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KIMERU-INFLUENCED MISSPELLINGS AND WRONG LEXICAL CHOICES IN THE KISWAHILI COMPOSITIONS OF THREE SCHOOLS IN MERU COUNTY, KENYA

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The aim of this paper was to investigate the Kimeru-influenced misspellings and wrong lexical choices in the Kiswahili compositions of three schools in the Meru County of Kenya, with gender as a variable. The objectives were to establish which word categories were most involved in the said misspellings and wrong lexical choices and to establish whether gender was a determining factor in producing such language errors. A total sample of 90 students, selected through stratified random sampling from three schools (i.e. a sub-sample of 30 from each) was used. The 90 participants were required to write a composition. In relation to misspellings, the results show that quite a number of Kiswahili words were written the same way they would be pronounced in Kimeru, while in relation to the wrong lexical choices, verbs were the most borrowed category (at a rate 62%**),** with various other word categories sharing the remaining 38%. It also emerged that the male students made significantly more wrong lexical choices than the female ones (62% vs. 38).

1. INTRODUCTION

The present study is based on Nyagah (2015), which in turn drew heavily from the author's observations from his teaching experience at various secondary schools in the Meru County of Kenya. Indeed, while marking the Joint Mock Examinations of Meru County over the years, he observed three trends that were common in all the Kiswahili compositions he had marked: first, quite a number of Kiswahili words were written on the basis of how they would be pronounced in Kimeru, their first language. For example, the Kiswahili misspelling **ndamu* was produced for the correct spelling *damu* (blood), and the misspelling **ngari* was produced for *gari* (vehicle).

In both words, the letter n- added at the beginning reflects the nasalisation that would be expected before consonants in Kimeru.

Second, many Kimeru words were transferred into Kiswahili most likely because either they were orthographically similar to Kiswahili words, or they indeed existed in Kiswahili as well, though not used in the same idiomatic contexts. For instance, some students used, in their Kiswahili compositions, the wrong phrase **kunywa sigara,* literally 'to drink a cigarette', instead of the correct one, *kuvuta sigara* ('to smoke a cigarette'), most probably because *kunyua thigara* ('to smoke a cigarette') is idiomatic in Kimeru.

Third, and closely related to the case in the preceding paragraph, many wrong lexical choices were made (in students' Kiswahili compositions) which resulted from borrowing from Kimeru. For example, the wrong phrase **magari yalipigana* ('vehicles fought each other'), in Kiswahili, was used instead of the correct one, *magari yaligongana* ('vehicles collided'), most likely on the analogy of *ngari iraringana* ('vehicles collided') in Kimeru. The analogy at issue here concerns the Kiswahili *yalipigana* and the Kimeru *iraringana*.

The three examples above signal that verbs may be more involved in the lexical transfer from Kimeru into Kiswahili. In relation to this, Nyagah's (2015) study found that verbs were the word category most borrowed from Kimeru into Kiswahili (at a rate of 71%, against only 29% for various other categories combined). This observation motivated the researcher to decide to carry out further research on the same topic in order to establish if indeed verbs were the word category most "affected" by L1 lexical interference from Kimeru into Kiswahili.

A further aspect of this lexical interference which this study set out to investigate is whether the gender of the participants in the study was a determining factor in transferring Kimeru words into Kiswahili. The need to investigate this aspect was inspired by conflicting research conclusions on this issue. Indeed, some research, by e.g. Llach & Gallego (2012),

concluded that gender was not a determining factor in vocabulary knowledge. This is what the authors said:

> Regarding gender differences, the results of this large sample size study revealed very slight and generally non-significant differences among male and female across grades in the context of Spanish primary education with respect to their respective vocabulary knowledge. (Llach & Gallego 2012: 65-66)

On the other hand, there is research that suggests that male learners resort to transfer more frequently than their female counterparts. This is what Jiménez-Catalán (2003: 62) says:

> [...] a close analysis of these frequencies reveals a tendency for females' percentages of usage to be higher than their male counterparts over a wide range of strategies [...]. First, of the fourteen discovery strategies, female report greater use in nine strategies, while males report greater use in only five. Second, as far as forty-six consolidating strategies are concerned, females reported higher usage of thirty-one strategies, whereas males reported greater use in only fifteen strategies.

