ERROR ANALYSIS: INVESTIGATING THE WRITING OF ESL NAMIBIAN LEARNERS

by

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I declare that "ERROR ANALYSIS: INVESTIGATING THE WRITING OF ESL NAMIBIAN LEARNERS" is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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(Ms SS Mungungu)

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ABSTRACT

This study investigated common English language errors made by Oshiwambo, Afrikaans and Silozi First Language speakers. The study examined errors in a corpus of 360 essays written by 180 participants. Errors were identified and classified into various categories. The four most common errors committed by the participants were tenses, prepositions, articles and spelling. The study is important to educators and study material developers who should become aware of the kind of errors that their target learners make, so that they are in a better position to put appropriate intervention strategies into place. For learners, error analysis is important as it shows the areas of difficulty in their writing. The limitations and some pedagogical implications for future study are included at the end of this research paper.

Key terms: Error analysis, English Second Language, first language, language acquisition, language learning, grammatical errors, frequency of occurrence, tenses, prepositions, articles and spelling.

LIST OF ACRONYMS

IGCSE   -   International General Certificate for Secondary Education

NSSCO   -   Namibian Secondary School Certificate for Ordinary level

JSC   -   Junior Secondary Certificate

ESL   -   English as a Second Language

EFL   -   English as a Foreign Language

L2   -   Second Language

L1   -   First Language

EA   -   Error Analysis

ELT   -   English Language Teaching

SLA   -   Second Language Acquisition

TOEIC   -   Test of English for International Communication

ASLPR   -   Australian Second Language Proficiency Ratings

BSAE   -   Black South African English

SS   -   Secondary School

HS   -   Higher School

DNEA   -   Directorate of National Examinations and Assessment

CHAPTER 1

BACKGROUND AND OVERVIEW OF STUDY

1.1   Introduction

The field of second language (L2) learning is broad and has been a fertile field for researchers. Error analysis in particular is one of the aspects of L2 learning processes that have received much attention from researchers, (Makoni, 1993:97-107; Eun-pyo, 2002; Kasanga, 2006:65-89).

There are several ways of thinking about errors in writing. For example, in light of what we, as linguists, know about second language acquisition and what we know about how texts, context and the writing process interact with one another students' writing in L2 generally contains varying degrees of grammatical and rhetorical errors. As Myles (2002:10) argues "depending on proficiency level, the more content-rich and creative the text, the greater the possibility there is for errors at the morphosyntactic level." These kinds of errors are especially common among L2 writers who do not have enough language skills to express what they want to say in a comprehensible way. The present study analyses the English L2 language errors in the writing of Namibian learners.

1.2 Statement of the Problem

Complaints about poor English results of Grade 12 students have been commonly heard from the public, the Ministry of Education and even the teachers in schools all over Namibia. The blame is either placed on teachers for not being competent enough to teach the language properly or learners who do not want to take their learning seriously; or the education system which is perceived to be ineffective. Some people in Namibia such as parents and work providers generally blame it on the problem that English is not widely spoken in the communities, such as at home or in public places. Poor English language proficiency is believed to be the major cause of the overall poor

performance of Namibian students in schools. These observations are confirmed by English examiners' reports every year.

For the past 10 years I have been involved in marking of end-of-year national and international examinations in Namibia. I mark English L2 for International General Certificate for Secondary Education (IGCSE/Grade 12) which is now called the Namibian Secondary School Certificate for Ordinary level (NSSCO) as well as Junior Secondary Certificate (JSC/Grade 10) examinations. Marking examination scripts reveals a wide range of practical problems learners encounter during their L2 learning. Through this experience, I have observed that, Namibian learners are generally very poor at English writing activities. Their incompetence in writing English as a Second Language (ESL) can be clearly observed in examination answer scripts.

One of the reasons for students' incompetence could be that they are taught in a second language. Nunan (2001:89) states that proponents of Contrastive Analysis claim that where the first and second language rules are not the same, errors are likely to occur as a result of interference between the two languages. Similarly, I have also noticed that in some cases learners from the same school or region would produce the same type of errors in their *interlanguage*, that is, the type of language produced by second- and foreign- language learners who are in the process of learning a language. Selinker (1972) cited in Ellis (1996:710) coined this term to refer to the systematic knowledge of an L2 which is independent of both these learners' L1 and the target language. Richards and Schmidt (2002:186) state that in language learning, learners' errors are caused by several different processes that include: borrowing patterns from the mother tongue; extending patterns from the target language; and expressing meanings using the words and grammar which are already known.

To investigate the problem, researchers examine the types of errors that ESL learners make and identify the frequency at which these errors appear in the interlanguage of different L1 speakers (Bhela, 1999; Randall, 2005; Ilomaki, 2005; Llach, Fontecha & Espinosa, 2005). According to Corder (1974 cited in AbiSamra, 2003:6), systematically analysing errors made by language learners makes it possible to determine areas that need reinforcement in teaching.

This study investigated Grade 12 ESL written work of Oshiwambo, Afrikaans and Silozi First Language (L1) speakers to find out whether a speaker of Oshiwambo makes different errors from a speaker of Afrikaans and whether these two learners make different errors from those made by the Silozi speaker. My aim was to identify errors from three ethnic groups whose languages are totally different from each other. In addition, the groups are located geographically far apart, such that only one language dominates in each geographical area.

1.3   Aim of Study

The aim of this research is to identify and compare

- the types of English language errors in the writing of Oshiwambo, Afrikaans and Silozi L1 speakers in Namibia.

- the frequency at which these errors occur in each group.

1.4   Research Questions

The present study sought to answer the following questions:

- What are the most common language errors made in English writing by the Grade 12 Namibian students who are L1 speakers of Oshiwambo, Afrikaans and Silozi?
- How frequent do these errors occur in their English L2 written work?

1.5 Research Hypothesis

L1 speakers of Oshiwambo, Afrikaans and Silozi in Namibia have error profiles in their English L2 written work that differ (a) from each other and (b) in their frequency.

1.6 Research Methodology

This study adopts a quantitative research method. *Quantitative methods* are research techniques that are used to gather information dealing with numbers and anything that is measurable (Nunan, 2001:87-92), also known as quantitative data. Statistics, tables and graphs are often used to present the results of these methods. Quantitative research is therefore measurable and quantifiable.

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

Since the present study is a comparative study of errors in the English writing of learners, a quantitative method was appropriate for this research.

1.6.1 The research procedure

Based on the guidelines of selecting a corpus of language (Ellis, 1995:51-52), a sample of written work was collected from 180 Grade 12 students' examination scripts. These students are from different secondary schools which are located in different regions.

They also represent three language groups, that is, Oshiwambo, Afrikaans and Silozi. I focused on secondary schools in isolated areas where learners are not exposed to a multi-lingual background. The students are about 18 years old.

I collected 360 long written pieces from 180 learners (two from each learner that is 60 from each of the three language groups) from the learners' English L2 end-of-year examination scripts. I obtained written permission from the Directorate of National Examinations and Assessment (DNEA) to study the Grade 12 students' Paper 1 and 2 examination scripts. The long writing tasks, that is, letters and articles that I studied were part of the examination continuous writing component, Part 3. For these tasks students were given prompts that they could consider when doing the tasks. Cummings (1995:375) provides suggestions for fostering writing expertise. These include that "Students are supported by a scaffold of prompts and explanations, by extensive modelling, by in-process support, and by reflection that connects strategic effort to outcomes." This study hence used examination written scripts because it is during examinations when learners with different mother tongue background write about the same topics with rubrics provided and under the same examination conditions. It was intended to examine secondary school final year students' end-of-year examination scripts because by the end of secondary level phase the students have had maximum exposure to the English language.

The analysis of errors in this study is informed by various researches on errors in student writing (Hubbard, Jones, Thornton & Wheeler, 1996: 135-141; Ellis, 1997:15-20 and Gas & Selinker, 2001:67). Firstly, the selection of a corpus of language was done and secondly the identification of errors. Next, I classified the errors according to their grammatical features. After categorising each error, I quantified the frequency of occurrence of different types of errors per ethnic group.

From the written work of the learners, I counted the errors in order to find out the correlation between the L2 error patterns per ethnic group. I concentrated on common errors found and compared the frequency of occurrence per ethnic group. In line with the Taxonomy of Error Analysis designed by James (1998:304), categories and sub-

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categories such as the following were used for this research to record all the errors made by the subjects:

- **grammatical** (prepositions, articles, reported speech, singular/plural, adjectives, irregular verbs, tenses, concord and possessive case)**;**
- **syntactic** (nouns and pronouns, and word order)**;**
- **lexical** (word choice)**;**
- **semantic and substance** (capitalisation, and spelling)**.**

These error types were collected and quantified. After setting the categories stipulated above, I opted to study the four most frequent error types, and they were mainly: *tenses, prepositions, articles and spelling.*

Data collected were analysed to indicate the frequency of error types per ethnic group and highlight the difference in error types made by speakers of different indigenous language groups. The findings were displayed in graphs and tables.

1.7   Significance of the Study

This study will contribute to improving teaching and learning of English language. It does this by identifying reasons behind the poor achievement of students in English. When doing this, it was important, in my view, to identify the students' level of achievement in their English language writing skills and the problems they encounter in the process of English Second Language learning.

Lightbown and Spada (2000:176-192) argue that when errors are persistent, especially when they are shared by almost all students in a class, it is useful for teachers to bring the problem to the students' attention. Corder (1974:125) notes that Error Analysis (EA) is useful in second language learning because it reveals the problem areas to teachers, syllabus designers and textbook writers. "Errors can tell the teacher how far towards the

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goal the learner has progressed and consequently, what remains for him or her to learn. So, students' errors are valuable feedbacks" (Xie & Jiang, 2007:13). EA helps the teachers to identify in a systematic manner the specific and common language problems students have, so that they can focus more attention on these types of errors. The significance of this study is, therefore, to inform educators and language study material developers about the kind of errors that the three ethnic groups make. It further shows the errors' frequency of occurrence. If educators and study material developers become conscious of likely problem areas that face specific ethnic groups, they would be in a better position to put appropriate intervention strategies into place.

This study is also valuable to learners. Researchers such as Kaplan (1966:1-20) and Nunan (2001:87-92) have reflected that learners' errors are systematic, rather than random, and many learners tend to commit the same kinds of errors during a certain stage of language learning. It is, therefore, the obligation of teachers to summarise these frequently appearing errors, and remind students of these errors as often as possible so that they can make greater effort to avoid them.

Error analysis is also significant as a mechanism for improving writing skills. Various studies, including Kroll and Schafer's (1978:242-248), demonstrate how EA can be used to improve writing skills. The results of this study should, therefore, serve as guidance to teachers on how to assist learners to become better writers. Judging from the fact that spelling errors outnumbered other errors in this study, teachers need to draw learners from different language groups' attention to the commonly misspelled words indicated in this study when discussing correct spelling of words in their classes. As Corder (1974:126) puts it, "We should be aware that different types of written material may produce a different distribution of error or a different set of error types." The commonly misspelled words indicated in this study are only a sample; teachers should explore to identify other commonly misspelled words that could not be part of the instruments used in this study.

The study further contributes to the debate on error analysis studies and identifies key issues which merit further investigation. For instance, the study can later be extended to investigating the origin of certain error patterns found in L2 written work of specific

learners of the same mother tongue. In this regard, the results of this study are not only beneficial to teachers, syllabus designers and textbook writers by showing them a student's progress, but it is also significant to researchers. The findings can be used as the reference for those who would choose to conduct a research in error analysis. Linnarud (1993) points out that as a language teacher one has the opportunity to be the best language researcher. A teacher can make the classroom an interesting place to study what happens during the learning of an L2, how this learning process can be facilitated as much as possible and why the result is not always the one expected. As an English second language educator myself, this study furthered my interest in second language learning and especially in the field of error analysis in the students' written work.

1.8   Limitation of this study

The study identified errors in students' written work, but it does not stipulate reasons why these errors were made. In order to explore the composing process of L2 writers meaningfully, we need to understand how students compose in both their native languages and in English to understand more about their learning strategies, especially in monitoring errors, such as the role of translation and transfer of skills. These aspects, though important, do not form part of this study.

The results of this study cannot be generalised since the study focused on three Namibian language groups only.

1.9   Literature Review

L1 research tends to advocate a focus on conception and organisation in student writing, and not on mechanical errors, except for a "note reminding the student that the final copy needs to be edited" (White, 1994:109). However, other survey reports in L2 (Leki, 1991:203-217; Brice, 1995:312; Ferris, 1995:33-53; Ferris, 1997:315-339) indicate that students attend to and appreciate their teachers' pointing out of grammar problems.

1.9.1 Error Analysis

Research cites three approaches to the analysis of "learner English" namely, contrastive analysis, error analysis, and transfer analysis (Swan & Smith, 1995:ix). As Okuma (2000, cited in Xiaofei, 2004:1) notes, these approaches differ in focus. *Contrastive analysis* compares the structures of two language systems and predicts errors. *Transfer analysis*, on the other hand, compares "learner English" with L1 and attempts to explain the structure of those errors that can be traced to language transfer (Xiaofei, 2004:1). *Error analysis* compares "learner English" with English (L2) itself and judges how learners are "ignorant" (James, 1998:304). The present study focuses on Error Analysis.

Error analysis (EA) examines errors made by L2 learners and Richards and Schmidt (2002:184) define it as "The study and analysis of the errors made by second language learners." Corder (1967:19-27) was the first to advocate the importance of studying errors in student writing.

According to Corder (1967:19-27), learners' errors are important in and of themselves. For learners themselves, errors are indispensable, since the making of errors can be regarded as a device the learner uses in order to learn. Gass and Selinker (2001:67)

define errors as "red flags", that means they are warning signals, that provide evidence of the learner's knowledge of the L2.

According to Corder (1974:122-154), EA has two objectives: one theoretical and another applied. The theoretical objective serves to "elucidate what and how a learner learns when he studies a second language." (Corder, 1974:123). The applied objective serves to enable the learner "to learn more efficiently by exploiting our knowledge of his dialect for pedagogical purposes" (Corder, 1974:123).

Other research studies, for example, Kutz, Groden, and Zamel (1993:879-903); Carson (2001:191-200), suggest different reasons why errors occur. First of all, learners may translate from L1, or they may try out what they assume is a legitimate structure of the target language. Secondly, they also tend to over-generalise the rules for stylistic features when acquiring new discourse structures. In addition, learners are often unsure of what they want to express, which would cause them to make mistakes in any language. Finally, writers in L2 might lack familiarity with new rhetorical structures and the organisation of ideas.

The investigation of errors can be diagnostic and prognostic. It is diagnostic because it can tell us the learner's state of the language (Corder, 1967, in Richards, 1984:33) at a given point during the learning process and prognostic because it can tell course organisers to reorient language learning materials on the basis of the learners' current problems (Richards, 1984:33).

In agreement, Richards and Schmidt (2002:184) point out that EA may be carried out in order to:

- identify strategies which learners use in language learning;
- try to identify the causes of learner errors;
- obtain information on common difficulties in language learning as an aid to teaching or in the preparation of teaching materials.

The research discussed in the preceding paragraphs is also applicable to Grade 12 Namibian learners who are L1 speakers of Oshiwambo, Afrikaans and Silozi learning English as a second Language. As stated earlier, the major aim of this study is to identify the types of the errors the three groups of ESL students make and the frequency of these errors.

1.10   Structure of the Study

Chapter One, the introduction, outlines the research problem, research aims, research questions and hypotheses.

Chapter Two discusses the literature on error analysis.

Chapter Three presents the research methodology which is quantitative in nature.

Chapter Four presents the findings. The findings focus on four types of errors namely tenses, articles, prepositions and spelling.

Chapter Five is the conclusion. It summarises the study and makes suggestions for further research.

CHAPTER 2

LITERATURE REVIEW

2.1   Introduction

The previous chapter presented an overview of this study. This chapter discusses literature on error analysis including theories on ESL, definitions of error analysis and other research studies on error analysis.

2.2   Second Language Learning

The participants in this study are all English Second Language (ESL) learners. In this respect ESL learning becomes an important aspect of this study. Richards and Schmidt (2002:472) refer to the term *second language* (L2) as any language learned after one has learnt one's native language. According to Krashen (1981:1), adults develop language competence in two different ways: language acquisition and language learning. Language learning and language acquisition differ in various respects.

Krashen describes language acquisitions as follows:

> Language acquisition is a subconscious process not unlike the way a child learns language. Language acquirers are not consciously aware of the grammatical rules of the language, but rather develop a feel for correctness. In non-technical language, acquisition is picking-up a language (Krashen, 1981:2).

This means the learner acquires language naturally by immersion. The *SLA* process differs from the *first language acquisition* in most cases. Apart from the situations in which a child is raised by parents using two different languages on an everyday basis, or in a country in which there are two languages in common use, the most usual situation is learning L2 not from infancy, but at school, or even later. This is a similar situation in Namibia. Most of L2 learners start learning the English L2 at school level, while they have already become fluent in their L1 from home. To find out learning strategies which learners use in L2 learning and identify difficulties they encounter, error analysis has to be carried out (Richards & Schmidt, 2002:184). Hakuta (1981:1) explains that language acquisition research can be described as the search for an appropriate level of description of the learner's system of rules. The very circumstances of language acquisition and L2 learning are different, because the already acquired language, which is L1, can have an impact on the process of L2 learning.

Language learning, on the other hand, according to Krashen (1981:2) is the conscious learning of a language, knowing the rules, being aware of them, and being able to talk about them. In the same vein Brown (2002:278) defines language learning as a conscious process in which "learners attend to form, figure out rules, and are generally aware of their own process." Krashen's (1994:53) theory of language learning consists of five main hypotheses: the acquisition-learning hypothesis, the natural order hypothesis, the monitor hypothesis, the affective filter hypothesis and the input hypothesis. These theories are discussed below:

The Acquisition-Learning hypothesis: According to Ellis (1986:390-417), this is the essential component to Krashen's (1981) theory. Krashen (1994:53) identifies two independent systems of L2 performance: "the acquired system" or "acquisition" and "the learned system" or "learning". For this hypothesis, the term "learning" relates specifically to language and refers to the ways in which "children develop first language competence" (Krashen, 1994:53). According to Richard-Amato (1996:42), the acquisition aspect of this hypothesis is subconscious, while the learning portion is a conscious effort by the learner. This means language acquisition occurs subconsciously (Krashen, 1994:58) while participating in natural conversations or communications

where the focus is on meaning. Richard-Amato (1996:42) further clarifies that the learning of a language occurs separately where grammar, vocabulary, and other rules about the target language are explicitly taught. The focus in the aspect of learning is not on the content or meaning of the conversation, but rather on the structure of the language.

The Natural Order Hypothesis: This hypothesis states that the acquisition of grammatical structures proceeds in a predictable order. For a given language, some grammatical structures tend to be acquired early, others late, regardless of the first language of a speaker (Krashen & Terrell, 1983:28). However, this does not mean that grammar should be taught in this natural order of acquisition. According to Krashen (1994:53), natural order patterns of second language acquisition do not follow those of the first language acquisition patterns. However, the L2 acquisition patterns of a child are very similar to the L2 learning patterns of an adult. According to this theory, the errors made by Silozi, Afrikaans and Oshiwambo L1 speakers could be attributed to the fact that since they are not English native speakers, they have not yet acquired the necessary grammatical structures. However, Krashen (1994:53) points out that the existence of the natural order does not imply that we should teach second languages according to this order.

The Monitor Hypothesis: This hypothesis proposes that there is a "monitor" which functions to help a learner to filter his/her language. The learner uses the monitor to apply rules to the already learned knowledge, such as which verb tense to use or which form of speech to use. Krashen (as cited in Lightbown and Spada, 1995:27) explains that in order to use a monitor well, three factors must be met:

> (1) Time: The learner must have sufficient time in order to think about and use conscious rules effectively. Taking time to think about rules may disrupt the communication;

(2) Focus on form: The learner has to focus on forms, the correctness of forms. He may be more concerned with what he is saying but not how he is saying it; and

(3) Knowledge of the rules: The learner has to know the rules. For example in the present study, the subjects need time to use the monitor hypothesis to comprehend the task and identify the time of the event so that he or she can decide on the appropriate tense, type of vocabulary and register to use, in order to respond appropriately to the tasks given. Through this process the knowledge of the rule is demonstrated.

Krashen (in Lightbown & Spada, 1995:27) also asserts that the use of the Monitor varies among different people. There are those who use it all of the time and are classified as "over-users". There are also learners who either have not learned how to use the monitor or choose to not use it and they are identified as "under-users". Between the two groups are the "optimal users". This group uses the Monitor when it is appropriate. In ordinary conversation, an optimal user will not be excessively concerned with applying conscious rules to performance. However, in writing and in planned speech, he or she will make any correction which improves the accuracy of his output.

The Affective Filter Hypothesis: This is based on the theory of *an affective filter*, which states that successful L2 acquisition depends on the learner's feelings, motivation and attitudes. This implies that it is easier for a learner to acquire a language when he or she is not tense, angry, anxious or bored. According to Dulay and Burt (1977, as cited in Baker, 1996:251-273) the Affective Filter Hypothesis describes the degree to which a person learns in a formal or an informal situation.

The three hypotheses enhance insight into second language learning. Moreover, theories about SLA have highlighted the nature of errors language learners make, but are unaware of. As Nunan (2001:87-92) argues:

> It is of the utmost importance that students understand that committing errors while learning a language is a natural part of the language learning

process, and that fact applies to each and every language learner, irrespective of their age, gender or intelligence.

Nunan implies that even the most successful language learners commit errors while learning a language, and improve with time through considerable effort, when they eventually commit occasional errors. Therefore, if language learners are encouraged in this way, they can be hopeful and have confidence to continue and pursue their language learning. Krashen (1981:6-7) also states that when language learners are focused on communication and not form, errors made by adults second language learners are quite similar to errors made by children learning English as a second language. Other studies in this field (Makoni, 1993:97-107; Eun-pyo, 2002:1-9; Kasanga, 2006:65-89) confirm the occurrence of errors in the process of language learning. The current study is informed by the findings of these scholars in attempting to identify the types of errors Oshiwambo, Afrikaans and Silozi L1 speakers make in their English written work, and how frequently these errors occur.

