnaires, test and observations.

Then the final chapter (five helps to draw a general conclusion and suggestions for further studies.

Conclusion

In this chapter, we have talked about the problems in the usage of prepositions at Ghana Institute of languages (G.I.L) Kumasi students at beginners' class and we have tried to give overview, background of the study, statement of the problem, purpose of study, objectives of study, research questions, significance of the study, limitations and delimitation and organization of the study. For this reason, we are going to look at

some literature reviews in the next chapter to identify the measures to use in addressing this problem.



CHAPTER TWO

LITERATURE REVIEW

Introduction

The content of this chapter covers the central concept and significance of using prepositions in English language and reviews the previous studies related to the difficulties that students face in learning English prepositions. Learning a second language is considered to be a complicated process with its related challenges. As claimed by (Krashen and Biber 1988) there are two independent systems of second language performance: First, the acquired scheme which is the product of a subconscious procedure similar to the method when children learn their mother tongue. It entails meaningful conversation in the target language where natural communication takes place; here, speakers are concentrating not in their form of utterances but rather in their communication ability. Second, the learned system is the creation of formal instruction and it includes a conscious procedure which leads to the knowledge of the language such as grammar rules. Learning English preposition is closely related with the acquisition and learning process as well as the meaning and communicative aspect. This means English for Second language learners have to know the grammatical rules that govern the preposition usage. Several scholars have pointed out that the cause of difficulties in learning a foreign language is mother tongue interference. For instance, (Habash, 1982) claimed that one of the hardest areas of learning is foreign language acquisition. Thus, her primary objective of her study was to explore the causes of errors in the use of English prepositions that are regularly made Arab -speaking students. In her study, Habash found that the cause of the difficulty in acquiring a foreign language is mother tongue interference. This

challenge resulted from students putting great effort in finding and learning English language structures which were similar to their first language rather than learning the structures which are entirely different and unique to the target language. As mentioned earlier by (Lam, 2009) prepositions can be problematic to identify, mainly in spoken, because a significant number of English prepositions are monosyllabic or with very few syllables. Consequently, the language learners might not be proficient enough to distinguish prepositions in quick, naturally taking place speech. Furthermore, the use of prepositions in context differs from one language to another, often creating the negative syntactic transfer. (James, 2007) reflected Lam's claimed that English prepositions are difficult to master because, different language possesses different set of rules for the usage of preposition. These differences are bound to conflict with the rules of English prepositions which consequently, make learning of English prepositions challenging. Seeing this, (Evans and Tyler, 2005), proposed a new strategy called Cognitive Linguistics to understand and use prepositions effectively. This strategy allows learners to form a locative relationship by subconsciously thinking about each preposition with a dominant meaning in the form of mental images. Previous studies According to Collins (1991), the most recurrent words of the English Language are prepositions in and there is a minimum of one preposition in most of the English language sentences. (N'da Koffi, 2010) said that to be able to decide what instructional methods are most effective, it is significant to first understand the problems faced by learners while learning prepositions. The challenge of learning prepositions can be due to several factors. First, prepositions are polysemous. Polysemy is a semantic representative that means the coexistence of many possible meanings for a word or phrase. Secondly, virtually all of prepositions in English have a diversity of meanings depending on context. Therefore, learners

often become confused when trying to decide prepositional meanings and when wanting to use them in a suitable manner. Meanwhile, (Zughoul, 1979) highlighted that the Saudi Arab- learners of English as Second Language faced unique difficulties in learning English language prepositions because of the following reasons: First, the Traditional methods of teaching like grammar translation Instruction method which encourages students to translate in their minds. Second, the interference of mother tongue with the second language when using prepositions. Moreover, (Scott and Tucker, 1974) pointed out that English prepositions hardly resemble Arabic prepositions. Their study discovered that around two-thirds of the mistakes in prepositions appeared due to native- language Arabic interference while the unnecessary use of prepositions had its source chiefly in Arabic language. The substitution of prepositions originates from both Arabic and English forms. They concluded that Arab English as Second language learners learn the semantic sense of the English lexical prepositions before they learn all the constraints on their usage. Furthermore, (Hashim, 1996) stated that most of the researchers concentrated on the syntactic mistakes, which Arab English as Second language students made when they used prepositions. In short, the syntactic errors made by the learners are mainly due to the effect of mother tongue on their second language learning. (Nayef and Hajjaj, 1997) reported that during a study on Saudi Arab English as Second Language learners' mistakes, they found that the majority of these learners' errors their faults are in English syntax which led to their conclusion that Arab students' persistent problem is in learning English prepositions which is the most challenging aspect of syntax. (Hamdallah and Tushyeh, 1993) carried out a contrastive analysis of selected English and Arabic prepositions with instructive implications. They discovered that prepositions pose a learning difficulty to the English as Second Language learners

because there are lesser prepositions in the Arabic language and their usage differs from that of English prepositions. (Al-Marrani, 2009) carried out a comparative research of prepositions in Arabic and English. The findings revealed that there are resemblances and variations between Arabic and English prepositions. The resemblances between them simplify the process of learning the English prepositions, however, the differences make learning English prepositions difficult which result in English language learners making many mistakes in their usage of the prepositions. (Gass and Selinker, 1983) reported that English prepositions have always been a source of great trouble for English Language learners irrespective of his or her mother tongue. English Language learners frequently attempt to relate the usage of English prepositions to their first language prepositional system. In various cases, the difference in the number of prepositions and the absence of a one to one mapping between the English and the first language prepositions is the basis of the difficulty. Moreover, since prepositions usage in English can be extremely idiomatic (particularly in phrasal verbs and preposition verbs), even the smallest difference in the idiomatic usage of the English prepositions poses extreme difficulty to English language learners because even the native speakers are unable to ascertain the correct form of the prepositions. (Blom, 2006) highlighted that English language learners have problems in the usage of English prepositions. She revealed that the learners performed better in the usage of prepositions if they were to use their own prepositions or if they were given multiple choice answers to select from. The nine prepositions which are repeatedly misused are “to”, “in”, “at”, “of”, “for”, ‘about’, “on”, “by” and “with”. (Blom, 2006) study portrayed learners’ tendency to translate from their mother tongue when they face problems choosing the appropriate prepositions in English. This tendency to resort to mother tongue results in either

positive or negative interpretation depending on the resemblances of the languages. (Hendricks, 2010) explained the difficulty in learning preposition by clarifying how the same prepositions can be used for two different situations. For example: the prepositions, on, at and in are used to express time, while the same prepositions are also used to represent the place. Therefore, learners choose a preposition by guessing and being uncertain with their choice. Furthermore, she reported that there were rules which were unhelpful old rules which are still minded such as the rule “about not ending the sentence with a preposition. The difficulty in choosing the appropriate English prepositions is further extended to differences within British and American English. For instance, in American English, they say “filling out a form” while British English it is common to say “filling in a form.” As a result, Hendricks proposed that English language learners should rely on extensive reading, memorization, in order to learn how to use prepositions. (Bond, 2007) reported that mastering the uses of preposition is challenging for English as Second language learner because English prepositions have varied functions. As such, learners find it difficult to remember and understand the different uses and meanings of the preposition. Bond also showed in his study that inductive learning through memorizing prepositions and their uses has been the mode of instruction over time. Therefore, his findings show that learners lack the basic understanding of the various prepositions and how they work. In order for learners to become successful English language speakers, Bond recommended that they be immersed in a totally English speaking environment or their education be a blend of inductive and deductive teaching and learning strategies. To summarize, the different studies on the difficulty of learning prepositions discussed, attest that preposition is a widely researched subject globally. However, Ghanaian English as second language learners, in particular Ghana Institute of languages, Kumasi English

language learners' challenges in learning prepositions has not been explored and studied thus far. Hence, the researcher hopes to spark the interest for further research in the learning of prepositions in Sudan through this study.

Grammar

Grammar is useful in writing aspect because grammar helps in constructing a good sentence. Another reason is grammar makes the writing easily understood by the audiences. According to syllabus of English Education Department, Faculty of Foreign Languages Education and Communications and Ghana Institute of languages, Kumasi, especially in Structure-one subject, prepositions are one of subject matters which must be learned by students, and one of the prepositions is preposition of direction. In the syllabus, students are expected to understand and be able to apply this kind of preposition. Prepositions are words (at, in, on, near, with, without) used with nouns in phrases providing information about time (at five o'clock, in the morning), place (on the table, near the window) and other connections (with a knife, without a thought) involving actions and things (Yule, 2006). Prepositions are quite short and significant looking, but they have very important functions. Preposition is one of the language devices that build up a sentence. In English this component is called a connective word or function word, and also part of speech. Preposition expresses a relation between two entities, one being that represented by the prepositional complement. The prepositions are normally placed before noun or pronouns, but the position itself could change depend on their functions. Focusing on the research, the topic of discussion is taken from a micro linguistic study (grammar) especially preposition which is one of the important elements of the English sentences, in this case: prepositions of direction. Prepositions of direction indicate the location of a

noun (a person, place, or thing) in relation to another noun. Prepositions precede a noun or a pronoun and often accompany verbs of motion. This research covers the prepositions to, toward, on, and in when they are used to express movement, direction, or purpose. Other prepositions of direction are created by adding to the prepositions of location on or in (onto and Overview of Grammar According to Thornburry (2000) grammar is partly the study of what forms (or structures) are possible in a language. This can be interpreted that grammar is study that learn how to construct a form in a possible language. This also means that grammar is important to make sentence have a meaning and understandable. The construction or forms are helping to make a meaningful sentence. Grammar of a language is a system of the predictable pattern; words fit together to form phrases; phrases join to form clause; clauses create sentences (Herdi, 2014). It shows that grammar is a study to recognize the system's components of the words to be a sentence. The students can develop their writing and speaking by knowing grammar well. Hence, grammar is important for the learners to increase their writing and speaking

Baskaran (2005) says that 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 organization (form) of words (morphology) and arrangement of these words into sentences (syntax). It can be concluded that grammar is an organized pattern from words and arrange it into sentences that have meaning. Baskaran (2005) states there are four identifiable kinds of grammar, theoretical grammar, descriptive grammar, pedagogic grammar, prescriptive grammar. Grammar itself is an important pattern in English. The language structure in English is coming from grammar. Grammar is arranging the pattern from words until become a sentence. Grammar plays an important role to make sentence understandable. Grammar

constructions make the structure become meaningful. So, Grammar is a part of English that study about pattern and structure of a sentence.

