



Concord Errors in Junior High School Students' English Compositions: A Case Study in Cape Coast Metropolis

John Essel Amoah ^{1*}, Ebenezer Asiedu Yeboah ², Benedicta Debrah ³

¹⁻³ Department of Basic Education, University of Cape-Coast, UCC, Ghana

* Corresponding Author: John Essel Amoah

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Abstract

This study was to analyse the concord errors that students of one basic school in the Cape Coast metropolis commit in their writing compositions. The research design that underpinned the work was a case study. The sample size for the study was 20 students who comprised of 13 females and 7 males. The researchers resorted to essay test instrument to obtain information from the students. Drawing on the qualitative research paradigm, the researchers examined scripts of twenty students using tables, figures, percentages, bar graph and pie chart. The study revealed that students committed concord errors of varying types in their writing compositions. Deviants of concord types made by students were also identified and analysed. The concord error types that students exhibited were subject-verb concord errors, noun-pronoun concord errors, verb-verb concord errors and point of time past verb concord errors. The findings have implications for further research such as the causes of concord errors in the writing compositions of junior high school students. It is recommended that teachers of English Language should make the effort to teach grammatical items in relationship with other aspects of the language. There is the need for the teachers to teach grammatical concord in concomitant with proximity concord and notional concord so that students will not substitute one concord type with the other. It is suggested that if we expect students to write correct English, then teachers must devote more time and attention to the practice of teaching grammar. Drills like mechanical, meaningful and substitution drills would have to be used more than it is being done.

Keywords: Concord, Error, Case Study, Deviant, Subject, Paradigm

1. Introduction

In a world that has been described as a “global village”, the importance of English language does not need much hammering. Harrison (1977, p. 138) stipulates that “The English is the language of international Communications par excellent (for example it greatly outweighs its nearest competitors as the language in which most scientific papers are written) cannot be denied. The fact that English language continues to be very important in the life of Ghanaians, especially students, cannot be denied. In a country with many ethnic groups and languages, English has become the official language to ensure cohesion and enhance national development. There is no disputable fact that English has become the language of education, media, politics, economics just to mention but a few. Language policy on education in Ghana, by way of history, has undergone several metamorphoses. Today, to be able to attain a higher academic standard, it is a prerequisite to attain a high degree of proficiency in the use of English. The Dzobo Committee Report (1974) ^[4] on “The New Structure and Content of Education in Ghana” suggested the use of Ghanaian languages as a medium of instruction in the first three years of child education. The Report prescribed that, “The child should learn his own language in the primary school and in addition one other Ghanaian language. English should gradually become a medium of instruction as from primary class four”. Though English is used as a medium of instruction from primary four through secondary school to the tertiary level, it is taught as a subject right from primary one. Nevertheless, one is required to obtain at least a credit (grade 5) in English before one can pursue any programme in the Senior Secondary School.

In the University of Cape Coast, all students irrespective of the programmes they read, are expected to take a course in English termed “Communicative Skills” in the first year. This course is to improve upon their English to enable them to perform better in their various fields of study. All these show how important English is in the academic work of Ghanaian students. In some Ghanaian communities, one’s prestige is associated with one’s proficiency in English language such that, deviances in one’s English tend to elicit very unfavorable response which reflects badly on the speaker’s personality (Yankson, 1989) ^[21]. It is against this background that this essay seeks to examine subject-verb concord errors committed by students in Junior High school. S. Pit Corder (1964) ^[2] defines error as “a breach of the language code”. Every language has a set of rules for the construction of “well informed” sentences and a breach of the rules leads to the formation of “ill-formed” sentences. Errors can therefore be regarded as imperfect knowledge of a language code. To this end, error analysis is important because through this study, learners become aware of their errors and find ways of correcting them. More importantly, error analysis shows not only the magnitude of the errors but also the causes and this information helps the teacher to plan effective measures to eliminate them.

