

ERROR ANALYSIS OF GRADE 12 PUPILS' IN ENGLISH EXPOSITORY
COMPOSITIONS: A CASE OF SELECTED SECONDARY SCHOOLS IN NAKONDE DISTRICT
ZAMBIA

BY

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DECLARATION

I, Racheal Mwaka Simbeye, hereby declare that this dissertation represents my own work and that it has not been previously submitted for a degree at this or any other University.

Signed:

Date :

DEDICATION

This dissertation is dedicated to , my children Wila Maimbo Sikanyika and Alinani Sikanyika. My brother in-law Mr. George Siziya .My sisters; Rose, Mwiche and Maimbo. They exercised patience and rendered encouragement during the course of my study. My sister Maimbo for sending me a laptop which has made my study more effective.

APPROVAL

This Dissertation of Simbeye Racheal Mwaka is approved as fulfilling part of the requirement for the award of Master of Education (Applied Linguistics) at the University of Zambia.

EXAMINERS

- 1. Date:
- 2. Date:
- 3. Date:.....

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ABSTRACT

There has been a tremendous decline in the writing skills of Grade 12s. It has been noted that compositions produced by these learners are usually full of errors. As a language teacher for nineteen years, I have observed that despite measures put in place to improve writing, it is not known what causes pupils to make numerous errors when writing compositions in English. The

Study sought to find out some of the causes. English is the world's widely studied language and is critical to the social and economic advancement of any learner or person here in Zambia. The study employed a descriptive survey design. The sample of the study included teachers, pupils and administrators. Lesson observations were done and semi-structured interviews, questionnaires and focus group discussions were done. The data was analyzed qualitatively into themes and Subthemes.

The study did an analysis of the sample scripts from the pupils by looking at the types of pupils' errors, the views of the pupils as regards to the teachers' effectiveness in their delivering of lessons and learning material and the attitudes of both the teachers and the pupils towards teaching and learning English composition. The study has shown, among other things that the pupils enter Grade 12 with a faulty background of English language and do not have the basic writing skills either. Lack of a reading culture among teachers and learners was also identified as one contributing factor to the challenges observed in the writing of English composition by Grade 12 learners. The fact that pupils are not taught the necessary composition skills and theories in the observed schools makes it difficult for them to acquire the required writing skills in writing English language composition. Other contributing factors were negative attitudes of teachers towards the teaching of English composition as they often appear to be testing other than teaching and the lack of teaching and learning material in English language.

The findings were that Grade 12 pupils make numerous errors in their compositions.

The recommendations were that the pupils needed to be provided with a Language rich environment which among others should include: libraries and enough teaching and learning materials. Furthermore, the Standards officers whose job is to supervise teachers should take seriously the monitoring of what goes on in classrooms, especially schools in rural areas.

It is important to find ways of improving learner's writing skills to ensure that we have citizens who write properly.

LIST OF ACRONYMS

DEBS –	District Education Board Secretary
ESL –	English as a Second Language
EFL –	English as a First Language
EFL –	English as a Foreign Language
ELT –	English Language Teaching
EA –	Error Analysis
GCE –	General Certificate of Examinations
Iawe –	international Association for World Englishes
ICWE –	International Committee of the study of World Englishes
L1 -	First Language
L2 -	Second Language
L3 -	Third Language
MT –	Mother Tongue
MTL –	Mother Tongue Language
NL –	Native Language
SLA –	Second Language Acquisition
TL –	Target Language
TESOL –	Teachers of English to Speakers of Other Languages
TOEIC –	Test for English for International Communication

Table of Contents

DECLARATION	i
APPROVAL.....	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	v
LIST OF ACRONYMS	vi
1.1 OVERVIEW	1
1.2 BACKGROUND	2
1.3 STATEMENT OF THE PROBLEM	8
1.5 SPECIFIC OBJECTIVES	9
THE STUDY AIMED AT ESTABLISHING:	9
1.6 RESEARCH QUESTIONS.....	9
1.8 LIMITATIONS	10
1.10 THEORETICAL FRAMEWORK	15
10 STRUCTURE OF THE DISSERTATION	18
CHAPTER TWO	21
2.0.1 LITERATURE REVIEW	21
2.1 CONCEPT OF ERROR ANALYSIS	21
2.2 ESTABLISHING THE CAUSES OF ERRORS	28
2.3 TEACHERS AND THEIR EFFECTIVENESS IN TEACHING COMPOSITIONS	30
2.4 THE VIEWS OF THE PUPILS ON THE TEACHING AND THE TEACHING PROCESS....	32
2.5 TEACHING AND LEARNING MATERIALS	32
CHAPTER THREE: RESEARCH METHODOLOGY	37
3.1 OVERVIEW	37

3.2 RESEARCH DESIGN	37
3.2 RESEARCH METHODS	41
3.2.1 RESEARCH INSTRUMENTS	41
3.2.2 QUESTIONNAIRE	41
3.2.3 INTERVIEWS	42
3.2.4 LESSON OBSERVATIONS	43
3.2.5 FOCUS GROUP DISCUSSION.....	43
3.3 THE STUDY POPULATION	44
3.3.1 THE STUDY SAMPLE.....	44
3.4 SAMPLING PROCEDURE	45
3.5 DATA COLLECTION	46
5.6 DATA ANALYSIS.....	46
3.7 ETHICAL CONSIDERATION	47
3.8 CHALLENGES ENCOUNTERED	47
3.9 SUMMARY	48
CHAPTER FOUR: PRESENTATIONS OF FINDINGS	49
4.0 OVERVIEW	49
SUMMARY OF THE FINDINGS	51
4.1 QUESTION1: WHAT ARE THE TYPES OF ERRORS GRADE 12 PUPILS MAKE IN THEIR ENGLISH EXPOSITORY COMPOSITIONS?	53
5.4 QUESTION4: WHAT IS THE ATTITUDE OF THE PUPILS TOWARDS LEARNING COMPOSITION WRITING AS COMPARED TO OTHER LANGUAGE LESSONS	67
SUMMARY	71
CHAPTER FIVE: DISCUSSION OF FINDINGS	72
5. O INTRODUCTION.....	72

5.1 TO ESTABLISH THE CAUSES OF ERRORS GRADE 12 PUPILS MAKE IN THEIR EXPOSITORY COMPOSITIONS.	72
5.2 TO ESTABLISH THE CAUSES OF ERRORS IN PUPILS COMPOSITIONS.	76
5.4 TO ESTABLISH THE ATTITUDE OF PUPILS TOWARDS LEARNING ENGLISH EXPOSITORY COMPOSITIONS AS COMPARED TO OTHER LANGUAGE LESSONS	79
5.5 CONCLUSION.....	80
CHAPTER SIX.....	86
SUMMARY, CONCLUION AND RECOMMENDATIONS	86
6.0 INTRODUCTION	86
6.1 SUMMARY	86
6.2 CONCLUSIONS.....	86
6.3 RECOMMENDATIONS	87
6.6 IMPLICATIONS FOR SYLLABUS DESIGNERS	89
6.7 PEDAGOGICAL IMPLICATIONS	90
REFERENCES.....	92
APPENDICES	97
APPENDICES	99

CHAPTER ONE: INTRODUCTION

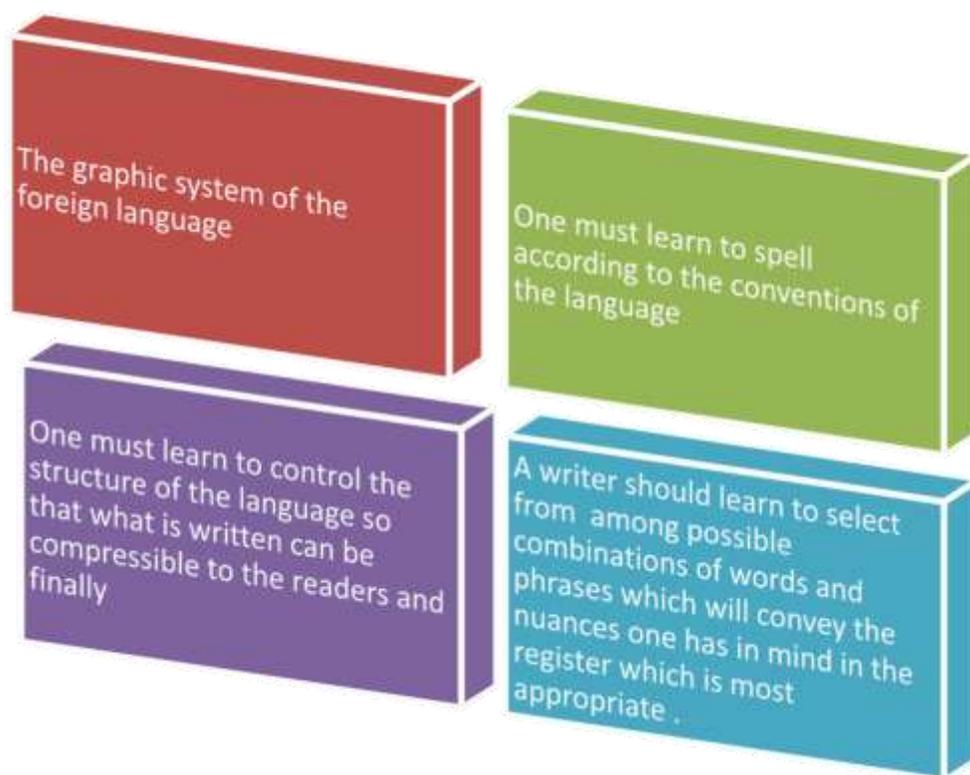
1.1 Overview

This chapter introduces the topic and gives the background. It further presents the statement of the problem, the purpose of the study the objectives of the study as well as specific questions under which the objectives are addressed. Other aspects in the chapter are the significance and limitations of the study, the theoretical framework, the dissertation structure and finally a short summary of the issues dealt with in chapter one.

This is a study on Error Analysis of Grade 12 pupils' in English Expository compositions. Throughout history, foreign language has always been an important practical concern. Today English is the world's most widely studied language (Theodore, 1988). Before 1965, English was used as the medium of instruction in all schools except in the lower section, where a local language was used instead (Zambiaeducatingourfuture.pdf.). In 1965, however, the newly born Republic of Zambia decided to make English as the sole medium of instruction in all institutions of learning from Grade One to University (Zambiaeducatingourfuture.pdf.). According to the 1977 Educational Reforms, this policy was to continue (MOE, 1977:32). UNESCO (1964) states that the issue of language was straightforward throughout the colonial and much of the federal period. When Zambia became independent from the British Government, it was decided that English be adopted as the sole official language of the country. This was done after an intense debate on which language would be appropriate and unifying in a country with linguistic diversity. English is the official language for public life and the sine qua non for all further education in Zambia. It must be borne in minds of the Zambian citizens that the introduction of a language other than English as the official medium of instruction would encounter insoluble implementation problems and would entail enormous costs both in developing and producing materials and in training teachers to use them. This was finally enacted into the 1966 Education Act. English has been accorded much importance from time immemorial. The increasing importance of English is largely recognized in Zambia. It is against this background that the making of errors by the Grade 12s poses a concern to the Zambian context. Writing still remains a critical area of the school curriculum and an important part of students 'lives after school. In addition to the insistence of many employers that employees poses well-developed skills –including writing skills – a variety

of other purposes are served by writing and developing writing capabilities .Graves, 1978 . The writing skill involves many other sub skills like the general knowledge about the subject in question and the ability to translate ideas into grammatical sentences. Rivers (1968) argued that any academic writer must meet four major conditions involving a student. The student must learn:

Figure 1: The four major aspects a student needs to know and learn for an effective acquisition of writing skills.



1.2 BACKGROUND

The issue of World Englishes was first raised in 1978 to examine concepts of regional Englishes globally. The notion of World English and World Englishes are far from similar, although the terms are often used interchangeably. World English refers to the English Language as a lingua franca used in business, trade ,diplomacy and other spheres of global activity, while World Englishes refers to the different varieties of English and English –based creoles developed in different regions of the world. Alternatively, the term global Englishes has been used by scholars

in the field to emphasize the more recent spread of English due to globalization, which has resulted in increased use of English as a lingua franca World Englishes ISSN 0883-2919.

Pragmatic factors such as appropriateness, comprehensibility and interpretability justified the use of English as an international and intra –national language. In 1988, at a Teachers of English to Speakers of Other Languages (TESOL) conference in Honolulu, Hawaii, the international Committee of the study of World Englishes (ICWE) formally launched the International Association for World Englishes (IAWE) at a conference of —World Englishes

Today —at the University of Illinois, USA [http://onlinelibrary.wiley.com/journal/101111/\(ISSN\)1467971X](http://onlinelibrary.wiley.com/journal/101111/(ISSN)1467971X)
World Englishes journal website.

As for East Africa and Central Africa , extensive British settlements were established in what are now Kenya, Uganda, Tanzania ,Malawi, Zambia and Zimbabwe, where English became a crucial language of the government , education and law. From the early 1960s, the six countries achieved independence in succession, but English remained the official language and had large numbers of Second language speakers in Uganda, Zambia, Zimbabwe and Malawi (Crystal, D 2007).

Zambia has had almost thirty years ‘experience of using English as the medium of instruction from grade 1 onwards. Children, who have very little contact with English outside the school, have been required to learn how to read and write through and in this language which is quite alien to them. They have also been required to learn content- subjects through this medium. English is the official language for public life and the sine qua non for all further education in Zambia (*Zambiaeducatingourfuture.pdf*). The word sine qua non is a word which originated from Latin. It has passed from a merely legal usage to a more general usage in many languages including English, French, and German etc. According to the Cambridge English Dictionary:

Sine qua non —is a necessary condition without which something is not possible. It must be borne in mind that the introduction of a language other than English as the official medium of instruction would encounter insoluble implementation problems and would entail enormous costs both in developing and producing materials and in training teachers to use them (*Zambiaeducatingourfuture.pdf*). The fact that initial reading skills are taught in and through a language that is unfamiliar to the majority of children is believed to be a major contributing factor

to the backwardness in reading shown by many Zambian children. It is also a major factor in fostering rote learning, since from the outset the child has difficulties in associating the printed forms of words with their real underlying, meaning. Rote learning is a memorization technique based on repetition. The idea is that one will be able to quickly recall the meaning of the material the more one repeats it (Wikipedia, the free encyclopedia).

Error analysis is an essential source of information to teachers. It provides information on student's errors which in turn helps teachers to correct student's errors and improves effectiveness of their teaching in applied linguistics; an error is a deviation from accepted rules of a language made by a learner of a second language. Such errors result from the learner's lack of knowledge of correct rules of the target language. A significant distinction is generally made between errors and mistakes which are not treated the same from a linguistic viewpoint. The study of learner's errors was the main area of investigation by linguistics in the history of second language and acquisition research. Brown has defined linguistic errors as a —noticeable deviation from the adult grammar of a native speaker, reflecting the Interlanguage competence of the learners. The definition of Error Analysis by Coder (1974) is very close to the Zambian context : In line with the emphasis on examinations in the Zambian education system, Lim (1976), stated: — One of the main aim of error analysis is to help teachers assess more accurately what remedial work would be necessary for English as a second language. In addition studies focusing on error categorization and analysis, various studies concentrated on these three areas. In other words, research was conducted not only in order to understand errors per se, but also in order to assess what is learned from error analysis and apply it to improve language competence. Such studies include Kroll and Schafer's...

Writing is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuations and numerals (<http://owl.english.perdue.edu/owl/resource/685/1/>). In case of composition writing in any language, it means making a paragraph of words using letters, numbers, characters as well as writing materials. It is from this kind of writing where the composition in English originates. If this combination of words, sentences, paragraphs, numbers

and other characters are not properly done, the pupils 'composition writing may not be satisfactory and may affect the Grade 12 English Examination results.

A composition is a carefully structured piece of written work whose aim is to communicate clearly some ideas .A composition has three parts; these include an introduction, the main body and the conclusion (Turk &Kirkman: 1982).

For one to write a good composition one must consider the principles of composition writing. The principles of composition include clustering or brainstorming, outlining and organization.

They guide the teachers or examiners of what they should expect in a pupils 'written composition and therefore evaluate the pupils 'performance (Colman, 1977).

When writers cluster, they find inspiration in the connections between ideas. They can group the ideas according to how the ideas relate. Properly organized ideas help the writer see parts that need additional work or supporting details in order to boost the main ideas. Proper organization also shows ideas that are too emphasized and may need harmonizing down. According to Cambridge Academic Content Dictionary, cluster —is a group of similar things growing or held together; or a group of people or things that are close togetherl.

Other principles of writing a composition are sense of purpose, tone and language. Each composition is written for a particular purpose. Some compositions are written in order to inform or educate people. Other compositions are written to entertain or persuade a particular group of people. It is therefore important for writers to remember the purpose of their composition (Colman: 1977).

The purpose of writing a composition is usually related to the tone and the language one uses as they write. The tone is the combination of the purpose of writing and the language used. One should mind the words they use because a single word can change the tone of a paragraph or the whole essay (Turk& Kirkman, 1982). One should remember the audience for whom he or she is writing, and use a suitable language. The Wikipedia defines language as the most powerful tool used to understand our world through listening, reading and communicating our feelings, needs and desires through speaking and writing. If a writer has strong language skills, s/he has much

better chances of communicating clearly and being understood. The language used could be formal, informal, and colloquial or slang depending on the purpose of writing and the people one is writing for. This means one should build a rich vocabulary and write logically. In composition, expository writing is a pedagogical term for any form of writing that conveys information and explains ideas. It is also called exposition, informational writing, and informative writing. As one of the four traditional modes of discourse, expository writing may include elements of narration, description and argumentation, but unlike creative writing or persuasive writing, its primary goal is to deliver information about an issue, subject, method or idea. Expository writing is designed to explain a topic. It often gives facts, explains ideas, or defines conditions .Whether it is giving directions or explaining how to accomplish something, an expository piece is helpful because it provides the reader with deeper insights into a subject. With this type of informative writing, ideas are presented in a certain order so that the reader can follow the explanation easily (Hubbard , 2012) .Writing done for everyday purposes such as newspaper articles ,essays, letters, business memos often fall into the category of expository writing. Through the experience as a consultant in marking GCE examinations, the kind of writing which is done by Grade 12 pupils in some districts of the country generally has not been impressive. Even Nakonde schools are not an exception to what I have observed; hence the focus of this study is to analyze the errors grade 12 learners make in expository composition writing.

Writing is one of the skills that enable learners to think critically and creatively as he or she responds to academic discipline. It is a life-long process and part of personal development whose usefulness stretches beyond the classroom.

Error Analysis is one of the major topics in the field of Second Language acquisition research. Errors are an integral part of language learning. There are two approaches to Error Analysis, namely , etiological and Descriptive (Coder , 1971) Etiological approach aims at knowing the source of error, that means, it targets linguistic interference (ibid), for instance L1- L2 interference. L1 is the native language or the mother-tongue often abbreviated as L1, while L2 is the language learned in addition to the first language, often abbreviated as L2...On the other hand, descriptive approach aims at describing the error and how they affect the communication process (ibid). Therefore, for the sake of this study, both etiological and descriptive approaches will be

applied owing to the fact that it is aimed at knowing the source of errors as well as describing them (ibid).

The learner of English as a second language is unaware of the existence of the particular system or rule in English language. The learner's errors have long been interested for Second and Foreign language researchers. The field of Second Language (L2) learning is broad and has been a fertile field for researchers. Error Analysis in particular is one of the aspects of L2 learning processes that have received much attention from researchers (Makoni, 1993; 97-107; Eun-pyo, 2002; Kasanga, 2006:65-89). Error Analysis is one of the major topics in the field of Second Language acquisition research. Errors are an integral part of learning language. The learner of English as a second language is unaware of the existence of the particular system or rule in English language. In many languages all over the world, we find proverb about errors. Interestingly, many of these proverbs attribute a positive function to errors. This indicates the existence of a cumulative human experience in which errors can have positive effects. However, many people associate negative feelings with errors, which probably arise from the fact that errors are one of the most important criteria to assess the performance of individual actions. Despite the significant role played by writing in the school curriculum, studies point out that Grade 12s make a lot of errors when writing compositions. For example the Chief Examiner's report on candidate's performance in the 2014 joint School Certificate and General Certificate of Education mentioned the following on the pupil's performance in English Language Paper 1.

Most candidates exhibited challenges when writing. Firstly, they failed to follow instructions and points and were to amplify given points. Furthermore, punctuation for example

_paragraphing was poor. Words and slang even short message (SMS) language better known as infringement of rubric; they also had difficulties in the use of sequence indicators and the use of tenses. Secondly, they failed to construct correct sentences; the sentences were translated directly from They used colloquial mother tongue to the English language. In addition, the spelling of words was wrong e.g. _suprise'instead of _surprise'. They failed to sleet relevant b4'to mean _before'; gr8t to mean _great'.

In simple terms, the situation has been, and is still not impressive. Pupils finish Grade 12 with very poor communication skills therefore it was deemed imperative to conduct a study.

1.3 STATEMENT OF THE PROBLEM

There has been a tremendous decline in the writing skill of Grade 12s. The English language has long been incorporated into the Zambian School Curriculum as a compulsory subject. The writing which is done by most Grade 12 pupils in Nakonde has not been impressive... This is reflected on poor English examination results in the district. As far back as the 1980s, the public media carried articles in which members of the public complained about the poor writing abilities among the secondary school pupils and school leavers. For example, the Zambia Daily Mail of March 31 1985, carried out one article in which it was reported that;

Member of Parliament (MPs) deplored the poor quality of education in Zambia and criticized the falling standard of teachers who they said lacked motivation. Some MPs went as far as saying that some Grade 12 pupils were unable to write a letter in English and that Zambia as a developing country should not allow her educational standards to sink.

Complaints about these poor English results of Grade 12s in the district have been the order of the day, from the public, the Ministry of Education and even teachers in schools. The blame has either been placed on teachers for not being competent to teach the language properly or on learners who do not take their learning seriously, or on the education system which is perceived to be ineffective.

In recent times, the pupils' weaknesses in composition writing have also been acknowledged with concern. For example, the Chief Examiners report on candidates performance in the 2014 Joint School Certificate and General Certificate of Education mentioned the following on the pupils performance in English Language Paper 1.

