

African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.7 (2), September-December, 2022 https://ajemates.org

AJEMATES

GRAMMATICAL CATEGORIES IN ERRORS IN THE ENGLISH SPEECH OF IGBO- ENGLISH BILINGUALS IN ENUGU URBAN

Onwuegbuchunam Marcellus .O
Department of Linguistics, Nnamdi Azikiwe University, Awka
marcelonwu@gmail.com

ABSTRACT

Errors committed in English speech by Igbo-English bilinguals are worrisome. There is the need to help the bilinguals attain a reasonable degree of proficiency in their use of both languages. To be able to do this, the errors committed in speech and written texts by bilinguals must be detected, traced to their roots and nipped in the bud. This study shall concentrate on the English speech of ten Igbo-English bilinguals to ascertain and analyze the errors that characterize not only their speech but written texts. These ten informants are presented in appendix and also are used in spite of large population of Enugu urban due to space and time constraints. This paper shall attempt to analyze the identified errors based on error types and the informants who commit such errors. It also aims at determining the influence l_1 situation or mother tongue (MT) has on English language, as well as express on the speech repertoire of bilinguals or verse-versa.

Keywords: The Concept of Errors, Inter-language, Grammatical Categories

Introduction

It is important to differentiate between errors and mistakes. According to Olaoye (1998:34) and Eyisi (2004:15) mistakes are of no significance to the process of language learning. Mistakes border on the performance and are sporadic and unsystematic; so one can rightly refer to errors of performance as mistakes. For instance, in normal adult speech in l_1 situation, we continually commit errors of some sort due to memory lapses and physical states, such as tiredness and psychological conditions such as strong emotion and signs include slips of the tongue, stuttering, oversight in writing etc (Ifeagwazi, 2008:1-3). Such mistakes tell us very little about learning problems, and, unless excessive, should not worry the teacher as they can usually be corrected by the learner himself. They are mistakes because we are immediately aware of them when they occur and can be corrected. Mistakes are errors of chance, circumstance and breaking of rules as a result of non-linguistic factors.

The term 'error' should be reserved for "the systematic errors of the learner from which we are able to reconstruct his knowledge of the language to date" (Corder, 1967:161-170).

Errors have been classified by Corder, (1981:52) as errors of competence and errors of performance. He states thus:

> Errors of competence are the result of application of rules by the L_2 learner which do not (yet) correspond to the L_1 norms. Errors of performance are the result of mistakes in language use and manifest themselves as repeats, false start, corrections or slip of the tongue

Norrish (1983:7-8) defines an error as "systematic deviation, when a learner has not learnt something and consistently gets it wrong". Apart from errors and mistakes, Norrish identifies another kind of wrong usage which he calls 'lapse'. He says that lapse may be due to lack of concentration, shortness of memory, fatigue, and so on. Errors have to do with language competence and they are evidence of the learner's system of language, and error thus systematically reveals the learner's underlying knowledge of the language to date (George, 1972).

Linguistic performance and communicative competence are concepts related to linguistic competence but are applied to language as it is actually used in linguistic performance. Linguistic performance is the practical application of speech with the grammatical flaws and mistakes that exist among real-world speakers. This allows speakers to understand each other despite grammatical flaws and differences in dialect. Communicative competence refers to the rules that govern the kinds of speech allowed within the cultural context. **http://www.wisegeek.com/what-is-linguistic-competence.htm**

Chomsky (1965) differentiates competence, which is an idealized capacity, from performance being the production of actual utterances. According to him, competence is the ideal speaker-hearer knowledge of his or her language and it is the 'mental reality' which is responsible for all those aspects of language use which can be characterized as 'linguistic'. Chomsky argues that only under an idealized situation whereby the speaker-hearer is unaffected by grammatically irrelevant conditions such as memory limitations and distractions will performance be a direct reflection of competence. A sample of natural speech consisting of numerous false starts and other deviations will not provide such data. Therefore, he claims that a fundamental distinction has to be made between competence and performance. **http://en.wikipedia.org/wiki/Linguistic_competence**

From the above discussions errors are good indicators of learners' stages in their target language development. They help in determining their level of mastery of the language system.