Problem statement

The general 2017 Chief Examiners’ report on the Basic Education Certificate Examination (BECE) for school candidates highlighted some of the major problems of students. The report highlighted that even though the general performance was encouraging, the performance of the majority of the candidates fell below expectation. Section four of the area captioned “A summary of candidates’ weaknesses” indicated the poor linguistic competence of candidates as reflected in the following aspects of their language use: (i) Lack of Vocabulary. The Chief Examiners noted the poor use of expressions, lack of knowledge of rules of grammar and inadequate stock of vocabulary in French and English Language. Most of the candidates showed that they did not have a good grasp of basic grammar such as tenses, concord, complementation, etc. which made most of the scripts quite unreadable. Tense usage was particularly chaotic as well as punctuation and spelling. (Chief Examiners’ reports on BECE 2017, section 4. Page 3). The lasting solution to the problem lies in the discovery of the main problems which students grapple with in this country. As we become more enlightened of this trend, it becomes imperative to investigate the kinds of errors that J. H. S 3 students make and their causes in order to prescribe proactive remedies to these errors. This problem has prompted the researchers for this work which aims at recognizing concord errors made by J. H. S 3 students of Homeland International School (pseudo name) in their written English essays.

Objective

The objective of the study is geared towards helping students to overcome the challenges that they face as far as concord error is concerned. We hope to envisage that the study brings out priceless information and suggestions which will make students aware of the concord rules, the application of the rules and the way forward towards classroom improvement.

Research Question

What concord errors do JHS 3 students of Homeland International School exhibit in their writing compositions?

2. Literature review

Meaning and historical background of the dependency grammar theory

By the nature of the subject- verb concord, which is a rule-governed enclave within the terrain of English grammar, one would easily and rightly conclude that the topic belongs to the traditional grammar theory in which language is prescriptive rather than descriptive as early on indicated. With the operations of the rules of concord, it is abundantly obvious that concord depends on the Dependency Grammar Theory. Beason (2005) ^[1] indicates that, “Concord is prescriptive by nature as its rules maintain the correct dependency of lexis to make grammatical sense”. The dependency grammar theory, dating back to the middle-ages and still useful today, starts from the premise that words “depend” on each other for the sentence to make sense. The structure of a language is determined by looking at the relationship between a primary word and its dependents. This theory of grammar competency works very well with German/Dutch and English, which allow for word order mobility. Relatedly, concord is concerned with the rightful combination of lexis or words in a sentence to make both social and grammatical sense. Across the four dimensions of concord, word-order dependency is the key thing and hence, the application of the dependency grammar theory in this work.

Empirical Studies

The problem of concord cuts across many countries where English is used as a second language and has been investigated by different researchers. This section reviews works by Aning (1999) and Mensah (2005) ^[7] on concord errors made by students. Mabel Aning conducted research in 2015 on the topic “an analysis of concord errors in the written English made by S. S. S 3: a case study of Aggrey Memorial Zion Secondary School. The study was conducted at Aggrey Memorial Zion Secondary School in Cape Coast to analyse the concord errors committed by the students. In her analysis, the written English exercises of the 1998/1999 academic year SSS 3 pupils of Aggrey Memorial Zion Secondary School were used. The sample of the study consisted of hundred written essay tests from the SSS3 students of the school. The result of the study showed that the students made a lot of concord errors in their essays. The grammatical concord errors identified in their essays were categorized after all the errors were identified. In the findings, the frequency table of concord errors showed that forty percent of the errors were grammatical concord, twenty percent were proximity concord, ten percent of the errors fell within notional concord errors, noun-pronoun concord errors recorded ten percent of the errors, ten percent of plural- inflectional concord errors and verb-verb concord errors identified also constituted ten percent of the total errors committed. She realized in her study, that, the pupils did not only demonstrate ignorance in the application of concord rules, but also, they could not determine the correct form of verb(s) that had to be selected for the subject(s) used. There

