UNIVERSITY OF EDUCATION, WINNEBA

AN ANALYSIS OF CONCORD ERRORS AMONG STUDENTS OF KENYASE SDA SENIOR HIGH SCHOOL IN THE KWABRE EAST MUNICIPALITY OF ASHANTI REGION

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DECLARATION

Student's Declaration

I, Ampomah Donkor Hagar, declare that this Dissertation, with the exception of 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.

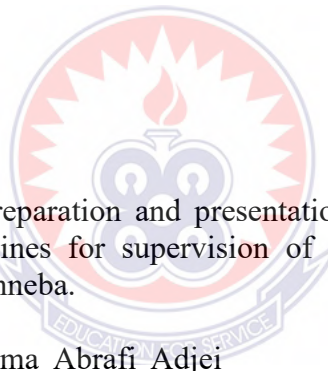Signature: ……………………………

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Supervisor's Declaration

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

Name of Supervisor: Dr. Amma Abrafi Adjei

Signature: ……………………………….

Date: …………………………………

DEDICATION

This dissertation is dedicated God the Almighty and to my family. I perfectly agree that I can do all things through Christ who strengthens me. To my wonderful husband, Mr. Samuel Osei and our cherished God given children, Philip, Precious, Abigail, Joshua and Benedicta for the immeasurable sacrifice you have made when you allowed me to use your time for this study I appreciate you.

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ABSTRACT

English Language is learnt as major subject in the senior high level and as a programme at higher levels in the tertiary institutions. English Language is the official language and therefore the medium of instruction in Ghanaian schools and colleges. Student in all levels of education in Ghana are expected to learn to speak and write English Language fluently and adequately. English Language has a fairly strict word order and the elements that make up a sentence must be in concord, otherwise, the utterance becomes ungrammatical. The study investigates the nature of concord errors students of Kenyase SDA Senior High School commit and how the concord errors affect their communication. The objectives of the study are to analyze the extent to which form 3 students of Kenyase SDA SHS commit concord errors in their written scripts and to ascertain the challenges that hinder the usage of correct concord among the students. The study adopted descriptive a design. Simple random sampling technique was used to select 115 students for the study. The research instrument used included questionnaires, test items and interviews. The data gathered were analyzed using Corder's (1974) Error Analysis mode and frequency tables. The results of the study revealed that students face a significant level of the difficulty in the use of concord. The factors that account for the errors made by students include students' negative attitude towards the study of English and their inability to truly internalize the rules of concord in English, and inadequate scope of concord topics in the SHS syllable and the manner in which some teachers teach concord rules. The study recommends that curriculum designers develop appropriate programmes to maintain student interest and have achievable short term goals. Again, there must be a deliberate effort to improve the standard of teachers of English Language, hence, the teachers should be sent for regular in-service training and conferences. It also recommends that instructors encourage students and make the language learning process enjoyable.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter discusses the background to the study, purpose of the study, research objectives, statement of the problem, the research questions that will guide activities in this study as well as the significance of the study.

1.1 Background

For well over a hundred years, English has been taught in schools as a necessary means of communication. We are living in a global society where the spread of education, trade and economic development is on a high standard. It is important that students study English Language well because of its worldwide acceptance. English language continues to play a pivotal role in the day to day transactions of Ghanaians.

The ministry of Education has made it a policy for English Language to be taught throughout all the levels of education that is from primary level to university level. It is a medium of instruction in almost all subjects. At the Senior High level, it is a compulsory or core subject hence a credit in English is a prerequisite for admission into various tertiary institutions in the country. Afful (2007) has observed that, apart from English Language being used as an official language or Lingua Franca in Ghana, it is an important means of inter-ethnic communication with the international community politics, trade and science. Afful's assertion, with regards to the importance of English Language in Ghana has been buttressed by Quagie (2010) who, in extolling the role of English posits that he is yet to read or see any written manifestoes of political parties in any Ghanaian Language. This is

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very unfortunate as the vast majority of the population is not very literate in English. The situation becomes even worse when teachers also struggle with certain grammatical aspects which they are supposed to teach. Despite these challenges, English is still widely used in Ghana as a language of communication, even in many spheres like the media, government, in the law courts etc. According to Mashabela as cited in Boahema (2016) learning and using English will not only give us the much needed unifying chord but will enable us to keep company with kings in the world of ideas and also makes it possible for us to share the experiences of our own brothers in the world. With this role, it is expected that students have a total grasp of the language and use it confidently.

According to Quagie (2014), it is important to mention that notwithstanding the status of English Language in Ghana, not much has been done to improve upon how the language is taught and learned, let alone spoken as one would have expected. Regrettably, the mastery of this very important language is confronted with a lot of challenges such as dearth of sufficiently qualified teachers of English, negative attitude to the learning of the language, poor reading culture, inadequate exposure to the intricacies of the grammar of the language as well as faulty application of grammatical rules. In this regard, the issues surrounding the teaching and learning of the language in Ghana continue to pose challenges to the Ghanaian teachers and other academics. The students of Kenyasi SDA SHS are no exception to this predicament.

Indeed, one of such basic grammatical rules which are often abused is that regarding the use of grammatical concord. Interpersonal communications, whether verbal or non-verbal, do play vital roles in the existence of mankind. Written communication however, forms the chunk of academic works which are commonly accessible by many people. Communicators, especially, those who do so in writing, need to be clear and succinct when communicating to their readers. In effective communication, the message encoded involves an appropriate use of language, conveying the message clearly, and eliminating likely causes of ambiguity and misunderstanding of the information being put across. The appropriate use of language has a direct link on the meaning that the intended message wishes to convey. One cannot talk about appropriate use of language without reference to grammar and concord. The issue of grammatical concord has become an albatross hanging around the necks of both teachers and students in Ghana and elsewhere Klu (2000).

The West African Examination Council [WAEC] over the years repeatedly elaborates on students' poor performance in English language. The Chief Examiners Reports of 2012, 2015 and 2017 reveal that candidates' responses to the examination questions were rather disappointing in spite of the fact that the questions were clear. The reports state that the candidates' short comings were their inability to express ideas correctly in English and the abuse of basic rules of grammar. According to a press release by WAEC in 2018 on the provisional results, the performance of the candidates shows that there is a drop of performance in English Language from 54.06 % to 46.79 %. 147,2329(46.7 %) obtained A1 - C6; 99402 (31.62%) obtained D7-E8 while 68, 002(21-60%) had F9. At the WAEC National Distinction Awards Presentation in Accra, the head of WAEC disclosed that, performance in the English language dropped from 52.24 per cent in 2017 to 46.79 per cent

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in 2018.

1.2 Statement of the Problem

The researcher realizes that the performance of students in Kenyase SDA SHS is not different from the general performance nationwide. This motivated the researcher to undertake an analysis of the previous performance of students in the WASSCE with particular regards to the percentage of students who passed English Language. Though the researcher could not access all the previous results, in 2009, 304 candidates sat for the English paper and the school obtained a 100% pass. In 2014, 585 candidates sat for the English Language paper of which 71.8% passed. In 2015, 590 candidates sat for English Language paper and 94% passed. In 2016, 279 candidates sat for English Language paper and 69.8% passed. In 2017, 406 candidates sat for English Language paper and 43.1% passed. In 2018, 380 candidates sat for English Language paper and 44% passed. In 2019, 360 candidates sat for English Language paper and 46% passed. From the researcher's analysis, she noticed a drop in result of the performance of students. Per the data available to the researcher, no candidate has attained A1 since 2009 and only 6 students had obtained B2 between 2009 and 2019 and this is a worrying issue.

It is highly evident in the scripts of students that their inappropriate use of grammatical concord is a major factor to their failure in their internal school examinations and WAEC English examinations. Students of Kenyasi SDA SHS have serious problems with concord hence their inability to adequately grasp the concept and its rules in their verbal and written

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communication. Students' writings are often littered with subject-verb agreement violations and these violations contribute to the poor performance of these students. Their inability to express themselves well in English affects their performance in other subjects such as Social Studies, Mathematics, etc. Students are punished when they violate concord rules and the punishment affects their performance negatively. The West African Senior School Certificate Examination (WASSCE) marking scheme for English language Paper allocates the following marks for these aspects;

Content---10 marks, Organization---10 marks, Expression---20 marks, Mechanical Accuracy---10 marks

Total------------------50 marks

Most students are able to score good marks for Content, Organization and Expression. Unfortunately, for Mechanical Accuracy which includes concord errors, the students often score zero.
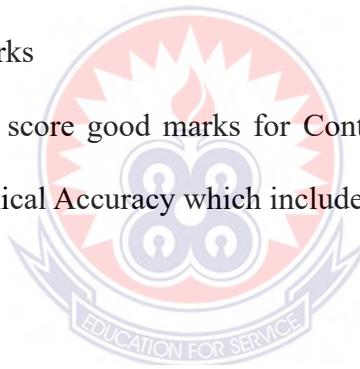
It is against this background that the researcher holds the view that there is the need to study concord errors students make and identify reasons accounting for those errors in order to address this challenge.

1.3 Purpose of the Study

The purpose of this study is to analyse the nature of concord errors among students of Kenyase S.D.A Senior High School.

1.4 Objectives of the Study

The objectives of the study are to:

i. analyzes the extent to which form 3 students of Kenyase SDA SHS 3 commit concord errors in their written essays.

ii. ascertain the challenges that hinder the usage of correct concord among students of Kenyase S.D.A SHS

1.5 Research Question

The study intends to address the following research questions.

i. To what extent do Kenyasi SDA SHS3 students commit concord errors?

ii. Why do students continuously face problems when it comes to the observance of the rules governing grammatical concord?

1.6 Significance of the Study

The study will help to evaluate the students' knowledge of the rules of concord and their application of those rules in their language performance. The analysis of the concord errors will also expose causes of concord errors that are made by students. This knowledge will help the language teachers and textbook writers to know the areas they will emphasize in this aspect of grammar as well as the best teaching method to adopt in order to help students overcome their difficulties. It is also hoped that the findings of the work will serve as a useful guide for the formulation of improved English curriculum by curriculum designers. The researcher believes that the findings will be useful to the Ministry of Education, English teachers, parents, government, other stakeholders of education and future researchers.

1.7 Scope and Delimitation

The study is delimited to Senior High School form three students in Kenyasi SDA SHS. The study will focus solely on the concord errors that the students commit as they write and how these errors affect their communication. However, for the sake of quality work and time constraints the study is confined to only sample students of SHS 3, which is a representation of the school since they are getting ready to write their external examination and are expected to exhibit maximum control over the subject area.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature on what individuals and other authorities have put forward on the researcher's field of study. It encompasses the different definitions of Grammar, the Concept of Syntax, Concept of Concord, Theoretical foundations of the study, the Concept of Error as well as possible areas of concord errors in English Language and Review of empirical studies.

2.1 Definition of Grammar

The term "grammar" is broad and as such, it is difficult to arrive at an "all-embracing" definition of the concept. Many linguists have defined grammar in different ways. Chomsky as cited in Obi (2009), uses the word grammar as the systematic description of language including phonology and semantics. Grammar is therefore the systematic analysis of the classes structure, arrangements and interrelation of words. The study of grammar actually involves all aspects of the language such as morphology, phonology, orthography, syntax, etymology, semantics and prosody. Azikiwe (1998) as cited in Eyisi (2006), states that grammar is the rules and observations drawn from common speech of mankind which teaches us to speak and pronounce, to spell and write with propriety and exactness according to the custom of the native speakers. This means that grammar is the study of the systems and patterns which operate in a language to give meaning to an utterance. Eyisi (2006) throws more light on this and states that grammar in this sense is seen as a set of normative rules that determine the correctness in the use of language; when all those rules

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are mechanically applied, it will produce the well-constructed sentences that are found in a language. A sentence is incorrect if it breaks any of these rules. She explains that grammar when used in this sense includes three different parts, namely; phonological, morphological and syntactic parts. Anizoba and Anizoba (2002) add that grammar does not only involve the application of basic rules of a language to form acceptable sentences. These sentences must be used in appropriate context. To Anizoba and Anizoba, good English involves a very high degree of grammatical correctness and their usage in suitable context.

Grammar is also understood by Charpman (2000) as the study of established usage of what is preferred among educated speakers and writer and what is condemned. Therefore, some utterances are said to be "good' or 'correct' grammar of English while some are considered 'bad' or 'incorrect' grammar. One passes judgement on the quality of language used by people when we describe their usage as bad or good grammar. This judgement is usually arrived at when we critically consider people's pronunciation and fluency, construction of words and sentences and even their comprehension of complex lexical and syntactic usage. In the light of this, Yule (2006) sees grammar as 'what might be considered linguistic etiquette'. That is, identification of the proper and best structures to be used in a language. This implies that there are bound to be prescriptive statements about usages that are considered acceptable and those that are considered unacceptable in a particular language.

Stork and Widdowson (1974) as cited in Nndwamto (2017), grammar is the term used by linguists to refer to both the structure of words (morphology) and their arrangements (syntax) in sentences. It is that science which deals with words, forms of words formation, their combination into larger units which result in sentences amongst others so that such a

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set of forms would have meaning. Bell as cited in Jafar (2015) says it could therefore be concluded that grammar is the communicative tool which could be both spoken and written. Shaw (1993) further explains that grammar is the descriptive statement of the way language works. Wilcox (2004) discusses grammar as a system of rules which allows users of the language in question to create meaningful communication by building both meaningful words and larger constructions of sentences.

According to Mart (2013), there is the need to study grammar because grammar skills will help learners to organize words and messages and make them meaningful. Haussamen et al. (2003) highlight that it is the consciousness of understanding of grammar, which includes knowing the parts of the sentences and how they work together, knowing how sentences connect with one another to build meaning, and understanding how and why we use language in different ways in different social situations which advocate for the conscious knowledge of grammar which comes through teaching.

Grammar refers to the rules that govern the way a language works. Kirkpatrick (2014) defines grammar as a term used by linguists to refer is both the structure of words (morphology) and their agreement (syntax) in sentences. Richard and Reppen (2014) propose that grammar can be viewed both as knowledge and as ability. When viewed as knowledge, the focus is on rules for sentences formation. When viewed as ability, the focus is on how grammar is used as a resource in the creation of spoken and written texts. However, every human language has its own grammar, which possibly would be different from the other and as a result learners are bound to commit errors in the target language. These definitions indicate that grammar provides the rules for putting words into the right

order so that our meaning is clear. The importance of grammar cannot be under estimated in the study of English language.

2.2 The Concept of Syntax

The word syntax which means 'a setting out together' or 'arrangement' originated from Greek. According to Yule (2017), syntax basically deals with the arrangement and relationship of words a grammatical linear sequence or sentence. That is, it is the principle and processes that guide the combination of words to construct sentences in a particular language.

Syntax is therefore, the study of the rules for the formation of grammatical sentences in a language or the rules that govern the interrelationship of words in sentences. There are several grammatical categories that affect this relationship between the words in a sentence and these are tense, number, gender, person, case, voice, mood etc. There has to be agreement or concord between the major elements in a sentence in terms of these grammatical categories. The verb must also agree with its subject in the same category. For example, the singular subject 'He' is made to agree with the singular form of the verb to be in the sentence,

'He is a boy'

 and the plural subject 'they' must select a plural verb 'are' in the sentence.

'They are good boys'.

Otherwise, the sentences would not be acceptable in the English Language.

There is a broader picture of syntax, as the rules that govern the positioning of words in

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phrases, clauses and sentences; Rules on concord, punctuation, co-occurrence, tenses, phrases and clauses; the entire phrase structure rules, transformation, deletion, insertion etc.

Syntax and morphology make up grammar though syntax accounts for greater percentage of the components of grammar. Obi (2009), shares this view and says that syntax is the study of the rules governing the formation of linguistic units larger than words while morphology is the study of the rules governing the formation of words in a language. The operational words in the above definitions are still the rules and words/group arrangement. The definitions also stress the importance of strict adherence to the norms that guide the intricacies of a language. If one is to use a language correctly, one should not take anything for granted.

Jowit (1991) agrees that syntax and morphology are closely linked grammatical components. He further explains that syntax often deals with the structure, use and meaning as well as with the combinatorial properties of such words and so trespasses upon the territory of morphology, lexis and semantics. This definition sees morphology as an integral part of syntax; and equally stresses that arrangement of words in a sentence could also determine the meaning of that sentence. When we put words together in proper order, we are able to express the meaning we intend. For instance,

'I was shown a book in black leather by the Clerk'

has a different meaning from the sentence,

'I was shown a book by the Clerk in black leather'.

The meaning has changed because the syntax has changed.

A verb for instance, could be nominalized. When this happens, its position in a grammatical unit is altered in order to ensure the acceptability of such a unit in the English Language. The following examples illustrate this:

i. Mothers <u>educate</u> their children on how to behave well. (Verb)

ii. Children receive their early <u>education</u> from their mothers. (Noun)

iii. The <u>educated</u> children are here. (Adjective)

Anagbogu et al (2001) say that syntax is often referred to as grammar while grammar is sometimes used to refer to morphology and syntax, or the whole of language description of phonetics and syntax.

Obi and Ezekulie (2014), believe that a native speaker of a language has the roles of his language embedded in his language faculty. Once a language user is equipped with the grammatical use of that language, he manipulates that language to suite his purpose. A speaker of the English language whose syntax is faulty will either fail to communicate meaningfully or irritate his audience who has sound knowledge of English grammar.

2.3 Concept of Concord

Concord is a grammatical agreement between words in a sentence. This agreement happens when a word changes form depending on the other words to which it relates. Words in a sentence structure (syntax) should follow the rules of grammar before being placed side by side each other to make meaningful expressions. When the independent words are matched correctly within a sentence, the intended message is carried accurately with little or no semantic challenges such as miscommunication and misinterpretation. In a basic sense,

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concord refers to relationships between two grammatical units. According to Corbett (2006), the unit which triggers the agreement relation is called 'controller' and the unit which is determined by the controller is called 'target'. The agreement features in these two units are determined by the syntactic and semantic characteristics within the sentence. The subject is the controller and the verb is the target, hence the subject determines the verb form.

Various authors have given different authoritative definitions of concord in grammar. According to Crystal (2004), concord is a way of showing that two grammatical units have a certain feature in common. Therefore, if the subject is singular the verb must also be singular. Crystal holds the view that the most important is the third person rule for verbs in the present tense which states that singular subjects take singular verbs.

Quirk and Greenbaum (2000) define concord as the relationships that exist between two grammatical elements such that if one contains a particular feature; the other must also have that feature. They are of the view that, the most important type of concord in English is concord of number between subject and verb. Quirk et al (2000) define concord as "the relationship between two grammatical units such that one of them displays a particular feature (e.g. plurality) that accords with a displayed semantically implicit feature on the other hand. Wiredu (1999) also agrees with Quirk et al (2000) in asserting that, the term concord in grammar is used to refer to the agreement relations which exist between two grammatical units so that when one unit displays a particular feature the other will also display a similar feature. According to Johnson (2012) and User (2014), concord can be defined as the relationship between two grammatical units such that one of them displays a particular feature or plurality that accords with a displayed or semantically explicit feature

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in the other. Grammatical concord is when the verb and the subject belong together. In this regard, maximum care must be taken by English second language speakers to escape the dangers posed by the wrong use of the grammatical concord in their verbal and written communications.

Arthur (2009) draws attention to the fact that the term concord is used to describe the relationship between the inflectional forms of different elements within a sentence. Mark and Kirsten (2011) explain that concord occurs when one element in a sentence takes the morphosyntactic features of another element. Morphosyntactic involves both morphology and syntax.

All the definitions cited above imply that if a grammatical unit possesses a feature, for example, a plural noun, which possesses a locality feature of the noun, should be matched correctly with the verb. Baker (2001) is also of the view that the principle that the form of one grammatical unit in a sentence is influenced by the features of a different unit within the same sentence is concord. Hence, concord reflects on number, person and gender. Agreement as indicated by Nordquist (2017) is the correspondence of a verb with its subject in person and number and a person with its antecedent in person, number and gender. Drennam (2003) also supports the fact that concord as an agreement between words in gender, number, case or person.

2.3.1 Concord of Number

One feature of concord that is very essential is the issue of concord of number. Every subject is number specific and this has a direct bearing with the kind of verb that should be

selected. This is directly in agreement with Downing and Locke (2006), who assert that, in concord of number (singular or plural), the verb is determined by the subject. They are not alone in this view as Sekyi-Baidoo (2003) also says that the verb must agree with the subject in number. Before one can decide whether the verb should be singular or plural, one must find the subject, decide whether the subject is plural and then match the verb to the subject. Reader (2012) explains that in English, the subject-verb agreement is when the subject and verb in a sentence agree in a number. There is no singular subject with a plural verb or vice versa.

For example:

1. He teaches Mathematics
2. The parents plan for the children's future.

In examples one (1) and two (2), "teaches" is singular and it agrees with the singular subject "he" whereas plan is a plural verb and it also agrees with the plural subject "the parents".

