
**AN ANALYSIS OF ERRORS IN THE WRITTEN ENGLISH OF
CLASS-FOUR LEARNERS IN MIGORI COUNTY.**

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

By

SEJE MARTHA ANYANGO

C50/8037/2015

OCTOBER 2018

DECLARATION

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

Signature.....Date.....

SEJE MARTHA ANYANGO

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

Signature.....Date.....

DR. BUREGEYA ALFRED

University of Nairobi

Signature..... Date.....

DR. AGOYA CATHERINE

University of Nairobi

DEDICATION

This work is dedicated to my husband, Eng. Kennedy Otieno. Your love, tireless support, unceasing prayers and belief in my abilities have brought me this far. Thank you.

To my children: James, David and Jonathan, thanks for your patience and understanding especially when I could not play my role as a mother. I hope this inspires you to even greater heights.

ACKNOWLEDGEMENTS

I thank God for all that He has done in my life especially His role in this work. The completion of this study, just like its commencement remains a mystery to me. To my husband, Eng. Kennedy Otieno, who nurtured me and encouraged me to pursue this course, may God bless you. You provided all that I needed and at the right time just to ensure that I reached this far. I also acknowledge my mother for her unceasing prayers.

My supervisors, Dr. Alfred Buregeya and Dr. Catherine Agoya, you were a real blessing in this research. I will never forget the kind of interaction we had during the time of this research. Your patience and guidance have enabled me to come this far.

Dr. Atoh Fred, may God keep you safe to keep supporting those who come your way. I will not forget all the difficulties I had to surmount to achieve this with your help. Prof. Schroeder, Prof. Habwe and Mr. H. B. Manyora, I thank God for you. You were always available when I needed your advice. To my siblings: Mercy, Vera and Marion, your concern in this study cannot be ignored; you gave your very best to make this work come true. Special thanks to Dr. Tindi Seje for opening my eyes so that I could see light in all situations.

Mark Agwanda, Akello Shem and Dennis Odhiambo Kojwang, words cannot tell it all. May God bless you. To my colleagues, Beatrice Orwa and Polycarp Meyo, your input in this study is appreciated. Vincent Awino, your keenness to details gave this work the touch it now has.

To all who played different roles and not named here, I am indebted.

ABSTRACT

The present study set out to investigate the errors made by class-four students in their written English. The sample of students was selected from twelve primary schools in the Migori County of Kenya. The study collected data from guided compositions which the participants were asked to write. It looked at a wide range of errors, which it divided into categories: writing-mechanics errors (among which spelling errors), morphological errors, syntactic errors and lexical-choice ones. Its objectives were: (a) to identify which ones were most frequent within each category, (b) to establish whether there were quantitative differences between the errors made by learners from rural schools and those from urban schools, and (c) to establish whether there were quantitative differences between the errors made by female learners and those made by male ones. The study found that errors related to writing mechanics (e.g. spelling errors) were the most frequent, that learners from rural schools made more errors than those from urban schools, and that the male learners made more errors than the female ones.

ABBREVIATIONS

L1	First language
L2	Second language
TL	Target language
IL	Interlanguage.
SPSS	Statistical Package for Social Science
S.L.A	Second Language Acquisition
EA	Error analysis
ESL	English as a second language
T	Tense
Comp	Compounding
N	Noun
SVA	Subject Verb Agreement
ART	Article
PRON	Pronoun
ADJ	Adjective
CONJ	Conjunction
PREP	Preposition
SP	Spelling
CAP	Capital letter
PUNC	Punctuation
D/T	Direct translation
Rep	Repetition.
S	Sample
M	Male
F	Female
U	Urban
R	Rural

DEFINITION OF TERMS

Error:

‘Deviation from the norms of the target language’ (Ellis, 1994, p. 51).

Interlanguage:

‘A systematic knowledge of an L2 which is independent of both the learner’s L1 and the target language.’ (Ellis, 1994, p. 710).

S.L.A. (Second Language Acquisition) :

‘The process of acquiring a second language after acquisition of the first one.’ (Ellis, 1994, p. 76).

Mistake:

‘It is the result of processing problems that prevent learners from accessing their knowledge of target language rule and cause them to fall back on alternative, non- standard rule that they find easier to access.’ (Ellis, 1994, p. 51).

LIST OF TABLES

Table 1: Grading criteria.....	12
Table 2: Tense Grading.....	13
Table 3: Tense Related Errors – Frequency Distribution	14
Table 4: Word- Compounding related errors.....	16
Table 5: Word Compounding Related Errors – Frequency Distribution	16
Table 6: Affixation Grading.....	19
Table 7: Affixation Related Errors – Frequency Distribution	19
Table 8: Subject Verb Agreement Grading	21
Table 9: SVA Related Errors – Frequency Distribution.....	22
Table 10: Article- related Grading.....	23
Table 11: Article Related Errors – Frequency Distribution.....	23
Table 12: Fragment Grading.....	25
Table 13: Fragment Related Errors – Frequency Distribution.....	25
Table 14: Word-related Grading.....	26
Table 15: Word Order Related Errors – Frequency Distribution	27
Table 16: Preposition Grading.....	28
Table 17: Preposition Related Errors – Frequency Distribution.....	28
Table 18: Pronouns Grading	29
Table 19: Pronouns Related Errors – Frequency Distribution.....	30
Table 20: Conjunction Grading	31
Table 21: Conjunction Related Errors – Frequency Distribution	31
Table 22: Noun Grading	33
Table 23: Nouns Related Errors – Frequency Distribution	33
Table 24: Adjective Grading.....	34
Table 25: Adjective Related Errors – Frequency Distribution	35
Table 26: Word Choice Grading.....	36
Table 27: Word Choice Related Errors – Frequency Distribution Table	36
Table 28: Spelling Grading.....	39
Table 29: Spelling Related Errors – Frequency Distribution.....	39
Table 30: Punctuation Grading	42
Table 31: Punctuation Related Errors – Frequency Distribution.....	42
Table 32: Frequency Distribution	76

TABLE OF CONTENTS

DECLARATION	i
DEDICATION.....	ii
ACKNOWLEDGEMENTS.....	iii
ABSTRACT.....	iv
ABBREVIATIONS	v
DEFINITION OF TERMS	vi
LIST OF TABLES.....	vii
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background to the Study	1
1.2 Statement of the Research Problem	4
1.3 Objectives.....	4
1.4 Hypotheses	4
1.5 Justification of the Study.....	4
1.6 The Scope and Limitations of this study	5
1.7 Literature Review.....	5
1.8 Theoretical Framework: Error Analysis.....	8
1.9 Methodology	10
1.9.1 The sampling procedure.....	10
1.9.2 Data collection procedure	11
1.9.3 Data analysis procedure	11
CHAPTER TWO: MORPHOLOGICAL ERRORS	12
2.1 Tense related errors	13
2.1.1 Data presentation	13
2.1.2 Analysis.....	14
2.2 Word compounding errors	16
2.2.1 Data presentation	16

2.2.2	Analysis.....	16
2.3	Affixation errors.....	18
2.3.1	Data presentation	18
2.3.2	Analysis.....	19
CHAPTER THREE: SYNTACTIC ERRORS		21
3.1	Subject Verb Agreement	21
3.1.1	Data presentation	21
3.1.2	Analysis.....	22
3.2	Articles	23
3.2.1	Data Presentation	23
3.2.2	Analysis.....	24
3.3	Sentence Fragments.....	25
3.3.1	Data Presentation	25
3.3.2	Analysis.....	25
3.4	Word order	26
3.4.1	Data Presentation	26
3.4.2	Analysis.....	27
3.5	Prepositions	28
3.5.1	Data Presentation	28
3.5.2	Analysis.....	28
3.6	Pronouns.....	29
3.6.1	Data Presentation	29
3.6.2	Analysis.....	30
3.7	Conjunctions.....	31
3.7.1	Data Presentation	31
3.7.2	Analysis.....	32
3.8	Nouns	33

3.8.1	Data Presentation	33
3.8.2	Analysis.....	33
3.9	Adjectives.....	34
3.9.1	Data Presentation	34
3.9.2	Analysis.....	35
CHAPTER FOUR: LEXICAL ERRORS		36
4.1	Word Choice Errors	36
4.1.1	Data Presentation	36
4.1.2	Analysis.....	37
CHAPTER FIVE: WRITING-MECHANICS ERRORS		38
5.1	Spelling.....	38
5.1.1	Data Presentation	38
5.1.2	Analysis.....	39
5.2	Punctuation errors	41
5.2.1	Data Presentation	41
5.2.2	Analysis.....	42
CHAPTER 6: CONCLUSION		45
REFERENCES		47
APPENDICES		49

CHAPTER ONE: INTRODUCTION

Chapter one includes the background to the study, statement of the problem, objectives, hypotheses, scope and limitations, theoretical framework, literature review and methodology.

1.1 Background to the Study

Errors in the works of second language learners are worth studying. A survey that was carried out before beginning this investigation showed that many class four pupils in Migori County construct erroneous sentences when writing compositions. Examples of sentences that are constructed by such learners are:

1. *Teacher, repeat again.* (Teacher, repeat.)
2. *Clinton did not came to class.* (Clinton did not come to class.)
3. *Derrick did not wrote the work.* (Derrick did not write the work.)
4. (a) *Jade caughted the ball.* (Jade caught the ball.)
(b) *June dhiod home.* (June went home.)
5. (a) *We have many sheeps.* (We have many sheep.)
(b) *I will invait them.* (I will invite them.)

In Sentence (1) *again* can be categorized as lexical error as the student ought to have used only the verb, *repeat*, in the predicate slot. The word *again* should not be used together with *repeat* since their meaning is relatively same. The above error could be due to transfer factor as the sentence mirrors the L1 equivalent: *Japuonj, nuona kendo*, which directly translates to ‘Teacher, repeat again.’

In sentences (2), (3) and (4a), the errors are due to the fact that the three verbs, *came*, *wrote* and *caughted* are irregular forms and the learner seemed to have over generalized the rule which states that the formation of the simple past and past participle of irregular verbs can end in a variety of ways, with absolutely no consistent pattern. For example, the verb *catch* does not take the *-ed* morpheme to form its past tense. The above errors deal with word formation as the errors occur when learners try to give new formation of words in their correct tense thus can be categorized as morphological errors.

The error in sentence (4b) is on the word *dhiod*. Some learners use the Luo word, *dhio* (go), but attach the English *-ed* morpheme to it to form the past tense. This could have been due to

memory lapse on the part of the learner hence his use of a word which is a mixture of *dholuo* and English. It was established that when learners lack equivalent English words, mostly due to memory failier, they use *dholuo* words. This can be explained by the fact that the learner is still at the interlanguage stage. Therefore, this error falls into the lexical category as stated by Ouma (2014).

In Sentence (5a), the student made the error by adding the bound morpheme *-s* as a plural marker thus forming *sheeps*. This error can be categorized under morphological errors. Its correct form is 'sheep'. The error maybe due to overgeneralization of the TL plural formation rule.

In (5b), there is misspelling of the word *invait*. These two errors can be categorized under writing mechanics errors. These errors can be due to incomplete application of rule, false concept hypothesized or poor mastery of spelling.

Owuor (2017) focused on the effects of syntatic inteference on the interlanguage of learners in upper primary school. The study was done in five primary schools while targeting class six, seven and eight pupils. He used the Interlanguage theory as proposed by (Selinker, 1972) that views errors as part and parcel of the learner's language and as a useful diagnosis tool for analysis of error sources . His findings showed that some errors in ESL were related to factors other than L1, a significant number of intralanguage errors were arising as a result of target language learning process. His study is an important source of reference to this study as it serves as a source of background information to the study.

Nyamasyo (1994) carried out an analysis of the spelling errors in the written English of Kenyan Pre-university students. She used corpus based approach to give the description of spelling errors in the written English of of the Kenyan pre-university students. This study concluded that there are a variety of sources for the language difference in the sound system of English and the first language of the students in the study. She recommended the inclusion of contrastive analysis approach in the padagogy of English language courses for ESL students and for Kenyan students in particular. She also advocated for the teaching of spellings. Apart from spelling, our study will identify other error types using error analysis as tool for identifying errors then group the identified errors into linguistic categories.

In his study, Ouya (2015) focused on socio-psychological factors influencing learning of English grammar with regard to pronunciation among *dholuo* learners. Data used in his study was sampled from Muhoroni Sub-County in Kisumu County. He used Piaget's theory of cognitive development and the functionalism theory of learning as the basis of the study. The major finding of the study was that *dholuo* learners found it difficult to pronounce some words since some sounds do not exist in *dholuo* language. Therefore, words with such sounds proved difficult to pronounce as the learners' articulatory organs are not conditioned to produce such sound. Our study will, however, find out if learners will produce such types of errors in their written works.

This study focused on identifying and analysing the errors made by standard four pupils in Migori County in the English composition writing. This group of pupils was used because, according to the Kenyan educational policy on language of instruction in primary schools, the initial three years of basic schooling (class one up to three) ought to be done in the local languages used in the localities where schools are situated (Roy-Campbell, 2005, p. 86). English should be used as a language of instruction except when teaching Swahili as a subject as from class four (Nabea, 2009, pp. 211-238). Identifying errors in this study at class four will help the learners as well as teachers by providing identified errors, frequencies, sources and their causes early enough to allow the adoption of better language teaching and learning strategies that will enhance the development of writing skills among ESL learners.

