

UNIVERSITY OF GHANA

DEPARTMENT OF LINGUISTICS

INVESTIGATING ERRORS IN THE ENGLISH COMPOSITIONS OF

STUDENTS OF KANESHIE AWUDOME '3' JHS.

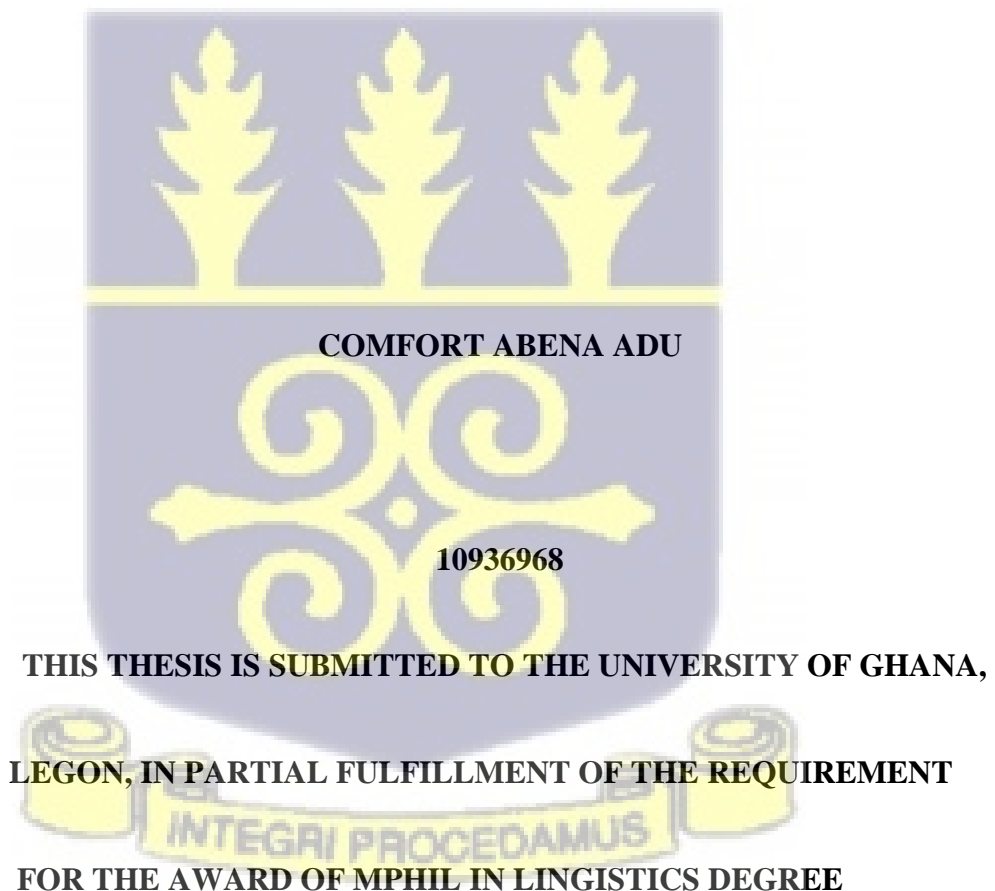


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December, 2022

TABLE OF CONTENT

Declaration

Dedication

Acknowledgement

Abstract

CHAPTER ONE

1.0 Introduction.....	1
1.1 A historical survey	1
1.2 Immediate background of the study.....	5
1.3 Statement of the problem	6
1.4 Research objectives.....	7
1.5 Research questions.....	7
1.6 Scope of study.....	8
1.7 Relevance of the study.....	8
1.8 Methodology.....	9
1.8.1 Population of the study.....	9
1.8.2 The sample size and mode of sampling.....	11
1.8.3 Research instrument used.....	12
1.8.4 Limitation of the study.....	15

1.9 Organisation of chapters	15
1.10 Statement of research design	16
1.11 Summary	17

CHAPTER TWO - Theoretical framework and literature review

2.0 Theoretical framework - Introduction.....	18
2.1 Error analysis framework.....	18
2.2 Interlanguage in error analysis.....	19
2.3 Distinction between error and mistake.....	20
2.3.1 What is an error?.....	20
2.3.2 What is a mistake?.....	21
2.4 Error analysis procedure.....	22
2.4.1 Collection of samples of learners' language.....	22
2.4.2 Identification of errors.....	23
2.4.3 Description of errors.....	24
2.4.4 Explanation of errors.....	24
2.4.5 Evaluation of errors.....	26
2.5 Criticism against error analysis.....	26
2.6 Structural theory	28

2.7 Literature review- Introduction.....	30
2.7.1 Review of studies on students' error problem.....	30
2.7.2 Sources of errors in spoken and written English.....	47
2.8 Summary.....	57

CHAPTER THREE - Analysis of data

3.0 Introduction.....	58
3.1 Analysis of the compositions.....	58
3.1.1 Spelling errors.....	60
3.1.2 Prepositional errors.....	67
3.1.2.1 Wrong selection of preposition.....	67
3.1.2.2 Redundant preposition.....	68
3.1.3 Vocabulary and expression errors.....	68
3.1.4 Wrong lexical items.....	69
3.1.5 Article errors.....	69
3.1.5.1 Wrong use of articles.....	70
3.1.5.2 Misuse and omission of articles.....	71
3.1.6 Concord errors.....	71

3.1.6.1 Singular subjects with plural verbs.....	72
3.1.6.2 Plural subjects with singular verbs.....	73
3.1.6.3 Concord errors related to tense	73
3.1.7 Other errors.....	74
3.1.7.1 Wrong use of apostrophe	74
3.1.7.2 Incomplete sentences (Fragments).....	75
3.1.7.3 Wrong capitalization/omission of capital lette...	76
3.1.7.4 Wrong idiomatic expressions.....	77
3.2 Summary.....	78
CHAPTER FOUR - Discussion of research findings	
4.0 Introduction.....	79
4.1 Discussion of findings.....	79
4.1.1 Discussion of interview findings.....	91
4.1.1 Discussion of observation findings.....	94
4.2. Factors that account for the students' errors.....	94
4.2.1 Limited vocabulary.....	95

4.2.2	Lack of knowledge about English rules.....	96
4.2.3	Negative attitude of students.....	97
4.2.4	Acculturation.....	98
4.2.5	Mother tongue interference.....	100
4.2.6	Speaking of pidgin English.....	101
4.2.7	Teachers as bad models.....	102
4.3	Summary	103

CHAPTER FIVE - Summary of findings and recommendations

5.0	Introduction.....	104
5.1	Summary of findings.....	104
5.1.1	Findings from marked scripts.....	105
5.1.2	Findings on interview	106
5.1.3	Findings on observation.....	106
5.2	Recommendation.....	107
5.2.1	Textbook writers.....	107
5.2.2	Teachers of English language.....	108
5.2.3	JHS students	109
5.2.4	Stakeholders of education.....	110

5.3 Summary.....111

6.0 References.....112 - 117

6.1 Appendices.....120- 130

LIST OF TABLES

Table 1: Distribution of students at Kaneshie Awudome ‘3’ JHS.....10

Table 2: Distribution of sample spelling error due to incorrect pronunciation.....62

Table 3: Distribution of sample spelling errors due to confusion between homophones.....63

Table 4: Spelling errors due to confusion over double letter and non-double letter words.....64

Table 5: Spelling error due to lack of firm grasp of word division (amalgamation).....65

Table 6: Spelling errors due to carelessness.....66

Table 7: Students composition preference.....81

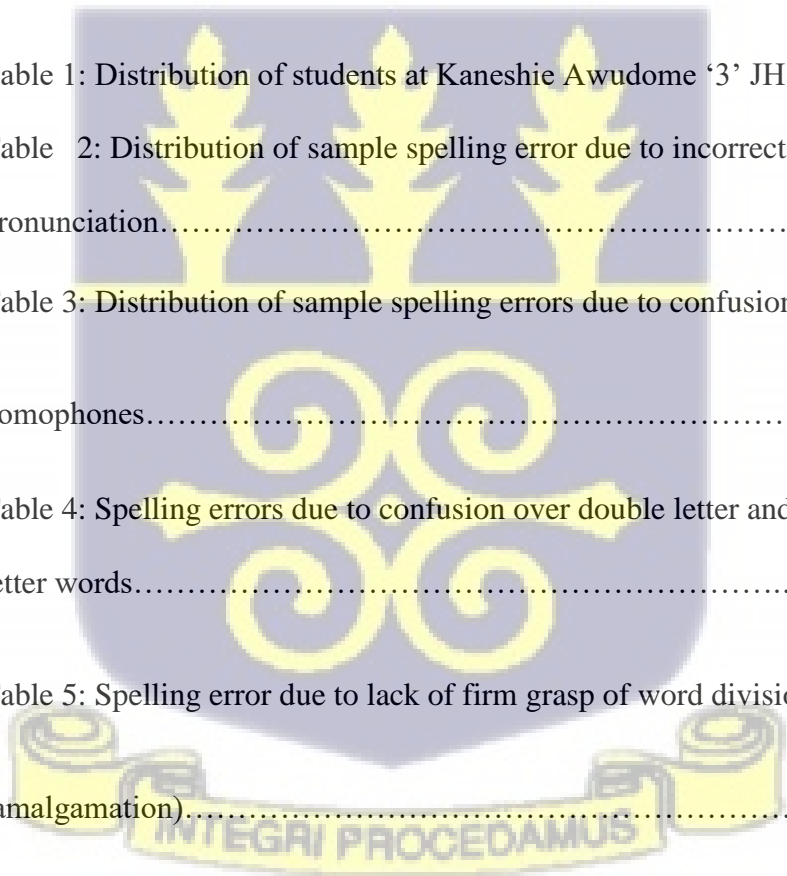


Table 8: Preferred essays...81

Table 9: Error table.....85

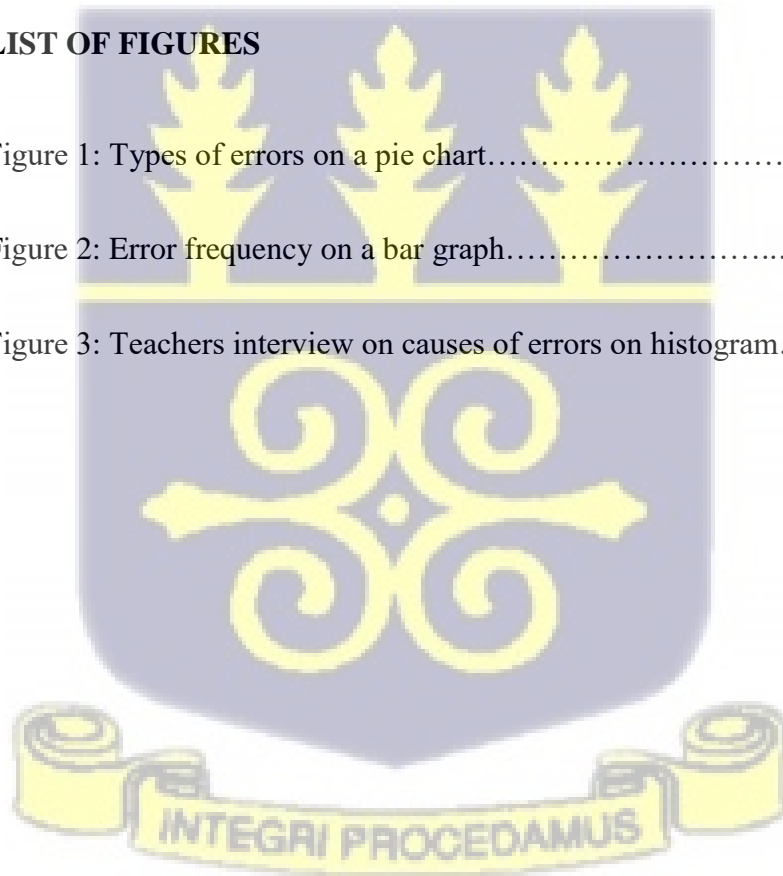
Table 10: Error types in the scripts of students.....88

LIST OF FIGURES

Figure 1: Types of errors on a pie chart.....83


Figure 2: Error frequency on a bar graph.....86

Figure 3: Teachers interview on causes of errors on histogram.....93



DECLARATION

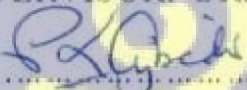
I, Comfort Abena Adu, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE.....
DATE..... 31-01-2023

SUPERVISOR'S DECLARATION

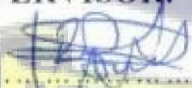
I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Ghana, Legon.

NAME OF SUPERVISOR: DR. PAUL AGBEDOR

SIGNATURE.....

DATE..... 31-01-2023

NAME OF SUPERVISOR: MR. RICHARD JNR. BONNIE

SIGNATURE.....

DATE..... 31.01.2023

DEDICATION

This work is dedicated to my dear family, especially my son, Senam Kudjo Humado Jnr.



ACKNOWLEDGEMENT

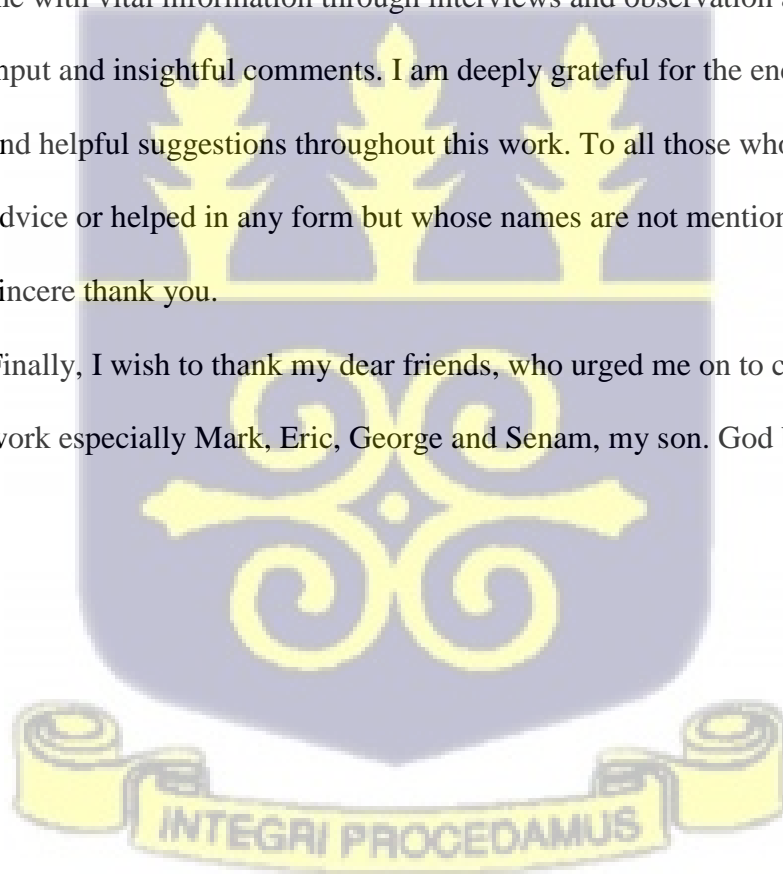
Sovereign Lord, you have been my strength, I am particularly grateful for the sustenance, direction and wisdom. To God be the glory.

I owe a great debt of gratitude to Dr Paul Agbedor and Mr. Richard Jnr.

Bonnie, my supervisors for their invaluable criticism, supervision and constructive comments and suggestions. I express my sincerest appreciation for the part they played in shaping this work. God bless them.

I wish to also acknowledge the staff of Kaneshie Awudome '3' JHS particularly the English Language department for their willingness to support me with vital information through interviews and observation as well as their input and insightful comments. I am deeply grateful for the encouragement and helpful suggestions throughout this work. To all those who gave pieces of advice or helped in any form but whose names are not mentioned, I say a sincere thank you.

Finally, I wish to thank my dear friends, who urged me on to complete this work especially Mark, Eric, George and Senam, my son. God bless you all.



ABSTRACT

This study identified errors in students' writing at the Junior High School level. The Chief Examiner's report for the Basic Education Certificate Examination (BECE) for 2020/2021 academic year, indicated the poor performance of students in English Language, specifically English composition. It was against this backdrop that the study was undertaken to identify what accounts for the poor performance of candidates. It was realized that errors contributed greatly to this phenomena, because there has always been a high occurrence of errors among students.

Error analysis could assist teachers in identifying and analyzing language learners' errors, allowing for opportunities for growth and optimization of language learning. Various errors such as subject- verb agreement mishaps, wrong spelling, wrong capitalization, lack of plural markers, wrong tense usage and so on have been a problem to many Ghanaian students.

The data comprised of samples of essays written as part of an end of term examination of the selected school. This study investigated the magnitude of errors in the English Language composition of form two students of Kaneshie Awudome '3' JHS. The sample population was made up of 120 students. The study was both qualitative and quantitative.

The study found thirteen types of errors that students of Kaneshie Awudome '3' JHS predominately made. The highest was errors in spelling followed by the wrong use of the past tense marker of verbs.

The findings realized that the limited vocabulary and acculturation among others, affected students immensely. It is hoped that when the recommendations are implemented, students will write meaningfully.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter provides a brief history of English Language learning and its use in Ghana, beginning with trade and missionary activities in the then Gold Coast and continuing until independence. The chapter also looked at the immediate background of the study, statement of the problem, objectives, questions and scope of the study. The others are the relevance of the study, methodology used, limitation, statement of the research design as well as the organization of chapters and summary.

1.1 A historical survey of the teaching and learning of English in Ghana

The coming of the British to the Gold Coast in the 1850s marked the commencement of the use of the English Language in the country.

Sackey (1997:126), mentions that the English language came to be in Ghana as a result of the arrival of British traders in the 1550s. The

language later spread through the activities of the Christian

Missionaries. The goal of our colonizers was to teach and train the then

Gold Coasters as people who would interpret the gospel. The mission

schools taught English and the Wesleyan mission had a great influence on the spread of the English language. This was because they were assisted by the colonial government. Soon English language did not only become the means of instruction in educational institutions, but also the language for spreading the word of God and trade.

African preachers often spoke their indigenous languages to the congregation while translating from the English language. The English language is seen as the most important language in relation to the large population of people who speak it, the extent of the geographical dispersion, as well as the economic and political influence it wields (Aurik et al, 1972:488).

In present day Ghana, the English language has become even more important than the local languages. It is an international language as well as an auxiliary one. Internationally, it is used by people of different non-indigenous linguistic backgrounds to communicate with Ghanaian nationals; it is an auxiliary language because it is used by many Ghanaians for internal communication instead of their first language (L1).

In Jenkins' (2000) view, there are currently approximately seventy-five territories that English is spoken either as a first language (L1), or as an official (institutionalized) second language and Ghana is one of these territories. It started as a language of the missionaries and later English

was adopted in Ghana and became the language of politics, government, education, commerce, law and administration.

It is an undisputable fact that, the English language plays an essential role in the life of Ghanaians, most especially those who have had formal education. This is because English is used more in education than in other domains. Truly, it is generally regarded as the language of the educated ones Apronti (1994).

Sey (1973) states that even the illiterate Ghanaian in dire situations may want to communicate in English by merely saying something close to the right thing to make sense to the hearer. One would not be far from admitting that the English language is now the lingua franca in Ghana, looking at the various ethnic groups with an overwhelming variety of about fifty indigenous languages spoken in the country.