Most candidates exhibited challenges when writing. Firstly, they failed to follow instructions and points and were to amplify given points. Furthermore, punctuation was not properly done, for example' paragraphing was poor, slang was used even short message (SMS) were used. This in language is better known as infringement

of rubric. They also had difficulties in the use of sequence indicators and the use of tenses. Secondly, they failed to construct correct sentences. They used colloquial mother tongue and translated direct to the English language. In addition, the spelling of words was wrong.

It is not known what exactly causes pupils make errors in writing compositions.

1.4 THE PURPOSE OF THE STUDY

The purpose of this study was to establish the errors Grade 12 pupils make in their expository compositions. The study further wanted to establish factors that may cause these grade 12 pupils make such errors.

1.5 SPECIFIC OBJECTIVES

The study aimed at establishing:

1. The types of errors Grade 12 pupils make in written expository compositions.
2. What causes pupils to make such errors in English Expository compositions?
3. The views of the pupils on the ability of their teachers to effectively teach English Expository compositions.
4. the attitude of pupils towards composition as compared to other language lessons
5. The attitude of teachers towards teaching compositions as compared to other language lessons.

1.6 RESEARCH QUESTIONS

1. What types of errors do Grade 12 pupil's make when writing their English Expository compositions?
2. What are the causes contributing to Grade 12 pupil's making errors when they are writing English Expository compositions?
3. What are the views of the pupil's on the teacher's ability to effectively teach English Expository compositions?

4. What are the views of Grade 12 pupils towards learning compositions as compared to other language lessons?

5. What is the attitude of teachers towards teaching compositions as regards to other language lessons?

1.7 SIGNIFICANCE OF THE STUDY

When errors are persistent, especially when they are shared by almost all learners in a class, it is useful to bring the problem to the pupil's attention (Light and Spada, 2000). Hence, this study was important in that it may inform educators and language material developers about the kind of area they need to concentrate on when developing study materials. The study may further contribute to improving learning and teaching of English language. English being second language to the pupils in the district Error Analysis (E A) in this study may reveal the problem areas to teachers, syllabus designers and text book writers (Coder, 1974). This is because Errors can tell the teacher how far toward the teaching to make adjustments as different types of written material may produce a different distribution of errors or a different set of error types. The study may also serve as guidance to teachers on how to assist learners to become better writers.

1.8 LIMITATIONS

The study established the causes of errors in pupil's written work, but it does not stipulate the learning techniques which attribute to the making of these errors. In order to explore the composing process of L2 writers meaningfully, we need to understand how pupils compose in both their native language and in English to understand more about their learning strategies, especially in monitoring errors, such as the role of translation and transfer of skills. These aspects though important, do not form part of this study. The results of this study may not be generalized to other districts in Zambia since the study focused on Grade 12 pupils of Nakonde District. However, in cases where the characteristics are similar, the findings of this study may be of great use...

1.8.1 DELIMITATION

The research was conducted in Nakonde District. This was due to the proximity of the researcher. The researcher resides there and hence found it convenient to conduct the research in that area. There are four main types of compositions under which the other categories fall into. There is a Narrative composition, a Descriptive composition, a discursive composition and an Expository composition. This study shall focus on Expository compositions.

1.9 CONCEPTUAL FRAMEWORK

A Conceptual Framework is an analytical tool with several variations and contexts. It is used to make conceptual distinctions and organize ideas. Likewise conceptual frameworks are abstract representations, connected to the research projects goal that directs the collection of data (Wikipedia, the free encyclopedia). Sekeran (2003) defines the conceptual framework or theoretical framework as a —conceptual model of how one theorizes or makes logical sense of the relationships among several factors that have been identified as important to the problem.

My Conceptual Framework is derived from Krashen's (1994:53) theory of language learning which consists of five main hypotheses: the acquisition learning hypothesis, the natural order hypothesis, the monitor hypothesis, the affective filter hypothesis and the input hypothesis. These theories are discussed below.

The **Acquisition Learning Hypothesis**: According to Ellis (1986) this is the essential component to Krashen's theory (1981). Krashen (1994) Identified two independent systems of L2 performance: —the acquired system or —acquisition and —the learned system or —learning. For this hypothesis, the term —learning — relates specifically to language and refers to the ways in which children develop first language competence. According to Richard Amato (1996) the acquisition aspect of this hypothesis is subconscious, while the learning portion is a conscious effort by the learner. This means language learning occurs subconsciously Krashen (1994). Richard-Amato (1996) further claimed that the learning of a language occurs separately while grammar, vocabulary, and other rules about the target language are explicitly taught. From this hypothesis, if the learner does not put a conscious effort to learn a language, the learner is prone to

make errors. If at all the learner did not develop first language competence, it is likely that the learner will make errors. The focus in the aspect of learning is not on the content or meaning of the conversation, but rather on the structure of the language.

The **Natural Order Hypothesis**: This hypothesis states that the acquisition of grammatical structures proceeds in a predictable order. For a given language, some grammatical structures tend to be acquired early, others late regardless of the first language of a speaker Krashen & Terrell (1983). However, this does not mean that the grammar should be taught in this natural order of acquisition. According to Krashen (1994), natural order patterns of second language acquisition do not follow those of the first language acquisition patterns. However, the L2 acquisition patterns of a child are similar to the L2 learning patterns of an adult. According to this theory, the errors made by Nakonde learners could be attributed to the fact that learners did not acquire the grammatical structures early and this makes them commit errors in their writing.

The **Monitor Hypothesis**: This hypothesis proposes that there is a —monitor‖ which functions to help a learner to filter his or her language. The learner uses the monitor to apply rules to the already learned knowledge, such as which verb tense to use or which form of speech to use. Krashen (as cited in Lightbown and Spada 1995) explained that in order to use a monitor well, three factors must be met:

- (1) Time: The learner must have sufficient time in order to think about and use conscious rules effectively. Taking time to think about the rules may disrupt the communication.
- (2) Focus on form: The learner has to focus on forms, the correctness of forms. S/he may be more concerned with what s/he is saying but not how s/he is saying it; and Knowledge of the rules: The learner has to know the rules, for example in the present study, the subjects need time to use the monitor hypothesis to comprehend the task and identify the time of the event so that they can decide on the appropriate tense, types of vocabulary and register to use in order to respond appropriately to the tasks given. Through this process, the knowledge of the rule is demonstrated.

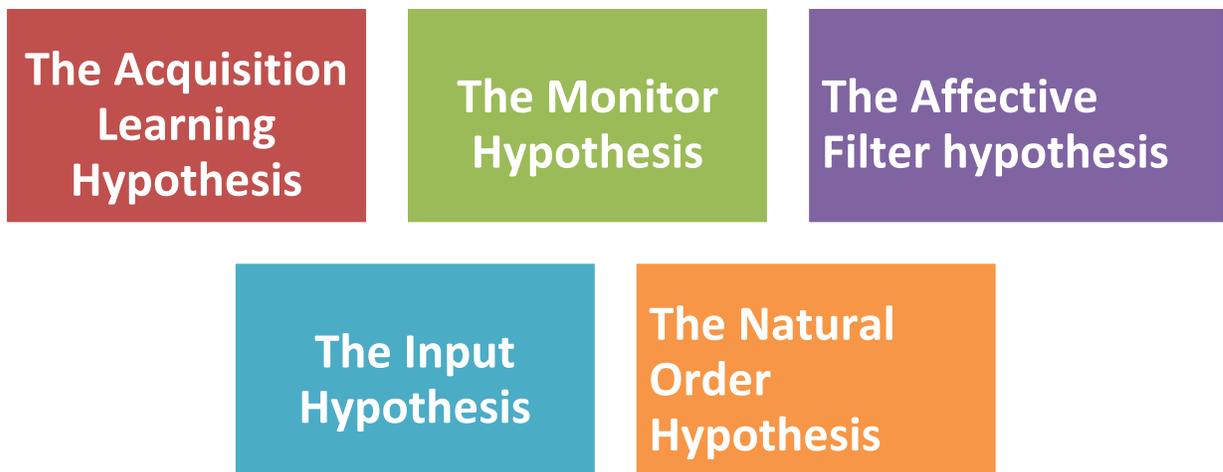
Krashen (in Light and Spada 1995) also asserted that the use of the monitor varies among different people. There are those who use it all of the time and are classified as —over users|. There are also learners who either have not learned how to use the monitor or choose not to use it or are classified as —under users|. Between the two groups are the —optimal users’ —. This group uses the monitor when it is appropriate. In an ordinary conversation, an optimal user will not be excessively concerned with applying conscious rules to performance. However, in writing and in speech, s/he will make any correction which improves the accuracy of the output. From the Monitor hypothesis, the learner is prone to make errors if s/he does not apply the rules to the already learnt knowledge like which verb to use or which form of speech to use. In addition, the learner may make errors if the time is not sufficient and s/he does not focus on the correctness of form.

The **Affective Filter hypothesis**: This is based on the theory of affective filter, which states that successful L2 acquisition depends on the learner’s feelings, motivation and attitudes. This implies that it is easier for a learner to acquire a language when s/he is not tense, angry, anxious or bored .According to Dulay and Burt (1977, as cited in Baker, 1996:251-273) the Affective Filter Hypothesis describes the degree to which a person learns in a formal or an informal situation. As regards to the affective filter, it could be that pupils make errors because they are angry, tense, or bored. Just as Huitt (1995) asserts In order for proper learning to take place, a number of factors must be met. Some of these will include physical conditions under environmental factors that affect the efficiency of learning. These include the classroom, textbooks, equipment, school supplies, and other instructional materials. In the school and at home, the conditions for learning must be favourable and adequate if teaching is to produce the desired results. It cannot be denied that the type of quality of instructional materials and equipment play an important part in the instructional efficiency of the school. It is difficult to do a good job of teaching in a poor type of building and without adequate equipment and instructional materials. A school or a classroom has no merit when built without due regard to its educational objectives and functions. In view of the above assumptions, it could be assumed that pupils make errors because of environmental factors which affect learning. In addition, it could be that text books and other instructional materials are inadequate.

The **Input Hypothesis**: There are three key elements to this hypothesis. The first key element is the Input Hypothesis which claims that language is acquired, not learned. A learner understands a message or receives comprehensible input that has arrangements or structures just a bit ahead of his or her current level of acquired competence. The input Hypothesis poses the concept represented by $I + i$; where I represents the —distance between actual language development and $i + 1$ represents the potential language development (Richard –Amato, 1996).

The second key element is that speech should be allowed to emerge on its own. There is usually a silent period and —...speech will come when the acquirer feels ready. The readiness state arrives at different times for different people (Krashen, 1994:55). It should not be taught directly and a period of grammatically incorrect speech is typical. The silent period may be the time during which learners build up competence by means of active listening through input.

Figure 2: Krashen’s (1994:53) five main hypotheses theory of language learning



Source: Krashen’s (1994:53)

Krashen (1994) asserts that this idea helps minimize the feeling of uneasiness many learners have when they are asked to speak in the target language right away before they have built up adequate competence through comprehensible input. When they are forced to talk early they tend to fall back on their first language (Krashen, 1987). Second language learners need a silent period to internalize the input properly. As to whether or not any of these hypotheses could be influencing factor to the errors grade 12 pupils make in composition writing is what this study would like to establish.

This is so because where learning takes place; there is always an influencing factor, such as a guide book, a teacher, a peer, or an instruction sheet present. If a student is presented with information, that is not the slightest bit comprehensible and no assistance for understanding is provided, chances are that the student will struggle and likely give up. Vygotsky (1978) every function of the child's cultural development appears twice; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and formation of ideas. All functions originate as actual relationships between individuals. The second aspect of Vygotsky theory is the idea that the potential for cognitive development is limited to a time span which he calls the —zone of proximal development. ZPD refers to the gap between what a child can achieve alone, their potential development as determined by independent problem solving; and what they can achieve through problem solving under adult guidance in collaboration with more capable peers (Wood, D, Wood, H, 1996)

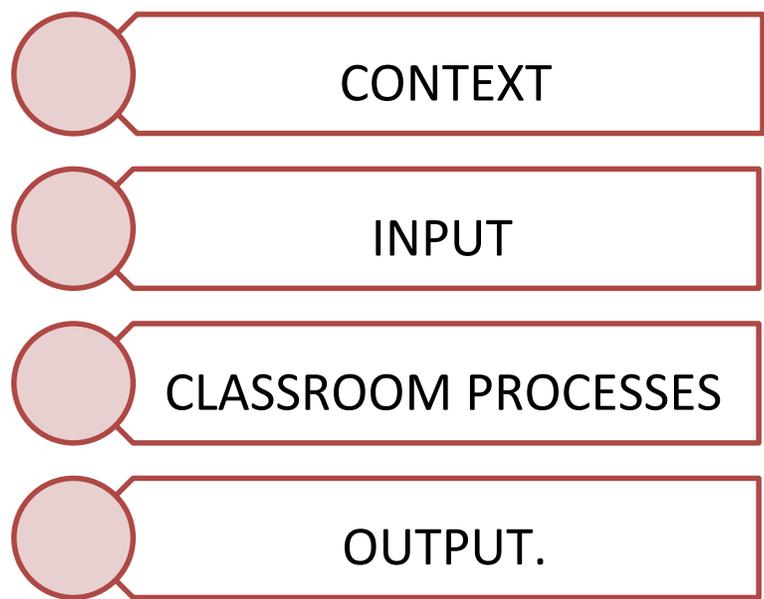
It remains the work of this study to ascertain as to whether the variables mentioned in Krashen(1994)s theory has an impact or influence on the student learning capabilities as to contribute to their making of errors in English Expository Compositions.

1.10 THEORETICAL FRAMEWORK

A Theoretical framework is a collection of interrelated concepts, like a theory but not necessarily so worked-out. The Theoretical Framework guides researchers to determine what things to measure, and what statistical relationships to look for. According to Locke et al (2006) a theoretical framework is simply the structure of the idea or concept and how it is put together. This

study was informed by a **transactional model** of the teaching and learning process developed by Huitt (1995). This model classified factors affecting learning into four categories namely:

Figure 3: Transactional model of the teaching and learning process



Source: Huitt (1995)

Context covers all the factors outside the classroom that might influence teaching and learning such as social economic status and state policies. From the context if the learner does not adjust to the social economic status and state policies like the use of English outside the classroom and interact with friends using English, the learner is likely to make errors. Context plays a critical role in ensuring that information is stored in the long-term memory. The context being referred to here includes aspects such as rooms, places and emotional aspects such as mood and companionship. Thus, it goes without saying that in order for information to be effectively stored in the long-term memory, the context has to be conducive. Input covers those qualities or characteristics of teachers and students that they bring with them to the classroom experience such as previous+ knowledge about the subject matter. From the input the errors pupils make could be as a result of how they are taught or the background information involving the pupils. Classroom practices include teacher and student behaviors in the classroom as well as some other variables

such as classroom climate and student teacher relationships. From the classroom practices, the errors pupils make could be as a result of the teachers' behaviours in the classroom which may include lack of commitment by the teacher and the learning atmosphere. Output covers measures of student learning taken apart from the normal instructional process.

From the output the errors pupils make could be as a result of lack of having enough exposure to the words. As a researcher the fact that pupils continue to make errors in the midst of so much learning is of great concern. As a teacher of English my interest is to record 100% pass rate and this is determined by papers of English language with at least a merit and above. Furthermore, having been an Examiner of English language, I have observed that there is too much failing of English subject mainly resulting from failure to write a passable composition or a composition without errors. Based on the above assumption, it remains the work of the study to ascertain as to whether the variables in Huitt (1995) s Transactional Model of the Teaching and learning process could be true with Grade 12 pupils in secondary schools in Nakonde Districts; an issue this study intended to establish

Other scholars have observed the same things on why students continue to make errors in composition writing for instance Norrish (1983) argued that learners make errors when they have not learnt something. The transactional model theory advanced by Huitt (1995) is in line with the argument by Norrish somehow and this will be applied to the study. It states that error making by students will be caused by lack of the learning process. Huitt (1995) argued that students will make errors if they do not learn. In order for the students to learn, there must be the correct context, input, classroom process and output.

Input covers those qualities or characteristics of teachers and students that they bring with them to the classroom experience such as previous+ new knowledge about the subject matter. As for language learning, knowledge of basic writing skills is essential to successful writing of a candidate. Weakness in the basic writing skills will contribute to the deficiency in language. Similarly, because of faulty instructions the pupils may have learned inefficient methods of writing. Many other kinds of difficulty which are directly related to learning factors may interfere with progress. Factors owing to lack of mastery of what has been taught, faulty methods of work

or study, and the narrowness of experimental background may affect the learning process of any pupil. If the teacher proceeds too rapidly and does not constantly check up on the extent to which the pupil is mastering what is being taught, the pupil accumulates a number of deficiencies that interfere with successful progress. Classroom practices include teacher and student behaviors in the classroom as well as some other variables such as classroom climate and student teacher relationships. Output covers measures of student learning taken apart from the normal instructional process. From this, if the classroom climate and the student-teacher relationship are not sound, learners are prone to make mistakes.

The role of the teacher in terms of facilitation of learning is by specifying the lesson objectives, selecting groups of pupils and their roles in groups and in monitoring the effectiveness of the groups was the focus of the open ended questionnaires and interview schedules. The uses of learners own responses also guided the analysis and interpretation of findings.

Teaching is the process which results in learning. It includes instruction, principles, teaching materials, methods, models and innovative devices (Das, 2007) the theories of learning aim at explaining the nature of the process of learning, whereas the theories of teaching are concerned with effective teaching leading to the development of the learner. Learning theories are concerned with psychological characteristics of the learners and analysis of the nature of learning, whereas teaching theories operate in social and cultural settings. Learning theories operate in social and cultural settings. Learning theories explain the interaction among the variables in the learning situations and the teaching theories devise methods and models to achieve effective learning in such situations (Das, 2007). From this assumption, it could be that the pupils make errors because the interactions among the variables in the learning situations are not favourable.

10 STRUCTURE OF THE DISSERTATION

This dissertation comprises six chapters. The first presents the background information on errors made by Grade 12 pupils stating the specific problem under research. The chapter also outlines the purpose the objectives, the significance and limitation of the study. Furthermore the chapter presents the theoretical framework within which the study was undertaken. Chapter two reviews some of the available literature that is considered to be relevant to the current study in order to

place the investigation within the context of similar surveys, thereby elevating it and providing validation for it Chapter three describes the methodology used to collect data so as to provide answers to questions raised in chapter one of the study. The chapter presents details relating to the research design employed in the study. The study area and sample size, the data collection instruments and procedures as well as the data analysis process.

Chapter four presents the findings and discussions of errors committed by Grade 12 pupils. The presentation is arranged according to the research objectives and questions as set out in chapter one of the report. Chapter five presents the summary of the findings regarding the pupil's errors in line with the objectives. Furthermore, the chapter draws conclusions, implications and goes on to make some recommendations with regard to the errors committed by pupils in high schools.

This chapter was an introduction to analysis of error made by Grade 12 pupils. The chapter further presented the problem under study, background, statement of the problem, the purpose of the study and research questions which addressed the objectives and the significance of the study. Additionally, this was followed by the theoretical framework of the study which was responsible for defining and representing some of the concepts applied in the analysis of errors discussed in relation to the linguistic analysis, contrastive analysis, and error analysis theories. The next chapter gives a review of some of the available literature which is thought to be directly relevant to the current study so as to place the study within the context of similar research by elevating it and providing a validation for it.

The following are the Operational Definitions of the terms used in this study:

Definitions of terms:

Code switching: alternating between two languages or linguistic code within a single sentence or conversation and is a common practice of ELLS which teachers can use to increase students awareness of their linguistic practices.

Cognates- Are words in two languages that have a common etymology.

Contrastive Analysis- An inductive investigative approach based on the distinctive elements in a language.

Etiological Approach – the study of causation or origination.

Expository Writing – A type of writing that is used to explain, describe, give information or inform.

Etymology- The study of history of words, their origins, and how their form and meaning have changed over time. By extension, the term means the origin of the particular word.

Interlingua Errors- Errors that result from language transfer between L1 and L2.

Intralingua Errors- Errors that result from faulty or partial learning of the target language.

Metalinguistic Awareness- Means understanding what language does rather than just how to use it.

Negative Learning –Is the obstruction of or interference with new learning because of the previous leaning.

CHAPTER TWO

2.0.1 LITERATURE REVIEW

This chapter is a review of some of the different literature on studies that have been done by diverse scholars in some different parts of the world on error analysis of second and foreign language errors. The review also endeavors to relate similar studies to the present study. The aim of this study is to equate the investigation within the context of similar research by elevating it providing a validation for it. This chapter shall begin with a general overview of Error Analysis studies and then review studies on specific dimensions of Error Analysis.

2.1 Concept of Error Analysis

The field of Error Analysis (E A) in a second language acquisition was established in the 1970s by S. Pit Coder and his colleagues. E A is a type of linguistic study that focuses on the errors learners make. It consists of a comparison between the error made in the Target Language (T L) and within that TL itself.

Dulay and Burt (1981) and Krashen (1982) made use of the broad linguistic categories of Global and Local errors. In their study, Global errors that were found in the corpora of texts were mostly serious. They needed major revision because they hindered communication of the intended meaning. Of this category, global syntactical errors involving pronouns formed the largest group of errors followed by word order and prepositions. This was followed by global lexical errors which include nouns and verbs. The least number of errors was global morphological subdivision with plural markers forming the smallest group (2 CNAS Journal, Vol, V1, No 2, and June, 1979). The gist of this study is to ascertain whether the global errors would be similar to those found at my area of study.

Kroll and Schefer (1976) conducted a study focusing on error analysis. This study was not only to understand errors *per se*, but also in order to assess what is learned from error analysis and apply it to improve language competence. This involved Error Analysis and the teaching of composition. These authors demonstrated how error analysis could be used to improve writing skills. They analyzed possible sources of errors in non- Native English writers and attempted to provide a

process approach to writing where the error analysis could help to achieve better writing skills. Besides as already mentioned an error based analysis gives the actual performance of the learners and therefore most suited to the Nakonde context. Unfortunately, it appears no studies have been made on errors committed by the Nakonde learners of English. Hence, being a consultant for GCE examinations of English Paper 1, this is the frontier of knowledge that this study seeks to address.