The researcher specifically focused on *dholuo* speaking pupils in the rural and urban schools in the aforementioned County. Rural and urban schools were used to establish the error variability. The aim was to establish L2 gender variability in class four as well as to ascertain rural and urban schools' variability in L2 error frequency, error types and error sources.

Six Primary schools were picked from the sampled rural areas of Migori County. The pupils from these schools hardly have any exposure to English except in the classroom learning situation. The surrounding members of the community, whose language is *dholuo*, are homogeneously monolingual. Therefore, the pupils end up having a difficult task in learning English as a second language since the external environment does not give room for practicing what is learnt in class. Another group of six schools was picked from the urban side of the Migori County because the pupils in these schools have exposure to English even

after the classroom learning situation. Most of the pupils from such schools are bilingual or multilingual.

1.2 Statement of the Research Problem

It transpires from the preceding section that there is need for further research on English errors made by learners whose L1 is *dholuo* in order to address the issue of their frequency of occurrence depending on which error category is involved and on whether they were made by learners from rural schools or those from urban schools, and whether they were made by female or male learners.

1.3 Objectives

The specific objectives for this study are:

- a) To identify the various types of lexical, morphological, syntactic and writing mechanics errors in the English of class four learners in Migori County.
- b) To establish which type of error is the most frequent.
- c) To investigate if the number of errors committed will depend on whether the learners come from urban or rural schools.
- d) To establish whether the number of errors made will depend on the gender of the learners.

1.4 Hypotheses

- a) Morphological errors are more frequent than syntactical, lexical, writing mechanics errors.
- b) The learners from rural schools will make more errors than learners from urban schools.
- c) The female learners will make fewer errors than their male counterparts.

1.5 Justification of the Study

To the best of my knowledge, error analysis research has been done in Kenyan Counties in the past by researchers such as (Owuor, 2017); (Ouya, 2015) and (Muriungi, 2015). Most of the researchers focused on higher levels of education such as secondary schools, colleges and universities. The focus on primary schools has been on upper primary.

The findings of this study will be useful to future researchers with interest in comparing the errors committed at class four with the errors committed by learners from higher grades. They will be beneficial to teachers of English language by providing identified errors, frequencies, sources and their causes early enough to allow the adoption of better language teaching strategies that will enhance the development of writing skills among ESL learners.

They will also inspire other stakeholders such as curriculum developers and textbook writers to come up with enhanced learning materials that will address the challenges students face in L2 composition writing at class four level of learning. This research will also be relevant to other research work with interest in error analysis as the findings will add a new body of knowledge to the already existing. Finally, the research will have a critical input for ESL language policy formulation and adoption to come up with new regulations and strategies for enhancing L2 writing in class four.

1.6 The Scope and Limitations of this study

This research focused on errors occurring in the compositions of class four learners in Migori County. It categorised the type of errors made by this class of language writers according to the linguistic categories such as morphological, syntactical, lexical and writing mechanics then identified the frequencies of the error types based on the mentioned linguistic categories. Error variability based on gender as well as rural and urban areas were analysed to ascertain which school type committed more errors. Samples of ESL learners were taken from three Sub-Counties that are predominantly occupied by *dholuo* speakers. Although the study followed the EA approach, it did not follow all the steps of it as it did not handle error evaluation. Comparing the results of the class four learners and higher classes from other researchers was not handled in this study because it was outside the scope of the study.

1.7 Literature Review

Waeni (2016) focused on L1 Negative Transfer in spelling and lexical choice in the English of class 8 pupils from Kaani Primary School, Machakos County. She established the extent of spelling errors attributed to *Kikamba* phonology and the extent to which the lexical errors can be attributed to the influence of *Kikamba* vocabulary. This was carried out in sixty-nine schools. The findings of this study were that most of the spelling errors are due to influence from *Kikamba* phonology and lexical choice errors are due to direct translation and word

transfer which is a result of negative transfer from learners L1. Our study identified errors committed by class four pupils, spellings being one of them, then categorised them into linguistic categories. Other types of errors were also identified and grouped into the relevant categories.

In his work, Muriungu (2015) researched on the analysis of English errors in the Verb groups from sentences produced by *Kimeru* speaking students in Imenti South Sub-County. The population for his study was seventy students from two form three-day secondary schools. He argued that at form three level, learners have more exposure to English than those in form one and two. On the other hand, those in form four would be too busy to afford the research time. He used the Error analysis model to analyse the sources of errors on a set of structured questions selected to feature all areas of verb groups such as main verbs, tense, and modal auxiliaries. The collected data was described by the researcher while providing possible causes of error as explained using the error analysis methodology. The findings were that most errors were intra-lingual because of over-generalization. Furthermore, his study proved insightful especially in to the extent that it focused on exposure as an important strategy in competence development. Even though this study will as well use error analysis, the area of study will be class four learners.

In her study of code- mixing in Migori County, Ouma (2014) exposed the patterns of language behaviour of primary school pupils within Migori County. She noted that English language has adopted to *dholuo* context especially when students interact in informal settings. The study sampled three schools and focused on establishing how code mixing of *dholuo* and English relates to Interlanguage theory in ESL. The data of this study was collected through qualitative approach. The methods of data collections included interviews and observations. The data was collected and analyzed in order to understand the relationship between pupils' code mixing, the interlocutor and the challenges that code mixing poses to second language learning. The conclusion was that the most common motivational factor behind pupils' code mixing was the need to fill a lexical gap. The analysis done using the collected data established that when learners lack an equivalent English words they resort to a *dholuo* word. This study is relevant to the current study because it is from such exposed patterns of language behaviour of primary school English language learners that we get errors in ESL. Such errors will be identified, categorised and given frequencies in this study.

In his study, Nyang'au (2014) investigated the challenges that students face in learning essay writing skills in English language in secondary schools in Manga in Nyamira County. He used Product Process Genre Approach. His findings were that common teaching methods included lecture, question and answer and teacher demonstration. The study confirmed that group method, peer teaching and role play teaching methods that have been proven to enhance learning writing skills are least used. He further identified challenges faced by learners of essay writing skills in English which included inadequate content mastery, incorrect use of grammar, first language interference, limited vocabulary, and inadequate teaching learning resources. These challenges represent themselves as errors in the learner's essay written work thus giving evidence that errors are present at secondary school level. It is with this perspective that this study will seek to identify the types and number of errors committed by class four pupils in Migori County.

Maore (2013) investigated the phonology and orthography of *Kimeru* as a first language affected their spelling of English words. One of the major similarities with this current study was in the application of Error Analysis as a theoretical framework. The data for this study was collected from creative compositions and dictation of words written by primary school learners whose first language was *Kimeru*. By using Error Analysis as the theoretical framework of the study, all the misspelt words were identified and classified into ten categories according to the nature of the spelling errors such as errors due to silent graphemes, errors due to pre-nasalisation of graphemes, errors due to homophones, errors due to vowels length, errors due to epenthesis, errors due to absence of the sound in *Kimeru*, errors due to metathesis, errors due to double consonant graphemes, errors due to the discrepancy between the English sound system and the spelling system and errors due to retention of letter 'e' before a suffix. The identified errors were then discussed relative to the wrongly spelt words and the subsequent phonological ideals of L1. Possible causes of misspellings were deduced by examining the nature of the misspelt words. This study will instead identify errors then classify them according to the linguistic categories and then finally ascertain the gender variability as well as rural-urban distribution.

Sirkka (2010, p. 101-110) observed that proponents of EA claim a twofold objective for the theory: the theoretical objective and the practical objective. While theoretical objectives deal with how and what learners of a language learn, the core objective stresses on ways of helping learners master a language through taking advantage of the already existing

knowledge base. This study was based on the theoretical objective by assessing the state of L2 learnt by learners in class four.

1.8 Theoretical Framework: Error Analysis

The study used the Error Analysis (EA) Theory. The study of Error Analysis and the inter-language field was brought into prominence in the 1970s by Corder (1974). He alluded to the fact that errors made by learners could give clues about language systems in use or language learnt in L1 and that error analysis superseded contrastive analysis. The EA model proved contrastive analysis as incapable of predicting significant amounts of errors even though significance of language transfer is a reality.

According to Brown (1980. p.166), error analysis is a way of observing, analysing, and classifying the deviations of the rules of the second language and ultimately revealing the systems it is operated on. As a technique, error analysis systematically interprets the unacceptable forms produced by ESL learners.

Errors are significant in three different ways. First, they provide information to the teacher about the much learners have learnt. Secondly, they give a researcher insight into how language learning takes place. Finally, the errors are means through which learners discover target language rules (Ellis, 1994, p. 48).

A comprehensive EA process that ultimately forms the EA model or a theoretical framework was developed by the proponents of EA such as Corder. Some researchers sometimes merge some processes while other separate processes to achieve exhaustive results. Corder (1984) identifies five processes that simplify the study of errors made by ESL learners as: collection of data, identification of errors, description of errors, and explanation of errors and evaluation of errors. Although the study followed the EA approach, it did not follow all the steps of it as it did not handle error evaluation.

1) Collection of samples

Specific Samples of learner's language use was collected by giving learners a guided composition (clinical elicitation) where topics and time was controlled. The topic was

'our school' and this was written within forty minutes under the supervision of the researcher.

2) Identification of errors

The researcher must be able to recognize the learner's idiosyncrasy. This was attained by the researcher correctly identifying errors by analysing correct interpretation of the learner's intended meaning within the context. The identified errors were used as data for this study.

3) Description of errors

Description of errors is a comparative process as it entails comparing the erroneous forms made by learners with the correct structures from the target language. It therefore helps show the extent of learner's deviation from the TL expectation. The identified errors were described and then categorised according to the linguistic categories: writing-mechanics errors, morphological errors, syntactic errors and lexical-choice ones as well as error type under each categories. This categorization was done to give more systematic analysis.

4) Explanation of errors

Errors were explained based on factor that included: a) Transfer errors factors– this factor includes all errors where the L2 learner have used L1 to create a sentence which has led to the error. b) Overgeneralization error factors – when a learner overuses the same type of grammatical rule or structure, thus creating wrong grammatical structures. c) Ignorance of rule restriction: the device of extending the rules to areas in which they do not apply. d) Incomplete application of rules: the failure to learn a complete type of structures because there are simple ones, the learner finds communicative. e) False concept hypothesized: this refers to deviations that result from faulty comprehension of the L2 distinction. The study went further to analyses errors in terms of intralingual and interlingual. Interlingual errors are errors that results from the interference of learner's L1 during the process of TL production whereas Intralingual errors are the errors which reflects the general characteristics of rule learning such as faulty generalisation, incomplete application of rules and even failure to learn complete conditions under which rules are applied.

1.9 Methodology

1.9.1 The sampling procedure

A Simple random sample was used to select three out of six Sub-Counties that are predominantly of *dholuo* speaking origin. This was done by giving a number one to six to every Sub-County of the six sub-counties that are predominantly of *dholuo* speaking origin, wrote the numbers on papers then placed the papers in a container and then finally picked the three at random. This was done to avoid biasness.

Stratified Random Sampling was used to identify urban and rural schools as well as boys and girls used in the study. The population was divided into two subgroups: boys-girls and another one for rural-urban. After the subgroup division, numbers were assigned to the population then a given number was randomly selected from each population subgroup. This was used to achieve desired representation from various subgroups in the population. Which was two rural- urban school in each Sub County and three boys and girls in each school. The two subgroups were to help establish gender variability as well as rural and urban variability.

The selected six Primary schools were from the rural areas in Migori County. The pupils from these schools hardly have any other exposure to English except in the classroom. Another group of six schools was from the urban side of Migori County because pupils in these schools have exposure to English away from the classroom learning situation. Most of the pupils from such schools are bilingual or multilingual, since they speak Kuria and Kisii, among other languages.

In total, seventy-two students were sampled into this study, with each writing one composition, thus making it a total of seventy-two compositions. Thirty-six respondents were boys and the rest were girls. The students were equally distributed between rural and urban schools, with each school giving six pupils with equal gender distribution.

1.9.2 Data collection procedure

A guided composition was used to collect data for the research. Learners were given a topic ‘our school.’ Which they wrote within forty minutes under the supervision of the researcher.

1.9.3 Data analysis procedure

All the collected errors were classified according to linguistic categories: writing-mechanics errors, morphological errors, syntactic errors and finally, lexical. Frequency counts and their respective percentages were used to test the research hypotheses.

CHAPTER TWO: MORPHOLOGICAL ERRORS

The frequency of error occurrence was also analysed using Statistical Package for Social Scientist (SPSS). As a program, it requires the coding of all variables in numerical format. Therefore, the twelve schools sampled from the three Sub-Counties were coded as 1 to 12. Simple random sampling was used to code the schools. When handling gender, the coding was done as 0 for male and 1 for female. In the case of the type of school, coding was done as 0 for rural and 1 for Urban. Respondents were coded as 1 to 72. Errors were graded using a grading criterion as shown in **Table 1** below.

Table 1: Grading criteria

Grouping	Level of errors	Remark	Code
0	No error	Excellent	0
1-2	Very few errors	Very good	1
3-4	Few errors	Good	2
5-6	Moderate errors	Fair	3
7-8	Moderate to high	Fairly poor	4
9-10	High number of errors	Poor	5
Above 10	Very high number of errors	Very Poor	6

2.1 Tense related errors

2.1.1 Data presentation

Tense is a vital aspect in language learning and usage. In this section, the learners' ability to form and use tenses accordingly when expressing themselves through language was tested. The errors were looked at in general, considering the stage at which the research was taken. Some of the tense errors made by learners included the following:

1: *...*We have finish doing our examination.* (We have finished doing our examination.)

