



## **Error Patterns in the English of Technical University Students: The Case of Kumasi Technical University**

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### **Abstract**

In the last four decades, researchers have shown considerable interest in investigating specific errors made by second language learners of English. This paper sought to investigate systematic errors in the written English of students of Kumasi Technical University in Ghana. The data for the study were made up of 1208 essays from students' examination scripts from three academic departments. In all, 946 errors were identified and categorized into six major types including spelling, tense, concord, apostrophe and capitalization, wrong construction and wrong word. Of these, spelling recorded the highest frequency of errors (42.2%) with wrong word constituting the least (5.6%). The findings indicate that students of Kumasi Technical University still grapple with problems of usage. Accordingly, it is recommended that irrespective of the core mandate of Technical Universities to give hands-on training to their students, the teaching of Communication Skills should be intensified to sharpen students' oral and written language.

**Keywords:** Errors, error analysis, mother-tongue, language interference

## 1.0 Introduction

In so far as Ghana has adopted English as its official language, it is the medium of instruction in Ghanaian schools, from the basic to the tertiary level. Pre-tertiary education in Ghana spans a period of twelve years. Thus before entering a tertiary institution, the student must have been exposed to the English Language for twelve years, and at least a pass in it is a requirement for gaining admission into tertiary institutions, regardless of the programme the student is going to pursue. Since students of Technical Universities are not exempted from this English Language requirement for their admission, it is assumed their spoken and written English can be compared favourably with their compatriots in other traditional universities. Just as students of other traditional universities are taught Communication Skills and other English Language related courses during the course of their training, students in the technical universities are also taught same. This is to enable them to improve their communication skills as a tool of expression in the performance of their jobs as technocrats, after school. Technocrats who can combine their know-how and expertise effectively with oral and written communication skills are appreciated and preferred.

However, it is rather unfortunate that a good number of students in Technical Universities have biases towards the study of English during their training because peers often tell them that since their programmes are practical-oriented, they do not really need strong communication skills on the job market. Nobody disputes the fact that technical and vocational education, which is the focus of Technical Universities, gives students hands-on training. However, we must not disregard the fact that this hands-on training is not carried out in “machine language”. In the Ghanaian context, the interaction between the instructor or lecturer and the student in the classroom, laboratory or workshop is carried out in the English language: books and other

technical and vocational literature are written in English, not ignoring research findings which are also presented in English. It is therefore an undisputed fact that the role of English in the technical and vocational enterprise cannot be trivialized. As teachers of Communication Skills at Kumasi Technical University, Ghana, our utmost concern in this paper is to assess the English of students of Kumasi Technical University. This assessment is predicated on their knowledge and use of grammatical categories as reflected in their written communication. To this end, the question that guides the study is, “Which errors can be identified as systematic in the written language of Kumasi Technical University Students?” It is hoped that such a study may guide language teachers in other Technical Universities in Ghana and elsewhere to design remedial exercises for the improvement of proficiency levels of their students.

## **2.0 Related Literature**

### **2.1. What is Error Analysis (EA)?**

Error Analysis is an effective tool in diagnosing specific error types within a language. It is no wonder many researchers have delved into the definition and explanation of what error analysis is and the purposes it serves in the language development of the second language learner. EA, according to James (2001), refers to the study of linguistic ignorance, the investigation of what people do not know and how they attempt to cope with their ignorance. For Sarmaha (2003), EA can be viewed as a type of linguistic analysis that focuses on errors committed by learners. Coder (1974) observes that “A learner’s errors ... provide evidence of the system of the language that he or she is using (i.e., has learned) at a particular point in the course (and it must be repeated that he is using some system), although it is not yet the right system”.

EA emerged in the 1960's to reflect the fact that the errors L2 learners make are not always due to the learner's native language but could be attributed to other complex factors. Coder (1974)

is accredited to be the first linguist who made major claims about the importance of studying learners' errors as they learn a second language. This was a reaction to Contrastive Analysis (CA) theory in the 1970s. CA argues that learners' errors in a second language could be traceable to L1 interference. Its main focus is comparing two or more languages or subsystems of languages so as to determine the differences and commonalities between them (Fisiak, 1981). In contrast, the main focus of EA is the comparison between the errors committed in the learning of the target language and the target language itself (Khansir, 2012). The EA model helps to prove the assertion that the quality of second language instruction and the strategies used in communication could result in L2 errors. Sawalmeh (2013) and Khanom (2014) both agree that EA is very vital in the language teaching pedagogy which will help teachers identify the sources of learners' errors and the remedial measures to be taken, in order that learners achieve language competence. Similarly, Olasehinde (2002) argues that it is inevitable for learners to make errors as those errors are an essential part of the learning curve. A supporting view by Stark (2001, p19) is that errors are normal and inevitable features of learning since they constitute an essential condition necessary for learning a language.

