

**AN ANALYSIS OF WRITTEN ENGLISH ERRORS MADE BY GRADE 11 PUPILS
IN A MULTILINGUAL CONTEXT: A CASE OF SELECTED SCHOOLS IN KABWE
AND MONZE DISTRICTS OF ZAMBIA.**

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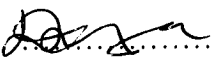


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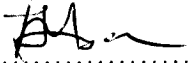
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APPROVAL

The University of Zambia approves the dissertation of Ireen Moonga as fulfilling part of the requirements for the award of the degree of Master of Education in Literacy and Learning.

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ABSTRACT

This study examined general errors committed by Grade 11 pupils learning English as a second language in selected schools in Kabwe and Monze Districts of Zambia. The study seeks to establish why learners, despite all the teaching that has been done on common language errors, have continued committing errors.

The corpus was obtained by administering written essays with 120 participants in the six selected high schools. The written test was committed by the pupils in English and after marking the pupils' scripts, the researcher in conjunction with the selected teachers of English subjected the errors to categorization according to types. The errors were examined through the linguistic theory of error analysis. The teachers of English language and administrators during the focus group discussions pointed out a variety of possible sources of the pupil errors.

Data were analyzed through content analysis and descriptive statistics in line with the emerging themes. Arising from the analysis, the study revealed four main groupings of errors most commonly encountered in the samples of these pupils learning English as their second Language. The four groupings are grammatical, morphological/lexical, semantic and phonological errors. For a closer examination and analysis, these errors were divided into categories of concord, preposition, spelling, punctuation, wrong expressions, wrong word order, wrong time expressions, double grammatical markers, clumsy expressions, words with similar pronunciation and L1 interference errors. These error types were presented, discussed and analyzed according to the objectives of the study.

The study revealed that the predominant source of errors is interlingua rather than intralingua. Interlingual errors are a result of language transfer, which is caused by the learner's first language as defined by the *Dictionary of Language Teaching and Applied Linguistics* (1992) while intralingual errors result from faulty or partial learning of the target language rather than language transfer. In short, interlingua is concerned with errors that occur due to the structural differences between languages while intralingua has to do with the errors that occur within a language.

Through a careful analysis of errors made by the Grade 11 pupils in the selected Zambian schools, the outcome of the study revealed that multilingualism (viewed through the pupils' L1) affects the quality of written English in the schools. In order to generate results that may be generalized to the whole Country, there is need for the same study to be carried out in all the ten provinces of Zambia.

DEDICATION

This study is dedicated to my parents Raphael and Lina Moonga and all my brothers and sisters for their moral, spiritual and emotional support during my studies.

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CHAPTER ONE

INTRODUCTION

1.0 General

This chapter introduces the topic on errors that the Grade 11 pupils make in their written English in the selected Zambian high schools. Brown (1980:166) defines error analysis as the process carried out to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learners. This concept is the same as the one proposed by Crystal (1987:112) who pointed out that error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguists.

High school pupils have continued writing wrong English despite the efforts made by the teachers to solve this problem. Generally speaking, the fact that pupils have continued committing these errors is a sign of incompetence on their part and meaning in their pieces of writing is blocked. Barton (1999: 69) informs us that anything said about literacy presupposes a perspective of language in general, as being 'literate' is always expressed in a particular language. In this study, English is the language under scrutiny. During the 14 years that the researcher has been teaching the English language to secondary school pupils at different levels, she has encountered pupils making errors in their written compositions. Her experience in teaching and marking pupils' compositions prompted her to carry out such research. Since language errors have a role of promoting or demoting academic performance, this study aims to find out the types, categories and sources of errors that the Grade 11 pupils make with particular focus on L2 written literacy.

1.1 Definitions of terms

The following are the operational definitions of the terms used in the study:

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

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.

Bilingualism: A situation where one is able to use or speak two languages in everyday communication easily and naturally.

Multilingualism: A situation where one is able to use a number of languages in everyday communication easily and naturally.

Code switching: Use of two languages in conversation interchangeably.

L1: Mother tongue/familiar language/first language.

L2: English/target language.

CAH: Contrastive Analysis Hypothesis

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

1.2 Background

The notion of error analysis dates back to the time of the structural linguists who believed that languages differ from one another and so they compared one language to another using the contrastive analysis hypothesis (CAH). Joos (1957:228) actually stated, "Language can differ without limits as to either extent or direction." Error analysis is an activity used to identify, classify and interpret or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences. Sometimes pupils make mistakes and not errors in their written language but both mistakes and errors can hinder communication. The difference between a mistake and an error is explained below.

1.2.0 A mistake and an error

Blunder, slip, error and defect are all synonyms of the word mistake. 'Mistake' is the most general word of all these synonyms and most often it refers to a wrong word in a text. When a learner breaks the rules of a language due to non-linguistic factors, he or she makes a mistake

(Tomlinson & Ellis, 1980). Mistakes reflect occasional lapses in performance and occur because in a particular instance, the learner is unable to perform what he or she knows, possibly due to carelessness, tiredness, anxiety or fear, boredom, sickness, quick writing or thinking ahead (1980, Ibid). For example, the word "forum" may appear several times in a piece of writing and then "forom" appears once or twice among these words. At this stage, we can only say that the writer has just made a spelling mistake. So a mistake is a random performance slip, and can be self-corrected.

An error on the other hand, is a systematic deviation made by learners who have not yet mastered the rules of the target language (Tomlinson & Ellis, 1980). When a mistake is repeatedly made it turns into an error; a fossilized error because of one's acquired linguistic data related to first language (L1), second language (L2) or foreign language (FL) learners. In a situation of second language learning, the uncorrected errors become habitual and systematic as they become reinforced by peer speakers and even the public media. In short, we may say that a mistake is failure to perform while an error is a result of failure in competence or comprehension. Errors reflect gaps in the learner's knowledge; they occur because the learner does not know what is correct (Ellis, 1997).

1.3 Statement of the problem

The research problem of this study is that although many people have carried out research on error analysis, no study has 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. Although there is a substantial body of developmental work on literacy problems, the bulk of it is concerned with reading rather than writing. Those studies that do focus on writing mostly concern spelling of single words, rather than production of narrative text (Bishop and Clarkson, 2003). This study, therefore, aims at finding out the types and categories of errors the Grade 11 pupils make in their written English (L2) narratives and also establish what the possible causes of these errors could be. In question form the statement of the problem reads: What types of errors and categories do Grade 11 pupils make in written English and what could be their possible sources?

1.4 The purpose of the study

This study, therefore, aims at finding out the types, categories and sources of errors the Grade 11 pupils' make in their written L2 which is English.

1.5 Objectives

The study seeks to:

- (i) identify the errors that the Grade 11 pupils make in their written English.
- (ii) categorize the errors according to their types.
- (iii) establish which of these errors relate to L1 interference.
- (iv) establish whether or not these errors relate to a specific L1 or generally cut across languages as used by pupils.

1.6 Research questions

The proposed study will attempt to answer four specific questions in relation to the objectives outlined above:

- (i) What type of errors do Grade 11 pupils make in their English compositions?
- (ii) What are the categories to which the identified errors belong?
- (iii) Which of these errors are as a result of L1 interference?
- (iv) Do these errors result from a specific L1 or generally cut across languages as used by pupil?

1.7 Significance of the study

This study is significant in the sense that it has yielded valuable information on the types and categories of written errors in English. It has further attempted to establish the possible causes of the pupils' errors. The investigation was the first to explore the types and systematic categorization of written errors among the Grade 11 pupils in Zambia. The study, therefore, made valuable contribution to knowledge in the area of error analysis at high school level. In addition, teachers of English will have access to a data base which eventually the curriculum developers and language specialists can use to come up with appropriate learning/teaching materials to improve literacy levels among high school learners in terms of written language. In turn these learners will be made aware of the errors they make in order to write coherently and be careful not to commit them repeatedly. One cannot develop much of one's career if one cannot

communicate effectively both through spoken and written language. The findings of the study will encourage teachers to reflect on the challenges they encounter when teaching English composition writing. Through the findings of this study, the teachers may be able to put in place strategies to improve the delivery and reception of the writing skills.

1.8 Limitations

The sample of this study is small and cannot be generalized to all schools in Zambia although it gives a picture of what is going on in these schools where error analysis is concerned. Though this research was done in Tonga and Bemba speaking areas, not all pupils in the schools are Tonga or Bemba respectively. However, the orthography of most Zambian languages is the same and so it is assumed that the results will be quite authentic.

1.9 Conceptual framework

Sekeran (2004) defines the conceptual framework as a model of how one makes logical sense of the relationships among the several factors that have been identified as important to the problem. Furthermore, according to Locke et al (1987) a framework is simply the structure of the idea or concept and how it is put together. A conceptual framework then is an essay that interrelates the concepts involved in the questions. In recent years, there have been new theoretical and methodological concepts in second language teaching. These concepts are linguistic analysis, contrastive analysis, and error analysis which have their base in the theory of structuralism, a branch of linguistics that emphasizes the significance of the interrelations between the elements that constitute a linguistic system.

Linguistic analysis is the work done by linguists in providing a descriptive grammar of language. Contrastive analysis holds the view that L1 interferes with L2 acquisition negatively and that there is need to overcome the L1 interference in L2 writing (Hui, 2010). It covers phonology, morphology and syntax. For example we can contrast between the noun formation in English and Tonga, and this is of course the area of morphology. Lastly, error analysis is defined as a technique for identifying, classifying, and systematically interpreting the unacceptable form produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics (Hasyim, 2002). This study made use of all the three theories mentioned above in order to cover all the aspects of error analysis.

Errors in foreign and second language teaching especially in English are cases which are difficult enough to avoid. There are many aspects that can cause the learners of English as a second language to make errors. Thus, error analysis should not be neglected in second language teaching. This study, through this conceptual framework aimed at identifying, categorizing as well as establishing the sources of the errors that the Grade 11 pupils make in the selected districts of Zambia.

1.10 Structure of the Dissertation

This dissertation is made up of six chapters. The first chapter presents background information on errors made by Grade 11 pupils; stating the specific problem under investigation. The chapter also outlines the purpose and objectives of the study, the specific research questions which addressed the objectives, the rationale or the significance of the study and the limitations of the study. Furthermore, the chapter presents the conceptual framework within which the study was undertaken.

Chapter two reviews some of the available literature that is considered to be directly relevant to the present study in order to place the investigation within the context of similar surveys, thereby enriching it and providing justification for it.

Chapter three describes the methodology used to collect data so as to provide answers to the 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 the Grade 11 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 pupils' 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 high school pupils.

1.11 Summary

This chapter was an introduction to the investigation of errors made by Grade 11 pupils. The chapter further presented the problem under investigation, background, statement of the problem, the purpose of the study, objectives of the study and research questions which addressed the objectives and the significance of the study. Additionally, this was followed by the conceptual framework of the study which was responsible for defining and exemplifying 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 present study so as to position the investigation within the context of similar research by enriching it and providing a justification for it.

CHAPTER TWO

LITERATURE REVIEW

2.0 General

This chapter reviews the different literature on the studies that have been done in different parts of the world on the analysis of second and foreign language errors. Wiersma (1995) points out that the review of literature provides the much needed background and context for the research problem. The current chapter gives a review of some of the available literature which is considered to be of direct relevance to the present study. The aim of this chapter is to position the investigation within the context of similar research by enriching it and providing a justification for it. The chapter opens with an explanation of the concept of error analysis, objectives and approaches to error analysis. The review of literature in this chapter has been organized under: Studies on error analysis in some countries where English is a (a) first language; (b) foreign language and (c) second language. The chapter ends with a conclusion and summary of the reviewed literature.

