

ASSESSMENT OF ENGLISH NOUN INFLECTIONAL ERRORS AMONG HAUSA NCE II
STUDENTS OF ENGLISH IN SELECTED STATE COLLEGES OF EDUCATION IN
NORTH WEST ZONE OF NIGERIA

BY

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DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY ZARIA

JUNE, 2015.

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BY

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A THESIS SUBMITTED TO THE POSTGRADUATE SCHOOL, AHMADU BELLO
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DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION

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AHMADU BELLO UNIVERSITY ZARIA

JUNE, 2015.

DECLARATION

I wish to declare that, this thesis is a record of my personal work. It has never been presented anywhere for the purpose of the award of a higher degree. All quotations and sources of information are indented or acknowledged by means of references.

.....

Muntari LAWAL

.....

Date

CERTIFICATION

This thesis titled “Assessment of English Noun Inflectional Errors Among Hausa NCE II Students of English in Selected State Colleges of Education in North West Zone of Nigeria” by Muntari Lawal, meets the regulations governing the award of Master Degree in Teaching English as a Second Language, Department of Arts and Social Sciences, Ahmadu Bello University, Zaria, and is approved for its contributions to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to my late mother, Nana Fatima (Binta). Also, to others who, in one way or the other, contributed to the success of my academic pursuit.

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All praise is for Allah, Lord of the universe. May the blessings and mercies of Allah be upon the seal of the prophets (Muhammad-SAW) as well as his family, his companions and those who follow them in the right path and righteousness, until the Day of Recompense.

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ABSTRACT

This study assessed noun inflectional errors among Hausa NCE II students of English in selected state colleges of education, North West Zone, Nigeria. Being a descriptive survey study, the subjects were chosen once, using the instrumentality of error- induced objectives (fill-in-the-blank-spaces) and essay tests. To obtain the sample size from the population, a simple random sampling technique was used. The choice of this technique was informed by the homogeneity of the population. The data so gathered were analysed and the general findings revealed that the subjects have problems in the use of gender noun inflection, possessive and tense inflections. This study thus, recommended that there should be intensive remedial lessons, training and exercises in this aspect of grammar, in terms of developing practical oriented lessons and text books. Students-Centered-Classroom teaching approach should be introduced and maintained.

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OPERATIONAL DEFINITION

- i) Assessment:** - This is a systematic process of making judgment about the methods used by students in using noun inflections. It refers to activities teachers use to help students learn and gauge (measure) students' progress in the use of noun inflections. It is the process of documenting in measurable terms the knowledge, skills and attitudes to improve and increase knowledge and learning especially as regards to the usage of English noun inflections among students.
- ii) Noun:** - It is a part of speech denoting a person, place, thing, animal or an idea. It is a member of a large, open lexical category whose members can occur as the main word in the subject of a clause, the object of a verb or the object of a preposition. It is a group of words naming and assigning to different items and inflect to change its form.
- iii) Inflection:** - is the process of word modification and change to express different grammatical categories such as number, gender, possession, tense, person and aspect. Prefix, suffix and infix or word internal modification such as a vowel change is changes or modifications words undergone. Inflection is a morpheme usually attached to a base to change its form. Example, singular-plural; boy-boys.
- iv) Error:** - Error is a language user's deviations from standard norms in grammar, syntax, pronunciation and punctuation. It is a deviation from the accepted format to the wrong format due to mother tongue interference, complexities of the target language and non-exposure of the language
- v) Students:** - The group of people sharing similar traits and attitudes gathered together and attend an educational institution; to learn similar or different fields or disciplines. The students attend State Colleges of Education in three states of North West Zone, Nigeria.

vi) College of Education- It is an educational institution where primary and post primary school teachers are trained. It is an intermediary school between secondary and university; it is an NCE awarding institution. There are state and federal colleges of education spread across Nigeria. There are state colleges of education in Jigawa, Katsina and Zamfara states.

v) North West Zone- One of the six Geo-Political Zones of Nigeria form to ease the distribution of power and economy to various zones or regions in Nigeria. It comprises Kaduna, Katsina, Kano, Jigawa, Kebbi, Sokoto and Zamfara states. The states the study covered were Jigawa, Katsina and Zamfara.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The English language is the principal medium of instruction in the Colleges of Education. Every language has systematic rules governing pronunciation, word formation and grammatical construction. The use of language to communicate is governed by important generalizations that can be expressed in rules. The mastery of English language skills namely listening, speaking, reading and writing are mandatory to meet the linguistic challenges in various fields of human endeavors (Ahmed, 2006; and Olu, 1994). The complexities and difficulties of English grammar in the area of noun and its elements are sources of concern to stakeholders in education.

Nigeria is a heterogeneous country with over two hundred (200) different ethnic groups. Communication or interaction between these groups is necessary; therefore, a common language to facilitate this becomes vital and English is adopted and serves as second language or lingua-franca (Bright, 1970). There is every tendency for first language learner transfer into it. Noun inflection is one of the components most noticeable in this transfer. It should be noted that the first languages (L1) differs in many significant aspects from the second language (L2). These differences usually manifest at different levels of language. For example, the complexities in the English noun phrase and the number of words that constitutes the phrase or which word takes the inflection. This poses serious confusion to learners of the English language. The Languages have classifications of phrase according to use or according to form. The English language inflects key or head word in a given noun phrase. For example, 'The goat's head'; translated as '*Kan akuya*' in the Hausa language, gives different form of inflection. Thus, the part is inflected not necessarily the head word. The noun phrase is analyzed in terms of head word and qualifier(s) or modifier(s) (Jinju, 2001; Jowitt, 1990; Huddleston, 1990). Linguists view errors in different

perspective and distinguish between errors and mistakes. Errors are systematic, recurring mistakes that deviate from the accepted standard while mistakes are random and occur often. Also, mistakes do not deviate from the standard norm and can be corrected (Corder, 1960).

This study was inspired by the errors committed by Hausa learners of English in the use of noun inflections both in their spoken and written English. The errors committed include: misuse or wrong use of plurals since most plural nouns in English are formed by adding-‘s’ or –‘es’ to the singular and therefore, students generalize. Example, boy - boys, man –Mans* instead of men, life – lifes* instead of lives, roof - roofs/roves*. Wrong addition of –‘s’ to uncountable nouns; example, accommodation-accommodations*. Misuse of plural collective nouns. Example, army/armies*. Wrong use of genitive for both singular and plural; and for written or spoken English. Example, in written English a regular –‘s’ plural is indicated only by an apostrophe after the plural-‘s’. In spoken English, the genitive is not pronounced as in - *teachers’* salary, both *nurses’* skills. Gender nouns inflections are wrongly use by students because of mother tongue influence. These include use of masculine, feminine, common (male or female) and neuter (neither of the sex). Moreover, some English students find it difficult to classify tense as having a singular or plural subject and according to the type of tense used (David and Silas, 2003; Geoffrey and Svartvik, 2002).

Therefore, many problems exist among students in the use of noun inflections. Such problems include wrong use of number, possession, gender and tense. The identified errors are analyzed and assessed to improve students’ performance. The problems are attributable to mother tongue negative interference, teachers’ professionalism as well as the complexity in the use of noun inflections. In the use of nouns, there is tendency to transfer some elements of L1 into L2 in phonology, lexis, grammar and syntax. A Hausa speaker for example may inflect a

noun on the basis of their endings, or on the basis of the type to which it belongs. Example, he pronounces some sounds wrongly because certain phonemes are absent in his language. Example, /vest/ for /best/.

1.2 Statement of the Problem

Ideally, teaching in structural aspects of the English language at tertiary levels, are meant to prepare students for good use of English. But the reality of today, as evident in students' performance, leaves much to be desired. Many of our students, especially in tertiary institutions exhibit parochial knowledge of English lexis and structure. This is mostly at productive level of language use- speaking and writing. If this problem continues un-tackled, it might adversely affect the future of the Nigerian Educational System. In response to this problem, a number of research works have been carried out in the past. For instance, Manjuk(2009), Akande(2003), Alagbe(2001) have carried out similar studies in the past. This study, among others, aim at assessing the performance of students of English in Selected State Colleges of Education, North West Zone, Nigeria in the use of noun inflections. Therefore, the study attempts to addressed the problems identified above which are usually committed by the English language students. The identified errors would be analyzed and assessed. The process of inflection vary from one language to another but still remain quite relentlessly systematic within themselves; and includes syntactic categories of tense, aspect, number and case (Aronoff and Fudeman, 2005). The noun inflectional processes the research is based are in the plural-formation of nouns, possessive forms of nouns, gender forms and tense formation.

1.3 Purpose of the Study

The study is aimed at assessing English noun inflectional errors by Hausa NCE II students of English in Selected State Colleges of Education in North West Zone of Nigeria. The purpose is to review different errors committed in the use of different types of noun inflections in the English language.

1.4 Objectives of the Study

Specifically, this study seeks to:

1. examine the difference in the mean performance of Hausa NCE II students of English in the State Colleges of Education, North West Zone in the use of English number noun inflection;
2. examine the difference in the mean performance of Hausa NCE II students of English in the State Colleges of Education, North West Zone in the use of English possessive noun inflection;
3. examine the difference in the mean performance of Hausa NCE II students of English in the State Colleges of Education, North West Zone in the use of English gender noun inflection;
4. examine the difference in the mean performance of Hausa NCE II students of English in the State Colleges of Education, North West Zone in the use of English tense inflection;
5. examine the difference in the mean performance of Hausa NCE II students of English in the State Colleges of Education, North West Zone in the use of inflections in essay writing;

6. examine the difference in the mean performance of Hausa NCE II students of English in the State Colleges of Education, North West Zone in the total use of English noun inflections.

1.5 Research Questions

The following six questions are asked for the conduct of the research.

1. Is there any significant difference in the mean performance of Hausa NCE II students of English in State Colleges of Education, North West Zone in the use of English number noun inflection?
2. Is there any significant difference in the mean performance of Hausa NCE II students of English in State Colleges of Education, North West Zone in the use of English possessive noun inflection?
3. Is there any significant difference in the mean performance of Hausa NCE II students of English in State Colleges of Education, North West Zone in the use of English gender noun inflection?
4. Is there any significant difference in the mean performance of Hausa NCE II students of English in State Colleges of Education, North West Zone in the use of English tense inflection?
5. Is there any significant difference in the mean performance of Hausa NCE II students of English in State Colleges of Education, North West Zone in the use of inflections in essay writing?
6. Is there any significant difference in the mean performance of Hausa NCE II students of English in State Colleges of Education, North West Zone in the total use of English noun inflection?

1.6 Research Hypotheses

1. There is not any significant difference in the mean performance of Hausa NCE II students of English in State Colleges of Education, North West Zone in the use of English number noun inflection.
2. There is not any significant difference in the mean performance of Hausa NCE II students of English in State Colleges of Education, North West Zone in the use of English possessive noun inflection.
3. There is not any significant difference in the mean performance of Hausa NCE II students of English in State Colleges of Education, North West Zone in the use of English gender noun inflection.
4. There is not any significant difference in the mean performance of Hausa NCE II students of English in State Colleges of Education, North West Zone in the use of English tense inflection.
5. There is not any significant difference in the mean performance of Hausa NCE II students of English in State Colleges of Education, North West Zone in the use of inflections in essay writing.
6. There is not any significant difference in the mean performance of Hausa NCE II students of English in State Colleges of Education, North West Zone in the total use of English noun inflection.

1.7 Significance of the Study

The study is significant to the learners as it would assist them to find out or detect errors in noun inflections with a view to correcting them. This could be done by self and teacher assessments by providing the correct usage of noun inflections in the spoken and written English language.

The study would also benefit teachers by employing the assessment methodologies to help students overcome their mistakes which they usually make in the process of learning English as a second language. The errors manifest in their writing or speaking such as the proper use of nouns inflections in number, possession, gender, tense and in composition. This could be done through constant practices and exercises through self-assessment and teacher/colleague assessment.

Writers can benefit from the study by emphasizing on the importance and use of inflections of English language through the advantages inflections offer on sentence shortening, clear impression as well as rich in content and meaning.

Government can also benefit from the study by guiding and providing suitable language policy and curriculum for the Nigerian schools. This could be done through application of the research findings to improve on the use of English nouns inflections.

Community would benefit by providing different motivational forces that enhance good performance in the use of noun inflections.

1.8 Limitation of the Study

The study covers Hausa students, NCE 11 English language (English language combinations) in Selected State Colleges of Education in North West Zone. Three Colleges of Education were selected. The scope of the study has been restricted to English language students

for reasonable depth of treatment. It also delimits the scope to only three States Colleges of Education in Jigawa, Katsina and Zamfara states. The population of the study is one thousand and fourty eight students (1048). The study covers the English noun inflections in number, possession, gender, tense and in essay writing. The instruments used in the research are tests in fill-in the blank spaces format type of assessment and guided essay writing.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0. Introduction:

This chapter reviewed literature on different elements, terms and concepts related to the assessment of English noun inflections. The likely errors that might be committed by Hausa NCE II students of the English language due to mother tongue interference and environmental factors were reviewed. Also, reviewed were Hausa noun inflectional process and English noun inflectional process. The empirical studies and theoretical framework were discussed. Gains from the literature were also highlighted.

2.1. Concept of Noun:

A noun is the name or word(s) that name person or people, place, thing, an event, an idea, concept or qualities (Glencoe, 2000; Ndimele, 1996; Solarin, 1988; Angus, 1986; Aarts, 1982). Similarly, Duduyemi, (1991) describes noun to include other names such as institutions, names of days and months and abstract ideas. Moreover, actions and qualities are parts of nouns.

A noun means any word or group of words that can be used as the subject of a clause: a noun, a pronoun, a noun phrase, a gerund and gerund phrase, or an infinitive phrase (Alice Maclin, 1996). Nouns are items subdivided into common, proper and pronoun. Proper nouns are normally written with a capital letter and words that do not belong to proper nouns are common nouns or 'naming nouns'.

A noun can co-occur with an article or an attributive adjective. Nouns are words or group- used as that part of speech typically denoting a person, place, thing, animal or idea. In linguistics, a noun is a member of a large, open lexical category whose members can occur as the main word in the subject of a clause, the object of a verb, or the object of a preposition. Nouns

can function as the head of a noun phrase. Nouns have sometimes been defined in terms of the grammatical categories to which they are subject (classed by gender, inflected for case and number). Such definitions tend to be language specific, since nouns do not have the same categories in all languages. A noun is the name of a person, place, thing or idea. Whatever exists, we assume, can be named, and that name is a noun (plag,2002; Alice Maclin,1996).

