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LEXICAL AND GRAMMATICAL ERRORS IN STUDENTS' WRITINGS: A CASE STUDY OF OBAKROWA M/A BASIC SCHOOL

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220020173

A dissertation in the Department of Applied Linguistics, Faculty of Foreign Languages Education, submitted to the School of Graduate Studies, in partial fulfilment of the requirements for the award of the degree of Master of Education (Teaching English as a second Language) in the University of Education, Winneba

JUNE, 2023

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DECLARATION

Student's Declaration

I, Francisca Perpetual Ntem, declare that this dissertation is a result of my original research except for references to other people's works which have been duly acknowledged and it has neither in whole nor part been presented for another degree in this University or elsewhere.

Signature……

Date……...

Supervisor's Declaration

I hereby declare that, the preparation and supervision of this research work was done in accordance with the guidelines for the supervision of research work as laid down by the school of Graduate Studies, University of Education, Winneba.

Name : Dr. Kwaku Ofori

Signature……

Date……

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DEDICATION

I dedicate this project to my parents Mr. and Mrs. Ntem, Mr. and Mrs. Bello, and my lovely daughter Sophia for their encouragement. May the blessing of God be with them now and always Amen.

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TABLE OF CONTENTS

Title	Page
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
ABSTRACT	x
CHAPTER ONE: INTRODUCTION	**1**
1.0 Introduction	1
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Purpose of the Study	5
1.4 Research Objectives	5
1.5 Research Questions	5
1.6 Significance of the Study	6
1.7 Limitations of the Study	6
1.8 Delimitation of the study	6
1.9 Organization of the Study	7
1.10 Summary	7
CHAPTER TWO: LITERATURE REVIEW	**8**
2.0 Introduction	8
2.1 What Error is	8
2.1.1 Importance of Errors in Language Learning	9
2.1.2 Studies on Grammatical and Lexical Errors	11
2.1.2.1 Approaches to Error Studies	14
2.1.2.1.1 Omission Errors	16

University of Education,Winneba http://ir.uew.edu.gh

2.1.2.1.2 Addition or Insertion Errors 16
2.1.2.1.3 The error in learning a foreign language 16
2.1.2.1.4 Forms of Assessment 18
2.1.2.1.4 Test 19
2.1.3 Definition of spellings 20
2.1.3.1 Differences between British and American spellings 25
2.2 Stress, Intonation and Rhythm 29
2.2.1 The Mother Tongue Influence 29
2.2.2 The L1 Influence 30
2.3 Prefixes and Suffixes 31
2.3.1 Consonant doubling 32
2.3.2 Homophones, Homonyms and Homographs: 32
2.4 Diglossia 35
2.5 Pure Vowels and Diphthongs 36
2.5.1 Consonants 37
2.6 Related Studies 38
2.7 Framework 43
2.8 Summary 44
CHAPTER THREE: METHODOLOGY **45**
3.0 Introduction 45
3.1 Research Approach 45
3.2 Research Design 45
3.3 Sampling Technique 46
3.4 Data Collection Instrument 46
3.4.1 Document 47
3.5 Ethical Consideration 47
3.6 Summary 48

University of Education,Winneba http://ir.uew.edu.gh

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS **49**

4.0 Introduction 49

4.1 Data Presentation 49

4.1.1 What are some of the lexical and grammatical errors evident in the scripts of J.H.S 1 & 2 students of Obakrowa M.A J.H.S? 49

4.1.1.1 Grammatical Errors 50

4.1.2.2 Grammatical Errors 55

4.2 What are the factors that cause lexical and grammatical errors in the essay writings of Obakrowa students? 62

CHAPTER FIVE: SUMMARY AND CONCLUSION **69**

5.0 Introduction 69

5.1 Summary 69

5.2 Findings 70

5.3 Recommendations 71

5.4. Pedagogical implication 71

REFERENCES **72**

APPENDICES **76**

Appendix A: Sample of Students' Essays 76

Appendix B: Dictation 115

University of Education,Winneba http://ir.uew.edu.gh

LIST OF TABLES

Table	Page
1: In U.K. most words ending with -our- whereas in U.S.A. are spelt without -u-	25
2: Most words ending with -er- in British, but in American are spelt with -er-	26
3: British English verbs ending with -ise- whereas ending with -ize- in American	26
4: Examples of prefixes and suffixes	31
5: Common homophone and homonym errors in students' scripts	35
6: Pure vowels and diphthongs	36
7: Consonants	37

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ABSTRACT

This dissertation is about grammatical and lexical errors analysis among the Obakrowa M/A J.H.S. his dissertation is qualitative and it employs case study as its design. The schools and the participants were purposively selected. The study identified that the lexical errors in the students' writing were due to homophone problems and semantic lexical errors. The grammatical errors identified were agreement errors, tense errors, singular-plural (number) errors, prepositional errors, and article errors. The study also found that the most frequently committed grammatical error was tense errors followed by agreement errors. The implications of these findings to the teaching of English writing are that teachers where possible should have understanding of both the L1 and L2 of the students and teachers should explicitly teach for transfer, have adequate knowledge of how to identify students' writing errors, and use effective teaching strategies to improve students' English writing. Additionally, teachers should serve as models of using appropriate English for students to emulate and also create a conducive classroom environment for students to participate in class activities. Lastly, teachers should create more opportunities for students to write.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This research aims at investigating the lexical and grammatical errors among students of Obakrowa M/A Basic. This chapter begins with the introduction, background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, delimitations and the organization of the whole thesis.

1.1 Background to the Study

English pronunciation and spelling are two important elements in English language teaching, without them learning becomes poor. Pronunciation is the way people speak words while spelling is the way in which people write words. English pronunciation and spelling are characterized by their difficulties since students are continuously confused with the correct pronunciation of the words and spelling too. Wrong pronunciation leads to wrong spelling and finally leading to lexical errors. Students do not have the capability to spell and pronounce simple English words despite the years of learning, students' errors are continuous and noticeable, it affects the speaking and writing intelligibility.

In a multilingual country like Ghana, English language is considered as an essential tool in achieving effective communication. The use of English language for formal teaching and learning in the Gold Coast started when Britain became the colonial master (Sackey, 1997). He further explains that the teaching of English language started in Castle schools where the language was learnt through "repeated readings of primers and spelling books". By doing this, most of the people who were engaged to study the

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English language applies some knowledge of their mother tongues. This at times is done positively and negatively because of the transfer of knowledge, interference and overgeneralization. Brown (2000) indicates that transfer is a general term used to describe the carryover of previous performance or knowledge to subsequent learning or is the application of previous learning experience to solve novel problem. Owu-Ewie (2019) suggest that, in the interfering process, sometimes learners do not transfer correctly as expected leading to negative transfer. According to him, negative transfer occurs when previous knowledge disrupts the performance of a second task. Mostly, lexical and grammatical errors are caused in children's reading as a result of negative transfer from their various mother tongues. As regards to pronunciation, listening and speaking which are the integral part of oral language teaching must be developed in the learners in all stages to avoid problem of pronunciation. Brown (2004) suggests that to have a proper pronunciation, speaking must be developed for the learners through imitative speaking whereby words and phrases or possibly a sentence will be imitated by learners from their various teachers and in so doing, the learners will master courage in pronouncing and spelling every word they will encounter in their readings. That notwithstanding, he further notifies intensive speaking, responsive speaking, interactive speaking, and extensive speaking or monologue to improve the pronunciation skills of the learners.

As part of the British colonial policy during the colonial era, the indigenes of colonies of which Ghana was not an exception were compelled to learn the language of the colonial master (that is; English language). As a result of this policy, English had so much power and without it, there could be no participation in the economic and political life (Sackey, 1997). Also, Roberts (1996) explains that English Language has become a powerful language due to the fact that it has broken linguistic barriers to become a

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widely spoken international language particularly, as a second or foreign language. For this reason, even after colonial rule, Ghana had to adopt English Language as an official language for formal education, the media, and for government and business purposes in the country. For instance, the present education language policy states that with the exception of lower primary (classes one to three); English should be a medium of instruction at all levels (Djorbua, Orfson-Offei, & Anderson, 2021).

It is used in teaching subjects like mathematics, agricultural science, and science, amongst others. English Language is considered as one of the core subjects in Ghanaian schools and also a prerequisite for entry into Senior High Schools and tertiary institutions. Thus, success in any form of formal education and training in highly skilled labour generally depends upon one's ability to understand and use English Language effectively. However, a lot of individuals, particularly students, tend to commit avoidable errors in the use of the language; more worrying is when such errors are committed by students in their final examinations (Afeadie & Kpeglo, 2022). Sincerely, when one wants to avoid, problem of spelling and pronunciation, the person's competency and performance in his or her first language which will lead to proper pronunciation and positive transfer. When one has no competency in his or her first language, he will end up having difficulty with pronunciation and spelling.

In Owusu-Ansah's (2005) analysis of the Chief Examiner of West Africa Examination Council (WAEC) report, concerning the Basic Education Certificate Examination (B.E.C.E.) between 1993 and 2020, he highlighted spelling errors as a major problem in written grammar of students. He opined that students' inability to spell words correctly lead to the deduction of marks resulting in poor performance. Again, reports of Chief Examiners on the performance

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of students in B.E.C.E. from 2001 – 2010 also reveal spelling errors as the type of errors most students commit in their final examinations. These reports buttress the previous reports that highlight spelling errors as being common in written grammar of students. A Chief Examiner of B.E.C.E. ones describe the level of spelling during B.E.C.E. English papers as "terrible". For this reason, the report suggests that English Language teachers in basic schools should intensify "the good old practice of spelling drills" in all schools and encourage dictation of single words and short passages during language lesson. It is against this backdrop that the present study sought to analyse spelling errors in written essays of Junior High School students in the Obakrowa M/A JHS (J.H.S. 1 & 2) in the Ga South Municipal as a case study.

1.2 Statement of the Problem

The recent B.E.C.E. reveal several errors contributing to the poor performance of students in English. Prominent among them is spelling errors. A lot of researchers have worked on grammatical errors in written essays of students, Twum (2011) studied spelling errors in the written grammar of Junior High School students, Kirkpatrick (2009) worked on spelling errors of American slang words, and explored common spelling errors made by intermediate students, all of which have delved into spelling errors whereas most other researchers focus on different types of errors. Among all these scholars, none has investigated the lexical and grammatical errors of the students of Obakrowa M/A Basic school creating a knowledge gap in literature. Although, the students have spelling errors and some concord errors in their studies, It is therefore imperative to investigate the lexical and grammatical errors made by JHS students of Obakrowa M/A Basic school.

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1.3 Purpose of the Study

The purpose of the study is to investigate lexical and grammatical errors evident in the written essays of Junior High Schools students in the Obakrowa M/A Basic School in the Ga South Municipality.

1.4 Research Objectives

This research is propelled by the following objectives:

1. to identify and discuss the lexical and grammatical errors evident in the scripts of J.H.S. 1 & 2 students.
2. to identify the factors causing the lexical and the grammatical errors in the essay writings of Obakrowa students.
3. to suggest the solutions that can reduce these errors.

1.5 Research Questions

To achieve the objectives of this study, there must be research questions through which the researcher accomplish his objectives. This research is guided by the following research questions;

1. What are some of the lexical and grammatical errors evident in the scripts of J.H.S 1 & 2 students?
2. What are the factors that cause these lexical and grammatical errors in the essay writings of Obakrowa students?
3. What are some of the solutions that can reduce the errors ?

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1.6 Significance of the Study

This study will be of immense importance to both the Ghanaian society, other countries where English is used as the second language and academia in general. For instance, it will create awareness which will draw the attention of language users to these errors and help them to avoid committing them. To this end, the present study provides some insight on the kind of errors found in written essays of Junior High School students and, therefore, goes a long way to prevent repetition of such errors.

The study also adds significantly to the already existing scholarly articles on error analysis and, therefore, extends the frontiers of knowledge in this area of study. Besides, the study provides the impetus for further research by both undergraduate and postgraduate students in Error Analysis. Further, the study has implications for pedagogy in that it could guide teachers not

only to identify the problematic areas of L2 learners (second language learners) but also to bring out areas for which remedial programs are needed.

1.7 Limitations of the Study

As this study employs the case study approach, the results may not be generalizable except where other researchers see their applications. Again, as a case study is not open to cross-checking, this study may have some elements of selectiveness and subjectiveness. Also, there is a higher likelihood of observer bias despite attempts made to introduce some reflexibility in the study.

1.8 Delimitation of the study

This research is only on lexical and grammatical errors in the Essay writing of only JHS one and two. The research will not extend to the other class, although, there are other classes that might also be facing the same problem but this work delimit itself to only

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the lexical and grammatical errors in only their essays and dictations in Obakrowa M/A Basic.

1.9 Organization of the Study

The study has been organized into five chapters. Chapter One deals with the introductory aspects of the study. It comprises the introduction of the study, the background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations of the study, delimitations of the study, organization of the study and summary of chapter one. Chapter Two deals with the introduction, review of literature on the topic and the framework of the study. Chapter Three provides a thorough and comprehensive account of the methodology and technicalities used in the research. Chapter Four involves the presentation and analysis of the data collected. Finally, chapter Five comprises the summary, conclusions of the study as well as recommendation made by the researcher.

1.10 Summary

Chapter one comprises the introduction, background of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations of the study, delimitations of the study, organization of the study and the summary of chapter one

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CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides a review of the literature that focuses on Errors in general by scholars from the African continent including Ghana. For every research topic, a review of related literature is undertaken to help the researcher to gather data to support the project. It provides the researcher with necessary data to establish the areas worked on by others and the areas not tackled. This research review literature on errors, spelling, pronunciation, grammar, problems of pronunciation etc.

2.1 What Error is

Brown (2000) postulate that errors in performance is a failure to utilize a known system correctly while error in competence is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner.

Karra (2000) also asserts that there are differences between errors and mistakes. He says that mistakes are unsystematic errors and systematic ones as errors. Furthermore, he adjudges unsystematic errors to be something that occurs in one's native language and are not significant to the process of language learning while the systematic ones occur in second language learning. Errors are negative phenomena that should be avoided in language learning at all times. Indeed, the ideas of Brown (2000) are perfect because, a language that is a mother

tongue for a person, must be spoken or used perfectly. But without using it the way it supposes to be, shall be considered as an error in performance which is in line with mistakes as identified by Karra (2000). Also, it is good to know the differences between a mistake and an error. What the students normally do in their essay writing is indeed

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an error because it is a second language they are learning in which they are not aware of what they utter.

Mezrag (2013) points out that, errors cannot be self -corrected but a mistakes, if the deviation is pointed out to the speaker can be corrected. Secondly, an error can be identified by observing, analyzing, and classifying to reveal something of the system operating within the learner leads to error analysis. Finally, he concludes by saying that a learner's error is a reflection of lack of understanding of the underlying competence in the language that he is learning. The views of this scholar is not far from what earlier scholars iterates. But what matters most is the understanding of the language that one is learning. This will prevent one from committing errors. How to use the language competently in all fields, requires knowing some skills in the language.

2.1.1 Importance of Errors in Language Learning

Owu-Ewie (2019) talks about numerous importance of errors in language learning. Some of the importance are;

- Errors help the teacher to know a student's progress.

The goal of every teacher is to teach and achieve a desire goal. The desire goal of every teacher is that every learner must understand and comprehend whatever lesson is taught. So, in the course of assessing the learners, when the teacher realizes that there are errors committed by the learners, he or she bases the progress of those learners on those errors and determine what to teach next time as a way of determining the progress of the learners.

Errors provide feedback; they tell the teacher something about the effectiveness of his teaching materials and his teaching techniques and show him what parts of the syllabus has been inadequately learned or taught and need further attention. When errors are

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determined by the teachers, it makes them think about the skills they used, and thereby designing a better one which will help curtail the errors in the classroom. More so, a second thought is given to the syllabus that is used to teach. If they realize that there is an inadequacy of the syllabus, they put measures in place to eradicate the error identified.

Errors enable the teacher to decide whether he must devote more time to the item he has been working on. Sometimes, when some errors are captured by teachers in the classroom, they feel that they have not utilize enough time in teaching that is the most reason the errors are being committed by the learners. When it happens so, teachers put in more effort to spend more time with the learners to detect more and put a stop to them.

Errors provide the information for designing a remedial syllabus or program of re teaching

Mostly, when teachers realize that a concept is not grasped well during the time of teaching, some teachers re schedule time and re teach what has been taught first to the understanding capacity of the learners.

Errors help learners to learn from them.

Sometimes, learners learn from the errors they commit especially when the errors are committed by the learners and it is been corrected immediately , it sticks to the memory of the earner. But when the error is just identified without deriving means to stop committing them, it becomes rampant in the class.

It is no fallacy that the points identify by this scholar does not achieve all these. Mostly, when a teacher teaches and the students are committing certain errors, he himself will know that they have not grasp the concept he has taught. Also, teachers who are skillful, quickly design programs to cater for the error identifies. Finally, a teacher whose

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students are not performing to the expectation shall be consider as a poor teacher. Therefore, when they realize that the learners are not competent in the use of the language, they extend the time they use in teaching to cater for the error.

2.1.2 Studies on Grammatical and Lexical Errors

Kim (1988), in a study to investigate grammatical errors in English with reference to verb tense, mood, and voice, found out that mood were most frequently committed errors followed by errors in voice and tense. This study was conducted among 120 Korean EFL (English as a Foreign Language) students who were asked to translate Korean sentences to English. Kim noted that most of the errors originated from overgeneralization (intralingual), while L1 transfer and simplification were the least. Again, Kim (2001) conducted a study to examine the sources and nature of learners' errors among 30 Korean college freshmen who were registered for TOEIC (Test of English for International Communication) class. Kim found that most of the learners' errors were grammatical: verb tenses, prepositions, articles, plural/singular agreement, adjectives, and conjunctions. He then classified the errors into their sources and realized that the errors were both intralingual and interlingual. The study also showed that most of the learners' errors were intralingual and that only a few cases could be attributed to L1 interference (interlingual). Another study worthy of reviewing in this research is the work of Bataineh (2005). Bataineh, in a study to identify the kinds of errors committed by Jordanian first, second, third-, and fourth-year minority EFL students, identified nine types of errors in relation to the use of the indefinite articles. This is a grammatical error study. The nine types of errors identified were deletion of the indefinite article, writing a as part of the noun/adjective following it, substitution of the indefinite for the definite article, and substitution of the definite for the indefinite article. Others were substitution

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of a for an, use of the indefinite article with unmarked plurals, use of the indefinite article with marked plurals, use of the indefinite article with uncountable nouns, and use of the indefinite article with adjectives. Similar intralingual grammatical errors in L2 learners' writings are found in studies by Ghadessey (1980), Sattayatham and Honsa (2007), Collins (2007), and Ahmadvand (2008). Besides the above studies, other research works in error studies have shown that L2 writers employ their L1 skills in their writing. They adopt L1 composing strategies to compensate for possible deficiencies in their L2 proficiency and as a tool to facilitate their writing process (Karim & Nassaji, 2013). For instance, Kubota (1998) in a study among Japanese ESL students found that L2 students used similar patterns from L1 in their essay writings. He found that L2 writers transfer organization and rhetorical patterns from the L1. Similarly, Kim (2002) and Maniam (2010) have also identified that there is frequency of occurrence of grammar transference in the L1 to the L2.

In the same instance, Barto, Nicol, J. Witzel, and N. Witzel (2009) discovered in a study of Spanish students learning English that transferability of native language grammar and structure exists when acquiring a second language (English). It is also realized that there is L1 lexical interference in L2 writing concerning collocation, plural words, general-meaning, and literal word translation (Nattama, 2002). These research works have been supported by Hung (2000) in a study of Thai ESL (English as a Second Language) students. He found that written English assignments of students were influenced by their L1 grammar structures which include subject-verb agreement, auxiliaries, noun, determiners, and clause/sentence structure. In another development, Yin and Ung (2001), in a study of Bahasa Melayu EFL students with low language proficiency in English, identified that about fifty percent (50%) of the errors committed by the students have their source from their L1. The researchers used 50 written essays

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and analyzed, described, and explained the cross-linguistic influence of these students. The study also determined how the native language or mother tongue influences the students' acquisition of English. The analysis indicated that lack of proficiency in English made the students rely heavily on their L1. The study noted that approximation, coined words and slang, language switch, medium transfer, inappropriate use of tenses, omission of articles, omission or wrong usage of articles, adjective morphology errors, prefabricated patterns, and literal translation were some of the L1 interference errors. These errors are both grammatical and lexical. A Ghanaian study crucial to the current study is the work of Owu-Ewie and Lomotey (2016) on L1 interference in the L2 writing of Akan Junior High School Students. Data were collected by the use of documents (students' written essays). The researcher used content analysis approach to analyze 90 written essays of the students to find out the writing errors of students in their essays having to do with L1 interference. The study found both grammatical and lexical errors which include transliteration, omissions, wrong word use, L1 induced spelling errors, and wrong pronoun uses. It was also identified that transliteration and omission errors were the most frequently committed L1 interference errors in the writings of Akan speakers learning English in the Junior High School. The study noted that some grammatical and lexical errors in students' L2 writing emanated from their L1. Similar studies have indicated that L1 lexical and grammatical structures are transferred to L2 writing of students (LIU, Sung, & Chien, 1998; Fang, 1999; CHEN, 2000; Sauter, 2001; Lee, 2001; ZHANG, 2007; Koosha & Jafarpour, 2006). In addition to these, other studies conducted in Ghanaian universities indicated that grammatical and lexical errors do exist in students' writing (Dako, 1997; Gogovi, 1997; Gbeze, 1997; Awuah-Boateng, 1998; Edu-Boandoh, 1997; Mahama, 2012; Mireku-Gyimah, 2008; 2014). These studies noted the following as grammatical and lexical errors

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university students make in their L2 writings: concord errors, wrong register, wrong tense, wrong word use, wrong collocation, ambiguity, punctuation errors, and wrong idiomatic expression use. Though these studies do exist, it is crucial to look at errors among students who are a step below the university level which lays the foundation for university education. A study of grammatical and lexical errors at the SHS level has implications for the laying of a solid foundation for good writing before the students are enrolled in tertiary institutions.

2.1.2.1 Approaches to Error Studies

There are four approaches to the study of errors. These are Contrastive Analysis Hypothesis (CAH) which is the traditional approach; Error Analysis (EA); the contemporary approach, Interlanguage Analysis (IA), and Contrastive Rhetoric (CR) as the modern approaches (Latiff & Bakar, 2007). Contrastive Analysis Hypothesis (CAH) is the study and comparison of any two languages (Lado, 1957). CA holds the view that the structure of the first language affects the acquisition of the second language (Lado, 1957 cited in Brown, 2000). Contrastive Analysis, which is the primary approach to the study of L1 interference, focuses on the comparison of the linguistic systems of two languages, especially the sound and grammar systems of L1 and L2 to find solutions to L2 instruction problems (Richards & Schmidt, 2002). On the other hand, Contrastive Rhetoric is the study of how a person's first language and culture influence the person's writing in a second language (Kaplan, 1966). The term was first coined by the American applied linguist Robert Kaplan in 1966 and widely expanded from 1996 by applied linguist Ulla Connor (Connor, 1996).

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Interlanguage is the type of language produced by second language learners in the process of learning a target language (Latiff & Bakar, 2007). The term refers to interim grammars constructed by second language learners on their way to achieving proficiency in the target language (McLaughlin, 1987). According to McLaughlin, interlanguage can mean two things: the learner's system at a single point in time in learning the L2 and the range of interlocking systems that characterizes the development of learners L2 over time. Error Analysis (EA) as an approach to error studies however is used to demonstrate that the errors L2 learners make are not always due to the learners' native language but due to other complex factors.

Ellis (2005) viewed Error Analysis as being based on emergence of Interlanguage theory, which is known to be used to explain effectively the errors committed in second language acquisition processes. The model holds the view that factors like communicative strategies and the quality of second language instruction result in L2 errors (Hashim, 1992).

According to Corder (1975), error analysis is reserved for the study of erroneous utterances produced by learners of a language. Keshavars (1997) suggested that there are two branches of error analysis: theoretical and applied. According to Keshavars, theoretical error analysis is concerned with process and strategies of second language learning and the similarities with first language acquisition. Applied error analysis, on the other hand, deals with organizing remedial courses and devising appropriate materials and teaching strategies based on the findings of theoretical error analysis. In this study, theoretical Error Analysis is more relevant and is therefore used. Though Error Analysis has some limitations (Dulay, Burt, & Krashen, 1982; James, 1998; Schachter & Celce-Murcia, 1977), it has added a layer to the analysis and classification of L2 learners' errors.

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2.1.2.1.1 Omission Errors

Omission is any process whereby sounds or words are left out of spoken words or phrase deletion. In writing or speaking we drop a word or words that are needed for grammatical completeness, but they will understand when they are left out. Ensuring clarity calls for knowing when and when not to withhold words. Learners normally omit words like silent letters **(behin** as in **behind, lisen** as in **listen**) and double letters **(speling** as in **spelling**, **hapy** as in **happy**).

2.1.2.1.2 Addition or Insertion Errors

Insertion is where the speller adds an additional letter when writing a word. Learners sometimes take a word that has a double letter elsewhere, and add an extra double letter.

Example**; tommorrow** for **tomorrow**, **committment** for **commitment, begginning** for **beginning.**

Others also like**: untill** for **until, threshhold** for **threshold, learnning** for **learning, proviades** for **provides**.

2.1.2.1.3 The error in learning a foreign language

Research indicates that, the error in the context of learning a language is inevitable, but that it must also be seen as evidence of the process that the learner is facing.

Language learning, like any kind of human learning, involves committing errors. In the past, language teachers considered errors committed by their students as something undesirable which they diligently sought to prevent from occurring. However, researchers in the field of applied linguistics came to view errors as evidence for a creative process in language learning in which learners employ hypothesis testing and various strategies in learning a second language (p. 75). Regarding the evolution of error, Garcia (2014) explains that in the mid-40th century the instruction of foreign

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languages that avoid errors is proposed, considering in its beginnings the error as "something bad that should be avoided at all costs and that can be predicted comparing the student's mother tongue systems and the second language he is learning to predict the structures in which errors will arise" (p.3).

According to James (2013), the error, as well as the language, is specific to the human being who is not only sapient but also errant. To error is only human, animals and objects do not make mistakes. For James there is nothing more specifically human than error in language. James (2013) describes the errors according to the modality, medium and level. As for the modality, an error can occur at the level of the reception or production or the language, the medium is divided into oral or written and finally the level where the error occurs, which can be a text level (Lexicon and grammar), substance (phonological errors) and discourse (coherence).

From a perspective, Marin (2013) opts for a description of errors according to the linguistic category, thus taking into account the linguistic category affected by the error and the errors are described according to the level of the language to which the error affects (phonology, semantics, grammar, morphology, syntax, text or discursive), class and system.

2.1.2.1.4 Assessment, Test and Evaluation

Bridley (1989) refers to assessment as a variety of ways of collecting information on learner's language learning ability. He further asserts that assessment affects decisions about grades, placement, advancement, instructional needs and curriculum. He identifies summative and formative assessment. In teaching and learning, everything is based on assessment and noticing an error in a classroom. There are no other means

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through which teachers can know the weakness and the ability of their students without assessing them.

Owu- Ewie (2019) considers an assessment as the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand and can do with their knowledge because of their educational experiences. He further identify educational assessment as a process of documenting, usually in a measurable terms knowledge, skills, attitudes and believes of the learners. To determine the errors of students, no teacher can do without assessment. It is the assessment that will reveal the knowledge, skills, attitudes and believes of the students. In language learning, every teacher will use various assessment methods to check everything related to the language and lexical and grammatical errors that are the focus of this research are not exempted.

2.1.2.1.4 Forms of Assessment

Earl(2006) notifies three forms of assessment. Assessment of learning, assessment for learning and assessment as learning. He further expatiates assessment of learning as an assessment of what has been learned. It involves summative assessment which involves quizzes, final exams, report writing and assignments and group work**. I**t is indeed true that when teachers want to identify the knowledge level of his students, he gives summative assessment to be sure of what he taught. Although, it is used to check the progress of students learning, it will be very hard to use to check the errors of students regularly because it is always done at the end of every semester or terms.

The same scholar expresses himself about assessment for learning. Assessment of learning involves teachers using evidence about students' knowledge, understanding

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and skills to inform their teaching. Earl (2006) further says that, it usually occurs throughout the teaching and learning process to clarify students learning and understanding and the emphasis is on how students learning can be improved. This is the right form of assessment that is good for identifying the errors students commit because it happens alongside the teaching and learning so the facilitator can have his tie and detect the problems of his teachers. If it happens this way, the teacher adopts strategies to cater for the needs of the students through the use of other teaching and learning strategies. In relation to this research which is an error analysis, the right assessment form to use to curtail this problem is to use an assessment for learning.

Finally, the earlier researcher explains an assessment as learning too. Assessment as learning involves a situation where learners learn about themselves and become aware of how they learn (knowledge of one's own thought processes)(Earl, 2006). Although, this form of assessment helps students to know themselves more about their learning, it is not a good method that a teacher can utilize to determine the errors students commit but just something that helps the learners to learn more.

