



**NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY**

Faculty of Human Sciences

Department of Communication

**A contrastive error analysis of English essays by Oshiwambo
speaking 2nd year students in the Department of Agriculture
and Natural Resources Sciences at NUST**

By

**Kandishi-Omupika Ndeshipandula Haimbodi
(Student no. 212015443)**

**Thesis presented in partial fulfilment of the requirements for
the Degree of Master of Arts in English and Applied Linguistics
at the Namibia University of Science and Technology**

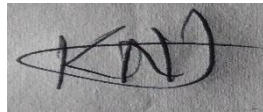
Supervisor: Prof. Haileleul Zeleke Woldemariam

21 July 2022

DECLARATION OF THE THESIS

I, Kandishi-Omupika Ndeshipandula Haimbodi hereby declare that the work contained in the thesis titled: 'A contrastive error analysis of English essays by Oshiwambo speaking 2nd year students in the Department of Agriculture and Natural Resources Sciences at NUST', is my own original work and I have not previously in its entirety or in part submitted it at any university or other higher education institution for the award of a degree.

Signature:

A handwritten signature in black ink, appearing to be 'KNH', enclosed within a hand-drawn oval shape.

Date: 21 July 2022

AUTHENTICATION OF THE THESIS

I certify that this candidate has successfully completed all the research work for this degree and that:

1. the thesis conforms to NUST postgraduate rules as stipulated in the Yearbook 2019 and submission of thesis for higher degree;
2. the thesis includes a certificate indicating the extent to which the research has been conducted by the candidate;
3. the thesis is properly presented and is prima facie worthy of submission;
4. instances of inadequate presentation were pointed out to the candidate for correction before the thesis was bound;
5. the candidate has completed an approved program of the study and research as required;
6. an abstract of not more than 300 words has been included in the thesis;
7. both hard/bound and soft copies of the thesis have been submitted to NUST Library open access digital archive.

Name of the supervisor : Prof. Haileleul Zeleke Woldemariam

Signature: *Haileleul Zeleke Woldemariam*

Date: 21 July 2022

CERTIFICATION PAGE

It is certified that the thesis titled “A contrastive error analysis of English essays by Oshiwambo speaking 2nd year students of the Department of Agriculture and Natural Resources Sciences at NUST”, submitted by Kandishi-Omupika Ndeshipandula Haimbodi in partial fulfilment of the requirements for the Master of Arts in English and Applied Linguistics Degree, is based on an investigation carried out under our guidance. The thesis has therefore not been submitted for any academic award at any other university or academic institution.

Signature: *Haileleul Zeleke Woldemariam*

Prof. Haileleul Zeleke Woldemariam (Supervisor)

Date: 21 July 202

DEDICATION

This thesis is dedicated to my parents and siblings for the unwavering support they have given me throughout the period of study at the Namibia University of Science and Technology through the years of 2019-2021. Their inspirations, advice and all their assistance fortified me to be courageous during the writing of this thesis. A final dedication goes to my entire family and friends, whose support and inspiration have been immense throughout my studies.

ACKNOWLEDGEMENTS

This study would not have been completed successfully without the support of several people and organisations. First and foremost, I stretch my profound gratitude and honour to the Almighty God, for his endless care and guidance. Through thick and thin, He guided me to see the transformation of this thesis from a dream to a reality.

My sincere thanks go to my supervisor, Prof. Haileleul Zeleke Woldemariam for his impeccable professionalism, patience, and attentiveness in guiding me throughout the writing of this thesis.

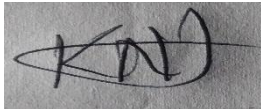
My sincere thanks also go to the Namibia University of Science and Technology management and colleagues for their assistance in granting me the opportunity to complete the degree of Master of Arts in English and Applied Linguistics. I am especially thankful to Mr. Ndlovu for offering his support with data collection to enable me to produce this thesis.

Finally, I would like to thank everyone who lent me a helping hand, made an impact and gave me inspiration towards the achievement of this thesis. Once more, thank you all and may the Almighty bless you abundantly.

RETENTION AND USE OF THESES

I, Kandishi-Omupika Ndeshipandula Haimbodi being a candidate for the Degree of Master of Arts in English and Applied Linguistics accept the requirements of the Namibia University of Science and Technology relating to the retention and use of theses deposited in the Library. In terms of these conditions, I agree that the original of my thesis deposited in the Library will be accessible for purposes of study and research, in accordance with the normal conditions established by the Librarian for the care, loan or reproduction of theses.

Signature:

A handwritten signature in black ink, appearing to be 'KND', enclosed within a circular scribble.

Date: 21 July 2022

ABSTRACT

The study sought to compare and contrast errors made by Oshiwambo speaking 2nd year students in the Department of Agriculture and Natural Resources Sciences at the Namibia University of Science and Technology (NUST) in the process of writing English essays. Contrastive error analysis, adopted as the theoretical framework of this study, stresses on the influence of the mother tongue in learning a second language at lexical, morphological, syntactic and grammatical levels. A qualitative method was used to identify the students' written errors from a sample size of 54 assessment based scripts. The study population was narrowed to cover a total population of 317 (three hundred and seventeen students) from the Department of Agriculture and Natural Resources Sciences at NUST. The study used the homogeneous purposive sampling method. It then purposefully selected 54 Oshiwambo speaking students from the Department of Agriculture and Natural Resources Sciences at NUST to respond to a standardised assessment script. The assessment scripts were evaluated in line with the research objectives. To begin with, the researcher focused on word formation processes which include prefixation, suffixation, insertion, reduplication and verb structure. The second objective of the thesis dealt with the identification and analysis of syntactic errors with a specific examination at noun tense errors, verb tense errors and errors in subject-verb agreement. The third objective targets grammatical competence focused on comparatively analysing Oshiwambo and English basic language structures, syntactic differences between English and Oshiwambo as well as sentence constructions. The major conclusion drawn from the study is that EA and CA are indispensable for improving the teaching and learning process of a second language adding that second Language (L2) students are more prone to making errors due to the influence/interference of their L1. The study recommends that educators should differentiate English (L2) and Oshiwambo (L1) grammar, to avoid language interference as well as to promote a more effective impact in the learning of English as a second language. The study further recommends education officials to improve libraries and equip them with learning materials necessary for teaching and learning and facilitators to frequently organise various academic writing competitions.

Key words: Error, Contrastive Analysis, Error Analysis, Contrastive Error Analysis, First Language, Second Language, Interlingual, Intralingual, Lexical, Syntactic, Grammatical competence.

ABBREVIATIONS AND ACRONYMS

CA	Contrastive Analysis
CAH	Contrastive Analysis Hypothesis
CEA	Contrastive Error Analysis
EA	Error Analysis
ESL	English as Second Language
L1	First Language
L2	Second Language
LEP	Language in Education Policy
NL	Native Language
NUST	Namibia University of Science Technology
SVA	Subject Verb Agreement
TL	Target Language
USA	Unites States of America
NCBE	National Curriculum for Basic Education

LIST OF TABLES

Table 4.1: Noun Formation Error	65
Table 4 2: Errors of Inflectional Morphology	66
Table 4.3: Word Classes	68
Table 4.4: Errors in Prefixation	69
Table 4.5: Noun Tense errors.....	72
Table 4.6: Verb tense errors	73
Table 4.7: Concord/ Subject Verb Agreement errors	75
Table 4.8: Negative Formation in English	80
Table 4.9: Negative Formation Errors.....	82

Table of Contents

DECLARATION OF THE THESIS	2
AUTHENTICATION OF THE THESIS.....	3
CERTIFICATION PAGE	4
DEDICATION.....	v
ACKNOWLEDGEMENTS	vi
RETENTION AND USE OF THESES	vii
ABSTRACT	viii
LIST OF TABLES	x
CHAPTER ONE	1
INTRODUCTION	1
1.1 Preamble	1
1.2 Background of the study	2
1.3 Mother tongue significance in Namibia.....	5
1.4 Statement of the Problem	7
1.5 Research objectives	8
1.6 The significance of the research	8
1.7 Delimitation of the research	10
1.8 Limitations of the research	11
1.9 Definition of technical terms	11
CHAPTER TWO	14
PRELIMINARY RELATED LITERATURE REVIEW.....	14
2.1 Introduction	14
2.2 Lexical Error Analysis.....	15
2.2.1 Word Formation in English/Morphological adaptation strategy	20
2.2.1.1 Affixation	20
2.2.1.2 Prefixes and Suffixes	21
2.2.1.3 Derivational Suffixes	23
2.2.1.4 Inflectional Suffixes.....	23

2.2.2 Causes of lexical errors	23
2.2.3 The importance of vocabulary on lexical error analysis	24
2.2.4 Oshiwambo noun structure	26
2.3 Syntactic Error Analysis.....	29
2.3.1 Syntactic differences between English and Oshiwambo	33
2.3.1.1 Verb formation	33
2.3.1.2 Negative Formation	34
2.4 Contrastive analysis and error analysis.....	35
2.4.1 Definition of Errors	37
2.4.1.1 Types of Errors	38
2.4.1.2 Difference between errors and mistakes	39
2.4.1.3 Significance of Contrastive Analysis	40
2.4.1.4 Causes of grammatical errors	41
2.4.1.5 Subject - Verb Agreement Errors	42
2.4.1.6.2 Classification of errors	45
2.4.1.7 The Grammatical System	46
2.3.1.8 Factors Affecting Morphological Errors	46
2.4.1.9 Morphological Errors	47
2.5 Deductive and Inductive Approachess.....	48
2.6 Research gap(s)	49
2.7 Further research required.....	49
2.8 Solutions to Errors.....	49
2.9 Theoretical Framework.....	51
2.9.1 Introduction	51
2.9.2 Historical background of the theory	51
2.9.3. Principles or tenets of the Contrastive Hypothesis Analysis Theory	53
2.9.4 Application of CA in the current research	55
2.10 Chapter Summary	56

CHAPTER THREE.....	57
RESEARCH METHODS AND PROCEDURES.....	57
3.1 Introduction	57
3.2 Research design	57
3.3 Research paradigm	57
3.4 Research Approach	58
3.5 Research setting.....	59
3.6 Study population, sampling and sample size	59
3.7 Research instruments	60
3.8 Data analysis	61
3.9 Ethical Considerations.....	61
3.10. Reliability and viability	61
3.11 Chapter summary.....	62
CHAPTER FOUR.....	63
FINDINGS AND DISCUSSION PRESENTATION	63
4.1 Introduction.....	63
4.2 Lexical Error Analysis.....	63
4.2.1 Noun Formation Error	64
4.2.2 Errors of inflectional morphology.....	66
4.2.3 Prefixation and Suffixation	67
4.1.3.1 Errors in prefixation	68
4.1.3.2 Errors in suffixation	70
4.1.4 A comparative approach.....	70
4.2 Syntactic Error Analysis.....	71
4.2.1 Identification and analysis of syntactic errors	71
4.2.2 Verb tense errors	73
4.2.3 Errors in subject verb agreement	74
4.2.4 A subject verb agreement comparative approach	77
4.3 Grammatical Error Analysis.....	79
4.3.1 A comparative analysis of Oshiwambo and English basic language structures.....	79

4.3.2 Syntactic differences between English and Oshiwambo	80
4.3.2.1 Negative formation	80
4.3.2.2 Negative formation in English	80
4.4 Sentence construction	84
4.4.1 Tenses	84
4.5. Discussion.....	86
4.5.1 Ignorance of rule restrictions.....	90
4.5.2 Incomplete Application of the rules	90
4.5.3 The implication to language teaching.....	91
4.5.4 Summary of Discussion	92
4.6. Chapter Summary	92
CHAPTER FIVE	94
CONCLUSIONS AND RECOMMENDATIONS	94
5.1. Conclusions	94
5.2 Recommendations	96
5.3 Implications and Suggestions.....	97
REFERENCES	99
Appendix 1	116
Appendix 2	116
Appendix 3: Research Tools	119
Appendix 4: Language editor certificate	120

CHAPTER ONE

INTRODUCTION

1.1 Preamble

Contrastive analysis is a method of evaluating languages aimed to give a distinct difference that exist between the behaviour wanted and the unwanted behaviour required in order to learn a second language by the students (Gass & Selinker, 2008, as cited in Essays, 2008). Contrastive analysis serves as a tool that is responsible for the identification of commonality that double languages may have prevailing traits which in this case are resemblance accompanied by some levels of similitude in return to the tradition in Linguistic on the World-Wide capacity (Johnson, 1999). Contrastive analysis holds an important principle which makes it possible to identify what the second language learner requires and what they do not. In case there is null accustomed appearances amongst the languages, then the fact remains that it is not essential for the languages to be compared. There might be an exuberant debate on weighing up languages, however, an extended significant trait is totally about comparing languages, a more important aspect is about the influences of L1 in L2 learning and acquisition. As explained by Jie (2008, p. 36) "Contrastive analysis stresses the influence of the mother tongue in learning a second language in phonological, morphological, lexical and syntactic levels. It holds that second language would be affected by first language" (p.36). Much of a concern have always been raised by facilitators and study material designers in direct connection with the errors caused by students in the process of acquiring a foreign or second language. This one anxiety is mirrored not just in the many lists of common errors prepared by the experienced educators but then it is also mirrored in the way writers of pedagogical grammars draw attention to the potential pitfalls in the target language (Jie, 2008). An organised method to the problematic sense of errors that normally occur in an effort to account not just for their linguistic and mental derivation but for regularity, predictability, variability as well as these ones are relatively recent (Jie, 2008). The Contrastive Error Analysis which is stated in the thesis topic mainly denotes the effort to smoothen the wide process of target Language learning and/or teaching by studying the phenomenon of errors within a scientific framework that is consistent with Contrastive Analysis Theory. This chapter provides an outline of the study, by presenting the study background, statement of the problem, research objectives, significance of the research, definition of technical terms as well as the limitations and delimitations of the study. Moreover, the theory of Contrastive Analysis (CA) by Lado (1957) is employed as the Theoretical framework which couches the current research.

1.2 Background of the study

Owamboland is segmented into four different regions in northern Namibia. Within the four regions, are eight dialectal collections namely; Oshikwanyama, Oshimbadja, Oshikwaluudhi, Oshindonga, Oshingandjera, Oshikolonkadhi, Oshikwambi and Oshimbalanhu. All these languages are collectively known to as Oshiwambo, which is a sun shade word for all the Oshiwambo language vernaculars. Even though there are substantial transformations with regards to phonological and morphological structures such as nature of word pronunciation, lexis and phonetics; all Oshiwambo languages are reciprocally comprehensible, this basically entails the unhidden fact that Oshiwambo speakers extensively understand each other (Nghikembua, 2020). Out of all the Oshiwambo dialects listed above, Oshindonga and Oshikwanyama are the only two languages that have standardised orthographies, which qualifies them to be officially used in schools for formal education in Namibia.

In contrast, English serves as the only official language used in all Namibia's official domains. As such, the vast majority of the researchers fellow country men and women have to acquire English in a form of a second language due to the fact that their first language is either one of the Namibian indigenous languages such as Oshiwambo, Otjiherero, Rukwangali and so on, or rather a different foreign language like Afrikaans or German. Acquiring English has for several years been observed to be a burden for majority of the pupils and as such numerous Namibian researches such as the ones carried out by Haimbodi (2019)., Haludilu (2019)., Kapolo (2013)., Mungungu (2010)., Nghikebua (2014) and Krishnamurthy., Kangira., Tjiramanga., & Beukes (2010) attribute the commitment of errors made by Namibian secondary and University undergraduate students in the academic process of writing which in the end undoubtedly promote mass ill-performance rates among Namibian students due to inadequate English proficiency. Teaching of English modules at different stages depending on the pupils stance is assumably of paramount importance particularly at institutions of higher education for receptive and communicative instructive causes. English Second Language educational objectives which include proper writing skills may remain constantly unachieved by Namibian students, unless the facilitation and learning of the English language is handled by well-vented facilitators who fully understand the effect of errors in Second language writing. Generally, the whole process of learning English is recognised to various contrary properties.

English language learning is an intuition where by all the elementary language abilities such as; listening, speaking, reading and writing are intertwined. Written communication is a unique representation which

is acquired, in most cases lastly, in the rightful process of acquiring and mastering a language. Writing skills are primarily the foundation upon which one's learning and intellect are judged. Simply put, language rules cannot be separated from the process of English Second Language writing. Writing has aided thousands of persons across the globe to enlighten, unite and familiarise others by unfolding events that have happened (lipinge, 2018). Writing skills equip us with good communication and thinking skills. It further avail prospects for the students to upsurge their vocabulary understanding, advance their awareness of grammar, and develop their own understanding of expressing their ideas in the written arrangement. However, writing in the English language has persistently been a challenging and perplexing activity for English Second Language learners purely due to the reason that writing includes many resolutions that assist in soothing writing and making it super understandable. In lipinge's view, learners generally believe that essay writing errors are caused by their poor English proficiency (lipinge, 2018).

In the ESL writing process, just like in any other written language, a student needs to master the techniques of word formation, sentence construction (that comprises of the main elements of writing and which is the grammatical aspect that deals with apparent patterns of language use). In the institutions of higher learning, students are expected to use correct sentence structures because this has a huge impact on the quality of written pieces. The English curriculum for the teaching of English at NUST has drawn specific goals. Among those goals are that the English courses aims to teach, guide and assist students in order to communicate appropriately, effectively and accurately in academic speech and writing within the academic context at NUST and elsewhere (NUST, 2021). Through what is mentioned above, students are anticipated to be able to come up with appropriate linguistic structures for longer pieces that should also carry the content with correct language rules and correctly punctuated sense of writing, using the most effective organisation and order that fits a quantified purpose and audience.

Exceptional writing skills in ESL enable most, if not all, students to become fruitful equally in their academic journeys and also in their career fields. In order to ensure outstanding writing proficiency in English, the Department of Languages at the Namibia University of Science and Technology came up with different English courses in which all students are enrolled based on how they would have scored in English in their grade 12 final examinations (as of the old Namibian school curriculum). These courses are aimed at developing the students' academic reading and writing skills, assist and direct students for the right sense of accurate communication, effective and appropriate conveyance of academic speech and writing within an academic setting (NUST, 2021). These courses were also adapted to develop and adapt writing skills for a variety of internal and external audiences and effective audience-response strategies

(NUST, 2021). It is of paramount importance for English Second Language students to effectively communicate, in both speaking and so as in writing. Behind this decision lies the reason that English is an international language and has more benefits when it comes to Information Communication Technology, it accounts for employment in different businesses, it is used in commerce and it serves as a lingua franca for international communication (Mostert & Van Wyk, 2016). The final skill which is writing, is one of the important language skills that students need to commit to their memory both in secondary and tertiary school education. Contrariwise, according to Mungungu (2010), insufficiencies writing, coupled with inadequate grammatical accurateness still remains the top hindrance faced by Namibian students on a constant basis. From her personal experience as a teacher by profession, Mungungu (2010) observes that handwritten examination scripts marking discloses an extensive variety of applied difficulties that learners come across throughout their second language learning. Mungungu (2010) further observes that, Namibian English second language learners are in the main sense not good at English writing accomplishments. The learners' standard ineffectiveness in composing tense or essay in English as a Second Language (ESL) may possibly be observed in their general and official writings.

In the Namibia context, the grammatical accuracy challenges experienced by students have in numerous occasions been reported by several researchers such as (Kapolo, 2013; Khatter, 2019; Nunan, 1989). Kapolo (2013) opines that the issue of grammatical errors equates to poor writing and is one of the reasons why many learners commit errors in their written work. The many errors that students make contribute to the high failure rate in English as a Second Language. Kapolo observes that the use of grammar in ESL is too complex and that learners' errors in writing have become a cause for serious concern amongst education professionals. Kapolo's study is based on errors made by grade 11 learners. The interest in this study is based on the observation Kapolo (2013) made that, "Grade 11 learners of any year are the grade 12 learners of any subsequent year. Grade 11 learners may carry these errors over to grade 12 and throughout their tertiary education". This is constant with the present researcher's initial observation that many ESL learners make many writing errors when conveying their thoughts in English, which results in the readers misunderstanding the writers' intended meaning. It is therefore highly probable that the type of errors made by University students are carried on from the previous grades.

Writing difficulty has constantly been in existence and it has been perplexing for English Second Language learners the reason being that the writing process may include countless concerns: organisation of ideas, generation of thoughts, drafting initial works, revising what has been drafted and editing the final version of ones work (Khatter, 2019). According to Khatter (2019) it is deemed hard to discover the writing of

English Second Language learners without errors being committed. This however, takes substantial period of time and determination for the learners to be skilful in the right process. In the same regard, Nunan (1989) notes that "learning to write fluently and expressively is the most difficult of the macro skills for all language users regardless of whether the language in question is a first, second or foreign language".

The complex and difficult nature of English Second Language writing has given escalation to a developing awareness in the errors analysis writing and also on birthplaces and personal property of errors that are basically associated with the writing process (Owu-Ewie, 2017). Hence, second language learners of English continue struggling to write grammatically in the English language, and this leads to their writings being disposed to lexical, syntactic and structural or syntactic errors altogether. The aforementioned reasons motivated the current researcher to classify the mutual lexical, syntactic and grammatical errors made by 2nd year Oshiwambo speaking students in the Department of Agriculture and Natural Resources at NUST in the process of writing English essays at NUST. The study calls for English module facilitators at tertiary institutions to identify students' difficulties in learning, have a better understanding of the types of errors students make in their writing and try to improve the ESL learners' writing skills and most definitely have a clear picture of the most effective and efficient course books to be adopted to overcome this problem.

1.3 Mother tongue significance in Namibia

According to the Ministry of Basic Education, Sport and Culture (2003) education in the mother tongue, especially in the lower primary cycle of basic education, is crucial for concept formation as well as literacy and numeracy attainment. In order to be literate, one should not only speak well, but also know the written language, as language is the system of human expression by means of words. For people to be in a position to communicate and understand each other, this system needs to be fully functional. A language is able to survive only if its mother tongue speakers communicate in their mother tongue (Ministry of Basic Education, Sport and Culture, 2003).

In order to survive in today's world, a language should therefore retain the cultural values embedded in it and the traditional ways of expression. A person's identity is contained in the language and the culture they have inherited from their forefathers. To be an individual in a multicultural society, one must possess their cultural identity and traditional norms that they can identify as their own. Nevertheless, a language can only develop to its fullest potential if it is exposed to the influences of an ever changing society and adopts/adapts these influences into its corpus. Indigenous languages thus, should be strengthened by linguistic development through, amongst others, standardisation, harmonisation and the coining of new

words. Concurrently, the promotion of mother tongue use should not only be furthered evenly through a language in education policy, that is implemented nationwide, but also through a higher status of mother tongue/ indigenous languages within every sector of Namibia (Ministry of Basic Education, Sport and Culture, 2003).

Shortly after independence in 1990, Namibia perceived the need to have a new language policy for schools in order to promote mother tongue use, alongside English, in schools and colleges of education. A document called 'The Language Policy for Schools: 1992-1996 and Beyond', was formulated and implemented shortly afterwards (Ministry of Basic Education, Sport and Culture, 2003). However, the document did not explicitly outline how national languages (or mother tongues) would be used in schools. There were discrepancies in the implementation of the language policy from region to region, as policy implementers, due to misinterpretation and manipulation, mainly preferred teaching through English rather than through the mother tongue (Ministry of Basic Education, Sport and Culture, 2003). Formerly disadvantaged learners were further marginalised in this process, as non-English speaking teachers were expected to teach through the medium of English. Any teaching approach, including the learner-centered approach to teaching advocated by the Ministry of Basic Education, Sport and Culture, cannot be easily realised if teachers and learners lack the necessary language skills and proficiency.

Proficiency in English does not automatically ensure effective participation in society (Ministry of Basic Education, Sport and Culture, 2003). One is rather considered an effective participant in society if they are able to communicate and use all the functional tools in their mother tongue to their personal advantage and social benefit. The use of English as a language of wider communication will only further enhance greater participation in social welfare activities. Mother tongue undoubtedly plays a crucial role in the acquisition of any second language, i.e. English in the case of Namibia (Ministry of Basic Education, Sport and Culture, 2003).

The native language of a second language learner is often positively transferred, in which case the learner benefits from the facilitating effects of the first language (Ministry of Basic Education, Sport and Culture, 2003). Sometimes, researcher and linguists mistakenly overlook the facilitating effects of the native language in one's desire for analysing errors in the second language and for overstressing the interfering effects of the first language. Nowadays, the widely used term *interference* is being increasingly replaced by the label *cross-linguistic influence* in order to avoid associations with behaviourism. Cross Linguistic Influence is a cover term used to refer to situations where one language shows the influence of another. Positive transfer however happens only when there is a relationship between the two languages (Tajareh,

2015). However, if the structures of the two languages differ, then there arises a problem of error commitment. This is one of the reasons that motivated the researcher to explore and examine the facilitating effects of the native language (Oshiwambo) in order to contrast transferred errors in the second language (English) and for overstressing the interfering effects of the first language. In particular, contrastive and error analysis studies such as Nghikembua (2014)., Mungungu (2010)., Manan et al. (2017)., Mena and Saputri (2018) attribute some of the second language learners' learning difficulties to their first language influence on the target language, which in this case is English. The reason why most students make errors is both a fascinating and significant issue, and the researcher envisages that the current study will contribute to further understandings of the subject matter under research.

1.4 Statement of the Problem

Language, in a multilingual country such as Namibia, is not a simple matter to tackle when it comes to second language issues. Linguistically speaking, Namibia is one of the most diverse countries in Africa with diversified cultures. According to EMIS (2015) this diversity, poses innumerable challenges concerning education in the country, specifically when it comes to issues of English Second Language teaching and learning. Being able to write in English has been a challenging factor in both English Second Language acquisition, learning and writing. In the Namibian context, English is taught as a second language and it is used as a medium of instruction in all of the Namibian schools from Senior Primary, Junior Secondary, Senior Secondary and tertiary institutions. It has been observed that it is a difficult task for the students to write grammatically well-constructed language in their academic essays due to flawed acquisition process. Even at tertiary level, some Oshiwambo speaking students continuously commit different lexical, syntactic, tense and grammatical errors while writing or speaking the English language and this is as a result of mother tongue interference. A sizeable number of students evince a variety of different types of errors and mistakes depending on their educational foundation.

The grammatical errors are categorised into different types such as those of subject-verb disagreement, wrong use of pronoun, word arrangement, function words, inappropriate use of articles along with verb tense errors to mention but a few. The purpose of this research was to assess and examine the writing skills of these students. As such, the study sought to investigate and contrast all the sections of writing that contain errors; including word formation errors, mistakes of word arrangement, sentence formation errors, grammatical errors as well as errors of different categories. In addition, it served as the principal source of learning about different types of errors committed by the 2nd year students in the Department of Agriculture and Natural Resources Sciences at NUST.

The commitment of errors made by Oshiwambo speaking students mostly leads to failure in the summative assessments but those errors are not always considered to be immoral in the process of writing essays in the second language but rather an essential part in the process of learning that particular language which leads to self-correction and later an astounding improvement in essay writing. Errors may provide insights into the complicated processes of language development as well as a systematic way for identifying, describing and explaining students' errors. Errors may also help to better understand the process of second and foreign language acquisition.

1.5 Research objectives

The current study aims to identify and analyse the nature of grammatical errors in the essays by 2nd year students in the Department of Agriculture and Natural Resources Sciences at NUST. In pursuit of this major goal, the study thus specifically sought to;

- investigate the impact of L1 word formation on the use of English words (L2) through a lexical error analysis;
- evaluate mother tongue (L1) interference on the construction/use of sentences in English (L2) through a syntactic error analysis;
- assess the influence of Oshiwambo grammatical structures on the grammatical competence of the students in ESL writing environment.

1.6 The significance of the research

Corder (1974) submits that Error Analysis (EA) is advantageous in second language learning simply because it discloses the tricky areas to educators, curriculum inventors and textbook authors. Errors can tell educator the extent to which he or she may stretch in order to achieve a goal together with certain students and constantly measure the progress there by consequently elevating the extend of learners awareness on achieving a set goal. Consequently, students' errors are valuable feedbacks in the teaching and learning process. The study is imperative in that it seeks to understand and contrast errors in students' essays, which account for the poor performance in English by students at tertiary institutions. In the words of Fauziati (2014) Contrastive Error Analysis allows the researcher to collect data on actual problems and not hypothetical ones. Results of the study provide indications regarding the reason in which students make errors in the process of writing and the consequences culminating therefrom. This information will make lecturers awake to the different types of errors that Oshiwambo speaking students commit as well as understand the underlying causes of such errors.