S54/F/U

2: **Our bell ringer had a watch which he is...* (Our bell ringer has a watch which...)

S64/F/R

3: *...*is started in 1993.* (...was started in 1993)

S9/M/R

4: **I started to followed them* (I started to follow them.)

S30/M/U

5: **I was surprised to saw the cook.* (I was surprised to see the cook.)

S62/F/R

6: *...*pupils going for playing.* (...where pupils go to play.)

S39/F/U

Table 2: Tense Grading

	Frequency	Percent	Valid Percent	Cumulative Percent
No Errors- Excellent script	29	40.3	40.3	40.3
Very Few Errors- Very Good	31	43.1	43.1	83.3
Few Errors – Good	8	11.1	11.1	94.4
Moderate to High Errors- Fairly Poor	2	2.8	2.8	97.2
High Number of errors– Poor	1	1.4	1.4	98.6
Very High number of error - Very Poor	1	1.4	1.4	100.0
Total	72	100.0	100.0	

Table 3: Tense Related Errors – Frequency Distribution

Gender	Frequency			
	Urban Schools	Rural Schools	Total	Total Percentage %
Male	42	17	59	57.3
Female	24	20	44	42.7
Total	66	37	103	100.0
Total Percentage %	64.1	35.9	100.0	

2.1.2 Analysis

In English, the aspect tense is used to indicate the time that an action took place. Time and aspect are components of many English tenses where time is expressed as past present or future while aspect is progressive or perfective. Patekar (2016, p.73) explains that simple form of tenses should be taught in primary school. The form of verbs in simple past tenses are always same with all subjects while the simple tense rule states that:

- a) Verbs ending in *-e* simply takes *-d* to get the *-ed* form, if the *-e*, for example, *live* will be *lived* if the *-e* comes before a consonant. In the *-ing* form, you drop the *-e* then add *-ing* as in the case of *hope* → *hoping*
- b) Verbs ending with consonant *-y* get their *-ed* form by changing *-y* into *i* then adding *-ed*, for example, *cry* will become *cried*. For *-ing* form of such verbs, keep the *-y* then add *-ing* and lastly, if the *-y* is preceded by a vowel, keep the *-y* as in the case of *enjoy* will be *enjoying*.
- c) Verbs ending with one vowel one consonant, but not *w* or *y* double consonant then add *-ing*, for example, *dig* will become *digging*.
- d) If a word ends in two consonants, just add the ending, for example, *fold* → *folding*, and *demand* → *demanding*.

There are exceptions like: if a verb ends in *-ee*, the final *-e* is not dropped: *seeing*; *agreeing* among others and *-w*, *-x* are not doubled *glow* → *glowed* and *fix* → *fixed* (Azar, 1999, p. 10)

The words *finish*, *had*, and *started* in sentences 1, 2 and 3 subsequently, present errors on past tense. There is an omission of the *-ed* morpheme in the formation of the past tense. Wrong

usage of the verb *-to have* makes the word *had* incorrect while wrong usage of the verb *-to be* makes the word *started* incorrect. The word *followed* in example 4, shows the wrong usage of the to-infinitive. This is the same case in example 5 on the use of the word *saw*. In sentence 6, *going* is in present continuous form yet it should be in simple present form. Here, the participants could not apply the past tense rule of the *-ed* suffix among others. This could be because of inter-lingual interference since in *dholuo* language suffixes are not used to mark past tense form of verbs as the verb forms are marked using prefix or intonation as shown in the example below:

- *Awer* (I'm singing.)

Prefix *-a* is used to mark persons whereas tense is marked by a zero morph and the tone.

Neawer (I sang.)

Prefix *-ne* is used to mark tense and in this case, it marks past tense.

- *Abirower* (I will sing.)

biro is used to indicate future time in this case. The learners with their limited competence in the English language might find it a challenge to apply this English rule and rather use the L1 rule.

There were also errors that showed intra-lingual interference because the participants wrongly applied the rule of the target language as shown in example 5.

From **Table 2** above 40.3% of the respondents did not make tense related errors. 43.1% had very few errors, while 11.1% had few errors. The remaining percentage was distributed among the moderate to high number of errors, high level of errors and very high number of errors. It can be noted that none of the respondents were within code 3 which represents moderate errors in the rector scale.

From **Table 2** and the frequency distribution **Table 3** above, male students made more errors than their female counterparts. Similarly, urban schools made more tense related errors than rural schools. This could be because learners in urban schools use many languages in their day to day life whereas those in rural schools have their L1 which is *dholuo* and English which they are learning in class thus reducing chances of making tense related errors as they jungle with only two languages in the mind.

2.2 Word compounding errors

2.2.1 Data presentation

7: **Nine hundredpupils.* (Nine hundred pupils.)S5/M/R

8: * *...wherepeople get knowledge.* (... where people get knowledge.) S55/F/U

9: **A fence that a thief can not pass over.* (A fence that a thief cannot pass over.) S12/M/R

10: **...some ripefruits.* (... some ripe fruits.) S55/F/U

11: **There is avery big tank in our school.* (There is a very big tank in our school.) S70/M/R

12: **all ourteachersareclean.* (All our teachers are clean.) S64/F/R

Table 4: Word- Compounding related errors

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
No Errors- Excellent	24	33.3	33.3	33.3
Very Few Errors - Very Good	30	41.7	41.7	75.0
Few Errors- Good	12	16.7	16.7	91.7
Moderate Errors - Fair	6	8.3	8.3	100.0
Total	72	100.0	100.0	

Table 5: Word Compounding Related Errors – Frequency Distribution

Gender	Frequency			
	Urban Schools	Rural Schools	Total	Total Percentage %
Male	23	43	66	56.9
Female	22	28	50	43.1
Total	45	71	116	100.0
Total Percentage %	38.8	61.2	100.0	

2.2.2 Analysis

A compound is a word that consists of two or more words. Compounding therefore is a word formation process whereby two or more words are combined to form a single word. Such words also form their plural in different ways. According to (Bauer, 1983, pp. 202-

212)Compound nouns can be formed by putting: a) noun + noun example fishing rod, b) verb + noun such as in the case of pickpocket , c) noun + verb for example sunshine, d) verb + verb for example make-believe, e) adjective + nouns in situations like fast-food, f) participle + noun for example after heat, g) Adverb + noun and lastly verb + participle for example drop-out. He further explains that the largest subgrouping of compounds are within the noun + noun compounds.

Learners find it difficult to identify words that can be combined to form a new word. They therefore combine words without obeying any rule hence end up with strange forms of words that are not considered right in the L2 structure

Based on the data collected, errors made on compound form of nouns are frequently committed. Here, participants form words by joining two words that should not be joined. The word *hundredpupils* in Example 7 shows poor mastery of the noun + noun compounding. Wrong usage of adverbs to form compound words makes the word ...*wherepeople* to be erroneous. Sentence 10 has the word *ripefruits* which indicates failure to master fixed compound, for example adjective +noun cannot be the word. In sentence 11, *avery* shows an article that has been combined to a word, yet an article cannot be combined to a word *areclean*. in sentence 12 shows failure to separate noun, auxiliary and main verb.

Cases of participants joining auxiliary verbs with main verbs were observed as shown in example 12. In example 11, the article was combined with the adverb while example 7 there was compounding of two nouns (nine and hundred). These problems can be inter-lingual since a *dholuo* word has morphemes that plays different role for example those that mark tense, gender, number among others put together to form a word. This can be illustrated as follows:

- *Neatugo* ‘I played.’ *Ne* is used to mark tense and in this case it indicates past tense whereas *-a* marks number which is singular and lastly *-tugo* which is the verb.
- *Abirochiemo* ‘I will eat.’ *A* marks number which is singular, *-biro* marks tense, *-chiemo* marks verb

Example 8, 9, 10 and 11 could be because of wrong application of the rule of the target language. They do not know that when two different nouns are joined together we get a new noun. Intra-lingual interference could be the cause of such errors.

Table 4 above, clearly indicate that word compounding errors were evident in three groups of the rector scale. That is group one leading with 41.7%, followed by group two with 16.7%. Moderate errors group three were at 8.3%. It is worth noting that 33.3% of the respondents did not commit errors in this type of error. Code 4 which has moderate to high number of errors, code 5 high number of errors and code six which contains very high number of errors were not observed.

The frequency distributed **Table 5** indicates that, male students made more errors than the female learners, thus proving the third hypothesis which stated that the female learners will make fewer errors than their male counter parts right. Rural school had more errors than urban schools hence proving the second hypothesis which was, learners from rural schools will make more errors than learners from urban school.

2.3 Affixation errors

2.3.1 Data presentation

13: **There are many tree in my school.* (There are many trees in my school.) S37/M/U

14: ** We have many teacher in my school.* (We have many teachers in my school.) S20/F/U

15: **They teach us many subject.* (They teach us many subjects.) S48/F/R

16: **There are many desk in Nyamware school.* (There are many desks in Nyamware School.) S11/F/R

17: **At Nyamwere villagers.* (At Nyamwere village.) S7/M/R

18: **We are afraid of those two teacher.* (We are afraid of those two teachers.) S50/F/U

Table 6: Affixation Grading

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
No Errors- Excellent	39	54.2	54.2	54.2
Very Few Errors - Very Good	23	31.9	31.9	86.1
Few Errors- Good	6	8.3	8.3	94.4
Moderate Errors - Fair	2	2.8	2.8	97.2
High number of errors - Poor	1	1.4	1.4	98.6
Very high number of errors - Very Poor	1	1.4	1.4	100.0
Total	72	100.0	100.0	

Table 7: Affixation Related Errors – Frequency Distribution

	Frequency			
Gender	Urban Schools	Rural Schools	Total	Total Percentage %
Male	24	17	41	48.2
Female	25	19	44	51.8
Total	49	36	85	100.0
Total Percentage %	57.6	42.4	100.0	

2.3.2 Analysis

“An affix is a morpheme which only occurs when added on some other morpheme or morphemes such as a root or stem or base. Affixes are bound morphemes. No word may contain only an affix standing on its own, like *-s* or *-ed*, or *-al* or even a number of affixes strung together like *-al-s*” (Katamba, 1993, p. 44)

The three types of affixation include: prefixes, suffixes and infixes. These can be illustrated as: *re-mind*, *teach-er* and *kanga- bloody- roo* respectively. Suffixes were commonly used by the learners in this study to form nouns which were erroneous. The English number system comprises of SINGULAR which denotes ‘one’ and PLURAL, which denotes ‘more than one’ (Quirk & Greenbaum, 1973, p. 92). The participants could not tell when to put a plural

marker (suffix *es* or *s*) thus assuming that all forms of nouns are the same in singular or even plural.

The word *tree* in sentence 13 has been wrongly written as its correct form should be 'trees'. The word 'many' and *are* in the sentence denotes plural verbs and quantifying adjectives and must be followed by a plural noun. In sentence 14, the word *teacher* must be in plural because of the presence of many a quantifying adjective that goes with plural form of countable nouns. This is the same case with the word *subject* in example 15 and *desk* in example 16. Suffix *-rs* has been added on the word 'village' in sentence 17 to create its plural form, yet in the context, the word *villagers* should be in its singular form. The word *teacher* in example 18 indicates failure to identify plural quantifiers.

54.2% of the respondents fall in the zero group, meaning, they did not commit affixation related errors. 31.9% had very few errors, 8.3% had few errors. None of the observed errors appeared in group four (moderately high errors). The remaining 5.2% are distributed among code three, five and six. All these can be observed in **Table 6**

Here, the frequency **Table 7** shows that female students made more affixation errors than male students. This is the same case in the type of schools as, urban schools had more errors than their rural counterparts.

CHAPTER THREE: SYNTACTIC ERRORS

Syntax is a Greek word meaning “ordering together”. Syntax deals with arrangement of words into complex forms. Syntactic errors are errors found in incorrect sentences due to wrong usage of words.

3.1 Subject Verb Agreement

3.1.1 Data presentation

Subject-verb agreement is a common error that was revealed in the learners’ writing. This error is rampant and is frequently made by L2 learners. Below is an illustration of the learners’ confusion of subject-verb agreement rule.

19: **Head teacher own a car.* (Head teacher owns a car.) S68/F/R

20: **That school take number one.* (That school takes number one.) S34/F/R

21: **The classes is clean.* (The classes are clean.) S36/M/R

22: **She don’t like pupils.* (She doesn’t like pupils.) S23/M/U

23: **Our school have five thousand pupils.* (Our school has five thousand pupils.) S1/F/R

24: **In my school, all teachers is clean.* (In my school, all teachers are clean.) S38/M/U

Table 8: Subject Verb Agreement Grading

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
No Errors- Excellent	17	23.6	23.6	23.6
Very Few Errors - Very Good	21	29.2	29.2	52.8
Few Errors- Good	17	23.6	23.6	76.4
Moderate Errors - Fair	6	8.3	8.3	84.7
Moderate to High Errors- Poor	6	8.3	8.3	93.1
High number of errors - Poor	5	6.9	6.9	100.0
Total	72	100.0	100.0	

Table 9: SVA Related Errors – Frequency Distribution

Gender	Frequency			
	Urban Schools	Rural Schools	Total	Total Percentage %
Male	53	50	103	49.5
Female	61	44	105	50.5
Total	114	94	208	100.0
Total Percentage %	54.8	45.2	100.0	

3.1.2 Analysis

In (Buregeya, 2001, pp. 6-7) gives person number agreement in two cases as: a) subject-verb agreement in person and number for example *she sleeps* for singular subjects and *we sleep* for plural. b) Agreement in number between a noun and its determiner for example *this pen* and *those pens* for singular and plural nouns respectively.

