The Influence of Interlanguage Processes on Errors in the Written English of Form Three Students in Secondary Schools in Naivasha Sub-County, Kenya

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Abstract
Learner errors are an inevitable sign of human fallibility. They thus always exist in second language learning and become a source for studying the system of the learners' interlanguage. As a language system, interlanguage has at least three main characteristics; systematicity, permeability and fossilization. Writing skills are important for effective communication. A recent survey of writing competence among students in schools shows that majority of them cannot write properly. Low levels of writing skills in Naivasha Sub-county have greatly affected the overall mean scores in the KCSE examinations with below average performance recorded in English. This study investigated the relationship between the interlanguage processes and the learning processes manifested in the errors contained in the written English of Form three students in public secondary schools in Naivasha Sub-county. This was necessitated by the fact that no studies on second language acquisition had been conducted in the region. The objective of the research was to relate the errors in the written English of the Form three students in public secondary schools in Naivasha Sub-county to the interlanguage processes. The population was the 2779 Form three students in public secondary schools in Naivasha Sub-county. The sample was 278 students drawn from 7 schools sampled from the 32 schools in the Sub-county. The study employed the descriptive survey research design. The purposive sampling technique, the simple random sampling technique and the cluster sampling technique were used to determine the sample. The instrument used to collect the data was an essay. The students' essays were marked for language errors. These errors were explained using Selinker's Interlanguage theory. Descriptive statistics was also employed and the findings were presented in the form of tables, figures and excerpts of transcripts as examples. The study revealed four of the interlanguage processes as being responsible for the errors in the written English of the Form three students. They are: transfer of language; strategies of second language communication; overgeneralization and strategies of second language learning. The study could not ascertain whether the fifth interlanguage process, transfer of training, had any influence on the students' written English. The study recommends that schools should set up web sites for creative writing where students can post creative writing articles on a regular basis to help them improve their writing skills in the English language. Students should be encouraged to participate in online international and national creative writing competitions to help broaden their outlook and improve their writing skills in English. The findings, it is hoped, will provide insights to the existing body of knowledge on studies in second language acquisition.

Keywords: Errors, form three students, interlanguage processes, relationship.

Introduction
All learners make errors in learning a new language (Corder, 1967). The learner's target language (TL); that is, the output always contains errors. In general, such errors are considered as an inevitable sign of human weaknesses as a consequence of lack of attention, poor memory, incomplete knowledge on the part of the learners or inadequacy of the teachers' teaching. Errors are inevitable in any learning situation which requires creativity

such as in learning a foreign language. Current literature views errors not just as deviations but rather as a source for studying the process/strategies used by the learner in learning the TL. They are evidence about the nature of the process and of the rules used by the learner at certain stages in the learning of the second language (Corder, 1967).

Communicative strategies are resources employed by learners to communicate their ideas in the second language when they have limited active knowledge of the second language. Interlanguage is the most common phenomenon as well as the most common communicative strategy employed by learners. Interlanguage is a stage during second language acquisition. When mastering a target language (TL), second language (L2) learners develop a linguistic system that is self-contained and different from both the learner's first language (L1) and the target language (Nemser, 1971). This linguistic system has been variously called interlanguage (IL) (Selinker, 1972), approximate system (Nemser, 1971).

According to Omaggio (1993), the ability to write well is not a naturally acquired skill; it is usually learned or culturally transmitted as a set of practices in a formal instructional setting or other environment. Writing skills must be practised and learned through experience. Writing also involves composing, which implies the ability either to tell or retell pieces of information in the form of narratives or description, or to transform information into new texts, as in expository or argumentative writing. Myles (2002) explains that compared to students writing in their first language (L1), students writing in their L2 have to also acquire proficiency in the use of the language as well as writing strategies, techniques and skills.

