

**A COMPARATIVE STUDY OF ERRORS IN WRITTEN ENGLISH
AMONG LEARNERS: A CASE OF GATIMU AND KOROS
SECONDARY SCHOOLS**

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C50/80593/2015

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENT OF DEGREE OF MASTER OF ARTS IN LINGUISTICS AND
LANGUAGES, UNIVERSITY OF NAIROBI**

NOVEMBER, 2019

DECLARATION

This research project is my original work and has not been submitted for any examination in any other university.

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This research project has been submitted for examination with our approval as university supervisors

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DEDICATION

I dedicate this thesis to:

Mum & Dad

Without your moral, financial and spiritual support, this far would be but an imaginary. You laid a firm foundation of academic excellence in me during my formative years. Your inspiration gave me a lot of encouragement that eventually led to the achievement of my Master's degree.

Mum, your unceasing prayers and believing in my abilities have given me strength to achieve my dreams.

Wyne & Rubin

My adorable sons, you have given me a reason to press on in my studies. You endured socio-economic challenges as a result of this project. Without you, this work would have been set aside. Thanks for your tolerance and patience in particular the many times I had to travel forth and back leaving you in the care of nannies. I hope this inspires you further.

And to my friend, Reuben Komen, loving dad to my kids, your constant encouragement was pivotal in this work. May you find favor in the Lord.

ACKNOWLEDGMENT

I thank God for this far. Without His grace and strength, this project would not have been accomplished. He has remained faithful to me, stood in the gap and more so, His providence in times of need. My children have been in good health since the commencement of this work. May you receive all Glory and Honor.

Special appreciations to my two able supervisors, Dr. Prisca Jerono and Dr. Zipporah Otiso. You are God sent people. Without your thorough and consistent professional guidance, my project would have just remained an illusory. I am grateful. May God continue to give you more strength as you nurture others. I will be forever indebted to you.

My parents played a paramount role in taking the initiative to provide basic education to me .I could not have come this far. My siblings contributed to the success of this project in their encouraging inspiration that I was their role model. Indeed, their role cannot be ignored.

To you all, I say, Thank you.

ABSTRACT

The purpose of the study was to compare the language errors in the writing of English among form one learners of Gatimu and Koros secondary schools. These learners have acquired Kikuyu and Nandi as their first language (L1) before learning English (L2). The specific objectives were to determine the nature of errors in spellings, grammar and word choice in written English attributed to mother tongue influence among learners whose L1 is Nandi and those whose L1 is Kikuyu and to establish the frequency in errors observed among learners. The research was pegged on interlanguage theory by Larry Selinke (1972) and explained on the basis of linguistic fossilization, simplification and overgeneralization. The study used both qualitative and quantitative methodology to collect and analyze data where the creative composition writing of 30 students were collected and analyzed. The researcher obtained data from 15 F1 students from each school in the study. All the errors were identified and categorized systematically. The data was analyzed, presented in tables and discussed along the study objectives. Results showed that the most frequently committed errors were spelling on sounds articulation. The study found that limited knowledge of English grammar and vocabulary and first language interference were the major causes of errors. The research recommended that extensive practice in writing of creative compositions should be used by learners to improve their competence in learning English grammar. Learners should be encouraged to read widely to acquire English vocabulary. It is also suggested that listening and speaking skills should be given more time in teaching and learning process in order to reduce the negative transfer of learners' L1. In conclusion, the English language learner needs to make efforts through practice and willingness to learn and minimize first language phonological and orthographical errors in the process of learning. Lastly, the study recommends further investigation into the influence of teachers' mother-tongue to teaching of English as a second language.

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ABBREVIATIONS

CC	Consonant-consonant
CV	Consonant-Vowel
F1	Form One
G	Gatimu mixed secondary school
K	Koros mixed secondary school
L1	First Language
L2	Second Language
S	Student
S-V	Subject Verb

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

This comparative study was about the influence of two selected languages; Kikuyu and Nandi, in the writing of English among secondary school learners who speak these languages as their first languages. The first language L1, has an impact on the basic speaking and writing skills of the second language (L2). The focus of the study was on the errors that are made by both Kikuyu and Nandi learners in an attempt to learn English as their second language. Such errors are majorly caused by interference from the knowledge of first language (L1). The two schools the study focused on were Gatimu secondary school, located in Nyandarua County and Koros secondary school, in Uasin Gishu County.

English, an official communication language in Kenya along with Kiswahili, are compulsory subjects learned in schools. In addition to being a major language of instruction in most education levels in the country, it is a language of use in the international arena mostly when discussing matters of economic, political and social concerns and development. Furthermore, it the major language of use within the judiciary, during debates in the parliament as well as for purposes of public administration. Due to its importance in both the private and public life, the language is taught to secondary school students so as to enhance their ability to communicate both in and after-school life.

However, the first language (L1) in this case Kikuyu and Nandi, have potential negative influence and impact on the learners' ability to acquire knowledge and skills taught by the teachers of English and which could effectively hinder realization of desirable and expected communication skills. First language interference refers to the effects of the learner's first language on their learning of a subsequent language (target language). The target language is the language the learner is aspiring to learn, in this case, English.

A native language is the first language of a child and it forms the basis for developing basic verbal skills. In most cases, a person is a native speaker of one language. However, some people can be native speakers of more than one language if they learned the languages informally before puberty. The challenge of the influence of the first language is always experienced when teaching or learning English as the second language.

Kikuyu, an L1 among the Eastern Bantu language is spoken by people who go by the same name, the Kikuyu people. This group of speakers are predominantly located around the central region of Kenya in which Gatimu secondary is. Generally, the Kikuyu speakers are fairly dispersed to several other regions of Kenya. For learning purposes, Kikuyu as a vernacular language is taught in schools located in the rural areas where the language speakers are predominant. Teaching Kikuyu usually targets the six-nine year olds during their lower primary school learning, and they are taught writing skills in Kikuyu language. When learning English as a second language (L2), a native speaker whose first language (L1) is Kikuyu could encounter several challenges that are observed in several errors in spoken and written.

Another L1 is Nandi which is a Nilotic speech community of the Kalenjin, belongs to Highland Nilotes. As stated by Kipkorir and Welbourn (1973), the term *Kalenjin* which is a Nandi expression meaning, 'I say to you' was coined by several Nandi speaking scholars since it is used politically by people speaking languages similar to Nandi-speaking tribes. According to Towett (1975) Kalenjin has nine dialects namely: Nandi, Keiyo, Tugen, Sabaot, Marakwet, Pokot, Ogiek and Sengwer. In their learning of a second language, the Nandi students' writings portray an influence of their L1 language patterns. This is evident in learners' pronunciation as well as writing. Nandi language just like Kikuyu has unique features which are normally transferred by learners. Due to this, some learners do not attain perfection in the second language writing since errors are made in this process.

Richard (1974) identifies two categories of error sources; inter-lingual errors due to application of L1 rules while producing the work in L2. The researcher further defines intra-lingual errors as errors that arise during the process of learning a new language

and which include both false analogy and overgeneralization. In the same light, the word transfer refers to the source and interference signifying cause was coined by Penny, (2001) and Heydari and Bagheri (2012) respectively.

English being the main language of instruction and administration in Kenya, is taught in all levels of education as the second language. This is because a child from the rural area acquires the native language as the first language. Consequently, learning process of English language is in many ways affected by the first language of the learners. The spoken linguistic systems in the first language are sometimes transferred to the acquisition of the second language. Therefore, those who speak English as their second language experience some challenges in pronouncing some sounds because all the speech habits relevant to their own languages have already been formed and firmly fixed in their brain.

Kikuyu and Nandi speaking learners encounter the same challenges while learning English as the second language. The reason behind these challenges is that, every language has a distinct linguistic system thus one cannot make a generalization on the systems of different languages. The two languages have appreciable differences in their linguistics levels that is, difference in phonological inventories, grammatical structures as well as different word usage. As opposed to the two languages, English to a larger extent does not have an obvious relationship between pronunciation and orthography hence, as the learner learns English, they should learn the spellings and sounds independently since there is no consistency between the language already acquired and the one being learnt. The learner whose first language is Kikuyu first learns sounds, then L2 language graphemes and finally learns to relate sounds to graphemes in English. As a result, there is inconsistency between writing and punctuation. This is unlike Nandi where the sounds and the spellings are in constant agreement hence, as the learners who are Nandi speakers learn English, traces of L1 influence are evident in their written work especially in spelling errors since learners tend to write what they are able to hear. Learners must acquire the orthographic rules of the language that are independent to the sounds. As Ellis (1985) notes, 'When a Frenchman speaks English, his English sounds French'. This is true of the Nandi-speaking learners written work as influence of their first language will be evident in their work. The first language (L1)

can also affect the L2's language features such as vocabulary, grammar usage and general language level. Consequently, some language systems of L1 are likely to be evident in the spoken and written second language - L2. The learner's L1 also affects the other language levels; vocabulary and grammar.

As noted earlier, Kikuyu and Nandi languages are taught in schools located in areas where they are majorly spoken in rural settings. During learning, speakers whose L1 is Nandi or Kikuyu make errors both in written and spoken L2 languages because the students from these two communities seem to hardly have any exposure to English apart from their daily learning in classrooms.

In an attempt to find out the problems of writing in English, the researcher focused on the effects of the L1 on the writing of L2. The study was guided by the Inter-language theory by Larry Selinker (1972), which is given more light by (Lameese, 2017) as the separate linguistic system that occurs when second language learners attempt to express meaning in a language they are in the process of learning. He asserts that, this linguistic system falls between the target language and the learner's first language.

1.2 Statement of the Research Problem

Learners whose L1 is Kikuyu or Nandi experience challenges in speaking or writing in English which is their second language. Such difficulties are majorly caused by interference from the knowledge of first language (L1). In any setting, writing skills is considered a vital skill in learning. Despite this, it has been noted that most learners face difficulty using English during learning and application at various levels of their education. The Kenya national examination council reports of the year 2016 and 2017 noted that many candidates' written essays were characterized by wrong word choice, wrong grammar and spelling in their writing in English. This problem was attributed to mother-tongue interference and inadequate mastery of L2 linguistic skills. Therefore, this clearly shows that there is incomplete acquisition of the target language. This prompted this study to look into the ways in which native language influence writing in the second language and the extent to which the learners have acquired the target language rules. This study was therefore designed to establish the nature of spelling errors, grammatical errors and word choice errors in the written English attributable to

mother tongue influence among Learners whose L1 is Nandi and those whose L1 is Kikuyu.

1.3 Research Questions

The study was guided by the following research questions:

- i. What is the nature of spelling errors, grammatical errors and word choice errors in the written English attributable to first language influence among Learners whose L1 is Nandi and those whose L1 is Kikuyu?
- ii. What is the frequency of errors that are attributable to L1 influence for learners whose L1 is Nandi and for learners whose L1 is Kikuyu?
- iii. How does inter-language transfer theory explain the nature of L1 interference?

1.4 Research Objectives

- i. To determine the nature of spelling errors, grammatical errors and word choice errors in the written English attributable to L1 influence among learners whose L1 is Nandi and those whose L1 is Kikuyu.
- ii. To establish the frequency of errors that are attributable to L1 influence for learners whose L1 is Nandi and learners whose L1 is Kikuyu.
- iii. To illustrate how inter-language transfer theory explains the nature of L1 interference.

1.5 Justification of the Study

This study is important to the teachers of English language in secondary schools in Kenya since it has highlighted the effects of L1 on writings in English among the students in relation to spelling errors, grammatical challenges and word formation problems as a result of L1 interference.

The stakeholders in the Ministry of Education, The Kenya Institute of Curriculum Development and the management of secondary schools in Kenya can use the study as a basis to formulating and implementing policies that can promote the growth and enhance performance of the English language as a subject among secondary school students.

The scholars and researchers can use the study as a basis for further research on how first language related problems of spelling errors, grammatical errors and word formation affect writings in English as a second language among students in other regions of Kenya.

1.6 Scope and Limitations of the Study

The study was carried out in two counties; Nyandarua County and Uasin-Gishu County where two Secondary Day schools were used in the study. These schools were Gatimu mixed secondary school and Koros mixed secondary school. The study focused on the creative writing of the learners of form one students. The researcher only focused on learners whose L1 is either Kikuyu or Nandi. The study was based on the inter-language transfer theory that sought to examine the influence of first language in writings of English.

1.7 Literature Review

The study reviewed literature on the following areas: Mother tongue interference in English as a second language, spelling errors, grammatical errors and word choice errors.

1.7.1 First Language Interference

In the works of Lightbown and Spada, (1999) on the effect of transfer of L1 to L2, the findings were that learners make errors in their written work which is attributable to the transfer. In addition, acquisition of language occurs during the formative years of one's life that is, from age zero to age three without difficulty and that the first language has a lot of influence on second language acquisition. Since their research did not focus on the nature of errors in learners' written work, this current study aims at identifying the errors emanating from influence of L1 among learners written work.

Ouma (2015) investigated the extent of first language interference in relation to phonological processes among the Lumarachi native speakers who learn English as a second language. His focus was mainly on the verbal output of words but did not establish the effect of first language's pronunciation in writing. The current study

sought to establish the effect of L1 on spelling errors attributable to L1 of learners who are native speakers of Nandi and Kikuyu.

Ochieng (2006:43) noted that in Bantu languages, there is no variation between the pronunciation and spelling of words since the words are written the way they are pronounced. This poses a challenge when the learners whose first language is Bantu learn English as a target language because English is non-phonetic and orthography is quite different from pronunciation. This study was significant to the researcher as the research was designed to categorize the nature of spelling errors in English writing attributed to the two languages Kikuyu a Bantu language and Nandi which is non Bantu language and their pronunciation.

Farooq, Uzair-Ul-Hassan and Wahid (2012) conducted a study on opinions of second language learners in Pakistan and they found out that learners encountered difficulties in writing L2 as a result of influence of their first language. They realized that students had insufficient vocabulary of L2, many spelling errors, and general misunderstanding of the L2 grammatical structures. Such findings were very important to this study as they gave the researcher a hint on categorizing the nature of errors made by learners in their writing in English in Gatimu and Koros secondary schools as a result of Kikuyu and Nandi interference which are the learners' L1s.

1.7.2 Spelling Errors

Wendy (1990) found out that spelling system looked into in the situation of the reader and the situation of the writer. A learner should always have a good knowledge of the spellings of words they are planning to use in order to avoid errors and mistakes in communication. In English many words are not pronounced the way they are spelt which is in itself a challenge to the learners studying English as their second language. The learner's first language affects the level of vocabulary and grammar level of the second because some features of L1 phonology may be evident in the spoken L2. This study sought to establish evidence of the influence of L1 on the L2 systems.

Mwangi (2006), in his discussion on the misspelling of the written English of Kikuyu speakers phonologically examines the possible causes of misspelling in written English words. However, his work looks at spelling errors and leaves out the errors made in

grammar and word choice. Through this study, the researcher was able to pinpoint the reasons behind spelling errors made by Kikuyu and Nandi in their English written work and also grammatical and word choice errors.

Waitiki (2013) conducted a study that explored the influence of pronunciation on spelling and he observes that many learners in Kenya spell words just as they are pronounced. However, the study did not highlight the possible causes of such errors. This current research looks at the nature of spelling errors in the written English.

Njeru (2013) points out that the influence of first language on learning a second language is experienced in both the written and spoken languages. This study was important in this current work as it highlighted the nature of spelling errors attributable to mother tongue interference.

1.7.3 Grammatical Errors

In the work of Darus and Subramaniam (2009) who conducted research at Tamil secondary school students in Malaysia, it was established that students constructed sentences with errors because of the differences of grammatical rules between their Malay (L1) and English (L2). The study recommended that students need to understand the differences between the two languages. This is because students tended to refer to their L1 whenever they faced difficulties in L2 writing. This study is relevant to this research since the study aimed at comparing the influence of L1 (Kikuyu) and Nandi in the writing in English (L2).

Darus and Subramaniam (2009: 483-495) investigated the types of errors made by form four Malay students in their L2 written work. The results of the study showed that the errors committed were basically grammatical and emanated from L1 interference. The students also had relatively weak vocabulary and they committed errors in applying sentence structure rules in English language. These findings were relevant to this study since it also sought to determine the nature of grammatical errors on writing in English that can be attributed to first language interference among students of Gatimu Secondary school and Koros secondary school whose Kikuyu and Nandi are their L1's respectively.

In his report on grammatical errors in learning English structures on tense of form four students (Sukasame, Kantho, & Pennee , 2014) found out that there were twenty two grammar rules errors in seven tenses. His study however did not look at other categories of grammatical errors such as S-V agreement, prepositions, and pluralization errors among others that this current study sought to investigate.

Hsu (2013) asserts that grammatical errors are inaccurate form, semantics meaning and use and that L2 learner will use the target language accurately, meaningfully and appropriately if they have mastered these three dimensions. However, the forms and causes of these errors were never mentioned in the definition. The current study sought to investigate the types and causes of these grammatical errors.

UpsornTawilpakul (2001), in a study on the use of English tense by Thai students observed that learners have incomplete competence on tense use. The research indicated that tense is the most difficult element to acquire. Her study however was only confined within tenses but the current study sought to have a wider investigation on other components of grammatical errors such as S-V agreement, pluralization, articles use, pronouns, conjunctions and prepositions.

1.7.4 Word Choice Errors

Considering Njeru (2011:33) in her study conducted in Embu County focusing on the effect of phonological errors on writing in English, it was noted that Kiambu speakers have many phonological errors which present themselves in ways that they write words. According to her, this could be explained by the existing difference between English orthography and pronunciation. She notes that, Kiambu graphic medium corresponds to pronunciation. However, Njeru did not establish the extent to which L2 has been mastered.

Waeni (2016: 17-33), focused on L1 negative transfer in spelling and lexical choice in the English of class eight pupils from Kaani primary school, Machakos County. She established the extent of spelling errors attributed to Kikamba phonology and the extent to which the lexical errors are attributed to the influence of Kikamba vocabulary. The research revealed that most of the spelling errors are due to influence from Kikamba phonology and lexical choice errors which exist because of direct translation and word

transfer. This is due to negative transfer from learners' L1. These findings were relevant to this current study since the research identified some of the common errors committed by form one students who have recently transited from primary school. These errors were then categorized in terms of spelling, grammatical errors and word choice errors.

Mugambi (2013) whose focus was on investigating whether the phonology and orthography of Kimeru as learners' first language had an effect on spelling of English. It recommended remedial measures to eradicate the spelling errors. Although the current study did not give the remedial measures, it however analyzed the frequency of occurrence of errors from two languages (Kikuyu and Nandi) and the nature of the errors.