## 2.2. Difference between Errors and Mistakes

Since learners in a second language situation may not use it with the fluency and competence of the native speaker (Richards, 1971), it is pertinent to categorize the errors in terms of their systematicity. Richards (1971) categorizes the errors into performance errors and competence errors. According to him, performance errors which are sporadic may be due to fatigue and memory limitations and the like. Competence errors which are systematic indicate either “the transitional stage in the development of a grammatical rule or in the final stage of the speaker’s knowledge” (p.24). It could be inferred from Richards’ categorization that performance errors could be described as mistakes while competence errors are the actual errors. This distinction in mistakes and errors is acknowledged by several linguists. For example, Ellis (1994) considers the frequency at which errors occur as the basis for distinguishing between mistakes and errors. He observes that mistakes are errors which occur at a rather low frequency while those which have a high frequency are branded as systematic errors. Additionally, Vahdatineyad (2008) makes a distinction between errors and mistakes. He describes mistakes as lapses. He argues that native speakers produce lapses and the correction can be done by them. Often, the correction is done on the spot unlike applying remedial measures which are necessary for effecting correction of errors. Keshavarz (2012) on his part asserts that errors are governed by rules and systematic while mistakes are deviations which are random and not related to any system. Corder (1981) on his part opines that a mistake can be self-corrected while an error cannot. It can be deduced from the various views on the distinction between mistakes and errors that mistakes are attributable to lapses such as tiredness, memory limitation, nervousness, slip of tongue, and could be corrected when the speaker’s attention is drawn to them. Errors on the hand may be due to lack of knowledge in a grammatical rule, poor instructional techniques and many others.

### **2.3. Importance of EA**

The importance of EA in an L2 learning situation has been stressed by various scholars. Khansir (2012) stresses that EA enables teachers, textbook writers and syllabus designers to know the problem areas of students. Again, EA can be used as a basis to conduct remedial exercises that focus on trouble spots. Then it provides information about the linguistic development of the learner. Corder (1967) shares similar views: for teachers, the errors serve as a clue to determine the progress of the students; for researchers, it provides evidence as to how language is acquired or learned and for learners themselves, it gives them the resources which will facilitate their learning. Sercombe (2000) equally confirms the views of Khansir and Corder. He postulates that EA serves three purposes. The first is that EA helps to find out the level of language proficiency a learner has reached. Secondly, information about common difficulties in language learning is obtained. Finally, it helps to find out how people learn a language. Vahdatinejad (2008) also adds up by suggesting that EA can be used to find out what a learner still needs to be taught. The importance of EA could be summarized as follows: it can be used to diagnose and analyse learners' errors; it enables stakeholders in the language learning enterprise to fashion out remedial exercises to help learners; it also enables learners themselves to examine their competence in learning a particular language.

### **2.4 Some Empirical Studies**

The importance of errors in a second language learning situation has prompted investigations into error types made by second language learners of English. Mireku Gyimah (2014) examined errors in the written English of final year students of the University of Mines and Technology in