3. The bucket is small
4. Love kills.

From examples 3 & 4'the bucket' and 'love' are all singular nouns. They therefore agree with singular verbs; 'is' and 'kills' respectively.

5. The students are intelligent

From example 5, 'the students' is a plural noun, hence the verb 'are' is appropriate.

2.3.2 Concord of Person

The idea of person in concord, according to Okrah (2012) is not limited to humans alone, the person, as used in concord refers to the 'first', 'second' or 'third' person singular/plural. The first person is the speaker, the second person is the addressee. In English, 'I' and 'we' in nominative case represent the pronouns of the first person; 'you' represent the subject of the second person; he, she, they, these, those', and the names of persons and things belong to the class of the third person.

Example.

1. He is grateful

   From the example above, 'he' is third person singular, it therefore agrees with the singular verb 'is'.

2. We are grateful.

   From the example above, 'we' is first person plural, it therefore agrees with the plural verb 'are'.
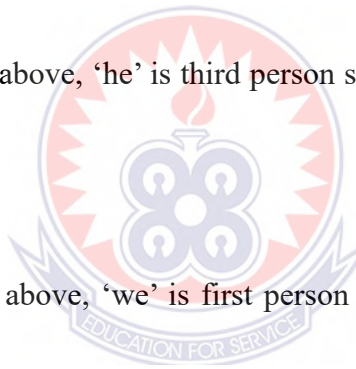
2.3.3 Gender

According to Prasad (2009) gender is the representation of sex. In English and most of the other Indo-European languages, there are three kinds of gender: masculine, feminine and neuter. In English, the masculine gender is the representation of male sex, feminine of the female sex, and neuter represents the inanimate or the very small animals, birds, worms and insects. The rule of agreement states that, the noun used in a sentence should agree with its pronoun antecedent in terms of gender.

Example

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i. **Akua** is a girl. **She** dresses beautifully.

ii. **Kwame** is a hardworking boy. **He** reads his book.

iii. From the above examples, 'Akua' is a female hence its pronoun antecedent is 'She' and 'Kwame' is a male therefore, the pronoun antecedent 'He' agrees with the subject.

2.4 Types of Concord

2.4.1 Subject-Verb Concord

The subject and the verb have to agree grammatically. The subject-verb agreement concord is the fundamental type of concord. According to Long (2007), a sentence can make sense if the subject and verbs agree with each other. Kirkpatrick (2013) says that a verb must 'agree' with the appropriate subject in number and in person. In other words, a singular subject takes a singular verb and a plural subject takes a plural verb. For example;

a. *The <u>man walks</u> to church*

b. *The <u>men walk</u> to church.*

Woods (2010) comes out with some rules regarding subject –verb agreement. He says that:

a. Talking about someone in the present tense requires different verb forms for singular and plural. The singular verb ends in 's' if it is a third person singular. For example: *'he sings'* and *'they sing'*.

b. Verbs that include does /do or has / have change forms for singular and plural. Singular verbs use 'does or has'. For instance; *Philip does his homework. He has his exercise book*. Plural verbs use 'do and have' as in The *students do their homework. They have their pens with them.*

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   c. 'You' may be either singular or plural but it pairs with plural verbs. For instance,

     You are my best friend.

The verb 'to be' changes form according to the noun or pronoun paired with it. The verbs and some matching subjects include:

1. 1.I am here

2. I was here

3. 3.He/She/It **was** here

4. 4.We/They **are** here

5. 5.We/They **were** here

2.4.2 Subject-Object Concord

The rule here is that in any expression where the objective element is a reflexive pronoun, there is usually a concord of person, number and gender between it and the subject. This means there should be no shift in person, number and gender. The following examples illustrate this:

The girls enjoyed themselves at the party.

She told me about the robbery herself.

I can do the work myself

2.4.3 Notional Concord

Quirk and Greenbaum (2000) explain notional concord as agreement of verb with subject according to the idea of number rather than the actual presence of the grammatical marker

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for that. This means that a subject should select a verb based on the concept of meaning. Sekyi-Baidoo (2003) also agrees with Quirk and Greenbaum (2000) and he defines notional concord as the agreement between the subject and the verb according to perception rather than the display or the presence of grammatical feature for the idea. He adds that, notional concord stands in contrast to grammatical concord and it means agreement rather than grammar. More so, according to Brenner (2012), notional concord or synesis means applying subject verb agreement rules according to the intended meaning rather than according to syntax. For example:

The government have broken all promises.

In the example above, the government is treated as plural and therefore takes the plural verb 'have'. Notional concord interferes with subject-verb concord. It interferes with subject-verb concord because a subject which is not definitely marked for singular requires a singular verb and a subject which is definitely marked for plural requires a plural verb. Examples:

　　　The door is open. (Singular).

　　　The doors are open. (Plural)

Singular nouns ending with the-s of the plural inflections are, however, apparent expectations. These nouns include measles, billiards, mathematics, economics, linguistics, draughts and news. For example:

　　　The news is bad today.

Notional concord is applied to collective nouns. Blakesley and Hoogeveen (2008) state that

a collective noun can either take a singular or a plural pronoun when used as an antecedent depending on how the antecedent is being used. They contend that when the emphasis is on the individuals within the group, a plural noun should be used. For example; ***The audience*** *were enjoying **their** music*

*Every day, the **herd** follows **its** master to the bank of the river.*

2.4.4 Proximity Concord

The principle of proximity concord does not, however, agree with the real subject in the sentence or the clause. The verb agrees with the closest noun. Quirk and Greenbaum (2000) explain the principle of proximity as agreement of the verb with whatever noun or pronoun closely precedes it, sometimes in preference with the headword of the subject. In other words, the verb form is determined by the closest noun or pronoun which may be singular or plural. When two singular nouns are joined by 'either……or, neither……nor, not…. but and or' it takes a singular verb and if the subject is plural, then the verb must be plural. However, in case one subject is plural and the other one is singular the subject that is close to the verb must agree with the verb.

Example, Neither the students nor Kofi is here.

Either Ama or the boys are brilliant.

 In proximity concord, clauses acting as subjects are usually treated as singular.

example; ***To err is human.***

 That you don't agree *upsets me.*

With long noun phrases, the head word is relevant for number concord, as in ***One of your***

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friends is here,

2.4.5 Noun –Pronoun Antecedent Concord

A noun must agree with its pronoun antecedent in number, case and gender.

Yaa and Kofi wash **their** clothes every day.

 Kwabena washes **his** clothes every day.

In the above examples, 'Yaa and Kofi' is a compound subject hence a plural subject, therefore, its plural pronoun antecedent 'their' must agree in number. 'Kwabena' is a singular subject hence it attracts a singular pronoun antecedent 'his'.

Again, the pronoun antecedent must agree with the noun in case. For instance,

I invited the students and told them to play in the field.

'them' is a pronoun in the objective case. It agrees with its antecedents, 'the students', the objects of the first clause.
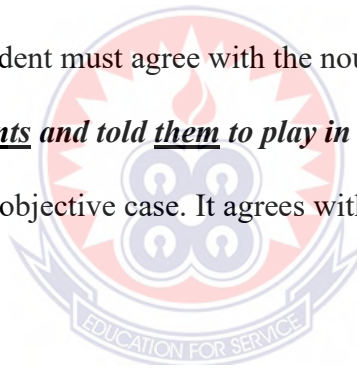
More so, the noun must agree with its pronoun antecedent in gender. For example,

Sarah visited her husband.

"Sarah" is a feminine subject and it is in agreement with "her", a feminine pronoun.

2.4.6 Tense concord

When a single idea is expressed, the tense used should be consistent. That is, one should not shift from one tense to another because such shifts results in concord errors.

Example,

The title of the book is Things Fall Apart. The book describes culture conflict in an African

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society.

Tense concord can be examined from three dimensions;

1.The conditional tense as in 'if', versus 'when' clauses.

2. The reported speech as in direct versus indirect

3. Tense consistency: if the verb of the main clause is in the present tense then the verb of the subordinate clause should also be in the present.

2.4.6.1 Conditional Tense

Forrest (1968) identifies the three conditions as follows:

1. Open or likely condition:

2. Unlikely condition;

3. Unfulfilled or rejected conditions;

Other grammarians like Christopher and Sandved (1968) identified only two conditions;

1. Rejected condition which refers to the present and future;

2. Rejected conditions which refer to the past.

When the above conditions are overlooked then the error of tense concord is committed.

2.4.6.2 Reported Speech

In reported speech, concord is treated slightly different here. It is not the issue of one element governing the choice of another but certain rules which are observable (Forrest as cited in Jafar (2016) . The rule states some changes that occur when changing from direct to indirect speech. The verb changes from simple present to simple past. Example,

 Samuel said that he ate the food*.*

2.4.7 Amounts, Fractions and Measurements

Loberger and Shoup (2009) stress that expressions indicating quantity or amount are to be considered as a unit and it requires a singular verb. Even if amounts and measurements sometimes appear to be plural, many amounts and measurements express single units. Loberger and Shoup (2009) report of nouns which are plural in form but singular meaning is expressed and they say that, those require a singular verb. Loberger and Shoup (2009) further explain that a verb is not affected by a subject complement for example:

The gift he gave his friend was books.

In this example, "books" is the subject complement and it should not determine the number of the verb was as plural (Loberger & Shoup, 2009). It is clear that despite the word order, the subject of the sentence still remains "the gift", and since it is singular so should be the verb "**was**" of the sentence.
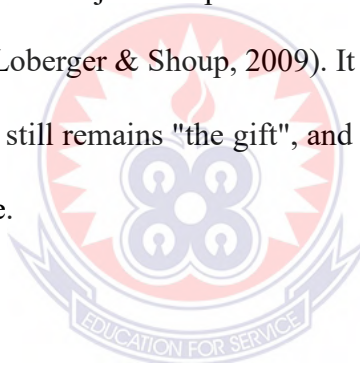
Other examples are:

> One thousand cedis is nothing these days.
>
> Five kilometers walk per day is too much.
>
> Half of my time is wasted every day.

In all these illustrations, the subject choice is not what could always be clear and obvious. The complements 'these days', the plural noun yet denoting one amount 'one thousand', 'five kilometers' and the fraction 'half of my time' could be taken as singular subjects of the respective sentences, thus resulting in the choice of the verbs.

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2.4.8 Phrases of inclusion/ coordinated noun phrases

A verb agrees with its subjects, regardless of whether or not a noun or nouns intervene between the verb and its subject. For example, 'The actor, together with his entourage, arrives at the award ceremony'. 'The actor' is the subject; and 'his entourage' is not included in the quantity of the subject and it should therefore not influence the subject-verb match.

Certain, such phrases as 'along with', 'including', 'as well as', and 'together with' do not operate on the subject in the same way that the word 'and' operates. The word "and", however, is used to connect two nouns or pronouns compounding them into a plural subject. For example, 'You and I' are always together. In this illustration, 'You and I' is a plural subject which requires a plural verb 'are'. But the phrases listed above only interrupt the link between subject and verb, leaving the subjects quantity unchanged (Owl, 2015). This means that if the subject has been plural, it will remain plural and a singular one would also remain
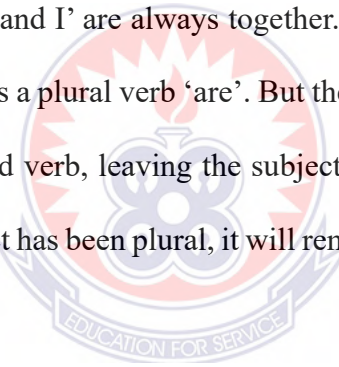
2.4.9 Inverted Subject-Verb Concord

According to Ndivhudzannyi (2017) when the verb comes before the subject as in 'there' and 'here' sentences, the verb agrees with the subject that immediately follows the verb. Downing and Locke (2006) explain that this type of concord involves sentences whose subjects are interrogative pronoun, the adverbial 'here' or the unstressed existential 'there'. When an interrogative pronoun, 'here' or 'there' is used as subject of verb of a sentence, it is the noun phrase that follows the verb that acts as the subject. Hence, if the noun phrase that follows is singular, the verb must be singular and if the noun phrase is plural the verb

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should be plural. For example:

1. There is a boy in the house.

2. There are boys in the house.

3. Here lies the book.

4. Who is your best friend?

5. What were the reasons for her failure?

2.5 A Summary of the General Rules on Concord

A. Subject-verb agreement concord

A verb must agree with its subject in number (singular/plural) and in person (1st – 3rd persons). Consider the following rules:

i. **Singular-plural noun concord**

   i. If the subject is a singular noun, the verb must be singular. E.g. He goes to school every day.

   ii. If the subject is a plural noun, then the verb must be in a plural form. E.g. They go to school every day.

ii. **Uncountable noun concord**

   i. If the subject is an uncountable noun, use a singular verb. Eg. love kills. Power is now ruling everybody. 2. Democracy is good for Africa.

iii. **Collective noun concord**

   i. **Non-notional concord**

Collective nouns are usually single in their forms and therefore must take singular verbs. This is when the group is considered as a unit. Eg.

- My family is healthy.

- The government is doing its work well.

ii.   Notional concord

If the notion or idea of the collective noun lays emphasis on the individual members then use a plural verb. E.g.

- My family are well and kicking.

- The government are doing their work well.

iv.   Proximity noun concord

When a singular subject and a plural subject are joined by "or" or "nor" the verb agrees with the subject nearer the verb. E.g.
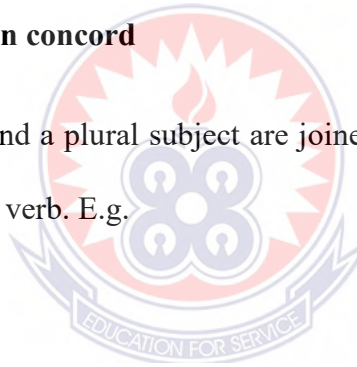
- Either the boys or the girls is of good character.

- Either the girl or the boys are of good character.

v.   Coordinated subject-verb agreement

i.   Two or more subjects joined by "and" take a plural verb,

- My father and my mother are both healthy.

- Time, money and effort were needed.

ii.   If a compound subject names only one person or thing the verb must be singular. Eg.

- The writer and filmmaker disagrees.

- My pen pal and best friend is my cousin.

iii.   Singular subjects joined by 'or' or 'nor' take a singular verb. E.g. either the house or the garage is on fire.

iv.   The number of the subject is not changed by a phrase following the subject. E.g. Kofi, together with the children, is leaving home.

vi.   **Clause and prepositional phrase at subject position agreeing with their verbs**.

i.   When a clause is in a subject position, it agrees with a singular verb. E.g.

- Knowing how to do it is not our major concern.

- Eating too late is not healthy.

2.6 Theoretical Framework

Corder established the error analysis by explaining that mistakes produced by learners are a necessary learning tool. In other words, he thinks that errors are positive and unavoidable. Error analysis came into being as a result of the weaknesses of contrastive analysis which sought to focus on differences between L1 and L2 and ignore factors which may affect the second language learners' performance. The important contributions of language learners'

errors in the area of language learning and teaching cannot be overlooked since errors are inevitable in the study of English as a foreign language. Error analysis theory is related to this study because the errors students commit will provide assistance by which the researcher will evaluate learning and teaching and it will give an indication of which language area require emphasis. This study is therefore conducted using the Error Analysis Theory. Error analysis is a tool to the study of second language learners' errors in order to help them overcome these errors. Error analysis is not a tool of judgement, but a tool for helping (Boahema, 2014). This means that error analysis is the systematic study and analysis of error made by learners of a particular language in an attempt to use the target language. Judith (1980) defines error analysis as the technique of examining and categorizing systematic errors in language learner speech or writing. Coder (1974) cited in Dauda (2004) sees learner's errors as a means of providing valuable evidence of the language learning process. He observes that by systematically examining these errors, researchers or teachers can infer strategies used by the language learner. Corder (1974) defines errors as breaches of the code of a language. He states that errors are deviant structures or unacceptable utterances which are signs of 'imperfect knowledge' of the linguistic code. To him therefore, errors are committed by those who are not grounded in the structure of a language. Kohlmyr (2001) shares this view and comments that errors are not goof or deviant productions, they are a systematic deviation from the target language by non-native speaker. Errors indicate efforts of the learner in trying to master the target language. However, where the errors are rampant, they may impede the communication goal of the learner. Dulay and Burt (1977) have contended that a new language cannot be learnt by anybody without goofing. This assertion by these grammarians lends credence to

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the fact that second language learners are bound to make errors in their attempt to learn the target language. English like any other language is rule governed and these rules should be learnt by anybody who want to use the language correctly and effectively. However, this is not always possible as a result of these challenges, many speakers of English as second language, especially in Ghana are often confronted with certain grammatical glitches when it comes to using rules of grammatical concord.

Richards (1985) explains errors as the use of language item in an inappropriate manner in which a fluent or native speaker of the language views as wrong or incomplete learning. Maliwa (2009) expounds that differences between languages that contribute towards ungrammatical expressions are viewed as errors rather than mistakes. Richards and Reppen (2014) attest to the fact that second language [L2] learners tend to make basic grammar errors even at the advanced level of language learning. As a result, learner's lack of mastery of grammatical aspects such as subject-verb agreement may not be discounted from being errors. Again, Yankson (1994) has argued that when second language learners commit grammatical errors it reflects badly on their personality and that tells their listeners something about their educational background and shows their inter-language as developing grammar that borders on illiteracy. This comment from the renowned Ghanaian scholar of English lends credence to the fact that one's poor knowledge of English grammar can belittle and embarrass one in the eyes of his audience.

Sani (2014) says that errors are inevitable in learning language. He argues that it is just as unrealistic to reckon on language learning without errors as to reckon on existence without sin. Rustipa (2011) defines Error Analysis as the study of kind and quantity of error that

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occurs, particularly in the field of applied linguistics. Error Analysis distinguishes between mistakes and errors, Corder (1967) cited in Larsen et al (1992) claims that a mistake is a random performance slip caused by fatigue, excitement or nervousness, and therefore can be readily self-corrected. Mistakes are unsystematic, therefore, Error Analysis ignore them in the study of errors. Larson et al (1992) add that an error is a noticeable deviation, reflecting the competence of the learner. It is a systematic deviation made by the learner who has not yet mastered the rules of the target language. The learner cannot self-correct an error because it is a product reflective of his or her current stage of L2 development, or underlying competence. Ellis (1994) notes that errors could be significant in three ways: firstly, they provide the teacher with information about how much the learner has learnt. Secondly, they provide the researcher with evidence of how language is learnt and lastly they serve as devices by which the learners discover the rule of the target language. Whereas the first significance reflects the traditional role of Error Analysis, the second provides a new role that is of primary interest to the second language research because it could shed light on the third. Corder (1974) created five main procedures of analyzing errors:

2.6.1 Collection of a sample of learner language

This step is concerned with what samples of learner language to use for the analysis and how to collect these samples. Corder (1974) cited in Ellis (1994:49) identifies three broad types of the sample. These are massive samples which involve collecting several samples of language use from a large number of learners in order to compile a comprehensive list of error, representative of the entire population. A specific sample which consists of one sample of language use collected from a limited number of learners, while an incidental

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sample which involves only one sample of language use produced by a single learner. The current researcher used the specific sample because the entire population of Kenyasi Senior High School was not used.

2.7 Identification of errors

Once the sample has been collected, the errors in the sample have to be identified. The errors are identified using the correct target form as the norm; therefore, the deviations from the norms are identified as the errors. An overt error is easy to identify because there is a deviation in form, as when a learner says:

They has a bag.

A covert error occurs in utterances that are superficially well-formed but which do not mean what the learner intended them to mean. Ellis (1994) proposes an elaborate procedure for identifying errors. This procedure acknowledges the importance of 'interpretation' and distinguishes three types: normal, authoritative and plausible. A normal interpretation occurs when the analyst is able to assign a meaning to an utterance based on rules of target language. An authoritative interpretation involves asking the learner (if available) to say what the utterance means in order to make an authoritative reconstruction. A plausible interpretation can be obtained by referring to the context in which the utterance was produced or by translating the sentence literally into the learner's LI.

2.7.1 Description of errors

The description of learner errors involves a comparison of learners' idiosyncratic utterances with a reconstruction of those utterers in the target language. Corder (1974) believes that satisfactory classification of errors begins with analysis, which assigns errors to levels of

language description, that is, error of orthography, phonology, morphology syntax, vocabulary and within each level according to vowel or consonant systems. He further groups three types of error according to their systematicity.

1. Presystematic errors are made by the learner while he is still groping, trying to understand the system of the language. This error occurs when the existence of a particular rule in the target language. This type of error occurs when the learner cannot give any account of why a particular form is chosen.

2. Systematic errors are those made when the second language learner has discovered a rule but it is the wrong one. The learner has formed some conception of the language system, however, in making use of the language in question, the learner uses an inaccurate hypothesis to express his thought. These errors occur when the learner is unable to correct the errors but can explain the mistaken rule used.

3. Post systematic errors refer to deviant language forms, which occur where previously a systematic error has been corrected when the learner knows the correct target language rule but uses it inconsistently. The errors occur when the learner can explain the target language rule that is normally used. At this stage, it is believed that a point has been correctly understood and performance has been mainly accurate but the learner has temporarily forgotten and consequently uses a deviant form.