Norrish (1983) made a clear distinction between errors and mistakes. He quantified that errors are —systematic deviation when a learner has not learnt something and consistently gets it wrong. He added that when a learner of English as a second or foreign language makes an error systematically, it is because s/he has not learnt the correct form. Norrish (1983) defined mistakes as —inconsistent deviation. When a learner has been taught a certain correct form, and s/he uses one form sometimes and another at other times quite inconsistently, the inconsistent deviation is called a mistake and it is in light of this that the researcher has chosen to focus on students errors and not mistakes. An error however, is considered more serious. In Contrastive Analysis the theoretical base of which was Behaviorism, errors were seen as —bad habits that had been formed. The response was based on stimulus. As a teacher of English, the fact that Grade 12 pupils in Nakonde District do not write compositions as is expected was of concern.

We do not know why these pupils ‘commit such errors. They have been studying English from Grade One as the Medium of Instruction.

Another definition of error analysis was given by Brown (as cited in Ridha, 2012:26). He defined Error Analysis as —the process to observe, analyses, and classify the deviations of the rules of the second languages and then reveal the systems operated by learners. For Crystal (1999) Error Analysis in language teaching and learning is the study of the unacceptable forms produced by someone learning a language, especially a foreign language. According to James

(2001) Error Analysis refers to —the study of linguistic ignorance, the investigation of what people do not know and how they cope with their ignorance.”Vahdatinejad (2008) that Error Analysis could be used to determine what a learner still needs to be taught. It provides the necessary information about what is lacking in the learners competence. He also made a distinction between errors and lapses (simple mistakes). According to him, lapses are even produced by native

speakers, and can be corrected by themselves. They call for on the spot correction rather than remediation, which is needed for errors. Gass and Selinker (2006) Defined Error Analysis as —red flags —that means that they are warning signals that provide evidence of the learner’s knowledge of the L 2. On the contrary, the researcher feels that these are not warning signals, but rather they are just signs to bring to the attention areas that need to be concentrated on most.

Significance of errors

Previous scholars and theorists in the field of Error Analysis have focused on the importance of second language learner’s errors. Coder (1967) indicated that errors are significant in three different ways. First to the teacher, in that they tell them how far to the goal the learners have advanced and consequently, what remains for them to learn. Second, they provide to the researchers evidence of how language is learnt or acquire, what strategies or procedures the learners are employing in their discovery of the language. Thirdly, they are indispensable to the learners themselves, because we can regard the making of errors as a device the learners use in order to learn. Research has provided empirical evidence pointing to emphasis on learners ‘errors as an effective means of improving grammatical accuracy (White et al, 1991; Carroll and Swain, 1993). Indeed as Carter (1997) argued that knowing more about how grammar works is to understand more about how grammar is used and misused. There is need for learners to recognize the significance of errors which occur in their writing, to fully grasp and understand the nature of errors made.

Kerr (1970) based his study on the common errors in written English made by a group of

Greek learners ‘of English as a foreign language. His findings were that the cause of mistakes was firstly ignorance of the words or constructions to express an idea, secondly carelessness, thirdly the influence of the mother- tongue and fourthly mistakes arising from false analogies with other elements of the foreign language. Kerr (1970) study is related to the recent study in that the study seeks to establish the common errors made by Grade 12 pupils. It is also related because the pupils of Nakonde are learning English as a second language. However, this study diverges from Kerr’s ‘because the learners ‘are not learning English as a foreign language perse but as a second

language. English is the language which is used as a medium of instruction in all institutions of learning in the Zambian milieu.

On the other hand, Ntumingia (1974) conducted a research on error analysis of Francophone Cameroonian Secondary School Students. The tenacity of the study was to identify and analyze the errors of these students. The result of this study showed that the sources of errors committed by the students were due to both interlingual and intralingual factors. This study is related to the current study which also looked at error analysis of secondary school students. However, this study deviates in that it will not deal with Francophone secondary students who speak and learn French as the main language. The results may differ in that those from the Francophone countries learn French as the main language. This may also have an influence in their acquisition of English because French has so many rules and according to them, things are either masculine or feminine. Such a rule does not apply to English implying that students who learn French may transfer such rules to the English language.

Diab (1996) also conducted a study in order to show through error analysis the interference of the mother- tongue, Arabic, in the English writings of the English as First Language EFL students at the American University of Beirut. His findings were that the mother – tongue was a causative factor to the interference in the English writings of EFL students at the American University of Beirut. The present study also, among the factors, will try to determine if the mother –tongue, in this case which is Namwanga can also be a subsidizing factor to the compelling of errors in written compositions.

Masorong (2010) also undertook a study to try and come up with a non- threatening way to correct written language errors. His topic was on —Error Analysis performed in English 230 students| ELPT Compositions: A basis for a proposed Intensive Grammar Enchantment.

Masorong’s study could count among the recent investigations that have lent impetus to the present study. Errors in both studies can be used to improve the learners writing skills through the identification and categorization of the common errors. His study also confirms that errors made by learners can serve as a contrivance for teaching and learning. Summing it all up, Masorong concluded that the errors found in the compositions of English 230 students who were graduates

or professionals did not significantly differ from those of undergraduate students. It could be inferred from this finding, that errors committed by the Filipinos in writing, regardless of their status, must be common and persistent or tenacious... His study is similar to Mitchell and Myles(as cited in Keshavarz , 2003) They claimed that errors , if studied , could reveal a developing system of the students L2 Language and this system is dynamic and open to changes and resetting of parameters . This view was supported by Stark's (2001) study, which also explained that teachers need to view learner's failure to grasp the rules and structures but should view Error Analysis of the written English essays. Amato (1996) also undertook a study and explained that error analysis looks at the errors made by learners while they are learning positively and consider the errors as necessary to the development of language, be it first or second. The current study will not look at errors made by graduates or professionals; instead it will look at errors made by Grade 12 pupils and see if they may be necessary to the development of language.

Ruth Sanders (1989) An Associate Professor of German Language and Linguistics at Miami

University also conducted a study on errors. Her topic was —Error Analysis in Purely Syntactic Parsing of Free Input the example of German. Her paper provided a typology for analyzing grammatical errors in student – written German compositions and discussed approaches to providing helpful error messages to student users of a parser – based writing aid. Examples were drawn from the —Miami Corpus of approximately 400 pages of second –year German Language students compositions and from Syncheck; a syntactic parser of German was implemented as the basis of a writing aid for language students. By Parsing we mean the

—Assignment of structural patterns to language input – Parser based writing aids. CALICO Journal, Volume 9, Number 1.

Silva (1993) did a study towards an understanding of the distinct nature of L2 writing. The study aimed at establishing the difference between writing in L1 and writing in L2. Her topic was —Error Analysis towards the understanding of the Distinct Nature of L2 writing. The findings of the study were presented in the categories of composing processes and written text features. Silva (1993) is linked to the current study because both studies have a consideration of the effect that the learners in L1 has on their written L2. Just like Silva (1993), the present study will look at

written language in learners. Furthermore, both studies acknowledge that there are significant differences between L1 and L2 writing. However, whereas Silva's subjects were predominantly undergraduate college students from different countries in their late teens and early twenties, through educational levels ranging from high school to undergraduate students. The subjects in this study will not be college graduate students, and they will not be from different countries. The subjects will comprise Zambian students in their early teens and only those in .Grade 12 in Nakonde District.

Icy Lee (2004) piloted a study with the topic —How do Hong Kong English Teachers correct Errors in writing? || This study investigated the way teachers of ESL (English as second language) writing corrected student's errors by asking them to complete an error task. The teacher's corrections were analyzed to find out ;(1) What errors they have chosen to mark; (2) What error feedback strategies they used; and (3) The accuracy of the teacher error feedback. The findings of the study indicated that the majority of the teachers marked errors comprehensively. The teachers favored direct feedback more than indirect feedback, and all of their indirect feedback was coded. Many error advocates have advised against comprehensive feedback because of the risk of —Exhausting teachers and Overwhelming students.|| (Ferris, 2002:50) concluded that his study found that the Hong Kong English Teachers correction practice may leave much to be desired. He further noted that the study would throw light on how students could be supported in their acquisition of both L1 and L2 through teachers 'error feedback. Educational Journal, Vol, 31.No 1. Summer 2003. This provides impulse for the contemporary study. The current study will observe how teachers deal with pupil's errors and try to establish if at all it contributes to pupils making of errors. Hence this study intended to establish whether or not what happens with Hong Kong English teachers would be similar in the Zambian context as far as error making is concerned among grade 12 learners.

Habbash (1982) studied common errors in the use of English prepositions in the written work of students at the end of the preparatory cycle in the Jerusalem area. He found out that more errors were attributable to interference from Arabic than to other learning problems. He indicated that students always resorted to literal translation before they form English patterns. In other words, they translate the English into Arabic and then the Arabic back into English, word for word (not

phrase by phrase). This study is pertinent to the contemporary study for it will provide an insight towards the analysis of errors among the Nakonde learners.

Mohammed (2008) conducted a study on the analysis of the common grammatical errors in the English writing made by 3rd secondary male students in the Eastern Coast of the UAE in Dubai. His findings were that Emirati Male Secondary students still make many errors of various types particularly grammatical errors and consequently, their writing is below the expected ambition of both teachers and supervisors. The present study will also tackle the grammatical errors. There is a difference in the study of Mohammed as compared to the present one. The study of Mohammed was gender bias. He excluded the females; the inclusion of the females would have provided a more concrete result in his research. The present study differs with this study in that it will consider both genders. The analyzing of learner language has become an essential need to overcome some questions and propose solutions regarding different language aspects (Erdogan, 2007) .This is the frontier of knowledge that this study will seek to address...

My immediate antecedent of the present study is Sawalmeh (2013) He also conducted a study on Error Analysis in written English essays: His topic was Error Analysis of written English essays: The case of students of the preparatory year program in Saudi Arabia .The study attempted to investigate the errors in a corpus of 32 essays written by 32 Arabic- Speaking

Saudi learners of English. The participants were male students ‘who graduated from Saudi Secondary School of the preparatory year program. The results showed that Arabic speakers committed ten common errors. The instruments used for the study were the participants written essays in English language. All the errors were identified and classified into different categorizations. His recommendations were to have further research; he suggested that some teaching strategies may reduce future problems regarding writing English essays among Arabians. In light of the fore mentioned education, this is the crack that the scholar pursues to implore to the Zambian context. ISSN 1682-3257 Issue 40, Vol, 14. 2013.

Thomas (2014) also conducted a study in an attempt to analyze the English language proficiency of the first year engineering students who had their school education in regional (Tamil) medium. The study covered the types of errors, causes of errors in using tenses and remedial suggestions to

improve their proficiency. The student's mistakes were analyzed. The findings of the study showed that errors were due to lack of adequate exposure and practice in the case of L2 learning. The study threw light on the areas of difficulties faced by the students.

He maintained that the study was rewarding and profitable for any language teacher (IJRHAL. International Journal of Research in Humanities, Arts and Literature. ISSN (E) Vol .2, Issue 3, March 2014, 47-52.) As the scholar stated, they need good writing skills. The study was rewarding and profitable for language teachers. The researcher would also like to employ the same strategies, and ascertain as to whether this study can be similar to her study area. The study for Thomas was for engineering students but the current study is for Grade 12 pupils.

Finally, Moonga (2012) conducted a study on written English errors made by Grade 11 pupils in a multilingual context in Narrative compositions. Her study was done in Kabwe and Monze Districts. The purpose of her study was to find out types and sources of errors among the Grade 11 pupils in their written L2 which is English. The current study will look at errors made by Grade 12 pupils in Expository compositions in Nakonde District. The Grade 12s are in their final year of secondary education. They need good writing skills as they join the world of stiff competition. In addition, the study will extend to the Grade12s and analyze their errors with a view to coming up with suggestions to reduce errors in pupil's composition writing.

In a nutshell, this chapter has offered a review of the available literature which has been seen to be of undeviating bearing to the present study. This will place the research within the context of similar studies thereby inspiring it and providing a validation for it. It is fascinating to note that all the literature revised bring out the need for error analysis though they were done in different places all over the world.

2.2 Establishing the causes of errors

Studies undertaken before focused on the causes of errors. A lot of causes and sources of errors have been introduced by previous scholars like Coder (1971) and Lado (1964) these scholars argued that the primary causes of errors are interlingual and intralingual. Interlingual errors are those which are related to the native language (N L) .That's to say they are interlingual errors when learners N L habits (patterns, systems or rules) interfere to prevent them, to some degree,

from acquiring the patterns and rules of the second language (S L) (Corder, 1971). Interference (negative transfer) is the negative influence of the mother tongue language (M T L) on the performance of the target language (T L) (Lado, 1964).

Intralingual errors are those due to the language being learned, independent of the native language. According to Richards (1971) they are items produced by the learner which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language. The learner, in this case, tries to derive the rules behind the data to which s/he has been exposed, and may develop hypotheses that correspond neither to the mother tongue nor to the target language. (Richards, 1974: 6) In other words, they produce deviant or ill-formed sentences by erroneously applying their knowledge of T L rules and structures to new situations. Since this study is looking at the proficiency in the writing skills among Grade 12 students the interlingual method will be the focus. There is a distinction between the sources and causes of errors. Selinker (1972) reported five sources of errors. 1. Language Transfer- There is a positive transfer that helps the learning of a second language. There is also negative transfer that hinders the learning of a second language. Language transfer involves pronunciation, word order and grammars, semantic transfer, transfer in writing, pragmatic transfer and culture transfer. 2. Transfer of training. Transfer of training occurs whenever the effects of prior learning influence the performance of a later activity. Transfer of training is the influence of prior learning on performance in a new situation. 3. Strategies of Second language learning. This is an attempt to develop linguistic and sociolinguistic competence in the target language. 4. Strategies of Second Language Communication. This consists of attempt to deal with problems of communication that have arisen in interaction. 5. Overgeneralization of the Target Language (TL) Linguistic material. This happens when a second language learner applies a grammatical rule across all member of a grammatical class without making the appropriate exception. Norrish (1983) Classified causes of errors into three types that is carelessness, first language interference and translation. Carelessness is often closely related to lack of motivation. Many teachers will admit that it is not always the students' fault if he loses interest, perhaps the material and/ or style of presentation do not suit him. First Language interference – Norrish stated that learning a language (a mother tongue or foreign language) is a matter of habit formation. When someone tries to learn new habits, the old ones will interfere with the new ones. This cause of error is called —First Language Interference. Translation-

Translation is one of the causes of errors. This happens because a student translates his first language sentence or idiomatic expression into the target language word by word. This is probably the most common cause of errors.

In another article A Non- Contrastive Approach to Error Analysis. —Richards (1971) Classified causes of errors into 1. Overgeneralization. 2. Incomplete application of rules. 3. False concepts Hypothized, and 4. Ignorance of rule restriction 1. Overgeneralization generally involves the creation of one deviant structure in place of two regular structures. 2. Incomplete Application of rules – an example of incomplete application of rules can be seen in the question forms. Very often they are used not to find out something, as they should, but a means of eliciting questions through a transform exercise. 3 .False concepts Hypothized –These are sometimes due to poor gradation of teaching items. The form —was for example may be interpreted as the tense marker of the past tense. 4. Ignorance of rule restriction – Closely related to the generalization of deviant structures that is the application of rules to context where they do not apply. This is again a type of generalization of transfer, since the learners is making use of previously acquired rule in a new situation. Although there has been emphasis on the use of improved method of teaching, still a lot of errors are made by Grade 12 pupils. This study would like to find out if these could be the causes of errors grade 12 pupils in secondary schools in Nakonde District

2.3 Teachers and their effectiveness in teaching compositions

A teacher is regarded as one of the greatest inputs into the education system. Teachers are recognized as the most important school factor affecting pupil's achievement. Teachers facilitate effective teaching and learning .At the same time, poor academic performance of the student can be blamed on the teachers. This is because, the ability of a teacher determines his capabilities based on the level of his 2 exposure through trainings and skills learnt. The ability to write well is not a naturally acquired skill, it is learned or culturally transmitted as a set of practices in formal instructional settings or other environments .Writing skills must be practiced and learnt through experience. Writing also involves composing which implies the ability either to tell or retell pieces of information in the form of narratives, description, or to transform information into new texts, as in expository or argumentative writing. Perhaps it is best viewed as a continuum of activities that range from the more mechanical or formal aspects of —writing down on the one end, to the more complex act of composing on the other end Hadley, 1993). It is undoubtedly the act of

composing, though which can create problems for students ‘especially for those writing in a second language (L2) in academic contexts. Formulating new ideas can be difficult because it involves transforming or reworking information which is much more complex than writing as telling. By putting together concepts and solving problems, the writer engages in — a two- way interaction between continuously developing knowledge and continuously developing text —.(Bereiter & Scandamalia 1987) Indeed academic writing requires conscious effort and practice on composing, developing and analyzing ideas compared to students ‘writing in their native language (L1). However, students writing in their L2 have also to acquire proficiency in the use of the language as well a writing strategies, techniques and skills.

Every effort to learn something is attended by lapses, slips or errors. Without committing errors, learning is incomplete and language learning is no exception. Some people are open to errors and even willing to accept them. Some may not even notice them while learning the target language. However, According to Diaz- Rico and Weed (1996) many teachers typically expend much energy noting, correcting, and designing lessons to address errors when students are learning a second language. To them, often, no allowance is made for the learner’s age, level of fluency, educational background, or risk- taking behavior. These, however, are significant factors to consider in determining how a teacher should regard language errors. In the early stages of language learning; According to Diaz-Rico and Weed (1996) Fluency is more important than accuracy. A teacher who is uncomfortable with less perfect speech only adds unnecessary anxiety to the developing proficiency of the L 2 students. Hackel et al.(1994) found that writers first need to know how to correct a wide range of errors (meaning- based, grammar- based, spelling- based errors) to detect them accurately. However, if an error is a simple typo, it is easier to detect than a meaning- based error because the latter requires text comprehension. Not only were spelling errors better detected, their detection also predicted correction.

Thus, the analysis of learner language has become an essential need to overcome some questions and propose solutions regarding different language aspects. (Erdogan, 2007) .The current study will look at the grammar-based errors and the meaning based errors since the learners will be required to write compositions.

2.4 The views of the pupils on the teaching and the teaching process

Grammar instruction in response to student needs is effective in improving writing. Grammar instruction that is concrete, relevant to the students own writing and focused on the process of writing develops mature writer's (Sealey, 1987) .At school, the teaching of grammar consists of a process of training in the rules of a language which must make it possible to all the students to correctly express their opinion, to understand the remarks which are addressed to them and to analyze the texts they read. The objective is that by the time they leave school, the pupil controls the tools of the language which are the vocabulary, grammar and the orthography, to be able to read, understand and write texts in various contexts. The teaching of grammar examines texts, and develops awareness that language constitutes a system which can be analyzed. This knowledge is acquired gradually, by traversing the facts of language and the syntactic mechanics, going from simplest to the most complex. The exercise according to the program of the course must untiringly be practiced to allow the assimilation of the rules stated in the course. That supposes that the teacher corrects the exercises. The pupils can follow his progress in practicing the language by comparing his results. Thus can he adapt the grammatical rules and control little by little the internal logic of the syntactic system. The grammatical analysis of sentences constitutes the objective of the teaching of grammar at school. Its practice makes it possible to recognize a text as a coherent whole and conditions the training of a foreign language. Grammatical terminology serves this objective .Grammar makes it possible for each one to understand how the mother tongue functions in order to give him the capacity to communicate its thought. The current study will examine the learner's texts and develop awareness that language constitutes a system which can be analyzed.

2.5 Teaching and learning materials

In particular, learning theories from the view of action psychology point up the necessity of an instructional approach which enables the students to understand the underlying logic of a certain spelling rule and to form a cognitive concept or tool for further problem solving in that given spelling domain . (Arievitch & Haenen, 2005: Gal' perin, 1989) . In this sense the training must include systematic orientation guides for the presentation of the object of learning in a way suitable to the student, as well as the effective structuring remedies for a proper acquirement of the skills on the part of the students'. Accordingly, the task of gradual developing relevant skills requires, first of all, finding suitable ways of conveying orthographic rules which guarantee that the issues at hand can actually be

followed and understood by students. Most of all, this requires considerations in the directions of resolving verbal abstract complexity of orthographic rules by sub-dividing them into single information chunks of a concrete nature, which, when looking at them from the students view seem logically consistent, reliable , and mentally controllable. To that degree ,an orientation basis significantly enhancing the learning process can be achieved by implementing visualization and verbalization methods subdividing the orthographic regulations into their characteristic sub- operations, then presenting them in a methodological sequence of relevant decision criteria- in symbolic graphic form and as descriptive as possible. (Clarke, 1991)

This way, the student receive maternalized, quasi prototypic patterns of orthographic In problem –solving which are supposed to enable them acquire knowledge and conviction of the relevant rules in clearly structured steps . If these conditions are fulfilled, the next task to implement adequate strategies making it possible for the students to carry over their acquired knowledge of the orthographic rules to corresponding spelling routines, and to apply it autonomously in order to meet the orthographic demands. Therefore, their orthographic knowledge has to be relocated from the physical activity level into their consciousness habitualizing it there as a behaviorally active pattern of thinking. Thus, the acquirement of skills and strategies is supposed to take place by educationally initiated and monitored internalization processes .In order to achieve this, it is absolutely essential, in the view of action psychology, to carry over the action from the exterior to the interior speech by putting the orthographic rule processing completely into language.(Bodrova & Leong ,1998 ; Gal‘ perin, 1989) .

The pre-requisite for any useful analysis of errors is a system of categorization into different types. ESL Teachers have to decide which habitual and systematic deviations from the norm should be regarded as errors requiring remedial teaching.

Moonga’s study was on the Analysis of written English errors made by Grade 11 pupils ‘in a multilingual context. The research problem of the study was that, although many people had carried out research on error analysis, no study had been carried out to categorically analyze the errors the Grade 11 pupils make due to their bilingual or multilingual status with particular reference to pupils

written language in Kabwe and Monze districts of Zambia. The study aimed at finding out the types and categories of errors the Grade 11 pupils make in their written English compositions.

According to her research questions, she looked at the types of errors the learners made in Narrative compositions. Then she identified and put them in a category. Further on, she looked at which of those errors were as a result of L1 interference, and then finally, investigated whether the errors resulted from a specific L1 or if they generally cut across languages used by pupils. Her study looked at the types of errors Grade 11 pupils made and the categories to which they belonged. Further on, she looked at which of those errors were as a result of L1 interference and to see whether those errors resulted from a specific L1 or if they generally cut across languages used by pupils.

