

**A SYNTACTIC STUDY OF
THE INTERLANGUAGE
OF KIKUYU LEARNERS
OF ENGLISH AS A SECOND
LANGUAGE**

BY

NDUNG'U ISAIAH MWANIKI

**A THESIS SUBMITTED IN FULFILMENT
OF THE REQUIREMENTS OF THE
DEGREE OF DOCTOR OF PHILOSOPHY
IN THE UNIVERSITY OF NAIROBI**

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**DEPARTMENT OF LINGUISTICS AND
AFRICAN LANGUAGES**

UNIVERSITY OF NAIROBI

2001

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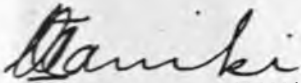
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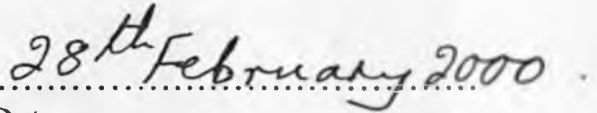
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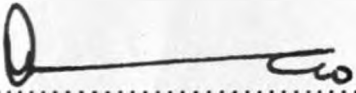


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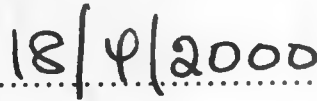


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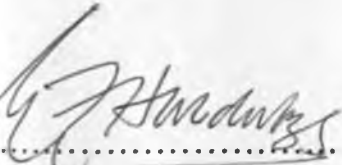
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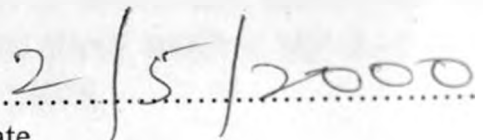
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Date

DEDICATION

TO MY FATHER MR. MWANIKI WANGORE WHOSE ENCOURAGEMENT HAS SHOWN ME THE NEED TO WORK HARD.

and

IN MEMORY OF MY LATE MOTHER, MRS. RUTH KAGURE MWANIKI, WHOSE UNTIRING SUPPORT GAVE ME CONFIDENCE.

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MY WIFE, MRS. RUTH KARIMI NDUNG'U AND CHILDREN CATHERINE W. NDUNG'U, JOHN A. MWANIKI, KENNETH KIMATHI AND MARYANNE MUTHONI WHO HAVE BEEN A SOURCE OF GREAT INSPIRATION AND CONSTANT LOVE.

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ABSTRACT

The objective of this study was to identify as well as analyse and describe both quantitatively and qualitatively the emerging 1L syntax of a sample of Kikuyu Learners of English as an L2. The cross-sectional study which used a sample of 864 learners of English from the Northern Kikuyu dialect was specifically designed to examine the extent to which Kikuyu contributed to the formation of non-target syntactic constructions. The learners comprised four hierarchically organised groups of English learners with four varying levels of English proficiency. Group four in Form Two had the highest English proficiency level while the next higher level of English proficiency was in group three in Form One. The next lower level of English proficiency was in group two in Standard Eight while the lowest level of English proficiency in this study was in group one in Standard Seven.

The research instrument consisting of a battery of grammatical judgement tests and composition production tasks suitable to each proficiency level was administered to the groups. The composition responses were marked in a mini-conference of experienced teachers of English using error analysis approaches for compliance with target language norms and in terms of comprehensibility, intelligibility as well as frequency.

In the course of the interpretation and analysis of the subjects' responses using conventional error analysis methodology, a detailed typology of the syntactic deviations was established and each type of syntactic deviation was discussed as to its definition, sources and implications for language learning. It was assumed that such analyses would contribute a better understanding of 1L and give better insights into the strategies and processes that are employed by

L2 learners of English as well as reveal the status of IL syntax of KLE with respect to learners linguistic competence in English.

Comparison of the different syntactic deviations with the processes and strategies which are presumed to be responsible for IL formation showed that there was some relationship between formation, distribution and frequency of NTL constructions and the five processes proposed in Selinker. As a result of the observed deviations and NTL constructions in the IL syntax of KLE, the performance in English and the ability to pursue studies in the English medium by KLE tended to be lower in relation to the expectation of the prescribed syllabus. The findings confirm the allegations broached in the statement of the problem and provide answers to the research questions of this study. The research reported here is organised as follows:

Chapter one is the introduction in which we present the background of the study by delineating and specifying the linguistic situation, the research problem, objectives, the hypotheses, rationale and the scope of the study. Chapter two provides the theoretical framework while chapter three reviews the literature and explores the insights as well as the theoretical and methodological avenues which forms the basis and approaches which this study adopted. Chapter four is the research design and methodology while Chapter five presents the data analysis and findings. Chapter six is the discussion of findings while Chapter seven is the conclusion in which we provide the study summary, conclusions recommendations and implications.

The Bibliography shows the works consulted while the appendices contain the questionnaires and the data of NTL syntactic constructions.

LIST OF ABBREVIATIONS

| | | |
|---------------|---|--------------------------------------|
| ADV | - | Adverb |
| ART | | Article |
| AUX | - | Auxiliary |
| CA | - | Contrastive Analysis Theory |
| CL | - | Clause |
| CPT | - | Composition Production Tasks |
| EAT | - | Error Analysis Theory |
| ESL | - | English as a Second Language |
| GJT | - | Grammatical Judgement Tasks |
| IL | - | Interlanguage |
| INTERR | - | Interrogatives |
| KLE | - | Kikuyu Learners of English |
| KNEC | - | Kenya National Examinations Council; |
| LEX | - | Lexical |
| L1 | - | First Language |
| L2 | - | Second Language |
| LT | - | Language Transfer |
| MTI | - | Mothertongue Interference |
| NEG | - | Negation |
| NTL | - | Non-Target-Like Sentences |
| PHR | - | Phrase |
| PREP | - | Preposition |
| PRO | - | Pronoun |
| R.C. | - | Relative Clause |
| SBE | - | Standard British English |
| SLA | - | Second Language Acquisition |
| SLL | - | Second Language Learning |
| SL | - | Source Language |
| S.V.A. | - | Subject Verb Agreement |
| TL | - | Target Language |
| WO | - | Word Order |

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

The central focus of this study is the error analysis of anomalous English syntactic forms in the interlanguage of Kikuyu English language learners. Selinker (1972) defines interlanguage (IL) as "a separate linguistic system" based on the observable output (both errors and non errors) which result from the learners' attempted production of a target language (TL) norm. English is learnt and taught as a second language (ESL) in a multilingual and multi-ethnic setting in Kenya, where indigenous languages show great linguistic diversity, (c. f. Whiteley (1974), Heine & Mohlig (1980), and Cheshire (1991 : 391). The few studies by Hocking (1974), Bright and McGregor (1970), Gatherer (1980) and a number of unpublished M. A. Theses by post-graduate students (cf Ochwaya (1992), Kibet (1992) and Akinyi (1992) have shown that the structure of English is different from the structure of other languages of Kenya. Such structural differences are pedagogically significant as the first languages in Kenya are extensively used in various socio-cultural settings for intra-ethnic communication. They are also used for the teaching of initial literacy. English is acquired and spoken as an L 1 in Kenya by a very small minority (less than one percent) who are mainly descendants of British settlers. For the majority of Kenyans, English is learnt and used as a second language mainly in the formal establishments due to its centrality in the lives of the Kenyans.

The last fifty years have witnessed the emergence of English in Kenya and other developing countries as an important language of education and international communication. English is increasingly being used in many countries as a second language while in others it is used as a foreign language (Cheshire 1991). In Kenya it serves as a vital medium of education and administration. An important reason for the emergence and expansion of English in Kenya has been attributed to the increasing demand for education and scientific knowledge. Educationists and administrators in Kenya have correctly perceived the connection between English and Science. They have recognized the important role of English in the acquisition of Science and Technology. English has been identified with the national interests and the modernization process generally.

Despite the increasing importance of English leading to a corresponding demand for its teaching, pedagogical and sociolinguistic problems related to its teaching and learning have not been carefully studied. The concept of teaching English as a second language was incorporated in the Kenyan educational system without due consideration of the sociolinguistic and cultural background of the learners. Yet researchers in Second Language Acquisition have shown in a number of recent publications (Corder 1967), Richards (1974), Duskova (1969), Ellis (1985), Odlin (1989), the importance of the L1.

They have postulated that the first language plays an important role in the learning and teaching of the L2. Unfortunately most indigenous languages in Kenya have not received adequate analyses and description.

Odlin (1989) has for example emphatically pointed out that features of syntactic problems among second language learners show wide variations from different ethnic communities. This observation is relevant in Kenya as learners of English from different ethnic communities generate varieties of linguistic constructions which do not conform with the TL rules due to a number of reasons. Linguistic differences between L1 and L2, cultural backgrounds, quantity and quality of L2 input, the language aptitude, educational background and the language distance between L1 and L2 are important variables in second language learning. This observation implies that speakers of different indigenous languages make specific phonological, lexical and syntactic deviations when using English. They also employ different second language learning strategies and processes relative to their respective first languages.

The first languages are used for intra-ethnic communication and social interaction. They are also used in places of worship at local levels as well as the teaching of literacy skills at lower primary school levels. This has been acknowledged as an acceptable and viable policy by educational planners and linguists. But, as indicated earlier systematic studies in most of these languages of Kenya are sketchy, (Swahili is an exception). Some languages lack codification, standardization and elaboration so that they are in harmony with modern times and technology. Consequently, as educational planners in Kenya have argued, instructions in these languages is not capable of going beyond lower primary school and basic literacy levels. Furthermore, the indigenous languages lack comprehensive

literature (an attainable objective). As a result of this neglect, there is very little reliable information on the syntactic, phonological and semantic properties of the local languages. Studies regarding their linguistic histories are sketchy. The teaching of local languages is largely based on linguistically unreliable data and descriptions that were made by Christian missionaries who were not trained in linguistics. It has been pointed out in a number of recent second language acquisition studies, Corder, (1981), Ellis (1989), Richards (1971) and Hatch E. (1978) that the first language facilitates and influences positively or negatively the acquisition of second language proficiency and competence. The teaching and learning of English in a multilingual environment assumes special significance as the present study shows that the learning of English is characterized by varieties of NTL constructions at morphological, syntactic and semantic levels leading to some significant deviations in the IL of Kikuyu learners of English.

Since the structure of English is different and the communicative needs of the learners vary enormously, it is only logical that the type of sentence constructions that learners generate are interpreted in relation to the linguistic rules that are available to the learners. These differences are pedagogically significant as learners and teachers have to overcome both linguistic and communication difficulties in order to attain acceptable competence and proficiency levels in English which can support learning.

Gikuyu is the dominant L1 among the inhabitants of Central Kenya whose population now stands at 4.45 million (Kenya Population Census, 1989). It has a number of distinct dialects which are mutually intelligible and are spoken with local variations in phonology, vocabulary and grammar. There are a number of variations in phonology manifested mainly in Ki-Mathira and dialects of Kirinyaga districts (c.f. Mutahi, (1983 : 10-20). Local dialectal variations in vocabulary modification is more pronounced in the southern dialect in Kiambu and the Northern dialect of Nyeri. Speakers of Gikuyu in rural Central Kenya who formed the bulk of respondents in this study have limited linguistic and socio-cultural contact with native speakers of English. Opportunities to acquire and use English from these contacts are few. Indeed, they have no practical need to use English as the social function of communication is realized through the medium of Gikuyu. This is understandable for the social and cultural function of languages are adequately catered for in Gikuyu. The exposure to English is provided in the classroom by non-native teachers of English whose performance varies considerably relative to the quality of education received at school level, language proficiency and the training they underwent as teachers of English. Gikuyu is used in many domains of social communication such as worship and entertainment at local levels. It is also used in the teaching of literacy skills at lower primary school levels. English to them represents modernity and is associated with education and western ways of life. Its learning and teaching is confined largely to the school setting, where a prescriptive syllabus is used. It should not be construed that the school is the only source of getting English input.

Indeed, learners can get English input from diverse informal sources such as social interaction, listening to the radio, watching television, reading newspapers, books and magazines. English acquired from these sources does not necessarily conform with acceptable norms of standard language. It contributes additional variation to the IL of the language learners. As a result of these diverse sources, it is natural that the learners would resort to employment (consciously or unconsciously) of communication strategies (cf. Tarone (1979, 1980), Tarone, Cohen & Dumas 1976), Faerch & Kasper (1980), and Kellerman (1977) when faced with circumstances which need the use of TL based on the varied sources of exposure to English. Their IL contains some deviant sentence constructions which differ significantly from the standard norm. Such sources which contributed to the formation of IL were identified whenever possible and practicable. Unfortunately such sources were not uniformly available and accessible to all the learners and therefore was not used as a source of data for this study.

Pre-research survey which was conducted for this study revealed that the language scene is currently undergoing rapid changes as a result of access to education and social mobility. The increased use of the print and electronic media and the growth of the pop culture as well as viewing of soap opera on television too has accelerated the use of English especially among the youth. In the urban centres, for example, a new form of sociolect, popularly referred to as 'sheng' (cf Osinde (1986). Abdulaziz and Osinde (1997) has emerged in Nairobi as a means of intra -group communication. Learners sources of English input vary enormously.

Those in the urban centres generally tend to receive a richer input than their counterparts in the rural areas. While Gikuyu remains the dominant medium of communication and social interaction, its users especially the youth, tend to resort to code-switching and code-mixing where English lexical items and expressions are freely mixed with Gikuyu. Although these changes and patterns of language use remain uninvestigated, their influence in the learning of English cannot be overlooked in this study for the following reasons :

(i) The model of English that the learners are exposed to in the formal school setting closely resembles the written Standard British English (SBE). The opportunities to use and practise this model are limited to the transactional uses of the language within the classroom setting. The use of "correct English" is perceived in terms of this model which may be at variance with the communicative and social needs of the users.

The learning and teaching of English is monitored and guided for pedagogical purposes by the classroom teachers who provide the correct use and usage. Since the teachers themselves may not have an absolute mastery of this model, they provide learning and teaching under the guidance of prescribed textbooks and teachers' handbooks which generally reflect the norms of standard English.

(ii) The learners are exposed in the informal setting to many contexts in which different varieties of English such as the American English (AmE), journalese and legalese, etc., are used.

Some of the varieties which the learners are exposed to contain specialized jargon and slang while others contain nonstandard and colloquial forms of English which are at variance with the standard model of English the learners are exposed to at school. The use of some of these forms of English by learners within the school sometimes leads to deviant constructions. Therefore, wherever possible the deviant constructions from these sources will be discussed as they have some bearings to the notion of transfer in language contact situations and the development of pidgin.

(iii) There is also the phenomenon where L1 features are transferred to English as a result of learners' employment of communication strategies which lead to deviant constructions in the TL. (Faerch, Claus and Gabriele (1980). In the formal language learning situations, the teacher facilitates the learning of the correct English structures and their communicative attributes whereas in the informal setting the learners make decisions and choices about the TL according to the rules available to them.

(iv) The teachers of English are not native speakers of English. They have learnt English as a second language and have been trained to teach English. In some cases especially at secondary school level, the teachers do not share the same L1 with the learners. Their effectiveness and ability to teach English competently as well as identify NTL constructions depends on a number of factors namely:

the training they underwent, the linguistic background of the learners, the learning/teaching environment, the availability of resources such as books and the language aptitude of the learners. The teachers have enormous responsibilities for determining what constitutes incorrect usage relative to the standard norm. But in the face of changing usage coupled with a possibility of an emerging variety of Kenyan English, the teachers lack the guidelines reflecting trends in language change and emerging patterns of usage. Besides, there are no well established norms and standards of acceptable proficiency of Kenya variety of English to be adopted and emulated.

The learning and teaching of English is decidedly influenced by extra-pedagogic factors. This is for instance highlighted in a 1973, UNESCO publication which suggests that:

"Social and cultural factors assume overriding importance in the teaching and learning of languages for general instruction. Teachers increasingly recognise that the crucial difficulties of language learning cannot be understood in purely pedagogic terms. Languages are not confined into the narrow limits of the classroom : Social environment often determines the success or failure of language acquisition." (UNESCO (1973 : 7) - Anthropology and Language Science in Education Development

The interlanguage of L2 learners and the type of grammatical errors are largely influenced by the following factors which have been identified in Ellis (1985 : 17 - 18) and Stern (1983 : 337 - 415)

- i) The learner's L1 background
- ii) The quality of teacher competence in English
- iii) The sociolinguistic and cultural background of the L2 learners and inherent motivations
- iv) Availability of learning/teaching resources such as textbooks the teacher's handbooks and learners L2 aptitude.
- v) The structure of the target language and its language distance with the L1.

In this section, we have examined the multilingual background in which English is learnt as an L2 by speakers of Gikuyu. Like other L2 learners in Kenya, Kikuyu learners of English encounter linguistic difficulties leading to production of erroneous sentences in their interlanguage which do not conform with accepted norms of L2. This study adopted the definition of the term 'errors' and recognized the distinction made by Corder (1981 : 10) who proposes that :

"It will be useful therefore hereafter to refer to errors of performance as mistakes, reserving the term error to refer to the systematic errors of the learner from which we are able to reconstruct his knowledge of the language to date, i. e. his transitional competence".

Research evidence has shown that the errors which a speaker of L1 makes in attempting to communicate in L2 are the same as those made by a native speaker acquiring his first language (cf Bailey, Madden and Krashen (1974), Dulay and Burt (1974) Ravem (1974).

These errors provide the researcher with evidence of how L2 is acquired. It is for this reason that we take a learner's errors, not as mistakes or deviant forms Corder (1967), but rather as part of a separate genuine linguistic system. These errors are usually systematic and their systematicity furnishes evidence of an organized grammar. This explains the reason behind Corder's (1971a) statement that the speech of an L2 learner is a language having a genuine grammar. In this study the term "deviation" is adopted instead of the word "error" in order to account for departure from the standard norm since the term error tends to impose negative connotations while the expression non-target-like (NTL) sentences will be used instead of erroneous sentences.

We have noted that interlanguage research is relatively new and few studies have been published in this field. In the area of interlanguage syntax, researchers such as Cancino, Rosansky and Schumann (1974), Bailey Madden & Eisenstein (1976), Ravem (1974) and Huang (1974) etc. have for example, used longitudinal-observational based case studies to investigate the acquisition of negation, interrogatives and auxiliary in an L2 naturalistic simultaneous setting. These observational case studies corroborated Dulay & Burt's claim that "

"the L2 learners actively organize the L2 speech they hear and make generalizations about its structure as children learning their first language do."

Dulay & Burt 1972 : 236

Other researchers such as Duskova (1969), Scahtcher (1974) and Lo Coco (1975) used cross-sectional error analysis as a methodology to study the interlanguage syntactic errors of large groups of learners of different language backgrounds. The generalizations made in these studies support the view that the L1 is significant in the acquisition of L2.

1.2 STATEMENT OF THE PROBLEM

Enormous resources have been committed to the learning and teaching of English as an ESL in Kenya. This has been found necessary as English occupies an important place in the lives of Kenyans generally and it is used extensively as a medium of education. Competence in English is an important requirement for career advancement and occupational mobility. The designed English language learning/teaching materials provide opportunities for exposing learners to a wide variety of contexts in which they can use English correctly and communicatively. Despite the efforts that have been taken to improve the quality of English learning and teaching, pre-research observations have revealed that the learners' spoken and written English contain ungrammatical sentence constructions which hinder their ability to communicate correctly and intelligibly. These observations are corroborated by reports from the KNEC of 1989, 1990, 1991 and the print media such as the Daily Nation (June, 1991) and the Standard (1987, 1991) in their observations that sentence construction errors in students' written and spoken English impair their communication ability in the target language.

The consequence of this is inability to produce TL constructions which conform with established norms of acceptable and grammatical English. This affects their performance in English leading to overall decline in the quality of education.

At the moment, our knowledge about the nature and origin of syntactic deviations in the interlanguage of Kikuyu learners of English is rather sketchy, vague and fragmentary as expressed in the few existing publications mentioned earlier. The generalizations and conclusions made in these studies do not address the specific L2 linguistic difficulties of each of the ethnic communities in Kenya. They were made on the assumption that all the L2 learners in Kenya constitute a homogeneous linguistic community and therefore experienced similar linguistic difficulties. Furthermore most L1s in Kenya show internal dialectal differences. Yet, recent research studies on L2 learner difficulties of particular ethnic communities in Kenya by postgraduate students as indicated earlier have produced evidence showing that L2 learners of different language backgrounds experience L2 differently.

Corder (1981) and others suggested that an L2 learner develops his own transitional language as he attempts to achieve the target norm. The emerging learner language which Selinker called IL was assumed to be constantly changing as it approximates target-like forms. It was also assumed that it was possible to describe the learner language from the same L1 background along the interlanguage continuum and the strategies they employ by tracing successive stages of IL development over a period of time.

The strategies that shape the learner's L2 output have generated much controversy in second language acquisition studies. Some researchers fronted by for example. Briere (1968), Weinreich (1953) and Moulton (1962) have identified transfer from the L1 as the main feature that influences the second language learning process by using the C. A. framework . Others, like Dulay and Burt (1972, 1974) focused on non L1 factors and point out that IL is mainly influenced by universal language learning strategies such as for example markedness of a particular TL form. They argue that it is the L2 system that guides the acquisition process and imposes limitations rather than the L1 of the learner. They suggested 'a creative construction process' in L2 acquisition.

It is evident from the two antagonistic views that an understanding of the factors in interlanguage cannot be achieved on the basis of the two arguments as they impose severe limitations in the investigation of all the variables in the L2 output and the factors that interact to form interlanguage. Furthermore vexing problems associated with the elicitation process and the handling of many variables as well as the interpretation of a large body of inconsistent and indecisive results have tended to indicate that the devising of a clearly worked out theory and methodology is a difficult task.

This study was therefore designed to investigate the L2 output of Kikuyu learners of English within the interlanguage framework in order to discover the factors in the formation of non-target constructions. The study was carried out in particular reference to Kikuyu learners of English in the formal classroom setting.

We specifically investigated the interlanguage syntax of four groups of learners in order to understand the nature of the learners' interlanguages. The study focused on both the written and spoken forms of English. The central questions being answered in this study was:

What were the strategies that shape the interlanguage syntax of Kikuyu learners of English ?

This study attempted to answer the above question by finding out what characterized the interlanguage of Kikuyu learners of English and could be attributed to the L1 and therefore explainable by comparison between the L1 and the TL, and which ones could be attributed to other factors such as overgeneralization, simplification, regularisation and differentiation.

Studies reported in Ravem (1968) who used longitudinal observational research design in his case studies in a naturalistic setting and those reported by Dulay and Burt (1972) where cross-sectional approach was used formed the stimulus for this study. This study employed a cross-sectional research design and differs however from both studies in its use of four large groups of subjects, at four different stages of L2 acquisition, in the procedures used in choosing NTL constructions and the description of different grammatical categories. This study is also different as it departs from similar works by Hocking (1974) who refers to the L2 learner errors as "mistakes" rather than possible legitimate deviations.

1.3 OBJECTIVES

The general aim of this study was to study the interlanguage of Kikuyu learners of English and to investigate the causes and nature of syntactic deviations. The specific objectives of this study were:

- i) To identify, analyze and describe the corpus of syntactic deviations culled from the Interlanguage sample of Kikuyu learners of English.
- ii) To investigate the extent to which L1 contributes to the formation of syntactic NTL sentences in the interlanguage of English.
- iii) To study non-linguistic factors which may have influenced second language generally and how they relate to the production of NTL sentences.
- iv) To provide a better understanding of IL processes in the formation of non-target-like sentences.
- v) To recommend and give suggestions on how to ease the learning problems and alleviate the teaching difficulties in the ESL.

1.4 HYPOTHESES

To investigate the stated research problem in relation to the stated objectives, the following two hypotheses were tested :

- i) The processes and strategies adopted by the L2 learners in their attempt to produce target English syntactic structures lead to the formation of an interlanguage whose syntax is distinguishable from that of the target language.
- ii) The syntax of the Interlanguage of Kikuyu learners of English varies relative to the learners' degrees of exposure to the target language.

The first hypothesis proposed that the nature and type of processes and strategies employed by different groups of L2 learners in their interlanguages lead to syntactic differences between the TL and the interlanguages. In this regard, the IL of learners who used the strategy of learning and such processes of transfer from native language, overgeneralization, and transfer of training displayed more NTL sentences than that of those who used few strategies and processes in their IL. What this means is that Kikuyu learners of English in their second year of secondary education will tend to employ few strategies and processes in their IL as the IL production approximated the TL norm than their counterparts in Standard Seven. Learners of English in their second year of secondary education will produce few NTL English sentences compared with Standard Seven Learners of English. In order to test this hypothesis the following research question was considered.

To what extent did the employment of specific strategies and processes contribute to syntactic deviations in second language learning ?

The null hypotheses proposed that the use of specific processes and strategies in the IL of L2 learners is not significant among the four groups of learners in the formation of NTL sentences. The apparent decrease in the number of NTL sentences among the learners in the second year of secondary school and the relative increase of NTL sentences in Standard Seven has no relationship with the type of processes and strategies the learners of English had employed.

The second hypothesis stipulates that there are differences in the syntax of learner language based on the level of exposure to the TL. Learners whose level of exposure to the TL is lower produce more non-target syntactic constructions. This means that learners in the second year of secondary school education who have been exposed to English for about ten years have a higher level of exposure to English and competence in the TL is higher than their counterparts in Standard Seven who have had only seven years of formal exposure to English. Hence, the interlanguage of learners in the second year of secondary school education display fewer syntactic differences from the TL than the IL of learners in Standard Seven.

In order to test this hypothesis the following question was posed.

Does increased exposure to English lead to acquisition of TL which approximates the standard norm ?

The null hypothesis proposed that there are no significant syntactic differences in the interlanguages of Kikuyu learners based on differences in the levels of exposure to English. This means that the interlanguages of the four groups of learners display no differences in syntactic closeness to the TL.

Although the two hypotheses appear to be different, they address the same linguistic phenomenon which is concerned with syntactic characteristics of the interlanguage of Kikuyu learners of English in that their central focus is the occurrence of non-target syntactic constructions.

The results of this study were therefore interpreted in terms of whether there was no significant differences in the number of non-target syntactic constructions among the four groups of learners as a result of different levels of formal exposure to English. The results were also interpreted in relation to the degree which the use of psycholinguistic processes and specific communication strategies contributed to the formation of NTL syntactic constructions.

1.5 RATIONALE FOR THE STUDY

The acquisition of English competence occupies a central place in the lives of Kenyans as English is used in many domains of life. At the national level, English is used as a language of communication in administration, education, media, business transactions, technology and in legal institutions. The students need it most as it is used as a medium of education, science and research. It is also taught as a subject and it is used as a yardstick for selecting those who enter job training and higher education. The extensive use of English in Kenya by speakers of different indigenous languages in many contexts for varied purposes creates many linguistic, educational, administrative and language planning constraints. The implementation of an effective and successful target language learning curriculum that uses appropriate teaching materials and methods in which the needs of the learners are addressed should be supported by empirical research.

This study is therefore justifiable on various grounds :

1. Firstly, as Robins (1964 : 223) states, the acquisition of the syntactic component constitutes an important facility in grammar. In the Standard Theory of Transformational Grammar, the syntactic component is basic to grammar as it is the generative part. It enables learners to choose and organize the acquired meaningful structures according to the rules available to them. Roderick (1968 : 281) asserts that syntax is fundamental in that both semantic and phonological components operate on information provided by syntax. Although Chomskyan Grammar has abandoned many of its assumptions in Standard Theory Stage, the centrality of syntax in the Theory of Grammar has not been abandoned. If these are valid comments, then an investigation of the interlanguage syntax of Kikuyu learners of English was justified as it affects how L2 communication is organized.

2. Secondly, the model of English prescribed in the educational system in Kenya resembles the SBE. Although no objection to the use of this model has appeared pertaining to the Kenya situation, no research has yet been conducted concerning the attitudes of Kenyans towards the English used or the attitudes about the kind of model to be taught and emulated in the educational system.

Despite the rigorous teaching of this model the type of English produced by learners as this study shows departs from the prescribed

model and has its own characteristics. This study is justified as it seeks to discover the characteristics of the emerging interlanguage with implication to a possibility of an emerging variety of Kenyan English.

3. Thirdly, production of English IL syntax that approximates TL is socially and pragmatically justifiable as it is concerned with the ability to communicate meaningfully and intelligibly in the TL. L2 learners need English syntax most fundamentally in order to achieve both functional and social interaction as well as the communicative needs that conforms with the TL norms. Studying English IL syntax was justifiable since it enabled the investigation of the IL characteristics at different stages as it evolves to approximate TL - like constructions.
4. Fourthly, mastery of English syntax is pedagogically significant since formal learning and teaching of English strives to approximate the TL norm as English is compulsory. The main objective of learning and teaching English is to approximate the standard norm. Therefore, enormous resources have been committed to the learning and teaching of English. If these observations are relevant, then it was important that the study of the nature of IL syntax phenomenon which has some bearing towards the quality of English learnt be investigated. The results of a study of this nature should benefit curriculum developers, researchers, teachers of English and textbook writers who need to

understand how learners organize their L2 input in order to communicate in TL. It was therefore hoped that this study would contribute to a better understanding of SLL process generally, specifically to the L2 learner needs leading to preparation of relevant teaching materials and methods.

5. This study was justifiable as it is hoped that it will shed some light on the strategies that second language learners use in their interlanguage communication.
6. Exploration of regularity, systematicity and dynamicity of TL plays an essential part in the development of a theory of second language acquisition.
7. An important justification is concerned with a theoretical view on SLA as theoretical research in TL can also profit considerably from an applicational perspective particularly on second language educational linguistics.
8. Not all aspects of linguistic difficulties of L2 learners have been investigated fully and described exhaustively. Existing studies which have been conducted elsewhere and in Kenya using Contrastive Analysis (CA) and more recently EA have attempted to discover the origin and causes of L2 errors. Although recent investigations have

focused on second language acquisition, very few studies have been conducted on interlanguage. Tarone, Swain and Fatham (1976) noted that very few SLA studies have been replicated by other researchers. They point out that the results of a study can only influence the teaching of L2 if they are replicated in some ways, possibly by other researchers using different methodologies. Most of the interlanguage studies have been conducted in situations where those being investigated i. e. the acquirers were in linguistic environment dominated by speakers of the target language. This research therefore contributed to what Selinker (1974) pointed out that; interlanguage hypotheses should be extended to those non-simultaneous child language acquisition settings where the major sociolinguistic variable is the absence of peers who are native speakers of the target language.

The investigation hopes to provide evidence of the procedures that the L2 learners employ to discover the second language. In contributing information on strategies the learners' employ, the study would be contributing some theoretical aspects of second language acquisition (SLA).

Finally, this study is significant and justified in that it was conducted in an ESL learning environment where native speakers are absent. Most SLA studies have been conducted in naturalistic simultaneous ESL learning environments which were dominated by TL speakers. Consequently L2 learners received L2 input from speakers of TL. The findings and generalizations from such studies

must have been influenced by the input provided by native speakers unlike our present study where the native speaker variable is absent. In this study, the L2 learners received L2 input mainly from the learning/teaching environment. To the best of our knowledge, studies specifically based on the concept of interlanguage in reference to Kikuyu learners of English are non-existent. Those which have investigated the acquisition of English among the Kikuyu learners of English for example, Chege (1994), Njeng'ere (1994) have mainly focused on contrastive analysis and error analysis approaches. This study is therefore significant as it contributes additional information to the understanding of the processes in SLA and the difficulties experienced by Kikuyu learners of English in the area of syntax acquisition.

1.6 SCOPE AND LIMITATION

The research reported in this investigation examined the interlanguage syntax of 864 learners of English as a second language. Its main objective was to investigate the reasons for their use of English syntactic structures that do not conform with TL norms and the strategies they employed in their interlanguage communication. The study covered the acquisition of English syntax within the formal classroom setting. It is restricted to speakers of the Northern dialect of Gikūyū which is spoken in Murang'a north and most parts of Nyeri District except Mathira Division (cf. Mutahi 1983). It does not therefore include speakers of the southern dialect and many others spoken in many parts of Kenya. The investigation was a cross-sectional study which sought to synchronically analyse, compare and describe the present day interlanguage of Kikuyu learners of English. It focused on the syntactic constructions of both

written and spoken forms of English within the classroom setting among four different groups of learners because as Gorman (1971) points out,

"Language use in the classroom is to use Herman's phrase, 'task oriented', and the use of English is prescribed for many purposes".

(Whiteley, 1971:218)

The study was specifically limited to the realization of syntactic categories of tenses, auxiliaries, plural, prepositionals, relative clauses, determiners, adverbials, conjunctive elements, negation and interrogatives. Although the study focused on the above ten categories, the study recognized that some rules are based on morphological conditions. For this reason, they must be accounted for and explained by using such morphosyntactic rules which govern word boundaries, word classes, plural, tense markers, and word formation rules. There were other syntactic categories which, though important fall outside the scope of this study. Such syntactic categories were only used marginally as part of extended data in support of issues raised in the discussion where elaborate substantiation was deemed necessary.

CHAPTER TWO

THEORETICAL FRAMEWORK

2.0 INTRODUCTION

This chapter is concerned with the delineation and elaboration of the theoretical framework which was adopted in the study of the acquisition of English syntax by Kikuyu learners of English. The proposed framework sought to account for the occurrence of syntactic deviations and NTL constructions while explaining the processes in learner-language development.

This study is based on the interlanguage theory which postulates the structural autonomy of the developmental stages of learner-language and its inherent characteristics as systematicity, variability and rule-governed. The underlying processes in this theory enabled us to infer psycholinguistic explanations of the processes and strategies in the formation of learner-language while using Error Analysis approaches as crucial procedures in the identification, explanation, categorisation and description of deviations and NTL constructions.

2.1 THEORETICAL FRAMEWORK

This study was based on the theory of Interlanguage as explained and elaborated in Selinker (1972) and some of the postulations of the Error Analysis approach as formulated by Corder (1973:265-293)

Selinker (1972:209-231) used the concept of IL to refer to the 'separate linguistic system' which is hypothesizable from the observed output (both target-like and non-target-like) of L2 learners' attempted production of the target language norm.

According to Selinker (1975:140) the learner language does not conform with the TL norms since it displays characteristic differences as it develops. The learner language is constantly changing. This continuity in change is the often talked about dynamicity and variability in Interlanguage, Dickerson (1975), Ellis (1985:75-86) and systematicity of IL, Nemser (1971:230-231).

De-Camp (1971) and Bikerton (1975) used the notion 'linguistic continua' while Corder (1981:80) referred to Interlanguage as 'developmental continuum' to reflect the dynamic and changing characteristics of IL.

According to Dickerson (1975:407) Interlanguage exhibits variability at a particular point in time thus providing evidence of change towards the target norm. Besides the notions of developmental continuum and linguistic continua, IL has been characterised as being ordered, hierarchical and systematic.

Adjemian (1976), for example has pointed out that the learner's IL as a system of rules (variable or not) shows "the existence of an internal consistency in the rules and feature system" which make up IL. According to Adjemian the learner language is permeable and is easily influenced by the L1 through the processes of transfer, overgeneralization and incorporation of L2 forms.

The notion of IL being developmental suggests that it is possible to locate the stage at which a learner is along a developmental continuum. Corder (1971b:149-159), (1974) and Selinker (1969, 1972) maintain that Interlanguages are autonomous systems which are internally patterned. They further point out that ILs employ consistent and recognizable strategies and features which are similar to those of natural languages in the linguistic sense, capable of being studied as autonomous language systems. According to these views, it is possible to locate where a learner is and describe interlanguage along a continuum and consequently make generalizations about the nature and characteristics of the learner-language.

Selinker (1972) identifies five cognitive psychological processes which are central to second language learning. He claims that these processes exist in latent psycholinguistic structure and that interlanguage utterances are associated with one or more of these processes.

According to Selinker (ibid) these processes include:-

- i) Language transfer which he defines as interlanguage performance due to crosslinguistic influences. The term 'interference' was initially used to describe this process. In this process, learners use some of the elements of their mothertongue in the Interlanguage performance.
- ii) Overgeneralization of the TL structures. In this process, the learners extend the domain of certain linguistic rules leading to systematic innovations. The L2 learners have the cognitive capacity for making hypotheses about the TL.

- iii) Transfer of training. In this process, learners tend to include in their interlanguage performance NTL sentences due to faulty teaching/procedures and inappropriate learning procedures. Due to these approaches, learners acquire false concepts which they use in their interlanguage leading to production of NTL sentences.
- iv) Strategies of second language learning which results from identifiable approach by the learner such as simplification, regularisation, differentiation in order to make the TL easier to use.
- v) Strategies of second language communication which involve identifiable approaches by the learner to communicate in the TL in order to overcome TL deficiency and achieve communication such as, for example, paraphrase, circumlocution and prefabricated patterns, etc.

Selinker (et al) maintains that any description of IL must account for the fossilization phenomenon because:

"Fossilisable linguistic phenomena are linguistic items, rules and sub-systems which speakers of a particular native language will tend to keep in their Interlanguage relative to a particular target language."

Nemser (1971:230-231) argues that IL is structurally independent from the L1 and the TL systems. He suggests that IL exhibits frequent and systematic

occurrence of elements which can be attributed to either the L1 or TL. According to Nemser these elements constitute a separate linguistic system from both the L1 and the TL as they exhibit an internal coherence. These assumptions are in agreement with Corder's (1971b:57:64), (1974) and Selinker's (1972) contention that Interlanguages are autonomous systems which are internally patterned.

This study adopted a modified Error Analysis approach for the study of the Interlanguage syntax of Kikuyu Learners of English. The underlying principle in the adopted approach was to provide a framework for identification and classification of NTL sentences in terms of distributional occurrence in each syntactic category and identify a possible psycholinguistic explanation for the origin of each deviant sentence. The Error Analysis component of the approach involved a principled analysis of NTL sentences in the relevant data as the basis for understanding the differences between the IL system and the TL system in the process of the observed Kikuyu learners' acquisition of English as a second language.

The occurrence of NTL sentences provide evidence of the learners' ability to form and test the hypotheses about the nature of the TL. The existence of deviations from the TL norm provide indications of cognitive activities as well as evidence of active learning processes. Error Analysis is basic to the understanding of this process.

In this framework, the learner is viewed as creating for himself an account of the structural properties of the target language. For this reason, Dulay and Burt (1973:257) describe the second language learner as "a cognitive organizer or a creative constructor". Deviations from the TL norm occur when

the type of universal cognitive processing strategies do not lead to the formulation of hypotheses which lead to the production of target-like sentences.

The methods and procedure of Error Analysis approach are elaborated in Corder (1973:257-294). This study adopted the methods and procedure of Error Analysis as elaborated in Corder but preferred to use the term deviations instead of the term errors to identify and distinguish the NTL sentences from the target-like sentences in the IL of L2 learners. The theoretical objective of using Error Analysis approach in this study was to provide an explanation of the nature and origin of NTL sentences by offering a psycholinguistic origin in terms of learners' strategies and creative abilities. The series of successive steps in the Error Analysis approach which this study adopted is outlined in Theo van Els (1984:47) and others as:-

- (i) identification
- (ii) description
- (iii) Explanation
- (iv) Evaluation
- (v) Prevention/correction

Corder (1973) maintains that the identification of deviant sentences involves interpretation of NTL sentences in context because utterance must relate to its linguistic environment (i.e. assume textual appropriateness). He distinguishes between sentences which are overtly deviant from those which are covertly deviant. Sentences which are overtly deviant are unquestionably ungrammatical in respect to the TL norm. Sentences which are covertly deviant

are grammatically well-formed in terms of the TL norm but inappropriate in the context in which they occur. The identification and description of the origin and nature of the NTL sentences was based on the contexts in which they occurred.

To summarize, the nature of Interlanguage portrayed in the above discussion is as follows:

- (i) Interlanguages are autonomous systems which are internally patterned
- (ii) Interlanguages are constantly changing and they employ consistent and recognizable strategies.
- (iii) Interlanguages are describable at any given stage of their development.
- (iv) The existence of deviations play an important part in the formation of TL as learners use them to form and test their hypotheses about the nature of the TL.
- (v) The NTL sentences play an important part in the learning process as they form part of the strategies the learners use to create an account of the structural properties of the TL.

The above characteristics were similar to those observed in this study. The learners of English in this study acquired and spoke Kikuyu as a first language. English was introduced to them as a second language mainly at the school setting. The four groups of learners who were used in this study represented four different levels of formal exposure to English. The interlanguages of the four groups represented four levels of language abilities

with each level providing evidence of the learners' ability to reconstruct English in similar ways. Three theoretical issues are relevant in this study:

The first issue concerns the idea that Interlanguage constitutes a system that is constantly changing. This idea is relevant in this study as four groups of learners with varying levels of formal exposure to the TL were investigated using a cross-sectional research design. The IL of each group was regarded as a separate linguistic system. The changing feature of IL gives the impression that the IL is evolving towards the target norm. Since the Kikuyu learners at the same level were exposed to relatively the same L2 syntactic structures and they share a common L1, it is only natural that they use the same strategies for L2 acquisition and proceed along a similar developmental path.

The second issue emerging from these ideas is that deviations provide evidence of hypotheses formation and testing leading to construction of both target-like and NTL sentences. The existence of NTL sentences in the IL of Kikuyu learners of English was regarded as indicating the learners' creativity as they attempt to reconstruct English to express meanings.

Thirdly, the idea of the learners using specific strategies in their interlanguages shows that the L2 learners operate specific psycholinguistic processes and hence the reference to the idea of 'cognitive organiser' and 'creative constructor'. The explanation and description of the characteristics of the ILs of the four groups of learners used the proposed processes by Selinker (1969, 1972) in order to provide a rational explanation of how NTL sentences are formed. Error Analysis provided the methodology for the task of identifying the relevant structures.

Fourthly, the Interlanguage syntax of Kikuyu learners of English has distinct characteristics which are manifested in the ways they construct NTL sentences and the manner in which they formulate rules to generate novel constructions.

CHAPTER THREE

LITERATURE REVIEW

3.0 INTRODUCTION

The need to improve the quality of second language learning has been signalled in many studies. To deal with this, some researchers such as Krashen (1978, 1981a, 1981b, 1982, Corder (1967, 1981) and Fisiak (1981, ed) etc, have offered suggestions leading to solutions of major problems in language learning which are consistent with specific approaches and theories. The Contrastive Analysis hypothesis by Lado (1964) and its reappraisal by other researchers such as Sajaara (1978), Krzeszowski (1974), Corder (1967, 1981) and Selinker (1972) were all formulated to provide frameworks for conducting research aimed at providing insights into some specific aspects of second language learning such as the acquisition of L2 phonology, L2 syntax and vocabulary etc. Researchers and educators have used over the years the contributions of such studies to devise activities and programmes (such as the Notional Syllabus Wilkins (1976), Communicative Syllabus (Munby (1978) and Immersion Programme Krashen, (1978, 1981) etc, aimed at improving and enriching the quality of second language learning and teaching.

The following review of literature briefly evaluates the contributions and the underlying assumptions of the C. A. hypothesis, EA theory and the concept of interlanguage to SLA.

It examines representative studies which focus directly on the recent development in interlanguage framework and the Error Analysis methodology in order to lay the groundwork for investigating the interlanguage syntax of Kikuyu learners of English.

3.1 CONTRASTIVE ANALYSIS

Having elaborated the theoretical framework to be used in this study, it is necessary to examine some representative studies in second language acquisition which are relevant to research in Interlanguage syntax. The purpose of doing this is to show the recent trend in SLA research generally and specifically to Interlanguage syntax by discussing their contributions and relating them to major theoretical approaches.

Initial studies in SLA advocated CA approach to the solution of L2 learners' problem. SLA studies which were conducted within the CA frameworks benefited the structural comparison of different languages as it is evident in works produced by for example Agard and Di Pietro (1965b), Fisiak (1971), Stockwell, Bowen and Martin (1965) and Lehtonen and Sajavaara (1977). Proponents of CA assumed that it was possible to compare and contrast the system of one language with the system of another in order to predict the areas of difficulties. In the CA hypothesis the notion of interference was seen to account for negative transfer. By focusing on points of contrast between the L1 and the TL, it was argued, it was possible to predict the patterns of difficulties in (SLL). Explaining the rationale of CA hypothesis, Wardhaugh (1970)

points out that CA exists in a strong and a weak version. The strong version embraces a claim of the predictive power. The strong claim of CA suggests that language difficulties in the learning of an L2 can be predicted by comparing the structural properties of two languages before actual learning situation is observed. Recent studies, Odlin (1989), Richards (1974), Ellis (1985), Corder (1967) and Dulay and Burt (1972) as we intend to show later, have disputed this claim.

The weak version of the CA hypothesis according to Wardhaugh (1970:11-18) claims that the purpose of CA is to account for observed L2 errors by starting with empirical classroom data. The observed differences between the two linguistic system are then used to explain the origin and nature of errors in L2. As can be seen from this claim, the weak version of CA is concerned with the explanations of already discovered deviations and can be used to account for errors in SLL. This version of CA hypothesis has been incorporated in a wider study in EA.

The assumptions and value of CA in resolving problems in SLL were questioned by researchers like Sajavaara (1977), Fisiak (1981) and James (1971-1980), who questioned the theoretical base of CA especially in its strong version. They point out that the claim of predictive power is unrealistic and impractical. In its weak version, they argue, it has certain possibilities for usefulness and should be viewed as complementing E. A.

With the advent of generative grammar, CA was criticized because of its over pre-occupation with the surface structure of language (see Di Pietro (1968, 1971). Critics of CA questioned its methods and the underlying assumptions on the grounds of empirical validity and its lack of clearly defined theoretical foundations. Corder (1972) in particular claimed that CA was not compatible with generativists' view of language learning which postulates hypothesis testing. Dulay and Burt (1972) point out that CA is based on the behaviourists' conditioning principle which was no longer acceptable since its explanations are not plausible. CA fell out of favour as many L2 errors could not be predicted or explained as claimed. Researchers questioned the notion of transfer as explained in CA.

After the rejection of CA hypothesis and the subsequent abandonment of the behaviourists' theory of language learning, researchers revisited earlier studies of L1 acquisition and the extent to which it is similar or different from L2 acquisition (cf Lenneberg (1967) McNeill (1966, 1970).

3.3 ERROR ANALYSIS AND INTERLANGUAGE

By studying the process of L1 acquisition the researchers hoped to build a picture of how L1 develops and compare this process with what is known in L2 acquisition. Studies which emerged from these investigations (e.g. Ervin Tripp (1974), Rosansky, Schumann and Concino (1974) were unanimous in asserting that SLA like the first language acquisition follow similar stages "the universal route" and are

influenced by such factors as age, context of learning and the L1 background of the learner. Reports by Ervin Tripp (1973) in particular was emphatic in pointing out that,

"in broad outlines, the conclusion is tenable that the first and second language learning is similar in natural situation ----- in all second language learning we find the same processes : overgeneralization, production, simplification, loss of sentence medial items, etc."

Ervin Trip (1973, in Hatch 1978:205)

Chomsky (1965) reasserted the biological pre-requisite in language development within the mentalistic framework by stating that the source of learners constraints on SLA is the same as the source that is believed to constrain L1 acquisition. The cognitive approach was favoured by trasformational linguist as it provided psycholinguistic explanation to the process of language transfer and causes of errors in SLA as it emphasised hypotheses formation as well as experimentation while providing important feedback to the learner.

Among the first researchers to support the new orientation and give a new interpretation to the role of errors in SLA were Corder (1978b), Taylor (1975) and Wode (1976) etc. Learner's errors are seen in terms of TL formulation and should be viewed as a violation of the rule. Corder (181:17) explains and illustrates in the following diagram that the language of a second language learner is a dialect which is he identifies as idiosyncratic dialect or transitional dialect.



Fig. 1 from. Corder 1981:14 Error Analysis and Interlanguage

Selinker as we intend to explain later proposed the term interlanguage to refer to idiosyncratic dialects. The following diagram illustrates the formation of interlanguage.

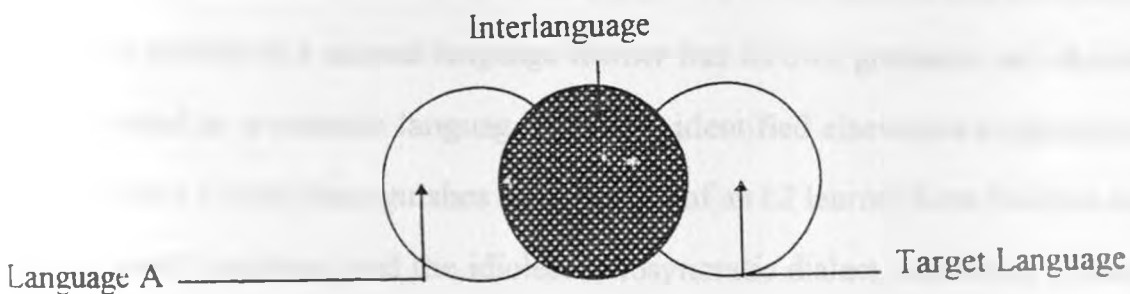


Fig. 2. Corder (1981:17) Error Analysis and Interlanguage

According to Corder (1967, 1978 and 1981) L2 errors should be considered as a natural phenomenon that must occur when learning a first or a second language before correct grammatical rules are internalized. Corder proposes that the concept of interference should be reframed as "intercession". Sridhar (1975) suggests that interference should be viewed as a learner strategy.

This suggestion gave a new perspective to the notion of transfer. Meisel (1980) proposed that language transfer should be seen as a psycholinguistic process. Corder (1981) makes the distinction between 'mistakes' and 'errors' by pointing out that mistakes are errors of performance and are unstable and unsystematic. Mistakes, according to Corder are of little significance to the learning process. Errors which he describes as 'errors of competence' are stable and systematic. They show the learners' underlying knowledge of the TL. Corder's distinction between errors of performance (mistakes) and errors of competence (errors) or deviations is significant as it provides a methodological framework for the study of learner errors. Kachru (1983) concurs with Corder's distinction between errors of performance (mistakes) and errors of competence but prefers to use the terms mistakes and deviations respectively.

In another authoritative work, Corder (1981) explains that the spontaneous speech of a second language learner has its own grammar and should be treated as a separate language which is identified elsewhere as idiosyncratic dialect. Corder distinguishes the language of an L2 learner from both the social dialect (sociolect) and the idiolect. Idiosyncratic dialect, according to Corder, evolves during the language acquisition. He points out that sentences containing errors are characterised by 'systematic deviancy' and they provide the learner with a means of forming and testing their hypotheses about the nature of the TL. Corder further explains that interlanguage should be viewed as "a series of interlocking system" which he describes elsewhere as 'the learner's built-in syllabus' (i.e. the interlanguage continuum), (see Ellis (1985:470. Nemser (1971d)

supports Corder's suggestion but prefers to use the term "approximative system" to describe the learner's transitional competence'. He defines the term "approximative system" as 'a cohesive linguistic system' that is distinct from both the source language (SL) and the TL. According to Nemser, 1971(a), the approximative system of a second language learner follows systematic stages in its development. Fisiak (1981) argues that the study of learner errors alone is inadequate and reiterates that it is the entire linguistic system of the L2 learner that should be investigated (cf Fisiak 1981:45).

The most ambitious attempt to characterise learner language was made by L. Selinker (1972). He used the term interlanguage to describe the learner language. This term was similar to Nemser's (1971) approximative system and Corder's (1967) transitional competence. The term interlanguage as proposed and used by Selinker is popular among SLA researchers. Although the term approximative system, transitional competence and interlanguage are related, they represent different areas of emphasis in the way they conceptualize the learner language and the process second language learning.

According to Ellis (1985) interlanguage refers to the structured linguistic system which the learner constructs at any given stage in its development, Ellis (1985:47). In his attempt to elaborate the characteristics of interlanguage (IL), Bourke (1988, 1989) explains that,

"Interlanguage (i.e. learner language) is characterised not by well-formed target-like structures but by idiosyncratic forms which are erroneous to the native speaker, yet systematic from the L2 learner's point of view".

(Bourke 1989:20)

Selinker (1972) identifies and explicates five cognitive process that are

central in IL. These processes are outlined in Ellis (1985:47) and Richards (1974:37) as;

- (i) Language transfer due to crosslinguistic influences (cf Odlin (1989).
- (ii) Transfer of training as a result of faulty teaching procedure and inappropriate teaching resources.
- (iii) Strategy of second language learning
- (iv) Strategy of second language communication
- (v) Overgeneralization of TL rules.

Selinker points out that many second language learners fail to attain TL competence because of fossilization. Fossilization is characterized by the occurrence of permanent incorrect linguistic features which an L2 learner retains in his L2 performance relative to his L1, despite exposure to TL through naturalistic acquisition or tutored second language learning. Fossilized structures are realized as errors which cannot be corrected through teaching because their internalized rule system contains rules which are different from either the SL or the TL.

3.4 LANGUAGE TRANSFER

According to Selinker (1969, 1972) language transfer involves the occurrence of fossilizable linguistic items and rules in the language performance of an L2 learner as a result of NL. This suggestion is supported by for example Meisel and others (1981), Keller - Cohen (1979) and Kellerman (1977) etc. who have shown in their studies that L2 learners' perception of the L2 are based on the previous knowledge of L1 structures. Although most studies are

unanimous that transfer plays an important role in L2 pronunciation, (cf Krzeszowski (1976) Dulay and Burt (1974b) and Fisiak (1981:75-76) there are still some unresolved issues on the extent to which transfer is a major factor in the acquisition of L2 syntax. Scholars for example Lo Coco (1975), Meisel, Clahsen and Pieneman (1981) point out that transfer of word order by Italian and Spanish learners of German was evident. Although Wode (1979), Schumann (1979) and Stauble (1984) supports the view that transfer is evident in the acquisition of negation, they argue that universal language processing strategies also play a major part in the acquisition of negation. Hylstenstam (1977) investigated the acquisition of negation among Swedish learners and concluded that word order errors in pro-verbal negation in main clauses and post-verbal negation in subordinate clauses showed that transfer was prevalent. He observed a developmental sequence in the acquisition of negation as it was evident that mastery of negation in subordinate clauses means implied mastery of negation in main clauses.

Studies by Dulay and Burt (1974a), Ravem (1974), Richards (1971). Bailey, Madden and Krashen (1974) have shown that errors made by L2 learners are developmental and transfer plays minimal part, what emerges from these studies is that transfer plays a major part in the acquisition of word order, relative clauses, negation, interrogatives etc. and it is accompanied by other processes which show hints of typological and universal influences at work.

3.5 TRANSFER OF TRAINING

According to Selinker (1969), another process that is central in IL performance is transfer of training as it contributes to erroneous constructions. In

her article, Stenson (1974:55) describes transfer of training errors as errors which come about as a result of course design or teaching techniques which leads to 'induced errors'. Errors resulting from transfer of training reveal little information about the learner's linguistic competence. They are worthy of study as they are invaluable in the accurate assessment of the learner's linguistic ability in the ESL. Some syntactic errors may occur in the IL performance as a result of internalization of faulty explanation and examples leading to misunderstanding or misrepresentation of meaning or usage. Richards (1974) points out that teaching techniques can produce transfer of training effects particularly where memory on the materials taught are apparent in reconstruction and retroactive inhibition.

It is also apparent in generalizations and analogy. Although it is possible to design materials which would minimize the unwanted effects of such factors, it is not possible to know whether it is advantageous to the learner. Such materials may have very little effect since there is no evidence that linguistic and instructional variable (i. e. the items we select to teach and the order and manner of presentation) conform with the psychological processes which lead to acquisition of linguistic competence (Stenson) 1974) , and Richard (1974).

3.6 STRATEGY OF SECOND LANGUAGE LEARNING

Selinker (1969) suggests that fossilizable items and rules that are attributed to specific learning approaches by learners involve the strategies of second language learning. In this strategy, learners result to simplification of TL in order to perform a wide range of communicative and expressive functions. Simplification, according to Wardhaugh (1968:56-60) involves reduction

and modification of morphology and syntax as well as omission of function words, copulas and plural markers etc. to make the TL easier to use.

3.7 STRATEGY OF SECOND LANGUAGE COMMUNICATION

In this strategy, Selinker (1969) proposes that if the occurrence of fossilized items, rules and subsystems results from identifiable approach by the learner to communication with TL speakers, then we are dealing with strategies of second language communication. Faerch and Kasper (1983) define communication strategies as potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal while Tarone, (1983) defines communication strategies as,

"a systematic attempt by the learner to express or decode meaning in target language in situations where the appropriate systematic target language rules have not been formed.

(in Faerch & Kasper 1983 : 5)

According to Tarone (1983), L2 learners employ distinct communication strategies in order to compensate for their limited knowledge of the TL in phonology, morphology, syntax and lexis. The most commonly used strategies according to Tarone include avoidance, paraphrase and transfer. Tarone points out that avoidance strategy is used in order to avoid making mistakes. This strategy involves topic avoidance and/or message abandonment as a result of inadequate mastery of the TL. Another strategy which L2 learners employ is paraphrase. In this strategy the learner employ their approximation, word coinage or circumlocution. In other instances the learner uses transfer strategy leading to calques (literal translation) or language switch.

They further point out that second language learner uses the strategies of transfer from L1, overelaboration, overgeneralization, avoidance, language switch, language mixing etc. as communication strategies in their interlanguage.

3.8 OVERGENERALIZATION OF TARGET LANGUAGE RULES

There are some errors which appear in the learners IL performance as a result of the application of a rule of the TL to inappropriate TL form or context, resulting to overgeneralization, Richard (1971). In this strategy learners apply a newly learnt rule inappropriately in a sentence construction, for example, the interrogative word order with subject-verb-inversion is generalized into a statement. Overgeneralization differs from transfer from NL because the rules of TL are used in place of the correct TL rule in overgeneralization whereas in transfer the learner uses NL rules instead of the correct TL rules. Tarone, Cohen and Dumas (1976:76-90).

3.9 SIGNIFICANT APPROACHES IN SLA RESEARCH

The existing corpus of SLA literature, for example Hatch (1978), Richards (1974) Schumann (1974), Dulay and Burt (1973), Fisiak (1981), Krashen (1978), Corder (1981), Freston (1983) and Ellis (1985) indicate that exciting and revolutionary insights and approaches have been evolved to cater for SLA research.

Several of these approaches which we review here are relevant in this study and we propose to discuss them briefly:-

1. Krashen's Monitor Model (Krashen (1978, 1981a 1982) combines a series of hypotheses namely,

(a) The Acquisition learning Hypothesis in which Krashen makes the distinction between acquisition and learning. Ellis (1985) re-affirms this distinction and explains that acquisition is a ,

"process of internalizing new L2 knowledge

Acquisition occurs subconsciously as a result of participating in natural communication where the focus is meaning Learning occurs as a result of conscious study of formal properties of language."

Ellis (1985 : 26)

(b) In the Natural Order Hypothesis, Krashen (1977) reaffirms that the acquisition of grammatical structures takes place in a predictable order. This hypothesis is consistent with the findings by Dulay and Burt's (1974) assertion that L2 like L1 is guided by universal cognitive mechanisms. They proposed the Creative Construction Hypothesis which we have already elaborated in the theoretical framework of this study.

(c) The Monitor Hypothesis is concerned with the way in which learners edit and modify their language during performance. The Monitor according to Krashen requires three conditions namely; focus on form and not meaning, knowledge of rules and sufficient time.

The hypothesis is similar to Corder's Hypothesis Formation and testing.

- (d) The Input Hypothesis states that acquisition takes place as a result of exposure to comprehensible input. Krashen (1985) explains that receptive skills of listening or reading play a major part in the learning process. His hypothesis has been extended to include Output Hypothesis by Swain (1985), Swain criticises Krashen's Input Hypothesis by pointing out that language output is potentially important as it focuses on the productive use of language use. She argues that it serves two learning functions that Krashen's Comprehensible Input does not address. Firstly, learners do not need knowledge of grammatical analysis to understand messages (input). It is possible for them to understand message by knowing the meaning of words. But, productive language use (output) requires explicit knowledge of linguistic rules (grammatical and communicative competence). Output compels the second language learner to focus on form of the message. Secondly, learners are able to test the hypotheses about the TL as well as receive corrective feedback.
- (e) The Affective Filter Hypothesis focus on factors that are relevant in SLA. Krashen outlines these factors as motivation, self confidence and anxiety. He stresses that the affective filter influences the rate of language development without affecting the 'route'.

The Affective Filter incorporates the notion of creative construction as proposed by Dulay & Burt (1977). Krashen points out in his model that some of the causative variable in SLA such as aptitude, role of L1, individual differences, age, routines and patterns play an important role in the acquisition of second language competence.

(ii) Schumann and Stauble's Acculturation Model (1978) was evolved with the premise that,

" SLA is just one aspect of acculturation and the degree to which a learner acculturates to the TL group will control the degree to which he acquires the second language.
Schumann (1978:34)

Acculturation has been defined by Brown (1980a:12) as the process of becoming adapted to a new culture. In Acculturation SLA is considered as a process which is determined by the degree of social and psychological distance between the learner and the TL culture, Ellis (1985). According to Schumann (1978) social and psychological distance influence SLA as they determine the amount of contact with TL. Schumann suggests that SLA is characterised by processes that lead to the formation of pidgin languages. He explains that when the social psychological distance is great the learner does not make any meaningful progress in the acquisition of TL and this results to pidgin. He refers to the process as the Pidginization Hypothesis. The acculturation model is closely related to the Cognitive Interactionalist Model which was proposed by Andersen (1981, 1983).

Andersen investigated the acquisition of English by Spanish students and concluded that there are certain.

"cognitive operating principles which govern the path the learner takes in developing an increasing more native-like and more efficient and successful competence in second language"

(TESOL Quarterly, 1990, 1992)

- (iii) Giles and Byrne's Accommodation Theory operates within the social-psychological framework (Giles and Byrne 1982). It is concerned with the use of language as a reflection of social and psychological attitudes in inter-ethnic communication. It draws largely on the research by Lambert and Gardner (1971). Although the Accommodation Theory shares certain features with the Acculturation model by Schumann, it differs significantly in that Schumann explains the relationship in terms of variables depicting real social distance while Giles explains these relationship in terms of perceived social distance. Schumann views social and psychological distance as "absolute phenomena that determine the level of interaction between the learner and the native speakers", while Giles treats intergroup relationship as dynamic and "subject to constant negotiation during the course of interaction."

Ellis 1985 : 256

By considering the intergroup relationship as dynamic and constantly changing in the course of interaction, Giles takes into account the notion of variability in SLA.

- (iv) The Discourse Theory is identified with Hatch (1978c, 1979d) and was developed with the premise that is elaborated in Cherry that,

"Through communicating with other people, children accomplish actions in the world and develop the rules of language structure and use"

Cherry, (1979:122)

In this theory, SLA is considered in terms of how the learner discovers the meaning potential of language by taking part in communication. Halliday (1975), shows that formal linguistic devices for realizing language functions develop as a result of interpersonal uses to which language is put. The theory focuses on speech acts and conversational strategies as means of developing second language. While Hatch is concerned with interaction and the process of discourse construction in SLA, it should be noted that the theory fails to address the question of learner strategies and the fundamentals of pragmatic rules of language use in context.

- (iv) Variable Competence Model (Bialystok 1978, 1984), Ellis (1984a) draws on the work of Tarone (1982, 1983) and Widdowson (1979, 1984). In this Model, SLA is accounted for within the framework of language use and it proposes that the way a language is learnt is a reflection of the way it is used. The theory focuses on the process of language use and the product of language. The product of language use is explained by Ellis as "a continuum of discourse types" which takes either the form of

unplanned or planned discourse Ellis (1985:266). Widdowson (1984) elaborates that the process of language is concerned with the knowledge of linguistic rules and the ability to apply this knowledge. Ellis (1985:269) outlines the main features of the Variable Competence Model and states that SLA takes place as a result of participation by L2 learners in various types of discourse. This model considers the variability of interlanguage and the external and internal processes which are responsible for SLA.