2.1.2.1.4 Test

Test is a procedure used to elicit certain behavior from which one can make inferences about certain characteristics of an individual. It is a measurement instrument designed to elicit a specific sample of an individual's behavior. Test are often either used for pedagogical purposes or as a means of motivating students to study or as a means of reviewing material taught. It is a formal systematic (usually pen and paper) procedure used to gather information about students' behavior.

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2.1.3 Definition of spellings

The concept of spelling has been defined differently by various researchers over the years.

Puspandari (2017) defines spelling as a process of representing the spoken language in written form that consists of a sequence of letters composed to form words in their generally accepted usage. Someone will try to compose words that do not make a meaning or one acceptable in anyway. Perveen and Akram (2014) define spelling as a method for writing words in their correct and accepted forms. In other words, it is a process of assembling the letters of a given language in accordance with their correct sequence according to the official orthographical rules of that language otherwise; it would be viewed as a spelling error.

Ahmed (2017) views spelling as a linguistic method that deals with phonemic orthography. In other words, spelling is the process of word formation by representing the oral language by using the conventional, accepted individual letters according to the rules of that particular language. Mpiti (2012) defines spelling as a process that encompasses a number of skills: phonological, morphological, syntax and semantic knowledge, as well as the ability to formulate words based on visual memory along with applying the orthographic rules.

Based on the following definitions, the researcher saw that learning to spell words correctly is considered an important activity for several reasons. One is this precise spelling makes the reader understand what is written, so that the message is clear and more when it is a second language. One need constant practicing and more reading in order to polish one's spelling skill. Therefore, a student must have good spelling proficiency to convey the written message without being distracted.

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Researchers base their focus on accepted usage of words…. and skills. Before one can master the writing system of the language, it involves the ability to spell well. One can also read correctly if one spells correctly. Spelling is a complex written language skill which requires a learner to possess a number of language abilities including phonological, morphological, visual memory skills, semantic relationships as well as adequate knowledge of spelling rule (Staden, 2010). Learners of Obakrowa find it difficult to put letters together to form words correctly and due to these they cannot spell pronounce words correctly as well.

A clear communication of a written message and social expectation are contributed by good spelling. Spelling is also an important part and complex skill in writing. Wide range of knowledge are drawn on English Language requires spelling by learners.

The knowledge includes:

- Phonological knowledge refers to knowledge about the sounds in language. It is an important part of learning to write (and read). As part of learning to spell, students need to develop phonological awareness, that is, the ability to hear, identify, and manipulate syllables, rhymes and individual sounds (phonemes) in spoken words. In order to spell words, students use this phonological knowledge to segment each word into smaller units, such as syllables, phonemes or onset and rime, and accurately match these to appropriate letters or letter combinations (graphemes). Another important part of phonological knowledge development is the ability to understand that sentences comprise words, and to hear and identify the separate words in sentences (Westwood, 2014).

Learners should be encouraged to break words into syllables before pronouncing. This makes learners to develop the interest in reading and spelling.

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- Orthographical knowledge is the awareness of the symbols (letters or groups of letters) used to represent the individual sounds of spoken language in written form. To spell fluently, students also need to know the rules about how written letters are arranged in English. Beginning writers will need to understand the alphabetic principle, that is, that spoken language can be recorded in written language by using alphabet letters (graphemes).

Graphemes comprise one or more letters:

- Single letter graphemes: e as in eat, t as in tip or tea
- Trigraph: three different letters representing a phoneme, ove as in above, uct as in obstruct.
- Consonant clusters, sn as in snow, snail, tri as in trial, trimming, triangle
- Double letter grapheme, oo as in took, moon, ee as in teeth, meet
- Double consonant graphemes, tt as in little, bottle, pp as in pepper, ll, as in spell, tell

Morphemes are the smallest parts of words that carry meaning. Morphemic knowledge involves understanding how morphemes can be used to form words. The spelling of longer words requires students to identify and put together the necessary morphemes. There are two types of morphemes – free morphemes and bound morphemes. Free morphemes are those that can stand alone as separate words (play as in playing, friend as in unfriendly). (Westwood,2014)

Bound morphemes are not words themselves and cannot occur independently. When added to words, bound morphemes can change the meaning of words or create new words.

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Bound morphemes include prefixes (e.g**., re-, dis- trans**-) which are added to the beginning of words and suffixes (e.g**. -able, -les, -ly**) which are added to the end of words prefixes; as in respond, disagree, transfer, and suffixes as in dependable, handles, slowly (Westwood,2014).

The students of Obakrowa find it difficult on where and when to place a prefix or suffix so they interchange their positions. In doing this affects their spellings and pronunciations and to a large extent affect their communication. Communication can be hindered by poor and careless spelling. Thoughts of people can be turned into clear written messages by the help of proper spelling. Precision is important for communication, especially for the person who is receiving the information, while it is highly significant for the person who wishes to construct the communication (Banfi et al., 2017). Communication can be precise if spelling is right and also gives the right understanding.

Being precise in spellings may be based on accuracy and stability. Accuracy refers to the correct spelling of words or the attempts made by a person to spell a word. Spelling system becomes internalized effectively to change or reform by the speaker's language. Listening, reading and writing abilities affects the errors in spelling and pronunciation. It will not be useful to learners if spelling knowledge and strategies are taught in isolation. Unfamiliar words can be taught using the spelling knowledge and strategies. How to learn spelling may take time but with the gradual process of the teacher, the learner can (Rossi, 2018).

From the above points made one can say that the learner's spelling system could be improved through effective and regular process. Some learners are not able to spell or pronounce some words based on how they listen, read and write. Teachers have upper

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hands-on spelling knowledge and strategies when it comes to unfamiliar words. As such teachers can use their spelling knowledge and strategies in a gradual process to help learners. In the process, teachers should use syllabification method (I.e. breaking down the words) in teaching them. Burgos (1976), expresses that although the teaching of the spelling of the foreign language (L2) is not usually an objective in itself, but is associated with the study of phonetics, written composition and the development of oral composition, however, should not be underestimated and excluded as a specific task in the language class. Most of the teachers of the second language (L2), especially English, have been able to verify that despite the constant methodological innovations, the orthographic performance of the students is not satisfactory. The teaching of foreign languages, concerned with developing students' oral communication, sometimes neglects written activities, especially aspects such as spelling, which, because it is interrelated with other skills, is relegated to a secondary place and in many times, it is omitted as a programmatic subject; the same phenomenon has occurred in the mother tongue didactics.

There are several reasons that explain this indifference:

a) The emphasis on the didactic activity of a second language (L2), focuses on oral comprehension and expression.

b) Spelling is denied intrinsic value and considered as a functional knowledge at the service of written expression and other skills

c) The change of attitude of teachers that does not give value formative, but as a mere index of the subject's cultural level, etc.

Although most authors do not consider it as a subject basic curriculum, there is no lack of reasons in favour of a didactic of foreign language spelling problems, especially

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when non-phonemic languages are taught, as is the case with English or French, for example. As Jean Simon (1968) has indicated, the apparent simplicity of spelling teaching, the ease with which their acquisitions are controlled, the illusion of culture that gives a dogmatic and intangible knowledge have been, among others, the factors that they attribute their important place in teaching. The author, in his grammar, highlights his cultural assessment by which he questions the quality or cultural level of the person who commits mistakes, since social coexistence requires writing correctly and disqualifies anyone who does not submit to that discipline.

Therefore, it is evident that the first language teacher (L1) considers the need to teach the spelling of the foreign language systematically in the face of the general tendency to teach it occasionally; that is to say, a programming of the learning of the spelling of the L2 is required, throughout all the primary and secondary education.

2.1.3.1 Differences between British and American spellings

Students find it difficult to differentiate between British and American spelling. This makes learners not to be able to spell and pronounce correctly. In spelling differences, we can follow three rules;

Table 1: In U.K. most words ending with -our- whereas in U.S.A. are spelt without -u-

British English spelling	American English spelling
Behaviour	Behavior
Colour	Color
Favour	Favor
Contour	Contor
Neighbour	Neighbor

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Table 2: Most words ending with -er- in British, but in American are spelt with -er-

British	American
Centre	Center
Fibre	Fiber
Litre	Liter
Parametre	Parameter
Cabre	Caber

Table 3: British English verbs ending with -ise- whereas ending with -ize- in American

British	American
Characterise	Characterize
Specialyse	Specialize
Analyse	Analyze
Catalyse	Catalyze
Organise	Organize

Zahia Figuigue (2019 & 2021) stated the above being the difficulties of spelling. The students of Obakrowa face same problems. The students mix the American spelling with the British spelling in their writing since they cannot differentiate between them.

2.1.3.2English Spelling Definition

According to Oxford University (2008) as cited by Figuigui (2021), spelling is the way or the process of writing words. English Spelling is the combination of letters to form a written word, linguistically; it is process of correct writing with the appropriate letters.

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However, it is considered as a standard language. Spelling is the person ability to spell words in correct way by using the acceptable letters.

Furthermore, English Spelling is the easier complex method of writing in which it is difficult and easier in the same time according the person ability.

2.1.3.3 Spelling Rules

The principles and guidelines which helps the learner to spell words accurately is spelling rule. Most English words are not spelt as they are pronounced and the rules that are followed by most English users. It makes the person writes in orderly manner. There are some rules which one can easily learn to remember the spellings. Knowing spelling is very important because:

- It enables effective communication.
- Spelling helps in reading.
- It helps in understanding the relation between the sounds and the words.
- It helps in effective writing.
- Spelling helps in maintaining a good impression.

Learners can highly experience about pronunciation if they are motivated positively. Learner should be encouraged to speak English both outside and inside of the classroom to learn the structure of those interactions by the teacher. When learners are exposed and motivated, they will participate during class lesson for good results in pronunciation of words.

2.1.4 Grammar

English grammar "the internalized system that native speakers of a language share" (in Hartwell: 1987: p.349). This definition allows grammar to take on several forms beyond the linguistic and formal writing processes. The Oxford American Dictionary, for

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example, defines grammar as: "the study of words and the rule for their formation and their relationships to each other in sentences; the rules themselves; speech or writing judged as good or bad according to these rules" (1980:282). Students' difficulties have in differentiating between the British and American English, they find it difficult to construct sentences. They use the tenses interchangeably; they use prepositions and present perfect tense. One of the major conflicts here is subject - verb agreement. Students find it very difficult knowing how a singular subject agrees with its corresponding verb and vice versa.

2.1.5.4 Correlation between spelling and pronunciation

English spelling is almost divorced from its pronunciation and there is no perfect guide how to learn the pronunciation of the words. The letters of alphabet used are always inadequate to represent the sounds. English alphabet contains only 26 letters but the sounds 44. IPA symbols are needed to understand the intelligibility of the pronunciation and the spelling-design.

For learners, one of the reasons that are very important for learning English language is the relationship between spelling and pronunciation, because they are closely connected to each other. Both spelling and pronunciation have a complicated connection between and the connection is often inconsistent (Sevindj, Mahmdova, Narmin, Baba-Zade et al, 2017).

Crystal (2012, p.13) describes the nature of the spelling problem in yet another way: "English spelling is difficult, but it is not as chaotic as is often claimed. An explanatory perspective can make the learning of spelling easier." He adds that it is learnable but it takes a learner a few years to be in control of the spelling system.

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Jerome K. Jerome says, “English spelling would seem to have been designed chiefly as a disguise for pronunciation.” Pronunciation changes in due course in all languages for some reasons, but spellings may resist change. Learners of English language should understand that words from other language may be adopted without being adapted to the spelling system and different meanings of a word or homophones may be deliberately spelled in different ways. The letters of alphabet used are always inadequate to represent the sounds of the English language. For example, the letter ’a’ makes many different sounds, such as ‘mat, lane, calm, any, tall, and, watch’. So, it needs special notations, that is, IPA symbols to understand the intelligibility of the pronunciation and the spelling-designed of the English words. English spelling is irregular as there is no one – to – one correspondence between sounds and letters. (Lin 2014) cited in (Gilakjani, 2011; Jahan, 2011): Precisely speaking, great pronunciation competence in English is able to make others understand easily; however, English pronunciation lesser to basic level augments the misinterpretation among conversations with others.

2.2 Stress, Intonation and Rhythm

Stress, intonation and rhythm are affected by intelligibility. They are supra-segmental features. They are an important element in English spelling. Intonation has its sound parts; stress is complex concept and need time and rhythm is the movement in speech which marked by stress. Stress, intonation and rhythm affect the pronunciation, Figuigui (2020).

2.2.1 The Mother Tongue Influence

The incorrect pronunciation of English words is influenced on the sounds, intonation and stress of the second language. Learners may not be able to perceive or even produce

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the sound because the learner's pronunciation of the sound language (English) is influenced by the sound system of the (native language) (Figuigui, 2020).

2.2.2 The L1 Influence

There is vast inconsistency between English orthography and sound. In contrast to this is that most Ghanaian L1 languages, if not all, display a good deal of correspondence between the graphic representation and the spoken language. I provide here some examples from Ewe for illustration. Most words in these languages are pronounced on the basis of their spelling.

The examples from Ewe are:

Nufiala "teacher"

Awu "dress"

Nududu "food"

AfƆ "leg"

Gatsi "spoon"

In general, their words are not pronounced the way they are spelt. In Ghana (and in many Outer Circle countries) this situation has influenced the pronunciation of English words.

The aim of this paper has been to use an aspect of Ghanaian English pronunciation, spelling and pronunciation, to demonstrate that it is the very nature of language (in this particular instance, English) to adapt itself to the varying socio-cultural and linguistic needs of its users. Spelling pronunciation is pervasive in the English spoken by educated Ghanaians and this is largely influenced by two inseparable factors: the inconsistent relationship between English orthography and sound, and the converse situation in our L1 languages which the majority of Ghanaians first acquire.

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2.3 Prefixes and Suffixes

They are sets of letters that are added to the beginning or the end of another word to create new words with different meaning and most of time prefixes and suffixes make the contrast of the word. Prefix is an element takes place at the beginning of the words whereas suffix is one letter or more that is added at the end of the word.

Example

Table 4: Examples of prefixes and suffixes

Prefix	**Suffix**
Obedient--- disobedient	Disadvantage---disadvantageous
Legal—illegal	Faith—faithful
Adequate--- inadequate	Remark—remarkable
Consciously—unconsciously	High—highly
Correct--- incorrect	Converse--- conversation
Management—mismanagement	Relation--- relationship Product---- production
Comfortable—uncomfortable	Listen--- listening

Silent Letters

Silent letters make the spelling of words different from their pronunciation and is a cause a problem for both English learners and native speakers. It changes the pronunciation of the words and makes a big difference to the meaning of the word.

Examples:

Silent b: subtle, aplomb, bomb, coulomb, womb, limb, jamb

Silent d: grandson, ledge, sandwich, knowledge, handbag

Silent k: knuckle, knit, knowledge, knife, knot

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Silent l: chalk, balm, walk, cold, cold

Silent n: hymn, government, limn, column

2.3.1 Consonant doubling

Another error committed by students are caused by double consonants. Students face these challenges in aspect of English spelling.

Example:

ff: difficult, different, differ, jiffy, muffin

tt: bottle, little, written, kittle, committee, letter

pp: pepper, appeal, stopped, appointed, dropped

nn: annex, tunnel, connect

rr: current, currant, correct, error

ll: doll, tell, sell, bell, spell

ss: dress, bossy, class, dress, address, press

zz: dizzy, frizzy, quizzes, grizzly

mm: committee, dimmest, gimmick, command

cc: according, occur,

2.3.2 Homophones, Homonyms and Homographs:

Homonyms, homographs and homophones are a category of words that can be confusing because of 3 things: spelling, pronunciation and meaning.

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Homophone is a word that is pronounced the same as another word but differs in meaning.

-phone means sound. It may also differ in spelling. **Homograph** are two words that are spelt the same with the same sound, but they have different meaning. The word **"homo**" which means the **same,** and the suffix **-graph** which means **written**, for example, pen is a holiday area for animals and writing instrument. It has characteristics of both homophones and homographs**. Homographs** are words that are spelt the same as indicated by the suffix graph which means writing. For example, tear and tear means drops of water from the eyes or to trip paper into pieces. Homonym refers to both homophones and homographs, the suffix **-nym** means **name**. So, homophone has the same pronunciation, homograph has the same spelling and homonym has both the same spelling and pronunciation. (Oxford University Press, 2008)

Examples of homonyms:

Exceed/ Accede: Exceed to go beyond or surpass

Accede to agree or to give in.

Eye/ Aye/ I: Eye is the organ of sight.

Aye means yes.

I is the subject pronoun for the speaker

Been / Bin: Been is the past participle of the verb be.

Bin is a container.

Cede/ Seed: Cede means to give up something.

Seed is a plant's reproductive unit.

Dear/ Deer: Dear means beloved or expensive.

Deer is a type of mammal.

All ready/ Already: All ready means everything is prepared.

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Already means by this time or before.

Examples of homophone:

Not/ knot: I'm not sure of what you mean.

There was a knot on the rope.

Ring/ wring: Can you ring the bell, please?

Don't wring your hands- it won't help.

Week/ weak: I work five days in a week.

The child is too weak to stand up.

Flower/ Flour: I bought some flowers for the table.

There is a sack of flour in the pantry.

Meat/ meat: I don't eat meat because I'm a vegetarian**.**

The meat smells bad.

Wood/ wood: He was chopping wood.

This table is made up of wood.

Die/ die: The die is cast.

I'm going to die if I don't get some sleep soon.

Arrive/ arrive: When will you arrive?

The train arrived on time.

With the study at Obakrowa J.H.S, learners find it very difficult to differentiate between the homophones and homonyms. When writing in their scripts, most of these errors are common.

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Table 5: Common homophone and homonym errors in students' scripts

	Phonetic Symbol	Key Words		Phonetic Symbols	Key Words
1	İ:	Feel, Seal, meal	1	eɪ	Clay, tale, male
2	I	Pill, mill, sill	2	aɪ	Eye, die, might
3	E	Pet, net, yet	3	əʊ	Toe, coal, go
4	æ	Cat, that, lad	4	aʊ	Awl, cow, now
5	**ɑ:**	Card, palm, calm	5	ɔɪ	Oil, boy, coil
6	ɔ:	Thought, torn, born	6	Iə	Year, tear, bear
7	ʊ	Full, hood, took	7	eə	Fair, mare, care
8	u:	Cool, fool, tool	8	ʊə	Pour, sure, core
9	ʌ	Sun, bud, cat			
10	3:	Bird, shirt, girl			
11	ə	Ago,			

2.4 Diglossia

Bearing in mind the alternative explanation of non-standard (colloquial, vernacular) Pronunciation at home as a major influence on phonological processing. Diglossia or the use of two forms of a language in a single community is widespread. Difference between the non-standard form used for everyday conversation, and the standard form used formal occasion and writing often extend to phonology as well as grammar and vocabulary. Families are routinely exposed to the colloquial non-standard form during conversation at home because of social setting determines the form their parents use. If early spellings are speech based, exposure to non-standard phonology should influence

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the kind of errors learners make. Optimal reading and spelling development depends on phonological awareness which is the ability to identify and manipulate phonological units (Syllables, onset-rimes, phonemes) in spoken language. Caravolas, Hulme & Snowling (2001). Most of the are from different homes with different language, and they speak two or more languages and they commit a whole lot of errors in the target language.

2.5 Pure Vowels and Diphthongs

Table 6: Pure vowels and diphthongs

PURE VOWELS			DIPHTHONGS		
S. No.	**Phonetic Symbol**	**Key Words**	**S. No.**	**Phonetic Symbol**	**Key Words**
1	P	Pick, pin, pen	9	s	Sell, sin, set
2	B	Ball, ban, bed	10	z	Zip, zero, zeal
3	t	Tail, tea, tap	11	ʃ	Shine, shape, shirt
4	d	Day, die, dot	12	ʒ	Treasure, mission
5	K	Cane, cat, king	13	m	More, move, mouth
6	g	Got, good, gave	14	n	Never, new, knot
7	tʃ	Child, church, chest	15	ŋ	Song, among, long
8	dʒ	Jump, joke, gin	16	h	Him, hill, heal

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2.5.1 Consonants

Table 7: Consonants

17	F	First, fine, fit	21	l	Learn, leg, lip
18	v	Van, vain, vice	22	r	Rose, read, ring
19	Θ	Three, thin, that	23	w	Wind, wet, will
20	ð	The, then, they	24	j	Yeah, yet, young

Vowels and Consonants: The letters are of two kinds, vowels and consonant. The letters are;

- **a, e, i, o, u** are vowels. These vowel-letters can make many different sounds
- **'a'** sounds as: mat- / **mæt/** tall- /**tɔ:l/** watch- **/wɒʧ/** any- /'**eni/**
- **'e'** sounds as: pretty- **/prɪtɪ/** her-/**hər**/ clerk- **/klɑ:k/** met-/ **met**/
- **'i'** sounds as: mind-/ **maɪnd/** sit-/**sɪt/** police-/**pɔll:s/**
- **'o'** sounds as: woman-/**wʊmən/** women-/**wɪmɪn/** money-/**mʌni**/ rot-/**rɒt/**
- **'u'** sounds as: but- **/bʌt/** bush-/**bʊʃ/** truth-/**tru:θ/**

Rao (2018) advises that, for learner to spell and pronounce correctly, he suggests the following to be noticed by teachers:

- Students should be given more exercises in English spelling in order to be familiar
- with the words of confused or miss-spelt.
- Students should know how to spell the irregular spelling patterns of the words.
- The words borrowed from other languages continue to be spelt according to the 'foreign' spelling rules.

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- To learn a word in English, focus should be first on how to pronounce it_ and then only learn how to spell it.
- To speak English well, one should learn and practice the needed vocabulary, a pleasant accent, and good grammar.
- The learner should learn words with their possible prefixes and suffixes.
- The learners should be able to distinguish between vowel and consonant letters.
- The learners should be able to identify how syllables a word has.

Based on my study I will encourage my students to make use of the dictionary and regular reading to improve upon their spelling and pronunciation. Learners should read any reading material they come across to on their way to improve upon their spelling and pronunciation. Language is a system of interaction that relies on the use of sound symbols in the expression of meaning, ideas or thoughts (Yule, 2017). Proper use of language in communication must be dominant in the classroom of English language, if effective learning has to take place.

2.6 Related Studies

Some of the researches on this study are:

Hassan (2015), researched on Pronunciation Problems in his case study of language students at Sudan University. He used qualitative descriptive research and used observations, recording and structured questionnaire as his instruments for collecting the data. Findings of his research revealed that, Sudanese students of English whose background is Sudanese spoken Arabic had problems with pronunciation of English vowels than that of pronunciation addition of the consonant sound contrast. Student of Obakrowa based on the background they normally add vowels **brooad** as in **broad,**

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piicking as in picking and consonant: **writting** as in **writing**, **trainning** as in **training.** These affects their spelling and pronunciation**.**

Bosiwah and Dadzie (2015) used qualitative and quantitative research, 20 students, questionnaire, interview and observation on the topic "Spelling Errors Among Students in the Cape Coast Metropolis". Some of the findings are: L1 interference, false analogy, exposure, lack of interest in reading wide among students, ignorance and carelessness. She further gave some suggestions as how to overcome the problems. They are;

1. Students should learn spelling rules to master them.
2. Students must develop the habit of reading extensively novels, story books to improve their vocabulary and spelling abilities.
3. The minister of education should support and see to organization of more spelling drills "bee" context each year.

The above study's findings (L1 interference), some of instrument(questionnaire) and the population sample (20) students are related to the current study.

Benyo (2014) researched on the topic "English Spelling Pronunciation Among Student at the University of Dongola" Sudan University teachers. 200 first year students in 2013_2014 academic year comprising 100 students from the Faculty of Arts and 100 students from the Faculty of Education all at Dongola University. He used English spelling test for data collection because, English spelling test practically help students in this situation to recognize English sound and to write. The researcher did pre-test with the students without explaining spelling rules or English sounds. He later took the learners through spelling rules, that is difference between **(ie** and **ei)**, doubling a final consonant, dropping a final **(e)** and difference between British and American spellings.

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Findings from the research is, vowel errors are the major area of difficulties among students of Dongola. He further gotten solutions to their problems as:

Flash cards, cassettes, wall charts and handwritings should be designed to accompany first year syllabus (spine 4).

Much concern should be on teaching of vocabulary because it is an essential element in language teaching.

Afrifa-Yamoah, Kyei, Adubofour and Sarpong (2021) the research was on Challenges Students Encounter in their Study of Pronunciation in Osei Kyeretwie Senior High School. They used 50 final year students and 25 teachers randomly selected. The data analysis used was descriptive, recordings from learners' responses were collected as well as questionnaire with teachers. Pronunciation is a serious challenge that students encounter in studying English as second language. Some of their findings are: mother tongue influence, stress and intonation, exposure, age, and phonetic capability. Though the research was taken among Osei Kyeretwei Senior High School, the current study is among Obakrowa Junior High School yet they face similar problems as listed earlier as mother tongue influence, stress and intonation and exposure.

Gilakjani (2011) also researched on *A Study on the Situation of Pronunciation Instruction in ESL/EFL Classroom*. He said the serious difficulties faced by learners in ESL/EFL classroom are: lack of necessary tools to teach pronunciation by teachers, influence of sounds and rules of learners' first language on the second language, lack of enough attention to stress, rhythm and intonation. The solutions he gave was; curriculum design, teacher training and academic research and classroom experiment.

Figuigui (2020) researched on English Pronunciation and Spelling: Problems and Difficulties, at Adrar University Students. He used questionnaire as his instrument and

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40 students and 10 teachers from the English Department of Adrar University. Some of the problems he identified are, some learner says spelling is a hard task, not interesting, they lack reading, lack of searching and learning is time wasting. He further said;

It's important to teach English spelling to students, for a good writing to avoid mistakes.

As understanding is important, is much dependent on correct spellings.

Student can write or take notes in class though they mostly research on computer.

Again, committing mistakes and errors are good step for the learner, because when the learner commits spelling mistakes or fail in spelling the teacher gives the right spelling of word without challenging and the learner avoids mistakes in future. Most learners at Obakrowa have similar problems because when learners are asked to take their books to read, they feel bad as a disturbance.

Dhillon (2016) researched on the topic 'Does Mother Tongue Affect the English Pronunciation?' Dhillon, added that the researcher's study is very accurate and good because, mother tongue has been the serious problem of spelling and pronunciation. He used qualitative approach and audio for the data, prepared ten (10) sentences using English vowels and diphthongs in English pronunciation. He asked some students to pronounce in turn-taking as he records their voices. He further suggests that;

Teachers should introduce English phonemes (vowel, consonants and diphthongs), stress to class beginners.

Teachers should repeat the reading or speaking materials to maintain pronunciation.

1. Other researchers to investigate the students' problems in pronouncing English words especially for students with different cultural background. Students of

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Obakrowa are from different cultural background so their pronunciation and spellings differ.

Costa and Reyes (2021), used both qualitative and quantitative approach on the topic 'Use of Spelling as a Determining Factor in Teaching English Grammar'. They used 20 students and asked them to write an argumentative essay between 300 to 350 words without the use of dictionaries for an hour. Mother tongue influence was a problem as well based on the above stated related studies; the current researcher also has similar problems of student's difficulty in spellings and pronunciation. The problems run through no matter the setting of place. Some were outside the country yet the same problems. The current researcher wants to build upon the previous studies to help solve the problems, especially in Obakrowa M/A Basic School.

Roa (2018), asserted that most learners have the problem on differentiating between American and British spelling, vowels and consonant and some letter stringing like **"sc**" pronounced **/sk/ as in scaff, scold, 'c'** sounds as **/ k/ as in car, cap.** The learners of Obakrowa have the same problems which affect their spelling and pronunciation.

AbdAlla and Ali (2020), researched on Challenges of Pronunciation to EFL Learners in spoken English. They used analytical research method by using SPSS program for data, random sample group of 100 tertiary level students at an age range (18_22). They studied English as their specialization and as a foreign language in a formal setting. The study is related to the current study's problem that learners face. There are similar sounds in pronunciation in English language**, /p/** and **/b/, /f/** and **/v/, /s/** and **/z/.** Silent letters in pronunciation and stress positions in isolated words.

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2.7 Framework

The current study is using contrastive analysis to determine the source of spelling and pronunciation difficulties. The contrastive analysis hypothesis (CA), states that where the first language and the target language are similar, learners will generally acquire structures with ease, and where they are different, learners will have difficulty. Contrastive analysis was based on the related theory of language transfer: difficulty in second language learning results from transfer of features of the first to the second language. Transfer (also known as interference) was considered the main explanation for learners' errors (Lado, 1957).

The spelling system has a core importance within a language, among other reasons, because it has the character of normalizer and tongue fixative; it is an essential instrument of cohesion and unity of English. Good spelling improves comprehension among readers and writers. Due to the above, spelling proficiency is a highly appreciated skill in communication; a low level of spelling implies a low level of training and culture of an individual, and as such, it is an indicator that is associated with the assessment of their academic, professional and work life (Roa, 2018).

In another sense, Carratalá (1997) points out that the written word is, above all, a visual image, and any alteration of its spelling finds the rejection of the vast majority of literate speople, who, as users of the written language, accept the arbitrariness of spelling precisely because of its collective validity. This author quotes Charles Bally by heart and points out that spelling is not just a form of social pressure; it is, above all, a necessity imposed by the reading eye that, deprived of the musical resources of the living word, 2 demands that each word be presented as an ideographic image. Bearing

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in mind the considerations related to the importance of spelling mentioned in this chapter, specifically the pupils of Obakrowa Basic school in the Ga South Municipal assembly the national and international background on which this research will be based will be presented.