A noun is the part of speech (or word class) that is used to name or identify a person, place, things, quality or action. Most nouns have both singular and plural form, can be preceded by an article and/or one or more head of a noun phrase. A noun or a noun phrase can function as a subject, direct object, indirect object, compliment, appositive or object of a preposition. In addition, noun sometimes modify other noun to form compound nouns (Bernard, 2000; Ndimele, 1996).

There are various types of nouns discussed by different grammarians and linguists. Nouns are described or classified into proper nouns, common nouns, collective nouns, concrete nouns, abstract nouns and countable and uncountable (mass) nouns (Ogunsanwo, 1996; Ndimele 1996; Crystal, 1991; Pryse, 1984). Nouns are therefore, classified into two large or main groups, namely; proper and common nouns. Proper nouns are names of particular people, places, countries, days, institutions or newspapers, while common nouns are names given to persons (boy, woman), places (mosque, church), things (box, knife), ideas (beauty, sadness), count and un-count nouns, abstract and collective nouns. A noun performs different functions in sentences. Nouns function as subject of a sentence, object (direct or indirect) of a verb, subject or object complement, object or complement of a preposition and appositive (Ndimele, 1996; Alice Maclin, 1996; Ogunsanwo, 1993). Alice Maclin (1996) provides two additional functions of

nouns as predicate nominative (Mr. John is my father) and possessions (father's car is out of gas). Generally, therefore noun functions as subject; object or complement in a sentence.

Nouns, usually serve as the head of a noun phrase or clause and found in a number of syntactic positions namely; Subject, object and complement. Nouns take a number of modifying elements, more than any other word class in English; most of them occur before the head which is the noun (Ndimele, 1996). Syntactically, the positions which characterized nouns are usually subject to the verb which may come before or after a verb and be object of the verb. A noun may be count or non-count, pre-modified or post-modified by a, an, some and adjectives. Noun usually, occurs once in a single sentence except for, repetition and also shows gender (Ndimele, 1996; Mcarthur, 1992). The positions of nouns in many languages share similar characteristics especially as it relate to inflections.

2.2. Noun Inflection

Many words in English can easily be split into smaller components. Words like ‘reader’, ‘printer’ and ‘teacher’ are words or nouns related to the verbs- ‘read’ ‘print’ and ‘teach’. The morphemes- *read* and *-er* are combined to form another word; therefore, it is the minimal linguistic sign that contributes to the word’s meaning. Inflection is usually a change in the form of a word to express its relation to other words in the phrase, clause, or sentence. Therefore, inflection is class maintaining and does not change the word class of a word. Example, girl and girls (both nouns), man and men (both nouns), go and goes (both verbs), play and playing (both verbs). Infix and suffix are usually used to inflect words to change their forms such as foot – feet, man – men, play – plays, played, playing; table – tables. Similarly, inflection changes the vowel or consonant in the middle or at the end of a word. Example, curriculum/curricula, stimulus/stimuli, tooth/teeth. Inflection is therefore an extra letter or letters and or sign added to

nouns to form plurals or possessions while verbs are inflected in the various tenses (David and Silas,2003; Alice Maclin,1996).

Inflection is the modification or change a word undergoes to express different grammatical categories. The expression is done with an affix. It expresses one or more grammatical categories and the inflected form of a word often contains both a free and a bound morpheme. A free morpheme usually stands by itself as a word while a bound morpheme cannot stand alone. Example, ‘books’ is a noun that is inflected for number - plural. ‘Book’ is free because it could stand alone while the suffix –‘s’ is bound because it cannot stand alone as a word. The two morphemes form the inflected word ‘books’. In a particular language, example English, when a particular word class is subject to inflection (modification), there are generally one or more standard patterns of inflection that words in that class may follow. Words which follow such a standard pattern are said to be “regular”, those that inflect differently are called “irregular”. Example, most nouns are inflected for number with the inflectional plural affix –“s”, this is regular. “Sheep” or “data” are irregular noun plurals (Haspelmath, 2002).Inflection is therefore, the process of adding inflectional morphemes (smallest units of meaning) to a word and indicates grammatical information such as case / possession, number, person, gender or voice, mood, tense or aspect (Haspelmath, 2002).

According to Aronoff and Fudeman (2005), inflection involves the formation of grammatical forms - past, present, future, singular, plural, masculine, feminine, possession and so on of a single lexeme. The use of these grammatical forms is generally dictated by the sentence structure. There are many inflectional categories that often appear on adjectives and verbs through concord. The most common nominal categories are case (Bauer 2001), number (Corbett, 2000) gender (Corbett, 1991). Inflection is therefore, a change of word forms and

endings to indicate change of case, tense, aspect, mood, voice, number and gender, according to its grammatical function in a sentence (Hornby, 2005; Larftidi, 2000).

Noun Inflection is the modification or change a noun undergoes to express different grammatical categories. The expression is done with an affix. It expresses one or more grammatical categories and the inflected form of the noun often contains both a free and a bound morpheme. A free morpheme usually stands by itself as a word while a bound morpheme cannot stand alone. Example, 'books' is a noun that is inflected for number - plural. 'Book' is free because it could stand alone while the suffix -'s' is bound because it cannot stand alone as a word. The two morphemes form the inflected word 'books'. In a particular language, example English, when a particular word class is subject to inflection (modification), there are generally one or more standard patterns of inflection that words in that class may follow. Words which follow such a standard or general pattern are said to be "regular", those that inflect differently are called "irregular". Example, most nouns are inflected for number with the inflectional plural affix -"s", this is regular. "Sheep" or "data" are irregular noun plurals (Haspelmath, 2002). Irregular noun Inflection makes use of non-affixational means such as mouse-mice. There is usually no inflectional prefix in English language (Plag,2002). Therefore, the process of adding inflectional morphemes (smallest units of meaning) to a word and indicates grammatical information such as case / possession, number, person, gender or voice, mood, tense or aspect is called noun inflection (Haspelmath, 2002). Noun inflection is usually an extra letter or letters added to nouns to show number, case, gender and tense not to produce new words in the English language. It is a change in the shape of a word generally by affixation.

2.3 Hausa Noun Inflectional process

Inflection is the process of adding affixes to the base or root of a word to determine its grammatical significance. It is a process by which a word/form is derived (Fagge, 2004). Inflection produces from the stem of a given lexeme all the word forms of what that lexeme which occur in syntactically determined environment that is the various forms of a given lexical item without changing its class (Lyons, 1977 cited in Abubakar, 2001). Generally, Hausa nouns have three inflectional forms namely:

1. the possessive case;
2. the genitive case;
3. the plural forms.

Hausa verbs have no inflections like those found in the English language in terms of tense with its five inflections thus: ‘walk’, ‘walks’, ‘walking’, ‘walked’ and ‘walked’ in relation to time and the third person singular form marked /s/ with allomorphs /s/, /z/ and /iz/. The fact is that the inflections in both languages are different (Abubakar, 2001). Fagge, (2004) Classifies Hausa inflection as a genitive verb inflection that is action process verb inflection, Injunctive verb inflection that is Monosyllabic (both use tense inflectional affixes), gender and number inflections.

There are many ways and means for expressing inflection found in certain languages. For example, different languages employ different means of producing inflectional marking on forms of words. Example, nouns in Hausa have these features: a change in the final sound, changes word from singular to plural. Example, Fitila- lantern, Fitilu (lanterns), Makaxi- drummer, Makaxa (drummers), Kazaa-hen, Kaji (hens), Birii-monkey, Birai (Monkeys). Similar changes occur in the formation of possessive, gender and tense.

Structurally, Hausa number formation can be analysed according to formula of the root + suffix. Nouns form plural in many different ways. Scholars and writers attempt to identify various numbers of classes of Hausa noun plurals in their effort to facilitate learning. A noun may have several plural forms but on the basis of its structure, tone or vowels assigned to a particular class which is considered basic or not. Abubakar (2001) identifies twenty two (22) plural classes of Hausa while Fagge (2004) identifies Nineteen (19). Plural of nouns are formed in the following ways:

i. Formation of plural by adding –una/unaa suffix to the root/stem/base, root+unaa

Example: Singular	Plural	Meaning
Keekee	Keekunaa	Bicycle/Bicycles
Bargo	Bargunaa	Blanket/Blankets
Baakii	Baakunaa	Mouth/Mouths
Huulaa	Huulunaa	Cap/Caps(Fagge,2004:60;Abubakar,2001:118).

ii. -ukaa suffix – Singular	Plural	Meaning (root+ukaa)
Rami	Raamukaa/Ramummukaa	Hole/Holes
Launi	Launukaa	Color/Colours
Karee	Karnukaa	Dog/Dogs
Qauyee	Qauyukaa	Village/Villages

(Fagge, 2004:16; Abubakar, 2001:118).

iii. -ku suffix

Ranaa	Ranakuu	Day/Days
Tsaraa	Tsaraku	Peer/Peers (Abubakar 2001:119)
Structural formula root + akii/akuu		
Goonaa	Goonakii	Farm/Farms
Ranaa	Ranakuu	Day/Days (Fagge, 2004:58)

iv.- oogii suffix – structural formula root + oo_ii

Taagaa	Taagoogii	Window/Windows
Kamfani	Kamfanooni	Company/Companies
Waqaa	Waaqooqii	Poem/Song-Poems/Songs
Mootaa	Mootooci	Motor/Motors(Fagge,2004:64;Abubakar,2001:120).

v. –aayee suffix (root + ayee)

Singular	plural	meaning
Ganye	Ganyaayee	Leaf/Leaves
Zoomoo	Zoomaayee	Hare/Hares
Kiifii	Kiifaayee	Fish/Fish
Kuraa	Kuuraayee	Hyena/Hyenas (Fagge, 2004:64; Abubakar, 2001:120).

vi.–aaC₂ee suffix (progressive plural assimilation) –structural formula –root + aa_ee

Singular	Plural	Meaning
Wuqa	Wuqaaqee	Knife/Knives
Fari	Faraare	White/Whites

Qasaa	Qasaashee	Land/Lands
Gidaa	Gidaaje	House/Houses(Fagge,2004:64;Abubakar, 2001:121).

vii. -aaC₃V Suffix

Birni	Biraanee	City/Cities
Qarfee	Qaraafaa	Iron/Iron
Gado	Gadaajee	Bed/Beds
Kwalba	Kwalaabee	Bottle/Bottles(Fagge,2004:54;Abubakar, 2001:122).

viii. -ii suffix (Structural formula root + ii)

Baawaa	Baayii	Slave/Slaves
Baaqoo	Baaqii	Stranger/Strangers
Qwaroo	Qwarii	Insect/Insects
Zaaboo	Zaabii	Guinea-fowl/Guinea-fowls(Fagge,2004:55; Abubakar,2001:123).

ix. -aa suffix (Structural form – root + aa) (Fagge, 2004:54)

Mace	Maataa	Woman/Women
Matuqii	Matuqaa	Drivers/Drivers
Yaroo	Yaaraa	Boy/Boys
Mahauci	Mahautaa	Butcher/Butchers(Fagge,2004:61; Abubakar, 2001:124).

x. -uu suffix (root + uu)

Fitilaa	Fituluu	Lamp/Lamps
Qoramaa	Qoramuu	Stream/Streams
Mazaavaa	Mazaavuu	Constituency/Constituencies
Jeemagee	Jeemaguu	Bat/Bats(Fagge,2004:63;Abubakar, 2001:124).

xi. -ai suffix (root + ai)

Mabuxii	Mabuuxai	Key/Keys
Birii	Birai	Donkey/Donkeys
Addiinii	Addiinai	Religion/Religions
Jaarumii	Jaarumai	Abraveperson/Bravepersons(Fagge,2004:64)

xii. -uC₂uwaa suffix (exaggerative plural forms – structural formula root + acc – (Fagge, 2004:55)

Laayii	Laayukaa	Line/Lines
Garii	Garuuruwaa	Town/Towns
Xarii	Xaruuruwaa	Hundred/Hundreds
Qashii	Qasuusuwaa	Bone/Bones
Bukii	Bukuukuwaa	Ceremony/Ceremonies

xiii. -waa suffix

Bahaushee	Hausaawaa	Hausa Man/Hausa men
Bakatsinee	Katsinaawaa	Katsina Man/Katsina men
Baduukuu	Duukaawaa	Shoe-Maker/Shoe-Makers
Baquayee	Qauyawaa	Villager/Villagers (Abubakar 2001:127)

Structural formula root + uwaa

Hannu	Hannuuwaa	Hand/Hands
Kunnee	Kunnuwaa	Ear/Ears
Idoo	Idanuwaa	Eye/Eyes
Zanee	Zannuwaa	Wrapper/Wrappers (Fagge, 2004:61).

xiv. C₂aa suffix

Zoobee	Zobbaa	Ring/Rings
Koree	Korraa	Green/Green
Reeshee	Rassaa	Branch/Branches (Abubakar, 2001:128)

xv. C₂ai suffix

Tsiroo	Tsirrai	Plant/Plants
Tuduu	Tuddai	Hill/Hills
Birii	Birai	Monkey/Monkeys (Abubakar, 2001:129)

xvi. -nnii suffix (root + anni)

Wataa	Watanni	Month/Months
Manzoo	Manzannii	Messenger/Messengers
Shugabaa	Shugabanni	Leader/Leaders
Kaakaa	Kaakanni	Grand-parent/Grand-parents

(Fagge,2004:62;Abubakar,2001:130).

xvii. -a ___ ai suffix

Fuffukee	Fukaafukai	Wing/Wings
Duddugee	Dugaadugai	Heel/Heels
Marmaraa	Maraamarai	Gravel/Gravels (Abubakar 2001:131).

xviii – C4 aa suffix (root + aa – aa)

Gunkii	Gumaakaa	Idol/Idols
Kwartoo	Kwaraataa	Adulterer/Adulterers
Mummunaa	Muunaanaa	Ugly/Uglies
Qaqqarfaa	Qarfaafaa	Strong/Strongs(Fagge,2004:63;

Abubakar,2001:131)

xix -ee.....nii suffix

Garma	Gareemanii	Plough/Ploughs
Garwa	Gareewanii	Petrol/Kerosene Tin/Tins
Fartanyaa	Fareetanii	Hoe/Hoes (Abubakar, 2001:133)

xx. -uC₃ aa suffix

Daraasii	Darussaa	Lesson/Lessons
Wasalii	Wasullaa	Vowel/Vowels
Maraqii	Maruqaa	Calf/Calves
Haxarii	Haxurra	Accident/Accidents (Abubakar 2001:133)

Fagge, 2004 Outlines root + aa-uu as another formula for Hausa noun plural formation.