Most Kenyan citizens are multilingual. They have an indigenous language, a national language-Kiswahili, and English which is taught in schools and is also a medium of instruction. English is acquired as a second or third language. It is examined at the national examinations but the students' performance has been unsatisfactory for successive years. Since the examinations are presented in written English, this could indicate that the students have a problem in mastering English as a second language. This is evident in the results posted in the English subject in the Kenya Certificate of Secondary Examinations in Naivasha Sub- County as seen in table one.

Table 1: Naivasha Sub-County K.C.S.E Subject Analysis (English)

2009	2010	2011	2012	2013
5.2	5.08	5.383	4.718	4.7831

Source: Naivasha Sub-county education office

Occurrence of errors is a natural phenomenon which can happen even in L1 production but it is more easily corrected by an L1 user as he/she can quickly identify it as an error and knows its correction. Unlike the L1 situation of error correction, the L2 learner needs an effective feedback about his/her errors along with the appropriate remedial process to correct the errors and monitor the recurring process as a conscious process to minimize errors (Myles (2002). Committing errors is a reflection of the cognitive activity of a learner and tells us a great deal about the internalized process of language production (Corder, 1981).

The written English of Form three students in public secondary schools in Naivasha Sub-County contains errors as the students are in the process of acquiring English as a second language in a formal setting. It is against this backdrop that the current study sought to examine the relationship between the interlanguage processes and the learning processes manifested in the errors contained in the written English of the Form three students in public secondary schools in Naivasha Sub-County.

Methods and Materials

The study used the descriptive survey research design. This design provides numeric descriptions of some part of the population. It describes and explains events as they are, as they were or as they will be. It considers issues such as economy of the design, rapid data collection and the ability to understand a population from a part of it. It is suitable for extensive research (Mugenda & Mugenda, 2003).

The study on the influence of the Interlanguage processes on the errors in the written English of Form three students in public secondary schools was conducted in Naivasha Sub County of Nakuru County. The target population was all secondary school students in the Sub-County. The accessible population was all the Form three students. The Form three students were selected so as to find out their level of mastery of the English language as they entered their final year in secondary school. Naivasha Sub-County was chosen as it had been observed from the KCSE examination results (Naivasha Sub-County education report, 2014) that the students did not perform well in the English language. There are 32 public secondary schools in Naivasha Sub-County and 2,779 Form three learners (Naivasha Sub-County Education office).

The study used both probability and non-probability sampling strategies. Form three students were purposefully selected for the study. Seven schools were randomly sampled. Clusters of participants in the sampled schools were formed and they wrote an essay. The sample consisted of 278 participants selected from the 2,779 Form three students in secondary schools in Naivasha Sub-County (Naivasha Sub-County education report). The 278 participants were distributed as clusters of 56 where possible as some schools had few students enrolled in Form three.

The instrument used in the study was a standardized test. The test took the form of an essay chosen from a suitable Form three course work text, Headstart Secondary English Form Three (Bukenya, Kioko, Njeng'ere, 2004), that has been approved by the Ministry of Education. Tarone (1982; 1983, as cited by Ellis 1985) claims that the vernacular style of interlanguage is primary, represents unmonitored capability and is internalized spontaneously. It is a process of 'creative construction'. It can be expected to be observed only in studies which have examined spontaneous unmonitored use. It is unlikely to emerge in studies based on data collected by imitation, translation or other elicitation devices, which will reflect a careful interlanguage style. There is considerable evidence in Second Language Acquisition (SLA) research to show that the nature of the task influences the kind of language that is observed (Ellis, 1985). He states that there is a danger in mixing data from different sources making it impossible to distinguish one interlanguage style from another. Larsen-Freeman (1976, as cited by Ellis, 1985) found a different morpheme order according to whether the task was speaking, listening, reading, writing or elicited imitation. If the data from such a range of tasks are not kept separate, the systematicity of interlanguage will be disguised.