The L1 has more influence on students L2 which has affected their spelling and pronunciation in their academic work as well. The literature further supports how an individual's mother tongue is capable of interfering in the learning of a second language (Brown, 2000).

2.8 Summary

Chapter two comprises the introduction, literature review, definitions of spelling and pronunciation, the home influence on spelling and pronunciation, the correlation between spelling and pronunciation, related studies, framework of the study and the summary of the chapter.

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CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methods used to collect the data beneficial for the study. These methods include the research approach and strategy, the study population, the sampling techniques and sample size, research instruments and data collection procedure, data collection strategy, and the ethical consideration.

3.1 Research Approach

The research approach for the study is qualitative. A qualitative approach is an inquiry process of understanding based on a clear methodological process that uses a social or human problem by building on a complex, holistic picture, analyze words, reports detailed views of informants and conducted in the natural settings (Cresswell, 1998).

3.2 Research Design

The research employs a case study as its design. A case study is an in-depth analysis of one or more events, settings, programs, groups or one or more individuals. The researcher adopts this design because it is restricted by time and activity. It will help the researcher to acquire the data she is expecting from the respondents.

Population of the Study

A population is a group of individuals that have one or more characteristics in common and of an interest to the researcher (Best & Kahn, 2006). The population for this research is the Obakrowa M/A J.H.S students. The target population for the study is the J.H.S 1 and 2 students of Obakrowa M/A J.H.S

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3.3 Sampling Technique

A sample is a small population of the population that seen selected for observation and analysis. Sampling is the act, process or the technique of selecting a suitable size or a representative part of the whole population for the purpose of determining parameters or characteristics of the whole population. In this research, the researcher employs a purposive sampling technique for the study. A purposive sampling is a sampling technique in which elements are chosen based on purpose of the study. The sample is selected because they possess the information the researcher needs (Owu- Ewie, 2017). In this research, the researcher sampled her population from Obakrowa M.A J. H.S in Ga South Municipality. The target populations for the study are form one and two students of Obakrowa M.A J.H.S. The researcher selected this sample based on purpose of the study. In addition, the researcher samples this group as they are prone to completing and if errors are not studied about their studies, they may end up being failures. That is why the researcher selected this population for the study. The total number of student's exercises the researcher sampled are 20. 10 from J.H.S one and another 10 from J.H.S two. In all the samples,six are females and four being males from each classes.

3.4 Data Collection Instrument

To be able to find answers to a problem, one needs to use a scientific means to arrive at a meaningful and acceptable solution. A way of getting to the acceptable solution is to collect empirical data. In qualitative data, the means of collecting data are interview, observation, document (Creswell, 2008). The data collection strategies employed by this research is document.

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3.4.1 Document

Documents are information about an event or phenomena which people have prepared. They are written accounts to describe and occasionally to explain phenomena that have taken space(Tuckman, 1999).This research employed document as its data collection strategy to gather information about the errors committed by Obakrowa M.A J.H..S.

The researcher observed the essays and dictations of form one and two students . The researcher depended highly on this data collection strategy to gather most of the errors affecting these students especially their lexical and grammatical errors. This strategy has given enough opportunity to the researcher to identify most of the errors students of that school commit. In the course of using this strategy, the researcher collected the sample essays written by the students and dictations the students did and critically read through to identify the errors. The researcher assessed all the student's essays but selected twelve. The researcher selected twelve because of how worst, good, average their essays are in terms of errors committed.

3.5 Ethical Consideration

To ensure that ethical issues were adhered to in the study, the researchers first had discussions with the headmasters of the selected schools. This was followed with consent letters to heads of the institutions to officially ask for permission to use their schools for the study. After consent had been given, the researcher went to the schools and met the English language teachers. The researcher explained the purpose of the research to them. After they had asked a few questions for clarification, they agreed to assist the researchers. The teachers agreed to supervise the writing of the essays by the students as class assignment. This arrangement was done because the researchers did not want to disturb structures in the school and wanted the students to write the essays under a relaxed environment. Lastly, the researchers met the students and explained to

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them what he wanted them to do. After the essays were written, the researchers purposefully selected the sample size needed. This same strategy was used in all the schools by the researchers to collect the data. The name of every student was concealed to ensure confidentiality; the researchers used code numbers for the individual participants.

3.6 Summary

This chapter explore the approaches adopted for the study, the data collection instruments and the sampling techniques used for the study. The researcher sampled twelve essays for the study and the data collection instrument is documents.

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CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

In this chapter the researcher discusses the results obtained in the research, which were obtained from the application of the instruments aimed at students and teachers of the J.H.S students of Obakrowa M.A Basic School. The analysis of the data and discussion of the findings is thematically done based on the research questions posed earlier in the study. The analysis was done by broadly categorizing the errors into grammatical and lexical errors The research questions on which the data is presented are;

- What are some of the lexical and grammatical errors evident in the scripts of J.H.S 1 & 2 students?
- What are the factors that cause these lexical and grammatical errors in the essay writings of Obakrowa students?
- What are some of the solutions that can reduce the errors ?

4.1 Data Presentation

4.1.1 What are some of the lexical and grammatical errors evident in the scripts of J.H.S 1 & 2 students of Obakrowa M.A J.H.S?

First Essay (It Pays To Be Obedient) by student one

There was a child who was not obedient to his mother and **all people**. **That child name wa**s Mensah. **When his mother sent him** he won't go and he will go out and play with his friend. He doesn't obey any teacher in his school. **Nobody didn't like him** in the community. His father, Kofi Owuse **advised** him **to obey his father advice**. A friend Mensah told him that he should be obedient. **When you are obedient *everone*** loves

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your and you will receive blessings from God. Obedient children are always **reward** for being obedient. Mensah's mother **Akua advice his son** that when she was a child **she was obedient so everone loves**. She was obedient to all teachers in the school says good things about her.

4.1.1.1 Grammatical Errors

1. That child name was (that child's name was)

This is the first error committed in the above essay. The child in the sentence, must receive a possessive marker to become 'the child's name.' The use of this marker is common in every language especially in the Ghanaian languages. Although, it is realized differently in the Ghanaian languages, the one in the English language is just the morpheme '-'s'. Mostly, when the noun is singular that morpheme is used but if it is plural or the word ends with the morpheme (s) the possessive marker'-'s' is not used they only use the apostrophe (') to depict the possessiveness (Yule, 2000).

2. When his mother **sent** him **he won't** go (when his mother send him**, he does not go)**

In the data above, every sentence deserves the right punctuation. If it is omitted, in any essay, it is regarded as an error specifically a grammatical error. In the above sentence, it is not a simple sentence and as no conjunction has been introduced, there must be a punctuation which is a comma to show that the speaker has paused before uttering the second portion of the sentence which is 'he won't go'. In addition, the concord of the verb 'sent' and won't go' in the sentence does not correspond. As far as the grammar is concerned, the 'sent' used in the dependent clause must be in agreement with the second verb phrase in the independent clause that is *he does not go* rather than *he won't go.* In the mind of the student, he wants to express himself about something that is

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usually happen. Therefore, 'sent' as used in the sentence cannot agree with won't but if it were to be ' send, it can agree with won't.

In the data above, there are some omission errors that form part of the grammatical errors. All those errors must be identified to let the sentences to be complete. For instance, **'When you are obedient *everone*** loves ***your'*** there is an omission of comma at where obedient is, this makes the sentence incomplete. These are some of the issues Brown (2000) expatiate about errors.

3. Obedient children are always **reward** for being obedient.(Obedient children are always **rewarded** for being obedient).

This is another grammatical error in the essay above. In the above sentence, there is a subject which is obedient child with its verb being 'are' before an adverb 'always' has been added. Therefore, the *reward* that is being bolded in the sentence in the data must receive the morpheme (-ed) to make it past participle (rewarded). The presence of a copula verb 'are' makes the main verb to become past participle form of the verb. Other copula verbs that will carry a main verb must be in the past participle form. For example, *Kofi is always reminded to go to school*. But these things are not known by the students making them to commit these errors.

4. Nobody didn't like him (nobody likes him)

Semantically, the sentence is correct but content wise, it is a deviation and a grammatical error. The student forgets that nobody itself is a negative marker and 'didn't' too is a negative marker. The student thinks that to express the negative form of that sentence, the verb 'didn't must be introduced. This is in correlation with what Owu-Ewie (2019) iterated.

5 **Akua advice his son (Akua advices her son)**

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This also is one of the agreement errors under the grammatical error. In teaching or learning English language as a second language, there are rules prescribed through which the language must be spoken. In the sentence above, the noun must agree with the verb it precedes. Because in concord, a singular noun must agree with a singular verb but because the student is not aware of that, he just used it anyhow. Akua is a female name and must take the pronoun 'she' as its antecedent and 'her' as the object in a sentence. But in the above sentence the student used 'his' as the pronoun to refer to Akua.

6 **When you are obedient** ***everone*** loves ***your…… (when you are obedient, everyone will love your……..***

This has supported the pronoun antecedent error Kim 2001) investigated about.

The completeness of every grammatical sentence takes into consideration the presence of word in the sentence. In the above sentence, the meanings are not clear due to some omissions. There is an omission of the verb 'to loves' which makes the sentence incomplete. Even, if there is no insertion of the 'will' the pronoun 'your' as used in the sentence has no correct grammatical function to play. Therefore, it calls for the insertion of the omitted lexical item to make the sentence complete.

4.1.1.2 Lexical Errors in The First essay

Lexical items also matter when it comes to essay writings. This is one of the foci of this research**.** The first lexical error identified in the above essay is 'everone' (everyone) this is something that occurs at two places in the essay showing that the student does not know how to spell correctly. Another one is the consideration of the use of British and American spellings of certain words. In the same essay, the lexical item 'advice

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and advise is used interchangeably which shows that the student is not aware of the right word to use.

In conclusion, it is clear in this student's essay that, the lexical errors are something that are moderate but the grammatical errors are numerous.

Essay 2

Write a story that ends 'it pays to be obedient'

Once upon a time, their live a family called 'the Akogo family' they live in a village called Oborapa. The occupation of the members living in the village where cocoa farners. Theirare three people living in the Akogo family, tey have only one son he was obedientand kind he obeys every body in the village. One they, he went for farming. E was weeding and heard a loud voice from a near by farm. Sing and drumming. When he heard the voice he decided to go to hear not noing it was a dwarf. He decided to run but all of a sudden the dwarfs surrounded him. And took him to the elders of the dwarfs. They said oh oh oh I taught it was a stubborn and disobedient person. The dwarf asked, do you want to go home, he said yes. They gave him some powers to go. That is why we have to obey. His obedience save his life.

4.1.2.1 Lexical Errors in essay 2

1. their (there)

This is the first lexical error identified in the essay of one of the students. Although, students become confuse of some homonymous words but unfortunately, these ones are not anything that they must not be aware of. There is a vast difference between the pronunciation of 'there' and 'their'. One is pronounced with a high accent and the other with a low accent. As far as the student is not aware of these features for those two words, he becomes confused about how to write it or spell it. The counterpart of 'there' in English Language is 'here'. Both are used to point at a place. Aside the pronunciation, 'there' is a postposition marker in English language while 'their' is a pronoun that refers

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to a third person plural marker. It is normally used as a subject pronoun with its object being 'them'

2. **every body (everybody)**

'Everybody is one word in English language. In English, anything that is compounded with the word 'every' becomes a noun on it own for instance, we have 'everything, everyone. Though, it is realized like this in those few words but there are some instances where other words will pattern with this same 'every' but it will not be compounded as one word. As far as it is like this, some students of Obakrowa M.A J.H.S find it difficult to adhere to those words that will pattern with 'every' and becomes one word and those words that will move with it and becomes two words.

3. **One they (one day)**

Another lexical item identified in the essay is the use of 'one they in place of 'one day. Writing of most of these words are propelled by pronunciation. Though, the pronunciation of 'they' is different from 'one day' the student perceive them to be one. There is nothing like 'one they' in terms of the pronunciation of 'day' it is pronounced with high accent but 'they' is pronounced with low accent. It is a pronoun too. What the student wants to use is one day to mean from time immemorial.

4. **Noing (knowing)**

The word the student wants to use is 'knowing' but he ended up writing 'noing'. There is no word like that too. Looking at what the student has written, it is clear that the sound system of English has numerous graphemes which they use to represent one sounds in different environment which the students are not aware of. In English, the sound /n/ can be represented as (kn), (n), (gn), etc. These things can be seen in the following examples. 'knowing, not, reign, gnash etc. In all, what the student has written shows that he is not aware that the (n) sound has variant graphemes.

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5. **Surounded (surrounded)**

This is also a spelling error. The word is spelled by the use of double /r/ not one. So if it happens like that, it is considered as an error. When we take a closer look at 'Stubion' (stubborn) it is also an error. The word stubborn is not one /b/ and it is not spelled by the use of 'ion' rather, it is 'orn'. Wont (want) too is not written with the sound /o/ but rather it is written with the sound /a/.

4.1.2.2 Grammatical Errors

6. it was a dwarfs (it was a dwarf)
7. sing and drumming (singing and drumming)
8. he decided to go hear (he decided to go and hear)
9. the dwarf asked, do you want to go home (the dwarf asked, do you want to go home?)
10. his obedience has save his life (his obedience has saved his life)

In the above data, there are both lexical and grammatical errors. The first error which is 'it was a dwarfs' is an error because the article 'a' does not moves with a plural form of a noun but in the sentence, the students add the plural marker to 'dwarf' with an article preceding it. In the second example, the student used 'sing and drumming' it is not 'sing' that is supposed to be there, it must be singing because the action they are doing is a noun not a verb. More so, the action is an ongoing activity which signify present continuous for of the verb sing and drum to become singing and drumming.

Another grammatical error seen in the essay is ' he decided to go hear'. There is an omission of 'and from the sentence making it ungrammatical. The conjunction 'and' must link the two actions that were going on that the person wants to witness.

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The respect for the use of punctuation marks also forms part of the grammar of the English language and in one of the sentences, that is 'the dwarf asked, do you want to go home'. Looking at that sentence, it is not a question that is being ask, but with the presence of the question mark, the teacher will detect that the student is asking a question or the victims involve in the action are asking question.

Finally, we have 'his obedience has saved his life'. Has must move with the past participle form of the verb 'saved' to become has saved not has save. As a result of that, the researcher considers the sentence as a grammatical error.

Errors in Essay 3 and Essay 4

4.1.1.2.3 Grammatical Error

1. **The village was very good place**
2. **' Kpola was a very good man and so kind to the peoples.'**
3. When ***he*** parent goes out
4. He will call all he friends he have (he will call all his friends he has)
5. He don't all respect he parent
6. He will take all hes mothers money
7. And spern all of them (and spend all of them)
8. He will not even live a pesewas (he will not even leave a pesewa)
9. Hes teacher bit hem (his teacher bit him)
10. Bit hem all way (beat him always)
11. He teacher and Kwesi's parent (his teacher and Kwesi's parent)
12. This boy Kwesi will never listing to hes parent (this boy Kwesi will never listen to his parent)
13. One day has he weaks up in the morning (one day he has waken in the morning)

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14. He tolde he mother (he told his mother
15. He sade no (he said no)
16. When Kwame still the money, he go to his friend house (when Kwame stole the money, he went to his friend's house).
17. then his friend say that…. (then, his friend said that)
18. The village was very good place (the village was a very good place)

In the above sentence, there is an omission of an article 'a' moreover, the village is just one not many and even, if it were to be many, the sentence will not be formed like that. It should have being like this; 'the villages were very good place'.

Another grammatical error in the essay is '**Kpola was a very good man and so kind to the peoples.' (Kpola was a very good man and kind to the people).** The introduction of 'so' in the sentence depict that, the student redundantly use conjunctions to link the actions of the man. In addition, the word 'people' is plural already therefore, it doesn't need any other plural marker.

'When ***he*** parent goes out'

This error is a lexical one. The student wants to write 'his' but it seems that throughout his essay, he keeps on writing 'he'. This error signaled that the student doesn't know the pronoun that are supposed to be at the subject position and object position in a sentence that is why the student used the 'he' in place of 'his'

'He will call all he friends he have' (he will call all his friends he has).

This sentence too is ungrammatical. The one making the call is just a singular noun which cannot take 'have'. It must be 'has'. Knowing the differences between the third person singular pronouns and its usage is something to consider. In English, all th3e third person pronoun which 'he, she, it' normally takes the present perfect forms of the

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verb which normally confuse students. This particular error occurs due to transfer of knowledge from the various Ghanaian languages they speak. Because in the Ghanaian languages, all the third person pronouns move with the verbs without making any changes. This is the most reason why the student makes all these errors.

It is the same issue that is affecting this sentence too. 'He don't all respect he parent'. Aside that, the ordering of words in the sentence, renders it ungrammatical. Instead of he doesn't respect all his parent, he changed the ordering by bringing 'all' closer to the verb instead of the verb preceding it.

And spern all of them (and spend all of them)

The spelling of 'spend' is what the student has captured as 'spern' and it is a lexical error. the sound that ends the word is /d/ but the student regard it as /n/ because he is not aware of the phonological rule governing the patterning of /n/ and /d/ together.

This boy Kwesi will never listing to hes parent (this boy kwesi will never listen to his parent)

The difference between the use of 'listening' and listen' has not been identified by the student. This is just a problem of tenses. How to master every aspect of the tenses is a great difficulty for this student because tense related errors are flinging in the essay.

"One day has he weaks up in the morning (one day, he has waken up in the morning)"

Another grammatical and lexical error identified is the one above. Lexically, the spelling of ' waken up is not perfect although, it is not homonymic with any other words. Grammatically, the ordering of the words are not done perfectly. 'One day must be punctuated before the rest of the statement follows. Also, the auxiliary verb cannot

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precede the subject, it is rather the subject that must precede the verb that is why it is considered as ungrammatical.

He tolde he mother (he told his mother)

The verb in the sentence that is told but has been written as 'tolde' is a lexical error. The student is aware that the past tense of 'tell' is told' and he used it perfectly in his essay but the correct spelling is what he doesn't know. In assessing essays, spelling of lexical items form part of the mechanical accuracy and if a student fail to have words written incorrectly, he end up losing marks for the mechanical accuracy. It is not only the lexical items only, the grammatical malapropisms are not exempted from this mechanical accuracy.

He sade no (he said no)

vs 'said' is also another grammatical error. the student wants to write the past tense form of the verb 'say' but end up writing 'sade'. Sometimes, it is not about the student not knowing what he wants to write, but the orality of the child gives him that idea to write the word the way he hears it.

4.1.2.3.1 Errors in Essay 5

1. there live mouse (there lived mouse)
2. Rat very lazy (rat was very lazy)
3. Every bay (everyday)
4. He will distroys same food(he will destroy some food)
5. He want someone (he wants someone)
6. He start destroy the crop (he started destroying the crops)
7. Rat didn't no that a trap had been set in the farm.
8. The trap had cougth him

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9. Mouse quickly hear hime voice

In the above data, there are few grammatical errors but most have been explained earlier but those that have not been captured will be analysed here.

The first to talk about is 'there live mouse' it looks like this particular error has not been committed earlier, but in this particular essay, the student did not put the verb in the past forgetting that, every story must be expressed or narrated in the past tense form.

In this same essay, there are some lexical errors and the first one is 'distroy' (destroy). It is like the student is trying to represent how he hears the word being pronounced. The student did not know that there is differences between phonological transcription of words and how the alphabet are put together to form words. The same thing applies to the second word in the sentence that is 'cougth' (caught). Finding it difficult to differentiate between some sounds in English especially, the dental sound and interdental sound is something difficult for some students.

4.1.2.3.1 Lexical errors from dictations

1. Medisinal, maecland, (medicinal)
2. Conmete (committee)
3. Yohgot, yogot, yoyogot, yogue, (yoghurt)
4. Esterblisment, extarblishment, aster (establishment)
5. Enbarasment, nemalecment (embarrassment)
6. Sargent (sergeant),sergant, sajenet
7. Sycological, cycological, siacological, ceicolgeal
8. Aggregate, agyrecate,
9. Vigros, vegrouse, vegeous, vegruss (vigorous)
10. Knowleadge,

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11. Pronualsiation, pronounsation, pronazesing
12. Phsical
13. Annermia,anemia,
14. Qesinnia, questional, questionie, quetionia,
15. Juwellry, jewery, jewelre joweels

To be sure of the problem these students are facing, the researcher conducted a dictation to the students and the researcher put all the errors committed together based on the various words they are tested on.

The first word to comment about is 'medicinal' writing of this word was a problem for numerous students. The came out with words such as ' medisinal and maecland. With the first one which is ' medisinal' has been written by a lot of students with only one person with the second one. It is clear from the compilation that, most of the students do not know that the /s/ sound is represented in various form which the English alphabet (c) is also not exempted. Although, most of the words in which the letter 'c' is found, it is identified as /k/ sound, the students must be vigilant to know those words by compel.

Secondly, 'yoghurt' also seems difficult for the students as well. Almost, all the students wrote the word with the alphabets 'ot' at the second syllable, meaning that the students' attentions were on how the words are pronounced by the teacher.

Another one that became worrisome to the students is the word 'psychology' most of them have written it like this, Sycological, cycological, siacological, ceicolgeal. Looking at these words, the students are not aware that the word started with the alphabet (p) but phonologically, the word will be represented with the sound /s/. More

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so, some of the students perceive it to be letter 'c' because they don't know which of the graphemes to use for the letter (s).

One of the words worth mentioning is 'pronunciation' which has been written by the students as 'Pronualsiation, pronounsation, pronazesing.' All this might be an error from the student but we must take into consideration the students' pronunciation level. The pronunciation of words leads to writing.

4.2 What are the factors that cause lexical and grammatical errors in the essay writings of Obakrowa students?

There are numerous factors that appear to the researcher as the data have been gathered. The first factor to consider is linguistic factor. In the second language acquisition, there is interference of the first language of the students. This is what the contrastive analysis hypothesis identified and has been notified by Brown (2000). It is true that the first language of the students is interfering into the learning of the principles of the second language which is the English Language they are learning. In almost all the grammatical errors gathered, there are evidence that most of the errors come from how the students' knowledge and competency has an influence on the English language they are studying. With regard to what Brown (2000) iterated, it is obvious that the structure of the native language has an influence on the target language leading to numerous grammatical errors in the target language. For instance, when we consider the following example as compared to some of the errors committed, it will be clear that, it is the native language that causes those errors.

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1. Ama dzo (Ama left)

In this example, you will realize that the verb is expressing something that happens in the past but there is nothing or a word signifying that. But when you look at the English counterpart, it is clear that that sentence has its verb to be expressed as both present and the past. For instance, Ama leaves and Ama left. As the students are aware of a structure that does not deal with words that expresses the past and the present, they adhere to that structure rather than what to learn as something new.

In addition, there is also a transfer of knowledge. The learner can simply transfer positively a sound, a structure or lexical item from the native language to the target language. Sometimes, it is like this but in the data analyzed, it has been seen that some of the transfers that the students must do from the native language to the target language has not taken place. For instance, 'myself' that is one word has be separated into two meanwhile in the native language it is written as one word as '2okuinye' in Ewe but they didn't apply that sense.

The above statement also leads to another factor which is coalescence.

Two items in the native language or the target language becomes coalesced into one item in the target language. This requires that the learner overlooks a distinction he or she has grown accustomed to.

There is a factor of under differentiation. Some of the items in the native language is absent in the target language. Those items that are absent or abstract in both lexical items and the grammatical items are transferred into the target language leading to committing errors.

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Another factor that causes the errors in student' writing is reinterpretation. An item that exists in the native language is given a new shape or distinction. When we consider the dictations, the student did, you will realized that some of the words in the English language are having numerous graphemes meanwhile, in the native language, the students are aware of their sounds. So, a they heard different sounds that must be patterned together in the words, they end up committing errors in their writing. For example, the word 'psychology' the students have written ' cycology, saicology etc because in their native language, the know of only one sound which is /s/ that they use to represent whatever they want to write but in the English language, we have other forms which they use.

Finally, there is a factor which is a split. One item in the native language becomes two in the target language, requiring the learner to make a new distinction. For example, some of the pronouns in the native languages are one or two which is used to represent various forms of pronouns without changes in the verb.

Aside linguistic factors that lead to the students' errors, there are also non -linguistic factors that also lead to committing errors.

Owu-Ewie (2019) opined that age is a factor that affect language acquisition. Second language acquisition is influenced by the age of the leaner. Children who already have solid literacy skills in their own language, seem to be in the best position to acquire a new language efficiently. Motivated older learners can be very successful too, especially in grammar, but usually struggle to achieve native speaker equivalent pronunciation and intonation. It is a believe by some people that learning a second language after puberty, one have difficulty learning the language. Although, these students ages may range from 14 to 15, some are 17 to 18. With those who are 17 to

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18, it will be a little difficult for some of them to have upper hand over the grammar of the English language.

Personality is another factor that leads to committing some of the errors. Personality variables may be a major factor only in acquisition of skills Owu-Ewie (2019). The personality factors that may affect the students to be committing errors are extrovert verse introvert, inhibition verses risk taking, anxiety, self- esteem and empathy. Introverted or anxious learners usually make slower progress, particularly in the development of oral skills, they are less likely to take advantage of opportunities to speak. As a result of this, the dictation conducted, most of the students who seems to be introvert types were not able to hear some of the words well because they don't engage themselves in too much of speaking. But for the extroverts, they have no worry about the inevitability of making mistakes. As a result of that, they excel in fluency and conversation. As a result of that, some were able to expatiates their essays very well but to others, because of how they are fond of expressing themselves without being ashamed of making errors, they write all forms of any sentences leading to grammatical errors.

Another factor to talk about is lack of motivation. Motivation is crucial in language learning. For the academic excellence, intrinsic motivation must be employed. When students are motivated for doing something, they will take pride in doing the thing very well. In terms of grammatical errors, when students attempt speaking and they have done a mistake, they must be motivated and after that they correct them. This will keep them up and doing.

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Native language is another factor. Students who are learning a second language which is from the same language family as their first language have in general a much easier task than those who are not. They are able to transfer structures, pronunciation, which leads to some number of grammatical errors in the essays of the students.

Language style is also another factor. Every person, student or teacher has a learning style; therefore, there is no particular teaching or learning method that can suit the needs of all learners. Learning style according to Reid (1995) is an individual's natural, habitual and preferred way of absorbing, processing and retaining new information and skills. The teachers must adopt various learning style to teach the students in all areas so that they can master the grammar and the lexical items perfectly.

Instructions are not exempted from the factors. Clearly, some teachers are better than others at providing appropriate and effective learning experience for the students in their classrooms. There are some teachers whose grammars are porous that, they end up teaching the students wrong things. Teachers who are smart, engage other teachers whom they know that they are perfect in certain topics and they teach their students topics.

Attitudes too is a factor. Attitude is a set of beliefs developed in a due course of time in a given socio- cultural setting. The attitude of people towards a particular language affects it learning and use. Learners' positive attitudes towards a particular subject affects how they learn the subject. Second language learners benefit from positive attitudes and that negative attitudes in the students may lead to decreased motivation which will result in committing of errors.

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4.3 What are some of the solutions that can reduce the errors?

Focusing on spelling of their curriculum due to the fact of how closely spelling is related to fluency and reading comprehension. When students concentrate on spelling, lexical errors will be corrected by the students themselves. More so, the usage of some of the words in construction of sentences can help reduce their grammatical errors. Some teachers feel that spelling is not an essential component in the curriculum. Spelling is a critical element not only in fluency and reading comprehension, but also in the entire curriculum in all subjects. When teaching spelling, teachers tend to ask themselves what is the best and most effective approach for their students. Teachers contend that traditional spelling books are no longer useful and should be abandoned, while others believe that traditional spelling books are useful tools if used properly.

Other solutions for educators are that spelling instruction can be integrated into other subject areas, as well as systematically teach spelling through sequences of word study created to adapt to the varied development of students. The texts they use in the classroom are spelling books with meaningful learning that takes place within the tasks of the real world. Some examples may consist of newspaper articles or writing letters. These examples could help improve the spelling skills of our students, therefore, the improvement in spelling skills will also help improve the fluency and reading comprehension skills of our students.

It is suggested that students write their own texts and, at random, choose a fragment. Once corrected, count errors or have a choice of what they should improve, this will allow you to have a better spelling domain. Let them read articles and watch TV shows in English, so they can compare one thing with the other and have greater mastery when writing something in English.

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They should practice writing the difficult words at home many times to remember the words correctly. The mastery of English language needs a lot of practices especially the lexical words. In addition, listening skills must be developed in that when people speak, they can think about the spelling of the word. That notwithstanding, the various graphemes of the words must be studied so that, they can master the spelling of words.

4.4 Summary

Chapter four comprises the introduction, the data presentation on how the lexical and grammatical errors on students' scripts, the factors that causes the lexical and grammatical errors and some solutions that can reduce the lexical and grammatical errors.

