

UNIVERSITY OF EDUCATION, WINNEBA

**CONCORD ERRORS IN THE WRITINGS OF SEFWI WIAWSO ANGLICAN
JUNIOR HIGH SCHOOL STUDENTS**



SIMON MENSAH

190012508

**A Dissertation in the department of Applied
Linguistics, Faculty of Languages, submitted to the school of
Graduate Studies, in partial fulfilment**

**of the requirements for the award of
Master of Education
Degree in Teaching English as Second Language
in the University of Education, Winneba**

OCTOBER 2020

DECLARATION

CANDIDATES DECLARATION

I, (Mensah Simon), declare that this Dissertation with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Name: MENSAH SIMON

Signature:

Date:

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of the project work was supervised in accordance with the guidelines for supervision of Dissertation as laid down by the University of Education, Winneba.

Name: DR. SEFA OWUSU

Signature:

Date:

DEDICATION

This research is dedicated to Miss Ofosu Hene Priscilla and Mr. Joseph Mensah.



ACKNOWLEDGEMENT

First and foremost, I am grateful to the Almighty God for given me the strength, both mentally and physically to complete this thesis. With a deep sense of gratitude, I wish to express my sincere thanks to the following caring individuals for their enormous support and help in completing this thesis. Their case was not only seen in their smiles and empathetic approaches, but also in their questions and inquiries. These questions made me think and learn more, and without them, this thesis would not have been completed. I am deeply indebted to the Applied Linguistics Department at the University of Education, Winneba who helped directly with this project, as well as to all who provided inspiration, support, and encouragement along the way.

My sincere thanks are due my research supervisor, Dr. Owusu Sefa who constantly encouraged me to look at things from different perspectives, to search for knowledge and to succeed. I will always be grateful for all his support, assistance, materials and insightful comments I received during my study.

Many thanks go to Dr. Owusu Sefa who used his precious time to edit my work. I learned a lot from him. I also wish to say a big thanks to my parents, Mr. & Mrs. Mensah and my siblings for their support. God richly bless you. To Sly and Sir Progress, I will forever be grateful for helping me get information.

TABLE OF CONTENT

CONTENTS	PAGES
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
ABSTRACT	ix
CHAPTER ONE: INTRODUCTION	1
1.0 Background to the Study	1
1.1 Statement of the problem	4
1.2 Objectives of the study	5
1.3 Research questions	5
1.4 Limitations of the study	5
1.5 Delimitations of the study	6
1.6 Significance of the Study	7
1.7 Organization of the study	7
CHAPTER TWO: LITERATURE REVIEW	8
2.0 Introduction	8
2.1 Contrastive Analysis	8
2.2 Error analysis explained	9
2.3 Grammar	14
2.4 The Concept of Concord in English	16
2.5 The Sentence and Elements of the Clause	17
2.5.1 The Simple Sentence	17
2.5.2 Clause Elements and Patterns	20
2.6 Types of Concord Reviewed	35

2.6.1 Grammatical Concord	35
2.6.2 Notional Concord	39
2.6.3 Proximity Concord	41
2.6.4 Gender Concord	42
2.7 Some Rules of Concord	42
CHAPTER THREE: METHODOLOGY	46
3.0 Introduction	46
3.1 Research Approach	47
3.2 Population and Sampling	47
3.3 Sampling Technique	47
3.4 Sample Size	48
3.5 Research Site	49
3.6 Research Instruments	49
3.6.1 Observations	50
3.6.2 Interviews	50
3.6.3 Documents	50
3.7 Data Collection Protocol	50
3.8 Data Analysis	51
CHAPTER FOUR: DATA ANALYSIS AND DISCUSSIONS	52
4.0 Introduction	52
4.1 Research Question 1	52
4.1.1 Grammatical Concord Errors	52
4.1.2 Proximity Concord	55
4.1.3 Notional Concord	56
4.1.4 Pronoun and its Antecedent (Gender) Concord	57



4.2 Research Question 2	60
4.2.1 Methods of Teaching	60
4.2.2 Interlanguage and Intralingua Errors	60
4.2.3 The Teachers	61
4.2.4 Textbooks	61
4.2.5 The Students	61
4.3 Research Question 3	61
4.3.1 Using effective teaching strategies:	62
4.3.2 Teachers should be proficient in both Oral and Written	62
4.3.3 Motivation	62
4.3.4 Provision of Textbooks	63
CHAPTER FIVE: CONCLUSION, SUMMARY AND RECOMMENDATIONS	63
5.0 Introduction	63
5.1 Summary	64
5.2 Recommendations and Suggestions for Further Research	66
REFERENCES	68
APPENDIX	77

ABSTRACT

The importance of English Language cannot be underrated in the whole wide world since it is an international language. One of the topics which is essential for the understanding and better appreciation of English Language is concord. The topic for the research is concord errors in the writings of Junior High School. The purpose of the research is to find out the problems of concord errors students commit and causes of concord errors. The research work explores the effective ways of teaching concord form one and two students of Anglican Junior High School in Sefwi Wiawso. The objectives of the research were to find out concord errors the students commit, causes of such errors and to find out the appropriate ways to be used in the teaching concord. The population of the study consisted of two hundred and four (204) students, a sample size of thirty (30) were selected. The researcher wanted to ascertain the concord errors students commit, why they commit such errors and how the teaching of concord can effectively be done. The study found out that the concord errors students commit were: grammatical concord, proximity concord, notional concord and gender concord. The study also found out that the causes of concord errors were grammatical, proximity, notional and gender, students' inability to identify the nominal head, pronoun and its antecedent concord. The researcher recommended that, teaching of grammar should be integrated into four basic skills namely; listening, speaking, reading and writing.



CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

This chapter is the introductory chapter to the thesis. It begins with the background to the study, statement of the problem, purpose of the study and research questions limitations, delimitations and significance of the study. The chapter ends with the structure/ organization of the thesis.

Ghana is a multilingual country with over 40 indigenous languages spoken in the country (3news.com). Out of the indigenous languages, these languages (Akuapem Twi, Asante Twi, Dagaare, Dagbani, Gurune, Kusaal, Dangme, Ewe, Fante, Ga, Gonja, Kasem and Nzema) are authorized by statute and are being used in Education. Despite these languages' equality in status, English remains the unique language of the Ghanaian citizenry.

In Ghana school context, the above languages are used as medium of instruction from primary one to primary 3 and English studied as a subject. From primary 3 to the senior high level, and also used as a language of instruction and students write standardized test to test their ability in English. English is very paramount in the Ghanaian educational system because it is used among other subject for grading a student. A pass in English is determinant to gaining admission either at the secondary school or at the university level. This means that failure to pass the English paper in final examination is tantamount to terminating your education at the secondary level. This then implies that, there should be much resources and constant effort to ameliorate the performance of students in English. Although there has been attempt to improve performance in English but the performance is not satisfactory and much more needs to be done.

The West Africa Examinations Council (WAEC) the main examination body in Ghana in charge of Basic Education Certificate Examination (BECE) on several complained about the poor performance of English by students. Reporting on the performance of candidates who wrote the BECE in 2008, the chief examiner stressed among other things that few candidates were able to produce work of exceptional performance at their level but general performance showed no spectacular improvement over the years.

In 2011 and 2014, the chief examiner reported that the inability of the candidates' accuracy in writing English language was evident in other subjects and that teaching and learning of basic rules of grammar should be intensified. The Curriculum lists English language items such as language structure and conventions which should be taught as part of language development and language use. Therefore, grammar forms an integral part of development with concord or subject verb agreement in particular being pivotal to language competence.

Stork and Widdenson (1974) defined grammar as a form used by linguist to refer to both the structure of words (morphology) and their arrangement (syntax) in sentences. Richards and Reppen (2004) proposed that grammar can be viewed both knowledge and as ability. When viewed as knowledge, the focus is on rules for sentence formation. When viewed as ability, the focus is on how grammar is used as a resource in the creation of spoken and written texts.

Human language has its own grammar which possibly would be different from others and as a result second or foreign language learners are bound to commit errors in the target language. This is because error occurs in an environment in which the target language is not the language of the learner. Errors are indispensable part of language learning and acquisition. This then means that, errors are bound to be committed when learning a second

language. Van Els et al (1984:262) comment on the occurrence of errors in L₂ acquisition; “like sin, error is to be avoided and its influence overcome, but its presence is to be expected”. This connotes that errors are inevitable in the L₂ classroom. Errors in language learning are regarded as the linguist phenomena which deviate from the language rules and standard usages (Owu-Ewie & Lomotey, 2011).

Richards and Reppens (2014) attest to the fact that second language (L₂) learners tend to make basic grammatical errors even at advanced level of language learning as a result learners’ lack of mastery of grammatical aspect such as subject verb agreement may not be discounted from being errors.

According to Johnson (2012) and user (2014) the grammatical agreement between the subject and the verb is referred to as concord or subject verb agreement. Similarly, Brown, (2002) defined concord as “the grammatical relationship between a subject and a verb or a pronoun and its verb, or a demonstrative adjective and the word it modifies”

Crystal (2004) postulate that, there are four different types of concord, namely: grammatical concord, notional concord, proximity concord and gender concord.

Grammatical concord is the term used to describe the agreement relation in English grammar that exist between the subject of sentences and their accompanying verbs. For example: he eats, we wash, he has, I have, etc.

Notional concord focuses on the meaning of the whole entity. Notional agreement involves collective nouns (crowd, class, and army). Plural expression of quantity (thirty, two years) and some compound units with ‘and’ (bread and butter). (Nordquist 2010), user (2014) claim that the most important type of concord is of the third person number agreement

between subject and verb because one has to be conversant with the inflectional rules for regular and irregular verbs (she washes –es, he eats –s, he goes-es) required. Consequently, being competent in the rules of concord in grammar is obligatory if second language learners are to speak and write good English.

1.1 Statement of the problem

Despite the exposure to language structures and convention which are introduced through the teachings of parts of speech and their appropriate positions in sentences, Learners still struggle to correctly and convincingly deal with grammar in general and concord or subject verb agreement in particular. This has been a great concern for many Ghanaians especially those educationists who have the study of English at heart. Sey (1973:11) writes “There has been an urgent feeling among educationist that there is the need for research into the problems involved in the use of English in Africa.....” The teaching and learning of English have been a problem in Ghana because it is a second language and teachers’ deficiency in the required skills to function effectively in the class room to improve performance. French (2004) points out that fairly large proportion of discussion on educational issues in Ghana is focused on the problem of falling standards in academic performance and central to the problem is learners’ inability to read simple instructions due to weak foundation in reading.