In sentence 19, the word *own* is not in the correct form because, singular noun formed out of compounding requires present participle singular form of verb ‘owns’. On the other hand, *take* in example 20, is wrong. This is because, ‘the School’, is a singular noun it therefore needs a singular verb ‘takes’. Sentence 21 has the word *is* which is incorrect because, classes are plural nouns hence plural verb ‘are’ is needed. In sentence 22, ‘she’ is singular form of pronoun hence require singular verb ‘doesn’t’ and not *don’t*. School is in singular form, hence needs a singular verb ‘has’ and not *have*. Finally, the word ‘teachers’ in sentence 24 is in plural form thus need plural form of verb ‘are’ and not *is*.

The errors in Example 19, 20 and 21 can be possibly explained as errors due to the influence of the first language (L1). In *dholuo*, the verb form remains constant with any subjects. The learners might have not changed the verb forms due to this factor. On the other hand, the possible explanation for errors in example 22, 23, and 24, could be the wrong use of L2 rules.

As per **Table 8** and above, very high number of errors did not appear in the rector scale. In this sub- category, very few errors were the most frequent at 29.2%. It can be noted that the percentage of no errors and few errors are equal at 23.6%. More than three quarters of the errors committed in this error type were in code three and above.

Table 9 indicates that whereas Female learners had higher frequency than the male learners, urban school lead with frequency of 54%.

3.2 Articles

3.2.1 Data Presentation

Article related errors were made by the participants as shown in the below article related error table 10. The learners could not differentiate the use of zero article, a, an or even the. The errors are grouped into two: omission and addition. Below are examples of errors of omission:

25: **We have watchman.* (We have a watchman.) S20/F/U

26: **We have office.* (We have an office.) S72/M/R

27: ** A Punishment.* (Punishment.) S35/F/R

Table 10: Article- related Grading

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
No Errors- Excellent	43	59.7	59.7	59.7
Very Few Errors - Very Good	21	29.2	29.2	88.9
Few Errors- Good	5	6.9	6.9	95.8
Moderate Errors - Fair	3	4.2	4.2	100.0
Total	72	100.0	100.0	

Table 11: Article Related Errors – Frequency Distribution

Gender	Frequency			
	Urban Schools	Rural Schools	Total	Total Percentage %
Male	13	6	19	32.2
Female	13	27	40	67.8
Total	26	33	59	100.0
Total Percentage %	44.1	55.9	100.0	

3.2.2 Analysis

Two different systems of article use can be set up depending on the type of reference. Article is used for all noun class with definite specific reference for example: where is the book/books/ink. Indefinite specific reference, singular count nouns take the indefinite article a (n), whereas non-count and plural count nouns take zero articles as in the case of: I want a book; I want books and I want ink. In the case of generic reference, both concrete and abstract non-count nouns, and also plural count nouns, are used with the zero articles: as, she loves wine/ music lakes. (Quirk, 1972, pp. 81-83)

The three examples, 25, 26 and 27 show the omission of the articles from sentences. Omission of an article 'a' to identify the noun with a consonant sound makes sentence 25 wrong. Sentence 26 is wrong due to omission of the most appropriate article 'an' to identify noun with a vowel. Sentence 26 is incorrect because the word punishment is uncountable noun. Article 'a' only identifies with countable nouns. The above problem may be due to *dholuo* language interference because *dholuo* has no articles. Examples 24 to 27 indicate the addition of articles where they are not needed.

The above sentences could be due to wrong application of the rule of the target language. Therefore, they can be errors occurring because of intra-lingual interference.

The above **Table 10** shows that 59.7% of the participants did not commit article related errors. Code one was the leading with 29.2% errors while few and moderate errors had 6.9% and 4.2% respectively. There were no participants grouped in code two, four, five and six. The above frequency **Table 11** indicates that, female learners committed more errors than their male counterparts, while rural schools had high error frequency than urban schools.

3.3 Sentence Fragments

3.3.1 Data Presentation

Fragment-related errors can be grouped into two: one with no subject and one with no verb. The following samples clearly illustrate the problem.

28: * *My teacher is very clean. Make everyone like her.* (My teacher is very clean. She makes everyone like her.)S48/F/R

29: * *Our school big.* (Our school is big) S57/M/U

Table 12: Fragment Grading

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
No Errors- Excellent	65	90.3	90.3	90.3
Very Few Errors - Very Good	6	8.3	8.3	98.6
Few Errors- Good	1	1.4	1.4	100.0
Total	72	100.0	100.0	

Table 13: Fragment Related Errors – Frequency Distribution

Gender	Frequency			
	Urban Schools	Rural Schools	Total	Total Percentage %
Male	0	2	2	22.2
Female	6	1	7	77.8
Total	6	3	9	100.0
Total Percentage %	66.7	33.3	100.0	

3.3.2 Analysis

The phrase *Make everyone like her* shows an omission of the personal pronoun to refer to the noun in the first part of the sentence thus making second clause of sentence 28 to lack a subject. The fragment should continue from the first sentence as an omission of a subject results in an incomplete sentence and may fail to give the complete meaning of a sentence.

The example illustrated in sentence 29 shows the omission of a verb in a sentence, thus creating a fragment with no verb. This could be due to a literal translation of *dholuo* into English. Our school big (L2) *skundwaduong*. (L1) *Duong* is a Luo adjective for ‘big.’ It makes sense without a verb in a sentence, a case which is different when it comes to English verb usage. The verb ‘is’ is needed in sentence 29 to make it complete.

The above **Table 12** indicates that 90.3% of the participants did not commit this error. Very few (code1) and few (code2) errors were observed with 8.3% and 1.4% respectively.

Table 13 shows Female learners committed more errors than male learners and rural schools had fewer errors than urban schools.

3.4 Word order

3.4.1 Data Presentation

Some of the observed errors were related to word order. Here, the pupils did not arrange the words in an order that would make the sentences grammatically correct. Below are examples showing such errors.

30: **My teacher never is absent.* (My teacher is never absent.) S40/F/U

31: **I like a lot my school.* (I like my school a lot.) S33/F/U

32: **My school is Nyarach near.* (My school is near Nyarach.) S56/M/U

33: **They give books us in our school.* (They give us books in our school.) S12/M/R

Table 14: Word-related Grading

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
No Errors- Excellent	69	95.8	95.8	95.8
Very Few Errors - Very Good	3	4.2	4.2	100.0
Total	72	100.0	100.0	

Table 15: Word Order Related Errors – Frequency Distribution

Gender	Frequency			
	Urban Schools	Rural Schools	Total	Total Percentage %
Male	1	1	2	66.7
Female	1	0	1	33.3
Total	2	1	3	100
Total Percentage%	66.7	33.3	100.0	

3.4.2 Analysis

In English, owing to the fewness of the inflexion, the arrangements of the words in a sentence is of the first importance. Some of the orders include: the subject coming before the verb; as, *the horse bit the dog*, Object coming after the verb for example *the horse bit the dog*, adverb is generally placed close to the word which it modifies for example *he 'never' tells lie*. When there is an indirect object and also direct object used, the indirect precedes the direct; as, *lend me your ear* (Wren, P. C. & Martin H., 2011, p. 228).

In sentence 30, the word *never* which is an adverb of time, has been put at a wrong place. It should come after the verb 'is'. Wrong positioning of the adverb of degree *alot* makes sentence 31 in correct. The adverb *near* in Sentence 32, should come after the verb 'is'. Lastly, sentence 33 shows wrong position of pronoun *us* as it should come immediately after the verb *give*.

Such errors could be due to Intra-lingual interference. This is because the children could be knowing the L2 words but are not sure of how the words are arranged to get grammatically correct sentences.

95.8% of the participants did not commit errors related to this type of error. The only observed errors were at 4.2% and appeared in code one hence showing that very few errors were observed in this type of error. These are shown in **Table 14**. The frequency **Table 15** above shows that, female learners committed few errors compared to the male learners. In this type of error, urban schools had more error frequency than rural schools.

3.5 Prepositions

3.5.1 Data Presentation

Here are examples of the observed errors of this nature.

34: **Other schools came in our school in sport.* (Other schools came to our school for sports)

S24/M/U

35: * *...assembly at monday and friday.* (...assembly on Mondays and Fridays.) S39/F/R

36: **We speak with English and Kiswahili.* (We speak in English and Kiswahili.) S40/F/U

37: * *...the rubbish on the compound.* (... the rubbish in the compound.) S5/M/R

Table 16: Preposition Grading

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
No Errors- Excellent	34	47.2	47.2	47.2
Very Few Errors - Very Good	35	48.6	48.6	95.8
Few Errors- Good	1	1.4	1.4	97.2
Moderate Errors - Fair	1	1.4	1.4	98.6
Moderate to High Errors- Fairly poor	1	1.4	1.4	100.0
Total	72	100.0	100.0	

Table 17: Preposition Related Errors – Frequency Distribution

Gender	Frequency			
	Urban Schools	Rural Schools	Total	Total Percentage %
Male	15	20	35	51.5
Female	15	18	33	48.5
Total	30	38	68	100.0
Total Percentage%	44.1	55.9	100.0	

3.5.2 Analysis

Preposition is a “closed-system’ items, this is because they cannot normally be extended by the creation of additional members, (Quirk & Greenbaum, 1973, p. 31) thus requires learners of L2 to have no option apart from knowing them and knowing when or where to use them.

One of the preposition rules states that, if a preposition (in/for/about among others) is followed by a verb, the verb ends in *-ing*.

The preposition *in* in sentence 34 shows wrong use of preposition of place and purpose. *At* in Sentence 35 shows inappropriate preposition of time. Sentence 36 has the word *with* which personifies English and Kiswahili. Example 37 shows wrong use of preposition *on*. Errors of this nature could be due to lack of enough exposure to the L2 rule or not knowing how the rule works or even carelessness of the participants when writing. Such errors can be grouped as errors due to intra-lingual interference.

This group of errors were committed as shown in **Table 16** above. Respondents with very few (1) errors were 47% whereas few (code2), moderate (code3), moderate to high errors (code4) had equal percentage of 1.4%, 47% of the marked data did not have this group of error. No frequencies observed in code five and six. The frequency **Table 17** shows that male students committed more errors than the female students while rural school had the highest frequency level.

3.6 Pronouns

3.6.1 Data Presentation

These sentences illustrate how pupils wrongly used pronouns.

38: **pupils which want to read story books.* (Pupils who want to read story books.) S62/F/R

39: **Our school is painted by colour blue.* (*Our* school is painted blue/ colour blue.) S7/M/R

40: **My parents learnt from their.* (My parents learnt there.) S14/M/U

41: **A tank that was having his tap.* (A tank that has its tap.) S8/F/R

Table 18: Pronouns Grading

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
No Errors- Excellent	47	65.3	65.3	65.3
Very Few Errors - Very Good	21	29.2	29.2	94.4
Few Errors- Good	3	4.2	4.2	98.6
Moderate Errors – Fair	1	1.4	1.4	100.0
Total	72	100.0	100.0	

Table 19: Pronouns Related Errors – Frequency Distribution

Gender	Frequency			
	Urban Schools	Rural Schools	Total	Total Percentage %
Male	12	10	22	48.9
Female	16	7	23	51.1
Total	28	17	45	100.0
Total Percentage%	62.2	37.8	100.0	

3.6.2 Analysis

English pronouns mostly have two cases: somebody (common) and somebody's (genitive). Though, six pronouns take objective case. Example

Subjective:	I	we	he	she	they	who
Objective:	Me	us	him	her	them	who(m)
Genitive:	My	our	his	her	their	whose.

Pronouns that have distinctions of persons include: Personal, possessive, and reflective pronouns. Pronouns identifies gender between masculine, feminine, and non-personal. Relative and interrogative pronouns and determiners are used to distinguish personal and non- personal gender. Reflexive pronouns, reciprocal pronouns, possessive pronouns, relative pronouns, interrogative pronouns, demonstrative pronouns, universal pronouns and determiners and all members of this special family. The concept of pronouns will be looked at in general. This is because of the level of exposure that the learners under this study have gotten.

Which in sentence 38 shows wrong usage of relative pronoun which denotes non-living things. Illogical use of *by* in sentence 39 to denote the agent which is not makes the pronoun *by* erroneous in the sentence. The word *their* in sentence 40 is wrong as it should be 'there'. The learner confuses homophone 'there and their'. Finally, the word *his* in sentence 41, shows the wrong use of possessive pronoun. Like preposition, pronouns are also in the family of 'closed- system items.' These errors can be due to intra-lingual interference.

As can be seen from the above **Table 18**, 65.53% of the respondents did not commit such errors. Very few errors (code 1) were seen on 29.2% of the observed scripts, few errors (code

2) at 4.2 percent and finally, moderate errors (code3) at 1.4% of the scripts. In **Table 19**, it can be noted that, the female students committed more errors than their male counterpart. Urban school also recorded the highest frequency.