Nyagah's (2015) study also found that the male students had recourse to much more lexical transfer than their female counterparts, with 62% of all the transfer instances attributed to the former, against only 38% attributed to the latter. The present study extended Nyagah (2105) to a bigger sample of 90 subjects (i.e. one three times larger and drawn from three schools instead of one).

2. METHODOLOGY

2.1 The subjects

The subjects were form-two (i.e. second year of secondary school) students drawn from three secondary schools in the Meru County of Kenya: the Mikumbune Mixed Secondary School, the Machegene Mixed Secondary School and the Urru Mixed Secondary School. For the purposes of this study, these schools will be referred to as School A, School B and School C, respectively. At School A, from a class of 96 students (54 male and 46 female), a sample of 30 (15 female and 15 male) students was selected, using random sampling (using pieces of paper on which the students' names were written). At School B, the form-two class happened to have only 30 students (15 female and 15 male), all of whom were used in the study. At School C, the form-two class had 15 male students (all of whom were used in the study) and 32 female ones. From the latter, simple random sampling was used to select 15 subjects (using pieces of paper as in the case of School A). The first language of the students who attend the schools from which the subjects were selected is typically Kimeru.

2.2 The data collection and analysis procedure

The subjects were asked to write a composition of 350 to 400 words on the topic *Ajali niliyoshuhudia (*'The accident that I witnessed'*).* They were given forty minutes to write it. At the first stage of analysing the data, all the misspelt words identified, as well as those which were deemed to have been either borrowed directly or inaccurately translated from Kimeru into Kiswahili were assigned to their respective grammatical categories (e.g. noun, verb, etc.). At the second stage, they were grouped into categories along three parameters: a) the nature of the misspelling (e.g. addition vs. deletion of letter), b) the grammatical category which

the misspelling or the wrong lexical choice belongs to, and c) whether the error was made by a female or a male subject.

3. RESULTS PRESENTATION AND DISCUSSION

3.1. The nature of the errors in the subjects' compositions

The errors identified in the present study fall into three categories: a) phonology-induced misspellings, b) morphologically-induced misspellings, and c) wrong lexical choices.

3.1.1 Phonology-induced misspellings

These misspellings involve the addition, the deletion and the substitution of letters.[1]They are listed in the respective tables below.

First, let us look at the addition of specific letters, as illustrated by the misspellings in Table 1.

Table 1: Misspellings involving the addition of letters in the entire sample's compositions

	Misspelling	Standard Kiswahili	English gloss
1.	***n**gari* (n)	*gari*	vehicle
2.	***n**damu* (n)	*damu*	blood
3.	**kusai**n**dia* (v)	*kusaidia*	to help
4.	***m**basi* (n)	*basi*	vehicle
5.	***m**baraka* (n)	*baraka*	blessings
6.	***h**abiria* (n)	*abiria*	passenger(s)
7.	**ra**h**ia* (n)	*raia*	citizen(s)
8.	***i**nchi* (n)	*nchi*	country
9.	**alisituka* (v)	*alishtuka*	he was shocked

[1] Here they have to be called "letters", rather than sounds, because we are dealing with misspellings. However, the added letters are actually sounded.

10.	**asikari* (n)	*askari*	policeman
11.	**wakamuchukua* (v)	*wakamchukua*	they took her
12.	**munene* (adj.)	*mnene*	big

Examples 1 to 3in Table 1 illustrate the addition of the letter ***n*,** where the alveolar nasal sound /n/ was added before the voiced velar stop /g/ (as in ****n**gari),* and before thevoiced alveolar stop /d/ (in ****n**damu* and **kusai**n**dia)*. This addition can be attributed to the fact that the Kimeru sound system lacks the sounds /g/ and /d/, while it has the prenasalized stops /ng/ *and* /nd/ (see e.g. Nyagah, 2016).

Examples 4 to 5 show the addition of the letter *m*. That is, the bilabial nasal /m/ was added before the voiced bilabial plosive /b/, to produce ****m**basi,* instead of *basi,* and ****m**baraka,* instead of *baraka*. This error can also be attributed to the fact that Kimeru lacks the sound /*b*/, while it has the sound /*mb*/.