- (v) The Universal Hypothesis by Wode (1979), treats SLA as being determined by the nature of the linguistic rules that have to be acquired. Wode explains that the structure of the TL and the L1 determine the course of L2 development. The Universal Hypothesis borrows from the Chomsk's Theory of Universal Grammar and its treatment of language acquisition as a mental cognitive, process. In the Universal Grammar, hypothesis formation is constrained by innate principles. Wode argues for a reconsideration and reappraisal of the theory of language transfer as an important factor in SLA. The Universal Hypothesis has been criticized due to its overly reliance an Chomsky's Universal Grammar which is based on innate faculty. The Universal Grammar operates on the assumption that linguistic knowledge is homogeneous. Ellis (1985), has pointed out that the main weakness of the Universal hypothesis is its inability to accommodate,

"alternative explanations which may be equally valid. In particular it rules out the kind of pragmatic explanations offered by Halliday (1978)" (in Ellis 1985:210)

According to Halliday, linguistic universal are considered as;

"a manifestation of the types of use to which we put language while language development is a product of learning how to communicate in face-to-face interaction"

(Ellis 1985:210)

Chomsky's Universal Grammar has also been criticized for failing to address the primary function of language as an instrument of communication. Cook is quoted in Ellis (1985) as indicating that Chomsky's innateness theory sets up barriers against the real world because,

"Competence is separated from performance, grammatical competence from pragmatic competence, acquisition from development, core from peripheral grammar, each abstracting something away from language use,

(Ellis (1985:210)

Researchers are in agreement that Universal Grammar is accessible to L1 acquisition. Unfortunately, that question of availability of Universal Grammar to L2 learners is still a controversial one as major issues in this area are still unresolved.

3.10 METHODOLOGY OF ERROR ANALYSIS

In this section we review the existing relevant literature on the Error Analysis methodology due to its centrality in this study and describe how different studies have applied EA methodology. The methodology and procedure of Error Analysis is elaborated in Corder (1981) and outlined in Ellis (1985:51) as follows.

- (i) A corpus of language is selected by determining the size of the sample, its homogeneity in respect to age, L1 background and level of L2 exposure.

- (ii) The errors in the corpus are identified by comparing the non-target actual utterance of the learner with what a native speaker would have said to express the meaning.
- (iii) The errors are classified by assigning a grammatical description to each error.
- (iv) The errors are explained through identification of the psycholinguistic causes of errors by relating their origin to each of the five psycholinguistic processes proposed in Selinker (1972).
- (v) The errors are evaluated by assessing their impact on L2 learning in order to take principled teaching decisions.

The above procedure was used by Lennon P. (1991) who investigated longitudinally the acquisition of English syntactic competence by four adult German students in a naturalistic setting after an initial classroom exposure to English. Lennon suggests in his error identification that identification had to cover not just the erroneous form but the larger unit which had to be supplied so that the erroneous form is recognizable. Thus, for morphological error, the identity has to extend to the whole word, for prepositional choice error, over the prepositional phrase and as for errors involving the clause linkage, the sentence may constitute the domain, Lennon (1991:33).

The underlying principle in Lennon's error classification was to classify the errors in terms of distributional occurrence as opposed to psycholinguistic causes of errors.. The application of this procedure facilitated the description of many different types of errors but failed to identify errors due to fossilization as a result of L1 interference. His study shows that errors in L2 persist despite many years of classroom instruction and ongoing exposure to the L2 target

community. Errors frequency fluctuated in some aspects of English syntax as a result of increased exposure to the TL. Dulay and Burt (1973, 1974b) used a cross-sectional research design to investigate the acquisition of morphemes by Spanish and Chinese learners of English in a naturalistic setting. They used an expanded version of Bilingual Syntax Measure (BSM) which was developed by Brown (in Hatch 1978:350 - 351) as an instrument for collecting natural speech. The BSM was designed as an instrument for measuring the learner's acquisition of proficiency in English grammatical functors. The study which employed Error Analysis methodology provided evidence to support the view that L2 learners rely on second language learning strategies which are based on 'creative construction'.

According to Dulay and Burt (1973:251 - 256), creative construction, is,

"the process in which children gradually reconstruct rules for speech they hear, guided by universal innate mechanisms which cause them to formulate certain types of hypotheses about the language system being acquired until the mismatch between what they are exposed to and what they produce is resolved".

(in Hatch 1978:348)

They reiterated that L2 learners do not organize their L2 on the basis of L1 but rather rely on their ability to construct L2 as an independent system. The result of the study by Dulay and Burt are significant as they produced evidence to show that L2 errors are mainly developmental and transfer plays minimal part. Further studies were conducted by Felix (1981), Ellis 1984 a) and Schumann (1978 b) who separately used longitudinal research design to investigate whether tutored classroom and naturalistic SLA follow similar process. Their studies focused on the acquisition of negation, interrogatives and verb phrase morphemes among the German, Punjabi and Spanish learners of English

respectively in the classroom setting. The evidence produced by their findings showed that tutored and naturalistic SLA follow identical processes. They demonstrate that the overall sequence of L2 development and the order of L2 development remains unaffected by formal instruction. Formal instruction in L2, according to Felix (1981), Ellis (1984 a) and Schumann (1984 b) influences L2 output leading to crosslinguistic forms especially when learners are required to produce L2 structures which are beyond their competence.

The present study on the acquisition of syntax by Kikuyu learners of English continues the line of investigation initiated by Dulay and Burt (1974), Hatch (1974) and Bialystock (1985). However, whereas this study is similar to Lennon's (1991), Dulay and Burt's (1973), and Schumann's (1984) in design and in many procedures, it focuses on more aspects of English syntactic categories, uses larger and varied groups of ESL learners at four different levels of exposure to English, namely, Standard Seven, Standard Eight, Form One and Form Two with Standard Seven having the lowest formal exposure and Form Two having the highest level of formal exposure to English.

The instrument for eliciting data was based on the expanded Bilingual Syntax Measure (BSM) which was developed by R. Brown and used by Dulay and Burt. It differs from the one used by Dulay in its emphasis on the written production where the pictures used caused the learners to produce the target language that conveys their intended meaning.

This study diverges from Lennon's descriptive approach to L2 errors and adopts an interpretative approach whose underlying principle is to classify L2 deviations in terms of psycholinguistic origin as proposed by Selinker (1972) and adopted by Dulay and Burt (1974).

The reviewed literature in this study has been used as a guide since it offered invaluable contribution to the understanding of some of the insights and important issues concerning the theory and methodology of SLA research. Most of the insights, observations, conclusions and generalisations in these reviews were made on the basis of studies carried out in L2 learning settings which were dominated by native TL speakers as the main source of TL input.

The investigations in these studies were carried out among subjects who were socially and psychologically in contact with the native target language culture. Although this study applied and replicated some of the theories, methodology and postulations outlined in the literature review, it was designed differently in a number of ways.

- (i) It used eclectic approaches derived from error analysis theory and interlanguage theory while taking on board the creative construction interpretation of the interlanguage continuum as well as the ideas in the Krashen's Hypotheses and Andersen's Cognitive Interactionist model.
- (ii) It used a research instrument for eliciting interlanguage data from compositions which was based on a modified form of Roger Brown's Bilingual Syntax Measure (BSM) as well as manipulation grammatical judgements tests.
- (iii) It used four large groups of learners with different English proficiency levels who had received TL input in the classroom setting from professionally trained non-native English teachers.

The ideas and information from the reviewed literature were used in the analysis of the data and discussion of findings in this study.

CHAPTER FOUR

RESEARCH DESIGN AND METHODS

4.0 INTRODUCTION

The present chapter is concerned with the description and explanation of the procedures which were used to elicit interlanguage syntactic data from a sample of four groups of Kikuyu learners of English as a second language who were placed in four different proficiency levels. It shows that the cross-sectional research design used a sample of 864 learners who comprised four different hierarchically placed groups of primary and secondary school learners of English. Each of the groups had been exposed to English in the classroom setting using a prescriptive graded ESL syllabus and relatively similar teaching and learning procedures. The research instrument consisted of grammatical judgement tests and composition production tasks suitable to each proficiency level. The data for the study came from the NTL syntactic constructions which were culled from the grammatical tests and the composition production tasks for our analysis.

4.1 SUBJECTS

A total of 864 learners of English as a second language who spoke the northern dialect of Kikuyu as a first language in Murang'a North and Nyeri districts served as the subjects in this study. It must be admitted that the choice of these subjects was determined by their ready availability in large numbers. The subjects in the two districts were drawn from ten primary schools and ten secondary school. At the upper primary school classes, a total of 400 subjects from both Standard Seven and Eight participated in this study while 464 subjects in Form One and Two in lower secondary classes participated in the study. The reason for the

selection of the twenty schools from the northern dialect was to allow the study to deal with a population whose linguistic background was relatively homogeneous as the speakers shared the same L1 and social cultural practices. The linguistic homogeneity was important since the study was trying to establish how the IL evolves among the L2 learners and the factors which contribute towards its development. The selected schools were therefore relatively similar in terms of linguistic composition, namely, predominantly speakers, of the northern Kikuyu dialect. In terms of geography, the schools shared the same locality at the eastern ridges of the Aberdares forest, and in terms of exposure to the TL, each group shared similar experiences as a prescriptive syllabus was used. The type of subjects selected thus provided a useful blend : sensitivity to both change and to established normative prescription in the teaching/learning situation.

There was a pedagogical and methodological justification for the selection of the four groups of learners from the same sociolinguistic background.

The pedagogical justification was concerned with the relatively similar approaches and teaching techniques as well as learning resources that provided TL input to the learners at each proficiency level. Learners at each English proficiency level were assumed to apply relatively similar L2 learning processes of generalization, differentiation, simplification and regularization. Similarly they employed relatively similar communication strategies in their interlanguage production in order to overcome problems in communication.

The methodological justification is concerned with the operational procedures for the characterisation of the interlanguage syntax of Kikuyu learners of English as a succession of stages of proficiency approaching native-like competence in

the TL, as systematic, dynamic and permeable. The use of the four stratified groups of learners provided a framework for demonstrating the developmental aspect of IL by specifying how target input, internal mechanisms such as the creative construction process and interlanguage output are related. It was possible to describe the characteristics of IL independently without reference to the source language or the TL and demonstrate the capacity and potentiality of the creative processes of both reception and production.

Finally, the selection of the four groups of learners was significant for this study since it provided a mechanism for revealing the critical points of IL syntax development as they were assumed to be related to perceptual processing of TL input.

4.2 SAMPLING TECHNIQUE

The data collected was based on a sample of 864 learners of English from twenty schools. In selecting the twenty schools a total of 314 primary schools and 120 secondary schools from the northern dialect which is used in Othaya, Mūkūrweini and Tetū of Nyeri district and Kangĩma and Kĩgumo division of Mūranga districts was used. Stratified sampling in which the results of the end of 1994 mock examinations were used to identify the schools which participated in the study was used. According to each schools ranking on merit, three schools were selected from the upper bracket of the best schools, 3 from the average bracket and 4 from the lower bracket. By using this procedure a total of 10 primary schools and 10 secondary schools were identified to participate in the study. From each of the 10 primary schools, a total of 20 pupils in Standard Seven and Eight each were identified to participate in the study. The pupils were stratified into four brackets to ensure a representative sample of each class was selected.

The first bracket had the best 5 pupils selected, the second best had 5 pupils selected, while the third bracket, which was the average had 5 pupils selected. The fourth bracket which was the lowest had also 5 pupils selected. The teachers of English in each class assisted the researcher in the identification of five pupils in each bracket. The 1994 mock examination results and end of term examination results were used. The above procedure was used to identify the pupils to participate in the study in secondary schools' classes, Form One and Form Two. Although some classes were large there were few problems in sampling since the pupils had been ranked on merit. A major problem faced was that not all the pupils completed the research instrument in time. A few had problems with the instructions. To correct this problem, the pupils were allowed additional time to answer all the questions while those needing assistance in interpreting the rubric were guided.

Since the learners at each level were exposed to a graded prescriptive ESL syllabus which is hierarchically designed, the learners in Standard Seven were presumed to have lower English competence than their counterparts in Standard Eight. The learners in Form One and Two similarly represented two different levels of English competence with Form Two learners having higher English competence than their Form One counterparts.

All the 864 subjects represented four different levels of English competence which varied enormously according to the degree of formal exposure to the TL. Standard Seven had the lowest formal exposure to English as they had learnt English for seven years. Standard Eight subjects had been exposed to English for eight years while their counterparts in Form One had been exposed to English for nine years. The subjects in Form Two had the highest degree of

formal exposure as they had been exposed to English for ten years.

Each of the four groups of learners had received ESL instruction in the classroom setting using audiolingual and direct methods. They had practically no contact with native speakers of English as the subjects came from the rural area of Central Kenya.

Since it was important to present several examples of second language communication strategies of a particular group of subjects, only speakers of one dialect of Kikuyu were used.

All the subjects shared similar cultural and language background as Kikuyu is spoken as a first language. Each of the four groups of learners share relatively similar L2 experiences as a graded prescriptive English syllabus and textbooks were used. Since the subjects had the merit of youth and are exposed to varied language learning strategies and situations, their IL would be close to trends of change and thus throw light to emerging patterns of usage.

The four groups of learners in Standard Seven, standard Eight, Form One and Form Two were selected because:-

- (i) The two upper primary school classes, namely Standard Seven and Eight, constitute an important stage in primary school education . Standard Eight marks the end of primary education as learners are expected to sit for the Kenya Certificate of Primary Education examination. English is one of the subjects in which candidates are expected to pass very well in order to win competitive vacancies in the limited high schools.
- (ii) Learners in these two upper primary school classes receive intensive practice in English structure so that they are able to use English fluently

and proficiently and pass the Kenya Certificate of Primary Education Examination.

- (iii) It is therefore understandable that the schools assign their best teachers of English to teach these crucial classes. Evidence of weakness in the performance ability by learners in English at these two levels indicates some major underlying linguistic, pedagogic and problems etc.

4.3 DATA BASE

The data base for this study was arrived at through the following elicitation techniques:

- (a) Written production tasks consisting of 4 topics for composition writing. One composition topic suitable for each level was identified for each class as follows:-

- (i) Topic for composition writing for Standard Seven:

Write a short story using the following sentence to begin your story.

"A cloud of smoke rose above the trees"

- (ii) Composition topic for Standard Eight : Write a composition beginning with these words :

"Suddenly, I was grabbed from behind"

- (iii) Composition topic for Form One

Write a composition which should not exceed more than $2\frac{1}{2}$ pages and which begins with the following words.

"My father had always arrived home shortly after seven. This time he arrived earlier than usual wearing a completely furious face"

- (iv) (a) Form Two composition topics : Write a composition entitled
MY FUTURE CAREER
OR

Write a composition which begins :

- b) (i) "Pollution is not only destroying the environment, it is slowly killing us. The air we breathe is filled with harmful substances which are harmful to our health"
- (ii) Study of the pictures in a sequence. One subject was required to give a narration in the past tense using the first person.
- c) The third type of elicitation task consisted of a battery of grammatical discrete point item tests. It consisted of 235 items which were selected in the following order:-
- i) Standard Seven items were coded A with 45 items.
 - ii) Standard Eight items were coded B with 50 items
 - iii) Form One items were coded C with 60 items
 - iv) Form Two items were coded D with 80 items

The test items conformed with the objectives of teaching and testing English at each level as defined in the 1992 prescribed English syllabus for primary and secondary schools in Kenya, and approved by the Kenya Institute of Education.

The test items were based on the Generative Transformation Grammarians' view of language in which knowledge of the syntactic component is believed to enable the speakers to distinguish the grammatical sentences from the ungrammatical sentences. It is believed that it enables the speakers to identify sentences with identical structures. Knowledge of the syntactic component also enabled the learners to identify syntactically ambiguous sentences. Tests were therefore designed to demonstrate the existence or non-existence of these abilities among the learners and how they achieved communication in TL when there is inadequate mastery of L2 syntax.

The grammatical tests had items which tested the use of syntactic aspects of tenses, pronouns, negation, determiners, auxiliary, countable and uncountable forms of plural formation, word order patterning, interrogatives and relative clause constructions.

The grammatical tests and the composition tasks which were administered to the four groups of Kikuyu learners of English are presented in Appendix (iii).

The tests covered a series of activities which included:-

- a) Choice from multiple choice items,
- b) Filling the blanks.
- c) Sentence correction and choosing the correct alternatives.
- d) Sentence completion.
- e) Sentence transformation.
- f) Re-arranging jumbled words to produce a target-like sentence.
- g) Re-formation of sentences.

In order to ascertain the reliability and validity of the instrument a pilot study was conducted in two separate schools six months before it was administered to the subjects. Those sections which were found to be unsuitable for the

particular target group were either modified or eliminated altogether. The instrument was refined and improved in order to elicit the requisite data. Besides testing the general competence in English the instrument was also used to reveal the relationship between TL competence, the frequency of NTL sentences and the processes in interlanguage formation.

4.4 PROCEDURE

Both the grammatical discrete item test (DIT) and the writing composition production tasks (CPT) were administered to the subjects in their respective classrooms where they normally carry out their studies.

The subjects were given ten minutes to read through all the sections and ensure that they understand the rubric in each section. Only a handful of subjects sought clarifications on the requirements of some sections. The subjects were given 1½ hours to answer all the questions. Although the tests were administered in conditions similar to those in regular examinations, the subjects were advised to seek guidance from the invigilators if and whenever they encountered difficulties in understanding the instructions. The subjects were allowed enough time to complete all the sections. The subjects were allowed thirty minutes break before the next test was administered.

After a thirty-minutes break, the composition writing tests were administered to all the subjects. The instructional procedure which was used in the administration of the grammatical tests was followed. The subjects were given 1½ hours to write their compositions. Those who were not able to complete their work were given enough time to complete their compositions.

The oral production test which was based on a short story was administered

in four classes in four separate schools after all the grammatical and written compositions were marked. The subjects in each class were issued with a series of pictures in a sequence which depicted an accident scene. They were given twenty minutes in which to study and discuss the pictures in class. One subject in Standard Seven class who was ranked in the middle position on the merit list was identified to tell the story in his class. The subject was advised to use past tense and the first person singular. The rest of the subjects participate in listening. The oral composition was recorded on tape in classroom situation. In the second school the same process was repeated with subjects in Standard Eight in the third school. A similar process was repeated with subjects in Form One. In another school the same process was repeated with subjects in Form Two. In all, four stories were recorded from four different classes in four schools. After listening to the natural speech of the subjects' four stories, it was evident that the spoken speech of the Standard Seven subject would be difficult to transcribe because it was not audible. Although the narratives of the Standard Eight and Form One subjects were audible and interesting, their interlanguage was relatively similar in the choice of syntactic and lexical items. There were instances where the non-target-like constructions and pronunciation difficulties as well as intonation patterns had similar features. The narrative elicited from the Form Two subject was selected because it was easy to listen to and it seemed to have the variety of target and non-target-like constructions which this study was designed to investigate. The text was transcribed and coded as text A.

4.5 IDENTIFICATION OF NTL SENTENCES

The responses elicited by the three different techniques were judged by trained teachers of English. As a starting point we used the revised system of

in four classes in four separate schools after all the grammatical and written marking English compositions and grammatical tests as contained in the East African Examinations Council guidelines (1976) and the marking procedure as explained in the Methods Handbook of Teaching Written English (1970) as authoritative guidelines for identification of NTL sentences and marking of English examination scripts in Kenya. These guidelines were taken as representative of familiar and widespread approach to the identification of NTL sentences and evaluation of the performance of learners in English.

The data elicited by the grammatical tests were marked for syntactic compliance in obligatory contexts. A group of trained teachers of English marked and rated the respondents responses as either,

- (i) Correct for which the subject was awarded one point or
- (ii) Incorrect for which no point was awarded

No mark was awarded for non-suppliance of an item. Each script was awarded a performance ability mark which was then converted into a percentage. Sentences which contained incorrect answers were extracted from the scripts and a list was compiled. The written compositions were marked and assessed in a mini-conference by a group of trained teachers. Samples of syntactically deviant sentences were recorded and a list was compiled.

The written compositions were marked and assessed in a mini-conference by a group of trained teachers. Samples of syntactically deviant sentences were recorded and a list was compiled. Each composition was rated and awarded a percentage performance mark. For the purpose of this study, a deviation was defined as any ill-formed sentences construction in terms of TL rules (grammatical and pragmatic). The study adopted Lennon's (1991 definition in which a deviation is defined as,

"a linguistic form, a combination of forms of an utterance which in the same context and under similar conditions of production would in all likelihood not be produced by the subjects' native speaker counterparts" - Lennon, (1991:32)

After marking all the grammar tests and composition tests from all the subjects in the twenty schools and awarding an appropriate proficiency mark, deviant and NTL sentences from all the schools were extracted and recorded. All the deviant constructions were categorized and described. It was evident that some schools had very few deviant and NTL like constructions as their level of English proficiency was considerably higher. Out of the twenty schools which had performed the tests, ten schools, five at the primary level with the highest number of NTL constructions and five from the secondary level with the highest number of NTL constructions were identified for description and analysis.

Deviant sentence constructions were identified in reference to the TL norms of Standard British English (SBE) and to some extent in terms of the emerging but not yet codified variety of Kenyan English.

This study adopted the criterion of identification of NTL sentences which was proposed by Johansen² who pointed out that the most important principle in identification of NTL sentences is comprehensibility of an utterance as this affects communication. By adopting this principle it became possible to distinguish the NTL syntactic constructions from the target constructions. This approach generated a corpus of 3225 NTL syntactic constructions from the composition production tasks for classification and analysis. The battery of grammatical discrete item tests generated 23, 150 correct response and 37,348 incorrect responses out of a total of 42, 120. There were many variables which could have contributed to non-suppliance of items or suppliance of incorrect items in the grammatical tests. These include for example, the internal structure of the questions and their presentation, comprehension of grammatical terms, interpretation of rubric and meaning conflict etc.

²Source : Johansen in *Symposium on Error Analysis, ERRATA*, edited by Jan Svartvik, Lund, 1973

These tests focused mainly on the comprehension and recognition abilities by the subjects rather than the production abilities which focus on the subjects' creative abilities. The results of the subjects performance in the grammatical tests suggested something about what they do not know rather than about what they know about the TL. The responses from the grammatical tests were used to provide the researcher with the assessment of the subjects' proficiency ability in the TL.

All the syntactic NTL constructions which were identified were coded for classification. These NTL constructions which were generated from learners in Standard Seven and Standard Eight were coded P1, P2, P3 etc. while those which were generated from learners in Form One and Form Two were coded S1, S2, S3 etc. are presented in Appendix (i).

4.6 CLASSIFICATION OF SYNTACTIC NTL SENTENCES

A striking fact about the existing literature on the classification of deviations in second language learning is that different researchers have employed different criteria to the classification and description of deviations in L2.

In this regard teachers of English and examiners have applied non-linguistic criteria in the description of NTL sentences by L2 learners. Existing teaching manuals and examination marking guidelines which provide some information on the treatment of NTL sentences by L2 learners apply non-linguistic classifications. By referring to some aspects of target language learner deviations as deviations due to ordering, omission or selection such publications do not provide linguistic clues regarding the description of NTL.

Publications which use this scheme provide insufficient and unsystematic scheme of linguistic classification of NTL sentences. Although the classifications of deviant sentences which apply this scheme may be pedagogically acceptable since they provide limited information on the description of deviant sentences generally, they are unsuitable because they are inhibitive rather than facilitative. Such schemes do not take into account the linguistic interpretation and explanation of the origin of NTL sentences by L2 learners. In criticizing such description Corder (1981) emphasises that the description of deviations is a linguistic operation. He further points out that deviations should be described by the application of the linguistic theory. The system of classification of NTL sentences in the interlanguage of Kikuyu learners of English which this study adopted is both descriptive and interpretative.

The NTL sentences from each grammatical category were classified in terms of distributional occurrence and descriptiveness. Each NTL sentence was then assigned a psycholinguistic explanation of origin and a typological description of characteristics. The scheme of classification we employed was based on the modified system of classification of deviant sentences which was used by Lennon (1991:31-43). Lennon used it to classify deviant L2 sentences in terms of distributional occurrence without assigning psycholinguistic explanation indicating the origin of NTL sentences and deviant constructions. This system was favoured over others as it provided a rational framework of classification of deviant sentences. It enabled us to discover the rules the Kikuyu learners of English had used and hence provided us with a framework for making an informed generalizability. The data of 3225 deviant syntactic constructions were classified into the following ten syntactic categories:-

- D1 - Deviations in Tense Use (DTU)
- D2 - Modals and Auxiliary Deviations (DMA)
- D3 - Determiner Choice Deviations (DCD)
- D4 - Prepositional and Adverbial Particle Deviations (PAD)
- D5 - Clause Linkage Deviations (CLD)
- D6 - Relativization Deviations (RD)
- D7 - Deviations in Indirect Discourse and Word Order (DIDWO)
- D8 - Deviations in Agreement and Government (DAG)
- D9 - Negation Deviations (ND)
- D10 - Interrogative Clause Construction Deviations (ID)

Deviations which were derived from the same grammatical category were listed in the same group. In some sentences some constructions had deviations which were derived from different grammatical categories.

In the list which follow we list some examples of NTL constructions which were included in each of the ten syntactic categories. There are some NTL constructions which are listed in one grammatical category although they have deviations from other grammatical categories. In such cases only the grammatical category which is cited was analyzed and described. Although we focused on NTL constructions which displayed syntactic deviations from the ten grammatical categories for our discussion it is possible to identify lexical and semantic deviations for future research and discussion. In each of the ten syntactic categories we provide examples of the underlined NTL constructions. These examples formed the basis for the discussion of the nature, characteristics and

origins of NTL sentences and are numbered 1a, 2a, 3a, 4a, etc. while the equivalent corrected ones which conform with TL rules are numbered 1b, 2b, 3b, 4b, 5b, etc.

4.7 EXAMPLES OF NTL SENTENCES IN EACH SYNTACTIC CATEGORY

D1 - Deviations in Tense use. In this category we included syntactic deviations which reflected the use of NTL tense rules. Deviations which reflected the use of tense morphological rules were also included in this category. The following examples illustrate some of the sentences in this category.

- 1a) Mwangi climbed. But when he approached to catch an orange that branch break it down (Tenses and Article deviations). The correct equivalent sentence is,
- 1b) Mwangi climbed the tree. But when he attempted to pick an orange, the branch broke down.
- 2a) **I decide** to go near that smoke. I went straight **without knowing** where **it is.** (Tenses and Negation Deviations).
- 2b) I decided to go where the smoke came from. As I hurried towards it, I could not see where it came from.
- 3a) The driver **was not seeing him** so he **go over him** and as the car **go to the other side of** Karebe the people inside the car heard a person screaming. (Tense, Adverbial Deviations)
- 3b) The driver did not see Mr. Karebe as he walked along the road. He ran over him causing the car to swerve and crash. As the passengers struggled to get out of the car, they heard a man screaming.

D2 - Modals and Auxiliary Deviations - In this category are syntactic deviations which illustrate how learners used expressions of ability and possibility in NTL sentences.

4a) He **started screaming** his friend **as he would**. In order to express ability in this sentence the correct sentence should have been;

4b) He screamed to his friend as loudly as he could.

5a) His sister **was waiting** for mangoes for she **cannot be able to climb** the tree

5b) His sister waited for the mangoes for she could not climb the tree.

D3 - Determiner Choice deviations - In this syntactic category are deviations which demonstrate the use of grammatical features which limit the meaning of the noun phrase. These are articles, demonstratives, possessives, qualifiers and numerals.

6a) When we went **there** we met two boys sitting **near burning tree**

6b) On arrival we saw two boys sitting on the burning tree

7a) Although **these** pollution **play a great deal** of destroying the environment

7b) Although pollution plays an important part in destroying the environment

D4 - Prepositional and Adverbial Particle Deviations - The deviations in this category demonstrate the L2 learners' use of prepositional locatives, demonstratives, etc., adverbial particles and adverbials in NTL constructions.

8a) He took him **in** the hospital

8b) He took him to the hospital

9a His father when he reached there and saw lying unconsciously
(also word order)

9b When his father arrived at the hospital he saw him lying unconsciously
on the bench.

10a He was bleeding at the body

10b He was bleeding from the leg

11a He was late for the work too much

11b He was very late for work

D5 - Clause Linkage Deviations - In this category are clause constructions deviations which demonstrate how the learners used conjunctive elements in compound and complex sentences.

12a - Because he was too late so he was not disturbing himself to look is there a car coming

12b Because he was very late he crossed the road without checking whether there was any vehicle.

13a When he climbed the tree and he started to pick and he picked almost everything.

13b After climbing the tree he picked all the fruits.

D6 - Relativization Deviations. Listed in this category are deviations which demonstrate how the L2 learners used pronouns and relative pronouns in embedded constructions.

14a when he had to tell, Mr. Karebe he was late and he was late and he rushed with her bicycle.

14b Since Mr. Karebe was late he used his bicycle to go to work.

- 15a Do not drink while driving a car because **they** might cause accident.
- 15b Do not drink when driving a car because you might cause an accident.
- 16a He was **her** wife going to school by a bicycle
- 16b He saw his wife going to school on a bicycle
- 17a When I saw **that** and I was eating I put **them** in the house and the **others** which are in the mouth I **devoured them as quick as I could.**
- 17b I was eating food when I saw what happened. I quickly swallowed what was in the mouth and then returned the remaining food in the house.

D7 - Deviations in Indirect Discourse and Word Order - In this category are listed syntactic deviations which demonstrate the learners' use of phrase structure rules in NTL sentences. Some of the NTL sentences contained sentence structure deviations which occurred in intra-noun phrase post-modification. Such deviations affected the adverbials and participles in such sentences as:

- 18a He **got broken** his leg.
- 18b His leg was broken
- 19a The police **told** Mr. Karebe that if **he had taken** care **this cannot happen.**
- 19b The policemen informed Mr. Karebe that if he had taken care the accident could not have happened.
- 20a When my neighbours **enter** he asked **what is the problem** but because my mother could **not be able to answer** she **keep quiet.**
- 20b When my neighbours entered the house they asked what the problem was. But my mother was unable to answer. So, she kept quiet.
- 21a I am not your wife **to abuse as you think.**
- 21b I am not your wife. Stop insulting me.

D8 - Deviations in Agreement and Government - These are deviations which demonstrate the application of target language agreement concepts in singularity and plurality in nouns, pronouns and demonstratives in interlanguage syntax. Syntactic deviations in this category demonstrate verb use in concord relations.

- 22a The pedestrian **were telling** him to **lowers** the speed but he did not.
- 22b The pedestrian told him to reduce speed but he did not.
- 23a From that day **on** he **losts** the work.
- 23b From that day, he lost his job
- 24a One day **a body** and **his father was** digging the terraces for planting potatoes
- 24b One day a father and his son were preparing their farm in order to plant some potatoes
- 25a Mr. Kamau **continue their** work, but the man stayed near the big tree and **they did not great him at all.**
- 25b Mr. Kamau went on with his work while the man who did not greet him rested near the big tree.

D9 - Negation Deviations - In this category are included deviant syntactic sentences which demonstrate how the learners expressed negation. Although negation is expressed by **not** element there were other forms which learners could have used to express negation such as **never, neither, hardly, few or little.**

Sentences containing deviations in the use of negation also displayed additional deviations from other syntactic categories such as agreement, word order and tenses etc.

- 26a He coughed to attract his attention but **did not heard**.
- 26b He coughed to attract his attention, but he didn't hear.
- 27a The people started **looking anything** that not **get burning** and they did not see any except panga **without handle**.
- 27b The people looked for anything that was not destroyed by the fire without success. They only found a panga without a handle.
- 28a His father looked as if **he was not how he was**.
- 28b His father was disturbed
- 29a From that day, he **have never** took **something** or **anything** which **do not no** what it is .
- 29b From that day he has resisted taking strange objects.
- 30a And his aim **was not** to cause the accident. But if **he did not** drink alcohol he **could have** caused such an accident.
- 30b Although he drank alcohol, he did not deliberately cause the accident.

D10 Interrogative Clause Construction Deviations (ID) In this category are non-target-like constructions which illustrate learners expression of questions in reported discourse using the WH-interrogative clause constructions in for example;

- (a) **When** the two children reach **where the mango tree** was they both started asking **each other will climb the tree**;
instead of;

When the two children reached near the tree they decided who was to climb the tree

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(b) Her sister came hurry and she asked Mutwa **what are you doing.**

Instead of;

Her sister hurried towards Mutwa and asked him what he was doing.

(c) **When he saw ran to her and asked to them what wrong,**

Instead of;

When he saw her running towards him, he asked her what was wrong.

This chapter presents the research design and methods. It describes the subjects, sampling techniques and outlines the data base. It provides an explanation of the elicitation procedure which was used in the administration of the research instrument, the approach which was followed in the identification of NTL constructions and how the deviant syntactic constructions were classified into the various syntactic categories. Examples of NTL sentences in each syntactic category are presented in this section. In the next chapter, we present the analysis of the data and findings in which we show that the performances of the four different groups of learners in our study in both English grammar tests and the composition tasks manifest varying interlanguages in which different NTL constructions were used.

CHAPTER FIVE

DATA ANALYSIS AND FINDINGS

5.0 INTRODUCTION

This chapter presents the results of the research findings in two phases. The first phase presents the results and analysis of the interlanguages of the four groups of learners. It focuses on the evaluation of the interlanguage syntax of each of the four groups of learners by examining the learners' performance in both grammatical tests and composition production tests. The comparison and assessment of the interlanguages of the four groups of learners was based on the learners' communicative ability, comprehensibility of their texts in the TL and the frequency and distribution of the NTL sentences in the interlanguage. The above criteria also influenced the grading of compositions and assessment of the learners' ability to produce target-like constructions which approximated the target norm.

Phase two presents the statistical distribution and frequency of the NTL sentences which were generated from the interlanguages of each of the four groups of learners. Sets of NTL sentences corresponding to Selinker's five central psycholinguistic processes were compared statistically in terms of their distributional significance in order to demonstrate the extent to which each of the four groups applied specific mechanisms such as generalisation, differentiation, simplification, and regularization in their interlanguages. It will also reveal how the learners structured and organised their ILs and used similar creative processes to achieve communication in TL.

5.1 INTERLANGUAGE PERFORMANCE OF L2 LEARNERS IN BOTH COMPOSITION TESTS AND GRAMMAR TESTS

Table 1 shows the mean score and standard deviations of each group of learners. The table shows that the highest mean score of 43.7 with a standard deviation of 8.46 was recorded among the learners in Standard Eight. The lowest mean score of 15.17 with a standard deviation of 3.96 was recorded among the learners in Form One.

TABLE 1

CROSS-SECTIONAL ANALYSIS OF LEARNERS' PERFORMANCE IN THE ENGLISH GRAMMAR TESTS IN EACH SCHOOL SHOWING THE MEAN SCORE AND STANDARD DEVIATION IN EACH CLASS.

| Schools | Standard Seven | | Standard Eight | | Form One | | Form Two | |
|----------|---------------------|--------------------|--------------------|--------------------|---------------------|--------------------|---------------------|--------------------|
| | M | SD | M | SD | M | SD | M | SD |
| Schools | 22.2 | 9.31 | 33.7 | 14.66 | 15.53 | 4.13 | 17.46 | 3.75 |
| " | 34.8 | 6.31 | 45.4 | 6.77 | 10.7 | 2.81 | 18.35 | 3.64 |
| " | 33.3 | 8.29 | 43.25 | 5.85 | 18.3 | 1.64 | 22.7 | 3.72 |
| " | 32.7 | 6.42 | 39.66 | 4.69 | 15.75 | 3.84 | 39.38 | 39.38 |
| " | 34.7 | 9.63 | 39.85 | 11.66 | 16.52 | 5.16 | 22.6 | 3.32 |
| " | 31.25 | 5.93 | 40.06 | 7.39 | 15.2 | 4.23 | 31.6 | 6.75 |
| " | 21.47 | 6.93 | 49.52 | 10.15 | 17.33 | 5.2 | 25.75 | 7.39 |
| " | 32.6 | 16.25 | 44.86 | 6.88 | 19.0 | 4.41 | 32.75 | 8.01 |
| " | 41.5 | 10.87 | 57.3 | 7.56 | 10.3 | 2.83 | 33.65 | 5.59 |
| M | <u>31.84</u> | <u>7.79</u> | <u>43.7</u> | <u>8.46</u> | <u>15.17</u> | <u>3.96</u> | <u>26.99</u> | <u>5.67</u> |

The mean score of learners in Standard Seven was 31.84 while the standard deviation was 8.18. Form Two learners registered a mean score of 26.99 and a standard deviation of 5.67. The sharp differences in performance ability in the learners' interlanguages as revealed by the grammar tests was significant.

Standard Eight is a terminal class which marks the end of primary school education while Form One marks the beginning of secondary school education. Learners in Standard Eight were given intensive practice and exposure to English aimed at eradicating the idiosyncratic rules which lead to construction of NTL sentences. Therefore their interlanguage was considerably improved towards the target norm as deviations were minimal.

Table 2 shows the assessment of the interlanguage of the same groups in the compositions tests. The highest mean score of 49.9 was recorded among the learners in Form One while the lowest score of 26.19 was recorded among the learners in Standard Seven.

The mean score of the four groups as reflected in the composition test results show a marked progressive improvement of IL towards the target norm from a mean score of 26.19 in Standard Seven to a mean score of 37.8 in Standard Eight and to a mean score of 49.79 in Form One. The increasing trend declined in Form Two as the mean registered score was 45.7. Improved performance in IL towards the TL norm among the learners indicates that there was a marked reduction of NTL sentences among the learners in Form Two.

TABLE 2

L2 LEARNERS' PERFORMANCE IN ENGLISH COMPOSITION

Schools Mean Score showing the Performance of Learners in English Composition.

| Schools | Standard Seven | Standard Eight | Form One | Form Two |
|------------|----------------|----------------|----------------|----------|
| " | 14.3 | 29.6 | 54.41 | 27.46 |
| " | 32.2 | 31.06 | 48.0 | 37.25 |
| " | 25.26 | 46.35 | 56.0 | 41.25 |
| " | 32.85 | 40.4 | 50.75 | 46.66 |
| " | 36.75 | 31.05 | 47.89 | 53.75 |
| " | 31.25 | 32.6 | 49.75 | 46.00 |
| " | 21.42 | 50.1 | 51.19 | 60.00 |
| " | 29.26 | 40.86 | 51.0 | 52.25 |
| " | 24.75 | 30.41 | 41.75 | 39.61 |
| " | 35.86 | 45.6 | 41.25 | 46.5 |
| | 28.29 | 37.46 | 48.999 (49) | 44.27 |
| Grand Mean | 26.19 | 37.8 | 49.79 | 45.7 |
| Percentile | 21.18% | 29.07% | 23.83% | 25.9% |

5.2 LEARNERS' PERFORMANCE IN ENGLISH GRAMMAR TESTS AND COMPOSITION TESTS

The statistical comparison of the performance results of the four groups of learners represent four different levels of English proficiency. The variety of English which was produced by each group of learners revealed similar characteristics in terms of the frequency and distribution of different types of syntactic deviations. There was some relationship between the distribution and frequency of different types of syntactic deviations and NTL constructions since they progressively decreased from the group of learners with the highest English proficiency and increased in the group of learners with the lowest English proficiency. This means that the interlanguage of learners in Form Two had few NTL constructions while the interlanguage of learners in Standard Seven had many NTL constructions. The higher the quality and quantity of formal exposure to the TL the fewer the number of NTL construction in the IL of learners.

Table 3 displays the summary of the analysis of the combined variant mean scores of each of the four groups in both the grammar tests and the composition test results. The comparison in Figure 3 and Table 3 of the combined variant mean scores of both tests show that the IL performance of learners in Standard Seven, Standard Eight, Form One and Form Two as assessed had mean scores of 58.03, 87.5, 66.72 and 72.69 respectively. This translates into percentile interlanguage performances of 20.37% in Standard Seven, 30.71% in Standard Eight, 23.41% in Form One and 25.51% in Form Two.

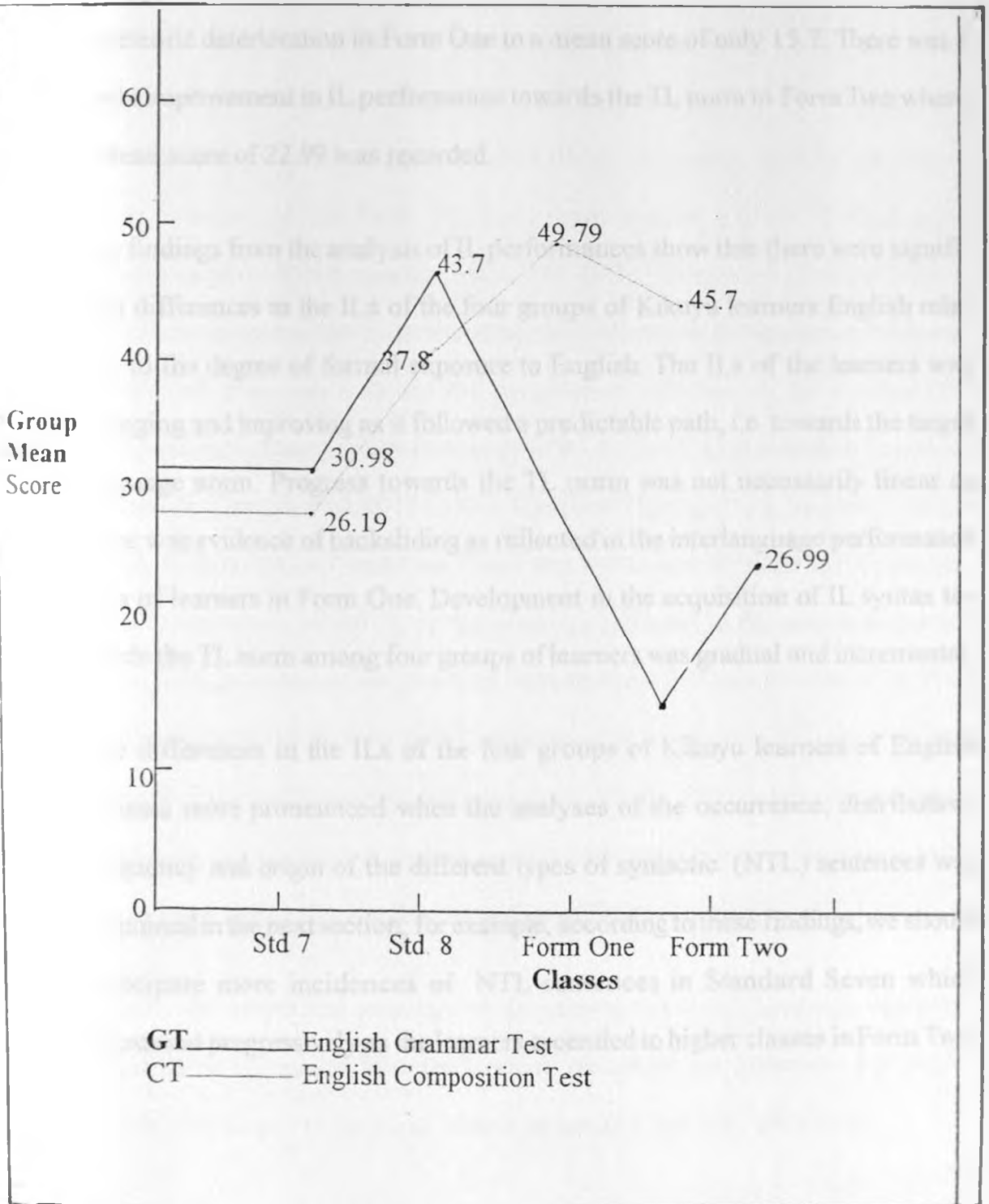
TABLE 3
CONSOLIDATION OF LEARNERS' PERFORMANCE IN ENGLISH
GRAMMAR AND COMPOSITION TESTS

Comparison of Learners' Performance in English Grammar and English Composition Tests

| Schools | Standard Seven | | Standard Eight | | Form One | | Form Two | |
|------------|----------------|-------|----------------|-------|----------|-------|----------|-------|
| | G | CT | GT | CT | CT | CT | GT | CT |
| " | 22.2 | 14.3 | 33.7 | 29.6 | 15.58 | 54.41 | 17.46 | 27.6 |
| " | 34.8 | 32.3 | 45.4 | 31.06 | 10.7 | 48.0 | 18.35 | 37.25 |
| " | 33.3 | 25.26 | 43.25 | 46.35 | 18.3 | 56.0 | 22.7 | 41.25 |
| " | 34.7 | 36.75 | 39.85 | 31.05 | 16.52 | 47.8 | 22.6 | 53.75 |
| " | 31.25 | 31.25 | 40.06 | 32.6 | 15.2 | 49.75 | 31.6 | 46.00 |
| " | 21.47 | 31.42 | 49.52 | 50.1 | 17.33 | 51.19 | 25.75 | 60.00 |
| " | 32.6 | 29.26 | 44.86 | 40.86 | 19.0 | 51.0 | 32.75 | 52.25 |
| " | 33.9 | 24.75 | 43.88 | 30.41 | 13.2 | 41.75 | 25.69 | 39.61 |
| " | 41.5 | 35.86 | 37.3 | 45.6 | 25.75 | 41.25 | 33.65 | 46.5 |
| Grand Mean | 31.84 | 26.19 | 43.7 | 37.8 | 16.73 | 49.79 | 26.99 | 45.7 |
| | 58.03 | | 87.5 | | 66.72 | | 72.69 | |

FIGURE 3
REPRESENTATION OF LEARNERS' PERFORMANCE IN GRAMMAR
AND COMPOSITION TESTS

Comparative Representation of the Relationship between Learners' Performance in English Grammar and Composition Tests



Statistical comparison of the ILs of the four groups of learners was subsumed to reveal hierarchical relationship.

Although the interlanguage performance ability as reflected by the grammar test results shows a steady improvement of ILs towards the TL norm, there was a meteoric deterioration in Form One to a mean score of only 15.7. There was a slight improvement in IL performance towards the TL norm in Form Two where a mean score of 22.99 was recorded.

The findings from the analysis of IL performances show that there were significant differences in the ILs of the four groups of Kikuyu learners English relative to the degree of formal exposure to English. The ILs of the learners was changing and improving as it followed a predictable path, i.e. towards the target language norm. Progress towards the TL norm was not necessarily linear as there was evidence of backsliding as reflected in the interlanguage performance data of learners in Form One. Development in the acquisition of IL syntax towards the TL norm among four groups of learners was gradual and incremental.

The differences in the ILs of the four groups of Kikuyu learners of English became more pronounced when the analyses of the occurrence, distribution, frequency and origin of the different types of syntactic (NTL) sentences was examined in the next section; for example, according to these findings, we should anticipate more incidences of NTL sentences in Standard Seven which decreased progressively as the learners ascended to higher classes in Form Two.

5.3 NTL SENTENCES IN THE INTERLANGUAGES OF KLE

Table 4 shows that the mean frequency of (NTL) sentences in the IL performance as reflected in the grammar tests in Standard Seven was 43.58 which represented 23.43%. The mean frequency of NTL sentences in Standard Eight was 40.85 which translated into a percentile frequency of 21.8%. Form One learners registered a mean frequency of NTL sentences of 33.79 which represented a total percentile frequency of 18.04%. The number of NTL sentences which were recorded in Form Two had a mean frequency of 68.75 which represented a percentile frequency of 36.7%. Table 4 illustrates the distribution of NTL sentences in the IL performance as reflected in the grammar tests and shows that there was a steady and progressive reduction of the number OF NTL sentences from a mean frequency of 43.9 (23.43%) in Standard Seven to a mean frequency of 40.85 (21.8% in Standard Eight and to a frequency mean of 33.79 (18.04%) in Form One. There was a dramatic increase in the number of NTL sentences in the IL performance as reflected in the grammar test in Form Two to a mean of 68.75 which represented a frequency mean of 36.7%. The increase in the number of NTL sentences as reflected in the grammar test in Form Two though unexpected was rather strange. The occurrence of target-like sentences and NTL sentences as reflected by the battery of grammar tests could have been influenced by a number of factors, namely;

Firstly, the nature and structure of the testing items in a syntactic category might have influenced how the learners perceived the sentences and made choices leading to production of both target-like and NTL sentences.

TABLE 4**FREQUENCY OF NTL SENTENCES FROM THE GRAMMAR TEST**

| Schools | Standard Seven | Standard Eight | Form One | Form Two |
|-------------------|----------------|----------------|----------|----------|
| " | Seven | | | |
| " | 52.46 | 49.6 | 34.47 | 77.53 |
| " | 45.2 | 39.6 | 39.6 | 76.6 |
| " | 46.66 | 41.25 | 34.2 | 72.3 |
| " | 52.85 | 43.3 | 34.45 | 56.11 |
| " | 45.3 | 45.15 | 35.52 | 72.4 |
| " | 48.75 | 44.93 | 34.8 | 63.4 |
| " | 58.52 | 35.8 | 32.6 | 69.75 |
| " | 45.13 | 40.13 | 31.0 | 62.8 |
| " | 46.1 | 41.11 | 36.8 | 69.30 |
| " | 38.4 | 27.7 | 24.2 | 61.35 |
| Grand Mean | 43.58 | 40.85 | 33.79 | 68.75 |
| Percentile | 23.43% | 21.8% | 18.04% | 36.7% |

Secondly, the learners' comprehension and interpretation of the rubric might have influenced the learners' perception of the sentences.

Thirdly, non-linguistic factors such as non-suppliance of linguistic items such as guessing etc. could not have revealed the origin of both target-like and non-target-like sentences. Non-suppliance of a linguistic item did not reveal the grammatical competence of the learners.

The tests in grammar focused more on the comprehension and recognition skills rather than the learners' production skills and creative abilities. Despite the usefulness of the grammar tests in revealing the learners' IL performance ability and demonstrating differences in the ILs of the four groups of learners in this study, the interpretation of the origin of NTL sentences extracted from the grammar tests could not adequately reflect the nature and origin of NTL sentences. Regular suppliance and non-suppliance of both target-like and non-target-like features in specific linguistic contexts, and persistence of some deviations from a grammar test did not necessarily provide an account of how learners developed idiosyncratic sets of rules which lead to production of NTL sentences and other rules which lead to production of TL sentences.

Consequently, the NTL sentences from the composition tests were used to reveal;

- (i) What the learners had internalised thus realising their competence in English
- (ii) How the learners organised their Interlanguages and the rules they applied for the purpose of interlanguage communication.

- (iii) The origin of NTL sentences, how they were formulated, the strategies the learners employed, their distribution and frequency among the four groups of learners.
- (iv) The nature of L2 learners creative processes.
- (v) Characteristics of the emerging interlanguages of L2 learners.

Differences in mean scores and assessment represent differences in the ILs of the four groups in Table 5 presents the distribution and frequency of NTL sentences from the composition tests in each of the ten selected syntactic categories. The table indicate that tenses had the highest distribution of NTL sentences which registered 30.4% while prepositional phrase and adverbials registered 19.7%. The distribution of NTL sentences in relativization was 12.01% while that of agreement and plural formation was 10.41%. Interrogatives had the lowest distribution of NTL sentences as it registered only 0.21%.

| Syntactic Category | Group 1 | Group 2 | Group 3 | Group 4 | Total | Percentage |
|-------------------------------------|---------|---------|---------|---------|-------|------------|
| Tenses | 107 | 100 | 110 | 100 | 417 | 30.4% |
| Prepositional phrase and adverbials | 100 | 100 | 100 | 100 | 400 | 19.7% |
| Relativization | 100 | 100 | 100 | 100 | 400 | 12.01% |
| Agreement and plural formation | 100 | 100 | 100 | 100 | 400 | 10.41% |
| Interrogatives | 100 | 100 | 100 | 100 | 400 | 0.21% |
| Total | 417 | 400 | 400 | 400 | 1617 | |

TABLE 5

**DISTRIBUTION OF NTL SENTENCES FROM THE ENGLISH COM-
POSITIONS IN TEN SYNTACTIC CATEGORIES**

| Syntactic Category | Code | Std. Seven | Std. Eight | Form One | Form Two | Totals | % |
|---|-----------------|-------------|-------------|------------|------------|-------------|--------|
| Deviations in Tense Use | D1 DTU | 374 | 346 | 416 | 254 | 1390 | 30.4% |
| Modals and Auxiliary Deviations | D2 DMA | 136 | 115 | 60 | 50 | 361 | 7.9% |
| Determiner Choice Deviations | D3 DCD | 108 | 107 | 55 | 44 | 314 | 6.87% |
| Deviations in the Use of Prepositional Phrase and Adverbial Particles | D4 DPAP | 357 | 255 | 144 | 144 | 900 | 19.7% |
| Clause Linkage Deviations | D5 CLD | 28 | 40 | 15 | 13 | 96 | 2.1% |
| Relativization Deviations | D6 CLD | 209 | 215 | 56 | 69 | 549 | 12.01% |
| Deviations in Word Order and Indirect Discourse | D7 WOI DD | 56 | 63 | 46 | 42 | 207 | 4.53% |
| Deviations in Agreement and Government | D8 ADP | 156 | 114 | 101 | 105 | 476 | 10.4% |
| Deviations in Negation | D9 DN | 81 | 55 | 256 | 17 | 179 | 3.91% |
| Interrogatives Deviations | D10 D1 | 28 | 31 | 23 | 15 | 97 | 0.21% |
| TOTALS | | 1533 | 1341 | 942 | 753 | 4569 | |

The statistical comparison of the distribution and frequency of NTL sentences from the transcribed oral narrative in Appendix (ii) with the distribution and frequency of NTL sentences from the written composition production tests show similar trends : For example, the Chart of the Distribution of the syntactic categories from the oral production task Table 6 shows that NTL sentences containing deviations in tense use, the use of proposition and adverbial particles, word order as well as modals and auxiliary deviations have the highest distribution of NTL sentences while NTL sentences with negation, interrogatives and plural formation deviations have the lowest distribution and frequency of NTL sentences.

Persistence of tense deviations such as ----- **as I lied in bed/ I didn't thought/ and it came in and dealt with the thief**, from the Oral Production Task shows that L2 learners applied similar L2 tense rules to construct their sentences. They also used Tense Rulers in their IL which differed from those of the TL demonstratives in NTL constructions similar to; **and I knew this/ this was no joke/ and ---- this meant I had to face more challenges**. Learners further produced NTL constructions such as; **but it was so unlucky ----- they had superior weapons than mines and it was able to aim the first bullet etc.**, in their language which did not conform with the TL norms. Occurrence of deviant constructions did not interfere with the listeners' comprehension of the narrator's message as it was accompanied by non-linguistic communication devices such as the use of facial gestures, hand movements, change of tone of voice and other body movements.

TABLE 6

DISTRIBUTION OF NTL SENTENCES FROM THE ORAL PRODUCTION TEST SAMPLE A

| Distribution of Syntactic Categories | Number of NTL Sentences | Percentage |
|---|--------------------------------|-------------------|
| Tenses | 6 | 15 |
| Modals and Auxiliary | 3 | 7.5% |
| Determiners | 3 | 7.5 |
| Prepositional Phrase and Adverbials | 9 | 22.5% |
| Clause linkage | 4 | 10% |
| Relativization | 4 | 10% |
| Word Order | 4 | 10% |
| Agreement and Plural Formation | 3 | 7.5% |
| Negation | 2 | 5% |
| Interrogatives | 2 | 5% |
| TOTALS | 40 | 100% |
| Repetition | 5 | - |

Prepositional phrase and Adverbials recorded 22.5 % of NTL sentences while both Relativization and Word Order recorded 10% each of the NTL sentences. Interrogatives and Negation registered the lowest number of NTL sentences as each had a distribution of only 5%. An important difference between the NTL sentences from the written composition and the oral composition was found in the NTL sentences from the oral composition. The learner used repetition as a strategy of communication and as a discourse marker at least five times in the oral composition. The learner also used the avoidance communication strategy several times after giving up the attempt to convey the ideas he had planned to communicate in the oral composition.

5.4 STRATEGIES AND PROCESSES IN INTERLANGUAGE COMMUNICATION

Selinker (1972) proposed five psycholinguistic processes which were presumed to be responsible for the production of (NTL) sentences in the IL of L2 learners. In figure 4 on page 97 and Table 7 on page 98 we present a list of Selinker's five psycholinguistic processes and the distribution of NTL sentences in each process. The distribution of NTL sentences in the processes of:

- (i) Language transfer,
- (ii) Overgeneralization,
- (iii) Transfer of training,
- (iv) Strategy of learning and
- (v) Strategy of communication shows that the main process in IL formation which was employed by Kikuyu learners of English was language transfer in which 72.93% of NTL sentences were recorded.

FIGURE 4

ILLUSTRATION OF THE DISTRIBUTION OF THE FIVE PSYCHOLINGUISTIC PROCESSES

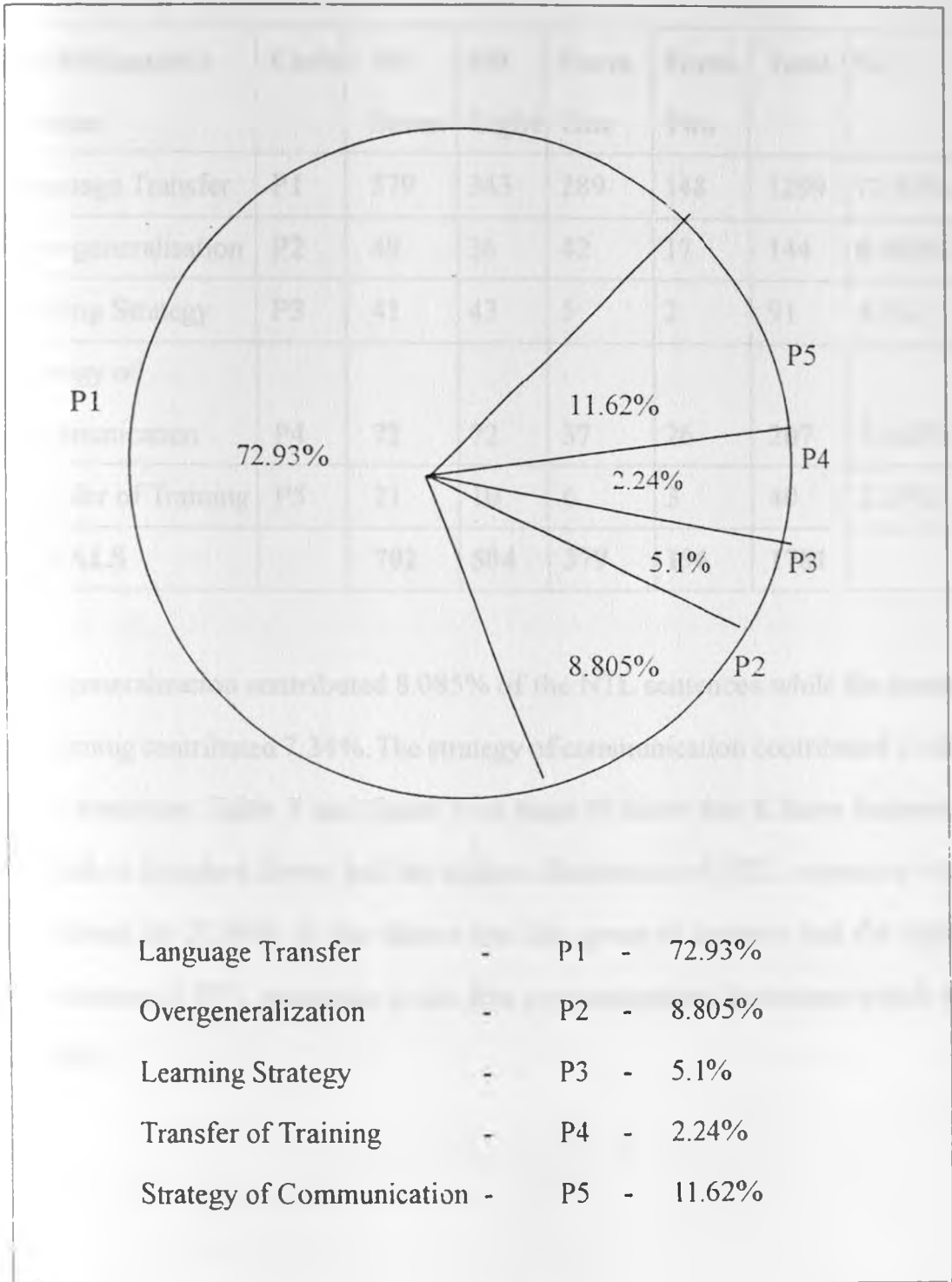


TABLE 7

FREQUENCY OF NTL SENTENCES FROM THE ENGLISH COMPOSITIONS IN EACH OF THE PSYCHOLINGUISTIC PROCESSES

| Psycholinguistic Process | Code | Std Seven | Std Eight | Form One | Form Two | Total | % |
|---------------------------------|-------------|------------------|------------------|-----------------|-----------------|--------------|----------|
| Language Transfer | P1 | 579 | 343 | 289 | 148 | 1299 | 72.93% |
| Over-generalisation | P2 | 49 | 36 | 42 | 17 | 144 | 8.085% |
| learning Strategy | P3 | 41 | 43 | 5 | 2 | 91 | 5.1% |
| Strategy of Communication | P4 | 72 | 72 | 37 | 26 | 207 | 11.62% |
| Transfer of Training | P5 | 21 | 10 | 6 | 3 | 40 | 2.24% |
| TOTALS | | 702 | 504 | 379 | 196 | 1781 | |

Overgeneralization contributed 8.085% of the NTL sentences while the strategy of learning contributed 7.34%. The strategy of communication contributed 11.62% NTL sentences. Table 7 and figure 5 on page 99 show that Kikuyu learners of English in Standard Seven had the highest distribution of NTL sentences which accounted for 32.98%. It also shows that this group of learners had the highest distribution of NTL sentences in the five psycholinguistic processes which was 36.89%.

FIGURE 5

ILLUSTRATION SHOWING THE DISTRIBUTION OF PSYCHOLINGUISTIC PROCESSES AMONG THE FOUR GROUPS OF LEARNERS

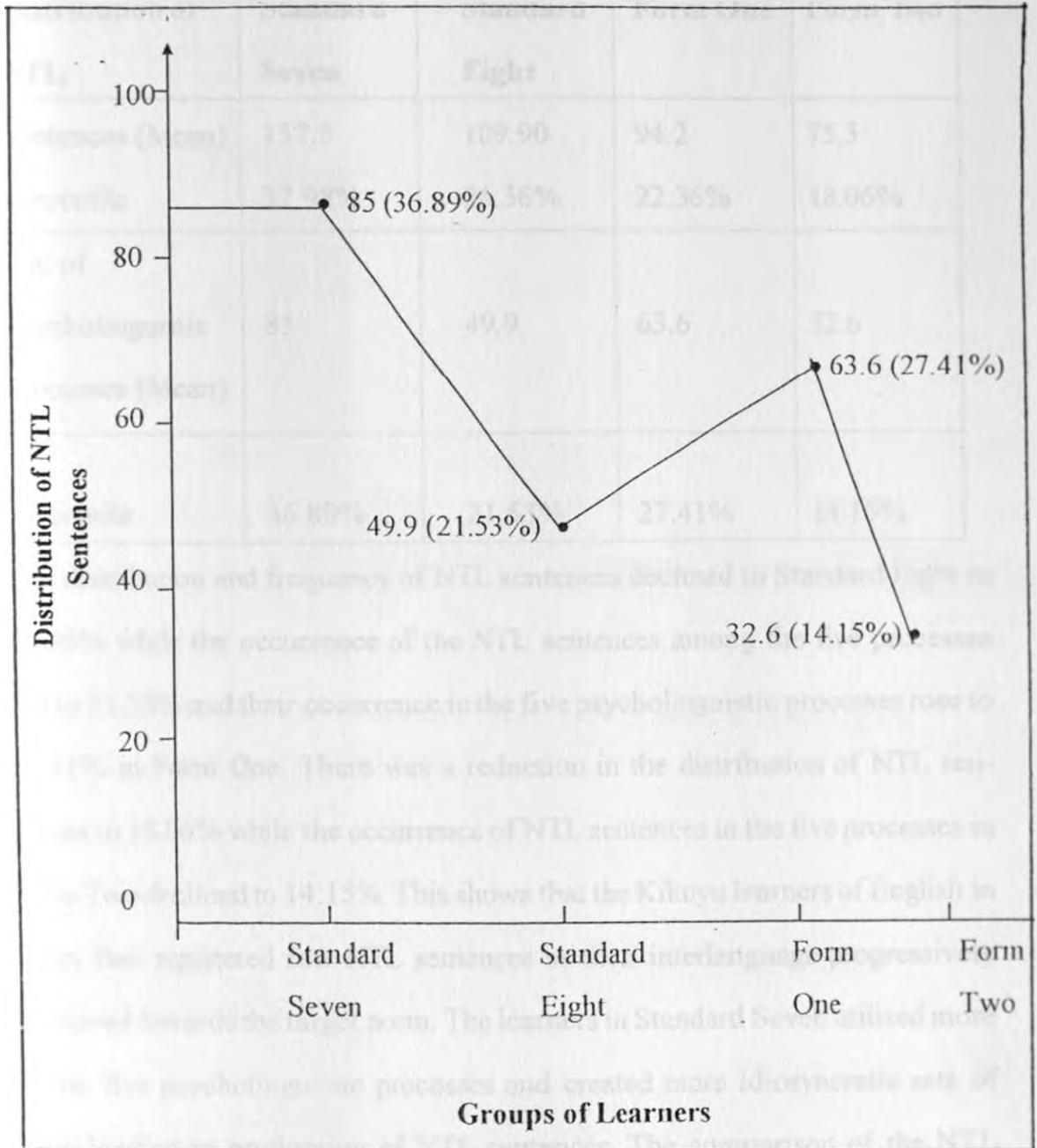


TABLE 8

**COMPARISON OF THE DISTRIBUTION OF NTL SENTENCES AND
THE USE OF PSYCHOLINGUISTIC PROCESSES AMONG THE FOUR
GROUPS OF LEARNERS**

| Distribution of NTL | Standard Seven | Standard Eight | Form One | Form Two |
|--|---------------------------|---------------------------|-----------------|-----------------|
| Sentences (Mean) | 137.5 | 109.90 | 94.2 | 75.3 |
| Percentile | 32.98% | 26.36% | 22.36% | 18.06% |
| Use of Psycholinguistic Processes (Mean) | 85 | 49.9 | 63.6 | 32.6 |
| Percentile | 36.89% | 21.53% | 27.41% | 14.15% |

The distribution and frequency of NTL sentences declined in Standard Eight to 26.36% while the occurrence of the NTL sentences among the five processes fell to 21.53% and their occurrence in the five psycholinguistic processes rose to 27.41% in Form One. There was a reduction in the distribution of NTL sentences to 18.06% while the occurrence of NTL sentences in the five processes in Form Two declined to 14.15%. This shows that the Kikuyu learners of English in Form Two registered few NTL sentences as their interlanguage progressively improved towards the target norm. The learners in Standard Seven utilised more of the five psycholinguistic processes and created more idiosyncratic sets of rules leading to production of NTL sentences. The comparison of the NTL sentences which were produced by the four groups of learners is graphically illustrated in figures 6, 7, 8, 9 on pages 101 and 102 it demonstrates that the

Interlanguages of the groups of L2 learners differed both quantitatively and qualitatively as the NTL sentences in the IL of each of the four groups of L2 learners varied enormously.

