

Aspects of Pidgin in the English Production of Primary School Pupils in Kumba

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ABSTRACT

This study examines some salient grammatical features in the English production of Anglophone class six primary school pupils who are fluent in Cameroon Pidgin English. The endeavour was carried out within the theoretical framework of Error Analysis propounded by Corder (1974). There were a total of 122 participants in the study. These participants were asked to write compositions on the following topics: *How did you spend your Christmas holiday*, *Narrate an event that made you very happy*, and *narrate any story of your choice*. Spoken data were collected by recording pupils' activities in and out of class. Errors were identified and classified under two main categories: verbs and prepositions. A questionnaire was administered to some 150 parents and teachers, to seek their opinion on pupils' use of Cameroon Pidgin English. The study was conducted to answer one main question. The main question is: "Are there any verb and preposition features in the English production of Anglophone class six pupils which are affected by Cameroon Pidgin English?" Findings revealed that the English production of Anglophone class six primary school pupils contained a number of grammatical features that can be traced to their mastery and consistent use of Cameroon Pidgin English.

Keywords: Pidgin English, English language, primary school pupils

INTRODUCTION

There have been controversial discussions about the effects of Pidgin on students' English in Cameroon. One school of thought holds that Pidgin negatively affects students' use of English in both written and oral production. This school of thought holds that the decline in the standard of English in Cameroon results from the use of Pidgin (see Kfua 1996, Anchimbe 1998, Fontem 2004). Another school of thought sees Pidgin as a very important contact language in Cameroon. On their part, the falling standard of English is to be blamed on a lack of exposure to good English through general reading, a lack of English textbooks, and untrained language teachers (see Ayafor 2015). This study describes the grammatical features of the English production of Anglophone class six primary school pupils who are fluent in Cameroon Pidgin English.

Pidgin has become a very important contact language in Cameroon, and in spite of the stigma attached to it, Pidgin has caught the attention of many researchers. Salvador (2007) defines Pidgin as "an emergency language, created to facilitate communication between groups of different languages and cultures when they come into contact and establish some relationship. It is commonly related to situations of trade and or colonisation," he said, "when children are born within a Pidgin-speaker community and have this language as a mother tongue, then we have a creole language conception". As earlier mentioned, Pidgin English has attracted the interest of many researchers in Cameroon such as: Alobwede (1998), Kouega (2001, 2008, 2015), Mbufong (2001), Echu George (2003), Simo Bobda and Wolf (2003), Fontem (2004), Mbanguana (2004), Menang (2005), Neba et al. (2006), Sala and Ngefacs (2006), Tande (2006), Fonka (2007), Atechi (2008, 2011) Ayafor M(2008) Ngefacs (2009,2011), Chia (2009), Epoge (2013) and many others. Though many researchers have worked elaborately on Pidgin in Cameroon, the present researcher feels that there is a need to contribute to the existing knowledge, especially at the level of grammar. This area still needs to be covered as it constitutes the building block of language use. For one to say he knows a language, he must master the grammatical rules of that language. Huge (1983), as quoted by Jikong (2003), considers grammar as the bedrock on which all have to stand for deeper understanding.

The present work sets out to describe some grammatical features of the English production of Anglophone class six primary school pupils fluent in Cameroon Pidgin English.

Statement of the problem

The problem of falling standards in English has prompted some schools and universities to put up notices prohibiting the speaking of Pidgin on campus. The disdain for Pidgin is very glaring at the University of Buea, where anti-Pidgin signboards have been placed all over the campus with such messages as: ‘succeed at university by avoiding Pidgin on campus’; ‘Pidgin is like Aids, shun it’; ‘English is the password, not Pidgin’; ‘if you speak Pidgin, you will write Pidgin’. English is an important discipline which poses a great challenge to learners at all levels. The challenges are even greater at the initial stages of education, where learners are expected to know the fundamentals of the language in order to make a good start. With the falling standards of the English language in Cameroon, this paper seeks to find out if there are verb features in the English of Anglophone class six pupils affected by Cameroon Pidgin.

Research question

This research is guided by one main question:

- i. Are there any verb and preposition features in the English production of Anglophone class six pupils which are affected by Cameroon Pidgin English?

Language situation in Cameroon

Cameroon is a multilingual country where hundreds of indigenous languages co-exist with two official languages (French and English) and Cameroon Pidgin English. Cameroon has ten regions and the people in these regions fall into either of the two zones that make up the country: Francophone Cameroon and Anglophone Cameroon. Francophone Cameroon which comprises of eight of the ten regions has French as its official language; Anglophone Cameroon on its part, comprises two of the ten regions, with English as its official language. Cameroon is a country with four major non-localised lingua francas that is, Fulfulde, Beti, Camfranglais and Pidgin (Kouega 2008). Below is a brief discussion of Pidgin.

Pidgin

Steven et al. (2009) said, “Pidgin is a language that comes about as a result of contact between two groups who speak different languages and do not understand each other. Often the reason for this contact is trade, where there is a need for a simplified language”. A Pidgin is an emergency language, created to facilitate communication between groups of different languages and cultures when they come into contact and establish some relationship (Salvador 2007:1).

McArthur (1992) added to the definitions of Pidgin and said that “Pidgin is generally a contact language which draws on elements of two or more languages... It is a hybrid makeshift language used by and among traders...”

Cameroon Pidgin is one of the most widely used languages of wider communication (Echu, 2003). It is mainly spoken in the two Anglophone regions of Cameroon and the two francophone regions: Littoral and the West region (Kouega, 2007). According to Todd (1982), the varieties of Pidgin spoken in the regions are different. She distinguishes five varieties of CPE: Coastal CamP, Bamenda CamP, Littoral CamP, Bororo CamP and Francophone CamP. Ethnologue (2005) estimated the number of speakers, who are mostly second language users, to be around two million people.

Attitudes towards Pidgin in Cameroon

Since the advent of Pidgin English in the 18th Century in Cameroon, two schools of thought have emerged. On the one hand are those who think Pidgin is a bad language, and on the other hand, those who consider Pidgin an invaluable asset. According to Abongdia (2014), CPE “is seen as an inferior, uneducated, and primitive language

in Cameroon and its use is frowned upon by those in authority". He further reported that his respondents felt that "this language variety "spoiled, killed, and affected the quality of English in the country. Cameroonians generally view it as the language of the uneducated, as it is "bad English" used only for informal communication (ibid).

