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THE INFLUENCE OF L1 ON L2 IN STUDENTS' COMMUNICATION IN ENGLISH: THE CASE OF BEGORO PRESEC

BISMARK EDZENU

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THE INFLUENCE OF L1 ON L2 IN STUDENTS' COMMUNICATION IN ENGLISH: THE CASE OF BEGORO PRESEC

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A thesis in the Department of Applied Linguistics, Faculty of Foreign Languages Education and Communication, submitted to the School of Graduate Studies in partial fulfillment

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DECLARATION

STUDENT'S DECLARATION

I, **BISMARK EDZENU**, declare that this thesis, with the exception of the quotations and references contained in published works which have all been identified and duly acknowledged is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature: ……

Date: ……

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

Supervisor's Name: DR. NANA KWAKU OFORI

Signature: ……

Date: ……..

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DEDICATION

I dedicate this work to the almighty God who is my strength and everything. I also dedicated this work to my parents (William Smart Edzenu and Hellen Gbettey), my wife (Felicia Akosua Boatemaa) and my children (Precious Nyamekye Edzenu, Precious Kekeli Edzenu, Princess Mawufemor Edzenu and Elisha Dela Kwateng Kwabena Edzenu) who have supported me in various ways during this period.

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ABSTRACT

This research work looked into the influences of L1 (Akan and Ewe) on L2 in students' communication in English, the effects of the influences and the possible solutions to these influences in Presbyterian Senior High School, Akim Begoro. It discussed related works on the topic. The qualitative approach was used and the design adopted was case study. Observation, interview and written test were the instruments employed to collect the data from a purposive sampled participants. The study revealed that the L1 influences are in the areas of syntax, semantics, and acquisition of vocabulary and generation of ideas for writing. The effects of the L1 influences are that it affects the clarity of students' communication, makes them score low marks under expression when they write essays, and it affects public image of English language teachers. The solutions are that teachers must pay attention to the areas of the L1 influences in students' constructions; give a lot of exercises and discuss the marked scripts with their students. The students must make good use of the library and revise what they are taught, and the government through the Ministry of Education must ensure that time allocation is increased and teachers are permitted to organize remedial lessons for students. The suggestions to the teacher are that L1 should be used to help students understand word or text that are difficult to them, but teachers should pay attention to context when they introduce new words and must devote more instructional time for usage.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

The aim of this study is to examine the role an already acquired language plays in the learning of a second language. The study is divided into five chapters. This chapter is the introductory section of the study. The rest of this chapter is under the following headings; the background to the study, the statement of the problem, the objectives, and the relevance of the study, the delimitations and the limitations of the study.

1.1 Background to the study

Language is the means by which human beings convey their ideas from one person to another. When human beings are born into the world as babies, they are not able to communicate with language within the first few months. As they develop physically, they learn and acquire the culture of their society including language. The means by which they learn and acquire language remains a very fascinating feature of how human beings develop. These include the use of the first smallest element of utterances to the use of complex structures in context. There are also instances where human beings learn a second language for the purpose of communicating to other people. It has been observed that learners of a second language are not able to attain native like competence in the various aspects, especially phonology (Maripah, 2014). As a result of the above reasons, many researchers have conducted studies into the process of language learning and acquisition and factors that affect it.

It is important to note that Brown (2007) admits that second language acquisition (SLA) research is still in its infancy and theories continue to be postulated and challenged based on

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findings of investigation by scholars in the field of linguistics as to how additional languages are learned in relation to the first one. In respect of this, Leaver et al, (2005) acknowledge that the experiences of language learning differ depending on the circumstance as to whether it is the first language or second language. However, it is not clear as to which elements of the acquisition process are innate or extrinsic although there has been a lot of investigation into these issues which attempt to understand whether strategies are transferred from first language and second language and whether external factors affect second language learning.

Second language learning (SLL) research developed in academia in the 1960s and has received a lot of attention ever since. A similar term that is used instead of SLL is second language acquisition (SLA) and this is different from the first language (L1) and first language acquisition (FLA) which is one that is acquired by a baby when growing and is sometimes referred to as mother tongue or native language when it is one's parent's language. These two terms have been investigated by various researchers who have shown the similarities and differences. According to Krashen (1982) the process of learning a second language is distinguished from acquisition. Learning a second language is the process of making conscious effort usually in a classroom like setting to become a user of the language whiles language acquisition is a subconscious process through which there is a gradual development of linguistic knowledge and ability through its use in natural communicative situations with other speakers. This means that in learning, the learner is aware that he or she is learning and the rate at which the learning process is moving and the stage it has gotten to, but in acquisition, it is the contrary. Lightbown and Spada (2001) have observed that acquisition occurs during the formative years (early childhood before age three) of one's life and that it occurs as a result of growing up among people who speak it

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fluently. Learning on the other hand is the conscious and explicitly sequenced process of accumulating linguistic knowledge and features usually in an institutional setting. This means that communicative competence (contextual knowledge) is gained through acquisition whiles linguistic competence (knowledge of the rules) is gained through learning (Krashen, 1982; Schmidt, 1983). It can, therefore, be observed the first language is acquired whiles the second language is learned.

Another difference in first language acquisition and second language learning is that the first language acquirer's initial state is one that has innate capacity and desire for language acquisition whiles the initial state of second language learner is one that has a prior knowledge and skills of use of a first language which affects the learning process (Saville-Troike, 2012). Nemati and Taghizadeh (2013) made similar assertion that the properties and processes surrounding the first language affects the second language learning. The prior knowledge and features of how one language works will be transferred and used partially or totally for learning the second language (Candlin and Mercer, 2001). To Macaro (2001) the language in which the L2 user uses as a natural instrument and chooses to think in would affect his or her competence. This means that the second language teacher needs to have the knowledge of the first language in order to facilitate learning of the second language and that brings about the idea of contrastive analysis (CA).

Contrastive analysis makes the assumption that the native language plays an effective role in learning a second language. To the contrastive analysts, the native language can influence negatively when the two languages are different or positively when the languages are similar (Johansson, 2008). The contrastive analysts, therefore, do a systematic comparison of the structure of the first language and the second language in order to describe similarities and

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differences so as to identify areas of differences which may lead to interference (difficulties leading to errors).

It was used to explain why learning some features of language were more difficult. It takes its root from the behaviourist theories which assumes that language learning is a habit formation which is facilitated or restricted by existing habits. According to Johansson (2008), this was applied to language teaching and the writing of books for language teaching and learning in the 1940s and 1950s. Charles Fries (1945) and Robert Lado (1957) explained the rationale for contrastive analysis as follow:

To him, the most efficient materials for second language learning are those that are as a result of scientific description of the language to be learned which is carefully compared with the description of the native language of the learner (Fries, 1945, p. 9)

According to Lado (1957), the plan of a book for second language learning should be based on the prediction and description of the patterns which will cause difficulty in learning and those that will not.

There were a lot of interest and a large number of contrastive studies in the 50s and 60s, both in the United States and in Europe, but gradually there was a loss of interest in CA because contrastive analysts and teachers possibly expected too much which were not realized and thus creating gap to be filled. (Ringbom, 1994; Johansson, 2008).

In spite of the shortcoming of contrastive analysis, it is still relevant to the second language learning because the theoretical foundations for what became known as the Contrastive Analysis Hypothesis as formulated in Lado's Linguistics across Cultures (1957), was the first to provide a comprehensive theoretical framework and to suggest a systematic set of

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technical procedures for the comparative study of languages in order to make second language teaching more effective.

Fisiak (1981, p.7) in supporting this idea claims that Contrastive Analysis needs to be used in spite of some shortcoming because not all Contrastive Analysis hypotheses are wrong. To deal more appropriately with the limitations of contrastive analysis, it is necessary that teachers accompany contrastive analysis with error analysis. It should be carried out by identifying the exact errors students make in the classroom. Contrastive Analysis has a useful explanatory role. This means that, it can still explain certain errors and mistakes. It has been observed that error analysis cannot replace Contrastive Analysis but only act as a supplement to it (Fisiak, 1981). Schackne (2002) also supports this idea when he states that research finding shows that contrastive analysis may be most predictive at the level of phonology and least predictive at the syntactic level.

It has been observed that in the modern world where interaction with one another is on a daily basis, one cannot use only written language but oral language as well. Both oral and written language play extremely important roles in communication. It is important for students to master both aspects in the English language. They need to be taught how to produce speech sounds (vowels and consonants) and how to write in the English language. Apart from Begoro Presbyterian Senior High School students using it for their everyday interactions, both written and oral aspects of English are examined as part of the English final examinations at the Senior High School. This means that students must be prepared for both aspects.

The English language has become the official language in all facets of the Ghanaian life and is considered prestigious by every Ghanaian. As a result, it is taught as a subject of study

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and used as the language for instruction for teaching other subjects in Ghana but it has been observed that mother tongue affects the learning of both oral and written English in Begoro Presbyterian Senior High School. The present-day study is undertaken to provide information regarding the extent to which the mother tongue influences the learning of English language by SHS students both positively and negatively in Presbyterian Senior High School at Begoro in the Eastern Region of Ghana.

1.1 Statement of the problem

The Senior High School level is one where students are required to speak and write English fluently and effectively. One's ability to master and be competent in the use of the English language will enable one pass the final exams especially and also to communicate with other people effectively. It has been observed that the teaching and learning of the English language is influenced by the native language of the student.

It has been observed that the ability of students to write and speak fluently and accurately largely depends on how they express themselves using the mother tongue (L1). The amount of vocabulary they have acquired determines how fluent they become in speech. Second language acquisition relies on the first language (L1). Consequently, students' learning of the L2 tends to be interfered with by the L1, especially their pronunciation. For example, students of Begoro Presbyterian Senior High School tend to translate Ghanaian language expressions like: "I was going to my somewhere", "I am writing this letter not because of anything but because of something", "the insect chewed me" and so on. This is what Ellis (1997) explained as a transfer which learners of L1 exert on L2. He argues that the transfer is governed by the learner's perception about what is transferable in relation to their stage of development in L2 learning. It has also been observed that one of the reasons why students

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are unable to pronounce some speech sounds in the second language is that those speech sounds are not found in their first language.

Udemmadu and Chinyeaka (2017), conducted a similar study of English and Igbo structures: a challenge to an Igbo ESL learner which investigates the differences between the structures of the L_1 (Igbo) and that of L_2 (English). The theoretical framework adopted for this study is contrastive analysis. The study paid attention to only few aspects of morphology and syntax of the two languages. The results indicate that the contrastive analysis of the two languages leads to explanation of errors and their sources as the differences create difficulties that eventually lead to errors. This means that the knowledge of an already acquired language facilitates or restricts the learning of a second language. The recommendation of this study is that the curriculum planners should make provision for the challenges and solve them.

Varol (2012) also investigated the influence of Turkish on English learners' pronunciation. The findings of his study revealed that Turkish adult speakers of English face difficulties in pronouncing /θ/, /ð/, /ɹ/ /t̪/ and /æ/ as these sounds are absent in their native language. Bada (2001) also conducted a study on native language influence on the production of English sounds by Japanese learners. Bada's findings confirm that Japanese learners of English experience difficulty in pronouncing some English sounds including /l/, /r/, /θ/, /ð/, and /v/ due to L1 interference. Another study was conducted by Kwary and Prananingrum (2006), who investigated the influence of L1 on the production of L2 sounds among Indonesian university students. The findings showed that participants faced difficulties pronouncing a number of English vowels and consonants due to negative transfer.

All the above related studies where either done in the tertiary or basic institutions and none of them used second cycle institutions. The above-mentioned studies also used Igbo,

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Turkish, Japanese and Indonesian Languages as first language respectively and their influences on English as a second language. This study however, sees the need to use Begoro Presbyterian Senior High School as a case study to investigate the impact of the first language (Akan and Ewe) on the speech and writing of SHS learners of English as a second language.

1.2 Research objectives

This study seeks to investigate the influence of first language on the learning of English as a second language among SHS students of Begoro Presbyterian Senior High School.

The objectives of the study are as follows:

1. To identify the specific influences of the first language on the learner of English as a second language.
2. To examine the effects of these influences of the first language on the learning of English as a second language.
3. To determine the possible solutions of the influences of the first language on the learning of English as a second language.

1.3 Research questions

The study is conducted on the basis of the following research question:

1. What are the influences of the first language on the learner of English as a second language?
2. What are the effects of this influence of the first language on the learning of English as a second language?

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3. What are the possible solutions of the influence of the first language on the learning of English as a second language?

1.4 Significance of the study

The aim of this study is to help teachers and learners of English and other stakeholders to improve teaching and learning of the English language. The study will reveal the kind of interference problems students face in the learning and the use of English. It will also reveal the kind of difficulties English as a second language learners encounter as a result of the interference in the process of learning English. Teachers will also be informed of the needed teaching methods and techniques to be used in teaching English as a second language. Finally, this research will serve as a source of reference material on related topics that other writers may want to write on.

1.5 Delimitation of the study

The investigation was delimited to the learning of English as a second language. It was further delimited to the study of the effects of first language on the second language learners' use of oral and written English. The case study is Presbyterian Senior High School at Begoro in the Eastern Region of Ghana. Fifty students who speak Ewe as their first language and fifty students who speak Akan as their first language will be the target population in this study.

1.6 Limitations of the study

The study was not able to cover all the language skills. It only examined speaking skill and writing skill and did not cover listening skill and reading. This is as a result of time constraints. The researcher combined teaching with travelling from his stations every week to teach as well as attend lectures at Winneba. It was a very great task identifying,

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classifying and analyzing the data from composition scripts, the observation and interview. It would have been very difficult to complete the analysis if the sample students were more than the number selected.

1.7 Organization of the study

The rest of this thesis is organised as follows.The Chapter 2 contains the review of related literature under the following heading: first language, second language, language acquisition and learning, interference Chapter 3 presents the methodology for the collection of the data and the procedure adopted for the study, the description and discussion of the participants. Chapter 4 presents the analysis of the data. Chapter 5 presents a summary of the results, findings and it concludes with implications for teachers and other stakeholders as well as suggestions for future research.

1.8 Conclusion

This chapter has discussed the background to the study, the statement of the problem, objectives of the study, research questions, the relevance of the study and the limitations. It presents the assumption that the first language influences the learning of second language. It has also set the direction to which this investigation would be carried out.

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CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The focus of this chapter is to review relevant literature of the effects of first language on second language learning. The rest of the chapter is organized under the following headings: Language, First language, Second language, Language Acquisition, Language Learning, Differences between Acquisition and Learning, The interference of first language with second language, The influence of first language on writing in the second language., The influence of first language on speaking/speech of the second language learner., Theoretical framework., Related studies and conclusion.

2.1 Language

Language is a major system that is used for communicating or expressing meanings of thought in our social world (Pappas, 1990). From the above definition, it is obvious that language is used to give expression to thoughts and feelings of a social group. It stands to reason to say that English is also a language used to give expression to thoughts and feelings of a social group.

Language can then be said to be the words and/or symbols and the means of combining them in production for the purpose of communication. Language is classified into many types based on certain features. eg: language is classified into verbal language and non-verbal language. It is also classified into science language, aviation language, mathematics language, etc. based on the purpose or domain of used. It can also be classified based on the user as in machine language, animal language, plant language and human language.

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According to Wardhaugh (1970), cited in Udemmadu and Chinyeaka (2017), all natural languages have a lot of things in common. Some of these common features include syntactic elements like nouns, verbs and tense, adjectives and adverbs, etc. It also includes sounds and combination of those sounds for the purpose of verbal communication. It also includes the element of single words that are combined into phrases, clauses and sentences for the purpose of communicating thoughts. Because of these common features, when a person acquires a language, he or she would have already acquired a considerable knowledge about deep structures of language. The learner of a second language needs to learn the exact means and ways that these deep structures are realised and used in the second language at various levels of grammar. These include phonology, syntax, semantics, autography and morphology as well as the pragmatics.

2.2 First language

First language also referred to as native or Mother Tongue is the language that one first learns to speak when one is young (Avanika, 2009). It is the language a baby first comes into contact with in the society. It is possibly spoken by the mother or other members of the family or society. First language has different names such as, mother tongue, native language and primary language (Avanika, 2009). It should be observed that nobody intentionally asks the child to acquire the first language but the child in an attempt to meet his or her communicative need in the society unconsciously begins to accumulate the language forms, structures and their usage from the simplest to the most complex.

According to Ashwoth (1992), Mother Tongue or native language is acquired in early years and it normally becomes the natural instrument of thought and communication and may cause difficulties in the learning of the second language. This means that the first language

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is not acquired for the purpose of communication only but also for the use as a tool for thinking and understanding concepts. This is the reason why some people associate a person's fluency in the mother tongue to the person's knowledge in all aspects of life (Akinpelu, 1982, p. 70). This is confirmed by Chomsky (1975) when he makes the assertion that human language can be used to clarify one's own thoughts or to display one's cleverness. First language acquisition leads to communicative competence; that is the ability to use language at the appropriate context without the knowledge of the rules that govern the use in such context. The participants in this study have acquired Ewe and Akan as their respective first language and are learning English as a second language.

2.2 Second language

It has been observed that the second language which may sometimes be a foreign language is one that is acquired by a person in addition to the Mother tongue. Usually, the Mother tongue influences the learning of the second language (Ashworth, 1992).

When a person wants to learn a second language, he or she starts as a beginner to an intermediate learner and proceeds to an advance learner. These stages of progression of the learning process in the learner's system is known as interlanguage.

Interlanguage is a term coined by Selinker (1972). Interlanguage is a continuum between the first language and the target language along which all learners pass through, (Larsen, et. al., 1992p. 60). The concept of interlanguage sees learner language as a system of its own and not a mere imperfect version of the target language

Interlanguage is developed by a learner of a second language whose language is dynamic (constantly adapting to new information) and is approximating the target language but

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preserving some features of their first language, or overgeneralizing target language rules in speaking or writing the target language and creating innovations, (Ellis, 1994, p. 351). The interlanguage rules and knowledge are shaped by: transfer of L1, transfer of training, strategies of L2 learning e.g. simplification), strategies of L2 communication (or communication strategies like circumlocution), and overgeneralization of the target language patterns.