‘Lingua franca’ refers to a language used for communication between the people of an area in which several languages are spoken.

The level of competence in the L1 directly affects the development of proficiency in the second language in some situations. A disruption in the first language's development hinders the second language's proficiency and cognitive development, according to research on second language acquisition Lewelling (1991). According to Saville-Troike (1984), a student's relative proficiency in their mother tongue and relative proficiency in English (L2) are almost always correlated.

In two experimental investigations of bilingual education in Guinea-Bissau and Mozambique, Benson discovered that students in the bilingual program fared better than their monolingual peers when assessed in the second language Benson (1994). The early-exit transitional paradigm uses a Ghanaian language as the medium of instruction, giving students little time to learn the intricate workings of their L1 and transfer it to the L2 effectively and efficiently. Their proficiency in the L1 does not yet translate into their proficiency in the L2. According to the threshold theory, "there may be negative or deleterious cognitive effects when there is a low degree of competency in both languages" Baker (2001:167).

Children in this category were produced under the previous language policy, which may provide some insight into why learners struggle academically. As a result, a late-exit transitional paradigm was required in order to create "balanced bilinguals" who are proficient in both the Ghanaian Languages and the English language.

The work of Cummins and Mulcahy (1978), who contend that a child's progress towards balanced bilingualism offers a potential cognitive advantage. Continued L1 instruction in classrooms will enhance L2 learning. We must thus create a model for a language policy that will guide learners all the way through advanced study.

1.2 Immediate background to the study

This section presents the nature of assessment of composition in the English Language of schools in Ghana. The four broad tools that are used in the assessment of composition in the English Language are ‘content’; ‘organization’; ‘expression’ and ‘mechanical accuracy’. Though ‘content’ and ‘organization’ are not directly relevant to the study in view of the scope of the study, they are key in the English composition assessment process. The key requirements under ‘content’ are correctness or otherwise, strength or otherwise, and proper development or otherwise of points or ideas. Under ‘organization’, the key requirements are appropriateness of structure (which is also referred to as ‘format’ or ‘formal features’), paragraphing (internal development of an idea within a paragraph), appropriate linking of paragraphs, and the general issues of cohesion and coherence. Among the key areas of assessment under ‘expression’ are diction, register, collocation, sentence construction, clarity, effectiveness and efficiency of language use. Under ‘mechanical accuracy’, the four core areas that are used in assessing English composition are spelling, punctuations, grammar and capitalization.

Broadly, the assessment of composition in English language in schools in Ghana hinges on the core principles of clarity of expression and orderly presentation of material. Over the years from 2016- 2021, the Chief examiner’s report on performances of candidates at the Basic Education Certificate Examination (BECE), that is the final

examination for students at Junior High Schools (JHSs) has consistently shown that performance indicators of learners have pointed to learners' weaknesses in all the key areas of assessment. The evidences in the Chief Examiners reports imply that these weaknesses and underlying defects exist and persist in the assessment of the English language in all schools in Ghana.

1.3 Statement of problem

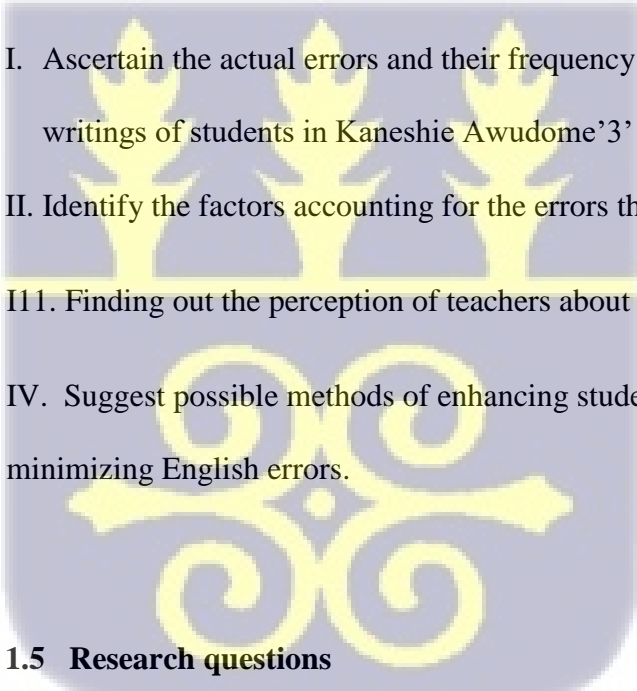
Several studies have been conducted into errors that learners across the world have made in their use - speaking and writing - of English language. Findings of these studies have shown a variety of errors that have been recorded through the use of questions and answers as the overwhelming method of data collection. The earlier studies have used population at various locations or institutions including Universities, Colleges of Education, Senior High Schools and Junior High Schools.

This study is triggered by the personal experiences of the researcher as a teacher of English at Junior High Schools and Chief Examiners Reports from 2016 -2021 that have consistently kept cataloguing the same errors in learners' composition in answers at the Basic Education Certificate Examination (that research findings have identified over the years). The situation implies the persistence of the errors among learners in schools. A study to test and replicate the previous findings

and dig out possible additional findings on the errors have not been conducted at Kaneshie Awudome '3' Junior High School, an old basic educational institution that is located at a densely populated central part of Accra, the capital of Ghana by, also, applying additional data collection tools of interviews and observation.

1.4 Research objectives

The following objectives are set to guide the researcher:

- 
- I. Ascertain the actual errors and their frequency of occurrence in the writings of students in Kaneshie Awudome '3' JHS.
 - II. Identify the factors accounting for the errors the students make.
 - III. Finding out the perception of teachers about the errors of students
 - IV. Suggest possible methods of enhancing students composition by minimizing English errors.

1.5 Research questions



The research seeks to find answers to the questions below:

- I. What are the specific errors that students of Kaneshie Awudome '3' make?
- II. What is the frequency of the errors?

III. What factors are responsible for the errors?

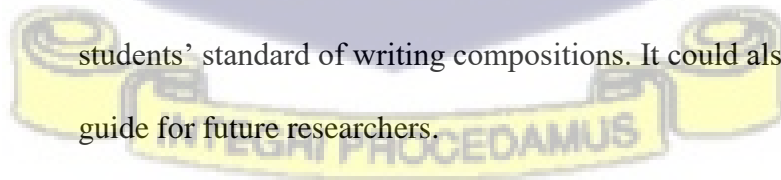
IV. What solutions can help students overcome their varied English errors?

1.6 Scope of study

The focus of this study is to identify the types of errors committed by students of Kaneshie Awudome '3' JHS in their writing. It is also a way of ascertaining the factors that contribute to the errors made by students in writing their composition.

1.7 Relevance of the study

This work will have far-reaching impact on students of Kaneshie Awudome '3' JHS in particular, teachers (especially of English Language), textbook writers and other stakeholders in (language) education. For the teachers and students of Kaneshie Awudome '3' JHS, the study should help to overcome some of the identified errors. The outcome will serve as a guide and could be consulted to improve students' standard of writing compositions. It could also serve as a guide for future researchers.



1.8 Methodology

The objective of this section is to present the research techniques adopted in collecting data for this work and how data was analyzed.

This section is divided into:

I. The research population.

II. Population sample size.

III. Research instruments used.

IV. Collection and analysis of data.

1.8.1 The research population

This study is aimed at looking at the errors in the writing of students of Kaneshie Awudome '3' JHS, in a suburb of Accra. The school is a public Junior High School established in 1956 by Osagyefo Dr. Kwame Nkrumah, the first President of Ghana. Dr Kwame Nkrumah's main aim was to cater for the educational needs of children in the Awudome Estates enclave. The school is one of the cluster schools in the circuit, on the same compound with its sister school, Kaneshie Awudome '1' JHS.

Private or international schools in the Kaneshie/ Bubiashie-Atico / Fadama / North Kaneshie / Odorkor/Circle/Adabraka and its environs prefer to send their pupils that have completed primary six to Kaneshie Awudome '1' or Kaneshie Awudome '3' for their Junior High School education. These schools are highly regarded for their excellent

performance because of the efficient teachers, conducive atmosphere for learning, disciplined caliber of students and above all, students get their first choice schools after writing the Basic Education Certificate Examination (BECE) for onward admission into the best Senior High Schools in the country.

Kaneshie Awudome '3' JHS has a total population of about 534 students, most of whom are between the ages of 10 and 17. As at the 2021/22 academic year, the school had thirteen (13) graduate teachers including the headteacher. There are also three (3) personnels undertaking their National Service exercise in the school. The student population distribution of the school (based on gender) is presented in table 1 below.

Table 1: Distribution of Students at Kaneshie Awudome '3' JHS

STREAM	FORM ONE		FORM TWO		FORM THREE	
	M	F	M	F	M	F
A	30	29	27	25	38	34
B	29	31	28	24	33	28
C	32	32	25	28	28	33
TOTAL	183		157		194	

The classes have been grouped into A, B and C based on their performance in mid-term as well as end of term examinations. The academically brilliant students are placed in the A class because an aggregate for the nine subjects should not be below 700 out of 900 marks. The minimum a student should attain to have a seat in the B class is 600. The C class students are below average thereby not academically good, so much time and effort is spent in that class by every teacher to meet their educational needs.

The high ability students in the A class grasp ideas, concepts and formulars easily; meanwhile the B class students are average in performance, they are not too good and not that bad. The C students need much coaching, encouragement and extra tuition to understand concepts adequately.

1.8.2 Population sample size and mode of sampling

Out of the 157 students in Form 2, purposive sampling was used to get the one hundred and twenty (120) students' marked English compositions for the research. This is because few students do not write exams for varied reasons. The students were purposefully selected based on their performance strengths from poor, average and very good students.

The JHS two students were included in the study because the JHS one students were quite new to junior secondary education. The final year

students, that is, form three (F3) students were excluded because they were preparing to write their Basic Education Certificate Examination (BECE).

About ten teachers were interviewed to access their perception towards the errors made by students in their various subjects.

1.8.3 Research instruments

The research instruments that have been employed are marked scripts of students, one-on-one interviews and observation.

I. Marked scripts

Data for the study were gathered through an end-of-term examination in English composition for the second and third terms. The research instrument used were the composition topics and they are enumerated below:

Questions:

1. Write an article for publication in a national newspaper on the causes and effects of road accidents in the country.
2. Write your argument FOR or AGAINST the motion “Day secondary schools are better than boarding secondary schools”.
3. Write a report of a naming ceremony that took place in your family a few weeks ago.

For the third term examination, another set of composition topics were given to the same students to write on:

1. You are a representative in a school debate on the subject, “education for the girl child is a waste of money”. Write your argument FOR or AGAINST the motion.
2. Narrate a story that ends with the expression “...I suddenly woke up and realized it was a dream”.
3. Write a letter to your brother in a boarding school, telling him how you are preparing to receive him during the Christmas holidays.

The study selected 120 scripts in total.

It could be argued that due to exam anxiety, stress, illness and perhaps possible foreknowledge of the examination questions, the end-of-term composition exam does not accurately reflect the linguistic proficiency of some students. On the other hand, it may be reliable because the outcome is a true reflection of the students' spontaneous English language competence. Another reason for using this technique is that students place a high value on exams in the school because examination results of all students are pasted on the notice board, students are in competition to do better than their friends so as to be in the A or B class. The worst -case scenario is when those who perform poorly are required to repeat the class.

The end-of-term English Language exam was used to collect errors that students made in their work. Form two junior high school students were given composition questions to select one from three (3) different topics for the second and third terms respectively. This study made use of the responses. Several types of errors were discovered.

II. Personal interviews

About ten teachers were interviewed to find out their perception of errors in the various subjects taught and have a quick peep into their understanding of errors in general. Personal interviews were used to determine why students followed or ignored the rules of English Language and made various errors in their composition. The researcher also gathered information about students' attitudes toward their personal use of the English language through informal interviews and observation.

III. Observation

Students were watched to determine their attitude towards English language tests and examinations. The researcher sat in some classrooms before an English examination paper and interacted with students for their feedback.

Another keen observation was that, most students did not see the need to study for an English exam. It was also observed that students do not often use the correct tenses when chatting with friends and teachers anywhere in the school.

1.8.4 Limitation of study

The study was conducted in an urban school for the sake of proximity in view of limited time. Perhaps the results might not be exactly the same if a comparative study was done between a rural and urban school.

1.9 Organisation of chapters

The study's background and other pertinent facts are included in Chapter One's general introduction along with a statement of the problem, immediate background to the study, objectives and research questions. The remaining factors are the study's scope, relevance, methodology and limitations.

The second chapter discussed the theoretical framework and a review of related literature.

The third chapter analysed data from students' marked composition scripts. The fourth chapter discussed the research findings in the composition of students.

The final chapter, chapter five, discussed the summary of suggestions and recommendations.

1.10 Statement of research design

The study adopted students live composition scripts, informal interviews and purposeful observation as data collection methods. The current study tested or replicated earlier findings on errors at a Junior High School of 534 students and thirteen (13) teachers. The sample size is one hundred and twenty (120) students and ten (10) teachers. The sample size was arrived at based on careful selection on the basis of students' participation in lessons, seriousness and levels of performance.

Description and analysis were used in presenting both quantitative and qualitative data. Statistical package for Social Sciences (SPSS) tools including tables, pie charts, bar charts and histogram were used in presenting quantitative data. (Norman H. Nie, C. Hadlai (Tex) Hull and Dale H. Bent. 1968, 2022)

1.11 Summary

This chapter has looked at the historical survey of the acquisition and teaching of English in Ghana, the statement of problem, research objectives and questions. The others are scope of study and relevance of study. The researcher had gone through the methodology that was used to carry out this work, identified the limitation and organisation of the other chapters.

CHAPTER TWO

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.0 Introduction

Two theoretical frameworks were employed in the study - Error Analysis and Structural Theory. The chapter also reviewed various literature related to the study. They include Corder (1974), Richards (ed.) (1974), Ellis (1985), Anyidoho (2002), Agor (2003), Nimako (2008) among others.

The aim of the study was to look into the main causes of English language faults in junior high school students' writing. The Error Analysis (EA) hypothesis of Second Language Acquisition (SLA) was shown to be appropriate in the light of this. The Structural Theory was the other framework pertinent to this inquiry. It attempted to explore the distinction between error and mistake as well as to critically assess the Contrastive Analysis' (C. A.) claim that the L1 is the only factor in language acquisition errors.

2.1 Error analysis framework

Error Analysis as defined by Rustipa (2018:3) is "the study of kind and quantity of error that occurs, particularly in the fields of applied linguistics".

A tool for evaluating second language learners' errors and assisting them in overcoming them is called Error Analysis. Error Analysis is a support tool, not a critic. This is evident in Rustipa's assertion that, Error Analysts make a distinction between errors and mistakes and identify them for appropriate remedies.

An error, according to Larsen et al (1992:59), is a glaring divergence that exposes the learner's inadequacy. A mistake, on the other hand, according to Larsen et al in Corder (1967) is a random performance lapse brought on by weariness, enthusiasm or nervousness, and is therefore readily self-corrected. Error Analysts disregard mistakes while investigating errors because mistakes are not systematic.

An error is systematic because students make them when they have not yet learned the rules of the target language. Therefore, we could claim that learners are unable to remedy their errors, since the errors are results of their present level of L2 development or underlying incompetence.

2.2 Interlanguage in error analysis

Interlanguage is a linguistic system that has kept evolving. Learners construct this system as they make progress from their native language to the target language. Characterized by a mixture of elements of both native language and the target language, it represents a transitional stage. Interlanguage is dynamic and continually changing as learners

refine their language skills. Interlanguage has an important role to play in error analysis. If this role is ignored, it can limit the depth of understanding or misinterpretation of learners difficulty. Several critical aspects that are often overlooked when error analysis is conducted without conserving interlanguage are; fossilization, developmental patterns, transfer from native language and communication strategies. (Rustipa, 2011)

2.3 Differences between error and mistake

Knowing exactly what errors students commit and why they do so is helpful for a second language teacher. One can use this knowledge to design methods for rectifying students' errors.

The terms "error" and "mistake" are distinguished by applied linguistics. Every language has a set of guidelines or a system for creating "well-formed" sentences. If these regulations are not followed, an error could happen.

2.3.1 What is an error?

Yankson (1996) defined an "error" as a clear departure from the target system's rules. It is against the rules of language. It may occur as a result of a lack of understanding or improper application of the second

language's rules. Yankson's claims that errors are common, systematic, and shows one's level of linguistic proficiency is convincing.

2.3.2 What is a mistake?

A "mistake" is a form of linguistic deviation, comes as a slip brought on by fatigue, emotional stress, anxiety, jitters, a memory lapse, or a subject-related concentration. Even native English speakers err.

Mistakes are random and unintentional. The student can immediately correct his mistakes.

Because mistakes made by students, also known as "performance phenomena," do not accurately reflect their competency, the error analyst ignores them (Yankson, 1996).

Errors can be significant in three different ways, according to Corder (1967), as cited in Ellis (1994:48). They first let the teacher know how much the student has learnt. Second, they give the teacher proof of the process of language acquisition. The student can use them as tools to find out the rules of the target language.

The second significant component provides a new role that is of major relevance to second language research since it may give insight on the third significant factor, whereas the first significant factor reflects Error Analysis's conventional role. From Corder's assertion, we realize that

Errors are bound to be committed if students do not have adequate knowledge of the target English with regards to its basic morphology and general usage.

2.4 Procedure for error analysis

In order to analyze errors, Corder (1974) developed five main procedures:

- I. A collection of linguistic examples from learners.
- II. Identifying mistakes.
- III. A description of the mistakes.
- IV. Error justification.
- V. Reviewing the errors.

2.4.1 Collection of samples of learners' language

This step is concerned with the collection of samples of students' writing for analysis. Corder (1974), as cited in Ellis (1994:49), distinguishes three broad types of samples. The three main sorts of samples are a large sample, a targeted sample and an incidental sample. A massive sample entails gathering numerous instances of language use from a huge number of learners in order to compile an exhaustive list of faults that is representative of the entire community. A specific sample is one of language use acquired from a small group of learners as opposed to an incidental sample, which is one produced by a single learner. The entire population of Kaneshie Awudome '3' JHS was not used for the complete study, hence a specific sample was used for the study.

2.4.2 Identification of errors.

After the sample has been gathered, the errors in it must be found.

Deviations from the norm are recognized as errors when employing the right target form as the norm. Because there is a glaring divergence in form, like when a student writes, an evident error is simple to identify:

*“We **has** phones.”*

When utterances appear to be well-formed on the surface but actually signify something different than what the learner meant, this is known

as a covert error. *“Kojo and Kwasi **no** the lawyer.”*

Corder (1971a; 1974), cited in Ellis (1994: 52), proposed a complex procedure for detecting errors. The method acknowledges the importance of interpretation and divides it into three categories:

normal, authoritative and credible. When the analyst is able to assign a meaning to a speech using the rules of the target language, this is referred to as a normal interpretation.

Asking the learner to explain what the speech means and then creating an "authoritative reconstruction" as a result constitute an authoritative interpretation. By considering the statement's context or by translating it into the learner's first language, one can arrive at a plausible interpretation (L1).

2.4.3 Description of errors

To describe a learner's errors, idiosyncratic utterances from the learner are compared to reconstructions of those utterances in the target language. Using a framework, Corder (1974), referenced by Ellis (1994:56), suggests describing errors. Based on their systematic nature, he divides errors into three categories:

1. A learner commits a pre-systematic error when he or she is not aware that the target language has a particular rule. In other words, this kind of error happens when the learner is unable to justify the selection of a particular form.