Examples 6 to 7 show the addition of the letter *h* before the vowels /a/ and /i/. Just like the preceding examples, this error is attributable to the fact that Kimeru lacks the sound /*h*/, one which is present in Kiswahili.

Examples 8 to 10 illustrate the addition of the letter *i*, and those from 11 to 12 that of the letter *u*. The two vowels were added between the consonants, thus producing e.g.**asikari,* instead of *askari,* and **munene,* instead of *mnene*. This addition must have been intended to break the consonant clusters, and thus to follow the typical Kimeru syllable structure of CV (Nyagah, 2016).

Second, let us look at the deletion of specific letters, as illustrated by the misspellings in Table 2.

Table 2: Misspellings involving the deletion of letters in the entire sample's compositions

	Misspelling	Standard Kiswahili	English gloss

1.	**kumraba (v)*	*kumra**m**ba*	to lick
2.	**balamwezi (n)*	***m**balamwezi*	moonlight
3.	**nikakubuka (v)*	*nikaku**m**buka*	(and then) I remembered
4.	**tulishidwa (v)*	*tulishi**n**dwa*	we failed/were not able to
5.	**dugu (n)*	***n**dugu*	brother/comrade
6.	**kuasa (v)*	*kua**n**za*	to start
7.	**akuna (v)*	***h**akuna*	there isn't/aren't
8.	**emaema (v)*	***h**emahema*	gasp
9.	**uonekana (v)*	***h**uonekana*	you are seen (habitually)

Examples 1 to 3 in Table 2 illustrate the deletion of the letter *m*, while those from 4 to 6 illustrate that of *n*. This is an opposite phenomenon to that involving the addition of the letters the *m* and *n* because, as explained earlier, Kimeru lacks the phonemes /b/and /d/, ones which are present in Kiswahili, while it instead has the phonemes /*nd*/ and /*mb*/. It is rather intriguing that the same subjects should delete the letters *m* and *n* (e.g. in **balamwezi* and **tulishidwa*) where they are expected to precede the letters *d* and *b,* the very letters which, as seen in the misspellings in Table 1, seem to naturally attract prenasalisation. No clear explanation seems to be readily available for this deletion, and the same could be said about the deletion of the letter *h-* in **akuna, *emaema* and **uonekana* (still in Table 2).

Third, let us now turn to the substitution of some letters for others, as illustrated in Table 3.

Table 3: Misspellings involving the substitution of letters in the entire sample's compositions

	Misspelling	Standard Kiswahili	English gloss
1.	**kupotesa (muda) (v)*	*kupoteza*	to waste (time)
2.	**kusimamoto (v)*	*kuzimamoto*	to put out fire

3.	**ulisa(v)*	*uliza*	ask
4.	**kiamsakinywa(n)*	*kiamshakinywa*	breakfast
5.	**wamesakamatwa(v)*	*wameshakamatwa*	they have already been arrested
6.	**nastuka(v)*	*nashtuka*	I am shocked
7.	**(kwa) kazi (adv.)*	*(kwa) kasi*	(with) high speed
8.	**kiamzakinywa (n)*	*kiamshakinywa*	breakfast
9.	**biongozi(n)*	*viongozi*	leaders

Examples 1 to 3 illustrate the replacement of the letter *s* for *z*, those from 4 to 6 the substitution of *s* for *sh*, while that from 7 the replacement of *z* for *s*, that from 8 the replacement of *z* for *sh*, and that in 9 the substitution of *b* for *v*. In the above examples, the sounds /z/, /ʃ/, /b/ and /v/ do not exist in Kimeru, while they do in Kiswahili.

3.1.2 Kimeru-influenced wrong lexical choices

This category of errors encompasses two sets of words, phrases and clauses: those that seem to have been transferred into Kiswahili exactly as they are in Kimeru and those that seem to have been inspired by Kimeru words which either have a different spelling, but with the same meaning, or a different spelling and a different, though semantically related, meaning.

