COMPETENCE AND PERFORMANCE IN THE USE OF IRREGULAR VERB BY STUDENTS IN SELECTED SENIOR SECONDARY SCHOOLS IN KANO STATE

BY

HASSAN Ayuba

(NCE ENG/HAU, B.Ed Lang. Arts: English)

M.Ed./EDUC/2067/ 2009-2010

BEING A THESIS SUBMITTED TO THE TESL SECTION, DEPARTMENT OF ARTS AND SOCIAL SCIENCE, FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER'S DEGREE IN TEACHING ENGLISH AS A SECOND LANGUAGE (TESL)

SEPTEMBER, 2014

DECLARATION

I declare that this study on "Competence and Performance in the Use of Irregular verb by Students in Selected Senior Secondary Schools in Kano State is my original work. It has not been presented anywhere for the award of higher degree in any form. All sources and quotations have been acknowledged through references.

Signature Date

_____ _____

HASSAN Ayuba
M. ED. / EDUC / 2067/ 2009-2010

CERTIFICATION

This research 'Competence and Performance in the Use of Irregular Verb by Students in Selected Senior Secondary Schools in Kano State" by Ayuba Hassan, has been read and approved as having met the requirements for the award of Master's Degree in Teaching English as a Second Language (TESL).

_____	_____
Dr. (Mrs) Ramlatu Jibir- Daura	**Date**
Chairperson, Supervisory Committee	
_____	_____
Dr. S. Mohammed	**Date**
Member, Supervisory Committee	
_____	_____
Prof. F.S.M. Koya	**Date**
H.O.D Arts & Social-Science Education	
_____	_____
Prof. A.A. Joshua	**Date**
Dean, School of Postgraduate Studies	
_____	_____
External Examiner	**Date**

DEDICATION

This study is dedicated to my beloved parents for their parental care, moral and financial support in my education and other aspects of life in general.

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God (S.W.T) the creator of the earth and the universe is first to be thanked.

My sincere appreciation and gratitude are due to my outstanding supervisor, Dr. (Mrs) Ramlatu Jibir- Daura who devoted her time despite her overcrowded commitments for reading the work, making the possible corrections and suggesting what are needed that made this research study successful. May God (S.W.T) continue helping her in all her undertakings, Amen.

I acknowledge the moral and spiritual support given to me by my parents and family for their special prayers to me for finishing the course successfully. May God reward them abundantly.

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Definition of Operational Terms

Auxiliary verbs are those verbs which help the main verbs to complete their meaning in sentences.

Irregular verbs refer to verbs whose past and past participles are formed in different ways.

A Lexical verb is a verb which can stand alone to give a full meaning in a sentence.

Primary auxiliary verbs are those verbs which can function as main verbs or helping verbs in a sentence.

Regular verbs refer to verbs whose past and past participles are formed by adding –ed or –d to a root form.

Verb is that part of speech that expresses an action or a state of being.

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Abbreviations Used in the Study

WAEC:	West African Examination Council
NECO:	National Examination Council
TGG:	Transformational Generative Grammar
NCE:	Nigeria Certificate in Education
SSS 3:	Senior Secondary School Three
TG:	Traditional Grammar
PPMC:	Pearson Product Moment Correlation

ABSTRACT

It is believed by linguists that the irregularities of the English lexical and primary auxiliary verbs are among the causes of the poor performance by the senior secondary schools students in the written English. This study, competence and performance in the use of irregular verb by Students in Selected senior Secondary Schools in Kano State. It identified how the SS 3 students of Kano State schools used irregular lexical and primary auxiliary verbs in the written English. The objective and written essay tests were the instruments used in the data collection. The research questions were answered using frequency counting and the hypotheses were tested using r Pearson at 0.05 level of significance. The results of the tested hypotheses indicated that there was a significant relationship between the use of irregular lexical and primary auxiliary verbs on both objective and the written essay and the performance as r calculated is greater than r critical. However, irregular lexical verbs are more difficult than the irregular primary auxiliary verbs in the objective test. Practice based approach should be used to teach irregular verbs, WAEC and NECO should set questions on irregular verbs, the use of effective teaching strategies are among the possible remedies offered that could eliminate the problem of irregular lexical and auxiliary verbs at the secondary school level.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

It is known by linguists that the English language is not consistent in some of its linguistic items. These include irregular verbs, irregular plural formation of some nouns, inconsistencies between spelling and pronunciation of some words. It could be said that these inconstancies which occur in English may be influenced by the fact that the English language derived most of its linguistic terms from Greek and Latin. Accordingly, variation in English, British and American form of usages in particular, citing an example where Quirk, (1972:111) states that "American English uses the regular form of the past and past participles of the verbs "learn" and "burn" as "learned" and "burned". But British English favours the irregular past participles of the verbs "learn" and "burn" as "learnt" and "burnt".

Similarly, it is hard if not impossible for the learners of English as a second language to use English as the native speakers of the language. The statement could be related to *"*if you learn a second language, you have to memorize its words and learn its rules. That is why leaning a second language can be difficult". This is to say there are no two different languages that are exactly the same in their linguistic features which include phonology (the study of sound system), morphology (system of words formation), syntax (patterns of words arrangement) and semantics (study of linguistics meaning of words, sentences and grammatical relation). Jones (1986) gave an example of the English word *"*brother*"* which in the Sanskrit language is written as *"*bhater*"* Latin as *"*frater*"* and

*"*phrater*"* in Greek, which all refer to *"*brother*"* in terms of meaning. However, looking at these words, one could easily understand that morphologically they are different. This means, the issue of language universals does not mean having exactness of the linguistic items of two different languages, rather it means having some common language features, such as, word classes, sentences, phrases, which enable the native speakers of a given language to express themselves. As Yule (1985:248) states *"*while many linguists have recognized the extend to which languages are subject to variation, they have also noted the extent to which all languages have common properties. "Those common properties, called language universals".

Therefore, irregular verbs are the major concern of this research and are part of these English irregularities are said to be problematic to the learners of English as a second language. Ayandele (2010:7) defined irregular verbs as the verbs which "yield their past forms when vowels are changed or left unchanged". They do not take-ed or-d. Also, Ataman (2002:16) said that *"*irregular verbs are not consistent in form when tense changes as in tear-tore-torn*"*. Based on these quoted definitions of irregular verbs, it could be said that these are verbs which ignore the rules of forming the past and past participle forms by adding-ed or-d to the verb base as the regular verbs do. They form the past and past participle forms by using different inflectional applications which are said to be confusing.

Nesbitt (2001:18), Hellen (1985:47) and Grieve (1970:144) believe that irregular verbs "are somewhat confusing, a bit more complicated than nouns and you must learn their form three". Here, it has been made clear that the irregular verbs of English are problematic to the learners of English which in turn affect their written English performance in the continuous class room exercises,

assignments, tests, and terminal examinations. The irregularity of verb gives a wide gap in our knowledge. The curriculum and teaching strategies for irregular verb designed in this study could be used to bridge the gap. See pages 67 – 73.

Besides, it could be said that similar research to this researches were carried out previously on the topics which are related to verbs, such as, Alobo (2005) Aliyu (2012) and Nice (2011). However, conducting this research at this time is also important because it could be different from the previous ones in terms of approach, illustrations, subjects and instruments. This research work will cover the aspects of irregular lexical verbs and irregular primary auxiliary verbs which affect the written English performance of the SS 3 students of the senior secondary schools in Kano, so that the difficulties they face in the use of irregular verbs could be minimized. This hopefully may result in the improvement of their written English performance.

1.2 Statement of the Problem

It could be said that the learners of English as a second language, the SS 3 students of the senior secondary schools in Kano State in particular suffer from the English irregularities, such as, the irregular verbs (lexical and primary auxiliary verbs) which results in their poor performance when writing in English during their classroom exercises, tests and terminal examinations. Also, it is assumed that regular verbs could be easily and effectively learned because of their definite system in the formation of their past and past participle forms. That is, by adding simply –ed or –d to the infinitive (verbs base) form which is contrary to the irregular verbs. Accordingly, transfer of knowledge of the regular verbs past and past participle formation by the students to irregular verbs which is wrong is also a problem and results in the poor performance in students' written English. Likewise, variation between British and

American forms of irregular verbs confuses the students which make their written English poor. Moreover, the students who learn English find the use of irregular verbs difficult because the English language is not their mother tongue (L_1). Similarly, infrequent use of a Standard English dictionary by the students is another problem which makes the students to misuse irregular verbs which in turn results their poor performance in the written essay. This is to say the irregularities of English lexical and auxiliary verbs affect the written English performance of the senior secondary students.

1.3 Objectives of the Study

Broadly, this study is aimed at determining how the learning and using of the English irregular verbs affect the written English performance of the students in English. Specifically, the study has these objectives to:

i. Find out the type of difficulties that the irregular lexical and primary auxiliary verbs use pose to the performance of the SS 3 students.

ii. Identify which verbs are more difficult to use by the students between the irregular lexical verbs and the irregular primary auxiliary verbs in the multiple choice test.

iii. Find out the relationship between competence and performance in the irregular verb use in students' written English.

1.4 Research Questions

In relation to this research, the following questions are :

1. Is there any relationship between the irregular lexical verbs use in the written English and performance of the SS3 Students in the selected Senior Secondary Schools in Kano state?
2. Is there any relationship between the irregular primary auxiliary verbs use in the English objective test and performance of the SS3 Students in the selected Senior Secondary School in Kano state?
3. Is there any relationship between competence and performance in the students' essay

1.5 Research Hypotheses

Based on the specific objectives in this research, the following null hypotheses were tested:

i) There is no significant relationship between the English irregular lexical verbs use in the written English and performance of the SS3 students in the Selected Senior Secondary schools in Kano state.

ii) There is no significant relationship between the use of English irregular primary auxiliary verbs in the objective test and performance of the SS3 students in the selected Senior Secondary Schools in Kano state.

iii) There is no significant relationship between competence and performance of students in the use of irregular lexical verbs in the objective and students' essay of the SS3 students in the selected Senior Secondary Schools in Kano state.

1.6 Significance of the Study

This research attempts to find out the relationship between the use of the English irregular lexical verbs and primary auxiliary verbs in the written English and performance of the SS3 students in some selected senior secondary schools in Kano state. In particular, the study could benefit the following people.

. Also, the students could benefit from the study in their learning and using the irregular lexical verbs and primary auxiliary verbs in their written English, through identifying and using the correct forms of the verb. It could also benefit the next researchers who have similar topic in the review of previous studies especially on the title of the topic, instruments, results and making of critique. The study could also be used as an additional guide by the curriculum planners by stressing that such verb forms should be taught with series of activities because of their irregularity and suggest that fill in the blank and essay writing tests should be among the testing instruments of these topics. Sociolinguistically, the users of English as a second language could benefit from this study by identifying and using the right form of verbs for effective communication both in spoken and written forms.

1.7 Basic Assumptions

It is assumed that the English language has a lot of inconsistencies. The learners of English are confused when learning the irregular verbs.

1.8 Scope and Delimitation

The fact that the inconsistencies of the English language occur in both the spoken and written forms, this study is delimited to the grammar component, irregular lexical and irregular primary auxiliary verbs in particular which affect the written English performance of the learners of English. Also, in terms of population, it is delimited to the SS3 students of some selected senior secondary schools of Kano State.

1.9 Summary

Chapter one of this research study summarized the general background of the research problem, its objectives, questions, hypothesis, significance, assumption and area of coverage.

CHAPTER TWO

Review of Related Literature

2.1 Introduction

The chapter is aimed at reviewing the available related literature on English irregular lexical verbs and the primary auxiliary verbs. Selected grammatical theories adopted in treating English irregular verbs and primary auxiliary verbs are reviewed to adopt a model for this research.

2.2 The Concept of Irregularity in English

Irregular verbs and irregular plurality which are grammatical components attracted the minds of linguists to work on. Irregularity of verbs simply refers to a situation where some verbs form their past and past participle forms in different ways (Juba, 2000). This means, there is no definite system of forming the two forms (past and past participle) from the present simple form of the given verbs. Some times, the two forms are the same with the base form and at times the past and past participle will be different from each other and so on. Irregular verbs are also called strong verbs (Garba, 2007).

2.3 An Overview of Irregular Verbs

Quirk (1973:30) states that "irregular lexical verbs differ from regular verbs." This is a clear statement because regular verbs have a definite system of forming their past and past participle forms, that is, by adding the morphemes-ed to the verb base in both the past and past participle forms of a given verb which is contrary to the irregular ones.

Examples.

Regular Verb Tense Formations

S/N	Verb base	Past Simple Forms	Past Participle Forms
1.	call	called	called
2.	talk	talked	talked
3.	work	worked	worked
4.	Walk	walked	walked
5.	Stop	stopped	stopped

Contrary to regular verbs, irregular verbs form their past and past participle forms in different ways. Quick & Greenbaum (1973) identified three important features of irregular verbs, which show their irregularity: namely:

a. Irregular verbs either do not have /id/ or /t/ inflection. That is, they do not take the addition of such morphemes for forming the past and past participle forms. Examples drink (verb base) drank (past form) and drunk past participle form). Here, it could be observed that the change is in the vowel /i/ which became /a/ in the past form and changed to /u/ in the past participle.

b. Irregular verbs typically but not necessarily, have variation in their base vowel. This means, some irregular verbs have the same vowel in the original form but they differ in the past and past participle forms. Examples:

Verb base	past simple form	past participle form
find	found	found
write	wrote	written

c. Irregular verbs have a varying number of distinct forms. This is to say some irregular verbs have different forms of variations. Example

Irregular Verb Tense Formation

S/N	Verb base	Past Simple Forms	Past Participle Forms
1	do	did	done
2	meet	met	met
3	come	Came	come
4	Speak	spoken	spoken
5	bend	bent	bent

(Source: Quirk et al, 1973: 30 – 31)

Based on the above examples, it could be understood that irregular verbs may affect the performance of students who learn English because of different variations in the formation of their past and past participle forms. Some irregular verbs take -ed in the

past and past participle forms. Some of them have a change in the vowel but others have the same three forms (base, past and pas participle).

In addition, Omosowone (2003:21) states that "irregular verbs are those whose past and past participle are formed in different ways". Here, the author attempts to explain that the formation of the past and past participle forms of these verbs is not regular not follow the same pattern.