Over the years, many studies have been carried out on error analysis from different perspectives. However, a study to systematically identify and categorize the second language errors at high school level, has never been done in Zambia. This is the knowledge gap that this study seeks to fill. This current study focuses on error analysis in Kabwe and Monze. In Zambia, English has the status of a second and official language. Owing to this official status given to English, every Zambian citizen who has attained school-going age is mandated to learn and use English to conduct official business or legally deal with authorities (Walters, 1979).

2.0.1 Concept of Error Analysis

Error analysis is an activity carried out to reveal errors found in writing and speaking. Richards et al (1985:96) state that error analysis is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. This definition stresses the functions of error analysis and is in line with literate practices (in terms of written L2) of the second language learners, the concern of this study.

Error analysis enables teachers to find out the sources of errors and take pedagogical precautions towards them. Thus, the analysis of learner language has become an essential need to overcome some questions and propose solutions regarding different language aspects (Erdoğan, 2007).

2.0.2 Objectives of Error Analysis

According to Corder (1975), error analysis has two types of objectives namely, theoretical and applied objectives. Theoretical objectives are there to explicate what and how a learner learns when studying a second language while the applied objectives conversely serve to allow the learner learn efficiently by exploiting the knowledge of his or her dialect for pedagogical purposes. However, this study focuses on the theoretical objectives because the applied part is beyond the competence of the researcher.

Further, the investigation of errors can both be diagnostic and prognostic. It is diagnostic when it reveals the learner's state of language at a given point in a learning process and it is prognostic when it tells course organizers to reorient language learning on the basis of the learner's language problems (Corder, 1967). Since this study is concerned with the current writing proficiency of high school pupils in multilingual Zambia, the diagnostic perspective is the focus.

2.0.3 Approaches to Error Analysis

The two approaches to error analysis are etiological and descriptive. The etiological approach aims at knowing the source of the error targeting linguistic interference such as L1-L2 interference. The descriptive approach aims at describing the errors and how they affect the communication process (Corder, 1967). Both approaches apply to this study because when measuring the literacy levels in someone, one has to know the source of errors the writers commit and describe them at the same time. Generally speaking, when one commits an error, it is a sign of incompetence either in the piece of writing or utterance.

The following are studies carried out on error analysis by different authors in different countries where English is a first, second or foreign language.

2.1 Studies in countries where English is first language.

Gaskell & Cobb (2004) carried out a study to find out if language learners could use concordance (an index of words used by the author) feedback to write errors. The study was carried out in

Canada. The purpose of the study was to see whether learners could enjoy and use networked concordancing as a learning tool, and this seems to have been borne out. Also borne out was the viability of the already formed language links as a way to get this technology into learners' hands. Concordance is concerned with the similarity or agreement between two or more things and in this case, how words give meaning and context in written discourse. In this study, the Gaskell and Cobb utilized a theory of concordancing which is a computer based method of correcting learner errors. Specifically, Gaskell & Cobb's (2004) research sought to address the following questions:

- 1. Will learners consider the concordancing activity useful?*
- 2. Can learners use concordances to correct their errors?*
- 3. Will correcting with concordances reduce errors in free production?*
- 4. Will learners use concordances independently following training?*

This study was also aimed at achieving language base building, but it extended both research and development into L2 grammar acquisition. It seems intuitive that concordances should be useful for revealing grammatical patterns, and yet concordance-based grammar tutoring presented some challenges that vocabulary does not. Gaskell and Cobb (2004) pointed out that input may be the source of new grammatical forms, but this is not where the details are worked out; it is rather in production that learners have the opportunity to explore new forms and match them to communicants' expectations, particularly in the offline opportunities provided by writing (Swain, 1985, 1995). According to this study, an error on a page is an important opportunity in language acquisition because it is in production that learners have the opportunity to explore new forms and match them to communicants' expectations. Once something is written, it is easier to refer to during the learning and teaching process.

In terms of methodology, the course followed a process approach consisting of 10 written assignments over a 15-week semester. Assignments were completed in two-week cycles, with a first draft and peer feedback in Week 1, and revision and electronic submission in Week 2. The instructor then gave feedback to each student's assignment, including online concordance links for five typical errors. The students were required to revise the text for final submission, and for

each of the concordance-linked errors to submit a form explaining specifically what errors had been made based on what concordance information had been collected.

In order to understand which errors were typical for this group and start building a catalogue of concordances, and also to have a means of exploring any movement in pre- and post-error rates, Gaskell & Cobb (2004) performed a needs analysis in the first class. Students provided a 200-word writing sample from which the ten most common errors across the group as a whole were extracted. These were the errors that were given concordance feedback throughout the course. The chosen errors were exclusively at the word and sentence level. Gaskell & Cobb's study is relevant to the current study as it was also concerned about the analysis of written errors from the learners' scripts.

However, Gaskell & Cobb's study is lacking in that it only concentrates on grammar alone and yet L2 learners find problems in all aspects of Language such as semantics, orthography, phonology and vocabulary in general. Furthermore, the use of a programme which was computer based would bring in other complications in that, if applied to the Zambian situation, not all the learners would be computer literate and have access to computers for practice at home.

Another study on error analysis was done at McGill University in Montreal by Lyster (1998). He did a study of the relationships among error types, feedback types, and immediate learner repair in 4 French immersion classrooms at the elementary level. The database was drawn from transcripts of audio recordings of 13 French language arts lessons and 14 subject-matter lessons totaling 18.3 hours. The researcher coded 921 learner errors starting each sequence as grammatical, lexical, or phonological, or as unsolicited uses of L1 (English) and corrective feedback moves as negotiation of form (i.e., elicitation, metalinguistic clues, clarification requests, or repetition of error). The study compared the extent to which teachers used negotiation of form, recasts, and explicit correction to respond to specific error types then examined which types of errors were immediately repaired as a result of each feedback type. The study drew on the database and error treatment model presented by Lyster and Ranta (1997) and aimed to answer two research questions:

1. *What types of learner errors lead to what types of corrective feedback?*
2. *What types of corrective feedback lead to the immediate repair of what types of learner errors?*

Lyster's study is related to the current study in that the data for both studies were collected from the scripts of pupils. Both studies further analyzed errors that were grammatical, lexical, or phonological and took into consideration the unsolicited uses of L1. However, Lyster's study differs from the current one in that Lyster's study was done in a country where English is an L1. Lyster used oral data obtained from the observation of a lesson in progress while the present study did not use the observation method. Lyster focused on error repair for learners whose first language was English but this study focuses on error identification and sources for learners for whom English is their second (L2) language. Due to this variation in the participants, the methodologies of handling the study are also different.

The findings of Lyster's study indicate that lexical errors favoured the negotiation of form; grammatical and phonological errors invited recasts, but with differential effects in terms of learner repair. Overall, the negotiation of form in Lyster's study proved more effective at leading to immediate repair than did recasts or explicit correction, particularly for lexical and grammatical errors, but not for phonological errors. Phonological repairs resulted primarily from recasts. Lyster's study went a step further than the present study in that it looked at the corrective feedback while the present study is only trying to identify, categorize and find sources of the learners' errors. This study however, borrows Lyster's idea of the error categorization but breaks these categories further into the 11 error types mentioned in the introduction.

Morrell (2010) undertook a study to try and come up with a '*non-threatening way to correct written language errors.*' Morrell's study resembles that of Lyster (1998) which dealt with the relationships among error types, feedback types, and immediate learner repair in 4 French immersion classrooms at the elementary level. The difference between Lyster and Morrell's study is that the languages involved were English and French respectively. Moreover, the learners in Lyster's study had no hearing problems while Morrell's learners were deaf. The goals of Morrell's study were as follows:

- (i) to determine if students who are deaf and hard of hearing in an educational setting that teaches listening and spoken language are able to correct written language errors through interactive journals;
- (ii) to determine if these students are able to gain facility with language structures, interrogatives, and spelling through a less structured setting.

After analyzing the results of this study, the examiner came to the conclusion that dialogue journals can be an effective tool in encouraging the development of literacy skills within a balanced literacy programme. Dialogue journals can be used as a daily or weekly classroom activity to correct errors, which motivates the students to write independently, for a specific purpose. Interactive journals promote error analysis and the development of literacy by allowing the students the opportunity to apply previously learned syntactical, grammatical and spelling skills in their writing.

The current study is also dealing with errors made by learners in narrative writing. Errors in both studies are being used to improve the learners' writing skills through the identification, categorization and in Morrell's case, correction of the identified language errors. Morrell's study is relevant to the current study in that it confirms that the language errors that learners make in their written work can be a tool for teaching and learning language.

Silva (1993) did a study towards an understanding of the distinct nature of L2 writing. This study aimed at establishing the differences between writing in L1 and writing in L2. Data was obtained by locating and carefully screening reports of empirical research involving a direct comparison of written work done by learners of English as their Second Language (ESL) and Native English Speakers (NES). The subjects involved in this research came from a variety of language backgrounds. At least 27 different L1s were represented in the studies, with Arabic, Chinese, Japanese, and Spanish dominant. Subjects were predominantly undergraduate college students in their late teens and early twenties, though educational levels ranged from high school to postgraduate.

The findings of the study were presented in the categories of composing processes and written text features.

Composing Processes

In general terms, composing process patterns (sequences of writing behaviors) were similar in L1s and L2s. However, L2 composing was clearly more difficult and less effective; a closer look turns up some salient differences in the sub-processes of planning, transcribing, and reviewing.

Planning

It was reported that, overall, L2 writers did less planning, at the global and local levels. Whereas they devoted more attention to generating material, this generation was more difficult and less successful in that more time was spent on figuring out the topic, less useful material was generated, and more of the generated ideas never found their way into the written text. L2 writers did less goal setting, global and local and had more difficulty achieving these goals. It was also reported that organizing generated material in the L2 was more difficult (Moragne e Silva, 1989; Whalen, 1988).

Transcribing

Transcribing (producing written text) in the L2 was more laborious, less fluent, and less productive. It was reported that L2 writers spent more time referring back to an outline or prompt (Moragne e Silva, 1989, Whalen, 1988).

Another finding was that L2 writing is strategically, rhetorically, and linguistically different from L1 writing.

Silva' study is linked to the current study because both studies considered the effect that the learners' L1 has on their written L2. Just like Silva's study, the current study looks at written language in learners. Furthermore, both studies acknowledge that there are significant differences between L1 and L2 writing. These differences have sometimes resulted in errors in the writing of English. However, whereas Silva's subjects were predominantly undergraduate college students from different countries in their late teens and early twenties, though educational levels ranged from high school to postgraduate, the subjects in this study are all Zambians in their early teens and only those in Grade 11. Silva compared written language between the native

and non-native speakers of English while the current study has only concentrated on non-native speakers of English. The current study in this regard seeks to establish how non-native speakers of English are influenced by their L1 in the writing of English.

Marshall and Newcombe (1973) carried out a study to demonstrate how analysis of errors could throw light on underlying writing mechanisms. Written narratives were elicited from children using a sequence of five photographs depicting a simple story, and were analyzed for grammatical complexity and accuracy, intelligibility, and semantic content. Marshall and Newcombe (1973) explained that the ability to express oneself through writing was a crucially important skill in literate societies, and yet assessment of written language was often overlooked when evaluating children who presented with communication problems. The neglect of the assessment of written language extends to research studies. Although there is a substantial body of developmental work on literacy problems, the bulk of it is not concerned with writing. Those studies that do focus on writing mostly concern spelling of single words, rather than production of narrative text (Bishop and Clarkson, 2003).

On the other hand, a written narrative can be evaluated on many levels such as spelling, punctuation, vocabulary, grammatical accuracy, grammatical complexity, length, amount of information conveyed, and cohesion.