Anchimbe (2004) contradicted Kouega's view and said the institution of radio news broadcasting has attracted the interest of many listeners who can now identify with the radio, which for long had been reserved only for the educated. Tande (2006) observed that although CPE is widespread in the two Anglophone regions of Cameroon, it is still treated with scorn and disdain, and in elite circles, it is considered a language for the lower class. He went further to say that Pidgin pollutes Standard British English (SBE) and prevents English-speaking Cameroonians from speaking Standard English correctly. Beteck (1986), Munang (1996), and Anchimbe (1998), quoted by Kouega (2008), shared the above view by affirming that Pidgin does affect the acquisition of English by children. Kouega (ibid) reported that "parents insist that their children should learn English and French and nothing else". Also, Kouega (2007) and Fontem (2004) posited that policymakers and some Cameroonian elite have a negative attitude towards the language; they consider CPE as the major cause of the falling standard of English in Cameroon. However, Simo Bobda (2002:114) stated that:

Pidgin English is an irreplaceable tool of communication in Cameroon and is by no means incompatible with the production of good English; it is only when a speaker does not have efficient knowledge of English that Pidgin English may creep in one way or another.

CPE is treated with disdain to the extent that it is banned in the two Anglophone Universities, that is, the University of Buea and Bamenda, and some prestigious Anglophone schools such as St Paul's Comprehensive School, Bamenda. This is because CPE is considered "Broken English", "Bad English" or "Bush English" and the tendency of students bringing in certain Pidgin structures and lexical items when speaking Standard English, without being conscious of their inappropriateness in Standard English usage (Vincent 2015). Mbufong (2001), quoted in Neba et al (2006:56), contested that it is not the knowledge of CPE that influences the language negatively in Cameroon; rather, it is the fact that people lack the knowledge of it.

LITERATURE REVIEW

Prominent researchers such as Kouega (), Ayafor (), Sala and Nguetfac (2006), Bellama et al (2006), etc., described the grammar of Cameroon Pidgin. Some aspects of their work are reviewed below.

Works on the grammar of Pidgin

Bellama et al (2006) described the grammatical structure of Cameroon Pidgin. They considered in turn: present, future, immediate future, simple past, unspecified past, conditional and compound tenses; the verb "to be" and "get", subject, possessive, emphatic, object and relative pronouns; question words, plural markers, adjectives and pronouns, adverb, the imperative, auxiliaries, prepositions and conjunctions.

They noted that "de" in Pidgin usually indicates the present tense. They explained that the sequence *subject + de + verb* is the normal tense structure.

A de ste fo Bamenda

I live in Bamenda

Yu de chop monki evri de

You eat monkey every day.

To them, the "de" form in Pidgin actually translates several English meanings, namely the present progressive and the habitual action. Here are some examples they gave:

Present progressive

I de chopHe is eating.

Habitual

I de wok evri deShe works every day.

The present tense negative is formed by using “node”

A node kamI’m not coming.

They pointed out that the future tense in Pidgin was formed by adding the auxiliary ‘go’ before the verb.

Present Future

A de rayt letaA go rayt leta

A bi trainee, A go bi trainee

They also explained a kind of immediate future in Pidgin, which is used when you are literally on your way to do something. This is formed by using the combination: subject + de go + verb.

Immediate future

a de go cook

Future

A go pleI will play

The negative of the future tense “go” and the immediate future “de go” is formed by adding no before go and de go respectively.

A no-go ple

A no de go ple

Furthermore, they highlighted that Pidgin auxiliaries include: “sabi”, “wan” and “fit”. Sabi means to know how to do something, wan means to want or would like to, while fit means can or is able to do something.

A sabi tok French“I know how to speak French, or I can speak French”

A wan go fo tawn“I want to go to town”

A fit kari dis tabul“I can carry this table”

They found out that there is also an unspecified past tense in Pidgin. “Don” is the indicator of the unspecified past in Pidgin. The unspecified past in Pidgin is fairly similar to the English present perfect.

Dem don tif ma moni“They have stolen my money”

Wi don chop“We have eaten”

The negative form of “don” is “noba” or “neba” in some dialects.

A noba go fo Naygeria“I’ve never been to Nigeria”

The marker for the simple past tense is “bin”. This is also referred to as the specified past.

A bin chop koko fo monin taym “I ate cocoyams this morning”

The negative of bin is “nabin”.

A no bin si yi yestade “I didn’t see him yesterday”

They examined pronouns and identified several emphatic pronouns.

SingularPlural

Mi, misef(myself)wi, wisef(ourselves)

Yu, yusef(yourself)wuna, wunasef(yourselves)

I, Isef(himself/herself/itself) dem, demsef(themselves)

A go slip mi di hol de(myself) I will sleep the whole day

The English relative pronouns who, whom, whose, and which are all expressed in Pidgin by the formula: we+ pronoun.

A min dat gel we I bin sidon fo we tebul. “I mean the girl who (she) sat at our table”.

Adverbs are often formed in Pidgin by doubling words.

Ol completely

Nau nauimmediately

Kwik kwikquickly

Sala and Ngefac (2006), in their examination of the depidginisation process in Cameroon Pidgin, examined the grammatical restructurings that have occurred in CPE over the last 50 years. The use of “am” as an objective pronoun has disappeared. They gave illustrations of how innovations in CPE, grammar ascertains and fixes CPE grammar by ridding it off some anomalies. These are the examples given.

a. Dis na ma basiku

This it is my bicycle

This is my bicycle

b. Dis wan na ma basiku

This one it is my bicycle

This is my bicycle

In (b), they said, the introduction of “wan” after “dis” is a grammatical innovation; “na” in CPE is not followed by a pronoun, but only referential nouns.

“am” comes after the reduplicated transform. Example

“bait-am-bait-am” becomes “bite-bite-am”. The reduplication transform is considered a lexical unit. Reduplication marked plurality in the early years of Pidgin. There is also a more oriented phenomenon in ‘dem back-dem’. The first dem marks possession and the second marks plurality.

Ayafor (2008) describes how some parts of speech function in Kamtok. At the level of nouns, they do not take the plural form through inflexion. She said that plurals are always expressed in the noun phrase by adding the plural marker “dem”. Even when a numeral in the phrase indicates plurality, the plural marker is still used. Hence, singular “man” becomes “man dem”, “wan buk” becomes “tu buk dem” or “plenty buk dem”. She also said that abstract nouns are expressed by explanatory noun phrases or relative clauses. For example: “Imagination” would be “weti wey man de tink”, literally “what one thinks”.

She also pointed out synonyms that coexist in Kamtok. They include:

Kassingokencane

Kwapoket/hanbagpocket/handbag

There are equally homophones in Kamtok:

Aks meaning “to ask” and “an axe”

Taya meaning “a motor tyre” and to be tired.