Example,

Gurguu	Guuraaguu	Lame person/Persons
Murhuu	Muraahuu	A Cooking Stove/Stoves

Root + aa-ii – as in:

Tunkiyaa	Tumaakii	Sheep/Sheep
Sarki	Saraakii	Emir/Emirs (Fagge, 2004:63)

Root + oo-ii

Butaa	Buutoocii	Kettle/Kettles
Mootaa	Mootoocii	Motor/Motors
Tuutaa	Tuutoocii	Flag/Flags (Fagge, 2004:64)
Root + acc		
Jaka	Jakunkunaa	Bag/Bags
Qoosasshee	Qoosassuu	Well fed Person/Persons
Shahararree	Shahararruu	Popular Person/Persons (Fagge, 2004:65)

xxi Reduplicative plurals (dynamic nouns)

Gyaaraa	Gyaare-Gyaare	Repair/Repairs
Rubuutuu	Rubuce-Rubuuce	Writing/Writings
Kuukaa	Kooke-Kooke	Crying/Crying
Saataa	Saace-Saace	Theft/Thefts (Abubakar, 2001:134).

xxii Anomalous Class – This category of plural forms of Hausa nouns cannot be classified adequately within the one of the classes discussed above, they bear different forms; they are irregular. Example

Babbaa	Manyaa	Big one/Big ones
Qanqanee	Qanaanaa	Small one/Small ones
Idoo	Idaanuu	Eye/Eyes
Mijii	Mazajee/Mazaa	Husband/Husbands (Abubakar, 2001:135).

In the formation of genitive/possessive case, the Hausa language adds a syllable or sound to show possession. Example -n, -r and –ta. Example, dokin Ali (Ali's horse) rigar Ali (Ali's

gown), riga ta Ali (Ali's gown). Similarly in a sentence like: Fatan kowane malamin makaranta ya qara ilmi. - (The ambition of every school teacher is to further education) shows possession (Wurma, 2005; Jinju, 2001). In the formation of Hausa gender, the following generalizations can be made partly on the basis of their endings and on the basis of the type to which they belong. Example, Masculine gender is identified through the endings -ee,-e,-ii,-oo,-o,-u,-uu,-ai,au,ur and some others rather than vowel -a,-aa which is feminine e.g, zauree (Room), abokii (Friend), tebur (table), lemun zaki (orange). Proper names of male persons, irrespective of their endings e.g. Bala, Abdullahi, Chindo, Mustapha. Names of the month of the year e.g. Junairu (January), Tagon farko (the third month), Rajab (the seventh Islamic month). Addition of '-xan' syllable to the root. Example, xansanda (policeman), xansiyasa (politician), xankasuwa (businessman) (Jinju, 2001; Galadanci, 1979).

Hausa feminine gender has the following features: Most nouns having an end vowel of -a,-aa. Example, motaa (car), abarba (pineapple), gonaa (farm), mura (cattarh). Nouns with suffixes -iyaa, -niya, -uwaa are feminine. Example, baturiyaa, (European-female), varauniya (female thief), tsuntsuwa (female bird). Proper names of countries - Ghana, Togo, America; towns - Kura, Katsina, Zaria; rivers - Neja, Watari; names of days of the week -Asabar (Saturday), Litinin (Monday); names of times of the day -Safiya/Walaha (morning) Azahar (afternoon), Almuru (evening); some nouns especially loan words - lantarki (electricity), gwamnati (government), asibiti (hospital).

However, there are exceptions; some nouns ending in vowel -a, -aa are masculine e.g. babaa (father), baawaa (slave); some verbal dynamic nouns such as duuka (beating); waasaa (playing). There is also a common gender which depends on the reference made to the noun e.g.

likita (doctor) which could be masculine or feminine; edita (editor), masinja (messenger); talotalo (turkey), aku (parrot), damisa (leopard) (Wurma, 2005; Jinju, 2001; Galadanci, 1979).

The inflectional forms of possessive and gender in the Hausa language are usually interwoven and used together except in some rare cases. The possessive and gender cases usually use the same phonological allomorphs 'r' and 'n'. The allomorph 'r' attaches only to feminine noun, while allomorph 'n' attaches to both singular masculine noun and plural forms with no gender distinction. These allomorphs have corresponding long forms viz: 'ta' for the feminine allomorph 'r' and 'na' for the masculine allomorph 'n'. Example, Wannan rigar Musa cee – This is Musa's gown.

Wannan Littafin Musa nee – This is Musa's book.

Wannan madarar gwangwani cee – This is tinned milk.

Waxannan wandunan yara nee – These are children's trousers.

Wannan riga ta Musa cee- This is Musa's gown. (Abubakar 2001).

Fagge, 2004 elaborates some suffixes that differentiate between gender formations in the Hausa language. Example, Masculine forms (regular) -ii, ee, oo, uu. Example, xalibii - student, gajeree - short person, baaqoo- guest, muuguu - evil person.

Masculine forms (Irregular) aa, uu, oo, Names of male persons, some months and seasons, examples: zakaraa (cock), bunsuruu (billy goat), kyankyasoo (cockroach), Musa, Muhammad, sanyi (cool), zaafii (hot).

Common (Masculine) ii, aa, oo, ai, kifii (Fish), qudaa (Fly), zomoo (hare), sakarai (stupid man). Feminine forms (regular) -aa, iya, yaa, niya, example, xalibaa (female student), sheegiya (bastard girl/woman), makauniyaa (blind woman), marainiya (female orphan). Common gender

feminine -aa,uu, example, tururuwaa (ant),unguluu,(vulture),Proper names of countries towns and rivers- Nijeriya, Kano, Zaria, Watari, Neja.

Feminine forms (Irregular)-aa, e, example, akuyaa (goat), tunkiyaa (sheep), mace (woman). Proper names of female persons, nick names, title names, some names of days, seasons and times. Zainab, Hafsat, Amina, Kande, Talle, Delu, Kumatu Jummai, Gimbiya, Sarauniya, Zabiya, Laraba, Talata, Lahadi, Damina, Safiya, Ranaa, La'asar, Yamma.

Hausa tense is another aspect of morphology that uses inflectional affixes. Hausa verbs are not inflected in the same way as English verbs, they are inflected in the following ways: -aa', -ya', '-n', reduplication and tense markers (Fagge, 2004, Abubakar 2001). Example, Sayi, Sayee, Sayaa, Sayoo, Sayu and Sayar (buy).

Aminu Yaa Sayi Littafi. –Aminu bought a book.

Aminu Yaa Sayee Littafi. –Aminu has thoroughly bought a book.

Aminu Yaa Sayaa. –Aminu bought.

Aminu Yaa Sayaar Masa. –Aminu sold (it) to him.

Aminu Yaa Sayoo Littafi. Aminu bought a book (and bought it).

Littafi Yaa sayuu. The book was well paid for.

Reduplication is another process of verb inflection to indicate intensity or frequency of an action. Example,

Verb Stem	Inflected form
Sayi (buy)	Sassayi (Buy – time after time)
Sayaa (buy)	Sassayaa (buy –time after time)
Sayar (Bought)	Sassayar (Bought –time after time)

Yara sun sassayi littafi – The Children kept on buying books.

Wani malami ya sassaya – A certain teacher has bought (them).

Masu kantin sun sassayar da kayansu – The shop owners have sold up their wares

(Abubakar, 2001).

Hausa tenses can be classified into three major categories; past tense, present tense and future tense. They are sub-divided as follows:

Tense	Tense marker
Past tense	
General past	-n/-a
Relative past	-Ka
Present tense	
General continuous/Continuative	-naa
Relative continuous	-kee
Habitual	-kan
Future tense	
First future	-Zaa
Second future	-aa (Fagge, 2004:66; Abubakar, 2001:145).

The general past tense marker ‘-n’ attaches only to plural pronouns and second person singular feminine, while the remaining persons have ‘-a’ as a marker. The relative past on the other hand uses ‘-ka’ to plural and second person singular feminine, while other persons have zero tense marker. The remaining tense markers apply to all persons (Fagge, 2004; Abubakar, 2001). Example,

General past –Mun tafi gidaa – We went home.

Relative past – Ki ka mari Sani –You (female) slap Sani.

General continuous –mu naa tafiya gida –We are going home.

Relative continuous –Lokacin da mu kee karantawa –When we are reading (it)

Habitual –Su kan tafi gida –They (habitually) go home.

First future –Zaa mu koomaa qasarmu. –We will return to our country.

Second future –Na a tafi gobe. –I may go tomorrow.

Ya a tafi da kai. –He will go with you.

In the process of inflecting verbs, the Hausa language inflects verbs to show time and person in a phrase, clause, or expression. Hausa noun inflectional processes involve use of different signs, letters or morphemes to pluralized Hausa nouns, show possession to different genders and indicate the time and to whom an action is performed and the performer. The review is relevance hence English language use similar processes in the formation of English noun inflections. This will assist Hausa students of English to assimilate some processes of their first language into the second language and vice-versa.

Similarly, students gain insight and focus on the areas where the two languages are similar or dissimilar in the processes of noun inflection. This will make them conversant with different ways of making pluralization and exercises that will make them reduced the errors being committed in the use of English noun inflections.

2.4 English Noun Inflectional Process

Number is a feature of nouns, demonstrative pronouns and personal pronouns. Example, book-books, this-these, she-they. It is also shown through concord with singular or plural forms of the verb; for example, She cooks rice every week. Most nouns in English have a singular form which denotes one person or thing and different plural forms which denotes more than one (Leech and Svartvik, 2005; Singleton, 2000; Angus, 1986).

There are regular and irregular nouns and their formations differ in many ways. The regular plural of noun is usually formed by adding-s or -es to the singular (base); and the formation is done through spelling changes, and the change in the quality of the vowel sound. This means regular noun inflection takes-‘s’ in the plural formation and does not change the category of the noun class. The plural and person suffixes are therefore, syntactically relevant in the formation of acceptable sentences (Plag, 2002; Singleton, 2000).

In the formation of plural nouns, both regular and irregular, count or non-count; certain noticeable alterations do occur to the singular form - a slight change. Example, a change or addition of a vowel or a consonant or a change in the very core of the pluralized word. Example, Wife - wives, Stimulus-Stimuli, man-men, child-children. A plural is signaled not only by the attachment of the anomalous morpheme –‘ren’ but also by, a change in the quality of the vowel sound i.e. /ai/ to /i/ in children.

There are other ways English form plural nouns such as: nouns usually ending in -s already, or in -ch, -sh, -x, -o obey the general rule and add -es. Example, gas-gases, church - churches, box-boxes, mango - mangoes. Nouns ending in -ay, -ey, -oy, -uy, add -s. For instance, day - days, monkey -monkeys, boy - boys, guy - guys. Similarly, nouns ending in -y change the -y to -i, then add -es; example, lady -ladies, duty - duties, leaf - leaves, half -halves. The exceptions are chief-chiefs, roof - roofs, piano - pianos and some nouns do not have plural number. They include mass nouns or uncountable nouns (milk, smoke, wealth), medical names for illness (malaria, hepatitis), names of branches of study (Archeology, Medicine), irregular plurals (ox-oxen, child-children), Zero plurals (deer, sheep), foreign plurals (basis/bases, syllabus-syllabus/syllabi), compound nouns (Passer-by/passers-by, assistant-director/assistant-

directors, woman doctor/women-doctors) and Group nouns (bunch of flowers, a series of resolutions) (Leech and Svartvik, 2005; Huddleston, 1996; Quirk, 1980).

In the English language, the following usually takes singular form: singular nouns ending in –s. Example, news, subject names ending with –ics. Example, linguistics, some proper nouns ending in –s; such as Brussels, names of some diseases and games like measles and arts (Leech and Svartvik, 2005; Quirk, 2004).

It is to be noted that number in inflection signaling singular or plural depends on the inherent property of the lexical item to how it is used in phrases or clauses. Example, nouns that are generally uncountable, may be countable when different types are being considered such as a piece of news, a grain of rice, a drop of blood, a block of wood/ice. Number is usually selected independent of the word and used in accordance with the context. Example,

One series of lecture

Two series of lectures

Some uncountable nouns in the English language are countable in the Hausa language.

Example,

<u>English</u>	<u>Hausa</u>	
	Singular	plural
Character	Hali	Halaye
Advice	Shawara	Shawarwari
News	Labari	Labaru/Labarai

Students misuse plural in collective nouns such as army, fleet, vocabulary, sheep. The Hausa language usually has collective nouns such as suma (hair), gemu (beard). Sometimes the

collective nouns could be made plural when referring to group of such nouns (Jowitt and Nnamonu, 2003; Galadanci, 1979).

Errors occur with nouns of the -f or -fe group such as life -lives that is 'f' changes to v and in other cases not like chief - chiefs, or roof - roofs. Similarly nouns ending in -s already or in -ch -sh, ay, oy -o and some other syllables or sounds generally obey the rule of addition of -s or -es in some cases while in some not. Example, news, gas, piano, man, foot, bonus, basis, curriculum, goods, trousers.

Similarly, singular and plural forms are confused; and some singulars and plurals are unusual. Example, character (a peculiar character/many striking characters), damage (a damage/many damages), series (a series of goods/many series of goods). Naturally, collective nouns require singular verb because it is considered as a single indivisible unit or body; some students use plurality in the application of collective nouns whether singular or plural form (Ndimele, 1993).

Learners make errors and mistakes and at first errors were looked upon as evils which hindered the learning process and which had to be eradicated. Today, it is believe that errors are an essential part of the learning process which learners formulate and discard unwanted data encountered. They are not physical failures but the sign of an imperfect knowledge of the code and the formation rules of different noun inflections of the L1 as well as the L2 and are not yet internalized (Corder, 1979 Fries, 1972).

As Alice Maclin (1996) observes case as the differences between words- the subject of a clause (nominative/subjective case), words that are objects (accusative/objective case) and genitive (possession). Similarly, case is defined as a noun or form of a noun, an adjective or a pronoun that shows its relationship to another word noun. It also shows possession or ownership

and relationship between two or more nouns; and syntactic relationships of the noun and noun phrase as nominative and accusative (Hornby, 2005; Quirk, 2004; Glencoe, 2001).

Case is also used in pronoun - I, he, she, we, they, who, are usually described as being the nominative case; me, him, her, us, them, who(m), are said to be in the accusative case and my, his, her, our, their, as genitive case (Jacobs and Ndimele, 1996; Rosenbaum, 1972). Example,

Nominative- The brilliant students opened the book.

Accusative- The book was opened by the brilliant students.

Nominative- He opens the book.

Accusative- The book is opened by him.