Each year, The Chief Examiners’ report contains such as “English language is the cause of student’s low performance generally and English papers in particular”. This implies that we need to identify why students are not performing well in English. Errors that students commit in their writings is the cause of students’ poor performance. There is no denying

the fact that L2 interference is very prominent in the English writing of Junior High Schools of which Sefwi- Wiawso Anglican is included.

It is for this reason that the study seeks to analyze the written concord errors that the pupils of Anglican Junior High School commit and identify the possible causes thereof.

1.2 Objectives of the study

The objective of this study was to;

- 1) Ascertain the concord errors in the writings of students of Sefwi –Wiawso Anglican Junior High School.
- 2) Identify the various factors responsible for the concord errors the students commit.
- 3) Find out the possible ways to enhance English concord.

1.3 Research questions

The study basically found answers to the following questions;

- 1) What are the concord errors in the writings of students of Sefwi Wiawso Anglican Junior High School?
- 2) What are the various factors responsible for the concord errors the students commit?
- 3) What are the possible ways to enhance students' performance in the area of concord?

1.4 Limitations of the study

This study does not claim to be extensive or comprehensive. Although the findings of the study are based on a sample of students of a given socio-economic status in a town school, there is reason to believe that many of the Concord Errors features in these

students' language are common in the English of Ghanaians in particular and English second language students in general. Therefore, the researcher believes that the findings of the study are generalizable even though the study was conducted in one school.

The study was limited to only the population of the 2019/2020 students. These two classes were chosen because the form three students had some few months to write their final examination. Thus, time was not enough for a credible study to be done on them.

In addition, some few teachers were not in support of what I was doing and always castigate me of wanting to expose their weakness.

1.5 Delimitations of the study

The researcher's attention was focused on the Sefwi Wiawso Anglican Junior High School. This is because of his personal attachment to the school. The period equipped him with first-hand information about the problems that the students face in concord. The study therefore was limited to the second years so as to help them overcome these problems.

In collating scientific and empirical data for the problems facing students in concord the major stakeholders – headmaster, course tutors, continuing students, past students, former course tutors and examiners, the chief examiner and the West African Examination Council [WAEC]. However, as a result of financial and time constraints, this study was narrowed down in scope to cover only two of the stakeholders namely the continuing students and English tutors in the school.

1.6 Significance of the Study

This research aimed at exposing the enormity of the problems of concord errors among the students of Sefwi-Wiawso Anglican Junior High School and helping the teachers of English to deal with the problem accordingly to. To language teachers, it is believed that it exposes them to the sources of learners' errors in their writing so that these instructors will find the best solution to solving these errors.

Also, students will have their performance improved and do positive transfer because they will be exposed to the contrast between their native language and English.

Lastly, the study will benefit researchers who will conduct similar research in future.

1.7 Organization of the study

This research work is divided into five chapters aimed at analyzing the concord errors in the writings of Sefwi Wiawso Anglican School in the Western north region of Ghana. Following is the division of the study chapters.

Chapter one, which is the introductory chapter, looks at the background of the study, statement of the problem, purpose of the study and research questions. It also talks about the limitations, delimitations and significance of the study. The chapter two reviews literature on concord errors or written concord errors and the theoretical perspective of error analysis.

The chapter three deals with the methodology employed to collect data for the study. Chapter four present findings and discusses the type of written concord errors and their possible cause. The last chapter entails the conclusions, and also summarizes the study and makes recommendations and suggestions for future research.



CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

In chapter one, the researcher looked at the statement of the problem, the objectives, factors and possible ways to enhance English concord in the writings of the students. The chapter two takes a careful look at the concept of grammatical concord errors. Therefore, the chapter discusses literature regarding contrastive and error analysis, defines grammar and its importance, the importance of grammar teachings and research findings on error analysis as the basis for well-informed answers to the research questions the study seek to answer.

2.1 Contrastive Analysis

Contrastive analysis is a systematic comparison of the mother tongue and foreign language to identify points of difficulty which might lead to interference. This approach was

developed in the United States in the 1940s and 1950s by two prominent people namely; Charles Fries and Robert Lado. The plan of the book rests on the assumption that we can predict and describe the patterns which will cause difficulties in learning and those that will not cause difficulties (Lado 1957, cited in Johansson, 2008). Contrastive analysis holds the view that the structure of the first language affect the acquisition of the second language (Lado 1957, cited in Brown, (2002). Therefore, there was a need to come up with a contrastive analysis which is a method to explain the reason some features of the target language are more difficult to learn than others (Sanchez – Escobar, 2012). This becomes possible when the two are juxtaposed.

Brown in 1987 indicates that there are many errors in the L2 which are attributed to the negative transfer of the native language to the target language. However, contrastive analysis as a theory was not successful in predicting difficulties Hughes (1980). It lacks convincing measure of differences. Wardhaugh (1970) said that, “the assumption of contrastive analysis is quite unrealistic and unpredictable, and it is considered simplistic in terms of L2 acquisition”. Wardhaugh (1970) proposed the “weak version” which recognizes the significance of interference across languages. This is because contrastive analysis was under massive criticism, that the claim that the native language is the main factor affecting L2 learners’ errors hold little water. In all these, the idea of L1 interference continues to be applicable as part of error analysis in L2 acquisition.

2.2 Error analysis explained

Error analysis to the study of the errors usually made by learners with the aim of; establishing their causes, problems and importance with learning the teachers’ reactions to

these errors and also assessing if the teachers' responses make any difference to learners' progress (Allwright & Bailey, 1991).

Error analysis was introduced in the 1960s in response to the weaknesses found in contrastive analysis to show that the errors L2 learners make are not always due to the learners' native language but due to other complex factors. The perception is that factors like communicative strategies and the quality of second language instruction result in L2 errors (Hashin1992). Other sources of errors identified by Richards and Schmit (2002) are simplification errors, developmental errors, over generation errors, L1 induced errors, communication-based errors, avoidance errors and overproduction errors.

For better clarification of this concept, it would be appropriate to differentiate between errors and mistakes. Brown (1994) holds the view that an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of the learner whereas a mistake refers to a performance error that is either a random guess or a 'slip' in that it is a failure to utilize a known system correctly. Lee (1990) explains that, errors arise because the correct form or use of a target item is not part of a speaker or writers' competence whereas mistakes arise for reasons of fatigue, stress, inattention and others even though the correct form or use is a part of the users' competence. Larsen Freeman and Lang (1999) has also add that, a learner can self-correct a mistake but not an error as that is a product reflective of his or her current stage of L2 development.

However, errors play important role in target language acquisition by L2 learners. According to Corder (1967), errors are crucial because they are a means by which learners used to learn. Abisamra (2003) upholds that errors will always provide assistance by which

teachers will evaluate learning and teaching and give an indication of which language areas require emphasis.

According to Corder (1974), the systematic analysis of errors committed by L2 learners offers teachers an opportunity to decide which area needs attention. Khansir (2012) confirms that studies of second language acquisition focus on learners' errors because they give a prediction of the difficulties involved in acquiring a second language. Therefore, the basis of Error Analysis is the fact that learners' errors provide us with an understanding of the underlying process of second language acquisition (Endogan, 2005).

Corder (1967), Richards (1971) and Richards (2013) stated the following sources of errors which are explained below:

❖ **Over generalization**

Nordquist (2010) defines over-generalization as the application of a grammatical rule in the case where it does not apply. He further explained that it is a part of language learning process in which children extend regular grammatical patterns to irregular words. Below are examples;

- a. When a learner adds a plural marker – s or – es to a noun which has a different plural formation as in:

*Sheep – sheeps

✓ Sheep – sheep

*Tooth – toothes

✓ Tooth – teeth

- b. When a learner gives the past tense form of an irregular verb by adding – ed as in:

*Go – goed

✓ Go – went

*Break – breaked

✓ Break – broke

*Eat – eated

✓ Eat – ate

❖ **Language Transfer**

Transfer is the effect of one language on the learning of another. Negative transfer or “interference” is the use of a native language or rule that leads to an error or inappropriate form in the target language. The huge difference between the students’ native language and the target language in language aspects like morphology, syntax and semantics, makes the target language difficult to learn (Mbau and Nushine, 2014).

*She has eaten all of my money.

✓ She has spent all of my money.

*She does not have ears

✓ She does not respect her mother.

❖ **Over use**

It occurs when learners use one grammatically correct forms and use them in preference to other forms that might be known and available.

*She came here last of last week

✓ She came here two weeks ago.

*I am taking your book instead of,

✓ May I take your book?

❖ **Underuse**

This is when a learner underuses a form they have studied and practiced many times by resorting to other sentence construction formation. For instance,

*I have swept the room before she came

✓ I had swept the room before she came

*If I didn't know I would tell him

✓ If I had known, I would have told him

❖ **Fossilization**

Fossilization consist of the persistence of errors in a learners' speech despite progress in other areas of language development. Littlewood (1984) stresses that fossilization is most likely to occur when a learner realizes that the error does not hinder him satisfying his communicative needs. Gass and Sehafter refers to this as a stage short of success as it is the stage when development ceases and even serious conscious effort to change are often fruitless, and even if there might be some brief

changes, those would not take the learner anywhere as the learner always backslides to the stable state. Here are some examples of basic grammatical and other errors in an adult fluent speaker;

*She doesn't understand what she is looking for.

*We says we are meeting them afterwards

*He never ask me for help

❖ **Simplification Error**

This is when learners reduce a complex aspect of grammar to a much simple set of rules and reflects a process that is used when messages need to be conveyed with limited language resources. Mostly, the learner finds it difficult to differentiate between first and third person in verbs ('I take, he takes') the learner may use the first person rule for all aspect ('I take, she/he take'). You will realize that, ignorance of rule restriction, occurred as a result of failure to observe the restriction or existing structure causes simplification.

2.3 Grammar

Grammar is the term used by linguist to refer to both the structure of words (morphology) and their arrangements (syntax) in sentences (Stork & Widdonson, 1974). Wilcox (2004) discusses grammar as a system of rules which allow the users of the language in question to create meaningful words and larger constructions of sentences. Thorne (1997) explains that grammar is the study of the organization of language which involves taking language structures apart in order to see the ways in which we can communicate effectively in a

range of situations and for a range of purposes. Palmer (1983) explains further that languages differ in their “logic” as well as in their grammar. So the speech of writing is judged by how well it follows the rules or grammar of that language (Merriam – Webster, 2015). Therefore, we can say that grammar is the communicative tool, which could be both spoken and written.

The knowledge of grammar and vocabulary is seen as the basis for English Language. Therefore, it is important to put grammar at the centre for second language learners.

