UNIVERSITY OF GHANA

COLLEGE OF HUMANITIES

DEPARTMENT OF LINGUISTICS

UNIVERSITY OF GHANA

THE SOURCES OF ERRORS IN STUDENTS' WRITING OF ENGLISH: A CASE STUDY OF DZODZE-PENYI SENIOR HIGH SCHOOL.

BY

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THIS THESIS IS SUBMITTED TO THE UNIVERSITY OF GHANA, LEGON, IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF M. PHIL TEACHING OF ENGLISH AS A SECOND LANGUAGE DEGREE.

SEPTEMBER 2024

ABSTRACT

This study investigates the sources of English writing errors among secondary school students at Dzodze-Penyi Senior High School in Ghana, employing Error Analysis methodology. Analysis of 60 student essays identified 1,326 errors across seventeen categories. Six predominant error types accounted for 76.22% of all errors: punctuation (29.71%), spelling (14.32%), subject-verb agreement (13.87%), capitalization (7.54%), word choice (6.41%), and tense (4.37%).

The research involved sixty students and ten English teachers. Through essay analysis, questionnaires, and interviews, multiple error sources were identified. Interlingual errors stemmed from interference with students' first language (Ewe), particularly in verb agreement, capitalization, and literal translation of idioms. Intralingual errors reflected incomplete acquisition of English grammatical systems, with overgeneralization patterns supporting Selinker's interlanguage theory.

Beyond linguistic sources, critical instructional constraints emerged: inadequate instructional time (two English periods weekly), insufficient writing practice opportunities, limited vocabulary development, and curriculum limitations. Teachers unanimously reported insufficient time for comprehensive language instruction, while 93% of students identified vocabulary limitations as major obstacles.

The concentration of high-frequency, treatable errors suggests strategic intervention opportunities. The study recommends prioritized error treatment focusing on the six predominant categories, contrastive pedagogy addressing Ewe-English structural differences, comprehensive vocabulary programs, process-oriented writing instruction with multiple revisions, and genre-based pedagogy.

Systemic recommendations address instructional time allocation, teacher professional development, and resource provision.

These findings provide empirically grounded guidance for English educators and policymakers seeking to enhance secondary-level writing instruction in Ghana, while advancing theoretical understanding of how interlingual transfer and intralingual processes interact in second language writing development.

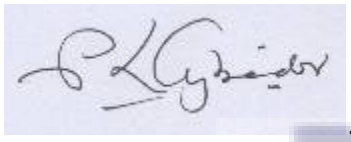
Keywords: Error Analysis, second language writing, interlanguage, L1 interference, ESL pedagogy, Ghana

DECLARATION

I, Fati Issifu, declare that this thesis is the result of studies I have conducted entirely by myself, under the supervision of my supervisors, Dr. Paul Agbedor and Dr. Hasiyatu Abubakari. All references to other works have been duly acknowledged.

…… Date: 19th November 2025.

Fati Issifu (Candidate)



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Dr. Paul Agbedor (Supervisor)

…… Date: 19th November 2025.

Dr. Hasiyatu Abubakari (Supervisor)

DEDICATION

I dedicate this work to my husband, Dr. Felix Kwame Sosoo, along with my children, Charismata Upendoel Sosoo and Besorah-Holy Yuhaiel Sosoo.

ACKNOWLEDGEMENT

All praise be to God for the accomplishments of this project. I would like to convey my deep appreciation to my supervisors, all praise is due to God for the accomplishment of this project. I would like to convey my deep appreciation to my supervisors, Dr. Paul Agbedor of the Department of Linguistics and Dr. Hasiyatu Abubakari of the Institute of African Studies for their efforts and time in reading through this work, correcting mistakes, and making beneficial comments and suggestions, which led to the success of this thesis.

I will not forget my husband, Dr Felix Kwame Sosoo, for his advice and encouragement, which was crucial in completing my course.

Finally, I appreciate Professor Josphine Dzahene-Quarshie, Dean of the School of Languages, and all the lecturers in the Department of Linguistics for their assistance in various ways.

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LIST OF ABBREVIATIONS

CA	-	Contrastive Analysis
Dzosec	-	Dzodze- Penyi Senior High School
EA	-	Error Analysis
EFL	-	English as a Foreign Language
ESL	–	English as a Second Language
L1	-	First Language
L2	-	Second Language
SL	-	Second language
SLA	-	Second Language Acquisition
TL	-	Target Language.

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CHAPTER ONE

1.0 INTRODUCTION

1.1 Introduction

Language transcends mere communication, functioning as a critical conduit for cultural comprehension and intellectual growth. Within this linguistic framework, writing emerges as a paramount mechanism for conveying intricate ideas and emotional experiences across diverse contexts. In educational settings, particularly within second language learning environments, writing proficiency represents a sophisticated skill that extends far beyond basic communicative purposes.

The linguistic context of Ghana presents a particularly nuanced landscape where English operates as both an official language and the primary medium of academic instruction. Notwithstanding its widespread utilization, students consistently encounter substantial challenges in developing advanced writing capabilities. This research endeavors to explore the complex dynamics of writing errors among students at Dzodze-Penyi Senior High School, with the aim of comprehensively understanding the underlying sources and potential strategic interventions for enhancing English language writing skills.

Writing represents a fundamental skill critical to language acquisition, intellectual development, and effective communication. It plays a pivotal role in empowering students to articulate complex ideas and express nuanced perspectives. Second language writing presents particular challenges, as learners must navigate unfamiliar grammatical structures, vocabulary, and discourse conventions while attempting to express complex thoughts.

1.2 Background of the Study

Situated in the Ketu-North Municipality of Ghana's Volta region, Dzodze-Penyi Senior High School provides an exemplary research context for investigating student writing challenges. Since its establishment in 1971, the institution has undergone remarkable transformation, expanding from a modest initial population of ten students to a current enrollment of 3,033, reflecting significant educational development in the region.

The school's student population, strategically assembled through the Computerized School Selection Programme, represents a diverse cross-section of cultural and sociolinguistic backgrounds. This diversity underscores the importance of examining writing errors as a systemic educational challenge rather than an isolated phenomenon. Established through land contributions from two adjacent towns, Dzodze and Penyi, the institution has evolved to become a comprehensive educational facility. With a staff complement of 151 personnel, including 95 teaching professionals, the school offers a diverse range of academic programs spanning sciences, arts, and vocational disciplines.

Preliminary investigations revealed consistent and systematic writing difficulties among students. Representative error samples demonstrated notable grammatical inconsistencies, structural complexities, and communicative ambiguities that warranted systematic investigation.

1.3 Statement of the Problem

The persistent writing challenges among students represent a significant educational concern. Annual academic performance analyses have consistently revealed suboptimal English language achievements compared to other core subjects. Academic records from the 2022/2023 academic year illustrated a troubling trend: while some students achieved commendable grades, a substantial proportion demonstrated considerable difficulties in demonstrating proficient writing skills.

Table 1. Grades obtained in English Language Semester-1 Academic Report: Second Year Class of 2022/2023

Program	A1	B2	B3	C4	C5	C6	D7	E8	F9	Total Students
Agric	-	2	4	4	3	1	3	5	7	29
Business	12	3	7	4	4	6	12	7	6	61
General Arts (A)	-	4	4	11	9	2	3	2	8	43
Visual Art (B)	-	2	17	22	6	1	7	3	9	67
General Science (B)	2	6	6	18	13	8	-	-	1	54
Home Economics (B)	-	-	2	10	4	8	-	-	26	50

According to the table, while some students scored at least C5 and 31 (10.19%) scored grades A1 and B2, a significant number performed poorly. Students' performance in the English Language is of great concern because candidates who do not score grade A face difficulties in being offered their first-choice program in universities due to limited facilities. Recently, students' chances of obtaining their first-choice program have greatly depended on the number of grade A1s they obtain.

Teachers in the Languages Department of Dzodze-Penyi SHS meet annually after marking students' examination scripts to discuss students' performance and find remedies for students' writing problems. A critical concern that emerges from these meetings is the inability of most students to write grammatically correct sentences devoid of errors. This observation is confirmed by the Chief Examiner's Report (2018–2020), which states that candidates may write disconnected or ungrammatical sentences, making their essays difficult to understand.

Research on the essays of students at the secondary level (Gyimah, 2007; Owusu-Boateng, 2008; Gardiner, 2009; Dako, 2009) and tertiary levels (Tandoh, 1987; Adika, 1999; 2003; Agor, 2003, 2010; Gyasi et al., 2011; Owusu, 2012) confirms that students have problems achieving cohesion in their writing. However, little attention has been given to systematically categorizing their errors and identifying the sources that cause them, despite composition accounting for fifty percent of examination marks. Moreover, the inability of most English teachers to give feedback to students on the errors committed in their written essays has not received much attention, especially at the secondary school level.

The present study's motivation stems from the recognition that merely complaining about students' mechanical accuracy deficiencies would not solve this problem. There is a need for a scientific approach to identifying the problem, categorizing and explaining it, and making recommendations to help address it. This study focuses on examining errors in English sentences composed by students at Dzodze-Penyi Senior High School and identifying the origins of these errors. The research concentrated on sentences, as they represent the basic, understandable language units that students must master for successful written communication.

1.4 Scope and Limitation of the Study

This research focuses specifically on investigating writing errors among students at Dzodze-Penyi Senior High School. Participants comprised sixty second-year students and ten English teachers from the Languages Department, selected through simple random sampling from a total population of 690 students across three courses for the 2023/2024 academic year.

The study is intentionally confined to investigating the sources of errors in students' essays. The research methodology concentrated on collecting learner essay samples, identifying and describing errors, and explaining their sources through analysis of student essays, teacher questionnaires, and interviews.

1.5 Objectives of the Study

The research aims to investigate the sources of writing errors in English among secondary school students at Dzodze-Penyi Senior High School. The specific research objectives are:

1. To identify frequent errors in student essays
2. To examine the underlying sources of these writing errors
3. To develop comprehensive recommendations for improving English writing skills

1.6 Research Questions

The study seeks to address the following critical research questions:

1. What errors consistently manifest in students' essays?
2. What are the fundamental sources of these writing errors?
3. How can students' English writing skills be systematically enhanced?

1.7 Significance of the Research

This research is designed to provide valuable insights for educators, students, and future researchers. Through comprehensive analysis of writing errors, the study aims to advance understanding of linguistic challenges in second language acquisition, offer targeted guidance for English language instruction, and contribute to long-term improvements in educational writing standards.

By identifying frequent errors, English teachers can develop more focused instructional approaches. The findings are intended to be shared with senior high school English educators, potentially facilitating improved writing instruction methodologies. Moreover, the study aspires to assist students, particularly those in senior high schools, in recognizing and mitigating their writing challenges. There is a broader

expectation that improving writing skills at the secondary level will subsequently reduce writing problems in post-secondary institutions, ultimately contributing to an elevated standard of education in Ghana.

The research is deemed essential as it will generate knowledge about students' writing error sources, providing a critical reference point for future academic investigations in the field of second language writing.

1.8 Ethical Consideration

Rigorous ethical standards were meticulously maintained throughout the research process. Formal ethical clearance was obtained from the University of Ghana prior to data collection. The researcher ensured comprehensive participant anonymity, with explicit assurances to participants regarding the confidential and academic-focused nature of their contributions. All collected data were utilized exclusively for academic purposes, and participants' identities were protected throughout the research process.

1.9 Research Methodology

1.9.1 Research Design

The study employed a qualitative investigation utilizing a descriptive approach. Descriptive research involves techniques for specifying and delineating naturally occurring phenomena without experimental manipulation, representing a scientific method of observing and describing subject behavior without external influence.

The chosen design is particularly appropriate for this investigation, as its interpretative nature facilitates exploration of essay writing errors and their sources. It enables a comprehensive investigation of the contextual environment of writing instruction at Dzodze-Penyi Senior High School.

1.9.2 Research Setting

The research was conducted at Dzodze-Penyi Senior High School, a public educational institution in the Ketu-North Municipality of Ghana's Volta region.

1.9.3 Population, Sampling Method, and Sample Size

Three second-year courses for the 2023/2024 academic year were selected through randomization, with a total population of 690 students. A simple random sampling method was employed to obtain a sample of sixty students and ten English language teachers from the Languages Department.

The sampling approach was designed to ensure fair representation and provide every student an equal selection opportunity. Students were grouped and selected using a systematic method involving random paper selection to eliminate selection bias.

1.9.4 Research Instruments

Three primary data collection instruments were utilized:

Student Essays: Sixty end-of-semester English test scripts were collected for analysis, allowing for comprehensive error frequency identification. Students were asked to write 200-250 word essays as part of their end-of-semester examination.

Questionnaires: Structured questionnaires were administered to both students and English teachers. The questionnaires contained closed-ended questions designed for time efficiency and ease of interpretation, focusing on potential sources of writing errors and pedagogical practices.

Interviews: Both individual and group interviews were conducted with teachers and students to explore error origins and gather detailed insights into writing challenges. The interviews provided qualitative depth to complement the quantitative data from essays and questionnaires.

1.9.5 Data Collection Procedure

The data collection process involved three distinct stages:

First, students wrote 200-250 word essays during their end-of-semester examination on predetermined topics. The majority of participants (56) chose "My Best Friend," with the remaining four writing about Independence Day celebrations. Each essay was meticulously marked, with errors recorded and categorized according to error analysis frameworks.