were instances where the subjects in their sentences were plural but students had used singular verbs for them. The converse was also seen where a choice of plural verbs were used for singular subjects, thereby violating the grammatical concord rule. In her conclusion, Mabel underscored that an attempt to solve the problem of concord errors greatly lies on English teachers than on the students. She further suggested that teachers should spend equal time of teaching on all aspects of concord rather than a focus teaching on some aspects of concord to the exclusion of others. For instance, a teacher teaching concord should not isolate only grammatical concord and teach it but there is the need to teach grammatical concord in relationship with proximity and notional concord. Another empirical study on concord error was done by Vida Mensah in 2015^[7] on subject-verb concord errors in students' English essays. The research site was Swedru Secondary School in Agona Swedru in the Central Region of Ghana. The form three class was chosen for the study. The class chosen for the study was made up of five hundred students. Out of this number, eighty students were chosen as the sample for the study. The eighty students comprise of forty males and forty females selected from each of the ten form three class. The sampling method employed by the researcher was the non-probability sampling in which the probability of selection is not known. With the use of the register of each class, the researcher selected four boys and four girls from each form three class by calling out their names. The instrument that was used for the study was test. The students chosen were given three days before the test was conducted. This was to allow them prepare adequately for the test. They were given thirty-five minutes to finish writing an essay. Each student was to choose one topic out of the three topics to write on using two fifty to three hundred words. The research design was a case study and the quantitative method as a mean of data analysis was used. The errors identified were calculated in percentage terms according to the total number of sentences written. The study concentrated on the subject-verb concord errors made by the students. Although there were other grammatical errors, they were overlooked. The statistical analysis revealed a total number of eighty students who wrote the compositions. Forty-three students forming 53.75% committed subject-verb concord errors of different types. Twenty-one students forming 26.25% were males and 22, forming 27.75% were females. Thirty-seven students constituting 45.00% committed no subject-verb concord errors. They were made up of nineteen males constituting 23.75% and eighteen females constituting 22.50%. In attempt to find answers to her research question "Do female students commit fewer concord errors than male students"? She concluded in her findings that even though many people have the conviction that females perform better than males when it comes to the study of language, this notion was proved untrue in her study when she realized in her findings that more females were guilty of subject-verb concord errors than males. Out of the forty females and forty males selected for the study, twenty-one males out of the forty males committed subject-verb concord errors while twenty-two females out of forty females were guilty of subject-verb concord errors. From the above review done on the empirical studies on concord errors, the summary of reviewed literature in this work above is similar in the sense that they point out the concord errors of students of second cycle education even though they differ due to the myriad challenges of students in studying concord. The literature

reviewed in this work is similar to the present study in the sense that Junior High school students just as Senior High school students have problems with concord in English language. Different reasons account for this and there are various ways of overcoming concord learning challenges. After reading the works of the various authors, cited and not cited in this work, who studied the subject matter of our topic (concord), we discovered that very little data could be found to address the key objectives of this research since the studies reviewed were on concord errors made by students of Senior High School. The present study is dissimilar from the works of others reviewed because it seeks to find out the concord errors committed by Junior High School students. Therefore, it is in an effort to fill this gap of finding many more feasible solutions to the research objectives herein that the researchers set out to conduct this study.

