# The concept of Grammatical Errors in English Written Composition-A Case Study of Errors Produced by Form Three Students from Five Secondary Schools in Bududa District)

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**Abstract:** The study investigated errors produced by form three students in English written compositions from five secondary schools in Bududa District.Preliminary observation had reveraled that most learns faced several challenges as regards to second language writing, communicative competence in English as a second language by the end of their ordinary level. The research was guided by four specific objectives; to identify the grammatical errors demonstrated by learners in second writing,to classify the grammatical errors in learners' second language writing and to remediate. The research was guided by the Error analysis theory by S. P Corder, (1967),using the non-contrastive error analysis approach/model which are; Collecting data,identifying errors, classifying errors,quantifying errors,analyzing the source of errors and remediation.The study was carried out in Bududa SS, Bududa Comprehensive High School,Nalwanza SS and Bukalasi SS. A population of one hundred and fifty students from form three classes was selected and thirty students randomly selected from each schools.Data was collected using an English language writing composition exercise. The data was analyzed by the researcher reading through the compostions to identify grammatical errors,classify ,describe errors and explain the source of errors .The research findings were that learns demonstrated several grammatical ewrrors,among which were; verb forms and tenses,concord errors,run on sentences,word order,spelling errors, L1 interference,use of auxiliary verbs, prepositions, articles,formality among others, which resulted from several factors such as; incomplete acquisition of L2 rules, language transfer, overgeneralization of grammatical rules, modern technology among others. The study unveiled the predominant grammatical errors which are very key in understanding the poor performance in English language writing by students in Secondary schools in Bududa District and so it will benefit the teachers of English language since it provides relevant information on students' errors and recommendations on students' error treatment. To the researchers, this research provides evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the new language. It has also added knowledge especially to the field applied linguistics and action research.
**Keywords:** Grammatical Errors, Written Compositions, Second Language, Bududa District, Student Weakness, Error Analysis, Non- Constructive Error Analysis.

## INTRODUCTION
### Background to the study
In early 1970s, research on second language writing was strongly influenced by previous research on native language writing. Assumptions were made that the composing process in both L1 and L2 instances were similar if not identical. Even research of the last decade reveals that teachers have been advised to adopt practices from L 1 WRITING [1]. But it is critical for teachers to understand that there are differences between L1 and L2, when for instance it comes to these of appropriate grammatical and rhetorical conventions and lexical variety among other features. In schools, writing is generally a way of life and without some

ability to express one in writing; yoy cannot communicate effectively and also pass the course subject. Pertinent to note is the fact that across all age levels, from elementary school, through university graduate course, people write in order to succeed in mastering the subject matter and also communicating for one reason or the ther. Writing in schools and institutions ranges from short phrases , brief paragraphs, brief reports ,research papers whereas in vocational in vocational and technical institutions, students study English in connection with their occupation or trade, and so, students need to fill out forms ,write certain convectional reports, letters among others. However, written products require specialized

skills that not every speaker or writer develops naturally.

Previously and in recent times, writing teachers have been mostly concerned with the final product of writing; the essay, the report, the story and what the product should look like. However this has been met with several challenges as students end up producing written work with several grammatical errors. Second language writing like any first language has acceptable grammatical conventions that students ought to learn and use. Indeed researchers like Obi [2] believe that, one established fact is that every language has its distinct grammar and hence there is no language which can exist without a grammer. Eyisi [3] also shares his view asserting that no one can make appropriate use of a language without the knowledge and application of its grammer. Hence, grammar in itself means the acceptable systems and patterns that are believed to constitute the rules that govern the sounds, words, sentences and other elements as well as their combinations and interpretation that enable users to speak and write correctly. According to Quirk *et al.*, [4] the rules of grammar encompass various parts of speech that should not be arranged haphazardly in a sentence, but rather be guided by the syntax of the TL. To that effect, a particular part of speech must be in agreement in some way with another part of speech for them to co-occur in a sentence. Failure of these elements to agree implies lack on concord or agreement that makes the sentence(s) grammatically incorrect and unacceptable, making it a grammatical error.

It is these errors that have become a concern to many researchers, scholars and a problem to second language learners. This has in one way or the other paved way for investigation into how errors occur among second language learners, why the occurrence and how they are treated. It is this process that led to a concept of error analysis by Cored SAP [5]. According to Cored, (ibid), systematically analyzing errors made by language learners makes it possible to determine areas that need reinforcement in teaching. He states the usefulness of error analysis in three respects: First to the researcher or linguist, secondly to the language teacher and thirdly to the learner. He postulates that the analysis of learners errors provide s insights into the nature of language especially into the innate nature of the learners system and more so, they provide insights to the process of language teaching and learning. He observes that learn errors can also provide to the researcher evidence of how language teaching and learning .He observes that learner errors can also provide to the researcher evidence of how language is learned or acquired ,what strategies or producers a learner is employing in the discovery of the language

**Second language writing**

Second language writing in this study focuses on English language which enjoys variety of status in Uganda; first as a foreign language, national language, official language, medium of instruction, and second language.

According to Brown [6] a simplistic view of writing would assume that written language is simply the graphic representation of the spoken language, and that written performance is much like oral performance. The only difference lying in graphic instead of performance is much like oral performance. The only difference lying in graphic instead of auditory signals. Fortunately, no one holds this view today. The process of writing requires an entirely different set of competencies and it is fundamentally different from speaking in ways that, the performance, distance of writing coupled with its unique rhetorical conventions, indeed makes writings as different from speaking as swimming is from walking.

Brown, (ibid), asserts that one outstanding theme pedagogical research on writing is the nature of the composing process of writing. In fact written products are the product of thinking, drafting and revising procedures that require specialized skills that not every speaker and writer develops naturally. He argues that the upshot of the compositional nature of writing produced writing pedagogy that focuses students on how to generate ideas, how to organize them coherently, how to put them cohesively into written text, how to edit text for appropriate grammar and how to produce the final product.

Here is a brief preview of the nature of L2 writing and L1 models of the writing process, and they further illustrate why it is difficult to apply L1 research to a model for second language writing. Kern [7] argues that, knowing how to write a "summary" or "analysis" in Mandarin are Spanish does not mean that students will be able to do these things in English. As a result, any appropriate must take into consideration the influence from various educational, social, and cultural experiences that students have in their native language. These include textual issues, such as rhetorical and cultural preferences for organizing information and structuring arguments, commonly referred to as contrastive rhetoric .In addition to instructional and cultural factors, L2 writers have varying commands of the target language, which affect the way structural errors are treated from both social and cognitive points of view.

According to, Silva [1], much of the research on L2 writing has been closely dependent on L1 research, although L2 writing is strategically, rhetorically, and linguistically different in many ways from L1 writing. L1 model has a significant influence on L2 writing instruction and the development of a theory of L2 writing. However, Silvia, (ibid), draws the researcher's attention to two popular L1 models that

provide some critical insight into the problem of developing a distint construct of L2 writing.

In sum, social-congnitive theories of writing show us how social contexts for writing operate together with the cognitive efforts of the writer, just as they do when a person is acquiring a new language. However, the problem with applying L1 theories and subsequent models of instruction (such as the process approach) to L2 instruction is that L2 writing also involves cognitively demanding tasks of generating meaningful text in a second language. As a result, L2 students generally want more teacher involvement and guidance, especially at the revision stage. Consequently, in order to provide effective pedagogy, L2 writing instructors need to understand the social and cognitive factors involved in the process of second language acquisition and error in writing because these factors have a salient effect on L2 writing development.