2. When students come upon a rule that is erroneous, systematic errors happen. Simply said, these mistakes happen when a student can identify the mistakes but is unable to remedy them.

3. Post-systematic errors happen when a student follows a rule in the target language correctly but employs it inconsistently. Therefore, these errors happen when the learner can adequately explain the standard target learner rule.



2.4.4 Explanation of errors.

According to Ellis (1994:57), error explanation is concerned with determining the source of the error, that is, why it occurred. In other words, the researcher determines why the error occurred. We couldn't agree more that the identification of error is very indispensable in an

attempt to solve those errors. Richards (1971:206) differentiates three types of competence errors: There are:

Interlingual or Interference errors, Intralingual errors and

Development errors. Interlingual or interference errors occur when elements from one language are used while speaking to another. As an example, suppose an Akan learner of the L2 says:

*'We are going to the church' because the equivalent sentence in Akwapem Twi is "Ye rekɔ asore".

Intralingual errors "reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply".

Intralingual errors include

- I. Excessive generalization errors.
- II. Ignorance of rule requirements.
- III. Improper application of the regulations.
- IV. False concept theorized.

A misunderstanding of the rule may be the cause of developmental intralingual errors. As a result, based on his or her limited experience, the learner makes an effort to form theories about the target language.

It is demonstrated during the explanation stage of error analysis that errors might originate from transfer, intralingual or developmental processes.

2.4.5 Evaluation of errors.

This procedural step takes the severity of errors into account. The context in which an error occurred affects how that error is evaluated. Therefore, depending on who made the error, where, when and how it was done, it may be assessed very differently.

In order to study and ascertain the degree to which errors negatively impact students of Kaneshie Awudome '3' JHS, and to suggest the right strategies to help improve their language skill, the researcher will use the error analysis procedures to lead this effort.

2.5 Criticism against Error Analysis

Error Analysis has been criticized mostly for two reasons: a lack of methodology and a scope restriction. It might be difficult to identify an "error" or a "mistake" in terms of methodology. According to George (1957), referenced in Ellis (1994:47), errors made by learners are typically considered "unwanted forms," errors made by students are considered "transitional forms," and errors made by native speakers who are adults are considered "slips of the tongue." This is the challenge of identifying errors and figuring out who commits a 'mistake' or an "error."

Another critique of Error Analysis is that it emphasizes written materials like essays from students, assessments from the classroom

and other exercises above speech. This is because written materials are easy and handy to peruse for errors.

However, research has shown that errors made by learners in both writing and speech can be influenced by a variety of factors such as different processing conditions, developmental patterns and transfer from native language. Concerning the criticism levelled against Errors Analysis (EA), it must be stated that EA has failed to provide a complete picture of the learners' language ability. EA is only concerned with what the learner does erroneously, but not with what he or she does correctly.

When examining a learner's language, it is essential to look at all of their creation and output. Once more, EA is constrained by the fact that the majority of research are cross-sectional in design, giving a static view of the L2 acquisition.

EA does not help to comprehend how learners gradually gain knowledge of the L2 because language learning is progressive (Ellis,1985).

In this study, the researcher has adopted a working solution or guideline in addressing the issues of concern with 'error' and 'mistake' in relation to the criticisms against error analysis. The working solution or guideline assumes that the research population and sample size fall in the category of learners who by their age and experience can only be categorized as persons who commit errors than mistakes.

2.6 The structural theory of language learning

The structural theory of Language learning is a theoretical framework that seeks to understand and explain how individuals acquire language skills, emphasizing the importance of linguistic structures, rules and patterns in the learning process. This theory is particularly significant in the field of linguistics and second language acquisition because it posits that language acquisition is not solely based on rote memorization of vocabulary and phrases but are instead deeply rooted in the underlying structure and organization of a language.

There are key principles and components of the structural theory of language learning. This includes linguistics structures that recognizes that languages have specific structures such as syntax (sentence structure), morphology (word formation) and phonology (sound patterns).

The structural theory of language has influenced language teaching methods and curricula, such as grammar-translation approaches.

However, it is essential to recognize that language learning is complex and a multifaceted process and no single theory fully explains it.

Many contemporary language teaching methods combine elements of structural theory with communication approaches focusing on both linguistics structures and meaningful communication for effective language acquisition.

This study will be guided by the Structural Linguistics or Structuralism theory. The idea sees language as a collection of structurally connected meaning encoding components. The following are the components of the structural theory of language, according to (Richard and Rogers 1995:49)

- a) The idea that linguistic elements are formed linearly and in a fashion that is rule-governed (structural).
- b) Language examples might be fully specified at any level of description structure (phonetic, phonemic, morphological etc.).
- c) That language levels were conceived of as pyramidal systems, with the lower level systems of phrase, clause, and sentence being connected to the higher-level systems of morphemic and phonemic systems, respectively.

As a result, the Structural Theory of Language is a method that examines the form and arrangement of grammatical features. That is to say, adding, removing, and transposing parts are all part of the rule-ordered process that makes up language.

A structuralist approach would place more of an emphasis on teaching the words' correct sequence and less on their actual meaning. For example:

The lady tasted the ice-cream.

(The ice cream tasted the lady).

2.7 Literature review

In this section, the researcher consulted and made references to books and other available resources that have holistically or in-part delved into the concept of errors in written English language and specifically to students' marked compositions.

Some of the books and resources are highlighted below and are carefully analyzed by the researcher to meet the specific objectives and needs of the study. Appropriate literature used have been cited and discussions made about them accordingly.

2.7.1 Review of studies on students' error problems

Over a long period of time, much research has been conducted in the field of errors. These studies have delved deeply into errors that appear (frequently) in the written essays or compositions of second language users.

The first category of review work focused on those outside Africa.

The challenge of errors in the work of students was discussed by Johnson (1917) who identified these errors in his work: capitalization, apostrophe, punctuation, adjectives and adverbs. Others are spelling, pronouns, verbs and grammatical structures.

Similar to this, Johansson (2012) looked into concord errors in the written work of Swedish English language learners to find out which kinds are most common and what they find most challenging when matching the verb and the subject. Four different categories of these errors were identified—grammatical, notional, closeness and distance—were used to find the inaccuracies. The study discovered that Swedish English learners struggle with grammatical concord, which is related to subject-verb concord in English. He concluded that Swedes are not alone struggling with this type of grammar problem, as native English speakers also struggle with concord; it is a widespread phenomenon.

Factors identified as causes of the errors include faulty teaching, inappropriate learning process and application, overgeneralization of rules, ignorance of rule restrictions and false concept hypotheses.

Sermsook et al (2017) also examined errors in English sentences at the sentential and word levels. Sentential level errors included fragments, subject-verb agreement, word order, tenses, capitalization and punctuation.

At the word level, articles, prepositions, word choices, nouns, pronouns and verbs were all problems for the student. Other types of

errors, such as addition and omission of words in sentences were classified at the sentential and word level errors.

Runkati (2013) divided the problems she found in her study into two groups when classifying errors. Fragments, run-on sentences, subject-verb agreement, word order, tenses, capital letters and punctuation were all addressed in the first category. Articles, prepositions, word choices, nouns and numbers were among the other errors.

James (2003), in contrast, suggested five categories of errors:

grammatical (adjectives, adverbs, articles, nouns, possession, pronouns, prepositions, and verbs), substance (capitalization, punctuation, and spelling), lexical (word formation and word selection), syntactic (coordination/subordination, sentence structure and ordering), and semantic (coordination/subordination, semantic order and sentence structure (grammar, punctuation, spelling, ambiguous communication and miscommunication).

Many scholars in error analysis have stated that each writer has a linguistic thumbprint and individual combination of linguistic habits that can be traced in the selection of certain linguistic items such as words, clauses and sentences. Error analysis is conducted not only to understand errors per se, but also to apply it to improve language competence (Mungungu, 2010).

Several studies related to concord errors in students' writing and other general grammatical issues in the print media were conducted.

Bugeja and Peterson (2007) conducted a study to assess the current state of newspaper errors. They classified the errors as objective and subjective. The findings revealed a lack of consistency and the need for universal standards, with objective errors being the most common. They said that compilations in columns outlining and regretting such errors would be well-received by readers, and that the overall result would be to restore credibility and create a culture of high standards and accountability in the newsroom. They came to the conclusion that the significance of thorough corrections in enhancing newspaper credibility is only surpassed by the significance of careful analysis of why the errors happened and how they might be avoided in the future.

Oluga (2011) attempted a structural-functional classification cum analysis of selected advertisement messages in Nigerian newspapers and other print media. He examined errors related to the use of concord by newspaper writers in their written work as well as general grammatical issues in print media.

Bolarin (2013) in another vein, explored the wrong usage of language use in communication especially among Nigerian media and misuse of language by media practitioners, as well as the role of indigenous languages in understanding media content. He concluded that language can be effectively used, if the sender of the information takes into consideration peculiarities of the receivers. This conclusion points to the fact that the issues in the concept of interlanguage are always important in the analysis of error. The point is that, as the concept of

interlanguage posits, the influences that a learners' knowledge or proficiency in other languages (including native language) have on their learning of a second language are significant and, as a consequence, cannot be ignored but can play important roles in analyzing learners' errors.

In a different study, some factors that Ahmed (2015:54ff) suggests as causes of errors and poor English proficiency among students are negative attitude of students, teachers' workload, limited duration for English language proficiency lessons and overcrowded classrooms.

The current study will try to confirm and unearth additional causes of errors.

About (2009) attempted to identify a number of concord errors committed by university level students. He asserted that errors are usually the outcome of competence deficiency owing to the incorrect storage of rules in the learners' minds.

In Africa, a significant number of researchers have also identified error challenges besides some sources of errors in their works.

Mungungu (2010) compared the types of English language errors in the writings of Senior Secondary School students from three different native language groups in South Africa. He examined the frequency at which these errors occur in each group. In ranking his findings, he indicated that the type of errors that are commonly made by the students was misspelling, followed by tense errors.

In addition, Krishnamurthy et al (2010) used the qualitative approach to analyze English language errors in the writings of Namibia Polytechnic students. Their study revealed that the breach of concord is the most common type of error made by the students.

Another study by Omotese (2012) analyzed and compared errors of concord usually made by Secondary School students in Nigeria when speaking or writing an essay. The study found that the most common type of error committed by the students was the use of the past tense instead of the present tense.

Bamgbose (1976), agrees with the findings by Arnold and Adejare (2008) that much of the grammatical errors committed by learners of English as a Second Language (ESL) come from intralingual problems. That is, somehow unique, both researchers diverge from the point of view that the concept of Interlanguage holds.

The current study will likely confirm the points that learners being careless and thoughtless are some likely causes of errors (Ozioko, 2007)

Myles (1997) identified both social and cognitive factors as the broad sources of errors in second language learning. He further explained the point that, learners of the second language may continue to exhibit errors in their spoken or written English for the following specific reasons:

- I. Poor and non-committed attitude towards the target language.
- II. Consistent lack of progress in the second language.
- III. Wide social and psychological distance between them and the target language.
- IV. Culture and lack of integrative instrument for learning.

He also stated that learners equally exhibit errors for these reasons:

- I. Difficulty in acquiring academic and discourse progress.
- II. Lack of coherence in organizing information both at the sentence and text levels.
- III. Complex process of writing in a second language.
- IV. Lack of the necessary information in the second language or the capacity to accelerate the appropriate second language routine.

The reasons above reveal the fact that, interlingual and intralingual interferences are the key sources of errors in the second language.

Interlanguage inferences include sources that concern learners' application of the systems of one language (for example, native language) in the systems of another language (for example, second language). Intralingual interferences involve the sources that arise due to the learner struggling to assimilate, cope with, adapt to and appropriately use the systems of the target language.

Obi & Ezekulie (2014) assessed some preachers' application of English concord rules in Nigeria. According to the study, the most common concord errors committed by preachers were subject-verb concord, pronoun-antecedent concord and inconsistency in tense usage. The conclusion of the study which corroborated Myles (1997) was that some of the errors were interlingual in nature, while others were intralingual.

His research clearly demonstrated the points that approximately half of the complete sentence advertisement messages are simple sentences with no compound sentences.

In Ghana, the Chief Examiner's report of every year, both for the Basic Education Certificate Examination (BECE) and the West African Senior School Certificate Examination (WASSCE) reveal the alarming figures of candidates who are unable to pass English thereby are not able to further their education. This is because English is a core subject and at least a credit is required to gain admission to a tertiary institution after writing the WASSCE.

The importance of the English Language cannot be underestimated due to the vital role it plays as a medium of instruction and communication.

English is a language used in governance, schools, courts, business transactions and the media. English is a language spoken almost everywhere in Ghana and used extensively as a medium of instruction from the kindergarten through to the university. This role thereby makes English language a vital second language in Ghana.

Intellectual works of Yankson (1989), Gogovi (2001), Agor (2003, 2006 and 2007), Arthur (2009), Annor (2011), Boahemaa (2014) and Ahmed (2015) can be cited when it comes to research into English language challenges. In fact, many Ghanaian researchers who have worked on English Language have written extensively on concord errors. In the section below, the researcher reviews a few.

With regards to the problem of English language errors in Ghanaian basic schools, specifically at the Junior High School, the work of Arthur (2009) is particularly insightful. According to her, most pupils have difficulty in using the rules of concord in their essays; however, they are able to select the right form of the verb to match the correct subject when it comes to grammar exercises. She asserts that "...as far as the requirement of the English syllabus is concerned, pupils at the basic school level clearly understand the three subject-verb rules required of them." (Arthur 2009:55). The data collection methods that were employed in his study were essay writing and grammar exercises. In the current study, the essay writing method will be employed in addition to interviews and purposeful observation.

Gogovi (2001) discussed findings on the English concord problems of students of a university and observes the fact that about 38% (that is, 46/122) of the identified deviant structures relate to English concord number disagreement. He used the essay writing that the current study will employ to collect data.

Agor (2003) observed that out of one hundred (100) university

students to whom a subject-verb concord related test was administered, though about only 11% (that is, 10/88) were able to give valid reasons for their choice, about 88% (that is, 88/100) of them chose the appropriate forms of the verbs. The observation by Agor was that some possible and apparent causes of the errors that were observed include recognizing the subject that a verb takes, identifying cases where confusion occurs, and wrongly applying the principles that agreements of subject-verb concord stipulate.

Most researchers in Ghana have concentrated on errors committed by students at the undergraduate level. A few have also looked at the pattern of errors made by Ghanaian students in Senior High Schools. This study looked at the composition errors of students in a Junior High School. Previous studies agree that Error Analysis is a necessary tool for improving language acquisition proficiency. Yankson (1994) investigates English usage errors made by students at the University of Cape Coast and the University of Nigeria, Nsuka Campus. He identified the common errors that students make as concord and complex noun phrase errors. He then investigated the possible causes of these errors, which he classified as intralingual and developmental.

According to Yankson (1994:2), 'developmental' errors are those that occur in the writings of second language learners, whereas

'intralingual' errors are those that occur as a result of the learners' limited knowledge of the target language.

Edu-Buando (1996), on the other hand, provided a preliminary report on the investigation of error patterns in written essays of some student at a Junior High School in Ghana's Central Region. To name a few, the researcher identified systematic and recurring errors of spelling, concord, incorrect use of preposition, faulty vocabulary and expression. Others are misuse and/or omission of articles, punctuation errors and incorrect use of conjunctions.

According to Edu Buando, the goal of her research was to draw the attention of English language teachers, educational policy makers and even students to the problem of low standards and to recommend appropriate solutions.

Anyidoho (2002) investigated the writing of some final-year students of the University of Ghana. According to him, a lengthy study effort including the gathering and analysis of students writing samples over a number of years was started in order to avoid the issues associated with relying on the outcomes of external examinations to evaluate the competency level of students in English. Anyidoho identified faulty sentences in students' writing and classified them into the following categories, in descending order of prevalence:

- I. spelling,
- II. concord,
- III. word choice,

IV. omission,

V. preposition and

VI. punctuation errors.

This study was distinctive because it went beyond simply identifying and categorizing students' errors. The scripts were eventually returned to the students, and they were given the chance to edit their own errant sentences. According to the researcher, the decision to distinguish between "error" and "mistake" was the basis for asking the students to correct the errors in their own work.

The study made the assumptions that if the students' aberrant forms were mistakes, they would be able to correct them when given the chance to evaluate them. On the other hand, if the forms were errors, due to the students' poor command of the English language, the students would not be able to notice and correct them. Obviously, what constitutes a "mistake" on one hand and an "error" on the other hand is a relevant subject and issue that this study attempts to address somehow.

Agor (2003) conducted yet another study on error. In this study, the researcher looked at the issues with English concord that Ghanaian teacher trainees in Colleges of Education—previously known as Teacher Training Colleges—have when writing. The 150 trainees were chosen at random, and the researcher employed a variety of data gathering procedures to get information from them. The results of his

investigation showed grave issues. Chief among the issues was the evidence that learners of English as a Second Language have still not mastered the basics of the language even at the post-secondary level. His findings showed that the students in the study were ignorant about both the explicit and tacit principles of English harmony. Due to the lack of competence of the sampled population (that is, the future teachers), the study predicts a bleak future for education in Ghana. The issue of what should be the main objective that teachers of English as a second language in Ghana should focus on became a fundamental topic that received the attention of Dzameshie (1997). The researcher contends that the current ESL pedagogy in Ghana, which emphasizes language as grammar rather than as a tool for communication, is ineffective. As a result, the researcher advocates for a communicative, skills-oriented approach, whose ultimate goal and mission should not only be to give the learner adequate grammatical competence but also adequate communicative competence in the language. This will make it possible for students of English as a Second Language to interact with both native and non-native English speakers in socially and culturally appropriate ways. According to his findings, the most appropriate approach is that teachers should see language more as a tool for communication than as a matter of grammar. For this reason, Dzameshie (1997) advocates that adopting the communicative method to teaching ESL in Ghana is essential given the predominance of English usage in the country. This method which the researcher in the

current study agrees with is one of the adopted data collection methods employed in the form two (2) students of Kaneshie Awudome 3 JHS expressing themselves in composition and in engaging them in informal/interview conversations.

The problems with tense usage in junior high school students' written English were also studied by Pomeyie (2007). She was clear on the fact that Junior High School serves as a stepping stone to Senior Secondary School which in turns serves as the stepping stone to universities or other post-secondary institutions. In essence, there is an all-important and urgent need to raise learners' proficiency, particularly at the primary and JHS levels. She emphasizes the fact that, in communicating with the English language, tense is crucial. Her research proved that JHS students do, in fact, struggle with tenses, and strangely, many teachers are unaware of this. Her solution is that pupils should be helped to have a solid understanding of the rules that govern the use of tenses in order to solve this problem. Her points are extremely pertinent in ensuring that teachers carefully teach language morphology to pupils so they are aware of it and do not make errors in their writing.

Darko (2009) looked at how the Process Approach affected composition instruction and writing in JHS. He bemoans the fact that most students struggle with writing since they appear to think it is a challenging process, despite the importance of writing. He backed up his assertion with the Chief Examiner's Reports on JHS English

Language exams from 2001 to 2006, which identified pupils' weaknesses as incorrect spelling, poor construction, improper use of tenses and improper punctuation. He believes that the writing department at the JHS should begin with a trial project utilizing the process approach to writing.