Categorising the areas of difficulty is significant for English Language specialists and lecturers as this helps them develop knowledge about the aspects that mostly distress students' learning of a second language and assists them in trying to find solutions to such problems. The significance of this study is, therefore, to help shape curricula and teaching methods for educators. Results from the research enlighten educationalists and so as language study material developers about the types of errors that Oshiwambo first language users make in the writing and speaking of English as a Second Language. If study material developers and language facilitators become observant to probable problem ranges that are facing particular tribal groups, then they would be in a better position to put together suitable interference approaches in the place. Contrastive Error Analysis will also invoke lecturers to come up with well-developed instruction materials which pay special attention to the identified dire problem regions and in the process, potentially solve the students' problems of errors in the English language.

Researchers such Nunan (2001) have observed that students' errors are systematic, rather than random, and many students tend to commit the same types of errors during given stages of language learning. It is, therefore, the obligation of educators to summarise these frequently appearing errors, and remind students of these errors as often as possible in order for the students to make greater effort to militate against the commission of errors over time (Nunan, 2001). Explaining the morphological differences in languages, specifically in Oshiwambo might help students of this group to avoid some of the confusing words when forming new words or when making use of already existing words in the second language. This method might help them learn new words in the second language faster and more proficiently (Bett, 2010).

The research additionally underwrites to the dispute on Contrastive Error Analysis studies and identifies the main concerns which led to further investigation in the above mentioned area. For instance, this study can possibly be extended to investigating errors committed by the same group of students in speech on the later stage. While the results of this study are beneficial to students, educators, syllabus designers and textbook writers by showing them students' progress, it is also of significance to researchers. The findings can be used as reference for those who would choose to conduct research in Contrastive Error Analysis. The findings of the study are imperative in the analysis of English language patterns usage in Namibia and Angola where Oshiwambo is spoken as a first language and English learned as a second and third language respectively. It is also envisaged that the study might make significant contributions to the understanding of English language teaching and learning for the Oshiwambo speaking group. English teachers may make use of the findings, especially so being awake to the role of Oshiwambo as a first language in the

teaching/learning process of English as a target/second language. Errors can be used to evaluate the progress of students. They can also be used as instruction resources during the learning of English as a Second Language.

1.7 Delimitation of the research

The main objective of this study was to contrast the grammatical errors in essays by second year students in the Department of Agriculture and Natural Resources Sciences at NUST. The study is delimited to NUST students in the Department of Agriculture and Natural Sciences only. Mother tongue error transfer into the second language may thus, differ from one language to another language and this is also true when it comes to people depending on the foundational acquisition of the individual(s). Only essays from selected second year Oshiwambo speaking students during the 2020 academic year, were analysed through the theoretical lenses of the Contrastive Error Analysis framework, which “claims that the principle barrier to second language acquisition is the interference of the first language system within the second language system” (Lado, 1957). Contrastive analysis is suitable for this study as it strains the impact of the mother language meddling in the learning of a second language at lexical, syntactic and/or grammatical stages. It also further observes and argues that the extent of dissimilarity that exist in the middle of the two languages also typically connects with difficulty extend. A sample of 54 Oshiwambo speaking students was purposively sampled from the overall study population of 317 participants. The motive for using purposive sampling was to select individuals who would potentially give the richest key knowledge or information and most detailed data related to the purpose of this study but not to gain a mass sample (Lodico et al., 2010. p. 34). The researcher’s interest to study errors made by Oshiwambo speaking students when writing English was born out of curiosity culminating from observing the differences in grammatical rules between English as a Foreign Language and Oshiwambo as a native language. The researcher thus believes such a research is critical to improving the standards of a professional teaching field by understanding the phenomenon and its causes and challenges as evinced through the findings.

1.8 Limitations of the research

The global outbreak of coronavirus pandemic (COVID-19) towards the end of the year 2019 ultimately resulted in a global health crisis that has had a deep impact on the way we perceive our everyday life. To contain the spread of COVID-19, technically the whole world went into lockdown which, specifically came into effect in Namibia on 17 March 2020. Subsequently, all schools including tertiary institutions in Namibia were shut down for some months. The pandemic and its attendant lockdown and social distancing restrictions impacted negatively on the study. Since the study is qualitative, it required close in-person intervention and interaction in order to complete the data collection process and thus had to be delayed as participants were off campus. The progress of the thesis was thus delayed for a lengthy period of time awaiting data collection which was then ultimately digitally collected. There was however limited data collected through the new digital method that the researcher used to collect data.

In addition, this study specifically contrasted errors in students' written work and does not examine the same errors in speech. In order to comprehensively explore the composing process of English Second Language writers, it is also crucial to understand the students' composing processes from their spoken native language to their written second language. This will assist teachers and language instructors understand the students' learning strategies, and in the process aid in the monitoring of errors, such as the role of direct translation and transfer of certain skills, which are undoubtedly some of the major causes of error commitment. Finally, the results of this study cannot be generalised on all native languages since the study focused only on one of the Namibian native language groups - Oshiwambo.

1.9 Definition of technical terms

Contrastive Analysis- The act of systematically comparing two languages in order to find out their similarities and differences for the effective teaching and learning of a second language (James, 1980).

Error Analysis- Is a type of linguistic analysis that focuses on the errors learners make. It consists of a comparison between the errors made in the target language and that target language itself. Error analysis emphasizes the significance of learners' errors in second language (Richards, 1971).

Language- Is the means we use to convey ideas from one mind to another, and the acquisition of language remains one of the most fascinating aspects of human development (Castello, 2015).

First Language- is a language that a person has been exposed to from birth (Mizza, 2014).

Second Language- Is a non-native language usually learned after the first language (Mizza, 2014).

Morphology – Morphology, the study of forms, is the branch of linguistics that deals with the internal structure of complex words (Aronoff, 2013). The term was first used in linguistics by August Schleicher in 1859.

Syntax – Is a branch of linguistics that deals with the rules that govern the ways in which words combine to form phrases, clauses, and sentences (Ekwueme & Ukazu, 2020).

Grammar - In linguistics, grammar is the set of structural rules governing the composition of clauses, phrases and words in a natural language (Crystal, 2006).

Error – An error is a systematic deviation from the norms of the language being learned (Cunningworth, 1987, p. 87).

Mistake - A mistake is an inconsistent deviation made by a learner when writing or speaking and is caused by lack of attention, fatigue, carelessness, or some other aspect of performance (Richards & Schmidt, 2010).

Interference - Errors in the learner's use of the foreign language that can be traced back to the mother tongue (Alharbi, 2010).

Mother tongue - defining mother-tongue according to criterion and discipline:

Criterion	Definition of Mother tongue	Discipline
Origin	The language one learnt first (the language in which one established one's first lasting communication relationship)	Sociology
Competence	The language one knows best	Linguistics
Function	The language one uses most	Sociolinguistics
Attitude	The language one identifies with (Internal identification) The language one is identified as a	Social psychology sociology

	native speaker of by other people (external identification)	
(Automacy) (World View)	The language one counts in, thinks in, dreams in, writes a diary in, writes poetry in, etc.	Popular conception

Source: (Skutnabb, 1981)

CHAPTER TWO

PRELIMINARY RELATED LITERATURE REVIEW

2.1 Introduction

A literature review is conducted for the purposes of relating ones' research to what other researchers have done in the past. This chapter seeks to interact with, and interrogate the works of other researchers in order to avoid duplicity as well as to build upon their ideas while at the same time filling a new research gap. Contrastive analysis is an inductive fact-finding approach based on examining the distinctive elements in a language. It was developed to help facilitators of a foreign or second language to teach as efficiently as possible (Hammer & Rice, 1965). It is defined by Hammer and Rice (1965) as a systematic comparison of selected linguistic features of two or more languages, the intent of which is to provide teachers and textbook writers with a body of information which can be of service in the preparation of instructional materials, the planning of courses and the development of classroom techniques.

In explaining the importance of a literature review, Creswell (2012, p. 105) submits that, "reviewing related literature helps in boosting the importance of the research problem or issue." Cohen, Manion, and Morrison (2011) also accentuate that, "a literature review sets out what the key issues are in the field to be explored, and why they are, in fact, key issues, and it identifies gaps that need to be plugged in the field" (p. 121). Therefore, the literature review contributes not only to the credibility and validity of the research, but to its topicality and significance, and it acts as springboard into a new study, defining the field, what needs to be addressed in it, why and how it relates to and extends existing research in the field (Cohen, Marion, & Morrison, 2011). Given these reasons, constructing knowledge requires the researcher to have a strong foundation to past knowledge through the existing literature, extending the process of literature review from which the research is rooted. Hence, this literature review is aimed at retorting to the specific objectives of this research by contrasting English and Oshiwambo in different circumstances.

The researcher engages with varying studies that contrast first languages with English as a Second Language and notes that little, if any, of literature has been carried out within the Namibia contexts. Preliminary research reveal that studies of the same phenomenon are uncommon in the Namibian context. In this chapter the researcher demonstrates how other researchers have defined the concept of Contrastive Error Analysis and finally discussed the major theoretical explications of Contrastive Error Analysis Theory as the theoretical framework in which the present study is imbedded.

2.2 Lexical Error Analysis

According to the reviewed literature such as Kaweera (2013), Ahamed and Othman (2020) and Heydari (2012) clearly stipulates that errors can be interlingual or intralingual. Interlingual errors are attributable to the native language (NL). They occur when the learner's L1 habits (patterns and systems) interfere and prevent them from acquiring patterns in the Target Language (TL) (Corder, 1971). In other words, interlingual errors results from negative transfer of the mother tongue (L1) to the Target Language (TL). To put it differently, interlingual errors are "those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language" (Weinreich, 1953, p.1). Intralingual errors, on the other hand, are those due to the TL itself (p.1).

There is a corroborate agreement on Weinrich's findings and those of Henning (1973), whose study suggested that First Language learners stored First Language vocabulary in connection with meaning and form. This analysis demonstrates that despite the fact advanced learners tended to make meaning-based faults, novice pupils had the propensity to commit form-based relations (Henning, 1973). Laufer (1991) on the other hand, gives empirical evidence for the First Language lexical misperception in case of resemblance that exist between the lexical form of errors and target words. These are said to be words that have the similar root but different suffixes or prefixes, in other words, these are words identical in all phonemes except one vowel, consonant or diphthong (Laufer, 1991). Hemchua and Schmitt (2006) scrutinised Thai university students' English compositions for lexical errors. Their analysis suggested that "near synonyms" were the most frequent errors, followed by preposition partners and suffixes (Hemchua & Schmitt, 2006).

A study conducted by Ahamed and Othman (2020) investigated '*lexical errors and their effects on the written performance of Saudi EFL university students of College of Science & Arts, Tanumah at King Khalid University in the second semester of the academic year 2019/2020*'. The study identified and analysed the lexical errors, determined the causes of those errors and suggested appropriate errors resolutions such a predicament. The study population comprised both English language teaching staff and third level English Foreign Language university students from the above-mentioned college. An analytical descriptive approach was adopted in the study. The study employed an error classification analysis of six categories of lexical errors including errors of word choice, errors of literal translation, errors of paraphrasing, errors of distortions and errors of word formation. Testing and unstructured interviews were used as data collection tools. The findings of the study indicate that students commit lexical errors in their essay writing

due to factors such as interference of mother tongue and inadequate vocabulary (Ahamed & Othman, 2020).

The study thus recommends that, EFL university instructors need to take a strong decision to boost or to enable students to increase their standard of vocabulary by providing them with reading materials on different topics and through exposure to words in contexts, and not merely paying attention to introducing first-hand words together with their meanings. Immediate feedback is encouraged to be given to students with regards to words usage by Instructors in the course of classroom activities (Ahamed & Othman, 2020).

A grammatical and Lexical qualitative study titled '*Grammatical and Lexical Errors in Students' English Composition Writing: The case of three Senior High Schools (SHS) in the Central Region of Ghana*' by Owu-Ewie and Williams (2017) sought to examine the lexical and grammatical errors which students at three Senior High Schools in the Central Region of Ghana committed in the process of writing essays. Their study further pursued to inspect the occurrence of the writing errors in the Senior High School and suggest solutions to improve the teaching of L2 which in this case is English. The study analysed a corpus of essay written by 150 second year students. The schools and the participants were purposively selected. The data was analysed using the content analysis approach. The study observes that the lexical errors in the students' writing were due to homophone problems and semantic lexical errors. The grammatical errors identified were agreement errors, tense errors, singular-plural (number) errors, prepositional errors, and article errors. The study also notes that the most frequently committed grammatical errors were tense errors followed by agreement errors. The implications of these findings to the teaching of English writing skills were that, where possible, teachers should have an understanding of both the Language one and Language two of the students and explicitly teach for transfer, have adequate knowledge of how to identify students' writing errors, and use effective teaching strategies to improve students' English writing skills. The study further urges teachers to create more opportunities for students to write as well as serve as models of using appropriate English for students to emulate and also create a favourable classroom environment for students to participate in class activities (Owu-Ewie & Williams, 2017).

In the same vein, an analysis of English errors made by Polytechnic of Namibia students conducted by Krishnamurthy., Kangira., Tjiramanga, and Beukes (2010) analyses the nature of errors made by students using English at the institution. The study was qualitative in nature. The study examined the placement test papers of 150 students, analysing them for common errors the students made, specifically

in the essay section of the paper. In analysing the essays, the errors were categorised into the following classes: lexical errors, errors in the use of nouns, concord errors, errors in the use of prepositions and errors around verbs.

The study observes that there is a large variety of basic language errors in students' written essays. The causes of the errors are manifold. Some seen to stem from a strong interference of the mother tongue. Other errors can be argued to have crept in from the imitation of wrong models while others culminate from failures to apply appropriate grammar rules. Conclusions drawn from the study are that the reality of the English Second language classroom is that forms of assessment of students' work considers the quality of the language they use. In all forms of written work i.e. paragraphs, letters, essays, proposals, and reports) grids were used to determine the final mark. Language and style is one of the criteria in these marking grids. As demonstrated on the grid, the frequency of certain errors determine the mark that is awarded for a piece of writing. In other types of questions (e.g. comprehension) however, penalising for every error in writing makes marking difficult, so markers conveniently decide against it. As a result, students are not alerted to their problems. It is therefore crucial that teaching focuses on improving the grammar skills of students in general.

Krishnamurthy et al., (2010) recommend that the department of communication at NUST: start the semester in lower level courses with thorough teaching and discussion of all parts of speech, with emphasis on problem areas such as preposition and verbs, etc., include questions about parts of speech in some in-class activities and assessment tasks, prescribe compulsory websites and online activities for lower level courses, focus the attention of students in all English courses on grammar error that are common in their writing and include error analysis in the syllabi of all courses as well as in examinations (Krishnamurthy et al., 2010).

Additionally, a lexical error analysis titled '*An analysis of lexical errors in the English compositions of English Second Language Tunisian learners*', submits that English as a Second Language learners unavoidably produce diverse types of errors (Hamdi, 2016). Error Analysis as a method of analysing the learners' errors engage in a recreation role in Second Language Acquisition research (Hamdi, 2016). And according to Hamdi (2016) this is truthfully the right process of learning a second language. Twenty participants were tasked with writing a composition on the same topic and the researcher observed that the papers communally contained 54 errors in lexical category. That is to say, on run of the mill, each one of the paper evinced three lexical errors. Some error types were common (for example, suffix type, borrowing, overinclusion), others were relatively infrequent (for example, vowel-based type, coinage,

misselection), and there were no occurrences of others at all (prefix type, misordering, blending). To remedy these learning difficulties, the researcher recommends that the teacher's role is significant in order to ensure an effective errors correction (Hamdi, 2016).

Gurtubay (2009) examines the lexical error committed by students of English as a Second Language analysing a written corpus at university level with the goal of establishing an inventory of the nature of lexical errors made by Spanish speaking students of English. This study further sought to present a categorisation of errors at the lexical level, based on linguistic and descriptive criteria, that is, dealing with one of the linguistic subsystems, the lexical ones, and etiological criteria by describing the cause of error which are intralinguistic errors and those which are interlinguistic ones. Gurtubay (2009) notes that, learners of English as a Second Language with intermediate level of competence after a period of instruction present interlinguistic errors by transference in a greater frequency than intralinguistic errors. The study also submits that learners' errors in L2 are indicators of learning problems in a foreign language and that contribution had tried to diminish the lack of successful communicative effects at lexical level (Gurtubay, 2009). The conclusion is akin to the general hypothesis statement which believes that L2 learners based their language performance on their mother tongues.

Another slightly related research titled '*Consequences of Ideology and Policy in the English Second Language Classroom: The Case of Oshiwambo-speaking Students in Namibia*' conducted by Iipinge (2018) sought to find a solution to critical questions regarding the effect of the current Namibian Language in Education policy (LEP) on the teaching and learning of English as a Second Language (ESL) in Northern Namibia, with a special focus on one of the most demanding skills in Second Language - essay writing. Apart from the writing problems of learners, the intervention strategies that ESL teachers are using to help learners overcome or reduce writing problems in English are also investigated (Iipinge, 2018).

The study observes that the concern of Northern Namibia learners struggling with writing is chiefly due to the Education Policy that is currently used in Language. According to the Namibian Language in Education Policy, learners are taught in English as early as grade four (Iipinge, 2013). According to Wolfaardt (2002), many learners in Namibian schools fail to attain the set minimum language proficiency standards in English when introduced to fourth grade subjects that are more demanding linguistically and cognitively (p. 70).

It is quite significant to elaborate on the issue that, in contrast to physical practice carried out in the classroom setting, the Namibian LEP (MEC, 1993b) prevent learners from the use of their mother tongue

in the classroom (Iiping, 2013). Obviously, this is identifiably an additional reason for the learners' and students' difficulties in writing. According to Clegg and Simpson (2016), using a monolingual language policy, like the one practiced in Namibia, usually means that the learners' ability to write about subjects that require critical cognitive thinking is limited as they may only think from the perspective of a single language. Therefore, because learners in Northern Namibia are not allowed to use Oshiwambo to learn English, they are likely to experience a number of problems when they are writing essays in English (Iiping, 2013). Thus, it is important to note that apart from the LEP, learners in Northern Namibia experience writing problems because they are not exposed to adequate contact with English in their communities. This is because the learners hardly use or hear English being spoken in their communities (Iiping, 2013). Indeed, their communities do not play any role in reinforcing English language learning (Adeyemi, 2012). As a result, learners would hardly develop their writing skills and hence would find writing, especially essay writing challenging (Iiping, 2018).

Kapolo's (2013) study titled *'Analysis of writing errors made by grade 11 learners in English: A case study of two secondary schools in the Omusati education region in Namibia'*, admits that writing is one of the most important language modes for school success, and is one of the four skill areas of the learning content in English as a Second Language (ESL). The four important skills are namely; listening, speaking, reading and writing. According to Lerner (2000) as well as Dudley-Evans and St John (1998), these skill areas are interconnected in the sense that good listening skills promote speaking, good speaking skills enhance reading, and good instruction in reading improves writing, while good writing skills improve one's knowledge and skills in speaking and reading. This means that these skill areas enhance growth in each of the others, especially in terms of written communication.

Kapolo's study, which was a mixed method research, sought to identify the writing errors made by grade 11 learners in English Second Language based on a prescribed marking guide for teachers as well as to compare the identified writing errors made by grade 11 learners with regard to mother tongue and sex. An analysis of 40 selected essays was done based on the identified and established purpose(s) of the study. From the findings, it was observed that many learners made a lot of errors in English as a Second Language writing (Darus & Ching, 2009; UNAM-CES, 2004).

The study recommends that learners should be exposed to writing activities more often. Some authors (Pritchard & Haneycut, 2005; Nakale, 2004) emphasised that for learners to write well, they need enough time in order to think critically, to rewrite, select, revise and organise their ideas in real writing and re-writing. Kapolo (2013) believes that, if this practice is implemented, it might, in the long run, bring about

change and improvement in ESL writing errors. The study also advises that experts in both L1 and L2 help learners acquire L1 appropriate skills necessary for L2 acquisition/learning. This will help learners to absorb the effective ways of using L1 in acquiring L2, This observations is in the same path with Lado's theory of Contrastive Error Analysis which submits that first language knowledge is helpful in the second language acquisition at a lexical and syntactic or grammatical levels (Jie, 2008).

2.2.1 Word Formation in English/Morphological adaptation strategy

2.2.1.1 Affixation

A study carried out by Ratih and Gusdian (2018) on word formation processes in English new words of Oxford English Dictionary pointed out that affixation is the most widely used form of all the word formation processes in the English language. This is evident in the fact that we can use the affixation process to form new words from existing ones. Instances of affixation as a word formation process are found in the formation of nouns, tenses, verbs, adjectives and adverbs. Affixation is the process by which new words are formed through the additions of bound morphemes to words. Through this process a variety of lexical items can be created. For instance the word 'encouragement' is formed from the root word 'courage' by the prefix 'en' and the suffix 'ment' (Ratih & Gusdian, 2018).

The root or base of the word is different from the stem of the word in the sense that a stem is any morpheme or combination of morphemes to which an affix can be added. For example, the word 'friends' consists of a stem 'friend' which in this case happens to be also the root or base of the word plus an affix [z] while the word 'friendships' contains an affix [s], a stem 'friendship' and a root or base 'friend'. The process of affixation also enables words to be formed by the addition of both prefix and suffix to the base form as in the word *uneducated, disestablishment and reorganisation* (Ratih & Gusdian, 2018).

It is important not to assume that any form of affix will always have a persistent consequence. For example, the suffix '-less' always suggests 'the absence of the meaning of the base form' as in 'meaningless' or 'useless' but in the word 'priceless' such a proposition is not true as 'priceless' does not mean 'without price or value' but in contrast, denote 'a thing of great value' (Ratih & Gusdian, 2018).

Regardless of the fact that prefixes and suffixes are just a blend of two, three or four letters, they have different meaning in English. They are therefore morphemes. A morpheme is the smallest meaningful unit of a word (Crystal, 2003). They ultimately change the meaning of the root word to a different meaning. They are subsidiary to the root or the base of words and may be added directly to the root or base form or to the constructions consisting of a root plus one or more other morphemes (Crystal, 2003). The base

or root of a word constitutes the core part of a word. Roots or base form are frequently longer than affixes and are more numerous in the vocabulary of the English language and that of Oshiwambo. The vast majority of base elements in English are realised by one free morpheme (Crystal, 2003).

Additionally, a study carried out by Angrayni (2019) titled 'Student difficulties in using affixation' was accomplished by analysing students' difficulties in using appropriate affixation and their strategies to overcome their difficulties. The research used judgment/purposive sampling under descriptive qualitative method. Essay translation and semi-structured interviews were used as instruments to answer the research questions of the study. The result drawn found that there are four difficulties the students faced in using affixation which are detecting the form of word, deciding the appropriate affixations, selecting the type of affixations and lack of vocabulary. The study concluded that many students were mistaken in using inappropriate affixations because they do not know the variety of the affixations. They were also mistaken in forming a correct tense based on its time. Some of the errors led students to change some word functions that changes their class in word classification. The study suggested that learning affixation is very useful to enrich students' vocabulary (Angrayni, 2019). Adding that by knowing the function of every affixation, it will be tranquil for students to practice new form of word by using affixation. Moreover, it also helps students to be more creative in their English skill that they do not use the same word every time (Angrayni, 2019).

2.2.1.2 Prefixes and Suffixes

Mena and Saputri (2018) examine the kinds of the English and Indonesian prefixes and suffixes mostly found in the descriptive text of student's and describe the similarities and dissimilarities. The study adopted a descriptive qualitative research method to descriptively analyse data collected using a documentation technique. Analysis of the data, the proliferation of four types of English prefixes; quantified, locative, temporal, and negation prefixes. In the English language, suffixes have four types; nominal, verbal, adjectival, and adverbial suffixes, and there are five types of Indonesian prefixes; forming verbs, forming adjectivals, forming nouns, forming numerals, and there forming interrogatives. Mena and Saputri also observed thirty two prefixes and suffixes that were categorised as English Prefixes. The similarities between English and Indonesian prefixes and suffixes in the descriptive texts were on prefixes in line with quantity, and suffixes in line with nominal, verbal, and adjectival suffixes. While the dissimilarities on prefixes and suffixes are that, in the English prefixes, there were no types of prefixes that were forming verbs, adjectives, nouns, and interrogatives. On the other hand, with regards to Indonesian prefixes, there were no types of prefixes such as locatives, temporal, and negations. In the

English suffixes there were no forming of numerals and interrogatives. In Indonesian there were no adverbial suffix (Mena & Saputri, 2018).

i) *Prefixation*

Prefixation is a process by which a bound morpheme is added BEFORE a root morpheme. In other words, it is a process by which the main word is preceded by a minimally indivisible but significantly important unit of a lexeme as in: ***mis**-represent* or ***ir**-regular*. In order to get a precise idea about English words, both diachronic and synchronic methods are applied. One of the biggest sources of producing new words in the English language - word formation process is prefixation (Karuru, 2013).

On the contrary, Karuru (2013) specifies that prefixation in Oshiwambo involves the addition of a morpheme at the initial position of a stem or root. Most of the words in Oshiwambo are prefixed, thus, most words employ prefixes to their nominal and adjectival systems. The noun or class prefix stands before a stem. Therefore, the substitution of prefixes changes noun classes too and so forms new nouns (Uushona, 2019).

ii) *Suffixation*

Suffixation takes place when bound morphemes are attached to the root or base of a word in the final position. Suffixes are recursive in nature. That is, they can occur repeatedly in the formation of words. For example *child+less+ness*, *boy+ish+ness*, *friend+li+ness*, *home+less+ness*. In spite of the general statement made about suffixation, there are some suffixes which do not cause a change in grammatical class. Such suffixes include *-age* as in *vicarage* and *-ian* as in *musician*. The English language has two categories of suffixation namely derivational suffix and inflectional suffix (Uushona, 2019).

While prefixation places affixes before a root or stem in Oshiwambo, suffixation refers to an affix added, following a root or stem (Crystal, 1991). Oshiwambo has some inflectional morphemes in suffixal position. Some of these suffixes are -elela, (g)-ona. The (g)-ona and -ena are diminutive suffixes (Uushona, 2019). Example: omumati 'boy', okamatyona, 'young boy'; and ombwa 'dog' and okambwena 'puppy' (Fivaz, 1986) as cited in (Uushona, 2019). The -elela is a confirmation noun suffix, denoting the genuine quality of a noun. For example, omukadhona 'a girl', but omukadhoneelela 'a real girl'.

2.2.1.3 Derivational Suffixes

A derivational suffix is a morpheme which alters the word class of the root to which it is affixed (Uushona, 2019). For instance, the additional of the suffix ‘-ly’ in the word ‘*notoriously*’ has caused a change in the root of the word ‘notorious’ from being an adjective to an adverb. It is possible to have a multiplicity or succession of derivational suffixes in a word. When this is the case, sequences are formed as in the word ‘*academically*.’ The root this word is ‘*academy*’. It is this root word that three derivational suffixes-*ic*, *-al* and *-ly* have been added respectively to form first the word ‘*academic*’, then *academical* and finally *academically*.

In the derivational process, only the grammatical status of a morpheme is changed but not it’s lexical meaning as the following examples illustrate: *Merry* (Adjective) – *Merrily* (Adverb); *Stupid* (Adjective) – *Stupidity* (Noun).

2.2.1.4 Inflectional Suffixes

Inflectional suffixes are bound morphemes which are for the most part purely grammatical markers representing such concepts as: Tense (present, past, participle) *-s*, *-ed*, *-ing*, *-en*; number (singular, plural) *-s*; apostrophe ‘*s*’ for the possessive) as well as the comparative and the superlative ‘*-er*’ and ‘*-est*’, (Karuru, 2013).

Inflectional suffixes do not alter the syntactic category or class (parts of speech) of the words or morphemes to which they are attached. For examples, in the words-“*want-ed*, *com-ing*, *goat-s* and *basket-s*” the inflectional suffixes *-ed* and *-ing*, are added to the verbs ‘want’ and ‘come’ respectively, while the inflectional suffix *-s* is added to the nouns ‘goat’ and ‘basket’. The inflections produce a past tense in ‘wanted’, progressive tense in ‘coming’ and the plural in ‘goats’ and ‘baskets’. As can be observed, the grammatical categories of the words did not change even though they have been inflected. This means that inflections are additive (Karuru, 2013).