The boy applied the medicine. (nominative)

The medicine is applied by the boy. (accusative)

Usually two constructions are used to show possession; the constructions are –‘of’ and ‘s’. In the English language, both written and spoken languages are interwoven therefore, in written English the possessive case of nouns in the singular is written with an apostrophe ’ before the ‘s’ while in regular plural s’ possession is indicated by an apostrophe after the plural- s’. In spoken English, the possessive case of nouns in the singular is pronounced /iz/, /z/ or /s/; the pronunciation depends on the last sound of the noun and in the plural the possessive is usually not pronounced (Leech and Svartrik, 2005; Wilfred, 1996).

An apostrophe, ’ is usually used to create possessive forms, contractions and some plurals. There are different rules for the formation of possessive case by various languages; Martin (2006), Quirk (2004), Glencoe (2000), Ndimele (1996) examine different rules in the English language as follows: addition of -'s genitive to a singular noun and to irregular plural that do not end in –s. Example, Aminu’s car, women's bus. Moreover, nouns connected with people

and human activity (the team's success, Aminu's speech). Also, Phrases of time (a year's work); some idioms (an arm's length); higher animals (a dog's life); collective nouns (the nation's security). Possessive is used for regular plurals (boys' drums); some names of classical origin (Euripides' plays, Socrates' wife). In some cases, however, apostrophe-'s or s' is used with names that end in -s add either of the two possessives such as one's/Jones' new sport car); abstracts nouns ending in -ss or -ce (for goodness' sake, for conscience' sake).

Another genitive is the 'of' - noun possessive i.e. the genitive and the 'of'-construction which is usually used for inanimate and abstract nouns like (the discovery of science, the cover of the book); a process or a change in time (the establishment of the committee, the destruction of the forest); a long noun phrase (the departure of the 4:30pm train for Kaduna).

The English language offers a choice on either the use of possessive's' or the 'of' – construction. Example, what is the ship's name? What is the name of the ship? Martin (2006) and Leech and Svartvik (2002) assert the genitive is used for the subject -verb relation (Aminu's discovery) but the 'of' - construction is preferably used for the verb -object relation (The discovery of Aminu); the subject relation can also be used by-'s genitive. Example,

- a. The army's defeat by the rebels *or*
- b. The defeat of the army by the rebels. The apostrophe is usually omitted when possession refers to inanimate things or objects.

Genders are modifications that distinguish objects in regard to sex. Many nouns used for both males and females are called common gender. With animals, there is one general word for the animal and special words for the male and female. Sometimes, the word for the male animal is the same as the general word or the female's. Example, lion-lioness; tiger-tiger-tigress (Howard,2008). Gender inflections of nouns show

distinction between different sexes as it relates to nouns and pronouns. According to Alice Maclin (1996) and Angus (1986), gender is classified into masculine, feminine, common and neuter. In other words, it is male, female, either male or female and neither of the sex or neither male nor female. English language makes very few gender distinctions and different genders have different endings and categorized accordingly.

Many nouns are equally applicable to both sexes as cousin, friend, neighbor, person and parent. The gender of these is usually determined by the context. Masculine nouns make regular feminine, when their termination is changed to *-ess*; as, prince-princess; hunter-huntress; lion-lioness; actor-actress; author-authoress; heir-heiress. Feminine is formed from masculine by changing the terminal syllable or adding a syllable or word and in a different way. This is irregular gender inflections or modifications. For example, hero-heroine; abbot-abbess; adjutor-adjutrix; cock sparrow-hen sparrow; widower-widow; lord-lady; bull-cow (Gould,2004; Wilfred, 1996).

Similarly, most nouns in English have the same form for male and female and, that is why Leech and Svartvik (2005) considers gender to be masculine, feminine and personal or non-personal. That is why when a human noun is replaced by a pronoun and the sex is unknown, or unspecified, absent or unimportant, traditionally 'he' is used rather than 'she'. Example, Martyr is someone who gives up his life for his beliefs. However, nowadays this bias towards the male term is widely avoided.

Quirk and Greenburn (2004) provides ten (10) set of gender classes for both nouns and pronouns. The gender classes are:

- i. Masculine – uncle
- ii. Feminine-aunt

- iii. Dual – doctor
- iv. Common – baby
- v. Collective – family
- vi. Masculine higher animal – bull
- vii. Feminine higher animal – cow
- viii. Higher organism – France
- ix. Lower animal – ant
- x. Inanimate – box.

Alice Maclin (1996) defines tense as the term used to show relationship between time and other conditions and the form of the verb. Similarly tense is used to refer to a grammatical category which determines the form of the verb in a sentence with respect to changes in time. The verb form refers to the morphological changes that a verb undergoes (Ndimele, 1996). Verb and tense are interwoven, the verb is a word that change its form to reflect tense, person or number and which can occur as the element in a predicate of a sentence. It is the key word in the predicate slot of a sentence.

Tenses are the forms of verb that help to show time. A verb is a word that expresses action or a state of being (Glencoe, 2000). Tense is a set of grammatical forms bearing some relation to the notional category of time. The category of time is common to all mankind and time may be expressed linguistically, and one way in which this is done is by the use of tenses. It should be noted that term ‘tense’ is restricted to a particular kind of linguistic time expression. Time may be expressed in various ways such as by means of a prefix(ex-president); by means of a word(late prime minister) or by means of other linguistic units(last week; in 1920). Tense here is used to show time-expressions that take the form of a verbal inflection; the verb forms and

categories are discussed (Ndimele,1996; Christophersen,1969). Many English verbs have five forms: The base, the –s form, (simple present form), the past, (simple past form the-ed1) the –ing (present participle form), and the –ed participle, (the past participle form-the-ed2). Regular lexical verbs have the same –ed inflection for both the past tense and the past participle. Irregular lexical verb forms differ from regular verbs such as;

- a. Irregular verbs either do not have a/d/or t/inflection (drank, drinking) or break the rule for a voiced inflection (burn, burnt/t), beside the regular (burned/d/).
- b. Irregular verbs typically, but not necessary have variation in their base vowel: find-found-found, write-wrote-written.
- c. Irregular verbs have a varying number of distinct forms since the –s and –ing forms are predictable for regular and irregular verbs alike but the variation are in the base (cut, meet, come, speak), verb- simple past (ed) (cut, met, came, spoke) and verb-past participle(cut, met, come. Spoken) (Alice Maclin, 1996).

Regular lexical verbs have the following forms:

Verb (v)	base	Call, like, try.
Verb-ing	-ing participle	calling, liking, trying.
Verb –s	-s form	calls, likes, tries.
Verb-ed	-past –ed participle	called, liked, tried.
Verb	-past-ed simple	called, liked, tried.

(Quirk and Greenbaum, 2004; Ndimele, 1996). These are regular since we can predict the forms if we know the base of such a verb, and many English verbs belong to those regular class. Most new verbs that are coined or borrowed from other languages adopt this pattern.

- 1) The base form- work, kick, call, drink, put. The tense use for the base form that is form 1, the present tense for all categories of persons except 3rd person singular I/you/we/they work every day. (V)
- 2) The –s form (the simple present form) - works, kicks, calls, drinks, puts. This is use for 3rd person singular present tense-He/she/it/works every day. (V-S)
- 3) The past form (the simple past form-ed)- worked, kicked, called, drank, put. Applicable to all category of persons- we/they/he/etc worked yesterday. (V-ed1,)
- 4) The –ing participle form (the present participle)- working, kicking, calling, drinking, putting. It is use and function in progressive aspect (be+v-ing). He is working in a moment and in –ing participle clauses- working early, he found him at home.
(V-ing)
- 5) The past participle form (the –ed participle)- worked, kicked, called, drunk, put. This is used in perfective aspect- has/have +v-ed₂. He has worked in a palace; passive voice- be+v-ed₂- He has worked; in-ed participle clauses- worked early, he had a quick lunch.

The –ing participle and –ed past participle are used differently and vary in the way they are use and whether singular or plural persons as in –ing participle. He is working in a moment. We are working in a moment. For –ed participle, such as; He has worked in the palace. We have worked in the palace. Regular lexical verbs have the same –ed inflection for both the past tense and the –ed participle. Irregular lexical verb forms vary (Quirk and Greenbaum, 2004; Plag,2002; Ndimele,1996). Irregular verbs have a varying number of distinct forms. The –s and –ing inflections are predictable for regular and irregular verbs, some considerable variation are noted for irregular verbs in the base, (v), the past (v-ed₁) and the past participle (v-ed₂). Some of them like regular verbs, have

one common form for the past and past participle as in cut(base), cut(past), cut(past participle); hit, shut, wet. While some have variations in all the forms as in break, breaks, breaking, broke, broken;

Send;	spend	swear	swim	tear	wake
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Sent	spent	swore	swam	tore	woke
------	-------	-------	------	------	------

Sent	spent	sworn	swum	torn	woke (Quirk and Greenbaum,
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2004; Ndimele, 1996).

Tense uses auxiliary verbs to inflect words to shows distinctions between singular and plural as well as the time when an action takes place. Basically, there are two types of auxiliary verbs; primary (do, have, be) and modal (can/could, may /might, shall/should, will/would, must, ought, to, used to, need, dare). Auxiliary verbs permit the contraction that is Contracted negative as well as uncontracted negative such as can-can't (contracted negative), cannot (uncontracted negative).

Need – needn't – need not

Ought to – oughtn't to – ought not to;

'be' and 'have' do also permit the contracted negative even when they are used as main verbs as in- He wasn't there. He hasn't any option. Similarly, when the verb 'do' is used as an auxiliary, the features of tense or aspect is realized on it rather than the main verb of the sentence. He does not knows his father (wrong).

He does not know his father (correct).

He didn't come here yesterday (correct).

He didn't came here yesterday (wrong).

He didn't gave it to me (wrong).

He didn't give it to me (correct).

The auxiliary verb 'have' behaves differently from the verb 'do'. When 'have' is used as an auxiliary verb, the main verb of the sentence takes the inflection; the past participle form irrespective of the tense form of the verb 'have' - We have eaten his breakfast. Or He has eaten his breakfast.

When the verb (to) 'be' is used as an auxiliary verb, the main verb of the sentence takes the present participle form (-ing participle). As in:-

He is sleeping.

They are sleeping.

They were sleeping.

I am sleeping.

(Quirk and Greenbaum, 2004; Glencoe, 2000; Ndimele, 1996).

Order of Auxiliary Verbs (Ndimele, 1996) classifies as;

<u>Modal</u>	<u>Have</u>	<u>Be</u>	<u>Be</u>	lexical verb/main verb
Might	have	been	being	washed
Must	have	be	to be	looking
Would	Has	been	being	writing/hidden

Auxiliaries are-do, have, be.

DO –has the following forms:

Non negative	un-contracted negative	contracted negative
Present	do	do not
	does	does not
Past	did	did not
		didn't

HAVE-

	Non-negative	un-contracted	contracted	negative
Base	have, 've	have not, 've not	haven't	
-s form	has, 's	has not, 's not	hasn't	
Past	had, 'd	had not, 'd not	hadn't	
-ing form	having	not having		
-ed participle	had (only as lexical verb)			

BE-

The lexical and auxiliary verb 'be' is unique among English verb as having eight (8) different forms:

	Non-negative	Un-contracted	Contracted
Base	be		
Present tense 1 st person singular	am, 'm	am not, 'm not	(aren't, ain't)
3 rd person singular	is, 's	is not, 's not	isn't
2 nd person, 1 st and 3 rd person plural		are, 're	are not, 're not aren't
1 st and 3 rd person singular-	was	was not	wasn't
Past tense 2 nd person, 1 st and 3 rd person plural		- were were not	weren't
-ing form -	being	not being	
-ed participle -	been.		

2.5 The Empirical Studies

Several researches were conducted on different inflectional errors at different levels. For instance, Manjuk (2009) worked on the tense errors in written English of level 100 and 200 science students of Gombe State University. The instruments used are objective/fill in the blank

and essay type of assessment. The study covers students from the Component Departments of the Faculty of Science in the University. He noted that there is poor knowledge of the English tense forms in the written English of these students. He suggested early exposure and use of tenses correctly from the grass- root level of education. The work is related to the present study in tense inflections, instruments used and the level of the students. They differ in other forms of inflections such as genitive, gender and number. The students' class differs, Colleges of Education and University.

Similarly, Alagbe (2001) conducted a research on the use and misuse of primary and modal auxiliary verbs among selected Higher National Diploma Students of Federal Polytechnic, Nasarawa, Nasarawa State. A total number of two hundred (200) students were randomly selected for the research. Objectives and subjective tests were used in collecting data. From this study it was found that the subjects misused the English auxiliary verbs generally because they have shallow knowledge on the use of auxiliary verbs due to inadequate training received from the teachers and inadequate basic knowledge received on the correct use of the English auxiliary verbs by the students. Adequate and varied exercises on the use of primary and modal auxiliary verbs are recommended for improved and effective English language communication. The two studies are similar in the tense errors being committed by students of sister institutions-college of education and polytechnic. They used the same sampling procedures. However, the present study covered wide and broad areas while Alagbe covered only auxiliary verbs.

Similarly, Yaro (2010) conducted a research on "Contrastive Analysis of Tense Formation and Usage in Jaba and English Language". The study investigated the use of tense forms to express time relations of different actions or events in written English of Kanyi dialect

(Jaba language) learners of the English Language. Written test in translation from Kanyi (Jaba) to English was used as the instrument for the research. It was discovered that the tense morphemes in both languages occurred after the subject (similarity). The major differences lie in the use of inflections. The tense classification between the two languages could cause problems for the learners and intensive practice on both languages was recommended for improvement to help them overcome the mother tongue interference. Both, studies worked on English inflections and the effect they had on the learners of English as a second language. The former discussed only tense formation and inflection while, the latter assessed noun inflections.

In another research conducted by Akande (2003) titled “Acquisition of the Inflectional Morphemes by Nigerian Learners of English Language”, investigates the acquisition of the inflectional morphemes and their occurrences as well as the misuse of the morphemes in the English essays of some Yoruba learners of English. The students were from sixty senior secondary schools. The tasks of the subjects were analyzed for various occurrences and misuse of inflectional morphemes. The findings showed that there was a wide gap in the mastery of inflectional morphemes by the students. Varied and several exercises as well as everyday usage of English language are recommended for improvement. The two works are related in the use of inflections among two languages. But, differed in the treatment of the inflectional morphemes.

Similarly, Hermanto (2009) investigates whether or not the students of English Department in Petra Christian University commit inflectional errors in subject-predicate agreement in their writing. The research, “Inflectional Suffix Errors in Subject-Predicate Agreement Produced by English Department Students of Petra Christian University in Writing”; categorizes the inflectional suffix errors into four types as present third person singular, present participle, past tense and past participle. After the analysis, the research provides the correct

forms of the errors. The students commit errors in all the categories especially present third person singular form because of malformation. The students have difficulty in differentiating the subject whether it is singular or plural noun. The teachers are advised to use the correct forms of inflectional morphemes regularly through consultations. The studies investigate the inflectional errors committed by English students of post secondary schools. One was concerned with tense inflection, the other focused on more including number, possessive and gender.