Review of Related Literature

The literature review is only on theoretical studies

Theoretical Studies

The Concept of Errors

Many linguists, scholars and analysts have given various meanings of errors from different dimensions. Some researchers distinguish **error analysis** from transfer analysis, which compares the learner's data with the respective first language, whereas **error analysis** compares the learner's data with the target language norm and identifies and explains errors accordingly (cf. James, 1998:45-47).

Mistakes are not peculiar to the second language alone. They are easily corrected by the speaker himself. He further says that errors maybe as a result of;

- The choice of teaching materials itself
- Teaching point being presented in a certain order.

- Ordering of the examples of the language
- The practice work accompanying the examples or
- From the learner's processing of these materials. (Norrish 1983:12-44)

Anasiudu (1977:113), defines errors as "any deviance in linguistic performance that is systematic". Ubahakwe (1974:32) also advocates that "errors are remarkably systematic and uniform regardless of the first language involved". He went further to say that "errors are systematic and should be seen as an important source of information to students and to teachers". Beeves (1993:135) maintain that errors are by nature systematic.

In Ellis (2000:32), errors are seen as "deviations from the target language by a non-native speaker". These errors, he further explains, are committed out of sociolinguistic and socio-cultural factors. To support Taylor (1976), Ellis' (2000) states that "errors are unacceptable deviation by the majority of speakers of the major dialect of any language". In the same line of reasoning, Krashen (1982:64) accepts that errors are deviations from the norms of a language. He argues that there maybe no firm agreement about a language norm owing to the fact that languages have different varieties and dialects with rules that differ from the standard ones.

Errors, according to Headbloom (1979:30), "are goofs or deviant productions. They are the systematic deviation from the target language by a non-native speaker".

Myles (2002:5) defines errors as "a derailment in the speech or writing of a second language learner by the use of inappropriate words or language structures". He sees errors as something that must happen from time to time until the second language learner internalizes the language entirely. He argues that the second language teacher can only assess the learner's ability from the range or type of errors they make.

Having introduced the concept of error, differentiated mistake from error, and mentioned some causes of errors, we are going to look at error analysis.

Error Analysis

The main tenets of contrastive analysis were much used by linguists and language teachers till the 1960s when mother tongue (MT) interference errors in the target language of the learner were re-examined and became a subject of controversy (Richards, 1974:182). By the late 1960s, the Chomskyan view that the infant is endowed with a language acquisition device (LAD) inspired and extended second language learning theory to emphasize the provision of the right environment for learning (Richards, 1973; George, 1972 and Sanusi, 1998). Errors were no longer seen as a deviation to be eliminated, but were seen as data for analysis. They were seen to provide important information about the progress, or language system of the learner. The goal of language teaching shifted, at the same time, from linguistic competence to communicative competence. By the 1970s, the field of error analysis was established in second language acquisition (SLA) by

Corder and his colleagues. It became an alternative to contrastive analysis.

The error analysis approach in SLA was greatly influenced by behaviour through which applied linguists sought to use the formal distinctions between the learner's first and second languages to predict errors.

According to Ifeagwazi (1998) and Olaoye (2008), error analysis is sometimes referred to as "a posteriori contrastive analysis". It is an after-the-fact analysis. The focus of error analysis lies with investigating the second language learner's errors in trying to produce the target language. The errors made are analyzed and classified to see if there is any commonality among them; if the cause of the error can be explained, it could be adapted to teaching. The use of error analysis comes from the rationalist theory of language teaching (George, 1972). According to this view, errors are regarded as potentially facilitative rather than inhibitory in the learning process. The L_2 learner is thought to be much like the first language learner in that he uses his errors to test hypotheses about the language thereby learning from them.

