An Error Analysis of problems of learning English as a Second Language (ESL) among pastoralist learners in the Maasai community of Kajiado West, Kenya.

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Abstract
Pastoralist education in Kenya is riddled with a myriad of problems, key among them being the harsh climatic conditions that deter students from attending school regularly. Learners of English as a Second Language (ESL) in Kenya are immersed into learning English alongside the first language and Kiswahili at primary school level. However, despite the long exposure of approximately ten years on average, secondary school students do not learn to accurately use English as a mode of communication. This study focused on establishing the difficulties secondary school Maasai pastoralist learners in Kajiado County, Kenya face while learning English as a second language. It focused on identifying learners' errors, the frequency of occurrence and the sources of errors. The study adopted a descriptive research approach. The target population consisted of secondary school students aged between 13-20 years within the pastoralist Maasai community who often move in search of pasture and water for their livestock and whose school attendance is quite unpredictable. A sample of 100 students was purposively selected from forms 1, 2, 3 and 4. They were then asked to write compositions on selected topics. Content analysis and interviews were used to determine the errors and their sources in the written compositions. Findings indicate that learners make errors which are prevalent in all levels of linguistic analysis though the highest number of errors occur at the syntactic level. Findings further indicate that learners make interlingual errors because of transfer from mother tongue and intralingual due to overgeneralization, incomplete application of rules, ignorance of rule restrictions and false concepts.
Keywords: *Error Analysis, English as a Second Language, Pastoralist Learners.*

I.   Introduction

Pastoralist education in Kenya is riddled with many problems ranging from the vast distances to be covered to attend school, the cultural beliefs about the position of women in society, the economic value associated with education for both boys and girls and issues to do with the harsh climatic conditions that deter students from attending school regularly. Pastoralists move from place to place, often in search of pasture and water for their livestock so their school attendance is quite unpredictable. Ouda, Opiyo and Wambiya (2015) observe that pastoralists are not enthusiastic about education. This, they explain, is because livestock keepers depend on children for herding labour and they are constantly on the move for their survival. They do not value formal education because of their nature of survival as pastoralists. This has serious implications for levels of attainment of learning content.

However, this situation is slowly changing, with the introduction of free and compulsory basic education, more learners are enrolling in schools. Laws have been enacted to ensure that every Kenyan child and youth can access education. The Basic Education Act of Kenya of 2013 article 28 (1) stipulates that the Cabinet Secretary shall implement the right of every child to free and compulsory education, while article 29a (1) states that no public school shall charge or cause any parent or guardian to pay tuition fees for or on behalf of any pupil in the school. Article 30 (1) states that a parent of any Kenyan child shall ensure that the child attends school regularly as a pupil or such other institution as may be authorized and prescribed by the Cabinet

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Secretary for purposes of physical, mental, intellectual or social development of the child. Similarly, article 53(1) b stipulates that every child has the right to free and compulsory education. In addition, article 55(a) stipulates that the state shall take measures, including affirmative action programmes, to ensure that the youth access relevant education and training. Further, article 56 (b) states that the State shall put in place affirmative action programmes designed to ensure that minorities and marginalized groups are provided special opportunities in educational and economic fields. The state recognizes that there are marginalized people in Kenya such as the pastoralists and provides clauses in the law for special programmes. With the pronouncements of the constitution, Kenyan children access both primary and secondary education at a subsidized rate. The above provide guidance on accessibility of basic education as a right enshrined in the laws of the land.

Other education stakeholders such as the Maasai Education Trust, Dupoto Plan, Basic Education Act of 2013, Teachers Service Commission and Kenya Institute of Curriculum Development are partnering with Ministry of Education in ensuring there are many improvements on education among the pastoralist community areas. For example the Non- Governmental Organizations such as the Maasai Education Trust give aid in form of school fees and funds for basic needs for the Maasai girl-child in school. Currently, there are free textbooks in secondary schools where each learner can access a textbook for personal study. Enrolment has increased though the number of teachers is very few to handle such high numbers of learners.