The Input Hypothesis: There are three key elements to this hypothesis. The first key element is the Input Hypothesis which claims that language is acquired, not learned. A learner understands a message or receives comprehensible input that has arrangements or structures just a bit ahead of his or her current level of acquired competence. The Input Hypothesis poses the concept represented by i+1; where the i represents the "distance between actual language development" and i+1 represents "the potential language development" (Richard-Amato, 1996:42).

The second key element is that speech should be allowed to emerge on its own. There is usually a silent period and "… speech will come when the acquirer feels ready. The readiness state arrives at different times for different people" (Krashen, 1994:55). It should not be taught directly and a period of grammatically incorrect speech is typical. The silent period may be the time during which learners build up competence by means of active listening through input. Krashen (1994) asserts that this idea helps minimise the feeling of uneasiness many learners have when they are asked to speak in the target language right away before they have built up adequate competence through

comprehensible input. When they are forced to talk early they tend to fall back on their first language (Krashen, 1987). Second language learners need a silent period to internalise the input properly.

I believe that this is how all people learn because learning does not occur in a vacuum. I believe that when learning takes place, there is always an influencing factor, such as a guidebook, a teacher, a peer, or an instruction sheet present. If a student is presented with information that is not the slightest bit comprehensible and no assistance for understanding is provided, chances are that the student will struggle and likely give up.

For instance, in the case of the present study participants, I have witnessed students giving up responding to the task because they could not understand it, perhaps because the input was not comprehensible and the appropriate assistance was not offered at the crucial time of need. As Krashen (1994:57) states that every person is at a different i+1 state. The challenge for this study is how to focus on each student's individual level and how to best meet his/her own i+1 needs.

The third key element of the Input Hypothesis is that, the input should not deliberately contain grammatically programmed structures. "If input is understood, and there is enough of it, i+1 is automatically provided" (Krashen, 1994:57). Therefore, language teachers do not need to deliberately teach the text structure along the natural order.

2.3   Error analysis

This section defines the two terms: error and error analysis. It also discusses benefits and challenges of error analysis. The distinction between an error and a mistake is also discussed.

2.3.1 What is error analysis?

Richards and Schmidt (2002:184) define error analysis as "the study and analysis of the errors made by second language learners". EA compares "learner English" with English (L2) itself and judges how learners are "ignorant" (James, 1998:304) about the grammatical and semantic rules of the target language. According to Hasyim (2002:43) error analysis may be carried out in order to:

    (a) find out how well someone knows a language,

    (b) find out how a person learns a language, and

    (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

Another view of error analysis is given by Brown (1980, cited by Hasyim, 2002:43), when he defines error analysis as the process of observing, analysing, and classifying the deviations of the rules of the second language and then to reveal the systems operated by a learner. Similarly, Crystal (as cited by Hasyim, 2002:43) proposes that error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language.

2.3.2 What constitutes an error?

Richards and Schmidt (2002:184) define an error as the use of language in a way which a fluent or native speaker of the language regards as faulty or incomplete learning. An error refers to a systematic error of competence, both covert and overt, that deviates from the norms of the target language (Eun-pyo, 2002:1). Ellis (1996:710) and Brown (2002:220) differentiate between covert and overt errors. They define covert errors to be grammatically correct but not interpretable within the context of communication, whereas overt errors refer to the obviously ungrammatical utterances.

Norrish (1987:7) defines an error as a systematic deviation when a learner has not learnt something and consistently gets it wrong. Cunningsworth (1987:87) concurs and

adds that errors are systematic deviations from the norms of the language being learned. These two scholars use the phrase 'systematic deviation' in their definitions of an error which can be interpreted as the deviation which happens repeatedly.

Researchers differentiate between errors and mistakes. Norrish (1987:8) defines a mistake as an inconsistent deviation, which means sometimes the learner "gets it right" but sometimes "gets it wrong". Richards (1984:95) state that a mistake is made by a learner when writing or speaking which is caused by lack of attention, fatigue, carelessness, or other aspects of performance. Therefore mistakes are not necessarily a product of one's ignorance of language rules.

Errors can also be classified as interlingual or intralingual (Richards & Schmidt, 2002:267). Interlingual errors can be identified as transfer errors which result from a learner's first language features, for example, grammatical, lexical or pragmatic errors. On the other hand, intralingual errors are overgeneralisations (Richards & Schmidt, 2002:379) in the target language, resulting from ignorance of rule restrictions, incomplete applications of rules, and false concepts hypothesised. Ellis (1996:710) states that overgeneralisation errors occur when learners yield deviant structures based on other structures of the target language, while ignorance of rule restrictions refers to the application of rules to inappropriate contexts. Ellis (1996:710) further claims that incomplete application of rules arises when learners fail to develop a structure fully, while false concepts hypothesised occur when learners do not completely understand a distinction in the target language.

While the issue of errors in language learning is important, research in this area is still inconclusive. The definition of error could still be looked at from various points of view.

2.4   Benefits of error analysis

In his article *The significance of learners' errors*, Corder (1974:125) emphasises the importance of studying errors made by second language learners:

> The study of error is part of the investigation of the process of language learning. It provides us with a picture of the linguistic development of a learner and may give us indications as to the learning process (Corder, 1974:125).

He adds that,

> Remedial exercises could be designed and focus more attention on the trouble spots. It is the learner who determines what the input is. The teacher can present a linguistic form, but this is not necessarily the input, but simply what is available to be learned (Corder, 1974:125).

Other studies confirm Corder's observations. Kwok (1998:12) asserts that language errors provide important information about the progress, or language system, of the learner. Nation and Newton (2001:140-141) posit that correcting error is done if there is some understanding of why the error occurred, thus error analysis is the study of errors to see what processes gave rise to them.

Error analysis is not only beneficial to teachers, syllabus designers and textbook writers by showing them a student's progress, but it is also significant to researchers and to the learners. It can show researchers what strategies learners use to learn a second language and also indicate the type of errors learners make and why. When a learner has made an error, the most efficient way to teach him or her the correct forms is not by simply giving it to a learner, but by letting the individual discover the error and test different hypotheses. Carroll's proposal (cited in Corder, 1974:125) is that the learner should find the correct linguistic form by searching for it.

Error analysis is conducted not only in order to understand errors per se, but also in order to use what is learned from error analysis and apply it to improve language

competence. Several studies including Kroll and Schafer's (1978:242-248) and Kwok (1998:11-22) demonstrate how error analysis can be used to improve writing skills. They analyse possible sources of errors in non-native-English writers' work, and attempt to provide a process approach to writing where the error analysis can help achieve better writing skills.

In conclusion, error analysis helps linguists realise that although errors sometimes obstruct communication, they can often facilitate second language learning, and they play a significant role in training teachers and helping them identify and classify learners' errors, as well as helping them construct correction techniques.

2.4   Challenges of error analysis

As most research methods, error analysis also has its drawbacks. The majority of teachers of English are non-native speakers. English is not their first language, but they speak it as a second language. Consequently, there is a likelihood of ESL teachers using some wrong aspects of the English language.

"The recognition of error ... depends crucially upon the analyst [researcher], making a correct interpretation of the learner's intended meaning of the context" (Corder, 1974:127). With error analysis, it can be difficult to decide what an error is and what is not. This is mostly the case when it is task dependent. An error in one situation may not be an error in another. For instance, vocabulary tests are generally geared to a particular set of items. Using another word with the same meaning might get the student marks for ingenuity, but will still be a wrong answer. Even if errors count in different situations, they may have different weights. For instance, a spelling error would count heavily in a spelling test, and probably little in an extended essay. Error interpretation and evaluation really depend on the weight given to an error which varies from exercise to exercise.

Another point on weaknesses of error analysis according to Xie and Jiang (2007:13) is that there is a danger in too much attention to learners' errors. For instance, in the classroom the teacher tends to become so pre-occupied with noticing errors that the correct utterance in the second language will go unnoticed. Although the diminishing of errors is an important criterion for increasing language proficiency, the ultimate goal of second language learning is still the attainment of communicative fluency in a language.

Another shortcoming is the overstressing of production data than comprehension data which is equally important in developing an understanding of the process of language acquisition. Caicedo (2009:43) claims that error analysis can be said to only deal effectively with learner production, that is speaking and writing, but not with learner reception, which is listening and reading.

Error analysis does not account for learner use of communicative strategies such as avoidance, when learners simply do not use a form with which they are uncomfortable with. For example, a learner who for one reason or another avoids a particular sound, word, structure or discourse category may be assumed, incorrectly, to have no difficulty therewith. The absence of error, therefore, does not necessarily reflect native like competence since learners may be avoiding the very structure that poses difficulty for them. (Xie & Jiang, 2007:13)

Ultimately, Xie and Jiang (2007:13) point out that error analysis can keep us too closely focused on specific languages rather than viewing universal aspects of language. Although error analysis is still used to investigate specific questions in SLA, the quest for an overarching theory of learner errors has largely been neglected.

However, as this study argues, these drawbacks are outweighed by the advantages. Error analysis is an important aspect of language learning for English second language learners such as those in this study.

2.5   Studies on error analysis

The following section discusses different studies on error analysis. In keeping with the second language context that is characteristic of this study, this section looks at error analysis studies in Africa because of their relevance to the Namibian context. This is, however, not to suggest that what happens in other African countries is exactly the same as what happens in Namibia, but the studies in the continent do inform the current study. Studies from Europe and Asia are also reviewed with the purpose of informing this study on broader aspects. Due to the scope of this study, it is impossible to explore all studies on error analysis from various parts of the world.

2.5.1   Error analysis studies in Africa

Some research studies have been conducted on language learning in Africa in general such as Kachru (1982); Makoni (1993); Dakubu (1997); and Kasanga (2006). According to Dakubu (1997:2) there is a complex chemistry that takes place when several languages come into contact, as well as the competition that is associated with the struggle for status and prestige. In the Cameroonian context is between French (the dominant language) and English Language. Dakubu (1997:2) concludes by noting that "although one cannot deny that English has had a measure of influence on the indigenous languages, the latter have had a much greater influence on English learning. This has, therefore, produced an English Language that is distinctively Cameroonian in flavour". In examining whether the Zimbabwean English is a type of a New English, Makoni (1993:97-107) comes to the conclusion that it is not a new type of English "because it has not been localised following the criteria [of] stability, native speaker norms and degree of compactness within the speech community" like what has happened in Nigerian and Ghanaian English. Kasanga (2006) also argues on the South African language issue that "… the pragmatics of the varieties of South African English

commonly referred to as Black South African English (BSAE) have been shaped, over time, by educated bilinguals, through transfer of features from African languages" (p.1).

Bokamba (in Kachru, 1982:28) argues that "… the very obvious deviations from Standard English … may suggest that the speaker was translating directly from his/[her] mother tongue." He identifies the following deviations in syntax in Nigerian, Ghanian and Kenyan Englishes:

- Omission of function words;
- Semantic extension of certain lexical items from African languages to cover various meanings and functions in English;
- Occurrence of certain redundancies, including plurarisation of mass nouns;
- Retention of anaphoric pronouns in non-subject relativisation;
- Use of affirmative to yes/no questions;
- Unusual word order in adjectival phrases containing demonstrative or possessive pronouns; and
- Omission of the element "more" in comparative constructions (Bokamba in Kachru, 1982:28).

As the findings in Chapter 4 of this study show, some of the above-mentioned errors were also found to be common in the English compositions written by Namibian learners.

Studies in the field of error analysis in Africa are few, thus it is not easy to find appropriate studies that contribute directly to this study. The next section discusses error analysis studies in Europe.

2.5.2 Error analysis studies in Europe

In their study of Spanish and German English second language speakers, Llach, Fontecha, and Espinosa (2005:1-19) investigated the quantitative and qualitative differences in the production of lexical errors in the English written performance by young Spanish and German learners of English. One crucial aspect highlighted in Llach et al.'s (2005:1-19) study is the issue of length of the written work. They indicate that the lexical error production per composition was significantly higher for German participants. German compositions were less than half so long as Spanish ones. This implies that German compositions have a higher lexical error density, which means they contain a higher proportion of lexical errors than the essays of the Spanish learners. This point is worth considering, to ensure that the length of all the written work in my study is approximately the same.

In addition, Llach et al.'s (2005) analysis of a close procedure and reading comprehension test yielded very similar results for both language groups regarding their linguistic competence in EFL. In light of these results both mother tongue groups were ascribed to the same proficiency level in English. Since it is not clear in Llach et al.'s (2005:1-19) findings, why German learners produced more lexical errors than their Spanish counterparts, further research needs to be conducted on this aspect.

Ilomaki (2005:1-96) also conducted a cross-sectional study with particular reference to Finnish-speaking and English-speaking learners of German. The researcher used learners' written output to analyse learner errors and identify reasons why different errors may have occurred. Ilomaki (2005:12) concludes that learners do not necessarily make the same errors in written and oral production, due to different processing conditions and learners with one native language do not necessarily make the same errors as learners with different native language. The study also reveals that adult learners' errors result from cross-linguistic influence, that is, when one language influences another through borrowing, interference and language transfer. Ilomaki (2005:12) argues that the age factor is not necessarily a decisive factor in second

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language learning or in cross-linguistic influence. Ilomaki's (2005:1-2) study is unique because the aspect of previously acquired languages other than mother tongue tend to be neglected in studies of error analysis in L2 learning acquisition process.

Studies that were conducted in Europe in the field of error analysis are common, but in this section I only discussed a few studies that contribute directly to this study. The next section discusses error analysis studies in Asia.

2.5.3 Error analysis studies in Asia

Eun-pyo (2002:1-9) conducted an error analysis study on Korean medical students' writing. The subjects in the study were 35 second year premedical students who took English Writing in the third semester of their two-year English curriculum. The primary purpose of the study was to analyse what errors intermediate to advanced level learners, at a medical college, make in their writing by reviewing their formal and informal letters. Since these learners were considered relatively of advanced level according to their scores of the Test of English for International Communication (TOEIC), the results were also compared with other results of basic level learners from a previous study. The number of errors and length of students' writing were analysed to see if they correlated with their official test scores. The subjects' writing was evaluated and the sentences with errors were recorded to identify the types and frequency of errors. The study revealed that approximately one fourth of errors (26%) resulted from L1 transfer. Other major errors identified were wrong words (16%), prepositions (15%) and articles (14%).

Eun-pyo's (2002:1-9) study is relevant to the present investigation, since both studies evaluate students' long written pieces and identify the types and frequency of errors made. The distinction lies in the fact that Eun-pyo's (2002:1) study focuses on students who scored high marks in the TOEIC test that they wrote at tertiary level, while the present study focuses on all levels of Grade 12 students' performance during their final

examination. Therefore, as the findings in Chapter 4 indicate, Eun-pyo's (2002:2-8) study share similarities with the present study.

In another study, Yin and Ung (2001:2) investigated errors made by ESL students in their written work. While Eun-pyo (2002:1) concentrated on subjects whose English proficiency was relatively good, Yin and Ung (2001:2) focused on subjects with low language proficiency. They attempted to analyse, describe, and explain the cross-linguistic influence found in 50 written English essays of low proficiency students (that is students with a score that was less than 50% of the total marks (30 marks)), and to determine how the native language or mother tongue (in their case, Bahasa Melayu) influenced the acquisition of English. The written pieces were analysed for substratum transfer in the areas of lexis, grammar and syntax produced. The analysis revealed items which have been incorrectly used due to the interference from L1 and low proficiency of the target language. In their findings they identified items like: *approximation*; *coined words and slang*; *language switch*; *medium transfer*; *inappropriate use of tenses; omission of articles; omission or wrong usage of articles; adjective morphology errors*; *prefabricated patterns*; and *literal translation*.

Other researchers employed error analysis to examine the types of errors in Taiwanese EFL students' English writing (Kao, 1999:1-32; Lin, 2002:180-206). The studies were purely quantitative and in this way are related to the present study. Kao (1999:1-32) studied 169 compositions from 53 Taiwanese college students who were English major students. A total of 928 errors were found, among which grammatical errors occurred with the greatest frequency, 66%, semantic errors occurred 18% of the time, and lexical errors occurred with the least frequency, 16%. Lin (2002:180-206) examined 26 essays from Taiwanese EFL students at college level. The results of this study indicated that the four highest error frequencies were sentence structures (30.43%), wrong verb forms (21.01%), sentence fragments (15.94%), and wrong use of words (15.94%).

Furthermore, another grammatical error that is frequently found in Taiwanese EFL students' compositions is the misuse of English articles (Chen, 2000:282-296). Chen (2000:282-296) considered that English articles could be one of the most difficult grammatical parts for Taiwanese EFL students as there is not an equivalent syntactical

device to the English article system. However, I tend to differ with Chen's (2000:282-296) point of view on this issue, because if that is the case, then the article problem of Taiwanese students cannot be blamed on their L1. They can learn English grammatical rules such as correct use of articles and apply the rules with no interference from any prior knowledge. Overall, all these 3 studies on Taiwanese students are interesting and could be useful to the present study, since error analysis is selected on the English article system.

In a similar study, Keiko (2003:59-85) investigated 32 written English tasks by 36 university freshmen Japanese students. Keiko (2003:70) identified three types of article errors: omission; unnecessary insertion; and confusion. Students were first required to read a short story, and then produce four written tasks (200-250 words each). These consisted of:

- o making a summary;
- o answering a question;
- o creating an original sequel; and
- o writing a critique.

Keiko's (2003) study examined two error patterns committed by Japanese studying English as a second language: the genitive markers *of/'s* indicating possession; and the English article system *a/an/the*. The former was concerned with the misuse of the English preposition *of*, which Keiko (2003:59) considered to originate in the students' L1. The other error type analysed was the error involving articles. The findings revealed that the difficulty arose in students' insufficient understanding of articles, a lack of experience in using them and reliance on oversimplified textbooks. In agreement with Chen (2000:282-296), Keiko (2003:59) articulates that the Japanese language lacks an article system, making this, one of the greatest problems for Japanese learners.

Randall (2005:1-10) studied the spelling errors for Singaporean primary school children who dictated target words in English. The aim of the investigation was to determine if the errors produced by the Singaporean children could be attributed to the Mother

Tongue influences, to influences from Singaporean English or if they showed similar patterns to those produced by native English speakers at the same level. Randall (2005:1-10) found the errors produced in the Primary 2 classes to be influenced by *phonology*, that is the study of the sound systems in language; Randall found that the errors were due to influence from Singaporean English, but found both classes different from their native speaking counterparts in the way they processed final inflected clusters. These results correspond with Ilomaki's (2005:1-96) findings, that monolingual learners do not necessarily make the same errors as bilingual learners. This finding is similar to the hypothesis of this study.

Two interesting studies were done by Bhela (1999:22-31) and Wolfersberger (2003:1-15) who examined samples involving relatively small numbers of subjects. Bhela (1999:22-31) observed the writing samples of four adult ESL learners – Spanish, Italian, Vietnamese and Cambodian – with a focus on syntactic structures and took into account errors made in semantics and spelling.

The four learners were given two sets of sequential pictures, one at a time, and asked to write a story in English beginning with the first picture and ending with the last, in the order presented in each set. Unlike in many other studies where subjects were given limited time to do the tasks, there was no time limit for this task. However, the four subjects completed the tasks in an hour. The four learners were assessed before the tasks, using the Australian Second Language Proficiency Ratings (ASLPR) in order to determine their L2 writing proficiency level in their writing skills. The study has similarities to the present study, because both studies involve different L1 speakers. Wolfersberger's (2003:1-15) study examines the composition process and writing strategies of three lower proficiency Japanese subjects in their L1 and L2. This study reveals that while some L1 strategies may transfer to the L2 writing process, lower proficiency writers struggle in utilising all strategies that could help their writing process in L2. Thus this study suggests that L2 writers faced with writing tasks requiring an L2 proficiency level above that of the writer do not transfer L1 strategies to the L2 writing process, even though the writer may have a multiplicity of strategies available when completing the same task in the L1. These findings could inform studies by

Ilomaki (2005:1-96) and Randall (2005:1-10) who found that young L2 learners make more errors in their L2 learning process than errors they make in their L1.

All these studies discussed above are useful and informative as guidance when carrying out the present study. These studies do not only give insight into how a learner learns a second language and the factors that impact on that process but they also assist me to understand some of the errors that L2 learners make in the process of second language learning.

2.6   Synthesis of Error Analysis studies

From the preceding discussion, it is evident that there are numerous studies addressing error analysis in second language learning. Some of these studies, Kao (1999:1-32); Chen (2000:282-296); Eun-pyo (2002:1-9); Yin and Ung (2001); Lin (2002:180-206) and Keiko (2003), analyse data gathered from learners who study English as an L2 and share a common L1. Some of the studies, for example, Bhela (1999:22-31); Ilomaki (2005:1-96); Llach et al. (2005:1-19) and Randall (2005), focus on learners of English L2 with different L1 backgrounds, for example. There are fewer studies that target other languages, such as Ilomaki (2005:1-96). Some empirical studies have shown L1 transfer to be a recurrent cause of learners' errors, irrespective of data source, written or spoken (Eun-pyo, (2002:1-9); Yin and Ung, (2001); Wolfersbergers, (2003:1-15) and Randall, (2005:1-10)). Most of these errors are due to Mother tongue interference.

2.7   Conclusion

All the above-mentioned studies are in one way or another, relevant to this study. However, the missing gap that this study tries to address is to determine what error types exist in the writing of different groups of L2 learners in the Namibian context. The next chapter describes the research methodology.

CHAPTER 3

METHODOLOGY

3.1 Introduction

The previous chapter gave an overview of literature on error analysis studies and interpretations of these studies. This chapter outlines the methodology and research design.

3.2 Research Design

In order to investigate the type and frequency of errors made by Namibian learners, this study adopts a quantitative approach.