The errors the learner makes should reflect the learning process rather than the native language. For Richards (1974:182) the proponents of this approach to the study of errors believe that the learner is not a passive recipient of language, but rather he is constantly testing the new language, making rules, altering and refining these rules. A second language learner is often compared to the first language learner by their similarity of errors.

Mbagwu (2009:8), says that "error analysis is the systematic investigation of mistakes sometimes referred to as errors in the speech of bilinguals or multilinguals to determine the factors responsible for the mistakes". Brown (1994:204) states that "error analysis emphasizes the significance of errors in learner's interlanguage system".

Error analysis studies and analyses the TL learner's performance to discover and highlight deviances, to enable the TL teacher to know where to place emphasis in his teaching (Anasiudu, 1983).

Richard (1974:182) states that

> Interference from the mother tongue is clearly a major source of difficulty in second –language learning, and contrastive analysis has proved valuable in locating areas of inter-language interference. Many errors, however derive from the strategies employed by the learner in language acquisition, and from the mutual interference of items within the target language. These cannot be accounted for by contrastive analysis, therefore, error analysis is necessary

Richard (1974) agrees with Taylor (1973:131) when he says,

> If we accept this view of the role of the native language in second-language acquisition (interference), we can still maintain that language acquisition involves creativity, conceptualization and copying directly with the target language, at the same time that we account for interference type errors with *error analysis.*

It is pertinent to say that error analysis seeks to account for learner's errors that contrastive analysis cannot predict.

2.1.4 Interlanguage

The notion of competence is the central issue in language learning, especially in the light of error analysis. Learning theorists and language teachers want to know the answers to certain questions: What does the learner know? How did he learn what he knows? Can we measure or define this knowledge? In some respect, error analysis can answer these questions. One who is exposed to a particular language makes errors. Anything he speaks before he attains proficiency is called the interlanguage (IL). It refers to the systematic knowledge of an L2 which is independent of both the learner's L1 and the target language. Nemser (1974) refers to it as the approximate system, and Corder (1976) sees it as the idiosyncratic dialect or transitional competence. Selinker (1974:35-41) identifies the following as the central components of the learner's interlanguage:

- Language transfer
- Transfer of training
- Strategies of second language learning
- Strategies of second language communication and
- Overgeneralization of target language (TL) linguistic material.

Each of the analyst's prediction of errors or shape of TL utterances should be associated with one or more of these or other processes.

Selinker goes further to state that performance situations that are relevant to interlingual identifications are

a. Utterances in the learner's native language (NL) produced by the learner;
b. Interlanguage (IL) utterances produced by the learner; and
c. Target language (TL) utterances produced by native speakers of that TL.

For Nwankwo, (2008) and Ottanes, (1979) learning and communication strategies as well as over-generalization are in relation to learner and target language-induced errors. Proponents of the interlanguage concept feel there is need for viewing the learner's competence as having many sources, i.e. the native language, the target language and the learner's unique grammar which contains the various rules that apparently stem from neither the native nor the target language.

Research Description

Ten Igbo-English bilinguals were used for this study. Information was elicited from these bilinguals who henceforth will be referred to as informants, through oral interviews and written texts. In the oral interview, the informants were asked questions and their responses recorded on tape. The informants were also asked to put down their responses to the same question paper. In other words, the informants were asked to write short notes on the questions asked.

Questions were asked both for the oral interview and the written texts. The questions asked were "What do you like or dislike about the present state government?"
"What can you say about his subjects?" "What can you say about this present democratic system?" and so on. These questions were administered to the informants in different environments and situations and at different times.

It is pertinent to note that the informants used in this study have been tagged informants A-J. So, we are going to analyze errors using collected informants who are bilinguals in Enugu Urban area.

Selection of Informants

The informants were selected randomly from schools, churches and work places. These informants are between the ages of seventeen and sixty. Some of them were secondary schools teachers while others were still schooling in secondary schools. This random selection was done to ascertain if errors are peculiar to a particular age bracket or a general phenomenon or rather common to all bilinguals (i.e. someone who speaks more than one language), for the analysis of the data, the researcher used descriptive method.