Owu-Ewie and Lomotey (2016) used content analysis approach to analyze 90 written essays of the students to find out if the writing error have to do with L1 interference. The study found both grammatical and lexical errors which include omissions, wrong word use, L1 induced spelling errors and wrong pronouns use. The study however did not look at the frequency of occurrence of errors and also the semantic lexical errors resulting from L2 acquisition which the current study focused on.

Another study worthy of reviewing in this research is the work of Bataineh (2005). The study identified nine types of errors in relation to the use of the indefinite articles. The errors were deletion, substitution, use of indefinite article with marked plurals, with uncountable nouns, and use of indefinite article with adjectives. The study focused on indefinite articles and left out the use of other articles 'a' and 'an' which the current study sought to investigate.

Kim (1988), found out that mood were most frequently committed errors followed by errors in voice and tense. The researcher did not look at other categories of errors resulting from acquisition of the target language, which current study aims at investigating.

1.8 Theoretical Framework

This study was pegged on Inter-language Transfer Theory proposed by Larry Selinker (1972). Selinker (1972) defines interlanguage as ‘a separate linguistic system’. He coined the term inter-language to refer to the language produced by the learner that may have some linguistic features like those of the target language but does not really conform to the target language. This linguistic system is used by second language learners acquiring a target language. He argues that this is a non-linear theory because it is a mixed structure of rapid progression during learning and sometimes has a permanent stagnation in the learning process. Inter-language is a speech behavior that is produced by the learner of the L2 that maintains some linguistic feature of the L1.

Barkaoui (2015) affirms that Inter-language Theory is governed by linguistic rules that are unique from those of the language being learned and when such rules are applied wrongly interlanguage interference occurs.

Lightbown & Spada, (2013) argue that there are different processes that a learner undergoes while learning English as a second language. According to them, the second language learner goes through several developmental stages in learning the second language. They noted that in the process of learning the second language the learner may not in the first attempt produce language structures of the second language. In fact, they may come up with their own rules that are not a correct version of the target language. They affirm that learning the second language is gradual and the learner may take some time before they produce sentence structures that are in conformity with the L2 linguistic rules. They suggested that the quality and quantity of the language that learners acquire, as well as the consistency of support offered by others in the environment shape the learner’s language response.

This study was guided by the three basic principles of interlanguage theory as proposed by Larry Selinker (1972).

1.8.1 Fossilization

Fossilization is an Inter-language unique characteristic in which a semi-developed linguistic form shows permanent resistance to environmental influence and thus, fails to progress towards the target language ZhaoHong, (2013) agrees with Selinker (1975)

suggestion that fossilization is the fundamental distinguishing factor related to language acquisition. In fact, linguists argue that linguistic characteristics can be fossilized and that the learners who speak certain indigenous language will maintain an inter-language corresponding to the given target language regardless of their age or the extent to which they learn the second language (L2).

1.8.2 Overgeneralization

Overgeneralization is the case where the learner of a given second language understands grammar rules and applies them in all cases including where they are not meant to be applied. Danham & Lobeck (2010) posit that this may appear as if the learner is imitating the teacher's speech but in actual sense it is just their own understanding of grammar rules.

Zee and Kelly (2018) defines overgeneralization as the application of regular change to words that change irregularly. They assert that the learners may at the later stages change their rules of tenses and singular and plural formation to suit the linguistic requirements of the target language. This occurs in the developmental stage of learning the target language where learners apply general rules in the L2.

Richard (1971) notes that some elements in the learner's interlanguage occur when a learner learning a second language use the L2 rules learned inappropriately.

1.8.3 Language Transfer

This is an occurrence of fossilized linguistic items and rules in the second language being acquired by a learner which is as a result of first language influence (Selinker 1972).Some of the rules in interlanguage system are as a result of language transfer from the learner's first language where the learner may use their L1 to come up with their own language system. Therefore, the errors that arise are caused by the differences between L1 and L2.

1.8.4 Simplification

Selinker et al. (1975) say that simplification is related to language transfer and over-generalization. According to them, simplification is the super-ordinate strategy with overgeneralization and transfer as types of simplification in which the super-ordinate strategy is a step that the learner takes to solve his/her learning communication difficulties.

The language learner therefore, rely on their first language as well as on what they know from the L2 in order to simplify the learning and communicating in a given task. Thus, the learners try to produce language forms that are simpler than those in L2. They try to bring out the meaning of what they understand and they actually succeed in doing it but it may not necessarily be the case. These errors are commonly experienced in spelling and grammar forms.

1.9 Methodology

This section brings out the research methodology that was used in conducting this study. It includes data collection, analysis and presentation.

1.9.1 Data Collection

This study adopted both qualitative and quantitative research. The data was collected from two secondary schools: Gatimu mixed secondary school and Koros mixed secondary school. The two schools on the research sample are day schools. 30 students wrote creative compositions, 15 whose L1 is Kikuyu and 15 who's L1 is Nandi as well as whose admission numbers were 1-15 in the class register were purposively used as the sample of the study. The learners wrote a creative composition with the ending: '.....given a second chance, I would be cleverer.'

1.9.2 Data Analysis

The English composition scripts for form ones (15) from each school were collected and the researcher read through the learner's work each at a time, identifying all the errors relating to spelling errors, grammatical and word choice errors to establish the errors that are as result of the influence of the L1s of focus here. Classification of the identified errors was also carried out to ascertain various categories of errors based on

their nature and their chances of being attributed to the influence of first language. The errors were then identified by looking at how the written work deviate from target language rules determined by analyzing what the learners had written and what they were supposed to write as guided by Inter-language Theory.

1.9.3 Data presentation

All the collected errors were descriptively and quantitatively analyzed in prose form and explanations given for each category of error.

The collected errors were summarized in various tables depending on the nature of errors. The frequency of occurrence of the errors was established from the tabulated data among learners in the two languages in the study. Discussions on the differences and similarities in the errors were given.

1.10 Conclusion

This chapter has given introduction which deals with background to the study, statement of the problem, objectives of the study, justification of the study, the scope and limitation of the study and literature review of the study which has focused on: first language interference, spelling errors as well as review on word choice errors.

The section has also looked at the theoretical framework where Larry Selinker's (1972) theory on inter language theory has been used. The chapter ends with highlighting the methodology of collecting, analyzing and presenting the data.

CHAPTER TWO

NANDI AND KIKUYU PHONETIC INVENTORIES AND PHONOLOGICAL PROCESSES

2.1 Introduction

In chapter one, it was stated that the purpose of the present study was to compare the language errors in the writing of English form one learners of Gatimu and Koros secondary schools. Determining the nature of spellings errors, grammatical errors and word choice errors among learners whose L1 is Nandi and those learners whose L1 is Kikuyu were the specific objectives. In addition, establishing the frequency in errors observed among learners and investigation of how inter-language transfer theory explains the nature of mother tongue interference was another concern in the study.

This chapter then provides the phonetic inventories of Kikuyu and Nandi languages which were the L1 languages of the individuals studied.

The phonological processes that take place in the articulation of words in Nandi and Kikuyu are also discussed in this chapter.

2.2 Kikuyu Consonants

According to Muthui (2001), Kikuyu language has eighteen consonants as demonstrated in the table below whose correspondence between the IPA and the orthographic representation is indicated.

Table 1: Kikuyu consonants

Description	IPA	Kikuyu orthography	Example	Gloss
Labials Voiced fricatives	/β/	b	baba	my father
Nasal stops	/m/	m	mūūdū	man
Labio-velar glide	/w/	w	wee	you
Dentals Voiceless stops	/t/	t	taara	advice
Nasal stop	/n/	n	nene	big
Voiced fricatives	/ð/	th	theru	clean
Tapped rhotic/Trilled	/r/	r	roar	look
Palatals Voiceless fricatives	/ʃ/	c	coro	trumpet
Nasal stop	/ŋ/	ny	nyūmba	house
Palatal glide	/j/	y	yakwa	mine
Velar Voiceless stop	/k/	k	koora	little frog
Nasal stop	/ŋ/	ng'	ng'aragu	hunger
Voiced fricative	/ɣ/	g	gatūra	small village
Glottal Voiceless fricative	/h/	h	haaha	here
Prenasalised labial stop	/ ^m b/	mb	mbembe	corn
Prenasalised dental stop	/ ⁿ d/	nd	nduma	darkness
Prenasalised palatal stop	/ ⁿ dʒ/	nj	njira	path
Prenasalized velar stop	/ ⁿ g/	ng	ngĩmo	monkey

From the table above, it is evident that, in Kikuyu from the eighteen consonants, four are prenasalized. The prenasalized consonants include: ^mb, ⁿd, ⁿdʒ and ⁿg. These are realized with voiced consonant sounds in words consisting of the voiced bilabial stop /b/, voiced alveolar stop /d/ and voiced velar stop /ŋ/. It is also evident that Kikuyu consonants can only occur at word initial and medial position in a word.

2.3 Kikuyu vowels

According to Muthui (2001), total of seven vowels are realized in Kikuyu of which the orthography does not fully correspond with the phonetic alphabets. The table below presents the IPA symbols and orthographic representation of Kikuyu vowels.

Table 2: Kikuyu vowels

Description	IPA	Kikuyu orthography	Example	Gloss
High front unrounded	/ i /	i	irio	food
Mid-high front unrounded	/ e /	t	kĩ	what
Mid-low front unrounded	/ ɛ /	e	ne	hand over
Low central	/ a /	a	aca	no
High back rounded	/ u /	u	mbura	rain
Mid-high back rounded	/ o /	ũ	mukūrũ	old
Mid-low back rounded	/ ɔ /	o	moori	cow

From the table above, it is noticeable that Kikuyu vowels orthography does not fully correspond with the phonetic alphabet. Vowels can also occupy any position in a word that is, a vowel can be at the initial, medial or final position in a word.

2.3 Kikuyu syllable structure

Kikuyu has specific rules governing its syllable structure. The language uses an open syllable system where words ends in a vowel meaning, every syllable in Kikuyu must contain a vowel. This is a common rule in any bantu language. Hence, segments like this CCV (Consonant-Consonant-Vowel) in English undergo change when a word is borrowed in Kikuyu in order to conform to the phonological structure of Kikuyu.

2.4 Phonological processes

Drawing from the phonology of Kikuyu on the pronunciation of English which is the second language, a number of phonological processes take place in the target language being acquired.

2.4.1 Epenthesis

Kikuyu has open syllable structure. Owing to this, a word that is borrowed from another language undergoes the process of epenthesis where a vowel is inserted to break a consonant cluster in order to conform to Kikuyu syllable structure. English has consonant clusters which must be broken down by speakers whose first language is Kikuyu for ease of articulation. Such examples are exemplified below;

1a). Workshop ► *workershop*

1b). Partner ► *partiner*

1c). Recognize- ► *recogonise*

2.4.2 Prenasalization

Apart from vowel insertion rule to break consonant clusters, consonants are also added to other consonants particularly in English borrowed words. This is done to create a phonologically acceptable sound sequence which is in agreement with Kikuyu phonology. This is evident in words consisting of the voiced alveolar stop /d/ and voiced velar stop /ŋ/. Such examples of words are shown below.

Prenasalised denta stop

2a). $\text{ɪdɪŋgiri} \longrightarrow \text{Degree.}$

2b). $\text{ɪdɛrɛβa} \longrightarrow \text{Driver}$

Prenasalised velar stop

2c). $\text{ngoru} \longrightarrow \text{goal}$

2.4.3 Consonant Substitution

Kikuyu native speakers tend to substitute English consonants sounds to conform to the consonant sounds in Kikuyu when writing or using words borrowed from English. For instance, the lateral liquid /l/ in English is replaced by /r/ in kikuyu but the /r/ is retained. Such examples of words are shown below:

3a). Bairo → file

3b). OIro → oil

Kikuyu native speakers would also replace words in English containing the labial dental fricatives /v/, /f/ and bilabial plosive /p/ with the voiced labial fricative /β/. Such words include:

4a). βonda → powder

4b). βomu → form

4c). Ofiɸi → office

The words in 4a) and 4b) are formed as a result of the voiced labial fricative /β/ attributed to the Kikuyu speakers in place of the voiced bilabial plosive /p/ which does not exist in this language. The word in 4c) occurs as a result of the voiceless palatal alveolar fricative /ɸ/ which replaces letter c in Kikuyu.

2.4.4 Metathesis

This involves interchanging of word segments within a word without changing the meaning. It occurs when a kikuyu native speaker writes words in English by changing the sound as to conform to kikuyu phonological order. Example of such words include:

5a). ask → aks

5b). Kiosk → kioksi

2.5 Nandi phonetic inventory

In Nandi, the vowels and consonant sounds form part of the two major classes of segments. Like any other language, Nandi has both consonants and glides. This language has 11 consonants and 2 glides. Nandi language is classified with a CVC structure of language the reason being that most words in the language begin with consonants followed by a vowel.

2.6 Nandi consonants

Consonants in Nandi occur in the initial and final position. This is because most Nandi words have a CVC(Consonant-Vowel-Consonant) syllable structure but the language permits both open and closed syllable structure. This means that in Nandi, words can end in a vowel or in a consonant sound. The table below presents the Orthographic representation as well as the IPA symbols for Nandi consonants according to Kattam (2016).

Table 3: Nandi consonants

Consonant (IPA)	Nandi orthography	Example	Gloss
/p/	p	tup	burry
	b	bobat	mushroom
	β	βatet	back
/t/	t	ter	it is different
/tʃ/	ch	chas	slide
/k/	k	kas	hear
	g	tuga	cattle
	ɣ	pugat	foam
/m/	m	moosit	do not scrab
/n/	n	niin	that one
/ɲ/	ny	nyit	annoy
/ŋ/	ng'	ng'om	he/ she is wise
/s/	s	somis	they are awful
/r/	r	cheer	cheer
/l/	l	leel	white
/j/	y	yat	open
/w/	w	wech	hate
/mb/	/mb/	mbareet	farm
/nd/	/nd/	ndaret	snake
/ŋg/	/ŋg/	senge	aunt
/ɲf/	/ɲf/	injoor	backyard

From the table above, Nandi has eleven consonants sounds and two glides. That / p /, / b / and / β / are allophones of **p** while / k /, /g / and / γ / are allophones of **k**. Nandi phonemes occupy all word positions except for the two glides / j / and / w / which occur only at the word initial and medial position. Like Kikuyu, Nandi language has four types of prenasalized consonants which are: /mb/ ,/nd/ ,/ŋg/ and /ɲf/. These consonants often behave like single segments in a word. The four types of prenasalized consonants are voiceless sounds which through the process of progressive voice assimilation become voiced because of nasals that precede them. This process is realized with voiced consonants sounds.

2.7 Nandi vowels

The Nandi phonetic inventory consists of ten vowels though a controversy about the number of vowels exists among some scholars. In this study we will not attempt to delve into the controversy but rather consider the ten vowel system as indicated in the table below according to Kattam (2016).

Table 4: Nandi vowels

Vowel	Nandi orthography	Example	Gloss
/i/	i	sich	get
/ɪ/	i	mit	chew
/e/	e	let	behind
/ɛ/	ɛ	ker	shut
/a/	a	ano	where
/ɑ/	ɑ	al	buy
/ɔ/	ɔ	moy	calf
/u/	u	sus	bite
/ʊ/	ʊ	Put	destroy

Drawing from the table above, it is clear that vowels just like consonants occur in all word positions in Nandi. It is also evident that unlike Kikuyu vowels in which the orthography does not correspond to the phonetic representation, Nandi vowels correspond to the orthographic representation.

2.8 Phonological processes

The Nandi language, just like Kikuyu language, undergoes certain processes in order to come up with words that do not exist in this language. This is particularly evident in any Nandi speaker attempting to learn a second language such as English. The target language goes through several processes:

2.8.1 Consonant Substitution

This happens when some sounds that do not exist in the sound system of Nandi are replaced with those sounds that are found in the target language. This is due to the fact those consonant sounds that are in English sound system do not exist in Nandi. For example:

Labio-dental fricative, /f/ and /v/ are normally replaced with voiced bilabial fricative /β/

In such words as these below:

6a). Form → βomit

6b). Flask → βlaskit

Voiced alveolar fricative /z/ is normally replaced with /s/ which is its voiceless counterpart as depicted in words below:

7a). Zoom → Soom

7b). Zigzag → Siksak'

From the examples above, it is also evident that the voiced palatal velar /g/ is substituted with the voiceless velar /k/. The words below exemplify such:

8a). Go → 'ko'

8b). Zigzag → 'siksak

8c). Give → 'kife'

Substitution is also evident in voiced plosive /d/ and the voiceless dental fricative/θ/ which are normally replaced with the voiceless alveolar plosive/t/ as seen in the examples below:

9a). These → /tis/

9b). Down → /taon/

2.8.2 Aspirated sounds

The glottal sound /h/ is not available in Nandi phonemic inventory system. For instance words such as:

10a). House → /haʊs/

10b). Hobby → /hɒ.bi/

2.8.3 Deletion

Some sounds are normally omitted at various positions in a word. This is commonly noticed by Nandi speakers who have been influenced by their L1. Foreexample in the words below;

11a). Friend → fren

11b). Surprise → Suprise

2.8.4 Silent sounds

Nandi phonemic inventory system does not consider any sound silent, this means that, all letters found in a word are sonorous. As a result, Nandi speakers will tend to omit any sound that is not articulated in the target language. Examples below show such words:

12a). Know → now

12b). Knowledge → nowledge

12c). Government → goverment

2.8.5 Consonants Doubling

In Nandi phonology, consonants are not doubled and this is in contrast to the presences of double consonants in English. For instance, when a regular verb ends in a consonant preceded by a single vowel, that last consonant is doubled before the suffix ‘ed’ is added in English words such as:

13a). Clap → Clapped

13b). Step → stepped

Such words would be realized among Nandi speakers:

14a). Beginning → ‘begining’

2.9 Conclusion

The chapter has presented the Kikuyu and Nandi phonetic inventories in terms of consonants and vowels. The phonological processes of Nandi and Kikuyu have been discussed as well.

Nandi has eleven consonant sounds and two glides. That / p /, / b / and / β / are allophones of **p** while / k /, /g / and / γ / are allophones of **k**. Two allophones exist in the language four types of prenasalized consonants exist in Nandi language. The language also has ten vowel sounds which occur in all word positions and correspond to the orthographic representation. The language has both open and closed syllable system. The phonological processes in Nandi include: consonant substitution which occurs when some sounds that are not found in the target language are replaced with the sound found in the first language. Aspirated sounds are also found in Nandi as well as silent letters and deletion of some letters. Absence of consonant doubling is also evident among Nandi speakers.