It is for these reasons that the researcher chose one instrument; an essay, to gather the data needed; one that would capture the spontaneity of the students' creativity in the second language so as to get unmonitored language and eliminate the risk of collecting data with several different interlanguages if more than one instrument was used. The selection of this tool, therefore, was guided by the nature of the data to be collected, the time available as well as by the objectives of the study.

The researcher ensured that enough copies of the research instrument were printed. The respective Principals of the sampled schools were contacted prior to the actual data collection day. On agreed dates, the researcher visited the sampled schools; created a rapport with the participants and their teachers. The researcher administered the research instrument

with the assistance of the subject teachers. The test, which lasted one hour, was timed. At the expiry of the hour, the responses were collected.

The data was analysed through content analysis following the framework of Error Analysis and that of Interlanguage processes. The study adopted both qualitative and quantitative data analysis procedures. Descriptive statistics was used to present data through the use of charts and percentiles. The results obtained gave the researcher the basis for making inferences about the phenomenon under study.

Interlanguage Processes and Errors in Second Language Acquisition

Interlanguage processes, which are identified by the errors made by the second language learners in their spoken or written texts, are as a result of cognitive processes. There are five interlanguage processes responsible for the errors in the second language learners' target language. The five processes are: Language transfer; overgeneralization of target language rules, transfer of training; strategies of second language learning; and strategies of second language communication.

The data, which were the errors in the learner's utterances, were scanned so as to discover which processes were at work. As learner strategies cannot be observed directly, they were inferred from language behaviour. The learners used a variety of strategies to help them communicate in the second language. However, the study was unable to ascertain whether transfer of training contributed to the making of the errors in the written text of the Form three students. Transfer of training refers to when an incorrect rule enters the learner's system as a result of instruction. It was not possible to determine from the data collected whether the teacher's teaching had any influence on the errors in the learner's second language or not.

The study limited itself to analysing the relationship between the interlanguage processes and five categories found in the English language. The categories were: Grammatical; Syntactical; Semantic; Lexical; and Morphological.

Relationship between Strategies of Second Language Communication and Errors

The study determined that the interlanguage process that had the greatest impact on the errors in the Form three students' target language was the strategies of second language communication which accounted for 3,436 or 63.7 percent of the errors made. This process refers to the learner's tendency to avoid words he or she is not sure about by paraphrasing, substitution, coining new words; switching to the first language; circumlocution, mimicry and semantic avoidance.

This interlanguage process impacted most strongly on the grammatical category in the nine different sub categories of grammar that were studied. These were prepositions, singular/plural case, adjectives, reported speech, relative clauses, tenses, articles, irregular verbs and the possessive case. Syntax had the second highest number of errors caused by the strategies of second language communication. Next were lexis, semantics and morphology respectively.

Strategies of Second Language Communication and Grammatical Errors

Erroneous sentence structures were the consequential result when the learners drew upon strategies of second language communication strategies to assist them as they communicated in their second language. In the grammatical category, it was observed that substitution and paraphrasing were frequently resorted to whenever the learners failed to get an appropriate word to convey the meaning they had in mind. The following examples exemplify this phenomenon.

1**Many Kenyans seemed to fear them for their colours.*
In example 1, the preposition for was used incorrectly and substituted the conjunction because. This denoted the fact that the learners were limited in their knowledge on where and when to use the different prepositions found in the English language. They demonstrated limited understanding of the meanings conveyed within these functional words; a misunderstanding that resulted in ungrammatical sentences with semantic ambiguity.
2**My father who led a group of worriors.*

The learner, in example 2, paraphrased the relative clause. An independent clause was not supplied and therefore the meaning was not clear leading to semantic ambiguity and ungrammaticality.

3**We informed my father about this issues.*

In example 3, the adjective these was substituted, making the sentence ungrammatical as the singular case this was used with a plural noun.