Presentation of Data

Data presented in the appendix are responses elicited from informants for both the written texts and oral interviews. The informants are tagged informants A-J and the questions that elicited the responses presented below. The oral interviews are presented using the IPA (International Phonetic Alphabet).

Data Analysis

The data presented in the appendix are analyzed following the steps of error analysis, starting with identification and description of errors to the explanation and correction of errors. The errors will be explained in grammatical, lexical, phonic, orthographic and semantic terms. Each type of error occurred four times in each informant. Therefore, we observe the high level of illiteracy in bilinguals which was affected by their MT. The percentage of teachers and students in secondary schools who commit such error is 7:10 ratio.

Identification and Description of Errors

Grammatical errors have been identified and described in the following areas and the following informants. Punctuation error: Indiscriminate capitalization, omission of commas, and omission of full-stop by the following informants

Inf. B-…I don't think…
…I dislike …
Inf. D-…Ought to do
He just invaded
…Transportation Systems in…
Inf. D-…Power ***Holdens are*** 'water supply'
Inf. C-…Housing development
…Okada in the transport
…Taxi and commuter buses
Inf. E-…Security wonderful… Road beautiful…
… Transportation very…Providing state… …proud. talk about…
Inf. F-…Street light
Inf. H…aspect of transportation …and good transportation… Inf. I…No hyphen… people structure…

No use of commas, full-stop, nor appropriate use of capital letters

Inf. J…In terms economics…
… rate of kidnapping

Errors of number and concord in verbs and nouns

These are usually cases of pluralisation, or non-pluralisation and consequent error of concord by the following informants.

Inf. D-…officials clamps…
Inf. F-…streets light…
…transportation ***are*** cheap.
Inf. G-… state ***government are*** the best
…government are really
…power ***holdens are***…
Inf. H & J-… government are really trying
Inf. I-…people structure…
… food on people table…

Spelling Errors: These are errors of omission of letters, totally incorrect words by the following informants.

Inf. C-pipe born water Inf. G-power holdens

Inf. H- ***asect, angina, presont*** Inf. I-demolution
Inf. J-economic

Errors of Word Usage

These are errors of various forms of misuse of words by the following informants. These errors include wrong complementation and inappropriate use of prepositions.

Word Usage

Inf. C-… in the ***transport section***
Inf. D-… new taxis that? improved…
He just invaded things in the state…… doing what a governor…
… still on my good…
Inf. E- … that am not an origin…
…great achiever…
Inf. G-… youth have discover
… really improving compare to…Inf. J-… that they pull their shops …source of income has been block…….suppose to relocate…
….so call illegal structure

Wrong Complementation: Something that completes, makes up a whole, or brings to perfection. Read more: http://www.answers.com/topic/complement#ixzz23QABpevG

Inf. B- quick enough
Great effort
Inf. D- smooth roads
Wrong parking
…on my good records
Inf. C- watch dog
roads beautiful
great achiever

Inf. F- doing fine
Inf. K- workable environment
onward job creation
Inf. O positive direction
Inf. R- beautification of roads

Inappropriate use of preposition

Inf. C-… in our major roads…
… in housing development
Inf. D-… still on my good records
Inf. E-… Under two years of his service
Inf. I-… bring food on people table

Inappropriate use and omission of determiners/specifiers

Inf. B- … the way? State government…

Inf. D- he is a God sent…

Inf. F-… in a good order…

Phonic Errors

Phonic errors are errors identified in the pronunciation of words, that is, words that are mispronounced or letter not pronounced at all.

Mispronounced Sounds

All the informants used in this study except Inf. A and T commit the errors of mispronouncing the following vowel sounds, æ, ʌ, ɪ, a, D and consonant sounds like Ɵ, ð, ŋ and all the diphthongs. The most common ones are in the pronunciation of the following words:- people, with, the construction, government, think, road, development, economy, state, governor, and words ending in 'ing' and 'tion'

Confusion of Sounds

This particular error is one we consider idiosyncratic. It is observed in the speech informants and it is the confusion between 'r' and 'I'.