An error or a wrong usage of grammatical aspect in a speech or writing changes the message one wants to convey. According to Sey, (1973), “A single grammatical error in a speech of a public speaker even if it is immediately corrected is almost an indelible stigma on his public image”. Wither (2015) explains that wrong usage of grammatical aspect makes it difficult for the writer or speaker to express the message clearly and this often results in the misjudgement of the speaker’s intelligence. Furthermore, they cast snare on the language proficiency of the person concerned and question his academic ingenuity.

Grammar has numerous advantages since it is the bedrock of good communication both spoken and written. Mart (2013) asserts that knowing more about grammar will enable learners to build better sentences in speaking and writing performances, which does not only make sentences clear but also makes communication effective. Detaba (2013), also proclaims that knowledge of grammar helps the students in the correction of mistakes and improvement of written work. This implies that communication becomes possible when the speaker or writer could identify grammatical mistakes and self-correct them.

Hausamann, Benjamin, Kolln and Wheeler (2003) state the three goals of grammar as; a) every student from every background will complete school with the ability to communicate comfortably and effectively in both spoken and written standard English with awareness of when the use of standard English is appropriate: b) every student will complete school with the ability to analyze the grammatical structure of sentences within English text, using grammar correctly and demonstrating knowledge of how sentence level grammatical structure contribute to the coherence of paragraphs texts: and c) every student will complete school with an understanding of and appreciation for, the natural variation that occurs in language across time, social situation and group. These goals demonstrate how fundamental English Grammar is.

2.4 The Concept of Concord in English

Many Grammarians have given different definitions of concord in Grammar. According to Crystal (1988:50), Concord is a way of showing that two grammatical units have a certain feature in common. That is, a singular subject takes a singular verb and vice versa.

Examples;

- i. His sister has a colourful bag.
 - a. Singular subject, singular verb
- ii. His sisters have colourful bags.
 - b. Plural subject, plural verb

Crystal (1988:50), asserts that the most important is the third person rule for verbs in the present tense, which states that, singular subjects take singular verbs.

Afolayan and Newman (1983:126) as cited in Arthur (2009:12) holds the view that concord is used to describe the relationship between the inflectional forms of different element within a sentence.

Quirk and Greenbaum (2000:176) defined concord as “the relationship that exist between two grammatical elements such that if one contains a particular feature, the other must also have that feature”. Quirk and Greenbaum are of the view that, “the most important type of concord in English is concord of number between subject and verb”. Quirk et al (1983:755) define concord as “the relationship between two particular units such that one of them display a particular feature (plurality) that accords with a display (or semantically implicit) feature in the other. Mark and Kirsten (2011:46) explain that concord or agreement occurs when one element in a sentence takes the morphosyntactic features of another element. Morphosyntactic involves both morphology and syntax.

The above definitions indicate that, if a grammatical unit possesses a feature, be it a singular or plural that feature of the noun should be matched with the right verb.

2.5 The Sentence and Elements of the Clause

We shall discuss the sentence and elements of the clause since concord deals with the relationship between grammatical units.

2.5.1 The Simple Sentence

Winterowed and Murray (1988) define a sentence as “a group of words that expresses a complete thought”. They exemplify

- i. Sang the song in the evening.
- ii. We sang the song in the evening.

The first example expresses an incomplete thought while the second expresses a complete thought. Therefore, the first example is a fragment and the second is a sentence. A fragment is a group of words that does not have a complete thought. Sentences are made up of clauses. A sentence may consist of one or more than one clause. A sentence with one clause is known as simple sentence and a sentence with two clauses or more may be compound, complex or compound complex sentences depending on the type of conjunction used. Two simple sentences may be joined into a compound or a complex sentence either by coordination or subordination. Leech and Svartvik (2000:275).

By coordination, a coordinator such as ‘and’, ‘for’, ‘or’ is used as in;

- i. Kofi went to the market. (simple)
- ii. He bought a ball. (simple)
- iii. Kofi went to the market and bought a ball.

By subordination, subordinating conjunctions such as because, however, when, after, since, is used. With this, one clause is made a main clause and the other, a sub-clause. For instance, the above two simple sentences can be:

When Kofi went to the market he bought a ball.

We shall focus on the simple sentence for the purpose of our study.

The simple sentence is also used to refer to a clause that is independent. The simple sentence syntactically has a subject and a predicate. For instance;

- i. He has a pen
subject predicate

According to Boadi and Forson (2014:17), the relation between the subject and the predicate are that;

- i. The subject precedes the predicate
- ii. The subject stands for a person or something
- iii. What is to be said later about the subject is contained in the predicate.

The predicate on the other hand, comprises a verb and sometimes other words such as adverbs, complement (adjective, adverb and nouns) and objects.

Sekyi-Baidoo (2003:488) identifies three things the predicate says about the subject.

1. The predicate tells of the being of the subject. The verb used here is usually a form of BE and such a verb as become. Examples;
 - i. John is a tall boy.
 - ii. The place became quiet.
2. It tells of the state of the subject. Examples;
 - i. He sounds very bold.
 - ii. She looks dull.
3. It tells of the action associated with the subject. Examples;
 - i. They came.
 - ii. He rested on the bench.

2.5.2 Clause Elements and Patterns

A clause can be grouped into five different types of clause elements. Quirk and Greenbaum (2000) and Leech and Svartvik (2002) all arrive at these five elements. The five different types are: Subject (S), Verb (V), Object (O), Complement (C) And Adverbial (A).

2.5.2.1 The Subject (S)

Halliday (1994:32) explains that the subject of a sentence is called the doer, but not all subjects are doers. He said the subject is made up of a noun or pronoun about which the rest of the sentence speaks. Halliday (1994:32) describes the traditional definition of the term subject which is based on the grammars of Ancient Greek and Rome as something which does not give a definitive account of what the role of the subject means.

According to Halliday (1994:32), this traditional definition of subject is not conclusive enough because it is not always the case that a clause will have one element. The shortfall in the traditional definition resulted in various interpretation which attribute different function to the subject. The various interpretations of the subject are:

- i. That which is the concerned of the message
- ii. That of which something is being predicated (that is, on which rest the truth of argument)
- iii. The doer of an action

Halliday (1994:32) gives an example of a sentence in which the subject embraces all the above three different meanings at one and of the same time. The duke gave aunt this teapot. The subject, the duke represents the person with whom the message is concerned: the truth

or false-hold of the statement is vested in the subject. The duke and he is the doer of the action.

In the second half of the nineteenth century, there aroused a renewal of interest in grammatical theory. The terms that came to be used were psychological subject, grammatical subject and logical subject. The psychological subject means “that which is the concerned of the message”. Halliday explains that the subject is labelled as psychological because it is what the speaker has in mind to start the clause with. The grammatical subject means “that which something is predicated”. According to Halliday (1994:33), it is grammatical because at the time the construction of the subject and predicate was thought of as a purely formal grammatical relationship: it was seen to determine various grammatical features, such as the case of the noun or pronoun that was functioning as subject and its agreement of person and number with the verb.

Lastly, Halliday (1994:33) explains that logical subject means doer of the action. The subject was labelled logical because of the sense this term had had from the seventeenth century that of “having to do with relations between things as opposed to grammatical relations”, which were relations between symbols.

Halliday (1994:33) talks about ‘Theme’, ‘Subject’ and ‘Actor’. He replaces these three labels with the earlier labels as follows;

psychological ----- theme

Grammatical ----- subject

Logical subject ----- Actor

When we apply these labels to the passive construction, we get;

The teapot was given to my aunt by the duke.

Theme subject Actor

According to Halliday (1994:33) the

labels 'Theme', 'Subject' and 'Actor' were formed based on meaning or function.

In furthermore to this, Leech and Svartvik (2002:39) discussed the subject. According to theme, the subject of a clause is generally a noun phrase: either a full phrase, a name or a pronoun. For instance,

i. The minister will be late for the meeting.

A subject (a noun phrase)

ii. ABA will be late for the meeting

A subject (a name)

iii. She will be late for the meeting.

A subject (a pronoun)

The subject can also be a non-finite clause, for example;

Working with the man, he earned a lot of money.

The subject can also be a finite nominal clause. For example, That the man will pay them is unknown.

Leech and Svartvik (2002:39) identify four main functions of the subject which are relevant to this study. They are:

i. The subject normally occurs before the verb in statements.

- a. For instance; She has had her breakfast.
- b. However, in questions, the subject occurs immediately
- c. For instance: Has she had her breakfast?
- ii. The subject has number and person concord with the finite verb:
 - a. The man is teaching.
 - b. With modal auxiliaries, there is no difference in the form of the verb for instance.
 - c. She must leave
 - d. The nurse must leave.
- iii. The most typical function of the subject is to denote the actor, that is the person, event, etc. causing the happening denoted by the verb:
 - a. Aba took John to the hospital.
- iv. When an active sentence is transformed into a passive sentence, the subject of the active sentence becomes the agent of the passive. The agent is introduced in by a phrase but the agent need not be expected:
 - a. The boy refused the gift (active).
 - b. The gift was refused (by the boy) (passive).

Downing and Locke (2006:32) explains the semantic, cognitive and syntactic features of the subject before they looked at concord. Semantically and cognitively, the subject refers to the primary participant in the clause of which something is predicated. It is the agent of the finite clause. Syntactically, the subject must be present in declarative and interrogative clauses, but it may be omitted in the imperative clause. When two or more conjoined

clauses have the same subject, the first subject is used and the subsequent subject can be elliptic. Downing and Locke exemplify:

He came in, sat down and took out a cigarette.

In the example above, the subject, He is the same as one controlling sat and took in the subsequent clauses; it is elliptic to avoid unnecessary repetition.

Downing and Locke (2006:40 – 43) explained that subject determine concord of number (singular or plural) and person (1st, 2nd or 3rd) with the verb.

Concord is manifested in those verb forms that show inflectional contract. Examples:

- i. The officer / She/ He/ has/ investigated the criminal.
- ii. The officers / I / You/ We/ They/ have investigated the criminal.
- iii. Where is my book? Where are my books?
- i. Kofi and Ama are my friend (subject complement)
- ii. She killed himself (reflexive pronoun)
- iii. Why don't you give yourself second try? (direct object)

According to Downing and Locke, the subject can be realized as a nominal group, doming it, unstressed there, prepositional phrase and embedded clause.

The table below illustrates and exemplifies these realizations.