COMPOSITION PRODUCTION TESTS

Figure 6. Frequency Count and Distribution of NTL Sentences among the subjects in Standard Seven

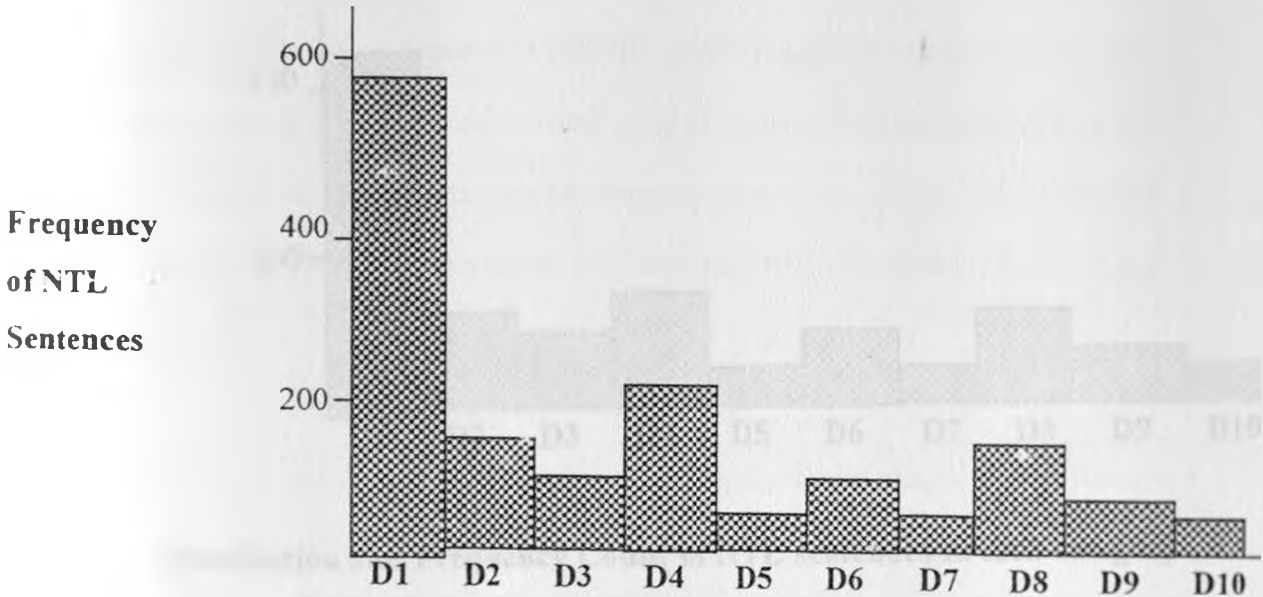
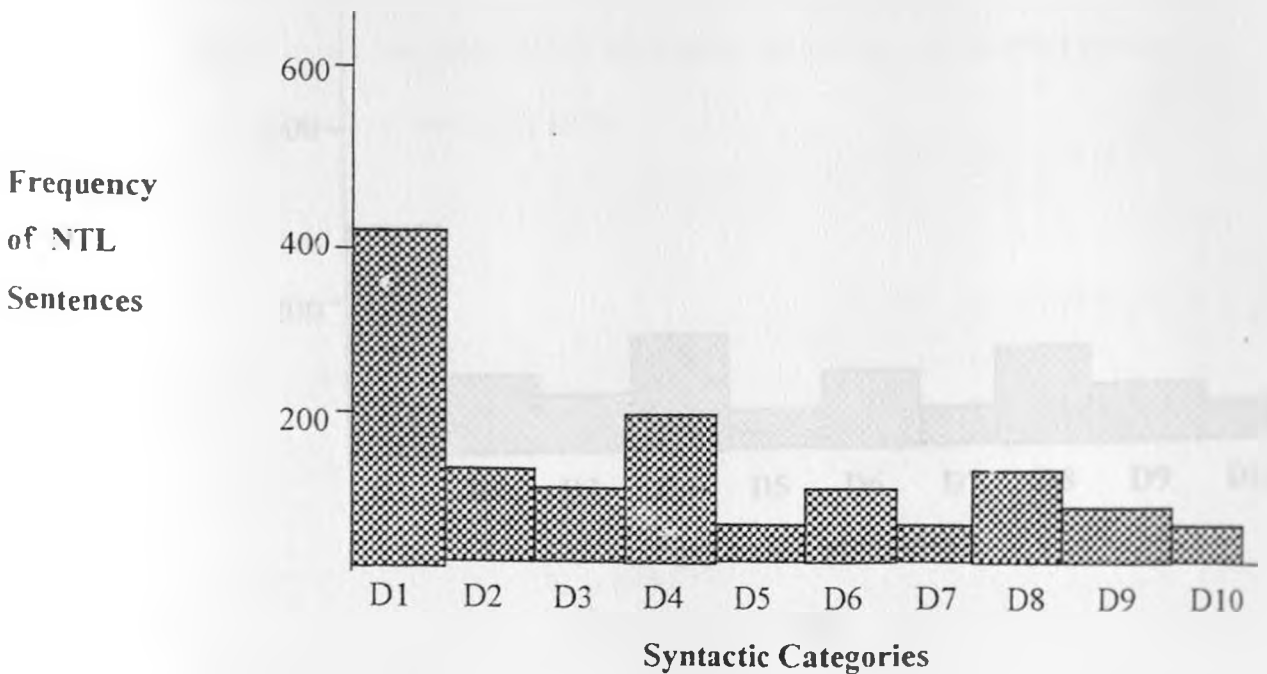


Figure 7: Distribution and Frequency Count of NTL Sentences among the subjects in Standard Eight



COMPOSITION PRODUCTION TESTS

Figure 8. Distribution and Frequency Count of NTL Sentences in each category among subjects in Form 1

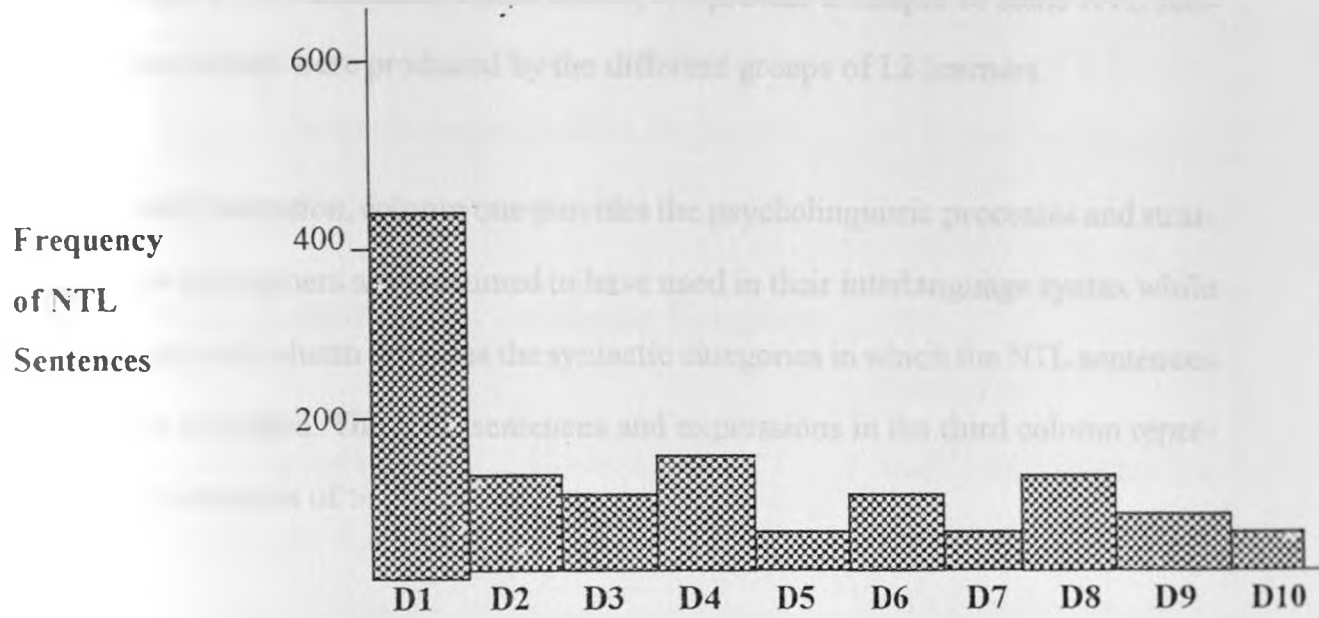
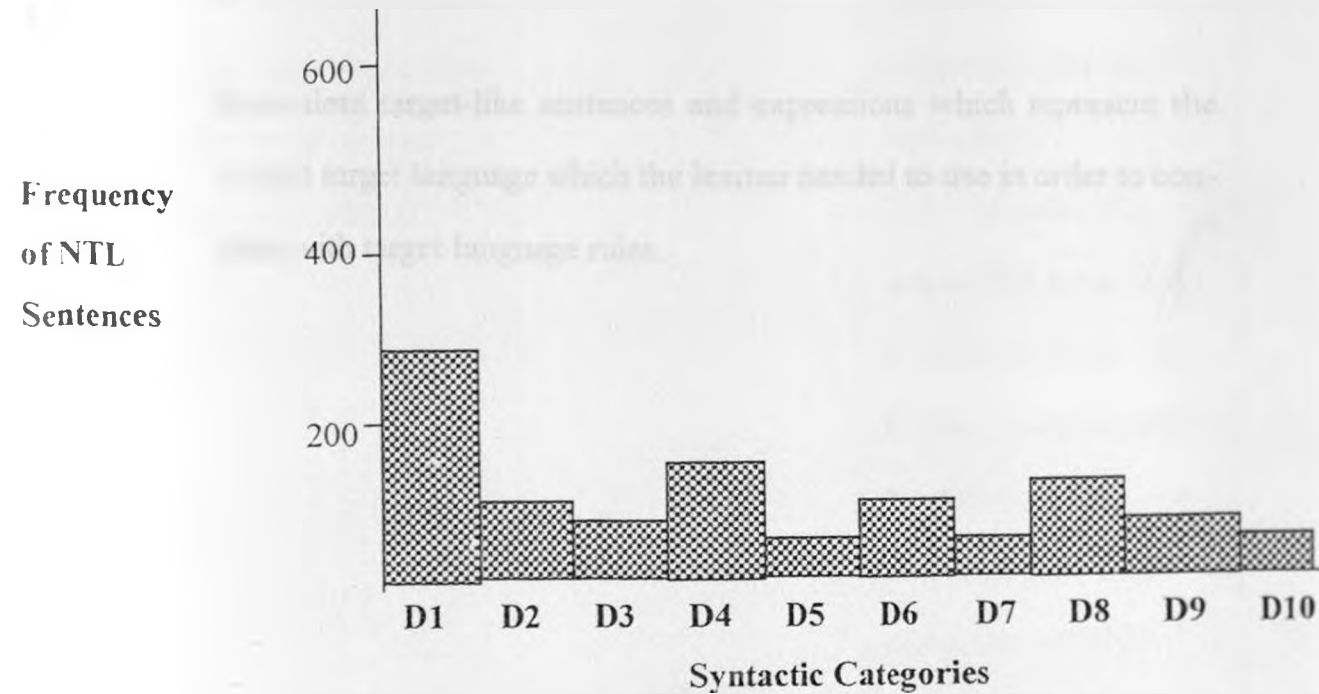


Figure 9. Distribution and Frequency Count of NTL sentences in each category among the subjects in Form 2



In the illustration of psycholinguistic processes responsible for the formation of different NTL sentences which follow, we provide a sample of some NTL sentences which were produced by the different groups of L2 learners.

In this illustration, column one provides the psycholinguistic processes and strategies the learners are presumed to have used in their interlanguage syntax while the second column provides the syntactic categories in which the NTL sentences were classified. The NTL sentences and expressions in the third column represent examples of :-

- i) NTL expressions which were extracted from the Interlanguage of Kikuyu learners of English. These NTL sentences were underlined and marked with an asterisk.
- ii) Equivalent target-like sentences and expressions which represent the correct target language which the learner needed to use in order to conform with target language rules.

ILLUSTRATION OF PSYCHOLINGUISTIC PROCESSES RESPONSIBLE FOR THE FORMATION OF DIFFERENT NTL SENTENCES IN INTERLANGUAGE SYNTAX

(Sentences listed 1a, 2a, 3a, 4a, etc in the 3rd column represent NTL constructions while the sentences listed 1b, 2b, 3b, 4b, etc. Represent an equivalent target-like sentences construction)

| Psycholinguistic Process | Syntactic Categories | NTL Sentences |
|---|-----------------------------|--|
| Transfer from the native language (Learner borrows from the first language mainly through direct translation) | Adverbial | 1(a) * <u>I slept there down</u> instead of: 1(b) I slept down there |
| Overgeneralization of target language rules (application of grammatical rules in inappropriate contexts) | Tense | 2(a) *It came in and dealt with the thief. instead of, 2(b) The policemen entered the house and arrested the thief (The learner overgeneralized the past tense form of the verb deal and then coined the verb * dealed) and used the |

| | | |
|---|--------------------------|---|
| <p>Transfer of Training</p> | <p>Verb-Choice</p> | <p>pronoun it instead of he</p> <p>3(a) *I saw a man <u>emerge</u> from the window. Instead of,</p> <p>3(b) I saw a man appear at the window.</p> <p>4(a) *He dropped there Instead of,</p> <p>4(b) *He fell down Instead of;</p> <p>5 (a) I marched to the kitchen</p> <p>5(b) I entered the kitchen</p> |
| <p>Strategy of Communication (Repetition)</p> | <p>Tenses</p> | <p>6(a) *I took my took the and the bow and I aimed Instead of;</p> <p>6(b) I took the bow and an arrow and aimed</p> |
| <p>Strategy of Communication (Circumlocution)</p> | <p>Relative Clause</p> | <p>7(a) *I was ready for whoever was coming 7(b) I waited patiently for the intruder/invaders</p> |
| <p>Strategy of Communication (Avoidance). The learner avoided certain words or constructions which he</p> | <p>Auxiliary Copying</p> | <p>8(a) *I didn't I thought it only my imagination, but it came the second time it was more clear:</p> |

| | | |
|---|-------------------------|---|
| <p>lacked in his repertoire leading to re-wording to make it clear (paraphrase)</p> | | <p>Instead of, 8(b) I thought that I was dreaming, but when the noise was repeated the the second time, it was louder and clearer</p> |
| <p>Strategy of Communication (Word Coinage - the learner made up a new word in the target language)</p> | <p>Verb - Choice</p> | <p>9(a) *He shot a gunshot instead of, 9(b) He fired</p> |
| <p>Strategy of Communication (Approximation)</p> | <p>Tense</p> | <p>10(a) *They came rushing in the house now there I was stranded Instead of; 10(b) They forced their way into the house and I was terrified</p> |
| <p>Language Transfer (Translation from the L1)</p> | <p>Tense/Word Order</p> | <p>11(a) *The things you didn't know you will learn them. 11(b) You will learn about the things you dnt know</p> |

| | | |
|--|---|--|
| <p>Language Transfer</p> | <p>Tense (Reported Discourse)</p> | <p>12(a) *<u>She was starting crying because her sister was saying her brother was dead</u></p> <p>12(b) She cried when she was informed that her brother had died</p> |
| <p>Overgeneralization</p> | <p>Deviations in Tense Use</p> <p>Auxiliary Copying</p> | <p>13(a) * I didn't saw an accident like that for ever.</p> <p>13(b) I have never seen such an accident before</p> |
| <p>Overgeneralization</p> | <p>Prepositional and Adverbial deviation/tense</p> | <p>14(a) *He didn't carried any item to which to work with.</p> <p>14(b) He didn't carry any working tool</p> |
| <p>Strategy of Learning (Simplification)</p> | | <p>15(a) * ...<u>and I knew this, this was no joke</u> instead of;</p> <p>15(b) I realised that they would kill me</p> |

Some of the NTL sentences in this illustration will feature in the discussion of findings in the next chapter.

By explaining the nature, characteristics and origin of the (NTL) sentences in the IL data of each of the four groups of Kikuyu learners of English, this study provided some insights into how the L2 learners apply TL rules in order to express their meaning and achieve communication in TL

5.5 CONCLUSION

This section focused on the analysis of interlanguage performance of four groups of Kikuyu learners of English. It shows that there were significant differences in the interlanguages of the four groups of L2 learners relative to the degree of exposure (as exemplified by their different syllabuses) and the period of exposure to the TL. The ILs of the four groups of learners varied both qualitatively and quantitatively according to the degree and period of formal exposure to TL input; for example Standard Seven learners had a shorter period of formal exposure to the target language than their counterparts in Form Two. Therefore, the Interlanguage of Standard Seven learners of English for example, had more NTL constructions than that of learners in Form Two who exhibited more target-like constructions as their interlanguage approximated the target language norm.

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The analysis of NTL sentences in the ILs of Kikuyu learners of English shows that there was a progressive reduction of the distribution of NTL sentences among the four groups of learners. The learners in Standard Seven displayed the highest distribution of NTL sentences while the learners in Form Two had the lowest distribution of NTL sentences.

The comparison of the frequency of different types of syntactic NTL sentences with the cognitive creative processes and strategies which are believed to be active in interlanguage formation showed that language transfer, communication strategies and overgeneralization played a central role in the formation of interlanguage of Kikuyu learners of English. Learners used the L2 input data to draw inferences about the structure of target language and exploited their L1 linguistic environment as well as the creative processes to simplify, regularise and modify the L2 input leading to production of ILs in which some sentences did not conform with TL rules. The learners in Form Two used few IL processes and strategies which lead to production of NTL sentences in their IL.

In the next chapter, we discuss examples of specific NTL sentences in the interlanguages of the four groups of learners and how the learners selected, organised and restructured the L2 input data in order to convey meaningful message in interlanguage production.

The findings support the existence of universal processes and strategies which second language learners use in the production of their interlanguage (cf. Wode 1981, 1983) and confirms our general hypotheses.

The coincidence of our results with those obtained by other researchers such as Fathman (1975), Felix (1981) and Ellis (1985) in quite similar conditions also support the existence of universal principles in L2 learning.

An explanation of the origin and characteristics of NTL syntactic constructions which Kikuyu learners of English as a second language generate is discussed in this chapter.

CHAPTER SIX

DISCUSSION OF FINDINGS

60. INTRODUCTION

In this chapter, we discuss our findings in relation to the hypotheses tested and the two research question broached earlier in chapter one, namely;

- (i) What were the strategies and processes that shaped the interlanguage syntax of Kikuyu learners of English ?
- (ii) Did increased formal exposure to English lead to the acquisition of target language which approximated the standard norm ?

The statistical comparison of the different types of NTL sentences and their presumed origin according to Selinker (1972), indicated that the underlying processes in interlanguage formation such as language transfer, overgeneralization of TL rules, strategy of communication, transfer of training and the strategy of learning played an important part in the development of learners' interlanguage. It was found for example, that the dominant process in interlanguage formation was language transfer which accounted for 72.93% NTL sentences. Overgeneralisation of target language rules contributed 8.085% NTL sentences while the strategy of communication contributed 11.62% NTL sentences. Transfer of training contributed only 8.11% NTL sentences. These processes and strategies were found to be responsible for shaping the interlanguage syntax in our data as exemplified in the 30 NTL sentences which were cited in the examples in Chapter Five.

and many other NTL sentences that feature in this discussion. The data analysis in Chapter Five further indicates that out of the ten syntactic categories we identified in this study, namely the tense syntactic category, prepositional phrase and adverbial particles, modals and auxiliaries, plural formation and agreement, as well as of clause relativisation had the highest distribution and frequency of NTL constructions while interrogatives, negation, word order, determiners and conjunctive elements had the lowest distribution and frequency of NTL sentences. The following discussion of the production and characteristics of NTL sentences by Kikuyu learners of English in this study is examined and explained from two contrasting viewpoints, namely the interlingual view:point and intralingual viewpoint.

The intra-lingual viewpoint takes the perspective that the emergence of NTL sentences in L2 learning is attributed to the structure of the target language. This perspective presumes that there are specific inherent features associated with the internalization, interpretation and application of the TL rules by L2 learners and they manifest themselves as universal phenomena in the language learning process.

The second view point takes the perspective that the emergence of NTL sentences among the Kikuyu learners of English (KLE) is attributable to the structure of the L1. According to this view, the emergence of NTL sentences of various syntactic categories is influenced by the differences between Kikuyu, the L1 of learners of English, and English, the target language.

6.1 OVERGENERALIZATION OF TARGET LANGUAGES RULES

The analysis of intra-lingual deviations in a corpus of production data in Chapter Five shows that NTL sentences attributable to overgeneralisation were

central in the formation of interlanguage syntax. In this process, the learners made incorrect generalizations of tense, plural, negation and word order rules within the TL in the production of their IL syntax. Learners with shorter period of exposure to TL (as indicated in our data in Chapter Five, Table Four and Five) in Standard Seven produced more NTL constructions attributable to overgeneralization than learners who had longer period of formal exposure to the TL in Form Two. As the learners acquired more rules and correct application as well as use of the TL through learning and instruction, their ILs began to include rules and structure which conformed with TL rules. The data in Chapter Five (Table 5) shows that 30.4% NTL sentences had tense deviations while 10.4% NTL sentences had agreement and plural formation deviations. NTL sentences containing word order and indirect discourse deviations were 4.53% sentences. The learners used some of TL tense, negation, plural formations and word order rules they had acquired during formal learning (as well as informal learning of English) to process and organize their IL syntax and achieve L2 communication. This led to production of NTL constructions as a result of overgeneralization, for example, learners had learnt that the tense time notions are realized in the morphological variations of the verb in English and that they are the most crucial constituents in the verbal group which show the morphological alternations marking one of the two types of tense. The learners had learnt that for example, the progressive aspect is morphologically realized as, **be + ing** while the progressive indicating that the action is complete (static) is morphologically realized as; **have + participle**, while the participle may have the morphemes **- en, -ed** and **-t** as: in **broken, talked** and learnt that the rules for the realization of past tense in the regular verb

which is achieved in the **-ed** morpheme and verb mutation in the irregular verb. Despite the rules the learners had learnt they produced the following NTL sentences.

31a I didn't **saw** an accident.

32a We started **asked** that what is happened.

The learners production of NTL constructions 31a and 32a can be explained with recourse to Tense Hopping Rule. Our explanation is based on the concept that the L2 learners had learnt some TL rules for expressing either the continuous tense relations (although the sentences they produced were not correct in terms of TL norm). The learners had learnt that the past tense relation is expressed in the past tense in the main verb. The hypotheses and rules of Tense-Hopping the learners had formulated were incorrectly applied leading to production of sentences 31a and 32a.

Since the learners have the cognitive capacity to make hypotheses about the TL and employ specific strategies to achieve communication, they appear to have used two verbs in each of the two sentences 31a and 32a in the past tense leading to production of NTL sentences. The learners incorrectly formulated Tense Hopping rule since the correct rule does not derive the incorrect construction, the learners' processing and production skills were not fully developed for avoiding and preventing the extension of past tense in the second verb of each of the NTL sentences 31a and 32a. The learners appear to have applied past tense formation rule to the verb **see** and added the **-ed** morpheme to the verb **ask** in environments in which according to the learner

could logically apply, but unfortunately does not. The incorrect rule formulation and application derived the learner's utterances such as 31a and 32a as a result of Overgeneralisation of TL tense rules in tense formation. We might then expect them to produce NTL sentences until they have determined such things as where and when to avoid repetition of tense in for example, do-support constructions such as 31b and 32b

31b I didn't see an accident

32b We started asking what was happening

In another example, the IL syntax of Kikuyu learners of English shows that overgeneralization was also extended to constructions which use the non-progressive forms. The learners had learnt the rules for expressing the present progressive form for producing target-like construction such as;

I am writing a letter.

OR

I was reading a novel.

The learners extended this rule to state verbs leading to production of NTL constructions like:

33a The police are **suspecting** them of **having** one who killed my father.

34a He was **knowing** that **when he can meet the job had already started**

35a I was **thinking** that my mother **would gave him** food secretly.

The learners used state verbs as activity verbs. The meaning given by the semantic structure of these sentences suggest that the idea of something in

progress cannot be applied to them, and such other verbs as **feel, see, smell** and **taste** etc. The ideas expressed by the verbs, **think, know, and suspect** in these sentences are realised as state verbs and cannot be used in TL sentences with the progressive. Learners attempted to regularise their IL system by using the progressive form as if it was the only one obligatory in all contexts. Hence they avoided the simple forms,

e.g. (i) I thought that my mother would give him food secretly.

(ii) The police suspected that they had hidden the man who had killed my father.

(iii) He knew that he could do the job he had started.

Learners had extended the use of the progressive form to other state verbs like imagine, remember, hear and forget as a result of overgeneralization. This usage was familiar among the Kikuyu learners of English despite the fact that it is not acceptable in TL constructions.

Overgeneralization was also extended to constructions involving plural formation and singular usage leading to NTL construction similar to;

36a All the mens and womens was going there.

The learners had learnt the plural formation rule which indicates that the regular plural noun is realised by the additional of the **-s morpheme** to the singular in order to generate such words like **boys, days, pens** and **books**. According to Brown and Miller (1980) plural has been classified under the grammatical category of number. It is a feature of nouns and pronouns which affect the verb forms in sentence construction. The function of number deals with syntactic notions of countability and non-countability. Countable nouns can be realised as being either singular or plural.

Constructions using the regular plural are morphologically realised as **-s** or **-es** as in **books** and **flies** respectively. English has many nouns that do not conform to the rule of taking the **-s** and **es** morphemes and can be referred to as the irregular plural forms, and these are the rules the learners had learnt. In a grammatically correct **sentence**, the verb functionally agrees in form and number with the subject in the sentence. Some learners of English in this study formulated rules which did not restrict the use of the morpheme **-s** to the regular nouns but extended the rule to the irregular nouns leading to NTL constructions. The rules which generate the TL construction like,

36b All the men and women were going there.

did not conform with the production rules the learner had applied to produce the construction 36a.

Although our data did not reflect large numbers of NTL questions, there was evidence that some learners formulated questions which violated question formation rules as in the following example;

37a **Did you went** to school ?

The learners produced this NTL question as a result of overgeneralization Subject-Verb-Inversion rule. The Subject Auxiliary Inversion rule involves the process of copying and deletion. The correct rule derives the question like;

37b Did you **go to** school ?

and this is probably what the learners were taught. The learner incorrectly formulated Subject - Auxiliary-Inversion rule which he applied since the rule he created did not conform with the TL rules. The learner's rule copied the tense marker and any optional position but unfortunately failed to delete them

from their initial post-subject position leading to auxiliary copying (Hutford, 1975). Hence the incorrect rule derives the learner's question 37a. The learners' application of the rule lacks one of the important operations which is available to the native speakers of the TL.

Negation is syntactically realized by the insertion of the particle **not** or its contracted form **-n't**. The learners had learnt that the syntactic paradigm for this negative marker is immediately after the first constituent structure in the auxiliary (Akmajian and Heny 1975:1). If there is no auxiliary, **do** or its forms, are introduced. Unfortunately, learners failed to apply this rule in their ILs leading to NTL negated construction like;

38a I didn't **answered** for him.

39a He didn't **asked** him any question.

The correct application of negative formation rule derives the sentences:

38b I didn't **answer** him.

39b He didn't **ask** him any questions.

There is observed consistency in the learners application of their "own tense and negation rules" which they extended to the second verb in each sentence leading to production of NTL sentences.

Kikuyu learners of English also formed rules and hypotheses governing the use of determiners, based probably on the explanations or the teaching they received from the classroom teachers. The sentences they produced were incongruous with the TL constructions. In the NTL sentence which follows, it is evident that the L2 learner had some knowledge about the use of the definite article **the** and had indeed produced many target-like sentences. The learner had learnt that the definite article **the** is used with nouns or objects in order to

particularize or specify them as in such construction as;

The house was destroyed by **the** fire.

But when the learners extended this rule to construction similar to,

40a **The** Maina's father took the boy and carry him,

a NTL sentence was formulated. The learner extended this rule to a construction in which a person is identified by name through overgeneralization.

The determiner **the** was used in an inappropriate context and linguistic environment.

These findings in this study show that the distribution and frequency of NTL sentences attributable to preposition and adverbial particles was 19.7%. The data in Chapter Five also show that there was a decreasing mean frequency of NTL sentences from 357 in Standard Seven to 255 in Standard Eight and then to 144 in Forms One and Two. This represented a dramatic decrease of NTL constructions of 67.6% in Standard Seven to 32% in Form Two. The decrease is significant as it provided evidence that the period of formal exposure to the TL and the quality of exposure plays a major part in shaping the development of IL towards the TL norm.

The data in this study has many NTL sentences in which deviations in prepositions and adverbial particles have were produced; e.g.

41a He did not **carried any item to which to** work with.

Instead of;

41b He did not carry any item to work with

42a One day my father **was gone early in the morning on garden**

Instead of ;

42b One day my father went early in the morning to the garden.

43a My father works **on** the Ministry of Works, Instead of;

43b My father works at the Ministry of Works

44a **As he was still on his journey** he met **with a car** and the road
was slope. Instead of,

44b As he continued on his journey he was met by the car which was driven
along the steep part of the road.

The above four NTL sentences which were used by learners show that the learners interpreted and applied the rules they had learnt about the use of prepositions and adverbials differently from the TL norms. Robins (1964:227) explains that prepositions are invariable words which are distinguished by their syntactic function as they precede nouns to form groups that are substitutable for adverbs. In expressing the relational meaning, the preposition following the noun phrase does not function as a noun phrase, instead it functions like a special constituent identified as a prepositional phrase. Kikuyu learners who attempted to express the relational meaning conveyed by the prepositions produced NTL sentences. 41a, 42a, 43a and 44a, because they did not limit relational meaning to the situational and contextual meaning of the sentences : For example in 41a, the sentence needs an infinitive of purpose introduced (to+verb) in order to realise a construction which conforms with TL rules as illustrated in 41b. In 42a, the relational meaning expressed by the preposition to and the context of the situation is a general location rather than a surface. The same explanation can be extended to 43a, so that the preposition **at** expresses the appropriate relational meaning as in 43b instead of **on** in 43a. The compound NTL sentence 44a is introduced by the adverbial clause of time; **As he was still**

The meaning conveyed by the whole sentence suggests that an activity verb should be used such as **walked** instead of the state verb **was** in order to relate the meaning with the (by-phrase) which follows in the sentence. Learners who have not been exposed widely to different situations, circumstances and uses in which prepositions are used to express relational meaning appropriately tend to over-use the familiar prepositions such as **on**, **at in** and **to**. They do so without consideration of the meaning attribute that the preposition may convey in the sentence as shown in 42a, 43a etc. Prepositions were used in many NTL constructions as the learners' perceptions and interpretation of the relational meaning expressed by each of the prepositions did not correspond with the rules for generating TL constructions, possibly because they were not easily conceptualised. Dulay and Burt (1977) as well as Bailey, Madden and Krashen (1974) have argued that learners experience a highly consistent order of relative difficulties in the use of some functors across different language backgrounds. This suggestion implies that Kikuyu learners of English experience intra-lingual rather than interlingual difficulties as a result of inherent complexity of some English structures. Learners therefore extended the use of the preposition **to** in construction where **at** would have been appropriate, or they used the preposition **in** in a construction where the preposition **into** should have been used.

NTL constructions in which deviations in agreement and government occurred were relatively high among Standard Seven learners who registered the highest distribution of 32.7%. The distribution of NTL sentences with agreement and government deviations declined marginally to 21.2% among the learners in Standard Eight, Form One and Form Two. Although the

learners had learnt specific rules concerning the use of agreement and government, they produced NTL constructions which did not correspond with TL norms similar to:

45a **The chemicals comes** from different industries.

In 45a there is no concord between the plural subject, **this chemicals** and the plural verb **comes** as the rule which generates the grammatically correct construction dictates that subject must agree with verbs both in number and person so that the construction,

45b These chemicals come from different industries,

is deemed to conform to this rule.

The following two NTL sentences also illustrate the violation of agreement rules:

46a **This villagers** were told each other to go and **look them** once again, instead of the TL like construction,

46b These villagers were told to go and look for them once again.

47a This career is a good one since it **have higher salaries** instead of the correct construction,

47b This career is a good one since it has a higher salary;

The IL of Kikuyu learners of English contains many NTL constructions which could be attributed to some underlying rules that the learners interpreted dif-

ferently. Robins(1964:249) provides the viewpoint that agreement is,

"the requirement that the form of two or more words of specific word classes that stand in specific syntactic relationship with one another shall also be characterized by the same pragmatically marked category or categories".

According to this view constituents of particular syntactic constructions must agree in respect to features of **gender, number, case, person** and tense.

Robin further explains that government is a feature that demands that, "a particular class in a given syntactic construction with another word of a particular class shall exhibit the form of a specific category".

In English, government applies to variable words such as pronouns where prepositions and certain verbs govern,

"forms of the paradigms of pronouns according to their syntactic relations with them".

(Robin 1964:252)

In the examples,

- (i) I waited for him,
- (ii) He borrowed the book from me;

the syntactic relationship in government is established between the pronouns and the prepositions.

The concept of agreement is concerned with internalisation of syntactic rules which govern the operation of plurality and singularity. Lyons (1977), Brown and Miller (1980) classify plurality and singularity under the grammatical category of number. Number is a syntactic feature of noun classes which affect verb forms in sentences. The function of number deals with the semantic notion of countability and uncountability. Countable nouns are realised as being singular or plural. In a construction which conforms with TL rules, the verb functionally agrees in form and number with the subject of the sentence. The IL of Kikuyu learners of English contained many different NTL constructions in which learners used their own concord rules which differed from those

of TL. The learners applied TL concord rules which differ from those for generating TL - like constructions.

Although this study did not address the strategy of communication as a separate entity from the five psycholinguistic processes, there was evidence to justify brief observations for future reference and study.

6.2 THE STRATEGY OF COMMUNICATION.

It was pointed out in Chapter Five that the strategy of communication contributed 11.62 % NTL sentences.

Although the strategy of communication is related to the strategy of learning, it is appropriate that the strategy of communication is discussed separately. Communication strategies generally have been defined as devices employment by learners of L2 when they encounter problems in L2 communication because their communicative ends have outrun their communicative means (Corder (1983), Faerch & Kasper (1983), and Tarone (1977). It was noted in the previous sections that the IL syntax of Kikuyu learners of English was evolving towards the TL norm. In instances where the learners lacked the target syntactic structures for the purposes of expressing their meanings, they devised specific communication strategies in order to convey the intended messages. Avoidance has both cognitive and semantic manifestation as learners avoided whole topics when they felt linguistically unprepared for them. In some cases they abandoned the messages altogether. Syntactic avoidance took place when learners opted to use simpler syntactic structures that communicated adequate messages by way of presupposition for communication to go on. They produced NTL sentences in which avoidance of unfamiliar word was replaced with simpler and familiar word, for example, if less attention is paid

on the verb **knock** in.

48a His father **knock it** on the head and the snake **dead**.

The co-ordinating conjunction **and** has been used by the learner. When this sentence was reconstructed to produce a target-like construction, the co-ordinating conjunction was replaced by a subordinating conjunction **until** leading to this sentence with correctly tense applied rules,

48b His father **knocked it** on the head **until** the snake died.

In another example the learner avoided the negated modal auxiliary verb **couldn't** and used the negated auxiliary verb **wasn't** leading to this NTL sentence which had tense deviations:

49a She **wasn't speak** with anybody because she **was feel as if** his child had died,

instead of,

49b She **couldn't** speak to anybody because she thought that her son had died.

Another communicative strategy which was used by learners was paraphrase. In this strategy the learners rephrased their messages to make them understood. They employed any one of the three strategies in the construction of their sentences:

(a) **Approximation:** In this strategy the learner used a vocabulary item or a phrase which he knew was not accurate but which was similar in meaning to what he intended to communicate, for example,

50a The villagers did not get water that day as the **waterpipe** was **broken**.

(b) **Word Coinage:** The learner employed this strategy to make up a new

51a There is case that people who are **sick airborne disease** to be isolated from the health people.

The learner in sentence 51a meant **patients with contagious disease**. The sentence expressed what the learner wanted in unclear manner. To express the learner's intended message, the following construction was necessary;

51b In case patients infected with contagious diseases were admitted in the hospital, they should be isolated from the healthy people.

The creative potential of L2 learners made them coin words which would appear strange to native speakers of English. In the following NTL sentence, the negated word which we have underlined was used by the learner to convey the meaning of weakness according to the context of the sentence.

60a On the way he was **filling** so much **unpowerful** that he was unable to walk anymore.

The word **feeling** has been mis-spelt in sentence 60a, possibly due to phonological interference. The learner could have constructed a target-like sentence which could have conveyed the intended meaning similar to;

60b On the way, he felt so weak that he was unable to walk.

c. **Circumlocution.** In this strategy the learner described either an action or vocabulary item because he did not know the appropriate word leading to NTL sentences such as;

61a When the air is filled **with things which are not health** to our body **many people get sick.**

The embedded sentence in bold-face in 61a means **germs**. This sentence can be improved to read,

60b When the air is filled with germs many people get sick

(b) **Literal translation**. In this strategy, the learner translated Kikuyu word for word into target language leading to production of NTL sentences, like,

62a **Move outside these house!** The sentence in Kikuyu translation is: **(Uma nja!)** Which means:

(61b Get out of this house!)

Literal translation was also extended to this sentence.

6.3 INTERLINGUAL TRANSFER

The viewpoint that interlingual transfer is responsible for the production of NTL sentences in L2 learning has received extensive investigation in many SLA studies (cf. Ellis (1985), Andersen (1984), Odlin (1989), Corder (1983) and Kellermann (1977) (1978). The findings in this investigation are in agreement with the postulations made in these studies as our data show in Chapter Five that the main process in interlanguage formation and development was language transfer in which language transfer related NTL sentences contributed 72.93% NTL sentences. The distribution and frequency of NTL sentences in Chapter five Table 6 among the four groups of learners show that the learners in Standard Seven who had the lowest period of English exposure in comparison with their counterparts in Form One and Form Four who had the longest period of exposure to English had the highest number of interlingual transfer based NTL sentences. Standard Seven learners had for example 579 NTL sentences compared to their counterparts' in Form Two who had only 148 NTL sentences. Table 6 also shows that NTL sentences with tense, auxiliaries (modals and primary), relative clauses, word order and agreement

deviations were dominant. The learners used the knowledge of their L1 grammatical structure and pragmatic rules of L1 discourse to organise the TL input leading to production of NTL syntactic constructions which were dis-similar from the TL norm. The learners used literal translation to construct the NTL sentences similar to:

63a. **I slept there down.**

This English NTL sentence is consistent with the Kikuyu word order pattern. The learner merely translated what he wanted to convey in English by imposing Kikuyu word order patterns. The construction conforms with Kikuyu word order pattern and it would appear correctly formulated when translated into Kikuyu, for example;

| | | | |
|---|-----------|-------|------|
| I | slept | there | down |
| | ndakomire | o hau | thi |

The correct TL word order rule should have generated the construction;

63b. I slept down there

in which the adverbial **there** is used as place adjunct relater.

In yet, another example, the learner produced the following NTL English sentence through literal translation.

64a She **was starting** crying because her sister **was saying** her brother was dead.

The equivalent TL English sentence which conforms with the indirect discourse rules should have generated the construction:

64b She started crying because her sister was saying (that) her brother was dead

The output data in this study has many examples in which the **past tense verb, "started"** has been used by the learners as a major feature for signalling the initiation of an utterance resulting to production of NTL constructions like:

65a **We started asked what are you doing**

66a **I started asking why they were late**

The past tense form of the verb **start** has been used in many instances as illustrated in NTL constructions 65a and 66a. The verb appears to be an important feature of the Interlanguage of Kikuyu learners of English as it is used in the initiation and organisation of IL discourse by learners who have internalised their L1 discourse rules where the equivalent Kikuyu verb which means **started** is an important feature. In the two examples, the learners used literal translation and transferred the L1 discourse rules in which the verb **started** has been used to signal discourse.

The learners who used the verb **started** to initiate discourse produced NTL constructions which had similar deviations as illustrated in example 66a and 65a.

In other instances, learners transferred the L1 discourse strategies to their developing IL as illustrated in the following examples.

67a He could **drove** and **drove** always

68a He **shoot** a **gunshot**

Repetition plays a major part in Kikuyu discourse. But when learners transfer Kikuyu discourse strategies into English through literal translation, the resultant NTL constructions similar to 68a and 69a were produced.

Such constructions are incomprehensible to native speakers who are not familiar with discourse features of Kikuyu. In order to understand the nature of the rules the learners had used such constructions as illustrated and translated should be examined from a literal translation viewpoint.

| | | | | | |
|----|-----------|---------|-----|----------|--------|
| He | could | drove | And | drove | always |
| | niahotire | gutwara | na | Agitwara | |

| | | |
|----|------------|-------------|
| He | shoot | a gunshot |
| | Niarathire | na muchinga |

NB ; *Personal pronouns in Kikuyu are understood in context and L1 pragmatic rules of L1 use.

Whereas, the NTL sentences in these two constructions are meaningless in TL, their Kikuyu equivalent expressions are meaningful, Learners who transferred the Kikuyu discourse styles into English produced NTL sentences which were not recognisable as English but rather as translations of Kikuyu into English.

The data in Chapter Five shows that learners had extended the process of language transfer to the use of modals and auxiliaries which resulted to production of NTL constructions like:

69a In case one **can be able** to use a bicycle, one should use instead of a car.

Instead of the sentence;

69b If one can ride a bicycle, one should use it instead of a car.

70a He promised his father he **will** not play with those animals that creeps on the ground

Instead of the equivalent TL like construction;

70b He promised his father that he would not play with those animals that creep on the ground

71a I **can** like farming as my career

Instead of,

71b I would like farming as my career

The above three NTL constructions show that learners were familiar with the rules of using modals and auxiliary verbs although they failed to apply them in constructing sentences which conformed with TL rules. In 69a, the learner appeared to know how to use the modal auxiliary verb **can**, but didn't know that **can** means **able to**. The two verbs should not appear in the same construction as it would lead to repetition.

In the NTL sentence 70a, the learner used the future auxiliary verb **will** instead of the past tense form. The context of the reported discourse dictates that the learner should have used the past tense auxiliary **would**.

In 71a the learner used the modal verb **can** instead of the verb **would**. The learner was not probably aware that the modal verb **can** is limited to **ability**, and hence inappropriate in this sentence. Translation of Kikuyu into English may have influenced the formulation of these sentences. Learners over-used the all too familiar modals which expressed the idea of **ability** and

possibility such as **can** and **would**. They avoided for example the modals which could have expressed obligation such as **must**, because Kikuyu makes very little **distinction** between the notions expressed by the modals **ought** and **must**.

Although learners had varied choices of modal verbs which they could have used to express **ability, possibility, necessity, probability, permission** and **obligation**, etc, such as **can, could, may, might, will would, should, must, ought, etc.** they avoided those which were not in familiar use despite their usefulness in conveying subtle meanings.

The use of modals in NTL constructions demonstrates that L2 learners had some ideas on how modals should be used in TL constructions but failed to apply these ideas to construct sentences which conformed with TL rules. It also shows that the rules that the learners had formulated about the meaning attribute of modals and how they should be used to express different shades of learning did not approximate those of TL norm. The learners avoided, for example the constructions that required modals which could have effectively expressed different shades of meaning and emotional colouring that is inherent in modal constructions especially in indirect speech acts; e.g.

- (i) He **could** have smashed the snake to pieces
- (ii) She **must** see the doctor tomorrow, and she will
- (iii) How **dare** you enter my house ?
- (iv) You **must** apologise to your father

The use of modals in such constructions effectively conveys the message with the emotional colouring that is intended in the contextual meaning.

In some instances the learners' assumed that the modals are used in the same way as the auxiliary verbs. They applied the rules for the primary auxiliary verbs to the modals leading to construction of NTL sentences similar to;

72a Her mother by **this time could not** know what was happening

Instead of the sentence,

72b Her mother by that time did not know what was happening.

The construction of NTL sentence 72a in which the learners inappropriately used the modal verb instead of the primary auxiliary can be attributed to

(i) the learners first language or,

(ii) transfer of training in which the learners formulated and used TL rules on the basis of the procedures which were employed in the presentation of the TL. According to Selinker (op. cit) the TL instructional procedures the teacher adopts, presentation of learning materials, the way the textbook is structured and the context of language learning may lead learners to formulate hypotheses which lead to production of NTL constructions such as :

73a He **is drinks** water quickly,

74a He **is walks** daily,

The learner might have learnt through drill pattern practice how to transform the present tense constructions like,

73b He drinks water quickly

74b He walks daily

Conversion of 73b and 74b into the present tense would have produced the constructions:-

- (i) He is drinking water quickly
- (ii) He is walking daily

But the learners produced 73a and 74a. We would therefore expect the learners to produce NTL sentences through overgeneralization until they internalize the TL rules for generating the correct present continuous tense.

In another example in which the preposition **at** is used in a NTL construction, the learner had learnt that the verb **reached** means the same as **arrived**. He might have also learnt that **at**, as a locative preposition denotes a **place** or **point** and it follows such verbs as **arrive** or **stay** in construction similar to:

- (i) They arrived **at** the stadium
- (ii) They stayed **at** home

Since the learner had learnt that the verb **arrived** means the same as **reached**, he might have extended the use of the preposition **at** through overgeneralization to the verb **reached** resulting to NTL construction like

75a They reached at the stadium

until they internalize the rules and limitation of the preposition to specific contexts.

The socio-cultural and linguistic contexts played a major part in shaping the interlanguage of the Kikuyu learners of English through the process of nativization. In this process the learners transferred and adapted cultural and

linguistic patterns of their L1 into English. Syntactic nativization occurred in constructions where learners had no exact English equivalent and this was manifested in many ways:

(i) Syntactic conversion occurred in constructions in which TL grammatical forms were transferred to a new grammatical category as illustrated in the following examples.

76a They tell her friend that they want to marry one girl who is **neighbours** our house

77a I will enjoy my life when I finished **schooling**

In 76a the word **neighbour** is used as a verb instead of a noun while the word **school** in 77a has been used as a verb in the same way as the word **weed** in 78a.

78a After that his father took the jembe and **weed** the shamba

ii) The distribution of Kikuyu count and non-count nouns influences the production of NTL constructions similar to;

79a In Kimani garden there was so many **fruits** and all of them were **ripe**, in which the word **fruit** is used as a count plural noun.

Similarly, the word **people** is used as a count noun in the example;

80a The **peoples** took the bandage and those **people**

(iii) The non-occurrence of pro-nominal possessive forms in Kikuyu accounts for many non-target-like constructions similar to;

81a I choose this because I have been seeing people wearing **works** clothes

82a We went on with our chores in the kitchen and **some** of my sister were in my **mothers room**

(vi) Although reduplication is possible in Kikuyu discourse as it is used for emphasis it is not acceptable in English. However, learners transferred this usage into English resulting to NIL constructions similar to: -

83a They started their journey at the same speed. They **flew and flew**

84a When he climbed the tree and he started to **pick and he picked** almost everything

(v) Language transfer also takes place in speech functions such as proverbs, greetings, terms of endearment and forms of address. These contextual units function in the interlanguage of Kikuyu learners. Since language is embedded socioculturally, they differ from their counterparts in native varieties of English. Learners therefore produce constructions similar to;

86a When they came near Kamau's house they saw **mother Kamau** boasting herself outside with a chair

87a He kept his mouth **semi-open** and come to realised his mouth was seeing better than his eyes.

88a The **Christian woman** and the owner of the bush took the bottle of paraffin and waited for a car

89a Muthoni also laugh and tell Mathu that **you do not forget you are in**

danger

90a When I passed nearby a shop I meet a **very old mother**

91a They said the asking of **my father's daughter** and the threatening to dismiss him from the job was just joke.

In these constructions, Kikuyu meanings are transferred into English resulting to semantic extension as in 87a where **semi-open** is used instead of, wide open. Redefinition occurs in 91a in which **my fathers daughter** is a kinship term used by a father to address his daughter.

Similarly 90a is also an exemplification of a translation of Kikuyu into English. The term **mother** is actually a kinship term of address among the users of the northern dialect and refers to all mature women and not necessarily one's immediate mother or grandmother. This term is also used with other expressions in greetings.

In the preceding sections, we have represented descriptions and analyses of some of the aspects of the form of the English which differentiates it from the standard form of English. We have shown how Kikuyu learners of English creatively reconstruct English according to the rules available to them and produce non-target-like constructions as legitimate constructions for expressing their meaning.

We have shown that English is a dynamic language which is constantly changing as a result of increased exposure. It is also undergoing lexical, semantic and syntactic nativization regularisation, simplification, and modification by Kikuyu users so that it can meet the socio-cultural and linguistic communicat-

ion functions of language.

6.4 CONCLUSION

In the discussion of the characteristics of the interlanguage syntax of Kikuyu learners of English and subsequent origin and nature of NTL constructions, we have shown that;

- (i) Deviations were found to be highly concentrated in specific syntactic categories, and it appears that the advanced learners' main problems are with tenses, prepositional choice and the modal auxiliaries.
- (ii) The Distribution and frequency of NTL construction fluctuated greatly among the four groups of learners and the trend is for deviations to be substantially reduced among the advanced learners in Form Two.
- (iii) The processes and strategies which are linked to both intralingual and interlingual factors such as overgeneralization and language transfer predominantly shape the characteristics of the interlanguages of L2 learners.
- (iv) The Interlanguage of Kikuyu learners of English is systematic, meaningful, comprehensible intelligible and dynamic in that the NTL constructions are understandable, predictable and interpretable and changing despite their deviancy.

The interlanguage of learners at the same level share similar characteristics as learners produce NTL constructions with similar features.

CHAPTER SEVEN

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

7.0 INTRODUCTION

This chapter summarises what has been done in this study, draws the relevant conclusions and makes some pertinent recommendations in accordance with the objectives of the study.

This study was designed to investigate the causes and nature of deviations in second language learning as well as the main characteristics of the inter-language syntax of Kikuyu learners of English (KLE). Despite efforts that have been made to improve the quality of English learning and teaching based on existing research findings in SLA, major questions remain unanswered as result of persistence of NTL constructions and learners inability to attain native speaker competence in target language. There are also unresolved and controversial linguistic issues and research gaps which hamper implementation of some recommendations. This is particularly so in Kenya where some generalisations regarding L2 learner difficulties were made on the assumption that all L2 learners in Kenya experience similar linguistic difficulties. Existing language teaching materials were conceived on the assumption that L2 learners in Kenya constitute a homogenous linguistic group and it was assumed that they would experience similar L2 learning processes and strategies. The design of language teaching materials failed to recognise and reflect linguistic divergences of the indigenous languages and their influence in the learning and teaching of English.

Emerging studies, though few, show major linguistic differences in the indigenous languages which must be taken into account in the design of language teaching materials. Recent studies in SLA on factors influencing the acquisition of L2 in non-simultaneous language situations have generated much controversy about the nature and origin of deviations in second language learning. Some researchers have identified interlingual related factors such as transfer from L1 as contributing factors. Others have identified intralingual related factors and have referred to universal language learning processes and strategies such as generalisations and simplification. In view of these antagonistic standpoints, it is difficult to provide a better understanding of the factors shaping the characteristics of interlanguage syntax of Kikuyu learners of English.

The general aim of this study was to investigate the causes and nature of the syntactic deviations in the interlanguage of Kikuyu learners of English by achieving the following objectives:

- (i) Identify, analyse and describe the syntactic deviations produced by Kikuyu learners of English.
- (ii) Investigate the extent to which Kikuyu contributes to the formation of syntactic NTL constructions in the interlanguage of Kikuyu learners of English.
- (iii) Examine the non-linguistic factors which may have influenced L2 generally and how they relate to the production of NTL sentences.

- (iv) Provide some insights for better understanding of L1 and processes in the formation of NTL constructions.
- (v) Propose recommendations and suggestions on how to ease the learning problems and alleviate the teaching/learning difficulties in the ESL.

In order to examine the interlanguage syntax of Kikuyu learners of English (KLE) and provide a rational explanation of the underlying factors in shaping the emerging interlanguage of L2 learners and construct specific profiles of characteristics of the interlanguage of Kikuyu learners of English, the following two hypotheses were considered.

- (i) The processes and strategies which were adopted by Kikuyu L2 learners of English in the production of their interlanguage syntax led to the formation of an interlanguage which is distinguishable from that of TL.
- (ii) The syntax of the IL of Kikuyu learners of English varies relative to the learners' degree of exposure to the TL.

In order to test the two hypotheses the following two questions were posed :

- (i) To what extent did the learners' use of specific strategies and processes in their IL contribute to syntactic deviations ?
- (ii) Did increased exposure to English lead to acquisition of TL which approximates the standard norm in this study ?

The written responses based on a battery of grammatical tests and composition production tests yielded 3225 non-target-like syntactic constructions from the composition production tests while the grammatical discrete test items generated 37,348 NTL responses and 23,150 target language-like responses. A total of 3225 deviant syntactic NTL sentences were coded, recorded and analysed.

The 3225 deviant syntactic NTL sentences were classified into ten syntactic categories. Quantification of deviations included frequencies and distribution of individual syntactic category. Each of these deviations were illustrated and discussed with examples from the data. The ten different syntactic categories were by no means exclusive. In some cases deviations from some categories overlapped.

7.1 SUMMARY OF FINDINGS

From the data analysis in Chapter Five and the corresponding discussion in Chapter Five, we were able to establish the following :-

- (i) The responses from the four groups of Kikuyu learners of English (KLE) with different periods of exposure contained various types of NTL constructions which were classified into the following syntactic categories:
 - (a) Tense
 - (b) Modals and auxiliaries
 - (c) Determiners
 - (d) Prepositions and adverbial particles
 - (e) Clause Linkages

(f) Agreement and plural-formation;

(i) Negation; and

(j) Questions - Formation

2. Deviations in tenses, modals and auxiliaries as well as prepositions and adverbial articles were dominant among the groups of respondents. Negation and Questions - formation contributed the lowest number of NTL constructions.
3. Kikuyu Learners of English (KLE) employed different processes and strategies in their interlanguage communication in the formulation of their NTL constructions in which the phenomena of language transfer, overgeneralisation and communication strategy influenced the production of NTL sentences.
4. The NTL sentences which were produced by the four groups of learners differed in category, frequency, distribution, quantity, quality, communicative ability, comprehensibility and intelligibility. The observed tendency was that of a general progressive decrease of NTL sentences made by learners from Standard Seven to Standard Eight, to Form One and to Form Two. Learners in Standard Seven and Eight had the highest distribution and frequency of NTL sentences; higher than those of their counterparts in Form One and Form Two.
5. There was some relationship between the frequency and distribution of the different NTL constructions and the psycholinguistic processes which are presumed to be responsible to IL formation. Learners in Standard

Seven with a lower period of formal exposure to English, hence low competence level in TL, used more L1 related strategies and processes than their counterparts in Form Two who had longer period of formal exposure to English.

6. NTL sentences of different syntactic categories tended to decrease as a result of increased exposure to English in Form Two. However, there was no significant decrease of deviations in NTL sentences in tense use, preposition and adverbial particle deviations as their distribution and frequency remained relatively constant in relation to the other types of syntactic categories. Learners learning difficulties appeared to be centred in these syntactic categories.
7. There was a tendency for NTL sentences to decrease among the Form Two learners of English as their IL syntax approximated the TL norm due to increased and improved formal exposure to English through learning in comparison to the NTL sentences among the learners in Standard Seven who had limited exposure to English through formal learning.
8. The Interlanguages of the four groups of learners showed markedly different characteristics in such domains as similarity and regularity of NTL sentences among the members of each group, reliance on similar processes and strategies by each group and occurrence, distribution and frequency of more L1-like syntactic features among the learners with lower period of formal exposure to English.
9. The interlanguage of each group of KLE appeared to be rule-governed in that in instances where similar processes and strategies were used, such as language transfer or overgeneralization, the observed NTL

constructions followed similar rules and patterns. Such rules were predictable.

7.2 CONCLUSIONS

The conclusions which follow are drawn from the findings of the study as outlined above. The conclusions reached in the study include:

- (i) All the learners in the four groups under study made various syntactic deviations which were manifested in their NTL constructions. The four groups made various types of syntactic deviations which were classified into ten syntactic categories. The learners tendency to make syntactic deviations revealed that they relied on similar processes and strategies in their interlanguage. These strategies include language transfer, overgeneralisation, simplification and communication strategies. Such strategies were reflected in the ten syntactic categories. The four groups of learners therefore needed to improve their syntactic competence in order to produce target-language-like sentences.
- (ii) Although the four group of learners in the study produced relatively similar syntactic deviations in their interlanguage, they differed in frequency, distribution and category. Deviations in some syntactic categories such as tenses, modals, auxiliaries, prepositions and adverbial particles remained relatively constant among the four groups. Deviations from other syntactic categories tended to be less frequent among the advanced learners in Form Two than among the less advanced in Standard Seven. Form Two learners were considered to be the most advanced learners as they had been exposed to formal learning and

teaching of English for a longer period than their counterparts in say Standard Seven, Eight and Form One. Therefore the IL of the advanced group in Form Two seems to have fewer of the above deviations as compared to the IL of those with a less period of exposure to TL. It can therefore be concluded that the IL of the four groups of KLE is marked with significant decrease of syntactic deviations relative to the period of exposure to the TL.

- (iii) The general tendency for the decrease of syntactic deviations relative to the period of exposure implies that the IL of learners at the advanced level approximated the TL norm. This shows that the learners syntactic competence increased from one level of learning to the next higher level as learners produced fewer NTL constructions.
- (iv) Form Two learners with longer period of exposure to English tended to portray greater syntactic competence than Standard Seven learners who had a shorter period of exposure to English. The time spent in formal learning was therefore an important factor as it contributed to improved competence in English. These conclusions are in agreement and consistent with the observations made by Krashen and Seliger, Long and Fathman that formal instruction in L2 learning facilitates learning particularly in non-simultaneous acquisition poor environments. Non-simultaneous Acquisition poor environment refers to environments where the native speaker factor is absent and L2 learning is restricted to the formal language learning in the school. The period spent in formal learning and teaching of English was therefore a crucial factor in enhancing

syntactic competence as revealed by the reduction of the NTL constructions in Form Two.

- v Although some deviations in some syntactic categories showed progressive reduction among the four groups with Standard Seven learners showing the lowest reduction and Form Two learners showing the highest reduction of deviant constructions due to longer period of exposure, some syntactic deviations remained relatively high as all the four groups appeared to display similar distribution and frequency of NTL constructions. This showed that formal instruction does not always result to reduction of reliance on certain strategies and processes in second language communication. This observation could imply that there are other factors influencing the learners interlanguage in addition to formal learning and teaching. Some of the deviation as this study revealed are related to language transfer, paraphrase and simplification.
- vi From the analysis of interlanguage related NTL constructions and the resultant findings, it can be concluded that L1 plays a major part in the formation of IL. The IL of the L2 learner is improved towards the TL norm as the period of exposure to TL is increased. The IL of Form Two learners had few NTL constructions than that of Standard Seven learners who had more NTL constructions. Consequently, as the learners syntactic competence improved, the learners relied less on L1 related strategies. This observation confirms the findings of this study and is

in agreement with other researchers such as Dulay, Burt and Krashen who have pointed out that although L1 is an important influencing factor in L2 learning it is not a major factor in the learning of a second language.

- vii As observed in (vi) First Language related NTL constructions had the highest frequency and distribution. Therefore, the L1 related deviations posed the greatest challenge as they were the most frequent among the learners in Standard Seven and Eight who had shorter period of exposure to TL. The relatively high frequency and distribution of L1 related NTL constructions showed that the learners under investigation had not mastered the rules of the grammar of English.
- viii The analysis of all the deviations and NTL constructions among the four groups showed that the ILs of the four groups differed significantly. Therefore the ability of the four groups of learners to make correct syntactic choices in a given context differed significantly with the advanced learners making fewer deviations than the less advanced.

The study therefore found out that although the IL of the four groups of learners differed significantly, showing varying levels of syntactic competence, in some aspects of syntactic ability the performance of the four groups of learners was similar. Therefore some syntactic deviations

can be said to be more predominant than others in certain levels; others are common among all the four groups of learners under study. However, formal exposure was found to be an important factor as it facilitated learning and the consequent reduction of NTL constructions.

The findings confirms the hypothesis tested and provided answers to specific questions broached earlier in the introduction.

It was observed that the learners overcame their target language handicap by creating new words and expressions which were consistently with their L1. Some of the expressions resulted into word coinage, pidginization and translation.

They symbolised a distinct socio-cultural reality as they represented the evolution of a local and distinct variety of English. This emerging variety of English though uninvestigated departs from the established norms of Standard British English. Elaborating this phenomenon, Prator observes that,

"They (the mother tongue type of English) have sprung from a common linguistic stock and have evolved at a relatively slow rate over the decades since they achieved their separate identities,. Such changes as have occurred in them have been largely the result of little understood processes of internal evolution and have kept pace with other elements of social change; even after many years of semi-independent developments, these types of English are characterised by a high degree of intercomprehensibility especially as spoken by the well educated".

(Prator 1968 : 163)

It is easy to account for mutual intelligibility among the uses of the emerging variety of English as they share similar grammatical structures in their interlanguage.

7.3 RECOMMENDATIONS

Arising from the findings and conclusions of this study we make the following recommendations for the research in SLA generally, and the teaching and learning of English as a second language in Kenya.

- I. In view of conclusion (i) that Kikuyu learners of English use specific processes and strategies in interlanguage communication and that these processes and strategies are responsible for the formation and production of NTL constructions, this study recommends that there is a need to improve the quality of teacher competence in language teaching. Improvement of teacher competence in English teaching should equip the teacher with pedagogical linguistic principles for guiding the learners to organize the TL input logically and sequentially in order to express themselves in grammatically correct English. Improved teacher competence should provide the teacher with skills and abilities to use the strategies and processes available to the learners for the production of TL constructions.
- II Considering conclusion (ii) that some deviations in particular syntactic categories remained relatively constant among the four groups of learners, there is a need to re-examine the ways these syntactic structures are present in the textbooks and the methods of teaching.