2.2.2 Causes of lexical errors

According to Jurianto (2015) “Lexical choice in second language writing remains an important issue since most students almost unavoidably produce various types of errors in the written compositions” as it is the case in the present study. Lexical errors occur because the second language learners do not possess adequate knowledge in English vocabulary which results from a diverse number of causes such as the low frequency in reading and the low awareness in expanding new vocabularies (Jurianto, 2015).

Formulating a well written piece of work that is free of errors in English as a Second Language can be a difficult task to complete. As a result of many factors in the writing process, lexical errors may occur. One has to be careful in writing by considering the four main steps in writing which aim to avoid lexical errors. Llach (2011) notes that there are two causes of lexical error, and they are:

a. Interlingual transfer

This is when errors are when interference is done by the source language, as such students can potentially make errors unconsciously. Llach (2011) explains that the coinage, borrowing and calque come as a result of mother tongue or interlingual experience. In most cases students are influenced by their mother tongue to produce accurate written academic work. For example, they usually use the patterns or the rules of their mother tongue when speaking or writing in English.

b. Intralingual transfer

Besides interlingual transfer, there is intralingual transfer as a cause of errors. Interlingual is when interference is from the source language while intra-lingual is interference from the target language. In this regard, people make incorrect generalisations of rules in the target language. Llach (2011) further asserts that the misspelling, misselection, and semantic confusion are caused by the intralingual transfer.

2.2.3 The importance of vocabulary on lexical error analysis

It is undeniably factual that a decent command of language relies on the extent of a user's vocabulary as well as the level of understanding of the words that are being used. To be specific, vocabulary acquisition serves as a yardstick for language proficiency, which involves listening, speaking, reading and writing skills. Alqahtani's (2015) study titled '*The importance of vocabulary in language learning and how to be taught*' submits that knowledge of vocabulary is often viewed as a critical tool for second language learners because limited vocabulary in a second language impedes successful communication. Vocabulary is a set of words known and used within a language to construct meaning in written texts and communication at large. As a matter of fact, in order to use a language effectively and coherently, a speaker or writer must choose the most accurate words (Alqahtani, 2015). Alqahtani (2015) observes that vocabulary acquisition becomes the main hindrance to the success of the whole language learning. Several English second language students find it challenging to speak and write skilfully because of inadequate vocabulary.

In the words of Viera (2017) modern developments in second and foreign language acquisition highlight that apart from grammar and pronunciation, English non-native speakers require a solid foundation of

vocabulary knowledge to become successful users of English in any academic environment. Viera opines that, irrespective of the learners' degree of competence in grammar and pronunciation, without sufficient vocabulary knowledge, learners cannot effectively communicate. In large part, this is because the lexicon carries more of the meaning of a text than grammar does (Viera, 2017). In fact, grammatical errors result in ungrammatical expressions, while the unsuitable use of vocabulary affects the communication act. In other words, vocabulary is one of the linguistic components influencing the development of communicative competence and learners' language skills (Viera, 2017). Viera (2017) concluded that Students who possess more foreign language vocabulary knowledge are basically better skilled in language use than students who have less vocabulary knowledge.

Owu-Ewie and Williams (2017) submit that the challenging and complex mother nature of writing in L2 has given rise to growing research interests in the analysis of the sources, types, effects, and correction of such errors associated with writing. Good competence in writing is recognised as an important skill in language learning and as such it must be nurtured by both facilitators and students, playing a bigger role to curtail errors that arise in the second language learning process. Owu-Ewie and Williams (2017) attest to the fact that in most cases, students' writings are below expectations and often plagued with both grammatical and lexical errors among others due to first language interference. Lexical learning is a difficult and lifelong task and lexical errors are most undesirable since they distort communication and can have a negative impact on the image of the students. However, they are also positive signs of vocabulary development. Hemchua and Schmitt (2006) believe that teaching learners the origin and causes of their lexical misuses and how to therapy and avert them, is a good surprise for an effective and successful lexical acquisition.

The above study by Owu-Ewie and Williams (2017) serves as a transparent agent in which the current study extracted one of its fundamental goals to make this research a reality. In light of the discussions posed above, the current research assumes that literature impacts the development of vocabulary within English as a Second language students. Improved vocabulary in English serves as a motivation that allows students to frequently use the language. Ultimately, frequency in language usage whether it be spoken or written, improves the quality of composition writing in terms of errors. So, this whole cycle facilitates the teaching and learning process in tertiary institutions.

2.2.4 Oshiwambo noun structure

Fivaz (1986), demonstrates that the structure of nouns in Oshiwambo is: Noun prefix(es) + noun stem. The noun prefixes comprise of: definitiser + gendernumber markers. In addition, Fivaz (1986) states that “Most prefixes occur as members of singular-plural pairs, and such pairs are gender or sortal groups to which noun stems belong. Each stem belongs intrinsically to only one gender, but for emotive and attribution, a stem may be used with gender prefixes other than those of its intrinsic membership” (p. 31).

Mbenzi (2008, p. 24) explains that in analysing nouns in Oshiwambo, one needs to know the constituents of a noun. This is illustrated in the table below:

Noun	Preprefix	Prefix	Stem	Root	Suffix	English
oshikombo -	o-	shi-	-kombo	- komb-	-o	goat
etemba	E	Ø -	temba -	temb-	-a	cart
okanona	o-	-ka-	-nona	-non-	-a	child
Tate	Ø	Ø	Tate	Tat-	-e	father

Source: Mbenzi (2008)

The constituents of a noun in Oshiwambo are thus the pre-prefix, prefix, stem, root and suffix. From these illustrations, it is evident that in some cases a noun may not have a prefix as in the case of *Tate* (father). This is because it belongs to a zero-prefix class which is class 4 in the table above but *tate* falls under class 1a in the original table of the noun classes. This automatically indicates that it is in a class without either pre-prefix nor prefix.

A prefix is important in the structure of nouns in Oshiwambo because it determines the noun class to which a specific noun belongs, it is not only the determiner of a noun class (Mbenzi, 2008). Therefore, it is necessary to look at the Oshiwambo Noun Gender-Number Markers Chart that appear in the next page initiated by Fivaz (1986). The table has been used in order to clearly demonstrate the structure of nouns in Oshiwambo. This helps by giving insights into studying and analysing the causes of noun errors caused by Oshiwambo speaking students in the English language.

Oshiwambo Noun Gender Marker

Gender	Class	Prefix	Example	Main Significance
I	1	o-m-/o-mw-	omuntu 'person'	Human
	2	a-a-	aantu 'persons'	pl. of cl.1
Ia	1a	∅	tate 'father'	Kin, names, personification
	2a	o-o-	ootate 'fathers'	pl. of cl 1a
II	3	o-m-/o-mw-	omuti 'tree'	Natural phenomenon, trees, body parts
	4	o-mi-/o-mw-	omiti 'trees'	pl. of cl. 3
III	5	∅	eta 'drop'	Liquids, Natural phenomenon, fruit
	6	o-ma-	omata 'droplets'	Augmentatives, abstracts
IV	7	o-shi-	oshikombo 'goat'	Characteristics of ways people speak

	8	i-i-	iikombo 'goats'	Behaviour, artefacts
V	9	o-N-	ongombe 'cow'	Animals, fruits, miscellaneous
	10	o-oN	oongombe 'cows'	pl. of cl. 9
VI	11	o-lu-/o-lw-	olukaku 'shoe'	Long, thin things, diminutives
	6	oma-lu-	omalukaku 'shoes'	pl. of cl. 11
VII	12	oka-	okakambe 'horse'	Diminutives
	14	u-u-	uukambe 'horses'	pl. of cl. 12
VIII	14	u-u-	uudhigu 'difficulty'	Abstracts
		oma- (+14)	omaudhigu 'difficulties'	
IX	15	oku-	okutsi 'ear'	Body parts, seasons
	6	oma(+15)	omakutsi 'ears'	

Source: Fivaz (1986, p.32) as cited by Uushona (2019, pp. 76-77)

The table above clearly demonstrates that Oshiwambo nouns have different structures. To begin with, some nouns do not have prefixes, some have one prefix, while the remaining group of nouns have more than one prefix. For example, Class 7 has one prefix (-shi-) as it appears in *oshikombo* 'goat'. Nouns such as *omakutwi* 'ears' have two prefixes: ma+ku cl. 6 + cl.15 prefixes. Classes 1a and 5 do not have prefixes at all.

2.3 Syntactic Error Analysis

A related, yet slightly different study by Hamakali and Mbenzi (2016) titled '*Exploring the problems of second language learners' English pronunciation: A contrastive analysis of English and Oshiwambo (Oshikwanyama)*', attempts to identify common errors which Oshikwanyama speakers make in English and establishes the grounds for such errors. The study, believes that when learning a foreign language, an individual already knows his mother tongue, and it is this, which he attempts to transfer. The transfer may prove to be justified because the structure of the two languages is similar- in that case one gets a 'positive transfer' or 'facilitation' – or it may prove unjustified because the structures of the two languages are different, in that case one gets a 'negative transfer' or interference (Wilkins, 1972, p.199). In Contrastive Analysis, descriptions of the features of two languages (L1 and L2) are contrasted to make predictions about the type of difficulty students may face when learning the L2 (Hamakali, 2013). Hamakali and Mbenzi (2016) conclude that Oshikwanyama are likely to have difficulty with the articulation of some English sounds because of the differences between Oshikwanyama and English. The existence of certain sounds in English which do not occur in Oshikwanyama pose a challenge for an Oshikwanyama learner of English to produce or articulate. To overcome this problem, the 'culprits' might attempt to substitute those sounds with sounds in Oshikwanyama. The substitution of English sounds with Oshikwanyama sounds makes an utterance unintelligible, or it may change the meaning of the word completely (Hamakali & Mbenzi, 2016). The study submits that it is critical for teachers to understand the psychological reason for the occurrence of errors so that they can organise appropriate teaching and learning materials for pronunciation classes.

The teaching and learning a foreign language is not an easy task, especially when the language shows considerable dissimilarities with the learner's native language. Resultantly, even at college level, much of the time is spent on remedial work rather than on widening the scope of the students' knowledge of English (Mohammed, 1980, p. 42). A study by Faisal (2013) titled '*Syntactic Errors made by students of Department of Educational and Psychological Sciences*', sought to examine and address syntactic errors. For the good reason of syntactic error analysis, grammar, which targets to relate the semantic structure

of a sentence to its surface structure by a set of explicit rules, is the most appropriate for the description of error (Corder, 1973, p. 126). Grammar is designed to help the students to improve the conciseness, clarity and correctness of their writing. The study concludes that the syntactic errors made by the students are related to the influence of the interference of the mother tongue (Arabic) as demonstrated by some types of errors observed. The production of such errors indicate that the students think in Arabic, which is their mother tongue, when writing English words. This demonstrates that the students' mother tongue negatively impacts their performance in the foreign language. Furthermore, English teachers of earlier years might not insist on some issues of the English syntax that makes the students know very few things about sentence components of the English language.

Accordingly, the study concludes that there are many types of errors, most of which are considered weaknesses in the basic principles of building an English sentence. Since the area of weakness is in the fundamental principles of English language, the weakness may be attributed to primary, intermediate and secondary school teachers. Finally, the study submits that the majority of errors made by such students are the result of common learning processes such as intralingual and overgeneralisation - like the omission of the third person singular '-s' or the ignorance of rule restriction, or faulty teaching techniques like simplification. This study recommends that university teachers who teach English in the Department of Educational and Psychological Sciences should concentrate on the syntactic errors committed at different levels in order to help their students be able to speak and write in correct English (Faisal, 2013).

Ngangbam (2016) in a study that is in line with the second objective of the current study, and titled '*An analysis of syntactic errors committed by students of English language class in the written composition of Mutah University: A case study*', examines the English syntactic problems persistent in the written performance of freshmen in the English language class at Mutah University'. The study notes that errors committed might be influenced by many causes and strategies. The study also demonstrates the interference of first language L1 in interpreting or translating to the second language. The study recommends that facilitators should stipulate the distinction that exist between English (L2) and Arabic (L1) grammar, to avoid language interference and for a more effective impact in learning the English language.

Additionally, a study by Farooq and Wahid (2020) attempted a syntactic analysis of written texts among EFL undergraduate students in Saudi Arabia. They work on the premise that in cases of language learning, the knowledge of Morphology, Phonology, Syntax, and Semantics of the target language is a necessity. The study sought to examine the causes of syntactic errors in EFL writings by the undergraduate students,

focusing especially on the syntactic parts of the text in order to identify and analyse syntactic errors. Results from the enquiry demonstrate that the most recurrent kinds of errors in the texts were syntactic errors - including ungrammaticality, inappropriate diction, the use of inappropriate parts of speech, verb tense disagreement and incorrect use of punctuation. As such, the study observes that it is extremely important to analyse syntactic structures along with the identification and analysis of different parts of speech and their respective roles in a sentence. The study thus submits that syntactic awareness can be measured using a variety of tasks - including tasks to correct and explain syntactic structures, word correction tests and close tests. Although, the aforementioned may not always lead to accurate results, these tasks can be relied upon to a great extent as they provide an insight of the syntactic interpretation of the learner (Farooq & Wahid, 2020). The harder the pupils are exposed to a particular language and the more they are encouraged to use it in concrete situations, the more they will be able to produce and write correct structures and also to classify and investigate the errors in their own sentence production. As such, creating a friendly environment, and the proper use of teaching material is important on the part of instructors. Another important recommendation of the study was the observation that English should be included in the curriculum at an early stage. This would allow the students to become familiar with the language and study it for the sake of learning the language rather than for just passing the examinations. This would also likely lead to an enhancement in the efficacy of the pupils in different language skills.

Another related study that was conducted at Jazan University and titled '*An analysis of Syntactic Errors in English Writing: A Case Study of Jazan University Preparatory Year Students*' (Hafiz, 2018), focuses on the identification of the most common syntactic errors committed by Arabic speaking learners in Preparatory Year at Jazan University (Saudi Arabia) in learning English as a Foreign/Second language. The results of this study evince that the most common syntactic errors made by the learners are in sentence structure, subject verb agreement, tense, auxiliary verb, number, use of conjunction, preposition and article. The study notes that language transfer or linguistic interference is the main reason for errors, submitting that errors occur due to language contact. Hafiz (2018) in this regard opines that, "Interference is the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language". Lott (1983) as cited by Alharbi (2010) defines interference as "errors in the learner's use of the foreign language that can be traced back to the mother tongue" (p 256).

Furthermore, a study titled '*An Analysis of Errors in Written English Sentences: A Case Study of Thai EFL Students*' conducted by Kanyakorn., Jiraporn and Rattaneekorn (2017) examines language errors in the writings of English major students at Thai university and analyses the sources of the errors. The study

focused chiefly on sentences because the researcher found that errors in Thai EFL students' sentence construction led to miscommunication in most instances. One hundred and four (104) pieces of essays written by 26 second-year English major students who enrolled in the Writing II course were collected and analysed. Results demonstrate that the most frequently committed errors were of punctuation, articles, subject-verb agreement, spelling, capitalisation and fragment, respectively. Interlingual interference, intralingual interference, limited knowledge of English grammar and vocabulary, and carelessness of the students were also observed to be the major sources of the errors. The finding also suggest that explicit feedback on students' written errors is genuinely needed. A major conclusion of the study is that the errors found in EFL students' writing are not wrong, but useful tools to help EFL students make fewer errors and write better in English. Ultimately, the study recommends that intensive knowledge of English grammar and vocabulary must be taught to Thai EFL students and also suggests that the impact of negative transfer of students' first language should be taken into account in English writing classes (Kanykorn et al., 2017).

A syntactic error analysis study carried out by Haludilu and Woldemariam (2019) titled "A syntactic error analysis of the essays of second year students at NUST: A case study" examines the syntactic errors in the writings of the second year students in the Departments of Accounting, Economics and Finance at the Namibia University of Science and Technology (NUST) and explores the main causes of such errors. The study focuses mainly on sentences. Such an investigation into errors and their causes peculiar to Namibia is significant in so far as it enables the researchers to develop a methodology for teaching and in the process, help students to avoid committing the mistakes that they normally make.

With the main objective of the study being to investigate the syntactic errors made by the second year students, the study notes that there is a large variety of basic language errors in student's written work. The reasons for making those errors are diverse. Some errors seem to result from a strong mother tongue influence. Other errors appear to have crept in through the imitation of wrong models, and yet others culminate from a failure to apply appropriate grammar rules (Krishnamurthy, 2010 as cited by Haludilu & Woldemariam, 2019).

Resultantly, the study concludes that the interference of L1 resulted in many students referring to their L1 when they encounter difficulties in their L2 writing. In the process of L2 learning, negative transfer hampers learning and interrupts the performance of students in English as a Second Language, as errors are unfortunately transferred. Observations from the English as a Second Language classroom point to

the fact that all assessments of the students' work largely consider the quality of the language they use in writing.

This study concludes by recommending that the institution needs to start the semester in lower courses with thorough teaching and discussion of all parts of speech, with emphasis on problem areas such as prepositions and verbs. They should also focus the attention of students in all English courses on grammatical errors that are common in their writing. It further recommends that educators should differentiate English (L2) and the indigenous languages' grammars in order to avoid language interference. The teaching should also include questions about parts of speech in some in-class activities and assessment tasks.

2.3.1 Syntactic differences between English and Oshiwambo

2.3.1.1 Verb formation

Bantu languages in general are "agglutinating" and a lot of information may be kept in a single word (Nurse, 2003: 8), for example in Oshiwambo the verb "likoka" (crawl) may be interpreted as "you must crawl". In addition, some Bantu languages with the exception of Oshiwambo have many "verbal affixes" compared to English. Oshiwambo has a small but important and frequently used group of verbs termed "defective" or "deficient" verbs (Zimmerman & Hasheela, 1998). This means that they deviate from all other verbs either in structure or grammatical behaviour, or both. The verbs "li" (be) and "na" (have, possess) are two examples. These verbs do not take the present tense morpheme or marker "ta". As in the example: *Oshimbudi oshi* (not *otashi*) *li meumbo* (The tramp is in the house). In the case of the verb "na" the final "a" is dropped when prefixed to a word which starts with a vowel (Zimmerman & Hasheela, 1998), as in: *Ondi noimaliwa* (<*na+oimaliwa*). Other Oshiwambo ordinary verbs always end in "a" in the infinitive or in the imperative. The infinitive is formed by adding the prefix "oku" before the verb stem (ibid). As in the example below: *oku+pula* > *okupula* (to ask) and *oku+shanga* > *okushanga* (to write)

Based on the syntactic context, the inflected forms of an English verb are 3rd person singular, present tense, past tense, past participle and a form of a verb ending in "-ing" that serves as a present participle and gerund (Nurse, 2008). An inflectional morpheme is suffixed at the end of the stem of the verb (Eastwood, 2002 and Tulloch, 1990). Eastwood (2002) points out that English verbs can be further classified as either regular or irregular, that is the past tense and the past participle of these verbs are the same as the simple forms. In other words, they do not follow the general rule for verb forms, unlike the regular verbs that are inflected with a participle (Tulloch, 1990). Learners of English as a second language

often do not distinguish between the rules that govern these verbs; for example they would say **cutted*. The errors that the learners make regarding irregular verbs are not a result of the differences in the system of English and Oshiwambo but rather because of lack of sufficient knowledge about the use of irregular verbs, overgeneralization or incomplete application of language rule (Ellis & Johnson, 2008).

2.3.1.2 Negative Formation

A study conducted by Shapeta (2019) explores language structures, their natures, their facts, how they are acquired and their functions. It further explores the structures and functions of language and how those structures contribute to negation in particular. The study attempts to explain the negation structures in semantic and syntactic structures of Oshiwambo and English languages. The research opines that these two languages have two completely different negation structures whose function is far from being similar. The data used was extracted from a non-published Oshiwambo manuscript: *Ofonology nomofology yOshiwambo* by Dr Mbenzi (University of Namibia) and from various English texts. With regards to English, the most used negative markers *don't* and the quasi negative markers were purposely sampled from daily texts and utterances. From Oshiwambo, the common negative marker '*i*' was also sampled from the manuscript (Shapeta, 2019).

The data was analysed through content analysis. The study submits that, Oshiwambo, like other Bantu languages, achieves negation by the use of a pre-initial *i-* prefix. This prefix begins the pre-verb (auxiliary) and it is always attached to the tense marker, before the main verb. The conclusion drawn shows that English and Oshiwambo languages demonstrate a slight difference as far as negation is concerned – which is the point of generative grammar. The rules to changing negative imperatives to interrogatives or declaratives are different between the two languages. In changing from imperative to interrogative in Oshiwambo, the auxiliary negative marker retains its position, and the intonation changes. However, in English, the auxiliary is moved in front of the subject if the subject is explicitly presented. The negative sentences of Oshiwambo are achieved by a few words which, in English negation, are called full negative words. While the negative meaning is achieved by quasi negatives in both languages, and they both allow the negative polarity item word 'never' in sentential negation (Shapeta, 2019). The study recommended future researchers to look into negation in second language learning of Oshiwambo, saying that it would be great to compare negation in Oshiwambo language to other Bantu languages (Shapeta, 2019). In the same vein, the present study is also a comparative study between a European language and a Bantu language. It is hinged on this recommendation that this study also examines negative formation errors in English committed by Oshiwambo speaking students as well.

According to Zimmerman and Hasheela (1998) the negative form in Oshiwambo is formed by inserting the negative particle “ha” between the infinitive prefix and the verb stem, as in: Okuhalonga (not to work) and Okuhakwena (not to cry). In English, however, a negative sentence is formed by adding the word “not” after the first auxiliary verb in the positive sentence (Tulloch, 1990). If there is no auxiliary verb in the sentence, the word “do” is inserted as shown in: *He is sitting outside (He is **not** sitting outside)*. Both English and Oshiwambo have a negative formation system, but the placement of the negative marker as demonstrated above differs. If students do not know the distinction between the two systems, they will commit syntactic errors both in dialogue and inscription.

2.4 Contrastive analysis and error analysis

There are two major approaches to studying student errors, namely contrastive analysis and error analysis. Error analysis cannot be studied in isolation of contrastive analysis simply because they have been commonly recognised as branches of Applied Linguistic Science (Khansir, 2012). Contrastive linguistics has been defined as a linguistic study that deals with the comparison of two or more languages or subsystems of languages in order to determine both differences and similarities between those two or more languages (Fisiak, 1981). The contribution of contrastive analysis in language teaching is the description of the grammatical errors, which make up the differences between the grammar of the native language (L1) and that of the target language (L2). In relation to the sources of errors, Bose (2005) explains that one of the sources of the student’s errors is that of interference or transfer. According to Ellis (1997), errors can be derived from ones’ native language, which can be portrayed as both negative and positive transfer between L1 and L2. The negative transfer occurs when the grammatical forms of L1 and L2 are different, while the positive transfer happens if they are similar. Another attitude to errors is that they are the result of the influence of L1 on the learning process called interference. This process is also based on the fact that learning a foreign language is strongly influenced by the habit of the learner’s native language (Corder, 1987).

Error analysis, on the other hand, claims that the learner’s errors are not merely caused by the native language. This is so because many errors actually made by students have no parallel with the native language structures (Khansir, 2012). Referring to both contrastive linguistics and error analysis, errors may be caused by both contrastive difference as well as the structures of the target language itself. Richards and Schmidt (2010) as well as Shekhzadeh and Gheichi, (2011) distinguish between two sources of errors: interlingual transfer and intralingual transfer. Interlingual transfer assumes that errors may result from the language transfer of similar rules from the learner’s native language to the target language. For

example, the incorrect English sentence '*John go to school every day*' was produced as the transfer of his native (Indonesian) language rule '*John pergi ke sekolah setiap hari*' in which Indonesian does not have subject-verb agreement (Shekhzadeh & Gheichi, 2011). In contrast, intralingual transfer believes that errors are caused by the mutual interference of items in the target language (Keshavarz, 1994) which is also known as overgeneralisation or ignorance of rule restriction of the target language. Overgeneralisation occurs when the learner has mastered a general rule but he does not yet know all the exceptions to that rule (Ziahosseiny, 1999 p. 126). For example, a learner may produce '**He must to go to school*' based on the overgeneralisation of the English structure '*He wants to go to school*'.

In addition to that, error analysis is used in applied linguistics to systematically study the forms produced by a learner of a foreign language, using any of the principles and procedures provided by linguistics (Crystal 2003, p. 165). It is a step-by-step process or systematic analysis of errors made by language learners to determine the strategies they use to learn a foreign language and to establish the areas that need reinforcement in teaching. Corder (1967) states that errors are practical proofs that learning is taking place and that studying students' errors of usage has immediate practical application for language teachers. Crystal (2003) further stated that it provides a reliable feedback for immediate correction and designing a remedial teaching method. With the knowledge of error analysis, teachers become alert to the fact that learning a second language or a foreign language is a gradual process, during which errors are expected as part of the learning process and cognition (p. 166).

Corder (1967) identifies two main objectives for analysing learners' errors in English as a Second Language instruction. The first is theoretical and the second is applied. The theoretical objective of error analysis is to understand what and how a learner learns when he/she studies a second language. The applied objective is to enable the learner to learn more efficiently by using the knowledge of his dialect for pedagogical purposes. At the same time, the investigation of errors can serve two purposes, diagnostic and prognostic (Corder, 1967).

A related study by Darus and Subramaniam (2009), makes use of the model presented by Corder's (1967) to explain the basis of error analysis. The study investigates and examines the blunders and errors in essays written by 70 of the learners in Malay. These study concludes and notes that the errors evinced by the students were basically of about six types – that were in singular or plural form, verb tenses, and the choices of the words, use of the prepositions, agreement of the subject-verb as well as the order of the words.

Additionally, a study conducted by Manan., Zamari., Pillay., Adnan., Yusof and Raslee (2017) titled, '*Mother Tongue Interference in the Writing of English as a Second Language (ESL) Malay Learners*' sought to analyse errors in writings submitted by pre-degree Malay students with the goal of identifying the sources of the errors. It specifically targeted errors in relation to three types of L1 interference which are 'transfer of rules', 'redundancy reduction' and 'overgeneralisation' in the students' writings. Writing samples for the study were collected from 20 pre-degree quantity surveyor students from Universiti Teknologi MARA who were enrolled in a Proficiency Level ESL class at the time of data collection.

Manan et al.'s (2017) analysis of the writing samples, observes that the highest number of errors committed by the students came from 'redundancy reduction' category followed by 'transfer of rules' and 'overgeneralisation' came last. Based on the findings, the study submits that interference errors under redundancy reduction category were probably committed due to the non-existence of a certain rule or concept in the participants' L1. Due to the absence of the '*be*' verb and 'article' in Malay, the students had the tendency to drop the necessary '*be*' verbs or articles and add unnecessary ones in their writing. Under the category of transfer of rules, it was observed that the learners had difficulties in choosing appropriate prepositions to use because there are only about 15 prepositions in Malay whereas there are more than a hundred of prepositions in English. The students also committed errors related to the use of adjectives because in Malay, an adjective usually comes before a noun whereas in English it is the other way round. Finally, it was observed that the rules that are frequently overgeneralised include the rules related to the conversion of verbs from the present to the past tense and singular to plural nouns. The study recommends that ESL educators should spend more of their class time focusing on the error prone areas (Manan et al, 2017).

2.4.1 Definition of Errors

Richards and Schmidt (2010) make a distinction between an error and a mistake. An error results from incomplete knowledge, and a mistake is made by a learner when writing or speaking and is caused by lack of attention, fatigue, carelessness, or some other aspect of performance (p. 201). Errors "are studied in order to establish something about the learning process and about the strategies employed by human beings learning another language" (Lungu, 2003, p. 323). Various experts such as Lungu (2003), Richards and Schmidt (2010) have defined the term "error" differently. These definitions contain the similar meanings/understandings while the differences lie only on the ways they formulate the definitions. One important definitions adopted in this study is adequate to encapsulate an understanding of the definition of errors found in written texts. This definition by Cunningsworth (1987) believes that, "errors are

systematic deviations from the norms of the language being learned". It is apparent from this definition that the key words are systematic deviation, which can be interpreted as the deviation, which happens repeatedly (p.87).