One of the most outstanding findings of this study was that difficulties in phonological segmentation and memory were strongly associated with poor written language. Phonological processing was clearly of importance, but other linguistic deficits may be implicated in literacy difficulties in some children, and should also be assessed in children whose written language is poor. The findings point to the fact that phonological difficulties are closely linked to poor written language.

This information makes Marshall and Newcombe (1973)'s study relevant to the current study which is investigating the errors that high school children make in their written narrative compositions. The current study also recorded some phonological difficulties in pupils which resulted in poor narrative compositions. Examples of written errors that may be caused by phonological problems have been given in chapter four of this study. Because writing is a late-acquired and complex skill, it may be a particularly sensitive index of language difficulties in

children. For this reason, the current study proves to be a necessity as it may help to solve the writing problems that the high school learners face in their L2 acquisition.

2.2 Studies in countries where English is a foreign language (EFL)

Hasyim (2002) conducted a study at Hasanuddin University on 'Error Analysis in the Teaching of English'. The main purpose of this study was to discuss the importance of error analysis in the teaching of English as a foreign language. In this study, Hasyim presented some English sentences containing grammatical errors. These grammatical errors were analyzed based on the theories presented by the linguists using Corder's (2000) model. Using this model, sentences were analyzed in terms of grammar rules of the target language and whether the learners' sentences were overtly or covertly idiosyncratic. The same sentences were also examined to find out whether the writers were influenced by their mother tongue or not. This analysis aimed at showing the students the causes and kinds of the grammatical errors. By this way, the students were expected to increase their knowledge on the English grammar.

The findings of this study showed that pupils' errors were caused by the following:

1. *wrong use of adjectives*
2. *wrong presentation of subject and incorrect agreement*
3. *wrong use of question word 'how far'*
4. *wrong use of prepositions*
5. *Error in using passive voice*
6. *Mother tongue interference*

While generalization was very common in the pupil's sentences.

There is a link between Hasyim's study and the present one as both aimed at establishing the types and sources of errors that the learners of English as a foreign and second language respectively make. Whereas Hasyim focused his study on analyzing grammatical errors only, the current study is dealing with errors made by learners in general. Grammatical errors are only a fraction of the whole study since literacy covers all the other aspects of language and not only grammar. This is the knowledge gap that the present study is trying to fill up.

Subramaniam (2009) undertook a study in Malaysia to examine errors in a corpus of 72 essays written by 72 participants. The objective of this study was to investigate the types of errors made by Form Four students in their written work. The study sought to answer the question: What are

the six most common errors that students make in their essays?

The participants were Form Four Malay students who were studying at a secondary school in Malaysia; 37 male and 35 female. They had experienced approximately the same number of years of education through primary and secondary education in Malaysia. All of the participants came from non-English speaking background and hardly communicated in English outside the school. The instrument used for this study was participants' written essays and the Markin software was utilized to analyze the errors in the essays. Markin is a Windows 95/98/ME/NT4/2000/XP program developed by Martin Holmes in 1996. It was used as a tool to allow teachers to mark written material done by students electronically. It is a program for marking and annotating text documents using a Windows computer. All of the errors in the essays were identified and classified into various categorizations.

The results of the study showed that six most common errors committed by the participants were singular/plural form, verb tense, word choice, preposition, subject-verb agreement and word order. These aspects of writing in English posed the most difficult problems to participants. The study shed light on the manner in which students internalize the rules of the target language, which is English.

Subramaniam's study is similar to the current study in the sense that the participants in both studies were Grade 11 pupils. The instrument used and the procedure for analysis of data and the findings are similar. However, whereas Subramaniam analyzed the identified errors electronically using the Markin program, the analysis in the current study was done manually by the researcher in conjunction with the pupils' teachers because of the unavailability of the same program and computers for the pupils to use. The error with the highest frequency in Subramaniam's study was the Singular/Plural Form with 13.3% while in the present study it was spelling with 14.84%.

The current study has proved that it is possible to obtain similar results on error analysis from pupils' written language without using electronic methods. Just like in Subramaniam's study, this study has shed light on the manner in which students internalize the rules of the target language,

which is English. Such an insight into language learning problems is useful to teachers because it provides information on common trouble-spots in language learning which can be used in the preparation of effective teaching materials.

2.3 Studies in Africa where English is a second language

In Nigeria, Aito (2005) undertook a study concerning error analysis of linguistic interferences encountered by secondary school students in Esan-West. In this study, Aito aimed at identifying, classifying and analyzing errors in students' written productions in French through the following research questions:

1. What language interferes most with the learning of French?
2. What are the error types identified in the student's scripts?
3. What are the errors caused by the most interfering language?
4. What error types occurred most frequently?
5. What are the error levels in the schools?
6. At what class level do the students commit the greater number of errors?

A total of 107 students were given essay topics to write on during normal classes and supervised by the regular teachers. After correcting the scripts and categorizing the errors in consultation with local secondary and university teachers of French, two broad categories emerged, to wit: lexical errors and structural errors. In analyzing the data collected, frequencies were determined and converted into percentages in consonance with the aforementioned research questions.

Questionnaires were administered in the designated Esan-West to determine mother tongues. Errors were collated and interpreted in collaboration with French teachers at a neighbouring university. Instead of the mother tongues (Edo, Igbo, Yoruba, Okpameri Owan, Itsekiri and Isoko), English was found to account for structural and lexical errors, a situation further complicated by the students' questionable proficiency in it. The results, which showed English as the source of interference, amply exposed the absence of literacy in the mother tongue, or local language of the area, a conclusion that constituted a serious indictment of the successive policy pronouncements on the necessity to develop local indigenous languages, which fact nourished the researcher's interrogations.

The findings further indicated that phonological deviations produce errors, whereas phonetic variations may be accommodated. Emordi (1986:116) suggests that secondary school students whose language of instruction is compulsorily English, being bilingual or polyglot to varying degrees, are bound to encounter these transfers, negative or positive. The students' thought processes are consciously or unconsciously operated in tortuous and uneconomical ways that result in poor performances and errors in the new language.

Apart from errors due to Nigerian languages, inter-linguistic errors, with particular reference to the preponderating errors traced to English. This was a somewhat dubious fact since it is not uncommon to find secondary school students with less than adequate levels of proficiency in oral and written English. To illustrate this, the following examples were cited:

Les vieux parents vivent bien à cause de leurs enfants in place of *grâce à*; *les malades boivent des médicaments* in place of *prennent*; *une danse traditionnelle* written as *une dance traditional*; *le success* as *le success* and *plusieurs personnes* as *plusieurs persons*.

The other difficulties centered around gender, verbs (conjugation), prepositions, etc. Of the ethnic groups tested, only two, namely Edo and Igbo showed very slight interferences with French. The others, namely, Okpameri, Yoruba, Urhobo, Itsekiri and Isoko were virtually free of interference. English prepositions and their French equivalents were examined. Three categories were listed: *on, at* and *in*; *onto, to*; *off, from, out of*, with their equivalent French prepositions : *on, onto* : *sur*; *at, to* : *à*; *in, into* : *dans*; *off (away), from, out, of* : *de*. The mastery of these grammatical elements and their use in appropriate contexts posed tremendous and overwhelming difficulties, such that distortion of meaning resulted.

Aito's study is relevant to the current study in that the aim is in line with the aim of this study; *To identify, classify and analyze errors in students' written productions*. The two studies also employed similar procedures in the methodology of collecting data. However, Aito's focus was on the errors made by students in the learning of French while the focus in the current study is on errors made by pupils in the learning of English. English in Aito's study interfered with the learning of French more than the mother tongues did.

Nzinga, D. (2007) did a study on error analysis and the teaching of pronunciation. The aim of this study was to establish classroom procedures on how to use error analysis to devise the whole philosophy of the teaching of pronunciation, particularly in English as a Foreign Language (EFL). In his findings, Nzinga pointed out the following as the main areas of error to the pupils (in Nigeria, Angola, Congo and Zambia) learning English as a second and foreign language.

1. The significant sound patterns in the consonant system of English;

E.g. Initial position	Medial position	Final position
Rip lip	buzzes buses	boat both
Sheep cheap	parcel partial	leaf leave
Fail veil	fridges freezes	ice eyes

2. The significant clusters which may occurred both initially and finally in a word.

E .g. Initial	final
Pray play	nest next
Scheme scream	ask axe
Crime climb	missed mixed

3. The significant sound contrasts in the vowel system.

e. g. beat bit	pepper paper
Hard heard	load lord
Cheer chair	bit bet

Nzinga recommended that due to the findings of phonological problems that the pupils have, the teachers of English should be part of the group that formulates the syllabus so that they could give concrete examples of the kind of errors that pupils actually make in class and not just following a general syllabus.

Nzinga's study is relevant to the current research as it deals specifically with matters of phonology; one of the major components of the current study. Pupils sometimes fail to communicate both orally and in writing because of poor pronunciation of words. Nzinga gave a situational example of wrong stress affecting communication:

The use of emphatic stress frequently indicates contrasting meanings achieved through a change in pitch within the intonation pattern. Yet, this aspect of English phonology is among the most poorly taught resulting in a tremendous number of errors. In Nigeria for example, people may look serious, offended, annoyed or threatening when they are not, simply because of a wrong use

of emphatic stress. Even diplomatic relations have sometimes been broken due to wrong stress because the foreigners do not understand why the speaker is shouting and annoyed! It is common to hear shop keepers saying:

1. “*There ‘is ‘no ‘bread ‘today*” while they simply mean:
2. “*There’s no bread today*”

Many students are not aware that in (1), one looks serious or sick and tired of being reputedly asked whether there is bread. Sometimes in the process of learning they pronounce or hear words pronounced wrongly thus the repeated wrong pronunciation and this would later be transferred to their written language.

While Nzinga’s study focused on how phonology can affect oral communication, the current study focuses on how phonology can affect written communication.

2.4 Summary

This chapter has presented a review of the available literature which was seen to be of direct relevance to the present study so as to place the research within the context of similar studies thereby enriching it and providing a justification for it. It is interesting to note that all the reviewed literature brings out the need for error analysis though they were done in different places. The present study can be further pursued to try and find solutions to the many errors that the high school pupils make in their written L2.

The next chapter presents in detail the methodology utilized to collect and analyze data so as to provide answers to the research questions raised in chapter one of the study. The chapter builds on the introduction to the methodology provided in chapter one and presents details relating to the type of research design employed in the present study, the study area and sample size, the data collection instruments and procedures as well as the data analysis process.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the methodology used in the study. It has been divided into sub-sections of study area, the population, the study sample, sampling procedures and research instruments. Others are data collection procedure, data collection technique, data analysis and data interpretation.

3.1 Area of study

Kabwe and Monze are districts in Zambia found in Central and Southern Provinces, respectively. Kabwe is located about 140 kilometers (84.8 miles) north of Lusaka, the capital city of Zambia while Monze is about 180 kilometers south-west of Lusaka. In Kabwe urban, the predominant language of communication and play is Bemba while in Kabwe rural it is Lenje. In Monze, the language of wider communication and play is Tonga though in boarding schools like Suisinac and Nzemo Boarding, pupils speak Nyanja and Bemba in addition to Tonga and English. These research sites were deemed suitable to give a balanced picture of the types and sources of errors that high school pupils make in terms of their written second language.

3.2 Research design

A research design is the structure that holds together all the elements in a research project (Kombo & Tromp, 2006). The study used Descriptive Survey Design which applied the qualitative approach both in the collection and analysis of data. Written texts were used in data analysis. The frequency with which each type of error occurs in the written text was analyzed using some simple quantitative techniques of figures and statistics in tables. The qualitative techniques were used to explain the relationship between the errors in the pupils' written English and the most likely sources of these errors. The study employed the qualitative approach. Method triangulation or the concept of mixing methods is based on the realization that any single method has limitations and biases which could be reduced by application of multiple approaches (Cresswell, 2003). This is the reason why the research employed both the qualitative and quantitative approaches.