Kikuyu phonetic inventory contains eighteen consonants sounds of which four are prenasalized sounds. Kikuyu consonants can only occur at word initial and word medial position. There are four types of prenasalized consonants exist in this language. Seven vowels exist in Kikuyu in which their orthography does not fully correspond with the

phonetic alphabets. Vowels can also occupy any position in a word. Kikuyu has an open syllable system.

In Kikuyu, the phonological processes discussed in this chapter include: epenthesis, plosive prenasalization, consonants substitution as well as metathesis which involves interchanging of word segments within a word without changing the meaning.

CHAPTER THREE

SPELLING ERRORS

3.1 Introduction

The previous chapter has looked at the Kikuyu and Nandi phonetic inventories in terms of consonants and vowels. The phonological processes of Nandi and Kikuyu have been discussed as well.

This chapter focuses on the errors identified in written English among the students of form one that could be attributed to their L1s (Kikuyu and Nandi). It captures the nature of spelling errors in the writing of English. In this study, errors were classified according to the influence of Kikuyu and Nandi phonology and the level in which the target language has been acquired after analysis of scripts of students from Gatimu and Koros secondary schools.

3.2 Spelling Errors

Spelling is defined as the appropriate arrangement of letters to represent words. Spelling is guided by rules which are applied in writing words in a speech. English language learners should know the writing rules of a language before using it.

3.2.1 Errors due to Sounds Articulation

The two major classes of sounds of language are vowels and consonants. The glides share properties of both vowels and consonants. Vowels are sonorous, syllabic sounds made with the vocal tract open. English vowels are divided into two; simple vowels and diphthongs. Consonants sounds are made with a narrow or complete closure of the vocal tract .The consonants can be voiced or voiceless.

The following errors were found in Gatimu:

Sound /ʌ/and /a/

Words pronounced with a short vowels ‘a’ are often confused by learners. This is because learners do not know the phonetic transcription of the short vowel. The following examples show such errors.

Table 5: Sound /ʌ/ and /a/ Errors in Gatimu

Student	Misspelt word	Correct spelling	Transcription
S3F1G	Anather	Another	/əˈnʌðə/
S3F1G	Resalt	Result	/rɪˈzʌlt/
S5F1G	Lack	Luck	/lʌk/
S10F1G	As	Us	/ʌs/

15a).S3F1G.*Wished I would be given **anather** second chance*

I wish I would be given another chance

15b).S5F1G.*But by bad **lack** I was caught*

By bad luck I was caught

15c).S10F1G.*At first he looked amazed and asked **as** what we needed*

At first he looked amazed and asked us what we needed

Errors occurred because learners wrote wrong spelling for words spelt with letter “o” and letter “u” .The mid central unrounded /ʌ/ usually occurs with words spelt with letter “o” and letter “u” pronounced as /a/.Such words are normally spelt with /ʌ/ which implies that the learners mastery of target language rule is incomplete. Learners’ failure to distinguish between long and short vowels led to such errors.

Sound /i: /and /ɪ/

Words pronounced with the long /i:/ were another source of errors. These high front unrounded vowels are always problematic to learners studying English as L2. The examples below indicate the errors that arose due to vowels confusion.

Table 6: Sound /i: / and /ɪ/

Student	Misspelt word	Correct spelling	Transcription
S1F1G	Snic	Sneak	/sni:k/
S7F1G	Dipper	Deeper	/'dɪpə/
S11F1G	Repit	Repeat	/ri'pi:t/
S13F1G	Leaved	Lived	/lɪvd/
S2F1G	Regreat	Regret	/ri'grɛt/
S12F1G	Greated	Greeted	/'grɪ:td/

16a).S7F1G .As we arrived **dipper** and **dipper** we went.

As we arrived deeper and dipper we went

16b).S9F1G. We can **steel** a small things that we can sell.

We can steal some small things that we could sell

16c).S1F1G. Do bad things and cold even **snic** out of school

I could do bad things and even sneak out of school

16d).S2F1G. I had so many **regreat** my many hole life

I had so many regrets about my whole life

16e).S11F1G. I said myself that I would **repit**

I thought that I would repeat

The long vowel /i: / is normally pronounced with words with letter **ea** and letter **ee** hence learners made errors since they gave the spelling of above words as they would be pronounced. Some exceptions occur where **ea** are pronounced as /e/ as in the word

regret written as *regreat*. The learners committed the errors because they do not distinguish between the short vowel /ɪ/ and long vowel /i:/. Hence according to a learner, the words are homophones. This implies that the spelling rule of L2 has not been fully acquired.

Sound /ɑ: /

This long vowel is also another problematic sound to learners studying English as a second language it occurs in most words where ‘a’ is followed by letter ‘r’ hence learners made errors due to overgeneralization.

Table 7: Sound /ɑ: /

Student	Misspelt word	Correct word	Transcription
S3F1G	Surddanly	Suddenly	/ˈsʌdn,li/
S3F1G	Parpose	Purpose	/ˈpɜ:pəs/

*17a).S3F1G.I didn't knew what was the **parpose** of education*

I did not know the purpose of education.

*17b).S3F1G.**Surddanly** the exams were out.*

Suddenly the exams were out.

The low back unrounded vowel /ɑ:/ is usually pronounced in most words where letter ‘a’ is followed by letter ‘r’. Therefore learners produced wrong forms of words because they wrote words as they would be pronounced which gave rise to errors.

Diphthongs

A sound consisting of one or two vowels sounds or rather a combination of two sounds said one after the other are diphthongs. The table below indicate the errors made because of learners’ failure to identify diphthongs.

Table 8: Diphthongs

Student	Misspelt word	Correct spelling	Transcription
S3F1G	Sent	Saint	/seɪnt/
S3F1G	Naither	Neither	/ˈnaɪð.ə(r)
S3F1G	Ashem	Ashame	/əʃeɪm/
S3F1G	May	My	/maɪ/

18a).S3F1G.I use to go to school in **sent** Ann primary school

I use to go to school in saint Ann primary school

18b).S3F1G.When I was in class eight was **naither** changed my behavior

My behavior neither changed even in class eight

18c).S3F1G.I was **ashem** to look my owne resalt.

I was ashamed to check my results.

18d).S3F1G. I spent **may** life by praying with other pupil.

I spent my life playing with other pupils.

English diphthongs show changes in quality that are due to tongue movement away from the initial vowel articulation toward a glide position. Simple vowels do not show noticeable change in quality. Learners made errors because they wrote forms of words just as they were pronounced. This means that language exposure to the target language is not adequate enough. Therefore, from the discussion above, it is evident that the spelling errors were rampant amongst learners since learners committed the highest frequency of errors in L2. The spellings were detected due to the fact that learners wrote wrong spellings due to discrepancy between the target language sound systems and the orthography of Kikuyu. Spelling in errors occurred because learners wrote words the way they are pronounced in the target language.

Like the errors in Gatimu secondary school, errors resulting from sound articulation were also evident among learners whose L1 is Nandi. The tables below shows the examples of errors committed.

Koros

Sound /ʌ/ and /a/

The mid central unrounded vowel /ʌ/ were often confused with the low central unrounded vowel /a/ due to similarity in pronunciation. The following examples show such errors.

Table 9: Sound /ʌ/ and /a/

Student	Misspelt word	Correct word	Transcription
S10F1K	Shawer	Shower	/ʃaʊ.ə(ɪ)/
S10F1K	Araund	Around	/ə'raʊnd
S13F1K	Warry	Worry	/ˈwʌ.ɪ/
S13F1K	Wandering	Wondering	/ˈwʌndəɪŋ/

19a).S10F1K. He was not **araund** home.

He was not around home.

19b).S10F1K.My father told me that can you go and **shawer**.

My father told me to go and shower.

19c).S13F1K.I become so **warry** for my exam.

I became so worried for my exams.

19d).S13F1K. I start **wandering** why and how I got low makes like this.

I started wandering why and how I got low marks.

The mid central unrounded vowel /ʌ/ usually occurs with words spelt with letter “o” pronounced as /a/.Learners therefore made errors in their written work since they failed to understand how certain vowel letters are pronounced. This is because learners

overgeneralized the rules on sounds articulation. Learners also may not have mastered the L2 rules completely hence errors occurred.

Sound /i:/ and /ɪ/

The high front unrounded vowels are commonly seen to be a source of errors in learners' written work. This is because learners failed to predict how certain letters are pronounced in certain phonetic environments. The following examples show the errors committed by learners.

Table 10: Sound /i:/ and /ɪ/

Student	Misspelt word	Correct spelling	Transcription
S14F1K	Regreat	Regret	/ɪr'gɪɛt/
S5F1K	Beacause	Because	/bɪ'kɒz/
S7F1K	Biting	Beating	/bi:tɪŋ/

20a).S5F1K. *I felt bad on that day **beauce aim** not winner.*

I felt bad on that day because I was not a winner

20b).S114F1K. *I **regreat** that if I would be given a second chance I would be clever.*

I regretted that given a second chance I would be clever.

20c).S7F1K. My heart started **biting** like an eastern drum tom tom.

My heart started beating like an eastern drum tom tom.

The high front unrounded vowel /i:/ **usually** occurs in words with letters **ee** and **ea** as observed in errors among learners in Gatimu. However, some exceptions occur where the letters **ea** are pronounced as /e/ as seen in the table above among learners in Koros. Learners' inability to know that different letters can have exactly the same pronunciation. These occurrence of errors are attributed to incomplete acquisition of the linguistic skills in the target language.

Sound /ɑ:/

The low back unrounded vowel /ɑ:/ is usually pronounced in most words where letter 'a' is followed by letter 'r'. Again lack of learners' ability to predict the environment in which the long sound occurs gave rise to occurrence of errors. The examples below shows the errors committed.

Table 11: Sound /ɑ:/

Student	Misspelt word	Correct spelling	Transcription
S1F1K	Farst	Fast	/fæst/
S11F1K	Starnding	Standing	/ˈstændɪŋ/
S11F1K	Bardly	Badly	/ˈbæd.li/

21a).S1F1K.*My good iron uniform wore it **farst**.*

I took my nicely ironed uniform and wore it first.

21b).S11F1K.*It was my first time **starnding** in front of many people.*

It was my first time standing in front of many people.

21c).S11F1K.I told my father that my stomach was aching **bardly**.

I told my father that my stomach was aching badly.

Like learners in Gatimu, errors were made since learners in Koros failed to understand that the long vowel /ɑ:/ is usually pronounced in most words where letter 'a' is followed by letter 'r'. This means the language mastery of L2 is still inadequate.

Sound /θ/ and /ð/

Consonants can also present a challenge particularly if the spelling does not correspond to the pronunciation. These two affricate sounds are not found in Nandi phonemic inventory. The examples below show errors occurrence in learner's written work.

Table 12: Sound /θ/and /ð/ in Koros

Student	Misspelt word	Correct spelling	Transcription
S4F1K	This	These	/ði:z/
S10F1G	These	This	/ðɪs/

22a).S4F1K.Then my father told me that **this** buildings was build many years ago.

Then my father told me that these buildings were build many years ago

22b).S10F1K.What a you want to do in **these** compound.

What do you want in this compound?

Errors were also observed in the misspelt consonants sounds as seen in the table above. The occurrence of errors was due to learners failure to draw distinction between the voiced inter dental fricative /ð/ and voiceless inter dental /θ/ sounds This is attributed to the fact that these two affricate sounds are not found in Nandi phonemic inventory hence there is confusion in usage. Learners often interchangeably use the sounds.

Diphthongs

Diphthongs are vowels that exhibit a change in quality within a single syllable. English diphthongs show changes in quality that are due to tongue movement away from the initial vowel articulation toward a glide position.

Table 13: Diphthongs

Student	Misspelt	Correct spelling	Transcription
S3F1K	Agein	Again	/ə'gein
S5F1K	Aim	i am	/ aɪæm/
S7F1K	Year	Ear	/ ɪə /

23a).S7F1K. I keep it on deaf **year** and decided to pass there.

I kept it on a deaf ear and I decided to pass there.

23b).S5F1K.I felt bad on that day beauce **aim** not winner

I felt bad on that day because I was not a winner.

23c).S3F1K.My father told me *agein* to reabet class eight.

My father told me to remain in class eight again

Apart from vowels and consonants, errors also occurred due to wrong writing of diphthongs. The change in quality is clearly indicated in words such as *again* and the phrase *I am*. Errors occurred by the fact that learners wrote the words as they are pronounced and forget about the orthography of the words. This indicate incomplete mastery of the L2 linguistic skills. Table 2.6 presents the errors.

These types of spelling errors were the most prevalent among learners whose first language is Nandi. This is evident due to the fact that learners were not able to give the correct spelling of an English word because the writing of L2 words was influenced by the pronunciation of the L1 syllables. This is attributed to the L1 syllables that are already learned by the learners who are Nandi native speakers.

From all the examples above, spelling in errors occurred because learners wrote words the way they are pronounced in the target language. Therefore, these learners whose L1 is Nandi wrote exactly what is pronounced hence the different forms of words realized.

The discrepancy between English pronunciation and the writing system is the cause of misspelling errors in the two schools. The learners applied the orthography and the pronunciation of their first languages resulting to the deviant forms.

These errors arose because of simplification where the learners tried to produce language forms that are simpler and easier to write in their target language. This implies that learners whose L1 is kikuyu and Nandi have acquired the target language skills but the mastery of the language is incomplete thus, the prevalent deviant forms of words in the target language.

3.2.2 Errors due to Consonant Substitution

There was reliance on similar linguistic elements of L1 as learners made similar rules and patterns.

Table 14: Errors due to Consonant Substitution in Gatimu

Student	misspelt word	Correct spelling	Transcription
S1F1G	Comparing	Complaining	/kəm'pleɪnɪŋ/
S1F1G	Alound	Around	/ə'raʊnd/
S7F1G	Alived	Arrived	/ə'raɪvd/
S7F1G	Correcting	Collecting	/kə'lekt/
S7F1G	Alound	Around	/ə'raʊnd/
S15F1G	Secondaryly	Secondary	/'sekənd(ə)rɪ/
S2F1G	Rine	Lean	/li:n/
S5F1G	Chanse	Chance	/tʃɑ:ns/
S1F1G	Chanse	Chance	/tʃɑ:ns/

24a).S1F1G. I told the teacher to give me other **chanse** but she did not agreeat.

I ask the teacher to give me another chance but she did not agree.

24b).S7F1G.As we **alived** dipper and dipper we were **correcting** and cutting firewood.

As we arrived deeper and deeper, we were collecting and cutting firewood

24c).S2F1G.I was saying by myself without anyone to **rine** on.

I thought about it without relying on anyone.

24d).The teachers started **compraining** of the things I had beendowing

The teachers started complaining about the things I had been doing.

Like errors due to sound articulation, consonant substitution was also identified as another source of errors among learners whose L1 is Kikuyu .The errors stem from the differences in phonemes between Kikuyu and English. In this case, the letters that were not found in the native language were replaced with the sounds common in the learner's first language. This was done for the sake of easy articulation of words in the target language. When a kikuyu speaker is using words that are borrowed from English, a

number of consonants need to undergo substitution in order to conform to the consonant sounds in Kikuyu.

In example (24b) above, the lateral liquid /l/ which does not exist in the Kikuyu phonemic inventory is replaced with the lateral trill /r/ present in the language. The same case is noted in examples (24c and 24d). Therefore, learners whose L1 is kikuyu find it problematic to articulate English words with /l/ sounds. However, some instances were observed where learners used these sounds interchangeably. For instance in the words (**alived and aloud**) in the table. This is because learners do not know when to use /l/ and when /r/ should it come in. Due to this confusion, errors occur which can be attributed to the transfer of sounds into the target language. The voiceless and voiced dental fricatives /s/ and /z/ absent in Kikuyu are substituted with the palatal alveolar fricative /ʃ/ present in the language. This is illustrated in the word “chance” written as *chanse* in example (24a) above.

Language transfer gave rise to these errors. This indicates that the absences or presence of a linguistic element in the first language has greater influence on acquisition of a target language.

Table 15: Errors due to Consonant Substitution in Koros

Student	Misspelt Word	Correct spelling	Transcription
S1F1K	Wardrope	Wardrobe	/ˈwɔ:dɪəʊb/
S1F1K	Beak	Pick	/pɪk/
S3F1K	Reabet	Repeat	/ɪˈpi:t/
S3F1K	Dried	Tried	/tɹaɪd/
S6F1K	Depeat	Defeat	/dɪˈfi:t/
S8F1K	Vanished	Finished	/ˈfɪnɪʃt/
S9F1K	Bass	Pass	/pɑ:s/
S9F1K	Gueu	Queue	/kju:/
S13F1K	Giff	Give	/gɪv/
S15F1K	Path	Bath	/bɑ:θ/

25a).S1F1K. I open my **wardrope** remove my good iron uniform.

I opened my wardrobe and I removed my neatly ironed uniform.

25b).S1F1K. I went directly **beak** my school bag and went.

I went directly picked my school bag and went.

25c).S8F1K. When I **vanished** bathing I went and wear my games skits.

When I finished bathing I went and wore my games skits.

25d).S9F1K. We were very many in the **gueue** that we had to bribe.

We were very many in the queue that we had to bribe.

25e).S13F1K. I **giff** myself hop.

I gave myself hope.

25f).S15F1K. I take **path** then brush my teeth.

I took a bathe then brushed my teeth.

25g).S9F1K. I prayed to God to remember me I bass the incoming interview

I prayed to God that He may remember so that I could pass the incoming interview.

Among the Nandi speakers, this category of errors was also observed in learner's written work. The consonants that do not exist in Nandi phonemic inventory were replaced with the sounds that were found in the language. The sounds present in the target language may be different from the ones in the learner's native language; thus, the need for substitution in order to align with the target language rules.

From example 25a) above, the case of allophones is noticed in the error made by the learners where, [b, p, β] are allophones of the voiceless bilabial plosive /p/ thus learners whose native language is Nandi use it interchangeably. This is evident in the word

wardrobe which also applies to example (25b) in the word **beak**. Other words in the table include: **reabet**, **bass** and **path**.

In example 25d) above, the letter “q” is not found in the Nandi inventory. The learners therefore substituted it with the letter “g” in the lexical item **queue** written as **gueu**. This error arose since the learners wrote the word the way it is pronounced and not the orthographical way.

Some minimal pairs of sounds are never found in the Nandi phonetic inventory hence learners do not know when to use these sounds since they are foreign. This is observed in sentence 25c) and 25e) where the labio-dental fricative sounds /f/ and /v/ are used interchangeably as seen in the words **vanished / finished** and **giff / give**. This is because learners have never used the sounds in their first language.

It is evident that the occurrence of the above errors is attributed to language transfer. Learners transferred the already learned skills of the first language. Therefore, the linguistic elements and rules are used by the learner in the process of acquiring the second language. Since the sounds do not exist in the learners’ native language, some sounds of L1 are transferred to L2. Learners failed to recognize that in English, phonological systems may not be the same as the writing system in words.