The Sentence

Seaton (2007) defines that a sentence is a group of words expressing a complete thought. A sentence must have a subject and a verb, but it may or may not have an object. It means that sentence will not complete without subject or verb. The sentence will be awkward and have meaning and not giving sense to the reader. Hogue (2008: 10) states that a sentence is a group of word contains at least one subject and one verb, and expresses a complete thought. It means that, the sentence has both subject and verb. However, if it does not have a complete thought and give no sense to the reader, the sentence has still not been completed yet. Hogue (2008: 20) claims that there are four basic kinds of sentences in English: Simple sentences, compound sentences, complex sentences, and compound-complex sentences. According to the experts above, we can conclude that those four basic skills of writing sentences should be mastered by a writer to produce good and nice writing. Based on the definition above, sentence usually expresses a complete sentence thought and meaning consisting of subject and verb. When writing a sentence, we must be able to make sure that the subject and the verb are agreed. Therefore, in a sentence, the subject and the verb need each other in order to make a sense. In conclusion, sentence is a group of words consisting of subject and verb expresses a complete thought.

The Concept of Preposition

Preposition

Preposition has been called the biggest little words in English. They are usually quiet short and insignificant looking, but they have very important function. Wishon, George, and Julia Burks (2010) define that, preposition are always joined by nouns (or pronoun), they are conjunction that indicate the correlation between the nouns following them and one of the main component of sentences there are: subject, verb, object, or complement. They usually display relationship, such as position place, direction, time, manner, agent, possession and condition, between object and other part of sentence.

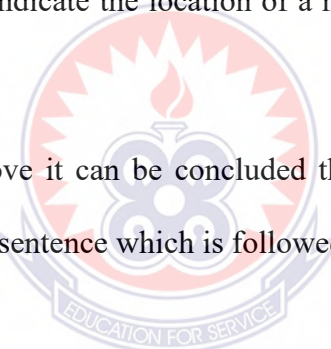
According to Hornby (2006), preposition is a word or cluster of word such as in, from, to, out, of and on behalf of used before a noun or pronoun to show place, position, time or method.

Murphy (2003) suggests that a preposition is a word that conveys a meaning of position, direction, time, or other abstraction. It serves to relate its object to another sentence element.

Prepositions are words (at, in, on, near, with, without) used with nouns in phrases providing information about time (at five o'clock, in the morning), place (on the table, near the window) and other connections (with a knife, without a thought) involving actions and things. (Yule, 2006). An important element of English sentences is the prepositional phrase. A preposition signals that a noun or a noun structure follow it: the preposition + noun combination constitutes a preposition phrase (eg. He walked into the house). Klammer (2000) states that prepositions have a relating function: they establish relations between nominal units, mainly nouns and nominal groups, and

other units in the surrounding discourse. Prepositions may consist of the word (from), to words (because of) or three (in contact with) and or occasionally four (with the exception of). All are single prepositions. Prepositions are phrase connectors. They are followed by noun phrases, and relate the noun phrase to another word, or to the sentences as a whole. Direction is instructions that you give to someone about how to find a particular place. Finally, prepositions are reliable signal that a noun is coming. They occur before a noun phrase, which has the function of connecting a noun or a pronoun to another word. The words are usually noun, verb, and adjective. For instances: Prepositions are words used with nouns in phrases providing information about time, place and other connections involving actions and things. (Yule, 2006). Prepositions of direction indicate the location of a noun (a person, place, or thing) in relation to another noun.

Based on explanation above it can be concluded that preposition is one of parts of speech that is applied in a sentence which is followed by noun or pronoun.



Types of Preposition

The most of English preposition have several different and these may correspond to several different prepositions in another language. It is difficult to use preposition correctly in a foreign language.

Wishon, George, and Julia Burks (2010) states that preposition can be classified in to some categories as follow: preposition of place, direction, time, purpose or reason, possession, manner, or instrument, identification, distance, agent, material, and quality.

From description above, we can understand that there are various types of preposition.

In this research the researcher focus on preposition of place and preposition of time.

The Usage of Preposition

a. Preposition of place

1) At

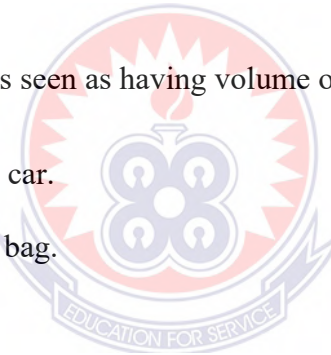
At is used for a place when the exact position is not very important:

- He was standing at the gate.
- We were waiting at the station.

2) In

In is used when the place is seen as having volume or area:

- The dog was in the car.
- My keys are in my bag.



3) On

On is used when the place is seen as a line or surface:

- The cat sat on the table.
- There was a picture on the wall.

b. Preposition of Time

1) One Point of Time

a) On

On is used to a day of week or to a day of the month:

- I saw him on Saturday.

- I saw him on September.

On as a preposition of time may be omitted:

- I saw him Saturday.

b) At

- I saw him at noon (or night, midnight). (At is used to part of the day considered as a point). But: he heard strange noises in (or during) the night. (In or during here imply duration rather than a point).
- I saw him at five o'clock. (At is used to an hour of the day) Occasionally, in informally usage at may be omitted: I saw him five o'clock.

c) In

- I saw him in September. (In is used to a month)
- I saw him in 1968. (In used with year)
- I saw him in the morning. (or afternoon, evening). (in is used to part of day)
- I saw him in the spring. (or summer, winter, autumn). (in is used to season)

2) Extend time, starting at one point and ending at another (duration)

a) Since

I have not seen him since Monday. (since gives the beginning point, if it is used with the present perfect tense, the end point is now).

b) By

I can see you by Monday. (By implies no better than, at any time up to this point).

c) From – to (or until, till).

I can see you from ten o'clock to two o'clock, a beginning point with from generally require and point with two. But: from now at (or from ten o'clock at). I will study very hard;

From then at I studied very hard.

If only the end point is given, until is used – I cannot see you until five o'clock. In speech, till is frequently heard.

d) For

I can see you for an hour. (For gives a quantity of time), it is usually accompanied by a number (I wait for two hours) or by an adjective or indefinite quality (I have seen him for some time: he has been working very hard for many weeks). In informal use, for may be omitted before a number (I waited two hours).

e) During

I can see you during the week. (During give a block of time, usually thought of as undivided).

f) In or Within

I can see you in an hour from now. (in gives a quantity of time before which something will happen).

The population has doubled in the last ten years. (In correspondent to during, but is used with quantity rather than with single block of time. With a word like decade that denotes an expanse of time, in or during may use, depending at whether the time of is felt as a quantity or as a single block of time – the population has doubled in (or during) the last decade).

3) Sequence of Time, even that follow one another

a) Before

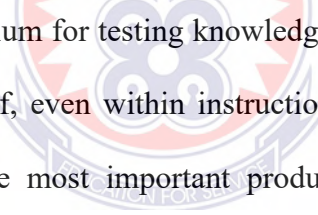
I will see you before Wednesday. (The event follows the time given in the before phrase).

b) After

I will see you after Wednesday. (The event follows the time given in the after phrase).

Subsequent to is a literary equivalent of after.

The Concept of Writing



Writing is a common medium for testing knowledge in much of the world –including knowledge of the L2 itself, even within instructional programs that emphasize oral production. Writing is the most important productive activity for L2 learners to develop if they will use the language for academic purposes, or in certain types of service functions. It can be known that writing is a process that used to know second or foreign language learners’ capability introducing Second Language Acquisition, (New York: Cambridge University Press, 2006, p. 163) language. Thus, writing is the product of learning process that help the student in their instruction activity.

One major theme in pedagogical research on writing is the basic organization process of writing. Result of the written product are thinking, drafting and revising. The compositional nature of writing has to produce writing pedagogy that focuses student to bring in ideas, how to control them coherently, how to function discourse markers and rhetorical convention to locate them cohesively to be written text, how to repair

text for really meaning, how to correct text for suitable grammar, and how to result a final product. So, writing is the basic organization that focuses on student to bring in ideas, how to make cohesive and suitable grammar to be a good.

Based on the statements above, the writer can assume that writing is basically the process to express the ideas and the thought by using knowledge of construction and vocabulary to combine them in to a significant text. Writing is one of the extremely crucial aspects of English learning, by writing student can express and explore their ideas, knowledge, information, in writing extensively. Furthermore, writing is an activity to produce or reproduce useful written messages that are used the guidelines and the strategies of language.

Process of Writing

There are three steps in writing process, according to Kristine as follows:

a. Preparing to Write

To make a planning in writing, there are three sources to help you locate and produce information in writing, they are: (a) memory (something we knew), (b) observation (something we had seen), or (c) research something we had heard someone say).

b. Drafting

Drafting is a series of strategies designed to organize and develop a sustained piece of writing or procedure for determining whether the information you discovered during planning can be shaped into a successful piece of writing.



c. Revising

Revising is a series of strategies designed to re-examine and re-evaluate the choices that have created a piece of writing.

Theoretical Framework

Error Analysis

1. The Concept of Error Analysis

Error analysis is the study and evaluation of these conditions of being indefinite; its two main functions being to allow the practitioner to estimate how large, the condition of being indefinite and to help her or him to reduce them when necessary. It means that evaluation of mistakes she or he makes can be conducted by this way to analyze.

Basically, errors the students commonly can be distinguished in two terms, they are mistake and errors. Brown assumed up that mistake refers to performance error that is either a random guess or a slip in that failure to utilize a known system correctly. It means that mistake has a more general meaning than error itself. Error is something more specific than mistake.

According to Richard & Schmidt (2002), error Analysis had been carried out because of several purposes, namely: firstly, it is utilized in order recognizing several strategies which is applied by the student in language learning; attempting to identify the cause of students' erroneous; obtaining some worthwhile information on the general evidently challenges may confront while in language learning process, at time, perhaps to be a tool to prepare of teaching materials.