Ghana and found out that there were as many as 216 faulty sentences constituting 42.6% out of a total number of 716 sentences. The paper identified wrong register as the most pervasive in the nine error types analyzed. A similar study by Krishnasamy (2015) on 28 Diploma ESL students identified seven types of grammatical errors which included tenses, gerunds, adjectives, nouns, verbs, subjective- verb agreement and prepositions. However, the three most prevalent errors were found in tenses, subject- verb agreement and verbs. A study by Sarfraz (2011) also examined the errors committed by 50 under-graduate Pakistani students in their written essays. The findings revealed that a greater majority of errors the students made stemmed from the learners' inter-language process and mother- tongue interference. Likewise, Ratmah (2013) in his study investigated the sources and causes of errors on tense usage in translating Indonesian into English. The subjects were students of Tour and Travel Department (Makassar Tourism Academy, Tanjung Bunga, Indonesia). Errors of omission, errors of selection and errors of adding on particularly in using verb, time signals and the use of auxiliary verbs were the types of errors the students made in tense usages. L1 interference was identified as one of the major causes of the errors committed by the students. The interference created intra-lingual and inter-language errors. Another study by Ciesielkiewicz (2015) examined error types made by Spanish students of Bachillerato in ESL. Out of the ten error types identified, there was a preponderance of grammar syntax and spelling mistakes. Similarly, a study by Dadzie and Bosiwah (2015) investigated spelling errors among Junior High School (JHS) students in some selected schools in the Cape Coast Metropolis in the Central Region of Ghana. Sixty participants made up of 30 males and 30 females were used in the research to establish the correlation between gender and performance in English. The results indicated that boys are better at spelling than their female counterparts. It has also been found that Arabic speaking learners of English at the Preparatory

Year Program at University of Ha'il grappled mostly with verb tense errors and L1 interference alongside eight other error types (Sawalmeh, 2013). A similar study was conducted by Ngangbon (2016) on native Arabic speaking students of Mutah University to investigate syntactic problems persistent in the written language of 60 freshmen English language class. The study identified 15 categories of errors most of which are attributable to L1 interference. Other types of errors included sentence fragment, overuse, lack of grammatical knowledge and developmental errors. L1 or mother-tongue intrusion seems to be a major handicap learners of L2 have. This is supported by Owu-Ewie and Lomotey (2016) who posit that though the L1 use in the L2 classroom is of a facilitative purpose, it is of no doubt that L1 interference is one of the several sources of errors learners make in the learning of the L2. (Krashen, 1988 as cited by Owu-Ewie & Lomotey). This assertion by Owu-Ewie and Lomotey stems from a study they undertook which focused on 90 essays written by 16 final year students of three JHS in Ghana. Most of the findings were transliteration, omissions, wrong word use; L1 induced spelling errors and wrong pronoun use.

Surfraz (2011) and Abi Samra (2003) are of the view that errors made by most students stem from mother-tongue interference and transfer errors from the native language. Additionally, Abi Samra (2003) using samples of written work from 10 students in grade 9 classified the errors into five categories as grammatical, semantics, syntactic, vocabulary and discourse errors. One-third of the students' errors were transfer errors made from the native language and the highest number of errors was in the categories of semantics and vocabulary. The analysis made so far attest to the fact that most of the students' errors could be due to language transfer.

A careful examination of the afore-mentioned studies reveals a preponderance of L1 or mother-tongue interference in the English of most students. A greater number of students have



challenges shifting from the rules that govern their mother tongues to adapting to the rules that govern the usage of English Language. Additionally, verb tense errors and subject- verb errors are the next pervasive errors students commit. Pedagogically, these revelations are of paramount benefit to academics who are the pivots of transferring knowledge to learners.

### **3.0 Methodology**

This is a case study involving students of Kumasi Technical University, Ghana. In the study, we used purposive sampling to select examination scripts of students from three courses namely; Communication Skills, African Studies and Law. These courses were selected based on the fact that they are core courses, and for that matter every student, regardless of the programme being studied, offers them. Again, these core courses demand continuous writing rather than calculation. The study largely adopted a quantitative approach in the analysis. This was to enable us to calculate the error density of the various linguistic categories. The quantitative approach was however supported by qualitative interpretation to explain the underlying causative factors of the errors students committed. In all, a total of 1208 examination scripts were sampled. There were 598 first year students' scripts and 610 second year students' scripts. It is important to state that the selection of examination scripts from two year groups or levels was not to compare which year group or level committed more errors. On the contrary, we were of the opinion that selecting examination scripts from the two year groups would be fairly representative. This is because the Higher National Diploma (HND) is a three-year programme.

