NOTE-TAKING ERRORS AND THEIR EFFECTS IN THE LEARNING OF ENGLISH LANGUAGE AMONG SECONDARY SCHOOL STUDENTS IN GUSAU

BY

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DECLARATION

I declare that the work in the thesis entitled, "Note-Taking Errors And Their Effects in The Learning of English Language Among Secondary School Students in Gusau" has been preformed by me in the Department of English and Literary Studies under the supervision of Drs. G.S Ibileye and Dili Ofuokwu.

The information derived from the literature has been dully acknowledged in the text and a list of references provided. No part of this Thesis was previously presented for another degree or diploma at any university.

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CERTIFICATION

This thesis entitled, "Note-Taking Errors And Their Effects in the Learning of English Language Among Secondary School Students in Gusau" by Ode, Godwin Ona meets the regulations governing the award of the degree of Master of Arts of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is specially dedicated to my beloved mother, Mrs. Ogbene Rachael Ebi.

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To God be the glory. I owe Him more than a million thanks for granting me the courage, the strength and the wherewithal; both to start and to complete this programme successfully. And to Him, I say, "*A holume*"

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ABSTRACT

This study is a research work on the note-taking errors of some selected secondary school students in Gusau. It is the analysis of these errors that arise from the written efforts of students in the course of teaching and learning encounters. Notes from two hundred and sixteen (216) students which cuts across four (4) secondary schools randomly selected from a total of fourteen (14) were examined. The study reveals that in the production of notes by students, either in response to the dictates of a teacher or as part of a normal learning process, errors of varying types are committed. Some of these errors are either phonological or semantic while others are lexical or syntactic in nature. This gives rise to the addition or selection of unnecessary elements (consonants/vowels) and or misordering or omission of required elements (consonants/vowels) in the subjccts' graphological practice. It was further revealed that some of the major causes of these errors are: over-generalization of rules of English language, bad pronunciation of English sounds by students, competence conflict (or transfer of features of source language into target language) among others. Based on these findings, appropriate recommendations are made for remediation efforts to be made by students and teachers.

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CHAPTER ONE
INTRODUCTION

1.0 INTRODUCTION

This chapter discusses the background as well as the motivation for the study

1.1 PREAMBLE

Language, which is the art of speaking and writing, is a unique attribute of man. So far, only man is known to have an elaborate means of communication known as Language. It is language that sets man apart from all other animals. Language is therefore specie-specific, (Chomsky: 1957). This means that it is language that makes man so distinct from all other animals. The ***nativists*** and rationalists believe that human beings are born with innate capabilities which they refer to as LAD (Language Acquisition Device). This device, they assert, is simply activated by exposure to Language through experience and teaching. Lenneberg (1967) and Chomsky (1957) have also argued along this same line; that language is a specifically human disposition and that the absence of this disposition in other organisms is responsible for their incapacity to learn language irrespective of the nature or amount of coaching that is administered to them. Some assumptions can be deduced from the above and these include:

a. Language is innate
b. Language develops upon the basis of some specific disposition that is different from that which underlies thinking.

Man is an animal, but of a higher class. Man is ***homo-sapiens*** and ***homo-loquens***. Indeed, man is homo-loquens (man the speaking animal) but he is first a homo-sapiens (man with wisdom). That human beings are the highest of all primates is therefore not in doubt, and the fact that language is a specific biological endowment of man only goes to prove this further.

Indeed, there are many forms of language such as computer language, sign language, animal communication and many para languages which are actually para-linguistic devices. However, for a linguistic study such as the one being undertaken, the use of the term ' Language' must be isolated as a purely human phenomenon from the others such as the one used by the lower animals as well as the analogical and metaphorical senses in which it can be applied.

On the whole, the sole essence of language is communication and comprehension. As long as signs, symbols, gestures, whether spoken, or written have been produced and one comprehends them, communication has taken place.

However, language itself is a skilled behaviour and only human beings can really handle it meaningfully at the level in which this study is directed.

The basic characteristics of language which are its complexity, productivity and arbitrariness are a further proof of the fact that only human beings who are naturally endowed to use language can actually handle it meaningfully. The complexity of language implies that language is multifaceted in construction as well as interpretation. There are also manners and styles in its use which only human beings can produce and understand. The productive nature of language refers to the fact that new sentences can be produced everyday.