Definition of Concord

In Grammar, concord has been defined in different ways by different people. Different linguists have treated this topic in a very similar perspective. Randolph Quirk and Sidney Greenbaum (1988)^[5] say the most important type of concord in English is concord of number between subject and verb. Michael Swan (1989) referred to concord as changes in the verb form according to whether the subject is singular or plural, for example „she sings“ but „they sing“ or according to whether the subject is first, second or third person: (I am, you are, he is). R. W. Zandvoort (1962)^[3], says by concord, it means formal agreement in number, gender or tense between two parts of a sentence. Formal agreement means, in the two forms showing concord, the use of one necessitates the use of the other. Sparks (2006, p. 1) states that subject verb agreement is a fancy term for a simple idea: the subject and the verb must work together. Straus (2014, p. 19) points out that subject verb agreement as a singular subject takes a singular verb whereas a plural subject takes a plural verb. Also, Umstatter (2007, p. 171) asserts that subject verb agreement means a subject that represents a single person, place or thing, agrees with singular verb, meanwhile a subject, one that represents more than a single person, place or thing, agrees with a plural verb. Looking closely at these definitions and descriptions of concord given by these linguists and others, the concept of concord in English grammar essentially has to do with syntactic relationship (agreement) that exists between the subject and the verb in any sentence. In the Standard English language code, the subject must mutually agree with the verb in number and in person. The subject is defined at that level of structure at which the person and number categories of the finite verb are determined. Verb forms vary not in tense, mood and voice but in some cases, also in number. Number is a grammatical term that has to do with the number of units involved. In English grammar, there are two categories of number, singular (one) and plural (more than one). The problem of subject-verb agreement among English as second language speakers is becoming more obvious and rampant cutting across various educational levels. Right from primary to the university level, many students speak and write without obeying the rule of subject-verb agreement. The most worrisome dimension of the problem is that it extends beyond school level to advance speakers of English language such as lecturers at various levels, some honorable members of state and national assemblies and in some media outfits such as bulletins and the internet. In fact, cases of errors of subject-

verb agreement are not only found in the essays of junior and senior high schools but even in writings of colleagues in the universities. Their constructions look mature and contain clear messages but are wrong because they violate the rules of subject-verb agreement.

3. Methodology

Research Design

According to Quirk *et al.* (1973), a research design is the framework that outlines the direction and organization of any study. Speaking on the same issue, Wiredu (1996)^[19] says that the design of any research describes in detail, all the procedures and methods the researcher employs in his work. This work can best be described as a case study as it involves a close examination of data collected within a specific context. According to Gulsecen and Kubat (2006)^[6], Case study research, through reports of past studies, allows the exploration and understanding of complex issues. It can be considered a robust research method particularly when a holistic, in-depth investigation is required. Recognised as a tool in many social science studies, the role of case study method in research becomes more prominent when issues are with regard to education. Yin (1984:23) defines the case study research design “as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used” In effect, the Case study method enables a researcher to closely examine the data within a specific context. In most cases, a case study method selects a small geographical area or a very limited number of individuals as the subjects of study. Case studies, in their true essence, explore and case study as a research method investigates contemporary real-life phenomenon through detailed contextual analysis of a limited number of events or conditions and their relationships. From the views of these scholars on what a case study is, this study is a model of a case study as a research design. The researchers analyzed and examined data within a specific context. The geographical area selected for this study was Homeland International School at Cape Coast metropolis to investigate the concord errors of students.

Study setting

The research site selected for the study was Homeland International School. The school is situated in Cape Coast in the Central Region of Ghana. Specifically, the setting of this research was in the form three classroom which is located behind the office of the head teacher. The choice of this research site stems from the fact that the test could be taken under a congenial atmosphere in the classroom of the students.

Population of the Study

The population in any study, according to Oluikpe (1981)^[14], refers to the participating elements from which data would be collected for the study. Similarly, Schindler (1976)^[16] also defines population in research as the focal participants in a study. The researchers focused on the final year students of Homeland International School. The final year students have a total population of forty students. With one of us being an English tutor at Homeland International School during the Off-Campus Teaching Practice, we had a fair idea about the problems of some students with regard to concord. We were

greatly worried about the generally poor performance of some students in concord related tasks in grammar exercises and written texts to embark on this study. Twenty students, both male and female, were purposively selected from the form three class because they were identified as those who had much problem with concord. The choice of form three students is motivated by the fact that they are the Final year learners at the junior high school level and the outcome of the results in the study can be widely accepted to represent the entirety of junior high school students.