One very insightful study on error analysis is by Nimako (2008). He pointed out a lot of inaccuracies in various articles that have appeared in publications such as books, magazines, newspapers and bulletins. In his book "Mind Your Language." He also heard about other errors on the radio and television. He had accumulated these blunders over a long period of time to make readers aware of the need to using proper English when speaking and writing. The findings in his book demonstrate the flaws in the educated Ghanaian's written and spoken English since several fundamental syntactic and semantic norms have definitely not been observed.

To Nimako, damage as a noun means physical harm caused to something, which makes it is less attractive, useful or valuable: serious/ severe/ extensive/ permanent damage; brain/liver damage; smoke/bomb/storm damage.

These examples are from his work:

- I. The floods have caused damage to properties estimated at GH125million. Damages (plural) is an amount of money that is paid to somebody by the person or company that has caused them harm or injury.

- II. Asare was asked to pay damages totalling GH10million.
- III. They intend to sue for damages.
- IV. Mary was awarded 3million (in) damages by the court for being libelled by the paper. Damage is also the countable usage of an uncountable noun (damage) that changes its meaning completely.

The following sentences are incorrect:

- I. The rainstorm has caused considerable damages running into millions of cedis.
- II. The floods in Algeria have caused considerable damages.
- III. They are taking the matter up with the authorities for alleged damages to their equipment.
- IV. The Afghan have denied that there were material damages to their installations.

The corrected sentences should be as follows:

- I. The rainstorm has caused considerable damage running into millions of cedis.
- II. The floods in Algeria have caused considerable damage.
- III. They are taking up the matter up with the authorities for alleged damage to their equipment.

IV. The Afghans have denied that there was material damage to their installations.

Nimako (2008:xiii) emphatically states that, “we cannot deny mother tongue interference” since local idioms have been developed and loan words and phrases have been introduced. These features have been described as “Ghanaian”, because they are rare or absent in the target or Standard English”. When giving a vote of thanks or mentioning the last person or thing of a group, in order to say that they are not less important than the others, the idiom is “last but not least”. Example:

Last but not least, I’d like to thank the backroom boys for a job well done.

Safo-Adu (2009) investigated the error pattern of students in their essays in his book “Your English is You”. The purpose of his study was to highlight several grammatical and improper terms that are commonly used by students and public speakers in their written and spoken works. In a country like Ghana, where English permeates every part of our sociolinguistic existence, he says that having poor English is a severe social handicap and that even a single grammatical mistake made by a public speaker can permanently damage their reputation.

Additionally, Klu (2014) used critical and purposeful discourse analysis to look into how Ghana Technology University College undergraduate students used grammatical concord in their writing. The research identified grammatical inconsistencies with respect to tenses,

subject-verb agreement, relative pronouns, phrases, expressions, or words like: as well as, in addition to and together with.

While most researchers in Ghana have concentrated on undergraduate errors, a few have looked at the pattern of errors made by Ghanaian students in senior high schools. This study looked at the composition of students in a junior high school.

The above studies suggest that the problem of English errors is pervasive even in the highest institutions of learning. As with the examples in Sweden, South Africa, Nigeria and other places, it is evident that the challenge of errors is not only with Ghanaian students.

Also, the challenge with errors in essays is not peculiar to only the lower levels of education but evidently in other institutions and spheres of life. The case of error analysis is not only predominant in the junior high school but also in the senior high school and even the tertiary institutions like the colleges of education and universities.

The researcher is of the view that, should the problem be tackled at the lower levels of education, especially at the basic level, learners would grasp the concept for better results so that the standard will improve

once more, hence the current study. The method of using learners' writing or composition in collecting data on errors is one of the measures that the researcher of the current study employed.

2.7.2 Sources of errors in spoken and written English

Although most linguists agreed that identifying the causes of learners' errors was an important task, they disagreed on the most practical way to categorize them. Several studies have tried distinguishing between different sources of inaccuracies in spoken and written English. Some distinguished between transfer and intralingual errors, but Richards (1995) recognized three categories of interference errors. Ellis (1985:53) looked at the causes of errors, including overgeneralization, fossilization, training transfer and some inconsistencies in the English language, the target language. The English Language is not our mother tongue as Ghanaians, but we strive for perfection in our everyday lives especially as students, so we learn to speak and write in the way, it is to be spoken and written. The sources of errors in English are varied. There are different kinds of errors made by students in their English Language as it indicates poor knowledge of the code of the subject and makes students score low marks in their compositions. Majority of linguists agreed that it is important to identify causes of students' errors, but they are unable to come to a mutual or common understanding about how to uniformly categorize them. To distinguish between distinct sources of inaccuracy, several studies have tried.

Others distinguished between transfer and intralingual errors.

Ellis (1985:53) lists the causes of errors as L1 interference, overgeneralization, fossilization, training transfer and target language inconsistencies.

Majority of the errors found in the study came from students' composition, conversations outside and inside of the classroom, interactions with friends, neighbours and colleagues, as well as on social media and the general public.

Otoo (2008) admits that we live in a world where nobody is above mistakes, therefore each person should strive for perfection. Though, the English language is not our mother tongue, one should learn to speak and write in a way by reducing our errors.

Though the errors are many and varied, he grouped them under the following headings:

a. Errors arising from repetition of words (Tautology) – these errors arise when students try to use two or more words which have the same meaning side by side in a sentence. Some words starting with the prefix 're' and the use of 'again' and 'back'

Examples:

- 'Repay' means 'to pay back'
- 'Return' means 'to turn back'
- 'Recall' means 'to call back'

- 'Repeat' means 'to say it again'

Thus, if we say, 'you must repay him' it means you must pay him back

It is therefore wrong to say we must repay him back

Similarly, it is wrong to say I couldn't return back to school.

It should be, I couldn't return to school.

b. Should and in case

'Should' is used to mean 'in case'. It is therefore wrong to use the two in the same sentence. Thus, it will be tautology to say, should in case you see him, tell him I am gone.

It should rather read, in case you see him tell him, I am gone.

Or should you see him, tell him I am gone.

c. The use of two comparatives or superlatives at the same time in

sequence. It is not uncommon for students to use two comparatives or superlatives at the same time in a sentence. Usually, the source of such error is from the use of

'more' and 'most'.

More is the comparative form of many and much. Most is the superlative form of many and much.

It is therefore wrong to say, "He is more cleverer than me"

Because 'more' is the comparative form of much and cleverer is also comparative form of clever.

Hence the right sentence is "He is cleverer than I"

d. Can and be able

Can means 'be able'. It is therefore wrong to use the two in the same sentence.

For example, it is

wrong to say

I can be able to do the work.

The right sentence should read

I can do the work OR

I will be able to do the work.

e. Confusing one word with another (homophones)

English has a lot of commonly confused words and many students are guilty of these errors. These are words that have same sounds but have different meaning and different spellings.

Wrong use of word

I don't no him

Correct use of word

I don't know him

There is know need to go to Kumasi There is no need to go to
Kumasi

We leave at Kaneshie in Accra We live at Kaneshie in Accra

Please, live me alone. Please, leave me alone.

The work is to had The work is too hard

Our teacher thought us a lesson. Our teacher taught us a lesson

f. Errors arising from the wrong use of relative pronouns

One serious source of errors both in spoken and written English is the wrong use of pronouns particularly relative pronouns - how, which, whose, whom, what etc.

Let us examine the following sentences from students' scripts.

1. *They met the boy who we spoke to.*
2. *The English master who we respect was transferred last week.*
3. *The sheep who ate the food was killed for the party.*
4. *The headmistress which understands the problems of the students is liked.*

A close look at the above sentences will reveal that they are grammatically wrong. The errors arise from the wrong use of relative

pronouns. In sentences 1 and 2, the relative pronouns ‘who’ is wrongly used. Remember, if the relative pronoun is the subject of a clause, ‘who’ is used but if it is the object, it must be ‘whom’. The sentences will therefore read:

1. We met the boy **whom** we spoke to.
2. The English master **whom** we respect was transferred last week.

In the 3rd and 4th sentences, the relative pronouns ‘who’ and ‘which’ have been used wrongly. “Who” is usually used for persons and not animals and things.

The sentences should therefore read like:

3. The sheep **which** ate the food was killed for the party.
4. The teacher **who** understands the problems of students is liked by all.

g. Errors arising from wrong spelling

This is perhaps the greatest problem confronting many students today.

In written language, wrong spellings are clearly evident and candidates of major examinations lose vital marks under mechanical accuracy.

Wrong spellings may make our writing especially letters and essays unreadable and incomprehensible.

Examples

*I have **recieved** your letter. (received)

*She is **greatful** to you. (grateful)

*They took a very good **dicision**. (decision)

*We **beleve** we will **sucedd.** (believe, succeed)

***Were** is the money? (where)

* It was a **faithful** day. (fateful)

h. Wrong amalgamation and breaking up of words

Another area where students make numerous errors in their compositions especially at the margins of answer booklets or exercise books. Words that need to be put together are separated and those that need to be separated are joined as one word. Examples

<i>incorrect</i>	<i>correct</i>
Infront	In front
Can not	Cannot
Infact	In fact
Fisher man	Fisherman
Through out	Throughout
Class room	Classroom
Him self	Himself
Incase of	In case of
Every thing	Everything

Break fast

Breakfast

i. Other wrong expressions

*The girl which I saw at the party is intelligent. (Wrong)

The girl whom I saw at the party is intelligent. (Correct)

* Who is your name? (Wrong)

What is your name? (Correct)

*He is the officer who I paid the money to. (Wrong)

He is the officer whom I paid the money to. (Correct)

Gonuh (2015), also identifies a number of errors in his work, on the topic, “Faulty Sentences” he looked at three common cases of faulty sentence constructions which include: misplaced modifiers, dangling modifiers and faulty parallelism.

i. Misplaced modifiers

These are words that don't describe the words the author meant due of their strange placement. Modifiers that are used incorrectly frequently cloud a sentence's meaning. Example:

Our phone almost rang eleven times last night (the phone almost rang eleven times but in fact did not ring at all)

Correctly Placed Words

Our phone rang almost eleven times last night (the phone rang a little under eleven times -intended meaning)

ii. Dangling modifiers

In order to avoid the statement having an unintended interpretation, a modifier that opens a sentence must be followed by the word it is supposed to describe.

Examples:

- While sleeping in his backyard, a Frisbee hit Papa on the head.
- Unintended meaning: Frisbee was sleeping in his backyard.
- Intended meaning: Papa was sleeping in his backyard.

The writer should have placed Papa right after the modifier so that the sentence should read:

- While sleeping in his backyard, Papa was hit on the head by a Frisbee.
- While Papa was sleeping in his backyard, a Frisbee hit Papa on the head.



iii. Faulty parallelism

Words in a pair should have a parallel structure. By balancing the items in pair or series so that they have the same structure,

you will make your sentence clearer and easier to read.

Examples:

1a. After the camping trip, I was exhausted, irritable and wanted to eat

{not parallel or balanced}

b. After the camping trip, I was so exhausted, irritable and hungry

{parallel or balanced}

2a. When he sleeps, Eric snores, mumbling sounds occur and rolls a lot

{not parallel or balanced}

b. When he sleeps, Eric snores, mumbles and rolls a lot {parallel or

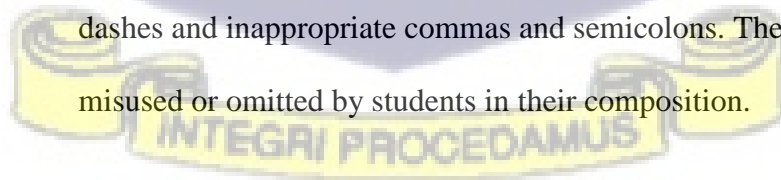
balanced}

Marshall (1967) also identified six different forms of errors.

In the *spelling forms*, words such as "theoretically," "slavery," "crucial" were spelled "thorecally," "slavry," and "crushall,".

The *grammar forms* contained errors such as the misuse words "among" and "between," deletion of necessary verb forms, inappropriate changes in verb tense.

The *punctuation forms* have errors such as comma faults, misuse of dashes and inappropriate commas and semicolons. These are either misused or omitted by students in their composition.



2.8 Summary

The theoretical framework and literature review have been covered in this chapter.

It has also examined the primary techniques for error analysis as well as the numerous objections to error analysis. Additionally, a surplus of literature on English grammatical rules have been examined.

The chapter also included a review of several earlier related works on errors in general, notably in Ghana and Africa.



CHAPTER THREE

ANALYSIS OF DATA

3.0 Introduction

The information acquired for the study is examined in this chapter.

After gathering the error samples for the study, the researcher categorised them. This involves noting the error distribution,

estimating their percentage density and forecasting likely results. The

analysis was conducted using the structural theory of language and the error analysis theory of second language teaching and learning. Under the heading "Theoretical Framework," in Chapter 2 included a detailed discussion of these two hypotheses. The essays of 120 pupils were used in total.

3.1 Analysis of the compositions and categories of errors

Kaneshie Awudome '3' JHS, form 2 students provided the data. These are the composition questions the students wrote on:

1. Write an article suitable for publication in a national newspaper on "two causes and two effects of road accidents in Ghana".
2. Write your argument FOR or AGAINST the motion: "Day secondary schools are better than boarding secondary schools"
3. Write a report on a naming ceremony that took place in your family a few weeks ago.

For another examination, a different set of composition topics were given to the same students to write on:

1. You are a representative in a school debate on the subject, “education for the girl child is a waste of money”. Write your argument FOR or AGAINST the motion.
2. Narrate a story that ends with the expression “...I suddenly woke up and realized it was a dream”.
3. Write a letter to your brother in a boarding school telling him how you are preparing to receive him during the Christmas holidays.

Each student was required to select and answer one composition question from the three (questions) listed above.

The researcher categorized and isolated systemic and recurrent errors after marking and evaluating the compositions. The emphasis was made on phrases and sentences that featured grammatical, spelling, mechanical and inappropriate word use. Deviant forms in the students' compositions were ringed or underlined as needed, particularly if the construction or phrasing was inappropriate. The following types of errors were identified and analyzed in the work:

- I. Wrong use of tense
- II. Concord errors
- III. Wrong Spelling
- IV. Wrong use of preposition/conjunction

- V. Wrong use of articles
- VI. Proper nouns not capitalized
- VII. Misuse/omission of plural markers
- VIII. Faulty expression and construction
- IX. Omission of plural markers
- X. Punctuation errors
- XI. Wrong use of capital letters
- XII. Wrong syllabification and amalgamation of words
- XIII. Other errors

3.1.1 Spelling errors

The resourcefulness of the English language stems from the large number of words that it has borrowed from other languages. The richness of the words stems from their spellings as their key feature regarding specifically their singular and plural forms. Most often than not, students make errors in transitioning these words from the singular form to the plural form. Instances of these situations include

‘formula’/‘formulae’ (borrowed from Latin) and ‘basis’/‘bases’ (borrowed from Greek) Wiredu (1998). Specific errors that students make include ‘formula’ (singular) whose plural students spelt as

'formulas' instead of 'formulae' and 'basis' (singular) whose plural students spelt as 'basis' instead of 'bases'. Besides, students make errors by interchanging words (homophones) because they sound the same but are written differently and mean differently. Examples include 'to'/'two'/'too', 'by'/'bye'/'buy' and 'reed'/'read'/'red'.

Evidence abound that both native speakers and non- native speakers of English make spelling errors while using these words. As findings in the study has established, spelling errors that students in particular have made in their writing is significant (Refer to types of error in pie chart-figure 1).

It was shown that among all of the sample compositions, spelling mistakes had the highest error density. The type of errors and their density are shown in Tables 2 and 3 in Chapter 4, and they demonstrate that spelling mistakes were the most prevalent in students' work. The sources providing samples from the given data that contain spelling mistakes are listed below.

The misspelled words are marked with asterisk (*)



Table 2 - Sample spelling error due to incorrect pronunciation

Wrong word	Actual word	Wrong word	Actual word	Wrong spelling	Actual word
*no	know	*by	bye	*i	I
*know	no	*buy	by	*soo	so
*as	us	*has	as	*greatful	grateful
*here	hear	*hole	whole	*dat	that
*from	form	*hard	had	*u	you
*the	there	*park	pack	*wich	which
*head	heard	*mail	male	*to	too
*bus	bats	*order	other	*fan	fun
*fill	feel	*nite	night	*lost	loss

Table 3 - Sample spelling errors due to confusion between homophones

*where	were	*knew	new	*face	phase
*whole	hole	*being	been	*sheep	ship
*sit	seat	*faith	fate	*meet	meat
*know	no	*thought	taught	*our	are
*fan	fun	*see	sea	*but	bat
*hymn	him	*feet	feat	*cut	cat
*right	write	*sweet	suite	*night	knight
*leave	live	*here	hear	*son	sun
*meal	mill	*knot	not	*fair	fare

Table 4 – Spelling errors due to confusion over double letter and non-double letter words

*diner	dinner	*fourten	fourteen	*lose	loose
*comitee	committee	*grammer	grammar	*mesage	message
*begining	beginning	*embaras	embarrass	*necessary	necessary
*cigarete	cigarette	*guarante	guarantee	*scissors	scissors
*colegue	colleague	*hapiness	happiness	*sucess	success
*disapoint	disappoint	*emidiately	immediately	*sumaris	summarise
*excelent	excellent	*inteligent	intelligent	*tomorow	tomorrow
*faithful	faithfully	*jewely	jewellery	*progrm	programme
*writen	written	*ocurr	occur	*folloow	follow
*untill	until	*occassion	occasion	*corect	correct

Table 5 – Spelling error due to lack of firm grasp of word**division**(amalgamation)

*allright	alright	*noone	no one	*infront	in front
*more over	moreover	*everything	everything	goodbye	good bye
*infact	in fact	*no thing	nothing	*him self	himself
*my self	myself	*all ways	always	*alot	a lot
*there fore	therefore	*faith ful	faithful	*every body	everybody
*atleast	at least	*time table	timetable	*inturn	in turn
*it self	itself	*good bye	goodbye	*can not	cannot
*all right	alright	*inturn	In turn	*home work	homework
*class mate	classmate	*inspite of	in spite of	*house wife	housewife

Table 6 - Spelling errors due to carelessness

*shool	*til	*reciev	*refree	*gume	*listern
*aheard	*complet	*hounour	*improssible	*improtent	*sholaships
*wath	*burried	*my self	*houso	*i	*chairma
*tototaly	*manifest	*writting	*greatful	*dificate	*impairment
*recit	*aspert	*unfortunetl	*faught	*compeo	*opputualit
*fristly	*pleace	*thinked	*marke	*arroud	*Stared
*agaist	*vioce	*interesting	*fourty	*befor	*runned
*thiefs	*safly	*excetion	*touk	*taughts	*thier
*hoppy	*crross	*labtop	*baresheet	*slat	*botle
*phon	*floore	*clook	*bagg	*plock	*shool
*plis	*becuase	*hosue	*deficate	*my self	*compond

3.1.2 Prepositional errors

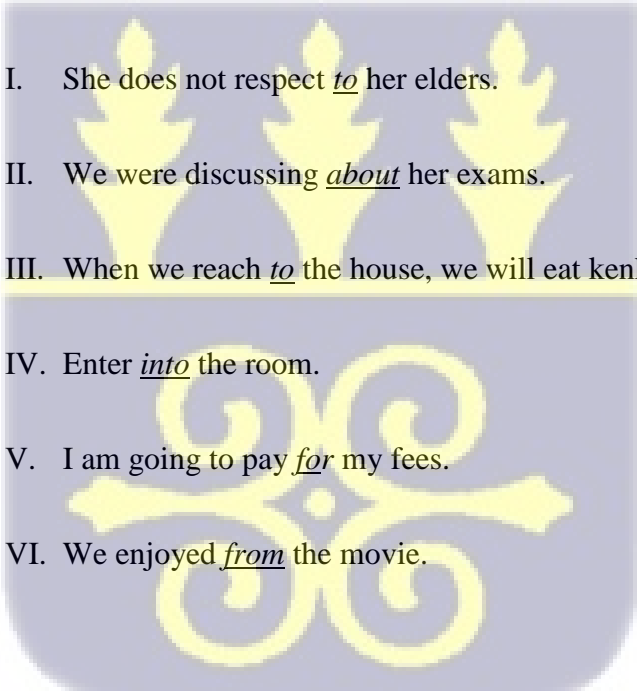
Prepositions do an excellent job of demonstrating the relationship of a noun or pronoun to another word within a sentence. They allow the speaker or writer to demonstrate the relationship between two or more things. Location, direction, cause and possession may all be part of the relationship. In other words, a preposition is a word that follows another word in the sentence and refers to a noun or pronoun. In this study, the most common errors were prepositions indicating location and time. Majority of students' errors in preposition are attributed to wrong selection and in some cases unnecessary additions. Examples identified from students' composition are listed below with the correct preposition in brackets.