3.7 Conjunctions

3.7.1 Data Presentation

Omission and addition of conjunctions was observed from the collected data. For example:

42: **Where we can play football other games.* (Where can we play football and other games?) S48/F/R

43: ** My school is called Sare. And it is big.* (My school is called Sare. It is big. /My school which is called Sare is big.) S24/ M/R

Table 20: Conjunction Grading

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
No Errors- Excellent	49	68.1	68.1	68.1
Very Few Errors - Very Good	18	25.0	25.0	93.1
Few Errors- Good	4	5.6	5.6	98.6
Moderate to High Errors- Fairly poor.	1	1.4	1.4	100.0
Total	72	100.0	100.0	

Table 21: Conjunction Related Errors – Frequency Distribution

Gender	Frequency			
	Urban Schools	Rural Schools	Total	Total Percentage%
Male	11	15	26	63.4
Female	6	9	15	36.6
Total	17	24	41	100.0
Total Percentage%	41.5	58.5	100.0	

3.7.2 Analysis

Conjunction can be defined as a connective or connecting particles with the special function of joining together sentences, clauses, phrases or words. We have coordinating conjunctions for example *for, and, but, yet* and the subordinating conjunctions which includes *although, because, after* among others. Correlatives like coordinating correlatives and subordinating correlatives can be formed using the coordinates and subordinates.

Sentence 42 illustrates omission of conjunction 'and' to join two sentences referring to the same subject as seen in sentence *Where we can play football* sentence 1 and *other games* sentence 2. This could be due to carelessness of the learner or maybe ignorance on conjunction related issues.

The addition of conjunctions where they are not needed was also observed as shown in example 43. Here, the learner failed to comprehend compound sentence formation rule thus making the presence of the word *and* wrong as it is unnecessary in the sentence. It was noted that, the most commonly misused conjunction was 'and'. The Majority of the participant did not know when or even how to use the conjunctions. Errors on conjunctions could be due to intra-lingual interference.

The above **Table 20**, indicate that, 68.1% of the observed data had no errors. The errors that appeared were in code one, two and four. None of the errors were grouped in code three four and five. The above frequency **Table 21** shows that, male student committed the highest amount of errors than female students. Learners in rural schools had more errors than learners in urban schools.

3.8 Nouns

3.8.1 Data Presentation

44: * *mouse are many in our school.* (There are many mice in our school.) S11/F/R

45: * *we must wear shoes in our foot.* (We must wear shoes in our feet. / We must wear shoes) S38/M/U

46: * *our headteacher and deputy are man.* (Our head teacher and deputy head teacher are men.) S63/F/R

Table 22: Noun Grading

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
No Errors- Excellent	59	81.9	81.9	81.9
Very Few Errors - Very Good	10	13.9	13.9	95.8
Few Errors- Good	2	2.8	2.8	98.6
Moderate Errors - Fair	1	1.4	1.4	100.0
Total	72	100.0	100.0	

Table 23: Nouns Related Errors – Frequency Distribution

Gender	Frequency			
	Urban Schools	Rural Schools	Total	Total Percentage%
Male	1	7	8	32
Female	12	5	17	68
Total	13	12	25	100.0
Total Percentage%	52	48	100.0	

3.8.2 Analysis

Irregular nouns are nouns that form their plurals by completely changing its spelling in other ways, then adding the suffixes. In sentence 44, the word *mouse* as it is a wrong pluralisation of the irregular noun. The predicate of sentence 44 shows that the subject noun should be in plural form ‘mice’. An assumption that shoes must have phrasal quantifier as in a pair of shoes to pluralise hence ‘feet’ which is plural indicates why *foot* is an error in example 45.

The word *man* in example 46 shows that the learner failed to see that the noun ‘head teacher and deputy form plural hence ‘men’.

These group of errors could have arisen because the learner’s knowledge of the target language is incomplete, they fail to know what should be done, in this case; the rule of handling irregular nouns.

Table 22 that there were no major errors observed in this type of error as 81.9 % of the respondents did not commit any error. In this type of error, male learners made fewer errors than their female counterparts and learners in urban school had high error frequency than learners in rural schools as shown in **Table 23**.

3.9 Adjectives

3.9.1 Data Presentation

Adjective related errors were observed from the marked compositions. This is illustrated in the following examples.

47: **My school is the goodest in Migori County.* (My school is the best in Migori County.)

S26/F/U

48: **My school is very bright school.* (My school is...) S72/M/R

49: **My school teachers are kind and love.* (My teachers are kind and loving.) S27/M/U

Table 24: Adjective Grading

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
No Errors- Excellent	62	86.1	86.1	86.1
Very Few Errors - Very Good	9	12.5	12.5	98.6
Few Errors- Good	1	1.4	1.4	100.0
Total	72	100.0	100.0	

Table 25: Adjective Related Errors – Frequency Distribution

Gender	Frequency			
	Urban Schools	Rural Schools	Total	Total Percentage %
Male	5	1	6	37.5
Female	6	4	10	62.5
Total	11	5	16	100.0
Total %	68.75	31.25	100.0	

3.9.2 Analysis

Adjectives describe nouns and can be expressed in degree such as: positive degree (when no comparison is done), comparative degree (when two items are being compared) and superlative degree (when more than two items are being compared). Some adjectives are irregular, for example, *good – better –best, bad –worse –worst*. It is these that cause most trouble in writing English (Haydin, 1960, pp. 46-52)

The word *goodest* in example 47 shows the wrong use of the formation of the adjective in the superlative form. This word must take an irregular form *best*. Sentence 48 on the other hand has the word *bright* which indicates use of inappropriate adjective, as the word ‘bright’ can only be used to describe nouns that have life in them. Lastly, wrong use to formation on predicative adjective is shown by use of the word *love* in sentence 49.

Such errors could be due to the participants limited knowledge of English grammar hence can be identified as errors due to Intra-lingual interference. Just like adjective related errors, there were no major errors observed in this type of error as 86.1 % of the respondents did not commit any error as shown in **Table 24**. Learners in urban schools recoded made more errors than learners in rural schools as shown in **Table 25**.

CHAPTER FOUR: LEXICAL ERRORS

4.1 Word Choice Errors

4.1.1 Data Presentation

50: * *In our school we have 900 pupils in our school.* (In our school we have 900 pupils.)

S14/M/U

51: * *The number of pupils in our school is six hundred pupils.* (The number of pupils in our school is six hundred.) S29/F/U

52: * *In my class there are forty two pupils in my class.* (In my class, there are fortytwo pupils.) S52/M/U

53: **The name of our school is called Sare Primary School.* (Our school is called Sare Primary.) S38/M/U

54: **You look the timetable.* (You check the timetable/ You look at the timetable) S48/F/R

Table 26: Word Choice Grading

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
No Errors- Excellent	51	70.8	70.8	70.8
Very Few Errors - Very Good	16	22.2	22.2	93.1
Few Errors- Good	5	6.9	6.9	100.0
Total	72	100.0	100.0	

Table 27: Word Choice Related Errors – Frequency Distribution Table

Gender	Frequency			
	Urban Schools	Rural Schools	Total	Total Percentage %
Male	13	7	20	55.6
Female	12	4	16	44.4
Total	25	11	36	100.0
Total Percentage%	69.4	30.6	100.0	

4.1.2 Analysis

Some of the participants' choices of words, lead them into constructing erroneous sentences as shown in the examples above. The phrase *in our school* in example 50 shows repetition of a prepositional phrase. Without it, the sentence would have been correct. Sentence 51 indicates a case where a noun has been repeated. The repeated noun is *pupils*. Example 52 is another repetition of a prepositional phrase, in this case *in my class*. The noun *school* has been repeated in sentence 53. Finally, example 54. The choice to repeat these words or phrases made the sentences to be rendered incorrect. Redundancy was a very common form of lexical error. It might have been caused by incompetence in the L2 language rules.

Table 26 above, clearly indicates that 71% of the observed scripts had no errors related to this type of error. Only few and very few errors were observed with 7% and 22% respectively. In the frequency **Table 27** above, we can deduce that, male learners made more errors than their female counterparts whereas urban learners in school had higher error frequency than learners in rural schools.

CHAPTER FIVE: WRITING-MECHANICS ERRORS

This chapter presents two error types: spelling and punctuation. Data observed from the marked compositions, analysis of their frequencies as well as rural-urban and gender variability is presented.

5.1 Spelling

5.1.1 Data Presentation

Most of the spelling errors committed by the learners occurred due to use of an incorrect letter, omitting a letter or adding an unnecessary letter and capitalization. This is shown in the examples below:

Omission of a letter:

55: * *Man.* (Many) S5/M/R

56: * *were.* (where/wear) S13/M..., S7/M/R

57: * *save their hair.* (shave their hair.) S50/F/U

Incorrect letter:

58: * *Four hundred.* (Four hundred.) S35/F/R

59: * *surcksacefull.* (Successful.) S72/M/R

60: * *beatifull.* (Beautiful.) S72/M/R

Addition of a letter or letters:

61: * *Hevery* (Every) S47/M/R

62: * *Visitours* (Visitors) S3/F/R

63: * *Covaredd* (Covered) S50/F/U

Capitalization: Capitalization is an aspect of spelling. Errors of such form were observed, and their frequency was quite high, thus making spelling errors to have higher frequencies than all the observed error types. The observed errors were:

64: * *my school is very beautiful.* (My school is very beautiful.)

65: * *thank you for bringing.* (Thank you for bringing...) S37M/U

66: * *it is found in Suna East constituency.* (It is found in Suna East constituency) S7/M/R

67: * *its* (It's.) S64/F/R

68: * *On fridays.* (On Friday.) S69/F/R

69: **mr.Oranga.* (Mr.Oranga.) S69/F/ R

70: *...*Deputy.* (...deputy.) S55/F/U

Table 28: Spelling Grading

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
No Errors- Excellent	4	5.6	5.6	5.6
Very Few Errors - Very Good	4	5.6	5.6	11.1
Few Errors- Good	4	5.6	5.6	16.7
Moderate Errors - Fair	7	9.7	9.7	26.4
Moderate to High Errors- Fairly Poor.	7	9.7	9.7	36.1
High number of errors - Poor	7	9.7	9.7	45.8
Very high number of errors - Very Poor	39	54.2	54.2	100.0
Total	72	100.0	100.0	

Table 29: Spelling Related Errors – Frequency Distribution

	Frequency			
Gender	Urban Schools	Rural Schools	Total	Total Percentage %
Male	236	355	591	53.6
Female	231	281	512	46.4
Total	467	636	1103	100.0
Total Percentage%	42.3	57.7	100.0	

5.1.2 Analysis

Some of the spelling rules have already been discussed in 2.1.2. Capital letters make reading easier, thus failure to use them portrays an ignorance of correct English. A word that does not obey the capital letter rule can never be right. Several rules which show when capital letters are to be used include: to write pronouns I and the interjection O, to begin a sentence, to begin a proper noun, to begin geographical names: towns, countries, rivers, lakes, mountains

among others; for names of the days of the week, months of the year, and for special holidays (Haydin, 1960, pp. 71-72).

The omission of [e] in the word *man* in example 55 has given the word another form which is not correct in the context where it is used. The word *were* is wrongly spelt in sample 56 as it missed out letter[h] to make it 'where'. This is a sign of poor mastery of word form especially homophone related word. In example 57, the word *save* is wrongly spelt as it shows that the learner is confusing sound [s] and [ʃ]. The content sends a sign that the word ought to have been 'shave'.

Incorrect letters were observed in the word *hundred* as shown in example 58. It is an error because it has sound [a] for sound [u]thus missing 'hundred'. The learners have poor mastery of spelling thus being unable to get the correct spellings. This is the same case with words like *surcksacefull* in example 59 and *beautifull* in example 60.

Addition of a letter or letters in example 61 to 63 is also observed. In 61, the word *Hevery* was wrongly spelt as it had additional letter [h] thus missing its correct form 'every'. *Visitours* in example 62 has additional letter [u] thus *giving* the word a wrong spelling. Letter [d] is added in example 63 which has the word *Coveredd*. This shows wrong mastery of spelling in the formation of past participle.

Spelling errors related with capitalization are illustrated on: the word *my* in sentence 64, *thank* in sentence 65 and the word *it* in sentence 66 that start the sentences illustrate no mastery of capitalization rule which states that a sentence must begin with a capital letter. Sentence 67 indicates no mastery of capitalization rule and confusion of the subject plus verb (It is) with possessive (its). In sentence 68, the word *Fridays* has been wrongly written as capital letter rule states that, days of the week start with capital letter. A rule that was not obeyed in this sentence. Sentence 69 shows errors on abbreviated word. *mr.* is an abbreviation that is referring to title of a person thus must start with a capital letter. The same rule of capitalization dictates that there should be no capitalization within the sentence unless one is referring to a proper noun, the word *Deputy* in sentence 70 shows that this rule was not followed.

All these spelling problems could be because of ignorance of the TL spelling rule or just wrong application of the English spelling rules. Therefore, they are errors made due to intra-lingual interference. These errors may have other causes, one of them could be dyslexia which is a slight disorder of the brain that causes difficulty in reading and spelling though this does not affect intelligence. The child tends to make simple mistakes with spellings like jumbling of letters, for example *braek* instead of 'break'.