The instances are presented below.

really	substituted for reari
	especially
especiary all over	alrover
development	”
deveropment	
unemployed	”
unemproid bless	bress
electricity	erectricity

Omission of Last Consonant in Pronunciation

American Pronunciation: Idiosyncrasy is observed in two informants. Informants A and J. few excerpts are presented below.

Excerpts are from the oral interviews and could be listened to on the tape recorder.

Inf. A-… The whole process of having people not park on Ogui road….

This is observed not to be common but idiosyncratic to a few of the informants. A few excerpts are presented below:-

Inf. I-don't Substituted for don

Has Inf. J that is just daz jus

want

wan

Lexical Errors

These are in the area of sense transfer. That is informants say things the way they are computed in their L_1, these are not necessarily errors because sense transfer produces either errors or variants.

Sense transfer produced variants in the following informants

Inf. E- …turned Enugu state to a small London.

Inf. H-… if the present government should come back…

Inf. J- make the state look like London…

Avoidance and Restriction

This phenomenon occurs as a result of the bilingual restricting himself to the use of options available in the target language. This phenomenon was observed in some informants in the form of repetition of words or long pauses between words or sentences. It was observed that these repetitions and pauses were as a result of lack of the appropriate words or the choice of words to be used. Therefore the

informants resorted to repetitions or a break to figure out what to say next.

Code-Switching

Code-switching is an idiosyncrasy observed in only one informant, Inf. A. This phenomenon is one we attribute to lack of words or rather the choice of the word in the second language to be used in a given situation. The informant therefore switches intermittently to his L_1 where he has no words in the L_2 in his speech repertoire to express himself in a given situation.

Correction of Errors

This section of the study will attempt to evaluate and correct the errors identified in appendix and described above.

In punctuation errors, the errors presented should all be written using small letters not capital letter. The ones where "No hyphen" is stated should have hyphens inserted in the boxes placed in the appropriate places. Commas and full-stop should also be in the appropriate places as well as "semi colon" which is placed before listing out items.

In errors of number and concord, the following should be the corrected form of the instances presented.

Inf. D-… officials clamp…
Inf. F-…..street lights…
…..transportation is cheap…
Inf. J, G and H… state government is the best
…government is really…
Power Holding is…
Inf. I-…people's structures
…food on people's table

In spelling errors, the correction will be made according to errors made by each informant.

Inf. C-…pipe-borne water
Inf. G- …Power Holding
Inf. H-…aspect, again, present
Inf. I-....demolition
Inf. J-….economy, things

Errors of tense and concord will equally be corrected according to the errors committed by the informants.

Inf. C-… the transport sector
Inf. D-… new taxis that have improved
…he's doing what a Governor…
…he's still on my good books…
Inf. E-… that I'm not an indigene
No word like 'achiever' in English
Inf. G-…youth have discovered…
… Provide adequate Power supply.
Inf. I-…that they demolished/pulled down their shops
…source of income has been cut off…
…supposed to relocate.
…so-called illegal structures.

Instances of wrong complementation will be corrected below according to each informant's error.

Inf. B-…fast enough
…concerted effort
Inf. D-…tarred roads
…illegal parking
…in my good books
Inf. E… guard dog

Roads tarred

Inf. F…doing well

As regards the use of prepositions, the corrections are as follows:

Inf. C….on our major roads.

….on housing development…

Inf. D…still in my good books

Inf. E…in two years of service

Inf. I…put food on people's table

Errors involving the inappropriate use and omission of determiners. The corrections are as follows:

Inf. B-…the way the state government…

Inf. D-…He is God-sent…

Inf. F-…in good order

Corrections of phonic errors are as followings:

The idiosyncratic errors observed in this study are peculiar to such informants. The mispronounced vowel sounds and diphthongs are as a result of the fact that such sounds are not available in the Igbo language as well as the consonant sounds often mispronounced.