However, this study is looking at the causes of errors in pupils Expository compositions by trying to establish the teaching and the teaching methods. Further on, it is aimed at establishing the pupils' views as regards to their teachers and their effectiveness in teaching Expository compositions.

Errors fall under different names e.g. There are Gross errors and Delicate errors. A gross error breaks a general rule and therefore involves the generation of many errors. A delicate error breaks an individual rule and does not lead to the generation of other errors. Thus, the study attempted to establish the causes of errors that the Grade 12 pupils made in their English Expository compositions and ascertained as to whether these causes might lead to improving the teaching strategies. Knowing the causes of errors and establishing the teaching and the teaching methods is the knowledge slit that this study shall attempt to block.

The writing skill involves many other sub- skills like the general knowledge about the subject in question and the ability to transfer ideas into grammatical sentences. Rivers (1968) argued that any academic writer must meet four major conditions: The student must learn:

1. The graphic systems of the foreign language.
2. Must learn to spell according to the conventions of the language.

3. Must learn to control the structure of the language so that what s/he writes is comprehensible to his or her reader. And
4. Must learn to select from among possible combinations of words and phrases those which will convey the nuances s/he has in mind in the register which is most appropriate.

Regarding writing as a literacy skill, Mercer and Mercer (1993) indicate that writing is a highly complex form of communication- It is both a skill and a means of self-expression. The writing process integrates and depends on visual, motor and conceptual abilities. Writing skills are the best correlate of reading. Farris (1993) described writing as a demanding but valuable skill which involves transforming thoughts and ideas into meaningful words and sentences. Young writers need to develop the ability to use the structures of language in an appropriate and mature manner. This ability takes several years to emerge. It is further argued that reading and writing have long been thought of as complementary skills. Crystal (1996), On the other hand argued that in addition to motor ability and functionally recognizes words, to read. It can, therefore, be assumed that being able to read implies being able to write or at least being able to spell. It is further assumed that when learners face reading difficulties, they are very likely to experience writing problems as well because reading and writing are complementary skills that usually develop simultaneously.

Mukuka also looked at An Analysis of Syntactic errors Committed by Bemba- Speaking High School Pupils Learning French in Lusaka Province, Zambia. The study examined Syntactic Errors committed by Bemba –Speaking High School pupils learning French. This was aimed at testing the theoretical position that first language (L1) and Second Language (L2) interfere with learning of third language (L3) The study involved only pupils with Bemba as their mother – tongue, English as their Second language and French as their third language. The current study will not look at errors committed by Bemba- speaking High school pupils Learning French. It will look at Grade 12 pupils learning English as their second language in Nakonde District.:

Despite the fact that studies have been conducted on error analysis, the Grade 12s have continued writing numerous errors. The grade which is given a final certification is Grade 12 Their final examinations determine what type of certificate they are going to get. English is always first

among the subjects one needs in order to obtain a full certificate. One wonders whether this is not important. Looking at the prevailing situation, the researcher was compelled to carry out a study on the errors Grade 12 pupils make. Moonga targeted the Grade 11 pupils, while as Mukuka's study was focused on French language. It appears, no study on error analysis in Expository Compositions among the Grade 12s has been done in Nakonde District.

Hence, the researcher found it imperative to conduct this study.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Overview

This study was about the establishment and analysis of errors made by Grade 12 pupils in English Language at 5 selected Secondary schools from Nakonde District of Muchinga Province. The first chapter talked about the Introduction, background, the statement of the problem, the objectives, the research questions, the significance of the study and the ethical considerations.

Conversely, this particular chapter focused on the presentation of the methodology that was applied in this study. It presented the research design which was used, the population investigated, the sampling techniques, and methods for collecting data and analyzing data, further, it highlighted the ethical considerations, the limitation of the study as well as safeguards for the exactitude of this particular research.

3.2 RESEARCH DESIGN

The research design gives direction and systematizes the research (Locke et al, 1987: 43) Therefore, adopting a particular type of research design is a matter of decision based on number of factors namely; the research topic, the information needed, the viability of the study, reliability of information, ethics as well as the cost. Locke et al (1987) define a research design as _the overall plan for collecting and analyzing data including specifications for the enhancing the external and internal validity of the study.

A survey is a category of techniques that use questioning as a strategy to enlist information. Becker & Hoonette (1987) Marianne & Simpson (1995) define a survey as a research technique in which information is gathered from a sample of people by use of data collection techniques based on communication with a representative sample of individuals Leedy and Omrad (2001) in this particular study, the researcher applied descriptive survey design. A survey represents a broad category of techniques where the researcher poses a series of questions to willing participants .A survey provides qualitative description of attitudes or opinions of a population using answers or data. The purpose of descriptive survey design is to emphasize the description of a specific

individual, situation, group interaction, or social objects. The principle is to present an accurate description of what is being studied (Locke et al)

Therefore, this design is appropriate to this study because it was aimed at defining errors of Grade 12 pupils. Descriptive designs result in a description of the data whether in words, pictures, charts, or tables and whether the data analyzing shows statistical relationships or is merely descriptive(ibid,54) Therefore, this particular design was appropriate to the study because it was aimed at collecting qualitative data (learners essays) and then organize them into patterns through the use of visual aids such as graphs, charts, and tables .Thus, no matter what method is chosen to collect data ,all descriptive designs have one thing in common: variables in order to answer the question.

The current study employed a mixed method design which includes both qualitative and quantitative research methods. Mixed methods research combines elements of qualitative and quantitative research approaches for the purposes of breadth and depth understanding and corroboration (Johnson, Onwuegbu, and Turner 2007). Mixed methods research combines methods , a philosophy, and a research design orientation (Creswell and Plano Clark 2011).There are four major types of mixed methods(Creswell and Plano Clark 2007) and these are :(1)The **convergent parallel** design. (2) The **explanatory sequential** design (3) the **exploratory sequential** design and the (4) the **embedded** design.

In this study, the exploratory sequential design was used. The collection and analysis of qualitative data was followed by the collection and analysis of quantitative data. Equal priority was given to the two phases but priority is given to either. Data was integrated during interpretation. For the qualitative data, the researcher observed one lesson from each of the five schools. This was followed by interviews with the head teachers of the selected schools. Then focus group discussions were done with the teachers.

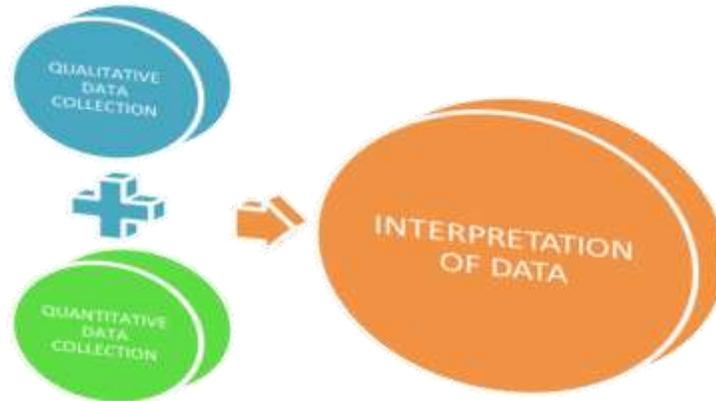
For the quantitative data collection, the researcher with the help of the subject teachers gave the pupils compositions to write. The compositions had elements of exposition. Each teacher at the selected schools chose a topic for the pupils. The following were the topics:

- 1 School A – ‘there is no Smoke without Fire’.
- 2 .School B – ‘The Day I will live to Remember’.
- 3 School C – ‘Give a description of your role model’.
- 4 School D – ‘Describe an animal you know’.
- 5 School E -1 – ‘In what ways do you think Western Culture has negatively affected our Culture?’

Document analysis was used and questionnaires were given to the pupils. From each school, 20 pupils wrote the compositions and later on, they answered the questionnaires.

Sequential (or explanatory sequential or exploratory sequential) designs: Another design possibility is to have one dataset build on the results from the other. These are known as sequential designs, and they may begin by a qualitative exploration followed by a quantitative follow up or by a quantitative analysis explained through a qualitative follow up. A popular approach in the health sciences is the latter in which qualitative data help to explain in more depth the mechanisms underlying the quantitative results. The quantitative results from a quality-of-life scale may be explained by collecting qualitative follow-up data to better understand the responses on the scale. Another popular approach is to first explore with qualitative data collection followed by using the resulting qualitative findings to design a quantitative instrument, and then to administer the instrument to a sample from a population. For example, the use of group interview data themes to design a questionnaire about the risks involved in a treatment for diabetes might be followed by an administration of the instrument to a large sample to determine whether the scales can be generalized Cresswell (2007)

Diagram 1: Shows the sequential exploratory mixed method design.



Source: Field data, 2016.

Quantitative methods are research methods which are measurable (Nunan, 2001:87- 92) also known as quantitative data. Statistics, tables and graphs are often used to represent the results of these methods. Qualitative research is therefore measurable and quantifiable. The quantitative data was collected by giving the pupils ‘essays to write and by administering questionnaires.

For the qualitative method, the researcher observed one composition lesson from each of the five selected schools the duration for the lessons was 80 minutes per lesson. After that, the researcher with the help of the language teachers conducted focus group discussions. There were three groups each consisting of eight teachers except for one group which had nine respondents. The duration for the focus groups was 1 hour .The researcher took advantage of the meeting which was held at the Nakonde resource center and gave the respondents from the various schools .after dividing them into the three groups. Then the researcher concluded with interviews with the school administrators and the H.O.Ds .Heads of Department from the Languages section.

For the quantitative methods, the researcher used questionnaires and document analysis. The respondents who were given compositions to write also answered the questionnaires. They were 100 respondents who wrote the essays 20 respondents came from each of the five selected schools.

The teachers also answered the questionnaires from each of the school, they were 5 teachers of English making a total of 20 teachers. A qualitative approach was undertaken in regard to gaining wider pupil participation in the evaluation process. This involved giving pupils ‘questionnaires and written essays. The essays were used as document analysis.

Richards and Schmidt (2002 : 436) describe qualitative research as any research that uses procedure that gather data in numerical form: more broadly, the term usually implies an approach to research that aims at casual explanation of phenomena through the identification of variables which can be made on the basis of experimental investigation.

Since the present study focused on error analysis in Expository compositions of learners, both a qualitative and a quantitative study was appropriate for the study.

3.2 RESEARCH METHODS

Research methods are fact finding strategies. They are methods for data collection. They can include Questionnaires, Interviews, Observations or Focus Group Discussions. Essentially, the researcher must ensure that the method chosen is valid and reliable. The validity and reliability of any research project depends to a large extent on the appropriateness of the methods used. Whatever procedure one uses to collect data, it must be critically examined to check the extent to which it is likely to give you the expected results. The research methods used in the study were observations, interviews, focus group discussions and questionnaires.

3.2.1 RESEARCH INSTRUMENTS

Research instruments are fact finding strategies. They are tools for data collection. They include Questionnaires, Interviews guides, Observations guides and Focus Group Discussions guides. The research instruments used in the study were observations guides, interviews guides, focus group discussions guides and questionnaires.

3.2.2 QUESTIONNAIRE

A questionnaire is a data collection instrument mostly used in normative surveys .This is a systematically prepared form or document with a set of questions deliberately designed to elicit

responses from respondents or research informants for the purpose of collecting data or information.

According to Best and Khan (1993) a questionnaire is an instrument in which respondents provide responses to questions or mark items that indicate their responses. A questionnaire is used when factual information is desired. When opinions rather than facts are desired an attitude scale is used. Questionnaires may be personally administered or mailed to respondents (ibid) In this study, the researcher personally administered the questionnaires to 100 pupils and the pupils' were given compositions to write using the topics prepared by their teachers.. This was done to ensure there was maximum participation from the respondents. According to Welman et al., (2005) research has shown that questionnaires posted to respondents either do not come back, or are not filled in correctly or they delay when coming back. In this study, two questionnaires were used. The first one was devised by the researcher for the teachers of English in the targeted schools and the other one, was for the pupils. The researcher administered the questionnaires herself. According to Welman et al (2005) research has shown that questionnaires posted to respondents either do not come back, or are not filled in correctly or they delay when coming. For this reason, the researcher gave the respondents a specified period to respond as she waited to collect the responses.

3.2.3 INTERVIEWS

Interviews are a verbal method of obtaining data: Ghosh (2011) defines interviews as a systematic way by which a researcher enters imaginatively into a life of a comparative stranger who has the data that the researcher requires. Through this method, the researcher gets direct and reliable data from the source. Apart from this fact, the researcher can verify the responses through cross examination. As a result, the attitudes, feelings and opinions of the respondents are revealed.

The researcher conducted face to face unstructured interviews with the DEBS and the Head teachers from selected schools.

A series of in-depth interviews was conducted with administrators. Five administrators from the selected schools were interviewed. This guide was used to solicit data in the policy implementation as it relates to English as a subject for Grade 12 pupils at the selected schools. The duration for

the interviews was one hour. The interviews provided depth discussions in regard to the key research issues and helped to develop the framework.

3.2.4 Lesson Observations

Five lessons on Expository composition were observed. Observation is a process of acquiring knowledge or information using the sense organs. During the observation, the researcher has a purpose and hence uses his or her senses in a regulated perception by taking only relevant information into consideration (Young, 1949). The researcher used non participant observation where the researcher is part of the group but does not participate in the activity being observed. By not participating, the researcher has ample time to use his or her senses to take note of the data he or she is interested in. The observations were also controlled and the researcher used tools such as an observation checklist and the interview guide. This method of collecting data gives firsthand information as the researcher hears and sees the reality. Lesson observation was also another way of validating data collected through other means such as interviews and questionnaires. This makes the data collected through lesson observation dependable than in other modes of observation.

During each lesson observed, the researcher took notes to keep record of what she was observing. The researcher also assessed the classroom in order to ascertain whether the classrooms had sufficient learning and teaching materials pertaining to composition writing in

English. The researcher went on to check the pupils 'exercise books to verify if they had written compositions in a given period.

3.2.5 FOCUS GROUP DISCUSSION

A focus group allows for the bringing together of groups of people who operate within a similar context that relates to the research area. Focus groups provide opportunities for information to come forward through a process of discussion and interaction. The benefit of focus group work is that it can highlight commonalities in collective understandings and also the points at which perspectives differ. The focus group will also provide, as will the individual interviews understandings for the development of the satisfaction survey. The research comprised three focus groups and each group comprised 10 respondents. The duration for the focus group was 1 hour since the all did it concurrently at a central place

3.3 THE STUDY POPULATION

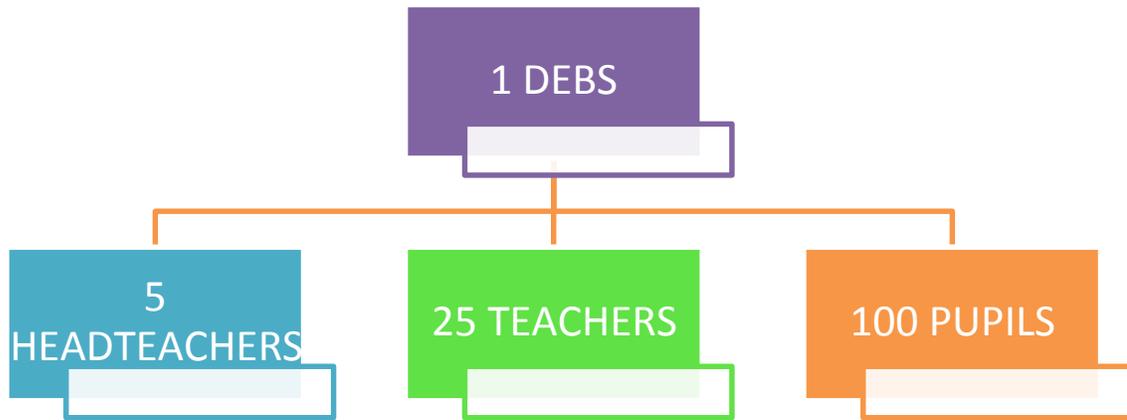
Terre Blanch et al (1999) define population as the larger pool from which our sampling elements are drawn, and to which we want to generalize our findings. The research was conducted in Nakonde District .Nakonde is one of the major border towns in Muchinga Province. It lies on the border with Tanzania. It is about 1000 km North of Lusaka the capital city. The major languages spoken in Nakonde are Namwanga and Chibemba. Kiswahili is also spoken by the locals due to interaction with neighboring Tanzania. The population consisted of the 5 Schools, 100 pupils,25 teachers, 5 Head teachers and the District Education Board Secretary (DEBS).

3.3.1 THE STUDY SAMPLE

The sample of the study consisted Grade 12 students of Nakonde District in the academic year 2016. Five schools were chosen. The total expected sample was 130. 25 teachers, 5 administrators and 100 pupils. 20 pupils were chosen from each school and 5 teachers including one administrator. Since the population is big, it was impossible to use all of it .So only 100 pupils were be picked where 50 of them were girls and the remaining 50 were boys. Burns and Groove (1993: 779) stated that a population is defined as all elements (individuals, objects and events) that meet the sample criteria for inclusion in the study. Locke et al (1987). The sample size was calculated by dividing the population size by the desired sample size.

58) Defined a population as —the entire aggregation of cases that meet a designated set of criterial the researcher considered all Secondary Schools in the District as eligible for inclusion in the study. Further, according to Locke et al (1987) it is important when identifying a population to be specific about the inclusion criteria in the population. For this study, the participants had to be Zambians, since Nakonde borders with Tanzania. They also had to know English as a Second Language and they had to offer voluntary consent to participate in the study.

Diagram 2: Shows the Sample size



Source: Field data, 2016.

3.4 SAMPLING PROCEDURE

(Mulder, 1989) defined a sample as ‘a group which is selected from the population while remaining as representative as possible’.

Blanch et al (2006) defined sampling as a process of selecting research participants from an entire population, and involves decisions about which people, settings, events, behaviors and social processes to observe. The sample of the study was determined by means of systematic sampling. This is a type of sampling method in which sample members from a larger population are selected according to random starting point and a fixed, periodic interval. This interval is calculated by dividing the population size by the desired sample size. Despite the sample population being selected in advance, systematic sampling is still thought of as being random, provided the periodic interval is determined beforehand and the starting point is random. The study targeted 100 Grade 12 pupils. The area was deemed suitable as it gave a clear picture on the performance of pupils in the rural areas.

3.5 DATA COLLECTION

The data for the present study was collected by using the research instruments. In this case it was written essays. The major source of data was the written essays basing on the given topics. The essays were collected randomly from various schools in Nakonde District. 5 Schools were targeted and from each school 20 scripts were collected. The researcher used systematic sampling and planned on how to select and order the content which was available for analysis. This is a type of probability sampling method in which sample members from a larger population are selected according to a random starting point and a fixed, periodic interval, called the sampling interval, is calculated by dividing the population size by the desired sample size. Despite the sample population being selected in advance, systematic sampling is still thought of as being random, provided the periodic interval is determined beforehand and the starting point is random. Mulder (1989) defined a sample as _ a group which is selected from the population while remaining as representative as possible _. Terre Blanche et al (2006) defined sampling as a process of selecting research participants from an entire population, and involves decisions about which people, settings ,events , behaviors or social processes are to be observed. Data collection exercise undertook a period of five (5) weeks translating to one (1) week per school. The actual procedure began with lesson observation while at the same time questionnaires were distributed to administrators, teachers and pupils. During the lesson observations, the researcher checked on relevant parts of the observation checklist and make comments in the checklist where it was applicable. The researcher also noted other relevant points as part of findings from observations. After each lesson, follow –up interviews were carried out to seek understanding of what goes on during the lessons. The researcher took notes as the interviews were being conducted.

5.6 DATA ANALYSIS

The analysis of written essays was derived from Coder’s (1967) method on error analysis. According to the linguist Coder, The following are the steps in any typical Error Analysis (EA)

(1) collection of sample of learner’s knowledge, (2) identification of errors (3) description of errors (4) explaining the errors and (5) evaluating and correcting the errors. Collection of errors

; the nature and quantity of errors is likely to vary depending on whether the data consist of natural , spontaneous, language use or careful elicited language use.

The study employed the use of document analysis technique. The researcher marked the pupil essays with the help of selected teachers of English. Data was analyzed quantitatively using tables of frequency, percentages and cross tabulations. The Statistical Package for Social Sciences (SPSS) computer program me was used for this exercise. Data collected in the study was analyzed qualitatively under various themes and objectives of the study. Quantitative methods involved explaining the possible causes of pupil's errors in expository compositions.

3.7 ETHICAL CONSIDERATION

According to the Cambridge International Dictionary, Ethics is the science of morals that branch of philosophy which is concerned with the human character and conduct. What is morally right and what is not. Observing ethical standards during the research process ethical concerns is key in the provision of a pleasant atmosphere required for participants to answer questions with free and open minds. This approach eliminates threats from their psychological wellbeing. To facilitate smooth collection of data as per requirement permission was sought from the relevant educational authorities. The researcher explained to the respondents the aim of the research to all the participants and the need for their involvement before the commencement of the work. Participants were assured that the information obtained would be used solely for the purpose of research. The participants were also assured of high confidentiality to the information they provided. An aspect of confidentiality in research raises confidence in the participants and increases their level of participation (Lay, 1976). This was done to uphold the confidentiality and protect the anonymity of the research participants. Respondents were informed of the aims and objectives of the study so that they would have a choice, if they want to be part of the research project or not.

3.8 CHALLENGES ENCOUNTERED

The researcher encountered some challenges during the field work. In the first place, some teachers were reluctant to participate in the study .They regarded the study as a way of broadcasting them on their classroom performance. Secondly, they said it was going to consume a lot of time. Nevertheless, the researcher and the Head teacher reasoned with them and the teachers participated afterwards.

3.9 SUMMARY

The chapter was organized into the following main parts: research design, target population, sample size, sampling procedure, research instruments, data collection procedure, research instruments, data collection procedure , data analysis and ethical consideration. This includes the selection and description of the tools or instruments that were used, how the population was selected, what sampling procedure and administration were followed and why .It has also given details on the perspectives of other researchers about the tools or instruments used to collect data. A descriptive survey design was used in conducting this research. Both quantitative and qualitative approaches were used in data collection and analysis.

