MORPHOSYNTACTIC ERRORS IN THE WRITTEN AND SPOKEN ENGLISH BY MIDDLE LEVEL COLLEGE STUDENTS: A CASE STUDY OF RIFT VALLEY PROVINCE.

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A Thesis submitted to the Graduate School in Partial Fulfillment of the Requirements for the Masters of Arts Degree in English Language and Linguistics of Egerton University

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DECLARATION AND RECOMMENDATION

This thesis is my original work to the best of my knowledge and it has not been presented for a degree in any university.

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DEDICATION

To my Father and Mother
Njanja and Florence
To my husband Micheni,
and our children
Linus, Mercy, Peter and Grace
with much love

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ABSTRACT

This study analysed morphosyntactic errors made by students in the Middle Level Colleges in written and spoken English. Morphosyntactic errors in the students' written work and spoken English hamper their communicative competence as has been established through this study which analysed students' written and spoken utterances. The causes of these errors had not been investigated and established, and necessary remedial measures suggested for alleviating them. The objectives of this study were to identify and categorize morphosyntactic errors and establish the possible causes. The hypotheses of this study were that middle level college students make morphosyntactic errors, which have certain causes, overgeneralization of the target language rules being the main cause. The study is of benefit to students, teachers and curriculum developers because it has been able to identify the problem areas in the students' language. The theoretical framework is based on error analysis hypothesis in the construct of the interlanguage theory. The research method that has been used is content analysis. The population comprises students from three colleges in the Rift Valley Province. These colleges include Rift Valley Institute of Science and Technology, Eldoret Polytechnic and Kenya Industrial Training Institute. The sample was drawn from students in the first year of study in the three colleges. Cluster random sampling was used. Data was collected through written tests and recording of students'oral discussions and was analyzed through the Error Analysis (EA) procedure. The outcomes of the study were the classification of the morphosyntactic errors, analysis and discussion, leading to the establishment of possible causes and ameliorative procedures. The studies findings were that the middle level college students make morphosyntactic errors whose main cause is the overgeneralization of the TL rules. It was found out that the students' greatest areas of difficulty in the use of English inflections are in the use of tense and concordial agreement rules. The conclusion of the study is that the students' communicative competence is hampered by the morphosyntactic errors of various categories. The recommendation is that remedial measures should be applied.

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LIST OF ABBREVIATIONS

AD	Acquisition Device
C.A.	Contrastive Analysis
C.A.H.	Contrastive Analysis Hypothesis
EA	Error Analysis
ET	Error Taxonomy
FLA	Foreign Language Acquisition
L2	Second Language
LAD	Language Acquisition Device
LI	First Language
LLS	Latent Language Structure
LPS	Latent Psychological Structure
NL	Native Language
SLA	Second Language Acquisition
SVO	Subject, Verb, Object
TL	Target Language
UG	Universal grammar

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

The teaching of English language in the middle level colleges is meant to facilitate communication in the learning of the courses studied in the colleges and also in life after college. It is important that the students learn to communicate effectively using grammatically correct English as indicated in the syllabus of the craft courses. However, in the course of teaching the students at Rift Valley Institute of Science and Technology (RVIST) the researcher noted that the students' communicative competence is mainly hampered by morphosyntactic errors. Consequently, there were complaints from teachers of English language and communication skills about the students' poor communication. The errors were also evident in essays and project reports in other subjects. The evidence of morphosyntactic errors indicated that there was a problem in the acquisition of English as a second language since grammar is core in acquisition of any language. There was therefore, need to carry out this study on error analysis with the aim of establishing ways of correcting them.

According to Corder (1973) errors are an indicator of the learners' strategies of learning the target language (TL). As the learners test and apply the morphosyntactic rules of the target language (TL), they make errors, which they should overcome as they acquire the rules. In these middle level colleges, the students are taught English and communication skills in their 1st year of study. In RVIST for example, all students taking certificate courses are taught English while students taking diploma courses are taught communication skills in English. The students taking secretarial courses are taught Business English. This is similar to what happens in the other colleges. The secretarial students in Eldoret polytechnic do Business English while all the other students taking business related courses are taught communication skills. The same happens in K.I.T.I. Since the teaching is meant to help the students improve on their language, it means they are still developing their interlanguage by internalizing the English Language rules in the process of which they make errors. Errors are therefore, considered to be pointers of the inflectional rules of syntax and morphology being used by the students on the way to attain competence.

1.2 Statement of the Problem

Morphosyntactic errors in the students' written and spoken English hamper their communicative competence. This was evident from a preliminary survey carried out by the researcher. These errors had not been analysed, the causes established and linguistic explanations offered.

1.3 The Objectives of the Study

1. To identify and categorize morphosyntactic errors in the students' spoken and written English.
2. To establish the main causes of the morphosyntactic errors.
3. To infer from the students' morphosyntactic errors the area/areas the students have difficulties in, in the use of English morphosyntax.

1.4 Hypothesis of the Study

1. Middle level college students make Morphosyntactic errors in their spoken and written English, which can be linguistically categorized.
2. Middle level college students' morphosyntactic errors have various causes, the main one being overgeneralization of the TL rules.
3. There is an area or areas that middle level college students have difficulties in, in the use of English morphosyntax.

1.5 Justification and Significance of the Study

Corder (1967: 73) posited that the study of errors is significant to teachers and learners, as well as researchers. To the teachers it indicates how far learners have progressed towards language proficiency. This research will therefore help the teachers to know the areas where learners have not acquired competence in the use of English morphosyntax. Moreover, the linguistic account of errors given in this study can help the teachers know how to correct the students' errors. Similarly, this research will be useful to the learners because it will help them know that there are areas of English Language they have not yet acquired. To the researcher the study provides evidence of how language is learned. Prospective employers will also benefit indirectly if the

findings of this study are used to help students improve their communicative competence since some are training to become secretaries, bankers, accountants etc. The study will also help curriculum planners to organize the syllabus according to the students' needs, that is, focusing on the problem areas and dealing with the causes of the errors.

1.6 Scope of the Study

This study on morphosyntactic errors in the written and spoken English of middle level college students has used Technical Middle Level Colleges and not the Teacher Training Colleges, which are also middle level colleges but which use a different curriculum from that of Technical middle level colleges.

The study has dealt with morphosyntactic errors although there are other types of errors. David and Derek (1969) classified errors into: 1). phonological, 2) lexical, 3) semantic, 4) pragmatic, 5) morphological and 6) syntactical errors. Mitchell and Myles (1998) stated that language can be viewed as a complex communication system, which must be analysed on a number of levels. They classified the levels as 1) phonology, 2) syntax, 3) semantics, 4) lexis, 5) pragmatics and 6) discourse. Morphosyntactic errors have been selected because traditionally, morphology and syntax are what constitute the grammar of any language and grammar is considered central in acquisition of any language (Cook 1991). According to Cook the knowledge of grammar is thought of as the central area of a language system. All other components of language relate to each other through grammar. Grammar is also the most distinctive aspect of language. Therefore, in this study, the presence of morphosyntactic errors is considered to be key in indicating whether the learners have acquired the rules (or principles and parameters) of English language or not. Once the grammatical rules are internalized, the other areas become possible to acquire.

Errors are defined as deviations from the norms of the target language. Therefore, the morphosyntactic errors are considered as deviations from English language in this study. The norms here are the morphosyntactical rules of English language as found in the British Standard variety as described in various grammars (cf. Quirk et al 1973). Deviations have been identified, described and explained from the students spoken and written English language in linguistic and psycholinguistic terms.

English compositions have been used to test the students' language because they allow learners to reveal their interlanguage, since they allow spontaneous flow of language. Cloze tests have also been used to check students' use of avoidance strategy in the use of the language areas, which they are not sure of. To identify the errors from the students'speech, the students were asked to make a speech of about ten sentences.

1.7 The Limitations of the Study

The other types of errors that were not analyzed in this study due to time could also have been prevalent in the students' language. Analyzing these errors could have helped to clarify whether it is these errors or the morphosyntactic errors that were most prevalent in the students' language. Nevertheless, the morphosyntactic errors were quite numerous in the students' language.

It was also difficult to make every student in the sample group speak sufficiently, that is, make at least ten sentences spontaneously to reveal his/her interlanguage. Some of the students made three to five sentences while others disappeared after writing the compositions so that they might not make the speech. However, from those utterances made it was possible to establish that the students had problems using the inflectional rules of English since they still made errors.

Explaining errors psycholinguistically means giving the reasons why learners have broken, disregarded or substituted rules that govern the TL. It is not easy to give an explicit cause of an error because a certain error can be due to various causes. That is, there may be more than one cause attributed to an error. For example an error attributed to overgeneralization of the target language rules can also be as a result of ignorance of the TL rules. However, after identifying the morphosyntactic rules that were broken and examining them against the established grammatical facts, it became possible to identify the causes the errors were most inclined to. These were assigned to each error according to the rules broken and the psycholinguistic explanation for breaking the particular rule.

1.8 Definition of Terms

The following terms are used in the study as Explained below:

Acquisition: used to refer to the picking up of a language through exposure, that is, in a subconscious manner. This is contrasted with the conscious learning of language rules. In this study the term is used interchangeably with the term 'learning'.

Competence: Ability to do what is needed. In this study, it means ability to use language as native speakers of a language would; being able to observe the rules and communicate fluently and effectively.

Errors: These are systematic deviations made by learners who have not mastered the rules of the target language (cf.: Corder 1976). Corder differentiated between errors and mistakes. He defined mistakes as performance inaccuracies or lapses caused by things like anxiety, fatigue, inattention etc. while he defined errors as the systematic deviations. It is not always easy to know when the deviation is a mistake and when it is an error. However, in this study most of the deviations were systematic and therefore, all morphosyntactic deviations were looked at as errors.

Error Analysis (E.A): This is a separation of the errors in their constituent parts or a detailed description of the learners' interlanguage at a particular developmental stage (cf.: Corder 1974).

Error Taxonomy (ET): A table or chart where errors are tabulated and separated into their constituent parts or categories, or a description of errors.

First Language (FL): Selinker (1992) used the term first language to refer to the first language acquired by a child before acquiring any other. The same definition is maintained in this study.

Fossilization: This is the phenomenon where linguistic items, rules and subsystems within the interlanguage of a speaker of a particular native language tend to be kept in his IL in relation to

a particular TL irrespective of the learner's age or the amount of explanation and instruction he receives in the TL.

Interlanguage: A term coined by Selinker (1972) to refer to the learner's language at a certain point of his development towards a target language. It is the learner's linguistic system constructed through hypothesis testing of the rules of the target language as the leaner proceeds towards competence in a target language.

Intralingual errors: These are errors committed by learners as they learn the rules of the second language, the result from faulty or partial learning of the target language.

Interlingual errors: These are errors made by the learners due to mother tongue interference.

Morphosyntactic errors: These are errors caused by deviations from inflectional rules of morphology and syntax. Syntax provides the rule for the condition under which a lexeme may or must carry a given inflectional property while the rules of morphology determine the form the inflected word will take.

Norm: The accepted standard, which is the British Standard English in this case

Proficiency: Thoroughly skilled or well skilled in an art, science, a language, or a certain branch of study. In this study, proficiency in language is looked at in terms of how thorough one is in the use of English language and the term is used interchangeably with competence.

Second language (SL): This refers to the language acquired after L1 has been acquired. The same meaning is maintained in this study.

Target language (TL): This refers to the language, a person is learning.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This section on literature review is divided into sub-sections based on studies that have been carried out and which have relationships with Error Analysis in second language acquisition as well as with English morphosyntax. It also reviews studies on morphosyntax and grammatical morphemes. These sub-sections include: studies on morphosyntactic errors, studies on English grammatical morphemes, studies on learner errors and their causes, and other relevant studies carried out in Kenya.

2.2 Studies on Morphosyntactic Errors

This section gives the background information on what morphosyntax is and consequently what morphosyntactic errors are and how they come about. Generally, errors are deviations from the norms of the target language. The TL in this study is English language and the norms of the TL are the grammatical rules of English language as spelt in the English grammar books such as by Quirk and Greenbaum (1973), Radford (1988), and by Taylor and Taylor (1990).

Various writers have written on syntactical and morphological rules. For example, Huddleston (1988) outlined the following facts that are paraphrased here as background information on morphosyntactic errors. He posited that there are rules of syntax that govern how the word joins with another to form a phrase and how phrases join with each other to form sentences. A sentence contains constituents, which are syntactic units. These syntactic units form syntactic classes on the basis of properties shared with other expressions of the language. The syntactic classes have functions which affect meaning due to the syntactic properties associated with them. This means that there is an order governing how they should occur in the sentence and how they should agree with other properties in the language. For example, a subject precedes the predicator while the object, if any, follows. Also verbs agree with their subjects in terms of number and gender in the case of pronouns. When one deviates from these syntactical rules, then a syntactic error is

committed. Similarly, there are morphological rules. These rules determine the form of words in agreement with other properties of language. For example, there are three morphological processes involved in derivation of words. These are 1) compounding, 2) affixation and 3) conversion. There are rules involved in each process and deviations from these rules cause morphological errors (Huddleston 1988).

According to Huddleston (1988), morphology divides into two sub-branches: inflectional morphology and lexical morphology. Bayer (1983) also states that morphology has lexical morphology and inflectional morphology. Lexical morphology yields a different lexical item from the original lexeme in most cases and it does not form a syntactically distinctive class. For example, the set of denominal verbs in '–ise' is not a syntactically distinctive class. A word like 'hospitalize' formed from the noun 'hospital' does not behave differently from a morphologically simple verb like 'cure' (Huddleston 1988). In other words the affixation process changes the noun like 'hospital' in this case to the verb 'hospitalize' but not to a lexeme of the original noun.

Inflectional morphology is concerned with the processes, which yield the inflectional forms of a lexeme from its lexical stem. It deals with the various forms of lexemes (cf. Huddleston 1988 and Bayer 1983). For example the past tense rule is inflectional because it yields particular inflectional forms of verbs such as the present tense form and the past tense form. For example 'cure' to 'cured'

There is also inflectional syntax, which deals with the rules that specify the conditions under which a lexeme should yield a syntactically distinctive class. For example the present tense form of a verb is a syntactically distinctive class from the past tense form of the same verb. The present tense form of the verb inflects into the past tense by taking the past tense inflectional morpheme and has a syntactical function. Inflectional morphology interacts with inflectional syntax to form morphosyntax or to yield morphosyntactic forms which are products of inflectional morphological attributes and inflectional syntactical attributes. The inflectional properties are therefore, morphosyntactic in that the rules of syntax give the condition under which a lexeme may or must carry a given inflectional property while the rules of morphology specify what the actual form will be (Huddleston 1988). For example, in a passive construction like: "The letter

was written by my father". It is a matter of syntax that the verb following 'be' (here write) carries the past participle inflection in the passive construction, whereas it is a matter 'of morphology that the past participle form of 'write' is 'written'.

Anderson (1982) posits that a morphological rule is inflectional in so far as it obeys the projection principle, which licenses it to apply in the syntax. In other words inflection is the area in which syntax and morphology overlap. Therefore, morphosyntax involves the interaction between morphology and syntax.

The morphosyntactic features or properties refer to the morphemic elements, which play a role in both morphology and syntax. Examples of these morphemic elements, which have a role in the two areas, are the prefixes, which inflect nouns for numbers and possessiveness, and the concordial prefixes on words related to the noun in a phrase or sentence such as the 3rd person singular marker on verbs (cf. Maburu 1994). Other inflectional features include the past tense markers on verbs and the morphological processes that yield past tense forms of irregular verbs and also the aspect markers on verbs. So, in the event that inflectional rules are broken or deviated from, then morphosyntactic errors result. These grammatical facts are used in this study as basis for defining and identifying the morphosyntactic errors.