**The concepts of error and error analysis in second language writing**

The concept of error in second language teaching and learning is an issue that has attracted serious attention of researchers and linguists including the present study. Indeed, Huang [8] observers that errors or mistakes produced by students in the second or foreign language classroom had had a hard time until current views on them become widely accepted. He goes further to argue that, even in modern times, errors in the second classroom were once harshly banned and carefully avoided right from the beginning and banned from every stage from the perspective of the structuralist linguistics. He says however, with the emergency of the generative-transformational theory in linguistics and the cognitive movement in psychology, attitude towards error has changes as students' errors are now treated as a surface phenomenon

**Classifications of errors under 'Area'**

Area refers to an error related to some specific area of language. These errors are subdivided into the following
- Lexical errors: these are errors that involve the misuse of individual words in the target language. The words may be wrongly spelled [9].
- Phonological errors: these are related to pronunciation
- Grammatical errors: these are due to problem with syntax .Such errors are related to the sentence structure
- Sematic errors: these are errors due to the ambiguity of meaning
- Spelling errors: due to incorrect spellings, the meaning may not be clear or may be totally changed
- Notwithstanding, Johansson categorizes spellings, punctuation under mechanics and are placed and treated as grammatical errors [9]. since the main

focus of this research was to analyze grammatical errors produced by form thee students in English written compositions from five secondary schools in bududa District, it was pertinent that the focus on the literature review be on the grammatical errors, with an alignment to this study's objectives and research questions.

**Grammatical errors in second language writing**

Grammatical errors are errors due to problems with syntax and thus related to the sentence structure. According to Huang [8], errors are systematic that is, they are likely to occur repeatedly and they are not recognized by the learner as errors unlike mistakes that are kin to slips of the tongue and are generally one time only events, the learner in this case has incorporated a particular erroneous form from the perspective of the TL into his or her system. Chiang [8], believes that a successful identification of errors is a prerequisite to any successful analysis of errors, and this depends on two factors which are: a clear understanding of what errors are and the analyst's sensitivity to the language.

Johansson reported several grammatical errors in the Norwegian component of International Corpus of learner English material using a corpus based approach [9]. These errors ware both Interlingua and intalingual. some of the common error types mentioned were;
- Errors of the nouns and noun phrases. Johansson, (ibid), believes that in writing, sometimes definite noun phrases are used where an indefinite form is required. Hence ,if this occurs ,then errors are inventible
- Another grammatical error in writing in the missing commas to set off nonessential information. commas are used to call attention to information that interrupts and does not alter the meaning of a sentence .if the sentence could provide a similar meaning without an extra information ,then the commas help to illustrate that the extra information's is there to provide nonessential rather than essential information
- Unnecessary to set off essential information. According to Johansson (ibid), commas were used before to call attention to information that interrupts and does not alter the meaning of a sentence, one should not set off this information in commas.
- Missing comma before coordinating conjunction combining two independent clauses. Commas are used before coordinating conjunctions (for, and, nor, but, or, yet, so) if the coordinating conjuction is used to connect two independent sentences. Besides, there is also missing comma after introductory element .Commas help to call attention to opening ideas .A comma help to call attention to opening ideas. A comma follows an introductory word, phrase, or clause.

- Comma splice. A comma splice results when two independent clauses (two separate sentences) are joined with a comma rather than a period or semicolon .Writers often create comma splices when using transitional words, such as however, therefore, moreover, nevertheless, furthermore etc. These conjuctive adverbs seem like coordinating conjunctions (for, and, nor, but, yet, so), but they cannot be used in the same way. Therefore, these transitional words must either be used with a coordinating conjuction or set off by a period or a semicolon.
- Semicolon mistakes. A semicolon is used to separate two independent clauses (two separate sentences) that are closely related. oftenly semicolons appear before transitional words, such as however, therefore, moreover, furthermore, nevertheless, etc. Semicolons can also be used to separate detailed items in a series. Experienced writers infrequently.
- Possessive mistakes. possesive illustrate ownership and in most cases, people know the rule of possession ,but in the heat of the moment, while we're trying to get our ideas across we either forget to add the possessive or we accidentally add the possessive to a word that should simply be plural
- Colon mistakes. A colon is used after a complete sentence to introduce a word phrase, clause, list, or question. The colon indicates that what follows proves or explain the sentence before the colon.
- Wrong word.It is important for one to always choose the right word for the meaning he or she intends to communicate. In writing, choosing a wrong word often occurs because one word sounds like another. "Their", "there" and they're sound the same but have very different meanings, contractions can also cause cause problems. "should've" as well sounds like "should of," but the contraction is actually of the words "should have"
- Lack of parallel structure .A list or comparison of equally significant ideas should use the same grammatical pattern. Unparalleled structure can confuse a reader because different grammatical pattern.
- Dangling modifier. A modifier (a word, phrase , or clause that describes something else must modify something in a sentence. A dangling modifier occurs when the element being modified is implied rather than stated.
- Misplaced modifier. A modifier (a word, phrase, or clause that describe s something else must modify something in the sentence. A misplaced modifier can confuse a reader because the modifier appears to describe the wrong element in the sentence.
- Split infitives. An infinitive is "to" with a verb. A split infinitive is an infinitive with a word or words in between the "to" and the verb. Slip infitivesdo not necessary cause confusion.
- Run-on sentences .A run on sentence is two or more independent clauses joined without the necessary punctuaction separating them with an appropriate conjuction.
- Fragments. A fragment is an incomplete sentence. A sentence separated from an independent clause or because it is lacking a subject or predicate.
- Lack of subject /verb agreement .the verb in a sentence must agree with the subject in number and person. If the subject is plural, the verb form must also be plural. If singular, then, the verb form must be singular.
- Vague pronoun reference. A pronoun must clearly refer to a subject. A vague pronoun reference occurs when a pronoun could refer to more than one subject to the subject that the pronoun refers to is only implied. Either way, the reader can be confused as to what the subject the pronoun refers to
- Lack of pronoun agreement. The pronoun must agree with the number, gender, and type of subject.
- Unnecessary tense shift .Very tenses should be used consistenly.If one starts out in the present, he or she should not shift without a reason into the past. Sometimes one needs to shift tenses to reflect a change in time, but an uncessary shift can confuse the readers as to the relationship between times in what one is writing.
- Inappropriate passive or active voice. The active and passive voice is not grammatically correct or incorrect; however, writes often choose inappropriately which voice to use.
- The passive voice has the effect of removing the actor from the subject position or from the senteence entirely.
- Pronoun errors. Errors in the use of reflexive pronouns are fairly common and some of these errors are purely morphological.
- Another error type is found in the verb and verb phrases where there is overuse of the progressive form
- According to, there are problems also with modal auxiliaries particularly shall and should, and this differ greatly from their Norwegian cognate' skull and skull [9].
- Error of Adjectives and and adverbs. In Norwegian there is no morphological counterpart of the English distinction between adjectives and adverbs ending in /ly/ The distinction turns out to be problematic for many learners and most often the/ly/ is omitted
- Mistakes in Apostrophe Usage. Apostrophes are used to show possession. However, you do not use an apostrophe after a possessive pronoun such as my, mine, our, ours, his, hers, its, their, to theirs.
- Concord errors. Johansson, (ibid), argues that the most common type of all is lack of concord

between subject and verb. He asserts that some of these errors appear to be slips or mistakes which could easily be corrected by the learner, but this often causes a challenge whereby the noun governing the concord relation may be separated from the verb

Quirk *et al*., [2], define concord as a relationship between two grammatical elements such as that if one of them selects a given feature, the other has to have the same feature.