Table 4: Kimeru-influenced wrong lexical choices in the entire sample's compositions

	Wrong Kiswahili word/phrase	Kimeru origin	Standard Kiswahili
1.	****kunywa*** *(sigara)* 'to drink (a cigarette')	***kunyua*** *(thigara)*'to smoke (a cigarette'), but lit.'*to drink (a cigarette')	***vuta*** *(sigara)*'to smoke (a cigarette)'

2	***ng'orota*** 'to snore'	***ng'orota*** 'to snore'	***Korota/koroma*** 'to snore'
3	*(mvua)* ****iliyomomoa*** 'the rain) that destroyed'	*(mbura)* ***yomorete*** ('the rain) that destroyed'	*(mvua)* ***iliyobomoa*** ('the rain) that destroyed
4	****masaa*** 'time/duration'	***mathaa*** 'time/duration'	***saa*** 'time/duration'
5	****nyumaye*** 'previously'	***nyumene*** 'previously'	***hatimaye*** 'afterwards'
6	**(ngari) hii* 'this (vehicle)'	*(ngari) ĩĩ* 'this (vehicle)'	*(gari) hili* 'this (vehicle)'
7	**(viatu) viote 'all (shoes)'*	*(iratu) bionthe 'all (shoes)'*	*(viatu) vyote 'all (shoes)'*
8	****panda*** *(*ngari)* 'climb a vehicle'	***itia*** *(ngari)* 'board (a vehicle'), but lit. '*climb (a vehicle)'	***abiri*** *(gari)* 'board (a vehicle')
9	*(*ngari)* ***'kupigana*** ***(***vehicles) to fight	*(ngari)* ***kuringana*** '(vehicles) to collide', but lit. '*(vehicles) to fight'	*(magari)* ***kugongana*** ('vehicles) to collide'
10	*(sauti)* ***'ndefu*** 'a long sound'	*(sauti)* ***inene*** 'a big (sound)', but lit. '* a long (sound)'	*(sauti)* ***kubwa*** 'a big (sound')
11	****itikia*** 'respond on behalf of someone when called'	***itikira*** 'accept', but lit. '*respond on behalf of someone when called'	***kubali*** 'accept'
12	****niliamuka*** 'I woke up'	***ndiraukira*** 'I got up', but lit. '*I woke up'	***niliinuka*** 'I got up'

Examples 1 to 7 in Table 4 illustrate the case of words transferred from Kimeru into Kiswahili, due to structural resemblance, but words which

either have a different or no meaning at all. Examples 8 to 12, for their part, illustrate the case of words and concepts which were translated into Kiswahili in the manner in which they are used in Kimeru, thus leading to a complete distortion of the intended meaning.

3.2 Frequency of the errors in the subjects' compositions

This section presents summary tables of the errors made by the different sub-samples (with each sub-sample corresponding to a different school); the detailed tables of the errors made by the subjects by gender across the 3 schools are provided in the Appendix.

Table 5: Total number of errors made by the School A sub-sample

Subjects	V.	N.	Pro.	Adj.	Adv.	Conj.	P.	Int.	Tot.	%
Male	139	11	0	8	04	10	16	8	196	60
Female	94	15	1	3	2	4	4	5	128	40
Total	233	26	1	11	06	14	20	13	324	
%	71.9	8	0.6	3.4	1.8	4.3	6.2	4		

Note: V.: verbs, N.: nouns, Pro.: pronouns, Adj.: Adjectives, Adv.: adverbs, Conj.: conjunctions, P: prepositions, Int.: interjections, Tot.: total

Table 6: Total number of errors made by the School B sub-sample

Subjects	V.	N.	Pro.	Adj.	Adv.	Conj.	P.	Int.	Tot.	%
Male	123	43	1	24	10	1	9	1	212	61
Female	88	19	2	10	6	2	6	2	136	39
Total	211	62	3	34	16	3	15	3	348	
%	60.6	17.8	0.9	9.8	5.6	0.9	4.3	0.9		

Table 7: Total number of errors made by the School C sub-sample

Subjects	V.	N.	Pro.	Adj.	Adv.	Conj.	P.	Int.	Tot.	%
Male	88	48	3	9	8	3	7	0	166	65
Female	46	20	1	7	4	3	6	2	89	35

Total	134	68	4	16	12	6	13	2	255
%	52.5	26.7	1.6	6.3	4.7	2.3	5.1	0.8	

Table 8: Total number of errors made by the entire sample

Subjects	V.	N.	Pro.	Adj.	Adv.	Conj.	P.	Int.	Tot.	%
Male	350	102	4	41	22	14	32	9	574	62
Female	228	54	4	20	12	9	16	9	352	38
Total	578	156	8	61	34	23	48	18	926	
%	62.4	16.8	0.9	6.6	3.7	2.5	5.2	1.9		

Three key observations can be made from the tables 5-8 above: first, the female subjects made significantly fewer errors than their male counterparts. Second, verbs were by far the category most involved in those errors. Third, tables 5-8 show a high occurrence of errors, while the previous tables (1-4) show that the actual errors made were actually very few: only 52 in all.