By this, it helps linguists to identify the stages that the learner' language pass through to proficiency (Ellis, 1989 p. 42). In this, error is not seen as a deviation that needs to be avoided by all means but error is seen as a proof of hypothesis testing which is not done by the second language learners only but by children also who do the same thing when learning their mother tongue.

Errors are evidence of strategies or an attempt to master the target language which can only be achieved by good learners who always make attempts to practice the target language, respond to the group dynamics of the learning situation, seek opportunities to use the target language, be prepared to experiment by taking risks, even if this makes the learner appear foolish and be capable of adapting to different learning conditions. (Ellis, 1989 p. 122).

Lenneberg's (1967) Critical Period Hypothesis (CPH) holds the view that there is a defined period (the ages before teenagers) when it is possible to acquire and master a language to a native like competence but the mastery is not possible after these years regardless of the amount of time spent later.

The meaning of the above view is that only children can master a language to a native like competence in second language learning, (Hakuta 2001). In my own observation, many

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learners of English as a second language from different first language background find it very difficult as much as they attempt to get closer to near native-like competence as a result of their first language influence, the effect of the critical period and fossilization. This is more obvious when an advance learner of the language like a university professor cannot pronounce simple speech sounds after all efforts of learning it.

In Ghana, a child is supposed to go to primary school class one at the age of six years and complete the Junior High School at the age of fifteen and possibly start a serious academic at Senior High School when they are already in the critical period when it is difficult to learn and acquire to the level of near native-like competence. It is also very important to note that most of these students might have not been taught by professional language teachers before coming to the Senior High School. As a result, their attention might not have been drawn to areas of the second language that they needed to work on. These and other factors make it possible for their first language to influence the learning of English as a second language

Interlanguage can fossilize (rules, and sub-systems that L2 learners retain and they become entrenched) in any of its developmental stages where there is a permanent prevention of progress toward the second language despite all attempts to learn (Selinker, 1972). It has been observed that this occurs particularly in adult L2 learners' interlanguage systems. (Wikipedia, http://en.wikipedia.org/wiki/Second_language_acquisition)

It has been observed that certain fossilizations of interlanguage are associated to the learners of the same L1 background. This means that there are elements in the L1 that are responsible for such situation. This then brings back the theory of contrastive analysis that was earlier on criticized for its prediction. Because of this, the researcher intends to partially use the interlanguage concept to see if the interference of the first language helps form an

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interlanguage that is slightly different from the interlanguage of other learners from different L1 backgrounds.

2.3: Language acquisition

It has been observed that language acquisition is innately determined (Marysia, 2004, p.8). This means that human beings are born with some internal systems for the purpose of accumulating language structure and its use. This view supports Chomsky's (1975, p.26) assertion that each human being possesses a set of innate properties of language which makes it possible for a child to master his or her native language.

Error correction and explicit teaching of forms and rules are not relevant to language acquisition. This is because the focus of acquisition is the meaning that is derived from using language in an appropriate context. This is the more reason why first language acquirers (native speakers) do not think about language rules because they usually don't know them but usually use language in conformity to them. Acquisition only takes place when receiving comprehensible input and if it is too easy, there will be no acquisition but if it is too difficult, there will neither be comprehension nor acquisition (Krashen, 1985). This means that input should just be slightly higher than the learner's current level such that the learner can understand it and improve upon what was already known. Acquisition happens in a natural environment and usually, it is not anybody who deliberately plans and initiated it. The means by which we know our first language can be said to be through acquisition. This is because, nobody plans that at the age of six months one will start teaching the child language and promote the child to the next stage at two years or any other age but it happens naturally in the environment, and this is different from what happens in language classrooms, (language learning).

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The participants in this study are learning English as a second language because error correction and teaching of rules form part of their lessons. Again, artificial settings such as classrooms and teachers who are employed to pay attention to grammar rules and correction, and the fact that they are not learning it for basic survival means of communication makes it a second language learning.

2.4 Language learning

It has been observed that "learning is a conscious process of accumulating language rules and structures" (Marysia, 2004, p. 34). This means that the language learner is aware that he or she wants to learn and deliberately makes efforts to have access to the structures and the rules that are associated to their use. Usually, this takes place in a classroom-like setting. It is practiced by the presentation of explicit rules and error correction which help the learner come to the correct inner realization of the linguistic generalization (Krashen, 1982).

Krashen (1985, p. 39) also in his five hypothesis states that there are three innate processors which learners use to learn a second language. These three are the monitor, input and filter. To him, the monitor is responsible for learning (conscious accumulation) and has nothing to do with acquisition. Learning is available to the performer only as a Monitor during a performance. The formal knowledge of the second language (learning) may be used to edit the output of the learner either before or after the utterance is produced or even both (Krashen, 1985). However, second language learners do not have enough time to think about rules. But learners still use the rules to recognize the correct use of the language by other users and even themselves and finally start producing correct forms. To him, affective filters like nervousness, self-esteem issues, stress and motivation do affect and prevent second language learning and that differentiate it from first language acquisition. These external

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factors make use of the learner's emotion and finally determine the extent to which there can be learning or otherwise.

The above view is supported by Brown (1973, p. 21) when he asserts that the filter is in charge of the extent to which a learner acquires the second language which is influenced by the social situations like motivation and affective factors like anger and anxiety. The meaning of this is that the already formed habits (language and culture) by the learner influence the learning of the new language and determines the extent to which the learner can learn.

In this study, the participants have acquired their first language and use it to meet most of their communication needs. However, they are learning the English language as a second language to meet their academic needs and professional needs in future. The study intends to examine the specific influences of their first language on the second language and the impact of these influences.

2.5 Differences between acquisition and learning

Marysia (2004, p. 34) distinguishes between acquisition and learning when she states that "acquisition is a sub conscious process that results in fluency and the competent use in context, while learning is a conscious process which includes learning rules and structures and mastering them for use in communication". This implies that in acquisition, the child does not plan that he or she wants to acquire language and deliberately goes to learn it but in language learning that is the situation. The participants in this study deliberately decided to learn English as a second language in a formal classroom setting. This is different from the situation where a child is born into a language community and that child naturally picks up that language and becomes communicatively competent in the language.

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Krashen (1985, p. 39) states that learners learning second language use the monitor which is responsible for conscious learning and has nothing to do with acquisition. The above view is supported by Brown (1973, p. 21) when he asserts that the filter is in charge of the extent to which a learner accumulates the second language structures, forms and rules which is influenced by the social situations like motivation and effective factors like anger and anxiety.

Similarly, Tavakkoli et al. (2014) states that there are psychological factors that differentiate first and second language learners by affecting their ability to acquire language, the attitudes to learn and the perception of one's self as a learner. The L1 acquirer however, does not face much of this because he or she has not acquired a prior language to know how it feels to be part of L1 speakers and the change that occurs when you become part of L2 speakers of another language.

It is true that young children are highly egocentric and consider themselves to be the centre of the world. As a result, they do not consider themselves to be vulnerable in their self-identity and are not aware of any such thing (Heo et al, 2011, Moinzadeh, Dezhara and Rezaei, 2012). The above idea is an essential one that cannot be separated from language acquisition (Brown, 2007). This is because egocentrism helps children to develop the ability to absorb and adapt language without fear of any social or psychological factor and to confirm and shape their identities without compromising their sense of self (Guiora et. al. 1972).

The above attitude leads to the concept of 'language ego' that develops simultaneously with the knowledge of L1 which may create tension between the established identity associated to L1 and the developing ego associated with L2 when learning language later in life. It has

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been observed that this internal conflict becomes more complicated from adolescence onwards, when emotional changes and their related cognition may result in negative interference and hinder learning. As a result, L2 learners become very conscious of the learning process and see mistakes as risks that make them feel bad. They, therefore, feel comfortable holding on to the established attitude of the L1, (Hulya 2009; Moinzadeh, Dezhara and Rezaei 2012). This shows that it is very difficult to develop language when there is a prior one. It, therefore, implies that acquiring the first language is not as difficult as the second language because of the psychological and social factors. These factors mainly arise from the issue of the fear of being evaluated negatively when one fails and thereby hindering the progress in L2 learning (Brown, 2007, Nemati and Taghizadeh, 2013). The participants of this study are students who have undergone a lot of error corrections in a controlled classroom situations. But because of the influence of the first language and its associated social factors, it is difficult for them to attain an intermediate mastery of the language. They have held on to their first language and systems such that in most cases they transfer structures from their first language into the second language (English). They are sometimes afraid of practising what they have learnt in the English because they fear that they would be laughed at.

Another factor that differentiates first language acquisition from second language learning is the way errors are treated and their related relevance in both situations. In acquisition, the efforts a child makes to express his or her views in language is encouraged and rarely corrected, although there may be errors in it. The child later in life acquires the correct forms automatically. But in the second language learning classroom, the teacher is to carry out a

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lot of error correction techniques in a controlled and form-focused learning atmosphere, (Nemati and Taghizadeh, 2013).

Also, first language acquisition can be differentiated if the issue of competence is examined. Hacking (1975, p. 12), on his part sees competence as what a speaker needs to know in order to be fluent in speech which include language and the ability to use it. Acquisition leads to communicative competence automatically whiles second language learning leads to linguistics competence. Communicative competence is the ability to use language in the appropriate context. This is what Tharp and Gillimore (1998, p. 9), refers to when they state that native speakers possess pragmatic competence that places language in the institutional setting of the use such that it relates the intentions and purpose to the linguistic means. Although the native speaker may not be aware of the language rules that governs its use, he or she is competent in the use of the language in communicative context. This idea is also supported by Hurst (1974, p. 26) when he argues that things known and used automatically may not be learned in gradual process, but may be based on an interaction of knowledge that we already have or an acquisition of new language which somehow fits into an existing system and may restructure the system.

Smith (1997) observes that first and second languages are different languages, therefore, there are differences in the way they are acquired and learned although there are some similarities. For instance, first and second languages are both learned gradually based on the way they are modeled and exposed.

Smith (1997) in differentiating first language acquisition and the second language learning, states that acquisition is natural, formal and smooth and involves people around the child who use the language purposefully and naturally and the child hears it. He continued that the

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child's reaction and effort to use the language in communication is appreciated. This means that acquisition comes through exposure to the language community whiles learning on the other hand happened as a result of exposure to a classroom like setting.

Okwanyi (1993, p. 14) also compares first language acquisition to second language learning in the table below and it has been realized from a deeper consideration of the table that language learning is artificially planned whilst language acquisition is naturally planned.

COMPARISON BETWEEN FIRST AND SECOND LANGUAGE LEARNING:

FIRST LANGUAGE	**SECOND LANGUAGE**
It is learned informally from birth by hearing purposeful speech and continues to be for purposeful communication in a wide range of situations.	Learning is programmed and timetabled and there is examination to be done both at school level and national level.
It suffers no interference by any other language.	The already learned language interferes and influences the learning of the second language.
It is taught in a relaxed friendly atmosphere with great love and care of the mother, father, siblings, relatives and adult speakers who are native speakers.	It is taught by the teachers who are employed to do the work. These teachers are at times impatient with the learners. Moreover, they are not native speakers themselves.
It is acquired as a basic survival need for child to interact with the environment.	Learning it is not a basic survival need because the learners can already communicate.

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Learning is smooth. It takes place naturally and informally with the child discovering rules by trial and error method or through play and experimentation without analyzing tenses, grammar etc. it is learned in every day environment.	It is learned artificially and formally and the child can be bogged down with memorization of vocabulary or rules of grammar and analysis of tenses.
Any attempt by the child to use the language is met with encouraging response.	A child's use of second language is met with corrections concerning grammar and spelling.

From the above table, it can be observed that although there are similarities between first language acquisition and second language learning, they are different in so many instances in the process of knowing the language and being able to use it. The participants in this study are learning it as a second language because they have already acquired their first language which is in most cases their mother tongue, and the learning of English as a second language is programmed and timetabled with examinations both at the school and national level whilst first language is the opposite.

Again, the participants in the study are learning as a second language because they are taught in an artificial setting by teachers who are employed to pay attention to grammar rules and correction and they are not learning it for their basic survival needs of communication.

2.6 The interference of first language with second language

It has been opined that second language learning is severely influenced by the learner's first language. Ellis (1999) states that the first language negatively influences the learning of the

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second language. This means that the first language prevents totally or partially, or interferes with the learning of a second language in a way that the forms, features and rules of the use of the first language are transferred into the new language. This then affects the learning such that what is learnt may deviate slightly from what is the prescribed in the language.

Patrick, Mingcai, Didam and Gyang (2013, p.281) made a finding that "Mother Tongue interference on English language pronunciation of senior primary school pupils in Nigeria has pedagogical implication". This implies that the deviation in pronunciation must be dealt with in different ways by teachers in as much as possible for correction if possible. To them, the deviation is an error that needed urgent attention by teachers.

Ellis (1999, p. 150) states that ''there is never peaceful co-existence between two language systems in the learner, but rather constant warfare, and that warfare is not limited to the moment of cognition, but continues during the period of storing newly learnt ideas in memory'' This explains the idea that although the two languages might be similar, they are not the same. Because of their differences, they form two systems that operate differently in the learner. These two systems then work against each other. Because the first language by this time would have been established and would have become the natural instrument of thought, it would have the upper hand over the second language and then influences it negatively.

However, other researchers are of the opinion that Mother Tongue has positive influence on the second language learning. Senadeera (2006) supported the need for Mother Tongue in education for communication, cultural identity and cultural heritage. This means that in as much as a second language learner may deviate from the way a person who acquires it as a first language, he or she can still be understood in a communication. The deviation,

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therefore, only helps to show the second language learner's cultural identity. And by this, the second language may expand to express other cultures.

Krashen (2004) in support of the opinion that first language has a positive effect on second language learning, stated that many skills acquired in the first language can be transferred to the English language. This means that the concepts of language like tense, classes of words and their function are transferred and are applied to foster a faster learning of the second language. To Houmanfar, Hayes, and Herbst (2005), the history of the first language is a main component and factor that influences the learning of the second language and its maintenance.

Brown (2006) argues that using the Mother tongue, one learns to think, communicate and acquire an intuitive understanding of grammar. The implication of this is that learners of a second language are likely to think about the second language and its features and rules that have been learnt in their mother tongue and thus foster understanding of the features of the second language. If the learner however, imposes the intuitive understanding of the grammar on the second language, then the effect will be negative and thus impeding learning of the second language.

This idea is supported by Nemati and Taghizadeh (2013) when they assert that the properties and processes surrounding the first language directly and automatically inform the means by which the second is learned. It would, therefore, not be surprising that resources like sounds and tense that are in the first language may be explored and used in the course of learning the second language if these structures exist in the L2. The knowledge of language and its features, and how it works in the first language will automatically influence and form part of

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the foundations of learning the second language even if all this prior knowledge of the L1 is not necessary, (Candlin and Mercer, 2001).

The language in which second language learners choose to think may have impact on their overall competence (Macaro, 2001). The implication of this is that it would be an asset if it connects the features of the two languages and facilitate learning easily and faster, but would be a demerit in some instances and cause problems such as false friends and homonyms and then may lead to the formulation of the idea that L2 can be decoded and understood by translating all the features of the L1 into the L2 (O'Malley and Chamot, 1990). When this happens, it would rather hinder progress in learning of the L2.

From the above review in this section, the researcher has observed that the first language would be an asset which helps in learning the second language if the second language learner uses it as a previous knowledge that helps the learner to understand the various structures of language and understand that each language has its own system which is slightly different from others and must be approached accordingly, but would be a hindrance if its structures are imposed on the second language and that would prevent the attainment of native-like competence.

2.7 The influence of first language on writing in the second language.

Many studies into the writing process have led to the observation that L1 has effect on writing in L2. For instance, pre-writing activities in the process of writing have been studied and the results indicates that it includes a number of less restricted activities which include brainstorming, talking and free-writing and does not imply the use of a fixed outline (Omaggio, 1993). The implication of the above result is that the L2 writer may fall on any

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resource available to him or her including the L1 during the pre-writing to develop ideas for the write-up since the stage is not restricted.

Cumming (1987) found that both more-skilled and less-skilled L2 writers used their L1 for idea generation and checking style. By this, the L2 learner does not only rely on the L1 for idea generation but also for scrutinizing the correctness and appropriateness of the ideas in the context in which they are used. This is to say that the L1 helps in pragmatic competence of the L2 and thus plays a very important role in L2 learning.

Similarly, Lay (1982) found that students who switched between the L1 and L2 during pre-writing and composing stages produced essays "of better quality in terms of ideas, organization, and details" than those who relied solely on the L2. This means that they fall on the L1 knowledge and resources to supplement what they have in the L2 to make their writing better.

However, some researchers have contrary findings. Chelala (1981) states that using the first language for pre-writing and switching between the L1 and L2 during composition had a negative effect on composition coherence. This relates to how well the ideas in a composition are connected to each other to facilitate understanding. To him, the transfer of ideas from one language to another in the writing process affects negatively the coherency of the flow of ideas in the composition.

This idea is supported by Friedlander (1990) when he hypothesized that "L2 writers will plan for their writing more effectively, write better texts containing more content, and create more effective texts when they are able to plan in the language related to the acquisition of knowledge of the topic area" (112). This means that if the L2 learner plans in the L2, he or

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she would have a better composition than he or she planning in L1 to write in L2. This also means that planning in the L2 would mean that the L2 learner from the beginning of the process explores vocabularies and expressions that relate to the composition and definitely end up writing an essay that is better in almost all aspects of judging a composition. It must be noted that this might not work in the case of beginners and intermediate learners.

Vygotsky (1962, p. 153) holds the view that "thought is born through words" this means that language becomes the means by which one builds and shapes one's thoughts and not only for conveying ideas (Walvoord, 1986, p. 182). This means that using both the L1 and L2 in the pre-writing stage would provide a situation where there are two means of building and shaping thoughts and, therefore, makes the thoughts deeper and better for a better composition. it also implies that an L2 writer has two language resources for the generation, shaping, refining, and organizing of thoughts for writing a composition.

