



NAMIBIA UNIVERSITY OF SCIENCE AND TECHNOLOGY

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DEPARTMENT OF COMMUNICATION AND LANGUAGES

**AN ERROR ANALYSIS OF GRADE 11 LEARNERS' BLOG ENTRIES AT ELLA DU PLESSIS HIGH
SCHOOL IN WINDHOEK, NAMIBIA**

THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ENGLISH AND APPLIED LINGUISTICS

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ABSTRACT

This study investigated the grammatical errors made by Grade 11 learners at Ella du Plessis High School in Windhoek in their blog entries. A qualitative research design was used to identify the learners' written errors from a sample size of 118 assessment-based blog entries. The study population covered a total population of 178 Grade 11 learners studying English as a Second Language (ESL) and two English teachers. Learners' written tests, interviews, and a content analysis checklist were used to gather data. Grammatical errors such as punctuation errors, subject-verb agreement challenges, tense inconsistencies, sentence fragments, and article misuse, were found to be highly prevalent. These errors were connected to native language interference, limited exposure to actual English usage, and the influence of informal communication patterns. It was discovered that blogging encourages participation, creativity, and peer interaction while offering a forum for real-world language use. However, its effectiveness was impeded by issues like poor grammar education, a lack of technological resources, and a lack of revision chances. According to the study, teaching ESL should incorporate focused grammar training that focuses on topics like article usage, subject-verb agreement, and verb tenses. Peer review sessions and writing workshops are also suggested as ways to strengthen students' abilities through group projects and cooperative learning. Additionally, it is recommended that learners be exposed to more authentic language use, such as blogs, newspapers, and online platforms, in order to contextualise better and apply grammatical principles. Schools should make investments in technology infrastructure and give teachers the training they need to oversee technology-enhanced learning environments in order to maximise blogging as a teaching tool.

DECLARATION

I, Kronelia Tulonga Waandja (student number, 212111027), declare that this thesis titled ***An Error Analysis investigation of the Grade 11 Learners Blog Entries at Ella du Plessis High School in Windhoek*** is my original piece of work and to my knowledge, it has never been submitted for a similar degree at NUST or any other university.

K.T. Waandja

29 April 2025

Signature

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Dedication

I dedicate this work to my parents; it is because of your foundation and inspiration that I have grown into the person I am today. Secondly, to my most precious being, my husband, whose love, fortitude and support have been unwavering throughout this study. Special dedication also goes out to all my current and former students. You are all my sources of inspiration. Lastly, I devote this to everyone who looks up to my work. May this thesis be of service to everyone in the pursuit of knowledge.

Table of Contents

| | |
|---|------|
| ABSTRACT..... | i |
| DECLARATION | ii |
| RETENTION AND USE | iii |
| Acknowledgements..... | iv |
| Dedication | v |
| ABBREVIATIONS AND ACRONYMS..... | viii |
| CHAPTER ONE: INTRODUCTION..... | 1 |
| 1.1 INTRODUCTION..... | 1 |
| 1.2 THE BACKGROUND OF THE STUDY | 2 |
| 1.3. Statement of the problem | 3 |
| 1.4 Research objectives | 4 |
| 1.5 Significance of the research..... | 4 |
| 1.6 Delimitations of the study..... | 6 |
| 1.7. Definition of technical terms..... | 6 |
| 1.8 Thesis Outline..... | 6 |
| CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK..... | 8 |
| 2.1 Introduction | 8 |
| 2.1.1. The grammatical errors that ESL learners make in their online blog entries | 8 |
| 2.1.2 the reasons why ESL errors occurred on the learners’ blog entries | 12 |
| 2.1.3 Evaluate the impact of using blogs to determine grammatical errors in the ESL class | 41 |
| 2.3. Theoretical Framework..... | 48 |
| 2.4. Research gap | 49 |
| 2.5 Chapter summary..... | 49 |
| CHAPTER THREE: RESEARCH METHODS | 50 |
| 3.1 Introduction | 50 |
| 3.2 Research paradigm | 50 |
| 3.2.1 Interpretivist paradigm | 50 |
| 3.3 Research approach..... | 51 |
| 3.4 Research design | 51 |
| 3.5 Study population..... | 52 |
| 3.7. Research instruments/ Data collection tools..... | 53 |
| 3.8. Data analysis | 53 |
| 3.9 Ethical considerations | 53 |
| 3.11. Chapter summary..... | 54 |

| | |
|---|----|
| CHAPTER FOUR: FINDINGS AND DISCUSSIONS..... | 55 |
| 4.1. Introduction..... | 55 |
| 4.2. Findings..... | 55 |
| 4.2.1 Theme 1: Grammatical errors are prevalent in learners’ blog entries | 55 |
| 4.2.2 Theme 2: Linguistic challenges are influenced by various ESL Factors..... | 58 |
| 4.2.3 Theme 3: Blogging enhances learner engagement but highlights challenges..... | 60 |
| 4.5. Discussions | 63 |
| 4.2.1 Theme 1: Grammatical errors are prevalent in learners’ blog entries | 63 |
| 4.3.2 Theme 2: Linguistic challenges are influenced by various ESL factors | 65 |
| 4.3.3 Theme 3: Blogging enhances learner engagement but highlights challenges..... | 67 |
| 4.6. Chapter summary..... | 69 |
| CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS..... | 70 |
| 5.1. Introduction | 70 |
| 5.2. Conclusions | 70 |
| 5.2.1. The grammatical errors that ESL learners made in their online blog entries..... | 70 |
| 5.2.2. Explore the reasons why ESL errors occurred in the learners’ blog entries | 71 |
| 5.2.3. The impact of using blogs to determine grammatical errors in the ESL class | 72 |
| 5.3. Recommendations | 73 |
| 5.3.1. Enhanced grammar instruction | 73 |
| 5.3.2. Integration of writing workshops and peer review | 73 |
| 5.3.3. Increased exposure to authentic language use | 73 |
| References | 75 |
| Appendices..... | 85 |

ABBREVIATIONS AND ACRONYMS

| | | |
|-------|---|---|
| EA | – | Error Analysis |
| DNEA | – | Directorate of National Examinations and Assessment |
| MT | – | Mother Tongue |
| MoE | – | Ministry of Education |
| NSSCO | – | Namibia Senior Secondary Certificate Ordinary Level |
| ESL | – | English as a Second Language |
| CAH | – | Contrastive Analysis Hypothesis |
| WWW | – | World Wide Web |

CHAPTER ONE: INTRODUCTION

1.1 INTRODUCTION

English is a global language which is widely used due to the growing interconnectedness of countries. English serves as both an official language in all public sectors and a medium of instruction in Namibian schools (Frydman, 2011). Besides that, English remains the main medium of communication as people interact for various reasons (Poggensee, 2016). Rao (2019), stresses that most sources of information such as books and journals are available exclusively in English, both in print and digital formats.

A blog is an online platform or journal on the World Wide Web (WWW) used for discussions or sharing information, with posts arranged in reverse chronological order Aydin (2014).

Blogging has emerged as a potent medium for self-expression and communication in the digital age, especially for English Second Language Learners (ESL) honing their writing abilities. However, many second-language learners struggle to keep their writing coherent and grammatically correct both online and offline. This study will investigate the frequent grammatical mistakes made by Grade 11 students at Ella Du Plessis High School in Windhoek, Namibia, in their blog entries. The study intends to uncover recurring linguistic errors and their potential causes by doing an error analysis on their blog entries, offering insights into the learners' writing challenges. A structure that deviates from the accepted language is called an error, (Kirkgoz, 2010). While error analysis is a methodical approach that examines the mistakes made by students (Crystal, 1992).

Corder (1967) states that error analysis is a crucial aspect of applied linguistics in the 1960s. According to Amiri and Puteh (2017), error analysis involves a series of steps to identify, describe, and explain learners' mistakes. Parameswari, Manickam, Dhas, Kumar & Manikandan (2024) describe it as a method commonly used to study second language writing, focusing on identifying and categorising errors made by language learners. This process helps learners to develop proper linguistic skills, thereby improving their communication and writing abilities through continuous feedback from teachers and peers.

By recognising errors on blogs, it will help with targeted interventions and better teaching methods for this component, which will ultimately improve the students' English writing skills.

1.2 THE BACKGROUND OF THE STUDY

Learners naturally make mistakes as they develop writing skills, from various types of feedback from those errors (Brown, 2000). According to Sarkar and Dave (2022), writing is particularly challenging for learners learning English as a Second Language due to their limited experience with written expressions. Handayani and Johan (2018) highlight that writing is one of the most complex language skills to master. Since writing is not an instinctive activity, Aronoff and Rees-Miller (2007) emphasise the need for explicit instruction. Through effective writing strategies, students can generate ideas, refine them, and improve their writing skills with growing confidence. Hughes (1996) points out that, unlike speaking, writing enables communication that transcends time and space.

In the contemporary world, technology is increasingly making education more accessible and cost-effective (Shusko, 2023). In Namibia, the Ministry of Education included blogs in the Grade 10-11 curriculum of 2019 as part of guided writing and a blended learning approach to enhance traditional teaching methods in English as a Second Language. Graham (2013) describes blended learning as a combination of in-person teaching and computer-based instruction. Additionally, learning English through technology can be facilitated by various tools, including educational applications (Kieu, Anh, Tran, Nga, and Phi Ho, 2021).

Aydin (2014) describes a blog as an online platform or journal on the World Wide Web (WWW) used for discussions or sharing information, with posts arranged in reverse chronological order. Blogs offer English Second Language (ESL) learners the opportunity to improve their writing skills through open communication in a more flexible setting that promotes independent and collaborative learning. In language teaching, blogs can serve as a tool for developing writing skills. While they should not replace face-to-face interactions, they provide a practice space where students can thoughtfully develop language at their own pace for a real-world audience (Pinkman, 2005).

Errors are deviations from the rules of the target language (Fan, 2018). Consequently, errors made by second language learners are often inevitable due to the influence of the learners' native language. In a natural way of second language learning, errors are not seen as

transgression, but rather as a process of learning and a way of helping the second language learners by enlightening them about their faults.

A study conducted in Malaysia by Yacob and Yunus (2021) found that incorporating error analysis into lessons can effectively help ESL learners become more aware of their mistakes and find strategies to minimise them.

While a study conducted by Hautemo (2023) reveals that blogging can serve as a valuable tool for applying the sociocultural framework, engaging students in a mediation process that enhances their language proficiency while fostering a collaborative, networked learning environment.

Kumi-Yeboah and Kim (2020) conducted a study and the findings indicated that digital technologies had a positive impact on both the participants' online learning experiences and their academic performance. Additionally, the study concluded that incorporating digital technologies in online learning help students from varied backgrounds to engage in knowledge creation, improve participation, and enhance academic achievement.

As the sole official language in Namibia, English plays a crucial role in second language teaching at Ella du Plessis High School and other learning environments to enhance students' language proficiency and communication skills. At this school, English Second Language learners participate in online guided writing activities as part of their English language curriculum. Therefore, the present researcher's goal was to analyse the grammatical errors made by ESL learners in their blog entries, investigate the causes of these errors, and assess the effectiveness of using blogs to identify grammatical mistakes and for language teaching purposes in ESL classrooms.

1.3. Statement of the problem

According to the Directorate of National Examinations and Assessment (Ministry of Education ,2023), Namibian Grade 11 learners did not do so well in the Namibia Senior Secondary Certificate Ordinary Level (NSSCO) English Second Language examinations, and the main concerns was the language errors such as punctuation, grammar, inappropriate arrangement of the answers and the overall structures.

Grade 11 learners make numerous writing mistakes that persist into grade 12, thereby impacting their performance in ESL (Kapolo,2013). The grade 11 learners at Ella du Plessis are tasked to sign up for their personal blog pages which is part of their guided writing coursework and data from their entries will be collected using the written test, interview guide and the content analysis checklist.

On the other hand, many English grammatical errors and other language errors are also observed in the learners' work which can affect their linguistic development. Uzair-UI-Hassan (2019) states that English Second Language (ESL) students struggle with grammar, which is thought to be the most challenging aspect of writing. The errors observed do not only affect the specified teachers when they are marking but they also delay the intended message to the language teachers and other learners when they are reading each other's entries. However, no specific interventions have been done so far by the Grade 10-12 language teachers at this school to classify the errors committed by the learners and the possible reasons behind these language errors. This study then, sought to close this gap by conducting a deeper analysis of language errors in the learners' blog entries. It also analysed the reasons behind the errors and the effectiveness of blogs to determine whether it's an effective platform for analysing errors in an ESL class.

1.4 Research objectives

This study sought to analyse the English Second Language (ESL) errors made in the blog entries of the selected Grade 11 learners at Ella du Plessis High School in Windhoek. The study was guided by the following specific objectives, namely to:

- i. investigate the grammatical errors that ESL learners make in their online blog entries;
- ii. explore the reasons why ESL errors occurred on the learners' blog entries; and
- iii. evaluate the impact of using blogs to determine grammatical errors in the ESL class.

1.5 Significance of the research

The English Error Analysis (EA) of the grade 11 learners' blog entries at Ella Du Plessis High School in Windhoek serves as the foundation for the study's justification. The four language

skills which should never be taught in isolation are supported by blog as a technology tool. These abilities, which support the learning process for learners, include speaking, writing, listening, and reading.

Blogging encourages the culture of writing online which allow learners to become better writers. It also helps the language teachers to analyse the main causes of the learners' errors on the blog entries in the ESL class and it help them to find better teaching strategies that help minimise learners' language errors. According to Alhaysoni (2012), EA researchers help both teachers and learners because their research give teachers valuable insight into the errors made by their learners, enabling them to improve their instruction by focusing on these areas of weakness.

The deeper analysis of errors in the learners' blog entries will enhance better academic results, professional development and infrastructure planning for the entire Ministry of Education. It will also encourage teachers to use digital tools in the classroom. Furthermore, it is quite beneficial for teachers to be aware of the grammatical mistakes made by ESL learners in their subject, particularly when they are completing their blog entries online. This benefits the teachers to modify their teaching methods and to address ESL challenges like the types of grammatical errors. Teachers can provide better examined feedback that can enrich the learners' language proficiencies.

The findings of this study are expected to be valuable in transforming the high school learners' perception of using digital tools like blogs from traditional classroom teaching and learning. Moreover, it adds to the body of Applied Linguistics which is beneficial to learners and teachers in Namibia and beyond, it is also helpful to the curriculum designers and any researcher interested in the integration of digital platforms in high schools. Several researchers have conducted studies on error analysis in ESL learners' written works in Namibia and beyond. However, there is a need for new studies on a similar topic using the integration of blog entries of high school learners as participants and that is the main significance of this study, to have an impact in the Namibian education system on such environments.

1.6 Delimitations of the study

Only a small sample of grade 11 learners at Ella du Plessis High School in Khomasdal, Windhoek, Namibia is included in this study. It has been noted that these learners have sufficiently mastered the majority of language components to be assessed by both internal and external markers. However, since blogging was incorporated into English language classes, Ella du Plessis High School language teachers have found that learners are having trouble creating their blog pages due to technical issues. The computers at the school are not enough for all the learners at the school and it discourages teachers to rarely include technology into language classes, which makes blog practical teaching difficult.

1.7. Definition of technical terms

- 1.7.1 **English Second Language** – This is a case whereby English is a non-native language that is typically acquired after the first language (Mizza, 2014).
- 1.7.2 **Error:** According to Crystal (1992), an error is something that is done incorrectly out of ignorance or carelessness.
- 1.7.3 **Error analysis:** This methodical approach examines the mistakes made by students (Crystal, 1992).
- 1.7.4 **Blog:** These are free, customizable, and individualised blogs that resemble diaries or journals (Mabuan, 2015). Another definition of a blog is that this is a website that is regularly updated with content in reverse chronological order and uses casual, less formal language (Nowson, 2006).
- 1.7.5 **Blog entries:** According to Throne and Payne (2005), this is a web application that displays serial entries with date and time stamps.

1.8 Thesis Outline

This thesis comprises five chapters. Chapter one covers the introduction, the background of the study, the statement of the problem, the research objectives, the significance of the study, the delimitations of the study and the definition of key terms. Chapter two provides a review of related literature on the grammatical errors that ESL learners make in their online blog entries, the reasons why ESL errors occur in the learners' blog entries and the impact of using blogs to determine grammatical errors in the ESL class. The chapter also provides a background of the theoretical framework employed for the analysis of data and lastly the research gap. The third chapter presents the research methodology used in the study which

discusses the research paradigm, the research approach, the research design, the study population, sampling, and sample size, data collection tools, data analysis and the ethical considerations surrounding the study. Chapter four presents and interprets the data. Chapter five presents the conclusion of the study and recommendations from the findings.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

The focus of this study is to analyse the errors committed by the Grade 11 learners at Ella du Plessis High School in Windhoek in their online blog entries. The focus of the present chapter is to explore existing studies related to the following research objectives, namely to: investigate the grammatical errors that ESL learners made in their online blog entries, explore the reasons why ESL errors occurred in the learners' blog entries, and evaluate the effectiveness of using blogs in identifying grammatical errors in the ESL classroom. This chapter also gives an overview of the theoretical framework and the research gap that was discovered.

2.1.1. The grammatical errors that ESL learners make in their online blog entries

This section reviews some of the relevant studies on grammatical errors made by ESL learners in English classrooms, with a particular emphasis on their blog posts. Weblogs or blogs are the production of traditional learning logs for students and professors, either as an e-learning tool or as a supplement to traditional lectures (Lujan-Mora & Juana-Espinosa, n.d.). Furthermore, Namwar and Rastgoo (2008) admit that blogs provide a suitable platform for communication and collaborative learning between students and teachers as well as among students themselves.