Existing ESL syllabuses are designed to remove learner problems in advance by explaining difficult structures and providing grammatical points. Such syllabuses do not contribute to exploitation of learners' linguistic potential and communicative abilities since it is when learners encounter problems that they result in communicative strategies. English syllabus for L2 learners should be designed to pose problems and provide solutions as ways to deal with such problems of say expressing notions of progressives, modality and conditionals etc.

III Since conclusion (iii) shows that the increased quality exposure to TL leads to improved TL constructions and reduction of deviations, this study recommends the review of the sequencing of language items in the English syllabus. The existing English syllabus is based on the assumption that some English structures are simpler and therefore easier to learn than others. Syllabus designers and textbook writers who made this assumption did not base their notions of simplicity on SLA research but rather on their own intuitions about what was a simple structure and a complex structure. This study recommends that sequencing of language structures should be made according to the practical needs of the learners rather than according to the structural simplicity of teaching items.

IV As regards the fourth conclusion that increased and improved exposure to TL contributes enormously to the improvement of syntactic competence, this study recommends that L2 learners should be guided in extensive reading. Extensive reading exposes learners to correct

grammatical structures and use of these structures in specific contexts and situations.

- V As regards the fifth and sixth conclusion that L2 learners at all levels rely on strategies and specific processes despite increased exposure to TL and that L1 plays a major part in the formation of TL, there is a need to equip the teachers of English with adequate analytic skills to enable them apply error analysis techniques in the teaching of L2.
- VI This study recommends major review of the primary school and secondary school syllabuses of English. The review recommended in this study should focus on an approach that provides a rich grammatical and functional framework within which English has to be taught. Presently there is an overly reliance on the teaching of grammatical items and rules at the expense of use. An approach that recognises that language is an instrument for generating what learners want to say spontaneously and this largely depends on creative interaction in the classroom, should guarantee improved English competence. Our view is that such an approach seems to have greater pedagogical potential for the English language teacher as it would lead to reduced NTL constructions among the learners.
- VII Teaching methodology plays a central role in the learning process. Bialystock (1985) point out that teaching learners to use strategies effectively could enable the learners to gain experiences in the use of

communication strategies, so that they can identify specific communication strategies which can be applied to a specific problem. Knowledge of the use of communication strategies is helpful in the early stages of L2 learning when learners have inadequate TL resources which they can use in their L2 communication (This study shows that L2 learners employ L2 communication strategies extensively). We are not proposing the abandonment of situational functional approaches since they are useful for mastery of language specific structure and expressions but we are advocating that they should be supplemented by for example introducing contextualized activities such as;

- i) Making the sentences negative,
- ii) Changing questions to statement,
- iii) Changing the present continuous to for example, the use of the expression, **going to** in order to express the future,
- iv) Substituting personal pronouns for proper names,
- v) Deleting prepositional phrases and,
- vi) Deleting objects etc.

Such activities may use substitution, mutation, repetition and addition drills. These suggestions represent one step towards the alleviations of learning difficulties, reduction of NTL constructions and improvement of the quality of English language teaching and learning.

7.4 IMPLICATIONS FOR FURTHER STUDY

A major implication of this study is that problematic syntactic categories as cited in the study would prove practical and indeed helpful in

the design of language teaching materials as it would guide the adoption of practical strategies for improving the syntactic competence of L2 learners.

Another implication of the findings of this study is that developments in the field of theoretical syntax can be successfully exploited in the classroom. Particular reference can be made here to the field of syntactic theory, the approaches to the teaching of grammar (c.f. Allen J. P. B. 1974) and the techniques suggested by Cook V. J. in Allen and Campbell (1972).

Although the present study concentrated on interlanguage production, it recognizes that TL communication has two domains, namely; the production and the reception domains. The reception strategies which the L2 learners employ deserves attention. The reception strategies employed by L2 learners have significant implications for the improvement of listening comprehension and the interlanguage syntactic constructions which are produced by L2 learners. An investigation of the reception strategies would throw some light in the relationship between input and output in L2 learning and teaching.

This study looked only at the processes and strategies of interlanguage syntax as well as the period of exposure as major determinants of the patterns of interlanguage development. Teachers attitudes, too, in relation to focusing on grammatical correctness or comprehensibility, classroom techniques such as using grammatical drills may affect the strategies the learners employ and the types of syntactic deviations they produce. Such findings that specific learning environments (like the Kikuyu L1 background) produce particular tendencies of strategies and processes use would provide valuable insight into the improvement of the methodology of L2 teaching.

Finally, future research should focus on the sequencing of grammatical structures in the ESL syllabus. The current ESL syllabus is based on the assumption that some TL structures are universally simpler and therefore easier to learn than others. Syllabus designers who made this assumption did not base their notions of simplicity on second language acquisition research but rather on their intuitions about what was a simple grammatical structure and a complex grammatical structure. (cf Krashen (1982), McIntosh (1979) and Pienemann (1993). Krashen (1982) have for example argued that language lessons should be sequenced according to the practical needs of the learners rather than according to the structural simplicity. According to this view L2 learners who have acquired the full grammatical resources of their L1 should be exposed to the full grammatical resources of the TL which can support L2 communication. Lightbown points out that there is a need on,

"the insistence on practice of correct forms be replaced by a greater emphasis on providing learners with a variety of language in meaningful and motivating contexts" (1985 : 103)

It is necessary to investigate whether Kikuyu learners of English (and others in the ESL environment) who have acquired the grammatical structures of their L1 should be exposed to an ESL syllabus which is explicitly or implicitly based on the assumption of structural simplicity in which simpler structural language items are taught first, and those which are considered complex are taught last.

In conclusion we would like to point out that, as this study shows, there is an emerging usage of English which differs from the Standard English which has gained currency among the users of English in Kenya. Its status with respect to the learners' linguistic competence remains uninvestigated. The questions of its acceptability and its grammatically have not received adequate study. Besides, we are yet to define local standards of English proficiency which would be in harmony with the unique features of the Kenyan socio-cultural environment.

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APPENDICES

INTRODUCTION

Included in this section is a list of the data of Non-Target-Like sentences which were culled from the written compositions of Kikuyu learners of English. The data is divided into two parts:

- (i) Part One which is coded [P] comprises the Non-Target-like sentences which were generated from the learners in Standard Seven and Standard Eight Primary School Subjects.
- (ii) Part Two which is coded [S] comprises non-target-like sentences which were culled from the written compositions of Form One and Form Two learners of English.

Each non-target-like sentence is accompanied by the linguistic description of the type of deviation in bracket where and appropriate abbreviation has been used. For example, [W.O.] is used for word order deviations, [T] is used for tenses, [Pron] is used for Pronoun deviations while [Neg) is used for deviations in Negation etc. Most Non-target-like constructions have more than one deviations. In instances where the origin of deviations can be traced to the learners First Language (L1) the abbreviation (LT) for language transfer, or [MTI] for mother tongue interference are used in instances for use of calques.

Some of the non-target-like sentences have been used as examples in Chapter Five, while others have been used to support analysis, explanations and elaboration of Data Analysis and Findings and Discussion of Findings in Chapter Six.

In Appendix, (ii) we include a transcribed sample of Oral Composition Data which is labelled Narrative 'A2. The distribution of non-target like constructions in the written composition data is relatively similar to that in the Oral composition data as the non-target-like sentences display typological similarities and linguistic characteristics.

The planning and production of written discourse constrains the learners to employ specific L2 communication strategies which differ from those in planning and production of oral discourse. The data shows that the spontaneity in the planning and production of oral discourse influenced the transfer of L1 cultural and linguistic patterns in English through nativization.

The following data has retained the spelling of the incorrectly spelt words which the informants used. Such incorrect spellings are significant in the ESL teaching/learning situation as future studies into the causes of spelling mistakes has the potential of yielding some interesting results.

APPENDIX [i]

NON-TARGET-LIKE SENTENCES

NON-LEARNERS OF ENGLISH IN STANDARD SEVEN AND EIGHT

1. When the two children's. Mwangi and Wambui went to one of their neighbour garden they saw mango tree with some ripe mangoes. (Number, CL)
2. When the two children reach where the mango tree was they both started asking each other will criebe the tree. (Tense, CL. Inter. MTI)
3. When Mwangi the tree he saw three mangoes which was far where he was so he decided reach the mangoes and he started going with the brach. (MTI., Tense, Number Cl, Phr, Prep.(WO))
4. When they reached there they saw Mwangi falling down and thy took her and her father carry her with her hands towards home. (MTI, Pronoun, Tense)
5. When Mwangi were with her mother her mother asked her where he was felling pain and her mother all body of is felling pain so her mother sent Wambuito the ship to buy some medicines to give her ro relive pain. (MTI, Number, Pronoun, Cl. Phr, Lexical)
6. The two children were standing on the mango tree and look the mango and when they were looking the boy told her sister to stand their and look a person. (MTI. Lex, Pron, Prep.)
7. She was starting crying because her sister was saying her brother was dead. (MTI, Tense, Aux.)
8. After getting that boy who was called Kamau fast did he told her sister who was called Njeri to stop crying (MTI, Pron.)
9. When they reached near his home his mother was in the back of the house and she was see a man was carrying a child and she was see her daughter Njeri. (MTI, Cl, Tense, Aux.)
10. One day when two children were play they were tried to play more and they decide to go back to they house. (MTI, Pron. Aux. Prep. Tense.)
11. When they were there they start asking each other how is go to climb the tree to pick the ripe mangos (MTI, Interr. Tense)
12. After a couple of minute the boy decide to climb the mango (Number, MTI)

3. When the boy climb to that direction the branch broken off
(Tense, Number, Prep.)
4. She move some centimetre away from where she was standing
on
(Tense, Number, Prep.)
5. One day when two children went to harvest a mangoes there
were boy and girl
(Article, Number.)
6. We know that boys were given that talent for climbing the
trees
(Prep.)
7. The boy climb the tree safely and he reached where the ripe
mangoes were. The boy catch the mangoes and start throwing
down.
(Pron. Tense, Cl. Prep.)
8. Her father came very quickly has he can and met her son is
lying down eve he cannot speak matekly.
(Modal, Tense, MTI)
9. There was a boy and his father they went to the garden to
dig
(Prep. Pron.)
20. When the boy reached there her father sat down and took the
water.
(Pron.)
21. He started drinking while her son was digging
(MTI, Pron.)
22. When her father still digging he heard a shout
(Aux.)
23. It was on Monday when Mr. mwangi told her son that the
following day , they are going to the shamba for weeding but
he told him he is not going to dig but collecting weed.
(Article, Pron. Tense, Aux. Modal, Linkage)
24. As the boy start doing the job for while he was bit by a
snake and so he woke up and he start going
(Tense, Article, Cl.)
25. So he took he son to the hospital and he told the doctor the
whole story and the doctor to him that then can not help him
because they don't know that type of snake has bitten him
(Cl. Tense, Prep. MTI., Lex. Neg.)
26. At was a very hot day
(Prep.)

27. A father and his son was digging
(Art. Number)
28. When the boy came back he get the water and sat down
somewhere under the tree to get fresh air
(Tense, Article MTI, Cl)
29. He told his son collect all things which are not necessary
in their shamba
(Pron. Art. Prep. Tense)
30. A big snake came out of those waste
(Number)
31. His father knock it on the head and the snake dead
(Tense, Pron.)
32. That man told her son to go and fetch some water at the
river
(Pron. Prep.)
33. The boy came back with a full jug of water
(Word Order)
34. The boy done as that and his father continued dug
(Tense)
35. All that they were digging and kept them all of
(Word Order)
36. One day when the two mens were going in the garden
(Number Prep. Cl.)
37. And he was fell down and the other men didn't not show
(Negation, Aux, MTI)
38. When the other men see the other one was sle eping the men
was going slowly and go where it was sleeping
(Tense, Pron, Cl. Number, Prep.)
39. The men can getting him first aid after he was geting him
the first aid he was lifting him and take him in the
hospital
(Aux. Modal, Tense, Prep)
40. One fine day the man wake up at the crack of a dawn
(Tense, Article)
41. After he was weeding a small part of the garden he felt
hungry and thirsty.
(Adv. Adjunct, MTI)

42. When after a couple of minute he saw her son coming with the calabash on the head and that calabash was full of sour milk.
(Number, Pronoun, Linkage Cl. Article)
43. When the rest so that he could be able to drink her son help him to continue digging (Tense, Cl.)
44. Before her father was finished he was very happy of their garden was clean and tidy
(MTI, Aux.)
45. When he was there he was very happy because her father was given him a person to go all over the garden
(Aux. Tense. Pron. Cl)
46. After he reached where the snake was resting the snake jumped to him and bite one of the leg.
(Number, Cl. Tense.)
47. When her father heard that he started finding that snake and he saw it and he cut it two times with a jembe.
(Cl. MTI, Pron.)
48. The boy, was walking around their house with her sister
(Pro)
49. He saw a ripe fruits and decided to picked them
(Article, Number, Tense)
50. Her sister came hurry and she asked Mutua what are you doing
(Interr. Prep. Article)
51. When they were there Mutua show her sister that fruits. And her sister felt as if she was eating
(Pron. Cl. Number)
52. The boy climbed a tree so the he can pick that fruits
(Number, Article)
53. When he was nearly to reach to the fruits the branch was broken
(Prep.)
54. And he fall down like a stone
(MTI, Tense)
55. She started shouting loudly so that man he can ran faster
(Cl. Tense, Modal)
56. The man take the boy and started a journey to the home where the boy come from
(Tense, Art. Prep. MTI)

- P57. When they reach at home her mother started shouting
(Prep. MTI)
- P58. I didn't answered for him after calling me
(Neg. Tense, Prep.)
- P59. My sister run after me and told me that my father is calling
me
(Aux. MTI, Tense)
- P60. I told her I must got to find for some fruit my sister go
back and told him what I have said and my father said "live
him"
(Tense, MTI, Prep. Aux.)
- P61. I climb on the tree and when I was looking the branches with
the ripe fruits , I stepped on a dry branch and the branch
broken
(Prep. MTI, Tense)
- P62. My sister told him the whole stoly my father told me that he
called me and I refuse to go and he told me that is the aim
of felling down and so my father shake my hand and wake me
up.
(MTI, Tense Cl. Aux.)
- P63. One day there was a boy called Atieno and his sister called
Elisha
(MTI)
- P64. One day they went nearer to a mango tree to see what time
they can harvest
(MTI, Modal, Tense)
- P65. Her sister told him to climb-up a tree to look if the
mangoes is ripen
(Tense, MTI, Prep. Aux.)
- P66. Her sister become very lugubrious because her brother had
refused to pick him a mango
(Pron. MTI)
- P67. After a couple of a minute he reached up on a tree
(Article, Number, Prep)
- P68. He could not took some for Elisha
(Modal, Tense)
- P69. They started her journey through to the hospital
(MTI, Prep, Pron)
- P70. Her father told him that how silly are you as a dog isn't me
I told you to climb a tree and not care
(Negation, Tense, MTI, Article)

- P71. Mangori left from school to home
(Prep, MTI)
- P72. When the two are on the way to home the two saw an orange tree with ripe oranges
(Tense, Aux, Pron, Prep)
- P73. Mangori told her sister to stolen the oranges, then NyamboKe did not refused to go and join his brother
(Tense, Linkage, MTI, Negation)
- P74. After a couple of minute Mangori climb the tree and started picking the oranges and thrown it to her
(MTI, Tense, Number, Pron)
- P75. When Nyamboke was looking side to side she saw a man coming slowly by slowly towards her
(MTI, Prep)
- P76. She called his brother and asked him there is a somebody towards us
(Tense, Inter, Pron)
- P77. When the man arrived there Nyamboke asked him his name then the man replied that his name is called Mr. Kimanjuru
(Interr, Tense, MTI)
- P78. When am eating some of the mangoes I saw some people coming
(Pron, Tense)
- P79. I will sent us to the shop
(Pron, Tense, Modal, Number)
- P80. We refused both of us and went away running that mother could not see us
(MTI, Word order, Cl)
- P81. When we were on the way we a mango tree we try what to do to pick the mangoes, I told my brother it looks very nice
(Tense, MTI, Number)
- P82. My brother to climbed on and I look at him to see whether there were people coming
(Prep, MTI)
- P83. I told my brother with soft sound that some one cannot hear, some peole coming. A couple of minutes my brother felt down because of afraid
(MTI, Neg, Tense, Prep, Cl)
- P84. The asked me where is our home
(Interr, Tense)

- P85. He told me to show the way of home
(Pron, Prep)
- P86. One day they went to their shamba with her son from far distance
(Pron, MTI)
- P87. When they reached at the garden his father was very thirsty
(Prep)
- P88. He could took some water to her father
(Pron, Modal, Tense)
- P89. When he went back where her father were he took the water to her father
(Pron, Number, Cl)
- P90. He gave her father some water with a cup
(Prep)
- P91. But he, told him not to dig so that he could prepare their lunch
(Pron, Cl)
- P92. He told her to give him the matchbox so that he can light fire
(Pron, Adv, Modal)
- P93. The snake bite the boy
(Tense)
- P94. He didn't know what was going on
(Neg, Tense)
- P95. He take up Kamau like a good samaritan and ask Wangu where they are came from
(Prep, Tense, Aux, Interr)
- P96. Because Wangui was being afraid, and her beat of heart can heard in silend she not told and she shut up
(Cl, Aux, Modal, Word Order, MTI, Tense, Neg)
- P97. When they came near Kamau's house they saw mother Kamau boasting herself outside with a chair
(MTI, Prep)
- P98. Mother thank's that man for her good help
(Pron)
- P99. Wangui told him the true story without having fullstops like a radio with a new batteries
(MTI, Article)

- P100. There was a somebody who was digging on the garden at the first time
(Art. Prep)
- P101. He weeding the garden at that time is digging
(Aux. Prep.)
- P102. He was coming out the river where she was drawn some water to drink when she rest
(Tense, Prep. MTI, Cl)
- P103. One person is digging and the other one was taken something like a bottle and was taken that bottle on their mouth
(Tense, MTI, Pron. Number)
- P104. The tree was prevent him with shade
(Tense, Prep.)
- P105. When he was in the way he was carrying him with both hand and on one hand he have some part of the animals
(Prep. Number, Tense, MTI)
- P106. They Planned on how they will grow their food
(MTI, Prep. Modal)
- P107. One day they said they will plant when there is no sun
(MTI, Neg. Modal, Tense)
- P108. They said they will also know who is going to give the plant some water on the one putting manure
(MTI, Tense)
- P109. How they saw that their crops have been destroyed by the animals
(MTI, Word Order)
- P110. The man killed the snake with the jembe which he was working with it
(Pron., Prepositional)
- P111. The man realize that the snake had not died. He cut the snake on the head and then died.
(Tense, Prep.)
- P112. The man tied the part of the other man leg which was being attacked by the snake He took a clean cloth and string. He tied the leg
(Tense, Art. MTI)
- P113. He wait to be treated starding on the door
(Tense, Prep.)

- P114. As they go nearer my brother decide to criebe a tree to pick fruit
(Art. MTI, Tense)
- P115. Bat by mistake the branchce, broken when he was trying to pick the fruit
(Tense, Cl. Linkage)
- P116. She ran away to the neighbour's house and then call the man and told him her brother had fallen down in the fruit tree.
(Tense, Prep)
- P117. He want to be helped to lift that boy so that he can took him home
(Tense, MTI, Modal)
- P118. He didn't asked him any question
(Tense, Negation)
- P119. He took the boy and the boy cannot speak first breath only a heart was beating as if there was a dirty kerosene
(Tense, MTI, Modal, Linkage, Neg.)
- P120. There was two children, the boy and her
(Number, Pronoun)
- P121. Mutiso decide to go and get fruit to the tree
(Prep, MTI, Tense)
- P122. She look upward and he asked Mutiso the side their many fruit and it is very big
(Pron, Linkage, Number, Tense, MTI)
- P123. She go one side of the branch and slow as a tortoise
(Tense, MTI)
- P124. After few minutes that branch Mutiso was stayed he broken and she fell down on ground
(Tense, Article, MTI, Pron)
- P125. An accident become any time
(Verb agreement)
- P126. Her mother take her and get her to inside home and started to first aid
(Tense, Prep.)
- P127. When he saw ran to her and asked to them what wrong
(Interr, Pron, Tense)

- P128. That man she asked my mother don't mind because an accident was happen to your brother
(Interr, Pron, Aux, Prep)
- P129. Her sister tried to explain further more where the mango was waiting for him to pick and then threw it to her and then wait for Kamau to come out from the tree
(Verb Agr, Prep, MTI)
- P130. Kamau stepped on a branch which seemed to be cutted but it was not removed from the tree
(Tense, MTI)
- P131. Kamau stepped the branch wrongly and he tried alive the mango
(Prepcosition)
- P132. The branch broke and Kamau fell down at once and her sister became very frustrated
(Pron, Lexical)
- P133. His brother had fell down
(Pron, Tense)
- P134. The man came waring a white shirt who helped Wamai to carry on his brother
(MTI, Word Order, Cl)
- P135. Wamai at a distance near the house called her mother
(Word Order, Art)
- P136. She waited for a moment so that Wamai could entered the house but she didnt
(Tense, Neg, Modal)
- P137. She screemed suddenly and at once transform occurred
(Lexical)
- P138. My mother offer us some work to did so we respect and took our pangas
(Tense, Pron)
- P139. My brother inform me to went and take some oranges
(Lex. Tense)
- P140. My brother climbed the tree they start to put oranges to me
(Tense, Prep, Number)
- P141. My brother saw a big oranges and get it
(Art, Pron, Number, Tense)

- P142. It they shot their legs on a worst point they fell down and brake the left leg.
(Number, Pron. Tense)
- P143. The woman call his husband
(Pron.)
- P144. After two an hour they arrived at the hospital
(Number, Art.)
- P145. Confused how I am and how I am gone to told my mother
(Tense, Lex. Aux.)
- P146. I told him but the annoyed they did not
(Word order, Negation, Number, Pron.)
- P147. My mother ask where is Julius and why I came at this time, i told him let me told you all my story from first to end
(Interr. MTI, Pron. Tense, Lex.)
- P148. There was two children one called Kamau and the other called njeri
(MTI, Number)
- P149. The sun emerged on the eastern horizon
(Prep.)
- P150. Kamau started climb the tree started pick some mongoes
(Prep. Linkage)
- P151. No sooner had ? started stealing the mangoes one branches which had steped has broken down and still nocked down
(Pron. Tense, Number, Cl. Lex)
- P152. When Njeri reaches neighbour house the man got out and asked "What is your matter?"
(Interr, Tense, MTI)
- P153. Her tears gushe out
(Lexical, Tense)
- P154. She tell come and help me to take Kamau home because he knocked down and bent one leg
(MTI, Lex. Tense, Interr)
- P155. That man reached there and talk to Kamauand protess talk with her
(Tense, Verb agr.)

- P156. When they reached near her gate, njeri her legs and hands were vibrating as if it was operating or a rheumatic drill
(MTI, Lex. Number, Cl.)
- P157. Then the man take Kamau to her mother and started shouting and saying these children has no sobdue and the man started recede
(Pron, Tense, MTI, Number, Lex. Neg.)
- P158. On saturday morning my father walk up and called mother to breakfast so that he can go to the garden
(Lex. MTI, Tense, Cl.)
- P159. After he take the breakfast he started the journey to the garden
(Tense, Prep, Word Order)
- P156. He reach to the garden and started immediately digging
(Tense, Prep. Modal, MTI)
- p157. He saw her son coming to bring to him something he can drink
(Pron. Prep. Modal, MTI)
- P158. The boy reach where the man was digging and give it to him
(Tense)
- P159. He then sat down immediately and started drinking it and the boy decided to dig when my father was drinking
(Pro., Adv.)
- P160. He dig and after a couple of minute the father finish and took her jembe and started digging
(Tense, Art, Number, Pron.)
- P161. He was misserably because he was asked to give him the jembe
(Pron. Lex.)
- P162. When he was correcting couch grass he saw something like a snake and it seem to be stick
(Tense, Lex, Cl)
- P163. He touch it and go on with his work and when he was putting and stand where lie had saw a stick
(Tense, Cl)
- P164. Then after a couple of minute he protess that he can lift the stick and immediately when he lift it, it started twisting it body the he know it is a snake
(Number, Lex. Modal, Tense, Pron. Word Order)

- P165. His father come quickly and started killing the snake with the jembe
(Art, Tense)
- P166. He took the boy and started the journey to the nearby hospital so that he can be either treated nor given first aid to protect her from death because snake is a poisonous thing
(Lex. Prep. Art. Tense)
- P167. He carrying his son on one hand as if it is a toy and the other hand he was carrying a snake
(Lex. Prep. Art. Tense)
- P168. Immediately they treated him and he was injected and told him to went back again the following day for injection. That the day my brother had an accident
(Word Order, Tense, Prep. Art, Number, Aux, MTI)
- P169. My father woke up with the cock crow
(MTI, Prep)
- P170. He started digging small terraces for planting may be maize
(Lex, MTI)
- P171. After he was digging half way, the shamba, my mother sent the elder brother to take some tea to my father
(Aux. Prep. Verb Agr. MTI)
- P172. My elder brother was very generosity
(Lex.)
- P173. He took the jembe and started digging before he finished drinking
(MTI, Word Order, Cl)
- P174. After my father finished he stood up and take the jembe to continue with his work
(MTI, Tense, Cl.)
- P175. After a couple of minutess because there a weeds which are scattered, he told the elder brother to take them together
(Tense, Art, MTI, Lex, Cl)
- P176. Because he was very disciplined he went and started scattered the weeds together
(Cl. Lex. MTI)
- P177. When he was taking the weeds these inside there is a snake but he isn't see it
(Cl. Tense, Neg.)

- P178. When my father here my elder brother shouting he returned quickly as soon as his legs carried him away because the snake is near he bite my brother on his leg
(Cl. Tense , MTI, Prep, Lex)
- P179. My father reached at where my brother was and saw a snake running to the bush. My father was vibrating the whole body
(Prep. MTI)
- P180. He kept his mouth semi-open and come to realized his mouth was seeing better than his eyes
(Lex. MTI, Tense)
- P181. When he reached to the clinic he called the doctor to see the bite of a snake and it was like giving a dog a bad name
(MTI, Prep. Art. Lex)
- P182. They prepare herself to went at shamba
(Pron. Prep. Tense)
- P183. Before went they take their breakfast and breakfast and drin some tea
(Cl. Pron.)
- P184. They take their folk jembe and went at the shamba
(Prep. Tense)
- P185. When they arrived at the shamba they went all the way round at the shamba because they stay many days without went to the shamba.
(Cl. Tense, MTI)
- P186. Mr. Kimani continue their work but the man stayed near the big tree and they did not great him a tall
(Number, Surb- Negation, MTI)
- P187. That man start drink some water but Mr. Kimani that man was mud
(MTI, Tense)
- P188. They saw well to ask him what is your name and where are you gone? that man did not ask him anything
(Makiona ni wega mamurie wetagwa ati na urathi na ku Mundu ndamoririe undu ona uriku)
(MTI, Interr, Neg. Lex. Tense)
- P189. Mr. Kimani became annoyed and stood up but that man starts to walk away. In front of him there was a snake
(MTI, Tense)

- P190. Unfortunetely the man fall down and slept there but Mr. Kimani continue his work
(MTI, Tense)
- P191. When Mr. Kimani turn back the saw a big snake they help their life
(Tense, Article)
- P192. Mr. Kimani confortable because he think there was nothing happen
(Lex. MTI, Tense)
- P193. Kevin father woke up early even the sun hadn't come from it horizon
(MTI, Neg. Pron.)
- P194. He started drinking porridge and his son Kevin continueed where his father had left as he had to empty the guard.
(MTI, Prep)
- P195. His son helped him to until he became satisfied
(Lex)
- P196. Huruda as he was called he continued digging as he asked his son to fitirate the place by collecting the coach grass and keep it together so as to burn it later when it dries
(MTI, Lex. Tense)
- P197. After a couple of minute Kevin had finished as his father sit up
(Prep. Number)
- P198. Before he collected the grass a snake came out of the grass and bitten him
(Tense)
- P199. He took a jembe and got a shamba which is far away from
(Tense, Lex)
- P200. A fraction of minutes he reached where my father was
(Lex.)
- P201. My father took her jembe and told her brother to collect couch grass and kept at the side of shamba
(Pron. Tense, Prep.)
- P202. Before light a fire there is a snake near her couch grass
(Pron. Tense, Art.)

- P203. My brother ask her father to give it match box to light a the fire
(MTI, Tense)
- P204. My father started kill the snake and my brother he down
(MTI, Tense)
- P205. Germs started intering her body and he was breathing heavily like a tired cow
(Lexical , MTI)
- P206. After kill it he find a piece of cloth and tie that snake
(Tense, MTI, Lexical)
- P207. He started to carry her son, he legs and hands vibrating
(Pron. MTI)
- P208. The heart was drumming as if the salvation army was marching inside it and then started a journey to the hospital
(MTI, Article)
- P209. Once a time they was a two people who would a shamba inside for my house
(MTI, Lex. Art. Number)
- P210. One day their came to digging there a shamba
(Pron. Tense)
- P211. After anchari bring the water to Omosa, Omosa was happy because she was very angry
(Word Order, Tense, Cl)
- P212. He sitted down on tree while the sun shine very hot
(Tense, Prep, Cl)
- P213. She started to drink her water and Anchari who now was digger to the maize and Omosa was finish to drink her water
(MTI, Tense, Prep, Cl, Lex)
- P214. They were not want to home without finish to digging her shamba
(Tense, Neg. Prep)
- P215. The snake jumping to Anchari her leg the snake bitting the Anchari leg
(Lex. Tense, Prep, Article)
- P216. When Omosa saw Anchari was flet down she ran to her to look what was happen
(Tense, Cl, Lex, Prep)

- P217. When stayed he saw the big snake and that snake very
dranger and poison
(Pron, Verb, Agr, Lex)
- P218. She lift her with hand and ran the hospital
(Tense, Prep)
- P219. When he stayed to clinic she did not lost any time
because she wasnt to help
(Tense, Prep, Neg, MTI)
- P220. There was some people outside
(Pron, Number)
- P221. When she get in doctor me I can give a first aid
(MTI, Lex, Prep, Pron)
- P222. We awake with a cock crow
(Verb, Prep, MTI)
- P223. When he went she told us first of all we are going to
finish the household ditues. We do as we are told
(Tense, Cl)
- P224. The ten O'clock arrived and my mother prepare my some
tea for my father
(MTI, Tense, Pron, Art)
- P225. My elder brother was sent to brought the tea
(Art, Prep, Tense)
- P226. He went as soon as the first light struck his fall
(MTI)
- P227. My brother was digging until he had finished drinking
some tea
(MTI, Lexical)
- P228. Then my brother has gone and he started couching weeds
(Tense, Aux, Lexical)
- P229. After a couple minuted he saw a snake he was chilling
down his spine
(Prep, MTI, Lexical)
- P230. His explain to him about his problem
(Pron, Verb)
- P231. His father come quickly as his flexible leg could carry
him
(Tense, Lexical, Modal)
- P232. My saw that it is going to bite him
(Lexical, Aux, Tense)

- P233. He started to fall it until he killed it
(MTI, Lexical, Tense)
- P234. When he arrived he get in straight to the room
(Prep)
- P235. He was bandaged where the he was bitten
(Pron.)
- P236. It is started coming dark and they are not coming home
(Tense, MTI, Lexical, Neg.)
- P237. We started asked themself what has happened
(Tense, Pron, Number, MTI)
- P238. It was on weeding time when my father wake up very
early when the birds were singing their melodious
wellcoming the day
(Prep, Cl.)
- P239. He go into the shamba ans started working as active as
a wuick silver
(Tense, Prep, Cl, Phr, MTI)
- P240. After a couple of a minute her son called abdul brought
her some tea in the shamba as a breakfast
(Article, Pron, Phr.)
- P241. He took some tea very quickly in order to return for
her work
(Pron, Prep.)
- P242. Abdul her son take a jembe and started weeding until
her father finished drinking
(Pron, Tense, Lex, MTI)
- P243. After that he saw that her son become lassitude and
take a jembe
(Cl, Lex, Tense, Aux.)
- P244. Simultaneously, he told his son to collected weeds to
which he has weeded to brought to the cows
(MTI, Lexical, Tense, Prep.)
- P245. When he had cleaned one side he saw that now the shamba
is clean as dutch oven
(Cl, Tense, Lexical.)
- P246. When he took the hands in order to take weeds he caught
a snake
(Verb, Lexical, Prep.)

- P247. When her wanted to disappear to it the snake jump up
and bite him on her leg
(MTI, Lex, Pron, Prep, Tense, Cl.)
- P248. The snake tried to help it self for disappearing but he
could not because the snake is very for apart as the
poles.
(MTI, Lex, Cl, Tense, Neg.)
- P249. The man gone there very fast as hare
(Tense, Lex.)
- P248. When he reached there her son lie down and sleep there
(Pron, Tense.)
- P249. Her father started beating the snake until he kill it
(Tense.)
- P250. He feels bad as itch because of her son
(Tense, MTI, Lex.)
- P251. When he finished he carry her son on her right side and
right hand and to ok him into the hospital and take the
snake which he had bitten him
(Cl. Tense, MTI, Prep. Lex. pron.)
- P252. That day I was very unhappy and now linger in my mind
(Word order, MTI, Lex.)
- P253. My father woke early than usually
(Phr.)
- P254. By that time my mother sent me to peers whether my
father was digging and I come back
(Tense, Cl. Phr. MTI, Lex.)
- P255. When he arrived he bring that purse to my father and he
set under a tree
(Cl. Tense, Lex.)
- P256. My brother continue digging from where my father have
reach and my father's face related with smile
(MTI, Tense, Cl. Lexical)
- P257. When he finished he told my brother to collect the
rubbish that had scattered all over the shamba
(MTI, Lex.)
- P258. When my father was collecting he don't know where the
snake come from and bite her
(Pron. Tense, Aux. Cl)

- P259. When my father show that without any delay he come quickly and started biting the snake and lastly the snake died
(Cl. MTI, Lex. Tense)
- P260. By that time snake bite is not good
(Cl. Phr. Tense, negation)
- P261. My. brother became uncosious and my father found a string to tie my brother leg so that germs can't been scattered and transferred to other body
(MTI, Phr. Tense, Lex. Neg. Tense Prep)
- P262. My father carry my brother with her hand to the clinic
(Tense, Prep, Pron. MTI)
- P263. My brothers beat of the heart can be heard in a silence
(Tense, MTI, Modal, Prep, art.)
- P264. When my brother have treatment, the nurse advice that my brother was not going to back home
(Cl. Number, MTI, Lex. Tense, Prep.)
- P265. My brother came at home quickly like a person who has a appointment
(Prep. Number, Article, MTI)
- P266. He told my mother what had gone
Akiira aitu uria kurathiire
(MTI)
- P267. When my mother heard that tears gosted from his eyes evenly from that time
(Pron, MTI, Cl. Lex.)
- P268. She wasn't speak with anybody because she was feel as if his child had died
(Pron. Neg. Tense,)
- P269. My fathe make an arrangement that me I can went to shamba
(Article, Tense, Pron. MTI)
- P270. ..and come with the that he had left there.....
(MTI, Lex. Tense)
- P271. Both of them went back to clinic to see where my brother had became well
(Tense, MTI)
- P272. When they go by good lucky they meet him outside of the hospital basting herself majestically with a hospital chair
(Tense, MTI, Prep, Lex. Pron)

- P273. By that time my mother said that in her life she never to sent a child without reason
(MTI, Prep. Tense)
- P274. A cloud smoke rose above the trees and that there was a small hut
(Clause coordination)
- P275. My mother told me to go to forest to collect firewood
(Determiner)
- P276. I stand up and looked trees (Tense, Prepositional). On that time I show the smoke rose above the trees
- P277. When I was collecting, I was very frightened and I don't knew what was happening
(Interrogation WH Cl, Tense MTI)
- P278. When I had that I think that sound was belonged to the giant
(Lexical , Tense, Determine, MTI)
- P279. I went to that small hut and I met a wife (Lexical)
She welcomed well and told me you are my child
(MTI, Lexical, Clause, Tense)
- P280. When I looked that woman I show it was a giant but I don't have a chance to go away (Prepositional, Lexical, Tense, Negation, Phrasal verb)
- P281. In every morning when we waken I went outside to the hut and I show the smoke rose above the trees.
(Prepositional, Tense, Lexical, Clause)
- P282. I started to think what was happening but I don't know.
(MTI, Tense)
- P283. I started to find anywhere where I can pass through
(MTI, Nagation, Modal tense)
- P284. I show a narrow fence that giant didn't fenced good
(Lexical, MTI)
- P285. He take his bicycle to go to job (tense, lexical). When he board on the bicycle he ride as fast as hare
(Lexical, Tense)
- P286. When he is in the road he came to the main road where there is a children going to school (Tense, S - V Agr, Prepositional)

- P287. In that area of school there are a very slope falling down (Tense, Number, MTI). On the down of the slope there children were going to school (MTI, Determiner, Number)
- P288. Remember Mr. Karebe's bicycle they didn't have a brake (W.O, Number) Mr. Karebe start falling down the slope, the bicycle came as fast as hare (Lexical, Tense)
- P289. That children stand to the roadside and Mr. Karebe came with his bicycle and then at the down of the slope there's is a car coming (Determiner, Prepositional, Lexical, Tense, auxiliary.
- P290. When Mr. Karebe reached there he knocked the car and he fell down and the Mr. Karebe's leg was hurt (Clause, Lexical co-ordinator)
- P291. When the driver report he came back with a police with an ambulance (Tense, Coordination, Clauses)
- P292. Then police take that man and when he take that man he found is the bank at the police station (Tense, Lexical, Clause coordination, Vague, MTI)
- P293. Karebe ride the bicycle very fast and there was very many people in the road very many bicycle did not have a good break and a good bell. (Tense, Number, Prepositional, Lexical)
- P294. One day Mr. Karebe was hurry up because he was very late to work. (Prepositional). When Mr. Karebe started his journey he walk along distance and saw slopy hill and started riding his bicycle. (Tense, Lexical, Phrasal verb)
- P295. The bottom of the hill there was a children walking to school (Prepositional, Number, Lexical, Clause, W.O.)
- P296. He was very first because many pedestrian were going their work (Lexical, MTI)
- P297. His clothes were moving because he was riding a bicycle very fast (Lexical, MTI)
- P298. When he was walking a distance his bicycle have got a puncture (Lexical, MTI Tense,) and the brakes were break easily, he started joining the brakes and the brake come properly (Lexical, MTI, Tense)
- P299. There was a pedestrian who talking to the other person (RC, Lexical)

- P300. Mr. Karebe coming faster and his bicycle brakes were breaking and the bicycle started coming zigzag and Mr. Karebe started shouting, (W.O, MTI, lexical tense) and the children who were going to school started moving quickly (Lexical)
- P301. After a few minutes there policeman came with ambulance (W.O, Lexical, Determiner)
- P302. When there reach here they a crowd of people together (W.O, Clause, Adverbial)
- P303. When he was going fast the wind blow more because he was going very fast with her bicycle. (Lexical, Tense, Antecedent)
- P304. When he reach near people the people told Mr Karebe the time is so bad (Tense, W.O. MTI)
- P305. When Mr Karebe hear that he was very angry because when he was going to her house he was not late (Tense, Lexical, MTI, Pronoun)
- P306. When boy reach near the people, the people were very happy because she/he doesnot see the bicycle with small wheels (Tense, Pronoun, Negation, MTI, Lexical)
- P307. That car was making very ndagerous accident. Some of the people of the car was very injured when that car was fell down. (MTI, Lexical, Pronoun, Overelaboration)
- P308. One day I meet a man who was riding a bicycle very faster (Tense, Clause, Comparative)
- P309. When the man was ridening the bicycle very faster he got an accident of the women and one child (Clause, Tense, Comparative)
- P310. One woman saw a bicycle comeing very fast at it did not want to stop on that main road (Spelling, Lexical, Prepositional)
- P311. When the woman saw another car come up on the full she go across the road and the bicyclenock the woman (Tense,Prepositional, Spelling, MTI)
- P312. And the carnock the man how was on the bicycle (Cl, RC.)
- P313. And the man who was on the bicycle could not die but he was nocked hands and legs (Cl, RC, Modal, Lexical)

- P314. But the driver could not do anything (Clause Subordination)
- P315. Then the driver look out when he look out he saw that he could kill one woman and the man and one he broken his legs and hands (Tense, wh - Cl, Auxiliary, Cl, Coordination)
- P316. After a few hours the police came to see what was happened (Tense, Lexical)
- P317. Then the police catch the driver and they take other people at the hospital for treatment (Adverial, Adjunct, Lexical, Tense, Prepositional)
- P318. One day in air village there was a very large forest which is near to our house. one day at morning I woke up very early (Tense, Prepositional, Article)
- P319. When he finished to drank I get out to go to the latrine. When he get out, he heard a something crunching like a dry leaves (Tense, Spelling, Lexical, Determiner)
- P320. For a short time I heard noise of people but I didn't know what is going on (Prepositional, Determiner, Tense)
- P321. At there our sub-chief was there. He saw that fire would not get of with those people because it was a large fire. he go and call the fire briggadge (Prepositional, Phrasal verb, MTI, Modifier, Tense)
- P322. When the fire briggadge came, he came with a very large lorry and at back of lorry, there was a large tank of water and on that tank there was a pipes (Pronoun, Prepositional, Phrase, Number, Tense)
- P323. When he take it on the pipes started pressing the water (Tense, Lexical)
- P324. They go and hind them. They plan that they will go to steal panga jembe and spade. When they steal them they went and they started making some hole to live in (Tense, Spelling, Clause)
- P325. When they finished making that hole, they go to shop and bought some matchbox, sugar and flow (Lexical, Tense, Determiner)
- P326. It was very dry because the grass have already dry and others trees are very dry (Number, Tense)
- P327. The people who living in the forest their house did not attached by fire (Tense, RC, Number)

- P328. The forest going burning and others trees were very break down by the fire (CF, The forest continued burning and many trees were destroyed) (MTI, Number, Tense)
- P329. When the fire have already stop crowd of people were collecting firewood others were shouting to each other (Tense, Clause link, Lexical, Prepositional)
- P330. When we were looking around the forest we see that some animal shelter was burning others animal were already dead. Others were not attacked by the fire. they running with their families (Tense, Determiner, Link, Lexical, Sentence pattern, W.O)
- P331. Some people who leaving in the forest not hear because some of them were going to find their jobs and others were going to grazing their cows, goats and other animals (Tense, Lexical, Phrasal verb)
- P332. When I started getting to the forest I saw a very big bursh where the fire was (Tense, Lexical, Spelling)
- P333. The I saw a small house far away to me but I did not be come worand (Prepositional, Phrasal verb)
- P334. When I reach near the house I did not hear any people talking there I ran up to home (Lexical, Link clause, Prepositional)
- P335. All the mens and womens was going there and took a packet of water and the mens carrys the soil with water because that soil was make the fire off (Number, Tense, Lexical, Pronoun, S-V-Agr.)
- P336. When the police was came there he started asked the chief who was saws the fire. (Tense, Auxiliary S.V. Agr W.O).
- P337. When I woke up early because my mother told me she wante me to go a market (Interrogative clause, Adverbial subordinate clause)
- P338. When I was on the way to back home I saw a man riding a bicycle (Phrase, Lexical, MTI)
- P339. When he was on the way road riding bicycle like that, there was a car but he is not minding (MTI, W.O.)
- P340. The driver of that car started to catch the brake because he show that bicycle has no break but that break was not catch (Tense, Lexical, MTI)

- P341. The bicycle fell down with Mr. Karebe and the car
broke down (Prepositional, Lexical)
- P342. Then the car driver was injured by his car and some
people were in the car were also injured (Cordination,
Lexical)
- P343. He reached where there was a hill and start going with
foot with her bicycle but he was just with hurry
(Lexical, Tense, Pronoun, Prepositional)
- P344. All those who was heat were taken to nearby hospital
(RC Tense, Number, Lexical, Determiner)
- P345. When they were starting to riding the bicycle before
the road, This man saw a bus coming very fast, This man
was trying to close the brakes of the bicycle.
(Tense, Clause, Lexical, MTI)
- P346. There was two girls and they were sister. The big one
tell the other one, e man look He's not going to stop
at the main road (Number, RC, Tense)
- P347. There was a policeman nearby so she ran and catch Mr.
Karebe and try to woke her up but her legs were broken
so she was not able to woke up (Tense, Pronoun,
Coordination)
- P348. When he is on the road there was a girl called Emma.
She is standing aside of the road when she is looking
round they see a man coming with a high pressure of a
bicycle.
(Tense, Prepositional, Lexical)
- P349. This villigers were told each other to and look them
once again (Number, Prepositional)
- P350. When people see the fire will not stop the think to
start to poor water but it was not possible (Tense,
Wh-clause, Lexical)
- P351. On that time one person had gone and one was coming
with fire extinguisher
(Prepositional Phrase, Lexical)
- P352. Suddenly the mens came with soil and spread over the
fire, when other people saw that they started to do so
(Number, Pronoun, Adverbial)
- P353. After that two men we started look them shamba was
clear and take other weed to the side on the shamba
(MTI. Cl. Tense, Prep, Number)

- P354. Their have tall tree their for give shade
(Pron. Tense, Word Order)
- P355. When we tired in the forest their make French for
prevent the animals to damage crop
(Cl. Tense, Number, Prep.)
- P356. When Nyairo their look the is good for wed collected
all to make the shamba clear
(Cl. Pron. Number, Article)
- P357. We seen a snake their fear and shouted go the call
helpers
(Tense, Pron. MTI)
- P358. When saw so that Mutua was took a big stick and go very
fast bit (Cl. Phrase, Aux., Tense, Art.)
- P359. Nyairo was bit and fall down (Tense)
- P360. After that one person lie down about ten minute when
wake up their start to go lie the leg and slowly
reached to the at home prepare go the hospital (Cl,
MTI, Prep, Pron, Tense, Word Order)
- P361. We do first aid lie down we seen other person take
jembe and kill them (Tense, Art, Number, Pron)
- P362. The man take properly left somewhere rest we do first
aid fast taken to the hospital. The man was not
worried them say that I can not go (Tense, Cl, Phrase,
Pron, Modal Word Order, MTI)
- P363. The boy did what he was told to do by his father (MTI,
Cl.)
- P364. The boy carried with him a can of water he went at the
river (Prep.)
- P365. He found his father while in the work (Cl, MTI)
- P366. His father stopped digging and drink a cup of water and
left the rest (Tense, MTI)
- P367. After that his father took the jembe and weed the
shamba (Tense, Cl.)
- P368. After that the boy stopped because he was not having a
jembe (Clause)
- P369. He started to correct the rubbish which, was in the
land (Prep.)

- P370. While he was doing so he saw a snake at once (Clause, Prep, MTI)
- P371. He was not able to ran away because of fears (negation, Tense, MTI)
- P372. He stayed for sometime and later bite him on his leg (Pron, Tense)
- P373. He tried to run but in vain (Phrase)
- P374. His father was not knowing what was happening (Neg. MTI)
- P375. He went to the boy carrying a panga with him (Prep, MTI)
- P376. The boy was not able to speak because of fear (Neg.)
- P377. His cheeks were full of tears (MTI)
- P378. After the boy recovered his father was opening his mouth (Cl, MTI)
- P379. Then after that his father saw the blood coming from the boy's leg (MTI, Clause)
- P380. He tied with a string to stop the blood from coming out and also to prevent the boy from getting germs (MTI)
- P381. He took a jembe with him and searched for the snake he found the snake while in sleep (Pl, Cl, Prep)
- P382. He kicked it with his jembe at the head and the snake rolled a while down the valley (Prep, Phrase)
- P383. The man threw the jembe at the bush (Prep)
- P384. He say the boy was unable to do anything after that (MTI, Clause)
- P385. He did not wait to knock the door (MTI)
- P386. The boy was taken to the doctor and he was given some medicine. He was not changing at all. Then he was impatient too. He stayed and recovered (MTI, Negation, Phr, Pron)
- P387. When the doctor was asking questions his father took the snake from his pocked he showed them how the boy was beaten they all feared because of that man (MTI, Cl, Pron)
- P388. The boy started to show some magics with that snake (Prep)

- P389. They became happy for the boy to recover. They used to pray God day and night for his deed (Prep, Tense, MTI)
- P390. He got a job of cheating primary school pupils by showing them magics (MTI)
- P391. They both bought new bands and stayed best life with his father. (MTI, Phrase Linkage, Prep. lexical)
- P392. His father Kamau went to the shamba to weld his crop (Lexical, MTI, Pron.)
- P394. When his child mwangi break of the school his father send him to go to fetch some water to drink (MTI, Tense, Cl.)
- P395. The was a sun day the took the water can and ran to the river to find some water. (MTI, Article, Lexical)
- P396. He returned back and he gave his father water (Article, Lexical, MTI)
- P397. The boy saw a snake coming out the hole (Lexical, Phrase, MTI)
- P398. He started running to escape his life (Lexical, Phrase, MTI)
- P399. He ran as he could join his but the snake was fast than him (Cl. Phr. Prep. Linkage Errors)
- P400. The snake bite him in the leg but his father saw that he took a fork jembe and started fight with snake (MTI, Cl./Phr linkage, Tense, Article)
- P401. The boy lying down because of pain he started groom of pain (Tense, MTI)
- P402. His father went on fighting with snake but man difited the snake by make it lied and kill it (MTI, Lexical, Prep. Tense, Cl/Phr. Linkage)
- P403. That man did not now how to give somebody who was bite by a snake first aid and he realised that to run for the help in the village because there had no hospita;l near a round (Lexical, Tense, MTI, Cl/Phr. Linkage, Prep.)
- P404. The man decided that to take his son to the hospital (Cl/Phr. Linkage, Prep.)

- P405. He saw a matatu coming toward him and stopped to the road and stopped it
(Lexical, MTI, Cl.)
- P406. Their found Mwangi still lying down and he didn't speak and he did not stand.
(Modal, Negation, Pronoun)
- P407. Their board him to the matatu. The driver drive the car as fast as dog chasing rabbit up to the hospital
(Tense, Pron. MTI, Prep)
- P408. The doctors treat him and injection him after an hour the boy started speaking and standing up
(Modal, Tense, Lexical)
- P409. The boy said thanked to his father and to the driver who safe him in danger
(Lexical, MTI, Prep.)
- P410. In the evening his father was tied because of his job and the suprised for his son because he realised that he was died, but the boy was still on from they the boy stopped playing by a snake he was fearful by a snake
(Lexical, MTI, Tense, Cl/Phr., Pronoun, Prep, Article)
- P411. It was about seven oclock when my mother ask me kindly to go the nearby shamba
(Tense, Article.)
- P412. So first took a cup of tea
(Pronoun)
- P413. On me way I saw a cloud of smoke rose above the tree
(Pronoun, Tense)
- P414. The fear gripped me
(Article, Prep.)
- P415. I went on the shamba and I started digging hardly
(Prep. Lexical)
- P416. He opened his mouth and say "What is your name"
(Tense, Interrogative)
- P417. I started keep mun and men he said if you don didn't tell me I should kill you
(Tense, Number, Neg. Modal)
- P418. When I heard that I told him and told him why mum was. He took journey and he went there
(Clause, MTI)

- P419. Then I followed that person to where he was heading to
(Prep. CL)
- P420. I saw him pretending like a person his mind was not
well so I should for my mother not be killed by that
person
(MTI, Phr./Cl, Lexical)
- P421. We run towards that direction
(Tense)
- P422. We met that an old man who was turning somethings
(MTI, Cl)
- P423. When we went a bit closer we saw a cloud of smoke
rising up according to the speed of wind
(MTI)
- P424. He was not able to say anything
(Modal)
- P425. He told us that he came from Britain and went to work
in Germany
(Tense, MTI, Auxiliaries)
- P426. He married a woman
(Auxiliaries)
- P427. Afterward an accident occured in their country Then
there was a serious draught and her wife was a victim
(MTI, Pron, Cl)
- P428. As he was sick he was not able to eat any thing and for
accidentally he died
(Modal, Neg., Prep.)
- P429. He thought the best thing is to go back to their origin
with his remaining son.
(MTI, Pron. Lexical)
- P430. His son looked at birds when flying in the morning
(MTI, Prep., Art.)
- P431. They prepared wings for use while flying
(Prep. MTI)
- P432. Before they started their journey he told his son to
practice a bit so they can see are kind of wings
(Cl., Article, Lexical, Tense)
- P433. He warned his son to fly just behind him because his
father was old
(MTI, Lexical)

- P434. They started their journey at the same speed. They flew and flew
(Prep. MTI)
- P435. While they were flying his father was exhausted so his son flew higher and higher and he was warned not to fly high because the wax would melt
(MTI. Cl/Phr. Linkage, Negation, Tense)
- P436. The feathers started falling one by one and he was left poor. His father called but no answer.
(MTI, Lexical, Negation)
- P437. He found the body floating in the water
(Prep.)
- P438. I was at home in one morning when I was milking the cow by the time I finished (Number, Cl.)
- P439. I took the milk to the house when I was heading to the right side
(Article, Cl.)
- P440. I saw a smoke I put the milk to the cupboard and the I run there to the side where the smoke was coming from
(Article, Number, Prep)
- P441. The air was very populated by the smoke
(Lexical)
- P442. I know there something in that bush which was being burnt
(Tense)
- P443. When I reached there I found everybody with a bucket of water pouring to the fire but the fire was still burning
(Cl., MTI)
- P444. I pick a brach of trees and started beating the burning fire
(Tense, MTI, Number)
- P445. I helped very much because everybody took a branch and started doing as I was doing
(Number, MTI)
- P446. After that we started arguing who has done all the work
(Tense, MTI)
- P447. We saw a face of a human being hiding somewhere looking with one eye as a snake
(MTI)

- P448. One man found two men with torn clothes together with parafin bottle (MTI, , Prep)
- P449. When we reached there we found there are the ones who had done all that work of burning somebody's bush (Tense, MTI, Pron.)
- P450. Nobody tried to help them as they were being beaten because nobody liked a thief (MTI, Phr, Linkage.)
- P451. As they were beaten and even they were not able to stood for themselves (MTI, Negation.)
- P452. Everybody who had gone to reseve the shouting started leaving the place and went their way (MTI, Number.)
- P453. The Christian woman and the owner of the bush took the bottle of paraffin and waited for a car to came so that they can go to the polio station (Tense, MTI, Modal.)
- P454. A matatu came and they wave they hands before it reached where they were (Pron, MTI)
- P455. The two robbers were entered to the matatu (MTI)
- P456. They were not able to get sitted for themselves (MTI, Negation.)
- P457. As they reached at the police station they were pulled out by the policemen and taken to the court (Cl, MTI, Pron, Art.)
- P458. They were not able to stood and said what happened so they we speaking as they were lying down (Negation, MTI, Auxilaries, Pron.)
- P459. As they said all what happended they we jailed two years and everybody five strong strokes (Cl, MTI, Lexical, Aux.)
- P458. They also paid the owner of the bush four thousand shillings (MTI)
- P459. For about one week had passed from that day the two men died and the owner were given a report to come to take their children (MTI, Number, Lexical, Cl.)
- P460. As they reached there, they were told to gave four thousand shillings to the owner of the bush and the do as they were told then took the dead and took them to muchery (MTI, Cl, Tense, Pron.)

- P461. I was very worried and asking myself where it was coming from (Mti, Lexical, Tense.)
- P462. The smoke was coming from the side of my grandfathers house (MTI, Lexical.)
- P463. When I reached there I met nothing was happening. I met my grandfather inside the house (MTI, Tense, Lexical.)
- P462. He asked what I want (Tense, MTI, Lexical.)
- P463. I started looking around but very far from our home where I saw a cloud of smoke (MTI, Word Order, Cl/Phr, Linkage.)
- P464. I saw people going there with some water and others were removing things from the house (MTI, Lexical.)
- P465. When I reached there I met that the house was burned completely. There was only ashes there but in good luck nobody was burned (MTI, Lexical, Prep.)
- P466. The owner of the house were crying because of their properties (MTI, Number, Lexical.)
- P467. The people of that area contribute some money to help those people (MTI, Tense.)
- P468. The money that remained after building the house, they buy house hold things (MTI, Tense, Lexical.)
- P469. When I was going back home it was about seven thirty (Cl, MTI).
- P470. I was very afraid because I was going through the forest. Nobody was passing through why I was passing through (MTI, Lexical.)
- P471. I reached somewhere that there was no trees I ran like I was chased by a devil (MTI, Negation, Number, Lexical.)
- P472. They told me it was very bad to go some where without saying (MTI).
- P473. Then I started telling them the fire attached the hous (MTI, Lexical.)
- P474. From that day when going somewhere I must say where I am going (MTI, Lexical, Tense.)
- P475. That day I made my parent to do a lot of work for searching me (MTI, Lexical, Prep.)

- P476. I am now grown up to know what I am doing is good or wrong (MTI, Lexical, Tense.)
- P477. At that day we had slept early than usual (Prep, Linkage).
- P478. At that time I was coming out to go for a short call (Prep, MTI).
- P479. When I looked high up in the sky there was no moon or stars there were only heavy dark clouds (MTI, Cl/Phr, Linkage.)
- P480. I looked the direction where the sound was coming from (MTI, Lexical, Prep.)
- P481. My father was worried what had happen to me (Tense, MTI).
- P482. He came out quickly even without put on his clothes (Tense, MTI, Prep.)
- P483. When they reach outside they asked me what was wrong (Cl, Tense, Interrogative.)
- P484. They went back the house, put on their clothes and rashed ther (Prep, Lexical.)
- P485. I want to bed but I was not able to sleep (Negation.)
- P486. After peoples putting off the fire, my mother came back home (Number.)
- P487. My mother was wondering that person who burnt that house could also come to our hours (MTI, Lexical.)
- P488. They put off the fire (Prep.)
- P489. And there was no one who was hurt. It was only some small thing which were in sitting room (Tense, Word Order, Number.)
- P490. I even cutting the nappier grass for them I kept standing so that I have a rest, I look forward (Tense, Auxilaries, Modal.)
- P491. I started throwing the soil from the ground and threw it to the tree. Then the cloud of smoke was still continued (MTI, Tense, Lexical.)
- P492. I discovered that for a few minutes the cloud of smoke will disturbed me (Tense,)
- P493. The crowd of people from nearly was come (Article.)