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CHAPTER FIVE

SUMMARY AND CONCLUSION

5.0 Introduction

This chapter summarizes and provides the findings of the study. It also lays down the conclusion of the study and provides the necessary recommendations that are appropriate for the study. The main purpose of this study was to research into the lexical and grammatical errors in Obakrowa M/A J.H.S students' essay. It examines the lexical and grammatical errors that are found in the essay of J.H.S one and two, the factors that lead to those errors and the suggestions to eradicating the errors.

5.1 Summary

Chapter one of this thesis presented an overview of the entire thesis which basically deals with the background to the study, statement of the problem. It again presented research questions and objectives that govern the study. Additionally, the chapter presented the significance of the study. Finally, the Chapter again outlined the organization of the entire thesis spelling out how each chapter was captured.

Chapter 2 was devoted to the presentation and discussion of the Literature Review of the thesis.

In the case of the literature review, the chapter discussed works on all peripheries of Errors and finally presented the theoretical framework.

Chapter 3 also presented the Methodology deployed to collect data for the study. The data and its analysis is presented in Chapter 4 presented the data and its analysis and this was done by the use of qualitative approach.

Chapter 5 finally presented the conclusion, findings, the recommendations of the study and the pedagogical implication.

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5.2 Findings

It is obvious that students of Obakrowa M/A J.H.S commit both lexical and grammatical errors in their essay writings. The most grammatical error they committed in their writings are tenses, error of omission, concord, the use of apostrophe and ordering of the words in the sentences. At the side of lexical errors, they have committed splitting errors and those that boil down to sounds especially, the various English graphemes of the various sounds. This affected their dictations making it to commit numerous errors. The study also observed that the lexical errors committed frequently were homophone induced.

Some of the pedagogical implications of the errors committed by the students are; it serves as a valuable opportunities for growth and understanding . Teachers can use errors to identify misconceptions, tailor their instruction and provide targeted feedback to students. Encouraging a safe and supportive environment for making mistakes can foster a growth mindset, motivating learners to embrace challenges and learn from their errors. Additionally, errors can be used as teaching examples to illustrate common pitfalls and promote critical thinking.

In addition, there are some factors that induced the commitments of the errors. Some of these factors are; linguistics factors which are transfers and interference, native language, splits, reinterpretation, under differentiation, age, personality, lack of motivation, learning style, attitude and instructions.

There are some solutions suggested that can be practiced to eradicate the errors. These are; focusing on spelling of curriculum, constant reading, spelling instruction can be integrated into other subject areas, practicing of the spelling of difficult words.

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5.3 Recommendations

This research investigated the lexical and grammatical errors in the essays of Obakrowa M/A J.H.S students of form one and two. The study researched into the kind of errors and the factors that cause them with the solutions that can curb them. It is therefore recommended that future researchers can research into strategies of teaching that can best suit all forms of easy.

5.4. Pedagogical implication

The implications of these findings to the teaching of English writing are that, teachers where possible should have understanding of both L1 and L2 of the students and teachers should explicitly teach for transfer ,have adequate knowledge of how to identify students' writing errors ,and use effective teaching strategies to improve students' English writing. English teachers should serve as models by using appropriate English in their speech and writing for their students to emulate. Second language teachers of English must also help the students to raise their awareness of how to organize English writing and how units of sentences and paragraphs are connected with one another to form meaningful text.

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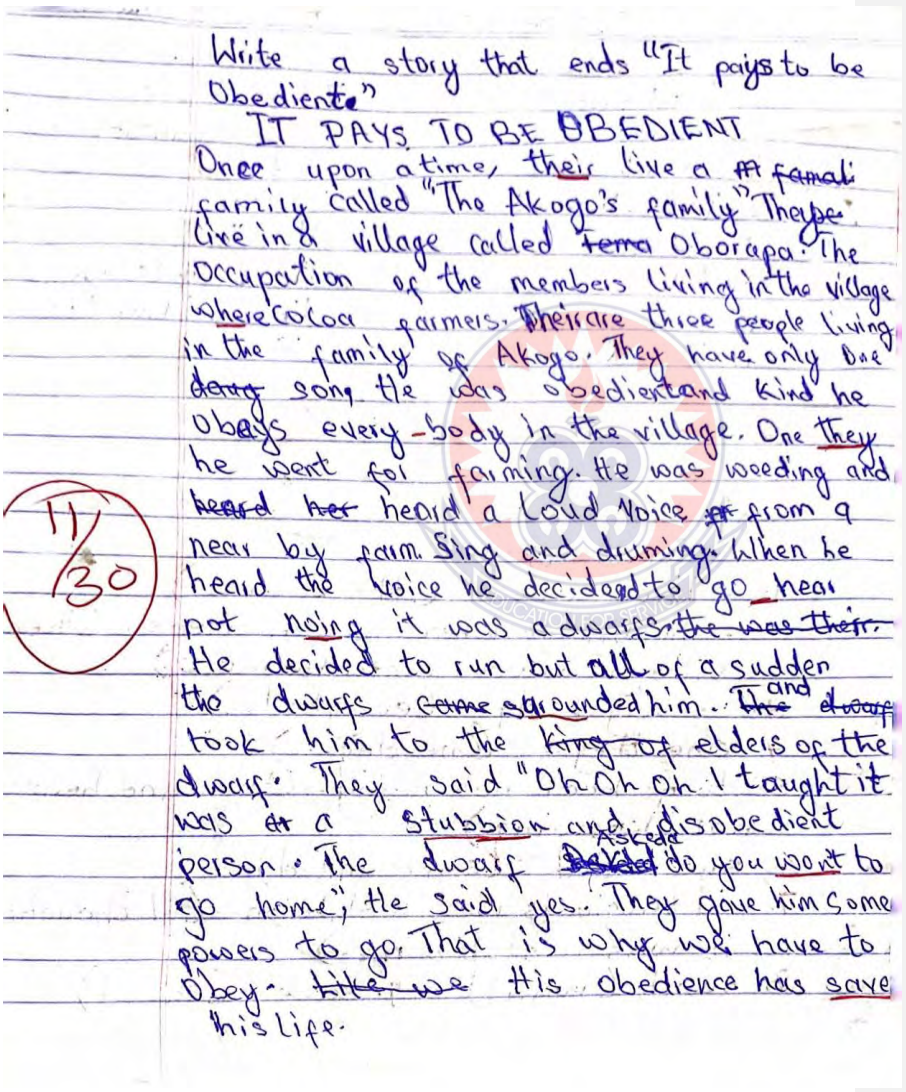
APPENDICES

Appendix A: Sample of Students' Essays

Write a story that ends "it pays to be obedient"

1



Write a story that ends "It pays to be Obedient"

IT PAYS TO BE OBEDIENT

Once upon a time, their live a ~~A~~ ~~famali~~ family called "The Akogo's family" Theype. Live in a village called ~~tema~~ Oborapa. The occupation of the members living in the village where Cocoa farmers. Their are three people living in the family of Akogo. They have only Boe ~~dong~~ song the was obedient and kind he obeys every-body in the village. One They he went for farming. He was weeding and ~~heard~~ ~~her~~ heard a loud voice ~~of~~ from a near by farm. Sing and druming. When he heard the voice he decided to go hear not noing it was a dwarfs. ~~the was their.~~ He decided to run but all of a sudden the dwarfs ~~came~~ surounded him. ~~The~~ and ~~dwarf~~ took him to the ~~king of~~ elders of the dwarf. They said "Oh Oh Oh I taught it was ~~a~~ a stubbion and disobedient person. The dwarf ~~decided~~ asked do you want to go home", he said yes. They gave him some powers to go. That is why we have to Obey. ~~like we~~ His obedience has save his life.

11/30

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2

Write a Story that end's "It ~~pains~~ pays to be Obedienct.

IT PAYS TO BE OBEDIENCT

~~Once apo~~ A long time ago, there live a boy called AKWASI. He was a good boy, and he was very kind to every one in the village called ~~Siwuna~~ SIWUNA. One day, he was on his way going the farm and As he was going he Saw his friend YAW and akwasi Side Goodmorning my friend and he Side you this folish boy, I have worned you Serveral time's not to talk to me again. and akwasi Side Oh my friend what have I done, and yaw Side ~~every day you See's me~~ any time you See's me you pretend your Self asive you are the respectful ~~fou~~ boy in the Community. And akwesi went buck home ~~and~~ to have Some rest. As akwesi was Sleeping, he Started dreeming about ~~his and~~ father his father and his father was Saying to him my Son do not listen to what any one will Say ~~Co~~ Keep respecting the Community member's

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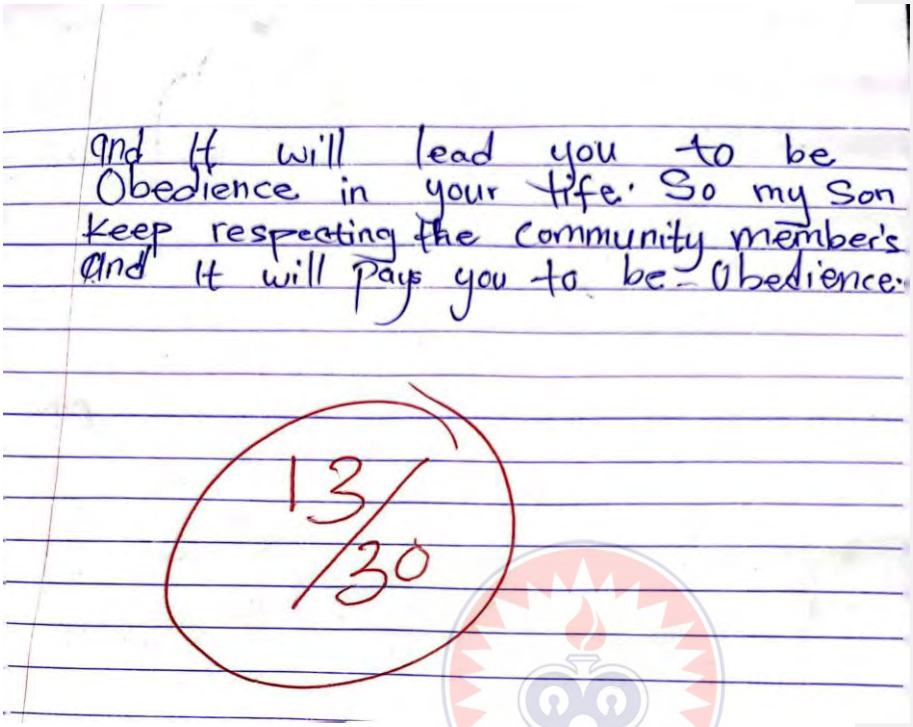
and it will lead you to be Obedience in your life. So my Son keep respecting the community member's and it will pays you to be Obedience.

13/30

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Write a story that ends "with it pay to be Obedient"

It Pays To Be Obedient

I and my friends planned to go and visit Kotoka international airport. It was Friday which we decided to go, so we met on Thursday to plan on what to do. and We planned to wear the same Cloth and the same Shoes. We also arranged the time to live and the time to get at the airport. We decided exactly Six Oclock (6:00) in the morning, which we will be living and return on four oclock (4:00) in the evening. So everyone goes home for preparation.

When I got home, I tell my mother about what I and my friends, Kojo, Kofi Kwasi and Kwabena have decided. So my mother tells me to stay back. And I said no, and she said she will not be around on Friday so I have to look after my Siblings.

On the next morning my mother wake up early to go where she is going. And I also wake up and dress up and I tell

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my siblings to stay at home. So I prepared their food and left to met my friends. So go on exactly the time we arranged. And got there early. So we roamed around the airport to have fun.

It got to four Oclock and everyone Came back to his home. When I got to my house, I heard I Cry coming out of the room. So I got there to see what has happen. So I talk to my mom. "What has happen" but she did not respond. So I asked my younger brother "what has happen" and he said Our brother has died. And I Say what happened and he said he was socked by a nacked wire.

I became worry when I heard that I was sorry of my-self I became asheme of my-self and I said when my mother tells me to look after my siblings I refused so I blame my-self about what has happen So I said "it pays to be Obedian Obedient.

15/30

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4

Write a story that 'ends' it pains ~~to~~ to be obedient
~~The day~~ It pains tobe obedient

Once upon a time, there live mouse and a ratLiving in a small village. rat very lazy, every bay he he will distroys same food in their farm. mouse was very tired of watering the crop so he want someone who can water the crop. so he went to rat if he do it, rat yes, rat asked wt how much money will you give every day, mouse said Tencedis every?

One day, when rat was watering the crop and he start distroy the crop. on the next morning mouse went to see that rat have wated the crop, when we rishther all the crop had ~~been~~ been distroy so mouse quickly went to rat house, ~~mouse~~ said to him if you will be distroying peoples crop one day you will ~~be~~ be killed by not obeying my commands.

So rat was distroying monkey, the crop that he had been planted. so rat didn't no that a trap had been set in the farm, so before he realised the trap had Cougth him, ~~tha~~ he started crying mouse quickly hear hime voice

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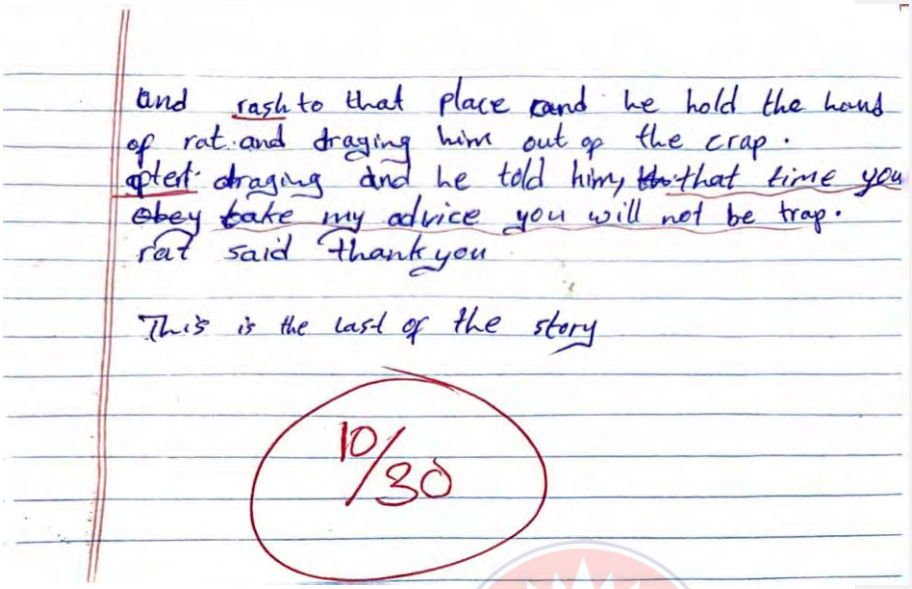

and rash to that place and he hold the hands of rat and draging him out of the crap.
after draging and he told him, that time you obey take my advice you will not be trap.
rat said thank you

This is the last of the story

10/30

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Write a Story that ends "its pays to be obedient"

Once there lived two brothers, who lived in a ~~A~~ small house. ~~Their m names were~~ They lived in a village. Their names were ~~Kwa~~ Kwame and Kojo. Kwame was the oldest ~~while~~ and Kojo was the youngest. They always took pans full of oranges to sell in the town market next to their village. One day, Kojo said his stomach is aching him so Kwame ~~show~~ should go and sell the oranges. Then Kwame went to the town to sell the oranges. When Kwame was selling the oranges, an old man came and said "Please son can you give me some of the oranges. I am ~~from~~ going to the ~~nex~~ next two ~~two~~ towns ahead and I'm tired." Kwame had pity on the old man and gave him some of the oranges. ~~Then~~ When the old man had finish eating the oranges, he said "You are a kind man because of your kindness I will reward you. When you go home, in the evening go to the thick forest, when you go there you will find two pots one newly made and the other old. Take the old one and take it home you'll find billions of gold coins. But remember take the

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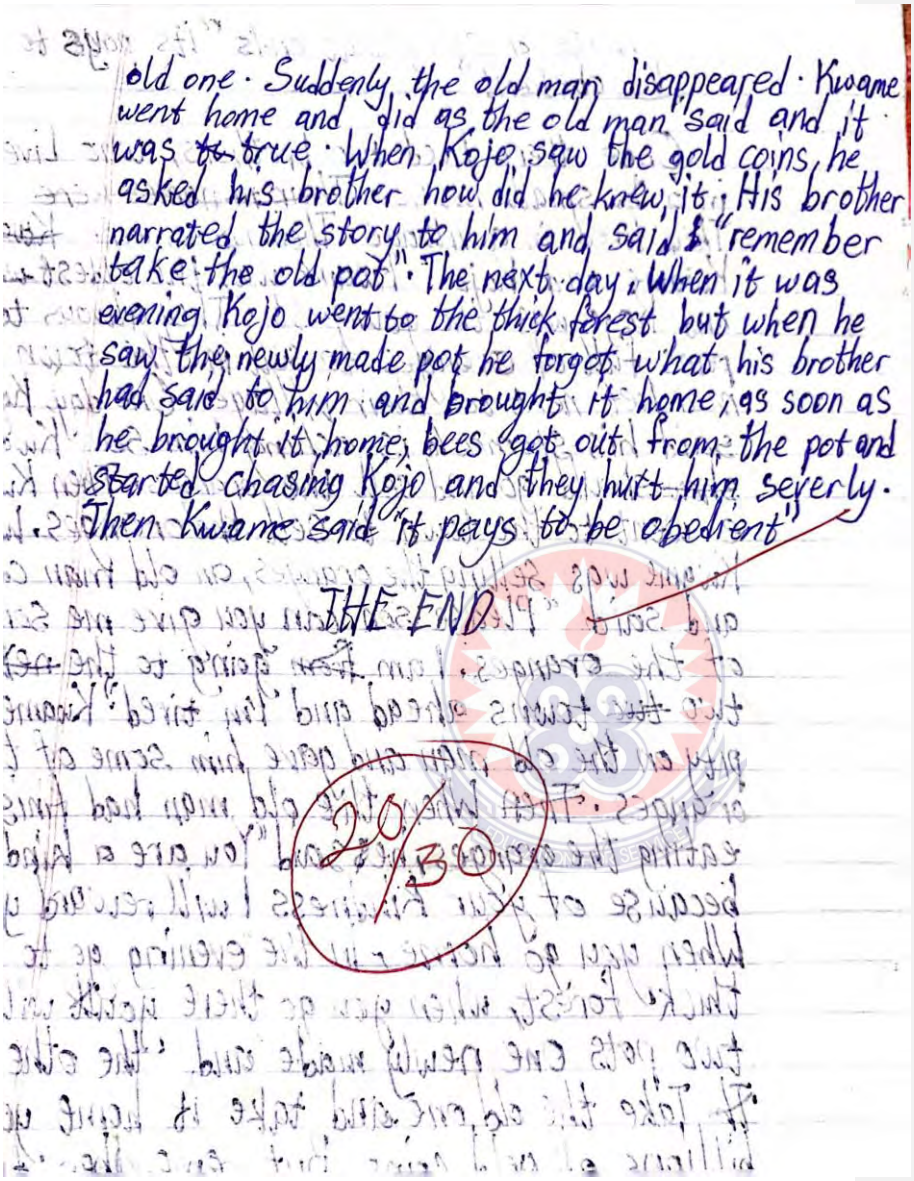

old one. Suddenly the old man disappeared. Kwame went home and did as the old man said and it was ~~to~~ true. When Kojo saw the gold coins, he asked his brother how did he knew it. His brother narrated the story to him and said "remember take the old pot". The next day, When it was evening Kojo went to the thick forest but when he saw the newly made pot he forgot what his brother had said to him and brought it home, as soon as he brought it home, bees got out from the pot and started chasing Kojo and they hurt him severly. Then Kwame said "it pays to be obedient"

THE END

20/30

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6

Write a story at ~~pays~~ it pays to be obedient

IT PAYS TO Be OBEDIENT

Once upoe a time, there live a boy called godson. He is ten year's old, he live at ~~Obakraw~~ Obakrwa. One day, godson was walk on the road Saide he saw an old ~~an~~ man Carler a ~~he~~ havary ~~it's~~ teins. ~~The~~ Godso thee ~~d~~ not help the old man. But the old man was hited the old man call godson to help me but godson was not Obedient. The old man side my son please help me to ~~tat~~ take my hited. By godson walk for a wale then godson tern is baek the old man was on the ground. The boy was Scoek that the man on was ~~for~~ the ground. The boy bemaed himsalf for not helping the old man. Form that day the ~~obey is pr~~ boy obey is ~~pr~~ parent.

5/30

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7

Write a Story that ends "It pays to be Obedien

Once ago in a Village, ~~they~~ there lived a girl Called Abena She lived her grandmother, ~~boc~~ because ~~hie~~ f her father died in a lorry accident and her mother died when giving birth to her. She ~~w~~ Stayed with her grandmother since childhood. She is beautiful, inteligent and Obedient since ~~child~~ the day she was born; ~~but a~~ When she was Six (6) years Old ~~When~~ Her grandmother Sent her to buy an item, She refused and Said excuse me please, looking at her grandma up and down. She Continued this ~~&~~ behaver till ~~&~~ She came ~~fit~~ fifteen, ~~Her~~ birthday had reached and it was a School She had to go to School with ~~git~~ gifts for her classmates. So ~~had~~ She had to prepare, ~~Her~~ grad gran ~~Sent~~ ~~her~~ Band buy her medicine. else she ~~will~~ won't be able to eat not a Single ~~biscut biscits~~ toffee or the gifts from her class mates. She rushed Out of the house not telling her grandma She's going Out. B. She went ~~and~~ to the pharmacy the person was closed, She Came back feeling So Sorry for her Self, when She went home her grandma was Sitting infront of the house. Suddenly, A stanger ~~appear~~ appeared infront of them and Said please I want a water to drink. Abena Opened her mouth and ~~Saitd~~ Said are we the Only house ~~he~~ in the Village. Her grandmother ~~giv~~ gave the man water to drink, for Abena's suprise, he was a angel an went into the heavens with her grandmother.

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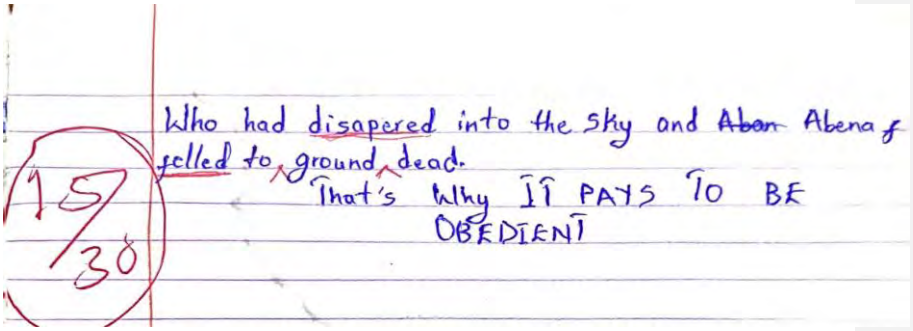
Who had disapered into the sky and ~~Aban~~ Abena ~~f~~ felled to ground dead.
That's why IT PAYS TO BE OBEDIENT
15/30

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Write a Story that ends "It pays to be Obedient"

IT PAYS TO BE OBEDIENT

Once, there lived a girl Akroma with her parents in a Small Village Called Nyakom-a. One day, Akroma wanted to marry a rich man and her parents told her to marry a man with a pure and faithful heart, She did not listen also in the Village of Nyankoma She was the only beautiful girl. She doesn't even greet an elderly person. The following morning, it was time for her to go to the riverside with herfriend to fetch water. A har When they got about a few minutes a handsome pass by with perfume all over his body. Akroma was very happy to see the man the man also want a woman to marry So he went to Akroma and greet her and her friend, Akroma's friends were not interested to see the man. The man ask Akroma to be his wife she also Said yes. So from the riverside they went

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to the akroma's parents for wedding preparation. when they got there they have a sit. Akroma started talking to her parent, Her parent did not agree about their ~~married~~ marriage. Then it Twelve noon in the midnight she run away from his parent to where the man stays, the man doesn't have a house, a family So he send her to a forest there are not peoples. Akroma was so afraid. she where are we going she ask. The man did not answered her. they were lost in the forest. meanwhile the ~~boy~~man was a snake. when she saw that, she ran away she doesn't no know the way to pass, she saw an old woman passing by she asked the woman her way home. The woman said youre were passing you did not greet me now you girl ~~need help~~ asking me for help then the old woman left, from there, she was alone in the forest she did not see her parent again. So we must be always be obedient to ~~THE ENDS~~ our friends, parent and elderly Peoples.

16/30

THE ENDS

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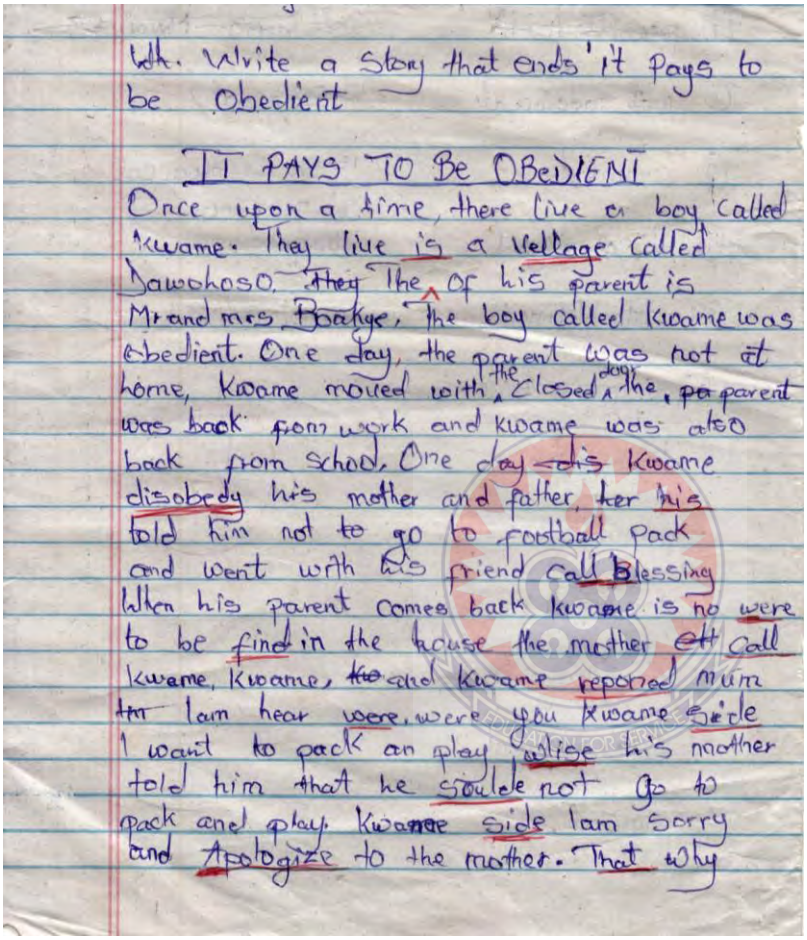

Wk. Write a Story that ends 'it Pays to be Obedient

IT PAYS TO Be OBeDIENT

Once upon a time, there live a boy called Kwame. They live is a Vellage called Dawohoso. They The of his parent is Mr and mrs Boakye, the boy called kwame was obedient. One day, the parent was not at home, Kwame moved with the closed dog the, pa parent was back from work and kwame was also back from schod. One day his Kwame disobedy his mother and father, her his told him not to go to football pack and went with his friend call Blessing When his parent comes back kwame is no were to be find in the house the mother ett call kwame, kwame, he and kwame reported mum hm lam hear were, were you kwame side I want to pack an play wlise his mother told him that he siulde not go to pack and play kwame side lam sorry and Apologize to the mother. That why

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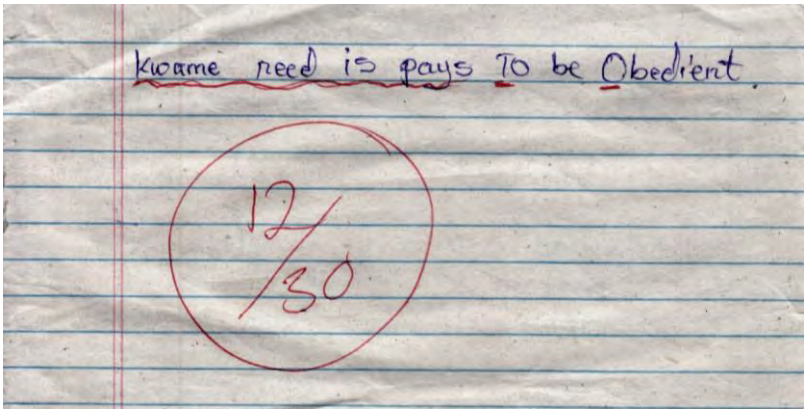

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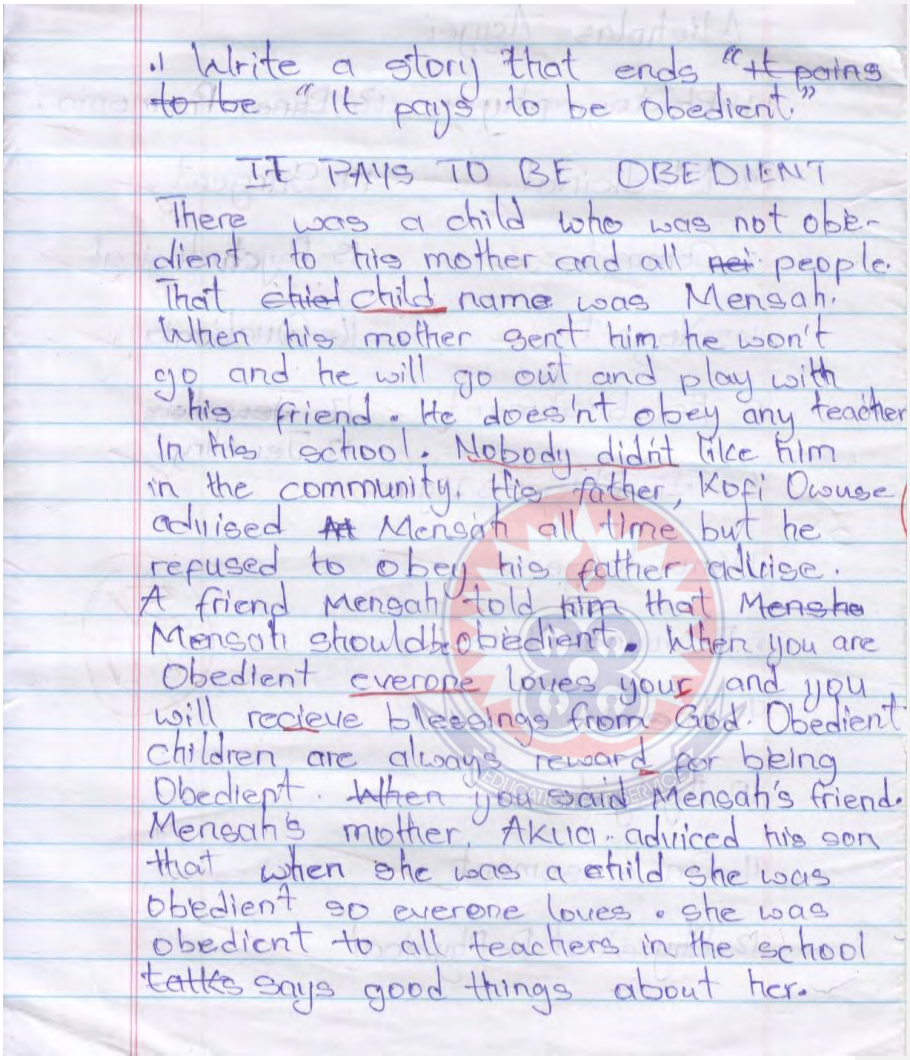

1. Write a story that ends "~~It pains to be~~ It pays to be obedient."

IT PAYS TO BE OBEDIENT

There was a child who was not obedient to his mother and all ~~her~~ people. That ~~child~~ child name was Mensah. When his mother sent him he won't go and he will go out and play with his friend. He doesn't obey any teacher in his school. Nobody didn't like him in the community. His father, Kofi Owuse advised ~~At~~ Mensah all time but he refused to obey his father advise. A friend Mensah told him that ~~Mensha~~ Mensah should be obedient. When you are Obedient everone loves your and you will recieve bleesings from God. Obedient children are always reward for being Obedient. ~~When~~ you said Mensah's friend. Mensah's mother, Akua adviced his son that when she was a child she was obedient so everone loves. she was obedient to all teachers in the school ~~tattes~~ says good things about her.