The occurrences in the case of example 64, 65, 67, 68 and 69 could be explained as errors due to inadequate knowledge of the English language rules as already discussed. These errors can therefore be due to intra-lingual interference. *Dholuo* language may have also interfered since the capital letter rule can only be realized in written language, but not spoken language. Most of the participants do not write in *dholuo* thus not noticing the errors, since they are only visible when writing. In this case, the errors will be due to inter-lingual interference.

This type of error had errors distributed in all codes as shown in **Table 28**, code six which is regarded as very high number of errors had the highest score (54%). On the other hand, only 5.6% of the respondents did not commit this type of error. The frequency **Table 29** shows that female learners made fewer errors than their male counterparts while the learners in rural schools made more errors than learners from urban school.

5.2 Punctuation errors

5.2.1 Data Presentation

The errors revealed that punctuation marks were frequently misused. The errors can be divided into two categories: omission and addition, according to their features. Full stop (.) and comma (,) were found to be the most problematic errors. Examples of errors due to omission and addition of punctuation marks include:

71: *...*Nyakwere Primary School its located in Rongo.* (...*Nyakwere Primary School. It's located in Rongo/ Nyakwere Primary School is found in Rongo.*) S64/F/R

72: **In our class we have four windows.* (In our class, we have four windows/our class has four windows.) S37/M/U

73: **My favorite subject is math* (My favorite subject is math.) S61/M/R

74: *There are five thousand. Pupils. : (There are five thousand pupils.) S47/M/R

75: *Football and. Netball. (Football and netball.) S28/F/U

76: * I like my clean school? : (I like my clean school.) S12/M/U

77: *its. (It's.) S64/F/R

Table 30: Punctuation Grading

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
No Errors- Excellent	14	19.4	19.4	19.4
Very Few Errors - Very Good	11	15.3	15.3	34.7
Few Errors- Good	16	22.2	22.2	56.9
Moderate Errors - Fair	6	8.3	8.3	65.3
Moderate to High Errors- Fairly Poor	16	22.2	22.2	87.5
High number of errors– Poor	4	5.6	5.6	93.1
Very high number of errors - Very Poor	5	6.9	6.9	100.0
Total	72	100.0	100.0	

Table 31: Punctuation Related Errors – Frequency Distribution

Gender	Frequency			
	Urban Schools	Rural Schools	Total	Total Percentage %
Male	65	87	152	45
Female	79	107	186	55
Total	144	194	338	100.0
Total Percentage%	42.6	57.4	100.0	

5.2.2 Analysis

Punctuation can be defined as ‘the right use of putting in point or stops in writing’ (Wren, P. C. & Martin H., 2011, pp. 243-246) He further identifies six principal stops used in writing as: full stop or period (.), comma (,), semicolon (;), colon (:), question mark (?) and exclamation mark (!). Other marks that are commonly used include: dash (-); parentheses (); inverted comma (“”).

One of the rules of full stop usage is to mark the end of a declarative or an imperative sentence. Again, full stop can be used in abbreviations. On the other hand, a comma can be used to: a) separate a series of words in the same construction as in the case of ‘he wrote his exercise neatly, quickly and correctly. b) to separate words connected by and; as, high and low, rich and poor, wise and foolish, must all die. There are other usage of commas that will not be discussed as they are introduced to learners at class four. It is good to note that a comma is generally not placed before the word preceded by and.

A question mark is used, instead of full stop, after a direct question, but cannot be used after an indirect question, while exclamation marks should be used after interjections and after phrases and sentences expressing sudden emotions or wish. Apostrophe is used to: to show omission of a letter or letters, form the plural of letters and fingers and lastly in the genitive case of nouns.

The above examples 71 and 72 present the omission of punctuation marks (, and.). In sentence 71, there are two independent simple sentences that are missing the correct punctuation, which is a full stop and the next sentence *its located in Rongo* should start with a capital letter and finally have an apostrophe on *its* to show contraction. Sentence 72 indicates a prepositional phrase that is not separated from the main clause.

Sentence 73 has no final punctuation mark (.) to make it complete and indicate its purpose which is to pass information as the sentence is a statement. These errors could be because punctuation marks are not spoken therefore, not getting their connections when writing the target language. It can also be explained by the fact that commas are not used after a subordinate clause in a *dholuo* sentences thus making learners construct erroneous sentences such as shown in sample 72.

Examples 74 and 79 present errors on punctuation marks that indicate addition. Here, participants added different punctuation marks where they are not needed. In sentence 74, the final punctuation mark (.) is put at a wrong place *thousand. Pupils* while the second one is at the right place. The same error is shown in example 75. In sentence 76, the question mark? Is put at a wrong place *school?* A period is the appropriate punctuation mark in this sentence. Lastly, sentence 76 clearly indicate addition of an apostrophe on the word *its*. ‘its’ is the

possessive form of 'it' while 'it's' is the contraction form of 'it is' The learners wrongly used the rule of English when writing the sentences. This may be due to lack of exposure or laziness as they could be knowing the rule, but not putting effort to ensure that they adhere to the rule.

Punctuation as a type of error had errors appearing in all rector scale codes with few errors and moderate to high errors leading by 22.2% as shown in **Table 30** above. Here, the female learners committed more errors than their male counterparts and learners in rural school made more errors than those from urban schools as shown in **Table 31**.

CHAPTER 6: CONCLUSION

This study aimed at analysing errors in the written English of class four learners in Migori County. The study set out three hypotheses. One of the hypotheses was that morphological errors are more frequent than syntactical, lexical and writing mechanics errors. Another hypothesis was that the learners from rural schools make more errors than learners from urban schools. Finally, the third hypothesis was that the female learners make fewer errors than their male counterparts.

Data for the study was a guided composition of seventy-two learners from three sub-counties in Migori County, four schools in each sub-county, two from rural and the remaining two from urban areas. Each school gave six respondents: three boys and three girls. The compositions were marked by the researcher and the errors categorised and analysed. Frequencies and percentage were used as tool for analysis.

A total of 2,255 errors were observed from the data used in the study. More than half of the observed errors were on the writing mechanics, thus making writing mechanics the most frequent error category with 1441 errors equivalent to 63.9%. It had two types: spelling and punctuations. Spelling related errors were the most frequent type with 1103 of the errors observed, which translates to 48.9%.

Morphological errors were observed with the three types: tense related errors, word-compounding errors and affixation errors recoded under it. The total errors in this category were 304 equivalents of 13.5% of the errors. Lexical errors had only one type referred to as word choice, with 36 errors which translates to 1.6%.

Finally, syntactic category was also identified, with nine sub-categories: subject-verb agreement errors, article-related errors, sentence-fragment errors, word order errors, preposition-related errors, pronoun-related errors, conjunction-related errors, noun-related errors and adjective-related errors. This category had a total of 458 errors, equivalent to 20.3%.

Rural schools committed more errors cumulatively than urban schools, urban schools were specifically high in all error categories except writing mechanics whose frequency was equally high. Urban schools performed poorly on lexical related errors at 69% of the total errors committed in this category. Rural schools committed 16% more errors than urban schools in the written mechanics.

Male respondents made 2% more errors cumulatively in the linguistic error categories compared to their female counter parts. The female respondents had 10% more errors only in syntactic category. It was also noted that the male respondents in rural schools committed 6% more errors than their female counterparts although there was no significant difference in error scored between the genders in urban schools.

From this study, it emerged that there are other areas that need future research. There are several aspects of error analyses that still require to be studied. They include paragraphing related errors, errors of irrelevance, comparing the results of this study and that of higher classes and finally, error evaluation.

REFERENCES

- Azar, B. S. (1999). *Understanding And Using English Grammar*. USA: Longman.
- Bauer, L. (1983). *English Word-formation*. Cambridge: Cambridge University Press.
- Brown, H. (1980). *Principles of Language Learning and Teaching*. New Jersey: Prentice-Hall Inc.
- Buregeya, A. (2001). "Simplifying the Rules in the Grammar of Kenyan English". *Occasional Papers in Language and Linguistics, Vol. 1*, 6-7.
- Corder, S. (1984). *Error Analysis: Perspectives on Second Language Acquisition*. "International Review of Applied Linguistics. Essex: Essex, Longman.
- Corder, S. P. (1974). "Error analysis." *The Edinburgh course in applied linguistics*, 3, 122-131.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Haydin, R. (1960). *Junior English Revised*. Great Britain: Ashford Colour Press Limited.
- Katamba, F. (1993). *Mordern Linguistics Mophology*. Houndmills: Macmillan Press limited.
- Maore, J. M. (2013). "Phonological basis of misspellings in the written english of kimeru speaking pupils in public primary schools in Meru." Unplished MA thesis, University of Naiorbi.
- Muriungi, G. D. (2015). "A case study of verb group error analysis from kimeru learners of english in imenti south sub-county."
- Nabea, W. (2009). "Language policy in Kenya: Negotiation with Hegemony." *Journal of Pan African Studies*, 211-138.
- Nyamasyo, E. A. (1994). "An analysis of the spelling errors in the written English of Kenyan pre-university students." *Students, Language, Culture and Curriculum*, 79-92.
- Nyang'au, B. N. (2014). "Challenges Students Face in Learning Essay Writing Skills in English Language in Secondary Schools in Manga District, Nyamira County, Kenya." Masters Thesis, KU, 1-87.
- Ouma, M. A. (2014). "Code - mixing and the learning of english as a second language." Thesis UoN, 1-27.
- Ouya, J. A. (2015). "Socio-psychological factors influencing learning of English language among students in day secondary schools in Muhoroni sub-county, Kisumu county." Thesis.

- Owuor, O. V. (2017). "The Influence of Tholuo Structure on English Composition by Primary schools Pupils in Homabay County." Master's Thesis UON, 1-21.
- Patekar, J. (2016). "A possible order of teaching." *Professional paper*, 73-74.
- Quirk, R. G. (1972). *A Grammar of Contemporary English*. London: Longman.
- Quirk, R. & Greenbaum, S. (1973). *A University Grammar Of English*. Delhi: Pearson Education Ltd.
- Roy-Campbell, Z. M. (2005). "Promoting African languages as conveyors of knowledge in educational institutions." *Black linguistics*, 86.
- Selinker, L. (1972). "Interlanguage." *International Review of Applied Linguistics in Language Teaching*, 10(1-4), pp. 209-232.
- Sirkka, M. S. (2010). "Error analysis: Investigating the writing of ESL Namibian learners." *ETL*, 101-110.
- Waeni, M. A. (2016). "L1 Negative Transfer in Spelling and Lexical Choice in the English of Class-8 Pupils From Kanaani Primary School, Machakos County, Kenya." Masters Thesis, UON, 1-50.
- Wren, P. C. & Martin, H. (2011). *High School English Grammar and Composition*. New Delhi: S.Chand and Company limited.

MY SCHOOL - S5 S57/MLU

My school is called Nyoroch Primary School. It is two kilometre^{SP 49} away from our home. It is built of bricks. It is near Nyoroch Seventh Day Adventist Church. Under the sponsor^{SP 11a} of the Seventh Day Adventist.

My school has a very large pitch where pupils are able to play. It has many trees which were grown along the highway heading to Wior school compound. The trees were planted before I was born.

My school has a large population which has pupils of over five hundred and twenty two teachers that consists of three male teachers and nineteen female ones. In my school we have a short, black watchman who provides us with tight security at day time and more so at night.

In my school we have very disciplined pupils who work together and in peace in all that they are doing. This has enabled them to find it easy to pass examination. As a result of this, we have our motto which says that together we shall win.

I love my school

S55/F/11

MY SCHOOL SIDEWAST.

A school is a place where people get knowledge. My school is called Nyarach Primary School. It is near Nyarach Secondary School. In my school we have thirty seven teachers. My school's headteacher is called Madam Letepa. Apart from my headteacher we have a deputy headteacher. My Deputy headteacher is called Madam Grace.

My school is built of cement, bricks and water. It has a very nice gate. People who always pass near my school gate say wow. Now Nyarach primary gate is so nice. Pupils in my school always like to participate in games such as athletics and football. In my school we have a big water tank and it is full of water. We have fence around our school too.

My school is the best school because we always listen and respect the teachers' orders. We are also obedient, kind, humble, patient and loving children. They always speak in English and some speak in Kiswahili.

We always elect our school Deputy, President and other officials. We should respect all those people we have chosen. One whom the teachers have entrusted them to work with.

My school has a forest. Our forest is planted not natural. It also have got many flowers and trees. We also have some ripe fruits in our garden or shamba. Our carpenter always makes desks for us.

I like my school because always the pupils are responsible and as clever as a hawk. They are also as brave as a lion and clean. My school is the school that I have dreamed to go to.

S 27 / M / U

composition

29-6-2018

MY SCHOOL

My school is called Arindo Primary School. My school has twelve classes. They are big size than other school. My school has one hundred desks and seven hundred children and two office which is staff rooms and office. And my class has fifteen desks.

My class has fifty-two children. My school has five hundred and twenty boys and four hundred and thirty girls. My school has big compound and it is beautiful and it has a big assembly ground bounded by flowers. My school compound has fence. It fence with many trees. and it has short grasses. People lined my school

and my school compound. My school has thirty teachers. My school's head teacher is called Mr. Odoro and my school secretary is called teacher Odindo. My school is found in Arindo County in Arindo Sub County. It has build with stones and cement. It has new desks. My school class eight has new chairs.