Furthermore, grammar refers to the rules that specify how a language's sentences are put together. Mathew (2023) defines English grammar as the study of the rules and structures that govern the usage of the English language. For example, when a countable noun, like "table," appears in a plural context (that is, with more than one), we add "s" to it, making it "tables." The process by which meanings are encoded into English language words, phrases, sentences, and text structures is known as English grammar (Mohammed, 2012). It encompasses how words and phrases are used to construct sentences and express meaning, as well as the syntax, morphology, and punctuation norms that characterise the language.

Amnuai (2020) states that while students are attempting to improve their writing abilities, mistakes in writing are inevitable. Nearly all non-native pupils' writing contains grammatical faults (Abdulkareem, 2013). Grammar errors in Weblogs for Filipino Learners of English as a Second Language were investigated in a study by Mabuan (2018). The study was concerned with finding out how students felt about utilising blogs to improve their English writing skills, identifying, categorising, and assessing grammatical errors in students' blog posts, and determining how they felt about blogging as a replacement writing platform. The study found that students had trouble with basic English grammatical concepts such as verb tenses, subject-verb agreement, prepositions, morphology, verbs, articles, and pronouns.

These results shed light on how ESL learners acquire the grammatical rules of the target language. It also illustrates how error analysis can help teachers systematically pinpoint the common grammatical mistakes that students make. Similarly, a study by Anhi et al. (2012) sought to analyse the typical grammatical mistakes made by students in academic writing. The results of the study showed that the faults found include subject-verb agreement, tenses, articles, prepositions, multiple and singular forms, and passive voice.

Pratiwi (2023) carried out a study to determine the grammatical faults made by pupils in the twelfth grade when writing English texts. Finding the different kinds of faults and the most common ones in descriptive text writing was the main goal of the study. A content analysis tool and a descriptive qualitative method were used in the investigation. According to the study's findings, omission, addition, mis-formation, and mis-ordering are the most common sorts of errors that children make in their writing.

Similarly, research by Nonkukhetkhong (2013) examined grammatical mistakes committed by Udon Thani Rajabhat University first-year English majors. The findings showed that the most common mistakes were syntactic (sentence structure, ordering, coordination/subordination) and general (verbs, nouns, possessive case, articles, prepositions, adjectives, and adverbs). Grammatical errors in this study were characterised by overgeneralisation, omission, mis-formation, and mis-ordering.

A study by Ghabool, Mariadass, and Kashef (2012) looked into the norms, punctuation, and language usage issues that Malaysian ESL students had when writing. The findings showed that pupils struggle with writing, particularly with punctuation and language use. The majority of their writings were similarly impacted by the initial language disturbance. To deal with writing challenges, useful strategies were proposed. Darus and Subramaniam (2009) carried out a parallel study on the examination of errors in secondary school students' written English essays. All of the participants were non-native English speakers who rarely spoke English outside of the classroom. Markin software and the essays that the participants wrote served as the research instruments. According to the study's findings, participants most frequently made six mistakes: singular/plural form, verb tense, word choice, preposition, subject-verb agreement, and word order.

A study by Sermsook et al. (2017) looked into the reasons behind language errors in English majors' writing at a Thai university. Punctuation, articles, subject-verb agreement, spelling, capitalisation, and fragments were the most often produced errors, according to the study, which primarily looked at sentences. The students' carelessness, their inadequate knowledge of English grammar and vocabulary, and interlingual and intralingual interference were found to be the primary reasons for the mistakes.

Research on common grammatical errors in English produced by speakers of Oshiwambo, Afrikaans, and Silozi first languages was done by Mungungu (2010). The study emphasised the pupils' areas of weakness in their writing. The results showed no difference in the types of errors that each group reported, such as spelling, tenses, articles, and prepositions, to mention a few. Chitondo (2021) looked at the grammatical errors that students at Rockview University make in their written work. It examined the frequency of errors and the ways in which English writing training could be improved. A mixed-method approach was used in the investigation. The grammatical flaws discovered included agreement errors, single and plural errors, spelling errors, punctuation errors, prepositional errors, word omission errors, article errors, and repetition errors. The survey found that punctuation and subject-verb agreement errors were the most frequent grammatical errors, followed by spelling errors. The study

outlined recommendations for using effective strategies to assist students in improving their English writing.

Grammatical errors in the Professional Writing learning activities for the Higher National Diploma in English (HNDE) programme at the Sri Lanka Institute of Advanced Technological Education (SLIATE) were examined in a study conducted by Rizwan (2023). For this study, a quantitative experimental research design was adopted. The results of the study showed that regular correction of learning activities and prompt constructive feedback after the correction helped to reduce grammatical errors in the Professional Writing course. The results also revealed that omission, addition, mis-formation, and rearrangement were the most frequent and obvious errors in the Professional Writing course's written learning assignments.

Inability to understand the lecture, poor grammar, translating from L1 to L2, a disregard for linguistic rules, MT interference, mimicking others, and a lack of exposure to the target language were the causes of the aforementioned mistakes. According to the study, to reduce grammatical errors in the context of professional writing, the academic members of the English Department should concentrate on the reasons behind the aforementioned mistakes. An investigation into the flaws in a corpus of thirty-two essays written by thirty-two Saudi English language learners who could speak Arabic was carried out by Sawalmeh (2013). Each error in these writings was identified and grouped into several categories. The results of this poll showed that the Arabic speakers committed ten common mistakes. Among these errors are those related to verb tenses, word order, singular and plural forms, subject-verb agreement, double negatives, spelling, capitalisation, articles, sentence fragments, and nouns.

Darus (2009) study examined errors in English essays written by secondary school pupils in Malaysia. Being from non-English speaking families, the male and female participants had completed about the same number of years of basic and secondary education in Malaysia. The researcher's tools were the Markin software and the essays that the participants authored. Every error in the texts was identified and grouped into distinct categories. The results of the survey showed that verb tenses, word choice, prepositions, subject-verb agreement, singular/plural forms, and word order were the six most common errors

committed by participants. These components of writing in English present the biggest challenges for participants.

2.1.2 the reasons why ESL errors occurred on the learners' blog entries

An investigation into the difficulties second language learners have when writing in English was carried out by Muhammad et al. (2012). Four public colleges for both boys and girls participated in the poll and supplied the information. The results of the study demonstrated that the primary reasons why students struggled with writing in English were a lack of vocabulary, poor spelling, interference from L1, and ignorance of grammatical structure. It has been found that girls face greater difficulties than boys when it comes to writing in English.

Furthermore, a key element in comprehending the mistakes made by learners in English as a Second Language (ESL) contexts is the impact of the learner's mother tongue or original language. According to Omidvar and Ravindranath (2017) and the Free Dictionary, a second language is a non-native language that is formally accepted and used for public communication in a multilingual nation. In multilingual communities, learning a second language is frequently hampered by the learners' first language. Their language production is greatly influenced by this connection.

Additionally, the demand for multilingual competence has increased due to globalisation, which makes it even more important to look at how a learner's mother tongue affects second language acquisition (SLA). According to Hoque (2017), second language acquisition (SLA) is a multifaceted process in which students absorb a second language in addition to their mother tongue. However, because of the strong effect of their original language, learners frequently fall short of achieving native-like competency despite their best efforts.

Furthermore, it is crucial to remember that the term "mother tongue" refers to a variety of factors such as the language that one learns first, identifies with culturally, or that others perceive as native (Skutnabb-Kangas, 1988; UNESCO, 2003). In the context of ESL learning, the mother tongue frequently acts as a foundational framework, influencing learners'

pronunciation, spelling, and sentence construction. As Gas and Selinker (2008) affirm, citing Scovel's study, second language learners rely heavily on their mother tongue to comprehend and process the new language, which can result in direct transfers from the first language to the second language, thereby causing grammatical, vocabulary, and syntactical errors. As a result, learners' difficulties learning English are firmly rooted in the linguistic habits they developed through their mother tongue.

For ESL learners, the impact of the first language (L1) on the usage of English prepositions is a frequent problem. Learners are more likely to make mistakes when learning English, especially if their home language has distinct preposition usage norms. In certain languages, for example, the prepositions "in," "on," and "at" could indicate different things or be used differently than in English. In certain situations, students could find it difficult to comprehend the appropriate English contexts for using these prepositions. As students try to translate the structure of their first language into English without understanding the nuances that make English prepositions distinct, this confusion can result in frequent errors (Mabuan, 2018).

Zuhriyah (2020) also emphasised the part that carelessness plays in the use of prepositions. Due to a lack of awareness or inadequate experience, students frequently just ignore the precise rules controlling the usage of prepositions. This negligence frequently leads to mistakes such as using the wrong preposition or leaving it out completely. These kinds of mistakes are very prevalent in casual writing or when pupils are writing rapidly without closely examining their grammar. However, if students lack a firm grasp of the rules controlling the use of prepositions or a thorough understanding of when and how to use them effectively, they may make similar mistakes even in more formal settings.

In addition, it is impossible to overestimate the importance of educators in tackling these issues. According to Hoque (2017), language instructors must take into account the varied personalities, learning preferences, and linguistic backgrounds of their students. These variations can be accommodated and learners can be assisted in reducing their dependence on their native tongue by using a variety of instructional activities and approaches. Innovative methods to help language training have also been made possible by technological breakthroughs like computer-assisted language learning (CALL). CALL platforms reduce errors

and reinforce proper language usage by enabling learners to interact with the second language while receiving instant feedback.

Kapolo (2013) examined errors in the written English of grade 11 ESL students from two secondary schools in order to demonstrate the impact of native language interference. Using a mixed-method approach, the study looked at 400 essays to find frequent mistakes. These mistakes were divided into 16 categories, which included poor word choice, spelling, punctuation, capitalisation, tense, and word omission. The findings showed that the learners' first language had a big impact on their writing because a lot of these mistakes showed linguistic transfer tendencies. Additionally, statistical analysis corroborated the study's conclusion that female students made more mistakes than their male counterparts. This implies that the frequency and kind of errors seen are influenced by both gender and first language interference.

The learning process is made more difficult by factors including intra-lingual transfer and overgeneralisation in addition to the influence of the first language. When students apply grammatical norms uniformly while frequently ignoring exceptions, this is known as overgeneralisation. In a similar vein, learners are prevented from reaching competency by fossilisation, which is the continuation of improper language use despite frequent exposure to proper forms. Conversely, intra-lingual transfer results from learners' attempts to internalise English rules but their improper use of them. When taken as a whole, these elements show how complicated ESL mistakes may be and how difficult it can be for students to acquire a new language (Asoodar et al., 2016).

In a similar vein, Shakir et al. (2020) looked into sentence-level mistakes made by ESL students. Four main types of errors were found in this study: spelling errors, grammatical problems such as subject-verb agreement, singular/plural mismatches, and improper use of articles and prepositions. The study claims that these mistakes are caused by a confluence of factors such as intralingual interference, first language transfer, individual variations in learners' monitoring techniques, and difficulties relating to performance. These results demonstrate how linguistic, cognitive, and psychological variables all play a role in the complex nature of ESL errors. Interestingly, first language transfer was found to be a

significant factor since English learners frequently mimic the lexical and structural patterns of their native tongue.

In light of these findings, the results make it clear that correcting ESL problems calls for a diversified strategy. Teachers must create an atmosphere that supports language development while implementing teaching practices that meet the individual needs of each student. For instance, incorporating group writing projects and peer review sessions can assist students in identifying and fixing their mistakes. Additionally, learners can overcome the difficulties brought on by native language interference and intralingual complications with the help of focused treatments such as concentrating on particular error categories (Asoodar et al., 2016).

The English language is a prominent communication medium in Pakistan, serving both domestic and international purposes effectively. As Muhammad et al. (2012) highlight, its widespread usage extends beyond daily communication to educational institutions, where it functions as the medium of instruction in schools, colleges, and universities. This pivotal role underscores the importance of English proficiency, especially in academic contexts. However, the process of mastering English as a Second Language (ESL) is fraught with challenges, particularly in writing. Understanding these challenges is critical for developing effective teaching methodologies and enhancing learners' proficiency in English.

Throughout Pakistan, English is a widely used language for both domestic and international communication. Its extensive use goes beyond everyday communication to educational institutions, where it serves as the medium of instruction in schools, colleges, and universities (Muhammad et al., 2012). This crucial function emphasises how important English proficiency is, particularly in academic settings. But learning English as a Second Language (ESL) is a difficult process, especially when it comes to writing. Gaining an understanding of these difficulties is essential to creating efficient teaching strategies and improving students' English language skills.

To address this issue, a study was conducted to examine the difficulties faced by ESL learners in writing English. The study focused on 12th graders who were taking English as a required

course because writing is frequently a crucial part of language learning. Four public colleges, including both boys' and girls' institutions, provided data for the study. A random sample of 255 participants was chosen for the survey from a total of 520 pupils. By ensuring that the results were typical of the whole community, the sampling strategy offered important new information about the difficulties Pakistani secondary school students encounter when writing (Asoodar et al., 2016).

The results of another study identified several important characteristics that influence students' challenges with writing in English. One of the biggest obstacles among these was a lack of terminology. Effective communication is built on vocabulary, and pupils who lack it find it more difficult to articulate their ideas exactly and concisely. This restriction frequently results in writing that is ambiguous, repetitious, or unduly basic, which lowers the calibre of their work as a whole. Spelling errors were also noted as a significant problem. Spelling mistakes not only make written texts harder to read but also reveal more serious problems with word recognition and phonetic interpretation, two crucial aspects of language acquisition (Muhammad et al., 2012).

One study also identified the interference of learners' first language (L1) as a significant issue. This phenomenon happens when students inadvertently translate idioms, grammatical rules, or linguistic structures from their original language into English. Miscommunication, improper syntax, and inappropriate wording might arise from such intervention. For example, learners might translate their L1's sentence structure straight into English, which could result in mistakes that impair the writing's grammatical correctness and intelligibility. According to Hussin et al. (2016), this emphasises the necessity of focused approaches to address L1 interference in ESL training.

In addition to L1 interference, grammatical structural ignorance was discovered to be a widespread issue. A key component of writing is grammatical competence, which helps students create sentences that make sense. Writing that is disjointed, grammatically incorrect, or incorrectly punctuated is frequently the result of this incompetence. These mistakes can impair the text's ability to communicate ideas and have a detrimental effect on students' academic achievement. A methodical approach to grammar training that

emphasises real-world application over rote memorising of rules is necessary to address this problem (Hussin et al., 2016).

Interestingly, the study also found that writing difficulties varied by gender. When it came to writing in English, it was found that female pupils had more challenges than their male counterparts. This result could be explained by several socio-cultural, educational, or psychological elements that affect language acquisition in Pakistan. For instance, girls might not have as many opportunities to practice their English outside of the classroom, which could result in a decline in their confidence and level of skill. To investigate the root causes of this discrepancy and create solutions that better assist female students, more studies are required (Hussin et al., 2016).

In light of these findings, the study underlined how crucial it is to teach English using a problem-solving methodology from elementary school through college. This method entails locating particular language-related problems, examining their underlying causes, and putting focused fixes in place. Grammar-focused activities, spelling drills, and vocabulary-building exercises, for example, can assist in addressing frequent difficulties. Furthermore, techniques to reduce L1 interference, such as error correction and contrastive analysis, can improve students' writing abilities even more (Huang, 2016).

Furthermore, learning can become more relevant and interesting when real-world circumstances are incorporated into language training. Teachers can, for instance, include writing assignments that replicate real-world responsibilities, such as creating reports, emails, or creative essays. This promotes a deeper comprehension of English as a dynamic communication tool in addition to helping students use their language skills in real-world situations. Teachers can establish a nurturing atmosphere that promotes language learning and gives students the confidence to overcome their writing difficulties by matching their teaching strategies with the requirements of their students (Huang, 2016).

Inconsistent exposure to the English language significantly impacts the proficiency of second-language learners, particularly in developing their writing skills. When learners have limited opportunities to engage with authentic English content or interact with native speakers, they often depend heavily on textbook materials for their language learning. While textbooks

provide a structured framework for learning grammar and vocabulary, they often lack the dynamic and nuanced expressions found in everyday conversational English. This reliance can create a gap between learners' theoretical knowledge of the language and their ability to use it effectively in real-world contexts such as informal or conversational writing (Hussin et al., 2016).

One of the primary consequences of this over-reliance on textbook English is the difficulty learners face in adapting to less formal modes of communication, including blog writing. Blogs often require a casual, conversational tone, blending creativity and personal voice with linguistic accuracy. However, learners accustomed to the rigid structures and formal expressions typically taught in textbooks may struggle to achieve this balance. Their writing may appear overly academic, stilted, or detached, making it less engaging and relatable to readers. This mismatch highlights the need for language instruction to include diverse sources of exposure, emphasising both formal and informal language use (Hussin et al., 2016).

Moreover, limited exposure to real-world English restricts learners' ability to internalise colloquial expressions, idiomatic phrases, and cultural nuances that enrich conversational writing. For instance, blogs often include idioms, slang, and humour, which are rarely covered in traditional English textbooks. Without regular interaction with authentic language materials, learners may find it challenging to incorporate these elements into their writing, leading to a style that feels unnatural or overly formal. This lack of exposure not only affects their ability to connect with their audience but also undermines their confidence in using English creatively and spontaneously (Huang, 2016).

Additionally, inconsistent exposure to English reduces opportunities for learners to develop critical language skills through immersion. Research consistently shows that immersion in a language-rich environment accelerates acquisition by providing learners with frequent, meaningful interactions in the target language. These interactions help learners internalise linguistic patterns, expand their vocabulary, and improve their fluency. However, in environments where English is not widely spoken or used in everyday communication, learners miss out on these benefits. As a result, their language development may stagnate,

particularly in areas like informal writing, where immersion plays a key role in shaping natural expression (Hussin et al., 2016).