3.1.2.1 Wrong selection of proposition

- I. He went to the market in order to take a look of the robbery (at)
- II. She saw diamond at the first time (for)
- III. The boy was stoned into death (to)
- IV. He broke out in tears (down)
- V. The church was constructed in cement blocks (with)
- VI. Richard has not seen his friend for last month (since)
- VII. I am aware about his dismissal(of)

- VIII. You will sleep in the floor (on)
- IX. At the night, it rained heavily (in)
- X. They travelled to Lagos on car (by)
- XI. Kofi prefers coffee than tea (to)
- XII. He congratulated me for winning the prize (on)

3.1.2.2 Redundant prepositions

- 
- I. She does not respect to her elders.
- II. We were discussing about her exams.
- III. When we reach to the house, we will eat kenkey.
- IV. Enter into the room.
- V. I am going to pay for my fees.
- VI. We enjoyed from the movie.



3.1.3 Vocabulary and expression errors

Every language has a vocabulary and expression repertoire available to its users for effective communication. As a result, users of the language must draw appropriately and accurately from the stock of words. The incorrect use of lexeme and expressions in this study also revealed a

high density of errors. Students made errors in this study, including incorrect vocabulary and expressions. The following are some examples:

3.1.4 Wrong lexical items

- I. The small days ahead (few)
- II. They will increase the cost of the items (price)
- III. I issued my brother to open the door for me (instructed)
- IV. Don't say negative things for her (about)
- V. We dropped out of the car (alighted)
- VI. The mate gave my mother her balance. (change)
- VII. Have you bring Jesus Christ as your Lord? (accepted)
- VIII. SDA is his formal school. (former)

3.1.5 Article errors

The English word class for articles is a closed one. In total, there are just two articles. Additionally, they can be divided into definite and indefinite articles. Both the indefinite articles "a" and "an" as well as the definite article "the" are used in error.

English articles appear before noun phrases because they serve as determiners. On the other hand, whatever article should come before the noun phrase depends on its semantics and phonetic context. The students' compositions contained a number of errors regarding the inappropriate use and non-use of articles, as exemplified accordingly.

3.1.5.1 Wrong use of articles

I. My sister prepared a stew for me. (the)

II. That was a very first day. (the)

III. She was given a egg to eat. (an)

IV. Do you have an pencil? (a)

V. I have a eraser. (an)

VI. What course did you read at a university. (the)

VI. We drank all a water. (the)

VII. Peter, don't throw in a towel. (the)

VIII. You have to go through a mill. (the)

XI. Don't take a wind out of her sale. (the)(sail)

X. Dad has let a cart (the) (cat) out of the bag.

3.1.5.2 Errors in the use and omission of articles

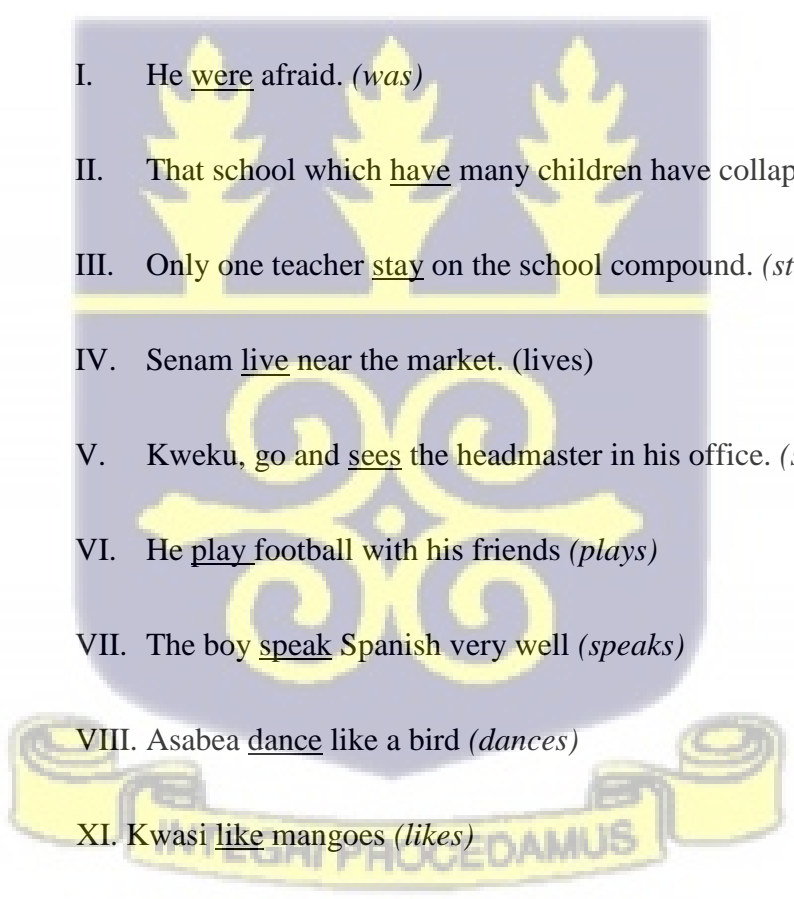
- I. Father was given (a) water to drink after sitting down.
- II. I have (a) three bottles of wine at home.
- III. He is (the) happy today.
- IV. We were given.... apple each. (an)
- V. The rest of ...traders ran away. (the)
- VI. Her parents have cultivated ...large plantain farm (a)
- VII. Kofi met man on his way to school (a)
- VIII. This man is African (an)
- IX. I saw elephant at the zoo (an)
- X. They bought ...dog when they travelled to Kumasi (the)

3.1.6 Concord errors

The link between two grammatical parts such that if one has an unusual property, the other must also have the trait is known as concord, according to Quirk and Greenbaum (1973). Concord is also described by Leech (1989:33) as "the matching relationship between the subject and the verb." The essential principle of harmony, he continues, is

straightforward. Due to the fact that plural subjects correspond with plural verbs, singular subjects go with singular verb phases. The concord errors picked from the data have been sub-grouped in the subdivisions listed below with examples. The correct verbs/subjects have been italicized and put into brackets ()

3.1.6.1 Errors of singular subjects with plural verbs

- 
- I. He were afraid. (*was*)
- II. That school which have many children have collapsed. (*had*)
- III. Only one teacher stay on the school compound. (*stays*)
- IV. Senam live near the market. (*lives*)
- V. Kweku, go and sees the headmaster in his office. (*see*)
- VI. He play football with his friends (*plays*)
- VII. The boy speak Spanish very well (*speaks*)
- VIII. Asabea dance like a bird (*dances*)
- XI. Kwasi like mangoes (*likes*)
- X. Vida go to the mosque every Friday (*goes*)

3.1.6.2 Errors of plural subject with singular verbs

- I. New phones has been created (*have*)
- II. The people likes the assembly man. (*like*)
- III. All his clothes was burnt in the fire (*were*)
- IV. They dances beautifully (*dance*)
- V. We walks to school daily (*walk*)
- VI. Cecil and Kelvin likes playing draught (*like*)
- VII. These furniture is costly (*are*)
- VIII. We usually walks to school (*walk*)
- XI. Ebo and Amina goes to the cinema on Fridays (*go*)
- X. The children like to plays a lot (*play*)

3.1.6.3 Concord errors related to tenses

- I. I couldn't reverses it. (*reverse*)
- II. She wake up early. (*wakes*)
- III. Kofi did not expected that. (*expect*)
- IV. Mr and Mrs Okyere have build their own house. (*built*)
- V. The teacher beated all the late comers. (*beat*)
- VI. Kofi runned away yesterday (*ran*)

VII. John walk in the morning (*walks*)

VIII. All the boys dances agbaza (*dance*)

IX. My teacher teach well (*teaches*)

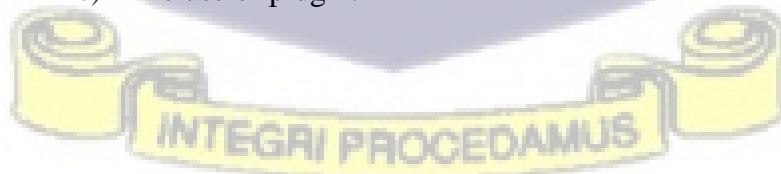
X. They prays every morning (*pray*)

XI. He travel yesterday (*travelled*)

3.1.7 Other errors

Some errors were discovered, but they were not as significant, so they were classified as other errors. They do, however, constitute a sizable group. Among these errors are:

- a) Inappropriate use of apostrophe.
- b) Incomplete sentences.
- c) Wrong use of idiomatic expressions.
- d) Social media spellings.
- e) The use of pidgin.



3.1.7.1 Wrong use of apostrophe

I. She bought the phone because of it's attraction. (*its*)

II. The exams questions' were very easy (*questions*)

- III. They took mum to the girl's dining hall (girls')
- IV. The old man has'nt eaten for days (hasn't)
- V. Abigail said the money is her's (hers)
- VI. The student's were making so much noise (students)
- VII. I saw the pilots' cabinet (pilot's)
- VIII. My mother's are cooking yam today (mothers)

- IX. Who's there? (whose)
- X. She regards' herself as a pretty lady (regards)

3.1.7.2 Incomplete sentences (Fragments)

I*All the men were having

II*The day I will always remember

III* Mother is trading in

IV*We will be going there to discuss

V*Gloria will be coming back to be

VI*Weather it will be good

VII * It was the children who first

VIII *They were advised not to

IX * The widow's point of view

X * God loves a cheerful

XI* They took a very popular

3.1.7.3 Wrong capitalization/omission of capital letters

*my favourite food is Jollof and Chicken stew.

*Mawuli attended university of ghana.

*His name is eric and he lives in the united kingdom.

*I will be going to legon baptist church.

*the Fat girl broke the Table

*we live in a clean Environment

* Those Pencil's are for Roseline

* ama is pretty girl

* It was decree by the government

* my Favori te food is Banku

* ghana is playing brazil this afternoon

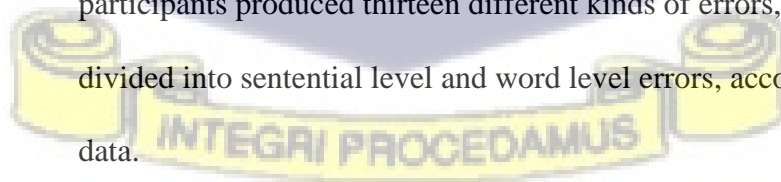
* The boy called emmanuel swept the class today

* The teacher says i am lazy.

3.1.7.4 Wrong idiomatic expressions

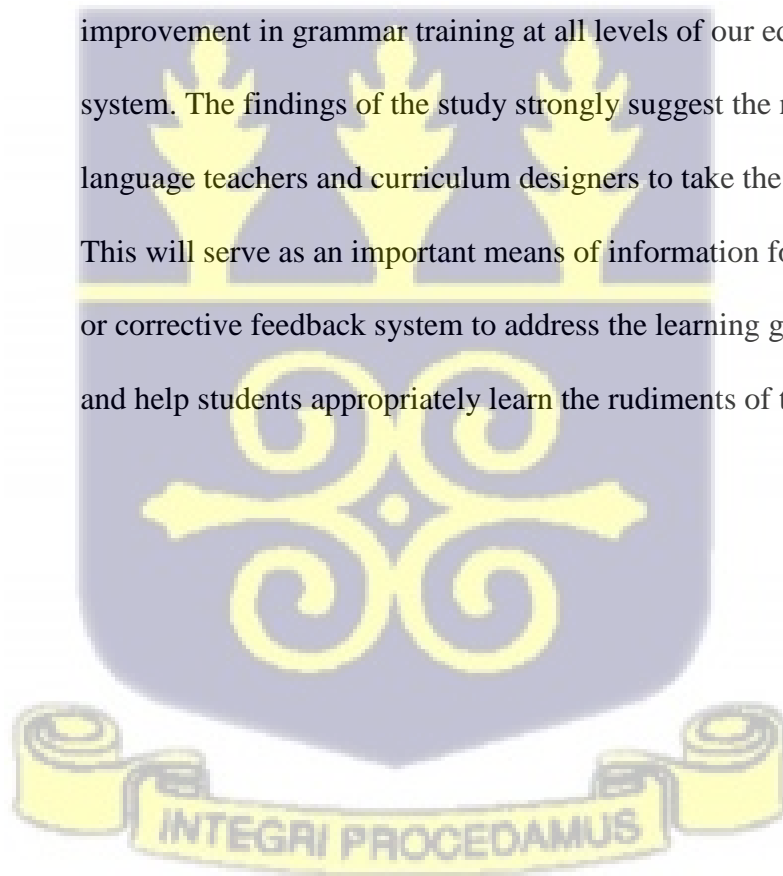
- I. All the pieces of advice fell on dead (deaf) ears
- II. To air (err) is human
- III. The last but not the least
- IV. Birds of the same feather fly together
- V. The politician smeared (smelled) a rat
- VI. Edem killed two beds (birds) with one stone
- VII. Caleb came out with frying (flying) colours
- VIII. It's raining charts (cats) and dogs now
- IX. The groom led his wife to the alter (altar)

The study employed Error Analysis theory in examining the errors made in the one hundred and twenty (120) composition scripts written by students of Kaneshie Awudome '3' Junior High School. The participants produced thirteen different kinds of errors, which can be divided into sentential level and word level errors, according to the data.



3.2 Summary

The Error Analysis Theory of Second Language Learning and the Theory of Structuralism were used to identify the aforementioned mistakes in students' scripts. These errors were categorized and looked over. It was found that the issues students had with English were not peculiar to them; this occurrence takes place all around the world. Additionally, students around the globe still struggle with the foundational rules of the English language, necessitating an improvement in grammar training at all levels of our educational system. The findings of the study strongly suggest the need for language teachers and curriculum designers to take the errors seriously. This will serve as an important means of information for interventions or corrective feedback system to address the learning gaps in grammar and help students appropriately learn the rudiments of the language.



CHAPTER FOUR

DISCUSSION OF RESEARCH FINDINGS

4.0 Introduction

This chapter discusses data, which includes a careful examination of the frequency and distribution of errors. There were both qualitative and quantitative approaches used. The qualitative technique was employed for information collected through interviews and observation because such information was non-numerical. The quantitative method sought to ascertain how frequently errors happened or were recorded.

To avoid subjectivity of assessment and to produce objective findings, both strategies were adjusted. Statistical representation of data on the end-of-term test and the three composition topics are both covered by the study. Every single one has been calculated as a percentage of error density.

4.1 Discussion of findings on errors in students composition.

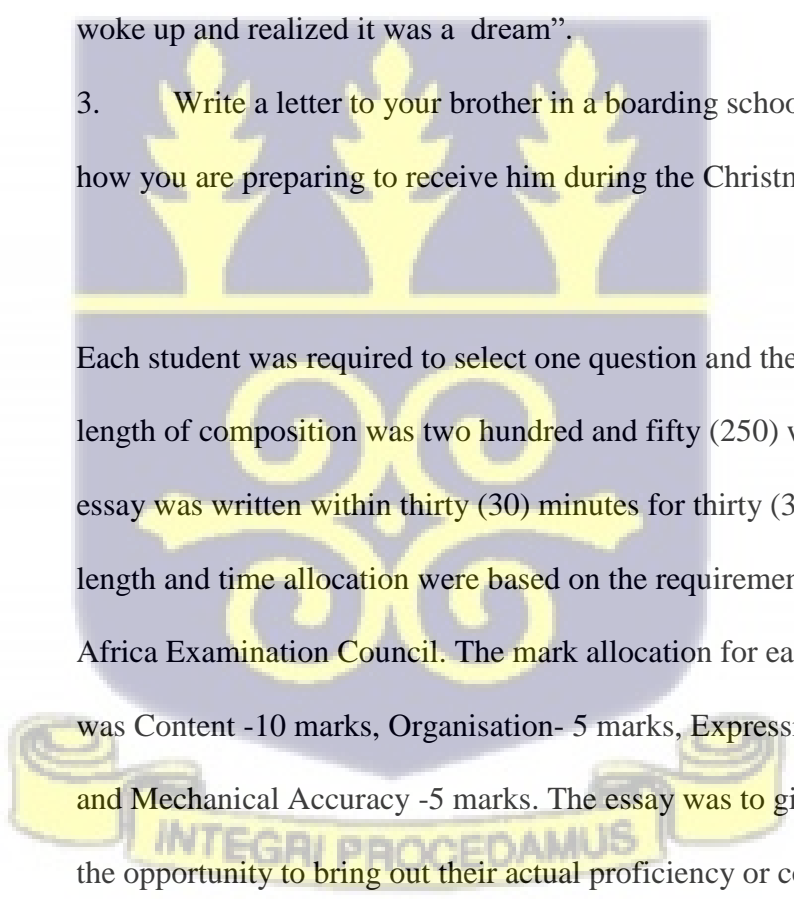
The three composition topics that were given to Form 2 students to write on for the second term are listed accordingly:

1. Write an article for publication in a national newspaper on the causes and effects of road accidents in the country.
2. Write your arguments FOR or AGAINST the motion “Day secondary schools are better than boarding secondary schools”

3. Write a report of a naming ceremony that took place in your family a few weeks ago.

For the third term examination, another set of composition topics were given to the same students to write on:

1. You are a representative in a school debate on the subject, “education for the girl child is a waste of money”. Write your argument FOR or AGAINST the motion.
2. Narrate a story that ends with the expression “...I suddenly woke up and realized it was a dream”.
3. Write a letter to your brother in a boarding school telling him how you are preparing to receive him during the Christmas holidays.



Each student was required to select one question and the minimum length of composition was two hundred and fifty (250) words. The essay was written within thirty (30) minutes for thirty (30) marks. The length and time allocation were based on the requirement of the West Africa Examination Council. The mark allocation for each composition was Content -10 marks, Organisation- 5 marks, Expression- 10 marks and Mechanical Accuracy -5 marks. The essay was to give the students the opportunity to bring out their actual proficiency or competence with regard to their application of English rules.