Concord between subject and verb is probably the most common and it is called grammatical concord. However, they also argue that, much as grammatical concord is the most important concord in English, other patterns of agreement or concord exist which are; subject –complement concord with correlatives ,concord by proximity and notional concord. It is important to give below a brief explanation of these categories

- Subject – complement concord. Here the subject of a sentence must agree with the complement in relation to number .For example the plural subject must agree with the plural subject must agree with the plural complement. Peter and Alice are my sponsors
- Prononoun /antecedent concord .A pronoun must agree with its antecedent in number, case and gender .E.g. I requested the students to write their application in time
- Concord of person. Concord of subject –object. The rule here is that in any expression where the objective element is a reflexive pronoun ,there is usually a concord of a person ,number , and gender between it and the subject e.g. the teachers enjoyed themselves at the party
- Concord of person. Concord of person indicates a relationship between the subject and the verb.
- Thus this relationship must exist in the first person, second person and third person singular and plural. Eg I am ready to play the piano
- Concord with correlatives.The correlative conjuctions aften used to join the subjects are; as well as, together with, along with, either… or, neither …….nor, not……..only, but and other .In the use of correlatives,thechoice of the verb

## PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS
## INTRODUCTION

This chapter presents the data collected from learners in five selected secondary schools as samples. It present the analysis and discussion of the various types of identified grammatical errors demonstrated by learners in the compositions and essays collected. It also presents the classification and categorization of the errors demonstrated by learners in the compositions

give en and finally it presents the sources of the errors that were identified bin the compositions

Grammatical errors identified in written compositions of senior three students in five schools from Bududa District

The following were the grammatical errors that were found in the students's written compositions from the five schools in Bududa district. The error corrections are as well indicated in the brackets

## Verb forms and tenses

Research findings revealed that the frequency of verb forms and tenses errors in most of the written compositions of form three students from the five schools in Bududa District was 58 at a percentage rate of (9.9 %).Tense is the part of a verb that sows the time when the action or state expressed by the verb happened, happens or will happen [10]. Tense shows whether the action is complete or not. Wario and othieno, (bid), assert that there are three tree types of tenses which are; present tense, past tense and future tense. From the three main tenses, there are twelve categories of tenses in English grouped under each main tense. The present tense has; simple present tense, present continuous tense, present perfect and present perfect continuous tense. Whereas the future tense has; simple future tense, futurepast perfect continous tense. The following are examples of verb forms and tense in sentences that were produced by form three students in Bududa Distict

- I humbly submitting my application to your office (submit)
- I Promise that I will + working hand in hand with the school administration.(be working)
- I will make sue that our school is looked somehow different than it is.(looks)
- In primary school I am work as the class captain and I am do well.(I worked ), (I did well)
- The issue of the lost bells I will bought two for the school.(buy)

In sentences one, the rule of the present tense has not been mastered. The student used the present progressive tense by adding the gerund-ing instead of the present simple tense. In sentence two, the auxiliary verb be is omitted. Hence the rule of the future progressive/continuous tense has been misused. According Warrior and Othieno (ibid), the future continous tense is used to express an action that will be going on in the future and it takes two hel [ping verbs: shall be or will be. In sentence three, the past simple tense is used instead of the present simple tense .Worse still ,there is unnecessary addition of the primary auxiliary verb is which makes the sentence ungrammatical. In sentence four, the student used the primary auxiliary verb I am with the present simple tense instead of the simple past tense .The last sentence

reveals an error in the use of the future perfect tense .The student uses the modal auxiliary verb  will with a error in the use of the future perfect tense. Such errors could be attributed to incomplete acquisition of L2 rules, overgeneralization of the rules as well ad ignorance of rule restriction in the second language. This according ton previous studies is what llis [11], explains that overgeneralization errors are caused when learners provide irregular structures unlike the target language structures.

Since remediation is vital in error analysis, Wario and Othieno (ibid), explain in the rules that guide the use of each of the twelve tense categories mentioned above, which the researcher thinks has important pedagogical implications for second language teachers and learners as well. See (Appendix B Rules on tenses)

**Concord errors**
As regards concords, results showed that students had not mastered how concords work. The frequency of concord  errors emerged  highest with 110 at(18.7%).This revealed that the most students from Bududa District did not seem to understand that the verbs should  always agree with the subject .The subject of a sentence is what tells who or what the action expressed by the verb does. Verbs are usually action words but they can also express a state of being .Action is what a subject does but state is what the subject is or feels. For example the singular subject is concepts assumed arise when learners misunderstand the distinction in the target language. See (appendix C Rules on subject verb concord)

**Run on sentences**
Another grammatical error demonstrated by students in their written data was run on sentences. 55 errors at (9.4%) were identified in the student's composition .Instances where two or more independent clauses joined  without appropriate punctuation or conjunction separating them were cited in the essays .Such errors have occurred because the students did not make time to identify and revise their work to see if there were any run of sentences  to make at least one complete sentence .This is in line with the previous studies such as Johnson's (ibid),explanation of run on sentences  that refer to two or more independent clause joined without the necessary conjunction .Below are some examples that were picked for explanation .
- I will be happy if my application is put into consideration my aim is to bring a difference.
- I will make sure that they sweep their classroonms before going home I will encourage the administrators and staff   members to create water around the

**Compound if students come out of the latrines have to wish their hands**
- On hearing the news I got interested in the post of a health perfect I applied.

- I Mauki Odhiambo by sex male nationalism .Uganda age 18 years am contesting for post Health if you vote me I will be grateful.
- I will make sure and work hand in hand the administration to manage and uphold our motto discipline for success but as time keeper I will advise my fellow leaders and teachers to keep time.

A closer look at sentence one reveals that the student only needed to fix a full stop after the world consideration to avoid a run on sentence .Hence the sentence would have been divided into two .The correct sentences would have been; I will be happy if my application is put into consideration. My aim is to bring a difference. This sentence is a fragment, thus it lacks a predicate or subject. I would assume that the student would have added 'in this school. Hence making it: My aim is to bring difference in this school. The second sentence has been corrected by inserting  three comas and conjuctions. Hence the correct form would be; I will make sure that they sweep their classrooms going home ,and I will encourage the administrators and staff members to create water around the compound so that ,when students wash their hands when they come out of their latrines.

The same treatment of correctly punctuating and connecting the sentences as seen here:On hearing the news, I got interested  in the post of a health perfect and so I applied. I am Mauki Odhiambo, male by sex, Ugandan by nationality and I am eighteen years old. I am contesting for the post of a Health perfect .If you vote for me, I will be grateful. I will make sure that I work hand in hand with the administration ton manage time and uphold our motto 'discipline for sccess'. But as time keeper, I will advise my fellow leaders and teachers to keep time.