The reliance on textbook English is further compounded by the lack of access to authentic reading materials in many educational contexts. Textbooks often prioritise simplified texts that focus on grammar rules and vocabulary lists rather than authentic, engaging content. While these materials help build foundational skills, they do not expose learners to the rich and varied language used in real-world writing. Blogs, novels, and articles written by native speakers offer invaluable insights into how English is used in different contexts. Introducing such resources into the curriculum can bridge the gap between theoretical knowledge and practical application, enabling learners to write more naturally and effectively (Mabuan, 2015).

Another significant challenge arising from limited exposure to English is the difficulty learners face in maintaining linguistic accuracy while experimenting with creative expressions. Blogs often encourage a degree of informality and personal voice, which can lead to a higher risk of grammatical errors if learners lack a strong command of the language. Without regular practice in informal writing contexts, learners may find it difficult to strike a balance between creativity and correctness. This highlights the importance of providing opportunities for learners to write in varied formats, allowing them to refine their skills while gaining confidence in using English informally (Hussin et al., 2016).

When learners engage in blogging, the primary emphasis often shifts towards communication and self-expression rather than linguistic accuracy. Blogging provides a platform for individuals to share their thoughts, experiences, and perspectives, thus making it an inherently informal and conversational medium. As a result, learners, particularly those still developing their language skills, may prioritise conveying their ideas over achieving perfect grammar or syntax. This focus on communication can foster creativity and confidence but may also lead to errors that reflect a trade-off between fluency and precision (Mabuan, 2015).

The informal nature of blogging also encourages a conversational tone that can blur the lines between spoken and written English. Learners may adopt colloquialisms, fragmented sentences, or simplified structures that are common in everyday speech but less appropriate in formal writing. While this style aligns with the interactive and personal nature of blogs, it can contribute to a lack of grammatical precision. For instance, learners might use contractions, abbreviations, or slang without fully understanding their contextual appropriateness, leading to inconsistencies in their writing (Hussin et al., 2016).

Another factor contributing to this dynamic is the intrinsic motivation that blogging can inspire. When learners write about topics that interest them, they are more likely to engage deeply with the task, focusing on the content rather than the mechanics of language. This motivation can lead to richer, more authentic expressions of thought, but it may also divert attention from proofreading or revising for grammatical accuracy. Learners may view their blog posts as personal reflections rather than academic exercises, thus further reinforcing the tendency to prioritise communication over correctness (Mabuan, 2015). Despite the potential drawbacks, focusing on communication over accuracy can have positive long-term effects on learners' language development. By encouraging learners to write freely and without fear of judgment, blogging helps them develop their voice and experiment with different ways of expressing ideas. Over time, this practice can lead to greater linguistic competence as learners become more comfortable using English in a variety of contexts. However, to fully realise these benefits, it is essential to integrate accuracy-focused activities into the learning process, thereby ensuring that learners refine their skills while maintaining their communicative abilities (Musa, 2016).

Additionally, blogging provides opportunities for peer feedback, which can bridge the gap between communication and accuracy. When learners share their blog posts with others, they gain valuable insights into how their writing is perceived and where improvements are needed. This collaborative aspect of blogging can help learners become more aware of their grammatical errors and work towards correcting them in future posts. Encouraging constructive feedback within a supportive community fosters a balanced approach, where learners value both effective communication and linguistic precision (Musa, 2016).

Moreover, limited exposure to advanced grammatical patterns can hinder learners' ability to create complex and varied sentence structures. Writing in English often requires the use of clauses, modifiers, and transitional phrases to articulate ideas effectively. Students who have only been introduced to rudimentary grammar may rely on repetitive sentence patterns such as simple subject-verb-object constructions, which can make their writing appear monotonous or overly simplistic. This lack of syntactical diversity not only affects the readability of their work but also limits their ability to convey nuanced ideas or engage readers in a meaningful way (Mabuan, 2015).

Another challenge arising from inadequate grammar instruction is the difficulty learners face in identifying and correcting their own mistakes. When students are not taught to recognise common grammatical errors, they may struggle to self-edit or revise their writing effectively. This lack of metalinguistic awareness means that errors go unnoticed and unaddressed, thereby becoming ingrained over time. For instance, a student who consistently misuses auxiliary verbs may continue to do so in subsequent writing tasks, thus perpetuating the same mistakes without understanding why they occur or how to fix them (Hussin et al., 2016).

Additionally, inadequate grammar instruction often results in a reliance on rote memorisation rather than a deeper understanding of grammatical principles. Students may memorise isolated rules or examples without grasping the underlying logic that governs their application. This superficial approach to learning grammar can be problematic when learners encounter unfamiliar contexts or writing tasks that require flexibility and adaptability. For instance, a student who has memorised rules for forming simple past tense verbs may struggle to correctly conjugate irregular verbs or use them in conditional sentences, thereby revealing gaps in their comprehension (Mabuan, 2015).

The lack of emphasis on grammar in language curricula can also reflect broader systemic issues in educational practices. In many cases, language instruction prioritises communicative competence over grammatical accuracy, particularly in environments where passing exams or achieving conversational fluency is the primary goal. While this approach has its merits, it can inadvertently deprive students of the skills needed to write accurately and confidently in English. Teachers may focus on surface-level grammar exercises that test recognition rather

than production, leaving learners ill-equipped to apply these concepts in their writing (Hussin et al., 2016).

Furthermore, learners who receive inconsistent grammar instruction across different educational settings may experience confusion or frustration. Variations in teaching methods, materials, or emphasis on grammar can lead to gaps in knowledge or conflicting understandings of certain rules. For example, a student who learns one set of grammar rules in primary school but encounters a different approach in secondary school may struggle to reconcile these differences, resulting in hesitation or errors when writing. This inconsistency can erode learners' confidence and hinder their overall progress in mastering English (Ghabuzyan, 2022).

Writing in a second language often poses a significant psychological challenge for learners, as it can evoke feelings of insecurity and anxiety. This lack of confidence can profoundly influence their writing process, leading them to doubt their abilities and make cautious or overly simplistic choices in their written expression. For many learners, the fear of making errors or being judged for their mistakes overshadows their desire to experiment with more complex sentence structures or vocabulary. Consequently, their writing tends to lack depth and accuracy, reflecting their hesitation and self-doubt (Ghabuzyan, 2022).

Another significant factor is the comparison with peers or native speakers, which often intensifies learners' feelings of inadequacy. In classrooms or online platforms where students' writing is openly shared, some learners may perceive themselves as less competent than their peers, leading to a heightened sense of self-doubt. This comparative anxiety can deter them from fully participating in writing activities or from showcasing their abilities, as they fear being judged unfavourably. For instance, a student who feels their grammar is weaker than their classmates' may hesitate to write lengthy blog entries, opting instead for shorter, less challenging pieces (Kavandi, 2015).

Overgeneralisation of rules is a common phenomenon in second-language learning and can significantly impact learners' writing proficiency. This process involves applying language rules inappropriately or excessively beyond their standard contexts, leading to errors that reflect

the learners' incomplete understanding of the target language's complexities (Akdağ & Özkan, 2017). While overgeneralisation is often a natural stage in language acquisition, it can manifest prominently in writing tasks, where learners are required to apply multiple grammatical, syntactical, and lexical rules simultaneously. For instance, learners might incorrectly add "-ed" to irregular verbs such as "go" (e.g., "goed" instead of "went") because they are overapplying the regular past tense formation rule (Kavandi, 2015).

Moreover, the lack of immediate feedback in writing activities can exacerbate overgeneralisation. Unlike speaking, where teachers or peers can provide real-time corrections, writing often involves delayed feedback, leaving learners unaware of their errors until much later. This delay allows overgeneralised rules to become entrenched, as learners may continue to apply incorrect patterns in subsequent writing tasks without realising their mistakes. For example, a learner who repeatedly writes "she do not" instead of "she does not" may internalise this error, making it harder to unlearn (Asoodar et al., 2016).

The lack of feedback in second-language writing can significantly hinder learners' progress and perpetuate recurring errors. Feedback is a critical component of the language learning process as it provides learners with the guidance necessary to identify, understand, and correct their mistakes. Without corrective feedback, students may unknowingly reinforce incorrect linguistic patterns, making it difficult to unlearn them later. This absence of intervention can result in persistent errors, which not only affect their writing accuracy but also their overall confidence in using the target language (Ihsani et al., 2020).

The process of learning a second language is highly sensitive to instructional continuity. Language learners thrive on repetition, reinforcement, and steady progress, which are best achieved when the same educator is consistently guiding their learning (Akdağ & Özkan, 2017). However, when a change of educators occurs, students may experience a shift in the pace and focus of instruction. For example, a teacher who emphasises grammar and sentence structure may be replaced by one who focuses more on creative expression and vocabulary expansion. This inconsistency can lead to confusion for students, as they struggle to adapt to different expectations and teaching styles. Consequently, students may become frustrated or

disoriented, leading to a decline in their motivation and performance in writing tasks (Musa, 2016).

Moreover, the change in educators can also affect the implementation of writing strategies and the continuity of lesson plans (Musa, 2016). A teacher who has been working with a class for some time is likely to design a curriculum that builds progressively on students' skills. However, a new teacher may have a different approach, which could involve starting from a different point or emphasising different aspects of writing. This disruption can result in gaps in students' learning, as they may not have been exposed to certain writing techniques or strategies that would have been covered had the original educator remained in place. As a result, students may experience difficulties applying new concepts or integrating different writing skills, leading to errors in their written work (Akdağ, & Özkan, 2017).

Articles, including the indefinite articles "a" and "an," as well as the definite article "the," play a crucial role in English grammar by helping to specify or generalize nouns within sentences. However, for many ESL learners, the proper use of articles is a significant challenge, especially when their native language does not have a similar system of articles (Nabati, 2017). In some languages, articles do not exist, which means that learners may not have a built-in framework for understanding their function in English. As a result, ESL students often make errors by either omitting articles entirely or using them incorrectly, which can create sentences that sound awkward or incomplete. For example, a student might say "She is doctor" instead of "She is a doctor," or "Dog is barking" instead of "The dog is barking." These types of mistakes can interfere with communication, making the writing sound unnatural and harder to follow, even if the rest of the sentence is grammatically correct (Nabati, 2017).

The incorrect usage or omission of articles can have a considerable impact on the clarity of a sentence. Articles are essential in providing additional context to nouns, indicating whether we are referring to a specific item or a general one. For example, the use of "a" or "an" indicates that the noun is non-specific, while "the" refers to something particular that both the speaker and listener are aware of. When a learner omits articles or uses them incorrectly, the intended meaning of the sentence becomes less clear, and readers might struggle to understand whether the writer is referring to a general or a specific object. Such errors can

create confusion, especially in more complex sentences, as the sentence may lose the necessary clarity that the article would provide. This miscommunication can lead to misunderstandings, which is why mastering article usage is a critical part of developing strong writing skills in English (Ihsani et al., 2020).

Homophones are a group of words that sound alike but have different meanings, spellings, and sometimes even grammatical functions. Examples of commonly misused homophones include "their," "there," and "they're." While these words sound the same when spoken, they carry distinct meanings and serve different roles in sentences. "Their" is a possessive adjective, indicating ownership, such as in "Their car is parked outside." "There" refers to a place, as in "We went over there to meet her." "They're" is a contraction of "they are," used in sentences like "They're coming over for dinner tonight." Despite these differences, ESL students often struggle with distinguishing between these homophones, which can lead to frequent spelling and usage errors in their writing. Such mistakes are common in written English, where students may confuse the words based solely on their phonetic similarity, ultimately affecting the clarity and quality of their text (Nabati, 2017).

The confusion caused by homophones often arises from the fact that English pronunciation does not always correspond directly to its spelling. For instance, the sounds of "their," "there," and "they're" are identical, and this lack of visual cues in spoken language makes it difficult for learners to differentiate between them. Additionally, many languages do not have a similar concept of homophones, which may explain why ESL students find it particularly challenging to master these distinctions. In some languages, spelling is more consistent with pronunciation, so the idea of words sounding the same but having different meanings and spellings may be a novel and confusing concept for non-native speakers. As a result, students may inadvertently write "Their going to the park" instead of the correct "They're going to the park," which changes the meaning of the sentence and creates confusion for the reader (Mabuan, 2018).

These types of errors, though seemingly minor, can have a significant impact on the overall quality of writing. Homophone mistakes can disrupt the flow of a sentence, making it harder for readers to understand the writer's intended meaning. In the case of "Their going to the

park," the error might cause the reader to pause and reconsider whether the sentence refers to ownership or a future action. The incorrect use of homophones can thus compromise the clarity of the writing, making it seem less polished and professional. In more complex sentences, the misapplication of homophones can lead to even more confusion, as the meaning of the entire sentence could be altered. This is why it is essential for ESL learners to understand not only the meanings of homophones but also how to use them correctly in context (Mabuan, 2018).

To address this common issue, teachers must focus on helping students grasp the differences between frequently confused homophones. One effective way to do this is through targeted lessons that introduce homophones in pairs or groups. Teachers can provide clear explanations of the meanings and grammatical functions of each homophone, highlighting their distinctions. For example, during a lesson on "their," "there," and "they're," the teacher can give multiple examples of sentences with each homophone used correctly and contrast these with incorrect examples. By doing so, students can better understand how each homophone fits within the structure of a sentence and why using the correct word is important for maintaining clarity (Mabuan, 2018).

In addition to direct instruction, students should be provided with plenty of practice exercises that focus on homophones. These exercises can include fill-in-the-blank activities, where students are asked to choose the correct homophone based on the context of the sentence. Teachers might also provide sentence correction exercises, where students identify and correct homophone errors in a passage. By engaging in these types of activities, learners can gain a better understanding of the nuances of homophones and improve their ability to choose the right word in context. Repetition through practice is essential for reinforcing correct usage, and as students work through various examples, they will gradually become more confident in distinguishing between homophones (Long, 2022).

Another effective method for teaching homophones is through visual aids and mnemonic devices. For example, teachers can use diagrams or charts to group common homophones together, allowing students to see them side by side and recognise their differences. Mnemonic devices, such as creating memorable sentences or associations, can also help

students remember which homophone to use in a given context. For instance, to remember the difference between "there" and "their," a teacher might encourage students to think of the phrase "There is a place, but Their is for ownership," associating the word "there" with location and "their" with possession. Such strategies can make the learning process more engaging and provide students with tools they can use to recall the correct homophone when writing (Long, 2022).

In addition to these strategies, teachers should emphasise the importance of proofreading as a way to catch homophone errors before submitting written work. ESL students may not always notice their homophone mistakes while writing, as these errors can be subtle and may not affect the overall flow of the sentence. Encouraging students to read their work aloud or have someone else review it can help them identify instances where they may have used the wrong homophone. Proofreading allows students to refine their writing and ensure that their intended meaning is accurately conveyed. Teachers can also stress the importance of taking time to check for homophone errors during revision, as this step is crucial for improving the quality of the final product (Long, 2022).

It is essential for teachers to foster a supportive environment where students feel comfortable making mistakes and learning from them. Homophone errors, while common, should not be seen as failures but as opportunities for growth. Teachers should provide positive reinforcement when students correctly use homophones and offer constructive feedback when mistakes are made. By focusing on the learning process and celebrating progress, teachers can help ESL students build confidence in their writing skills. With time and practice, students can master the proper use of homophones and avoid common errors that might otherwise impede the clarity and effectiveness of their writing (Hsu, 2016).

Pronouns are an essential part of English grammar, serving as substitutes for nouns to avoid repetition and make sentences more fluid. However, pronoun errors can be a significant challenge for ESL students. These errors typically occur when students misuse pronouns in some way, either by selecting the wrong pronoun or by failing to match the pronoun with its antecedent in terms of number or gender. One of the most common types of pronoun errors is the incorrect choice of pronoun. For example, a student might write "Everyone loves their

own work" instead of the grammatically correct "Everyone loves his or her own work." This kind of mistake stems from confusion over subject-verb agreement and the nuances of pronoun-antecedent matching. While "everyone" is a singular noun and should be paired with a singular pronoun, students might mistakenly use the plural "their" due to the influence of the plural sound of "everyone." Such errors can easily cause confusion for the reader, as they disrupt the logical flow of the sentence and obscure the meaning (Hsu, 2016).

The challenge of pronoun usage is amplified for ESL learners, many of whom come from languages that do not have the same rules for pronouns. In some languages, for example, the gender of pronouns is not as strictly observed, or the pronoun forms might be different altogether. In addition, some languages do not require pronouns at all, especially when they are implied by the context of the sentence. As a result, ESL students might struggle to understand why certain pronouns need to be used in specific situations. For instance, in English, there is a clear distinction between "he" and "she," but in other languages, a single gender-neutral pronoun may suffice. This difference can lead to confusion when students attempt to translate directly from their native language into English, resulting in incorrect pronoun use. Furthermore, some languages allow the omission of pronouns entirely if the subject is understood from the context, which can lead to gaps in understanding when students attempt to apply the same structure to English sentences (Hsu, 2016).

Another frequent error occurs when students fail to match the pronoun with its antecedent in terms of number. In English, it is essential to ensure that singular subjects are paired with singular pronouns and plural subjects with plural pronouns. A common error is seen in sentences where a singular antecedent is incorrectly paired with a plural pronoun. For example, a student might write, "Each student should bring their book," when the correct phrasing would be, "Each student should bring his or her book." This error arises because, in many languages, the pronoun used does not necessarily have to agree in number with its antecedent. Such mistakes can create confusion for readers, as the mismatch between subject and pronoun may cause ambiguity about the number of people or things being referred to. Ensuring that students grasp the importance of number agreement in pronoun usage is crucial for improving their writing and helping them communicate more clearly (Hsu, 2016).