Quantitative methods are research techniques that are used to gather quantitative data - information dealing with numbers and anything that is measurable (Nunan, 2001:87-92). In other words quantitative methods are a systematic process in which numerical data are controlled and measured to address the accumulation of facts and then utilised to obtain information about the world. Shuttleworth (2008:2), however, warns that quantitative experiments can be difficult and expensive and require a lot of time to perform. This type of research must be carefully planned to ensure that there is complete randomisation and correct designation of control groups.

This study found a quantitative research design to be appropriate for this study because it is statistically reliable and allow results to be analysed and compared with similar studies. Kruger (2003:18-19) confirms that "quantitative methods allow us to summarise [vast] sources of information and facilitate comparisons across categories and over time". This study's aim is only to identify errors, the type and its frequency. Qualitative approach will not be ideal as this study does not focus on the reason why errors occur.

3.2.1 Context and Subjects

In this study the researcher focused on secondary schools in isolated areas, such as northern Namibia, north eastern Namibia and southern Namibia, where learners are not exposed to a multi-lingual background. A total of 180 subjects participated in this study. The subjects were about 18 years old. The purpose of this study was to compare the type of errors made and their frequency of occurrence.

The target schools where the participants of this study sat for their NSSCO examination at the end of 2007 were as follows:

Table 1a: Target schools and number of learners participated

Target schools	Number of learners
Silozi **North Eastern Region** **(Caprivi)**	
Mwafila SS	15
Sanjo SS	15
Sikosinyana SS	15
Simataa SS	15
TOTAL	60
Afrikaans **Southern Region**	

Karasburg SS	12
P K de Villiers SS	12
Suiderlig SS	12
M&K Gertze SS	12
Rehoboth SS	12
TOTAL	60
Oshiwambo **Northern Region**	
D Sheehama SS	9
Negumbo HS	9
Okalongo SS	8
Oluno SS	8
S Nashilongo SS	8
Eengedjo SS	9
Oshela SS	9
TOTAL	60
Total number of Participants	180

This study uses purposive sampling of schools as it was interested in schools situated in small towns or remote rural areas where I could get a high proportion of learners who grew up in non-English-speaking environments so that their background would not obscure the aspects I was interested in examining. These schools are situated in

regions that are far away from one another. The number of secondary schools identified per ethnic group depended on the geographical location of each area. Oshiwambo L1 speakers live in the biggest area which is the northern part of Namibia, and seven secondary schools were selected from that region. Afrikaans L1 speakers reside in southern Namibia, the second biggest area, therefore five schools were chosen. The smallest geographical area, north eastern Namibia, is for Silozi L1 speakers where four secondary schools were identified. These three language groups collectively form up more than half of the Namibian population. These speech communities live in different geographical regions that are very far from each other and this was one important criterion why they were chosen. Silozi was chosen as part of the study because it is the main lingua franca in the north eastern Namibia and it is the only indigenous language taught in school in that area. Neither Afrikaans nor Oshiwambo is widely spoken in that area. The reason why other languages such as Otjiherero, Khoekhoegowap or Rukwangari could not qualify to be part of the study is because most of these languages are spoken in southern Namibia where Afrikaans is predominantly spoken. Afrikaans is also spoken in Kavango region, hence, no language from that area was selected.

When selecting the participants, the participant's name and surname had to be typical of the names associated with the target language. In addition, the participant should have fully answered both tasks and met the requirements of the written tasks, for instance, appropriate length and suitable content. Moreover, the selected essays had to be legible. The intention was initially to divide the essays into three batches of 20 students each, grouping them according to their level of performance. However, this proved impossible because most of the students who scored lower marks had responded to only one task. As a result, most of the students who met the requirements were either in the middle band of the students who performed moderately or in the highest band of the highest achievers. The lowest band of the students who obtained the poorest marks had very few students. So, for these reasons the idea of categorising subjects into groups according to their performance was ruled out.

Finally, the fact that all the subjects were Grade 12 candidates meant that they had been exposed to the English language for an equal period of time. However, this does

not mean that this sample is representative of all Namibian secondary schools. Rather, it represents a sample of the target population.

3.2.2 Sampling of Essays

The instruments used for error analysis were the English written essays produced by the subjects of the study during their Grade 12 end-of-year examination in 2007. Two written texts, an article and a letter, were studied from each participant. These were their answers to Part 3 of NSSCO English L2 end-of-year Examination Paper 1&2, where there were two similar tasks in both papers. Paper 1 is for Core Level while Paper 2 is for Extended Level candidates, but both levels cover the same syllabus.

Using the examination written scripts was an appropriate method for this study because it is during examinations when learners with different mother tongue background write about the same topics, under the same circumstances. The intention was to examine secondary school final year students' end-of-year examination scripts because by the end of secondary level phase, it is when they have had maximum exposure to English language. The fact that the instruments used were produced during examination ensured that all writing samples used were non-revised first drafts. However, the instruments can also have a negative effect on the study results because learners can be tense and nervous during examination and they rush to finish writing their answers within the allotted time. It is vital to note that the error analysis used in this study focused especially on grammatical and spelling errors regardless of learners' writing skills such as idea expression, organisation and cohesion.

All the writing samples (see Appendix 1) were encoded with numbers instead of student names to maintain confidentiality of the participants. The participants produced written texts based on the following tasks:

Task 1:

MARKET DAY
- ♦ jumping castle   different stalls
- ♦ refreshment tent   hot dogs
- ♦ "braai"   candy floss
- ♦ lots of prizes to win   fun and games

                        cultural performance

Music:

                    live band
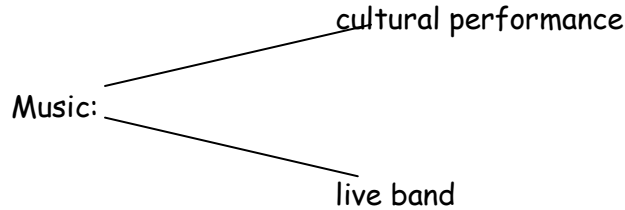
Write an article for your school/college magazine about a market you visited recently.

Your article should include:

- what you did
- the best thing you saw
- how you felt

You should write about **150 words**.   **[10]**

Task 2:

Your school has planned a tour of the country and you are one of the organisers of the trip. You are informed a week before the departure that the School Board has cancelled the tour.

Write a letter to the Chairperson, Ms Kalili, in which you:

- express the learners' feelings about this decision
- tell her about the planning that you have done
- inform her how the learners would benefit from the tour.

You should write about **150 words**.   **[12]**

Students were given prompts that they could consider when doing these tasks and the length was stipulated. On this, Cummings (1995:375) says "students are supported by a scaffold of prompts and explanations, by extensive modelling, by in-process support …" The advantage of this method is that it guarantees that learners would have something to write about. The compositions written by the learners were variable in length, content, linguistic structures and lexical items, but all responded to the tasks instructions. For instance, the majority of learners who wrote the Extended level tasks produced longer pieces compared to those who did the Core level tasks, even though the task requirements were the same. The examination length requirement for these tasks was between 100 and 150 words. However, I had to determine a special word limit for the purpose of this study. The article was given a minimum length of 80 words and maximum length of 110, while the letter was given a minimum length of 90 words and a maximum length of 120 words. The words of every composition used in this study were counted to ensure that they complied with the length requirements of the study. This was done because some candidates' answers were too short, while others exceeded the required length. In this study both topics and all the resulting compositions of the participants as well as controlling time were comparable (Celaya & Torras, 2001:1-14).

According to Lengo (1995:3), there is variation in learners' performance depending on the task. Learners may have more control over linguistic forms for certain tasks, while for others they may be more prone to errors. Krashen's (1981) Monitor Model (cited in Lengo, 1995:3) suggests that tasks which require learners to focus attention on content are more likely to produce errors than those which force them to concentrate on form. Based on this claim, the nature of compositions used in this research is suitable for error analysis because learners are guided with prompts for content, so that they can only concentrate on linguistic forms. This means the learners' errors would be more grammar-based than content based errors.

3.2.3 Data Analysis and Classification of Errors

Data analysis involves working to uncover patterns and trends in data sets, and data interpretation involves explaining those patterns and trends. The techniques scientists use to analyse and interpret the data enable other scholars to both review the data and use it in future research. (Egger & Carpi, 2008:1). Error analysis is used both as a method of analysing data and a theory. It is a technique for identifying, classifying, and systematically interpreting the unacceptable forms of language writing and speaking (Richards et al., 2002:184; Caicedo, 2009:43). Based on the guidelines of selecting a corpus of language (Ellis, 1995:51-52), a sample of written work was collected from 180 Grade 12 students' examination scripts.

Various research on error analysis including Ellis (1997:15-20), Gas & Selinker (2001:67), Hubbard et al. (1996:135-141) and Huang (2002, as quoted by Chen, 2006:6) informed the processes I used to analyse the data. The following four steps were followed:

- Data collection
- Identification of errors
- Classification of errors into error types
- A statement of error frequency.

The 360 written tasks used in this study were read and analysed by the researcher for grammatical and spelling errors. Firstly, I started with the selection of a corpus of language, and secondly did the identification of errors. Next, I classified the errors according to their grammatical features. After categorising each error, I then quantified the frequency of occurrence of different types of errors per ethnic group. I read all the scripts to identify specific errors; classified them into error types and worked out a statement of error frequency. The error identification was done consistently in the scripts in order to find the differences or similarities of error types and frequency. Every

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error was recorded only once from each participant even if it reoccurred. The researcher devised the following key for recording errors identified in the compositions:

Key: Frequency of occurrence

*	=	*appeared a few times*
**	=	*appeared several times*
***	=	*appeared very often*
****	=	*appeared too often*

No spelling mistakes of names were recorded, because names of people and places can be spelt differently by different people and still considered correctly written. For example, *Ester* or *Esther*; *Frieda* or *Frida*. The type of spelling mistakes, for example, when a learner spelt the name of a place such as *Oshikoto* as *Otjikoto*, were not recorded because, firstly, these are not English names and both of these names only exist in Namibia. It would be difficult for the researcher to know the correct spelling of names of all the places that the learners referred to in their scripts.

 The selection of a corpus of language was done following the guidelines offered by Ellis (1997:19-20). A total of four error categories were selected for analysis based on their relative seriousness and frequency of occurrence. The categories are:

- o Tenses (*wrong verb form; Present tense instead of Past tense*);
- o Articles (*wrong substitution, unnecessary insertion and omission*);
- o Prepositions (*wrong substitution, unnecessary insertion and omission*); and
- o Spelling

These error types were chosen because they were the most frequent errors and the researcher considered them serious errors which affect the grammaticality of sentences.

As stated earlier, the researcher analysed the English compositions by comparing how frequent particular errors occurred. In the analysis of the data, the highest rate of errors that occurred amongst the three language groups was identified. The data were also analysed by looking at the similarities and differences in errors recorded.

3.3 Conclusion

From this chapter, it is evident that error analysis as used in this study focused particularly on grammatical and spelling errors regardless of learners' writing skills. The next chapter focuses on the discussion of findings.

CHAPTER 4

DATA PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents and discusses the findings. The following grammatical and spelling errors are discussed: *tenses, articles, prepositions and spelling errors*. A comparison of errors made by each group is also indicated. The aim is to determine the type and frequency of errors made by each group. This chapter displays and discusses findings on:

1. Types and number of errors made by each group;
2. Frequency of error types made by each group; and
3. Examples and comparison of errors made by each group.

The following key will be used for all the tables and graphs in this paper. Please refer to the key on the next page when reading the tables.

Key:

A   =   Silozi

B   =   Afrikaans

C   =   Oshiwambo

Tenses: WVF   –   Wrong Verb Form

                Pr-P   –   Present Tense instead of Past Tense

Articles: WS   –   Wrong Substitution

                UI   –   Unnecessary Insertion

                AO   –   Article Omitted

Prepositions: WS   –   Wrong Substitution

                UI   –   Unnecessary Insertion

                PO   –   Preposition Omitted

Spelling: SP   –   Spelling

Key: Frequency of occurrence

        *   =   appeared a few times

        **   =   appeared several times

        ***   =   appeared very often

        ****   =   appeared too often

        N   =   Negligence with writing

4.2   Types of errors recorded from each group

An analysis of each student's writing indicated several grammatical errors. Task 1 and Task 2 were both studied and the four categories where the greatest number of errors occurred in this study were: tenses, articles, prepositions and spelling errors. See Table 1b below for classification of error types (See Appendices 2-5 for detailed record).

Table 1b: Classification of error types

Example of error identified	Definition of error type
Tenses	
We <u>have plan</u> a lots of things. [have planned]	**Tense: WVF** Wrong verb form used. (Correct tense was used but the verb form is wrong)
I entered the market and <u>walk</u> around … [walked]	**Tense: Pr-P** Present tense form used where the past tense form was required.
Articles	
It was <u>a</u> unforgettable day … [an]	**Article: WS** Wrong Substitution
It was just for <u>the</u> fun. **[Ø]**	**Article: UI** Unnecessary Insertion
It's not good to cancel Λ tour like that. [a]	**Article: AO** Article Omission
Prepositions	
Learners could benefit <u>about</u> the trip. [from]	**Prepositions: WS** Wrong Substitution
I would like to describe <u>about</u> the market. **[Ø]**	**Prepositions: UI** Unnecessary Insertion
We don't agree Λ your decision. [with]	**Prepositions: PO**

	Preposition Omission
Spelling Errors	
prepair [prepare]	**Spelling Errors: SP** Words spelled incorrectly

4.2.1 Total number of errors recorded from individual students

Each individual student's error profile is displayed in Appendix 1. Table 2a below provides examples.

Table 2a: Frequency of error recorded from individual participants

Student	Marks obtained in 2 tasks	No of Words written Task 1 & 2	Tenses		Articles			Preposi- tions			Spel ling	Total
			WVF	Pr-P	WS	UI	AO	WS	UI	PO	SP	
1.	9	1. 81 2. 95	2	0	0	0	0	0	0	0	3	**5**
2.	7	1. 83 2. 95	1	2	0	0	0	1	0	0	4	**8**

In Column 1 of Table 2a students' names have been deliberately withheld for privacy purpose. The marks obtained in the two tasks were listed in Column 2. They were only recorded to show how individual students were rated by the initial marker or examiner, but the marks awarded did not influence the identification of errors done for the purpose of this study.

Column 3 indicates the total number of words written by each candidate for each task. It was worthwhile for the present study to pay attention to the length of the subjects' work and make sure there is a balance on the number of words produced by the subjects.

Each error made by an individual student has been identified and indicated under its error type (Column 4-9 of Table 2a). If the same error reappeared in one student's work, it was only counted once. For example, if a student makes the following errors: "The learners was furious …" and "The learners was asking if you can …", this error is exactly the same, but appearing in different sentences. However, if another error like, "I was felt proud." occurs, then it is counted as another error different from the one that appears in the two previous examples. The last column displays the total number of errors made by each student.

Table 2b below displays the total number of words and overall number of errors made by all the three groups in both tasks. This is a summary of Appendix 1 tables.

Table 2b: Total number of words written and overall number of errors recorded from all subjects

Total No. of words	Tenses			Articles				Preposi-tions				Spelling	
	WVF	Pr-P	Sub-total	WS	UI	AO	Sub-total	WS	UI	PO	Sub-total	SP	TOTAL
A 1. 5 789 2. 6 181 = 11 970	54	43	97	3	7	13	23	55	25	20	100	410	630
B 1. 6 389 2. 7 076 = 13 465	106	71	177	14	7	16	37	19	6	9	34	340	588
C 1. 5 770 2. 6 734 = 12 504	127	93	220	4	20	25	49	40	11	6	57	330	656
TOTAL 1. 17 948 2. 19 991 = 37 939	287	207	494	21	34	54	109	114	42	35	191	1080	1874

In Table 2b, Number 1 and 2 in the column of Total Number of Words indicate tasks written, *a letter* and *an article* respectively. Column 1 also indicates the total number of words written in each task with a grand total of 37 939 words, of which 17 948 words were from Task 1 and 19 991 words came from Task 2.

The numbers displayed in other columns of this table indicate the total number of each error recorded. While the last column displays the total number of errors recorded from each language group (that is, Silozi 630, Afrikaans 588 and Oshiwambo 656) as well as the grand total number of errors recorded from all the three groups, which is 1874.

4.3 Frequency of error types

Table 3: Frequency of error types made by each group

Example of error identified	Definition of error type	Number of times each error type occurred			
Tenses		**A**	**B**	**C**	**Total**
We <u>have plan</u> a lots of things. [have planned]	**Tense: WVF** Wrong verb form used. (Correct tense was used but the verb form is wrong)	12	54	39	**105**
I entered the market and <u>walk</u> around … [walked]	**Tense: Pr-P** Present tense form used where the past tense form is required.	8	14	12	**34**
Sub-total for Tenses		20	68	51	**139**
Articles		**A**	**B**	**C**	**Total**
It was <u>a</u> unforgettable day … [an]	**Article: WS** Wrong substitution	1	14	1	**16**
It was just for <u>the</u> fun. **[Ø]**	**Article: UI** Unnecessary insertion	4	7	14	**25**
It's not good to cancel Λ tour like that. [a]	**Article: AO** Article omission	12	15	20	**47**

Sub-total for Articles		17	36	35	**88**
Prepositions		**A**	**B**	**C**	**Total**
Learners could benefit <u>about</u> the trip. [from]	**Prepositions: WS** Wrong substitution	33	16	26	**75**
I would like to describe <u>about</u> the market. **[Ø]**	**Prepositions: UI** Unnecessary insertion	10	3	5	**18**
We don't agree Λ your decision. [with]	**Prepositions: PO** Preposition Omission	11	8	5	**24**
Sub-total for Prepositions		54	27	36	**117**
Spelling Errors		**A**	**B**	**C**	**Total**
prepair [prepare]	**Spelling Errors: SP** Words spelled incorrectly	102	161	156	**419**
TOTAL		**193**	**292**	**278**	**763**

Table 3 above illustrates examples of errors identified in the subjects' written work and defines each error type indicated. It also displays the error types made by each group and the frequency of error types per individual group. Each error type has been counted only once per individual group to determine its frequency of occurrence. The complete record of frequency of appearance of each error type has been indicated in Appendices 2-5.

GRAPH 1: Error types recorded and their frequency of occurrence
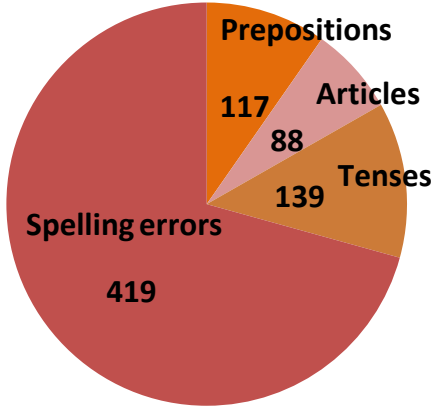
The pie chart above is a summary of Table 3 and displays all the error types recorded from all the three language groups and their differences.

The pie chart below illustrates the total numbers of error types' frequency recorded from each group.

GRAPH 2: Total number of error type frequency recorded from each group

59
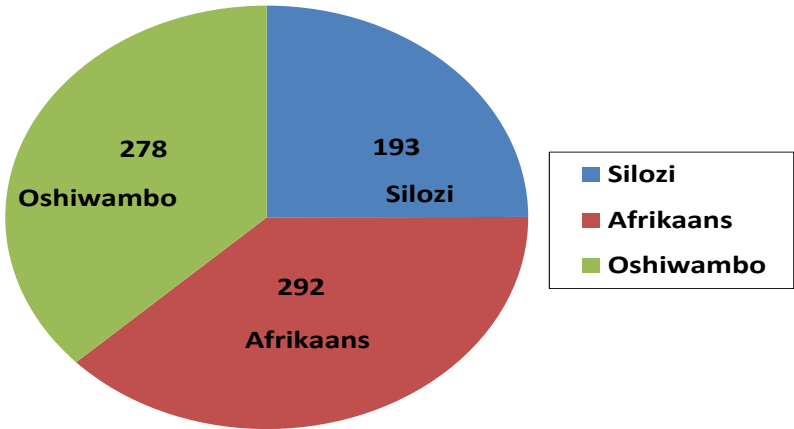
According to the findings, Afrikaans speakers had the highest number of error types' frequency, that is, 292 in total, followed by Oshiwambo speakers with 278, and Silozi recorded the least, which is 193. The total number of error types' frequency for all three groups is 763.

4.4 Examples and Comparison of errors

This section highlights the examples of errors recorded in this study. Firstly, each error type is discussed and then a comparison of errors made by each group is done. A summary on each error type results is also given.

4.4.1 Examples of Tense Errors

There are two examples of Tense errors investigated in this study, namely, Wrong Verb Form (WVF) where the correct tense was used but the verb form was wrong and Using Present Tense instead of Past Tense. (See Appendix 2 for detailed record.)

i) Wrong Verb Form (WVF)

Table 4 below shows examples of wrong verb forms that appeared in the compositions of the students in this study.

Table 4: Examples of Wrong Verb Form errors

	Wrong Verb Form (WVF)	
	Error	Correction
WVF	1) One of local singers <u>tooked</u> me upon *(up on)* stage.	[took]
WVF	2) … learners <u>were really want</u> to go to *(on)* that trip.	[really wanted]
WVF	3) … learners <u>would ∧ broaden</u> their mind*(s)*.	[could have broaden]
WVF	4) Their accommodation is paid already and <u>costed</u> them a lot of money.	[cost]
WVF	5) … they were <u>suppose to</u> visit …	[supposed to]
WVF	6) The trip that <u>has ∧ cancelled</u> by the school board …	[has been cancelled]
WVF	7) … see things that they <u>use to learn</u> …	[they used to learn / they learn]
WVF	8) The best thing that I <u>had saw</u> was …	[had seen]
WVF	9) … the tour <u>was been cancelled</u>…	[has been cancelled]
WVF	10) … they <u>would have benefit</u> more …	[would have benefited]
WVF	11) The learners <u>were start believing</u> that …	[started believing]
WVF	12) The stalls that <u>did sell</u> handbags were many.	[sold]

In English language, some verbs have certain identical forms for the categories of Past Tense and Past Participle, for example, *talk – talked – talked*. These verbs are called **regular verbs**. Because the regular verbs pattern applies to most of the verbs, students extend this rule to other types of verbs, that is, **irregular verbs**, for example, *take – took – taken*.