Examples:

S/N	Verbs	Past simple form	Past participle form
1	Begin	began	begun
2	bite	bit	bitten
3	run	ran	run
4	shake	Shoke	shaken
5	choose	chose	chosen

Murthy (2007:99) calls irregular verbs “strong verbs”. He states that “verbs which form their past tense by simply changing the vowel without adding-ed, -d or –t are called irregular verbs”. Examples:

	Present	**Past**
1.	come	c<u>a</u>me
2.	write	wr<u>o</u>te
3.	arise	ar<u>o</u>se
4.	speak	sp<u>o</u>ke
5.	give	g<u>a</u>ve

The researcher views Murthy’s work (2007) on the irregular verbs as incomplete and misleading because he failed to include the past participle form of verbs which the irregularity also affects. It could simply be said that irregularities of verbs occur on the past and past participle forms of verbs. The verb base is the original form which other forms of verbs are derived from.

Moreover, Ogwuche (1999:62) says that irregular verbs “are formed by replacing the vowels and at times consonants in the base verb. Irregular verbs have variety forms”. Here, the researcher views that irregular verbs mostly have a change in vowels . Also, some irregular verbs such as, *go* are entirely different in form from went. Moreover, some of the irregular verbs have the same forms in their past and past participle form.

Examples :

Past simple form	past participle form
Shook	shaken
did	done
ate	eaten

Irregular verbs have the same form in past and past participle

past simple form	past participle form
put	put
sat	sat
cut	cut

Likewise, comparing regular verbs with the irregular verbs, Kujore (1990:147) explains that ”regular verbs are those (five form verbs) which form their past and past participle forms by adding-d to the simple form. Irregular verbs, on the other hand have different ways of forming theirs”. Here, it simply understands that irregular verbs have regular ways of forming their past and past participle forms. Kujore (1990) classified the irregularities of irregular verbs in to three classes. These are: a) three different forms which all the three forms (verb base, past simple and past participle forms) are different. (b) two different forms; the verb base is different from the past and past participle forms and (c) only one form which all the three classes (verb base, past and past participle forms) are the same in terms of form examples.

Verb with three different forms

Verb base	**past forms**	**past participle form**
bite	bit	bitten
see	saw	seen
choose	chose	chosen
lie	lay	lain
tear	tore	torn

Verb with two different forms

Verb base	**past forms**	**past participle form**
1. build	built	built
2. buy	bought	bought
3. lose	lost	lost
4. set	set	set
5. make	made	made

Verb with only one form

Verb base	**past simple**	**past participle form**
1. cost	cost	cost
2. put	put	put
3. set	set	set
4. shed	shed	shed
5. cut	cut	cut

In relation to the formation of the past and past participle it could be said that the learners may use some of these verbs wrongly which in turn affects their performance.

According to Leech & Svartvik (2006:300), "irregular verbs are like regular verbs in having –s and –ing forms. The irregular verbs "break" has the forms, "breaking", just as the regular verb walk has the forms "walks" "walking". With irregular verbs however we cannot predict their past tense or past participle forms from the base". Based on the statement, it could be said that regular and irregular verbs are similar in the –s and –ing forms. But, the formation of the past and past participle forms is different. While regular verbs have the definite system of forming the past and past participle form by adding –d or –ed, irregular verbs form the two forms in different ways. Examples of regular verbs.

The base	**past form**	**past participle**
walk	walked	walked
talk	talked	talked

Examples of irregular verbs

The base	**past form**	**past participle**
break	broke	broken

Further more, Odiaka (1974:44) describes some verbs "as irregular verbs because they do not follow a regular pattern of change" examples.

Present tense	**past tense**	**past participle**
1. freeze	froze	frozen
2. am	was	been
3. pay	paid	paid
4. blow	blew	blown
5. arise	arose	arisen

In addition, Etame (2001:18) says that "verbs are either strong or irregular, because they form their past tense by a change or omission of vowels or consonants from the present tense (or the root) word. The past participle forms of strong or irregular verbs may

be formed by a change or omission of vowels or consonants from the present and past tense forms of the verb". In relation to the quotation, it could be said that irregular verbs have different ways of forming their past and past participles forms. Generally, a change occurs in vowels or consonant. However, Etame(2001) particularly noted that "many strong or irregular verbs form their past tense and past participle by adding the suffix-ed, -n, -ne, -t or by any other change, to the present tense". Therefore, as the researcher is saying, such ways which irregular verbs forms their past and past participle form which are not consistent really is confusing and consequently may lead to the poor performance of SS 3 students in learning English.

Also. McGregor (2009:83) says "in English language, verbs can be distinguished by the fact that they make past tense forms regularly by the suffix-ed and irregularly by other means, including suppletion".

Also, the auxiliary verbs in English are formed in different ways. "An auxiliary verb is a verb that helps principle verbs to function" (Idowu, 1998:109)

They are classified into primary and modal auxiliaries. The primary auxiliaries are:

To be	to do	to have
I am	The boy did the work	the boy <u>has</u> a book
He is		they <u>have</u> some money
She was		

The words "am'" "is", "are", "was" and "were" function as main verbs but some times they act as auxiliary verbs. (Idowu, 1998).

Examples:

I am a boy.

She is a girl.

We are naughty children

My sister was once a secretary.

In the sentences, all the underlined verbs functioned as main verbs. Meaning they give a complete meaning. However, in the following sentences, the underlined verbs functioned as auxiliary verbs because they helped the main verbs going, studying, cheated and playing. The sentences are:

1.10 She is going home

1.11 We are studying for our exam.

1.12 My sister was cheated by some cooks.

1.13 They were playing football.

In addition, part of the irregularities of English verbs, Tomori (1977:29) points out that "distributional differences refers to grammatical differences in privileges of occurrence. The distributional difference between run" as a verb and "run" as a noun. We can say "He will soon start to run" (run as a verb). In the game of cricket, we can say "He has just completed the run" (run as a noun).this implies that some of the English irregular verbs could either be used as verbs or nouns depending on where they occur in a given

sentence. Not only "run" words such as, cut, sung, sent, hit, swept, etc. Which are also irregular verbs could be used as either nouns or verbs. These functions of irregular verbs need to be studied well by the senior secondary schools students so that their English written performance would be effective. Similarly, Tomori (1977:87) state that "many of these irregular verbs are literary forms which no longer occur in present day English" based on the statement, it could be highlighted that literary forms of expressions have special meanings or rather implied which need to be studied.

Adeyanju (2007:96) explains "we recognize three types of irregular verbs. Irregular verbs (1) add "d", "ed" or "t" and altered base to form the past tense, or (2) changed their base without adding –d,-ed or –t to form the past tense, or (3) occasionally have no signal for past tense". This classification of irregular verbs is said not to be clear. The author considers past and past participle forms of the irregular verbs as one thing which is wrong because the forms have different functions and the way they are used in a sentence Examples, *I* saw him. (saw as past simple form) and *I* have seen him. (seen is used as past participle). It could be understood that when using the past simple tense in the active form one needs no any helping verb but there is need of an auxiliary verb when one uses the past participle forms of a verb. Also, more than ninety-nine percent of the reviewed authors by this research work who worked on the irregular verbs emphasized the irregularities in the past simple and past participle forms of the given verbs. Similarly, most of the classifications of the English irregular verbs that are presented in the sequence of present (normal verbs), present tense (s- form using third person singular) present continuous (-ing form) past simple and past participle respectively. However, Adeyonju's classification of verb forms may confuse the learners of English which in turn could affect their English written performance.

According to Omoniwa (2001:77-78) “any verb in English which does not form its past (v-ed) and past participle (V-ed) by adding –ed to its basic forms is irregular”. This suggests that irregular verbs would be identified form which usually end in-ed”. However, this statement is some how misleading because there are other types of irregular verbs which do not form heir past and past participle form by adding –ed, instead they may end in –en as in written spoken or –It as in spelt, smelt or having a change in vowel as in, drank, drunk, began & begun or they remain in the same forms with the base form both the past & past participle forms as in hit and hit, cut and cut etc. Accordingly, other irregular verbs do not take any one of those processes of forming their past and past participle forms. Instead, they appear in deferent forms. For examples.

Past Simple	**Past Participle**
lay	lain
saw	seen
grew	grown
knew	known
wrote	written
chose	chosen

Based on this contradiction, it could be said that irregular verbs are those types of verbs whose past and past participle forms do not end in –ed or –d and would be formed by different inflectional processes as discussed above.

Besides, Heigtsman (1985:47) states that "verbs are a bit more complicated than nouns. She points out that irregular past participle such as burnt, swept, eaten and lain may be used as part of a verb along with the helper verbs such as, 'is, has, have and been or they may be used as describing words' (adjective) as in "burnt toast". Here, it could be said that the statement stresses that irregular verbs should be carefully studied because of such different uses which they have.

Likewise, Grieve (1970:144) explains that "some verbs, such as, find, begin, write, eat, hit, hut teach, catch, spend, buy, burst, bite etc. are used irregularly". This implies that irregular verbs are complicated as such misusing them could affect the English written performance of the senior secondary school students.

According to Choy and Clark (2002:33) "verbs can be either main verbs or helping verbs (also called auxiliary). Main verbs tell what action is being performed in a sentence. Helping verbs indicate shades of meaning that cannot be expressed by a main verb alone" Choy (2002:33) classified irregular verbs into three principal parts. These are, present (which when proceeded by to becomes infinitive) the past and past participle. "Any verb that does not form both its past and past participle by adding –ed or –d is considered irregular. Examples.

Present	**past**	**past participle**
fall	fell	fallen
give	gave	given
hide	hid	hidden

He further said that because irregular verbs by definition have irregular spellings,one must “memorize” the spelling of their past and past participle forms. Several pairs of verbs are often confused: lie/lay, rise/raise etc. (Choy, 2002:27). Reference to the above statement it could be said that the use of irregular verbs in the written English should be carefully studied.. Doing this could improve the performance of the senior secondary schools students in the written English. For instance, one may be confused in determine the past and past participle forms of the irregular verbs whose formation of the past and past participle form is done by a change in vowel.

Examples:

Past	**past participles**
began	begun
ran	run
drank	drunk

Furthermore, Tregido (1985) & Asudo (1982) described irregular verbs based on the different formation of their past and past participle. They stated that irregular verbs have no ordinary-ed in their past and past participle forms but change their basic part of the verbs. For instance.

Present simple	**past simple form**	**past participle**
drink	drank	drunk
sing	sang	sung
come	came	come
show	showed	shown

Also, Ataman (2002:16) says that "irregular verbs are not consistent in form when tense changes. Examples, tear-tore-torn etc. in relation to the statement, it could be understood that the use of irregular verbs in written English by learners of English needs special attention because of such inconsistencies which they have in the formation of their past and past participle forms.

In addition, Murthy (1985:10) explains that "many verbs are irregular. The past simple does not end in –ed.

Examples.

present simple	**past simple**
see	saw
go	went
shut	shut

write wrote

Accordingly, Murthy (1985:274) says that "when the past simple and past participle do not end in –ed the verb is irregular". He classified irregular verbs in four (4) classes. The class 1,2,3 are purely irregular verbs while class 4 includes such types of verbs which could either be regular irregular depending on how they appear in a given sentence. Example

(i) With some irregular verbs, all three forms (infinitive past simple and past participle) are the same. Examples.

a. Don't hit me. (Infinitive)

b. Some body hit me as I came into the room (past simple present perfect)

c. George was hit on the head by a stone. (Past participle passive)

(ii) With other irregular verbs the past simple is the same as the past participle but different from the infinitive.

Example tell-told

i. Can you tell me what to do? (infinitive)

ii. She told me to come back the next day. (past simple)

iii. Have you told any body about your new job? (past participle, present perfect)

iv. I was told to come back the next day. (past participle passive)

(iii) With other irregular verbs, all three forms are different.

For example, wake-woke-woken

i. I'll wake you up. (infinitive)

ii. I woke up in a middle of the night. (past simple)

iii. The baby has wakened up. (past participle present)

iv. I was waken up by a loud noise. (Past participle passive).

(iv) With other verbs can be regular or irregular examples:

burn	burned or burnt
dream	dreamed or dreamt (dreamt)
lean	leaned or lean (lent
learn	learned or learnt
smell	smelled or smelt
spell	spelled or spelt
spill	spilled or spilt
spoil	spoiled or spoilt

Based on the Murphy's classification on the irregular verbs above, one may understand that there is confusion. This is because some irregular verbs such as, go, shut, write etc. form their past and past participle forms differently. Irregular verbs, such as, burn, learn, spoil are more confusing because they could be used regularly or irregularly as it has been discussed already. Accordingly, the

inconsistent nature of the English irregular verbs could result to the poor performance in the written English by the senior secondary schools students.

Besides, Nesbitt (2001:18-19) describes that "irregular verbs are some what confusing" the term, verb has long been used to refer to such items as write, writes, wrote, writing, written and to is, was, were, has, and also to was writing, were writing has written and so on. That is to say, conventionally, verb may refer to verbal groups as well as to the components of those groups. The various forms of write in the incomplete list above are in, some instances, supported by other verbal element (am, are, is, was, were, had, and so on*).* We can distinguish "write" as the stem and is, are, was, am, were, has and so on, as finites. Since "write*"* is a dictionary item in way that none of the finites we can also refers to as lexical verbs. With reference to this statement, it could be inferred that the irregularities of English verbs on both lexical and primary auxiliary verbs which relate to number (singular and plural) for instance, is, am, has, was are auxiliary verbs which go with singular subject while are, were, have are used with plural subject. Therefore, unless learners of English are very carefully in the learning and using the irregular verbs on the written English that their performance will be effective.

Moreover, Kirkpatrick (2007:126) states that "irregular verbs do not obey the rules which apply to regular verbs". In particular, they deviate form the pattern of adding ed or –d to the infinitive forms". This implies that unlike the regular verbs which a unified way of forming their past and past participle forms, Kirkpatrick, classified the formation of irregular verbs into five classes as follow.

1. Category one consists of those verbs which have the same form as infinitive form in the past tense and past participle forms. E.g. cut, put, burst etc.
2. Category two includes those irregular verbs which have two past tenses and two past participles, the past tense having the same forms as the past participles, such as, spoiled/spoilt, smelled/smelt, speeded/sped etc.
3. Category three includes those irregular verbs which have past tenses that never end in –ed and which have the same form as that of the past participles. bent/bent, found/found, slept/slept.
4. *C*lass four includes irregular verbs which have regular past forms ending in –ed or –d and two past participles, one which is regular and the same as the past tense. Example;

present	**past simple**	**past**	**participle simple**
sew	sewed		sewed/sewn
sow	sowed		sowed/sown
prove	proved		proved/proven
mow	mowed		mowed/mown

5. Another category includes irregular verbs which have past tense and past participles which are different from each other and different from the infinitive.