Additionally, the issue of gender agreement with pronouns can pose difficulties for ESL students, particularly in cultures or languages where gender distinctions are either less emphasised or do not exist. For example, students might default to using "they" as a singular pronoun for a person of unknown or unspecified gender, which, while becoming more widely accepted in English, may still be confusing in certain formal contexts or for learners who are not familiar with the contemporary usage (Hsu, 2016). In traditional English grammar, the singular pronouns "his" or "her" are used to reflect gender, and there is a need for ESL learners to understand when and why gender distinctions matter in their writing. This issue also extends to situations where a person's gender is ambiguous or unknown, prompting some students to make the error of using a plural pronoun like "they" in a singular context when it is inappropriate. Learning when to use gender-neutral pronouns and how to navigate gender-specific references is another critical component of mastering English grammar for ESL students (Ihsani et al., 2020).

The effects of pronoun errors on writing are significant. Misused pronouns can lead to confusion, making it difficult for readers to follow the writer's intended meaning. For example, an ambiguous pronoun could make it unclear who or what is being referred to, leaving the reader guessing. This can be especially problematic in complex or formal writing, where clarity and precision are paramount. Additionally, when pronoun errors occur frequently, they can undermine the overall coherence of a text, as readers may need to pause and backtrack to decipher the meaning of certain sentences. In academic or professional writing, such errors may even lead to a loss of credibility, as the writing appears careless or poorly edited. Therefore, ESL students must become proficient in the use of pronouns to ensure that their writing is both clear and accurate (Ihsani et al., 2020).

To help students overcome pronoun errors, teachers should provide targeted lessons that focus on the different types of pronouns, including personal, possessive, reflexive, and demonstrative pronouns. Teachers should explain the rules for pronoun-antecedent agreement, making sure students understand how to match pronouns with their antecedents in terms of number and gender. For example, teachers can use exercises that involve filling in the blanks with the correct pronouns, or have students identify and correct pronoun errors in

sample texts. This kind of focused practice will allow students to familiarise themselves with the patterns of correct pronoun use and apply those rules to their writing. Furthermore, teachers should highlight common mistakes and provide students with strategies for avoiding them, such as always double-checking for number and gender agreement before finalising a piece of writing (Ihsani et al., 2020).

In addition to direct instruction and practice exercises, teachers can help reinforce correct pronoun usage by integrating it into more holistic language activities, such as reading and writing assignments. For example, after reading a text, students can be asked to rewrite it, paying particular attention to the pronouns used. This exercise not only reinforces their understanding of pronoun usage but also allows them to see how proper pronoun application contributes to overall sentence coherence and clarity. Teachers might also incorporate peer review activities, where students critique each other's writing and check for pronoun errors. This peer feedback process not only helps learners identify mistakes in others' writing but also sharpens their editing skills, which will be valuable in their future work (Ihsani et al., 2020).

Teachers should foster an environment where students feel comfortable making and learning from their mistakes. Pronoun errors are common and should be seen as an opportunity for growth rather than a failure. By creating a supportive atmosphere where students are encouraged to ask questions and experiment with pronouns in different contexts, teachers can help them feel more confident in their language abilities. Constructive feedback is essential in this process as it guides students toward improvement without discouraging them. When students see that mistakes are part of the learning process, they are more likely to persevere and continue refining their language skills. With continued practice and targeted support, ESL students can develop a strong command of pronoun usage, improving the clarity and effectiveness of their writing (Ihsani et al., 2020).

Pluralisation is a fundamental concept in English grammar, as it is used to indicate when there is more than one of something. In most cases, plural nouns are formed by adding the suffix "-s" to the singular form, such as "book" becoming "books" or "car" becoming "cars." However, the process of pluralisation is not always straightforward, as there are also irregular plural forms that do not follow this simple rule. For example, the plural of "child" is "children," and

the plural of "goose" is "geese." This inconsistency in pluralisation rules presents a challenge for ESL learners, who may struggle to understand and apply the rules correctly. Often, these learners make errors by either omitting the plural marker altogether or by incorrectly using irregular forms, which can result in confusion or misunderstandings in their writing (Nabati, 2017).

One common error among ESL learners is the omission of the plural "-s" suffix. For instance, a student might write "two dog" instead of "two dogs" or "three book" instead of "three books." This error can occur because learners may not be accustomed to the concept of adding a specific suffix to indicate plurality, especially if their native language does not have such a distinction or uses a different system for indicating plurality. Some languages, for example, do not require changes to the noun to show that it is plural. In these cases, ESL students might assume that English nouns are always used in their singular form, even when referring to more than one item. The omission of the plural "-s" can make sentences sound incomplete or grammatically incorrect, affecting the overall clarity of the writing (Nabati, 2017).

In addition to omitting the plural marker, ESL students also frequently make errors when dealing with irregular plural forms. Irregular plurals do not follow the standard rule of adding "-s" or "-es," and instead involve changing the form of the word entirely, such as "child" becoming "children" or "man" becoming "men." These forms are particularly challenging for learners because they often require memorization and do not follow predictable patterns. For example, a student might write "childs" instead of "children" or "foots" instead of "feet." Such errors are common because ESL learners may apply the regular pluralization rule to irregular nouns, assuming that the "-s" suffix can be added to all nouns regardless of their irregular forms. Without a solid understanding of the different types of plural forms in English, these mistakes can undermine the accuracy and fluency of their writing (Nabati, 2017).

The difficulty with pluralisation can also be influenced by the structure of the learner's first language (L1). In languages where pluralization is expressed through other means, such as changes to the article or word order, learners may find it difficult to grasp the concept of adding a suffix to indicate the plural form in English. For example, some languages use a

system where the context or word placement determines whether something is singular or plural, rather than changing the form of the noun itself. In these cases, ESL learners may not fully understand the need for a plural suffix in English or may use incorrect forms due to the influence of their L1. Additionally, learners might struggle with identifying which nouns in English have irregular plural forms, as they are not consistently marked by a suffix and do not always follow a clear pattern (Patel, 2015).

To address these challenges, it is important for teachers to provide explicit instruction on pluralisation rules, focusing on both regular and irregular plural forms. Teachers can explain that most English nouns form the plural by adding the "-s" suffix, but that some nouns have irregular forms that need to be memorized. It is essential that students understand the difference between regular and irregular plurals and practice these rules in various contexts. For example, teachers can introduce a list of common irregular plural nouns and encourage students to learn and use them in their writing. By providing clear examples and explanations of pluralisation rules, teachers can help students internalize these concepts and apply them more confidently in their own writing (Patel, 2015).

In addition to direct instruction, teachers should offer plenty of opportunities for practice. This can be achieved through exercises that focus on forming plurals, where students can fill in the blanks with the correct plural forms of given nouns. Teachers can also use games or interactive activities to engage students in practising pluralisation in a fun and memorable way. For example, students could play a matching game where they match singular nouns to their plural forms or work in pairs to correct sentences with pluralisation errors. These types of activities not only reinforce the rules but also give students the chance to apply their knowledge in practical ways, helping them gain confidence in using plural forms correctly (Patel, 2015).

Furthermore, teachers can use contextualised exercises to show students how pluralization works within sentences and paragraphs. For instance, teachers might present a short story or dialogue that contains both regular and irregular plural forms and ask students to identify and correct any errors in the text. By practising pluralisation in context, students can better understand how plural nouns fit into broader sentence structures and improve their ability to

use them naturally. This type of practice will also help students recognise pluralisation errors more easily when they encounter them in their own writing, allowing them to self-correct and improve their grammar (Patel, 2015).

It is also important for teachers to address the role of pluralisation in communication. Incorrect pluralisation, especially errors involving irregular plurals or the omission of the plural suffix, can hinder clarity and disrupt the flow of writing. When students make these errors, their sentences may sound awkward or unclear, leading to confusion for the reader. Teachers should emphasise that mastering pluralisation is not just about following rules but also about ensuring that the intended meaning is conveyed clearly and accurately. By helping students recognise the importance of correct pluralisation, teachers can motivate them to pay closer attention to this aspect of their writing and take pride in producing grammatically correct sentences (Al-Jarf, 2022).

A sentence fragment occurs when a group of words is punctuated as a complete sentence but fails to include either a subject or a verb or sometimes both. This creates an incomplete thought that is not able to stand alone as a complete sentence. For instance, a student might write, "Walking to the store," which lacks a subject and cannot function as a standalone sentence. Even though the phrase might make sense in a broader context, it cannot convey a complete idea without a subject or verb. Sentence fragments are problematic because they confuse the reader, making it difficult to discern whether the writer intended to express a complete thought. Moreover, sentence fragments can lead to a choppy and disjointed writing style, disrupting the overall flow and coherence of a piece. This error is especially common among ESL learners, as they may be uncertain about sentence structure or unfamiliar with the syntactical rules of English (Al-Jarf, 2022).

On the other hand, a run-on sentence occurs when two independent clauses are improperly joined together without the appropriate punctuation or conjunction. An independent clause is a group of words that can stand alone as a complete sentence because it contains both a subject and a verb. For example, "I went to the store I bought some groceries" is a run-on sentence because two independent clauses are connected without proper punctuation or a conjunction. Run-on sentences can cause confusion and frustration for readers because the

lack of separation makes it unclear where one thought ends and the next begins. This lack of clarity often leads to misunderstanding of the intended meaning, which diminishes the effectiveness of the writing. ESL learners, in particular, may struggle with run-on sentences because of differences in punctuation rules between English and their native languages. Some languages might not require punctuation marks as strictly as English does, or they might have different rules for connecting clauses, which can contribute to these errors (Al-Jarf, 2022).

The presence of sentence fragments and run-on sentences in writing can have a significant negative impact on readability and comprehension. Both errors break the flow of the text, making it harder for readers to follow the writer's ideas. While sentence fragments can leave the reader with an unfinished or unclear thought, run-on sentences create a sense of confusion by overwhelming the reader with information that is not clearly separated. These issues can detract from the overall quality of a piece of writing, making it less effective in communicating the writer's message. In academic and professional writing, clarity is crucial, and errors such as sentence fragments and run-on sentences can compromise the reader's understanding. This is particularly problematic for ESL students who may already face challenges with language proficiency, and these errors can further hinder their ability to express themselves coherently in English (Al-Jarf, 2022).

ESL learners often encounter difficulties in mastering sentence structure, as they are required to navigate the complexities of word order, punctuation, and clause formation. Unlike some languages that have more flexible syntactic rules or simpler punctuation systems, English demands precise adherence to specific structures for forming complete and grammatically correct sentences (Al-Jarf, 2022). In English, independent clauses must be joined properly to maintain clarity, and every sentence must have both a subject and a verb to convey a complete thought. Additionally, ESL learners may face challenges due to differences in sentence construction between English and their native language. For example, some languages do not use punctuation marks like commas or periods in the same way that English does, which can lead to errors in sentence formation (Al-Jarf, 2022).

As a result, it becomes essential for teachers to provide explicit instruction on how to identify and avoid sentence fragments and run-on sentences. To address these common errors, it is

crucial for educators to teach students the proper methods for joining independent clauses, such as using punctuation marks like periods, commas, or semicolons, or utilising conjunctions like "and," "but," or "because"(Dizon, 2016). Teachers can provide clear examples of both correct and incorrect sentence constructions, guiding students through the process of recognising fragments and run-ons in their writing. Additionally, it is important for instructors to emphasise the need for coherence in writing. Students should be encouraged to break their writing into manageable parts, focusing on ensuring that each sentence communicates a complete thought and is properly structured. This will help students grasp the importance of maintaining sentence integrity and clarity, thus improving their writing fluency (Dizon, 2016).

One effective method for helping students avoid sentence fragments is to have them practice identifying and correcting fragments in sample texts. Teachers can provide students with a series of incomplete sentences and ask them to determine what is missing whether it's a subject, verb, or both and then have them rewrite the sentences as complete thoughts. In addition, students can be tasked with identifying run-on sentences in sample writing and applying appropriate punctuation or conjunctions to separate independent clauses. By practising these exercises, students can develop a better understanding of sentence construction and gain the skills necessary to avoid common errors. Repetition and consistent practice are key in helping students internalise the rules for forming complete sentences and properly joining independent clauses (Dizon, 2016).

Moreover, teachers can incorporate peer review activities into the learning process, where students review each other's writing for sentence structure errors. This collaborative approach allows students to gain a fresh perspective on their writing and learn from their peers' mistakes. By analysing their classmates' writing and offering constructive feedback, students can strengthen their own ability to identify and correct sentence fragments and run-on sentences in their work. Additionally, teachers can use technology-based tools that highlight grammatical errors, which can further support students in recognizing and correcting these issues independently. These tools provide instant feedback, helping students identify mistakes in real time and learn how to rectify them (Dizon, 2016).

Beyond exercises and feedback, it is important for teachers to foster an environment where ESL students feel comfortable experimenting with sentence structure. Students should be encouraged to write freely and express their thoughts without fear of making mistakes. Over time, as they become more confident in their understanding of sentence structure, they will be able to construct clearer, more cohesive sentences. Teachers can gradually introduce more complex sentence structures and challenge students to experiment with different ways of connecting ideas, all while reinforcing the importance of avoiding fragments and run-on sentences. This balanced approach will help students develop a more nuanced understanding of sentence structure, leading to better overall writing (Luesma, 2015).

The incorrect use of verb forms is one of the most common errors in ESL writing, and it can significantly hinder the clarity and accuracy of communication. Verb forms are crucial in English because they indicate actions, states, or occurrences, and the incorrect use of tenses, auxiliary verbs, or verb forms can lead to confusion and misinterpretation of the writer's intent. One of the most frequent mistakes is the misuse of verb tenses, where students might apply the wrong tense to indicate when an action takes place. For example, a student might write "He goed to the store" instead of "He went to the store." The error here is the incorrect use of the past tense form of the verb "go." While this mistake may seem minor, it can create ambiguity, as it disrupts the grammatical integrity of the sentence and makes the reader unsure about the intended meaning. Such errors can make the writing appear unpolished and difficult to understand, which can affect a student's overall writing proficiency (Luesma, 2015).

In English, verb forms are not only dependent on the tense but also on the structure of the sentence, including the use of auxiliary verbs. ESL learners often struggle with auxiliary verbs, such as "is," "are," "was," "were," and "have," as they are used in various ways to form questions, negative statements, and compound tenses. For instance, a student might write, "She do not like ice cream," instead of the correct "She does not like ice cream." In this case, the problem lies in the incorrect use of the auxiliary verb "do," where the third-person singular form "does" should be used (Luesma, 2015). Errors like this can lead to confusion because the auxiliary verb is essential for forming proper negations, questions, and complex verb structures. Students might also struggle with irregular verbs, which do not follow the

regular "-ed" pattern for past tense forms, such as "eat" becoming "ate" instead of "eated." These irregularities can complicate matters further for ESL learners who are accustomed to more regular verb conjugations in their native languages (Luesma, 2015).

The use of the correct verb form is essential for establishing the time frame of actions in English. Verb tenses whether present, past, or future, help to indicate when an action took place, and incorrect usage can lead to unclear communication. For example, using the present tense "I eat dinner" instead of the past tense "I ate dinner" can create confusion about whether the action is happening now or occurred in the past. Similarly, incorrect usage of future tense or modal verbs can lead to misunderstandings (Luesma, 2015). When ESL students do not consistently use the correct verb forms, it disrupts the reader's ability to understand the timeline of events, which can make the writing difficult to follow. The use of auxiliary verbs in compound tenses such as the present perfect ("I have eaten") or future perfect ("She will have gone") is also critical in conveying precise meaning, as these tenses suggest specific relationships between actions and time. Students need to understand when to apply these tenses in order to communicate clearly and accurately (Luesma, 2015).

Another reason why incorrect verb forms pose such a challenge for ESL learners is the complexity of verb conjugation rules in English. English is a language that uses a wide variety of verb forms depending on the subject, tense, and mood. For instance, the verb "to be" has different forms "am," "is," "are," "was," and "were" depending on the subject and the tense. Many ESL learners, especially those whose native language does not follow the same system of conjugating verbs, may find it challenging to master these variations. For example, in some languages, verbs do not change form based on tense, and this can make it difficult for students to grasp the concept of verb conjugation in English. This difficulty is often compounded by the fact that English includes numerous irregular verbs, which defy the regular conjugation rules, further complicating the process of learning verb forms. Without sufficient practice and exposure to the correct verb forms, students are likely to continue making mistakes, which can impede their ability to write effectively (Al-Jarf, 2022).

To address the issue of verb form errors, ESL teachers need to provide targeted instruction and exercises that focus on the specific areas where students struggle the most. One

approach is to introduce students to the rules of verb conjugation in a step-by-step manner, starting with the most basic forms and gradually building to more complex structures. Teachers should emphasise the importance of verb tense consistency, helping students to understand how different tenses function in English and when to use them appropriately (Al-Jarf, 2022). Providing students with a variety of examples, both written and spoken, will help them understand how verb forms change depending on context and subject. Furthermore, exercises that involve identifying and correcting errors in verb form usage can help students become more aware of their mistakes and develop better habits in using the correct verb forms. Frequent practice with verb forms in various contexts will also help students internalize the rules and improve their overall writing fluency (Hsu, 2016).