2.6 Theoretical Framework

The Error analysis is a type of linguistic analysis that focuses on the errors learner make (Abisamra, 2003). Researchers are interested in errors because they are believed to contain valuable information on the assessments, strategies and methodologies that learners use to acquire and learn a language. The theoretical framework of the study is adapted from Gould Brown's, *The Grammar of English Grammars*. Different theories and types of grammar are used to illustrate noun inflections which make eclectic approach suitable for this study. Assessments, methodologies, strategies as well as errors usually committed by the English language learners were illustrated and assimilated.

2.7 Gains from the Literature Reviewed

Table 2.1 Gains from the Review of Literature

Authors	Titles of the Works	Gains
Plag(2002)	Word Formation in English	Definition of noun, its classification and function
Glencoe(2000)	Writer's Choice Grammar and Composition	Definition of noun, its classification and function

Bernard(2000)	Modern English Structure: form, function and position	Definition of noun, its classification and function
Alice Maclin(1996)	Reference Guide to English	Definition of noun, its classification and function
Ndimele(1996)	An Advanced English Grammar and Usage	Definition of noun, its classification and function
Solarin(1988)	English Grammar and Comprehension	Definition of concepts (noun, its types and functions)
Aronoff and Fudeman(2005)	What is Morphology	Definition of concepts (inflection and noun inflection)
David and Silas(2003)	Common Errors in English	Definition of concepts (inflection and noun inflection)
Haspelmath(2002)	Understanding Morphology	Definition of concepts (inflection and noun inflection)
Plag(2002)	Word Formation in English	Definition of concepts (inflection and noun inflection)
Bauer(2001)	Case	Definition of concepts (inflection and noun inflection)

Corbett(2000,1991)	Number; Gender	Definition of concepts (inflection and noun inflection)
Alice Maclin(1996)	Reference Guide to English	Definition of concepts (inflection and noun inflection)
Fagge(2004)	An Introduction to Hausa Morphology	Hausa inflectional processes
Abubakar(2001)	An Introductory Hausa Morphology	Hausa inflectional processes
Howard(2008)	Basic English Grammar for English Language Learners	English nouns inflectional processes including number, possessive, gender and tense
Martin(2006)	Foundations of General Linguistics	English nouns inflectional processes including number, possessive, gender and tense
Leech and Svartvik(2005)	A Communicative Grammar of English	English nouns inflectional processes including number, possessive, gender and tense
Quirk and Greenbaum(2004)	A University Grammar of English	English nouns inflectional processes including number, possessive, gender and tense

Jowitt and Nnamonu(2003)	Common Errors in English	English nouns inflectional processes including number, possessive, gender and tense
Glencoe(2001)	Writer's Choice Grammar and Composition	English nouns inflectional processes including number, possessive, gender and tense
Glencoe(2000)	Grammar and Composition Handbook	English nouns inflectional processes including number, possessive, gender and tense
Alice Maclin(1996)	Reference Guide to English	English nouns inflectional processes including number, possessive, gender and tense
Ndimele(1996)	An Advanced English Grammar and Usage	English nouns inflectional processes including number, possessive, gender and tense
Quirk and Sidney(1980)	A Contemporary Grammar of English	English nouns inflectional processes including number, possessive, gender and tense
Huddleston(1996)	English Grammar: An Outline	English nouns inflectional processes including number, possessive, gender and tense
Angus(1986)	The New First Aid in English	English nouns inflectional processes including number,

		possessive, gender and tense
Yaro(2010)	A Contrastive Analysis of Tense Formation and usage in Jaba and English Language	The Empirical Studies on use of inflectional morphemes and errors committed by students
Manjuk(2009)	Tense Errors in Written English of Science Students of Gombe State University	The Empirical Studies on use of inflectional morphemes and errors committed by students
Hermanto(2009)	Inflectional Suffix Errors in Subject Predicate Agreement Produced by English Department Students of Petra Christian University	The Empirical Studies on use of inflectional morphemes and errors committed by students
Akande(2003)	Acquisition of the Inflectional Morphemes by Nigerian Learners of English	The Empirical Studies on use of inflectional morphemes and errors committed by students
Alagbe(2001)	The Use and Misuse of Primary and Modal Auxiliary Verbs Among Higher National Diploma Students of Federal Polytechnic Nasarawa	The Empirical Studies on use of inflectional morphemes and errors committed by students
Olaofe(2010)	Research Writing for Academic Growth	Methodologically, the study borrows and use the following

		in research design, population and sampling, instruments, validity and reliability as well as statistical tools
Kolo(1992)	Essentials of Research in Education	Methodologically, the study borrows and use the following in research design, population and sampling, instruments, validity and reliability as well as statistical tools
Spiegel(1992)	Synthesizing Evaluation Perspectives, Practices and Evidences	Methodologically, the study borrows and use the following in research design, population and sampling, instruments, validity and reliability as well as statistical tools
Stevens(1986)	Applied Multivariate Statistics for the Social Sciences	Methodologically, the study borrows and use the following in research design, population and sampling, instruments, validity and reliability as well as statistical tools

The word error entails different names and usage relative to how it is conceptually applied. The concrete meaning of the Latin word “error” is “wandering” or “straying”. Error is an individual language user’s deviation from standard language norms in grammar, syntax, pronunciation and punctuation. An error as a mistake can sometimes be dispelled through knowledge. Errors can occur even when individuals have the required knowledge to perform a task correctly. For example, forgetting to collect change after buying a commodity. Some errors occur when an individual is distracted by something else. There are errors in human behavior, oral and written language, medicine, science and engineering, numerical analysis, biology, law and governmental policies. An error is a deviation from accuracy or correctness. A mistake is an error caused by a fault: the fault being misjudgment, carelessness or forgetfulness. An error is an act, an assertion or a decision especially one made in testing a hypothesis that unintentionally deviates from what is correct, right or true (Hermanto,2009).

There are different theories, hypotheses or approaches with their basis in different academic and non academic disciplines analyzing error analysis. There are errors in linguistics, mathematics, engineering, law and so on. Error analysis is meant to explore the strengths and weaknesses of second language learners on different aspects of the language learning processes. The theories are meant to measure or evaluate the effectiveness or otherwise of learning processes in the various fields or disciplines.

Error analysis in linguistics, comprised language acquisition, teaching and learning processes which involved different strategies that promote language acquisition. According to Krashen (1982) error analysis theory in the English language acquisition and learning as a second language is classified into five hypotheses. The hypotheses are directly related to this

study. The first hypothesis is the acquisition – learning hypothesis which claims that acquisition of language is the natural and unconscious process of language development in children. The learning of language is a process in which children or learners consciously learn rules and use them for meaningful communication.

Second language learners unconsciously acquire different forms of noun inflections when communicating in their first language. Learners are also exposed to English language during school years and already acquired first language. Therefore, the hypothesis stresses the importance of effective formal learning of noun inflections correctly which minimizes errors through the development of learned rules on the strategies for the formation of noun and inflection process.

The second hypothesis in error analysis is the monitor which initiates utterances and writing when communicating in second language. The conscious learnt items are edited to check and re-check the output. For the hypothesis to be effective, adequate time is required for the learner to focus on the form and understand rules. This hypothesis is very relevant to the present study, it allows the teacher to teach the different types of noun inflection. Monitor the students' test and re-test them. The teacher identified the errors and take measures for correction.

The natural order is the third hypothesis which states that the acquisition of both first and second languages follow a systematic predictable order. It is generally agreed that certain grammatical structures or morphemes are acquired before others in first and second languages. Examples, vowels are usually acquired or learnt before consonants, letters before syllables, morphemes, words or phrases. In the teaching and learning noun inflections, natural order is followed; that is from simple to complex and known to unknown. Errors in noun inflections are

signs of developmental processes. The application of the hypothesis will reduce and minimize the gravity of the errors and correct versions formed.

Another hypothesis is input which involves the relationship between what the learner is exposed to of a language and language acquisition. It relates acquisition, understanding additional linguistic information beyond immediate environment, linguistic competence and performance as well as comprehensive linguistic input. This involves ability of the learner to acquire language step by step, understand and use it in spoken and written form fluently and effectively. Example, learners are exposed to various elements of nouns from primary level. Similarly, inflections of nouns are use based on the context in which they appear. Inflections economize words, reduce repetition and refer to things directly.

The last hypothesis is affective filter hypothesis which sees the learner's emotional state or attitude as an adjustable filter that passes freely through interaction and communication. In the learning process, motivation, self confidence and anxiety are some determining factors whether desirable or undesirable on the input received; the interaction and the output. Teachers serve as models to students and teach error-free noun inflections through repeated exercises. Teachers consider the learners emotional state and attitude when interacting with them in and outside the classroom for enhanced teaching and learning processes.

The noun inflections used should centre on meaningful communication rather than on form. Input should be interesting and students dominate the class to enable the teacher filter the undesirable from desirable. Teachers allow the adjusted meaningful nouns and inflections to emerge from the students.

Many scholars in the field of error analysis have stressed the significance of second language learners' errors. Corder 1967, for instance, stresses the significance of errors in three

different ways. First, to the teacher, in that they show how far towards the goals the learner has progressed. Second, they provide to the researcher evidence on how a language is acquired, what strategies the learner is employing in his learning of a language. Thirdly, they are indisputable to the learner himself because making of errors is a device to the learner he uses in order to learn. Adopting appropriate teaching strategies will help students/learners learn better and reduce errors being committed in the process of teaching and learning English as a second language. Recognizing and avoiding English inflectional errors requires a working knowledge and understanding of English sounds, words and the formation and arrangement of words. The knowledge and understanding of the different types of errors related to production and distribution of different words such as lexical, syntactical and phonological distribution as well as sources of errors assist in adopting and selecting right assessments to reduce learners' English inflectional errors (Heyderi & Bagheri, 2012; Shaw, 1993). This actually involves collecting of learner language error, identifying them, describing them, classifying them according to their nature and causes, and evaluating their seriousness.

Usually, inflectional errors appear when the writer or speaker is confused about the number of the subject because of the presence of the other words or uses a verb to agree not with the grammatical form of a subject, but its meaning. The causes of English inflection errors assist in selecting the appropriate strategies for effective teaching and direct learners to reduce committing errors. The transformation of words from L1 to L2 considers the features of the two languages and be one of the focus for second language teaching and learning processes (Collins, 2007).

Richards (1971) argues that learners' errors come from the strategies that they use in the language acquisition. Teachers focus on areas that prove difficult and select methods and

materials that can facilitate L2 learning process. Some errors are more important than others therefore, teachers should use error reduction and corrections selectively in terms of its importance in order to promote learning. Providing learner with a variety of corrective feedback can help them acquire correct form. There is not one way that can always work, but rather different learners need different types of feedback. Grammar correction is necessary for successful L2 students writing development. Feedback reduced students' error by providing a student with a correct language form. Example, a student makes an error of number agreement on nouns (number inflections), the teacher simply supplies the student with the correct form –

Student: I have three examination.

Teacher: I have three examinations. The above strategy is referred to as direct feedback, while indirect feedback gives a student just the information that a mistake has been committed, leaving it to the student to detect a more specific type of error and correct it accordingly. Example,

I have three examination. (number agreement)

I have three examinations.

Ferris (2005) recommends use of error codes which can raise student awareness about the importance of editing. The indirect feedback strategy for error reduction follows a series of steps:

Step I –the teacher label (show) the error with corresponding code;

Step II –elaborate on the feedback (by asking questions);

Step III –have the student make self-correction; and

Step IV –provide follow up activities.

Common errors come from the fact that non-native speakers are typically influenced by their first (native) language in the process of second language acquisition (SLA). Hausa speakers/learners rely on the structure of their L1 which differ from English language. In the

process of using inflections, learners may not use plural marker on nouns or wrongly used, the ending –s may be missing on the subject-verb agreement, the apostrophe “'” or “s” for possession may be absent, or the verb may lack a tense ending (Jelena, 2012).

Assessments for reducing the above type of errors are to point out the error by writing the appropriate code above it, such as ‘art’ for ‘article’, ‘num’ for ‘number’, ‘pl’ for ‘plural’. Elicit the rule on how to make plural nouns in English, provide guidance to the students in exploring the error by asking some questions, like, What is ‘color’? Is there anything that causes this color to change? Introduce the self-correcting procedure by allowing the student goes back to the examples and puts the appropriate ending. Provides many exercises and follow up classroom activities to learners for error detection and correction in isolation and in peer. The students are to correct the errors while the teacher supervises. The students are exposed to both L1 and L2 inflections and inflectional categories such as nominal and verbal inflections, their similarities and differences. The students are present with sufficient, familiar and varied categories of inflections and their uses. Example, verbal inflection expresses a number of types of morpho-syntactic categories related to events which vary quite widely across languages. These include mood (Palmer, 2001), and Voice (Palmer, 2001), tense (Comrie, 1985), aspect (Comrie,1976). Noun inflections comprise gender which is less common than number, case (nominative and accusative)-possession and tense (Aronoff and Fudeman, 2005; Laurie, 2001).

Different principles and methodologies in the formation of plural nouns are taught to the students right from the grass root level and at all levels. Students have to be taught correctly the specimens and elements right from the beginning that is word order and possible inflections in nouns, pronouns, verbs and adjectives with adequate and suitable examples.

Language transfer; being one of the influences of experience or performance in one task into another, interference do occur because of absence or present of one element in the L1 or L2. Therefore, negative transfer which inhibits or disrupts new acceptable performance is avoided as much as possible and positive transfer which facilitates learning of the new task has to be adequately encouraged through the ways as mentioned above.

Different writers suggest different errors committed by the second language learners based on the settings and background of the learners. This applies to the same category of learners the research is focusing except some variations in the formation of inflections due to the nature of the second language the research based. Looking at the above analysis, it is pertinent for teachers and learners of the English language as a second language to have first-hand information on how different inflections are use in context. For example, double genitive, group genitive, genitive with human reference use possessive ‘’ and ‘of’ construction;

A brother of Jones, Jone's brother...

The Chairman of the finance committee...

The finance committee’s Chairman...

The Committee's Chairman...

The Chairman of the Committee...

The Parent's consent, the consent of the parent...

The train’s departure...

The departure of the train...

The prisoner’s release...

The release of the prisoner...