She pointed out that, since these involve different parts of speech (nouns and verbs), the homophony/homonymy is tolerated. Some nouns in Kamtok are reduplicated. When this happens, they either maintain their functions as nouns or become adjectives. For example:

San-san “sand”

Bia- bia “hair”

Koro-koro “scabies”

She also reported that the relative pronoun in Kamtok is expressed by the words “weh” and “se”. “Weh” is used to link two prepositions. The equivalent of “weh” in English is expressed by “what”, “who”, “whose”, “whom”, and “that”. The context in use differentiates these meanings. “Weh”, meaning “that” or “which”, can be used interchangeably. The other relative pronoun “se”, which can be translated into “that” in English, is usually used with verbs expressing an opinion or attitude. She also pointed out that the word “on” is added to possessive adjectives in order to form possessive pronouns. For example:

Ma on “mine”

Ya on “yours”

Ayafor (ibid) discussed the position of adjectives in Kamtok as being the same as those of English. That is, they can be both attributive and predicative. Example:

a) Ma kombi get bik fut dem

My friend has big foot

b) Ma kombi yi fut dem bik

My friend’s feet are big

She also listed Kamtok possessive adjectives, which include: “ma”/my, “ya”/your, “yi”/his/hers/its, “wuna”/your, “wi”/our, and “dia”/their. She said that these adjectives are preceded by nouns they determine, as we can see in the following examples she gave:

Ma papa my father

Wuna moyoyour father-in-law.

As for concerned prepositions used in Kamtok, Ayafor stated that the most common preposition in this language is “fo,” which in Standard English can mean *to*, *at*, *in*, *on*, *about*, and *from*, depending on the context in which it is employed. She illustrated her argument with the following examples:

- a. A di go fo ma wok.

I’m going to my place of work.

- a. Pikin dem di pley futbol fo stad.

The children are playing football at the stadium.

Kouega (2008) wrote the first ever dictionary of Cameroon Pidgin English usage, where he tackled a number of issues including: parts of speech, verbs and the verb phrase, tense, aspect articles, interrogation adjectives, numerals, number gender, case pronouns, complex noun phrases, adjective and adjective phrases, adverbs and adverb phrases, preposition and prepositional phrases, the simple sentence, negation, question, command, examination and interjection, coordination and subordination conjunctions. All these are taken up in turn.

Different parts of speech are found in Cameroon Pidgin. Below are some of his examples.

Noun: akol (alcohol), banja (rib),

Adjective: awaf (free of charge), doti (dirty)

Adverb: atol (never), daso (only)

Verb: chop (to eat), komot (to come out, go out),

Article: di (the) eg di man : the man

Demonstrative: dis (this), dat (that)

Pronoun: dem (they), yi (he, she, it), yu (you)

Preposition: fo (for, to at, in...), wit (with, and)

Conjunction: an (and), bot (but), ifi (if), se (that), we (who, which)

Interjection: akah! (rejection), ekie! (surprise), hapaah! (bewilderment), hiish! (filthiness) (ibid, p 33)

He reported that “Pidgin verbs are the same as Standard English ones, but their pronunciation is modified beyond recognition in some cases” example. “Apruf” (to approve), “bap” (to barb one’s hair), “bluk” (to break). He also stated that the real use of these verbs in a Pidgin speech depends on the level of education of the participants of an interaction. He said the more higher their level, the more frequent the English cognate verbs in their speech. He presented a few specific Pidgin verbs like: “bek-bek” (to ask for assistance indiscriminately), “chapia” (to cut grass with a cutlass), “chop” (to eat), “chus” (to excuse), “dash” (to give a present to).

He reported that Pidgin verbs fall into two categories: auxiliary and lexical. Lexical verbs have only one form – the base, unlike English verbs, which may have the V – S form (he sleeps), V- ING (he is sleeping), V-ED (he slept). In the same vein, the distinction between regular verbs (to call, called, called) and irregular verbs (to drink, drank, drunk) does not apply. “Lexical verbs are unmarked for tense, aspect, person and number, a feature Pidgin seems to share with many Cameroonian languages”. He identified fifteen common Pidgin auxiliaries. These are:

Bi (simple past tense marker) Yi bi de (He was there)

Bi di (past progressive) As a bi di tok (as I was saying...)

Bi don (recent past marker) Yi bi don chop (He had eaten.)

Di (progressive aspect marker) Yi di go(He is going)

Don (perfect aspect marker—positive) Yi don go (He has gone)

Fit (ability): A fit driver, Katapila (I can drive a caterpillar.)

Fo (ought to) Yi fo go de yi sef sef. (He ought to have gone there himself.)

Fo don (would have already...) We fo don klaim dat hil. (We would have claimed that hill by now.)

Get fo (have to) Yu get fo rid ya buk (You have to read your book)

Go (future tense) Yi go go holide (He will go away on holiday)

Go di (future progressive) Pipul dem no go di kam fo ma haus foseka a no get moni (People will not be coming to my house—calling on me—because I do not have money.)

Mos (must) Yu mos maret di man (you must marry the man)

Neva/noba (never) perfect aspect marker—negative Yi noba go (He has not gone)

Sabi (know how to) Yu sabi kuk jamajama? (Do you know how to cook vegetables?)

Wan (intention) Awan go Younde ches ma fail (I want to/am planning to go to Yaounde to check the status of my file)(ibid, p.34).

He reported that “Pidgin and English share a very high number of nouns, but their pronunciations differ considerably, as can be instanced by the following: arata (rat), babu (baboon), devul (devil), edishon (edition)”. He also brought out a few specific Pidgin nouns like: achomo (a type of cake), chin-chin (a type of pastry), dai-bodi (a corpse).

Framework of Analysis

The theoretical frame used for this study is Error Analysis (EA). This theory was propounded by Corder (1967) in his seminal paper titled “The Significance of Learners’ Errors”. Error analysis is a branch of applied linguistics. It focuses on the collection of errors made by second-language learners and also investigates aspects of second-language acquisition. The error analysis model used in this study is Corder (1974). He pointed out that “what has come to be known as error analysis has to do with the investigation of the language of second language learners”. He equally said that systematically analysing errors made by language learners makes it possible to determine areas that need reinforcement in teaching.

He presented errors under four categories:

- - Omission of some required elements
- - Addition of some unnecessary or incorrect elements
- - Selection of an incorrect element
- - Misordering of elements

Steps in Error Analysis

Corder (1974) suggested the following steps in EA research: (1) collection of a sample of learner language; (2) identification of errors; (3) description of errors; (4) explanation of errors; (5) evaluation of errors. Each is taken up in turn.

Collection of a Sample of Learner Error

When collecting data, one has to consider the study's purpose and then collect relevant data for the study's aim and the research questions to be answered (Ellis & Barkhuizen, 2005:57).

Identification of Errors

To better identify errors, a distinction must be made between errors and mistakes. Richards and Schmidt (2002) pointed out that an error results from incomplete knowledge, and that a mistake made by a learner when writing or speaking is caused by lack of attention, fatigue, carelessness, or other aspects of performance (p. 201). Corder (1974) explained that EA should be restricted to the study of errors (mistakes should be eliminated from the analysis).

Corder (1974) pointed out that the first step of error analysis is based on the literature. The taxonomy for error analysis includes the following categories and sub-categories: grammatical (this includes the different parts of speech), syntactic (sentence structure and word order), lexical (word choice), semantics (mechanics: punctuation and capitalization, and spelling). After categorizing, sources of errors are identified based on the literature. These sources are mainly interlingual (i.e. negative transfer from L1) and intralingual (developmental).