The pastoralist nature of the Maasai people, the less value attached to education as compared to animals by some people, scarcity of food, the hot and dry conditions and long distances to be covered to school are among the factors that hinder regular school and class attendance. People in these regions are faced with challenges beyond personal control making the need for education one of their least concerns. The learner lacks regular and total interaction with education content that results in learning gaps in almost all areas of learning. The problems begin in the early years of education such that the learner transitions from primary to secondary school with learning gaps as he or she progresses to higher grades. In other regions of Kenya the weather is cooler and there is constant supply of water and food for both humans and animals allowing inhabitants to be permanent residents. The regions are densely populated so schools are within close proximity to the homesteads and learners do not walk long distances to school. In these regions, education provides a promise for a better future since they own small pieces of land that cannot sustain the huge populations. The parents emphasize and invest in education as the only window to success and future prosperity for their children and this enhances regular school attendance. Additionally, the regions have access to reading materials, the media and learners can interact with various resourceful individuals from other regions. Having such a notion, education is valued and this enhances regular school attendance.

The competence Based Curriculum emphasizes on practical learning of language. It is divided into the early years, middle school, senior school and tertiary education. The language skills in early years are simpler as compared to the advanced levels of education. At the pre-primary and primary levels the learner should be equipped with foundational skills of reading, writing, listening and speaking. The learners should be exposed to higher order skills of reading and writing at middle school to be able to use language effectively. At lower secondary level, the learner is expected to acquire proficiency in English language in order to use it in studying other subjects and prepare for more advanced study of English language and literature at senior school. If a learner is exposed to language skills as spelled out in the program, learning outcomes will be higher. It should be noted that success of the Competence Based Curriculum education system may be hindered by factors such as absenteeism, inadequate learning materials, application of what is learnt into real life and keen interest on the teaching and learning content by both teachers and learners. Some of these challenges are prevalent in the pastoralist areas where the Maasai people reside.

Statement of the problem

Chapter two section 7 of the *Constitution of Kenya, 2010* states that the (1) The national language of the Republic is Kiswahili, (2) The official languages of the Republic are Kiswahili and English. Practically, English is given more prominence in many spheres of society. For example, English is the language of instruction from grade four onwards to tertiary levels of learning. Therefore with the roll-out of the Competence Based Curriculum in Kenya, The Basic Education Curriculum Framework (2017:42) states that:

English is the language of instruction from Grade Four onwards, including colleges and universities. In addition, English is a language of communication at both local and international levels. Those who master English reap many academic, social and professional benefits. In the school setting, success in education will largely depend on an individual's proficiency in English. The English subject at lower secondary level will expose learners to both knowledge and use of English language, and literary appreciation skills through the

study of literature in English. It will build on the competencies acquired at upper primary level in listening, speaking, reading, writing and grammar.

Additionally, all literature on medicine, notices, admission letters to schools and colleges, report forms, manuals, and minutes are recorded in English. English is the language of diplomacy, international trade and is associated with people of high social status, that is, the political class, the rich and the educated. That is the reason why it is the language of instruction in schools and the attitudes of Kenyan towards English are favourable.

The learners of English as a second language (ESL) in Kenya are immersed into learning English alongside the first language and Kiswahili at lower primary school levels. English is the language of instruction for all the subjects both in primary and secondary schools in Kenya except Kiswahili. English is one of the subjects allocated the highest numbers of lessons in the teaching timetable as compared to other subjects. Form three and four are allocated eight lessons each while form one and two are allotted six lessons per week. On the other hand, Kiswahili is allocated five lessons in form one and two and seven lessons in form three and four per week. The humanities and technical subjects are given the least lessons per week. For example Christian Religious Education is allocated three lessons in form one and two while four lessons are given to form three and form four per week. It is clear that English is taught on a daily basis as compared to other subjects and students are allowed more time to learn English.

The policies and resources in place are meant to improve performance in English. However, despite the long exposure of approximately ten years on average, secondary school students in pastoralist regions do not learn to accurately use English as a mode of communication both in spoken and written media. Learners make errors which are prevalent in all levels of linguistic analysis such as phonology, morphology, syntactic, semantic levels.

There is scanty knowledge on the language errors made among the Maasai learners in secondary schools within Kajiado County. Since errors are the ingredients for failure to attain required literacy, this study focuses on establishing the errors Maasai pastoralist learners in Kajiado County make in acquisition and learning of English as a second language. Particularly it emphasizes on identifying learners' errors, the frequency of occurrence and their sources. It specifically tackles learning difficulties of secondary school learners. All explanations and descriptions are based on the error analysis hypothesis (Corder 1967; 1973) and (Richards 1970; 1974).

Study Objectives
i) To identify the different types of errors learners of English as a Second Language from the Maasai pastoralist community make in writing
ii) To explain causes of the errors of learners in pastoralist communities learning English as a second language.