Subsequently, ten English teachers completed questionnaires regarding potential error sources, their teaching methodologies, and feedback practices. Group and individual interviews were then conducted with both teachers and students to gather detailed insights into writing challenges and to triangulate findings from the essay analysis and questionnaires.

1.9.6 Data Analysis

The analysis process was conducted in two phases aligned with the study's objectives. The initial phase involved comprehensive error examination, categorization, and frequency calculation. Errors were organized into sentential and word-level categories, with characteristics such as omission, addition, and misuse identified and quantified.

The second phase involved interpreting questionnaire and interview data to identify significant error sources. This was complemented by a review of existing research on error origins to provide theoretical grounding for the findings.

1.10 Organisation of the Study

The research is structured across five comprehensive chapters. Chapter One provides a general introduction, including background, problem statement, research objectives, and methodology. Chapter Two presents a literature review and theoretical framework, examining Error Analysis theory and relevant empirical studies. Chapter Three focuses on findings presentation and analysis of identified errors. Chapter Four discusses findings and their implications, along with recommendations. The final chapter offers a summary, conclusion, and suggestions for future research.

CHAPTER TWO

2.0 LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter presents a comprehensive examination of scholarly works related to error analysis in second language writing. It begins by establishing conceptual clarity between linguistic errors and mistakes, followed by an exploration of Error Analysis (EA) as a methodological framework. The chapter systematically examines error classifications, their sources, and reviews empirical studies on language learners' writing challenges. It concludes with an overview of the theoretical foundation guiding this research.

2.2 Distinguishing Between Errors and Mistakes

The distinction between errors and mistakes represents a fundamental concept in applied linguistics and second language acquisition research. Corder (1967, 1971) provided seminal contributions to this differentiation, arguing that linguistic deviations vary in their nature and pedagogical significance. According to Corder (1967), the primary criterion for distinguishing errors from mistakes lies in the learner's capacity for self-correction. He proposed that mistakes are transient deviations that learners can identify and correct when their attention is drawn to them, often resulting from memory limitations, fatigue, or psychological conditions. In contrast, errors represent systematic deviations that reflect gaps in the learner's underlying linguistic competence (Corder, 1971).

Building on Corder's framework, Norrish (1983) characterized mistakes as inconsistent deviations that occur despite the learner's prior comprehension of the relevant rules. Cunningworth (1987) defined errors as systematic deviations from the normative structures of the target language. Brown (1994) further refined

this understanding by describing mistakes as performance-related lapses arising from random guesses or slips of the tongue, which do not reflect fundamental competence deficits.

Lennon (1991) offered an additional perspective, conceptualizing errors as linguistic forms that deviate from native speaker norms under comparable communicative conditions. This definition emphasizes the contextual nature of linguistic accuracy and recognizes that native speakers themselves may produce varied forms depending on situational factors.

Ellis (1997) synthesized these perspectives, emphasizing that errors are systematic and consistent, reflecting the learner's current interlanguage system, whereas mistakes are random and inconsistent, reflecting processing difficulties rather than knowledge gaps. This distinction carries significant pedagogical implications: errors require explicit instruction and consciousness-raising activities, while mistakes may be addressed through practice and attention to accuracy.

2.3 Error Analysis as a Research Methodology

Error Analysis emerged in the late 1960s as a significant methodological approach in second language acquisition research, representing a paradigm shift from earlier contrastive analysis approaches. Dulay, Burt, and Krashen (1982) conceptualized EA as a systematic procedure for identifying, describing, and explaining learners' errors in the target language. The methodology serves both theoretical and practical purposes: theoretically, it provides insights into the language acquisition process; practically, it informs pedagogical interventions and curriculum development (James, 1998).

Crystal (1999) described Error Analysis as a technique for analyzing learner language that deviates from target language norms, with the aim of understanding the processes underlying language development. Unlike contrastive analysis, which predicted errors based on structural differences between languages, EA examines actual learner production to identify authentic patterns of difficulty (Richards, 1974).

Corder (1974) outlined two primary objectives of error analysis. The theoretical objective involves testing hypotheses about language acquisition processes and evaluating existing theories of second language learning. The applied objective focuses on developing effective teaching materials and strategies based on observed learner difficulties. These objectives remain central to contemporary applications of EA in language education.

The systematic nature of Error Analysis distinguishes it from impressionistic observations of learner language. As Ellis (1994) noted, EA provides a structured framework for understanding interlanguage development, offering researchers and educators a principled approach to investigating learner language and its evolution over time.

2.4 Classification Systems for Linguistic Errors

Scholars have developed various taxonomies for classifying linguistic errors, each emphasizing different dimensions of learner language. Dulay, Burt, and Krashen (1982) proposed a comprehensive classification system based on linguistic categories, surface structure taxonomy, comparative taxonomy, and communicative effect taxonomy. Their framework recognized that errors could be analyzed from multiple perspectives, each yielding distinct insights.

James (1998) developed a five-tier classification encompassing grammatical errors (involving morphology and syntax), lexical errors (word choice and collocation), semantic errors (meaning-related deviations), substance errors (pronunciation and orthography), and discourse errors (text-level coherence and cohesion issues). This multi-dimensional approach acknowledges the complexity of language competence beyond sentence-level grammar.

Richards (1971) distinguished between interlingual errors (resulting from native language interference) and intralingual errors (arising from the target language learning process itself). This classification focuses on

error sources rather than linguistic categories, providing insights into the cognitive processes underlying error production.

For the present study, errors are categorized into two broad domains: morphosyntactic errors and lexical-semantic errors. Morphosyntactic errors encompass deviations in grammatical structure, including subject-verb agreement, tense and aspect marking, word order, pronoun usage, and article selection. Lexical-semantic errors involve inappropriate word choice, preposition selection, proper noun usage, and transition word application. This classification system aligns with Corder's (1974) emphasis on pedagogically relevant categorization while maintaining analytical rigor.

Capitalization and punctuation errors, though orthographic in nature, are examined separately as they represent conventions that significantly affect written communication effectiveness. This approach recognizes that different error types may require distinct pedagogical interventions.

2.5 Sources of Linguistic Errors

Understanding error sources is fundamental to developing effective remediation strategies. Richards (1971, 1974) identified two primary sources of second language errors: interlingual transfer and intralingual processes. Interlingual errors occur when learners inappropriately apply first language structures to target language production, a phenomenon also termed negative transfer or interference (Lado, 1957; Odlin, 1989). These errors reflect the influence of previously learned linguistic systems on new language acquisition.

Intralingual errors, conversely, arise from difficulties inherent in the target language learning process, independent of native language influence. Brown (2000) identified several intralingual error types: overgeneralization (applying rules too broadly), ignorance of rule restrictions (failing to recognize exceptions), incomplete rule application (partial mastery of complex rules), and false concept hypothesized (forming incorrect assumptions about language patterns).

Ellis (1994) expanded this framework by identifying additional error sources including communication strategies (learners' attempts to convey meaning despite linguistic limitations), teaching-induced errors (problems arising from instructional methodology or materials), and fossilization (persistent errors that become entrenched despite instruction). Selinker (1972) introduced the concept of interlanguage, emphasizing that learner language represents a dynamic system influenced by multiple factors including language transfer, transfer of training, strategies of second language learning, strategies of second language communication, and overgeneralization of target language rules.

The present study adopts this multifaceted understanding of error sources, recognizing that individual errors may result from multiple contributing factors. This perspective acknowledges the complexity of language learning and avoids simplistic attributions of errors to single causes.

2.6 Empirical Studies on Second Language Writing Errors

2.6.1 Studies in the Ghanaian Context

Research on English language writing in Ghana has documented persistent challenges across educational levels. Dako (2001) investigated undergraduate writing at the University of Ghana, identifying recurrent errors in verb tense usage, subject-verb agreement, preposition selection, and article application. Her analysis revealed that these errors stemmed from both L1 interference and incomplete mastery of English grammatical structures.

Adika (1999) examined cohesion in Ghanaian students' academic writing, finding significant deficiencies in the use of reference, substitution, and lexical cohesion devices. A subsequent study by Adika (2003) focused on preposition and article errors, attributing these difficulties to the absence of corresponding structures in many Ghanaian languages and insufficient explicit instruction in these grammatical features.

Tandoh (1987) analyzed writing samples from secondary school students, documenting widespread errors in sentence construction, punctuation, and paragraph organization. His findings emphasized the need for systematic grammar instruction integrated with writing practice.

Owusu (2015) investigated writing challenges among basic school pupils, revealing that error patterns observed in elementary education persist through secondary and tertiary levels, suggesting systemic issues in English language instruction. Similarly, Gyasi, Pereira, and Mensah (2011) examined undergraduate engineering students' technical writing, finding that disciplinary contexts did not eliminate fundamental grammatical errors.

These studies collectively indicate that writing challenges in Ghana transcend individual educational levels and institutional contexts, pointing to broader pedagogical and curricular issues requiring comprehensive intervention.

2.6.2 International Perspectives on Writing Errors

Research in diverse international contexts has identified similar error patterns among second language learners. Huang (2001) analyzed Chinese learners' English writing, documenting frequent errors in article usage, verb tense, and preposition selection, attributing these difficulties to structural differences between Chinese and English.

Sawalmeh (2013) investigated writing errors among Saudi EFL students, identifying article omission and misuse as the most prevalent issues, followed by verb tense errors and subject-verb agreement problems. The study emphasized the role of L1 interference and insufficient target language exposure.

In the Malaysian context, Murthy (2010) examined undergraduate writing, revealing persistent challenges with sentence structure, particularly fragment sentences and run-ons, alongside difficulties with verb forms

and preposition usage. The study highlighted the impact of limited writing practice and inadequate feedback on student writing development.

Watcharapunyawong and Usaha (2013) investigated Thai EFL learners' writing errors, finding that intralingual transfer caused more errors than interlingual transfer, suggesting that target language complexity poses greater challenges than native language interference. This finding aligns with contemporary understanding that second language learning difficulties extend beyond contrastive structures.

2.6.3 Pedagogical Interventions for Writing Improvement

Research demonstrates that targeted pedagogical interventions can significantly reduce writing errors. Ferris (2006) found that systematic error correction combined with explicit grammar instruction led to measurable improvements in learner writing accuracy over time. However, the study emphasized the importance of selective error correction focusing on treatable errors (those responding to rule-based explanation) rather than untreatable errors (requiring extensive exposure and practice).

Bitchener and Knoch (2010) investigated the effectiveness of written corrective feedback, demonstrating that focused feedback on specific error types produced more significant and sustained improvement than unfocused feedback addressing multiple error categories simultaneously. This finding supports the pedagogical principle of addressing errors systematically rather than comprehensively.

Chandler (2003) compared different error correction approaches, concluding that requiring students to engage actively with feedback through revision produced superior outcomes compared to passive receipt of corrections. This emphasizes the importance of learner agency in the error correction process.

In the Ghanaian context, Agor (2018) examined the impact of process-oriented writing instruction, finding that multiple-draft approaches with peer and teacher feedback significantly improved student writing

quality. The study recommended integrating explicit grammar instruction within communicative writing activities.

2.7 Alternative Contributing Factors to Writing Challenges

2.7.1 Digital Communication and Language Use

Contemporary language learners operate in digitally mediated environments that shape literacy practices. Tagliamonte and Denis (2008) investigated language use in digital communication, finding that text messaging and social media platforms encourage abbreviated, informal language that deviates significantly from standard written conventions. While such adaptations facilitate efficient digital communication, they may interfere with formal academic writing when learners fail to code-switch appropriately between registers.

Crystal (2008) argued that digital communication represents a new language variety rather than degraded language use, requiring users to develop metalinguistic awareness about appropriate register selection. However, Mphahlele and Mashamaite (2005) found that extensive engagement with informal digital communication correlated with increased spelling and punctuation errors in South African students' academic writing, suggesting potential negative transfer effects.

In the Ghanaian context, the proliferation of smartphones and social media access among secondary school students raises questions about digital literacy's impact on academic writing. While research specifically examining this relationship in Ghana remains limited, international findings suggest the need for explicit instruction in register awareness and the distinction between informal digital communication and formal academic writing.

2.7.2 Instructional Factors

Research indicates that pedagogical approaches significantly influence learner error patterns. Ellis (2006) distinguished between focus-on-forms (teaching discrete grammatical structures), focus-on-form (drawing attention to linguistic elements during meaningful communication), and focus-on-meaning (prioritizing communication without explicit grammatical instruction) approaches. Studies suggest that balanced approaches integrating explicit instruction with meaningful communication practice produce optimal outcomes.

Larsen-Freeman (2003) emphasized that traditional grammar instruction focusing on rule memorization often fails to develop functional language ability, while purely communicative approaches may give insufficient attention to accuracy. She advocated for grammar instruction that integrates form, meaning, and use, enabling learners to understand not only grammatical structures but also their communicative functions.

The Ghanaian educational context, characterized by large class sizes and limited resources, presents specific pedagogical challenges. Teachers often resort to traditional lecture-based grammar instruction with limited opportunities for individualized feedback and writing practice (Owusu-Boateng, 2008). These contextual constraints may contribute to persistent writing errors despite years of English instruction.

2.8 Theoretical Framework: Error Analysis

The theoretical foundation of this study rests on Error Analysis as developed by Corder (1967, 1974) and elaborated by subsequent researchers. EA emerged as a response to the limitations of Contrastive Analysis, which assumed that learner errors could be predicted through systematic comparison of native and target language structures. While CA recognized the role of language transfer, it failed to account for errors unrelated to cross-linguistic differences (James, 1998).