Description of Errors

This is a “comparison of deviations in learner’s utterances and reconstruction of those utterances in the target language. A description of errors committed shows the respects in which the realization rules of the target language differ from those of the learner's dialect” (ibid). Corder (1974) presented different types of errors, which include:

- a. Pre-systematic errors: These are “errors which occur when the learner is unaware of the existence of a particular rule in the target language. The learner cannot give any account of why a particular form is chosen”.
- b. “Systematic errors occur when the learner has discovered a rule, but it is the wrong one. The learner is unable to correct the errors but can explain the mistaken rule used”.
- c. “Post-systematic errors occur when the learner knows the correct target language rule but uses it inconsistently (makes a mistake) the learner can explain the target language rule that is normally used”.

Explanation of Errors

According to Corder (1981: 128), explaining errors is accounting for why and how errors come about. Past research has proven that many errors bear a strong resemblance to characteristics of the mother tongue. Many deviant errors read like a word-for-word translation. This has led to the widely accepted theory of transfer, which states that a learner of a second language transfers into his performance in the second language the habits of his mother tongue. In other words, the L1 interferes with the L2 (Corder 1981).

Evaluation of Errors

Furthermore, the final step in Error Analysis is to evaluate the results and draw a conclusion. In this step, the different errors are weighed to determine which should receive more attention and be taught in class. Evaluation of errors also entails the effect errors have on the person(s) addressed.

METHODOLOGY

This section considers the setting of the study (4.1), the informants (4.2), material collection (4.3), and analysis of data (4.4). each is taken up in turn

Setting of the Study

The setting of this study is the city of Kumba in the Southwest Region. The Southwest Region (SWR) is one of the two English-speaking regions of Cameroon (the other being the Northwest Region). It connects five of the six administrative divisions that make up the SWR, positioning the city as the centre of economic and business life in the region. With about 106,000 inhabitants, it represents the seventh most populated city in Cameroon, comprising roughly 14% of the population in the SWR (Ngoasong 2007).

The population of Kumba is diverse, with several ethnic groups inhabiting all over the national territory. "This geographic proximity and market potential have made the city one of the most cosmopolitan urban region of Cameroon and a melting point for business persons from neighbouring Nigeria, Gabon and Equatorial Guinea" (ibid). Socio-cultural and economic life is fairly distributed throughout the city, although there is a concentration of business life in the city centre. Agriculture is the main occupation in the city, with numerous farmers and small-holdings producing both cash and food crops. In addition, crafts and small-scale enterprises constitute the main economic power and driving force for employment and vocational training in the city. It is estimated that over a thousand different craftspeople and more than three thousand other small enterprises exist in the city. "Unlike most other cities in the English-speaking region of Cameroon, economic activity and modernisation are quite advanced in Kumba" (ibid). The huge economic inequality common in most regions in Cameroon has led to massive migration of different ethnic groups, especially from the Northwest Region and neighbouring Nigeria to seek better opportunities" (ibid).

The Informants

The subjects of this study are Class Six primary school pupils in Kumba. The choice of primary school was based on the fact that it is the initial level of education, and a good foundation in English grammar will ensure future academic success. These pupils were randomly selected in schools in Kumba. A total of 122 pupils took part in the composition writing. Among the pupils selected for this study, there was particular interest in those who were fluent in Pidgin. The researcher's interest in pupils who are fluent in Pidgin was to find out if their errors could be traced back to their knowledge and frequent use of Cameroon Pidgin English

Material Collection

The material for this study comes from two main sources: textual material (4.3.1) and a survey (4.3.2)

Textual Material

The textual material included written and spoken data.

The written data came from pupils' compositions on the following topics:

- How did you spend the Christmas holiday?
- Narrate an event that made you happy.
- Write a short essay on a topic of your choice.

These topics were proposed by Class Six pupils in Yaoundé during the pilot test for this study. The researcher proposed various topics to some potential informants, and most of them suggested the three formulations above. The preliminary analysis of their texts revealed various grammatical errors, including verb tense, number, word order, and subject-verb agreement,, to name only a fwa few. In all, 122 compositions collected from pupils,

written either in schools or Sunday schools, had an average length of 150 words. Out of the 122 essays, 362 grammatical errors were identified: 204 on verbs, 63 on pronouns, 28 on prepositions, and 67 on nouns and determiners.

As for the spoken data, they consisted of pupils' utterances collected through participant observation. A tape recorder was used to capture their conversation during class activities and outside of class. This was done without their knowledge. The researcher also tape-recorded pupils' conversations in Pidgin.

Method of data analysis

This section describes how the textual material is analysed. The error analysis method adopted for this study is Corder's (1974). He criticised what teachers were doing and proposed a new method for describing errors. He pointed out that:

Errors are still classified on a superficial basis as errors of omission, where some element is omitted which should be present; errors of addition, where some element is present which should not be there; errors of selection, where the wrong item has been chosen in place of the right one; and errors of ordering, where the elements presented are correct but wrongly sequenced. This superficial classification of errors is only a starting point for systematic analysis. It is only the evidence or data for an analysis. It is usual for teachers to go a bit further in their classification. They will usually state at what linguistic level the error has been committed. For example, the omission, addition, incorrect selection, or incorrect ordering may occur at the graphological level. These are errors of spelling, or they may be at a grammatical or lexico-semantic level. (p. 37)

Together with his followers, he developed a five-stage procedure for analysing errors. These are

- a. Collection of a sample of learner language
- b. Identification of errors
- c. Description of errors
- d. Explanation of errors
- e. Evaluation of errors

Analysis of Data

This section considers two major categories labelled verbs (4.4.1) and prepositions (4.4.2).

Verbs

Errors involving verbs were grouped into six sub categories i.e.: Wrong verb form: V form used in place of the V-ed form (4.4.1.1), Wrong verb form: V form used in place of V-ing (4.4.1.2), Wrong verb form: V form used in place of V -en (4.4.1.3), Omission of the V-s form (4.4.1.4), Subject- verb agreement (4.4.1.5), and Wrong use of the progressive form (4.4.1.6). Each of these is taken up in turn.