Errors and mistakes

It is important to determine between error and mistake for the sake of analyzing the problems faced by language learners and applying error analysis to solve it. Therefore, the researcher provides several definitions of mistake and error as follows:

a. Mistakes

A mistake refers to a performance error that is either a random guess or a slip in that it is a failure to utilize a known system correctly. Native speakers are normally capable of recognizing and correcting such „lapses“ or mistakes, which are not the result of a deficiency in competence but the result of some sort of temporary breakdown or imperfection in the process of producing speech. Mistakes when attention is called to them, can be self-corrected.

Further, mistake is an inconsistent deviation that is sometimes the learner „gets it right“ but sometimes wrong. In addition, mistake is made by a learner when writing or speaking which is caused of lack of attention, fatigue, carelessness, or other aspects of performance.

The researcher conducts the mistakes may arise as a result of hesitation, slips of tongue, random ungrammaticalities, lack of attention, slips of memory, anxiety of pressure of time, etc.

These mistakes, which is not caused by the lack in competence but the result of some temporary disturbances or imperfection in the process of producing language, are normally can be corrected when both learner and teacher pay attention to them.

b. Errors

Error is systematic deviation, when a learner has not learnt something and consistently gets it wrong. In addition, errors are systematic deviations from the norms of the language being learned.

Further, an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner. Based on the definitions above, the researcher concludes that error is caused by lack of knowledge.

1) Types of Errors

According to Corder (1974) errors are that classified into four categories;

a) Omission

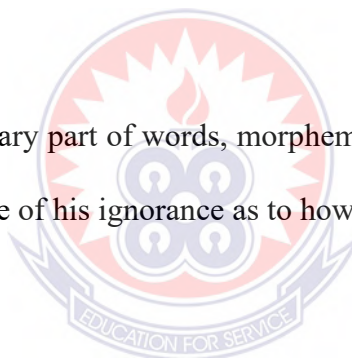
Omission is some necessary part of words, morphemes, or auxiliaries that may be left out by the learner because of his ignorance as to how to produce correct words.

b) Selection

Selection is choosing wrong word forms. For example, “Aisya is smartest than boby”, instead of “Aisya is smarter than boby”. The wrong word selection usually occurs in the selection of phoneme, morpheme, structure or vocabulary items. It happens when one word is substitute with another similar word.

c) Addition

Addition is the adding of some unnecessary or redundant parts of word, for instance, using both of modal and verb be or adding -s to nouns which are similar in forms for both singular and plural forms, or uncountable nouns.



d) Misordering

Misordering is an incorrect order of words in a sentence. As an illustration, “do not leave in the rain her waiting outside” where in the rain is incorrectly placed.

An Empirical Study

The English language has attained an international acceptance due to globalization most of the learners need to write and speak English fluently and accurately in the general and academic domains. To use English effectively, it is important to master in four language skills, namely listening, speaking reading and writing (LSRW). Of all the four language skills, writing is considered a complex process and the most important skill for the second language learners to master. The ability to communicate ideas and information effectively through the global network is crucially dependent on good writing skills however; second language learners are under pressure today in writing because the art of communication has become so complex in conveying their thoughts to a great growing number of English –speaking people. This is often true to those who undertake writing in English as they face difficulties in the use of prepositions particularly, of place, time and direction. The reasons behind this phenomenon are multifarious. One of the reasons for this is due to the student’s lack of understanding the context in using appropriate prepositions and they do not know which preposition to use (Cabuk, 2009). The other reason is that learners face difficulties in the use of space prepositions due to influence of their native and target languages (Abdulkarim, 2008). Lack of practice is another cause which makes their writing, colorless, boring, and ineffective. These difficulties not only affect learners’

academic success, but also hinder their professional progress which has a negative impact on their personality and overall growth.

Prepositions are the subtlest and small words that are of a closed class in English language (Huddleston 1984, p.336). They express a relation between two entities, one being that represented by the prepositional complement, the other by another part of the sentence. The prepositional complement is characteristically a noun phrase, a nominal WH-clause or a nominal-ing clause. For instance, the book is on the table, Mary is not responsible for what she did, Dylan read the manual before installing the system, Quirk et al (1985 : 657). Prepositions do not accept new words easily, but they have notoriously polysemous behaviors in sentence. They are difficult to learn a most of them have different functions and they do not have many rules to help in choosing the right prepositions in a particular context (Swan, 2005, p425) they combine with other parts of speech to express new meanings, and they participate in idiomatic expression for instance, he was angry at the wearer and appointment. Sometime, one preposition comes with the verb form, another with the adjective and still another with the noun form of the root word. For instance, sympathize with someone, sympathy for someone and sympathetic to some (Kennedy, 2003p257).

The basic syntactic properties and semantic functions differ in many languages. In other languages, the prepositions occur after the complement (subject-object-verb) they are called postpositions. In English language, they are usually placed before a noun or a noun equivalent (subject- verb- object). Languages such as English, French, German, and numerous others are prepositional languages whereas Korean, postpositional languages (Endley, 2010). They often cause problems for second language learners as there are no one-to one correspondence between English and the other languages. Besides, many prepositions have metaphorical and abstract meaning

that a language learner finds difficult to learn. The task of choosing the right preposition is used together with a noun, a verb, or an adjective, especially since there are no general rules by which a preposition is assigned. For instance, she relied on *max*, similar to the other one, the author of the book –the preposition *on*, *to*, and *of* are determined by *Reiy*, *similar* and *author* respectively. While learning, the various meanings and meaning extensions of prepositions are perhaps the greatest challenge. A pedagogical strategy is essential for students to attention to the co-occurrence, collocation and discourse behaviour of prepositions.

According to the Lindstromberg (1998) prepositions are traditionally classified into three categories: preposition of place, of direction (or motion or movement) and of time. These prepositions pose a challenge to the learners as well as teachers of English because of the uniqueness of the problem involved. The learners face difficulties in the proper usage of prepositions in the sentences, and therefore, land in trouble besides that, each of this preposition as various many and usage that make the learner process equally difficult. In English, many prepositions are used to describe both spatial and temporal relationships (Clark, 1973; Bennett, 1975; Jackendoff, 1983). Both spatial and temporal functions of preposition we pose challenges on the part of the second language learners (Kemmerer, 2005). Lindstromberg (2010) states that spatial preposition is a physical thing located in relation to another. The meaning of each preposition is spatial to describe this meaning; the trajectory (TR) and the Landmark (LM) are defined for example the ball is **on** the table. Here, the preposition **on** functions as a preposition of place. The phrase, but the ball refers to a thing whose location the speaker wants to indicate. It refers to the subject of the preposition. The phrase, the table refers to another thing, the landmark of the preposition. The preposition locates the subject (the table). The category of spatial preposition is

broadly divided into two groups prepositions of static location and prepositions of direction (Bennett 1972; Jackendoff 1983; Zwarts 1997; Zwarts & Winter 2000; Kracht 2002; Zwarts 2005,2006) when prepositions of follow verbs , they become dissection whether they describe the location of direction. For example, the preposition at is used to represent a static location an object in most cases. E,g jobx is writing for this his friend at a store there are cases in which at represent a direction or a destination a, eg the park. While the number and variedly of spatial relationships denoted by them are many. This provides an insight into the problems and challenges of the inherent ambiguity and vagueness' in the usage and understanding of spatial prepositions (chung2011). (Quirk et al. 1972, p377(says that the temporal uses of prepositions frequently suggest metaphorical extensions from the sphere of place. in fact, prepositions of time are very regular and easy to understand as compared to prepositions of place, Hill (1986:224). Many propositions are very versatile and a lot of research has gone into ways of identifying and organizing the polysemous meanings that a preposition can have. For the most part, however, studies have focused on the meanings of spatial and temporal prepositions (e.g. Boer and Demecheleer, 1998 Brugman 1981.1984 Cooper 1998, Jackendoff 1990,) Jackenoff And Landau 1993, Jackendoff Horberg 2006, Lakoff 1987, Lindstromberg 1999; Miller And Johnson-Laird 1976; Nam 1955; Talmy 1983; Tseng Laird 1976'tseng 2000; Tyler And Evans 2003 Vandeloise 1991).

Many studies have been done to examine the use of prepositions by second language learners. However, the present study has focused on errors particularly in the use of preposition of place, of time and of direction. Habash (1982) has investigated the occurrence of students' errors in the use of English preposition and tested the relationship between the students' achievement in the English language at school and

their achievement in the diagnostic test the researcher found that the errors with spatial preposition were more frequent than those with temporal prepositions.

Reef (2000) observed the errors in the use of place prepositions and attempted to find out whether such errors were tied to poor teaching or the interference of the first language. The researcher undertook this study to find the level of competence among student in the use of the four types of preposition namely, position /destination, the relative, passage and orientation. The results revealed that students could not clearly differentiate the four types of the prepositions and they faced difficulties in using the prepositions of position /destination than the other types, the inability of the students to distinguish the semantic content of those prepositions and poor teaching methods employed by teachers are the major reasons for the errors.

Kim (2001) examined the errors in the use of English prepositions in the written work of Upper Secondary Malay Students. The aim of the students was to identify the prepositional errors and to find out the causes for the occurrence of these errors.

Ahmad (2011) attempted the learning problems and analyzed the errors in the use of articles and prepositions. Then, instrument used in the study was the tests written by Ghana Institute of Languages students. The findings of the study showed that the Ghana Institute of Languages, Kumasi faced difficulties in learning prepositions of time, place, direction etc.

The aim of the study was to identify the prepositional errors and to find out the cause for this occurrence of these errors. The researcher applied nine concepts of prepositions which pose the most of the difficulties for students namely, prepositions of place time, direction manner-agent, cause-purpose, similarity, association, verb-prepositions, and adjective-prepositions. A diagnostic test was administered to these

students to elicit the data, in the test, they were required to fill the blanks of a text and sentences with the correct prepositions the result of the study showed that the students make a number of errors in using the prepositions of place, time and direction due to wrong selections. The researcher suggested that the method of teaching English prepositions could play a vital role in facilitating the learning of prepositions.