II. Methodology

The study adopted a descriptive research approach since the data collected constituted a description of the errors in the learners' compositions. The intent of the study was to identify and explain the errors observed in the written essays of secondary school learners.

Secondary school students within the Kajiado West in the Maasai community were the target population for this study. More precisely, the study targeted secondary school students aged between 13-20 years. 25 students per form were selected through purposive sampling from forms 1, 2, 3 and 4 to make a total sample of 100 students out of a total population of 360 students in the whole school. They were then asked to write compositions on selected topics. The compositions were marked, errors identified and frequency of errors recorded for analysis.

Content analysis was used to determine the learners' errors and they were classified into mis-ordering errors, wrong lexical choices, spelling errors, subject-verb agreement errors, punctuation errors, misuse of grammatical items, duplication errors, omission and addition errors. The learners and teachers were interviewed to determine the sources of the errors.

Qualitative data analysis technique was used. Flick (2014) states that qualitative data analysis is the classification and interpretation of linguistic (or visual) material to make statements about implicit and explicit

dimensions and structures of meaning-making in the material and what is represented in it. The main aim of this study was to identify errors in learners' compositions. Once the written essays were marked and errors highlighted, those with similarities were grouped together and coded under a specified category. The same was done for different classes and sets of data. This helped in identifying the different kinds of errors found in the learners' compositions. Thereafter, the data was interpreted and discussed based on the information gathered from the interviews.

III.   Discussions

The findings show that learners make systematic errors or competence errors in composition writing. This can be as a result of the fact that learners employ some strategies during learning English to communicate in the target language. The errors were grouped into thirteen categories adopting both Nurwahida (2018) and Chaudary and Moya (2019) modes of classifying errors, though with a few modifications dictated by the data of this study. The findings are therefore presented based on the categories of the data collected and they are discussed below.

i. Type of error and frequency of occurrence
The table below presents the different kinds of errors evident in the students' compositions, examples and the frequency of occurrence.

	Type of error	Example	Frequency/ number of occurrences
1	Errors of wrong lexical choice	a. I must go <u>their.</u> b. The two <u>principles</u> looked at me. c. Nairobi has produced <u>brave hearts.</u> (people) d. Our driver started <u>tearing</u> miraa. (chewing) e. The students were not <u>aloud</u> to travel at night. (Allowed) f. I start to think of the journey we had organized and I <u>loose</u> sleep	25 times
2	Omission errors of prepositions, auxiliary and pronouns	a. The teacher started calling _____names. b. Many kinds of vehicles and industries_____ found in Nairobi. c. Three of _ died and the ten were rushed to the nearest hospital.	5 times
3	Punctuation errors	a. One monday morning I woke up I could not imagine what I scored tears of joy rolled down my cheeks	12 times
4	Mis-ordering	a. I took my breakfast and lunch *both.* b. I rushed downstairs without even *taking* the mirror a look at myself.	6 times
5	Spelling errors	a. The water could not <u>*drawn*</u> us. b. I went to the <u>*birthroom.*</u>	17 times
6	Errors on misuse of prepositions	a. I was crying at him. b. She kept to guide me. c. My parent went to a trip at two days. d. At the morning, I was awake. e. As I was on thought I felt asleep f. My sister push me along the path towards to the bus stop g. Many things happen here more so in holidays.	10 times
7	Errors of misuse of superlatives	a. The leadest hospital in East Africa b.The earlier birds sung their sweetest songs.	4 times
8	Errors of tense	a.I was almost to punished the driver. b.I drived my mother's car.	37 times
9	Errors of subject and verb agreement	a. In the city there *is many* hospitals. b.The two deputy principal arrived. c.It have brought success to my life.	33 times
10	Errors of addition	a.We shouted like <u>a</u> crazy people. b.Many people <u>are work</u> in the city. c.We celebrate with a great happiness d. We <u>have</u> shouted.	11 times
11	Misuse of pronouns	We finally arrived at the scene that was not a quite a sight you would expect I have found them when they are praying. It is that place where the president of Kenya stays.	14 times
12	Determiner errors: Duplication of determiners	We celebrate with a great happiness I myself was shivering like a leaf. Every students was happy. There in the hospital it took me long hours to be recognized.	6 times
13	Errors of interference	The day we are waiting had come to our hand. I scrub my eye if I am dreaming.	17 times