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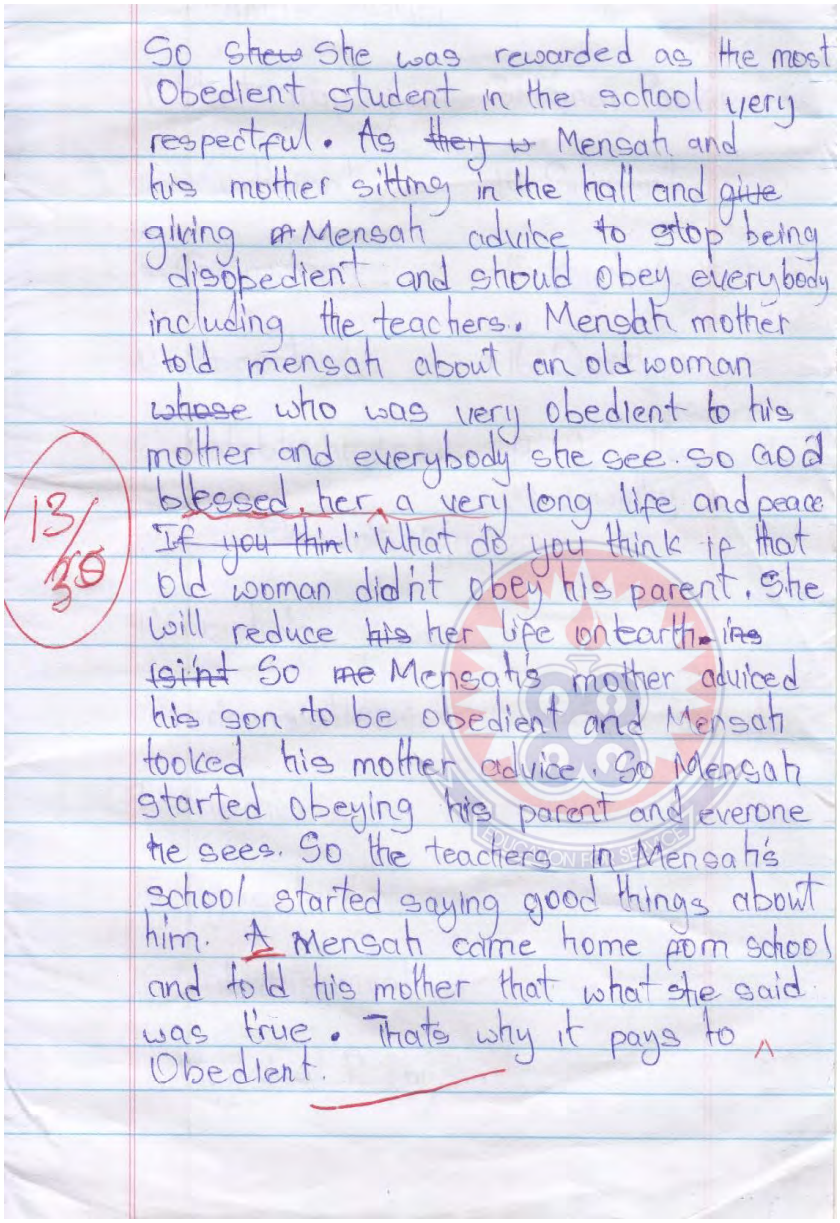

So ~~shew~~ she was rewarded as the most obedient student in the school very respectful. As ~~they w~~ Mensah and his mother sitting in the hall and ~~give~~ giving ~~a~~ Mensah advice to stop being disobedient and should obey everybody including the teachers. Mensah mother told mensah about an old woman ~~whose~~ who was very obedient to his mother and everybody she see. so God blessed her a very long life and peace ~~If you think~~ What do you think if that old woman didn't obey his parent. She will reduce ~~his~~ her life on earth. ~~its~~ ~~isint~~ So ~~me~~ Mensah's mother adviced his son to be obedient and Mensah looked his mother advice. So Mensah started obeying his parent and everone he sees. So the teachers in Mensah's school started saying good things about him. A Mensah came home pom school and told his mother that what she said was true. Thats why it pays to ^ Obedient.

13/30

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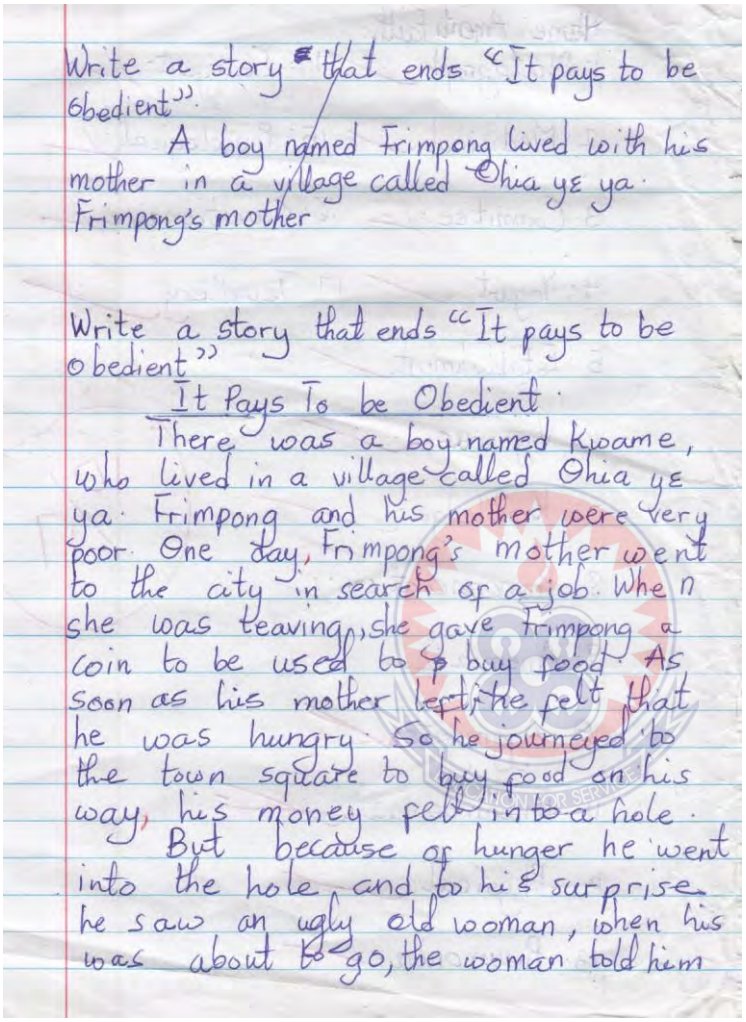

Write a story that ends "It pays to be obedient".

A boy named Frimpong lived with his mother in a village called Ohia yɛ ya. Frimpong's mother

Write a story that ends "It pays to be obedient"

It Pays To be Obedient.

There was a boy named Kwame, who lived in a village called Ohia yɛ ya. Frimpong and his mother were very poor. One day, Frimpong's mother went to the city in search of a job. When she was leaving, she gave Frimpong a coin to be used to buy food. As soon as his mother left, he felt that he was hungry. So he journeyed to the town square to buy food on his way, his money fell into a hole. But because of hunger he went into the hole and to his surprise he saw an ugly old woman, when his was about to go, the woman told him

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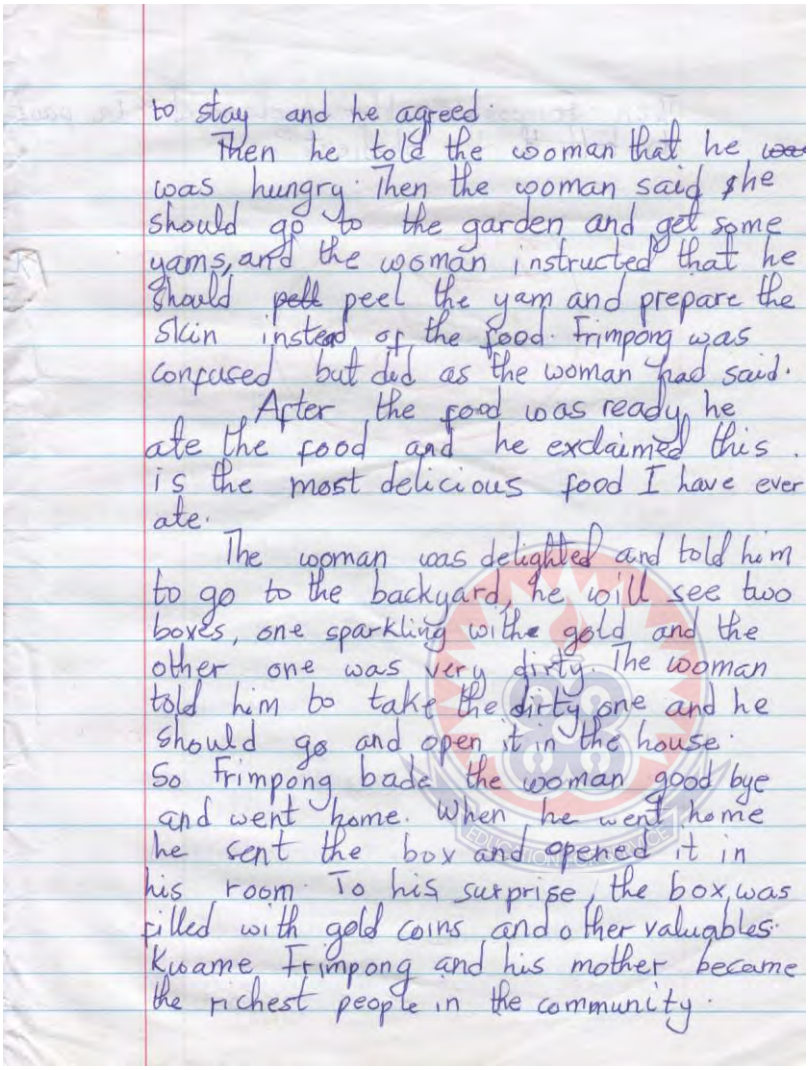

to stay and he agreed.

Then he told the woman that he ~~was~~ was hungry. Then the woman said she should go to the garden and get some yams, and the woman instructed that he should ~~pell~~ peel the yam and prepare the skin instead of the food. Frimpong was confused but did as the woman had said.

After the food was ready he ate the food and he exclaimed this is the most delicious food I have ever ate.

The woman was delighted and told him to go to the backyard, he will see two boxes, one sparkling with the gold and the other one was very dirty. The woman told him to take the dirty one and he should go and open it in the house. So Frimpong bade the woman good bye and went home. When he went home he sent the box and opened it in his room. To his surprise, the box was filled with gold coins and other valuables. Kwame Frimpong and his mother became the richest people in the community.

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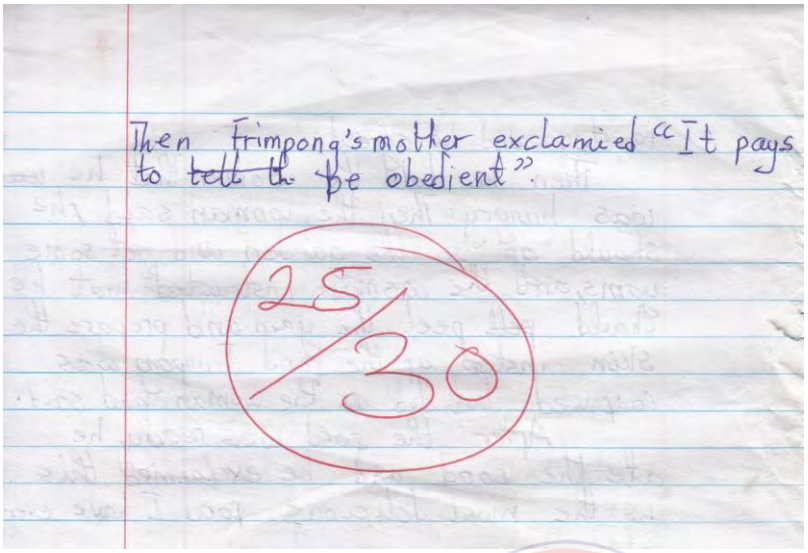

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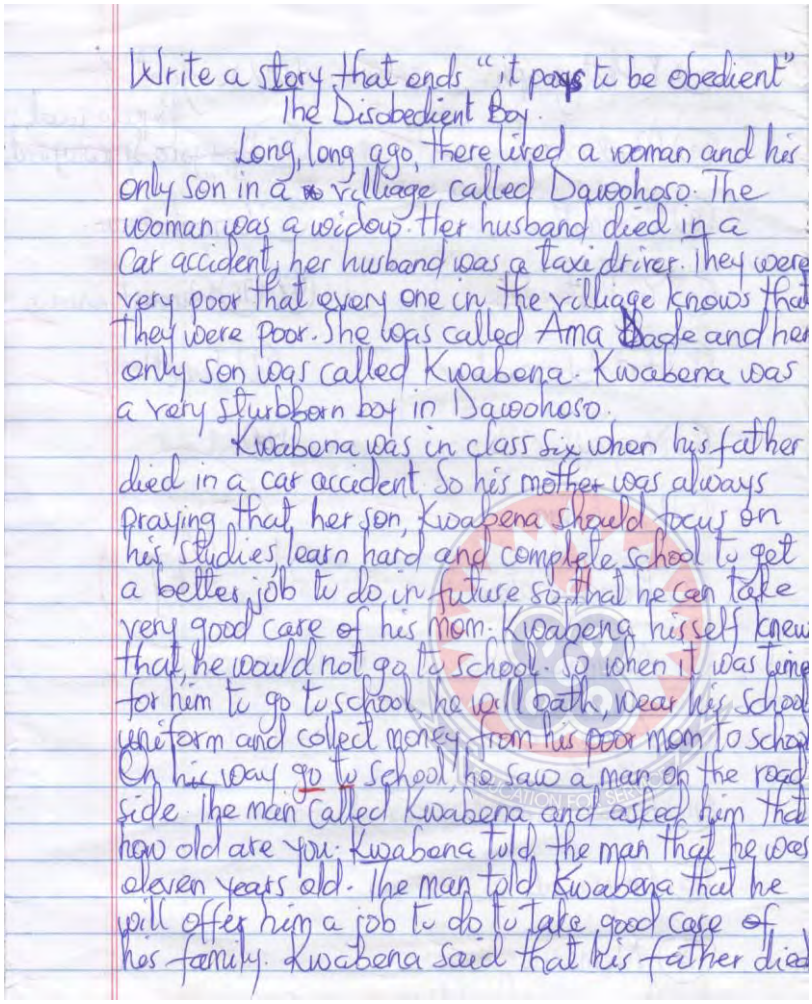

Write a story that ends "it pays to be obedient"

The Disobedient Boy.

Long, long ago, there lived a woman and his only son in a village called Dawohoso. The woman was a widow. Her husband died in a car accident, her husband was a taxi driver. They were very poor that every one in the village knows that they were poor. She was called Ama Dade and her only son was called Kwabena. Kwabena was a very stubborn boy in Dawohoso.

Kwabena was in class Six when his father died in a car accident. So his mother was always praying that her son, Kwabena should focus on his studies, learn hard and complete school to get a better job to do in future so that he can take very good care of his mom. Kwabena himself knew that he would not go to school. So when it was time for him to go to school, he will bath, wear his school uniform and collect money from his poor mom to school. On his way go to school he saw a man on the road side. The man called Kwabena and asked him that how old are you. Kwabena told the man that he was eleven years old. The man told Kwabena that he will offer him a job to do to take good care of his family. Kwabena said that his father died

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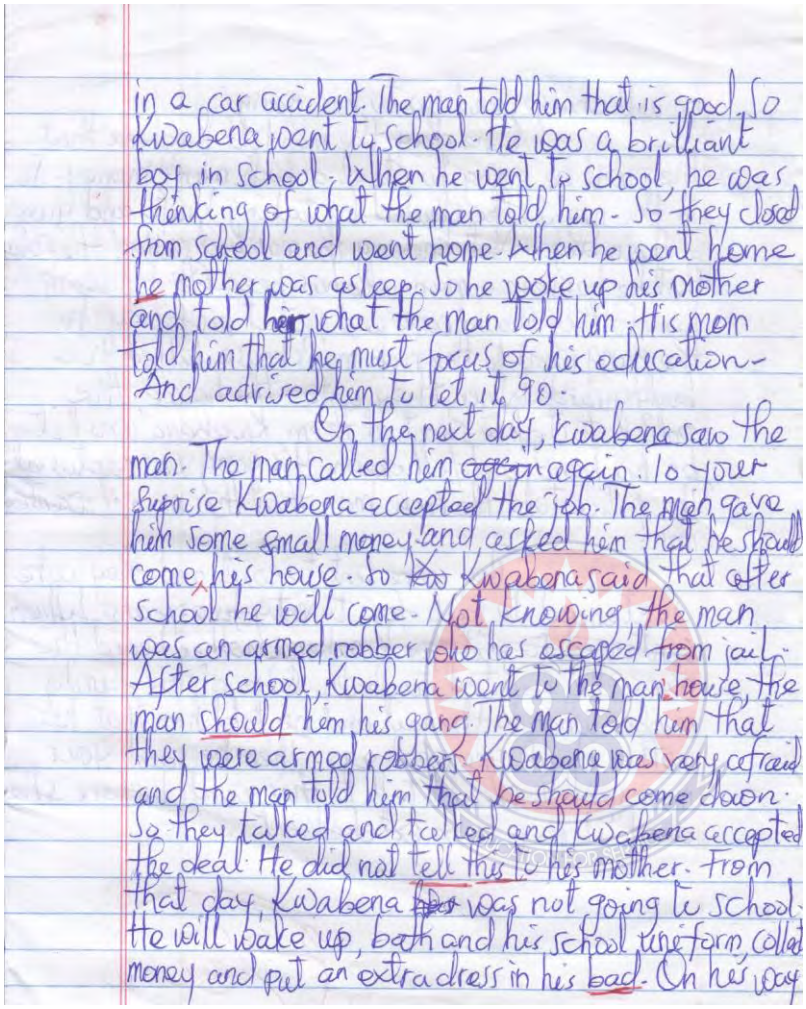

in a car accident. The man told him that is good. So Kwabena went to school. He was a brilliant boy in school. When he went to school, he was thinking of what the man told him. So they closed from school and went home. When he went home he mother was asleep. So he woke up his mother and told her what the man told him. His mom told him that he must focus of his education. And advised him to let it go.

On the next day, Kwabena saw the man. The man called him again. To your Suprise Kwabena accepted the job. The man gave him some small money and asked him that he should come his house. So Kwabena said that after school he will come. Not knowing the man was an armed robber who has escaped from jail. After school, Kwabena went to the man house. The man should him his gang. The man told him that they were armed robbers. Kwabena was very afraid and the man told him that he should come down. So they talked and talked and Kwabena accepted the deal. He did not tell this to his mother. From that day, Kwabena was not going to school. He will wake up, bath and his school uniform collect money and put an extra dress in his bad. On his way

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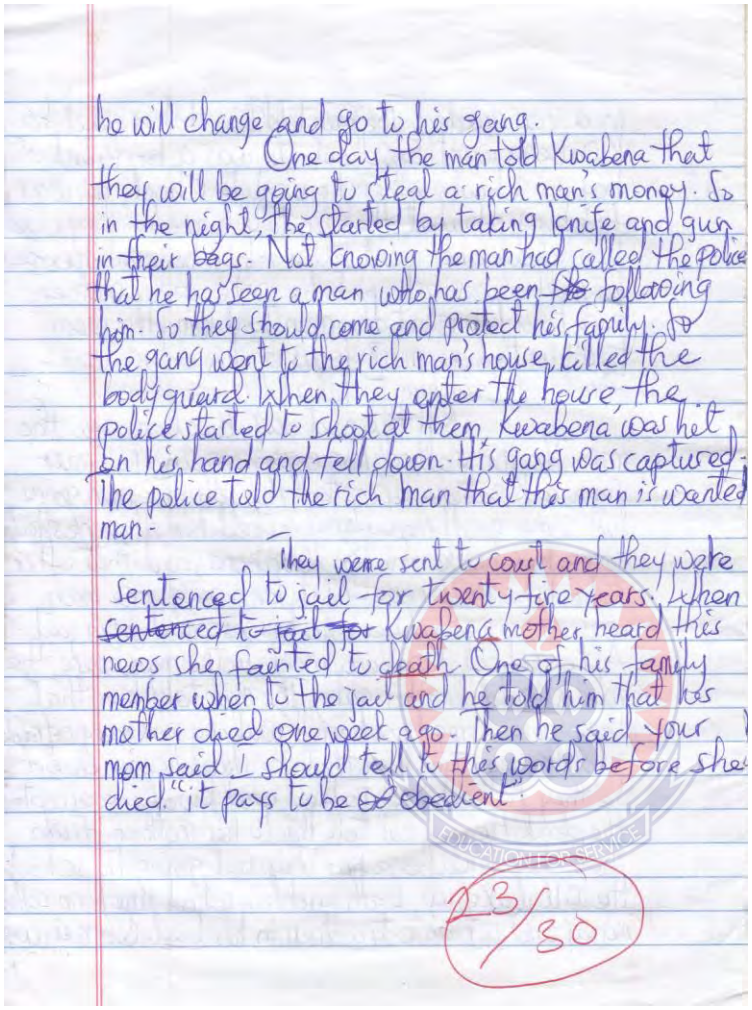

he will change and go to his gang.

One day, the man told Kwabena that they will be going to steal a rich man's money. So in the night, the started by taking knife and gun in their bags. Not knowing the man had called the police that he has seen a man who has been following him. So they should come and protect his family. So the gang went to the rich man's house, killed the body guard. When they enter the house, the police started to shoot at them. Kwabena was hit on his hand and fell down. His gang was captured. The police told the rich man that this man is wanted man.

They were sent to court and they were sentenced to jail for twenty five years. When ~~sentenced to jail for~~ Kwabena mother heard this news she fainted to death. One of his family member when to the jail and he told him that his mother died one week ago. Then he said your mom said I should tell to this words before she died. "it pays to be ~~so~~ obedient".

23/30

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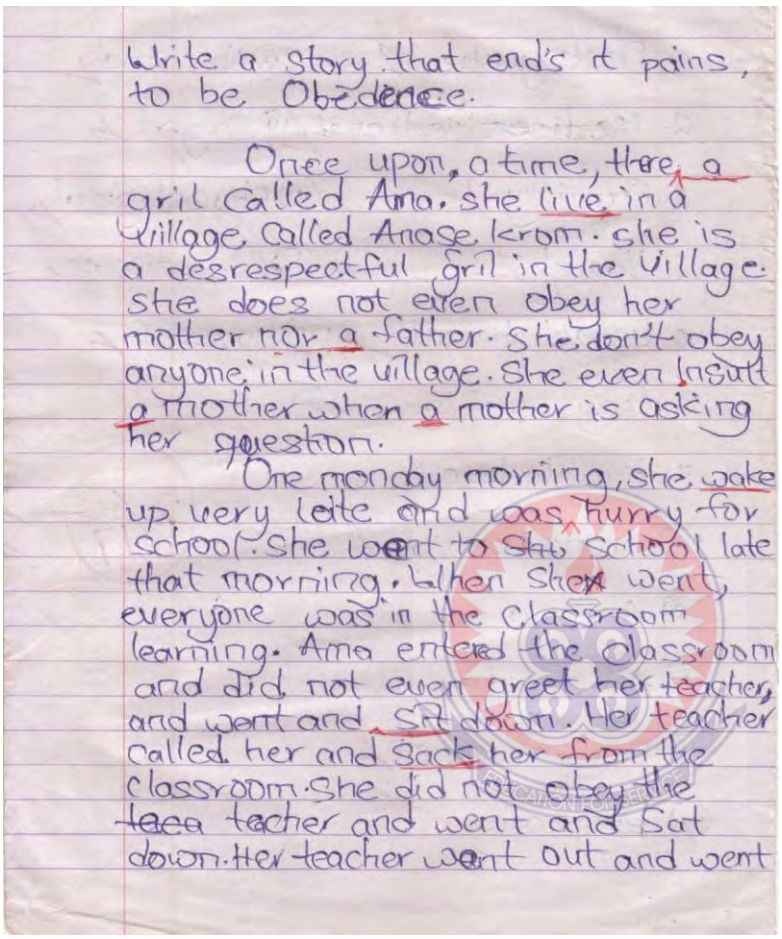

Write a story that end's it pains, to be Obedience.

Once upon, a time, there a gril called Ama. she live in a village called Anase krom. she is a desrespectful gril in the village. she does not even obey her mother nor a father. She don't obey anyone in the village. She even insult a mother when a mother is asking her question.