Examples:

Present	**past**	**past participles**
blow	blew	blown
do	did	done
drive	drove	driven
ride	rode	ridden

(Source: Kirkpatrick, 2007:126).

Kirkpatrick's classification and description of the English irregular verbs is said to be comprehensively made because, he presented most if not all the irregular forms of such strong verbs. Therefore, looking at this clear classification of the inconsistent verbs specially the category one which do not change their form of infinitive with the past simple and the past participle forms as in cut, put, etc. category two which the past participle form as in could take –ed as regular verb do or take another form of morphological markers like "*it* as in spoiled/spoilt, smelled/smelt and the category four which the irregular verbs from their past simple form by adding –ed as in proved, sewed which could also be used in the past participle form or could take another form like proven, sewn, it could be said that these inconsistencies of forming the past and past participle forms of the irregular verbs is confusing. Accordingly, it could affect the written English performance of the senior secondary schools students.

In addition, Halliday (2004:47) says that "past tense in English is usually realized as - (ed), in so – called 'weak' verbs, second, there may be a change of vowel in strong verbs, some has change of vowel plus final –d/t. for examples. Think/thought, do/went,

mean/meant, and a tiny numbers are lexicalized (am/was, are/were, go/went)'. Here, Halliday described regular verbs as weak verbs because of forming their past simple form by addition of –ed only. Also, he considers –ed only the present and past simple forms in describing how irregular verbs which he calls 'strong verbs are formed but he ignored the past participle form which is also very important. Example, do/did, go/went instead of do/did/done, go/went/gone. This is said to be a weakness in the description and classification of the English irregular verbs because learners of English may use the past simple form of those verbs *(*did, went,*)* as past participle forms (done, gone*)* which is very wrong and in turn could affect their written English performance.

Also, part of the irregularities of the English verbs. Olaofe (2010:9) and Alobo (2006:50) explain that auxiliary verbs, primary auxiliary verbs per se could either be used in two ways. These are; main verbs and helping verbs which seem to be confused. Based on these statements, it could be learned that the use of the English irregular verbs by the SS3 students on their written English performance could be affected if care is not taken.

Forest (N/A) describes the irregularities of English verbs in different forms from the way some cited authors did. He classified some verbs *"*as often confused" as in (pgs 59-63). For examples, the verbs "been" and "gone". "been" is used to express that some body went to a place and left but "gone", denotes that a person is still in the place he has gone. Similarly, "lie" and "lay" tend to be confused. However, transitivity enables one to learn that "lay" needs an object to complete its meaning in a sentence. E.g. "That hen lays a lot of eggs". In this sentence, "eggs" is used as an object to the verb "lay". But, "lie" could either be used with or without an object depending on the meaning which a speaker intends. For instance, in the sentence "He often lies to his parents". The word

"parents" stands as object of the verb "lie". However, if we mean somebody is in a horizontal position or be situated, lie could be used without an object. Example: (i) he lies in bed e very morning till nine" (ii) the mosques lie in a valley. This implies that pragmatically these verbs are confusing. Similarly, Forest (pgs 60, 61, 62) cited some verbs which he calls "confused verbs". These include borrow and lend, do and make, reach and arrive, salute and greet, say and tell, steel and rob, wear, put on and dress, wound, and injure, hurt and damage, win and beat respectively." All these verbs tend to be confused because learners of English use them interchangeably which is very wrong. Therefore, the same such misusages by the SS3 students affect their written English performance. In addition, in (page 4-6), Forest states that "some verbs are rarely found in continuous forms except, of course, in the passive. They describe states or feelings which are thought to continue indefinitely. It is advisable to acquaint oneself through with these verbs". He classified these type of verbs into classes as follow: - Class *1:* - verbs for states over which we have no control e.g. see as in "I see that it is raining again. (Compare look) as in "He is looking at a map". Seeing is a state over which we have no control once we have our eyes open, but we can choose to look or not look. Class *2:* - verbs for ideas e.g. know, understand, realize think Class *3:* - verbs for wishing e.g. wish, want, desire, Class *4:* - verbs for possession. E.g. possess, have, own, belong to etc. Class *5:* - verbs for liking and dislike. E.g. like, dislike, love, hate, forgive etc. Class *6:* - certain other verbs (be) e.g. appear, seem, mean, result, contain etc. (source; Forest, N/A: 4-7). Considering these classifications and explanation of the irregularities of verbs, it could be inferred that the SS3 students should study thoroughly the irregular nature of the English verbs in order to improve their written English performance.

However, Forest did not explain directly and clearly the formation and nature of the English irregular verbs by using common patterns or features which almost all the cited authors/writers who worked on the English irregular verbs used. This is to say, irregular verbs either form their past and past participle the same interns of forms as in cut (Ps) and cut (PP), changing a vowel as in began (Ps), begun (PP), taking two forms of the past participle which one is the same spelling with the past simple but the other one is different as in smelled (Ps) and smelled/smelt (PP) or the formation of the past and past participle forms of some irregular verbs become completely different in forms as in went (Ps) and gone (PP), did (Ps) and done (PP) etc.

Moreover, Newman (1987:627) states that "verbs in Hausa occur in a number of morphological classes referred to as grades. There are some ten or so irregular verbs. These are verbs that in their basic forms at least, do not appear to fall within any of the established, although some of them do operate secondary grades in a regular manner". Examples, gani, meaning see, sani meaning know, bari meaning leave, zama meaning become, come meaning zo, hau meaning mount, ba/bai meaning give, je meaning go, kai meaning take etc. from the above information, one could be understood that the issue of irregularities of verbs is a universal phenomenon. This means, it is not only in English language that some verbs are irregular but it is also in other languages, Hausa, for example. The relevance of reviewing the irregular verbs of Hausa language in this research work is that it enables a researcher to learn the similarity which occurs in different languages.

2.4 Summary of the Review of Related Literature

The chapter reviewed the contributions of different authors in the explanation of irregular lexical and primary auxiliary verbs. It indicated that the variables were treated widely by grammarians. Generally, it could be said that the Irregular verbs tend to be problematic because of their inconsistent nature. Also, the chapter reviewed some theories of grammar as the theoretical frame work of this research study where a model was chosen. Finally, the previous studies which are related to this research work were reviewed as the Empirical studies.

2.5 Previous Studies on Irregularity of English Verbs

Alobo (2005) conducted a research on "The Misuse of Auxiliary Verbs by NCE Students". He used survey research method. He employed an objective test in gathering the data. The test consisted of sixty objectives questions.

The results concluded that almost all the types of auxiliary verbs in English are problematic to the students but the primary auxiliary verbs pose more problems to them than modals. They have limited knowledge of the use and proper application of the rules guiding auxiliary verbs usage. Primary auxiliary verbs are irregular because they could be used as auxiliary or lexical verbs depending on where they appear or how they are used in a sentence.

Besides, it could be said that Alobo's research is similar to this research because the two topics are under grammar component of English language and deal with use of verbs. Also, Alobo used objective test and the researcher of this research would use fill in the blank test which is another type of objective test.

Accordingly, the fact that Alobo has tried and identify some misuses of auxiliary verbs by NCE students, he has forgotten that senior secondary school students should be more appropriate subjects because they are the students who are admited to NCE programme. Also, it could be said that the irregular lexical verbs which he didn't consider are more problematic than auxiliary verbs. The use of objective test only could not give clear result of the misuse of auxiliary verbs. Rather, essay writing should be added to the instrument.

Nice (2011) carried out a research on "Investigation of the use of Verb Tense in Students Narrative Essay: An analysis of the Past Simple Tense. The researcher used questionnaire to know the difficulties faced by the students when writing essay. The questionnaire comprised of twelve questions. Some of them have alternatives Yes/No but others have options a,b,c,d. The second instrument used is essay writing. It was used to test the SS3 students in handling verb tense consistency in narrative composition.

The results of the research showed that the students did not understand that irregular verbs form their past and past participle forms in different ways. Rather, they generalized the use of-d and –ed which are applicable to the formation of the past and past participle forms of the regular verbs. Also, in the classification of the past tense errors, Nice found that the students made error in use of tenses.

The two researches are similar in the sense that they deal with the English verb irregularity. That is, the inconsistent nature based on the tense change. Also in the use of instrument, Nice used essay writing and the present researcher intends to use essay writing. Similarly, the subjects of the two students are SS3 students.

But, while Nice focused on identifying the verb tense consistency the researcher emphasized on identifying the use of irregular lexical verbs and primary auxiliary verbs. Also, the present researcher decides to use fill in the blank and essay writing tests to collect the data but the previous researcher adapted the essay writing test only.

Critically, it could be said that Nice has tried and identified some of the errors made by the SS3 students in the verb tense consistency when writing narrative essay, yet, the researcher has failed to provide the correct form of verbs used wrongly.

Similarly, Aliyu (2012) did a research on the "Realizations of the Past Tense Marker (-ed) and the Plural Marker (-es) in the Spoken English of some Selected Secondary School Students:

The researcher used interviews, observations and reading tasks. He used these instruments because the study emphasizes the spoken aspect of language use. In the use of observations, the researcher observed that students in and outside the classroom for about two weeks. Later, he presented the structured interview to the selected students in order to find out the influence of mother tongue on the L_2 whether the students know that the inflections, –ed and –s to the are phonological conditions in English. Aliyu gave two paragraph stories with the inflections –ed and –s to the students to read. He recorded the proceeding.

The result showed to some extent, that there is poor realization of the past tense marker-ed and the plural in the students' pronunciation. Specifically, the result revealed that not only that there mispronunciation of the variables-ed and –s but also zero marker by some respondents as in the pronunciation of the word danced as dance /dans/ instead of /da:nst/ were miss using. It also revealed that the past marker-ed was pronounced incorrectly by the respondents. It was realized as-ed instead of /d, t or id/. This

means that the errors made by the respondents verbally could possibly be made in the written English because the two are related. Writing is the representation of speech.

Based on the review it could be seen that the previous research is similar to the present research because irregular verbs, past tense marker and plural marker are concepts that belong to the grammar component. Also, the topics deal with how effective it is the secondary school students use these grammatical items. However, while Aliyu focused on the use of spoken English the present study stresses the use of written English. The present researcher decides to use fill in the blank test and essay writing for collecting data which are contrary to observation, interview and reading tasks that the previous researcher used. Moreover, the variable of the previous researcher were past tense marker (-ed) and plural (-s) but the variables of the present study are irregular lexical verbs and primary auxiliary verbs.

Looking at the review critically, it would be said that the previous researcher tried and identified the irregularity of English particularly the formation of past tense marker in the use of spoken English. He identified that the respondents lack the knowledge of the phonological conditions of the inflection -ed and -s which result to poor pronunciation.

However, Aliyu failed to include oral drill in the instruments used. It is believed that oral drill through the use of minimal pairs is one of the effective strategies for testing oral fluency (pronunciation). Likewise, it could be disagreed with the use of observation for testing pronunciation because it is not what could be seen openly like writing, dancing and drawing.

Also, the subjects of the previous research were not clearly stated whether junior or senior secondary school students.

2.6 Conceptual Frame Work

Kombo (2006:57) defines theoretical frame work as "a collection of interrelated ideas based on theories. It is a general set of assumption about the nature of phenomena. To understand theoretical frame works, an analysis of theories has to be made". The "verb" which so many grammarians, such as, kujore (1990:146), Ogwuche (1999:60), Alobo (206:49 regarded as "the most important part of speech" is a grammatical component. Accordingly, irregular lexical verbs and primary auxiliary verbs which are the subject matters of this study have been discussed by very many grammarians in different grammar text books. Reviewing some of the theories of grammar will enable us to choose a suitable model for this research . Also, considering the fact that non- native speakers of English have to understand and apply the knowledge of English grammar in order to use English both in spoken and written forms effectively, there is the need for us to define the term, grammar for more understanding and see how it could provide us with a focus in this research. Murthy (2007:2) defines grammar as a "systematic study of specific method which provides us information and guidance necessary to learn a language. The science of grammar teaches us how a language is spoken and written correctly and effectively". Greenbaum (1988) defined grammar as "a general theory of language description". In essence, grammar refers to the properties and processes that underlie the use of language. This means that the learners should learn the rules of how to make spoken and written communication effectively. Based on the above information, the following theories of grammar would be discussed for this research work.

1. The traditional grammar model

2. the structural grammar theory

3. The transformational generative grammar theory

Theories of Grammar Reviewed

Introduction

These theories are reviewed for irregular lexical verbs and primary auxiliary verbs and linguistics competence which form the major concern of this research study.

Traditional Grammar Model (TG)

- Traditional grammarians classified "*verbs"* into lexical/main, primary and model auxiliary verbs, transitive and intransitive verbs for correct usages of English.
- The grammatical concepts, such as, tense; gender, number, mood and voice are the works of traditional grammarians.
- They emphasized on meaning before form. This means, traditional grammarians are definition based.

Structural Grammar

Structural grammar approach focuses on the description of the structural grammar of a sentence. It does not prescribe a sentence as traditional grammar does. Structural grammar uses a scientific approach to the study of language. It uses observations not preconceptions in dealing with a language. That is, it describes the language the way it is spoken but does not prescribe what people ought to say. The structural grammar called some words as function word which technically is called closed classes that have limited members, and new items are hardly added. These function words include the traditional auxiliary verbs, the prepositions and the

articles in English etc. Here, it could be said that structural grammarians classified English auxiliary verbs as function words as against the traditionalists.

In addition, some of the major tenets of structural grammar are the primacy of speech, accurate information about language, field work, discover procedures They contributed the terms morpheme, distinctive features, alternation, theory of nakedness, avoidance of generalization description not prescription, describing languages in their own right, rejected language universals, meaning cannot be tested, writing is not language, language is exclusively a system of vocal sounds etc. there are two different types of analysis in structural approach. These are: reductive approaches which begin from larger layer of language analysis such as syntax to morphology to phonology or from sentence to clause to phrase – words – morphemes – phonemes – allophones (larger to atomistic level). The expansive analytical approach starts from the atomistic layer to the larger layer.

Transformational Generative Grammar Theory (TGG)

Transformational Generative Grammar theory is a reaction against post Bloomfieldian structuralism and partly a continuation of it

The theory accounts for both linguistics structure and creativity of language. It is believed that all human beings possessed a language acquisition device (LAD) which enables one to create and understand sentences different from the original. This is what referred to as linguistics competence (head knowledge).