With regard to the female subjects' making fewer errors in language use, it cannot be claimed that this finding confirms that of Jiménez Jiménez-Catalán's (2003) study, which reported differences between females and males, since the latter was about the subjects' reporting which strategies they used, not about which ones they had actually used, as was the case in the present study, where the subjects wrote compositions. Instead, one would be tempted to invoke the general sociolinguistic finding, reported and much illustrated in Trudgill (2000, Chap. 4), about which the author writes that it is "the single most consistent finding to emerge from sociolinguistic work around the world in the past thirty years" (p. 73). In a nutshell, the finding suggests that "[…] women on average use forms which more closely approach those of the standard variety or the prestige accent than those used by men […]" (p. 70). Even though this is a finding based on research involving first languages, it would not be unreasonable to invoke it to try to explain

observations made about second language use, as is the case of Kiswahili in the present study.

However, it could be argued that while this type of explanation is a plausible one for the female subjects' better performance on spelling, reflected in fewer misspellings, since these are pronunciation-induced, it might not be when as concerns the wrong lexical choices identified, which were also fewer in the female subjects' compositions. In this regard, it can only be hypothesised, for further research, that female learners have recourse to lexical borrowing from L1 less often than the male ones.

In relation to the verbs being the word category most involved in the errors made in the subjects' compositions, no convincing speculation seems available to me, especially if verbs are compared to nouns, since both of them are major categories, very frequent in the language, though I have no idea which of the two is more frequent than the other. Nevertheless, the frequency criterion could still be invoked to explain why some of the other categories were much less involved in the errors identified. For instance, to illustrate with the two categories least involved in the errors reported the tables above, while there will be many occurrences of personal pronouns in Kiswahili, these are incorporated into the verb form (both in Kiswahili and Kimeru), and thus do not occur as separate, free morphemes. In fact, the only pronouns involved in the errors reported in table 4 are *hii* (this) and *vyote* (all), which are demonstrative and indefinite pronouns respectively. As for the interjections, not only are they very few in the language, but they are also hardly expected in compositions in the first place.

Finally, the fact that there were actually few linguistic elements involved in the errors (be they letters in the case of misspellings or words and phrases in the case of wrong lexical choices), but at the same time very many tokens of them as actual errors, suggests that specific misspellings (e.g. the addition of a nasal letter, corresponding to a nasal sound) are so pervasive that almost every native speaker of Kimeru learning Kiswahili is likely to make them.

4. CONCLUSION

This study set out to investigate the Kimeru-influenced misspellings and wrong lexical choices in the Kiswahili compositions of three schools in the Meru County of Kenya with a gender as a variable. It sought to establish whether verbs were more involved in the Kimeru-influenced misspellings and wrong lexical choices in the Kiswahili compositions than other word categories and whether gender was a determining factor in producing Kimeru-influenced misspellings and wrong lexical choices in the subjects' Kiswahili compositions. It analysed Kiswahili compositions produced by a sample of 90 second-year students from three secondary schools.

The study found that verbs were indeed by far the word category most involved (at a rate of 62%) in the misspellings and wrong lexical choices produced by the subjects; the second most involved category was nouns, but at a much lower rate of 17%. With regard to gender variable, the study found that the male subjects' errors (from across the three schools) accounted for 62% of all the errors produced by the entire sample, against only 38% made by the female subjects. This finding suggests, as some of the earlier literature (e.g. Jiménez-Catalán 2003, about "L2 vocabulary learning strategies") reported, that gender seems to be a determining factor. However, this issue should be further researched for more insights into the specific areas on which the female learners are likely to do better than their male counterparts. For instance, it was far from being clear in this study why the female subjects made fewer wrong lexical choices than the male ones.

