

Usage of Wrong Construction

Examples WRONG CONSTRUCTION	CORRECT CONSTRUCTION
Energy crisis are unstable situation in the economic of the nation.	Energy crisis creates an unstable situation in the country and affects the economy of the nation.
This will constitute people to petronise commodities which will help them sustain power for effective work.	This will motivate people to patronize commodities produced by industries which will help the industries to sustain power production for effective work.
Due to the flatuations in our daily lives has lead unemployment because the production sectors produce less.	Fluctuations in the energy sector have led to unemployment because the production sectors produce less.
However, there have been an increase in crime rate in the country where most people have doubt themselves in criminal activities like armed robbery, bribery during the night and many more.	Moreover, there has been an increase in crime rate in the country because most people involve themselves in criminal activities like armed robbery, bribery and others.
Our industries pay extral cost in other to produce what they used to produced.	Our industries pay extra money for energy in order to produce the amount they always produce.
In the hospitals, energy needed for surgical activity is taken place and even keeping of records for reference and many others which therefore lead to many prominent death situations could be control.	In the hospitals, energy which is needed for surgeries and records keeping is unavailable and this causes deaths of many prominent people which could be controlled.

In the first example, “Energy crisis are unstable situation in the economic of the nation”, the student had an intention of describing energy supply in the country as an unstable situation which is affecting the economy. The wrong placement of ‘unstable situation’ near energy crisis has created that ambiguity and misunderstanding of the idea the student wanted to carry across. This error is characterized by wrong placement and wrong spelling resulting in a wrong construction.

With the construction “This will constitute people to patronize commodities which will help them sustain power for effective work”, the error created is as a result of wrong

spelling of “patronize” and wrong use of “constitute” and the ambiguity of the pronoun “them” which is difficult to connect as to whether it refers to the commodities or the people. Additionally, the arrangement of the words “which will help them sustain power for effective work” creates a challenge in the proper understanding of the construction. The third example is an accumulation of spelling and tense errors and an incoherent phrase resulting in a meaningless construction. “Due to the flatuation in our daily lives has lead unemployment because the production sectors produce less” presents an incomprehensible expression thereby posing a communication gap. The student spelt “flatuation” in that form owing to his mode of pronunciation of the word. His choice of a wrong tense “lead” contributes to the wrong construction. There are omissions of certain words from the sentence and this makes understanding of the sentence quite challenging. Aside spelling errors of “extral” and “produced”, the construction has a tense error “produced” and omission of words which all together contributes to the wrong construction. The student has an idea he wants to put across, however, it was not graphically done right.

The last example is a blend of wrong word used “surgical activity”, wrong tense “taken”, “lead”, and “control” and the amalgamation of words which create a wrong construction.

4.6 Wrong Word

The wrong word used by students is primarily caused by the mode of pronunciation these students develop. Phonologically, the sounds one hears acts as a basis for which one pronounces the words and invariably, the written form. Clark et al (2007) describes phonological analysis as the conscious and predetermined use of sound to encode meaning in any language that is spoken by humans. These students make use of the sound that is available to them and that results in the omission of some letters.

Wrong Word

Wrong Word	Correct Word
The number of <u>good</u> sold	Goods
The Suame sub-metro is <u>found</u> of	Fond
So I will <u>edge</u> you to	Urge
To enable me access the <u>extend</u>	Extent
<u>Aircondition</u>	Air conditioner
This delay is leading to the <u>lost</u> of customers	This delay is leading to the loss of customers

At a cursory glance, the wrong words “good”, “found”, “edge”, “extend”, “aircondition” and “lost” used by the students connotes the idea that the students use these words primarily owing to the kind of pronunciation they constantly hear which they associate the words with.

PEDAGOGICAL IMPLICATIONS

Error Analysis acts as a strong catalyst in relation to remedial teaching and provides support for it (Sharma 1980). It enables the preparation of remedial exercises and helps teachers, syllabus designers, textbook writers and educationists to pay more attention to the challenging areas learners of language have. The identification of the problem areas is a step to finding solutions to learning challenges and finding ways to augment what is already known.

This study has implications for teaching English in technical universities. Most students lack spelling skills and this inhibits their progress in written communication. Their challenges include errors ranging from double and single letter error, omission of letters in words and their inability to pronounce words correctly which therefore result in wrong spelling. Teachers of English should aim at strengthening the teaching of English which would enhance the communicative

skills of students. More dictation exercises should often be given to them and they should be encouraged to constantly read informative materials and story books. In the same vein, teachers should be urged to sharpen their teaching methods to involve more activities that would promote remedial teaching for 'handicapped students'. To a large extent, when teachers and students work together, it would go a long way to minimize the errors in communication of students.

CONCLUSION

This paper sought to identify the systematic errors committed by students of Kumasi Technical University students and this analysis would act as a guide for remedial teaching. The errors identified and analyzed were based on Coder's (1967) prescription for error analysis. In all, 967 errors were identified which were categorized under Spelling, Concord, Tense, Wrong Word, Punctuation, Wrong Construction. From the study, it became evident that spelling errors carried a percentage of 42.4 which was the highest with the wrong word used by students as the lowest percentage of 5.6. These descriptions could serve as a catalyst for other researchers to delve deeper into remedial measures in order to minimize language errors.

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