Corder (1967) revolutionized perspectives on learner errors by proposing that errors are not merely undesirable deviations to be eradicated but valuable evidence of learners' developing interlanguage systems. This reframing positioned errors as windows into the language acquisition process, deserving systematic investigation rather than simple correction.

The EA framework consists of five procedural stages (Corder, 1974; Ellis, 1994):

1. **Collection of language samples**: Gathering learner production through controlled tasks, free composition, or naturalistic observation. Sample selection must consider factors such as learner proficiency level, linguistic background, and task type.
2. **Identification of errors**: Distinguishing systematic errors from occasional mistakes by comparing learner output with target language norms. This stage requires careful attention to contextual factors that may affect production.
3. **Description of errors**: Categorizing errors according to linguistic taxonomy (phonological, morphological, syntactic, lexical, semantic, discourse) or other relevant frameworks. Descriptive analysis documents error frequency and distribution patterns.
4. **Explanation of errors**: Investigating error sources by examining possible causes including L1 transfer, intralingual processes, communication strategies, and instructional factors. This stage moves beyond surface description to analyze underlying mechanisms.
5. **Error evaluation**: Assessing errors' communicative impact and pedagogical priority. Not all errors equally impede communication or require immediate remediation; evaluation helps prioritize instructional intervention.

This systematic approach provides a comprehensive methodology for investigating learner language while acknowledging its dynamic, developmental nature. EA recognizes that learners construct internal grammatical systems (interlanguage) that evolve through exposure, instruction, and practice (Selinker, 1972).

The present study applies this EA framework to investigate writing errors among Ghanaian secondary school students, examining both error patterns and their underlying sources. This approach enables comprehensive understanding of students' writing challenges while informing pedagogically relevant recommendations.

2.9 Summary

This chapter has established the conceptual and theoretical foundations for investigating sources of errors in students' English writing. The distinction between errors and mistakes provides essential groundwork for appropriate pedagogical response. Error Analysis offers a systematic methodology for examining learner language, moving beyond superficial correction to understand developmental processes.

Research in Ghana and internationally documents persistent writing challenges across educational contexts, with common error types including grammatical, lexical, and mechanical deviations. While errors stem from multiple sources including L1 transfer, intralingual processes, and instructional factors, effective pedagogical interventions can address these challenges through systematic, focused instruction combined with meaningful writing practice.

The theoretical framework of Error Analysis, with its emphasis on systematic investigation and developmental understanding, provides appropriate grounding for the present study. By applying this framework to examine writing errors at Dzodze-Penyi Senior High School, this research aims to contribute contextually relevant insights that can inform improved instructional practices in Ghanaian secondary education.

CHAPTER THREE

3.0 PRESENTATION AND ANALYSIS OF FINDINGS

3.1 Introduction

This chapter presents and analyzes the findings of the study. The presentation is organized according to the two research questions that guided the investigation. First, the students' essay data are presented and analyzed to identify the types and frequencies of errors commonly made by students at Dzodze-Penyi Senior High School. This is followed by an analysis of data from teacher interviews and student questionnaires to determine the sources of these writing errors. The chapter concludes with a summary of the key findings.

3.2 Research Question One: Error Types and Frequencies

Research Question 1: What errors are frequently found in Dzodze-Penyi SHS students' written essays?

3.2.1 Overview of Error Analysis Process

Each identified error was documented through a systematic process of typing, reading, and analyzing the collected essays. The errors were classified into categories and subcategories based on established error analysis frameworks (Corder, 1981; James, 1998). The study's error analysis focused primarily on grammatical accuracy at the sentence and word levels. Other writing elements such as creative expression, overall structure, coherence, and cohesion were not within the scope of this analysis.

A total of 1,326 errors were identified across seventeen distinct error types in the English sentences produced by the sixty participants. These errors were categorized into two main levels: sentence-level errors and word-level errors. Sentence-level errors included problems with verb tenses, subject-verb agreement, incomplete sentences (fragments), word order, punctuation, capitalization, and literal translations from

Ewe. Word-level errors comprised mistakes with articles, proper nouns, pronouns, verbs (auxiliaries), prepositions, vocabulary selection, spelling, plural forms, possessive markers, and transitional phrases.

3.2.2 Distinguishing Errors from Mistakes

Before presenting the findings, it is important to note that efforts were made to distinguish between errors and mistakes in the students' writing. According to Corder (1967), errors are systematic deviations that reflect gaps in a learner's competence, while mistakes are random performance errors that learners can self-correct when their attention is drawn to them. However, a limitation of this study is that the validation process—showing students their errors to determine whether they could self-correct—was not fully implemented. Therefore, some of the identified errors may actually be mistakes. This limitation should be considered when interpreting the findings.

3.2.3 Frequency Distribution of Error Types

Table 2 presents the types, frequencies, and percentages of errors identified in the participants' essays. The errors are arranged in descending order of frequency to facilitate interpretation.

Table 2: Frequency Distribution of Error Types in Students' Essays (N=60)

Error Type	Frequency	Percentage (%)	Error Level
Punctuation	394	29.71	Sentence
Spelling	190	14.32	Word
Subject-verb agreement	184	13.87	Sentence

Capitalization	100	7.54	Sentence
Word choice	85	6.41	Word
Tenses	58	4.37	Sentence
Plurality	54	4.07	Word
Proper nouns	39	2.94	Word
Articles	38	2.86	Word
Verbs (auxiliaries)	36	2.71	Word
Prepositions	28	2.11	Word
Pronouns	26	1.96	Word
Transition words	26	1.96	Discourse
Literal translation from Ewe	24	1.81	Semantic
Word order	18	1.35	Sentence
Possessives	18	1.35	Word
Fragments	8	0.60	Sentence
Total	**1,326**	**100**	

As shown in Table 1, punctuation errors were the most frequent, accounting for nearly 30% of all errors. The six most problematic areas for participants were punctuation (29.71%), spelling (14.32%), subject-verb agreement (13.87%), capitalization (7.54%), word choice (6.41%), and tenses (4.37%). These six error types collectively represented 76.22% of all errors identified.

3.3 Detailed Analysis of Error Types

3.3.1 Punctuation Errors

Punctuation errors constituted the largest category of errors at 29.71% (394 errors). According to Harmer (2007), proper punctuation defines the quality of writing, as it helps readers understand the intended meaning without ambiguity. The punctuation errors identified in this study can be classified into two main categories: omissions (failure to include necessary punctuation marks) and additions (inappropriate insertion of punctuation marks).

The comma (,) and period/full stop (.) posed the most difficulty for students. Hasa and Munandar (2018) note that misuse of punctuation marks can cause significant ambiguity in written text. Examples from the students' essays include:

Omission of punctuation:

1. *She is 15 yrs and from Accra-* (Missing full stop)

   Corrected: She is 15 years old and from Accra.

2. *Danyo Fred is my best friend- he comes from Dzodze in the Volta region.*

   Corrected: Danyo Fred is my best friend; he comes from Dzodze in the Volta region.

3. *Again- I like him because he is kind and a happy go free guy.*

   Corrected: Again, I like him because he is kind and a carefree guy.

In Example 1, the absence of a full stop can be attributed to carelessness or lack of attention to sentence boundaries. Examples 2 and 3 demonstrate missing commas, which may reflect incomplete understanding of comma usage rules in English. The omission of commas after introductory words and between independent clauses suggests that students need more explicit instruction on punctuation conventions.

3.3.2 Spelling Errors

Spelling errors ranked second in frequency at 14.32% (190 errors). Liu (2015) observes that spelling errors are common among both native and non-native English speakers. However, for second language learners, spelling difficulties are often compounded by language transfer effects. Figueredo (2006) distinguishes between positive transfer, which occurs when the first language (L1) and second language (L2) share similar features, and negative transfer, which results when learners lack specific knowledge about L2 and incorrectly apply L1 rules.

Following Yanyan (2015), spelling errors can be categorized as either typographic (involving letter insertions, omissions, substitutions, and transpositions) or cognitive (arising from phonetic similarities between words). Examples from the analyzed essays include:

1. *The games she like best is **fathball**, **veliball**, handball.*

   Corrected: The games she likes best are football, volleyball, and handball.

2. *She **antend** church at E.P Church.*

   Corrected: She attends church at E.P. Church.

3. *He is fair in **complextion**.*

   Corrected: He is fair in complexion.

4. *Even he is short **bet** he, likes playing football.*

   Corrected: Even though he is short, he likes playing football.

5. *He bought **treasess** for me.*

   Corrected: He bought trousers for me.

These examples demonstrate both typographic errors (such as letter substitutions in "antend" for "attend") and cognitive errors (such as phonetic spelling in "fathball" for "football" and "veliball" for "volleyball").

The difficulty students experience with English spelling may be attributed to the non-phonetic nature of English orthography and interference from L1 spelling patterns.

3.3.3 Subject-Verb Agreement Errors

Subject-verb agreement errors constituted 13.87% (184 errors) of the total errors, ranking third in frequency. These errors demonstrate difficulty in applying the English rule that verbs must agree with their subjects in number and person. Examples include:

1. *This is why I **likes** and **loves** her as my best friend to the end.*

   Corrected: This is why I like and love her as my best friend to the end.
2. ***philip like** playing football.*

   Corrected: Philip likes playing football.
3. *... he **teach** me and the one I know I also teach him.*

   Corrected: ... he teaches me, and what I know, I also teach him.
4. *He **eat** rice and chicken.*

   Corrected: He eats rice and chicken.
5. *He **use** help peoples including me ...*

   Corrected: He used to help people including me...
6. *He **live** with his parent Dzodze.*

   Corrected: He lives with his parents at Dzodze.

Example 1 reflects a misunderstanding of grammatical principles: the student may have incorrectly assumed that because "I" is a singular subject, the verbs should take the third-person singular form (adding "s"). This represents intralingual interference—confusion arising from incomplete acquisition of L2 rules.

Examples 2 through 6, however, can be attributed to interlingual transfer from Ewe. In the Ewe language, verbs do not inflect to agree with subjects; they remain invariant regardless of the subject's person or

number. This structural difference between Ewe and English explains why students consistently failed to modify verb forms to agree with third-person singular subjects.

3.3.4 Capitalization Errors

Capitalization errors accounted for 7.54% (100 errors) of the total. These errors involved both inappropriate capitalization of common nouns and failure to capitalize proper nouns and the first-person pronoun "I." Examples include:

Inappropriate capitalization:

1. ***THE*** boy is my friend. (Corrected: **The** boy is my friend.)
2. ***SHE*** is kind. (Corrected: **She** is kind.)
3. I like playing ***Game***. (Corrected: I like playing **game**.)

Failure to capitalize: 4. *She is my best friend forever **i** like her so much.*

Corrected: She is my best friend forever. **I** like her so much.

5. ***i*** *really love to have a good friend like this.*

   Corrected: I really love to have a good friend like this.
6. *On the 6th **march** 1957 Ghana gained Independence.*

   Corrected: On the 6th **March** 1957, Ghana gained Independence.
7. *On **saturdays**, the chief called people to clean the environment in the town.*

   Corrected: On **Saturdays**, the chief called people to clean the environment in the town.

The consistent failure to capitalize the first-person pronoun "I" throughout multiple essays suggests systematic error rather than random mistakes. This can be attributed to L1 transfer: in Ewe, the equivalent pronoun "nye" is not capitalized unless it appears at the beginning of a sentence. Students appear to be applying this L1 rule to English.

Interestingly, the errors involving days of the week and months (Examples 6 and 7) cannot be explained by L1 interference, as both Ewe and English follow the same convention of capitalizing these proper nouns. These errors more likely reflect incomplete knowledge of English capitalization rules or insufficient reinforcement of these rules during instruction.

3.3.5 Word Choice Errors

Word choice errors, accounting for 6.41% (85 errors), indicate limitations in students' vocabulary knowledge and their ability to select contextually appropriate words. These errors resulted in awkward or imprecise expressions, though in most cases the intended meaning remained comprehensible. Examples include:

1. *He **rule** the sport boys to win some Games.*

   Corrected: He **leads** the sports team to win some games.

2. ***Let** me learn.*

   Corrected: Allow me to learn.

3. *... because he always takes care of **sickers** ...*

   Corrected: ... because he always takes care of **patients** / **sick people** ...

In Example 1, the student selected "rule" instead of the more appropriate "lead," possibly due to overgeneralization of the verb "rule" or limited awareness of its connotations. Example 2 demonstrates confusion between "let" and "allow," which have subtle differences in usage despite their similar meanings. Example 3 represents an attempt to create a noun form from the adjective "sick" by adding the suffix "-ers." This error reflects incomplete knowledge of English morphological rules and lexical items rather than poor word choice per se.

These errors highlight the need for explicit vocabulary instruction and practice with collocation and register in context.

3.3.6 Tense Errors

Tense errors constituted 4.37% (58 errors) of the total. These errors demonstrate difficulty in selecting and applying appropriate verb tenses to express temporal relationships. The structural differences between the Ewe and English tense systems appear to contribute to these errors. Examples include:

1. *We just **play** a much yesterday.*

   Corrected: We just **played** a match yesterday.
2. *He **get** his first Certificate in class 4 ...*

   Corrected: He **got** his first certificate in class 4 ...
3. *I normally **Said** in every situation, ...*

   Corrected: I normally **say** in every situation, ...

These examples reveal confusion between simple past and simple present tenses. Examples 1 and 2 required the simple past tense due to the presence of temporal markers ("yesterday" and implied past time in "class 4"), yet students used the simple present. Conversely, Example 3 required the simple present tense due to the adverb "normally," which indicates habitual action, but the student used the simple past.