One monday morning, she wake up very leite and was hurry for school. she went to the school late that morning. When she went, everyone was in the classroom learning. Ama entered the classroom and did not even greet her teacher, and went and sit down. Her teacher called her and sack her from the classroom. She did not obey the teea teacher and went and sat down. Her teacher went out and went

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and look for cane. The teacher came in and started beating her up. whiles the teacher was beating Ama, Ama started to insult the teacher, meanwhile the teacher was beating her badly and Ama stood up ~~and at went out~~ with her bag and went home. When she came home, Ama's mother did not even asked her any question because she knew that Ama will insult her. Ama was ~~an hura~~ hungry and wanted food to eat. she was shine to ~~aks~~ ask her mother. She stood up and said to her. Self it pains to be Obedience

12/30

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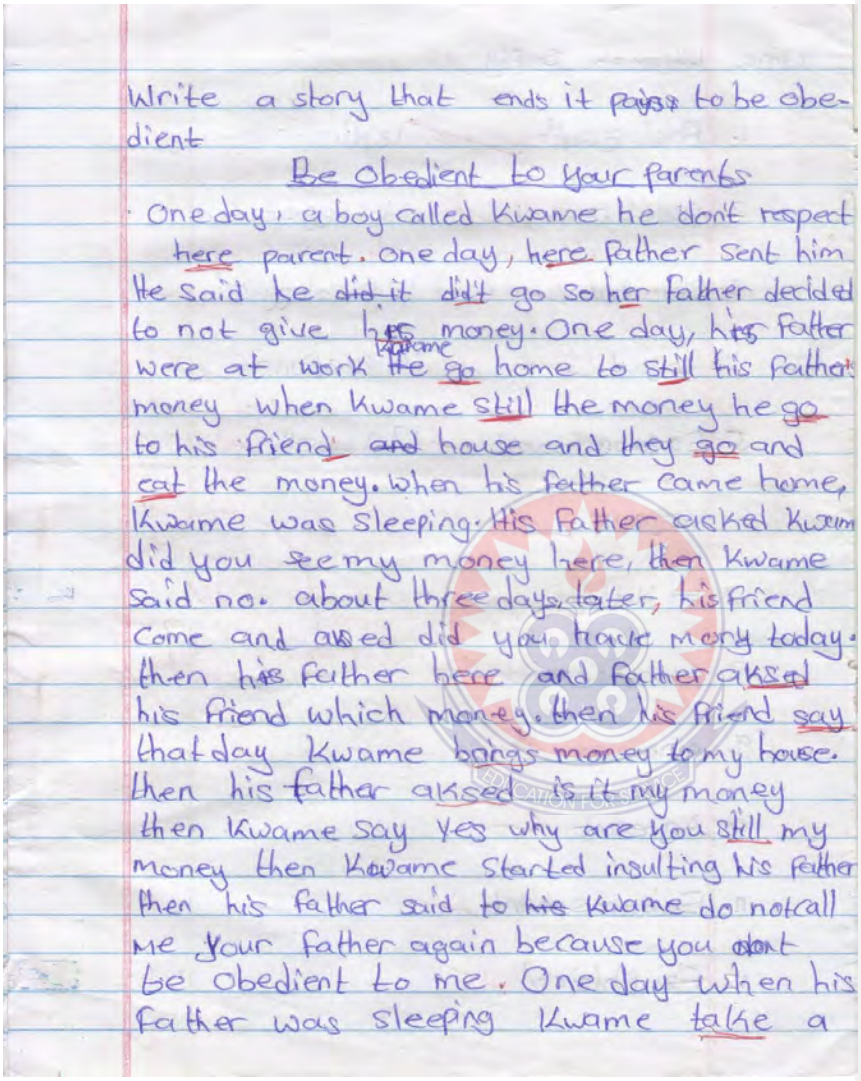

Write a story that ends it pays to be obedient

Be Obedient to your parents

One day, a boy called Kwame he don't respect here parent. one day, here father sent him He said he did it didn't go so her father decided to not give her money. One day, his father were at work the Kwame go home to still his father money when Kwame still the money he go to his friend and house and they go and eat the money. when his father came home, Kwame was sleeping. His father asked Kwame did you see my money here, then Kwame said no. about three days later, his friend come and asked did you trade mony today. then his father here and father aksed his friend which money. then his friend say that day Kwame brings money to my house. then his father aksed is it my money then Kwame say yes why are you still my money then Kwame started insulting his father then his father said to his Kwame do not call me your father again because you dont be obedient to me. One day when his father was sleeping Kwame take a

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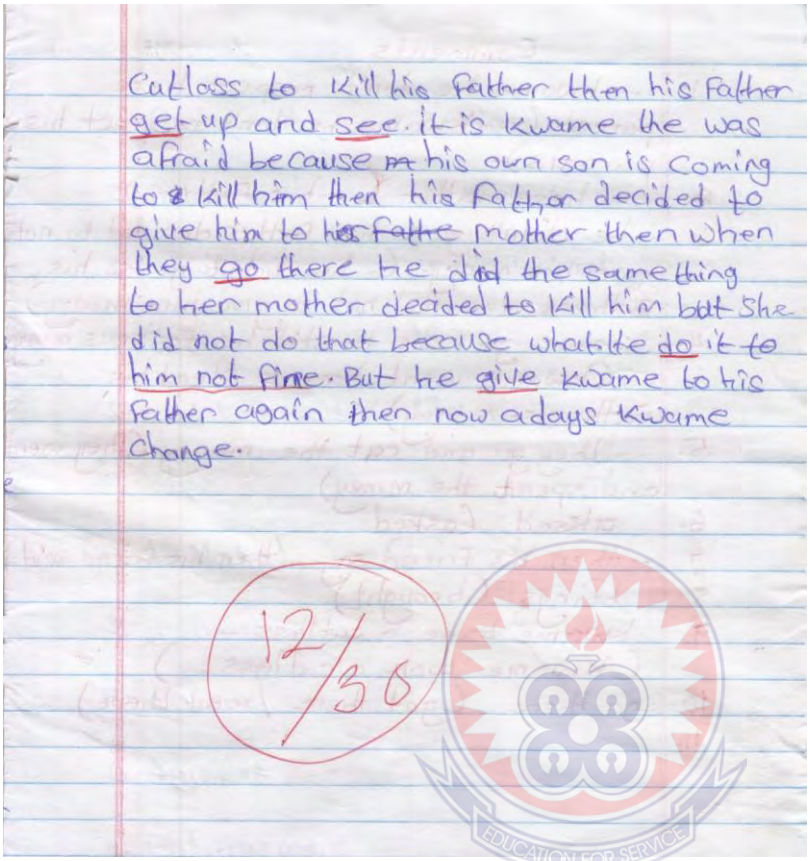

Cutloss to kill his father then his father get up and see it is kwame the was afraid because ~~m~~ his own son is coming to ~~s~~ kill him then his father decided to give him to ~~his father~~ mother then when they go there he ~~did~~ the same thing to her mother decided to kill him but she did not do that because what he do it to him not fine. But he give kwame to his father again then now adays kwame change.

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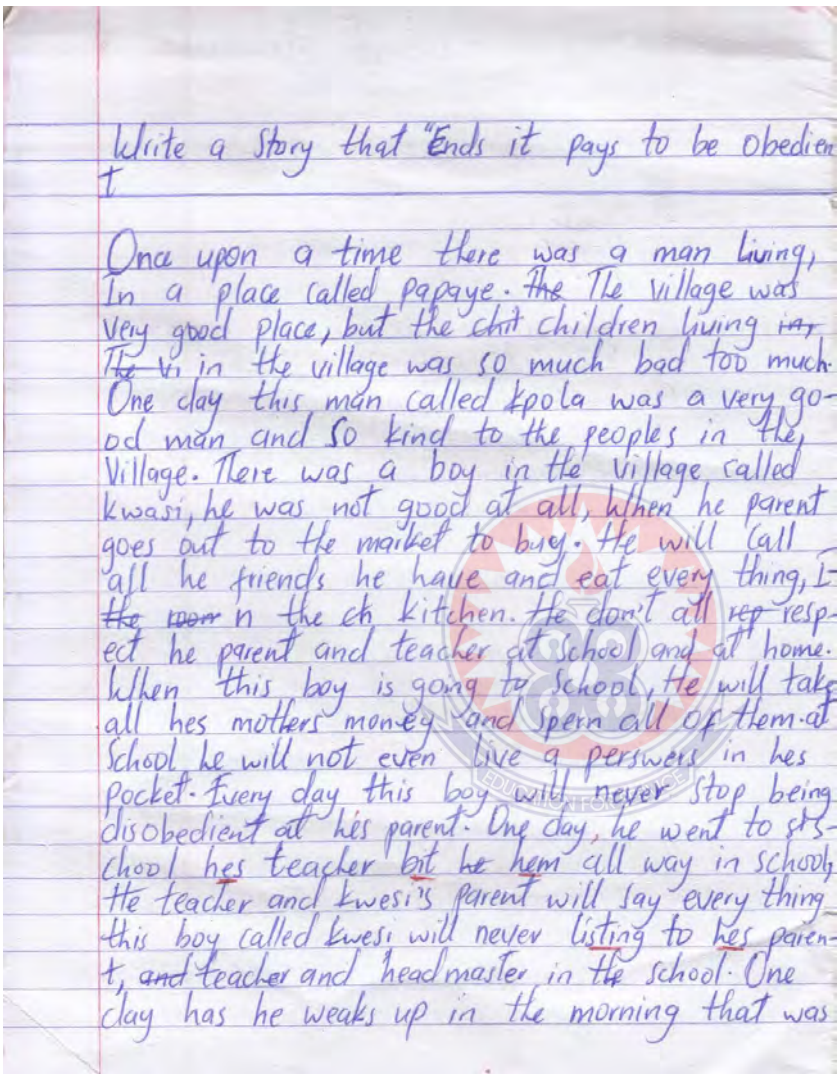

Write a story that ~~E~~nds it pays to be obedien
t

Onca upon a time there was a man living,
In a place called papaye. ~~the~~ The village was
very good place, but the ~~chil~~ children living ~~in~~
~~The vi~~ in the village was so much bad too much.
One day this man called kpola was a very go-
od man and so kind to the peoples in the,
Village. There was a boy in the village called
kwasi, he was not good at all, when he parent
goes out to the market to buy. He will call
all he friends he have and eat every thing, I-
~~the room~~ n the ch kitchen. He don't all ~~rep~~ resp-
ect he parent and teacher at school and at home.
When this boy is going to school, he will take
all hes mothers money and spern all of them at
School he will not even live a perswers in hes
pocket. Every day this boy will never stop being
disobedient at hes parent. One day, he went to sc-
chool hes teacher bit he hem all way in school,
the teacher and kwesi's parent will say every thing
this boy called kwesi will never listing to hes paren-
t, ~~and~~ teacher and headmaster in the school. One
day has he weaks up in the morning that was

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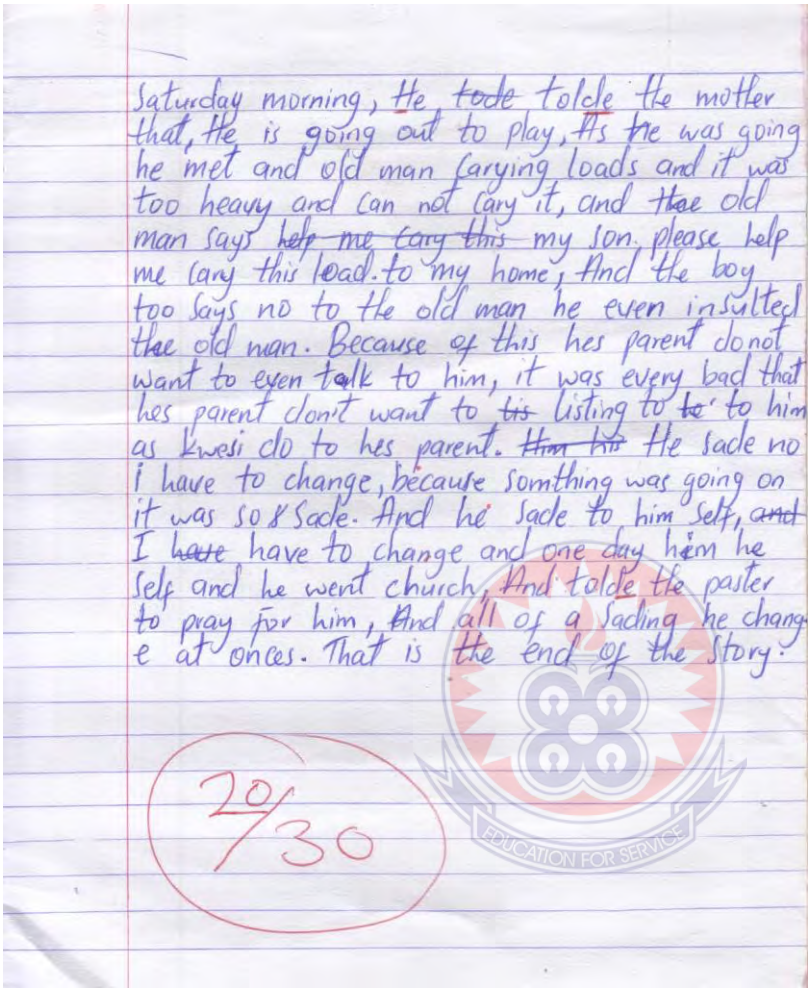

Saturday morning, He ~~tode~~ tolde the mother that, He is going out to play, As he was going he met and old man carying loads and it was too heavy and can not cary it, and ~~thae~~ old man says ~~help me cary this~~ my son. please help me cary this load to my home, And the boy too says no to the old man he even insulted ~~thae~~ old man. Because of this hes parent do not want to even talk to him, it was every bad that hes parent don't want to ~~tis~~ listing to ~~to~~ to him as kwesi do to hes parent. ~~Him hi~~ He sade no i have to change, because somthing was going on it was so & Sade. And he sade to him self, ~~and~~ I ~~hate~~ have to change and one day him he self and he went church, And tolde the paster to pray for him, And all of a sading he change at onces. That is the end of the story.

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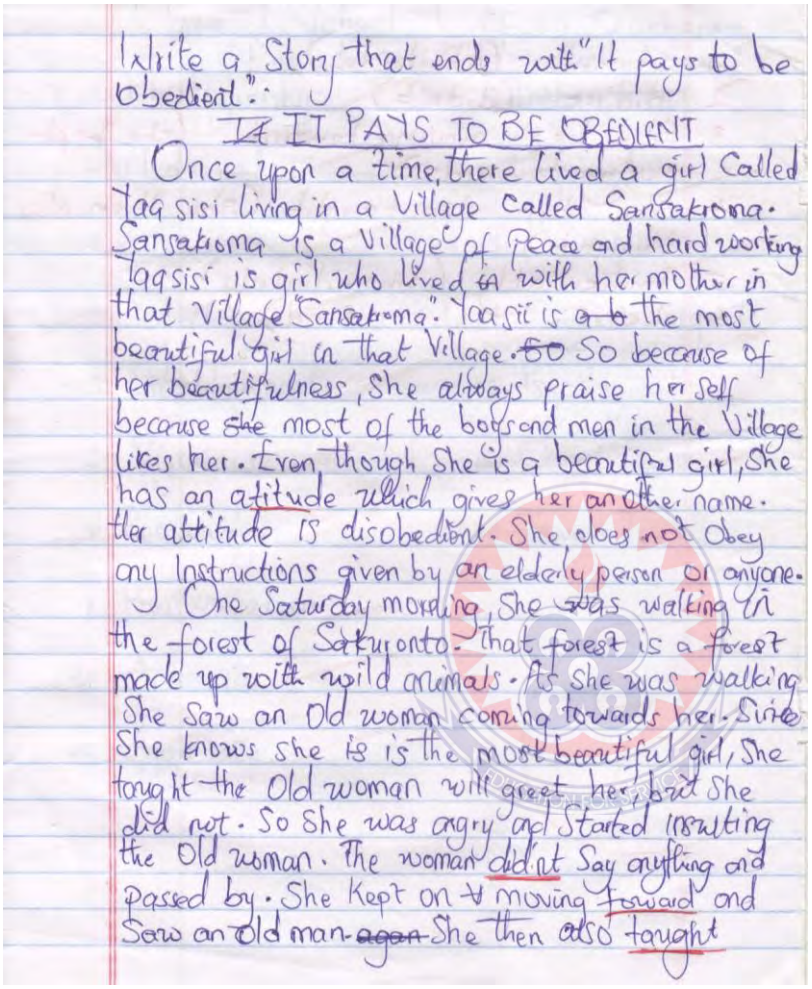

Write a Story that ends with "It pays to be obedient".

IT PAYS TO BE OBEDIENT

Once upon a time, there lived a girl called Yaa sisi living in a Village called Sansakroma. Sansakroma is a Village of Peace and hard working. Yaasisi is girl who lived with her mother in that Village Sansakroma. Yaasii is the most beautiful girl in that Village. So because of her beautifulness, She always praise her self because most of the boys and men in the Village likes her. Even though She is a beautiful girl, She has an atitude which gives her another name. Her attitude is disobedient. She does not obey any Instructions given by an elderly person or anyone.

One Saturday morning, She was walking in the forest of Sakuronto. That forest is a forest made up with wild animals. As She was walking She saw an Old woman coming towards her. Since She knows she is is the most beautiful girl, She tought the Old woman will greet her, but She did not. So She was angry and Started insulting the Old woman. The woman did'nt Say anything and passed by. She Kept on moving foward and Saw an Old man. She then also taught

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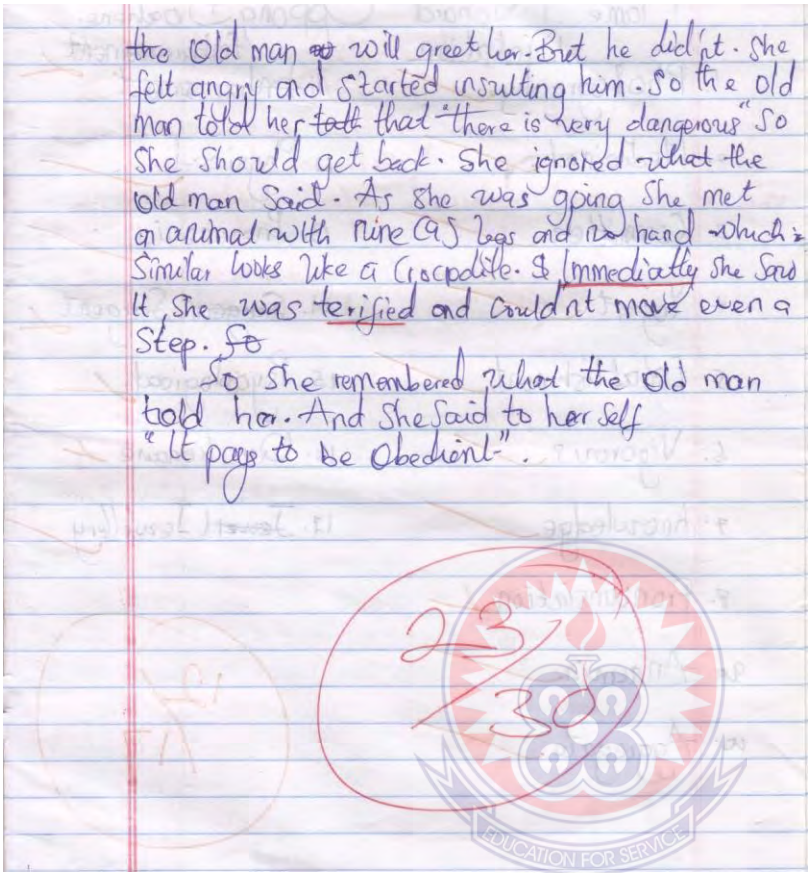

the Old man will great her. But he didn't. She felt angry and started insulting him. So the old man told her that "there is very dangerous" So She should get back. She ignored what the old man Said. As she was going She met a animal with nine legs and two hand which is Similar looks like a Crocodile. & Immediatly She Saw it She was terified and couldn't move even a Step. So

So She remembered what the old man told her. And She Said to her self "It pays to be Obedient".

23/30

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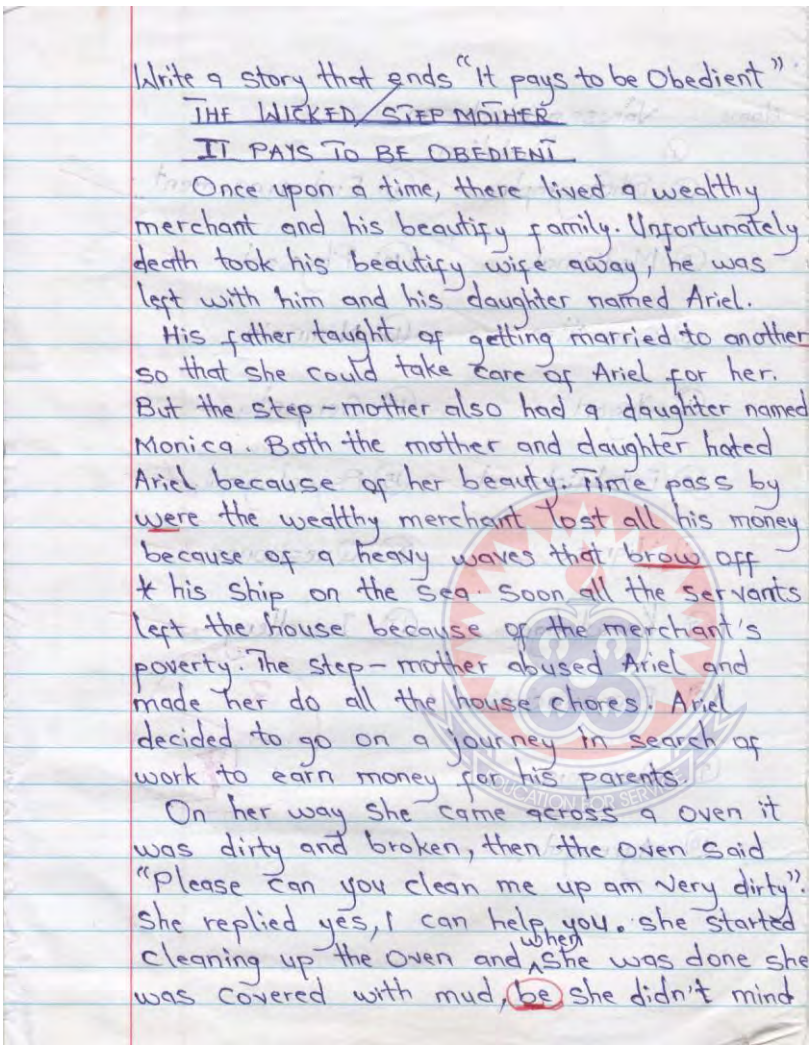

Write a story that ends "It pays to be Obedient"

THE WICKED STEP MOTHER

IT PAYS TO BE OBEDIENT

Once upon a time, there lived a wealthy merchant and his beautify family. Unfortunately death took his beautify wife away, he was left with him and his daughter named Ariel.

His father taught of getting married to another so that she could take care of Ariel for her. But the step-mother also had a daughter named Monica. Both the mother and daughter hated Ariel because of her beauty. Time pass by were the wealthy merchant lost all his money because of a heavy waves that brow off his ship on the sea. Soon all the servants left the house because of the merchant's poverty. The step-mother abused Ariel and made her do all the house chores. Ariel decided to go on a journey in search of work to earn money for his parents.

On her way she came across a oven it was dirty and broken, then the oven said "Please can you clean me up am very dirty". She replied yes, I can help you. she started cleaning up the oven and when she was done she was covered with mud, be she didn't mind

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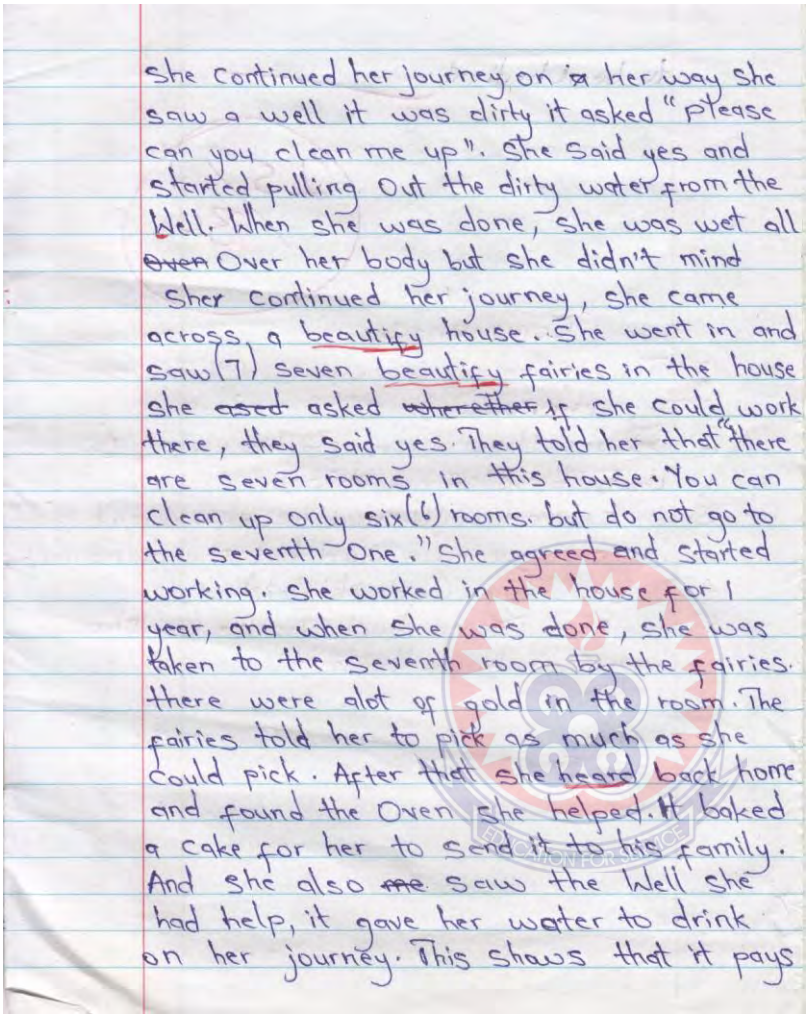

she continued her journey on ~~x~~ her way she saw a well it was dirty it asked "please can you clean me up". She said yes and started pulling out the dirty water from the well. When she was done, she was wet all ~~over~~ Over her body but she didn't mind

Sher continued her journey, she came across a beautify house. She went in and saw (7) seven beautify fairies in the house she ~~used~~ asked ~~whereether~~ if she could work there, they said yes. They told her that there are seven rooms in this house. You can clean up only six (6) rooms. but do not go to the seventh one." She agreed and started working. she worked in the house for 1 year, and when she was done, she was taken to the seventh room by the fairies. there were alot of gold in the room. The fairies told her to pick as much as she could pick. After that she heard back home and found the Oven she helped. It baked a cake for her to send it to his family. And she also ~~me~~ saw the well she had help, it gave her water to drink on her journey. This shows that it pays

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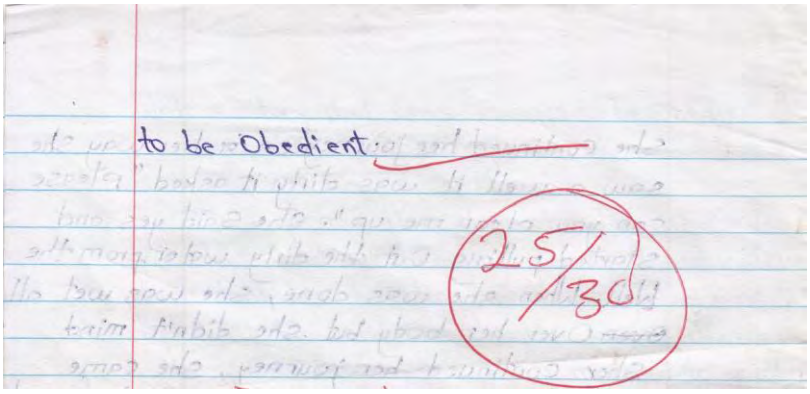

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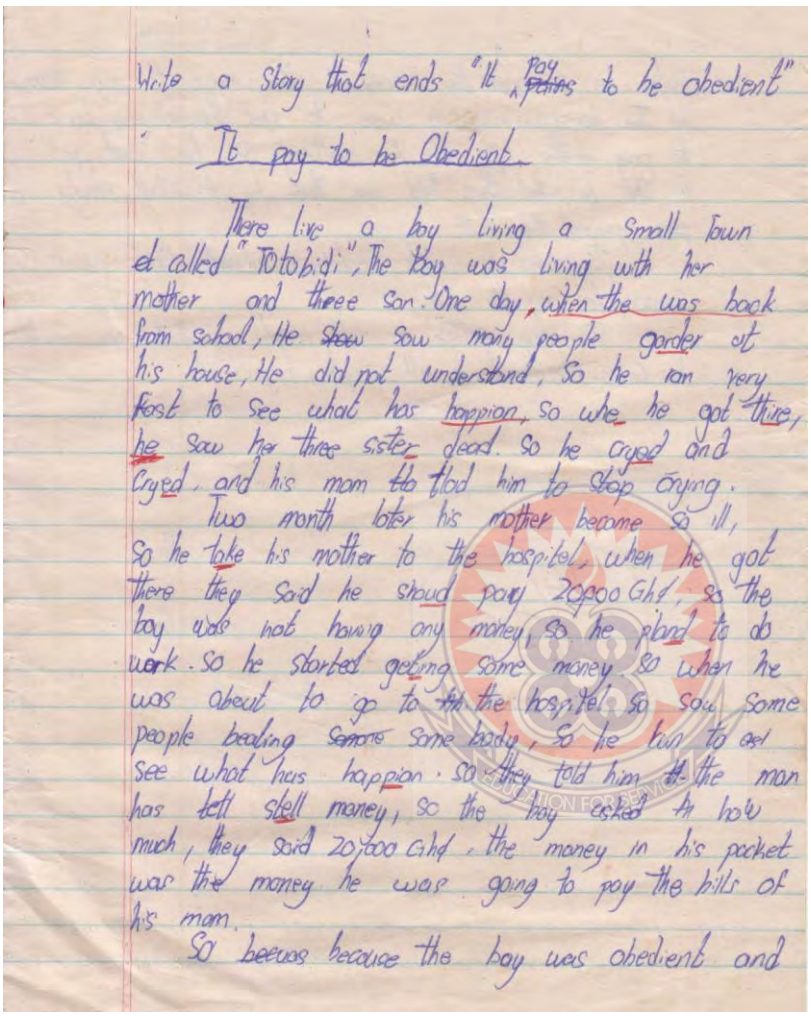

Write a story that ends "It pay to be obedient"

It pay to be Obedient

There live a boy living a small town at called "Totobidi". The boy was living with her mother and three son. One day, when the was back from school, He saw saw many people gorder at his house, He did not understand, So he ran very fast to see what has happian, so whe he got thire, he saw her three sister dead. So he cryed and Cryed, and his mom told him to stop crying.