Kumyati (2008) maintains that the Indonesian learners of English often find difficulties and make errors in the use of English prepositions. The main purpose of her study was to identify the classify the prepositions errors types the results showed that preposition of place, time manner, direction, purpose, measurement, similarity, capacity and association were considered difficult for the students and mastery of using prepositions were still poor it further showed that students find remarkably more difficulties in the use of preposition of direction (91, 35%) than the other types. The researcher suggested that propositions need more attention on teaching and learning English showed that Ghana Institute of Languages students faced difficulties in learning prepositions of time and were confused white using prepositions in their writings.

The students on preposition mentioned above showed that many studies have been done on prepositions from different perspective. However, in the case of second language learners of English, particularly undergraduate students in Ghana Institute of Languages, Kumasi, no research has been carried out on the topic of prepositions of place, time and direction. It is the hope that the present study provides insight for further research.

Social Constructionist Theory

The main idea of this theory is that knowledge is constructed by group discourse. People construct their sense of selves from communal ideas and attitudes. Language is the means for discovering and articulating a separate uniqueness. Language is also the means for discovering selfhood by giving voice to all culturally-based understandings which constitute people experience. Thus "We" as the "subject" of our experience is a composite entity articulated in language of our communal experiences. Four Lines of Research:

1. Discourse communities: group talk produces meaning.
2. Sociology of science: development of forms.
3. Ethnography: Concerned with context of the language situation.
4. Marxist: politics of production.

Knowledge is built through collaboration and agreement. Opposition must be included or there is a reversion to individualist construction which reverts back to defining individuals as instruments of the language which defines them (cognitive process). Central question for deciding which camp to join: Do we control language, or does language control us? Social constructionists see the interaction of the individualizing power of the mind and the collective social authority of language as reciprocal and as the essential dynamic from which we make meaning. Connection with Poststructuralist theory: writer, reader, and text are socially constructed entities, constituted by vast interpretative frameworks. Language is a "web of meaning." There is no underlying truth. We exist as relationships between words. No connection between signifier (content) and signified (object). Discourse community denotes a

group of individuals bound by common interests/conventions which will influence production of text within that group.

Cognitive Science and Linguistic Theory

Cognitive science and linguistic theory have played an important role in providing empirical research into the writing process and serving composition pedagogy.

The cognitive theory of composition can trace its roots to psychology and cognitive science. Lev Vygotsky's and Jean Piaget's contributions to the theories of cognitive development and developmental psychology could be found in early work linking these sciences with composition theory. Most notably, Flower & Hayes (1981) published "A Cognitive Process Theory of Writing", providing the groundwork for further research into how thought processes influence the writing process.

Linguistic theories of composition found their roots in the debate surrounding grammar's importance in composition pedagogy. Scholars, such as, Patrick Hartwell (1997), and Kolln & Funk (1998), continued this line of thought. These scholars focused on research providing insight into the writing process, but were also committed to providing pedagogical advancements addressing deficiencies, trends, and insights gained from their linguistic research.

A cognitive theory is focused on gaining insight into the writing process through the writer's thought processes. Composition theorists have attacked the problem of accessing writers' thoughts in various ways. The work of Flower & Hayes (1981), "A Cognitive Process Theory of Writing" sought to outline the writer's choice-making throughout the writing process, and how those choices constrained or influenced other choices down the line. Other research has focused on capturing the

cognitive processes of writers during the writing process through note-taking or speaking aloud, while some early research was done with computers to record writers' keystrokes throughout the writing process.

Applied linguistics, specifically English as a foreign language/ English as a second language (EFL/ESL) studies, has played a large role in development linguistic theories of composition. ESL/EFL writing assessment is valuable in informing ESL composition pedagogy. Ibrahim (2015), though, has illustrated the deficiency in ESL composition research, and recent compilations by Matsuda and others have attempted to bridge the gap between ESL instruction and composition theory by presenting pedagogical, theoretical, and assessment frameworks in the ESL composition classroom.

Cognitive and linguistic theories of composition are heavily tied to process theory. Cognitive and linguistic theories have been instrumental in providing respected empirical research to the field of composition theory, but tend to stay away from making pedagogical suggestions. Instead, research in these fields is typically intended to inform process theory by providing data analysis regarding the writing process, and by bringing scientific research to the field.

The cognitivist believes in a different angle in learning of a language. Noam Chomsky in 1957 associated the knowledge of a language to generative grammar and transformational grammar. According to the cognitivist, the child is gifted with language acquisition device (LAD) which helps the child to easily learn a language. Here we are referring to the mental process. The cognitivist uses the principles based on analysis, judgements, assimilation, encoding unification and adaptation. Chomsky emphasized an acquisition of linguistic competence and communication with respect

to the capacity of what we call “Language acquisition device” (LAD). He also ascertained that our understanding of language is not subject to hearing that we receive but to the device which is inner (LAD) which every individual process. This device permits the use of what we hear to interfere the grammar of a language in ones linguistics environment.

Griggs et al, (2002) also proposed that cognitivism goes a long way with the mentalist concept of the neo-Chomsky inert device in acquisitions called the language which supposes the existence of a language device. Specially preprogrammed with universal grammar. A concept which introduced him to the dichotomy of language acquisition and learning.

To Brashen, two independence modes were opposed in the learning of a foreign language on one side, he makes mention of unconscious and incident language acquisition which give an explicate knowledge which permit the teacher the spontaneous use of the language and a good linguistic competence.

On the other hand, he explains how learning which is a conscious way and intentional way which also give an explicite knowledge (metalinguistic) on a language permits the individual to know more about the language and give a good monitoring of the linguistic competence in the language.

Griggs et al, goes on to say that our conception of foreign language learning in contrary to the constructive way where the learning of a language is realized on problem solving where the objective is mostly depended on the action of its goals. Here we can also say the process is explicit and implicit, declarative and procedural which drives on one another in a unique and complex function based on general mechanic system of learning.

It has been noted that these capacities of language which are the origin of acquisition of language forms part of the competencies of our topic “prepositional analysis in Ghana institute of language beginners in Kumasi Ashanti.

The behaviourism

According to Oddou (2011) John B. Watson first historically used the term behaviourism in an article published in 1913: <Psychology as the behaviourist’ views it>

After Watson, the behaviourism notion has been the core of psychology by the sciences. The term is centred on things which can be observed and formulated on unique laws of behavioural characteristics. It is also an approach which is in contrast with the mental or cognitive approach.

Oddou (2011) also posture that behaviourism gives to the teacher the central role of creating environmental conditions to achieve his learning objectives towards positive reinforcements. It is the duty of the teacher to change the behaviour of the learner to bring out positive changes and desirable characteristics. Learning becomes effective when errors are committed and essentially addressed.

Oddou, continue that in (Christine, Taqliante 2005) during the basis of taking a foreign language like English, the learners ultimate duty is to be able to know the rules of the grammar, the vocabularies and other rules of the language before applying these rules in the learning of a language. From the above explanations, Oddou affirms that to obtain these learning objectives i.e. to memories information on a language and verify the content acquired, it is the behaviours approach which best satisfies the situation.

Galison (1976) also defines behaviourism equally as how an individual comforts himself or herself.

He also goes further to explain that behaviourism is a psychological theories of composure which is directed towards an observable and an incurable characteristics emanating from an external stimulus. The word behaviourism is a doctrine explained during the 1913 in United States by Watson.

The behaviourists have a different thought on learning and acquisition of a language towards imitation, repetition and environmental influence of the individual. Skinner in his book verbal behaviour (1957) states that the knowledge of a language can never be described but in behavioural and observable linguistic production during learning which must be the only objective.

With Skinner, learning by facing errors and trying to address them is what enriches the various activities possible. He further explains that we can think of example as a way giving exercises on multiple choice questions in class to facilitate learning. From the behaviourist theories, we have come to understand that one of the objectives in prepositional analysis in the case of Ghana institute of language (G.I.L.) is to administer questions in the form of exercises to bring out the various errors committed by students (learners) in order to address them. Let us now look at the cognitive theory and see how they can relate to our topic.

Previous studies

According to Collins (1991), the most recurrent words of the English Language are prepositions in and there is a minimum of one preposition in most of the English language sentences. (N'da Koffi, 2010) said that to be able to decide what instructional methods are most effective, it is significant to first understand the

problems faced by learners while learning prepositions. The challenge of learning prepositions can be due to several factors. First, prepositions are polysemous. Polysemy is a semantic representative that means the coexistence of many possible meanings for a word or phrase. Secondly, virtually all of prepositions in English have a diversity of meanings depending on context. Therefore, learners often become confused when trying to decide prepositional meanings and when wanting to use them in a suitable manner. Meanwhile, (Zughoul, 1979) highlighted that the Saudi Arab-learners of English as Second Language faced unique difficulties in learning English language prepositions because of the following reasons: First, the Traditional methods of teaching like grammar translation Instruction method which encourages students to translate in their minds. However, our research recommended the use of practical demonstration and dialogue with illustrations to facilitate the understanding of the concept of prepositions.