4**When they come across a Kenyan, they asked them a question.*

The tenses were substituted in example 4. Instead of using the past tense and the future conditional tense respectively, the learner used the present tense and the past tense aspects. There is confusion in the sentence pertaining to the plural/singular case. The learner first talked about a Kenyan, then went on to refer back to the same as them. The learner substituted him, which is the third person singular case, with them, which is the plural case of the third person pronoun. This made the sentence ungrammatical.
      It is concluded that a variety of strategies aided learners and made it possible for them to communicate in the target language though this resulted in ungrammatical sentences.

Strategies of Second Language Communication and Syntactical Errors
The syntactical category was also affected by the strategies of second language communication with 3,305 errors emanating from this influence. The learners used strategies such as avoidance, code-switching, substitution and paraphrasing to communicate their ideas.

5**The home for the birds which made people awake early in the morning to engage into their daily business.*

In example 5, the learner paraphrased the information. The sentence is ungrammatical and its meaning is also unclear. It has to be rephrased for the meaning to be conveyed. It is not clear whether it is the birds or the home which wakes up the people. The relative clause is misplaced, thereby causing confusion in meaning.

6**Rain started becoming insufficient in the community.*

Substitution was utilized in example 6 above with the result being an ungrammatical structure. The words insufficient and community are substitutes for more appropriate words. This rendered the above statement ambiguous in meaning. This is evidence of the learners' limited knowledge of the rules in their target language as far as word order is concerned.

7**Nobody could take it in heart that he had committed --------------- and taken his life.*

In example 7, the learner used avoidance as he did not know the actual word to use to mean that the person took his life. However, the learner in this case, went on to paraphrase and provided different words within the same sentence with the same meaning as the word omitted.

8*_Mzungu aende uraya mwafrika aachwe uhuru_

The learners employed code-switching as a strategy, as exemplified in example 8, when they were hampered by their limited grasp of the target language. It was observed that though the learners did communicate with lapses, depending on the degree of their mastery of the target language, their written English contained errors as they made use of a number of strategies to put their message across to the reader.

Strategies of Second Language Communication and Lexical Errors
The strategy of second language communication also impacted on the lexical category as it was responsible for 2,371 errors. The strategies included semantic avoidance, substitution and approximation.

9*_She was <u>awarded</u> a job of teaching the nearby primary school._

Semantic avoidance has been employed in example 9. The term <u>awarded</u> does not fit as it denotes the element of reward. The learner meant to say she had been hired to teach in the school. This brings about a different meaning being conveyed in contrast to what the learner had in mind.

10*_We can't stay <u>hear</u> for long with a wife of somebody._

In example 10, the learner has used the verb <u>hear</u> instead of the adverb <u>here</u> to convey his message. This is substitution on the part of the learner as he inserts a word he is familiar with, and which sounds the same as the one he should have used to enable him communicate in his second language.

11*_Mwendwa was a <u>big</u> friend of mine._

Approximation as a strategy has been employed in reference to the adjective big in example 11. This strategy refers to instances when the learner uses an alternative term which expresses the meaning of the target lexical item as closely as possible. The learner probably meant to say that the two are great friends.
Paraphrasing, substitution, avoidance, code-switching, approximation and semantic avoidance are strategies that made it possible for the learners to try and communicate in their second language but they also resulted in the commission of errors in lexis as the learners tried to find suitable words to convey the meaning in their messages.

Strategies of Second Language Communication and Semantic Errors
The semantic category was also influenced by strategies of second language communication. The errors caused by the influence of this interlanguage process were 593. Strategies employed included circumlocution and paraphrasing.

12*_Where until we go freedoms from the whites._

The learner employed circumlocution as shown in example 12. This refers to a description of the target object. The learner, instead of stating that they sought independence, went on to describe what they would get from the white people-we go freedoms-resulting in semantic ambiguity.

13*One day the boy misbehaved by starting stealing hens in the village.

Paraphrasing was employed in example 13 as the learner describes two deeds which are related-misbehaviour and stealing. The learners could be more familiar with these two terms and therefore avoids using the irregular verb, stole, which may present difficulty to them, thereby creating a semantic error in this construction.