2.3 Studies on Grammatical Morphemes

The morpheme is the smallest unit of grammar and the study of morphemes is referred to as morphology (Cook 1991). Morphology divides into two branches: inflectional morphology and lexical morphology. The interaction of inflectional morphology and inflectional syntax yields morphosyntactic features which are part of the grammatical morphemes. It is therefore, important to review some of the studies carried out on the morphemes because this study dealt to a great extent with the grammatical morphemes. Grammatical morphemes are the inflecting endings on lexical words and the inflections on function words (Taylor and Taylor 1990). The inflectional grammatical morphemes include: the plural 's', possessive 's', past tense 'ed', aspect markers '-ing', 'ed' and 'en', and 3rd person singular 's'. The prototypical function words include: The three articles, four demonstratives, seven common prepositions, be and its

seven inflected forms, primary auxiliary verbs ('do' and 'have') and their inflected forms, the modal auxiliaries, the seven possessives and the seven pronouns, and the infinitive 'to', (cf. Taylor and Taylor 1990). This information is important because the students' errors analysed in this study were concerned with the breaking of the rules that govern the use of inflectional grammatical morphemes and the failure to inflect the function words correctly.

In the L1 young children use content words more easily than the grammatical morphemes. In the early 1970s it was discovered that English children learned the grammatical morphemes in a definite sequence (cf. Brown, 1973 in cook 1991). Dulay and Burt (1973) decided to see what this meant for L2 learning. They made Spanish-speaking children learning English describe pictures and checked how often the children supplied eight grammatical morphemes in the appropriate places in the sentence. They found that the easiest morpheme for the learners was the plural's'. The next easiest was the progressive '-ing' followed by the copula 'be'. These were followed by the auxiliary 'be', then the definite and indefinite articles, irregular past tense, and the third person singular 's' followed in that order. The most difficult was the possessive's'.

Other studies like (Makino, 1980; Lee, 1981) found a similar order of the sequence. These studies on the acquisition sequence of the grammatical morphemes helped this study in explaining why students were making the types of errors that were identified, at this stage. For example, the omission of the possessive's' by the students in this study was attributed to overgeneralization of the TL rules. Since the possessive's' is one of those morphemes acquired last, the students would overgeneralize the zero ending of the nouns, which they acquire earlier. Sometimes they would put the 's' without the apostrophe indicating overgeneralization of the plural 's' which they must have acquired since it is the easiest to acquire.

2.4 Studies on Learner Errors and the Causes of Errors

This section looks at some of the earlier studies in relation to learner errors and how they relate to this study. For example, the first perspective on errors can be traced to the views of the proponents of contrastive analysis hypothesis. These linguists such as Brooks (1960) and Lado (1964) borrowed from the behaviourist psychologists who considered language learning as acquisition of habits that could be described in terms of stimulus-response. According to Brooks (1960) and Lado (1964) learning was seen as the acquisition of the habits that comprised the target language (TL). A habit consisted of the ability to perform a particular linguistic feature (a sound, a word or a grammatical pattern) automatically. This ability entailed being able to link a particular response to a particular stimulus. This study does not consider language learning as acquisition of habits but a mental process of rule formation.

To the behaviourist linguists a major source of errors was the learners' first language (L1). This interfered with the acquisition of the second language (L2) because the learner tended to transfer the habits of his/her native language into the target language (TL). Brooks (1960) and Lado (1964) posited that errors could be prevented more easily if they could be predicted. They therefore, formulated the contrastive analysis hypothesis (CAH). CAH systematically compared two languages to identify points of similarity and difference between Native Languages (NL) and Target Languages (TL). This is because the proponents believed that individuals tend to transfer the forms and meanings, and the distribution of forms and meanings of their native language and culture to the foreign language. Lado also claimed that those elements that are similar to the learners' native language would be simple for him, and those elements that are different will be difficult (Lado 1957 in Gass and Selinker 1983). Similarly, Winreich (1953) asserted that the greater the difference between two systems, the greater the learning problem and the potential areas of interference. This study did not compare two or more languages and did not use the contrastive analysis approach. It did not also test whether L1 transfer causes learners' errors because Njoroge (1987) had done that. Instead the study has mainly dealt with intralingual errors by examining the students' language against the TL. Intralingual errors are 'systematic', and therefore one is able to trace the L2 development al route. However, this study did not rule out the

possibility that some errors in the students' written and spoken English and especially, in the spoken English, could have been as a result of L1 interference.

According to the proponents of CAH errors were to be avoided because they were believed to have a negative effect on learning. The recommended method was immediate correction of errors by teachers followed by further opportunity to produce the correct responses. This view of errors is different from the view held in this study. This study views errors as an indication that the L2 learners are gradually building a L2 rule system. However, the background provided by this behaviorist theory and the resulting Contrastive Analysis Hypothesis is useful to this study in that it may be regarded as a stage in second language acquisition theoretical development which, may have been overtaken by the creative construction model of analysis, and the theoretical basis associated with the Chomsky revolution. This construction model of analysis portrays the learner as a discoverer of the language rules by the use of the LAD.

Chomsky challenged the behaviorist' view of language acquisition, and CAH was refuted. CAH was found not to predict all errors. Besides, Dulay and Burt (1974) found that some errors CAH predicted did not materialize, that is, it over predicted. For instance in the area of grammar, including syntax and morphology, the errors traced to L1 were 4% to 12% for children and 8% to 23% for adults. Although there were some discrepancies in findings which were attributed to the procedures utilized, most grammatical errors were found to be intralingual. These procedures included the way an error was classified, variation in age of the subjects and language proficiency (Taylor, 1975). That is why this study used Error Analysis by comparing the learners' language to the TL since it dealt with grammar which is not affected by interference to a great extent.

In an attempt to reconcile the above observation with the disappointing results of empirical investigations, that CAH did not predict all errors since most errors were not caused by L1 interference, Wardhaugh (1970) proposed a distinction between a strong version and a weak version of the CAH. The strong version involved predicting errors on apriori contrastive analysis of the L1 and L2 whose predictions are not always borne out. The weak version proposed that researchers should start with learner's errors and explain at least a subset of them by pointing to the similarities and differences between the two languages. As such CAH was useful in a broader

approach to the detection of the source of errors. The weak version accepts that not all errors are from L1 interference. This study explained the learners' errors as identified in their language in comparison with the norms of the English language without pointing to the similarities and differences with their L1s.

Error analysis was as a result of mentalist view of language acquisition, which was inspired by Chomsky's theory of cognitivism. He posited that learners had a language acquisition device (LAD) which they used to create sentences. This theory made language to be viewed not as habit formation but rather as one of rule formation. According to cognitivism theory the LAD induced the rules of the TL from the input to which the learners were exposed. Once acquired, these rules would allow learners to create and comprehend novel utterances that they would neither have understood nor have produced were they limited to imitating input from the environment (Chomsky 1965). Based on the mismatch which learners perceived between what they were producing and the forms/functions of the TL, to which they were being exposed, learners modified their hypotheses about the nature of the TL rules so that their utterances increasingly conformed to the TL. Therefore, learners would deviate from the TL rules as they hypothesized about them and errors would be committed (Chomsky 1965). This is the view of errors held as has been explained in the conceptual framework.

Linguists have posited that the LAD is active up to puberty. From this we can assume that younger children learning a second language are still able to draw rules from the LAD. Older People's LAD is not readily activated for the learner to draw rules of the L2 (Lenneberg 1967). But since some older people still learn languages even after puberty, there must be some device used. According to Selinker (1972), those adults who succeed in learning the L2 and achieve native-speaker proficiency do so by continuing to make use of the acquisition device. Lenneberg (1967) referred to the use of the LAD as the use of the latent language structure (LLS). That means that the successful adult L2 learner is able to transform the universal grammar into the structure of the grammar of the TL by reactivating the latent language structure. However, Selinker noted that few adult L2 learners reach native-speaker competence. The majority fossilize some way short. For some reason they are unable to reactivate the latent language structure. Selinker (1972) explained this by suggesting that these adults fall back on a more general cognitive mechanism, which he labeled the latent psychological structure (LPS). The LPS is

genetically-determined, but does not involve recourse to universal grammar. It is responsible for the five central processes that operate in the interlanguage. These processes are (1) language transfer (2) overgeneralization (3) transfer of training (4) strategies of L2 learning and (5) strategies of L2 communication. According to Selinker the Latent Psychological Structure (LPS) exists in the mind and is motivated whenever one tries to learn an L2. The LPS is actually the LAD without recourse to the universal grammar.

Selinker therefore, posits that SLA can proceed by utilizing the same mechanism L1 uses or by making use of the alternative mechanisms, which are presumably responsible for other types of learning apart from language. The term that became popular in describing the mechanisms responsible for this learning was cognitive organizer (Dulay and Burt 1977). The process of SLA that resulted from the operation of the cognitive organizer was referred to as creative construction model. This idea of the LPS is very important to this study because it indicates that the subjects of this research who are adults can still learn the L2 to competence using the LPS which is the use of the LAD that has been activated.

Another feature of mentalist accounts of SLA, which is central to this study, is that the child builds up his knowledge of his mother tongue by means of hypothesis testing. According to McNeill (1966), the child connects his innate knowledge of basic grammatical relations to the surface structure form of his mother tongue. The hypothesis is then tested out against primary linguistic data and modified accordingly. This shows that the child appears to build up his competence by successive approximations, passing through several steps that are not yet the TL. This concept of hypothesis testing was used to explain how the L2 learner progressed along the interlanguage continuum in much the same way as it was used to explain L1 progression. Corder (1967) made this comparison of hypothesis testing in L1 and L2 acquisition explicit by proposing that at least some of the strategies used by the L2 learners were the same as those by which L1 acquisition takes place. In particular, Corder suggested that both L1 and L2 learners make errors in order to test out certain hypotheses about the nature of the language that they are learning. He saw the making of errors as a strategy; evidence of learner internal processing. This view of hypothesis testing is central to this study because the students whose errors have been analyzed

are still learning English. Therefore, they are still constructing their interlanguage, which they do by testing of the morphosyntactic rules of English language in stages.

2.5 Studies on Research Based on Error Analysis in Kenya

A few studies based on error analysis have been carried out in Kenya. Maina (1991) carried out a study on the grammatical errors in standard eight pupils' written work in English. He used four city primary schools. Some of his objectives were to find out the most frequent errors that detracts the pupils' competence at this level and the main cause of the learners' grammatical errors. He found out that past tense errors in relation to the lexical verbs were the most frequent in standard 8 pupils written work. That showed that the past tense was the greatest area of difficulty in learning English at that level. Other grammatical errors were also identified but they were not as frequent as the past tense ones were. The other errors included agreement or concord errors, errors of omission, regularization errors and errors of negation. He hypothesized that overgeneralization was the main cause of most of these errors.

Overgeneralization is a process in which a learner extends the use of a grammatical rule of linguistic items beyond its accepted use, generally making an error in the construction. So the learners overgeneralised the use of already internalized rules of English Grammar. The overgeneralization is caused by various factors; one of them being the order in which items were learnt. This so happens because the learner invokes the previous knowledge in order to deal with new linguistic data. Richards and Sampson (1974) claimed that facility and economy effort may explain why first learnt words and structures tend to be overused and may resist replacement by later taught items. Maina (1991) observed that according to the primary school syllabus present tense is taught before past tense. This made learners to overgeneralise the present tense rule even where they should have used the past tense. This study hypothesized that overgeneralization is the main cause of students' morphosyntactic errors and this has been established after analyzing the errors. Therefore, this definition was used to identify the errors that were attributed to overgeneralization.

Maina's study is similar to this study in that he looked at grammatical errors using error analysis to identify, classify and explain the causes of the learners' errors. However, Maina (1991) generally looked at all the errors caused by deviations from rules involving all aspects of English grammar at the primary school level. This study examined one aspect of grammar that is, the inflectional area of grammar as used by the middle level college students. Morphosyntactic errors are specifically errors that occur in the structure of words, phrases, clauses and sentences as a result of deviations from inflectional syntax and inflectional morphology. This implies that not all grammatical rules were analysed but only those that involved deviations from the inflectional rules of grammar.

The other difference is that the middle level college students, whose errors were being analyzed, are supposed to be developed in their competence towards the target language, English. This is because they have continued to learn English and therefore, their interlanguages should have developed to near competence. This should be the case because the learner's development is in the direction of the TL. Therefore, the errors committed by the middle level college students are expected to be different from the errors made by the learners at primary school level. However, this study found out that the students in middle level colleges had not overcome some of the errors made at primary school level especially in the area of tense. The study established that tense is one of the areas the students have difficulties in, in the use of English morphosyntax. Therefore, Maina's study is useful to this study in that it helps to reveal that the problem of tense begins from primary school. Since students continue to learn English in secondary school, it is expected that they should overcome the tense problem as well as the others, by the time they finish form four. Now that this study established that they have not done so through the presence of the numerous errors identified, then there is an indication of fossilization. However a study can be carried out to investigate whether the errors made by students after form four in all aspects of language are as a result of fossilization.

Njoroge (1996) carried a study on morphosyntactic errors on first year undergraduate students of Kenyatta University. Some of the objectives of the study were to identify the most common errors students make at this level and infer the possible causes from the available literature on SLA. He found that the student's most common errors were concord errors and errors that affect

the verb phrase such as tense and violation of rule restrictions. For example in the sentence below:

I made him to do it

The rule that 'make' is not followed by 'to' infinitive but by a 'bare' infinitive is violated.

Njoroge's work is useful to this study in that it reveals that students complete secondary education having not mastered the morphosyntactic rules of English. Although he used the university students who are expected to be better in terms of performance compared to those who join middle level colleges, he established through the study that the students made morphosyntactic errors. This supposition that university students are expected to perform better is based on the fact that most students who join middle level colleges do so because they miss entry into the universities due to their grades in KCSE, which include grades achieved in English Language. Their grades fail to reach the cut off mark for entry into the university.

According to Stern (1983) classroom L2 learning involves aptitude and a general academic or reasoning ability often referred to as intelligence. This term intelligence refers to a hypothesized 'general factor', which underlies the ability to master a range of academic skills. It is referred to as the 'g' factor. Oller and Perkins (1978) agued that there exists a global language proficiency factor which accounts for the bulk of the reliable variance in a wide variety of language proficiency measures. They claimed that the 'g' factor of language proficiency is identical with the 'g' factor of intelligence. Since those who join universities are rated as being more intelligent through the KCSE results than those who join middle level colleges, then they are supposed to be better in language performance than the middle level college students according to Oller and Perkins.

However, Oller and Perkins' claims have been regarded contentious because according to Lenneberg (1967) the 'g' factor does not appear to be an essential factor in L1. All children except those who are severely mentally retarded succeed in developing grammatical competence in their L1. So, if intelligence is not a major determinant of L1 acquisition, it is possible that it is not very important in SLA, particularly when it is acquired naturally. But the SLA we are dealing

with here is classroom acquisition whose rate and final competence are affected by individual differences, aptitude and intelligence being part of them.

Cummins (1979) distinguished two kinds of language ability. (1) Cognitive/academic language ability (CALP) which is the dimension of language proficiency strongly related to overall cognitive and academic skills and can be equated with Oller and Perkins 'g' factor and general intelligence. (2) Basic interpersonal communication skills (BICS); these are the skills required for oral fluency and also include sociolinguistic aspects of competence and they are acquired naturally. Cummins argues that CALP and BICS are independent and are found in L1 and in L2 acquisition. Genesee (1976) found that intelligence was strongly related to the development of academic L2 especially reading, grammar and vocabulary skills but in the main unrelated to ratings of oral productive skills especially among native speakers. Ekstrand (1977) found similar results. Therefore, intelligence may influence the acquisition of some skills in SLA, such as those utilized in the formal study of a L2. However, the fact that the university students as well as the middle level college students make grammatical errors, irrespective of their academic and intelligence levels, and that most students have not gained competence confirms that there is a problem in acquisition of English grammar.

This study is different from Chege's study because it examined errors in the students' spoken English, which was not done by Chege or by the others who had carried out similar studies

Njoroge (1987) made a study on the acquisition of six morpho-syntactic structures of English by Kenyan school children. He examined the morphosyntactic structures in relation to cross-linguistic influence on the interlanguage. He used three Kenyan languages to find out if interference or cross-linguistic influence caused difficulties in acquisition of the six-morphosyntactic structures of English.

This study on morphosyntactic errors by middle level college students is different from Njoroge's (1987) work in that it did not venture into finding out whether the learner errors were due to cross-linguistic influence. It also dealt with errors related to all morphosyntactic structures of the English language, as they were revealed in the students' language. Whereas

Njoroge's study used contrastive analysis, this study only used error analysis to examine the students' interlanguage against the TL to establish how far they were deviating from it in their use of the inflectional rules of the TL.