Sample and sampling procedure

According to Oluikpe (1981)^[14], a sample in research refers to the subjects selected for a study. Distinguishing between population and sample in research, Oluikpe adds that whilst population identifies the broader category of research participants, sample on the other hand stands for the particular people or elements chosen from the population for a study. In selecting the participants for this study, the researchers maintained a high sense of purposive sample as a non-probability sample to reach a targeted sample of students who have problems with concord. Due to the nature of research design and aims and objectives of this study, twenty students with a focus characteristics of concord problems out of the entire population of students were chosen for this study which will best enable the researchers to achieve the objective of the study and to answer the research question in the study.

Data collection Instrument

Strong *et al.* (1993)^[17] opine that instrumentation in research refers to the tools employed by a researcher to facilitate data collection. Without instruments, there cannot be research since every research is based on empirical evidence, known as data (no data, no research). The researchers employed the use of test to gather the data for this study. The researcher conducted an essay test for students based on concord. The test was made up of four essay questions from which students were to choose and write on only one question. The rationale for this test was to diagnose the exact concord errors that students exhibit in their English essay. The difficulty level of the test could be described as averagely moderate. The students were given a period of thirty-five minutes to accomplish the task under the supervision of the researchers. Feedback from the test proved that the students had challenges with almost all aspects of concord, notable among which was subject-verb concord.

Data Collection Procedure

The data for this research was the test result of students as indicated earlier. The researchers did not include questionnaires and interviews because of time constraints and the voluminous nature of data to be analysed. To gain accessibility to the research site, the researchers had to send an official letter endorsed by the Department of Basic Education to the headmaster of Homeland International School seeking permit to conduct the essay test. Since the form three students were potential candidates to write the Basic Education Certificate Examination (BECE) which was due on 4th June, 2018, it was decided by the headmaster that the test be conducted on Monday 31st May, 2018 to prevent interruption while class was in session as far as the preparation of the final year students was concerned. The time frame the researchers allotted for the test was thirty-five

minutes. The test commenced at 11:20 pm and came to a halt around 12:00 pm. The data was collected through the provision of official sheets as answer papers purchased by the researchers to the students for the purpose of collecting the test results. The test ended around 12:00pm. The researchers left, immediately after collecting the scripts. The students wrote the tests in their normal classrooms where they are taught and the classroom climate at the time of writing the test was generally very congenial. All students were present. An unfortunate incident was recorded during the test. Two students were absent during the exercise.

4. Results and Discussion

The researchers did an analysis of the test strategy used in this study. The analysis showed that there were concord challenges on the part of students from result gathered from the test. This analysis was done by using the research question of this study as a major sub-heading.

4.1 Statistical Analysis

Table 1: Frequency of Occurrence of Concord Error Types

Type of Concord Error	No. of Errors	Percentage
Subject-Verb	27	31%
Noun-Pronoun	6	7%
Verb-Verb	36	41%
Point of Time Verb	18	21%
Total	87	100%

The deviations of concord identified in the data have been grouped into specific types. This classification is to help in identifying the type of concord errors committed, the number of occurrences of the concord errors as well as the percentage of errors committed.

Subject-Verb Concord Errors

According to Yankson (1994) ^[20], Subject- Verb concord operates under the principle that singular verbs should go with singular subjects whilst plural verbs should go with plural subjects. This type of concord has in it, some intricacies which many a student has fallen victim to in one way or the other. This type of concord error occurred 27 times in the scripts of students, constituting as much as 31% of the total number of errors. Some errors identified in this concord

1. If God help him to get a job he will come and take me to USA.
2. Every morning he send my younger brothers and sisters to school.
3. Drivers doesn't want to come there.
4. She became happy.
5. If my father does that, he is going to earn money.
6. This latest news are as follows.
7. The car also attract blessing from God.
8. I have come and stayed where about two months ago.
9. All my families attend to the program
10. Old wine they say have no good taste but beware of state wine.