Research findings, by Carson (2001) and Kutz, Gorden and Zamel (1993:879-903), suggest different ways in which errors occur. First of all, these research studies suggest that learners tend to over-generalise the rules for stylistic features when acquiring new discourse structures. Example 1 in Table 4 indicates this type of error when students confuse regular verbs and irregular verbs. A student has substituted the Past Tense of *take "took"* with *"tooked"*. Another example of this problem is Sentence 8. Instead of

writing *"had seen"*, this student wrote *"had saw"*. Students used the verb *"saw"* which is the past tense instead of using the correct verb form *"seen"* which is the Past Participle.

Secondly, Carson (2001:191-200) and Kutz et al. (1993:879-903) suggest that learners may try out what they assume is a legitimate structure of the target language. An interesting example of this error is displayed in Example 4 in Table 4. The word *cost* is an **irregular verb**. The Past Tense and Past Participle of *"cost"* is just *"cost – cost"*. However, this word *"cost"* has got another irregular form *"cost – costed – costed"* that is only used in a certain sense. This irregular form can be used to express the action of "calculating the total price of something or deciding how much the price of something should be" (Longman Exams Dictionary, 2006:335). For example, "The proposals have to be costed before they are approved". Therefore, *costed* in Sentence 4 is considered an error in that context. The correct form should be *cost.*

Lastly, Carson (2001:191-200) and Kutz et al. (1993:879-903) claim that learners are often unsure of what they want to express which would cause them to make mistakes in any language. The present study identifies this type of error as displayed in Sentence 12 in Table 4 that reads "The stalls that <u>did sell</u> handbags were many". This sentence is erroneous in the context that it was used, although it is grammatically correct. The word *"did"* in this sentence expresses emphasis. However, in the context of this sentence, we only need to have the main verb of the sentence *"sell"* in its past form, which is *"sold"*. There is no need to emphasise that those stalls indeed sold handbags as if there were an argument about it. The message in that sentence was actually that the stalls that sold handbags **were many**. Therefore, the sentence was basically supposed to read as "The stalls that <u>sold</u> handbags were many". Hence, against that background, the sentence was considered erroneous. This is actually what Richard and Schmidt (2002:379) define as "ignorance of rule restrictions" which refers to the application of rules to inappropriate contexts.

Other tense errors recorded in this category occur in the usage of Present Tense instead of Past tense.

ii) Present Tense instead of Past Tense (Pr-P)

Table 5a below shows examples of the use of Present Tense where the Past Tense is required. (For more examples, see Appendix 2.)

Table 5a: Examples of Present Tense used instead of Past Tense

	Present tense used instead of Past tense (Pr-P)	
	Error	**Correction**
Pr-P	1) I just <u>sit</u> and enjoyed my drink.	[sat]
Pr-P	2) The best thing I saw there <u>is</u> the …	[was]
Pr-P	3) I talked with *(the)* learners and they <u>say</u> that they <u>are</u> unhappy.	[said]; [were]
Pr-P	4) They even <u>end up</u> insulting teachers.	[ended up]
Pr-P	5) They felt unhappy and even some <u>are cry</u>.	[cried/were crying]
Pr-P	6) Our school <u>has organised</u> a market day which we enjoyed very much.	[had organised]
Pr-P	7) The best thing I saw <u>is</u> the cultural group.	[was]

Subjects seemed not to have a clear understanding of when to use the two tenses, Present Tense and Past Tense, as illustrated in Table 5a. For instance, in Sentences 1, 2, 3, 5 and 7, the students seemed to be conscious that the event or story that happened in the past has to be told in Past Tense, hence one verb, especially the first verbs in the sentences, were expressed in Past Tense. But the students were not consistent with the usage of Past Tense, so the second verb or other verbs in the same sentence were expressed in Present Tense. This is considered to be a grammatical error in the usage of tenses because it causes confusion to the reader.

Another error recorded is what Ellis (1996:710) explains as "false concepts hypothesised". False concepts hypothesised occur when learners do not completely understand a distinction in the target language. This example is illustrated in Sentence 6 that reads "Our school has organised a market day which we enjoyed very much." The usage of Present Perfect tense "has organised", in this sentence is erroneous if the event described was a thing of the past, since the student indicated that they enjoyed it. So, instead of using the Present Perfect tense "has organised" the student was supposed to use the Past Perfect tense "had organised".

4.4.1.1 Comparison of Tense Errors

Inappropriate use of tenses is the second highest error category in this study for all three language groups. Oshiwambo recorded the highest number of 220 tense errors, followed by Afrikaans with 177 tense errors, while Silozi recorded the lowest number of 97 tense errors (see Table 2b). Afrikaans L1 speakers had the highest number of frequency of error types that is 68, Oshiwambo had 51, while Silozi had 20 (see Table 3). The graph below illustrates Tense error profile on frequency of error types.

GRAPH 3: Error Types: Frequency of Tenses
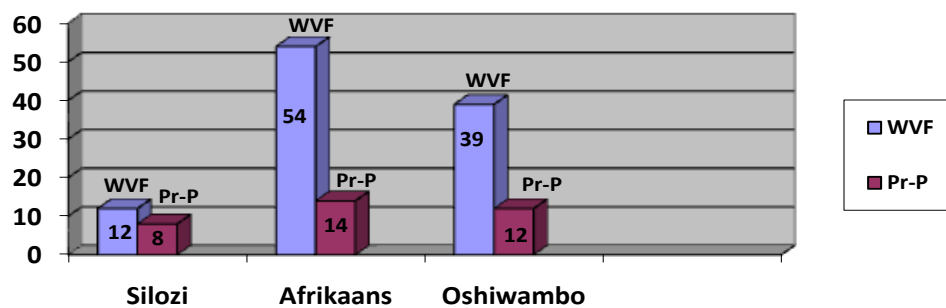
i) Wrong Verb Form (WVF)

Data show that Afrikaans L1 speakers committed the most errors with 54 cases recorded from their work. Oshiwambo and Silozi recorded 39 and 12 respectively (See Table 3). For more examples see Appendix 2 for the complete record. The highest number of 106 WVF errors was recorded from Afrikaans speakers. Oshiwambo and Silozi recorded 127 and 54 WVF errors respectively (see Table 2b).

Below is another tense error type that was recorded in the usage of Present Tense instead of Past Tense.

ii) Present Tense instead of Past Tense (Pr-P)

This type of error occurred in many students' work in this study. This type of error was found in the writing of all the three groups. The frequency of Pr-P error type displayed in Graph 3 above shows that 8 cases were recorded from Silozi speakers' work; 14 from Afrikaans; and 12 cases were recorded from Oshiwambo speakers' work (See Appendix 2 for the complete record).

The highest total number of 93 PR-P errors was recorded from Oshiwambo speakers' work. Afrikaans and Silozi recorded the total of 71 and 43 PR-P errors respectively (see Table 2b). Students who made this type of error do not understand or are not cautious about the crucial function of a verb in a sentence and how carefully a verb tense should be chosen to convey the precise meaning. They seemed to concentrate more on content that they want to put across than on the appropriate language that they should use to express the message.

4.4.1.2 Summary on Tense errors

The summary on tense errors profile recorded from the scripts of all 180 students is presented in Table 5b below:

Table 5b: Total number of tense errors and frequency of tense error types recorded from each group

	Total number of tense errors recorded	Frequency of Tense error types recorded
Silozi	97	20
Afrikaans	177	68
Oshiwambo	220	51

As Table 5b above shows, Silozi recorded the lowest total number of 97 errors, with the middling frequent rate of tense error type occurrence of 20. Although Afrikaans recorded the middling figure of 177 tense errors, their frequency of tense error types was the highest of 68. Oshiwambo recorded the highest total number of 220 tense errors, with the middling figure of 51 frequent rate of tense error types.

4.4.2 Examples of Article Errors

According to Corder (1974:227), errors fall into four main categories: *omission* of some required elements; *addition* of some unnecessary or incorrect element; *selection* of an incorrect element; and *misordering* of elements. The present study indicates various

errors the students made in the use of articles. Following Corder's identification of error types, three rules of grammar usage that were most problematic for the students in this study are discussed in the following three sub-sections relating to error types: *Wrong Substitution, Unnecessary Insertion,* and *Omission.*

i) Wrong Substitution (WS)

Wrong substitution refers to situations in which, for example, "*a"* was used instead of "*the"*, or vice versa. Table 6 below displays examples of such errors (For more examples see Appendix 3).

Table 6: Examples of Wrong Substitution Errors

	Wrong Substitution (WS)	
Type of error	**Error**	**Correction**
WS	1) We as a "f" group won … *[Groups were identified with letters such as Group A, B, C, D, E or F.]*	[an]
WS	2) I think as a organiser …	[an]
WS	3) … they saw the trip as an wonderful oppurtunity *[opportunity]* …	[a]

English has 3 articles: the **definite article** *the* and the **indefinite articles** *a* and *an*. The usage of both the indefinite and definite articles depends on the nature of the words that follow. The indefinite article 'a' is used before a word beginning with a consonant, for example, "a **p**lace" or a vowel with a consonant sound, for example "a **u**niversity" and "an" is used before words beginning with a vowel, for example "an **a**pple" and words beginning with mute "h", for example, "an **h**onour". The definite article "the" occurs in the

position where a person or thing or something already referred to. Sentences 1-3 in Table 6 illustrate wrong usage of articles as opposing to the rules described here above.

ii) Unnecessary Insertion (UI)

Unnecessary Insertion indicates articles which were placed where they were not needed. Sometimes nouns in English are used without an article, and this is known as zero article. Table 7 below displays examples of zero article errors. For more examples see Appendix 3 for the complete record.

Table 7: Examples of Unnecessary Insertion or Zero Article Errors

	Unnecessary Insertion (UI)	
Type of error	**Error**	**Correction**
UI	1) On <u>the</u> 24 September 2007, I visited …	[Ø]
UI	2) I was given <u>a</u> N$ 500-00.	[Ø]
UI	3) … if there is <u>the</u> enough time to go to *(on)* a tour.	[Ø]

In Table 7 Sentence 1 displays Unnecessary Insertion of *the* when students wrote a date and a month as in the following example (On the 24 September 2007, I visited ….) Some sources (for example, Longman Exams Dictionary, 2006:1600) explain the usage of *the, namely* that it should not be used with a date when you write it. For example, "Her birthday is July 27th". But in speech you say the date as "July the 27th" or "the 27th of July".

iii) Article Omission (AO)

Article Omission indicates situations in which students have left out an article where it is required. Table 8a below shows the article omission in sentences. For more examples see Appendix 3 for the complete record:

Table 8a: Examples of Article Omission Errors

	Article Omission (AO)	
Type of error	**Error**	**Correction**
AO	1) In Λ past few months I visited …	[the]
AO	2) Λ First thing I did was …	[The]
AO	3) … at Λ place like that you expect fighting.	[a]

All sentences 1-3 in Table 8a above illustrate omission of the articles such as "the" and "a" as definite and indefinite articles respectively. Corder (1974:227) indicates in his identification of error types that omission is one of the four main categories of errors. The present study has made similar findings.

4.4.2.1 Comparison of Article Errors

The frequency of article error types is displayed in Graph 4 below.

Graph 4: Error Types: Frequency of Article
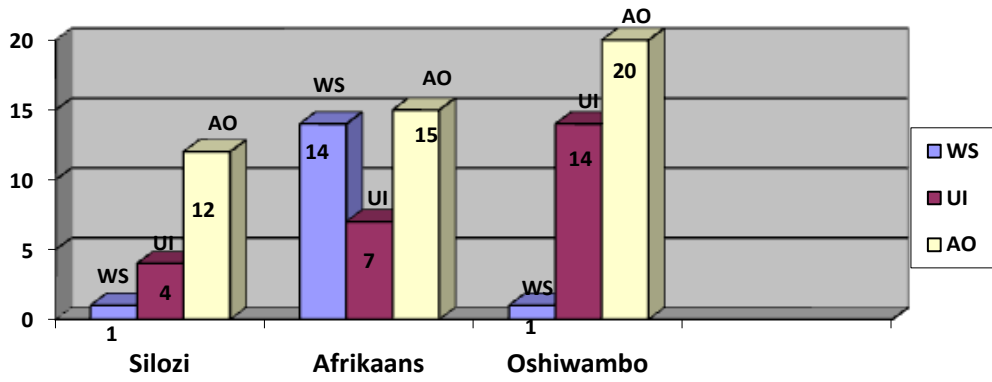
i) Wrong Substitution (WS)

It is noteworthy that all the 16 WS article errors recorded were indefinite articles "a" and "an". Only one error was recorded from Silozi speakers where "a" was used instead of "the". Graph 4 above shows that Afrikaans L1 speakers had the highest number of frequency of WS error type that is 14. With regards to Oshiwambo and Silozi speakers only one WS error was recorded from each group (See Appendix 3 for the complete record).

Afrikaans speakers had the highest total number of 14 WS errors, while Silozi and Oshiwambo recorded only 3 and 4 WS errors respectively (see Table 2b). These results indicate that Afrikaans speakers experience most difficulties with indefinite articles than the other two groups.

ii) Unnecessary Insertion (UI)

Graph 4 above shows that Oshiwambo L1 speakers had the highest rate of 14 error type occurrence in this category. Afrikaans and Silozi recorded 7 and 4 respectively (See Appendix 3 for the complete record).

Data show that Oshiwambo speakers recorded the highest total number of 20 UI errors, while Silozi and Afrikaans recorded 7 UI errors each (see Table 2b). The results indicate that Oshiwambo speakers experience most difficulties with unnecessary insertion of articles than the other two groups.

iii) Article Omission (AO)

According to data displayed in Graph 4 above, Oshiwambo speakers had the highest rate of 20 cases of AO error type occurrence. Silozi and Afrikaans recorded 12 and 15 errors respectively.

Data show that Oshiwambo speakers committed the most errors because a total number of 25 AO errors were recorded from their work. Silozi and Afrikaans recorded only 13 and16 AO errors respectively. Oshiwambo speakers seem to experience most difficulties in this category as well than the other two groups.

4.4.2.2 Summary on Article Errors

The highest number of 49 article errors was recorded from Oshiwambo speakers. Afrikaans recorded the second highest number of 37 errors. The least number of 23

errors was recorded from Silozi. The summary of article error types' occurrence recorded in the scripts of all 180 students is presented as follows:

Table 8b: Frequency of Article error types recorded from each group

Error type	Silozi	Afrikaans	Oshiwambo
Wrong Substitution	1	14	1
Unnecessary Insertion	4	7	14
Article Omission	12	15	20
TOTAL	**17**	**36**	**35**

Data show that for wrong substitution, Afrikaans recorded the highest number of 14 wrong substitutions as compared to 1 error each recorded for Silozi and Oshiwambo. Even though Silozi and Oshiwambo recorded only one error each, it is worth mentioning here that error analysis does not account for learner use of communicative strategies such as avoidance, when learners simply do not use a form with which they are uncomfortable (Xie & Jiang, 2007:13). The absence of error, therefore, does not necessarily reflect native like competence since learners may be avoiding the very structure that poses difficulty for them.

Oshiwambo L1 speakers recorded a total of 14 errors for unnecessary insertions as compared to Silozi with 4 and Afrikaans with 7. Oshiwambo L1 speakers' scripts also recorded the highest figure of 20 article omissions in contrast to 12 for Silozi and 15 for Afrikaans. Article omission was the most problematic category where all groups experienced the most difficulties (See Table 8b). While Ilomaki (2005) found the choice of a wrong article or the use of a wrong inflected form of an article to be the most common difficulties in his study, findings of the present study show the choice of a wrong article or wrong substitution to be the least problematic.

In conclusion, data reveal that Afrikaans and Oshiwambo speakers encounter a major problem with the usage of articles.

4.4.3 Examples of Preposition Errors

A preposition is a type of a word or group of words often placed before nouns, pronouns or gerunds to link them grammatically to other words. Prepositions may express meanings such as direction (*for example from home*), place (*for example in the car*), possession (*for example the capital city of Namibia*) and time (*for example after hours*) (Richards & Schmidt, 2002:414).

Following Corder's identification of error types, preposition errors found in the students' work are classified into the following three categories: *Wrong substitution, Unnecessary Insertion,* and *Omission.*

i) Wrong Substitution (WS)

Wrong substitution occurs when the wrong selection of preposition was made. Table 9 below displays examples of Wrong Substitution from the compositions of the three language groups, where prepositions were wrongly used. (For more examples view Appendix 4.)

Table 9: Examples of Preposition Wrong Substitution

	Wrong Substitution (WS)	
Type of error	**Error**	**Correction**
WS	1) I had win *(won)* a lot of prizes to this *(that)* market.	[at]
WS	2) I get *(got)* interested on it.	[in]
WS	3) I am very much sorry to them.	[for]

There are some words that should always be used with certain prepositions to form phrases that express specific meanings. If we look at Sentence 2 (I get (*got*) interested <u>on</u> it.) in Table 9 above, the preposition "on" was incorrectly used. The word *interest* is always used with the preposition "in" if it is to express the interest in something or someone when you want to know or learn more about them (Oxford Advanced Learner's Dictionary, 2005:778-779).

The word *interest*, for example, can be used with many different prepositions to express different meanings. (See examples in Appendix 4.)

From the evidence in Appendix 4, it becomes clear that the choice of preposition is very crucial and needs to be carefully made in order to convey precise messages in expressions.

ii) Unnecessary Insertion (UI)

Table 10 below highlights examples of unnecessary insertion of prepositions.

Table 10: Examples of Unnecessary Insertion of prepositions

Type of error	Unnecessary Insertion (UI)	
	Error	Correction
UI**	1) I would like to describe <u>about</u> the market.	[Ø]
UI**	2) It was on the 21st <u>of</u> September …	[Ø]
UI	3) … people wearing <u>in</u> cultural clothes.	[Ø]
UI***	4) … complaining about the tour you cancelled <u>out</u>.	[Ø]

In Sentence 2 "It was on the 21st of September …" it is incorrect to write the date with the preposition "*of*". In speech we state it as "the 21st of September" but the correct way of writing the date is for example, "21st September". (Macmillan English Dictionary for Advanced Learners, 2006:351; Oxford Advanced Learner's Dictionary, 2005:371).

Silozi speakers encountered a problem with unnecessary insertion of "*about",* such as in Sentence 1 "I would like to describe about the market". We *talk about something* but we only *describe something* or *discuss something.* So, Sentence 1 should read: "I would like to describe the market."

Oshiwambo speakers have also problems with the use of "*out".* For example in Sentence 4 "… complaining about the tour you cancelled out" occurred very often. The phrase "cancel out" does not mean stopping the event from happening. Sentence 4 could read: "… complaining about the tour you cancelled." A phrase that has the same meaning as *"cancel"* is *"call off".* (For more examples see Appendix 4.)

iii) Preposition Omission (PO)

Table 11a below illustrates examples of Preposition Omission errors.

Table 11a: Examples of Preposition Omission

	Preposition Omission (PO)	
Type of error	**Error**	**Correction**
PO	1) The learners has came (*have come*) Λ with an idea.	[up]
PO**	2) … many things that can be done Λ example …	[for]
PO	3) When we went Λ the market …	[to]

In Sentence 2 the two asterisks indicated reoccurrence of that type of error. That sentence was recorded from Afrikaans speakers' work. This is what Ellis (1996:710) terms "incomplete application of rules". Incomplete application of rules arises when learners fail to develop a structure fully. Instead of writing the complete phrase "for example" the learner only wrote "example". Therefore, Sentence 2 is considered erroneous.

The other two examples, Sentence 1 and 3 were derived from Silozi and Oshiwambo speakers' written work. (For more examples, see Appendix 4.)

4.4.3.1 Comparison of Preposition Errors

The graph below displays the frequency of error types recorded on the three preposition error types, *wrong substitution, unnecessary insertion* and *preposition omission.*

GRAPH 5: Error Types: Frequency of Preposition
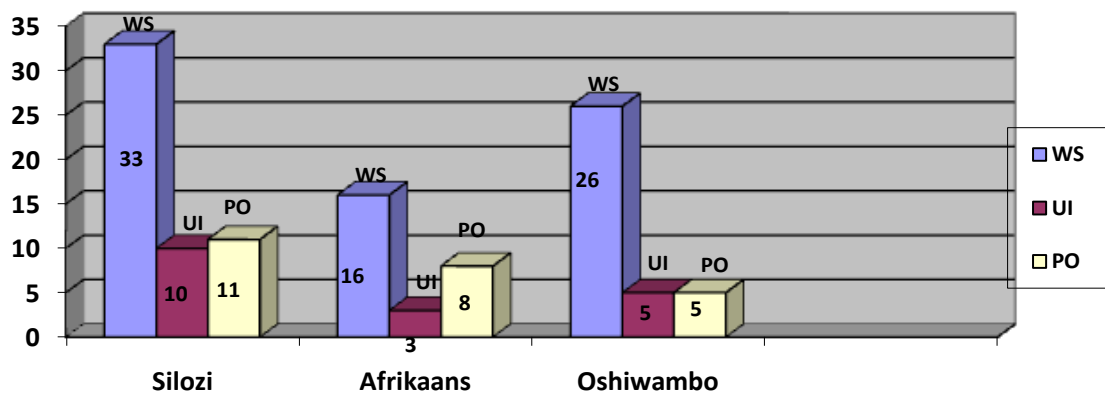
i) Wrong Substitution (WS)

Graph 5 above reveals that wrong substitution appears to form the largest category where all the three groups committed most errors with the usage of prepositions. Silozi L1 speakers had the highest number of frequency of error type that is 33 cases, while 26 and 16 cases were recorded from Oshiwambo and Afrikaans respectively.