Second, the interference of mother tongue with the second language when using prepositions. Moreover, (Scott and Tucker, 1974) pointed out that English prepositions hardly resemble Arabic prepositions. Their study discovered that around two-thirds of the mistakes in prepositions appeared due to native- language Arabic interference while the unnecessary use of prepositions had its source chiefly in Arabic language. The substitution of prepositions originates from both Arabic and English forms. They concluded that Arab English as Second language learners learn the semantic sense of the English lexical prepositions before they learn all the constraints on their usage. Furthermore, (Hashim, 1996) stated that most of the researchers concentrated on the syntactic mistakes, which Arab English as Second language students made when they used prepositions. In short, the syntactic errors made by the learners are mainly due to the effect of mother tongue on their second language

learning. (Nayef and Hajjaj, 1997) reported that during a study on Saudi Arab English as Second Language learners' mistakes, they found that the majority of these learners' errors their faults are in English syntax which led to their conclusion that Arab students' persistent problem is in learning English prepositions which is the most challenging aspect of syntax. (Hamdallah and Tushyeh, 1993) carried out a contrastive analysis of selected English and Arabic prepositions with instructive implications. They discovered that prepositions pose a learning difficulty to the English as Second Language learners because there are lesser prepositions in the Arabic language and their usage differs from that of English prepositions. (Al-Marrani, 2009) carried out a comparative research of prepositions in Arabic and English. The findings revealed that there are resemblances and variations between Arabic and English prepositions. The resemblances between them simplify the process of learning the English prepositions, however, the differences make learning English prepositions difficult which result in English language learners making many mistakes in their usage of the prepositions. (Gass and Selinker, 1983) reported that English prepositions have always been a source of great trouble for English Language learners irrespective of his or her mother tongue. English Language learners frequently attempt to relate the usage of English prepositions to their first language prepositional system. In various cases, the difference in the number of prepositions and the absence of a one to one mapping between the English and the first language prepositions is the basis of the difficulty. Moreover, since prepositions usage in English can be extremely idiomatic (particularly in phrasal verbs and preposition verbs), even the smallest difference in the idiomatic usage of the English prepositions poses extreme difficulty to English language learners because even the native speakers are unable to ascertain the correct form of the prepositions. (Blom, 2006)

highlighted that English language learners have problems in the usage of English prepositions. She revealed that the learners performed better in the usage of prepositions if they were to use their own prepositions or if they were given multiple choice answers to select from. The nine prepositions which are repeatedly misused are “to”, “in”, “at”, “of”, “for”, “about”, “on”, “by” and “with”. (Blom, 2006) study portrayed learners’ tendency to translate from their mother tongue when they face problems choosing the appropriate prepositions in English. This tendency to resort to mother tongue results in either positive or negative interpretation depending on the resemblances of the languages. (Hendricks, 2010) explained the difficulty in learning preposition by clarifying how the same prepositions can be used for two different situations. For example: the prepositions, on, at and in are used to express time, while the same prepositions are also used to represent the place. Therefore, learners choose a preposition by guessing and being uncertain with their choice. Furthermore, she reported that there were rules which were unhelpful old rules which are still minded such as the rule “about not ending the sentence with a preposition. The difficulty in choosing the appropriate English prepositions is further extended to differences within British and American English. For instance, in American English, they say “filling out a form” while British English it is common to say “filling in a form.” As a result, Hendricks proposed that English language learners should rely on extensive reading, memorization, in order to learn how to use prepositions. (Bond, 2007) reported that mastering the uses of preposition is challenging for English as Second language learner because English prepositions have varied functions. As such, learners find it difficult to remember and understand the different uses and meanings of the preposition. Bond also showed in his study that inductive learning through memorizing prepositions and their uses has been the mode of instruction over time.

Therefore, his findings show that learners lack the basic understanding of the various prepositions and how they work. In order for learners to become successful English language speakers, Bond recommended that they be immersed in a totally English speaking environment or their education be a blend of inductive and deductive teaching and learning strategies.

Toga (2018) touched on assessing grammatical errors in the essay of form 2 students of Amankwakrom RC Junior High School and so there was the need to touch on some difficulties in preposition and the following ideas what was summarized from her work according to what is preposition is.

Here Edna explained that preposition is a word governing and usually coming in front of a noun and expressing a relation to another word or element. Preposition in English are often idiomatic, that is, words are peculiar to a certain language with many exceptions to general rules. There are about 150 prepositions in English, yet they are very small as compared to thousands of the other words (nouns, preposition, verbs, pronouns, adjectives). Therefore, their use must be learnt gradually through experience. The common or very simple rule about prepositions (with no exceptions) that a preposition is followed by a **noun**, but never a **verb**. The following table presents the rule about preposition.

Table1 Summary and simple rule about prepositions

Subject +verb	Preposition	Noun / pronoun
The food is	On	The table
She lives	In	Keta
Anne is looking	For	You
Sheiley is used	To	English

Preposition are used to express place and time

Preposition of Place:

- At for a Point..... at the bank
- In For an Enclosed Space..... in the garden
- On for a Surface..... on the wall

Preposition of Time:

- At for a Precise Time..... At 3 o'clock
- In for months, years, centuries..... in May
- On for Days and Dates..... On 25 December, 2017

To summarize, the different studies on the difficulty of learning prepositions discussed, attest that preposition is a widely researched subject globally. However, Ghanaian English as second language learners, in particular Ghana Institute of Languages, Kumasi English language learners' challenges in learning prepositions has not been explored and studied thus far. Hence, the researcher hopes to spark the interest for further research in the learning of prepositions in Ghana through this study.

Summary of Literature Review

This review has dealt with the different views held by different scholars as to what preposition is, its benefits in the English language, some problems associated with its

teaching and learning, strategies to overcome these problems and the definition of some key words such as grammar, sentence, prepositions, types and the usage of prepositions, error analysis, types of errors and an empirical study in this research. The next chapter (chapter three) presents the methodology for the study.



CHAPTER THREE

METHODOLOGY

Introduction

This chapter describes the research methods used in the study including the research design, sampling techniques and procedures, population definition, instrumentation. It also describes the data sources including the methods of data collection, ethical concerns and data handling procedures.

Research Approach

Research design refers to the overall plan the researcher employs to collect data in order to answer the research questions including the research data analysis techniques or methods (Adentwi & Amartei, 2009). The research design used for the study was a mix of quantitative and qualitative methods. Quantitative design is an approach to gathering data using numbers. In this study, the quantitative data was gathered in the form of scores on tests. Qualitative design is approach to gathering data using narratives. In this study, the qualitative focused on explanations students gave for the choice of the answers. The core assumption of this form of inquiry is that the combinations of both approaches provide a more complete understanding of the research problem than either approach alone (Creswell, 2014). One of the major advantages of conducting a mixed method research is the possibility of triangulation, which is the use of several means to examine the same phenomenon. Triangulation allows one to identify aspects of a phenomenon more accurately by approaching it from different vantage points using different methods and techniques (Crotty, 1998). Combining both approaches provided detailed information of students' understanding of preposition.

Research Design

The research is an action research that is focused on the use of prepositions in English Language which students of Ghana Institute of Languages, Kumasi finds difficult using. The research is aimed at improving the use of students' prepositions using the Integrative Approach in teaching grammar, and practice drill.

Population of the study

Population is defined as the group of teachers and pupils or objects that the findings of a research work are interestingly applicable to (Fraenkel and Wallen, 2003) such as students and teachers in the Ghana Institute of Languages, Kumasi. The population of the study was made up of all students of Ghana Institute of Languages, Kumasi. The target population was the group of interest to the researcher as it was the group from whom the researcher generalized the results of the study.

The research was conducted at Ghana Institute of Languages, Kumasi. This is a mixed school. The school has a population of 1500 students of which about 700 are males while the remaining are females students. The teachers of the English language and sample students formed the respondents of the questionnaire and also the people who were observed. The students also answered text assignment and exercise that was conducted for students.

Sample size

A sample is a small proportion of the population selected for studying an analysis (seidu, 2006). The population of forty-five (45) was the total number used in the research where five (5) was the teachers of English language in the school who were

supplied with questionnaires. Forty (40) of the students were also supplied with questionnaires and tests which they answered. All the participants were observed.

Sample and sampling technique

Purposive sampling technique was used for this study. Purposive sampling is a non-probability sampling technique where the researcher relies on his own judgment when choosing members of the population. Purposive sampling technique may prove to be effective when only limited members of people can serve as primary data source. Particularly useful in selecting major stakeholders in a case study (Palys, 2008). The purposive sampling technique was used to select 40 students from Ghana Institute of Languages, Kumasi. This purposive sampling technique was adopted because the students at all levels exhibit almost similar characteristics of interest to the study.

Instruments for Data Collection

The research instrument was based on instruments such as questionnaire and test for identifying the complications which arise when using English prepositions among students of Ghana Institute of Languages, Kumasi.

Objective Test

An objective test on preposition was administered to the students to find out their knowledge about the rules of preposition and how they apply these rules. It was to ascertain the specific challenges of these students. Twelve (12) questions were used in this test and the time allocation was fifteen (15) minutes.

Semi-structured questionnaire

The semi-structured questionnaire was based on a 4-point Likert scale (Edwards, 1957) which was used to achieve the objectives of the study. The semi-structured questionnaire also provided respondent opportunity to provide open ended responses. From the researcher's point of view, this type of questionnaire was appropriate for the study as it was easier and quick to create. It also provided the responses that was sufficient to answer the research questions.

The questionnaire as an instrument, however, has some limitations. It did not give the researcher the opportunity to delve deeper into the respondents' opinions and feelings (Frankfort-Nachmias & Chara 1996). The given answer is final and there is no clarification. This was however, overcome in this study by the inclusion of a few open-ended questions. Another limitation of the questionnaire is the possibility of inclusion of ambiguous items. That is, if a questionnaire is not properly constructed, it may have unclear items and respondents might not understand them.

The questionnaire contained 5 sections; Section A, B. Section A contained Demographic questions that needed to be obtained with regards to the characteristics of the sampled population regarding their school type without compromising participant anonymity; Section B contained the information need to find out reasons accounting for grammatical errors that are made by students of Ghana Institute of Languages, Kumasi in their writing.

The choice of this instrumentation took into consideration factors like time constrain, purpose of research, type of research, research design, type of data needed, and data analysis, which made it preferred. Another reason was to allow sincere response to questions without anxiety, pretence. The questionnaire was developed to students as they are the only respondents under investigation.

Intervention

Intervention is a set of strategies planned and implemented to solve a specific problem or improve an educational practice. It involves a step by step process which is constantly monitored over varying periods of time and by a variety of mechanisms (Kumar, 2005). The strategies which were used as interventions for the research were meant to finding lasting solution to preposition problems. Based on the findings made during the pre-intervention stage with students with regards to responses from questionnaire and the results of the class exercise (test), it was realized that the students had the following problems in their writings:

1. Omission: In omission of preposition, the students drop using any preposition in the sentence where it is obligatory as in:
 - a) I woke in the morning 5 o'clock instead of
 - b) My class started 10 to 4 o'clock.
2. Insertion: in insertion of preposition, students supply preposition in the sentences where it is undesirable as in:
 - a) I reached to the campus.
 - b) I saw to my teacher.
3. Selection: In selection of incorrect preposition, students supply prepositions in their sentences which are not appropriate. This type of error as in:
 - a) I came here in the 15th of July
 - b) I came in campus at 10 o'clock

English lessons on preposition were organized for the sampled students after school with the aim of helping them improve on their level of competency in the use of English Language. A period of 1 month was used for the intervention. Learners were taken through some teaching strategies which include classroom situation, class

discussion of prepositions, the use of integrative approach in teaching grammar, and practice drill.