2.7.2 Explanation of errors

According to Ellis (1994) explanation of errors is concerned with establishing the source of the error that is accounting for why it was made. In other words, the researcher finds out

why the error was made. Richards (2013) distinguishes three different sources or causes of competence errors. Interlingual or interference errors occur as a result of the use of elements from one language while speaking another. Intralingual errors reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which the rules apply .Intralingual errors include overgeneralization errors, ignorance of rule restrictions, incomplete application of rule and false concept hypothesized. Intralingual errors could be developmental which shows a gap in knowledge of the rule. Thus, the learner attempts to build up hypotheses about the target language based on limited experience. It is established at the explanation stage of error analysis that errors can have more than one source: transfer, or intralingual or developmental.

2.7.3 Evaluation of errors

Errors evaluation is influenced by the context in which the error occurred. Thus, the same error may be evaluated very difficultly depending on who made it and where, when and how it was made. The error analysis procedures will guide this work and will enable the researcher to explore and determine the extent to which concord errors affect students of Kenyase S.D.A. SHS negatively in order to suggest the appropriate measures to help them improve. Some error analysts also share views on errors. Brown (1980) categories errors into two groups, namely; covert and overt errors. Convert errors are grammatically meaningful and semantically comprehensible but syntactically wrong. They are subtle and not easily detectable. For example, *John went to market and buys mangoes.* Instead of *John went to the market and he bought some mangoes.* Overt errors, on the other hand, patently ungrammatical and may impede effective communication. For example, *Henry is market*

to all. Jowit (1991) states that errors are of two different types; idiosyncratic errors and common errors. He says that common errors might be further subdivided into vulgar and institutionalized errors. Idiosyncratic errors are those peculiar to an individual by characterizing his idiosyncratic dialect. They are the ones most likely to be identified and corrected by teachers, peers, older children, parents etc. Jowit goes further to explain that idiosyncratic errors are stigmatized by the educated ones. This is because they impede communication. They tend to be eliminated at relatively early stages of the learning process, and have less chance of being fossilized. He gave this as an example of idiosyncratic errors: Example; *I have no doubt in* **mine** *mind that things are going on well with you.* Common errors, on the other hand, according to Jowit(1991) are those occurring in the written and spoken English of large numbers of learners. Rarely impeding communication, they are fossilized errors and their fossilization is reinforced by their widespread use. They appear to be attributed to the same psycholinguistic causes as idiosyncratic errors and this suggests that what is now a common error began at some stage in the past as idiosyncratic error. Vulgar errors, a subset of common errors, according to Jowit (1991), are those errors that show ignorance of fairly elementary rules, and typical of them are syntactic, morphological and spelling errors. He gives the following as examples of vulgar errors.

1. Wrong use or omission of –s as in verb forms. (she doesn't feels sleepy: he need a book);

2. Category shift (she jealoused me);

3. Wrong addition of –ed to past tense forms (He hitted me);

4. Wrong addition of –ly to certain adverbs (He talks fastly);

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5.   Cross – association of too and so (His words were too insulting that they reported him);

6.   Wrong spelling due to false analogy (ocasion, writting).

7.   Wrong spelling due to confusion of /i:/ and /I/ (Isaac has been leaving at Kasoa).

In contrast to vulgar errors, institutionalized errors are common errors which are not identified as errors except by native users or by the most highly educated and experienced users of English as a second language. Such errors occur with the breaking of the rules of more advanced syntax. (e.g. the pluralization of uncountable nouns, the misuse of the past perfect tense) or in phonology ,(the wrong primary accent or wrong nuclear accent placement), and so on.

Error analysis theory was used in this study because errors occur in the utterances of the learners, and the listeners misunderstanding of the speakers' intention or semantics was a worrying issue.

2.8 Review of empirical studies

Nndwamato (2017) in his study evaluates English concord use through an analysis of written concord errors among Grade 12 First Additional Language learners in Vhembe District of Limpopo province, South Africa. His research population comprised all Grade 12 English FAL learners enrolled at eleven (11) secondary schools in Dzindi Circuit. The researcher discusses Error Analysis, Constrastive Analysis Hypothesis and Communicative Competence theories with special reference to grammatical competence. The study emphasized that the effective teaching of concord should be by explaining the rules which apply to the different aspects of the subject under study.

Boahema (2016) analyses the concord errors among 230 students of Koforidua Secondary Technical School and she used the Error Analysis Theory of Corder (1974) in her study. Similar to Azasu (2014), she also analyses concord errors in the written scripts of Bekwai SDA SHS in the Ashanti region of Ghana. In all, 100 participants were used in the research. Her data analysis was based on Corder (1974) method of error analysis namely; collection of sample errors, identification of errors, description of errors explanation of errors and evaluation of errors. She used the descriptive survey in her study to find out concord errors among the students and analyzed the sources /cause of such errors in their communication. It was realized that most of the students' errors can be due to the influence of their mother tongue (Twi) to English. Another cause of the error was the negative attitude of learners toward English language in general. She recommended that schools in Ghana should be equipped with English laboratories and good libraries stocked with the recommended textbooks. She says just as French students visit French speaking countries, English language students should be supported to visit the native speakers to enhance the study of the language.

Similarly, Klu (2014) in his study delves into the use of grammatical concord in the undergraduate students of Ghana Technology University College English Communication scripts. The study was aimed at addressing key areas related to the grammatical concord in second language acquisition in Ghana. This according to him would help minimize the problem students' face with regard to verbal and written communications. In his methodology, Klu (2014) employs the purposive sampling and critical discourse analysis. The key areas which he focused on are concord with tense, subject-verb agreement, concord with pronouns and concord with phrase. It was established from his study that,

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students are not proficient in the use of grammatical concord as a result of poor foundation they had in their previous schools before entering into the university. According to Klu (2014), the foundations of most students are already weak because some the teachers at the basic level are unqualified to teach English language. This has a negative effect on the caliber of students who gain admission into the school and the chain continues as the same students proceed to the next level in their academic pursuit and if nothing is done to save the situation, the problem gets compounded.

Afful (2007) says although English is an official language in Ghana, its teaching and learning often pose some challenges to both teachers and students in our schools. Studies have however revealed that the challenges posed by the use of English as Second Language in Ghana is a result of how the language is taught and learned at all levels of education in the country. Afful (2007) has revealed that some teachers of English as a second language do not have the requisite training or qualification before teaching the subject in some schools in Ghana. For this reason, certain aspects of the English language such as grammar are often relegated in the English language classroom.

More so, Obi (2009)   also employs the sample survey research design in her study. She looked at error analysis of the English concord of students in Onitsha Urban, Nigeria. She analysed 100 students from each of the five (5) secondary schools in the Amambra State, Nigeria. In her work, most of the students had difficulty in subject-verb concord, concord with correlatives, subject/complement concord and shift in construction. She advises that the English teacher should have a knowledge about the structure of the students' mother tongue to be able to identify its structural qualities which might be different from those of the English language in order to have a simple comparative analysis of the two languages.

This would help to dictate the possible areas of difficulty and as a result, ease the learning of the target language.

From another perspective, Yankson (1994) conducted a study aimed at increasing an awareness of the enormity of concord problems and helping both students and teachers to overcome these challenges. The study was based on concord errors made by first year undergraduates of the University of Nigeria, Nsukka and the University of Cape Coast in Ghana. Yankson is of the view that concord rule deviances reflect badly on the speaker's personality. His study provides the needed scientific empirical data that are reliable to help English language teachers at all levels in West Africa.

Agor (2003) also analyzed concord errors in the writings of teacher trainees from three selected university colleges of education in Ghana. He identifies some of the causes of the concord problems of teacher training college students as negative attitude to the teaching of grammar in schools, scope of concord topics taught in training colleges and limited duration of English teaching periods. Agor (2003) also discusses the negative attitude to the teaching of grammar by teachers of English and he posits that the teaching of grammar of English does help, provided it is taught consistently as a means of providing mastery of the language. He further adds that the adoption of any particular approach to the teaching of English grammar should be determined: if students in an English class could read fluently, understand clearly what they read and express themselves freely in English, then they could be conveniently introduced to some of the rules in grammar that would help them to edit their own work and eventually produce good writing. Agor (2003) says that teacher trainees hardly had any explicit knowledge of concord rules. He recommends for more attention for the teaching of English at the training level.

Annor (2011) suggests that teachers should be given periodic training on English language, especially in terms of concord so that they can understand and appreciate the intricacies of this aspect of English grammar while improving their proficiency as well.

Asinyor (2012) examines the attitude of students towards the teaching of grammar and learning of the English language. He observes that, students' writing mechanisms are below standard because students do not usually study English, since they think English is automatically acquired but not learned. Asinyor proposes that students should be encouraged and made aware that English language is the vehicle to the prospects of the opportunities offered in their elective courses to them.

Sakyi-Baidoo (2003) asserts that there are rules governing the way grammatical items are put together. Violation of these rules makes sentence construction ungrammatical. It is therefore important to ensure that grammatical rules are applied correctly to aid better understanding of a text.

In conclusion, a number of studies have found little or no impact of semantics on agreement in English, hence suggesting that it is a critical issue to attend to.

2.9 Sources of errors

Errors indicate poor knowledge of the code of a language. The learner gains proficiency in a language if such a learner is adequately exposed to the rudiments of the language; and if he or she makes conscious effort to apply the rudiments correctly. According to Jowits (1991) errors are caused by wrong learning. He also attributes errors to mother tongue transfer.

Raimes (1987 :37) says that errors occur in language because of the following reasons.

a. Learners trying to translate from the first language.

b. Lack of familiarity with new rhetorical structures and the organization of ideas.

c. Trying out what they assume is a legitimate structure of the target which may be hindered by insufficient knowledge of correct usage.

d. Native language interference from developmental stage of interlanguage or from nonstandard elements in spoken dialects.

e. Overgeneralization of the rules for stylistics features when acquiring new discourse structures.

f. Learners are often unsure of what they want to express

Bamgbose as cited in Obi (2009) believes that interlingual and intralingual problems are the key sources of errors in language learning. He gives a more elaborate explanation on intralingual problems as a source of errors. He says that there are irregular forms in the grammatical patterns of English language. Irregular forms are evident in the formation of nouns, verbs, aspects, degree of comparison etc. One discovers that a second language learner who comes to believe that the plural of 'chief' is 'chiefs' will definitely be confused to hear again that the plural of 'thief' is 'thieves'

Eyisi (2006) also says that the interference of the first language with the second language is a factor capable of generating errors. Eyisi contends that poor teaching promotes grammatical error. She points out that most teachers of English are also second language learners. They as a result might not have achieved the necessary proficiency and are therefore prone to errors. In such a situation, there is bound to be negative transference to the learners. As such, learners' errors become fossilized and entrenched if the teachers share

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the same error with his students. Odin (1994) explains that fossilized errors are problematic because errors become internalized like bad habits in a learners' repertoire, and they occur despite remediation and correction.

Meare (1980) focuses on improper use of vocabulary as a source of error. He states that vocabulary is a neglected aspect of learning. This neglect gives rise to two major errors in the writing of the users of English as a second language. These are errors by contextual meaning and spelling errors. Baugh and Cable (1983) maintain that En*glis*h spelling is as difficult as erratic conduct, not only for second language learners but also for those whose native language it is. There is inconsistency of English spelling hence an English word may not be spelt by its pronunciation. They say spelling errors occur more in writing than in speech. Onuigbo (2005) believes that mother tongue interference is a major contributor to spelling errors.0

Another source of spelling errors according to Morish (1983) is creativity and the spirit of adventure in students. He also says that homophones and homonyms are sources of spelling errors because students often confuse one spelling with another. Example, 'boarder and border', 'advice and advise'. Yakubu (2005) says joining and splitting of words could produce errors in students writing. He explains that joining and splitting of words are important features of writing for an effective communication. This is because they contribute to the meaning of words as well as flow of ideas. He identifies some errors that arise from joining and splitting of words as;

A. Single words that are separated by some users of English. Example; whenever, indeed, handbag, classroom etc

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B. Some separated words that are joined by some users of English. Example; in order to, carry over in front of etc.

Scheider (2002) point out omission of words in sentences as a source of error. Some learners of English omit constituents of the language such as determiners, prepositions, verbs, relative pronouns are sometimes omitted in sentences. Most learners overlook concord rules while writing or speaking. Concord is necessary for communication purposes. This is because the ability to understand the message in oral and written communication depends on the command of the grammar rules regulating the language. The message cannot be clear without the right choice of concord forms. Errors of grammatical concord can stem from inherent irregular patterns in the grammar of the English language. Special attention should be paid to these errors for the teaching of concord to students.

Baidah (1997) observes that wrong use of tense, spelling, concord and prepositions are common errors whose persistent difficulty has been a source of serious concern to language experts. He laments that 'the language efficacy of the products of our education is so weak that one is bound to question the effectiveness of our English language teaching materials and strategies. He says that grammatical and concord errors are common in books, newspapers, magazines, on the radio and television etc. He suggests that it is only through constant exposure to good reading materials and systematic teaching that learners of English as a second language become aware of the many conspicuous solecisms.

2.9.1 Omission of the /-s/ Factor

In English language, all grammatical persons do not take an '–s-"ending except the third

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person singular. The inflection /-s/ of the 3rd person is indicative in the present tense. There is the tendency for students to drop the "–s-"ending as a redundant feature. For example;

The financial controller gives (gives) us reasons for investment in accessible regions.

2.9.2 Subject-Verb Concord Errors

The rule for the formation of English subject-verb concord is that a singular subject requires singular verb and a plural subject, a plural verb.

Yankson groups subject-verb concord errors and classifies them into six categories namely

    a. Typical development errors

    b. Notional concord errors

    c. Proximity concord errors

    d. Memory limitation concord errors

    e. Plural inflectional concord errors

    f. Inability to identify noun headwork
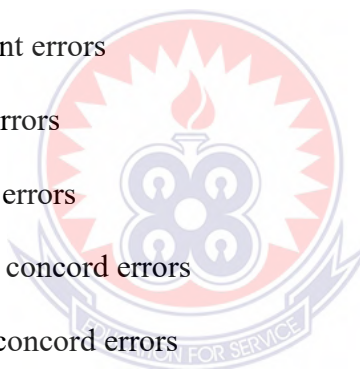
2.9.3 Typical Development Concord Errors

Yankson (1994) explains that these errors are committed as results of student's inability to match a subject with the appropriate verb through the students know the guiding principle. According to him, these errors that are typical of all second language learners' still commits errors because such learners have not fully internalized the formation rules that is, the concord system has not registered on their memory with sufficient firmness.

Example;

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i. No Nigerian University teach (teaches) carpentry

ii. Ii Our teachers is (are) not teaching.

2.9.4 Notional Concord Errors

Yankson (1994:3) states that notional concord is the agreement according to the notion or idea that the speaker or writer has and usually notional concord rules are applied to notions that are conceived as, collective nouns. These nouns can take either a singular verb or plural as in:

i. Our family is united on the issue. (Unit)

ii. Our family have arrived late. (Individuals)

Notional errors are committed when students choose certain nouns that are not collective nouns and use them as such. For example:

➢ The school have written to me

School used in the sentence above is a collective noun, but it is notused as such, instead of the learner considering it as a singular unit and applying the grammatical concord accordingly : The school has written to me.

2.9.5 Proximity Concord Errors

Other errors can be attributed to the principle of proximity, that is, the verb agreeing with the noun immediately preceding it in a sentence. Sometimes students become confused with the verb form that should follow the nouns in the context since their understanding of this principle is not fully grasped.

For instance: The reason for the high cost of living in our towns and cities are unacceptable.

You can see that in the above sentence, the student used plural verb because the nouns preceding the verbs are in the plural forms; this is incorrect since those nouns are not the head of the noun phrase, so the principle of proximity cannot be applicable in the context. Yankson explains that this type of concord applies the rule that the verb agrees in number and person with the nearer subject when one of the two subjects   are joined by or, but, nor

2.9.6 Memory Limitation Concord Errors

Yankson(1994:5) discusses memory limitation concord errors and explains memory limitation concord errors as the type of errors committed by students because when noun phrases acting as subjects of sentences are somehow long, most students tend to forget the right subject which they should have entered into concord relationship with the verb because of the distance in terms of memory span-between the noun phrase and the verb phrase. For example:

- Closer looks into the performances and achievements of some certificate holders have shown that our educational institutions need total transformation.
- This set of underage student who don't know the difference between good and bad make (makes) things difficult for the reader.

In example 1, the use of 'have' in this sentence is unacceptable, and can be attributed to memory limitation since the student could not identify the right word (the head of the noun phrase) to match with the verb.

In example 2, because the sentence long, by the time the student's finishes writing, he has forgotten the subject of the sentence "set"-which should take the verb *makes* therefore the student writes "make".

The researcher is of the view that the components of a noun phrase and other words that can function as the subject of a sentence should be properly taught in school. If enough time is spent on teaching the components of a noun phrase such as the *headword* and *modifiers*, students would be aware of the headword which will assist them in determining the appropriate corresponding verb.

2.9.7 Plural Inflectional Concord Errors

Yankson (1994:5) points out that these errors have to do mainly with words borrowed into English from foreign source such as Greek. Examples include Mathematics, Physics and Aesthetics. For example:
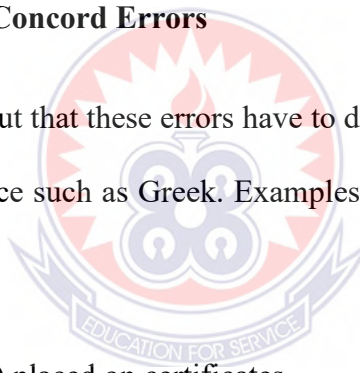
Little emphasis were (was) placed on certificates.

Mathematics have (has) always been my best subject.

In these examples, the-s in the nouns 'emphasis' and 'mathematics' are mistaken for the plural inflection and accordingly, a plural verb is assigned.

2.9.8 Inability to Identify Noun Headword

Under this, all the errors under Proximity and Memory limitation can also be attributed to the inability of the students to identify the headword of the noun phrase. Sometimes students are not able to identify noun heads in noun phrases or even the subjects of sentences. This makes the situation more complex than what one can think of, students

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find it cumbersome to differentiate between singular and plural nouns or singular and plural verbs since they do not know the headword. Example:

❖ The boy together with the girls are visiting the zoo.

❖ Climbing mountains are an act people enjoy.

❖ According to him, the second language learner's interlanguage is characterized by inconsistencies. This reflects most commonly in subject verb concord, as in:

❖ He refuses to go to school until his mum buy him a new shoe.

❖ The school also have sufficient teachers who are responsible.

❖ Rhymes help in their language acquisition process and it encourage them to listen carefully.

Such inconsistencies are signs that the learners are passing through transitional phase in their language learning development.

2.10 Tense Concord Errors

According to Richards (1992:376) tense refers to the relationship between the form of the verb and the time of the action or state it describes". For the purpose of this study, all tense errors will be grouped together. Examples of common errors made by students are:

1. He is studying his books every day.

   They goed to school.

Edu-Buandoh (1997) takes a look at the pattern of errors prevalent among Senior Secondary Schools in Ghana. She identified six categories of errors namely;

1. Spelling Errors

2. Concord Errors

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3. Prepositional Errors

4. Vocabulary and Expression Errors

5. Article Errors

6. Other Errors

She sub-groups the concord errors into three

a. Singular subject with plural verb.

b. Plural subject with singular verb.

c. Concord errors involving tense.

2.11 A Look at the Senior High School Syllabus and Textbook

The Senior High School Syllabus for English treats certain topics inadequately. This may be a contributory factor for inadequate teaching and learning of those topics. Consequently, this factor affects the performance of students negatively. Concord, for instance is one of the topics taught with such inadequacy. Concord is given only one unit throughout the whole syllabus.

There are different types of textbooks used by the various senior high school in Ghana. However, the one that is widely used is the New Gateway to English for senior high schools. In it, concord is treated only in Book 2 unit 4 pages 28-30. Only subject verb concord is scantily represented.

Currently, the English textbook for senior high schools distributed nationwide also treats concord in book 2 only and it is represented as Subject Verb Agreement 1(page 34) and subject verb Agreement 2 (page 44).

2.12 Summary

The literature review touches on the views of various authors on grammar. Grammar deals with the analysis of language elements that convey meaning based on grammatical rules. The concept of concord indicates that the subject and verb should agree in number, case, person and gender. Error analysis has been reviewed and it is evident that various researchers have employed its use in different fields of study. It is noted that, a vast majority of students face problems with concord as a result of their inability to understand the rules of concord.