It is concluded that the learners' attempts to appeal to the strategies of second language communication did in some instances result in semantic ambiguity where the reader would at times be unable to understand what the learner sought to communicate.

Strategies of Second Language Communication and Morphological Errors

The interlanguage process, strategies of second language communication, did impact on the morphological category. This resulted in 323 errors. The strategies took the form of mimicry, which is imitation of a word; coinage, which is the formation of new words for words they did not know; and code-switching, which are borrowing of words from the L1.

14*Tuff

In example 14, the learner was not able to write out the word <u>tough</u> and instead based the formation of this word on the way it is pronounced. The learner resorted to mimicking the word.

15*Loverble

The word loverble does not exist. The learner created a new word when he wrote it as he did not know how to write out the one he had in mind. This is referred to as coinage.

16*Askaris

The learners resorted to their first language when they encountered difficulty in communicating in their L2. They inserted words from their L1 in the essays they wrote. In example 16, the word, *askaris,* was used in place of the words, police officers. This was because the learner was unable to come up with an equivalent word referring to the police in the target language and it proved easier for them to borrow from the resource that was their LI.

It was concluded that learners continuously drew on the resource that is the first language whenever they were unable to find a word in the target language. They also created new words that do not exist in the English language and mimicked the sounds of words in their efforts to communicate.

Relationship between Transfer of Language and Errors

Transfer of language was responsible for 4,826 or 30.7 percent of the errors made in the written text of the learners. This means that learners resorted to their L1 to make up for the insufficiency whenever they experienced difficulty in communicating an idea because they lacked the necessary TL resources.

Language Transfer and Grammatical Errors

The strategy, transfer of language was a resource that the learners actively drew upon whenever they got stranded in the second language. This resulted in 90 errors in the grammatical category.

17*After I call him he told me that he is on the road and he is about to arrive.

Example 17 is a case of literal translation from the mother tongue. The verb forms were presented in the present tense instead of the past as the event being reported had already taken place.

18*Mgongo went on his way and Atwori went to his own way.

Example 18 is also a case of literal translation. There is repetitiveness in the structure and the preposition to is misplaced.

Transfer of language did impact on the grammar in the learners' second language as the learners literally transferred their L1 into their second language. It impacted on the tenses, prepositions and other areas in the learners' grammar, causing them to construct ungrammatical sentences.

Language Transfer and Syntactical Errors

Transfer of language also impacted on syntactical category in the learners' essays. It caused 2556 errors.

19*Mwendwa was an old man aged of my grandfather.

In example 19, there is mis-selection of words. The words selected to communicate the message do not cohere. The word 'aged' is unnecessary and leads to a syntactically incorrect structure. A correct alternative would have been the phrase- ... of the same age as...

20*He started narrating my language cultural activity.

Example 20 is structurally ambiguous and the meaning the learner sought to communicate is lost.

21*I asked him what is for and he told me that it was her birthday.

Example 21 contains words which are mis-ordered. They are not in the correct order to enable them communicate. There is also literal translation from L1. Errors were committed due to interference from the learners' L1 which resulted in mis-selection of words; mis-ordering of words and sentences that were structurally ambiguous.

Language Transfer and Lexical Errors

Transfer of language caused 230 errors in the lexical category.

22*Mwendwa was a big friend of mine.

In example 22, the word 'Big' is a direct translation from the learners' L1. The learner was not able to think of a more appropriate word that would have served the purpose better

because of her limitations in the target language. The adjective <u>great</u> would have been a better word.

23*_Cultural activities which were to be <u>done</u> by everyone…_

In example 23, the word <u>done</u> does not fit in this context. It was directly translated from the L1. Cultural activities cannot be 'done'. This word has been mis-selected. It is observed that transfer of language influenced the lexical category resulting in errors such as mis-selection of an appropriate word to use and literal translation resulting in ungrammatical sentence structures.