3.2.3 Errors due to overgeneralization

Overgeneralization gave rise to the erroneous constructions in writing since learners assumed that the L2 rules learned are applicable in most words.

Table 16: Errors due to Overgeneralization in Gatimu

Student No	Misspelt Word	Correct spelling	Transcription
S3F1G	Wented	Went	/went/
S4F1G	Tried	Tried	/tɹiəd/
S9F1G	Tooking	Taking	/ˈteɪkɪŋ/
S12F1G	Flyed	Flew	/flu:/
S14F1G	Sucessed	Succeed	/səkˈsi:d/
S5F1G.	pickpocketer	Pickpocket	/ˈpɪkpɒkɪt/
S8F1G.	Founded	Found	/faʊnd/

26a).S3FIG. *I my parent **wented** to see what I have got.*

My parent and I went to see what I had scored.

26b).S4FIG. *I **tryed** my best.*

I tried my best.

26c).S12FIG. *I switch the engine on and **flyed** the aeroplain.*

I switched the engine and flew the aeroplane.

26d).S14FIG. *I prayed to the maker that to help to **succesed** in this interview.*

I prayed to the maker to help me succeed in that interview.

26e).S9FIG. *We decided to nock the padlock until it opens after opening we started **tookng** things outside.*

We decided to break the padlock and went it opened we took things outside.

26f).S5FIG. *As the days passed I stated being a **pickpocketer** and me saw my work was being **sacsesiful**.*

As the days passed, I became a pickpocket and it was successful.

In this category, errors were detected when learners fail to write the correct word forms because they overgeneralized the rules learnt from L2 linguistic systems. Wrong words were given because learners overgeneralized the rules learnt.

Rules on past tense forms of verbs and noun derivation were generalized. This was attributed to inadequate mastery of the English orthography hence the deviant forms. Such errors were observed in sentence 26a-26d) above. Learners failed to recognize that verbs take their past tense form in consideration of whether the verb is regular or irregular. Regular verbs take the 'ed' or 'ied' ending in forming the past tense form as seen in example 26b) above. The irregular ones assume different forms of words as observed in 26c) and 26e) above. The learners therefore overgeneralized the addition of the suffix 'ed' to any verb forming past tense as noted in sentence 26d). The learners

also overgeneralized the rules of noun formation in English by adding the suffix ‘-er’ to the verb *pickpocket* to form the wrong word **pickpockter** instead of **a pickpocket**.

Overgeneralization gave rise to the erroneous constructions in writing since learners assumed that all verbs take ‘-ed’ ending in past tense and all nouns derived from verbs are inflected using the suffix ‘-er’. This indicates that the learning process of the target language is incomplete.

Table 17: Errors due to Overgeneralization in Koros

Student	Misspelt word	Correct spelling	Transcription
S11F1K	Founded	Found	/faʊnd/

27a).S11F1K. We **founded** the competition when it has already finished.

We found the competition already ended.

Errors emerging from rule generalization were also evident among learners in Koros secondary school although the occurrence was minimal. The error made in the word above was due to the fact that learners overgeneralize some of the specific rules and features in the target language. For instance, Nandi have a specific prefix **Ki-** for denoting the past tense form of a verb, this resulted to overgeneralization of elements in L1. Therefore, learners assumed that all verbs take the ‘-ed’ ending in the formation of past tense in the target language hence the above error arose.

Errors may arise if learners fail to understand the various categories of tenses in English. Some learners demonstrated their inability to give the past tense form of regular and irregular verbs. This was brought out in sentences above among learners whose L1 is Nandi and Kikuyu.

3.2.4 Errors due to Epenthesis

Errors due to epenthesis occurred where a vowel was inserted to break a consonant cluster in order to conform to Kikuyu syllable structure. Such examples are evident in the tables below.

Table 18: Errors due to Epenthesis in Gatimu

Students class	Misspelt word	Correct spelling	Transcription
S1F1G	Regrete	Regret	/ɪ'gɹɛt/
S2F1G	Partinge	Parting	/pɑ:t/
S2F1G	Secrem	Scream	/'skɹi:m/
S2F1G	Mete	Met	/mi:t/
S3F1G	Importanta	Important	/ɪm'pɔ:tənt/
S4F1G	Recatify	Rectify	/'ɹɛktə,fai/
S4F1G	Regeret	Regret	/ɪ'gɹɛt/
S12F1G	Pilotes	Pilots	/'paɪlət/
S14F1G	Breakefast	Breakfast	/'brɛkfəst/
S3F1G	Owne	Own	/əʊn/
S3F1G	Igonor	Ignore	/ɪg'nɔ:/

28a).S2F1G. *I **mete** an old woman who say me down and talked with me.*

I met an old woman who sat me down and talked to me.

28b).S4F1G. *I try to **recatify** my ways.*

I tried to rectify my ways

28c).S2F1G. *The villager had **secream** the whole night.*

The villager had screamed the whole night.

28d).S12F1G. *We were going to the airport to go on with our assignment of flying an aeroplain for we wanted to be **pilotes**.*

We went to the airport to take our assignment of flying since we wanted to be pilots.

28e).S14F1G. *I took **breakefast** and then left.*

I took breakfast and left.

This was another source of errors in the learners' written work where learners inserted a vowel to a word in order to break the consonant cluster. This was observed among the learners in Gatimu secondary school. In Kikuyu, open cluster is always preferred which permits only the CV sequence. As a result, learners whose L1 is Kikuyu insert a vowel to a consonant for ease of articulation. English words contain a consonant cluster which becomes a problem to Kikuyu speakers with an open cluster.

This spelling error is attributed to the Kikuyu phonology which affect the learners' pronunciation in the target language. This phonological effect is an indication of the influence of the phonology of Kikuyu as the learners' first language. As a result, the effect is seen in learners' written work. Learner relied on their L1 linguistic system. From examples 28a-28c) above, vowel insertion was evident in words such as; **secream**, **recatify** and **breakfast**. Other words ending with a consonant were also attached to a vowel in order to conform to syllable structure in Kikuyu. For instance: **partinge**, **mete**, **importanta**, **owne** and **pilotes**.

Nandi speakers do not have a problem with consonant cluster, therefore, no errors were observed among learners in Koros whose L1 is Nandi.

3.2.5 Errors on Metathesis

Errors were also observed in learners written work where interchanging of word segments within a word without changing the meaning occurred. This is done to conform to kikuyu phonological order. These errors are indicated in the tables below.

Table 19: Errors on Metathesis in Gatimu

Students	Misspelt word	Correct spelling	Transcription
S2F1G	Promble	Problem	/ˈprɒbləm/
S3F1G	Olsa	Also	/ˈɔ:l.səʊ/

29a).S2F1G. *All my friends became my enemies and that was not a **promble** to me.*

All my friends became my enemies but that was not a problem to me.

29b).S3F1G. *I my parent **olsa** wented to see my resalt.*

My parent and I also went to see my results.

This category of errors was observed where two or more segments were interchanged within a word without a change in meaning creating misspelling errors. It occurs when a Kikuyu native speaker writes words in English in order to conform to kikuyu phonological order. This as a result gave rise to misspelt forms of words. Language transfer was the main cause of these errors.

Like epenthesis, this category of errors was not evident among learners in Koros secondary school.

3.2.6 Errors due to prenasalization

A prenasalized consonant is a consonant cluster which consists of a sequence that begins with a nasal articulation and ends with an oral articulation. Consonants are also added to other consonants particularly in English borrowed words. This is done to create a phonologically acceptable sound sequence which is in agreement with Kikuyu phonology. These errors are discussed in the table below.

Table 20: Errors due to prenasalization in Gatimu

students class	misspelt word	correct spelling	Transcription
S1F1G	Drung	Drug	/dɪʌg/
S5F1G	Promble	Problem	/ˈp.rɒbləm/
S6F1G	Stundents	Students	/ˈstju:d(ə)nt/
S15F1G	Trembly	Terribly	/ˈtɛ.ɪə.bl/

30a).S6F1G. I felt embarrassed before the **stundents**.

I felt embarrassed before the students.

30b).S5F1G. My friends became my enemies but that was not a **promble** to me.

My friends became my enemies but that was not a problem to me.

30c).S1F1G. I came to school with a **drung** to sell it.

I came to school with a drug

30d).S15F1G. I failed my exam **trembly** and my parent was called.

I failed my exam terribly and my parent was called.

Spelling errors were detected here where learners added consonants to other consonants in words from a foreign language in order to come up with a sound sequence that is phonologically accepted in accordance to their L1 language system. Therefore, in consistence with the phonology of Kikuyu, the dental stops were nasalized.

In Kikuyu, the voiced bilabial nasal /m/ has to precede the voiced bilabial stop /b/ in order to form a syllable by combining the two sounds. This is evident in sentences 30b) and 30d) above in the words **promble** and **trembly**. On the other hand, the voiceless bilabial nasal /n/ precedes the voiced labio-dental fricative /d/ and voiced velar fricative /g/. This was observed in example i and iii in the words **stundents** and **drung**. The influence of L1 syllable was the main reason as to why such errors are prevalent among learners in F1 whose L1 is kikuyu. These errors occurred due to language transfer. Hence, the influence of L1 syllables dominated the acquisition of L2 linguistic items.

Although Nandi phonemic inventory contains the prenasalized consonants, no errors were observed in learners' written work in Koros secondary school. This implies that the influence of L1 sound system has not created a problem in the acquisition of the target language. It may also mean that the learners have acquired the L2 rules.

3.2.7 Errors due to Homophones

Homophones are words that sound alike but have different meaning and spelling. Errors occurred among learners due to failure to recognize words that sound the same but different meaning.

Table 21: Errors due to Homophones in Gatimu

students class	misspelt word	correct spelling	Transcription
S1F1G	Sow	So	/səʊ/
S2F1G	Hole	Whole	/həʊl/
S3F1G	Therefour	Therefore	/ˈðeəfɔː/
S9F1G	Their	There	/ðeə(r)/
S9F1G	Steel	Steal	/sti:l/
S10F1G	Principle	Principal	/ˈprɪnsɪpəl/
S12F1G	Aeroplain	Aeroplane	/ˈeə.ɪəpleɪn/

31a).S1F1G. **Sow** that I could sell it to the students.

So that I could sell it to the students.

31b).S2F1G. I had so many regreat my many **hole** life.

I had so many regrets in my whole life.

31c).S9F1G. To start our business but at that time **their** was some people.

To start our business but at that time there were some people.

31d).S9F1G. We can **steela** small small things that we can sell.

We could steal some small small things that we could sell.

31e).S10F1G. He contacted our **principle**.

We contacted our principal.

Another source of errors in the learners' written work was failure to recognize the presence of homophones, words with the same pronunciation although the spelling and meaning may be different. As a result, learners produced only what they could pronounce. This led to the deviant forms which eventually altered the intended meaning.

From examples in sentences 31a-31d), errors due to homophones gave rise to the spelling errors demonstrated in the words, **sow/so, hole/whole/, therefour/therefore, steel/steal and principal/principle**. These examples of words are used interchangeably by the learners since their pronunciations are the same but they do not understand that these words are just but homophones and their mea meanings differ.

This indicate that learners have not internalized the target language linguistic skills adequately, thus the vocabulary mastery and use is incomplete. The mastery of parts of speech is also not adequate enough in year one. The learners would therefore use such words interchangeably most probably unconsciously.

Table 22: Errors due to Homophones in Koros

Student	Misspelt word	Correct spelling	Transcription
S1F1K	Their	There	/ðɛə(ɹ)/
S9F1K	Their	There	/ðɛə(ɹ)/
S11F1K	Their	Their	/ðɛə(ɹ)/

32a).S1F1K. *The school was decorated with flower **their** were tents all over.*

The school was decorated with flowers and there were tents all over.

32b).S9F1K. *Suddenly **their** was an echo sound that I heard.*

Suddenly there was an echo that I heard.

32c).S11F1K. *The media was **their** but I didn't knew.*

The media was there but I did not know.

The above errors were not prevalent among learners whose L1 is Nandi. From sentences 32a-32c) above, the error occurred in the use of the words **their/there** which have the same pronunciation. Learners' failure to recognize that the two words are homophones gave rise to the errors observed. This category of errors is due to the lack of in-depth understanding of second language acquisition of skills by learners whose L1 is Nandi. The learners would therefore use such words interchangeably.

3.2.8 Errors due to silent sounds

Some English sounds are never articulated during pronunciation hence learners made errors because they wrote only what they were able to hear.

Table 23: Errors due to Silent Sounds in Gatimu

Students class	Misspelt word	Correct spelling	Transcription
S1F1G	new	knew	/nəʊ/
S1F1G	peson	person	/ˈpɜːsn/
S3F1G	nowledge	knowledge	/ˈnɒlɪdʒ/
S5F1G	thought	thought	/θɔ:t/
S5F1G	caut	caught	/kɔ(:)t/
S9F1G	nock	knock	/nɒk/
S9F1G	caut	caught	/kɔ(:)t/
S11F1G	suprize	surprise	/səˈpraɪz/
S5F1G	passed	passed	/pɑ:st/
S13F1G	stoped	stopped	/stɒpt/
S11F1G	begining	beginning	/bɪˈɡɪn.ɪŋ/
S8F1G	felow	fellow	/ˈfələʊ/

33a).S1F1G. I started bekaming a bad **peson** who would do bad things.

I started becoming a bad person who would do bad things.

33b).S3F1G. I **thought** God will give me **nowledge** but I was very folishi.

I thought God would give me knowledge but I was very foolish.

33c).S13F1G. We were told to stop the lorry and we **stoped**.

We were told to stop the lorry and we stopped.

33d).S5F1G. As the days **passed** I started being pickpocketeter.

As days passed, I started to become a pickpocket.

Errors were evident in this category where learners did not give the correct spellings for the intended words. Learners wrote only what they were able to hear in their spoken utterances hence it gave rise to different forms of words.

Some silent letters were deleted in words giving rise to the wrong spellings. Errors arose because of segments of a word with a sound that is not articulated in speech. This is because learners gave forms of words that they were able to hear when articulating. Such errors were observed in sentences i and ii in the words: **peson**, **thought** and **knowledge**. The double consonants were also omitted because it is only one consonant sound that is articulated. Examples of such errors were observed among learners when writing words in the past tense as evident in sentences 33c) and 33d) in the words **stoped** and **passed**.

Table 24: Errors due to Silent Sounds in Koros

Student	Misspelt Word	Correct spelling	Transcription
S2F1K	shot	short	/ʃɔ:t/
S4F1K	dout	doubt	/daʊt/
S5F1K	odinary	ordinary	/ˈɔ:dnəri/
S7F1K	trough	through	/əru:/
S6F1K	inteligent	intelligent	/ɪnˈtelɪdʒənt/
S7F1K	diging	digging	/ˈdɪŋɪŋ/
S12F1K	stoped	stopped	/stɒpt/
S14F1K	seling	selling	/sɛlɪŋ/
S14F1K	anounce	announce	/ˈnɑʊns/
S15F1K	posible	possible	/ˈpɒsɪbl/
S15F1K	succes	Success	/səkˈses/
S15F1K	ear	Hear	/hɪə(ɪ)/

34a).S4F1K. I was shocked because I **dout** myself I will be the last.

I was shocked because I doubted if I would pass.

34b).S7F1K. I was halfway walking **trough** the forest.

I was halfway walking through the forest

34c).S7F1K. I went to dig while I was still **diging** my mother called.

I went to dig and while digging, my mother called.

34d).S15F1K. When I was already done I **ear** a sound of motorvehicle.

When I was already done I heard a sound of motor vehicle.

This category of errors was detected among learners' written work in various ways. According to Nandi phonology, double consonant does not exist. This is in contrast with English where consonants are normally doubled in different positions in a word. These errors are observed in sentence 34c) above in the word **diging**. Other examples of words include: **inteligent**, **stoped**, **seling**, **anounce**, **possible** and **succes** as shown in the table. These consonants within a word are deleted due to overgeneralization of rules of English by the learner.

In examples 34a) and 34b) above, errors occurred because learners whose L1 is Nandi gave spellings of words that were only pronounceable in their L1 hence the deletion of some letters. This is attributed to the Nandi phonology which does not have silent sounds. This is an effect of error redundancy due to deletion. Therefore, learners transferred in writing what they heard during pronunciation of words. These errors demonstrate that learners have limited knowledge of the target language.

Some errors arose due to absence of the sound in Nandi. The /h/ is not found among Nandi speakers and generally the Kalenjin people. This is illustrated in example 34d) in the word **ear** where /h/ has been omitted in order to convey the intended meaning of a verb. These misspellings are attributed to the Nandi sound system which affects the learner's pronunciation in the target language.

Simplification of words contributed to the rise of such errors. This is because some rules in the interlanguage system made learners to produce words that are easier and simpler to be represented orthographically. This resulted in the deviant forms. This implies that the acquisition of phonological and orthographic systems is incomplete.

3.2.9 Unsystematic Errors

Some errors could not be categorized under any group.

Table 25: Unsystematic Errors in Gatimu

Students class	misspelt word	Correct spelling	Transcription
S1F1G	Evier	(unknown)	(known)
S2F1G	Mounth	Month	/mʌne/
S11F1G	Throught	Thought	/θɔ:t/
S13F1G	Nirobi	Nairobi	/nai'ri:ʊbi/
S13F1G	Twlve	Twelve	/twelv/

35a).S1F1G. I started bekaming a bad peso who would do bad things and cold even snic out of school to go to **evier**out sid of the school.

35b).S2F1G. The village had secrem like it had hard a topical in that **mounth**.

35c).S13F1G. We got into the bus which was heading to **Nirobi** and after two hours we had already arrived in **Nirobi**.

35d).S13F1G. He will be paying us **twlve** thousand per month.

Since these errors could not be given any linguistic category. It was noted that the deviant forms were caused by inappropriate mastery of the L2 linguistic skills by the learners.

Table 26: Unsystematic Errors in Koros

Student	Misspelt word	Correct spelling	Transcription
S1F1K	Courgh	(unknown)	(unknown)

36a).S1F1K. The driver **courgh** the engine the bus was moving slowly.

The driver ingnited the engine.

Like the learners whose L1 is Kikuyu, learners in Koros secondary school whose L1 is Nandi, gave errors in word that were problematic to categorize under any category in this study. Such errors are as seen in the example above where the word **courgh** was given in the sentence. In comparison to F1 learners in Gatimu secondary school, fewer errors were observed here. This implies that the learning process of the target language is still incomplete. One cannot rule out other factors that could hinder the acquisition process.