Errors identified among the students of Kenyase S.D..A Senior High School indicates that there had been little or no error analysis done on them. It is for this reason that the study seeks to analyze the writings of students of Kenyase S.D.A Senior High School using Corder's error analysis and to find out how these concord errors made by students affect their communication in English.
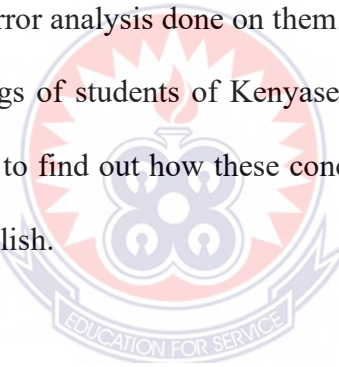
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methodology adopted for the study. It discusses the research design, population, sampling techniques, source of data collection research as well as the procedure for the collection of the data. The research is primarily exploratory in nature and it was used to gain an understanding of underlying reasons for the wrong usage of concord in Kenyasi SDA SHS. It will provide insight into the problem or help to develop ideas or hypotheses for potential research.

3.1 Research Design

Considering the nature of the research problem and purpose of this study, the descriptive research design was the most appropriate research method. According to Seliger and Shonamy (2001), a descriptive research design involves a collection of techniques to specify, delineate or describe naturally occurring phenomena without experimental manipulation. This research design is selected because the researcher has a specific focus on certain aspects of errors students of Kenyase SDA Senior High School make in their writings.

This research design was used to make replicable and valid inferences by interpreting and coding textual material by systematically evaluating text through document (written papers) and oral communication. Descriptive survey research design was used in this study. According to Ngu (2009) survey research is defined as a systematic collection of data from population through interview or questionnaire techniques. It is a type of design that does

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not involve experiment. It is aimed at identifying variables and their relationship to one another.

3.2 Source of Data

The researcher employed both primary and secondary sources in data collection.

3.2.1 Kenyase SDA Senior High School

Kenyase SDA Senior High School popularly known as KESDASS was established on 7th October, 2004 as a private day Secondary School with a student population of sixteen – (9 boys, 7 girls) by the South Central Ghana Conference of the Seventh-Day Adventist Church under the headship of Mr.Oppong Brenya . Mr Yaw Boakye Danquah (2005-2017) soon became the headmaster after the demise of Mr Oppong Brenya who served for barely a year. It is now under the leadership of Mr Akuoko Konadu. It is located in Kenyase in the Kwabre – East municipality. The motto of the school is 'Humility and Gentleness'. From these humble beginnings, the school has metamorphosed and matured into a fully-fledged school. Currently, the school is a boarding school and it offers programmes such as General Arts, Science. Business, Visual Arts and Home Economics.

KESDASS is aimed at offering holistic education for both boys and girls and it does not discriminate on the basis of tribe, colour, sex, denomination or religious affiliation. It is assumed that students who are admitted into the senior high schools in Ghana have all passed through the basic school system and have written the Basic Education Certificate Examination (BECE). Therefore, they might have acquired the basic communicative skills to enable them fit into their new environment (senior high school). But the case of KESDASS today is very worrying; the situation needs to be addressed in order to salvage

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the future of this country, Ghana.

3.3 Target Population

A population is the total collection of elements or participants about which the researcher makes some inferences (Cooper & Schinder, 2003). The participants from which the researcher extracted data from in this research is Kenyasi SDA SHS, Kumasi in the Kwabre –East District of Ashanti Region of Ghana. The school has a total population of seven hundred and ten students (710). However, the focus was on one hundred and fifteen (115) participants from four form three classes.

3.4 Sampling Technique

A sample is a group of respondents which form a fair representation of the entire population of interest. It is the part of the population of individuals on whom information is obtained. Random sampling was used because the researcher wanted to focus on those classes she taught in order to have an appreciable number for effective study and also for manageability. I wrote numbers on pieces of papers and the students who picked even numbers were selected to form the sample frame. The reason why I employed the random sampling technique in selecting the students was to give an equal opportunity to all the students to partake in the study. In all, one hundred and fifteen (115) students were used for the study. All the respondents part took in the questionnaire responding and 25 respondents were selected for the interview using the same simple random technique.

3.5 Instruments for data collection

The research instruments are measurement tools designed to obtain data on a topic of interest. Primary data information was received directly from respondents by means of questionnaires, written tests, and personal interviews. These instruments were selected because the survey allows for anonymous access into the thought processes and behaviours of the target population.

3.5.1 Questionnaire

Data for the research was collected using a structured questionnaire. A questionnaire is a research instrument consisting of a series of questions and other prompts for gathering information from respondents The researcher employed questionnaire to elicit information on attitudes, the importance of English language on their academic work and if English language will be of relevance to them after completion of senior high school of students of KESDASS especially on concord. This instrument was chosen because of uniformity of questions hence each respondent received the same set of questions phrased in exactly the same way so that the data may be easily comparable.

3.5.2 In-class Essay Test

The students were given an in-class composition test. Each was required to select one question from five (5) essay questions given and they are to write an essay of about four hundred and fifty (450) words within fifty (50) minutes for marking. The length and time allocation were based on the requirement of the West Africa Examination Council. The in-class essay test was to give the students the opportunity to bring out their actual proficiency or competence with regard to their application of English concord rules.

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3.5.3 Objective Test on English Concord

An objective test on concord was administered to the students to find out their knowledge about the rules of concord and how they apply these rules. It was to ascertain the specific challenges of these students. Ten (10) questions were used in this test and the time allocation was twenty (20) minutes.

3.5.4 Personal Interviews

An interview is a method in which one person (the interviewer) ask questions from the other (a respondent), interviews are conducted face-to-face or by telephone (Polit and Hungler,1991) Personal interviews were employed to get the reasons why students applied or misapplied the rules of concord. It was also through these informal interviews that the researcher gathered information about the attitude of students towards their personal use of English Language. The researcher used semi-structured interviews as the tool for data collection to provide participants with the opportunity to fully describe their experiences. This method of data collection was chosen to allow the participants to share their own experiences in their own words, rather than being forced by pre-established lines of thinking developed by the researcher. The students were interviewed on class basis. The responses were hand written.

3.6 Tools for Data Analysis

After the completion of the data collection, the test items, the questionnaires and the interviews were sorted out. Corder's (1974) model was adapted for the analysis of students' concord errors. This involved the stages commonly used to analyze errors. The stages were;

    a.   Identification of errors- all the errors were identified from the scripts

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b. Classifications of errors-errors were classified according to the types of concord.

c. Explanation of errors-the researcher explained the causes/sources of the concord errors of the students.

d. Evaluations of errors-the errors were evaluated to find the extent of the problem and if there would be the need intervention.

3.7 Ethical Issues

All ethical standards and principles associated with the conduct of the research were observed. These include permission to have access to all the respondents in the school in which the study was based as well as the collection of data. Again, the authorities of Kenyasi S..D.A. Senior High School were informed about the plan of the researcher to embark the study in that school and permission was duly sought for access to various facilities in the school.

3.8 Summary of Chapter

In conclusion, the study had attempted to find out concord errors of the form 3 students of Kenyase SDA Senior High School in the Kwabre East District in the Ashanti Region of Ghana. Data was collected from the students and Corder's (1974) model for analysis of errors was employed to analyze students' concord errors.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents the results of the analysis of data, results and discussion of the findings within the context of the reviewed literature and within the objectives of the study. Some of the results are presented in the form of frequency tables and charts to give a visual impression of the distribution of the data whereas other results are in the form of narratives and quotes from respondents who were interviewed.

4.1 Analysis of Responses from In-Class Test

TEST ITEM

The Objective Test consisted of ten (10) questions. These questions were carefully selected based on the type of concord and to the students' ability to answer questions on concord correctly. The test was administered to all the one hundred and fifteen (115) participants from the four classes. The questions from the test were printed in italics, and the sentences in which the correct responses are found were discussed. The results of the test are presented in the table below:

Table 1: Tabulation of Correct and Incorrect Responses

Question	Correct responses	%	Incorrect responses	%
1	49	43	66	57
2	50	43	65	57
3	22	19	93	81
4	35	30	80	70
5	48	42	67	58
6	69	60	46	40
7	40	35	75	65
8	34	30	81	70
9	38	33	77	67
10	44	38	71	62
Total	239		721	

Source: Field Work, 2019

4.2 Analysis of Responses

Responses were gathered from all the 115 respondents. It can be observed from the table that question 3 had the greatest number of incorrect responses which represents 81% out of the total number of 115 responses. Questions 8 and 4 followed by recording 70% incorrect responses. Again, question 9 recorded 67% of incorrect answers and question 7 had 65% incorrect answers. Question 10 recorded 62% and question 5 also had 58%. Questions 1 and 2 both recorded the same percentage of incorrect answers which is 57% and finally, question 6 had the least incorrect answers which is 40%.

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With the correct responses, only questions 6 had the highest number of correct responses representing 60%. Questions 1 and 2 followed with 43% of correct responses. The next was question 5, with 42% percent of correct responses and question 10 with 38% of correct responses. This is followed by question 7 and with 40 correct responses representing 35%, question 9 with 33 % correct answers, questions 4 and 8 both had 30% and the least is question 3, which represents 19% of the correct answers.

4.2.1 The explanation of the errors

The questions to which the participants responded are discussed in this section. The participants are to underline the correct verb that will agree with subject in the sentence. The errors which were manifested in the answers provided by the students are explained using Corder's (1974) errors analysis model.

Error types (1)

Question **1: Either the chief or the elders (encourage/encourages) communal development**.

The question is given to test the participant's knowledge on proximity concord. The rule on proximity concord states that, the noun closer to the verb determines the verb form to be used. For one to be able to get the answer correctly, the respondent should identify the noun closer to the verb to enable the him/her to select the appropriate verb. Considering the sentence in question 1, " either the chief or the elders (encourage/encourages) communal development", the "elders" is closer to the verb. The rule on proximity concord must therefore be applied to select the correct verb. Crystal (2004) contends that concord of proximity does not however, agree with the real subject in the sentence or the clause, it

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agrees with the closest noun. Based on this rule, it is observed that "elders" is the noun closest to the verb and it is plural; hence it must go with the appropriate verb form that is "encourage". The correct and acceptable sentence is:

Either the chief or the elders encourage communal development.

Unfortunately, out of the 115 participants, 66 had the answer wrong which represents 57%. The error was due to the inability of students to apply the rule of proximity concord.

Figure 4.1: Proximity Concord Test Result.
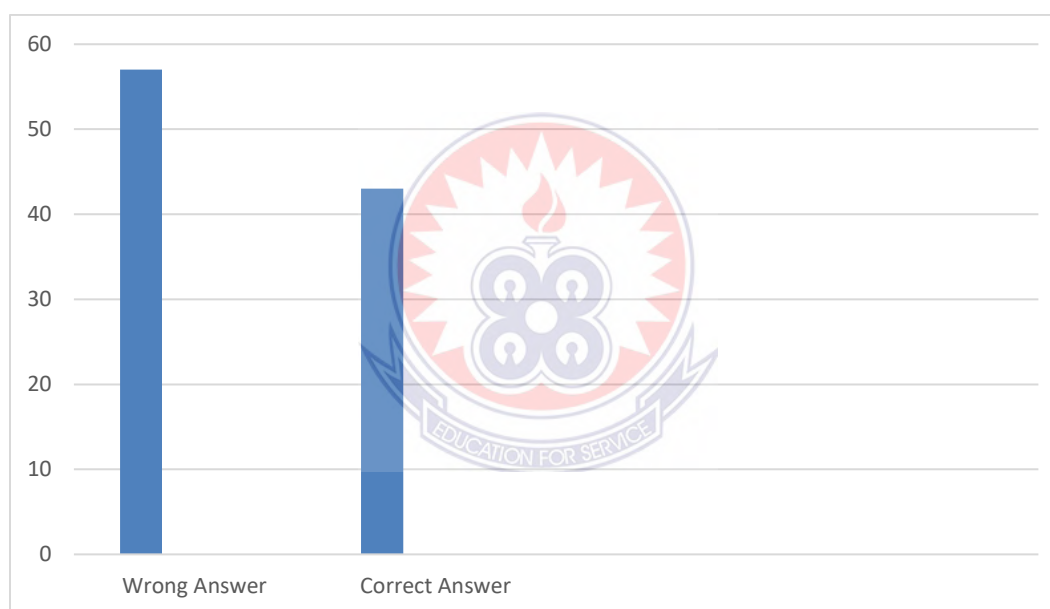
Source: Field Work, 2019

Error types (2)

Question 2: Measles (is/are) a serious disease.

The question was intended to test students' knowledge of nouns with "s" inflection. For the participant to get the answer correctly, the student should understand the fact that there are some nouns which end with the plural inflection /-s/, such as **physics, measles,**

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mathematics, scissors, news, etc. and these nouns take singular subject, must select the appropriate verb that is "is" to make the sentence correct. The acceptable sentence is: Measles is a serious disease.

Most of the participants got this answer wrong since they assumed that the word "measles" is plural and therefore they selected a plural verb which was incorrect. From the table, it can be observed that 65 participants, representing 57% of the total number got the answer wrong. This is represented in the graph below;

Figure 4.2: Nouns With "s" Inflection Test Result
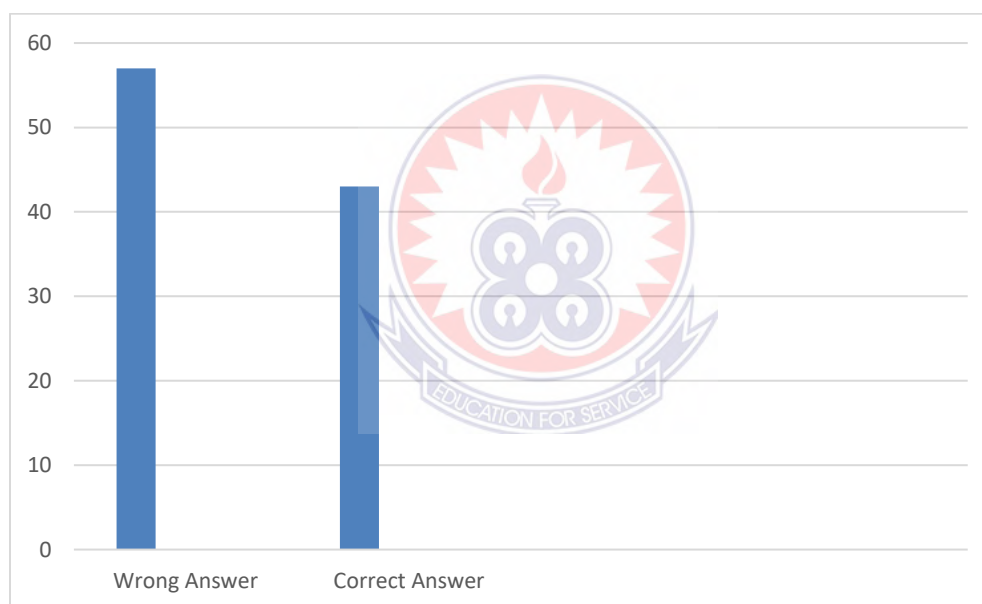
Source: Field Work, 2019

Error types (3)

Question 3: The girl (cry/cries) for help

In this question, the participants were to apply the rule on grammatical concord to enable them to get the appropriate verb to agree with the subject. Grammatical concord refers to the fact that a verb must "agree" with the appropriate subject in number. Number agreement

indicates that a singular noun is usually accompanied by a singular verb; while a plural noun is usually accompanied by a plural verb, (Kirkpatrick, 2013). In considering the sentence above, "girl" is a singular subject, and must select the appropriate verb form that is "cries". The acceptable sentence is:

The girl cries for help.

It is interesting to note from the table above that out of the 115 participants, 93 students' representing 81% got the answer wrong. This is a clear indicator that they did not understand grammatical concord and this is further illustrated in the graph below;

Figure 4.3: Grammatical concord Test Result
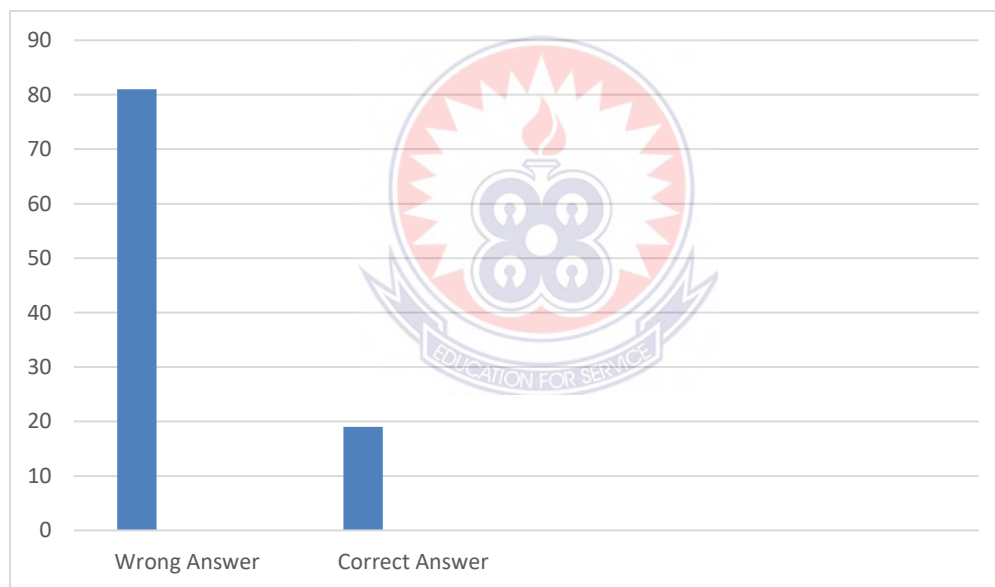
Source: Field Work, 2019

Error type (4)

Question 4: **All the students who (study/ studies) English are brilliant.**

From the table, 80 participants out of 115 got the answer wrong, which represents 70%.

The error was due to lack of understanding of concord with relative pronoun. The students

chose the verb 'studies' instead of the verb "study". The rule of concord with relative pronoun (who, whose, which and that) states that when the relative pronouns are used immediately after a noun or a pronoun, the verb which follows immediately is determined by the noun or pronoun which is close to the relative pronoun. Any other verb is determined by the main subject of the sentence Therefore, in the sentence given, the subject "students" is the antecedent and it is plural; hence the students were expected to select the appropriate verb form "study" to make the sentence grammatically correct. The correct and acceptable sentence is:

All the students who study English are brilliant. This is represented on the graph below:

Figure 4.4: Concord with Relative Pronoun Test Result
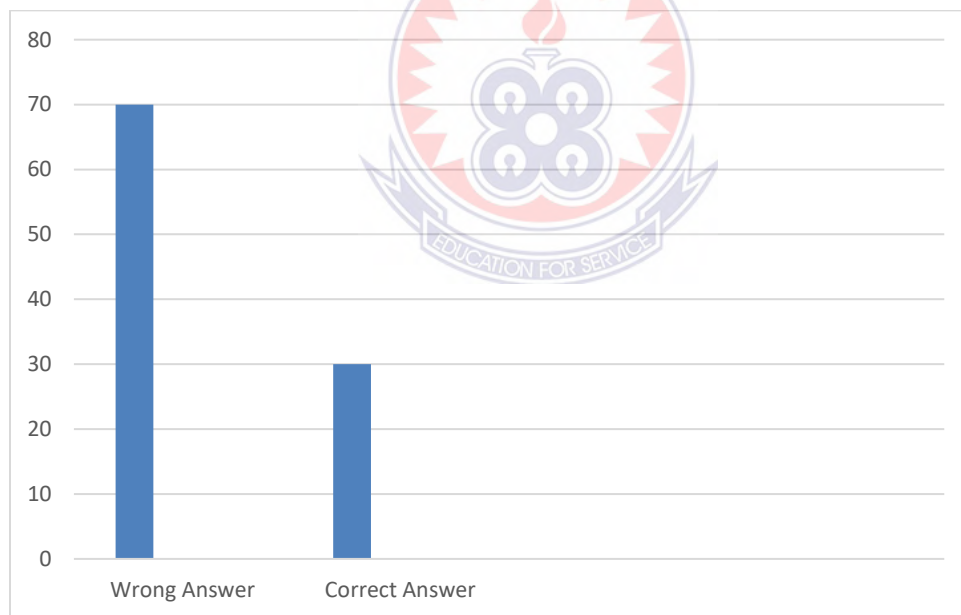
Source: Field Work, 2019

Error types (5)

Question 5: **The choir (is/are) taking their chairs into the hall.**

The table shows that only 42 percent of the participants got the answer correctly with 58 percent getting it wrong. The test was administered to assess students' understanding on notional concord.

The results reflect that most of the participants could have focused on collective nouns as a group of people which should be seen as a unit and singular, without considering the diversity of sentence construction which accommodates both the singular and plural choice of verbs per particular sentence construction.

This type of error could have been due to simplification, fossilization and/or incomplete application of rules as it could be seen that the participants would not have analyzed the sentence construction closely to determine the individual intension of each member. Even though a choir comprises of many members who could be considered collectively for a singular verb *"is"*, from this given sentence, the individuality or division of the choir members is evident when each member is taking his or her own chair, thus taking care of their individual feelings and/ or intention, hence the plural verb *"are"*.