Two month later his mother become so ill, So he take his mother to the hospitel, when he got there they said he shoud pay 20000 Ghc, so the boy was not having any money, So he plan to do work. So he started geting some money so when he was about to go to the hospitel so saw some people beating some body, So he run to see see what has happian. so they told him the man has left shell money, so the boy asked how much, they said 20,000 Ghc, the money in his packet was the money he was going to pay the bills of his mom.

So beeuas because the boy was obedient and

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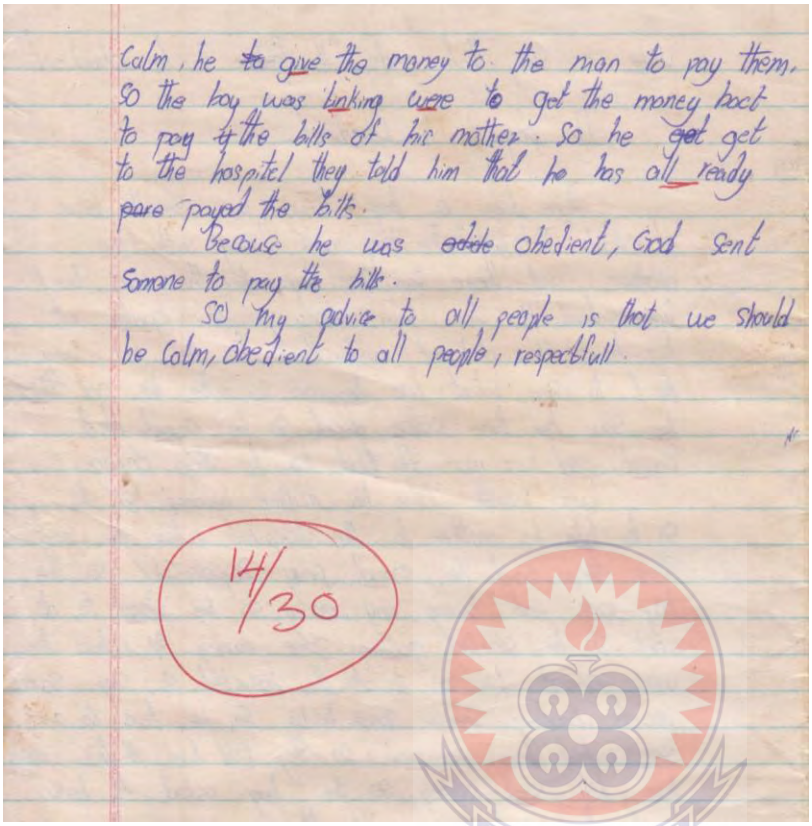

Calm, he ~~to~~ give the money to the man to pay them. So the boy was linking were to get the money back to pay the bills of his mother. So he get get to the hospital they told him that he has all ready pare payed the bills.

Because he was ~~edide~~ obedient, God sent Someone to pay the bills.

So my advice to all people is that we should be Calm, obedient to all people, respectfull.

14/30

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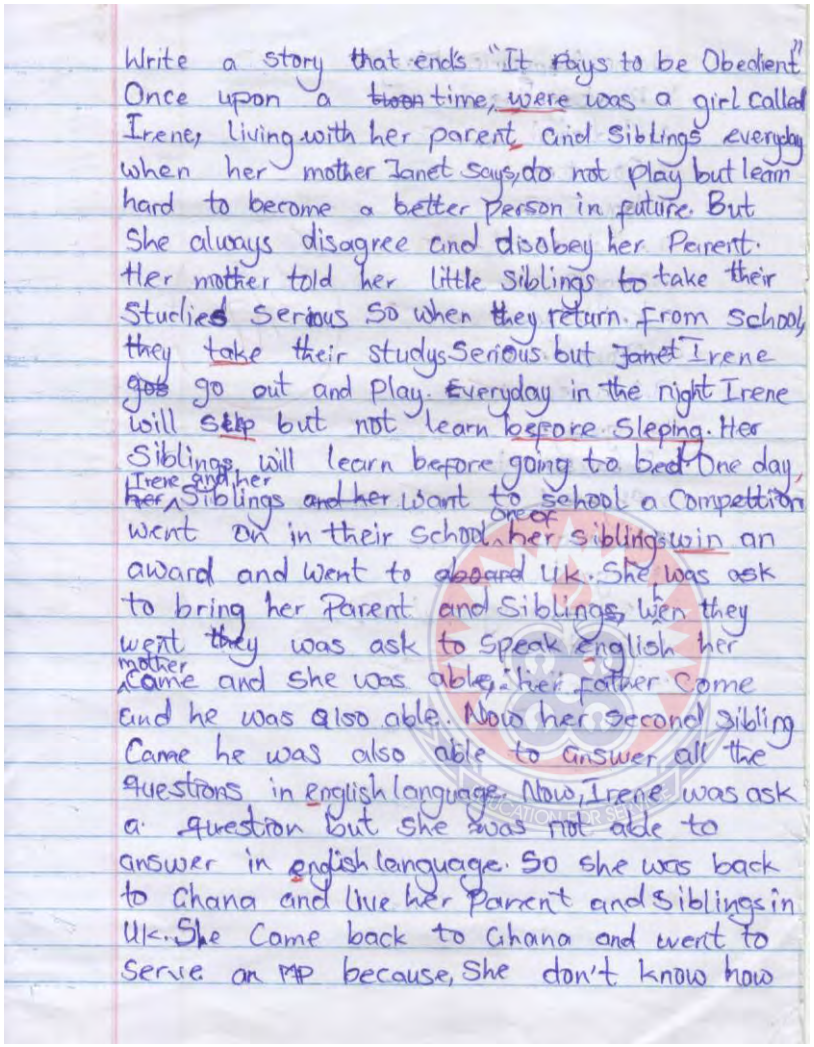

Write a story that ends "It Pays to be Obedient"
Once upon a ~~time~~ time, were was a girl called Irene, living with her parent and Siblings everyday when her mother Janet says, do not play but learn hard to become a better person in future. But She always disagree and disobey her Parent. Her mother told her little Siblings to take their Studies Serious So when they return from School, they take their studys Serious but Janet Irene ~~goes~~ go out and play. Everyday in the night Irene will ~~Slep~~ but not learn before Sleping. Her Siblings will learn before going to bed. One day, Irene and her her Siblings and her want to school a Competition went on in their School. her Siblings one of win an award and went to ~~abroad~~ Uk. She was ask to bring her Parent and Siblings, when they went they was ask to Speak English her mother Came and she was able, her father Come and he was also able. Now her second Sibling Came he was also able to answer all the questions in english language. Now, Irene was ask a question but she was not able to answer in english language. So she was back to Ghana and live her Parent and Siblings in Uk. She Come back to Ghana and went to Serve on ~~PP~~ because, She don't know how

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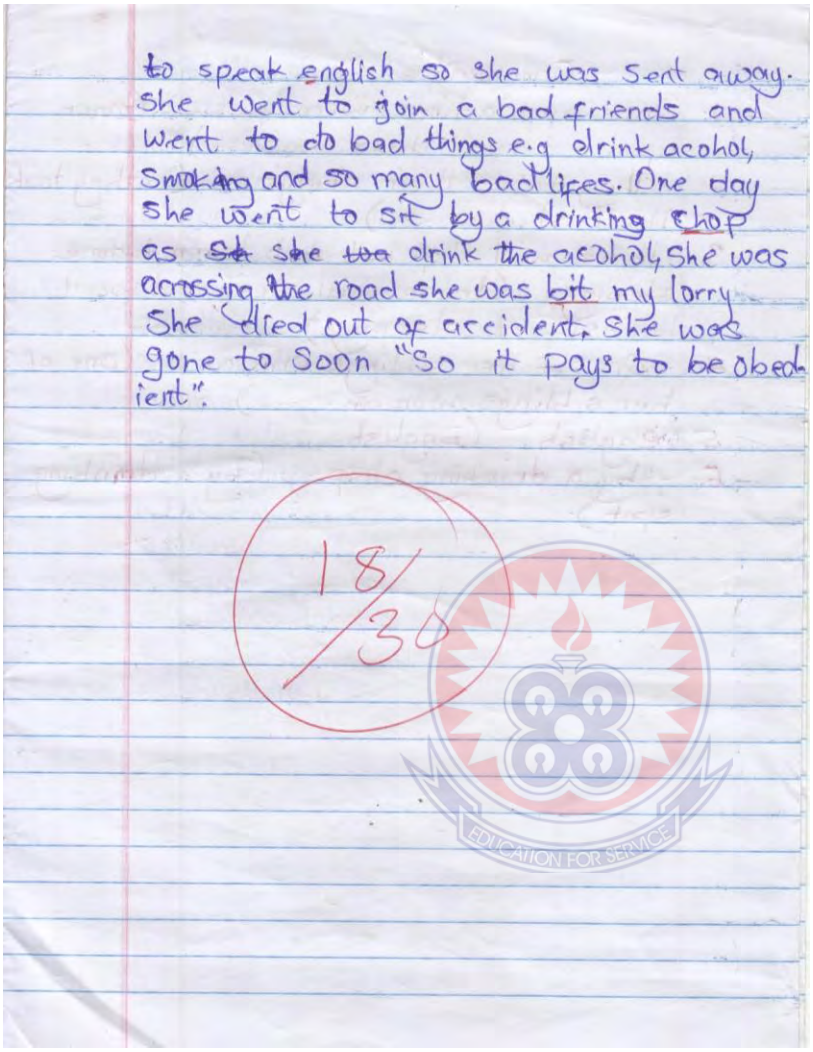

to speak english so she was sent away. She went to join a bad friends and went to do bad things e.g drink acohol, Smoking and so many bad lifes. One day she went to sit by a drinking chop as ~~Sh~~ she ~~wa~~ drink the acohol, she was acrossing the road she was bit my lorry She died out of accident. She was gone to soon "So it pays to be obedient".

18/30

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Appendix B: Dictation

1. Photograph
2. Medicinal
3. Committee
4. Establishment
5. Vigorous
6. Knowledge
7. Pronunciation
8. Anaemia
9. Aggregate
10. Embarrassment
11. Physical
12. Pneumonia
13. Sargent
14. Psychological
15. Questionnaire
16. Jewellery

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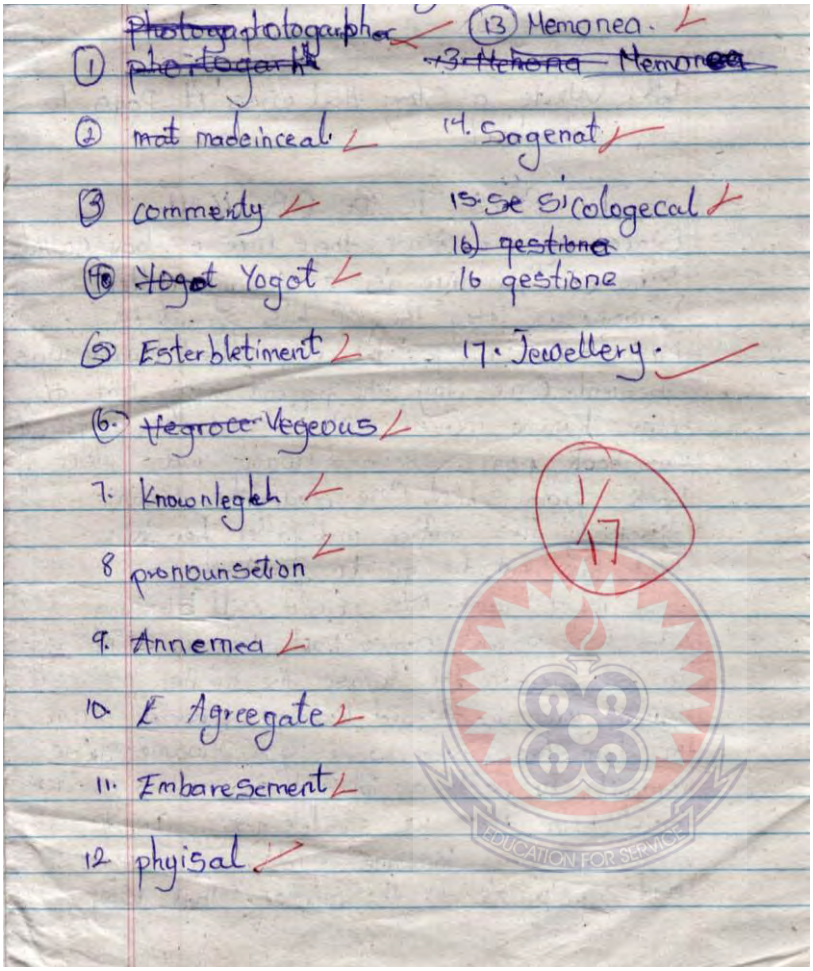

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7. Knownlegkh
8 pronounsetion
9. Annemea
10 ~~E~~ Agreegate
11. Embaresement
12 phyisal
(13) Memonea.
~~13. Mehona Memonea~~
14. Sagenat
15. ~~Se~~ Sicologecal
~~16) gestiona~~
16 gestione
17. Jewellery.

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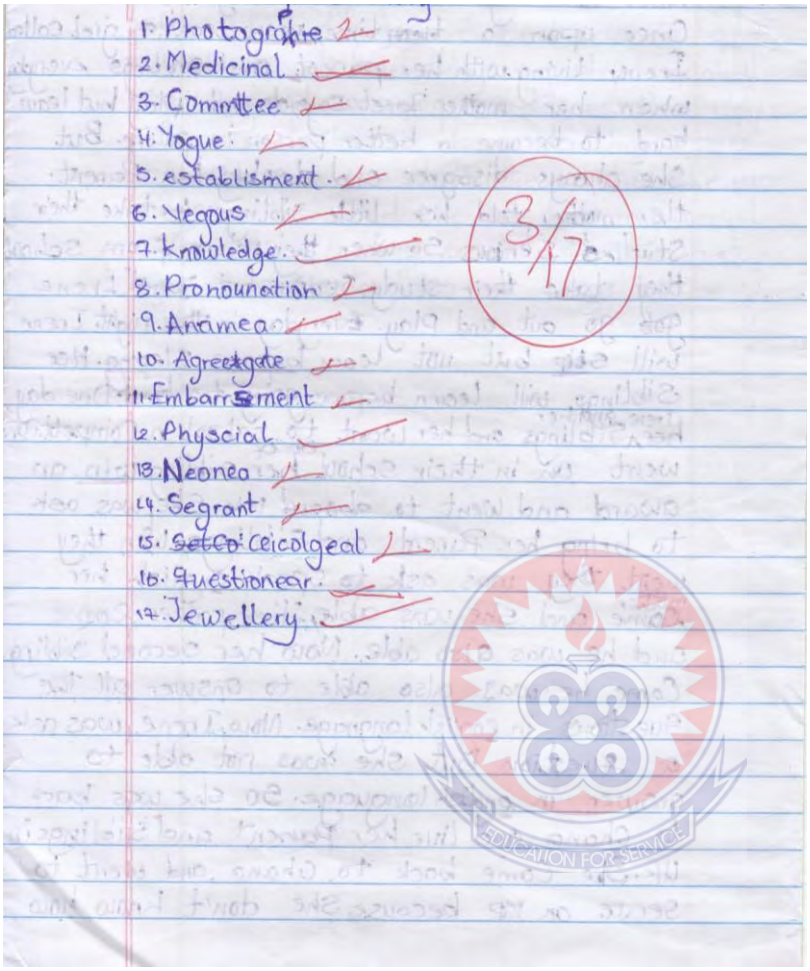

1. Photographie
2. Medicinal
3. Committee
4. Vogue
5. establisment
6. Vegous
7. knowledge
8. Pronounation
9. Anamea
10. Agreetgate
11. Embarrsment
12. Physcial
13. Neonea
14. Segrant
15. ~~Seico~~ Ceicolgeal
16. Questionear
17. Jewellery

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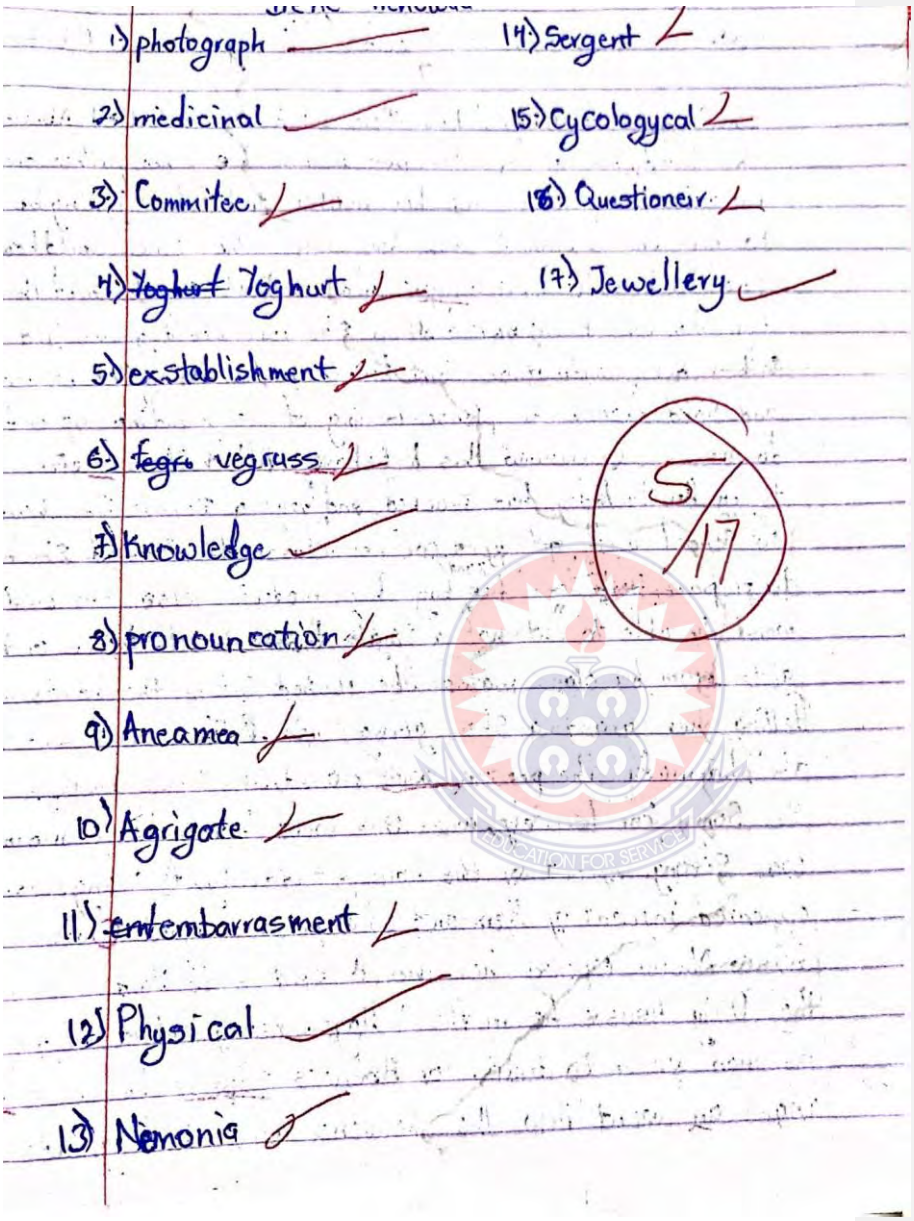

1) photograph
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3) Committee
4) ~~Yoghurt~~ Yoghurt
5) exstablishment
6) fegra vegruss
7) knowledge
8) pronouncation
9) Aneamea
10) Agrigate
11) ~~em~~embarrasment
12) Physical
13) Nenonia
14) Sergent
15) Cycologycal
16) Questioneir
17) Jewellery

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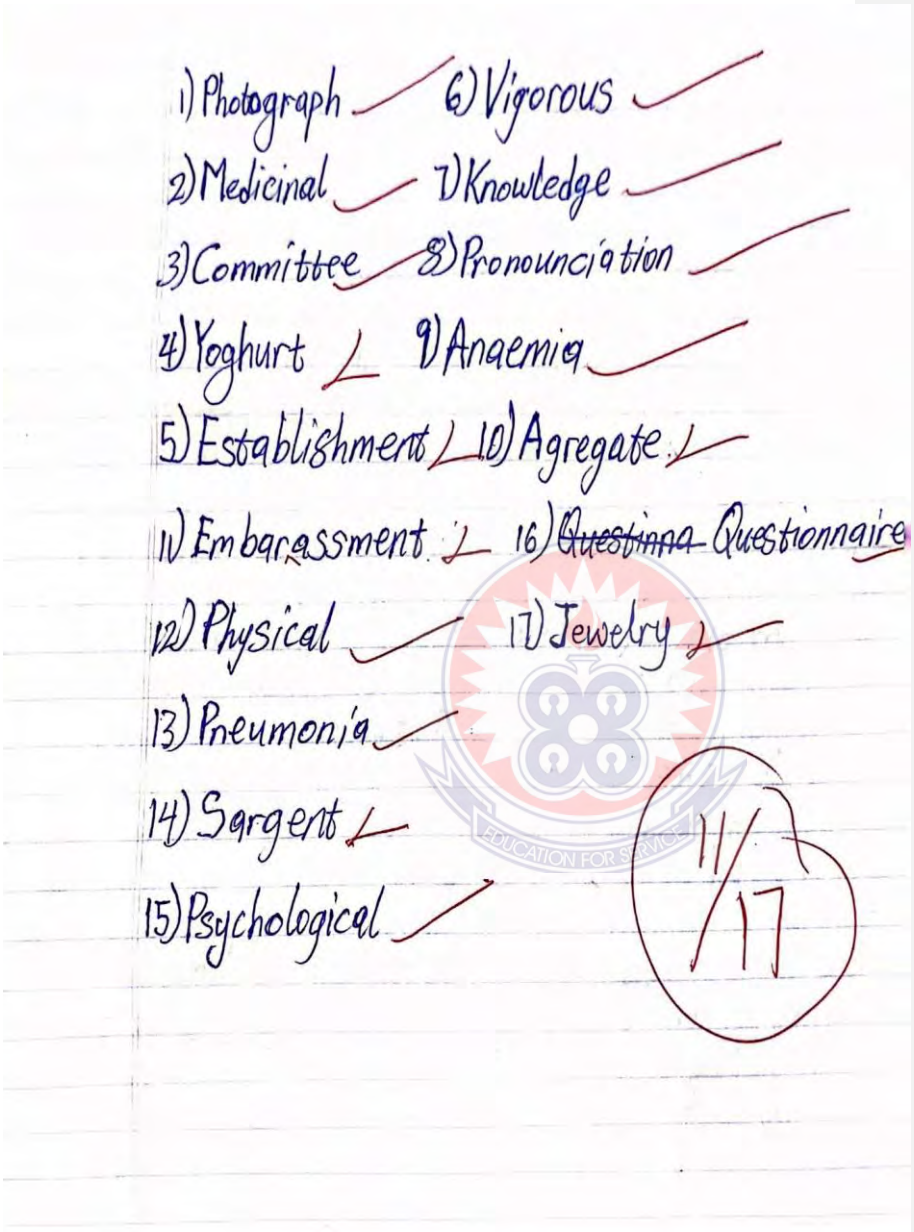

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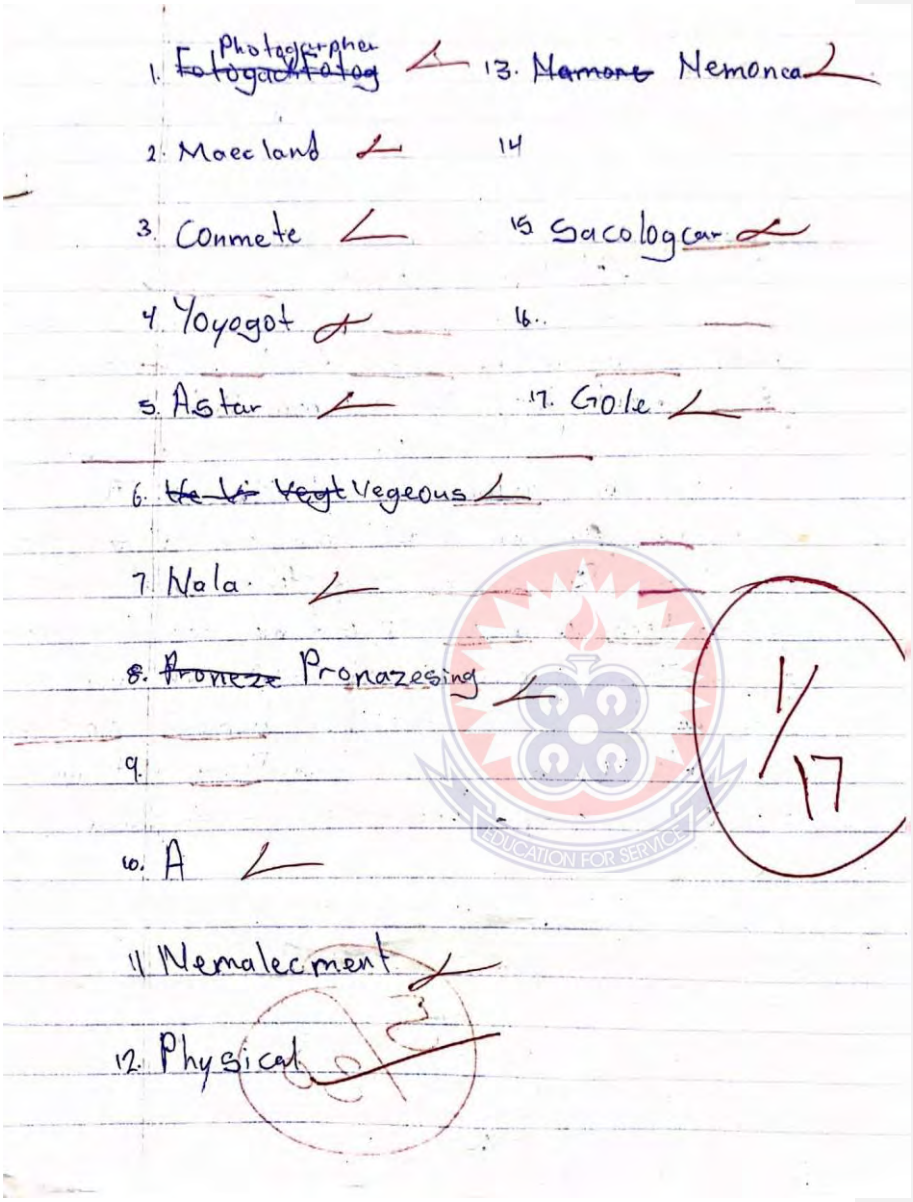