3.3 Target population

Population refers to the larger group of individuals, objects or items such as all adults in a particular area to whom the research study results are to be generalized or it can be said to refer to a larger group from which the sample is taken (Johnson & Cristensen, 2004; Kombo & Tromp, 2006). For this study, the population consisted of all Grade 11 pupils in Kabwe and Monze Districts of Zambia.

3.4 Sample population

To sample is to study or test the characteristics of the sample population so that the researcher understands the characteristics of the larger group (Johnson & Christensen, 2004). After the researcher has determined the characteristics of the sample, generalization to the target population may be made. The researcher makes statements about the population based on his/her study of the sample. In this study, the sample was purposively drawn from three high schools in Kabwe District (Chabwa, Ngaloka and Bweka) and Monze District (Nikuchi Girls, Suisinac and Nzemo Boarding).

The schools were selected on account that they were government run or grant-aided and not purely private schools. Such schools were selected because the system of enrolling students depends on the cut-off point given by the government under the Ministry of Education. Therefore, the pupils that are found in these schools are a mixture of those who are academically gifted as well as those who are average. Private schools on the other hand, usually give aptitude tests and set their own cut-off point which is normally higher than the one government schools use and so select pupils who normally have a very high intelligence quotient. In such schools, language errors would be minimal. This is the reason why the researcher deliberately went for ordinary government and grant-aided schools.

However, government schools also have a streaming system in terms of class allocation in order to come up with class subject allocation. The researcher was given access to the previous term's English language results in each of the sample school to select the classes to be participants in the research. The classes sampled were those of average performance (determined by results) pupils with the view of obtaining a balanced picture in terms of errors.

Twenty pupils were sampled in each of the selected schools bringing the total number of participants to 120. The teachers of English and the administrators in the selected schools were informants. At the time of data collection, the Grade 12 pupils were busy preparing for their final examinations. Alternatively, Grade 11 pupils were sampled because at this stage they had done enough composition writing. The source of the question that the pupils were given to write the essay on, was a Grade 12 past examination paper because by the eleventh grade, the pupils are nearly ready to write their grade 12 examination and teachers use the same past papers for teaching and class exercises.

3.5 Sampling procedure

Sampling procedure is vital as it assists the researcher to arrive at the most suitable data collection technique. The sample for this study was drawn purposively from three high schools in Kabwe District (Chabwa, Ngaloka and Bweka) and Monze District (Nikuchi Girls, Suisinac and Nzemo Boarding). These schools were purposively sampled (as explained above) because they are very representative of the largest Zambian student population. Furthermore, the pupils in the sampled schools come from both rural and urban settings unlike private schools which mostly comprise urban students.

Pupils were given the same topic to write a composition on. This test was conducted by the pupils' teachers in their natural environments to avoid the Hawthorne effect on the part of the pupils. Hawthorne effect has to do with findings in research being attributable to the attention of the researchers to the subjects of their research rather than to the factors significant to the research topic. *The researcher then marked the scripts. The pupils' teachers of English were availed of the marked scripts and the errors that the researcher discovered for verification of results. A discussion ensued between the two parties to ensure validity and viability of the findings before the recorded errors were categorized as shown in chapter four. The outcome was discussed during the focus group meetings and so the pupils' errors that are recorded in this document are a collective agreement between the researcher and the selected teachers of English in the selected schools.*

3.6 Research instruments

Class test scripts: Pupils were given a composition topic to write on by their teachers. The topic was: *Love is sacrifice. Describe an incident when you had to sacrifice for the love of someone or something.*

3.7 Data collection techniques

The researcher used document (test papers) analysis and focus group discussions for the collection of data.

3.7.1 Document analysis

The study employed the use of document analysis technique. The researcher marked the pupils' scripts and in conjunction with the selected teachers of English, identified the errors as being in four main categories of grammar, morphology, semantics and phonology. To make the analysis easier, the errors were further divided into the following types: concord, preposition, spelling, punctuation, wrong word/expressions, wrong word order, wrong time expressions, double grammatical markers, clumsy expressions, words with similar pronunciation and L1 interference errors. This categorization made the analysis and discussion easier as shown in chapter four.

3.7.2 Focus group discussions:

Focus group meetings for the informants were conducted after the categorization of the errors to find out what the teachers and administrators think are the sources of errors in the pupils' written English narratives. The informants discussed the hardships they face in teaching pupils to communicate properly through their written English. They shared their views on the identified errors and the possible causes as explained in the section for focus group discussion.

3.8 Data analysis

Data collected (errors) in the study were analyzed qualitatively under various themes and objectives of the study. Qualitative methods involved explaining the possible sources of the pupils' errors. Some quantitative techniques were used in the presentation of data in simple tables. The various categories of errors were presented as sub-headings of findings. In their written work, pupils made both errors and mistakes.

3.9 Ethical consideration

In order to uphold confidentiality during the research, the participants were assured that the information they gave would be used only for academic purposes. Furthermore, pseudo names for the schools in which the study was conducted were used. This helped to disguise these schools thus upholding the ethical status of the participants and respondents.

3.10 Challenges encountered

The researcher met initial suspicion, unease and even resistance from some teachers and school managers who, because of the country-wide exam malpractices thought they were being spied upon. Therefore, it proved to be difficult especially in some government schools to get teachers to co-operate in the giving of the test to the pupils. In one case a school had to be left out all together and replaced by another one because one of the administrators totally refused to organize the teachers. Furthermore, the number of workshops and meetings organized for officers during working hours were so many which resulted in the researcher's failure to collect data from the rightful officers promptly as they would be out attending these meetings and workshops.

To minimize these challenges, it took a lot of patience on the part of the researcher to collect the required data. The researcher remained focused and worked steadily with the stakeholders assuring them that the data collected was purely for academic purposes only. In some cases, the administrators were used to organize and get the teachers to cooperate without coercion.

3.11 Summary

The fore-going chapter presented the research methodology. It included the overview in terms of the introduction, area of study, research design, target population, sample population, sampling procedures, research instruments and methods used in data collection procedures among other items. In the next chapter, the researcher will present the findings and discuss them.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.0 General

The previous chapter dealt with methodological aspects of the investigation by focusing on the research procedures and techniques which were adopted in the current study so as to provide answers to the research questions in chapter one of the study. To be more precise, the chapter discussed the type of research design employed in the study and why this design was selected. It also presented some specific details relating to the study area, the sample size, the data collection instruments and the data analysis process. The chapter also stated the criteria used in selecting each of these research methods. The challenges encountered during data collection and ethical considerations were also highlighted.

This chapter is a presentation and discussion of findings of the study conducted in the selected high schools of Chabwa, Ngaloka and Bweka in Kabwe District and Nzemo Boarding, Suisinac and Nikuchi Girls High Schools in Monze District. A total of 310 errors were recorded from the composition scripts written by 120 pupils. These errors fell under broad categories of grammatical, morphological/lexical, semantic and phonological groupings. For easy discussion, the errors were re-grouped into concord, preposition, spelling, punctuation, wrong expressions, wrong word order, wrong time expressions, double grammatical markers, clumsy expressions, words with similar pronunciation and L1 interference. The presentation was done under sub-headings derived from the objectives.

4.0.1 Sources of Errors

Depending on the source, errors can be either interlingua or intralingua. Interlingua errors occur due to L1 interference. This means that they occur due to negative transfer from L1 to the target language. Intralingua errors on the contrary are committed regardless of L1. What causes such errors is the inadequate knowledge of rules of a target language by the learners regardless of their L1. Intralingua errors can be experienced in overgeneralization, over-simplification and induced errors (Corder, 1971).

4.0.2 Descriptive Errors

These aim at establishing how an error affects the communication process under themes like omission, addition, formation and distribution. Omission has to do with the absence of a word (like an article) or a morpheme in a word. Under addition we are concerned with the application of double grammatical markers (e.g people they like...) while formation deals with the wrong creation of words through spelling. Distribution has to do with disarrangement of elements in a sentence due to linguistic interference in terms of word order, concord and many others.

4.0.3 Language Interference

Corder (1981:84) defines linguistic interference as that which learners carry over to or generalize in their knowledge about their native language as they learn a target language. Dulay, Burt and Krashen (1981) suggest two possible ways of looking at interference. These are Psychological and Sociolinguistic perspectives of language.

The Psychological perspective is a result of influence from old habits when new ones are being learnt while the Sociolinguistic perspective describes the language interactions that occur when two language communities are in contact. During this contact there is borrowing, code switching and fossilization. Borrowing is concerned with the incorporation of linguistic material from one language into another. Code switching describes the use of two language systems for communication usually evidenced by a sudden brief shift from one language to another. Fossilization, unlike borrowing and code switching refers to relatively permanent incorporation of incorrect linguistic forms into one's second language competence (Dulay, Burt & Krashen, 1982). This study is in line with the Psychological perspective since one of the objectives was seeking to establish some errors that were as a result of L1 interference.

4.0.4 Phonological interference

According to Lupande (1994), phonological interference is manifested in speaking and reading. It is usually indicated by recourse to word stress, intonation and speech sounds which are foreign to the target language.

4.0.5 Orthographic interference

This is manifested in writing. It involves the alteration of spelling of words in some cases due to phonological and L1 influence.

4.0.6 Lexical interference

This interference is manifested in speaking and writing. Words are borrowed from L1 into L2 or target language. Such words may or may not be converted to sound more natural in the target language.

4.0.7 Grammatical interference

Grammatical interference manifests itself in wrong sentence structures due to wrong word order, subject-verb agreement and coordination.

4.1 Identification of errors

The first objective required the researcher to identify the general errors that the Grade 11 pupils make in their written English. It was discovered that pupils made a variety of errors in their writing for various reasons. Generally, as pointed out above, the errors that were discovered fell under grammatical, morphological/lexical, semantic and phonological groupings.

Grammatical sensitivity is the ability to pay attention to the formal characteristics of a language; to infer language rules from linguistic data (Stern, 1983). Sentence structure, coordination, agreement and word order made up the grammatical category while the lexical category was made up of orthographic (spelling) errors. For example, most pupils spell the word 'because' as 'coz' which becomes an error most probably influenced by the short phone message system regularly used by the pupils. 'Coz' has been in use for such a long time that pupils probably do not know that it is sub-standard slang.

Errors pertaining to logic and meaning formed the semantic grouping while the phonological grouping consisted of written errors that were as a result of wrong pronunciation. Most of the pronunciation errors seem to have been as a result of similar sounds in certain words and L1 interference.

However, it is important to mention that in some cases, one error could belong to more than one category. Corder (1974), pointed out that a single word may show more than one error and appear, therefore, in more than one category or list. The study also revealed that the predominant source of errors is interlingua rather than intralingua. Subsequent sections present the errors that the pupils generated.

4.2 Categorization and discussion of errors

Objective number two demands the categorization of the identified errors. Errors can be categorized on the basis of the linguistic levels testifying to their manifestation. Interference can be experienced in language at grammatical, discourse, phonological and lexical levels. Qadi (2009:13) points out that, "language is not simply a formal system of sounds, words and syntactic structures but that it is also a way of communication by human people within their beliefs, attitudes, customs, behaviours, social habits etc and this is what is meant by culture." He pointed out that language is subject to change and development. Qadi's view makes us appreciate the fact that the errors the learners make in their written language need to be identified, categorized and corrected to enhance literacy and communication. This study attempts to address this need.

Grammatical or morph-syntactic errors stress the need for grammatical accuracy, in both speech and writing (Lott, 1983). Discourse and lexis deal with the correct selection and use of words in a piece of writing or speech for a smooth flow of words and ideas. Phonological errors come about due to wrong pronunciation of words and so even pronunciation needs to be taught. All the errors discussed in this document were collected from the pupils' written compositions. The following table is a summary of the error categories by types from the pupils' compositions, their frequency and percentages.