- P494. When they realized that the smoke was not stopped, two of the women joined me and we go on shouting for hell (MTI, Lexical, Tense.)
- P495. The sound was longer than for myself (MTI, Phr/Cl, Linkage, Lexical.)
- P496. All the people around the area was there (Number.)
- P497. When they met all the water and the soil was thrown towards the above of the mango tree (MTI, Lexical, Prep.)
- P498. If it will arose once again, they would come for another help (MTI, Lexical)
- P499. When they disappeared all of them the mango tree felt (Word Order)
- P498. I didnt found anything (Tense)
- P499. I decided one of the man came and dug a hole above the mango tree (Number, MTI, Tense)
- P500. The mang tree was fell because the roots was died (MTI, Lexical, Number, Tense, Auxiliaries)
- P501. I didn't called the people again because I was not able (Negation, Auxiliaries, Modal)
- P502. I opened the gate and make all the callto go home (Tense, MTI)
- P503. When I reached home I narrate my grandmother hoe the mango tree was having a smoke (Tense, MTI, Lexical)
- P504. She was very disappointed because her and grandfather were not able to go there to see. They said that these are goast as I was said before (Tense, MTI, Negation, Prep.)
- P505. One upon a time my father tell me that to take cattle, sheep and goat to graze nearby our home, where my father have gift the land (Tense, lexical, Clause, MTI)
- P506. Where they were in school the started in class one up to secondary (Clause, Prep., Auxiliaries, Tense)
- P507. They sitting together and play together (Tense, Auxiliaries)

- P508. They tell her friend that they want to marry one girl who is neighbours our house
(Number, Pronoun, Tense, Number)
- P509. On Monday morning when I wake up and light the fire then I put water in the sufuria and make tea
(Tense, Clause)
- P510. The day itself is on a Monday
(Pron. Prep.)
- P511. All member of the family had gone and leave me home to be my head of the home
(MTI, Tense, Lexical)
- P512. Once upon time there was a man his wife and one child
(Article, Pronoun)
- P513. His land was on a flat ground
(MTI, Lexical)
- P514. There was no any near sources of water except a small stream
(Negation)
- P515. After doing hard work he used to enjoy the good fruits
(MTI, Word Order)
- P516. One day his son had closed the school and they chose one day to go and weed the garden
(MTI, Lexical)
- P517. On the way they carried all the things to help them to do their work well
(MTI, Lexical, Prep)
- P518. They carried water for drinking
(MTI, Prep)
- P519. They left the wife in charge of cooking and in the lunch time she would brought them food.
(Tense, Auxilliary, MTI)
- P520. The garden was not far away so they took a short time to arrive at the bottom of it.
(MTI, Lexical, Prep. Cl/Phr-Linkage)
- P521. Their parents were not there so they arrange themselves
(Tense, MTI)
- P522. Kamau was told to go and fetch water in the river and Maina to go and dug the nearby shamba so about eight o'clock Kamau took the pot and went in the river
(Prep. MTI, Tense, Cl/Phr. Linkage)

- P523. Yesterday my came in the house very late because he was there at Nairobi to visit my uncle who was sick
(MTI, Prep)
- P524. He will wake up at six O'clock and went to the shamba
(Tense, Modal)
- P525. I also get awoke and prepare some tea for the family
(Tense)
- P526. The father put the jembe down and took the kettle without having any cup
(Art. Pron. MTI)
- P527. Mr. Murio was an industrious as an ant
(Simile, Art.)
- P528. He used to work on his garden with her son so they can earn there living
(Prep. Pron. Modal, Tense)
- P529. He set off for shamba
(Article)
- P530. Then they each took a fishing trap
(Number)
- P531. He met with a giant when decided to enter the forest
(Number)
- P532. The snake was a poisonous one
(Article)
- P533. He saw his son a far distance lying down
(Prep.)
- P534. There must be a plan of everything in a home or home compound
(Prep. Cl/Phr. Linkage)
- P535. This is because if one man is digging and the other one trying to pass nearer they can cause a great injured.
(Pronoun, Prep)
- P536. The other one is carrying wine with a pot
(MTI, Prep.)
- P537. One upon a time there is a man called Mr. Buthia
(Article, Tense)
- P538. He decided to go and bought land some where out of his village. The man had gone and buy land
(Tense, Prep. MTI)

- P539. Thinking that smoke is good about when continue they cause diseases
(Cl. Pron. Number, Tense)
- P540. When continue go other place I took the bag going to the a good place
(CL. Article, Tense)
- P541. I wake up and seen the people cry the bush will be burning
(Tense, Modal)
- P542. It is me do that work bad the trees burining the crop
(Word order, Tense, Pron.)
- P543. I was born when they was so cold
(Number)
- P544. I was born in village called Muroha
(Article)
- P545. On sub-location called Kiangoma
(Auxiliaries)
- P546. We as a family we were in good place where we grow the food crops. (Pron, Tense, Adv.)
- P547. One day they was a mens who were life in the bush
(Article, Number, Lexical)
- P548. The work for him is only to steal in other house
(Mother Tongue influence, Number, Tense)
- P549. They were on how to do
(Lexical, Preposition)
- P550. That mens they look like a lion
(Tense, Number)
- P551. Their have hat in the face
(Lexical, Preposition)
- P552. One day their plan how their can destroy the bushes
(MTI, Modal, Tense)
- P553. As I am eleven years old have knew good thing or bad.
(Tense, Number)
- P554. Our parent told me that one or three days we should left you here because we want to see you grandmother who life in the Rift valley near Nyanza Province but me I was fear because they are people who were destroy house
(MTI, Number, Tense, Modal, Lexical, Clause)

- P555. I fear to tell my father because I don't want my father know that I have fear during the night, the pack their clothes
(Tense, Negation)
- P556. They give me four hundred shilling to buy food for three day so they go
(Number, Tense)
- P557. We have a dog (meant dog) called Manyatta It is so bad when no any body cannot consing with that house
(Lexical, Clause, subordination)
- P558. When I was sleep I was sleeping well but very early in the morning I hear people shouting with big mouth.
(lexical, MTI, tense)
(Riria ndirari toro, ni ndirakomete wega no kiroko tene muno ndiraigua andu makianirira na kanua kanene.)
- P559. When I look my left hand I saw alot of smoke above the tree but me I don't knew what happen I wake up quickly.
(Lexical, MTI, tense, auxiliaries, negation)
(Ndarora guoko gwakwa kwa umotho ngiona ndogo iguru ria muti no ndiamenyire uria gwekika)
- P560. When I climb in a big tree I saw many people have brushes and was but I saw it is a house burn which people
(MTI. Clause, Lexical, Tense, Preposition)
- P561. So me I was I disappointed so many people were injured with the fire
(Prepositional, Pronoun)
- P562. I start call my friend to come to stay at the home
(Tense, Preposition)
- P563. I didn't saw an accident like that for ever
(Tense, Pronoun/Number - "one")
- P564. We were going to visit my brother with my friend John
(MTI)
- P565. I decided to go with him to visit my brother at Mahinga
(Lexical, Preposition)
- P566. We started our journey at seven am in the morning
(Lexical)

- P567. We went sorry and we are talk about education but when we were near to arrived my brother's home John saw a cloud of smoke rose above the trees and he decided to show me
(Lexical, Using word order, Tense, Preposition, MTI)
- P568. We started decision cause of the fire
(Lexical, MTI)
- P569. After a few minutes we hear an alarm come to us at the fall side
(Tense, MTI, Lexical)
- P570. When we were near there we found two?
(Lexical)
- P571. Me hide themself to the bush but we had suprised
(Tense, Pronoun, Number, Preposition)
- P572. We crib the tree to search the smoke come from
(Tense, Clause, Lexical)
- P573. We went back but we find other way we could pals through
(Tense, Lexical)
- P574. Before we reached there we met with my brother and we went with him up to the smoke come from
(MTI, Preposition, Clause, Tense)
- P575. When we arrived we found a man sat down near a house fire
(Tense, MTI)
- P576. My brother asked him "what cause fire, he didn't catch his breath.
(MTI, Tense, Nagation, Lexical)
- P577. The man started by said, "My son my son died"
(Tense)
- P578. We did new what he want to say
(Tense)
- P579. He started speak
(Tense)
- P580. When we were at the kitchen with my sun we saw two gentlemen outside his eyes full of tear the man had down and he started groomed because at the pain of his son who was died
(MTI, Preposition, Lexical, Auxiliaries, Tense)

- P581. We started fearing because when the statement of the case of the police would come back to you
(MTI, Tense, Modal, Preposition)
- P582. My brother told us to talk him to the hospital but my friend and I refused because of the fear.
(Lexical, MTI)
- P583. After that my brother started whittler the horn to call for help
(Article)
- P584. The people came for the help
(Preposition, Article)
- P585. From my life I ever saw any other accident like that of the fire
(MTI, Negation)
(Kuuma mutuririini wakwa ndii ndona ugwati ungi to ucio wa mwaki)
- P586. I took off my heels
(Clause)
- P587. As I reached all animals were escaping from the fire
(Clause)
- P588. I met with lions, leopards, snakes and hare
Ngitungana na miruthi, ngari, nyamu cia thi na mbuku
(MTI, Lexical)
- P589. As I saw them I ran away because they left me like a hare being chasen by a wild dog
(MTI, Lexical)
- P590. But later I saw the smoke was coming towards me
(MTI, Lexical)
- P591. I argued what to do. Then I thought the forest was burning
(MTI, Lexical)
- P592. I went nearby and I fund a very big snake
(Lexical, Pronoun)
- P593. Some mobs of people arrived as I was there
(Number, MTI)
- P594. At that time the snake need to open and closed its mouth because of pain in the tail
(MTI, Tense, lexical)
- P595. People thought to remove it but they were not able
(MTI, Preposition, Negation)

- P596. They tilted it against one corner
(Lexical)
- P597. It was too heavy for us to tilt it but we did
(Clause, MTI)
- P598. We thought that our best is to take the code number for
museum
(Tense, Auxiliaries, Preposition, Lexical)
- P599. We send one of us to ring
(Tense)
- P600. As he rang the gameparks came and they were unable to
carry it because of its weight.
(Lexical, MTI)
- P601. The searched for a big lorry wich could carry that
snake but in vain
(MTI, Lexical)
- P602. They found a very a big lorry which could carry a full
house
(MTI)
- P603. The snake had pain in its tail
(MTI)
- P604. One of the gamepark who was the manager sprayed some
medicine around its mouth. The snake lied there and
there
(Relativization)
- P605. Young people were called to help to lift it
(MTI, Preposition)
- P606. As they lifted 3 they were told to board that lorry at
the front cabin
(Lexical, Clause)
- P607. They were taken up to museum
(Preposition)
- P608. Other snakes which were there were about, half of it.
It was just like the king of the kings
(MTI, Lexical)
- P609. They were shown corks, lion, leoprd, hyena, and monkeys
which were climbing the tree
(MTI, Lexical)
- P610. They stayed thinking about that fire and fire
estinguishers came,
(Lexical, MTI)

- P611. They put their pipes in the river while others were sprinkling some water in the forest
(MTI, Preposition)
- P612. Those which in the river fetched much water
(Clause, Lexical)
- P613. And the fire get finished and fire extinguishers asked the cause of the fire but there was no answer
(MTI, Tense, Preposition, Lexical)
- P614. They thought people of that region could be stopped smoking near forests.
(MTI, Modal, preposition, Lexical)
- P615. The fire extinguishers went back home
(MTI, Lexical)
- P616. As they went Nandi people said that their God was dead
(Clause, Tense)
- P617. They reported up to the parliament
(Preposition)
- P618. But they didn't knew who their God was but it was the snake
(Tense, MTI)
- P619. When they knew that it was the snake they claimed because they thought their God was burned by the fire from the forest
(Lexical, MTI, Preposition)
- P620. They were saying that their region was not raining
(MTI, Word Order)
- P621. They were given their snake and went with it. As they went the rain fell and fel and plants grew on
(MTI, Clause, Preposition)
- P622. It was? the evening when the gangsters invaded our village
(Preposition)
- P623. When people saw the smoke rising up, they all went to look for the course of the smoke
(Prepositional, Lexical)
- P624. It was the gang of men who had rousting the meat.
(Auxiliaries, Tense)
- P625. They had panga in thir had almost all
(Number, Lexical)

- P626. Having noted that they all brake out for their life .
the gang at people persueded them with their pangas.
(Lexical, Preposition, MTI)
- P627. A short time later, they all went back into the forest
(MTI, Word Order, Preposition)
- P628. When the people reached home they found that their son
had gone home without the cows from where they had
realing
(Lexical, Clause, MTI)
- P629. They carried with them spiershead to the source of
smoke
(Preposition, Pronoun, Tense, Article)
- P630. It was now some minutes pastseven hen they reached
there
(Lexical, Tense)
- P631. Upon reaching , they found that it was deserted.
(Pronoun)
- P632. What they found is that the fire was lighting
(Clause, Lexical)
- P633. So they decided to follow them to the one path inside
that forest
(Preposition, MTI)
- P634. Upon reaching deep in the forest they saw them coming
toward them
(Pronoun, Lexical)
- P635. When they approach they through the spiers, they all
killed
(Clause, MTI, Pronoun)
- P636. After they went on to look whether they had left the
cows there behind.
(Clause, MTI, Pronoun)
- P637. A few steps they saw that their cows being tethered
somewhere in the bush
(Lexical, Clause, Pronoun, Auxiliaries)
- P638. The put off the ropes and took their journey to their
homes
(Lexical, Preposition, MTI)
- P639. Some of the cows was very tired for they had moving
almost the whole day
(Number, Auxiliaries)

- P640. So they had working very slowly
(Auxiliaries)
- P641. The men had no hurry for they saw what they were
looking for
(MTI, Auxiliaries, Tense)
- P642. It was very late when they were reaching home.
(Auxiliaries)
- P643. They milked them and gave them chance to rest
(Article)
- P644. On the first there are two mens
(Number, Tense)
- P645. There two mens they like to be a farmer
(Number, Modal, Article)
- P646. One men he carries water with a jug
(Number, Tense)
- P647. The other one he was big his garden
(Word Order, Pronoun, MTI)
- P648. On that garden he was planted food crops and they like
a maize
(Word Order, MTI, Number, Article, Auxiliaries)
- P649. Behind him they was a big tree
(Clause, Number, Pronoun)
- P650. This man was use a jembe
(Auxiliaries, Tense)
- P651. He was very careful with his work
(Pronoun)
- P652. On that garden also they was some stones
(MTI, Auxiliaries)
- P653. If you can one person has rest on the tree
(Tense, Preposition)
- P654. He had remove the hut on the head
(Tense, Lexical, Preposition)
- P655. There was a father and his son
(Tense, Article)
- P656. One men put a long and his son the short one
(Article, Lexical)

- P657. He was rest so that he can drink the water
(Tense, Modal, Article)
- P658. On his garden there are something planted there
(Preposition, Number, Tense)
- P659. It look like cabbage
(Tense, Number, MTI, Tense)
- P660. On the picture three there are fire
(Preposition, Lexical, Number, Tense, Word Order)
- P661. Near the muching there are snake behind
(Number, Tense)
- P662. If you can see the crops now they are grow up near the
mulching
(Lexical, Modal, Tense)
- P663. He want to pull up and kept somewhere
(Tense, Word Order, Lexical)
- P664. In picture four they are banana and bushes also they
was a vally
(Tense, Number, Word Order)
- P665. If you see that man he was tied even
(Tense, Word Order)
0666. He can stand well his son had saw a snake
(MTI, Auxillaries, Tense)
- P667. It had pointed to caught the leg
(Tense, Preposition)
- P668. He was doesn't have any way kill
(Tense, MTI, Preposition)
- P669. His father just go with dig his galden
(Tense, Preposition, Pronoun)
- P670. Even her, he was tied cought the snake start pray with
him
(Pronoun, Tense, Lexical)
- P671. Picture five the son had fell down
(Word Order, Lexical, Preposition)
- P672. He start they for along time without his father know
(Tense, Lexical, MTI)
- P673. After a long time he found that he can't here his son
song
(MTI, Modal, Negation, Tense, Lexical)

- P674. When he saw him in the garden laying there
(Clause, Tense, Lexical)
- P675. When his father dig he cut the snake in two piece and
before he cut it had oready cut his son leg
(Clause, Tense, Number, MTI)
- P676. It was in the away disapeared
(Preposition, Lexical, Pronoun)
- P677. The last one there was a house there and on the top of
it has pointed what it is
(Preposition, Tense, Pronoun)
- P678. On that house there are window and door
(Preposition, Tense, Article)
- P679. On the up there are written a clinic
(Preposition, Tense, Article, MTI)
- P680. There are man and his sone going the clinic because his
son has cut leg with a snake
(Number, Tense, Article, Lexical, MTI, Preposition)
- P681. He had a leg on his hard tie with a rope
(Lexical, MTI, Preposition)
- P682. There was a boy and his father
(MTI, Linkage)
- P683. The boy went to help his father to work at the shamba
(MTI, Preposition)
- P684. The man work for along time and he became thirsty
(Tense, Pronoun)
- P685. He send his son to get some water at the nearby river
(Tense, Preposition).
- P686. When the boy came back, he found his father had not
finished to work
(Preposition, Clause)
- P687. Then he handed the jugof water to his father
(Article, Clause)
- P688. He took over the jembe and started digging
(Preposition, MTI)
- P689. His father sat down and he put his hat
(Pronoun, Lexical, Preposition)
- P690. After he drank the water.
(Clause)

- P691. Having drunk he went back where he had working
(Preposition, Auxiliaries)
- P692. The boy saw where there was very long weed
(MTI, Number)
- P693. So he decided to weed using his hands
(MTI, Preposition, Lexical)
- P694. When he was weeding, he found snake which had resting
there
(Clause, Auxiliaries)
- P695. Having seen that he jumped over struggling for his life
(MTI, Preposition)
- P696. It also jumped and persuedcted him
(MTI, Lexical)
- P697. The snake bite him on his leg
(Tense)
- P698. The boy grow with pain
(Lexical)
- P699. When his father saw that he rushed with his jembe and
killed the snake
(Word Order, MTI)
- P700. The boy was now uncontious
(Lexical, Tense)
- P701. Having killed? he took his son to the nearby clinic
(Lexical)
- P702. He lied him on the bench and rushed to where the room
where he heard some people talking
(Lexical, Preposition)
- P703. He gave them his case
(MTI)
- P704. The poison had gone all over the leg
(MTI)
- P705. So they demanded that the leg should be cut off to
struggle for the life of the boy
(Claues, Lexical, MTI)
- P706. It is was done as it was said
(MTI, Clause, Linkage, Lexical)

- P707. When the boy was treated, he had to say whether he know him to give first aid to such a case
(Clause, MTI, Word Order, Preposition)
- P708. The boy was admitted there
(Pronoun)
- P709. When the man heard that, he took to his way back home
(MTI, Preposition)
- P710. On his way home he realised that he had working and he had left his told there he entered in and took his jembe heading home
(Lexical, MTI, Auxiliaries, Preposition)
- P711. When he reached home, he informed his wife what had gone
(MTI, Lexical)
- P712. She shout with cry
(Tense, Lexical, Prepositin, MTI)
- P713. All of the children took over the cry having not known what was wrong
(MTI, Lexical, Tense, Auxiliaries)
- P714. When his father saw that, he whipped one of his children at his head
(Preposition, Clause, MTI, Lexical)
- P715. He fall down glooming with pain
(Tense, Lexical)
- P716. Gang of people attended the case to know what was wrong
(Article, Lexical, MTI)
- P717. When they saw that some decided to take the child to hospital
(Lexical, MTI)
- P718. The became mad people both fathe and the mother
(MTI, Article, Pronuon)
- P719. Once upon a time their was two men call Mutua and Nyairo was started to go the shamba to dig
(Article, Pronoun, Number, Tense)
- P720. When we go theie start the work and carry the food
(Pronoun, Tense, Lexical)
- P721. Mutua was go early in the morning to do some work and prepare shamba
(Auxilaries, Tense, Article)

- P722. Nyairo was left at home do some job at home
(Tense, MTI)
- P723. After that Nyairo was go slowly and reach in the shamba
carry some dish for water drink
(Tense, Preposition, Clause)
- P724. When in the shamba, Mutua was do a better work and then
become tired
(Clause, Tense)
- P725. We told the Nyairo it carry some water give me to drink
(Artilce, Pronoun, Tense)
- P726. That men now when to go to the shamba we find something
to drink
(Clause, Pronoun, Preposition)
- P727. When they are giving round the shamba they saw their
mangoes tree has a ripe mangoes (Tense, Cl, Number,
MTI, Aux, Art)
- P728. Njoki told her brother to climb that tree (Pron, Art)
- P729. He climbed up the tree (Prep)
- P730. When he arrived at the top of a tree he ask Njoki what
branch has that ripe mangoes (MTI, Interrog, Number,
Tense)
- P731. When their brother arrived at that place he was is
their younger has broken the leg (MTI, Pron, Tense,
Aux)
- P732. Once there was a farmer who was a hard working farmer
(Art)
- P733. Always in the morning after he wakes up and take a
beverage he carry his farming tool and enter where he
works (MTI, Tense, Number)
- P734. After he sits down his son helped him by taking a jembe
a weeds for a estimation of about one squared metre
after his father finished (Tense, Cl, Art, Number, MTI)
- P735. As presence of bitten, the boy felt asleep of feeling
pain (MTI)
- P736. One day a boy and his father was digging the terraces
for planting potatoes (MTI, Tense, Pronoun)
- P737. The boy run to the home and fetch some water with a
gourd the bring it to her father (MTI, Tense, Lexical)

- P738. And her father sit down of a tree because the sun is very hot (MTI, Tense, Lexical).
- P739. One day my father was gone early in the morning on the garden (Tense, Prep, MTI)
- P740. When my father going in the garden, my mother did not woke up so my father went in the garden without done any breakfast (Tense, Cl/Phr Linkage, Prep, MTI, Lex)
- P741. When the father drank some tea the son taken the jembe and started digging on the shamba on the way (MTI, Tense, Prep, Aux)
- P742. One day they decided to go in the garden the other day (Prep)
- P743. In the afternoon they prepare themself for the work of tomorrow (MTI, Tense, Number)
- P744. He told his wife to woke up the other day morning and prepare tea and breakfast (Tense, MTI)
- P745. At the clack of drawn they woke up very early and prepare for the journey and because the garden was far from the home they want to arrive on time (Tense, Cl/phr linkage, MTI)
- P746. The boy had a name called Ayah and his sister had a me called Njeri (MTI)
- P747. When he climbed up he started to pick fruit and throw to his sister Njeri (MTI, Prep, Tense, Cl/phr. linkage)
- P748. It was on Saturday when we are walking with my sisters in our garden (MTI, Tense, Aux)
- P749. We discussed that to go and peak fruits from a tree which was lipe fruits (MTI, Pron, Tense, Aux)
- P750. A few minutes ago I was climbed on the tree and started to falling down to my sister which was lipe (Prep, Tense, MTI)
- P752. When I was going to attract blanch of that tree which has more lipe fruits I was started shivering and that blanch broken and fall down with me (MTI, Tense, Cl/phr, linkage, Aux)
- P753. One a upon time there was a parent who's were two children (Art, Number, Aux)

- P754. One day their children went round in the garden to search the wild life fruit and after a few minute they find a tree full of fruit near the home (Tense, Prep, MTI, Cl-phr. linkage, Article, Number)
- P755. Wambu said "Kim will you see that ripe fruit up there " (Interr, MTI)
- P756. One day my sister and I we were hungry and home there is no food (Tense, Prep, Neg, Word Order)
- P757. And we dicided to go and pick some fruit in the tree near home (Prep, MTI, Prep)
- P758. When I reach there up in the tree I saw the ripe fruit in the highest branch of tree (MTI, Tense, Cl, Prep)
- P759. One day maina and her girl went to pick some fruit near his house (Pronoun, Number)
- P760. The started to arguing who would climb the tree to pick fruits (Art, Tense, Prep)
- P761. Maina find out it is better to climb the tree. Maina climb the tree as her sister was looking at him (Tense, MTI, Lexical, Pronoun)
- P762. Her sister shown him where she many fruits (Tense, Aux)
- P763. There are two children long time ago (Tense)
- P764. One day they were going round on the shamba. They see a mango tree had many mangoes (Prep, Tense, Cl)
- P765. They sow it is good to go up the tree to pick the mangoes (MTI, Prep, Lexical, Tense, Aux)
- P766. Fatuma tell his brother to go up the tree to pick the mangoes (MTI, Tense)
- P767. My father and I we were working on our shamba and the sun was very hot (Pron, MTI, Prep)
- P768. We work several hours and my father became thirsty and he told me to go into the river and fetch some water for him (Tense, MTI, Prep, Cl-phr linkage)
- P769. And I rush into the river and fetch some water and return back (Tense, MTI, Prep)
- P770. When I gave him the water he sit down under the shade (Tense, Cl-phr)

- P771. When he is doing so I took the jembe and continues working where he had left (Tense, MTI)
- P772. There was a little boy who gone to fetch water with a jar (Prep, Word Order)
- P773. When the father send his son her father went to seeding his crops (Tense, MTI, Prep, Pron, Art)
- P774. The boy give her father water and father took that water and go where there was tree and sit there (Tense, Clause, MTI, Lex)
- P775. There are two people named Murimi and his son called Njoroge. Murimi is a farmer? Kangema (Tense, MTI, Prep)
- P776. On the shamba Murimi grow maize, beans, bananas etc and also grow cash crops in shamba (Tense, Prep, Number, Word Order)
- P777. One day he going on the shamba to weeding the maize (Prep, Aux, Tense)
- P778. On the lunch time his son Njoroge some with food to his father (Prep, Tense, MTI)
- P779. At the same village there was a man who is very hardworking man (Prep, Tense)
- P780. He used to work on his garden and he grow some crops on his shamba (Prep, Tense, Number)
- P781. In that village there was a boy who was very great friend with that man he work as a helper of him (Art, Tense, MTI)
- P782. One day when he was coming out of the river to fetch some water he saw his friend working on his shamba (Prep, MTI, Tense)
- P783. His son let him some tea with a gourd in the garden (MTI, Prep)
- P784. The son tell he father that let me help you for a moment and you get sittid in the shade and drank some tea (MTI, Tense, Interr, Prep)
- P785. As usual the father do so for a moment and ask the son thank you (MTI, Tense, Interr, Article)
- P786. After one or two second her father wake up both of them started weeding (Number, Tense)

- P787. When the boy was very thirsty and take the jug and went to fetch water in the river and river was nearest to their garden. (Tense, MTI, Prep)
- P788. There were a family leaving in one village. That family made by two children and their parent (Number, MTI)
- P789. The name of the two children are Kimani and Wanjugu (Number, Tense)
- P790. The family they were growing many crops and many fruits (Pronoun)
- P791. One time the two children discussed about what they do so that to eat fruit (MTI, Prep, Tense, Cl)
- P792. Their children stayed home without food to eat (MTI, Prep, Lexical)
- P793. One day her wife become sick become there are no food in to ate and they were very hungry (MTI, Tense, Number, Pronoun)
- P795. After a few minute my father and her come quickly to know what happen (Tense, Pronoun, Aux, Prep)
- P796. There was a man called Mr. Kamau and her wife called Wambui and also a son called Maina (Pronoun)
- P797. They were very hungry because there is no food (Tense)
- P798. Maina climbed the tree very quickly and also started to pick the mangoes (Tense, Phr-Cl)
- P799. One day Mis Kamau and he son Maina go to find food (Pronoun, Tense)
- P800. Around they home found a tree with very ripe mangoes (Pronoun)
- P801. Once upon time there are two children on the village of Karatina (Article, Prep)
- P802. They live together and used to do everything together as they can (Tense, Modal, MTI)
- P803. Their name was Kamau and the other one was called Wanjuru (Number)
- P804. Those fruits were very ripe such that they were full of greedy (MTI, Cl-phr)

- P805. One day Wangui and Mwangi come out early in the morning to go to fetch water in the river both of them (MTI, Tense, Number, Cl-phr)
- P806. Here there is a picture told us their are two people may be a man and his wife or a boy and a girls (Art, Tense, Cl-phr)
- P807. They were talking two of them (Number, MTI)
- P808. After they have talked or discussed one of them feel something arguing him/her (Lexical/Tense)
- P809. When the boy was on the shamba walking slowly because on the shamba were very many crops and some of them were big and covering the ground (Cl, Pron, MTI, Number)
- P810. Mwangi and his son was going to the shamba (Number, Aux)
- P811. The father proceeded digging and the son standing along side to his father (Prep, Tense)
- P812. As soon as possible the boy fell down on the ground because the snake bite the legs and there is no one to helper (Tense, Cl-phr)
- P813. Because the ? is too hot Mr. Kamau feel very thirsty (MTI, Cl-phr, Tense)
- P814. They lived a man and his son this son called Irungu (Pronoun, MTI)
- P815. He told he father to take some water where he kept under a tree (Pronoun, MTI)
- P816. My father does not speak to him but he looked him (MTI, Tense, Cl-phr)
- P819. He started weeding early because he wanted to finished earlier before the sun was hot (MTI, Tense, Cl-phr)
- P820. He saw a boy coming towards him carried a water with a gourd in his head (Prep, Tense, Art, Number)
- P821. The boy go and sit down beside the tree which was there in my father garden and started drinking water (Tense, Cl-phr, MTI)
- P822. My father does not ask him a question he going on doing his work (Tense, MTI, Article)

- P823. He get in and called out the doctor name (Tense)
- P824. My father go home to tell the father of that boy to take the money to the clinic tomorrow and the father of that boy saw the gratitude of my father (MTI, Tense, Phr)
- P825. It was on Friday morning, my father ask me that this morning we would go to work to the shamba (W.O. Tense, Lexical, Prepositional)
- P826. After we reached the shamba we start working together (Tense)
- P827. When I reached at home I take the calabash and I put some water in it (Prepositional, Tense)
- P828. Odhiambo and Atieno saw a plenty of fruit in the tree. They were too small to pick the fruit being in the ground so Atieno ask Odhiambo if he is able to go up to pick it (Determiner, Prepositional Phrase, Tense)
- P829. Wacheke went where the Maina was living and started lifting him up (Determiner, Lexical)
- P830. I went to forest as usual (Determiner)
- P831. Otieno and Akinyi so a plenty fruit on the tree (Determiner)
- P832. Akinyi speaked and asked Otieno how do we get those fruits and ate it (Tense, Interrogative, Inversion)
- P833. When I felled down my cousin Jane was afraid of this (MTI, Tense)
- P834. The nurse treated and she wore me a plaster and I was given a stick to go with it (Lexical, Prepositional)
- P835. He start going slowly to them but Njeri saw him. She shout to Mwangi run away. Then Mwangi jumped from the tree to the ground. He broke his leg and didnt walk again (Tense, Prepositional/Adverbial, Indirect speech, MTI)
- P836. When they reached at the shamba they started asking one another, "who was going to climb but afterwards Kamuya agreed to do so (Prepositional, Interrogative inversion, Tense)
- P837. Njeri kept on telling his brother that she was going to told him whom should come nearer (Tense, Prepositional, RC)

838. When she reached at their neighbours house, she found nobody was around but on her way to return he met her neighbour (Prepositional, Possessive, MTI, Negative, WO)
839. Their names Jane and Joseph (S-V-Agreement, Tense)
840. We started discussing what we are going to do after lunch (Tense, Lexical)
841. My father was sitting outside that house that he heard that sound (Clause)
842. After a few minutes as he want to climb further the broke down and Kamau falls down and when Muthoni saw that she ran as fast as his feeble leg could carry him towards the way to the nearest house find anybody to come for aids (Clause, Tense, MTI, Pronoun, W.O)
843. Suddenly the branch brokens up and he fell down (Tense, Phrasal Verb)
844. The man called sheth and asked him where he had hurted (Tense, Overgeneralization of TL Rules)
845. After a duration Mwangi started climb tree and started that with God everything is possible (Tense, MTI)
846. When Njeri saw that she started try look his but a short time Mr Kamau pass there he saw two children (W.O, Tense)
847. After duration of time John had reached the garden and climbed a orange trees which was looked very beautiful in the garden (Lexical, Determiners, Tense)
848. Then kamau carry Peter and they starts going with Jane (Tense)
849. She got out and Kamau give him his child. Jane was gives his mother the whole story but she didnt ask her (Tense, MTI, Negation)
850. When John was picking, he went at the top of the branch. When John reached there the branch was swinging side to side and at lastly he picked one mango (Lexical, MTI, Prepositional, Wrong expression)
851. On the way people were asking what was wrong, but he wasn't answering to anybody (Interrogative, Tense)
852. One morning I told my older brother to go to look whether we can found if there is some ripe (Prepositional, Tense, Lexical)

- P853. He climbed and started finding which had ripen throwing to me (MTI, Lexical, Tense)
- P854. When he was nearly to fall I ran as I want to catch him but all in vain (MTI, Tense)
- P855. A few minutes later he reach at the top. He saw a very ripe mango Jack was short and he cannot reach the mango (Tense, Modal)
- P856. Suddenly, I fall down my father came to help me he tie and tied until I couldnt move a single step (Tense, MTI)
- P857. There on the other side there was a snake and he was not seeing it (MTI)
- P858. He fell down like a person who had caught a shock. His father now he was busy killing the snake while the boy was sleeping (MTI, Tense, Determiner, Lexical)
- P859. When he was just resting drinking some water (subordinate clause WH - clause when my father finished to drink the water (Wh - clause, Subordinate)
- P860. At that moment the snake came running towards me. It bite me in the left leg I screamed for assistance. My father heard and saw me lying down on the ground having shock (Lexical, Tense, Prepositional)
- P861. His father left early in the morning to the garden which was a long way (Prep, Cl)
- P862. They had reached on the shamba (Prep)
- P863. When they dug and when noon was near Juma's father sent him to go and get water to a nearby stream (Prep, Tense, Cl, MTI)
- P864. He run and after a twinkling he had returned. His father thought that Juma did not reach (Lexical, Article, Aux, Negation, MTI)
- P865. He gave his father the pot of water (MTI)
- P866. There was a tree nearly where his father sat down and drank the water to quench his thirsty (Lexical, MTI)
- P867. He did not want to do any extra job he was tired (MTI)
- P868. He just walked around and around the garden when his father was diging (MTI)

- P869. When it was noon he was very hungry. A hunger that was unupportable (Lexical, MTI)
- P870. He knew his father would not give him food before he gets hungry (Tense)
- P871. He met his father too was very tired (MTI, Lex)
- P872. When Juma reached to the sport where his father was, he was told to go and get the food where had kept (Prep, Cl)
- P873. Juma felt hungry that he walked quickly (Corr. Surb. "so" omitted)
- P874. When he was about to take the food he had a bite on his leg and gave a utter sound and at once called a snake (Cl, Article, Prep, MTI, Lex)
- P875. Juma lay there when his father followed the snake to kill and at once he cut the snake into two (MTI, Cl, Pron)
- P876. His father looked as if he was not how he was (Neg, MTI)
- P877. They took they breakfast (Pron)
- P878. They set off with they journey (Pron)
- P879. His father was digging trenches for planting cabbages (Lex)
- P880. When he called Kamau and he tell him to bring for him a cup of water (Cl, Tense, Prep)
- P881. Within a shortwhile Kamau rushed to the nearby river and fetched full bottle of water for his father to quench his thirsty (Lex, Prep, MTI, Word Order)
- P882. His was sitting under a big shade tree resting (MTI, Lex)
- P883. When his father finished resting his father wake up and concentrated with his work (MTI, Lex, Prep)
- P884. He told Kamau to carry some grass which it was in heaps to do mulching to cabbages (Prep, Pron, Cl)
- P885. Something thing terrible happen. He was bitten by a snake and he jump up and down shouting because of pain (Prep, Tense, MTI)
- P886. He came running to seek what was going on (Lex)

- P887. He found his son lying down dead (Lex)
- P888. The snake it was running away, so he took a jembe which he was digging with it and he knocked it in head and it was dead (Pron, Cl, Prep, MTI)
- P889. He lift his son up but luckly he was not dead (Tense, MTI, Prep)
- P890. He tied himself with a belt where he was bitten and he wrapped the snake which has bitten his son and carry them two (MTI, Pron, Lex, Number, Tense)
- P891. The doctors gave him a help by treating the way (Number, Pron)
- P892. Later he recover and went home (Tense)
- P893. When he felt and told his to go and fetch some water (Tense)
- P894. The boy agreed what he was told (Prep)
- P895. He took the small pot and went to fetch water (Article)
- P896. He removed his hat and started to drink some water (Prep)
- P897. This son was still continuing with the work his father was doing (MTI, Tense, Pron)
- P898. When he bend to collect the weeds, the snake moved from its hiding and went towards the boy (Tense)
- P899. He met him lying on the ground (MTI)
- P900. The man quickly lifted him jembe up and killed the snake to death (MTI, Pron)
- P901. He carried him in the clinic so that he could be treated easily (Prep, Corr, Subordination)
- P902. The boy was treated and well and was injected (Lex, MTI)
- P903. The boy was well again and his father was happy because his sons recovered again (MTI, Word Order)
- P904. His father went thirst and send John to get some water (Tense, Lex)
- P905. John bought water for his father to squench his thirsty (MTI, Lex)

- P906. We went on to the farm and they continued with their task (Pre, Pron)
- P907. John was told by his father to collect some leaf that were lying down and keep them together to delay (Number, MTI, Lex)
- P908. As he collected he had a severe pain that passed all over his body (MTI, Lex)
- P909. He pulled up short and looked backwards he was it was a snake (Prep)
- P910. He felled down (Tense)
- P911. He took John to his hands and rushed to the hospital (Prep)
- P912. His father heard the hissing of the snake (MTI)
- P913. He went and groped John (Lex)
- P914. Within a twinkle of eye the doctors had started to treat him (Article, Prep)
- P915. His father was waiting for what will happen (Modal)
- P916. For a short time he was told that his son at rest (Pre, MTI)
- P917. Everybody was sad for the lose of their child (Lex. MTI)
- P918. That was the most unluck day in therre family (Lex, Pron)
- P919. He planted different kind of things (MTI, Number)
- P920. They dug for a few hours and then the father sent Mwangi to go and get him somee water (Tense, MTI)
- P921. He rested while Mwangi continued digging his part his part (Cl, Conj, 'as')
- P922. He collected one by one to avoid some left over (Lex)
- P923. There was a snake on the rubbish (Prep)
- P924. Mwangi was going to get some other rubbish when he saw it after him and was bit on the leg (Lex, Verb, MTI)
- P925. His father came with a break - neck speed and his heart thumped on seeling this (Preposition, Lex)

- P926. He cut the snake and burned it into charcoal (MTI, Prep)
- P927. He tied Mwangi a cloth on his leg (MTI, Prep)
- P928. After that he carried him and they ran into hospital (MTI, Prep)
- P929. Mwangi was admitted in the hospital for two months (Lex)
- P930. But where he was bit, there was amark it remained as permanent as the sky (Tense, Cl)
- P931. Juma saw beautiful birds singing loudly songs (Lex)
- P932. When they reached in the garden the started to dig, the sun was shinny brightly (Prep, MTI, Tense, Lex, Art, Pron, Cl)
- P933. When the worked like for half a hour, Juma's father was very thirsty (Art, Pron, Cl)
- P934. He told his son please Juma can you get for me water in the nearby to quench my thirst (Interr, Prep, Art)
- P935. Juma was working singing lovely songs. Juma put the weed knealing down (MTI)
- P936. As he was collecting the weed putting it tongether a snake hid their (Cl, Number, Pron.
- P937. He collected the weeed and he put then in one place (MTI, Number)
- P938. When Juma woke up so that he can continue with his work. The snake appeared. It bit Juma (Modal, Tense)
- P939. When his father turned back he saw Juma has fallen down (Tense, Aux)
- P940. He run with his jembe so that he could safe his only son (Tense, Corr, Surb)
- P941. It was completely dead (MTI)
- P942. Juma could not utter any word from his dry mouth (Prep, MTI)
- P943. Juma father was told to wait until his son will recover (Tense)
- P944. When he went home his parents was as happy as a king (Number, Corr, Surb)

- P945. When his father saw him he kept the fork jembe down waiting for what John has brought to him (Tense, MTI, Prep)
- P946. He was very happy to see how his father had cultivated well (MTI, Prep)
- P947. He sat to the shade of a big tree which was there and took the pot and put it in his mouth (Prep, MTI, Cl)
- P948. While his father finished to drink he stood and took his jembe (Cl, MTI)
- P949. John started putting the ? to a heap so as it could burned afterwards (MTI, Aux)
- P950. While he was about to take? he saw a snake which was approaching near his heads but he didn't take any interest with it and started doing his work (Cl, MTI, Lex, Prep)
- P951. His father was very tired that he had to do some exercises so as his hands would no become tired (Corr, Subordinate, MTI, Neg)
- P952. He started beating it with his feeble hand without his father noticing what was happening (MTI)
- P953. His father had a yell of his son (Lex)
- P954. While he was going to turn to where John was he heard a hissing wound (MTI)
- P955. He started cutting it into two halves severally (lex)
- P956. When he had cut it he took to? heels to John (Pron)
- P957. When they reach the first nurse to see them could stop chattering to others (Tense, MTI)
- P958. All held their tongues to see what was taken the temperature and they noticed that there was no medicine snakes so he had to be left (MTI)
- P959. After a couple of minutes, John was at rest and his father went home sadly (MTI, Prep)
- P960. Nyaboke went out to gather fruit which has fallen (Tense, Aux)
- P961. When they come near the tree they found that there were no fruit on the ground (MTI, Tense, Number, Cl)

- P962. When they wondering what to? Nyaboke got any idea
(Verb, Article, Aux)
- P963. When he climbed, he got hold of a branch, he went
slowly by slowly (MTI)
- P964. When he was nearly to reach the fruit the branch broke
off (MTI, Lex, Prep)
- P965. Nyaboke who was wating for the fruit patiently she
started to scream (Prep)
- P966. She come out runing as how his old legs could carry him
(MTI, Corr, Subordinate)
- P967. He met Nyaboke (a girl) trying to rift his brother but
he couldnt (Neg, Lex, MTI)
- P968. When they reach in the hospital he meet a nurse who
took Kimari to the docktor for a quick treatment (Cl,
Tense, Prep, MTI, Lex-Art)
- P969. There was a mango trees outside John's home and
something change his mind (Number, Tense)
- P970. When he reached at the top he caughted the branch which
was hanging with ripe mangoes (Prep, Tense, Cl)
- P971. John picked on of the mangoes and he throw it to her
friend (Pron, Tense)
- P972. The branch swing ans swing until it broke (MTI, Lex)
- P973. She yelled for a help hearded the shout he came running
towards the girl (Art, MTI)
- P974. He lift him and took him to the hospital (Tense)
- P975. In front of him, they passed him quickly without
greeting because John was bleeding much (MTI, Number)
- P976. After they passed him quickly for a few paces they
asked theirselves why? should we leave the woman alone
to walk in the long road (Interr, MTI, Pron)
- P977. They strick majestically and they waited the woman and
they walked with them in the hosipital where John was
treated and given medicine and they go back home (Lex,
Prep, Pron, Cl, MTI)
- P978. Jane had worked and well fed by my mother (Aux)
- P979. They feasted their eyes to the tree (Lex)

- P980. The started to argue who was to climb the tree but to?our custom girls are not allowed to climb trees (MTI, Lex)
- P981. She observed as David struggled up the tree (Prep, Lex)
- P982. He did not throw any to her sister (Pron)
- P983. He stepped to a rotten branch (Prep)
- P984. A painful cry came out from Davids mouth (MTI)
- P985. He met the poor boy bleeding profusely (MTI)
- P986. John to her sister he would be able to climb the tree (Pron)
- P987. John told her he cannot fall (Neg, Modal)
- P988. Many smelt arat how the branch would break (Cl)
- P989. John told her that he was too small to make the branch fall down (MTI, Lex)
- P990. The branch broked into two pieces (Tense)
- P991. He landed down with one of his leg broken (Prep)
- P992. Many started pushing him to stand but she did not know his leg had already broken (MTI, Neg, Tense, Aux)
- P993. His father heard the cracking of the branch (MTI, Lex, Word Order)
- P994. They thought he had a rest when fallen down (MTI, Lex, Cl)
- P995. Mary asked "On he is dead" (Interr)
- P996. He went with him towards the house where he was given to their mother (Number, Pron, Lex)
- P997. After a couple of hour they become tired and they made up their mind to go (Tense)
- P998. After reaching their they sat down to discuss (Pron)
- P999. The mangoes look purple and they are big enough for us to take each two (MTI, Word Order)
- P1000. In a few minuted he was as the top (Prep, Phr)
- P1001. These branches are very firm for me to break them down (Prep)

- P1002. The whole atmosphere was filled? cracking and shouting (Prep)
- P1003. He went near where his father was laying (MTI)
- P1004. She started to weep while calling his father loudly (Cl, Number, Aux)
- P1005. There was of his bones which was broken (Cl, Number, Aux)
- P1006. His mother was very surprise and atonisehd (Tense)
- P1007. Mercy told his parents what happened (Aux)
- P1008. They checked again whether there was a broken part of his body (Article)
- P1009. Susan and Juma woke very early in the morning before their parents (MTI)
- P1010. They started concersing how they could ?the oranges (Lex)
- P1011. He climbed up to a place where there was two branches (Number)
- P1012. Susan got worrid to see the branch falling together with his brother (Prep)
- P1013. A painful sream was heard (MTI)
- P1014. Juma was in a great pain. His stomack was hit almost to burst (Article, Prep, SP, Word Order)
- P1015. His face was breeding (Lex)
- P1016. His he was deeply cut by a stone which had a sharp edges (Pron, Number)
- P1017. She called for help and Mr Juma theirs father come running towards the scream (MTI, Pron, Tense)
- P1018. He felt sad to see his son (Prep)
- P1019. He got hold? him between his double hands towards the hospital still accompanied by his sister (Pron, Prep, Lex)
- P1021. After the arrival, he met a doctor standing in the door and he gave father Juma a help because he looked very tired (Art, MTI, Prep, Word Order)

- P1022. They took operation against Juma and he became better (Prep)
- P1023.. Some grapes were all aripe (Article)
- P1024. I told my sister that "I will crimb up and have them down". By then she should gather them to one place" (MTI, Prep)
- P1025. I crimb ed up peacefully and I came up to the point where I could easily reach at them (MTI, Lex, Prep)
- P1026. I was surprised to see that the ripe one much ahead of the branch and I tried to get hold of them (Number, Pre, Phr)
- P1027. Suddenly as I had about to held them by hands hearch a crack of the branch (Tense, Lex, MTI)
- P1028. My sister cried too for help but unlucky I fell down heavily (Lex)
- P1029. No sooner had I felt than my sister gave out a yelled higher than before (Lex, Tense, MTI)
- P1030. He hurriedly came out towards us (MTI)
- P1031. He felt pity to found me ill (Prep, Tense)
- P1032. He told my sister to go with him and he lifted me up with his hand and held me (MTI)
- P1033. After the we walked towards the hospital (Article)
- P1034. My father was so much afraid as to whow to explain to the doctor about the incident (MTI)
- P1035. When we reached at the hospital the nurse held me and he took me inside the hospital where she treated me until I recovered (MTI, Prep, Pron)
- P1036. By the till now I never crimb the tree because I learnt a lesson (Tense, Aux)
- P1037. One day Mr. Mambo was weeding his crops at his shamba meanwhile his son came with a jag (Pre, Clause)
- P1038. He went and sit under as big tree and he get a rest (Tense)
- P1039. After he had finished to drink the water he asked James to give him the jembe and he started working like an oxe (Pre, Tense, MTI)

- P1040. James started walking in the shamba collecting the weed when he heard something hisses on the ground (Tense, Number)
- P1041. He found it was a smoke which was hinding (Lex)
- P1042. James started running but it follow him (Tense)
- P1043. About an hour James had fallen down and have a deep sleep (Clause, Tense)
- P1044. When her father saw that he came running with a jembe and he beat it with a jembe until it die (MTI, Pron, Tense)
- P1045. He cut it into two piece and he tied it with a banana leave (Number)
- P1046. He took James with him and they went to a dispensary (MTI)
- P1047. He promised his father he will not play with tose animals that creeps on the ground (Modal, Negation, Verb Ag)
- P1048. I and my father were busy working on the field (Pre)
- P1049. In my fathers hsirt pocked had a cassette player which blared out sweet songs (Pre, Verb Agr)
- P1050. As the time went we rested at intervals (MTI, Prep)
- P1051. The over-head sun produced great heat which made us to swea profusly and tired (Lex, MTI, Prep)
- P1052. My father ordered we to take a jar and ran down the hill to the tap (Pron, MTI, Tense)
- P1053. On reaching the tap I saw a long line of people fetching water (MTI)
- P1054. There was a deep murmur between the people as I tried to go infront of the line (MTI)
- P1055. It was my turn to fetch water having shared a couple of blews with other boys (Lex, MTI)
- P1056. On my return I met father eargerly waiting for my arrive (MTI, Pronoun)
- P1057. He was already sitted under the tree (Article)
- P1058. It was good after felting a sip. He giyod the whole jar (MTI, Tense, Lex)

- P1059. I continued to dig my part (Prep)
- P1060. I digged very hand deep inside the manure and turned over (Tense, MTI)
- P1061. It sprunged to me bitting of my toe (Lex)
- P1062. To my surprise regained concrousness I found my belt having badelged (MTI, Pron)
- P1063. One day a boy called Bunke was sent by his father in the morning to go and draw some water from a well which they could use while working in the shamba (MTI, Word Order Modal)
- P1064. He met his father thirsty and looked tired prenty to fall on his feet (MTI, Lex)
- P1065. He felt his body well (Tense, Lex)
- P1066. He told his son to correct and throw away some crops which he had aprooted because some were unhealth and others had desease in them (MTI, Lex)
- P1067. He was able to work a bit (MTI)
- P1068. It is walking inside his blood to work fast and is spread almost all over the body and fell down unconscious (MTI)
- P1069. The snake sensed a person digging hard under the ground (MTI, Tense)
- P1070. It rolled itself toward his father but it was not luck (Neg, MTI)
- P1071. Father Bonke has seen it first (Word Order, MTI)
- P1072. It laid down dead (MTI)
- P1073. He quickly jumped up and over towards his son. He met him unconscious. He took him and carried (MTI, Prep)
- P1074. His son was given several injection to finish the energy at the snake poison (Number, MTI, Prep)
- P1075. He recovered in the clinic and was happy to see himself together with his father (Prep, MTI)
- P1076. They were uadvertised to be using grooves when correcting rubbish since that place have snakes. This stops snakes poison to penetrnite through some uncovered wounds (Number, Lex, MTI, Tense)

- P1077. Once there was a hard working man with his son too. The man was called Muchiri and the son was called Muchina (Lex, MTI)
- P1078. All of the villagers were familiar to then (Prep)
- P1079. One day they were out cultivating for their weeded crops in the shamba (Pre, Lex)
- P1080. As they dug a small part from the start Muchina went back home to get a drink for his father (Tense, MTI)
- P1081. He soon came with a myg food of cold drink (MTI, Lex, Word Order)
- P1082. His father was very glad to had it as he was thirsty (Tense)
- P1083. Muchina was digging while his father returned the breath (MTI)
- P1084. He returned back to the work and Muchina was given a job of up-rooting the weeds (MTI)
- P1085. He saw a snake that hid on the weed and without noticing his father he kneeled up and strolled from there (Pre, Lex, MTI, Tense)
- P1086. He wailed of pain and he laid down (Pre, Lex)
- P1087. His father who was digging some yard behid him came running and he first fought the snake and killed it (MTI, Cl, Word Order)
- P1088. Muchiri was so exhausted and he thought of a first aid to give his son (Word Order, Art, MTI)
- P1089. He got a string and tied-up the both sides of the injured part (Article)
- P1090. There was much help in the dispensary though he struggled much (Number, MTI, Lex)
- P1091. He ended up with clinic and after all they went back home (Pron, MTI, Lex)
- P1092. When the sun was so hot he called his son (Lex)
- P1093. He asked his son to bring for him some water to quench his thirsty (Prep, Lex)
91094. His son did as how he was told (Cl)

- P1095. When he reached in the shamba he rent his father very tired (MTI, Aux, Prep)
- P1096. He took the water and thank his son (Tense)
- P1097. He finished queching his thirsty (Lex)
- P1098. His correct and set fire on them (Tense, Lex)
- P1099. When the fire was hot they came out a snake. Mwangi didn't not (MTI, Pron, Lex)
- P1101. He came running with his jembe (MTI, Prep)
- P1102. His son had already bite the dusk (Tense, Lex)
- P1103. Kimwaki was a thich head person (Lex)
- P1104. I know when the doctor saw him he just loggerhead with him because of bringing a snake instead of burning it (Lex, Prep)
- P1105. Mwangi was told to carry a pot of water for drinking as they become thirsty (Tense, Prep)
- P1106. His father went on the shande where the sun could not burn him directly (Prep, MTI)
- P1107. Mwangi apruted the weed and went to throw them away for making manute (Number, MTI)
- P1108. He threw the rubbish down and bit the ground (Lex, MTI)
- P1108. Mwangi did not? if his son had an injury (Verb. The blood was coming out without stopping. The leg was made a whole (MTI)
- P1109. His father was not minding about his son because he was naughty and was not doing what he was being told by his parents (Neg, Tense, MTI)
- P1110. It was an old tall slim snake which was poisonous (MTI)
- P1111. He quickly took him and took him to the nearby clinic where he was treated and tied the wound (MTI)
- P1112. My mother told me to take some food to my father who was in the shamba a few yards long (MTI, Cl)
- P1113. He handled on the pat and his father received with thanks. He sat down to take his ditch (MTI, Prep, Lex)

- P1114. He started to collect some firewood which were laying around him. He nelt down to lit the match box. He saw a snake twisted around some sticks (MTI, Lex)
- P1115. The snake was soo big. It was the cabon keeper which is the poisonous snake (Lex, Cl, Tense)
- P1116. The snake got hold off his left leg and bite it painfully. His father came running holding the jembe (MTI, Lex, Prep)
- P1117. The first things that caught his eyes was the painful biten leg of his son (Number, MTI)
- P1118. He hate his head so badly that it fall down dead and he then cutted it into slizes. (Lex. Tense)
- P1119. He then quickly took his son and panded his hooofs (Lex)
- P1120. Otieno and his sister Wangari had planned of how to eat some mangoes. (Cl)
- P1121. After a fraction records, they reached the garden (Lex. Number, Prep)
- P1122. Wangari looked at the ripe mangoes up on the tree. They become very jubilant (Prep. Tense)
- P1123. Otieno climbed to the branch which had ripe mangoes. (Prep)
- P1124. Wangari was still glancing at Otieno as if she would swallow him in one gulp (MTI)
- P1125. After a blink of an eye, Otieno fell down without any fruit on his hand. (Prep)
- P1126. Wangari trembled with fear like a twig on a storm (Prep)
- P1127. It was a bad day that Otieno will never forget in his life (Cl)
- P1128. After they had reached near it they looked up and saw that some of the fruits were ripe. (Aux. MTI)
- P1129. His sister began to escape. (MTI)
- P1130. His sister shouted for help of his brother. (Pron. Prep)
- P1131. He met his sister waking up his brother and thought he was dead (MTI)

- P1132. His father lifted up his brother and took him in the hospital (Prep)
- P1133. He would not hear himself when he was being lifted (MTI)
- P1134. After they had reached in the hospital, the doctor lifted him up and went to treat him. After all Hassan was well again. (Prep. Cl)
- P1135. They left their father and mother who was not feeling well enough (Number)
- P1136. As they were out they decided to go and get orange fruits (Lex)
- P1137. They had finished doing their work that no one could disturb them (Neg, Cl)
- P1138. Rukia said to Maina, "Maina can you please climb up this tree and plack the oranges" (Interr, Prep)
- P1139. He started plucking the fruits throwing down to Rukia (Pron)
- P1140. He climbed on the branch which led to the fruits (Prep)
- P1141. He followed the branch until he went to the weekest part of the tree. (Lex. MTI)
- P1142. No sooner had he stepped? the branch than he fell down (Prep)
- P1143. She gave a utter sound and within a fraction of a minute his gather had arrived (Aux, Art. Lex. Pron)
- P1144. When his father saw this he was rooted on the sport. (Lex. Prep)
- P1145. There was no need of giving him the first aid (Article)
- P1146. He had broken the hand and the leg (Article, Pron)
- P1147. His father taking an immediate action and carried Maina to the hospital (Tense, Article)
- P1148. Her mother by this time could not know what was happening. He thought where his husband was (Pron. Modal, Neg)
- P1149. Mueni and Atieno were busy doing there homework (Pron. Lex)

- P1150. When they reached at the edge of the forest, Mueni found a mango tree suddenly (Prep. Lex)
- P1151. He quickly started climbing the tree to pick the fat ripe mangoes. (Lex)
- P1152. When he was at the centre of the branch which had ripe and fat one (MTI, Number)
- P1153. The branch accidently started to crack but Maina went on trying to reach the ones which were ripe so as not to break when he have not picked any (MTI, Number, Aux, Neg)
- P1154. As he was eager to pick and also there mouths watering the yellow ones. (MTI)
- P1155. The branch gave a round sound like a thunder that finely Mueni found himself lying down unconscious not able to matter any word. (Cl. Neg. Rex)
- P1156. When he reached the found Atieno trying to comfort Mueni. (Lex)
- P1157. Her mother came tunning and lifted him wih wonderment (MTI, Lex)
- P1158. There came a boy called Chege and her sister Kimani (Pron)
- P1159. He have to climb the tree (Tense, Number)
- P1160. He climbed up and followed one branch which was having many fruits (Aux, Tense, MTI)
- P1161. When his sister saw him fell down, she was very far running away from him instead of helping him (MTI, Tense)
- P1162. He fallen down where he was very much hit by the ground and became very conciousness (Lex, Tense, Number)
- P1163. His father tried to woken him up but he couldn't (Tense, Modal, Neg)
- P1164. He quickly lifted him up (Prep)
- P1165. His sister followed them telling her father what ? happened (Aux)
- P1166. On the way going to the hospital they met their mother moving from the garden. She was very much surprised because of seing her husband carring hi sun (MTI, Prep, Pron)

- P1167. She took him up to the hospital to be treated (Pre)
- P1168. Once there was a boy who was warned not to be climbing trees but he could not hear his parents instruction (Number, MTI, Prep, Modal, Neg)
- P1169. He assisted his sister to go with him? pick some fruit on the tree (Pre, Lex, Number)
- P1170. They started arguing who to climb but the boy decided the girl to be collecting (Cl, Prep)
- P1171. There were some of the ripe fruit which were very far (Number)
- P1172. While he was nearly half of the branch it started cracking (MTI)
- P1173. The boy was shivering very much at this time (MTI, Tense)
- P1174. He started yelling some help and by a good luck one man came runnig (Pre, Number)
- P1175. The boy could recognize himself (MTI)
- P1176. He was worried for his parent reaction (Prep)
- P1177. He thanked the gentleman for the help he had done for her (MTI)
- P1178. While he felt well he warned himself (MTI)
- P1179. He was on sunny days when the land was very dry, so people had to get way and mean of growing crops (MTI, Number, Cl)
- P1180. His father decided to plant some vegetable and some days the plant had already grown (Cl, "after"? Number)
- P1181. He decided to go to the gardeen to cultivate for his plant. Kamau would being some food for him (Prep)
- P1182. Kamau went and collect the plate which his father was using and packed them (Aux, Number, Tense, MTI)
- P1183. He went and find some heap of rubbish to make the fire (Tense, MTI, Lex)
- P1184. While his father was digging he cut it in to half (Number, Prep)

- P1185. He run where he was but Kamau could do nothing (MTI, Cl)
- P1186. He was treated for some hour and hour (Number)
- P1187. When there parents we out of sight they thought of going in the fruit garden and search for fruits (Prep, Pron, Aux)
- P1188. When her sister heard that she was excited what to do (Lex, Cl)
- P1189. She told them the accident (MTI)
- P1190. They went on seeing many things (Number)
- P1191. They a mango tree that was very high (Lex)
- P1192. She picked a mango and tasted at (Prep, Pron)
- P1193. Mangoes were as many as locust (Number)
- P1194. Mary took to heels towards house (Pron, Article)
- P1195. When he James'o legs could not straightened he took him away (Aux, MTI)
- P1196. The tree beared so?fruits that they sold some ofit (Pron, Tense, "Many" Number)
- P1197. When he reached on the tree' the first thing was to eat (MTI, Prep.
- P1198. He gave him a first aid (Article)
- P1199. She was running a helter skelter (Lex, Article)
- P1200. Her was leaving them some work to be done (MTI, Pron, Tense)
- P1201. He mother set off with her journey (Prep)
- P1202. They finished the work (MTI)
- P1203. After a couple of a minute, an idea struck their mind (Number, Article)
- P1204. When they reached their, Njoki stopped (Pron)
- P1205. Mutua fell down like a thunder (Lex, Tense, Article)
- P1206. Mary saw the owner in a distance (Prep)
- P1207. Moses could not hold the pain (Neg, Lex, Modal)

- P1208. As he tried in fear to climb down and Moses landed on the ground with a thud (MTI, Cl, Linkage)
- P1209. He have planted so many plant (Number, Aux, Tense)
- P1210. One day Kamau was digging his garden so as the onions could grow well (Cl, Linkage)
- P1211. He took him in the hospital (Prep)
- P1212. There they didn't stay (MTI, Word Order)
- P1213. He wanted to finish that shamba the same day (MTI, Lex)
- P1214. Mr. Muchiri and his son James were busy weeding for the maize (Prep)
- P1215. While Mary looked all the side for any stranger who may met them, John climbed up the tree (MTI, Prep)
- P1216. But he was going for the work (Determiner)
- P1217. When he was walking he go and met people who were going on the road (Tense, MTI)
- P1218. When I reached there I meet many peoples on the road our bus driver stoped his car and we moved out (Number, MTI)
- P1219. He was prompt because he was going to the work (Determiner)
- P1220. When I wa near I saw the car which passed us on the way standing at the side of the road (MTI)
- P1221. When we were going to school I told my friend to look at the vehicle because it will not going to stop at the main road but my friend disagreed and told me to look up and see its movement hoe careful is moving (MTI, Tense, Idiom, W.O)
- P1222. Then he go on by his journey and reach to the main road where there was a dangerous slope (Prepositional, Tense)
- P1223. When he was on the way going to her own work (RC)
- P1224. When he was in the home he did not speaks with anybody because he was late (Tense, Prepositional)
- P1225. They started measured and when they finished the person who riding the bicycle was wranf (Tense, MTI)

- P1226. When My Karebe was on the way he met the car which was very overloaded and when he reached near it they both kicked each other and the bicycle driver was to be overthrown away and the car driver was to be overturned up side by the bicycle with the passengers which he has carried (MTI, RC, Lexical, Infinitive, Tense)
- P1227. When he go we saw a man who was called Mr. Karebe (Tense)
- P1228. The next day there was many people crossing the road (Number)
- P1230. The third day there are vehicles and peoples (W.O)
- P1231. The people who were near the car they saw it when getting an accident (W.O)
- P1232. He loded the bicycle until the main road when he riched somewhere sloppy he saw some people at the road and he cann't stop to lode the bicycle (Spelling, Prepositional, Negation, Tense)
- P1233. When we reached at the bus station we keep our thing and wait for the bus (Prepositional, Tense)
- P1234. The police told Mr. Karebe that if he had taken care this cannot happen (Negation, Tense)
- P1235. He thought it was a belt, so he took it (Clause, Lexical)
- P1236. From that day he have never took something or anything which he do not no what it is (Tense, MTI, Negation)
- P1237. He was weeding for his crops which were growing in the shamba so that they may grow in better condition (RC, MTI)
- P1238. The boy was not thinking that he was in great ndanger. His father was still working and not thinking about his son (Tense, MTI)
- P1239. Then he holded the snake in one hand and his son sitting on his hands (Tense, MTI)
- P1240. I met it was my neighbour house which was burning and people were making (Lexical, Tense, Possessive)
- P1241. He ambandoned and went to hospital and as quickly as he can so as to reach the hospital quicly (N.Prase, Modal Auxiliary)

- P1242. After that the people assembled and the neighbour stand up to say thank for what he was given (Tense, Sentence, Pattern, R.Clause)
- P1243. When he talk that pot with water he went and the shade and start drink water. And his brother Kamau talk a jembe and start digging because he is not thirst. When Maina finish drink water he wake up and start cultivating and his brother Kamau start pruning the plant (Spelling, Prepositional, W.O, Tense, Lexical)
- P1244. John's mother went and awake John so that he could go and took tea to his father (Tense, Modal, Adverbial, Clause)
- P1245. The boy took the jembe and started to cultivate waiting his father to drank the tea and took the gourd home (Prepositional, Tense, Idiom)
- P1246. He was left to lend a hand when his father is quenching his thirsty (MTI, Tense, Idiom, Lexical)
- P1247. He started shaking him and looked whether the snake had bitten him (MTI, Lexical)
- P1248. At the crack of dawn Mr Kamau had gone to the garden to cultivate his crop and he have told his son that at the breakfast you brought me some tea (Tense, Auxiliary, Prepositional, Tense)
- P1249. Suddenly when he have arrived in the garden his father have done a mountain job after his father sat down because he was really thirsty and stared drunk his tea (Tense, Auxiliary, Collocational)
- P1250. When he reached to the farm he found his father digging slowly because he was tired (Prepositional, MTI)
- P1251. Because he had come out of temper he ht that snake with the jembe and cut it twice (Lex. , MTI)
- P1252. His father when he reached there and saw lying unconsciously (W.O)
- P1253. The snake was also moving where Mutoi was going (MTI)
- P1254. When they reached to their garden they were very happy when they saw that maize which was being planted (RC, Prepositional)
- P1255. He did not carried any item to which to work with (Negation, Tense, Prepositional)

- P1254. That day was chilly and there was a snow which was dropping at night (Determiner, Lexical)
- P1255. As Maina was just running away he falled unconsciously (Tense)
- P1256. When his uncle saw the snake he kill it and when he saw that Juma is lying on the fround he was out of the temper because a snake is a green eye animal because he was thinking that Juma had breath one's lost (Tense, Clause, Adverbial, MTI)
- P1258. Then he told his son to collect all the weeds which was fallen and make them as a heap so as to burn them (Number, Lexical, Adverbial)
- P1259. When he has to burn the bush he saw a big snake coming to where he was (Tense, Auxiliary, Prepositional, Locative)
- P1260. When they reached in the dispensary he started throwing some light upon so as the doctor to know what can be (Prepositional, Idiom, RC, Tense)
- P1261. It bite on the leg and he hit the ground (Tense, Lexical, MTI)
- P1262. He drove the bicycle very faster because he was rate. He must rush (Lex, Tense, Phr-linkage "than" Omitted, Aux)
- P1263. There were people were going and others were standing on...? (Aux, Verb, Agr, Prep.)
- P1264. Mr. Karebe his coat was blow by the wind (Pron, Tense)
- P1265. His bicycle was putting the pictures and wires on the metals (MTI)
- P1266. They started going and talking their stories (MTI)
- P1267. The car came after they reach their (Pron, Tense)
- P1268. There something was happened that day on that car (MTI, Aux, Prep)
- P1269. Other people were there looked the car and person who was follen down on the ground (Prep, Cl)
- P1270. I went there running to help (MTI)
- P1271. They send that message to the firemen who were going to stop that fire (Lex)

- P1272. They started doing their job when they were put that fire off (MTI, Aux)
- P1273. They were died (Aux)
- P1274. The fireman started looking if there anything does not damaged with that fire but there was not anything left (Neg, MTI)
- P1275. People who were there started to blame one person who had said that he can do that accident that person was being crying but it was a cheating crying because it was his mistic (MTI, Modal, Cl, Aux)
- P1276. People know that he was very happy of that accident (Prep, Tense)
- P1277. They were started beating him (Aux)
- P1278. The parents of that person were very enged thinking that isnot that person do that but is him done that accidents (Lex, MTI, Neg, Cl, Tense, Number)
- P1279. The owner of that house built another house by the people of that village and given the thing of the house (MTI, Prep, Tense)
- P1280. It is realy morning and there is no people around the house and at one house there is a child kept by their parent at the bed sleeping (Lex, Neg, Number, MTI, Tense)
- P1281. When he hear is mother did not come, he started seting the fire (Tense, Neg, Cl)
- P1282. He put many firewood, then the fire set the paper and then paper set the house (Number, Phr/Cl, linkage)
- P1283. We started asked that, what is happened (Tense, Interr, Aux)
- P1284. My father told me that to go see what happened (Cl)
- P1285. The house was burned and started burning other big house near that was already (MTI)
- P1286. I tell them what was happed (Aux)
- P1287. My mother run low (Lex, Tense)
- P1288. At that big house there are three house nearly (Lex, Prep, Number)
- P1289. They go and call that fireman (Number)

- P1290. Out off five house, it was one remaining and that remaining it is a hut of old man (Prep, Number, Phr/Cl)
- P1291. The people started looking anything that not get burning and they did not see any except panga without handel (Prep, Neg, MTI, Tense, Art)
- P1293. We call a meet at shopping centre (Lex)
- P1294. That day people started preparing the things can gives that man (Cl, Modal, Tense)
- P1295. He tell the people that when he working on the shamba, his wife left a child at bed (Tense, Aux, Prep)
- P1296. He started setting the fiver at the jiko (Prep)
- P1297. There was day when we are not coming to school (Article, Neg, Tense)
- P1298. The Std 8 and seven closed one week (MTI, Prep)
- P1299. When we went to school first day we meet that the school very clean (Prep, Tense, Aux, MTI)
- P1300. There was two person who were had very dig (Number, Lex)
- P1301. The two person take off a small tank of petro and set off the fire (Lex, Prep, Tense)
- P1302. There was a big war in the school because nobody was in school to stop firing that war of two me (MTI, Lex)
- P1303. When the cloud came up the trees was change the color of trees and seating baning (MTI, Tense, Lex, Pre)
- P1304. The cloud was very up (Prep)
- P1305. The climates are also, wind is very important of rain (MTI, Lex)
- P1306. However they are house being because the smoke was very high (Number, Lex, MTI)
- P1307. When wind come the smoke was stop and trees was baning the smoke (Prep, MTI, Lex)
- P1308. There was so many people were visiting there because of that smoke were visting there because of that smoke was made (Number, Lux, Cl, MTI)
- P1309. That smoke was rose above the trees and sky (Aux, Tense)