Figure 4.5: Notional Concord Test Result
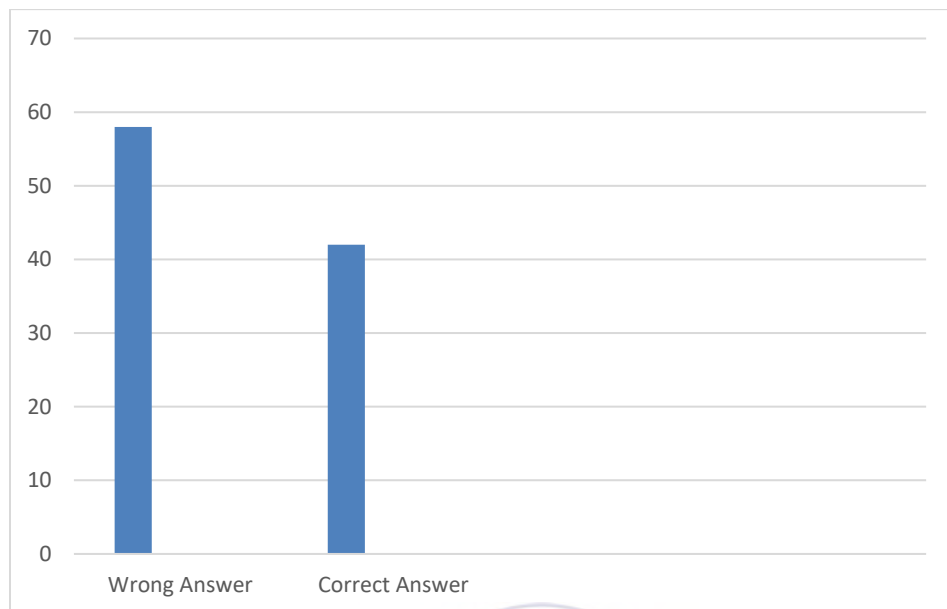
Source: Field Work, 2019

Error type (6)

Question 6: The writer filmmaker (disagree and /disagrees) with Aku

This question is meant to test students' knowledge on coordinated subject verb agreement. The rule states that if a compound subject names only one person or thing, the verb must be singular. From the table, it can be observed that 46 participants representing 40% got the answer wrong out of the total number of 115. The students selected the verb "disagree" instead of the verb "disagrees". This error is due to the fact that the students were unable to identify the type of subject used. The subject of the sentence is; "the writer and filmmaker". This subject is referring to the same person, which means it is a singular noun, therefore, the appropriate verb form "disagrees" has to be selected for the sentence to be grammatically correct. Hence, the correct and acceptable sentence is:

The writer and filmmaker disagrees with Aku.

This is illustrated on the graph below:

Figure 4.6: Compound Subject Naming Only One Person or Thing Test Result
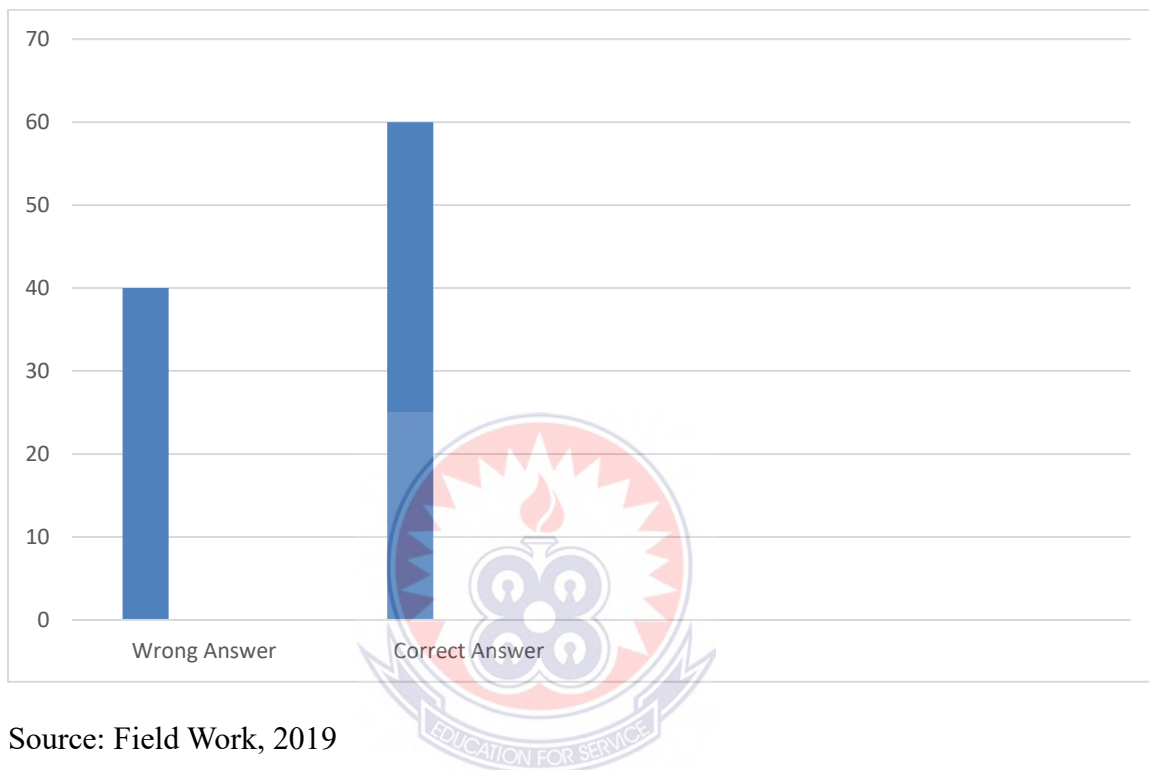
Source: Field Work, 2019

Error type (7)

Question 7: Three hundred Ghana Cedis (has/have) been donated to the soccer team.

The results of the findings revealed that 35% of the participants were competent in identifying the correct answer and the remaining 65% lacked such competence.

The expressions indicating quantity or amount are to be considered as a unit which requires a singular verb. In addition, when the amount refers to numbers of individual units, it becomes plural and therefore requires a plural verb. Some confusion in the sentence analysis could have misinformed the participants, resulting in the wrong verb choice.

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Their incompetence could be linked to the perception that an amount is not always presented as a single note, this because of fossilization. The inclusion of "three *hundred"* in the sentence*,* which on its own implies many or huge amount of money, could have been the bedrock of the wrong answer. The focus could have been on every single Cedi added together until they make three hundred which expresses a large sum of money which could never be seen as singular. The conclusion then could have been that the sentence expresses the plural meaning.

The correct and acceptable sentence is:

Three Hundred Ghana Cedi has been donated to the soccer team. This is represented on the graph below:

Figure 4.7 : Quantity or Amount Recognition Test

Source: Field Work, 2019
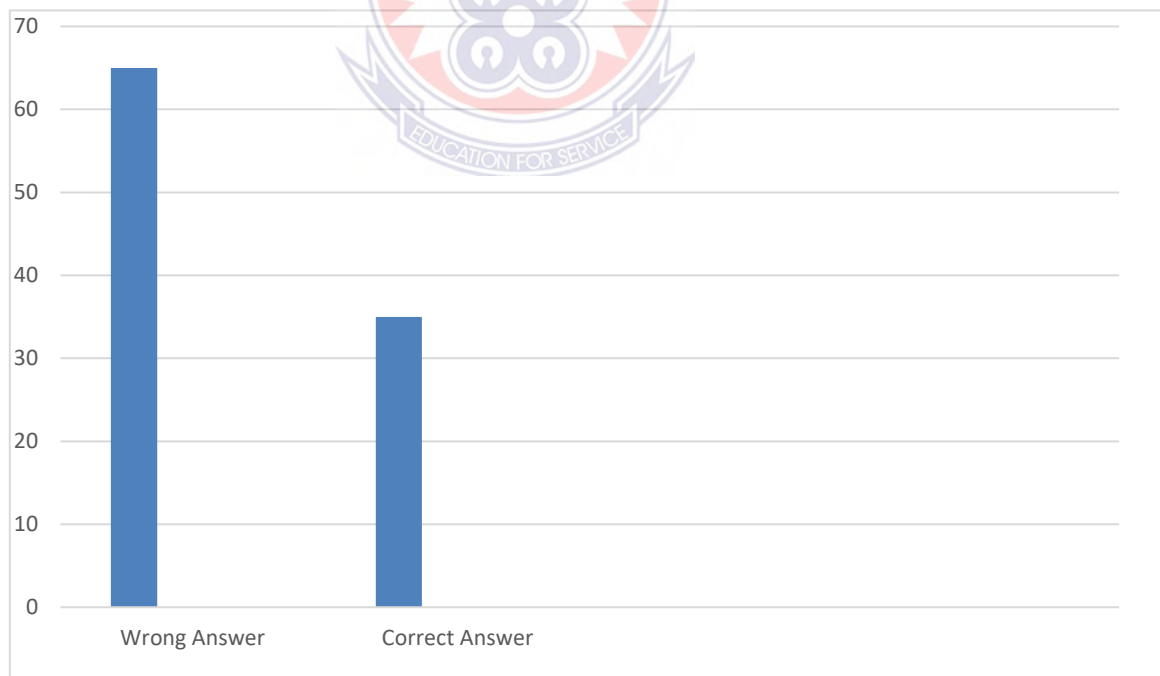
Error type (8)

Question 8: He (do/does) cook regularly.

This particular question is given to test students' knowledge on concord of person. From the table, 81 students representing 70% of the total number had the wrong answer. The students' error occurred as a result of their inability to apply the rule governing concord of person. The subject "he" is a third person singular personal pronoun and has to select a singular verb to make the sentence grammatically correct. It will be ungrammatical to select the verb "do" instead of "does". The correct and acceptable sentence is: (*He does cook regularly*). This is illustrated below:

Figure 4.8: Concord of Person Test Result

Source: Field Work, 2019
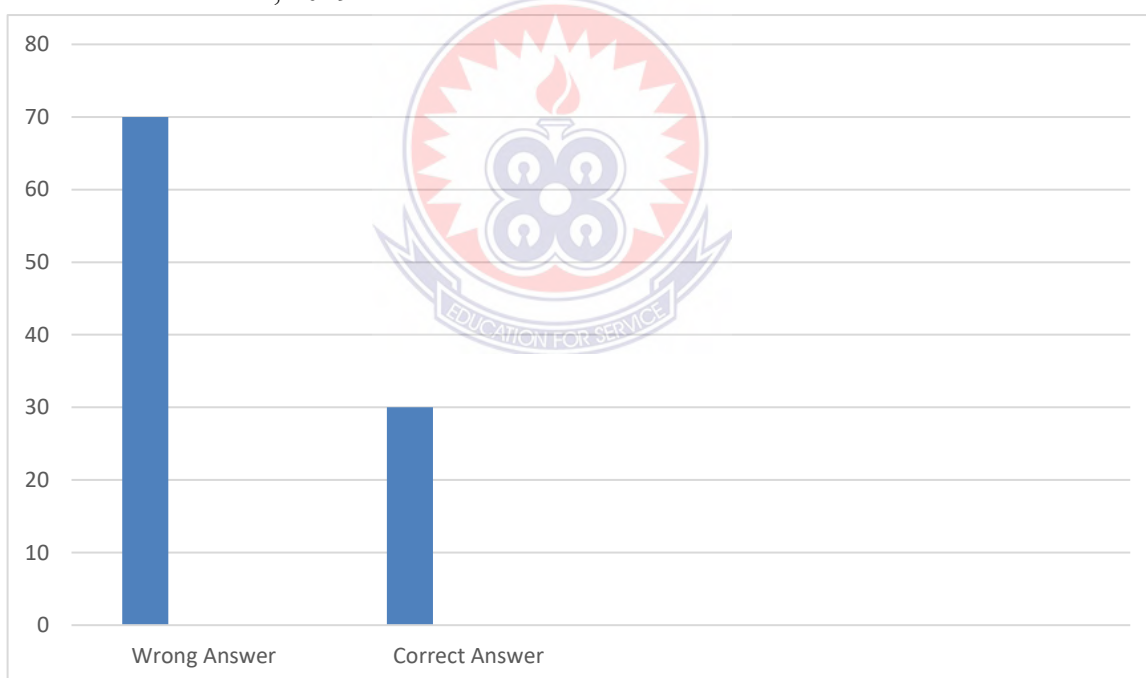
Error type (9)

Question 9: Kofi, together with the children (is/are) leaving home.

This question , like question 6, is to test students' knowledge on coordinated subject –verb agreement. It is observed that out of the total number of 115 students, 77 students represent

67% chose the answer wrong. This error occurred as a results of students' inability to identify the noun head in a complex noun phrase (NP) The rule requires that, the number is not changed by a phrase following the subject. In the sentence given above, the headword of the NP (the subject) occurred with post-modifiers (together with the children). The headword "Kofi" is singular, hence required a singular verb. Most of the students thought that the subject was plural because of "children", which forms part of the NP and therefore chose the verb "are". The correct and acceptable sentence is:

Kofi, together with the children is leaving home. Below is a graphical representation of the above result

Figure 4.9: Coordinated Subject –Verb Agreement Test Result
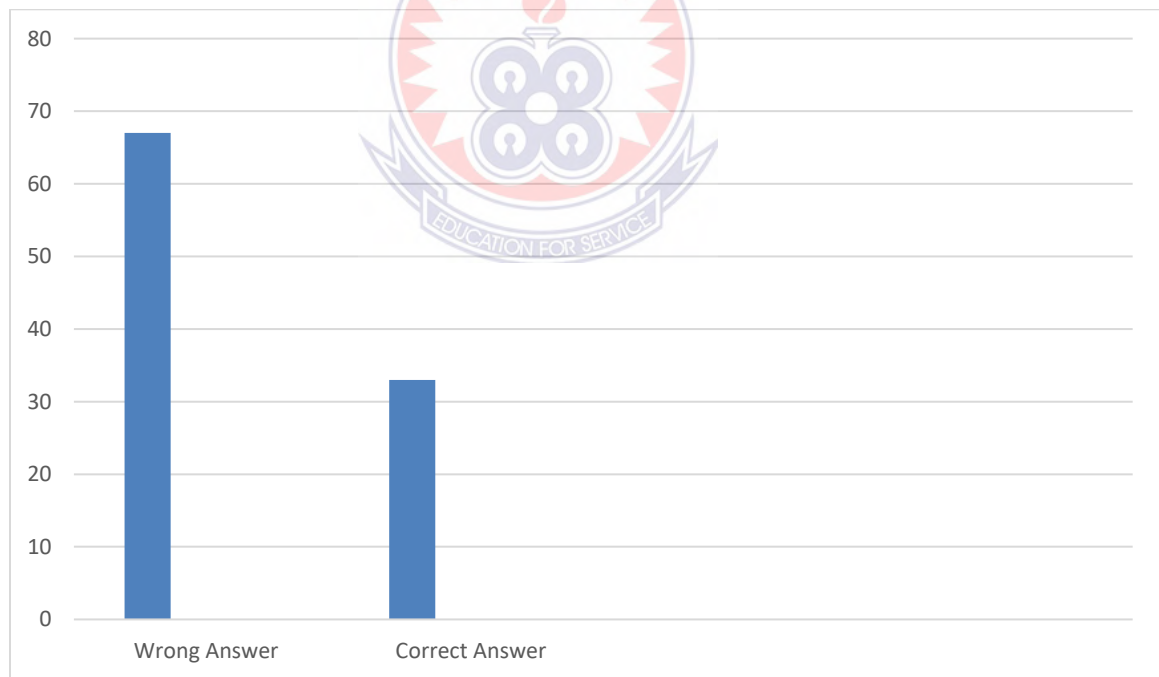
Source: Field Work, 2019

Error types (10)

Question 10: Here (is / are) the sack of potatoes.

This question is given to test the students understanding on concord with inverted sentences.

Multiple factors could have resulted in this worrisome number of participants who did not show competence in answering the question. Out of the total number of 115 students, 71 representing 62% had the answer wrong.

When the verb comes before the subject as in *"there"* or *"here"* sentences, it agrees with the subject that immediately follows the verb. It is evident that the subject is *"the sack"* even though it comes after the verb and it is also singular and it should have had a singular verb *"is"* too.

The sentence construction itself is complicated, thus making its analysis in terms of the parts of speech, difficult and confusing. This failure could be attached to the ignorance of the rule restrictions. It can be presumed that the construction would have made the participants not to pick out the subject correctly. The error was due to the inability of the students to locate the subject in the sentence, since with the inverted subject order, the subject is followed by the verb unlike the normal SVO or SVC pattern .

As in many other questions with prepositional phrases, the participants might have mistaken "*of potatoes"* to be the subject of the sentence. The phrase is plural so they would have thought that by making the verb plural, the whole sentence would harmonize.

Lastly, the kind of 'false rhyme' that is created by "here" and "are" could have also

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influenced some participants into choosing the wrong verb. The correct and acceptable sentence is:

Here is the sack of potatoes. This is further illustrated on the graph below:

Figure 4.10 : Concord with Inverted Sentences Test Result
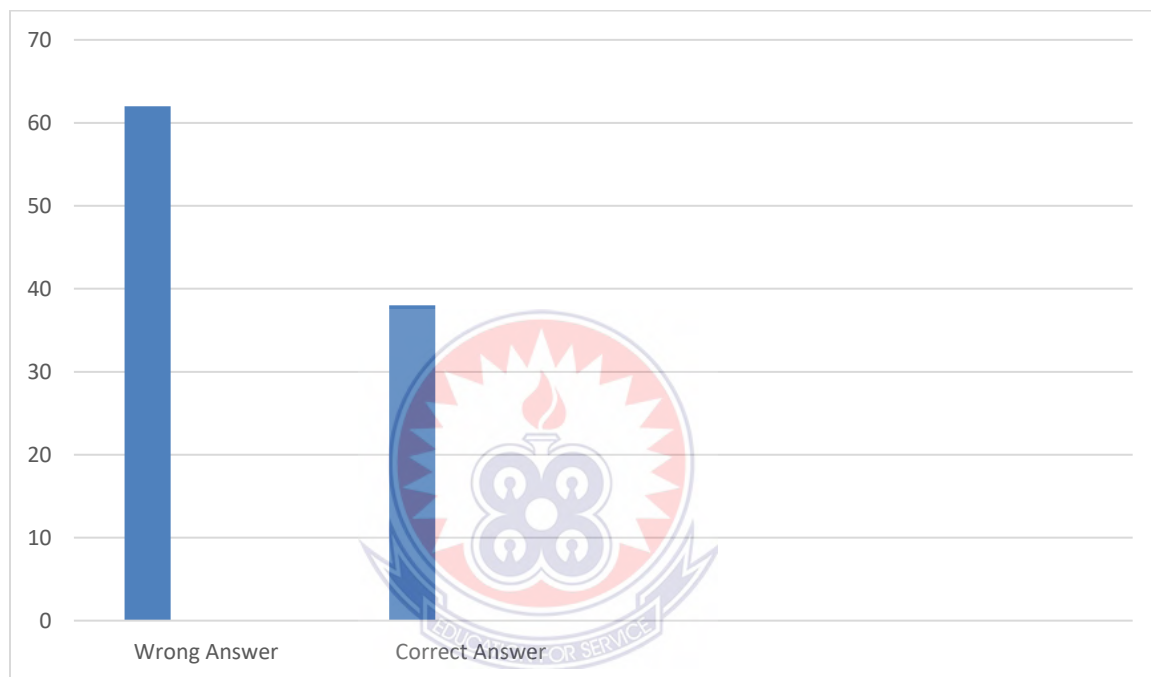
Source: Field Work, 2019

4.3 Analysis of Concord Errors in Student's Essay Scripts

The Error Analysis theory of second language was used to analyze the data in this section. This approach to language analysis involves the collection of learner language, identification, description, explanation and evaluation of second language learners' errors. All these steps were taken by in order to discover the difficulties that the second language learners go through so that the needed assistance is offered them. The principal attention of this study was on concord errors though the students' scripts were interspersed with other

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categories of errors. These other errors included wrong amalgamation and syllabification of words, spelling, tense and punctuation errors, non-subject sentence constructions and omission of other essential sentence elements like verbs, objects and complements. Out of the 115 students who wrote the in-class composition, 13 respondents representing 11% did not make any concord errors. Hence, all the 102 essay scripts representing 89% were analyzed. This is represented in the chart below:

Figure 4.11: Identification of Concord Errors
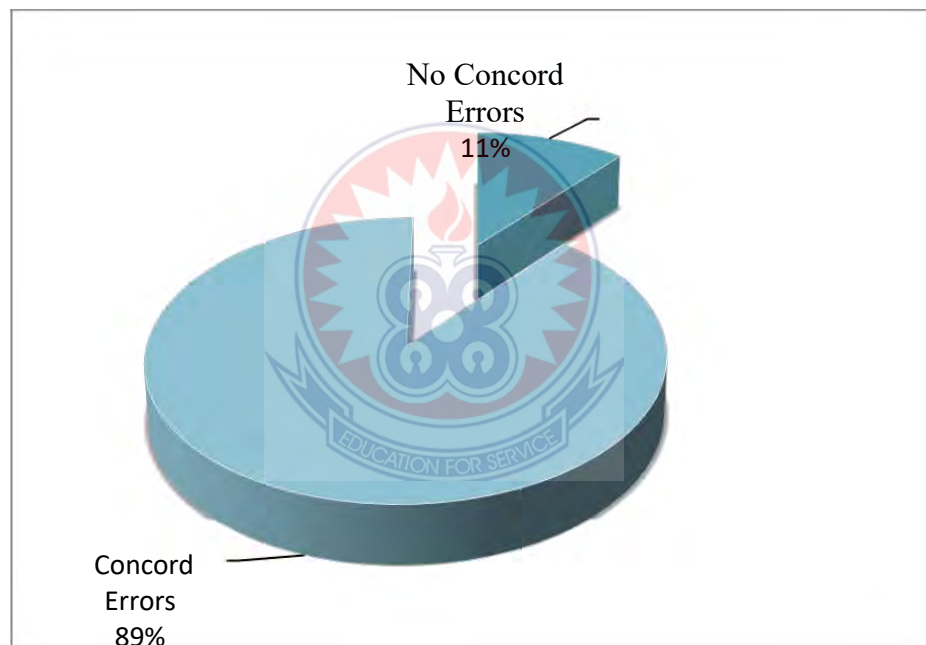
Source: Field Work, 2019

The table below presents some verbatim structures containing concord errors present in the students' scripts. The errors have been grouped in their respective categories.