Results from the test showed that students did not only demonstrate ignorance in the application of the rules of this concord type but also, they could not determine the correct

form of the verb(s) that had to be chosen for the subject(s) used. The sentences cited above are all grammatically incorrect by virtue of the fact that they do not satisfy the rule of subject-verb concord. This makes the sentences wrong and faulty.

Noun-Pronoun Concord Errors

Noun-Pronoun agreement on the other hand ensures that the appropriate pronoun should be used to replace a noun, both in terms of number and gender. Yankson (1994, p. 19) ^[20] has explained that the noun-pronoun concord rule is that a pronoun takes the same singular or plural as the noun subject head word which precedes it and which the pronoun refers to in the sentence. By this, it is known that the pronoun does not only agree in number but also agree in gender with its antecedent. The noun-pronoun occurred 6 times constituting 7% of the total number of concord errors. The following examples from the data deviate from this rule

1. My sister came and conformed his Basic Education Certificate Examination to my father
2. When Kwame go to where his mother is...
... and Kwame inform her mother about that her mother too was happy that Sunday morning.
3. Especially when we also heard that the one of brother has finished her masters in Legon.

Verb-Verb Concord Errors

MacIver (1986, p. 81) defines concord as meaning „agreement or harmony“. This harmony does not only exist between subjects and verb but also in verb forms of the verbs in compound sentences. Yankson (1994) ^[20] further states that English also maintains the sequence: verb/present verb/present, verb/past- verb/past within clauses in a sentence. For example, they often meet and discuss family matters (Yankson 1994, p. 23) ^[20]. There should be concord relationship between the main verb in the first part of the sentence and verb in the latter part of the sentence. In the data, disagreement between verbs in compound sentences were recurrent. This type of concord errors occurred 36 times in the scripts of students constituting 41% of the totality of the concord errors.

Instances are as follows:

1. He will come and take me to U. S. A
2. When I heard that I become so excited
3. My elder brother has travelling to United States of America
4. Drivers doesn't want to came here
5. She was fill with joy
6. My sister has just told them
7. They will all told you.
8. When the graduation is over, we went to restaurant to eat.
9. I would take off
10. I have written
11. The pastor prays for them to be husband and wife
12. I told you that she is...
13. God will answer your prayer.
14. He has suffered
15. This has brought.

Point of Time Past Verb

Finally, the rule behind Point of time past-Verb concord is that a point of time past element (e. g., yesterday, in those days, that morning, etc.) must always take on past tense verbs only. 18 errors were flouted constituting 21% of the total errors as far as point of time past verb is concerned. Examples

of such errors are highlighted below:

1. I thank you for the gift you send me last week
2. At that day we all enjoy ourselves.
3. That day was Saturday morning when we get there.
4. My aunties husband has die two months later.