Table 7: Students composition preference

(Second Term questions and the essays students chose):

Type of composition	Number of students
Article writing	29
Debate	85
Report	6
Total	120

Table 8: Preferred essays(Tabular representation of preferred essays by students for the 3rd Term)

Preferred essay	Number of students
Debate writing	16
Narrative writing	69
Informal/friendly letter	35
Total	120

After eliminating examination papers of students who did not write anything for varied challenges, 120 complete exam papers aggregating to about 54,371 words were scrutinized to identify the errors in the work. In compiling the data, about forty-seven different categories of errors were discovered. These were regrouped into thirteen major classes or types according to the laws of natural relationship. Numbers

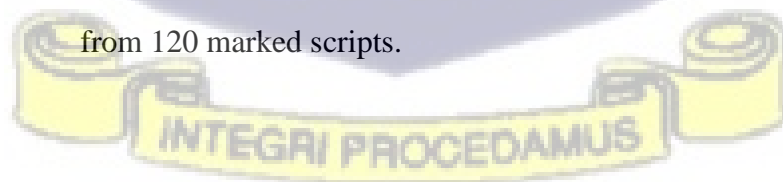
instead of names were used to indicate the type of errors. The proportional number of errors in the different exercises were nearly the same but others had more errors than others.

An essay is penalized for each grammatical error, wrong spelling and faulty construction of sentence. Punctuation error and the pronoun 'I' when written as a small letter were also penalized among others.

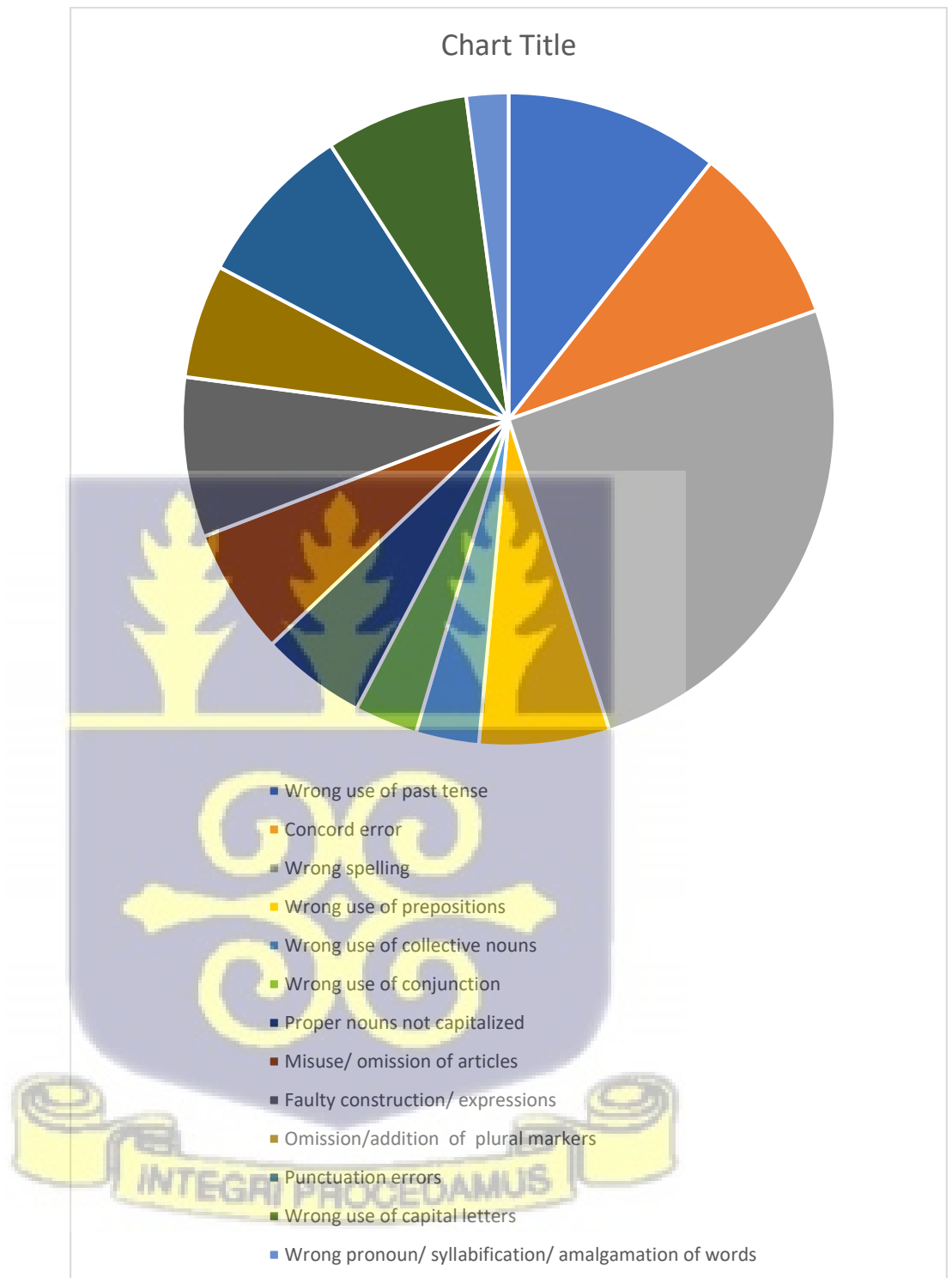
From the 120 scripts assessed from 120 students, it was discovered an average of twenty-three errors were made per student.

Errors of spelling were seen throughout the exercises and constitute about 40 percent of the total amount of errors. However peculiar errors of appropriate vocabulary or expressions that pertained to, for instance a debate or article writing were missing.

Below are the types of errors represented with colours on a pie chart. It was noticed that wrong spelling of words was the most common mistake students made as it was the highest with 122 wrong spelling mistakes coming out of a number of 120 marked scripts and with wrong syllabification/ amalgamation of words being the list cause of errors from students with a tally of 10 wrong syllabification coming from 120 marked scripts.



Types of errors- Figure 1



Thirteen types of errors were identified in the work of students. The various colours show the magnitude of errors made. Each colour represent a type of error. Wrong spellings accounted for the biggest display of the colour (gray). Students had spelling errors such as (preperation) for preparation, (hoilday) for holiday, (fill) for feel, (christmas) for Christmas and so on were seen.

The largest blue colour represents “the wrong use of the past tense” as some students wrote “My father *wented* (went) to the bank to get money.”

“Emefa *sitted* (sat) at the back of the class.

“My parents *cuttet* (cut) the wedding cake.

Subject -verb agreement issues also known as concord is another huge impediment represented by the colour peach. Example “Daddy and Ama *is* (are) coming home”.

There was a tie between the wrong use of preposition and the wrong use of collective nouns representing 3.12%.

The least type of errors made by the students representing 2.8% were the wrong pronoun and syllabification/amalgamation of words.

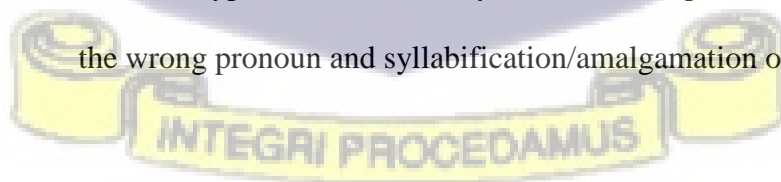
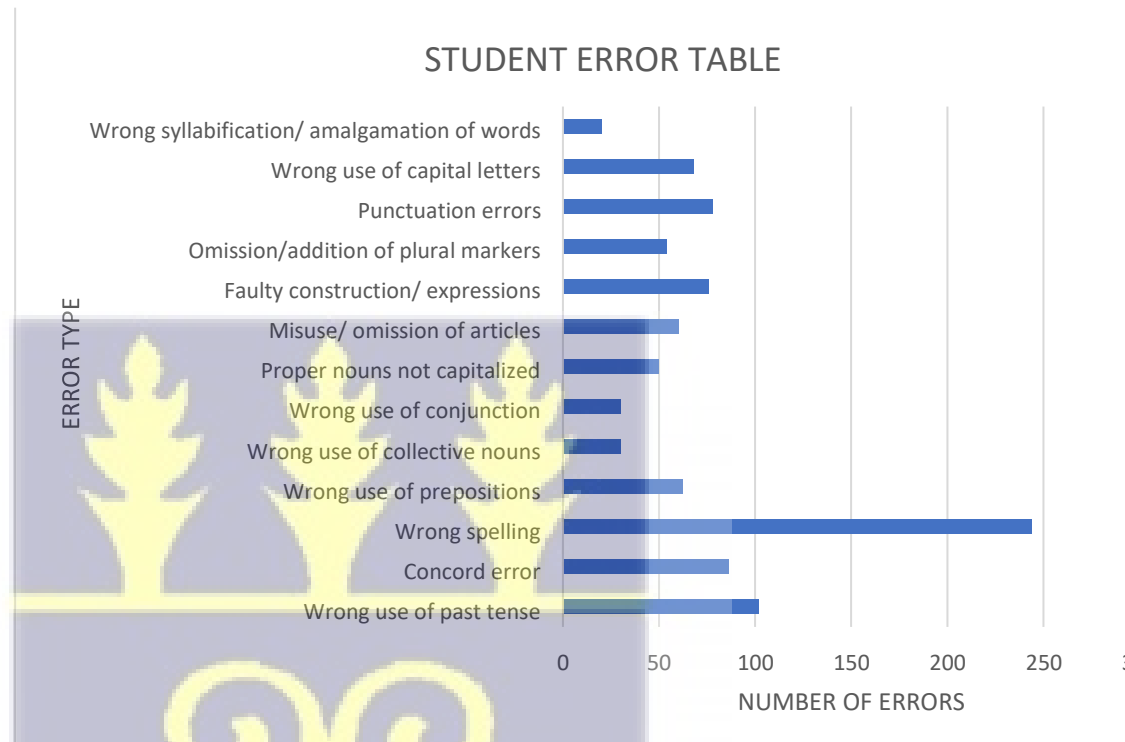


Table 9: Error table			
Error type	Error name	Tally	Frequency in percentage
1	Wrong use of past tense	51	10.62
2	Concord error	43	8.95
3	Wrong spelling	122	25.41
4	Wrong use of prepositions	31	6.45
5	Wrong use of collective nouns	15	3.12
6	Wrong use of conjunction	15	3.12
7	Proper nouns not capitalized	25	4.39
8	Misuse/ omission of articles	30	6.27
9	Faulty construction/ expressions	38	7.91
10	Omission/addition of plural markers	27	5.82
11	Punctuation errors	39	8.1
12	Wrong use of capital letters	34	7.04
13	Wrong pronoun/ syllabification/ amalgamation of words	10	2.8
	TOTAL	480	100%

Error frequency on a bar graph – figure 2



From the graph above, the biggest challenge is 25.41 percent where the students sampled have a problem with spelling. Wrong spelling topped the list as the highest type of errors committed by students. This was clearly seen in their marked exercises. Wrong pronoun/syllabification and amalgamation of words were the lowest represented by 2.08 percent.

The second most prominent problem identified during the research is the wrong use of the past tense. It was realized that students usually use the past tense wrongly in the formation of sentences especially the irregular verbs. This is because the irregular verb forms its past and past participle by changing the spelling of the verb or not making a change at all. They do not know when to use the tenses correctly and appropriately. Example: The girl *drunk*(drank) the tea in her house today.

The wrong use of the past tense is followed by extensive concord errors. This showed prominence with 8.95 percent. This indicates that students have problems with subject/verb agreement.

Most of the students do not know the relationship that exist between two grammatical elements such that if the subject of a sentence is plural, the verb used must reflect that fact. This is mostly confusing to students sampled.

It can also be seen from the above table that, 7.91 percent of students wrote faulty expression concerning the subject matter. This is as a result of acculturation, especially in these times of internet prevalence where people experience different cultures via the social media on a daily basis from movies, tiktok, wassup, imo, facebook, instagram to mention but a few.

About eight percent (8%) of students sampled have a challenge in the correct application of punctuation marks due to their speech patterns and the infiltration of their L1 into the L2. It was realized that, students

most times do not know where to apply the punctuation mark in the formation of sentences and therefore the marks are applied haphazardly.

Wrong capitalization and proper nouns not capitalized account for 7.08% and 5.20% respectively. This shows that, students do not do well in capitalization of proper nouns and they use capital letters wrongly as and when they feel like using it. Inappropriate use of pronouns, wrong syllabification/amalgamation were the least prevalent sort of grammar error, whereas wrong subject-verb agreement, verb tense, and preposition usage were among the most often erred grammar elements in the participants' essay creation.

Table 10: Examples of errors in the scripts of students

Student	Error type	Examples of error type from scripts
1	Capitalization, concord	they fights always
2	Concord, lack of capitalization and lack of punctuation	Kwame eat too much. Afia and Esi drinks too much. they go to school late

3	Concord, lack of capitalization	- Aku like jollof - my parents is going home
4	Punctuation, concord	For me I play all this games
5	Capitalization, concord	the other group have to play well.
6	Concord, plural marker	They get all of the member out including the mother
7	Capitalization, concord, tense	it continue till one group win. they are the one leading and were suppose to passed the ball.
8	Spelling	Impossible, dinine, countrys, ocaasion, plobrem, hournour,
9	Proper noun not capitalized, concord	Mark is from anum- boso Ghana play with brazil yesterday
10	Spelling, capitalization	we has finish the wrok at tema .
11	Faulty expression, spelling, concord, omission	we have been to produce a lot of crop aprt of thoss achieve. - he didn't knowing how to cook
12	Wrong use of capital letters, spelling	my best food is jolof rize and Chicken
13	Spelling, tense, preposition	people starts gotten money on kaneshie market after seling .

14	Faulty expressions, spelling, tense	I wants to let you no I am greatful written to you.
15	Omission of plural marker	Kwesi parent both came for the programme.
16	Punctuation error	We, the girls. love to, play ludu all the time.
17	Wrong collective nouns	the spectators clapped after hearing the pastor preach. The audience were happy at the party
18	Omission of past tense marker, spelling, faulty construction	it is connect to a televison, and it is a game I have ever love in my life.
19	Omission of articles, spelling	old woman was walking with her dautgter and they saw baeutifull house.
20	Wrong preposition	Mother put the cassava in fire for the preparation on fufu.

4.1.1 Discussion on interview findings

The interview that the researcher conducted with ten teachers revealed some findings that have been captured accordingly.

Five (5) teachers interviewed attributed the errors students make in their composition to the absence of spontaneous reading habits.

Students lack vocabulary to construct meaningful expressions in their work and are not able to write simple words that include ‘morin’ for ‘morning’, ‘gald’ for ‘glad’, ‘receive’ for ‘receive’, ‘writting’ for ‘writing’, ‘fristly’ for ‘firstly’.

Two teachers mentioned that the students suffer lack of concentration and forgetfulness when answering questions in Mathematics and Science. For instance, a student intending to write 3cm or 3joules would write 3 only which result in the student getting the answer wrong. The problem here is that, the student omitted the units or symbols when writing the final answer.

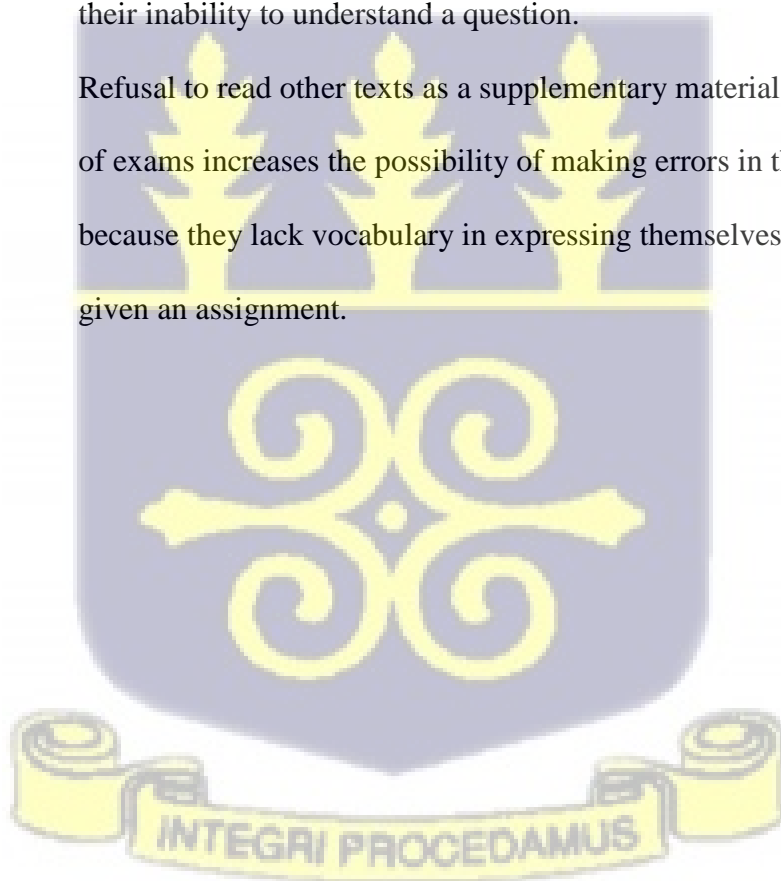
The Ghanaian language teacher who is among the interviewees attributed the proliferation of telenovels on television, as indicated earlier, that employ voice over mechanism using Twi language that is fraught with errors. Students imitate or copy these errors which show in their communication in the Twi language. Students transfer these errors into their speaking and writing of English through transliteration.