Mbono (2003) carried out a study on the role of English skills courses on the syntactic construction by university students of Baraton University. She found that the English skills courses helped students to improve their syntactic constructions. Since the acquisition of English syntactic constructions has similarities with the acquisition of morphosyntactic constructions, Mbono's study indicates that the students' errors identified in their language and whose causes have been established can be corrected by administering of the English skill as a remedial measure.

Mutiti (2000) carried out a study on the packaging of parameters of syntactic information in the second language acquisition of English by Gikuyu first language speakers. This was done in the theoretical construct of markedness. In markedness the common features in a language are regarded as the basic elements which constitute the core, while the rare or uncommon features are the peripheral. The basic elements are unmarked while the peripheral elements are relatively marked. Although he was dealing with syntactic structures in the information packaging, which are closely related to morphosyntactic structures, Mutiti's work is different from this study. This is so because he used the contrastive approach between English and Gikuyu to show whether the correlation of difference or similarity in the packaging causes difficulties in acquisition of the L2 which is English. This study used error analysis in the non-contrastive approach. The learners' errors have been used as an indicator of difficulties in acquisition of the L2 by learners with different L1s. However Mutiti's findings are useful in explaining some of the errors caused by transfer of L1 into L2 especially by Gikuyu L1 speakers, although his study would have been more resourceful in explaining interlingual errors if it had compared English with more Kenyan languages.

Maburu (1994) did a comparative study of Ekegusii and Kuria morphosyntactic features. That study is different from this one in that Maburu's study falls under comparative linguistics while this study is on language acquisition and use.

There are other related studies on the performance of English conducted by Postgraduate Diploma students of Egerton University. For instance, Getuma (1998), did a study that explained the causes of poor performance in the perspective of teaching methods. For example he found out that the poor performance was due to the integrated syllabus design, lack of teaching resources, and shortage of trained teachers among others. The present study looked at poor performance as revealed through errors in the learners' language and from a linguistic point of view. That is, by carrying out an error analysis to establish how far the students were deviating from the rules of language and also establish psycholinguistic causes of those errors.

Other similar studies by the Postgraduate Diploma students include: "The influence of interference on the written work of students. A case study of Nakuru District", by Nyawira (1997), and "Problems faced by learners in learning English as a second language: A Case Study of Central Division of Keiyo District" by Florence (1997). These studies did not carry out an error analysis, like was done in this study, to reveal the actual areas of difficulty in language performance. The above mentioned studies also looked at English language generally from the perspective of teaching methods. However, the studies are useful to this study on students' errors in that they indicate that there is a problem in acquisition and performance of English language in general. This made it necessary for this study to have been conducted, so as to examine the actual problem areas by analyzing the learners' language through error analysis. The choice of post secondary students is also appropriate to show how serious the problem of poor performance in English is because at the time student's complete secondary education, they are supposed to be competent in English which seems not to be the case.

2.6 Conceptual Framework

A conceptual framework based on Error Analysis hypothesis by Corder (1974), and the interlanguage theory by Selinker (1972), have been used to guide this study. Error Analysis has also been used as a procedure to analyze the learners'errors and to reveal their interlanguage. Error Analysis as a procedure involves a systematic analysis of errors and as a hypothesis it posits that language acquisition is a product of rule formation. The innate device induces rules of the target language from the input which learners are exposed to. Once they acquire the rules, learners are able to create and comprehend novel utterances. If the learner does not become competent in

acquiring these rules, then the learner deviates from the rules of the TL while using it and deviations become errors.

Error analysis as a procedure postulates a separation of errors into their constituent parts through error analysis taxonomy. Corder (1974) spelt the procedure as involving:

a) A selection of the Target language

Identifying the errors

b) Classifying the errors into different types. This involves assigning a grammatical description to each error.

c) Explaining the errors, and

d) Evaluating them.

Error Analysis as a conceptual framework in this study has helped the researcher to identify, classify, describe and explain the errors with the view of establishing the causes from collected students' written tasks and spoken English.

The Interlanguage theory on the other hand posits that learners construct a system of abstract linguistic rules based on observable output that results from learners attempted production of a target language norm. This system is referred to as Language-learner language. According to the Interlanguage theory L2 learners, like L1 learners construct internal rules and adjust them from stage to stage. So acquisition of a language is a process that develops from stage to stage as the learner hypothesizes on rules of the TL and as he progresses along the language continuum. Therefore, the Language – learner language is a system of developing competence since every stage along the continuum is geared towards competence. These stages along the interlanguage continuum are revealed through error analysis procedure.

The Interlanguage theory recognizes that language is a matter of rule formation. So learners can make errors as they test out hypotheses about the nature of the language they are learning. Therefore, making of an error can be viewed as a strategy and evidence of learner internal processing (Corder 1967). This means that the Language-learner language is dynamic, that is, it keeps changing and the change occurs slowly as the learner revises the interim systems to accommodate new hypotheses about the target language system. As he hypothesizes the rules a

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new rule gets introduced into the system. The new rule may spread as it gradually extends over a range of linguistic contexts. This process of constant revision and extension of rules is a feature of the inherent instability of the interlanguage and it's built in susceptibility to change. This view of the learner's language and the errors he makes was important for this study because it guided the researcher to look at errors as indicators that the learners were still learning by hypothesizing the morphosyntactic rules of English and that they could make their language better. It also helps to explain the overgeneralization of the rules and the ignorance of rules' restrictions committed by learners.

The other tool of the interlanguage theory is that the Language-learner language is systematic. There is evidence of rule system. The learner does not select haphazardly from his store of interlanguage rules but does so in predictable ways. He bases his performance on his existing rule system much in the same way as the native speaker bases his plans on his internalized knowledge of the L1 system. According to Jackobovits (1970) and Cook (1971) the learner behaves 'grammatically' in the sense that he draws systematically on his interlanguage rules. The interlanguage can therefore, be viewed as a grammar system with its own grammar. This is important for this study in that it supports what the study has established that although the students' errors were not systematic in a simple way, they indicated that they were rule governed.

Therefore, as a conceptual framework in this study, the Interlanguage theory helped to explain the learners' errors and their psycholinguistic causes.

CHAPTER THREE

3.0 METHODOLOGY

3.1 Population and Location of Study

The population in this study is the students in the middle level colleges, that is, Institutes of Science and Technology, Polytechnics and Technical Institutes. The sample was drawn from Three colleges in the Rift Valley Province. These are Rift Valley Institute of Science and Technology, (RVIST) Eldoret Polytechnic, and Kenya Industrial Training Institute (KITI).

The study was conducted in Rift Valley Province of Kenya as a case study of the Province. The selected colleges are situated in Eldoret and Nakuru towns. The three colleges admit students from all over the nation and that is why they were selected as representative of other middle level colleges.

3.2 Sample and Sampling Procedure

The sample in this research was drawn from the first year students in the three institutions. There are eight Technical Tertiary (or middle level) colleges in the Rift Valley Province. This study was looking at errors made by middle level college students. The criterion used for selecting the three colleges was based on type. RVIST is an Institute of Science and Technology, while Eldoret Polytechnic is a National Polytechnic, and KITI is an industrial training college under the Ministry of Labour but offering courses at a similar level as those offered by RVIST and Eldoret Polytechnic. The colleges offer Certificate and Diploma courses.

Cluster random sampling procedure was used to pick the students who did the test and took part in the classroom discussion. This means that the researcher randomly selected classes and included all students in those classes in doing the test. Two classes were picked from each college. The classes from which the two were selected ranged from about ten classes in KITI, twenty in RVIST to about twenty-five in Eldoret Polytechnic at the time. Two classes were found to be sufficiently representative because the study looked at the compositions, the cloze test and the spoken utterances. Since the students were not equal in number, in each of the

classes, the researcher selected the classes that had students ranging from fifteen to twenty five. This gave a figure of 116 students who took part in the research.

3.3 Data Collection Techniques

Data was collected through the following techniques

3.3.1 A classroom written Test (C.W.T.)

The classroom written test consisted of a composition and a cloze test. Data was the learner's errors which, were identified in the students' compositions and the cloze test. The researcher used compositions because they allow spontaneous flow of language and also bring out more clearly the learners' language, referred to in this study as the interlanguage. The compositions were combined with a cloze test which, was used to check the problem of avoidance strategy in the use of some structures. The cloze test consisted of structured questions testing various aspects of inflectional morphology and syntax. The cloze test also enabled the researcher to identify many error types in the students' written test in a straightforward manner. The researcher with the help of the teachers teaching the various classes administered the written tests and facilitated class discussions. The test in the appendix was used to solicit the data.

3.3.2 Classroom Discussion (C.D.)

The researcher collected oral data by recording students' spoken English by use of a tape recorder. Class discussions were held with the various groups involved and the students were asked to discuss issues on various topics that are of interest to them. The students suggested the topics but each student picked the topic he/she preferred from the selection given. The topics included 'what is love?', 'who is a true friend?', 'modernization has done more harm than good', 'why I have chosen the career am pursuing', 'can Kenyan politicians be trusted?' etc. each student was allowed to use five minutes to ten minutes to express themselves completely. However, they used less time than that. Classroom Discussion spoken in a natural setting allowed the speakers to bring out their interlanguage. The data consisted of the students' errors which were identified in the students' spoken English that was recorded down.

3.4 Data Analysis and Interpretation

This research used Corder's (1974) procedure of error analysis, which comprises the following steps:

a. Selection of the Target language; in this case the target language was English which, was used in the students' written compositions and oral discussions.

b. Identification of errors in the language; as used by the students in their written work and spoken English. By this step morphosyntactic errors were identified from the students' compositions, cloze test and spoken English. The errors were checked against the inflectional rules of morphology and syntax of English Language as explained in English grammar books especially *A University Grammar*, by Quirk et al (1973) which, is a college level text book. For example if the verb-subject agreement rule was not observed that was identified as a morphosyntactic error in the compositions and in the cloze test, as well as in the recorded text on spoken English.

c. Classification of the errors identified in the students' composition cloze test and spoken English. The errors identified indicated the grammatical category and thus the approach used was "let the errors determine the category". The errors identified were categorized into concord errors, tense errors, omission errors, misformation errors, transformation errors and additional errors which, were categorized into regularization errors and simple additional errors. These errors were analysed quantitatively, that is, one by one in the surface error taxonomy, a procedure attributed to Dulay and Burt and adopted in this work to be able to identify the areas of difficulties for the students in the use of the inflectional rules of English. This was done for both the written and the spoken language of the students. Similar error categories were identified in both the spoken English and the written English.

d. Explanation of the errors. Once the errors were identified the researcher was able to find out the causes of those errors, which were of certain grammatical categories. Thus, the identified errors were explained in linguistic and also in psycholinguistic terms. For instance, explaining errors linguistically meant explaining whether the error was on the verb phrase, and whether it was due to omission of an inflection morpheme, or whether it was a concord error

causing disagreement between subject and verb due to the omission of the inflection for number or addition of the wrong inflection marker or even lack of inflection of the verb appropriately. For example:

The apples were coming down and i didn't know what it is.

There is lack of verb agreement on number between the subject noun 'apples' and the verb 'was' due to the fact that the verb has not inflected appropriately to agree with its subject which, is plural. There is also lack of agreement between the pronoun 'it' and its antecedent 'apples'. This is so because the pronoun has not inflected for number to agree with its antecedent which is plural. The psycholinguistic explanation of these concord errors is overgeneralization of the number rule, that is, "was" is here generalized for all numbers and past tense while the use of 'it' may psycholinguistically be caused by ignorance of rule restriction. The rule that a pronoun should agree with its antecedent in terms of number and person is ignored.

According to the above procedure, errors were tabulated in linguistic category taxonomy such as table 1 in the next page.

Table 1: Linguistic Error Category Taxonomy

Examples of students' errors	Morphosyntactic error category	Linguistic cause and type of error	Psycholinguistic causes of errors
They do not want to pay their debt.	Concord error	No number agreement between the subject and the verb. The subject is plural whereas the verb is singular	Overgeneralization the number rule for 'do' is overgeneralised.
He walks to town every other day.	Omission error	The third person singular marker 's' which makes the verb singular so as to agree with the singular 3rd person subject is omitted.	Overgeneralization of the rules; all grammatical persons take the zero ending except the third person singular. The zero ending is therefore, overgeneralised.

Using the taxonomy made it possible to explain each error identified and to find out which errors were most frequent. It also helped to categorize the errors into the various morphosyntactic categories and to find out the frequency of the error categories. This helped to identify the area or areas of difficulty in acquisition of English morphosyntax.

A comparison was made between the types of errors and the error categories identified in the students' written English and in the spoken English. The errors were similar to an extent, which shows that the students have not mastered the morphosyntactic rules.

CHAPTER FOUR

4.0 RESEARCH FINDINGS

4.1 Introduction

This chapter presents the findings of the research that was carried out on the morphosyntactic errors made by the middle level college students. It is divided into two main parts. The first part is on data presentation and analysis and it presents the various morphosyntactic error categories identified in the students' written and spoken language. The second part is on discussion of the findings. It is divided into three sections covering linguistic explanations of morphosyntactic errors, psycholinguistic causes of errors and other causes of errors.

4.2 Data Presentation and Analysis

The errors were tabulated in surface error taxonomy. All the errors identified in the students' language, that is, in the compositions, the cloze test and the spoken English were categorized and explained. For example, if a student broke the number agreement rule, the student's error was indicated in the column entitled 'examples of students' errors'. The criteria used for categorizing errors was 'let the error determine the category'. Therefore, the error determined the category and in this example the error was then categorized as a concord error. It was then explained linguistically by indicating whether the student omitted the plural 's' or the third person singular 's' or has used a plural determiner with a singular noun and vise versa. Finally, the psycholinguistic cause of the error was identified.

The surface error taxonomy below illustrates how the errors were tabulated and analysed so as to come up with the error categories discussed below.

TABLE 2: SURFACE ERROR TAXONOMY

NUMB-ER OF STUDE-NT	EXAMPLES OF STUDENTS' ERRORS	MORPHOSY-NTATIC ERROR CATEGORY	LINGUISTIC EXPLANATION OF ERROR	PROBABLE PSYCHOLINGUI-STIC CAUSES OF ERRORS
Poly 1	These career These course	Agreement or Concord errors	Error on noun Phrase: determiner used in plural instead of singularly	Overgeneralization of the English Language rules
	....plan their work and keep them neatly....	Concord error	Use of pronoun that does not agree with its antecedent	As above
Poly 2	I choose it because I found	Tense Agreement	Lack of tense agreement in the two clauses, one in the present tense	As above
	If all go well	Omission	Omission of the third person marker	As above
	I will be of my own boss	Additional	A grammatical morpheme is added unnecessarily	Ignorance of rule restriction
Kiti 50	It was our duty to collect all the rubbish	Transformational errors	Misformation of the passive voice	Incomplete application of the TL rules
Kiti 51	Does he travels many kilometers	doublemarking-g error	Marking of both the auxiliary verb and the main verb for third person singular	Ignorance of rule restriction
	That is, being know	Misformation	Misformation of the past participle forming the wrong tense	Incomple-te application of rules
RVIST 90	There is no restrictions or rule that governs the employee	Concord	A singular verb is used with a plural noun and vise versa	Overgeneralization of the TL rules
	Mary said she is going to pass her exams	Tense error	Misformation of the tense in the reported speech.	Overgeneralization of the present tense rule or incomplete application of the TL rules

4.2.1 Morphosyntactic Error Categories in Written English

Like indicated earlier morphosyntactic errors are deviations from the inflectional rules of morphology and syntax. Inflectional morphology as opposed to lexical morphology is concerned with the processes which yield the various inflectional forms of a lexeme from its lexical stem. For example a verb inflects into the past tense but it does not change from being a verb. Lexical morphology on the other hand yields a different lexical item from the original lexeme, for example noun to verb. Inflectional syntax interacts with inflectional morphology to yield morphosyntax. Therefore, inflectional properties are morphosyntactic. These inflectional properties are the morphemic elements, which have a role in both morphology and syntax in that the rules of syntax give the condition under which a lexeme may or must carry a given inflectional property while the rules of morphology specify what the actual form will be.