That language is arbitrary means that language is really just a matter of convention, which is that there is no one to one relation between a word and what it signifies. In other words, sounds, symbols and names are assigned to things and are accepted as such by people in the community. It is this arbitrariness that enables people to combine phonemes in particular ways. The combinations do not have to match anything in nature. The plural forms that exist in English which are actually phonological shapes of the 's' morpheme best brings out the arbitrary aspect of language. But within this arbitrariness, there is convention.

Based on the foregoing, numerous definitions of language have been given and proffered over the years by linguists, lexicographers, psycholinguists and many others. Really, no one definition will be adequate but there is some homogeneity in all of them. Perhaps, a look at a few of them will be pertinent for this study:

Sapir (1949:162) says that, "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols." His definition considers language as a solely human behaviour which is also a deliberate one. The Encyclopedia Britannica (1986:22) goes further to define language as a system of conventional spoken or written symbols by means of which human beings as members of a social group and participants in its culture communicate." Encyclopedia Americana (1985) on the other hand considers language as; the faculty and ability, possessed by normal human beings and by no other species, of using a spoken or written utterance to represent mental phonomena or events. Most fundamentally, it is the association of speech sounds with thoughts, concepts or images in the mind, and the ability both to produce and to interpret such sounds in recurrent patterns, (Encyclopedia Americana Vol.16 :727)

Finally, as far as Christophersen and Sanved (1969) are concerned, the most important aspect of language is to act as a signaling system by means of which people communicate with one another. This communication, they say, may be written or oral.

There seems to be a clear parallel between the spoken and the written language. Listening and reading are receptive while speaking and writing are productive. Listening is harder than reading since it is not taught and more so because it is not simple to go over what is heard where as it is simple to read and re-read something over and over again. Never the less, the most striking phenomenon of language is its Universality.

One of the legacies inherited from the British by Nigeria is the English Language which has since occupied a very important position in the socio-linguistic make up of the Nigerian society. English Language has become the official as well as the second language of many Nigerians. It is also the language of educational instructions in schools. For some times now how ever, there has been an outcry as regards the fallen standard of English Language in Nigeria. Or better still, there has been a growing complains about the sharp decline in the proficiency level of English language among Nigerian students. Although there are no laid down standards against which the present state is measured, but there are reports which indicate the decline (Jiya, 1993).For instance, Ikonta (1992:112) reports that:

> Educators across levels have consistently complained that the Language proficiency level of their students is grossly inadequate for the demand of their level. That, the majority of these students cannot communicate effectively in English even at the university level.

Similar observations have been made by Olaofe (1999) and Jowitt (1991). According to Olaofe (1999:6) "Several research studies... have consistently pointed to the extremely low comprehensible in-put of the learners across the Nigerian educational levels." Jowitt (1991: vii) reports that "...now, the general complaint is that the level of proficiency in the English Language within and outside the educational system has been falling, and with it, understandably, the general standard of education." In his comments on the performance of school leavers , Adeyanju (1986) cited by Jiya (1992) puts it even more blatantly: "It is a well established fact that fresh school leavers may not be able to write a page of

coherent and correct sentences, or converse in intelligent or standard English."

The direct implication of this is the corresponding dismal performance by students in both private and public examinations which has regrettably become the feature of the Nigerian education system for the past few decades. The West African Examination Council (WAEC)'s Chief Examiner's Report of senior School Certificate Examination (S.S.C.E.) May/June 2005 cited by Tuko (2006:11) talks of illiterate spellings, bad grammar and so on. The decline in the standard of education in Nigeria and the corresponding high failure rate is alarming as it is disturbing. Komolafe, (1993:11) quoted by Osasona (1996) writes that, "between 1988 and 1992, 2.5 million out 2.17 million Candidates failed Mathematics and English Language in the senior secondary certificate Examination." W.A.E.C official results for three years, 1989-1991 in English language further support this claim:

TABLE 1.1: W.A.E.C results in English Language between 1989 and 1991

Year	Total entry	Total sat	Credit & above(1-6)	Pass 1-8	Failed
1989	9,273	91,66	8,213(9%)	25,108(27.3%)	66,650(72.7%)
1990	197,012	195, 840	12,382(6%)	54,637(27.9%)	141,203(72.1%)
1991	299,323	294,458	29, 94.6(10.20%)	90,962(30.9%)	203,606(69.1%)

SOURCE: W.A.E.C (Nigeria) Statistics of Entry and Results (1989-1991). Even in recent years, these figures have quadrupled!