		I was reading when I received a messange.
		We had heard the noise of the cattle as they ran to the home direction.
		The shock that stroke us our hearts did not allow any of us to spoke eloquently
		I did not rest my body since I knew laziness will not take me
		Within a second one of us was jumped on by a lion

Following below, the errors are discussed under two broad categories; interlingual and intralingual errors. Interlingual errors emerge as a result of the transfer of elements from the first language to the second language.

a. Interlingual errors

Richards (1974) explains that interlingual errors are those errors which reflect the learner's inability to separate the source and the target languages; they are caused by the influence of the learner's mother tongue, that is, interference. Corder (1981) explains this as a phenomenon of interlanguage in which the learner's language will show systematic features both of the target language and of other languages he may know, most obviously of his mother tongue. According to Corder (1981:67) this system is described as transitional competence which "emphasizes that the learner possesses a certain body of knowledge which we hope is constantly developing, which underlies the utterances he makes." The transfer errors are cross-linguistic in nature, and contrast with intralingual errors. The transfer discussed here is from the Maasai language which is the learner's mother tongue to English as a second language. Therefore the source language is Maasai and the target is English. The following are the transfer errors among the Maasai learners who are learning English as a second language:

i. Errors of wrong lexical choice
The learners of English as a second language tend to make wrong choice of a word for two reasons. First, when they transfer meaning from their mother tongue into English for example:
a) Nairobi has produced brave hearts. (people)
b) Our driver started tearing miraa. (chewing)
c) One of us was jumped on by the lion. (attacked)
Learners make wrong choices of lexical items when they literally translate from their mother tongue simply because there is relatedness in meaning between the wrong word and what they use in their mother tongue.

Second, there is choice of a wrong word in the target language as a result of phonetic similarity. For example:
a) The two *principles* looked at me. (principals)
b) I must go *their.* (there)
c) The students were not *aloud* to travel at night. (Allowed)

The underlined words and the target words are homophones. Homophones are words with similar pronunciation, but differ in meaning and spellings. Learners find it hard to create a semantic distinction between them and once a word is used in place of another because of the homophonous nature of the options, ambiguity is created. Wrong use of homophones occurs because of partial learning of spelling rules of English and failure to identify the right option to use in a particular context. In a study conducted to identify the errors that are committed by Iraqi EFL learners in using homophony, Ja'far (2011) notes that Iraqi EFL university students encounter difficulties at the production level because they do not know how to produce homophony appropriately. According to Ja'far (ibid), this conclusion verifies the fact that the learners have difficulty in giving the right spelling of the homophone. It is further explained that the wrong use of homophony is attributed to a number of sources including: interlingual transfer since Iraqi is different from English orthographically, intralingual transfer, that is, faulty or partial learning of the target language where learners tend to use rules where they do not apply and wrong comprehension of a distinction in the target language.

ii. Errors of Mother tongue interference
The structure of English words and sentences is different from that of Maasai language. English belongs to the Indo-European language family, Germanic group, in which the sentence structure comprises of a combination of Subject ,Verb and Object in that order while Maasai belongs to the Nilo-Saharan language family in which the sentence structure constitutes a combination of a verb, subject and object. In order to write or communicate verbally in English, learners transfer some syntactic as well lexical features of their Mother Tongue to English language. This results in spelling errors or expressions which differ in meaning from English sentences. Similarly, the word order may be affected. Some examples are presented below.
a) The day we are waiting had *come to our hand*.
   (The day we were waiting for had come.)
b) I *scrub my eye* if I am dreaming.
   (I had to be alert could be I was dreaming.)

c) *We heard the noise of the cattle <u>as they run to the home direction</u>.*
  (We heard the noise of cattle as they ran towards home.)
d) *The shock that <u>stroke us our hearts</u> did not allow any one of us to spoke eloquently.*
  (We were shocked that we could not speak eloquently.)
e) *I did not <u>rest my body</u> since I knew laziness will not take me.*
  (I worked hard to ward off laziness.)
f) *Within a second one of us was <u>jumped on</u> by a lion.*
  (Within a second one of us was attacked by a lion.)