Language Transfer and Semantic Errors
The interlanguage process, transfer of language, caused 1,689 errors in the semantic category.

24*_We all gave our ears to him._

In example 24, the sentence contains semantic ambiguity. It is not clear whether the ears were physically given to him or that the learner meant to say they were attentive.

25*_They have made a very big axedent_

Example 25 is ambiguous as one cannot make accidents. This is a case of literal transfer. Literal transfer from the learners' L1 to the target language resulted in structures that contained semantic ambiguity and therefore hampered the communication of the message.

Language Transfer and Morphological Errors
The strategy, transfer of language, influenced the morphological category. This resulted in 263 errors.

26*_Alived_

In example 26, substitution has been utilized in this word as the letter '<u>l</u>' has replaced the double '<u>r</u>' as a result of L1 interference.

27*_Proplems_

In example 27, the learner's first language has impacted on his second language as he replaces letter 'b' with letter 'p' which is probably more familiar to him as it features in his mother tongue whereas letter 'b' does not.

28*_Junited_

Example 28 exemplifies coinage as the word does not exist. The learner added letter 'j' to united, but the word formed does not convey any meaning to the reader. It is thus noted that learners made use of substitution and coinage in their writing.

Relationship between Overgeneralisation and Errors
Overgeneralization, which accounted for 541 or 3.4 percent of errors, refers to the ignorance of rule restrictions when rules are extended to contexts where in TL usage, they do not apply.

For instance, rules pertaining to the plural marker in English, -s, -ies, -es were distorted with learners using just one type in their writing.

Rules pertaining to the usage of articles were also flouted with the learner inserting an article where none was required and also failing to use one where it was needed. They also used the definite and indefinite articles interchangeably irrespective of the context. The learner was also not sure on which preposition was required in the different contexts of usage. Past tense markers also proved problematic for the learners as they tended to overuse the -ed past tense marker as they did not seem to acknowledge the existence of other forms of past tense markers such as -t and the whole word changing.

Overgeneralization and Grammatical Errors
The strategy, overgeneralization, resulted in 288 errors in the grammatical category.

29**Most fear*

In example 29, the learner has ignored the rules pertaining to formation of the superlative adjective by using the verb form fear instead of feared.

30**Would one day turn down the table.*

In example 30, the wrong adverb particle (down) has been used. It fails to convey the meaning intended. The implication may be that the learner was unable to pick the correct adverb particle and decided to pick any to complete her sentence.

31**In bad luck*

In example 31, the wrong preposition has been utilized. The learner provides evidence that she has not mastered the art of when and where to use prepositions as she may be unaware of the fact that they do contain meaning in themselves and so the context in which they are placed is crucial for meaning to be conveyed.

32**Ashley succeeded him as a king.*

Ignorance of rules restriction is portrayed in example 32 as the learner has inserted the indefinite article, a, where it is not required.

33**Childrens*

In example 33, there is ignorance of rules restriction as the plural marker –s was added to a noun that was already in the plural case. Moreover, the noun, children, changes to the plural form through undergoing an internal word change.

There was evidence of ignorance of rules restriction and incomplete application of rules. This was particularly noted in the way the learners used prepositions, articles, tenses, adjectives, nouns. The learner displayed obvious disregard for the rules governing change to plurality, usage of prepositions, adverb particles, articles and past tense markers.

Overgeneralization and Syntactical Errors
Overgeneralization also influenced the syntactic category. There was evidence that rules pertaining to the formation of correct sentence structures were flouted, resulting in ungrammatical utterances.

34*...some stranger. They...

In example 34, the rules pertaining to construction of sentences have been ignored. The adjective (some) which is plural in case has been used to describe a noun (stranger) that is in the singular case. It should have been used with the plural noun (strangers). It renders the phrase ungrammatical.

35*...this son of him.

There is ignorance of rules restriction in example 35. The phrase is incorrect. The preposition (of) cannot be used with a pronoun in the objective case. It is used with pronouns in the possessive case. The correct term would have been the word 'his'.