Wrong Verb Form: V Form Used in place of V-Ed Form

In English, the V form of the verb occurs in the present tense in all persons (I, you, we, you, they eat) except the third person singular (he, she, it eats). In regular verbs, this morpheme is added to the verb base as in "walk – walked", whereas in irregular verbs, the verb base is modified in various ways as in "sleep – slept". In the written data collected, the pupils consistently used the V form when the V-ed was expected, as the illustrations below show:

Examples of wrong verb form: V form used in place of the v-ed form	Examples of wrong verb form: V form used in place of the v-ed form	Examples of wrong verb form: V form used in place of the v-ed form
Number	Error	Correction
1	We <u>eat</u> rice in our house	(ate)
2	I <u>sleep</u> at 9:pm in the night	(slept)
3	I <u>dream</u> that an old man...	(dreamt)
4	I was so happy that I <u>feel</u> like I was already in heaven	(felt)
5	We went to the zoo we <u>see</u> many types of animals	(saw)
6	The Christmas was so good I <u>eat</u> until I <u>cannot</u> laugh.	(ate) and (could not)

This same feature was observed in the children's oral production, as the four examples below show:

Examples of V-form used in place of V-ed in pupils' oral production

Number	Error	Correction
	We <u>eat</u> corn chaf yesterday	(ate)
	Have you <u>tell</u> madam thank you?	(told)
	My mother <u>give</u> me a nice gift on my birth day	(gave)
	Yesterday we <u>learn</u> different types of feasts	(learnt)

This error seems to be a case of negative transfer from Pidgin English. Here, verbs tend to be in the V- form in all persons; besides, there is no distinction between regular and irregular verbs. Below are a few illustrations:

a. Yi go maket

Lit:she go market

i.e.:She went to the market

a. Yi slip kwik yesede

Lit:He sleep early yesterday

i.e.:He slept early yesterday

a. Yesede a drim som man di folo mi

Lit:Yesterday I dream a man is follow me

i.e.:Yesterday I dreamt about a man chasing me.

As these examples show, in Pidgin, the V form is used where the V-ed form is expected in English. In some cases, a word like “yesterday” clearly shows that the action actually took place in the past, as sentence (ii) “*Yi slip kwik yesede*” shows. The count of this error subtype in the data is shown in Table 1.

Table 1: Count of wrong verb form; V form used in place of V –ed form

Count of V form used in place of V –ed form	Count of V form used in place of V –ed form	Count of V form used in place of V –ed form
Error sub- type	Number of occurrences	Percentage
Wrong verb form; V form used in place of V-ed form	170	83.33%
Total errors involving verbs	204	100%

As Table 1 shows, the use of the V form in place of the V-ed form is the most frequent error involving verbs in the data, i.e. 83.33% of 204 cases. It can therefore be considered as an area which teachers of English will have to dwell on.

Wrong Verb Form: V form used in Place of V-ing

In English, the V-ing form of verbs occurs in a variety of contexts, including

- Be + V-ing: come, he is coming.
- Participle clauses: They caught him breaking the door
- Verbal forms: Drawing is an art

The focus in this section is on the Be + V-ing form, as in the cases listed below:

Examples of V form used in place of V-ing

Number	Error	Correction
	I wake up in the morning on the 15th of June I was take my bath when my sister came and wish me happy birthday...	(taking)
	We are always celebrate Christmas in Kumba	(celebrating)
	As we were celebrate Christmas, my sister came in from America	(celebrating)
	The children were the ones who were lead for worship	(leading)

This same feature was even more frequent in their speech, as the examples below show:

Wrong V form used in place of V-ing (Oral production)

Number	Error	Correction
	She is make noise	(making)
	He is drink water	(drinking)

	Madam is <u>call</u> you	(calling)
	What is <u>happen</u> to you?	(happening)
	Stella is <u>sleep</u> in class	(sleeping)

This error seems to be a case of negative transfer from Pidgin English. Actually, in CP, all verbs are in the V form, and in order to express an idea using the present progressive, the word DI is inserted before the verb. For example: *e di slip* (she is sleeping). Here, the verb “slip” is in the V form, instead of “sleeping” in the V-ing form. This error type can be described as a negative transfer from Pidgin to English. Consider other Pidgin sentences:

a. A di laf

Lit: I am laugh

i.e.: I am laughing

b. Yu di kam?

Lit: you are come

i.e., Are you coming?

As the literal translations of the sentences above show, the V form of the verb is used in Pidgin, and this same V form is carried over into English. The count of this error subtype in the data is shown in Table 2.

Table 2: A count of wrong verb form: V form used in place of V-ing

Summary count of V form used in place of V-ing	Summary count of V form used in place of V-ing	Summary count of V form used in place of V-ing
Error sub-type	Number of occurrences	Percentage
Wrong verb form: V form used in place of V-ing	4	1.96%
Total errors involving verbs	204	100%

Of the 204 verb errors, the V form used in place of V-ing recorded 4 errors with a percentage of 1.96%.

Wrong verb form: V form used in place of V-en

According to Quirk (1985), in English, “the –en participle (called, spoken, cut) occurs as in context like these:

- The perfective aspect following HAVE: He has called twice today
- The passive voice following BE: Her brother is called John.
- en participle clauses: called early, he ate a quick breakfast”

The focus in this section is on the perfective aspect following HAVE and the passive voice following BE. In the collected written data, pupils use the V form where the V-en was expected. In this case, the error type identified

is labelled “wrong verb form: V form used in place of V-en”.Below are examples of the V form used in place of the V-en participle.

Examples of V form used in place of V-en participle

Number	Error	Correction
	On Christmas I was not <u>give</u> any gift	(given)
	During Christmas I was very sick my leg was <u>swell</u>	(swollen)
	I was worry because of my sister that I have not <u>see</u> for a long time	(seen)
	I was very sad because my sister was <u>bite</u> by an insect	(bitten)

This same feature was observed in the children’s speech, as the examples below show:

Wrong V form used in place of V-en (oral production)

Number	Error	Correction
	She has <u>take</u> my pencil	(taken)
	Please madam Susan has <u>bite</u> me	(bitten)
	He has not <u>give</u> me	(given)
	I have <u>eat</u> my food	(eaten)
	Snake has <u>bite</u> my father	(bitten)

This error type can be considered to be a negative transfer from Pidgin to English. This is because pupils tend to translate word-for-word from Pidgin into English. In CP, in order to express the past participle, an auxiliary verb ‘DON’ is placed before the verb in the infinitive form. Therefore, the marker for the past participle is “don”. For example: “*I don chop*” (he has eaten). The verb ‘chop’ in Pidgin is translated in English as “eat”, which is in the base form. This morphological difference between English and CP verbs seems to be the reason for these errors. Consider the following sentences in Pidgin:

a. Dem don chop am

Lit:they have eat it

i.e., They have eaten it.

a. Yi don chop

Lit:she has eat

i.e.:She has eaten.

a. Yi don tek am

Lit:he has take it

i.e.:He has taken it.

From the above Pidgin sentences the main verbs are in the V form, with an auxiliary verb ‘don’ placed before the main verb to make it past participle. Thus the marker for past participle in CP is “don”. The literal translation of these Pidgin sentences gives exactly the type of sentences some pupils’ use when speaking or writing English. For example, sentence 1 above “*she has take my pencil*” if translated into Pidgin will read: “*I don tek ma pensil*”. This is to prove that pupils’ do a word-for-word translation from Pidgin onto English. The proportion of this error is presented in Table 3.

Table 3: Count of the V form used in place of the V-en

Summary count of V form used in place of V-en	Summary count of V form used in place of V-en	Summary count of V form used in place of V-en
Error sub-type	Number of occurrences	Percentage
Wrong verb form: V-en omission	5	2.45%
Total errors involving verbs	204	100%

As Table 3 shows, the wrong verb form: V form used in place of V-en recorded 5 of the 204 verb errors with a percentage of 2.45%.