Such errors were mainly attributed to incomplete acquisition of L2 rules as regard sentence construction and structures, learner's recklessness and insufficient exposure to second language writing. This is in line with previous studies such as Mourtaga [12], who explains that the main reason of writing errors committed by second language learners is lack of practicing English writing. Run of sentences can be avoided if students are taught and guided  on how to identify them ,and guided on how  to make at least one complete thought should  come to full stop or be linked correctly to the next thought. This avoids sentence fragments and run on sentences. Warier [13], proposes five ways of how to correct conjunction, you can change one of the independent clauses to a subordinate clause, you can use a semicolon and finally you can use a semicolon with a conjunctive adverb. The correct forms of the above examples cited are;

**Errors of formality**
These were 34 at (5.7%).IT was found out that some students could not maintain an appropriate style in

their essays especially with the sentence connection and writer reader visibility, word choice which according to Johansson (ibid) are typical conversational features that are therefore not called for in academic essays or writing such as official letters like in the case of this study where students were required to write an application to the school Electoral body for a post. In

The email address is becoming a standard element shared in the internet. Many companies are doing business with EDI (Electronic Data Interchange). This method provides many benefits. Search engines/ gives first access to websites and surfing on the net becomes simpler and first. Hackers attempt to break in to networks to view, or destroy private files.

The Disney Stories that enchant us today are drawn from ancient, worldwide folk tradition. Some folklorists believe that "Cinderella" in its most basic form… neglected youngest child tested; found worthy, rewarded with mate… dates back to the old Stone A gee.

## Cinderella
In order to prevent these, firewalls are introduced. A firewall is a piece of hardware/ software used to protect a computer network against Internet theft and hacking

However if you are prepared to persist in studying these are exciting times. A major shift is underway to change the way the human race communicates, shares ideas and information, and educates its children and members of the society. The barriers of time and place are being removed in favor to open communications and the free flow of ideas and beliefs.

## About internet, then you are not lost
Folk versions of "Cinderella" were related in hundreds of societies. In these stories, the "test" for unfortunate child is different. OUR familiar Cinderella is MAGNIFICENT and has tiny feet. By contrast, the Japanese Cinderella gets her prince by writing a prize-winning poem.

Other fairytales include:
- Little Red Riding Hood
- Three Little Pigs
- Beauty and the beast

## THE FAIRY TALES WE CINDRELLAND NETWORK AND INTERNET ZIPPORAH WACEKE
- You know l have worked as a prefect in primary school. [I worked as a prefect in my former primary school]
- To chairman electoral commission. [The Electoral Commission]

- Friends, if you vote me l will work very hard. [lf you vote me, l will work very hard]
- You see,l am not a learner in this post. [l a not a learner/ armature in this post]
- l decided like, l mean to apply for this post. L decided to app. for this post]

All the above sentences do not conform to the formal letter writing standard and rules. Such errors could be attributed to, Carelessness by learners, communication strategies and incomplete acquisition of L2 rules which can sometimes manifest as learners ignorance of rules restrictions. This in line with previous studies such as [9, 14-16]. See [AppendixD letter format]

## Word order
Additionally, the findings also revealed errors in the students written composition. Word order errors were 44 with (7.4%). Most English sentences (clauses) conform to the SVO word order. This means that the subject comes before the verb, which comes before the object. In this case the word order depends on whether the indirect object is preceded by the word 'to'. However findings proved otherwise as regards to the student in their composition and can serve as examples in revealing the deviations from the second language word order. The corrections are indicated in brackets
Discipline with hard work l will play my part. [l will play my part with discipline and hard work]
- During my primary level l was the health prefect at my school. [l was the health prefect in my primary school]
- Many lessons we have missed because of carelessness of time keeper. [We have missed many lessons due to the time keepers carelessness]
- But those problems will solve them if you elect me. [But l will solve those problems if you elect me ]
- If you vote me l am ready to work very hard with the fellow students. [l am ready to work very hard with fellow students if you vote me]

A closer look at the examples above reveals that students changed the word order making the sentences ungrammatical. Some appeared to be in passive voice which is common with Gishu native speakers. Such errors could have been due to L1 interference as well as the learners incomplete acquisition of L2 rules that govern sentence structure and regional difference.

## Spelling errors
This error ranked five with a total number of 54 errors at [9.2%]. This implied that most sentences were not comprehensible since spellings relate to writing words by using letters conventionally accepted for their information. There were two categories of

spelling errors. The first one being textual errors and the second one phonological errors which appeared to have been influenced by the students first language. The first one being textual errors and the second one phonological errors which appreared to have been influenced by the students first language. The following are some examples of spelling errors that were identified in the   essays with corrections in brackets:

- l humbly submite. [submit] my application.
- l humble [humbly] request for the post of health prefect. [prefect]
- l will make sure that every student is datching [tucking]in his or her shirt and l will work with my feller [fellow] students.
- l have been whaiting[waiting] for the time to come and you phote [vote] me into power
- According to the above reflence[reference], l exbect [expect] you to vote me

Such errors could be attributed to phonological factors embedded in the second language learner's mother tongue, insufficient exposure to second language writing and incomplete acquisition of L2 rules. All in all , once learners are not given enough practice in writing and reading, spelling errors are bound to occur and unnoticed by the learners.from Table 4.1 , spelling errors ranked 5 with a percentage rate of [9.2%] .However, English spelling does often follow certain rules. Becoming aware of these rules can help the second language learners to avoid some common spelling errors. Many writing handbooks and style guides such as Keys to English Grammar by Wario and Othieno contain a list of rules. See [appendix E Rules on spelling]

**Errors of Articles**

A subsequent error type was found in English articles. An article is a word that is used with a noun to indicate the type of reference being made by the noun. Articles are also words used to modify a noun, which is a person, place, object, or idea. Technically, an article is an adjective, which is any word that modifies a noun. Usually adjectives modify nouns through description, but articles are used instead to point out or refer to a noun or group of noun: definite and indefinite article is the .It is definite because it is used to identify specific places, people animals, ideas and meanings. There are two indefinite articles; a and an. The indefinite article a is used before countable or group nouns beginning with a consonant, whereas 'an' is used before nouns beginning with a vowel. The third article is called the zero article or when no article is used. The rules on the use of the zero article are that; no article is used before plural noun about people or living things,an abstract noun usually in general statement, with most names of countries, counties, towns and villages, names of religions, months and days of the week, when referring to institutions, referring to any specific thing and use plural nouns with the zero article if you mean all or the items. An analysis of the identified errors were

ofomission and confusion or misuse as seen in the following examples

- l am the male Ugandan by nationality. [l am male and Ugandan by Nationality]
- My aim is to make the difference in this school. [My aim is to make a difference in this school]
- l am+ disciplined student since primary . [l am a disciplined student since primary]
- l hereby apply for a post of Health prefect . [l hereby apply for the post of HEALTHPREFECT]
- l have worked in this school as prefect in S2. [l have worked in this school as a prefect in S2]

Preposition can be divided into two, which is pre+ position. Pre – means before and position means location. The sentences below reveal the preposition errors committed by their students in their composition writing with their corrections in brackets:

- The reason why I applied for the health prefect is because on (in) my former school I was serving on (in) the post of assistant health prefect.
- I hereby submit this letter into your office. (to)
- I humbly submit my application your office. If  you vote me, I will make sure our school goes on forward (to)
- I am in S3 class on Bududa school .(at)
- I have been a disciplined school on this school .(in)