The target population of this study comprised the DEBS, teachers, head teachers and pupils from 5 selected schools.

Purposive sampling was used to select the five schools as well as the DEBS and the teachers that participated in the study.

Systematic sampling was used to select the one hundred pupils. Systematic sampling was used to ensure

A simple random sampling was applied to select pupils' in the study. This approach is appropriate as it prevents bias. The simple random technique had the advantage of allowing each pupil an equal chance of being selected for the sample and was a better way of obtaining a more representative sample of respondents for this kind of the study.

A questionnaire was used to solicit an in-depth data from the teachers and the pupils, while interview guides were used to collect data from the DEBS and the head teachers. Qualitative data which was collected from open-ended items in the interviews was analyzed using content analysis, as themes and sub-themes that were emerging from the data. The quantitative data collected from the closed –ended questionnaire was analyzed by the use of descriptive statistics and used to enhance the analysis.

CHAPTER FOUR: PRESENTATIONS OF FINDINGS

4.0 Overview

The previous chapter has presented the research design and methodology which served as a spine for this particular study. Particularly it has highlighted the population investigated, the sampling techniques, methods for collection and analyzing of data. Further, it has discussed the ethical considerations, the limitations of the study as well as precautions for the exactitude of this particular research. The chapter also stated the criteria used in selecting each of these research methods.

This chapter presents the findings of the study according to the research questions and themes generated from the research questions. .

What types of errors are made by grade 12 pupils in Expository compositions?

The study has established the following types of errors Grade 12 pupils made

4.0. Errors in English Expository compositions

4.1. The types of errors in Grade 12 pupils written Expository compositions.

4.2. Causes of pupils errors in English Expository compositions

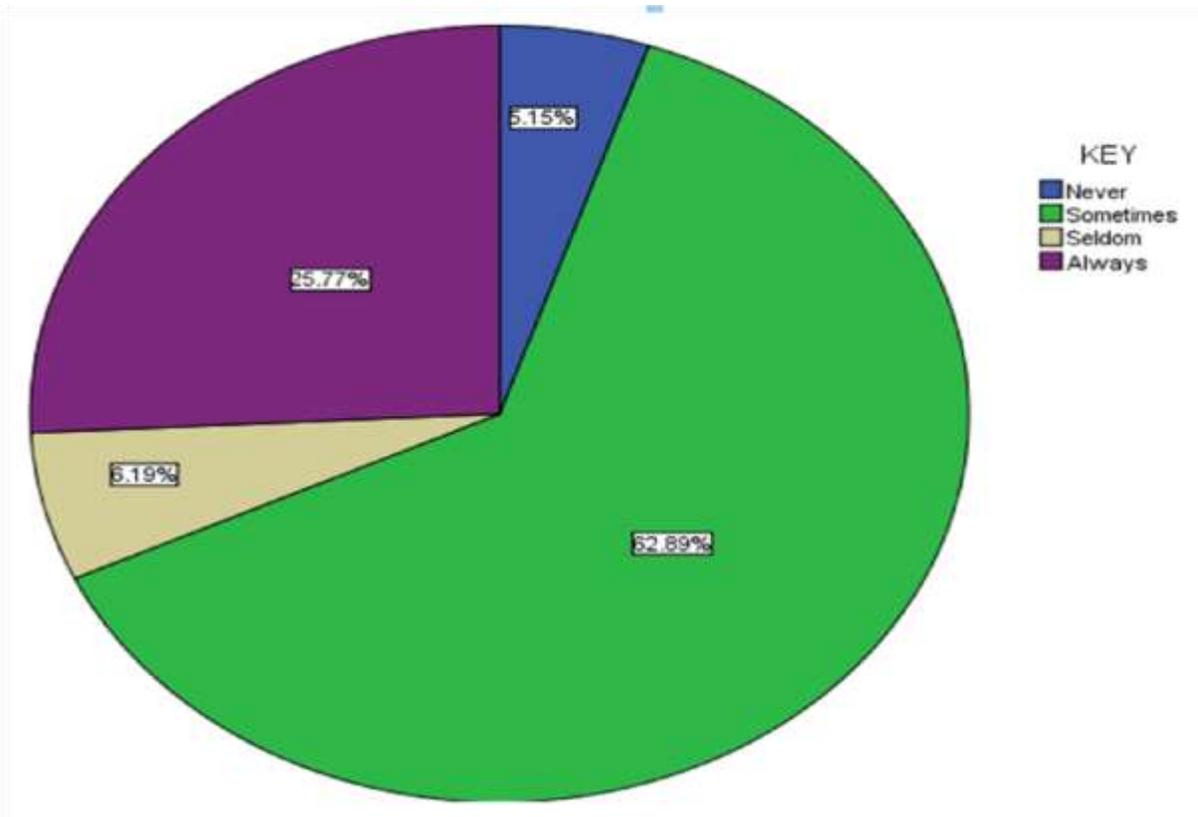
4.3. The views of the pupils on the ability of their teachers to effectively teach English expository compositions

4.4. The attitude of pupils towards compositions as compared to other language lessons.

The above categories provide answers to the research questions in the study which were

1. What are the types of errors pupils ‘make in English Expository compositions?
2. What causes pupils to make such errors when writing their English Expository Compositions?
3. What are the views of the pupils ‘on the teachers and teaching process of English Expository compositions?
4. What are some of the interventions needed to reduce errors in pupils writing of compositions?

Figure 1: Shows whether the pupils made errors in their English Expository compositions



Source: Field data, 2016.

As presented in the above figure (figure 1) 63% of the pupils indicated that they sometimes made errors when writing compositions. 26% indicated that they always made errors when writing compositions. Only 5% said they never made errors, while 6% said they seldom made errors.

According to most of the pupils they attributed the main causal factors of their errors to the lack of teaching and learning materials in their schools. They said they had no libraries and they did not even have supplementary reading materials. Furthermore, they said they made a lot of errors when writing their compositions, but they did not know that they were errors as the teachers did not bring them to their attention.

Summary of the findings

	Data Collection Technique	Data Analysis	Results
Objective 1 To establish the errors in pupils writing	Compositions	Discourse Analysis	Pupils made a lot of errors in their English Expository compositions.
	Questionnaires	SPSS	
Objective 2 To determine the teaching methods and the teaching process	Observation	Themes	The teaching and the teaching was inadequate.
	Focus Group Discussions	Observation check list	
Objective 3 To establish pupils view on the teachers and the teaching methods	Questionnaires	SPSS	The pupils indicated that they did not receive much individual attention
	Interviews	Themes	
Objective 4 To establish the attitude of pupils towards learning compositions.	Interviews	Themes Recording	The pupils had a negative attitude towards learning compositions.
	Focus Group Discussions	Themes	
	Questionnaires	SPSS	

Source: Field data, 2016.

This study established that there was not much concentration from the teachers in terms of teaching English Expository compositions. The pupils 'bemoaned the lack of concentration from their teachers, they said the attitude of some teachers towards teaching left much to be desired as the teachers did not have time to pay attention to some of the challenges they faced when writing. When teaching them compositions, some teachers would just write a topic without giving them guidelines or a model which they could follow. Some pupils had this to say:

“When we take our composition books for marking, the teachers delay and by the time they bring them back, they do not mention anything on what we wrote. All what we see are crossed lines with comments such as —Improve your writing, —Rubbish or —Your work is bad. We do not get anything from such comments, let alone we do not know where the mistake was. When we write

_my mom told me to go to school all we see when we get back our books is a cross on the word mom.

4.1 Question1: What are the types of errors Grade 12 pupils make in their English Expository compositions?

Below is a table with the errors the study established Grade 12 pupils made in their compositions:

Table 1: List of Errors made by Nakonde Grade 12 pupils

Type of Error	Errors Recorded	Frequency of Errors	Percentage %
Verb Tense	472	85	18 %
Word Order	636	70	11 %
Subject/Verb Agreement	1390	114	8.2 %
Pronoun	1431	103	7.2 %
Spelling	1424	235	16.5 %
Capitalization	500	30	6 %
Preposition	461	120	26 %
Article	1441	98	6.8 %
Double Negative	714	50	7 %
Sentence Fragment	636	70	11 %
Total	9105	975	117.7 %

Source: Field data, 2016.

1. Verb Tense

Errors of wrong tense or wrong verb occur when a learner uses the wrong verb tense in a certain sentence. The results of this study reveal that the participants were not aware of applying the correct tense to the verb in the sentences.

Error Classification	Error Identification	Error Correction
Verb Tense	John and Alex <u>call</u> him and they <u>begin</u> <u>started</u> <u>charting</u>	John and Alex called him and they began chatting

2. Word Order

Word order is the syntactic arrangement of words in a sentence

Error Classification	Error Identification	Error Correction
Myself I like to be like him	<u>Myself</u> I like to be like him	I would like to be like him

3. Subject /Verb Agreement

Subjects and verbs must agree with one other in number (singular or plural). Thus, if a subject to the person or thing doing the action) is singular, its verb (the word representing the action) must also be singular; if a subject is plural, its verb must also be plural.

Error Classification	Error Identification	Error Correction
The people in this village was asking me why I was crying	The people in <u>this</u> village <u>was</u> asking me why I was crying	The people in that village were asking me why I was crying

4. Pronoun

A pronoun is a word that takes place of a noun .We use pronouns to make sentences less cumbersome and less repetitive. They are classified into several types, i.e. the personal pronoun, the demonstrative pronoun, the interrogative pronoun, the indefinite pronoun, the relative pronoun, the reflexive pronoun, and the intensive pronoun.

Error Classification	Error Identification	Error Correction
Pronoun This boy was short and her eyes was brown in colour	This person was short and <u>her eyes was</u> brown in colour	This person was short and her eyes were brown in colour

5. Spelling

Spelling means the act or process of writing words by using the letters conventionally accepted for their formation.

Error Classification	Error Identification	Error Correction
1) She tried to explain to me the goods of school	She <u>tryed</u> to explain to me the <u>goods</u> of school	She tried to explain to me the goodness of school
2) Both of them died in the <u>load</u> <u>acsedent</u>	Both of them died in the load <u>acsedent</u>	Both of them died in the road accident
3) So that day are how never serembret my barth day	So that day how are never <u>serembret</u> my barth day	So that day I never celebrated my birth day

6. Capitalization

Capitalization means writing a word with its first letter as a capital letter (upper-case letter) and the remaining letters in small letters (lower case- letters)

Error Classification	Error Identification	Error Correction
I am came from at mbala district to	Iam came from mbala district to university at	I came from Mbala District to University at
university at my sister who get manage in the year of 2016 at mpulungu district	my sister who get manage in the year of 2016 at mpulungu district	my sister who got married in 2016

7. Prepositions

A preposition is a word that shows the relationship between a noun or pronoun and other words in a sentence. It links nouns, pronouns and phrases to other words in a sentence. The word or phrase that the preposition introduces is called the object of the preposition. A preposition usually indicates the temporal, spatial or logical relationship of its objects to the rest of the sentence. The great majority of the participants in this study demonstrated confusion for the right usage of prepositions as shown in the examples below.

Error Classification	Error Identification	Error Correction
If some thief still something to some body	If <u>some</u> thief <u>still</u> something <u>to</u> somebody	If a thief steals something from somebody

8. Article

An article is a word that is used with a noun to indicate the type of reference being made by the noun. English has two articles: the and a/an. The is used to refer to specific or particular nouns:

a/an is used to modify non- specific or non- particular nouns. We call **the** the definite article and **a/an** the indefinite article.

Error Classification	Error Identification	Error Correction
And that lion were changed in the person	And that lion <u>were</u> changed in the person	And that lion changed into a person

9. Double Negative

A double negative is formed when two form or negation is used in the same sentence.

Error Classification	Error Identification	Error Correction
I don't want nobody to come near me	I <u>don't</u> want <u>nobody</u> to come near me	I don't want anybody to come near me

10. Sentence Fragment

A sentence fragment is a group of words that is only part of a sentence and does not express a complete thought. Usually sentence fragments are pieces of **sentences** that have become disconnected from the main clause. Some fragments are incomplete because they lack either a subject or a verb.

Error Classification	Error Identification	Error Correction
The performers who visited our school	The performers who visited our school [^]	The performers who visited our school were amazing

Other errors recorded among other errors committed were; Unnecessary insertion

Error Classification	Error Identification	Error Correction
People wearing in cultural clothes	People wearing <u>in</u> cultural clothes	People wearing cultural clothes

Wrong word

A wrong word is a word that may have the same sound but the spelling and meaning is different.

Error Classification	Error Identification	Error Correction
The animal I no very well is a hair	The animal I <u>no</u> very well is a <u>hair</u>	The animal I know very well is a hare
He also meats with other different persons	He also <u>meats</u> with other different <u>persons</u>	He also meets with other different people
I was surprised when I head that	I was surprised when I <u>head</u> that	I was surprise when I heard that

Run –on Sentences

Run – on Sentences are sentences which have no punctuation and the meaning becomes difficult to decipher.

Error Classification	Error Identification	Error Correction
The western culture has affected our culture in so many ways because of the modern culture that has been brought in our culture it brings so many challenges in our country so this is the many reasons why people are affected in our country	The western culture has affected our culture in so many ways because of the modern culture that has been brought in our culture it brings so many challenges in our country so this is the many reasons why many people are affected in our country	The Western culture has affected our culture in so many ways. It has brought so many challenges in our country. This is the main reason why people have changed to do bad things in our country.

Figures

Error Classification	Error Identification	Error Correction
Im 21 years of age and I have 3 brothers	Im 21 years of age and I have 3 brothers	I am twenty-one years old and I have three brothers

The study has established that lack of reading culture among pupils is a contributing factor to the errors pupils make. The study further discovered that many pupils do not have a habit of reading.

One of the respondents had this to say on pupils ‘lack of a reading culture:

Today’s generation has lost the reading culture .Our pupils do not have a reading culture as we used to. Technology, particularly the television and the computer has replaced the books that the older generation used to read. They do not have any interest in reading any literature. They would rather listen or dance to music than read an academic book. Alternatively,

they would watch a movie in their leisure time than watch an academic program me. They spend most of their time watching television, on the mobile phone or on the internet. This factor results in them having a very limited vocabulary in English. Apart from that, they also miss on the advantages that they are likely to get through reading. Any child who cannot read cannot write either.[DEBS.

Most respondents (teachers) contended that the main contributing factor to the errors of pupil in composition writing at Grade 12 examinations was due to lack of giving individual attention to pupils which was mainly because time was limited and over enrolment. They lamented that the classes had over fifty pupils, which made it impossible for them to give individual attention because time was limited. In the same vein they attributed the cause of errors being a result of a faulty background in the pupils acquiring of basic literacy skills. They said that they assumed pupils have already acquired the skills by the time they went to grade twelve. Because of this kind of thinking, it was reported that teachers 'concentration was on teaching the laid down contents of the syllabus for the Grade 12s.They said that administrators were not helpful when it came to providing supplementary material. In order for the teachers to concentrate on the skills that the pupils were supposed to learn during their childhood, they needed to be motivated by the administrators. It was not easy for them to go on and teach the pupils something which they were supposed to have learnt in their early grades|.

Another reason the study established was inadequate time to teach compositions. The study has revealed that if the time table were to be adjusted so that literacy could be on its own to all grades, this would improve the pupils writing. The study has found that pupils had problems with word arrangement and sequencing which subsequently affects the diction. The study, further, found that there was a friction between what pupils wanted to say and what they wanted to write. They lack vocabulary.

Another respondent had this to say:

Teaching of composition is frustrating and involving. The Challenges that are involved in composition are intertwined. It takes a lot of time and effort; no one is willing to do to attend to bother since it is not our fault that the pupils move to the final Grade without any basic writing skills.

Some teachers attributed the making of errors of pupils in compositions to lack of teaching and learning materials in schools. For example one of them stated that the school only had 40 Copies of English text books against a stream of seven Grade 12 pupils. This made it impossible for them to have access to the books for they had to share one book per six pupils.

In addition, another teacher lamented the lack of infrastructure; he had this to say;

—The languages Department is shared with other departments. This makes our work difficult for we do not have our own department. To make Matters worse, the few books that we have for languages are at risk for the pupils have access to the shared rooms, and the language books often go missing, as English textbooks are on high demand.

Lack of support from the school administration and government was another factor that was raised as contributing to the numerous errors. One teacher had this to report:

—The administrators (at all levels) do not give us the professional or social support that we need. We do not attend refresher courses in order to keep abreast with the latest teaching techniques. They do not buy the needed material for teaching and learning.

This study also established that pupils were not exposed to writing. One respondent had this to say:

—Teachers lack creativity, they are not resourceful. Even when they know that there is poor reading culture among the pupils and that the schools do not have enough funds, they never come up with suggestions on how they can improvise teaching and learning materials. The challenge of writing is intertwined with reading, one cannot do without the other". Pupils are not exposed to writing since they do not have the time to read

Because of that most pupils have limited vocabulary. Pupils have Problems with word arrangement and sequencing which subsequently affects the diction.

Another school manager had this to say:

The pupils enter Grade 12 with gaps which they have had in the learning process from childhood. These gaps are the inability to write or read and as they ascend to the higher grades, these gaps create a valley which manifests itself in their inability to write.

Another school manager had this to say:

—It really affects them as the teachers are forced to go back to the Basics which are done at Primary level. There is no emphasis On the use of English and the pupils have the right to use any language they want to use. The Human rights Policy has also contributed to this, as the teachers fear to interfere In the lives of the pupils lest they are given a case to answer.

4.2 Teachers and the teaching process

Further on, the study established that pupils were not exposed to literature in that they spent most of their time on irrelevant things which had a negative bearing on their education. One respondent made this observation:

—Pupil's do not value education nowadays, they spend most of their time watching television and other disturbing films. They would rather watch television or spend the whole day on internet watching pornography films

Another manager had this to say:

—Teachers lack creativity, they are not resourceful. Even when they know that there is poor reading culture among the pupils and schools do not have enough funds, they never come up with suggestions on how they can improvise teaching and learning materials. The challenge of writing is intertwined with reading; one cannot do without the other.

Another manager lamented at the lack of commitment from the teachers he had this to say:

—Teachers are not willing to sacrifice their time. When we come up with some good ideas for the teachers to form clubs in order to improve the literacy skills, they are not willing to take up the positions assigned to them to be Matrons or Patrons of various clubs, they expect to be given an allowance failure to which would always result in a flop. The fellow teachers would be negative on such appointments and discourage their friends to work telling them that they need to be motivated in terms of giving them an allowance before they could accept such a responsibility.

In another development one respondent had this to say:

—It can be said that both teachers and pupils are to blame. Some teachers do not adopt new techniques in teaching writing and some pupils never take learning seriously, as a result there is weakness generally in English and errors in the writing skill in particular can occur. The time given to

the writing activities inside the classroom is not enough. Lack of vocabulary and motivation are also among the causes of weakness in the writing skills of the learners. It can be said that both teachers and pupils are to blame.

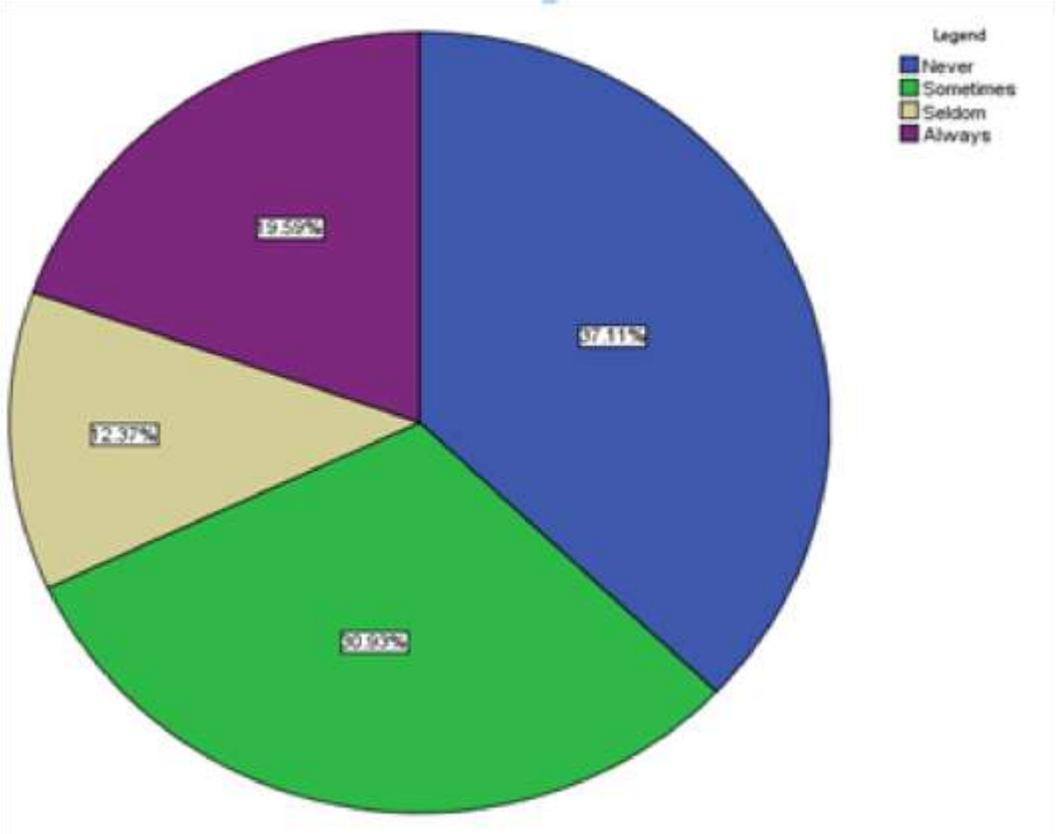
The study has established that the schools do not have enough facilities/ materials to improve the writing of compositions. The study has, further noted that schools do not spend according to the budget to procure materials for the language departments. Of the five respondents interviewed, only one respondent said their school had put measures in place to improve the writing skill, while the rest maintained that no measures were put in place to improve the writing skill in compositions. Further on, the study established that the schools had no strategic plan to achieve writing skills in compositions. Only one respondent out of the five said their school had a strategic plan and that it was revealed termly. The other thing the study established was that when teaching compositions, most of the teachers do not concentrate on teaching of the writing skills like: Capitalization, Punctuation, Spelling, Handwriting, and Appropriateness of lexis, Grammar, The Organization of writing and the process of writing

The study has also established that teachers did not address errors when teaching .At times they had the content but the type of method they applied when teaching was not appropriate. The teachers also said the administrators were partly to blame, because they failed to provide materials to teachers. They attributed the making of errors in pupils 'writing to the lack of them being exposed to reading different books. They also said that it was due to their inability of understanding the language and failure to express themselves. The other thing they mentioned was the first language interference which is the mother tongue. Furthermore, they said some teachers reduced themselves and encouraged vernacular speaking for they did not use English when speaking to the pupils'.