Table 1: Realization of Subject

No.	Types	Examples
1	Nominal groups	i. Ama fell down
	i. A noun	ii. She fell down
	ii. A pronoun	iii. The girl took the books

iii. A noun phrase

- | | | | |
|---|--|------|-----------------------------------|
| 2 | Dummy it (This is a non-referential or semantically empty use of the pronoun it) | i. | It is almost time |
| 3 | Unstressed there is used to introduce existential sentences | i. | There is a woman in the room |
| | | ii. | There are women in the room |
| 4 | Prepositional phrase | i. | Near the Bible lies the money |
| | | ii. | By plane cost more than a car |
| 5 | Adverbial group | i. | Here they come |
| | | ii. | Now is the time |
| 6 | Embedded clauses. There are two types; that clauses and wh-clauses | i. | That he is a thief is unknown |
| | | ii. | What said frustrated me |
| 7 | A non-finite clause. This takes three forms | i. | Where to go remain uncertain |
| | a. Wh + To + Infinitive | ii. | How to do it is very easy |
| | b. To + infinitive | iii. | To err is human to give is divine |
| | c. V + ing | iv. | Visiting friends is fascinating. |
-

2.5.2.2 The Verb

The verb plays a major role in a sentence. Clark et al (2006:80) explain a verb as the motto of a sentence. It is the motto because it describes a subject's noun, condition or a state of being. Barcer et al (1982) states that, 'A verb is a word that expresses time while showing an action, a condition or the fact that something exists'.

Quirk et al (1985) describe the verb element as the "most central" element in the clause structure because of four main reasons. The first reason is that the verb normally occupies the medial position rather than the initial or final. Secondly, it is normally obligatory. That

is every sentence must have a verb because the verb is the foundation word of a sentence. Also, it cannot normally be moved to a different position in the clause structure and finally, it helps to determine the other elements that must occur in the clause.

Leech and Svartvik (2003) explain that linking verbs do not show action. All linking verbs can be classified as intransitive. Leech and Svartvik (2003) identify two types of linking verbs namely; current linking verbs and resulting linking verbs.

Current linking verbs are like be in that, they indicate a state. They include appear, feel, look, remain, stay, sound and seem. Example;

John sounds quite happy.

Resulting linking verbs indicate that the role of the verb complement is a result of the event or process described in the verb. They include become, feel, get, turn and grow.

Example; We will get there by all means.

Auxiliary verbs help to express an action or a state of being. There are four types of auxiliary verbs in English. These are: the modal auxiliary, (eg: should, would, shall, must, will, could, can, might, etc.), be auxiliary (eg. Be, is, was, were, being, are, been), Have and its inflections (have, has, had) and Do and its inflections (do, does, did, done). There are features which help to identify verbs.

These features are:

1. Verbs have tense. Downing and Locke (2006) define tense as “the grammatical expression of the location of event in time”. That is, tense is the time expressed by

the verb. Downing and Locke state that, English has two tenses namely; the present simple tense and the simple past tense.

Palmer (1965:13) states that all verbs of the language with the exception of the modal auxiliary have two distinct form. The s – form which is used with the pronouns: he, she, it and a noun phrase whose headword is singular. The simple for is used with all other pronouns I, you, we and they and with noun phrase whose headword is plural.

Examples are;

- i. They go to church on Sundays (simple present tense)
 - ii. They went to church on Sunday (past tense)
 - iii. They will go to church on Sunday (future tense)
2. Verbs have singular or plural forms. Whether a verb is singular or plural depends on the subject of the sentence.

When the subject is singular (third person), the ending – S or – es – is added to the infinitive form of the verb. And when the subject is plural of first person or second person, the present tense is used. For example

- i. They eat fufu in the evening (plural)
- ii. I eat fufu in the evening (first person)
- iii. You eat fufu in the evening (second person)

Also helping verbs apart from the modals may also be singular or plural.

2.5.2.3 The Object (O)

The object is the receiver or the sufferer of the action. It receives the verb. Agor (2003:31) refers to the object as “the participant that appears after an action in the clause”. For instance, Ama bought a pen.

The object of the verb bought is the pen. The object, the pen comes after a transitive verb bought. A transitive verb is the verb which takes an object to complete the sentence.

Examples are as follows;

- i. John stole a book.
- ii. The man slapped Ama.

The object, the book and Ama direct object. Transitive verb can help one decide the verbs stole and slapped when used transitively. Example

- i. The book was stolen by John.
- ii. Ama was slapped by the Man.

Leech and Svartvik (2002) discuss that some verbs require two objects in a sentence. A transitive verb in an environment for a direct object which provide another for an indirect object is known as a di – transitive verb. When the two objects are present, the indirect object precedes the direct object. Examples are:

- i. Daniel gave Kofi a pen.
- ii. Yaw bought Jude a bag

The direct objects are pen and bag and the indirect objects are Kofi and Jude. The indirect object is the beneficiary or recipient of the direct object. A sentence with a di – transitive verb also allows passive construction. For instance;

1. Mummy bought Aba a bread

A bread was bought by Mummy for Aba.

However, some verbs can also undergo intransitively. Examples are sing, dance, eat, sell, etc. for example

- i. He dances
- ii. He sings etc.

2.5.2.4 The Complement (C)

Agor (2003:33) defines the complement as “any noun, noun equivalent or adjective, which refers back to a subject or object and completes the meaning of a verb.

Examples are:

- i. Oberima is a boy (a noun)
- ii. His story is a strange one (a noun equivalent)
- iii. Ama is sick (adjective)

There are three main types of complement; subject complement, object complement and adverbial complement. According to Downing and Locke (2006:64) the subject complement completes the predicate after a copular verb. For instance;

- i. Biyaa is a girl.
- ii. Ama looks beautiful.

In the example (i) above, girl is a complement and it is referring back to the subject Biyaa. In example (ii), beautiful is a complement and it is referring back to Ama. The complement completes the predicate by adding information about the subject referent. Because, the subject differs from the object, a nominal group can realize the subject complement and an adjectival group or adverbial as shown above.

One syntactic and semantic feature of the subject complement is that passivisation is impossible. A copular verb predicts a meaning of being something describing or identifying the subject referent. Another syntactic and semantic feature of the subject complement according to Downing and Locke is that “there is number agreement between the subject and pronoun at complement.

Examples are;

- i. Daniel stabbed himself yesterday.
- ii. The traders are women.

Downing and Locke (2006:67) explain that, the object complement is the constituent that completes the predicate with an adjective group or a nominal group following the direct object. For instance

- i. The children call him Mr. President.
- ii. He is making me feel bad.

Mr. President in the first example does not refer back to the children which is the subject but to him. In the same way bad does not refer to ‘He’ but the object me. The object complement is normally placed immediately after the direct object because of the presence of the direct object in the clause, passivisation is possible.

2.5.2.5 The Adverbial

The adverbial also play role in the clause elements. Quirk and Greenbaum (2000:207) explain that adverbials may be integrated to some extent into the structure of the clause or they may be peripheral to it. If integrated, they are termed Adjuncts. If peripheral, they are Disjuncts and Conjuncts.

Jackson (1990:151) explains that adjuncts are grammatical formulae which allow one to append things to a clause. He exemplifies:

In the morning, I had my breakfast in the corner of the hotel dining room.

There are two adjuncts in the sentence: in the morning and in the corner of the hotel dining room. In the morning refers to or gives information about the whole of the rest of the sentence. For that reason, it is more loosely attached to the sentence than the second adverbial. It is therefore a sentence adjunct and can be placed at initial position, mid-position or end position. That is, I had my breakfast in the morning in the corner of the hotel dining room or I had my breakfast in the corner of the dining room in the morning.

However, the second adverbial is less flexible in position. It is a predication adjunct because it refers only to the predication of the sentence, had my breakfast. Predication adjuncts are closely related semantically to the predicate and are more fixed in position and are usually if not always follow the verb they modify.

Adverbial adjuncts are generally mobile, that is, they are capable of occurring in more than one position in the clause. Examples are:

- i. Quickly, he swept the room.
- ii. He quickly swept the room.

- iii. He swept the room quickly.

Quirk and Greenbaum (2000:246) define conjuncts as follows;

Conjuncts are sentence adverbials that indicate logical relationship between sentences or between clauses. They are mainly adverbs (e.g., However, therefore, also, moreover, nevertheless, yet, etc.) or prepositional phrases. (e.g., On the other hand, in consequence, in conclusion)

Examples

- i. She is fat yet she can run very fast.
- ii. The players play well moreover their coach coaches them well.
- iii. Cassava can be used as fufu on the other hand it can also be used as konkonte.

2.5.2.6 Clause Patterns

The clause elements discussed above can be put together in a sentence to get the pattern of that sentence or clause. Quirk and Greenbaum (2000:166) identify seven basic clause patterns. These are:

1. The S.V Pattern: This simply describes the relationship between the subject and the verb, that is, what the subject does. The verbs normally used in this pattern are intransitive. Examples:
 - i. She sings
 - ii. He dances
 - iii. They play
2. The SVO Pattern: This pattern shows a subject (s) its action (V) and that which made the action possible, the object (O). examples;

- i. He slapped Kofi.
- ii. They destroyed the building.

This pattern makes it possible to change active clause into a passive clause.

3. The SVOO Pattern: There are two objects in this pattern; the direct object and the indirect object. The subject (S) performs an action (V) which is made possible because it involves the direct object (OD) and the indirect (OI) object.

Examples;

- i. Daniel gave Ama a colourful book.
- ii. George bought the Madam a pen.

This pattern also allows passivisation. A colourful book was given to Ama by Daniel.

4. The SVOA Pattern: this pattern is simply the SVO where the action involved is described further by an adverbial. Saanchi (2006:85) explains that, the adverbial is an optional element in clause structure because it is normally not considered in the basic patterns for it can be added to all the clause types. For instance, one may add an adverbial to the SV, SVO and SVOO one has given. Example;

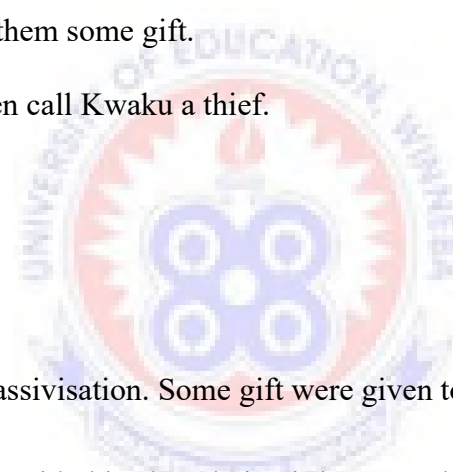
- i. Kuma took the bag on the table.
- ii. The players played the game skillfully.