COURSE	FIRST YEAR	SECOND YEAR
Communication Skills	210	212
African Studies	198	200
Law	190	198
TOTAL	598	610

Even though the scripts had already been marked by the various course lecturers, they were read thoroughly again for the purpose of identifying errors. The errors were again cross-checked and manually counted for their frequency of occurrence and categorized according to Coder's (1967) prescription for error analysis. This includes collecting sample errors, identifying the errors and describing the errors. In all, 946 errors were identified and categorized into 6 error types including:

1. Spelling
2. Concord (Subject-Verb Agreement
3. Tense
4. Wrong word
5. Punctuation (including capitalization)
6. Wrong construction

Table 1: Frequency distribution of error types

No	Type of Error	Frequency	Percentage
1.	Spelling	401	42.4%
2.	Tense	232	24.5%
3.	Concord	113	12%
4.	Punctuation	75	7.9%
5.	Wrong Construction	72	7.6%
6.	Wrong Word	53	5.6%
Total		946	100%

### 3.1 Results and Discussions

From Table 1, it could be seen that errors involving spelling recorded the highest frequency, 42.4% followed by tense errors, 24.5%, and concord errors 12%. Errors of punctuation produced 7.9%, wrong construction 7.6%, wrong word 5.6% which is the least. The density of errors, especially with regard to the first three error types, as seen from Table 1 seems disappointing because one would have presumed that students of Kumasi Technical University having been exposed to English for at least 12 years at the pre-tertiary level would commit minimal errors in their written communication.

In the analysis that follows, the samples of students' errors are discussed. The first to consider are spelling errors.

### 3.1.1 Spelling Errors

In the study, different spelling errors ranging from double and single letter error, omission and phonological confusion were committed by students. Joshi et al (2009) maintain that spelling and reading comprehension of students depends on the proficiency of language of the person. The spelling errors committed calls to question students' proficiency in the English language. Below are sample spelling errors and their corrections.

Word/Phrase	Error committed	Correction
Submitte	Doubling 't' and adding "e"	Submit
Immage	Doubling 'm'	Image
Sexuall	Doubling 'l'	Sexual
Writting	Doubling 't'	Writing
Advertisment	Omission of 'e'	Advertisement
Oppotunity	Omission of 'r'	Opportunity
Colleages	Omission of 'u'	Colleagues
Reglect	Changing of 'r' to 'l' due to interference	regret
I would adge	Word spelt adge due to sound heard	Urge
Descusing	'i' instead of 'e'	Discussing
Statment	Sound used in spelling 'e' instead of 'a'	Statement

In the case of doubling of letters, it is clearly indicated that students overgeneralize the spelling rule of doubling the last letter before adding a suffix, thus resulting in wrong spelling. The other spelling errors could be attributed to the lack of proper observation of the forms of words as students read.

### 3.1.2 Tense

Students tend to commit errors in relation to the correct use of the past and the present tense forms. Students use the past tense when they are supposed to use the present tense and vice

versa. This is a clear indication of their lack of knowledge about tense forms. Examples of tense error appear below.

Construction	CORRECTION
I want you to <b>met</b> me on the	I want you to <b>meet</b> me
The percentage to be <b>use</b>	The percentage to be <b>used</b>
There <b>has being</b> a notice	There <b>has been</b> a notice
I hereby <b>asked</b> you to	I hereby <b>ask</b> you to
This <b>have prevent</b> the Assembly	This <b>has prevented</b> the Assembly
We have <b>notice</b> that...	We have <b>noticed</b> that ...

In *I want you to met me on the...* the simple past tense is made to appear after “to” indicating a lack of knowledge about the infinitive where the simple present tense appears after “to”. Similarly, *to be use* is a display of ignorance of the passive construction where the main verb should be in the past participle form. Also in *There have being a notice...* the past participle of “be” (*been*) has been substituted with its present participle (*being*). This can be attributed to the pronunciation problems where most students pronounce “being” and “been” the same way. In the same construction we also notice subject-verb agreement error where *have* (which is plural) is used to match with *notice* (a singular subject). The present time of “now” indicated by “hereby” in *I hereby asked you to...* has been misconstrued as if it were a past time; hence “asked” has been used instead of “ask”. Again, in *This have prevent the Assembly...* where the main verb “prevent” is rendered in the simple present tense instead of the past participle “prevented”. There is also an error of concord between “this”, which is a singular subject and has been made to match with a plural verb, “have”. The error might be attributed to ignorance of the pronoun “this” as a subject, let alone being singular. The last example, *We have notice* is another example of lack of knowledge about the present perfect where the main verb in the VP should be in the past participle.