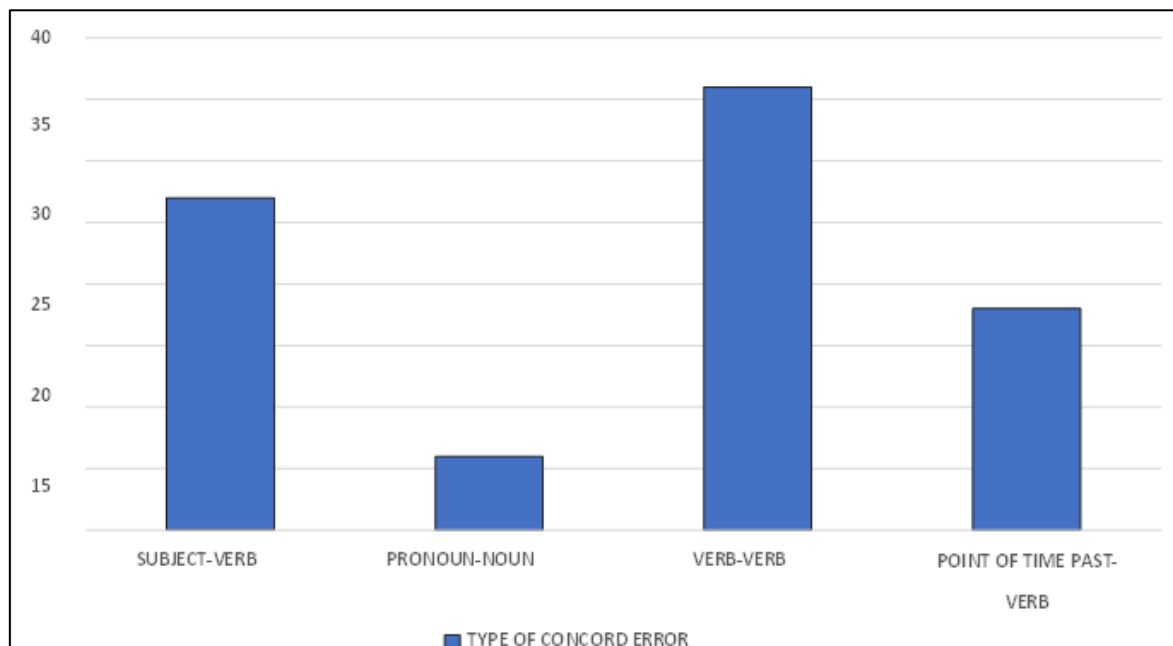


Fig 1: Bar Chart Showing Frequency of Concord Errors

A further analysis is made to find the average number of errors and average number of error free sentences each student made in an essay as well as the average number of sentences each student wrote in an essay. Students wrote sentences ranging from 10 to 26 of varying lengths. In all, 193 (One hundred and ninety three) sentences were written by 20 students. It is in this 193 sentences that 87 concord errors of various types were found while 106 sentences were free from concord errors. This information is presented in a tabular form with the averages and percentages.

The formula used for striking the average number of sentences written by each student is:

$$\frac{\text{Total number of sentences}}{\text{Total number of students}}$$

The average number of errors made by each student was calculated with the formula:

$$\frac{\text{Total number of errors}}{\text{Total number of students}}$$

The total number of free sentences was calculated by the difference between the total number of sentences and the total number of errors. The average number of free sentences made by each student was calculated using the formula:

$$\frac{\text{Total number of free sentences}}{\text{Total number of students}}$$

The percentage of average errors was calculated using:

$$\frac{\text{Average number of errors}}{100 \text{ Average number of sentences}} \times$$

The percentage of average free sentences was calculated by the formula:

$$\frac{\text{Average of free sentence}}{100 \text{ Average number of sentences}} \times$$

Table 2: Average Number of Errors and Free Sentences Made by Students.

	Total Number	Average Number	Percentage
Sentences	193	9.63	100%
Errors	87	4.35	45.08%
Free sentences	106	5.30	54.92%

With reference to Table 2, each student wrote 9.63 sentences on an average. Out of these 9.63 sentences, 4.35 sentences were faulty with concord errors of varying types which represented 45.08% of average sentence percentage. Out of an average of 9.63 sentences that each student wrote, 5.30 were free from concord errors representing 54.92% of average sentence percentage.

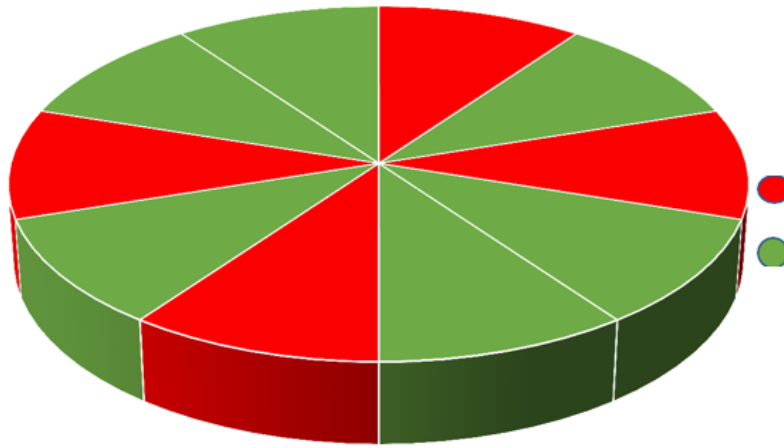


Fig 2: A Pie Chart Showing Average Number of Errors with Average Number of Sentences Made By Each Student