In their compositions, students produced instances of L1 interference that involved syntactic units larger than just words and phrases. For instance, one student used the simile *ilikuwa kazi ya kuosha kuku miguu* (literally: 'it was a task of washing the legs of chickens'), which is not used in Kiswahili, but which mirrors one which is, in Kimeru, namely *(ngugi ya kuthambia nguku maguru* 'a task of washing the legs of chickens'). The student must have wanted to use the Kiswahili simile

ilikuwa kazi bure bilashi ('it was a task of no worth'). An example like this would also inspire further research, specifically on the potential wrong idiomatic borrowing from Kimeru into Kiswahili, and even from other related Bantu languages in L2 Kiswahili.

4. REFERENCES

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Appendix: Detailed tables of the errors made by the subjects by gender across the 3 schools-cum-subsamples

Table 6: All the errors made by the male students from School A

	V.	N.	Pro.	Adj.	Adv.	Conj.	P.	Int.	Tot.	%
MS1	10	1	0	3	0	0	0	0	14	7.1
MS2	10	0	0	0	0	0	1	1	12	6.1
MS3	5	2	0	3	0	1	1	1	13	6.6
MS4	14	0	0	0	0	0	1	0	15	7.7
MS5	10	2	0	0	0	0	2	0	14	7.1
MS6	10	0	0	0	2	3	1	0	16	8.2
MS7	9	0	0	0	0	1	0	0	10	5.1
MS8	14	0	0	0	1	1	3	1	20	10.2
MS9	10	1	0	0	0	0	0	0	11	5.6
MS10	3	1	0	0	0	2	1	0	7	3.6
MS11	6	1	0	0	0	0	1	2	10	5.1
MS12	9	1	0	2	0	2	3	0	17	8.7
MS13	5	0	0	0	1	0	0	0	6	3.1
MS14	14	2	0	0	0	0	1	1	18	9.2
MS15	10	0	0	0	0	0	0	3	13	6.6
Tot.	139	11	0	8	4	10	16	8	196	-
%	70.9	5.6	0	4.1	2	5.1	8.2	4.1		100

Note: MS: Male subject, V: Verb; N: noun, Pro.: pronoun; Adj.: adjective, Adv: adverb, Conj.: conjunction, P.: preposition, Int.: interjection

Table 7: All the errors made by the female students from School A

	V.	N.	Pro.	Adj.	Adv.	Conj.	P.	Int.	Tot.	%
FS1	8	1	0	0	1	1	0	1	12	9.4
FS2	4	0	0	1	0	0	0	0	5	3.9
FS3	4	3	0	0		1	0	1	9	7
FS4	9	0	0	0	0	0	0	1	10	7.8
FS5	7	3	0	0	0	0	0	0	10	7.8
FS6	10	2	0	0	0	0	0	0	12	9.4
FS7	5	0	1	0	0	0	0	0	6	4.7
FS8	5	1	0	0	0	0	1	0	7	5.5
FS9	11	1	0	0	0	0	1	0	13	10.2
FS10	2	2	0	0	0	0	0	0	4	3.1
FS11	6	1	0	0	0	0	1	1	9	7
FS12	3	0	0	0	0	2	0	0	5	3.9
FS13	13	1	0	2	0	0	0	0	16	12.5
FS14	4	0	0	0	0	0	1	1	6	4.7
FS15	3	0	0	0	1	0	0	0	4	3.1
Tot.	94	15	01	03	02	04	04	05	128	-
%	73.4	11.7	0. 8	2.3	1. 6	3.1	3.1	3.9		100

Note: FS: Female subject

Table 9: Errors made by the male students from School B

	V.	N.	Pron.	Adj.	Adv.	Conj.	P.	Int.	Tot.	%
MS1	6	2	0	2	1	0	0	0	11	5.2
MS2	6	3	0	0	0	0	1	0	10	4.7
MS3	11	4	0	1	0	0	0	0	16	7.5
MS4	8	0	0	1	0	0	2	0	11	5.2
MS5	8	0	0	3	1	0	0	0	12	5.7
MS6	5	2	1	1	1	0	1	1	12	5.7
MS7	10	2	0	1	0	0	0	0	13	6.1
MS8	4	2	0	3	0	0	1	0	10	4.7
MS9	6	0	0	1	0	0	0	0	7	3.3
MS10	13	3	0	0	3	0	0	0	19	9
MS11	13	4	0	1	0	0	1	0	19	9
MS12	10	8	0	4	2	1	2	0	27	12.7
MS13	11	8	0	2	0	0	0	0	21	9.9
MS14	4	5	0	1	1	0	1	0	12	5.7
MS15	8	0	0	3	1	0	0	0	12	5.7
Tot.	123	43	1	24	10	1	9	1	**212**	-
%	58	20.3	0.5	11.3	4.7	0.5	4.2	0.5		100