2.4.1.1 Types of Errors

a) Grammatical errors

According to Mungungu (2010) Grammar can be divided into sub-categories of morphology, noun phrase, verb phrase and syntax. Lexis may have three subcategories; content words, function words and common expressions. Performance faults may be overlooked. The coordination has several benefits as it can easily be handled, it thus may be extended to include innovative subdivisions and comparisons can be made between sub-categories and chief classifications. It is suggested that the analysis be based on free production i.e. short paragraphs. Different types of assessment materials, such as grammar assessments and multiple-choice assessments there ought to be threat in that they have an inherent classification built into them because a test constructor will include items, which he thinks are important for the students to know whereas the analyst wants to determine the actual competence of his students (Mungungu, 2010).

An error analysis study, investigating the writing of English Second Language Namibian learners by Mungungu (2010) identified and compared the types of English language errors in the writing of Oshiwambo, Afrikaans and Silozi L1 speakers in Namibia as well as the frequency with which these errors occurred within each group. The study involved analysed 360 words long written pieces written by 180 participants from three ethnolinguistic groups, namely; Oshiwambo, Afrikaans and Silozi. The study established that an analysis of each student's writing revealed several grammatical errors including tenses and spelling errors. The findings from Mungungu (2010) indicate that the working hypothesis that L1 speakers of Oshiwambo, Afrikaans and Silozi in Namibia, have error profiles in their English L2 written work that differ from each other and in their frequency of occurrence, was proved wrong. The three language groups, made similar errors in many respects. However, these errors occurred at different rates of frequency. The study concludes that in second language teaching and learning errors tend to be viewed negatively. Mungungu (2010) notes that errors are usually considered to be a sign of inadequacy in the teaching and learning processes. However, it is now generally accepted that error making is a necessary part of learning and language teachers should use the errors with a view to improving teaching. The more we know about language learning the more likely we are to be successful in our teaching of a second language. The study further submits that further studies on ethnographic research in L2 writing that

examine the writing process, along with the acquisition of communicative competence need to be conducted (Mungungu, 2010).

b) Frequency

Errors are also evaluated in order to determine the frequency of their occurrence. The frequent occurrence of a specific form or the evasion of a specific form leading to circumlocution and consequently, clumsy constructions is indicative of the learner's lack of competence in the learning process and that is caused by the seriousness or degree of deviation from the norm that is open to various interpretations (James, 1974). James (1974) proposes assessment based activities to be practiced in order to improve the level at which errors occur. Johansson (1973) suggested that the degree of disturbance of error may have efficiency on communications.

2.4.1.2 Difference between errors and mistakes

Researchers differentiate between errors and mistakes. Norrish (1987) defines a mistake as an inconsistent deviation, which means sometimes the learner "gets it right" but sometimes "gets it wrong" (p.8). Richards (1984) states that a mistake is made by a learner when writing or speaking and results from a lack of attention, fatigue, carelessness, or other aspects of performance. Therefore mistakes are not necessarily products of one's ignorance of language rules (p.95).

Before studying errors, it is necessary to make a distinction between the two terms "errors" and "mistakes". These two terms are strongly associated with Corder in various papers (e.g. 1967), where the distinction between errors and mistakes is clearly made. An error is "a noticeable deviation from the adult grammar of a native speaker reflects the competence of the learner", while mistake refers to "a performance error that is either random guess or a slip in that it is a failure to utilise a known system correctly" (Corder, 1967). James (1998) also differentiates between the two concepts. He defines the former (error) as "cannot be self-corrected" whereas the latter (mistake) as "can be self-corrected if the deviation is pointed out to the speaker". Errors are "systematic", i.e. they occur repeatedly and not recognised by the learner (p.83).

Richards and Schmidt (2002) provide another distinction between "error" and "mistake". They postulate that a learner makes mistakes when writing or speaking because of lack of attention, fatigue, carelessness, or some other aspects of performance. Thus, mistakes can be self-corrected when attention is called. Whereas, an error is defined as the use of linguistic item in a way that a fluent or native speaker of the language regards it as showing faulty or incomplete learning. In other words, it occurs because the learner

does not know what is correct, and thus it cannot be self-corrected. Thus, in this study focus will be on learners' errors and not mistakes.

Corder (1973) distinguishes between an 'error' and a 'mistake' as follows: Errors are systematic, governed by rules and they appear because the learner's knowledge of the rules of the target language is incomplete, since they follow the rules of the learners' inter-language. Errors are further imagined to be indicative of the learner's linguistic system at a given stage of language learning i.e. his/her transitional competence or inter-lingual development. They occur repeatedly and are "never recognised by the students in the sense that only teachers and researchers can locate them (p. 261). Mistakes on the other hand are regarded as random deviations, unrelated to any system and instead representing the same types of performance mistakes that might occur in the speech or writing of native speakers. These may include: slips of tongues or Freudian slips such as: '*You have hissed all my mystery lectures*' instead of '*You have missed all my history lectures*'; slips of the ear as in '*great ape*' instead of '*gray tape*'; false starts, lack of subject-verb agreement in long complicated sentences etcetera (pp.261-262). The focus of this paper is on errors and not on mistakes (pp. 261-262).

2.4.1.3 Significance of Contrastive Analysis

In a study entitled, "*Contrastive Analysis and Error Analysis: Limitations and Practical Implications for Foreign Language Learners*", Chan (2018) submits that there is a consensus amongst researchers which is an innate phenomenon found within a human mind to commit errors. It is also evident from his research that committing errors is not only limited to the first language speakers, but that it also occurs every now and then in the second language as a consequence of the interference of the first language. In the midst of learning a second language, learners regularly produce utterances in speech as well as in writing, which, judged by the rules of the second language are ill-formed or erroneous (Chan, 2018). By tradition, the perception that was linked toward errors was that faults were a complete indication of the complications that the learners had with particular traits of the language, which could be clarified by the determination of the habits at which errors occur in the mother language and their transfer to the new language through the acquisition process (Chan, 2018).

2.4.1.4 Causes of grammatical errors

Wayar and Saleh (2016) believe that details such as, the interference of mother language, extended generalisation of phrases and errors that came as a result of effect of teaching, omission of letters, redundancy to mention but a few are some of the many reasons of errors found in the second language. In Wayar and Saleh's (2016) thought, mother language errors are one of the reasons for errors resulting from the mother tongue interfering in the administration of foreign language learning which can cause the learning features of practical embarrassment in the English language learning. Learners mostly transfer the features of their first language, ordinarily known as the Mother Tongue to the target language, thereby causing distinctive errors. This trend of language is due to the significant roles that the native language plays in the day-to-day affairs of most learners at all levels of communication (Wayar & Saleh, 2016). Some errors are attributed to overgeneralization. According to Littlewoods (1984), these types of errors result from the fact that the learner uses what he/herself already know about the language and decides to make sense of new experience. In other words, the learner's previous knowledge of the second language could be the root cause of the error (p.184).

Inadequate teaching skills among educationists could also be a stream reason for errors (Littlewoods, 1984). Errors are sometimes circumstances beyond the teachers' control, which produce a remedial situation (Littlewoods, 1984). The possibility beyond measure when it comes to the issue of errors is that; if a learner is taking part in formal instruction, some errors will be direct result of misunderstanding caused by faulty materials or undesignated teaching method. Behaviourism on the other hand says error is a clear evidence of failure due to ineffective teaching or lack of control (Wayar & Saleh, 2016).

The reading culture deficiency and literacy that prevails in the Namibian educational system is a concern raised by Ola-Busari (2016) as one of the main causes of grammatical errors in the English written language of learners and students. The study further submits that the poor level of proficiency in the English language among Namibian learners in tertiary education is sometimes attributed to a lack of reading culture and low literacy levels in the Namibian educational system, adding that this may be partly because literature is not taught and examined as a separate subject in public primary and secondary schools (Ola-Busari, 2016). The proliferation of errors could also be due in part to the manner in which the English language is superimposed on all other languages in the country. Before being taught English, most Namibian learners would have already acquired a mastery of their indigenous languages and tend to transfer features of their first language to English (Ola-Busari, 2016).

Employing a qualitative method approach to analyse the written work of 30 second and third year undergraduate students registered for English Morphology and Psycholinguistics courses in a Bachelor of English Programme, the study sought to account for the nature and origin of errors in English as a Second Language. The analysed data was based on a full set of recognisable errors in eight written assignments marked over a two year period. The assignments consisted, on average, of four hand written pages. The responsibilities which in this case included academic work produced with the effort of English teachers or ambitious English teachers, were selected and analysed in order to highlight the essential glitches with phonemic processing culminating from the lack of experience in reading. The grammatical and spelling errors identified were separated for analysis into two different groupings. Using reading and literacy as theoretical strategies, the researcher examined the written language in the writings of selected undergraduate students with the aim of identifying the nature of errors they made and their underlying causes. Observations from the study indicate that the students were inadequately prepared in their primary and secondary schools for the demands of academic writing in tertiary education. Ola-Busari's (2016) analysis similarly revealed an observed fundamental language skills absence which can only be attained through directed reading, phonemic awareness and the knowledge of English phonemic codes. Based on these findings, the research makes propositions for re-evaluating and altering the teaching and learning of English in public primary and secondary schools (Ola-Busari, 2016).

Of course, as Ola-Busari (2016) further submits, language interference between the different indigenous languages and English, socio-economic factors such as poverty, HIV/AIDS, violence within the family, child abuse and lack of proper nutrition also impact negatively, in complex and interconnected ways, on education. Thus, the pupils and students writing proficiency is frail to an extent that so many of them fail to secure admission into tertiary institutions at a first shot. Students from public secondary schools who are admitted into tertiary institutions also struggle to cope because of persistent deficient reading and writing skills that have been in existence since childhood. This situation is reflected across higher institutions throughout Africa (Ola-Busari, 2016).

2.4.1.5 Subject - Verb Agreement Errors

As students go through tertiary level of education, they are required to produce larger pieces of written resources such as reports, essays, blogs and commentaries to mention but a few. These texts must be written in the English language as the language is the core medium for communication instruction at tertiary institutions in countries where English is used as an official language. The use of the global

language is also meant to prepare the students in using the English language as it is the likely language they would in the future be using at their place of work after completion of studies.

A study titled '*The Significant Grammatical Error Subject Verb Agreement English Language Essay*' (UK Essays, 2018), investigates the most significant grammatical errors produced by the students in the English essays, primarily focusing on grammatical the students produced in their writings as reflected in the their examination papers. The study narrowed to a more specific type of grammatical error the subject and verb agreement due to the fact that its rate of recurrence was observed to be the highest. The subject-verb agreement error was important to analyse because of the significance of the subject verb agreement for communicative effectiveness in writings. Devoid of proper observance of the subject-verb agreement, ideas become difficult to convey and thus, distorting meaning in writing and language in general. Any mistake regarding the subject-verb agreement will unquestionably distort the sentence meaning (Essays, 2018).

Writing requires strong and firm sentences to create and convey ideas/meaning. Basic of grammar stipulates the need for the, subject to agree with the verb. If a writer be unsuccessful to correctly apply in the subject – verb agreement rules in writing, this results in their writing becoming difficult to read/understand as well as failing to convey ideas/meaning. The study observes that this agreement is highly overlooked, with the common error being that of the incorrect use of the subject and verb agreement. The verb is the most important part of a sentence. These two parts are correlated - as the subject is the main topic of the sentence; it has to match/agree with the verb. The study concludes by noting that that most of the students tended to produce errors of subject-verb agreement and recommends that students should devise their own schemes to have improve knowledge in the English language. This could be achieved through a wide-ranging reading English text materials such as books and magazines (Essays, 2018).

A related study titled "An analysis of subject agreement errors in English: the case of third year students at the National University of Lesotho" (Chele, 2015) examines the linguistic environments in which subject-verb agreement errors occur in the academic work of students. Also, the study sought to establish if such errors were competence or performance errors (Chele, 2015). Chele's (2015) study adopted a two-stage research design. The first stage involved the identification of subject-verb agreement errors in students' writing and the linguistic environments which affect such errors. In the second stage, the same students were given an exercise which was meant to provide evidence of whether the errors identified in the first stage were performance or competence errors. The research observes that subject verb

agreement errors are highly prevalent in students' writing. There were several linguistic environments that appear to contribute to the high proliferation rate of errors - in which many subject-verb agreement errors that the students made were classified as simple errors (Chele, 2015).

According to Chele (2015) the simple errors identified were directly related to the inappropriate omission or addition of the third person inflection. Based on the findings, the paper concludes that subject-verb agreement errors are increased by linguistic environments such as post modified subject, relative pronoun 'which', collective noun, reversed order or 'there'+ verb construction, indefinite pronoun and nouns after the verb. Some errors are simple; there is no linguistic environment that seems to have influenced the error. Students turn out to make both performance and competence errors (Chele, 2015). The paper concluded that due to carelessness and/ or stress, students make performance errors. Those errors emanate from insufficient knowledge of verb agreement and indicate an internalised system different from that of a target language. Relevant recommendations drawn specified that there is a need for teachers and lecturers to be made aware of the difference between performance and competence errors so that appropriate measures can be taken in order to eliminate subject- verb agreement errors (Chele, 2015).

Chele (2015) further believes that it is of paramount importance to train tertiary level students in proof reading. The last observation is with regards to the influence of the relative pronouns, which have contributed to the number of errors made by the students. As such, the recommendation drawn from the enquiry propose that further studies on subject-verb agreement need to be conducted but with special focus on the influence of the relative pronoun. The research opines that the prevalence of subject-verb agreement errors might decrease if the suggestions contained in the research are taken into account (Chele, 2015).

In another study titled '*A study of grammatical errors of subject verb agreement in writing made by Saudi learners*', Alahmadi (2019) examine errors of different types made by Saudi pupils in academic writing, this particularly are errors that are linked directly to subject and verb agreement and also to propose suitable curative accomplishment to be taken with the aim to overcome these learners' range of difficulties in applying such grammatical rules to academic writing and so as to offer some useful recommendations in order to improve the performance writing within learners' from all walks of different educational backgrounds.

The research submits that the major difficulties that Saudi Arabian learners face are those of applying the subject-verb agreement rule in academic writing at tertiary level. Although the language proficiency of those students was equivalent to intermediate or upper intermediate levels of English, the errors are still evident in their writings (Alahmadi, 2019). The most common errors committed within this study have been classified into three different categories such as: (a) subject-verb agreement errors with singular subjects (b) subject-verb agreement errors with plural subjects, and (c) subject-verb agreement errors where the main verb or auxiliary verb is compounded with or separated from the subject (Alahmadi, 2019). The source of this type of error had been recognised as a replication of some universal strategies used by second language learners in order to convey their message using the target language (Alahmadi, 2019). In actual fact, Alahmadi (2019) clearly stated in his research that this type of error results from a learner's failure to complete the right application of rules and failure to fully cultivate and implement these rules, which leads them to produce unacceptable target language use (Alahmadi, 2019).

The study concludes that it is imperative for language practitioners to devise remedial strategies to solve the subject verb agreement problem and recommends that learners should be encouraged to use different learning strategies. The study also recommends that learner errors should be traced, identified, analysed and constructive activities and feedback should be given in order to curtail all these types of language impediments (Alahmadi, 2019).

2.4.1.6.2 Classification of errors

Richard (1971) as cited in Khansir (2012) categorises four types of errors which are (a) overgeneralisation: learner creates a similar structure on the basis of experience of the other structure, (b) ignorance of the rules restrictions: second language learner applies the rules of context in a situation that they do not compromise, (c) incomplete application of the rules: the correct form of rules learned is not applied in a correct manner, and (d) false concept hypothesis: misassumption of the rules learnt, as second language learners do not fully grasp the comprehension of the target language (Khansir, 2012).

Richard (1971) is complemented by Omojuwa (1979) on a research carried out by Wayar and Saleh (2016), where he classified errors into two chief proportions whereby both are crucial for slightly different motives:

- a) Errors are classified linguistically, that is in terms of language to what area does error belong (tense agreement and spelling infinitive) (Wayar & Saleh, 2016).
- b) Errors are also classified psycholinguistically, that is, in terms of what stage in the process of language learning the error has occurred for example at the hypothesis formation stage,

hypothesis testing stage or application stage (Wayar & Saleh, 2016). Under psycho-linguistic classification of errors, further categorize errors into three categories: Errors which the learner-maker can by himself/herself detect and correct if he/she is given the opportunity to do so. These invariably are random, unsystematic errors caused by memory failure, emotional upset, brain fatigue, slip of the pen, carelessness and so on. "These errors are not indicative of any (serious) deficiency of knowledge of language rules and their application, since they are easily detected and corrected by the maker him/herself" (p.49). In addition to that, there are errors, which the learner "cannot by him/herself detect but can alone correct once they have been identified for him/her by someone else" (p.49). Such errors according to Wayah and Saleh (2016) do not affect the knowledge of rule but the application of rules. Alternatively, the errors occurred at the expression level and not at the rule formation level (pp. 49-50). The rule is known, but there has been a deficiency at the communicative use level, which makes the application of the rule irregular. And finally, there are errors which the learner cannot by him/herself detect and cannot by him/herself correct when his/her attention has been drawn to their occurrence (p.50). These errors involve both competence and performance. The learner does not know the language rule and therefore cannot apply it. In other words, the errors have occurred at the rule formation level (Wayar & Saleh, 2016).

Richards (1971) resolved that interference from the mother tongue is clearly a major source of difficulty in second language learning, and CA has proved valuable in locating areas of mother tongue interference.

2.4.1.7 The Grammatical System

The main function of grammatical subsystem in reflecting thoughts exchanged in speech communication is to arrange words into sentences to make a distinct meaning based on how those words are arranged in the mentioned sentences. Brown (2007) defined grammar as "the system of rules governing the conventional arrangement and relationship of words in a sentence" (p. 362). "Grammar should be called the way in which words change themselves and group together to make sentences" (Harmer, 1991, p. 65).

2.3.1.8 Factors Affecting Morphological Errors

According to Trianingsih (2010), prompted teaching errors, errors transferred from the mother language and typographic errors are the three main causes of error in second language learning. Transmission errors usually take place at the initial stage of learning the second language process. It is intricate to note that the interference of language one into the second language as the native language is mostly the only published source of circumstantial figures in relation to language use and its complications. Pupils

therefore mostly refer to their language of first acquisition and turn out to apply the rules of the first language into the second language which at times does not correspond with the rules that are already present in the language to be learned (Trianingsih, 2010).

Typographic error, which is the second factor, typically occur when pupils are taught all the book rules of the targeted or second language, however due to one reason or the other, they are unable to apply accurate formations and classifications accordingly (Trianingsih, 2010). Last of them all is prompted teaching errors which are committed when school going pupils commit written faults as a result of induced teaching process. This kind of errors may be triggered by the strategies used during lesson presentation and the teaching aids made use of by the instructors which at the end of the day can steer students in committing errors and at times they might be doing it unknowingly (Trianingsih, 2010).

An additional school of thought based on aspects affecting morphological errors is derived from Brown (1998), as cited in (Heydari & Bagheri, 2012). The aforementioned researcher categorises four causes of errors specifically they are communication based strategy, interlingual, induced and intralingual errors. Interlanguage errors happen when the mother language interferes with the learning of the second language. The mother language acts as a negative interference in learning (Heydari & Bagheri, 2012). According to Heydari and Bagheri (2012) intralingual errors are errors those that happen when learning the target language itself and it is the interference within the second language for instance intralingual errors are said to be overgeneralisation, incomplete rule applications and misapprehension (p. 8). Heydari and Bagheri (2012) further added that there are communication based-strategy errors which occur when linguistic forms are available for the learners but it turns out that learners find it difficult to use them thus it can result to the commitment of errors. In the final note they emphasised that it is true that prompted errors turns out to happen when the teaching and learning are misled by the facilitator in charge. For example, wrong or irrelevant examples and explanations may be given by facilitators during the teaching and learning session which may ultimately result in information misunderstanding amongst pupils (Heydari & Bagheri, 2012).

2.4.1.9 Morphological Errors

Johnson and Johnson (1999) opines that an error found in academic writing serves as an opening of the language's code of understanding; it is therefore the aftereffects by which the written manuscript is considered intolerable and that it is possible for errors to occur in second language learners writings as the rules and correct form of the language is not instilled in the learner themselves. It may be the cause

that, mistakes are sometimes known as lapses which are identified as the cause of failure of performance whereas a mistake happens once a language user makes a slip of the tongue or thought (Johnson & Johnson, 1999). Nzama (2010) on the other hand defines a mistake as an erroneousness that can be identified by the pupils and are automatically rectified by the pupils, on the contrary, errors are methodical and need to be pin picked as soon as they are detected. Learners would hardly identify their individual errors if they are committed in a continuous manner. According to Johnson and Johnson (1999) Morphology is the way in which words are structured; it is the relation on how words are formed and how it fits together. Morphological errors are errors formed or made when the morphological aspect of grammar is being soiled, or deluded (p.5). If these rules are incorrectly applied by the target language learners, they would have committed morphological errors, even though they might possess prior knowledge with regards to such rules pertaining grammar and usage (Johnson & Johnson, 1999 p.7).

2.5 Deductive and Inductive Approachess

Rivers and Temperley (1978) believe that the deductive approach is when a teacher presents the rules first and dictates them. Consequently, the students learn and apply the rules after they have learnt to work with the rule. The teacher is the centre of the class and is thus, responsible for explaining new information to the students. Goner (1995) explains that the deductive approach is less appropriate for lower level language students, since it presents grammatical structures that are complex in form and meaning for younger learners. Goner, Phillips and Walters (1995) on the other hand submit that in the inductive approach, the students practice the language in context. They also become cognisant of the structure and grammatical rules of the language being learnt from the examples used/given in the classroom. In the inductive approach, the teacher encourages students to obtain the rules from the examples that he used to demonstrate idea and concepts. The teacher's role thus, is to provide meaningful context (Rivers & Temperley, 1978). As such, the rules to be learnt are absorbed by the students subconsciously with little or no conscious focus and this allow students to get a communicative "feel" for some aspect of language before possibly being overwhelmed by grammatical explanations (Rivers & Temperley, 1978).

2.6 Research gap(s)

There are several researches such as Chan (2018), Essays (2018) and Hamdi (2016) to mention but some that were carried out based on Contrastive Error Analysis on essays. However, prior to the current research, no known contrastive error analysis study has been conducted at the Namibia University of Science and Technology. This research is the thus probably the first of its kind within the Namibia University of Science and Technology and perhaps Namibia herself. Research has preliminarily established that no research as yet has contrasted Oshiwambo and English as a Second Language with specific focus on how Oshiwambo as a mother tongue re/presents interference in the learning and teaching of English as a Second Language. There is thus, a gap in the Contrastive analysis in the Namibia context that needs to be filled.

2.7 Further research required

Due to restricted literature on English Second Language writing errors in Namibia, the researcher suggests further research in this area as this is necessary in order to gain a fuller intuition pertaining the challenges and problems inherent in the teaching and learning of a foreign language, or English as a Second Language. If this is done, it is envisaged that it a step towards in reducing writing errors and so as improving the teaching methods of English as a Second Language.

2.8 Solutions to Errors

Krashen (1984) postulates that language acquisition occurs naturally and the ability to write perfectly/well is influenced by direct exposure to a variety of natural resources and not necessarily through the learning of grammar in isolation. The natural resources that Krashen (1984) refers to are simply all sorts of literary texts that are empowered with an overflow of natural ideas and powerful feelings. This is how the idea that literature and language are not only intertwined but also inter-related comes in (Woldemariam, 2015a, b). Literature pre-supposes language because it is with the instrument of language that literature is built upon (Woldemariam, 2015).

According to Woldemariam (2015) Literature is rooted in language and language gets life through Literature. As such, Woldemariam (2015) stated that literature and language are closely interconnected. According to Lazar (1993), literature should be used in the teaching of language students because it is a motivation stimulus for language acquisition, “learners enjoy it, it is fun”. Literature serves as a convenient source of content in the sense that when more of a literary work is comprehended and understood, then the student gets to acquire multiple words and uncountable phrases that enhance the mind and as time

goes on, aid an individual with an elevated sense of self-expression in the classroom setting (Haimbodi, 2019). In the same vein, Ayo (2003) opines that “through the creative methods of literature, the learners can be helped to develop confidence in themselves to be able to produce coherent and cohesive spoken discourses and in organising sentences into paragraphs with effective linkers and organising paragraphs into coherent and meaningful written discourse free of errors” (p. 130).

In Valdes (1986) opinion, it is solely accepted as given the fact that literature is a worthwhile constituent of Second Language subjects like English at the levels that are appropriate, and that one of the major functions of literature is to serve as a medium of conveying the culture of the people who speak the language into its written form. When literature is used in English classrooms, it indubitably enhance the learning competence of the students that are in the process of learning a second language. One can therefore conclude that literature is a high point of language learning; arguably it marks the greatest skills a language user can demonstrate (Haimbodi, 2019).

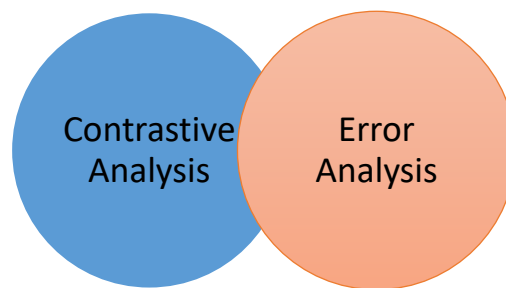
With this being said, error correction technique benefit teachers in creating awareness among learners, and also assists in instilling independent reading habits among students as well as assists in revision (Haimbodi, 2019). What is entailed in this is, therefore, that the CEA approach should not be thrown away and abandoned, but rather that more rigorous research is needed to identify the exact conditions under which the Target Language student make use of the assumptions developed on the basis of his experience with the first language. Accordingly, while one enthusiastically grants that an explanatory account of Target Language student's performance must include other constituents besides interlingual interference, Contrastive Error Analysis still remains the most rigorously worked-out component of this theory.

2.9 Theoretical Framework

2.9.1 Introduction

Contrastive Error Analysis (CEA) is a distinctive area of comparative linguistics concerned with the comparison of two or more languages in order to determine the similar aspects or different aspects that may be found in between the two, this can either be done for determinations outside when it comes to the analysis or for theoretical reasons (Lado, 1957). Contrastive Error Analysis denotes a confidence in collective language usage, this is due to the condition that if there were zero likelihood for features that are common in language that is used then there would be no basis for comparing the languages. Sketchily well-defined, Contrastive Error Analysis has been used as a tool in relative historic linguistics in order to establish language lineage, in typological linguistics to create language taxonomies, in translation theory to investigate problems of equivalence to create bilingual dictionaries (Lado, 1957).

Fig. 1: Contrastive Analysis/ Error Analysis



2.9.2 Historical background of the theory

Contrastive evaluation went through a duration of fast improvement and enlargement within the Nineteen Sixties, predominantly in the U.S.A in which the first methodical and massive formulation of the Contrastive Analysis Hypothesis become proposed by Laso (1957) in his well-known book *Linguistic Across Culture* (Lado, 1957). The above mentioned flaw is well thought out as the starting point that launched the contrastive evaluation movement in language coaching. Lado (1957) believes that the degree of difference between the two languages also correlated with the degree of issues. But afterwards, the evaluation' attention turned to be interested into similarities between languages simply because language teaching changed into extended to benefit from such statistics. Upon the usage of Structuralist linguistic

techniques, Lado (1957) set out approaches for the contrast of phonology, grammar and in step with Tajareh (2015) vocabulary and mentioned ways wherein such analyses might be applicable to syllabus and materials design in trying out the methods. He additionally embarked upon a simplistic contrastive analysis of cultures among language users. His methods had been at the maximum successful level of all in evaluation of lifestyle and the equal duration saw parallel paintings using Contrastive evaluation in lexicology and in translation altogether. Another active vicinity in the 1960s became the empirical examination of language universals using the Contrastive evaluation to categorise languages by means of not only structural similarities but also variations (Tajareh, 2015).

In the United States of American contrastive analysis within the 1960s, a sequence of full-size contrastive linguistics analyses were undertaken among English and a number of different languages and in Europe several contrastive initiatives were released relatively later in order to locate the answer to the difference that exist among English as a second language and other languages (Tajareh, 2015). In addition to that, in the United States of America the result of some evaluation were by no means published and what become left in the back of the archive turned into scepticism amongst a big frame of linguists closer to Contrastive Analysis that has lasted as much as the cutting edge. The scepticism regarding the worth of contrastive research derives in particular from the failure of the structurally orientated contrastive study to closely address problems stumble upon in overseas language coaching, but also becomes partially due to the truth that contrastive orientation had been favoured with behaviourism, specifically as regards the rule of switching in language that one is getting to know and the language usage know-how. While the idea of switch become given up, the idea of the impact of the mother language on second languages could not be both accepted. With that being said, inside the United States, one greater cause for the breakdown of Contrastive Analysis in the Nineteen Sixties was the rapid increase of generative Linguistics which made linguists greater interested by Universals than in linguistic variations (Tajareh, 2015).