The majority of respondents also lamented over the enrolment. They said it was impossible for them to cater for all the learners due to insufficient learning materials for the vast population in classes. The other critical issues that the teachers brought out were the use of internet, phones and other gadgets. These facilities as alluded to by the teachers made the learners not to follow the

strict language conventions of writing. Learners tend to transfer the short forms they use to write sms on the cell phones and apply these even as they write in their academic work.

Figure 2: Shows whether the schools have enough teaching and learning materials.



Source: Field data, 2016.

From the findings of all the five schools, 38% indicated that they never had enough learning and teaching materials. 30% indicated that they sometimes had the material.19% indicated that they always had the material while 12% indicated that they seldom had the material.

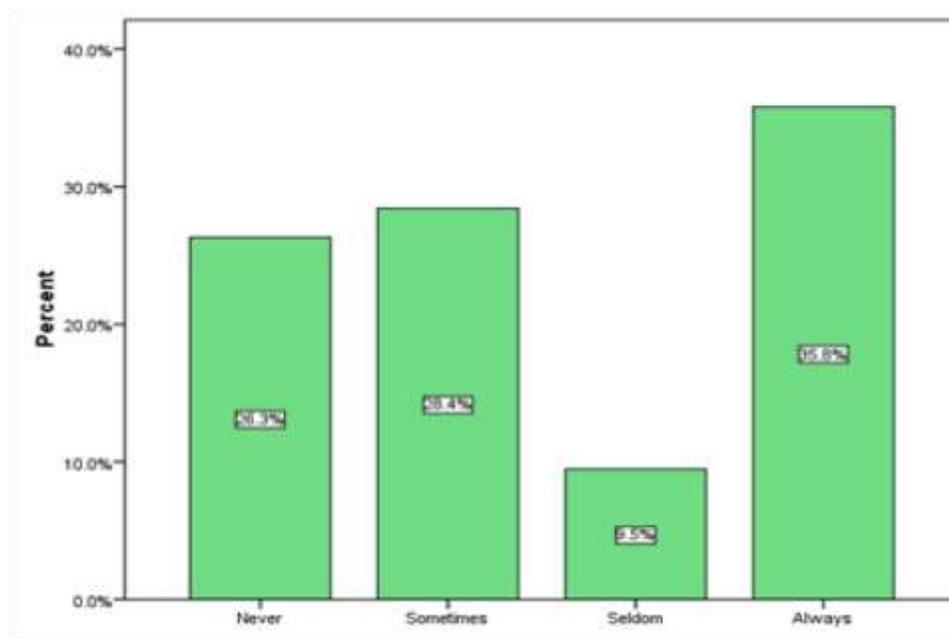
5 .3 Question 3 what are the pupils ‘views regards to teachers and their effectiveness in teaching of English Expository compositions?

Based on the pupils work, this is what the study established. The pupils' bemoaned the lack of concentration from their teachers, they said the attitude of some teachers towards teaching left much to be desired as the teachers did not have time to pay attention to some of the challenges they faced when writing. When teaching them compositions, some teachers would just write a topic without giving them guidelines or a model which they could follow.

One respondent had this to say:

When we take our composition books for marking, the teachers delay and the time they bring them back they do not mention anything on what we wrote. All what we see are crossed lines with comments such as —Improve your writing. —Rubbish or —Your work is bad. We do not learn anything from such comments, let alone we do not know where the mistake was. When we write —my mom told me to go to school all we see when we get our books is a cross on the word mom.

Figure : Shows whether the teachers give the pupils the necessary feedback concerning their composition writing.



Source: Field data, 2016.

From the findings there were 26% of the pupils who said the teachers never gave the feedback. 28% of the pupils indicated that they sometimes got the feedback 10% indicated that they seldom had a feedback while 37% indicated that they always got a feedback.

The study further established that the teacher –pupil relationship was satisfactory yet the teacher pupil communication was not satisfactory. The pupil motivation was not satisfactory. The classes were overcrowded and the teachers did not have time to give individual attention to learners with problems in writing. There was insufficient teaching and learning materials, the pupils shared one book per four of them, which was practically impossible for them to read properly.

In all the 5 observed and recorded lessons, the teachers tried to teach the following skills: organization, that is, format of a composition and thinking of relevant ideas, punctuation and imagination. The teachers emphasized that the compositions essays should be in good English. It was observed that some of the teachers did not know the specific skills to be taught so as to produce an error free composition. Pupils learned composition through follow-up activities. Unfortunately, there were no follow – up activities observed in all the 5 lessons observed. The teachers went into a new topic for the pupils to write. In no lesson did the researcher observe a follow-up activity in which a class or a group of pupils who had committed two or more errors in a category to be given remedial instruction. The controlled, guided or free writing methods were not used to try and correct errors. The findings were in agreement with Thomas (2014) he argued that errors were due to lack of adequate exposure and practice in the case of L2 learning.

5.4 Question4: What is the attitude of the pupils towards learning composition writing as compared to other language lessons?

This study established that the pupils were eager to learn other language lessons like structure and comprehension as they were given an immediate feedback as compared to compositions. They enjoyed lessons which did not consume most of their time. Pupils did not enjoy writing compositions. It seemed like a punishment to most of them. Lack of interest in writing compositions showed that the pupils did not want to write simply because they did not know what to write. This was a critical issue which needed enhanced interventions:

‘—The first thing that can be done is to identify learners with difficulties in writing. These can be identified by giving them a diagnostic test so that it reveals the weaknesses and strengths for the learner’s. Those that exhibit gross errors are to be put together and those with mild errors should be put separately. After that they can be assisted in their specific areas of difficulty, and they can be taught the basic writing skills. This will enable them to fill the gaps which were lost during contact time.[DEBS]

This study also established that teachers did not address errors due to lack of knowledge or rather not being oriented on how to handle errors. They observed that workshops would equip them with the necessary skills to enable them help learners improve in their writing skills. Furthermore, the study established that the introduction of press clubs in schools would encourage learners to write stories, compositions. And that if pupil’s who performed well would be awarded, that would motivate other pupils and stimulate their interest in learning.

head teachers revealed that the best way to reduce errors in pupils writing was to introduce literacy clubs and use a lot of supplementary materials.

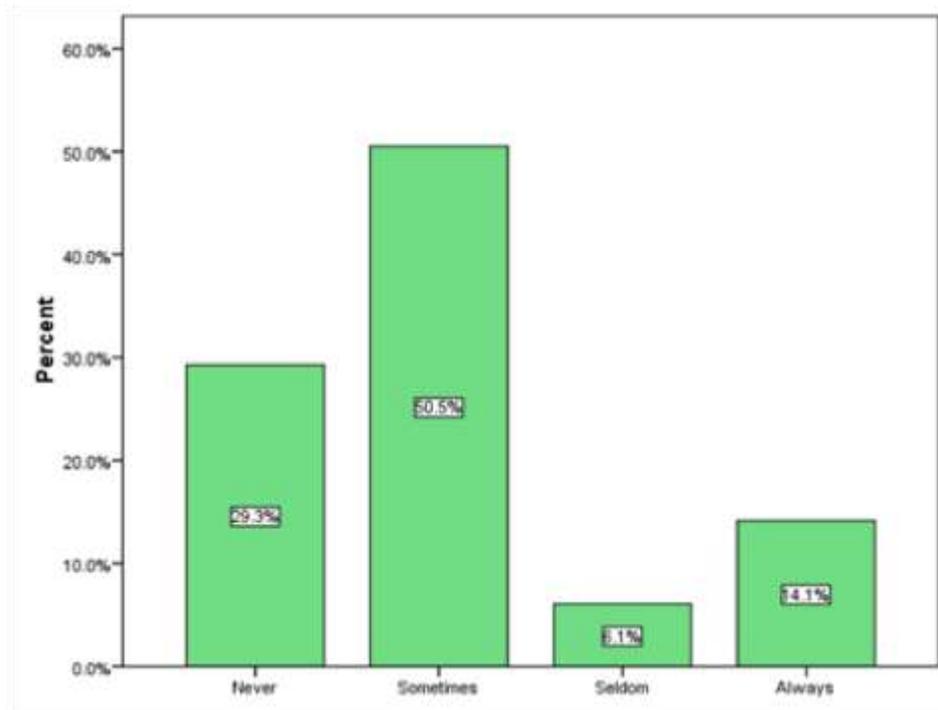
This study also established that learners had to be encouraged to write stories, compositions and then award pupils who have done well so that the other learners can be encouraged to perform well as well. Even to frequently put essay writing competitions starting from lower grades. Reading lessons had to be intensified and remedial work had to be administered where necessary. They also maintained that the government should see to it that they provide more literature books in schools. Furthermore, teachers should encourage learners to read articles and newspapers etc. They also said that as teachers, they should teach the learners the basic writing skills, regardless of the grade in which they are.

The other thing, they mentioned was that the inspectors should strictly monitor the schools so that they can see what is happening so as to address some of the challenges teachers were facing. To accomplish, they said that as teachers they had to be oriented on error analysis skills so as to equip

them with the necessary skills to enable them help learners improve their writing skills. One teacher had this to say :

—The pupils never ask questions even if you indicate in their composition exercise books (see me) at times they do not make a follow up. This makes it difficult for us to give the pupils the individual attention they may need since we are committed with too much work to attend to—.

Figure 3: Shows whether the pupils approached their teachers in their areas of weakness concerning composition writing.



Source: Field data, 2016.

From the findings 29% of the pupils never approached their teachers to ask concerning their areas of weakness. About 50% of the pupils asked when they faced problems in their composition writing. 5% seldom asked and only 14 % always asked if they had problems so that they could be assisted.

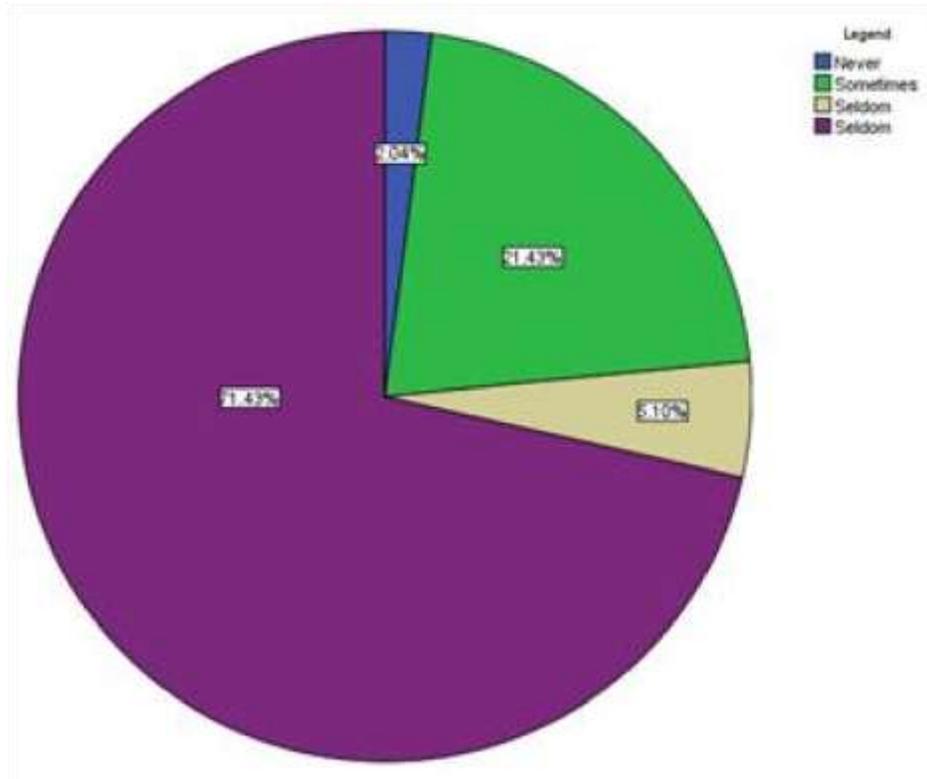
The 5 managers said there was need to emphasis on the use of English in the government schools. They said the policy on the use of English as a medium of instruction in schools was not intensified. Pupils did not see the significance of using the language during their own spare time . They always used the vernacular and others gave Swahili a preference as they knew it could be easily used for trade. The school managers also noted that over enrolment was also contributing to the poor performance. One manager had this to say:

—Literacy clubs should be introduced in schools at all levels. These clubs need to be intensified so that the over populated pupils can as well be attended to. The schools should as well introduce literacy in local languages...

The pupil's mentioned that, the teachers never gave them special attention when it came to the correction of errors. They said at times the teachers could just award them a mark without them knowing what was wrong with their writing. The other critical factor they noted was that at times the teachers would just draw lines across their work and give a comment which demoralized them

The findings on the fourth objective revealed that: The class management and the class control as well as the use of the board were unsatisfactory. The lesson evaluations and the implementation of homework policy were not satisfactory. Of all the schools that were observed, the teacher's involvement in subject association was unsatisfactory.

Figure 4: Pupils do they always submit their composition books for marking?



Source: Field data, 2016.

From the findings it showed that 71% always submitted their books for marking when they wrote compositions. 21% of the pupils sometimes submitted their books. 6% of the pupils seldom submitted their work while 2% never submitted their work for marking.

Summary

This chapter has presented the research findings from the different participants. The participants included the teachers of English, education managers, school managers and pupils. The findings have been presented according to the four research questions.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.0 INTRODUCTION

This chapter discusses the findings of the investigations in relation to the research objectives. The objectives of the study were: to establish the errors Grade 12 pupils make in their expository compositions: to ascertain whether the teaching and the teaching process contribute to the making of errors in pupils writing: to determine the views of pupils as regards to the teaching and teaching process if at all they contribute to errors: to propose interventions needed to reduce errors in pupils writing. Discussions are done according to the order of the themes of the questions. They start with the observations of lessons. This is followed by the analysis of the errors in the written essays. Then it is followed by the questionnaires, the interviews and the focus group discussions.

5.1 To establish the causes of errors Grade 12 pupils make in their Expository compositions.

It was evident from the result of the study that Grade 12 pupils made numerous errors.

The main factor contributing to pupils 'making a lot of errors in composition writing in Grade 12 is lack of basic writing skills in English. This point of the findings implies that most of the pupils qualify to go to Grade ten with no proper foundation of good writing skills. As they proceed in their grades, their teachers assume they have already acquired the basic writing skills and do not concentrate on them, knowing they already have that knowledge, which on the contrary they do not have. This is in line with Krashen (1994) s Input Hypothesis which argued that, one of the three key elements in the Input hypothesis was the input hypothesis which claims that language is acquired not learned. A learner understands a message or receives comprehensible input that has arrangements or structures just a bit ahead of his or her current level of acquired competence.

The continuity of making errors in pupils writing is accelerated by the time which is spent on teaching compositions. For a pupil to write a composition, s/he requires time like an hour. Apart from the writing time, the teacher will have to explain some details in order to guide them as they write. For the sake of proper explanation, the teacher may spend more than half an hour meaning the pupils will not have ample time to write and finish the exercise in class. This will result into having homework which they will require to bring the following day. Depending on the commitment of the teacher , marking of the work may also take a couple of days . In the long –

run the pupils will lose interest because of not receiving a feedback rapidly. This was also supported by the pupil's books, where teachers could just give a big tick and a mark after checking their work. Honestly speaking, when a mark is given without altering any corrections, the pupils will assume that all what they wrote was correct. Hence they will continue making those errors which have not been rectified.

First of all, by analyzing errors we can obtain information about how a language is learned, errors reflect the learner internal constructs, which for Selinker constitute an independent language system called Interlanguage Selinker (1972), and the amount of knowledge a learner has of a language. However, the evaluation of the competence of a learner goes beyond the analysis of errors alone, focus on other aspects such as avoidance of difficult structures is an indicator of the progress made in the learning of a language (Yip, V., 1962:5). The analysis of errors is however crucial in the SLA field because it allows the observation of actual learner output and gives SLA researchers the possibility to explain how learning progresses.

It is clear from the findings that pupils reach Grade 12 with a poor background of basic writing skills. When pupils start learning a language earlier, they acquire sufficient basic reading and writing skills. This is in line with Clay's (1991) study which postulates that, pupils with a rich foundation in literacy skills become better readers and writers. Literacy skills refer to vocabulary, print motivation, print awareness, letter knowledge, phonological awareness and narrative skills.

The loss of a reading culture was another factor that was contributing to the making of errors in pupil's composition writing. Pupils do not have a reading culture. They do not read their notes, neither do they read any other literature for leisure in any language. Technology, particularly the television, and the internet have replaced the books that the older generation used to read. He explained that there was a close link between reading or speaking and writing. Reading affects writing and writing affects reading. This was also evident from the schools that the researcher observed. Although we are saying pupils do not read, the researcher feels the teachers also do not practice using English with the learners outside classrooms. No one spoke English; they were only speaking in Bemba to the learners. This revelation is in line with research Clay (1999) which asserted that when children read extensively they become better writers. Reading a variety of genres helps children learn text structures and language that they can then transfer to their own

writing. In addition, writing provides young people with prior knowledge that they can use in their composition. One of the primary reasons that we read is to learn. A major portion of what we know comes from the texts we read. Since writing is the act of transmitting knowledge in print, one must have information to share before one can write. Since the pupils learning English have lost the reading culture, they miss learning text structures and vocabulary from the books that they would read. In this manner, they make numerous errors in their compositions.

The study also established that the teachers had also lost a reading culture, thus it was difficult for them to inculcate the required values in the learners. As was observed from one of the schools where the researcher conducted a research. A notice had been written just on the entrance to the staff room indicating that the teachers should be careful as the wall was still wet with paint. To the surprise of the researcher, most teachers paid no attention and were victims to the messing of their clothes with paint. It had to take the manager of the school to announce, that is when most of the teachers were served from the paint.

At the same time practice in writing helps children build their reading skills. This is especially true for younger children who are working to develop phonemic awareness and phonic skills (Goodman & Goodman, 1983) it is also true that practice has the same effect on the teenagers in secondary schools for they practically go through the stages of phonemic awareness. For older children practice in the process of writing their own texts helps them analyze the pieces that they read. Therefore, any child who cannot read cannot write either and may not be able to write a good composition.

According to Huitt (1995), context covers all the factors outside the classroom that might influence teaching and learning such as social economic status and state policies. Some of the factors that may influence the learning process are Emotional and Social factors. Personal factors such as instincts and emotions, and social factors, such as cooperation and rivalry, are directly related to a complex psychology of motivation. It is a recognized fact that the various responses of the individual to various kinds of stimuli are determined by a wide variety of tendencies. Some of these innate tendencies are constructive and others are harmful. For some reason a pupil may have developed a dislike for the subject because s/he may fail to see its value, or may lack a proper foundation. This dislike results in a bad emotional state. This is in agreement with Krashen (1995)

s Affective Filter Hypothesis which argued that successful L2 acquisition depends on the learner's feelings, motivation and attitudes. This implies that it is easier for a learner to acquire a language when s/he is not tense, angry, anxious or bored. Teachers play an important role in the trajectory of students throughout the formal schooling experience (Baker, Grant, & Morlock, 2008). Although most research regarding teacher-student relationships investigate the elementary years of schooling, teachers have the unique opportunity to support students' academic and social development at all levels of schooling (Baker et al., 2008; Bronfenbrenner, 1979; Bronfenbrenner & Morris, 1998; McCormick,

Cappella, O'Connor, & McClowry, in press). Aligned with attachment theory (Ainsworth, 1982; Bowlby, 1969), positive teacher-student relationships enable students to feel safe and secure in their learning environments and provide scaffolding for important social and academic skills (Baker et al., 2008; O'Connor, Dearing, & Collins, 2011; Silver, Measelle, Armstron, & Essex, 2005). Teachers who support students in the learning environment can positively impact their social and academic outcomes, which are important for the long-term trajectory of school and eventually employment (Baker et al., 2008; O'Connor et al., 2011; Silver et al., 2005). These scholars are in agreement with Krashen (1994) s Acquisition Learning Hypothesis which argued that the learning portion is a conscious effort by the learner, while grammar, vocabulary, and other rules about the target language are explicitly taught.

When teachers form positive bonds with students, classrooms become supportive spaces in which students can engage in academically and socially productive ways (Hamre & Pianta, 2001). Positive teacher-student relationships are classified as having the presence of closeness, warmth, and positivity (Hamre & Pianta, 2001). Students who have positive relationships with their teachers use them as a secure base from which they can explore the classroom and school setting both academically and socially, to take on academic challenges and work on social emotional development (Hamre & Pianta, 2001). This includes relationships with peers, and developing self-esteem and self-concept (Hamre & Pianta, 2001). Through this secure relationship, students learn about socially appropriate behaviors as well as academic expectations and how to achieve these expectations (Hamre & Pianta, 2001). Students in low-income schools can especially benefit from positive relationships with teachers (Murray & Malmgren, 2005). These scholars are in line with

Huitt (1995) who asserted that various factors had to be put into consideration if proper learning was to take pace. From these assumptions it could be probable that the pupils make errors because they do not have a secure base from which they can explore the classroom and school setting both academically and socially. Not having a sound relationship with the pupils will make it impossible for them to write error free compositions. For example if you look at Maslow (1995)'s needs he argued that certain needs had to be met in order for a person to achieve his or her desires.

The enthusiasm of a teacher or a presenter is contagious. If a teacher shows interest in a topic, the learners are likely to be interested. In my experience, it can be very effective to feign enthusiasm. Generally speaking, pupils do not like a grouchy teacher who cannot control his temper before the class. It is impossible for a teacher with a temper to create enthusiasm and to radiate light and sunshine to those about him. Pupils love a happy, sympathetic, enthusiastic, and cheerful teacher. Effective teaching and learning are the results of love for the pupils, sympathy for their interests, tolerance, and a definite capacity for understanding...