The use of integrative approach to grammar teaching

This approach involves the systematic and detailed analysis of the stylistic features of a text; vocabularies, structure, register, etc. in order to find out not just what a text means but also how it comes to mean what it does (Short, 1996). The researcher bearing in mind this integrated approach allowed students to use the prepositional rules appropriately in a variety of contexts in the class at all times. Learners' grammatical errors especially preposition ones were instantly corrected with a level of diplomacy in order not to discourage learners.

Practice drill

Through demonstration, the researcher explained the various types of preposition and their positions and functions in sentences as the state of being related to nouns or pronouns. On this premise, the researcher explained the principle of the usage of these various prepositions.

Example:

- The pen is on the table
- “The man is in the house
- “Behind any successful man, there is a woman
- “The man is at the entrance of the house

The discussion continued with lots of examples for respondents to practice in order to grasp the concept.

Data Analysis Procedure

Data was analyzed using frequency counts and simple percentages methods

Ethical issues

To ensure that this research does not break the rules of ethical considerations, the research ensured that the consent of respondents is sought. The study also ensured that source of relevant knowledge that supported the work was acknowledged through referencing. The privacy and confidentiality of respondents were also respected.

Conclusion

In conclusion, the study had attempted to investigate grammatical errors in the writings of students of Ghana Institute of Languages, Kumasi. This was done by collecting data from sampled students. The data were analyzed using frequency and simple percentage. The model employed for the analysis of preposition errors of the students was proposed by Corder (1974). The researcher believed that the strategy used for the study would lead to findings that would create platforms for other researchers due to the benefits students derived from the exercise. It also contributed to the improvement of students' proficiency in the English language as well as other subject areas. Moving forward, it was expected to help in their academic improvement and communicative competence generally.

CHAPTER FOUR

ANALYSIS OF FINDINGS

Introduction

This chapter provides an in-depth analysis of the main findings of the study. The data for this study were drawn from various sources; questions and tests administered during the research process. The data gathered for this study were analyzed using tables and figures. The results have been analyzed in line with the research questions.

The interpretation of findings was done to match the three main objectives of the study.

Research Question One: What type of errors do students of Ghana Institute of Languages Beginners commit in the use of prepositions?

As Jha (1991) proposed that there are three classifications of preposition error students made in their writings. The research question aimed at investigating the preposition errors students of Ghana Institute of Languages, Kumasi made in their writings.

Data gathered indicated that all teachers in the study unanimously affirmed the fact that students surely have difficulties dealing with prepositions in English, as such students do not do well in using the language. All the teachers identified the following preposition errors made by students in their writings:

4. Omission: in omission of preposition, the students drop using any preposition in the sentence where it is obligatory as in:
 - c) I woke in the morning 5 o'clock.
 - d) My class started 10 to 4 o'clock.
5. Insertion: in insertion of preposition, students supply preposition in the sentences where it is undesirable as in
 - c) I reached to the campus.
 - d) I saw to my teacher.
6. Selection: In selection of incorrect preposition, students supply prepositions in their sentences which are not appropriate. This type of error as in:
 - c) I came here in the 15th of July
 - d) I came in campus at 10 o'clock

With reference to this, one teacher participant was asked the types of preposition errors in the students' writings. He indicated that:

For me these students are always found of making unnecessary grammatical errors in the English language especially the prepositions. Such errors are omission, insertion and selection.

When asked what is his personal view about the standard of English language in his school, this was what he said:

For me these students are always found of speaking their local languages thus Ghanaian languages and pidgin language in the school.

Another teacher participant was asked which aspect of the English language is more difficult for her to teach, she answered with a smile:

Sister I spent time a lot of time if am teaching grammar. You see grammar has many rules. I want my students to understand and use these rules correctly. When I see that they understand the rules and can use them correctly, then I proceed on with another lesson.

Therefore, it is important for students to grasp preposition rules in order to overcome these effects. The researcher also noticed this during the feedback of the questionnaire and also from the test he conducted.

Analysis of Pre-Intervention Test Scores

Table 1 below presented a pre-intervention test which was conducted to identify the preposition errors which was made by the sample of students of Ghana Institute of Languages, Kumasi.

Table 2: Marks obtained by students in the Pre-intervention preposition test

Range of marks	% score	No. of student (tally)	Class %
0-5	0-25%	21	52.5%
6-10	26%-50%	12	30%
11-15	51%-75%	7	17.5%
16-20	76%-100%	-	-
Total	100%	40	100%

Source: Field Survey (2020).

The data in the table 2 above represent the raw marks and their percentage equivalents obtained by the 40 students in the pre-intervention preposition test. Based on the data in the table, 21 students representing fifty percent 52.5% of the students scored marks ranging between 0-5 which represents 0-25% of the total marks.

The table also indicates that ten students 12 representing 30% of the students obtained marks from 6-10 which represents 30%-50% of the total marks. 7 students representing 17.5% of the students scored marks which ranged from 11-15, representing 51%-75% of the total marks.

None of the students scored a mark above 15, which represents 76%-100% of the total marks. The researcher set the pass mark at 51%. For this reason, it is obvious from the table that 33 students did not pass. They scored marks between 0-50%. Only 7 students representing 17.5% of the students passed. The results have confirmed that students of Ghana Institute of Languages, Kumasi made preposition errors in their writings.

Preposition errors emerging from the pre-intervention test

The test exercise yielded very relevant data in answer to research question one. The areas where students encountered difficulties in studying preposition at that educational level are explained below.

Research Question Two: What are the possible sources of these errors committed?

A questionnaire was administered to find out the possible complications which arise when students of Ghana Institute of Languages, Kumasi use English prepositions.

Forty (40) respondents answered the questions listed below:

S/N	Question Items	SA %	A %	D %	SD %
1	The Lack of Basic Knowledge of Prepositions and Their Multiple Usage Is One of the Prominent Difficulties That You Face	83	10	6	1
2	The Lack of Communication with English Language Native Speakers Is One of the Problems Faced by You in Understanding Prepositions	68	24	7	1
3	There Is an Urgent Need for a Well-designed Grammar Course Book That Explains to You the Syntactic and Semantic Usage of Prepositions in Different Contexts	91	6	2	1
4	The Challenge to Master the Correct Usage of Prepositions in Different Contexts Is One of the Problems in Learning Prepositions for You	23	24	43	10
5	Guessing the Use of Preposition in a Sentence is One of the Challenging Factors in Learning Prepositions for You	73	24	3	0
6	The English Prepositions Are Highly Polysemous Words Which Are Difficult to Understand and Use for You	82	0	9	9
7	Mother-tongue Influence Causes Problem in the Use of Prepositions in a Given Situation for You	62	22	10	6
8	Does Learning Grammar Overcome the Challenges of Using English Preposition for You?	17	8	65	10
9	The Traditional Method of Using Collocations to Teach Prepositions Create Difficulties in Understanding English Prepositions for You	12	63	15	10

10	Place and Time Prepositions Are the Most Challenging Prepositions for You in the Learning of English Prepositions	78	12	9	1
11	Prepositions Perform Three Formal Functions in Sentences. They Can Act As an Adjective, as an Adverb and a Nominal When Used in Conjunction with the Verb Form to Be, Which Create Difficulty for the Learners.	17	51	32	0
12	The Semantic Differences in the Prepositions of Twi and English Languages Play a Crucial Role in Making It Difficult to Learn English Prepositions for You.	77	12	7	4

Source: field 2020

From the table above, research item one demonstrates the frequency tally of responses to the statement: The lack of basic knowledge of prepositions and their multiple usages is one of the prominent difficulties that you face. Out of the 40 participants, eighty-three percent strongly agreed that the lack of basic knowledge of prepositions and their multiple usages is one of the prominent difficulties that they face. Meanwhile, ten percent of the participants agreed with this statement. However, six percent of the participants disagreed with this while one percent strongly disagreed with this statement.

In the table, item two demonstrates the frequency tally of responses to the statement: The lack of communication with English language native speakers is one of the problems faced by you in understanding prepositions. Among the 40 participants, sixty-eight strongly agreed that lack of communication with English language native speakers is one of the causes of poor understanding of prepositions. Twenty-four

percent of the participants agreed while a mere seven percent and one percent disagreed and strongly disagreed respectively to statement.

According to the table, question item three (3) demonstrates the frequency tally of responses to the statement: There is an urgent need for a well-designed grammar course book that explains to you the syntactic and semantic usage of prepositions in different contexts. From the 40 participants, ninety-one percent strongly agreed that there is an urgent need for a well-designed grammar course book on syntactic and semantic usage of prepositions in different contexts. Meanwhile, six percent of the participants agreed with this statement. However, two percent and one percent of the participants disagreed and strongly disagreed with this statement.

From the above table, item four (4) demonstrates the frequency tally of responses to the statement: The challenge to master the correct usage of prepositions in different contexts is one of the biggest problems in learning prepositions. Out of the 40 participants, twenty-three percent strongly agreed that mastering the correct usage of prepositions in different contexts is one the problems in learning prepositions. Concurrently, twenty-four percent of the participants agreed with this statement. Nonetheless, forty-three percent of the participants disagreed with this statement while ten percent strongly disagreed.

Item five (5) in the above table demonstrates the frequency tally of responses to the statement: Guessing the use of preposition in a sentence for you is one of the challenging factors in learning prepositions. From the 40 participants, seventy-three percent strongly agreed that guessing an appropriate preposition in a sentence is one of the challenging factors in learning prepositions. Apart from that, twenty-four

percent of the participants agreed with this statement but three percent disagreed. Notably, no participant strongly disagreed with this statement.