All the way through the 1970s and Eighties, however, Contrastive evaluation became significantly practiced in diverse European international locations, specifically in Japanese ecu international locations and within the early Nineteen Nineties, there were clear signs and symptoms of a renewed hobby. On an account then that, the fast development of computerised data processing and information technology as spread out new prospectus for contrastive techniques thru potential of massive quantities (Tajareh, 2015).

2.9.3. Principles or tenets of the Contrastive Hypothesis Analysis Theory

Contrastive analysis provided some robust claims within the location of language coaching which might be characterised because the contrastive analysis speculation which is deeply rooted within the behaviouristic and structuralist methods of the present day. The Contrastive evaluation speculation claimed that the percept barrier to second language acquisition is merely the interference of the primary language gadget with the second language gadget. Further than that, a systematic, structural analysis of the second language in query would yield a taxonomy of linguistic contrasts between them, which in flip might allow linguists and language facilitators to predict the problems a pupil could come across (Lee, 1968).

Contrastive Analysis Hypothesis is well clearly stated by Lee (1968, p. 186) primarily based on the assumptions that:

1. The core reason, or even the only cause, of trouble and blunders in foreign-language studying is the interference coming from the inexperienced persons' native language;
2. The problems are mainly, or wholly, due to the differences between the two languages;
3. The more extra these differences are, the more acute the mastering problems can be;
4. The outcomes of assessment among the two languages are needed to predict the difficulties and mistakes with the intention to arise in gaining knowledge of the overseas language;
5. What there may be to teach can high quality be determined through comparing the two languages and then subtracting what is commonplace to them, in order that what the student has to analyse equals the sum of the variations mounted via the contrastive evaluation.

This can be summarised as follows:

Difference between First Language and Second Language object + interference of First Language into Second Language = Trouble in gaining knowledge of Second Language

It turned to be deliberated feasible by way of many linguists that the gear of structural linguistics, consisting of Frie's slot-filler grammar, would enable a linguist to appropriately describe the two languages in query, to suit those two languages in question, and to match those two descriptions against each other to determine valid contrasts, or differences, between them (Lee, 1968). As stated above,

behaviourism contributed to the notion that human behaviour is the sum of its smallest parts and components, and therefore that language learning could be described as the acquisition of all of those discrete units. Moreover, human learning theories highlighted interfering elements of learning, concluding that where no interference could be predicted, no difficulty would be experienced since one could transfer positivity and all other items in a language. The logical conclusion from these various psychological and linguistic assumptions was that second language learning basically involved the overcoming of the differences between the two linguistic structures, the native and the target languages (Lee, 1968).

One of the powerful claims of the Contrastive Analysis speculation according to Lado (1957) is that a systematic comparison of the language and the culture to be learned with the native language and culture of the student was possible to predict and designate the patterns that would cause exertion in learning, and those that would not cause trouble of any kind. The theory also proposed that the key to ease difficulty in foreign language learning lay in the comparison between the native and foreign languages. Therefore, those elements in the foreign/second language that were similar to the learner's native language would be simpler for them and those elements that were different would be difficult (Lado, 1957).

Such sturdy claims of the Contrastive Analysis Hypothesis give rise in what researchers such as Stockwell, Bowen, and Martin (1965) claimed to be an empirical technique of prediction. They offered a well-known model were they proposed what they termed a hierarchy of difficulty by which a teacher or linguist could make a prediction of the relative difficulty of a given aspect of the target language. For phonological systems in contrast for example, Stockwell et al. (1965) suggested eight (8) possible degrees of difficulty. These degrees were based upon the notions of transfer (positive, negative, and zero) and of optional and obligatory choices of certain phonemes in the two languages in contrast. Through a completely careful, systematic evaluation or analysis of the properties of the two languages in reference to the hierarchy of difficulty, it was believed that applied linguists were able to ideally derive a reasonably accurate inventory of phonological difficulties that a second language learner would likely to come across (Stockwell et al. (1965).

2.9.4 Application of CA in the current research

The sympathetic and knowledge of languages is importantly increasing, as it creates an awareness in the students for them to clearly identify the similarities and differences between their first and Second Language, thereby detecting errors, which are often made by bi or multilingual students and how such problems can possibly be fixed (Jie, 2008). Contrastive linguistic provides us with a comparative technique to interpret students' thinking in a well-informed manner, thereby giving perfect structure to the students' spontaneous connection to the target language (Jie, 2008). This bi or multilingual approach saves the students infinite time and labour in leaning a second language. Jie (2008) has proven that students turns out to constantly learn faster and more effectively in situations where contrastive analysis was involved. With that being said, it has since been declared that it is human nature to compare, contrastive languages of different calibre in linguistics and that Contrastive Linguistics is the technique that shed light on our understanding of the language through constant contrast. For students, similarities between languages ease learning, differences on the other hand represent interferences which hinders the learning process. Through contrastive linguistics, educators are able to strengthen their target approach and also to dissolve the emblematic hitches and so as common errors that the students are likely to make. It is also through contrastive analysis that one can scrutinise features of languages that would not generally be detected without such comparison of the first and second language. In the process it becomes possible to clear away the students' deep rooted errors and empower facilitators with the many answers to countless students' uncertainties.

Thus, the contrastive error analysis theory may be applied to second language learning at the lexical analysis level, syntactic analysis level as well as to identify and explain the differences in grammatical competence between the first and second languages. Through the theoretical lenses of Contrastive Analysis, the current study gathered sufficient information to prove the hypotheses that the errors that second language learners' make emerged largely from the gap that appears in the intersection where the first and second languages overlap. The researcher in establishing this, had the opportunity to analyse and contrast the essays in the English language written works by Oshiwambo first language students especially focusing on how knowledge of the first language interferes with the learning of the second language. Contrastive Analysis is apt for the current study as it stresses the influence of the mother tongue in learning a second language at lexical and syntactic or grammatical levels. It holds that learning a second language is affected by knowledge of the first language (Jie, 2008, p. 36).

2.10 Chapter Summary

In doing this, the chapter sought to contextualise the current study within the corpus of pre-existing scholarship. The chapter further provided insights into the major theoretical explications in which the current study is embedded, that is - The Contrastive Analysis Hypothesis (CAH). A major flaw of the CAH was the dubious assumption that one could depend solely upon an analysis of linguistic product to yield meaningful insight into a psycholinguistic process, i.e. second language learning. The widespread acceptance of the morpheme acquisition studies claiming that foreign language errors derived more from a natural order of acquisition than from first language interference dealt a fatal blow to the CAH.

CHAPTER THREE

RESEARCH METHODS AND PROCEDURES

3.1 Introduction

The previous chapter (Chapter 2) discussed the literature review and theoretical framework. The current chapter is responsible for providing an explanation of the research design and methodology adopted in the current study. This study is descriptively analytical, relying profoundly on the qualitative approach. The current chapter delineates the research design and methodology and considers aspects such as the research design, research paradigm, research approach, research setting, study population, sampling and sample size, research instruments/data collection tools, data analysis, and finally, the ethical considerations.

3.2 Research design

Naturally, the existence of innate or inherent relationship between an individual's mother language and the second language to be acquired cannot be lessened to numbers in terms on regular or academic usage (Creswell, 2009). Therefore, an exploratory qualitative appropriate approach was the most appropriate for the current study. With the goal of any research being the ability to find the answers for the research objectives raised through the explanations of empirical findings, the research design thus explicates how, when, and where data are to be gathered and examined (Kothari, 2004). This study is exploratory in nature as it seeks to form a fundamental basis for identifying, classifying and providing explanations for errors that the second language students make, thereby providing avenues for exploring new, uncharted ways of mitigating them.

3.3 Research paradigm

In accordance with the researchers overall beliefs about research methodology, the researcher tried as much as possible to assume a genuinely unbiased position throughout this thesis, especially so with regards to paradigmatic preferences. However, the researcher feels that it is necessary at this point to be more precise about the background and research orientation. The researcher is alert to how one can obtain much richer data in a sound piloted and investigated qualitative study than even in a mixed methods study with a large scale questionnaire survey. The researcher additionally accepted that certain issues are best researched using either qualitative or quantitative methods but the researcher also

believes that in most cases a qualitative approach can undoubtedly offer tangible benefits for the understanding of a contrastive error analysis study.

Additionally, as with most of the qualitative researches, the current research used the interpretivism approach. Interpretivists believe that human behaviour is multifaceted and it cannot be determined by pre-defined plausible reproductions (Dash, 2005). It depends on the situations and is determined by environmental factors (Dash, 2005). A human behaviour is quite unlike a scientific variable which is easy to control (Dash, 2005). Human behaviours are affected by several factors and are mostly subjective in nature. Therefore, with the use of qualitative research methods, interpretivists believe in 'studying human behaviour in the daily life rather than in the controlled environment' (Dash, 2005). Because of the foregoing arguments, the interpretivist approach was deemed more appropriate for the current enquiry.

3.4 Research Approach

The current study used a qualitative research method in order to explore potential solutions to the problems of errors caused by mother tongue interference in the process of learning of English as a Second Language. Qualitative research explores issues with the aim of trying to understand phenomena or underlying reasons (Kumar, 2011). The use of a qualitative analysis in this study permitted for a thoroughgoing and vigilant investigation of the presenting problem, especially so in classifying, grouping and providing potential solutions for the foundational causes or origin of errors in the sampled written assessment scripts by the selected students.

The qualitative approach is beneficial in that it inspects more complex objectives that cannot possibly be answered through quantitative approaches. The present study made use of both Error Analysis and Contrastive Analysis methods in order to gather errors within essays written in English by Oshiwambo speaking students in the Department of Agriculture and Natural Resource Sciences at NUST. The Contrastive Analysis method involves the contrast of Oshiwambo and English, with the objective of identifying transferred elements between the two languages. Error Analysis, on the other hand, deals with the learners' interlanguage – that is, the learners' version of the target language (Chan, 2018). The aforementioned approaches were considered as essential integration for the present academic work as they provide empirical evidence of how language is erudite, highlighting the strategies or well thought of procedures that most of the students engage in encountering second language use as well as establishing transparency of the areas of struggle that the Oshiwambo speaking students at NUST have in their essay writing process in the second language.

3.5 Research setting

The research was conducted at the Namibia University of Science and Technology, Khomas Region, Windhoek in Namibia.

3.6 Study population, sampling and sample size

Study Population: There are three main Universities in the Khomas Region of Windhoek in Namibia (University of Namibia, International University of Management and Namibia University of Science and Technology), and an ideal population would have probably been all of the three universities. However, because of the environmental hugeness of the region and the lack of financial resources that may be involved, out of three universities in the said region, two (University of Namibia and International University of Management) were used for piloting while the remaining one (Namibia University of Science and Technology) was used in the definite study. Therefore, the population was narrowed to 317 (three hundred and seventeen) fulltime Oshiwambo speaking second year students in the Department of Agriculture and Natural Resources Sciences at the Namibia University of Science and Technology.

Sampling: This study used a homogeneous purposive sampling. Purposive sampling is a non-probability sampling method and it occurs when “elements selected for the sample are chosen by the judgment of the researcher” (Kumar, 2011). Researchers often believe that they can obtain a representative sample by using a sound judgment, which will result in them saving time and money. Sampling is the process of selecting a few samples from a bigger group (the sampling population) to become the basis for estimation or predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group (Kumar, 2011).

Purposive sampling is widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources (Patton 2002). This involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Cresswell & Clark, 2011). In addition to knowledge and experience, Bernard (2002) and Spradley (1979) note the importance of availability and willingness to participate, and the ability to communicate experiences and opinions in an articulate, expressive, and reflective manner. Participants in the current research were selected using the criteria that the participants’ names and surnames had to be distinctive of the names connected and identified with the target language in question.

Sample size: The study purposively selected 54 Oshiwambo speaking students in the Department of Agriculture and Natural Resources Sciences at NUST. In line with the outbreak of the COVID-19 pandemic and its attendant restriction on social distancing that led to the physical shutdown of institutions of higher education and shifting of the mode of learning in the year 2020 to online, a period during which data collection was supposed to be carried out, instead of assigning students a descriptive essay to write on a face to face basis, the researcher rather obtained 54 existing essays that were written by the same group of students from the NUST academic store.

3.7 Research instruments

There are quite different kinds of essays in the English Language that pupil and undergraduates and postgraduate students are anticipated to compose in the course of the years of educational study. The same applies to undergraduate students who are learning English mandatory courses at the University level. These essays are assigned to students who are doing English mandatory courses simply because lecturers and English modules content developers believe it gives individual students from different educational backgrounds a very good chance not just to practice their writing skills to the top edge but also to improve their communication academic standing, while at the same time giving lecturers an abundant medium through which they can appraise their undergraduates' knowledge of understanding. Out of all the different written work that are possible for some lecturers to assign, this researcher selected descriptive pieces of writings that were written for assessment purposes. The essays were also uploaded onto the Turnitin plagiarism checker database to not only establish the level of plagiarism in the essays but to also evaluate the levels of grammatical mastery of the English language by the Oshiwambo speaking students of English as a Second Language.

The essays were analysed and evaluated in line with the research objectives as set in Chapter 1. The first objective focuses on lexical analysis, and as such the researcher focused on the analysis of word formation processes such as prefixation, suffixation, insertion, reduplication and verb structure. Under syntactic analysis, covered under the second objective, the researcher focus of analysis was on the identification and explanation of syntactic errors with a specific analysis of noun tense errors, verb tense errors and errors in subject-verb agreement. Finally, in line with the third objective which targets the grammatical competence, the researcher focused on comparatively analysing Oshiwambo and English basic language structures, syntactic differences between English and Oshiwambo as well as sentence/syntactic constructions/structures.

3.8 Data analysis

In the context of this study and in pursuit of fulfilling the objectives of the study, data was systematically coded and categorised, compared and then contrasted. According to Smith (2003), data analysis is the practice in which raw data is ordered and organised so that useful information can be extracted from it. Because the current study is descriptive in nature, data was systematically coded, categorised and then contrasted. The interpretation of data was based upon the patterns that were observed within collected data. The study also attempted a descriptive endeavour of each language individually and then compared the two languages in terms of grammatical structures. The findings were analysed according to themes, in line with the research objectives as tailored in Chapter 1.

3.9 Ethical Considerations

The research minimised harm or risk and maximised benefits; respected human dignity, privacy and strove to distribute the benefits and burdens of research fairly. For instance, in this research, participants were informed that the data gathered from them was primarily for academic purposes and was to be treated confidentially. Only those students who consented to participate in the study were selected, those that refused to participate were, on the other hand, excluded in the study. Additionally, the participants' real names are not disclosed in the study.

This study did not directly involve human participants, by the researcher merely used written materials by the students that were already available on the NUST academic system. The researcher also strove to ensure that the participants involved were not ridiculed at all. The researcher also strove to remain as objective as possible by analysing the chosen essays based on the framing of the Contrastive Error Analysis Theory, as well as by analysing different errors and contrary findings as presented in the selected essays.

3.10. Reliability and viability

Reliability and validity are the two most important and fundamental features in the evaluation of any measurement instrument for a good research (Kumar, 2011). The present study integrated a qualitative method to respond to the validity and reliability of the contrastive error analysis objectives that were generated in the process of contrasting errors made by Oshiwambo speaking students in essays written in English as a Second Language. The researcher depended on the data collected from students. For credibility purposes; the data collected have not been tempered with to validate the research objectives. The findings evince integrity, in line with Kumar's (2011) belief that qualitative research studies explore the perceptions, experiences, feelings and beliefs of the people, which is why it is believed that the

respondents are the best judges to determine whether or not the research findings have been able to accurately reflect their opinions and feelings. In certification of this account, the researcher has also incorporated original extracts of the students' essays in the data presentation section in the next chapter. According to Kumar (2011), reliability involves establishing that the results of qualitative research are credible or believable from the perspective of the participant in the research. Therefore, the main aim of validity and reliability is to increase transparency and decrease opportunities to insert the researcher's personal biases in qualitative research (Mohajan, 2017).

3.11 Chapter summary

Chapter 3 presented the research design, methods and procedures which were used in the process of carrying out this research. The research design used in this chapter is exploratory and seeks to form a fundamental basis for identifying, classifying and providing explanations for errors. This chapter established that an interpretivist approach was adopted to explore issues with the aim of understanding the causes of errors in the sampled written assessment scripts. Data collected from the scripts were analysed using a Contrastive Error Analysis approach. The research was set at the Namibia University of Science and Technology with the population as discussed in this chapter covered 317 three hundred and seventeen fulltime second year students of the Department of Agriculture and Natural Resources Sciences at the Namibia University of Science and Technology. A sample of 54 students was purposively sampled. The chapter further discussed ethical issues and finally reflected on the reliability and validity of the study. The next chapter forms the presentation of major findings and the discussion and analysis of the collected data.

CHAPTER FOUR

FINDINGS AND DISCUSSION PRESENTATION

4.1 Introduction

Lado (1957) believes that in the process of second language learning, the degree of difference between the first and second language correlate with the degree of difficulty. The theory of Contrastive Error Analysis was channelled and incorporated in the current analysis in alignment with the dictates of the research instruments. It assumes that the prime cause, or even the sole cause, of difficulty and error in foreign-language learning is the interference coming from the learners' native language. The difficulties are chiefly, or wholly, due to the differences between the two languages – the greater these differences are, the more acute the learning difficulties will be (Lado, 1957). The results of a comparison between the two languages are needed in order to predict the difficulties and errors which will potentially occur in the process of learning a foreign language. What there is to teach can best be found by comparing the two languages and then subtracting what is common among them, such that 'what the student has to learn equals the sum of the differences established by the contrastive analysis (Lado, 1957). This study sought to analyse the grammatical errors identified along with the categorisation of errors in line with the three research objectives contained in this thesis. The current chapter thus present the findings and discussions of the present study. As such, the essays collected from the participants were deliberately examined in line with the research objectives.

4.2 Lexical Error Analysis

Words are the make-up matters that constitute language. If words are carefully selected, a speaker or a author may effortlessly and effectively convey their envisioned meaning/message. At the end of the spectrum, if words are improperly nominated, then they can frequently make room for misinterpretation among the listeners, readers and perceivers respectively. A language student's "fault" that appears in word nomination is known linguistically known as a lexical error. The current groundwork further envisions at identifying and inspecting several categories of lexical errors made by students who are studying English as a Second Language, thereby sorting the most common lexical error, over and above that, keenly establish the main causes of lexical errors in the written descriptive students' writing.

Llach (2015) indicates that when "inappropriate lexical choices are made, they can lead directly to misunderstanding of the message or at least to an increase in the burden of interpreting the text" (p. 109).

As a proportion of texts, words are morphologically complex (p.109). This section deliberates on the techniques and mechanism for undertaking text analysis. The rudimentary chore associated with lexical analysis is none other than transmitting morphological modifications to their semantic and syntactic information (Llach, 2015). It makes sense for text-oriented applications to register a word's structure because morphologically complex words make up a large portion of a text's words (Hippisley, 2010). The present study notes that lexical errors can be categorised into seven major categories, namely: wrong word choice errors, literal translation errors, errors of omission or incompleteness, misspelling, errors of collocation, errors of word formation and errors of redundancy (Hippisley, 2010). A word can be thought of in two ways: as a thread of a consecutively engaged text, or as a single character in a sentence (Hippisley, 2010). The lexical errors observed in the essays analysed by this study include noun formation errors, prefixation and suffixation errors, spelling errors, punctuation and capitalisation errors.

4.2.1 Noun Formation Error

Nghikembua (2020), demonstrates that the structure of nouns in Oshiwambo is: Noun prefix (es) + noun stem. The noun prefix(es) comprise of: definitiser + gendernumber markers. In addition, Nghikembua (2020) states that most prefixes occur as members of singular-plural pairs, and such pairs are gender or portal groups to which noun stems belong. Each stem belongs intrinsically to only one gender, but for emotive and attribution, a stem may be used with gender prefixes other than those of its intrinsic membership.

It is also evident that Oshiwambo employs different processes in the formation of nouns. According to Hasheela (2010), "it is possible that nouns can be retrieved from other words by means of adding suffixes, using the ending word of verbs, tying words together and making the whole sentence a single word". In the same vein, Mbenzi (2008) notes that Oshiwambo revolves around itself and it employs prefixation, insertion, reduplication, suffixation and compounding in noun formation (p. 26).

The basic noun structure of Oshikwanyama language/dialect consists of an initial vowel, basic prefix and a stem (Rosburgh, 1980). There are several examples linked to the statement above from Hasheela (2010) as it is the case in words such as: *oshikombo* (goat), where 'o' is the initial vowel, 'shi' is the basic prefix and 'kombo' is the word stem; *etango* (sun), where 'e' is the initial vowel and 'tango' is the stem. The initial vowel in nouns can only be either 'o' or 'e' (Hasheela, 2010). However, a vowel-less initial and prefix-less noun is also possible as in the following words: *meme* (mother), *tate* (father), *meekulu* (grandmother), *tatekulu* (grandfather), which are mostly family relation nouns (Hasheela, 2010). The following structure

is also common in Oshikwanyama's morphological structure of nouns: stem + suffix = meme + mweno = *mememweno* (mother-in-law) tate + mweno = *tatemweno* (father-in-law) meekulu + lulwa = *meekulululwa* (great-grandmother) (Hasheela, 2010).

Table 4.1: Noun Formation Error

<i>Classification of Error</i>	<i>Identification of the Error</i>	<i>Correction of the Error</i>
Noun Formation error	1. The Gobabis Municipality's financial situation become unsustainable because all the residences** living in informal settlements do not own municipal accounts.	1. The Gobabis Municipality's financial situation become unsustainable because all the residents living in informal settlements do not own municipal accounts.
	2. The Municipality of Gobabis need to develop and implement appropriate policies to informal settlement areas so that residence** can agree to hold municipal accounts.	2. The Municipality of Gobabis need to develop and implement appropriate policies to informal settlement areas so that residents can agree to hold municipal accounts.
	3. Evection** order is a legally enforceable order from a court to vacate a property or a house.	3. Eviction order is a legally enforceable order from a court to vacate a property or a house.

4.1.1.1 Rules of word formation

i) Derivational Morphology

This study observes that, there are some errors related to derivational morphology noted in the students' English narrative compositions. The larger part of derivational errors are those of nouns. The errors occurred because most of the learners seems to have not mastered the target language well and as such tended to make errors in the second language. Since the errors mostly occurred with derivational noun, this reveals that students' were not familiar with the rules of English language derivational morphology.

This points to a need for a comprehensive teaching on using derivational morphology in writing to other students who want to write well.

ii) Inflectional Morphology

According to Fromkin, Rodman and Hyams (2011) Morphology is a branch of linguistic concerned with grammar that studies the structure or the form of words, particularly through the use of morpheme (p. 291). Generally speaking, morphology is separated into two subfields, those are: the study of inflection (inflectional morphology) and the study of word formation (lexical or derivational morphology) (Fromkin, Rodman & Hyams (2011). Fromkin, Rodman and Hyams (2011) further added that the prototypical inflectional categories of this study include number, tense, person, case, gender, and others, all of which usually produce different forms of the same word rather than different words. Both inflection and derivation involve attaching affixes to words, but inflection changes a word's form, maintaining the same word, and derivation changes a word's category, creating a new word (Fromkin, Rodman & Hyams, 2011) Examples are justified in table 4. 2 below:

4.2.2 Errors of inflectional morphology

The research findings indicate that ESL students also committed inflectional errors in their written work. See Table 4.2 below:

Table 4 2: Errors of Inflectional Morphology

<i>Classification of Error</i>	<i>Identification of the Error</i>	<i>Correction of the Error</i>
Errors of inflectional morphology	1.she want* to recharge...	1. ...she wants to recharge...
	2. This essay will provide an analyse* of strategies to minimise debts accumulation and increase municipal revenue.	2. This essay will provide an analysis of strategies to minimise debts accumulation and increase municipal revenue.
	3. This can negatively affect the company as some residents will opts* to move out of the city to nearby town or to get water from their neighbour.	3. This can negatively affect the company as some residents will opt to move out of the city to nearby town or to get water from their neighbour.

In the first sentence, the inflectional error is most probably a result of an inadequate mastery of English as a Second Language rules as a consequence of the interference of the first language. Oshiwambo does not have strict rules on first, second and third person inflectional morphemes. What basically changes in the writing is just the person for instance one can say *onda hala* 'I want' (first person); *Okwa hala* or *Ye okwa hala* 'he or she want' (second person) and *Ova hala* or *Vo ova hala* 'they want' (3rd person). The student possibly unknowingly applied the rule of their first language. In the second sentence, the word 'analyse' is treated as an open class word that can make new meaning or fit into a different/new word class. In this instance, the student thought that words in English can recursively be used without any change in tense and spelling, and that is why they committed an error of this nature. In Oshiwambo, the word 'okunongonona' (analyse) can be used across the board by changing the persons, tense and structure of the sentence. However the word itself retains the same spelling.

An Oshiwambo speaking student who has not fully mastered the English language rules would not know the changes needed morphologically in the English word formation methods and this leads to the commission of errors. The word 'analyse' means to carefully observe and identify the key causes, factors and potential outcomes. 'Analysis' on the other hand is a comprehensive investigation of things that are multifaceted in order to comprehend its nature or to determine its crucial features. In this case, the latter fits to be in the students' sentence rather than the former which is erroneous.

4.2.3 Prefixation and Suffixation

This study observed that English is an ever growing living language, and one way in which new words come into the English language is through 'loanwords' - borrowing them from other language sources. Novel word in languages are correspondingly created when word elements, for instance root words, prefixal words and suffixal words, are in most cases conjoined in innovative techniques. Historical linguistics indicates, through genetic classification, that various English words and so as word rudiments can be traced back to Latin and Greek (through French), and this explains how some prefixes and suffixes came into existence. The English second language speakers of Oshiwambo are prone to committing prefixation errors. The formation of Oshiwambo prefixes is determined by the group of words, and one can almost always form prefixes with reference to the group of words by determining the category of a certain word.

Our morphological knowledge has two components: knowledge of the individual morphemes and knowledge of the rules that combine them (Fromkin, Rodman & Hyams, 2011). One of the things we know about particular morphemes is whether they can stand alone or whether they must be attached to a base

morpheme (Fromkin, Rodman & Hyams, 2011). Prefixes in English are mostly used to indicate deprivation, removal, separation, denial, descent, inversion or intensity. One characteristic of Oshiwambo is that, it is a language that has many prefixed words, in the sense that it employs prefixes to its nominal and adjectival systems. The noun or class prefix stands before a stem. Therefore, the substitution of prefixes changes noun classes too and thus in the process forms new nouns. A prefix is not only the determiner of a noun class but it serves as an important agent in the structure of nouns since it determines the noun class to which a specific noun belongs.

4.1.3.1 Errors in prefixation

Prefixation involves the addition of a morpheme at the initial position of a stem or root. Oshiwambo English as a Second Language students habitually do not have a full mastery for distinguishing prefixal affixes owing to the difficulties they encounter in using them. These difficulties may be due to the nature of the English language system which is different from that of Oshiwambo at the phonological, *morphological*, and syntactic levels.