5.2 To establish the causes of errors in pupils compositions.

, The pupil's attitude towards composition writing would entail the reasons of their making numerous errors. They seemed to be up sent minded when they were writing. Even the question of limited time to learn and practice also accounted for their not writing compositions of good quality .The teaching methods were in line with the recommended ways of teaching composition writing (Cummings, 1977) .As regards to the teaching and the teaching process 20 out of the 25 teachers who answered the questionnaires proved that there was evidence of lack of basic writing skills in the pupils'. The remaining 5 said sometimes it was evident that the pupils 'lacked basic writing skills. 15 teachers said that they never used supplementary reading or teaching materials while one said he seldom used them the remaining 9 said they sometimes used the teaching and learning materials. The findings revealed that most teachers did not use the required materials to deliver to the learners. Almost all the teachers said that lack of time affected their concentration on the teaching of the writing skills.

Traditionally, language courses are based on a list of items adapted to the contents of a certain book. Without questioning the linguistic quality of books, they hardly ever pay attention to problems that specific users of the target language may have, these specific users are referred to

in terms of their mother tongue. The mother tongue of English learners is a crucial fact of homogeneity when designing pedagogies and materials as it is the most important language learning experience subjects have had. There is need for schools to buy new books so that they are kept abreast with the new technology instead of clinging to the tradition approach.

The findings revealed that most teachers did not use the required materials to deliver to the learners.

The above findings are in agreement with Huitt (1995) s Transactional Model of the Teaching and Learning process. He classified factors affecting learning into four categories namely; Context, Input, Classroom Practices and Output. First, the Context, he argued that factors outside the classroom such as social economic status and state policies could affect learning. Among these he included aspects such as rooms, places and emotional aspects such as mood and companionship. Second, the Input, he argued that knowledge of basic writing skills was essential to successful writing of a candidate. The weakness in the basic writing skill would contribute to the deficiency in language. Thirdly, the Classroom Practices, he argued that the students and teachers behaviours in the classroom were vital in order for proper learning to take place. Finally, the Output, he observed that there were other measures that had to be put in place apart from the normal instructional process.

Similarly, because of faulty instructions the pupils‘ may have learned inefficient methods of writing and many other kinds of difficulty which are directly related to learning factors may have interfered with progress. Factors owing to lack of mastery of what has been taught, faulty methods of work or study, and the narrowness of experimental background may affect the learning process of any pupil. If a teacher proceeds too rapidly and does not constantly check up on the extent to which the pupil is mastering what is being taught, the pupil accumulates a number of deficiencies that interfere with the successful progress.

Spellings

Heald-Taylor (1998) presented three paradigms of spelling instruction, each suggesting a different source from which teachers could choose spelling words. The first paradigm, referred to as traditional, characterized spelling as studying and learning words in lists a presented in commercially published spellers. The second paradigm, referred to as transitional, acknowledges

that spelling, reading and writing are synchronized (Bear & Johnson 1998). In the transitional method, learning to spell is based on integrating phonetic, graphic, and syntactic letter patterns with semantics. From this perspective, spelling is intimately interwoven into a student's 'reading and writing across all subject areas. When using the transitional paradigm as a basis for choosing spelling words, selected words must originate, at least partially, from a student's 'reading and writing material so that spelling rules are learned and practiced in a meaningful context.

Like the traditional approach where words are presented in lists, the traditional approach relies upon direct instruction, spelling rules, study techniques, and weekly tests. However, unlike the traditional method, the words are learned and practiced in conjunction with different types of word study techniques such as word sorts and word games (Bear et al., 2004). Spelling lists and the content subjects.

5.3 To establish pupils' views on the ability of their teachers to effectively teach English Expository Compositions.

The findings suggest that some teachers of English had a negative attitude towards teaching composition writing. The negative attitude was indicated by their inadequate preparation of lesson plans. It is a well-known fact that there are other factors that affect the pupils, writing such as time allocated to the learning and writing of compositions. While we appreciate the efforts the teachers make to teach compositions, it is important to note that the teachers input and attitude are fundamental. The teacher's presence and commitment encourages the pupils to do their work especially if their composition books are marked and corrected in time. In addition, teachers are role models to their pupils and the youths around them.

Findings from various classroom observations were that teachers do not really teach composition but test. They just enter a class and put a title on the BB and ask pupils to write a composition based on the title provided (see Observation 1 in the appendix)

Another reason that justifies the analysis of errors is language teaching. In the evolution of language teaching methods, the study of errors has played a very distinctive role, the first formal methods considered errors as the evidence of mislearning a language. They were avoided at all costs, and impeccable oral and written production was the objective for learners. The recent trends of

communicative methods focus mainly on developing communication skill, with errors being of less importance as long as they do not hinder communication. Both scenarios are quite divergent, as one approach considers errors as a demon to exorcise and the other as an eternal unavoidable companion. The truth is that the study of errors offers great advantages for improving language pedagogies; EA results cannot be out of fashion since they evidence those areas of the language teachers need to focus on, areas such as grammar, lexis, discourse, etc. In other words, it is by analyzing errors that important suggestions for language method design can be made, this involves all the areas of the pedagogical design, from syllabus to materials.

5.4 To establish the attitude of pupils towards learning English Expository compositions as compared to other language lessons

From the five lesson observations, interviews, questionnaires and focus group discussions the findings were that the pupils had a negative attitude towards learning composition writing. It could be envisaged that half of the pupils despite not belonging to the same school were not willing to learn as expressed in their action when the teacher mentioned that they were going to write a composition. Pupils enjoy learning other language lessons like structure because they are given an immediate feedback. In addition, 29% of the pupils never approached their teachers in their areas of weakness concerning composition writing. 50% of the pupils sometimes approached their teachers, while 5% seldom asked their teachers. Only 14% of the pupils always asked their teachers. Reading increases ones vocabulary which could be used to write a rich composition. A positive attitude towards a subject is key to good writing skills. The more one reads, they are able to distinguish different writing patterns. A negative attitude entails the sub- standard of the learners in their writing skills, which is of poor quality. When one has a negative attitude, this means they are already psychologically overcome and they may as well not do well to achieve their performance in composition writing. It is reasonable then to say that the pupils ‘negative attitude distresses their presentation in composition writing negatively.

Furthermore, in all the observed lessons the teachers did not use aids such as; sample composition passages and text books. All the teachers used the chalk board as the only teaching aid. Teachers neither identified pupil’s errors nor did they indicate in the margin a type of error they had identified during marking. In these lessons, teachers just made general comments pointing to none specific points of

errors. For instance, such comments were observed: Be serious with your work! Improve your writing! Punctuate your work properly (but could not show which lines needed that), use correct tense; your work is meaningless, etc. One teacher, who tried to identify the errors, ended up messing the whole page leaving nothing to decipher by the learner. The researcher observed that pupils learnt nothing at all, of anything that would help them on how to write a good composition as little and unspecific guidance was given as regards the errors committed. The findings were in agreement with Huitt (1995) transactional model which argued that for proper learning to take place factors like; context, classroom practices, input and output should be considered. Similarly, Coder (1967) had said much the same and for similar reasons, Mohammed (2008) contends that students make many errors of various types particularly grammatical errors and consequently, their writing is below the expected ambition of both teachers and supervisors.

The present study revealed that, it were the Hypotheses of Krashen (1994) and the Huitt (1995) Model of the teaching and learning process from which this study drew its strength. The results of the present study reveal that, the subjects from the five observed schools, have error profiles in their English L2 written Work. There is no big difference in the types of errors from each school. Based on the findings, there was no significant difference in the errors by the subjects from each school.

5.5 Conclusion

This main purpose of this chapter was to discuss the findings focused on investigating the errors Grade 12 pupils make in their expository compositions. The discussion was that the provision of quality education in the learning of compositions was not viable because of failure by relent authorities to provide the necessary materials for teaching. Other factors that impede quality writing in pupils are: over enrolment, a faulty background lack of intensive monitoring by school inspectors, and that the pupils are not exposed to literature, hence, they spend most of their time on internet. The language policy also had an adverse effect as it was not intensified as it is done in private schools. These challenges had a negative impact on the education delivery .The impact included: low quality education delivery, poor writing skills, and learners completing Grade 12 without knowing how to write.

Furthermore, lack of inadequate support from school management, irregular monitoring visits to schools by standards officers was seen to be impeding quality delivery of education.

In order to meet the needs of all learners, there was need to have libraries and improve on the infrastructure in schools and encourage pupils to read a lot of books. The study further indicated that there was need for regular and adequate funding to enable the learner acquires the necessary skills at the appropriate time so as to produce the intended results at the end of the day.

Compelled by a desire for adventures, this study established that there were a number of factors that had to be considered in order for proper learning to take place. This was in line with the Krashen (1994) s Hypotheses and Huitt (1995) s Transactional Model of the Teaching and Learning process. The study further established that there were key values which were needed in order for proper learning to take place apart from the ones which have been noted. Motivation plays an important role in the process of learning, and also the psychological needs as has been stated by Maslow. Among the findings, there was a faulty background, pupils had not acquired the basic writing skills and this made it difficult for them to comprehend that which they were taught. This clearly shows that there was need to bridge the gap which they had been deprived of from childhood. Therefore, Maslow's hierarchy of needs is essential in the learning process.

From Maslow's perspective, the drive to learn is intrinsic. The purpose of learning is to bring about self-actualization, and the goals of educators should include this process. Learning contributes to psychological health. Maslow proposed other goals of learning, including discovery of one's vocation or destiny; knowledge of values; realization of life as precious, acquisition of peak experiences, sense of accomplishment, satisfaction of psychological needs, awareness of beauty and wonder in life, impulse control, developing choice, and grappling with the critical existential problems of life. **Maslow's Hierarchy of Needs**

By Saul McLeod published 2007, updated 2014

Maslow wanted to understand what motivates people. He believed that people possess a set of motivation systems unrelated to rewards or unconscious desires.

Maslow (1943) stated that people are motivated to achieve certain needs. When one need is fulfilled a person seeks to fulfill the next one, and so on.

The earliest and most widespread version of Maslow's (1943, 1954) *hierarchy of needs* includes five motivational needs, often depicted as hierarchical levels within a pyramid.

Figure 5. Shows other needs for learners to write effectively



This five stage model can be divided into basic (or deficiency) needs (e.g. physiological, safety, love, and esteem) and growth needs (self-actualization).

The deficiency or basic needs are said to motivate people when they are unmet. Also, the need to fulfill such needs will become stronger the longer the duration they are denied. For example, the longer a person goes without food the more hungry they will become.

One must satisfy lower level basic needs before progressing on to meet higher level growth needs. Once these needs have been reasonably satisfied, one may be able to reach the highest level called self-actualization.

Every person is capable and has the desire to move up the hierarchy toward a level of self-actualization. Unfortunately, progress is often disrupted by failure to meet lower level needs. Life experiences including divorce and loss of job may cause an individual to fluctuate between levels of the hierarchy.

Maslow noted only one in a hundred people become fully self-actualized because our society rewards motivation primarily based on esteem, love and other social needs.

The original hierarchy of needs five-stage model includes:

- 1. Biological and Physiological needs - air, food, drink, shelter, warmth, sex, sleep.*
- 2. Safety needs - protection from elements, security, order, law, stability, freedom from fear.*
- 3. Love and belongingness needs - friendship, intimacy, affection and love, - from work group, family, friends, and romantic relationships.*
- 4. Esteem needs - achievement, mastery, independence, status, dominance, prestige, self-respect, and respect from others.*
- 5. Self-Actualization needs - realizing personal potential, self-fulfillment, seeking personal growth and peak experiences.*

According to Maslow (1954) he argued that they were five motivational needs which had to be met in order for a person to attain self-actualization.

The obvious is true. Learning theories in themselves are not enough to ensure a successful occurrence of the teaching –learning process. There is one more ingredient which is required to ensure that learning can successfully take place. This missing ingredient is motivation. Based on the above perspectives, the study established that there was lack of proper communication between the teacher and the pupils in the observed schools. The classes were overcrowded and the teachers only seemed to pay attention to particular individual, while ignoring the rest. The teachers did not know all their learners by name, which showed that the teacher-pupil relationship was not good.

Maslow noted only one in a hundred people become fully self-actualized because our society rewards motivation primarily based on esteem, love and other social needs.

Figure 6. Displays the needs for learners to be motivated when learning



Maslow posited that human needs are arranged in a hierarchy:

'It is quite true that man lives by bread alone — when there is no bread. But what happens to man's desires when there is plenty of bread and when his belly is chronically filled?

At once other (and —higher!) needs emerge and these, rather than physiological hungers, dominate the organism. And when these in turn are satisfied, again new (and still —higher!) needs emerge and so on. This is what we mean by saying that the basic human needs are organized into a hierarchy of relative prepotency' (Maslow, 1943, p. 375).

For students in a classroom situation, it is important that their need for love and belongingness is addressed. In order for this to be achieved, a class teacher needs to be warm and impartial to all learners. A classroom needs to be a place where every learner feels s/he has an equal chance to succeed. When the classroom atmosphere is relaxed and warm, learners will be more open to receive the teaching coming from their teacher.

Teachers need to allow learners to freely pursue their goals, in line with their desire for self-actualization, success is almost guaranteed. In line with the need for learners to tap into their full potential. Rogers (1969) indicates that educators need to have an unconditional positive regard towards learners. Such a positive regard necessarily unlocks within the learners, the desire and freedom to learn. With the attainment of learning freedom, learners begin to attach significance and meaning to their lessons.

The study established that the teachers 'did not allow the learners to freely pursue their goals, in that they were not given free chance to express themselves. The learners 'were just told what they were expected to do without giving them room to interact with their peers so that they could learn from their peers.

Thus, at the Centre of the humanistic motivational perspective is the recognition of the power that lies within learners to drive and direct their own learning. In this respect, therefore, the job of a humanistic teacher is to ensure that learners remain true to themselves and their self-chosen goals. As long as learners remain thus connected to their inner drive to strive for self – actualization, motivation will happen as an effortless consequence.

CHAPTER SIX

SUMMARY, CONCLUION AND RECOMMENDATIONS

6.0 Introduction

This chapter presents the summary, the conclusions and recommendations the study. All these bring out the contributions of this research to the body of knowledge in Applied Linguistics, and specifically to the teaching of Expository compositions. This part brings out the approaches that were used in the teaching of compositions in the selected schools of Nakonde District, and suggests ways of improving these approaches that can help impart in the learners the needed writing skills, which can help the learners to perform better in their examinations at Grade 12.

6.1 Summary

The objective of the research was to establish the causes of pupil's errors in Expository compositions in their examinations at Grade12. Five schools were selected for the research. It was a mixed method i.e. The Sequential Exploratory Design which was approached according to themes, starting with an observation. This was followed by an inquiry and document analysis to establish the pupil's performance and the problems they faced. The findings revealed a faulty background in the pupils basic writing skills needed to write compositions that would enable them perform better not only in their examinations but in other spheres of life that needed composition skills. The study ended up with conclusions and recommendations which follow below.

6.2 Conclusions

The arguments developed in this dissertation draw on a pedagogical belief by Dewey (1954: 158) that pupil performance depends on a number of factors, including tradition, tools and methods of delivery. This agrees with Huitts (1995) Transactional model of the teaching and learning process. He observed that there should be an interaction among the variables in the learning situations in order to achieve effective learning. The variables include the context, input, classroom practices and the output.

An attempt was made to answer the concern of the numerous errors in composition writing by the Grade 12s in Nakonde district.

From the research that was conducted, it can be concluded that the pupils were not taught the basic writing skills needed for composition. They did not know how to handle the questions due to their faulty background. Apart from lacking in the skills, the pupils did not have the required theories. It can also be concluded that pupils cannot acquire the writing skills if they are not taught according to the requirements of teaching a composition in the syllabus (80 minutes of composition teaching every week). It can also be concluded that the pupils cannot acquire the needed composition skills if their class work is not properly marked and no proper feedback is given to them to guide them in their areas of weakness. Furthermore, it can be concluded that pupils cannot acquire the composition writing skills if they lack teaching and learning material. To add on, if their classes are over enrolled the pupils may not receive the needed attention to address their errors. It can as well be conclude that if the teachers cannot teach wholeheartedly, and they portray a negative attitude, the pupils cannot acquire the adequate writing skills. If the pupils have lost a reading culture and they do not practice writing, they will have a deficiency in language; consequently, they may not perform well in their examinations.

6.3 Recommendations

The above challenges should be the starting point in the quest to find solutions to the reduction of errors in pupil's compositions in the Grade 12 final examinations. The study makes the following recommendations.

- . The Ministry of General Education should intensify spelling programmes at school level. Just as the National Zamspell it which we watch on television. Let it begin from the grassroots.
- . The schools should intensify CPD in composition teaching so as to enable teachers share teaching experiences, methodologies and any challenges with one another .The Inspectorate division should take seriously the monitoring of what goes on in classrooms.
- The pupils should be provided with a language rich environment which among others should include: libraries and enough teaching and learning materials.
- . Teachers should be oriented on how to handle errors so as to equip them with the necessary skills.
- . The Government should introduce refresher courses for teachers to improve the teaching method.

- The Language policy in schools should be intensified and pupils should be encouraged to read a lot of books, articles, newspapers etc.
- Schools should be buying newspapers on a weekly basis and give the language department to use them when teaching and also encourage the pupils to read them.
- The government should provide more literature books in schools and consider giving a mandate to all the schools to have libraries.

Suggestions for further Studies

This study identified errors in Nakonde Grade 12 pupils work, but did not stipulate the composing process and strategies learners use in L2 learning. My first recommendation is to make an exploration of the composing process and determining the strategies learners use in L2 learning.

My second recommendation is that the study be extended to investigating the origin of certain error patterns found in L2 written work of specific learners of the same mother tongue. The third recommendation is that the study be extended to investigate the errors made by undergraduate students majoring in English.

Last but not the least; it would be interesting to compare experiences of subjects from high schools and language university students for the purpose of examining the common errors produced by these two groups.

Implications for EFL teachers:

The findings of this study have suggested some implications which are of significance to EFL teachers and syllabus designers as follows:

Language learning is a step-by- step process during which errors or mistakes are to be expected. Errors are visible proof that learning is taking pace. EA is a valuable aid to identify and explain difficulties faced by learners. Candling (2001) considers the L2 learners errors as potentially important for the understanding of the processes of language learning. Findings on error analyses can be used to determine what a learner still needs to be taught. They provide the necessary information about what is lacking in the learners competence. The findings of the present study point out the significance of learners errors for they provide evidence of how language is learned

and what strategies or procedures the learners are employing in learning that language. For instance, this study shows that spellings and tense errors ranked among the highest forms of errors. However, —we should be aware that different types of written material may produce a different distribution of error or a different set of error types| Corder (1974).

The studies of participant errors in learners help teachers identify the problematic areas of attention-grabbing language at different levels of instruction. They will be able to infer the nature of learner’s knowledge of the attention –grabbing in their learning vocation and understand what they still have to learn.

Error analysis is a clue for the teacher to locate the learning problems which can hardly be predicted by contrastive analysis Fallahi (1991). Furthermore, a progression based on the frequency of errors will enable the teacher to teach the point of error and to emphasize more on those errors where the error frequency is higher.

Errors provide feedback; they tell the teachers something about the effectiveness of their teaching techniques and show them what part of the syllabus they have been following. They further show them whether the pupils have benefited adequately on how they have taught. Even where to provide further attention. Teachers should increase the number of tasks in form of assignments for the sake of making their learners do a lot of writing during their free time, by so doing, they would be reading a lot of English material and thinking in English, especially if they have to make oral presentations for their work. In addition, if teachers implement Team work in class and get the learners to work in groups on their projects, learners will have chance to practice together to develop their writing skill. They will also have the chance to speak English with one another. In the long-run, this would optimistically make them correct errors in their friends.

6.6 Implications for syllabus designers

Errors are significant to syllabus designers to see what items are important to be included in the syllabus and which ones are redundant to be excluded. The analysis of participant errors can help identify learner’s linguistic difficulties and their need at a particular stage of language learning. The implication of error analysis to language learning and teaching can `be also viewed from the aspect of the language teachers and syllabus designers. Findings from error analysis provide feedback; they also tell the teachers something about the effectiveness of their teaching. Error Analysis serves as a reliable

feedback to design remedial teaching methods and materials. Stark (2001) observes that teachers need to view students errors positively and should not regard them as the learners failure to grasp the rules and structures of English, but they should view the errors as a process of learning. Errors if studied systematically, can provide significant insight into how a second language is actually learned. Through Error Analysis educators are informed about devising appropriate materials and effective teaching techniques, and constructing tests suitable for different levels and needs of learners. If language educators know about all these points, there is a greater likelihood that the learning of English will be enhanced in this country.

6.7 Pedagogical Implications

Interlingual transfer is a learning strategy that most foreign –language learners fall back on, especially in acquisition – poor classroom situations where exposure to the language is confined to a few hours per week of formal instruction. Accordingly, many language teachers and researchers talk about making use of the mother tongue in the classroom(Mohammed,1998).Making use of the mother tongue in foreign-language teaching makes for a psycholinguistic technique based on the learner’s tendency to rely on their previous linguistic knowledge in formulating hypotheses about the target language. One of the most widely suggested uses of the learners mother tongue is the presentation of contrastive comparisons of the two languages to make the learners aware of the differences and similarities between them. This technique is believed to be helpful in that the learners will know when to transfer from their native language and when not to.

Researchers recommend the following to minimize student’s use of negative transfer in their writing:

1. An English language teacher should be a good model of the target language.
2. Teaching and learning should focus equally on all the four language skill.
3. Teachers should also emphasize on accuracy, apart from proficiency.
4. Learners should be encouraged to think in the target language rather than in their native language when writing.
5. Contrastive Analysis (CA) could be introduced as part of the teaching and learning process.
6. Teacher- pupil conferencing /feedback should be carried out more often.

7. Students should be encouraged to read more in order to familiarize themselves with the correct usage of Standard English.
8. Students should be encouraged to use the target language as often as possible.
9. Grammar rules should be taught implicitly rather than explicitly.

The researcher was worried about learners insistently committing errors in the written form in spite of the interventions by educators, and that English is a medium of instruction in all subjects except for Zambian languages. These errors were identified from learner's written work, which comprised the use of auxiliaries, tenses, concords, articles, prepositions, pronoun, plurals and infinitives. Data analysis and interpretation provided the basis for the presentation of findings and recommendations.