The learners transfer structures from their mother tongue to English. The underlined expressions that are transferred from L1 to L2 do not confirm to the rules of well-formed structures in English. Transference occurs because the two languages are not similar and the learners choose to use a structure they feel are semantically regular between the two languages.

iii. Errors of agreement
Analysis of data indicated that some structures had errors of agreement which occur because of incomplete learning of English language rules. Essentially, the subject should agree in number with the verb. However this is not the case in the findings of this study. There are subject and verb agreement errors in the learners' sentences such as:
a) In the city, *there is many hospitals.*
  (In the city there are many hospitals.)
b) The *two policeman* stopped our bus.
  (The two policemen stopped our bus.)
c) *The national park attract* many people
  (The national park attracts many people.)
  Errors on choice of the determiner were also noted in the data. The learner may choose a singular determiner for a plural noun or plural determiner is selected for singular nouns. For example:
a) *I used to miss <u>many lesson.</u>*
  (I used to miss many lessons.)
b) *<u>One of the robber</u> came to our bedroom.*
  (One of the robbers came to our bedroom)

  Nurwahida (2018) concludes that errors of subject verb agreement occur because of interference. In the study of errors made by Chinese students learning English as a Foreign Language, it is indicated that Chinese is different from English as Chinese does not change the verb tense. Nurwaida (2018:86) citing Guo, Liu and Chen (2014), explains that "English and Chinese are similar in terms of sentence order: subject-verb-object. However, the difference lies on the changing of the verb. The sample of error can be seen in the following sentence: *... but it **will causes** the single culture ....* In English, the original or base form should follow the modal *will* regardless the third person singular *it* in this sentence. However, in Chinese, the verb will never change no matter how the tense and the subject change."

iv. Errors on misuse of prepositions
The researcher came across a number of prepositions that are misused in writing English compositions. This is the case in 34 out 100 compositions that were sampled and marked. For example:
a) *At the morning, I was awake.* (in the morning…)
b) *As I was on thought I felt asleep. (*While in thoughts, I fell asleep*)*
c) *My sister push me along the path towards to the bus stop.* (My sister escorted me to the bus stop)
d) *My parent went to the trip to Mombasa at two days. (*My parents went on a trip to Mombasa for two days)
e) *Many things happen here more so in holidays.* (Many things happen during holidays.)

  Wrong use of prepositions is indicative of the lack of knowledge of the meaning of English prepositions. Additionally, the learners transfer knowledge of their mother tongue to English. They tend to create expressions in English which have clear similarities with their first language. Ismail (2018) indicates that the preposition *"for" is misused* in quarter of learners' compositions on how to express an instrument where the learners do not know how to use preposition *"by"* when expressing an instrument which performed an action in sentences. According to the researcher, instead of writing *"She killed a snake by a knife",* quarter of the sample and wrote **"She killed for a knife"*

v. Mis-ordering errors

Such errors were noted where the learners use the wrong position of a preposition in a sentence. For example:

a.   *I rushed downstairs before (even) the mirror taking a look at myself.*
        I rushed downstairs before taking a look at myself in the mirror.

b.   *I took my breakfast and lunch both.*
        I took both my breakfast and lunch.

In the above examples the learner in (a) puts the complement of the preposition before *(taking a look at myself)* after the prepositional phrase in the mirror.

In (b) the correlative conjunction *both* comes at the end of the sentence instead of before the noun phrase *my breakfast* which it is meant to introduce.

Mashoor & Abdullah (2020) note that misordering errors of students indicate their lack of knowledge and mother tongue transfer, some errors may be related to the learner's interlanguage. This means that the students made errors due to over-generalization, ignorance of rule restrictions and their incomplete application of rules.

vi. Errors of omission

The data indicated that there was non-occurrence of necessary structures in a sentence to make it well formed. Errors of omission can be sub-divided as follows:-

Omission of prepositions

a. The teacher started calling (out) names.

The preposition particle out is omitted in (a) above

Omission of auxiliary verbs

The linking verb "to be" is omitted from the following structures:

a.   *We have just _discussing all night about the trip.*
        (We had (been) discussing the whole night about the trip)

b.   *Many kinds of vehicles and industries _ found in Nairobi.*
        (Many kinds of vehicles and industries (are) found in Nairobi)

ii) Omission of the objective case pronoun

a.   *Three of _ died and the ten were rushed to the nearest hospital.*
        (Three of (them) died and the ten were rushed to the nearest hospital.)

Such omissions occur since the learner tends to ignore the rules of well-formed structures and incomplete learning of rule restrictions.