Transformational generative grammar identified three levels of grammatical analysis which include the surface structure, the deep structure and the transformational levels.

2.7 The Choice of a Model

Having assessed the traditional grammar theory and the structural grammar approach in relation to the effect of the English irregular lexical verbs and primary auxiliary verbs on the written English performance of the students with the view of selecting a suitable descriptive model for this research it is now a suitable model could be selected. However, in order to come out with the best suitable model, we have taken into consideration the data for this study to use the traditional grammar approach. It is found to be the suitable model for the study because of its deep coverage of the verb. Although, it is always argued that there is no single model that can adequately care for all the questions that have been raised concerning the effect of the English irregular lexical verbs and the primary auxiliary verbs on the written English performance of the students of English, we are of the view that the wide coverage which the traditional grammar theory gives to the irregular lexical verbs and primary auxiliary verbs in English makes it a suitable model. Therefore the model was used to explain our data in this study.

CHAPTER THREE

Research Methodology

3.1 Introduction

In this chapter, the researcher focused on the systematic procedure of the activities taken in the study. They include the following: The research design and the population used for the study. The sample size and sampling procedure chosen for the research. The method employed for data collection and instruments used for data analysis. They were discussed under the following sub-headings.

3.2 Research Design

The research design adopted for this research study was the Survey design. By Survey design information is collected about people's attitudes, opinions, habits or any of the variety of education or social issues"(2002: 71). Therefore, the design was used to this research for collecting information about students' usages of irregular lexical and primary auxiliary verbs in the essay and multiple choice tests. The design was used for the study because the instruments used for collecting information about students' usages of irregular lexical and primary auxiliary verbs in the written English were fill in the blank(objective) and essay writing tests.

3.3 Population for the Study

The population of this research was the Senior Secondary School Students of Kano State. There are four hundred and thirty-five Senior Secondary Schools in Kano state in the fourteen Zonal Education Offices. The total number of the students is sixty- four thousand, six hundred and eighty- five (64,685) as of 2013.

3. 4 Sample Size and Sampling Procedure

Out of the total number of one hundred and ninety- two Senior Secondary Schools in Kano State Metropolitan Zonal Education Offices as at 31st December, 2011, four senior Secondary Schools were selected for this research with a population of one thousand seven hundred and forty- nine (1749) students.

3.5 The Schools Selected

Out of the total number of one thousand seven hundred and forty- nine SS3 students of the selected schools, three hundred and seventeen (317) students which were according to the number of students from each school were stratified and sampled randomly. That is, by tossing folded papers by the students which contained yes and No. The procedure used to determine the sample size of each of the selected schools was percentage based on the number of the students from each school.

Table 3. 1 Distribution of Students Population according to size and schools.

Schools	G.S.S K/Nasarawa	G.G.C Dala	G.S.S. Tarauni	G.G.S.S.S. G/Albasa	Total

Population	476	365	515	393	1749
Proportion	0.33	0.25	0.36	0.27	1.21
Sampled	86	67	93	71	317

3.6 Instruments for Data Collection

Fill in the blank (objective) test and essay writing were the instruments used for collecting of data. Fifty- four questions were set on both Irregular Lexical and Primary Auxiliary Verbs for the test. That is, fill in the blank spaces with the appropriate irregular Lexical Verbs and Primary Auxiliary Verbs given. Also, the second test was on essay writing. The students were asked to write an essay on the topic *"*How I Spent my Last Term Holiday".

3.7 Validity and Reliability of the Instruments

Both the face and content validity of the instruments were determined by the experts' opinion which includes the researcher's supervisors and colleagues. The criticisms and suggestions made improved the structure and standard of the instruments. The reliability of the instruments used for this study was established using the test and re-test method. Five students were sampled for the multiple choice and written essay tests for the first and second time after the interval of three weeks. The pearson product moment correlation co-efficient was used in computing the correlation co-efficient of the instruments. The reliability co-efficient scores, 0.78 was obtained hence the instruments were adequately reliable and suitable for the study.

3.8 Pilot Test

After making the necessary corrections on the validation of the instruments, a pilot test was conducted at Government Senior Secondary School Tamburawa using five students. The sampled population had similar characteristics with the sample of the main study. All the typing errors and unclear questions were detected and corrected after the pilot test before the main tests administered to the subjects of the actual study.

3.9 Procedure for Data Collection

For the collection of data in this research, a researcher constructed fill in the blank (objective) test which was conducted and invigilated by the researcher. After the candidates finished the test, the researcher marked and recorded the marks scored by each student. One mark was awarded for each correct verb used and there was no mark given for incorrect verb. Written essay test on the topic “How I Spent my Last Holiday” was written by the students. The researcher collected the scripts, marked and recorded the marks of each candidate. The test was marked according to the marking scheme. That is over 40 marks and 2marks were subtracted for misused verb. The marks entered against the students names.

3.10 Procedure for Data Analysis

In order to have a proper analysis of the data sixty marks were allocated for the fifty four questions comprising irregular lexical verbs and primary auxiliary verbs. Being irregular lexical verbs have thirty (30) questions and the primary auxiliary verbs twenty four (24).. The marks were used to analyze the data. In the analysis of the relationship between irregular lexical and irregular primary

auxiliary verbs in terms of being more problematic the research hypotheses were analyzed using Pearson Product Moment Correlation (PPMC) and Simple Frequency Count was used to answer the research questions.

3.11 Summary

The chapter explained the methodology of this research study. The design of the research study, population sample and sampling procedure, the instruments used for data collection and how data was analyzed was also explained. The chapter also discussed the pilot test, validity and reliability of the instruments, data collection procedure and analysis.

CHAPTER FOUR

Data Presentation and Analysis of Findings.

4.0 Introduction

This chapter presents the analysis and interpretation of data collected from the field. The analysis of the data was presented in two forms:

a. Descriptive Summary of the Variables Understudy

b. Research Questions Testing

c. Hypotheses Testing

All the hypotheses were tested under 0.05 level of significance.

4.01 Descriptive Summary of the Data

Table 4.1: Distribution of Students Scores in all the Variables

Schools	Variables	Overall Scores	Mean	Standard Deviation
G.G.S.S.Tarauni	Irregular Lexical Verb Use in Written Essay	1332	4.2271	4.43863
G.S.S.S.K/Nasarawa	Students' performance in Expression	858	2.6562	2.48891
G.G.A.S.S.G/Albasa	Students' performance in Content	876	2.7508	2.52413
G.G.C.Dala	Students' performance in Organization	732	2.2808	2.49557
	Students' performance in Mechanics	728	2.2650	2.02496
	Students'	4426		

	Overall performance in		14.1798	11.78993
	Irregular Lexical Verb Use in Objective Test	3572	10.2050	4.50164
	Irregular Primary Auxiliary Verb Use in Objective Test	4577	11.7823	4.92346
	Students' Overall Performance	7044	10.9936	3.31566

The table 4.1 presented the overall scores, mean and standard deviation of the students who sat for the objective and written essay tests on the use of irregular lexical and primary auxiliary verbs. Their overall scores in the use of irregular lexical verb in the written essay test were 4426. Their mean was 14.1798 and the standard deviation was 11.78993. Besides, the overall students' performance in the use of irregular lexical and primary auxiliary verbs in the objective test was 7044. Their mean was 10.9936 and the standard deviation was 3.31566.

Considering the result of the students' performance in all the variables it could be said that the use of irregular lexical verb in the written essay test has the highest mean of 4.2271 as well as the standard deviation of 4.43863. Also, the use of mechanics in the

written essay test has the lowest mean of 2.2650 and the standard deviation of 2.02496. Similarly, the use of irregular primary auxiliary verb in the multiple choice test has the highest mean of 11.7823 and the standard deviation of 4.92346 followed by the use of irregular lexical verb which has the mean of 10.2050 and the standard deviation, 4.50164. Therefore, it could be stated that the students are weak in the use of mechanics than the other essay components. Also, they performed well in the use of irregular primary auxiliary verb in objective test than the irregular lexical verb.

Table 4.2 Descriptive Summary of Students' Achievement in Objective and Essay Tests (Relationship between Competence and Performance)

School	Scores in Objective Test		Scores in Essay Test	
	Passed	**Failed**	**Passed**	**Failed**
G.G.C. Dala	31	36	13	54
G.G.A.S.S.S. Gandun Albasa	28	43	14	57
G.S.S.S. Kofar Nansarawa	27	59	13	73
G.S.S.S. Tarauni	55	38	35	58
Total	**140(44.16%)**	**177(55.83%)**	**75(23.65%)**	**242(76.34%)**

The table 4.2 showed the relationship between competence and performance in the use of irregular lexical verb in objective and written essay tests. A total of three hundred and seventeen students sat for multiple choice and essay tests. One hundred and forty (140) 44.16% students passed the objective test and one hundred and seventy-seven (177) 55.83%students failed. Besides, seventy-

five (75) 23.65% students passed the essay test while two hundred forty-two (242) 76.34% failed. Therefore, the number of the students who passed both the objective and essay tests is fewer than those who failed indicated that the is a relationship between competence and performance in the use of irregular lexical verb in objective and essay tests of the students.

Research Questions Testing

Research Question 1: Is there any relationship between the irregular lexical verbs use in the written English and performance of the SS3 students in the selected senior secondary schools in Kano State?

Table 4.3 Relationship between Irregular Lexical Verb Use in the written Essay and Performance of students

Variables	Overall Scores in Irregular Lexical Verb Use in the Written Essay	Percentage
Pass	75	23.66%
Fail	242	76.34%
Total	317	100%

Table 4.3 presents the relationship between irregular lexical verb use in the written essay and performance of the students in Kano State. A total of three hundred and seventeen students (317) formed the sample of the candidates. seventy-five students(75)23.66% passed while two hundred and forty-two (242)76.34% students failed. Hence, the number of the students who passed the test is fewer than those who failed showed that there is a relationship between the use of irregular lexical verb in the written essay and the performance of the ss3 students in Kano State.

Research Question 2: Is there any relationship between the Use of Primary Auxiliary Verbs in the Objective Test and Performance of the SS3 students in the selected senior secondary school in Kano State?

Table 4.4 Relationship between the Use of Irregular Primary Auxiliary Verbs and Performance of Students in Objective Test

Variables	**Multiple Choice Test in Primary Auxiliary Verbs**	**Percentage**
Pass	229	72.3%
Fail	88	27.8%
Total	**317**	**100%**

Table 4.4presents the relationship between the use of irregular primary auxiliary verbs in the multiple choice test and performance of ss3 students in Kano state. A total of three hundred and seventeen (317) students formed the sample of the candidates. Two hundred

and twenty nine (229)72.2% students failed the test while eighty eight (88) 27.8% students passed. Therefore, the number of the students who passed the test is fewer than those who failed showed that there is a strong relationship between the use of irregular primary auxiliary verbs in the objective test and performance of the SS 3 students in Kano State.

Research Question 3: Is there any Relationship between Competence and Performance of Students in the Use of Irregular Lexical and Primary Auxiliary Verbs in the Students Objective and Essay?

Table 4.5: Relationship between Competence and Performance in the Use of Irregular Lexical Verbs in Students' Multiple Choice and Written Essay Tests

Variables	Multiple choice Test in Irregular Verb		Written Essay Test	
	Total	**Percentage**	**Total**	**Percentage**
Pass	141	44.48%	75	23.66%
Fail	176	55.52%	242	7634%
Total	**317**	**317**	**317**	**100%**

The table 4.5 above presents the relationship between competence and performance in irregular lexical verbs use in the written and multiple choice tests of the SS3students in Kano State. A total of three hundred and seventeen (317) students sat for each the essay and multiple choice tests. One hundred and forty one (141)44.48% students passed and one hundred and seventy six (176) 55.52% students failed. Therefore, the number of the students who passed the multiple choice is lower than those who failed indicated that there is a relationship between competence and performance in the use of irregular lexical verbs in objective and the written essay tests of the ss3 students in Kano state. Similarly, seventy five (75) 23.66% students passed the essay test and two hundred and (242)

76.34% students failed. Therefore, the number of the students who failed the test is almost four times those who passed showed that there is a relationship between the competence and performance in the use of irregular lexical verbs in the written essay and multiple choice tests of the ss3 students in Kano state.

Table 4.6: More Difficult Irregular Verb Use between Irregular Lexical and Primary Auxiliary in the Students' Multiple Choice Test

Variables	Irregular Lexical Verbs	Irregular Primary Auxiliary Verbs
Pass	159(50.2%)	82 (25.9%)
Fail	158(49.8%)	235(74.1%)
Total	317	100

Table 4.6 presents the more difficult irregular verbs use between irregular lexical verbs and irregular primary auxiliary verbs in the multiple choice. A total of three hundred and seventeen (317) students sat the multiple choice test for both irregular lexical verbs and irregular primary auxiliary verbs. One hundred and fifty three (153)48.3% students passed the test on irregular lexical verbs and two hundred and twenty nine (229)72.2% students passed the irregular primary auxiliary verb objective test. On the other hand, one hundred and (164)51.7% students failed the test on irregular lexical verbs and eighty eight (88)27.8% failed. Therefore, the number of the students (165)51.7% who failed the test on irregular lexical verbs is higher than the number (88)27.8% of those who failed the test

on irregular primary auxiliary verbs. It is concluded that the use of irregular lexical verbs in the objective test among the SS3 students of Kano State is said to be more difficult than the irregular primary auxiliary verbs.

4.03 Hypothesis Testing

4.3.1 Null hypothesis 1: There is no significant relationship between irregular lexical verbs use in the written English and performance of the SS 3 students in the selected senior secondary schools in Kano State.

Table 4.7: Irregular Lexical Verb Use in the Written Essay Test

Variables	**Irregular Lexical Verbs**	**Irregular Lexical Verbs on Written Essay**	**df.**	**rcal.**	**rcri.**	**Decision**
			315	.362	.113	0.05

Irregular lexical verbs use	1					
Irregular lexical verbs in written essay	.362	1				
Students' performance	.613					

The table above presented a correlation matrix between irregular lexical verbs use in the written essay test and performance of the students. Relationship was found between irregular lexical verbs use in written English and performance of the students as r calculated = .861 is greater than r critical, r=.613 (cal=.861> r cri=.613) under 0.05 level of significance.

The null hypothesis which stated that there is no significant relationship between irregular lexical verbs use in the written essay test is therefore rejected.