Generally, the phonic errors are as a result of orientation and the need to fill a space where there are no options available.

Correction of the lexical errors will only be made on the sense transfers that produced errors.

Inf. I-… their source of income has been cut off.

…their approach to the welfare of the masses…

Treatment of the Errors

Donald (2008), quoted the work of Bartram and Walton 'Correction' where the listed questions that could serve as a guide to the teacher as to whether to ignore or correct a particular speech error. The duties of the teacher is to put the following points below into considerations.

- Does the mistake affect communication?
- Are we concentrating on accuracy at the moment?
- Is it really wrong? Or is it my imagination?
- Why did the students/teachers make the mistake?
- Is it the first time the students/teachers have spoken for a long time?
- Could the students/teachers react badly to my correction?
- Have they met this language point in the current lesson?
- Is it something the students/teachers have already met?
- Is this a mistake that several students/teachers are making?
- Would the mistake irritate someone?
- What time is it?
- What day is it?
- What's the weather like? (Online citation, 10/3/2008)

After making the above considerations, the teacher should adopt one or a combination of the above in correcting the pronunciation errors.

Findings and Conclusion

Findings

The most common errors are errors of violation of the rules of grammar and phonic errors. By this we mean errors of spelling, capitalization, punctuation and all other aspects of grammar. The error of

pronunciation is not just a pathetic one but is a hopeless situation. Where do the teachers of the English language start in the correction of the phonic errors? We observed that phonic errors are not just common but they have fossilized in the inter-language of bilinguals of Igbo-English speakers.

Some classes of errors are attributable to confusion. These are errors of wrong word-usage, like the use of prepositions and determiners. The errors of verb forms, tense and concord are cases where bilinguals should put concerted efforts because they are not just confusing but error-prone. This is because the English language lacks regularity in tense marking.

The errors found in complementation are just as disturbing as the rest of the errors. Bilinguals are ignorant of which word complements which. Therefore anything goes. We also observed that no effort is made on their part to improve on their use of the English language. These bilinguals believe that so long as the message intended is passed across to the audience, there is no need for one to burden oneself with putting the words in the correct order.

Conclusion

It is rather worrisome to observe that bilinguals of Igbo-English commit a lot of errors in their use of the English language. These errors are common to all ages/group.

This study brings us to the knowledge that second language teachers and learners as well have their work cut out for them in second-language acquisition.

The one consolation in this observation is the fact that errors are no longer an anathema in the process of second language learning. They are now regarded as a sign-post pointing out the way the teachers should go in transferring and correcting errors made by their subjects.

Headbloom (1979:21) confirms this in his statement that "errors are regarded as potentially facilitative rather than inhibitory in the learning process"

Finally, we find it necessary to state that any teacher of second-language who fails to identify, describe and trace his student errors to their sources, has disobeyed the law of second-language teaching and learning.

REFERENCES

Anasiudu, B.N. 1977. *Error Analysis: Perspective on second language acquisition.* London: language . African Publishing Company

Beeves, G. 1993. *Communications and the Third World.* London: Routledge

Brown, H. 1994. *Principles of Language Learning and Teaching..* Englewood Cliffs: Prentice Hall Regents.

Chomsky, N. 1965. *Aspects of the Theory of Syntax*. Cambridge, MA: MIT Press.

Cherrington, R. 2004. Error Analysis. In: Byram, (ed.) *Routledge Encyclopedia of Language Teaching and Learning*. London/New York: Routledge. 198- 200.

Corder, S.P 1967. The Significance of Learners' Errors. *International Review of Applied Linguistics*, PP. 161-170

Corder, S.P *1981. Error Analysis and Interlanguage. London :Penguin press*

Corder, S.P 1974. Error Analysis: Perspective on Second Language Acquisition. London; Longman.

Eyisi, J. 2004. *Common Errors in the Use of English*. Onitsha: Africana publishers.