- P1310. It was the house of sub-chief had the fire (Cl, MTI)
- P1311. The sub-chief go to police station to call the police that happened there (Tense, Lex, MTI)
- P1312. The police come and took the people who were burn by that fire (Cl, Tense, MTI)
- P1313. Before go to the hospital they gaven first aid and took them to the hospital (Cl, Tense, MTI)
- P1314. There so many people were there (Aux, Word Order, MTI)
- P1315. They did not make the lines. They pass them in to the doctors room (Lex, MTI, Tense, Aux)
- P1316. They gave the medicine and puting the badages there were burning (Lex, Aux, Tense)
- P1317. They were told to go home and back there to put another bandages and to gave medicine (Tense, Number)
- P1318. The person who was hurried bodily was admitted in the hospital because he cannot do any work and he can not move very well (Lex, Modal, Negation)
- P1319. A people of one house go to make some fire at home (Number, Tense)
- P1320. The house and the smoke go to over the tree (MTI, Tense)
- P1321. All were busy because of the fire who burnt the house of the man (MTI, Cl, Lex)
- P1322. The smoke is going up to in the cloud (Prep, MTI, Number)
- P1323. All the animals in the forest burn because of the fire going in the forest (Prep, Lex, MTI, Tense)
- P1324. When the fireman extengsher come, the people was very happy (Lex, Number, Tense, Cl)
- P1325. The fire above the tree dont burnt the other the trees (Art, Tense, Neg)
- P1326. When the fireman extinguisher go the fire was burnt the post in the house (Cl, Tense, Aux)
- P1327. Those fireman go and tell the policeman the fire is very high (Number, Tense, MTI)

- P1327. The policeman came to that village and take those thing to let the fire don't burnt (Number, Tense, Neg. Number)
- P1328. All the pupils dont know what it happens to a cloud of smoke (Tense, Neg, Cl, Pron)
- P1329. One brother go and look whats is happens in that trees (Tense, Cl)
- P1330. I was filled with fear (MTI)
- P1331. They could not escape the burning fire (MTI)
- P1332. The fire brigaders appeared the burning fire (MTI)
- P1333. I ran very fast to the nearby pople to report this matter (MTI, Lex)
- P1334. I met with a group, on my way, who were coming in that forest and when I told them about it they did not bother it (Prep, Cl)
- P1335. I continued with the journey until I arrived to the assistant chief (Prep)
- P1336. When the policemen heard they could not believe their eyes (Lex)
- P1337. The part of the body which was left there were bones only (MTI)
- P1338. The people arranged the funeral in which the day they will furry them (Modal, MTI, Lex)
- P1339. The people who were burned were dairy farmer who serves the whole villagers with milk (Cl, Number, Lex)
- P1340. All the villager arranged the harambee meeting to help those relatives (Number, MTI, Lex)
- P1341. After the harambee those relatives live in a happy live forever until their time of death (MTI, Cl, Number)
- P1342. The day Mr. Kabebe was late to go in their work (MTI, Prep)
- P1343. He riding the bicycle very quickly and the coat is very big because of wind (Aux, MTI, Lex)
- P1344. Mr. Kabebe goes to riding the bicycle quickly and did not know the mudgard is goes up (MTI, Prep, Tense)

- P1345. There are bicycle coming in the other road (Tense, Number, Prep)
- P1346. Those pupils standing there were very worried (Cl, Aux)
- P1348. A car was going toward the city centre and all the sudden two boys ran to cross the road (Prep, Art, MTI)
- P1349. The policeman came and take two boys to find if it could see a car to take them to the hospital (MTI, Pron, Tense)
- P1350. One boy was kicked by the car at the back of a sholder (MTI, Pron, Art)
- P1351. The other boy kicked by the car a the bottom and one boy could have fifteen did (Aux, Prep, MTI, Lex, Word Order)
- P1352. It was about five in the evening the accident come and there no car coming (Neg, Tense)
- P1353. It was seven o'clock in morning when we see man coming with a body coming down (Article, MTI)
- P1354. He tell a children go away time is bad now (MTI, Art)
- P1355. We went to see the man who was called Mr. Karebe who live near by my village (MTI, Prep)
- P1356. That man was a teacher in Kihome Primary School where he was duty that week (Prep)
- P1357. They was a big cause because the woman of that man was said his man was killed (MTI, Aux)
- P1358. Mr. Karebe was employed in the K.C.C. (Prep)
- P1359. He prepared himself for the journey (MTI)
- P1360. He met Emma but Emma could not see him at the side of the road (MTI, Prep)
- P1361. There was a woman who told Emma to go aside because Karebe could not stop (Lex, MTI)
- P1362. Therefore a nearby police station where the driver reported this matter (Word Order, Pron)
- P1363. The doctor bandaged all the injuries before any treatment (MTI)
- P1364. Her children were very happy and they were filled with joy to see that his is well again (Pron, Tense)

- P1365. One along ago there a man (Cl, Aux, Verb)
- P1366. Mr. Karebe was late to go to Othaya (Tense, Prep)
- P1367. He met all the shop were opened (MTI, Number)
- P1368. He was want to go on matatu (Art, Aux, Tense)
- P1367. His home was very far to Othaya (Prep)
- P1368. He did not drink his breakfast (Neg, Lex)
- P1369. His home was very far to Othaya (Prep)
- P1370. He did not drink his breakfast (Neg, Lex)
- P1371. He ride the bicycle careless (Lex, Tense)
- P1372. He met the car climbing (MTI)
- P1373. The police were went there (Aux)
- P1374. He was in speed in the main road (MTI, Lex)
- P1375. Mr. Karebe she was in very speed in the slope (Pron)
- P1376. The abule came and take the boy the hospital (Tense, Prep)
- P1377. When I was walking at the left side of road I saw a men with his bicycle (Prep, Article)
- P1378. I hear that man saw that he is late and he must rush (Tense, MTI)
- P1379. There is from peoples walking toward the slope (Number)
- P1380. The people go out the road (Tense, Prep)
- P1381. That man was injured his leg had and on the face (Word Order, Prep)
- P1382. His cloth was poured by the blood (MTI)
- P1383. There was some people standing on the road (Number)
- P1384. He packed his bicycle some where to know what happen (Tense, MTI, Aux)
- P1385. The car started taking people out through the window (MTI)
- P1386. The driver drive the car on area where the car was knocked a big tree and stopped there (MTI, Prep)

- P1387. The driver rush at the police station (Prep. Tense)
- P1388. The driver had given two policemen to go to look that was true (MTI)
- P1389. It was not own mistic (MTI)
- P1390. The driver was charge by the owner of those people who were injured (MTI, Tense)
- P1391. After the cloud made trees the sound and clacking their branched on parts (Cl, Prep)
- P1392. When the fire was fetch the trees started follen down (Lex, Tense)
- P1393. People were going with an axe to chopping the firewood (Prep)
- P1394. Tree will pull the rain cloud bring rain (MTI, Tense)
- P1395. All the childrens were frightened because of what have happened (Number, Aux)
- P1396. The children started asking what have haappended (MTI, Aux, Number, Interr)
- P1397. The said that what they will do they will ran faster untill all they will reach home (Modal, Tense, MTI, Art, Pron)
- P1397. When he was down there he saw a stream. Because he was thirsty he said that he can help himself by going to fetch some water into the stream (Tense, MTI, Prep, Art)
- P1399. When he went to the stream he found that it was having some oil he sat down to think what he will do (Modal, Tense, MTI)
- P1400. They tried to stop it again and it can't because it was very big (Modal, Neg)
- P1401. Those people were tried to stop the fire they started moving there to find out who did that (Aux, MTI)
- P1402. He did not want it to drop (MTI)
- P1403. They take him in the police station (Tense, Prep)
- P1404. The big police pass there and asked them what they want and why the big man crying (MTI, Tense, Interr)

- P1405. Then that person told by the big police that he is going to stay there twenty five years (Prep, Tense, MTI, Aux)
- P1406. Then the person was very happy to hear that because he is going to eat ugali many days (Prep, MTI)
- P1407. When he was taken to the hospital he died in the road (MTI, Prep)
- P1408. They saw a group of men who set a fire (Art)
- P1409. All the people became very happy when they hear that things (Tense, Number)
- P1410. Then the dog heard a smell (MTI)
- P1411. He said he was not the one who did that work the last night (MTI)
- P1412. Ther. the tree which were burnt and buildings were told to built another houses before three weeks (MTI, Number, Prep, Tense)
- P1413. Some of them were feeling fear (MTI, Lex)
- P1414. That man was not normal. So the policeman arrow her to went back home (MTI, Lex, Tense, Pron)
- P1415. He chase her in his house and went to stay in the town (Prep, Article)
- P1416. His parent were feeling pain without her everyday (Number, MTI)
- P1417. The fire cause many dangers (MTI, Lex, Number, Tense)
- P1418. They tell us to follow their instruction (Number, Tense)
- P1419. Paraffin or fat are not friends of water (Neg, Number, MTI)
- P1420. When they discussing one person stood (Cl, Aux)
- P1421. Karebe was rich person because he has some work to do (MTI, Article, Tense)
- P1422. The peoples took the bandage and tie those peoples (Number, Tense)
- P1423. The Karebe went to hospital (Article)
- P1424. They were the person who was in the buses (Number)

- P1425. He was given many things to tie with them when the blood come out (MTI, Tense)
- P1426. He wear his clothes hurry and wash out his face (MTI, Tense)
- P1427. He was broken down by one car (Lex, MTI)
- P1428. When Mr. Karebe felt very well he was taken to court to know who has done the mistake (MTI, Cl, Tense)
- P1429. From that day on he losts the work (MTI, Tense)
- P1430. After the food is finished one person stood up and asked, when Mr. Karebe arrived he should eat what (Interr, MTI, Tense, Word Order)
- P1431. He didn't stop it at the main road or where the road is very bad (MTI)
- P1432. He ride the bicycle very careless with looking in front of him (Lex, MTI)
- P1432. The police said that if the driver could not taken more care this would not have happen (Tense, Modal, Neg)
- P1433. I try to stop her so that he can carry me but he was with a high speed (MTI, Pron)
- P1434. When he is on the road he met a bent he did not what is mean (Cl, Prep, Tense, Interr, Neg)
- P1435. After some hours people gathered there see what happened (Prep, Aux)
- P1436. When he looked at her watch he saw that he was already last (CL, Pron)
- P1437. He took her bicycle and drove off (Lex)
- P1438. He saw police standing (MTI)
- P1439. He took the bicycle and move out home (Prep)
- P1440. Her colleagues told him to don't ride the bicycle like that but he said them it is my problem (Pron, MTI, Neg)
- P1441. He did not stop the speed (MTI, Tense, Cl)
- P1442. When the people see him they were hold by the fear all the way (MTI, Tense, Cl)
- P1443. He was late because it have three minute to two (MTI, Tense)

- P1444. They decided to cut the tree and know what was happening. And by that time I was inside smoke and nobody knew that (Propositional, MTI)
- P1445. Then he entered in smoke and when he reached in the centre he kicked me and said loudly why are you kicking me (Prepositional, MTI, Interrogative, Tense)
- P1446. Immediately after a few minute we heard people asking where is that smoke coming from we tried to look where is coming from, and we could not see (MTI, Interrogative Clause, Tense)
- P1447. A few minutes after the people saw the smoke they were very wondered because they were not knowing where the smoke was coming from (Adverbial, Lexical, Negation, Tense)
- P1448. The time the people leave the place they started going to their homes talking together with the others (MTI, Tense)
- P1449. He came within five minutes. It took the injury passenger (Simple sentence)
- P1450. After a couple of minutes the fire have caught all over the field (Tense, Lexical)
- P1451. All the sides of the bush was full of peoples trying to unlight the fire (Number, Lexical)
- P1452. When he reach to the main road he did not even stop (Prepositional, Tense, Adverbial)
- P1453. When the policemen heard that knock, he opened the door of the car and started looking who knocked the car a broke the wind screen (Number, MTI, Tense, RC)
- P1454. If he'd taken more care this accident would not occur (Tense, Modal, Demonstrative)
- P1455. On the way there was a car the man who was having the bicycle hit each other (W.O, MTI, Lexical)
- P1456. The driver was very worried when he was told he will pay the hospital bills (Clause, Tense)
- P1457. After a long help the fire didn't stop some people decide to go and call the police to come and help us to stop the fire (MTI, W.O. Tense)
- P1458. It was early in the morning when Mr Karebe was woke up and saw that he is very late in the morning (Tense, MTI)

- P1459. He do his work very fast and took his bicycle and get out to his home (Tense, Prepositional)
- P1460. When he reached at the road he looked his watch and saw that he is very late (Tense, Prepositional)
- P1461. Mr Karebe was going with very fast speed he cannot stop his bicycle there he dont know that he can cause an accident (Tense, Lexical, Prepositional, MTI, Article)
- P1462. After a few minute later the policeman came with ambulance (Number, Determiner)
- P1463. When we went there we meet two boys was sitting near burning tree (Number, Agr, Tense, Adverbial)
- P1464. When Mr Karebe reach in the main road his saw the car which is coming fast as usual (Tense, Prepositional, Pronoun, RC)
- P1465. I decide to go near that smoke. I went straight without knowing where it is (Tense, MTI, Negation)
- On my way I saw an old man passing I ask him wheather he know where some is coming (Mti, Tense, Clause)
- P1466. We started extinguish the fire, luckily two people were died because they breather polluted air moving on that house (W.O. Tense, MTI, Clause)
- P1467. No sooner had I saw that, I started running until like a mad people (Clause, Tense, Comparative)
- P1468. As we stayed for a while the fire was stopped but there was nothing left (Sentence connector, MTI)
- P1469. After the fire was topped people started trying to prepare a small house for the things which were rescued but it was not done because it was getting dark (Tense, Lexical, MTI)
- P1470. Without any hesitation one man of the villagers went to report to the polish station, on that time the fire was started coming to our villagers (Prepositional, MTI)
- P1471. On that time we saw a very big lorries coming towards us. It stop near us and we saw some police and other people. they come out and come to great us (Prepositional, Number, Tense, Simple sentence)
- P1472. It was on last year in 1993 when my father comes home and told me. We can go to visits Kilimanjaro on next day when I hear that I started jumping up and down because of joy (Tense, Spelling, W.O, Clause, MTI)

- P1473. When the day come my mother work up very early in the morning and started preparing the breakfast (Spelling, Article)
- P1474. When I fishing wearing my clothes I wet to my tableroom and looks myself with a milla. When I fishing all of them I call my mother (W.O, Spelling, Tense, MTI, Prepositional)
- P1475. When we reached there from the river we work very hard to try how we can stop a smoke that was on fire where many houses were caught by a fire (MTI, Modal, Clause, Article)
- P1476. A short moment we found a crowd of people ranning toward the source of smoke and we join them (Clause, Tense, Lexical)
- P1477. The day was on Sunday last when I was went to visit my. On the way by good luck I saw my ally with a bicycle he ride (Tense, Clause, W.O)
- P1478. As I was quie to rid the bicycle start toward in the main road as I was the way (W.O, Tense, Sentence connector)
- P1479. When he reached at the step of the road he saw a lorry coming toward him but he decided to use brakes but he did not know how to use the brakes. he knocked the lorry and the lorry knocked and put him along the road. The driver of the lorry came out of the lorry but he found that man was his friend (Lexical, Prepositional, Co-ordination, MTI)
- P1480. After a small time they saw an ambulance coming on the road. The driver of the cat stopped the an ambulance. (Collocational, Prepositional, Determiner)
- P1481.. He rushed out of the house taking the bicycle and peddled it off childrens and students were on the way to school (Prepositional, Number)
- P1482. The police investigated and saw that Mr. Karebe was having some mistakes (Tense, Lexical)
- P1483. He run very speedily and reached at two main road he refused to check weather there is a car in the left (Repetition - MTI, Prepositional)
- P1484. She came hurriedly and knocks the car but it was too late noosoner and I knock the car the man hated very badly and the people go near there to see who is knock badly (Lexical, MTI, Spelling, W.O)

- P1485. This time I was very tired. I told my friend that we must call the fire extinguisher because we can't do it (Tense, Lexical, Modal)
- P1486. When we reached there we were very scared to see that. We decided what's going wrong. But one of our partners told us that there is a fire in the forest. It was a very big forest burning (Demonstrative, Interrogative clause, MTI)
- P1487. We asked them what is going wrong but they told us there was a small boy like me who burned the small bush inside the forest and the forest caught fire (Interrogative, MTI, Tense)
- P1488. After a small time the forest was very clear (MTI, Lexical)
When we reached our home we were asked by our parents what is going on (MTI, Interrogative clause, Tense)
- P1489. When I think for a few seconds I hear people carrying very loudly said that our trees get a fire two more minutes raining very fast and thought that there are something happen in our village (Tense, W.O., Spelling, MTI)
- P1490. The way in the main road I see a car coming in all sides the road but our bicycle was not have a break (MTI, Tense, Negation, Spelling, W.O)
- P1491. When we decided to go to pick some fruits near by our farm (Clause)
- P1492. After picking one my saliva started smelting (Lexical)
- P1493. The mangoes was so sweet I can give anybody (Number, Lexical)
- P1494. After arrived my father was very excited to see me laid down (Lexical, W.O)
- P1495. A few moments my sister served some food and then brought some drink (Tense, Prepositional)
- P1496. It was on last Sunday when I woke up in the morning and I prepared myself (Prepositional)
- P1497. They went where there was very many ripe mangoes (Number, Repetition)
- P1498. My sister told me to go and pick for her some fruit (Tense, W.O)

- P1499. My sister who was already screamed and my father was there (Tense).
- P1500. He jumped to my arm and bite me very a big hole to my arm (Prepositional, Tense)
- P1501. He did not refused and he started climbing to one of the branches (Negation, Tense, Prepositional)
- P1502. He hold me tightly and carried me to my mother who look very angry with me but I pretended that I was not feeling pain (Tense, Prepositional)
- P1503. On that time I had decided to go for a short call (Prep)
- P1504. When my mother finished cooking the tea one of my brother lake to him and he met him dig (Clause, Number, Idiom)
- P1505. When peoples of his village heard that they were frightened because Andrew was working well at school and also at home (Number)
- P1506. After a short time he saw it he started running calling his father for help but all in all he was caught by the snake (W.O, Lexical)
- P1507. No wastage of time he woke up as if he was mad (W.O, Sentence)
- P1508. He started screaming to his friend as he would (Modal, MTI)
- P1509. When the father reached he met the boy was almost crying (MTI)
- P1500. When the man reached near Koru he tired him with a bandage where he was bleeding (Clause, MTI)
- P1510. On the way Nekesa went on giving the man thanks and telling him how Koru started climbing up to when he fell down (W.O, Tense, Lexical, MTI)
- P1511. One woman stood up wiping because of one of his sons get lost and he have stayed for a very long time before seeing him and he is always finding him (Spelling, Tense, MTI)
- P1512. When he climbed the tree and he started to pick and he picked almost every thing (Clause, Prepositional, Spelling, Repetition, MTI)

- P1513. When Kamau fall his father Maina reached to him and tried to make him stand upright (Tense, Prepositional)
- P1514. When his father came back he was with a bucked full of sweet potatoes and he kept them under the tree and continued working (Prepositional, Determiner, Subject)
- P1515. As I was climbing in the branched one of my legs slipped and I fall down (Tense, Prepositional)
- P1516. His sister was waiting for mangoes for she cannot be able to climb the tree (Modal, Negation, Tense)
- P1517. When they were near hospital Peter cried loudly for it was the time he was suffering (Determiner, MTI)
- P1518. His sister was still giving him eyes waiting what would happen (MTI, Prepositional, Clause)
- P1519. After few hours later my friend fall down (Number, Tense)
- P1520. I was very frightened to saw the dangerous which my friend have (MTI, Tense, Adjectival)
- P1521. They started going to hear and there goozing for fruits (Collotional, Idiom)
- P1522. Those people me the way. I was seeing men were being having many thing you cant even having (W.O, Tense)
- P1523. He falled down as if it was a tree being cut (Tense, Metaphor)
- P1524. Mr. Karebe was going to his work (Prep)
- P1525. He detained himself that he could be there in time (Modal, Lexical)
- P1526. His body was very injured every part (Lex, MTI)
- P1527. He was late for the work too much (Number)
- P1528. Among that peoples there is a woman who don't know to run because she was very fast (Negation, Tense, MTI)
- P1529. I was sent to get some sugar in the market (Prep)
- P1530. I looked at him well and I noticed he was Mr. Karebe (MTI, Lex)
- P1531. Carelessness driving cause a lot of accident (Number, Clause)

- P1532. Do not drink while driving a car because they might cause accident (Pron)
- P1533. He was going with tremendous speed (Prep, MTI)
- P1534. No, sooner when he reached the main road, he is not stoped the bicycle (Cl, Neg, Tense)
- P1535. Peoples can't believe it (Number, Neg, Modal)
- P1536. Many peoples came to saw the accident (Number, Prep)
- P1537. After a few minute she reached in the hospital (Number, Prep)
- P1538. He reached to two road he was very hurry up (Number, Cl)
- P1539. There was and find the Kabere lying down (Article, Cl)
- P1540. He was bleeding at the body (Prep)
- P1541. Because he was too late so he was not disturbing himself to look if there is car coming (MTI, Article)
- P1542. Others say no! no don't look him before policemen comes (Neg, Tense)
- P1543. When they saw Peter ridding in a traffic speed one of the shout (Pron)
- P1544. He hit Peter out of the bicycle and he rolled sometime and came out of the road (MTI, Prep)
- P1545. In that time, the ambulance alive and they hurried (Prep)
- P1546. He prepare himself as quick as possible (Tense, Lex)
- P1547. The person was thinking many things about the late he has (Tense, Number)
- P1548. He did what? supposed as hurry has no blessing (Pron, Aux)
- P1549. Some people whom were at the main road, they went on the road side looking at the bicycle (Pron, Prep)
- P1550. She ran as fast as a hare to look for the talebox so she can help Kabere to go the hospital (MTI, Cl, Art)
- P1551. He saw his child Emma was snatched by a car (Aux, MTI)

- P1552. The driver told by the police he is going to be fined (Aux)
- P1553. If you had take care of your car you didn't broke my son (Negation, Tense)
- P1554. He did not rung the bell where there was crowded people (Negation, Tense, Article)
- P1555. He was in his bicycle (Prep, MTI)
- P1556. When the police arrived the started wanting to know how was not in order (Negation, Pron, MTI)
- P1557. The ambulance arrived with a big speed (MTI, Prep)
- P1558. As he ride faster and faster he come across a road user he was on the same hurry (MTI, Tense)
- P1559. I looked over the cloud (MTI)
- P1560. We get very surprise and we amazed (Lex, Aux)
- P1561. The place was crowded by sympathizers (Prep)
- P1562. We suddenly noticed a cloud of smoke which we could not explain what it was (MTI)
- P1563. We go up to trees and we saw the two boys (Prep, Art)
- P1564. There was a lost of smoke which was rose in air (Aux, Tense)
- P1565. For a few minute the fire stop burning and people came (Number, Tense)
- P1566. All went and live the forest without fire burning trees and other thing (MTI, Tense, Number)
- P1567. She saw fire burning to our neighbours garden (MTI, Prep)
- P1568. No sooner had we started scream that the place crowded then I could not explain very well (Tense, Cl/Phr-Linkage, Lex)1500. When the man reached near Koru he tired him with a bandage where he was bleeidng (Clause, MTI)
- P1569. I saw a smoke (Article)
- P1570. They parent were very sad to see that their children have burnt the village (Pron, Tense, Aux, Prep)

- P1571. The children were not attacked fire (Lex, Neg)
- P1572. He talked with a telephone (MTI, Prep)
- P1573. The fire extinguished
(Aux)
- P1574. He was to injured fire and then we give him first aid
(Tense, Prep)
- P1575. He was shinning very heavy
(Lexical)
- P1576. In that movement I did not take the cow in the forest
because I really thought it will burnt out with that
volcano
(Lex, MTI, Modal, Neg, Tense, Number)
- P1577. One day it was on Saturday morning when my father told
us to take the cow to the river to drunk water
(MTI, Article, Tense)
- P1578. It was Friday morning Kamau and Wangui went to pick
some mangoes
(Cl, Prep)
- P1579. When he saw that snake come towards her he standing up
and just start running
(Cl, Pron, Tense)
- P1580. When her father wake up where he was sitting he took
his jembe
(Prep, Cl, Tense)
- P1581. After few day he planting and then starting weeding the
crops
(MTI, Article, Number, Tense)
- P1582. They finished drinking and start digging for hiscrops
and removing weeds for short time
(Tense, Number, Art, MTI)
- P1583. The sun become hotter, so he send his son to get water
nearby river
(MTI, Tense, Prep)
- P1584. The mother of the boy washed the boy so that his
husband would take the boy to the hospital
(MTI, Pron)
- P1585. He carried a pot with some water
(MTI, Prep)

- P1586. He had bitten by a snake
(Aux)
- P1587. He came with hurry
(MTI, Prep)
- P1588. Waweru asked the girl if he could climb for her the
girl answered yes!
(MTI, Interr, Modal)
- P1589. He started shouting with a very big cry
(MTI, Lexical)
- P1590. Mwangi climbed. But when he approached to catch an
orange that branck break it down
(MTI, Tense)
- P1591. He saw a ripe mangoes on the tree
(Article, Number)
- P1592. Then the Maina's father took the boy and carry him
(Tense, Article)
- P1593. When they were in the way to home her sister was asking
Mwangi whether he is hearing pain and her brother did
not answer
(Prep, Pron, Cl, MTI)
- P1594. When Mwangi reach at the end of the branch, the branch
became broken
(Cl, Prep, Lex)
- P1595. When he gathering the plant his father dig
(Aux, Tense, Number)
- P1596. Kioko started with the weed which was a far
(MTI, Article)
- P1597. He gave the jembe to Kazungu so that he can have time
to rest
(Modal, Tense)
- P1598. After Kamau being regain consious he wake up and killed
that snake and burying it under a deep hole in the
ground
(Aux, Tense, MTI)
- P1599. My father wake up and retired to his usual work
(Tense, Lexical)
- P1600. After snake bit him, it stayed there
(Tense, Article)

- P1601. An immediate care was taken before the poison dispersed the rest of the body
(Lexical, MTI)
- P1602. When her son bring water, he sat down and drink
(Tense, Pron)
- P1603. He gave his son work for collecting weed
(Tense, MTI, Number)
- P1604. After X ray he was found his leg to be broken
(MTI, Lexical, Prep, Aux)
- P1605. Their uncle heard the scream and hurriedly he ran to know what was happening
(MTI, Pron)
- P1606. He came out quickly running as fast as if his legs could carry him
(Cl, Tense, MTI)
- P1607. He was their looking for fruit on the tree
(Pron)
- P1608. Wanjiru didn't even stayed for a movement than she went on his way
(Pron, Neg, Tense)
- P1609. She was so surprised that no word was coming from her mouth
(MTI, Number)
- P1610. They told to go to the clinic and get one injection
(Aux, MTI)
- P1611. They decided to pick the fruit in the forest where the giant live
(MTI, Number)
- P1612. The smoke was very many way
(Number)
- P1613. The people of their houses try to took them
(MTI, Tense)
- P1614. The bark of the tree was broken because of that smoke rise up
(MTI, Prep)
- P1615. The God is created the up and the earth
(MTI, Prep)
- P1616. If we saw the driver was no jokes to turn back
(Negative, MTI)

- P1617. She saw one man in that bush but she doesn't understand him
(Article, Aux., Tense)
- P1618. After a few minute Karebe is can saw a good Samaritan man as a black as a charcoal in the road
(Number, Tense, Aux., Modal, Prep)
- P1619. That bicycle have no break
(Neg. Number)
- P1620. He was see a car behind him
(Auxiliary)
- P1621. That car comes very quick and he felt down and a driver of bicycle was fight with her bicycle
(Tense, MTI, Pronoun)
- P1622. The first picture of man who was walled Mr. Karebe
(Tense, Art, MTI)
- P1623. He must arrived there
(Aux.)
- P1624. One day rain is started rain
(MTI, Aux. Tense)
- P1625. The polise men question for Karebe before die why are you drive the car very caress
(Interr. Tense, Lex.)
- P1626. The driver was told look and then cross on the road
(Prep. Tense)
- P1627. When the Karebe is take that pupil is started drived a bicycle mr. Karebe is go and looked back
(Tense, Aux. Lex. MTI)
- P1628. He runs without care of any accident and a certain person called Emma looked him
(MTI, Prep.)
- P1629. One man who was very thief he stolen my neighbour hen
(MTI, Prep)
- P1630. The Policeman come with their car that time
(Tense, Pron)
- P1631. When we saw that we enter there very quickly like a bow an arrow
(Cl. Tense)

- P1632. After that they have some smoke above the tree which can attracted rain
(Tense, Cl. Modal, NTI)
- P1634. There was a smoke ahead or above trees
(Art., Number)
- P1635. It was done on another day
(Prep.)
- P1636. The other things is to drink water without water is not possible for you to live
(Number, Tense, Neg. Pron.)
- P1637. He coughed to attract his attention but he did not heard
(Neg. MTI)
- P1638. When he had late he tell Mr. Karebe he was late and he rushed with her bicycle
(Pron. Tense)
- P1639. He saw that the tree lying there on her compcund
(Pron., Tense)
- P1640. I saw even now the cloud is come
(Tense, Aux.)
- P1641. They were not in school, they were closed
(MTI)
- P1642. The snake rise up and followed the boy and did not see it
(Neg., Tense, Prep.)
- P1643. A man and his son was going to digging on the garden
(Prep. Number Aux.)
- P1644. One man was digging on her garden
(Prep, Pron.)
- P1645. When his brother was fetch the water he came back
(Aux., Tense)
- P1646. He see his coming. What do you want the father said to her son. I am bring water to you
(Interr. Pron. MTI)
- P1647. He started to drunk water
(MTI, Prep. Tense)
- P1648. He asked for some water to drink. I gave him which I was carrying - a container
(Prep. MTI)

- P1649. No longer when he was working
(Neg.)
- P1650. When I bitten I fall down. My father too a stick and
bit the snake head
(Aux. Tense)
- P1651. The snake was jumped at him
(Aux. Prep)
- P1652. After a short hours that man saw another man comes side
way and they carry a jug of water.
(Art. Tense, MTI)
- P1653. The snake dead on the spot
(Lexical)
- P1654. He ask Maina whether he can walk with bare foot to the
hospital
(Tense, Modal)
- P1655. His parents was died
(Aux.)
- P1656. I don't where to kept a jembe and plate
(Neg. Art. Tense)
- P1657. His son to removed manure
(Prep.)
- P1658. Her father and Wanjiru take Kamau with her hand but
Kamau was broken her legs and hand
(Tense, Pron.)
- P1659. He was on hurry
(Prep.)
- P1660. You have strength than me
(Linkage)
- P1661. She told John to pick that fruits HJohn the climbed on
up
(Number, Prep)
- P1662. The boy said instead of argue
(Lex. Tense)
- P1663. They went as fast as fox
(Art.)
- P1664. Then I was started to climb tree to have fruit
(Art. Aux. Number)

- P1665. A neighbour hears many scream after John fell down
(Number, Tense)
- P1666. He falls when Mary tried to call John was not reply
(Neg. Tense)
- P1667. The two child Mwangi and Wangui went to shamba trees to
harvest their oranges
(Lex. Number)
- P1669. When he listen the radio he had the news of seven
O'clock
(MTI, Prep.)
- P1670. He has not been late for work any day
(MTI, Neg.)
- P1671. At the main road there was junction
(Art.)
- P1672. The driver come out to see where man was hit
(Tense, Art.)
- P1673. There was many pupil in the road
(Number)
- P1674. They were late to school
(Prep.)
- P1675. He met an accident which had happened before 7.00 a.m.
(MTI, Lex.)
- P1676. On that same minutes their was a car
(Pron. Number, Art.)
- P1677. That woman was with his son
(Pron.)
- P1678. He was cheated by the sleep
(MTI)
- P1679. The pedestrian were telling him to lowers speed but he
didn't
(Lex. Number)
- P1680. The policeman came with very bad eye to look for the
person who was sleeping
(MTI)
- P1681. He saw her wife going to school by a bicycle
(Pron. Prep. MTI)

- P1682. When he was driving himself to the road he caught many people
(MTI, Prep)
- P1683. He was driving with the great speed
(MTI, Prep)
- P1684. He thought the police will catch him because of how he was driving his bicycle.
(Lex.)
- P1685. Mr. Karebe he is not combing his hair a tall
(Lex., Neg.)
- P1686. His car has repaired by his brother
(Aux.)
- P1687. There were many people travelling on the road to go there in the work.
(Prep.)
- P1688. He found his friend who have his own car.
(Number, Tense)
- P1689. When I looked around my father had not waked up son me I just forget about him
(MTI, Neg. Tense)
- P1690. So he was not happy
(Number)
- P1691. My sister Emma was going to school with his friends
(Pron.)
- P1692. The driver looked throw the window
(Lex.)
- P1693. Mr. Karebe hot down with his back and the head
(MTI)
- P1694. He could not stop because he was come with very high speed
(Neg. Aux.)
- P1695. There was five people and the car was semming like it was falling down
(Number, Lex.)
- P1696. The man met the children who going school
(Prep. MTI)
- P1697. He decided not to hear the hootings
(MTI, Neg. Lex.)

- P1698. That man he helped Mr. Maina's bicycle and the bicycle got well
(MTI, Pron.)
- P1699. Very people were surprised
(Number)
- P1700. He got broken his leg
(MTI, Word Order)
- P1701. He was nearby to reach to work
(Lex. MTI, Prep.)
- P1702. When the driver was drove the car he must look in front of the car because if he did not look he must cane something and his car fall down.
(MTI, Tense, Aux, Prep. Neg. Modal)
- P1703. The driver did not take car for him
(Prep.)
- P1704. He was walking the road
(Prep. MTI)
- P1705. His coat was frightened by the wind
(MTI, Lex.)
- P1706. My brother had reached to the garden
(Prep)
- P1707. My brother was told and within a fraction of minute he had taken the jembe and start digging
(MTI, Article)
- P1708. He started shouting and asking help
(Prep, MTI)
- P1709. He just run towards when ny father was digging and within a couple of minute the snake had biten the boy
(Cl, MTI, Article, Tense)
- P1710. The weather was very hot and so it was a sunny day
(Cl, /Phr. Linkage)
- P1711. The boy started having a hand to that old man for him to quench his this and to feel better
(MTI)
- P1712. As he was trying to ran away on his left side he started doing like skipping to avoid being eaten by that snake on his leg
(MTI, Tense, Prep, Lex)

- P1713. One of the leg seems to be out off by the snake's
poison and it was all over the body
(Number, Tense, Prep)
- P1714. He put the water in a guard
(MTI, Lexical)
- P1715. Kamau took the jembe and started digging because
himself he was not exhausted although the sun was very
hot
(MTI, Pron, Neg, Lex)
- P1716. He ruined the snake and burned it into ash
(MTI, Lexical)
- P1717. He did it rapidly even he did not notice that the was a
snake in the weeds which is a hostile animal to human
being
(Number, MTI, Art)
- P1718. He said to himself
(MTI)
- P1719. He found something look like a stick which was shinning
different colours
(MTI, Tense)
- P1720. As he arrived there he helped my father to dig
(Cl)
- P1721. Towards the hill and across the hill he went up to
where my father was
(MTI, Prep, Lex)
- P1722. He was seriously bitten by the snake in the legs
(Prep, MTI)
- P1723. As he was examining at it jumped at her and have a bite
at his leg
(Prep, Pron)
- P1724. He started shaking like a water
(Article)
- P1725. He reached where her son was and he met that the snake
had already disappeared
(Pron, MTI)
- P1726. When he was trying to show a clean pair of heel, the
snake bit John seriously on his leg
(Prep, MTI, Lex, Numbers)
- P1727. His son came with a porridge in a calabash on his head
(Number)

- P1728. Ones there were John and his father
(Lex)
- P1729. His mouth was wide as if it would help him to see
better
(MTI)
- P1730. When his father felt satisfied he asked Katiando the
jembe so that he can dig rapidly and went back home to
prepare for the lunch
(MTI, Modal, Tense)
- P1731. When Katindo had left about fifteen minutes to die he
started taking him to the hospital
(MTI)
- P1732. When his father reached where the snake was it was
trying to hide but because of bad mistake he seen it
and he cut it in to two part
(Number, MTI, Article)
- P1732. He stood up to help himself but the alone thing he
could do was to show a clean pair of heels but by bad
lucky the snake followed him gave him a bite
(Tense, MTI, Lexical)
- P1733. I was given the best treatment of snake bite
(Prep)
- P1734. He went back to his work
(MTI, Prep)
- P1735. Kinyota was told to plan some kale on the holes which
were dug before
(Prep, MTI)
- P1736. His father went home without his son unfortunately
after two weeks Kinyota a fourteen years old boy did
(MTI, Article)
- P1737. She asked his husband what was long with Kariuki
(Pron, Interr)
- P1738. When his father sat down to have rest the boy took the
jembe
(Article)
- P1738. He sat under a big tree to reduce the moisture that was
coming out of his body
(MTI)
- P1740. He stopped for it to come and eat him
(MTI)

- P1741. He stood up and looked what was happening
(Prep)
- P1742. He took his son in his arm with the snake
(Number)
- P1743. He ran toward the clinic to research for help
(Prep, Phr)
- P1744. Then I gave the water to my father to finish his thirst
(MTI)
- P1745. The boy was bitten by the snake in his leg and then he
falls down
(Tense, Prep)
- P1746. He ran very quickly as if his leg could carry him on
his way to where he's boy was
(MTI, Tense, Pron, Number)
- P1747. His father could look another direction inspite of echo
(MTI, Prep)
- P1748. When his son arrived Mr. Kimani sat down under a tree
for her lunch
(Pron)
- P1749. She was gazing at her brother Kabibi with keen eyes so
that he can pick many guavers for her
(Tense, Modal)
- P1750. Opening and closing the eye Karisa saw her brother
Kabibi down
(MTI)
- P1751. She stammered his words
(MTI, Pron)
- P1752. He stopped to listen for it
(Prep)
- P1753. As we were watching at them, Otieno decided to climb
the tree so that he can pick the ripe fruits
(Tense, Modal)
- P1754. My mother started chewing the fat to me
(Prep)
- P1755. She was all write
(Lexical)
- P1756. I took my plate with food
(Prep)

- P1757. They looked up with a grinning face
(Art, Number)
- P1758. Their father had commanded them not to try to climb a tree but this day patene was taught in action.
(MTI, Neg, Lexical)
- P1759. There was mangoes
(Number)
- P1760. Karisa told her brother to pick some mangoes and fell them down for her
(MTI)
- P1761. Karisa and her father give some aids as they would
(Modal)
- P1762. It was at lunch hours when they reached home
(MTI, Prep, Art)
- P1763. They met her wife at home
(Lexical, MTI)
- P1764. Their mother then told them to go and open for the cows so the it they can go to graze
(MTI, Pron)
- P1765. Within a couple of minutes, a boy when he finished abusing his sister
(Word Order, Cl)
- P1766. When they were thinking where they can got they remembered that there is one enoumous tree of mangoes
(MTI, Modal, Tense)
- P1767. He stopped on a weak branches
(Number, Art)
- P1768. He was crying very loud telling Naomi to help him
(Lexical)
- P1769. She could not be able to do so
(Modal, Neg)
- P1770. He was still talking more about the branches that were on the trees, saying that they can cause a very dangerous problem which cannot be solved
(Modal, Neg, Prep, MTI)
- P1770. John saw a ripe fruit that was big than the others
(Lexical)

- P1771. When his father came from home he got that his son was
in a danger
(Article)
- P1772. He found ? to lend a hand and asked her daughter what
happened
(Aux, Pron, Interr)
- P1773. Muthoni also laugh and tell Mathu that you do not
forget you are in danger
(Neg, Tense, Art)
- P1774. I told her I could be able
(Aux, Modal)
- P1775. I went on my way
(Prep)
- P1776. He started asking me what was the matter
(Word Order, Interr)
- P1777. He ran as fast as if he had forgotten his life
(MTI)
- P1778. My brother agreed to climb when he was alone so that I
can collect the ones he was picking
(Tense, Modal)
- P1779. The fruit were reap
(Modal)
- P1780. After these word he take him up and lift in his hands
(Number, Prep, Tense)
- P1781. It did not half second before it broke
(Article)
- P1782. I looked where there was many mangoes
(Number)
- P1783. One of the branch got broken
(Number)
- P1784. Juma just left what he was doing
(MTI)
- P1785. The show a clean pair of heel and off their went
ranning as first as their could down the valleys
(Article, Modal, Number, Pron)
- P1786. When leach near the vellage we saw didn't see anybody
at that vellage
(Negation, Prep)

- P1787. The people who wanted to pour water to that side of trees went farther away so as them to and chase the animals
(Pron, Cl, MTI)
- P1788. One that time one pipal dicide to run very first to look about it
(Tense, Lex, Prep)
- P1789. I did not found my father at home I found only my mother preparing for lunch
(Negation, MTI, Prep, Tense)
- P1790. When I reached at a place I was reft only one to eat
(Prep, Article, Aux, MTI)
- P1791. There become a time that the rain would not stoped
(Lexical, Modal, Negation)
- P1792. I with my father went back home and when we arrived home nothing was bad
(MTI)
- P1793. The people of our village coming running with thin leg could carry them
(MTI, Pron, Tense)
- P1794. I told my friend now can I went back to my dwellings place
(Number, Interr)
- P1795. We followed the place where they were going
(MTI, Lexical)
- P1796. Peoples were announced to sit down
(Number, Aux, Lexical)
- P1797. I told my sister to go and lookwhat is happening
(Aux, Tense)
- P1798. Suddenly I was a man with a sprinkle flashing above the trees because the smoke are not yet radically finished as fast a they can
(Lexical, Number, Negation, Modal)
- P1799. That day I shall never forget it at my life
(Word Order, Negation)
- P1800. Those trees burned so many of them and them we started pouring water on the fire but it couldn't stop
(Word Order, MTI, Modal, Negation)

- P1801. When we was running I was the gigantic man running toward us
(Lexical, AUx, Number, MTI)
- P1802. The gigantic man shouted with a very deep voice wait me their where was you going, I am going to ate you
(Tense, Interr, Lexical, Prep)
- P1803. When I saw that and I was eating I put them in the house and the others which are in the mouth I devoured them as quick as I could
(Number, Pron, Tense, MTI)
- P1804. For that moment they start asking me when the smoke start and where it come from
(MTI, Tense, Interr, Prep)
- P1805. When I told them they done what I told them and we start our journey to go back home
(MTI, Aux)
- P1806. Many crowd of people padded his hooves on the village
(Lexical, Prep, MTI, Number)
- P1807. On the village there are many people tried and the fire was not stop
(Tense, MTI, Prep, Negation, Aux)
- P1809. A cloud of smoke rose above the trees then the people started coming for an aid
(Article, Lexical)
- P1810. They were aiding without wasting any time so that they can save the forest
(Lexical, MTI, Modal, Tense)
- P1811. The fire was put out
(Tense)
- P1812. It was a car in the road the driver was kill the people. The police came and they take the person what was killed by the car. The police taken the people and peoples.were village they to helped the people was kill the car they was going in the hospital
(Word Order, Prepositional, Tense)
- P1813. The police he kill that was killing the people. If he taken more care this would not have happened
(Tense, Word Order, MTI)
- P1814. Emma told another somebody that to look even is not going to stop at the main road
(Word Order, Tense, Clause, MTI)

- P1815. When he was driving his bicylce all peple were looking in front to know who is that person
(Relative clause, Adverbial clause, MTI)
- P1816. The accident was so bad because the man fall with his head and raise up his legs upwards. For how the driver and the police minds nobody took him. For a few minutes they took the man and started giving him first aid
(W.O, MTI, Interrogative)
- P1817. He rush to the table room and he took a breakfast and then he go to take her bicycle and the rush
(Tense, MTI, W.O)
- P1818. They didnt heard the sound of the bell because there was a lot of noise on the roadside
(Tense, MTI)
- P1819. At that time some of the peoples were not able to carry the consious passenger
(Number, Modal)
- P1820. Somebody was screaming serously and the drive of the came out of the car immediately
(Adverbial, Lexical)
- P1821. He tried to ring the bell to move out from the road side
(Tense, Prepositional)
- P1822. And his aim was not that to cause the accident. But if he did not drink alcohol he could not have coursed such an accident
(MTI, Tense, Clause, Conditional)
- P1823. And another women standing on the side of the road
(Clause, Word Order, Number)
- P1824. On that day people was going place to place that day was previous day
(MTI, Clause, Word order)
- P1825. The way on the road the road was with a policeman standing on centre of the road to stop those passengers who drove the car which is unroadworthy vehicles
(MTI, Determiner, Clause, Lexical)
- P1826. One day my father was later for a job. he work up very late in the morning he call my mother to cook for him a breakfast
(Lexical, MTI, Tense, Idiom, Determiner)

- P1827. When my father was on the way he saw children to go to school he was very angry a pig
(Tense, Spelling)
He was knowing that when he can meet the job had already started, the whole day he will in a trouble place
(MTI, Auxiliary, Tense)
- P1828. When my father riched the people who were doing the job same they started to asked him a question
(Spelling, MTI, W.O, Prepositional)
- P1829. When the man went for a distance he met a main road where he didnt stop
(MTI, Prepositional, Negation, Tense)
- P1830. As he was still on his journey he met with a car and the road was slope
(MTI, Prepositional, Phrase)
- P1831. He was knocked by the car very seriously and was shoot very high
(Adverbial, MTI, Lexical)
- P1832. Driver look out and see what had happened you have not yet be using the road accident you had made a mistake
(Tense, Antecedent, Phrase, Determiner)
- P1833. On the way by the road accident we were not happy to see what had happed but we go nearer to the man and took him and at that time we were screaming and many peoples get there
(MTI, Lexical, Spelling, Clause, Coordination)
- P1834. While people were waiting at the bus station he came passing and even at the main road he did not stop
(MTI, Lexical, Tense, Clause, Coordination)
- P1835. The driver was not seeing him, so he go over him and as the car go to the other side of Karebe the people inside the car hard a parson screaming
(MTI, Tense)
- P1836. After a short time a policeman came very quickly to see what had happen and a group of people came running to see what had happened.....
(Tense, Clause)
- P1837. He found a girl on the path and his bicycle was having no brakes to ring for that girl for God wishes that girl looked backwards and saw a bicycle coming along that path at a high speed
(Tense, MTI)

- P1838. When the car knocked down some peoples were screaming others were taking out passangers who were inside the car
(MTI, Number)
- P1839. The police took things which were inside the car and took them in a safe place where they cannot be stolen by the thieves
(Lexical, MTI)
- P1840. When he reached at the top of hill there he saw some peoples crossing the road but he had nothing to do with his bicycle those some of them were children who were going to the school
(MTI, Tense, Number, Pronoun, Article)
- P1841. When the children were crossing the road they had a sound coming from other direction so they could not know the sound was for what
(Lexical, MTI, Article, Modal)
- P1842. When they were only walking on the road it was now the second time for them to had this scund they said that they would not bother with that sound and the car on a bent side and the car was overturned and one of the children was beside it when it overturned and the car go two overturned.....
(MTI, Lexical, Tense, Clause)
- P1843. When he reached on the man road he could not stop. He could drove and drove always
(MTI, Modal, Tense)
Even people became frighten for his drive wherever he pass peopl could always looked at him
(Adverbial, Tense, Modal)
- P1844. With his speed when he reached at a place he was frightened because it was very deep.
At that place the breaks of his bicylce decided to cluck
(MTI, Tense, Prepositional, Lexical)
- P1845. and Kamau wanted to climbed a tree and the Njuki was so interested to climbed, so Kamau tell as Njoki that you do not climb so when you can't climb me can following you same of fruit.
(MTI, Tense, Determiner, Modal, Negation)
- P1846. When Kamau started to climbing a tree and Njoki told as Kamau that do not go where the fruit it is
(Interrogative, Negation, Tense)

- P1847. So when the father of Kamau came they started saying that what can to my son at a distance that not far away from where thenhouse and the tree is and when the father arrived Njoki told the that Kamau climb at to pick a fruit and when Kamau was want to where the fruit it is.
(RC, Interrogative, Tense, Negation)
- P1848. When he was picking the fruit that was much further from him the branch he was sitting on broked and Jero felleed down and his was injured.
(Tense, Lexical)
- P1849. His mother was to take him in the hospital or before he was taken to the hospital he was to be given a first aid.
(Prepositional, Co-ordination of clauses, Determiners)
- P1850. In Kimani garden there was so many fruits and all of then were ripe
(Possessive, Number, MTI)
- P1851. Although he was trembling that why he had felled down
(Adverbial, Tense)
- P1852. When he was coming to look what was happening he saw my sister trying to lift me but all in vain was unable.
(Tense, MTI)
- P1853. I can't be able to climb up there but I hope you can do it better that I
(Modal, Negation, MTI)
- P1854. There are a brother and a sister stayed with their mother and a father.
(Number, Relative Clause)
- P1855. He saw a very ripe fruits in which he hurriedly to go and pick it
(Number, Determiner, W.O)
- P1856. He asked why he was crying even she was unable to talk
((W.O, Interrogative, Adverbial Conjunct)
- P1857. Let me took him and went home
(Tense)
- P1858. He felt that he would face the music because the wind was blowing
(MTI, Modal)
- P1859. When his father hear that his son Kamau fell down he pad the hoof to where his son was.
(Collocational, Tense)

- P1860. When he reach they wake up and lift him and talk him at home because he is unable to walk.
(Tense, Neagtion, W.O)
- P1861. We will try to come if God bless us to reach that day
(MTI)
- P1862. When he reached up in the tree where he was going to get the ripe fruit it broked down and he fall
(Tense, MTI)
- P1863. When they reached to Kimani home, his mother was inside and when he saw that Kimani is carried she started terring and he took Kimani.
(MTI, Tense, Lexical, Prepositional, Adverbial)
- P1864. Her mother was out of temper when she heard that because she was thinking that the tree had fallen to Kimani and his mother started telling Kimani. Oh my son you are in Jeopardly because you will staying in the bed.
(MTI, Clause, Prepositional, Tense, Coordination)
- P1865. Kimani started shaking like a glass on a windy day and and because he was careless as wind and he said that careful when climbing the tree and from that he taught himself a lesson.
(Local smile, MTI, Collocational errors, Lexical)
- P1866. When we reached there I told my brother John to climb up the fruit tree and the time he pick the to threw down and I to be collecting.
(Locative adverb, Coordination, MTI, W.O)
- P1867. The time John started throwing down some fruit he was also going to where there were many fruits
(MTI, Prepositional)
- P1868. When I rift up my head crying I saw my father running as fast running as fast as his thin legs could carry him. The time my father reached to why John was lying, he lifted him up and me holding John's hand. When we reached have my mother was extremily astonished and took John and she carry him on her back to hospital.
(Lexical, Adverbial clause, Prepositional, Pronoun, Spelling, MTI)
- P1869. One children was called Kimani and the other one was called Mukami.
(S-V. Agreement, Number)
- P1870. When they reached there, Mukami told Kimani that he can climbed the tree so as to pick the ripe fruits.
(Modal, Tense)

- P1871. Mukami said that he had fell down from the tree [Tense]
- P1872. When they reached to the hospital, Kimani's father called out a nurse so t hat she could treat his child {Prepositional, phrasal verb error}
- P1873. It was an last Monday while my brother and I made up our mind to go and enjoy ourself with beautiful and tasteful fruits in our fathers garden [Adjunct, Idiom, Spelling Possessive]
- P1874.
- P1875. Before he started throwing fruits to me he started eating one by one [MTI, Lexical]
- P1876. By the time we reached there my father asked me to aid him to carry my brother [Overelaboration]
- P1877. One Saturday afternoon after they have done their work and have get their lunch they asked their parents permission to go and visit their grandmother [Tense, use of have]
- P1878. He asked Muthoni what Mwangi have done and she told him that he have felt from the mango tree when picking mango for our grandmother [Tense]
- P1879. When Kamau reached at the top he found five mangoes which had riped together[Tense, Preposition]
- P1880. His father took him to the hospital being unhappy [MTI, Ambiguous]

- P1881. I ran to her direction and not trying to get more closer, because of the flaming fire, I beconded her. [Prepositional, negation,W.O]
- P1882. I dashed to where a cloud of smoke was coming from [MTI,]*.
- P1883. I saw two men holding a girl. No sooner had they seen me than they dropped the girl.* [Lexical, MTI]
- P1884. They came running for me.* [Prepositional].
- P1885. The sherrif got into his range rover and then we proceed to unknown destination to us*. [Tense, W.O]
- P1886. After a thirty minutes drive the sedan noisely came to a sickening halt*.[Number, determiner, lexical]
- P1887. The driver could not get himself heard above the squills of alarms*. [Modal, tense, semantic]
- P1888. It was in the direction of town.* [MTI, clause?]
- P1889. I could see on closed inspection it was mixed with dust * [lexical, modal, tense]
- P1890. The caused the man to become a complete lunatic.* [Deteminer, demonstrative]
- P1891. I turned and ran in the direction of that man as there was no other way.* [Prepositional, tense, adverbial].
- P1892. When I went back home the house was like a mess.* [comparative, prepositional]

- P1893. My father concluded that the thief had light the fire so as to draw your attention then he comes and steals.* [tense, pronoun, subordination].
- P1894. With a ready vicious shot the man triggered the gun but to his dismay the gun was unloaded.* [overelaboration, lexical, clause coordination].
- P1895. I then took a clean pair of heals back home.* [overelaboration, lexical, idiom]
- P1896. That afternoon as I watched the sun cast down its ultra violet ray over the mountainous ranges of the western horizon my excitement died.* [that clause, overelaboration, collocation].
- P1897. As I neared I realised that it was our neighbours house.* [lexical, clause].
- P1898. They all were shocked to see us.* [Determiner, adverbial]
- P1899. Everyone was busy fetching water anywhere you could find and try to put off the fire.* [adverbial, tense, modal, coordination].
- P1900. Everybody now left the house and started pouring water and soil on our house.* [MTI, tense, lexical].
- P1901. Everybody was looking at me with amazement since they thought I had gone bananas.* [tense, cliché, idiom, overelaboration].
- P1902. When I reached where my sister was sleeping, I saw that the bed was vacant.* [lexical, MTI].
- P1903. My father quickly came for my rescue* [prepositional].

- P1904. They were planning on raiding the bank.* [MTI, prepositional].
- P1905. He looked to me from head to toe.* [prepositional, lexical]
- P1906. I telephoned the police and told them of the raid.* [prepositional, adverbial].
- P1907. I was going for a work.* [determiner, prepositional]
- P1908. The people being saved come out and my friends and I were given work for calming them down.* [tense, MTI, lexical].
- P1909. So we went on with our work and so that the fire had stopped burning.* [adverbial, tense].
- P1910. The firemen came and said that the fire had started at the kitchen* [prepositional].
- P1911. They were discussing on how they could burn our village. [Modal, prepositional]
- P1912. The rest got angry and started beating him up.* [lexical, MTI, Kikuyu discourse]
- P1913. I informed the people of my village about the fire.* [prepositional].
- P1914. The calvary handcuffed him.* [lexical].
- P1915. An old man came from the forest his cloths resembling rags.* [conjunction-clause, collocation, coordination].
- P1916. The chief asked the man where he had come from and he said it was a long story. He was invited to tell the story to the villager.* [indirect discourse, Tense, MTI].
- P1917. After a few years his letters told us about a girl he had met.* [MTI].

- P1918. It has been six months since my wife took ill.* [MTI, lexical].
- P1919. We wrote to him to ask if was money he needed but never replied.*
[infinitive, indirect discourse].
- P1920. I sold all my belongings and set of with my little money which
soon got finished.* [tense, prepositional].
- P1921. The chief who was now in tears asked the name of his son.* [word
order, indirect discourse].
- P1922. I came running and hit the door it crushed open and a woman and
two boys poured out.* [MTI, overelaboration, coordination].
- P1923. I asks her a couple of question.* [Tense, number]
- P1924. I woke up and turned, I put a solid right into his stomach, I heard a
hand grip me at my back.* [MTI, faulty idiom, lexical].
- P1925. My big brother and I told to get water.* [MTI, clause linkage,
indirect discourse].
- P1926. After the judging he was jailed for two years and had labour in his
time in jail.* [lexical, MTI, prepositional].
- P1927. To my astonish it was a house in the bush that was on fire.* [tense,
prepositional].
- P1928. I was confused molecule.* [faulty collocational forms].
- P1929. I decided to look now whether there was anyone in the house.*
[lexical MTI, time reference]
- P1930. I was getting scared because of the fire became bigger.* [lexical
MTI, prepositional].

- P1931. I begun screaming.* [lexical, MTI-discourse]
- P1932. The fire was spreading so quickly that it would very soon begin on the nearby bushes.* [Tense / Aspect].
- P1933. Our division had been producing a good number of timber and coal.* [number, MTI, tense].
- P1934. I told them all I knew and the way I went to inform the chief.*[MTI].
- P1935. When I reached home I introduced that the people to my parents and told them about what happened.* [prepositional, tense, MTI, lexical].
- P1936. I could see some people who were assembled at that certain place.* [faulty clause].
- P1937. It was a man who had been burnt because of stealing some goods from the village and it was mob justice.* [clause, MTI, word order].
- P1938. The man cried painfully as the people poured some cold water on him that ran through the wounds.*[clause,MTI].
- P1939. People coughed a lot.* [MTI-translation].
- P1940. I saw one of the men cut of his clothes and removed them on his body.* [prepositional, tense].
- P1941. Why could they not taken him to the police station.* [tense, modal].
- P1942. I saw the villagers take the poor man on a stretcher made of two logs of wood and blanket.* [lexical, relative clause].

- P1943. The poor man was pale because of the pain in his body.*
[prepositional, tense].
- P1944. We were discussing a paper we had done at school the day before.*
[Tense].
- P1945. The mother was hysterical she was screaming.* [lexical,
coordination].
- P1946. They set on an investigation.* [lexical, prepositional].
- P1947. In the meanwhile the family were living with the neighbours.*
[adverbial adjunct].
- P1948. After a week we found out it was a man and his wife who did not
have children were trying to threaten them.* [clause, MTL,
adverbial].
- P1949. I wandered what could that be but something told me to go closer.*
[modal, lexical].
- P1950. I was only the down part which was on fire.* [MTI, word coinage].
- P1951. I asked him whether there was anybody else.* [MTI, lexical].
- P1952. I carried he through the smoke like a straw in a pepsi
drink.*[pronoun, comparative - metaphor].
- P1953. It thumbed down like the walls of Jericho.* [over-elaboration].
- P1954. We watered the house burning.* [lexical, word order].
- P1955. The house looked liked an acient contraption.* [tense, lexical].
- P1956. I had saved the lives of those who were in.* [tense].

- P1957. Before we arrived at the scene of the fire, we found that the heat was too much.* [MTI].
- P1958. Some trophies had fallen from the trucks in its great speed.* [prepositional, pronoun].
- P1959. The fire was arson.* [clause].
- P1960. I looked in the direction of smoke.* [prepositional].
- P1961. What started me was the thought of the men roasting the meat of a human being.* [MTI, word order].
- P1962. I was even puzzled by the ugly's men bad behaviours.* [possessive].
- P1963. I did not put any thought about them seeing me.* [MTI].
- P1964. They went on with their meat.* [MTI, lexical].
- P1965. I knew the hunting deer in this forest was prohibited. [MTI, participle that-clause].
- P1966. Everybody was ready to put down the fire.* [phrasal verb].
- P1967. I tried to make up a wise decision.* [MTI].
- P1968. They fought the fire in a surprising manner.* [adverbial].
- P1969. Lucky enough the house was insured.* [adverbial].
- P1970. At that day I came to realize that unexpectitions can happen. [Prepositional phrase, word coinage].

FORM ONE AND FORM TWO LEARNERS OF ENGLISH

- S1. When I grow up and finish school I could be a teacher
These is my best career [number, tense, modal].
- S2. I come to like teaching because my aunt is a teaching and she told me
how people undergo about it.
She told me many things about been a teacher [tense, article, lexical, LT].
- S3. The things you didn't know you will learn them. [Maundu maria utoi no
ugathoma [niukamathoma]] [tense, LT].
- S4. That why I like been a teacher [tense]
a teacher has many advantage[tense, number.
- S5. Am happy to know that teaching is one of the best job in the world
[number, pronoun].
I could like to be a primary teacher. [Modal, tense].
- S6. Some of the benefits are somebody gain a lot of knowledge [number,
clause].
- S7. Why I choose clinical office as my career is because my mother is a clinical
office and I enjoys the work she does [subordinate clause English sentence
pattern, tense morpheme, L T, Ref Kikuyu sentence pattern].
- S8. My future career that is clinical officer I have liked [word order pattern,
[LT].
- S9. I also like it because the way I see the clinical officer don't luck public
relation, they are also sympathetic. [Tense, number, lexical].
- S10. People could go to the hospital for treatment, they could be talking to the
patients with a bad language. [Tense, modal, LT, Prepositional].
- S11. As a clinical officer it will affect my life with several ways. [Prepositional,
clause, [being a clinical officer will The career of].
- S12. From the time I was small I have grown up liking my career as a clinical
officer up to now [LT].
- S13. Because I [see] it is very enjoyable [LT, Lexical, tense].
- S14. I could also socialize with different people in a community. [Article,
tense, modal].
- S15. I can like farming as my future career [modal, tense].

- S16. At the end of an year somebody usually be having so many animals [article, LT, modal].
- S17. Within few years you can earn a lot of money [article, modal, lexical].
- S18. It do not like lazy people. [Tense, morpheme, negation, pronoun].
- S19. Somebody usually be busy all the times [LT, verbal, tense].
- S20. My father is a great politician and thus he like me [tense, morpheme].
- S21. This is because it need people who are learned. [Tense, pronoun, morpheme].
- S22. It is the most enjoyable and not many who succeed [tense, negation, WO].
- S23. When my mother take me to a clinic I could imitate [tense, modal, lexical].
- S24. Many peoples are having diseases which the doctors cannot tell the cause [tense, number, possessive].
- S25. There very many different kinds of pollution [tense, number].
- S26. I like this job when I was in primary [tense, adverbial].
- S27. When we are being taught in Science how you can give a person first aid, when she had a shock [prepositional, tense, subordination, clause, tense, interrogative].
- S28. I was taught how to do surgery with an animal and to do it practically [prepositional, LT, adverbial, coordination].
- S29. Also I liked the work of a doctor [tense].
- S30. After one have done enough on this now one is able to find out everything in reality [numbers., lexical, LT].
- S31. One knows more of his country and is able to be accurate [lexical, modal].
- S32. It is career which does not need use book [LT, Prepositional, article, relative clause].
- S33. I also like doctors because you are more experienced.
We gets more skills and knowledge in work [pronoun ref, number, LT].

- S34. Many people like this career only because somebody have courage [adverbial adjunct, limiter, number, tense].
- S35. This career help somebody to create virtues in work like diligence [number, morpheme, LT].
- S36. I like this career because when you will retire you can even be employed [pronouns, adjunct additive].
- S37. When one becomes a good and popular baker at the cakes, many people will be coming to you to bake for them [LT, tense, lexical, article, prepositional, Adjectival].
- S38. Strike has caused death for many people.
If there wasn't this strike how many people would have died? [Number, prepositional, negation, tense] [interrogative].
- S39. Some of the money I will be using for helping my parents. W.O, LT].
- S40. This career is a good one, since it have higher salaries [number].
- S41. I as an individual my future career is to be a business woman [LT] [W.O.].
- S42. Main causes of water pollution are contributed by badly treated sewages [article, number].
- S43. As an air hostess you also improve your capacity of interaction with other people because you get to know one another and also appreciate one another even also appreciate one another background [clause, compound, LT, Prepositional].
- S44. It is of importance because can help many people who are in problem of sickness. [LT, modal, number].
- S45. If a person in our family can detect the disease. [modal auxiliary, tense, conditional clause].
- S46. When a person gets healed I can till uplifted and be happy [modal, lexical].
- S47. The air we breath is filled with harmful gases which affects our environment [morphological error[SVA, verb]

- S48. At the past when there was no industries cars and other things [prepositional, tense, lexical, word coinage].
- S49. The people usually stayed for quite a long time [lexical].
- S50. But as per now when man invented machines [prepositional clause].
- S51. During this present days, mans life [morphological deviation,demonstrative].
- S52. Man's life is as short as it is not expected [contrast , adverbial].
- S53. He breaths unnecessary gases [lexical, word coinage].
- S54. In order for man to minimize this he should avoid machines which could not produce a lot of smoke [modal, lexical, negation].
- S55. Doctor became my choice since the subject is quite understandable to me. [Lexical, subject reference].
- S56. One the payment of it is very high [lexical, phrase].
- S57. And not only wait to be employed by government or other people [faulty sentence, article].
- S58. As such cases..... [wrong inferential conjunct adv., prepositional].
- S59. This is the work I desire a lot one is paid enormous amount of money [lexical, WO].
- S60. If all the things go on my way I would do many things. [Lexical, LT]
- S61. I would use the skill not to benefit for myself only but also to do many things in the community [Negation, prepositional, Adv. limiter].
- S62. These gases when they mix with air they cause people to lose lives [demonstrative, lexical, clause subordination, number].
- S63. When it lacks good water it has to become weaker and weaker and eventually it can even dry up. [Lexical, modal].
- S64. Although these pollution play a great deal of destroying the environment [un-countable, determines clause, number].