4.3.2 Null hypothesis 2: There is no significant relationship between the use of irregular primary auxiliary verbs in the objective test and performance of the SS3 students in the selected senior secondary schools in Kano state.

Table 4.8 Relationship between Irregular Primary Auxiliary Verbs in Objective and performance of students

Variables	**Irregular Primary Auxiliary Verbs**	**Irregular Primary Auxiliary verbs in the Objective Test**	**df.**	**rcal.**	**rcri.**	**Decision**
Irregular primary auxiliary verbs	1	.113	315	.468	.113	0.05
Irregular primary auxiliary verbs in objective test	.468	1				
Students' performance	.394					

The table presented a correlation matrix between irregular primary auxiliary verbs in objective test. Significant relationship was found between irregular primary auxiliary verbs use in objective test and the performance of ss3 students in Kano state as r cal= .468 is greater than r cri = .113 (r cal = .468> r cri = .113) under 0.05 level of significance.

The null hypothesis which stated that there is no significant relationship between the use of the irregular primary auxiliary verbs in the objective test and performance of the SS 3 students is therefore rejected.

4.3.3 Null hypothesis 3: There is no significant relationship between competence and performance of students in the use of irregular lexical verb in students' objective and written essay tests.

Table 4.9 Relationship between Competence and Performance in the Use of Irregular Lexical Verb in Students' Objective and Written Essay Tests

Variables	**Irregular Lexi verb use Objective(comp nce)**	**Irregular Lexical Verbs in Essay Test(performa nce)**	**df.**	**rcal.**	**rcri.**	**Decision**
Irregular Lexical Verb Use in objective Test(competence)	1	.229	315	.394	.229	0.05
Irregular lexical verb Use in the written essay test	.229	1				
Students' performance	.394					

The table above presented a correlation matrix in terms of more difficult in usage between irregular lexical verbs and irregular primary auxiliary verbs and the performance of the students in the objective test. Relationship was found between irregular lexical verbs and the performance of the students in the objective test and it is said to be more difficult to use than the irregular primary auxiliary verbs as r cal= .229 is greater than r cri= .394 (r cal = .229> r cri = .394) under 0.05 level of significance.

The null hypothesis which stated that there is no significant relationship between irregular lexical verbs use in the objective and written essay tests is therefore rejected.

4.04 Summary of the Major Findings

The summary of the major findings of this study are:

Research Question One tested showed that there is a strong relationship between the use of irregular lexical verbs and the written English.

The research question two indicated that there is a relationship between the use of irregular primary auxiliary verbs and the written English.

The research question three revealed that there is a relationship between competence and performance of students in the use of irregular lexical verb in students' objective and written essay tests.

Also, it was found that the use of primary auxiliary verb is more difficult than irregular lexical verb in students' essay.

The null hypothesis one tested showed that there is a relationship between irregular lexical verbs in the objective and written essay tests.

The null hypothesis two tested indicated that there is a relationship between irregular primary auxiliary verbs on the objective and written essay tests.

The null hypothesis three tested revealed that there is a relationship between competence and performance in the use of irregular lexical verbs in students' objective and written essay tests.

4.5 Discussion of Findings

The findings of this work has shown that there is significant relationship between irregular lexical verbs and irregular primary auxiliary verbs in the written English, multiple choice and the performance of the SS3 students in Kano state as r cal. = .362. This work is similar to the findings of Jacob (2005) who was equally found a significant relationship between the misuse of irregular primary auxiliary and modal auxiliary verbs on written English among Nigerian Federal College of Education Students, Kano. The analysis of the result for the misuse of primary auxiliary verbs by the respondents of the four selected schools ranged from 31.5%, 36.8%, 58.3% and 61.4% respectively. The researcher found that the respondents could not use the primary auxiliary verbs (be, have, do) correctly. They misused singular primary auxiliary verbs with plural ones. This finding is related to the findings of this study as the respondents used "is" instead of "was". However, this study found that many respondents misused the present simple form of the primary auxiliary verbs "is" instead of "was", "are" instead of "were" and they misused the present simple instead of the past simple forms of so many irregular lexical verbs such as come instead of came, tell instead of told, buy instead of bought, see instead of saw. Similarly, the students used the regular past form to some irregular lexical verbs like meted for met, teached for tought, readed for read which are all wrong. This indicated their inability in the correct usage of English number and tense which resulted to their poor performance in the written essay. See appendix E for the sample sentences with wrong use of irregular verbs.

Also, considering the scores of the students in the use of irregular lexical verb in the written essay vis-à-vis essay components it could be said that there is a strong relationship between irregular verb use in the written essay and performance of ss3 students in Kano state. The result has shown that the students who used the irregular lexical verb correctly in the written essay were those who passed the essay test but those who misused the irregular verb failed. Similarly, those who performed well in the multiple choice irregular verb tests also performed well in the written essay. Therefore, it could be said that the use of irregular lexical verb in the multiple choice and written essay tests either correctly or wrongly reflects in the performance of ss3 students in Kano state.

Also, the result of the objective test which was used in testing the students' competence in the use of irregular verb indicated that the students who performed well in the objective test are the same students that performed good in the essay which was used in testing the students' performance. Comparatively, it could be said that there is a significant relationship between competence (head knowledge) and the performance in the use of irregular verb by the students of selected senior secondary schools in Kano State. This means, those students who know irregular verb from the objective test used it well in the written essay.

Besides, the scored marks of the students in the written essay test of the irregular lexical verb showed that there is a strong relationship between the use of irregular lexical verb and the essay components (content, expression, organization and mechanics). Thus, the students who scored low marks in the use of irregular lexical verb in the written essay were those who scored low marks in content, expression, organization and mechanics which in turn influenced their Performance negatively.

Furthermore, the findings of this research study were similar to Nice (2011) who found that students misused the irregular lexical verbs in their narrative essay. They used “spreaded” in place of spread, “know” in place of “known”, “take” in place of “took” and “come” in place of “came”. Similarly, Aliyu (2012) was found that there was poor realization of the past tense marker of irregular lexical verbs in the students writing.

Likewise, on the written narrative essay which the past and past participle form of verbs are chiefly used many respondents used some verbs wrongly. These include, tell for told, buy for bought, take for took, sleep for slept, eat for ate and go for went. Also, in the objective test, the verbs ate, swept, hit, drawn, drink, chose and chosen were wrongly chosen.

Besides, in the findings of the study, it was found that the west African Examination Council (WAEC) and National Examination Council (NECO) do not set questions on the irregular lexical and irregular primary auxiliary verbs in the objective test as they do with synonyms, antonyms, prepositions and idiomatic expressions. This was proved from the sampled objective past question papers for 2003, 2005, 2006 and 2007 respectively.

Moreover, based on the hypotheses tested, the findings showed that there was a significant relationship between the major variables of irregular lexical verbs and primary auxiliary and performance of SS3 writing which resulted to the rejection of all the null hypotheses.

The null hypothesis one in table 4.7 showed that the relationship between irregular lexical verbs on the objective and written essay tests was that r calculated = .362 is greater than r critical = .113. The null hypothesis two in table 4.8 indicated that the

relationship between irregular primary auxiliary verbs on the objective and written essay tests was significant as r calculated = .311 is greater than r critical = .113. Similarly, the findings revealed that there was a significant relationship between competence and performance in the use of irregular lexical verb in multiple choice and essay tests as the null hypothesis three tested in table 4.9 showed that r calculated = .394 is greater than r critical = .229.

Besides, the results of the research questions tested showed that there is a relationship between the use of both irregular lexical verbs and primary auxiliary verbs and the written English among the SS3 students in Kano State and their performance.

The research question one in table 4.3 showed that there is a strong relationship in the use of irregular lexical verbs in the written English as the number (107)33.8% of the students who passed the test is less than the number (210)66.2% of those who failed. Also, the research question two in table 4.4 indicated that there is a strong relationship between the use of irregular primary auxiliary verbs in the written English by the SS3 students in Kano State and their performance. Thus, the number of the students (108)65.9% who passed the test is almost two times than the number (209)34.1% of those who failed. Accordingly, research question three in table 4.5 showed that there is a relationship between competence and performance in the use of irregular lexical verb in objective and essay tests. The number of the students who passed both the tests 141(passed objective) and 75(passed the essay) is fewer than the number (176 objective) and (242 essay) of those who failed. However, the results indicated that the number (242) of the students who failed the essay test is higher than the number (176) of those who failed the objective. Besides, the use of irregular primary auxiliary verbs among the SS.3 students in Kano State is more difficult than the irregular lexical verbs as the number of the students (235)74.1% who

failed the use of irregular primary auxiliary verbs is higher than the number (158)49.8% of the students who failed the use of irregular lexical verbs.

CHAPTER FIVE

Summary, Conclusion and Recommendations

5.0 Introduction

Chapter five of this research summarizes and concludes the study. It gives a conclusion and some recommendations based on the findings of this study that has been conducted.

5.1Summary of the work

This research work tried to determine the relationship between the irregular verb use in the written English and performance of the SS 3 students for the senior secondary schools of Kano state use irregular lexical verbs and irregular primary auxiliary verbs on the written English. The population for the study is the ss3 students of four Kano state senior secondary schools whose total number was sixty four thousand six hundred and eighty five (64,685) and the sample of three hundred and seventeen (317) students was chosen. The research was delimited to the students of Kano metropolitan zonal education offices from where three hundred and seventeen (317) students were sampled randomly. A teacher constructed objective and written narrative essay tests were the instruments used for the collection of data in the study. Three research questions and three null hypotheses were formed, tested and analyzed using mean, standard deviation and Pearson product moment correlation at 0.05 level of significance.

5.2 Conclusion

Based on the findings it could be concluded that the use of both irregular lexical and irregular primary auxiliary verbs on the written English performance by the ss3 students of the senior secondary schools in Kano state is problematic. It was found that the students found that irregular verb usage was a problem. This is negatively affected their writing.

5.3 Recommendations

Based on the findings and conclusion drawn from this research, the following recommendations were made:

Every teacher of English language should be a professional of English.

Workshops, seminars and paper presentation on teaching English as a second language should be organized to the teachers of English regularly.

Teachers of English should be screened and interviewed before they are employed to teach.

The WAEC and NECO examination bodies should be setting questions directly on the irregular lexical verbs and primary auxiliary verbs as they do to antonyms, synonyms, prepositions and idiomatic expressions.

Teachers of English in senior secondary schools should be given chances to further their studies.

Inter---classes quiz on English irregular lexical verbs and primary auxiliary verbs should be used in teaching these terms.

Teachers of English should employ practice based approach to the teaching of irregular lexical verbs and primary auxiliary verbs. That is by using objective test, fill in the blank test and written essay.

The state government should allow the ministry of education to recruit enough and qualified teachers of English.

The supervision of teachers of English by the senior secondary schools management board should be regularly and objectively made.

The periodic review of the senior secondary schools curriculum should give due consideration to irregular lexical verbs and primary auxiliary verbs.

The recruitment of the teachers of English should always be done on merit.

It is also recommended that students should read widely and practice the use of English irregular lexical verbs and primary auxiliary verbs on their written English.

Portfolios should be used to guide students' performance.

5.4 Recommendations of the Areas for Further Study

A study of this nature could not cover all the research areas in English language. Its delimitation to use of Irregular Lexical and Primary Auxiliary Verbs on the written English by ss3 students of some selected schools in Kano state metropolis Zonal Education Offices, the study recommends that similar research could be carried out in the following areas:

- The English Verb Forms
- Use of Irregular Plurality of English Nouns in written English by senior secondary schools students
- Comparison Between Public and Private senior secondary school students in the use of Irregular Lexical and Primary Auxiliary verbs on the written English
- The same research topic could be conducted to cover other educational zones of the state

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APPENDIX A

SAMPLE OF OBJECTIVE TEST QUESTION PAPER

NAME OF SCHOOL:_____

NAME OF STUDENT:_____

CLASS:_____ENGLISH TEST ON IRREGULAR VERBS

TIME: 35minutes.

INSTRUCTIONS: Answer all the questions on the question paper in the space provided.

SECTION 1

PART A: IRREGULAR LEXICAL VERBS

Choose only one alternative from a – d that can fill the blank space in the following sentences'.

1. Aliyu has _____ all the food.

   (a) eat (b) eats (c) eaten (d) ate

2. Lami _____ the room very well.
   (a) swept (b) sweeped (c) sweep (d) sweeps

3. The principal_____ in English during the meeting.

   (a) speak (b) spoke (c) speaking (d) spoken

4. They have _____ their hands on the victory of the match

   (a) shook (b) shake (c) shoke (d) shaken

5. Mr. John _____ two cups of water in the party.

   (a) drank (b) drink (c) drunk (d) drinks

6. The Students _____ the examination yesterday

   (a) write (b) written (c) wrote (d) writing.

7. I have _____him the money he requested

   (a) send (b) sends (c)sended (d) sent

8. who _____ you the news?

   (a) told (b) tell (c) tells (d) telled

9. The thief was _____ on the head.

(a) hitted (b) hit (c) hits (d) hiten

10. Larai _____ a nice song on the weeding ceremony.

(a) sang (b) sing (c) sung (d) sings

11. The artist has _____ the picture of the principal.

(a) drew (b) draw (c) drawn (d) draws

12. The labour master _____ with the student who misbehaved.
(a) deal (b) deals (c) dealeed (d) dealt

13. Mr. Abdu _____ some money on the road.

(a) find (b) found (c) finded (d) finding

14. Have you _____ the note of geography?

(a) wrote (b) write (c) written (d) write

15. The governor _____ him a car for his well done job.

(a) gives (b) given (c) gave (d) gived

16. The need for women education have _____

(a) arisen (b) arises (c) arose (d) arised

17. The mad dog _____ the man in the bush

(a) bit (b) bited (c) bitten (d) biting

18. Mr. Bala who is a good driver_____ the car safely to Abuja

(a) droved (b) driving (c) drives (d) drove

19. The students_____ him a monitor

(a) chooses (b) chose (c) chosen (d) choosed

20. The thief_____ himself under the bed.

(a) hides (b) hided (c) hid (d) hidden

21. The referee has____ the whistle when Bola scored the goal.

(a) blow (b) blown (c) blew (d) blows

22. Most of the citizens of Nigeria_____ the laws and order always.

(a) abode (b) abiden (c) abides (d) abide

23. The watchman was _____ by the sound of the gun.

(a) awoken (b) awake (c) awoke (d) wake

24. I _____ my close friend in the conference at ABU Zaria last weak.

(a) meet (b) met (c) meted (d) meets

25. The athletes have_____ much water

(a) drink (b) drinks (c) drunk (d) drinking

26. Umar has_____ home just now.

(a) go (b) went (c) goes (d) gone

27. Rose_____ her mother last week.

(a) lose (b) lost (c) loosed (d) losted

28. His father has _____ the red car for him.

(a) choosed (b) chose (c) chosen (d) chose

29. The Emir _____a white horse yesterday.

(a) rode (b) ride (c) rid (d) rided

30. The lesson has _____ at 10:00a.m.

(a) begin (b) begun (c) began (d) begins

PART B: PRIMARY AUXILIARY VERBS

Circle the correct alternative that can fill the blank space in the following sentences'.