36**My cousins, siblings and our relative we were gathered…*

In example 36, there is ignorance of rules restrictions (S = NP+NP+NP). The subject is excessively repetitive. The cousins and siblings belong to the broader term relatives and therefore the two should not have appeared as separate noun phrases in the subject. We also refers back to the siblings and cousins and relatives but appears in the same subject. The term 'relative' was sufficient and grammatical.

37**His parents were able to give him education.*

In example 37, there is ignorance of rules restriction. The learner omits the article required before the abstract noun education. Ignorance of rules restriction caused the learner to make errors in syntax in the target language.

Overgeneralization and Morphological Errors
Overgeneralization as a strategy did impact on the morphological category causing the learners to make errors in their written English. The number of errors was 253 in this category.

38*Throwed

In example 38, there is evidence of ignorance rules restriction as the regular verb past tense marker –ed has been added to an irregular verb.

39*Thiefs

There is ignorance of rules restriction in example 39 as the learner erroneously adds the plural marker –s to a word that requires an internal word change to denote plurality.

40*Braveness

In example 40, there is ignorance of rules restriction as the wrong suffix has been added to the word to signify a derivational change.

41*You wants

In example 41, there is ignorance of rules restriction as the third person case marker –s in the verb has been used with the second person you. There was evidence that the learners were still ignorant of the rules pertaining to derivational changes in words, the use of the –s in regard to the second person case and tense changes in verbs.

Relationship between Strategies of Second Language Learning and Errors

Finally, strategies of second language learning accounted for 346 or 2.2 percent of the errors. Learning strategies include repetition and memorization. The learners tended to use memorized chunks of phrases in their attempts to communicate in the target language. The fact that they still employ this strategy of using rehearsed chunks of words proves that they are yet to master the English language.

42*_Old is gold._

Example 42 is a cliché and therefore not original. It is a chunk of words, presumably memorised at an earlier period in time. The learner still relies on old knowledge to assist him communicate as he is unable to come up with new words..

43*_Time waits for no man…_

Example 43 is a saying that has been in use for a long time. This could have been memorised at a lower level in their schooling for use in writing. Learners have not been able to compose new constructions to help them communicate the same idea. In their efforts to communicate, the learners also used repetition as a strategy. There was frequent repetition of the same words in their sentence structures as the learners ran out of words in the target language to aid in their communication. They also had sentences that were repetitive.

44*_The stories he was giving us they were very interesting and he was not giving all the stories one day… he was giving us the stories the times…_

In example 44, the words, he was giving the stories, are repeated three times in the construction. This indicates that the learner had very limited vocabulary to communicate his message.

45*_The generation with eyes which does not see and ears which do not hear…they do not hear nor see… bad generation of people who do not hear or see._

In example 45, there is frequent repetition of the words hear and see. The repetitive nature of this construction points to the learners' weak grasp of vocabulary in the target language.

Conclusion

The findings show that indeed there was a relationship between four of the five interlanguage processes and the errors in the written English of the Form three students. The interlanguage process that had the strongest influence on the errors was that pertaining to the strategies of second language communication. The learners used paraphrasing, substitution, avoidance, code- switching, mimicry, approximation, circumlocution and coinage to communicate whenever they felt handicapped in the target language. This is evidence that the learners used their creativity to assist them along in the construction of sentences. The second strongest influence on the errors was transfer of language. The learners borrowed from their mother tongue in varying degrees, resulting in faulty constructions in the target language. The third highest influence on the errors came from overgeneralization. The learners' errors were proof

that they were ignorant of the rule restriction as rules were extended to contexts where they did not apply. Fourth in influence were strategies of second language learning. This was evidenced by the repetitiveness of words and sentences in their writing. They also used a lot of memorised clichés, even where they were neither appropriate nor relevant. Finally, the study could not ascertain whether or not transfer of training had any influence on the errors in the written English of the Form three students.

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