

## **ABSTRACT**

This paper responds to the numerous complaints that have been advanced by parents, teachers, and educationist about the lexico-grammatical errors made by students in upper primary school. The paper contends that the nature of lexicogrammatical errors made by the pupils in their written works is worrying and, should be investigated as a field of scholarship that can aid gather information, which can be used to mitigate learning and comprehension problems among learners. Simple random sampling was used to get a total of six students in five classes in four selected schools. The chosen pupils were Tugen speakers from Baringo District in Baringo County, Kenya. Data was collected using a written composition, translation test, dictation exercise and a short grammar test. The data was transcribed, organised and analysed for errors. Locating the study within the frameworks of Interlanguage theory and Error Analysis, the paper found out that a majority of these errors are caused by first language interference, while others could be attributed to the process of learning the second language itself and some few error types whose causes could not be easily explained.