Noticeably, the content of education has increased in the midst of explosion in knowledge. The school population has more than quadrupled in the last decade and it is increasing year by year (Okpala, 1981). But the problem still remains that the quality of education has not increased correspondingly. In other words, it would appear that the quality of education is lagging the quantity facet. English Language Teaching (ELT) is an aspect that is very much concerned with human interaction.

Teachers need to interact with students, while students have to interact with one another and even with people outside the academic confines. Thus the ability to communicate effectively with someone calls for some skills – writing, listening and other skills of language.

Going through the Grieve Report (1964), the objectives of English Language in the post – primary institution are outlined as follows: -

a. Ability to speak acceptable English

b. Ability to understand simple conversational English, spoken at a normal speed;

c. Ability to comprehend contemporary written English of a level appropriate to the Candidate's age, and,

d. Ability to write clear, acceptable English on topic as prescribed

(Grieve, 1964: 34).

The need to write clearly and acceptably even when taking down dictated notes under classroom setting in order to enhance high academic grading is one of the most compelling reasons why this research has become imperative. Note – taking is an age – long practice in the formal learning system. It is the act of using alphabets, symbols or notations to register information on slates, scrolls or paper books which have relatively longer-life span. Note-taking itself is a very vital activity in the process of teaching and learning exercise by students at all levels of educational programme.

Efficient note-taking provides an opportunity for learners to have the information so documented for their perpetual consumption either by aid of vision or by sense of feeling. Those who are not present during lesson or lecture delivery can obtain the needed piece of information from the note. Even those who authored the note can have the opportunity to revisit it for reinforcement and consolidation of learned material.

Thus it is not uncommon to find note-taking and reading centers attached to university departments and teacher training colleges. This is particularly the case in the United States of America whose Reading Institute of New York and the Reading Center of Cornell University are notable examples (Unoh, 1968). Fry (1979) also observes that, "...such efforts are now spreading into secondary schools in the United States" He further points out that in Britain too, "...the consciousness is already established, but in Nigeria however, we have not really inculcated this practice into our educational system. And even where there exist, they are at very rudimentary levels."

While it is conceded that a handful of research has been done on error analysis in general, not much can be found of a particular attention to errors in note taking and their implication to academic achievement by students in Nigeria.

This study therefore focuses on note-taking practices in secondary schools with the view to make its teaching more systematic in the Nigerian school curriculum.

1.1 STATEMENT OF THE PROBLEM.

In the early days of formal learning (ancient Greece), the learned men (the philosophers) basically delivered their philosophies and ideas orally and the ideas were in turn documented in the brain of the learners-no external body could read those ideas unless they were expressed. But nowadays, this practice has changed. Writing in different forms such as on computers, slates and books has become an integral component of teaching and learning.

Note -taking, as it were, has become a vital exercise in the process of teaching/learning interaction. Because it is a permanent feature written down on paper, learners can have the opportunity to visit it either to transfer the information it carries into their long-term memory for examination and other functional purpose, or simply to consolidate the already learned material. However, as Anyogo (1998:9), observes, ".....there is a mis-match between the teacher's spoken language and the written language of students".

1.2 RESEARCH QUESTIONS

In order to facilitate the process of effective data gathering, the following questions are raised:

i. In what ways and to what extent do inaccuracies of note- taking influence the academic achievement of students?

ii. To what extent is the average Nigerian student aware of the contextual significance of homophonous words of English language?

iii. To what extent is the average Nigerian student able to distinguish between short and long vowels in spoken expression?

iv. To what existent are these errors describable in lexical, phonological, semantic and grammatical terms ?

v. What functional measures can be employed to minimize the occurrence of these errors in order to foster enhanced academic achievement by students?