- S65. In some places it even rains black rain [lexical].
- S66. The soil also become infertile because of continuous using of chemicals. To be pilot one has to work very hard in subjects like mathematics [lexical, determiner, morphological].
- S67. For my case [prepositional phrase conjunction].
- S68. When you become a doctor you can know different diseases [modal, semantic, lexical].
- S69. The doctor salary is very high compared to other people..... [possessive, prepositional].
- S70. When I am employed by government I can consume a fraction of it [modal, article, clause, overelaboration].
- S71. Also another reason a doctor can employ himself [lexical, semantic, adjunct].
- S72. He can keep his own hospital , even he lose a job from the government [lexical, semantic, Adverbial clause].
- S73. The doctor can be even employed to abroad [word-order pattern, adverbial].
- S74. They destroy our body by poisoning the blood or biting the tissues of our body [SVA, Lexical, overelaboration] [word coinage].
- S75. The viruses are the most health hazard because they are not even microscopic. The people perish for a short time [Lexical, preposition, LT].
- S76. The other thing is exhausted smoke and dust in the air [clause, LT, Lexical-Word coinage].
- S77. These gases escape into the atmosphere which forms clouds..... [RC, determiner].
- S78. When the rains falls the gases will also fall with rain. [S-V concord] LT, lexical.
- S79. These gases also affects aquatic animals which dies constantly at the pollution of the oceans [plural, prepositional, lexical].

- S80. Chemicals that are used by farmers are increasingly a lot of deaths to both plants and animals [LT, lexical].
- S81. Factories that are operated these days do take no prevention [negation].
- S82. When I grown up, I would like to be a preacher [tense].
- S83. This career I see it as very good [S-V-O Pattern].
God knows about his need [plurals, Antecedent].
- S84. Although Jesus humbles himself before the eyes of the people.....[
Adverbial clause, Tense].
- S85. In my side [Prepositional Adverbial adjunct].
- S86. The one who preaches many people respect him [semantic, LT,
Prepositional].
- S87. This career affects my life be fearing God and gain loyal from local people
[LT, lexical, WO, Demonstrative].
- S88. These all components are found in the air. [WO.]
- S89. When the air is filled with things which are not health to our body.
[lexical, plural, SVA, adverbial clause].
- S90. There is case that people who are sick airborne disease to be isolated from
the health people [prep, Adj. Modifier, demonstrative].
- S91. My career in future will be being a businessman [semantic, sentence,
LT, Tense].
- S92. Many people die or run mad due to this dangerous habit [LT].
- S93. In these days a farmer seem to be the best person in the world of living [
plural/SVA], tense, prep. Phrase, LT].
- S94. Any other kind of farming have a lot to satisfy his other needs
[plural/subj. Agreement, LT].
- S95. She is able to sell them and gets a lot of money [context, tense].
- S96. Those farmers, that with big shambas benefit from them [that clause,
LT, Possessive, prepositional].

- S97. On the same time[prep. Phrase].
- S98. They can grew crops to satisfy his [pronoun antecedent plural, tense].
- S99. Many industries in this country relies] on agricultural product [SVA, Plural].
- S100. This career of farming seem it makes us [SVA, plural , Demonstrative].
- S101. The smoke affect people[subject - verb-agreement].
- S102. On the same case those smoke that are by product of industries will make roofs..... [conjunct, prep, number, countable].
- S103. From there I face many other things but I thinks one will be enough [Tense, lexical, LT].
- S104. I look forward before making up my mind [Tense].
- S105. I have make a conclusion [Tense, lexical].
- S106. Pollution can be of three type [Number].
- S107. Setting up more industries which pollutes his environment [number, RC].
- S108. This make life more difficult. [Number, Tense].
- S109. Problem is both to the one making it and others who do not have any mistake all are in the same boat {semantic, LT, determiner}.
- S110. Some of those problem makes people to be at logger heads [number, lexical].
- S111. And the ones dying mostly have no mistake at all..... [semantic, determiner].
- S112. But now man is realising if ones know how to manage his work [number, reference, LT, Clause].
- S113. I can be able to do a lot of farming [modal].
- S114. Why I like farming is because one become self productive produce his own [semantics, tense, adverbial clause, LT].

- S115. These chemicals continue damaging our body [participle, prepositional].
- S116. Also the water pollution is also dangerous to man. [Determiner, connector].
- S117. If the environment is not clean it can spread several diseases [modal].
- S118. In case one can be able to use a bicycle one should use instead of a car [Modal, LT translation].
- S119. On my side, I would like to be an electrician [LT].
- S120. For promoting our country's development in sides of generating electricity from mains wiring in rural areas the work [clause, semantics].
- S121. When this continuous somebody dies [lexical].
- s122. Pollution also harms the man [article].
- S123. When the polluted water kills marine life which we later eat thus causing some dangerous disease. Pollution of the soil kill some of the microscopic living things [number, RC, Lexical].
- S124. They is no scarcity in it [negation, pronoun].
- S125. You can also establish your own business [modal].
- S126. They are many jobs [there error, pronoun reference].
- S127. When I'll left the school I would like to be a politician. I saw this career as the best one [LT], TENSE].
- S128. As a politician you might be visiting many countries [tense, modal, participle].
- S129. As a politician also you should be fighting for the welfare of wananchi. [Modal, LT].
- S130. Like of course, lets say that if the government is trying to create tribalism in the country [semantics, LT].
- S131. The country is going to be ruled equally without any favouritism [lexical, Adverbial].

- S132. My aim of choosing this career is to see that the country is ruled with equal rights and accordingly? [Adverbial, lexical].
- S133. I will go and tell my parent give me a piece of land [tense/number] when I will be given that piece of land I will buy the manure and then I will cultivate my piece of land [Tense].
- S134. I will look after them properly apply them fertilizer [Clause].
- S135. I will wait the m to grow [preposition] and then spray them to protect [object] pests and diseases which could attack them [modal].
- S136. I will get enough money to buy a land [countable, article number].
- S137. These harmful microorganism will includes virus, bacteria and fungi. [Number].
- S138. When harmful gases is presence in the air it start destroying every cell [number, subordination].
- S139. These harmful gases when they mix with air they cause many people to lose their life [Number, subordination].
- S140. Soon it start to have change. [Tense].
- S141. Many countries have taken measures to see that good environment have been maintained. [Number].
- S142. The government help the citizens by advising them to emit harmful poison in the air [tense, number, lexical semantic].
- S143. on reason for I choosing account is as it was refereed earlier. [Semantic, LT].
- S144. One reason which is making the air to be polluted is the chemicals [RC].
- S145. There is no necessary matter which can make air not to be polluted [LT].
- S146. If someone is employed one is at a position of educating the public [prep. Conditional, prepositional].
- S147. On my side, it I get this career [conjunct].
- S148. He have done many good things [number].

- S149. I will try hard to study the subjects that related to my career [Tense].
- S150. When I joined the career [lexical, tense].
- S151. This will make me too go in some many places [prepositional, determiner].
- S152. Where my father was drinking his tea [idiom].
- S153. On that time I was ready to be asked him some questions [objective prepositional].
- S154. She gave her a tray and instructed her to bring to [lexical].
- S155. My ears were erect as thorns [LT] comparative.
- S156. I could hear everything that passed by my mind [LT, modal].
- S157. But before I concluded that I am becoming crazy [Tense] [LT].
- S158. He then cleaned his voice and said [semantic, LT].
- S159. Nowhere to rest and the whole family was in the he mood of conflict [Negation [LT].
- S160. It was not his habit to come at home and ask me such questions [prep].
Then I went near to him[prep].
- S161. He took a piece of wood and knocked her calling her a foolish woman [lexical].
- S162. My friends and I as we heard that we got [connector].
- S163. I had been warning you now[tense] and you never heard. [W.O ,lexical, LT].
- S164.My father started again [LT].
- S165. What have you done when you were at school [tense, interrogative].
- S166. That was a day that I will not forget in my life time [Tense, lexical].

- S167. I needed no more for I know that he was having bad news [negation, tense].
- S168. My father rushed at me and slapped me [preposition, lexical].
- S169. My father started again, what have you done when you were at school [Question, Tense].
- S170. With a little courage I have said [tense].
- S171. You know quite well that you have stolen the school milk. [Tense].
- S172. He dashed where I was and started whipping me [lexical].
- S173. He whipped and whipped until I almost got unconscious [lexical, repetition, LT].
- S174. That day I was to sleep without food [prepositional, tense].
- S175. I didn't slept, [tense] least I gazed up waiting for my younger brother to come [Tense, lexical, prepositional].
- S176. I was thinking that my mother would gave him food secretly [Tense].
- S177. I cant forget it [LT. Tense, modal].
- S178. He told me that I will stay there and work for money to buy the books [tense, clause].
- S179. He was told by our class teacher that I don't care for my books [tense, indirect, negation].
- S180. We were in the dining table and at food [sentence, tense, preposition].
- S181. He told me that he knows who have stolen his books [Tense, Relative Clause].
- S182. When we reached at school, he was told to go and get his books [prepositional].
- S183. When we went to report the teacher noticed that he was deceiving [lexical, tense].
- S184. I told him what I did, he was astonished and stated to regretting if he could have done like me [Tense, L1]. [Infinitive, modal].

- S185. This time he came earlier than usual [Tense].
- S186. Many thought come across my mind.[tense, number].
- S187. My father usually was being enjoyable but this s time he was as quite as water [Tense, LT, Comparative, adverbial].
- S188. On the table a could try to review my mind back but all in vein [lexical LT].
- S189. He usually take so that he fell sober [lexical, tense, LT, Idiom].
- S190. Ten minutes after, I heard a round knock [lexical, adverbial].
- S191. I was almost to faint [tense, preposition, adverbial].
- S192. I dashed into the bush where we slept with mosquitoes [LT].
- S193. He also had a sign of distraction [lexical, LT]
He seemed to brought a lot of violent in our house [Tense, LT].
- S194. Everything was uncontrollably a lot of scream and crying filled into sitting roc-m [faulty construction, adverbial].
- S195. At once I rushed out and ran hurried to look for them [lexical LT, adverbial].
- S196. When I saw that I shaked with terror [tense, lexical] because u was knowing that my father was going to beat me [Tense].
- S197. After a short time I started to beat the cows and took them home. [LT, lexical].
- S198. After a short while he asked me where they were and I told them that I found them grazing Kamau's shamba [prepositional, reference].
- S199. He took a stock and started to beat me thorough beat [lexical, LT].
- S200. He took a stick and started to beat me thorough beat [lexical, LT, adverbial].
- S201. I was not going to take anything to eat or to drink there. [LT].
- S202. My father felt mercy on me and forgive me for that [Tense].

- S203. My father took a panga and a spear and ran quickly towards the noise without knowing fortune or misfortune ahead of him [MTC, Tense, clause].
- S204. They did not got him [tense, negation].
- S205. No sooner had I cleared my throat to make an attempt of asking him than I was cut short by [LT, prepositional].
- S206. He has brought me some two men and the senior chief officer to come and discuss the matter [Tense, LT, clause coordination].
- S207. He asked me where are you going this stupid fellow [tense, LT, interrogative].
- S208. Me, I started shouting for the people to come. [LT, preposition].
- S209. I tell them what happened and they were separated that they did not fight [LT, Tense, clause].
- S210. It was one day when I decided to have a trip to my aunt's place. So that day I had dressed smartly and clean/ so when I passed nearby a shop I meet with a very old mother I told her my career was to be a hotel management. [Tense, clause, LT, determiner, prepositional].
- S211. When the day reached I went where we had arranged with the old mother.
- When we meet with her we greeted each other.
- The following day I went one by one to the manager. [Clause, WH, preposition, LT, Tense].
- S212. What I did I went and withdrew some money from the bank [Relative clause, Tense, LTI].
- S213. The main problem which can affect your future in that career is that if you don't take care, you can thin of stealing [LT, Clause].
- S214. This is because of the disease that are affecting us [Number, tense]. When this disease affects one doesn't cure [LT, Clause].
- S215. One cannot know the victims because they look healthy and when sharing cups one cannot know [modal, tense, LT, negation].

- S216. But when you are affected by Aids virus notices some blisters all over the body which breaks and forms wounds. [Clause].
- S217. This can also attack one another you came contact [modal, LT, preposition].
- S218. When I will leave the school, my career I would take to be a nurse[tense, clause, lexical].
- S219. When the result comes out I would know that the career I choose is the one I had passed with [prepositional, LT, Number, tense, modal WH-Clause].
- S220. I could get a lot of money and I could help myself for my own use [modal, tense].
- S221. This work I loved it so much [word order patterning, LT].
- S222. This will help them to be well all the time and we will improve our population well. [Lexical, LT].
- S223. My future career is also help me to improve my education [tense, adverbial].
- S224. I will be planting maize and bean when I finish my education.[number].
- S225. I could get a profit from them because this day we are living in a bad condition [tense, modal, LT].
- S226. If you grow crop or a cash crop, you would be able to employ yourself without being disturbed other people. [Number, countable, LT, lexical, tense].
- S227. If you plant maize and bean and you spray them so that they could not be spoiled by insect you should have apparently of time. [LT, number, countable, tense, modal].
- S228. I will be able to control myself in life [LT, meaning;- Nindiyathaga, Ninii ndiyathaga].
- S230. We are supposed to make our environment clean, so that we can have good fresh air which we can be able to breath [tense, modal, article RC].

- S231. Those people who work industry they can try to deposit waste in place where there is know people or near a place where they can breathe it.[prepositional, number, tense, lexical].
- S232. To be a farmer one just need a good garden which we would be digging [tense, morphological, modal].
- S233. Because pollution is termed as the cause of many death that we have in our country we should try as much as possible to prevent it [number, clause].
- S234. In case of industries should not build near a source of water [LT, tense, number].
- S235. When I will finished my school my future career is to be a doctor so that I can prevent with all of the diseases [tense, modal, prepositional].
- S236. I can prevent myself [LT]
[No hote kwirigiriria].
[No hote kwigiririria].
 I will prevent even my children [lexical LT].
- S237. She should always know how to use those medicines at about the age of the people [LT, modal].
 [Niagiriruo ni kumenya uria ndawa irutaga wira kuringana na miaka ya andu].
- S238. I like it because there is exchanging of time that those who will work from morning up to 7.00 p.m. in the evening others will continue from there up to the next day. [Tense, lexical, tense].
- S239. I will enjoy my life when I finished schooling and heard that I have been employed as a teacher[tense].
- S240. I usually like the career because even the parent are not able to teach their children unless the teach taught them the child will be able to learn and write the same. [Words intensifier, lexical, tense LT].
- S241. The career of teaching is so enjoyable that no one to disturb you enjoying funny jokes with students. [Lexical, tense, LT].
- S242. In my future I want to be a doctor [article], so I was in form two [tense] and would like to read more so that when I was go form four I would be

very happy because when I passed my future it will be very good in future.

- S243. When I finished the school, I was first I would come to look the exam so that I can know in my future where I am passed I would be happy because I know that my future was the person who are having many business to selling. [Lexical, LT, tense, prepositional].
- S244. We can see many people are being getting of because of this diseases [tense, preposition, number].
- S245. This is a disease that can not be cured by any medicine [preposition, number, article].
- S246. It is why I have choose to be a business woman [tense, W.O.].
- S247. I will be very careful to my life [prepositional].
- S248. I will like to stand with my own principle [tense, LT, prepositional].
- S249. Also I like to be a clerk because it have a lot of mathematics to study and I myself. I know how to calculate without using machine. [Number, LT, W.O., pronoun].
- S250. There are some workers who do work until Sunday no free day [LT, W.O.].
- S251. also you need to know enough language because you will be going in the bank to take money order or even cheque [lexical, LT, adverbial].
- S252. I would like to be the popular doctor who discovered the cure of aids [tense, lexical].
- S253. When I leave school I would like to be a nurse so that I can know more about the disease [modal, tense, number, lexical].
- S254. I have been admiring the nurses there in the hospital treating patients [lexical, tenses, participle]. Immediately I get my results from school, I will try to join the nursing college. [Lexical, participle].
- S255. Everybody wish to be employed [tense, lexical].
- S256. To be protecting our country [sentence, fragment].
- S257. That job has many peoples [number, lexical, LT].

- S258. When the war broke I can be helping people from our area or when theft broke for someone's have we can be taking them to jail [tense, modal, RC, number].
- S259. It is a good job because one woke up very early in the morning and do her personal duties. [Tense, lexical].
- S260. This career is very beneficial because it help one to understand all the harmful things[tense, number, lexical].
- S261. This job one can do and when she become old she can be able to take care for herself [tense, sentence W.O, modal, prepositional].
- S262. I choose this because I have been seeing people wearing works clothes when they are better or when they are good? [Tense, lexical, LT, adverbial clause].
- S263. It have many ways you can do with them [number, tense, pronoun].
- S264. We instructed not [lexical] to do these because even that water that is harmful also contain air which is helpful in our body [LT, prepositional, lexical, number].
- S265. When my mother are continuing crying on of our neighbor gets in when he heard the crying of my father [tens, lexical, number, phrasal verb].
- S266. When my neighbors enter he asked what is the problem but because my mother could not be able to answer she keep quiet. [Tense, interrogative, modal].
- S267. That time is the time our neighbor ask us what is the problem. But before I say anything my older sister start vomiting all what is going on. [Tense, clause, interrogative, lexical].
- S268. He told us that when he take its way from home he went to the bank got some money for my school fees [tense, possessive, clause coordination].
- S269. When my father saw how many increased he take out his four thousand shillings [lexical, tense, W.O].
- S270. When my mother heard that he stop crying and came to make home not to worry because of money. [Tense, phrasal verb, lexical].
- S271. I looked at him until he cornered [lexical, LT].

- S272. When my mother saw him crying he asked him what is happening without hesitating he told my mother [tense, interrogative].
- S273. Meanwhile he washed her face and legs leaving some parts of his legs because of hurry [tense, pronoun, prepositional].
- S274. She took off the clothes and dressed again [LT, adverbial, clause].
- S275. My father went on looking back but he couldn't see any person. He put his club into the armpit and then covered it with his patched coat [tense, conjunction, Modal, LT].
- S276. As he arrived where he was going he got into the bar and violently my mother sped up to listen what will be happening [conjunct, clause, LT, lexical, tense, RC].
- S277. I am not your wife to abuse as you think [LT, tense, conjunct].
- S278. It was my father who was fighting with another man. He hit the man with a club at his head and the man started screaming for help. [Tense, article prepositional].
- S279. The bar maid and other strong men who were not drunk got hold of my father and pulled him out of the bar. [Tense, lexical].
- S280. Meanwhile he could not know where the policemen come from [tense, modal, LT].
- S281. My father was arrested and on the following day he was taken to cell and he was to be taken to court for four days later [tense, LT, determiner].
- S282. I immediately noticed something was wrong [LT, Tense, clause].
- S283. Has she shown you that behavior [interrogative, LT].
- S284. After a history fight he threw me outside [lexical, tense].
- S285. I asked for help, but only one I could see was my small child who was also crying [tense, lexical modal, LT, WO].
- S286. I cannot tell you what happened but they know much better [LT, modal, RC, pronoun].

- S287. I could not expected my father to behave that also it happen in circumstance. [Tense, lexical, LT, adverbial].
- S288. From that time I never try to go nearly my father [tense, lexical, LT, adverbial].
- S289. He then ordered a drink but no a drink one? [Negation].
- S290. After he finished his drink he even order dinner because he was only feeling to sleep [tense, clause, prepositional].
- S291. But our father stand with his arm akimbo and he told us that he had took a draw with charity sweepstick. [LT, Tense, subordination].
- S292. My father walked up and told us to go far from him [LT, lexical, adverbial].
- S293. My father came out of his bedroom and told us to leave the room before he take another action [tense, conjunction].
- S294. They said the asking of my father's daughter and the threatening to dismiss him from job was just joke [article, W.O, clause].
- S295. Why today are you sad? [Interrogative, W.O].
- S296. I stayed a minute thinking whether he was told that I have stolen the school banana [tense, number, LT].
- S297. He was killed by a gang stars [lexical].
- S298. He was taken in the mortury [prepositional, lexical].
- S299. The police are suspecting them having the one who have killed. My father works on the ministry of works [prepositional, Tense, LT, Clause, pronoun].
- S300. Suddenly when I was trying to uplift the carton on the table a heavy slap landed on my cheeks followed by a heavy kick at my weak pointed and shaped back and hastily felled down. [Lexical, prepositional, tense].
- S301. When the villagers arrived they found the house had catched the fire [tense, lexical].
- S302. He talked to him lovely words in a sombre voice but they cant work at all [tense, modal, lexical].

- S303. The job which my uncle has found for my father was no more and the workers are not going to be paid anything. [Tense, LT].
- S304. My father on hearing all the problems he is facing, he felt as if to become mad [tense, LT, W.O].
- S305. He did not take time to look at it neither do he take time to speak to anyone. He sitted on a chair gazing to the table [tense, prepositional, adverbial,LT].
- S306. He explained to her how he was told by another gentleman from the neighbour and it was all lies [tense, RC, prepositional, adverbial, LT].
- S307. My youngest sister was sent and when she went reaching at the gate, Buki had already seen him [lexical, LT, prepositional, pronoun].
- S308. I turn to him and asked him the same question he had been asked [tense, LT].
- S309. I was so angrily that I was feeling like I will stood up and slaps him and go leave the home [lexical, tense, LT].
- S310. It is not good to slap my parent [number].
- S311. As he slows down I also turn to him and ask him the same question [tense, adverbial].
- S312. My elder brother entered and asked us what is wrong [tense, reported speech, RC].
- S313. Hence, he asked my brother to give him a cup of water because he feels very thirsty [tense, adverbial].
- S314. We went and take her to her bed and my elder brother asked my father what happened. [Tense, coordination].
- S315. We went on with our chores in the kitchen and same of my sister were in the my mothers room [repetition, LT, number, possessive, W.O].
- S316. When my mother gain effort when wake up and told me to go and call my neighbor [tense, lexical, LT].
- S317. My parent went and finished the work and they came back. [Number].
- S318. Tears could roll down my face as I thought of what to do [modal].

- S319. He told me that he would give me one chance to repeat and if I was to fail he told me not to do it [tense, LT].
- S320. When we all coiled to ourselves trying to control our mouths and tears which were very near for we knew the reaction of that would be historical [MT, Tense, RC, Clause].
- S321. He was deep in thinking [prepositional, adverbial].
- S322. She thought it was just by an accident [prepositional, LT].
- S323. When my mother and neighbor came my neighbor persuaded my father to say about the reason to why he had come early [Tense, RC, Number determiner].
- S324. I knew that that would be the end [tense, modal, clause].
- S325. We could be having a lot of trouble [Tense, modal, clause].
- S326. Since we all relied of my father [prepositional]
- S327. As we sat thinking what to do next [tense, modal].
- S328. My father was very delighted and expressed his gratitude to our neighbor whom he said to be given some tea. [LT, RC].
- S329. I immediately noted that he had an important message [lexical].
- S330. I was so much astonished [intensifier, adverbial].
- S331. We shall go in your former school for clearance [prepositional].
- S332. I started imagining how life will be in a secondary day school [tense, W.O].
- S333. All my fellow friends and the enjoyable life of boarding school. [Number].
- S334. Just when he entered we stared at each other. [Object].
- S335. In that tune [prepositional].
- S336. All my sister and my mother they had gone [pronoun, W.O, Reference].
- S337. My father may come and slap me [modal, tense].

- S338. I could not understand what was wrong with him [tense, modal].
- S339. I thought, I thought somebody must have annoyed him [lexical, LT, W.O].
- S340. he was angry with somebody when coming [LT, prep.].
- S341. For how he talked to me he made me start asking myself stream of questions [LT, prepositional, interrogative].
- S342. My father could give no response [tense, modal, negation].
- S343. It was no long when they started quarreling each other [LT, tense].
- S344. When they started fighting I woke up and went and separated them [lexical].
- S345. In that moment I was even unable to utter a word[prepositional].
- S346. After their separation my father went to sleep soundly and mother was left crying tears streaming on his cheeks [LT, lexical, W.O., Clause coordination].
- S347. Immediately as a saw his face he didn't give smile not did he greeted [connector, tense, LT].
- S348. Instead he removed his coat and hanged it [tense, lexical].
- S349. I turned back to the table room without talking to anyone to check whether he has taken the tea [lexical, tense].
- S350. I was astonished because he did not even sat where I kept the chair [tense, lexical].
- S351. She left me there preparing the tea and went to him [LT].
- S352. I could hear her trying to ask to him but he did not respond [prepositional, tense].
- S353. After finishing my work in the kitchen, I could hear them speak [tense, modal].
- S354. He responded just as I was coming from work I met a place where a matatu had collided by another one [clause, lexical, LT, prepositional].

- S355. They all both turned and collected stones and started stoning them they was cheering [tense, clause, W.O].
- S356. In anger of the crowd which was standing there instead of stopping them they was cheering [tense, clause, W.O].
- S357. I asked him now did they stopped fighting [tense, interrogative].
- S358. He said another man came and he tried his best accompanied by father [clause, relative, determiner].
- S359. My mother asked him to give us money of buying paraffin [prepositional].
- S360. At that time my mother had already realised that he was not having the money [tense, negation].
- S361. The little children started crying because of the hungry but there was no otherwise [lexical, prepositional].
- S362. At that time my father was not believing himself [tense].
- S363. My aunt make him tell us the whole story [tense].
- S364. He was entering into a bus then her money was stolen by another man [tense].
- S365. My mother asked her what has happen [pronoun, tense, indirect].
- S366. He told my mother to give some food to eat [pronoun].
- S367. He eat and finish [tense].
- S368. Some of us told our mother that they are going to sleep [tense, number, determiner].
- S369. He ate and started telling what happen [tense, phrase].
- S370. We were send to go and take the money to bank [tense, article].
- S371. They told us to give the money or otherwise they shot us [tense, S. Conjunction].
- S372. Because he was out of temper and he could be chose to work any time. [Adverbial, tense, prepositional].

- S373. After those three had gone they rung immediately to the police [demonstrative].
- S374. They caught them but by their luck they saw the policeman, coming with a lorry. [Tense, prepositional, LT].
- S375. They were told what happen and being told again that they will be [tense, W.O].
- S376. They were told what happen and being told again that they will be [tense, clause].
- S377. They will have to be prisoned [tense, lexical].
- S378. He was just sat on the sitting room [tense, prepositional].
- S379. The people from our village they gathers in our home [number, clause, W.O, [SVO].
- S380. Those men they started asking what was happening [[pronoun, tense, W.O.].
- S381. Even we never give him respect [lexical, LT, tense, adverbial].
- S382. And we are left alone we were wondering may be will start again [tense, LT, W.O.].
- S383. He told my mother that there was something secret he wanted to talk with her [lexical, clause].
- S384. They started questioning my mother what was going on [interrogative, LT].
- S385. I came out quickly in case he took the firewood [adjunct].
- S386. She was still young when all these happened [number].
- S387. That was a day that made me fell lonely and hurt [tense].
- S388. My father started explaining that there are men who are not doing the work [tense, negation].
- S389. We were all worried and waited anxiously to hear him broke the silent but instead he sat down [tense, lexical].

- S390. And we just look at each other..... [tense].
- S391. He don't want to see anybody there [tense, negation].
- S392. She took her directions and until this moment in is never in our sight [demonstrable ,MT, tense, tense].
- S393. Then I told her what I had been told and what was going on at home [tense, LT].
- S394. When we saw that we stayed ready to hear, what he will say [LT, tense, adverbial].
- S395. But after a short time he said that our mother have got another child [LT, number].
- S396. When we had that we didn't even felt to eat because of those word [lexical, tense, number, adverbial].
- S397. We didn't have another boy before [negation/tense].
- S398. I told him that we will go with him [tense, prepositional].
- S399. When I looked well I saw her catching a small child [adverbial].
- S400. I went running quickly [LT].
- S401. When I reached in the house my mother told me that my father is wanting me [LT, prepositional, tense].
- S402. I was knowing very well that I have failed completely [tense].
- S403. I was going to find a stake and beat me [LT, tense, lexical].
- S404. I did not answer even a single word [LT, lexical].
- S405. She was wokened by my voice [tense].
- S406. She asked why I was beaten and she was told that I failed the exam. [Indirect discourse, tense].
- S407. She said she have only to be guided what to do next [tense/number; interrogative].
- S408. When he had left for work the following morning [tense, adverbial].

- S409. She started explaining that father had an argument with his own mother [determiner].
- S410. The youngest in the family had just stopped schooling and could not tell the reason [daughter, lexical, LT].
- S411. Add salt to injury, my aunt showed no sign of being worried [tense, LT].
- S412. We were very much astonished by the news [intensifier].
- S413. My grandmother claimed how my aunt was young [lexical, LT, that-clause].
- S414. She was asked politely to tell out her problems [lexical, LT, phrasal verb].
- S415. The money they had paid and yet she has completely refused [tense, LT, W.O.].
- S416. My father awoke from where he was sitted and went to bath [lexical, tense].
- S417. He was astonished to met the car was not there [lexical, LT].
- S418. I met my father sitted on one of the chairs and joined him [LT, lexical].
- S419. When he went I asked my mother where the car had gone and she told me that it was stolen [tense, LT].
- S420. No sooner has he done anything that he called me [Tense].
- S421. I went there cowardly [LT, lexical].
- S422. My father told me that he have been told by his friend that I've stolen some fruits to my neighbour [tense, number, preposition].
- S423. I became frustrated [lexical, LT].
- S424. Hen my father came from Nairobi where he work [tense].
- S425. My father had come earlier and he usually come [tense] late [LT].
- S426. And he asked my mother what is wrong.....[indirect discourse, tense, interrogative].

- S427. My mother told him yes, because he was becoming more and more completely furious [Tense, LT].
- S428. He told us to sit down in the floor [prepositional].
- S429. What were doing on Wednesday [interrogative].
- S430. My mother told us it is up to you [tense] [LT].
- S431. After a few second we sayed nothing [tense, number].
- S432. We told him the whole story and he told us whether there is no food that day [LT, tense, coordination].
- S433. He say there is[tense, LT, indirect discourse].
- S434. He beat us very fearfully [lexical].
- S435. I ran as fast as famous cross country runners [LT, comparative].
- S436. When my father saw me I am gone out he stopped to beat my sister [LT, tense].
- S437. Those two friends were the ones who told us to go and us we did not refuse [tense, LT, pronoun].
- S438. We said that from that day when my father beat us we shall never talk with those girls [LT, tense].
- S439. The same day in the evening my father called us. We are still shivering. [Repetition, LT, tense].
- S440. He told us, come and you sit here [LT, tense, pronoun].
- S441. While we sat down I suddenly noticed something like a cane [tense, subordination, [adverbial]].
- S442. The air we breath is filled with harmful gases when inhaled can even result to dangerous diseases [adjunct, limiter, number, modal].
- S443. This can led to accumulation of carbon monoxide. [Modal].
- S444. Although scientist have proved that nicotine is a vitamin, when inhaled through smoking it become harmful [number, tense, morpheme].

- S445. I am student who is interested with past event [prepositional, number].
- S446. After I undergoes the course and passes I would like to take the career of doctrine [tense, lexical].
- S447. Although doctors deals with people who are unfit as far as health is concerned doctors have a very great role to play. [Lexical, LT].
- S448. This is because it doctors do not play their role as they should a lot of deaths would be occurring day after day [LT, possessive].
- S449. Doctrine? Is beneficial in that one is able to meet a lot of people. [Lexical].
- S450. These organisms are the ones that causes diseases [number morphological].
- S451. One have a target which he want to achieve [number, tense, morpheme] to achieve.
- S452. On my opinion this work is more than enjoyment [preposition, LT].
- S453. In this I want that the work is not tiresome because one does not usually use his energy like digging or any other work which energy is needed. [LT, tenses, RC, W.O].
- S454. Other advantages over the work are one enjoy himself when crossing valleys [prepositional, LT, number].
- S455. Engineering has become a very benefitable career in nowadays [lexical prepositional].
- S456. Thats why I choose to be my future career because many people find It difficult to deal with the materials used to deal with this area [pronoun, adverbial clause, LT, WO].
- S457. If you want to build a house or to start constructing a new road for personal use, you may plan it yourself instead of finding an engineer to do it. [W.O. clause coordination].
- S458. I would select a job career of salesman [prepositional, lexical].
- S459. Witness of many people who choose a career job of salesman succeeding in their lives because it is a well earning job which is not too tiresome because what is only required to a salesman is the approachment to customers [RC, prepositional, Lexical, LT, WO].

- S460. Another reason is because nowadays people are relaying mostly on business [lexical].
- S461. The scarcity of land is problem which will affect those with career of farming [LT, clause, prepositional, article].
- S462. In salesman one I will be able to lead a successful life [W.O, prepositional].
- S463. The pollution of air is done by many ways[prepositional].
- S464. In factories we have many these which uses fuel, coal gas and electric power. [RC].
- S465. This is why some people who have finished the secondary no where to be employed starts to do bad things [determiner, clause, number, tense, lexical, W.O].
- S466. The other reason is being a lawyer to like being a tourist [LT, prepositional, tense].
- S467. Also these industries when are being worked on they produce smoke which is filled with a lot of bad chemicals. [Clause, lexical].
- S468. Also these industries when are being worked on they produce smoke which is filled with a lot of bad chemicals. [Determiner, lexical, LT, RC].
- S469. Pollution of air is very high especially to those that are popular for the making of dangerous weapons [prepositional, lexical].
- S470. If we look a country like japan where many people are with so much defects like being born blind. [LT, lexical, Tense, Countable, number, determiner].
- S471. There was war and still they have the effect to young ones who are even born today [LT, adverbial, lexical, prepositional].
- S472. These harmful germs that are contained penetrate through our nostrils [lexical, prepositional].
- S473. One get very many chances to rest [tense, morphological].
- S474. When I will see myself working with one of the hospitals in this world [tense, lexical, LT, Prepositional RC, subordination].

- S475. If my dreams comes true an I find myself being a doctor [lexical, number, LT].
- S476. When one inhales these gases some of it is very dangerous [number, pronoun ref, clause R.W.O, subordination].
- S477. This means that after several years of taking these harmful gases, one finally up in the grave [number ref, lexical].
- S478. Another enemy of human is viruses [lexical].
- S479. Viruses are very dangerous since they are not treated once they enter the body [tense, lexical, LT].
- S480. A good student always look forward and decides on what career he would prefer to perform [lexical, number concord].
- S481. One should be a hardworking and so careful because he is treating somebody and may lead to a cause of death. [Clause, article, tense, lexical, LT].
- S482. Doctoring is a more fitting job and can be grouped in the class to white colour job [lexical, LT].
- S483. Man have build industries to make his work easier and the industries helps man so much because to processing his needs [number concord, tense, LT, prepositional].
- S484. Some industries produce gases that impure for example CO₂ and therefore this creates a harmful environment [objective case, lexical].
- S485. I take doctors as if to be second person from God, reasons, being that he is able to know which disease a patient is suffering from. [LT, clause].
- S486. A doctor is a hygiene person and he is person who is trained about how to keep himself clean [lexical, prepositional].
- S487. From the other hand to be a doctor is indocile and so many people do not like it. [Prepositional, lexical].
- S488. I would be arresting criminals and those who commits crime despite the fact that I would not favouring some, I would not be commanding attenders [lexical, W.O tense, Number, clause].

- S489. Many people have kicked the bucket and hard lost their life through this serious attackment of air pollution lexical [figurative, lexical, spelling].
- S490. Drinking of cigarettes excessively can cause the addiction of ones health [lexical, LT].
- S491. Industries pollution can also cause air pollution industries chimney have black monoxide which goes into the air making the air to be polluted and that is more than serious it is affects ones health [lexical, W.O, number concord, LT].
- S492. Pollution cannot be air but other things like materials [W.O, LT, negation].
- S493. Pollution can also be brought up by the factory and industries through water [preposition].
- S494. I can earn a way of living to be a useful person in the community doing farming in the areas where the climate is available for farming so that they can improve their way of farming. When you have stayed your crop you should list down so information. [Modal auxiliary, tense, RC, lexical Adv. Clause, number concord].
- S495. In the future I hope I will be enjoying fruits of my labour [article].
- S496. One can get easily some diseases which are caused by air-borne diseases [W.O, lexical, LT, semantic].
- S497. It can be transmitted by coughing without covering your mouth a handkerchief or by after coughing your pour down your saliva on the ground from there one can easily get the disease because you have put shopping cough germs in the soil [prepositional, lexical, LT, clause].
- S498. In some factories smoke is produced which can pollute easily the whole area with the same which many be carrying a lot of chemicals which may be dangerous to life. [Adverbial, determiner, RC, W.O.].
- S499. Most of people in the local area or those who come from the rural areas most of cut down trees and they burn charcoals which are widely used by most people who are living in urban areas they use them but most of them are affected by this carbon monoxide and in some cases people who use jiko's and leave them burning over the night they kill themselves when the left these jiko in their bedroom. [Article, LT, number concord, determiner, prepositional, tense].

- S500. In some cases surgeons who operate on sick people are suffering from some diseases which are not curable they can be affected by some of disease through the process if they are not in protective clothes [article, number, lexical LT, semantic, ambiguity, preposition].
- S501. Most of these who are being attacked by these air-borne diseases are the people who are living in closely built houses [demonstrative, tense, relative clause].
- S502. The career which I admire most in my time is farming [prepositional, determiner].
- S503. This is because even if farming is tireless it is profitable to the farmer. [Lexical, adverbial].
- S504. People in urban areas are always using their money to buy everything they need in their house [number, concord, prepositional, determiner].
- S505. Many of them buy food from the market and by doing so they help the farmer to gain profit [lexical, determiner].
- S506. Also an egg is costing five shillings. If somebody want to become a nurse he or she had to pay a large amount of money for training [tense].
- S507. This is because crops grown by the farmer takes few months to mature [tense, number, concord].
- S508. This prevent them from famine [number, concord].
- S509. These chemicals can be poured into the river by factories and others can be brought from sewerages [modal, tense, lexical].
- S510. Man can also pollute environment by leaving rubbish lying around in the home [article, lexical, adverbial].
- S511. These rubbish could attract flies which breed and make more flies [tense, modal, lexical, LT, determiner].
- S512. These could collect water where mosquitoes could breed and therefore they should be removed. We should built our latrines at about 20m away from all living houses, wells.[tense, modal, tense, LT].].
- S513. This is because flies carried harmful diseases which can kill easily [number, concord, tense].

- S514. Despite the fact that the job is well paying scares, having managed to get the job it is my intention that one will have determined him or her self and therefore, it will be a determinable future, [LT, RC, W.O, prepositional, tense].
- S515. It always attracts me and hence making some conclusions which are appear positively to me and my decisions are that if all goes well and this is not by just through my reluctant approach that I will make it, but through a lot of industrious expression that I may hopefully manage. [Tense, LT, lexical, W.O].
- S516. If it so happens that I succeed, I will be even total freedom to self employ myself. Having deeply looked at the negative effects of the country I desirably select engineering as my future career [LT, tense, lexical, adverbial].
- S517. It is not strange seeing the industrial waste product being deposited into the nearby river, having not borne in mind [lexical, sentence, W.O].
- S518. I studied very seriously so that my future career to be successful [tense, sentence, WO].
- S519. you must have to obtain high marks in your KCSE. [Tense, word order].
- S520. I would be very gland if the dreams I dream came true and becomes a success [Tense, LT].
- S521. The manure of your hens will help you to make your soil in your farm very fertile and there you will plant [tense, LT] your seeds possessive.
- S522. In first place the pollution is the way of put things where they are not necessary [LT, tense, articles, number].
- S523. They may disturb their neighbor and also make a lot of disturbance [LT, lexical, adverbial].
- S524. After I completed my course, my future career will be..... [tense, clause].
- S525. One must have been qualified or rather get a good grade in this subject [number, plural, tense].
- S526. One live in a good life and good health [tense, LT, WO].

- S527. Even when on resign, he can still benefit from his personal clinic [lexical, LT, plural, adverbial].
- S528. Effects in ones future life are always negative [LT, W.O].
- S529. They include one become very famous. One benefit throughout his life [Tense, LT, W.O].
- S530. One have knowledge [Number].
- S531. I was returning back [repetition, LT].
- S532. We traveled up to town [LT, prepositional].
- S533. We reached at town at 8.0 a.m. [prepositional].
- S534. At town the diver turned back[prepositional, LT].
- S535. I started asking some people who were near to me where does people in Murang'a take the bus [tense, LT, RC, prepositional, plural, interrogative].
- S536. But those people told me that it was here [tense, adverbial, LT, interrogative].
- S537. He asked me that where are you going [tense indirect, LT, Interrogative].
- S538. I told him that I am going to school. [Tense].
- S539. And he answered me that is where I am going also..... [LT, RC, Adverbial].
- S540. The air we breathe is filled with harmful a lot of germs [article LT, adverbial].
- S541. We as human beings and plant we must breath as to satisfy the lungs [LT, pronoun].
- S542. In someones life there must be a lot of problems [LT, W,O].
- S543. The difficulties we get when breathing we must also get problems in life [LT, W.O, modal].

- S544. Also in today's people life in the world, there are many kind and types of people [LT, lexical, W.O].
- S545. This is because there those today who are beggars, there those who only work so as to get something [LT] W.O].
- S546. That means to get a good job [LT].
- S547. For this to happen one must hard in school [W.O.].
- S548. Like now to be with a jembe daily is not a good work [LT, prepositional].
- S549. Towards to my career in future that I'll taken it like most to help the sick people [LT, WO].
- S550. The job are still good paying compared to other kind of job [number, tense].
- S551. This can be able to give some service which government hospital couldn't give [tense, modal].
- S552. Also when I was till primary school [LT, Tense, adverbial].
- S553. Even my teachers have being encouraged me to work on those subjects which can make to make up to be a doctor. [Tense,, LT, conjunct, RC].
- S554. I like this job because it is enjoyable, not boring [negation] it is easy not hard compared to some other jobs. [Negation, LT].
- S555. Teachers are being offer a houses in the school. [Article, tense].
- S556. They are being given time to rest [tense].
- S557. At the end of the holidays they demand their salaries [lexical].
- S558. By this time, teachers can start their own projects [Tense].
- S559. Teachers only work in the day time so somebody is free in the evening [LT, prepositional, Adverbial].
- S560. As I am s a student I had my own career of what I was suppost to be after I had finished my education [tense, lexical, clause LT, prepositional].

- S561. If you stay idle without working hard you would not achieved your career [tense, lexical, LT, negation].
- S562. My career that I want to be when I leave school was [tense, clause, W.O].
- S563. Even me, I want to be a teacher [connector, adverbial].
- S564. We know that teachers are people who had been given the respect because even the president was one day a student [tense, LT, plural, RC, subordination].
- S565. Accounting is always in my minds [numbers].
- S566. I would make sure that each and every sum which I am given is correctly done and no case of theft is faced too me [lexical, LT, prepositional].
- S567. In the school I have been realised that a business one was able to earn much amount [LT], tense, lexical, pronoun, [WO].
- S568. This means that one can able to be discourage [Tense, word order, modal].
- S569. In my future I have been in search of business that it is ones of the satisfy in future of mans life [word order, tense, LT, possessive].
- S570. Many businessmen have been succeed in their life [lexical, tense].
- S571. To be a soldier is not a simple task [s-word pattern, infinitive].
- S572. The government is trying its best to avoid or minimized the taste of air pollution [lexical, tense, LT].
- S573. The scientists had proved that some of the diseases like cancer and others are brought by dangerous smokes from the industries [number, tense].
- S574. Many people had died because of these killer diseases and the people who mostly are affected by these diseases are the people who dwells near industries [tense, RC, lexical, W.O].
- S575. many people who dwells near the factories mostly they have difficulties in breathing [number, adverbial, RC].
- S576. governments have had a number of national meetings to emphasize that the rate of air pollution is decreased [tense, lexical].

- S577. The career I would like to take when I leave school is to become a robber. This is because a robber can get money within a few minutes and on the other hand he can be killed at any time [LT, infinitive, coordination].
- S578. A robber is one who breaks in others houses, shops banks and steal something of much importance. [lexical, tense, number].
- S579. I could guess how he used to cheat people and steal or rob them [tenses, modal].
- S580. As he was walking along the street he met a car parked opposite a bar and he decided to steal it. He entered it as if it was his and now he had a car. [Tense, lexical, pronoun].
- S581. He used that car for many robberies which he succeeded [LT, RC, prepositional].
- S582. This harmful components affect the living organisms and transmit microbes [number, demonstrative].
- S583. For instance reducing his forms of emission of gases in the industries [Number, demonstrative, preposition].
- S584. Many people like this job because they will have a lot of money [tense, modal].
- S585. I see it as comfortable job and a happy on [lexical, LT, W.O].
- S586. On the year to come I might be the [preposition, LT, modal].
- S587. I like our country to be a country of peace and unity [LT, infinitive].
- S588. After school I would like to be a doctor because when you are a doctor you could [Tense, LT, subordination, modal].
- S589. Treat people with money [LT, lexical, prepositional].
- S590. Secondly is that you can have [tense, adverbial use].
- S591. On the August the following year it was the time when all the A level students joined teaching colleges [article, LT, prepositional].
- S592. After my first salary I was paid two thousand which help me to buy a water tank. [Tense, clause, RC].

- S593. As I was continuing with my job I get some development in my future that even the education officer considered me and uplifted [LT, tense, lexical, W.O, connector].
- S594. This is no simple to chose as it is your hard working which determines [tense, negation, WO].
- S595. Things are not got by chance [LT, tense].
- S596. I can just the carrier I can take [modal, Tense, W.O].
- S597. I can prefer teaching [modal, tense].
- S598. My choice of teaching is not for the sake. It is for as I have realize from my teachers [lexical, LT, W.O, Tense].
- S599. Teaching as we know one improves his experience and grow vividly luminous [LT, clause, W.O].
- S600. With teachers negotiation is being carried for any issue and solution for any disagreement is being solved [LT, Tense, WO].
- S601. He has hunt the whole day and didn't find anything to eat so the lion decide to sleep on the ground. As the mouse passing by and see the lion has a very deep sleep it decide to go and disturb the lion because the mouse sees that it cannot get another mouse to climb up the animal like that because as we know the lion is the king of wild animals now that why mouse sees tense it is very difficult for him to climb on the lion. As the lion sense that their is which disturb he awaked and places his huge paw upon him [tense, article, LT, RC, clause, lexical, pronoun, antecedent, WO].
- S602. As the mouse hear that the lion catch her. When I will leave the school, I will like to be a businessman [tense, article, connector].
- S603. I will keep a great stock of goods selling to the customers [determiner]. Also try to attract them with every means I could do [article, lexical, prepositional, tense, LT].
- S604. I will not let peoples credit because the business is business and friend is friend but my business does not know you [tense, negation, LT].
- S605. The air we breath is filled with harmful chemicals which destroys our respiratory system. [Number].

- S606. This chemicals comes from different industries [number, tense, concord].
- S607. If not so Kenya's population both animals and human beings will continue declining and even the forests where we have indigenous trees which are being affected by this pollution [tense, subordination, W.O, R.C].
- S608. Pollution of water is the other point which has also destroyed the lives of many Kenyans [LT, tense, prepo].
- S609. Teaching others is very good because one cannot forget the knowledge which he is already given [tense].
- S610. I will keep on remembering those teachers [tense].
- S611. When we talk about pollution mostly we are much emphasized an air [tense, LT, WO].
- S612. Without air not survival for man and other minute organism [negation, WO].
- S613. When we put out pump the already used chemicals into the soils we are going to damage or destroy the living organism [plural, tense, adverbial].
- S614. When I finished my course in secondary school my career will be to study much on environment so as to know how to make them pure [tense, uncountable intensifier, number, LT, lexical].
- S615. The industry finished manufacturing the items they are supposed to the waste products should be specialized kept in cemented dump [clause, lexical, LT, Tense].
- S616. Also the peoples should be educated [number, determiner].
- S617. I would like to be a driver because I find this work being enjoyable [tense, infinitive].
- S618. It requires no much complicated skills and knowledge [negation, number].
- S619. My myself I have decided to be a farmer. [Objective, pronoun].
- S620. I will be planting different types of crops and rearing some animals so that I can get a lot of profit [modal, article].

- S621. I have seen different farmer and that why I have decided to be a farmer [number, tense, clause].
- S622. If I become a farmer, I would not be borrowing food to other places [prepositional, modal].
- S623. When you harvest your produce there would be a lot of people who will come to borrow your harvest. [Number, lexical, LT].
- S624. If kept in large number and this will brought about shortage of food [number, tense, W.O, coordination, adverbial].
- S625. On my side I would like to be a doctor [conjunct, LT].
- S626. Due to economy this days the pay of a doctor goes hand in hand with the economy [article, number, LT, demonstrative].
- S627. If one is a surgical attendant he adds knowledge on various part of the body and also learns a lot. [Lexical, plural, LT].
- S628. I want to be a farmer because a farmer do not pollute the air. [Tense, modal].
- S629. To be a farmer you cannot e affected by dangerous diseases [conditional clauses, infinitive].
- S630. A farmer only used fertilizers and spraying chemicals [tenses, participle].
- S631. If I will passed my exams I will be grateful [tense, modal].
- S632. The way I will performed is the ways which will determined the way of my life [tense, LT, R.C].
- S633. I will urged each and everyone to joined hand in order to be a businessman [tense, LT, number].
- S634. Career is something that persons was willing to be doing after his school life. [LT, number, W.O].
- S635. I would want to be a doctor in my future . the reasons for me to say that is because one id the doctors get much salary [modal, tense, number, LT, W.O].
- S636. If the doctor become [tense].

- S637. Nowadays men had increased the skills of industrialization which had been the big source of air pollution tenses, lexical, R.C].
- S638. All the industries produces a smoke [number].
- S639. In my future I would like to be a minister [LT, prepositional].
- S640. There are too many pollutants and is highly affecting the people [tense, number, coordination].
- S641. Which already had many germs of various diseases [tense, lexical, R.C].
- S642. My career would help the people because this pollution also cause [demonstrative, tense] .
- S643. The air we breathe is filled with harmful element [number].
- S644. In Kenya there is a very poor drainage because many industries use to pore their bad chemicals [tense, article].
- S645. Some people used to take this waters for cooking drink and for the other requirements [lexical, LT, number, tense, W.O].
- S646. In the lakes inside the water used to live some other living things [lexical, MIT, tenses, W.O].
- S647. Those fish can be very harmful to human beings [demonstrative] by the time they will eat them [tense, LT].
- S648. Also in the air those big industries used to pollute the air by the smoke of bad chemicals [prepositional, tense, lexical, demonstrative].
- S649. Going to the forests and looking for medicinal plants and also trying to invent or discover some other matters relating to the worlds state of life [participle, clause, lexical, LT, Number].
- S650. My aim of choosing this career is to try and have a chance to explore the space as my thoughts and minds tells me [LT, number, tense, prepositional].
- S651. Scientists are very respected people in the world [Number].
- S652. In the other hand pollution made some living organisms to extinct. [Prepositional].

- S653. Such living organisms is like large rust elephants [LT, Number].
- S654. It has already been seen that around 1900 there was some elephant which were having large tust [countable, number].
- S655. Human beings have been dead because of pollution [tense, LT].
- S656. In other hand we should educated or educate our children [prepositional, tense].
- S657. Sewages and any other product produced as waste is deposited in water especially river and immediately the person consumes it they become unhealthy or even killed [lexical, tense, plural/number, LT, article, W.O].
- S658. Which the sewages should be provided a special place to be deposited and not to a source of a river [number, tense, article, clause relative].
- S659. I can improve and get money dairy. [LT].
- S660. But if you are getting the money at the end of the month and yet children are told to go have and get some money [clause].
- S661. Also it is good because if people came and told you to take them to a National park, you will be able to see that happen on that are [tense, number, article].
- S662. This life can help somebody to stay without any problem or disturbing [LT].
- S663. The reasons why I choose to be a businessman is that the business I will keep on my own [MT] I will be the one to operate it on my own and see that all whereabouts concerning it is going
- S664. which the sewages should be provided a special place to be deposited and not a source of a river [Number, Tense, article, clause relative].
- S665. I can improve and get money dairy [LT].
- S666. But if you are getting the money at the end f the month and yet children are told to go home and get some money [clause].
- S667. Also it is good because if people came and told you to take them to a national park, you will be able to see what happen that are [tense, number, article].

- S668. This life can help somebody to stay without any problem or disturbing [LT].
- S669. The reasons why I choose to be a businessman is that the business I will keep on my own. I will be the one to operate it on my own and see that all whateabout concerning it is going _____? [LT, tense, lexical].
- S670. The career I find it good because I will be the one to supervise [LT].
- S671. Other way are when you have an appointment you have to request for a permission and if you employed yourself your don't want to say that you will have to do which [WH, clause, MT, determiner, tense].
- S672. In day to day life it is good one to have his own thought [tense, Clause, LT].
- S673. It is good to be helpful person. In other hand, doctors had an advantages because God press them to maintain their families. [Determiner, tense, number].
- S674. It is my hope many doctors were very reach and that is why I preferred to be one of them [clause that, tense, lexical].
- S675. As I have said earlier about least qualificants in case some people wants to connects [number, tense].
- S676. And no I terminate by the career of being an electrician is excellent [lexical, prepositional, tense].
- S677. As a result there has been very many cases of some diseases which crops as result of inhaling those poisonous gases [number concord, tense].
- S678. Most of the peoples in our country are farmers [number, concord].
- S679. There are many factors why I do hope to a lawyer in future [tense, SWO, number].
- S680. There are many lawyer in the country but they earn a lot of support their families [number W.O].
- S681. My hope is that I will score an A and goes [Tense] to university and then I join with the career I would like to be a being a nurse [Tense, tense, modal ,WO.]

- S682. I know that some patient lose their life because some nurses are not very convenient with their work [number concord, tense, lexical].
- S683. I feel sympathy for those who dies of very serious diseases. [Tenses, W.O].
- S684. These day's our country have really suffered a lot due to pollution of air [number, concord].
- S685. Also the government should control the cutting down of tree which will cause soil erosion leading to poor yield [adv. Link, number, RC].
- S686. One can choose anyone she wants or else the government can post you, [lexical, modal].
- S687. You should know various types of diseases, I would know them and prevent myself from them [negation, tense, clause].
- S688. Lastly may be that when I will be finishing my course I may be not put off for a long time [modal, tense, LT, lexical].
- S689. As we look at how the industrial wastes are thrown to the river we can see that [clause, prepositional].
- S690. I have selected this career because I does well in biology and understand it very well. [Tense, subject].
- S691. The career will try to mend my future in that I will attend to all patient who needs my help and in that I will have an easy time in this career
- S692. Pollution do not only kill us by destroying the body tissues but [Tense - SV Agreement].
- S693. Even if we learn and be employed by the government, you will need food to eat and so you will be forced to buy these food [pronoun ref, demonstrative number, lexical].
- S694. Also farming helps people at their future life [Adv., prepositional].
- S695. There is no any time that you will resign farming until your last day [negation, LT].
- S696. Plants and animals are suffering of man activities [prepositional, s.clause].

- S697. A manager is also a respected person and I admires to be respected [prepositional, s clause, SV, agreement].
- S698. Its not like other jobs where people just jokes about with a person not minding about his or her education [LT, S-V agreement].
- S699. Air is also polluted wher. some substances are thrown into the sky. [Lexical].
- S700. The work of engineering is good as engineers always busy in the engineering industries [tenses, lexical].
- S701. Teachers will have a strong friendship with students, other members of staff and the parents [tense, determiner, link].
- S702. I would like to prefer my future career as a doctor [modal, tense].
- S703. Doctors have a strike and it affects their life [number/plural].
- S704. The reasons as to why I chose this career are several [tense, adverbial].
- S705. We welcome him and we give him a chair to sat on [tense].
- S706. When we are ready to take our supper my father told my mother that he had something to tell him [tense, pronoun].
- S707. When he started looked at him and saw that he was not usually happy. My father told my mother that he is to board a car and went back to Nairobi. [Lexical , subordinate clause, tense indirect discourse].
- S708. They reached and they saw him was recovering [objective, transitive, tense].
- S709. He came and entered the house when the small children saw him they started going to where he was [tense, LT, prepositional].
- S710. Next morning he woke up early and he meet us in the kitchen room [tense, LT].
- S711. He starter everybody was attentive to hear what might have happened. He started I was so furious because when I was coming out of my money get stolen by thieves into the matatu which I was all of my family. [Lexical, clause, tense, LT, RC].

- S712. My mother strengthened him and he told him don't mind for who have given those money he will give you more. [LT, anaphoric ref, tense, RC, lexical].
- S713. In the afternoon my father left to job where he works at Nairobi [LT, lexical, prepositional].
- S714. He work for another month and at the end he came and left us with seven thousand shilling and we continue with life [tense, LT].
- S715. He get in the table room and stayed there very dull [tense, adv.].
- S716. my mother came out from the kitchen and go to the table room to join my father. When she go there my father doesn't want to talk too much [tense, negation, adv.].
- S717. After a short while my mother ask him whether he can go for tea. My father told him no with a very soft voice. [Tense, command in RS, Reporting interrogative].
- S718. My father look as if he was sick. My mother asked him are you sick? [Tense, imperative, tense, LT].
Nake maitu akimuria kai wi muruaru?
- S719. My father to hear that he told her that when he was working in the afternoon hours around four thirty somebody call for him and told him that his older brother had over turned with malatu. She start wiping but my father told him to restore her piece because God's power is everywhere. When my mother came back to the kitchen even he cant able to prepare supper [tense, lexical, LT, W. Focusing adjunct, modal].
- S720. We are left there questioning in our heart what is wrong but after the supper get ready we all take our supper meal and we leave the kitchen to the bedroom to sleep. [Tense, LT, pronoun, lexical].
- S721. When we came to the kitchen we ask my mother where are we going [interrogative, RS, Tense, reporting].
- S722. We prepared ourselves and we leave home to our older father [lexical, grandfather, tense].
- S723. At eleven O'clock we road off from the matatu and take the load direction to our older father home [grandfather, lexical, tense].
- S724. And we met her wife and his children [anaphoric reference].

- S725. My father woken up him and when he saw my father his face change and said "God is with me." [tense, R.S, RC, Plural].
- S726. My father said that is a good idea and we will sold this garden because prevention is better than cure [tense, R.S].
- S727. After a few day he arrived accompanied by three men [plural, determiner].
- S728. After one day he came with a lorry having driver and four tones [LT, Lexical].
- S729. He went in the bedding room and stay for about five minutes. He take off his coat and move out of the house and took the rope which was kept there and them move towards the garden. [Tense, lexical].
- S730. After a couple of time, she saw my father on the air holded by a rope by the neck and next end on the branch of a tree. [tense, prepositional, LT, lexical].
- S731. Some have carried out pangas others axes and touches. After they have arrived they heard something grooming. When the tree falls he was not yet died but unconscious [Idiom, lexical, tense, spelling].
- S732. I welcome him in dining room [determiner, tense].
- S733. I gave him supper and even in this time he cant be able to watch television as he is always doing daily. [Focusing Adjunct. W, tense, modal, negation, prepositional].
- S734. When my mother enter in dining room he was embarrassed by his husband [tense, anaphoric error, determiner], lexical].
- S735. He ask him how is the journey? [Interrogative, reported, tense].
- S736. Manager telling me that is the last warning I know you slept hangover in weekend. That is why you are late in job. [Determiner, tense, LT].
- S737. My father told me to give him a story of what I have beaten a drunken man [LT, RC, tense].
- S738. I told him the truth and he ask me the reason for doing that was [tense, clause, tense].

- S739. I told him the truth and he ask me the reason for doing that was [tense, clause, tense].
- S740. Later I had sound from it like two big people were in. I decede to go home and call my father. [Determiner, LT, lexical].
- S741. At my home they is a big trees very big. At the centre on the top, they is hole on that hole the is cloud of smoke coming from it [lexical, spelling, Tense].
- S742. When his father was digging he just walked around and around the garden. When his father finished resting his father wake up and concentrated with his work and he told Kamau to carry some grass which it was in heaps and to do mulching to cabbage, [spelling, adverbial, prepositional, lexical].
- S743. He came on give me those hot blows and I obey the law of gravity. [LT].
- S744. My father told my mother that I beaten a man who has drunk a beer in his bar and steal his eight hundred shillings [tense].
- S745. He came and knocked my room, I pretend that I sleeping to death. [Tense].
- S746. I looked him with astonishment even he made me [prepositional].
- S747. When my mother asked him what was wrong he didn't uttered a single word. [WH interrogative clauses, tenses, focus adjunct].
- S748. My mother gave him tea but he sprinkled it into us. All of us were in logger heads with him [locative, preposition, lexical, LT, erroneously used metaphorically - [at in deep trouble].
- S749. Move outside these house [W. Plural determiner] ["out of" prepositional ["umai nja" Gikuyu].
- S750. As he had more strength than us, he resisted and kicked me a hard kick [W. Conjunct, lexical].
- S751. My mother asked him what was wrong [WH, interrogative].
- S752. He goes to the bed room and comes out with a Somali sword. [Determiner].

- S753. When she heard that she came out in hurry but she cant see my I followed the route toward my father after a short distance. [Tense, determiner, modal, W.O].
- S754. I found my father trying to slash two men who trying to beat him [RC].
- S755. I started screaming calling for helpers [lexical].
- S756. In our way we meet a group of people searching the same people because they steal amount of money in the shop. [Locative prep, tense].
- S757. We told him our problem and he told us to wait for the corporal. [LT].
- S758. She also sat down and told us to close our eyes to pray for the tea but my father was going on talking to himself [Tense, LT].
- S759. At that moment all peoples from around were at our place waiting to know what was wrong [lexical].
- S760. At the same place lying another man on the dust taking everything what he had carried [tense, LT, WH-clause].
- S761. On seeing what was going on, one of the escaped [LT objective].
- S762. They were being jailed to each ten years hard labour and also five strokes.
- S763. These aunt of mine was my fathers sister. [Plural, LT, number].
- S764. He explained to me the whole thing and I know knew what had happened [LT, tense, lexical].
- S765. The following day everybody In the family was informed about the accident and all my brothers, sisters relative and related people came home [lexical, tense, repetition].
- S766. She was holding some few papers that were pinned to father. She placed it on the table [W. Anaphoric ref. Lexical].
- S767. He was complaining of headache and he was being hurted in the shoulder. [Tense, lexical].
- S768. My mother go to the kitchen and warm some water and he add some salt in it [tense].
- S769. After that he take him to the hospital [tense].

- S770. When we are eating he told us that he was fighting with another man and they are both drunkards [tense].
- S771. In the next morning my father wake up early and went to the sub-chief office and report the case. [Tense, lexical].
- S772. In the next morning he went to the sub-chief office and they case with the man and the man was told to pay five hundred shillings [lexical, tense, possessive, genitive].
- S773. When he entered in the kitchen he did not talked with somebody [tense, negation].
- S774. After a few minutes he went to the bedroom to slept [tense, determiner].
- S775. After a few minutes my mother came back in the kitchen [determiner].
- S776. I was very surprised because we don't know what wrong with them. [SP, tense, negation].
- S777. We met a group of four men hid in forest [tense, verb].
- S778. When the people heard there's one of them being caught we went back with it on the road. [Tense, anaphoric ref].
- S779. The crowd started judged him how do that action. [Tense, lexical] [LT].
- S780. After all material collected the robber started crying loudly without wasting the robbers was beaten roughly and after remaining some minutes to die he was necromanyed. [Lexical, tense, LT, sheng].
- S781. We went straight to police station [determiner].
- S782. Its the time when he was telling us the story that the time when he closed his job[[tense, LT].
- S783. They cheated him so many things and at last he was very happy because of their interesting talks [lexical, tense, LT].
- S784. When they were on that bar they saw that man had a lot of money. [Prepositional].
- S785. My father afterwards was not knowing where he shall get money and his mind quite disturbed [tense, lexical].