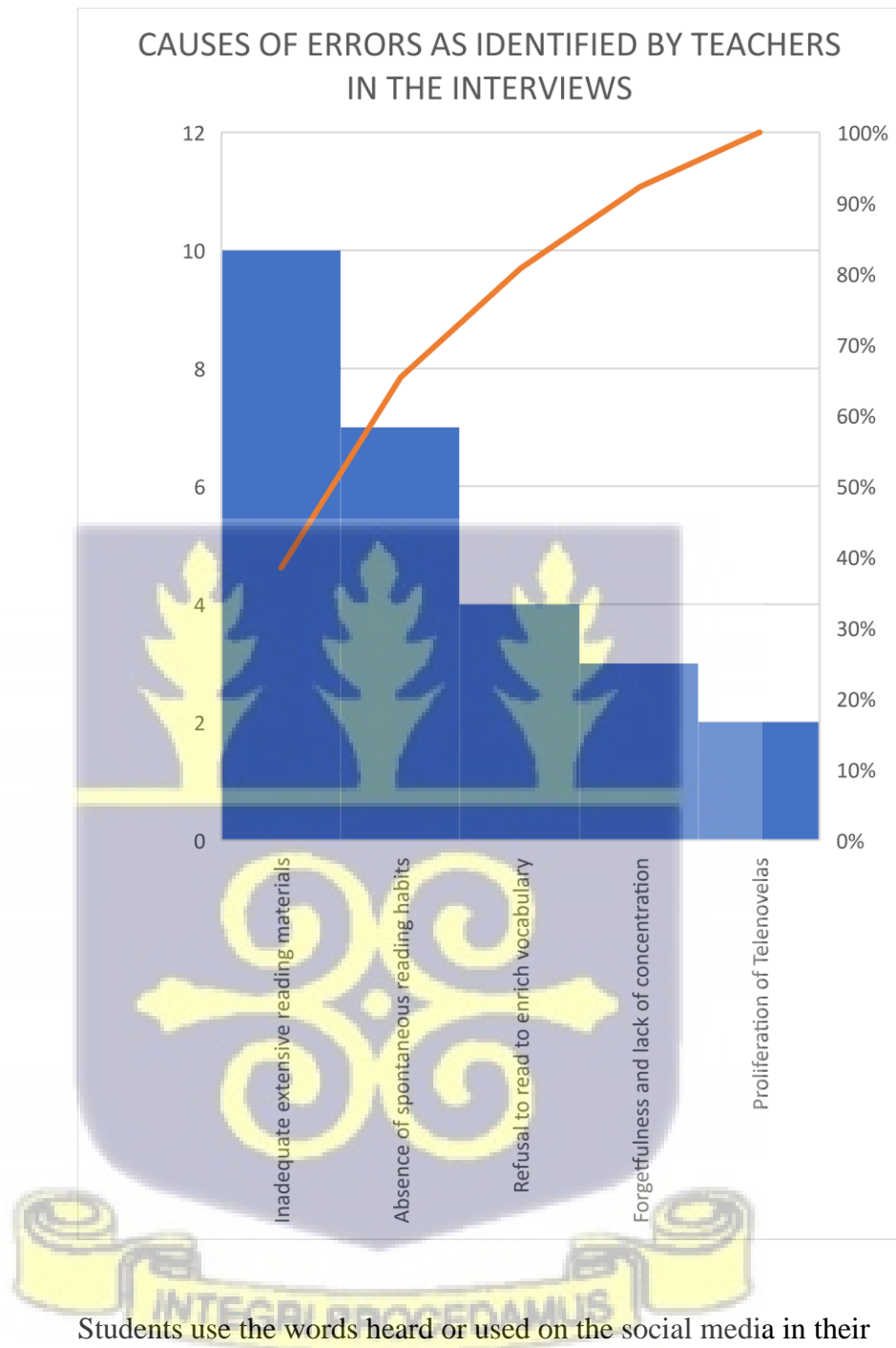
Instances of this situation include ‘me ba’ ‘(am coming)’ for ‘just a minute’.

The same teacher corroborated the findings in this study that students inadvertently leave out punctuation marks while writing essays in the Twi language. The principles and influence of interlanguage are obviously at play in these situations.

Two other teachers who had been interviewed observed that students make errors in their choice of words in writing composition because of their inability to understand a question.

Refusal to read other texts as a supplementary material in preparation of exams increases the possibility of making errors in their work because they lack vocabulary in expressing themselves on paper when given an assignment.



Causes of errors identified by teachers - Figure 3

Students use the words heard or used on the social media in their essays. An example is “b’cos” (because), “pls” (please), ‘u’ (you) and so on. Sometimes, a few words in the pidgin language may be seen in an essay. For instance, “He dey go there” (He is going there).

4.1.2 Discussion on observation findings

Students in four classes, each numbering about sixty (60) were keenly observed in the natural environment devoid of teacher influence, communicating about their views and approach to learning English in relation to other subjects of study.

The researcher engaged students to ascertain the causes of their lackadaisical attitude to their study of English in general and towards their revision for an English language examination in particular. This exercise is occasioned by fact that, based on the researcher's vast and extensive experience in such matters, most students do not tend to revise thoroughly prior to especially examinations in English language. Majority of the students said English language is not a difficult subject, so they would pass. A good number volunteered information that, the other subject (Science) was more difficult so they preferred to revise for that. Others also feared to fail to Mathematics, for example, therefore would prefer to learn for that.

4.2 Factors that account for the errors.

The researcher, by interviewing teachers, observing students and with evidence from the scripts of students, identified a number of reasons why or factors that contribute to students committing errors in their writings and a number of them are as follows:

4.2.1 Limited vocabulary

Evidences in students' written scripts have shown that they are constrained in vocabulary usage. They do not have adequate linguistic repertoire for use to communicate their thoughts adequately or successfully on paper. The reasons for this limitation are attributable to their age, level or stage in life, exposure or experiences and inadequate or poor reading (of learning materials). These situations reflect as or result in grave expression errors in students' writings and speech.

Arguments that point to close relationships between writing and reading have often been made by experts. On reading, the experts also tend to agree on the fact that oral competence in language facilitates reading; therefore, when a student's vocabulary is limited, reading is negatively affected which invariably affects their expressions in writing. The category of expression errors in this case border on choice of words, description and explanation instead of precision, and absurd or reckless application.

A few examples are given accordingly.

1. 'My phone spoilt' instead of 'my phone is *malfunctioned*'
2. 'Mate, give me my balance' instead of '*Conductor*, give me my *change*'
3. 'The girl has gone to private' instead of 'the girl has gone to the *toilet*'

4. 'My parents came back from where they went to' instead of 'My parents *returned* from the *mall/ church/ party*.'

4.2.2 Inadequate knowledge about English Language rules

Additionally, it was found that although the students had a fundamental comprehension of subject-verb agreement norms, they were unable to correctly apply these rules. As a result, it placed second in the list of mistakes made in students' essays. The students' use of plural subjects with singular verbs was found to be the result of their own irrational rule that count nouns with the -s plural marker must be followed by a verb with the -s inflection.

For example:

*These parents allows their children do whatever they want.

From the example above the thinking of the student is that the plural marker '-s' in 'parents' should cause the verb to take an '-s' as well, resulting in the use of '*allows*' rather than '*allow*'. It should be

explained to students that whereas singular count nouns take an '-s' in plural forms, verbs in third person singular present tense do not. The singular subjects with plural verbs are the inverse of the preceding observation.

These changes were made because the student believed that because the subject had no -s, the verb should also have no -s.

For example:

The headmaster also help students understand some topics.

Students should make an attempt to comprehend the subject-verb agreement rule that states that if the subject is a singular noun, a -s is added to the verb.

Consequently, the preceding phrase ought to be:

The **headmaster** also **helps** students understand some topics.

Consistently, students' unfamiliarity with concord structures such as determiner-noun, coordinated subject-verb, inverted subject verb, and verb-verb has made those errors common in their scripts.

4.2.3 Negative attitude of students to the English

Students' poor performance in English is the result of their negative attitude towards the study of English as a second language. The researcher's close observation reveal that this attitude and phenomenon is evident throughout students' study of English.

Specifically, students do not revise their notes because they believe passing the English Language examination is easy.

The desire of most students for learning a second language, it will appear, is to speak the Queen's language fluently. However, writing is an equally important skill of English Language. Being able to speak fluently, does not translate into writing properly. Evidence of students

spoken English finding its way into their written English is significant. Students need English as an indispensable tool to pass examination and even secure a certain kind of job in future. Ironically, however, the same students do not make the conscious and concerted effort to learn the English Language even in the face of their compositions that are replete with errors.

The researcher discovered through observation that some Kaneshie Awudome '3' JHS students have relegated their personal English language studies to the sidelines but give more prominence to the study of other subjects like Science, Social Studies and Mathematics. They believe that success in the English language is automatic. Some students reiterated that with regards to English Language, when you know the rules it is easy to pass. This negative attitude has an impact on their performance in both internal and external examinations. Students' apathetic and ambivalent attitude towards English language study had an impact on their self esteem because they are not able to express themselves confidently.

4.2.4 Consumption and effect of acculturation/popular culture

Some errors that are attributable to the young Ghanaian learner's direct or close contact with other cultures through music and movies that has impacted the young ones to an extent that those experiences reflect in the writings (or composition) and speech of the learners. The errors in this case bother on grammar especially positioning of words which

lead to semantic issues. Specifically wrong positioning of adjectives has led to change in meaning.

A few examples are given accordingly.

1. 'The both of them are going home instead of 'Both of them....'
2. 'My father is late' instead of 'My father is dead' or 'My dad has passed on'.

An obvious example of acculturation or popular culture to cite is the (influence of) Nigerian and Mexican films, telenovelas and music, among others, on the Ghanaian entertainment scene. The examples that are cited above as having been found in the composition scripts of some students are among the expressions that we often see some actors in movies and artists in music use.

A similar example is the influence of American culture as in English. For example, instead of 'I am well/fine' or 'I am doing well' the typical Americans tend to give the response 'I'm good' to the question 'How are you?'. The Americans have used 'good' for so long and because learners watch their films, these faulty expressions or wrong constructions have found their way into the writing of students.

Some contents of television specifically movies or telenovels have introduced into the Ghanaian system some words that learners have obviously imbibed that has made students write in a way to imitate the cultures of those contents.

Examples

- i. ‘On/off the light’ instead of ‘**switch on/off the light**’
- ii. ‘High/lower the TV’ instead of ‘**increase/ decrease the volume for the television**’
- iii. ‘Off the TV’ instead of ‘**switch off the television**’
- iv. ‘It is for the both of them’ instead of ‘it is **for both** of them’

The examples above are evidences of what students hear from sources or the environment specifically media and other persons and

erroneously apply them in their personal communication and written compositions in examinations without care and verification of their suitability.

The point is that people adapt the verbal behaviours that are modelled in popular culture, and there has been an intrusion of the L1 into the target language or L2. Though it is difficult to test for the true inclusion of the L1, it could be sensed from the varied constructions made.



4.2.5 Mother tongue interference

Findings of this study on mother tongue interference corroborates previous findings. Nimako (2012) gave examples of loan translation of words from the mother tongue (in his case, few Ghanaian languages) after he made such observation in his study. Amuzu and

Asinyor (2016) asserted that errors are discovered to be more directly related to some grammatical features of the students' mother tongue. The literature is well aware that one's first language (L1) frequently interferes with one's second language (L2). Ghanaian languages, for example, do not exhibit number agreement between a syntactic subject and a verb in the same way that English does.

According to Amuzu et al, by the time the child starts school, he or she has internalized the mother tongue's phonological, lexical, and syntactic systems. As a result, when a child learns a new language, he or she frequently transfers consciously or unconsciously certain features of the L1 into the L2. In other words, some L2 errors can be attributed to L1 influence. Ghanaian languages, for example, do not exhibit number agreement between a syntactic subject and a verb in the same way that English does.

A few examples that the current study discovered are given accordingly

1. 'He is coming' meaning 'He is on the way.....'
2. 'Am happy to write you this letter' for 'I'm happy to write you this letter'
3. 'The girl was tired oooo' for 'The girl was tired'

4.2.6 Speaking of pidgin English

Some students are exposed to pidgin English in their communities because it is used as a lingua franca or its in vogue, therefore, there is a high likelihood that learners living in that community including the second language learner will speak pidgin. This confirms the findings by Amuzu & Asinyor (2016). According to them, speaking of pidgin is frequently blamed for errors that English learners, particularly those in secondary and tertiary institutions make in their speech and writing.

They specifically investigated the justification for attributing errors in written English by educated Ghanaians to the School Pidgin English (SPE) that some of them speak. Some students at the JHS level also speak pidgin which affect their written composition because they try to transfer their spoken word into the written one.

Example 'I dey go see ma moder for house'.
for 'I am going to see my mother in the house'.

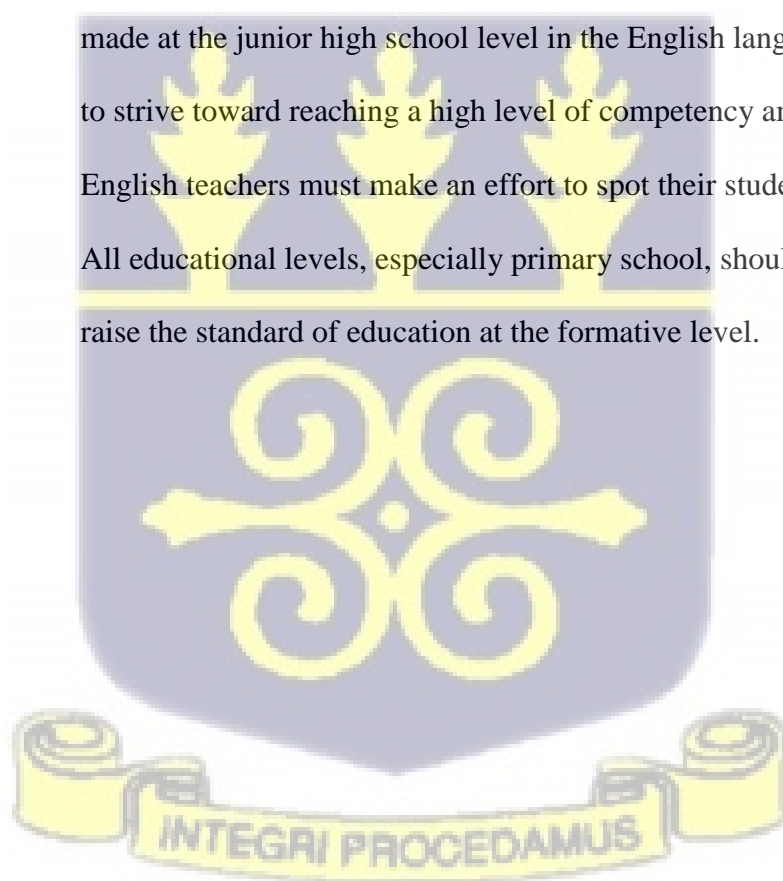
4.2.7 Teachers as bad role models

The teacher is the model in the classroom; if he or she has faulty speech habits concerning the grasp of the target language especially the grammar, the deviant utterances or habits would be transferred to the student since the students consider the teacher as the best. When students hear teachers use pidgin or language wrongly to converse with

colleagues or students, the students try to emulate them and the practice then becomes part of their lives. It is advised that teachers speak the standard English at all times to inspire their students to learn to do the same. Ironically, some other persons pointedly indict teachers as the bad role models which students copy (Amuzu & Asinyor, 2016).

4.3 Summary

The density and pattern of the errors show how many mistakes are made at the junior high school level in the English language. In order to strive toward reaching a high level of competency among pupils, English teachers must make an effort to spot their students' mistakes. All educational levels, especially primary school, should collaborate to raise the standard of education at the formative level.



CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATION

AND CONCLUSION

5.0 Introduction

At the end of the study, the researcher investigated errors in students' composition and the effects of the problems on students' academic performance. The researcher investigated errors in spelling, omission/insertion of articles, subject-verb agreement (concord), wrong capitalization, improper proper noun usage and others in the writing composition of Kaneshie Awudome 3' JHS students.

The data, as well as their analysis and discussion, are presented in this work's Chapters Three (3) and Four (4). The summary of the findings, pedagogical implications, and discussion are presented in this chapter.

5.1 Summary of the findings

The real challenge of this study was identifying the specific errors that caused problems for Kaneshie Awudome '3' JHS students in their compositions, the factors that account for those errors, the effects on their poor English language performance, and measures to improve their performance. The findings were summarized using compositions that were analyzed.

5.1.1 Findings from marked scripts

After analyzing all of the respondents' one hundred and twenty (120) scripts, it was discovered that Kaneshie Awudome JHS students made a variety of errors in their writing. Out of the one hundred and twenty (120) scripts marked and analyzed, only five showed evidence of minimal errors.

In the spelling forms, words such as "separate," "pronunciation," and "writing," were spelled as "seperate," "pronounciation," and "writting".

The grammar forms contained errors such as the misused words "among" and "between," deletion of necessary verb forms, inappropriate changes in verb tense. The punctuation forms errors such as comma faults, misuse of dashes, and inappropriate of commas and semicolons. A hyphen is used to show that a word has been divided and continued on the next line especially if there is not enough space to write the entire word on the previous line. However, words that contained hyphens were not divided at the prefix or suffix but divided anyhow especially at the right margins of exercises. Also, though contracted, single syllable, proper names, double consonant words are not divided, a few students were found guilty of that.

The errors that were identified were wrong use of the past tense, concord error, wrong spelling, wrong use of prepositions and collective nouns. Others errors include wrong use of conjunction, proper nouns not capitalized, omission and misuse of articles. The rest are faulty

constructions/ expressions, punctuation errors, wrong use of capital letters, omission/ addition of plural markers, wrong pronoun use and wrong syllabification/ amalgamation of words.

5.1.2 Findings from interview

The main points that came up during the interview session as causes of errors, according to the interviewees include absence of spontaneous reading habits, refusal to read and enrich

vocabulary, forgetfulness and lack of concentration of students, proliferation of telenovelas (television content where local languages like Twi are employed as voice over techniques because the original language of the content is unintelligible) and inadequate extensive reading of materials.

5.1.3 Findings on observation

The key points that are discovered when the researcher observed the students are given accordingly. Students preferred studying for other subjects more than English. Besides, students seem to find other subjects more difficult than English, therefore would like to learn those. In addition, students believed that it was automatic to pass an English test.

5.2 Recommendations

The results of this study showed that students struggle with a variety of faults in their works. The goal of the study was to address the students' issues with compositional faults. The solution has pedagogical implications for teachers of English Language and all students especially those of Kaneshie Awudome '3' JHS and other schools by extension.

5.2.1 Textbook writers

Textbook authors should not limit the content of their textbooks to the main grammatical issues. They should point out and emphasize the common types of errors made by students and provide the correct versions alongside.

Examples

*You have cut your hair

(You have had a haircut)

*my father is going to repair his car

(My father is going to have his car repaired)

Second, they ought to include enough exercises to aid teachers and students in understanding and gaining both implicit and explicit knowledge of the rules of capitalization, proper noun usage, concord,

preposition/verb usage, and other related topics. This will improve both teachers' and students' English proficiency.

Prior to publication and dissemination, they should also conduct thorough editing and proofreading of the materials.

5.2.2 Teachers of English Language

In affirmation of Amuzu and Asinyor (2016), the natural conclusion is that if teachers allow their work to be directed by the reasons that have been identified by the study, students' errors would be relatively easy to rectify in an attempt to help them and English learning in Ghana will most likely improve. English teachers, particularly those at the primary level, should do well to understand English Grammar topics by consulting other texts to enhance their knowledge of topics to be covered so that in their teaching, they can explain the rules for pupils to internalize the various aspects of the broader concept at that level, before moving up the educational ladder to the Junior High School. To grasp these grammar elements, language teachers must re-evaluate, reorganize, and adjust their methodologies and teaching techniques. English teachers should feel a strong sense of responsibility towards the students they teach by maintaining a positive relationship and being concerned with their students' success in both internal and external examinations.

A positive teacher-student relationship helps students develop and improve their academic performance. Teachers could also consult other colleagues for peer teaching.

The teaching of grammar topics is part of the syllabus, therefore the teacher is bound to teach to minimize the error of students.

Teachers should continue to be affable and responsive to the academic needs of students thereby contributing greatly to their academic well-being. Teachers should also give more exercises especially essay assignments because the more the students write, the better they become.

5.2.3 JHS students

Students should adopt a positive outlook about learning the English language. Since English language involves multiple skills such as listening, speaking, reading and writing. Students should abandon the idea that passing an English language test is a given. That is students should be ready to dedicate themselves to the study of the English Language.

When learning English rules, for instance, students, on their own and/or through the guidance of teachers, should gradually shift and coordinate between lexical intuition and a more deliberate and methodical mapping and deployment of the underlying systems.

Finally, students should revise their notes on all topics in the English Language regularly to avoid deviations associated with wrong use, spelling of words and grammar.

5.2.4 Stakeholders of education

All stakeholders must devote their time and resources to addressing the magnitude of the challenges that face the target language's teaching and learning.