The deviations can be explained in terms of omitting, adding or double marking the morphosyntactic features, or misforming the functional words, which have inflectional features. The deviations were examined against the morphosyntactic rules of English language as the TL. The morphosyntactic error categories identified in the students' English language were: concord errors, tense errors, malformation errors, omission errors, additional errors comprising of double marking and simple addition errors, and transformational errors. These error categories were identified in the compositions, close test and also in the spoken English. Below are the findings on each morphosyntactic error category identified in the students' language.

4.2.1.1 Concord Errors

Certain grammatical elements agree with each other in number, person,
gender and case. This agreement is referred to as concord. That means there are concordial relations. In many languages, the constituents of a particular syntactic construction are said to agree or be in concord with respect to such features as gender, number, case and person. This underlies the view that concordial agreement is realized when the linguistic items share morphosyntactic attributes. These linguistic attributes include the prefixes that inflect nouns for number and also control concordial prefixes on other words related to the noun. For example a plural noun used with a determiner like an adjective will control the form of the determiner, which has to be plural to agree with the noun. The other elements with concordial relationships

include the past tense and aspect prefixes on verbs, the third person prefix and plural inflections on pronouns and adjectives, and also the inflections on verbs used as auxiliary verbs.

From the students language various types of concordial errors were identified. For example, plural nouns would be used with a singular verb or determiner or vise versa as in the following sentences found in the students' written English.

1. These woman doesn't have passports

This sentence lacks concord between the demonstrative determiner and the noun it is modifying .The determiner is plural while the noun is singular. Here concord in number is disregarded. The above sentence was one of the sentences done by the students in the cloze test and many students made similar errors even in their compositions. Such prevalent errors included phrases like' these career' and 'these course'. The students would fail to inflect the noun into plural to agree with the determiner, which is plural.

Another concordial error identified in relation to number agreement included where students would omit the plural inflection on the noun causing disagreement between the noun and other words related to it. The following sentences illustrate that.

2. A) In this two subject or

b) Many thing

The two determiners in sentence a) are in discord, since one is singular and the other is plural. The numerical determiner 'two' and the demonstrative 'this' require that the noun subject be plural which is disregarded here. In sentence b) the word 'many' also requires that the noun 'thing' be plural which is not done causing a concord error. In both sentences the discord is because the's' inflection for plurality is omitted.

In other sentences the students would add the plural inflection inappropriately like in the following phrase.

3. In a big companies

The article determiner is singular while the noun is plural. These errors indicate that the students who were making these kinds of errors have not acquired the number rule between the noun and its determiners. That is why such errors would be prevalent in their compositions as illustrated by

the above examples. Other errors of discord revealed the students' limitations in their linguistic knowledge of English as illustrated below.

4. All this lots of hard works

'All' indicates many when used with count nouns. However, when used with uncountable nouns or mass nouns it can be in agreement with a singular determiner like 'this' e.g. 'all this water'. In the above sentence the phrase 'lots of' makes the noun work countable although it is a mass noun. Therefore, 'all' agrees with works but works has no number agreement with 'this' which is singular.

The other concordial relation, which is broken by the students in their language, is one between the noun and the verb. If the noun is singular, the verb also has to be singular and the vise versa. The students would disregard this rule and would make errors like the following:

5. The manager of that big company have a family

In the above sentence the verb has not been inflected into singular to agree with the subject noun which is singular. In subject –verb agreement where the verb does not inflect for singularity by changing form like the verb 'be' or 'have' and 'do', it takes a third person singular marker 's'. The students in this study disregarded this rule as in the following phrase:

6. A company or any enterprise that deal and work differently...

The student here disregarded the fact that the compound subject nouns 'company' and 'enterprise' are singular and therefore the verb 'deal' and 'work' should be in the third person singular. In some instances the nouns company and enterprise can be treated as plural since they are collective nouns. However, in the above sentence they were meant to be singularly marked since the student has used a singular article. The verbs are therefore, considered plural and thereby the student is considered to have made a concord error.

Sometimes the verb would be made singular even when the subject is plural as in the following sentences.

7. Rules that governs the employee

8. Opportunities that goes with it

The above sentences illustrate errors of concord between subject and verb. The subjects are plural but the verbs in both sentences are singular through the addition of third person singular inflection.

Other concordial errors identified were in the use of determiners of nouns, as in:

9. These career or these course

Other determiners like the articles would also be used in discord to the noun like in sentence 3, which is explained above.

The other concord or agreement errors identified were between the anaphor and its antecedent. A noun, or pronoun antecedent which is plural, should be replaced by a plural pronoun and vice versa. Similarly adjective determiners referring to plural nouns should also be plural. Errors such as the following involving pronouns and determiners were identified.

10...Will do a higher diploma course in secretarial, after attaining these...

11. My attention to computers is its demand.

In sentence number 10, 'course' is the antecedent of 'these'. The antecedent is singular while the pronoun 'these' is plural. For number 11, the noun 'computers' is what is being referred to by 'its'. The noun 'computers' here is plural and therefore, the singular determiner 'its' can not replace it in this case.

From the students' errors it is quite clear that the concord errors were in such instances as explained above caused by the omissions of an inflection morpheme or by the addition of the inflection morpheme inappropriately. These types of errors were found to be the most prevalent in the student's language. The total number of concord errors identified in the students written English was 570. These concord errors affected the students' communicative competence to the extent that some of the sentences would be rendered meaningless. This is significant to the study in that it supports the hypothesis that middle level college students make morphosyntactic errors which concord errors are part of. This number of errors which is the highest indicates that this is the area in which the students have the greatest difficulty.

4.2.1.2 Omission Errors

Omission errors in this study are considered in terms of omissions of the grammatical morphemes especially the noun and verb inflections. The noun inflections include prefixes inflecting nouns for plural and possessiveness while the verb inflections consist of the past tense markers, -'ing'

aspect marker, auxiliary verbs used as aspect markers, that is, 'have' and 'do' in their various inflectional forms, and the third person marker 's'. Other verb inflections are found on the irregular verbs that inflect for past tense. Such verbs include the verb 'be' in its various inflected forms, which are overtly inflected for number and tense. Auxiliary verbs like the verb 'do' and 'have' and the modal auxiliaries are also inflected for tense, number and person in the case of the primary auxiliaries and only for tense in the case of the modal auxiliaries. The omission errors identified in the students' language involved the omission of these inflection markers. The following are examples picked from the students' written English to illustrate the above observations.

12. a) Install them in accessible area.

b) One of the best method

Sentence number 12a is an example of omission of the article or of the plural marker. Since there is no article to indicate that accessible area is one, then the word area should be areas. Number 12b is also an example of the omission of the plural marker. The use of the phrase 'one of the best "suggests that it is the best among many. Therefore, the noun 'method' should be plural. The other omisssion errors on the noun identified in the students' English involved the omission of the possessive inflection. The students would omit the apostrophe or's' and the apostrophe as shown in the following examples taken from the students' tasks.

13. She lives in her parents house.

In the above sentence taken from the cloze test, the apostrophe would in most cases be omitted. Since the noun parents is plural the apostrophe needed to be placed after the's'.

14. I also promised that one day I change my parent living standard.

15. He was disappointed with his child behavior.

In both sentences the's' and the apostrophe are omitted and that affects the meaning of the sentences and consequently hinders the communicative competence of the student.

Apart from omissions on the noun there were numerous omissions on the verb phrase. In fact the omissions of the third person singular marker on the verb were more widely observed in both the cloze test and the compositions than the omission of any other inflection marker. The following sentences are used as examples:

16. It also help me

17. A mechanic gets a lot of money.

Since the subjects are singular in both sentences, then the verbs should be singular. Putting the third person singular marker's' indicates singularity of verbs in English. If the verb is in the third person singular it acquires the third person singular inflection marker. When the subject is not in the third person, and although it may be singular the verb remains with the zero ending. Verbs also inflect for past tense. The omission of the past tense markers whether as 'ed','d' or't', were the next widely committed. The following examples taken from the students' written tasks illustrate this:

18. One time I ask him to give me the vehicle

19. It has create...

In both sentences the verbs should be in the past tense form but the past tense inflection is omitted making the sentences wrong. The verb in number 18 should be 'asked' while in number 19 where the perfective aspect marker is the verb should be 'has created'.

The other omission errors identified include the omission of the auxiliary verb 'have' marking perfective aspect, as well as the progressive aspect marker 'ing'. The following sentences are examples of such sentences found in the students' written English.

20. Therefore, I chosen this career

21. I choosen it

22. See what they are do

In sentence Number 20 and 21 the perfective aspect maker 'have' is omitted while in sentence number 22 the 'ing' marking the progressive aspect is omitted.

In the students' omission errors, the plural marker, the third person marker and the past tense marker were omitted more widely than any other inflection morpheme. 411 omission errors were identified in the students written English and 26 in the spoken English. This makes a total of 437 errors against the total number of all the errors identified totaling 2,208 errors. This figure is significant in that it shows that the students have not acquired the collect use of inflectional grammatical morphemes. That is why they are omitting them where they are needed and in some

instances these omissions especially of the plural marker and the third person singular markers cause concord errors.

4.2.1.3 Additional Errors

Additional errors are characterized by the presence of an item which, must not appear in a well-formed utterance. Additional errors occur in the later stages of L2 acquisition when the learner has already acquired some target language rules. These errors mainly occurred where the students were turning statements into questions or positive statements into negative and therefore, involved some transformations. The fact that they have acquired the past tense rule explains why the additional errors are quite substantial in the language of the students used in this study since they are in the later stage of acquisition. However, the students seem not to have acquired the rules' restrictions governing the right usage. The errors were quite systematic and regular for those students who made them. There are three types of additional errors, which include double marking errors, regularization errors, and simple additional errors. Under additional errors the students' double marking errors and simple additional errors have been dealt with since the regularization errors identified in the students' language were categorized under misformation errors. This was because it was not possible to differentiate regular errors that would be classified under additional errors and those that would be classified under misformation errors. The errors looked similar and since they were malformations, It was found fitting to classify them under malformation errors. The total number of additional errors identified in the students' English both as doublemarking and simple additional errors were 305. This number shows that this is a prevalent problem among the students at this level.

i) Double Marking Errors

These are errors that occur when two grammatical items are marked in some linguistic constructions. This could be explained as the failure to delete certain items, which are not required in some linguistic constructions. For example, in most English sentences some semantic features such as tense may be marked syntactically only once as in:

23. They didn't go

24. Does he have to learn grammar?

The above sentences have the main verb unmarked although 'go' and 'do' are marked for past tense when there is no auxiliary verb on which to mark the tense. Similarly, both verbs inflect for

third person when there is no auxiliary verb to inflect for third person. So the above sentences without the auxiliary verbs and in the positive would be: **They went and He has to learn grammar respectively.**

The English rule for tense formation requires that you place the tense marker on the first verb, so in a sentence where there is an auxiliary verb, the auxiliary verb and not the main verb, takes the tense marker. Where the third person is used the auxiliary verb also takes the marker. Where learners have acquired the tensed form for both auxiliary and main verb they often place the marker on both thus committing a double marking error.

In this study double marking errors were identified for both tense and third person inflection markings. For example:

25. They did committed a crime

26. She did not went to live in France

27. Does he has to be there by now?

In sentence 25 and 26, both the auxiliaries and the main verbs are marked for past tense while in number 27, both the auxiliary and the main verb are marked for third person singular. This doublemarking gives rise to the doublemarking errors. These errors were more in the cloze test than in the compositions. The total number of doublemarking errors identified in the students' language was 190. Out of this number, 187 errors were from the cloze test and only 3 from the compositions.

ii) Simple Additional Errors

In this study the simple additional errors that were identified include: additions of the progressive morpheme _'ing,' the past participle inflection '–en', the past tense inflection marker '–ed', possessive marker's', the third person singular inflection marker '-s' and the plural inflection '–s'. Some sentences have been picked as examples of the simple additional errors identified in the students' language as explained below:

28. I choses

29. It will helps me now.

In sentence 28 the third person marker is added to an irregular verb which in the past tense and does not require the marker. In sentence 29 the third person singular marker is added to the main verb while the auxiliary verb 'will', indicates the future. It is not correct to combine the future tense with the simple present tense, which is indicated by the verb 'helps'. So for the sentence to make sense either 'will' or 'the third person marker' has to be removed. If 'will' is removed then the third person marker becomes necessary because the subject 'it' is singular and is a third person pronoun. The sentence therefore, becomes:

It helps me now.

If the third person marker is removed then the sentence becomes:

It will help me now.

This means that depending on the meaning required of the sentence, either of the markers could be considered an unnecessary addition. Below is another example,

30. I started my own practicing in typing.

In the above sentence the '-ing' aspect marker is added to the verb practice unnecessarily. This is so because the word practice is already a noun functioning as the object of the verb started. The –ing marker therefore, has no function. This also is the case in the following sentences:

31. After completing this careering'.

32. A digital cameras

The '–ing' marker in number 31 is not necessary just like the '-s-'for plural in cameras is unnecessary and wrongly added because the use of the indefinite article already indicates that the noun that is pluralized is singular.

33. You soon will received

34. This course may helped me

In the above sentences the past tense markers are inappropriately added. This indicates that the students have the rules but are using them ignorantly of their limitations. The past participle -en has also been added inappropriately in the following sentences.

35. L usually chosen my career or

36. Why l chosen this career

This is because, in sentence number 35 for example, the sentence is meant to be in the simple present tense and therefore, the verb should not be in the past participle form. Again in no. 36 the verb should be in the past tense. The addition of the past participle marker in both sentences

makes sentences 35 and 36 wrong. The sentences should have been 'I usually choose my career' and 'why I chose this career', with the verb choose being in the present tense and past tense respectively.

Other additional errors identified were the additions of grammatical morphemes like articles, prepositions, and auxiliary verbs, However since these grammatical elements are not inflectional morphemes they will not be elaborated on in this study. The simple additional errors identified in this study were 115. This indicates that additions of inflectional morphemes are not the greatest problem for most of the students at this stage. However, these errors put together with those of double marking indicate that there is a problem in the use of inflectional morphemes.

4.2.1.3 Malformed Structure Errors

Malformed structures are characterized by the use of the wrong form of the morpheme or word structure. The learner supplies something, although it is incorrect. There are three categories of malformed structures; namely: (1) regularization, (2) Archi- forms and (3) alternating forms. All these types of malformation errors indicate that malformation errors are not randomly made. There is a line of thought guiding the learner although he makes the errors. The malformation errors Identified in this study are those of regularization and archiforms to a lesser extent.

Regularization errors that fall under the category of malformed structures are those in which makers used with regular verbs are used with irregular ones. For example the use of the verb 'runned' instead of ran. The following errors were identified in the middle level college students' language.

37. Architects are finded

38. I have choosed

39. I had being teached

In sentence 37 the student malformed the main irregular verb by putting it into the past tense as a regular verb disregarding the fact that it is an irregular verb. This also applies to no 38 and 39 where the verbs have been regularized by adding the past tense marker on the verbs choose and teach respectively which are irregular verbs. In sentence 39 there is another malformation error where 'being' is used instead of 'been'. This can be explained as an archiform error. Another

form of regularization seen in the middle level college students' English is in pluralisations as indicated by sentence 40 below.

40. Our cousins are very pretties

In the above sentence, the adjective pretty is dealt with like a noun and therefore pluralized like a noun. Other malformation errors were seen where wrong forms of words like verbs are used. For example, inflections would be added inappropriately to the verbs as in the following sentences:

41. I usually chosen my career

42. This course may helped me

The other category of malformed structures is that of archiform errors. Archiform errors are committed when one member of a class is selected to represent others in the class. In this study the demonstrative determiner 'these' would be selected by students to represent the class of demonstratives. For example the students would use 'these career', 'these course'. In a few instances 'my' was used instead of 'I' as in the following sentences:

43. My likes to be a secretary ('my' is used for 'I')

44. My father advised my to take (here 'my' is used for 'me')

'Being' was also used as an archiform representing 'been', which is in the same category with it being a member of the verb 'be'. This is illustrated by the sentence below and in the one explained in sentence number 39 above which is: I had being teached.