Saanchi (2006:85), explains, however, that if the object in the sentence is followed by an adverbial complement, then the adverbial is obligatory but not optional. It is obligatory

because, it is required for the sentence to be complete. For example, Ama took the pen in the bag. The adverbial complement is the bag is needed to make the sentence complete.

5. The SVOC Pattern: This pattern shows a relationship involving subject which performs an action (V) on object (O). the effect of the action is on both the object (O) and the complement ©. With this pattern, the complement does not refer back to the subject but to the object. The complement can be a noun, or an adjective which describes or qualifies the object in the light of the action done to it by the subject (S).

- i. Ama gave them some gift.
- ii. The children call Kwaku a thief.



This pattern also allows passivisation. Some gift were given to them by Ama.

6. The S.V.C Pattern: With this, the relation is between the subject, its description and a linking verb that links the subject and its description. The complement is a noun, and adjective or an adverb that refers back to the subject. The subject and the complement refer to the same thing. They are co – referential. Examples are;

- i. John is a teacher.
- ii. Monkeys are interesting.

This does not allow passivisation because of the linking verb.

7. The SVA Pattern: In this pattern, a subject, a verb and adverb are used though in some context the adverbial is optional. Examples
 - i. Kofi walked majestically.
 - ii. She dances gorgeously.
8. The SVOV Pattern: According to Leech and Svartvik (2002), this pattern occurs with verbs that have an object plus a verb. Examples are:
 - i. The headmaster told us to keep the children indoors.
 - ii. The pastor invited them to pray overnight.

2.6 Types of Concord Reviewed

This section reviews the following categories of concord as features in Yankson (1994), Quirk and Greenbaum (2000) and Leech and Svartvik (2002). The categories are explained below:

2.6.1 Grammatical Concord

Grammatical Concord refers to the grammatical agreement of a subject's number, person, and gender with the sentence's subject. According to Leech and Svartvik (2002), grammatical concord means that certain grammatical items agree with each other. The following are classified as grammatical concord.

2.6.1.1 Concord of Number

This refers to singular and plural as in

- i. The boy is eating (singular)
- ii. The boys are eating (plural)

Concord of number applies to the verb only when the verb is in the present tense with the exception of the verb be. Also, in the past tense there is no concord variation as in

- i. She came
- ii. They came

2.6.1.2 Concord of Person

This has three main forms when the verb be is used:

- i. I am (first person)
- ii. He/ She/ It is (third person)
- iii. We/ You/ They are (second person plural)

Concord of person has only two forms in the present tense when main verbs are used:

He/ She/ It/ Our sister likes playing (3rd person singular)

I/ You/ We/ They/ Our sisters like playing (not 3rd person singular)

With concord of person, the modal auxiliaries have only one as in:

I/ We/ You/ He/ She/ Our friends will travel today.

Noun – Pronoun Concord

A pronoun is mostly used to replace a noun. This explains why the pronoun share a lot in common with the noun in both syntactic and semantic properties. One important property of the English pronoun is the pronoun paradigms or system and this is in relation to the study. Boadi and Forson (2014) discuss the four types of the pronoun paradigms. These are person, number, case and gender. All these can be found in nouns except person.

a. Person

Person is the unique of all the systems because it is a paradigm with a function or meaning. According to Boadi and Forson (2014), the function of a person is “the roles which are played by the actors in a speech situation”. A speech situation can be any situation in which at least two persons communicate with words or a conversation, a sermon, a debate or a quarrel. It can also be a piece of writing.

The person system is divided into three; first person, second person and third person. First person refers to the speaker. The second person refers to the person addressed and it is sometimes called the hearer, addressee or listener. The third person refers to a person other than the speaker or the person being addressed. Pronouns with person distinctions are personal, possessive and reflexive.



b. Number

The number paradigm consists of two terms: singular number and plural number. According to Agor (2003) singular denotes one and plural denotes more than one personal, possessive, reflexive and demonstrative pronouns have singular and plural forms.

c. Gender

The term gender according to Aarts (2010:51) refers to the contrast between male and female which are used when speakers are referring to human being of the male sex, female sex, animals and things which are regarded in English culture as female. The English

gender system is a three – term paradigm in the pronoun. These are masculine, feminine and neuter or common.

d. Case

Case is one of the systems of the two pronouns. It is a three – term paradigm. The terms are:

1. The subjective or nominative case
2. The objective or accusative case
3. The possessive or genitive case

The pronouns that form the subjective case include the following; me, you, him, her, it, us, them and who. Pronouns that form the objective case include me, you, him, her, it, us, them, and who (m). Pronouns of the possessive case include mine, yours, his, hers, theirs, whose and ours.

All these paradigms help to understand pronouns concord better. Pronoun concord refers the relationship in which pronouns are made to agree in both number and gender with words which they refer.

Examples;

- i. Ama threw her books away.
- ii. He was armed with his guys.

2.6.2 Notional Concord

Quirk and Greenbaum (2000) explain notional concord as “agreement of verb with subject according to the idea of number rather than the actual presence of the grammatical marker for that. For instance:

The government have broken all their promises.

In the instance above, the government is treated as plural and therefore takes the plural verb have and ‘their’. They point out that, notional concord is one of the factors that interfere with subject – verb concord. It interferes with subject – verb concord because a subject which is not marked for plural requires a singular verb and a subject which is definitely marked for plural requires a plural verb.

Examples:

- i. The gate is closed (singular)
- ii. The gates are closed (plural)

Singular nouns ending with the s – of the plural inflections are, however apparent exceptions. These nouns include measles, billiards, mathematics, economics, linguistics, draught and news. For example; Mathematics is a difficult subject.

In furtherance to this, notional concord is applied to collective nouns. Collective nouns are nouns that denote groups of individual people, things or animals. Examples are; clergy, spectators, audience, family, class, jury, congregation, committee, company. Collective nouns can be either singular or plural depending on the use of context. A collective is singular and agrees with a singular verb if the group is considered as a single unit or a

single individual body. It is considered as plural, is conceived as a collection of individual members of a group.

This implies that national concord is at work when singular noun is used as a collective noun and takes a plural verb or a plural pronoun, or a plural noun is considered a single entity and takes a singular verb. Quirk and Greenbaum (2000:177) explain that in British English, collective nouns are notionally plural, but grammatically singular and obey notional concord whereas American English usually has the singular.

Examples:

- i. The committee has been set up so that in future it will discuss such topics in advance (U.S.A).
- ii. Committee have been set up so that in future they will discuss such topics in advance (U.S.A).
- iii. The committee wants to publicize its views (BrE)
- iv. The committee have been set up so that in future they discuss such topics in advance (BrE).

In American English if the collective noun is singular, it takes singular verb, but if it is plural, a plural verb is used as in examples (i) and (ii) above. In British English, however, the collective noun can take a singular verb or a plural verb as illustrated (iii) and (iv) above.

2.6.3 Proximity Concord

Proximity concord is a situation where a verb agrees with the nearest noun, rather than with the sentence's distant subject. Yankson (1994) also explains proximity concord as "the verb agreeing with the noun immediately preceding it in a sentence".

Leech and Svartvik (2002) term this principle attraction because the last noun attracts a certain form in the verb and upsets the rule of grammatical concord.

Examples:

- i. A large number of people have asked her to stand for re-election.
- ii. A variety of analytic methods have been used.

In the examples above, the grammatical heads of noun phrases (number and variety) are both singular and plural nouns (people and methods) in the phrase modifying the head influence the form of the nearby verb.

The principle of proximity or attraction is applied when subjects that are connected by the correlative differ in number and person. Thus, one subject is singular and the other is plural.

Examples

- i. Either the boys or the pastor is attending the funeral
- ii. Either the pastor or the boys are attending the funeral
- iii. Neither you nor Kofi knows the answer.

The principle of proximity is also used in cleft sentences. A sentence is called cleft if it divides a single clause into two separate sections, each with its own verb. Most cleft

sentence statements start with the pronoun it followed by the verb be which in turn is followed by the element on which the focus falls. For example, it is Ama who is a nurse.

In sentences which have two clauses, a main clause and a subordinate and the subordinate is a relative clause, the verb agrees with the antecedent of the relative pronoun. Examples

- i. One of the girls who sing in the choir is my friend.
- ii. Yaw is one of the workers who are working hard.

2.6.4 Gender Concord

This means the matching of parts of speech in a sentence according to gender. In the English Language, gender concord occurs with personal and possessive pronouns. For examples

- i. Ama killed herself.
- ii. Daniel treated himself.

With the two examples above, the subjects Ama and Daniel are matched with the gender pronouns herself and himself respectively but not the verb of the sentences.

2.7 Some Rules of Concord

Brown (2009) states some concord rules and these are some of them;

Rule 1: A verb must agree with its subject in number/ person: That is a singular verb should follow a singular subject and a plural verb match a plural subject. For example

- a. The dog is under the chair. The subject of the sentence is dog and the verb is 'is' which matches with the subject so there is an agreement.

- b. The boys are playing. In sentence (b) boys are plural and match with the verb ‘are’ which is also plural. Therefore, there is an agreement.

Rule 2: Singular subjects followed by such words as with, together with, as well as, accompanied by, take singular verbs. Examples:

- a. The headmaster as well as his attendant is attending the meeting.
- b. The pastor accompanied by the church members has come.

Rule 3: Indefinite pronouns such as everyone, no one, everybody, nobody, and somebody take singular verbs when they are in subject position. For example:

- a. Everyone is to go for a checkup.
- b. Nobody is to run away.

Rule 4: When two or more subjects are joined by “and” and refer to the same person or thing, the verb must be in singular form. However compound subjects referring to two different people or things take plural verbs.

- a. The president and head of defense, has travelled. This means that the “president is the same person as the head of defense” so singular verb is used.
- b. A book and a pen are on the table. In this sentence, the subject of the sentence is a book and a pen. Both are two different entities. Therefore, a plural verb ‘are’ is used.

Rule 5: When two subjects (a compound subject) refer to the same thing or is thought of as a single idea or a unit, a singular verb is used. For example

- a. Rice and stew is my favourite food. The subject rice and stew is a single idea so it is regarded as a singular subject, hence a singular verb 'is' is used to match with the subject.

Rule 6: Some nouns are plural in form but singular in meaning and they take singular verbs. For example

- a. Mathematics is a difficult subject
- b. Linguistics is an interesting course.

Rule 7: When singular subjects are joined by not only ---but also, neither ---nor, either--- or the verb should be in the singular form. For example

- a. Neither the father nor the mother visited the girl.
- b. Either Ama or Kofi will join the choir.