Selinker (1969) makes a general observation that although there are several reasons for the occurrences of different inconsistencies in the participant's script, it appears that the errors of order, omission, and addition mainly occur as a result of negative transfer (i.e., interference). Similarly, Seah (1981) and Nurwahida (2018) indicate that Chinese learners learning English omit articles, copula verbs and prepositions since Chinese lacks such elements and sometimes such omissions occur because of confusion within the English language. Learners fail to include the needed copula verbs and prepositions to form grammatical sentences. The omissions occur since the Maasai language lacks copula verbs and overt prepositions.

b. Intralingual errors

Intralingual errors originate within the structure of the target language itself. These errors occur due to a number of reasons such as overgeneralization, incomplete application of rules, ignorance of rule restrictions and false concepts hypothesized (Richards, 1970). Below, the various errors are discussed.

 i. Misuse of superlatives

    Data indicated errors where the learners misused superlative forms or poorly constructed sentences with superlatives. For example:

a)   *...the leadest hospital in East Africa*
        …the best hospital in East Africa.

b)   *The earlier birds sung their sweetest songs.*
        The earliest birds sung their sweetest songs.

This may be as a result of incomplete learning of the rules of the correct forms of comparatives and superlatives. In the examples above the word *leadest* is wrongly chosen and (b) mixing is done for both comparative and superlative forms. The learners confuse as to what structure is correct thus they end mixing the different rules.

ii. Punctuation errors

Learners tend to avoid or misuse punctuation marks as illustrated below;

1. Avoidance of capital letter in days of the week and at the beginning of sentences e.g

a. One <u>monday</u> morning I woke up tears of joy rolled down my cheeks.

The above example illustrates the fact that the learner does not know the rule of capitalizing the first letter of days of the week or proper nouns.

2. Misuse of the comma e.g

a) *The city is full of so many <u>people, early</u> in the morning people wake up to go and cater their needs, if you go there to the city, you find people very <u>busy, they</u> are very busy.*

b) *...each time when you look out the window you see beautiful, wide and busy roads full of <u>cars, it</u> is always looking wonderful.*

c) *Excited, that God had sent me an angel, I expectantly poured out my current problem <u>to him, my </u>sister was desperate for a job.*

Most of the punctuation errors are committed because of inadequate knowledge of proper grammar rules of English and sheer carelessness of the learners (Silva, 1993; Olsen, 1999; Weigle, 2002). Additionally, such errors of improper punctuation arise due to inadequate learning (Touchie, 1986) or ignorance of rule restrictions and incomplete learning of the rules on when and how to use the comma and full stop. The learner uses a comma where a full stop should be used.

On the contrary, Ismail (2018) explains that students in Tanzanian institutions make punctuation errors because of external interference. This, he further notes, is a case of over-generalization where some target structures and those experienced by the learner may not have significant differences. In our case here the learners may not see the importance of capitalizing the first letter of proper nouns and days of the week.

iii. Errors of Tense

Tense indicates the time when an action took or takes place. The data that was collected showed that errors of tense were more prevalent in approximately 98% of the compositions written by Maasai English second language learners. Errors of tense can be subdivided further into errors of tense associated with irregular verbs, regular verbs and wrong use of the to-infinitive forms.

Errors of the irregular verbs

a) *I drived my mother's car.*
        (I drove my mother's car.)

b) *As I was on thought I felt asleep and I loose my focus and sleep.*
        While in thought I fell asleep and I lost my focus.

The above examples show that the learner generalizes the past tense rule for regular verbs to irregular. This is the use of one form or construction in one context and extending its application to other contexts where it should not apply. Over-generalization occurs when the learner learns a rule and then uses it in new situation where it does not fit. Richards (1974) claims that "over-generalization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language." This happens without regard or knowledge of the implications of such errors on proper second language learning.

Regular verbs

The following data illustrates errors associated with tense of regular verbs:

a) *And how does your hair looked?* (How does your hair look?)

b) *I was happy as am enjoyed the day.* (I was happy and enjoyed the day.

Data indicates that the learner uses both the auxiliary and the verb to mark the past tense. They do so since they have not grasped the fact that the auxiliary carries the tense when used with the main verb in the sentence. For example in i) the tense is marked on *does* and the main verb *look* should be in the infinitive form. This is another case of overgeneralization.

Use of to-infinitive with past tense

Below are examples of errors associated with to infinitive and the past tense:

a) *They are going to left me.* (They were going to leave me.)

b) *I was almost to punished the driver. (*I almost punished the driver.)