These errors suggest that students have been introduced to various tenses but struggle to apply them correctly. The difficulty may stem from incomplete understanding of the relationship between time expressions and tense selection, as well as the structural differences between Ewe temporal marking (which relies more on context and time adverbs) and English tense inflections.

3.3.7 Plurality Errors

Plurality errors, accounting for 4.07% (54 errors), involved both the omission of the plural marker "-s" on countable nouns and incorrect pluralization of uncountable nouns. Examples include:

Omission of plural marker:

1. *She is 14 **year** old.*

   Corrected: She is 14 **years** old.

2. *... that may be 5 **goal**.*

   Corrected: ... that may be 5 **goals**.

Incorrect pluralization: 3. *He likes **foods** but the one he told me he likes is rice and beans stew.*

Corrected: He likes **food**, but the one he told me he likes is rice and beans stew.

The omission errors (Examples 1 and 2) may result from L1 interference, as Ewe does not obligatorily mark plurality on nouns when quantity is already indicated by a numeral. Example 3 demonstrates overgeneralization of the English pluralization rule to an uncountable noun. These errors were found consistently throughout the texts, indicating systematic gaps in students' understanding of English noun countability and pluralization rules.

3.3.8 Proper Noun Errors

Proper noun errors ranked eighth in frequency at 2.94% (39 errors). These errors primarily involved failure to capitalize proper nouns appropriately. Examples include:

1. *19 **january,** 2023.*

   Corrected: 19th **January** 2023.

2. *My best friend attending Dzodze **penyi Senior high School**.*

   Corrected: My best friend is attending Dzodze-**Penyi Senior High School**.

3. *My best friend- name is Alex **koto**.*

   Corrected: My best friend's name is Alex **Koto**.

4. *She like going to church every **sunday** and ...*

   Corrected: She likes going to church every **Sunday** and ...

These errors reflect difficulty in applying capitalization rules consistently to proper nouns such as names of people, places, and days of the week. As noted earlier, since both Ewe and English share the same convention for capitalizing proper nouns, these errors likely stem from insufficient reinforcement of the rules during instruction rather than L1 interference.

3.3.9 Article Errors

Article errors accounted for 2.86% (38 errors). Students demonstrated difficulty with the English article system, including the definite article "the," indefinite articles "a" and "an," and the zero article (absence of an article). Both omission and addition errors were identified. Examples include:

Omission errors:

1. *I met a friend called Emmanuel Abusah in - same classroom with me.*

   Corrected: I met a friend called Emmanuel Abusah in **the** same classroom with me.

2. *He is - hard working boy...*

   Corrected: He is **a** hard-working boy...

3. *... he comes from Dzodze in - Volta region.*

   Corrected: ... he comes from Dzodze in **the** Volta region.

Addition errors: 4. *He is **a** four and a half feet tall boy.*

Corrected: He is **a** four-and-a-half-**foot**-tall boy. (Or better: He is four and a half feet tall.)

5. *He has a big nose with **a** round eyes.*

   Corrected: He has a big nose with round eyes.

The omission errors may partially result from L1 interference. While Ewe does have articles, their placement relative to nouns differs from English, potentially causing confusion. However, the addition errors (Examples 4 and 5) appear to stem from intralingual interference—overgeneralization of article usage

rules within English itself. Students may be applying the rule mechanically without full understanding of when articles are required or prohibited.

3.3.10 Verb (Auxiliary) Errors

Auxiliary verb errors constituted 2.71% (36 errors). These errors involved omission, incorrect selection, or inappropriate use of helping verbs such as "has/have," "is/are," "do/does," and modals. Examples include:

1. *He **have** a small garden in his home.*

   Corrected: He **has** a small garden in his home.

2. *My best friend **don't** like Stilling.*

   Corrected: My best friend **doesn't** like stealing.

3. *When he **have** money he won't give it to me...*

   Corrected: When he **has** money, he won't give it to me...

4. *She **have** a good character.*

   Corrected: She **has** a good character.

5. *My best friend - attending Dzodze penyi Senior high School.*

   Corrected: My best friend **is** attending Dzodze-Penyi Senior High School.

Examples 1-4 demonstrate failure to use the correct form of "have" with third-person singular subjects. This error pattern mirrors the subject-verb agreement errors discussed earlier and can be attributed to L1 interference, as Ewe auxiliaries do not inflect for person or number. Example 5 shows omission of the auxiliary "is" in a present continuous construction, which may reflect incomplete acquisition of English progressive aspect formation.

3.3.11 Preposition Errors

Preposition errors, at 2.11% (28 errors), involved omission of required prepositions and selection of incorrect prepositions. Despite the extensive research on prepositional errors in ESL contexts (Ridha, 2012), students in this study continued to struggle with this aspect of English grammar. Examples include:

Omission:

1. *To continue - my best friend name is Atsu Yevu.*

   Corrected: To continue **with**, my best friend's name is Atsu Yevu.

2. *the name - best friend is Dzinyela seth, ...*

   Corrected: The name **of** my best friend is Dzinyela Seth,...

Incorrect selection: 3. *Ghana is the first country that got independence **in** 6th march 1957...*
Corrected: Ghana is the first country that got independence **on** 6th March 1957...

While many English prepositions have Ewe equivalents, the errors observed in this study appear to result from both incomplete vocabulary knowledge and carelessness rather than systematic L1 interference. The selection of "in" instead of "on" for dates (Example 3) represents a common L2 learning difficulty, as the distinction between temporal prepositions is complex and must be learned through extensive exposure and practice.

3.3.12 Pronoun Errors

Pronoun errors accounted for 1.96% (26 errors), ranking twelfth. These errors involved various pronoun types including personal, possessive, demonstrative, and relative pronouns. The errors included omission, inappropriate addition, and incorrect selection. Examples include:

1. *... that one thing I like about **he**.*

   Corrected: ... that one thing I like about **him**.

2. *Mary because **his** kind, lovely and so many thing.*

   Corrected: Mary because **she's** kind, lovely and so many things.

3. ***This** are things I can say about my best friend.*

   Corrected: These are things I can say about my best friend.

4. *One of my friends **which** I like best is Tsikata Justice.*

   Corrected: One of my friends **whom** I like best is Tsikata Justice.

These errors reflect incomplete knowledge of English pronoun systems. Example 1 shows confusion between subject and object pronouns. Example 2 demonstrates difficulty with gender distinctions in third-person singular pronouns—an area where Ewe differs from English. Example 3 involves confusion between singular and plural demonstratives. Example 4 shows inappropriate use of "which" (for non-human referents) instead of "whom" (for human referents).

3.3.13 Transition Word Errors

Transition word errors, at 1.96% (26 errors), can be categorized as discourse-level errors rather than strictly sentence- or word-level errors. These errors involved incorrect selection or formation of transitional expressions used to connect ideas within and between paragraphs. Examples include:

1. ***To fether more**, ...*

   Corrected: Furthermore, ...

2. ***Even do** i Love all my friends....*

   Corrected: Even though I love all my friends....

3. ***To end the short story**, ...*

   Corrected: To conclude, ... / **In conclusion**, ...

4. ***To move on***, ...

   Corrected: Additionally, ... / **Furthermore**, ...

These errors stem from limited vocabulary knowledge and unfamiliarity with conventional transitional expressions in academic English. Students appear to be creating their own transitional phrases (e.g., "to fether more," "to end the short story") based on literal translation or incomplete acquisition of standard expressions. This highlights the need for explicit instruction in discourse markers and cohesive devices.

3.3.14 Literal Translation Errors

Literal translation errors, accounting for 1.81% (24 errors), can be categorized as semantic-level errors resulting from direct transfer of L1 expressions to L2. These errors occurred when students translated Ewe idiomatic expressions or proverbs word-for-word into English, resulting in incomprehensible or awkward constructions. Examples include:

1. ... ***that one hand cannot do***.

   Intended meaning: Many hands make light work. / Teamwork is essential.

2. .... ***but a hunter that does not say all***.

   Intended meaning: Actions speak louder than words. / Discretion is wise.

3. ***When we are in need, he is also with a broad chest***.

   Intended meaning: He is generous and helpful.

4. *Also,* ***he likes learning wise***.

   Intended meaning: He is intelligent. / He learns quickly.

These errors clearly demonstrate interlingual transfer. Students are attempting to express culturally specific concepts using direct translations of Ewe expressions, which do not convey the intended meaning in English. This type of error is particularly problematic because the resulting sentences, while grammatically structured, are semantically opaque to English speakers unfamiliar with Ewe cultural expressions.

3.3.15 Possessive Marker Errors

Possessive marker errors constituted 1.35% (18 errors). The primary error pattern was omission of the possessive apostrophe and "s" ('s). Examples include:

1. *My best **friend** name is philip Gagodo.*

   Corrected: My best **friend's** name is Philip Gagodo.
2. *My best friend name is Hellene.*

   Corrected: My best friend's name is Hellene.
3. *My best **friend** name is Alex koto.*

   Corrected: My best **friend's** name is Alex Koto.
4. *My best **friend names is** Sam-loco.*

   Corrected: My best **friend's name is** Sam-loco.
5. *My best **friend** name is Asafo Famous.*

   Corrected: My best **friend's** name is Asafo Famous.

The consistent omission of the possessive marker across multiple essays suggests systematic error. This can be attributed to both carelessness and incomplete knowledge of English possessive formation rules. Additionally, since Ewe expresses possession through different structural means (primarily through juxtaposition and possessive pronouns rather than inflectional markers), students may not have fully internalized the English possessive 's rule.

3.3.16 Word Order Errors

Word order errors accounted for 1.35% (18 errors). While English word order is often described as relatively fixed, following Subject-Verb-Object (SVO) structure, variations occur in questions, subordinate clauses, and sentences with certain grammatical constructions. Celce-Murcia and Hilles (1988) and Putri

(2019) identify word order as one of the most challenging areas in second language acquisition. Examples from this study include:

1. ***I am always in one place sit*** ...

   Corrected: He and I always **sit in one place**.

2. .... ***I stay her at home***.

   Corrected: ... I **stayed at her home**.

3. ***Even thougt I had maney friends*** *but I choose Justice, because ....*

   Corrected: Even though I had many friends, I chose Justice because ....

These errors reflect incomplete knowledge of English syntactic rules. Example 1 shows confusion about verb placement in relation to prepositional phrases. Example 2 demonstrates difficulty with pronoun placement and prepositional usage. Example 3, though containing spelling errors, primarily illustrates uncertainty about clause structure in complex sentences.

3.3.17 Fragment Errors

Fragment errors were the least frequent at 0.60% (8 errors). Fragments are incomplete sentences lacking either a subject or a verb. The low frequency of this error type suggests that most students have acquired basic sentence structure knowledge, though occasional lapses occur. Examples include:

Missing subject:

1. ***- Is a Very worker Student.***

   Corrected: He is a very hard-working student.

Missing verb: 2. *Even his parents are not - money ...*

Corrected: Even his parents **do not have** money ...

3. *He doesn't - how to respect.*

   Corrected: He **does not know** how to respect **others**.

The low frequency of fragment errors is encouraging, as it indicates that students generally understand basic sentence completeness requirements. The few fragments that did occur appear to result from carelessness or incomplete expression of ideas rather than fundamental gaps in syntactic knowledge.

3.4 Research Question Two: Sources of Writing Errors

Research Question 2: What are the sources of students' writing errors?

3.4.1 Teachers' Perspectives on Error Sources

Ten English teachers from Dzodze-Penyi Senior High School were interviewed to gain insights into their perceptions of the factors contributing to students' writing errors. The teachers identified multiple interrelated factors:

First language interference: All ten teachers recognized L1 interference as a significant source of errors. They observed that students frequently transfer grammatical structures, spelling patterns, and idiomatic expressions from Ewe into their English writing. One teacher noted:

"The students think in Ewe and then translate directly into English. This is especially evident when they try to express complex ideas or cultural concepts that don't have direct English equivalents."

Limited vocabulary: Eight teachers cited inadequate vocabulary as a major challenge. Students' limited lexical resources constrain their ability to express ideas precisely and appropriately, leading to word choice errors, circumlocution, and literal translations.

Insufficient grammar knowledge: Seven teachers identified incomplete understanding of English grammatical rules as a fundamental problem. They noted that even when students have been taught specific grammar points, they struggle to apply these rules consistently in their writing.

Inadequate instructional time: Nine teachers emphasized that time constraints severely limit writing instruction. With only two English periods per week, teachers must balance attention to all four language skills (reading, writing, listening, and speaking), leaving insufficient time for writing practice and feedback.

Social media influence: Three teachers attributed some errors to students' exposure to informal, non-standard English on social media platforms. One teacher explained:

"Many students spend hours on WhatsApp, Facebook, and other platforms where people write carelessly. They unconsciously transfer these casual writing habits—abbreviations, lack of punctuation, incorrect spelling—into their academic writing, especially under examination pressure."

However, it should be noted that this claim was not empirically validated through analysis of specific social media content that students access, nor were students asked to identify which platforms they use regularly. Therefore, this attribution remains speculative.

Lack of motivation and interest: Six teachers noted that students often show limited interest in writing tasks, particularly when essay topics do not relate to their lived experiences or interests. This lack of engagement reduces the effort students invest in their writing.