Rule 8: If subjects differ in number or person (one subject is in the singular and the other is in plural), the verb agrees with the subject (noun) nearer to it. This is what Leech and Svartvik (2002) term it as attraction or proximity concord. For example

- a. Either the headmaster or the children are going for the programme.
- b. Either the children or the headmaster is going for the programme.

Rule 9: A collective noun takes a singular verb when the group is regarded as one unit. But a collective noun takes a plural verb when emphasis is placed on the individual members of the group. That is, the individual members of the group are acting separately. This type of concord rule is known as notional concord. This is because it is based on notion and perception. Examples

- a. The committee has been set up to look into the case (together).
- b. The committee are meeting today (separately).
- c. The clergy is praying (together).
- d. The clergy are praying (separately).

Rule 10: A demonstrative adjective (such as this, that, these, those) must agree in number with the nouns it modifies. This and that are singular while those and these are plural. For example;

- a. That girl came here.
- b. Those girls came here.
- c. This car is mine.
- d. These cars are mine.

Rule 11: Indefinite pronouns such as anyone, anybody, somebody, everybody, neither, anything, something and everything are considered as singular, so they must match with singular verbs.

- a. Every child needs a vaccine.
- b. Something is about to happen.
- c. None of the students is a boarder.
- d. Everybody needs help.

Rule 12: Nouns that are always regarded as plural take plural form. Examples: people, cattle, police

- a. The police were coming here.
- b. The cattle look healthy.

- c. Ghanaians love their chiefs.

The subjects, the cattle, the police, Ghanaians are plural so they take their plural verbs look, are, love respectively.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the research approach, population and sampling techniques, sample size, the research site, data collection, data analysis and data presentation

3.1 Research Approach

This study is a qualitative research that attempts to build up existing information and data regarding how best to correct concord errors. Trochim (1997) states that “a key reason for doing qualitative research is to investigate and become more experienced with a particular phenomenon of the researcher’s interest in order to deliver a detailed description of what the researcher wants to do”. This approach is about the poor usage of concord errors in the writings of Anglican Junior High School in Sefwi – Wiawso.

3.2 Population and Sampling

The entire students’ population of Sefwi – Wiawso Anglican Junior High School is two hundred and four (204). It would have been ideal if all the students were included in the research because the problem of concord errors affect the entire student body. However, due to time and resource constraints a sample of the students’ population was used for the purpose of this research. The researcher decided to use the first and the second year students of Sefwi – Wiawso Anglican Junior High School as a sample.

The reason for the selection of the first and second year students was that the first years have more years to complete school and this will help the researcher to spend more time with them by explaining the types of concord, errors in concord and rules of concord. And to the second year students it will help the researcher to know the performance of the students in English and help correct errors in concord.

3.3 Sampling Technique

The sampling technique used for the research is purposive sampling technique. This is because, it possesses the information the researcher wants. The total number of form one

and two students in Sefwi – Wiawso Anglican Junior High School is one hundred and fifty (150). The form one and two have been divided into A and B.

The table below shows the population from which the sample was taken.

Class	N^o of Girls	N^o of Boys	N^o of Students	Percentages (%)
Form one A	25	20	45	30.0
Form one B	20	15	35	23.3
Form two A	19	16	35	23.3
Form two B	17	18	35	23.3
Total	81	69	150	100

The researcher went to each of the classes and divided the students in each of the classes according to their sexes. The researcher wrote numbers on pieces of paper that correspond to the total of students in each class.

The girls simultaneously picked their numbers with boys. Whoever selects the number one (1) for each of the sexes was picked. This technique ensured fair presentation.

3.4 Sample Size

Out of the four classes, two classes were selected for the sample size. The two selected classes are form one B and form two B. the reason for the selection was the fact that students in those two classes have many problems with concord errors. Fifteen students were selected from each class making a total of thirty (30) students. The reason for the

selection was to enable the researcher to supervise and monitor the data generated by the subject.

3.5 Research Site

The site chosen for the research is Sefwi – Wiawso Anglican Junior High School. The school is located in the middle of the town. The town shares common boundaries with the Sefwi – Bekwai District, Sefwi – Akontombra District and Boako District. The school was selected in 1953. It is a mixed school with a population of two hundred and four (204). The school has Information and Communication Technology center where students go for their practical lessons. It also has a library. The reason why this research site was chosen is that accessing information will be easy since the researcher live in the town. And the cost of carrying out this project will not be expensive since the researcher will not travel long distance to look for information.

3.6 Research Instruments

The researcher used three instruments, these are observation, interviews and questionnaires that were administered to the headmaster, other members of staff, a colleague English language teacher, another for other teachers, exercise for students, respondent's interviews and observation of the teachers' note books to see if they ever taught concord errors as a language item in their lessons. It is worth knowing that all the above listed strategies were carried out taking into notice the various rules governing the use of concord as put down by authorities as regard proximity concord, grammatical concord, notional concord, gender and even pronoun concord with other expressions'.

3.6.1 Observations

The researcher monitored students' interaction during break and listened to their conversations. It was found out that the students interacted using Twi and English Language. Those who used English Language committed a lot of concord errors. This was due to L1 interference in the English Language. The researcher also observed the students when answering and asking questions in the class. He also observed their choice of words, tense used when writing their essays.

3.6.2 Interviews

The researcher held interviews with a cross section of respondents. The reason for the interview was to ascertain whether respondents enjoy and understand their grammar lessons. He again interviewed them to find out the topics they enjoy most in the grammar lessons. The interview with other staff members gave the researcher the chance to know what they think about students' use of English Language and how it affects their performances in other subject areas. Finally, the headmaster was being interviewed to ascertain whether the Ghana Education Service supplies them text books and reference books.

3.6.3 Documents

This section comprises the extract of students' test, home works and exercises. The researcher found errors in students' work. These errors were used for the analysis.

3.7 Data Collection Protocol

The data collection protocol is the procedure the researcher adopted in collecting data. Data collection was easier because the researcher was a member of the staff in the school. The researcher recorded the views conducted on both teachers and students and questionnaires

were also distributed to students.’ This helps the researcher to get a first-hand information and eye witness account in producing credible information for the research.

3.8 Data Analysis

The researcher analysed his data by translating conceptual models into storyline and analysing the questionnaires distributed to students. The narrative logic approach was used to collect data. This method of data analysis involves narrative and putting down findings in paragraphs and tables.



CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS

4.0 Introduction

This chapter deals with the analysis and findings of research questions. It will be discussed based on the three main research questions pose earlier in the first chapter.

4.1 Research Question 1

What are the concord errors students commit in their writings?

This question sought to find out the various concord errors committed in the writings of Sefwi Wiawso Anglican Junior High School. The following were the various concord errors students committed: Grammatical concord errors, Proximity concord errors, Notional concord errors and Gender concord errors.

4.1.1 Grammatical Concord Errors

Grammatical concord refers to the agreement in number between a verb and its subject, a pronoun or a demonstrative adjective and the word it modifies. The basic rule that a singular subject requires a singular verb is very difficult to implement among English L₂ speakers. Makalela (1998:44) states that errors on agreement making shows that learners' inter language has not yet developed to target language standards. Garner (12012) also states that, Grammatical error is used in prescriptive grammar to describe an instance of faulty, unconventional or controversial usage, such as a misplaced modifier or an inappropriate verb tense. Grammatical errors to be discussed in these groupings are agreement errors, tense errors, singular-plural errors and possibly prepositional and article errors.

Agreement errors: Agreement is the correspondence of a verb with its subject in person and number, and of a pronoun with its antecedent in person, number and gender. Another name for grammatical agreement is concord (2010). Any variation of this principle is an agreement error.

a. Subject-verb agreement: The correspondence of a verb with its subject in person (first, second or third) and number (singular or plural). This principle applies to finite verbs in the present tense and the past form of verb to be (was and were). Examples of subject-verb agreement errors committed by the students are as follows;

- i. Most of my friends comes here (Most of my friends come here)
- ii. Aba and Kuma is in the room. (Aba and Kuma are in the room).
- iii. They likes coming here. (They like coming here)
- iv. The girls' volleyball team won all their matches. (The girls' volleyball team has won all their matches).
- v. Grandpa told me that China are found in Asia. (Grandpa told me that China is found in Asia).
- vi. Both tiredness and sleeplessness causes accident. (Both tiredness and sleeplessness cause accident).
- vii. There is a committee who sit and decide on what to do with bad children. (There is a committee which sits and decides on what to do with bad children)

b. Noun-pronoun agreement: Noun-pronoun agreement is the correspondence of a pronoun with its antecedent in number (singular, plural), person (first, second, third), and gender (masculine, feminine, neuter), Sorenson, (2010). Prototypically,

one of the basic principles of pronoun agreement pronoun antecedent agreement is that a singular pronoun refers to a singular noun while a plural pronoun refers to a plural noun. This is sometimes complicated when the pronoun is indefinite.

Examples are as follows;

- i. One of the girls has herself safety boots. (One of the girls has her own safety boots).
- ii. Some of the workers' pay their bill their selves. (Some of the workers' pay their bills themselves).
- iii. The disciplinary committee submitted their report to the Board of Governors of the school. (The disciplinary committee submitted its report to the Board of Governors of the school).

4.1.1.1 Tense Errors

Traditionally, a tense expresses when an action took place, takes place, will take place or has taken place. An expression becomes incorrect when a wrong tense is used. Examples of verb-tense errors committed in some of their writings are as follows;

- i. Yaw came here always (Yaw comes here always)
- ii. They give him the money this morning (They gave him the money this morning)
- iii. She has eat the food (She has eaten all the food)
- iv. We really want to go there (We really wanted to go there).
- v. He will swept the room in the morning (He will sweep the room in the morning).
- vi. She has take the book from me. (She has taken the book from me).

4.1.1.2 Singular – Plural Errors

Singular and plural phenomenon exist in English like in many languages. In English count nouns have plural forms and they represent items that exist in separated units you can count, such as books, clothes, houses, cats, etc. Noun count nouns represent items existing as a mass, such as liquids and powders (dust, oil, water, omo) or concepts (faithfulness, commission, honesty). In addition, plural count nouns can appear without a determiner (I have pens). Some of the difficulties of plural and singular in the writings of the students are as follows;

- i. The children took all the futures from the room. (The children took all the future from the room)
- ii. The congregations came in the numbers to support us. (The congregation came in their numbers to support us).
- iii. They bought a lot of good. (They bought a lot of goods).
- iv. The mouses ate all the fish. (The mice ate all the fish).
- v. The environmental protection council in my district are doing less to help the community. (The environmental protection council in my district is doing less to help the community).