Item six (6) demonstrates the frequency tally of responses to the statement: The English prepositions are highly polysemous words which are difficult to understand and use for you. Among the 40 participants, eighty-two strongly agreed that the English prepositions are highly polysemous words which are difficult to understand and use. Not one of the participants agreed with this statement but there were nine percent who disagreed. Another nine percent of the participants strongly disagreed that the polysemic prepositions are difficult to understand and use effectively

Item seven (7) demonstrates the frequency tally of responses to the statement: Mother-tongue influence causes problem in the use of prepositions in a given situation for you. Sixty-two percent of the 40 participants strongly agreed that the influence of the mother tongue is a problem when learners are choosing appropriate preposition for a given situation. Furthermore, twenty- two percent of the participants agreed with this statement while, ten percent disagreed. It is worth noting that six percent of the participants strongly disagreed that mother tongue influence is a problem in using prepositions.

Question item eight (8) demonstrates the frequency tally of responses to the statement: Does learning grammar overcome the challenges of using English preposition for you? Out of the 40 participants, seventeen percent strongly agreed that learning grammar does overcome the challenges of using English preposition among the English language learners. Meanwhile eight percent agreed with this statement. However, a total of sixty-five percent of the participants strongly disagreed that

learning grammar can help in overcoming the challenges of using prepositions while ten percent merely disagreed.

Item nine (9) from the above table demonstrates the frequency tally of responses to the statement: The traditional method of using collocations to teach prepositions create difficulties in understanding English prepositions for you. Twelve percent of the 40 participants strongly agreed that using collocations to teach prepositions makes it difficult for English language learners to understand and use prepositions. Sixty-three percent of the participants agreed that this traditional method of teaching created difficulties in the learning of English prepositions. Nevertheless, fifteen percent of the participants disagreed that teaching collocations with prepositions causes difficulty for English language learners learning prepositions while a distinct ten per cent strongly disagreed with the statement.

Question item ten (10) from the above table demonstrates the frequency tally of responses to the statement: Place and Time Prepositions are the most challenging prepositions for you in the learning of English prepositions. Among the 40 participants, seventy-eight percent strongly agreed that Place and Time Prepositions are the most challenging prepositions that learners faced while learning English prepositions. Furthermore, twelve percent of the participants agreed with this statement. However, nine percent of the participants disagreed while one percent strongly disagreed that the place and time prepositions are the most problematic prepositions to learn this statement.

Question item eleven (11) from the above table demonstrates the frequency tally of responses to the statement: Prepositions perform three formal functions in sentences. They can act as an adjective, as an adverb and a nominal when used in conjunction

with the verb form to be, which create difficulty for the learners. From the 40 participants, seventeen percent strongly agreed that the three functions of create difficulty for the learners. A further fifty-one percent of the participants agreed with this statement. Withal, thirty-two percent of the participants disagreed with this statement. Interestingly, 0 percent of the participants strongly disagreed with the three functions of the prepositions posing difficulty to learners.

From the above table, question item twelve (12) demonstrates the frequency tally of responses to the statement: The semantic differences in the prepositions of Ghanaian Languages like Twi, Fante and English languages play a crucial role in making it difficult to learn English prepositions for you. From the 40 participants, seventy-seven percent of the participants strongly agreed that the differences in the meanings of the prepositions in the Ghanaian Languages like Twi, Fante and English languages play a very important role in making learning prepositions difficult for English language learners. Meanwhile, twelve percent of the participants agreed with this statement. However, seven percent disagreed and four percent strongly disagreed with the statement.

Analysis of Post-Intervention Test Scores

A preposition test was administered to the students after they had been taken through the intervention strategies. The scores are presented in the table below.

Table 3: Marks obtained by students in the post-intervention test

Range of marks	% score	No. of student (tally)	Class %
0-5	0-25%	-	-
6-10	26-50%	6	15%
11-15	51-76%	24	60%
16-20	76-100%	10	25%
Total	100%	40	100%

Source: Field Survey (2019).

In Table 3 on post-test, no student scored marks ranging from 0-5 which represent 0-25% of the total marks of twenty. It is also evident from the data that 6 students representing 15% of the students scored marks ranging from 6-10 which accounts to 26%-50% of the total marks. 24 students representing 60% of the students scored marks ranging from 11-15 of the total marks; while 10 students representing 25% of the students scored marks between 16-20 representing 75%-100% of the total score.

These scores showed improvement over the pre-intervention test scores of the students. Only 6 students representing 15% of the students failed as against the 33 students who failed in the pre-intervention. On the basis of the post intervention, there was an improvement in their ability to overcome their preposition difficulties. This

improvement could be attributed to the teaching techniques the researcher used in the intervention.

Discussion of the findings

The findings of this study confirmed (Chodorow et al., 2007) 's study which said that preposition is one of the most problematic parts of speech in English language. The complications in learning preposition arise because of the many complex roles performed by them. According (Chodorow et al., 2007), English, prepositions appear in adjuncts, they mark the arguments of predicates, and they combine with other parts of speech to express new meanings. As a result, prepositions have various syntactic roles. In addition, the complications which arise while learners learn prepositions are due to the mono-morphemic form, which means prepositions are not derived from other words. Furthermore, prepositions are non-inflecting, meaning they do not take prefixes or suffixes. As mentioned earlier, the many functions of prepositions in English language contribute to the complications which arise while learners learn to use prepositions. (Humeid, 2013) in his study stated that apart from the varied functions of prepositions in English language, there are different prepositions with the same function which result in the failure of students in using prepositions effectively. These researches findings also show that preposition with collocations also contribute to the complications which arise in the learning of prepositions. Unlike in various other grammar components, prepositions with collocations in particular do not have specific rules to be followed by the English as Second language learners. Thus, learning prepositions with collocations is a challenge for the ESL learners. This complication necessitates the educators to consciously teach the collocations to the EL learners in the classroom. Another significant finding of this result is that the

Ghanaian of Ghana Institute of Languages, Kumasi ELL learners are not competent users of English prepositions. Moreover, they indicated in the study that they need a grammar textbook to explain the syntactic use of prepositions clearly to them. Presumably, their difficulties in the learning of prepositions are due to not having a good textbook on the learning of English prepositions. The mother-tongue or first language interference on the Ghanaians of Ghana Institute of Languages, Kumasi ELL learners in the learning of prepositions was another one of the findings of this research study. The difference between Ghanaian languages and English prepositions in number, sense and usage caused challenges in learning the prepositions. Not every English preposition has a distinct correspondent in Ghanaian languages and vice versa which creates misperception for the Ghanaian learners to use. Also, the imperfect familiarity of how a preposition is used makes the students create some prepositional mistakes. Therefore, in order for the Ghanaian ELL students to learn prepositions effectively, they should be conscious of the differences and similarities between the prepositions in the two languages. In addition, semantic differences in the prepositions of both Ghanaian and English language prepositions also play a crucial role in causing the difficulty in learning English prepositions. The semantic differences combined with several influences comprising the morphological, phonological, and metaphorical usage further contribute to the complications which arise while learning to use prepositions. Such misinterpretation or misuse is the basis of the systematicity of mistakes. Moreover, these difficulties are also due to the poor presentation of prepositions in the textbook which was pointed out by (Bennett, 1975) in his study. According (Bennett, 1975) to several textbook writers emphasized only on some types of prepositions while they disregarded other concepts which they felt was not of relevance. Concepts that some textbook writers emphasis on some

characteristics of the language and disregard others according to their belief or experiences. Furthermore, the findings also, revealed that the time and place prepositions are the most problematic prepositions for the University of Jazan English as Second language learners to understand and use. This is in line with (Ahmad et al., 2011) finding in his study on preposition error analysis, which asserted that errors take place because of the wrong idea of a hypothesis. Finally, the conclusion of this research findings is that the complications which arise while learning English prepositions are caused by mother-tongue interference, multi-functions of prepositions, inappropriate textbook on prepositions, polysemous prepositions, incompetency in the basic knowledge of prepositions and the traditional pedagogical instruction used in the teaching of prepositions as identified by (Lin, 2001). To sum up the discussion, it is important that the pedagogy used by the educators to teach the use of prepositions must be relevant to the context of the learning: is it an adverb or nominal or an adjective? If the pedagogy were suitable, then the impact of learning English prepositions will be successful.

Summary/Conclusion

Based on the results and findings from the study, there are significant conclusions which help to identify the difficulties faced by Ghana Institute of Languages' students English as a second language learner's face while learning English prepositions. The responses of the participants, who are studying English as a second language at this institution, evidently confirm the results of the previous studies that English preposition is a great force to be contended with in an English second language situation. Nevertheless, as weary as it may seem, it must be learned, because the absence of good performance in English preposition will contribute to poor English

Language structures and misunderstandings of the language's educators should employ teaching strategies such as proto-type Approach and Cognitive Strategy and Collocation Method to help English as Second Language learners overcome their problems in learning English preposition. Apart from a deliberate and focused teaching of the preposition and its associated properties in usage and meaning, comparative analysis of the different languages with which English has contact with may assuage the learners' trouble.



CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

Introduction

This chapter presented the summary, conclusions of the study, and recommendations made to address the main findings obtained from the analysis in the light of the objectives of the study.

Summary of the Findings

As stated earlier, three study objectives were developed in order to collectively satisfy the purpose of the study. Here, the study purpose of the study was to investigate grammatical errors especially preposition errors in the writings of students of Ghana Institute of Languages, Kumasi.

Objective One: To find out are the preposition errors of students of Ghana Institute of Languages, Kumasi in their writings.

The study wanted to find out are the preposition errors of students of Ghana Institute of Languages, Kumasi in their writings. Data gathered revealed that students made errors associated with grammatical preposition.

With regards to errors associated with grammatical preposition, the data in the use of the pre-intervention test indicated that the students did not fully internalize the principles of prepositions which states prepositions are complements and come before the nouns or pronouns but have different functions.

Complex preposition phrases during the pre-intervention test. This caused the errors they committed in the exercises. Because most of the students don't know when to use these prepositions.

Objective Two: To find out the reasons accounting for preposition errors that are made by students of Ghana Institute of Languages, Kumasi in their writings

The study wanted to find out the reasons accounting for preposition errors that are made by students of Ghana Institute of Languages, Kumasi in their writings. Data gathered revealed that the inability to understand what they read; lack of regularity and punctuality on the part of students at school; students' preference for other subject; the inability of students to understand when they are taught by their teacher; students' dislike for preposition lessons; teaching without teaching materials; lack of reading materials; were some of the reasons accounting for preposition errors that were made by students. There were also situations where there was an interference of local language on English language as some grammatical elements in their local language did not exist in English language and vice versa. Teachers generally argued that students' inability to use appropriate prepositions to complete sentences.