Pedagogical approaches: Four teachers acknowledged that instructional methods play a role in students' writing difficulties. Some teachers admitted to relying on traditional, teacher-centered approaches that may not align with current best practices or the competency-based curriculum framework. Additionally, teachers noted that the lack of in-service training on writing instruction limits their ability to employ more effective teaching strategies.

Student effort and responsibility: Several teachers also placed partial responsibility on students themselves, noting that some learners demonstrate insufficient commitment to improving their writing skills and expect progress without consistent practice and effort.

3.4.2 Students' Perspectives on Writing Challenges

Sixty students completed questionnaires designed to elicit their perceptions of the factors that make writing in English challenging. Table 3 presents the distribution of student responses across various potential difficulty factors.

Table 3: Students' Perceptions of Writing Challenges (N=60)

Factor	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Lack of vocabulary	6	50	4	0	0
Mother tongue interference	0	56	2	2	0
Teaching methods	0	52	4	3	1
Lack of motivation	20	30	5	5	0
Complexity of grammar rules	56	4	0	0	0
Lack of writing activities/homework	45	5	8	2	0
Uninteresting topics	10	30	5	10	5
Complexity of writing mechanics	5	30	8	17	0

Unclear learning objectives	0	10	25	5	20
Insufficient feedback	10	20	20	5	5

As shown in Table 3, students identified multiple factors as contributing to their writing difficulties:

Grammatical complexity: An overwhelming majority of students (60 out of 60, representing 100% agreement when combining "strongly agree" and "agree") identified the complexity of English grammar rules as a major challenge. This finding aligns with the high frequency of grammar-related errors (subject-verb agreement, tense, auxiliaries) identified in the error analysis.

Mother tongue interference: Similarly, 56 students (93%) acknowledged that L1 interference affects their English writing. This student perception corroborates both the teachers' views and the error analysis findings, which revealed interlingua errors such as literal translations and grammar mistakes attributable to structural differences between Ewe and English.

Insufficient writing practice: Fifty students (83%) indicated that lack of writing activities at school and insufficient homework assignments hamper their writing development. This perception is particularly significant because it suggests that students recognize the importance of regular practice for skill improvement.

Limited vocabulary: Fifty-six students (93%) identified inadequate vocabulary as a significant obstacle to effective writing. This finding is consistent with the word choice errors and literal translation errors identified in the error analysis, where students struggled to find appropriate English words to express their intended meanings.

Teaching methods: Fifty-two students (87%) expressed concerns about the teaching methods employed in their English classes. This suggests that current instructional approaches may not adequately address students' learning needs or provide sufficient scaffolding for writing development.

Lack of motivation: Fifty students (83%) reported experiencing insufficient motivation for writing tasks. This may be related to the finding that 40 students (67%) found essay topics uninteresting or irrelevant to their experiences.

Insufficient feedback: Thirty students (50%) indicated that they do not receive adequate feedback on their writing. Timely, specific feedback is crucial for error correction and writing improvement, suggesting this is an area requiring attention.

3.4.3 Teachers' Perspectives on Instructional Challenges

Table 4 presents teachers' responses to questions about their experiences teaching writing and the challenges they face.

Table 4: Teachers' Perspectives on Writing Instruction (N=10)

Question	Never	Seldom	Sometimes	Always
Do you experience a lack of basic writing skills in your students?	0	1	4	5
Are you satisfied with the curriculum for teaching writing?	0	5	4	1
Do you use additional writing resources/tools?	0	4	5	1
Do you feel time is sufficient to teach all language skills adequately?	9	1	0	0
Do your students have writing activities daily?	0	2	6	2
Do your students make various types of errors in their writing?	0	0	0	10

Does the school provide supplementary writing courses or training?	0	8	2	0

The data reveal several important patterns in teachers' experiences and perceptions:

Recognition of skill deficits: Nine out of ten teachers (90%) confirmed that they frequently observe basic writing skill deficiencies in their students (responding "sometimes" or "always"). This aligns with the high error frequencies documented in the error analysis.

Curriculum dissatisfaction: Nine teachers (90%) expressed dissatisfaction with the writing curriculum, indicating they are seldom or only sometimes satisfied with it. This suggests that the current curriculum may not provide adequate guidance or resources for effective writing instruction.

Inadequate instructional time: All ten teachers (100%) indicated that time is insufficient for teaching all language skills adequately, with nine teachers stating they "never" have enough time. This represents a critical constraint on writing instruction, as developing writing proficiency requires sustained practice and feedback over time.

Limited supplementary support: Eight teachers (80%) reported that the school seldom provides supplementary courses, in-service training, or professional development focused on writing instruction. This lack of institutional support may limit teachers' ability to adopt more effective pedagogical approaches.

Inconsistent use of additional resources: Only one teacher regularly uses additional writing resources beyond the prescribed textbook, while four teachers seldom do so. This suggests that instructional materials may be limited, potentially restricting the variety and richness of writing activities available to students.

Universal error occurrence: All ten teachers confirmed that their students consistently make various types of errors in their written production. This unanimous observation validates the need for focused error analysis and targeted remedial instruction.

3.4.4 Synthesis of Error Sources

Based on the triangulation of data from error analysis, teacher interviews, student questionnaires, and teacher questionnaires, the sources of students' writing errors can be categorized into four main groups:

Interlingual factors (L1 interference): Many errors stem from negative transfer from Ewe to English. This is evident in:

- Subject-verb agreement errors (Ewe verbs do not inflect for person/number)
- Capitalization of the pronoun "I" (Ewe equivalent "nye" is not capitalized)
- Literal translations of idiomatic expressions
- Word order variations reflecting Ewe syntactic patterns
- Plurality marking (Ewe does not obligatorily mark plurality when quantity is specified)

Intralingual factors (within English learning): Some errors result from incomplete acquisition or overgeneralization of English rules:

- Article errors (overgeneralization of article usage)
- Irregular plural forms
- Tense selection and application
- Pronoun case confusion

Developmental factors: Certain errors reflect natural stages in second language acquisition:

- Simplification strategies (fragment errors)

- Overgeneralization of rules
- Incomplete mastery of complex structures

Instructional and environmental factors:

- Insufficient instructional time (two periods per week)
- Limited opportunities for writing practice
- Inadequate feedback on writing
- Curriculum limitations
- Limited vocabulary development activities
- Unmotivating or irrelevant essay topics
- Traditional teaching methods not aligned with competency-based approaches
- Lack of teacher professional development in writing instruction

It is important to note that while teachers mentioned social media influence as a potential error source, this claim was not empirically substantiated through examination of students' social media usage patterns or analysis of the language features on platforms students access. Therefore, while this may be a contributing factor, it remains unverified in this study.

3.5 Summary of Findings

This chapter presented the analysis of 1,326 errors identified in sixty essay samples written by students at Dzodze-Penyi Senior High School. The error analysis revealed seventeen distinct error types, with punctuation (29.71%), spelling (14.32%), and subject-verb agreement (13.87%) being the most frequent.

The six most problematic areas—punctuation, spelling, subject-verb agreement, capitalization, word choice, and tense errors—collectively accounted for over three-quarters (76.22%) of all errors. This

concentration suggests that targeted intervention in these specific areas could significantly improve students' writing quality.

Analysis of error sources, based on data from teacher interviews and student and teacher questionnaires, revealed that multiple interrelated factors contribute to writing errors. These include L1 interference, incomplete knowledge of English grammar rules, limited vocabulary, insufficient instructional time, inadequate writing practice opportunities, curriculum deficiencies, lack of motivation, and inappropriate teaching methods. Both teachers and students recognized these challenges, indicating awareness of the factors impeding writing development.

The findings align with error analysis theory (Corder, 1967; James, 1998), which distinguishes between interlingual errors (caused by L1 interference) and intralingual errors (caused by incomplete L2 acquisition or overgeneralization). The data demonstrate that students' errors result from both sources, with interlingual factors being particularly prominent in areas where Ewe and English grammatical structures differ significantly.

A limitation of this study is the incomplete validation of errors versus mistakes. While the error patterns identified suggest systematic rather than random performance issues, individual verification with students would have strengthened the classification. Additionally, the claim regarding social media influence on student writing, while mentioned by teachers, was not empirically verified through analysis of students' social media usage or content.

These findings provide a foundation for developing targeted pedagogical interventions, which will be discussed in the subsequent chapter. The high concentration of errors in specific areas suggests that focused instruction on punctuation, spelling, subject-verb agreement, capitalization, word choice, and tense could yield substantial improvements in students' writing proficiency.

CHAPTER FOUR

4.0 DISCUSSION OF FINDINGS

4.1 Introduction

This chapter interprets and discusses the findings presented in Chapter Three in relation to existing literature on Error Analysis (EA) and second language writing. While Chapter Three presented the raw data—error frequencies, types, and stakeholder perspectives—this chapter explores the theoretical and pedagogical implications of those findings. The discussion is organized around three key themes: the nature and patterns of student errors, the underlying causes of these errors, and the pedagogical implications for writing instruction at Dzodze-Penyi Senior High School and similar ESL contexts.

4.2 Interpretation of Error Patterns

4.2.1 The Dominance of Mechanical Errors

The finding that punctuation errors constituted nearly 30% of all identified errors is particularly significant when considered in light of the literature on L2 writing development. Harmer (2007) emphasizes that punctuation defines writing quality because it directly affects comprehension, yet it often receives insufficient attention in ESL instruction. The prevalence of punctuation errors in this study suggests that students at Dzodze-Penyi SHS have not fully internalized the conventions governing sentence boundaries and clause relationships in English.

What makes this finding particularly noteworthy is that punctuation, unlike many other aspects of grammar, is largely arbitrary and conventional rather than rule-governed in a strict sense (Crystal, 2006). Students cannot rely on first language transfer or logical deduction to master punctuation; they must learn the

conventions through explicit instruction and extensive reading exposure. The high frequency of punctuation errors thus indicates both instructional gaps and limited reading engagement among students.

4.2.2 Spelling Difficulties and Orthographic Challenges

Spelling errors, which ranked second at 14.32%, merit deeper consideration beyond their surface manifestation. Cook (2001) notes that English orthography presents particular challenges for L2 learners due to its deep orthographic system, where sound-letter correspondences are often irregular and unpredictable. The spelling errors identified in this study—such as "fathball" for "football," "veliball" for "volleyball," and "antend" for "attend"—reveal students' reliance on phonetic approximation rather than visual memory of word forms.

This pattern aligns with Perfetti's (1997) observation that spelling proficiency develops through accumulated exposure to written text. The spelling errors observed suggest that students at Dzodze-Penyi SHS have limited exposure to English print, which constrains their development of orthographic knowledge. Furthermore, as Koda (2007) argues, L1 literacy experiences shape L2 orthographic processing strategies. Since Ewe has a relatively transparent orthography compared to English, students may struggle to adjust their expectations about sound-symbol relationships.

4.2.3 Grammatical Errors: Agreement and Tense

The high incidence of subject-verb agreement errors (13.87%) is consistent with findings from numerous studies on ESL writing (Frantzen, 1995; Ferris, 2002). However, what requires explanation is why this particular grammatical feature proves so persistently problematic. The answer lies partly in cross-linguistic differences. As noted in Chapter Three, Ewe verbs do not inflect to agree with subjects, meaning students must acquire an entirely new morphological system that has no equivalent in their L1.

Moreover, subject-verb agreement in English involves multiple interacting factors: subject number, person, and the distinction between lexical and auxiliary verbs. Celce-Murcia and Larsen-Freeman (1999) describe this as a "form-meaning-use" paradigm where learners must coordinate formal markers with semantic and pragmatic considerations. The persistent difficulty students experience with agreement suggests they have not achieved automaticity in coordinating these multiple dimensions, and their cognitive resources during writing are allocated primarily to content generation rather than form monitoring.

4.3 Theoretical Interpretation of Error Sources

4.3.1 Interlingual Transfer: The L1 Influence

The study's findings regarding interlingual interference align with Odlin's (1989) comprehensive work on language transfer, which demonstrates that L1 influence operates at multiple linguistic levels—phonological, morphological, syntactic, and semantic. However, an important nuance emerging from this study is that interlingual errors, while conspicuous, were not the dominant error type. This finding challenges simplistic assumptions about error sources in ESL contexts and suggests that L1 interference, while significant, interacts with other factors in complex ways.

The literal translation errors identified in Chapter Three—such as idiomatic expressions transferred directly from Ewe—illustrate what Jarvis and Pavlenko (2008) term "conceptual transfer," where learners transfer not just linguistic structures but culturally-embedded ways of expressing ideas. These errors are particularly resistant to correction because they reflect deep-seated cognitive patterns rather than simple rule

misapplication. Teachers addressing such errors must therefore engage not only with linguistic form but with the cultural conceptual systems underlying expression.

4.3.2 Intralingual Errors: Developmental Challenges

The predominance of intralingual errors in this study supports Selinker's (1972) theory of interlanguage, which proposes that L2 learners construct intermediate linguistic systems that are neither the L1 nor the target language but represent the learner's current state of development. The overgeneralization errors observed—such as adding plural markers to uncountable nouns or applying regular past tense formation to irregular verbs—are hallmarks of systematic rule application characteristic of interlanguage development.

What makes these findings theoretically significant is that they demonstrate students are actively engaging with English grammar, attempting to discern patterns and apply them systematically. As Ellis (1997) argues, such errors represent progress in language learning rather than mere failure. They indicate that students have moved beyond rote memorization toward creative language use, even if their hypotheses about English grammar remain incomplete or inaccurate. From a pedagogical perspective, this suggests that instruction should acknowledge and build upon students' emerging grammatical understanding rather than simply correcting surface errors.