3.3 Conclusion

In this chapter, spelling errors have been analysed. These errors were further subdivided into errors due to sounds articulation, which were then discussed in terms of vowels sounds and consonants sounds. Other errors in this category included errors due to consonants substitution, epenthesis, metathesis, prenasalization, homophones, errors on silent sounds and the unsystematic errors. The principles of inter-language theory were used in categorizing and analyzing the various errors detected.

CHAPTER FOUR

GRAMMATICAL AND WORD CHOICE ERRORS

4.1 Introduction

The previous chapter analyzed the spelling errors in terms of errors on sound articulation, errors due to consonants substitution, errors due to epenthesis, errors on metathesis, errors due to prenasalization, errors due to homophones, errors on silent sounds and the unsystematic errors. This chapter further analyses the grammatical as well as word choice errors.

4.2 Grammatical Errors

Grammatical error involve faulty structures which may include wrong verbal tense, incorrect verbal forms and syntax problems. It is also called usage error (Hernandez, 2011). In this study, the following were identified as grammatical errors: Errors due to wrong tenses, errors of subject-verb agreement, errors in preposition use, errors in pluralization, errors in pronouns, errors in conjunction and errors in articles usage. The errors were categorized into various groups from the two schools as discussed below.

4.2.1 Errors due to Wrong Tenses and Aspect

Verb tense refers to the way a verb is formed to communicate when an action takes place. This error occurs when one uses the wrong verb tense. The action expressed in the sentence can be in (**present, past, progressive, perfect, future**). There must be consistency between when the action occurred and the type of verb used. The sentences below show the tense errors made by learners whose L1 is kikuyu and whose L1 is Nandi.

Errors in Gatimu

*37a).S11FIG.I never think about my marks .I was not **expect** such.*

I never thought of my marks because I never expected such results.

*37b).S6FIG.My teacher was **surprise** because I was not used in taking my assignment.*

My teacher was surprised because I was not used in taking my assignment.

37c).S2FIG.All was on me when ever I **goI** left people talking about me.

All was about me when I went me left people talking about me.

37d).S3FIG.Therefour the time **come** near and near and we **are** to do our K.C.P.E examination.

Therefore the time came near and nearer, we were to do our K.C.P.E examination

37e).S4FIG.At first I was not comfortable in that place but I **tryed** my best.

At first I was not comfortable in that place but I tried my best.

37f).S8FIG.When I went in that mixed school boarding, I **founded** new faces and new teachers when I was taken in the class.

When I went in that mixed boarding school, I found new faces and teachers when I was taken to the class.

37g).S3FIG.As we **are** waiting for examination at home surddanly the exams were out.

We were waiting for results at home, and suddenly the exams were out.

Errors on tenses were a major source of errors in the sentences observed in learners' written work. Failure to internalize tense and aspect as reflected in English gave rise to the errors in the sentences.

In examples 37a-37e) above, the learners who are native speakers of Kikuyu failed to give the correct past tense forms of the verbs. This is because learners failed to recognize that verbs take their past tense form in consideration to whether the verb is regular or irregular. Regular verbs take the '-ed' or '-ied' ending in forming the past tense forms as seen in examples 37a and 37b above in the words: **surprise** and **expect**

for the regular verbs. The irregular ones assume different forms of words as observed in sentences 37c) and 37d) above in the words: **go** and **come**.

In sentences 37e) and 37f), errors in sentences occurred because learners failed to write the correct forms of verbs because learners overgeneralized the rule of adding the suffix ‘-ed’ to any verb forming past tense. This was evident in words such as **tried** and **founded**. These errors on tense production were seen to occur across the two classes in the study.

In sentence 37d), the primary auxiliary verb **are** has been wrongly used. The auxiliary verb **were** ought to have been used since the sentence was in the past tense.

This category of error was prevalent among the grammatical errors. Such sentences indicated that the learner is aware of the lexical item but the mastery of the tenses in the target language is still inadequate.

Errors in Koros

38a).S1F1K. I recitemy poem very well.

I recited my poem very well.

*38b).S4F1K. I stay behind because I **fear** to be stapped.*

I stayed behind because I feared to be stepped

*38c).S3F1K. From that day I **know** that I can not loose my chance agein.*

From that day I knew that I can not loose my chance again.

*38d).S8F1K.I **take** a basin and a pair of soap as I visited the frog’s kingdom.*

I took a basin and a bar of soap as I visited the frog’s kingdom

*38e).S3F1K. When days **are** going I prayed all nights when I **sleep**.*

As days were moving I prayed all night when I slept

38f).S15F1K. *I loosehope and I wish I **have** given a second chance.*

I lost hope and I wished I had a second chance.

Just like learners in Gatimu secondary school, this category of errors was the most prevalent. The learners failed to take note of the past tense suffix ‘-ed’. The rule relating to regular and irregular verbs gave rise to the errors above. Examples of sentences caused by failure to give the past tense form of regular verbs include: (38a, and 38b) as observed in the words **recite**, **stay** and **fear** while those due to irregular verbs are (38c and 38d) as seen in words such as **know** and **take**.

In sentences (38e and 38f), misuse of the auxiliary verbs is evident. For instance, the learner failed to write the correct helping verb because of overgeneralization of rule where the first-person singular takes the auxiliary verb **have**, but the learner forgot to take note of the past tense form of the verb as noted in example 38f). In sentence 38e), the past tense form of the verb **are** was not provided. This indicates that the acquisition of the target language rule on the use of tenses is incomplete. These errors on tense production were seen to occur across the two schools in the study.

4.2.2 Errors on Subject – Verb Agreement

According to Greenbaum and Nelson, (2002), subject-verb agreement is the correspondence of a verb with its subject in person (first, second or third) and number (singular or plural). The subject is that part of a sentence that tells us who or what does the action expressed by the verb. The predicate on the other hand is that part of the sentence that tells us about the action and all its details. Therefore, the verb must always agree with the subject in number

39a).S15F1G. *I failed my exam trembly and **my parents was** called.*

I failed my exam terribly and my parents were called.

With regard to subject-verb agreement rule in English grammar, a sentence is said to be grammatically correct if both the subject and the verb are either in the singular or in the plural.

In the example above, the helping verb **was** does not agree with the subject in the sentence. The verb **were** should have been used in order to conform to the subject **my parents**, in this case it is in plural. This means that the L2 linguistic skills are in the process of being fully acquired although this category was not rampant.

Errors in Koros

40a).S4F1K. *Then my father told me that this buildings **was** build many years ago.*

Then my father told me that these buildings were built many years ago.

40b).S4F1K. *We go straight to the sports club and there **was** many people.*

We went straight to the sports club and there were many people.

40c).*After all the **presentation has** gone they stated awarding the winners.*

After all the presentations were done the winners were awarded.

40d).S4F1K. *There **was many people** about one thousand () were atlechts.*

There were many people about one thousand who were athletes.

In Koros secondary school, this type of error was more prevalent compared to Gatimu secondary school.

From examples above, learners whose L1 is Nandi failed to recognize the subject-verb agreement in sentences as seen in examples 40a, 40b and 40c) above. The auxiliary verb **was** is wrongly used in the sentences. The learners failed to understand that the subjects in the sentences are in plural forms hence verbs in plural are required. This gave rise to the errors. These errors occurred since some rules of the interlanguage systems may have been overgeneralized in the learning of English which is the target language.

4.2.3 Errors in Preposition Use

A preposition tells a reader when and where something occurred as well as how it occurred. Some sentence constructions require preposition while others do not. Errors may arise if learners fail to recognize the various forms of prepositions and different functions each preposition play. From this study, errors on wrong use of prepositions were evident. Failure to this, erroneous errors may be observed in learners' written work as shown in examples below:

Errors in Gatimu

41a).S8F1G. *When I reached form two, I was transferred **in** another school.*

When I joined form two I was transferred to another school.

41b).S11F1G. *We all settle **on** the exam.*

We all settled for the exam

41c).S2F1G. *I was saying **by** myself with out anyone to rine on.*

I was saying to myself without anyone to rely on.

41d).S10F1G. *When we entered to the shop we found a man who was sitting and we asked him to sell **for** us the petrol.*

When we entered to the shop we found a man who was sitting and we asked him to sell the petrol.

41e).S9F1G. ***At** one day we went to one shop at 8:30 pm.*

One day we went to one shop at 8:30 pm

41f).S14F1G. *And he said it was not luck for all () us since it was only one person.*

And he said it was luck for all of us since it was only one person.

This was the most rampant category of errors among learners whose native language is Kikuyu. Learners wrote sentences that were directly translated from the Kikuyu.

From examples 41a-41d) above, the simple prepositions **in**, **on**, **by** and **for** have been wrongly used in the sentences. In sentence 41e), the use of the preposition **at** is inappropriate while sentence 41f) omits the very important preposition **of** in the given sentence. Learners' failure to understand the different types and use of prepositions is what led to such errors. These indicate that there is wrong use of prepositions due to lack of exposure to the target language rules.

Errors in Koros

42a).S1F1K. *The driver increased the speed the bus was now moving **in** high speed.*

The driver increased the speed and the bus was now moving at high speed.

42b).S1F1K. *In a fraction of a second we arrive **to** school.*

In a fraction of a second we arrived at school.

42c).S2F1K. *Those people who are employing people have arrived **to** nearby school.*

The employers had arrived in a nearby school.

42d).S6F1K. *Our games teacher assemble all the players **in** which I was among.*

Our games teacher assembled all the players of which I was among them.

42e).S7F1K. *I had woke up **on** morning as usual.*

I had woken up in the morning as usual.

42f).S11F1K.After some hours we arrived **at** Nairobi.

After some hours we arrived in Nairobi.

Quirk and Greenbaum (1973) note that, prepositions are a closed-system items because they can never be extended by creation of additional members, hence learners of a second language have no alternative other than learning the prepositions by heart.

The same wrong use of preposition was evident among learners whose L1 is Nandi. For instance, in examples given in the sentences 42a-42f) above, all the simple prepositions have been used in the wrong places. This implies that learners do not know the difference in meaning and the various functions of prepositions. Therefore, the learners used them interchangeably.

This usage of preposition inappropriately or interchangeably implies that learners do not know the difference in use of prepositions. There is overgeneralization of rules and features of the target language. These rules acquired in L2 are applied inappropriately. The errors of this nature may be due to lack of exposure to the L2 rules as noted among learners whose L1 is Kikuyu, or it may be caused by lack of knowledge of how the learnt rules work.

4.2.4 Errors in Pluralization

This category is made up of errors that were made by L2 learners in their formation of plurals of nouns in their written work. Nouns form their plurals by considering whether the noun is regular or irregular. The errors committed by learners are shown below:

43a).S9F1G.Some were walking with their **leg**.

Some were walking on the their legs

43b).S11F1G.When the **result** came I was shocked.

When the results were realeased I was shocked

43c).S2F1G.I spent may life by praying with **other pupil**.

I spent my life by playing with other pupils.

43d).S4F1G.As the time went by, I got **some friend**.

As time went by I got some friends.

43e).S15F1G.I was in form one where I had **a lot of joke**.

In form one I had a lot of jokes

43f).S11F1G.When the day arrived **every pupils** in country were ready to sit for exam.

When the day arrived every pupil in the country was ready to sit for exam.

In the sentences above, errors on pluralization were committed in various ways. For example, in sentences 43a) and either words **leg** and **result** were wrongly used because the suffix 's' is omitted to make them plural. The suffix 's' is normally used as a plural inflection for regular nouns. In sentences 43c-43e), the suffix 's' was also deleted in the words **pupil**, **friend** and **joke** which makes the sentences incorrect. In this case, the learners committed the errors because of the indefinite pronouns **other**, **some** and the phrasal quantifier **a lot** which takes plural nouns.

On the other hand, the addition of the suffix 's' in sentence 43f) in the word **pupils** makes the sentence incorrect. The indefinite pronoun 'every' takes a singular predicate hence it is a single entity.

This category of errors arose probably because the learners' knowledge of the second language is incomplete. Therefore, the learners may not know what should be done particularly in plural formation.

Errors in Koros

44a).S12F1K. I was earning good salary but I was spendind them in wrongway.

I was earning good salary but I was spending it in the wrong way.

44b).S5F1K. I had entered for three **event** and hoped to attain first position.

I had registered for three events and hoped to attain the first position.

44c).S1F1K. After all the **presentation has** gone they stated awarding the winners

After all the presentations were done the winners were awarded.

44d).S3F1K. I prayed all **nights** when I sleep.

I prayed all the night when I slept.

From the examples above, errors were committed because learners either omitted or added the plural marker 's' to the words. In sentences 44a,) 44b) and 44c) ,omission of suffix 's' gave rise to errors in bold type while in sentence 44d), addition of the plural marker was the cause of the error.

4.2.5 Errors in Pronouns

Pronouns are grouped under the family of closed-system items just like the prepositions. Pronouns have a role of identifying gender in terms of masculine or feminine. Personal pronouns which are the main causes of errors are used with persons.

45a).S7F1G.I **and my** friend decided to run away.

My friend and I decided to run away.

45b).S7F1G.I started talking to my mother and telling **him** the whole story about what had happened to **me and my friend**.

I started talking to my mother and telling her the whole story about what had happened to my friend and I.

45c).S11F1G.I told my parent to give () a second chance.

I told my parent to give me a second chance.

45d).S14F1G.It was only one person () passed the interview.

It was only one person who passed the interview.

45e).S3F1G.I spent **may** life by playing with other pupil.

I spent my life playing with other pupils.

45f).S6F1G.*My English teacher had given **as** some assignment for the holiday.*

My English teacher had given us some assignment for the holiday.

45g).S9F1G.*Some were walking with their leg because at that time **many people they** came from hotels.*

Some were walking because at that time many people had come from hotels.

45h).S13F1G.*It was on a Saturday morning **which** I was called by my friend who leaved next door.*

It was on a Saturday morning when I was called by my friend who lived next door.

Some errors in pronouns occurrence were attributed to carelessness of learners when writing. For example, in sentences 45e) and 45f) above, the learner misspelt the pronouns **my** and **us** respectively. This error may have occurred because of writing in haste.

Other errors observed were caused by omission of a pronoun. Such a case was observed as in sentences 45c) and 45d), above. This omission of a pronoun in the sentence could be attributed to avoidance of learners from making mistakes or it could have been due to carelessness during writing. Nevertheless, some instances of addition of a pronoun was noted in sentence 45g) where the personal pronoun **they** used did not serve any purpose in the sentence.

In sentences 45a-45b), errors on pronouns occurred because learners failed to recognize that one begins with the third person pronoun followed by the first person pronoun in a sentence. Relative pronouns usage was also another source of errors in this category though few errors were observed as seen in sentence 45h). The pronoun **which** used to refer to things and animals was wrongly used instead; **when** would have been appropriate because it denotes time as implied in the above sentence.

Errors in Koros

46a).S10F1K. **I and my brother** I asked my mother.

My brother and I asked my mother.

46b).S13F1K. The results that came were so poor than I was expecting but **I myself** I giff myself hope.

The results were so poorly performed than the way I expected but I was still hopeful.

46c).S2F1K. He told () that I have a good news.

He tod me that he had some goo news

46d).S4F1K. There was many people about one thousand () were atlects.

There were many people of about one thousand who were athletes.

46e).S2F1K. Suddenly they told me that **you** have not bring other documents.

Suddenly they told me that I had to take other documents

46f).S10F1K. Immediately Ian and **her** father started arriving on that time and left **I** back home.

Immediately, Ian and his father arrived at that time and left me back at home.

46g).S2F1K. **Why** I came out it was my friend James.

When I came out it was my friend James

This category of errors was noted to be prevalent among the learners in Koros secondary school as compared to learners in Gatimu secondary school. Errors on the word order of pronouns was evident as indicated in sentences 46a) and 46b) above. Learners' failure to recognize that the third person pronoun precedes the first person pronoun in a sentence was the main cause of errors in learners' written work.

Some errors observed were caused by omission of a pronoun which was observed in sentences 46c – 46d), above. Like learners in Gatimu secondary school, the omission of a pronoun in the sentence could be attributed to avoidance of learners from making mistakes or it could have been due to carelessness during writing. No errors were observed due to unnecessary addition of pronouns in sentences. However, errors on the inappropriate use of relative pronouns why was noted in sentence 46g) above.

In sentences 46d) and 46e) above, the use of pronouns was observed to be the most rampant error in the learners' work. This is because learners do not know that three genders in English are used in grouping pronouns as masculine, feminine and the common gender. Learners also failed to understand that pronouns can take the nominative or objective positions in a sentence. Therefore, the learners in Koros secondary school made erroneous constructions in their written work.

4.2.6 Errors in Conjunction

In this category of errors, learners committed errors by omitting, adding or using inappropriate conjunctions in the sentences. The sentences below illustrates the errors:

Errors in Gatimu

47a).S3F1G.I () my parent *olsawented to see my resalt.*

My parent and I went to see my results

47b).S15F1G.Finally I did my K.C.S.E () I got **an** D-

Finally I did my K.C.S.E and I scored a D-

From the examples in the sentences above, errors were committed by learners due to omission of a coordinating conjunction **and** which is meant to play the role of joining the subjective pronouns **me and** the simple sentences. This gave rise to the errors.

Learners seem not to comprehend the functions and importance of conjunctions in realizing coherence in sentences.

Errors in Koros

48a).S1F1K. After ten minutes the bus arrived () I boarded the bus.

After ten minutes the bus arrived and I boarded the bus

48b).S1F1K. The driver increased the speed () the bus was now moving in high moving at a high speed.)

The driver accelerated and the bus moved at a high speed.

48c).S3F1K. We done our second exam () I was position one.

We did our second exam and I was position one.

48d).S3F1K. After a moment I receive the ball () I run when I kick the ball the bell ring.

After a moment I received the ball and I ran with it. As soon as I had kicked the ball the bell rang.

Like errors due to omission of a joining word in a sentence as depicted among learners in Gatimu secondary school, such errors were replicated in Koros secondary school. The occurrence of sentence fragments was evident in learners' work as it communicate an incomplete thought. One can say that it is hanging. This means that learners in F1 have incomplete acquisition of the target language rules pertaining to conjunctions.

The learners' choice to omit words and phrases rendered the sentences incorrect. This was attributed to the redundancy of errors since lexical items were omitted unnecessarily. Incompetence in the acquisition of second language rules was the main cause.

4.2.7 Errors in Articles

This category consisted of errors that were related to the use of articles. Articles indicate whether a noun is specific or just a general noun. Learners' inability to draw a distinction between zero articles such as **a**, **an** and **the** gave rise to errors. In English, a singular common noun must have an article. Also the definite article 'the' is used with

superlatives adjectives, but a proper noun does not take an article. These basic rules were overlooked by learners in the study.