Again some students felt that teachers were not doing enough to help them understand the concept despite their qualifications. Students again felt that lack of individual attention during preposition lessons also contribute greatly to their inability to understand the concept very well. Majority of the students were of the view that their teachers were not giving them enough examples to understand the concept of preposition very well.

Objective Three: To find out the techniques which can be used to help students of Ghana Institute of Languages, Kumasi overcome these writing problems

The study wanted to find out the techniques which can be used to help students of Ghana Institute of Languages, Kumasi overcome these writing problems.

Data gathered revealed that in-service training, discussion method and activity based approaches, formation of English clubs, practical based teaching, usage of teaching and learning materials, flexibility in the delivery of lesson, development of positive attitude toward learning, teachers' ensuring that students use recommended text books, redevelopment of the curriculum from the foundation level, and provision of enough exercised and assignment were identified as other techniques which can be used to help student overcome these writing problems. Some of the teachers argued that the syllabi for the in-service training must be structured in such a way that all the aspects of the language which pose great difficulty to pupils be given detailed attention. Teachers again argued that there must be a deliberate effort by teachers and policy makers to improve on the Standard English language at the school. They also proposed activities like drama, role play, debates, and poetry recital which should be done in the English language to improve the standard of English language in the school. A student supported this view by arguing that it was important for students to speak English language more often in order for most of their preposition errors to be corrected.

Recommendations

1. Instructors ought to indicate the differences between English and Ghanaian Language sentence structures, in order to overcome the language obstruction and for a more successful effect in learning English prepositions.
2. A well –designed instructional method which is particularly concerned with the requirements English as Second language learners should have in order to learn English prepositions

3. Educators ought to have an inspiration disposition to energize the learning of English prepositions.

Recommendations for further study

The following recommendations can be considered for further research:

- It is suggested that the study be replicated in other schools using larger samples.
- A study should be conducted to determine the types and the usage of different kinds of prepositions in context.
- A comparative analysis of the level of understanding of Ghanaian languages as a first language of the learners and the English as a second language should be carried out.

Conclusion

Based on the results and findings from the study, there are significant conclusions which help to identify the difficulties faced by students of Ghana Institute of Languages, Kumasi students English as Second language learners face while learning English prepositions. The responses of the participants, who are studying English as a second language at the university, evidently confirm the results of the previous studies that English preposition is a great force to be contended with in an English Second Language situation. Nevertheless, as weary as it may seem, it must be learned, because the absence of good performance in English preposition will contribute to poor English language structures and misunderstanding of the language's Educators should employ teaching strategies such as Proto-type Approach, and Cognitive Strategy and Collocation Method to help English as Second Language learners overcome their problems in learning English preposition. Apart from a deliberate and focused teaching of the preposition and its associated properties in usage and

meaning, a comparative analysis of the prepositions of the different languages with which English has contact with may assuage the learners' trouble.

A number of reasons accounting for concord errors that were made by students were identified. They included: The inability to understand what they read; lack of regularity and punctuality on the part of students at school; students' preference for other subject; the inability of students to understand when they are taught by their teacher; students' dislike for concord lessons; teaching without teaching materials; lack of reading materials. There were also situations where there was an interference of local language on English language as some grammatical elements in their local language did not exist in English language and vice versa. Teachers generally argued that students inability to identify the subject when there are several modifiers in front or after it was a reason accounting for their concord errors. Again some students felt that teachers were not doing enough to help them understand the concept despite their qualifications. Students again felt that lack of individual attention during concord lessons also contribute greatly to their inability to understand the concept very well. Majority of the students were of the view that their teachers were not giving them enough examples to understand the concept of concord very well.

It was revealed that in-service training, discussion method and activity based approaches, formation of English clubs, practical based teaching, usage of teaching and learning materials, flexibility in the delivery of lesson, development of positive attitude toward learning, teachers' ensuring that students use recommended text books, redevelopment of the curriculum from the foundation level, and provision of enough exercised and assignment were other techniques which can be used to help student overcome these writing problems. Some of the teachers argued that the syllabi for the in-service training must be structured in such a way that all the aspects of the

language which pose great difficulty to pupils be given detailed attention. Teachers again argued that there must be a deliberate effort by teachers and policy makers to improve on the Standard English language at the school. They also proposed activities like drama, role play, debates, and poetry recital which should be done in the English language to improve the standard of English language in the school. A student supported this view by arguing that it was important for students to speak English language more often in order for most of their concord errors to be corrected.



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APPENDIX A
UNIVERSITY OF EDUCATION, WINNEBA

Department of English Education

This Research Instrument is designed to seek relevant primary data for the conduct of an academic study on the topic “problems in the usage of prepositions in the writings of students. A case study of Ghana Institute of Languages, Kumasi”. Your support and co-operation is very much appreciated and please be assured that your responses will be treated with utmost confidentiality.

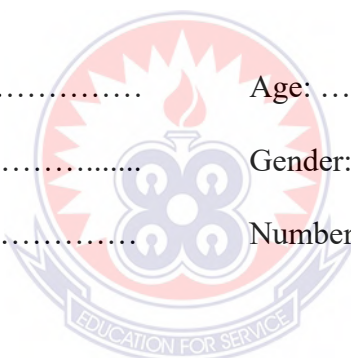
Teacher’s questionnaire

SECTION A

Rank of Respondent: Age:

Date..... Gender:

Qualification Number of workshops attended:



Section B

1. What aspect of English language do you often teach?
 - a) All aspect
 - b) Some aspect

2. Which aspect is more difficult to teach?
 - a) Grammar
 - b) Comprehension
 - c) Essay writing

3. What is your personal view about the standard of English language in your school?

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4. What in your view is the reason for the use of non-standard English?

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5. What problems do students have in dealing with summary writing?

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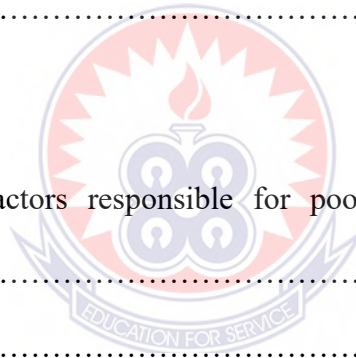
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6. How does poor summary writing affect your student's academic performance?

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7. What are the factors responsible for poor summary writing among the students?



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Tick [✓] in the columns where applicable, factors responsible for poor summary writing.

Item	Column
Negative attitude towards learning of English	[]
Inadequate qualified teachers of English at the senior high level	[]
Non-standard forms of English such as pidgin	[]
The inability to understand what they read	[]
Badreading habit among students	[]

8. Suggest remedies to help improve the teaching and learning of summary writing.

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Tick [√] in the columns where applicable to suggest remedies to help improve the teaching and learning of summary writing.

Item	Column
Provision of personal reading materials for students	[]
Encourage the student students to read more often	[]
Using practical ways to teach summary writing	[]
Giving more exercises to students	[]

APPENDIX B
UNIVERSITY OF EDUCATION, WINNEBA

Department of English Education

This Research Instrument is designed to seek relevant primary data for the conduct of an academic study on the topic “Problems in the Usage of Prepositions in The Writings of Students. A Case Study of Ghana Institute of Languages, Kumasi”.

Your support and co-operation is very much appreciated and please be assured that your responses will be treated with utmost confidentiality.

Student’s questionnaire

Section A

Class of Respondent: Age:

Date..... Gender:



Section B

Tick 1) One of the columns marked.

SA=Strongly Agree; A = Agree; D= Disagree; SD=Strongly Disagree

S/N	Questionnaire Items	SA	A	D	SD
1	The Lack of Basic Knowledge of Prepositions and Their Multiple Usage Is One of the Prominent Difficulties That You Face				
2	The Lack of Communication with English Language Native Speakers Is One of the Problems Faced by You in Understanding Prepositions				
3	There Is an Urgent Need for a Well-designed Grammar Course Book That Explains to You the Syntactic and Semantic Usage of Prepositions in Different Contexts				

4	The Challenge to Master the Correct Usage of Prepositions in Different Contexts Is One of the Problems in Learning Prepositions for You				
5	Guessing the Use of Preposition in a Sentence is One of the Challenging Factors in Learning Prepositions for You				
6	The English Prepositions Are Highly Polysemous Words Which Are Difficult to Understand and Use for You				
7	Mother-tongue Influence Causes Problem in the Use of Prepositions in a Given Situation for You				
8	Does Learning Grammar Overcome the Challenges of Using English Preposition for You?				
9	The Traditional Method of Using Collocations to Teach Prepositions Create Difficulties in Understanding English Prepositions for You				
10	Place and Time Prepositions Are the Most Challenging Prepositions for You in the Learning of English Prepositions				
11	Prepositions Perform Three Formal Functions in Sentences. They Can Act As an Adjective, as an Adverb and a Nominal When Used in Conjunction with the Verb Form to Be, Which Create Difficulty for the Learners.				
12	The Semantic Differences in the Prepositions of Twi and English Languages Play a Crucial Role in Making It Difficult to Learn English Prepositions for You.				

Thank you for giving me the information.

APPENDIX C

PRE-TEST

Q.1) Fill in the gaps with one of the following prepositions: at / in / by / on / for / to

She always gets up early the morning, so she can make it to class
..... time.

Mary stopped talking the middle of her story, and suddenly started to cry

I think we were all crying the time she finished telling us what had happened.

It's five twelve I need to give my parents a call. I haven't talked to them
.....a month.

The professor said the first day of the course, that there would be a big final
test the end of the semester.



APPENDIX D

POST-TEST

Q.2/ Complete the sentences with one of the following prepositions: after / towards / till / before / behind / through / from-to / between / within

You must finish the work a year Don't drive a red light

I shall wait ten o'clock

I went out for a walk, doing my homework You can call me at any time o'clock p.m. The train is twenty minutes schedule

The film showed June October They would arrive and pm It gets cool the evening