Even though Oshiwambo speakers recorded 26 cases of errors, findings show that they seem to have difficulties with the usage of *in* and *on* because the confusion of those two prepositions reoccurred. (See Appendix 4 for the complete record).

Silozi speakers had the highest total number of 55 WS errors, followed by Oshiwambo speakers who recorded 40 WS errors. Afrikaans recorded the least number of 19 WS errors (see Table 2b). These results indicate that Afrikaans speakers seem not to have serious problems with wrong substitution of prepositions like the other two language groups.

ii) Unnecessary Insertion (UI)

Graph 5 above shows that Silozi L1 speakers recorded the highest rate of 10 error type occurrence in this category. Oshiwambo and Afrikaans recorded 3 and 5 cases respectively. (See Appendix 4 for the complete record).

Data show that Silozi L1 speakers recorded the highest total number of 25 UI errors, while Oshiwambo and Afrikaans speakers recorded 11 and 6 UI errors respectively (see Table 2b). The results reveal that Silozi L1 speakers experience most difficulties with unnecessary insertion of prepositions than the other two language groups. It is also clear that Afrikaans speakers do not have serious problems with unnecessary insertion of prepositions.

iii) Preposition Omission (PO)

According to data displayed in Graph 5 above, Silozi L1 speakers had the highest rate of 11 cases of PO error type occurrence; while 8 and 5 cases were recorded from Afrikaans and Oshiwambo respectively.

Data indicate that Silozi L1 speakers committed the most errors, which are 20, PO errors. Afrikaans and Oshiwambo speakers recorded only 9 and 6 PO errors respectively (see Table 2b). Silozi L1 speakers appear to experience most difficulties (20 cases) in this category than the other two language groups (9 and 6 cases).

4.4.3.2 Summary on Preposition Errors

The highest number of preposition errors, a 100, was recorded from Silozi's work, followed by Oshiwambo speakers who recorded 57 preposition errors. Afrikaans speakers recorded the smallest number of 34 preposition errors (see Table 2b). The summary of frequency of preposition error types recorded from each group is presented in the table below:

Table 11b: Frequency of preposition error types recorded from each group

Error type	Silozi	Afrikaans	Oshiwambo
Wrong Substitution	33	16	26
Unnecessary Insertion	10	3	5
Preposition Omission	11	8	5
TOTAL	**54**	**27**	**36**

Data show that all the three groups recorded the highest error profile in the "wrong substitution" error type. Unnecessary Insertion shows the least numbers of errors recorded from each group, except for Oshiwambo L1 speakers where it has the same recording of 5 as Preposition Omission. (See Appendix 4 for the complete record).

It is evident that Silozi L1 speakers seem to experience the most difficulties with the usage of prepositions. They recorded the highest total number of preposition errors (100) as well as the highest rate of frequency of preposition error types (54). Oshiwambo speakers recorded the second highest (57) total number of errors and rated the middling position (36) for frequency of preposition error types. The lowest numbers recorded for both categories, the total number of preposition errors (34) and frequency of preposition error types (27) were recorded from Afrikaans L1 speakers' work (See Appendix 4 for the complete record).

4.4.4 Examples of Spelling Errors

i) Commonly misspelled words by individual language groups

Tables 12, 13 and 14 below display the spelling error profiles for individual language groups. These are examples of spelling errors that were found in the compositions of each language group (see Appendix 5 for detailed record).

Table 12: Examples of misspelled words by Silozi L1 speakers

	Error	Correction
	1) dont	don't
	2) vist	visit
	3) realy; rely	really
	4) becouse; couse; coz	because
	5) a lots of people	a lot of people

Table 13: Examples of misspelled words by Afrikaans L1 speakers

	Error	Correction
	1) realy; reall	really
	2) becouse; cause; caus	because
	3) alot; alote; lot	a lot
	4) vist; visite	visit
	5) where; whe	were

Table 14: Examples of misspelled words by Oshiwambo L1 speakers

	Error	Correction
	1) realy; rely	really
	2) vist; visist; viset	visit
	3) its	it's
	4) a lots; alot; allot	a lot
	5) becouse	because

According to the error profiles displayed in the three Tables 12, 13 and 14 above, there are similar spelling errors that are found in the compositions of each language group such as words where an apostrophe is supposed to be used, for example, *I'm, don't, can't and it's*. All three groups encountered problems when using words or contractions containing an apostrophe. The omission of the apostrophe made the spelling of the words wrong by either giving a different meaning such as "its" instead of "it's" or forming a meaningless word that does not exist as part of speech such as "dont" instead of "don't". These spelling errors can be regarded as overt and covert errors. According to Brown (2002:220) and Ellis (1996:710) covert errors are grammatically correct but not interpretable within the context of communication, whereas overt errors refer to the obviously ungrammatical utterances.

The other words that appeared to be problematic in all three language groups were: *really, visit, disappoint, beautiful, where and were*. Words such as *"I", "a lot"* and *"because"* were misspelled by all groups, writing "a" instead of *"I", "a lot", "allot"* or *"alote"* instead of *"a lot"* and *"becouse", "caus"* or *"coz"* instead of *"because"*. These three words were most frequently found in Afrikaans speakers' error profile than the other two groups (see Appendix 5).

Other words such as "beautiful", "sincerely" and "disappoint" were misspelled by all three language groups (see Appendix 5). These include:

beautiful	–	beutfull; beautifull, beatiful; beautful; peautiful; beutiful; beautyful
sincerely	–	sencerely; sincelery; sicencely; sincere; sincerly, sinceraly; sencearly; sincely, cincelelly; sincellely; sincellery; sincierely
disappointed/ment	-	desepionted; dissapointed; dissappointed; disapointed; disoppointed; dissapointment; dispointment; dissapointment;

This shows that students struggle very much with the spellings of these words and end up producing many different spelling errors in their struggle of getting correct spellings of these words.

4.4.4.1 Comparison of Spelling Errors

The highest error rates in this study occurred within the error category of spelling for all groups. Appendix 5 displays the results of the commonly misspelled words found in the compositions of each language group. The asterisks indicate the level of seriousness of

the spelling problem. (See Appendix 5 for commonly misspelled words by individual language groups.)

Table 15 and 16 below illustrate similarities and differences on commonly misspelled words by individual language groups.

i) Similarities

The following table highlights the similar types of common spelling errors made by all three language groups.

Table 15: Common spelling errors made by all the three groups

Language group	Error	Correction
	The use of apostrophe	
* Silozi	dont	don't
**Silozi	… its not good	… it's not good
Silozi	lam (***); I,am; I'am	I am
*** Silozi	your's	yours
***Silozi	its	it's
** Afrikaans	did'nt;	didn't
**Afrikaans	cant	can't
**Afrikaans	lam (**); I'am	I am
***Oshiwambo	its	it's
	really	
* Silozi	realy; rely	really
** Afrikaans	realy; reall	really
Oshiwambo	realy (**); rely	really
	Were/where	

** Silozi	where	were
**** Afrikaans	were	where
Afrikaans	(****) where; whe	were
** Oshiwambo	were	where
	Reflexive pronouns	
*** Silozi	my self	myself
** Silozi	our selves	ourselves
*** Afrikaans	them selfs; them selves	themselves
* Oshiwambo	my self	myself
	I	
Silozi	i; a (**) (e.g. The market <u>a</u> visited recently… or The best thing which <u>a</u> saw …)	I
*** Afrikaans	i (***); a (***)	I
* Oshiwambo	i; a (*) e.g. <u>A</u> won the first prise *(prize)*.; I am a girl <u>a</u> like traditional clothes <u>a</u> bought one skirt.	I
	visit	
*** Silozi	vist	visit
Afrikaans	vist (**); visite	visit
Oshiwambo	vist (***); visist; viset	visit
	a lot	
* Silozi	<u>a lots</u> of people	a lot of people
Afrikaans	alot (***); alote; lot	a lot
Oshiwambo	a lots (*); alot (**); allot	a lot
	because	
* Silozi	becouse; couse; coz	because
*** Afrikaans	becouse; cause (****); caus (***)	because
*** Oshiwambo	becouse	because
	Disappointed/ment	
* Silozi	dissapointed	disappointed

**** Afrikaans	desepionted; dissapointed (***); dissappointed (***); disapointed (**); disoppointed	disappointed
Oshiwambo	disapointed (**); dissapointment (***); dispointment (*); dissapointment	disappointed/ment
	sincerely	
** Silozi	sencerely; sincelery; sicencely; sincere; sincerly	sincerely
*Afrikaans	sinceraly; sencearly; sincely	sincerely
** Oshiwambo	cincelelly; sincellely; sincellery; sincierely	sincerely
	beautiful	
* Silozi	beutfull; beautifull	beautiful
*** Afrikaans	beatiful; beautful; peautiful; beautifull	beautiful
* Oshiwambo	beatiful; beutiful; beautyful	beautiful
	also	
* Afrikaans	als; allso; olso	also
* Oshiwambo	olso	also

In their studies, Nunan (2001:87-92) and Kaplan (1966:1-20) reflect that learners' errors were systematic, rather than random, and learners tend to commit the same kinds of errors during a certain stage of language learning. The findings highlighted in Table 15 above show that all the three groups encounter difficulties with the *use of the apostrophe*. Silozi speakers committed the most serious errors in this area, followed by Afrikaans speakers. For Oshiwambo speakers the apostrophe errors recorded were only on the use of "it's" and "its" which they confused.

The word *really* was also misspelled by all three groups as *"realy"*. The second error *"rely" was made* by Silozi and Oshiwambo L1 speakers.

The words *"where"* and *"were*" were common in the error profile of all three groups. Afrikaans speakers appeared to have a very serious problem with the spelling of these words. The spelling of Reflexive Pronouns such as "*myself or themselves"* was problematic. All the three groups divide the words into two parts "*my self or them*

selves" instead of writing them as single words. This appeared mostly with Silozi and Afrikaans speakers.

It was found that all three groups struggle with spelling the word "I". The word "I" has to be spelled as a capital letter at all times. In this case the subjects spelled it as a small "i" and in many cases it was spelled as "a" as well, especially by Silozi and Afrikaans L1 speakers.

Words like *visit, because, a lot, beautiful, disappointed and sincerely* were commonly misspelled by all three groups again. However, Afrikaans and Oshiwambo speakers struggled with spelling the words *disappointed/ment* and *because* correctly*. Silozi speakers encounter the most problem with the spelling of *"visit"* (See Table 15 above for the rating asterisks *).

Only Afrikaans and Oshiwambo speakers experienced a problem with the spelling of the word *also*. However, it was spelled correctly throughout Silozi written texts.

ii) Differences

Table 16 below displays the differences in common spelling errors made by all three language groups.

Table 16: Differences in common spelling errors made by the three groups

Silozi	Error	Correction
*	inorder	in order
**	learner a complaining	learners are complaining
N **	Many of the learnerΛ have been complaining that …	learners
***	heard (e.g. … which is now heard to be cancelled.)	had
***	leaners	learners

N***	… one of the <u>organiser</u>Λ of the tour …	organisers
Afrikaans	**Error**	**Correction**
**	accomudisane; accomodation (**); accommidation; accomidation	accommodation
**	of cause; of corse	off course
**	use	us
***	cloths	clothes
***	wat	what
***	planed; plannet	planned
****	payed	paid
Oshiwambo	**Error**	**Correction**
*	diffrent	different
	intertainments (*); intertaining	entertaining/ments
	recieved (*); resaived; receved	received
*	to	too
*	know	now
**	than	then
	collegues (**); coleagues	colleagues
**	pround	proud
**	okey	okay/OK
**	writting	writing

Table 16 above displays the difference in common spelling errors made by all groups. Although these errors were commonly found specifically in those specified groups, the findings show that some of those errors appear in other groups' error profile record as well, but were very minimal, such as only one or two to three cases.

4.4.4.2 Summary on Spelling Errors

It is clearly illustrated under the differences and similarities discussed here above that commonly misspelled words recorded from all three language groups are almost the same (see Table 15 and 16). The types of spelling errors made were also generally the same for all groups. Although there is a noticeable difference in error frequency, it was clearly displayed that there is a degree of similarities as well. Table 17 below displays the summary of the spelling errors profile.

Table 17: Total number of spelling errors and frequency of spelling error types recorded from each group

	Total number of spelling errors recorded	Frequency of spelling error types recorded
Silozi	410	102
Afrikaans	340	161
Oshiwambo	330	156

Data reveal that the highest total number of 410 spelling errors was recorded from Silozi's work. Afrikaans and Oshiwambo speakers recorded the total number of 340 and 330 errors respectively (see Table 2a). Even though Silozi speakers recorded the highest total number of spelling errors, their frequency of spelling error type recorded the lowest rate of 102. Afrikaans speakers recorded the middling total number of spelling errors but their frequency of spelling error type recorded the highest rate of 161. Oshiwambo speakers recorded the lowest total number of 330 spelling errors and their frequency of spelling error type recorded the middling rate of 156.

4.5 General Summary of findings

According to the present study, the general findings indicate that all the participants from the three language groups Silozi, Afrikaans and Oshiwambo present similar problems with most of the types of errors investigated in this study. Table 18 below displays a summary of total number of errors recorded and their frequency of occurrence.

Table 18: A summary of total number of errors recorded and their frequency of occurrence

	Silozi		Afrikaans		Oshiwambo	
	Total no. of errors recorded	Frequency of occurrence	Total no. of errors recorded	Frequency of occurrence	Total no. of errors recorded	Frequency of occurrence
Tenses	97	20	177	68	220	51
Articles	23	17	37	36	49	35
Preposition	100	54	34	27	57	36
Spelling	410	102	340	161	330	156
TOTAL	**630**	**193**	**588**	**292**	**656**	**278**

The results of the present study reveal that spelling was the most common error which could be found in the students' written work, with the total of 1874 errors recorded (see Table 2b). The analysis of occurrence of this type of error revealed that poor spelling arose in all three language groups' work. Students made almost similar errors in their writing. Silozi L1 speakers had a total of 410 spelling errors, which was the highest rate in comparison to Afrikaans and Oshiwambo speakers who made almost the same number of error in this category, 340 and 330 spelling errors respectively (see Table 18). The total number of spelling errors frequency of occurrence for all groups was 419. Of these Afrikaans had the highest number, 161 cases, Oshiwambo and Silozi had 156

and 102 respectively (see Table 18). These findings may suggest that poor spelling was a major learning difficulty for all three groups. However, some spelling errors appear to be the result of carelessness in writing rather than lack of knowledge.

The second highest number of errors made was within the error category of Tenses, with a total of 494 errors. Oshiwambo made the highest tense errors, 220, followed by Afrikaans speakers who had 177 tense errors. Silozi speakers had the least tense errors, that is, 97 (see Table 18). The frequency of Tense Errors recorded was 139, where Afrikaans recorded the highest number of 68 errors and Oshiwambo and Silozi recorded 51 and 20 respectively (see Table 18). The focus on tenses was mainly based on two areas, which are *wrong verb form used* and *Present tense form usage where the Past tense form is required*.

Prepositions are the third highest error category in this study, with a total of 191 errors. Silozi L1 speakers recorded the highest total number of errors which is 100, Oshiwambo recorded the second highest number of 57 and Afrikaans recorded the lowest 34 (see Table 18). Preposition errors frequency of occurrence results show the error rate of 117, where Silozi recorded the highest number of 54 cases, Oshiwambo and Afrikaans recorded 36 and 27 respectively (see Table 18). The investigation on prepositions was focused on *wrong substitution*, *unnecessary insertion* and *preposition omission.*

Article errors are the fourth highest error category in the work of all the subjects in this study. The rate of 109 was recorded for this error category. Oshiwambo in this case recorded the highest error rate of 49, while Afrikaans and Silozi recorded 37 and 23 cases respectively (see Table 18). Article errors frequency of occurrence results show the error rate of 88 cases, with Afrikaans and Oshiwambo recording almost the same number of frequency 36 and 35 respectively. Silozi recorded the least frequency of 17 cases (see Table 18). Article errors were primarily based on *wrong substitution*, *unnecessary insertion* and *article omission*. It is claimed by several studies (Hakuta, 1976:321-351; Keiko, 2003:59-60) that the English article system is considered one of the most difficult obstacles that face second language learners (L2), especially when it comes to those learners whose first language (L1) does not have a similar article

system. The three languages studied in this paper do not employ definite and indefinite articles' system such as English, and the results show article system to be one of the most problematic error categories identified.

4.6 Conclusion

In conclusion, Table 19 below summarises the frequency of occurrence of each error type per language group by indicating the level of occurrence. The results have been presented in the form of three categories, these are **highest, average** and **lowest** rate of frequency of occurrence.

Table 19: The frequency of occurrence of each error type recorded per language group

Error type	Highest	Average	Lowest
Tenses	B 68	C 51	A 20
Article	B 36	C 35	A 17
Prepositions	A 54	C 36	B 27
Spelling	B 161	C 156	A 102

Although Afrikaans recorded the lowest total number of 588 errors (see Table 18), the frequent rate of occurrence was the highest at 292 (see Table 3). Table 19 above also demonstrates that their number of error type occurrence was the highest, which means they made most errors in all error types categories than the other 2 language groups. The exception is, however, in prepositions where Afrikaans recorded the lowest of 27 cases for frequency of occurrence.

Oshiwambo recorded the highest total number of 656 errors (see Table 18), with the average frequent rate of 278 (see Table 3), however, their frequency of error type

occurrence remains consistent as average when compared to the other two groups as indicated in Table 19 above.

Silozi recorded 630 (see Table 18) total number of errors which is the average figure when compared to the other two language groups, with the least frequent rate of 193 (see Table 3). For the frequency of error type occurrence, Table 19 above illustrates that Silozi recorded the lowest cases for all the error types except preposition where they recorded the highest rate of 54 cases.

CHAPTER 5

SYNTHESIS OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1   Introduction

The aim of this study was to identify and compare the types of English language errors in the writing of Oshiwambo, Afrikaans and Silozi L1 speakers in Namibia as well as the frequency at which these errors occur in each group. The study involved 360 long written pieces of 180 participants from three ethnic groups namely Oshiwambo, Afrikaans and Silozi.

The present study sought to answer the following questions:

- What are the most common language errors made by the Grade 12 Namibian students who are L1 speakers of Oshiwambo, Afrikaans and Silozi?
- How frequent do these errors occur in their L2 written work?

The findings reveal that the hypothesis L1 speakers of Oshiwambo, Afrikaans and Silozi in Namibia, have error profiles in their English L2 written work that differ from each other and in their frequency of occurrence, was proved wrong. The three language groups, made similar errors in many respects. However, these errors occurred at different rates of frequency. The following section gives a synthesis of the research as a whole.

5.2 Synthesis of Findings

The first research question of this study sought to find out the types of language errors commonly made by the Grade 12 Namibian students who are L1 speakers of Silozi, Afrikaans and Oshiwambo.   This study focused on four of the language error types that were identified, namely: *tenses, articles, prepositions and spelling.*

Based on the findings of the present study, there was no significant difference in the number of errors recorded from each group. Oshiwambo students recorded the highest number of errors (656), followed by Silozi students that recorded 630 errors and Afrikaans recorded the lowest number, 588 errors.

The findings in this study contradict Kwok's (1998:15) research which shows that more errors can be detected in longer essays than from shorter ones. However, the findings are consistent with those of Llach et al.'s (2005:1-19) study of German and Spanish compositions which shows that lexical error production per composition was significantly higher for German participants whose compositions were less than half the length of the Spanish learners' essays. In this study, Afrikaans speakers, who wrote the highest number of words, produced the least number of errors. This shows that the length of the essay does not necessarily determine the number of errors.

The second question focused on finding out the frequency of occurrence of the identified errors in the learners' L2 written work. In this study, Afrikaans and Oshiwambo compositions recorded almost the same rate of occurrence of errors, that is 292 and 278 respectively. In contrast, Silozi students recorded the lowest rate of frequency of error types occurrence, that is 193 (See Table 18).

In this respect, the findings of this study are inconsistent with those of Randall (2005) and Ilomaki (2005) who claim that monolingual learners do not necessarily make the same errors as bilingual learners. It was the hypothesis of the present study that subjects from the three ethnic groups have error profiles in their English L2 written work that differ from each other and in their frequency of occurrence. On the contrary, the

results of the present study reveal that there was no big difference in the type of errors recorded from each group. The total numbers of errors recorded were almost the same (Oshiwambo 656, Silozi 630 and Afrikaans 588 errors). The only difference that occurred was in the rate of frequency of occurrence.

5.3 Limitations of the Research

Error analysis, while significant in the understanding of language learning,   also has limitations. There is a danger in giving too much attention to learners' errors as the teacher tends to become so preoccupied with noticing and correcting errors at the expense of the generation of meaningful language. Error analysis can keep us too closely focused on specific languages rather than viewing universal aspects of language (Xie & Jiang, 2007:13).

One of the critical uncontrolled variables that might have affected the study's results was the variation in the length of essays. Although care was taken to control of essays, some groups of learners still wrote longer pieces than others. Another factor that is likely to affect the study's results is time. The fact that the venues of examinations were different with different invigilators could result in inconsistency. Some invigilators might have been strict and adhered to time allocated while others may have been lenient and allowed students of more time.

In addition to the limitations discussed above, time was also a challenging factor for the researcher. "Quantitative experiments can be difficult and expensive and require a lot of time to perform. They must be carefully planned to ensure that there is complete randomisation and correct designation of control groups." (Shuttleworth, 2008:1). James (1998:204) indicates that humans are prone not only to commit language errors themselves, but also to err in their judgments of those errors committed by others. "The recognition of error ... depends crucially upon the analyst *[researcher],* making a correct interpretation of the learner's intended meaning of the context" (Corder, 1974:127). The

fact that the researcher is not an English native speaker could also be another factor that could affect the results of the study. The researcher may misinterpret the meaning of the context and regard it as an error.