Ellis, R. 2000. *Second Language Acquisition* Oxford*:* Oxford University Press.

Ellis, Rod. 2008. *The Study of Second Language Acquisition* (2nd edition). Oxford: OUP. 47; 60-65.

George, H.V. 1972. *Common Error in Language Teaching:* Insight from English. Rowley: Newbury House

Headbloom, A. 1979. "*Error Analysis and Theoretical Consideration on L_2 Learning"* in Uwakeve (ed.).The Teaching on English Studies, Ibadan: Ibadan University Press.

Ifeagwazi, P.A 2008. "*Error Analysis of Igbo written Composition"*. Journal of Language and Literary Studies, 2 (1) PP 1-3.

James, C. 1998. *Errors in Language Learning and Use-Exploring Error Analysis* Essex: Pearson. PP 45-47

Johnson, Keith & Johnson, Helen (ed.) 1998. *Encyclopedic Dictionary of Applied Linguistics – A Handbook for Language Teaching*. Oxford/Malden: Blackwell. 110-114.

Krashen, S. 1982. *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon Press.

Laufer, G. and Eliasson, H. 1993. *Avoidance: A Case Study for Constructive Analysis*. London; Longman. PP 102.

Mbagwu, D.U 2009. *Error and Contrastive Analysis*. Lecture note. April 28.

Myles, J. 2002; *Second Language Writing & Research:* The Writing process and error Analysis in Student Texts. Teaching English as a second language journal Cambridge: Cambridge University Press.

Nemser, W. 1974. Approximate Systems of Foreign Language Learners. In C. R. Jack, (ed.) Error Analysis : Perspectives on second language acquisition. London: Longman

Norrish, J.1983. *Language Learners and their Errors*. London: Macmillan Publisher Ltd pg 12-44.

Olaoye, A.A. 1998. *Introduction to sociolinguistics.*Kaduna: Mafolayomi

Richards, J.C. 1974. *Error analysis: Perspective on second Language Acquisition* London: Longman.

_____1971. *A Non-Contractive Approach to Error Analysis*. In J.C. Richards (ed.) Error Analysis: Perspectives on Second Language Acquisition. PP 172-188, London: Longman.

_____ 1973. *Error Analysis and Second Language Strategies:* Focus on the learner. Rowley: Newbury House.

Rolf Donald, 2008. *Error Correction 1 and 2 Accessed on line from http: 11www.teachingenglish.org.uk/think/methodology/error-correct.shtml on march 10*

Sanusi, A. 1998. "*Semantics Errors in Written Composition of Yoruba Students in Secondary Schools* in Ilorin". PH.D Dissertation, University of Ilorin.

Schachter, I. 1974. *Avoidance Phenomenon in Adult Second Language Acquisition* London: Longman.

Selinker, L. 1974. "*Interlanguage"*. In Jack C.Richards (ed.),Error analysis: Perspectives on Second Language Acquisition. London: Longman.

Taylor, C.W. 1976. *Source of Errors in Foreign Language Teaching* ELT. Journal, XXXS.

Taylor, C.W. 1974. *Towards a Theory of Language Acquisition*. *Language,* Longman, London. Pg 31

Ubahakwe, E. 1974. *Goals of English Language Education in Nigeria* in INESA 6.2**http://www.enugustate.gov.ng/about.php**

http://en.wikipedia.org/wiki/Enugu_State

http://www.cometonigeria.com/search-by-region/south-east/enugu-state

Williams, Lizzie (2008). *Nigeria: The Bradt Travel Guide*. Bradt Travel Guides. p. 196. ISBN 1-84162-239-7. http://books.google.com/books?id=fwuQ71ZbaOcC&pg=PA196.

See List of Governors of Enugu State for a list of prior governors

"Enugu". FIFA. http://www.fifa.com/u17worldcup/destination/cities/city=10116/index.html. Retrieved 2010-05-10.

Nwokwor, Uderi (December 14, 2007). "AC's Argument on Substitution of Enugu Deputy Governorship Candidate". *The Daily Sun* (Sun News).