The major finding of the study revealed that the respondents who participated in the test committed concord errors of varying types. The findings recorded problems of students on subject-verb concord errors, noun- pronoun concord errors, verb-verb concord errors and point of time past verb concord errors. The results showed that verb-verb concord errors were of the highest frequency. This unveiled that students had most problems with verb- verb concord errors. Subject-verb concord errors were of higher frequency than point of time past verb concord. With this, noun-pronoun concord errors were of the lowest frequency and seem to be of little problem for students than all the concord errors identified. With reference to the findings from the test, it was observed that students were confused with the application of concord rules in their English essay compositions because they had not internalised the concord rules.

Grammatical mistakes such as subject-verb concord, impair students' writing and general English proficiency, which can have a detrimental effect on their academic performance in English, according to the study's findings. The students' mental state can be a cause for these mistakes. Mental health conditions such as anxiety and depression, according to Konadu *et al.* (2025) ^[12], affect cognitive abilities like motivation, memory, and attention, which lowers academic performance. These correlations clearly demonstrate that mental health and language proficiency are important, interconnected elements influencing student achievement that both call for organised support from educational institutions. Additionally, academic success is associated with students' emotional health and cognitive abilities, such as memory and attention (Konadu, 2025) ^[11], which can have an impact on their English proficiency. Better teacher preparation in grammar teaching techniques, however, may enhance student outcomes in English proficiency. According to Konadu (2025) ^[10], in the study "Teachers social emotional learning; ways that impede the development of teachers SEL and enhance teachers SEL," teachers' SEL competence and well-being are fundamental to their effectiveness, which includes their capacity to effectively teach academic content.

5. Implications of the Findings

1. The occurrence of concord errors in students writing creates awkwardness in students English. If students are to surmount the various concord challenges, the grammar quality in their essay writing would be

enhanced enormously.

2. The occurrence of noun-pronoun concord errors, particularly, in students scripts had a serious implication. Pronouns are inherently referential items that point to their respective antecedents. For students to make noun-pronoun concord errors means that their English lacks cohesion and it is somewhat clumsy. If this type of concord error is not corrected, the pupils will transfer them in their future essays when they further proceed to second- cycle institutions in the country.
3. Concord is taught at a very early stage in basic education in the primary school. Therefore, if concord errors persist at the junior high school, then either the methods or the materials used in teaching are both questionable.
4. Finally, the findings have implications for further research on other categorizations of concord errors apart from what the researchers have done specifically among students in the junior high school.

6. Conclusion and recommendations

Evidently in the study, Junior High School students exhibited concord errors of varying types in their English Language essays. The result of this is that even though students progress in education, they cannot write correct English because they lack the application of concord rules in their writing due to the fact that they are mostly not well taught in all the different aspects of grammar. The following recommendations have been made to improve the concord problems of Junior High School students. Teachers of English should make the effort to teach the concord types in relation. There is the need for teachers to teach grammatical concord in concomitant with proximity concord and notional concord so that students will not substitute one concord type with the other. Drills like mechanical, meaningful, situational and substitutional drills would have to be used more often than it is being done. This is because students learn more when what is being taught is used or practiced under different possible conditions. Adequate time should be devoted to the teaching of English Language, especially grammar, at the basic school level. This research aimed at examining the concord errors of students in Junior High School and it is therefore our humble suggestion that future research should be done with an action research design which will aim at offering intervention and solutions to the concord problems of students to improve general classroom teaching and learning.

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