4.1.2 Proximity Concord

Proximity concord is a situation where a verb agrees with the nearest noun rather than with the sentence more distant subject. Yankson (1994) perceives proximity concord as “the verb agreeing with the noun immediately preceding it in a sentence”. A typical example is (a) one of your friends are here. This is an example of proximity concord because the verb ‘are’ is agreeing with the noun friends which is immediately preceding it in a sentence but

not with the singular subject one. The right sentence should read like this: One of your friends is here.

Another example (b) the reasons for its fall in these areas are not known. With this too, you could see that the verb is agreeing with the plural noun areas which is closer to it not with the less-proximate singular subject reason. Grammatically, it should read like: The reason for its fall in these areas is not known. This is because reason is the headword of the subject which is also singular.

These students find it difficult to match the plural noun with the plural verb neglect the word as the subject. Examples of the errors committed are below;

- i. Neither the book nor the pens is expensive. (Neither the book nor the pens are expensive).
- ii. Neither the boys nor the girl were there (Neither the boys nor the girl is there)
- iii. Either the pastor or the members is attending the funeral (either the pastor or the members are attending the funeral).
- iv. Either the children or the teacher are coming (Either the children or the teacher is coming).

4.1.3 Notional Concord

The agreement between the verb and the subject according to perception (that is the idea of numbers rather than the actual display or presence of a grammatical feature for the idea Sekyi-Baidoo (2010). That is, while we can distinguish between plural and singular forms of some words, others cannot be distinguished. Richard Nordquist (2018) describes notional concord as agreement of verbs with their subjects and of pronouns with their

antecedent nouns on the basis of meaning rather than grammatical form. For example: The committee have been opposing the changes till now. While committee can be considered singular, have been is plural. Notional concord mostly deals with collective nouns acting as subjects. The errors that the students committed under the notional concord have been captured here;

- i. The jury votes according to their conscience (The jury vote according to their conscience).
- ii. The committee meet once every year. (The committee meets once every year).
- iii. The class have elected its officers. (The class has elected its officers).
- iv. The government has to fulfil their promises to ensure peace. (The government have to fulfil their promises to ensure peace).
- v. The congregation are listening to the preacher. (The congregation is listening to the preacher).
- vi. The team have not played well. (The team has not played well).
- vii. The staff are at the meeting. (The staff is at the meeting).
- viii. The mob are demonstrating in town. (The mob is demonstrating in town).

4.1.4 Pronoun and its Antecedent (Gender) Concord

This means the matching of parts of speech in a sentence according to gender. Gender concord occurs with personal and possessive pronouns. Examples captured below are some of the errors they committed.

- i. I bought meself a book (I bought myself a book).
- ii. He hanged hissself. (He hanged himself).

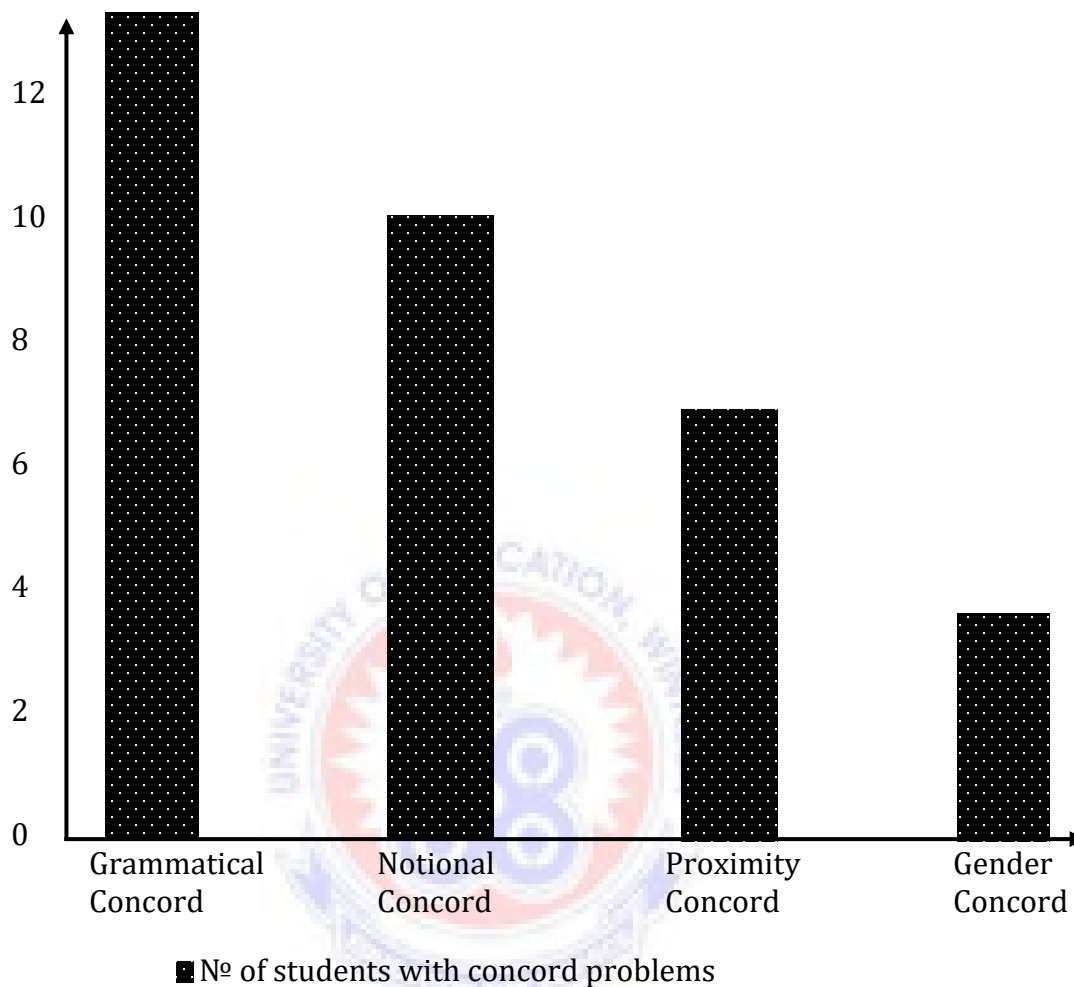
- iii. Priscilla is one of the girls who come/comes here (Pricilla is one of the girls who comes here).
- iv. The team changed its position to get varied experience. (The team changed their position to get varied experienced).

The table below shows concord errors that were committed by the students.

Types of concord errors	Frequency	Percentage (%)
Grammatical Concord	12	40%
Notional Concord	9	30%
Proximity Concord	6	20%
Gender Concord	3	10%
Total	30	100%

Out of the thirty (30) students who had concord errors, twelve (12) had grammatical concord errors representing 40%. Nine (9) had Notional concord errors representing 30%, six (6) had proximity concord errors representing 20% and three (3) had gender concord errors representing 10%.

The bar chart shows the types of concord errors that students committed



4.2 Research Question 2

What are the various factors responsible for the concord errors the students commit?

4.2.1 Methods of Teaching

Prototypical method of teaching causes concord errors and affect the students in many instances both in writing and spoken English Language. The grammar translation method for instance, the students' developed habit of literal and word by word translation from Ghanaian Language into English and vice versa. The outcome of grammar of using grammar translation method in teaching is that, students do not think directly in English Language rather they think in their mother tongue and then transfer and translate their thought in English. Unfortunately, the structure of sentences in our Ghanaian Language is a bit different from English Language and that causes them to deviate.

4.2.2 Interlanguage and Intralingua Errors

Richards (1974) categorized errors into two namely; Interlanguage errors and Intralingua (developmental errors). Richards (1974) addresses that overgeneralization, ignorance of rule restrictions, incomplete application of rules and falsification are major causes of intralingua errors. These errors appear when L₂ learners are developing L₂ structure knowledge. Spada and Lightbrown (2006) explain overgeneralization as when L₂ learners overly apply structure rules while producing the language. For example, learners apply the – s ending or – ed ending the verb in “I gos or I goed”. Also learners make inductive generalization about the target language system based on the data to which they are exposed. As a result of the restriction based on the data, learners who are ignorant of the exceptions to certain rules of grammar generalized and produce incorrect form by analogy.

4.2.3 The Teachers

A teacher of English should know the phonology, morphology, vocabulary, syntax and semantics of the language. With this, a teacher would be able to teach the language to its best. Unfortunately, teachers who teach English in my school do not have academic background of English. These teachers are either from the science department or Mathematics department. The reason given me by the headmaster was that “the school lack English teachers so these teachers are compelled to teach the English.

4.2.4 Textbooks

The researcher after interviewing the headmaster found out that, Ghana Education Service has not been providing reference books to English teachers. I ascertained that the only textbook is the students’ hand that the teachers used to teach. Teachers have to read ahead of their students in order to help them overcome the difficulties in the English Language.

4.2.5 The Students

The research ascertained that students in the school do not take English seriously. The researcher found out that students do not write notes, they do not speak English on campus and even when they are in class. These practices thwart them from doing well in English.

4.3 Research Question 3

What are the possible ways to enhance students’ performance in the area of concord writings?

4.3.1 Using effective teaching strategies:

Teachers should use effective teaching strategies to assist students overcome concord errors in their L₂ writings. Chamot and O'Malley (1987) grouped strategies teachers can use to improve students' L₂ writing into metacognitive and cognitive.

- **Metacognitive strategies:** They are found to be effective in L₂ learners include selective attention, self-monitoring and self-evaluation. Teachers should be involved in self-monitoring which include checking the accuracy of what they write. Again, teachers should teach students how to edit their work after writing.
- **Cognitive strategies:** According to Dulay, Burt and Krashen (1982), cognitive strategies like repetition with illustration should be used by L₂ teachers and provide an appreciable number of formal feedbacks to learners. Teachers should indicate to students the location and nature of the errors and then provide them with the opportunity for self-correction.

4.3.2 Teachers should be proficient in both Oral and Written

Teachers of English should be proficient in oral and in written English so that learners can emulate them as role models. Learners often copy the language their teachers use in class. What students use and write in class. This means teachers should be conscious of their choice of words and their tenses in class.

4.3.3 Motivation

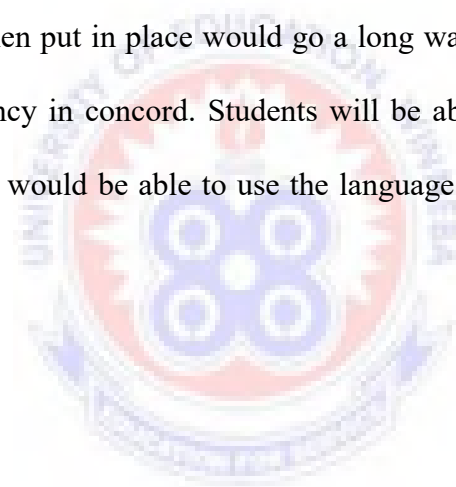
Teachers must again motivate their students to read some challenging prose. Much reading would help students to acquire new words (vocabulary) better their tenses when writing and even speaking. Students must be encouraged to watch English Language television programmes, read newspapers and magazines. This will facilitate L₂ acquisition.