2.8 Speaking and the influence of first language on speech in the second language.

Speaking is the act of communicating orally (Nunan, 1995). This means that there is speech when one verbally conveys an information or makes a request or even gives a command. Once an information is given verbally, it is expected that there would be a response and thus making speaking a process of interaction for the purpose of making meaning (Brown, 1994., Burns and Joyce, 1997). In this process of interaction is the exchange of meaning through verbal symbols in contexts (Chaney, 1998). This means that speech naturally occurs in a context. It deals with systematic combination of meaningful sounds in context for communication. (Eckard and Kearny, 1981, Florez, 1999, Howarth, 2001). A speaker's speech is usually not isolated. It is either preceded or followed by a respond from the listener

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or even both. It is therefore the production of auditory signals to elicit responses from listeners (Bygate, 1987).

Rivers (1981) in his study of the use of language outside the classroom situation found that speaking is used twice more than reading and writing combined. This means that speaking is done every day and almost everywhere by members of the speech community. Therefore, the learner is likely to use the speaking skills than any other skills learnt during the process of learning or acquiring a language. This is supported by Brown (1994), when he states that both listening and speaking are learners' essential language tools. This idea is supported by Ur (2000), when he states that speaking is more important language skills than the other three language skills which include listening, reading, and writing and it is vital in an effective communication. From the above literature, it is obvious that the use of a language in a speech community by a speaker involves the use of speaking more than any other skill and speaking is used simultaneously with listening.

The learning of speaking skill is a priority for most English as a Second Language learners. As a result, teachers and textbooks use either approaches that concentrate on oral interaction like turn-taking and topic management or approaches which creates situations for oral interaction like group work, project and task work, and other strategies (Richards, 1990). This priority should be given to speaking because it is a basic requirement for someone to be called a speaker of the language. Again, it is needed in verbal communication which is the commonest form of communication in the society.

One needs verbal communication when one wants to convey information by speaking. Because most communication may require a response, one who speaks should become

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listener when one wants to take a response. One's ability to combine these roles effectively at the same time makes one a good and effective communicator. This shows that human communication is a complex process (Gilakjani, 2016).

Although speaking forms an important part in second language learning, it has not been given the needed attention in some schools and universities. For instance, speaking is not part of testing in most institutions because of the problem of objective assessment and the time to carry it out (Clifford, 1987). This act of not giving the needed attention to speaking could be associated to the notion of people associating education to literacy: thus ability to read and write. As a result, most of the traditional teaching methods like The Grammar Translation method, did not give the needed attention to the speaking skill in the classrooms but emphasis was placed on reading and writing skills, (Richards and Rodgers, 2001). However, to Nunan, (1995), the success of the L2 learning is measured based on one's ability to perform a conversation in the language and this is the most important aspect of L2 learning. This is because speaking is used frequently than any other skill on daily bases in a speech community. As a result, one who learns a language is referred to as the speaker of the language (Ur, 1996). Speech which is only one skill of the four that is learnt during language learning is used to refer to the person's status in relation to his or her competence, possibly because of its vital role.

Teachers, therefore, need to set realistic goals of teaching oral language skills which include speaking skills in order to develop communicative competence. The importance of the need for learners to develop the above skills is that it will serve their needs of communicating orally and helping them to form a positive mental image of themselves as speakers of a second language.

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If speaking is used frequently than any other skill on daily bases in a speech community and one who learns a language is referred to as the speaker of the language (Ur, 1996), then the members of a speech community are likely to give attention to certain things (characteristics) in the oral language: some of these characteristics are fluency, accuracy and so on.

According to Mazouzi (2013), learners' activities should be crafted in consideration of the balance between fluency and accuracy achievement. To him, both fluency and accuracy are very important elements when the issue of communicative approach is considered.

Fluency which is usually the main aim of teachers when they teach speaking skill can be considered as the first characteristic of speaking. Fluency refers to the learners' ability to speak in a way the he or she would be understood so as to maintain listeners' interest by not breaking down communication (Hughes, 2002). It deals with how well the words of a language are uttered and are connected with other sounds that are not necessarily words to convey one's idea in a communication. In support of this Hedge (2000), accepts that fluency is the learner's ability to answer coherently by connecting the words and phrases. To him, one can do this by pronouncing the sounds clearly and using stress and intonation in a speaking performance.

Accuracy which is the exactness and the completeness of language form and structures when speaking such as focusing on grammatical structures, vocabulary, and pronunciation (Mazouzi, 2013), can be considered as another characteristic of speaking. Accuracy can help avoid ambiguity and facilitate comprehension in an oral communication. Therefore, teachers should pay attention to accuracy in their teaching process so as to draw learners' attention to the relevance to this in their speaking skills.

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According to Thornbury (2005), learners' correct use of grammatical structures in an utterance depends on the length and complexity of the utterances. The implication of this is that the learner would be able to handle structures correctly in a simple and short utterance but is likely to commit errors in a complex and long utterance. Again, the learner's ability to select suitable and appropriate words in the suitable contexts is very relevant since similar or the same words or expressions in different contexts may not have similar or the same meaning.

It should be observed that stress, intonation, and pitch are also important characteristics of oral language. These characteristics help a speaker of the English speak the English language with ease and effectively but it is very difficult for second language learners to master these features. As a result, there is usually some difference between the speech of native English speaker and the speech of someone who speaks English as a second language.

Some of the problems second language learners face when speaking are inhibition, lack of topical knowledge, low participation, and mother-tongue use (Tuan & Mai, 2015). Inhibition is the situation where learners wish to say something but are unable to do so because they are worried about making mistakes, fearful of criticism or ashamed. Littlewood (2007) expressed that a language classroom can also create inhibitions and apprehension for the students. As a result, English as a second language learners prefer to be silent rather than speaking and committing errors to be criticized in front of a large number of people (Brown, 2000).

Lack of topical knowledge is the situation where learners do not have and cannot remember anything to say during a communication on a topic. Bachman and Palmer (1996) defined it as the knowledge structures in long-term memory. This means that topical knowledge is the

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speakers' knowledge and information on related topic that is brought to bear on a verbal communication. This is supported by Rivers (1968) who thinks that learners often have nothing to say probably because their teachers had selected a topic that is not appropriate for them or they do not have enough information on it. The implication of this is that learners are likely to speak more if they have information on the issue been discussed. Baker and Westrup (2003) also supports the above idea and stated that it is very difficult for learners to answer their teachers in a foreign language when they have little or no idea, vocabulary and the grammar.

The time allocated to the speaking lesson and the participation of the learners is also important. The time a learner will get to speak in a large class will be very little because just one learner will speak at a time whiles others listen. It is also likely that some learners will dominate the whole class while others talk very little or never speak.

Learners' use of their mother-tongue instead of the second language even in the speaking class because it is very easy to them is an important issue to consider (Tuan & Mai, 2015). To Harmer (1991), the reasons why learners do this are that the application of mother-tongue is very natural to them. Again, some teachers do not urge their learners to speak the second language and some teachers regularly use their learners' mother language in the class and these unconsciously encourage learners not to speak the second language.

Some other factors that affect the speech of learners are performance conditions, affective factors, listening skill, and feedback during speaking tasks (Tuan & Mai, 2015).

Performance conditions refer to the different conditions under which learners carry out a speaking activity. These conditions include time, pressure, planning, the quality of

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performance, and support, (Nation & Newton, 2009). These mentioned conditions can affect the quality of a second language learner's speech especially the condition under which such speech is done differs from that of the first language.

Affective factors like fear affect learners' speaking performance. According to Oxford (1990), affective factors affect learners in learning a language. This is confirmed by Krashen (1982), when he said that a lot of affective variables like motivation, self-confidence, and anxiety have been connected to second language acquisition.

Learners need to have good listening ability to enable them take turns effectively in a discourse. This means that learners need to listen and comprehend what is uttered to them so as to respond. To Shumin (1997), when learners speak the other students listen before they can answer. Both speaking and listening work simultaneously for an effective verbal communication.

Feedback to learners on their speech is also an important factor to consider. A lot of learners expect feedback from their teachers on their speech. Whether this feedback is given or not has its own effect on the learner. Harmer (1991), states that the decisions adopted by instructors towards learners' feedback is based on the tasks, the kinds of mistakes and the stages of the lesson. To him, direct and frequent feedback can interrupt the aim and flow of speech. Direct and frequent feedback can also demotivate and create fear in learner, (Baker and Westrup, 2003). The implication of this is that teachers should give feedbacks that will encourage learners to speak more and improve their speaking skill.

According to Mahripah (2014), learners' speaking skill is affected by some linguistic components of language which include phonology, syntax, and semantics Phonology is an

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aspect that is difficult for English as a second language learners. This is because English is not a language that its pronunciation is equivalent to its spellings. Words with the same or similar spellings may be pronounced differently as result of the context which includes the tenses and the phonemes that come after and before.

2.9 Theoretical framework.

The theory adopted for this study is contrastive analysis. It is therefore, used in many instances for analysis.

2.9.1 Contrastive analysis:

Contrastive analysis deals with the structural study of two languages in order to identify the differences and similarities between the two. Lado, 1957).

Contrastive analysis makes the assumption that the native language plays an effective role in learning a second language and that its influence is sometimes very obvious such that a second language learner can be recognised by the accent when he or she speaks. To the contrastive analysts, the native language can influence negatively when the two languages are different or positively when the languages are similar (Johansson, 2008).

The contrastive analysts, therefore, do a systematic comparison of the structure of the first language and the second language in order to describe similarities and differences so as to identify areas of differences which may lead to interference (difficulties leading to errors) by the following steps:

●Describe and compare the mother tongue or source language (L1) and the foreign language or target language (L2).

● Predict points of difficulty based on differences.

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●Use the results to prescribe materials for second language learning in order to improve teaching materials (Lado, 1957, cited in Johansson, 2008).

Contrastive analysis was used to explain why learning some features of a Language were more difficult than others. It takes its root from the behaviourist theories which assume that language learning is a habit formation which is facilitated or restricted by existing habits. According to Johansson (2008), this was applied to language teaching and the writing of books for language teaching and learning in the 1940s and 1950s. Fries (1945) and Lado (1957) explained the rationale for contrastive analysis as follow:

"The most efficient materials for teaching and learning second language are those that are developed based upon a scientific description of the language to be learned and the native language of the learner that are carefully compared with each other" (Fries, 1945, p. 9). The implication of this is that just the knowledge of the structure of two languages can help linguists and textbook developers write textbook and develop other materials for the learner of the second language without necessarily going through the process of learning the language itself.

The plan of a book for teaching and learning a second language rests on the assumption that the patterns which will cause difficulty in learning and those that will not cause difficulty can be predicted and described (Lado, 1957). This means that just the knowledge of the structure of two languages can help linguists come to the realization of all the difficulties the learner of the second language will go through without necessarily going through the process of learning the language itself.

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Contrastive analysis hypothesis has both strong and weak versions. Banathy, Trager and Waddle (1966), cited in Udemmadu and Chinyeaka (2017), assert that the strong version of contrastive analysis hypothesis is the comparative study of two languages which include a native language and its culture, and a foreign language and its culture which is the target language and based on the result, the differences is used to predict difficulties which the linguist, the cultural anthropologist, and the sociologist must identify. The writer of foreign language teaching books must base his or her text on the above differences and the foreign language teacher must be aware of and teach these differences, whilst the student must also learn these differences. This means that the strong version studies L1 and L2 structures and based on the differences of the two languages, predict the difficulties the learner will encounter if one wants to learn the L2 without necessarily observing the learning process.

The weak version does not require any prediction of difficulties but requires that the linguist uses the knowledge available to explain observed difficulties in second language learning. This version begins with the evidence of interference and uses the evidence to explain the similarities and differences between the first language and second language and thereby associating the difficulties to situations like faulty translation and the exertion of foreign accents (Wardhaugh, 1970, cited in Udemmadu and Chinyeaka, 2017)

There were a lot of interest and a large number of contrastive studies in the 50s and 60s, in the United States and in Europe, but gradually there was a loss of interest in CA because contrastive analysts and teachers possibly anticipated too much which were not realized and thus creating gap to be filled (Ringbom, 1994;: Johansson, 2008).

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Contrastive analysis focused on the study of syntactic, phonological and morphological structures. It did not pay attention to communicative contexts that is contrasting socio-pragmatic conditions that may influence language production.

It was realised that there were many problems that were predicted by contrastive analysis that were not always difficult to learners and there were others that were not predicted but do occur in learners' productions. (Larsen, et al, 1992: 55). It was also observed that learners of different L1 background make certain uniform errors (developmental errors). For instance, whether a learner's L1 has prepositions and verbal or it has not got them, he or she will find it very difficult to make use of English prepositions and the choice of simple and progressive verb forms in English.

This kind of issues weakened the position of Contrastive Analysis and, therefore, led to criticism of Contrastive Analysis hypothesis that it could not be proven by empirical evidence. As a result, scholars began to look at errors and their source.

In spite of the shortcoming of contrastive analysis, it is still relevant to the second language learning because the theoretical foundations for what became known as the Contrastive Analysis Hypothesis as was formulated in Lado's Linguistics across Cultures (1957), was the first to provide a comprehensive theoretical framework and to suggest a systematic set of technical procedures for the comparative study of languages in order to make second language teaching more effective.

Fisiak (1981: 7) in supporting this idea claims that "Contrastive Analysis needs to be used in spite of some shortcomings because not all Contrastive Analysis hypotheses are wrong". To deal more appropriately with the limitations of contrastive analysis, it is necessary that

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teachers accompany contrastive analysis with error analysis. It should be carried out by identifying the exact errors students make in the classroom. Contrastive Analysis has a useful explanatory role. This means that, it can still explain certain errors and mistakes. It is observed that error analysis cannot replace Contrastive Analysis but only act as a supplement to it (Fisiak, 1981). Schackne (2002) also supports this idea when he states that research finding shows that contrastive analysis may be most predictive at the level of phonology and least predictive at the syntactic level.

By the early 1970s, contrastive analysis theory had been replaced by error analysis, which is a counter-theory that treated second language errors as similar to errors encountered in first language acquisition (developmental errors) and also the impact of transfer errors (Schackne, 2002).

This study seeks to use the weak version of contrastive analysis in the analysis of the data. By this, the researcher will first look for learners' errors and mastery which is the evidence of interference and non-interference, and uses the evidence to explain the similarities and differences between the first language and the second language and thereby associating the difficulties to difference and mastery to similarities of the structures of the languages. This means that the researcher would not compare the structure of the first language of the participants with English as their second language and use the differences to predict difficulties that will be encountered during learning. Rather, the researcher will examine evidences of deviations in construction in both speaking and writing of participants and use the differences in the two languages to explain the deviations.

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2.10 Related studies

Udemmadu and Chinyeaka (2017) conducted a study of English and Igbo structures: a challenge to an Igbo ESL learner which investigates the differences between the structures of the L_1 (Igbo) and that of L_2 (English). The theoretical framework adopted for this study is contrastive analysis. The study paid attention to only few aspects of morphology and syntax of the two languages. The results indicate that the contrastive analysis of the two languages leads to explanation of errors and their sources as the differences create difficulties that eventually lead to errors. This means that the knowledge of an already acquired language facilitates or restricts the learning of a second language. The recommendation of this study is that the curriculum planners should make provision for the challenges and solve them.

Varol (2012) investigated the influence of Turkish on English learners' pronunciation. The findings of his study revealed that Turkish adult speakers of English face difficulties in pronouncing /θ/, /ð/, /ɹ/ /t̪/ and /æ/ as these sounds are absent in their native language. Bada (2001) also conducted a study on native language influence on the production of English sounds by Japanese learners. Bada's findings confirm that Japanese learners of English experience difficulty in pronouncing some English sounds including /l/, /r/, /θ/, /ð/, and /v/ due to L1 interference. Another study was conducted by Kwary and Prananingrum (2006), who investigated the influence of L1 on the production of L2 sounds among Indonesian university students. The findings showed that participants faced difficulties pronouncing a number of English vowels and consonants due to negative transfer.

Hashim (2012) also found that among a few sounds he investigated, the pronunciation of English /d/ and /ð/ was most difficult for Java EFL learners. Similarly, Chan (2009) investigated the pronunciation problems of advanced Cantonese ESL learners in Hong

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Kong. The results showed that despite the fact that the participants were English majors and had studied English for at least thirteen years, they still had problems with pronouncing English sounds that did not exist in their native language. Another study on the influence of the L1 was conducted by Baloch (2013). The findings of this study showed that Arabic learners of English replace /p / with / b / as a result of interference. Since Arabic lacks the consonant /p/, speakers replace it with the closest sound in their native language, in this case, with /b/.

All the above related studies were done using participants from either the tertiary or basic institutions and none of them used participants from second cycle institutions. The above-mentioned studies also used Igbo, Turkish, Japanese and Indonesian Languages as first languages respectively and their influences on English as a second language. This study however, sees the need to use Begoro Presbyterian Senior High School as a case study to investigate the impact of the first language (Akan and Ewe) on the speech and writing of SHS learners of English as a second language.

2.11 Conclusion.

The chapter has focused on the review of relevant literature of the effects of first language on second language learning. It has established that first language is a language that a child first comes into contact with and acquires in a natural environment. Second language, on the other hand, is a language that is learnt consciously usually in a classroom-like setting. Language acquisition is associated to the first language, while language learning is associated to second language. The interference of first language on second language affects the productive skills of language like writing and speaking. The theory that would be used for the study is contrastive analysis.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

Research throws light on issues we do not know through a systematic means of asking questions that are needed. (Freeman, 2011). This means that the method by which data is gathered for research is very relevant and it forms a core aspect of an entire study. Therefore, if the means of gathering data is flawed, then it affects the entire study. In line with this, this chapter discusses methods and procedures used for the gathering of data for this work. It presents the research design, data source, data collection procedure, the procedure used for data analysis. The population, the sample size, the sampling technique and the research site.