One effective strategy for reinforcing verb form accuracy is through contextualized practice. Teachers can provide students with sentence prompts that require them to use specific verb tenses or auxiliary verbs in a meaningful way. For example, students can be asked to describe a sequence of events, make sure to use the past tense correctly or talk about their future plans using the appropriate future tense forms. Additionally, teachers can incorporate real-life examples, such as recounting personal experiences or discussing current news, which will encourage students to use verb forms that reflect actual timeframes and contexts. This type of practice helps students see how verb forms function in authentic communication, making the learning process more relevant and engaging. Teachers can also ask students to work in pairs or groups to discuss and write about different topics, providing an opportunity for collaborative learning and peer feedback (Al-Jarf, 2022).

Moreover, ESL teachers can make use of visual aids, such as verb tense charts or timelines, to help students visualize how verb forms relate to different points in time. These tools can serve as helpful references for students as they work on exercises or write sentences. For instance, a timeline might illustrate the difference between simple past, present perfect, and past perfect tenses, showing how each tense describes actions that happen at different times. In addition, teachers can use online resources and language learning apps that provide instant feedback on verb form usage. These tools allow students to practice conjugating verbs and identify mistakes as they occur, which can help them improve their grammar in real time (Hsu, 2016).

The use of apostrophes in English is an area where many ESL learners encounter challenges, primarily when it comes to possessive forms and contractions. Apostrophes serve two main functions: to indicate possession and to form contractions. However, the rules governing their use can be confusing, especially for learners whose native languages do not have a similar punctuation system. Incorrect placement of apostrophes can lead to misunderstandings, making sentences unclear and difficult for readers to interpret. For instance, a common mistake occurs when learners write "Its a great day" instead of the correct "It's a great day." The error here arises from confusing the possessive form "its" with the contraction "it's," which stands for "it is." This misunderstanding can significantly impact the clarity of the text. Similarly, another common error is writing "The dog's bone" instead of "The dogs' bones" when referring to multiple dogs. In this case, the apostrophe is incorrectly placed, leading to confusion about whether the bone belongs to one dog or several dogs (Hsu, 2016).

The importance of correct apostrophe usage cannot be overstated, as it is crucial for conveying precise meaning in writing. Apostrophes are used in two main contexts: to indicate possession and to form contractions. For example, in the phrase "The cat's toy," the apostrophe indicates possession, meaning the toy belongs to the cat. However, when referring to multiple cats, the apostrophe should be placed after the "s," as in "The cats' toys," to show that the toys belong to more than one cat (Omidvar & Ravindranath, 2017). Similarly, contractions such as "it's" (it is) and "they're" (they are) use apostrophes to combine words and make the writing more concise. Incorrectly omitting the apostrophe, as in "Its a nice day" instead of "It's a nice day," can lead to a misreading of the sentence and confuse the reader about the intended meaning. Similarly, misunderstanding the distinction between singular and plural possessive forms, such as writing "The dog's bone" for multiple dogs, can alter the meaning of the sentence and disrupt its flow (Ahmed, 2016).

The confusion surrounding apostrophes often arises from differences between English and other languages. For example, in some languages, possession is indicated by different grammatical structures, and there is no need for an apostrophe to show ownership. This can make it difficult for ESL learners to grasp the correct usage of apostrophes in English. Additionally, the rules for contractions and possession can sometimes seem arbitrary, leading

to further confusion. For example, many learners struggle with whether to use "its" or "it's," as the rules governing these forms do not always align with expectations in their first language. This challenge is compounded by the fact that English does not always follow consistent rules for apostrophe usage. For example, some possessive forms, such as "children's" (the children's toys), follow regular patterns, while others, like "men's" or "women's," are irregular, which adds to the complexity for learners (Ahmed, 2016).

To address these common errors, teachers should emphasise the rules for apostrophe usage through clear examples and targeted exercises. One effective approach is to provide students with sentences containing common apostrophe mistakes and ask them to identify and correct the errors. For instance, students can be presented with the incorrect sentence "The cats bone" and be asked to correct it to "The cat's bone" or "The cats' bones" (depending on whether one or multiple cats are being referred to) (Ahmed, 2016). In addition to written exercises, teachers can use visual aids, such as charts or diagrams, to help students understand the rules for forming possessive nouns and contractions. For example, a chart could clearly show the difference between singular possessive forms (e.g., "dog's toy") and plural possessive forms (e.g., "dogs' toys"). Teachers can also incorporate contextual practice, asking students to use apostrophes correctly in sentences about their own lives, such as "My friend's house" or "The teachers' lounge" (Mabuan, 2018).

In addition to exercises focused on apostrophes, teachers should provide students with ample opportunities to practice reading and writing in context. Reading authentic materials, such as short stories or articles, can help students see how apostrophes are used in natural language. Teachers can ask students to identify examples of possessive forms and contractions in these texts and explain why the apostrophes are placed in a particular way (Mabuan, 2018). This practice helps students develop a deeper understanding of the rules and provides them with real-world examples of how apostrophes function in writing. Teachers should also encourage students to write their own sentences or short paragraphs using apostrophes correctly. By practising apostrophe usage in context, students can build confidence and reduce the likelihood of making errors in their own writing (Omidvar & Ravindranath, 2017).

Furthermore, giving constructive feedback is essential in helping students improve their apostrophe usage. Teachers can correct apostrophe errors by highlighting them in students' writing and providing explanations for the mistakes. For example, if a student writes "The teachers desk," the teacher can highlight the error and explain that the correct form is "The teacher's desk." Teachers should also encourage students to self-correct their errors by asking them to review their writing and identify areas where apostrophes may have been used incorrectly. This self-reflection helps students become more aware of their mistakes and gives them the tools to avoid making similar errors in the future (Mabuan, 2018).

Another strategy for reinforcing apostrophe usage is to teach students about the differences between common possessive forms and contractions, as well as the distinction between "its" and "it's." Teachers can use mnemonics or simple memory aids to help students remember the difference. For example, the phrase "it's means it is" or "it's means it has" can help students remember that "it's" is a contraction, while "its" is a possessive pronoun. Similarly, teachers can emphasise the importance of checking whether a noun is singular or plural when forming possessive forms, as this will determine the correct placement of the apostrophe (Hsu, 2016).

2.1.3 Evaluate the impact of using blogs to determine grammatical errors in the ESL class

Based on Blood (2020, as cited in Ward, 2004), "blogs" are websites that undergo frequent updates. The verb "blog" was soon adopted, and the term "blogosphere" was created to describe the ever-expanding weblog network, which is "a dynamic place that is connected by time and topic." Through blogs, educators, students, and anybody else with an internet connection and a blog page can interact and share knowledge. According to Witte (2007), some students dislike writing in general and, consequently, dislike writing in any language. This lack of interest is evident in the manner they finish their class tasks and homework. According to Ackerman (2006, as cited in Nandu et al., 2017), many students consider writing in the classroom to be a chore and only write when directed to do so by the teacher.

A blog is a webpage that functions as an online journal that is updated by the blogger from anywhere at any time. The intriguing aspect is that no technical expertise is needed to participate, and the bloggers updated the entries according to their own viewpoints, relevant facts, and experiences. Many foreign language instructors are using technology to provide possibilities for students to continue learning outside of the classroom, according to Blin (1999, as referenced in Pinkman, 2005). This is due to the fact that technology allows students to select their own learning resources, work at their own pace, and follow their own pedagogical route.

The following are among the benefits of blogging: "it fosters extensive writing skills that aid in the development of reading skills through both form and content; the web surfer develops effective lateral skimming and scanning skills through regular use of this medium; writing blogs help the students/learners read blogs and vice versa because through writing or reading the blogger becomes more familiar with the corresponding idea of purpose; and finally, blogging exposes the reader to fallible resources and diverse viewpoints, which may indirectly assist the student in developing critical thinking skills (Ward, 2004).

In order to understand more about the advantages of blogging as a virtual writing platform, Mabuan (2018) conducted a study to find out how students felt about utilising blogs to learn how to write in English. The study, which looked at a corpus of 58 blog entries written by ESL learners via weblogs, involved 58 first-year university tourism students participating in a Study and Thinking Skills course at a private university in Manila.

According to data collected through survey questionnaires and focus group discussions, learners viewed blogging as a viable platform for learning English writing skills because it allows them to freely express their opinions, despite accessibility concerns brought on by technological resources. They went on to say that blogs, among other things, help them improve their writing skills and engage and communicate with their peers online. Pedagogical suggestions for ESL writing teachers and researchers are provided in light of these findings.

Immediate, focused response

Using a range of digital technologies enhances instruction for both teachers and students in the modern era. Furthermore, it encourages comfortable peer interaction and allows students more time to write written pieces and phrases, which expedites the process of

receiving feedback on their work, especially on blog entries. Baek et al. (2006) conducted a study to determine what factors influence teachers' decisions to use technology in the classroom and how much teaching experience influences these decisions.

The study discovered that while less experienced teachers are more likely to use technology, experienced teachers usually opt to use it involuntarily in response to external demands, even if the majority of instructors desire to use it to improve teaching and learning. Baek et al. (2006, as cited in Bransford et al., 2000) address the role of technology in five ways: the ability to bring real-world experiences into the classroom; the provision of scaffolding that allows students to engage in complex cognitive tasks; the expansion of opportunities for teacher development; the creation of communities of interaction between teachers, students, parents, and other interested groups; and the ability to provide sophisticated and personalized feedback.

Haufiku (2022) performed an investigation of the challenges faced by English Second Language (ESL) teachers in the Ohangwena region. The results showed that teachers in the Ohangwena Region contend with issues such a lack of resources for teaching and studying ESL (55% of participants agreed and 25% strongly agreed). Therefore, the main strategies used by ESL teachers are to motivate their students, improvise, and draw from a variety of sources.

Encouragement of peer feedback

Grami (2012) conducted an online study that examined the use of blogs and feedback checklists in group writing for ESL students. Seven Saudi female ESL students worked together in an interactive online writing environment for four weeks. For a total of twenty-eight texts, each student was required to submit four written entries. Every participant received a checklist to fill out in order to offer feedback on two randomly selected texts. The findings revealed that the interactive features of blogs promoted a strong peer review culture, which became an essential part of collaborative writing. This event also improved the students' critical thinking and audience identification skills. In general, the students had a positive opinion of the process and expressed a wish to implement similar projects in their upcoming ESL writing classes.

Zarei and Supyan (2015) looked at the role that language learning materials and participation within the Learning Management Blog (LMB) have in the language learning process. The study

included 14 ESL students from a Malaysian institution. The Response Analysis Tool (REAT) was utilized to gather data, and content analysis was employed to qualitatively analyse the results. The findings showed that the students' development as language learners was facilitated by their meaningful interactions on the LMB forum. The study also discovered that the students' desire to participate in online discussions helped them acquire a range of language patterns and abilities.

Fosters creativity and fluency

Students can freely express their ideas through blogging without being restricted by the strict format of essays or tests. Children's creativity can encourage linguistic experimentation as they experiment with different structures, which can improve their fluency and grammatical confidence. Pinkman (2005) conducted qualitative research to examine how the author incorporated a blog project into an integrated-skills foreign language course at a Japanese university. Its objective is to motivate students to engage with people and hone their language skills in authentic environments outside of the classroom.

Additionally, it sought to determine whether blogs are helpful in foreign language classrooms and to assist foreign language teachers who want to use this relatively new computer-based learning tool to help their students become more self-reliant learners. The results of the study suggest that one of the perceived benefits of blogging for students was increased interest and motivation to use English as a result of communicating with and getting feedback from instructors and peers. Students' enthusiasm in their writing and reading has increased as a result of this, in contrast to traditional teaching techniques. Additionally, the findings suggest that students who participated in the blog project were keen to continue blogging beyond the semester.

Preparation of digital literacy

Salom (2023) carried out a mixed-methods study on the need to incorporate Computer Assisted Language Learning (CALL) into continuing teaching and learning in order to enhance students' writing abilities. The paper also argues that consideration should be given to the use of technology in second language (L2) instruction in Namibian secondary schools. According to the study's findings, technology may indirectly enhance students' attitudes and conduct and even promote teamwork, despite the fact that there is conflicting and little

evidence regarding its positive benefits on language competence. The researcher concluded by suggesting that future research should establish a closer connection between technology applications, Second Language Acquisition (SLA) theory, and learning results.

There is a great chance to expand learning outside of the classroom by incorporating weblogs into instructional strategies. Weblogs provide continuous communication between students and teachers, fostering a more dynamic and cooperative learning environment than previous learning logs, which were frequently written reflections with no participation. Students can exchange information, communicate with their peers in relevant ways, and express their opinions through blogs. Since students are encouraged to think about other people's viewpoints in addition to reflecting on their own learning, this move toward more interactive and collaborative learning is particularly helpful in developing critical thinking. As a result, blogs improve learning by fostering an atmosphere in which peer engagement and feedback are essential for enhancing comprehension.

In addition, weblogs give students a more adaptable and convenient way to interact with the course material. They are free to participate in the learning process at their own speed, going back and editing their posts as necessary. Students can work asynchronously and participate in self-directed learning because of this flexibility, which is especially helpful in supporting varying learning styles and speeds. Additionally, weblogs remove the constraints associated with traditional classroom settings by enabling students to access instructional resources from any location with an internet connection. Weblogs are the perfect medium for students who live in different places or have different schedules because of their accessibility, which guarantees that every student has an equal chance to engage in and gain from the learning process (Musa, 2016).

Weblogs not only provide flexibility and involvement, but they also help students improve their digital literacy. Effective use of internet platforms is an essential skill in today's ever-changing digital environment. Students who participate in weblogs learn how to use digital technologies for communication, research, and teamwork in addition to becoming proficient writers for a public audience. These abilities are becoming more and more crucial in professional and academic settings where success depends heavily on digital communication. As a result, using weblogs in the classroom not only improves student learning but also gets

them ready for the problems of a society that is becoming more and more digital (Mabuan, 2015).

Weblogs offer instructors insightful information about the learning and engagement of their students. By reading blog entries and comments, instructors may keep tabs on their students' progress, evaluate their comprehension, and spot any areas in which they might need further help. Additionally, weblogs enable teachers to give prompt feedback and promote a more individualized teaching style. Teachers can modify their teaching methods to fit the unique needs of individual students or groups by reading the reflections and replies from their pupils. Students are more likely to succeed in their academic pursuits and feel more connected to their teachers in a more encouraging learning environment thanks to this tailored feedback (Musa, 2016).

Weblogs also give teachers the ability to foster a feeling of community in the classroom. Students can build a better bond with their peers and a sense of belonging by exchanging thoughts and experiences on a common platform. Since students are more likely to stay actively involved in their learning when they feel supported by both their peers and teachers, this sense of community is essential for increasing student motivation and engagement. Teachers can create a welcoming and stimulating learning atmosphere that promotes cooperation and idea-sharing by including weblogs in their regular lectures (Mabuan, 2015).

Weblogs have been shown to be a useful tool for improving the educational process, although they are not without problems. The possibility that students would abuse the platform by submitting improper or irrelevant content or by failing to participate in insightful discussions is one of the main worries. Teachers must set clear expectations and standards for the usage of weblogs in the classroom in order to overcome these difficulties. Teachers can guarantee that weblogs are utilised as a fruitful and helpful learning tool by establishing limits and giving students structure. In order to promote an environment of respect for one another and academic rigour, educators should also offer advice on how to participate in considerate and civil online debates (Musa, 2016).

Despite all of these challenges, there are considerably more advantages to adopting weblogs as a teaching tool than disadvantages. Weblogs present a special chance to foster active learning, increase student involvement, and foster the development of critical digital literacy

skills (Mabuan, 2015). Weblogs greatly aid in the learning process by giving students a forum to exchange ideas, consider what they have learned, and communicate with teachers and other students. Weblogs, an advancement of traditional learning logs, offer a progressive method of teaching that welcomes the opportunities of the digital era and equips students for success in the classroom and in the workplace. In this regard, weblogs are an essential instrument for developing the skills and abilities needed in the current world, in addition to being a beneficial supplement to conventional lecture-based learning (Lujan-Mora & colleagues, n.d.).

2.3. Theoretical Framework

2.3.1 Introduction

According to Fisiak (1981), this study used the Contrastive Analysis (CA) theory, a branch of linguistics that compares two or more languages or linguistic subsystems to identify their similarities and differences. The explanation of the grammatical faults that comprise the distinctions between the target language's (L2) and native language's (L1) grammar is the contribution of contrastive analysis in language instruction. This theory is particularly valuable in mistake analysis studies as it helps educators and researchers understand the roots of language faults and devise solutions to correct them.

2.3.2 Historical background of the Contrastive Analysis theory

In the middle of the 20th century, Contrastive Analysis came into being because to the contributions of academics like Robert Lado and Charles C. Fries. In his 1957 book *Linguistics Across Cultures*, Lado made the case that the structural distinctions between the learner's native language and the target language are the root cause of second language acquisition challenges. During the audio-lingual era, when behaviorist theories of learning predominated, the theory was widely used in language instruction. The idea was improved as a result of subsequent criticisms that noted that not all errors could be exclusively ascribed to L1 interference.

2.3.3 Principles or tenets of Contrastive Analysis Theory

Language transfer happens when learners apply L1 rules to L2, which can lead to mistakes (negative transfer) or accurate forms (positive transfer), according to one of the fundamental tenets of contrastive analysis. Additionally, the idea argues that learners will face more challenges the more language distinctions there are between L1 and L2. Furthermore, CA makes a distinction between explanatory and predictive techniques, with the former analysing actual learner errors to determine their causes and the latter anticipating errors based on structural differences.