4.3.4 Provision of Textbooks

The Ghana Education Service should provide reference book for teachers. A teacher of English should be able to read ahead to have in-depth knowledge of the topic before he comes to class. A thorough preparation of a teacher helps him to overcome students' difficulties in the English Language.

Lastly, teachers should use the integrated approach to language teaching by focusing on the four language skills namely; listening, speaking, reading and writing. Regular practice of writing can help reduce students' concord errors.

The above measures when put in place would go a long way to help students to enhance their accuracy and fluency in concord. Students will be able to avoid most preventable errors and mistakes and would be able to use the language both in writing and speaking without fear or panic.



CHAPTER FIVE

CONCLUSION, SUMMARY AND RECOMMENDATIONS

5.0 Introduction

This chapter summarizes the findings, methods of the research and offers recommendations and suggestions for further study

5.1 Summary

5.1.1 Summary of methods

Techniques used for this research was qualitative sampling. Thirty students were used for the research. The objectives of the study were to:

- Ascertain the concord errors in the writings of Wiawso Anglican Junior High School.
- Identify the various factors responsible for the concord errors students commit.
- Find out the possible ways to enhance English concord of these students.

The main research questions I addressed in the study are as follows:

- What are the concord errors in the writings of students of Sefwi Wiawso \Anglican Junior High School?
- What are the factors responsible for the concord errors students commit?
- What are the possible ways to enhance students' performance in the area of concord?

5.1.2 Summary of Findings

The following were the major findings of the study:

- a. In the case of research questions one of the following types of concord errors were found;
 - i. Grammatical errors which were identified in the study consist of agreement errors, noun-pronoun errors, tense errors, singular-plural errors etc.

- ii. Proximity concord errors. This is where a verb agrees with the nearest noun rather than with the sentences more distant subject. Students found it difficult to comprehend it.
 - iii. Notional concord; this can be described as the agreement between the verb and the subject according to perception. Students mismatch the right tense, pronoun and the head noun when it comes to concord.
- b. The causes of concord problems are; lack of English teachers to teach the subject. Lack of English teachers poses threat to the students. This is because a teacher who do not know the phonology, morphology, semantics and syntax of the language teaches anyhow.
- Another problem was that, the Ghana Education Service did not provide reference books and other textbooks. Also, language transfer (inter-lingual) and faulty application of rules (intra-lingual) were also a problem a problem. Lastly, the inability of a student to identify the headword of a sentence, be it nominal or pronoun, and then the matching of plural or singular noun or pronoun to a verb were all problems to be identified by the students.
- c. The researcher also suggested some possible ways to enhance students' performance in concord.

These are;

- Teachers should use the integrated approach to language teaching by focusing on the four language skills namely; listening, speaking, reading and writing. These can be used to improve concord.
- Also provision of textbooks and reference books could help.

- Motivation, effective teaching strategies among others could be used to improve students' concord.

5.2 Recommendations and Suggestions for Further Research

As a result of findings, the researcher would like to make the following recommendations and suggestions;

1. The curriculum Research Development Division of the Ghana Education Service should collaborate with Ministry of Education to give at least seven copies of grammar workbooks to each Junior High School to improve upon their concord.
2. Heads of English Departments in schools, colleges and institutional heads should ensure that all aspects of the English Language are taught.
3. Teachers of English should not teach rules of the language alone but teach students of grammar in context.
4. Reading and writing clubs should also be formed in schools with the help of teachers of English and other interested teachers.
5. Grammar teaching needs to be integrated into the teaching of listening, speaking, reading and writing skills. In other words, grammar should be seen as facilitating communication in all modes not as an isolated area of study exemplify by the grammar lesson.
6. In addition, English as a second language curriculum planners should make available to both teachers and students useful English grammar textbooks.
7. Finally, grammar needs to be taught through engaging learners in meaningful and motivational activities. There is no way I would be able to complete the research on concord errors in the writings of students. Researchers can still do further

research on concord errors and also investigate into traditional and functional grammar to bring out the best for students.



REFERENCES

- Aarts, B. (2010). Oxford Modern English Grammar. London: Oxford University Press.
- Agor, J. T. (2005). *Investigating English Concord Problems in the writings of teacher trainees. M. Phil, Thesis*, University of Ghana.
- Brown H. D. (1987). *Principles of Language Learning and Teaching (2nd ed.)*. New Jersey: Printice Hall.
- Brown H. D. (2002). *Principles of Language Learning and Teaching (4th ed.)*. NY: Addison Wesley Longman, Inc.
- Chamot, A. U. & O'Malley, J. M. (1987). *A cognitive academic language learning approach: A bridge to the mainstream*. TESOL Quarterly, 21, 227 – 49
- Corder, S. P. (1975). Error Analysis, Interlanguage and Second Language Acquisition. Language Teaching, 8, 201 – 218
- Detaba, P. K. (2013). The Importance of Grammar in English Language Teaching – A Reassessment (online). Available from: <http://www.languageinindia.com>
- Downing, Angela and Locke, Philip, (2006). English Grammar – A University Course. New York: Routledge
- Garner, B. A. (Sep. 2012). Which language rules to flout or flaunt. *The New York Times: New York*.
- Halliday, M. A. K. (1994). *An Introduction to Functional Grammar*. (2nd ed.). London: Edward Arnold.

- Hashin A. (1992). *Cross-linguistic influence in the written English of modern Languages* 12(1), 59 – 79.
- Haussamen, B. Benjamin, A. Kolln, M & Wheeler, R. S. (2003). *Grammar Alive: A Guide for Teachers*. Urbana. IL National Council of Teachers of English
<http://www.grammatical.about.com/od/mo/overgeneralizationterm.htm>
- Hughes A. (1980). *Problems in Constructive and Analysis and Error Analysis*. ED192573.
- Johnson, K.E. (1994). *The Emerging Beliefs and Instructional Practices of Preservice English as a Second Language Teachers Teaching & Teachers Education*, 10(4), 439 – 452.
- Khansir, A. A. (2012). *Error Analysis and Second Language Acquisition. Theory & Practice in Language Studies*, 2(5): 1017 – 1032
- Lado, R. (1957). *Linguistic across cultures*, Ann Arbor, *University of Michigan Press*.
- Larsen Freeman, D. & Lang, M. (1999). *How languages are learned*. (2nd ed.). *New York Oxford University Press*.
- Leech, G, Deuchar, M. and Hoogeraad, R. (1982). *English Grammar for today* *New York Palgriake*.
- Littlewood, W. (1984). *Foreign and second Language Learning: Language Acquisition Research and its Implications for the classroom*, Cambridge: Cambridge University Press.

Nordquist, R. (2009). *Glossary of Grammatical and Rhetorical Terms (online)*. Available from:

Owu – Ewie, C & Lomotey, C. F. (2011) *L1 interference in Ghanaian Junior High School Students' English Writing* Implication for improving English writing, paper presented the 4th Annual Conference of the Linguistics Association of Ghana, KNUST, Kumasi, Ghana.

Quick, R & Greenbaum, S. (1973). *A University Grammar of English, London: Longman.*

Richards J. C. (1971). *A non-contrastive approach to error analysis*, English Language Teaching, 253.

Richards J. C. (1994). *Error analysis, perspectives on second language acquisition*, London: Longman.

Richards & Reppens (2014). Towards a pedagogy of Grammar Instruction. RELC Journal 45(1) : 5 – 25 .

Sekyi – Baidoo, Y. (2000). *Learning and communication*, Accra: Infinity Press.

Sekyi – Baidoo, Y. (2002). *Semantics: An Introduction – Kumasi: Wilas Press.*

Sey, K. A. (1973). *Ghanaian English: An Exploration Survey. London: Macmillan.*

Sorenson, S. (2010). *Wester's new world students writing handbook (5th ed.)* Wiley Publishers.

Stock & J. D. A. Widdenson (1974). *Learning about linguistics*. United Kingdom

User, (2014). *Concord (online)*, Available from: <http://www.fu.berlin>. dc

Van Els et al (1984). *Applied Linguistics, Second Learning Teaching Foreign Language*.

Wardhaugh R. (2003). *Instructor's Manual to Accompany Understanding English Grammar: A Linguistic Approach (2nd ed.)*. Malden: Blackwell Publishing.

Wilcox, K.M (2004). *Defining Grammar: A Critical Primer, (online)*, Available from: <http://www.MyEnglishTeacher.Net>

Winterowd W. ross and Murray, Y Patricia (1988). *English Writing and Skills, Holt, Rinchart and Winston, Inc: Orlando, Florida*

Yankson, Kofi E. (1994). *Better English through concord for West African students*. Accra: Commercial Associates Ltd.



APPENDIX A

QUESTIONNAIRE FOR HEADMASTER

Do Ghana Education Service provide reference books for English teaching?

Yes

No

Are the English Textbooks detailed enough to help teachers and students in learning English?

Yes

No

Has this got any effect on students' performance in English Language?

Yes

No

Do students have supplementary reading at the library to help them polish their English?

Yes

No

i. If Yes, Which type?

ii. If No, What is being done to solve anomaly?

What is the education background of the teachers who teach English?

.....
.....

Are they teachers of English?

Yes

No

APPENDIX B

QUESTIONNAIRE FOR TEACHERS

1. Does grammar have enough periods on the timetable within a week?
Yes No
If Yes, how many periods? 1 2 3 4 5
2. Do you use teaching and learning materials during grammar lessons?
(a) Always (b) sometimes (c) very often (d) rarely
3. Are the teaching / learning materials appropriately used to enhance understanding?
(a) Anyhow (b) enough (c) always (d) sometimes
4. Do you use the textbooks issued by the Ghana Education Service?
Yes No
i) Do you face any problem in using the textbooks?
Yes No
ii) If Yes, What is the problem?

APPENDIX C

QUESTIONNAIRE FOR STUDENTS

Tick the appropriate box

Are you a male or female?

Do you consider English Language a difficult subject?

Yes No

Do teachers vary their strategies when they are teaching concord?

Yes No

Are you conscious of your errors when you are interacting in English?

Yes No

Do teachers' methods of teaching influence your ability to understand concord?

Yes No