Table 1: Error categories by types

NUMBER	ERROR TYPES	FREQUENCY	PERCENTAGES
1	Concord	35	11.29
2	Prepositions	21	06.77
3	Spelling	46	14.84
4	Punctuation	30	09.68
5	Wrong expression	25	08.06
6	Word order	26	08.39
7	Time expression	16	05.16
8	Double grammatical	20	06.45

	markers		
9	Clumsy expressions	41	13.22
10	Words with similar pronunciation	32	10.32
11	L1 interference	18	05.80
	Total	310	99.98

It should be noted here that due to the large number of errors collected and recorded, only samples have been described in this chapter under the sub-categories pointed out above. The rest of the errors have been listed as appendices 1 to 7. Six of the pupils' written scripts have also been attached and appear in this document as appendix 9. These are proof of the origin of some of the errors recorded.

4.2.1 Concord

Concord is concerned with agreement between grammatical elements in terms of number, case or gender. In this study, concord is most evident in the form of subject / verb, subject / adjective disagreements as shown in the following examples. This error accounted for 35 of the total errors or 11.29%.

1. *People helps* when you are in need.
2. She bought *some things* which *is* needed by girls.
3. *Since books and prostitution does* not go together, I had to judge and act.
4. *This words* were not easy to forget because they were hurting me.

Description

In (1), (2) and (3), there is no agreement in terms of number between the following subjects and verbs: '*people* and *helps*', '*some things* and *is*', '*books and prostitution* and *does*' respectively. In (4), the demonstrative adjective '*this*' does not agree with the subject '*words*' in number. It is most likely that the student who wrote the statement in (4) meant to write '*these*' instead of '*this*' but since the statement was repeatedly used by the same student in the text, it proved to be an error.

The errors above could have been as a result of the pupils' failure to deal with subject-verb/adjective agreement especially in terms of number. Pupils have not yet mastered the rules of concordance and therefore, loosely use the '-s' morpheme. When a language learner is taught a

language, one already has what Corder (1967) has termed “in-built syllabus”. This inbuilt syllabus or natural learning, according to Chumbow (1978), makes the learner operate on idiosyncratic bases. The most common error induced by this in-built syllabus is overgeneralization. This has been observed among all language learners, whatever their mother tongue is. The learning strategy known as overgeneralization is due to the fact that the learner tries to apply the rules he has already learned to every new case without discrimination. In English, when discussing a singular noun, then one should add an ‘s’ to the verb and when discussing more than one noun, one should not add an ‘s’. For instance,

Mary **cooks** well. (singular noun)

Mary and Mutinta **cook** well. (plural noun)

Such a rule seems to be a contradiction to pupils who believe that when you have more you add ‘s’ and when you have less, you should remove ‘s’. What the pupils know is that the addition of, ‘-s’ to the verb symbolises the involvement of many items (plurality) and not just one item. This factor came to light during the focus group discussions where some teachers explained that they had interviewed some pupils during the course of teaching over the same error and they confessed that that was the way they understood the addition of ‘-s’ to a verb.

4.2.2 Preposition use

In any language, prepositions are very essential for bringing out the meaning of a statement or utterance. Some of the errors in this study were about the incorrect use and omission of prepositions in the pupils’ written sentences. This type of error occurred 21 times which is 6.77% of the total number of errors. The following are examples.

1. When we reached *in* town, we went *for* swimming.
2. *I waited him for two hours but he didn’t come.*

Description

According to the nature of the English language, there are some verbs like ‘reach’ and ‘swimming’ that cannot be preceded or followed by a preposition. One cannot ‘*reach in town*’ but can ‘*reach town*’. In (1), the writer was most likely confusing the use of the synonym ‘arrive’ which takes a preposition and ‘reach’ which does not take a preposition before the noun. Again in the same sentence, the pupil was confused between ‘*going for a swim*’ and ‘*going*

swimming'. In (2), the pupil omitted the preposition 'for' before the verb 'waited'. The possible source of the errors above could be the failure by pupils to master the rules governing the use and application of prepositional structures. The two sentences should have read:

- (1) When we reached town, we went swimming.
- (2) I waited for him for two hours but he didn't come.

4.2.3 Spelling

This category involves wrong spelling of words. A lexicon is the entire body of vocabulary items or words belonging to a body of knowledge one known by somebody. The lexical category of errors in this study includes morphological and orthographic errors. Morphology has always been understood to be the study of the internal structure of words (Katamba, 1993). Morphological and orthographic errors had the largest frequency of 46 which is the same as 14.84% as shown in table 1. It is not very clear why pupils make these errors but the short phone messages that they write so regularly and the poor reading culture among the pupils could be some of the most likely causes of such errors.

The following are examples.

1. I had not *payed* my school fees.
2. I *recieved* a letter.
3. I got some vegetables and sold them so that I could *rise* some money.

Description

In (1), the writer has not mastered that some verbs that end with 'y' in their present simple form end with 'ied' in their simple past form. All the learner seems to know is that when changing verbs to the past, one needs to add 'ed'. This is rule generalization and is most likely, the source of the spelling error in (1). In (2), the writer has not just paid attention to the spelling of the word 'receive'. The spelling needs to be memorized by the learner. Finally in (3), the writer seems to have a phonological problem between 'rise' and 'raise'. The writer seems to swap the sounds /raiz/ and /reiz/. In turn, the meaning of a given sentence is affected.

4.2.4 Punctuation

The data shows that pupils have a big problem with punctuation and the examples of these errors are listed below.

1. *Thats how I met my mothers aunt*
2. *I started crying while holding his hand and telling him that please I love you more than my parents don't mind about my brother.*
3. *He asked me you are sick isn't it?*

Description

Sentence (1) above is considered to be wrong because the English language requires that when one is writing the short form of 'that is', in a direct speech as the case was in the example above, an apostrophe must be placed after the word 'that' and before adding 's' without spaces in between. The writer also does not possess the knowledge of how to use an apostrophe to show possession as proved by the use of 'mothers' instead of 'mother's'. In sentences (2) and (3) the writers do not seem to have mastered the rules governing the writing of direct quotations and the use of question tags respectively though the tag used is also wrong. The three sentences should have been written as:

1. *That's how I met my mother's aunt.*
2. *I started crying while holding his hand and telling him, "Please I love you more than my parents. Don't mind my brother."*
3. *He asked me, "You are sick, aren't you?"*

4.2.5 Wrong expressions

This category comprises sentences in which wrong expressions were used as exemplified below. It had a total frequency of 25 or 8.06% of the errors detected.

1. When we had nothing to *discuss about*, we sat quietly.
2. They managed to *put off* the fire and saved his clothes.
3. *Little people* were willing to offer their help.

error in (2) is a local one because the writer just swapped the two words, 'result' and 'end' with each other and the message is still understood.

According to Erdogan (2005), the above error is a lexicon one. The writer might have limited vocabulary. Although one can guess what the writer was trying to put across, the words were wrongly placed. This error accounted for 26 or 8.39% of the total errors.

4.2.7 Time expressions

There are various phrases used to indicate time in many languages including English. In this study, a number of wrong time expressions were collected. The following are examples.

1. *At once* I was a person who used to hate people and who used to be alone all the time.
2. *Last of last week*.

Description

In (1) and (2), the writers seem not to have mastered the use of correct time expressions to indicate when an event occurred. The writers should have written '*At one time*' and '*The week before*' respectively. The possible source of such errors could be poor teaching of time expressions. Time expressions had a frequency of 16 which is equivalent to 5.16% of all the errors recorded.

4.2.8 Double grammatical markers

This category is concerned with the use of more than one expression in the same sentence that mean the same thing. For instance,

1. I *returned back* home.
2. *My problem that I had* was...
3. The *two friends they* didn't want to learn.

Description

In (1), the writer does not seem to realize that '*returned*' means the same as going '*back*' and in (2), the writer also does not seem to realize that '*my problem*' and '*that I had*' mean the same thing in the given context. In (3) the double grammatical markers are '*two friends*' and '*they*'. They are an error because both the noun 'friends' and 'they' are referring to the same thing. The

source of such errors could be poor teaching and L1 interference where it is acceptable to use both the noun and the pronoun in the same sentence pointing to the same referent. For instance in Tonga, it is possible to say, "*Beenzyina bobilo/ tii/ba/ka/yanda kwiiya*" literally translated as: (*Two friends/ not/ they/ did /want to learn*)

These errors were 20 in total which translated into 6.45% of the total number of errors detected.

4.2.9 Clumsy expressions

The sentences in this category were without any discernible sense or meaning. Semantics is concerned with errors that pupils make in terms of meaning and logic. While meaning is concerned with the correct expression of intention, logic has to do with sensible argument and thought in line with truth value (Mathews, 2005). For communication to take place either in spoken or written discourse, logic and meaning should be present. One can be termed literate if one is able to communicate correctly using both spoken and written words. Logic is lost when the words used distort the intended meaning of utterances. Examples of clumsy expressions are as follows.

1. The silence break in, I thought and thought but they was no answer, Then I said to myself...
2. What I did, I went in my bedroom and in grade eight my friend had a boy friend as for me I was admiring her because he was given her everything she wants.
3. When Iam in class think about him studying seeing his picture on my books when sleeping dreaming about him.

Description

In (1) and (2), it is difficult to hazard a guess in terms of the error source, but a plausible explanation might be that a lack of vocabulary interferes significantly with the students' thought processes. This situation is aggravated when pupils are bombarded with increasingly complex English expressions in the last three years at the Secondary School and they would like to use as many of these learnt expressions as possible. The writers further used run-on sentences without any conjunction as is the case in sentence (3). Clumsy expressions had the second largest frequency of 41 and accounted for 13.22% of the total errors.

4.2.10 Words with similar pronunciation

Phonology or at times called phonemics, deals with sound systems in utterances (Katamba, 1993). Language learning, among other things involves relating speech sounds to some form of script like note taking, reading aloud and dictation in a classroom. During such learning processes, pupils are expected to be able to relate auditory information to written symbols (Stern, 1983). In this study, it was discovered that some of the pupils' errors in their written work were as a result of error in the way they pronounce or hear words pronounced. Some of the words indeed sound the same but the pupils were failing to choose the right words for particular contexts. The following are the examples.

1. We went to watch a *much*.
2. There came some men whose faces were *knew* to me.
3. when my sister *so* them...
4. I told her to *come* down and allow me to explain (*calm* down).
5. I will kill you if you ever touch her again, you *here* me?

Description

The errors in the sentences above are as a result of similar sounds. The writers failed to differentiate between *much* and *match*, *new* and *knew*, *so* and *saw*, *come* and *calm* and *here* and *hear*. These words sound the same when pronounced though they are different lexically and semantically and they occurred 32 times translating into 10.32% of the total number of errors.

4.3 Errors generally relating to L1 interference

The third objective demanded of the researcher to establish which of the collected errors were as a result of L1 interference. Banda and Kirunda (2005) remind us that errors arise from contrasts (differences) between the learners' language and the new one (contrasts). From the pupils' compositions, 18 of the errors which is the same as 5.8% of the total number of errors, could directly be linked with L1 interference. The following are the examples.

1. *Me* I went out.

Description

While in L1 it is acceptable to repeat the subject referent “*Me ndakazwa anze*”, English does not accommodate a construction where the object pronoun ‘*me*’ is placed just before the subject pronoun ‘*I*’. The writers of sentence (1) transferred the writing conventions of L1 into English resulting in a grammatical error in L2.

2. Samuel was almost *chased* out of school for not paying school fees (‘chased’ for ‘sent away’)

In (2) the interference is due to the fact that most Zambian languages only have one word to mean ‘sending away’, ‘chasing’, getting rid of, and expelling.