1.3 AIMS AND OBJECTIVES OF THE STUDY:

Over the years, the researcher has been interested in finding out the reason

for the recurring high failure rate being recorded in the results of the post primary school students in Nigeria both in internal and public examinations.

This study is therefore an attempt at identifying, classifying and describing note-taking errors of secondary school students as well as projecting the connection between these errors and academic achievement. It also explains the causes of these errors, as the assumption here is in line with Morton's view that errors do not just happen but are caused"(Morton1964).

In the view of Abott and Wingard (1975), student errors should be looked at sympathetically but at the same time should not be permitted. The attitude of teachers should be sympathetic and helpful so that the students are not so worried about error avoidance that their fluency is impaired and non-permissive because, it is the duty of the teacher to help students to eliminate their errors and enhance their performance. The goal of the teacher is to get rid of the errors, and at the same time facilitate proficiency.

The objectives of this study therefore are:

i. To identify, classify and describe the note taking errors of selected secondary schools in Gusau town.

ii. To identify the linguistic causes of these errors.

iii. To identify the implications of the findings of the study for the teaching of English language in secondary as well as tertiary institutions in Nigeria.

iv. To identify the implications of the findings of the study for the Nigerian education policy for the post-primary level.

1.4 SCOPE OF THE STUDY

This study sets out to examine the implication of errors to the academic achievement of students. Attention is however paid to note -taking errors in the classroom situation. The analysis is centered on the phonological, semantic, lexical and grammatical causes and implications of the errors. The study is limited to lexical, phonological, semantic and grammatical note - taking errors only since all the components of the writing errors cannot be adequately studied in a single research work of this nature. For example, there are morphological errors, ideational errors, and organizational errors and so on. However written errors alone have been selected since even the test for oral in English is becoming more and more a written

exercise and the assessment of students' performance at this level is based on writing. It is therefore hoped that this exercise will provide a substantial support to the overall objective of student education.

More so, the study is experimental and required a close observation which would not be possible across different centers in the country by a single researcher. Therefore the study is limited to four secondary schools in Gusau town and not extended to other secondary schools across the country.

In addition, the background to the study has indicated that many secondary schools have similar problems in English. So a study that addresses a problem and hopefully comes out with a positive finding would be useful to other secondary schools across the country. The S.S.I and S.S III students were used as the subjects of the study because, these classes of students have already spent four years in the secondary school which is considered to be good enough for them to have overcome note-taking-error problems.

Besides, they have only two years or few months before successful ones amongst them will begin their tertiary education. Therefore, it was interesting and pertinent to see their note-taking ability and capability and also the implication of this to their academic performance.

The subjects were randomly selected from the secondary school class level which in the next one year will be split into Arts and Science classes (as is the practice in the study area). The objective is to look at the general achievement of this set of students before the split so as to determine their collective performance for the research purpose.

The study was also interested in the S.S. III class because it is assumed that this set of students must have gone through much of what is expected at this level of study already. Hence this work equally serves as a predictive study about the performance of these students in their impending examinations.

1.4 JUSTIFICATION FOR THE STUDY

The issue of note-taking errors and their implications is a big problem in the Nigerian education system especially among secondary school students. This problem is a cause for concern for the researcher who has had the ordeal of correcting note-taking errors in students' notes and scripts including those of SSCE

and National Examination Council (NECO) examinations. Unlike many previous attempts, which have tended to concentrate in errors on the writings of tertiary school students such as polytechnics, colleges of education and universities as evident in Anyogo (1998), Olaofe (1993) and the like, this study focuses on the scripts of secondary school students. This study is therefore a complementary effort to the previous studies on students in colleges of education and universities. Moreover, this crop of student constitute the bulk of the student population in tertiary institutions and so should and must be equipped properly to be able to face the challenges of higher education.

While it is conceded that a handful of research has been done on error analysis in general, not much can be said of studies with particular attention to note -taking errors and their implication to academic achievement in Nigeria. This study therefore serves as an eye opener to the need to give the necessary attention to the teaching of note-taking in secondary schools in Nigeria.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter reviews relevant concepts, studies and opinions. Specifically concepts such as error analysis, types of teaching methods and current practice in note- taking among students are discussed. It also concludes with a highlight some causes of note-taking errors.