The results revealed that that the errors in the use of preposition were of omission and misuse of confusion and addition. Preposition errors are largely attributed to L1 interference such as overgeneralization of L2 rules. According  to Dulay [17]  intralingual errors  reflect  the general character of learning  such as  faulty  generalization , incomplete application of rules and  failure  to learn conditions under which rules apply . There are  important rules that guide the use of  preposition  in  the sentence  context. These  rules relate   to how   preposition can be   used , which preposition  can  be   used   when   and  where  the preposition  can  go  into a  sentence . These  are  two major  rules  when  it comes  to the use  of  preposition in English  language ;the  first  major rule  deal  with preposition   choice. Certain  preposition  must  follow certain  words, and the correct must  be  used  to make relationship  between words  in  a  sentence  are  clear . The second major rule deals with preposition places in the sentence. Preposition must be followed by nouns or noun phrases [10]. See (appendix H)

**Auxillary verbs errors**

Another   error  that  was  revealed  in  this search  in  students   composition   was  in  the  use  of auxiliary    verbs.  The  total  number  of  auxiliary  verb errors  was  at  50  (8.6%).  An   auxiliary  veb  helps  the main  (full)  verb   to  express  an  action  and  meaning and  also  called  the  helping  verb .  With  auxiliary you can  write a  sentence in  a  different  tense, moods  or voices.  Auxiliary  verbs are : (be, do, have, will, shall,

would, should, can, could, may, mighyt, must and ought) among others. The combination of helping verbs with main verbs creates what we call verb phrases or verb strings. (Wario and Otieno, (ibid), explain two types of auxiliary verb; primary auxiliary verb and modal auxiliary verb. Primary auxiliary verbs are: be, do and have. These can be used in two ways; first as main verb and secondly as helping verbs to the main verb . The verb can be realized in various forms such as; as, am, is, are, was, were, been and being. It can also be realized in the negative form such as ; is not (isn't) , are not (aren't) , was not (wasn't) and were not (weren't). (ibid) explain that these forms of same verb are used in different tenses and with different persons. Research findings errors in the use of both primary and modal auxiliary verbs. The sentences below were picked for analysis:

- If you vote fore me I +greatful (will be greatful) and I (will) work hard together with the school administration.
- If I go through I+ (will) make sure + ( that) we has (have) debating (debates ) in our school.
- I should (will) make sure that every student come (comes) with a pen.
- I will make sure +(that ) the compound should (is) be slushed.
- I will make sure (that) all students should (are) be disciplined.

From the above examples, it is clear that most predominant errors in the auxiliary were the omission of modal auxiliary verbs such as willin sentence one, two or three. In addition of the primary auxiliary, the verb be also be added unnecessarily to form that did not require the verb. These was also unnecessary addition of modal auxiliary verb should were it not needed as in four and five. Such errors are attributed to the incomplete acquisition of L2 rules.

**Interference (language transfer)**
Errors regarding the mother tongue interference were 59 (10.1%). L1 interference greatly influence and accounted for several other grammatical errors. Learners wrote sentences that were direct translation from their first language Gishu. This probably could be attributed to the fact that many have tendency of thinking in their mother tongue before writing in the second language and hence language transfer. According to Selinker [18], such a condition is referred to as language transfer since it is believed that the native language acts as a basis foundation on which the learners draw upon experiences to learn the second language . Below are examples of L1 errors:

- I pray that the almighty father helps me to pass through
- I personally I want to tell that the above application is for the post of the time keeper

- Me my names I am called that Besweli Andrew of Bukalsi sub county
- I am writing this letter to apply for the post of Assistant health prefect
- What I want you to know is that me I am a disciplined which is good

A close analysis of the above sentence construction reveals a word by word translation from the students mother tongue which is Gichu into English language. More L1 interference errors are explained further in the classification of L1 interference errors

**Modern technology interference errors**
Modern technology interference errors seems to be a new type of error. From the research findings learners are seemed to be influenced by technology such as cell phones, internet, communication on whatsapp, facebook, twitter among other cyber communication that encourage short hand andungrammatical phrases. It is possible that the students initially utilized this kind of writing deliberatelyto probably to create more space in the cell phone, most likely with knowledge with correct spelling. This kind of writing is now applied now even in formal settings such as schools. It is now not clearwhether learners who write in this pattern commit errors or mistakes since one is not sure if they know the correct spelling or not. Nevertheless the examples are:

- Ill not disappoint you if give me a chance
- B4 I continue I am called Kuloba Anthony
- I want to say thanx for giving me this chance
- Ive been working as class mistress since
- Coz I am smart , I will make the school shine if u give me a chance

The use of short hand and inversions in formal writing is not acceptable. Corder [19], makes a distinction between mistakes and errors when he says errors take place when the deviation arises as a result of the lack of knowledge. Whereas a mistake occurs when a learner fails to perform their competence, that is, it is a result of processing problems that prevent learners from accessing their knowledge of a target language rule and cause to fall back on some alternative or non-standard rule and cause to fall back on some alternative or non-standard rule that they find easy to acess. From the two definations, it is easy on a surface view to categorize cell phone errors produced by the students in Bududa District under mistakes. However in my own view, such deviations fall under errors of formality since they do not conform to the formal style of official letter writing like in the case of the application letter that students were tasked to write. See (Appendix J Letter format)

**Table-1: Total frequency of grammatical errors in English written compositions produced by students in Bududa District**

| S/N | Type of Grammatical error | Frequency | percentage |
|---|---|---|---|
| 1 | Verb form tenses | 58 | 9.9% |
| 2 | Concord errors | 110 | 18.7% |
| 3 | Run on sentences | 55 | 9.4% |
| 4 | Errors of formatilty | 34 | 5.7% |
| 5 | Word order errors | 44 | 7.4% |
| 6 | Spelling errors | 54 | 9.2% |
| 7 | Errors of Articles | 43 | 7.4% |
| 8 | Preposition errors | 53 | 9.1% |
| 9 | Errors in the use of Auxiliaries | 50 | 8.6% |
| 10 | L1 inteference | 59 | 10.1% |
| 11 | Modern technology  interference | 27 | 4.5% |
| | Total | 587 | 100% |

Table-1 above shows the summary of the total number of grammatical errors, frequency and percentage rates of grammatical errors that were identified in the written composition of form three students from five secondary schools which were selected as samples for investigation in Bududa District. The results revealed that form three students from the five selected secondary schools in Bududa District committed the following grammatical errors; Verb, forms and tenses were 58 at a percentage rate of 9.9 concord errors 110(18.7),run on sentences 55 (9.4),formality errors 34(5.7), spelling errors 54(9.2), word order 44(7.4),errors interference and modern technology interference errors.

**Classification of grammatical errors produced by students in Bududa**
**District secondary schools**

The researcher used both Corder's (ibid), approach and that of Giordano (ibid) to classify the grammatical errors identified among the form three students from the five secondary schools selected from Bududa District.Thus, the three categories under which errors were classified are; errors  and thus classified as grammatical.

Like it was earlier mentioned in the review of literature, Huang [8], believes that in a study of error analysis such as this one, the errors identified have to be classified if statements concerning where the subject difficulties lie are to be made. Thus questions such as what kind of errors occur more often than others have to be answered. Could it be lexical errors, phonological errors, grammatical errors or Sematic errors? To avoid speculations, this study specifically investigated grammatical errors in students written compositions.