Below is a tabulated form or group of words in Oshiwambo where speakers build prefixes from:

Table 4.3: Word Classes

WORD CLASSES (EENGUDU DOITYADINA)

Class (Ongudu)	Prefix (Oshitetekeli)	Example (Oshihopaenenwa)	Word class representing (Oitya yongudu tai holola):
1.	omu- ova-	omufita ovafita	Ovanhu
1. (a)	- oo-	ina ooina	ovakwanedimo, ovanhu, omadina oinima ya nhupekwa
2.	omu- omi-	omunghete omighete	omiti, oinima i na eeghono, oinima i kenyeneka (yeshundulo)
3.	e- oma-	efina omafina	oinima i na eembinga mbali di fike pamwe (ng, etako)
4.	oshi- oi-	oshiponga oiponga	omikalo doiwana, oinamwenyo, oixwa, oilongifo, oinima ii.
5.	o(n)- ee(n)-	oshima, ongobe eeshima, eengobe	oinamwenyo, oyimati, ovanhu, oinailongotya
6.	olu-	oluhonga	oinima i na oukumwe munene

	omalu- ee(n)	omaluhonga eehonga	
7.	oka- ou-	okakadona oukadona	onghedi yokuninipika
8.	ou- omau-	oudjuu omaudjuu	oikwakudilongwatya
9.	oku- omaku-	okufu omakufu	-
10.	p(u)-	oihololinhelelupe	-
11.	k(u)-		
12.	m(u)		

Extracted from: Oshikwanyama Shetu by Hasheela, P. (1981)

Table 4.4: Errors in Prefixation

Classification of Error	Identification of the Error	Correction of the Error
Prefixation error	1. Outstanding debt has proven that the organ's *unability to render essential amenities is a result of non-payment by both residents living in informal settlements.	1. Outstanding debt has proven that the organ's inability to render essential amenities is a result of non-payment by both residents living in informal settlements.
	2. Inforcement* by restriction or termination of services when payments on accounts are overdue will decrease debt accumulation.	2. Enforcement by restriction or termination of services when payments on accounts are overdue will decrease debt accumulation.
	3. ...for rexample,* for instalment payments use a coupon book that includes the monthly amount due for the full term of the outstanding fees.	3. ...for example , for instalment payments use a coupon book that includes the monthly amount due for the full term of the outstanding fees.

In the first sentence the students made errors by confusing the use of the prefix *in-* with *un-*. The two prefixes all refer to the word '**not**' thus it is quite difficult for an Oshiwambo speaking student to

differentiate between the two and hence faces challenges with regards to which prefix to attach to which word – especially in instances where the rules for the use of the two prefixes are not well memorised. The student thus used **un-** before the word ‘ability’ and that resulted in ambiguous grammatical/morphological error.

The prefixation error in the second sentence is caused by the onset vowel /e/ which is pronounced /i/ in English Language, while the same vowel in Oshiwambo is pronounced as /e/. An Oshiwambo speaking student may commit an error in prefixation by confusing the vowel letters which differ phonetically in the two languages. The correct form of the word would be *enforcement* which is an act of enthralling adherence of or obedience with a law, rule or obligation but not *inforcement** which is literally meaningless in the English Language. Finally, the student committed errors by inserting the letter /r/ word initially to the word ‘example’ which resulted in a spelling error. Prefix **re-** can widely be used in the formation of words that are new which in the end may carry or express meanings which are completely dissimilar. This key here is the prefix **re-** which simply denotes back and again. It is a very simple key and in this instance is used with simple word roots.

4.1.3.2 Errors in suffixation

Errors in suffixation did not frequently appear in the students’ writings.

4.1.4 A comparative approach

From a comparative perspective, Oshiwambo speaking students commit prefix errors in English due to the fact that rules for prefixation in the two languages differ. Oshiwambo is a Bantu language that borrowed most of its words from German and Afrikaans and not Latin as English does. Inflection appears as the formation of unlike word forms of a lexeme, characteristically, although not always limited to, through the addition of affixes. Oshiwambo prefixes are determined by the group in which a certain word falls as indicated in the table above. Basically, the prefixes in Oshiwambo are mostly meant to decide whether a formed word is plural or singular.

On the contrary, English is an ever growing language and one way through which new words come into the English language, just like any other language, is undoubtedly when new words are borrowed from other languages. Several novel words are generated when phrase or phrase factors, inclusive of root words, suffixes and prefixes are relatively combined in new approaches. With that being said, several number of English words and phrase factors may be traced in return, not just from Latin but also from Greek. Although both languages can form new words through prefixation, Oshiwambo speaking students

tend to make errors regards English prefixes because the two languages are different in the way in which words are prefixed.

4.2 Syntactic Error Analysis

Every language has its own grammatical rules. The grammar rules in the first language are mostly different from the rules in the second language, especially in instances in which the languages fall into different genetic language families. This section examines the common errors in the use of sentence structures and also explores some types of errors in the use of sentences result from differences of syntactic structure between the two languages. Often, syntactic errors occur because students are unaware of the correct sentence structures to use and this is certainly reflects a gap in a second language student's knowledge.

The aim of teaching any language is to make the learners proficient, precisely in the five basic language skills, which are listening, speaking, reading, writing and grammar skills. The second last skill as listed in the previous sentence is a method used in the process of continuous intricate expressions and it is not in generally an easy process to embark on. It is often complex even with native language and an even more a complicated process with a foreign/second language. The student's first language's interference results in syntactic errors during the process of writing English essays. One goal of syntactic error analysis is to determine whether a sentence is structurally sound/acceptable or not. With that being said, the researcher observed and analysed the following syntactic errors.

4.2.1 Identification and analysis of syntactic errors

In analysing the data, syntactic errors were observed throughout the students' scripts. Syntactic errors came a result of inadequate mastery of the syntactic rules of the target language (Fromkin et al., 2011). Syntactic rules dictate how to combine words into phrases and phrases into sentences, among other things. The rules specify the correct word order for forming sentences in a given language (Fromkin et al., 2011, p.78). A number of syntactic errors observed from the written work of students' comprise: noun errors, verb errors and subject-verb agreement errors. These findings correlate with findings from previous studies such as Omar and Gul Sher (2018) and Usha & Kader (2016). The analysis of syntactic errors, which responds to objective number two of the current study are presented in table formats identifying the following types of errors: error classifications, error identifications and error corrections:

Table 4.5: Noun Tense errors

Classification of Error	Identification of the Error	Correction of the Error
Noun error	1. Gobabis residence** owe their Municipality about N\$ 50 Million unpaid municipal bills.	1. Gobabis residents' owe their Municipality about N\$ 50 Million unpaid municipal bills.
	2. Public education, the use of prepaid metering* for water and electricity are identified to help the Windhoek Municipality to improve revenue collection.	2. Public education, the use of prepaid meter for water and electricity are identified to help the Windhoek Municipality to improve revenue collection.
	3. It is time to develop and do things online, no more long ques* and excuses.	3. It is time to develop and do things online, no more long queues and excuses.

In the first example 'Gobabis *residence*** owe their Municipality about N\$ 50 Million unpaid municipal bills', clearly indicates that students have a problem with identifying the two different nouns; *residents* and *residence*. Thus, they used the word *residence* which refers to the person's home instead of the noun *residents* which refers to a person who lives somewhere permanently or on a long-term basis. Therefore, the correct sentence has to read; 'Gobabis *residents* owe their Municipality about N\$ 50 Million unpaid municipal bills'.

In the second example, the student erroneously made use the of the verb *metering* instead of the noun meter. The noun '*meter*' is not supposed to be written in a continuous form as if it is a verb. In a sense, in English writing, a sentence is either in present continuous tense, past continuous tense or future continuous tense. Considering the rules of tense formation in English, the sentence; 'Public education, the use of prepaid *metering** for water and electricity are identified to help the Windhoek Municipality to improve revenue collection', does not fall under any of the aforementioned continuous tenses. The correct form of the sentence is; 'Public education, the use of prepaid meter for water and electricity are identified to help the Windhoek Municipality to improve revenue collection'. Thus, this error is merely

considered as a noun error and it falls under definite errors which result in this sentence becoming syntactically incorrect.

The last example on the other hand demonstrates that most students cannot spell the noun 'queue'. This is caused by the fact that, Oshiwambo as a language does not in any way have a meaningful word written with only one consonant at the beginning followed by a sequence of more than three vowels at the end. However, one can find numerous nouns in Oshiwambo that are comprised of consonants sequentially following one another as in the word sound 'nghw' but the same does not apply with the vowels. The students thus used the word *ques** which is meaningless in English as they are no words in the students mother language with this kind of orthographic structure. In other words, there is no relationship on how the word '*ques**' which assumedly translates to '*omikweyo*' in Oshiwambo and *queues* in English. It is therefore the distinction between the mother language and the second language that cause errors in the English essay writing.

4.2.2 Verb tense errors

The qualitative observation of this thesis indicates that students make verb tense errors in the analysed essay scripts. The students mismatched the verb tenses and this resulted ungrammaticality in some of their sentences. Let us look at the examples in Table 4.6 below.

Table 4.6: Verb tense errors

Classification of Error	Identification of the Error	Correction of the Error
Verb Error	1. Thus may lead to reduce** water supply in homes.	1. Thus, may lead to reduced water supply in homes.
	2. Another best solution is^* raise pension funds through retirement age.	2. Another best solution is to raise pension funds through retirement age.
	3. The rapid debt accumulation and increasingly** financial	3. The rapid debt accumulation and increasing financial

	unsustainability of the Tsumeb municipality is well under way.	unsustainability of the Tsumeb municipality is well under way.
--	---	---

The first example in the Table 4.6: ‘Thus may lead to *reduce*** water supply in homes’, indicates that the students have difficulties in expressing present perfect tense sentences. Thus, the main verb of the sentence was written in the present tense form of the verb instead of the past participle form of the verb in order to indicate the perfect tense of the sentence. Therefore, the correct sentence has to read: ‘Thus, may lead to *reduced* water supply in *homes*’, which is the present perfect tense of this sentence.

In the second example, ‘Another best solution *is*^* raise pension funds through retirement age’, is equally an error in terms of its unsupported verb to show a particular condition. The word ‘*to*’ can either be used as a preposition or an infinitive marker. In this case, it can be used together with the base form of a verb ‘*raise*’ to indicate that the verb is in the infinitive. The correct form of this sentence thus should be: ‘Another best solution is *to raise* pension funds through retirement age’.

4.2.3 Errors in subject verb agreement

An additional syntactical error noted through the students’ essay scripts was the use of the concord or in other words this is said to be the subject-verb agreement. When it comes to academic writing; grammar, accompanied by correct sentence structure that follow the English rules are of principal importance. At the same time, that is also authentic for casual portions of writing as grammar mistakes in instructional learning and writing is responsible for instantaneously lesson the writer’s reliability. That being the case, it is critical to certify that there is always a continual agreement in instructional sentences, simply because the connection that specifically persist between topics and verb lies on the coronary heart of grammatically correct English writing. So, the challenge of verb settlement unifies a sentence and constantly makes it less difficult to comprehend. Essentially, this approach specifies that the difficulty and the verb of the sentence should accept as true with each other although they might be different in wide variety and in character.

In the instance in which grammar is concerned the knowledge of understanding takes place in distinct tiers in someone’s language improvement. Further than that, in order to carry out certain language responsibilities there is a need for relevant grammatical structures to be mastered via second language college students. So, undergraduate students need to recognise certain to apply the some policies sufficient them just like the distinct fundamental rules of subject verb agreement in question. In addition

to that, students want to know how to practice the regulations in forming grammatically agreeably shaped sentences as the issue remains that for most college pupils pursuing their tertiary degree, they likely need so as to extensively understand the rule of subject verb agreement and speak out the grammatical problems that they may encounter with their respective facilitators.

The subject-verb agreement principle is violated in the sentences in table 4.7 below. The advocated correct forms of the sentences below are in digression. The following are a few examples of the errors from the pure data:

Table 4.7: Concord/ Subject Verb Agreement errors

Classification of Error	Identification of the Error	Correction of the Error
Concord error	4. Municipality provide many essential service** especially to urban life.	4. The Municipality provides many essential services especially to urban life.
	5. This is due to the possibility that many Windhoek resident** has* been retrenched as a result of the destructive world pandemic currently being faced- COVID 19.	5. This is due to the possibility that many Windhoek residents have been retrenched as a result of the destructive world pandemic currently being faced- COVID 19
	6. Example of these essential service** are water, sewer, land development, waste management cemeteries and firefighting.	6. Example of these essential services are water, sewer, land development, waste management cemeteries and firefighting.
	7. The cause of debts is that the customer is not paying out their municipality bills on time.	7. The cause of debts is that the customers are not paying out their municipality bills on time.
	8. Some resident do not have enough money to pay out the bills.	8. Some residents do not have enough money to pay out their bills.

	9. This* are some of the reasons why consumers failed to pay municipal bills.	9. These are some of the reasons why consumers failed to pay municipal bills.
	10. Bills is* termed as the charges that are made according to the amount of water used.	10. Bills are termed as the charges that are made according to the amount of water used.

The query of subject-verb agreement highlights a writer's dire need to make sentences vibrant and comprehensible. Having plural subjects with singular verbs, or the reverse, consequently leads to nobody being pretty certain who is doing what. This may become mainly essential when lengthy phrases separate the state of affairs from the verb. Mastering approximately, and understanding the topic of subject verb agreement helps writers generate indistinct sentences that may be understood by the reader.

In answering the second objective of this study, the analysis proves that Oshiwambo speaking students are still faced with difficulties in using subjects and verbs correctly in their essay writing processes. Looking at the findings, there are three types of concord errors experienced by the undergraduate students and these are: addition, omission and misformation. The errors stated beforehand are mainly caused either by misleading contributions, inter-lingual transference and intra-lingual transfer. In order to get the better of the strategy of error hitches experienced by these students in the writing process, the lecturers need to engage the innovative approach that can be used in facilitating the undergraduate students of the identified group. The well thought of innovative activities necessarily have to enable the identified undergraduate group of students to advance their attentiveness when it comes to the use of subject and verb agreement. It is envisioned that by doing this, the students can improve their writing so that they may produce semantically and grammatically conventional sentences in the target language.

The first example in Table 4.7: 'Municipality provide many essential *service*** especially to urban life', demonstrates that the student does not know how to use the sentences in plural form simply because the adjective '*many*' connotes a large amount of something, which in an automated sense has to be used with a plural subject. Thus, the adjective plural '*many*' does not agree with the singular phrase '*essential service*'. Therefore, the correct sentence has to be, 'Municipality provide many essential *services*, especially to urban life'. The same applies for the second sentence, where concord error is detected twice within the same sentence, 'this is due to the possibility that many Windhoek *resident*** *has** been retrenched as a result of the destructive world pandemic currently being faced- COVID 19'. The correct

sentence has to read: 'This is due to the possibility that many Windhoek *residents* *have* been retrenched as a result of the destructive world pandemic currently being faced- COVID 19'.

In the third example: Example of these essential *service*** are water, sewer, land development, waste management cemeteries and firefighting'. The demonstrative pronoun '*these*' which is in plural does not correspond with the singular term '*service**'. So, the correct sentence has to be: 'Example of *these* essential services are water, sewer, land development, waste management cemeteries and firefighting'.

There is further a subject verb agreement error in sentence four: 'The cause of debts is that the *customer* *is* not paying out their municipality bills on time*'. This is a two way sentence, the student was supposed to put it this way: 'The cause of debts is that the *customers* *are* not paying out their municipality bills on time' or to say 'The cause of debts is that the *customer* *is not paying out his/her* municipality bills on time'.

Sentence six of table 4.7: '*This** are some of the reasons why consumers failed to pay municipal bills', points out that the student does not know the difference between the demonstrative pronouns '*this*' and '*these*' whereby the demonstrative pronoun '*this*' is used with singular while the demonstrative pronoun '*these*' with plural. The pronoun '*this*' did not agree with the verb '*are*' in this sentence since the pronoun '*this*' is a singular demonstrative pronoun, whereas the auxiliary verb '*are*' is the plural verb form of *is*. Therefore, the correct sentence should have been; '*These are* some of the reasons why consumers failed to pay municipal bills'.

4.2.4 A subject verb agreement comparative approach

This section undertakes a contrastive approach of how Oshiwambo speaking students of English produce subject-verb agreement errors in written scripts. Oshiwambo subject-verb agreement rules are not the same as those of English in any tense. In Oshiwambo, a slightly different verb form is used for the present tense, past tense and future constructions, regardless of the subject's number and person. There is, however, agreement between adjectives and the modifying nouns when it comes to number and gender, something which is not found in English.

Ten different types of words or constructions obligatorily incorporate concord or agreement affixes which reflect the gender and number properties of the noun to which they are grammatically related. While subject reference and object reference gender number prefixes in verbal constructions correspond to simple pronouns in Indo-European languages, the gender number prefixes in such forms as adjectives, enumeratives, quantitatives and possessives are scarcely 'pronouns' in the Oshiwambo traditional sense

(Fivaz, 2003). They do not replace the noun to which they refer. However, wherever the gender number prefixes occur, they turn out to provide reference to a 'thing' previously named by means of a noun (or inferred from the context) but the gender category and number represented in the concord.

It is of interest to note that while all concurring words agree with the noun (except in the case of subject and object concords of the 1st and 2nd person for which there are obviously no 'nouns' with which to agree), the most frequently occurring forms of gender number prefixes are those found in non-noun/adjective words. Each series of gender number prefixes, that is a series of full list for every person/class occurring in a particular construction, except only for nouns and adjectives which is largely identical to what may on the grounds of the common forms be postulated as a basic series (Fivaz, 2003). In actual fact, the noun and adjective gender noun prefixes are identical to each other in form for every class, except only that classes 1a and 2a are with classes 1 and 2 respectively (Fivaz, 2003).

Additionally, when it comes to Oshiwambo as a language, all concurring words agree with the noun (except in the case of subject and object concords of the 1st and 2nd person for which there are obviously no 'nouns' with which to agree). It is of interest to note that the most frequently occurring forms of gender number prefixes as regards their written form are those found in non-noun or adjective words. The noun and adjectives are identical to one another in form for every class, except only that classes 1, 1a and 2a are with classes 1 and 2 respectively (Fivaz, 2003).

In view of the fact that the formation of subject and verb agreement in Oshiwambo is not the same as that of English, the nonexchangeable structure might possibly be one of the central explanations as to why or how Oshiwambo English as Second Languages undergraduate pupils occasionally generate subject-verb agreement involuntary errors in the process of writing or speaking in English. When looking at it from a broader perspective, it is utterly impenetrable to get minds on perfectly new-fangled grammatical structures rather than instituting upon structures that have been in complete existence. Therefore, the topic of subject and verb agreement be duty-bound to all educators and mostly be a priority for scheme of work or course outline designers to attach additional duration of lectures in the teaching of English Foreign Language or English Second Language concord subsection, simply because as far as the errors are concerned, concord appears to be one with the most challenging grammatical book rules to master in English.

The rules of grammar in the English language are strictly significant due to the fact that they have to be grasped by all English as a Second Language students in order for them to produce writings that are free

of errors. The researcher have noted that in order for the student writings to be considered academical, the topic of subject-verb agreement have to be respected, this means that that the subject must always agree with the verb in number and in person. As a matter of fact, a subject that is singular must always be followed by a verb that is singular, likewise a subject that is plural must always take a verb that is plural and that must apply in all formal and academic writings. This rule may only apply in the present simple tense. There is however more to the list that students need to master in order to become proficient on the use of grammar when speaking or writing. Quite the reverse, the auxiliary verbs which are *was* and *were* in the past simple tense need to be re-examined. Generally, this is the subject-verb agreement rule, but not that alone as the earlier mentioned rule is enriched by the representation of its own sub rules. As it is brought about, grounded on the findings of this study, it is apparent that the specified group of students committed written errors in both their overall and so as sub-general academic instructions of subject-verb agreement within their written work.

If facilitators at tertiary institutions happen to familiarise themselves with the most probable errors made by their specified students together with the potential whys and wherefores behind such errors, then the teaching of grammar may possibly produce additional proficient students. Contrastive Error analysis in English as a Second Language teaching can possibly assist the students to highly appreciate the fact that acquiring grammatical competence in a language such as English by an Oshiwambo speaking is much of a cognitive process more than this kind of scholars may comprehend, to add to that, the kind of errors that this specified group of students make are not merely the consequence of their ineffectiveness, but then again they turn out to offer prospects for these students to advance their target language knowledge. After all, incompetence is truly educational on its own special way due to the actuality that it is throughout the duration of errors whereby students accurately turn to raise the value of achievement of their intermediate language development.

4.3 Grammatical Error Analysis

4.3.1 A comparative analysis of Oshiwambo and English basic language structures

The present section presents a comparison of the linguistic structures of English and Oshiwambo or vice versa. The researcher predominantly deliberates the formation of negative sentences, sentence construction and tenses formation. Oshiwambo is a Bantu language spoken by about 680,000 people in Namibia and Angola (Zavoni, 1998). Its major dialects include Oshikwanyama, a language which is spoken in the O'4 regions of the northern Namibia and southern Angola at the border side where the two countries intersect and beyond, and Oshindonga, which is particularly spoken in Oshikoto and in 1 of four

part of Oshana region, northern Namibia. These two dialects have been developed into established written languages to cater for the other dialects since all Oshiwambo dialects are closely related and inter-intelligible (Zimmermann & Hasheela, 1998). Thus, both Oshikwanyama and Oshindonga are taught as subjects in Namibian schools (Zimmermann & Hasheela, 1998).

4.3.2 Syntactic differences between English and Oshiwambo

4.3.2.1 Negative formation

Negation is the process of converting affirmatives into negatives (Radford, 2009). It is a process because it involves additions (i.e. of the negative particle 'not') and movements (i.e. what comes before and what comes after 'not' (Radford, 2009). From the researchers personal experience as an Oshiwambo first Language speaker, negative formation can be done by inserting either *ita* to present tense sentences, *i na* to past tense sentences or as pointed out by Zimmerman and Hasheela (1998) the negative form in Oshiwambo is formed by inserting the negative particle "*ha*" between the infinitive prefix and the verb stem and this can mostly apply to general negation in sentences of different tenses (Zimmerman & Hasheela, 1998).

4.3.2.2 Negative formation in English

The most common negative construction in English is the negative conjugation of a verb and the word "not". Most main verbs can be made negative by placing "not" directly after the auxiliary verb in a conjugation. The sentence structure for a negative verb conjugation is: Subject + auxiliary verb + "not" + main verb + object[s]. See table 4.8 below:

Table 4.8: Negative Formation in English

12 Different Tenses		
Tense	Formula for Affirmation	Formula for Negative
Simple Present	Subject+ verb 1+ s/es + object + (.)	Subject+ does+ not +Verb 1+ s/es+ Object +(.) Subject + do/does + not + verb + object + (.)

Present continuous	Subject+ Auxiliary verb (am/is/are) + Main verb (ing)+ Object (.)	Subject+ Auxiliary verb+ not + main verb (ing)+ Object (.)
Present perfect	Subject+ has/have+ verb 3 + object + (.)	Subject+ has/have+ not+ main verb 3 + object (.)
Present Perfect Continuous	Subject+ have+ been+ verb (ing)+ object (.)	Subject+ have+ not +been+ main verb (ing)+ object + (.)
Simple Past	Subject+ verb 2 + Object + (.)	Subject+ auxiliary verb (did) + not+ main verb+ Object (.)
Past continuous	Subject+ auxiliary verb (was/were) + main verb (ing)+ Object + (.)	Subject+ auxiliary verb (was/were)+ not+ main verb (ing)+ Object + (.)
Past perfect	Subject+ had+ verb 3+ object + (.)	Subject+ had+ not+ verb+ object + (.)
Past Perfect Continuous	Subject+ had+ been+ main verb (ing) + object + (.)	Subject+ had+ not+ been+ main verb (ing) + object + (.)
Simple future	Subject + will+ verb 1+ object + (.)	Subject + will+ not+ verb 1+ object + (.)
Future continuous	Subject+ will+ auxiliary verb (be) + main verb (-ing)+ object + (.)	Subject+ will+ not+ auxiliary verb+ main verb (-ing)+ object + (.)
Future perfect	Subject+ will+ have+ been + main verb 3+ object + (.)	Subject+ will+ + not + have+ main verb 3 + object + (.)

Future Perfect Continuous	Subject+ will+ have+ been+ main verb (-ing)+ object + (.)	Subject + will + have + not + been+ main verb (-ing)+ object + (.)
---------------------------	---	--

Both English and Oshiwambo have negative formation systems. However, their placements of the negative marker as demonstrated in this section greatly differ. As such, if students fail to know the dissimilarity that exist between the two divergent structures, then they will definitely commit errors as reflected in the case exemplified in **Table 4.9** in the next page.

Table 4.9: Negative Formation Errors

Classification of Error	Identification of the Error	Correction of the Error
Negative Formation error	10. As pointed out in this essay many informal residents does not pay* for municipal services.	11. As pointed out in this essay, many informal residents do not pay for municipal services.
	12. For those who not* adhere to the rules and regulation made by the body their services must be interrupted.	11. For those who do not adhere to the rules and regulation made by the body their services must be interrupted.
	12. This strategy allows the consumers to be not* in debt with the municipality as individual consumers will be forced to pay for the services they use in order to avoid disconnection of services.	13. This strategy allows the consumers not to be in debt with the municipality as individual consumers will be forced to pay for the services they use in order to avoid disconnection of services.

	14. Most people are unable to pay their bills because they have not source* of income.	13. Most people are unable to pay their bills because they have no source of income. /Most people are unable to pay their bills because they do not have source of income.
--	---	--

In the first example: 'As pointed out in this essay many informal residents *does not pay** for municipal services', the student made an error by using *does* instead of *do* which is perfect fit for plural subjects. According to the researcher's natural knowledge, negative formation in Oshiwambo does not correlate with that of English as the negative formation rules are not the same. Oshiwambo typically has three unextended tenses while English identifiably has twelve tenses altogether. Thus, in English, some negative statements in present tense are made by adding *do* or *does*, laterally with the word *not* to the main verb. However *does* is constantly used with singular subjects. The auxiliary verb '*do*' on the other hand is used with plural subjects but it can also be combined with the singular subjects such as *you* and *I*.

In the second example, 'For those who not* adhere to the rules and regulation made by the body their services must be interrupted', the student generalised the way in which negative sentences are formed with regards to the mother tongue interference. So, the student rather inserted the word *not* without the helping verb *do* to the formed sentence thereby ignoring the book rules that are significant in the English language negative formation. It is true that the errors made by the students can undoubtedly be an indication of students' advancement as far as the English language book learning process is concerned, however in order for any student to be accurate in their writing, they have to master the grammar rules attached to each topic. Undoubtedly, the student was supposed to insert an auxiliary verb for the plural subject to avoid an erroneous sentence as it is the case in the table above.

In the third example: 'This strategy allows the consumers *to be not** in debt with the municipality as individual consumers will be forced to pay for the services they use in order to avoid disconnection of services', the student does not know that the negative formation of this sentence is supposed to be 'the

subject plus 'not' plus the auxiliary verb 'to be' plus the object or the rest of the sentence. So the accurate form of the sentence is: 'This strategy allows the consumers *not to be* in debt with the municipality as individual consumers will be forced to pay for the services they use in order to avoid disconnection of services'. The findings reveal that negative formation of errors that are committed by these students were partially influenced by Oshiwambo as their mother tongue most definitely in terms of procedures and patterns. Most students confused the formation of negative sentences between the main auxiliary verb and an auxiliary verb '*to be*'.

The last example in the table: 'Most people are unable to pay their bills because they *have not source** of income'. It is understandable that the words *no* and *not* have similar meanings, but they are used in different ways. The student only memorised the fact that *not* is used as an adverb to negativate a sentence, yet without knowing that the term *no* is also used as an adjective before singular and plural nouns to form a negative sentence. This is a two way sentence. The correct form of it thus, could either be: 'Most people are unable to pay their bills because they *have no source* of income'. Or 'Most people are unable to pay their bills because they *do not have* a source of income'. Lecturers at the tertiary institutions had better thus pay distinct attention to the intrusion of the undergraduate students' native language in the learning of second language. Equally important, grasping the full concept that may influence the pupils' innate language that obstruct English as a Second Language learning truthfully permits facilitators responsible for writing to plan their teaching in perfect ways that assist English as a Second Language learners to overcome the English complications encountered in learning.

4.4 Sentence construction

4.4.1 Tenses

Oshiwambo has three different tenses namely: Epaiifimbo (Present tense), Epitafimbo (Past tense) and Eteelwafimbo (Future tense). However these tenses are not divided further like it is the case in the English Language whereby the three main tenses are divided as follows: Present tense - into present simple, present continuous, present perfect and present perfect continuous tense; Past tense - into past simple, past continuous, past perfect and past perfect continuous tense; and Future tense - into future simple, future continuous, future perfect and future perfect continuous tense. The tense errors in this instance are identified as intralingual or developmental errors due to the fact that they are a result of second language difficulty. Intralingual and developmental factors of Oshiwambo speaking students include the three main factors listed below:

Simplification: Learners often choose simple forms and constructions instead of more complex ones. An example of simplification might involve the use of simple present instead of the present perfect continuous.