45. I had being practicing computer.

The number of malformed structures in the form of regularization and archiform errors identified in the students' written English language is 80. This frequency is not very high and it indicates that the students at this level are able to distinguish which grammatical morpheme should be used in a given instance. However, if you put together the additional errors (which to a certain extent are malformations) and the malformation errors, you realize that the students still have a problem in appropriating the inflectional morphemes correctly. The total number of these errors put together is 385 constituting 22% of the total errors identified. This indicates that the middle level college students have difficulties using the inflectional morphemes.

4.2.1.5 Tense and Aspect Errors

Tense errors are errors on verbs or verb phrases which, have not been inflected into the right tenses. English language has the past and present tenses. Other notions of tense like the future tenses are expressed by use of other tenses and verbal expressions other than a single verb. For example, the present simple tense or the present continuous tense combined with adverbs of time can be used to express the future as in the following sentences.

I go to London next week or

I am going to London next month

Aspect on the other hand is concerned with the manner in which the verbal action is experienced or regarded. It indicates whether the action is completed or in progress. Aspect is indicated by the 'ing' in the case of progressive and the verb 'have' in its various forms plus the '-ed' form of the verb for the perfective aspect. Aspect is related to tense in that the verbal action that is in progression or completed is also within a certain tense. We therefore, have present progressive, past progressive, present perfect and past perfect aspects.

In this study and especially from the students' compositions, tense errors were mainly in the use of the present and past tenses whereas aspect errors would be evident where the students would fail to inflect the verb into the right aspect form. Such errors like the following were identified in the students' language as used in the cloze test and in the compositions.

46. It was difficult for me to chose the subjects as my best chose of career.

47. You can be send for seminars.

48. I have chose to be a secretary

49. I choose to be an engineer because I saw...

Number 46 is an example of the use of the past tense verb where the student should have used the present tense form of the verb while in number 47 the student has used the present tense form of the verb instead of the past tense form of the verb. Sentence 46 has another error in the use of the word 'chose' which appears to be a misspelling of the word 'choice'. The aspect errors committed like in sentence 48 show that the student is not able to inflect the verb into the right form of the past participle 'chosen' to indicate the present perfect aspect. In other instances there would be no tense agreement in the clauses because of not inflecting the verb into the correct tense as indicated

by sentence number 49. The first clause is in the present tense while the second clause is in the past tense. This means that for tense consistency to be there, the first clause should be in the past tense also. The sentence should be **'I chose to be an engineer because I saw....'** Therefore, both verbs in the two clauses should be inflected appropriately to indicate the same tense.

In the cloze test, tense errors were identified in the direct and indirect speech section. According to the English rules several changes are made in converting direct speech into indirect speech. The first change is that of converting the 1st and 2nd persons into 3rd person. The other and most important change is that of tense referred to as back-shift. The following examples illustrate how the back-shift takes place. These examples are not numbered because they are not taken from the students' language but are used here to explain why the students' responses are considered errors and especially tense errors.

In reported speech verb tenses and aspects change as explained below: As we move into the past, for the reporting tense there is a corresponding shift into the past in the reported speech. For example,

- **"The exhibition finished last week", explained Ann. (**Direct speech in the past tense). The corresponding indirect speech sentence will be in the past tense and the verb will be in the past perfective aspect form as shown below.
- **Ann explained that the exhibition had finished the preceding week**
- **"The whole house had been ruined", said the landlord.**(sentence in past perfective aspect)

The indirect speech sentence corresponding to the above sentence will also be in the past tense with the verb of the complementary clause being in the past perfective aspect. as indicated by the sentence below:

- **The landlord said that the whole house had been ruined.**

On the other hand, if the reporting verb is in the present tense and the direct sentence is also in the present tense, then there is no change of tense as indicated by the following sentence.

- **She keeps saying, "I am a failure"**

The above sentence in reported form therefore, becomes:

- **She keeps saying that she is a failure.**

The tense of the reported sentence remains in the present tense. However, if the direct sentence is in the present but the reporting verb is in the past tense, then the sentence in the reported speech will be in the past tense. For example:

- **"I live here," He explained.** The reported sentence becomes:
- **He explained that he lived there.**

The other changes that occur when the sentence in direct speech is being converted to the indirect speech is that the reported clause is subjected to the 'that clause', and the words like 'this', 'that', 'here' and 'now' change to 'these', 'those', 'there' and 'then' respectively. The adverbial phrases of time like 'today', 'tomorrow' or 'next week' also change into 'that day', 'the following day', 'week' etc.

In this study it was observed that most students were not able to observe the above rules while converting the sentences from direct speech into indirect speech. The verb in most cases would not be inflected into the past tense or past perfect aspect, as the need would be. Some of the students' sentences are shown below as illustrations.

50. He said that he does not like thunderstorms

(Direct speech sentence: "I don't like thunderstorms" he said)

The above sentence is in the present tense but the reporting verb is in the past tense. So the reported sentence should not be in the present tense as put in the above sentence by the students but should be in the past tense, as shown below:

He said that he didn't like thunderstorms.

Another example is **"When did you arrive", He asked**

The above direct speech question is in the past tense and the reporting verb is also in the past tense. It therefore, should have been reported using the past tense for the reporting verb and the rest of the sentence should be in the past perfect aspect to become:

He asked him/her when he /she had arrived.

However the students in most cases would write the reported version of the sentence as in the sentence below.

51. He asked him/her when he arrived.

The aspect marker would be left out by some while others would repeat the question and also put the verb in the wrong tense as in the following sentence:

52. He asked him when did he arrived"

In some cases the students would not change the subject from the 1st person to the 3rd person as in the following sentence.

53. Mary said that I am going to pass my exam.

"I am" should have been "she was "I" changes to 3rd person e.g. 'she' while am changes to 'was' which is the past tense singular form of verb be. 'My' should have been changed to 'her' to have the sentence read:

Mary said that she was going to pass her exam.

In the section where students were turning active sentences into passive the students would not be able to inflect the verbs into the right tense or aspect forms. In the passive transformation a verb inflects into the past participle and also acquires an auxiliary verb, normally a form of the verb 'be' which takes the inflectional properties of the original verb especially those of tense. Therefore, the tense of the active sentence is maintained. If the verb of the active sentence is in the present tense, then the passive sentence must also be in the present tense which, is carried by the verb 'be' to maintain the same meaning. If the active sentence is in the perfective or progressive aspects then that too is maintained in the passive sentence. Most students would not maintain the tense as indicated by the following active and passive voice sentences.

Active voice sentence: a) They are not giving injections to children.

b) Are they building a new bridge?

The following are examples of the students' responses:

54 a) Injections was not given to children

b) A new bridge was build by them

The verbs of the active sentences are in the progressive aspect except that sentence (b) is in question form. Now sentences from the students' passive forms are in the past participle forms. The original tenses of the active sentences have been changed and consequently the meaning is not maintained since the passive and the active sentences are supposed to be prototypically thematic variants. It is also worth noting here that apart from failing to observe the tense, sentence (a) has a concord error.

Tense errors were also committed where students made doublemarking errors. Doublemarking errors are committed when the students fail to delete the tense inflection on one of the verbs as is required. One of the two verbs marked is inflected for past tense or present tense against the grammatical rules regarding tense, which is marked only once syntactically. That is why this is also seen as a tense problem. The following sentences illustrate that.

55. a) I did not went to the library

b) She did not went to live in France

It has been explained earlier that double making errors occur when the auxiliary verb and the main verb are both marked for tense or third person singular. In the case of the above sentences, the auxiliary verbs alone should have been marked for past tense. So marking the main verb for past tense means that the verb is put into the wrong tense.

In the cloze test there was a section where the students were to put the verbs into the appropriate tense. For example the verb call was to be inflected into the past tense to bring out the correct meaning of the sentence as in;

They called for justice for all man

However the students would either add an auxiliary verb 'were' to the verb 'call' and the sentence would read, **'They were called'** or have other tense versions like the following:

56. 'They were used call for justice for all men'.

These tense and aspect errors indicate that the middle level college students have not gained competence in the use of English tenses and aspect. The tense and aspect errors were second to concord in terms of frequency among the errors that were identified and classified particularly in the students' written English. These errors occurred 365 times in the cloze test and 105 times in the compositions making a total of 470 times. The use of tenses was therefore identified as the other area of difficulties for the students, next to concord.

4.2.1.6 Transformational Errors

Transformations are operations in which elements are substituted, deleted or rearranged like in passive voice sentences, questions and negatives. In a general way the terms active and passive apply to grammatically distinct clause constructions differing in the way the syntactic functions

of the subject matches up with its semantic role. In active voice the subject normally corresponds to the actor and in passive voice to the patient or undergoer. The following operations take place when a sentence changes from active voice to passive voice form:

1. The function of the subject changes so that it becomes a complement of the preposition 'by'
2. The function of the object changes so that it becomes the subject.
3. The catenative verb 'be' is added as superordinate to the original verb; then the original verb is put into the past participle form and its original inflectional properties especially tense are transferred to the verb 'be'.

Below is an example of an active sentence turned into the passive voice sentence.

57. a) My younger son broke the window (active)

b) The window was broken by my younger son (passive)

In the passive sentence the function of the subject has changed to become a complement of the preposition 'by', the verb 'be' in the form of 'was' is added and takes the past tense inflection of the verb 'broke' while the verb 'broke' changes into a past participle. If the original verb is in the present or past tense, or in the progressive or perfective aspects then the verb 'be' is inflected accordingly. For example:

"Mary had swept the room when the visitors arrived'.

This sentence whose verb is in the past perfective aspect changes into:

'The room had been swept by Mary when the visitors arrived'.

The passive verb swept remains in the past participle form while a form of the verb 'be' 'been' carries the tense inflection and the perfective 'had', which is in the past, indicates the past perfect aspect. The students were not able to observe the tense and aspect morphological rules for the passive voice. For instance, one of the sentences in the close test done by the middle level college students was:

They are not giving injections to children.

When turned into the passive, the sentence should be:

Injections are not being given to children or children are not being given injections.

The verb 'be' here takes the progressive marker 'ing', the main verb inflects into the past participle form 'given' while the auxiliary verb 'are' carries the tense inflection so that the sentence is in the present progressive aspect. The above sentence has two alternative forms

because it has two objects, which makes the verb to be ditransitive. In normal cases the indirect object is the one that is made the subject.

In this study some of the students who did the test did not attempt the section on changing active sentences into the passive voice sentences. Others did not apply the transformational operation rules but left the sentences as they were. Majority tried the operations but did not do them correctly. Below are some examples of the passive voice sentences from the students who did the tests: For the above sentence, some of the students' responses are:

58. (passive) **injections are not given to children .**(progressive aspect left out)

59. (passive) **It is that they are not giving injections to children.** (sentence left as originally was except for the addition of 'it is')

60. (passive) **Injections to children are not given.** (progressive aspect omitted word order **not** maintained)

Another example from the cloze test is:

(Active voice sentence) **Are they building a new bridge?**

The passive voice form of the above sentence is:

'Is a new bridge being built by them?'

. Some of the students' passive sentences on the same sentence are:

61. He asked if they are building a new bridge.

62. Are they building a new bridge

63. Is a new bridge being build by them?

The above sentences indicate that transformation operations like that of changing the object into the subject and inflecting the verbs into the appropriate tense and aspect forms have not been acquired. For example, sentences 61 and 62 are in the original form while in 63 the verb was not inflected into the past participle.

On the section where students were asked to turn statements into questions a number of students were not able to rearrange the elements correctly. For example, the sentence:

He worked very hard.

The sentence turned into a question should be: Did he work very hard?

Some students would not inflect 'do' into the past tense to carry the inflection instead of the verb 'work' which should remain in the present tense form. Below are some examples of the students' sentences.

64. Does he worked hard enough?

65. Did he worked very hard (here the student made a double marking error also.)

The above sentences reflect how the sentences in this section were handled by most of the students and it is from this section and the one on turning statements into negatives that the double marking errors were made. This was as a result of not applying all the rules, pertaining to the rearrangement of words when turning a statement into a question.

The frequency of transformational errors identified in the students' Language was 287 times. It is also important to note that this number is only from those who attempted to change the active sentences into the passive. About 50 students from all the three colleges were recorded as having avoided that section. Below is table 3 indicating the frequency and percentages of these error categories identified in the above section on morphosyntactic categories in written English.

Table 3: The error categories and error frequencies of written English

No.	Morphosyntactic error category	error category frequency	error category percentages
1	Concord errors	570	25%
2	Tense errors	470	21%
3	Omission errors	411	18%
4	Transformational errors	287	14%
5	Additional errors: a) Double marking	190	11%
	b) Simple additions	115	7%
6	Malformed structure errors	80	4%
	Total No. of Errors	2,123	100%

The significance of the frequency figures of the various morphosyntactic error categories is explained below in the section on comparison and significance of the error categories. However, it is important to note here that the higher the frequency of errors the greater the difficulty in use of that area by the students.

4.2.2 Errors in Spoken English Utterances

The students spoken utterances were recorded in a tape. The students had been asked to pick topics that were of interest to them and present a speech or discuss the topic for about five minutes. The topics included 'love', a father is better than a mother, who is a true friend?, why I have chosen the career I am pursuing, modernization has done more harm than good, is television an asset or problem to parents?, and can Kenyan politicians be trusted?. These speeches were listened to and transcribed. Then the morphosyntactic errors were identified and categorized using error taxonomy since the objective was to identify and analyze or explain the errors in the students spoken utterances.

Similar error categories as those identified in the written English especially in the compositions, were identified in the students' spoken English. One of the differences between spoken English and written English is that the number of errors in spoken English in the various error categories is smaller than the number of errors in similar error categories in the written English. This is because the students made few sentences in their speeches. Just like in the compositions, the students avoided using many sentences that had transformations like questions and passive voice sentences. Those who did used them because they could do so correctly. The students were conscious that they were being listened to and that they were being taped and there was a lot of monitoring of their utterances. This gave rise to a lot of repetition and hesitation as they monitored what they were saying and corrected what they were not sure of. Below are examples of error categories identified in the students' utterances.

The morphosyntactic error categories that were identified are concord error, omission error, tense error, and addition error of double marking and simple addition error categories. There was also malformation error category mainly of the archiform type. Below are some of the examples of the errors identified in the various categories.

i) Concord Errors

There were a number of concord errors from the students' spoken utterances. Examples of these errors include the following:

66. Modernization have brought us more harm than good.

67. The requirements is cheap

68. Other type of games

All the above sentences have a concord error. In number 66 modernization is singular while the verb 'have' is plural. Sentence 67 has a plural subject and a singular verb while in sentence 68 the determiner 'type' is singular but the object of the prepositional phrase being modified is plural. There were 28 concord errors identified in the students' spoken utterances.

ii) Omission Errors

A number of omission errors were identified in the students' spoken utterances. The students omitted the plural marker mainly and to a lesser extent the possessive marker and the third person singular marker as illustrated by the following examples.

69. Our politician they are very corrupt

70. Most of the parent

71. The single parent children

72. What make me

In sentences number 69 and 70, the students have omitted the plural markers and one has repeated the subject unnecessarily while in sentence 71 possessive marker is omitted. Sentence 72 illustrates the omission of the third person singular marker. The total number of omission errors identified was 26 and this was the second largest among errors in spoken utterances.

iii) Additional Errors

The students added plural markers unnecessarily but their major problem of addition in their spoken English was the addition of pronouns that repeated the subjects of the sentences unnecessarily. There were very few cases of double marking of the inflectional markers just like it was observed in written English especially in the compositions. Below are examples of additional errors.

73. The friends tells more

74. Most children they can use internet

75. Most of the youth they are involved

76. Being a politician it means

Sentence 73 illustrates the doublemarking of the third person singular while sentences 74, 75 and 76 indicate the addition of the pronouns that repeat the subjects.

The additional Errors were 22 in number majority of them being those of the repetition of the subject.

iv) Others: Tense and Malformation

Tense errors that could be clearly identified were very few in that the students kept adjusting their utterances and sometimes they would not complete sentences. For example:

77. I choose to be a secretary

78. When boys were going to school they usually leave them to do the housework.

In the context these sentences were meant to express what took place in the past but they have not done so clearly. Number 77 was meant to be 'I chose' while number 78 lacks consistency of tense since one clause is in the past and other in the present tense.