3. *I continued giving her advice and she started hearing.*
4. *She went home hearing nice.*

Description

The errors in (3) and (4) are similar to the one discussed in (2). Zambian languages in most cases use one word to mean hearing, listening, feeling and testing. This word is “*kumvwa/ukumfwa*”. When speaking or writing in a Zambian language, the context in which the word ‘hearing’ is used, is what determines the meaning. The authors of sentences (3) and (4) over generalized the use of the word ‘hearing’ to mean ‘feeling’ and ‘heeding’ respectively.

5. We had no money to buku a car
6. ‘kokupiti’ for ‘cockpit’ of the plane
7. ‘Pikiniki’ for ‘picnic’

Description

In the three above, the L1 interference comes in because of the consonant vowel (CV) syllabic form that exists in the Zambian languages. In the above examples, the pupils do not seem to have realized that the syllabic and vowel form in English is different from that of the Zambian languages thus the generalized application of the CV syllabic structure. Consonant clusters are few in L1. Most words are governed by the general CV syllabic structure and so it seems the

pupils thought that every consonant should be followed by a vowel and applied this thinking to the writing of English. The result was an error in L2 as exemplified in (5), (6) and (7).

8. *In* our way home' instead of 'on our way home'
9. The bus *in* which we were
10. *In* that day (... why I was so quite in that day/in the next day)

Description

In (8), (9) and (10) the error results from the fact that most Zambian languages use the 'in' equivalent to mean 'on' as used in English. The preposition 'on' in case of Zambian languages, is only applicable when talking about the on top of something and not the inside of something. The equivalent of the 'on' used in the above sentences is "mu" which literally translated is 'in'. In the three sentences, we can thus deduce that the writers were most likely thinking in L1 as they wrote the statements in English. The result was an error in L2 as exemplified in (8), (9) and (10).

4.4 Errors relating to specific L1

The fourth and final objective aimed at establishing whether or not the L1 interference errors relate to a specific L1 or generally cut across languages as used by pupils. Most of the errors that relate to L1 interference in the writing of L2 generally cut across the various Zambian languages. However, a close examination of the errors revealed that there were few that could be associated with particular languages like Bemba and Tonga. Tonga and Bemba have been singled out simply because the people in the areas in which the research was carried out, predominantly speak Bemba and Tonga.

Having spent most of her life among Bembas and Tongas, the researcher was also able, in certain cases, to make certain conclusions about which error could result from respective languages. Explanations have been given below to clarify why these errors are most likely to have been committed by speakers of the respective languages. These errors are exemplified below.

4.4.1 Possible Bemba-related errors

1. Scliming for screaming
2. Suplised for surprised
3. At a plick of an eye for 'at a blink of an eye'.

Description

Phonology, at times called phonemics, deals with sound systems in utterances (Katamba, 1995). It was discovered that some of the pupils' errors were as a result of error in the way they pronounce words or hear words pronounced. Normally what we say has a lot of bearing on what we write as Morrell (2010:3) points out, "Spoken language maps directly onto print." This means that normally people write what they hear or say.

In the above examples, the errors seem to be phonological. The pupils were replacing the 'r' with 'l'. The most likely reason is that in the Bemba language and indeed in most Zambian languages, the sound /r/ is absent. Phonologically, it seems most Bemba speakers pronounce /r/ as /l/ and /l/ as /r/ at times. This confusion could have caused the errors in (1) and (2). In (3), the writer's intention was to use the phrase, 'the blink of an eye' but the interference came in where the Bemba language does not seem to accommodate the hard plosive stop sound /b/ in word initial position (as in the word *blink*). The hard plosive stop sound /b/ seems to only exist when it is preceded by a nasal sound like in "Icibemba" thus the replacement of /b/ by /p/ in sentence (3). The hard plosive stop sound /b/ is different from /mb/. The explanation above brings out the difference. Other examples are as follows.

4. That very morning I hoke up feeling sad.
5. The time they closed schools she went home.

Another thing that happens when some Bembas speak is the addition of a glottal sound /h/ before certain vowels as in (4) and the removal of it where it is present. Some Bemba speakers pronounce 'house', 'home', and 'him' as /aus/, /om/ and /im/ respectively while 'an egg' or 'I' will be pronounced with an aspirated /h/; that is /han heg/ or /hai/. This phonological interference in the Bemba language could have caused the error in (4). Bemba

further does not seem to possess the /z/ sound thus instead of pronouncing ‘closed’ as /klozd/, the pupil pronounced it as /klost/ in (5) and spelt the word according to the sound.

4.4.2 Tonga-related errors

1. The word’s of an elderly person are not considered until something bad happens.

Description

In (1), the writer was trying to apply the *Tonga saying* “*Majwi aamupati taawidi ansi*” (*the words of an elderly person do not fall to the ground*) literary when the writing conventions in English are different. So the writer could have been influenced by L1 in the above statement. In addition, the writer used the possessive form ‘word’s’ instead of just the noun ‘words’.

One thing to note, though, is the fact that the writer knew the meaning of what he or she was writing and wanted to express it using his or her L1 while writing English. Unfortunately, the literal use of these Tonga sayings resulted in error as they do not exist in the target language. A non-Tonga speaker is unlikely to make sense of such statements.

2. I offered a greet to the man and he responded.

3. When I was in Grade 10, I was suffering a phone so that I can be communicating with other people).

Description

In (3) and (4), the writers were again translating statements literary. The statements can be translated as “*Ndakamupa mooni amane wakavwiila*” and “*Nindakali mubbukku lyatatu ndakapengede fooni*” respectively. While these Tonga statements are perfectly right, their English versions are unacceptable. The writers transferred literally the meaning of words from L1 into L2 when the two languages are not mutually intelligible.

From the data in table 1, we can see that the biggest problem that the pupils have in the selected schools is spelling followed by clumsy constructions which formed 14.84% and 13.22% of the total errors respectively.

The following table shows the error types and levels of error in the sample schools.

Table 2: Error types and levels in schools (F=Frequency)

Errors	Schools											
	Chabwa		Ngaloka		Bweka		Nzemo		Nikuchi		Suisinac	
	F	%	F	%	F	%	F	%	F	%	F	%
Concord	11	15.17	7	12.5	5	8.33	6	12.24	4	8.88	2	6.66
Prepositions	6	8.57	4	7.14	5	8.33	4	8.16	1	2.22	1	3.33
Spelling	9	12.85	8	14.28	10	16.66	6	12.24	8	17.77	5	16.66
Punctuation	5	7.14	3	5.35	9	15	3	6.12	5	11.11	5	16.66
Wrong expressions	6	8.57	6	10.71	4	6.66	3	6.12	3	6.66	3	10
Word order	7	10	6	10.7	7	11.6	4	8.16	2	4.44	0	0
Time expressions	2	2.85	5	8.92	4	6.66	3	6.12	1	2.22	1	3.33
Double grammatical markers	6	8.57	4	7.14	2	3.33	3	6.12	3	6.66	2	6.66
Clumsy expressions	10	14.2	5	8.92	7	11.6	8	16.32	7	15.55	4	13.33
Words with similar pronunciation	5	7.14	6	10.71	5	8.33	7	14.28	4	8.88	5	16.66
L1 interference	3	4.28	2	3.57	2	3.33	2	4.08	7	15.55	2	6.66
Totals	70	100	56	100	60	100	49	100	45	100	30	100
%	22.58		18.06		19.35		15.80		14.51		9.67	

From the data in table 2, Chabwa High school had the highest number of 70 out of the total of 310 errors equivalent to 22.58%. The second highest number of errors came from Bweka High School that recorded 60 errors equivalent to 19.35% of the total number of errors.

Suisinac High School had the lowest with 30 or 9.67% of the errors recorded.

4.5 Report from focus group meetings

Two focus group meetings were conducted in the two districts. These discussions were done by the selected language teachers and administrators in the sample schools. The teachers of language and administrators during the focus group discussions pointed out that one of the major reasons why pupils commit errors in their written L2 was the fact that they use their L1 in most of their conversations and whenever they try to use English, there is a lot of code switching because of they belong to many ethnic groupings. As a result, even when it comes to writing English, they first have to think in the local languages before translating the information into their written L2. Along the way, errors result.

Pupils also rarely read books for enjoyment in order to expose themselves to different writing styles and phrases. Furthermore, some pupils only use English when forced by teachers. Teachers further explained that in most cases pupils do not seem to have interest in discovering new things through the printed word. Teachers were also quick to point out that the abbreviated messages (SMS) that pupils write on their cell phones do not help their ability to write in an acceptable way. Finally, in humility, the teachers also pointed out that some of the errors can be blamed on poor teaching and their (teachers) ignorance. Teachers may have been wrongly taught and so they pass on to their pupils that which is wrong unintentionally. The biggest reason the teachers gave was the lack of a solid writing foundation in the pupils so much that even if the teachers did their best to teach, pupils easily forgot what they learnt and went back to their old habits of writing and speaking 'wrong' English.

4.6 Summary

This chapter dealt with the presentation and discussion of the research findings. Quantitative findings were presented in form of simple tables and percentages. Qualitative data were coded, thematized and categorized according to objectives. All the themes looked at the ability or inability of the respondents to write correctly in their second language. It was difficult for the researcher in some cases to make sense of some of the participants' work as there were only

scribbles on paper. The next chapter presents the summary and conclusion of the study as well as subsequent recommendations and suggestions for future studies.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

Sample findings on the analysis of errors committed by the Grade 11 pupils learning English as a second language in Kabwe and Monze were presented in the previous chapter. This study was undertaken to establish the types, categories and sources of the pupils' errors in their written English. The study gave an elaborate report on the kinds, categories and sources of the pupils' written errors in their second language. The research sites were in Kabwe and Monze districts of Zambia. The research sites were strategically selected to cover a representative sample of the majority of the Zambian high school students.

The present chapter seeks to provide a summary of the findings on the pupils' written errors. Furthermore, the chapter draws conclusions and presents some recommendations on the importance of error analysis.

5.1. Summary of Findings

The results of this study show that pupils in high schools have been committing errors in their written English from time in memorial as explained by experienced teachers of the English language and the administrators. Though studies on the topic have been carried out in different areas as shown by the literature review, no study in Zambia has been carried out to categorically analyze these errors and explain their sources. Therefore, this study has taken up this challenge.

The findings from the two study areas have confirmed the presence of errors in the pupils' written English. These errors were put into four groups of grammar, lexis/morphology, semantic and phonology. For easy analysis, these errors were further put into categories of concord, preposition, spelling, punctuation, wrong expressions, wrong word order, wrong time expressions, double grammatical markers, clumsy expressions words with similar pronunciation and L1 interference. This categorization was deemed the most suitable for this study because it accommodated most of the errors that were identified in the pupils' written compositions.

Following the distinct titles of error types, a clear platform for the qualitative explanation of the identified errors was provided.

In line with the objectives, the study was able to establish that indeed pupils made errors in their written English through the compositions that they wrote. Furthermore, findings showed that some of the errors were as a result of L1 interference. Most of the L1 interference errors seem to have fallen under the semantic, lexical and phonological groupings as exemplified in chapter four. Therefore, L2 writing specialists need to look beyond L1 writing theories, to better describe the unique nature of L2 writing. There is need to look into the potential sources (e.g., cognitive, developmental, social, cultural, educational, linguistic) of this uniqueness, to develop theories that adequately explain the phenomenon of L2 writing. Such theories would not only serve L2 writing practitioners but could also inform and enhance L1 theories of writing by providing them with a true multilingual/multicultural perspective, by making them more inclusive, more sensitive, and ultimately, more valid (Silva, 1993).