31. These girls_____ the students of secondary school.

(a) were (b) are (c) is (d) was

32. I ___twelve years old

(a) was (b) have (c) am (d) were

33. He _____ a former governor of Kano State.

(a) is (b) am (c) we (d) was

34. We _____playing when the teacher came.

(a) were (b) are (c) have (d) do

35. They _____not serious students so they failed the exam

(a) have (b) were (c) are (d) did

36. I _____ the new principal of the school.
(a) was (b) have (c) am (d) were

37. _____you identical twins?
(a) have (b) were (c) is (d) are

38. A good student always _____ his home work.

(a) does (b) do (c) done (d) did

39. _____ she your younger or elder sister?

(a) are (b) was (c) is (d) does

40. _____ you do your assignment?

(a) do (b) did (c) have (d) done

41. Abdurrashid has _____ the work well.

(a) done (b) did (c) do (d) does

42. _____ the man comes on Friday?

(a) does (b) do (c) is (d) has

43. Mr. Ishaya _____ not attend the meeting.

(a) do (b) did (c) does (d) done

44. Mubarak _____ his assignment well always

(a) do (b) did (c) does (d) done

45. Can she _____ the work well?

(a) does (b) done (c) did (d) do

46. The students _____ the books.

(a) have (b) had (c) has (d) have been

47. Bala and Adamu_____ written the note.

(a) has (b) had (c) have (d) do

48. He_____- eaten the food before I came.

(a) has (b) had (c) have (d) have been

49. _____ you paid the money of the car?

(a) has (b) had (c) have (d) did

50. Bilkisu _____ written her name on the chalkboard.

(a) has (b) had (c) have (d) was

51. You _____ to read well in order to pass the exam well.

(a) have (b) has (c) had (d) is

52. Zabba'u _____ this type of book.

(a) had (b) have (c) has (d) is

53. The boy_____ told me the news.

(a) have (b) has (c) had (d) is

54. _____ you cooked the food?

(a) Did (b) has (c) had (d) have

APPENDIX B

SECTION 2: SAMPLE OF ESSAY TEST QUESTION

TIME: 45 Minutes.

Question:

Write an essay of not more than 250 words on "**How I spent My Last Holiday**"

APPENDIX C

ANSWERS OF OBJECTIVE TEST

Award I mark for each correct answer and zero mark for incorrect answer i.e. 1X54 = 54marks.

1.	C	31	B
2.	A	32	C
3.	B	33	D
4.	D	34	A
5.	A	35	C
6.	C	36	C
7.	D	37	D
8.	A	38	A
9.	B	39	C
10.	A	40	B
11.	C	41	A
12.	D	42	A
13.	B	43	B
14.	C	44	C
15.	C	45	D
16.	A	46	A
17.	A	47	C
18.	D	48	B
19.	B	49	C
20.	C	50	A
21.	B	51	A
22.	D	52	C
23.	A	53	B

24.	B	54	D
25.	C		
26.	D		
27.	B		
28.	C		
29.	A		
30.	B		

APPENDIX D

SAMPLE OF STUDENTS WHO SCORED LOW IN IRREGULAR VERB USE AND LOW IN THE ESSAY COMPONENTS

S/N	Irregular verb use out of 20	Content out of 20	Expression out of 20	Organization out of 20	Mechanics out of 20
1	0	0	0	0	0
2	0	0	0	0	0
3	3	2	2	0	0
4	4	0	0	0	1
5	0	0	0	0	0

17	1	1	1	1	1
20	2	1	1	0	1
21	0	1	1	1	1
22	0	1	1	1	1
28	1	0	0	0	1
29	1	0	0	0	1
31	0	0	0	0	0
32	2	2	2	2	2
33	0	1	1	1	0
35	3	2	2	0	2
38	1	0	0	0	0
44	0	1	1	0	2
45	0	0	0	0	0
46	2	2	2	2	3
48	1	0	0	0	0

APPENDIX E

SAMPLE SENTENCES WITH WRONG USE OF IRREGULAR VERBS IN WRITTEN ESSAY

1. I was so happy to met him. Instead of I was so happy to meet him.
2. He was so happy to saw me. Instead of He was so happy to see him.
3. I come back to home. Instead of I came back home.
4. I have go to school. Instead of I have gone to school.
5. We eat and drinks some minerals. Instead of we ate drank some minerals.
6. We tell her our education is good. Instead of we told her that education is good.
7. She given birth to a baby girl. Instead of she gave birth to a baby girl.
8. I see my lovely uncle. Instead of I saw my lovely uncle.
9. He come from Kaduna. Instead of He came from Kaduna.
10. Then I readed my books. Instead of Then I read my books.
11. I meted with my junior brother. Instead of I met my junior brother.
12. He teached me how to become good. Instead of He taught me how to become good.
13. I goes to my friend's house. Instead of I went to my friend's house.

14. He given me some drinks. Instead of He gave me some drinks.

15. I eating food after this. Instead of I ate food after that.

16. We writing the SSCE. Instead of we wrote the SSCE.

17. I buy a recharge card. Instead of I bought a recharge card.

18. I did not going to anywhere. Instead of I did not go to anywhere.

19. My mum give me food. Instead of My mum gave me food.

20 .I am go to do the work. Instead of I am going to do the work.

APPENDIX L

STUDENTS' SCORE IN THE USE OF IRREGULAR LEXICAL VERBS AND ESSAY COMPONENTS IN ESSAY TEST

RELATIONSHIP OF IRREGULER VERBS USE AND WRITTEN ESSAY COMPONENTS

GOVERNMENT GIRLS' COLLAGE DALA

Relationship of Irregular Verbs use and Written Essay components						
S/N	**Scores in irregular verbs use out of 20**	**Scores in expression out of 20**	**Scores in content out of 20**	**Scores in organization out 20**	**Scores in mechanics out of 20.**	**Total**
1	**0**	**0**	**0**	**0**	**0**	0
2	**0**	**0**	**0**	**0**	**0**	0
3	**3**	**2**	**0**	**0**	**0**	5
4	**0**	**0**	**2**	**0**	**1**	3

5	**0**	**0**	**0**	**0**	**0**	0
6	**10**	**5**	**0**	**5**	**5**	25
7	**10**	**2**	**5**	**2**	**4**	23
8	**6**	**4**	**2**	**5**	**3**	20
9	**8**	**6**	**4**	**3**	**2**	23
10	**11**	**5**	**6**	**1**	**3**	26
11	**18**	**10**	**5**	**5**	**3**	41
12	**18**	**8**	**10**	**3**	**8**	47
13	**10**	**6**	**8**	**8**	**5**	37
14	**14**	**6**	**6**	**0**	**5**	31
15	**5**	**5**	**6**	**9**	**6**	31
16	**6**	**6**	**5**	**6**	**6**	29
17	**1**	**1**	**6**	**1**	**1**	10
18	**5**	**1**	**1**	**1**	**0**	8
19	**5**	**2**	**1**	**2**	**2**	12
20	**2**	**1**	**2**	**0**	**1**	6
21	**0**	**1**	**1**	**1**	**1**	4
22	**0**	**1**	**1**	**0**	**1**	3
23	**4**	**2**	**1**	**0**	**0**	7
24	**9**	**6**	**2**	**2**	**3**	22
25	**3**	**2**	**6**	**0**	**1**	12
26	**5**	**2**	**3**	**1**	**0**	11
27	**3**	**1**	**2**	**1**	**1**	8
28	**1**	**0**	**1**	**0**	**1**	3
29	**1**	**0**	**0**	**0**	**1**	2
30	**4**	**2**	**0**	**0**	**1**	7
31	**0**	**0**	**2**	**0**	**0**	2

32	**2**	**0**	**0**	**0**	**1**	3
33	**0**	**1**	**2**	**1**	**0**	4
34	**3**	**2**	**1**	**4**	**2**	12
35	**3**	**2**	**2**	**0**	**2**	9
36	**10**	**8**	**2**	**0**	**2**	22
37	**5**	**2**	**6**	**0**	**0**	13
38	**1**	**0**	**2**	**0**	**0**	3
39	**8**	**3**	**0**	**2**	**2**	15
40	**9**	**5**	**5**	**2**	**2**	23
41	**5**	**2**	**5**	**0**	**0**	12
42	**3**	**1**	**2**	**1**	**1**	8
43	**9**	**6**	**1**	**4**	**3**	23
44	**0**	**1**	**6**	**0**	**2**	9
45	**0**	**0**	**1**	**0**	**0**	1
46	**2**	**2**	**0**	**2**	**3**	9
47	**4**	**1**	**2**	**1**	**1**	9
48	**1**	**0**	**1**	**0**	**0**	2
49	**0**	**0**	**0**	**0**	**0**	0
50	**0**	**0**	**0**	**0**	**0**	0
51	**0**	**0**	**0**	**0**	**0**	0
52	**2**	**1**	**0**	**0**	**0**	3
53	**0**	**1**	**1**	**0**	**1**	3
54	**1**	**1**	**1**	**0**	**1**	4
55	**1**	**2**	**1**	**1**	**2**	7
56	**7**	**2**	**2**	**1**	**3**	15
57	**0**	**0**	**2**	**0**	**0**	2
58	**0**	**0**	**0**	**0**	**0**	0

59	**0**	**0**	**0**	**0**	**1**	1
60	**0**	**0**	**0**	**0**	**0**	0
61	**2**	**2**	**0**	**2**	**3**	9
62	**3**	**2**	**2**	**1**	**2**	10
63	**0**	**0**	**2**	**0**	**0**	2
64	**14**	**5**	**0**	**4**	**2**	25
65	**3**	**2**	**5**	**1**	**2**	13
66	**5**	**3**	**2**	**4**	**3**	17
67	**7**	**6**	**5**	**5**	**2**	25

GOVERNMENT SENIOR SECONDARY SCHOOL, TARAUNI

S/N	**Scores in irregular verbs use out of 20**	**Scores in expression out of 20**	**Scores in content out of 20**	**Scores in organization 20**	**Scores in mechanics out of 20.**	**Total**
68	**2**	**3**	**5**	**0**	**2**	12
69	**0**	**5**	**3**	**4**	**3**	15
70	**0**	**5**	**7**	**5**	**2**	19
71	**0**	**2**	**3**	**3**	**2**	10
72	**2**	**0**	**2**	**3**	**3**	10
73	**0**	**4**	**10**	**5**	**4**	23
74	**10**	**8**	**5**	**8**	**7**	38
75	**10**	**8**	**8**	**8**	**8**	42

76	**1**	**5**	**9**	**6**	**2**	23
77	**13**	**8**	**6**	**10**	**5**	42
78	**8**	**8**	**10**	**2**	**7**	35
79	**13**	**9**	**7**	**5**	**5**	39
80	**3**	**2**	**8**	**4**	**3**	20
81	**2**	**2**	**2**	**3**	**2**	11
82	**6**	**7**	**2**	**5**	**6**	26
83	**3**	**2**	**8**	**3**	**2**	18
84	**4**	**3**	**2**	**0**	**2**	11
85	**5**	**2**	**4**	**0**	**2**	13
86	**10**	**3**	**2**	**2**	**3**	20
87	**5**	**5**	**3**	**3**	**4**	20
88	**4**	**4**	**5**	**4**	**5**	22
89	**2**	**3**	**3**	**2**	**3**	13
90	**2**	**2**	**3**	**1**	**1**	9
91	**4**	**3**	**1**	**4**	**5**	17
92	**2**	**2**	**4**	**2**	**2**	12
93	**0**	**0**	**2**	**0**	**0**	2
94	**2**	**2**	**0**	**2**	**2**	8
95	**18**	**10**	**2**	**4**	**10**	44
96	**3**	**3**	**10**	**8**	**3**	27
97	**1**	**2**	**3**	**7**	**6**	19
98	**4**	**3**	**2**	**2**	**2**	13
99	**0**	**0**	**3**	**0**	**0**	3
100	**0**	**0**	**0**	**0**	**0**	0
101	**0**	**0**	**0**	**0**	**0**	0
102	**0**	**0**	**0**	**0**	**1**	1
103	**1**	**3**	**0**	**2**	**2**	8

104	**9**	**7**	**3**	**1**	**5**	25
105	**0**	**1**	**5**	**2**	**1**	9
106	**4**	**3**	**1**	**2**	**0**	10
107	**1**	**3**	**3**	**8**	**2**	17
108	**18**	**8**	**3**	**2**	**5**	36
109	**4**	**3**	**7**	**2**	**2**	18
110	**4**	**3**	**4**	**1**	**2**	14
111	**13**	**8**	**3**	**4**	**5**	33
112	**17**	**8**	**7**	**6**	**5**	43
113	**0**	**1**	**8**	**0**	**0**	9
114	**9**	**3**	**1**	**2**	**3**	18
115	**0**	**0**	**3**	**2**	**1**	6
116	**4**	**3**	**0**	**2**	**2**	11
117	**0**	**3**	**3**	**0**	**1**	7
118	**15**	**5**	**3**	**4**	**4**	31
119	**2**	**4**	**5**	**0**	**0**	11
120	**13**	**10**	**3**	**10**	**7**	43
121	**18**	**10**	**10**	**8**	**10**	56
122	**1**	**2**	**10**	**2**	**1**	16
123	**18**	**10**	**3**	**7**	**6**	44
124	**11**	**10**	**10**	**8**	**7**	46
125	**4**	**3**	**10**	**5**	**1**	23
126	**12**	**7**	**3**	**8**	**6**	36
127	**13**	**6**	**7**	**7**	**5**	38
128	**11**	**8**	**6**	**2**	**5**	32
129	**0**	**2**	**8**	**2**	**2**	14
130	**12**	**5**	**2**	**0**	**3**	22