### 3.1.3 Concord

The third most frequent error observed is concord errors made up of subject-verb agreement and pronoun-antecedent concord. A critical look at the errors indicated that students could not comprehend the use of singular verbs agreeing with singular subjects and plural verbs agreeing with plural subjects. It is therefore observed that students are in a dilemma with the use of plural verbs and singular verbs so they tend to generalize that any subject that ends with (s), should have its corresponding verb end with (s). Thus they assume that a simple present verb which does not end with “s” is singular while a verb that ends with “s” is plural. This error could be attributed to negative transfer of learning. That is they wrongfully transfer their knowledge in plural formation in nouns (where most singular nouns form their plural by adding “s” at the end) to that of verbs. Examples of concord error are shown below.

Construction	Correction
Since he <b>don't</b> know about the company's background, please help him	Since he <b>doesn't</b> know about the company's background, please help him.
The aim of the Europeans <b>were</b> to get more colonies so they obliged.	The aim of the Europeans <b>was</b> to get more colonies so they obliged.
Kofi is one of the students who <b>carries</b> the pot.	Kofi is one of the students who <b>carry</b> the pot.
Ama and Regina <b>is</b> going to the Dean's office.	Ama and Regina <b>are</b> going to the Dean's office.
We have noticed that our company sales <b>has</b> been reduced by a margin of 20%	We have noticed that our company sales <b>have</b> been reduced by a margin of 20%.

In, *Since he don't...* the 3<sup>rd</sup> person singular pronoun “he” which is the subject is made to take a plural verb “do” instead of “does”. The concord error in, *The aim of the Europeans were ...* emanates from error of proximity. The NP, “Europeans”, is closer to the verb so it is mistakenly taken as the subject of the verb, and since it is plural, the student selects a plural verb “were” to

match with it. The student fails to recognize that the subject of the verb is the NP, “the aim”, which is singular and should therefore take a singular verb “was”. Similarly in *Kofi is one of the students who carries the pot*, the choice of the singular verb “carries” is influenced by one or two factors. The student assumes that the subject of the relative clause, “who”, is singular. The student shows ignorance of the grammatical rule that demands that if a subject is a relative pronoun, the verb must agree with the antecedent of the relative pronoun. Thus in the construction of the antecedent of the relative pronoun “who” is “students” which is plural; therefore “who” is regarded as plural so it must take a plural verb “carry”. The error could also be as a result of a mistaken identity of “Kofi”, a singular noun, as the subject which should match with a singular verb “carries”. The concord error in *Ama and Regina is going ...* is a clear demonstration of lack of knowledge about verbs in agreement with compound subjects where the individual subjects refer to different people or entities. In such cases, the compound subject matches with a plural verb. Also in *Our company sales has been reduced ...* the NP subject “our company sales” which is plural has been made to match with a singular verb, “has”. The error could be attributed to the student’s failure to distinguish between the singular and plural forms of a verb.

### 3.1.4 Apostrophe and Capitalization

The fourth category of errors involves the wrong use of the apostrophe and capitalization. In the stated errors of capitalization, the first letters of proper nouns were written in small letters, a clear manifestation of students’ inability to distinguish between a proper noun and a common noun. It is observed that students do not know when to use the apostrophe + “s” and the plural marker `s` and therefore use them interchangeably. Ignorance of rule restriction which is closely related to overgeneralization is observed here.

**Table 4: Apostrophe and Capitalization**

Error	Corrected form
Fluent <b>English</b>	English
Ladies and gent's	Gents
Suit's	Suits
Matche`s	Matches
While the other participant's get home	While the other participants get home
I did not get the <b>Work</b> correct	I did not get the work correct

Capitalization and correct punctuations aid in communication. The use of the lower case „e“the student used in the phrase „Fluent english“ depicts the student's ignorance of the fact that „English“ is a proper noun and should be written with an upper case letter. Additionally, the student wrongly assumes that „work“ should begin with a capital letter owing to the fact it is an item being talked about, forgetting that is a common noun.

With the following phrases „matche`s“, „suit`s“, „gent`s“, „participant`s“, most students assume are a demonstration of plural formation of nouns. They are of the view that any word that is a plural word should have an apostrophe. This wrong assumption that apostrophes indicate pluralisation creates errors in the writing of a great number of students. It therefore behooves on academics to correct these anomalies and make learners aware that apostrophes are basically to show possessiveness and not to show plurality.

#### **4.5 Wrong Construction**

Tarone (1977) explains that when it comes to using words at the lexical level, learners sometimes select words which do not convey the intended meaning. In the data collected, wrong construction comes fifth.



### 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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