4.3.3 The Role of Limited Proficiency

Both teachers and students identified limited English proficiency as a central factor contributing to writing errors. This finding resonates with Cummin's (1979) distinction between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Students at Dzodze-Penyi SHS may possess adequate conversational English for daily communication but lack the academic language proficiency required for formal writing. This gap is particularly evident in vocabulary selection errors and the inability to express complex ideas precisely.

The questionnaire data revealing that 93% of students acknowledged vocabulary limitations corroborates Nation's (2006) research showing that vocabulary knowledge is foundational to all language skills, including writing. More specifically, Laufer and Nation (1995) propose that productive writing requires knowledge of approximately 5,000 word families—a threshold most ESL learners at the secondary level have not reached. The word choice errors and circumlocution strategies observed in student essays reflect this vocabulary gap, constraining their ability to express intended meanings accurately and appropriately.

4.4 Contextual and Pedagogical Factors

4.4.1 Instructional Time Constraints

The finding that teachers universally identified insufficient instructional time as a critical constraint requires consideration within the broader context of L2 writing development. Research consistently demonstrates that writing proficiency develops slowly and requires sustained, intensive practice (Ortega, 2003). The allocation of only two English periods per week at Dzodze-Penyi SHS—which must accommodate reading, speaking, listening, and writing instruction—leaves inadequate time for the multiple drafting, revision, and feedback cycles necessary for writing improvement.

Moreover, as Ferris and Hedgcock (2013) emphasize, effective writing instruction requires not just time for students to write but also time for teachers to provide individualized feedback and for students to process and apply that feedback. The current time allocation makes such iterative, feedback-intensive instruction virtually impossible. This structural constraint may partially explain why mechanical errors persist: students lack sufficient opportunities for guided practice and error correction.

4.4.2 Curriculum and Materials Limitations

Teachers' dissatisfaction with the writing curriculum (90% expressing this concern) points to a disconnect between curriculum design and classroom realities. Graves (1994) argues that effective writing curricula must be responsive to learners' developmental levels, interests, and needs. The finding that 67% of students found essay topics uninteresting suggests that current curriculum materials fail to engage students' experiences and concerns, reducing motivation and effort.

Additionally, only one teacher reported regularly using supplementary writing resources, indicating heavy reliance on prescribed textbooks. This limited resource base constrains the variety of writing activities and models available to students. Hyland (2003) emphasizes that exposure to diverse text types and writing contexts is essential for developing genre awareness and rhetorical flexibility. The narrow range of instructional materials at Dzodze-Penyi SHS likely contributes to students' limited repertoire of writing strategies and conventions.

4.4.3 The Unsubstantiated Social Media Claim

While three teachers attributed some writing errors to social media influence, this claim warrants critical examination. As noted in Chapter Three, this attribution was not empirically verified through analysis of students' actual social media usage or the specific language features on platforms they access. Baron (2008) cautions against uncritical acceptance of claims about digital communication's negative effects on writing, noting that research evidence remains mixed and context-dependent.

In fact, some scholars argue that digital communication environments can provide valuable informal writing practice that complements formal instruction (Crystal, 2008). Without empirical data demonstrating direct connections between students' social media usage patterns and specific error types in their academic writing, the social media hypothesis remains speculative. Future research could productively investigate this relationship through systematic comparison of students' digital and academic writing.

4.5 Pedagogical Implications

4.5.1 The Need for Targeted Error Treatment

The concentration of errors in six categories accounting for over 76% of total errors suggests strategic opportunities for intervention. Rather than attempting comprehensive grammar instruction across all areas simultaneously, teachers could prioritize these high-frequency error types for intensive, focused attention. Ferris (2002) advocates for such "treatable" error focus, arguing that rule-governed patterns like subject-verb agreement and verb tense can be effectively addressed through explicit instruction combined with practice and feedback.

However, mechanical errors like punctuation and spelling require different pedagogical approaches. These conventions are learned primarily through reading exposure and metacognitive awareness rather than rule instruction (Krashen, 1984). Effective intervention for punctuation and spelling errors must therefore emphasize extensive reading, explicit attention to conventions during reading, and careful editing strategies during writing revision.

4.5.2 Addressing L1 Interference Strategically

The identification of specific interlingual error patterns provides a basis for contrastive pedagogy that explicitly addresses Ewe-English structural differences. Kupferberg and Olshtain (1996) demonstrate that explicit contrastive instruction can accelerate acquisition of problematic L2 structures. Teachers at Dzodze-Penyi SHS could systematically highlight features where Ewe and English differ—such as verb agreement, pluralization with numerals, and pronominal systems—helping students develop awareness of potential transfer errors.

Importantly, such instruction should not stigmatize students' L1 but rather position bilingual competence as an asset while acknowledging cross-linguistic differences as natural learning challenges (García & Wei, 2014). Teachers might engage students in explicit comparison of Ewe and English grammatical structures, encouraging metalinguistic awareness that enables students to monitor and self-correct transfer errors.

4.5.3 Enhancing Vocabulary Development

Given that both teachers and students identified vocabulary limitations as a critical constraint, systematic vocabulary instruction must become a curriculum priority. Nation's (2013) four strands approach—meaning-focused input, meaning-focused output, language-focused learning, and fluency development—provides a comprehensive framework. This would involve not only direct vocabulary instruction but also extensive reading programs, deliberate word study strategies, and opportunities for productive vocabulary use in writing.

Additionally, corpus-based approaches could help students develop awareness of collocation, register, and appropriate word choice—areas where current instruction appears deficient. Teachers might introduce students to online concordancers and corpus tools that allow investigation of authentic language use patterns, fostering learner autonomy in vocabulary development.

4.5.4 Reconceptualizing Writing Instruction

Teachers' acknowledgment of inadequate instructional methods and students' concerns about teaching approaches point to the need for pedagogical innovation. The current competency-based curriculum framework theoretically emphasizes process-oriented, learner-centered instruction, yet evidence suggests classroom practice remains largely traditional and teacher-centered. Implementing a genuine process writing approach—involving prewriting activities, multiple drafts, peer response, and revision—would provide the structured practice and feedback students need (Hedge, 2005).

Furthermore, genre-based pedagogy (Hyland, 2007) could address students' difficulties with organizing and developing coherent texts. By making explicit the features and conventions of different text types, genre-based instruction scaffolds students' production of appropriately structured academic writing. This approach would be particularly valuable given students' apparent struggles with discourse-level features like transition words and text organization.

4.6 Limitations and Future Research Directions

Several limitations of this study warrant acknowledgment. First, the incomplete validation of errors versus mistakes means some identified errors may actually represent performance lapses rather than competence gaps. Future research could strengthen error classification by implementing systematic validation procedures where students review their own writing to identify and correct errors they can recognize.

Second, while the study documented error frequencies and patterns, it did not examine the developmental trajectories of individual students over time. Longitudinal research tracking the same students across multiple writing tasks would illuminate how error patterns evolve and which interventions prove most effective. Such research would also clarify whether observed errors represent systematic features of students' interlanguage or transitional phenomena.

Third, the study's focus on one secondary school limits generalizability. Comparative research examining error patterns across multiple Ghanaian secondary schools with varying characteristics (urban/rural, resource levels, student demographics) would establish whether the findings reflect localized conditions or broader systemic patterns in Ghanaian ESL education.

Finally, future research could productively investigate the effectiveness of specific interventions targeting high-frequency error types. Action research projects implementing and evaluating focused instruction on punctuation, spelling, and subject-verb agreement would provide evidence-based guidance for curriculum development and teacher professional development.

4.7 Conclusion

This chapter has interpreted the findings presented in Chapter Three through the lens of Error Analysis theory and contemporary research on L2 writing development. The discussion reveals that students' writing errors at Dzodze-Penyi Senior High School stem from multiple interacting factors: interlingual transfer from Ewe, intralingual developmental processes, limited English proficiency (particularly vocabulary knowledge), insufficient instructional time and resources, curriculum limitations, and possibly inadequate pedagogical approaches.

Importantly, the error patterns identified are not random but systematic, reflecting students' current stage of interlanguage development and the specific challenges posed by Ewe-English structural differences. This systematic nature of errors suggests that targeted, theoretically-informed interventions could yield substantial improvements in writing quality.

The concentration of errors in six categories—punctuation, spelling, subject-verb agreement, capitalization, word choice, and tense—accounting for over three-quarters of all errors, provides a clear focus for intervention efforts. Rather than attempting comprehensive grammar instruction across all areas, teachers can strategically prioritize these high-frequency error types for intensive attention, maximizing the impact of limited instructional time.

However, addressing these errors effectively requires more than surface-level correction. It demands pedagogical approaches that acknowledge the cognitive and developmental processes underlying error production, that leverage students' L1 knowledge as a resource while explicitly addressing potential interference points, and that provide the sustained practice, feedback, and revision opportunities necessary for writing development. Such approaches must be supported by adequate curriculum resources, sufficient instructional time, and ongoing teacher professional development—areas where current conditions at Dzodze-Penyi SHS appear deficient.

Ultimately, improving student writing requires systemic changes extending beyond individual classroom practice to encompass curriculum design, resource allocation, and educational policy. The findings and implications discussed in this chapter provide evidence-based guidance for such changes, which are elaborated into specific recommendations in the concluding chapter of this thesis.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS FOR FUTURE RESEARCH AND CONCLUSION

5.1 Introduction

This chapter synthesizes the research findings, acknowledges the study's limitations, provides recommendations for future investigations, and presents conclusions regarding the linguistic error analysis conducted at Dzodze-Penyi Senior High School. The discussion connects the identified error patterns to Error Analysis (EA) theory and contemporary ESL pedagogy, establishing implications for educational practice.

5.2 Summary of the Study

5.2.1 Research Objectives and Design

This study investigated the sources of writing errors in English among secondary school students at Dzodze-Penyi Senior High School using Error Analysis as its methodological framework. Specifically, the research addressed three objectives: (1) identifying frequent errors in student essays, (2) examining the underlying sources of these writing errors, and (3) developing comprehensive recommendations for improving English writing skills.

The investigation involved 60 participants—55 students and 5 English teachers—and examined 55 student essays, yielding a total of 1,326 errors. These errors were categorized into sentence-level errors (tense usage, subject-verb concordance, sentence structure, word order, punctuation, capitalization, and L1 interference) and word-level errors (articles, proper nouns, pronouns, auxiliary verbs, prepositions, vocabulary, spelling, plurality, possessives, and transition words).

5.2.2 Key Findings

The analysis revealed that errors clustered into six predominant categories accounting for 76% of all identified errors: punctuation inconsistencies (29.79%), spelling inaccuracies (14.32%), subject-verb agreement violations (13.87%), capitalization errors (11.68%), word choice problems (4.90%), and tense misapplications (4.61%).

Error sources were predominantly intralingual (developmental errors reflecting learners' intermediate linguistic systems) rather than interlingual. However, interlingual interference, particularly L1 transfer from Ewe, manifested significantly in specific grammatical and lexical domains. Literal translation errors and verb agreement violations demonstrated systematic patterns of L1 influence.

Both quantitative analysis of error frequency and qualitative data from teacher and student questionnaires and interviews revealed converging explanations for error sources: limited English proficiency (particularly vocabulary constraints), insufficient exposure to English print materials, limited instructional time, curriculum limitations, and inadequate instructional methodologies.

5.2.3 Theoretical Alignment

The findings align with established Error Analysis principles. The predominance of intralingual errors supports Selinker's (1972) interlanguage theory, demonstrating that students construct intermediate linguistic systems reflecting their current developmental stage. Overgeneralization patterns—such as adding regular past tense morphology to irregular verbs or marking uncountable nouns for plurality—exemplify creative rule application characteristic of emerging linguistic systems.

The interlingual errors identified reflect Odlin's (1989) language transfer theory and specifically illustrate Jarvis and Pavlenko's (2008) concept of conceptual transfer, where students transfer culturally-embedded expression patterns from Ewe to English. These findings indicate that error analysis can productively

distinguish between developmental processes and cross-linguistic influence, enabling theoretically-informed pedagogical responses.

5.3 Limitations of the Study

Several methodological constraints merit acknowledgment. First, this study examined only one secondary school in Ghana's Volta Region. The findings may reflect localized conditions rather than broader systemic patterns in Ghanaian ESL education, limiting generalizability to other contexts.

Second, the study did not systematically validate whether identified errors represented genuine competence gaps or performance lapses. As noted in the supervisor's feedback, some serious errors may have been mistakes (lapses in attention or execution) rather than errors reflecting interlanguage competence. Future research should implement validation procedures where students review their own writing to identify and correct errors they recognize, distinguishing systematic errors from performance mistakes.

Third, the study examined cross-sectional data from single essay samples rather than tracking individual students' error patterns longitudinally. Longitudinal designs examining the same students across multiple writing tasks would illuminate developmental trajectories and clarify whether observed errors represent systematic interlanguage features or transitional phenomena.

Fourth, while the study documented teacher attributions of errors to social media influence, this claim lacked empirical validation. No systematic analysis compared students' social media usage patterns with academic writing samples, and no verification confirmed that identified errors actually appeared in students' digital communication. This represents speculation rather than evidence-based conclusion.

Fifth, the study concentrated on error identification and description without comprehensively explaining error sources. While questionnaires and interviews provided stakeholder perspectives, deeper investigation

using contrastive analysis of Ewe and English grammatical structures, detailed vocabulary analysis, and examination of students' cognitive processes during writing could strengthen causal explanations.