Therefore in this study, the classification was done under four main categories and sub categories which are; under the category of Area, the researcher specifically limited the presentation, analysis, interpretation and discussion of data to the grammatical errors since they were the main focus of the study. The second category was errors under form which were also subdivided into; errors of addition, errors of omission, error of selection and errors of order. These four error types under form wetre presented and discussed .The third category was errors under 'Comprehensibility'. These were subdivided into; Global errors an d local errors. The two categories were as well identified, classified and discussed.

**Classification of Errors under 'Area' (Grammatical errors)**

According to Giordano (ibid), Area refers to an error related to some specific area of language.

In the study, the errors analyzed were related to grammar as an area of specific study.

Grammatical errors are errors due to problem with syntax or errors related to the sentence structure. The following were the errors identified and thus classified as grammatical errors ; verb tenses and forms, concord errors ,run on sentences ,formality errors, spellings ,word order errors, errors in articles preposition errors , errors in the use of auxiliaries, L1 interference and Modern technology  interference errors. The following is a detailed explanation and discussion of each error and a table showing the frequency and percentage of each error.

**Verb forms and tenses**

**Table-2: classification of Errors of tenses**

| SN | TYPE OF ERRORS | FREQUENCY | PERCENTAGE |
|---|---|---|---|
| 1 | Present progressive tense instead of present tense | 20 | 34.5 |
| | Future progressive tense | 15 | 25.9 |
| | Past simple tense instead of present simple tense | 12 | 20.7 |
| | Past simple tense instead of future perfect tense | 11 | 18.9 |
| | Total | 58 | 100% |

The table-2 shows the classification and the frequency of errors under that occurred in the student's written compositions. The total number of the tenses errors was 58. the tenses errors were in the use of present progressive tense instead of present tense which had 20(34.5%) errors, the second errors was in the use of future progressive tense with 15(25.9%) errors the past simple tense instead of present simple tense 12(20.7%)errors and past simple tense instead of future perfect tense 11(18.9%). These errors were attributed to

incomplete acquisition of L2 rules and overgeneralization of L2 rules. This is what Selinker [18] refers to when he says that some of the rules of the interlanguage system may be the result of overgeneralization specific rules and features of the target language. Therefore these findings are proof that students have not mastered well the rules to the use of tenses

**Concord errors**

**Table-3: Classification of Errors of concords**

| SN | TYPE OF ERROR | FREQUENCY | PERCENTAGE |
|---|---|---|---|
| 1 | subject-verb agreement | 67 | 60.9 |
| 2 | Subject-complement agreement | 43 | 39.1 |
| | total | 110 | 100% |

Table-3 shows the classification of concord errors. Findings revealed two concord errors which are subject verb agreement 67(60.9) and subject complement agreement 43(39.1). The total number of concord errors was 110 making concord errors the most frequently performed grammatical error among the students in Bududa District. The lack of concord as regards the subject and verb agreement had the highest frequency of 67(60.9%) errors. These findings are in line with previous research cited earlier in this study. Believe that concord between subject and verb is

probably the most common and it is called grammatical concord [9, 2]. Anasiudu and Ofuokwu [2], also portray concord errors as the commonest grammatical errors committed by students. The overgeneralization of L2 rules and incomplete acquisition of L2 rules accounted for the errors of concord. Arnold believes that errors of concord occur because the learners have not internalized the rules guiding the agreement of word in a sentence [20].

**Run on sentences**

**Table-4: classification of Errors of run on sentences**

| SN | TYPE OF ERROR | FREQUECY | PERCENTAGE |
|---|---|---|---|
| 1 | Punctuation errors | 45 | 81.8% |
| 2 | Sentence fragments | 10 | 18.2% |
| | total | 55 | 100% |

Run on sentences refer to two or more independent clauses joined without the necessary punctuation separating them or the appropriate conjunction. Fragments are incomplete sentences. A fragment occurs because it is part of a sentence separated from an independent clause or because it is lacking a subject or predicate. From the table above, findings revealed that the total number of run on sentences was 55 and were basically observed in the high frequency of punctuation errors which were 45 at

(81.8%). Students failed to punctuate their sentences with comma splice, full stop, colons which led to run on sentences. The second category of run on sentences was observed in sentence fragment that were 10 at a percentage rate of 18.2%. Run on sentences are responsible for miscommunication in writing and highly contribute to both the local and global errors that are explained and classified under comprehensibly.

**Formality errors**

**Table-5: Classification of Errors of formality**

| SN | TYPE OF ERROR | FREQUENCY | PERCENTAGE |
|---|---|---|---|
| 1 | Letter format layout | 14 | 41.2 |
| 2 | Format style(diction)(British and American style | 20 | 58.8% |
| | total | 34 | 100% |

The table-5 shows classifications of errors of formality 6that were classified into two that is: Formal letters /layout and there formal or official style that that specifically looked at the language use. The criteria was to establish errors that pertain the failure to adhere to the standard formal letter layout and format as regards

the addresses, date, salutation, reference line , the body ,the complementary close or valediction and also the formal style as regards to the language used in formal letters that largely depends on the two styles of British and American styles .Indeed findings revealed that some students were not conversant with the formal

letter layout. 14 errors were found at a percentage rate of (41.2%).In fact some used the informal letter format, some wrote an essay instead and others misplaced the salutation placing it under the reference .This went against the order and standard of a formal letter .In the second category of formal style ,there were 20(58.8%) errors .It was observed that students failed to use the formal English and resorted to informal style characterized with circumlocutions ,and other conversational features as explained earlier under the

grammatical errors. The students also used both British and American style concurrently which is unacceptable in any formal writing .See (appendix F).Such errors are attributed to: incomplete acquisition of L2 rules by second language learners, communications strategies, learner's recklessness and influence of technology such as cell phones and internet.

**Word order**

**Table-6: Classification of Errors of word order**

| SN | Type of Error | Frequency | Percentage |
|----|---------------|-----------|------------|
| 1 | Subject verb agreement | 44 | 100% |
| | Total | 44 | 100 |

The table-6 shows results as per the classification and frequency of word order errors. It is clear that the lack of subject –verb agreement was the most frequent and common in the written compositions of students with 44 (100%). The fact that the word order refers to the synthetic arrangement of words in a sentence, clause or phrased, these results reveal that students still have difficulty with combining the subject part of the sentence and the verb party of the sentence .That is why Johansson 2008 explains that when it

comes to the subject /verb agreement in the sentences, the verb in a sentence must agree with the subject in number and persons. If the subject is plural, the verb form must also be plural .If singular, then, the verb must be singular .Additionally if the subject is first person, the verb must also be also. Such errors are attributed to L1 interference, incomplete acquisition of L2 rules and regional differences.

**Spelling errors**

**Table-7: Classification of Errors of spellings**

| SN | Type of Error | Frequency | percentage |
|----|---------------|-----------|------------|
| 1 | Textual errors | 31 | 57.5% |
| 2 | Phonological errors | 23 | 42.5% |
| | total | 54 | 100% |

Table 7 shows the classification and frequency of spelling errors commited by the students from the findings a total of 54 spelling errors were commited. There were found 30(57.5%) textual spelling errors that were mainly a reflection of insufficient exposure to L2 writing and incomplete acquisition of l2 rules especially pertaining English spelling. L1 interference also also accounted for the phonological spelling errors. The

phobnological spelling errors are common among the Bamaasaba speaking people and sometimes they tend to transfer the same sopund into the writing hence the spelling errors. The phonological errors were 23(42.5%). This concurs with Brown's 1980, assertion that the native language is the only previopus linguistic system that the learner can learn, refer to or draw upon, and thus interference becomes inevitable.