Table 2: Table Showing 8 Common concord Error Types in the Written Scripts of Students

ERROR CLASSIFICATION	IDENTIFICATION OF ERRORS	CORRECT EXPRESSIONS
1.SUBJECT-VERB CONCORD ERRORS	1.Vacation classes **helps** students to understand what they have learnt.	1.Vacation classes **help** students to understand what they have learnt.
	2.She **have** not been attending classes	2.She **has** not been attending classes
	3.I strongly **believes** that some measures would be taken to stop it.	3.I strongly **believe** that some measures would be taken to stop it.
	4.I **were** travelling to Kumasi so I saw two motor in the road was involved in accident.	4.I **was** travelling to Kumasi as I saw two motors were involved in an accident.
	5. I strongly **speaks** against the motion that vacation classes should be abolished.	5. I strongly **speak** against the motion that vacation classes should be abolished.
	6. Road accidents **is** caused by drivers who **drinks** before they go to drive.	6. Road accidents **are** caused by drivers who **drink** before they go to drive.
	7. The people **is** beating the thief.	7. The people **are** beating the thief.
	8. I will never forget the day of my marriage. I **inviting** all my friends.	8. I will never forget the day of my marriage. I **invited** all my friends.
	9. Some cars **has** a very	9. Some cars **have** a very

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bad fuse.	bad fuse.
10. Road accident simply **mean** 'hazards or damages caused on road'.	10. Road accidents simply **means** 'hazards or damages caused on the road'.
11. Ghana is rated as one of the countries that **faces** fatal accidents.	11. Ghana is rated as one of the countries that **face** fatal accidents.
12. These students **takes** these schools as a joke.	12. These students **take** these schools as a joke.
13. Students in these schools **has** not been given a lot of opportunities.	13. Students in these schools **have** not been given a lot of opportunities.
14. This may **leads** him to jail because he may be **arrest** by the police.	14. This may **lead** him to jail because he may be **arrested** by the police.
15.I **writes** my report to the police.	15.I **write** my report to the police.
16. These investigations **allows** the police to **knows** what really happened.	16. These investigations **allow** the police to **know** what really happened.
17. They sometimes **discriminates** that is because the schools **is** in the rural areas.	17. They sometimes **discriminate** that is because the schools **are** in the rural areas.
18. The most memorable day was when I completed school, Dad and Grandma **was** no more.	18. The most memorable day was when I completed school, Dad and Grandma **were** no

19. Those that **does** that are not arrested by the police.

19. Those that **do** that are not arrested by the police.

20. The president has also decided to build roads in the urban and rural areas to prevent all the road accidents that **has** been happening in the country.

20. The president has also decided to build roads in the urban and rural areas to prevent all the road accidents that **have** been happening in the country.

21. Mr. Owusu **do** not attend school on Tuesdays.

21. Mr. Owusu **does** not attend school on Tuesdays.

22. He **teach** the children very well.

22. He **teaches** the children very well.

23. My school **do** not play volleyball because it is found in a deprived area.

23. My school **does** not play volleyball because it is found in a deprived area.

24. The thieves **tries** to steal **everyday**.

24. The thieves **try** to steal **every day.**

25. Students who **takes** their studies serious will benefit from the class.

25. Students who **take** their studies serious will benefit from the class.
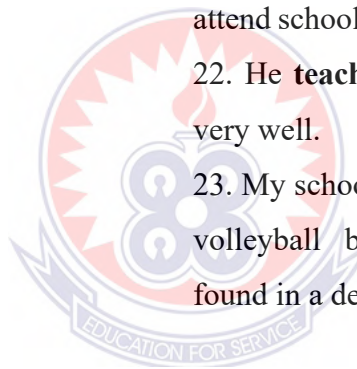
2.PROXIMITY CONCORD ERRORS	26. The man and the three boys **was** beating him.	26. The man and the three boys **were** beating him.
	27. Ama, bad friends **has** lead Kwadwo to behave that way.	27. Ama, bad friends **have** led Kwadwo to behave that way.
	28. Neither the boys nor Ama **have** left the house.	28. Neither the boys nor Ama **has** left the house.
	29. Neither the men nor Kofi **are** here.	29. Neither the men nor Kofi **is** here.
	30. Either the girl or boys **is** of good character.	30. Either the girl or boys **are** of good character.
	31.Neither Daniel nor his friends **attends** school in a deprived area.	31.Neither Daniel nor his friends **attend** school in a deprived area.
	32. Either my friend or I **are** attending the vacation classes.	32. Either my friend or I **is** attending the vacation classes.
3.NOTIONAL CONCORD	33.The school **are** tired of vacation classes.	33.The school **is** tired of vacation classes.
	34. The PTA executive committee **have** accepted the proposal.	34. The PTA executive committee **has** accepted the proposal.
	35. A majority of students **was** present when the man slapped the thief.	35. A majority of students **were** present when the man slapped the thief.

4.COORDINATED SUBJECT VERB CONCORD	36. **Drinking and smoking** of drivers **has** been causing road accidents.	36. **Drinking and smoking** of drivers **have** been causing road accidents.
	37. **Bad roads and poor maintenance culture is** another cause of road accidents in this country.	37. **Bad roads and poor maintenance culture are** other causes of road accidents in this country.
	38.**The family of Owusu and the newly married couple expresses** their appreciation for making this day memorable.	**38. The family of Owusu and the newly married couple express** their appreciation for making this day memorable.
	39**. My opponent and the school** at large **is** afraid of vacation classes.	39. My opponent and the school at large **are** afraid of vacation classes.
5.NOUN – PRONOUN CONCORD ERRORS	40. **The student** needs time to study whatever **we** could not understand during the lesson.	40. **The student** needs time to study whatever **he or she** could not understand during the lesson.
	41. Most students send **phones** to school during vacation classes, they remove **it** and start making calls.	41. Most students send **phones** to school during vacation classes, they remove **them** and start making calls.
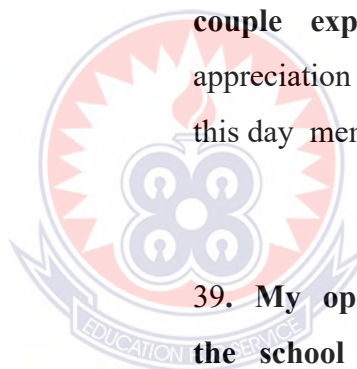
	42. All the **things** they gave her, she could not return **it**.	42. All the **things** they gave her, she could not return **them.**
	43. Mr. Danso gave **her** welcome address.	43. Mr. Danso gave **his** welcome address.
6.PLURAL INFLECTION CONCORD	44. Physics **have** been our major problem.	44. Physics **has** been our major problem.
	45. The news **have** already spread in the town that he is a thief.	45. The news **has** already spread in the town that he is a thief.
	46. Scissors **were** found in his bag	46.A pair of scissors **was** found in his bag
	47. Economics **are** one of the subjects we dislike most.	47. Economics **is** one of the subjects we dislike most.
7.INVERTED SUBJECT – VERB CONCORD ERRORS	48.There **is inadequate facilities** in these schools in the deprived communities.	48.There **are inadequate facilities** in these schools in the deprived communities.
	49. There **is many problems** in schools in deprived communities.	49. There **are many problems** in schools in deprived communities.
	50.Here **was these stubborn students** trying to steal the goats.	50.Here **were these stubborn students** trying to steal the goats.
8. DETERMINER –NOUN CONCORD ERRORS	51. All **this teachers** are organizing extra classes.	51. All **these teachers** are organizing extra

	classes.
52. I made my mind to achieve **this goals** before thinking of marriage.	52. I made my mind to achieve **these goals** before thinking of marriage.
53. **Most student** go home and spend their vacation without doing anything.	53. **Most students** go home and spend their vacation without doing anything.
54.I speak in favour of **these motion.**	54.I speak in favour of **this motion.**
55 Honourable Minister, the reason why 1 am writing **these letter…**	55 Honourable Minister, the reason why 1 am writing **this letter…**

Source: Field Work, 2019

4.4 Analysis of Written Scripts

It is clear that the most frequent concord error students made in their writing was on subject- verb concord. With grammatical concord, the subjects and verbs must agree with one another in number (singular or plural); if a subject (the performer of   the action) is singular, its verb (the word representing the action) must also be singular; if a subject is plural; its verb must also be plural. Most of the students failed to apply the rule on subject-verb concord in their expressions. For instance, in sentence (1) from the table, *'Vacation classes helps students to understand what they have learnt.'* In the sentence, the subject is a plural subject 'vacation classes' and it requires a plural verb 'help' to make it grammatically correct. It was realized that the students selected the verb 'helps' thereby making the sentence grammatically incorrect. Sentence (2) was analyzed the same way;

'She have not been attending classes.' In the sentence, 'She' is a singular subject hence, one should select the singular verb 'has' but most of the participants chose 'have'.

Apart from the subject-verb concord error discovered, the participants also committed proximity concord errors. The principle of proximity concord rule states that if one of the items joined is singular and the other is plural, the verb agrees with the item closest to it. '*Neither the boys nor Ama have left the house'*, is an example in sentence (28). The subject that is closest to the verb is a singular subject 'Ama'. The participants failed to select a singular verb to make the subject and the verb agree. Instead of selecting 'has' they selected 'have' making the expression incorrect. Notional concord errors were also discovered. This is due to the fact that participants failed to apply notional concord rule correctly. Brenner (2012) contends that notional concord means applying subject verb agreement rules according to the intended meaning rather than syntax. In view of this, the subject in sentence (34) *'The PTA executive committee have accepted the proposal'*. Here, the participant considered the PTA executive committee as a collection of different individual members and hence selected the verb 'have' but the idea put across shows that the subject is interpreted as singular or as a unit, hence notionally the appropriate verb form should be 'has'.

Coordinated subject verb concord errors were also identified. Leech and Svarvik (2002) explain that coordination is when equivalent units are linked by *and* or *but*. The rules that are applied using coordinated subjects include:

    a. When a subject comprises two or more nouns or noun phrases linked together by 'and', the verb is in the plural form.

b. When the coordinated subject refers to the same person or thing, a singular verb is used.

c. When the coordinated subjects are abstract nouns, the verb can either be singular \\or plural. The choice of a singular or a plural verb depends on how the speaker or writer regards the qualities in the subject, if they are seen as separate issues or qualities, a plural verb is used.

In sentence (37) *Bad roads and poor maintenance culture is another cause of road accidents in this country,* the student used the verb 'is' which means that *Bad roads and poor maintenance culture* refer to the same quality or issue. However, this is not true. *Bad roads and poor maintenance culture* refer to different issues, therefore the verb *'is'* must be *'are.'* If this change is effected, the words *another and cause* will change. *Another* is used as a determiner to refer to one or more person or thing of the same kind or of a different thing or person. Since *bad roads and poor maintenance culture* are plural, *other* should be used. *Cause* is a countable noun so it should be used in the plural, that is, it should have the –s plural inflection. The sentence will be:

Bad roads and poor maintenance culture are other causes of road accidents in this country.]][[

Noun –Pronoun concord errors were present in some of the written scripts. For a sentence to be grammatically correct, all its parts should agree with one another. When a pronoun is used to refer back to noun used, there must be agreement. Leech and Svartvik (2002) write that a pronoun which refers back to a singular noun phrase is in singular, and a pronoun which refers back to plural noun phrase is in plural. In sentence (42*), all the **things** they*

*gave her, she could not return **it**,* it is obvious that the use of 'it' which is a third person singular pronoun to refer to a plural noun 'things' renders the sentence ungrammatical. The appropriate pronoun should be plural 'them' instead of 'it'.

According to Quirk and Greenbaum (2008,181) personal pronouns in the third person must agree with their antecedents both in number and in gender.

In sentence (43) *Mr. Danso gave **her** welcome address* could mean that Mr. Danso gave someone else's welcome address. The rule of agreement between pronouns used to refer back to nouns were violated by some students. The correct sentence is:

Mr. *Danso gave his welcome address.*

Error of concord with (s) inflection was one of the errors identified in the written scripts of the students. Most of the students think that words that end with the inflection (s) are plural. Due to this, majority of them were tempted to select a plural verb to mark the concord in the expression. Sentence (44) ' *Physics have been our major problem'* is an example to show that the participants assumed that '*Physics'* was a plural subject hence they selected the verb 'have'. The subject 'Physics' is singular hence, it should take singular verb 'has' to make the sentence correct.

Few students made errors of inverted subject-verb concord. The inverted subject refers to the noun phrase that follows the verb. This noun phrase is the subject, hence if the noun phrase is singular, the verb should be singular and if the noun phrase is plural, the verb should be plural. In sentence (49), (*There is many problems in the schools in the deprived communities*), the noun phrase 'many problems' is in the plural form and a plural verb 'are' is required, instead the students wrongly selected the singular verb 'is'.

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Determiner-Noun concord errors were identified in some scripts. *This* and *that are* determiners that take both count and non- count nouns. With count nouns, **this and that** are used with only singular nouns. **These and those** form another class of determiners and they take count nouns that are in plural forms. These and those are never used with non-count nouns (Quirk and Greenbaum 2000). The participants could not apply the rules of classes of determiners and consequently produced such deviant constructions as seen in sentences 51 and 54 , 'teachers' is plural hence it should take 'these' as the determiner and 'motion' is singular hence it should take 'this.'

*All **this** teachers are organizing extra classes.*

*I speak in favour of **these** motion.*

Yankson (1994:21) explains that some West African learners of English fail to make the necessary phonetic distinction between these two vowel sounds [i:] and [I] and as a result they make phonological errors, that is , spelling-pronunciation errors. The correct versions of the above sentences are: *All these teachers are organizing extra classes.*

 I speak in favour of this motion.

4.4.1 Analysis of Data on Attitudes

This part of the research examined the attitudes of students of Kenyase SDA Senior High School towards grammar and English language in general.

Attitudes: An Overview

Learning a language is influenced by a variety of factors. Language attitudes are very important in the learning and acquisition of second language (Owu-Ewei and Edu Buandoh 2014). Attitude is a positive or negative sentiment, or mental state, that is learned and

organized through experience and that exercises a discrete influence on the affective and cognitive responses of an individual towards some other individual, object or event. It indicates the affective component and that it is both emotional and evaluative and shows the degree to which you like or dislike the object. Wenden (1991) opines that attitudes consist of three components:

1. Affect: which refers to the degree of like/ dislike the person has for the object;

2. Cognition: which refers to the person's knowledge about the attitudinal object; and

3. Behavioural: which is related to reactions and intentions regarding the object.

Presently, without English "there could not be full participation in the social, economic and political life in the urban societies that are emerging" (Owusu –Ansah and Torto 2013). The importance of attitudes in language learning and acquisition has been stressed by many researchers in various levels of education such as Sarfo (2010), Bani – Khaled (2014) and they all conclude that there are correlations between students' attitude towards the study of language and their corresponding performance; they consider attitude as the most important factor in second language learning. It also correlates with other affective factors.

For example, attitude plays a role in the formation of motivation toward language learning itself (Gardner and Lambert, 1972). They say that learners' motivation for language study would be determined by their attitude and readiness to identify and by his orientation to the whole process of learning a foreign language.

Surely, the degree of success in acquiring a second or foreign language (L2) is to a large extent determined by learners' individual differences such as aptitude, attitudes, and motivation. These remain an established fact in applied linguistic research (Baker ,2001; Gass & Selinker, 2001). Though undeniably psychological phenomena, these differences cannot be explained on purely mental grounds. The original impetus in L2 motivation research comes from the social psychology since learning the language of another community simply cannot be separated from the learners' social dispositions toward the speech community in question (Moiinvaziri, 2008). A student can be intragratively motivated if he/she is inspired to learn, willing to join the other language group and holds positive attitudes towards the learning process. (Masgoret and Gardner 2003). This is because an ESL/EFL learner's motivation in language learning is affected by his/her attitudes towards learning the language. Integrative motivation is a usual behaviour of someone who appreciates the target language community and studies the language for the reason of joining that community. Those integrative students should hold an internal motivation for learning the language (Gardner,1985).

The relation between motivation and attitude has been considered a prime concern in language learning research. Examining learners' attitude is very important for teachers especially in language teaching because attitude influences the effort that students expand to learn another language. Language teachers need a clearer understanding of attitude and attitude- change theory in order to address the problem of attitude and motivation in language acquisition stating that attitudes and motivation are crucial factors that help in determining the proficiency level of different learners.

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4.5 The Questionnaire

Figure 4.12 Backgrounds of Respondents
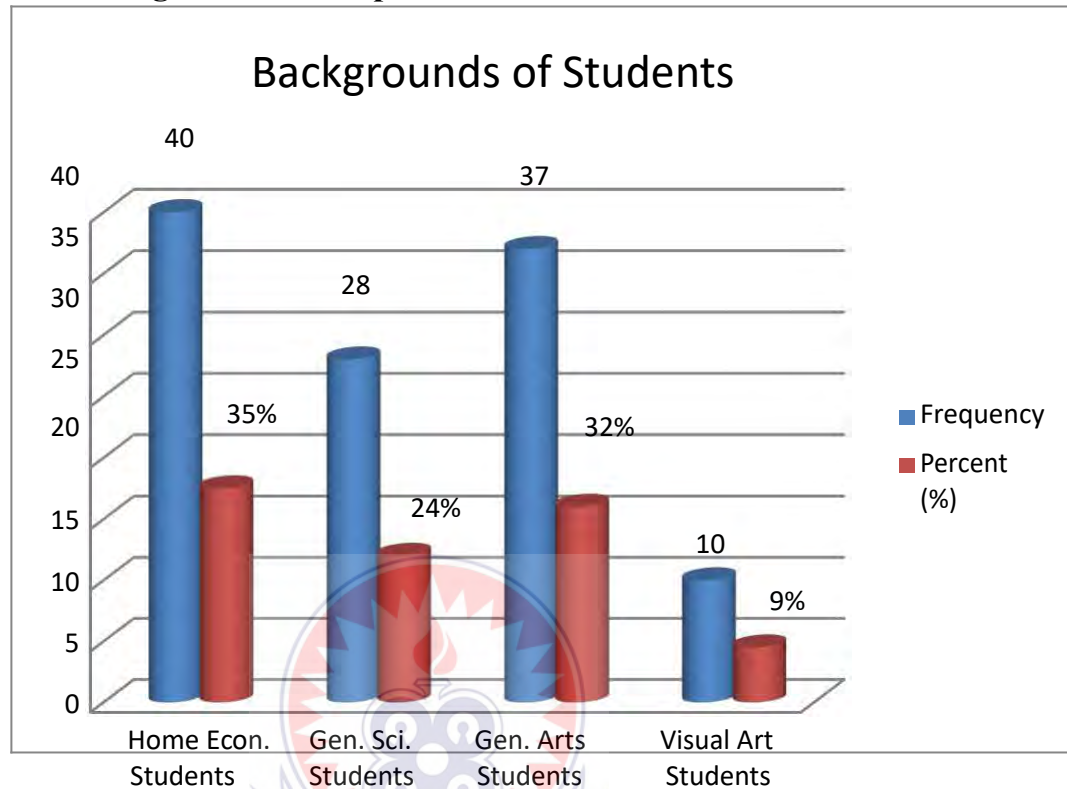
Source: Field Work, 2019

The administration of the questionnaires to the students of Kenyase SDA Senior High

School is to determine their attitudes to grammar as well as English language. A total of

one hundred and fifteen (115) students from four (4) different classes (3 sciences, 3

General Art , 3 Home Economics and 3Visual Art) were provided with questionnaires.