The malformation errors identified were in form of archiforms. The students would use 'he' for 'she' and exchange 'these' and 'this'.

The frequencies of these error categories in the spoken English by the middle level college students and their percentages are shown on the table below.

Table 4: Error categories and frequencies of spoken English

No.	Morphosyntactic error category	Error category frequency	error category percentages
1	Concord errors	28	33%
2	Omission errors	26	31%
3	Additional errors: a) double marking errors	17	20%
	b) simple errors	5	6%
4	Tense errors	6	7%
5	Misformation errors	3	3%
	Total no. of errors	85	100%

4.2.3 Comparison and Significance of Error Category Frequencies

This section infers from the errors identified in the students' English, the areas of difficulty in the use of English morphosyntax. The students' written and spoken English was analyzed quantitatively. Each error in the various error categories was used to indicate the number of errors made by all the students used in the sample. This was possible after identifying and classifying the various errors into the error categories identified in the above section. It was noted that concord errors occurred most frequently compared to the other error categories. The concord errors occurred 570 times in the written English and 28 times in the spoken English of the sample students. These figures constitute 27% of the errors identified in the students'written English and 33% of the errors identified in the students' spoken English respectively. In both written and spoken English these percentages were the highest which means that concord is greatest area of difficulty in the use of English morphosyntax. Although the percentage figures of the spoken English are higher than those of the written English, the frequencies of the errors in written English are more than those in the spoken English. The discrepancy in percentages is caused by the fact that the number of error categories against which the percentages of spoken English were calculated were less than those used for written English. There was no transformation error category in the spoken English. This means that the error categories in

spoken English were five against six in the written English. The next highest in frequency were the tense errors in the written English which, occurred 470 times with a percentage of 21%. These were followed by omission errors, which took the third position having occurred 411 times out of the total of 2,123 times in the written English. Tense errors were not as numerous in the spoken English as they were in written English. In spoken English they occurred 6 times which was 7% of the total number of errors in spoken English. However, this low figure could have been as a result of the number of utterances used. The utterances used to indicate the error categories and the error frequencies were quite few in spoken English compared to those used in written English because the students spoke very little compared to what they wrote in the compositions and the cloze test. Nevertheless according the number of tense errors identified the next greatest area of difficulty is the tense area. This was followed by omissions of the grammatical morphemes which occurred 26 times out of the 85 times recorded for the spoken English and 411 times in the written English. This was identified as the 3rd in the order of the areas of difficulties.

The other errors occurred as follows: Additional errors occurred 305 times, Transformational errors 287 times, and malformation errors occurred 80 times in written English. In spoken English additional errors of double marking occurred 17 times and those of simple additions 5 times, while malformation errors occurred 3 times. This shows that the students' greatest area of difficulties in the use of English morphosyntax is in concord, followed by tense and omissions of the various inflectional morphemes. The errors indicated that the sample students have not mastered inflectional rules of English language and that most students find it difficult to observe the concordial relations between the subject and verb in terms of number, and person, as noted in the section above.

The other major area of difficulty, which was in the use of tense and aspect was mainly reflected in the compositions, and in the area of reported speech in the cloze test. Most of the tense and aspect errors would be seen in the use of present perfect and past perfect aspects. Maina (1991) found that according to the primary school syllabus, the present tense is taught before the past tense. Learners would therefore generalize the use of present tense forms and fail to inflect the

verbs into the past tense forms. The college students in this study seem not to have overcome that effect through their secondary studies. That is why there would be sentences like the following:

79. Has made out youth to become glue to .....

80. I usually chosen my career.....

81. I have decide to choose...

In the cloze test many students were unable to change the verbs correctly into the past tense while turning the sentences from direct speech to indirect speech.

For example they would write:

'He asked him, when he arrived', instead of 'He asked him when he had arrived' or

'Mary said she is going to pass her exam' instead of 'Mary said that she was going to pass her exam'.

4.3 Discussion of the Findings

4.3.1 Introduction

This section discusses the various causes of morphosyntactic errors identified in the language of the middle level college students. According to error analysis procedure, after, identification and classification of errors, the next step involves explanation of errors. This explanation involves giving the linguistic explanation of the types of errors and the various linguistic rules broken or not observed by the learners. The second step in the explanation involves identifying and explaining the psycholinguistic causes of errors. As indicated in the methodology chapter of this study, the morphosyntactic errors identified from the students' language in this study will be explained linguistically and psycholinguistically. That means one section will deal with the linguistic explanations on causes of the various types of errors while the other section will present the psycholinguistic causes of morphosyntactic errors, identified in the language of the middle level college students.

However, it is important to note that, it is difficult to determine explicably the cause of an error because an error can have more than one cause. For example, an omission error, where the 3rd person singular marker is omitted could be as a result of overgeneralization of the grammatical rules. Since all the grammatical persons in English take the same zero ending except the 3rd

person singular, the learner generalizes the bare infinitive form for all persons. On the other hand, the omission, which causes a concord error, may be as a result of false concepts hypothesized. The learners internalize the present tense verbs as being in the absolute forms, that is, in their base forms and this may prevent them from attaining the 3rd person rule, which is an exception from the other persons. However, the errors identified indicated the cause they are most inclined to as is explained in the discussion that follows.

4.3.2 Linguistic Explanation of the Morphosyntactic Errors

Errors are mainly caused by strategies used by the learner in the language acquisition process and from the mutual interference of structures within the target language. Linguistically errors can be explained in terms of the linguistic rules that have been deviated from by the learners in the process of applying the learning strategies. Linguistics therefore, provides the terminology for talking about the nature of errors and for comparing the language of the learner with the target language (TL) as well as describing what the learner did and what a natural speaker would have done in the same circumstances. The linguistics of the English language defines for us the morphosyntactic rules from which the students have deviated as shown by their language. The morphosyntactic rules are inflectional rules. The students therefore, have committed morphosyntactic errors by deviating from the English inflectional rules. The English inflectional rules demand that:

1. Verbs inflect for tense and aspect, and also for number when used with the third person singular. A verb therefore, takes the 'ed' ending to indicate past tense or changes its form to indicate tense in the case of irregular verbs. It also takes the '–ing' inflection to indicate the progressive aspect. For singular verbs with the 3rd person, the verb takes the 's' inflection. The students, who were picked as the sample in this study, were found to omit, add or not inflect the verbs appropriately. Thus linguistically the errors have been explained as caused by omission of the past tense marker, aspect marker or 3rd person singular marker in the case of omission errors. In additional errors, either additions of the past tense marker, aspect marker or 3rd person singular marker would cause the student's errors. Other errors would be caused by lack of inflection into

the appropriate tense in the case of irregular verbs. Sometimes the students would make additional errors by double marking two verbs for past tense, present tense or for 3rd person singular.

2 Nouns inflect for number and possessiveness. A plural noun takes an's', and to show possessiveness a noun takes an apostrophe and 's' or an apostrophe where the noun is plural and ends in 's'. Some omission and additional errors made by the students in this study have linguistically been explained as caused by omission of the plural marker or addition of the plural marker where it is not required. The students would also make concord errors by either omitting the plural marker on a noun used with a plural verb or they would add the plural marker on a noun to make it plural even when the verb is singular.

Other words affected by the inflection rule include pronouns and adjectives. Pronouns especially the personal pronouns inflect for number, case and gender. Some adjectives also especially the determiners inflect for number. Linguistically the pronoun should inflect to agree with the verb for number, or be in the right case depending on whether it is used as a subject or object and also should be in agreement with its antecedent. So the students' errors which were identified were caused by failure to observe these linguistic rules like explained earlier.

4.3.3 Psycholinguistic Causes of Students' Morphosyntactic Errors

According to the observations made in this study, it was observed that the students formed a language of their own which is a separate linguistic system, which results from a learner's attempted production of the TL norms. This linguistic system has been referred to as the learner's interlanguage in this study according to the way Selinker (1972) referred to it. This learner's linguistic system forms as the learner undergoes a number of stages with the goal of achieving a near target language proficiency. The assumptions made on the interlanguage at any given time are that:

i. The system is distinct from the L1 and L2
ii. It forms an evolving series, and
iii. In a given contact situation, the stage of proficiency roughly coincides for learners at a given level.

These assumptions have been accepted in this study because the students' evolving systems revealed through the error analysis carried out in this study were quite different from the English language and of course from the students' mother tongues. The errors present made students' English performance different from the English language they were studying. The similarity of the errors made by the students supports that the stage of proficiency roughly coincides for the students at a given level.

There are 5 processes that operate in the interlanguage, which constitute the way in which the learner tries to internalize the L2 system. These processes are central to L2 learning and each process forces fossilizable material on surface utterances of L2. These processes include:

1. Language transfer

This is the process where the learner uses 1st language knowledge as a strategy for learning the L2. According to the data collected in this study there wasn't much to indicate that the students were using language transfer. In grammar language transfer is not usually much for past tense, present tense or for 3rd person singular and this explains why in this study of students' morphosyntactic errors, there wasn't much evidence of language transfer errors.

2. Strategies of L2 communication

The strategies of communication dictate to learners internally, as it were, that they know enough of the TL in order to communicate and they fall back to earlier interlanguage forms. From the students' language strategies of L2 communication were evident but not so clearly in that some students would make an error repeatedly. This indicated fossilization that shows to a certain degree that the students are using what is in their interlanguage even where there is negative evidence in new L2 data. This comes about when the learner believes that he has acquired enough language for communication.

3. Transfer of training

This underlies the source of a difficulty which learners make. This could result from drills using a certain structure like the pronoun. Consequently, the learner keeps on using 'he' for both 'he' &

'she' and visevarsa. This was evident in the students' archiform errors. A number of students would use 'these' for 'this' and 'that'. 'My' was also identified as being used for 'I'.

4. Strategies of Learning

This is the tendency on the part of the learners to reduce the TL to a simple system.

This process was quite evident in the students' language. The omission errors especially the omission of the third person marker clearly indicates the use of strategies of reducing the TL into a simpler system.

5. The other process that operates in the interlanguage is the process of **overgeneralization.** This will be discussed below as a main cause of the morphosyntactic errors identified in the language of the middle level college students.

After analyzing the students' errors through the error analysis procedure, three psycholinguistic causes of errors were identified as the main causes of the students' errors in this study. These psycholinguistic causes include; over generalization of the TL rules, incomplete application of rules, and ignorance of rule restrictions. These causes of errors are discussed here below to explain the causes of the morphosyntactic errors identified in the middle level college students' language. The other causes discussed below were identified in minor ways to have caused some of the errors. Since an error can have more than one cause, some errors would to a certain extent appear to be caused by either internalization of false concept or inherent difficulty in certain structures as will be explained below.

i) Overgeneralization

This is a phenomenon where the learner uses previously available strategies or knowledge available in new situations. A learner creates a deviant structure on the basis of experience of other structures in the target language. This was found to be one of the major causes of errors identified in this study.

Since students make errors while hypothesizing the rules of the TL, errors in this study were seen as an indication that learners were using the rules they had learnt or acquired. In other words students made errors in relation to the rules of English which they had learnt. For example, the students would commit the regularization errors because in their rule system they have already acquired the past tense rule for regular verbs and therefore they ended up generalizing the past tense rule for all the verbs. This can be illustrated by the following sentences:

82. I have choosed this career

83. These womans doesn't have passports

The above sentences indicate that the students who committed the errors have learnt how to turn the regular verbs into the past tense by adding '–ed', and to pluralize nouns by adding 's' but they generalize the rules even for irregular verbs and nouns. The irregular verbs don't acquire the '–ed' but take a different form which is also the case with irregular nouns. In the case of the above sentences the past tense form of the verb is 'chose' and women for the noun.

Sometimes overgeneralization may be the result of the learner reducing his linguistic burden. For example with the omission of the third person marker, overgeneralization removes the necessity for concord. Most of the concord errors identified from the students' English were found to be as a result of overgeneralization. In the cases of the omissions of the 3rd person markers, which were numerous, overgeneralization was evident. Since all grammatical persons take the same zero verbal ending in English except the third person singular in the present tense, the students who are likely to have acquired the present tense forms of verbs overgeneralised the zero ending for all the present tense verbs. By so doing the students also relieved themselves of the burden of concord by reducing the linguistic burden of inflecting the verb for third person singular to agree with the noun which should be singular in this case.

Such structures as the following were identified as caused by overgeneralization in the students' English both from the compositions and the cloze test:

84. These women doesn't have passports

85. Their shirts gets dirty

86. Does the students work hard?

87. Make sure that I passed my education

88. Since when I enter the school

89. But to me that was the worse course I dislike

90. In other institution of learning

The above sentences indicate that although there are errors in the sentences, there are rules that the students have overgeneralised. For example no.88 indicates that the student has overgeneralised the present simple tense rule although he has also used the subordinate conjunction wrongly. 'Since' gives the structure a notion of a specific time and in the past especially when followed by when. So the verb 'enter' requires being in the past tense and lack of the past tense marker causes an omission error. The student has the present simple tense rule, which he generalizes for all verbs. In sentence no. 84, 85 and 86 the students have overgeneralised the use of the 3rd person marker on the verb. In sentence no. 89, the adjective has not been inflected into the superlative form while at the same time the past tense marker '–ed' is omitted on the verb 'dislike'. These omissions indicate overgeneralization of the zero ending on the adjective and the verb. In sentence 90, the omission of the plural marker on the noun "institution" indicates overgeneralization of the zero morphemes for the number rule. The student knows the base form of words and therefore omits the plural marker.

It has been posited that some of the possible factors that cause overgeneralization are the manner or order in which the teacher or text or the syllabus presents the language items since the learner invokes the previous knowledge in order to deal with new linguistic data. Part of the learner's previous knowledge is of the items that he has been taught by virtue of their occurrence before others in the syllabus, text, or in the presentation by the teacher. Nickel (1971) called this a factor of chronology where patterns learned first have priority over patterns learned at a later date because of the convenient simplicity of the first basic structures. This chronological factor relates directly to what Corder (1973) calls the "notion of relative ease or difficulty" in the gradation of linguistic items in a syllabus. The easy structures are presented and taught before the difficult ones to provide the context for the introduction of new difficult items (use of from known to unknown methods of teaching).

Maina found that students at primary school level were generalizing the present tense rule since they would learn the present tense before the past tense. According to the findings of this study the students were generalizing the present tense more than the past tense. This could mean that they did not master the past tense in secondary school, a fact supported by Njoroge (1996) after he examined the morphosyntactic errors by first year university students.

According to the universal hierarchy of difficulty as noted by Richards and Sampson (1974) the past tense is difficult especially with the regular and irregular verbs (-ed and zero endings). However, the irregular verbs would still be more difficult than the regular verbs since the regular verbs are predictable while the irregular verbs are not. In Njoroge's work (1987) dealing with the acquisition of six morphosyntactic structures, he drew the conclusion that non past tense was one of the least difficult to acquire. This could explain why the students in this study made tense errors in relation to the past tense and the aspects especially the perfective aspects, which require the verb to be in the past participle form.

The errors identified as caused by overgeneralization of the inflectional rules of English in the written English were 1,119 and 57 in the spoken English. This was the highest number indicating the frequency of the causes of morphosyntactic errors made by the middle level college students. This also means that overgeneralization of the TL (English morphosyntactic) rules was the major cause of students' errors.

ii) Ignorance of Rule Restriction

This is failure to observe the restrictions of existing rules governing the use of certain structures. Rules are applied to the contexts where they do not apply in the English language. The errors of doublemarkings and regularization errors under misformation errors by the students used in this study were caused by ignorance of rule restrictions. In double marking the students would ignore the rule that some semantic features such as tense are marked syntactically only once. As a result the students would come up with such structures as the following:

91. They did committed a crime

In the above sentence the past tense is marked twice, first on the auxiliary verb and then on the main verb. This brings about double marking on the two verbs and the disregard of the rule that tense is marked only once.

The other rule that would be applied without observing the restrictions is that, in negative sentences, the auxiliary verb carries the past tense inflection. For example, she didn't go to France. The students would overlook the rule and decide to put all the verbs in the past tense in that sentence. The result would be sentences like:

92. I didn't went to the library

93. She did not went to France

In other instances of doublemarking errors, the students would mark the auxiliary verb and the main verb for third person singular. For example:

94. Does he travel many kilometers? Or

95. Does the student have to learn grammar?

The restriction that the auxiliary verb alone is marked for 3rd person singular is ignored.