2.3.4 Application of the Contrastive Analysis Theory in the Current Study

Contrastive analysis was used in the study of Grade 11 students' blog entries at Ella du Plessis High School in Windhoek, Namibia, to look for prevalent English faults in the learners' writing. Through the analysis of their submissions, the study finds error patterns driven by the structural variations between the learners' L1 and L2, which are most likely Oshiwambo, Otjiherero, Afrikaans, and other second languages that they speak. The results will assist in identifying if errors in L2 writing are the result of typical developmental difficulties or negative transfer from L1. This theory's application will shed light on how teachers might modify their lessons to target particular language difficulties and eventually raise learners' English proficiency.

2.4. Research gap

Studies on second language learning in Namibia have been based on error analysis of learners' written work, especially on their traditional shorter and longer pieces. The study is based on ESL errors in language learning and errors committed by learners on their online blog entries which is part of the Grade 10-11 new curriculum component. This is the first study to be conducted in Namibia after the new curriculum was implemented on high school level to analyse errors on the learners' blog pages. Few relevant studies have been carried out outside of Namibia, nevertheless. Thus, in addition to changing teachers and learners' perspectives on using digital tools and platforms in Namibia, this study will broaden and enhance the body of knowledge on second language acquisition through learners blogging.

2.5 Chapter summary

To establish a theoretical and empirical foundation for the research, chapter two examined the relevant literature. It offered a comprehensive grasp of the field by examining the body of knowledge, frameworks, and models that are significant to the research problem. This chapter explored research and academic publications critically, focusing on important topics, trends, and patterns while also highlighting knowledge gaps. In doing so, the literature evaluations brought to light points of consensus, disagreement, and open issues on the subject. In order to provide insights into best practices and potential constraints, it also made reference to the theoretical viewpoints and methodological techniques that have been applied in earlier studies.

CHAPTER THREE: RESEARCH METHODS

3.1 Introduction

The strategic methods that researchers use to guarantee the feasibility of the study are referred to as the research methodology (Cohen et al., 2011). These tactics, which are usually generic approaches, influence the researcher's choice of procedures and techniques (Silverman, 2000). It further highlights an understanding of the reasoning behind the research through critical examination (Loseke, 2013). The methods, techniques, and skills employed to complete a study serve as the foundation for practice evaluation. This section provides a detailed description of the techniques employed, which the researcher viewed best reflect the reality of English Error Analysis in the blog entries of the study's participants. In order to produce the facts that are later presented in this study, various procedures were utilised to systematically gather and analyse data.

3.2 Research paradigm

This study used an interpretivist paradigm to collect qualitative data. The selected paradigm allowed the researcher to interpret data consequently.

3.2.1 Interpretivist paradigm

The interpretivist paradigm was applied in this study. It is centred on the idea that human experience and social context affect social reality, which makes it a good fit for studying human behaviours that are connected to sociocultural issues (Bhattacharjee, 2012). According to this paradigm, researchers ought to concentrate on comprehending how social behaviours are interpreted by the subjects of their studies (Julius, 2013). Because it enables the researcher to interpret data appropriately and draw inferences from participant blog entries based on the unique experiences of each learner following the offered open-ended, shorter task, the interpretivist paradigm was applicable to this study. It was also relevant to this study since it looks into and tries to comprehend how a digital platform affects ESL learners' writing abilities so that they can create meanings and interpretations in social contexts.

Instead of trying to foresee what learners will do, the researcher aimed to identify and understand how they interpret their environment by their own experiences and how they interpret specific behaviours. By reconstructing the learners' intended meaning after

recognising the grammatical errors in their blog posts, the goal was to gain a better understanding of how people make sense of the situations in which they live and work.

3.3 Research approach

The study employed a qualitative research approach which was through interviews or conversations, as the study looked at the world from the perspective of the participants as they interpret their own experiences. According to Lotz-Sisitika et al. (2012), this method aims to comprehend many societal viewpoints, make sense of them, and gain a greater comprehension of a particular situation. Sandelowski (2004) supports the aforementioned viewpoint by defining it as a catch-all phrase encompassing a variety of attitudes and methods of conducting research that are intended to uncover how people perceive, comprehend, interpret, and create social reality.

Additionally, by examining the attitudes, behaviours, and experiences of the chosen Grade 11 learners through controlled observation and an open-ended blog task, this method seeks to elicit a detailed viewpoint from the study's participants. Furthermore, a qualitative research technique concentrates on the root causes of the faults in the students' work rather than just the individual English mistakes in their entries.

Furthermore, by specifically searching for topics that would make the English Error Analysis of the Grade 11 learners' blog postings the problem at hand, this strategy was also chosen for this study to explain the three objectives in detail. To get a deeper grasp of blogging, this method also investigated the learners' own experiences, opinions, and behaviours. Additionally, it extracted conclusions from the blog entries of a small number of Grade 11 students at Ella du Plessis High School in Windhoek using Stephen Pit Corder's Error Analysis (EA) approach. The findings were formed through the interview guide for the teachers, blog tests and the content analysis checklist to analyse the data in detail.

3.4 Research design

According to Creswell and Plano (2007), research design refers to the methods used in research investigations for data collection, analysis, interpretation, and reporting. The explanatory research design was used to carry out the current investigation. In order to support the descriptive data, the chosen design aimed to pose "why" and "how" questions (Grey, 2014).

It detailed various types of mistakes that were discovered in the students' blog entries, the reasons for the mistakes, and the contributing factors. The content analysis checklist, learners' blog test, and interview guide for English teachers were used to gather data in a controlled environment. After examining the predetermined goals, the researcher gathered sufficient information to comprehend the participants' individual experiences, which aided in formulating the conclusion and recommendations based on the study's objectives.

3.5 Study population

Akpo (2006) states that the research population consists of all the participants or elements that the researcher wants to examine. The present study's population comprised 180 participants, all of whom were Grade 11 learners from Ella du Plessis High School. The participants included two Grade 10-11 English teachers and 178 Grade 11 learners who are doing ESL as a subject and they were selected to produce generalisable results after drawing conclusions about the wider population. Random sampling was used to select the learners and this method enabled the researcher to get the related sample size. Every member of the population to be studied had an equal chance of being included in the sample. There was no need to choose specific Grade 11 learners as every learner was suitable for this study.

3.6. Sample size and sampling procedures

A specific group of study participants chosen from the entire population is called a sample. According to Daniela (2020), the sample size is crucial for ensuring the validity of qualitative research and producing dependable results. The study population for this study was Grade 11 learners of Ella du Plessis High School, with a planned sample size of 118 learners to be able to produce generalisable results after concluding the wider populations.

Simple random sampling was utilised for selecting the participants and gathering qualitative study data. Julius (2013) argues that respondents are selected so that each member of the population has an equal chance of being chosen for the study and that the choice of one person has no bearing on the choice of any other person (i.e. independence). The researcher was able to obtain the generalised sample size using this procedure. The researcher selected two Grade 11 English teachers who were teaching grades 10 and 11 and the grade 11 learners because they are in the final year of completing the NSSCO new curriculum syllabus. These learners had been exposed to most of the English language components at their academic

stage for the researcher to be able to collect adequate data based on the three research objectives. Furthermore, every member of the Grade 11 population/learners to be studied had an equal chance of being included in the sample. However, only the randomly selected ones represented the whole group.

3.7. Research instruments/ Data collection tools

Learners' written test, the interview guide, and the content analysis checklist were used to gather the data. According to Grey (2014), interviews offer detailed information on the experiences and perspectives of participants on a given subject. Furthermore, the two instruments that were chosen can be utilised to gain a better understanding of the different types of language faults, how they actually occur in the classroom, and how they affect language development. When the researcher examines the data from the viewpoints of various individuals, they will also help to make the results more reliable.

The tools specifically selected for the learners (participants) can as well collect data from a larger number of people in words which can be collected faster using their Blog entries through open-ended given task. This allowed the researcher to control the amount of information that respondents supplied.

3.8. Data analysis

Thematic analysis was used to examine the gathered qualitative data. Liamputtong and Ezzy (2005) state that thematic analysis is the process of identifying themes by closely examining transcribed material. As a result, the researcher examined and recorded the data gathered by looking for patterns of mistakes made by participants on the marked blog test, interview guide and content analysis checklist.

Since this study aimed to analyse textual data from various learners' blog entries, interview guides, and content analysis checklists, this approach was appropriate. The information gathered aided with coding errors, classifying grammatical errors, finding patterns, and determining the causes of errors (such as interference of 1st language or lack of exposure to technological tools).

3.9 Ethical considerations

The rights of participants are safeguarded by ethical research. It refers to the particular values, norms, regulations, and standards of conduct linked to research that a community of

researchers has determined are right, equitable, and suitable, Murphy and Dingwall (2001). The Namibian University of Science and Technology (NUST) granted the researcher ethical approval and authorisation to carry out the study. Additionally, permission was requested and approved from the Khomas Region Regional Council Directorate of Education, Arts and Culture, participants' parents, the school, and the participants themselves. Finally, the researcher gave an explanation of the study's goal and how the participants would gain from it.

3.10 Research setting/ location of the study

The study was conducted at Ella du Plessis High School in Windhoek, Khomas region. Most of the learners at this school come from houses where they speak different mother tongues and thus the researcher believed in obtaining the necessary data from the mentioned school. No other schools were used and there was community intervention.

3.11. Chapter summary

This chapter outlined the research methods in detail and how they were used to collect the data including the research approaches used to analyse the collected data. The following were discussed; the research paradigm, the research approach which is qualitative, the research design that fits the objectives, the population studied including the selection criteria, sampling, and sample size, data collection tools, data analysis and ethical considerations. All the above elements made the methodological chapter clear.

CHAPTER FOUR: FINDINGS AND DISCUSSIONS

4.1. Introduction

This chapter presents the research findings collected from the learners' blog test, the content analysis checklist and the teachers' interview guide. The discussion of this chapter is structured by following the three objectives of this study. The investigation was made into the grammatical errors made by ESL learners in their blog entries, alongside a discussion of the factors contributing to these errors and the effectiveness of using blogs as a tool for language learning.

4.2. Findings

4.2.1 Theme 1: Grammatical errors are prevalent in learners' blog entries

Table 1: Some of the common error type and examples from the learners' written test

| Error type | Example from the learners' entries | Suggested correction |
|--------------------------------|---|--|
| Punctuation | <ol style="list-style-type: none">1. I had <i>To</i> stay.2. i started my holiday job at swakop uranium. | <ol style="list-style-type: none">1. I had to stay.2. I started my holiday job at Swakop Uranium. |
| Spelling errors | <ol style="list-style-type: none">1. emernancies2. 'oparated' <p>(Both examples are 1st language influenced)</p> | <ol style="list-style-type: none">1. Emergencies2. Operated |
| Concord/subject-verb agreement | <ol style="list-style-type: none">1. She <i>go</i> to the meeting every Monday.2. The Head of Department <i>have</i> a new office. | <ol style="list-style-type: none">1. She <i>goes</i> to meeting every Monday.2. The Head of Department <i>has</i> a new office. |
| Pluralisation | <ol style="list-style-type: none">1. 'week'2. 'earths' | <ol style="list-style-type: none">1. weeks2. earth |
| Apostrophe | <ol style="list-style-type: none">1. <i>customer's</i>2. <i>dont'</i> | <ol style="list-style-type: none">1. customers'2. don't |

| | | |
|--------------------|--|--|
| Fragment sentences | <ol style="list-style-type: none"> 1. I like the plans about. 2. Which I didn't know at all. | They are both incomplete and made-up incomplete ideas or thoughts. |
| Homophone errors | <ol style="list-style-type: none"> 1. We <i>where</i> very few at the centre. 2. I had <i>to</i> gloves. | <ol style="list-style-type: none"> 1. We <i>were</i> very few at the centre. 2. I had <i>two</i> gloves. |
| Word order | <ol style="list-style-type: none"> 1. <i>Is very important job.</i> 2. She has a car blue. | <ol style="list-style-type: none"> 1. The job is very important. 2. She has a blue car. |

a) Findings from the teachers' interview guide and content analysis

Both teachers observed a high frequency of grammatical errors in the learners' blog entries and it is evident from the learners' blog test given to them. These errors ranged from basic issues such as punctuation and spelling to more complex challenges like subject-verb agreement, tense consistency, and sentence structure. Teachers noted that the errors hindered the clarity and coherence of the learners' writing and reflected a need for more focus on grammatical accuracy.

Participant T1 stated that, *"So many learners have made grammar errors from the title to the content of their entries. They started sentences with small letters, and capital letters were used randomly. Articles like 'a,' 'an,' and 'the' were misused, and most learners also struggled with verb forms."*

T1's observation is that punctuation errors, particularly with capitalisation rules and article usage, are the most common errors which highlight a significant foundational gap in grammar instruction.

This aligns closely with other broader trends observed from the learners' blog entries, where punctuation issues are compounded by errors in subject-verb agreement, tense consistency, and the inappropriate use of apostrophes. T1's focus on punctuation reflects the prevalence of such errors, which were evident from learners beginning sentences with lowercase letters, misusing commas, or omitting necessary punctuation marks altogether. These mistakes indicate that learners may not fully understand or internalise basic grammar conventions.

When compared with T2's observations, a broader picture of learners' grammatical challenges emerges. While T1 emphasised punctuation, T2 identified structural issues such as

sentence fragments, run-ons, and incorrect word order, painting a more comprehensive view of systemic weaknesses in learners' writing abilities. The learners' blog test and content analysis checklist further support the above, revealing that errors in tense consistency, pluralisation, and verb forms frequently disrupt coherence and meaning in learners' texts.

The patterns observed suggest that learners' grammatical errors stem from overlapping causes, including linguistic interference from their first languages, insufficient emphasis on editing skills, direct translation and a lack of familiarity with English grammar rules. The data from the blog test analysis and content analysis checklist corroborates these findings, noting recurrent instances of errors such as misuse of prepositions, homophones, and pronouns, all of which contribute to the overall inconsistency in their written work.

Participant T2 added that *"The learners' main issue is their disregard for basic grammar rules. Sentence fragments, wrong word order, and overuse of commas were frequently seen. Subject-verb agreement errors were also very common, making the writing hard to follow."*

T2 highlighted broader structural issues such as sentence fragments and incorrect word order, emphasising that learners may lack sufficient exposure to proper sentence construction techniques. This observation points to systemic gaps in teaching and learning practices that prioritise foundational grammar over structural cohesion in writing. The recurring appearance of sentence fragments and run-on sentences, as noted in the learners' entries, supports T2's assertion that learners struggle with constructing coherent sentences. For instance, many learners' blog entries featured incomplete thoughts or improperly joined clauses, resulting in fragmented or overly complex statements that hinder comprehension.

In comparison to T1's observations, T2's focus shifts from surface-level grammar issues, such as punctuation, to deeper structural problems. While T1 concentrated on errors like capitalisation and article misuse, T2's analysis of sentence fragments and word order reflects a more complex challenge in learners' ability to organise their thoughts logically. The learners' test and content analysis checklist corroborate these, showing frequent errors in tense consistency, pronoun use, and pluralisation, which further compound the lack of sentence cohesion. Together, these findings suggest that learners face difficulties not only with grammar rules but also with effectively combining words and ideas to form clear and structured sentences.

Additionally, T2's observation indirectly highlights how the learners' first languages might influence their sentence construction. Many of the learners, particularly those speaking Oshiwambo and Herero as their first languages (constituting 88 and 76 speakers, respectively), may transfer linguistic patterns from their native tongues into their English writing. This could explain the prevalence of errors in word order and the construction of complex or fragmented sentences. Such transfer, combined with an inadequate instructional emphasis on sentence structure, creates significant barriers to learners' written proficiency.

Both participants observed errors that are indicative of weak grammatical foundations. While T1 focused on basic issues such as punctuation and articles, T2 drew attention to sentence structure and agreement problems. This suggests that the errors are diverse, covering multiple aspects of grammar. The prevalence of grammatical errors suggests that learners face significant challenges with language accuracy. These issues likely stem from insufficient reinforcement of grammar rules and limited editing skills. The findings indicate a need for targeted interventions to improve learners' understanding of basic and advanced grammar.

4.2.2 Theme 2: Linguistic challenges are influenced by various ESL Factors

Teachers identified several factors contributing to learners' grammatical challenges. These included the influence of native languages, misinterpretation of grammar rules, and the impact of informal language habits. Both teachers agreed that these factors play a significant role in shaping the learners' writing abilities.

Participant T1 stated that *“Learners' native languages influence their spelling and grammar, especially when they directly translate terms into English. For example, career-related jargon was often misspelt, and some phrases reflected their first language structure.”*

T1 highlighted the significant impact of native language interference on learners' ability to apply correct spelling and grammar in English, emphasising the role of linguistic transfer in shaping ESL challenges. This observation reflects how learners' first languages, with their distinct grammatical rules and phonetic systems, influence their English writing. The observation checklist corroborated this finding, showing frequent errors in spelling, word order, and preposition usage, many of which can be traced to direct translations from native languages. For example, for learners who speak Oshiwambo or Herero, the most common

first languages among participants, often substitute English words with phonetically similar terms or translate native grammatical structures that do not align with English syntax.

When compared to T2's observations, T1's focus on linguistic transfer provides a more specific explanation for the learners' grammatical challenges. While T2 emphasised structural issues like sentence fragments, run-on sentences and word order, T1 attributed these difficulties to interference from native languages. The observation data supports both perspectives, showing that learners frequently commit errors involving homophones, preposition errors, incorrect verb forms, and tense consistency, which could result from both linguistic transfer and inadequate grammar instruction. Together, these insights suggest that native language interference does not act in isolation but interacts with broader instructional and environmental factors to exacerbate writing difficulties.

Additionally, T1's emphasis on the role of native language interference reveals how cultural and linguistic diversity among the learners may contribute to their varied writing challenges. For example, learners who speak Khoekhoegowab or Afrikaans languages with significantly different grammatical structures from English might face greater difficulty in adapting to English rules compared to those with closer linguistic ties. This indicates that a one-size-fits-all approach to ESL instruction may be insufficient to address the diverse needs of learners.