"Chime Avoids Workers Again". Daily Independent. May 4, 2010. http://allafrica.com/stories/201005050238.html. Retrieved 2010-09-03.

Nigerian National Bureau of Statistics

http**://www.wisegeek.com/what-is-linguistic-competence.htm**

http://www.onlinenigeria.com/links/enuguadv.asp?blurb=254

http://www.glottopedia.de/index.php/Error_analysis

http://en.wikipedia.org/wiki/Error_analysis

http://www.hmpenglishonline.com/error.htm

http://en.wikipedia.org/wiki/Linguistic_competence

http://www.answers.com/topic/complement#ixzz23QABpevG

Appendix

Informant A

The state governor is an action man. Within the time he's been there he's done enough that we can see, with regards to the roads as well as sanitation.

The city is a lot cleaner than it was before with the dump trucks and garbage trucks all around the city.

I'm very impressed by that.

There is evidence of taxis and buses to replace Okadas that constitute a menace to our society.

He gets the job done.

Informant B

I like the way state government has handled road construction.

I like the task force that has been created in tackling illegal parking and double parking.

I like the new taxis and combi-buses

I like the lighting project

I like the great effort put to ensure a better waste management.

DISLIKE:

I don't think the rate at which the roads are being completed is quick enough.

I dislike the absence of road supervisors especially at the street road constructions.

I don't like the absence of concrete drains at the Achara-Layout, Kenyatta, Obioma Streets.

I think efforts should be made on water supply and also low cost housing.

Informant C

1. I like the democratic system of the present administration where the rule of law is supreme.
2. I like the massive rehabilitation of urban road in the state
3. I like the waste management system of this administration.
4. I like and really commend the effort of the government in provision of pipe born water.
5. I like the provision of taxi & commuter buses to replace the Okada in the ***transport section.***
6. I like the rehabilitation of street lights in our major roads that enhances the movement of traffic in the night.
7. I like the government initiative in housing development.

Informant D

I believe his doing what a governor of a state ought to do. To me personally, He is a God sent to Enugu State. I can quote that anywhere. I'm not trying to buy anybody's favour, that's just the truth.

Am I to talk about the smooth road, the street lights, the ESWAMA work, the officials that claps people's car for wrong parking. The most important thing that I really appreciate is the new taxis that improved transportation system in Enugu State.

In summary, He just invaded things in the state that seemed so impossible. Then about my dislike, believe me, I have not seen any reason that will bring about my disliking him. His still on my good records.

Informant E

Despite the fact that am not an origin of Enugu State, but I must confess the good work of the great man Governor **Sullivan Iheanacho Chime.** He has been a great influence to his people, a watch dog to his society. He has made Enugu people proud, Talk sent security wonderful roads beautiful. He made transportation very easy by providing state taxi for Enugu people. He turned Enugu state to a small London under 2 years of his service. He is indeed a great achiever.

Informant F

Our Governor is doing wonderfully well.

Our roads are in good order.

The streets lights are placed in good shape & they are working well now.

The workers are well paid

transportation are cheap.

Informant G

The state Government are really trying

- We have good roads now
- Good education
- Constant water supply
- ***Power holdens*** are really trying their best
- We have good security
- We the youth have discover our potentials in us.

So I strongly believe that the state governments are the best.

Informant H

The state government they are really trying in the ***asect*** of transportation and good road, we now have good roads in Enugu and good transportation I thing is really good and if the ***presont*** government should come back I think I will go for him ***againa***

Informant I

What I dislike about the present of government of Enugu State

1. Demolution of people structure
2. Building of road can never bring employment; building road cannot bring food on people table.

What I expect from the government they are supposing to relocates those people that they pull their shops down.

Informant J

State government are really trying in items economic like power holding, transportation even road construction I think the government are trying because the rate of crime in the state.

What I dislike in the state is that the rate of kidnapping is increasing almost every day in the state.