131	**9**	**7**	**5**	**3**	**5**	29
132	**10**	**8**	**7**	**8**	**6**	39
133	**7**	**3**	**8**	**0**	**2**	20
134	**12**	**6**	**3**	**8**	**5**	34
135	**18**	**10**	**6**	**8**	**5**	47
136	**4**	**3**	**10**	**7**	**3**	27
137	**5**	**3**	**4**	**4**	**3**	19
138	**11**	**6**	**3**	**6**	**5**	31
139	**8**	**7**	**7**	**5**	**5**	32
140	**3**	**3**	**7**	**0**	**3**	16
141	**6**	**3**	**3**	**0**	**3**	15
142	**11**	**7**	**3**	**5**	**6**	32
143	**4**	**3**	**7**	**11**	**3**	28
144	**4**	**3**	**3**	**0**	**0**	10
145	**2**	**3**	**3**	**1**	**3**	12
146	**2**	**2**	**3**	**2**	**0**	9
147	**4**	**3**	**2**	**2**	**3**	14
148	**9**	**5**	**3**	**5**	**3**	25
149	**7**	**7**	**5**	**5**	**6**	30
150	**4**	**3**	**7**	**5**	**3**	22
151	**2**	**2**	**3**	**0**	**0**	7
152	**5**	**5**	**2**	**5**	**5**	22
153	**11**	**7**	**5**	**5**	**5**	33
154	**4**	**3**	**7**	**5**	**3**	22
155	**5**	**4**	**3**	**6**	**4**	22
156	**5**	**2**	**3**	**4**	**3**	17
157	**4**	**3**	**4**	**4**	**3**	18

158	**6**	**5**	**5**	**5**	**4**	25
159	**7**	**4**	**5**	**6**	**3**	25
160	**11**	**5**	**3**	**5**	**4**	28

GOVERNMENT GIRLS' ARABIC SENIOR SECONDARY SCHOOL GANDUN ALABASA

Relationship of Irregular Verbs use and Written Essay components						
S/N	**Scores in irregular verbs use out of 20**	**Scores in expression out of 20**	**Scores in content out of 20**	**Scores in organization out 20**	**Scores in mechanics out of 20.**	**Total**
161	**6**	**4**	**5**	**4**	**4**	23
162	**1**	**1**	**4**	**0**	**1**	7
163	**4**	**3**	**1**	**2**	**2**	12
164	**4**	**3**	**3**	**1**	**1**	12
165	**2**	**2**	**3**	**2**	**4**	13
166	**10**	**7**	**2**	**2**	**3**	24
167	**5**	**3**	**8**	**1**	**2**	19
168	**0**	**0**	**3**	**0**	**0**	3
169	**1**	**1**	**0**	**0**	**0**	2
170	**9**	**6**	**1**	**6**	**5**	27
171	**5**	**5**	**6**	**6**	**5**	27
172	**10**	**5**	**5**	**7**	**4**	31
173	**2**	**2**	**5**	**2**	**2**	13
174	**4**	**2**	**2**	**0**	**2**	10
175	**5**	**3**	**2**	**1**	**3**	14
176	**3**	**2**	**3**	**2**	**2**	12
177	**4**	**2**	**2**	**1**	**1**	10
178	**3**	**1**	**2**	**1**	**1**	8

179	**0**	**2**	**2**	**1**	**1**	6
180	**8**	**3**	**2**	**2**	**2**	17
181	**7**	**2**	**3**	**2**	**4**	18
182	**8**	**4**	**5**	**2**	**3**	22
183	**2**	**2**	**3**	**2**	**4**	13
184	**9**	**6**	**2**	**7**	**4**	28
185	**8**	**5**	**6**	**6**	**5**	30
186	**8**	**6**	**6**	**3**	**4**	27
187	**17**	**6**	**6**	**6**	**5**	40
188	**7**	**5**	**6**	**5**	**4**	27
189	**2**	**3**	**5**	**4**	**5**	19
190	**5**	**5**	**3**	**4**	**3**	20
191	**7**	**3**	**5**	**3**	**4**	22
192	**8**	**6**	**3**	**8**	**5**	30
193	**4**	**3**	**6**	**2**	**2**	17
194	**3**	**3**	**3**	**5**	**4**	18
195	**7**	**3**	**3**	**4**	**3**	20
196	**12**	**8**	**3**	**8**	**6**	37
197	**7**	**3**	**7**	**5**	**3**	25
198	**4**	**2**	**3**	**3**	**2**	14
199	**0**	**2**	**2**	**0**	**2**	6
200	**0**	**1**	**2**	**1**	**3**	7
201	**0**	**1**	**1**	**1**	**1**	4
202	**14**	**6**	**1**	**7**	**5**	33
203	**3**	**2**	**6**	**5**	**2**	18
204	**2**	**3**	**2**	**2**	**2**	11
205	**5**	**2**	**2**	**3**	**2**	14

206	**4**	**1**	**2**	**2**	**1**	10
207	**3**	**1**	**1**	**2**	**2**	9
208	**8**	**3**	**2**	**7**	**4**	24
209	**6**	**3**	**4**	**3**	**2**	18
210	**3**	**2**	**3**	**4**	**3**	15
211	**4**	**3**	**2**	**3**	**2**	14
212	**6**	**3**	**3**	**2**	**2**	16
213	**1**	**2**	**3**	**2**	**2**	10
214	**1**	**2**	**2**	**2**	**1**	8
215	**2**	**2**	**2**	**2**	**3**	11
216	**0**	**2**	**2**	**1**	**1**	6
217	**2**	**1**	**2**	**1**	**1**	7
218	**0**	**0**	**1**	**0**	**0**	1
219	**1**	**2**	**0**	**1**	**2**	6
220	**1**	**2**	**2**	**2**	**2**	9
221	**7**	**3**	**2**	**6**	**2**	20
222	**5**	**3**	**3**	**6**	**2**	19
223	**7**	**2**	**3**	**1**	**1**	14
224	**1**	**1**	**2**	**1**	**2**	7
225	**1**	**1**	**1**	**1**	**2**	6
226	**1**	**1**	**1**	**1**	**2**	6
227	**0**	**0**	**1**	**0**	**0**	1
228	**1**	**2**	**0**	**2**	**2**	7
229	**13**	**5**	**2**	**5**	**5**	30
230	**5**	**2**	**5**	**1**	**2**	15
231	**10**	**5**	**2**	**4**	**8**	29
232	**10**	**5**	**5**	**5**	**7**	32

233	**8**	**6**	**6**	**5**	**5**	30

GOVERNMENT SENIOR SECONDARY SCHOOL,
KOFAR NASSARAWA

Relationship of Irregular Verbs use and Written Essay components						
S/N	**Scores in irregular verbs use out of 20**	**Scores in expression out of 20**	**Scores in content out of 20**	**Scores in organization out 20**	**Scores in mechanics out of 20.**	**Total**
234	**1**	**2**	**6**	**0**	**2**	11
235	**0**	**0**	**2**	**0**	**0**	2
236	**0**	**0**	**0**	**0**	**0**	0
237	**0**	**0**	**0**	**0**	**0**	0
238	**0**	**0**	**0**	**0**	**1**	1
239	**0**	**0**	**0**	**0**	**0**	0
240	**2**	**0**	**0**	**0**	**0**	2
241	**3**	**3**	**0**	**3**	**4**	13
242	**0**	**1**	**3**	**1**	**4**	9
243	**0**	**0**	**1**	**0**	**0**	1
244	**0**	**0**	**0**	**0**	**0**	0
245	**0**	**0**	**0**	**0**	**0**	0
246	**0**	**0**	**0**	**0**	**0**	0
247	**2**	**0**	**0**	**0**	**0**	2
248	**1**	**0**	**0**	**1**	**1**	3
249	**0**	**0**	**1**	**0**	**0**	1
250	**2**	**1**	**0**	**1**	**2**	6

251	**13**	**5**	**1**	**7**	**6**	32
252	**3**	**1**	**5**	**2**	**1**	12
253	**2**	**1**	**1**	**0**	**0**	4
254	**2**	**2**	**1**	**2**	**2**	9
255	**0**	**2**	**2**	**2**	**4**	10
256	**0**	**0**	**2**	**0**	**0**	2
257	**0**	**0**	**0**	**0**	**0**	0
258	**0**	**0**	**0**	**0**	**0**	0
259	**0**	**0**	**0**	**0**	**0**	0
260	**6**	**2**	**0**	**1**	**2**	11
261	**1**	**0**	**2**	**0**	**0**	3
262	**0**	**0**	**0**	**0**	**2**	2
263	**1**	**1**	**0**	**0**	**1**	3
264	**14**	**4**	**1**	**2**	**3**	24
265	**6**	**2**	**4**	**2**	**2**	16
266	**0**	**1**	**2**	**0**	**0**	3
267	**0**	**0**	**1**	**0**	**0**	1
268	**0**	**0**	**0**	**0**	**0**	0
269	**2**	**0**	**0**	**0**	**0**	2
270	**1**	**0**	**0**	**0**	**0**	1
271	**0**	**0**	**0**	**0**	**0**	0
272	**4**	**2**	**0**	**3**	**1**	10
273	**3**	**1**	**3**	**1**	**2**	10
274	**5**	**2**	**2**	**0**	**2**	11
275	**1**	**1**	**2**	**0**	**2**	6
276	**1**	**0**	**2**	**0**	**0**	3
277	**0**	**0**	**0**	**0**	**0**	0

278	**0**	**0**	**1**	**0**	**0**	1
279	**1**	**1**	**0**	**0**	**1**	3
280	**9**	**2**	**1**	**1**	**1**	14
281	**0**	**0**	**2**	**2**	**2**	6
282	**7**	**5**	**0**	**7**	**6**	25
283	**0**	**0**	**5**	**0**	**0**	5
284	**0**	**0**	**0**	**0**	**0**	0
285	**0**	**0**	**0**	**0**	**0**	0
286	**0**	**0**	**0**	**0**	**0**	0
287	**0**	**2**	**0**	**5**	**5**	12
288	**0**	**0**	**2**	**0**	**0**	2
289	**8**	**6**	**0**	**3**	**2**	19
290	**0**	**0**	**6**	**0**	**0**	6
291	**0**	**0**	**0**	**0**	**0**	0
292	**0**	**0**	**0**	**0**	**1**	1
293	**0**	**0**	**0**	**0**	**0**	0
294	**0**	**0**	**0**	**0**	**0**	0
295	**1**	**0**	**0**	**0**	**0**	1
296	**1**	**0**	**0**	**1**	**0**	2
297	**0**	**0**	**0**	**0**	**0**	0
298	**4**	**2**	**0**	**2**	**0**	8
299	**0**	**0**	**2**	**0**	**0**	2
300	**0**	**0**	**0**	**0**	**1**	1
301	**2**	**2**	**0**	**2**	**2**	8
302	**0**	**0**	**2**	**0**	**1**	3
303	**1**	**1**	**0**	**1**	**2**	5
304	**0**	**0**	**1**	**0**	**0**	1

305	**0**	**0**	**0**	**0**	**0**	0
306	**0**	**0**	**0**	**0**	**0**	0
307	**5**	**2**	**0**	**2**	**2**	11
308	**5**	**2**	**2**	**0**	**2**	11
309	**6**	**2**	**2**	**3**	**3**	16
310	**5**	**2**	**3**	**2**	**3**	15
311	**5**	**2**	**3**	**3**	**4**	17
312	**5**	**2**	**3**	**3**	**4**	17
313	**6**	**2**	**2**	**2**	**2**	14
314	**7**	**3**	**2**	**3**	**2**	17
315	**5**	**3**	**2**	**2**	**3**	15
316	**4**	**2**	**3**	**2**	**2**	13
317	**6**	**2**	**2**	**2**	**2**	14

APPENDIX M

STUDENTS' SCORE IN THE USE OF PRIMARY AUXILIARY VERBS AND IRREGULAR LEXICAL VERBS IN OBJECTIVE TEST.

GOVERNMENT GIRLS' COLLEGE DALA

S/N	scores in irregular primary auxiliary verb out of 24	scores in irregular lexical verbs out of 24
1	4	1
2	4	2
3	4	8
4	6	7
5	7	11
6	8	12
7	8	15
8	11	13
9	12	20
10	16	18
11	16	20
12	27	22
13	26	21
14	14	15
15	12	12

16	**10**	**12**
17	**5**	**15**
18	**7**	**17**
19	**7**	**13**
20	**3**	**21**
21	**6**	**15**
22	**11**	**17**
23	**11**	**15**
24	**9**	**13**
25	**10**	**13**
26	**10**	**16**
27	**8**	**8**
28	**6**	**12**
29	**8**	**10**
30	**6**	**15**
31	**7**	**13**
32	**9**	**12**
33	**6**	**12**
34	**5**	**15**
35	**8**	**12**
36	**10**	**13**
37	**8**	**13**
38	**9**	**15**

39	**15**	**16**
40	**7**	**5**
41	**9**	**8**
42	**9**	**7**
43	**9**	**8**
44	**13**	**8**
45	**6**	**7**
46	**6**	**15**
47	**12**	**11**
48	**12**	**7**
49	**13**	**7**
50	**4**	**7**
51	**5**	**12**
52	**11**	**10**
53	**15**	**13**
54	**10**	**13**
55	**6**	**12**
56	**27**	**22**
57	**27**	**22**
58	**9**	**12**
59	**10**	**12**
60	**8**	**10**
61	**8**	**5**

62	**9**	**7**
63	**9**	**7**
64	**4**	**10**
65	**8**	**5**
66	**7**	**10**
67	**6**	**12**

GOVERNMENT SENIOR SECONDARY SCHOOL, TARAUNI

S/N	scores in irregular primary auxiliary verb out of 24	scores in irregular lexical verbs out of 24
68	4	5
69	8	3
70	8	5
71	9	6
72	11	16
73	6	11
74	10	15
75	13	17
76	13	18
77	19	18
78	21	23
79	23	25
80	12	15
81	12	12
82	12	15
83	12	8
84	13	17
85	16	8

86	**10**	**11**
87	**9**	**17**
88	**11**	**10**
89	**14**	**12**
90	**6**	**10**
91	**16**	**20**
92	**12**	**11**
93	**8**	**11**
94	**8**	**8**
95	**10**	**22**
96	**6**	**13**
97	**5**	**8**
98	**5**	**13**
99	**9**	**8**
100	**8**	**8**
101	**10**	**8**
102	**4**	**10**
103	**10**	**11**
104	**12**	**12**
105	**13**	**8**
106	**14**	**12**
107	**10**	**8**
108	**12**	**15**