This use of rules in situations where they do not apply is a result of learners forming false analogies or applying rote- learned rules.

iii) Incomplete Application of Rules

Here the learners' level of development of the TL rules required to produce acceptable utterances is low. This is the opposite of overgeneralization of rules. It shows that a learner possesses only a partial knowledge of the TL rules. For example the learner is not able to use the transformation rules. Most of the middle level college students used as the sample in this study made transformational errors. The sentences that required a number of rules to be applied were the worst done. A number of students even omitted the sentences on the passive transformation. Those who attempted could not apply all the rules to make acceptable utterances. This indicates that the level of rule development in this area is low. Similarly, the area of changing direct speech sentences into indirect speech indicated that the students could not follow all the rules to

make acceptable utterances. So they made errors because they could not apply all the rules correctly. Some of the utterances from the students' English are:

Original sentence:

96. Mary said, "I am going to pass my Exam."

Reported by student: Mary said that she is going to pass her exam.

***97.* He said, "I don't like thunderstorms."**

Reported by student: **He said he don't like thunderstorms**

In the above sentences the students who made the errors and others who made similar errors failed to change the subject from the first person to the third person and failed to change the verb from the present tense to the past tense.

Some of the tense errors were also caused by incomplete application of the rules as indicated by the following sentence.

98. You soon received your final grades.

Here the student is not able to apply the rule of applying the auxiliary verb, which should indicate the future and leave the main verb in the present tense form.

iv) False Concepts Hypothesized

This cause of errors derives from faulty comprehension of distinctions in the target language. This is also referred to as faulty rule learning that is caused by faulty understanding of target language distinctions. This cause of errors is similar to overgeneralization of Target language rules. This can occur due to poor gradation of teaching or learning of items. For example, 'is' may be treated as a general marker of present tense because it is learnt before the other forms of the verb 'be' while learning the present tense. Similarly, demonstrative 'this' and 'that' are learnt before their plural forms 'these' and 'those'. Consequently, the students would use 'these' instead of 'this' and vise versa indicating that they were not able to make distinctions on when to use any one of the two. One of the common errors made by many students in the compositions was the use of 'these' in phrases like 'these course' and 'these career'. However, the wrong use of 'this' and 'these' could also have been as a result of mispronunciation by the students who like many other Kenyan speakers treat these two words as homophones.

In this study, this psycholinguistic cause of errors was not identified as a major cause of the middle level college students' errors but it was identified as a cause of some of the archiform errors identified under malformation errors. However, since this false hypothesizing of concepts is quite similar to overgeneralization of the TL rules, it was not very clear whether the archiform errors were as a result of overgeneralization or false hypothesizing of TL concepts. Therefore, the archiform errors were classified under overgeneralization of the TL rules.

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v) Universal Hierarchy of Difficulties

Some structures have inherent difficulties. Many aspects of language learning are very difficult to analyze into specific responses and even where it is possible the responses are various and are at different levels. What the learner finds difficult will also depend on the degree and nature of what he has acquired of the second language. His knowledge of the target language will form part of the data by which he infers the meaning of new elements.

Difficulty in language can be defined in terms of such factors as sentence length, processing time required, derivational complexity, types of embedding, number of transformations and semantic complexity. Ease of comprehension on the other hand seems to be defined by the type of rule involved. The learners' comprehension and efforts at comprehension may be compared with his production. His output may likewise be organized in terms of what he finds easiest to say which is not necessarily identifiable with what he knows e.g., learners may avoid choice of a particular tense instead of the required one. This was found to generally provide an explanation for the many tense errors and the passive voice errors identified in the student's language in this study.

The students would use the present tense where they are required to use the past tense because they would find it easier to use. Similarly, many students found the passive transformations difficult and that is why some avoided and those who attempted changing the active sentences into passive made errors. It was indicated earlier that present tense is easier to acquire compared to the past tense. According to the universal hierarchy of difficulty the present tense form is easier to learn since it is in its basic form and with no inflections. The past tense is ranked as being more difficult than the present while the past irregular is even more difficult because it is

unpredictable. The passive is higher in the rank of hierarchy of difficulty due to the number of transformations involved. This helps to generally explain the errors identified although the errors may specifically have been attributed to the other psycholinguistic causes.

The following table no. 5 shows the frequencies and percentages of the errors caused by the three main psycholinguistic causes identified as the major causes of the morphosyntactic errors made by the middle level college students.

Table 5: frequencies of the error causes and their percentages in written English

No.	**Psycholinguistic causes**	**Error Frequency**	**Error Category percentages**
1	Overgeneralization of the TL rules	1119	53%
2	Incomplete application of the TL rules	743	35%
3	Ignorance of TL rules' restrictions	261	12%
	Total No. of errors identified	2123	100%

vi) Causes of Errors in Spoken Utterances

Like compositions spoken utterances flow spontaneously and therefore, draw from the learners' interlanguage. Similar error categories as those identified in the students' compositions were identified in their spoken utterances, which I consider possible because in both language uses the students were drawing the sentences spontaneously from their interlanguage. What the students revealed through the performance data were gaps in their interlanguage. In this study the objective was to identify the morphosyntactic errors in their spoken utterances and give a linguistic explanation. Although, the causes of spoken errors may not be directly the same as the causes of written errors, the morphosyntactic errors identified had a lot of similarities with the

other errors especially those identified in the students' compositions. For example, in the omission errors, the students omitted the same grammatical morphemes of plural marker, third person singular, and tense and aspect markers. Therefore, the errors were considered to be as a result of the same gaps in the interlanguage and were explained as being caused by the same psycholinguistic processes on the one hand and influenced by other factors on the other hand.

The main factor that was identified as influencing the students' spoken utterances was lack of confidence which made them to repeat themselves, and maybe forget what to say and confused what they were saying and made errors in the process. Some made errors and didn't seem to realize that they had, which indicates that they were ignorant of the TL rules.

A similar table to the one above is used below to show the frequencies of the errors that indicated being caused by the three main psycholinguistic causes of morphosyntactic errors and their percentages in the spoken English. These causes are overgeneralization of the TL rules, Ignorance of rule restriction and incomplete application of rules.

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Table 6: frequencies of causes of errors and their percentages in spoken English.

No	**Psycholinguistic causes**	**Frequency of Errors**	**Error Category percentages**
1	Overgeneralization of the TL rules	57	67%
2	Incomplete application of the TL rules	6	7%
3	Ignorance of the TL rules	22	25%
	Total no. of identified	85	100%

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter makes the summary of the research findings, draws the conclusions and makes recommendations based on the findings obtained from the research carried out.

5.2 Summary

The purpose of this study was to identify and categorize the morphosyntactic errors made by the middle level college students with the view of establishing the causes of the errors. The premises of the study were that students make morphosyntactic errors whose causes can be established from the proven facts on how language is learnt and acquired. This would help to suggest remedial measures.

The students' language was analyzed and the morphosyntactic errors were identified in both the students' written and spoken English. These errors were tabulated on an error taxonomy, which made it possible to explain the errors linguistically and assign a psycholinguistic cause to each of the errors identified

The study was carried out under the following three hypotheses:

Hypothesis 1: Middle level college students make morphosyntactic errors in their spoken and written English

This hypothesis was confirmed to be true by the findings of the study. The findings of the study proved that students in the middle level colleges make morphosyntactic errors in their spoken and written English. Various morphosyntactic errors, which were classified under various error categories, were identified from both the spoken and written English of the middle level college students. These categories included concord errors, tense errors, omission errors, additional errors of double marking and simple additions, transformational errors and misformation errors of regularization and archiform. The frequencies of the error categories varied with the concord errors being the most frequent.

Hypothesis 2: Middle level college students' morphosyntactic errors have various causes, the main one being overgeneralization of the TL rules.

This hypothesis was also confirmed by the findings of this study because Overgeneralization of the English morphosyntactic rules was found to be the main cause of the morphosyntactic errors made by the middle level college students. Out of 2,208 errors identified in both spoken and written English 1,176 errors were caused by overgeneralization of the English morphosyntactic rules. The reason for this is because the students have been and still are learning English (although the rate may be lower) and they are therefore, still hypothesizing the English morphosyntactic rules, in the process of which they make the morphosyntactic errors. Overgeneralization of rules also indicates that the students have acquired certain rules but have not acquired the limitations governing the use of these rules. For example the students knew that verbs used in the past tense acquire the past tense inflection morpheme '–ed'. However, they applied this rule on irregular verbs and made regularization errors. This meant that they had overgeneralised the past tense rules by using them where they did not apply. It also indicated that they did not apply the limitations or exceptions to the rule. In English language there is an exception to almost all the rules and failure to acquire the skills on when to apply the exceptions to these rules was the cause of the overgeneralization.

Hypothesis 3: There is an area or areas of difficulty in the use of English morphosyntax by middle level college students.

The errors that were found to be most prevalent in the students' English were concord errors. There were 570 concord errors out of the 2,123-morphosyntactic errors in the students' written English and 26 concord errors out of the 85 errors in the spoken English. This made a total of 596 errors out of a total of 2,208 errors. These were followed by Tense errors which were quite prevalent since they totaled 476 in both written and spoken English. The omission errors were third in frequency making a total of 437 errors in both written and spoken English. Concord area was therefore, identified as the area the students have the greatest difficulty in, in the English morphosyntax. This confirms the hypothesis that there is an area of greatest difficulty in comparison to the other areas in the English morphosyntax. However tense and omission of the

inflectional morphemes confirms that although there is an area of greatest difficulty, there are areas of difficulties as well since the hypothesis hypothesized that there is an area or areas of difficulties. The percentages of the tense and omission errors show clearly that the students in the middle level colleges have problems using tenses and the grammatical inflection morphemes correctly. This is confirmed by the fact that the errors on additions of the inflectional morphemes were also many when both the double marking and the simple additional errors are put together. They make a similar approximate percentage to that of omission errors of 18% in written English. Both categories are dealing with the inflection morphemes, in terms of their being omitted or added to the lexical stems to make grammatical utterances.

The limitations of the study were also confirmed by the findings of the study. For instance, other syntactical errors were observed to be quite prevalent as the researcher was identifying the morphosyntactic errors. However this did not minimize the strength of the fact that morphosyntactic errors were quite prevalent and that they greatly hindered the communicative competence of the middle level college students. To have many syntactical errors can be expected where there are morphosyntactic errors because the two are quite related since they are in the same grammatical domain. The only difference between the two is that in morphosyntactic errors' domain, we are dealing with inflectional syntactical errors combined with inflectional morphological errors instead of all the syntactic and morphological errors.

The other limitation that was confirmed by the findings of this study was the fact that it was difficult to make the students, from whom the data was collected, to make enough utterances through spoken English which could reveal their interlanguage sufficiently. Most of the students made three to four sentences and five at most. This revealed a few morphosyntactic errors because they also used avoidance strategy. They kept on adjusting their utterances so that they could use the ones they were sure of. That is why the total number of errors in the collected spoken language data is 85 only. Nevertheless, they still made morphosyntactic errors within those few utterances which show that they have a serious problem in the use of the inflectional rules of syntax and morphology.

From this study it is quite clear therefore, that students get into colleges having not mastered the grammatical rules of English as shown by the errors of the various categories identified in this study which indicate that the students' communicative competence in both spoken and written English is greatly hampered.

Although, the various errors and the causes of errors identified in this study indicate clearly that the students' communicative competence is hampered by the errors, the presence of the errors is significant in that they show where the acquisition has not taken place. The causes also indicate why the students have the difficulties they have in the use of the English inflectional rules and also indicate how they can be solved. For example, where the errors are caused by overgeneralization of the rules of the TL, it is significant for the teachers to know that the students are overgeneralising the rules. Such things as drilling and the order of teaching and learning of the grammatical structures can cause overgeneralization. The structures learnt first are overgeneralised which shows that the students do not take time to understand the way the rules are used but just memorize them. This should help teachers of English to teach the rules of English in a way that the rules will be acquired correctly. For example, the students should be allowed to acquire the rules through practicing their correct usage but should also be taught the scope and the limitations there are in the use of the morphosyntactic rules.

The incomplete application of rules which was identified as one of the main causes of the morphosyntactic errors showed that the students have not acquired all the rules related to certain transformations in English. This was clearly seen in this study in that the students showed inability in changing the active sentences into the passive voice sentences and statements into questions. They also made errors in the negative transformation. This is significant in that it shows that the problem of the middle level college students is that they have not mastered all the rules that would enable them write a correct sentence that has transformations. The students' partial acquisition of the rules was also indicated by the errors, which were caused by ignorance of rule restrictions. This means that the students have acquired the rules but have not learnt the restrictions involved or the exceptions to the rules in their usage.

5.3 Conclusions

From the findings of this study, the following are the conclusions drawn:

1. That students in the middle level colleges have a problem in their use of the English inflectional rules. Among the students used as the sample in this study, there were only about 15 who had few and less outrageous errors. Most of their errors were in the area of the passive and the reported speech section. The rest of the students totaling about 100 students made morphosyntactic errors of all the types discussed in this report in both their written English and spoken English.

2. It has been established that the areas of greatest difficulties in the use of English Morphosyntax by the middle level college students are in the use of concordial relations, the use of tenses, and in the general use of inflectional morphemes shown by additions of the morphemes where they are not required and their omissions where they are needed.

3. The study has established that students' errors are mainly caused by various psycholinguistic causes which include overgeneralization of the TL rules, incomplete application of rules, ignorance of rule restrictions, false concepts being hypothesized and difficulty in some language structures.

4. Overgeneralization of rules has been found to be the greatest cause of the students' morphosyntactic errors.

5. The middle level college students' errors are serious enough to hinder their communicative competence but they are significant in that they are indicators of the areas that the students have not acquired the morphosyntactic rules of the English language. They can therefore help the teachers of English and others who are involved in policy making to strategize the teaching to achieve acquisition in those areas.

The various causes of errors that were identified in this study are also significant in that they indicate how the students' errors can be dealt with by dealing with those causes.

5.4 Recommendations

Since the causes of the middle level college students have been identified, then the remedial measures suggested here should be taken seriously and be applied to solve the problem of lack of communication competence. The students who are trainees of various fields should be assisted to better their English Language for better communication when they go out of college. Some of the key remedial measures are discussed below:

5.4.1 Remedial measures

The proponents of error analyses suggested that it is important to have an "error treatment" before correcting errors. Error treatment refers to attempts to handle errors concurrent with their appearance in the learners' language. In this study errors have been viewed as indicators of the areas of language already acquired and the ones yet to be acquired. They are therefore, regarded as inevitable and part of L2 acquisition and therefore, it is important to have error treatments that are related to the errors and which are relevant to the handling of the errors. The following four types of error treatments are recommended here as guidelines to help in suggesting the remedial measures that would be applied in correcting the errors made by the middle level college students. These are:

1. Treatment that results in the learners' autonomous ability to correct him/herself on an item.
2. Treatment that results in the direction of a correct response from the learner
3. Any reaction by the teacher that clearly transforms and disapprovingly refers to or demands improvement
4. Positive or negative reinforcement involving expressions of approval or disapproval.

Treatment 1 and 2 are concerned with the relationship between feedback and correction while 3 and 4 are broad definitions that limit correction to occasions when the teacher draws explicit attention to learner error. If learners learnt the rules in a way that the rules would be in them, then they would monitor themselves and would be able to correct themselves when they make an error. This would be the best way of handling errors where every student's monitor is activated and the student can realize when he or she makes an error and corrects it himself or herself.

Having in mind these broad suggestions I wish to suggest the following remedial measures which are based on the findings of this study and which would help students to acquire the English language, its rules and the exceptions to the rules. These measures should also help in achieving the above error treatments especially 1 and 2. The remedial measures that can help correct the errors identified above include:

1. Frequent examination of learner's interlanguage:

This will help to reveal the students' interlanguage at a given time and therefore, show the areas of English that have been acquired and those that have not yet been acquired. This will lead to the next measure.

2. Re-teaching of morphosyntax language structures or the inflectional rules of syntax and morphology. This would help students understand the morphosyntactic rules, both their usage and restrictions.