3.1 Research design

The study is a case study. Robson (1993) states that a case study is a strategy that involves an empirical investigation of a particular contemporary phenomenon in the actual context which presents the perspective of the participants involved in the phenomena (p.146). In addition, Alhassan (2006) suggests that case studies involve an intensive investigation into the complex issues that contribute to the individual or social unit with the purpose of understanding the life cycle of the unit through the study of an aspect or a part. To him, the greatest strength of a case study is that it gives the researcher the chance to concentrate on a specific instance or situation and to identify the various interactive processes that comes to play. This design is chosen because it gives the researcher the opportunity to concentrate and study the influences of first language and the learning of English as a second language in the Begoro Presbyterian Senior High School.

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3.2 Population

Best and Khan (1995) observe that research population is a group of people that have certain characteristics and these is of interest to the researcher. It also refers to the group of interest to which the researcher would like to associate the results of the study to.

The participants who form the population of the study is the students of Presbyterian Senior High School at Begoro in the Eastern Region of Ghana. The sample population consists of four teachers who teach English language, fifty students who speak Ewe as their first language and fifty students who speak Akan as their first language.

The researcher chose the four teachers who teach English language in the school because their observation of L1 influence on the learning of L2 over the years as teachers will be of relevance to the study. The fifty students who speak Ewe as their first language and fifty students who speak Akan as their first language were chosen because these numbers can provide the real evidence of the system of learners' language. Again, it is a number that the researcher can observe adequately and draw data from. According to Walter (1998), the advantage of drawing a small sample from a larger target population is that it saves the researcher the time and expenses of studying the entire population.

3.3 Sample and sampling technique

The sample of the study consists of 104 participants. The breakdown of the participants is: four teachers who teach English language, fifty students who speak Ewe as their first language and fifty students who speak Akan as their first language. The teachers consist of two females and two males.

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The researcher used purposive sampling method. This method is adopted because the respondents selected were judged to have certain characteristics and those who are likely to provide the most useful information for the purpose for which the study is being done (Shughenssy & Zechmeister, 1990). Because the researcher needed participants who are students and speak Akan or Ewe as their first language and English language teachers, it was necessary for the researcher to use the purposive sampling technique to select the participants with these characteristics since there were a lot of teachers who are not English language teachers and a lot of students who do not speak Akan or Ewe as their first language. As stated already, the researcher chose four teachers who teach English language in the school because their observation of L1 influence in the learning of L2 will be of relevance to the study.

3.4 Data source

Gay (1992) posits that all research studies involve data collection and that they are designed to either test hypotheses or answer research questions. The data collected for this study was used to answer research questions. The data were collected through observation of the speech of students, written test (essay) of students and an interview of the English language teachers in the school. Writing and speaking were chosen because the two are productive skills that demonstrate one's mastery of a language or otherwise.

3.5 Data collection instruments

The instruments used in the study are interview of English language teachers, written test (essay) and observation of students' speech.

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3.5.1 Interview

According to Best and Khan (1995), interview in a sense, is an oral questionnaire and its main reason is that many people would be willing to talk than to write. Minichiello (1990) describes an unstructured interview as an interview which neither the question nor the answer categories are predetermined. Also the unstructured interview is an interview in which the questions are not prearranged. It is seen as a face-to-face interaction between an interviewer and an interviewee.

The researcher used interview because it is used to reveal information from the respondent in a more neutral environment with less attached bias from the interviewer. It also establishes good rapport between the interviewer and the interviewee. For this study, an interview guide was prepared for the English language teachers of Presbyterian Senior High School to gather data on their observation of L1 influence on the teaching and learning of English as a second language. The interview was conducted after the test had been conducted and marked.

The oral interview schedule for the teachers had 16 items. It included open-ended items to help them express their views on the L1 influence of English as a second language. The first set of questions focused on the personal data of the participants. It includes their names, sex, age, the year group they are teaching now and the number of years they have been teaching. The next set of questions was specifically meant to gather information relevant for the study. It includes the observed L1 influences on the spelling of students, syntax of students, expression of students, and idea generation of students for their essays and the coherence of students' writing. It also includes the observed of L1 influences on the expression and syntax of students' speech. It also includes the observed effects of L1 influences on the

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spelling of students, syntax of students, expression of students, and idea generation of students for their essays and the coherence of students' writing and any other. It also takes into consideration the possible solutions of this problem.

3.5.2 Written test

A test is a standard set of questions that requires the completion of a cognitive task (MacMillan & Schumacher, 1997). This cognitive task may focus on the participants' achievement, ability, interests, attitudes, values or skills. This test may also ensure that an individual knows his or her ability to learn or to do something. That is to say that a test measures the individual's current performance. One hundred students took part in the test. The test includes the evaluation of the students' essay in a previous examination. The test also includes essay questions which participants must write and the scripts were then evaluated and analysed for L1 influences.

3.5.3 Observation

DeWalt and DeWalt (2002) define participant observation as the process which enables researchers to learn about the activities of the people under study in the natural setting through observing and the participation in those activities. It provides the context for development of sampling guidelines and interview guides. The researcher used observation because it is a direct access to research phenomena, high level of flexibility in terms of application, and generating a permanent record of phenomena to be referred to later. Jarvis, Bernstein, Jain (2004) described how this method of observation, involving a mixture of observation and interview, was developed by Piaget, as a way of trying to understand young children's thinking and reasoning.

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Schmuck (1997) mentioned that, observation provides researchers with the means to check for nonverbal expressions of feelings, determine who interacts with whom, grasp how participants communicate with each other and check for how much time is spent on various activities. It also allows researchers to check definitions of terms that participants use in interview. (Marshall and Rossman (1989) affirms that observation is best used in observing events that informants may be unable or unwilling to share when doing so in interview, or insensitive. DeWalt and DeWalt (2002), suggest that participant observation be used as a way to increase the validity of the study, as observation may help the researcher have a better understanding of the context and phenomena under study. In this study, the students were observed during their lessons to gather information on how they use English Language during instructional hours. Again, they were observed during break time, during dining period and after closing to gather data on how they use the English language during the various activities.

3.6 Data collection procedures

Before the administration of the instruments, the researcher sought permission from the headmaster of the school and made his intentions known to him. The participants who will be involved in the study were also selected and the purpose of the study was explained to them and they were assured of their protection and confidentiality. A minimum of 60 minutes was spent on the interview to allow the teachers to reflect on the questions and provide the most accurate information on the ground. The observation technique was employed to find out the interactions that go on between the students during their leisure and time outside the classroom. It was also employed to find out how they participate during their lesson in the class. Kawulich (2005) also describes participant observation as a way of

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collecting data in qualitative research studies. A minimum of 2 hours was spent on the written test to allow the participant to do the necessary correction.

3.7 Data analysis and presentation

Data analysis in research is defined as statistical and/or logical techniques to evaluate and describe data with the view of drawing inductive references (Shamoo and Resnike, 2003). It includes systematic inspecting, cleansing, transforming, modelling, classifying and interpreting data with the aim of discovering useful information, drawing informed conclusions, and making findings that contributes to knowledge. Analysis of data is an important component of research that cannot be ignored when conducting a research.

The data from interview of English language teachers, written test (essay) and observation of students' speech were analysed. The data gathered from the observation of the speech of the students were written in the form of note and analysed. The data from the interview and the written test were also analysed. The deviations identified in the students' language were grouped under themes and were analysed. The information got from the analysis of the data was used to answer the research questions. The qualitative approach was used in this study to analyse the data.

3.8 Conclusion

This chapter discussed the methods adopted for this study. It discussed the research design, the sources of data and the data analysis, the population and sampling technique used, and the research instruments. An interview, observation and written test were used for the collection of data and the qualitative method was used to interpreting the data and the results were grouped to answer the research questions.

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CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF RESULTS

4.0 Introduction

This chapter presents analysis and discussion of data collected through written test, participants observation and interview that were analysed all in an attempt to answer the research questions. Textual analysis was done with the data grouped under themes. The participants' consist of four English language teachers who were interviewed and fifty students who speak Ewe as their first language and fifty students who speak Akan as their first language. The hundred students wrote three essays each and all these three hundred essays were marked and errors they committed were identified. The speech of the participating students was also observed and English language teachers were interviewed to confirm what was gathered in the writing.

The overall results showed that the influences are from some of the textbooks, communities, and their peers and even the teachers who teach these students. This is true because the English language speaking community that the students are exposed to are their communities which have Ghanaian languages as their L1, therefore, the L1 influence on the English as a second language. It is also important to note that these communities already speak "L1 influenced English", and the peers, the teachers and the textbook writers are all part of this "L1 influenced English". Therefore, the students learn this "L1 influenced English". This is seen in the excerpt below

(1) Excerpt from interview by teacher 1:

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."The L1 influences come from the community which include peers and even some teachers who speak these kinds of L1 influenced English in the community. It also includes some bad books the students read"

This was what one of the most experienced English language teachers had to say when he was asked of the solutions even before he went on to provide what he thought could be solutions to the problems.

The study was conducted on the bases of the following research questions:

1. What are the influences of the first language on the learner of English as a second language?
2. What are the effects of these influences of the first language on the learning of English as a second language?
3. What are the possible solutions of the influences of the first language on the learning of English as a second language?

The rest of the chapter is divided into five sections. The first, second and third sections talk about the L1 influences on syntax, structure and meaning, acquisition of words and generation of ideas for writing that were identified, categorized and analysed in answering the first research question. The fourth section talks about the effects of these errors identified in answering the second research question, and the fifth section looks at the possible solution to this problem in answering the third research question.

4.1. The influence of L1 on L2 syntax

The L1 influences the use of L2 rules in context. In this, the L1 hinders the application of L2 rules in context which leads to errors. As a result, the students commit errors at various levels when they are speaking or writing. This is evident in the students' essay and speech.

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They violate grammar rules which affect their construction and, therefore, they score low marks under expression in their essays. This section discusses the manifestation of this L1 influences on L2 rules in context which leads to syntactic deviations.

The analysis covers how some of the following grammatical (syntactic) elements have been used wrongly by students of Begoro Senior High School as a result of the influence their mother tongues have on the English Language. Many of these errors were confirmed by the observation of students and the interview conducted for the teachers.

4.1.1 Singular subject and verb agreement errors

The table below shows subject verb agreement deviations that are caused by the L1 influence on L2.

Table 4.1.1a: Singular Subject and Verb Agreement Errors

Error Identified	Error Corrected
1. The cloth **become** beautiful.	1. The cloth **becomes** beautiful.
2. Ananse **take** the measurement of Sodziisa with his two fingers opened.	2. Ananse **takes** the measurement of Sodziisa with his two fingers opened.
3. The king **fall** sick.	3. The king **falls/fell** sick.
4. Ananse **say** the world do not appreciate him so he will stop doing good.	4. Ananse **says** the world **does** not appreciate him so he will stop doing good things.
5. Sodziisas **tell** Akpala to lie down the face on the ground.	5. Sodziisas **told** Akpala to lie down with the face on the ground.
6. Ananse **begin** to measure by sacking everyone out to take advantage of Sodziisa.	6. Ananse **begins** to measure as he sacks everyone so that he can take advantage of Sodziisa.

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Table 4.1.1b Singular Subject and Verb Agreement Errors Translated

Error Identified	Akan and Ewe translations
1. The cloth **become** beautiful.	1. Ewe: Avɔa **va** nya kpɔ.
2. Ananse **take** the measurement of Sodziisa with his two fingers opened.	2. Akan: Ananse **de** ne nsatea abien susu Sodziisa. Ewe: Yiyi **tsɔ** e*f*e asi eveawo dzidz**e** Sodziisa
3. The king **fall** sick.	3. Ewe: Efiaa la **dze** dɔ. Akan: ɔhene no yare
4. Ananse **say** the world do not appreciate him so he will stop doing good.	4. Ewe: Yiyi **be** xexemetɔwo mekafua ye o eya ta yeadzudzɔ nu nyui wɔwɔ.
5. Sodziisa **tell** Akpala to lie down the face on the ground.	5. Akan: Sodziisa **kakyerɛɛ** Akpala sɛ ɔmfa n'anim mmutu fam
6. Ananse **begin** to measure by sacking everyone out to take advantage of Sodziisa.	Ewe: Yiyi **dze** edzidz**e** gɔme esime wɔ̀nya ame sia ame be woakpɔ mɔ le Sodziisa ŋu.

The rule of the English language states that for a subject to agree with a verb, the singular subject must take singular verb. The singular verb is often identified by the addition of the "-s" morpheme at the end of a verb. Adamu (2015) suggests that when a singular subject takes a singular verb which has "-s" maker at the end of the verb, it means that the subject has corresponded with the verb. However, the group of students use the verbs as if they were used with plural nouns because this is the way the structure is used in their first languages (Akan and Ewe). Their use of the singular subjects does not correspond with the singular verbs (Adamu, 2015). The L1 of these students does not add any morpheme to the verb to

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correspond with the number of the subject. As a result of these differences in structure, they commit the above errors in communication in the L2. This is exemplified below;

(4.1.1b6.) Ewe:

Ayiyi dze edzidziɛ esi wonya amesiame be woakpɔmɔ le Sodziisa ŋu.

(4.1.1b5.) Akan:

Sodziisa kakyerɛɛ Akpala sɛ fa wɛnim butuhɔ

In the above sentences the verbs "kakyerɛɛ" in Akan ("tell" in English) and "*dze"* in Ewe ("begin" in English) do not admit any morpheme when the subject is singular in Ewe and Akan but do in English.

4.1.2 Wrong use of pronoun and verb

Just as a noun which occupies subject position takes singular verb so that the concord rule must be attained, the same applies when using a pronoun in a subject position. The table below shows subject (pronoun) verb agreement deviations that are caused by the L1 influence on L2

Table 4.1. 2a Wrong Use of Pronoun and Verb

Error Identified	Error Corrected
1. **He don't have property.**	1. He **doesn't** have property.
2. He **decide** to consult a fetish priest.	2. He **decides** to consult a fetish priest.
3. He **end** up killing the only children and the money too does not come.	3. He **ends** up killing the only child and the money too does not come.
4. He **want** to go.	4. He **wants** to go.
5. She **fidget** and Ananse told him not to fidget again.	5. She **fidgets** and Ananse told her not to fidget again.

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Table 4.1. 2b Translation of Wrong Use of Pronoun and Verb

Error Identified	Akan and Ewe translations
1. He **don't** have property.	1. Ewe: Nunɔamesi **mele** esi o.
2. He **decide** to consult a fetish priest.	2. Ewe: E**ɖoe** be yeadi kpekpeɖeŋu tso hunɔ gbɔ.
3. He **end** up killing the only children and the money too does not come.	3. Ewe: E**wu** vi ɖeka si le esi gake mekpɔ gaa h. o
4. He **want** to go**.**	4. Akan: ɔ**pɛsɛ** ɔkɔ
5. She **fidget** and Ananse told him not to fidget again.	5. Akan: ɔ**himhim** ne ho ɛna Ananse kakyer**ɛɛ** no sɛ mma onhimhim ne ho bio.

The weakness is that the student's ignorance about the rules made them to construct the above erroneous structures instead of those at column, "error corrected". According to Cook (2008), learners' views of L2 learning are crucial elements as they transfer aspects of the L1 language to the L2. The Akan and the Ewe do not have this "-s" morpheme which helps one to identify the singular verb usage with the singular subject. What the students of Begoro Presbyterian Senior High School do is that, they transfer the similar items from their individual first languages (L1) to second language which is the English Language.

4.1.3 Wrong use of have

The use of compound subject in correlation with the right verb has always been a problem to many English as Second Language Learners right from the senior high School level to the tertiary levels possibly because the way such structures are used are different in the two languages. This particular verb (have) is the type which learners at the early stage become conversant with (Mohd, 1985) and therefore it reflects in whatever they write also say. The right way to use it is when the subject is plural or when we are dealing with first and second

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person pronouns, and third person plural (I, we, you and they) as mentioned earlier. The table below shows deviations relating to the use of "have" and are caused by the L1 influence on L2.

Table 4.1. 3a Wrong Use of Have

Error identified	Error corrected
1. Ananse **have** had her to himself.	1. Ananse **has** had her.
2. Agya Kofi **have** two children.	2. Agya Kofi **has** two children.
3. She **have** heard him.	3. She **has** heard him.
4. A poor man **have** a small farm.	4. A poor man **has** a small farm.
5. The man was impressed about what the governor **have** said.	5. The man was impressed about what the governor **has** said.
6. He **have** used some his own money to build most of the houses in the village.	6. He **has** used some his own money to build most of the houses in the village.
7. He **have** started singing.	7. He **has** started singing.

Table 4.1. 3b Wrong Use of Have Translated

Error identified	Akan and Ewe translations
1. Ananse **have** had her to himself.	1. Akan: Ananse ankasa afa no
2. Agya Kofi **have** two children.	2. Akan: Agya Kofi **wɔ** mma mmarima mienu
3. She **have** heard him.	3. . Ewe: Ese eŋkɔ/Ese e*ƒ*e nya la. 4. Akan: Woa**tie** no.
4. A poor man **have** a small farm.	5. . Akan: ɔbarima ohianiwaa wɔ afuo ketewa
5. The man was impressed about what the government **have** said.	6. Ewe: Ɲutsu la kpɔ dzidzɔ ɖe nu si dziɖuɖu la gblɔ ŋuti
6. He **have** used some of his own money to build most of the houses in the village.	7. Akan: ɔde ɔno ara ne sika na asisi adan no mu dodoɔ no are wɔ akuraa no ase
7. He **have** started singing.	8. Ewe: Edze ha dzidzi gɔme`.

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As can be seen from the data above this group of students from Begoro Presbyterian Senior High School used "have" wrongly. In sentence (1) of Table 4.1. **3**, we have a string of verbs that form a phrase "have had". If it has been used correctly it would have been described as present perfective verb. In sentences (2) of Table 4.1. **3**, to sentence (5) of Table 4.1. **3**, the errors occurred when the singular subjects are used with "have" which are wrong. Even though, they were used with wrong subjects, they functioned as main verbs in the sentences. From sentences (6) of Table 4.1. **3**, and (7) of Table 4.1. **3**, the "have" has been used with "used" and "started singing" respectively, making the "have" as helping verbs to the main verbs making them past perfective, even though they have been used wrongly. The reason is that, the type of verbs that are used in the local language to express what is communicated by this verb, does not admit any morpheme or marker to express it. The local languages apply what seems like the "have" to all kinds of subjects be it plural or singular. It is also used with noun or pronoun subject in the local language just like the English language. It is clear that because of that knowledge the students have about the verb it was easier for them generalise its use as it has reflected in their writings.