My school children is neat. They are in school uniform. My school has seven Blue Seven Red and six Blue and six Red. My school children are obedient and hard. And my school teachers are kind and love. I am proud of my school.

My school has many flowers and many trees. My school children are respect people, teachers, and visitor. My school has big bus it carry one hundred pupils. When passing the road they sayed, this school is very neat big and beautiful. The visitors like coming in my school. My school has big gate. My school gate is colored brown. My school gate we write Arindo Primary School. My school window has glasses. My school has paint with white and brown. My school is very beautiful. Like my school children are self control they like reading doing exercise and they collect their exercise book.

S39/F/U

Class 4b Our School

Our school is called Sate primary school in Winy county Awenda sub-county. I like my school. In our school, we wear blue blouses and light blue skirts. In our school, we have one hundred classrooms and one thousand pupils. In our school, pupils go to the assembly on Monday and Friday. We have a headteacher in our school. Our headteacher is called H.W. Isack Njoroge. He is a kind head teacher. I love my school very much. In our school, we have four classes. Our class teacher is called Mr. Tolipa. She likes to teach pupils who did not want to learn. She likes pupils who respect one another. Sometimes our school looks very clean. We have many things in our school. We obey our class teacher and class teaching. In our school, we have forty teachers. When visitors come to school, they said that our school is very beautiful. One day many visitors came to our school. They were talking then our teacher asked them why they were there. The visitors said they have not seen the school before. In our school, we have a playground. And whole pupils go to play in our school. Fun and joy when we have the parade. We were singing our national anthem. There is a pupil who is very lazy. He came to the school. He was a visitor. He was very happy. He started a great and that is my story. I liked our school. I liked tea and bread. Our school makes me fun. I liked my school very much. In our school, we have a library where pupils which want to read story book read. I liked my school very much. In our school, we have Sate primary school. (end) one page 6. Thank you

SaMIR

9

BEASAY ^{11/11} ~~ongolaur~~ school 2/6/2018
 Our school is ^{SP4a} ~~cap4a~~
 primary school. It ^{Omik 2a} ~~is~~ ^{cap4a} ~~in~~ ^{SP4a} ~~suna~~ ^{sub}
 country. ^{cap 2a} ~~many~~ ^{F4a} ~~classes~~ ^{cap4a} ~~in~~ ^{cap4a} ~~nyamware~~ primary
 school. ^{3a1} ~~and~~ ^{3a1} ~~nyamware~~ primary school ^{T1a}
 started in 1992 ^{3a1} ~~people~~ ^{3a1} ~~and~~ ^{3a1} ~~classes~~ ^{3a1} ~~there~~ ^{3a1} ~~are~~
^{Comp 1b} ~~eleven~~ ^{SP4a} ~~teachers~~ ^{cap 4a} ~~pre~~ ^{cap 4a} ~~unit~~ ^{cap 4a} ~~and~~ ^{cap 4a} ~~nusury~~ ^{cap 4a} ~~nyamware~~
 primary school is ^{2a} ~~have~~ ^{2a} ~~Abia~~ ^{2a} ~~shild~~ ^{2a} ~~in~~ ^{2a} ~~nyamware~~
 primary school is ^{T1a} ~~started~~ ^{3a} ~~in~~ ^{3a} ~~1992~~ ^{3a} ~~people~~ ^{3a} ~~in~~ ^{3a} ~~nyamware~~
 primary school ^{cap 4a} ~~and~~ ^{cap 4a} ~~classes~~ ^{cap 4a} ~~are~~ ^{cap 4a} ~~coming~~ ^{cap 4a} ~~in~~ ^{cap 4a} ~~nyamware~~
 primary school ^{cap 4a} ~~and~~ ^{cap 4a} ~~name~~ ^{cap 4a} ~~is~~ ^{cap 4a} ~~called~~ ^{cap 4a}
^{cap 4b} ~~in~~ ^{cap 4b} ~~the~~ ^{cap 4b} ~~name~~ ^{cap 4b} ~~is~~ ^{cap 4b} ~~called~~ ^{cap 4b}
^{cap 4b} ~~and~~ ^{cap 4b} ~~nyamware~~ is ^{cap 4b} ~~have~~ ^{cap 4b} ~~Abia~~ ^{cap 4b} ~~shild~~ ^{cap 4b} ~~in~~ ^{cap 4b} ~~nyamware~~
 nyamware primary school. ^{rep 3a} ~~four~~ ^{rep 3a} ~~school~~ ^{rep 3a} ~~starts~~
 in ^{rep 3a} ~~nyamware~~ primary ^{rep 3a} ~~some~~ ^{rep 3a} ~~are~~ ^{rep 3a} ~~coming~~ ^{rep 3a} ~~in~~
 nyamware primary school. ^{dt 2d} ~~this~~ ^{dt 2d} ~~school~~ ^{dt 2d} ~~is~~ ^{dt 2d} ~~many~~ ^{dt 2d}
 people ^{4aSP} ~~and~~ ^{4aSP} ~~exams~~ ^{4aSP} ~~take~~ ^{4aSP} ~~numbers~~ ^{4aSP} ~~in~~ ^{4aSP} ~~class~~ ^{4aSP} ~~2b~~
^{cap 3c} ~~room~~ ^{cap 3c} ~~and~~ ^{cap 3c} ~~my~~ ^{cap 3c} ~~school~~ ^{cap 3c} ~~will~~ ^{cap 3c} ~~and~~ ^{cap 3c} ~~mbao~~ ^{cap 3c} ~~and~~ ^{cap 3c} ~~mbao~~
 and ^{4a} ~~our~~ ^{4a} ~~school~~ ^{4a} ~~in~~ ^{4a} ~~exta~~ ^{4a} ~~is~~ ^{4a} ~~called~~ ^{4a} ~~and~~ ^{4a} ~~man~~ ^{4a} ~~by~~
^{SP4B} ~~de~~ ^{SP4B} ~~is~~ ^{SP4B} ~~in~~ ^{SP4B} ~~nyamware~~ primary school ^{cap 4b} ~~and~~ ^{cap 4b} ~~nyamware~~
 primary school ^{T1a} ~~is~~ ^{T1a} ~~started~~ ^{T1a} ~~in~~ ^{T1a} ~~my~~ ^{T1a} ~~school~~ ^{T1a} ~~is~~ ^{T1a} ~~have~~
 Bin ^{SP4a} ~~and~~ ^{SP4a} ~~this~~ ^{SP4a} ~~school~~ ^{SP4a} ~~is~~ ^{SP4a} ~~called~~ ^{SP4a} ~~and~~ ^{SP4a} ~~our~~ ^{SP4a} ~~school~~
 2a 3c

047 ^{SP4a} school is called ^{SP4a} nyamwawe
 primary school & have a good sense on ^{cap 4a} ^{SP4a} ^{SP4a}
 in this nyamwawe primary school and this
 school I have ^{SP4a} Green trees in compound as
^{cap 4b} nyamwawe primary school and class is
 have an big ^{SP4a} ^{cap 3c} ^{cap 4a}
 school and ungen of ^{SP4a} ^{cap 4a} primary
 our school is called ^{SP4a} ^{cap 4b}
 primary school and ungen of ^{SP4a} ^{cap 4b}
 primary school shirt is wear in class
 and my school is have ^{SP4a} ^{cap 4a} ^{SP4a} ^{cap 4a}
 another class and ^{SP4a} ^{cap 4a} ^{SP4a} ^{cap 4a}
 is black and ^{SP4a} ^{cap 4a} ^{SP4a} ^{cap 4a}
 every body is ^{SP4a} ^{cap 4a} ^{SP4a} ^{cap 4a}
 ab nia morning and our school is ^{SP4a} ^{cap 4a}
 have many dress and ^{SP4a} ^{cap 4a} ^{SP4a} ^{cap 4a}
 light in nyamwawe primary school

My school

56

My name is Justus Nyamanda. I am nine years old. I am
 in ^{Cap 4a} ~~SP 4a~~ ^{Cap 4b} four. ^{Cap 4a} Our school is called Ngege primary school. ^{Cap 4b} Our school
 is in ^{Cap 4a} ~~Ngere~~ ^{Ngere} county. ^{Cap 4a} Our school has ^{Cap 4b} many children. ^{Cap 4b} Our
 school is big. ^{sp 4a} Our school is ^{sp 4a} fenced with some ^{sp 4a} beautiful
^{dk 2a} flowers. In our school we planted some flowers.

^{dk 2a} If the flowers ^{sp 4a} grow big we cut them short. We
 are ^{Cap 4b} watering the flowers to ^{Cap 4a} make them ^{Cap 4a} grow well.
 We have many ^{Tia} teachers in our school. ^{L3a} Two of
 our teachers ^{ab} come with ^{ab} sons in our school. In our
 school, ^{ab} pupils do a lot of work.

^{dk 2a} Some ^{sp 4a} pupils clean the toilet. ^{sp 4a} While some ^{sp 4a} pupils
^{sp 4a} pick the ^{sp 4a} radish ^{prep 3a} on the ^{sp 4a} compound. ^{prep 3a} People ^{dk 2a} come to
 sports in our school. Some ^{sp 4a} come to see like ^{sp 4a} people play
 football. ^{sp 4a} And then our school ^{sp 4a} comes ^{dk 2a} number ^{dk 2a} one.
 We are clean and our teachers ^{dk 2a} teach ^{dk 2a} as well.
 In our school we ^{dk 2a} obey the school ^{dk 2a} bell.

534/FR

Christine Anyango akoth 13/07/2018

OUR SCHOOL - rap 4a

My name is called ^{cap 4a}Christine Anyango

I am in class ^{cap 4a}four in my school very much. My school is called ^{cap 4a}Manyatta

is the base school we have ^{cap 4a}Manyatta high school is called ^{cap 4a}Manyatta boys

our school has a church ^{cap 4a}The church is called ^{cap 4a}Manyatta S.D.A church.

In our school we have ^{cap 4a}head teacher and deputy teacher and ^{cap 4a}senior teacher in our school.

And ^{cap 4a}president is called ^{cap 4a}habdale and ^{cap 4a}deputy is called ^{cap 4a}Savvanh and ^{cap 4a}marion

In our school, sport come there is school called ^{cap 4a}Sony Sugar primary school that school take number one

When they take number one they say or they sing Sony is coming like the song ^{cap 4a}the song and ^{cap 4a}Sereitak number two and ^{cap 4a}Manyatta take number three, ^{cap 4a}St Cecilia take number four

And ^{cap 4a}gets academy take number ^{cap 4a}last that ^{cap 4a}miss five

our school we have many teachers and class 1 up to ^{cap 4a}class 8 and going to do ^{cap 4a}their exams

Recipce:

In our school ^{cap 4a}11 teachers

S24/M/W

2/7/2018

OUR SCHOOL

Our school is in Migoyi^{Ha} County. Our school is called Kadiba Primary. Our school is very big. In our school^{Ha} there are many pupils^{Ha} and teachers. Our school has a big shamba. There are crops in our shamba, crops like maize, beans and vegetables. Our school is beautiful, there are many flowers in our school. Our school is also clean.

Our school has a big field. Other schools² come in our school² in sports. Pupils in other schools play in our school. In our school, we have a forest. Our forest is very big. Our school has a shop.

S/T/B School S7/M/R 7

our school is called Mankware Pk
it found in Swaziland
there are ten classes and eleven teachers
school is divided into three parts

our school is painted light blue
and yellow. We have flower and many trees. We should

go to the games time and play netball, football
handball in your field during games time. our
school is fenced by electricity.

In your school pupils wear white and blue
caps where blue shirt and white shirt girls where
blue shirt and white shirt and sweaters girls where
white socks and black shoes and boys where
blue and white socks and shoes and school sweaters.

our school build by iron sheet and timber
doors windows in your school we have desks blackboard
and table books library

water tanks taps to store water for drinking
and cooking food with good teachers.

we have kitchen and toilets
school has very big and looks smart our school
was clean we learn very well the teacher
teaches very well we read and write composition.

we have kitchen and toilets
school has very big and looks smart our school
was clean we learn very well the teacher
teaches very well we read and write composition.

we have kitchen and toilets
school has very big and looks smart our school
was clean we learn very well the teacher
teaches very well we read and write composition.

OUR SCHOOL

The ^{name} ^{2d} of our school is called Sake
 school. It is located in Awendo Sub-county.
 It is built of cement and bricks. It is so
 beautiful. It has many flowers, trees and many
 plants. Our school has sixteen teachers and five
 hundred and two pupils. Some teachers are ^{thin} and
 others are ^{fat}. Those who are ^{fat} are ^{not} ^{big}
 and those who are ^{thin} their ^{buttocks} are ^{not} ^{big}
 than those ^{fat} ones. But some of them make
 noise in front of our class and we copy them
 and we start making noise and they can't hear.
 In our school the headteacher owns a big farm
 which he always uses to plant maize and beans
 of it. When the harvesting time reaches we go
 out to harvest the crops.
 One day when we got good harvest
 he sell the extra ones and use
 the money to buy some things at school.
 We enjoy putting maize and beans at
 school. Some of the pupils were hiding
 maize when I saw them I reported them
 to the headteacher and they were ^{not} ^{happy}
 The headteacher ^{was} ^{not} ^{happy} then to go away
 with him because he was going to buy
 them again. I was very afraid to stay near
 them because they were going to ^{kill} ^{me}
 I was very surprised to see the cook
 stealing maize and putting it in a big lobby
 when a lobby started to go and started to
 follow that lobby until it ^{was} ^{gone}
 one day...

the story. When he was born these words
 He was very angry and he told me to tell
 him what these noise were in his
 and he started to walk until we we heard
 what we noise were. We get them
 they are shouting the noise for the
 lady the there to the police office. They
 arrested. I does not like my school because
 teachers make noise in front of classes
 comp 16

4 BLUE Niyah ~~2017/18~~ S20/F/U 21718

OUR SCHOOL

Our school is called Haditha primary school like our school. It is too big in our school we have so many teachers. Some teachers are very cruel.