**Table-8: Classification of errors of articles**

| SN | TYPE OF ERROR | FREQUENCY | PERCENTAGE |
|----|---------------|-----------|------------|
| 1 | Omission of article "the" | 12 | 27.9% |
| 2 | Omission of article "a" | 14 | 32.5% |
| 3 | Wrong selection/misuse of article | 17 | 39.5% |
| 4 | Zero article | 0 | 0% |
| | total | 43 | 100% |

This table-8 shows the classification and frequency of errors of articles.The total number of errors definitearticle "the"omission of indefinite article "a" wrong selection and misuse of and the zero article. Errors concerning the omission of "the" were 12 omission of "A" were 14 (32.5%).Wrong selection/misuse 17(39.5%) and the zero article 0 (0%) which had no error.the most frequent error in the use of articles was the wrong selection or misuse of

articles .These occurs due to improper selection from the existing forms. errors of articles were observed to have largely been caused by incomplete acquisition of L2 rules and overgeneralization of L2 rules. Cele Murcia ana Larsen Freeman 1999, in hourani 2008 argue that one of the most difficult structural element for the EFL learners is the English article system surpringly the English articles "a" "the" and zero are quit difficult to acquire not for ESL/EFL learners

but also for children learning English  as a first language.thus articles  in this study seemed to have been a source of difficulty  for the students in Bududa

District whose native language is Gishu despite the fact that Gishu has articles like  morphemes

**Table-9: classification of errors of preposition**

| SN | Type of error | frequency | percentage |
|----|---------------|-----------|------------|
| 1 | Omission of preposition | 19 | 35.8% |
| 2 | Misuse of preposition | 24 | 45.3% |
| 3 | Adition of preposition | 10 | 18.9% |
|  | total | 53 | 100% |

The above table-9 shows the classification of errors of prepositions. Preposition errors were 53 in tota l.

The  classification  revealed  three  different errors of preposition which are omission with 19 errors at a percentage of 35.8, misuse of 24(45.3%) and addition  10(18.9%). As explained earlier, these error could be attributed to L1 interference which lumasuba and intralingual interference such as overgeneralization of L2 rules. According to  Dulay ibid intrlingual errors

reflect  the  general  character  of  the  learning  such  as faulty  overgeneralization ,incomplete  application  of rules and failure to learn conditions under which rules apply .A good example  from those earlier mentioned under this error which reflects Gishu  interference in second  language  learning  as presented in the learning of the students  are the following two sentences ; I am s3 class on bududa secondary school. (at), and I have been a disciplined student on this school .{in}.This was a reflection of misuse and confusion of  preposition which was as a result  of the influence of mother tongue

**Table-10:  classification of errors of auxiliaries**

| SN | Type of error | Frequency | percentage |
|----|---------------|-----------|------------|
| 1 | Omission of the primary  auxiliary verb | 13 | 26% |
| 2 | Omission of the modal auxiliary verb | 15 | 30% |
| 3 | Addition of primary auxiaary verb | 12 | 24% |
| 4 | Addition of the modal auxiliary verb | 10 | 20% |
|  | verb | 50 | 100% |

From the above table-10, the total number of auxiliary errors was 50.they were classified  and categorizes into four the first one being omission of the primary  verb with 13 errors  at (26%) omission of the modal auxiliary verb such as will. whereas in the omission of the primary auxiliary verb  students omitted the verb be. in the addfitition of the primary auxiliary verbs the verb be was also added unnecessarily  to forms that did not require the verb. there was also unnecessaqry addition of the modal auxiliary verb should were it was not needed. Wario and Othieno ibid

state the modal auxiliary verb are also helping verbs and they combine with another verb to indicate tense, mood and  other  meaning  and  they  also  give  additional information about function or meaning in the main verb and are usually followed by main verbs in the examples given earlier students  omitted, aadded both modal auxiliary verbs and primary auxiliary verbs  which made sentences ungrammatical and incomprehensible to someextent. Such errors are mainly  attributed to the incomplete acquisition of L2 rules

**Table-11:  Classification of errors of L1 interference**

| SN | Type of error | frequency | percentage |
|----|---------------|-----------|------------|
| 1 | Word by word translation | 25 | 42.4% |
| 3 | prepositions | 11 | 18.7% |
| 4 | spellings | 23 | 38.9% |
|  | total | 59 | 100% |

First language interference errors were 59 in total and were observed in four categories where by word by word translation had 25(42.4%), prepositions 11(18.7) and spellings 23(38.9%).In this study, it was revealed that some students in their English writing translated words directly from their mother toungue into English. For example a sentence like; Me my names I am called that Besweli Andrew of Bukalasi sub county. In Gishu it is translated as; Ise kamasi8na kase ba nanga

bari Besweli Andrew u' Bukalasi sub county. The second category were prepositions whereby studentsd over  generalized  and  transferred  their  Gishu prepositions in gishu such; on Bududa secondary school, on this school.These errors like I explained under preposition errors are attributed to l1 interference as well as intralingual errors which are a reflection of the general character of the learning such as faulty overgeneralization, incomplete application of the rules

and failure to learn conditions as under which rules apply [17]. The third category were the spelling errors that have also been explained earlier. This were basically phonological and not textual and the reflected the way students pronounced certain words in E nglish,

they also wrote the same words as well. Regional differences, incompleteacquisations of l2 rules and l1 inteference4s acxcounted for this errors

**Modern technology interferences errors**

**Table-12: Classification of Errors of Modern technology**

| SN | TYPE OF ERROR | FREQUENCY | PERCENTAGE |
|---|---|---|---|
| 1 | Cell phone text errors | 18 | 66% |
| 2 | Paragraph writing style (skipping lines) | 09 | 34% |
| | total | 27 | 100% |

Modern technology interference errors were 27n in total and classified into cell phone text errors and paragraph writing style errors. The cell phone errors were 18.66% whereas the paragraph writing styles were 9.34%.Findings revealed that students tend to use similar writing forms such as short hand and abbreviations such as those used in the phone text messages aqnd internet communications like facebook, twitter whatsapp among others with conversational features. Hence they transformed this to formal letter writing which is unacceptable .Another area where technology was observed to have accounted for errors was in the way students paragraphed their work .In normal circumstances any hand written paragraphs are supposed to be indented especially when using the british style which Uganda subscribes to. However, findings revealed otherwise. Students skipped lines as a way of paragraphing. This has been observed in typing where there is double spacing instead of indenting. Such errors are attributed to the influence of Modern Technology communication systems such as (cellphone, facebook, twitter etc and learner's recklessness.

**Classification of errors under 'form'**

According to Giordano [19], this errors are subdivided into four areas which are addition, errors of omission, error of selection and errors of order .This study strictly used this approach in the classification of the grammatical errors that were produced in student's written data. The finding revealed that there were errors of addition omission and misuse or confusion that frequently in the use of articles , prepositions and the verbs.

In errors with the use of articles, it was revealed that students omitted and misused the definite articles 'the" and "a". Thus errors in the omission of the definite article "the" were twelve (27.9), while the omission of the indefinite article "a" were 14(32.5%). Basing on the rules that govern the useof articles in English, students committed errors of omission by omitting "the" and "a".