4.1.4 Wrong use of verbs (Tense and Aspect)

Verb tense refers to the way a verb is formed to communicate when an action or occurrence takes place. Verb tense errors occur when you use the wrong verb tense (Owu Ewie and Williams 2017). They are common grammar mistakes among second language learners of English. The verb tense makes the reader aware of when the action expressed in the sentence is taking place as in the past, and the present. There must be consistency between when the action occurred and the type of verb used. If these uses do not reflect as they are supposed

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to do, their usage becomes an error. It was identified from the study that most students violated this basic tense rule. In Tables 4.1.5a are extracts of such errors from the data:

Table 4.1. 4a Wrong Use of Verbs (Tense and Aspect)

Errors Identified	Errors Corrected
1. He **went** and **search** for food in his small farm.	1. He **went** and **searched** for food in his small farm.
2. Sodziisa and her seven maiden **went** to Ananse's craftshop and **sings** and **dance**.	2. Sodziisa and her seven **maidens** went to Ananse's craftshop and **sang** and **danced**.
3. Ananse **uses** this to touch Sodziisa private part and **enjoyed** themselves.	3. Ananse **used** this opportunity to fondle Sodziisa's private part and they **enjoyed** themselves.
4. Ananse **told** Sodziisa that he **is** coming to measure her bosom.	4. Ananse **told** Sodziisa that he **was** coming to measure her bosom.
5. The moment Ananse **saw** Sodziisa he **become** flattered.	5. The moment Ananse **saw** Sodziisa he **became** flattered.

Table 4.1. 4b Wrong Use of Verbs (Tense and Aspect) Translated

Errors Identified	Akan and Ewe translations
1. He **went** and **search** for food in his small farm.	1. Akan: Ɔ**kɔ hwehweɛɛ** aduan wɔ n'afuo ketewa mu
2. Sodziisa and her seven maiden **went** to Ananse's craftshop and **sings** and **dance**.	2. Ewe: Sodziisa kple esubɔla adreawo **yi** Yiyi ***ƒ***e dɔwɔ***ƒ***e eye wo**dzi** ha he**ɖu** ɣe
3. Ananse **uses** this to touch Sodziisa private part and **enjoyed** themselves.	3. Ewe: Yiyi **z.** nu sia he**ka** asi Sodziisa *ƒ*e ɣaɣla*ƒ*e eye **wò**vivi na wo**.**
4. Ananse **told** Sodziisa that he **is coming** to measure her bosom.	4. Ewe: Yiyi **gblɔ** na Sodziisa be `ye**gbɔna** e*ƒ*e akɔnu dzidze ge
5. The moment Ananse **saw** Sodziisa he **become** flattered.	5. Akan: Abra a Ananse **huu** Sodziisa no ɛ**yɛ** no ahohoahoa

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From the above table, students used two or more verbs within the same sentence. However, how they explored them in their writings was contrary to their standard use. The rule states that in construction of structures like these, when in a sentence, when a particular verb tense begins in a sentence the subsequent ones must also be that same verb tense in that particular structure or sentence. For instance: in sentences (1) *He **went** and **search** for food in his small farm*. In this sentence, the verb "went" is a simple past form of "go", and within that same sentence, the rule states that, if any verb should occur in the sentence again, it should be the simple past form of the verb. The next verb that occurred in the sentence was simple present form of "search". This violate its standard use, hence the error. But in Akan, the duplication of the vowel "**ɛ**" in the second verb, as in "Ɔkɔ hwehweɛ**ɛ**" helped to show tense in the sentence. This difference is what is leading to the errors. Sentence (2) was "Sodziisa and her seven maiden went to Ananse's craftshop and sings and dance". From this sentence, there is a compound subject which was followed by went which is correctly on course. However, the verb "sings" was used wrongly because it does not agree with "went". it was used in its simple present form instead of past form- sang, and also the use of dance instead of danced. Unlike English which has the morphemes to mark tense, in the Ewe, there is no identical morpheme that is overtly used to mark tense, and this accounts for the reason why the students \commit tense errors in their writing of English. The verbs "yi ", "dzi" and "ɖu" are in the bare infinitive form and there is no morpheme marking tense.

Similarly, sentence (3) "Ananse **uses** this to touch Sodziisa private part and **enjoyed** themselves". The use of uses in connection with the singular subject is correct, but it relationship with the next verb "enjoyed" is wrongly explored.

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Again, sentence (4) “Ananse told Sodziisa that he is coming to measure her bosom”. From this sentence, the verb “told” was used but did not correspond with the next verb “is coming”. It supposed to be “was coming”-past progressive. It is clear that, the students are not settled on what to do when it comes to the use of such grammatical elements in sentences.

Sentence (5) “The moment Ananse saw Sodziisa he becomes flattered”. From this sentence too, the use of “saw” which was the action performed by Ananse did not correspond with “becomes”. We are supposed to have a simple past verb - “became” followed by simple perfect verb – “flattered”. However, it was also used wrongly as a result of the differences in the way tense is marked in the L1 and L2. Looking at the way the students constructed their sentences they violated this particular rule. This error particularly is complex and applying it to the second language by a learner who struggles to master the basic rule will be difficult.

4.1.5 Punctuation errors in the use of the subordinator “so”

The table below shows deviations in the use of punctuations that are caused by the L1 influence on L2

Table 4.1. 5a Punctuation Errors in the Use of the Subordinator “so”

Error Identified	Error Corrected
1. Ananse then asked Sodziisa to stand erect so that he can measure her.	1. Ananse then asked Sodziisa to stand erect**, so** that he can measure her.
2. Ananse say the world do not appreciate him so he will stop doing good.	2. Ananse say the world do not appreciate him**, so** he will stop doing good things.
3. He asked the maidens to walk to the river so that he will have time to pull current from Sodziisa.	3. He asked the maidens to walk to the river**, so** that he will have time to pull “current” from Sodziisa.

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4. The art in the cloth will sycronise with the contours and the vibration of the cocacola shape and body so she must dance.	4. The art in the cloth will synchronise with the contours and the vibration of the "cocacola" shape and body**, so** she must dance.

Table 4.1. 5b Punctuation Errors in the Use of the Subordinator "so" Translated

Error Identified	**Akan and Ewe translation**
1. Ananse then asked Sodziisa to stand erect so that he can measure her.	1. Ewe: Yiyi bia tso Sodziisa si be wòtsitsitre adzɔ ale be yeadzidzee
2. Ananse say the world do not appreciate him so he will stop doing good.	2. Ewe: Yiyi be amewo mekafua ye o eya ta yeadzudzɔ nu nyui wɔwɔ
3. He asked the maidens to walk to the river so that he will have time to pull current from Sodziisa.	3. Akan: Ɔkakyerɛɛ mma asomfo sɛɛ wɔnkɔ nsuo no ho sɛnea ɔbɛnya kwan atwe "kɛrɛnt" afiri Sodziisa ho
4. The art in the cloth will sycronise with the contours and the vibration of the cocacola shape and body so she must dance.	4. Ewe: Nutata siwo le avɔa me la asɔ kple fli klalɛ kpakple koka kola *ƒ*e nɔnɔme fli gɔdðe kple lolome eya ta ele be wòaɖu ɣe

Under this section, I looked at how the students conjoin the independents and dependent clauses into complex sentences and the meanings that can be achieved from the sentences with the use of the subordinating conjunction "so". From the sentences one to other sentences the use of "so" to connect the independent clause and the dependent clause, expresses a meaning of purpose, even though the comma rule has not been applied which is an error. That is the "measurement can only be done well if Sodziisa stand upright". As can be seen from the rest of the sentences, the students' use of "so" expressed only one meaning which is the purpose. From Ananse's decision to stop doing good because the word does not

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appreciate him, to where Ananse asked the maidens to walk to river side so that he can get the chance to fondle Sodziisa are all for a purpose. All the clauses have the Subject+ predicate structure but the comma that was not applied or inserted in between the two clauses before the conjunction "so" and that makes the sentences faulty.

The Senior High Students of Begoro did not apply these rules during writing. The reasons are: they have not mastered the rules of how to construct complex sentences. This is because in their mother tongues, when speaking there is nothing like comma, but these type of coordinators are used hence the absence of this in the spoken L1 of the student influence their writings in the target language, therefore, the erroneous structures. It must be noted here that many of the students do not read or write their L1 but they speak it at home.

4.2 Structural errors that affect meaning

The analysis covers how some of the following grammatical structures have been used wrongly by students of Begoro Senior High School as a result of the influence their mother tongues have on the English Language. Many of these errors were confirmed by the observation of students and the interview conducted for the teachers.

4.2.1 Wrong use of preposition

The table below shows deviations that relate to the use of preposition and are caused by the L1 influence on L2.

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Table 4.2.1a Wrong use of Preposition

Errors Identified	Errors Corrected
1. Budu is blessed **by** four children.	1. Budu is blessed **with** four children.
2. Boadi is also blessed **by** eight children.	2. Boadi is also blessed **with** eight children.
3. Because Ananse had an eye **in** the princess he started praising the princess.	3. Because Ananse had an eye **for** the princess he started praising the princess.
4. Sodziisa and the maidens dance amazingly **into** the eyes of Ananse.	4. Sodziisa and the maidens dance amazingly **before** Ananse.

Table 4.2.1b Wrong use of Preposition Translated

Errors Identified	Akan and Ewe translation
1. Budu is blessed by four children.	1. Ewe: woyra Budu kple vi ene. Akan: Wɔadom Budu mma mu nan.
2. Boadi is also blessed by eight children.	2. Wɔadom Boadi mma mu nwɔtwe.
3. Because Ananse had an eye in the princess he started praising the princess.	3. Akan: Esane sɛ Ananse ani wɔ ɔhene babaa no so nti ɔhyɛɛ asiɛ bɔɔ nabaso
4. Sodziisa and the maidens dance amazingly into the eyes of Ananse.	4. Ewe: Sodziisa kple subɔlanyɔnu adreawo ɖu ɣe kple atsiã le Yiyi *f*e ŋkume

Lamia (2016) argues that prepositions pose a great difficulty for students. Students often find themselves unable to choose the appropriate preposition because of the big number of prepositions that have the same function in English, like the prepositions: “in”, “at” and

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"on". Therefore, they often transfer the preposition equivalence in their dialects to the English Language. However, this is not always a successful way and it leads to numerous errors. From the two constructions, it was evidently clear that when it comes to child bearing the blessed must be followed by "with" so that its grammaticality must be attained. However, the students were not able to use that preposition well and it has been reflected in their writings. Usually, these kind of errors occur as a result of direct transfer of L1 expressions (transliteration) into the English Language.

Sodziisa and the maidens dance amazingly ***into*** *the eyes of Ananse.*

Sodziisa and the maidens dance amazingly ***before*** *Ananse.*

The error from the construction was the ….. *dance amazingly* ***into*** *the eyes of Ananse* instead *of* ……. *dance amazingly* ***before*** *the eyes of Ananse,* means different things to the native speaker aside what the students mean. This error occur as a result of transliteration of "Sodziisa kple subɔlanyɔnu adreawo ɖu ɣe kple atsiã le Yiyi ƒe ŋkume" from the L1 into L2. The use of "into the eye" means there was a contact with the eye ball, which is different from what the students want to express. On the other hand such expressions are allowed in the L1 of the students depending on the context of use.

This construction is also a direct transfer of elements from the L1 to L2.

Because Ananse had an eye ***in*** *the princess he started praising the princess.*

Because Ananse had an eye ***for*** *the Princess he started praising the Princess.*

As Lamia voiced that preposition such as "in", "at " and "on", have the same function in English, therefore, they often transfer the preposition equivalence in their dialects to the English Language. For the native speakers of the English Language, they know when and how to use a particular preposition and the kind of meaning that the particular preposition

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will communicate. However, these students ignored the possible meanings of the use of the prepositions. The use of the ….*an eye in the Princess* in their dialects is grammatical and acceptable but transferring it into the English Language leads to an error.

4.2.2 Wrong use of lexis

The table below shows deviations that relate to the use of appropriate lexis and are caused by the L1 influence on L2

Table 4.2.2a Wrong Use of Lexis

Error Identified	Error Corrected
1. The leader **race** the song and her maidens respond by address Ananse.	1. The leader **raises** the song and her maidens respond by address Ananse.
2. Ananse **tackle** with her hips which was too much.	2. Ananse **tickles** her hips which was too much.
3. Ananse got the opportunity to **squeeze** her.	3. Ananse got the opportunity to **fondle** with her.
4. Ananse was touching her private **path** on her body and her bosom.	4. Ananse was touching her "private **part"** on her body and her bosom.

Table 4.2.2b Wrong Use of Lexis Translated

Error Identified	Akan and Ewe translation
1. The leader race the song and her maidens respond by address Ananse.	1. Akan: Ɔkandefo no pegyaa Ɛnwom ɛna ne mmaa asomfo no gyee so de kasa kyersɛ Ananse.
2. Ananse tackle with her hips which was too much.	2. Ewe: Yiyi lé e*f*e ali si medza o
3. Ananse got the opportunity to squeeze her.	3. Anase nyaa akwanya wɔ ɔbaa no ho.
4. Ananse was touching her private path on her body and her bosom.	4. Yiyi nɔ asi lilim e*f*e te*f*e ɣaɣlawo le e*f*e dɔnu

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It is believed that when L2 learners do not master some of the rules very well, they apply it to other areas of the language from sentences levels to word level. Sulaiman (2006) reveals that overgeneralization involves applying a certain rule in more contexts than it should. He refers it to an extension of a rule to an environment in which it does not apply.

As can be seen from the scripts of some of the students, it is clear that the students used words in place of the right words. This is because they do not have those words that they supposed to use in their vocabularies. The **race** used by the students makes it clear that a song has been produced or initiated is an error. This is because this word is used when there is a running competition. The contest in which the word was used by students is an error. The word "tackle" has so many meanings depending how one uses it but in a context where love is involved using it will be an error as seen from the table. It has even been used alongside another grammatical element. To begin with the use of that grammatical element; "with" serve as redundancy and its use was also an error. Another erroneous use of lexical items in the structure of the students was "private **path**" instead of "…… parts" – part of human body which is often under cover or protected. We can have private path- this could mean, that "particular path" was created or made by an individual. Nevertheless, the instance where it was used and described by the students and the action that took place made it an erroneous use. Agdaem (2005) claims it is clear that the words intended by the students were rather spelled wrongly because what was presumed by them to be correct was influenced largely by identical different words.

What can be inferred from this table is that the Akan and the Ewe languages are tonal. One word can be used to mean so many things when the right intonations are applied. English is

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not like that, so their ignorance about that fact makes them wrongly used. Also, they try to introduce a knowledge in writing by using the vocabularies they know to mean what they think even if those words will not be appropriate there.

4.2.3 Word choice

Kraichoke (2017) states that a usage mistake occurs when a word or a series of words in a sentence are technically grammatically correct, but not usual in Standard English. While this is an uncommon error among native speakers, English as Second Language (ESL) students often translate words from their own language and select the wrong English equivalent for the meaning they wish to express. Although through extensive reading in English these mistakes will dwindle, language learners should be aware of their mistakes. The table below shows deviations that also relate to the use of the appropriate words and are caused by the L1 influence on L2

Table 4.2.3a Word Choice

Error Identified	Error Corrected
1. They **light** fire in the farm.	1. They **set** fire in the farm.
2. This means Ananse was **feeling** the girl.	2. This means Ananse was experiencing a strong feeling of lust for the girl.
3. My family is a very **broad** family	3. My family is a very **extended** family
4. Things kept on becoming **hard**.	4. Things kept on becoming **unbearable**.
5. Ananse has **chopped** Sodziisa.	5. Ananse **had sexual intercourse with** Sodziisa.
6. He is my **bigger** brother.	6. He is my **elder** brother.
7. The purpose of the journey was to go and bring a wild deer for sacrifice to **erased** a curse.	7. The purpose of the journey was to go and bring a wild deer for sacrifice to **revoke** a curse.

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8. They have stayed for six years but there is no child.	8. They have **married** for six years but there is no child.
9. I am having courses and nephews at my back	9. I **have** cousins and **nephews.**
10. She is my junior sister	10. She is my younger sister

Table 4.2.3b Word Choice Translated

Error Identified	Akan and Ewe translation
1. They light fire in the farm.	1. Akan: W**ɔpa gya wɔ afuo no mu.**
2. This means Ananse was feeling the girl.	2. Akan: Wei kyer**ɛ sɛ** Ananse anigye abaayiwa no ho
3. My family is a very broad family	3. Akan: Mabusua y**ɛ** abusua kɛseɛ pa ara.
4. Things kept on becoming hard.	4. Akan: Ɛneɔma mu kɔɔso yɛɛ den.
5. Ananse has chopped Sodzisa.	5. Akan: Ananse adi Sodzisa.
6. He is my bigger brother.	6. Ewe: Eyae nye fonye tsitsitɔ
7. The purpose of the journey was to go and bring a wild deer for sacrifice to erase a curse.	7. Akan: Botae a ɛtae akwantuo no akyi ɛne sɛ ɔkɔ hwehwɛ ɔtwe de no abɛbɔ afɔreɛ ayi musuo
8. They have stayed for six years but there is no child.	8. Akan: W**ɔn mo atena mfie nsia nanso wɔnni ɔba.**
9. I am having courses and newphews at my back	9. Ewe: Nɔvinyewo kple tɔdʒiayɔvinyewo le yonyeme
10. She is my junior sister	10. Akan: Ɔyɛ menua ketwa.