From the focus group discussions with the teachers of the English language and administrators, it was evident that the sources of errors were pupils themselves due to lack of practice in the target language and poor teaching at times on the part of the teachers. The findings pointed to the fact that because pupils use their L1 in most of their conversations, there is a lot of code switching when pupils try to use English and this results in errors in their written English. When language use is viewed as social behavior, learner identity and motivation are seen to interact with language status, use, and contexts of learning to influence the development of competence (Savignon, 1991).

The teachers of language pointed out that pupils rarely read books for enjoyment in order to expose themselves to different writing styles and phrases. This poor reading culture among pupils and Zambians in general as explained by Luangala (2004) in his article, "*A Reading Culture in Zambia: An Alternative Explanation of its Absence*" could be another source of the pupils' written errors. Furthermore, some pupils only use English when forced by teachers. They have no enthusiasm for research to discover new ways of writing. Teachers were also quick to point out that the abbreviated messages (SMS) that pupils write on their cell phones do not help

their ability to write in an acceptable way. This could be the reason why spelling, as shown in table 1 in chapter four, has the highest frequency among the errors.

Finally, Poor teaching, as pointed out by the teachers, is another possible source of the pupils' errors. However, the biggest cause of the pupils' errors that the teachers gave was the lack of a sound foundation in reading and writing skills in the pupils so much that even if the teachers did their best to teach, pupils easily forgot what they learnt and went back to their old habits of writing and speaking 'wrong' English.

5.2 Conclusion

In relation to the purpose of the current study, the findings seemed to suggest that the kinds of errors the pupils make are a variety and they fall under different categories and sources. There are errors that are grammatical, lexical/morphological, semantic and phonological. Within these groupings errors were analyzed in terms of concord, preposition, spelling, punctuation, wrong expressions, wrong word order, wrong time expressions, double grammatical markers, clumsy expressions, words with similar pronunciation and L1 interference.

From the findings, it is clear that the most common causes of errors in the high school pupils' written English are overgeneralization of grammar rules, mother tongue interference and poor teaching on the part of the teachers and poor learning strategies on the part of the pupils. In this study, apart from grammatical generalization expressed through sentence formation, semantic generalization has been exhibited through the use of literal sayings and proverbs across languages. Most likely, this could explain why whenever the teaching has failed to be effective, students have relied on their in-built syllabus in order to solve any prevailing problem in terms of language learning (Nzinga, 2007). Unfortunately, this initiative from pupils results in error and makes the learners less literate or rather write 'wrong' English.

The findings further revealed that the Grade 11 pupils, in the two research sites make similar errors in their written English. This discovery can help the curriculum formulators to make informed decisions as they plan and work on the language syllabus for the country. This study

made specific contribution to written literacy in a multilingual society at high school level using theories of linguistic analysis, contrastive analysis, and error analysis.

Recommendations

- (i) In view of written English errors being a common phenomenon in high schools in Zambia, a similar study could be conducted at upper basic to establish the kind of errors the pupils commit at that level so that teachers could try to correct some of the errors early enough before the pupils go to secondary school.
- (ii) The current study was done in Kabwe and Monze Districts. It is recommended that the same study be replicated in all the other provinces to see if the results would be generalized to the whole country.
- (iii) The findings of this study proved that L1 interference in the learning of English as a second language is a factor. It would be helpful if a study were to be carried out to establish ways of how pupils can be helped to use their L1 to enhance competence and proficiency in their written L2.

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APPENDICES

Appendix 1: Errors in sentence structure

1. No money for Dad's education at University
2. set off for set out (we all bathed and set off for our journey)
3. In that day (... why I was so quite in that day/in the next day)
4. Advices for pieces of advice (she gave me some advices)
5. tuesday for Tuesday
6. concentration with academic work
7. One day I was beaten by my brother because of not paying attention with my education
8. I was getting annoyed if I hear anyone saying bad things about my boyfriend
9. The boy was beaten so terribly that he was admitted in the hospital
10. Very happy such that (The day I saw him I was very happy such that I hugged him...)
11. One of my friend
12. We chatted and had fun to each other
13. After some time I heard rumour that my boyfriend was going out with my best friend
14. One day I was home just sitting there as I was sitted I was read a story book little lover boy
15. As I was still read this book unknown person came
16. I greeted her and we continue chatting with her... waiting for my mother to come home but my mother didn't came early
17. I just said its okey
18. I agreed because all I wanted is to get my cell phone back
26. I sacrifice my love to this person by giving her something which she doesn't have
27. I realized that this person need help
27. Since we were travelling to same direction I asked the man if I can help him
28. I agreed because all I wanted is to get my cell phone back
29. One of my young brother

30. Nzala one of my sister fell ill in 2008
31. She was told to rest for sometime to see how she can be
32. She was taken to the hospital (instead of ...to hospital)
33. It was the same day I was informed that my sister is sick
34. The family members refused to donate blood because they thought they are going to die
35. They couldn't believe that the person who was in terrible pain she is now living a happy life
36. So when I saw that I have reached the market I turned back and looked
37. The reason why I had no friend it's because they used to disappoint me
38. Mum was pregnant for my immediate young sister
39. My mother was always complaining that her urinary system was not good not knowing that she had kidney cancer
40. Not just an ordinary kidney but the one which will suit with her's
41. alot for a lot
42. a lot of people tried to see if they can donate
43. He made advances on me (...at me)
44. I stayed with my baby to a place where I never had anybody to help me
45. I never had (instead of 'Ididn't have anywhere to go)
46. Not just an ordinary kidney but the one which will suit with her's
47. One day I was coming to school, I met an old man (joining sentences with a comma)
48. My baby felt sick (...fell sick)
49. I was told that her and I had HIV positive
50. I sacrificed my future, my life, I was hated by my parents and here am in the street eating from hand to mouth' because of the word love
51. I used to cry whether my mother will be fine or not
52. Then they said we are here to get your sister (punctuation)
53. She was admitted in (for 'to') Maamba hospital

54. That's how I donated blood to save my mother's life because I was afraid that if I don't she might die
55. When my sister saw them she became too happy that she cried
56. monday (small letter for proper noun)
57. I said God what is this now?
58. That is how I escaped of that dangerous animal.
59. When I arrived at him
60. She was a very good friend of mine such that I liked her very much
61. .And I think I was the happiest.
62. My aunt asked me to say what is wrong with you are you sick then I said no I'm okey
63. I didn't know where I am going to find the money.
64. After 3 weeks my friend came at our place
65. I was in prison accused of drugs dealer
66. It started like this, when I heard my stomach paining, I started complaining about the pain
67. This time they had to admit me at the hospital
68. My friend and I loved each other very much that we even promised each other to help each other no matter the situation
69. 'a help' for 'help'...so that he can be able to live life
70. At home I had cat named 'Obby J.' (use of articles)
71. When we had nothing to talk, we sat there quietly
72. These two friends they didn't want to learn
73. For my 'mothers' for 'mother's' sake (when I arrived I entered my mothers hospital room)
74. It was on the 3rd of January 2008 at around 14 o'clock p.m.
75. Boarded on a Juldan bus- syntax-wrong use of the preposition 'on'
76. 'Sit belts' for 'seat belts'
77. I took one of my friend(omission of the 's')
78. ...responsible of her death
79. Admitted at hospital
80. I put my hands around her making a big hug-semantic
81. Their was mutual attraction between us

82. This did not vanquish our relationship we were still friends
83. Fortunately no passenger die
84. 'met' for 'meet' (the next day I tried to arrange for me and her to met)
85. I went to visit her with my bicycle- (wrong preposition ie with instead of on)
86. Use of comma for full stop (I followed her, at that point our friendship began, we enjoyed, we had lunch, went to a special place)
87. I focused towards being the best pupil academically.
88. I was given awards each year of being the best pupil- *wrong preposition 'of' for 'for'*
89. One day I was going to buy talk time at near by shop-*omission of an article*
90. 'feed' for 'fed' (when we reached home she feed me very well)
91. Essay title:A sons love
92. I was there star player
93. Omission of preposition'for' (I had a dog which I loved and cared with all my heart)
94. "that is my dog." (direct speech requires starting with a capital letter)
95. Omission of the preposition (I sustained some injuries on my face big enough to be laughed by some pretty girls)
96. Use of a comma instead of a full stop
97. Starting proper nouns with small letters (gladys, friday)
98. Starting a paragraph with 'and'
99. i told her i will always come back to her
100. opening sentence "infatuation" is love at first sight that's what happened to me when i saw this girl for the first time at high school-*conventions of writing, reference (this girl)*
101. 'reached at' for reached the place

Appendix 2. Coordination errors

1. one day when we were chatting she pored a question say when we will depart what are you going to give me?
2. What I did, I went in my bedroom and...)
3. I answered him that I don't mind about education I don't need education and the good future I only need your love. I love you if you stop I will kill myself
4. Opening paragraph made out of the following: The incident when I had to sacrifice for the love of someone or something.

5. When she finished eating she said “that thank very much my daughter I have never been visited a place where parents allow their children to offer food to visitors even when their not their themselves” thank my daughter that you did not look on my head but you satisfied my stomach.”
6. I went to my bag were I puts my clothes, I got one bottom top
7. .And I just look at her (tense-past)
8. In his hands he was carrying some two chickens on top of his head there was bucket of maize
9. ...And later on she was discharged
10. .And I just look at her (tense-past)
11. One day I was coming to school, I met an old man (joining sentences with a comma)
12. I was in mamba I had gone to Lusaka (no coordination)
13. After the visitors were gone mum called me to the bedroom, when I reached...
14. As if not enough for ‘as if that was not enough’
15. She couldn’t walk, talk and even moving
16. We used to stay the 3 of us , I my aunt and my young sister
17. He couldn’t eat, she couldn’t talk, she couldn’t open her eyes and she couldn’t talk
18. Little did I know that I was living with snakes, pythons it was terrifying
19. Again I went, before I reached there
20. Over-use of ‘and’ to connect sentence

Appendix 3: Word order

1. Every after two weeks
2. she remained not just as a mother to me but as well as friend
3. I and my good friend

Appendix 4:Concord/Agreement

1. I prayed hard to my heavenly father so that I can passes the exam-syntax
2. As days goes on...
3. He asked me you are sick isn’t it?