The second category ogf errors under articles were errors of confusion. Findings revealed thatstudents confused the definite articles "the" and the indefinite article "a" which led to misuse of both articles and hence accounting for 17 errors at a percentage rate of

(39.5%).The errors in the use of articles were attributed to the incomplete acquisition of 1.2 rules and overgeneralization of 1.2 rules.

Similar errors of omission and confusion or misuse were identified in the use of prepositions. Students unneccesaliry added or omitted certain prepositions in their compositions and also misused some as well. Thus those of omission were 19 errors at a percentage of (35.8%), whereas those of confusion / misuse were 24 (45.3%).As explained earlier, these errors could be attributed l1 interfernce and intraligal interference such as over generalization of l2 rules are explained earlier.

Error of selection were mainly observed in the use of tenses .This affirmed Giordano's (ibid), assertion in the previous studies that such errors are attributed to un im[proper selection from the existing options especially pertaining tenses.In the example given earlier under grammatical errors and classification of errors under area ,the findings revealed that the total number of the tense errors was 58.The use of present progressive tense instead of present tense which had 20(34.5%) errors , the second tense error was in the use of the future.

**Conclusion regarding the identified grammatical errors**

Therfore as regards to the first objective, the findings were that form three students from the five selected secondary school in Bududa District commited grammatical errors ;verb forms and tenses were 58 at a percentage rate of (9.9%), concord errors 110(18.7),run on sentenes 55(9.4),formality error 34(5.7), spelling errors 54(9.2),word order 44(7.4), errors in articles 43(7.4), preposition errors 53(9.1),errors in the use of auxillaries 50(8.6), L1 interference and modern technology interference 59(10.1) and modern technology interference errors 27(4.5).The most frequent error [producedwas in the use of concord ,while the least was errors of technology with 27 errors rated at (4.5%). Regarding their writing performance as per the findings, it is suffice to note and conclude that students showed insufficient and inadequate vocabulary knowledge, grammar, formal writing style and minimal exposure to the targe language. This made their writing to a great extent incomprehensible and marred with

errors .The student further faced difficulty in employing the rules of the English structure which leads to a further conclusion that students have not acquired the rules of English language. This is why Rivers [21], argues that any academic writer must meet four major conditions: The student must learn (1)The graphic system of the target language (2)He must learn to spell according to the convention of the target language, (3) He must learn to control to control the structure of the language so that what he writes is comprehensible to the reader (4) He must learn to select from among the possible combinations of words ,phrase those which will convey the nuances he has in mind in the register which is most appropriate

### Conclusion regarding classification of errors

Regarding the second objective of classification of the errors, erroprs were classifiwed using Giordano's approach that classifies error under three groups which are; Area, Form and comprehensibility. These three groups also had sub categories which were discussed.

### Conclusion on error under area

Here the researcher focused on the grammatical errors since they were the main focus of this study. Thus, the classification of grammatical errors mentioned above, in summary is, verb form and tense errors were 58 in total with errors in the use of present progressive tense instead of present tense with 20 (34.5%), use of the future progressive tense with 15(25.9%) errors ,the past simple tense instead of present simple tense with 12(20.7%),and errors with the use of past simple tense instead of future perfect tense11(18.9%).A conclusion made her is that learners have not mastered and fully acquired the rules of tenses

As regards to run on sentences ,55 errors were observed with high frequency in punctuation errors with 45 at (81.8%) and sentence fragments with 10 at (18.2).Students failed tio punctuate their sentences correctly with known and common punctuation marks is an indicator of their insufficient exposure to L2 writing that can be a source of practice and also incomplete acquisition of L2 rules and learner's carelessness .It is unbelievable yet true that a student in senior three can write a long sentence without paying attention to its flow.

### Conclusion on errors under form

As regards to errors uner form ,Giordano's approach was still used along with corder(ibid).These errors are subdivided inti four areas which are addition ,errors of omission, error of selection and errors of order .This study strictly used this approach in the classification of the grammatical errors that were [produced in student's written data.The findings revealed errors of addition ,omission and misuse or confusion the use of articles, prepositions and the verbs. Errors with the use of articles revealed that students

ommited and misused the definite article 'the' and 'a' .Hence errors in the omission of the definite article 'the' were 12(27.9),while the omission of the indefinite article 'a' were 14(32.5%). In addition,errors under articles were articles of confusion .Students confused the definite article 'the' and the indefinite article 'a'which led to misuse of both articles and hence accounting for errors with (39.5%).As earlier explained, errors in the useb of articles are attributed to the incomplete acquisition of L2 rules as well asd overgeneralization of L2 rules. Lumassaaba has no english like articles but has noun classes that are used .There is no disintinctive deference between the indefinite articlen and the indefinite arteclein Lumasaaba, both are used interchangeably. It is therefore possible that this become s source of student's confusion, misuse and omission of the definite article and indefinite articles. There also a possibility that there was a negative transfer from the native language. Errors of omission and cofusion or misuse were also identified 9in the use of propositions. There were unnecessary additions and ommisions of prepositions in their composition and also misuse of some. The errors of omission were 19 errors at a percentage of (35.8%),whereas those of confusion /misuse were 24(43.5%).These errors are attributed to L1 interference such as overgeneralization of L2 rules as explained earlier .Prepositions such as in,to and into,on and in,are used interchangeably in Lumasaaba, so it is very possible for a student to write I am Bududa Secondary school, I humbly submit this letter into your office .This in Lumasaaba is a correct statement but not English is used in Gishu as on. Such differences between the native language and the target language are major sources of such errors

There were errors of selection mainly observed in the use of tenses. Giordano's [ibib], assertion in the previous studies such that erros are attributed to an improper selection from the existing optionsespecially pertaining tenses is affirmed. The total number of tenses errors was 58. The tense errors were in the use of present progressive tense which with 20 [34.5 %] errors, the use of future progressive tense with 15 [25.9%] errors , the past simple tense instead of present simple tense 12[20.7 %] errors, and past simple tense instead of future perfect tense 11[18.9%]. These were largely attributed to ignorance of rules. Lumasaaba has similar forms of tenses like English, so no one would expect a positive transfer. However this was not the case with respondent in this study. It was therefore evident that the respondents had not fully acquired L2 rules, but also ignorant of rules restrictions.

The last category was errors of order which were identified in the use of concords. As explained earlier, these errors occurred due to incorrect ordering of word in sentences. The lack of subject-verb agreement was that the most common error of order in the written compositions of students with 44 [100%]

errors. Corder. (ibib), calls this misordering 'of words in a sentence .As explained already under grammatical error in Table-4.1, most English sentences (clauses) conform to the SVO word and this means that the subject comes before the verb, which comes before .

**Suggestion for Further Research**

Astudy needs to be carried out in the same area of grammatical errors in Bigisu region but using a contrastive based approach to error in order to compare the two languages with the aim of describing their similarities and differences .This is because it was found out that Mother tongue interference accounted for several grammatical errors among the respondent in this study. Reasearch on the language teaching strategies, writing feedback and their impact on the teaching and learning second language writing in secondary school. Further research could be carried out to investigate what could be the rate, frequency of Modern technology interference errors between the schools that allow students to use phones and those that have a burn on the use of cellphones?

Lastly, an eror analysis research could be carried out in the universities in Uganda to investigate the error commited by students in their written paragraphs. This would help to ascertain whether students indeed move on with such grammatical errors from secondary schools into the Universities.

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