The Begoro Senior High Students struggle with the English Language in writings and in speeches. This is due to the fact that, their mother tongues always overshadow their mastery of the English Language. They transferred and translated words such as “light fire”, directly

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from their L1 into the English Language instead of "set fire"- the right expression for the native speaker. Syntactically the sentences are correct but semantically they are erroneous. In sentence (2), we have "feeling" is a term mostly used by the Ewe and Akan ethnic groups in the country, when it comes to expressing someone's emotion towards a secret lover. This is not how a native speaker of English language will express it. But now it has become an acceptable expression that almost all the youth use in their writing and in their speeches. "Chopped" instead of "had sexual intercourse", "bigger brother" instead of "elder brother", "stayed" instead of "married" are all words that were transferred directly from the L1 of the students into the English Language. This is because in the local languages those words or expressions are the standard and since the students are familiar with them, it will be easier for students to use them to put their ideas together. They selected their equivalence from the English during writing. Another wrong selection of the students was the use of the "having" instead of "have". The siblings of the writer (student) are already there. So, using the word "having" means their existence is in a process. It means they have not yet grasped the concept, hence the error.

4.2.4 Redundancy of words

The table below shows deviations that relate to redundancy and are caused by the L1 influence on L2

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Table 4.2.4a Redundancy of words

Error Identified	Error Corrected
1. They have nothing **to own by themselves**.	1. They have nothing.
2. He saw snake and put his request before him **in his face**	2. He saw snake and put his request before him.

Table 4.2.4b Redundancy of words Translated

Error Identified	Akan Ewe translation
1. They have nothing to own by themselves.	1. Akan: **W**ɔn **ankasa enni hwee.**
2. He saw snake and put his request before him in his face	2. Ewe: Ekpɔ da eye wogblɔ wonuhiawo le woŋkume. Ekpɔ da eye wòbia nu si hiãe la le eŋkume

From sentence one, certain words have been used when they are not needed. When a native speaker of English uses the words or expressions “own” and “they have”, they mean that, people possess something. This is due to the fact that, our understanding of the “have” is different from the native speakers’ understanding and use of it. As can be seen from the earlier correction, we can also say “they own nothing”. A situation whereby these two expressions are used in the same sentence, then we can say they words have been used excessively. Again, the second sentence also displayed element of redundancy. The used of the “before” in the sentence is even enough for the reader to realise that the “request” is in front of “him” if it is something written or spoken. Nevertheless, our local languages allow such expression to show emphasis on the part of the speaker or writer. For the native speaker

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of English Language, it is considered as repetition of the same items within the same sentence. The conclusion that can be drawn from this is that, the structures and words of the L1 of the students have been transferred directly into the English Language.

4.2.5 Omission of Possessive Markers

The table below shows deviations that relate to the use of possessive markers and are caused by the L1 influence on L2

Table 4.2.5a Omission of Possessive Markers

Error Identified	Error Corrected
1. He was sent to the chief palace and inform the father that the child has been caught stealing a pig.	1. He was sent to the **chief's palace** and the father was informed that the child had been caught stealing a pig.
2. When duck reach at rabbit house she knock and rabbit answer, please come in.	2. When duck reached **rabbit's house** she knocked and rabbit answered, "please come in:
3. Ant jump into elephant nose and ate him up.	3. Ant jumped into **elephant's nose** and ate him up.

Table 4.2.5b Omission of Possessive Markers Translated

Error Identified	Akan and Ewe translation
1. He was sent to the chief palace and inform the father that the child has been caught stealing a pig.	1. Akan: Y**ɛde no kɔɔ** ahenefie **ɛna yeka kyerɛɛ ne papa sɛ ne ba no, yɛakyere no sɛ orewia prako.**
2. When duck reach at rabbit house she knock and rabbit answer, please come in.	2. Ewe: Esi Kpakpaxe ɖo fɔmizi *f*e a*f*e me la, e*f*oʊɔa eye fɔmizi ɖo eɳu be nege ɖe eme.
3. Ant jump into elephant nose and ate him up.	3. Akan: Atetia kɔhy**ɛɛ** ɔsono hwenem na ɔwee no pasaa.

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One difficulty about the writing of the students of Begoro Senior High School is how to insert possessive marker into words to indicate ownership of what is being written. They often ignore this basic thing. In their writings, they make the grammatical elements which is supposed to be possessive for one reason or the other adjuncts. As a result, meanings of the sentences are altered. This act in writing results in errors.

Consider the following phrases: *chief palace, rabbit house, and elephant nose.* The way these words were used made the structures look like the "chief" is functioning as adjective describing or giving more details about the environment, palace. "Rabbit" and "elephant" were also used to describe the "house" and the "nose" respectively giving different meanings. However, if this possessive marker is inserted into its rightful place in the aforementioned words it will make the meaning clear as can be seen from the table above from the error corrected part. The "chief's palace" means that it belongs to that particular chief, but not describing the palace. So is the same for rabbit's house, meaning the house belong to the rabbit in question and elephant's nose also means, that nose belong to the elephant. It must be noted that if right word selection should be applied here, that should be used. For one to claim to have knowledge about a language means one must use it not only for performance but also for competence (Ayodele 2018). The students' inability to write or use the English Language very well was as a result of the fact that, they did not master some of the rules completely to enable them to apply them very well. Their mother tongues are more influential on the L2. The reason for the wrong usage is that unlike English which has the possessive 's", in the L1 there is no identical morpheme that is overtly used to mark

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possession, and this accounts for the reason why the students omit the possessive ‘s” in their writing of English.

4.2.6 Word choice deviation in phrases

Under this section I looked at how the students used group of words erroneously to express ideas because they do not have the right expressions of the L2 because they transferred and are using those from their L1. The table below shows word choice in phrases deviations that are caused by the L1 influence on L2

Table 4.2.6a Word Choice Deviation in Phrases

Error Identified	Error Corrected
1. This kept **on going on** his mind.	1. This kept **running through** his mind.
2. Because of Sodziisa’s **child brain**	2. Because of Sodziisa’s **immature behaviour**.
3. He will have time to **pull current** from Sodziisa.	3. He will have time to **fondle** with Sodziisa.
4. Ananse has a **big brain**.	4. Ananse is **very intelligent**.
5. Opani Kwakye is a **eating type**.	5. Opani Kwakye is a **glutton**.
6. Anku take his **pocket keeping** money.	6. Anku takes his **house keeping** money.
7. The trap trap **a baby rat**.	7. The trap **caught a kitten.**

Table 4.2.6b Word Choice Deviation in Phrases Translated

Error Identified	Akan and Ewe translation
1. This kept on going on his mind.	1. Akan: Eyi k**ɔɔso wɔ nadwen mu.**
2. Because of Sodziisa’s child brain …	2. Akan: Esiane Sodziisa mmofra adwene nti… Ewe: Sodziisa *ƒ*e devisusu ta…..
3. He will have time to pull current from Sodziisa.	3. Akan: ɔbɛnya kwan atwe “kɛrɛnt” afiri Sodziisa ho

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4. Ananse has a big brain.	4. Akan: Ananse wɔ adwene kɛse.
5. Opani Kwakye is a **eating type**.	5. Akan: Opani Kwakye yɛ **odidifo**.
6. Anku take his pocket keeping money.	6. Akan: Anku **bɛfa ne bottom sika.**
7. The trap caught a **baby rat**.	7. Akan: Afidie ayi **okisie ba**.

Expressions such as, “on going on “ “child brain” “pull current” “ big brain” “a eating type” “pocket keeping money” “a baby rat” are word speakers make use of in their daily activities. There are numerous standard single words and even phrases that they can use instead of what they did. Their selection of phrases and individual words are acceptable in local languages or L1. However, students are expected to come up with the right words as possible to meet the standard of the English Language. Nevertheless, the complex nature of the rules of the language make it difficult to express themselves well. Thereby leading to the direct transfer of some of the L1 words and phrases to represent what they need but they do not know. The implication is that because they can transfer some of these words and expressions they do not even know that those expression they used are not acceptable in the English Language.

4.2.7 Word order

Word order refers to the syntactic arrangement of words in a sentence, clause or phrase. Many of the students of Begoro Senior High School found it difficult to construct well form syntax and grammatically correct sentences. This was evident from the kind of sentences they have formed. The table below shows word order deviations in a sentence that are caused by the L1 influence on L2

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Table 4.2.7a Word Order

Error Identified	Error Corrected
1. They give me power to rise them on my shoulders and control them.	1. I was given the order to control them.
2. Their third born who my family had a head person the occupation my family do is agriculture, trade and business tycum.	2. The third born of my family manages the family's agricultural business.
3. They have nothing to own by themselves.	3. They own nothing.
4. The ring came back and wear the hand.	4. The ring reappeared on the hand.
5. The man married Mavis and sent her to his watch over house.	5. The man married Mavis and sent her to the house he is watching over.
6. The name of my family is Mensiah family.	6. The name of my family is Mensiah.
7. He started his remove his clothes.	7. He started to undress her.
8. I am the first born and two boys chop my back.	8. I am the first born and I have two younger brothers.
9. We all meet on Saturday and combined our head to solve some problem our family is going through and on Sunday.	9. We meet on every Saturday and Sunday to discuss about family issues.

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Table 4.2.7b Word Order Translated

Error Identified	Akan and Ewe translation
1. They give me power to rise them on my shoulders and control them.	1. Ewe: Wona ŋusem be makɔ wo ɖe nye abɔta eye maɖu wo dzi.
2. Their third born who my family had a head person the occupation my family do is agriculture, trade and business tycum.	2. Akan: Wɔn ba a ɔtoso meɛnsa a ɔyɛ abusua no mu panin, adwuma a m'abusua yɛ ne kua, adetɔn.
3. They have nothing to own by themselves.	3. Akan: Wɔn ankasa enni hwee.
4. The ring came back and wear the hand.	4. Akan: Petia no sane ba bɛhyɛɛ ne nsa.
5. The man married Mavis and sent her to his watch over house.	5. Akan: Papa no waree Mavis ɛna ɔde no kɔɔ ne fie a ɔhwɛ so mu.
6. The name of my family is Mensiah family.	6. Akan: Mabusua din de messiah abusua.
7. He started his remove his clothes.	7. Akan: Ɔhyɛɛ aseɛ sɛ ɔreyi ne ntoma (natadeɛ).
8. I am the first born and two boys chop my back.	8. Akan: Mene Abakan na mmarima mienu di m'akyi.
9. We all meet on Saturday and combined our head to solve some problem our family is going through and on Sunday.	9. Akan: Yenyinaa hyia Memenda ka yeti bɔ mu sɛ yɛbenya anoyie wɔ ɔhaw bia yɛabusua ɛnam mu, kwasieda nso saa.

The sentences contain word-for-word translations which often cause faulty usage, which can in turn result in writing that is difficult to understand. For instance, a sentence like:

"We have smallish girl among me which is four backwards last" is the direct literal translation of "Wona ŋusem be makɔ wo ɖe nye abɔta eye maɖu wo dzi". If we are to analyse this sentence it will be difficult to come up with the correct grammatical parts and their functions. For example: "We have smallish girl among me", "we" is the plural subject,

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have auxiliary verb but functioning as a main verb over here. This was used correctly used. There is an omission of an article "a" which is supposed to be in front of the small "smallish girl". The other element "among "is used when there are more than two people involved in an issue, but it has been use with "me- singular possessive pronoun which makes it wrong. We can say that this part followed a certain pattern, but the selection of certain grammatical elements makes the sentence incorrect. The second part of the sentence which we can say is a relative clause also has some words arrangements: "is four backwards last" which makes one to wonder that particular dialect that has such a great bearing on the English Language. This is an indication that, the students have not mastered some of the rules of the English language yet. Another arrangement of words to form sentences which has direct transfer of the L1 into L2. In the L1, such expressions are accepted but they are not acceptable in the English Language. This is manifested in the following sentence. "The ring came back and wear the hand." This is also a transliteration of "Petia no sane ba bɛhyɛɛ ne nsa". Syntactically, the sentence is correct but grammatically it is wrong. Over here, the ring has been assigned a role as subject and the dower of all the actions. The sentence has SVO structure. But the hand has now been made to be an object (cloth) that one can put on or wear. This shows that the L1 of the students have great influence on their L2.

4.4.0 What are the effects of L1 influences on L2?

The L1 influence that leads to deviations identified are many and its analysis also cut across the various levels of grammatical categories. However, this section deals with how these L1 influences affect the students and their communication. It also looks at how it affects the English language teacher. The information that are used for thus section were from the

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interview of the teachers, the written test and observation as well as my own experience over the years.

4.4.1 The effects of these influences on the students

The L1 influences the acquisition of words in L2 faster by facilitating the comprehension of the L2 word in L1. The data gathered from the interview of the English language teachers show that when new words are introduced in the class, using the L1 to explain it or giving its equivalent in the L1 help the students to understand and acquire the word faster. Again, the students' essays also show that they have acquired a variety of the L2 vocabulary but their use in context is the problem to them. This is supported by Wardhaugh (1970), cited in Udemmadu and Chinyeaka (2017), when he states that all natural languages have a lot of things in common. Some of these common features include syntactic elements like nouns, verbs and tense, adjectives and adverbs, etc. the excerpt below demonstrates this finding:

(2) Excerpt from interview by teacher 4:

"If you come across a new word and the students do not understand, the use of their local language to explain helps them to get it easily"

The excerpt demonstrated that the L1 is an assert as long as vocabulary acquisition in the classroom is concern and may continue to be used for a long time.

The L1 influences the generation of ideas for writing in the L2. In this, the students think about the L2 essay topic in their L1, come up with the points to develop in L1, and translate and transliterate in some cases these points into the L2. It is evident in the student' essays that they score high under content but score low under expression. This means that they students have raised a number of valid points on the topic. This is supported by Cumming

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(1987) when he found that both more-skilled and less-skilled L2 writers used their L1 for idea generation and checking style. The excerpt below demonstrates this finding:

(3) Excerpt from interview teacher 2:

"The students' experiences in life are in their mother tongue and that is what they write if you give them essays to write"

Most of the these students come from communities where these Ghanaian languages are the medium by which they communicate both at home and during social gathering like churches, festivals and funerals. It is, therefore, obvious that their experiences and world view about a topic in general are in these languages (L1). They, therefore translate these experiences into the L2 (English language) when they are given essay topics to write on in the L2.

Concerning most of the syntax errors which include subject verb agreement in the various forms, the tenses and aspect of verb and the to - infinitive form of the verb, the meaning of the sentence does not necessarily change in most cases but they affect the scores of the students negatively both in internal and external assessment. These errors could lead to failure in the examination for the English language. According to the teachers all the words that are highlighted below would lead to deduction of half mark each when scoring their essays.

- Ananse **have** had her to himself.
- She **have** heard him.
- He **went** and **search** for food in his small farm.
- Sodziisa and her seven maiden **went** to Ananse's craft shop and **sings** and **dance**.

The excerpt from the interview shows the teachers opinion on this effect on the student.

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(4) Excerpt from the interview teacher 1:

"When the students write with these kinds of errors, you cannot understand what they mean and because of that they score low marks under expression and the conclusion that the public draw is that their teachers are not teaching them well"

From the excerpt, it can be understood that many of the students who fail the English subject in their final examination may have suffered from some of these effects of L1 influences on syntax.

Concerning most of the structural errors, the meaning of the sentence is affected in most cases and they affect the scores of the students negatively both in internal and external assessment. As stated earlier, it is believed that when L2 learners does not master some of the rules very well, they apply it to other areas of the language from sentences levels to word level. Sulaiman (2006) reveals that overgeneralization involves applying a certain rule in more contexts than it should. He refers it to an extension of a rule to an environment in which it does not apply.

As can be seen from the scripts of some of the students, it is clear that the students used words in place of the right words. This is because they do not have those words that they are supposed to use in their vocabularies. The following sentences demonstrate this:

1. **The leader** race **the song and her maidens respond by address Ananse**
2. **Ananse** tackle with **her hips which was too much.**
3. **Ananse got the opportunity to** squeeze **her..**
4. **Ananse was touching her private** path **on her body and her bosom.**

The **race** used by the students makes it clear that a song has been produced or initiated is an error. This is because this word is used when there is a running competition. The contest in

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which the word was used by students is an error and therefore creates meaning problem. Similarly, the word "tackle" does not show that the context involves love. Another erroneous use of lexical items in the structure of the students was "private **path**" instead of "…… parts" – part of human body which is often under cover or protected. We can have private path- this could mean, that "particular path" was created or made by an individual. Nevertheless, the instance where it was used and described by the students and the action that took place made it an erroneous use. Agdaem (2005) claims it is clear that the words intended by the students were rather spelled wrongly because what was presumed by them to be correct was influenced largely by identical different words:

1. **They** light **fire in the farm.**
2. **This means Ananse was** feeling **the girl**
3. **My family is a very** broad **family**
4. **Things kept on becoming** hard**.**
5. **Ananse has** chopped **Sodzisa.**
6. **He is my** bigger **brother.**
7. **The purpose of the journey was to go and bring a wild deer for sacrifice to** erased **a curse.**

From the sampled sentences above, it can be seen that the students substituted "light fire" instead of "set fire", "feeling" instead of "lusting", "Chopped" instead of "intimacy", "bigger brother" instead of "elder brother", "erased" instead of "revoke", and all these errors affect meaning. Kraichoke (2017) states that a usage mistake occurs when a word or a series of words in a sentence are technically grammatically correct, but not usual in Standard English. While this is an uncommon error among native speakers, English as Second

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Language (ESL) students often translate words from their own language and select the wrong English equivalent for the meaning they wish to express. Although through extensive reading in English these mistakes will dwindle, language learners should be aware of their mistakes and the effects.

8. **He was sent to the** chief palace **and inform the father that the child has been caught stealing a pig.**
9. **When duck reach at** rabbit house **she knock and rabbit answer, please come in.**
10. **Ant jump into** elephant nose **and ate him up.**

Considering the following phrases: *chief palace, rabbit house, and elephant nose.* the way these words were used made the structures look like the "chief" is functioning as adjective describing or giving more details about the environment, palace. "Rabbit" and "elephant" were also used to describe the "house" and the "nose" respectively giving different meanings. However, if this possessive maker is inserted into its rightful place in the aforementioned words it will make the meaning clear. The "chief's palace" means that it belongs to that particular chief, but not describing the palace. So is the same for rabbit's house, meaning the house belong to the rabbit in question and elephant's nose also means, that nose belong to the elephant. It must be noted that if right word selection should be applied here, tusk should be used. For one to claim to have knowledge about a language means one must use it not only for performance but also for competence (Ayodele 2018).