It is a beautiful school. There are so many pupils in our school than teachers.

In our school sometimes we have sports. Many schools gathered to see the sport - football, basketball, volleyball, and other more.

There is so many trees and flowers.

In our school pupils are in uniform.

We have a canteen in our school.

In our school we have a beautiful vegetation. We have a ditcher in our school.

In our school we have a library, staffroom and classrooms.

I like all our teachers because they are teaching us very well every day.

SCH/F/R

our school

our school is called Nyakwer Primary school. It's located in Migori county. We have a big field and many teachers. We have 20 teachers, our head teacher is called George amundo. Our school compound is clean all the time. We have many text books in the library. Our school is built with cement, stone and bricks. We have electricity in all classes in our school compound. We plant trees and flowers. We have a big garden in school. We have many desks, tables, chairs for teachers. All our teachers are clean and smart. We have twelve classes. If I add kitchen and staff room, they will be better. Our class have many white charts than yellow one. We have tanks and taps for fetching water to wash plate or to drink. Our bell rings and a watch which he is looking when it is time to class. Our head teacher is tall and fat. We are not talking with mother tongue in school. There are toilets for teachers, for boy and for girl. When the visitor came to our school, when they are going back they are appreciate our school because our school is clean and good. In our class we have four windows, one door and thirty desks. We are sixty four pupils in our class. One, two and three are using laptops. When we are going to school, when one of us is number one, we cheer her that is all about our school.

ABOUT MY SCHOOL.

My name is called Sheila Akoth Kiwai. I am in Standard four but I am ten years old. I learn at Rongo Primary School which is located in Migori County. Our school is very big as a big field which we play at during games and sports.

A school is a building where we come to get knowledge or to learn, read and be respectful. Our school has many buildings. We have twenty six classrooms and toilets for pupils and teachers. We have school officials. I am one of them from the Senior Representative Standard five.

Our headteacher is called Mr Isaiah Odongo. Our deputy headteacher is called Mr Admon. The assistant deputy headteacher is called Mrs Rejone Shambi. Our senior teacher is called Mr Dan Obonyo helped by sister Jane.

Our school has many streams yellow, green, blue and red.

Our classteacher is called Mrs Jane Mwalo. Our classteacher is kind, loving and honest. Our classteacher is beautiful as a peacock. In our school we have thirty seven teachers in upper primary.

I love our school very much.

Composition About Our school

8 S 51/114

Our school is called Rango Primary schools, it is three kilometres to rich my schools, it is a government school. It is headed by headmaster. It is near a market.

Our school have many classes each classes have desks, tables, teachers chair, chalkboard, windows and charts.

The class rooms are built of bricks and painted in yellow colour.

It has a big compound where children play their games. Our school also has a cow and also trees.

We use to go to assembly during Monday and Friday. When it reaches four o'clock the bell ringer rings the bell and everybody goes for breaks.

We have toilets for both girls and boys. Our school uniform is brown short, and the shirt is white and green in chest.

Our school passes examination at each term when exam comes.

Our school has many teachers, it has even watchmen who guide the school at night and day time.

Even there are cookers who are cooking for the teachers.

Our school have flowers around the classes and around the pared the flowers are really smart in colour and have their smell. Terrific

S13/MLU

KIA

21/01/2016

OUR SCHOOL
 school is ^{sp 4a} where pupils learn, so that when you are an ^{adult} you will know ^{what} of things and teach them ^{to} your children. If you were not a ^{sp 4a} pupils and you are ^{sv 2a} not going to school you ^{sp 4a} would not know ^{anything} ^{via}.

Our school is called ^{cap 4a} ^{punc 4b} primary. It is found in ^{cap 4a} Sumo west in ^{cap 4a} ^{cap 4a} country. The uniform of our school is red and white. Our shirt is red and white but the ^{cap 4b} ^{cap 4b} shirt is grey and the sweater is ^{cap 4b} ^{cap 4b}. If ^{cap 4b} some pupils come in different ^{cap 4b} uniforms, the ^{cap 4b} deputy ^{cap 4b} headteacher tells us ^{sp 4a} to come in ^{sp 4a} ^{cap 4b} modern ^{cap 4b} primary ^{cap 4b} school uniform, if you don't want to ^{sp 4a} come in ^{cap 4b} ^{cap 4b} primary uniform, he ^{sp 4a} takes you ^{dt 2b} different ^{cap 4b} uniforms.

Our ^{cap 4b} school is built with ^{prep 3a} bricks and ^{dt 2d} cement. There are ^{comp 1b} of pupils and teachers. The ^{dt 2d} teachers of this school are ^{comp 1b} fifty six and children are ^{comp 1b} many. There are ^{comp 1b} of classes, in the ^{sv 2a} classes is ^{sv 2a} starting from ^{sp 4a} class one upto class eight. Even there are ^{sp 4a} office, stores and kitchen.

Our ^{prep 3d} school has a big ^{punc 4b} field. It is a big round ^{prep 3d} field. In our ^{prep 3d} timetable when there is p.e, we go ^{dt 2d} to the field and then we run around it ^{dt 2d} one time, and then we ^{sp 4a} exercise and when the bell rings ^{punc 4b} it means it is time to ^{sp 4a} live the field, and go for lunch. When we ^{sp 4a} come back from home, the teacher teaches ^{sp 4a} as ^{sp 4a} subject like English, maths, science, social studies. Our school has a ^{sp 4a} flower bed ^{sp 4a} where they grow trees, and other plants. The ^{sp 4a} trees ^{sp 4a} help us

tense 1a
 trees, but ^{tense 1a} will get fresh ^{arr 4a} air.
 So I think ^{tense 1a} God ^{tense 1a} to ^{tense 1a} put our school the way it is.

S36/F/R

JUR SCHOOLOUR school is called MANYATA

primary school. That school is good.

I learn in standard four. The pupils

is clean and good. The class teacher

in standard four is called madam

christine. The school compound is

clean. That school have the bus.

That school have class one to class

eight. The classes is clean. The head

of that school make the school

clean. The head of school is a boy.

That school have door and window.

The text book in library. That school

have electricity. That school has the

flag of Kenya.

My name is called Bro Mike ochiang.

That school has a gate. The children

play football. The standard eight has

the locovis. The teacher have the

locovis. The children was healthy.

That school have many trees.

The school have watchman. I write

composition about MANYATA Primary

School. That school have many teachers

and many pupils.

Composition about my School SEA/IR

My school called galledu istala prima
School. Our school looks like beautiful.

My school has many desks, and we
have twenty three teachers in my school.

We have many chairs. My school has
many trees. We have five hundred pupils

our headteacher Mr Orange. Our deputy
is Mr Ngilela. We wear green uniform

and white shirts for girls. Boys wear
green short and white shirt. Girls wear

white socks. A strip green and boys
wear black strip white. We are

obedient children and hard working.
we go to assembly every Monday

and Friday. But there are some pupils
who are disobedient. As a result

every market there must be a mad
person. During sports we go and

play. We have good pupils who are
playing football and running. The

times of playing I

toilet. These are some day when
we go for tour. We see kinds

of animals. We have never
our class teacher called Mrs Otieno.

She like people who are doing homework
she dont like people who are not doing

homework. I love her very much. Some
time she tells us stories

5311M131

OUR SCHOOL

Our school is called MAMATTA ^{cap 4a} PRi-
mary ^{cap 4a} is ^{unc 2b} located ^{cap 4a} in ^{unc 2b} Mamatta ^{cap 4a} district
in midway county. I love our school
very much. It is very beautiful ^{sp 4a} and has
cars that can drive on the road.
Our school has many teachers and
many classes who spoke at the start
they were in Mamatta and in Mamatta
there are people who are selling
things. Our school is big and there
people can run and play football in
sports. Our school is late for girls
boys and teachers. In our school we
are all for teachers and library for at
carrying books. The story books are
both and some to use our school
is good teachers that teach us
very well. Our school has teacher
teach as MATHS, SCIENCE, SPORTS and

KISWAHILI and English. Our school
is built next to the road. In our school
we are all happy. In our school
we are all happy. The library
many are very well. Our school is
at the end of the road. In our school
we now do it is green friendly.
In our school we are two balls.

MY SCHOOL

518/F/U

My school is called ^{HA} ^{SP} ^{Cap 4A} Migori Primary School. My school is found in Migori town. It is a clean school. It has very many pupils and teachers. In our school there are many buildings. There are classes, latrines and offices. In my school there is also a library. Our library have many books. ^{My} ^{2ed b} school is for government. ^{My} ^{rep 3a} school is a public school.

In my school we go for assembly on Friday only. We also have upper and lower classes. My school is clean and tidy. In my school we have chairs, tables and desks. My school have boys and girls. In my school boys wear a t-shirt and a short. In my school we also have a flag. Our flag is raised on ^{Cap 4b} Friday.

Our flag have ^{SV 2A} four colours. There are black, red, white and green. When we raise our flag we stand at attention. ^{we} ^{Cap 2f} ^{db 2d} we go to play on the field. We also have a field. Our field have ^{SV 2A} no stones and it is clean. We also have a watchman who ^{3a} [guides] our school at daytime and at night. ^{2ed b}

We have ^{Cap 4a} school uniform. ^{Cap 4b} ^{db 2d} Our school everybody is clean and tidy. They ^{rep 3a} ^{sp 4a} save their hair and wear shoes and socks. ^{Cap 4b} Our shoes are black and our socks are white. ^{Cap 4a} On Friday pupils look neat and clean. We also be ^{dk 2ed} on a straight line. ^{rep 3a}

^{4a}
 out school 566/M/R
 out school is called Nyakwere primary school. we have many things in out school. In out school we have eighteen teachers and teachers in lower classes. and others are teaching in upper classes. in out school we have many classrooms for us to use for learning, we have fourteen classrooms to learn in of them. we have plants many trees around our school and the compound. the trees help us when the wind is blowing, and the trees helps us with rain and shelter. we have a big field which we play during sports day and when we have sports we have to play our games times in field. in out school we have many desks sitting on.

in our school we have many items that our teachers are using on. like we have thing that are for eating. our teachers are eating on lunch games they eat on the plate. out school we have many tanks with pupil were drinking water and other tanks are use for teachers. we have many latrine, we have latrine for both boys and girls and other latrine are for teachers. sometimes we have many teachers because teacher from send mother are visiting us. am very glad about my school.

am very happy because we have many things in my like field, kitchen, desks, classrooms teachers, and other thing we have in my school we make our school kline and dyed.

S 49/M/U

OUR SCHOOL

My school is called Porgo primary school. It is a smart school. It is having 50 teachers and 600 and 55 pupils in the school. In my school we have pre-school up to class eight. My school have the latrine for both boys, teachers and girls. My school we also have big compound and small swimming pool. In my school we have 100 big dairy cows. They provides us with the milk. We feed them and shelter them we also treat by a veterinary doctor. I don't treat them by a nurse or a doctor. My school have very many classes for pupils. We also have a office for teachers. Our school is not mixed with borders. Our school is fenced all around. My school there is a watchman and a watch lady. The watch lady look people who breaks law at daytime and the watch man looks people who break law at night because he is strong and stronger than the watch lady. In our school there is electricity which can be use to read with. In our school we don't like to pay school fees. We also like to pay examination money and activity money. In my school there is are classes build by cement and also latrines. Every class has big black boards and desk to sit and read. In my school their is a library made from wood so that pupils must pass examination and be a pilot or a nurse or a judge. We have people in court. In my school we have the head teacher who head the school and the deputy teacher. We have very many teachers in our school. Our school we bring our sick nets. They are used to look at our the day of birth. Thank you for bringing for us this kind of composition. I am thanking all people in our school so that they can take good care. Our school is field of trees around our school.

ST04

S 25/F/U 29-6-2018

My school

My school is found in Migori county. In my school we have many children. There are many children. Five hundred boys and four hundred girls. In my school, we have one thousand desks. We have twenty five teachers in school. We have a big field which children like playing. There are many trees in school. There are many big stones in the field. The football are not playing well because the field has many big stones. In my school, subjects which I like is maths, English, Science and C.R.E. My favorite is math.

There are many schools around my school. My school has many chairs, tables for the teachers. My school has many windows in classes. There is five windows. Our head teacher is called Brodero. Our class teacher lives near my school. My school looks beautiful. In my school all teachers are clean and beautiful. In my school there are many pupils. They are clean and neat. All children are very kind and obedient. My school is near our church. There are many schools near our school. In school there are many boys and girls. My school has many signs for building the classrooms. We have big kitchen for cooking food. For teachers we have big blackboard in all classes. There are many plates. Acupe Academy is near my school. All teachers are all clean. There are another school in my area. Primary school, there is another school. In my primary school, teachers are clean and neat. They know how to dress. We have tap to use to drink water.