The majority of the students forming sixty percent (60%) of the population are between

the ages 16 and 17 while thirty-six percent (36%) falls between 18 and 20. Only four

percent (4%) of the students are above twenty (20) years. Ninety percent (90%) are

boarders while ten percent (10%) are day students.

Looking at the age range of the students, it can be construed that the students are mature to provide answers that reflect their true feelings to a large extent. Items on the questionnaire were read one after another to the respondents and they were guided on what was required of them to do. The questionnaire was designed to obtain responses on cognitive and affective domain with suggestions given on both the cognitive and affective domains, which students responded to. The following were some items on the questionnaire which were specific on the cognitive and affective domains:

COGNITIVE

    A. English language is very crucial in your academic work as a student.

    B. I can pass my exams in other subject areas without being proficient in English.

    C. Is it necessary to speak English with my friends/mates?

    D. I do not need English after school to function well in my career.

    AFFECTIVE

Some suggestions to elicit their feelings on English language, and grammar in particular were

    E. Which aspect of the English language do you like most?

    F. Why do you like the aspect you have chosen?

    G. If you have a choice which aspect would you not like to do and why?

    H. Do your teachers teach you concord?

Questions F and G were made open- ended so that the respondents could provide their own answers. The intention is to elicit information on how students use concord since that is the focus of this study.

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4.4.2 Responses on the Cognitive Domain

The table below shows responses given by the respondents reflecting their perception about the relevance/irrelevance of the English language. The letters are used to represent the questions on the table.

Table 4.3: Perception Chart

Question	Agree	Percentage %	Not Sure	Percentage %	Disagree	Percentage %	Total	Percentage %
A	82	71.3%	14	12.2%	19	16.5%	115	100%
B	21	18.3%	20	17.4%	74	64.3%	115	100%
C	22	19.1%		13.9%	77	67%	115	100%
D	9	7.8%	16	11.3%	93	80.9%	115	100%
			13					

Source: Field Work, 2019

4.6 Analysis of the Responses to Perception Chart Under the Cognitive Domain

From the table above, it is obvious that 71.3% of the respondents agreed that English is very crucial in their academic work as students, but 16.5% disagreed with the assertion. Only 12.2% of the respondents were not sure of whether English is important to them or not. However, 64.3% respondents disagreed with the assertion that a student could pass his examination without being proficient in English language while 18.3% of respondents agreed with the assertion. This implied that respondents agree it could not be possible to pass examinations without being good at English. Again, 17% respondents were not sure of which side they took. With the issue of necessity to speak English with their

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mate/friends, 67% respondents disagreed, and 19.1% respondents agreed to the assertion while 11.3% of the respondents were not sure.

Finally, 80.9% respondents disagreed to the suggestion that they would not need English to function well in their career; 7.8% respondents agreed while 11.3% respondents were uncertain.

From the analysis of the responses, it is apparent that the majority of the respondents know the significance of the English language in their academic pursuit. They agreed that English plays an important role in their lives as students. This is evident in the number of respondents that agreed on the suggestion provided. Even with the suggestion on the role of English in their career after school, the majority of them, not less than 84% respondents, disagreed with this suggestion given to them. This is a proof that they are aware of its importance. Therefore, it is expected that at least a good number of students at the second cycle especially in Kenyase SDA Senior High School would take English language seriously in school.

4.6.1 Responses on the Affective Domain

On this domain, the students were expected to indicate their feelings towards the English language by stating which aspect of the English language they like and why, and also, which aspect they would not like to do and why. Two of the questions were open- ended to give students the opportunity to express their feelings and also to check concord of their constructions since that is the focus of this study.

Table 4.3 Preference Chart

Aspect	Most Preferred	%	Least Preferred	%	Total	%
Comprehension	80	69.6%	35	30.4%	115	100%
Summary	55	47.8%	60	52.2%	115	100%
Composition	84	73%	31	27%	115	100%
Grammar	34	29.6%	81	70.4%	115	100%
Oral English	63	54.8%	52	45.2%	115	100%
Literature	60	52.2%	55	47.8%	115	100%

Source: Field Work, 2019

4.6.2 Analysis of the Responses to Preference Chart Under the Affective Domain

With the question on which aspect of the English language respondents like most, 69.6% respondents chose Comprehension, 47.8% chose Summary, 73% chose Composition, 29.6% chose Grammar, 54.8% chose Oral English and 52.2% chose Literature.

The other question which required the respondents to indicate which aspect of the language they would rather not do, 30.4% chose Comprehension, 52.2% chose Summary, 27% chose Composition, 70.4% chose Grammar, 45.2% chose Oral English and 47.8% chose Literature. With the question whether teachers teach concord, only 36 students representing 31% could recall that they were taught concord and 79 of the total number representing 68% said they were not taught.

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4.6.3 The Interviews

Interviews were also conducted to elicit more information about the attitudes of students toward English language especially grammar, and also to get information on how students use concord. In all, twenty-five (25) respondents were involved in the interview. Semi structured questions were used to allow the respondents express their feelings rather than being forced by pre-established lines of thinking developed by the researcher. The analysis of the interview revealed that 90% respondents were comfortable using the L1. Even though they found themselves in an environment which was a good opportunity for them to learn and use the English language, they were not inspired to use English language because that was the tradition they came to meet in the school. The students disclosed that when they were in the first year, they tried to use English in their daily conversation, but each time they attempted, their seniors would heckle them and sometimes punish or call them names because the seniors claimed it was an insult to them- why should they (seniors) ask questions in L1 and juniors reply in English. As a result of this, the juniors were discouraged and resorted to copying the seniors blindly. That was the reason for which a vast majority of students preferred using their L1 and they were happy with it.

The most disturbing aspect of the situation is that teachers who are to serve as role models to the students also engage students in the L1 and this includes the classroom setting sometimes. It is very clear that the environment has not challenged the students to use the English language and this has affected their performance. Already, the students are from environments where the local language is dominating and nobody seems to have anything to do with the target language; the school environment which is supposed to groom them has nothing positive to offer them, rather it worsens their plight by instilling negative

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attitudes in them against English language.

Again, some students have the perception that one does not have be proficient in English Language in order to be rated as "successful". They cited people like 'Akrobeto', 'Agya Koo', 'Kyeiwaa' , 'Kwadwo Nkansah Lil Wyn' etc as people who are unable to speak English but they have a lot of money as actors. The researcher corrected the misconception and encouraged the students to attach importance to the study of English Language. Most of the students of Kenyase S.D.A. S.H.S have relegated the personal study of English Language to the background. They think being successful in the language is automatic. This negative attitude affects their performance in both internal and external examinations. Besides, most of the students said that they do not see a direct link between the English Language topics learnt in the classroom and the English Language questions they write in examinations, as compared to the other subjects, where the topics they learn are directly seen in the exam questions they take. For instance, topics such as *Pollination, Energy, Acids* and *Bases*, etc. are directly seen in Integrated Science questions but it is difficult to find English questions requesting students to define pronouns, interjections, adverbs, etc. in examination. They see English questions as more of application of the various topics learnt in the classroom in examinations but in the other subjects, they see a direct replica of the topics they learn when taking their examination.

With the issue of grammar, it was noted that most of the students did not enjoy grammar lessons because they had perceived grammar to be difficult, some of them believe that English is not studied so they were not prepared to read and no matter what, when they sit in for the examination, they will pass, so they were only interested in their elective areas.

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The negative attitude of some teachers of English towards the teaching of grammar also made some learners not to enjoy English lessons. The students also agreed that they were taught concord but could not identify the types; they only mentioned subject verb agreement. This area too was not mastered well because the students were not ready to sit down to study and do revision on their own. It was also confirmed that students did not have relevant materials that would help them in their studies. Though some books were supplied to them, those books did not adequately treat the issue of concord.

On the question of what should be done to help them in their learning of English language especially, the students suggested that the approach some teachers use must be checked. In their opinion, "some teachers are interested in giving notes rather than explaining the concepts, and at the end of the lesson we do not understand anything". They equally claimed they were afraid to ask questions and suggested that relevant materials should be provided for them.

Again, it was revealed that students had serious problems with concord and as a result could not flow easily in their communication, some even suggested using the L1 to explain the point they were making during the interview. The students interviewed revealed that there were no recommended textbooks hence teachers were using different materials they could lay hands on to guide them in the teaching and learning process. Although there are a lot of books in the open market for students to use, most of these books are not useful to the students especially on concord. They contain little information on concord aspect of grammar, and some are even misleading. The students' inability to use the L2 has been affecting their performance in the school especially in the English language. This is the basis of the problems they face in concord aspect of grammar.

Again, the students revealed that, some teachers could be blamed for the student's negative attitude towards the L2 because they did not motivate their student's to learn and use the language. The teachers themselves communicated with the students in the L1, and sometimes to extent of using the L1 in the classroom. Students are mostly influenced by what they are taught by their teachers, so if teachers instill negative attitude in the students, it would be very difficult to transform such students because they would see nothing wrong with what they copy from their teachers

4.6.4 Discussion on   both Interview and Questionnaire Administration Findings and their Effects

They said, "Grammar is very complicated, it has cumbersome rules which are difficult to comprehend and therefore make grammar lesson become boring".

The researcher noticed that attitude and perception play significant roles in enabling learners to learn effectively. She also noticed that learner's motivation, the type of task at hand, cultural background and previous experiences are all contributive factors to the way learners behave and perceive learning strategies and their ability in maintaining higher levels of learning. In relation to learner cultural background and previous experiences, it was discovered that 99 of the respondents representing 86% lived among people who had nothing to do with English language, both home and school, the priority was therefore on the use of vernacular. One could have thought that the school environment (the boarding house) could have given the students a greater opportunity to change their perception about the language and become inspired to use English as they see others use it, but that was not the case here. The students appear to be resolute; they were rather influenced negatively as far as learning English is concerned. Regarding the records respondents made on teachers,

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it is noteworthy to state that, the teachers need to have a clear understanding of the language being taught and student beliefs. This must be taken into consideration particularly due to the fact that when students beliefs and performance do not match, they become frustrated and disappointed with the class and with themselves resulting in hindrance in the intake of materials. Therefore, it can be concluded that having positive or negative attitudes towards a certain language and the way learners perceive that language can exert considerable influence upon their performance on the language itself.

Furthermore, the students' lackadaisical and ambivalent attitudes about the study of English Language affect the image of the school. The school is a second - class school and most of the students are unable to make it to the next level in their academic pursuit because most of them are unable to the obtain A1's ,B2's and B 3's in English Language, hence they are deprived admission into the Medical Schools, Law Schools and other schools which require a single number aggregate as the cut-off point. Students should develop positive attitudes toward the study of English language. They should change their mindset that English language is automatic and it is more of speech subject than writing. Students should be prepared to show a higher level of commitment toward the study of the language and also revise their notes on concord regularly to avoid deviations associated with concord.

The study examined student's attitude towards English language and grammar in particular because attitude is the major determining factor to proficiency in language acquisition. It was revealed that attitude played a role in the poor performance of the students in grammar. This has affected the English language in general as well as the other areas of their

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academic work. It is necessary that further investigation is carried into this area to find suitable solution to what accounts for student's dislike for grammar as well as English language in general as a way of attempting to find an antidote to the problems that hinder our educational system.

One cannot blame the student's in this matter alone because it could be possible that teachers could not play their part well to ensure that students develop positive attitudes towards the acquisition of the L2. Or possibly, teaching of grammar lacks the innovation and effectiveness to generate motivation in the teaching and learning process. Lack of relevant textbooks and other teaching/learning materials contributed immensely to this problem as revealed by the interview. Any programme designed for students or people for learning needs some materials as a guide and if these are lacking, the programme becomes ineffective. This unfortunately is the case in our classrooms. Because the necessary materials to support teaching and learning are not there, both teachers and students experience the negative effect.

As a matter of fact, attitude is clearly an individual-driven trait but at least two external factors contribute to its development: environmental and pedagogic. The environmental factor includes social, culture, political and economic issues that shape the L2 educational milieu. The pedagogic factor refers to how interaction between teachers, learners and the learning situation develop positive or negative attitudes in the learner. Most of the scholars claim that L2 development is influenced by teacher's attitude more than parental or community wide attitudes. Therefore, teachers need to consider all they do to impact knowledge in the language classroom so that learners can benefit from the teaching and

learning process. A positive attitude helps the L2 learner to be more successful in the learning of the L2 Asinyor (2012) as cited in Boahema (2014:123) says the integrative and instrumental motivations drive learners in their learning process. Students should be motivated enough to study the target language with great interest.

4.7 Error Types Recorded

A number of factors account for the errors made by the respondents. Prominent among these factors are students' negative attitude towards the study of the English Language, students' inability to truly internalize the concord rules of English, inadequate scope of concord topics in the S.H.S syllabus and the manner teachers teach concord rules.

In the written script, there was error of grammatical concord. Students failed to match the subjects with the appropriate verbs. There were instances where they could not identify headwords in the noun phrases, which should match with the verbs. The errors recorded in the test included grammatical concord as a result of students' inability to identify noun heads. Notional concord, proximity concord, determiner noun concord, noun- pronoun concord, coordinated subject –verb concord, inverted subject concord errors were also identified. These problems noted were an indication that students did not understand the concept of concord. It was discovered that students used the verbs incorrectly.

4.8 Summary of Chapter

This section of the research presented an analysis of data collected for the study. The data included the response to the questionnaire administered to all the participants selected. The questionnaire was designed to find out the attitudes of the students to English language and grammar in particular. It was discovered that students had negative attitude towards English

language and this affected their use of the language as well as their general performance in school. Students written scripts were also studied to find out how they use concord and possibly the causes of their concord errors. Errors identified were analyzed and discussed. Again, a test was administered to all the hundred and fifteen (115) students selected to find out their knowledge of concord. It was designed by the researcher to elicit information on how students of KESDASS could identify the various forms of concord. The responses given by the respondents were tabulated to determine the frequency, as the high rate of incorrect responses selected by the students indicated the degree of difficulty student have in that aspect of concord.

Finally, interviews were conducted to extract information from students on their attitudes towards learning of English language, use of concord and difficulties in relation to concord as well as the usefulness of textbooks provided to them. The worrying issue is that there are a lot of irrelevant materials which do not have adequate information on grammar; hence there is the need for materials which cover the critical grammatical topics such as concord.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter discusses the summary of this research and draws conclusions on the language of the selected students particularly in grammar, the errors collected on concord as well as the interviews conducted. Finally, Recommendation are made in the area of the pedagogical implication of all the data analyzed and discussed by the researcher.

5.1 Summary of Aims and Objectives

The research ultimately aimed at analyzing concord errors among students of Kenyase SDA Senior High School in the Kwabre East Municipality of the Ashanti Region. The main objectives of the study sought to analyze the extent to which students commit concord errors in their written essays and find the reason why students continuously face problems with the observance rules governing grammatical concord. Results of the written scripts analyzed show that, students from Kenyase SDA SHS have serious problems with the use of concord and this has caused them to develop a negative attitude toward grammar, which in effect compels them to continuously commit concord errors in observance of governing grammatical concord.

5.1.2 Summary of the Findings in the In-Class Test Analysis and Written Essay Scripts

The researcher assessed all the scripts and analyzed them with the Corder's (1974) analysis model. It was discovered that students committed at least ten different types of errors, identifiable with the analysis model adopted. The researcher identified, among others, proximity concord errors, nouns with 's' inflection errors, grammatical concord errors, concord with relative pronoun errors, notional concord errors, compound subject naming only one person or thing error, quantity or amount recognition error, concord of person error, coordinated subject-verb agreement error and concord with inverted sentences error.

5.1.3 Summary of Findings from Questionnaire

From the responses obtained in the questionnaires, 60% of the population were between 16 and 17 years of age. Looking at this age range of the students, it can be construed that the students who responded to the questionnaires are mature to provide answers that reflect their true feelings to a large extent.

5.1.3.1 Summary of Responses in the Cognitive Domain

Majority of students agree that English Language is very crucial in their academic work as students. Again, majority of students indicated that they cannot pass in other subject areas without being proficient in English. However, a majority of the respondents disagree that it is necessary to speak English with their mates/friends and a majority of respondents also agree that they need English to function well in their career after school.

5.1.3.2 Summary of Responses in the Affective Domain

This aspect of the study intends to determine the attitudes of the students of KESDASS to

English language in general with particular regards to grammar. Even though some students, that is 29.6% respondents preferred grammar considering the fact that it is useful to them in terms of the language, majority of them never appreciated its importance, that is 70.4%. The 29.6% respondents saw grammar as an aspect they would like to study, but this number was less than half of the population which implied the majority perceived grammar to be very demanding and they preferred other aspects to grammar, for instance, they said they like comprehension because answers to comprehension questions are readily available in the passages.

From the evidence gathered from the responses in the questionnaire, it could be construed that most of the students find grammar of the English language difficult and would not like anything to do with grammar.

5.1.4 Summary of Findings from Interview

It was disclosed that an attempt by a first year student to speak English Language attracts heckling and punishment especially from the seniors. A majority of respondents came to school from communities where the speaking of Twi Language is dominant and one seldomly hears anyone speaking English Language, hence there is no motivation to speak English. Also, some teachers in the school who are to serve as role models rather speak Twi to the students. More so, some of the students have the perception that the success of an individual does not depend on their ability to speak English language. Instances they gave are the Kumawood actors who perform in Twi and are perceived of successful. Moreover, unlike the other subject areas where the students see what the topic they learn directly represented in their exams; English Language examination is more of the

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application of the entire aspect learnt. Some of the students also say that English Language is not studied like other subjects such as Social Studies, Government, History, etc. The negative attitude of some teachers of English towards the teaching of Grammar also made some students not to enjoy English lessons. Finally, the students agreed that they were taught Concord but they could not identify the various types of Concord.

5.2 Conclusion

The position occupied by English in Ghana and the pivotal role it plays in every facet of the life of the country can never be underplayed. To speak and write good English is rooted on the ability of the user to avoid derailment from the norms of the language. The mastery of the syntax of English demands close attention to the minutest details of the language. Nothing should be taken for granted. Every effort must be geared towards the promotion of standard English. Errors are not to be regarded as signs of failure but as an evidence that the learner is working his way towards the correct usage. An error in the use of English is an integral part of language learning process and a key to competence development in the language. Users of English must have positive attitude to errors and work towards the improvement of their performance in the language.

The study concluded that students of Kenyase SDA Senior High School commit concord errors in their speech and writings. Some of these concord errors are grammatical concord, proximity concord, notional concord, plural inflection concord, noun- pronoun concord, concord with inverted sentences, determiner-noun concord, concord of amount, fractions and measurement concord.

Nonetheless, it was revealed that the concord errors committed by Kenyase SDA Senior

High School seriously affect their communications. For instance, the subject matter in the written scripts collected was not adequately treated; there was transfer of their L1 (Akan) into the English language which resulted in the inappropriate use of the English Language, hence they lack confidence and competence in using the English Language in their communications. I found out that the students dislike grammar and due to that they lack grammatical skills, making them prone to concord errors and other grammatical errors. Teachers and students did not have prescribed books to enable them understand the rules in concord. It is therefore necessary that textbook writers and syllable developers include a teaching guide on the aspects of English especially on grammar, so that teachers would be able to deliver their grammar lessons well for students to understand and avoid errors in English Language.

5.3 Recommendations

The study recommends that curriculum designers put a great deal of thought into developing programmes which maintain students' interest and have achievable short-term goals. Instructors must encourage students and make the language learning process more motivational. The role of secondary school teachers in laying a strong foundation for the acquisition of proficiency in English cannot be undermined. There must be a deliberate effort to improve the standard of teachers of English Language, the teachers should be sent for regular in-service training, seminars and conferences. The syllabi for such programs must be structured in such a way that all the aspects of the training will keep the teachers abreast with the language. The teachers ought to subject themselves to frequent linguistic tests on the general principles of English grammar. They should listen and read good

literature. This is because in a language learning situation, adequate exposure to the language leads to efficient and effective use. Teachers must, therefore, be adequately equipped to face the challenges of teaching a dynamic language such as English.

The learner of English as a second language is at the centre of the learning activities. The role of the language teacher is to guide the learner to inculcate the basic language skills and acquire communicative competence under formal linguistic instruction. Coder (1973) explains that the goal of language teaching is to develop in the learners the knowledge and skills which enable them to play certain roles in another language community, to turn them into performers in the target language and give them a commutative competence.

To achieve the above, teachers must make efforts to be flexible in delivering their lessons. They should give sufficient attention to the teaching of the rules of concord in every class of secondary school. Structural drills are recommended if students are to master the compatibility of words in sentences. The different types of concord should not be taught in one lesson. The topics should be spread to different lesson periods except where they interlock. Teachers can assess the student's competence by giving a lot of exercises on lexis and structure, as well as essay writing. Essay writing would help students apply the rules of concord which they learnt in isolation. The result of the assessment would guide the teachers in the course of remedial teaching. Teachers of English must do well to understand the rules of concord and endeavour to explain the rules of concord with verbal dexterity in order for students to internalize the concept of concord and this will help them to decipher which concord rule may be applicable in a particular context. Teachers of English should have strong sense of responsibility towards the students they teach. Knowledge is for life,

hence teachers should not be only concerned with the success of their students in both internal and external examinations, but rather teachers should maintain a good relationship with their students. A positive teacher –student relationship contributes greatly to the academic well- being of the student.