Overgeneralisation: This is the use of one form or construction in one context and extending its application to other contexts where it should not apply. Examples of overgeneralization include the use of *comed** and *goed** as the past tense forms of 'come' and 'go' and the omission of the third person singular /s/ under the heavy pressure of all other endless forms as in 'he go'. It should be noted that simplification and overgeneralisation are used by learners in order to reduce their linguistic burden.

Inadequate learning: This is mainly caused by ignorance of rule restrictions or under differentiation and incomplete learning. An example is omission of the third person singular /s/ as in: 'He want'.

4.5. Discussion

The current study aims to identify and analyse the nature of grammatical errors in the essays by 2nd year students in the Department of Agriculture and Natural Resources Sciences at NUST. In pursuit of this major goal, the study specifically sought to investigate the impact of first language word formation on the use of English second language words through a lexical error analysis; evaluate mother tongue (L1) interference on the construction/use of sentences in English (L2) through a syntactic error analysis and assess the influence of Oshiwambo grammatical structures on the grammatical competence of the students in English Second Language writing environment.

Looking at our everyday interaction with people from different language groups, the researcher learned that every single language comprises of four elementary skills which are: listening, speaking, reading and writing Sadiku (2015). The latter skill (writing) is not an innate skill, it almost always precedes the student's adequate knowledge of the three other learned skills. Writing is so special in a sense that it requires a prescribed setting of instructions from an experienced individual from the faculty of linguistics who specialises in cognitive application for the students to comprehend what is being put across. The writing skill does not just outweigh other skills in a pure sense but it demand pupils to produce accepted wisdom and transmit such knowledge into grammatical text, putting into consideration the knowledge of grammar which is substantial for linguistic competence development. Accordingly, it is no excuse for the students that may find themselves registered for English modules to write in an identifiable way at the tertiary institutions as they are expected not only to write grammatically accurate essay and other writings but also to produce semantically satisfactory writings in the course of their stay at the University and beyond. When a sentence is grammatically correct, then it follows and adheres the strict documented rules of that particular language. In the intervening time, semantically acceptable sentence means that the sentence should be meaningful and far from indistinctness. This requirement is in accordance with their level of education. Students are required to do so because as university students, they are required to complete so many academic tasks, especially written ones. So, it is apparent that university study require students to be able to write coherent pieces with grammatically well-formed and acceptable sentences. Therefore, based on the results of the data analysis, the cause of most errors ranged from intralingual, the gap between first and second language, to inadequate mastery of the rules of the second language which in this case is English.

This study notes that, some errors are of a derivational morphology nature as observed in the students' English assessment based compositions. The derivational faults mostly observed where those involving

the nouns. The errors most probably happened because most of the students haven't mastered the target language well enough and as such tend to make word formation errors in the second language. In a study that investigated lexical errors, Ahamed and Othman (2020) identified word formation error elsewhere which agree with word formation error identified in the present study. The present study's first objective aimed to analyse the causes of word formation error through a lexical error analysis. Word formation errors were identified in all the 54 essays analysed. This means that word formation is a very important aspect of language learning. The findings of the study also evince that students commit lexical errors during essay writing due to factors such as the interference of the mother tongue as well as inadequate knowledge of vocabulary. The issue of knowledge of vocabulary was tackled by Owu-Ewie and Williams (2017) who assume that literature influences the development of vocabulary within English as a Second language students. Improved vocabulary in English serves as a motive that allow students to frequently use the language. A frequency in language usage whether it be spoken or written, improves the quality of composition writing and likely reduces the occurrence of errors. Thus, this whole cycle facilitates the teaching and learning process in tertiary institutions.

The inflection errors observed in the essays of the present study are also as a result of the inadequate mastery of the rules of English as a Second Language as a consequence of the interference of the first language. Oshiwambo does not have strict rules on first, second and third person inflectional morphemes. An Oshiwambo speaking student who did not adequately master the English language would not know the change in the English word formation processes thus, leading to the proliferation of the errors committed. The study also establishes that the formation of Oshiwambo prefixes is determined by the group of words and one can almost always form prefixes with references to the group of words by determining the category of a certain word. The English as a Second Language speakers of Oshiwambo are prone to committing prefixation errors. Although both languages can form new words through prefixation, Oshiwambo speaking students tend to make errors in English prefixes as the two languages are different in the way in which words are prefixed.

The above findings are in line with Karuru (2013) who specified that prefixation in Oshiwambo involves the addition of a morpheme at the initial position of a stem or root. Most of the words in Oshiwambo are prefixed, thus, most words employ prefixes to their nominal and adjectival systems. The noun or class prefix stands before a stem. Therefore, the substitution of prefixes changes noun classes too and so forms new nouns (Uushona, 2019). The findings of the present study just like those of Gurtubay (2009) revealed that students of English as a Second Language with intermediary level of proficiency after a period of

instruction present interlinguistic errors by transference in a greater frequency than intralinguistic errors. Students' errors in L2 are indicators of learning problems of a second/foreign language and that contribution had tried to diminish the lack of successful communicative effects at lexical level (Gurtubay, 2009).

Syntactic errors result from an inadequate mastery of syntactic rules. A number of syntactic errors observed in the students' examination written scripts among others were noun tense error, verb tense error and subject verb agreement. These categories of errors are comparable to those observed from preliminary studies such as Omar and Gul Sher (2018) and Usha and Kader (2016). Such errors are largely of Subject-verb agreement. An additional syntactic error observed in the students' essay scripts was way they used concord or the subject verb agreement. Concord faults are fundamentally caused either by confounding instruction found from different academic sources, by inter-lingual transfer and also intra-lingual transfers. To conquer the error complications experienced by these students in the writing process, the lecturers need to introduce the innovation methodology in facilitating students of the identified linguistic group. So then the activities to be innovated must enable the students to improve their awareness of subject and verb agreement (Omar & Gul Sher, 2018). With all due respect, it is anticipated that by doing just that, the identified group of students, together with those who may fall trap of the same allegations may increase the speed of their filtered writing in order for their English to be at the advanced standard.

In Owu-Ewie and Williams (2017), a grammatical and Lexical qualitative study, the commonest grammatical errors identified among students were agreement errors and tense errors. Their study also established that the most frequently committed grammatical error was tense errors followed by agreement errors (Owu-Ewie & Williams, 2017). The implications of these findings to the teaching of English writing were that, where possible, teachers should have an understanding of both the L1 and L2 of the students and explicitly teach for transfer, have adequate knowledge of how to identify students' writing errors, and use effective teaching strategies to improve the students' English writing (Owu-Ewie & Williams, 2017). Krishnamurthy et al., (2010) also submits related results from a study of errors in the English language. The study notes that the reason for making those errors were observed to stem from strong mother tongue interference. It further adds that other motives for errors result from the students imitation of wrong models and yet others through failure to apply appropriate grammar rules. The present study 'submits that, errors are a result of the interference of the source language and as such, students

make errors unconsciously. This position is supported by Llach (2011) who postulates that students mostly use the pattern of the rules of their mother language when writing or speaking in the English language.

Subject Verb agreement is significant in writing. The essential point of the subject-verb agreement rule in English is that the finite verb must be in agreement with the main noun of the noun phrase, which can be in either singular or plural. Without appropriate rulebooks of subject-verb agreement, then the thoughts in writing become challenging to express and hence, in the process worsen the worth of written texts. A minimal mistake that has anything to do with the subject-verb agreement definitely will modify the sentence meaning. Kapolo (2013) opines that these errors are chiefly caused by inter-lingual transfer, intra-lingual transfer, as well as an inadequate understanding of the grammatical rules of English (Kapolo, 2013). In Oshiwambo, a slightly different verb form is made use of for the present, past tense and future tense constructions, irrespective of the subject's number and the agreeing person. There is, however, agreement between adjectives and the modifying nouns when it comes to number and gender, something which is not observed in English (Kapolo, 2013).

One of the chief grounds for errors is the effect of mother-tongue interference, this is backed by the fact that the mother language interrupts the organisation practise of second language learning process. This in the long run characterises a pre-emptive self-consciousness of the book learning of English features. Students mostly transfer the structures found in their first language, which is ordinarily the mother tongue to the prospective language in question for the sake of making ends meet; in so doing resulting in intimate errors. To a certain extent regrettably, the vast majority of people who uses English as a second language some are, bilingual while the others are multilingual. In the final analysis, the tendency of errors in the second language comes in line with the substantial roles that the first languages play in the habitual dealings of most different language users at all communication levels.

This current study is significant in that it seeks to reveal the rare awareness around different categories of errors committed by Oshiwambo speaking students. It highlight the sources and causes behind such errors. Contrastive Error Analysis is basically the linguistics analysis and it throws light on the different underlying processes that are involved in the complex phenomenon of language learning (Lado, 1957). In addition to that, contrastive error analysis is the most important part in the field of applied linguistics which aims to give solution to the hitches of the subject matter related to the second language teaching and learning. Furthermore, this study attempted in availing altered approaches to the University facilitators and language practitioners to make their planning and teaching operational across the curriculum. Moreover, Contrastive Error Analysis has its influence in indulging the language knowledge

development and designates the complications that students encounter in the course of learning a language and offer support to educators in crafting different remedies for subsidising the students' learning.

4.5.1 Ignorance of rule restrictions

The researcher has observed that students were committing some of the written errors due to ignorance of rule restrictions. To add to that, it was noted in the process that quite a number of the undergraduate students demonstrated ignorance of the rule restriction errors in relation to subject-verb agreement throughout their writing. In some instances, students ignored the intact rule of Subject Verb Agreement which clearly states that subjects of the written work and verbs of the written work must be in agreement with each other in number that is either singular or plural and in person that is (first, second and third persons) respectively. Hence, if a subject is singular, its verb must follow in the same sequence of being singular and if a subject is plural, then the same must apply with the verb. They further inappropriately used singular subjects with plural object as indicated in Table 4.7 in Chapter 4.

4.5.2 Incomplete Application of the rules

Intra-lingual errors are those errors which result from the incomplete application of rules and failure to learn conditions for rule application (Ahamed & Othman, 2020). The researcher observed that many students incompletely applied the rule of the English Language influenced by their first language. They constructed deviant forms of constructions to ease their writing, and this was observed in their spelling. In Table 4.1, the last example stipulates that most students could not spell the noun *queue*. This is caused by the fact that, Oshiwambo as a language originally does not in any way have meaningful words written with only one consonant at the beginning followed by a sequence of vowels. However, one can find numerous nouns in Oshiwambo that are comprised of consonants consequently following one another as in the word sound 'nghw' but the same does not apply with the vowels as this is the circumstance in the English Language. The students incompletely applied the rules of English with a link to how words are spelt in Oshiwambo where two vowels can follow one another. The students thus used the word *ques** which is meaningless in English as they are not familiar with the same kind of words in their mother tongue. In other words, there is no relationship on how the word 'ques*' which assumably translates to 'omikweyo' in Oshiwambo and queues in English. It is therefore the difference in the middle of the mother language and the second language that cause errors in the English essay writing.

Correspondingly, students committed some errors aligned to inadequate demonstration of the book rules as a source of errors through the practical application of verb tenses. As a result, many students had difficulties in expressing present perfect tense sentences. Thus, the main verb of the sentence was mostly written in the present tense form of the verb instead of the past participle form of the verb in order to indicate the perfect tense of the sentence as it was noted in Table 4.2, Chapter 4. In other instances, students omitted prepositions in some of their sentences such as, to, to indicate the positions of particular objects in various sentences. There are items that are produced by students which do not imitate on the construction found in the mother language, but rather generalisations based on the target language partial exposure. Hence, in this situation in the words of Richards (1974) students try to originate the rules behind the data to which they have been exposed and may develop hypotheses that correspond neither with their mother tongue nor with their target language (Richards, 1974).

4.5.3 The implication to language teaching

Language facilitators come to be cognisant of regularly recurring errors. Errors mostly serve as an essential tool for learning to students since error commitment may possibly be viewed as a means that students use them to learn (Ho, 2003). With that being said, linguistic students find it difficult to an extent that they can hardly spot and rectify errors in their own work until such a time that they grasp adequate subject knowledge or proper understanding. Such written faults come about in the student's course of study because the students have not developed sufficient understanding. Whenever the students obtain sufficient subject knowledge, it is assumed that the knowledge absorbed shall enable them to remedy their errors; this is supposed to mean that the more of errors the students automatically rectify on their own, the further mindful of language awareness they will convert. The facilitators must know the level of error in the learning process ladder where they need to correct the students and the appropriate methodology that needs to be used to efficiently correct student errors as it is can never be an easy task to discover an organised technique that smoothly facilitate second language learning errors. Further, there is endangerment if more attention is placed to students' errors. Excess attention on the errors committed by the students' might affect the right expressions in the second language to be overlooked (Ho, 2003).

4.5.4 Summary of Discussion

English is primarily the official language used across Namibia. It is the language used as a medium of instruction from Grade 4 to tertiary education and all public domains, Namibian Language Policy for Schools (2003). Likewise, English is also the utmost significant language that give right of entry to the worldwide community, information technology as well as information network systems. Based on the discussion above, it can be summarised that contrastive analysis is the systematic study of a pair of languages with an interpretation to classifying their similarities and differences with the main assumption that the altered components found stuck within the innate language and the target language will cause learning difficulties, despite the fact that the comparable features will not give rise to stumbling blocks in academics. On a supplementary point, as numerous errors crack out, they are not anticipated by contrastive analysis. As a matter of fact, within this study, Error analysis was used as a substitute to the theory of contrastive analysis. It is clear that many students made numerous written errors in their English assessment scripts. These errors are attributed to inter-lingual transfer, intra-lingual transfer, overgeneralisation, ignorance of rule restrictions and incomplete application of rule. It is therefore the researchers believe, this study has proven that the incorporation of Contrastive analysis and the Error analysis is an effective approach for studying students' writing hitches, as by way of unaccompanied Contrastive Analysis, the researcher would not have been able to scrutinise the source of the errors. Above and beyond, different components of language learning were brought to light by this thesis, what is more crucial is that these elements had not been thought of before, thus its discovery has opened up prospectus for new investigation.

4.6. Chapter Summary

In the course of this thesis, the researcher has attempted to demonstrate that Contrastive Analysis and Error Analysis can be regarded as two evolutionary phases in the attempt to understand and explain the Mother Nature surrounding the Target Language in the performance of the students. This evolution may be said to involve an extension of perspective in many ways in the attitude toward the students' errors, in the descriptive theories regarding the source of the identified errors, in the data considered relevant for this study. In other words, the approach toward the learner's performance has become more broad-based in trying to come up with an explanatory account of why the TL learners speak and write the way they do. Brown (1973) stipulates that the recognition of the minor similarities and major differences between the first and second language leads to overgeneralisation and developmental sequences in second language acquisition, both in approaches such as order of acquisition of grammatical morphemes.

Hence, Target Language learning is widely viewed on its' own as a process of ingenious production. Thus far, this acknowledgement of creativeness is somehow felt to be inconsistent with the notion of interference with the first language which is not necessarily a mother tongue to some. The researcher have tried to show earlier, creativity and transfer are not at all incompatible with each other, and to suggest that a contrastive error analysis theory necessarily presupposes a "conditioning" model of learning betrays a naive understanding of interference and transfer at the back of every instance. Therefore, the single most important strategy in second language learning, if not the transfer of hypotheses formed on the basis of previous experience to new situations, then Target Language students' errors are every now and then arising from first language interference. If the latter can be touted as instances of creative construction, as indeed they have been, there seems to be no reason why the same explanation could not be given of the former.

Chapter 5 summarises the results as presented in this chapter. In Chapter 5, possible explanations for the source of the errors that students committed in their scripts are given. Further clarifications are made by comparing the findings with other studies as discussed in the literature review in relation to sources of errors.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

The previous chapter dealt with a Contrastive Error Analysis and presentation of data collected and discussion of findings from the Namibia University of Science and Technology. Chapter 5 focuses on the summary of findings, conclusions and recommendations.

5.1. Conclusions

Applied linguistics, as a field, principally deals with the issues and problems that are in relation to language, as well as to its learning and teaching; it also attempts to give solutions to these issues and difficulties. Conversely, Contrastive Error Analysis is a very significant area of applied linguistics and of second or foreign language learning. Contrastive Error Analysis plays a significant role in second and foreign language teaching as well. It helps teachers in understanding the new ways of teaching by giving feedback on the errors made by the students. It is certain and understood that students commit errors in the process of learning. These errors provide new insights and techniques to the language teachers and linguists in sorting out the problems related to language learning. In short, the role of Contrastive Error Analysis is no doubt very important in second and foreign language teaching and learning.

The vast majority of Oshiwambo speaking students continuously commit different lexical, syntactic and grammatical errors in the writing process. This predicament is mainly caused by mother tongue interference. It thus becomes a difficult task for vast majority of the students to write academic essays due to an unsatisfactory levels of acquisition. This flawed acquisition ultimately leads to poor writing proficiency which is and has been a great concern to most educators at the Namibia University of Science and Technology.

The researcher used a combination of Error Analysis and Contrastive Analysis, mingled together to form Contrastive Error Analysis as a theoretical framework for this study. Contrastive analysis stressed the influence of the mother tongue in learning a second language at lexical, morphological, syntactic and grammatical echelons. A qualitative method was used to identify the students' written errors from the assessment based scripts. The study population was narrowed to cover 317 (three hundred and seventeen) students from the Department of Agriculture and Natural Resources Sciences at NUST. This

study used a homogeneous purposive sampling. It then purposefully selected 54 Oshiwambo speaking students from the Department of Agriculture and Natural Resources Sciences at NUST.

The study submits that, the issue of error commitment is fairly ordinary in the course of learning a second language that has greater differences from the mother language and it serves as the most prominent level that one has to undergo before completely mastering the target language. For sure, should university undergraduate pupils be limited to committing errors in the unending process of learning a foreign language, then they may avoid using the target language, which is fairly necessary to improve the prominent four language skills with writing topping the list. The harder the students run through the practice of English language, the less errors the students would commit. Without any doubt, it is extremely difficult to put away with errors without attempting to use the target language in depth. More interestingly, the virtue entangled in student faults encountered in the process of writing essays can be responsible for tangible information regarding the difficulties extend which learners may come across in the target language learning process of second language pupils. As a consequence of the above mentioned predicament, it assists academic linguistic researchers to cultivate an advanced practicable core curriculum for a specific group of second and even foreign language pupils that ought to have the same innate language and that is how English for specific purposes came to be born, this study open up a new link to that end. What is more, these errors can aid teachers to spot what challenging areas of language are facing students enrolled for undergraduate programs at tertiary institutions. Correspondingly, in having determined areas of difficulty, facilitators can use the above mentioned information for their prospect students as students speaking the same native language are predisposed to do errors or mistakes that are identical in nature and context.

This study recommends that literature should be used in teaching students because it serves as a language acquisition motivational stimulus, Literature serves as a convenient source of content in the sense that the more literary work is read, the more and faster one gets to acquire a lot of words and phrases that enrich the mind. With time, this aids an individual with an elevated sense of self-expression in the classroom setting, thereby curbing the commission of errors in the academic writing process. Through the creative methods of literature, students can be assisted in producing coherent and cohesive written discourses and in organising sentences into paragraphs with effective linkers and organising paragraphs into coherent and meaningful free of errors discourse(s). The researcher is of the opinion that, the combination of the analyses, Contrastive Analysis and Error Analysis is a valid approach for student difficulties at tertiary level, as with Contrastive Analysis alone, one would not have been able to fully

analyse the source of errors. Besides, it brings to light a number of elements which had not been thought of, thus opening up new prospectus.

5.2 Recommendations

Based on this study, some recommendations for further study have been drawn:

- a) This study identified errors in Namibian students' written work, but did not stipulate reasons why these errors were made. The researcher's primary recommendation is that this study be extended to investigating the origin of certain error patterns found in L2 written work of specific Oshiwambo speaking students.
- b) The present study concentrated only on errors made by Oshiwambo speaking students in the process of writing English essays but not in their spoken language. Natural speech is far from perfect: it is replete with filled and unfilled hesitations and errors. Therefore, to obtain clearer and more representative results, a psycholinguistics study needs to be carried out in order to include errors made during speech as well. This will enable researchers to determine whether similar errors also exist in both speaking and writing skills and also help distinguish between literacy problems and second language problems.
- c) The study was limited to undergraduate Oshiwambo speaking students in the Department of Agriculture and Natural Resource Science at NUST. Future studies may expand the research to postgraduate students in order to determine whether the same errors are made at advanced levels of study as well. This could shed light to educators to re-evaluate their ways of facilitation to these specific students.
- d) This research may contribute to curriculum advancement in the Ministry of Education in Namibia where Oshiwambo is said to be one of the national language and English is used a second language.
- e) To Language Policy makers: EA and CA are indispensable for improving the teaching and learning processes of a second language. L2 learners are more prone to making errors due to the influence of their L1. But just to predict the errors made in L2 on the basis of L1 using CA only can be of little use since most of the errors predicted by CA are actually not made by L2 learners alone. So it is always recommendable to use empirically tested CA in classroom where Contrastive Analysis intertwines Error Analysis.
- f) This study further contributes to the debatable areas around Error Analysis studies, not just that, it also identifies fundamental aspects which merit further exploration on contrastive analysis

studies. In this regard, the results of this study are not only beneficial to teachers, syllabus designers and textbook writers by showing them a student's progress, but it is also significant to researchers. The findings can be used as the reference for those who would choose to conduct a research in Contrastive Error Analysis. Facilitators from different corners of the country can make the lecture hall a dependable room to study what happens throughout the learning of English as a second language. So, as an English language courses facilitator at the tertiary institution at this moment in time, this study furthered my long intended interest in second language learning, most especially in the field of Contrastive analysis and this time mingled with error analysis in the written work of tertiary students.

- g) Education administrators should provide or improve libraries and equip them with learning materials necessary for teaching and learning. In addition to that, a language studio will help students to develop their speaking, reading, listening and writing skills.
- h) Lecturers or facilitators should organise various competitions where students will win prizes by competing with fellow students within the institutions or with students from other universities. By so doing, students will get the idea that there is a reward when they participate, not only in competitions but also in academic writing.

5.3 Implications and Suggestions

The new trend in many countries is that education is now being oriented towards meeting students' needs Organisation for Economic Co-operation and Development (OECD) (2018). A well designed pedagogy giving specific attention to the needs of the EFL learners should be planned. That is, teaching English as a Second or Foreign Language can no longer be teacher-centered; it has to be learner-oriented and learner friendly. It is therefore against what is mentioned in the first point that Contrastive Error Analysis will be of immense support to the facilitators at the university level because it reveals the problems faced by the students as well as the learning strategies they adopt in coming to grips with the target language (i.e. English). Educators should specify the differences between English (L2) and Oshiwambo (L1) grammars in order to avoid language interference and for a more effective impact in learning English as a second language to many. This study contributed to the already existing studies of Contrastive Error Analysis. Studies of this nature have not been carried out in the targeted institution of higher learning. Therefore, results obtained are essential to existing educators as well as to prospective educators of higher. This information is important in planning remedial tasks and for general lesson planning. This study has made

suggestions to help in the teaching of English as a Second Language. It is hoped that this study will help to improve the status quo in all the institutions of Higher learning in Namibia and beyond.

REFERENCES

- Adeyemi, D. A. (2012). Approaches to composition writing: The case of junior secondary schools in Botswana. *International Journal of Learning and Development*, Vol. 2 (1): 2164-4063.
- Ahamed, F. E. Y. & Othman, H. M. A. M. (2019). Analysis and assessment of lexical errors committed by Saudi EFL University students in descriptive essay. *International Journal of English Language and Linguistics Research* Vol.7, No 6, pp. 1-26, December 2019. Published by ECRTD-UK. Print ISSN: ISSN 2053-6305(Print), ISSN: ISSN 2053-6313.
- Alahmadi, N. (December, 2019). A study of grammatical errors of subject verb agreement in writing made by Saudi learners. *International Journal of English Language and Linguistics Research* Vol.7, No 6, pp. 48-59, ECRTD-UK.
- Alharbi, A. (2010). Mother Tongue Maintenance and Second Language Sustenance: A Two-Way Language Teaching Method. *TESOL Journal*. 2. 144-158.
- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, Vol. III (3), pp. 21-34., 10.20472/TE.2015.3.3.002
- Anderson, S. R. (1975). On the interaction of phonological rules of various types. *Journal of Linguistics* 11.39-63.
- Anderson, S. R. (1992). *A-morphous morphology*. Cambridge: Cambridge University Press.
- Angrayni, M. (2019). Student difficulties in using affixation: A study at English Education Department of UIN Ar-Raniry Retrieved on 09 December 2021 from https://repository.ar-raniry.ac.id/id/eprint/8888/1/Maya%20Angrayni_140203110_Thesis%20Full%20Chapter.pdf
- Aronoff, M. (2013). *Morphology*. Retrieved from: <https://www.oxfordbibliographies.com/view/document/obo-9780199772810/obo-9780199772810-0001.xml>

- Avery, P. & Ehrlich, S. (1992). *Teaching American English pronunciation*. Oxford: Oxford University Press.
- Ayo, O. (2003). *Developing EL2 learners' communicative competence through Literature in English: Reading in language and literature*. (2nd ed.). Ile-Ife, Nigeria: Obafemi Awolowo University Press.
- Bernard, H. R. (2002). *Research methods in anthropology: Qualitative and quantitative approaches*. (3rd ed.). Walnut Creek, CA: Alta Mira Press.
- Bett, J. (2010). Error analysis: The ESL learners' dilemma. *International Journal of Learning*, 17(1), 525-535.
- Bose, M.N.K. (2005). *A Text Book of English Language Teaching for Indian Students*. Chennai: New Century Book House (P) Ltd.
- Brown, R. (1973). *A First Language: The Early Stages*. Cambridge: Harvard University Press.
- Bubenik, V. (2003). *An introduction to the study of morphology*. LINCOM GmbH.
- Castello, D. (2015). *First Language Acquisition and Classroom Language Learning: Similarities and Differences*. United Kingdom: University of Birmingham Edgbaston.
- Celce-Murcia, M. & Hawkins, B. (1985). Contrastive Analysis, error analysis, and interlanguage analysis in M. Celce-Murcia (Ed.), *Beyond basics: Issues and Research in TESOL* (pp. 64-66). Rowley, MA: Newbury House.
- Chan, A. C. Y. (2018). *Contrastive Analysis and Error Analysis: Limitations and Practical Implications for Foreign Language Learners*. The University of Hong Kong.
- Chele, M. I. (2015). An analysis of subject agreement errors in English: the case of third year students at the national university of Lesotho. *Ghana Journal of Linguistics* 4.1: 32-40 (2015).
- Chomsky, N. (1957). *Syntactic Structures: The Hague*. Netherlands: Mouton.

- Cohen, L., Manion, L., & Morrison, K. (2011). *Research method in education*. London. United Kingdom.
- Corder, S. P. (1967). The Significance of Learner's Errors. *International Review of Applied Linguistics*, 2(3) (21-32).
- Corder, S. P. (1973). *Introducing Applied Linguistics*. Harmondsworth: Penguin Books Ltd.
- Corder, S. P. (1974). *Error Analysis*. Oxford: Oxford University Press.
- Corder, S. P. (1971). *Error analysis and interlanguage*. Oxford. Oxford University Press.
- Cresswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed method research*. (2nd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Creswell, J. W. (2012). *Research design: Qualitative, quantitative, and mixed methods Approaches*. (3rd ed.). Sage Publications, Inc.
- Crystal, D. (2003). *A Dictionary of Linguistics and Phonetics*. (5th ed.). London: Blackwell.
- Crystal, D. (2006). *The Fight for English*. Oxford: Oxford University Press.
- Cunningworth, A. (1987). *Evaluation and Selecting EFL Materials*. London: Heinemann Education Book.
- Darus, S., & Ching, K. H. (2009). Common errors in written English essays of form one Chinese students: A case Study. *European Journal of Social Science*. 10 (2), 245-246.
- Dash, N. K. (2005). *Selection of the Research Paradigm and Methodology*. Manchester: Manchester Metropolitan University Press.
- Dudley-Evans, T. & St John, M. (1998). *Developments in English for Specific Purposes: A multidisciplinary approach*. Cambridge: Cambridge University Press.
- Eastwood, J. (2002). *Oxford Guide to English Grammar*. Oxford: Oxford University Press.