The genitive case of noun inflections is usually formed by adding an apostrophe (') and -s to the singular or plural nouns. There is tendency for learners to use inflections without necessarily following the rules. Example, they may use - the boy's ball for singular or plural possession. Where apostrophe' is only needed, they tend to add -s. example, scissor's handle instead of scissors' handle, species' specimen. Also, in certain other nouns such as abstract nouns ending in -ss or -ce, or personal nouns ending in -s, only apostrophe is retained but the -s is lost, but in some cases, this cause confusion to students.

Furthermore, the sign of the genitive is usually on the last word of compound or double noun or nouns followed by qualifying phrase e.g. father-in-law's house, the winner of the race's prize, students may tend to use possessive on both (Andrew, 2009). There is also an error in the choice of -s genitive and the choice of the of-construction, thereby causing learners to commit errors. The genitive may be omitted if the context makes its identity clear. Example, My car is faster than John's (than John's car); and in cases of two or group genitives as what is the boy's name? (Boadi, Grieve and Nwanko, 2004; Yule, 2004; Quirk and Greenbaum, 2004).

The noun inflections on possession or case inflections seek the learner to look at the sounds of his/her L1, which include phonetics and phonology; inflections used in noun, pronoun, verb and adjective compare them to those of English and mark out similarities and differences, and practice them well. The learning environment has to be adequate for learners through favorable social and psychological contact with different elements that help to master the language. These include knowledge and a careful look at the environment in which the word is used, knowledge of the world and previous experience, adequate classroom space, adequate time and place for speaking and writing English at home and at school (Howard,2008;Gbenedio and Anene-Boyle, 2006).

Another way to reduce students' errors in possessive or case inflection of nouns is to ensure the students understand the full meaning of word and its constituents. This is the result of the sum total of experiences which the learner had with the word in the cultural environment in which he has grown up. This help to make intended meaning of the word clear through the provision of a correct reconstructed form of the learners erroneous written or spoken expressions. Learners compare the reconstructed form with its translation equivalent in the mother tongue which might assist them to draw useful conclusions from a comparison of the two forms (Alatis, Altman and Alatis, 1981; Corder, 1979; Bright and McGregor, 1970).

It is in the interest of the learners, the teachers and the environment that teachers understand the source of errors and provide appropriate data and other information which will resolve the learners' errors and allow them to discover the relevant rules. The errors committed by the learners in the use of gender inflections usually centered around the complexities and irregularities in the L₁ and L₂. Although, the languages reviewed have genders but the differences and similarities may induced learner to over generalizations and straight/direct translations from L₁ to L₂. Here, there is tendency to commit error hence a masculine in L₁ may not necessarily be masculine in L₂, it may be feminine or neuter (Opara, 1999).

As teachers become aware of the features of learner language produced by students, they can refine their pedagogical intervention to maximize inter language development. Teachers use different methodologies appropriate to inflections such as grammar translation method, the direct method, oral approach, communicative language teaching and community language learning. These methodologies would sustain the students' interest. According to Lado (1990) inflection is a very common grammatical signal; and work together with pronouns and prepositions to express deep relationship. Since inflections are used, the order and instances of changes from one

language to another led students to commit errors. English language has few genders than Hausa language, therefore learners may try to give or assign gender to many nouns in English (Dipietro, 1971, Bright and McGregor, 1970). Furthermore, learners commit errors in the use of gender inflections when using sounds that signal the inflections. They may transfer the L1 elements into L2 and use of gender randomly.

Teachers should assess and supply appropriate teaching materials such as textbooks, pictures, language laboratory, large and enough classrooms and language experts (Richards and Rodges, 2000; Stern, 1983; Rivers, 1981; La forge, 1983). Therefore, teachers should use variety of methodologies that cater for differences in learners and topics and varied interesting activities and appropriate materials. The students' interests are aroused and motivation sets in.

The common errors among learners in the use of tense inflections are the generalization in the use of different verbs. Similarly, learners wrongly use verbs where it is not applicable. There are some auxiliary verbs in Hausa but absent in English; learners may use the inflections to inflect nouns and verbs where they have no choices in the second language in a category in which they have choices in the mother tongue (Howard,2008; Gbenedio and Boyle, 2006).

One of the assessment techniques for eliminating students' errors is to adequately expose students to the second language and use the inflections independently. Teachers adopt situational language teaching method which involves selection, description and presentation of noun inflections which are done through processes. Also, silent way is used to allow learners to produce as much inflections as possible without teachers' interference; which would enable learners to use options available in the L1 or L2. They omit, insert and substitute especially when they cannot produce appropriate noun inflections; error avoiding strategy may be adopted (Jones, Thornton, Wheeler, 1983; Arnold, 1981; Corder, 1981).

It is in the interest of teaching -learning process to account for errors made by second language learners through identification of causes such as transfer, overgeneralization and faulty categorization as well as influences the remediation strategies have on the learners. Inflection is the process of adding affixes to the base or root of a word to determine its grammatical significance. It is a process by which a word/form is derived (Fagge, 2004). Inflection produces from the stem of a given lexeme all the word forms of what that lexeme which occur in syntactically determined environment that is the various forms of a given lexical item without changing its class (Lyons, 1977 cited in Abubakar, 2001). Generally, Hausa nouns have three inflectional forms namely; the possessive case, the genitive case; and the plural forms. Hausa verbs have no inflections like those found in English language in term of tense with its five inflections thus: walk, walks, walking, walked and walked in relation to time and the third singular form marked /s/ with allomorphs /s/, /z/ and /iz/. The fact is that the inflections in both languages are different. (Abubakar, 2001). Fagge, (2004) Classifies Hausa inflection as a genitive verb inflection that is action process verb inflection, Injective verb inflection as in Monosyllabic (both use tense inflectional affixes), gender and number inflections. The above analysis worth noticed by the teachers and students.

2.8 Summary of the Chapter

Errors are essential part of the acquisition and learning process that show evidence of a system and are not random as is generally supposes; it is a characteristic in acquiring another language at a particular stage of learning, and its reduction and eradication is the development of control over language elements (Fries, 1972). It is generally agreed that pedagogy restricted to teaching grammar rules and vocabulary lists does not give students the ability to use the L₂ with

accuracy and fluency. The researchers conducted are not only to understand errors but to use and apply them to improve language learning (Krashen, 1982; Corder, 1974).

Both teachers and students need more exposure to the language i.e. L₂ and keep themselves abreast of current science and technology innovations and use them to improve all round second language development. Example, computers and handsets(GSM); nowadays are use as a learning tool in the foreign language classroom, make language more transparent and help learners and teachers to understand complex linguistic tasks (Korswold and Ruschoff, 1998).

Errors are indications that learning is actually taking place, the teaching and learning need to be all round development of the learners' domains. Noun inflections are expected to be challenging and rewarding to the students in such a way that the activities and exercises on the noun inflectional categories be students-centered and prompted. Error analysis on noun inflections and strategies for reduction serve as source of information about difficulties or complexities of L₂ and help in syllabus planning and materials designing for vocabulary enrichment. This will continue to be a way on how to identify errors, their possible causes, greater understanding of the pedagogical and psychological factors as well as the application of methodologies and strategies for reducing the identified errors.

As Wilfred (1996) observes an error itself may be happy change and also, the shortest mistakes are always the best. Therefore, an error then, is not something which hinders a student's progress, but is probably a clue to the active learning progress being made by a student as he or she tries out ways of communicating in the new language (L₂).

CHAPTER THREE: METHODOLOGY

3.0 Introduction:

This Chapter covered research design, research population, sample and sampling procedure, research instruments, procedure for data collection, validation of the research instrument and data analytical procedures.

3.1 Research Design

The design used in the study was descriptive survey research. This is because the study intended to assess English noun inflectional errors among Hausa NCE II students. There is not any variable to be manipulated for effects. Similarly, it would give an equal opportunity for obtaining relevant data from the students in the State Colleges of Education (Olaofe, (2010); Kolo, (1992).

3.2 Population

The population for this study covered registered Hausa students of English Language, NCE II in the selected three States Colleges of Education. The states were: Jigawa, Katsina and Zamfara. One thousand and forty eight (1048) students were involved in the study across the three states. The population is distributed as follows:

1. Jigawa State- Jigawa State College of Education, Gumel. Four hundred and thirty seven students were involved (437).
2. Katsina State- Isa Kaita College of Education, Dutsinma. Three hundred and fifteen students were involved (315).
3. Zamfara State- Zamfara State College of Education, Maru. Two hundred and ninety six students were involved (296).

3.3. Sample and Sampling Procedure

Simple random sampling technique was used because of the homogeneity of the population. The population shared the same socio-cultural and linguistic background. Similarly, the population shared similar age, course content and examination. The total number of students sampled were one hundred and four (104). This is adopted in Curry (1984) in Garba (2013) where the sample size is determined by the size of the population and the number determined the percentage to be used. When the population is one thousand and above and up to five thousand, ten percent of the population is used. Therefore, the table below illustrated the sampled population from the three (3) selected states Colleges of Education.

The size of the subjects were arrived at from the various colleges through the heads of English Departments, The Lecturers as well as Course Representatives' Secretaries.

Table 3.1 Colleges and Students' Distributions.

State	Number of students	Students' sampled	Students' percentage
Jigawa	437	36	34.62
Katsina	315	34	32.69
Zamfara	296	34	32.69
Total	1048	104	100.00

3.4 Research Instruments

To gather the required data, a test in the form of an objective test (fill in the blank) and guided essay/composition writing were used for data collection (Kolo,1992). The instrument was suitable being an error-induced and expression type of test. Forty (40) close-ended test and One (1) open-ended test items have been designed by the researcher for the students of English NCE

II 2013/2014 session, in the three state colleges of education. The items have been drawn from research questions and the respondents are expected to answer all of them. The questions covered the assessments of students' performances and errors in the use of English noun inflections.

The objective test comprised 40 items. 10 items covered number inflections; 10 possessive inflections; 10 gender inflections and 10 items tested tense inflections. Each item correctly answered attract two (2) marks. The total marks obtainable here was eighty (80). The essay writing attracted twenty (20) marks.

Therefore, the total score marks are one hundred (100). Each student was assessed following the above pattern; and scored accordingly.

3.5 Procedure for Data Collection

The researcher personally administered the test in collaboration with some lecturers in the selected States Colleges of Education, North West Zone. He made general orientation to students about the motive behind the testing assuring them that their identity would be kept secret. He administered the test to the students; collected the scripts for marking and scoring as well as codification of the data for computation vis-a-vis the research questions.

3.6. Pilot Study

A pilot study was conducted at Federal College of Education, Katsina. Twenty students were involved. Their responses were interpreted and the results made the instrument valid and reliable. Twenty (20) students were tested on the five (5) items of English noun inflections. The items and results are as follows:

- i) number inflections- 13 students passed, 07 students failed;
- ii) possessive inflections- 03 students passed, 17 students failed;
- iii) gender inflections- 09 students passed, 11 students failed;
- iv) tense inflections- 07 students passed, 13 students failed;
- v) essay writing- 02 students passed, 18 students failed.

The findings above revealed the students' performances. They commit most errors in essay writing followed by possessive noun inflections. Tense inflections had the third rank while, gender ranked fourth. The least was number inflections in which the errors were minimal. The study revealed and affirmed that there were significant differences in the performance of the students in the use of noun inflections. This showed the weaknesses, unfamiliarity, poor background and poor reading cultures among the students. This means, there is urgent need for introduction of varied remedial programmes and exercises for colleges' students to assist them reduce the errors being committed in the use of noun inflections.

3.7. Validity and Reliability of the Instrument

Two applied linguists were consulted to examine the validity of the items of the test and the research questions. They confirmed the validity of the instruments. The data thus collected from the pilot study were statistically analyzed for purpose of reliability co-efficient. Twenty students were used in the pilot study. Consequently, a reliability coefficient of 0.89 was obtained. This reliability co-efficient was considered adequate for the internal consistencies of the instruments (Spiegel, 1992; Stevens, 1986). According to them, an instrument is considered reliable if it lies between 0 and 1, and that the closer the calculated reliability coefficient is to zero, the less reliable is the instrument, and the closer the calculated reliability co-efficient is to

1, the more reliable is the instrument. This therefore, confirmed the reliability of the data collection instrument used as fit for the main work.

3.8 Data Analytical Procedure

In order to analyse the research questions, the data gathered were analyzed for frequencies of responses, mean, standard deviations and standard errors calculated. In each section the cumulative mean would be compared with the decision mean of 2.5 i.e. $(4+3+2+1) \div 4$ in order to determine the responses (Spiegel, 1992; Stevens, 1986).

CHAPTER FOUR

DATA ANALYSIS: PRESENTATION AND DISCUSSION OF RESULTS

4.1 Introduction

The study titled “Assessment of English Noun Inflectional Errors Among Hausa NCE II Students of English in Selected States Colleges of Education in North West Zone of Nigeria”, used the Statistical Package (SPSS) 20th Edition to carry out the analysis. A total of 104 respondents were sampled and used for the study. The analyses of this study were presented in sections for easy comprehension. The first section presented the data analysis of the students’ distribution on the basis of their colleges. The second part presented the answers to research questions using descriptive statistics to determine if differences exist or not in their use of inflections per colleges. The third part tests the five null research hypotheses with the aid of Analysis of Variance statistics. The Analysis of Variance and its corresponding multiple comparisons using Least Significant Differences (LSD) is justifiably and appropriately used. This is because we are interested in presence or absence of significant differences in their computed components of English noun inflections on the basis of their three different Colleges of Education. All the hypotheses were tested at 0.05 alpha level of significance. The discussions of all the major findings were also presented.

4.2 Presentation of Bio Data Variables -Students and Colleges.

Table 4.01: Distribution of Students by State College of Education.

Colleges of Education	Number of Students	Percentage of Students
JIGAWA STATE- GUMEL	36	34.6
KATSINA STATE- DUTSINMA	34	32.7
ZAMFARA STATE- MARU	34	32.7
TOTAL	104	100.0

The above table revealed that there were three states colleges of education. The distribution of the students showed that 36 or 34.6% of the respondents were from Jigawa state College of Education Gumel while, 34 or 32.7% were from Katsina state College of Education Dutsinma and the rest 34 representing 32.7% were from Zamfara state College of Education, Maru.