Appendix 5: Lexical errors/Morphology

1. Wounderful for wonderful (I remembered the wounderful time I had with my friend)
2. Ment for met (I ment a man)
3. She came to sell saraulor in the village
4. Carring for carrying
5. I started sacrificing my properties like clithes, pamphlets, shoes and food
6. Fineral for funeral
7. Firching water for fetching
8. By that time the baby had 3 month old
9. Put off for put out (they managed to put off the fire)
10. That night their was no power
11. With the candle lightening (the baby slept and I took it in the master's bedroom with the candle lightening)
12. Thought for thought
13. Folows for follows (Nzala is a girl who folows me)
14. Childwood for childhood
15. ONe day Nzala went to schoo there at schoo they started quarraling with one of her classmates
16. Volonteered instead of volunteered
17. I found her sister sitted under a mango tree, we greeted each other and after that I went straight to the point why I went there
18. Bostful for boastful
19. none for non and vice versa (non of them had one which could much her's)
20. My parents and teachers tried to advice
21. Stoped for stopped
22. Bankrapped for bankrupt

23. My parents and teachers tried to advice
24. Somedays for some days (after somedays she was discharged)
25. Heared for head
26. Visiters for visitors
27. Runing for running
28. Food staff for food stuff
29. Worsed for worsened
30. Greated him for greeted him
31. Collage for college (I went to college at 15 years of age)
32. Untill for until
33. In two weeks time for 'in two weeks' time'
34. I only said that am not interested in being (reported speech)
35. Paragraphing – the whole composition made out of one paragraph- the first and last
36. My friends house (by the time I came out of my friends house...)
37. I was pipping trying to see what was happening
38. I provide clotheses and everything for him
39. During my eight'th grade
40. He went farther more and asked me another question
41. The journey began around 07.00 hrs (use of abbreviations)
42. We enjoyed our selves/my self at the wedding
43. No title for a composition
44. 'Lied' for 'lay' (many stepped on one another breaking bones and wounding those who lied down unconcious)
45. we were 'intouch' for 'in touch'
46. 'i' for 'I'
47. We enjoyed each others company
48. 'Restuant' for 'restaurant'
49. 'lindiwe' for 'Lindiwe' (conventions of writing proper noun)
50. I tried for tried

51. 'fan' for 'fun' (my friend is a Chelsea fan)
52. 'holyday' for 'holiday'
53. 'friday' for 'Friday' (writing conventions for proper nouns)
54. 'writing' for 'writing'
55. Numbering paragraphs with figures instead of *indenting* (conventions of writing an essay)
56. I noticed all were happy except one woman which was sitted behind me
57. Lagage for luggage
58. I put aside my fear's
59. Not starting an essay with a paragraph
60. hrs (short form in formal writing)
61. I was told that her and I had HIV positive
62. My baby felt sick (...fell sick)
63. none for non and vice versa (non of them had one which could much her)
64. As if not enough, I failed pregnant and had a bouncing baby girl
65. Fill for feel
66. Bitten for beaten
67. Seek for sake (for her seek)
68. Might for mighty Victoria false
69. I fall pregnant for 'I fell pregnant'
70. Sacrificed for satisfied (*I was so sacrificed that I couldn't eat any more*)
71. Worned for warned
72. rocked for locked the door
73. I was just 'quite' for
74. 'his' for 'he is' going to give me the money
75. Witched for bewitched
76. My brother was hit by a truck but people did not do anything because he was laying down in vain
77. When I work up, I had a strange feeling
78. I breathed into him and gave him soft slaps to hope that he will wake up

79. It was in the month of may, 2006 when it exactly happened. It happened that I was going abroad to a faraway country so called Johannesburg. He escorted me to the airport, we said goodbye to each other and then the plane departed.
80. The news was being ready on television
81. I thought of maybe I sacrifice air into my brother's lungs
82. I felt pit for her and helped her to did the rubbish pit of her high
83. Use of 'both' (...it was fun for both of us because we were all happy to go shopping)
84. 'Been' for 'being' (my calculator was been used by a girl I love)
85. opening sentence to essay- The following 'paragraph' instead of 'essay' ilaborates an incident where I had to give up my work for the love of my mother
86. word's' for 'words'(the word's of an elderly person are not considered until something bad happens)
87. practised' for 'practiced' (It meant that an old custom almost never practiced had to be imposed)
88. One day I was walking besides shoprite
89. I was a good day cause we had a lot of time for each other
90. I had to sale my life
91. As it goes on to say, when 2 people are in love...(opening sentence of the essay)

Appendix 6: Phonological category

6. Less hope for let's hope
7. Playerful' for 'playful' (my dog is very friendly and playerful)
8. 'escouted' for 'escorted' (I then escouted him to his house)
9. Thats for that's
10. Being for been (I new no other place other than my uncle's place which I had being given directions for.)
11. Were for where (He showed me were to sleep)
12. Their for there (their is a girl whom we stay with)
13. Quite for quiet (...asked me why I was so quite)
14. Where for were (As we where going around)
15. Meant for met (I meant different people)

16. Insparad for inspired (...young women like me working in nice offices which insparad me to work hard in school)
22. That night their was no power
23. Wheather for whether

Appendix 7: Time expressions/L1 interference.

1. I went to visit her with my bicycle- (wrong preposition ie with instead of on)
2. Me I was satisfied already
3. Also me I went home
4. Last of last week
5. Every after two weeks
6. The boy was beaten so terribly that he was admitted in the hospital
7. I greeted her and we continue chatting with her...waiting for my mother to come home but my mother didn't came early
8. I realized that this person need help
9. One of my young brother
10. The reason why I had no friend it's because they used to disappoint me
11. I used to cry whether my mother will be fine or not
12. When I arrived at him (for reached him)
13. opening sentence "infatuation" is love at first sight that's what happened to me when i saw this girl for the first time at high school
14. This person the way she was dressed I feel sympathy on her
15. We tells (you should be writing for us doing everything we tells you)
16. It is not like infatuation which is a satisfactory desire which last short
17. I provide clotheses and everything for him

Appendix 8: Semi-structured questions for focus group discussions

1. Why do you think our pupils commit so many errors in their written English narratives?
2. Comment on the possibility that teachers and administrators contribute to the pupils' errors in their written English.
3. How do you rate the schools' provision of reading and writing materials for pupils.

4. What measures have teachers taken to try and over-come the problem of pupils' failure to write correctly?
5. How do you think modern technology has contributed to pupils' failure to write correct English?
6. What is the way forward for our high school pupils with regard to written language?

Appendix 9: Six (6) of the pupils' scripts



EXAMINATION ANSWER SHEET

Name: HAMPTA KELVIN D
Surname, First name

Grade: 11 SC
Year, Class

Paper: _____
Please write the full name of the Subject and Title of the Paper

Pages: _____
Total Number of Pages

Instructions: Please write clearly and neatly.

WHAT ON EARTH WILL I SACRIFICE ?

- This is the question many people ask themselves. Many people have spent the whole of their lives helping others, they have sacrificed their time, money and even their lives, and I am one of those people because I sacrificed my money for a person I never knew.
- It was on Thursday in the morning when we closed school and without wasting much of time when I came out of the classroom I went straight to the dormitory, and packed my belongings in a suitcase and then started off to Sivvengal which is my home town. When I reached there I was very happy to meet some of my old friends whom we were together in junior, after chit-chatting with them for a while I started off, using a bus which was going to Kuzhikkal and it was around 14:00 hrs. When the bus started moving I observed that most of the passengers were happy except one person, the old woman who was sitting behind me. When we reached Muzsikall, the ^{bus} conductor started collecting money from the passengers, everyone payed I also payed and remaining with (K 25,00) twenty-five thousand only which I was to pay from 10 ten paise to Sivvengal.
- ~~When~~ when we reached Muzsikall Hill it was around 17:00 hrs and the bus parked, and in my amazement the bus conductor started telling the woman to come out of the bus, and when I asked a certain girl who was sitting beside me, I was told the woman was coming from Chennai and going to Kuzhikkal. She had only half of the bus fares. The woman tried by all means to ask for mercy but the conductor did nothing and at last even her luggage was removed which was just a basket. Tears flowed from the poor old woman's eyes. She never had any money, not even a paise. and when I saw this, my heart was troubled here.

MIYOBA BEENZU.

When things get harder, determined people will always work much more harder so that what they want can be achieved. If you don't work harder you might lose your only opportunity at that moment.

That was the only thing I could do to save my own mother. If I was to refuse I would have ruined my own life actually not only my life even my younger sisters' lives.

It was during the August holiday when I received the message that my mother was very sick, she was admitted in Maamba hospital. By there was need of a blood transfusion to save her life. Doctors had tried to get blood from the relatives of my mother but they had different blood groups. They tried my older sisters who were in Maamba that time, unfortunately it never worked. By that time I was in grade ten (10) and I was not in Maamba, I had gone to Lusaka to visit my mother's younger brother. When I received the message that I was supposed to go to Maamba for a blood transfusion to save my own mother's life I was afraid. I started asking myself questions. Suppose I die in the process of transfusing blood? Suppose we all die? Suppose I donate blood ^{and} ~~but~~ my mother still dies? When the answer to all these questions was I should save my mother, she was the only one I had and in fact the one who pays my school fees because my father died in a road accident when I was in grade 8. I had nothing to do apart from agreeing to go to Maamba.

Love is Sacrifice

In the modern world we are living in, many could not easily appreciate or rather notice how much somebody or cares for them until the person does something really incredible.

Some couples of years ago my father passed on, due to my father's death my mother failed to raise it with me and ^{two} young ~~two~~ brothers, so she had to send me ^{uncle} ~~uncle~~ ^{to} live there with his family.

Despite being at ~~now~~ that place I really had a hard time living with my aunt. I was always stressed my life became miserable because she did not realise how much I love her I was trying anything possible to impress her but ~~she~~ ^{she} didn't like me at all. I had no choice but to live like a slave.

However, as time went by my aunt started complaining of stomach pain every time, not until she went to the hospital did she realise that she had a kidney failure. The doctor made a decision to have a kidney transplant.

It became so unfortunately that none of the children she had agreed to lose her or her money to the mother. The doctors had said that if not done she might die.

Through the pity I had and faith that one day she might change, I had to sacrifice my money to her so that her life could ~~be~~ carry on. Finally after doctors did what they had to do, she came back to me to appreciate for what I had done to her and eventually we became friends. She even started trusting every one with

LOVE IS SACRIFICE

Shad Muteferwa

Truly love is sacrifice. love is the something that you have most. You can do thing that person who can do he/she. love is something you like much. If you love someone, you have strong emotional affection for them.

One day I was in Kusaka to My Parents. I am the born in the family, you see my mother love me very much. It lovely to buy for me biscuit, given money and other. that was me express my she sacrifice her to me to everything that desire and ~~the~~ thing that I desire she was buy for me. because my mother do that she that I love my son.

When I was 15 fifteen years at KUKUWALA B School. At school I was lovely football and ^{Conscience} tea. I was poor because of football I love most. I was doing when it near ~~the~~ off we you see to go to a game to play football with my friend, love love football.

When I was grade nine I meet a girl looking for a love. I ask her what is lovely told me that anything. I afraid to displease her. this time we dwell is full of trouble. A girl I ed to feel her the encouragement because was lost his mother his died. After a few days ago girl came to place and she telling me that I am love with you. I accepted to her that me too, girl I love you. A girl was from a poor ^{Family} Country, most of the she was not have I sacrifice my self to ^{buy} everything she desire to for her, eg shoes, dressing, etc. I was maintain to her very clean so that other jury was damaging on her.

10th November 2010

CHILAMBWE LIJANDO CHRISTABEL

EXERCISE

IC

NIKUCHI HIGH SCHOOL

Describe an incident when you had to sacrifice for the love of someone or ^{me} something

I had to stop school and stay at home to look after my aunt because she was very ill and no one else of the family would come to help her.

It all happened in 2005 when I was in grade 6, my aunt developed a cough. That cough took about 2 weeks and she decided to go to the hospital. At the hospital, she was ~~teste~~ tested for TB and was found TB positive. She was given some medicine for a course of seven months. She started taking those medicine in February the same way.

After five months, the situation became serious. She went back to the hospital and she ~~was~~ went for an HIV test. She was found HIV positive. We cried and wondered how she got the virus because she never had any boyfriend nor was she a prostitute.

She started taking the ARVs in July. As if, not enough, the condition worsened and this time she couldn't do anything on her own. She couldn't walk, talk and even moving. We used to stay the three of us, I, my aunt and my young sister who was then 4 years of age.

I was young too and I couldn't carry my aunt.

ENGLISH

Mumbai

CHARVITA HICIT SCHOOZ

I had to sacrifice for the of my cat. At home I had cat named 'OBBY J'. It happened when one of our neighbours was complaining about my lovely OBBY J cat that it's too much because it has one of their chickens. They were aggressive. It reached on the extent of starting insulting me because am defending my cat. They wanted it to get killed because it will finish killing all the chickens around that area. So many people were against me and my decision I had made not to kill my cat.

I had to sacrifice my love for my cat. many people were not happy. They used to mark at me till my lovely OBBY J cat was poisoned by one of our neighbours and it died. I was sad because I loved it so much and am still crying coz it was an animal. It ~~is~~ never knew what it was doing coz animals don't think like human beings. A.T.S.R.I.P