The logical conclusion is that if teachers follow the more rational causes of their students' issues and attempt to help them overcome their challenges, English learning in Ghana may improve.

One word per day learning should be encouraged for students who hold a good dictionary. Dictation exercises on frequently misspelled words should be conducted often to improve results.

Parents should endeavour to provide good story books so that, operation 'Read a Novel a week' campaign could be launched in a school or class to motivate students to acquire a large stock of

vocabulary and beautiful expressions in order to write better compositions and speak fluent English language. In addition to the campaign, a vocabulary book tastefully decorated by the student may encourage unfamiliar words to be recorded for look ups later.

To get students to partake in the massive acquisition of vocabulary, a competition should be instituted. For instance, boys and girls could be

made to mention the inscriptions seen on vehicles, signboards, news stand/ newspaper headlines, posters, notices, brochures and so on.

A reading culture and a focus on the fundamentals of the English language should cure these ailments before reaching the tertiary level.

Students must develop the habit of reading good grammar books.

5.3 Summary

The results of this study shows that students have trouble applying the rules of the English language. Students should be informed that it is unacceptable to construct sentences full of deviations, errors and incorrect expressions in class and especially, on the social media, where they are free to express themselves.

Their speaking patterns can occasionally make it difficult for them to use language correctly.

Some students prefer to use the pidgin language during their adolescent years to communicate. They have a tendency to omit the final -s from words when speaking, so they must take extra care to avoid doing so when writing. The books made available to students must be carefully reviewed. Students need to develop a reading habit because it can boost their performance.

It is hoped that in the future, the advice given would be implemented in order to decrease students' composition errors.

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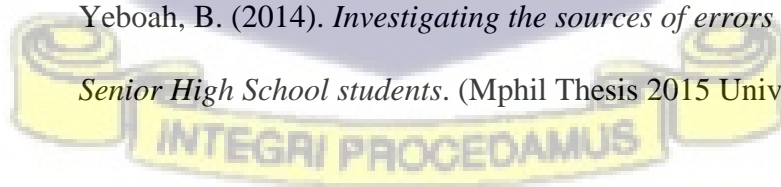
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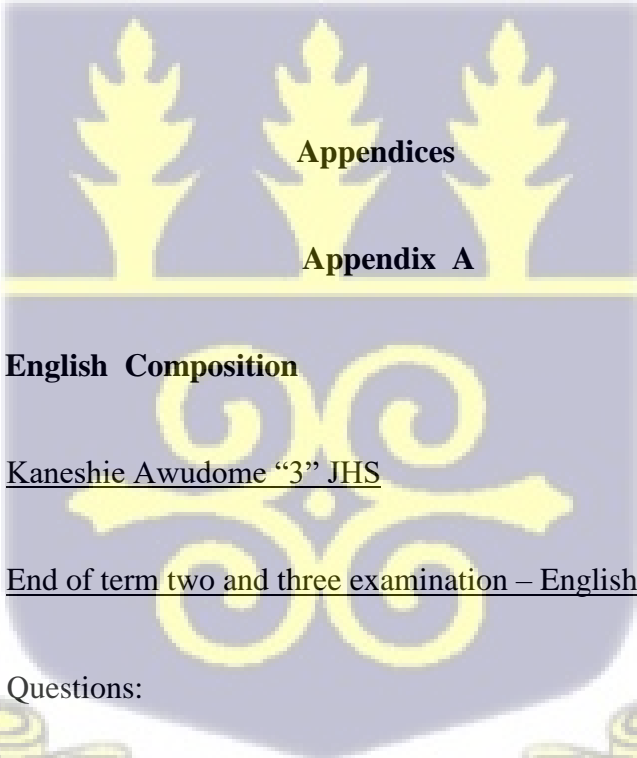
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Appendices

Appendix A

English Composition

Kaneshie Awudome “3” JHS

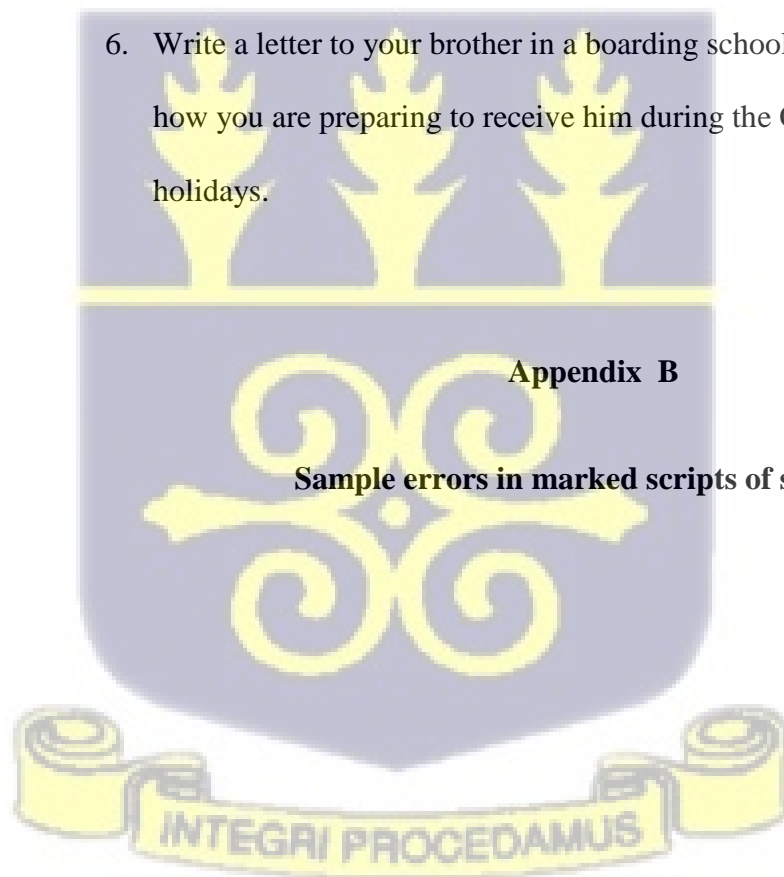
End of term two and three examination – English Language

Questions:

1. Write an article for publication in a national newspaper on the causes and effects of road accidents in the country.
2. Write your arguments FOR or AGAINST the motion “Day secondary schools are better than boarding secondary schools”

3. Write a report of a naming ceremony that took place in your family a few weeks ago.
4. You are a representative in a school debate on the subject, “education for the girl child is a waste of money”. Write your argument FOR or AGAINST the motion.
5. Narrate a story that ends with the expression “...I suddenly woke up and realized it was a dream”.

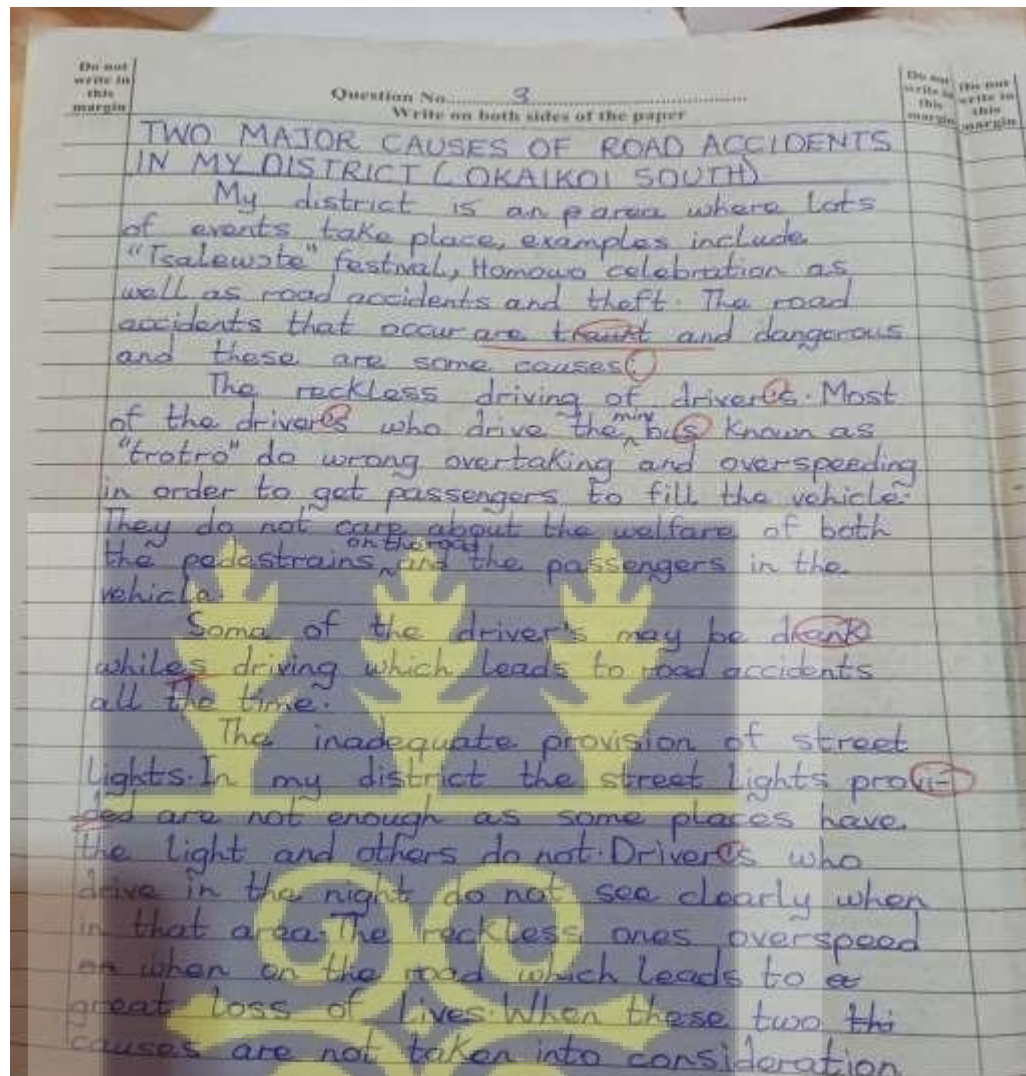
6. Write a letter to your brother in a boarding school telling him how you are preparing to receive him during the Christmas holidays.



Appendix B

Sample errors in marked scripts of students

Script 1



Script 2

write in this margin

Question No. 2 (Part A)
Write on both sides of the paper

Write a report on a naming ceremony that took in your family a few weeks ago.

On a Saturday 20th of October, my family and I held a naming ceremony in our house. The ~~one~~ ^{baby} we were going to name was a female child. Since the baby is from a Ga family, we have to do some customs for the child.

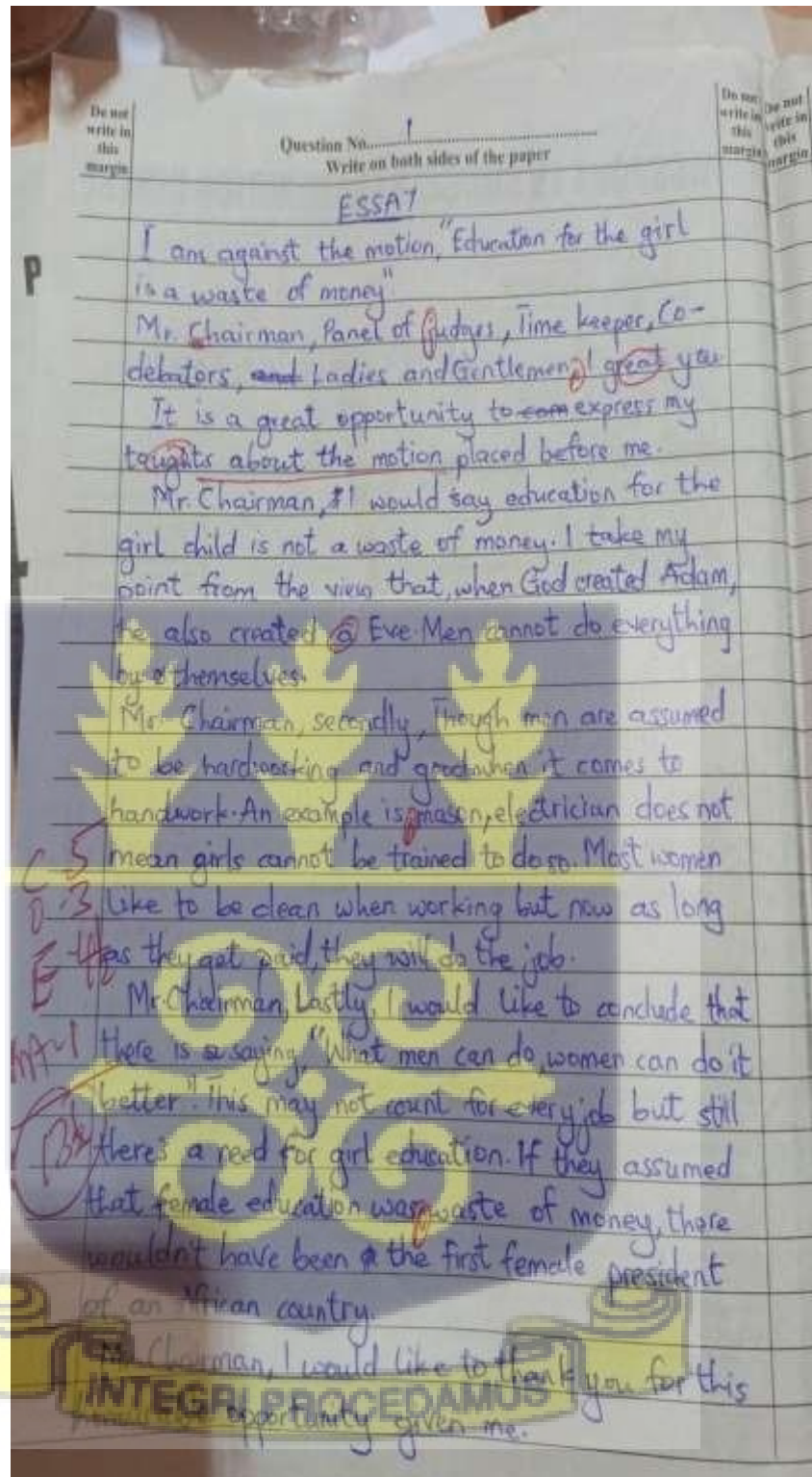
As ~~firstly~~ ^{the} when the mother has delivered the baby, ~~the baby~~ is only seen by the father and the family head. After that, the ~~bad~~ baby is kept inside for about 2 or 3 weeks before it is given a name. After the baby is brought out the day of the ceremony, the family head and other two family members ^{sit} on the high table then they collect some money from the people who attended the ceremony when they get the money, they divide the money into three parts, the family head and the other two family members share two parts of the money, the other part left is given to the baby's mother.

Secondly, they collect the baby from the mother and the family head clips the hand in ~~the~~ ^{to} a bowl of water and puts the water in the baby's mouth and says, "Eke edig eba ni eke eyen aya" which means as she has brought darkness when ~~he~~ ^{she} is going ~~he~~ ^{she} should rate a white soul. After this the father of the baby brings gifts for the mother and ~~the~~ ^{the} pastor prays over the gifts and then

INTEGRAL PROCEDURES



Script 4



Do not write in this margin

Question No. _____
Write on both sides of the paper

SCHOOL _____

CANDID INDEX _____

Kaneshie Awudome
Kaneshie Awudome '3' JHS
P.O. Box KM 88,
Kaneshie - Accra.
6-12-2022.

Dear Benjamin,

I am very delighted to write to you this letter. I hope you are doing well as we are. The reason why I am writing you this letter is to tell you about my preparations of receiving you during this Christmas holiday.

Firstly, we will decorate the house with balloons, flowers and some things for the decoration. And clean the house very well. And I will go to your room and clean there nicely with a white bedsheet.

Secondly, I will go for shopping with mummy to buy all the necessary things for the party.

C-4 After the shopping, we will order a big cake and pizza and KFC with a Shampagne.

E-3 In a nut shell, when you finally arrive, I will surprise you with your favourite food and a nice wrist watch. And the next day, we will go for an outing to have fun of ourselves. We will visit nice places. I believe you will be happy because I want to see you always happy. And it will be a nice, wonderful and a memorable



Script 6

Write your arguments FOR or AGAINST the motion "Day Schools are better than Boarding Schools." 6th July 2022

Mr Chairman, Panel of Judges, Time keeper, Co-Debaters, fellow students, Ladies and Gentleman.

It is a privilege to write this debate ~~to~~ ~~you~~ for the motion Against the motion "Day Schools are better than Boarding schools."

Days schools have inadequate time for using because when the student who is a boarder get enough studies because he/she is not going to stress him/herself because after class one goes to his down to study but with the day student before he or she will get home he or she won't be able to learn because he or she is stressed up. With this boarding students always learn more than the day students.

Days schools ~~are~~ ~~always~~ will visit their boyfriends and girlfriends which ~~did~~ ~~thing~~ they can cause in immoral act like sex but the boarding school, one is not allowed to go out because everything is secured like going out of the school is very



Script 7

Kaneshie Academic S'JHS,
Post Box Office 33,
Kaneshie Accra.
6th December 2022.

Dear Gilbert,

It is my pleasure to write you this letter. I am writing this letter to tell you about my preparation to receive you during this Christmas holidays. By the way, how are you doing? I hope by the grace of God you are fine. As I am doing here. To ~~start~~^{set} the ball rolling, I will clean and decorate the room with disco light and Christmas tree. On 23rd December 2022 with a lot of pictures I hope you will be happy. Or when you are coming on 24th of December 2022? I am going to invite your parents to come and pick you up at the Bus station. Some of our family members will come to visit us to celebrate the Christmas. The last, Brother Gilbert, I have saved some money when you come for the Christmas holiday. I will take a shopping mall to you some items. And not to forget, Birthdays on the 25th December 2022, so I hope our holiday will make you all be happy on that.

INTEGRI PROCEDAMUS

Script 8

7/6
29

Write in this margin

Question No. 3
Write on both sides of the paper

Essay Writing

TWO MAJOR CAUSES OF ROAD ACCIDENTS IN ACCRA METROPOIS

There has been things going on in Ghana like child trafficking, child marriages and accidents and many more. People have been losing the lives in the accidents because of drinking driving and many more. These are two major causes of road accidents happening in Accra Metropolis.

Firstly, drinking alcohol when driving. Most people lose their life because of that. They mostly drink because they lost their jobs, kids, wife or even their house and money and it may cause to dead, injury, mental illness. Whenever you see a drunk person driving report him to the police or any one in authority.

Secondly, poor head light installation. Most people die because of poor head light installation. Because of that their and robbers attack some people in their wheelchairs and some crashes into people. We must use proper headlight. If yours is spolt go and buy and install it on your car for safety and if you do not have some, you will be arrested.

National Newspaper
Nana Yaw Agyei Osei
Agyidome & Partners

INTEGRI PROCEDAMUS

Script 9

It was the 25th of December. My school announced that we were going for an excursion. Our teachers told us that we were going to visit the Kakum National park on the 26th of December. Every one was happy for the trip. It was then 3:00 pm, they rang the bell for exclosing. I went home early that they told me my parents about the trip. When I reached home, I told my mother and told her about the trip. She told me to wait for my father to come home. So I decided to rest. When resting I felt asleep. Then I started to dream. I realized I was sitting in my father's car. He was sending me to school. Then a woman stopped my father's car because it was raining. She had a gang of robbers had attacked my father for money. She shot my father and realized it.

Script 10