Another reason for wrong use of past tense is because of incomplete learning of rule application. The above structures show that the learner does not understand that it is wrong to use 'to' with the past tense form of the verb because the learner fails to learn the rules of tense formation correctly. According to Nurwahida (2018) Chinese language doesn't have a tense structure and Chinese students learning English make tense errors. It is assumed in his study that these errors are made because of the negative transfer of the Chinese language to the target language. Similarly, Ismail (2018) found out that three quarters of the sampled data from students pursuing a certificate in law in Tanzanian institutions used tense wrongly. He explains that such kinds of constructions arise due to inadequate grammar rules and principles.

iv. Spelling Error
It was noted from the data that 50% of the errors were of wrong spellings. The learner may omit some elements like *e* in *vally* (valley), *hetter-sketter* (helter-skelter); misspell words with phonological similarities like use *here* in place of 'hear' also use *conductive* instead of 'conducive'; in other cases the learner introduces new elements in a word for instance in *deafining* for deafening , *residual* for 'residential'. Sample data is given below:
a)   *We were <u>shoaked</u> when we saw our driver his eyes were red as blood.*
        (We were shocked to see how red the driver's eyes were.)
b)   *We run <u>hetter-sketter</u> to know which kind of animal it was.*
        (We ran helter-skelter to know which animal it was.)
c)   *I walked down the <u>vally</u> and heard a <u>deafining</u> sound from the forest.*
        I walked down the valley and heard a deafening sound from the forest.)
d)   *It was so <u>quite</u> that it seems like you could <u>here</u> wind whistling through the house.*
        (It was quiet that it seemed like you could hear wind whistling through the house.)
e)   *They were driving really fast through the residual area.*
        (They were driving really fast through the residential area.)
f)   *Without <u>dilling darling</u> it was know my time to pay my part.*
        (Without dilly-dallying it was now my time to pay my part.)
g)   *It also have a well <u>conductive</u> climate.*
        (It also has a conducive climate.)
h)   *No one altered any word.*
        (No one uttered a word.)
i)   *<u>Myself</u> was <u>shievering</u> like a leaf in a wind.*
        (I was shivering like a leaf in the wind)
j)   *… was reading a messange* (messange)
The above errors occur because of difficulties arising from learning English and dissimilarities between the learners' mother tongue and English. The learner finds it hard to grasp the correct spellings of words in the target language.

v. Errors of addition
Addition errors involve introduction of unnecessary items to a word or sentence. According to Corder (1973) addition errors occur where there is addition of some unnecessary or incorrect elements that should not appear. The data presented below indicate addition errors:
a)   *We have shouted.* (We shouted.)
b)   *We shouted like a crazy people.* (We shouted like crazy people)
c)   *We celebrate with a great happiness.* (We celebrated happily.)
d)   *Many people are work in the city.* (Many people work in the city)
e)   *I was happy as I am enjoyed the day.* (I was happy since I enjoyed the day)
From the above sentences it is evident that learners introduce unnecessary, elements into the sentence. The errors are further classified as addition of auxiliary verb *have* in (a), addition of an indefinite article *a* in (b), addition of the auxiliary verb *'are'* in (d) and the subject and auxiliary *'am'* in (e). Such errors occur because of inappropriate application of grammar rules where a well formed sentence has SVO sentence structure. Additionally addition of an article is done since the learner generalizes that every noun must be preceded by one.

Punctuation, spelling, tense, addition errors and misuse of superlatives are errors which arise generally because of over-generalization. Touchie (1986) observes that over-generalization is the use of one form or construction in one context and extending its application to other contexts where it should not apply. Examples of over-generalization include cases of extending regular tense to irregular verbs indicated in iii) (a) above. It should be noted that simplification and over-generalization are used by learners in order to reduce their linguistic burden.

IV. Conclusions

Data indicates that errors that English Second Language learners make just like any other learners do originate from both interlingual and intralingual sources. The highest percentages of errors come as a result of interference from the learners' first language. Majority include errors of agreement, omission and spelling. The learners tend to use the system of their mother tongue to construct language structures in English hence the errors. English language and Maasai language are structurally and syntactically different. This implies that in a situation a learner transfers elements to English they end up making wrong constructions. The findings indicate that errors of addition, tense, misuse of articles and prepositions occur as a result of over-generalization, wrong hypothesis of the rules, confusion and carelessness. However, there is an overlap of the causes of errors as there are situations where there can be errors that originate from interlingual and intralingual sources such as omissions, punctuation and spellings.

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