Mean Descriptive Statistics of the Order of Mean Performance of Students in the Five Components of English Noun Inflections

Table 4.02: Test Results of Five Components of Noun Inflections.

	number inflections	genitive/ possessive inflections	gender inflections	tense inflections	essay writings
Number	104	104	104	104	104
Valid & Missing	0	0	0	0	0
Mean	10.37	5.24	5.79	5.25	4.06
Std. Error of Mean	.599	.473	.644	.542	.468
Median	10.00	4.50	5.00	5.00	3.00
Mode	9	4	0	2	0
Std. Deviation	4.321	3.412	4.646	3.905	3.375
Variance	18.668	11.642	21.582	15.250	11.389
Minimum	2	0	0	0	0
Maximum	20	12	14	12	16
Sum	539	273	301	273	211

a. Multiple modes exist. The smallest value is shown

The table above revealed the order of performance of the students in all the five components of English Noun Inflections. According to the table, the students commit most errors in essay writing as this had the least mean performances of 4.06. The component that attracted the second least mean performance is genitive/possessive inflections with the mean performance of 5.24, while tense inflections had the third least mean performance of 5.25. Gender inflections had the fourth least mean performance of 5.79. The number inflections had the highest mean performance of 10.37. This means that the students errors occurred mostly in essay writing, followed by genitive/possessive inflections, then tense inflections, followed by gender inflections and least is number inflections.

4.3 Research Questions

Research Question One: Is there any significant difference in the mean performance of Hausa NCE II students of English in state Colleges of Education, North West Zone in the use of English number noun Inflection?

Descriptive statistics mean performance and number of errors committed in number inflections by Institutions.

Table 4.03: Test Result of Number Inflections.

Colleges of Education	No. of Students	Mean	Std. Deviation	Std. Error
JIGAWA STATE- GUMEL	36	14.17	3.746	.883
KATSINA STATE- DUTSINMA	34	7.00	2.806	.681
ZAMFARA STATE- MARU	34	9.71	2.823	.685
TOTAL	104	10.37	4.321	.599

Their computed mean scores in Number Inflections were 14.17, 7.00 and 9.71 by students of Jigawa COE Gumel, Katsina COE Dutsinma and Zamfara COE Maru respectively. This means that COE Dutsinma had highest errors in number inflections, followed by COE Maru and last is COE Gumel with the least in number inflectional errors and consequently the best in English number noun inflection.

Research Question Two: Is there any significant difference in the mean performance of Hausa NCE II students of English in state Colleges of Education, North West Zone in the use of English possessive/genitive noun Inflection?

Descriptive statistics mean performance and number of errors committed in genitive/possessive inflections by Institutions.

Table 4.04: Test Result of Possessive Inflections.

Colleges of Education	No. of Students	Mean	Std. Deviation	Std. Error
JIGAWA STATE- GUMEL	36	6.67	2.765	.652
KATSINA STATE- DUTSINMA	34	3.06	3.491	.847
ZAMFARA STATE- MARU	34	5.94	2.989	.725
TOTAL	104	5.25	3.412	.473

Their computed mean scores in genitive/possessive inflections were 6.67, 3.06 and 5.94 by students of Jigawa COE Gumel, Katsina COE Dutsinma and Zamfara COE Maru respectively. This means that COE Dutsinma had highest errors in genitive/possessive inflections, followed by COE Maru and last is COE Gumel with the least genitive/possessive errors and consequently the best in genitive/possessive inflection.

Research Question Three: Is there any significant difference in the mean performance of Hausa NCE II students of English in state Colleges of Education, North West Zone in the use of English gender noun Inflection?

Descriptive statistics mean performance and number of errors committed in gender inflections by Institutions.

Table 4.05: Test Result of Gender Inflections.

Colleges of Education	No. of Students	Mean	Std. Deviation	Std. Error
JIGAWA STATE- GUMEL	36	9.94	2.689	.634
KATSINASTATE- DUTSINMA	34	3.12	4.152	1.007
ZAMFARA STATE- MARU	34	4.06	3.699	.897
TOTAL	104	5.79	4.646	.644

Their computed mean scores in gender were 9.94, 3.12 and 4.06 by students of Jigawa COE Gumel, Katsina COE Dutsinma and Zamfara COE Maru respectively. This means that COE Dutsinma had highest errors in gender inflections, followed by COE Maru and last is COE Gumel with the least errors and consequently the best in gender inflection.

Research Question Four: Is there any significant difference in the mean performance of Hausa NCE II students of English in state Colleges of Education, North West Zone in the use of English tense Inflection?

Descriptive statistics means performance and number of errors committed in tense Inflections by Institutions.

Table 4.06: Test Result of Tense Inflections.

Colleges of Education	No. of Student	Mean	Std. Deviation	Std. Error
JIGAWA STATE- GUMEL	36	6.11	3.252	.766
KATSINA STATE- DUTSINMA	34	3.12	3.295	.799
ZAMFARA STATE- MARU	34	6.47	4.389	1.065
TOTAL	104	5.25	3.905	.542

Their computed mean scores in tense inflections were 6.11, 3.12 and 6.47 by students of Jigawa COE Gumel, Katsina COE Dutsinma and Zamfara COE Maru respectively. This means that COE Dutsinma had highest errors in tense inflections, followed by COE Gumel and last is COE Maru with the least errors in tense inflections and consequently the best in tense inflections.

Research Question Five: Is there any significant difference in the mean performance of Hausa NCE II students of English in state Colleges of Education, North West Zone in the use of English inflections in essay writing?

Descriptive statistics mean performance and number of errors committed in essay writing by Institutions.

Table 4.07: Test Result of Inflections in Essay Writing.

Colleges of Education	No. of students	Mean	Std. Deviation	Std. Error
JIGAWA STATE- GUMEL	36	1.06	1.211	.286
KATSINA STATE- DUTSINMA	34	4.18	2.430	.589
ZAMFARA STATE- MARU	34	7.12	2.956	.717
TOTAL	104	4.06	3.375	.468

Their computed mean scores in essay were 1.06, 4.18 and 7.12 by students of Jigawa COE Gumel, Katsina COE Dutsinma and Zamfara COE Maru respectively. This means that COE Gumel had highest errors in essay writing, followed by COE Dutsinma and last is COE Maru with the least errors in essay writing and consequently the best in the use of inflections in essay writing.

Research Question Six: Is there any significant difference in the mean performance of Hausa NCE II students of English in state Colleges of Education, North West Zone in the total use of English noun Inflection?

Descriptive statistics mean performance and number of errors committed in total use of noun inflections by Institutions.

Table 4.08: Test Result of Total Use of Noun Inflections.

Colleges of Education	No. of Students	Mean	Std. Deviation	Std. Error
JIGAWA STATE- GUMEL	36	37.9444	6.90671	1.62793
KATSINA STATE- DUTSINMA	34	20.4706	13.91545	3.37499
ZAMFARA STATE- MARU	34	33.2941	10.62876	2.57785
TOTAL	104	30.7115	12.95140	1.79604

The table above showed the mean performance of students in their total use of English noun inflections. Their computed mean scores in total use were 37.9444, 20.4706 and 33.2941 by students of Jigawa COE Gumel, Katsina COE Dutsinma and Zamfara COE Maru respectively. This means that COE Dutsinma had highest errors in total use of English noun inflections, followed by COE Maru and last is COE Gumel with the least errors and consequently the best in total use of English noun inflections.

4.4 Research Hypotheses

Hypothesis One: There is not any significant difference in the mean performance of Hausa NCE II students of English in State Colleges of Education, North West Zone in the use of English number noun inflections.

Analysis of Variance statistics differences among Hausa NCE II students of English in state colleges of education in number inflections of English Noun and errors committed.

Table 4.09: ANOVA Test on Students' Performance in Number Inflections between and within Groups in Number Inflections.

	Sum of Squares	df	Mean Square	F calculate	F critical	Sig.
Between Groups	460.028	2	230.014	22.907	2.60	.000
Within Groups	492.029	49	10.041			
Total	952.058	51				

Table 4.10: Mean Score in Number Inflections.

Colleges of Education	No. of Students	Mean	Std. Deviation	Std. Error
JIGAWA STATE- GUMEL	36	14.17	3.746	.883
KATSINA STATE- DUTSINMA	34	7.00	2.806	.681
ZAMFARA STATE- MARU	34	9.71	2.823	.685
TOTAL	104	10.37	4.321	.599

Table 4.11: Pair Wise Comparison in Number Inflections.

(I) College	(J) College	Mean Difference (I-J)	Std. Error	Sig.
JIGAWA COE GUMEL	KATSINA COE	7.167*	1.072	.000
	DUTSINMA			
	ZAMFARA COE	4.461*	1.072	.000
KATSINA COE DUTSINMA	MARU			
	JIGAWA COE GUMEL	-7.167*	1.072	.000
	ZAMFARA COE	-2.706*	1.087	.016
ZAMFARA COE MARU	MARU			
	JIGAWA COE GUMEL	-4.461*	1.072	.000
	KATSINA COE	2.706*	1.087	.016
	DUTSINMA			

The tables above revealed the performance of students from the three selected COE in their number inflections errors. It showed that significant differences exist among the students on the basis of their colleges. This is because the calculated p value of 0.000 is lower than the 0.05 alpha level of significance, while the calculated F value of 22.907 is higher than the F critical value of 2.60. Their computed mean scores in number inflections were 14.17, 7.00 and 9.71 by students of Jigawa COE Gumel, Katsina COE Dutsinma and Zamfara COE Maru respectively. This means that COE Dutsinma had highest errors in number inflections, followed by COE Maru and last is COE Gumel with the least number inflectional errors and consequently the best in number inflection. The Post Hoc using the LSD pair wise comparison in their number inflections

errors showed significant differences in each pair wise comparison. Therefore, the null hypothesis which states that there is no significant difference in the errors committed in number inflections by the students on the basis of their colleges is hereby rejected.

Hypothesis Two: There is not any significant difference in the mean performance of Hausa NCE II students of English in State Colleges of Education, North West Zone in the use of English possessive/genitive noun inflection.

Analysis of Variance statistics differences among Hausa NCE II students of English in States Colleges of Education, in the use of genitive/possessive inflections of English noun and errors committed.

Table 4.12: Mean Score in Possessive Inflections.

Colleges of Education	No. of Students	Mean	Std. Deviation	Std. Error
JIGAWA STATE-GUMEL	36	6.67	2.765	.652
KATSINA STATE-DUTSINMA	34	3.06	3.491	.847
ZAMFARA STATE-MARU	34	5.94	2.989	.725
TOTAL	104	5.25	3.412	.473

	Sum of Squares	df	Mean Square	F	F critical	Sig.
Between Groups	125.868	2	62.934	6.591	2.60	.003
Within Groups	467.882	49	9.549			
Total	593.750	51				

Post Hoc Tests. Table 4.13: ANOVA Test between Groups in Possessive Inflections.

Multiple Comparisons

Dependent Variable: genitive/ possessive inflections

Table 4.14: Pair Wise Comparison in Possessive Inflections.

(I) College	(J) College	Mean Difference (I-J)	Std. Error	Sig.
JIGAWA COE GUMEL	KATSINA COE	3.608*	1.045	.001
	DUTSINMA			
	ZAMFARA COE MARU	.725	1.045	.491
KATSINACOE	JIGAWA COE GUMEL	-3.608*	1.045	.001
	DUTSINMA			
	ZAMFARA COE MARU	-2.882*	1.060	.009
DUTSINMA	JIGAWA COE GUMEL	-.725	1.045	.491
	ZAMFARA COE MARU			
	KATSINA COE	2.882*	1.060	.009
ZAMFARA COE MARU	DUTSINMA			

*. The mean difference is significant at the 0.05 level.

The tables above revealed the performance of students from the three states COE in their genitive/possessive inflectional errors. It showed that significant differences exist among the students on the basis of their colleges. This is because the calculated p value of 0.003 is lower than the 0.05 alpha level of significance, while the calculated F value of 6.591 is higher than the F critical value of 2.60. Their computed mean scores in genitive/possessive inflections were 6.67, 3.06 and 5.94 by students of Jigawa COE Gumel, Katsina COE Dutsinma and Zamfara COE Maru respectively. This means that COE Dutsinma had highest errors in genitive/possessive inflectional errors, followed by COE Maru and last is COE Gumel with the least genitive/possessive errors and consequently the best in genitive/possessive inflections. The Post Hoc using the LSD pair wise comparison in their genitive/possessive inflectional errors showed significant differences in each pair wise comparison. Therefore the null hypothesis which states that there is no significant differences in the errors committed in genitive/possessive inflections errors by the students on the basis of their colleges is hereby rejected.

Hypothesis Three: There is not any significant difference in the mean performance of Hausa NCE II students of English in State Colleges of Education, North West Zone in the use of English gender noun inflection.

Analysis of Variance statistics differences among Hausa NCE II students of English in State Colleges of Education in gender inflections of English noun and errors committed.

Table 4.15: ANOVA Test Between and Within Groups in Gender Inflections.

	Sum of Squares	Df	Mean Square	F	F critical	Sig.
Between Groups	483.023	2	241.511	19.160	2.60	.000
Within Groups	617.650	49	12.605			
Total	1100.673	51				

Multiple comparison using the pair wise LSD statistics differences among Hausa NCE II students in state colleges of education in their gender inflections of English noun and errors committed.

Table 4.16: Pair Wise Comparison in Gender Inflections.

(I) College	(J) College	Mean Difference (I-J)	Std. Error	Sig.
	KATSINA COE	6.827*	1.201	.000
JIGAWA COE GUMEL	DUTSINMA			
	ZAMFARA COE MARU	5.886*	1.201	.000
KATSINA COE	JIGAWA COE GUMEL	-6.827*	1.201	.000
DUTSINMA	ZAMFARA COE MARU	-.941	1.218	.443
	JIGAWA COE GUMEL	-5.886*	1.201	.000
ZAMFARA COE MARU	KATSINA COE	.941	1.218	.443
	DUTSINMA			

*. The mean difference is significant at the 0.05 level.

The tables above revealed the performance of students from the three states COE in their gender inflectional errors. It showed that significant differences exist among the students on the basis of their colleges. This is because the calculated p value of 0.000 is lower than the 0.05 alpha level of significance, while the calculated F value of 19.160 is higher than the F critical value of 2.60. Their computed mean scores in gender inflections were 9.94, 3.12 and 4.06 by students of Jigawa COE Gumel, Katsina COE Dutsinma and Zamfara COE Maru respectively. This means that COE Dutsinma had highest errors in gender inflectional errors, followed by COE Maru and last is COE Gumel with the least errors and consequently the best in gender inflection. The Post Hoc using the LSD pair wise comparison in their gender inflection errors showed significant differences in each pair wise comparison. Therefore the null hypothesis which states that there is

no significant differences in the errors committed in gender inflection errors by the students on the basis of their colleges is hereby rejected.

Hypothesis Four: There is not any significant difference in the mean performance of Hausa NCE II students of English in State Colleges of Education, North West Zone in the use of English tense inflection.

Analysis of Variance statistics differences among Hausa NCE II students in State Colleges of Education in the tense inflections of English noun and inflectional errors committed.