Participant T2 added *"Slang and social media habits were evident in the blogs. Some learners didn't follow instructions, leading to errors like using text-message abbreviations. Misuse of apostrophes and inconsistent plurals also reflect poor understanding of basic rules."*

Participant T2 highlighted the influence of informal habits, such as the use of slang, text-message abbreviations, and conversational tones, which indicates that learners struggle to differentiate between formal and informal writing contexts. This observation points to the pervasive impact of digital and social media culture on learners' language use, where informal expressions are prevalent. The teachers' marking grid and checklist reinforce this finding, showing instances of learners incorporating abbreviations like "u" instead of "you" and casual terms unsuitable for academic writing. Such habits suggest a gap in understanding the stylistic expectations of formal contexts, compounded by the learners' familiarity with informal communication platforms.

Compared to T1's focus on native language interference, T2's observation highlights a different external factor influencing learners' grammatical challenges. While T1 attributes errors like spelling and word order to linguistic transfer, T2 views the learners' informal writing habits as a significant barrier to achieving formal proficiency. Both perspectives, however, align in suggesting that these external influences are amplified by an insufficient instructional emphasis on distinguishing between different registers of language. The observation of the learners' work using the marking grid further underscores this by identifying frequent misuse of apostrophes, inconsistent pronoun usage, and sentence fragments, which are often indicative of a lack of revision and adherence to formal writing conventions.

Moreover, T2's insight reveals that learners' reliance on informal habits may also reflect a broader issue of limited engagement with formal English outside of the classroom. With minimal exposure to academic or professional writing styles, learners may revert to informal tones as a default. This challenge is particularly evident among learners whose native languages are spoken primarily in casual or conversational settings, where formal distinctions are less pronounced.

Both participants acknowledged that external factors significantly influence errors, but they emphasised different aspects. T1 focused on linguistic transfer, while T2 stressed the role of informal habits and poor instruction adherence. This shows that multiple overlapping factors contribute to the learners' struggles. The findings indicate that learners' linguistic challenges are influenced by both intrinsic factors (native language interference) and extrinsic factors (exposure to informal language and lack of clear grammar instruction). Addressing these challenges requires a multifaceted approach, including tailored ESL strategies and contextualised grammar teaching.

4.2.3 Theme 3: Blogging enhances learner engagement but highlights challenges

Both teachers observed that blogging encouraged learners to engage with language creatively, although challenges such as technical issues and limited peer interaction were evident. Learners showed enthusiasm for the blogging process and positively responded to feedback, which improved their motivation to write and revise their work.

Participant T1 mentioned that *“Learners were fascinated by blogging. They enjoyed reading their peers’ entries and leaving comments. The feedback helped some learners improve, but technical issues like slow internet frustrated others.”*

T1 highlighted the interactive nature of blogging, noting that feedback and peer engagement significantly enhanced learners' interest in writing, even in the face of technical challenges. This observation underscores the value of collaborative and technology-enhanced learning environments in fostering engagement. Blogging allowed learners to actively participate in reviewing their peers' work, some leave constructive comments, and revise their own entries based on feedback. Despite issues such as slow internet and limited access to computers, learners displayed enthusiasm for this interactive medium, which gave them a sense of ownership and creativity in their writing. The content analysis checklist supports this, noting that many learners were motivated to update their pages, particularly after receiving feedback from their teachers or peers.

Compared to T2’s observations, which focused on time constraints and minimal peer review, T1 emphasised the positive impact of blogging on learner motivation and creativity. While both participants acknowledged the challenges posed by technical issues, T1 provided a more optimistic perspective, emphasising the platform’s ability to engage learners actively. This aligns with findings from the content analysis checklist, which highlighted those learners who engaged with peer reviews and feedback demonstrated noticeable improvements in subsequent blog entries.

T1’s observation also highlights how blogging promotes social learning by encouraging learners to interact with one another’s work. This collaborative aspect contrasts with traditional classroom activities, which often lack the opportunity for peer engagement. However, the technical challenges, such as unreliable internet and limited time to complete tasks, highlight the need for better infrastructure and planning to fully leverage the potential of blogging as a teaching tool.

Participant T2 added that *“The blogging activity increased learners’ interest in writing, especially as they could personalise their entries. However, many didn’t fully review their work, and peer reviews were minimal due to time constraints.”*

T2 focused on the personalisation aspect of blogging, emphasising that learners highly valued the creative freedom it provided but struggled with effectively revising their entries. This observation highlights the dual benefits and challenge of blogging as a teaching tool. On the one hand, learners were enthusiastic about crafting blog posts that reflected their individual experiences, interests, and voices, which fostered greater engagement and ownership of their writing. On the other hand, the observation checklist revealed that learners often submitted entries with recurring grammatical and structural errors, indicating insufficient revision processes. Factors such as time constraints and limited guidance during the drafting stages contributed to this challenge, preventing learners from fully refining their work.

Compared to T1's focus on the interactive and collaborative elements of blogging, T2's emphasis on personalisation highlights a more individualistic benefit of the platform. While both participants noted the motivational impact of blogging, T2 pointed out that learners' focus on creativity often came at the expense of grammatical accuracy and coherence. This aligns with observations that many entries contained sentence fragments, punctuation errors, and improper word choices, reflecting a gap between learners' creative expression and their ability to self-edit effectively.

Additionally, T2's observation underscores the importance of balancing creative freedom with structured support. While personalisation allowed learners to connect emotionally with their writing, the lack of adequate time for revisions and minimal teacher intervention during the editing phase limited their ability to polish their work. This suggests that while blogging can inspire creativity, it must be supplemented with explicit instruction and practice in revision techniques to ensure learners develop both expressive and technical writing skills.

Both participants agreed that blogging fostered engagement and motivation. However, T1 emphasised technical challenges, while T2 pointed to time constraints and insufficient peer review. Together, these responses illustrate the dual benefits and limitations of using blogs as a teaching tool. The findings reveal that blogging has significant potential to enhance learners' engagement with language and encourage creativity. However, its effectiveness is constrained by practical issues such as limited time and resources. Providing better infrastructure and structured blogging sessions could maximise the benefits of this activity.

4.5. Discussions

4.2.1 Theme 1: Grammatical errors are prevalent in learners' blog entries

The data reveals a high frequency of grammatical errors in learners' blog entries, ranging from basic issues like punctuation and spelling to more complex challenges such as subject-verb agreement, tense consistency, and sentence structure. T1 highlighted punctuation errors as the most frequent, emphasising learners' struggles with capitalisation and article usage. T2, on the other hand, pointed to broader structural problems, such as sentence fragments and incorrect word order, which indicate a lack of exposure to proper sentence construction techniques. These issues collectively disrupt the clarity and coherence of learners' writing, as confirmed by the teachers' marking guide observation, which detailed errors like pluralisation, pronoun misuse, and tense inconsistencies.

These findings align closely with the study by Sermsook et al. (2017), which identified punctuation errors, subject-verb agreement, and sentence fragments as some of the most common grammatical mistakes made by Thai university students. These errors are comparable to those observed in the current study, where learners frequently misused punctuation marks, failed to maintain subject-verb agreement, and struggled with sentence cohesion. Sermsook et al. further attributed these challenges to an inadequate understanding of grammar rules and interlingual interference, which resonates with this study's findings of linguistic transfer and limited reinforcement of grammatical conventions.

Similarly, Mabuan (2015) found that Filipino ESL learners faced challenges with fundamental grammatical concepts such as verb tenses, prepositions, and articles in their blog entries. This mirrors the current findings, where learners demonstrated inconsistent use of verb tenses, frequent prepositional errors, and misuse of articles such as "a," "an," and "the." Mabuan's study also emphasised how error analysis in blogs can help educators pinpoint these recurring issues, which supports the observation here that blogs are a valuable tool for analysing and addressing grammatical challenges.

The findings also reflect those by Charanjit et al. (2017), who noted frequent subject-verb agreement and tense errors among college students, primarily due to the over-generalisation of grammatical rules. This similarity highlights how learners often apply simplified grammatical rules across contexts without understanding exceptions, such as using plural

verbs with singular subjects. The overgeneralisation observed in both studies underscores the need for targeted instruction to help learners internalise the nuances of grammar rules.

Sawalmeh (2013) documented similar grammatical issues in essays by Arabic-speaking learners, particularly errors in verb tense, word order, and sentence fragments. These parallels are significant, as they suggest that such challenges are not unique to specific linguistic groups but are instead widespread among ESL learners. Sawalmeh's findings also pointed to the influence of native language interference, aligning with this study's observation that learners, especially those speaking Oshiwambo and Herero, transfer linguistic patterns from their first languages into English, leading to errors in sentence construction and grammatical consistency.

The study by Mungungu (2010) further supports these findings, as it examined grammatical errors made by Oshiwambo, Afrikaans, and Silozi speakers, noting recurring issues with tenses, articles, and prepositions. The current study's observation of similar errors among learners from the same linguistic backgrounds reinforces the argument that native language interference significantly impacts grammatical accuracy. Mungungu's emphasis on the value of understanding error patterns to develop effective intervention strategies aligns with the recommendation for tailored ESL instruction in this study.

In addition, Bumroongthai (2010) highlighted structural errors, such as sentence fragments and improper word order, as the most prevalent issues in Thai learners' paragraph writing. These findings echo T2's observation in this study, which emphasised learners' difficulty in constructing coherent and logically ordered sentences. Both studies suggest that these structural issues stem from inadequate emphasis on sentence-level grammar during instruction, pointing to the need for focused lessons on sentence construction.

Rizwan (2023) also found omission and mis-formation errors in professional writing tasks, further highlighting the diversity of grammatical challenges faced by ESL learners. These errors, similar to those identified in this study, disrupt the clarity and meaning of learners' writing and are often attributed to insufficient feedback and a lack of exposure to varied writing contexts. Rizwan's findings reinforce the importance of consistent corrective feedback, which this study also emphasises as a critical component in addressing grammatical weaknesses.

Finally, the findings are consistent with Chitondo (2021), who documented punctuation and agreement mistakes as prominent grammatical issues among Zambian learners. These parallels suggest that punctuation errors, such as improper comma usage and inconsistent capitalisation, and agreement mistakes, such as mismatched subjects and verbs, are persistent challenges across different ESL contexts. Chitondo highlighted the importance of targeted grammar instruction, a recommendation that aligns with this study's call for a more focused approach to teaching both basic and advanced grammar rules.

4.3.2 Theme 2: Linguistic challenges are influenced by various ESL factors

The data reveals that learners' grammatical challenges are significantly influenced by factors such as native language interference, misinterpretation of grammar rules, and informal writing habits. T1 emphasised that linguistic transfer from native languages, particularly Oshiwambo, Khoekhoegowab and Herero, led to frequent errors in spelling, word order, and preposition usage. T2 focused on the impact of informal habits, such as slang and text-message abbreviations, which hindered learners' ability to adhere to formal writing conventions. The marked entries and content analysis checklist further observed errors like misuse of apostrophes, inconsistent plurals, and homophones, reflecting the combined effects of linguistic transfer and informal exposure.

These findings align with those of Kapolo (2013), who identified native language interference and intralingual transfer as significant contributors to grammatical errors among Namibian learners. In the current study, similar issues were observed, where learners frequently transferred grammatical structures from their native languages, such as Oshiwambo, Khoekhoegowab, Silozi and Herero, into their English writing. This linguistic transfer resulted in recurring errors in spelling, prepositions, and word order, underscoring how native language structures influence learners' second-language acquisition. Kapolo also highlighted overgeneralisation as a key issue, paralleling the tendency among participants in this study to apply simplified grammar rules across different contexts without recognising exceptions.

Mabuan (2015) similarly found that Filipino learners faced difficulties with formal grammar, often influenced by informal communication platforms like social media. In this study, the prevalence of slang, text-message abbreviations, and conversational tones in learners' blog entries reflects a similar challenge. These informal habits, as noted by T2, hindered learners'

ability to adhere to formal writing conventions, further complicating their understanding of grammatical rules. Both studies emphasise the importance of distinguishing between formal and informal registers in ESL instruction to mitigate such issues.

The findings also resonate with those of Shakir et al. (2020), who highlighted the role of L1 interference and over-generalisation in grammatical errors among ESL learners. Like the current study, Shakir et al. observed that learners struggled to apply target language grammar rules accurately, often defaulting to patterns from their native languages. This was evident in the frequent errors involving pluralisation, prepositions, and verb tenses noted in both studies. These findings reinforce the need for explicit grammar instruction tailored to address both linguistic transfer and the over-generalisation of grammar rules.

Sawalmeh (2013) observed frequent grammatical errors among Arabic-speaking learners, particularly in preposition use and pluralisation, attributing these mistakes to linguistic transfer. This aligns with the findings of this study, where learners' native languages similarly influenced their use of prepositions and their ability to differentiate between singular and plural forms. Sawalmeh's findings further highlight the universal nature of such errors among ESL learners, particularly when their first languages have markedly different grammatical structures from English.

The findings of this study also align with Rizwan (2023), who identified native language influence and disregard for linguistic rules as major causes of errors in professional writing. In this study, T1 emphasised similar issues, observing that learners' spelling and grammar were directly affected by their native languages, leading to recurring mis-formations and omission errors. Rizwan's recommendation for targeted feedback to address these issues parallels this study's conclusion that consistent and corrective feedback is essential to mitigating the impact of the linguistic transfer.

Moreover, Mungungu (2010) also emphasised the role of native language interference in grammatical errors made by Oshiwambo, Afrikaans, and Silozi speakers. Like the findings in the present study, Mungungu noted that native language patterns often disrupted learners' ability to apply English grammar rules, resulting in errors in tenses, articles, and prepositions. This similarity highlights the persistent influence of linguistic backgrounds on grammatical

accuracy in ESL learners and underscores the importance of integrating cultural and linguistic considerations into instructional strategies.

Sermsook et al. (2017) found that intralingual interference and negligence were the primary causes of grammatical mistakes in Thai learners' writing. These challenges are reflected in this study, where participants frequently made errors in sentence structure and punctuation due to insufficient editing and a lack of exposure to formal grammar instruction. Like the findings of Sermsook et al., this study underscores the need for targeted grammar lessons that address intralingual errors through focused practice and feedback.

Finally, Saadiyah (2009) found that Malaysian learners struggled with verb tenses and word order, largely due to limited vocabulary and overgeneralization. This aligns with the findings of the current study, where learners' limited exposure to varied English vocabulary and contexts led to frequent errors in tense consistency and sentence structure. Saadiyah's emphasis on vocabulary development and explicit grammar instruction reinforces this study's recommendation for a multifaceted approach to improving grammatical accuracy in ESL learners.

4.3.3 Theme 3: Blogging enhances learner engagement but highlights challenges

The data revealed that blogging significantly enhanced learners' engagement and creativity but also exposed challenges such as technical limitations and insufficient revision processes. T1 emphasised that blogging fostered peer interaction and feedback, which motivated learners to refine their writing. T2, however, highlighted that while learners valued the personalisation blogging offered, many struggled with revising their work due to time constraints and minimal guidance. The observation checklist supported these findings, noting improvements in entries after feedback but persistent grammatical errors due to inadequate editing.

These findings are consistent with those by Pinkman (2005), who found that blogging significantly increased learners' motivation and encouraged language experimentation in a Japanese university setting. Similarly, in this study, blogging was observed to enhance learner engagement and creativity, providing a platform for students to explore and personalise their writing while interacting with peers. The sense of ownership and autonomy over their blog entries encouraged learners to actively participate in the writing process, mirroring Pinkman's

conclusion that blogging can motivate students to practice their language skills in authentic contexts.

Furthermore, Mabuan (2018) also highlighted that blogging encouraged Filipino learners to engage in peer interaction and develop their writing skills, despite challenges related to accessibility. This aligns with the findings here, where blogging facilitated collaborative learning and peer feedback among learners, fostering a sense of community and shared learning. However, both studies also noted that technical issues, such as slow internet and limited access to computers, posed challenges to the full utilisation of blogging as a learning tool. These findings reinforce the need for adequate infrastructure to support technology-enhanced learning.

Ward (2004) emphasised the benefits of blogging in fostering creativity, critical thinking, and the integration of reading and writing skills. This study observed similar outcomes, where learners demonstrated enthusiasm for crafting personalised blog entries, which allowed them to connect their thoughts with language use creatively. Blogging also encouraged students to engage with their peers' work, promoting critical thinking as they provided feedback and considered alternative perspectives. Ward's findings highlight how blogging can serve as a multifaceted educational tool that extends beyond writing to develop broader cognitive skills.

Similarly, Grami (2012) observed that blogs created a robust peer-review culture among Saudi learners, enhancing their audience awareness and critical thinking abilities. In this study, blogging provided learners with opportunities to interact with their peers through comments and feedback, which motivated them to refine their work and consider their audience. The collaborative nature of blogging fostered mutual learning and a deeper understanding of writing as a communicative process, echoing Grami's conclusions about the role of blogs in collaborative education.

Zarei and Supyan (2015) found that blogging fostered meaningful interactions and improved linguistic skills among Malaysian students. This study supports these findings by demonstrating that blogging encouraged learners to engage with language in an interactive and practical manner, improving their fluency and confidence in writing. The meaningful interactions facilitated by blogging, such as peer feedback and discussions, were particularly impactful in helping learners recognise and correct errors in their writing.

Ackerman (2006) argued that interactive writing tools like blogs could transform learners' attitudes toward writing, making it more engaging and less of a chore. Similarly, this study found that learners exhibited enthusiasm for blogging, with many expressing interest in continuing the activity beyond the classroom. This shift in perception highlights the potential of blogs to positively influence learners' attitudes towards writing and motivate them to develop their language skills in a supportive and enjoyable environment.