Omission of the V-s form

In the English language, the 3rd person present tense is indicated by the addition of S to the base form of a verb. In pupils’ compositions, it was observed that the V-s form of verbs is usually omitted, that is, the V form of a verb is used where V-s is expected, as seen in the examples listed below:

Examples of omission of the V-s form

Number	Errors	Correction
	It fun being with your family it <u>keep</u> you motivated	(keeps)
	Christmas <u>come</u> every 25th of December	(comes)
	I arrange the table and my brother <u>go</u> to buy drinks	(goes)
	There is wan of my friend who <u>love</u> fun so much...	(loves)

This same feature was observed in the children’s oral productions, as shown below:

Omission of the V-s form (oral production)

Number	Error	Correction
	She <u>want</u> to go school	(wants)
	Her own is that she <u>love</u> dressing that all	(loves)

	Every day my teacher shout in class	(shouts)
	He steal alot	(steals)

This error seems to be a case of negative transfer from Pidgin English. In CP, all verbs are in the base form, and the 3rd-person present tense is unmarked. Consider the following sentences in Pidgin below:

a. Ma mami laik mi

Lit: My mother like me

i.e., My mother likes me

a. Yi wan go sukul

Lit: He want go school

i.e.: He wants to go to school

a. Yi di gi mi ol tin we a want am

Lit: He is give me all thing that I want

i.e.: He gives me all that I want.

From the above Pidgin examples, it is observed that the 3rd-person present tense is unmarked; that is, all verbs are in the base form. This error type can be said to be a negative transfer from Pidgin since the 3rd person present tense is unmarked; some pupils tend to translate the forms of Pidgin onto English, thus leaving out the 3rd person present tense marker. For example, sentence 5 in Pidgin is: “*yi sho mi yi love*”. The verb “show” is without the 3rd person present tense marker. This goes to prove that some pupils do a word-for-word transfer from Pidgin. Just as Pidgin verbs in the third person present tense do not take the –S morpheme, so too do the pupils leave English verbs in the base form where the V-s form is expected. The count of these cases in the corpus gives the following figures. Table 4 below shows a count of V-s form omission errors.

Table 4: Count of the V-s omission errors

Count of the V-s form omission	Count of the V-s form omission	Count of the V-s form omission
Error sub-type	Number of occurrences	Percentage
V-s form omission	10	4.9%
Total errors involving verbs	204	100%

As Table 4 shows, the V-s form omission recorded 10 of 204 verb errors and a percentage of 4.9%.

Subject-Verb Agreement

According to Quirk et al. (1985) “The most important type of concord (agreement) in the English language is concord of number between subject and verb”. They gave the following examples:

a. The window is open

(Singular + singular)

- a. The windows are open

(Plural + plural)

In the writings of the pupils, singular verbs tend to go with plural subjects, and plural verbs go with singular subjects, as the following examples show:

Examples of Subject-Verb Agreement Errors

Number	Error	Correction
	My friend <u>were</u> with me on Christmas day	(was)
	All of us <u>was</u> happy	(were)
	My friends <u>was</u> in the amiesment park waiting for me...	(were)

This same feature was observed in the children's oral productions, as shown below:

Subject-verb agreement errors (oral production)

Number	Error	Correction
	Where <u>is</u> my books	(are)
	Manka where <u>is</u> the drinks	(are)
	Stella where <u>was</u> you yesterday?	(were)
	My friends <u>is</u> coming	(are)
	The books <u>was</u> there on the table	(were)

The above sentences are instances in which the subject and verb do not agree in person and number. That is, a singular subject takes a plural verb, and a plural subject takes a singular verb. Therefore, the error type identified above is labelled "subject verb agreement".

The subject of the verb in Sentence 1 above is "my friend," and, in principle, it should take a singular verb; however, it takes the plural form "were". The verb "were" does not correspond to the singular subject. The verb in sentence 1 should have been "was" in order to agree with the singular subject. Sentences 2, 3, and 4, on the other hand, have a plural subject and a singular verb. The subject in sentence 2, for example, is "all of us" in other words "we" in the plural form, but it takes a singular verb "was" instead of "were" the plural form.

The above sentences can be considered a negative transfer from Pidgin English because the subjects in Pidgin English do not agree with the verbs. In Pidgin, "di" denotes "is", "am" and "are", and these are all forms of the verb to be in the present tense. This feature is generally transferred to English. Consider the following examples:

- a. Ma buk de fo tebul

Lit: my book is on table

i.e.: My book is on the table

a. Ma buk dem de fo tebul

Lit: my book PL is on the table

i.e.: My books are on the table

As is seen, subjects in Pidgin do not agree with verbs. The fact that “di” denotes “is” “am” and “are” makes some fluent Pidgin speakers construct sentences with a plural subject and a singular verb. This is because they are confused about when to use “is”, “am” or “are”. This type of error can be considered as a transfer error, that is, a negative transfer from Pidgin onto English. The count of this error subtype in the corpus was as follows.

Table 5: Count of the subject verb agreement error.

Count of the subject verb agreement	Count of the subject verb agreement	Count of the subject verb agreement
Error sub-type	Number error occurrences	Percentage %
Subject verb agreement	8	3.92%
Total errors involving verbs	204	100%

Subject-verb agreement recorded 8 cases out of the 204 verb errors, and a percentage of 3.92%

Wrong use of the progressive aspect

According to Quirk et al. (1985), aspect refers to the manner in which the verbal action is expressed or regarded (for example, as completed or in progress). In English, aspects include the progressive and perfective. The progressive aspect includes the present and past progressive. The present progressive aspect is generally used to denote an action that is happening at the time of speaking, an action that will take place in the near future, and a series of actions. For example: I'm singing. On the other hand, the past progressive is used to denote an action that began before a given time and probably continued after that time. For example: *at 7pm, at o'clock she was sleeping*. The perfective aspect, on its part, expresses the notion of completion. For example, Rose has been *in the hospital since last week*. In the collected written data, some pupils used the progressive aspect where the non-progressive aspect was expected. Below are examples of the misuse of the progressive aspect.

Examples of the wrong use of the progressive aspect

Finally the program was coming to an end when new year is arriving and me and my friends and family went out and all of us enjoyed it
... instead of him to pass out urine in the urine bucket instead he passing out urine on the floor
We when back to the house we sat down and we were eating some rice and stew
During Christmas I was staying with the pastor of faith family ministries
I enjoyed it as if I am having money

From the above sentences, some pupils are talking about an event that took place sometime in the past, yet they refer to it as if it is an ongoing event; that is, they are using the progressive aspect instead of the non-progressive aspect, which denotes a completed event. Thus, the error type identified above is labelled “wrong use of the progressive aspect”.