Table 4.17: ANOVA Test Between and Within Groups in Tense Inflections.

	Sum of Squares	df	Mean Square	F calculated	F critical	Sig.
Between Groups	115.972	2	57.986	4.293		.019
Within Groups	661.778	49	13.506			
Total	777.750	51				

Analysis of Variance statistics differences among Hausa NCE II students of English in state colleges of education in tense inflections of English and inflectional errors committed.

Table 4.18: Pair Wise Comparison in Tense Infections.

(I) College	(J) College	Mean Difference (I- J)	Std. Error	Sig.
	KATSINA COE			
JIGAWA COE GUMEL	DUTSINMA	2.993*	1.243	.020
	ZAMFARA COE MARU	-.359	1.243	.774
KATSINA COE	JIGAWA COE GUMEL	-2.993*	1.243	.020
DUTSINMA	ZAMFARA COE MARU	-3.353*	1.261	.011
	JIGAWA COE GUMEL	.359	1.243	.774
ZAMFARA COE MARU	KATSINA COE			
	DUTSINMA	3.353*	1.261	.011

*. The mean difference is significant at the 0.05 level.

The tables above revealed the performance of students from the three states COE in their tense inflectional errors. It showed that significant differences exist among the students on the basis of their colleges. This is because the calculated p value of 0.019 is lower than the 0.05 alpha level of significance, while the calculated F value of 4.293 is higher than the F critical value of 2.60. Their computed mean scores in tense inflections were 6.11, 3.12 and 6.47 by students of Jigawa COE Gumel, Katsina COE Dutsinma and Zamfara COE Maru respectively. This means that COE Dutsinma had highest errors in tense inflections, followed by COE Gumel and last is COE Maru with the least errors in tense inflections and consequently the best in tense inflections. The Post Hoc using the LSD pair wise comparison in their tense inflections showed significant

differences in each pair wise comparison. Therefore the null hypothesis which states that there is no significant differences in the errors committed in tense inflection errors by the students on the basis of their colleges is hereby rejected.

Hypothesis Five: There is not any significant difference in the mean performance of Hausa NCE II students of English in State Colleges of Education, North West Zone in the use of English inflections in essay writing.

Analysis of Variance statistics differences among Hausa NCE II students of English in states colleges of education in the use of inflections in essay writing and errors committed.

Table 4.19: ANOVA Test Between and Within Groups Inflections in Essay Writing.

Variations	Sum of Squares	df	Mean Square	F calculated	F critical	Sig.
Between Groups	321.647	2	160.824	30.405	2.60	.000
Within Groups	259.180	49	5.289			
Total	580.827	51				

Multiple Post Hoc using pair wise comparison differences among Hausa NCE II students in state colleges of education in their use of inflection in essay writing and errors committed.

Table 4.20: Pair Wise Comparison in Essay Writing.

(I) College	(J) College	Mean Difference (I-J)	Std. Error	Sig.
JIGAWA COE GUMEL	KATSINA COE	-3.121 *	.778	.000
	DUTSINMA			
KATSINA COE	ZAMFARA COE MARU	-6.062 *	.778	.000
	JIGAWA COE GUMEL	3.121 *	.778	.000
DUTSINMA	ZAMFARA COE MARU	-2.941 *	.789	.000
	JIGAWA COE GUMEL	6.062 *	.778	.000
ZAMFARA COE MARU	KATSINA COE	2.941 *	.789	.000
	DUTSINMA			

*. The mean difference is significant at the 0.05 level.

The tables above revealed the performance of students from the three states COE in their essay writings. It showed that significant differences exist among the students on the basis of their colleges. This is because the calculated p value of 0.000 is lower than the 0.05 alpha level of significance, while the calculated F value of 30.405 is higher than the F critical value of 2.60. Their computed mean scores in essay writing were 1.06, 4.18 and 7.12 by students of Jigawa COE Gumel, Katsina COE Dutsinma and Zamfara COE Maru respectively. This means that COE Gumel had highest errors in essay writing, followed by COE Dutsinma and last is COE

Maru with the least errors and consequently the best in essay writings. The Post Hoc using the LSD pair wise comparison in their essay writing showed significant differences in each pair wise comparison. Therefore the null hypothesis which states that there is no significant difference in the errors committed in essay writing by the students on the basis of their colleges is hereby rejected.

Hypothesis Six: There is not any significant difference in the mean performance of Hausa NCE II students of English in State Colleges of Education, North West Zone in the total use of English noun inflection.

Analysis of Variance statistics differences among Hausa NCE II students of English in state colleges of education in the total use of English noun inflection and errors committed.

Table 4.21: ANOVA Test Between and Within Groups in the Total use of Noun Inflections.

Variations	Sum of Squares	df	Mean Square	F calculated	F critical	Sig.
Between Groups	2837.964	2	1418.982	12.163		.000
Within Groups	5716.709	49	116.668			
Total	8554.673	51				

Post Hoc Tests

Multiple Post Hoc using LSD pair wise comparison statistics differences among Hausa NCE II students in state colleges of education in the total use of English noun inflections.

Table 4.22: Pair Wise Comparison in Total use of English Noun Inflections.

(I) College	(J) College	Mean Difference (I-J)	Std. Error	Sig.
	KATSINA COE	17.47386*	3.65299	.000
JIGAWA COE GUMEL	DUTSINMA	4.65033	3.65299	.209
	ZAMFARA COE MARU	-17.47386*	3.65299	.000
KATSINA COE	JIGAWA COE GUMEL	-12.82353*	3.70481	.001
DUTSINMA	ZAMFARA COE MARU	-4.65033	3.65299	.209
	JIGAWA COE GUMEL	12.82353*	3.70481	.001
ZAMFARA COE MARU	KATSINA COE			
	DUTSINMA			

*. The mean difference is significant at the 0.05 level.

The tables above revealed the performance of students from the three states COE in their total use of English noun inflections and errors committed. It showed that significant differences exist among the students on the basis of their colleges. This is because the calculated p value of 0.000 is lower than the 0.05 alpha level of significance, while the calculated F value of 12.163 is higher than the F critical value of 2.60. Their computed mean scores in total use of noun inflections were 37.9444, 20.4706 and 33.2941 by students of Jigawa COE Gumel, Katsina COE Dutsinma

and Zamfara COE Maru respectively. This means that COE Dutsinma had highest errors in total use of English noun inflectional errors, followed by COE Maru and last is COE Gumel with the least errors and consequently the best in total use of noun inflections. The Post Hoc using the LSD pair wise comparison in the total use of noun inflections showed significant differences in each pair wise comparison. Therefore the null hypothesis which states that there is no significant difference in the errors committed in total use of noun inflections by the students on the basis of their colleges is hereby rejected.

4.5 Discussion of Major Findings

1. Significant differences exist in number Inflections among the students on the basis of their colleges. Their computed mean scores in number inflections were 14.17, 7.00 and 9.71 by students of Jigawa COE Gumel, Katsina COE Dutsinma and Zamfara COE Maru respectively. Katsina state COE Dutsinma had the least performances in number inflections and consequently the highest number of number inflectional errors. For example, sixteen (16) students from COE Dutsinma passed in the use of number inflections while eighteen(18) failed. COE Maru had 26 students passed and 8 students failed. Only 2 students failed in COE Gumel and the remaining 34 passed. The basis of the study is confirmed and thrown upon a new ground for stakeholders in education and adaptation of different teaching methodologies and strategies to reduce the errors being committed by students in learning the English as a second language.
2. Significant differences exist in genitive/possessive inflections among the students on the basis of their colleges. Their computed mean scores in genitive/possessive inflections were 6.67, 3.06 and 5.94 by students of Jigawa COE Gumel, Katsina COE Dutsinma and Zamfara COE Maru respectively. Katsina COE Dutsinma had the least performances in

genitive/possessive inflections and consequently the highest in genitive/possessive inflectional errors. Here, the actual errors committed were sources of concern to the institutions of higher learning. The findings confirmed the weaknesses of teachers and students drawing the attention of curriculum planners and implementers. They, on the matter of urgency, make practical, child and learning centered curriculum truthfully implemented. In the use of possessive inflections, 4 students passed in COE Dutsinma, 10 students from COE Maru and 14 students from COE Gumel. This means 30 students failed in COE Dutsinma, 24 from COE Maru and 22 from COE Gumel.

3. Significant differences exist in gender inflectional errors among the students on the basis of their colleges. Their computed mean scores in gender inflectional errors were 9.94, 3.12, and 4.06 by students of Jigawa COE Gumel, Katsina COE Dutsinma, and Zamfara COE Maru respectively. This means that COE Dutsinma had highest errors in gender inflections, followed by COE Maru and last is COE Gumel with the least errors and consequently, the best in gender inflection. Katsina COE Dutsinma had the least performances in gender inflections and consequently the highest gender inflectional errors. New ground is thrown open to agitators on the many reasons for the falling standard of education. Here is one which needs attention from different concerned individuals and organizations. Dutsinma had 8 students passed, Maru 4 while Gumel had 26. Similarly, 26 students failed in COE Dutsinma, 30 in Maru and 10 in Gumel.
4. Significant differences exist in tense inflections among the students on the basis of their colleges. Their computed mean scores in tense inflections were 6.11, 3.12 and 6.47 by students of Jigawa COE Gumel, Katsina COE Dutsinma and Zamfara COE Maru respectively. This means that COE Dutsinma had highest errors in tense inflections,

followed by COE Gumel and last is COE Maru with the least errors in tense inflections and consequently the best. Katsina COE Dutsinma had the least performances in tense inflections and consequently the highest tense inflectional errors. The errors committed by students in the use of tense inflections in COE Dutsinma were 30, only 4 students performed correctly. COE Maru had 14 students passed and 20 failed. Gumel had 8 passed while 28 failed. The findings above revealed the output of the students' performances in the use tense inflections of the English language.

5. Significant differences exist in essay writings among the students on the basis of their colleges. Their computed mean scores in essay writings were 1.06, 4.18 and 7.12 by students of Jigawa COE Gumel, Katsina COE Dutsinma and Zamfara COE Maru respectively. This means that Jigawa COE Gumel had highest errors in essay writing, followed by COE Dutsinma and last is COE Maru. COE Maru had the least performances in essay writings and consequently the highest in essay writings. These assessments and analysis showed and confirmed the reviewed studies on the areas where students commit many errors in the use of inflections. For example, 6 students passed in Dutsinma, 10 students in Maru and 00 students in Gumel. Therefore, 28 students failed in Dutsinma, 24 in Maru and 36 in Gumel.
6. Significant differences exist in total use of English noun inflections among the students on the basis of their colleges. Their computed mean scores in essay were 37.9444, 20.4706 and 33.2941 by students of Jigawa COE Gumel, Katsina COE Dutsinma and Zamfara COE Maru respectively. This means that COE Dutsinma had highest errors in total use of English noun inflectional errors, followed by COE Maru and last is COE Gumel with the least errors and consequently the best in total use of noun inflections. In

the three selected states colleges of education reviewed, the errors committed are alarming. For example, 104 students were involved in the study. Eighty eight (88) students committed errors in essay writing, 76 in possessive, 76 in tense and 66 in gender. Only in number inflections students performed well having 76 passed and 28 failed. Conclusively, 34 students passed while 70 students failed. Therefore, many grounds are open for further research and stakeholders are challenged to find solutions to the problems identified.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction:

This chapter offered Summary of the entire five chapters, conclusion and recommendations, as well as suggestions for further studies.

5.1 Summary

The study aimed at Assessment of English Noun Inflectional Errors among Hausa NCE II Students of English in Selected States Colleges of Education, North West Zone, Nigeria. The study highlighted the plights of the Colleges of Education students' mass failure in the use of English noun inflections; especially those errors committed among Hausa NCE II students. The study elaborated on the reasons why these issues have been nagging even after several attempts at salvaging it. To reduce or solve these problems, six research questions and six research hypotheses were postulated. The study presented the relevant literature and discussed different concepts that were related to the research work. The concepts of noun inflections and inflectional processes in the English and the Hausa languages were also discussed.

The study also highlighted the methodology adopted which was the descriptive survey study. The study population and sample were drawn from all the state Colleges of Education in Jigawa, Katsina and Zamfara states. The NCE II Hausa students of English totaling 104 were used as samples for the study. Also, answers were provided to the six research questions using mean descriptive statistics. The tests of the six research hypotheses were done at 0.05 alpha level of significance using the Analysis of Variance statistics with Multiple comparison test to determine level of differences in each case. It was shown that differences exist among the students on the basis of their locations/colleges and on the different types of English noun inflections.

5.2 Conclusion.

Based on the outcome of the study, that is from the findings; one can tenably conclude that; the students were not adequately grounded in noun inflectional aspects of English grammar. For instance, they could not inflect English noun for gender, possessive, tense and in context as evident in the data gathered. Students had the least performance in essay writing and genitive/possessive inflections of English and consequently the highest number of errors being committed by the students. Students had the highest performance in number inflections of English noun and consequently the least number of errors committed. Students' errors occurred mostly in essay writing, followed by genitive/possessive inflections, then tense inflections, followed by gender inflections and least is number inflections.

5.3 Recommendations

Statistical analyses revealed that significant differences exist in the mean performance of the sets of the students. Thus, the study recommends that:

1. The more practical- oriented textbooks to teach English noun inflections should be written. Students need extra coaching and techniques of writing essay as this was the worst part of English component that students failed. The study among other things provides explanatory and illustrative basics for the textbook writers. Many exercises and practices would be provided by teachers and follow with follow-up activities.
2. Lecturers of English should modify their teaching methods according to the socio-linguistic needs of the students. Moreover, they should teach them the basic knowledge of language use in all situations. They should adapt different teaching

methodologies and use them appropriately. The situational condition of the students and environment should be considered.

3. Only competent and qualified English lecturers should be assigned to teach English at tertiary level. In the curriculum, the structure/drilling should be given its pride of place. The lecturers should be engaged in fellowship studies, seminars, conferences and workshops. They should be involved in curriculum planning and implementation.
4. Students are advised to read widely so as to increase their knowledge in the use of English noun inflections. The findings revealed the weaknesses of the subjects in English noun inflections thereby providing pedagogical directions. Contrasting English noun inflections and Hausa noun inflectional processes could give pedagogical clues to both lecturers and students. The students should have easy access to instructional materials and use them efficiently at school and home. Indeed, the study is additional to the existing literature in the field of applied linguistics.

5.4 Suggestions for Further Studies

Based on the observations, it was discovered that the research work has not exhausted all errors that pertain to grammar. Therefore, it recommends that further research will be conducted in errors in English articles, errors in concord and other similar errors being committed by students in the spoken and written English language.

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