Errors in Gatimu errors

49a).S4FIG.S15FIG.Finally I did my K.C.S.E I got **an** D-.

Finally I did my K.C.S.E and I got a D-

49b).S14FIG.It was **a** which was waited for many pupils.

It was the day that was waited by many pupils

49c).S9FIG.We can steela small small things that we could sell.

We could steal some small small things which we could sell.

49d).S3FIG.A once I use to go to school in sent Ann.

Once I use to go to school at Saint Ann.

49e).S3FIG.We were ready to sit for () last exam.

We were ready to sit for the last exam.

49f).S11FIG.When the day arrived every pupil in () in country were ready.

When the day arrived every pupil in the country was ready.)

Errors in articles were observed when learners fail to understand whether the noun in question was mentioned specifically or generally. In sentences 49a, 49b and 49c), learners used the articles **an** and **a** inappropriately. Some articles were also unnecessarily used in sentences that did not require the use of an article. Such was noted in sentences 49d and 49e) above. On the other hand, the definite article **the** was omitted in sentences in which the use of the article was important since specific nouns were being referred to. From example, in sentence 49f) above, the omission of the most appropriate definite article **the** to indicate *last exam* and *country* makes the sentence wrong.

Errors in Koros

50a).S2F1K. *He told me that I have a good news.*

He told me that he had some news

50b).S7F1K. *I had a work to do the morning was brighter like other day.*

I had some work to do and the morning was brighter like other day.

50c).S7F1K. *I vividly remember a fresh on my mind as if it was only yesterday*

I vividly remember as if it was only yesterday.

50d).S14F1K. *It was a term one when I decide to live school.*

It was during term one when I decided to leave school.

This category of errors was observed among learners in Koros secondary school. Learners' inappropriate use of articles was noted in sentences 50a-50d).The sentences above did not require the usage of the indefinite article **a** thus, the sentences were rendered ungrammatical. This implies that the target language rules have not yet been mastered adequately. Overgeneralization of rules of the target language led to the occurrence of these errors. There was wrong application of the learnt rules.

4.3 Word Choice Errors

Lexical errors are mistakes at the word level, which include, choosing the wrong word for the meaning the writer wants to express (Hernandez, 2011).It is also termed as word choice errors. The researcher noted that the kind of words a learner chooses to use may lead to the constructing of erroneous sentences. These errors in words were categorized into two: those errors due to direct translation and those caused by inappropriate or misuse of the word (semantic lexical errors).

4.3.1 Errors due to Direct Translation

Literal translation also termed as direct translation is rendering a text from one language to another. Metaphase is another word for literal translation. This is common in every day usage of language. It plays a crucial role in the learning of a second language since the grammar and word meanings are explained in the learners' native language.

Errors in Gatimu

*51a).S6FIG. I tried to **sooth** her to forgive me but it was all in vain.*

I tried to plead with her to forgive me but it was all in vain.

*51b).S8FIG. As I was admitted in this school I **came** with a lot of marks.*

I joined this school having score high marks.

*51c).S8FIG. On **reaching** form one my behavior changed*

On joining form one my behavior changed

*51d).S2FIG. But I day on my way home I mete an old woman who **say** me down and talked with me.*

But one day on my way home, I met an old woman who sat me down and talked to me

In this category of errors in words, the native language was mirrored through the possible word for word translation into the target language. Examples in sentences (51a-51d) above, exhibit some of the words that were directly transferred from the learner's first language.

The choice of words can be attributed to the influence of L1 transfer of words already existing in the encyclopedic entities of the learner. The negative interference of L1 in learners' acquisition of the grammatical elements of L2 was the major cause of errors in the learners' written work. Learners relied on their L1.

These errors arose since the learners transferred the first language rules into the target language. Therefore, in the learners' attempt to learn the target language, the linguistic items and rules are transferred.

Errors in Koros

52a).S3F1K. I tried to **make** my goals but one subject make me to fail.

I tried to attain my goals but one subject made me to fail.

52b).S5F1K. I had **entered** for three event and hoped to attain first or second position in each.

I had registered for three events and I hoped to attain first or second position in each.

52c).S11F1K. He **removed** his speech and went and sat down

He gave his speech and went and sat down.

52d).S3F1K. I told **to** my self that I will do my best.

I thought I will do my best.

McLaughlin (1990) notes that there is an influence between the first and second languages since acquisition of L1 leads to certain routine and metacognitive skills which are then generalized in the L2. Therefore, in this category of errors, influence of first language was clearly spelt out as a source of errors in learners' choice of words. In consideration to the words in bold type, one is able to see the extent to which the first language (Nandi) has influenced the writing of English words in this case, it is the target language.

For example, in sentences (52a, 52b and 52c) learners wrote sentences that were directly translated from the Nandi version which is the learners' L1. These errors are shown in the sentences above. The learners wrote phrases and words directly as they would be said in their L1. Here, learners were propelled by the daily utterances that they make in their own first language. Language transfer gave rise to these errors.

Direct translation was evident among form one students in Gatimu and Koros secondary schools. The manner in which they occurred varied greatly such as adding a word, having incorrect word order or putting clauses together. These errors imply that, though the students are learning L2, the influence of L1 is greater than the target language being acquired in the learning process.

4.3.2 Errors on Wrong Word Usage

It is a common practice that L2 learners always pick up a single word for an immediate use as a substitute and forget other different uses or its varieties. In this category of word choice errors, learners' misused words. Some of the learners' choices of words led to making errors as shown in the examples below:

53a).S4FIG. *We continued with that **behave** until the first term of class seven.*

We continued with the behavior until end of term one in class seven.

53b).S8FIG. *I was **removed** in a day school to a boarding school.*

I was transferred from a day school to a boarding school.

53c).S12FIG. *Everybody had his **director** who could direct him how to fly the aeroplane.*

Everybody had his instructor who could direct him how to fly the aeroplane.

53d).S12FIG. *I did not have any other **chance** than to take charge.*

I did not have any other choice other than to be in charge.

53e).S5FIG. *My mother was a **widower**.*

My mother was a widow

This category was rampant among learners whose native language is Kikuyu. Errors were observed where learners failed to use the correct form of word classes commonly known as parts of speech.

In the sentences above, the lexical items in bold used are not the appropriate words in the context stated by the learners. For example, in sentences 53a and 53b), the word **behave** is wrongly used since the meaning brought out required the noun **behavior** and not the verb.

Wrong use of vocabulary was another reason as to why errors in learners' written work were detected. Sentences 53c – 53e) above exemplifies the wrong use of vocabulary by learners. This is attributed to limited vocabulary in the encyclopaedic entry of learners. Some errors were also caused by confusion of the lexical items. In this case, antonyms posed a challenge to learners as observed in the word *widower* instead of *widow* in sentence 53e) above. This is attributed to the influence of English as a second language where the learners use what is commonly known to them in their daily utterances. This gave rise to the errors.

Errors in Koros

*54a).S11F1K. We went and took a sit **besides** the other parents. Every parent was sitted with his child.*

We went and took a seat beside other parents. Every parent was seated with his/her child.

*54b).S2F1K. I came out **to look** who was that.*

I came out to check who that was.

*54c).S4F1K. Some few hours, theathletics were on the line. Then the **ran**start. I stay behind because I fear to be **stapped**.*

Some few hours later, the athletes were on the line. The race started and I stayed behind beause I feared to be stepped on.

*54d).S7F1K.S8F1K. I take a basin and a **pair** of soap.*

I took a basin and a bar of soap.

54e).S8F1K. *We were beaten 3 goals the game ended we **huge** them that if we are to be given a second chance we would be cleverer.*

We were scored three goals and the game ended but we assured them that if we were given a second chance we would be cleverer.

As observed among the learners in Gatimu secondary school, this category of errors was the most prevalent on word choice errors. Learners in Koros secondary school made erroneous constructions because they were unable to give the correct word classes and appropriate vocabulary.

This implies that this word has not yet been well mastered by learners in F1 and in general, more time and effort should be put in teach word classes to avoid such errors. In sentence 54b), the lexical item *besides* was inappropriately used in the respective sentence. Instead, the word **beside** ought to have been used to convey the meaning of *adjacent to* as brought out in the sentence.

Similarly, errors on wrong use of vocabulary were evident among learners in Koros secondary school. In sentences (54c-54e), inappropriate choice of words in the respective sentences led to the occurrence of errors. These errors resulted from limited vocabulary in the encyclopaedic entry of the learners' L2. This implies that learners have inadequate mastery of the L2 skills hence, the few lexical items learned are transferred and applied wrongly.

The occurrence of errors is an evidence of incomplete learning process among learners since they do not know what is correct or what is not. The first language will most likely hinder the learner during learning process in cases of negative transfer of linguistic items.

4.4 Conclusion

This chapter has further looked into the findings of the study in particular, the grammatical errors discussed under the following headings; errors on wrong tenses and aspect, on subject verb agreement, in preposition use and errors on pluralisation. The chapter ends with analysis of word choice errors looked into in terms of errors resulting from direct translation and errors emerging from the wrong use of words. The principles of inter-language theory were also used in categorizing and analyzing the various errors detected. These errors resulted from limited vocabulary in the encyclopaedic entry of the learners as well as incomplete learning process of the L2.

CHAPTER FIVE

ERROR FREQUENCIES

5.1 introduction

The previous section looked into the grammatical as well as word choice errors. The principles of inter-language theory were used in categorizing and analyzing the various errors detected.

This section of the paper looks at the occurrence frequency of the three categories of errors investigated in the study. The errors collected from the data were categorized under spelling, grammatical and word choice errors. In total, 295 errors were identified from 30 compositions of the 30 students used in the study. The study begins by presenting the combined frequencies of the three categories of errors followed by presentations and analysis of frequencies of spelling errors, grammatical errors frequencies and finally word choice errors.

5.2 Errors Frequencies

From table 27 below, the researcher found out that 115 (56 %) were spelling errors, 100(34%) grammatical errors and 20 (10 %) word choice errors. This means that the most frequently committed errors were spelling errors followed by grammatical errors and word choice errors had minimal occurrence in learners' work: only 10%.

Table 27: Error Frequency

Error type	Error frequency		Percentage	
	Gatimu	Koros	Gatimu	Koros
Spelling	73	42	61	49
Grammatical	36	34	30	40
Word choice	10	10	8	12
Total	119	86	100	100

The table above indicate that spelling errors had the highest frequency of occurrence. This could be concluded as the effect of discrepancy between English pronunciation and the writing system. The learners applied the orthography and the pronunciation of their first languages resulting in deviant forms.

It could also be deduced that the spelling rules of the target language have been inadequately acquired because learners seem not know what is correct or what is not. The first language will most likely hinder the learner during learning process in cases of negative transfer of linguistic items as noted in errors due to consonant substitution.

5.3 Spelling Errors Frequency

The spelling errors were further grouped into: errors on sound articulation, consonant substitution, overgeneralization, epenthesis, errors on metathesis, errors on prenasalization, errors on homophones and errors on silent sounds. The frequencies as shown in Table 30 revealed that the most prevalent type of spelling errors is that resulting from sound articulation errors(Gatimu had 16 (22%) and Koros had 15(36%)). This was followed by errors due to silent sounds, errors on consonant substitution, errors due to homophones and the least influence on spelling errors in learners work was the unsystematic errors. Some sources of errors were only attributed to one language; Kikuyu. These were errors on epenthesis, errors on metathesis and prenasalization of plosives.

Table 28: Spelling Errors Frequency

Type of Spelling Error	Frequency		Percentage	
	Gatimu	Koros	Gatimu	Koros
Sound articulation	16	15	22	36
Consonant substitution	8	10	11	25
Overgeneralization	7	1	10	2
Epenthesis	12	0	16	0
Metathesis	2	0	3	0
Prenasalization	4	0	5	0
Homophones	7	3	10	7
Silent sounds	12	12	16	29
Unsystematic	5	1	7	1
Total	73	42	100	100

From the table above, all the spelling errors identified could be as a result of wrong application of the English spelling rules. Learners wrote words the way they were pronounced in the target language. This is because learners overgeneralized the rules on sounds articulation and may not have mastered the L2 rules completely hence errors occurred.

Therefore, the learners whose L1 is Nandi and Kikuyu wrote exactly what is pronounced hence the different forms of words realized. This is attributed to confusion between L1 and L2. The fact that some errors were specific to a particular school implies that there is interference of learners L1's as noticed in errors on epenthesis, errors on metathesis and errors due to plosives prenasalization common among learners whose L1 is Kikuyu. This may be deduced as the effect of a number of phonological processes that take place in the target language being acquired by learners whose L1 is Kikuyu. For instance, in the case of epenthesis where a vowel is inserted to break a consonant cluster in order to conform to Kikuyu syllable structure in a word that is borrowed from English. Another process involves the addition of consonants to other consonants particularly in English borrowed words i.e. prenasalization of plosives and metathesis. This normally occurs when a Kikuyu native speaker writes words in English by changing the sound as to conform to Kikuyu phonological structure. Therefore, this may be concluded as the case of negative transfer as evident in learners written work.

Errors on consonant substitution were evident among learners whose L1 is Nandi as seen in the errors made by the learners where, [b, p, β] which are allophones of the voiceless bilabial plosive /p/ were used interchangeably. This phonological process was also observed among learners whose L1 is Kikuyu as in the case of the lateral liquid /l/ which does not exist in the Kikuyu phonemic inventory being replaced with the lateral trill /r/ present in the language.

One may conclude that, discrepancy between English pronunciation and the writing system is the cause of misspelling errors in the two schools. English to a larger extent does not have an obvious relationship between pronunciation and orthography hence, these errors arose because of simplification where the learners tried to produce language forms that were simpler and easier to write in their target language. This implies that

learners whose L1 is Kikuyu and Nandi have acquired the target language skills but the mastery of the language is incomplete thus, the prevalent deviant forms of words in the target language.

5.4 Grammatical Errors Frequency

As indicated in table 29 below, grammatical errors were categorized under the following: tense errors, Subject-Verb agreement, prepositions, pluralisation, pronouns conjunctions and articles. This indicates that errors on tense had the highest impact on learners work by 19% and 18% in Gatimu and Koros respectively. This was however closely followed by errors on pronouns, errors on preposition, errors on pluralisation and errors on articles in that order. Consequently, errors occurring due to conjunctions, and those errors caused by subject-verb agreement had the lowest effect on the learners' writings. This was indicated by Gatimu (3%) and Koros (9%) of the total errors analyzed in the category.

Table 29: Grammatical Errors Frequency

Type of Grammatical Error	Frequency		Percentage	
	Gatimu	Koros	Gatimu	Koros
Tense	7	6	19	18
S-V agreement	1	3	3	9
Preposition	6	6	17	18
Pluralisation	6	4	17	12
Pronouns	8	7	22	21
Conjunction	3	4	8	12
Articles	5	4	14	12
Total	36	34	100	100

From the discussion above, it can be deduced that learners whose L1 is Kikuyu and Nandi made errors particularly on tenses because learners have inadequate knowledge of the English rule on tense and aspect. Therefore, the little knowledge learnt in the target language is overgeneralized. This agrees with earlier studies by Noor (1985), Tin (2000) and Sonmez and Griffiths (2015) that tense errors are the most frequently

committed among learners. Learners may wrongly apply the rules of the target language. This faulty application of rules is evident in the use of articles and subject-verb agreement. This implies that the target language rules have not yet been mastered adequately. Overgeneralization of rules of the target language led to the occurrence of these errors.

From these, one can conclude that learners whose L1 are Kikuyu and learners who are Nandi native speakers make the same grammatical errors in their written work. This can be deduced as the effect of incomplete mastery of the L2.

5.5 Word Choice Errors Frequency

The word choice errors were analysed under two categories: errors due to direct translation and wrong usage of words. In all, there were 20 word choice errors comprising of Gatimu had (10) and Koros had (10). The analysis of these errors showed that Gatimu had 4(40%) and Koros had 4(40%) errors emerging from direct translation. On the other hand, Gatimu had 6(60%) and Koros had 6(60%) of errors caused by wrong usage of words.

Table 30: Word Choice Errors Frequency

Type of Error	Frequency		Percentage	
	Gatimu	Koros	Gatimu	Koros
Direct translation	4	4	40	40
Wrong word use	6	6	60	60
Total	10	10	100	100

From the analysis above, it is evident that wrong use of words were the most frequently committed errors while errors on direct translation had the least effect on learners writing in English in this category. One can conclude that the cause of above errors was limited knowledge of English vocabulary among learners whose L1 is Kikuyu and learners whose L1 is Nandi. Learners failed to convey their real intention because of misunderstanding homophones while others were as a result of direct translation from learners' L1. These errors resulted from limited vocabulary in the encyclopaedic entry of the learners' L2. This implies that learners have inadequate mastery of the L2 skills hence, the few lexical items learned are transferred and applied wrongly.

Therefore, the occurrence of errors in both schools (Gatimu and Koros) is an evidence of incomplete learning process among learners since they do not know what is correct or what is not. The first language will most likely affect the learner during learning process in cases of interference and negative transfer of linguistic items, where the spoken linguistic systems in L1 are sometimes transferred during acquisition of L2.

5.6 Conclusion

This section has presented the occurrence frequencies of the three categories. Drawing from the study, the spelling errors were the most prevalent followed by grammatical and word choice errors were least committed. The most prevalent types of spelling errors were errors resulting from sound articulation errors. Errors on tense had the highest impact on learners work in the grammar categories. Finally, the study showed that the wrong use of words were the most frequently committed errors in word choice categories.

Spelling errors were specifically committed by learners in different ways as observed in the case of consonant substitution. However, some errors were particular to a given language for instance, errors on epenthesis, prenasalization of plosives and metathesis among learners whose L1 is Kikuyu. No specific errors were predominant among learners who are Nandi native speakers. Grammatical and word choice errors were rampant among learners in both schools in this study.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

In this chapter, the researcher presents the summary of findings based on the data obtained from the study. The chapter also presents conclusions and recommendations drawn from the findings of this study.

6.2 Summary

This study is a comparative analysis of errors on learners whose first language is Kikuyu and Nandi. The main focus of this research was on the errors made by learners whose L1 is Kikuyu and Nandi in their attempt to learn English as L2. It focused on two schools Gatimu, whose learners are predominantly Kikuyu native speakers, and Koros whose learners are predominantly Nandi native speakers. Determining whether the nature of errors in learners' written work was attributable to the influence of mother tongue was the objective of the study.

In chapter one, the researcher gave the background information on Kikuyu as a Bantu language as well as the Nandi as Nilotes. The background to the problem pointed factors that have been identified by various scholars that mother tongue has greater effects on learners written work.

In the study, interlanguage theory was used as theoretical framework by Larry Selinke (1972).The study collected data from English composition scripts of F1's in the above mentioned schools. The data was then analyzed qualitatively and quantitatively.