4.4.2 The effects of these influences on the teacher

The society sees these errors as an indictment of the teacher's integrity and an evidence of non-performance. Therefore, if students speak with such errors, the members of the society point their hands at the teacher for being responsible for the errors and see it as a sign of

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non-performance on the part of the teacher. The evident supporting this assertion is in the following excerpts from the interview:

(5) Excerpt from the interview by teacher 3:

"When the students write with these kinds of errors, you cannot understand what they mean and because of that they score low marks under expression and the conclusion that the public draw is that their teachers are not teaching them well"

(6) Excerpt from the interview by teacher 4:

"*If the students do not perform well as a result of these problems, it is the teacher that is attacked of non-performance. Meanwhile, they spend less than three years at the SHS level which even include the vacations, so we are also doing our part"*

The above excerpts demonstrate that the teachers take their own share of the effects from the accusation the society mounts on them.

L1 influences affect the progress of the plan of lesson by the teacher. To the teachers, if you want to take your time and deal with this L1 influences, it consumes instructional time that is allocated for a particular topic on the scheme of work. And this scheme of work is used to assess teachers to see the number of topics that have been taught in the semester. The excerpt that follows shows evidence of this.

(7) Excerpt from the interview by teacher 1:

"We prepare scheme of work at the beginning of every semester which shows what is to be taught during every week. So, if you spend a lot of time on this kind of errors and you are unable to teach what you are supposed to teach, it will be seen as if you are not working. The same student will assess you that you have not taught them some of the topics other classes have been taught"

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(8) Excerpt from the interview by teacher 2:

"We are to teach so many topics within two years. If you spend too much time on these errors, you will end up not teaching many of the topics"

From these evidences, it has been realized that, L1 influences which eventually result in errors in the L2 affect the progress of lesson in the L2 learning class if the teacher attempts to correct them.

This section looked at the effects of the L1 influences and has examined the effects on the students and the teachers. It was realised that L1 influences affect L2 syntax and structure of the students' communication and affect the public image of the teacher and also affect the progress of lesson plan.

4.5.0 What are the suggested solutions to the problem?

The errors caused by L1 influences identified are many and its effects also cut across the various levels of grammatical analysis. However, this section deals with how these L1 influences can be dealt with. The information that are used for this section were from the interview of the teachers and observation.

4.5.1 The suggested solutions to the teachers

The teachers must pay attention to the areas of the errors students make and give a lot of exercises on them. The teachers must also mark the exercises and discuss the marked scripts with their students and these will create the consciousness in the students to look out for some of these influences if they still exist in their communication and correct them. This idea was what Fries (1945, p. 9) was explaining when he said "the most efficient materials for teaching and learning second language should be those based on comparing the L1 and

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L2" where the differences will show areas of difficulty. The excerpt from the interview also support this view;

(9) Excerpt from the interview by teacher 2:

"To solve this problem, the teachers must know areas where these errors are likely to occur, give more exercises in these areas, mark them and discuss the marked scripts with the students"

Concerning subject and verb agreement (refer to 4.1.2, 4.1.3, and 4.1.1), the English language teacher must pay attention to number in nouns, pronouns and verbs, and develop lessons on them to help the students come to the conscious realisation of this structures in the language.

Concerning the errors in the use of verbs (refer to 4.1.5, 4.1.6, and 4.1.4), the English language teacher must pay attention to the types of verbs and the forms they take to indicate time and aspect and teach the students. The students must also be taught how strings of verbs follow each other to form verb phrase and their use. They must also be taught the appropriate use of the to - infinitive form of the verb. They must also be made to know that the tense of verbs in compound and complex sentences must agree to each other even though they are located in different clauses. As said earlier, the students must be given a lot of exercises and the marked scripts discussed with them.

Concerning the structural problems, (refer to 4.2. the teacher must teach formation of words in English as the basis of grammar. The essence of this that the students will pay attention to words and their meanings.

The students must also be taught how strings of words follow each other to form phrases, their meanings and their use. They must also be taught the appropriate use of words in

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context and their different meanings. As said earlier, the students must be given a lot of exercises and the marked scripts discussed with them.

A lot of encouraging words should be used when talking to students so that they don't see themselves as those without any knowledge and be discouraged. This is because the emotion of the second language learner towards the second language can influence the progress of learning. There should also be strict rules that will prevent students from mocking other students if they answer questions or use the English language in communication in the class and outside the class.

The English language teacher should vary the teaching techniques in their lesson delivery and use student centred methods such the discussion method and question and answer method since they are practical and help students to understand the lessons better. The extract from the interview shows this.

(10) Excerpt from the interview by teacher 1:

"I use different methods in teaching because discussion method and question and answer method help me to involve the students in the lesson and each method has its own effects on the success of the lesson"

4.5.2 The suggested solutions to the students

Concerning subject and verb agreement, the students must be made to contrast number in the word classes to ensure that they understand the lesson. After the students have become aware of number in the word classes, they must be made to know that singular subject (noun or pronoun) must agree with singular verb and vice versa. The students must do a lot of exercises and the marked scripts be discussed with them.

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Above all, the students must also make good use of the library and their note to learn and revise these topics among others. This will make them be familiar to the way these word classes are used in context and they agree to each other. The extract from the interview shows this.

(11) Excerpt from the interview by teacher 4:

"The students must make their own research on the topic they have been taught and read their notes"

The response from the teachers show that reading good and relevant literature could in a way help reduce the influences of L1 on L2.

4.5.3 The suggested solutions to the state

Concerning the structural problems, (refer to 4.3.1 to 4.3.6), the state through Ghana Education service must design the English Language Syllabus so that morphology will form the basis of grammar. The essence of this that the students will pay attention to words and their meanings.

Also, remedial lessons are also necessary to help those students who are slow learners to pick up. The state through Ghana Education service must create the enabling environment for the "extra classes" where the teachers the students can have the needed time to deal with these errors. The extract below shows this.

(12) Excerpt from the interview by teacher 3:

"The government must allow teachers to organise extra-class for students"

In general, there should be a conscious effort to increase the time allocated to the English language lessons on the timetable to enables the students to have more time to learn so that they will become aware of the identified errors in their communication that are as a result of

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the L1 transfer. The increased time allocation will also create the opportunity for the English teacher to discuss the errors identified in students writing immediately after marking. Again, it is important that the state makes obligatory that teachers who fail to attend class during their period, make some time to cover the lost period.

The modern ways of using technology in teaching and learning can help to improve learning. With this, lesson can be projected and can be recorded for use later by the students. Lessons by native English teachers can also be downloaded for use by both the teacher and the students. It will be better if the students are allowed to use mobile phone. The state through the Ghana Education Service must provide the necessary environment for the best accessible technology for teaching and learning.

4.6 Conclusion to the data analysis

This chapter has presented analysis and discussion of data collected through written test, participant observation and interview in an attempt to answer the research questions. It was realized from the analysis that L1 has influence on L2 syntax, structural, acquisition of vocabulary and generation of ideas for writing at various levels. These L1 influences affect the clarity of students' communication, lower their scores in essay, affect the progress of teaching many topics and the public image of the teachers. The suggested solutions to the problem are that the teachers must pay attention to the areas of the errors students make; give a lot of exercises; discuss the marked scripts with their students and vary their methods. The students must also make good use of the library and their notes to learn and revise these topics among others. The state through the Ministry of Education and Ghana Education Service must increase time allocation for English on the timetable, introduce technology into teaching and learning and allow teachers to organise remedial lessons for students.

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CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This final chapter of the thesis summarises the major aspects of the study and the implications of the research findings and draws conclusions. Specifically, the chapter begins with a summary of the aims, methods and approaches adopted in the study and then proceeds to highlight key findings of the study. This is followed by the conclusions and implications drawn from the study. The chapter ends with recommendations for further research.

5.1 Summary of objectives and methods

The general aim of the study was to conduct a research on the influences the L1 has on L2 in Begoro PRESEC students' communication in English Language. In this regard, the study sought to identify the particular elements that serve as influences of the first language on the second language, to identify the effects of these influences of the first language on the learner of the English language and also to devise possible solutions of the influences of the first language on the learner of English as a second language, if there is any. To this end, the study employed the Contrastive Analysis as the theoretical framework for the study.

Contrastive Analysis, as said earlier, deals with the systematic study of two languages in order to identify the differences and similarities between the two in terms of their structures, (Lado, 1957). Contrastive analysis makes the assumption that the native language plays an effective role in learning a second language and that its influence is sometimes very obvious such that a second language learner can be recognised by the accent when he or she speaks. To the contrastive analysts, the native language can influence negatively when the two

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languages are different or positively when the languages are similar. The contrastive analysts, therefore, do a systematic comparison of the structure of the first language and the second language in order to describe similarities and differences so as to identify areas of differences which may lead to interference (difficulties leading to errors) by the following steps: describe and compare the mother tongue or source language (L1) and the foreign language or target language (L2), predict points of difficulty based on differences, use the results to prescribe materials for second language learning in order to improve teaching materials. Contrastive Analysis was used to explain why learning some features of a language were more difficult than others.

The study is a case study: which is a strategy that involves an empirical investigation of a particular contemporary phenomenon in the actual context which presents the perspective of the participants involved in the phenomena. The case study gives the researcher the chance to concentrate on a specific instance or situation and to identify the various interactive processes that come to play. The particular qualitative approach employed by the study was the textual and thematic analysis.

The researcher analysed the data in the following way: the data from interview of English language teachers, written test (essay) and observation of students' speech which notes were taken on and were analysed. The researcher examines evidences of deviations in construction in both the speaking and writing of participants and used the differences in the two languages (the first and second languages) to explain the deviations. The above procedures were used in order to answer the three research questions of the study. The research questions are: "What are the specific influences of the first language on the learner of English as a second language?" "What are the effects of this influence of the first

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language on the learner of English as a second language?" "What are the possible solutions of the influence of the first language on the learner of English as a second language?"

The data used in this study was the written texts, notes from observation and interviews from the PRESEC students and teachers respectively.

The first stage involved the gathering of data from the writing and the observation of the speech of the students' which notes were taken on, and the interview of English language teachers which were analysed with the purpose of looking for L1 influences on L2. The second stage was that the researcher examined evidences of deviations in construction in both speaking and writing of participants and use the differences in the two languages to explain the deviations and their effects on the second Language (L2). And the third stage, the researcher devised some measures to minimise the influences of the L1 on the L2 on the part of the students.

5.2 Summary of findings

The study employed the "Contrastive Analysis" for the textual and thematic analysis of the data gathered from the students written texts and speech and the interviews of the teachers with reference to the research questions as follows:

"What are the specific influences of the first language on the learner of English as a second language?"

The overall results showed that the influences are from their textbooks, communities, and their peers and even their teachers. This is true because the English language speaking community that the students are exposed to is their communities have Ghanaian languages as their L1, therefore, the L1 influence on the English as a second language. It is also important to note that these communities already speak "L1 influenced English", and the

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peers, the teachers and the textbook writers are all part of this "L1 influenced English". Therefore, the students learn this "L1 influenced English".

The L1 influences the acquisition of words in L2 faster by facilitating the comprehension of the L2 word in L1. This is supported by Wardhaugh (1970), cited in Udemmadu and Chinyeaka (2017), when he states that all natural languages have a lot of things in common. Some of these common features include syntactic elements like nouns, verbs and tense, adjectives and adverbs, etc.

The L1 influences the generation of ideas for writing in the L2. In this, the students think about the L2 essay topic in their L1, come up with the points to develop in L1, and translate and transliterate in some cases these points into the L2. This is supported by Cumming (1987) when he found that both more-skilled and less-skilled L2 writers used their L1 for idea generation and checking style

The L1 influences the use of L2 rules in context. In this, the L1 hinders the application of L2 rules in context which leads to errors. As a result, the students commit errors at various levels when they are speaking or writing. The errors happened at the grammar, semantics and the phonological levels.

From the grammatical constructions, the students commit the following errors:

Concord errors, (subject verb agreement) example:

The cloth become beautiful.

Ananse take the measurement of Sodziisa with his two fingers opened.

He don't have property.

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According to Adamu (2015) singular subject takes a singular verb which has "-s" maker at the end of the verb and they correspond which is not the case here. In other instances, too, those who add the "-s" morpheme also overgeneralize the rule. eg.

Sodziisa and the mistress uses Ananse's smartness to make a song for him

This is what Sulaiman (2006) reveals as overgeneralization which involves applying a certain rule in more contexts than it should. He refers it to an extension of a rule to an environment in which it does not apply.

At the structural level, the students before coming to school have vocabularies from their L1 which they use in everyday conversation. It was found out that they do transliteration from the L1 to L2 and also other people too have been using this kind of expression in the community. With this reality, they also start to use these structures since it will help them to express themselves in the L2 among their peers and other people.

The students do direct transfer of structures from their L1 into the L2 which cause error. Structures such as "child brain" "pull current" "big brain" "a eating type" are direct transfer of structures from our various L1. This happens because, the students have little or no knowledge about the right elements they will use in the L2. They got these elements from their communities: that are the words they use with their peers and even their parents. To this extends we can say it is evidently clear that the community, peers and even their parents have influence on their use of L1 and that is transfer to the L2.

The students used the following structures with the belief that they are correct because they read these kinds of sentence from some of the books they read. And it has reflected in their writings. "Sodziisa and her seven maiden went to Ananse's craftshop and sings and dance", "Ananse uses this to touch Sodziisa private part and enjoyed themselves", "Ananse

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told Sodziisa that he is coming to measure her bosom", "The moment Ananse saw Sodziisa he becomes flattered." The students learn from such books and use them as well knowing that they are correct because they are from printed books. Sometimes we cannot condemn these types of structures simply because the literary writers have power over what they choose to write because of what we call poetic license. But it is a problem if they appear in student academic essays.

What are the effects of these influences of the first language on the learner of English as a second language?"

Concerning the syntax errors, it was also found out that despite the use of the erroneous syntactic use of structures from the students the meaning of their intended sentences is not altered but they affect the scores of the students in both internal and external assessment. This can lead to their failure at the end of their final examinations. Again, the teachers will be tagged as been responsible for the students' inability to express themselves well in the target language in writings and in speeches.

In addition to that, concerning the semantics, expressions used wrongly affected the meaning of their sentences which can affected the students internally and externally during assessment.

"What are the possible solutions of the influence of the first language on the learner of English as a second language, if there is any?"

The following are some of the solutions that the researcher provided for the problems.

Concerning the "subject verb-agreements, it was found out that the best way to solve this problem is that the English Language teacher must pay attention to numbers in noun, pronoun and verbs, and develop lessons with the aim of making them realise the structures

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in the target language. And also, certain grammar drill must be employed to help students to master the rules of the target language. With the verbs the students must be taken through a seriously teacher and learning activities that are based on time, aspect, and notion, and also, teach them about verb phrase and its structure, the appropriate use of the "to infinitive". After that a lot of exercises must be administered to them. The scripts must be marked and discussed with them after every exercise. Students must always be encouraged to make use of the library at all time. Students must be taught how string of words be put together to form phrases, their structures and their uses sometimes both in the L1 and L2 at the sometime so that they can see the differences.

Technology should be used in teaching and learning. This will enable learners to record the teaching and learning materials such as the audio, videos and pictures for further studies. The English Language teachers must vary their teaching techniques. Techniques such as discussions, question and answer, must be used since they seem more practical.

5.3 Implications of the study

The research findings established above have varied implications. First, the study confirms that the contrastive analysis is concerned with a systematic comparison of the structure of the first language and the second language in order to describe similarities and differences so as to identify areas of differences which may lead to interference. In this direction, the study has clarified how some structures in the L1 are acceptable in L1 but unacceptable in the L2. This was made clear by drawing attention to the meaning of some transferred phrases from the L1 to L2. The teacher must, therefore, draw the students' attention to the meaning of the phrases they transfer from the L1 into L2.

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Again, the L1 helps in idea generation for writing in the target language. The implication of the above result is that the L2 writer may fall on any resource available to him or her including the L1 during the pre-writing to develop ideas for the writ-up since the stage is not restricted. As a result of this, teachers should look out for L1 elements that are transferred into the L2 essays and work on them since it is realised that the transfer of ideas from the L1 to L2 in writing process can affect the coherence of the ideas in composition negatively.

5.4 Suggestions for further research

By looking at the influence of L1 on L2 in students' communication in English: The case of Begoro PRESEC, the present study sought to understand the source of influences, effects and the measures to curb the effect that the influences of the L1 on the L2 in the writings and speaking of the students. It explored the ways in which their knowledge in L1 impact positively and negatively in their writings. Clearly, there are important aspects of this study I could not address owing to unavoidable limitations, including time, scope of the research and constrains imposed by the data analysed. Hence further work in the future could prove helpful in extending the insights gained through the present work. Further study should be conducted using other Ghanaian languages as L1 to find out if the problems cut across the whole nation or it is only specific areas that the students encounter such problems and its extent.

Secondly, further study should be conducted into the listening and reading (receptive skills) to find out the L1 influence on L2.

Further research should also cover how these L1 influence affects performance in other subjects since English language is the medium of communication in all the other subjects.

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5.5 Recommendations

The present study recommends that the allocated time for the teaching of English Language should be increased so that the teachers of the English language can express themselves well so that the students will understand the lessons very well.

Secondly, the teachers of the subject should vary their approaches often when teaching so that the needs of every student would be catered for.

5. 6 Conclusion

It can be concluded that there are several ways in which a writer or a speaker can use the resources of a language to express his or her experiences or events. In this kind of writing or speech, it is important to make sure that the right words or expressions are used. The study affirms that two different languages can be analyzed from various levels using Contrastive Analysis to identify which element of a language is transferable and acceptable and unacceptable in another language in the other language.