3. Frequent remedial teaching lessons. These will keep the students reminded of the correct usage of the morphosyntactic rules and enable them to correct the wrong ideas they may be having in the use of English morphosyntax by themselves. In other words, they will be developing their monitors and this will help the students not to use the rules of English ignorantly or in an incomplete manner or overgeneralize them. The incomplete application of the English rules, the ignorance of rule restrictions and overgeneralization of the TL rules which have been identified as the main causes of the middle level college students' errors will thereby be corrected together with any false conceptualization of the English language rules.

4. There should be motivation for learning the English language. The learners' communicative needs can be the motivating factor that will keep them interested in learning the language. It should be made clear that the fact that the middle level college students use English as the medium of communication in all the subjects of study in the college, then they need to learn and develop their English towards competence as much as would be possible. This will keep them motivated to learn and to acquire the language through all the possible means available. There should also be an external exam to provide continued motivation for learning as students prepare for the exam.

5. There should be frequent in-service courses for teachers of English. This would help them, be more effective in the teaching of English and would lead to better results in acquisition of English all the way down from the primary schools to the secondary schools. This would help students to be more competent in their communication by the time they join the colleges. Like noted earlier the students' errors are a spill over from the English learnt in both primary and secondary schools. Therefore, much of the correcting and ensuring of correct acquisition and usage of English should be done in these levels.

6. The syllabus should be organized in a way that, the students can learn the structures and rules of English morphosyntax without overgeneralising the rules. Allowing the students to understand why they have to use the rules in certain ways without just memorizing the rules should do this.

7. There should be provision of enough time for interaction where learners can express themselves more using English. This will increase the input since the more the input the higher the chances of acquiring the concepts. From the students essays it was evident that the students made some errors because they were translating whatever they were writing from the locally used ungrammatical Kiswahili or from the mother tongue languages. So practicing the use of English will help students acquire the morphosyntactic structures by increasing their monitoring capacity, which will enable them correct some of their errors by themselves.

8. Since the language of the college students is a spillover from the secondary school problems, then the teaching of English at primary and secondary levels need to be given more attention. The students leave both primary and secondary schools having not acquired English to near competence level. This is evident from the fact that the students used in this study were in the first year and had not been taught English for a full term in college. This therefore means that the English they used to write and speak is what they had learnt in the primary schools and in the secondary schools. The errors committed also were from the language acquired at both levels. So if the teaching is improved to achieve more acquisition of the language then the students will have better English by the time they join colleges.

9. The teaching materials like the textbooks used in secondary schools should be reviewed. It is evident from the many errors identified in the students' language and their gravity that the integrated English course has made English performance poorer. This is because there is not enough time to concentrate on the teaching of the language itself and especially the grammar which is core and more difficult to acquire. This observation is supported by research carried out by postgraduate diploma students of Egerton University. The grading of the teaching areas should also be done in a way that prevents overgeneralization of the English rules.

10. At the college level, I would suggest that more time be given for teaching of the English language to the students to help them acquire the English language in the areas they have not acquired as indicated by the morphosyntactic errors identified in their English Language. This remedial measure is supported by the research carried out by Dube (2002) on the impact of English skills taught at Ballaton University. According to the study, the students who went through the English skills improved in their syntactic performance. Such organized English skills can help correct the morphosyntactic errors, which are similar to syntactic errors, since they are all in the area of English grammar. It is established that English is taught for two terms only to the first year students in the colleges used in this study. The only students who do a little more work in areas related to English Language are students who take Business English as part of their course of study. It would therefore be necessary to give more time to other students taking different courses to learn English further. The teaching of English should therefore run through the college syllabus to provide sufficient time to help students correct the problems of English which have been identified through this study. That way the students will leave college having improved their communicative competence.

5.4.2. Other recommendations

1. One of the premises of the interlanguage theory is that the interlanguage system can fossilize. It was not possible to identify fossilization in the students' English since the error analysis was carried once to reveal the interlanguage at that stage. However, a study can be carried out to establish whether the students' errors are as a result of fossilization. Teaching those structures suspected to have fossilized, after carrying out an error analysis can do this. Then another error analysis can be carried out after the teaching. So I wish to recommend to scholars to carry out this research and find out if fossilization is the underlying factor behind the psycholinguistic causes of errors identified in this study.

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APPENDIX

TEST

PART A

Answer all the questions.

Write a composition of about 500 words on the career of your choice. Say why you have chosen the career, how you are preparing for the career and the prospects the career has for you in the future.
(30 marks)

PART B

A. Use the appropriate tense to fill the gaps using the verb given in brackets. For example: Q. The students _____to the ceremony on the opening of the college. (Use invite in the passive present perfect tense).

A: The students have been invited to the ceremony on the opening of the college

1) They _____ for justice for all men: (use call in the past tense)
2) By the time _____ he was old and tired (Use past passive with the verb promote)
3) She_____to forgo any further discussion by the time the meeting ended. (Use decides in the past perfect tense).
4) Many soldiers _____ for duty. (Use call in the passive present perfect Tense).
5) Architects _____ only in metropolitan areas (use find in the present passive tense).
6) Alice_____ to comprehend the true situation (Use fail in the present perfect Active)
7) You soon _____your final grades (use receive in the future active tense)

B. Make the following singular sentences plural. Maintain the subject-verb agreement. For example: Q. This boy walks slowly to school.

A. These boys walk slowly to school.

a) My cousin is very pretty.

b) This woman doesn't have a passport.

c) That child was playing on the road.

d) His shirt gets dirty.

e) Does the student work hard?

C.Make the following plural sentences into singular. The first is done for you.

Q. They live in kisumu.

A. He lives in kisumu.

a) They visit their grandparents every holiday.

b) The children like pictures.

c) The parents were disappointed with their children's performance.

D. Turn the following statements into questions using the verb 'do'. For example:

Q. He sings very well.

A. Does he sing very well?

a) He travels many kilometers to the workplace.

b) A student has to learn grammar.

c) He worked hard enough.

d) They live near here.

e) He has to be there by now.

E. Make the following statements negative. Use the verb 'do' to form the negatives.

Use the following example:

Q: He visits his friend every now and then.

A: He does not visit his friend every now and then.

a) She eats beef.

b) They committed a crime.

a) I went to the library.

b) They came for the staff meeting yesterday.

e) She went to live in France.

F. Turn the following negative sentences into positive sentences as in the following examples.

Q. She did not come to the party.

A. She came to the party.

a) He does not tell the truth always.

b) The fish does not struggle to breathe while in water.

c) The manager of that big company does not have a family.

d) She does not live in her parents' house any more.

e) They did not walk the whole journey.

G.Change the following sentences, questions and requests into indirect speech

Maintaining the order of the words. For example:

Q. Did you have a good trip?

A. He asked him if he had a good trip.

a) When did you arrive?

b) Mary said, "I am going to pass my exam".

c) The teacher said, "Its wrong to cheat".

d) "I don't like thunderstorms " he said.

e) I will visit you next week, he promised.

H. Change the following active sentences into passive voice sentences as in the following example; Q. Everyone believed that Betty was a liar.

A. It was widely believed that Betty was a liar.

a) Some paid for it.

b) We have collected up all the rubbish.

c) Are they building a new bridge?

d) They are not giving injections to children.

e) Italy beat Belgium in the semi- finals.

DATA ANALYSIS TAXONOMY

NUMBER AND MARKS	MORPHOSYNT-ACTIC ERROR CATEGORY	LINGUISTIC EXPLANATION OF ERROR TYPE AND CAUSE	EXAMPLE OF LEARNER ERRORS	PSYCHOLI-NGUISTIC EXPLANA-TION
Poly 1	Agreement or Concord errors	Error on noun Phrase: determiner used in plural instead of singularly	These career x3 These course These course	Overgeneraliza tion of the English Language rules
	Tense Agreement	Superficial tense Agreement	I choose this career….it has been my dream	As above
	Concord error	Use of pronoun that does not agree with its antecedent	….plan their work and keep them neatly….	As above
Poly 2	Tense Agreement	Lack of tense agreement in the two clauses, one in the present tense	I choose it because I found	As above
	Omission	Omission of the third person marker	If all go well	As above
	Additional	A grammatical morpheme is added unnecessarily	I will be of my own boss	Ignorance of rule restriction
	Omission	Plural morpheme omitted causing inconsistency, articles omitted	Having group discussion Look for job Typewriter or a computer Install them in accessible area One of the best method Executive assistant involves helping	Overgeneraliza tion of TL rules
Poly 3	Omission of grammatical morphemes	Plural marker's' omitted in a list of other items that are plural	Traveling on bissiness appointment, taking minute during meeting, etc	"
		A prepositions third person marker	To train be this make them feel	"
	Concord errors	Number agreement	These course X2	"

	Tense	Verb phrase: verb not inflected for perfect tense	I have chose to be a secretary	"
Poly 7	Tense agreement	Tense disagreement in the clauses	After completing my secondary … and had got my results	"
		Wrong use of the verb 'be'	I saw that the best career for me was to be a secretary	"
		Lack of verb inflection to past participle for perfect tense	Not have know when ….	"
	Agreement	Number agreement between determiner and noun	For other career	"
	Tense	Verb phrase error. Verb not inflected to indicate aspect – present perfect	I have chose	overgeneralization
	Omission	The plural 's' is omitted	Other career	Incomplete application of rules
		Present tense singular marker 's'	Make me alway	
Poly 8	Agreement	Persons agreement	By telling myself … as long as you what you're doing and I've ….	"
	Omission	Grammatical morpheme	God has a reason to why ….x2 In order for things run well	"
Poly 9	Tense agreement	Number agreement for third person plural present tense instead of past tense	Opportunities that goes along with it I choose the career; I also choose the course….	"
Poly 10	Omission and agreement errors Possessive case incorrect by omission of 'r' on you 's' on it	Also omission of 's' for plural causing number disagreement Depending on you qualifications	The course has it problems and difficult areas	"
	Agreement	Wrong pronoun and lack of inflection for case	My father advised my to take	"

	Tense	Use of past instead of present for verb 'be'	My career was	"
		Lack of consistency by omitting a progressive marker	Upholding morals and also have a strong …..	"
	Additional	Adding a pronoun where it is not needed	…. I always have and wish to have it in my….	"
Poly 4	Omission and additional error	Omission of article 'the' and the apostrophe (') that marks possession with the possessive 's' and additional of plural 's'	In districts commissions office	"
	Misordering error	Word order reversed	The all keys	"
	Omission errors	Past tense marker 'ed' omitted	…being a secretary is concern	"
Poly 5	Omission errors	Third person marker	Is a person who engage	"
		Possessive apostrophe	Improve peoples living ….	"
		Plural 's' omitted	Different field, purpose of good production	"
	Agreement / Concord	No agreement between subject of clause and the verb	Entrepreneurs has the ability	"
Poly 6	Misformation	Wrong use of the progressive morpheme	I enjoying seeing secretary typing	"
		Mixing of singular and plural	In a big companies	"
	Omission	Progressive marker omitted	It is interest and less boring	"
		Plural marker on noun omitted	Teaching the two subject	"
	Tense agreement	Use of past form of auxiliary instead of the present tense form	I would do my best to assist	"
	Concord	Number agreement	In this two subject	"
		Pronoun does not agree with its antecedent	Because it is a challenge	"

	Tense and omission error	Use of present tense instead of past tense and omission of the negative morpheme	So I do want to disappoint him	"
	Agreement	Lack of number agreement in the pronoun usage	All this need a lot of time	"
		Wrong article	Work in a office	"
	Additions	Wrong addition of 'ing' after infinitive	I am hoping to getting	"
Poly 11	Agreement	Number disagreement	On this areas	"
	Omission	Past tense morpheme omitted	When I have gather all….	"
	Tense concord	The verb tense in the second clause does not agree with the tense of the first clause	I will enjoy myself…and by that I would also want….	"
Poly 12	Tense and omission	Wrong form of verb 'be'	Typing being enjoyable	"
		Omission of verb and subject in the inversion phrase	Not only using type-writing machine	"
	Tense agreement additional	The verb tenses in the two clauses do not agree	I usually admired the way she types….	"
	Concord	Number agreement	By going for class and learning	"
	Tense agreement or consistency	Inconsistency of tense in the same clause	Building a house, educating my children and also improve my living standards	"
Poly 13	Tense agreement or consistency	Inconsistency of tense in the in the clauses	I choose the career…I admired	"
Poly 14	Concord	Number agreement	All this lots of hard works	"
	Omission	Plural 's' omitted	As one progress one needs only small amount available fund	"
	Omission	Third person marker 's'	One become	"

	Omission	Third person marker 's'	One define, one put	"
Poly 16	Omission	Plural 's'	By attending meeting	"
Poly 17	Omission	Third person singular marker 's'	One only achieve	"
	Regularization	Singular third person marker 's' is regularized with first person singular	I choses	Overgeneralisation
	Omission	The past tense verb inflection 'ed' is omitted	Many people have neglect One experience his talent People of different type ethnic….	Incomplete application of rules
	Simple addition	Wrong use of the possessive inflection marker 's'	Kenyan's language	Ignorance of rule restrictions
	Omission	Plural inflection 's' omitted	Many thing	
	Misformation	These is used instead of this	By doing these it will help me….	
Poly 18	Concord	Pronoun disagrees with its antecedent by not inflecting for number accordingly	…this attitude….These attitude (these refers to attitude)	"
	Tense agreement	The word tense in the first clause is not tallying with the tense of the other words in the clause	After trying accounting and failed, its when I decided to do what have been dreaming for	"
	Concord	Pronoun disagrees with its antecedent	…do a higher diploma course in the secretarial. After attaining these	"
	Tense concord	The tense in first clause does not agree with tense in second clause	I believe with God all will be possible and my dream would have come true	"
Poly 19	None but ha other syntactic errors			"

Poly 20	Alternating forms and tense agreement	Members of verb class are alternated. instead of past tense present tense form is used	If I would have not chosen this career and stay at home	Ignorance of rule restrictions
Poly 21	Alternating forms	The past tense form of the verb is used instead of the present tense form of the verb 'be'	As per my-self may career was to train to be a secretary	
	archiforms and concord	My as a member of the first person pronoun is used to represent I which does not go with the verb with the third person singular marker 's' my likes to be a secretary		
	Tense consistency	The verb is not inflected to be consistent with the others in the same clause	Upholding one's morals and also have strong personality	
Poly 22	Omission	The errors on the noun phrase – the plural marker is omitted	Career is made up of ten subject	Incomplete application of rules
	Concord	Pronoun does not agree with the verb	There is an assumption that … which have been misunderstood	Ignorance of rule restriction
Poly 23	Regularization	Use of wrong verb causing a miscomprehension and also not inflecting the verb accordingly	Was a career of choice since I have a child	Reducing of TL to a simpler system through strategy of L2 learning
	Omission	The plural marker is omitted in the noun phrase	Being a secretary allow one to be exposed ….	
			Handle machine and implement them	
			You know how to record message and to save them	

		The aspectual matter is omitted	Especially now in advance technology	Reducing T.L rules
			Being also a secretary is expose to expose to different areas ….	
		Plural marker 's' omitted	Good public relation	Incomplete application of rules
	Concord	Verb is not inflected for past tense	You can send for seminars	Ignorance of rule restriction
Poly 24	Simple addition	Article is added into an infinitive utterance where it is not required	Career helps one to work an extra hard	"
	Tense disagreement	Mixing of tenses in the clauses	I have chosen … because when I was young, I was longing so much ….	Ignorance of rule restriction
	Concord		What the lecturers teaches and avoiding conflict	Ignorance of rule restriction (overgeneraliza tion)
	Omission	The plural marker is omitted in the noun phrase	By doing m assignment	"
		The 'ed' is omitted from the complement	I need to be more discipline in … as being discipline means	
Poly 25	Regularization	The regular marker is added in place of an irregular one causing misinformation of the verb	I chosed after …	Overgeneralisa tion
	Tense inconsistency	The wrong form of the auxiliary verb is used causing inconsistency in the tense. (present perfect not past perfect)	Now I am comfortable a I had achieved the right career, I had in my heart	Ignorance of rule restriction
		Mixing of present and past tense	I deserve it because it is what I had in my heart	
	Omission	Possessive marker omitted	Do well by God wish	As above

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