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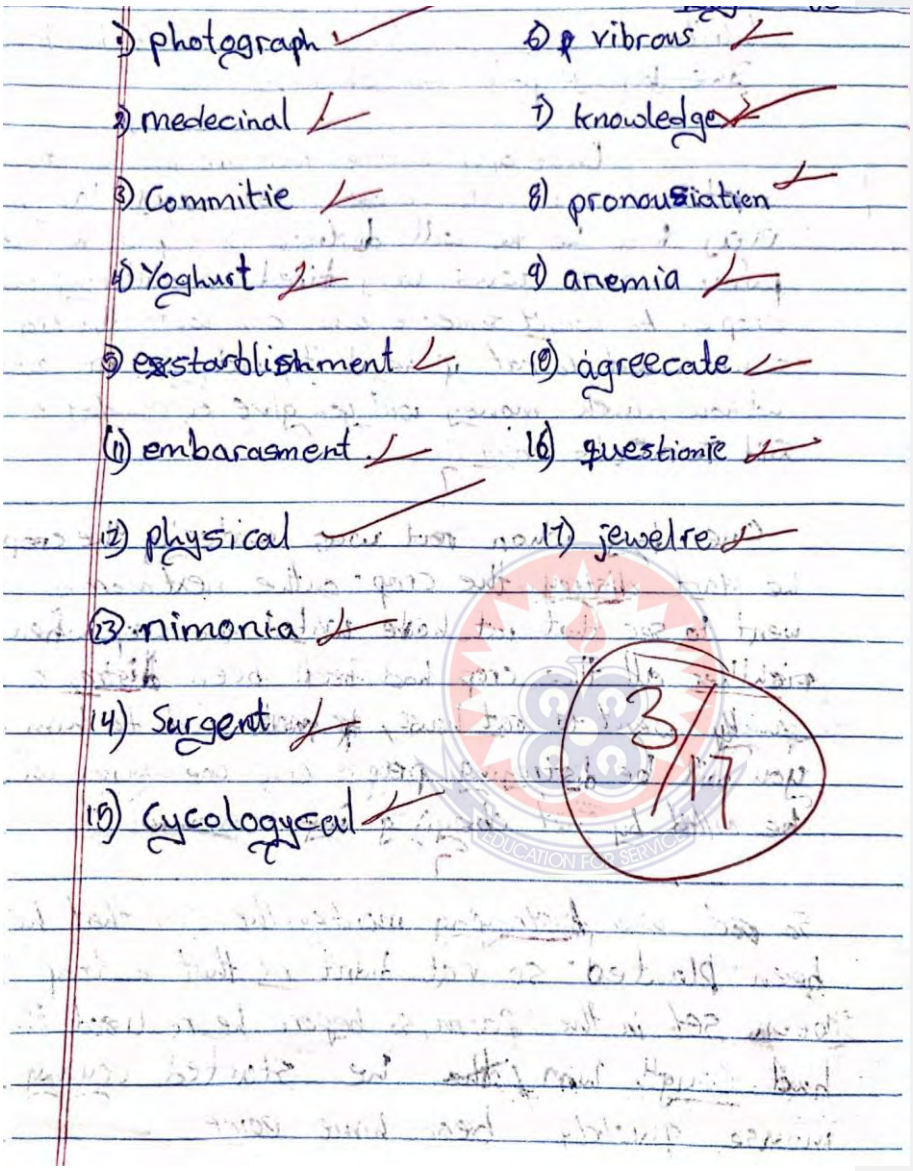
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3) Commitie
4) Yoghurt
5) exstarblishment
6) vibrous
7) knowledge
8) pronousiation
9) anemia
10) agreecate
11) embarasment
12) physical
13) nimonia
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17) jewelre
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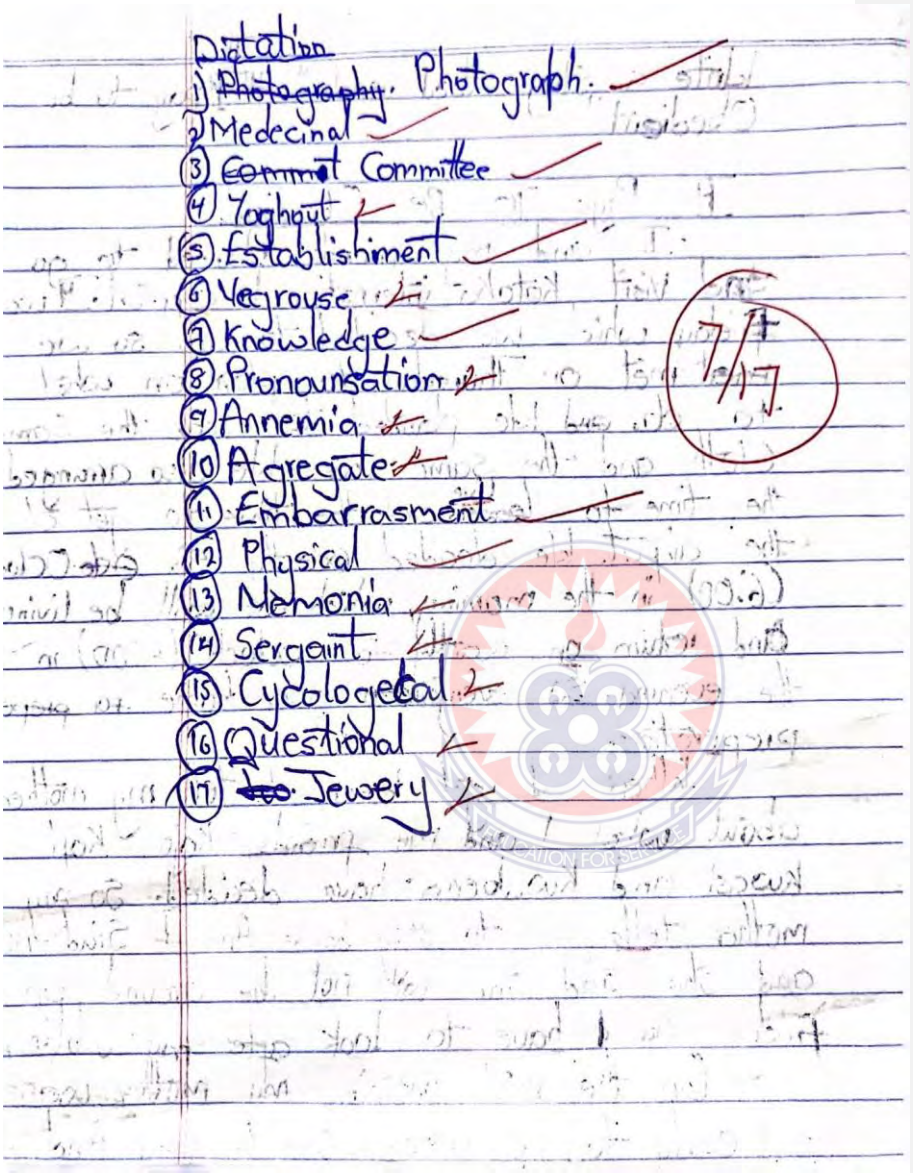

Dictation

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2) Medecinal
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4) Yoghout
5) Establishment
6) Vegrouse
7) Knowledge
8) Pronounsation
9) Annemia
10) Agregate
11) Embarrasment
12) Physical
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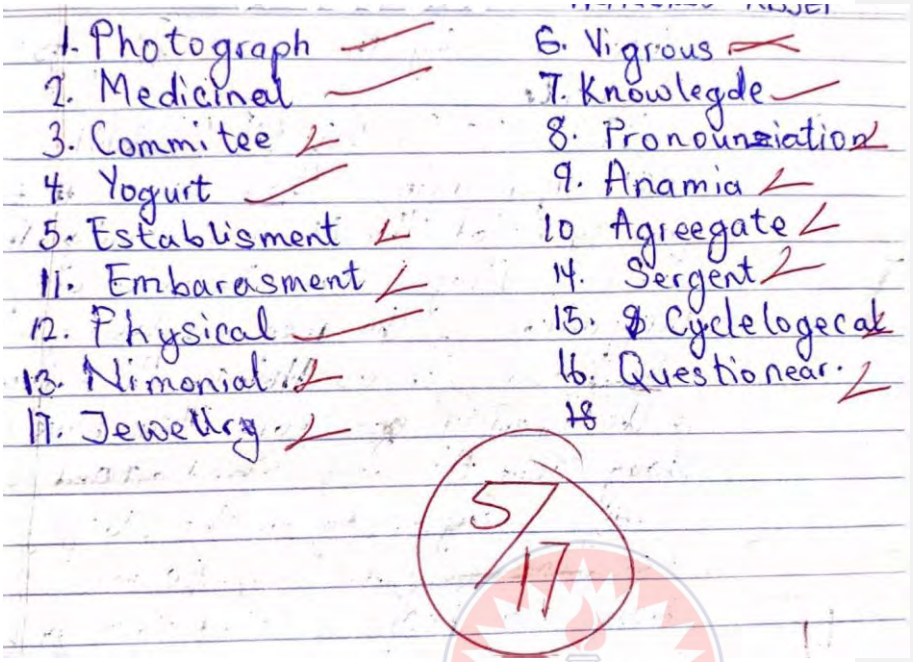

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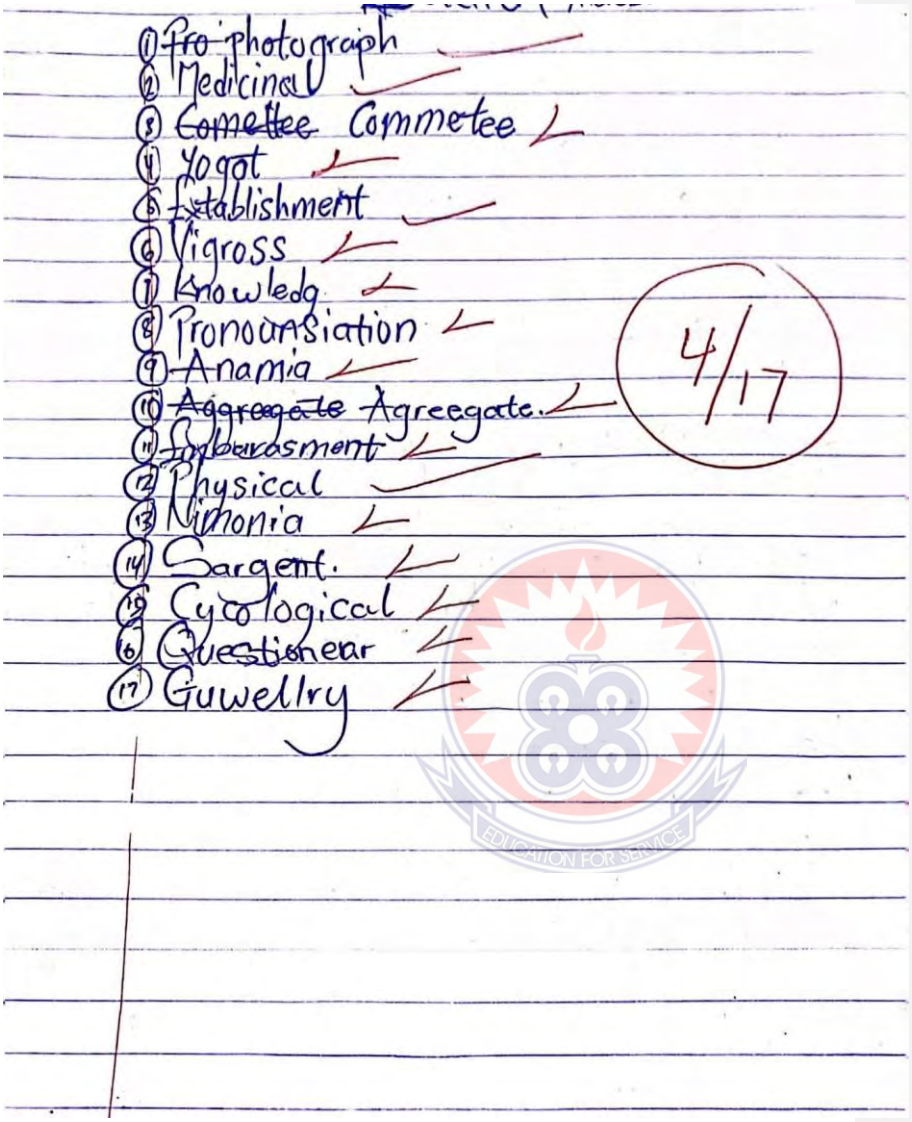

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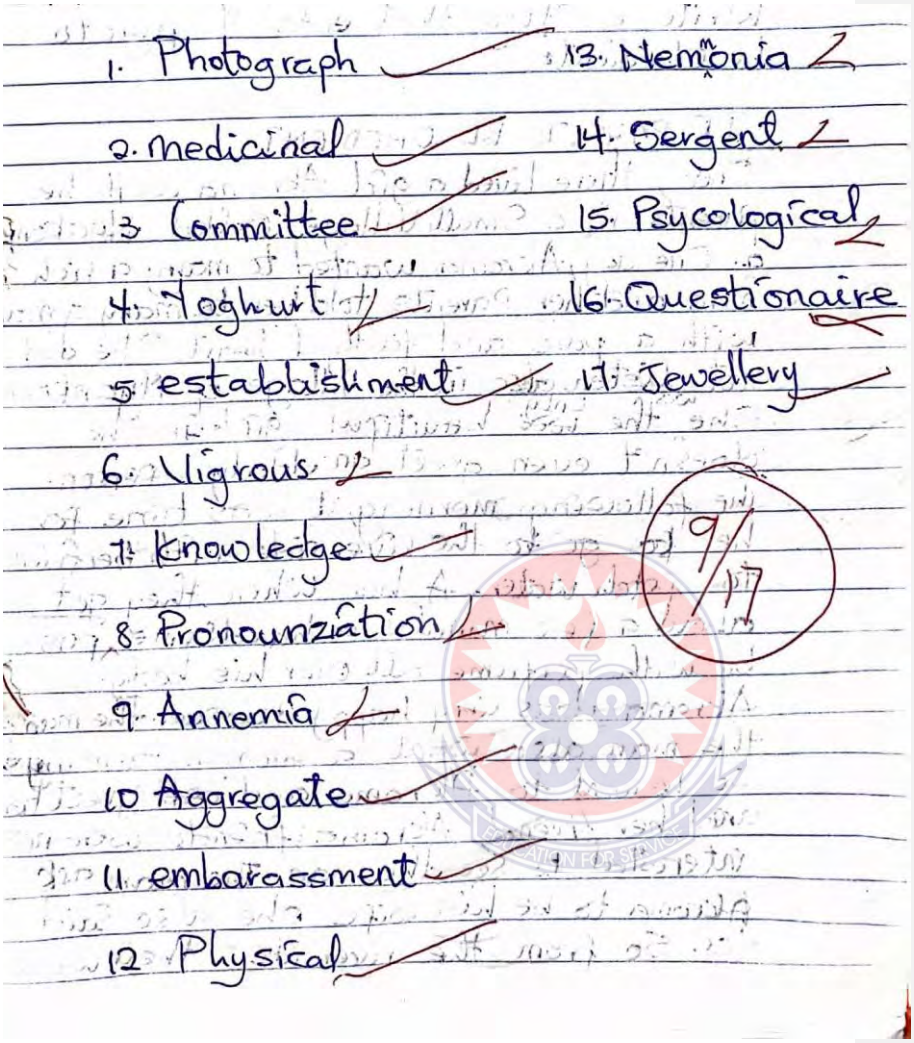
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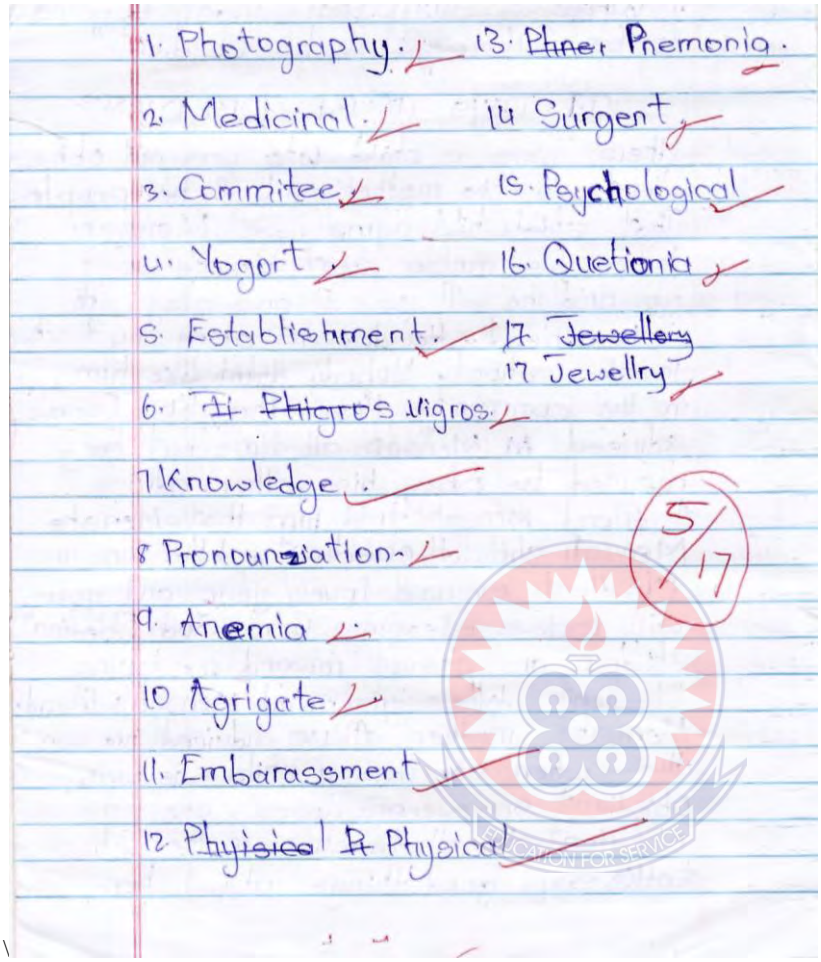

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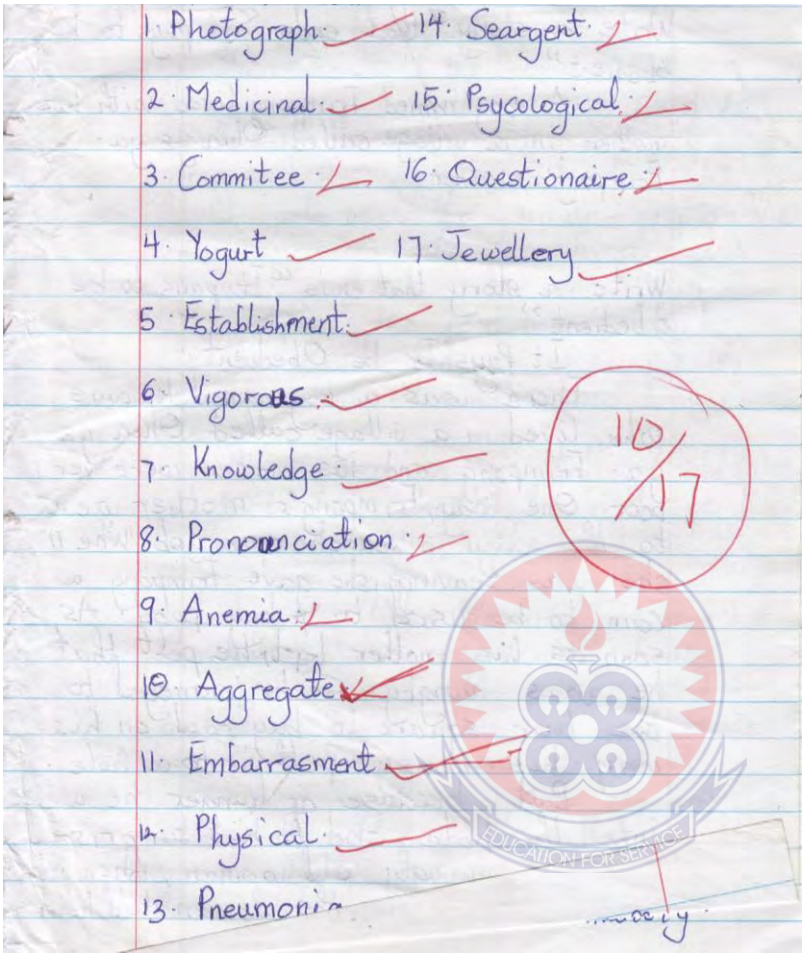

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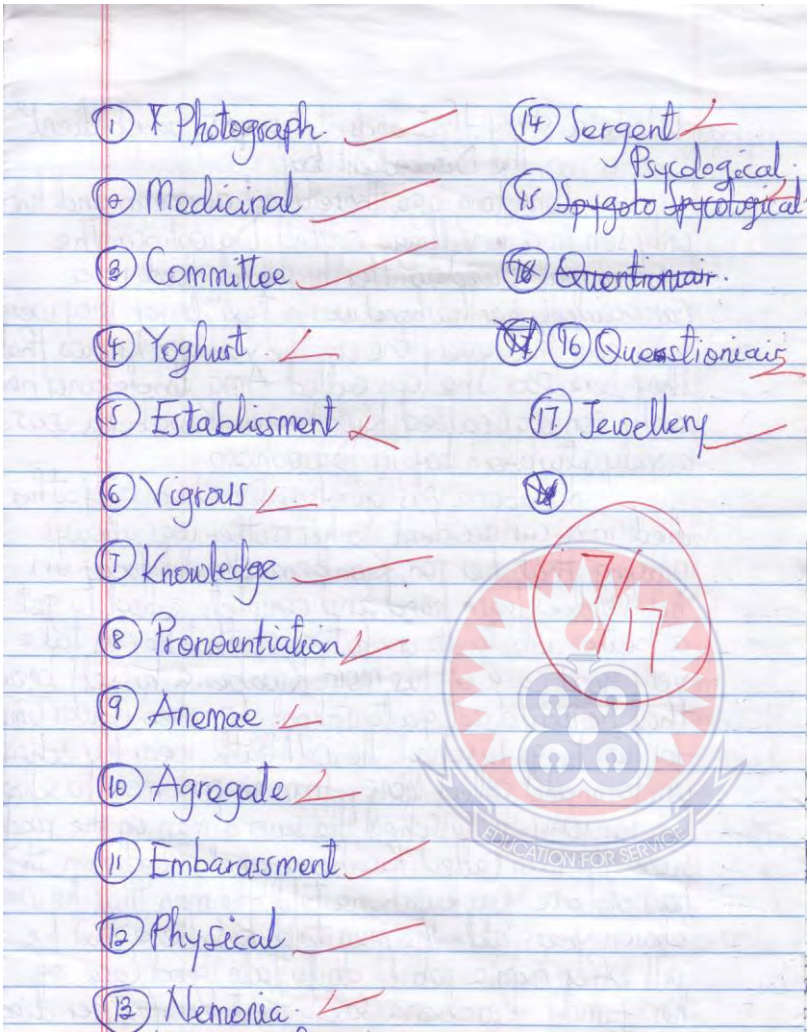

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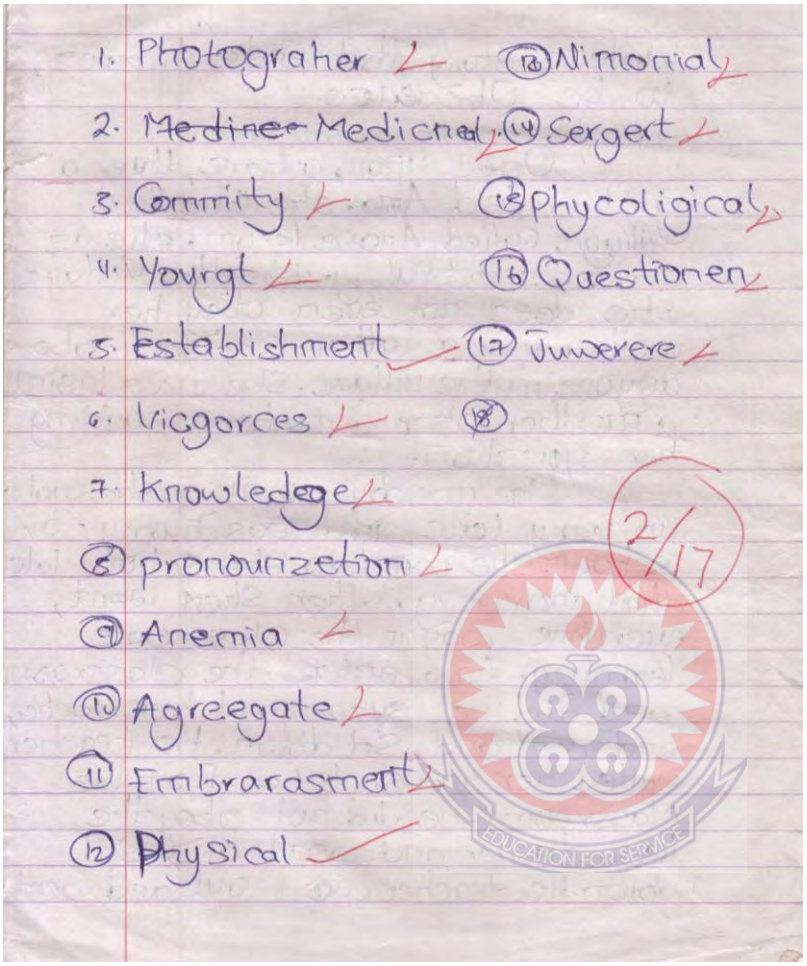

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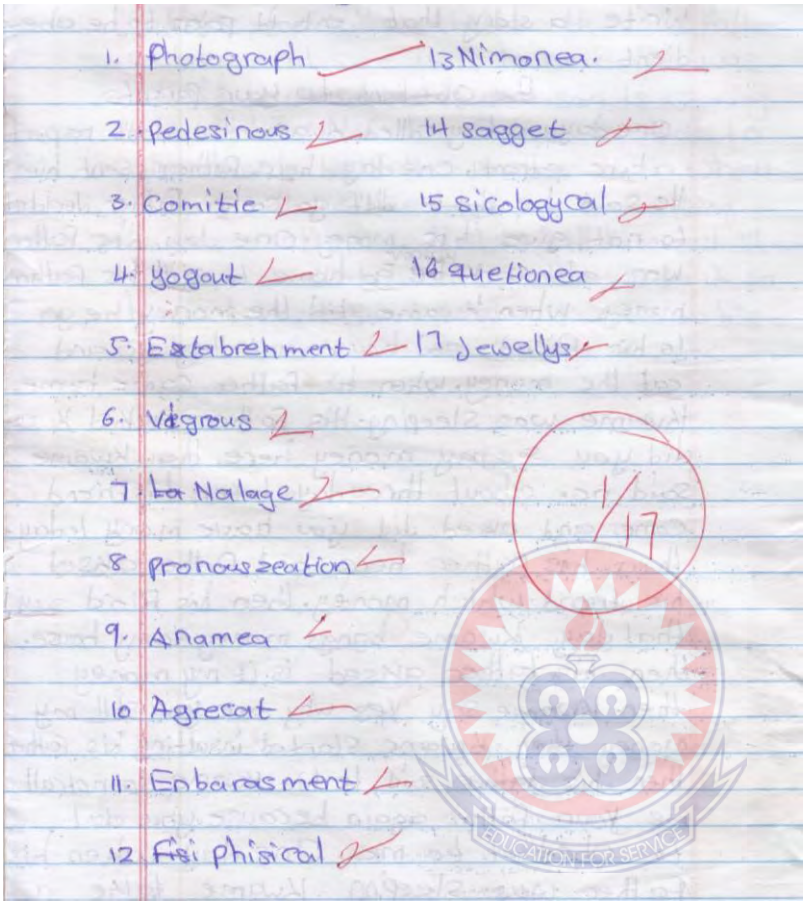

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Diction

1. Photograph.
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4. Yougot.
5. Establishment.
6. Vegeros
7. Knowledge
8. Pro Pronounsiation.
9. Animia.
10. Agiegate.
11. Enbarasment.
12. Physical.
13. Nimonia.
14. Sargent.
15. Sycologecal.
16. Questionia.
17. Jouweare

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Dictation.

1. Photography
2. Medicinal
3. Committee
4. Yogurt
5. Establishment
6. Vigorous
7. Knowledge
8. Pronounsiation
9. Anaemia
10. Aggregate
11. ~~Embarrasement~~ Embarrassment
12. Physical
13. Pneumonia
14. ~~Sargeant~~ Sargent
15. Psycological
16. Questionaire
17. ~~Jewel~~ Jewellery

12/17

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Name : Vanessa Buckman

Dictation

1. Photograph
2. Medicinal
3. Committee
4. Yogort
5. Establishment
6. Vigrose
7. Knowledge
8. Pronounciation
9. Annemia
10. Agreegate
11. Embarrasement
12. Physical
13. Nimonia
14. Sergent
15. Psycological
16. Questioner
17. Jewellery

8/18

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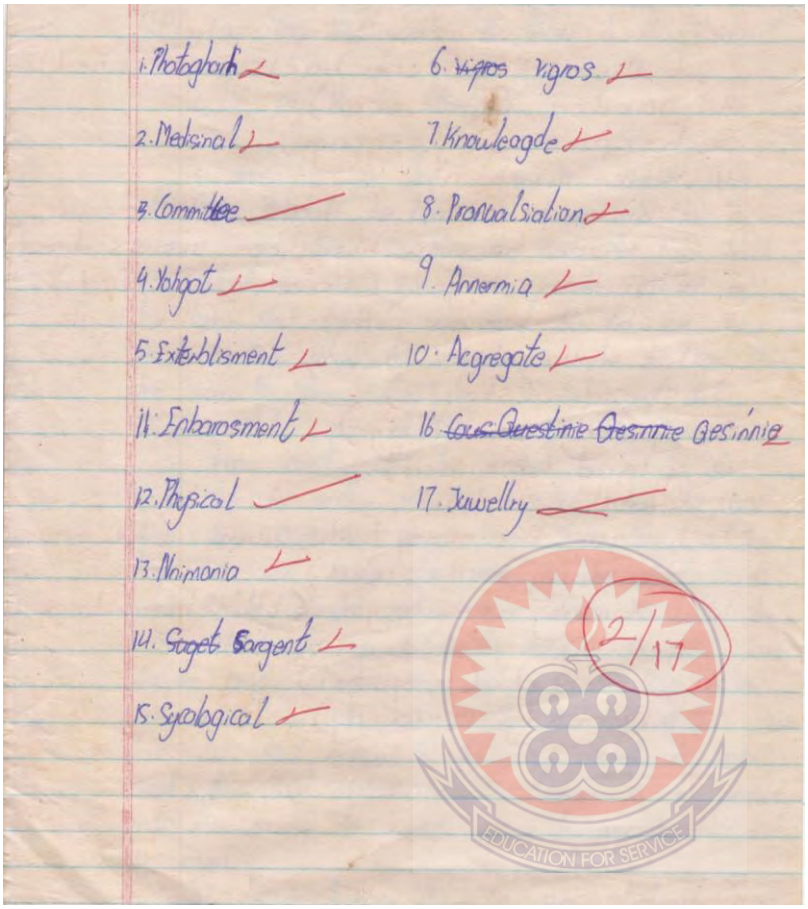

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7. Knowleagde
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2/17