This chapter has provided a summary of findings, conclusions and recommendations that were established in the course of the investigation.

Finally, I acknowledge that research of this nature is on- going and therefore no definite conclusions can be made because teaching and learning are both complex processes. While the results of the present study have given awareness into what types of errors are made by Grade 12s and their frequency of occurrence. The findings can only be considered as suggestive. As Stark (2001) clarifies, the results of studies of this nature cannot really be generalized and regarded as representing an entire population, since the study as this one focused on Nakonde pupils only. Although much work needs to be done in the area of error correction in L2 writing, I hope this study contributes to the quest by Zambian teachers, learners and material developers to improve the standard of English language proficiency in Zambian schools.

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Use APA referencing please

APPENDICES

Appendix 1

Informed Consent Form

Dear Respondent,

This serves to give you an understanding of the purpose of this research and proceedings that will be followed. Further implications for your participation are explained. Finally, you are being asked to sign this form to indicate that you have agreed to participate in this exercise.

Thank you in advance.

1. Description

This exercise is an educational research; the researcher is a student at the University of Zambia pursuing a Master of Education in Applied Linguistics. This research is a major requirement for the researcher to complete her program me. Thus, this research exercise is purely academic.

2 .Purpose

The researcher wishes to find out the causes of errors in Grade 12 pupils compositions. The researcher is interested in looking at the classroom environment, curriculum, learning materials and classroom activities.

3 .Consent

Participation in this exercise is voluntary. You are free to decline to participate in this exercise.

4. Confidentiality

All data collected from this research is treated with utmost confidentiality. Participants are assured that they will remain anonymous and untraceable in this research.

5. Rights of Respondents

All effort will be taken to ensure that the rights of participants are protected and respected. Participants are assured that they shall suffer no harm as a result of participating in this exercise. Participants are free to ask for clarification at any point of the exercise and to inform the researcher if they feel uncomfortable about any proceedings in the research.

6. Declaration of Consent

I have read and fully understand this document. I therefore agree to participate in this exercise.

.....

.....

Signature

Date

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I have read and fully understand this document. I therefore agree to participate in this exercise.

.....

.....

APPENDIX -2: LETTER OF CONCEPT



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

Telephone: 291381
Telegram: UNZA, LUSAKA
Telex: UNZALU ZA 44370

PO Box 32379
Lusaka, Zambia
Fax: +260-1-292702

Date 4th March 2016

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS/ PHD STUDENTS

The bearer of this letter Mr./Ms. SIMBETE RACHEAL Computer number 514700867 is a duly registered student at the University of Zambia, School of Education.

He/She is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.

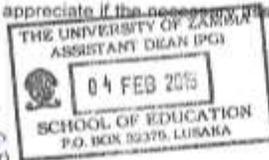
We shall greatly appreciate if the necessary assistance is rendered to him/her/.

Yours faithfully


Emmy Mbozi (Dr)

ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION

cc: Dean-Education
Director-DRGS



APPENDIX-3: INTERVIEWS WITH SUPERVISORS

1. Why do you think Secondary School pupils' of government schools in Nakonde District have difficulties in writing compositions and make a lot of errors?
2. How as a District/ School can you help to improve composition writing skills of the pupils in your District/School?
3. Are there any measures you have put in place to improve the writing of compositions in your District/ School?
4. Do you think the physical location of your District/School has an effect on learners inability to write compositions of good quality?

APPENDIX -4: FOCUS GROUP DISCUSSION QUESTIONS

1. Why do you think pupils' in Secondary Schools commit so many errors in their written English Expository compositions?
2. Do you think teachers and administrators contribute to the making of pupils errors in their composition writing?
3. Does your school have enough reading and writing materials to improve the writing skills in compositions?
4. Are there any measures taken at your schools to address the scourge of pupils' poor writing?
5. Has modern technology got an influence on the failure of pupils' to write compositions of good quality?
6. What can be the way forward for our pupil' to improve their writing?

APPENDIX-5: TEACHERS' QUESTIONNAIRE

You are kindly asked to answer the following questionnaire regarding your views towards pupils writing skills. Your responses are highly appreciated and will be exploited to improve the teaching of the writing skills at Government Schools in Nakonde District and in the country at large.

Tick in the box below the most appropriate item.

	Statement	Never	Sometimes	Seldom	Always
1	Do you feel there is evidence of lack of basic writing skills in your pupils' compositions?				
2	Are you satisfied with the curriculum that the reading and writing series provide?				
3	Do you use supplementary reading and writing materials when teaching compositions?				
4	Does your class write compositions on a weekly basis ?				
5	Does lack of time affect your concentration on the teaching of the basic writing skills?				
6	Do your pupils' make errors of different types in their compositions?				
7	Does the District provide any training or in-service in the area of composition writing?				
8	Do you teach compositions fortnightly?				

SECTION B

1. Do you think your school has enough materials/ facilities to improve the writing of compositions?

YES / NO

2. Does your school spend according to the budget on teaching/ learning materials for the Languages Department?

If you're your answer is no, explain why.

3. Has your school put measures in place to improve the writing skills for the pupils'?

If the answer is yes, explain how and if the answer is no, give reasons.

4. Does your school have a strategic plan to achieve writing skills?

YES /NO

If the answer is yes, is it followed and how often is it revealed?

If the answer is no, explain why you do not have one?

SECTION C

When teaching the writing skills to your pupils', do you concentrate on:

	Statement	Never	Sometimes	Seldom	Always
A	Capitalization				
B	Punctuation				
C	Spelling				
D	Handwriting				
E	Appropriateness of lexis				
F	Grammar				
G	The organization of writing				

H	The process of writing				
---	------------------------	--	--	--	--

APPENDIX-6: PUPILS QUESTIONNAIRE

The following statements are general statements about your attitude and opinion towards the difficulty of the English writing skill. Please indicate the appropriate item next to each statement which applies to your opinion. Your answers are appreciated and will be used in developing your writing skill.

Name of school.....

Name of pupil.....

Age.....

Gender.....

Grade.....

	Statement	Never	Sometimes	Seldom	Always
1	Does the teaching method affect your writing?				
2	Are there enough text books at your school?				
3	Are you often given writing activities and homework?				
4	Do you often make errors when writing compositions?				
5	Does your teacher give you a feedback on your errors?				
6	Has your teacher ever given you special attention concerning your writing skills?				
7	Does the H.O.D Languages check your				

	English exercise books?				
8	Do you always write compositions when you are given an exercise?				
9	Do you always submit your composition book for marking after writing the given exercise?				
10	Have you ever approached the teacher to ask concerning your areas of weakness?				

APPENDIX-7: Lesson Observations

The lessons were observed in order to establish the causes of errors in pupils when writing compositions.

Observation 1

School: A

Class: Grade 12

Subject: English

Number of Pupils': 10 Boys 10 Girls

Topic: Composition writing: There is no smoke without fire

Time: 80 minutes

The teacher greeted the pupils as we entered the classroom. He gave them a few examples of proverbs and asked them what the proverbs meant. Then he asked the pupils 'to give some proverbs they know and explain their meanings. Further on, he mentioned that at times you may be given a proverb as a topic of your composition. What you need to do is to relate that particular proverb to a situation. He told the pupils not to take the literal meaning and start writing. He emphasized on the need to understand the saying before one could write. Pupils 'gave their own proverbs, then the teacher gave them the topic to write.

From the first lesson, the study established that the teacher just taught the topic as a test. There was no emphasis on the procedure of how to go about writing this composition. The teacher did not bring out practical issues which would have served as a guide to the learners.

Observation 2

School: B

Class: Grade 12

Number of pupils': 12 Girls 8Boys

Subject: English

Topic: Composition writing: The Day that I will live to remember

The teacher greeted the pupils and asked them to be in front and close to each other. Then the teacher wrote the word composition on the board and asked the pupils what they knew about it.

After the pupils attempted to answer, the teacher then told them that it came from the word — to compose — i.e. to write .He went on to explain the types of compositions which are there. Descriptive, Narrative, Expository and argumentative. The teacher explained that when writing a composition one should give a sequence of events in a logical order. There are two types of compositions guided and unguided. For the guided compositions you are given boundaries in which you are supposed to manoeuvre and for the guided composition instructions are given. For the introduction you need three to five lines. You can introduce a topic by restating the title

. From the second lesson, the study established that the teacher was not serious when teaching.

He did not give a guide as what was to be expected from the pupil's. Although he mentioned that they were two types of a composition, he left the learners in suspense as they did not have the adequate information. So the pupil's had to start writing and the teacher did not even give them any attention as they wrote.

Observation 3

School: C

Grade: 12

Number of pupils'

Topic: Composition writing: Give a description of your role model

The teacher greeted the pupils and told them that they were going to look at compositions .She asked the pupils to mention the types of compositions they knew. After that, she explained to them that they were going to look at the expository type of composition. She mentioned that the Expository composition falls under – Descriptive-Narrative, Discursive it also involves Article writing. Further she mentioned that the word is derived from the verb expose which means to inform, educate or explain something or to describe. In short, she said expository means something

intended to explain or describe. When you are describing a person, you talk about the appearance and personality. You even talk about someone's behavior. To do this one can use nouns and adjectives for instance

Nouns	Adjectives
Age	Young, middle aged, baby
Built	Dwarf, weakling, giant, tall, short
Skin	Complexion, dark or light, fair
Face	Round, oval shaped, long
Eyes	Red, brown, blue
Hair	Short, long, curly, wavy Personality

Adjectives	Opposite
Happy, cheerful	Sad, miserable
Hardworking	lazy
Humble	Proud, rude
Friendly	Unfriendly
Intelligent	Dull
Beautiful	Ugly
Handsome	Ugly
Kind	Cruel, unkind
Obedient	Disobedient, stubborn

After explaining to the pupils what is involved in describing a person, the teacher called two pupils to go in front one boy and a girl. She asked the pupils to describe the two pupils who were in front. And finally she told the class to write a composition she reminded them to follow the steps when writing, these were to Plan

Think

Write and

Check

Give a description of your role model

From the third lesson, this study established that the teachers at times do not encourage learners to speak English during their spare time. The teacher did not allow pupil's to practice speaking the language. She allowed them to use a language where they could express themselves freely.

As a result even those who wanted to try to speak English started code-mixing.

Observation 4

School: D

school Grade: 12

Subject; English

Number of pupils': 12 Boys 8 Girls

Topic: Composition writing: In what ways do you think Western Culture has negatively affected our culture?

The teacher greeted the pupils and told them that they were going to look at composition writing

.He first started by explaining the features of a composition, which he outlined as follows;

1. Title
2. Paragraphs
3. Introduction
4. Main body
5. Salutation and date

The teacher explained that they were going to look at a different type of composition which was the Expository composition. He mentioned that — this is a composition we write giving

details of something by describing, explaining as though we are writing telling others about what we know on a given topic.

Write a composition of between 250-350 words based on the question below.

In what ways do you think Western Culture has negatively affected our culture? Write within two periods.

From the fourth lesson, the study established that the pupils are subjected to write issues which they have not understood well. As a result this makes them loose interest in writing compositions. Teachers at times do not take time to explain details to pupils on how they should address certain topics. This leaves them with no choice but to start guessing. The teacher just spoke as if preparing the learners for a test, wrote the topic with no proper guide.

Observation 5

School: E

Grade: 12

Subject; English

Number of pupils'; 10 Boys 10 Girls

Topic: Composition writing : Describe an animal you know

he teacher greeted the pupils 'and informed them of the researcher purpose of being with them. He told them to feel free and assured them that whatever will be observed will be treated as confidential. The teacher started by revising the end of term test and reminded them of what they were expected to write during the test. He pointed out that they were supposed to be mindful of the way they paragraph their work. The issue of Block and Indenting was emphasized. The examples of how to paragraph were shown on the board. He allowed the pupils to demonstrate and the friends were correcting when a pupil made a mistake. Describe an animal you know. Below are some points to help you answer the question.

1. Name the animal
2. Type of animal (domestic/ wild)

3. Where it lives and how it looks (big/ small, ugly etc.)
4. What it eats and how it gets its food.
5. What do you like or do not like about the animal.
6. Is it helpful or not.
7. In what way is it useful to the community and environment?
8. What can be done to ensure its safety and why?

All in all, the study established that the teaching and learning strategies were not all that satisfactory. Teachers did not use a variety of reference books or stories relating to the topics which pupils were asked to write. The classes were overcrowded and this made it impossible for the teachers to give individual attention to the pupils who were in need of assistance.

The teachers did not use models when teaching to show the learners how they were expected to write.

Appendix 8 sample of pupils script

Sample 1

KOLONYE

THERE IS NO SMOKE WITHOUT FIRE

This can mean that there is no case without a solution, for something to be called a case there should be someone it started before it called a case. The same can refer to the crime cause of the crime and solution to fire.

The person can own someone's money and fails to pay at the end of the end they agreed period, and end up quarrelling the bribe can be the cause of that quarrelling and it can refered to us, as the smoke and quarrelling as the fire. For someone to make a crime he/she should be asked why has done that.

The place where people do not quarrel or argue there will be no fight, because there will be no source of that fight. people argue because of there envious to each other, for the fire to be set there should be first smoke then a real fire. The smoke is the thing that build up the fire, usually there is no way the fire can be just set up without creation of some little smoke.

For someone to become a rich person there should be where he/she started before coming to the high level, it can be either education or small business as the smoke and riches as the fire. Also someone to be health he/she has to eat health foods, where food can refer to a smoke and the health can refer to fire.

Sample 4

The animal that I know very well is a cow & this animal is a type of domestic animal.

WW
AFR
People who keep this animal they construct or build a small room for these animal to live using wood or blocks. They look big and smart.

These animals they can eat grasses in a season, salt and maize grasses in a season, salt and maize. it gets food by people moving them from one place to another in search of food they can't move without anyone to move them.

WW
AFR
I like these animals because their are helpful to the people in a community the thing I dislike about these animals they bring infrastructure to the environment. the rubbish thing that they to remove the from their body the small bad.

C
I can help people in the community because people can get meat from these and their skin body skin too we can make beating drums and also in farms people can use them in farms.

WW
AFR
WW
SP
The thing that must be done for the safety of these animal in the room were they are staying there is no water at a floor and we must sweep their every day because they can go bacteria.

Sample 5

NEGATIVELY AFFECTED OUR CULTURE.

With the above heading I strongly agree that western culture has negatively affected our culture, with respect and humbleness as Stephen Kiwaza.

Culture makes people differ from other ratio tribes and brings about respect among tribes. It also shows beauty among the ladies.

Western culture has brought a lot of negative aspects towards other cultures, among these negative aspects it has increased the high rate of rape cases among places this is due to the way ladies dress, short dresses, short skirts, skin ties, the few to rearsion less staff may seduct a man and can lead to rape.

Apart from that it has also brought lack of parental control to Kere children with this if a boy turns the age where he can drink or smoke they think their parents are nothing to them and can't be controlled.

Besides that it also contributed to the high level of HIV/AIDS where less public education is provided, in addition teenage pregnancies is also an aspect, to the western culture has affected other cultures.

With all these aspects mentioned, other cultures are being disturbed with these aspects lets say short clothes if a young lady wears this it is a taboo to the tribe because she is disrespecting the elders of the clan and for men they have to be strong and become independent to the family but with drugs, alcohol and sex he is a disgrace to the family.

Moreover women has to wait until her right time comes, but going pregnant at a young age is kind of a bad girl because she is disturbed to be called a mother in her home not the parents house.

In a nut shell I strongly propose that it has

Sample 6

March 17, 2016 THURSDAY

EXPOSITION COMPOSITION

There is No Smoke Without Fire

Somebody can not be appointed for something without a cause. If someone says you have done this but she means it. In the world, people does things according to the attitudes the way people behaves in the societies. A person who is leaving alone in a house and the neighbours and one between the two might accuse each other and the one must be guilty.

The good things of the above statement is that some people might end up refusing things that they have done. In addition, there is no way somebody can come from a different place and points a specific person and refuse. In fact, all the people in that particular place they can agree that this person from a different place is very sure and he/she is not mad.

The many reasons of this is that when somebody is appointed it is true for such person who had pointed someone. However all the human beings have common sense and we all agree this statement. In saying this, many things becomes easy in the lives of people since everything becomes known.

In other words the statement is very bad since some people are jealous, envious and others are neutral. These people who are jealous they just go in different place by being told by someone and cause somebody to fall in the certain situation either a job or a chance and putting innocent person in the accused case. Others they use money to accuse each others in terms of bringing confusion in marriage by lying to the husband or the wife, and destroys their performances and div. sometimes divorces in marriages.

Finally no one can be accused by someone without a cause and in the world it will be better if a

Sample 8

JAPANESE

Composition writing

Write a composition of between 250 to 350 words based on the question below.

In what ways do you think western culture has negatively affected our culture.

WESTERN CULTURE HAS NEGATIVELY AFFECTED OUR CULTURE

According to my concept or what am thinking about us, our culture has negatively affecting our culture because some of them, many people in western culture for them they do not respect culture seriously on their country.

After that they affected our culture because many things we use their culture they bring so many things that some of us we considered to those things but us we can't affect their culture.

Further more our culture we can't compare to western culture but for them they don't considered on their culture they can affect our culture of technology, television, radio, vehicles that is why they can affect our culture in this country.

Western culture its has improved because the material which they produces on their country they export them to other countries also producing lot more on their country that is why they can affect our culture.

They produces clothes, shoes that which we can affected to those things.

Appendix-10

Some Types of Errors in Sentence Structures

1. They is something that people do like.
2. If some thief still something to some body.
3. When this people who saw this thief's.
4. If you did not made any cause they is no one who can point you.
5. For instance a girl cannot have a pregnancy for herself.
6. Things that made me to have interest on this person.
7. Other thing is that he used to remember me in the way that he don't forget paying me a visit in a week.
8. John and Alex call him and they begin started charting.
9. After a joke Merrisa came and greeted them how are you boys and all together replied we fine.
10. You can not leaving in this world aloan without another people.
11. I remember the time when I was visiting to my brother.
12. Iam still memoriseing I can no forget in my life.
13. So now I am understand this that there is no smoke without fire because of my visitation.
14. This is why there is can say there is no smoke .
15. A man came from a different particular place because why is not arest the other a part from you and arest the other.
16. I was really impreed with his behaviour was also good behaviour.
17. The good attribute that I admired to this person is he has got good behaviour.
18. I will never forgotten in my life.
19. What was happened my grandmother she was past away she saffer from disease antil die.
20. I feeling bad and I was supprise my self to seeing many people.

21. After that left many children of the world live in peace.
22. God you said I go to prepared a place for you because there a good country.
23. I met a friend by the name Memory.
24. They pointed their guns on us and told us to follow them.
25. My friend he take me some were to play.
26. When we were riching at that place it was a very nice place and it was loking very attractive.
27. We were injoing on that day with my friend.
28. It is the day which I was receive the message from Kitwe.
29. I was stoped sweeping because of happeness.
30. I was failed to do anything that day.
31. I was not expect me to pass in Grade 9 to grade 10.
32. As the party was being conducted.
33. My friend Lilian and I we worn the same clothes and we sitted next to each other.
34. I decided to go back home but it was too night.
35. By then my father and mum was separated.
36. Up to now is still ignoring me as not his daughter because is the only father I know and I still love my father.
37. The many purpose in this story is about
38. My father and mother went to buy some gifts to the town.
39. Both of them died in a load accsedent.
40. I crai a then my friends take a taxi we go with them.
41. So that day are how never serembret my my happy barth day that day.
42. My mother told me o go and fetch waterin the river.
43. At that time we were sit in Ndola.

44. The one thing that is happened at that time.
45. After some time, that lion I will saw it changed in th form of a person.
46. And I was very surprised to saw the lion changed in person and that person was a man. He started talking.
47. The people in the village were also surprised to heard that and I will never forgetting until I die.
48. West culture is the culture is breaks peoples life.
49. Peoples of these days we now living with whites culture.
50. Our tradition roles his been stop following them our tradition music his been stop playing.
51. The community it his affected our culture .
52. But since the Western culture his come in our culture.
53. She is sitting in the same room or eating in the same table.
54. She is going to answered that they is a gender they start getting some idea.
55. Our culture has been substitute because of the Western culture.
56. Apart fro that, your mind will just concentrate your properties.
57. Sunday which is a special day for prassing God.
58. Acording to my understanding Western culture has affects our culture.
59. In the passed years.
60. The Western culture has leads us to go against God.
61. The materials which they produces on their country they export them to other countryies.
62. Female they wearing mine skits so people were perish .
63. Our culture has been rejected t them.
64. Therefore, Africans has a lot of challenges because of imitation for instance, this days women's are dressed trousers.
65. They applying lip stick on eyes and lip, they cutting earblow.

66. Nowadays men are have been started plaiting hair, pemu.
67. He was a young boy with the age of 25 years old and he always go to church a very Sunday.
68. This boy was short and her eyes was brown in complexion.
69. This person her personality he was happy and cheerfull he was a hard worker.
70. In close the school on 8th April, 2016.
71. I am came from mbala District o univest at my sister who get manage in the year of 2016 at Mpulungu District.
72. If me I said thot vera we go to school vera said I cant me I am finish in school okay:
73. Things what fascinates me to him is about to pay for the school fees.
74. When he came in his business sometimes he like to play football.
75. He is just young man who can have wife and the family, he completed the school in 2010.
76. He is happy to everyone he see and he have the respect .
77. He is friendly to people because he know that people is the one make him to be they as the business man.
78. He is the very kid person because he talk to every one in the society or in other places.
79. Myself I like to be like him.
80. And what me I like to be like him is the hard work he work according of time.
81. My intrest I seen on this lady is that she was encourage me to pu more efforts to my education.
82. She tried to explain to me the goods of school when you finish.
83. She works as a doctor at copper belt.
84. My facsinate about this person is that I like what he perform ,what he dress, and the job he is doing.
85. Iwas in the journey , I was going to Lusaka,
86. When she see me she starting smill for me.
87. She was looking like hard work person.

88. She tried to give me his achievements at her careers at, she also tell me about her future.

89. The thing I dislike about these animals they bring inflastructure to the environment.

90. All people were talking goods things about him.