The importance of grammar and the need for adequate knowledge of concord is the core of any language, and this plays a key role in any human communication. To be proficient in English, one needs to have full control over the issue of concord

Bearing in mind that the success of any learning depends largely on the learner's attitude towards what is learnt, a learner of English as a second language should be encouraged to develop a positive attitude toward the language. A positive attitude would raise a learner's level of motivation and consequently, their attainment of proficiency in the English language. Motivation could come through extensive reading. The onus of making the students voracious readers lie with parents and teachers. However, teachers should be wary of the recommended text because some of them are replete with grammatical errors. By reading books written by English Language experts, students would gradually acquire the rules that guide the syntax of the language. This, would eventually enhance their communicative competence. Learners should be made to recognize their incompetence on concord as a reflection of the general problem facing the use of English in the Ghanaian society with particular reference to secondary schools.

The curriculum designers ought to review their selection of English as Second Language learning tasks and give enough attention to concord. The topic concord must be given equal attention as the other grammatical topics, since in effect the topic concord appears in only

unit 2 of the whole SHS English syllabus. This would help to minimize overgeneralization of rules by learners, learning by analogy and wrong hypothecation which induce errors.

To help students achieve the desired competence, all the stakeholders of English education must be fully committed in the regard. Government, teachers, learners, curriculum designers, coordinators of education and parents must play their roles effectively.

5.4 Suggestions for Further Research

The researcher therefore recommend that linguistic errors committed by learners such as dangling modifiers, confusion in the use of homonyms, use of colloquial expressions in formal writing, wrong use of tenses, wrong use of adverbials, structural ambiguity and other related aberrations be singled out and given detailed attention in further research on error analysis. The exposure given to them would be of immense help in the English language pedagogy.

Further research work is also recommended on concord errors in English in other educational institutions. The research would create room for more discoveries of challenges faced by students on areas of concord and proffer possible remedies to the problem.

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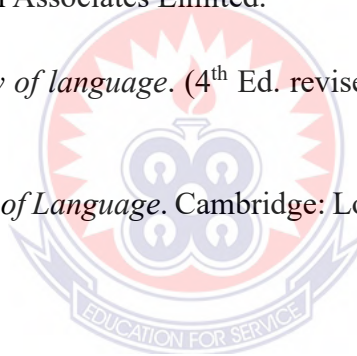
APPENDICES

SECTION A

(50 Marks)

*Answer one question **only** from this section*

All questions carry equal marks.

Your answer should be about 450 words long.

You are advised to spend about 50 minutes on this section.

Credit will be given for clarity of expression and orderly presentation of material.

1. You are the principal speaker in a debate on the topic "vacation classes should be abolished" Write your views for or against the motion.

2. Write an article for publication in one of your national newspapers expressing your views on "the need to reduce road accidents".

3. Write a letter to the minister of Education suggesting three ways of making public secondary schools in deprived communities more attractive to students.

4. As an eye witness, you were present when an angry crowd beat a suspected thief to death. Write your report to help the police in their investigations.

5. Write a story that ends with the expression; that was the most memorable day in my life.

TEST ITEMS

Underline the correct verb that best completes the subject(s) in the sentence.

Question 1: Either the chief or the elders (encourage/encourages) communal development

Question 2: Measles (is/are) a serious disease.

Question 3: The girl (cry/cries) for help.

Question 4: All the students who (study/ studies) English are brilliant.

Question 5: The choir (is/are) taking their chairs into the hall.

Question 6: The writer filmmaker (disagree and /disagrees) with Aku

Question 7: Three hundred Ghana Cedis (has/have) been donated to the soccer team.

Question 8: He (do/does) cook regularly.

Question 9: Kofi, together with the children (is/are) leaving home.

Question 10: Here (is / are) the sack of potatoes.
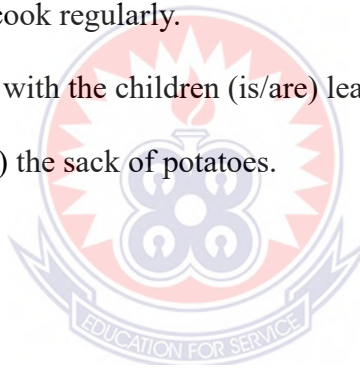
UNIVERSITY OF EDUCATION, WINNEBA

SCHOOL OF GRADUATE STUDIES

ENGLISH DEPARTMENT

AN ANALYSIS OF CONCORD ERRORS AMONG STUDENTS OF KENYASE SDA

SENIOR HIGH SCHOOL IN THE KWABRE EAST MUNICIPALITY OF THE

ASHANTI REGION

QUESTIONNAIRE

THE QUESTIONNAIRE HAS BEEN DESIGNED TO RESEARCH THE STATED

TOPIC. IT IS SOLELY FOR ACADEMIC PURPOSES. CONFIDENTIALITY IS

THEREFORE ASSURED IN ITS HIGHEST DEGREE FOR ANY INFORMATION

GIVEN FOR THE PURPOSE OF THIS STUDY. YOU ARE KINDLY REQUESTED TO

ANSWER THE QUESTIONS CONTAINED IN THIS QUESTIONNAIRE AS

FRANKLY AS POSSIBLE IN ORDER TO RENDER THE RESULTS OF THE

RESEARCH BOTH VALID AND RELIABLE.

INSTRUCTIONS

This questionnaire is made up of open and close ended questions. Circle the letter that

corresponds to the most suitable option for the close ended questions and write in the

space provided for the open ended questions, as frankly as you can.

What is your age?   ……………………………..

1. English language is very crucial in your academic work as a student.

    2. Agree

    3. Not Sure

    4. Disagree

2. I can pass my exams in other subject areas without being proficient in English.

    B. Agree

    C. Not Sure

    D. Disagree

3. It is necessary to speak English with my friends/mates

    A. Agree

    B. Not Sure

    C. Disagree

4. I do not need English after school to function well in my career.

    A. Agree

    B. Not Sure

    C. Disagree

5. Which aspect of the English language do you like most?

………………………………………………………………………………
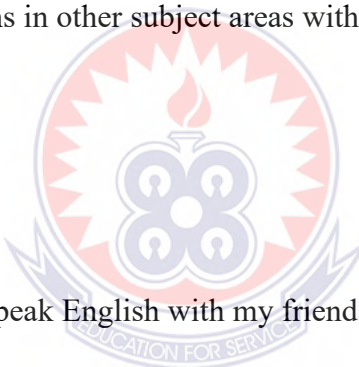
6. Why do you like the aspect you have chosen?

…………………………………………………………………………………………

…………………………………………………………………………

7. If you have a choice which aspect would you not like to do and why?

………………………………………………………………………………….

…………………………………………………………………………………….

…………………………………………………………………………………

8. Do your teachers teach you concord?

…………………………………………………………………………………

CONCLUDING REMARKS/COMMENTS

……………………………………………………………………………………………

……………………………………………………………………………………………

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SCHOOL OF GRADUATE STUDIES

ENGLISH DEPARTMENT

AN ANALYSIS OF CONCORD ERRORS AMONG STUDENTS OF KENYASE SDA

SENIOR HIGH SCHOOL IN THE KWABRE EAST MUNICIPALITY OF THE

ASHANTI REGION

INTERVIEW GUIDE

PREAMBLE

This interview is made up of open and close ended questions. The researcher is mandated to do everything possible to obtain responses as accurate as possible without the respondent feeling intimidated or otherwise. All responses were recorded with by the researcher for analysis.

5. What happens when as a first-year student you attempt to express yourself in English Language?

9. Is English Language spoken in the community from which you came to school?

    E. Yes

    F. No

    G. Not Sure

10. What is the dominant language spoken in the community from which you came to school?

11. Do your teachers communicate to you in English Language?

12. Why do you like the aspect you have chosen?

13. Do you think that success in life depends on your ability to speak English Language? Why?

14. How different do you see English Language and its examination from that of other subjects learnt at the SHS level?

15. Do you study English Language at home?

    A. Yes

    B. No

If No, why?

CONCLUDING REMARKS/COMMENTS

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

Write a letter to the minister of education suggestion three ways of making public secondary scohools in deprived communities more attractive to students.

The Minister .
Kenyasi S.DA SHS,
P. O. Box RY363
The Minister of Edu. Kumasi, P
P. O. Box 72   15th October, 2019.
Acera .

Dear Sir,

WAYS OF MAKING PUBLIC SECONARY SCHOOL IN DEPRIVED COMMUNITIES MURE ATTRACTIVE To STUDENTs

I have observed that students nowadays refuses to choose these schools found in deprive Communities. These students takes these school as a juke. As education students it is one important thing that one need in life. A schools in the deprived Communities are reited as schools that faces more problems than others schools Concerned citzen of the country. I have realized the problems schools in deprived areas are facing has become too much, which I therefore wants to tell tell you three problems of schools in the deprived areas and this Suggest possible ways of solving this problems.

First of all the schools lacks most of the required amenities. public secondary school is unattractive to student because most of them Lacks some Facities that Facilitate Leerning. The computer Laboratory do not contain enough Computers therefore, students and teacher finds it difficult when it comes to the learning of information and communication Technology. The dormitories is

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Question No...

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amenities. Training colleges (has) been built to train teachers when these teachers complete they do not want to teach. Others who are sent to school in these areas do not put in much effort in teaching They sometimes discriminates that because the school are in the rural areas, Teachers nowadays (hates) accept posting to these schools, Teachers who are Posted to these deprived schools reluctantly (stays in their various houses, without going to class to teach their students. and is causing great danger to student who graduate from these school. I suggest that, the Ghana Education Service would give certain form of incentive some teachers who (stays afar should be also given bungalows, also, qualified teachers gues) a very long way to improve the student standard of many weak students additional tuition and among others to teachers who are posted to such areas inorder to help motivate teachers posted to such deprived areas to accept the opportunity and give out their maximum best in training students in the school, which would cater for the problem that, The youth (gues to School but become unemployment after completion.

Thirdly, it has been observed that schools in these deprived areas are usually prone to engaging in examination malpractices for example, the result of some of school in deprived communities that I know is the worst candidates in the school tries to cheat (exams The sad aspect is that during the HASSCE examination these students try to cheat and when are they are caught their papers are concialed whilest their teachers responsible, stays in their various houses enjoying their monthly salaries. Since they most often feel inferior about themselves and do not pick their books

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also overcrowded and has come with a lot of disease. Some of the schools in the deprived communities have poly tank polytanks though, but water which they contain are unsafe for drinking. These happen, it does not attract students to attend public secondary schools. Some student can say my school do not play basketball because it is found in a deprived area and that is bad student tend to flee from the village to the cities to pursue proper studies. Lack of this facilities (makes) staying in this schools uneasy. The lack of these social amenities make the school boring. This make the teaching and learning of the schools ineffective. I suggests that amenities such as computer laboratories, provision of dormitories facilities, classrooms and libraries. A Library is where students go and research in other to get a broad knowledge about what the teachers has being in the classroom. The laboratory also help students understand some topics for students for studying would attract more people to also feel comfortable attending these school (Etc) Since organising vacation classes help both teachers and students to cover up all the topics they are supposed to cover before the WASSCE the school has teaching.

Secondly, employment (have) been a great challenges to graduates. Even if some people gets jobs like carpentry they are not respected in their communities to students to excell excel and prepare them well enough to fit in properly when they complete school and gain complyment as compared to secondary schools in the cities. People who are unemploye unemployed creates a lot of problems in the country. This is mostly due to the fact that our second cycle schools in the deprived areas lacks qualified teachers, classrooms and

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Very serious, student who are Lazy does not learn before exams. And has do in a long run, produced bad results for these student, if the government will not do something about this problem them all these schools has to be closed down. (ec) an alternative to learning and put in all their trust and hope in such practices. I would suggest that the ministry of education take a critical notice of these schools and provide scholarships and other incentives to students from these deprived areas secondary schools, and it would moltivate the students study hard and would help them in getting better results in their examination. To recapitulate, lack of qualified teachers, the abscence of putable water and the lack of classroom has made Schools in the deprived areas unattractive to student.

This are all my suggestions which I think will help to make secondary schools in deprived communities more attractive to students. I am optimistic that when these plausible suggestions of mine is taken into consideration students studying in public secondary schools in deprived areas will enjoy education.

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Question No. 3

Write on both sides of the paper

You are the Principal Speaker of a debate on the topic "Vacation Classes should be abolished" Write your views for or against the motion.

Mr Chairman, ladies and gentlemen, time-keepers, fellow students, and co-debators, how are you.

I know that my opponents will agree with me that; these students takes this school as a joke and they are always disobeying the rules. But I want you to know that, the students normally say that the school are tired of vacation classes. I know this is not true because the teachers are ready to teach. The PTA executive committee have accepted the proposal. The problem is the students themselves. They say either my friend or I are attending the vacation classes. They are not ready.

My people, I want you to know that you came to school alone, so one should not depends on his friends decision choices to learn for yourself.

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Vacation classes (helps) students
to understand what they have
learnt. It helps them to get
the opportunity to learn extra
So that they can understand
the things they did not understand
nd in the normal class.
I know that students who takes
their studies serious will
benefit from the class.
Infact, the student needs time
to study whatever (wie) could
not understand during the lesson.
Again, the vacation classes
will be helpful because
there (is) alot of topics in
the various subjects which we
have not even learnt
half of them from the
syllabus. This will give us
the opportunity to learn more.
All this teachers are organizing
extra classes so that they can
help us.
Most student go home and
spend their vacation without
doing anything.
I know my opponants will
agree that it is necessary to
organise the vacation classes so
I strongly (speaks) against the
motion that vacation classes
should be abolished.

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Question No:..
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Write a story that end with express that was the most memorable day in my life.

There is a saying which goes "two good heads are better than one", truely I should have listed listened to my parents and friends concerning my life sot sometime ago.

Once upon a time in my life, I was nominated as church elder at my former church Atongo S.D.A in the Eastern Region. Initially, I rejected the appointment because of the behaviour some church members have involved themselves into but from the advices given to me by Pastors and some elderly people I took the mantle to be the church elder.

The reason I decided to rejects was, the involvement of the youth in bad practises such as alcholism, drug abuse and fornication. The elderly women and men also dressed shabby which was not in accordance with the church principles for the youth to emulate. The people in charge of other lead treasury department were misusing the church monies.

My parents knew these problems so they kept on advising me to be very careful because they knew what I would go through. I decided to do it my own ways instead of inviting God to come and take control over everything.

I held a spiritual week emphasis for the church to reformed and revived them in other for them to come out from their bad practices. During the weekly programme, I was informed by my wife,

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column

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the plans from the youth and treasury department
towards me because I have spoken about misusing
of funds, fornication and some behaviours in the
church but ~~let~~ I refused to take my wife seriously.
After the weekly programme, I ~~were~~ tempted by
some elders in the church concerning the amount I
have spent. From their views, the ~~monee~~ money I
spent on food alone have brought financial
loss to the church. This message was given to
the congregation just to disgrace my reputation.
My friends and parents approached me to
reseigned from my duty but I thought that I
could settle this issue and moved on with the
work of God.
One evening, I had a conversation with my
wife about a dream she had about me. She
told me some ladies insulted me and planning to
~~dige~~ disgrace me and ~~go ahead to killed me m~~ kill
me. In her dream I was arrested by the police. My
wife pleaded and cried asking, to ~~resig~~ reseigned
from my duty as an elder ~~of~~ the church.
The next day after our conversation, I was
at my office when two ladies came to me for
consultation. They told me their problems and
sought my help to pray for them. As soon as I
started the prayers, these two ladies shouted,
crying and making noise of rape. The ladies torns
their dresses and when people arrived at my office
they suspected that I have raped them.
Investigation was conducted by the Police force
and my church and after two months of

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investigation I was proved innocent. The ladies told the church members latter on that, they planned for it together with some elders in the church just to disgrace my dignity but now they have + repented?

Three months after the announcement that I am innocent to the church; three Pastors came, to me and asked me to be the church elder again so that I would lead them to christ but I narrated my story to them. ~~One Pastor grouse from his chair and said~~ for all what ~~you~~ have gone through ~~wont~~ will be "the most memorable day in my life".

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Question No:...... 2

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(You) are the Principal of a Speaker of a debate on the topic (vacation classes should be abolished) write your views for or against the motion.

(Mr. Chairman, Panel of Judges, accurate time, keeper, Ladies and Gentlemen, Invited Guests, Co-debaters and my fellow students I greet you all. I Afful Grace Osei a proud student of Kenyasi Senior High School Stand for the motion before the house that"

" Instead of abolishing vacation classes, we should (support the vacation this classes to develop, being fully convinced that at the end of my submission, I will have everyone here to to my side Indeed, It is a fact that most of the student do not take their vacation classes serious but I stand in to say that vacation has classes (has) help most of the student to achive their aim or have gotten to the top of their life level.

Mr. Chairman, It is very true that (student) who do not take their studies serious sometime use vacation classes as an opportunity to (studies very hard because they know that, their (parent) are paying much money to it. Some also use this opportuinity to studies time, as their life because they use their own money to pay for the classes.

Ladies and Gentlement, again, it is a fact that many of our (parent) are finding it difficult to pay for the classes but if the government Involves himseff in it they will then see the benefit of the vacation classes. Mr. Chair Chairman, I therefore want to add more point to my words, that is when school resum student Vacate from school, they find it very difficult to contiune their learning fearning in the house, for that reason when said School resume each student find it difficult to difficult to remember what they have learn. Mr. chairman I once again want to aski my co-debaters that have they ever try to find out the benefit behind vacation classes. any one I think they have not

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But I tell you any one who took his or her vacation classes serious will never regrets it in his or her life.

Mr. Chair, panel of Judges, accurate time keeper ladies and Gentlemen I therefor stand to say that it is very sad when a student is writting her/his final examination and do not have any Idea about the question Infront of her or dont even know where and how to start and where to end but with the help of vacation classes many of us will knows how to start and where to end. Mr. Chair "I am saying this because my co-debaters know that most of the schools are able to finish all the syllabus. And some help from the teacher during vacation classes, some time teachers do not come to class but I proudly stand to say that with the vacation classes attach to the normal classes teachers may be able to go further to most of the topic.

Mr. Chair, I can confidently say that education is one of the most important thing in every one life. This is some thing that no one can dispute. To put it more simply, education is weath. The import of this statement is that we can joke with every thing but we can not do the same with our education. No matter what one does and no matter the high life of people in the nation, without excellent and widespread quality education, we would be found wanting. Why? Just ask your selves what benefit one gets from acquiring the best in life only for one to be unable to access a particular education? my co-debaters you must any answer this questions by yourselves. only my component do you know that it is only a full who never care about his education. dont be like one of the fulls who never care about the good things in life. It is a way beyond one's means to access a particular education! Ladies and Gentlemen, should be the consideration over given a choice in vacation classes been

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abolished. Mr. Chairman, Panel of Judges accurate time keeper

I rest my case. Thank you.

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Thank you.

As an eye witness, you were present when an angry crowd beat a suspected thief to death. Write your report to help the police in their investigations.

Mr police, this is my report I am about to brings on board to make your work easier when it comes to investigation of the guy who was been beaten to death.

Firstly, I was in a car when this happened. I came out of the car that I was sitting in to make the crowd stop beating the guy but I couldnot make it. I saw the guy Leading toward the bus station. I heared the guy saying I'm not a thief but the crowed turned a deaf ear to him. Some of them started throwing stones on him. I didnot knows what to do because that was my first time seeing such an act in the town so I was shocked. They were able to grap him with the help of a man who was popularly known as "Kotritroog". This man is a giant an when the guy saw him he tried to change his way but he couldnot. They giant man hold a chain facing the guy. The chain was a Type of chain which is used to tie tiger act down trees like the timber and the other kinds of trees in our country.

Secondly, I was afraid of how the giant was behaving because, the threw the chain and it almust hit someone who was just passing by. They giant was also having a hammer with his so he threw it and it hit the leg of the guy so he couldnot move. The crowd graped him and started beating him with wood and some from form of metals. The guy was begging but no one mined him. The crowd even brought tires and petrol all, together that, they are ping to burn him up but the giant stoped them and said the need the body lying so the

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stoped so. Those who where having spare parts of cars came with it and also started beating him up like how the other people started with. The was was Tired and also Couldnot even walk a gain. The was suffering because blood was all over his white shirt which means he was all over (been) hurt very much.

Also, the guy Shouted and said to the crowd, God is the only one who knows the truth so this told me that it meants the it was a suspect. But they still didnot mind him. They used blocks to hit his head and all that I heard was "OH GOD!" I started crying from there and I said God have mercy upon those who did that. They Continued throwing stones and woods and also metals as well. I didnot hear the guy speaking again and they all left the body out when it was around 1.00 pm in the afternoon. This is all that I can talk about to help your Investigation become so simple and easier.

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O — 04½
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