- Education Management Information System (EMIS). (2015). *Education Statistics*. Okahandja: NIED.
- Ekwueme, J. & Ukazu, J. (2020). The contributions of morphology and syntax to the study and use of the English language. *Nsukka, Enugu State, Nigeria; Department of Igbo, School Languages, Federa College of Education Pankshin*.
- Ellis, R. & Johnson. (2008). *The Study of Second Language Acquisition*. (2nd ed.). Oxford: Oxford University Press.
- Eticha, D. and H.Z. Woldemariam. (2018). The pragmatic knowledge of university lecturers: a case study. *International journal of research in social science*. vol. 8 (1), 30-45. Impact Factor: 7.081.
Also available at: http://www.ijmra.us/project%20doc/2018/IJRSS_JANUARY2018/IJMRA-12854.pdf
- Essays, UK. (2018). *Contrastive Analysis and Error Analysis*. Retrieved on 18 October 2019 from: <https://www.ukessays.com/essays/english-language/contrastive-analysis-and-error-analysis-english-language-essay.php?vref=1>.
- Faisal, W. M. (2013). Syntactic Errors Made by Students of Department of Educational and Psychological Sciences. *University of Babylon: College of Education for Human Sciences*.
- Farooq, O. & Wahid, R. (2020). Analyzing Syntactic Errors in EFLText. *Language in India*. Vol. 19:2. Retrieved from www.languageinindia.com ISSN 1930-2940 19:2 February 2019.
- Fauziati, E. (2014). Contrastive Analysis, Transfer Analysis, Error Analysis, and Interlanguage: Four Concepts One Goal. *Ahmad Dahlan Journal of English Studies (ADJES)*, 1(1-2), 9-21.
- Fisiak, J. (1981). *Contrastive Linguistics and the Language of Teacher*. Oxford: Oxford University Press.
- Fivaz, D. (1986). *A reference grammar of Oshindonga. African studies of the academy*. Windhoek: University of Namibia.
- Fivaz, D. (2003). *A reference grammar of Oshindonga. African studies of the academy*. (2nd ed.) Windhoek: University of Namibia.

- Fromkin, V., Rodman, R., & Hyams, N. (2011). *An introduction to Language*. (9th ed.). Canada: Lachina Publishing Services.
- Gass, S. M. & Selinker, L. (2008). *Language Acquisition: An Introductory Course*. UK: Routledge.
- Goner, Phillips, & Walters. (1995). *Teaching practice handbook: Structures, grammar and function*. Heinemann, 129-138.
- Gurtubay, B. S. (2009). *Lexical error analysis in the written production of students of English as a second language: a pilot study*.
- Hafiz, M. S. (2018). Analysis of Syntactic Errors in English Writing: A Case Study of Jazan University Preparatory Year Students. *Journal of Education and Practice* 9(11) ISSN 2222-1735: Retrieved 18 January 2020 from: www.iiste.org.
- Haimbodi, K. N. & Woldemariam, H. Z. (2019). Literary Activities for the Teaching of English in a Namibian High School Setting: A Case Study. *Ethiop.j.soc.lang.stud. Vol.6.No.2*, pp.117-136.
- Haludilu, R. I. & Woldemariam, H. Z. (2019). *A syntactic error analysis of the essays of second year students at NUST: A case study*. Namibia University of Science and Technology. Windhoek: Namibia.
- Hamakali, H. (2013). An Examination of Korean students' pronunciation of English consonants: The relationship between perception and production. *Journal for Studies in Humanities and Social Sciences* 2(1), 158-168.
- Hamakali, H. P. S. & Mbenzi, P. A. (2016). Exploring the problems of second language learners' English pronunciation: A contrastive analysis of English and Oshiwambo (Oshikwanyama). *JULACE: Journal of University of Namibia Language Centre Volume 1*, No. 1, 2016 (ISSN 2026-8297)
- Hamdi, S. (2016). An analysis of lexical errors in the English compositions of EFL Tunisian learners. *International journal of humanities and cultural studies*, 4(2), 2356-5926.

- Hammer, J. H. & Rice, F. A. (1965). *A Bibliography of Contrastive Linguistics*. Center for Applied Linguistics. Washington D.C.
- Hasheela, P. (1981). *Oshikwanyama Shetu*. Gamsberg Publishers: National Book Printers.
- Hasheela, P. (2010). *Oshikwanyamenena Shipe: Ondodo 10-12*. Macmillan Education Publishers (Pty) Ltd: Malaysia.
- Hemchua, S. & Schmitt, N. (2006). An analysis of lexical errors in the English compositions of Thai students. *Prospect*, 21, 3-25.
- Henning, G. H. (1973). Remembering Foreign Language Vocabulary: Acoustic and Semantic Parameters. *A journal of research in Linguistic studies*.
- Heydari, P. & Bagheri, M. S. (2012). *Error Analysis: Sources of L2 Learners' Error*. Theory and Practice in Language Studies, 1583-1589.
- Hippisley, A. (2010). *Lexical Analysis*. Retrieved on 03 March 2021 from https://uknowledge.uky.edu/lin_facpub/66
- Ho, C. M. L. (2003). Empowering English Teachers to Grapple with Errors in Grammar. *The Internet TESL Journal*, Vol. IX, No. 3, March 2003. Retrieved on 28 November 2021 from http://iteslj.org/Techniques/Ho_Grammar_Errors.html
- Kamati, N. and Woldemariam, H. Z. (2016). Causes of the underachievement of grade 12 learners in English as a second language: a case study. *NAWA journal of language and communication*. Vol 10 (2), 32-48. <http://ir.nust.na/xmlui/handle/10628/672>
- Ihejirica, R. C. (2014). *Literature and English Language Teaching and Learning: A Symbiotic Relationship*. Nigeria, Online Published.
- lipinge, K. (2013). English lingua franca as language of learning and teaching in Northern Namibia: A report on Oshiwambo teachers' experiences. *Unpublished master's thesis*. Cape Town: University of Stellenbosch.
- lipinge, K. (2018). Consequences of Ideology and Policy in the English Second Language Classroom: The Case of Oshiwambo-speaking Students in Namibia.

- lipinge, K. (2018). *Consequences of ideology and policy in the English second language classroom: The case of Oshiwambo-speaking students in Namibia* (Doctorate Thesis). Cape Town: University of Western Cape.
- James , C. (1998). *Errors in Language Learning and Use: Exploring Error Analysis*. Harlow, U.K. Addison Wesley Longman.
- James, C. (1968). *Contrastive linguistics*. Edinburg, UK: Longman Group Limited.
- James, C. (1974). Linguistic Measures for Error Gravity. *Audio-Visual Language Journal*, Vol 12, 1, 3-9.
- James, C. (2014). *Contrastive Analysis*. New York: Pearson Education Limited.
- Javaid, A. (2017). *Error Analysis of English Essays written by Students of Southern Punjab, Munich*. GRIN Verlag. Retrieved on 18 October 2019 from: <https://www.grin.com/document/425071>
- Jie, X. (2008). Error Theories and Second Language Acquisition. *US-China Foreign Language*. 6, 35.
- Johansson, S. (1973). The Identification and Evaluation of Error in Foreign Languages: A Functional Approach. In Svartvik, J. ed. *Errata*.
- Johnson, K. & Johnson, H. (1999). *Encyclopedic Dictionary of Applied Linguistics*. Retrieved December 6, 2019, from Blackwell Reference Online: http://www.blackwellreference.com/public/tocnode?id=g9780631214823_chunk_g97806312148239_ss1-15
- Jurianto, R. A. (2015). An Analysis of Lexical Errors in the English Narrative Writing Produced By the Tenth Grade Students of SMA Negeri 9 Surabaya in EFL Classroom. *Volume 04 Number 02.English Department, Universitas Airlangga*.
- Kanyakorn. S., Jiraporn, L., & Rattaneekorn, P. (2017). An Analysis of Errors in Written English Sentences: A Case Study of Thai EFL Students. *Department of English for International*

Communication. English Language Teaching; Vol. 10, No. 3; 2017. Published by Canadian Center of Science and Education.

Kapolo, F. L. (2013). *Analysis of writing errors made by grade 11 learners in English: a case study of two secondary schools in the Omusati education region in Namibia* (Doctoral dissertation). Namibia: University of Namibia.

Kapolo, F. L. N. (2013). Analysis of writing errors made by grade 11 learners in English: a case study of two secondary schools in the Omusati education region in Namibia.

Karuru, D. W. (2013). Borrowing and communication in language: The impact of morphological adaptation process. *International Journal of Education and Research*, 1, 1-14.

Kaweera, C. (2013). Writing Error: A Review of Interlingual and Intralingual Interference in EFL Context. *English Language Teaching; Vol. 6, No. 7; 2013 ISSN 1916-4742 E-ISSN 1916-4750. Canadian Center of Science and Education. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1077017.pdf>*

Kesharvarz, M. H. (1994). *Contrastive Analysis and Error Analysis*. Tehran: Rahnama Publications.

Khansir, A. A. (2012). *Error Analysis and Second Language Acquisition. Theory and Practice in Language Studies*, 2 (5), 1027-1032.

Khatter, S. (2019). An analysis of the common Essay Writing Errors among EFL Saudi learners. *Arab World English Journal (AWEJ), Volume 10 (3) 364-381.*

Kothari, C. R. (2004). *Research methodology: Methods and techniques*. (2nd ed.). Daryaganj: New Age International (PTY) Ltd Publishers.

Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. New York: Longman.

- Krishnamurthy, S., Kangira, J., Tjiramanga, A., & Beukes, B. (2010). An analysis of English errors made by Polytechnic of Namibia students. *NJLC, Volume 4: Number 2*, December 2010; *Volume 5*, 1 June 2011.
- Kumar, R. (2011). *Research Methodology: A step-by-step guide for beginners*. (3rd ed.). London: Sage Publication.
- Ladefoged, P. (1982). *A course in phonetics*. New York: Harcourt Brace.
- Lado, R. (1957). *Linguistic across cultures: Applied linguistic for language teachers*. Ann Arbor, Michigan: University of Michigan Odlin.
- Lado, R. (1957). *Linguistics across Cultures*. Ann Arbor: University of Michigan.
- Laufer, B. (1991). Some properties of the foreign language learner's lexicon as evidenced by lexical confusions. *International Review of Applied Linguistics*, 29, 317-330.
- Lazar, G. (1993). *Literature and Language Teaching*. London: Cambridge University press.
- Lee, W. R. (1968). "Thoughts on Contrastive Linguistics in the Context of Foreign Language Teaching." In Alatis (pp. 185-194).
- Lerner, J. (2000). *Learning disabilities*. USA: Houghton Mifflin Company.
- Llach, M. P. A. (2011). *Lexical Errors and Accuracy in Foreign Language Writing*. Bristol: Multilingual Matters.
- Llach, P. A. (2015). Lexical errors in writing at the end of primary and secondary education: Description and pedagogic implications. *Porta Linguarum*, 23, 109-124.
- Lodico, M., Spaulding, D. & Voegtler, K. (2010). *Methods in Educational Research: From Theory to Practice*. (2nd ed.). San Francisco, CA: Jossey-Bass.
- Lungu, I. (2003). A Linguistic Approach to Error Analysis in Teaching English as a Second Language. *Ovidius University Annals of Philosophy* .Vol. XIV, No. 323-328.

- Manan, A. A., Zamari, Z. M., Pillay, I. A. S., Adnan, A. H. M., Yusof, J., Raslee, N.N. (2017). Mother Tongue Interference in the Writing of English as Second Language (ESL) Malay Learners. *International Journal of Academic Research in Business and Social Sciences*, Vol. 7, No. 11 ISSN: 2222-6990.
- Mbenzi, P. (2008). *Elaka lyoonekulu*. Unpublished manuscript.
- Mena, V. V., & Saputri, K. (2018). A contrastive analysis between English and Indonesian prefixes and suffixes in the descriptive texts of student's textbooks. *English Community Journal*. Vol. 2. No. 1: 175–182.
- Ministry of Basic Education, Sport and Culture. (2003). *The language policy for schools in Namibia*. Produced by the Upgrading African Languages Project (AfriLa), Namibia, supported by gtz and implemented by NIED.
- Mizza, D. (2014). The First Language (L1) or Mother Tongue Model Vs. The Second Language (L2) Model of Literacy Instruction. *Journal of Education and Human Development September 2014*, Vol. 3, No. 3, pp. 101-109.
- Mohajan, H. K. (2017). Two Criteria for Good Measurements in Research: Validity and Reliability. *Annals of Spiru Haret University*, 17(3): 58-82.
- Mohammed, H. (1980). The Problem of Certain Phonological Peculiarities of English for Speakers of Arabic. *Idelti Journal*. No.20.
- Monghnode, T. and Woldemariam, H. Z. (2015). The English language needs of business students of Adama Science and Technology University, Ethiopia. *NAWA journal of language and communication*. Vol. 9 (1), 150--193. DOI: [435095414](https://doi.org/10.4236/ajol.2015.91015).
- Mostert, L. M. & Van Wyk, J. (2016). The influence of mother-tongue and gender on the acquisition of English (L2). The case of Afrikaans in Windhoek schools, Namibia. *Cogent Education*, 3(1): 1-12.
- Mungungu, S. S. (2010). *Error Analysis: investigating the writing of ESL Namibian learners*. Retrieved on 17 July 2021 from

https://uir.unisa.ac.za/bitstream/handle/10500/4893/dissertation_mungungu_ss.pdf?sequence=1&isAllowed=y

Nakale, M. (2004). *English paper writing test is unfair*. (Online). Available <http://www.namibian.com.na>.

Namibia University of Science and Technology (2021). English Communication service courses. Retrieved on 08 December 2021 from: <http://fhs.nust.na/?q=english-communication-service-courses>

Namibian Language Policy for Schools (2003). *English medium of instruction*. Ministry of basic education, sport and culture.

Newman, P. (2000). *The Hausa language: An encyclopaedic reference grammar*. New Haven: Yale University Press.

Ngangbam, H. (2016). An analysis of syntactic errors committed by students of English language class in the written composition of Mutah University: A case study. *European Journal of English Language, Linguistics and Literature* Vol. 3, No. 1, 2016 ISSN 2059-2027.

Nghikembua, A. (2014). *Error analysis in a learner corpus: A study of errors amongst grade 12 Oshiwambo speaking learners of English in northern Namibia*. Retrieved 12 July 2020 from: <https://core.ac.uk/download/pdf/145055973.pdf>

Nghikembua, T. N. (2020). Learning to Read and Spell in Oshikwanyama Language Precursors, Dynamics and Teacher Knowledge of Early Literacy Instruction. Retrieved on 02 October 2021 from <https://jyx.jyu.fi/handle/123456789/72466> <https://jyx.jyu.fi/handle/123456789/72466>

Norrish, J. (1987). *Language learning and their errors*. London: Macmillan Publisher Ltd.

Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.

- Nunan, D. (2001). *Second Language Acquisition*. Carter, R. & Nunan, D., (eds.). The Cambridge Guide to Teaching English to Speakers of Other Languages [C], pp 87-92. Cambridge: Cambridge University Press.
- Nurse, D. (2003). *Aspect and tense in Bantu languages*. In Nurse, D. & Philippson, G. (Eds.). *The Bantu Languages*. London: Routledge.
- Nurse, D. (2008). *Tense and Aspect in Bantu*. Oxford: Oxford University Press.
- Nzama, M. V. (2010). *Error Analysis: A Study of Errors Committed by Isizulu Speaking Learners of English in Selected Schools*. (Master dissertation). Retrieved from <http://uzspace.uzulu.ac.za/handle/10530/615> 1-87
- Ola-Busari, J. (2016). Lack of reading culture and literacy in the Namibian educational system: Some propositions for social responsibility. *Journal of Namibian Studies*, 19 (2016): 91 – 108. ISSN 2197-5523 (online).
- Omar, A. A., & Gul Sher, K.R.M. (2018). Analysis of syntactic errors in English writing: A case study of Jazan University preparatory year students. *Journal of Education and Practice*, 9(11), 129-136.
- Organisation for Economic Co-operation and Development (2018). *The future of education and skills Education 2030: The future we want*. Retrieved on 09 December 2021 from: [https://www.oecd.org/education/2030/E2030%20Position%20Paper%20\(05.04.2018\).pdf](https://www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2018).pdf)
- Owu-Ewie, C. & Williams, R. (2017). Grammatical and Lexical Errors in Students' English Composition Writing: The Case of Three Senior High Schools (SHS) in the Central Region of Ghana. College of Languages Education, University of Education, Winneba, Ghana. *Sino-US English Teaching*, Vol. 14, No. 8, 463-482 doi:10.17265/1539-8072/2017.08.001.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods*. (3rd ed.). Thousand Oaks, CA: Sage.

- Pritchard, R. J. & Haneycut, R. L. (2005). *The process of approach to writing instruction, examining its effectiveness: Handbook of writing research*. USA: Guidford Press.
- Radford, A. (2009). *An Introduction to English Sentence Structure*. Cambridge: Cambridge University Press.
- Ratih, E. & Gusdian, R. I. (2018). Word formation processes in English new words of oxford English dictionary. *A Journal of Culture, English Language Teaching, Literature & Linguistics*. Volume 5, No 2. ISSN 2621-9158.
- Rensburg, R. (1983). Contrastive analysis and its relevance to language teaching. *Literature*. 4. 10.4102/lit.v4i2.967.
- Republic of Namibia. (2014). Namibian Constitution: Third Amendment. *Act 8 of 2014*.
- Richards, J. C. (1971). A Non- Contrastive Approach to Error Analysis. *Journal of ELT*. 25, 204-219.
- Richards, J. & Schmidt, R. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics*. (3rd Ed.).
- Richards, J. C. (1974). *Error analysis and second language strategies*. Rowley, MA: Newbury House.
- Richards, J. C. (1984). *A non-contrastive approach to error analysis, English Language Teaching*. 25, pp 204-219.
- Richards, J. C., & Schmidt, W.R. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics*. Routledge: Pearson Longman.
- Rivers, W. M. & Temperley, M. S. (1978). *A practical Guide to the Teaching of English*. Oxford. Oxford University Press.
- Rosburg, J.A. (2013). *Segmental phonology and morphology in Kwanyama*. Johannesburg: University of Witwatersrand. Thesis.

- Sadiku, L. M. (2015). The importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour. *European Journal of Language and Literature Studies*. Vol.1, No. 1. ISSN 2411-4103.
- Saini, S. (2016, November). *Contrastive and Error Analyses in Inverted Order to Facilitate English, Language Teaching*. Beyond Words, 4(2), 158-167. Retrieved from <http://journal.wima.ac.id/index.php/BW>
- Seyyed, H. K. (2012). *School of Languages, Literacies and Translation*. Malaysia: Universiti Sains Malaysia, doi:10.5296/jse.v2i3.1892 URL: <http://dx.doi.org/10.5296/jse.v2i3.1892>
- Shatepa, I. N. (2019). An analysis of semantic and syntactic negation in Oshiwambo and English. *JULACE: Journal of University of Namibia Language Centre*. Volume 4, No. 2, 2019 (ISSN 2026-8297).
- Shekhzadeh, E. & Gheichi, M. (2011). Account of Sources of Errors in Language Learners' Interlanguage. *International Conference on Languages, Literature and Linguistics IPEDR*, 26, 159-162.
- Skutnabb, K. T. (1981). *Bilingualism or not: The education of minority*. England: Multilingual Matters Ltd.
- Smith, S. E. (2003). *Data Analysis*. Retrieved On October 20, 2019, from: <http://www.wisegeek.com/what-is-data-analysis.htm>
- Spradley, J. P. (1979). *The ethnographic interview*. New York: Holt, Rinehart & Winston.
- Stockwell, R., Bowen, J & Martin, J. (1965). *The grammatical structure English and Spanish*. Chicago: Chicago University Press.
- Swan, M. & Smith, B. (2001). *Learner English*. Cambridge: Cambridge University Press.
- Tajareh, M. J. (2015). An Overview of Contrastive Analysis Hypothesis. Retrieved on 08 December 2021 from: <https://dergipark.org.tr/tr/download/article-file/713830>
- Tesema, S. A. and Woldemariam, H. Z. (2016). An evaluation of the specific English language

- needs of the students of engineering: a case study. *NAWA journal of language and communication*. 10 (1), 18-46. DOI=123738867.
- Trianingsih, R. E. (2010). *An Error Analysis on Recount Text Written by the Eight Year Students of Smp Negeri 2 Juwiring Klaten*. (Bachelor dissertation). Retrieved from <http://eprints.ums.ac.id/9771/1/A320050284>
- Tulloch, G. (1990). *English Grammar: A short guide*. South Australia: Flinders Press.
- UK Essays. (November 2018). *The Significant Grammatical Error Subject Verb Agreement English Language Essay*. Retrieved from <https://www.ukessays.com/essays/english-language/the-significant-grammatical-error-subject-verb-agreement-english-language-essay.php?vref=1>
- University of Namibia-CES. (2004). *CES Study guides: methods of Teaching English*. UNAM: Windhoek.
- Usha, P. & Kader, N.A. (2016). Syntactic and morphological error analysis in English language among secondary school students of Kerala. *IOSR Journal of Humanities and Social Science*, 21(2), 99-103.
- Valdes, J. (Ed.). (1986). *Culture Bound: Bridging the Cultural Gap in Language Teaching*. Cambridge: Cambridge University Press.
- Vance, T. (1987). *An introduction to Japanese phonology*. Albany: State University of New York Press.
- Viera, R. T. (2017). Vocabulary knowledge in the production of written texts: a case study on EFL language learners. Language Cultural Center, Technical University of Cotopaxi. *ESPOL – RTE, Vol. 30*, N. 3, 89-105.
- Wayar, B. & Saleh, A. (2016). An analysis of the causes of English grammatical errors in communicative genre: A case study of mathematics students at Gombe State University, Nigeria. *Journal of Educational Research and Review Vol. 4*(5), pp. 45-53, October 2016 ISSN: 2384-7301.

- Weinreich, U. (1953). *Language in contact*. The Hague: Mouton.
- Whitman, R. L. (1972). Contrastive Analysis: Problems and Procedures, *Language learning*, volume 20.
- Wilkins, D. A. (1972). *Linguistics in language teaching*. London: Edward Arnold.
- Witbeen, P.P. and Woldemariam, H.Z. (2020). Multiculturalism and Communication in the HE Classroom Context: A Namibian Case Study. *International journal of multidisciplinary comparative studies*. University of Greenwich (London). Volume 7 Nos. 1-3, 2020, pp.20...43 <http://www.ijmcs-journal.org/wp-content/uploads/2021/03/PETRINA-PATRICIA-WITBEEN-HAILELEUL-ZELEKE-WOLDEMARIAM.pdf>
- Woldemariam, H.Z. and Hundessa, AB. (2021). Assessment of Doctor-Patient Communication at Adama Hospital Medical College: A Symbolic Interactionist Perspective. *Arsi Journal of Sciences and Innovations*. 6(2)pp 35--75. <https://www.arsiun.edu.et/index.php/2015-11-01-15-27-32/research-publication-dissemination/arsi-journal-of-science-innovation/current-issue>
- .Woldemariam, H. Z. (2015b).Enhancing linguistic competence through a formalist stylistics approach. *NAWA journal of language and communication*. Vol. 9 (2) 94-116
- Wolfaardt, D. (2002). Facilitating learning through medium of instruction: Namibia's language policy, in Lewis, S. G. (Ed). *Inform reforming reform: Namibian research to inform education policy and practice* (1). Windhoek: Ministry of Education. 67-85.
- Ziahosseiny, S. M. (1999). *A contrastive analysis of Persian and English and error analysis*. Tehran: Nashr-e Vira.
- Zimmerman, W. & Hasheela, P. (1998). *Oshikwanyama Grammar*. Windhoek: Namibia. Macmillan Publishers (Pty) Ltd.

Appendices

Appendix 1



**NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY**

13 Jackson Kaujeua Street
Private Bag 13388
Windhoek
NAMIBIA

T: +264 61 207 2118
F: +264 61 207 9118
E: registrar@nust.na
W: www.nust.na

Office of the Registrar

30 October 2020

Ms. Kandishi-Omupika Ndeshipandula Haimbodi
Email: kandyndeshihaimbodi@yahoo.com
Windhoek
NAMIBIA

Dear Ms. Haimbodi

RE: CONSENT TO CONDUCT YOUR RESEARCH WITH THE NAMIBIA UNIVERSITY OF SCIENCE AND TECHNOLOGY STAFF AND STUDENT

The email dated 28 October 2020, has reference.

Approval is hereby granted for you to conduct the research on *"A contrastive error analysis of the English essays of Oshiwambo speaking 2nd year students of the Department of Agriculture and Natural Resources Sciences at the Namibia University of Science and Technology."*

Any information gathered during the research is to be used for the purpose of the study only and must be treated as confidential. The results of the study should be shared with the University. Individual information of staff and students will not be made available, nor will biographical information of students be made available in such a way that individual students can be identified.

I wish you all the best with your research.

Yours sincerely,

**Ms. Selma Heelu
ACTING REGISTRAR**

CC: Deputy Vice-Chancellor: Research and Innovation
Assistant Registrar



Appendix 2

FACULTY RESEARCH ETHICS COMMITTEE (F-REC)

DECISION: ETHICS APPROVAL

Ref: S002/2020
Student no.: 212015443

Issue Date: 25 February 2020

RESEARCH TOPIC

Title: A contrastive error analysis of the English essays of Oshiwambo speaking 2nd year students of the Department of Agriculture and Natural Resources Sciences at NUST

Researcher: Ms Kandishi-Omupika Ndeshipandula Haimbodi
Tel: +264 81 490 6883
E-mail: kandyndeshihaimbodi@yahoo.com

Supervisor: Prof Haileleul Z Woldemariam
E-mail: hwoldemariam@nust.na

Dear Ms Haimbodi,

The Faculty of Human Sciences Research Ethics Committee (F-REC) of the Namibia University of Science and Technology reviewed your application for the above-mentioned research. The research as set out in the application has been approved.

We would like to point out that you, as principal investigator, are obliged to:

- maintain the ethical integrity of your research,
- adhere to the Research policy and ethical guidelines of NUST, and
- remain within the scope of your research proposal and supporting evidence as submitted to the F-REC.

Should any aspect of your research change from the information as presented to the F-REC, which could have an effect on the possibility of harm to any research subject, you are under the obligation to report it immediately to your supervisor or F-REC as applicable in writing. Should there be any uncertainty in this regard, you have to consult with the F-REC.

We wish you success with your research, and trust that it will make a positive contribution to the quest for knowledge at NUST.

Sincerely,

Dr Hennie J Bruyns

Prof Alinah K Segobye

Chairperson: FREC

Tel: +264 61 207-2988 / 7

E-mail: hjbruyns@nust.na

Dean: FoHS

Tel: +264 61 207-2418

E-mail: asegobye@nust.na

Appendix 3: Research Tools

Essay writing

Dear respondent

The municipality of your town has a problem with regard to mounting unpaid municipal bills, causing financial unsustainability. Write an essay in which you:

- Indicate the duration of the problem
- discuss at least **three** revenue collection measures to minimise debt accumulation
- discuss any problems these may cause.
- include possible solutions which will minimise debt accumulation and increase municipal income.

Outline of the essay

- The essay should at least be 300-350 words long.
- The essay should have at least three distinct body paragraphs, each discussing a solution and its positive and negative effects.
- Each paragraph consists of a clear topic sentence, supporting sentences (and concluding sentence - where needed).
- The focus should be one particular solution per paragraph.

Appendix 4: Language editor certificate



The Language Experts

A DIVISION OF PAN AFRIKAN PUBLISHING AND ACADEMIC CONSULTANCY

PROOFREADING, COPYEDITING, LANGUAGE RESEARCH AND CONSULTANCY, TRANSLATIONS

12 Andromeda Court
Windhoek, Namibia

03 January 2022

RE: CONFIRMATION OF COPYEDITING AND PROFESSIONAL PROOFREADING

To whom it may concern

This serves to certify that I have proofread Kandishi-Omupika Ndeshipandula Haimbodi's thesis titled *A contrastive error analysis of English essays by Oshiwambo speaking 2nd year students in the Department of Agriculture and Natural Resources Sciences at NUST*.

I confirm that I proofread the entire thesis and removed all mistakes and errors in spelling, grammar and punctuation. Where necessary, I also improved the structure of sentences without affecting the content and intended meanings as envisioned by the student. I also declare that I am qualified to do professional editing and proofreading

Please feel free to contact me should you need further clarification.

Regards,

Dr Collen Sabao

(BA Hon English and Communication, MPhil Linguistics, PhD Linguistics, ACLS Fellow, AHP Fellow)

E-mail: sabaocol@gmail.com

Cell: +264 803050871