- S802. Daytime was not to be told of its merits and demerits [LT] Muthenya gutiganagwo mawega na mauru.
- S803. There was a man after the name Kihiu who caught me in the market, he identified himself as a health officer [LT, Prepositional].
- S804. The man told him that my father's son was caught selling a hotel without a Kanzu and was fined for two thousand shillings and was in jail [LT, Tense, prepositional] translation].
- S805. This time he came earlier than usual wearing a completely furious face which I had never saw [Tense].
- S806. When I arrived he could not greeted anybody not even my mother. [Tense, modal, negation, focus adjunct].
- S807. When I saw that, I just took hold of my mother [LT].
- S808. After that I went to my father and asked him slowly what had gone wrong to him [prepositional].
- S809. He told me that his money had stolen [tense].
- S810. He had twenty thousand which he had being paid after selling his car [LT, tense].
- S811. My mum gave him the food and he throw the food outside and kicked her with the plate [lexical, tense].
- S812. After everybody seeing him we were eager to know what had happened [tense].
- S813. He told me to give him a soft drink before he tells me what happened [tense].
- S814. And he withdrew ten thousand shillings because they wanted to start a partnership..... [tense, lexical].
- S815. My mother try to calmed him but he did not listen my mothers word [tense, plural, prepositional].
- S816. After a while we heard a knocking at the door and we opened the door [determiner].

- S817. He start saying he met with a man pushing his goat when he asked him where he got that goat he suggest that he bought it at the market from a big black boy. [Tense, lexical].
- S818. He came starting complaining about his money [tense, LT].
- S819. When he started talking us about it he was seen very angrily than before [tense, preposition].
- S820. We were been told by my mother that he had been collected by the policemen to the police station [tense, lexical].
- S821. Flies usually inhabits in the places which are dirty damp [LT, lexical, prepositional].
- S822. The land which has been fertilized should be well laid up [LT].
- S823. After while he told us to get panga and give the cows some nappier grass. [Determiner].
- S824. We seen him at the road when we were cutting some firewood [prepositional].
- S825. He told us to call our mother there, one of my brother ran and call her and after few minutes he arrived where we were sitting at the cows shed [tense, determiner, prepositional, anaphoric reference].
- S826. She was asked by my father have you seen wife of so and so here she replied "yes but early this morning going at the east and she was running as faster as hare" he replied [interrogative reporting, prepositional comparison].
- S827. I just wash and went in my bedroom to hide myself [tense].
- S828. After a few minutes I just woke up and started giving my father a clear report [tense, number, lexical].
- S829. I continued saying that the teacher on sported me that I was among those who threw the stones [I said that the teacher [LT].
- S830. My father said to me that I shall be working like a punishment [LT] my father told me that I would be punished].
- S831. my mother without delay woke up forgetting to put her sandals and dashed to the sitting room to know what had went wrong [interrogative clause, tense].

- S832. He just gave himself a sit and started viewing T.v [tense, lexical, LT].
- S833. My father had been allegedly accused of involved in bank robbery and this is the reason that made him so furious remembering he was the one [tense, prepositional].
- S834. My mother came as first^t as his leg could take her to hear what my father was talking about [anaphoric reference, tense, lexical].
- S835. She ordered me to go for a bucket of cold water which could make him redrunk [lexical, modal word coinage].
- S836. He asked whatever he wanted as he do as usual when he return from work and all was good [lexical, LT, tense].
- S837. After a short moment he knocked the door with all the force he could gather [lexical, LT].
- S838. He tells me I was joking but surely he was correct. [At that time I used to spent my nights at Disco and cinema [tense].
- S839. I came to realize that it is good to have friend because friends are best for ones life [prepositional].
- S840. My mother turned and faced the entrance for a couple of seconds, we gazed each other and after a moment of talk. I came to realize the furiosity was against me. [Wrong collocational, lexical word coinage].
- S841. My father settled and mother went on with her duty [lexical].
- S842. In the next day, I did as best as I can so that he can pay fees for the other terms and so he did [tense, modal].
- S843. Everybody was totally confused what make him alive at that time [tense, interrogative pronoun].
- S844. At eight O'clock we went in the table room [prepositional].
- S845. My father answered her that when he was in his office his sister phone for him and tell that her mother was totally sick and he was admitted in Kenyatta hospital [clause, tense, prepositional., LT].
- S846. When he heard that he borrowed permission to go home and know whether he will make to go there [tense, lexical, LT].

- S847. She keep quiet for sometime and she asked my him what he is planning to do [tense determiner].
- S848. By the time I recognize that he was the one I went back to the kitchen and continue on my work [tense, LT, prepositional].
- S849. After a few minute my brother came and when I tell him that my father has already arrived he was dismay t heard that [tense].
- S850. The only thing I did was to open the door so that my father can stop beating my mother [modal].
- S851. That day my father was very drunk and that is why he does all of that [tense].
- S852. After that my brother came and after he saw us he went and find a car and take us in the hospital [LT, prepositional, tense].
- S853. At that time I was wondering why he came earlier that the other day [tense, LT].
- S854. Then after he drink water he asked me where my mother was [tense].
- S855. "She was weeding bananas in the garden", I reply with a soft voice [tense, reporting verb].
- S856. He told me to go and call her I kept the pot boiling toward the garden. At that time my heart was beating twice the normal rate. When I reached near to the mother I tried to narrate what I was told but I refuse and start crying. When my mother saw that she came quickly and asked what is wrong. I told her which happened and we padded the hooves together towards home. [Lexical, LT, tense, prepositional].
- S857. I run to my neighbours house and narrate her the story [tense, lexical].
- S858. When we reached to the hospital, the doctor received him as quick as possible [preposition, comparative].
- S859. We were not knowing where he faced that accident [negation, tense, lexical, LT].
- S860. In the next day my father told us that we had to go and visit our grandparents [tense, prepositional].

- S861. We were very happy to hear about the news. We all worn torn our best clothes [MT, tense].
- S862. With shock I falled down and started praying [tense].
- S863. As soon as he sitted down he started asking me question which I was unable to answer [tense, number, lexical].
- S864. I called him and I told him to take tea when the day ended we went t o slept [LT, tense].
- S865. As soon as he started saying about the new message he had, he said the cause of coming earlier that ever was because there were some visitors who were arriving that night. [Tense, LT].
- S866. He told me he want me to wash his shirt that he was wearing [tense, LT].
- S867. He usually seat at tableroom waiting for food to be brought [tense]..
- S868. On that day he came and sat on kitchen where mum was cooking food. [Lexical, prepositional].
- S869. I quickly rushed to where he was and asked him what he want [tense, interrogative].
- S870. That day we were eating ugali and so my mother and cooking ugali and my younger sister was preparing kales [spelling, tenses, SVO].
- S871. I reached at the kitchen he had already in the bedroom [tenses, prepositional].
- S872. I was very surprised knowing how I have failed in all our paper [tense].
- S873. I was feeling completely to follow down. [LT].
- S874. When I go to get it I find me finding but I was not seeing my eyes. [LT].
- S875. After one hour my mother came and looking at me he did not speak [anaphoric ref, tense, LT].
- S876. He came and went straight to bed so my mother ask what is wrong with him and everybody seem not knowing what happen [negation, tense, reported, LT].

- S877. After two week everybody was okay go on with his work normally [tense, number].
- S878. He go to the table room and sit without talking to anybody [Tense].
- S879. My mother has prepared tea, so she told me to take tea to my father. When I take tea to him, he told me that he don't want to take anything [negation, tense].
- S880. He opened that shop but for a bad luck there was no anything. He said he have already reported the matter to the police [determiner, negation, reported, tense].
- S881. After a few minutes ago he answered why he was always having a furious face [LT].
- S882. After a few hours the police came and took the thief who was killed and take him, to mashary [spelling, tense].
- S883. The next day the police come in our home so that they can now what happened [modal, tense, lexical].
- S884. At last they say that the mistakes was with the thief [LT, number, LT].
- S885. I would not forgot that day in my life because I have ever seen again that kind of action what happen in our home [negation, LT].
- S886. He enters and welcomed him so happily as usual but this time he answered a bit angry [LT, tense].
- S887. My mother answered to her you know what happened at Nakuru [prepositional, LT].
- S888. I started shaking like a chameleon in a rainy day and my mothers heart started pumping like a church bells [LT, tense, prepositional, lexical].
- S889. After a couple of seconds my mother she gets a bible and started reading [LT, tense].
- S890. My father told us he will left us and he will go to known the programmes and the day of burial [LT, Tense].
- S891. The next day, we woke up early in the morning we take our breakfast and we prepare ourselves [tenses, LT].
- S892. I just sat down somewhere secret been confused [LT, Tense].

- S893. Our neighbour they are people who have jealous on other [number, LT].
- S894. Those neighbour had to fill jealous on to him [LT, spelling].
- S895. The next day my father went to the chief and report that matter [tense].
- S896. He works as a clerk in the Kenya Bank [tense].
- S897. He first greeted us and tell us how his day was [LT, tense].
- S898. I suspect there is something wrong. I went to her bedroom and asked her what is wrong [tense, reported SP].
- S899. I tell her all the story and she has a curious gaze. [Tense, LT].
- S900. He repeat the same thing. Now anybody was wondering [LT, tense].
- S901. My mother had just went out to get some water [tense].
- S902. Then I come and joining the family around seven O'clock [tense].
- S903. After all that my father came back with a stick, he ask me very question [tense].
- S904. He started talking with me [prepositional].
- S905. He took a panga and hold it in his hand. When I saw that I moved out slowly from the house and I call my mother. Within a couple of time my mother get inside and asked my father "what is wrong with you [indirect, tense, collocational].
- S906. When I heard that my father is not talking I got in the house bravely to see what is going to happen [Tense, indirect].
- S907. When my mother and I heard that we fast hold him and I snatched the panga from his hand. [Lexical, tense].
- S908. When I saw that I started felling afraid and asked myself whether my father and mother are going to die and leave me alone [LT, tense].
- S909. He call my father his name and told him to come out, even that man didn't know what had happened because my father was of his age [LT, tense].

- S910. I did that quickly without wasting even a seconds and I serve him [determiner, LT, tense].
- S911. My father give him the whole story and also gave him about my mother. [Tense, LT].
- S912. When that man heard that he put the cup of tea on the table and told my father that it is better to go and search for a vehicle to take my mother to the hospital. [Lexical, LT].
- S913. After two minutes he call my mother from the kitchen [tense, determiner].
- S914. Even he did not greets us as his daily routine but I wondered why. [Tense, wrong adv.].
- S915. As he approached in the bank it all goes well and he withdraw twelve thousand shillings [prepositional tense].
- S916. He did not done as he was told, he was slap and two men get hold of him. [Tense, LT].
- S917. Without wasting time my father went to the police station and report policemen started patrol in the town and they catch on the robber who was suspetend that he was one of them. [Tense, number, lexical].
- S918. Then my neighbours heard the screams, he and her wife came quickly to rescue us because they thought that it could be a thief but all was in vain. [Tense, pronoun, modal].
- S919. After a flash of a minute we heard a noise coming from the house [determiner].
- S920. We went to bed very late and nobody could talk to another [tense, modal].
- S921. He told me that he will tell me the story tomorrow [indirect, tense].
- S922. When my father saw that my mother and we don't have mercy and pity with him, he told my mother to take everything she likes there and what she really admire in that house [LT, tense].
- S923. He entered into the house my mother asked him what is wrong [prepositional, reported].

- S924. When they arrived at the alighting point they came out of the matatu and from where he was kept by the matatu it was not very far with where he works. [LT, tense, preposition].
- S925. When we talk to him, he was sighting us with very bad eyes [tense, S-V-agreement, determiner word coinage].
- S926. She entered into the bedroom and tried to have a talk with my dad but unfortunately he didn't say even a single word [LT].
- S927. I took my torch and went to look what is happening [lexical, LT].
- S928. The following morning we all wake up very early in the morning [tense].
- S929. Don't you what is happening. He take his mind back and remembered all the story? [Interrogative, negation, tense].
- S930. Instantly we took our supper and we were anxiously waiting what had made my father so furious. [Lexical, clause int.].
- S931. He told us that he met his friend Mwangi being beaten by two robber in deep sluggish stream [lexical, LT, number, phrase].
- S932. He continue tell us that the robber had no pin point to beat him but in their discussion Mwangi had to abuse the robber [tense, semantic, lexical, LT].
- S933. Having clarify all what happened we felt sympathetic to him [LT, tense].
- S934. As we know charity begin at home. [Tense].
- S935. When we came near to our home we see our mother coming and she has a shock when she saw us with our grandmother. [Prepositional, tense, LT].
- S936. When we told him what was going on she ran into the house and see my father lying on the floor and ask him the same question he had asked him. [Tense, prepositional, LT, SP].
- S937. After two week every one in the village had known the date she was going to be buried [plural, number, tense].
- S938. When the day of burial reached, we wake up early in the morning so that we could be ready when the body will be buried to his father's land [LT, tense, modal].

- S939. From the day we reseave [SP] the news I stayed at home for two months without going to school until my classmate came to ask what was wrong to me and they were told that I was ill from the day I reseave the bad news [prepositional, tense, LT, plural, number].
- S940. I walked slowly by slowly until I came near the kitchen and I notice that he was my father [tense].
- S941. Myself I didn't knew how [tense-negation] we entered that lorry and around nine we found ourselves direct in the police station [MTT].
- S942. I was very surprised that I was not having the power or mean to do something [number, plural].
- S943. When I saw that, my heart started to beat as an abnormal people [wrong analogy].
- S944. * with fear because she thinked she had talked bad speech [LT, tense] to him [LT, sentence].
- S945. For a few moment I had him calling me with a very deep voice [prepositional, tense, lexical, number].
- S946. He told me that he wants another cup of boiled milk [tense, indirect].
- S947. We waited for my mother to come so that as she is preparing our supper we could asked her what had happened [MT, tense, modal].
- S948. She told us that he was stolen five thousand shillings by pick-pockets as he was in the bus stage waiting for a matatu [LT, -translation, anaphoric ref, prepositional].
- S949. The following day my mother wakes up as usual; and prepared what my dad was waiting. He prepared himself and eaves home as other days [tenses, LT].
- S950. After a short minutes I heard them talking, they were talking as if they were discussing something [determiner].
- S951. I decided not to ask her anything because she could have kicked me any time if it was something bad [MTT] [Negation, MT].
- S952. The following morning father woked early, he prepared himself and took his breakfast. [Tense].

- S953. I told the whole story but my mother take it for granted and she said "who" I requested him my sister [tense, lexical, indirect discourse].
- S954. My mother regretted a lot what is happening [tense].
- S955. I went as quickly as I could and I worn my heavy coat [tense].
- S956. After a short time I had my father shouting to my mother and our sister I did not dare to come out because I was afraid [lexical calling?].
- S957. at the meantime my mother arrived from the garden as she came along the way to house he was shocked to see house hold items lying outside [prepositional, lexical].
- S958. Suddenly he opened his mouth and started narrating all what he had adventured. [overelaboration].
- S959. I feared that my father will smell a rat [lexical, tense].
- S960. He stood on the door tear rolling his cheeks and looking very sand. [Number].
- S961. I ran and told her that dad has come and is very sad [tense, indirect].
- S962. I don't believe my ears eyes and legs [LT].
- S963. He told us that he had a conflict with his boss back at work and he had been sacked [hypercorrection, tense].
- S964. My mother was arriving from the garden and was astonished to see us sitting in the tableroom without saying a word to one another [tense].
- S965. Then she started by greeting my father and asking him of why he came so early [tense, coordinator, prepositional].
- S966. This message then started to make me took heart [LT, tense].
- S967. She hurried milking as her short hands could do [LT].
- S968. My mother went as she usually do when he called her [tense].
- S969. To my opinion a teacher is the founder. [Prepositional, lexical].

- S970. As they were talking with my father they could ask him where he come from [tense, modal].
- S971. After arriving near the post office my father shown them where it was at a distance [LT, tense, prepositional].
- S972. He told me to call my other, as I walk out I felt something that was terrible [tense, LT, modal].
- S973. For few days later the day of funeral was already near so we have prepare ourself for funeral [determiner, genitive, number].
- S974. After bathing he calls all of us to the sitting room [tense].
- S975. He was attacked by robbers, he was beaten and the robber took all the money which he was having[RC, number].
- S976. He was chased away, he could not believe himself [LT].
- S977. The police officer told the man that they are going to send the message to a bigger police station [headquarters, LT, tense, lexical, repetition].
- S978. In the morning he woke up very early he call my mother to give breakfast [tense, LT].
- S979. To make the matter worse he didn't come with a piece of meat or a loaf of bread like usual [determiner, conjunction, clause, time].
- S980. On his way to home he meet a gung of robbers who were well armed with weapons [prepositional, spelling, tense].
- S981. She was told to shut up as she is the one who has taught her daughter those behaviours [tense, number].
- S982. She met that they were still fighting [LT].
- S983. Then my grandmother asked my father to send a letter to my sister and tell her to come and she will not be asked by anybody [lexical, tense, indirect, LT].
- S984. Unfortunately I went back to home and as when I reached at home I found him lying down with tears, on him. I asked him whats wrong my father, but he didn't requested [prepositional, clause, lexical, indirect].

- S985. At the second time he stood up from where he had heard his question [prepositional phrase, LT].
- S986. The father have a rest and started taking porridge. [Tense, lexical].
- S987. He didn't keep his jembe down but he managed to cut the snake into pieces. [Sp., negation, tense].
- S988. His father is sit down to have rest under the shade and drink water. After a few moment hi s father wake up and told the boy to keep the weed together. Suddenly the snake came out..... he check to see whether the snake has bitten the boy. [Tense, LT, spelling].
- S989. After a short time possible my brother started swelling and he lost his balance and collapse. [Determiner, spelling, tense, LT].
- S990. When the son fetch water the man drink and continued with the work [tense].
- S991. He didn't talk [with?] anybody. He sat on a chair and keep quiet [sp. Tense, prepositional].
- S992. I was surprised and I wondered what could he told me such a time [W.O, tense, modal].
- S993. Afterwards he started crying which was so embarrassing for a man [RC].
- S994. My father waste no time and finished drinking, he came and took the jembe and told my brother, "go and start gathering those litters." [Number, tense].
- S995. They had to woke up at the first cock crow because they wanted to finish the work early. [Tense].
- S996. When my brother finished, he started helping my father know planting them [LT].
- S997. When he was digging and snake passed by he hited it head and it died. [Determiner, spelling, coordination clause].
- S998. My mother tried to ask him what was wrong but he couldn't answer [modal, LT].
- S999. My father when he heard this he goes to the school immediately. [W.O, tense].

- S1000. When my father goes to the school he was told what we have done [tense].
- S1001. My future career I would like to be secretary [W.O, clause].
- S1002. Teaching can help someone to survive in life very well because the salary is high although not very [LT, negation].
- S1003. This is like when a teacher is passing, people have to respect her/him and stand for her to pass. [LT, adverbial, demonstrative].
- S1004. Also she go home early and she can have time to do her own work at home. [Tense, adverbial clause].
- S1005. This is because most of the industries produces smoke in their processing and this smoke is a mixture of thousand of acids [number, demonstrative, clause].
- S1006. The industry get a problem of workers as mainly they keep on visiting the hospitals and also the community nearby. [Tense, LT, number].
- S1007. A lawyer is somebody who attend cases in juvenile courts and many places [tense, morpheme].
- S1008. It is not cumbersome and gives someone encouragement as he become used to it [wrong coordination, tense, morpheme].
- S1009. To the conclusion these career mainly affects once life [prepositional, number, lexical].
- S1010. In school I have joined the red cross society to teach myself on first aids which save lifes [LT, lexical, number].
- S1011. On the way he was filling so much unpowerful that he was unable to walk anymore. [LT, spelling, word coinage].
- S1012. Fortunately two men came and they asked him what is the problem [tense, indirect].
- S1013. They walk with him slowly by slowly till they arrived near our home. My father told them can go alone [tense, modal].
- S1014. When the man was moving to the body he met with the snake and he knocked it with the jembe [determiner, prepositional, lexical].

- S1015. When they become sick and I can also be able to care for myself because the nurses are the people who known help themselves clean [lexical, tense, LT, clauses].
- S1016. The reason why I was chosen this career of a policeman is that if you look side of a policeman they have higher salaries [tense, clause].
- S1017. The air we breathe is containing germs which are carrying diseases [tense].
- S1018. A doctor is the only person who can treat your body because he had that skill of open every parts of body and cure it [possessive, tense, number LT].
- S1019. As usual I prepared a cup of coffee and I take it to him [tense].
My mother sit down next to him staring and gazing to him [tense, preposition].
- S1020. I heard something bad in my soul [LT, Meaning].
- S1021. After some day my father received the letter that the ones who have done those dirty doing are caught [number, determiner, lexical].
- S1022. I was shocked much when he sat down next to me without any word [lexical, determiner].
- S1023. It was long when I heard someone stepping on the floor and later knocked the door [lexical, LT, clause].
- S1024. After eating and drinking he told my father that I had come to tell you that the court had found for you somewhere you will go with your family and you will be given free of charge and they will built a house for you [indirect speech, tense, LT].
- S1025. After a week the house was ready and we have to carry our belonging with our little children and say good-bye to our friends
- S1026. and also they escort us to a new place where we had known no one and they were not kikuyus [coordination, tense, negation, possessive].
- S1027. I hide myself and I listened to what they were saying [tense].

- S1028. As it was getting darker and darker, they agreed that they will take the case to the police station [LT, tense].
- S1029. My mother welcomed him as she usually do [tense].
- S1030. After that he started removing some dry leaves on the ground [preposition, lexical].
- S1031. We started our journey towards home, on our way home, my mother could tell me she is not believing my father can do that [tense, modal].
- S1032. He worked as hard as he can so that he can finish early [tense, modal].
- S1033. After a few minute later I heard a vehicle coming along the road [prepositional ,adverbial, spelling].
- S1034. After a while my parents came and they told me he is taken to the jail [tense].
- S1035. John was found guilty and he was arrested for three years and return our T.V set [tense, LT, lexical].
- S1036. One day he woked up early in the morning even the sun had not appeared [lexical, tense].
- S1037. He sat down and take breakfast. After taking his breakfast, he take his jembe and because he had rested he continued with his work [tense, LT].
- S1038. He was not talking to anybody for about ten minutes [LT, tense].
- S1039. It come one day when a person come anyhowly and asked her which career she could like instantly he tells him she wished to be a nurse [tense, modal, anaphoric ref].
- S1040. The main reason of I choosing to become a pilot is that in the world have not had a person who have offered her self to be a pilot [prepositional, spelling, number, lexical, clause].
- S1041. The salary that I shall be having will have to chase the poverty in our family [lexical].

- S1042. A farmer who grew crops such as coffee, maize, beans and some fruits earns a lot of money [tense, lexical].
- S1043. The reason for being a farmer is that one grow crops for selling as well as for home consumption [tense].
- S1044. I just stood there deep rooted not knowing what to do whether to help him or run away [lexical, tense, negation].
- S1045. The following morning my mother and father woke up very early so that the case can be at the coat [LT, lexical, tense, modal].
- S1046. In some minutes to eleven O'clock they were at home and they said that they will be back there another day [clause, tense, IT].
- S1047. When he entered in the door we started shivering like rained hen. One of my brother started calling my mother but was not hearing because she was gone to gather firewood [lexical, prepositional, tense].
- S1048. When she heard that she entered in the house [prepositional].
- S1049. He told as that another friend of him bought ten bottles of beer and he cant refuse to take so he take and another one bought for him five [lexical spelling, possessive, modal, tense].
- S1050. When she finished preparing herself she called me in the bedroom and give me some money for my uses [tenses, lexical].
- S1051. She told me where she was going so that if I will be having any problem I will be senting a letter or go there [tense, conditional, coordination].
- S1052. After that he say good-bye to my father but he was not understanding anything [lexical, negation].
- S1053. After our father has finished taking tea he went and take a bath and we all went in the sitting room and we continued watching television [tense, infinitive to watch television].
- S1054. He continued eating and sometime to nine o'clock he finished eating and I went and removed all the dishes on the table and wiped the table properly [prepositional, adverbial].

- S1055. After a few time I heard a sound from outside and I started peeping outside [peeping through the window adverbial].
- S1056. The following day, he came the way he was and he sensed something strange [LT].
- S1057. Unfortunately one thief escaped but one was arrested and taken to police station [article].
- S1058. With his fears he started explaining what had happened. He told us he had just received a phone which informed him that her mother have felt sick [LT, number, Agr.].
- S1059. on hearing this everybody in the house was confused what was what. One of my small brother broke the silence by saying is she our grandmother who has died. Nobody could be able to answer him but we started talking about death. [LT, interrogative, W.O, determiner].
- S1060. My father could not be able to explain to us because he was just phoned and he didn't asked the matter once more. [Tense, negation, modal].
- S1061. With his furious face he does not show any interest with tea. [Tense, prepositional].
- S1062. My mind was so worried and amazed. [LT].
- S1063. There after he started the story, " The time I left here in the morning I went to my office where there was nobody" [LT].
- S1064. I went around looking whether I can come across with any worker. [Lexical, prepositional, tense].
- S1065. For about five minutes I could not know myself or know where I was [modal, negation, tense, LT].
- S1066. He started looking my mother with bad eyed [prepositional, LT].
- S1067. She gave her self a confidence and tried to ask him what had happened [determiner, tense].
- S1068. My father started saying that he was coming on his way home and found a group of thieves. [Tense, WO, LT].

- S1069. The hold him off and he was told to lay down or he will be killed [tense, prepositional, lexical].
- S1070. He first sit down and he seem to be thinking hard [tense].
- S1071. Hardly had I saw an ambulance coming at a distance. [Clause, tense].
- S1072. She was told to alight the car because she not having bus fare [negation, prepositional, tense].
- S1073. Then after that my mother welcomed him and tell him to have a sit [LT, tense].
- S1074. When my father heard that he gave the key and he was left with two men so that he cannot go to the police station to report [meaning, modal, tense].
- S1075. The other people went to the bank and take everything which was there and carried all the money and return back keys to my father and they went and leave my father aloe [tense, LT, repetition, determiner].
- S1076. Nobody seemed to bother what was going on with him [LT, lexical].
- S1077. He took his tea as first as possible and not having any word to say to us [negation, LT].
- S1078. We all bursted in tears while my mother started screaming [lexical, tense].
- S1079. When my mother heard that she was very happy too even us we filled with happiness [LT].
- S1080. He told us that when he get the office in the morning, he met a letter for him. When he opened it he saw a reply from KCS [LT, tense].
- S1081. When somebody asked him any question he is able to answer [tense, determiner].
- S1082. Fortunately that man doesn't delayed them [tense, negation].

- S1083. When they arrived there my father started to vomit and when the doctor saw that they took him quickly and brought him in the room where he was gave some medicine and injected. After the doctor measured him they said that he was taken a poisoned alcohol? And attacked his body organs [tense, lexical, LT anaphoric ref, tense, NB. Communication strategies].
- S1084. In many places where the industries are concentrated in one place the place become exhausted and many people became sick and other died because of produced gas. [Tense, lexical, number].
- S1085. We also see that it is very dangerous when someone sleep where their is a jiko burning and their is not well ventilated because the jiko produce carbon monoxide which was very fatal to when breathed [tense, lexical, clause adverbial].
- S1086. Thing like banana peels could not be buried to pollute the air but can be given to cattles and this help the to reduce soil pollutant [tense, modal, negation, number, morpheme, meaning].
- S1087. There are many ways that can carried down to reduce this pollutant [semantics].
- S1088. It is not only the air which is polluted, there is other things like water and even soil [article, number].
- S1089. I would like to be a policeman because they usually have a lot of money [number].
- S1090. Once you have fined somebody you may be having a lot of money for finement and may be it is the end of a month [tense, lexical, article, modal, word coinage].
- S1091. That is the reason why I can hate that world but because death is there and it is a must to occur to each and everyone [modal, LT].
- S1092. So I like the work and I can like to be a policewoman [tense, modal].
- S1093. The other time is teaching may be a four classes per day or even more and also marking tests, their exercise books and everything and with that the work of teaching is very difficult, restless and even your minds are tired everytime. ? [W.O].
- S1094. I also like to be an engineer because of how I ever see them helping and developing the country [tense, clause].

- S1095. I came to know that if I will be I can develop our village by constructing many different kinds of transportation means like good roads, railways and constructing communication wires [LT, strategies].
- S1096. I like the job from the time I was in standard four. I have selected this career which matter it only to know how to pray some games especially athletics and also you are supposed to know how to speak in Kiswahili [SP, conditional difficulties, W.O, clause links, tenses] English?
- S1097. It was Nzioki his neighbor and his friend he came out quickly running as fast as if his legs could carry him [sentence connectors, analogy tense].
- S1098. As the way job nowadays are heard to have a vacancy better to be policewoman than to be a nurse which have many people and at long last the salaries they will be given it wont be enough for their budgeting [lexical, adverbial, tense, W.O, clause] English].
- S1099. During my future time may be I will be somewhere in the office working dealing with criminal [adc. Cl, lexical, tense, WO].
- S1100. Every body always wish to be like somebody at work, family among others [number, tense, meaning].
- S1101. Fortunately to some their wishes ended like what they want to be but unfortunately to many they end up with other things [spelling, meaning?, tense, WO].
In my case I can like to be a housegirl. You can laugh at me because of saying like so but a housegirl is better than some career [modal, number, meaning?].
- S1102. When we check the life of today and compare with the past the life of today is very different from the past [lexical, LT, determiner].
- S1103. But for today there is many types of job which some of them are tiresome some have many dangers [prepositional, tense, W.O, number].
- S1104. When we consider housegirl with other types of work housegirl is quite simple that is for housegirl only to do dairy work only to wash clothes, utensils, house, children [spelling, W.O, determiners, coordinators, meaning].

- S1105. And for the case of food you can eat more food as you can this is because a housegirl is the one who cook and serve other members of the family [prepositional, tense, modal, clause].
- S1106. The other reason is that the housegirl always keep herself clean this is because she have free time to rest [tense, number].
- S1107. The air is filled with harmful gases which is destroying the oxygen. Then when the oxygen is filled up with this harmful gases it will be inhaled by living things causing to them death [phrasal verb, number, tense].
- S1108. Moreover it also destroy the marine life things like fishes and this happens when any harmful substance is washed to the ocean, sea, lakes, rivers [W.O, tense, number].
- S1109. The reason that make me to think for about that career of been a pilot is because it have many advantages although there was even disadvantages [tense, prepositional, number, clause].
- S1110. From the time I was in primary school my father used to asked me many questions of what I could like to be after I finished my education level up to the university [prepositional, tense, modal].
- S1111. My answer that I was giving my father was that I would like to be a pilot [tense, LT, modal].
- S1112. Some of them is like this you have to know many countries that you are not known there before, also you can gain a lot of knowledge [lexical, tense number, W.O, LT].
- S1113. While travelling because you will met with many tribes which you can exchange your talks with item and that you will be able to be freely with all languages [tense, lexical, R.clause, prepositional, LT].
- S1114. The other reason is that a person cannot because a pilot without enough knowledge and that makes me to choose that work so that I can work harder. Also there is big advantages because let say in the country Kenya had broke a fight I can fly away to oth country and escape from the accident [tense, determiner, LT, W.O].
- S1115. Many nurse are trained outside countries to become better nurses [number, LT].

- S1116. Again this people know much about medicine to be taken by a sick patient [determiner, number, clause].
- S1117. She can easy know that disease the child is suffering and she can be able to get the tablets from the hospital [modal, tense, lexical].
- S1118. The nurse also advice girls how to be careful of themselves due to sexual diseases like AIDS. Most nurses spends more time in hospitals treating the patients because without hospitals in life we cannot live and so many people would be died each day due to sickness [Adverbial, number, tense, clause LT, lexical].
- S1119. I also enjoy hearing cases in the court and so even me I can like to be hearing many more and I be acting in this cases [MF, tense, modal].
- S1120. I realize from he people of our community who have become lawyers and I always admire them and I see how they are been helpful in their lives [tense, LT, lexical, WO].
- S1121. The reasons why I have chosen to be an air hostess is because I have been very good in languages and also a bit of Home science [number, tense].
- S1122. The most important reason to why I have chosen it is because I want to visit different continents and see how different people and countries looks like [tense, clause].
- S1123. In the other case it has a good pay but not those career where you are given at the end of the months and only things you get it is peanuts [adjunct, LT, meaning].
- S1124. There is many industries and they all pollute the environment. In those industries the is many things which are re made out of them [number].
- S1125. In towns there are man pits which contains left over food, chemicals and many other things [tense, LT, number].
- S1126. The mixture of those things will pollute the environment and in some cases they can cause death mostly in children [spelling, number, tense, LT].
- S1127. When she/he go by road and meet a pit with food and those foods have chemicals, he will not mind whether theory are bad but he

will go and eat. If the food will not harm him he will breath the air from those chemicals and he can be affected by air. So we are suppost to take care [tense, prepositional, word coinage, spelling, number CS].

- S1128. In the morning when you go to the school, you will stay there up to four O'clock in the evening and from five O'clock you can do something at you home [determiner, tense, prepositional].
- S1129. On Saturday you are not going in the school. The reason why I has chosen to be a teacher is that once upon a time there was a man and he was a teacher. He was used to attend his farm everyday after the coming from school [tense, prepositional, S-V-Agr, collocation - formulaic expression].
- S1130. That man he became so rich that he ever sell his crops to the cooperatives such as KGGCU [RC, tense, number].
- S1131. They know very well that charcoal produces a very dangerous gas that is carbon monoxide which when accumulates in the air it can lead to suffocation leading to death of human beings and animals [RC].
- S1132. I like being a doctor so that I will be knowing myself mostly when I become sick, I will be first be knowing defeanatelt where I am suffering from [LT, tense, spelling].
- S1133. This pollution is brought about by the waste product of the fumes of vehicles [number, lexical].
- S1134. This may lead to death due to chemicals which mixed with water and make the water to be poison [tense, W.O, lexical].
- S1135. There is also pollution of soil. When chemicals mixed with soil they made the soil to be infertile. This cause the soil to be loss fertility and thus lead to unhealthy cops [tense, number, determiner, clauses, lexical].
- S1136. When the air have been polluted by the burning fumes, it is filled with carbon monoxide which we breath in and enter in our bodies. When entered in the body it is mixed with ht haemoglobin which is difficult to breakdown. [Lexical, tense, W.O].

my family will be well cared and some of my relatives will be happy [prepositional].

S1137. The manager as well is very busy in his office trying to organize his company members to work hard in their jobs so that they can get promotion in their future coming years [clause, co-ordination, lexical, LT].

S1138. The career of been a manager is good because I'll have to be respected by everybody in the company and in my family members [tense, clause].

S1139. As it is special to be the elder of all because they take your advises
S1140. so that they can benefit in the lifes coming future [clause, LT, number].

ORAL COMPOSITION DATA : NARRATIVE A

it was on a sunday night i can remember very well/ i went to bed very early/ i had watched a terrifying film/ as i lied on my bed after i didn't know for how long i had slept but suddenly for the first time i heard some noise/ i didn't thought it was only my imagination but it came the second time it was more clear/ i knew i had to act fast/ i jumped out of my bed, matched to the kitchen and took some weapons, arrows and bows then i was ready for whoever was coming/ then it happened when i was standing there, i saw some light above some light then i saw a man emerge from the window/ i took my/took the arrow and the bow and i aimed but it was so unlucky that i missed my aim/then it happened that the man out of fear he shoot a gunshot/ i knew that they had/ they had superior weapons than mines now i knew they were not joking and i knew it meant death and life so i knew i had to act like a gentleman and face them/ it happened that as he marched in i was ready for him/ i had a panga with me, i just threw it and by luck i hit him on the head and he dropped there/ then the second one when they heard the firsts one had fallen they came rushing in the house now there i was stranded/ i was standing there then the second thief came and fired at me on my leg/it was so unfortunate that i was unable to stand and knew this, this was no joke/ beside me lied the man i had hit with a panga and he was lay lying their unconscious/ he also had a gun on his hand/ i knew i had to react fast/ i took the gun it without wasting time where i had i had an experience with a gun/ it was able to aim the first bullet but it didn't hit my target/ the second the second one hit the thief on his lip there he fell now the pain i left more pain on my leg and this meant i had to face more challenges form the guys/ by this time my parents had woken up and my mother had already called the police they were on the way coming/ i slept there down feeling a lot of pain but the police i heard some continuous siren/ i knew it was a police car/ it came in and dealed with the thief/ from that day hence forth my mother ever treated me like a hero - a real hero/

APPENDIX [iii]

RESEARCH QUESTIONNAIRES FOR THE SYNTACTIC STUDY

OF THE INTERLANGUAGE OF KIKUYU LEARNERS OF ENGLISH

GRAMMATICAL JUDGEMENT TASK QUESTIONNAIRE [7A] FOR KIKUYU LEARNERS OF ENGLISH IN STANDARD SEVEN.

A1 CHOOSE THE BEST ANSWER TO COMPLETE THE FOLLOWING SENTENCES

1. If we plant one more tree, we
twenty this week.
[a] have planted [b] had planted [c] Shall have planted
2. played a bit harder they would have won
that match.
[a] had they [b] have they [c] if they [d]
unless they
3. he would be much more healthy if he
..... less food.
[a] will eat [b] has eaten [c] eats [d] ate
4. Please forgive me in front of you like
this.
[A] for standing [b] to stand [c] by standing [d] my standing
5. John told me that he at eight O'clock.
[A] is going out- [b] was going out [c] will go out [d] has gone out

A2 Write the following sentences in the negative

1. He often walks to work

2. They seldom stay out late

3. I occasionally see Joram Mwangi

4. We sometimes go out on Sundays

5. You usually play tennis



A3 Choose the best answer to complete the following sentences.

1. How many ducks are _____ in this picture?
[A] those [b] there [c] they [d] these
2. Question: how many guests came to the wedding?
Answer: _____ about two hundred.
[a] there were [b] they were [c] there came [d] it was.
3. There's some tea left, but there isn't _____ milk.
[a] little [b] some [c] any [d] left
4. I'm feeling very well but my sister _____ a cold.
[a] is having [b] has [c] is feeling [d] was having
5. we shall stay if it _____ tomorrow
[a] will rain [b] rains [c] will be raining [d] would rain.
6. I have seldom seen a portrait so well _____ as that one.
[a] drew [b] drew [c] draught [d] drawn.
7. The minister asked those in favour to _____ their hands.
[a] raise [b] raise up [c] rise [d] rise up.
8. She didn't want to go but she felt she _____.
[a] went [b] would [c] must [d] rise up.
9. You should be in school,
[a] wouldn't you [b] would you [c] shouldn't you
[d] should you
10. The new headmaster _____ tomorrow morning.
[a] is arriving [b] has arrived [c] shall arrive [d] arrive

A4 Make questions using either the present perfect or the simple past tense.

1. He [weed] the garden already.

2. You [smoke] ten cigarettes so far today.

3. They [borrow] three books from the library last night.

4. Mary [pour] a cup of coffee from Tom yet.

5. You [finish] work at five O'clock.



A5 Convert these sentences into either present perfect of simple past.

1. They [catch] three dozen fish so far this morning.

2. I [know] him for a long time now.

3. He [break] his arm a year ago.

4. He [build] a new house a year ago.

5. He [hang] his hat on the peg when he [come] in.

6. We [hear] some very good records last Saturday evening.

7. She [wind] her watch three times yesterday.

8. He [drink] twelve cups of coffee yesterday, and he [drink] five so far today.

9. A brief [break] into Tom's house the night before last, and [steal] his gramophone.

10. I [mean] to buy a new suit yesterday.



A6 Put ✓ for correct or x for incorrect against each of the following sentences. If you indicate incorrect, then write the sentence correctly.

1. He doesn't rarely go to the library

2. You don't hardly ever listen to the radio

3. Have you washed your hands?, No, I didn't wash them yet

4. I have chopped the firewood two hours ago

5. I have finished this letter last night

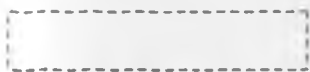
6. Mary has saved seventy pounds last year

7. I was remembering his advice for a long time.

8. He was owning that house for many years

9. While walking down the street, it started to rain

10. While looking for the umbrella, the door opened.



TOPIC FOR COMPOSITION WRITING FOR STD. SEVEN

STANDARD SEVEN: COMPOSITION

A7 Write a short story using the following sentence to begin your story.

A cloud of smoke rose above the
trees.....

GRAMMATICAL JUDGMENT TASK QUESTIONNAIRE 8B FOR KIKUYU LEARNERS OF ENGLISH IN STANDARD EIGHT.

B1

Choose the best answers to fill the blanks in the following passage.

Maina said that he ___1___ to play football that afternoon. He ___2___ a headache, he said, and ___3___ hot all over. His mother ___4___ his temperature. After she ___5___ the thermometer, she said to her son, 'if you ___6___ so long in your wet clothes last Monday you ___7___ this cold. So Maina ___8___ in bed and ___9___ the game. His brothers kept away from the bedroom ___10___ his cold.

1. [a] isn't feeling well enough
[b] wasn't feeling well enough
[c] wasn't felling enough well
[d] didn't feel well
2. [a] had
[b] was having
[c] could have
[d] has
3. [a] had felt
[b] felling
[c] fells
[d] felt
4. [a] takes
[b] will be taking
[c] would take
[d] took
5. [a] had read
[b] was reading
[c] would have read
[d] has read
6. [a] hadn't outstayed

[b] weren't staying out

[c] hadn't stayed out

[d] didn't stay out

7. [a] shouldn't have caught
[b] would have caught not
[c] wouldn't have caught
[d] won't have caught

8. [a] is staying
[b] has to stay
[c] must stay
[d] must have stayed

9. [a] could have missed
[b] didn't miss
[c] missing
[d] miss

10. [a] to catch
[b] in order to catch not
[c] so that they may not catch
[d] so as not to catch.



**B2 Use the following words correctly to complete this story.
Some words may be used twice.**

All

few

some

any

neither

too

each

plenty

very

The traveler came slowly up the path towards our house. He looked tired
_____ to fall asleep on the feet. He had mud _____ over his clothes.

He was wearing boots, but _____ of the laces was properly tied. He had scars on _____ on hand, as though he had tried to push through thorns and cactuses. But there was _____ of strength in his voice as he called a greeting.

My father opened the door. "Come in," he said. "You must have come a _____ long way. You look _____ tired to walk much further. Come and have _____ tea with us. It's nearly ready".

"Thank you," said the stranger. "I haven't had _____ food or drink for hours, and I'd like some. I've been following a cow of mine that strayed _____ I think it was probably stolen _____ and I got lost. I was on an old path that _____ people use nowadays, and it was rough walking. But I'll be off again as soon as I've had some tea".



B3 Study the numbered sentences. Which of the four sentences that follow each of them means much the same and is in correct English.

1. Mutai is no taller than I am

- a) Mutai isn't tall than me
- b) I am about the same height as Mutai
- c) Mutai is shorter than I am
- d) Compared to Mutai, I am tall.

2. The pool was so muddy that we couldn't see the bottom.

- a) we were unable to see the bottom of the pool because there was so much mud.
- b) it was such muddy pool that the bottom couldn't be seen
- c) The pool was far too much muddy to see the bottom

d) The pool was very muddy for us to be able to see the bottom.

3. Nyamura said, "my sister isn't well today."

a) My sister was ill today, Nyamura told us

b) Nyamura said that her sister was ill that day

c) Nyamura described his sister to be ill that day

d) Nyamura said that his sister wasn't well that day.

4. The small print on the label was too difficult for me to read.

[a] I was unable to read the label because the print was too small

[b] I might have read the label if the print had been bigger

[c] I could only just read the label because the print was so small

d] in spite of the very small print I manage to read the label.



B4 Study the numbered sentences. Which of the four sentences that follow each of them means much the same and is in correct English.

1. Those of us left in the room after the meeting numbered five.

[a] Remaining in the room after the meeting, we were five people.

[b] There were five of us in the room after the meeting

[c] We were five people left in the room after the meeting

[d] We were remaining five people in the room after the meeting.

2. In those days my father wasn't in very good health.

[a] My father was rather ill at that period

[b] By then my father suffered quite poor health

[c] My father was somehow ill at that time

[d] My father was not quite well that time.

3. I asked to be allowed to meet my brother, but I was refused permission.

[a] I asked them to permit me to meet my brother, but they refused me to go

- b) it was such muddy pool that the bottom couldn't be seen
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3. I asked to be allowed to meet my brother, but I was refused permission.
- [a] I asked them to permit me to meet my brother, but they refused me to go
 - [b] I asked can I meet my brother, but they said I can't
 - [c] I requested for permission t meet my brother but it was refused to me.
 - [d] I requested leave to meet my brother but was not allowed to go.
4. Your route is said to be wet and muddy; good luck with the journey.
- [a] the road is reported to be wet and muddy; I hope you get through
 - [b] Your road is reported being wet and muddy; I hope you get through
 - [c] your route is described to be wet and muddy; I'm confident you will reach.
 - [d] the road is wet and muddy, they say; I hope you to pass.
5. Please keep that door shut so that there's no draught
- [a] We like that door shut, please, to prevent from draughts
 - [b] We are wishing to have that door shut so as not to be having draughts.
 - [c] Would you mind leaving that door shut to keep out the draught
 - [d] To stop the draught please leave that door shut.



B5 Choose the best words to complete these questions [and answers where required]

1. Shall I wait here until _____ what _____?
- [a] You will have finished, you do
 - [b] You've finished, you're doing
 - [c] You finish, you did
 - [d] You'll have finished, you're doing
2. Why _____ Swahili so badly when he _____
_____ it for the last two years?

[a] does he speak, has been learning

[b] is he speaking, is learning

[c] are we doing, will

3. What _____ when the cousins _____ to stay.

[a] are we going to do, will come

[b] do we do, will be coming

[c] are we doing, will have come

[d] shall we do, come

4. Question: _____ she expects us to pay for her

Answer: _____

[a] Q: Do you think

A. I'm afraid so

[b] Q. Are you thinking

A. Yes, I am thinking

[c] Q. Do you think

A. I think she is expecting

[d] Q. Are you thinking

A. I am not thinking so

5. _____ now that he _____ to stay?

[a] Are you understanding, is meaning

[b] Are you understanding, was meaning

[c] Do you understand, meant

[d] Have you understood, has meant.

6. Question: Did they give you a receipt after you _____ the bill?

Answer: _____

[a] Q: were paying

A. No they didn't

[b] Q. Paid

- A. No, they did not give
- [c] Q. Had paid
- A. I think so. Yes, here it is
- [d] Q. Have paid
- A. Yes, they have.

7. Why _____ leave so soon after they had arrived?

- [a] do they have to
- [b] must they
- [c] must they have to
- [d] did they have to

8. _____ everything that you _____ in every newspaper?

- [a] are you believing, are reading
- [b] Do you believe, had read
- [c] Have you believed, had read
- [d] Did you believe, would read.

9. Question: _____ us some sugar if we asked them politely?

Answer: _____

- [a] Q. Did they lend
- A. Yes, they did
- [b] Q. Would they lend
- A. I'm sure they would
- [c] Q. Will they lend
- A. I think they will
- [d] Q. Would they lent
- A. I am thinking they would.

10. _____ the man next door typing? On some days he _____ for hours.

- [a] Are you hearing, would type
- [b] Are you hearing, types
- [c] can you hear, is going to type
- [d] Do you ear, will type.



B6 Choose the best answers to these questions.

1. I'd like a newspaper, please. Do you have any left?
 - [a] There are no left paper
 - [b] I do not have
 - [c] No, there aren't
 - [d] I'm afraid not.

2. Why are you putting your finger in your tea?
 - [a] There's a fly in it
 - [b] A fly is in the cup
 - [c] It is because of a fly which has fallen into the cup
 - [d] I try to get out of a fly.

3. Surely you don't enjoy having to drink tea without sugar?
 - [a] surely not
 - [b] of course not
 - [c] I do not enjoy
 - [d] I must drink it so.

4. Do you have any of those caked left over?
 - [a] There are many
 - [b] Of course not
 - [c] Yes, plenty
 - [d] Many cakes are left.

5. There aren't many flowers on that brush, are there?
- [a] Yes, there aren't
 - [b] There are a few
 - [c] No, there aren't
 - [d] There is no money.
6. Did you know you'd lost a button off your coat?
- [a] I did not know it
 - [b] indeed I didn't
 - [c] so I have
 - [d] there's a lost button.
7. Jane can't eat hot curries, can she?
- [a] No, she can't, and even I cannot
 - [b] No, nor can I eat either
 - [c] She cannot eat then and I also
 - [d] No, and neither can I
8. Do you play netball?
- [a] I used to, but I haven't played since I left school
 - [b] I never used to, but now I learn
 - [c] I am not playing
 - [d] I like to, but no one is teaching me how to play.
9. How long will your husband be away on his safari?
- [a] Since one week
 - [b] During seven days
 - [c] For about a week
 - [d] After seven days
10. Question: That wasn't a serious accident at the crossroads. No one was hurt.
- Why did the doctor have to go down?

Did someone call him?

Answer: No, he _____ . Its just that he heard the crash and
though he
might be wanted.

[a] hadn't to go

[b] needn't to go .

[c] oughtn't to go

[d] didn't need to go

Standard 8: Composition

B7 Write a composition beginning with these words:
Suddenly I was grabbed from behind

.....

GRAMMATICAL JUDGMENT TASK QUESTIONNAIRE IC FOR KIKUYU LEARNERS OF ENGLISH IN FORM ONE

C1: WHICH OF THE CHOICE GIVEN BEST FITS THE SENTENCES?

2.1 If I _____ out until midnight, my parents would

have phoned up everybody they knew.

- [a] stayed [b] would have stayed [c] had stayed [d] stay

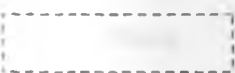
2.2 I don't like _____ shouting in the class.

- [a] you [b] yourself [c] me [d] your

2.3 She _____ me now for four years

- [a] knows [b] knew [c] has known [d] is knowing

2.4 I have some flowers [negative]



C2 CHOOSE THE QUESTION TO WHICH THE ANSWER GIVEN MAKES SENSE

1) Question

- a) How long do you take to go to school?
- b) How often do you walk to school?
- c) Which do you prefer, cycling, or fifteen minutes walk.
- d) How far is your school from the house

Answer: only fifteen minutes walk.

2. Question

- b) Will you do me a favour
- c) Could you post his letter?
- d) Why couldn't you do your homework?
- e) Do you feel sorry for him?

Answer: Sorry I cant

3. Question:

Didn't he steal your books?

Did you do this mischief

How do you solve this question?

I think, he finished his homework, didn't he?

Answer: No, he did it.

4. Question:

Is there any chance of her coming today?

Do you know the times of her arrival?

How many hours does she take to reach here?

Who is the owner of these stockings/

Answer: No, there is none.

5. Question;

How often did you meet him last night?

How many exercises have you done this week?

How long will you take to reach there?

How often can you play soccer?

Answer: Three times a week.



C.3 REWRITE ACCORDING TO INSTRUCTIONS GIVEN

1. I must reach home before nine.

Rewrite in the negative.

2. Dare he jump over the fence

Rewrite in the negative

3. He must go immediately

Rewrite in the past tense

4. He ought not answer questions from you

Rewrite in the past tense.

5. You needn't borrow his pen
Rewrite in the past tense
-

6. He has some flowers in his garden.
Rewrite in the negative.
-



**C4 CHOOSE THE QUESTION TO WHICH THE ANSWER GIVEN
MAKES SENSE**

1) Question;

- [a] how is your father?
- [b] Who is your father?
- [c] What is your father?
- [d] Which is your father?

Answer: He is a clerk.

2) Question;

- [a] How long has your brother been in Kenya?
- [b] Since when has he been in Kenya?
- [c] When will your brother return from Kenya?
- [d] How long will he take to come back?

Answer: In a month or so.

3) Question;

- [a] how did you get your foot hurt?
- [b] Which foot have you hurt while playing?
- [c] What were you doing when your foot was hurt?
- [d] Who hurt your foot?

Answer Neither.

4) Question;

[a] How much sugar, one or two lumps?

[b] How much sugar is at the table

[c] How much is sugar today?

[d] What price is sugar today?

Answer: No sugar, thank you.

5) Question;

[a] How is your father?

[b] Who is your father?

[c] What is your father

[d] Which is your father?

Answer: Mr. Joseph Njoroge.



C5 REWRITE THE FOLLOWING SENTENCES ACCORDING TO THE INSTRUCTIONS

1) His parents pity him because he is unable to live a good life.

Rewrite using being instead of is.

2) She says I'm not to present a cheque to the bank.

Rewrite in the past tense.

3) He wont have to spend all his money.

Rewrite in the past tense.

4) Mangoes are very dear nowadays.

Make an affirmative addition ending with oranges

5) we had to ask for the replacement of the worn-out parts.

Rewrite in the negative.



C6. CORRECT THE FOLLOWING SENTENCES

1) Neither of them have come.

2) I and peter helped the old lady.

3) These four boys hate each other.

4) Did you asked her a question?

5) He is coming with us, isn't it?

6) If Mwangi or Njoroge tell us, we shall go.

7) One of the knives are missing.

8) Each of the girls have to take part

9) One should mind his tongue.

10) Either of you had to pay.



C7 PUT THE VERBS IN BRACKETS INTO THE SIMPLE PRESENT
CONTINUOUS TENSE

1) What did you [have] for breakfast usually?

I usually [eat] a carrot and [drink] a glass of cold water.

2) Why do you [walk] so fast today? You usually [walk] quite slowly.

I hurry because I [meet] my mother at 4 O'clock and she [not like] to be kept waiting.

- 3) You recognize] that man?
- 4) You [need] another blanket or you [feel] warm enough?
- 5) This story is about a boy who [make] friends with a snake which he [find] In his garden. Then he [go away] but he [not forget] the snake the some years later he [return] and [look] for it.
- 6) He [find] the snake [recognize] its old friend and [coil] round him affectionately. But, unfortunately, the snake is by now a full-grown boa-constrictor and it's embrace [kill] the poor boy.
- 7) The snake [feel] sorry about this?
I [not know]. The story [end] there.
- 8) What you [wait]for?
I [wait] for the shop to open.
But it [not open] till 9.00
I [know] but I [want] to be early, as their sale [start] today.
- 9) Who [own] this umbrella?
I [not know]. Everybody [use] it but nobody [know] who [own] it.
- 10) You [mind] if I [ask] you a question? That [depend] on the question.
It [concern] your brother. I [refuse] to answer any question about my brother.

C8 PUT THE VERBS IN BRACKETS INTO THE SIMPLE PAST OR THE PAST CONTINUOUS TENSE

1. Mr. Smith never [wake] up in time in the mornings and always [get] into trouble for being late: So one day he [go] to town and [buy] an alarm clock.

2. To get home he [have to] go through a field where a bad tempered bull usually [graze].
3. The bull [stop] and [being] to attack the umbrella. While he [do] this Mr. Smith escaped.
4. As they [walk] along the road they [hear] a car coming from behind them. Tom [turn] round and [held] up his hand. The car]stop].
5. As we [come] here a policeman [stop] us. He [say] that he [look] for some stolen property and [ask] if he could search the car.
6. When I [see] him he paint] a portrait o his wife. You [like] it? He only just [start] when I [see] it, so I couldn't judge.
7. When I arrive] at the station Mary [wait] for me. She [wear] a blue dress and [look] very pretty. As soon as she [see] me she [wave] her umbrella and [shcut] something, but I couldn't hear what she say] because everybody [make] such a noise.
8. Anna said that she[be] on holiday. I [say] that I [hope] that [enjoy] herself..
9. when I last [see] her she [hurry] along the road to the station. I [ask] her where she [go] and she [say], "London", but I don't think she speak] the truth because there [not be] any train for London at that time.
10. While I [swim] someone [steal] my clothes and I [have to] walk home in my bathing dress.

FORM ONE COMPOSITION

C9 Write a composition which should not exceed more than 2 1/2 pages and which begins with the following words:

My father had always arrived home shortly after seven.

This time he arrived earlier than usual wearing a completely furious face

.....

GRAMMATICAL JUDGEMENT TASK QUESTIONNAIRE D FOR
KIKUYU LEARNERS OF ENGLISH IN FORM TWO.

D1 Choose the correct word and insert the letter against it in the spaces provided

1. if anyone greets you, it is only polite to return _____
greetings
[a] their [b] its [c] the ones [d] anyone's [e] ones
2. Paper 1 was an alternative to paper 2, so we did not have to take.
[a] both [b] all [c] any [d] either [e] each
3. Two of the boys in the art class were doing self portraits by looking at _____ in the mirror.
4. He is always being approached for money by _____ relative or other.
[a] a [b] one [c] some [d] this [e] that
5. The new president like his brother _____ well known for _____ skill at hockey.



D2 CHOOSE THE CORRECT ANSWER FROM THE ALTERNATIVE GIVEN

1. You should always _____.
[a] be written [b] being written [c] to be written [d] writing [e] to write
2. If anyone _____ it the editor if the newspaper would simply have pleaded ignorance.
[a] queries [b] would query [c] would have queried
[d] has queried [e] had queried
3. One of you would call them out and the other _____ them down.
[a] writes [b] wrote [c] written [d] write [e] to write
4. Not until he had worked for three years _____ enough to pay his fare to Mombasa.

- [a] he had have [b] he had had [c] he did have [d] did he have
[e] he was having

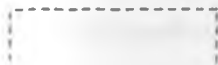
5. The key seemed to turn quite freely, but the door
[a] could not unlock [b] would not unlock
[c] Would be unlocked [d] might not unlock
[e] might not be unlocked.



D3. Show the difference or similarities of the following sentences in the space

provided

1. [a] they live in a rented house
[b] they are living in a rented house
2. [a] He was in prison for ten years
[b] He has been in prison for ten years
3. [a] His sister was sick all he life
[b] His sister has been sick all her life.
4. [a] I have read your book.
[b] I have been reading your book.
5. [a] After the teacher left the room, the children started talking.
[b] When the teacher had left the room the children started talking.



D4 Write these statements into the negative

1. You'd better stay.
2. He uttered a single word.
3. All the passengers were hurt.
4. I would like some oranges.
5. You can do it again.
6. There is some food for all of us.
7. My mother has bought some oranges.
8. There are some bad mistakes in this letter.
9. James has some gardening to do.

10. He has always had a comfortable bed and was used to sleeping on bare ground.

[]

D5 Convert these questions into negatives

1. Will your wife mend your socks?
2. Would George lend you his money?
3. Have you finished?
4. Are there any bad mistakes in this letter?

[]

D6 Make questions to underlined words would be possible minimal answers. You need a different question for each line.

1. The donkey ran behind the bush.
2. Njoroge stared at the travelers.
3. Mwangi came slowly up to Njoki.
4. He felt ashamed of himself.
5. He told a splendid lie to save Njoki.
6. The master gave Eliphas a severe thrashing.
7. The master punished Eliphas for tearing his books.
8. But Njoki called him a noble hero.
9. Eliphas was very mischievous.
10. Khan was ill the next day.

[]

D7 Study each set of sentences carefully indicate in the space provided the correct sentence by writing [R], and [W] for inaccurate sentences.

1. [a] He has not yet replied my letter
[b] All letters should be replied to promptly.

2. [a] We are grateful for your advice, which are going to be useful to us.
[b] we are trying to follow the various advises we have been given.
3. [a] To make mistakes and learning from them is part of everybody's education for life.
[b] Planting cotton and keeping pigs are both quite profitable here.
4. [a] He puts on size 8 shoes.
[b] People in cold climates wears thick clothes.
5. [a] He failed in persuading them to leave.
[b] The office is ever busy.
6. [a] Did they ever answer that letter?

[b] This is the best season we have ever had
7. [a] His answer mad e me know that he was not being sincere.
[b] His answer made me realize that he was not being sincere.
8. [a] He will probably be coming along to see us soon.
[b] He will probably be coming t o see us.
9. [a] Do you think you can come?
[b] Do you think you can bet able to come?
10. [a] He chased his wife
[b] He was chased from school.
11. [a] I wonder whether they have any spare parts in stock.
[b] Would you get me any paper.
12. [a] That dog is tied up, he cannot bite you.
[b] That man has a very bad temper, he can attack you without warning.
13. [a] He died sometimes in 1965
[b] I expect to be away for some time.
14. [a] I have read each and every chapter in this book.
[b] I have read every chapter inn this book.
15. [a] I gave him a lift and he dropped at Umoja House
[b] He has decided to have smoking.
[c] If you make a mistake just cross it out.
16. [a] The society is very well run that no irregularities have ever been detected in its
accounts.

[b] The society is very well run that no irregularities have ever been detected in its accounts.

[c] The society is very well run that no irregularities

17. [a] I still remember all what I was taught about fertilization.

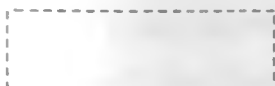
[b] I still remember all that was taught about fertilization.

18. [a] Both of them were not telling the truth

[b] Neither of them was telling the truth

[c] I did not believe both of them

[d] I did not believe either of them.



D8 Write with a passive construction using the verb given and in the form suggested

e.g. A great deal of research [do] into the possible causes of cancer.

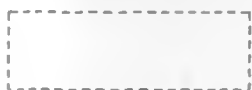
[Present perfect]

A great deal of research has been done into the possible causes of cancer.

1. The man who [bite] by a snake was given a serum [past perfect].
2. He [save], from bankruptcy by the kindness of a friend [past simple].
3. Three hundred new houses [build] by the end of next year. [Future perfect].
4. The tenant [evict] for not paying the rent [simple past].
5. The man was sent to prison for six months [find] guilty of fraud. [Perfect participles].
6. Much of London [destroy] by fire in the 17th century [past simple].
7. Many slums [demolish] to make way for new buildings. [Present continuous].
8. The police [instruct to take firm action against hooligans. [Present perfect].
9. The worker claimed that he [victimize] by his employer [past continuous].
10. A leader should be a man who can [respect] [infinitive].

D9. Write the following sentences using the most logical tense or form of verb in bracket. Ensure that the words in italics are in their correct position in relation to the verb.

1. Hello! I [try] to telephone you all week. Where you [be]?
2. I don't think we [meet] before? "Well, I [see] you once at a party but we not [be] introduced them.
3. When you see] him again you [be struck] by the way his health [improve] since he [go] to Haiti.
4. I [ring] the bell once more, but as he not [answer] yet, I think he must [go] out, I not [bother] [come] all this way if I [know].
5. It is just as well we [bring] a guide book with us. If we not [know] in time, you [have to] stay in the hotel.
6. I wish you [tell] me last week that you [come to London]. If I [know] in time, you [have to] stay in the hotel.
7. Why you not [tell] me you [can] lend me the money? I not [need] [borrow] it from the bank.
8. I wish you [let] me [know] you not [be able] to come dinner. I certainly not [go] to all this trouble if I [know].
9. He said he not [want] [see] the film as he [hear] that it [be] not as good as the critics [suggest].



D10 Write the sentences with a passive construction using the verb given and in the form suggested, and adding a suitable preposition

e.g.

The new proposals [discuss] our next meeting [Future].
 The new proposals will be discussed at our next meeting.

1. Surplus gain [send] the stricken area and [distribute] the starving population [simple past].
 use recordings [make] the rehearsals immediately preceding the concert [simple past].

3. America [discover] the end of the fifteenth century [past simple].
4. The two cottages not [convert] one house [present perfect].
5. The results of the examination [not know] two months [future].



Form Two Composition

D11 [i] Write a composition on the career you would like to take when you leave school;. The title of the composition should be "MY FUTURE CAREER". You should give reasons why you have selected the career and show how it will affect your future life.

[ii] Use the who sentences as the beginning of a composition and develop them into a composition.

Pollution is not only destroying the environment it is slowly killing us. The air we breathe is filled with harmful

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