Implications of findings on language learning

Language learning is a step-by-step process during which errors or mistakes are to be expected. Errors are visible proof that learning is taking place. EA is a valuable aid to identify and explain difficulties faced by learners. Candling (2001:69) considers the L2 learner's errors as potentially important for the understanding of the processes of language learning. Findings on error analyses can be used to determine what a learner still needs to be taught. They provide the necessary information about what is lacking in his or her competence. The findings of the present study point out the significance of learners' errors for they provide evidence of how language is learned and what strategies or procedures the learners are employing in learning the language. For instance, this study shows that spelling and tense errors are the most common errors for the three language groups studied. However, "We should be aware that different types of written material may produce a different distribution of error or a different set of error types" (Corder, 1974:126). Therefore, teachers should train and guide the learners to apply the right strategies to become better language users.

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The implication of error analysis to language learning and teaching can also be viewed from the aspect of language teachers and syllabus designers. Findings from error analysis provide feedback; they also tell the teachers something about the effectiveness of their teaching. EA serves as a reliable feedback to design remedial teaching methods and materials. Stark (2001:19) observes that teachers need to view students' errors positively and should not regard them as the learners' failure to grasp the rules and structures of English, but they should view the errors as a process of learning. Errors, if studied systematically, can provide significant insights into how a second language is

actually learned. Through EA educators are informed about devising appropriate materials and effective teaching techniques, and constructing tests suitable for different levels and needs of learners. If language educators know about all these points, there is a greater likelihood that the learning of English will be enhanced in this country.

5.4 Suggestions for Further Research

This study identified errors in Namibian students' written work, but did not stipulate reasons why these errors were made. My first recommendation is that this study be extended to investigating the origin of certain error patterns found in L2 written work of specific learners of the same mother tongue.

An exploration of the composing process and determining the strategies learners use in L2 learning has not been considered in this study. In order to learn more about L2 writers' usage of language I would recommend that further research be conducted in this area.

Lastly, in order to explore the composing process of L2 writers meaningfully, we need to understand how students compose in both their native languages and in English. I, therefore, recommend that further studies on ethnographic research in L2 writing be conducted that examine the writing process, along with the acquisition of communicative competence.

5.5   Conclusion

In second language teaching and learning, errors tend to be viewed negatively. Errors are usually considered to be a sign of inadequacy of the teaching and learning. However, it is now generally accepted that error making is a necessary part of learning

and language teachers should use the errors with a view of improving teaching. Ravem (1974:154) points out that "the more we know about language learning the more likely we are to be successful in our teaching of a second language".

As Lightbown and Spada (2000:176-192) argue when errors occur frequently, it is useful for teachers to bring the problem to the students' attention. The significance of this study is, therefore, to inform teachers, educators and language study material developers about the kind of errors that their target learners make. Easterby-Smith, Thorpe and Lowe (2002:44) state that "research adds power to everyday observations ..." If teachers, educators and study material developers become conscious of likely problem areas that face specific ethnic groups, they will be in a better position to put appropriate intervention strategies into place.

Finally, I concede that research of this nature is on-going and therefore no definite conclusions can be made because teaching and learning are both complex processes. While the results of the present study have given an insight into what types of errors are made by different ethnic groups and their frequency of occurrence, the findings can only be considered as suggestive. As Ilomaki (2005:76) clarifies, the results of studies of this nature cannot really be generalised and regarded as representing an entire population, since the study such as this one focused on three language groups only. Although much work remains to be done in the area of error correction in L2 writing, I hope this study contributes to the quest by Namibian teachers, learners and material developers to improve the standard of English language proficiency in Namibian schools.

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Appendix 1: ERROR ANALYSIS OF INDIVIDUAL PARTICIPANTS

i) Error analysis – Silozi

Determined Length of tasks

Task 1: minimum 80 words

　　　　maximum 110 words

Task 2: minimum 90 words

　　　　maximum 120 words

Key:

Tenses:	WVF	–	Wrong Verb Form
	Pr-P	–	Present Tense instead of Past Tense
Articles:	WS	–	Wrong Substitution
	UI	–	Unnecessary Insertion
	AO	–	Article Omitted
Prepositions:	WS	–	Wrong Substitution
	UI	–	Unnecessary Insertion
	PO	–	Preposition Omitted
Spelling:	SP	–	Spelling

Student	Marks obtained in 2 tasks	No of Words written Task 1 & 2	Tenses		Articles			Preposi-tions			SP	Total
			WVF	Pr-P	WS	UI	AO	WS	UI	PO		
1.	9	1. 81 2. 95	2	0	0	0	0	0	0	0	3	**5**
2.	7	1. 83 2. 95	1	2	0	0	0	1	0	0	4	**8**
3.	7	1. 82	1	2	0	0	1	0	0	0	2	**6**

		2. 91										
4.	10	1. 87 2. 94	2	2	0	0	0	1	0	0	4	**9**
5.	8	1. 86 2. 105	1	0	1	0	0	2	0	0	8	**12**
6.	11	1. 84 2. 92	0	1	0	1	0	2	1	0	1	**6**
7.	14	1. 104 2. 91	0	0	0	0	0	0	0	1	5	**6**
8.	6	1. 85 2. 109	1	0	0	0	0	0	0	0	15	**16**
9.	8	1. 79 2. 101	1	1	0	0	0	1	0	1	4	**8**
10.	9	1. 94 2. 95	0	0	0	0	0	2	1	0	6	**9**
11.	12	1. 106 2. 120	0	1	0	0	2	1	0	1	10	**15**
12.	7	1. 71 2. 103	1	0	0	0	0	2	0	0	14	**17**
13.	7	1. 90 2. 118	2	1	0	0	1	2	0	0	4	**10**
14.	11	1. 100 2. 120	0	0	0	1	0	1	2	1	6	**11**
15.	8	1. 85 2. 93	1	0	0	0	0	0	0	0	0	**1**
16.	7	1. 82 2. 111	0	0	0	0	0	0	1	0	10	**11**
17.	9	1. 81 2. 90	0	3	0	0	0	0	1	0	4	**8**
18.	10	1. 106	2	1	0	0	0	1	0	0	8	**12**

		2. 94										
19.	10	1. 97 2. 94	1	0	0	0	0	3	0	1	5	**10**
20.	9	1. 96 2. 90	0	1	0	0	0	1	1	0	4	**7**
21.	11	1. 105 2. 91	1	1	0	0	0	1	0	0	7	**10**
22.	7	1. 85 2. 105	3	2	0	0	0	1	1	0	7	**14**
23.	7	1. 89 2. 100	1	3	0	0	0	0	0	1	6	**11**
24.	9	1. 104 2. 113	0	0	0	0	0	0	0	2	1	**3**
25.	10	1. 87 2. 120	1	0	0	0	0	2	0	1	3	**7**
26.	8	1. 110 2. 103	6	0	0	0	0	2	0	0	7	**15**
27.	7	1. 92 2. 106	0	1	0	0	1	3	2	2	6	**15**
28.	5	1. 93 2. 104	1	1	0	0	0	3	2	1	9	**17**
29.	7	1. 81 2. 94	1	0	0	0	2	0	0	2	7	**12**
30.	8	1. 103 2. 120	1	1	0	0	0	1	0	0	6	**9**
31.	6	1. 80 2. 100	1	0	0	0	0	1	0	0	10	**12**
32.	7	1. 108 2. 120	1	0	0	0	0	1	0	1	10	**13**
33.	4	1. 81	0	0	0	0	0	0	0	0	6	**6**

		2. 90										
34.	0	1. 101 2. 95	0	1	0	0	0	0	0	0	5	**6**
35.	8	1. 81 2. 92	0	2	0	1	0	0	2	0	17	**22**
36.	10	1. 86 2. 93	1	1	0	0	0	2	0	0	2	**6**
37.	4	1. 94 2. 98	2	0	0	0	0	1	0	0	12	**15**
38.	9	1. 91 2. 109	1	2	0	0	0	0	2	0	9	**14**
39.	4	1. 95 2. 97	0	1	0	0	0	1	0	0	9	**11**
40.	8	1. 92 2. 91	0	1	0	0	0	1	2	1	8	**13**
41.	8	1. 110 2. 105	1	0	0	0	0	0	0	0	9	**10**
42.	7	1. 109 2. 110	3	2	0	0	0	1	0	0	11	**17**
43.	7	1. 110 2. 99	3	2	0	1	0	2	1	1	15	**25**
44.	10	1. 110 2. 120	2	0	0	0	0	0	1	0	4	**7**
45.	11	1. 85 2. 90	0	0	0	0	0	0	0	0	7	**7**
46.	7	1. 108 2. 97	1	0	0	3	1	0	0	0	5	**10**
47.	7	1. 110 2. 106	0	0	0	0	1	0	0	0	11	**12**
48.	10	1. 107	2	0	0	0	0	2	0	0	13	**17**

		2. 120									
49.	6	1. 110 2. 120	0	3	0	0	0	1	2	0	7	**13**
50.	3	1. 110 2. 93	0	4	1	0	1	1	0	0	7	**14**
51.	8	1. 110 2. 91	0	0	0	0	0	4	0	0	2	**6**
52.	11	1. 104 2. 102	0	0	0	0	0	0	0	0	10	**10**
53.	12	1. 99 2. 94	0	0	0	0	0	0	1	0	0	**1**
54.	11	1. 110 2. 120	1	0	1	0	1	1	0	0	5	**9**
55.	11	1. 110 2. 94	3	0	0	0	0	0	0	0	11	**14**
56.	13	1. 110 2. 120	0	0	0	0	1	1	0	1	6	**9**
57.	12	1. 110 2. 120	1	0	0	0	0	1	1	0	6	**9**
58.	11	1. 110 2. 111	0	0	0	0	0	0	1	1	4	**6**
59.	10	1. 110 2. 120	0	0	0	0	0	1	0	0	6	**7**
60.	12	1. 110 2. 107	0	0	0	0	1	0	0	1	7	**9**
TOTAL		**1. 5789** **2. 6181** **= 11 970**	**54**	**43**	**3**	**7**	**13**	**55**	**25**	**20**	**410**	**630**

ii) Error analysis – Afrikaans

Determined Length of tasks

Task 1:   minimum 80 words

maximum 110 words

Task 2:   minimum 90 words

maximum 120 words

Key:

Tenses: WVF   –   Wrong Verb Form

Pr-P   –   Present Tense instead of Past Tense

Articles: WS   –   Wrong Substitution

UI   –   Unnecessary Insertion

AO   –   Article Omitted

Prepositions: WS   –   Wrong Substitution

UI   –   Unnecessary Insertion

PO   –   Preposition Omitted

Spelling: SP   –   Spelling

Student	Marks obtained in 2 tasks	No of Words written Task 1 & 2	Tenses			Articles			Prepos-itions			SP	Total
			WVF	Pr-P	DP	WS	UI	AO	WS	UI	PO		
1.	13	1. 105 2. 120	1	1	0	0	0	1	0	0	0	5	**8**
2.	12	1. 110 2. 120	4	0	0	0	0	0	0	1	0	7	**12**
3.	10	1. 80 2. 114	1	0	0	0	0	0	0	0	0	9	**10**

4.	11	1. 94 2. 118	3	1	2	0	0	0	0	0	0	2	**8**
5.	12	1. 80 2. 102	0	0	0	1	0	0	0	0	0	13	**14**
6.	8	1. 110 2. 107	3	0	0	0	0	0	1	0	0	13	**17**
7.	4	1. 82 2. 108	2	3	0	0	0	0	0	0	0	4	**9**
8.	10	1. 93 2. 119	1	2	0	0	0	0	1	0	0	4	**8**
9.	6	1. 82 2. 118	3	2	1	0	0	0	0	0	0	1	**7**
10.	9	1. 80 2. 119	2	0	0	0	0	0	2	0	0	11	**15**
11.	17	1. 110 2. 120	0	0	0	0	0	0	0	0	0	1	**1**
12.	11	1. 110 2. 120	0	0	0	0	0	0	1	0	0	17	**18**
13.	11	1. 110 2. 120	2	2	2	0	0	0	1	0	1	5	**13**
14.	13	1. 110 2. 120	1	3	0	1	0	0	0	1	0	4	**10**
15.	15	1. 110 2. 120	0	0	0	0	0	0	0	0	0	3	**3**
16.	16	1. 110 2. 120	2	0	0	0	1	0	0	0	2	3	**8**
17.	14	1. 110 2. 120	2	1	0	1	0	2	0	0	0	0	**6**

No.		1./2.											Total
18.	7	1. 110 2. 120	7	3	0	0	0	1	2	1	1	13	**28**
19.	10	1. 110 2. 120	2	1	0	0	0	0	0	0	0	2	**5**
20.	3	1. 110 2. 120	2	0	0	0	0	3	0	0	0	7	**12**
21.	9	1. 110 2. 120	2	0	0	0	0	0	0	0	0	9	**11**
22.	8	1. 110 2. 120	1	2	1	0	0	0	0	0	0	13	**17**
23.	9	1. 110 2. 120	1	0	0	1	0	1	0	0	0	1	**4**
24.	15	1. 110 2. 120	1	0	0	0	0	0	0	0	1	5	**7**
25.	13	1. 110 2. 120	1	2	0	0	0	0	0	0	0	3	**6**
26.	7	1. 110 2. 120	2	6	0	0	0	0	2	0	0	8	**18**
27.	5	1. 110 2. 120	2	1	0	0	0	0	0	1	0	2	**6**
28.	8	1. 110 2. 120	3	0	0	0	0	0	0	0	0	6	**9**
29.	9	1. 110 2. 115	5	0	0	0	0	0	1	1	0	5	**12**
30.	10	1. 110 2. 120	3	2	0	1	0	1	0	1	0	6	**14**
31.	9	1. 94 2. 107	0	5	0	0	0	0	0	0	0	2	**7**

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32.	12	1. 110 2. 120	5	5	0	0	0	1	0	0	1	1	**13**
33.	13	1. 110 2. 120	1	3	0	0	0	0	1	0	0	2	**7**
34.	11	1. 110 2. 120	0	0	0	1	0	1	0	0	0	3	**5**
35.	12	1. 110 2. 120	0	0	0	0	0	0	0	0	0	6	**6**
36.	12	1. 110 2. 120	0	3	0	0	0	0	0	0	0	3	**6**
37.	16	1. 110 2. 120	2	0	0	0	0	0	0	0	0	2	**4**
38.	8	1. 110 2. 103	2	1	0	1	0	2	0	0	0	6	**12**
39.	9	1. 110 2. 120	4	3	0	0	1	0	1	0	0	4	**13**
40.	11	1. 110 2. 120	5	1	0	1	1	0	0	0	0	3	**11**
41.	10	1. 99 2. 104	1	1	0	0	0	0	0	0	0	12	**14**
42.	9	1. 110 2. 120	1	0	1	0	1	0	0	0	1	2	**6**
43.	6	1. 110 2. 120	3	0	1	0	0	1	0	0	0	9	**14**
44.	12	1. 110 2. 120	4	0	0	0	1	1	0	0	0	4	**10**
45.	7	1. 110 2. 120	2	1	0	0	1	0	0	0	0	20	**24**

46.	13	1. 110 2. 120	0	0	0	0	0	0	1	0	0	4	**5**
47.	13	1. 110 2. 120	1	0	0	0	0	0	0	0	0	5	**6**
48.	13	1. 110 2. 120	0	0	0	0	0	0	0	0	1	5	**6**
49.	15	1. 110 2. 120	0	0	0	0	0	1	1	0	0	4	**6**
50.	9	1. 110 2. 120	2	0	0	0	0	0	0	0	0	12	**14**
51.	8	1. 110 2. 120	6	2	0	0	0	0	0	0	1	4	**13**
52.	11	1. 110 2. 120	3	2	0	0	0	0	0	0	0	6	**11**
53.	10	1. 110 2. 120	1	1	0	0	0	0	0	0	0	9	**11**
54.	6	1. 110 2. 120	2	1	0	1	0	0	0	0	0	5	**9**
55.	13	1. 110 2. 120	0	1	0	0	0	0	0	0	0	2	**3**
56.	9	1. 110 2. 111	0	0	0	0	0	0	2	0	0	9	**11**
57.	9	1. 110 2. 120	0	0	0	2	0	0	0	0	0	3	**5**
58.	11	1. 110 2. 120	0	1	0	3	0	0	2	0	0	5	**11**
59.	11	1. 110 2. 111	0	0	0	0	0	0	0	0	0	3	**3**

60.	12	1. 110 2. 120	2	8	0	0	1	0	0	0	0	3	**14**
TOTAL		**1.6389** **2. 7076** **= 13 465**	**106**	**71**	8	**14**	**7**	**16**	**19**	**6**	**9**	**340**	**596**

iii) Error analysis – Oshiwambo

Determined Length of tasks

Task 1:   minimum 80 words

maximum 110 words

Task 2:   minimum 90 words

maximum 120 words

Key:

Tenses: WVF   –   Wrong Verb Form

Pr-P   –   Present Tense instead of Past Tense

Articles: WS   –   Wrong Substitution

UI   –   Unnecessary Insertion

AO   –   Article Omitted

Prepositions: WS   –   Wrong Substitution

UI   –   Unnecessary Insertion

PO   –   Preposition Omitted

Spelling: SP   –   Spelling

Student	Marks obtained in 2 tasks	No of Words written Task 1 & 2	Tenses			Articles			Preposi-tions			SP	Total
			WVF	Pr-P	DP	WS	UI	AO	WS	UI	PO		
1.	9	1. 89 2. 120	0	2	0	0	0	0	0	0	1	2	**5**
2.	8	1. 80 2. 92	0	3	0	0	0	0	1	1	0	4	**9**
3.	9	1. 88 2. 102	4	2	0	0	0	2	2	2	0	4	**16**
4.	9	1. 96 2. 120	2	2	0	0	0	0	0	0	0	6	**10**
5.	8	1. 94 2. 120	6	1	0	0	1	2	1	0	0	5	**16**
6.	9	1. 86 2. 117	4	4	0	0	1	2	0	1	1	2	**15**
7.	11	1. 86 2. 100	3	1	0	0	0	0	0	0	0	6	**10**
8.	11	1. 100 2. 120	2	5	0	0	0	0	0	0	0	4	**11**
9.	11	1. 82 2. 93	4	2	0	0	0	1	0	0	0	5	**12**
10.	11	1. 91 2. 100	2	2	0	0	1	1	0	0	0	6	**12**
11.	9	1. 82 2. 120	0	1	0	0	0	0	0	0	0	2	**3**
12.	11	1. 88 2. 117	4	0	0	0	0	0	0	0	0	4	**8**
13.	11	1. 99	0	2	0	0	0	1	0	0	0	3	**6**

		2. 120											
14.	9	1. 102 2. 120	0	0	0	0	0	0	1	0	0	8	**9**
15.	11	1. 85 2. 96	0	0	0	0	0	0	0	0	0	4	**4**
16.	8	1. 85 2. 120	1	3	0	0	0	0	3	1	0	1	**9**
17.	8	1. 97 2. 99	1	1	0	0	0	0	0	0	0	6	**8**
18.	7	1. 91 2. 114	6	0	0	0	0	0	1	0	1	6	**14**
19.	9	1. 93 2. 99	0	0	0	0	0	1	0	0	0	8	**9**
20.	10	1. 101 2. 109	1	0	0	0	0	0	0	0	0	2	**3**
21.	9	1. 85 2. 103	0	0	0	0	0	0	2	0	0	2	**4**
22.	7	1. 104 2. 120	1	7	0	0	0	1	2	0	0	7	**18**
23.	8	1. 95 2. 120	5	4	0	1	1	1	3	2	0	4	**21**
24.	8	1. 100 2. 120	1	1	0	0	0	0	0	0	0	4	**6**
25.	5	1. 98 2. 120	2	1	0	1	1	0	1	1	0	11	**18**
26.	7	1. 87 2. 109	2	1	0	0	2	0	1	0	0	9	**15**
27.	10	1. 100	13	0	0	0	1	1	0	0	0	4	**19**

		2. 120											
28.	7	1. 91 2. 120	3	1	0	0	0	0	1	0	0	5	**10**
29.	8	1. 92 2. 95	0	0	0	0	0	0	0	0	0	11	**11**
30.	8	1. 104 2. 92	5	0	0	1	1	0	2	0	0	5	**14**
31.	9	1. 87 2. 106	4	0	0	0	0	0	0	0	0	5	**9**
32.	7	1. 107 2. 120	1	0	3	0	0	0	1	0	0	6	**11**
33.	7	1. 110 2. 120	4	4	0	0	0	0	3	0	0	1	**12**
34.	7	1. 86 2. 106	2	1	1	0	2	0	0	0	0	4	**10**
35.	11	1. 96 2. 120	4	2	3	0	0	1	0	0	0	1	**11**
36.	8	1. 80 2. 120	4	3	0	0	2	0	1	1	1	8	**20**
37.	7	1. 91 2. 107	5	6	0	1	1	3	2	0	0	9	**27**
38.	6	1. 84 2. 98	4	1	0	0	0	0	0	0	2	7	**14**
39.	8	1. 82 2. 120	5	2	0	0	0	0	2	0	0	8	**17**
40.	9	1. 80 2. 118	2	3	0	0	0	1	0	0	0	11	**17**
41.	8	1. 88	3	2	0	0	0	2	1	0	0	14	**22**

		2. 120											
42.	7	1. 83 2. 107	6	0	0	0	0	0	1	0	0	4	**11**
43.	8	1. 101 2. 120	1	1	0	0	0	0	1	1	0	7	**11**
44.	4	1. 110 2. 115	2	2	2	0	1	0	0	0	0	14	**21**
45.	16	1. 110 2. 120	0	1	1	0	0	0	0	0	0	4	**6**
46.	11	1. 110 2. 120	1	2	0	0	0	0	1	0	0	1	**5**
47.	10	1. 97 2. 91	1	1	0	0	0	1	1	0	0	3	**7**
48.	11	1. 110 2. 120	0	1	0	0	1	0	0	0	0	11	**13**
49.	13	1. 106 2. 105	0	2	0	0	0	1	2	0	0	5	**10**
50.	12	1. 100 2. 119	0	1	0	0	0	0	0	1	0	7	**9**
51.	17	1. 110 2. 120	0	1	0	0	0	0	0	0	0	2	**3**
52.	10	1. 110 2. 108	0	1	0	0	0	0	0	0	0	1	**2**
53.	8	1. 110 2. 113	4	2	1	0	1	0	1	0	0	7	**16**
54.	8	1. 110 2. 120	0	2	0	0	0	1	0	0	0	6	**9**
55.	12	1. 98	0	0	0	0	0	0	0	0	0	9	**9**