In sentence 1 above, the present progressive tense is used, that is, the combination of the auxiliary verb “is” + the V –ING form of the lexical verb, instead of using the lexical verb in the past form. This could be as a result of pidgin not being marked for aspect. The pupils replace the progressive form in Pidgin with the English progressive form, which causes a problem. For example, sentence 4, “*During Christmas I was staying...*,” in Pidgin is “a bi di ste”; sentence 6, “*When we came to church we were discoursing when Jesus was born,*” in Pidgin reads “... wi bi di diskos ...”.

The errors in the sentences above are examples of negative transfer from Pidgin, where aspect is unmarked. The count of this error subtype in the data gave the result in Table 6

Table 6: Count of the wrong use of the progressive aspect errors.

Count of the wrong use of the progressive aspect	Count of the wrong use of the progressive aspect	Count of the wrong use of the progressive aspect
Error sub-type	Number of occurrences	Percentage %
Wrong use of the progressive aspect	7	3.43%
Total errors involving verbs	204	100%

Of the 204 verb errors, the wrong use of the progressive aspect was observed in 7 cases, accounting for 3.43%.

In summary, the count of errors identified at the level of the verb gave the following figures (Table 7).

Table 7: Summary of Verb Tense Errors

Error sub-type	Number of occurrences	Percentage %
Wrong verb form: V-form used in place of the V-ed form	170	83.33%
Wrong verb form: V form used in place of the V-ing form	4	1.96%
Wrong verb form: V form used in place of the V-en form	5	2.45%
Omission of the V-s form	10	4.9%
Subject-verb agreement	8	3.92%
Wrong use of the progressive aspect	7	3.43%
Total	204	100%

The highest number of verb tense errors was recorded under wrong verb form: V form used in place of V-ed form, with 170 errors and a percentage of 83.33%, followed by omission of the V-s form with 10 errors and a percentage of 4.9%. Below is a graph that summarizes verb errors

Graph 1: Summary of verb errors

From Graph 1, the wrong verb form: V form used in place of V-ed recorded the highest number of errors. This shows that most pupils have serious problems with the use of English verbs, so teachers should place greater

emphasis on this area. This result in Graph 1 seems to answer the first research question set up to guide this work, i.e.

“In the English production of Anglophone class six pupils, are there any verb features which are affected by Cameroon pidgin English?”

From the analysis, an interesting fact can be put forward. Anglophone class six primary school pupils make a word-for-word transfer from Pidgin to English, leading them to use incorrect verb forms. Wrong Verb form: V form used in place of V-ed recorded 170 cases of the 204 verb errors with a percentage of 83.33%. Based on the findings of the study, pupils have a very serious problem with verb tenses, namely their inability to use the right words in the appropriate places. Findings have shown that these errors result from negative transfer from Pidgin. Since the Pidgin verb is unmarked for tense, aspect and subject-verb agreement, pupils tend to find equivalents in English verbs. However, there are no absolute equivalents between English and Pidgin verbs, especially at the level of morphological inflexions. The findings of this study are consistent with those of Schneider (1966), Bellama et al. (2006) Ayafor (2008), and Kouega (2008), which show that Pidgin verbs are not inflected for grammatical tense, aspect and subject-verb agreement.

Therefore in answer to question one, the verb features which are affected by Cameroon Pidgin in the English production of Anglophone Class Six primary school pupils include: Wrong verb form: V form used in place of V-ed (83.33% of 204 errors), wrong verb form: V form used in place of V-ing (1.96% of 204 errors), wrong verb form: V form used in place of V-en (2.45% of 204 errors), omission of the V-s form (4.90% of 204 errors), subject-verb agreement (3.92% of 204 errors), and wrong use of the progressive aspect (3.43% of 204 errors).

Prepositions

According to Quirk et al (1985), “ a preposition expresses a relation between two entities, one being that represented by the prepositional complement” Also, a preposition is a type of word or group of words often placed before nouns, pronouns or gerunds to link them grammatically to other words. Prepositions may express meanings such as direction, for example “from”home,place,for example “ in” the car, possession, for example the capital city “of” Cameroon, and time, for example “ after”hours (Richards & Schmidt, 2002:414).

In this study, errors involving prepositions were subclassified as follows: preposition insertion (4.4.2.1), double preposition (4.4.2.2), preposition substitution (4.4.2.3), and preposition omission (4.4.2.4). They are taken up in turn.

Preposition Insertion

In the English language, it is incorrect to write the date with the preposition “of”. In this study's corpus, it was found that pupils tend to insert an unnecessary preposition in a sentence. For example, they insert “of” between dates and months. Below are examples of unnecessary preposition insertion errors.

Examples of preposition insertion errors

Number	Error	Correction
	On the 25th <u>of</u> December in the morning I wake up and pray...	Ø
2)	It was my birthday on the 6th <u>of</u> May 2015.	Ø
3)	I laugh until I arrive <u>at</u> home	Ø
4)	<u>On</u> that Christmas day it was my best day in my life	Ø

In the sentences listed above, some pupils insert unnecessary prepositions. The error type identified in the above sentences is labelled “preposition insertion”

A case of preposition insertion is seen in sentence 1 above, “*on the 25th of December in the morning...*” It is unnecessary to insert the preposition “of” when writing a date. This can only be allowed in speeches. The correct way of writing a date is “25th December”.

The above sentences can be considered a negative transfer from Pidgin. This is because dates in Pidgin are written with the insertion of “for”, which stands for “of” in the English language. Consider the following example:

- a. Tude na di nomba 1 de foseptemba.

Lit: today is the number 1st day of September

i.e.: Today is 1st September.

From the above example, we can confirm that some pupils do a direct translation from Pidgin, that is, a word-for-word translation. This type of error has a negative effect on pupils’ learning English. The count of such errors identified in the corpus gave the following figures, as seen in Table 12 below:

Table 12: Count of preposition insertion errors

Count of preposition insertion errors	Count of preposition insertion errors	Count of preposition insertion errors
Error sub-type	Number of occurrences	Percentage
Preposition insertion	3	17.64%
Total errors involving prepositions	17	100%

Of the 17 preposition errors, preposition insertion recorded 3 errors and a percentage of 17.64%%.

Preposition Combination

In English, the prepositions “since” and “from” rarely occur in sequence. In the scripts of pupils, a new preposition “since from” is used in this sentence

Examples of Preposition Combination Error

Number	Error	Correction
	I was so shucked in a way that I even choke and <u>sincefrom</u> that day I will never forget till date	(since ... Ø)
	Myfriends mother always tell us good stories about father Christmas, <u>sincefrom</u> that time I always go to my friends house	(since ... Ø)

From the above examples, some pupils make use of double prepositions in a sentence. For example, in sentence 1 “... *I even choke and since from that day I will never forget till date*”

This error seems to be a negative transfer from Pidgin English. In fact, the preposition “since from” is occasionally used in Pidgin as the following example shows:

a. Mi an Morine na jakas sins from dat de we wu kwereI

Lit: me and Maurine is enemy since from that day that we query

i.e.: Maurine and I are enemies since we quarrelled

The above sentence proves that double prepositions co-exist in CP, and this error can be considered a negative transfer from Pidgin. The count of such errors in the corpus gave the figures in Table 13 below:

Table 13: Count of preposition combination error

Count of preposition combination	Count of preposition combination	Count of preposition combination
Error sub-type	Number of occurrences	Percentage %
Preposition combination	1	5.88%
Total errors involving prepositions	17	100%

Of the 17 preposition errors, preposition combination recorded 1 case and a percentage of 5.88%.