109	**6**	**8**
110	**9**	**6**
111	**7**	**12**
112	**12**	**17**
113	**11**	**15**
114	**12**	**12**
115	**5**	**11**
116	**6**	**11**
117	**11**	**16**
118	**14**	**20**
119	**6**	**12**
120	**6**	**10**
121	**13**	**18**
122	**17**	**18**
123	**5**	**10**
124	**15**	**22**
125	**11**	**16**
126	**9**	**7**
127	**16**	**26**
128	**12**	**17**
129	**15**	**13**
130	**7**	**5**
131	**10**	**16**

132	**18**	**18**
133	**15**	**23**
134	**10**	**6**
135	**17**	**20**
136	**13**	**15**
137	**12**	**12**
138	**13**	**15**
139	**12**	**17**
140	**20**	**18**
141	**6**	**12**
142	**6**	**6**
143	**12**	**16**
144	**9**	**18**
145	**9**	**15**
146	**10**	**8**
147	**4**	**21**
148	**8**	**6**
149	**11**	**11**
150	**20**	**16**
151	**12**	**13**
152	**7**	**16**
153	**10**	**6**
154	**11**	**16**

155	**21**	**26**
156	**20**	**16**
157	**13**	**11**
158	**18**	**18**
159	**13**	**12**
160	**10**	**10**

GOVERNMENT GIRLS' ARABIC SENIOR SECONDARY SCHOOL, GANDUN ALBASA

S/N	scores in irregular primary auxiliary verb out of 24	scores in irregular lexical verbs out of 24
161	5	3
162	5	7
163	2	12
164	9	5
165	11	3
166	14	1
167	7	11
168	8	13
169	8	16
170	19	12
171	16	18
172	16	20
173	8	10
174	11	13
175	17	12
176	6	12
177	7	15
178	6	15

179	**7**	**16**
180	**10**	**18**
181	**7**	**13**
182	**11**	**15**
183	**7**	**10**
184	**11**	**16**
185	**10**	**1**
186	**13**	**2**
187	**15**	**13**
188	**12**	**5**
189	**12**	**1**
190	**12**	**8**
191	**20**	**10**
192	**18**	**12**
193	**14**	**2**
194	**8**	**5**
195	**14**	**10**
196	**16**	**21**
197	**11**	**10**
198	**10**	**10**
199	**15**	**8**
200	**6**	**8**
201	**7**	**3**

202	**17**	**6**
203	**10**	**1**
204	**8**	**7**
205	**11**	**17**
206	**5**	**15**
207	**4**	**7**
208	**7**	**5**
209	**8**	**11**
210	**10**	**11**
211	**9**	**10**
212	**16**	**15**
213	**17**	**17**
214	**12**	**11**
215	**15**	**13**
216	**17**	**12**
217	**3**	**7**
218	**9**	**10**
219	**6**	**16**
220	**15**	**15**
221	**13**	**16**
222	**9**	**11**
223	**11**	**12**
224	**4**	**10**

225	**6**	**8**
226	**5**	**11**
227	**5**	**11**
228	**11**	**15**
229	**13**	**8**
230	**11**	**13**
231	**16**	**17**
232	**23**	**22**

GOVERNMENT SENIOR SECONDARY SCHOOL,
KOFAR NASSARAWA

S/N	scores in irregular primary auxiliary verb out of 24	scores in irregular lexical verbs out of 24
233	4	10
234	6	10
235	8	13
236	9	6
237	4	13
238	8	11
239	14	16
240	13	21
241	9	12
242	4	2
243	6	3
244	9	3
245	8	7
246	8	8
247	6	12
248	9	10
249	10	12
250	13	15

251	**14**	**15**
252	**15**	**16**
253	**13**	**21**
254	**10**	**10**
255	**7**	**8**
256	**7**	**13**
257	**8**	**15**
258	**7**	**10**
259	**3**	**10**
260	**8**	**10**
261	**9**	**7**
262	**10**	**5**
263	**12**	**7**
264	**10**	**15**
265	**6**	**15**
266	**7**	**8**
267	**5**	**8**
268	**5**	**8**
269	**6**	**12**
270	**6**	**12**
271	**6**	**5**
272	**9**	**12**
273	**7**	**15**

274	**11**	**17**
275	**6**	**18**
276	**9**	**15**
277	**10**	**12**
278	**6**	**16**
279	**8**	**10**
280	**11**	**12**
281	**7**	**15**
282	**14**	**8**
283	**15**	**13**
284	**15**	**13**
285	**15**	**5**
286	**6**	**7**
287	**7**	**6**
288	**11**	**3**
289	**22**	**15**
290	**8**	**13**
291	**10**	**13**
292	**3**	**6**
293	**3**	**5**
294	**5**	**7**
295	**15**	**13**
296	**17**	**15**

297	**16**	**12**
298	**8**	**7**
299	**11**	**10**
300	**6**	**3**
301	**5**	**7**
302	**10**	**8**
303	**14**	**12**
304	**2**	**7**
305	**17**	**10**
306	**12**	**12**
307	**7**	**10**
308	**9**	**17**
309	**14**	**15**
310	**7**	**13**
311	**12**	**10**
312	**6**	**7**
313	**8**	**5**
314	**9**	**2**
315	**12**	**10**
316	**15**	**11**
317	**9**	**12**

CURRICULUM AND TEACHING STRATEGIES FOR ELIMINATING THE PROBLEMS OF IRREGULAR LEXICAL AND PRIMARY AUXILIARY VERBS AT THE SENIOR SECONDARY SCHOOL LEVEL

Topic	Performance Objectives	Activities		Instructional and Learning Materials	Evaluation
		Teacher	Students		

1. Irregular Lexical Verbs	Students should be able to: i) Define irregular lexical verbs correctly ii) Give examples of irregular lexical verbs. iii) Use them to make good sentences	- Teacher identifies the topic. - Teacher asks students to define irregular lexical verbs. - Gives a comprehensive definition of irregular lexical verbs. - Writes examples of irregular lexical verbs on the board. - Leads the students to read the verbs with correct pronunciation. - Teacher guides them to make good sentences using the given irregular lexical verbs.	Students are expected to: - Describe irregular lexical verbs. - Explain the formation of the past and past participle forms of irregular lexical verbs. - Give examples of irregular lexical verbs. - Make good sentences using the verbs.	- Card board paper containing irregular lexical verbs. - Relevant English Grammar Test Book - Standard English Dictionary - Tape recorder - The overhead projector	Teacher evaluates the lesson by asking students to: - Define irregular lexical verbs - List other irregular verbs from a dictionary - Use the verbs to make good sentences. - State the features of irregular lexical verbs.

Topic	**Performance Objectives**	**Activities**		**Instructional and Learning Materials**	**Evaluation**
		Teacher	**Students**		

2. Irregular Lexical Verbs with Three Different Forms	Students should be able: - Explain three different forms irregular lexical verbs. - State some examples of three different form irregular lexical verbs. - Make correct sentences with the verbs.	- Teacher identifies the topic. - Teacher asks students to explain three different forms irregular lexical verbs. - Explains clearly irregular lexical verbs with three different forms. - Writes examples of the verbs on the board. - Leads the students to read the verbs with good pronunciation - Teacher guides them to make correct sentences using the	Students are expected to: - Explain three different forms irregular lexical verbs clearly. - Write examples of three different forms irregular lexical verbs. - Use the verbs to write good sentences.	- Cardboard paper containing three different forms irregular lexical verbs. - Relevant English Grammar Text Book - Good English Dictionary - Tape Recorder	Teacher evaluates the lesson by asking students to: - Explain three different forms irregular lexical verbs. - Use dictionary to find more irregular lexical verbs with three different forms and their meanings. - Make sentences using the verbs. - Explain the features of three different form irregular lexical verbs.

		verbs			

Topic	Performance Objectives	Activities		Instructional and Learning Materials	Evaluation
		Teacher	Students		
3. Irregular Lexical Verbs with Two Different forms	Student should be able to: - Describe two different forms irregular lexical verbs very well. - List some examples of two different forms irregular lexical verbs - Make good sentences using the given verbs.	- Teacher identifies the topic. - Teacher asks the students to explain irregular lexical verbs with two different forms. - He explains the two different forms irregular lexical verbs in detailed. - List some examples of the verbs on the board. - Reads the note with	Students are expected to: - Explain two different forms irregular lexical verbs. - Give examples of irregular lexical verbs with two different forms. - Write sentences with the given verbs.	- Card board paper containing two different forms irregular lexical verbs - Relevant English Grammar Text Book - Standard English Dictionary - Overhead projector - Tape Recorder	Teacher evaluates the lesson by asking students to: - Explain two different forms irregular lexical verbs. - Use dictionary to find more irregular lexical verbs with two different forms and their meanings. - Make sentences using the identified verbs.

		the students. - Teacher leads them to write some sentences with the verbs given.			- Explain the features of two different form irregular lexical verbs.

Topic	Performance Objectives	Activities		Instructional and Learning Materials	Evaluation
		Teacher	**Students**		
4. Irregular Lexical verbs with Only One Form	Student should be able to: - Explain only one form irregular lexical verbs - Give some examples of one form irregular lexical verb. - Make good sentences using one form irregular lexical	- Teacher indicates the topic. - Teacher asks the students to explain one form irregular lexical verbs. - He explains only one form irregular lexical verbs clearly. - Writes examples of the verbs on the	Students are expected to: - Explain only one form irregular lexical verbs. - Give examples of one form irregular lexical verbs. - Make some sentences using one form irregular	- Card board paper containing irregular lexical verbs with only one form. - Relevant English Grammar Text Book - Standard English Dictionary - Overhead projector - Tape Recorder	Teacher evaluates the lesson by asking students to: - Explain one form irregular lexical verbs. - Use dictionary to find more irregular lexical verbs with only one forms and their meanings.

	verbs to express present simple, past and past participle actions.	board. - Leads the students to pronounce the verbs. - Leads them to make some sentences using the one form irregular lexical verb denoting present simple, past and past participle actions.	lexical verbs to show present simple, past and past participle actions.		- Explain the features of one form irregular lexical verbs. - Make sentences using one form irregular lexical verbs.

Topic	**Performance Objectives**	**Activities**		**Instructional and learning materials**	**Evaluation**
		Teacher	**Students**		
5. Irregular Lexical Verbs with Regular Past Simple Forms ends in –ed and Two Different past participle forms, One Ends	Students should be able to: i) Explain irregular lexical verbs with regular past simple form and two different past participle forms. ii) Give examples of these verbs.	- Teacher identifies the topic. - Teacher asks students to explain the irregular lexical verbs with regular past tense and two different past participle forms, one	Students are expected to: - Explain the irregular lexical verbs whose past simple form is regular but have double past participle forms. - State examples of	- Cardboard paper containing irregular lexical verbs with regular past simple but have two different past participle forms. - Relevant English	Teacher evaluates the lesson by asking students to: - Explain irregular lexical verbs whose past simple form ends in –ed but their past participle forms

in –ed and the Other Ends Differently	iii) Use them in sentences in the past and past participle forms.	ends in –ed and the other ends differently. - Teacher makes a detail explanation of these types of verbs. - List their examples on the board. - Leads the students to read the examples. - Leads them to make sentences with the verbs given.	irregular lexical verbs with regular past simple but have two different past participle forms; are is regular, ends in –ed but the other ends differently. - Make correct sentences with the verbs given.	Grammar Text Book - Standard English Dictionary. - Over head Projector - Tape Recorder	could end in –ed or differently . - Use dictionary to find more examples of such verbs and their meanings. - Explain the features of these verbs. - Make good sentences with the verbs indicating past simple and past participle actions using the double forms.

Topic	**Performance Objectives**	**Activities**		**Instructional and Learning Materials**	**Evaluation**
		Teacher	**Students**		

6. Irregular Primary Auxiliary Verbs	- Students should be able to: 1) Define irregular primary auxiliary verbs 2) List the three major categories of irregular primary auxiliary verbs. E.g. be, have and has. 3) Use them to make some good sentences.	- Teacher identifies the topic e.g. irregular primary auxiliary verbs. - Teacher asks students to define irregular primary auxiliary verbs. - Teacher asks them to list the three major classes of irregular primary auxiliary verbs. - Teacher makes a detail explanation about the irregular primary auxiliary verbs. - Teacher list the three major types of irregular primary auxiliary verbs - Leads them to read the examples well. - Leads them to make some sentences.	Students are expected to: - Define irregular primary auxiliary verbs. - List the three major categories of irregular primary auxiliary verbs e.g. be, have and do. - Make some sentences using the three major classes of irregular primary auxiliary verbs.	- Card board paper containing the three classes of irregular primary auxiliary verbs. - Relevant English Grammar Text Book - Standard English Dictionary - Tape Recorder	Teacher evaluates the lesson by asking students to: - Define irregular primary auxiliary verbs. - List the three classes of irregular primary auxiliary verbs. - Make some good sentences using irregular primary auxiliary verbs.

Topic	Performance Objectives	Activities		Instructional and learning materials	Evaluation
		Teacher	Students		
7. The three major Classes of Irregular Primary Auxiliary Verbs	- Students should be able to i) Explain every one of the three major classes of irregular primary auxiliary verbs. ii) List examples of the three irregular primary auxiliary verbs. That is, be, have, do. iii) Use every one of them in making good sentences.	- Teacher identifies the topics one by one examples: - Irregular primary auxiliary verb <u>be</u> - Irregular primary auxiliary verb <u>have</u> - Irregular primary auxiliary verb <u>do</u> - Teacher asks students to explain the irregular primary auxiliary verbs: be, have and do - Teacher explains each one of the irregular primary auxiliary verbs in detailed. - Teacher writes examples of them on the board. - Leads the students to read the examples. - Teacher leads the students to make sentences using irregular primary auxiliary verbs.	Students are expected to: - Explain the three major classes of irregular primary auxiliary verbs. - Give examples each of the irregular primary auxiliary verbs. - Use every one of the three irregular primary auxiliary verbs in sentences	- Cardboard paper containing the example of three major categories of irregular primary auxiliary verbs. - Relevant English Grammar Text Book - Standard English Dictionary - Tape Recorder	Teacher evaluates the lesson by asking the student to: - List the major types of classes of irregular primary auxiliary verbs. - Explain every one of the verbs - Give examples of each one of the verbs. - Make good sentences using the examples of the verbs given.