		2. 96											
56.	9	1. 103 2. 108	0	1	0	0	1	2	0	0	0	8	**12**
57.	11	1. 110 2. 120	1	4	0	0	0	0	2	0	0	2	**9**
58.	11	1. 110 2. 120	0	1	0	0	1	0	0	0	0	3	**5**
59.	11	1. 110 2. 120	1	0	0	0	1	0	0	0	0	5	**7**
60.	11	1. 110 2. 120	0	0	0	0	0	0	0	0	0	7	**7**
TOTAL		**1. 5770 2. 6734 = 12 504**	**127**	**93**	**11**	**4**	**20**	**25**	**40**	**11**	**6**	**330**	**667**

Appendix 2:   TENSE ERRORS

a) Tense Errors recorded - Silozi

Key: Frequency of occurrence

*	=	appeared a few times
**	=	appeared several times
***	=	appeared very often

Types of tense errors found

Key: WVF   =   wrong verb form

         Pr-P   =   Present tense used instead of Past tense

	Wrong Verb Form (WVF)	
	Error	**Correction**
WVF	1) I saw lots of things which I <u>was not expecting</u> to see.	[I did not expect to see]
WVF	2) Learners <u>will are not</u> very much happy …	[are not]
WVF	3) … they <u>would have benefit</u> more …	[would have benefited]
WVF	4) Their accommodation is paid already and <u>costed</u> them a lot of money.	[cost]
WVF	5) … learners <u>would ⬚ broader</u> their mind*(s)*.	[could have broaden]
WVF	6) … learners <u>were really want</u> to go to *(on)* that trip.	[really wanted]
WVF	7) … where they <u>could ⬚ learn and gain</u> more information.	[could have learned and gained]
WVF	8) … they were <u>suppose to</u> visit …	[supposed to]
WVF	9) … there you <u>will found ⬚</u> that …	[find out]
WVF	10) The trip that <u>has ⬚ cancelled</u> by the school board …	[has been cancelled]

WVF	11) … see things that they <u>use to learn</u> …	[they used to learn / they learn]
WVF	12) … the tour which <u>is now heard</u> *(had)* to be cancelled.	[which is now cancelled]
	Present tense used instead of Past tense (Pr-P)	
	Error	**Correction**
Pr-P	1) I visited … … where I <u>spend</u> three days	[spent]
Pr-P	2) I entered the market and <u>walk</u> around …	[walked]
Pr-P	3) … when I <u>come</u> out from the shop …	[came]
Pr-P	4) … maybe in the future they can <u>became</u> someone important.	[become]
Pr-P	5) The best thing I saw <u>is</u> the cultural group.	[was]
Pr-P	6) They <u>are selling</u> …	[were selling]
Pr-P	7) The best thing I saw was people <u>are</u> very quit *(quite)* interested …	[were]
Pr-P	8) I arrived early to the place so that I <u>can</u> have time to …	[could]

b)   Tense Errors recorded - Afrikaans

Key: Frequency of occurrence

*   =   **appeared a few times**

**   =   **appeared several times**

***   =   **appeared very often**

Types of tense errors found

Key: WVF   =   wrong verb form

           Pr-P   =   Present tense used instead of Past tense

	Wrong Verb Form (WVF)	
	Error	**Correction**
WVF ***	1) All of us <u>have help</u> with planning.	[have helped]
WVF	2) <u>When've</u> reached Swakopmund …	[When we've reached]
WVF **	3) The best thing that I <u>had saw</u> was …	[had seen]
WVF	4) … the tour <u>was been cancelled</u>…	[has been cancelled]
WVF	5) We <u>had plan</u> to take …	[had planned]
WVF	6) It <u>had be cancelled</u>.	[had been cancelled]
WVF	7) … I <u>haven't know</u> that…	[haven't known]
WVF	8) … we <u>would have visit</u>…	[would have visited]
WVF *	9) … that I<u>'ve ever saw</u>.	[I've ever seen]
WVF	10) I<u>'d never saw</u> …	[I'd never seen]
WVF	11) One of local singers <u>tooked</u> me upon *(up on)* stage.	[took]
WVF **	12) Learners could <u>have learn</u> …	[have learnt]

WVF ***	13) They could <u>have gain</u> a lot …	[gained]
WVF	14) The tour had just to <u>gone</u> on.	[go]
WVF	15) We <u>will go</u> to …	[would have gone]
WVF	16) The learners <u>were start believing</u> that …	[started believing]
WVF	17) … and the headmaster <u>has give</u> us a …	[has given]
WVF	18) … prices <u>have been win</u>.	[have been won]
WVF	19) Whe *(we)* <u>have also see</u> in our dreams …	[have also seen]
WVF	20) As we <u>have already sit</u> down for our end of year exams …	[have already sat]
WVF	21) We <u>have tolk</u> *(talk)* with …	[have talked]
WVF	22) There <u>would of been</u> so many *(much)* fun.	[would have been]
WVF	23) This <u>would've be</u> just the ideal tour.	[would've been]
WVF *	24) … who was <u>suppose to attend</u> …	[supposed to attend]
WVF	25) We <u>were already finish</u> with…	[were already finished]
WVF	26) … at the location were *(where)* we <u>haved</u> braai *(roast)* the meat.	[had *roasted*]
WVF	27) We as a *(an)* 'f' group <u>haved win</u> the …	[won]
WVF **	28) We <u>do borrowed</u> money from the banks …	[borrowed]
WVF	29) … stalls you <u>could have buy</u> different things …	[could have bought]
WVF ***	30) They also <u>did have</u> big tents …	[had]
WVF ***	31) The stalls that <u>did sell</u> handbags were many.	[sold]
WVF	32) … a market I <u>have been visited</u> recently.	[have visited]
WVF	33) I <u>have saw</u> so many things.	[have seen]

***		
WVF	34) This is the best thing I <u>had saw</u> that day.	[saw]
WVF	35) … the trip that <u>is been cancelled</u>.	[has been cancelled]
WVF ***	36) I <u>have write</u> this letter …	[have written]
WVF	37) … learners <u>would have learn</u> a lot.	[would have learnt]
WVF ***	38) We <u>have plan</u> a lots of things.	[have planned]
WVF	39) You <u>should've swallow</u> a mouse and …	[should've swallowed]
WVF	40) They would <u>have buy</u> new stuff …	[would have bought]
WVF	41) … <u>to heard</u> about the cancellation …	[to hear]
WVF	42) Most of our learners <u>haved been</u> out for …	[have been]
WVF	43) I <u>was ask</u> to deliver the …	[was asked]
WVF ***	44) There they <u>did have</u> a church festival.	[had]
WVF ***	45) I <u>did enjoy</u> looking at animals.	[enjoyed]
WVF ***	46) I <u>did really make</u> a great effort.	[really made]
WVF ***	47) I even went on the internet to <u>go look</u> out for …	[go and look]
WVF	48) … interesting places that can be <u>visit</u> …	[visited]
WVF ***	49) I <u>did feel</u> as if a *(I)* did not have parents.	[felt]
WVF	50) Learners <u>would have saw</u> what they really …	[would have seen]
WVF ***	51) I <u>have go</u> to the games …	[have gone]
WVF *	52) It was so painful <u>to heard </u>that the tour <u>has being</u>	[to hear]; [has been

	cancelled.	cancelled]
WVF	53) They have really looking forward to go …	[have really looked]
WVF	54) … some of the luck people woned.	[won]
	Present tense used instead of Past tense (Pr-P)	
	Error	**Correction**
Pr-P	1) Most of *(the)* time we just walk around.	[walked]
Pr-P	2) Even though they want to have fun, they also felt that…	[wanted]
Pr-P	3) … they ask why…	[asked]
Pr-P	4) I just sit and enjoyed my drink.	[sat]
Pr-P	5) We also have a "braai".	[had]
Pr-P	6) Some friends and me *(I)* have to braai the meat …	[had]
Pr-P	7) The group that can braai and sell … … wins a jumping castle.	[could]; [won]
Pr-P *	8) I visit a market, it was horrible.	[visited]
Pr-P	9) … we contact and talk to people.	[contacted and talked]
Pr-P	10) When I was in Windhoek I have been visiting a market.	[visited]
Pr-P	11) We have announced the tour four months ago.	[announced]
Pr-P	12) It was an unforgettable day, people are enjoying.	[were]
Pr-P ***	13) I have visit a market last month …	[visited]
WVF& Pr-P	14) When we have been getting hungry, we buy food.	[got hungry]; [bought]

c)   Tense Errors recorded - Oshiwambo

Key: Frequency of occurrence

*   =   **appeared a few times**

**   =   **appeared several times**

***   =   **appeared very often**

Types of tense errors found

Key: WVF   =   wrong verb form

         Pr-P   =   Present tense used instead of Past tense

	Wrong Verb Form (WVF)	
	Error	**Correction**
WVT	1) I <u>was not want</u> the event to come at the end.	[did not want]
WVT	2) There were prizes to be <u>wonned</u>.	[won]
WVT	3) Our school <u>is planned</u> to go …	[planned]
WVT	4) I <u>was visit</u> *(a)* market.	[visited]
WVT	5) When I finished I <u>was fill</u> *(in)* the form to win some prizes.	[filled]
WVT	6) Apart from that I <u>have mention</u> …	[have mentioned]
WVT	7) We were happy <u>to heard</u> about it.	[to hear]
WVT **	8) I <u>was feel</u> like wanted to become …	[felt]
WVT	9) We saw most of the traditional food that we ⬚ <u>never seen</u> before.	[had]
WVT	10) … the decision that the school board <u>has make.</u>	[has made]
WVT **	11) We <u>did plan</u> to get some money from our parents.	[planned]
WVT	12) The activities we <u>done</u> <u>are</u> like …	[did; were]

WVT **	13) It was my first time <u>to won</u> such a prize.	[to win]
WVT	14) I <u>were visit</u> this market last holiday.	[visited]
WVT	15) We <u>were organise</u> many things which are impossible to be cancelled out.	[organised]
WVT	16) … the needs that we *(are)* <u>suppose to</u> have in our trip.	[supposed to]
WVT	17) Learners <u>are not</u> feel good.	[do not]
WVT	18) I <u>had win</u> a lot of prizes.	[won]
WVT	19) Do you know why I <u>am say</u> so?	[am saying]
WVT	20) They <u>did not feeling</u> well about …	[did not feel]
	21) We <u>are not feel</u> well.	[do not feel]
WVT	22) … but later on we <u>were telling</u> that no more tour.	[were told]
WVT	23) I <u>had been take</u> part on …	[took]
WVT	24) I <u>have saw</u> one nice trophy.	[have seen]
WVT	25) I <u>was felted</u> good because …	[felt]
WVT	26) You could become femous as I <u>am became</u> femous.	[became]
WVT	27) It <u>will also gives</u> us some …	[will also give]
WVT	28) I <u>were</u> sitting on an comfortable chair …	[was]
WVT	29) I <u>was</u> very much <u>feel</u> okay.	[I was feeling okay.]
WVT	30) People <u>had enjoy</u> the day.	[enjoyed]
WVT	31) I <u>has been visited</u> a market day on 28 Sept …	[visited]
WVT	32) We <u>were visited</u> a market and it was very <u>interested</u>.	[visited]; [interesting]
WVT	33) I want <u>to gave</u> you …	[to give]
WVT	34) This <u>was suprise</u> me.	[surprised]
WVT	35) They <u>were take</u> me to the market.	[took]
WVT	36) We are going <u>to met</u> to change …	[to meet]
WVT	37) … where I <u>have took</u> part.	[have taken]

WVT	38) Recently, I <u>have been visited</u> at Oshakati Game shopping.	[visited]
WVT	39) I <u>have recently visit</u> the market …	[have recently visited]
	Present tense used instead of Past tense (Pr-P)	
	Error	**Correction**
Pr-P	1) There I <u>learn</u> more about …	[learnt/learned]
Pr-P ***	2) The best thing I saw there <u>is</u> the …	[was]
Pr-P	3) I talked with *(the)* learners and they <u>say</u> that they <u>are</u> unhappy.	[said]; [were]
Pr-P	4) They even <u>end up</u> insulting teachers.	[ended up]
Pr-P	5) They felt unhappy and even some <u>are cry</u>.	[were crying]
Pr-P	6) Our school <u>has organised</u> a market day which we enjoyed very much.	[had organised]
Pr-P	7) <u>I am also won</u> a prize because I <u>perform</u> well.	[I also won]; [performed]
Pr-P	8) Its *(It's)* because I <u>have do</u> well in dancing.	[did]
Pr-P	9) We went there and <u>take</u> part on many things.	[took]
Pr-P	10) I saw an interesting cell phone, it <u>is</u> the best of all in the market.	[was]
Pr-P & WVT	11) All of the learners <u>are</u> happy <u>to heard</u> that there <u>is</u> *(a)* school tour.	[were]; [to hear]; [was]
Pr-P & WVT	12) I <u>have also win</u> some of the prizes to be <u>winned</u>.	[also won]; [won]

Appendix 3:   Article Errors

a) Article errors recorded - Silozi

Types of article errors found

Key: WS   =   wrong substitution

AO   =   article omission

UI   =   unnecessarily insertion

Ø   =   zero article

Type of error	Error	Correction
	Wrong Substitution (WS)	
WS	1) At <u>a</u> market I enjoyed a lot of things.	[the]
	Unnecessary Insertion (UI)	
UI	1) … to know many things concerning life and <u>the</u> nature.	[Ø]
UI	2) This tour has <u>an</u> important benefits.	[Ø]
UI	3) I saw <u>a</u> very good preparations.	[Ø]
UI	4) There is <u>a</u> music where customer can enjoy them self.	[Ø]
	Article Omission (AO)	
AO	a. 1) … we ate in ▯ evening by <u>the</u> *(that)* time the foods are *(were)* rotting.	[the]
AO	2) … situated in ▯ west of Namibia.	[the]
AO	3) … to see different places and ▯ <u>language*(s)*</u> which other people uses in the country.	[the languages]
AO	4) We have to continue with ▯ tɑr.	[the]

AO	5) I visited Mambali market during ▯ holiday.	[the]
AO	6) On behalf of ▯ learners …	[the]
AO	7) We have made several arrangements like ▯ type of a car they will use.	[the]
AO	8) It was ▯ market day celebration.	[a]
AO	9) I respectly *(respectfully)* asked for ▯ minute.	[a]
AO	10) I did not knew *(know)* that ▯ woman can …	[a]
AO	11) … compete with other learners in ▯ football match.	[a]
AO	12) … they really need to <u>be in</u> (go on) ▯ tour.	[a]

b) Article errors recorded - Afrikaans

Types of article errors found

Key:	WS	=	wrong substitution
	AO	=	article omission
	UI	=	unnecessarily insertion
	Ø	=	zero article

Type of error	Error	Correction
	Wrong Substitution (WS)	
WS	1) We as a 'f' group won …	[an]
WS	2) I think as a organiser …	[an]
WS	3) I have walked a extra mile to organise …	[an]
WS	4) … they were ropped *(robbed)* of a opportunity …	[an]
WS	5) The prize was won by a eight year old boy.	[an]
WS	6) As the organiser of a unsuccessful tour …	[an]
WS	7) It was a unforgettable day …	[an]
WS	8) … they will make it more like a educational tour.	[an]
WS	9) As a organiser of the trip …	[an]
WS	10) … they saw the trip as an wonderful oppurtunity …	[a]
WS	11) I went to an market day …	[a]
WS	12) … to get an cool drink …	[a]
WS	13) … and I come to an conclusion.	[a]
WS	14) We had an market day.	[a]
	Unnecessary Insertion (UI)	
UI	1) We buy some cool drinks and hot dogs for the lunch.	[Ø]

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UI	2) … was astonished by that *(the)* beautiful sites on <u>the</u> stage.	[Ø]
UI	3) Seeing them crying brings <u>a</u> pain to my heart.	[Ø]
UI *	4) On <u>the</u> 24 September 2007, I visited …	[Ø]
UI	5) One <u>a</u> man head …	[Ø; One man's head]
UI	6) It was just for <u>the</u> fun.	[Ø]
UI	7) … but <u>the</u> time have *(has)* caut *(caught) (up with)* me.	[Ø]
Article Omission (AO)		
AO	1) Most of ⍰ time we …	[the]
AO	2) … and the organisers of ⍰ trip …	[the]
AO	3) I saw ⍰ market …	[the]
AO	4) I enjoyed ⍰ jumping castle …	[the]
AO	5) I went on a tour around ⍰ market.	[the]
AO	6) In ⍰ past few months I visited …	[the]
AO	7) ⍰ First thing I did was …	[The]
AO	8) … at ⍰ place like that you expect fighting.	[a]
AO	9) To be ⍰ child is the most wonderful thing.	[a]
AO	10) … with ⍰ young beautiful girl.	[a]
AO	11) We are planning to have ⍰ trip to Swakopmund.	[a]
AO	12) The best thing I saw was ⍰ dragon.	[a]
AO	13) … to sing that nigh *(night)* as ⍰ choir of the school.	[a]
AO	14) As ⍰ organiser of the trip and also as ⍰ school learner …	[an]; [a]
AO	15) As ⍰ organiser, I ask you …	[an]

c) Article errors recorded - Oshiwambo

Types of article errors found

Key: WS = wrong substitution

AO = article omission

UI = unnecessarily insertion

Ø = zero article

Type of error	Error	Correction
	Wrong Substitution (WS)	
WS	1) … if it's possible to organise <u>an</u> meeting …	[a]
	Unnecessary Insertion (UI)	
UI	1) I was performing with my crew on <u>the</u> stage.	[Ø]
UI	2) I was given <u>a</u> N$ 500-00.	[Ø]
UI	3) All the learners <u>a</u> believe that …	[Ø]
UI	4) … things such as selling <u>a</u> food's …	[Ø]
UI	5) … because I eat <u>a</u> too much.	[Ø]
UI	6) Now as we are <u>a</u> learners …	[Ø]
UI	7) … if there is <u>the</u> enough time to go to *(on)* a tour.	[Ø]
UI	8) … related to our fields *(of studies)* especial about <u>the</u> physical science.	[Ø]
UI	9) … take <u>a</u> part on *(in)* many things.	[Ø]
UI	10) I want to express the feelings on <u>the</u> behalf of the learners.	[Ø]
UI	11) Further more we cooking *(cooked)* <u>a</u> traditional food.	[Ø]
UI	12) I played <u>a</u> very funny games there.	[Ø]
UI &AO	13) … and have ⊡ party <u>a</u> *(at)* the river side.	[a]; [Ø]

UI&AO	14) I participated in ▢ quiz where I won a prizes.	[a]; [Ø]
	Article Omission (AO)	
AO&UI	1) … and have ▢ party a *(at)* the river side.	[a]; [Ø]
AO&UI	2) I participated in ▢ quiz where I won a prizes.	[a]; [Ø]
AO	3) … and come up with ▢ different idea.	[a]
AO	4) I was visit ▢ market …	[a]
AO	5) … they failed to go *(on)* ▢ tour.	[a]
AO	6) Behind *(At the back of)* each card there is ▢ question which you have to …	[a]
AO	7) There was ▢ school tour.	[a]
AO	8) I participated in ▢ debaiting club.	[a]
AO	9) Our school has planned to have ▢ tour.	[a]
AO	10) … because I won ▢ N$ 1000 cheque …	[a]
AO	11) There was ▢ jumping castle.	[a]
AO	12) We do *(did)* ▢ lot of things …	[a]
AO	13) I was busy dancing to ▢ music for *(of)* different artists.	[the]
AO	14) We visited some of ▢ markets in our country at *(in)* the northern side at Oshakati.	[the]
AO	15) It's not good to cancel ▢ tour like that.	[the]
AO	16) … to visit ▢ place and see different things.	[the]
AO	17) All ▢ games I had planned I won.	[the]
AO	18) … it's at ▢ lowest price …	[the]
AO	19) ▢ Fashion show says it all …	[The]
AO	20) As I am ▢ organiser of …	[an]

Appendix 4:   Preposition Errors

a)   Preposition Errors recorded - Silozi

Key: Frequency of occurrence

*	=	appeared a few times
**	=	appeared several times
***	=	appeared very often

Types of preposition errors found

Key:	WS	=	wrong substitution
	PO	=	preposition omission
	UI	=	unnecessarily insertion
	Ø	=	zero preposition

Type of error	Error	Correction
	Wrong Substitution (WS)	
WS	1) … the situation they would like to see <u>at</u> Walvisbay.	[in]
WS	2) … to take those learners <u>to</u> the tour …	[on]
WS **	3) When I arrived <u>in</u> the market …	[at]
WS	4) Learners could benefit <u>about</u> the trip.	[from]
WS	5) Learners could benefit <u>on</u> their tour.	[from]
WS	6) I am writing this letter <u>in concern of</u> my school mates.	[concerning]
WS	7) Things were done <u>according to</u> time.	[on]
WS&PO	8) … the *(they)* have to search ⬚ information <u>of</u> their own.	[for]; [on]
WS	9) The learners were very disappointed <u>about</u> your decision.	[by]