Preposition Substitution

Preposition substitution occurs when the wrong preposition is selected. Below are examples of preposition substitution errors from pupils' compositions where prepositions were wrongly used. In the corpus of this study, it was identified that some pupils insert incorrect prepositions; for example, "for" is used where "in" is expected, "for" where "with" is expected, and "for" where "to" is expected.

Examples of Preposition Substitution Errors

Number	Error	Correction	
	I also spent my Christmas for praising God.	(in)	(in)
2)	I spent my Christmas holiday well and I also spent it for computer classes,	(in)	(in)
3)	I will go me for Kumba tomorrow	(to)	(to)
4)	We go to help them so the will be happy for their grandchildren.	(With)	(With)
5)	Me and my fren spend time for visiting people	(in)	(in)

Sentence 1 above, "I also *spent my Christmas for praising God*", is incorrect. This is because the wrong preposition "for" was used. The right preposition should have been "in". The same goes to the other examples.

This type of error can be considered a negative transfer from Pidgin. This is because the preposition "for" in Pidgin expresses various prepositional meanings, especially place and time. (Kouega 2008: 45). Consider the following examples:

a. Wi go go fo chos tomorrow.

Lit: we will go to church tomorrow

i.e.: We will go to church tomorrow.

a. A bi tel yu wati we I hapen fo sukul yesede?

Lit: I tel you what it happen in school yesterday

i.e.: Did I tell you what happened in school yesterday?

a. Som pikin dai fo wa nebor yi haus

Lit: a child die at our neighbors house

i.e.: A child died at our neighbor's house.

From the above sentences, we can confirm the multiple uses of “for” in Pidgin. This accounts for the substitution of prepositions by some pupils. This type of error has a negative effect on pupils learning English and equally to listeners and readers, because it hinders understanding. Table 14 presents the count of preposition substitution errors below.

Table 14: Count of preposition substitution errors

Preposition substitution	Preposition substitution	Preposition substitution
Error sub-type	Number of occurrences	Percentage
Preposition substitution	10	58.82%
Total errors involving prepositions	17	100%

Of the 17 preposition errors, preposition substitution recorded 10 errors and a percentage of 58.82%.

Preposition Omission

In English, the verb “go” is generally followed by the preposition “to”: I am going to school. This preposition is occasionally deleted in the scripts, as this example shows:

Examples of Preposition Omission Errors

Number	Error	Correction
	We go – my uncle house with my friend	(to)
	We go – the amusement park	(to)
	My mother go – market on Christmas eve	(to)

Deletion is observed in their speech, as the examples below show:

Examples of Preposition Omission Errors (Oral Production)

Number	Error	Correction
	She want to go – school.	(to)

	I am going me – Sunday school	(to)
	I will not go - school	(to)

This error seems to be a negative transfer from Pidgin. In CP, the verb “go” does not take any prepositions as these examples show:

a. A di go wok

Lit: I am go wok

i.e.: I am going to work

a. A di go mi sukul

Lit: I am go me school

i.e.: I am going to school.

a. Yi no go chos yesede

Lit: she NEG go church yesterday

i.e.: She did not go to church yesterday.

The count of such errors identified in the corpus gave the figures in Table 15 below.

Table 15: Count of Preposition Omission Errors

Count of preposition omission	Count of preposition omission	Count of preposition omission
Error sub-type	Number of occurrences	Percentage
Preposition omission	3	17.64%
Total errors involving prepositions	17	

Of the 17 preposition errors, preposition omission recorded 3 cases involving the same verb “go” and a percentage of 17.64%. Table 16 below summarizes preposition errors

Table 16: Summary of Prepositional Errors

Summary of preposition errors	Summary of preposition errors	Summary of preposition errors
Error type	Number of time each error occurred	Percentage %
Preposition insertion	3	17.64%
Preposition combination	1	5.88%%
Preposition substitution	10	58.82%

Preposition omission	3	17.64%
Total	17	100%

From the table above, preposition insertion had 3 errors (17.64%), followed by preposition substitution with 10 errors (58.82%). Preposition omission recorded 3 errors and a percentage of 17.64%. The fewest errors were recorded under the preposition combination, with 1 error and a percentage of 5.88%. Below is a graph that equally summarizes prepositional errors.

Graph 3: Summary of Prepositional Errors

From the above graph, preposition substitution recorded the highest number of errors, followed by preposition insertion and preposition omission. Under this category, the preposition combination recorded the fewest errors. The result in Graph 3 seems to answer sub-research question three of this study, i.e.

“In the English production of Anglophone class six pupils, are there any preposition features which are affected by Cameroon Pidgin English?”

As shown above, preposition substitution accounted for 10 of the 17 preposition errors, representing 58.82%. Based on the findings, pupils have problems with prepositions; that is, they substitute the wrong ones. Findings have shown that these errors result from negative transfer from Pidgin, as it is a common phenomenon in Pidgin to insert unnecessary prepositions, omit prepositions where they are expected, and substitute prepositions with the wrong ones.

Therefore, in answer to sub research question 3, the preposition features which are affected by Cameroon Pidgin in the English production of Anglophone Class Six primary school pupils are: preposition insertion (17.64% of 17 errors), preposition substitution (58.82% of 17 errors), preposition omission (17.64% of 17 errors), and preposition combination (5.88% of 17 errors).

CONCLUSION

This study set out to describe grammatical features in the English production of Anglophone class six pupils which are affected by Cameroon Pidgin. The focus was on the following grammatical features: verbs and prepositions. This research study sought to answer the question: **In the English production of Anglophone Class six primary school pupils, are there any verb and preposition features which are affected by Cameroon Pidgin English?**

The main result of the study is that Anglophone class six primary school pupils who are fluent speakers of Pidgin do word-for-word transfer from Pidgin to English. This transfer causes them to produce erroneous utterances in English.

RECOMMENDATIONS

On the basis of the findings of the study, there is really a need for an intensive study of English language grammar by Anglophone primary school pupils, especially by class six pupils who are preparing for the first-ever certificate examinations, and the common entrance examination into a college. Based on the study's findings, the following recommendations are made for action by teachers, book designers, and parents. Teachers should focus their instruction on the areas of difficulty arising from negative transfer from Cameroon Pidgin. Very severe sanctions should be imposed on any pupil caught speaking Pidgin on campus. This would help prevent negative transfer from Pidgin. Above all, teachers should make the learning environment conducive for pupils.

Book designers should focus on English grammar areas that are problematic for pupils, that is, areas where Cameroon Pidgin interferes with pupils' English production.

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