Finally, instructional time constraints limited the scope of data collection. Teachers identified insufficient time as a critical factor constraining writing instruction; similarly, limited research time prevented examination across different proficiency levels or more diverse participant pools.

5.4 Recommendations for Future Research

5.4.1 Expanding Research Scope

Future investigations should employ comparative designs examining error patterns across multiple Ghanaian secondary schools with varying characteristics (urban/rural locations, resource availability, student demographics, teacher qualifications). Such research would establish whether findings represent school-specific conditions or reflect systemic patterns in Ghanaian ESL education.

Longitudinal studies tracking individual students across multiple writing tasks over academic terms would clarify whether observed errors represent stable interlanguage features or transitional phenomena. Such designs would illuminate developmental trajectories and enable evaluation of whether specific pedagogical interventions produce sustained improvement.

5.4.2 Investigating Specific Research Questions

Contrastive analysis research should systematically examine grammatical and lexical structures where Ewe and English differ, analyzing how these differences manifest in student error patterns. Such investigation would provide precise understanding of L1 interference mechanisms and establish empirical bases for contrastive pedagogy.

Research investigating the social media hypothesis should systematically compare students' digital communication with academic writing, documenting whether specific linguistic features associated with informal digital communication appear in academic essays. This would either substantiate or refute claims about digital communication effects on academic writing.

Studies examining gender-based linguistic variations, interlanguage development across proficiency levels, and the effectiveness of specific interventions targeting high-frequency error types would generate evidence-based guidance for curriculum development and teacher professional development.

5.4.3 Validation and Measurement Improvements

Future research should implement systematic error validation procedures, ensuring identified errors represent genuine competence gaps rather than performance lapses. Researchers could employ think-aloud protocols or retrospective interviews where students review their writing and attempt self-correction, distinguishing errors from mistakes.

Comparative studies examining error patterns in different writing contexts (narrative, expository, persuasive genres) and varying task conditions would clarify whether error distributions reflect task-specific demands or represent stable interlanguage characteristics.

5.5 Pedagogical Recommendations

5.5.1 Targeted Error Treatment Strategies

The concentration of errors in six categories accounting for over 76% of identified errors suggests strategic intervention opportunities. Teachers should prioritize these high-frequency error types for intensive, focused attention rather than attempting comprehensive grammar instruction across all linguistic domains simultaneously.

For rule-governed errors like subject-verb agreement and verb tense, Ferris's (2002) "treatable" error focus approach proves effective: explicit rule instruction combined with structured practice and targeted feedback. Teachers at Dzodze-Penyi SHS could concentrate on these prioritized error types across multiple writing assignments, enabling cumulative exposure and mastery.

Conversely, mechanical errors like punctuation and spelling require different pedagogical approaches. These conventions are acquired primarily through reading exposure and metacognitive awareness rather than explicit rule instruction (Krashen, 1984). Effective intervention must therefore emphasize extensive reading programs with explicit attention to conventions, systematic vocabulary-building activities, and careful editing strategies during writing revision.

5.5.2 Contrastive Pedagogy Addressing L1 Interference

Explicit contrastive instruction highlighting Ewe-English structural differences can accelerate acquisition of problematic L2 structures (Kupferberg & Olshtain, 1996). Teachers should systematically identify features where Ewe and English differ—verb agreement patterns, pluralization with numerals, pronominal systems—and provide explicit instruction helping students develop metalinguistic awareness of potential transfer errors.

Such instruction should position bilingual competence as an asset rather than a deficit, acknowledging cross-linguistic differences as natural learning challenges (García & Wei, 2014). Teachers might engage students in explicit comparison of grammatical structures between Ewe and English, encouraging analysis of how speakers navigate structural differences in each language.

5.5.3 Comprehensive Vocabulary Development

Given that 93% of students and all teachers identified vocabulary limitations as central constraints, systematic vocabulary instruction must become a curriculum priority. Nation's (2013) four strands approach

provides a comprehensive framework: meaning-focused input (extensive reading), meaning-focused output (productive language use), language-focused learning (explicit vocabulary instruction), and fluency development (rapid processing).

Beyond traditional vocabulary instruction, teachers should implement corpus-based approaches and online concordancers allowing students to investigate authentic language use patterns and develop awareness of collocation, register, and appropriate word choice. Such tools foster learner autonomy in vocabulary development and complement classroom instruction.

5.5.4 Process-Oriented Writing Instruction

Evidence suggests classroom writing instruction remains largely traditional despite competency-based curriculum frameworks theoretically emphasizing learner-centered, process-oriented approaches. Implementing genuine process writing—involving prewriting activities, multiple drafts, peer response, and systematic revision—would provide the structured practice and iterative feedback cycles necessary for writing development (Hedge, 2005).

Genre-based pedagogy (Hyland, 2007) should complement process writing approaches. By making explicit the features and conventions of different text types, genre-based instruction scaffolds students' production of appropriately structured academic writing. This approach addresses students' apparent difficulties with discourse-level features including transition words and text organization.

5.5.5 Curriculum and Resource Development

Curriculum developers should expand essay topics and writing activities to engage students' experiences and concerns, increasing motivation and effort. The finding that 67% of students found assigned essay topics uninteresting indicates disconnect between curriculum design and students' interests.

Teachers require access to supplementary writing resources beyond prescribed textbooks. Only one teacher reported regularly using supplementary resources, indicating heavy reliance on limited materials. Diversified text types, authentic writing models, and varied writing contexts enable students to develop genre awareness and rhetorical flexibility.

5.6 Policy and Systemic Recommendations

5.6.1 Addressing Instructional Time Constraints

Current allocation of only two English periods weekly cannot accommodate the multiple drafting, revision, and feedback cycles necessary for writing development. Educational authorities should consider increasing time allocated to English instruction or restructuring timetables to provide adequate instructional time for comprehensive language skill development.

Research consistently demonstrates that writing proficiency develops slowly and requires sustained, intensive practice (Ortega, 2003). The current time allocation makes implementation of recommended pedagogical approaches—process writing, genre-based instruction, individualized feedback—virtually impossible without systemic reorganization.

5.6.2 Teacher Professional Development

Teachers require ongoing professional development in contemporary ESL writing pedagogy, Error Analysis theory, and research-informed instructional strategies. Professional development programs should emphasize contrastive linguistic analysis, process writing methodologies, genre-based pedagogy, and technology-enhanced writing instruction.

Particularly valuable would be teacher study groups where educators collaboratively analyze student writing samples using Error Analysis principles, develop shared error categorization systems, and design targeted interventions for frequently occurring error types.

5.6.3 Integration of Digital Resources

While one supervisor cautioned against uncritical acceptance of claims about social media's negative effects on writing, technologies can enhance writing instruction when strategically deployed. Teachers should leverage corpus tools, online writing platforms enabling peer review and revision, and digital resources supporting vocabulary development and reading fluency.

5.7 Conclusion

This study investigated the sources of English writing errors at Dzodze-Penyi Senior High School through Error Analysis methodology, examining 55 student essays and gathering stakeholder perspectives through questionnaires and interviews. The analysis identified 1,326 errors across students' writing, with six predominant error categories accounting for 76% of identified errors: punctuation inconsistencies, spelling inaccuracies, subject-verb agreement violations, capitalization errors, word choice problems, and tense misapplications.

The findings reveal that students' writing errors stem from multiple interacting factors: interlingual transfer from Ewe (manifesting in specific grammatical and lexical domains), intralingual developmental processes reflecting emerging interlanguage systems, limited English proficiency (particularly vocabulary knowledge), insufficient exposure to English print materials, inadequate instructional time and resources, curriculum limitations, and pedagogical approaches not aligned with contemporary writing instruction research.

Significantly, the systematic nature of identified errors indicates that targeted, theoretically-informed interventions could yield substantial improvements in writing quality. Rather than viewing errors merely as failures to be corrected, Error Analysis frames them as windows into students' developing linguistic systems, revealing what students have learned and what remains to be acquired. This perspective enables

educators to design instruction that acknowledges cognitive and developmental processes underlying error production.

Addressing these errors effectively requires more than surface-level correction. It demands pedagogical approaches that leverage explicit error analysis, contrastive instruction addressing L1 interference, comprehensive vocabulary development, process-oriented writing instruction, and genre-based pedagogy. Such approaches must be supported by adequate curriculum resources, sufficient instructional time, ongoing teacher professional development, and educational policies prioritizing writing instruction—areas where current conditions at Dzodze-Penyi SHS and similar schools appear deficient.

However, improving student writing transcends individual classroom practice. It requires systemic changes encompassing curriculum design, resource allocation, instructional time reorganization, and educational policy realignment. The evidence-based findings and implications discussed throughout this thesis—particularly the concentration of errors in treatable categories and the identification of specific L1 interference patterns—provide concrete guidance for such systemic changes.

Finally, Error Analysis research remains valuable in Ghanaian ESL contexts. While comprehensive EA investigation has been conducted since the 1990s, contemporary research can productively extend earlier work by employing stronger validation procedures, longitudinal designs, and comparative approaches examining multiple schools. Rather than viewing current study as merely replicating earlier findings, educators and researchers should recognize it as contributing evidence confirming that systematic error patterns remain stable features of ESL learners' developing writing systems, warranting continued theoretical attention and pedagogical innovation.

The path forward requires commitment from educators, administrators, and policymakers to implement evidence-based recommendations, allocate necessary resources, and prioritize writing development as central to ESL instruction in Ghanaian secondary schools.

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APPENDICES

Appendix A: Students Questionnaire

Below are some common statements about your opinion regarding the difficulty of writing in English. Please mark relevant alternatives that apply to your opinion. The answers will be appreciated and used to develop strategies for improving writing skills. What do you believe is the most challenging aspect of English writing?

No.	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Lack of vocabulary					
2	Mother tongue interference					
3	The teaching methods					
4	Lack of motivation					
5	The complexity of grammar rules					
6	Lack of writing activities at school/homework					
7	Uninteresting topics					
8	The complexity of mechanics of writing					

9	Unclear aims					
10	Insufficient feedback					

Hourani (2008 65-67).

Appendix B: Teachers Questionnaire

Below are common questions regarding your view/opinion about your students' writing skills. Please mark relevant alternatives that apply to your opinion. Answers given will be appreciated, and these will be used to improve the teaching of writing skills.

No.	Question	Never	Seldom	Sometimes	Always
1	Do you experience a lack of basic writing skills in your students?				
2	Are you satisfied with the education curriculum in writing?				
3	Do you use additional writing tools?				
4	Do you feel time is enough to concentrate on teaching all basic skills?				
5	Do your students have writing activities every day?				
6	Do your students make errors of different types in their written production?				
7	- Does the school provide any supplementary courses in writing?				

Hourani (2008 65-67).

Appendix C: Extracts from the participants' samples of essays.

Topic: My Best Friend.

Sample No. 1

My name is Sample One. I have many friends, but I realized that Jerry Dankwa is the best. He is 18 years old. He is dark in Complexion and one point 2 ft tall. He is staying at the Surburn of Accra.

Jerry is a boy who likes reading and drawing very much because of the course he is offering in school. More especially, he is good in artwork. The game he like best is football and athletes, he is one of the best runner for his school last year. He don't like playing when there is learning going on.

Again I like him because he is kind and a happy go free guy, and he will be the best for me forever.

Sample No. 2

My best friend name Is philip Gagodo. He Is 15 years old. He Is fair In complexsion. He Is a Short boy. He Is good to me because he Is very Interligent.

My best friend don't like Stilling. If a teacher Is teaching he lesting very well. If I donnot Understand Something In class, If the teacher left he will read and explain It to me.

philip Gagodo lesting to advice. If he tell me to do Something I do it. He donnot like disterbieng him. He do the righ thing at the right time.

We learn together, we eat together. Even if I come to School and I am not talking to him, he will say, Lambert, what Is wrong? philip like playing football. he donnot like fighting. he Is vigelent

Student and the most handsome boy In class. I like him because he donnot talk In class. Is a Very worker Student. He like what Is good. He eat rice and chicken.

He like reading Story books. He respect elderly brother's or Sister. He Is a Very good friend to me. The Subject he like best Is Social-Studies, mathematics.

to end the Short Story about my best friend. I like him.

Sample No. 3

The name of my best friend is Fafali. She come frome Old Baika OTI regions. She is 15 yers old she coptend hfc School at Old Baika D/A J.H.S. The food she like best is rich and Stew.

The games she like best is. fathball, veliball handball. She antend church at E.P Church. the subject she like best is maths, English.

The name of her pant is Mr and M.S

Sample No. 4

Danyo Fred is my best friend, he comes from Dzodze in Volta region. He is 16 years of age. He is dark in complexion. He likes playing football everyday. His favourite colour is green which me too I prefer a lot in park the when playing.

And also he likes learning too he, learn everyday for achieving his aim So he is producing that on me. He is a very brilliant person and kind and thruthful person; his character and behaviours are so good in the community everyone knows.

This are things I can say about my best friend Danyo Fred.

Sample No. 5

My best friend the name best friend is Dzinyela seth, He come from Dabala in the Volta region of Ghana. He is Dark In Complextion. The food he like best is Rice with Stew. the Game he like best is Volley ball. He is a fat boy and the subject he like best is mathematics.

The School he atend is Dastech D/A BASiC School. at Dabala in the voltal region. The reason why is my best friend is we learn together, play together, eat together, bath together and he is really funny and he Jokes a lot.