The study pointed out some of the errors that are attributed to Kikuyu and Nandi languages .In addition, the phonetic inventory of Kikuyu and Nandi were also brought out in this section which showed that Kikuyu has eighteen consonants and seven vowels while Nandi phonemic inventory is made up of eleven consonants and two glides. Errors attributed to kikuyu language include; epenthesis, plosive prenasalization, consonants substitution and metathesis. Those associated with Nandi speakers are: consonants substitution, presence silent sounds as well as absence of consonant doubling.

The study analysed all the spelling errors identified from learners' written compositions. These errors were further subdivided into; errors due to sounds articulation, which were then discussed in terms of vowels sounds and consonants sounds. Other errors in this category included errors due to consonants substitution, errors due to epenthesis, errors on metathesis, errors due to prenasalization, errors due to homophones, errors on silent sounds and the unsystematic errors.

The study further analysed the grammatical errors discussed under the following headings; errors on wrong tenses and aspect, errors on subject verb agreement, errors in preposition use and errors on pluralisation. The chapter also analyzed word choice errors in terms of errors resulting from direct translation and errors emerging from the wrong use of words.

The study looked at the occurrence frequencies of errors which revealed that spelling errors was the most prevalent category of errors in the two schools followed by grammatical errors and word choice errors had the minimal occurrence in learners work only 10 % was the frequency of occurrence in the two schools in study and finally the sixth chapter gave a summary, conclusion and recommendations of the study.

6.3 Conclusions

The study established that spelling errors were most frequently committed followed by grammatical errors and errors on word choice were least committed. It was also found that the spelling errors frequently committed by learners were errors on sound articulation while errors on overgeneralization and unsystematic errors had the least effect. The study also observed that the grammatical errors that affected learners' written work were tense errors while errors on S-V agreement were least committed. The researcher found out that word choice errors were due to direct translation from learners' L1 followed by wrong word usage errors.

The interference of learners L1's as noticed in errors on epenthesis, errors on metathesis and errors of plosives prenasalization as well as in substitution of consonants was a reason as to why learners committed errors. Most learners relied on the linguistics items already registered in their encyclopedic entries hence transfer. The study therefore

concluded that, influence of learners' (L1) contributes to the occurrence of errors in the acquisition of target language. English language is in many ways affected by the first language of the learners. The spoken linguistic systems in the first language are sometimes transferred to the acquisition of the second language.

It is clearly observed that, the learners' target language had major impact on the learning process. The depth of understanding of the target language can lead to good or poor writing skills in English as the learners' L2. Overgeneralization of rules was a cause of deviations in learners written work as seen in errors such as plural- formation, and errors in tenses .There was reliance on similar linguistic elements of L2 acquired as learners made similar rules and patterns.

Learners tend to communicate using the adaptive strategies as a way of solving and compensation of their limited linguistic skills of the target language consequently, learners' mastery of the target language is inadequate. For instance, the discrepancy between English pronunciation and the writing system was the cause of misspelling errors in the two schools. As a result, simplification of words were used where the learners tried to produce language forms that are simpler and easier to write in their target language .In general, the principles of interlanguage theory particularly on matters of fossilization, overgeneralization, transfer and simplification was evident in the study.

Errors due to epenthesis, metathesis and plosives prenasalization were only attributed to Kikuyu. This was due to inadequate knowledge of the target language listening and speaking skills and the interference of learners L1's. This may be deduced as the effect of a number of phonological processes that take place in the target language being acquired by learners whose L1 is Kikuyu. For instance, in the case of epenthesis where a vowel is inserted to conform to Kikuyu syllable structure in a word that is borrowed from English. Another process involves the addition of consonants to other consonants particularly in English borrowed words which is prenasalization of plosives and metathesis. Therefore, this may be concluded as the case of negative transfer as prevalently evident in learners' written work.

Spelling errors were specifically committed by learners in different ways as observed in the case of consonant substitution. However, some errors were particular to a given language for instance, errors on epenthesis, prenasalization of plosives and metathesis among learners whose L1 is kikuyu. No specific errors were predominant among learners who are Nandi native speakers. However, grammatical and word choice errors were rampant among learners in both schools in this study which implies that the target language rules have not been adequately mastered.

On the other hand, errors on consonant substitution were evident in both schools in the study. Learners whose L1 is Nandi errors occurred where, [b, p, β] which are allophones of the voiceless bilabial plosive /p/ were used interchangeably and learners whose L1 is Kikuyu made errors as in the case of the lateral liquid /l/ which does not exist in the Kikuyu phonemic inventory was replaced with the lateral trill /r/ present in the language.

In conclusion, the interlanguage theory can be said to have adequately explained the reason behind learners' L1 transfer during the learning of L2. Learners' adaptive strategies of simplification of the target language as well as overgeneralization of L2 rules have been relevantly tackled in explaining the errors.

6.4 Recommendations

Based on the findings and conclusions of this study, the research recommends that extensive practice in writing of creative compositions should be used by learners to improve their competence in learning English writing skills. Learners should be encouraged to read widely to acquire English vocabulary and grammar rules. This will help in curbing the rampant use of misspellings.

The study recommends that listening and speaking skills in English (L2) should be given more time in teaching and learning process in order to reduce the negative interference of L1 among F1 learners in Gatimu and Koros secondary schools. As observed in the case of effect of Kikuyu and Nandi phonemic inventories.

A further research should be conducted on the influence of L1 on form two, three and four learners to ascertain the extent of errors occurrence as this will help to determine whether the length of exposure to the target language has an effect to complete acquisition of L2.

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Appendix 1: Sample Composition 1-15 from Gatimu Mixed Secondary School

S.F.G around - around
enter

It was just term on Tuesday the second week, when I enter the first day in Gatimu mixed secondary school. I was a boy who was not having but things to do or to play around and I was a clever boy.

When I enter in form one my goodness started changing and I started becoming a bad person who would do bad things and talk even en out of school to go and to enter un out side of the school.

The teachers started comprung of the thing I had been doing and they did not like them. I was not knowing of what I was doing because if I was knowing of what I was doing I could have changed and stop what I was doing.

My mother and father told me if I want stop what I was doing I will regrete and you will say I wish I new. I did not stop one day I came to school with a drug saw that I could sell it to the student. The teacher call me and other boy taking them to the other student saw that I could sell them the other boy went and I was left alone the teacher call me and told me to follow him. I was told to pack my things and walk out of the school and never to come to the school I told the teacher to give other change but she did not agreat. I wish I had been given a second chance I would be clever.

parting S₂ F, G

It was ^{the} a ^{the} morning that many people thought that I would not have ^{seen} seen. Because of my bad behaviour that had made all the people who love me to start parting my way. And in it I was very comfortable that I never thought I was wrong.

All my ^{of} friends became my enemies and that was not a problem to me. I was saying ^{to} by myself with out anyone to ^{W.C.} sure on. My mother kept on telling me to change but it got in the past car and left on the second car.

The village had ^{er} secret like it had ^{hor} hard a logical in that ^{un} month. All was on me when ever I ^{tense} go I left people talking about me. But ^{Article} (1) day on my way home I ^{un} met an old woman who ^{W.C.} said me ^{to} down and talked ^{to prep} with me.

I had so many ^s regret my many ^{home} hole. I had to give a second change I don't be clever.

S₃F₁G

2458
A once I use to go to school and in st an primary school. I spent ^{cr} my life by playing with other ~~that part~~ ^s I didn't ^{vers} know what was the st purpose of education.

When I was in class eight st ~~lets~~ st ~~rather~~ changed my behavior. I continued playing with education. I remember very well like ~~it~~ ^{it} was yesterday. A teacher who was having a degree used to come and talk to us and told us how the education is important in life we have today, I use to regard the teacher and I couldn't reason any more.

^{How} Therefore ~~the~~ ^{vers} the time come near and near and we are ^{vers} to do our K.C.P.E examination. I thought st God will give me ^{knowledge} ~~intelligence~~ but I was very foolish to my self. ~~Therefore~~ I set for my part and did it without any afraid of feling the exam.

As we are ^{vers} waiting for our examination at home suddenly the exams were out and ~~therefore~~ ^{How} ~~even~~ wanted to see what has got. I ^{copy} ~~waited~~ my parent ~~als~~ ^{open} walked to see my result. When we looked I was a stern to look my st own result I was with D-. ~~Therefore~~ I remember the teacher how use to advise us. I stated regreting why did I use my time well I

S4 F, G

It was my first time in Gatimu primary school. At first I was not comfortable in that place but I ^{tense} ~~tried~~ my best. As the time went by ~~by~~, I ^{W-W} ~~got~~ some ^{plurals} friends and ~~was~~ were too close to each other.

My friends and I, ^{PP} ~~we~~ started taking this like a joke ever we did not ~~was~~ get the ^{advice} ~~advice~~ that our parents and teacher gave us and that we heard ^{PP} ~~like~~ a song we continued with that ^W ~~behaviour~~ until ~~the~~ ^{PP} ~~the~~ first term of ^{PP} ~~the~~ class seven.

When the term came ^{PP} ~~at~~ an end of the year I was a failure in the class and I was always a top scorer. My other friends were not ^{PP} ~~as~~ ^{PP} ~~me~~ ^W ~~cause~~ they layed in between top 20 and 10. but that was not ^W ~~over~~. My ^W ~~behaviour~~ was totally bad indeed.

When I was in class ^{PP} ~~8~~ second term I knew that I was ^{PP} ~~lost~~ deep in the bad company. I ^{tense} ~~try~~ my best to ^{PP} ~~recatify~~ ^{PP} ~~my~~ ^{PP} ~~ways~~ into good way but that was too late for ^{PP} ~~me~~ and I ^{PP} ~~did~~ ^{PP} ~~regeret~~ to ^{PP} ~~be~~ given a second chance, I would ^{PP} ~~be~~ ^{PP} ~~clever~~.

S, F, G

I was born in a miserable, and full ^{to} a poverty home. My mother was a ~~widow~~^{W.W.} and I was the only begotten^{W.W.} son of my mom and on top of that I was the bread winner of my family.

At the age of eleven years I started ^{W.C.} leaving ^{know} a hard life. Many times I would sleep without food and I was having no shoes I had torn clothes and many times I would go and look for loaves in some hotels and go look for food in the bins in the town that was nearby.

As the days ^{see} ~~part~~ passed I started ^{being a} pick ^{-orange} ~~poor~~ and I saw that my work was being sacrificed and I ^{silent} thought to be a thief and I was the worst person in the village but by bad luck I was caught, beaten down and I was taken to court ^{silent} and judged I wished, if I was given a second chance ^{se} I would be clever.

S F G

It was a bright chilly morning and it was my usual day to attend the school. As usual I went to the frog's kingdom and I had a hot shower. I put on my uniform left home and headed to school. The path to my school was very far from where I lived.

It took me an hour before I reached school. My English teacher had given ^{as} some assignment for the holiday. In a jiffy I started doing the work. When I saw I could not be through at the time my English teacher would have a lesson, I started copying from my classmates. What I did not know was that the teacher would have known ^{come to know that} I had copied copied from someone.

By the time the teacher got to the class she asked for the assignment she had given. I took the book as the first student. My teacher was ^{surprised} because I ^{used} was not used ^{in taking my assignment}. The students were also amazed and they all stared at me.

When the teacher was marking my book, she noticed ^{that} something was wrong with me. She asked me whether I did the work by myself or I had copied ^{it} from someone. I tried to cheat her but she commanded me to talk the truth.

I felt embarrassed before the students. She told me to go to the principal's office and report myself on what I had done. I felt angry at her and so I slapped her on her cheek. She took me to the principal's office ^{and by} now I was trembling and I was afraid like her's teeth. The principal told me to leave the school forever. I tried to ^{by} soothe her to forgive me but it was all in vain. I said if only I was given ^{sp} the second chance, I would be clever.

S, F, G

It was a good Wednesday Afternoon. We went to Karva forest to collect firewood. We were I and my ^{two} friends called John and Kapadi. Everyone had a rope and a panga and we had a dog called Lev which I used to hunt hares with it.

As we

As we arrived at the forest it was very hot and quiet. We did not hear any sound from the forest. As we arrived dipper and dipper we went collecting and cutting firewood. When we went about 20 metres in front we saw hyena in front of us and three on the left and at the back.

I and my friend decided to run away. The animal were following us but my dog was barking so they were afraid of my dog we run back at home and I met my mother.

I started talking to my mother and telling him ^{provw} the whole story about what had happened to me and my friend. My mother told me that the animal when we sneak them they would go away. I said that the animals were so fearful like that. I told my friend that if I had given a second chance I would be claver.

S8 F1 G

As I was admitted in this school I ^{new} came with a lot of marks, in form one I was an obedient student and I respected my teacher and my fellow students in class.

When I reached form two, I was transferred in another school a boarding school because of being indisciplined, I was ^{new} transferred in a day school to a boarding school where I did not like ^{teense} learning in a boarding school, and it was a mixed school.

When I went in that mixed school boarding, I ^{teens} found new mates and new teachers when I was taken ^{teens} in the class, they welcomed me well and I was so happy so I decided to make friends with them, so a beautiful girl and from that day I did not concentrate with my ~~studies~~ education.

In the class I was just thinking of her, when we are ^{teense} given homework I would not do but to go and give her company but I realised she does not love me and I ended up ~~no~~ ^{now} where, but if I would be given a second chance, I would be cheer

S, F, G

If ^{for} ~~was~~ a mission that we ^{plan} ~~plan~~ with other boy, that we can be a thief we can ^{homop} ~~steal~~ a small small things that we could sell and we can get money for buying things.

At one day we went to our shop at 8:30 at ^P night to ~~start~~ start our business but at that time ^{hom} ~~there~~ ^{was} some people who were on the way some were ^{commuting} ~~commuting~~ by bus some by small cars and some were walking ^{with} ~~with~~ their ^{leg} ~~leg~~ because at that time many people they came from ^{hotels} ~~hotels~~ some from getting something that they can cook to eat at that time.

It was now at 10:00 when the people now were ⁱⁿ ~~in~~ steal at that time we started ^{gather} ~~mustering~~ the parlocks of the shop and ^{we} ~~the~~ could not able to muster the parlocks. We decided to ^{steal} ~~reach~~ the parlock until it opens after opening we started ^{gather} ~~looking~~ things out side.

The ^{we} ~~the~~ shop keeper coming near the shop slowly by slowly because he had the voice of noising of parlocks and then we saw him we ^{run} ~~then~~ here and there to rescue but he were ^{si} ~~scared~~ and we went to police station where we stay for two days and two night where we were given a second chance. I would be clever.

S, I, F, G

my friends and I ^{grammar}

It was on a Friday evening whereby ^{with my friends} had planned that we would ^{to} escape from school late at night. It would have happened when the ^{the 10 pm} bell and ^{and only} after ^{ensuring} that ^{everyone was} dead asleep that everyone was asleep. We went to sleep as usual and when we woke up, we were ^{casual} in our clothes so that we would not be noticed that we ^{that we were} ~~are~~ students and everyone of us would carry some money since we were to go and buy ^{some} petrol, match box and anything else that we would think ^{be} that it ^{helpful} would be good in putting up fire.

The reason was that we did not want to be our exams since we had not read and we know it would be the one used to show our parents during the academic clinic. So, we switched off the lights at the main switch since we knew the watch man would move to the gate so as to confirm what was wrong with the wires. With no calculated mind, we jumped through the fence since it was the shortest of all and we succeeded. On the street, we first went and bought things to eat and when we were full, we bought raw want to buy the things that we were to buy.

It was when we entered to one shop we found a man who was sitting on a stool and we asked him to sell for us the petrol. At first, he looked ^{stunned} and asked ^{us} what we needed for, but in ^{bad} ~~bad~~ ^{bet} we were unable to answer, at first later, he noticed one of the guys who was her neighbour. I was afraid and wondered what next to do, the man told us not to run away since he had already noticed us. Quickly, he contacted our ^{Principal} and ^{Principal} told him everything. With no time, our ^{Principal} came and took us back to school for further explanation on what we were up to do.

The following day ^{early} in the morning we were called by the principal and also ^{for} ^{our} ^{parents} were called, we were told to pack our things since they said that we had bad intentions on our school and the ^{long} ^{conflicts} were written ^{bad} ^{words} that no principal can handle such students. I begged that if given a second chance, I would be clever.

S.F.G

----- given a second chance, I would be clever.
MEMORABLE DAY

The day was near to the door, I thought that it will be symbolic. I remember it was on 1st August of the beginning of the month. It was a day which was waited for many pupils.

It was a day which every one was prepared for. When the day arrived every pupil in country were ready to settle for last exam which was K.C.B.S. Every one was so surprised including me. Since primary in class eight I never think about the last exam being in primary school.

We all settle to an the exam. I was so fraid about it. But it was easy but I was so confused. I did my exam well. But I remember what happen to me.

When the result came I was shocked. I was so surprised. When I saw my results I was confused. Never thing about my marks I was with three hundred and forty five and I was not expect such. I said myself that I would replicate I reach my target. I told my parent to give a second chance. I would be clever.

S, I, Z, F, G

Oh! It was on Wednesday when I and my fellow students we were going to the Airport to go on with our ^{Det} assignment of flying an aeroplane for we wanted to be ~~Pilots~~. ^W Everybody had his ^W director who could direct him on how to fly the aeroplane.

At the first ^W race my friend Mathew was the one and his director to fly the aeroplane. He flew the aeroplane as well as he was directed. The second and third race ^{do} ~~do~~ the same as Mathew did. Now it was my turn, but before I ^W switch the engine on, everybody was hungry and we went for lunch.

When we came back my director was told that there was a man who wanted to talk with him and I was asked to fly the aeroplane alone. I did not have any other ^W ~~chance~~ ^W than to take ^W ~~charge~~ ^W switch the engine on and ^W ~~flyed~~ ^W the aeroplane as well as I have been training. I ^W ~~was~~ ^W ~~flyed~~ ^W for ~~three~~ thirty minutes and then came down and during landing, I landed ^W ~~at~~ ^W first that it should be and that I ^W ~~lose~~ ^W some points. If I could be given the second chance, I would be clever. 11

S, F, G

It was on a ~~Monday~~^{Saturday} morning which I was called by my friend who ~~lived~~^{lives} next to our home and he told me that he was called by his cousin and he was told that there was an ~~job~~^{employer} who wants to employ two people to transport goods to various parts of the country and he wants to pay them.

That morning we packed our things and we went to the bus station without telling anyone and we refused to go to school again. When the bus arrived we got into the bus which was heading to Nairobi and after two hours we ~~were~~^{had} already arrived in Nairobi. And my friend who was called Joseph called his cousin John and we found that Joseph was just around that area.