It could be concluded that, the communities, the peers and the textbooks the students use in and outside the school and the teachers come together to create the condition for the L1 influences on the L2. The transliteration or the direct transfer of elements from L1 to L2 affects meanings in their writing and speech.

The knowledge of the students of their local languages prevents them from the correct use of L2 rules in context which affect meaning of their construction. This study may strengthen the assumption that the intricacies of English Language, which the learners L1 do not have are the causes of most errors' students commit and these are what we are referring to as the L1 interference.

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APPENDIX A

INTERVIEW QUESTIONS FOR TEACHERS

Section A: Information on teachers

1. How old are you, sir/madam?
2. What professional qualification do you hold?
3. For how long have you been teaching as a professional teacher?
4. For how long have you taught in your current school?

Section B: Questions on the influences of L1 on L2.

1. How do you use the students' L1 in the English language class?
2. How does the L1 affect the lesson positively?
3. How does the L1 affect the lesson negatively?
4. How do you assess their proficiency in the use of both spoken and written English in class?
5. What are the sources of the L1 influences?

Section C: the effects of L1 influences on L2::

1. How are L1 influences on L2 likely to affect the learners?
2. How are L1 influence on L2 likely to affect the learning process?

Section D: possible solutions:

1. How often do you go through your students' exercise books and mark them?
2. How often do the other English language teachers go through their students' exercise books and mark them?
3. Do you discuss the marked exercises with your students?
4. What method(s) do you use in teaching English?
5. How do you think the L1 influences on the L2 can be resolved?

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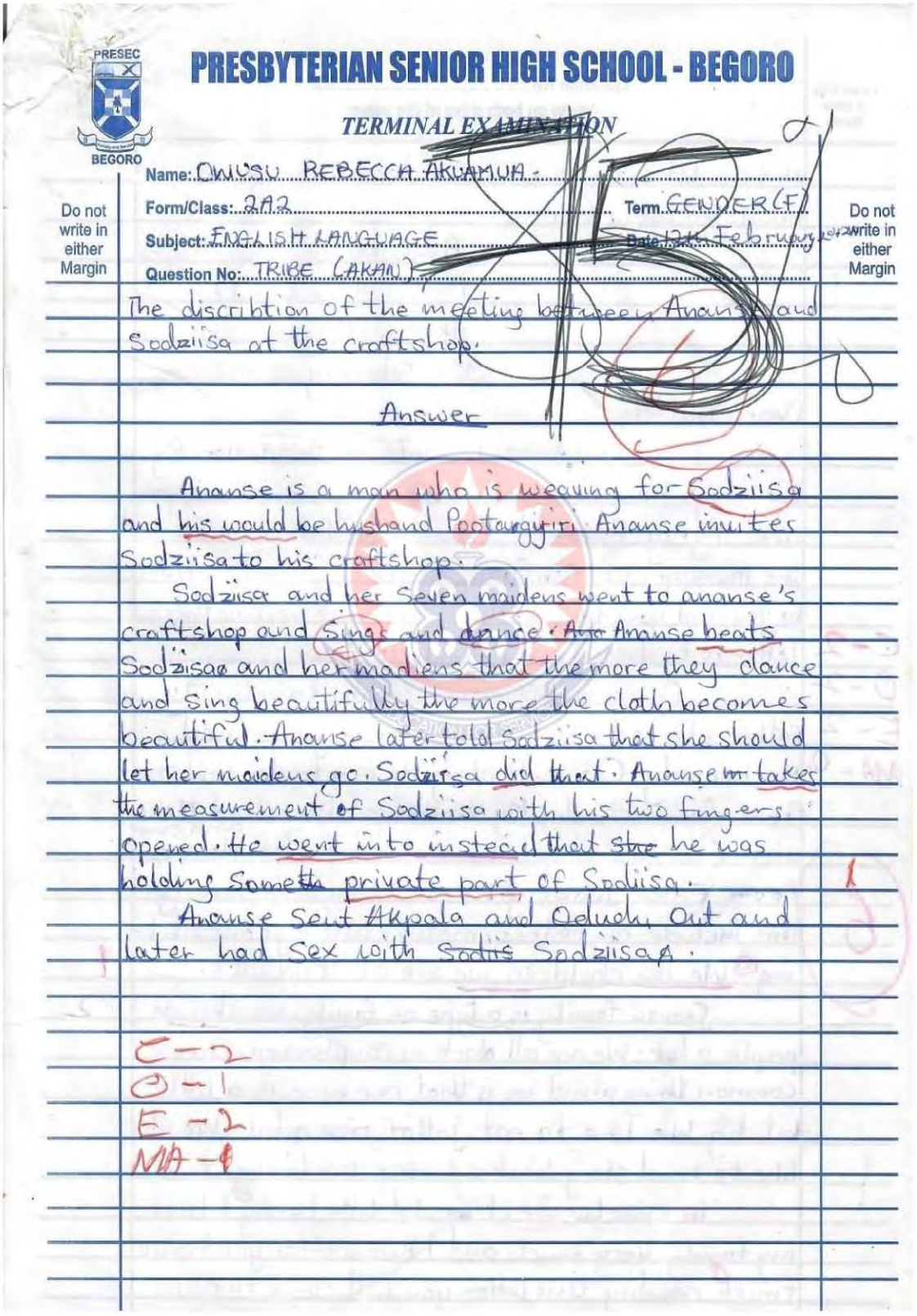
APPENDIX B

Textual data from students



PRESEC BEGORO

PRESBYTERIAN SENIOR HIGH SCHOOL - BEGORO

TERMINAL EXAMINATION

Name: OWUSU REBECCA AKUAMUA.

Form/Class: 2A2 Term: GENDER (F)

Subject: ENGLISH LANGUAGE Date: 12th February 2012

Question No: TRIBE (AKAN)

Do not write in either Margin

The discribtion of the meeting between Ananse and Sodziisa at the craftshop.

Answer

Ananse is a man who is weaving for Sodziisa and his would be husband Pootargyiri. Ananse invites Sodziisa to his craftshop.

Sodziisa and her seven maidens went to ananse's craftshop and sings and dance. ~~Ana~~ Ananse beats Sodziisa and her madiens that the more they dance and sing beautifully the more the cloth becomes beautiful. Ananse later told Sodziisa that she should let her maidens go. Sodziisa did that. Ananse ~~m~~ takes the measurement of Sodziisa with his two fingers opened. He went into instead that ~~she~~ he was holding Someth private part of Sodiisa.

Ananse sent Akpala and Oduch out and later had sex with ~~Sodiis~~ Sodziisa.

C - 2
O - 1
E - 2
MA - 1

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Do not Write in either Margin | Question No..... Write on both sides of the paper | Do not Write in either Margin

Write a letter to your friend describing your family to his or her.

Presbyterian Senior High,
Post Office Box 17,
Akyem - Begoro.
12th February, 2020.

Dear Charlotte,

I am very happy to write you this letter. By the way, how are you? I am very sure that you are highly favoured. I learnt your father is now the Manager of Ashfoam Limited. Congratulations to you and your family. The reason for writing this letter is to describe my family to you. C-2

Owusu is the name of my family. My father who is the head of the family is named Mr. Kennedy Owusu Boateng. He is a trader and comes from Agona Swedru. My mother is also called Mrs. Vera Owusu Boakye. She is also a trader and comes from Ejisu Juabeng. ~~We are~~ We are seven in the family. This include my father, mother and my four Sibling. We the children we are all students. 1

Owusu family is a type of family, we cherish people a lot. We are all dark in complexion. One common thing about us is that our nose is a little bit big. We like to eat jollof rice a lot. We also like to read story books during our leisure time. 2

In conclusion, I would like to say I love my family very much and I know after you have finish reading this letter, you will come to our residence at Kasoa and pay us a visit.

Your Best friend,
Becky.

O-2 E-2 M1-0 6

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PRESEC BEGORO

PRESBYTERIAN SENIOR HIGH SCHOOL - BEGORO

TERMINAL EXAMINATION

Name: OWUSU REBECCA AKUAMUA

Form/Class: 2A2 Term: GENDER (F)

Subject: ENGLISH LANGUAGE Date: 12th FEB. 2020.

Question No: TRIBE (AKAN)

Do not write in either Margin

Narrate an interesting local story to a friend.

Once upon a time, there live a family. The man and the woman have two children Christy and Mavis. They were all beautiful and charming girls.

Christy is a girl who is very intelligent and obedient. Mavis feels so pround of herself. It gets to a time these girls have to be engaged. 1

A man called Emmanuel came to the house of this two beautiful ladies. He is very rich but wanted a good and responsible wife and pretended to be very poor.

This man came to knock on the door of these girls. Mavis got out and when she saw him she talked to him harshly. The man requested for water, and because the man is very poor, Mavis insulted him and asked him to get out of the house. Christy heard the noise and gets out. she saw this man and felt pitty for him and ask her sister Mavis to stop treating him like that. Mavis further insulted her sister and asked her sister to attend to him if she wants it. Christy did so and he thanked her very much and he went. 2

There lived a young man who always brag. He always borrows things that will make him very attractive and nice and also people to realised that he is very rich but poor to the highest degree.

This man One day Saw Mavis and was really interested in Mavis. Mavis Seeing the Outcome of the man she agreed to marry him. The man married Mavis and Sent her to his watchouer house. 3

The rich man who pretended to be poor came to also ask for the hands in marriage for Christy. Christy also agreed to marry him. After

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Question No.....
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Do not Write in either Margin

they have married. This young man revealed his secret, he being rich and pretended to be poor to his wife. Christy became very surprise and from then they lived happily.

Two months later, Mavis husband was arrested because he did not pay for the cloths and car he went to borrow and the secret of his too was revealed. The house they were staying is not even for the boy but was serving as a security guard.

In conclusion, I will like to give the proverb "All that is giltered is not gold".

C - 2
O - 2
E - 1
MA - 0

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PRESEC BEGORO

PRESBYTERIAN SENIOR HIGH SCHOOL - BEGORO

TERMINAL EXAMINATION

Name: YEBOAH MARY

Form/Class: 2A1A Tribe: AKAN

Subject: ENGLISH LANGUAGE Date: 12/02/2020

Question No:

Do not write in either Margin

Q1 The discription of the meeting Agya Ananse and Sodiza at the craftshop.

AGYA ANANSE AND SODIIZA

Ananse was having a talk with Akpala when he immediately ~~here~~ hear the voices of the maidens coming close to his craftshop. Sodiiza was there with her maidens to take her measurement which Ananse had request to be done. Ananse is happy because ~~they will~~ he likes them.

Sodziisa, the princess of Dim - Nyim - Lira visits Ananse in his craft shop with her maidens to take measurements as requested by Ananse which Sodziisa and the mistress uses Ananse's smartness to make a song for him. Ananse addresses Sodziisa with different word which Sodziisa is suprised and agree to whatever Ananse says. Ananse take this as opportunity to make/use his tricks on her. So he makes Odudu the idiot to leave giving him a peforated queard for water, and made raid of Akpala.

Ananse used his fingers to measure Sodziisa in order to tickle her whiles Sodziisa was also having fun of. After making rid of Akpala, Ananse uses this to touch Sodziisa private part and enjoyed ~~themselfe~~ themselves.

C - 2
O - 2
E - 2
MA - 1

6

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Question No.....
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12/02/2020

Write a letter to a friend describing your family to him/her

PRESBYTERIAN SENIOR HIGH SCHOOL-BEGORO
P. O. BOX 17
AKYEM, BEGORO - KOFORIDUA
12TH JANUARY, 2020.

Hello Eylon,

I am very greatful for a day like this to talk about this important issue which is my family members and our relationship. But Eylon I want to use this opportunity to greet you once again that is hope you are doing great as I am.

My family is an extended family with my aunty, uncles, grandmum, mum, dad and siblings. But I will like to talk about my nuclear family. We consist of four members which is my mother, father and brother.

To begin with my mother, Miss Vida Mireku is the name of mother and she is a trader who trades in Cosmetics and she is about five feet tall, fair in complexion, has a little and tiny tribal mark around her left chin. She has this behaviors which is Hardworking, Generous and Candle spirit in her. My father is also called Mr. Ogamfo Yeboah George and he is a driver, he is dark in complexion and about 6 feet tall, he is with this behavior hardworking and so on. I Yeboah Mary is the elder brother and my next is my brother Samuel Mireku who is his Junior high school and am in the Secondary school.

Eylon I would have tell you more but time is not on us, so I will end here but try and greet your family for me.

Yours ever
Mary.

C-2
O-2
E-2
MA-0

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PRESBYTERIAN SENIOR HIGH SCHOOL - BEGORO

TERMINAL EXAMINATION

(5)

Name: YEBOAH MARY

Form/Class: 2A1A Tribe: Akan

Subject: ENGLISH LANGUAGE Date: 12/02/2020

Question No:

Do not write in either Margin

Narrete an interest local story to a friend.

THE OLD MAN AND HIS DAUGHTER, ASANTEWAA.

Once there live an old man and his daughter, the old man was called Agya Asempa and the daughter was called Asantewaa. Agya Asempa was ~~was~~ a fisherman who used to fish in a river called Dawohoso am in the village of Kasapa. Agya Asempa always live his daughter alone in the house because he believed that girls or women should not come her near the river. Asantewaa is always worried on why the keep on doing this and also telling she should not go to the river.

Asantewaa One day followed the father when he was going for fishing but Agya Asempa did not know that Asantewaa was following. So immediately he reached the river throw himself in the river and swam till his satisfaction. After his swimming he came out of the river as fish and walked around but Asantewaa was fast asleep so did not know what was going on. So Agya Asempa (as the fish) hurried home to meet the absence of her daughter Asempa. When Asantewaa woke up she was very hungry and decided to go home. She walked and walked but did not reach home and she came across a small village which there was no one in it so she decided to stay there until she find her home. When the daytime arrives she saw that all the people where all fish-like and she saw the her father as the king of them and Asantewaa became speechless and was not able to talk again but lived with. So one day Agya Asempa (As a fish) came to (he) and talk to her telling her she should always listen to the parent and Asantewaa answered the father that was when she talked.

C-2
O-2
E-1
MA-0

(1)

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PRESEC BEGORO

PRESBYTERIAN SENIOR HIGH SCHOOL - BEGORO

TERMINAL EXAMINATION

Name: Azamatsi Vera Abena

Form/Class: 2A1A Term: Ganda female

Subject: English Language Date: 12/02/2020

Question No: Tribe (Two)

Do not write in either Margin

The description between Sodziisa and Anance in the craftwork.

~~The show that Agya Anance and Sodziisa to perform whiles wearing~~

The description show that Agya Anance invite princess Sodiiza to perform whiles wearing the cloth, Sodiiza perform well and Agya Anance was ~~hating~~ International ~~Intentional~~ want to measure princess Sodiiza shape, this means Anance was

1 feeling the girl. he started. using his hand to measure Sodziiza's body, and Sodziisa came there with maidens dancing and wriggling their bodies erotically. When they arrived there, Anance the trickling star asked the stream and intentionally send Oduduu with the perforated gourd to go and fetch him water.

2 After Anance get rid of these people he asked princess Sodziisa to mount the rafter so that he can measure her body C – 2

3 but this is not the exact mind Anance had. O – 2

Anance start to measure Sodziiza bosom E – 2

The exercise turns out to be an NVA – 0

intimate embrace as Anance fondles Sodziisa who gasps and groans with pleasure.

The light begin to dim on them until they become mere silhouettes, their swaying bodies almost fused. fade out lights. After a while the lights begin to brighten again and the voices of Sodziisa and her singing maidens can be heard receding in the background.

6

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Question No.....
Write on both sides of the paper

Do not Write In either Margin

Write a letter to a friend describing your family to him/her

Presbytherian Senior high Sch,
P.O. Box, 17,
Begoro - Akyem.
12-02-2020.

Dear princess,

I am very glad to write you this letter, How are you? I hope by the grace of the almighty God you are fine as I am. The reason of writting this letter to you is describe my family to you; Since 2019 I pay you visit I have not hear about you again. I hope your family is doing well especially your mum and dad and sisters send my regards to them - well, I will take this opportunity to talk about my family The name of my is called Azamatsi and it is grouped into different types that are the nuclear and extended family, To all of us we know that family is a group of people who are related by blood marriage or adoption and the family we are almost 98 in number and the name of my family members are Azamatsi Stephen Azamatsi Victor I can be able to introduce all to you, In my family we like each other and we give respect to ourselves. We are located at Volta region but some of us are staying at Akuraban but we are Ewes we are from Kutsinu in the Volta region. some are fair in complexion and others are Dark in complexion I hope my letter will be accepted.

Yours faithfully
Vera

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PRESBYTERIAN SENIOR HIGH SCHOOL - BEGORO

TERMINAL EXAMINATION

Name: Adamatsi Vera Abena.

Form/Class: 2A1A Term:

Subject: English Language Date: 12/02/2020

Question No:

Do not write in either Margin

Narrate a local story you have ~~had~~ heard before.

HAWK AND HEN WERE VERY GOOD FRIENDS.

Once upon a time, there leave hawk and hen they were very good friend they loved each other they do everything together they leave in the same house. Oneday hawk and hen were in the house and hawk told hen that they should make drum hen told hawk that she have heard him the nextday hawk went to hen to give her the cutlass, axe, hoe, pinaxe so that they will all go to the farm so that they will go and cut a wood for a drum hen told hawk that he want go and hawk told him to ~~lend~~ lend him her tools hen told hawk that his tools are sick and hawk go to Ananse to borrow him her tools and Ananse gave it to him hawk went to the farm the nextday to cut a wood so that hawk will come and make the drum.

When hawk were doing the drum hen was looking at hawk when hawk finish the drum hen came and play it that

C-2
O-2
E-2
MA-6

Kelele Soya
Kelele Soya
my friend little drum
Kelele Soya They have cut my head off Kelele Soya

And hawk said who is playing my drum when hawk got out hawk found hen playing the drum hawk beat up hen that is why when ~~you~~ hawk see hen or see chickens hawk catch them away to eat them.