Sample No. 6

My name is Sample 6.

My best friend name is Alex koto.

He is a boy. He is dark in complex. He is 19 years old. he is fear 9 feet tall. The name of the School he attend is Tadzewu Roman Catholic.

He have a small garden in his home.

Sample No. 7

My best friend name is Gofa Lily. She come from Agbozume but she come stay at penyi Yorkoe. She is my best friend forever i like her so much. her mother name is Agbleke Enonam and his father name is Gafa Eric. My best friend attending Dzodze penyi Senior high School

Firstly. My Best friend like to play ampes at Schools. But She don't have any few friend to play ampes to her friend but me I don't know how to play ampes. Is dust like that.

Secondly: My best friend My mother dead on 19 january, 2023 when She stay at home, am with her at home everyday and night her father go to Accra next week friday to friend that is why i stay her at home. her Subject She like is English Mathematics and Integrated Science.

Sample No. 8

My best friend name is Agbo Susanna.

She is 14 year old, far in Complex, She Come from DZODZE, her home town is kpohega.

Agbo Susanna is very Short girl and beautiful too. SHE is attending DZODZE Senior high School, THE reasons why I take her as my friend is that She is have a good Carta and she respect too that make me to take her as my best friend. Agbo Susanna best friend I love her So much. THE game She like best is football, football is the best game she like to pary, and when She is parying football, she don't even give up and if She don't SCole any goal maybe (5) goal

THE food she like best is rice and Soup, she like food, she like this food with the reason that when she see this food she like eating it. that is Why I take her as my only and only best friend. and she like to do Hard Work every time and everyday.

Sample No. 9

I have many friends and me choosing the one who is my best friend is not easy but I manage to choose my best friend who is called Ahiamadzi Prosper by the saying "a friend in need is a friend in deed".

Ahiamadzi Prosper is my best friend, he is with a little big head, small, eyes, big nose, small mongth with a pink lips. He is a four and half feet tall boy he is chocolate in complexlssion and he is (17) years old He like playing ball and at the same time also like learning wise, he use help peoples including me when we are in need he is also with a broad chest indeed a friend in need is a friend in deed.

My best friend is a very good friend to me.

I love him and he also love me. I thank God for his life and I thank God for giving me a good friend like this which I have never had.

Thank you.

Sample No. 10

The name of my best friend is Chris. he is a cool guy with good life style, he is 19 years old and he is fair in complexion but like chocolate colour.

Firstly, my best friend CHRIS is a good person am looking for. Chris is my best friend yes. he is because he is because he always take care of Sickers and support in some activities that one hand cannot do.

He live in a small village called Grace Village.

Secondly, Chris likes to involve himself in some playing activities like football and others Games. The food he like is Akple.

To end with, Chris is the best friend i never see in my life before with this kindness. i really love to have a good friend like this.

Sample No. 11

My best friend, I am happy to write this short essay about you my best friend

Atsu, How are you doing I know my best friend will be always fine for me every dag and night.

To continue my best friend name is Atsu Yevu, he is dark in Complextion and is four fit tall. he like playing football and learning every.

To fether more, I like Atsu as my best friend becaue he always make me happy, make me learn and do good thing together and also when I don't have money to go school my best friend Atsu will give me money and wait forme to both and we to School together.

To end my essay, I will like to tell all the thing that my best friend did to me but hunter that not Say all So on this note these are the reason why I choose Atsu as my best friend. THANK YOU.

Sample No. 12

My name is Sample twelve and I want to write letter about my best friend. I have a lot's of friend but the one I choose as my best friend is Mary because his kind, lovely and so many things.

She is 15 yrs and from Accra. She like going to church every sunday and she donnot like fighting. Mary like playing, sporting and other physical activities. In her everyday life she is cool and happy.

I really like Mary as my best friend because of her character and behaviors. Mary read her books and learn hard. She is attending Anseco basic school. And in examination too she won the first position of her class and her class is p. 6. Because of all this teachers like her and like the way she respect too.

This is why I likes and loves her as my best friends To the end.

Good Luck

Sample No. 13

Dzidzornu Gideon is my best friend since I came to Dzodze Penyi Senior High School. To say the truth I have friends in my formal School, house, church and other places, but among all of them, a choice a wonderful, trustful and respectful friend who is Gideon A.K.A. Query.

Gideon is a friend that I've never met before and I normally Said in every situation I will be there with him and pray he will also think the same way.

My friend is someone who don't like to haet others, even when I did something wrong against him he will humbly call me and solve the problem with me peacefully.

Gideon is a gentle boy, he is Chocolate in colour, lives in Aflao and the parents are all Christians, the biggest one is that his father is a pastor.

My friend is Someone who does not like to play too much; if it is time to play, he will play, and if it is time to work, he will work.

In conclusion, I will say Gideon is a friend in need and, indeed, a friend.

Thank you.

Sample No. 14

The name of my best friend is Gable Nathan, he Is comes from Dzodze in volta region. He is 15 years old. The name of his parent are mr. and miss Gable. His favourite colour is red and green, he is fair in completion. He like playing football a lot his favourite food is akple and stew. He is a jovier person he completed mawuli school complex he is very tall he dislike fighting. He is a liyer

Sample No. 15

My best friend name is Hellene. She come from Togo. She have a good character. she is in her 18 gear old. she is in Form . III. She like play ampe'. I Like my best bestfreind.

Sample No. 16

The name of my best friend is in the Volta Region of Ghana, He is a short boy, even he is short bet he, likes playing football. The reason why I choose him as my best friend is because, He is a good boy though we all attended one school bet every thing they asked as to do in school, he also

want to help me, even his parents are not money bet if they ask us to pay some money he will try to pay my own for me while's He is not having .

In the school, I and he always at one place sit every work that will be given to us the one he know he teach me and the one I know I also teach him In that particular time.

Sample No. 17

My best friend name is Asafo Famou. He is 18 years old, he is fear and Five feet tall. and the school attend is Kuli-Dzogbefime J.H.S, .and the Game Famous like is Football and Volley ball .

The food famous like is Rice and Stew. the reason famous like to attend is he like reading and Written. the Subject he like best is English, Social and Mathematics. and the Teacher he like best is English teacher.

And the reason Why is like to go to the S.H.S, is to learn Visual art hom to design and how to Write

Sample No. 18

I have a lot of friend while in can't point any one that he is my best friend. but with time going i realize that Elvis is my best friend.

All my friends are good to me but Elvis is a special one because he done a lot for me.

Elvis always be there for me when am in trouble he even give me food when am hungry even sotime he bought treasess for me. He always help me and l also help him to. that why he is my best friend. Even do i love all my friends but Elvis dear is my best friend.

Sample No. 19

The name of my best friend is Prince. He is Sixtheen years of age one he is dark in complexion. He have small head, small eyes, small nose and small ear.

I have many friends but he is the only friend who I really like a lot. The main reason I like him is that when I am inneed of anything he always helps me and when am facing any problem he help me to solve it. Sometimes when I go to school and I don't have any money to buy food when I go to him he will give me money to buy food.

Secondly, he usually advice me to take my education seriously. Sometimes he always helps me with some of my homeWorks and helps me with anything I dont really understand.

To concluded with, he is my best friend who help me with anything I need.

Sample No. 20

My name is Sample Twenty and I'm about to write and assey of my best friend and He is called Dzamesi Kwame Justic. He is duck in complextion he is also a bit tall and like talking.

He is also a fan of football and basket ball he alway want to be busy he is a type when you do something bad to him he will find a way to forgive you he alway let me learn and understand very well. The very thing that I like about him is that he does not play all the time we Sheare idea

together and move on with it. He is in the same class with me which is SHS I in Dzodze- penyi Senior High School. We are all doing the same curce and in the same class we site together in the front of the class and learn sometimes at the back.

Sample No. 21

My name is Sample Twenty-one and am in Shs 1 one. I met a friend called Emmanuel Abusah in same classroom with me. he is such a good friend of mine, I choose him as my friend because I like People Who give and at the same time God fearing he is such a good friend of mine. he is Sixteen years of age, he likes playing volleyball and bascketball as well.

He atended School at volta region he completed JHS "3" at the age of Fifteen years. he is a very nice guy, he is very good enough to be a friend. he like rice with groundnut soup a lot. He also hate it when you talk about him, he has a very big nose with a round eyes, cute month with a big head, he also like it when his her is bushy. I really like everything about him but there is one thing I do hate about him is that he talks trush sometimes but I take as joke.

Because he means every thing to me. He I fair in complextion. He likes wearing drasses. He is such a neat guy that's why I love my friend

Sample No. 22

The name of my best friend is Justice Dzamesi, he live with his parent Dzodze. Even thougt I had maney friends, but I choose Justice because he is respectful, kind and clever.

He is four feet tall, he is dark in complextion, his favorite game is football and basketball. The food he like best is rice with stew. We both attended the same school until we completed.

He is hard working boy, he always come to school on time and he always does his homework. Justice always tell the truth even if the situation is rough he will find a way out, that one thing I like about he and also he is funny he alway like to crak jokes when their is no teacher is in the class. Also his father and mother are related to my parent which makes me love him like a brother.

To end with this is all I have to say about my best friend.

Sample No. 23

The name of my best friend is Rebuke. He is 23 years of age. He live in Accra and later went to Wa. The food he like best is banku and okro soup. he like playing football at his leisure time and love reading so much. We attended the same school together in Accra at Madina number 3 JHS. He is very fair in complexion He like travelling to places like Aflao, USA, London, Japan etc. We attend the same school when we completed JHS and letter went to the same SHS at volta region called Dzosec.

He is a respectfull and obedient child of God. He get his first Certificate in class 4 as a School ball captain and the Second one at JHS 3 as a Sport prefect.

He rule the sport boys to win some Games. He plays all the three or four games that are football, volley, B ball, hand ball. He is now in SHS 1 in Dzosec Business 1A1. What does and I dont like in football is not serious when playing and he is a quick tempered. We just play a much yesterday and he was the captain for h3 first years game with h2. We played draw and went to apenalty and

he loss the ball and we are disqualified so we are going to play today to fight for 3rd position with H4. Thank you for ready my Composition and am sure you will like my best friend and I.

Yours ever

Sample Twenty-three.

Sample No. 24

My best friend names is Sam-loco. He is from dzodze Ablorme, he like playing volley ball and he also like eating too much but he did not like to take too much he like attending School regularly even when he is sick he will come to school.

But their is one thing I don't like from he is that when i am hungry when he have money he won't give it to me that the only one thing i don't like about my friend even he like insulting his father at home he don't how to respect he also like fighting to much one i went to his house he well fight against his father.

Sample No. 25

I have friends but the best is Major Prosper. He is 16 years old, he is fear and six feet tall. The name of the School he attend is Mawutor International school at Abor in Volta Region. He has a pointed nose and a smell mouth.

He like foods but the one he told me he like is rice and bean stew. The game that he like best is football he plays very well. He went to play at Toge last week. The name of his parent are Mr. and

Mrs. Major. They all live at Ohaw. He is the best student in their school and he worm the intelligent student award in the year 2022.

My best friend is the best of all. he is kind, respectfull and he like helping each orther when you are not having.

Major Prosper is the best.

Sample No. 26

My name is Sample Number Twenty-six.

I have so many friends but one of my friend which I like best is Tsikata Justice. He come from Ho. He is 16 years old.

The reason why I have so many friends but I said Justice is the best in all my friends is that He always help me when am in need. He help me with my studies, advice me, he also teachers me good moral values. He is very trustworthy and Truthful.

Therefore these are all the reasons why I have so many friends but I choose Justice as my best friend.

Sample No. 28

Thy name of my best is Prosper, he come from Dzodze in volta region of Ghana. He is chocolate in complexion. He is 19 years old. He is three feet tall. He attend the school called Dzodze Penyi senior high school.

To move on, my best friend is a good mood and calm me down. He dress neat and tackin gentle. He

Topic: How Independence Day is Celebrated in Ghana.

Sample No. 29

Independence means gaining Self-rule from a colonial master entittileing the new nation to govern itself in Africa Ghana was the first country that got independence in 6th March 1957 before other country started fighting for independence.

Firstly, the preparation towards independence day. In the beginning of every March in the year Our president who is in the power announce the region where they are going to hold the festival and the venue, the guest they invited and the country he or she is coming from..

Further more, the activities that goes on in the independence month. There are a lot of activities that goes on in the month of independence for instance all the schools in the country take in matching competition, the security personel in the country also take part in the matching, they use to parade to write the name of our belovered country in difference style.

To be continue, the president's nation address. The president of Ghana address we the citizens in the country on how our forefathers fought for our independence, the development project he have done and the development plan he has to do in the next year that is coming after his address to the nation, the guest that they invited also give us what he knows about the country and what he think we should do improve upon our economy.

Finally, These are some of things happen during independence day in my country Ghana.

Sample No.30

My name is Joy. I would like to describe how am going to celebrate the Independence Ghana gained. On the 6th march 1957 Ghana gained Independence. that is they gained Freedom and got their rights. Well actually I have'nt celebrated Independence day before. But this year I think it will be very special because it is new with good things and Freedom of rights.

I won't be watching on TV but live on Wlitey School Park. I hope it should be very Interesting. because i won't like to miss it.

I have always wanted to watch it live because all the past yrs. only on to I usually watch it on. It will be a very nice and adorable match. Even my School is going to Participate also. IF you see how they have been matching on the Park: you wouldn't like to stop watching. you would have watch over and over again.