He picked us on that bus station and he took us to that man ~~who~~^{was} to hire us and when we arrived we were told that he will be paying us ~~two~~^{twice} thousand per month and we were very happy and we started the work right away and we were given a lorry ~~for~~^s of cottons and we were to take them to Mombasa.

When we arrived at ~~Mombasa~~^{Mombasa} road we saw the police and we were told to stop the lorry and we ~~stopped~~^{stopped} and they opened the cars ~~boot~~^{boot} when they opened ^{one of} the boxes they found alcohol in the boxes when they asked us for identification cards we did not have. If I was given a second chance, I would be clever.

S, F, G

It was on Friday morning when I wake up early in the morning and I want to the frog's kingdom to have a ^{WW} bath, ~~the~~ ^{and} the weather condition was very cool and I was eagerly waiting for that day since I know that day I would be self employed since I ^S heard been looking for job many years I went direct to the kitchen and took breakfast and then I left home.

After thirty minutes I heard reached at office where I met it was only me and ^{other} ~~my~~ fellow had arrived and I prayed to the maker that to help to ^{over} successful in this interview and within an hour everybody heard arrived and the manager of that company said that at any time the interview can start and hold other people saying that they do not have confidence by I gain ^{tenst} courage ^{WW} coz I know that I heard prayed.

Within the an hour the interview held began and we stand to it and we were told that to go outside and wait the result to be check and I knew that I would get a job becoz ^S I heard presented all my document and I had done my best but the manager called all ~~over~~ people who had done interview and he said it ^{pruvu} was not lucky for all ^{vs} since it was only one person ^{pruv} passed the interview and the second person who followed him fail with only one mark.

Sis F. G ^{trembly - terribly}
^{Secondary - Secondary}
^{remember}

1 I was in form (III) where I had
a lot of love - my teachers always told
me to put effort on my education but
that advice fell on deaf ears.
I would do my thing and some
time miss school. When I resumed I
never saw it serious^{SP}.

I would use drugs and do many bad
thing even fall into relationships. I
was very happy when I would be
with my girl friend. When the
term (II) ~~term~~ was ending we did
an exam and I knew nothing.

I failed my exam ~~trembly~~^{on} and my
parents were called. ~~into~~ the
final ending I said that I would
be serious^{SP}. After returning in class
I got my friends waiting for me
and we started talking.

I was finally in form four that
was my last class in ~~secondary~~¹. I
was not serious. It was ~~on~~ⁱⁿ third
term when I realized that I had
lost the way. I tried to be serious
but it was all in vain. Finally I
did my ~~1.C.3.E~~ I got an ~~Am~~^{Am} D~~A~~ - I
was ~~trembling~~^{remembering} what to do ~~on~~^{if}
I was given a second chance, I would be
Clever. ^{tried}

Appendix 2: Sample Compositions 1-15 from Koros Secondary School

S, F, K

End: Given a second chance I would be cleverer.

A PRIZE GIVING DAY AT OUR SCHOOL.

It was on a Monday morning I woke up very early in the morning I went to the frog's kindom took a cold bath with cold water.

After that I went to my bedroom I change ^{knise} open my wardrobe remove ^{knise} my good iron uniform wore it fast. I went to the dining room took my mouth watering delicacy breakfast meal.

I went directly peak my school bag and went direct to the bus stop and waited for the bus. After ten minutes the bus arrived ^{knise} boarded the bus.

The driver cough ^{knise} the engine, the bus was moving slowly like a snail but in two shuffles of a lamb's tail the driver increase ^{knise} the speed ^{com} the bus was now moving ^{knise} in high speeds.

In a fraction of a second we arrive ^{knise} ^{prep} to school the school was decorated with creep flower ^{knise} ^{prep} there were tent all over the compound actual the school looked ^{knise} smart.

It was at eight o'clock when I saw a queen ^{knise} of cars coming towards our school compound it was our ^{knise} member of parliament (me).

The time for presentation come ^{knise} when I was told to go and recite my poem I went to the stage where everybody can ^{knise} see me. I recite ^{knise} my poem very well. After all the presentation has gone ^{knise} they stated award ^{knise} awarding the winners I don't ^{knise} know when I took ^{knise} ^(an) was position two. I was told that I didn't give the topic of my poem I was given one thousand shillings but if I was given a second chance I would be cleverer.

S2F2K

A DAY TO RECAL

It was Monday morning when I had prepared my breakfast ready to drink. Suddenly I heard a voice calling me. I came out to look who was that. ^{Who} ~~Who~~ ^{person} came out it was my friend James. He told ^{me} that I have ^{not} a good news. He told me that those people who are employing people have arrived to ^{the} a nearby school. I did not ignore what James was saying. I ran faster to a frogs kingdom and have a bath.

After finishing taking shower I went to my bedroom and wear ^{tense} my favorite suit with a white shirt and black shoes with a ^{stripes} stripes of black white tie.

I arrange ^{tense} my documents and ~~faster~~ ^{run} to with ^{not} a hurry. I did not know that hurry hurry has no blessings. I run as faster to that school which was about 3km from my house. I give ^{tense} them my documents and they ^{tense} open. Suddenly they told me that you ^{do} have not ^{tense} bring other three documents.

I run again to my house and ~~search~~ ^{run} but I did not get. After a short time I found it and I arrange with those that I ^{tense} return. I faster ^{tense} return those documents but it was too late. I found those ^{people} have gone.

I ^{tense} return my documents and ^{place} place in a safe place. After a short time ~~later~~ James arrived he ask ^{tense} me if I get ^{tense} job. I told him that I did not get and he ^{tense} go. If I would have given a second chance I would be clever.

S, F, K

The day to remember

One day morning when the my father told ^{to} me that when you pass the K.C.P.E I will take you to mombasa. I tried to make my goals but one subject make me to fail in my exam but my father told you can go anywhere from today I loose hope about that day.

The next my father told me again to reabet class eight again I go and try to give more my father that I will pass very well and make it clearly in my life. When days are going I prayed all nights when I sleep to God to assited me to pass my exam but God can't forget me in my life.

I told to my self that I will do my best to achieve my goals in future. My sister was very brave on me and told that don't try to leave your chance again do alot of work and God will assited me.

We done our second exam I was position one with four hundred marks I was very happy as a king. From that day I know that I can not loose my chance again my father told me that you will go to mombasa.

When my father gave the second chance to reabet class I will pass well and from that day I know that when you tried to make a good performance you will achieve your goal. and that day I will not leave the second chance I will be a clever.

10/9/2019.

It was on Saturday morning when I was preparing to go for the running competition that was held in Eldoret sports club. I prepared myself very good. I practised very well because I was knowing ^{tense} that I will won ^{tense} the race. My father told me that you must work hard because the race is not easy.

I travelled to Eldoret and before I reach ^{tense} there I pass through junction and I see ^{tense} many houses along the road. After few minutes I reach ^{tense} Eldoret town and there were many buildings in the town. Then my father told me that this ^s buildings was ^{s v} build many years ago. We go ^{tense} straight to the sports club and there was ^{s v} many people about one thousand were ^{present} athletes. I was shocked because I doubt ^{slight} myself I will be the last.

Some few hours, the athletes were on the line. Then the metel ^{wow} run ^{tense} start. I stay ^{tense} behind because I fear ^{tense} to be stopped ^s. Then they run and run but I was still the last. I try to run and pray God.

It was almost twenty kilometres remaining to finish. I tried by best but I was still the last one. When I was running, I hear ^{tense} the sound of my father saying, "my son, my son work hard." I knew that I will do so. When I was running I knew that I was almost the top twenty. I was very happy, and I was to be number one but muscle ^{s. t} poor catch ^{tense} me and I lose ^s the race. but when ^{when} a given a second chance I would be cleverer.

S5 F1 K

10.9.2019

Every year I had participated in the Kenya music Festivals. This is one event that I enjoyed most in my school days. However in the year 2018 I came to realise that determination can lead to sweet victory. I had ^Wentered ^Wfor ^Wthree ^Wevents and hoped to attain first or second position in each. competition was stiff ordinary. That competition. It have most challenging but I just imaginative piece describing a student dream of the life I would like to lead after school.

on that day I was ^Wvery ^Wthirsty and hungry my stomach rumbled something was burning in it but I was not ^Wwinner. The events of the day the incredible day when they succumbed to death in a grisly road carnage are first fresh in my mind as if they happened yesterday demise left me in the hand of the cruel world I felt bad on that day ^Wbecause ^Waim not winner. but I request a second chance I would be claverer.

When have given a second chance the results were announced. first position our school of St Marks High school. I was so excited. I shook hands with my teachers and the other two ^Wsuccessful ^Wcontestant and consoled my self that second was only one place behind first and started preparing for yet another event the Public speaking.

The judges read out the names of the winner I came first I was overjoyed. I shook hands with my fellow contestants and went to collect my certificates. our music teacher hugged me and said that I had done the school proud I went home feeling very pleased with my self I was so happy as being that day it was so so fantastic. a wah! a second chance I would be claverer.

EFK

Composition writing

10/9/2019

It was on Monday Morning when our games teacher assemble all the players in which I was among them. We then Bothered a car in which we were going. We were going to a football match after some minutes we reached Legebet Secondary School. Makong team were at the middle of the field everybody with his own position I was position seven suddenly the game start smoothly they scored.

One goal we started quarreling to each other a Intelligent girl cross over a run with a ball with an evidence she scored a goal we were now felt with joy the other team were amazed I was so dizzy my were no longer moving I kept on jogging until it was better after an hour we break for a better preparation it was now injury time suddenly the bell ring we all run to the field now ready to defeat.

My heart beat thunderously like an old locomotive engine was now sweating then after a moment I receive the ball I run when I kick the ball the bell ring before I reach where I was going I fell down and collapsed it was already the time was over given a second chance I would be clever

S, F, K

FORTUNE STRIKES ONCE

10/7/2019

I vividly remember a ^{mt} flash on my mind as it was only yesterday. I had woken up on ^{my} morning as usual because I had ^{mt} a ^{mt} ~~work~~ to do the morning was brighter like on other day the dew on the grass were shimmering like broken pieces of glasses exposed directly to sun light. At that particular time I took my break bed and went directly to the farm I went to dig while I was still digging my mother called me and told me come and bathe the she would send me to the grand mother's place I didn't loose even a single second within a trash of a duck's tail I had finish bathe and I had put on my clothes I take my lunch and I was ready to set off mother gave me transport and she accompanied me out of our gate then she gave me transport when I was half way walking I trough at a short cut trough a forest and my mother had warned me never to go trough the forest and I keep it on a dead year and decided to pass there for the last time. But when I was in the middle of the forest then I had heard the rustling of dry leaves on my heart started biting like an eastern Africa to tom tom drums as I cursed the day I was born suddenly there emerge ten a lion with a thick mane on its neck. It roars ten as if the world was coming to an end without dilly delaying I pick ten a stone and aimed directly on the lion's eye head it ran as it leaves dust behind and I decided that if I would given a second

S, F, K

I woke up early in the ~~morning~~ chilly morning, as I awoke an inch in my bed I ~~prayed~~ prayed a vivid prayer to the Almighty God.

I ~~take~~ ^{tense} a basin and a ~~pair~~ ^{ww} of soap as I ~~visited~~ visited the frog's kingdom. ~~When I was~~ ^{When I} finished bathing I went and wear ^{was} my games skirts.

Having brained for three weeks we felt very fit indeed. The St. Paul's school team had arrived the day before. We could tell from their faces that they were not ~~very~~ prepared.

During the last April holiday, our team had travelled to Eldoret for a friendly match against the Hill school. The match ended with 2-2 draw. It was then decided that a return match be played at our school in Vasinbushu during the next school holiday.

A draw of our team was as good as a win. The referee ~~blown~~ ^{tense} the whistle all around the field there was a hundred of spectators.

The two teams entered the field wearing their ~~thi~~ team colours. We won the boss and choose our side.

~~We~~ ^{ww} were beaten 3 goals the game ended we huge them that if we are to be given a second chance we would be cleverer.

S, F, K

I vividly remember that it was on a Sunday the day before the Determiner Exams for the Kenyan Defence forces. The hours were running like an antelope chased by the cheetah. When I looked at my gold like smart pound watch the time was on the dot just about to be the expected Monday. I was to go to the store prep just praying to God that he will remember me so that I can pass the incoming interviews. Suddenly there was an odd sound that I heard from distances. To my responding I thought it was still early to visit such an interview place I took a cold shower that made me feel as cold as an ice bottle without disturbing any time. I dashed out the bathroom like an arrow their car was running on the road.

In a short period of time the music again was heard that is when I realize that the interview had already began. I run a fast as I could the my guessing think was that the interview had started earlier before that is when I refer from the news letter that the time that interviews will kick off was of 6pm upto 6:30. It was then that I knew when the last interview was taken we were very naive so the idea that we had to bribe the interviewers with some money at least they could lead us in any way we went our way that is when I recall that given a second chance I would be clever.

S, F, K

10/9/2019

A VISITING DAY TO MAASAI MARA

GAME PARK

It was on Friday morning at 7:00am when my mother told me that I ^{ten}suppose to visit the game park of Maasai Mara on that Friday morning.

^{pron}I and my brother, I asked my mother who is able to go with us, my mother told me that your father is able to go with you. After breakfast at 8:00am my father came home on that morning. He was not around home, he was ^{ten} gone for a job, so when morning reach he came back home.

^{pron}After five minutes my father called. I ^{pron}and told me that, can you go and shower ~~we~~ we want to go at Maasai Mara Game Park. I told my ^{ten} that just go while I am because I don't want to go there. I am so tired.

He replied What are you saying? What are you wanting ^{ten} to do in these ceer compound I told her that I want to go and clean the house he told me that is not good, Just leave ^{ten} it so that your mother can do that I told her no. Immediately I and her father started arriving on that time, and left ^{pron} back home. They started the journey at 9:00am and reach ^{ten} there 17:30am. And that is why I say Given a second chance I would

S, F, K

Nicholson Ndirwachi. A DAY TO REMEMBER. 10/9/2019.

It was on Saturday morning when my parents waked me up with cold water. I didn't know what it was about. I was told to be neat. They were hiding something from me. I did all they wanted me to do I went and took my breakfast. My father come and sat with me. He told me that he wanted to take me to ^{my} a spelling competition.

I tried to convince my father but he didn't listen to me. He told me that it had many advantages. When i heard that, I agreed to go with them. We started our journey to Nairobi a for that competition. I was thinking what to do about that competition. I was very suprised. I knew that millions of people were going to watch me.

After some hours, we arrived ^{at} Nairobi. I was told that i ^{was} already been registered. My mother had already registered me. It was done at MCCC. The deputy president attended the competition. I was very very afraid of the crowd that was attending the competition. It was my first time ^{is} standing in front of many people like that. I thought of something to do.

We entered the door to the big building. The media was there but i didn't know how many was there but i clearly saw Citizen tv. I am sure that it was not only that but others were there. We went and took a sit ^{ww} besides the other parents. Every parent was sitting with his child. Suddenly the competition was officially opened ~~th~~ by the deputy president.

He ^{ww} removed his speech and went and sat down. They started calling out names. I heard my name that i was number five. Suddenly, I started pretending to be sick. I told my father that my stomach was aching badly. He took me outside the building. I wasted the time. When we went back their. We found the competition when it has already finished. They were awaiting the first, second and third winners. They were all awarded by paying all their fees until they get a job. Given a second chance i would be clever.

S₁₂ F, K

10/09/2019

Once upon a time when I was a school principal I did my work carefully and I was good in my department but what I did my work was not pleasing everyone at home. I was earning good salary but my money was not existing because I was using spending them in a wrong ^{plur} way that would not please my family and also my fellow teachers.

Within six years being a headteacher ministry of education came to my school and my ^{prom} stopped me being on duty and I became confused because my family were depending on me and also I was depending on school, so my life became hard and it starts ^{ten} griping with my family bill to ^{ten} day when they go ^{ten} fair home. That is where my life became hard and I am asking to be given a second chance I would be clever and do my work respectively as it is imporse to be done.

Composition

S, B, F, K 10th Sept 2019.

It was one chilly morning where I have been test by manager of tutorial company for a first chance in Bungoma for interviews. I prepared myself as fast as possible to keep time. Moreover, I took bath then brush my teeth and polished my shoes as I wait for my mother to prepare tea.

When I was already done I ^{ear} a sound of motorcycle around the compound. I thought it was passing but my mother was already call him. Here I deprive my mother tell me to pray fast. We pray for atleast 20 minutes where it was a time for my father and my ~~pre~~ brothers to wishes success to me.

However, I got into motorcycle whereby, he drop me at bus stage ready for travel. But people was not full, they made me to wait for 20 minutes for the bus to go. When some minutes done it was already a time to go, where I got into my chair.

When we arrive at the stage of Bungoma I drop there and started ~~with~~ walking because it was not so far. When I reach there I became joyfully when I see there was no anybody except manager who told me that you are already late that is where I lose hope and I wish I have given a second chance I would be cleverer.

S14 F.K

Composition

10/09/19

It was last year when I was given a chance to participate on doing Kenya Certificate of secondary education. I was not fully ready but I decided to put more effort.

It was ^{the} ~~a~~ term one when I ~~decide~~ ^{decided} to ~~leave~~ school and start a market of selling drugs. I went back to my friend's house and blat together selling drugs.

One day as we were selling drugs at the streets, there ~~was~~ ^{were} a police that waited along the streets that we didn't know them in a fraction of a second they caught us without knowing what was going own and they kept us in the jail.

In a few months they release us that's where we decided to go back to school to continue with our education. In the school our teacher decided to talk to us they take us to the guiding and counseling in god's grace who change our character.

That was the third term when we return back to school that is where I became serious with my academic I start scoring a mean of C+ and above my teachers were so happy to hear that.

When the date of doing our exams came I was fully planned but not fully when my results were announced I had C+ I was happy but not too I was called to university but I regreat that if I would be given a second chance I would be a clever.

S₁₃ F, K

One day I was so unhappy for what I have ^{ten} gotten in my exam because the results that are come are so poor than I was expecting but I my self I giff my self hope.

I become so worry for my exam because when I was doing in exam day it was not had but the result come was so bad.

When I see it in the notice ^{board} in my school I start ^{ten} wandering why and how I got low makes like this and exam was not had.

When my parents know that I was drop my exam and get low makes they asked me why are you drop you makes and you are not bad in other exams.

I ^{ten} tell them that it is not me only that I drop we were many in class that we drop and we were sucking for a reason that give has class to drop.

All class were not knowing what give has class to drop that the people asked them self but I reason is that it is shocked when doing exam.

But the class was asked themselves that when there is a given a second chance I would be clever.