Table 10: Errors made by the female students from School B

	V.	N.	Pro.	Adj.	Adv.	Conj.	P.	Int.	Tot.	%
FS1	12	1	0	1	0	0	2	1	17	12.5
FS2	8	2	0	0	0	1	0	0	11	8.1
FS3	13	0	1	1	0	0	0	0	15	11
FS4	7	1	0	0	0	0	0	0	8	5.9
FS5	3	0	0	0	0	1	0	0	4	2.9
FS6	2	0	0	1	0	0	0	0	3	2.2
FS7	3	0	0	1	0	0	0	0	4	2.9
FS8	5	0	0	0	0	0	0	0	5	3.7
FS9	6	2	1	1	2	0	0	0	12	8.8
FS10	1	2	0	1	2	0	1	0	7	5.1
FS11	6	4	0	2	0	0	1	1	14	10.3
FS12	1	1	0	1	0	0	0	0	3	2.2
FS13	5	1	0	0	0	0	0	0	6	4.4
FS14	6	4	0	0	0	0	0	0	10	7.3
FS15	10	1	0	1	2	0	2	1	17	12.5
Tot.	88	19	2	10	6	2	6	2	136	-
%	64.7	14	1.5	7.3	4.4	1.5	4.4	1.5		100

Table 12: Errors made by the male students from School C

	V.	N.	Pro.	Adj.	Adv.	Conj.	P.	Int.	Tot.	%
MS1	5	2	0	1	0	0	0	0	8	4.8
MS2	2	2	0	0	0	0	0	0	4	2.4
MS3	9	4	1	2	2	1	1	0	20	12.1
MS4	4	0	0	1	0	0	0	0	5	3
MS5	3	2	0	0	1	0	1	0	7	4.2
MS6	3	4	0	0	0	0	1	0	8	4.8
MS7	3	1	0	0	0	0	0	0	4	2.4
MS8	8	5	1	0	0	0	0	0	14	8.4
MS9	3	4	0	1	0	0	1	0	9	5.4
MS10	19	9	0	1	0	0	0	0	29	17.5
MS11	5	2	0	0	2	0	0	0	9	5.4
MS12	4	3	1	0	1	0	0	0	9	5.4
MS13	7	3	0	0	2	0	3	0	15	9.
MS14	12	6	0	2	0	1	0	0	21	12.6
MS15	1	1	0	1	0	1	0	0	4	2.4
Tot.	88	48	3	9	8	3	7	0	166	-
%	53	28.3	1.8	5.4	4.8	1.8	4.2	0		100

Table 13: Errors made by the female students from School C

	V.	N.	Pro.	Adj.	Adv.	Conj.	P.	Int.	Tot.	%
FS1	7	0	0	1	1	0	0	0	9	10.1
FS2	6	0	0	3	0	0	0	0	9	10.1
FS3	2	0	0	0	0	1	0	0	3	3.4
FS4	3	4	1	1	0	0	0	0	9	10.1
FS5	2	0	0	1	0	0	0	1	4	4.5
FS6	4	4	0	0	0	0	1	0	9	10.1
FS7	3	0	0	0	0	1	0	0	4	4.5
FS8	2	1	0	0	0	1	1	0	5	5.6
FS9	2	1	0	0	1	0	0	0	4	4.5
FS10	1	0	0	0	0	0	0	0	1	1.1
FS11	3	6	0	0	1	0	0	0	10	11.2
FS12	3	0	0	1	0	0	1	0	5	5.6
FS13	1	0	0	0	0	0	0	0	1	1.1
FS14	2	3	0	0	0	0	2	0	7	7.9
FS15	5	1	0	0	1	0	1	1	9	10.1
Total	46	20	1	7	4	3	6	2	89	-
%	51.7	22.5	1.1	7.9	4.5	3.8	6.7	2.2		100

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