WS	10) <u>On</u> my visit I saw …	[during]
WS	11) Thanks very much <u>to</u> this opputunity *(opportunity)*.	[for]
WS	12) … they really need <u>to be in</u> tour.	[to go on a tour]
WS	13) … they are many thing*(s)* which we can see <u>during</u> our way.	[on]
WS	14) … when I come *(came)* out <u>into</u> the shop …	[from]
WS	15) … the cancelling of our country tour <u>from</u> the school bord *(board)*…	[by]
WS	16) … how the learners feel <u>on</u> this decision.	[about]
WS	17) … how those people prepare*(d)* food <u>to</u> the people who came to buy.	[for]
WS	18) I visited Mambali market <u>in a weeks time</u> during holiday.	[for a week]
WS	19) … food to eat <u>in</u> our way.	[on]
WS	20) The learners will benefit <u>in</u> the tour …	[from]
WS	21) I saw many things <u>on</u> the market.	[in]
WS	22) There will be some activities <u>on</u> the market.	[at]
WS	23) … informing us <u>in</u> time …	[on]
WS	24) This tour was very good <u>to</u> learners.	[for]
WS	25) … they would have benefited more <u>about</u> the subjects they are learning …	[for]
WS	26) … looking forward <u>for</u> your reply.	[to]
WS	27) <u>To</u> the other side of the market, there is *(was)* …	[On]
WS	28) I was interested <u>to</u> performance of …	[in]
?? WS	29) … to sell <u>in</u> the market.	[on]
WS	30) … dissapointed about what you did, <u>of</u> cancelling our tour.	[when cancelled]
WS **	31) … learners were really want to go <u>to</u> that trip.	[on]
WS	32)… the learners feelings about your decision <u>on</u> cancelling the trip.	[of cancelling / to cancel]

UI/WS	33) … which could *(have)* benefited many <u>from</u> learners.	[Ø / of the]
	Unnecessary Insertion (UI)	
UI/WS	1) … which could *(have)* benefited many <u>from</u> learners.	[Ø / of the]
UI **	2) It was on the 21st <u>of</u> September …	[Ø]
UI **	3) … lots of plan concening <u>about</u> our tour.	[Ø]
UI	4) I would like to describe <u>about</u> the market.	[Ø]
UI	5) I entered <u>in</u> the market.	[Ø]
UI	6) … people wearing <u>in</u> cultural clothes.	[Ø]
?? UI	7) I learned a lesson concerning <u>on</u> how to take care of …	[Ø]
UI	8) … to organise <u>for</u> the trip for us.	[Ø]
UI	9) There were lots of things to watch <u>over</u>.	[Ø]
UI	10) It was on the 24th <u>of</u> August the year 2007.	[Ø]
	Preposition Omission (PO)	
PO	1) The learners has came *(have come)* ▯ with an idea.	[up]
PO	2) … will be talking ▯ people.	[to]
PO	3) I was not happy ▯ the way people were …	[with]
PO	4) We are not so happy ▯ what happened.	[about]
PO	5) … where they are selling ▯ different stalls.	[in]
??PO	6) … situated ▯ *(the)* west of Namibia.	[in]
PO	7) We don't agree ▯ your decision.	[with]
PO	8) … I found ▯ that in the market …	[out]
PO	9) … there you will found *(find)* ▯ that …	[out]
PO	10) … we even drew ▯ a menu	[up]
PO&WS	11) … the *(they)* have to search ▯ information <u>of</u> their own.	[for]; [on]

b) Preposition Errors recorded - Afrikaans

Key: Frequency of occurrence

*	=	appeared a few times
**	=	appeared several times
***	=	appeared very often

Key:	WS	=	wrong substitution
	PO	=	preposition omission
	UI	=	unnecessarily insertion
	Ø	=	zero preposition

Type of error	Error	Correction
	Wrong Substitution (WS)	
WS	1) … giving out opinions <u>in</u> the misusage of alcohol.	[on]
WS	2) … was looking forward <u>for</u> this trip.	[to]
? WS	3) … took me <u>upon</u> stage.	[up to]
WS	4) We held <u>the</u> *(a)* "market day" <u>at</u> the 06 October …	[on]
WS	5) I was so amazed <u>of</u> what it could to *(do)*.	[by/at]
WS	6) … one man's head has been cut <u>down</u> …	[off]
WS	7) … we feel bad <u>for</u> it.	[about]
WS	8) This *(These)* learners can learn so much <u>of </u>that trip.	[from]
WS	9) They were still new <u>to</u> the music industry.	[in]
WS	10) <u>In</u> the tour the learners would have visited …	[On]
WS	11) … a clown came running <u>at</u> us …	[towards/to]

WS	12) They had put everything <u>in</u> this tour.	[on]
WS	13) We have done so many planning <u>with</u> this tour.	[for]
WS	14) They were disappointed <u>in</u> the school board.	[by]
? WS	15) … the trip planned <u>on</u> a tour through the country.	[for]
WS	16) We will start <u>at</u> Rehoboth and go ▢ Windhoek.	[from]; [to]
	Unnecessary Insertion (UI)	
UI	1) We wanted to go and see <u>in</u> the different parts of the country.	[Ø]
UI	2) … but the *(they)* cancelled the trip without consulting <u>with</u> us.	[Ø]
UI	3) I request <u>to</u> the school board to rethink …	[Ø]
	Preposition Omission (PO)	
PO	1) We will start <u>at</u> Rehoboth and go ▢ Windhoek.	[from]; [to]
PO	2) ▢ Most of them this would have been a live *(life)* time experience.	[To]
PO	3) I visited a market in Swakopmund ▢ Saturday.	[on]
PO	4) … just waiting ▢ the decision.	[for]
PO	5) They are very upset, not because ▢ the cancelling but …	[of]
PO**	6) … many things that can be done ▢ example …	[for]
PO	7) … but <u>the</u> *(Ø)* time have *(has)* caut *(caught)* ▢ me.	[up with]
PO	8) … but <u>the</u> *(Ø)* time have *(has)* caut *(caught)* ▢ me.	[up with]

c)   Preposition Errors recorded - Oshiwambo

Key: Frequency of occurrence

*	=	appeared a few times

* = appeared a few times

** = appeared several times

*** = appeared very often

Types of preposition errors found

Key: WS = wrong substitution

PO = preposition omission

UI = unnecessarily insertion

Ø = zero preposition

Type of error	Error	Correction
	Wrong Substitution (WS)	
WS	1) I had win *(won)* a lot of prizes <u>to</u> this *(that)* market.	[at]
WS	2) I get *(got)* interested <u>on</u> it.	[in]
WS **	3) Allow me to air my point of view <u>on</u> your magazine.	[in]
WS	4) I am very much sorry <u>to</u> them.	[for]
WS	5) I was *(did)* not want the event to come <u>at the end</u>.	[to an end]
WS	6) I felt proud <u>to</u> all foreigns *(foreigners)* who …	[of]
WS **	7) … and where salt is sold <u>at</u> Swakopmund.	[in]
WS ***	8) … important for us to go <u>to</u> that tour.	[on]
WS	9) They don't feel good <u>of</u> this decision.	[about]
WS	10) … the needs that we *(are)* suppose*(d)* to have <u>in</u> our trip.	[during]
WS	11) They have lost a lot <u>to</u> their future.	[for]
WS	12) <u>On</u> my opinion I think …	[In]

WS	13) It was an enjoyable day <u>to</u> me.	[for]
WS	14) … to go <u>at</u> Etosha national game park.	[to]
WS	15) … to get more information <u>for</u> animals specialy lion …	[about]
WS	16) We planned to go <u>to</u> the tour <u>at</u> Windhoek.	[on]; [to]
WS **	17) This market is <u>at</u> Oshakati.	[in]
WS	18) Everyone can go <u>at</u> a tour.	[on]
WS	19) I was busy dancing to *(the)* music <u>for</u> different artists.	[of]
WS	20) They disagreed <u>to</u> that decision.	[with]
WS **	21) … I went to visit my parents <u>at</u> Windhoek.	[in]
WS	22) I was very happy <u>for</u> that.	[about]
WS	23) We are not happy <u>with</u> this decision because …	[about]
WS	24) Most learners do not feel happy <u>for</u> the decision of …	[about]
WS	25) To get value <u>of</u> our money …	[for]
WS	26) They really wanted to go <u>for</u> a tour.	[on]
	Unnecessary Insertion (UI)	
UI ***	1) … complaining about the tour you cancelled <u>out</u>.	[Ø]
UI	2) I felt proud to enter <u>in</u> that market.	[Ø]
UI	3) Our school was planned <u>about</u> a tour.	[Ø]
UI	4) … things concerning <u>about</u> education.	[Ø]
UI	5) … tell about the day I went <u>for</u> shopping.	[Ø]
	Preposition Omission (PO)	
PO **	1) They failed to go <u>to</u> ⬚ *(the)* tour.	[on]
PO	2) I filled ⬚ the form.	[in]
PO	3) Some are talking ⬚ the history of …	[about]
PO	4) All the types ⬚ food they were available.	[of]
PO	5) When we went ⬚ the market …	[to]

Appendix 5:   Spelling Errors

a) Spelling Errors recorded – Silozi

Key: Frequency of occurrence

*	=	appeared a few times
**	=	appeared several times
***	=	appeared very often
N	=	Negligence with writing

	Spelling – Silozi	
	Error	**Correction**
***	1) heard (e.g. … which is now <u>heard</u> to be cancelled.)	had
	2) Frinday	Friday
	3) listern; listn	listen
	4) engry	angry
*	5) <u>a lots</u> of people	a lot of people
	6) guit	quite
**	7) … its not good	… it's not good
	8) contrubute	contribute
	9) intertainment	entertainment
*	10) realy; rely	really
	11) throw	through
	12) shaning	shining
	13) amaizing	amazing
	14) price	prize

	15) humilliated	humiliated
*	16) inorder	in order
	17) seing	seeing
	18) gland	glad
	19) athers	others
	20) Iam (***); I,am; I'am	I am
	21) bleming	blaming
	22) the; they	their
*	23) dont	don't
**	24) where	were
	25) did nt	didn't
	26) concening	concerning
	27) reaserch	research
	28) ipressed	impressed
	29) warched	watched
	30) staff	stuff
	31) exyited; exited	excited
*	32) beutfull; beautifull	beautiful
N	33) beaut	beauty
	34) opputunity	opportunity
	35) warried	worried
**	36) learner a complaining	learners are complaining
***	37) your's	yours
	38) cleanlyness	cleanliness
	39) verry	very
	40) acepted	accepted
	41) faithful; faith fully; faithfull; fairthfully	faithfully

	42) recieved	received
	43) u	you
	44) dacing	dancing
	45) riched	reached
	46) suprised; supprised	surprised
***	47) my self	myself
N	48) ther	their
	49) e.t.c.	etc.
***	50) its	it's
	51) it's; it^s	its
	52) whould	would
	53) knollegde; knowlege	knowledge
	54) aherd	ahead
*	55) dissapointed	disappointed
	56) mandam	madam
	57) them self	themselves
	58) know	now
	59) i; a (**) (e.g. The market <u>a</u> visited recently… or The best thing which <u>a</u> saw …)	I
	60) sow	saw
	61) bolls	bulls
***	62) vist	visit
*	63) becouse; couse; coz	because
	64) … <u>there way</u> many customers …	there were
	65) principle	principal
	66) copalative	cooperative
	67) crap hands	clap hands

	68) thy	they
	69) writting	writing
	70) eag	urge
	71) lerning	learning
***	72) leaners	learners
**	73) our selves	ourselves
	74) learner's	learners
	75) ancording	according
	76) wonderfull	wonderful
	77) feture	future
N	78) thing s	things
N	79) Iam writing to <u>expres s</u> the …	express
N ***	80) … one of the <u>organiser▯</u> of the tour …	organisers
N **	81) Many of the <u>learner▯</u> have been complaining that …	learners
	82) Learners felt it was not really fair <u>own</u> their side.	on
	83) off course	of course
**	84) sencerely; sincelery; sicencely; sincere; sincerly	sincerely
	85) concedration	consideration
	86) abaut	about
	87) annoid	annoyed
	88) dessicused	discussed
	89) some thing else	something else
	90) confortable	comfortable
	91) industanding	understanding
	92) every where	everywhere

	93) lieying	lying
	94) councelled	cancelled
	95) expirience	experience
	96) injoy	enjoy
	97) totaly	totally
	98) acquarium	aquarium
	99) nacked eyes	naked eyes
	100) togather	together
	101) decission	decision
	102) could'nt	couldn't

b)   Spelling Errors recorded – Afrikaans

Key: Frequency of occurrence

*	=	appeared a few times
**	=	appeared several times
***	=	appeared very often
N	=	Negligence with writing

	Spelling – Afrikaans	
	Error	**Correction**
	1) aich	ache
	2) It took <u>may</u> a lot of time.	me
	3) sleeples	sleepless
	4) prepair	prepare
	5) especialy	especially
**	6) of cause; of corse	off course
	7) toderlers	toddlers
	8) fun	funny
	9) sponsours	sponsors
***	10) planed; plannet	planned
	11) premisis	premises
	12) scaned	scanned
	13) syllabis	syllabus
	14) for grunted	for granted
	15) ropped	robbed
	16) staff	stuff

	17) <u>Smalls</u> groups of learners are …	small
****	18) payed	paid
	19) whe	we
	20) whant	want
N	21) othe	other
***	22) beatiful; beautful; peautiful; beautifull	beautiful
	23) learns; learner's; lerners	learners
**	24) accomudisane; accomodation (**); accommidation; accomidation	accommodation
	25) aspecially; expecially	especially
N	26) mont	month
N	27) firs	first
	28) inorder	In order
	29) lake	lack
	30) Saterday	Saturday
	31) sow	saw
	32) intresting	interesting
	33) prevelage	privilege
	34) mabe; mabey	maybe
	35) oppertunity; opertunity; oppurtunity	opportunity
	36) qeustions	questions
	37) teddie beer	teddy bear
	38) defenitely	definitely
	39) supricing; suprising; supprised	surprising
	40) consalting	consulting
	41) live time	life time
***	42) wat	what

	43) fiest	feast
	44) bare	bear
	45) important	important
	46) jumbing	jumping
	47) the hole day	the whole day
	48) doller	dollar
	49) convence	convince
	50) gust house	guest house
	51) aqurem	aquarium
	52) duns	dunes
	53) statium	stadium
	54) hilit	highlight
	55) wen	won
	56) how	who
	57) under stand; undastanding	understand
	58) programe	programme
	59) spicific	specific
**	60) use	us
	61) on behalve; onbehalf; onbhave	on behalf
	62) probibly	probably
	63) privillage	privilege
	64) accros; accross	across
N	65) ou freedom	our freedom
	66) college	colleague
	67) aswell as	as well as
	68) resevations	reservations
N	69) mode	made

*	70) sinceraly; sencearly; sincely	sincerely
	71) cancell	cancel
	72) wil	will
	73) compition	competition
	74) freinds	friends
	75) other's	others
****	76) were	where
	77) dicisions; dissition	decisions
	78) patisipate	participate
	79) as	us
	80) thats	that's
	81) ou self	ourselves
	82) sponser	sponsor
	83) writting; writin; writeing	writing
	84) … music played by different bends.	bands
	85) murching	marching
	86) its	it's
	87) therefor	therefore
	88) … tasted different food.	tested
	89) atleast	at least
	90) you'r	you're
	91) unheippyness	unhappiness
	92) listenened	listened
	93) giving advise	giving advice
	94) I velt …	I felt …
	95) vant	want
	96) course	cause

	97) cheast	just
	98) performins	performance
	99) Ihav	I have
	100) Ive	I've
	101) tellents	talents
	102) busnessces	businesses
	103) The tour would have inspirate …	inspired
	104) to take car	to take care
	105) standartis	standards
	106) forwart	forward
	107) stept	stubbed
N	108) evey	every
**	109) realy; reall	really
	110) shoping	shopping
	111) atractive	attractive
	112) reconcider	reconsider
	113) … but the time have *(has)* caut *(up with)* me.	caught
***	114) them selfs; them selves	themselves
	115) whent	went
	116) theat	that
	117) churche	church
	118) playe	play
	119) greait; greate	great
	120) ting	thing
	121) outsteanding	outstanding
	122) thouse	those
	123) This tour whould have head a great impeact on us.	would have had; impact

	124) eceapet	accept
	125) aske	ask
	126) fiathfully; faithfull; featfully	faithfully
	127) abset	upset
	128) diong	doing
	129) alot (***); alote; lot	a lot
	130) expiernce	experience
	131) cammedy; committe; comity	committee
****	132) desepionted; dissapointed (***); dissappointed (***); disapointed (**); disoppointed	disappointed
	133) exited; exceitted	excited
	134) The <u>learners'</u> have started planning …	learners
	135) receved	received
	136) my self	myself
	137) amaising	amazing
***	138) cloths	clothes
	139) prices	prizes
	140) was'nt	wasn't
****	141) where; whe	were
*	142) als; allso; olso	also
**	143) did'nt;	didn't
	144) We have organised <u>are</u> tour …	a
***	145) becouse; cause (****); caus (***)	because
	146) traveling	travelling
N	147) tip	trip
N	<u>148) No</u> behalf of the …	On
	149) heros	heroes

	150) havent	haven't
**	151) cant	can't
	152) Please take not of this.	note
***	153) i (***); a (***)	I
	154) Iam (**); I'am	I am
	155) sucum stances	circumstances
	156) I please bag you …	beg
	157) vist (**); visite	visit
	158) diffent; diffrent	different
	159) posible	possible
	160) calturala	cultural
	161) locall	local

c)   Spelling Errors recorded – Oshiwambo

Key: Frequency of occurrence

*	=	appeared a few times
**	=	appeared several times
***	=	appeared very often
N	=	Negligence with writing

	Spelling – Oshiwambo	
	Error	**Correction**
*	1) i; a (*) e.g. <u>A</u> won the first prise *(prize).*; I am a girl <u>a</u> like traditional clothes <u>a</u> bought one skirt.	I
	2) a lots (*); alot (**); allot	a lot
**	3) Iam	I am
	4) leaners	learners
	5) wich	which
	6) vist (***); visist; viset	visit
	7) disapointed (**); dissapointment (***); dispointment (*); dissapointment	disappointed/ment
	8) regust	request
	9) center	centre
***	10) becouse	because
	11) … experience the <u>live's</u> of the sea <u>creature's</u>	lifes; creatures
	12) excises	exercises
	13) where	were
	14) delisious	delicious
	15) they are	their

***	16) its	it's
**	17) were	where
	18) Everything is <u>okey</u>.	okay/ok
	19) ungry	angry
	20) tobe	to be
	21) taugh	taught
	22) secondary	secondly
	23) exprese	express
	24) debaiting	debating
**	25) writting	writing
	26) befor	before
	27) a part	apart
	28) abaut	about
*	29) to	too
	30) ivent	event
	31) seat	sit
	32) intertainments (*); intertaining	entertaining/ments
	33) curltural	cultural
	34) realy (**); rely	really
	35) dont	don't
	36) droped	dropped
	37) thise	this
	38) perfomence	performance
	39) ecxited; excitment; excisting	excited/ment
	40) country'^{s}	country's
	41) lette	letter
	42) atlist	at least

	43) convinse	convince
	44) especial	especially
	45) enjoing	enjoying
	46) arleady; alredy; arlead	already
	47) anual	annual
	48) prepearing	preparing
*	49) beutiful; beautiful; beautyful	beautiful
	50) becom	become
**	51) cincelelly; sincellely; sincellery; sincierely	sincerely
	52) sumury	summary
**	53) know	now
	54) now	know
**	55) okey	okay/OK
	56) tryed	tried
	57) frower	flower
	58) tallents	talents
	59) The learner's feelings are …	The learners' feelings are …
	60) ashmed	ashamed
**	61) pround	proud
	62) parterner	partner
	63) tranditional	traditional
	64) nextmonth	next month
	65) organice	organise
	67) cooldrings	cool drinks
	68) theres	there is
	69) many	money

	70) specialy	especially
	71) abserve	observe
	72) dicision; dicisin	decision
	73) femous	famous
	74) curentry	currently
	75) arround	around
	76) favourate	favourite
	77) as	us
	78) fursfully; faithful	faithfully
	79) succed	succeed
	80) futer	future
*	81) olso	also
	82) understarnd	understand
	83) upgrate	upgrade
	84) collegues (**); coleagues	colleagues
*	85) my self	myself
	86) chancelled; councelled	cancelled
	87) chair person	chairperson
	88) choosen	chosen
	89) unffortunatry	unfortunately
	90) planns	plans
	91) planiing	planning
	92) ristening	listening
	93) anonce	announce
	94) tha	that
	95) suppose to	supposed to
	96) Phisical Scince; Sciency	Physical Science

	97) lean	learn
	98) loss	lose
	99) suprise	surprise
	100) happynes	happiness
	101) prise	prize
	102) Ihope	I hope
	103) ar	are
	104) horiday	holiday
	105) preffer	prefer
	106) insteady of	instead of
	107) aford	afford
**	108) than	then
	109) addy	add
N	110) marke	market
	111) brough	brought
	112) <u>May</u> point of view …	<u>My</u> point of view …
	113) indersting; intrested	interested/ing
	114) fanancial	financial
	115) received (*); resaived; receved	received
	116) hostle	hostel
	117) organis	organise
	118) futhermore	furthermore
	119) studen	student
*	120) diffrent	different
	121) condributed	contributed
	122) everybady	everybody
	123) trully	truly

124) proporsal		proposal
125) resposible		responsible
126) amazind		amazing
127) fraide chickens		fried chicken
128) polk		pork
129) aranged		arranged
130) remine behaind		remain behind
131) tatooes		tatoos
132) say's		says
133) furwell		farewell
134) dont		don't
135) sofar		so far
136) any thing		anything
137) had		heard
138) benifit		benefit
139) lether than		rather than
140) ceromony		ceremony
141) honnairable		honourable
142) whats		what's
143) perfomance		performance
144) achived		achieved
145) every thing		everything
146) … and <u>leaving</u> there until next Friday.		living
147) fabolous		fabulous
148) oviuosly		obviously
149) momment		moment
150) experince		experience

	151) adimitted	admitted
	152) compeuter	computer
	153) hororious	hilarious
	154) can not	cannot
	155) extremerly	extremely
	156) sunsational	sensational

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10 December 2008

TO WHOM IT MAY CONCERN

Ms Sara Mungungu, an official of the Namibia Open College for Learning, was given permission to use the answer scriptS of the 2007 Namibia Senior Secondary Certificate Ordinary Level for English as a Second Language, Papers 1 and 2, for her studies.

Yours

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