Blin (1999) emphasised that technology-enhanced platforms like blogs gave learners autonomy over their learning, allowing them to explore language at their own pace and on their own terms. In this study, the personalisation aspect of blogging allowed learners to take control of their content and writing style, which enhanced their engagement and creativity. However, like Blin, this study also highlighted the importance of balancing this autonomy with structured support to guide learners in refining their work.

Finally, Haufiku (2022) identified blogging as a resourceful tool for addressing limited ESL resources in Namibia, aligning with the technical challenges noted in this study. While blogging proved to be an effective way to engage learners and foster collaboration, the lack of reliable internet and sufficient devices was a common barrier. Both studies emphasise the importance of investing in technological resources and infrastructure to fully realise the potential of blogs as an educational tool.

4.6. Chapter summary

This chapter provided an in-depth analysis of the grammatical errors made by ESL learners in their blog entries, identifying common error patterns such as issues with verb tenses, subject-verb agreement, and article usage. The discussion highlighted key factors contributing to these errors, including linguistic interference from the learners' first language, insufficient exposure to authentic language use, and limited vocabulary. Furthermore, the chapter examined the effectiveness of using blogs as a tool for identifying and addressing these errors, noting the benefits of continuous practice, immediate feedback, and increased learner motivation. The findings suggest that blogs provide a valuable platform for error correction and can significantly support the development of ESL learners' writing skills in and out of the classroom context.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents the conclusions drawn from the findings of the study, followed by recommendations aimed at improving the quality of English as a Second Language (ESL) learners' blog entries and addressing the identified issues.

5.2. Conclusions

5.2.1. The grammatical errors that ESL learners made in their online blog entries

The investigation into the grammatical errors made by ESL learners in their blog entries highlighted several recurring patterns that indicate the specific areas of difficulty for these learners. The most frequent errors identified included issues with spelling errors, verb tenses, subject-verb agreement, article usage, and word order. These types of errors are common in language acquisition, particularly for ESL learners, as they often struggle to apply the grammatical rules of a second language that are different from their native language. The misuse of verb tenses, for example, can result in confusion about the time frame of actions or events, while issues with the subject-verb agreement may lead to sentences that sound unnatural or are grammatically incorrect. Similarly, incorrect article usage and word order can hinder the clarity and fluency of the learners' writing.

The primary cause of these grammatical errors appears to be the learners' limited understanding of English grammar rules, which is common among ESL learners who have not yet fully mastered the complexities of the language. The difficulty in applying these rules correctly stems from a combination of factors, such as limited exposure to the target language and insufficient practice in using grammar in context. Many learners often rely on their first language (L1) when constructing sentences in English, leading to errors caused by direct translation or transfer of L1 structures that do not align with English grammar conventions. This challenge is compounded by the lack of individualised or targeted grammar instruction that addresses the specific needs of each learner based on their level and background.

The consistent occurrence of these grammatical errors throughout the learners' blog entries suggests that there is a significant gap in their understanding of essential English grammar rules. This gap points to a need for more focused and systematic grammar instruction within

the ESL curriculum. By incorporating targeted lessons on verb tenses, subject-verb agreement, article usage, and word order, educators can help learners improve their grammatical accuracy. Additionally, incorporating more practice exercises, real-life examples, and corrective feedback into the curriculum would allow learners to gain a deeper understanding of how these grammatical elements function in both spoken and written English. Addressing these persistent challenges is crucial for enhancing learners' overall language proficiency and supporting their development as more confident and accurate English speakers and writers.

5.2.2. Explore the reasons why ESL errors occurred in the learners' blog entries

The reasons behind grammatical errors observed in the learners' blog entries can be attributed to a combination of various factors, each of which plays a crucial role in the process of second language acquisition. One of the primary causes is linguistic interference from the learners' first language (L1), a phenomenon in which learners apply the grammatical rules and structures of their native language to English. This interference can result in errors such as incorrect word order, article usage, or subject-verb agreement, as these aspects of grammar differ significantly between languages. For example, in many languages, articles are not used in the same way as they are in English, leading learners to omit them or use them incorrectly. This L1 transfer is a common challenge for ESL learners, as it can cause them to rely on familiar patterns, which are often incompatible with the rules of English.

In addition to linguistic interference, another significant factor contributing to the learners' grammatical errors is insufficient exposure to authentic language use. Learners often struggle to internalize correct grammatical structures when they do not regularly encounter language that is used in real-life contexts, such as natural conversation, reading, or listening to native speakers. Without this exposure, learners may not develop an intuitive sense of how to use grammar correctly in their writing. Moreover, the learners' limited vocabulary also plays a role in their grammatical challenges. A narrow vocabulary restricts their ability to express ideas clearly and accurately, often leading to incomplete or incorrect sentence structures. Vocabulary knowledge is crucial in constructing well-formed sentences, and a limited range of words can result in confusion and mistakes in grammar.

Lastly, the learners' inadequate practice in applying grammatical rules further contributes to the errors in their blog entries. Language acquisition is a skill that improves with practice, and without consistent opportunities to use grammar rules in various contexts, learners may struggle to internalise and apply them correctly. The learners' limited familiarity with writing conventions in English, such as sentence structure, punctuation, and paragraph organisation, compounds the difficulty they face in producing grammatically correct sentences. These errors, therefore, reflect the complex nature of language acquisition for ESL learners, where both cognitive factors (such as language processing and memory) and environmental factors (such as exposure to language and opportunities for practice) play a significant role in shaping their grammatical competence. Understanding these factors can guide the development of more effective instructional strategies aimed at reducing grammatical errors and improving language proficiency.

5.2.3. The impact of using blogs to determine grammatical errors in the ESL class

Using blogs as a tool to identify grammatical errors in ESL classes proved to be highly effective, offering numerous benefits for both learners and teachers. One of the key advantages of using blogs is that they provide a platform for learners to practice their writing skills in a less formal and more engaging environment. Unlike traditional classroom writing exercises, blogs allowed students to write freely on a variety of topics, which helped them build confidence in their writing abilities. This informal setting encouraged learners to experiment with language and express their ideas without the pressure of strict academic formats. Through this practice, recurring grammatical errors became more noticeable, enabling teachers to pinpoint specific areas where students needed further instruction and support.

The online nature of blogs further enhanced their effectiveness as a tool for improving grammar. The digital format allowed for continuous writing practice, as some learners could post entries regularly in their free time, thus providing teachers with an ongoing record of their progress. This frequent writing practice helped reinforce grammatical concepts and gave learners the opportunity to apply what they had learned in a real-world context. Moreover, blogs facilitated immediate feedback, sometimes allowing teachers to address errors in a timely manner. The ability to provide instant corrections or suggestions meant that learners could quickly understand their mistakes and learn from them, making the error correction process more dynamic and interactive. This immediate feedback loop significantly enhanced

the learning experience, as it ensured that learners were aware of their errors and had the opportunity to correct them promptly.

Another important benefit of using blogs was the way they contributed to increased learner motivation and self-reflection. The public nature of the blog posts, even if shared within a classroom context, encouraged students to take pride in their work and strive for improvement. Additionally, the blog format fostered a sense of ownership over their learning process. Learners were encouraged to reflect on their own writing, assess their strengths and weaknesses, and take responsibility for their grammatical errors. This self-reflection led to a more personalised approach to error correction, where students could actively engage in their own learning journey. By empowering learners to identify and correct their mistakes, blogs helped cultivate greater autonomy in their language learning, making them a valuable tool for both enhancing grammatical understanding and promoting lifelong learning habits.

5.3. Recommendations

5.3.1. Enhanced grammar instruction

It is recommended that ESL educators incorporate more targeted grammar lessons into their teaching strategies. Specific focus should be placed on areas such as verb tenses, subject-verb agreement, spelling rules, and article usage, as these were identified as common error sources in learners' blog entries. Additionally, providing learners with clear explanations and practice exercises will help reinforce their understanding and application of grammar rules.

5.3.2. Integration of writing workshops and peer review

To further improve learners' writing skills and reduce grammatical errors, it is recommended that writing workshops and peer review sessions be incorporated into the ESL curriculum. Peer review can provide valuable feedback from classmates, which helps reinforce the learning process and enables students to actively engage in error correction. Furthermore, the workshops should focus on practical writing exercises that align with real-world communication, increasing learners' confidence in their writing abilities.

5.3.3. Increased exposure to authentic language use

In order to help learners gain a more intuitive understanding of English grammar and writing conventions, it is recommended that ESL programmes provide more opportunities for

learners to engage with authentic language use. This could include exposure to real-life materials such as newspapers, blogs, and social media, as well as interactive online platforms that allow for more natural language production. Such exposure would allow learners to see grammar in context, which can aid in better retention and application of language rules.

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Appendices

- **Data collection tools**

(a) WRITTEN TEST (FOR THE LEARNERS)

Dear respondent,

Read the guided writing question carefully and write a blog entry by following the instructions below accordingly.

Guided Writing Duration: **1h30**

You recently had the opportunity to do a holiday job in line with the career you would like to follow after completing high school. You spent three weeks at the place. Your English teacher has asked you to write a blog on your Blog page about the experience.

In your blog you should:

- describe the work you did at the place
- explain what you enjoyed about the job you did,
- say what you learned from the experience.

Your blog should be between 100 and 150 words long.

You will receive up to **8 marks** for the content, and up to **7 marks** for the style and accuracy of your language.

(b) Instrument one

Content Analysis checklist

Title: *An Error Analysis Investigation of Grade 11 Learners' Blog Entries at Ella Du Plessis High School in Windhoek, Namibia*

Objective 1: Investigate the grammatical errors that ESL learners make in their online blog entries

1. Which grammatical errors appears most in the learners' blog entries?
2. How do these errors stack up against the typical error categories in ESL like sentence structure, verb tense, and concord?
3. How do these errors compare to common ESL error categories (e.g., verb tense, subject-verb agreement, sentence structure)?
4. What patterns arise in the grammatical errors made by various learners in their blog entries?

Objective 2: Explore the reasons why ESL errors occurred on the learners' blog entries

1. What are the common causes of grammatical errors in the learners' blog posts (e.g., L1 interference, lack of vocabulary, overgeneralization, poor spelling)?
2. How do learners view their own grammatical errors when writing their blog entries?
3. How does grammatical accuracy get influenced by feedback (from peers, teachers, or automated tools)?

Objective 3: Evaluate the impact of using blogs to determine grammatical errors in the ESL class

1. To what extent may blogging be an effective tool to identify and evaluate grammatical errors in the ESL written entries?
2. What benefits and difficulties do learners encounter when using blog sites for writing practice?
3. How does blog writing compare to traditional writing methods in terms of error frequency and learner engagement?

(c) Research instrument 2:

INTERVIEW GUIDE FOR TEACHERS

An Investigation into Error Analysis of the Grade 11 Learners Blog Entries at Ella du Plessis High School in Windhoek

Thank you for accepting to participate in this research interview. The purpose is to gain insights into the types of errors you observe in the learners' blog entries, understand your strategies for addressing these errors, and gather your perspectives on improving their writing skills. Please be assured that all responses will be kept confidential and used only for research purposes. Your participation is voluntary, and you can choose to withdraw at any time.

Section A: General Information

1. **Gender** male female

2. **Years of teaching ESL (Grade 10-12) at Ella du Plessis High School?**

| | | | |
|---------|---------|----------|----------|
| (A) 1-5 | (B)6-10 | (C)11-15 | Above 16 |
|---------|---------|----------|----------|

3.**Level of education?**

| | | | | |
|------------|-----------|------------|---------|------------|
| (a)Diploma | (b)Degree | (c) Master | (D) PHD | (E) Others |
|------------|-----------|------------|---------|------------|

Section B: **Structured questions** (open-ended questions)

1.Can you describe the types of grammatical errors commonly found in the blog entries of ESL learners at Ella du Plessis High School?

2.From your observation and analysis, what are some common factors or reasons that contribute to ESL learners making grammatical errors in their blog entries?

3.Are there specific challenges or patterns you notice that lead to these errors? If so, what are they?

4.In your experience, what are the benefits and drawbacks of using blogs specifically for error analysis in ESL education?

- a) Benefits
- b) Drawbacks

5.What methods or strategies do you employ to provide feedback to ESL learners based on the errors identified in their blog entries?

6.Do you find it effective for the learners to work individually or in groups when writing tasks on their blogs during the lesson?

- a) Individually:
- b) Groups:

Thank you very much for your time and valuable insight!

Appendix B [Marking grid for guided writing (NSSCO English Second Language Grade 10-11)]

Total :15

| Content (relevance and development of ideas) | | Marks | Language (style and accuracy) | | Marks |
|--|--|------------|-------------------------------|--|------------|
| Band 1 | Excellent achievement of task. Content is completely relevant to the task; all content points fully developed; the format is fully observed; the purpose is clearly and fully presented. Detailed and well-structured paragraph. | 8 | Band 1 | Uses language and style purposefully with clear sense of audience and appropriate register throughout. A wide range of vocabulary is used appropriately accurately. Spelling and punctuation are very well controlled. Hardly any mistakes. | 7 |
| Band 2 | Task convincingly achieved. Content covers the requirements of the task although some points are partially developed; the format is observed; the purpose of the task is clearly presented. Well-structured paragraphs. | 6-7 | Band 2 | Uses language appropriate for the task with an awareness of audience and correct register although minor inconsistencies are evident. A range of vocabulary is used appropriately and accurately; occasional mistakes in word choice. Sufficient control of spelling and punctuation. Few mistakes | 5-6 |
| Band 3 | Task partially achieved: content addresses the requirements of the task but not all points are included; the format is faulty at times; the purpose is not clearly presented. Paragraphs evident. | 4-5 | Band 3 | Language usage satisfactory with some awareness of audience. There are some inconsistencies in register. The range of vocabulary is adequate. Some errors in word choice. Spelling and punctuation is faulty at times. Some mistakes. | 3-4 |
| Band 4 | Task not satisfactorily achieved; content does not cover the requirements of the task; content points are attempted but many irrelevant | 2-3 | Band 4 | Language usage not effective. Little or no awareness of audience. Major inconsistencies in register. Limited range of vocabulary. Word choice is | 1-2 |

| | | | | | |
|---------------|---|--|---------------|---|------------|
| | details are included; the format is faulty; the purpose for writing is missing. No paragraphing | | | faulty. Spelling and punctuation errors impede understanding. Many mistakes | |
| Band 5 | Task only minimally achieved or not at all: the content is not relevant to the task. | | Band 5 | Language insufficient for task though understandable in places. Frequent serious errors force the reader to infer/deduce meaning. | 0-1 |

NUST letter of recommendation



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09 August 2024

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: LETTER OF RECOMMENDATION FOR ACADEMIC RESEARCH

Namibia University of Science and Technology offers its compliments to your esteemed organisation and would like to avail the following to your kind attention:

Kronella Tulonga Waandja, student number 212111027, is a Masters of English and Applied Linguistics student studying at Namibia University of Science and Technology. The student is required to undertake a research project as partial fulfilment of the requirements of the Master's degree programme. She intends to carry out research on the following topic under the supervision of Prof. Halleleul Z. Woldemariam.

An Investigation Into Error Analysis of the Grade 11 Learners Blog Entries at Ella du Plessis High School in Windhoek

On behalf of the Department of Communication and Languages, I humbly request your good offices to assist the bearer in enhancing her academic endeavors. I wish to assure you that the information/data provided by your offices will only be for academic purposes and in strict confidence.

I thank you in advance for your usual cooperation. Please be assured of my highest consideration.

Scholarly yours,

**Dr Aletta M. Hautemo
Masters of English and Applied Linguistics Programme Coordinator
Department of Communication and Languages**



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Enquires: Mr Paulus D. Nghikembua

20 August 2024

P.O. Box 358

Ohangwena

For Attention: Kronelia T. Waandja

REQUEST FOR PERMISSION TO CONDUCT ACADEMIC RESEARCH AT ELLA DU PLESSIS HIGH SCHOOL IN WINDHOEK, KHOMAS REGION


Your letter dated 15 August 2024 on the above topic is hereby acknowledged.

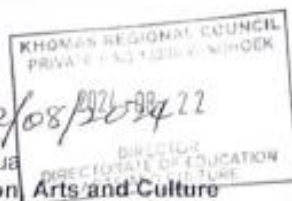
Permission is hereby granted to you to conduct academic research on "*Investigation into Error Analysis of the Grade 11 Learners Blog Entries*" at Ella du Plessis High School in Khomas Region under the following conditions:

- ❖ The Principal of the selected school to be visited must be contacted in advance and agreement should be reached between you and the Principal.
- ❖ The school programme should not be interrupted.
- ❖ The teachers and students who will take part in this exercise will do so voluntarily.
- ❖ The Directorate of Education, Arts and Culture should be provided with a copy of your thesis/ findings.

We wish you success in your research.

Yours sincerely


Paulus D. Nghikembua
Director of Education, Arts and Culture



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1 February 2025

To whom it may concern

LANGUAGE EDITING – KRONELIA TULONGA WAANDJA

This letter serves to confirm that a research project titled *AN ERROR ANALYSIS INVESTIGATION OF GRADE 11 LEARNERS' BLOG ENTRIES AT ELLA DU PLESSIS HIGH SCHOOL IN WINDHOEK, NAMIBIA* was submitted to me for language editing.

The research was professionally edited and track changes and suggestions were made in the document. The research content or the author's intentions were not altered during the editing process and the author has the authority to accept or reject my suggestions.

Yours faithfully



PROF. (DR) NELSON MLAMBO
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