2.1 THE CONCEPT OF ERROR ANALYSIS

One of the early approaches of empirical research to validate the mentalist approach to language learning (Chomsky, 1980) is the analysis of second or foreign language learner's errors. Error analysis (EA) is the study of the language of learners with a view to identifying the errors (ie, the deviations from the norms of the target language) learners make and to figure out the causes and significance of such errors. An earlier approach than E A is contrastive analysis (C A) Looking at the origin of E A, it will be instructive to take a cue from contrastive analysis.

The origin of an elaborate work on contrastive analysis is traceable to the work of Lado (1957). The approach is based on the premise that languages are different and because of these differences, the second language (L2) leaner encounters difficulties. Whitman in Orjime, (1999) outlines the procedure on which the approach works:

i Description (explicit)

ii Selection (of rules or structures for contrast)

iii Contrast (specifying the relationship of one system to the other).

iv Prediction (of errors or difficulty on the basis of the first three).

The models proposed by Bannathy (1967) and Lado (1976) also have similarities with Whitman's in content. However, Afolayan (1980) submits that C.A is "a viable applied linguistic theory that could be conceived as subsuming other partial theories of English as a second language (ESL) such as Error Analysis." Therefore rather than there being a fundamental opposition between EA and Contrastive Analysis, EA serves as an important source of corroboration to linguistic analysis in its claims to predictability of errors. Contrastive Analysis is centered on comparisons of the source language Vis-à-vis the target language in terms of forms and meaning. It is the assumption of CA that the differences between L1 and L2 lay the key to ease

or difficulty in learning. Implied in this assumption is the argument that those structures or elements that are similar to the learner's native language will be simpler to him as a result of transfer syndrome. While those that are different will present some difficulties in learning. As a complementary approach therefore what EA does is to submit the transfer theory to critical observation and provide data on the nature and significance of the obstacles that lie in the path of the discovery of the target language.

The development of error analysis itself arose in the 60s when people began to question one of the main objectives of C.A, namely "the explanation and prediction of L2" leaning problems. Scholars such as Richards (1971) Corder (1973) and Dulay & Burt (1974) began to realize more and more that C.A. approach left the L2 learner out of consideration. The fact that there was no empirical basis for C.A. in turn resulted in more attention being paid to the analysis of error which in turn shed more light on the explanation and prediction of L2 Learning problems. Since then, the importance of E A in language learning has been recognized, especially in L2 and foreign Language (FL) learning situation. A learner of L2 is progressively changing his language performance to bring it more into link with that of the native speaker. In this process, if the learner's language at a particular point is examined, there often exists, a dialect of theirs, differing in many crucial aspects from that of the target language and perhaps, having characteristics of the mother tongue (MT).

This dialect has been variously described by authors. According to Corder (1973), this dialect is referred to as the learner's 'transitional dialect' or 'Idiolect'. On his part, Jowitt (1991:53) calls it 'microlect...' Thus a Learner's sentences may be deviant, ill formed, incorrect or erroneous in the sense that they are superficially deviant or inappropriate in terms of the TL grammar. It is inevitable that learners make errors. The point to consider, however, is whether this is a good or bad thing. Errors can have either negative or positive contributions. On the surface, it appears that errors are bad since they signal a breakdown in the teaching and learning situation. This is the popular view held by Bloomfield and his followers (Bloomfield, 1942).

But recently, with the development of the mentalist school of thought of which Chomsky was a proponent, it has been argued that since errors are unavoidable and a necessary part of the learning process, they are visible proofs that learning is

taking place. Corder (1967) proposes that not only do language learners necessarily produce errors when communicating in the target language, but that these errors, if studied systematically, can provide significant insight into how languages are actually learned. Most of the note-taking errors or what is now known as 'graphological errors",(Folarin 1975) can be said to be the manifestations of the learner's assumptions about the target language. In a teacher learner interaction, for instance, errors such as:

"him" where there is supposed to be "hymn"
"boy" where there is supposed to be "buoy"
"heart" where there is supposed to be "hat" etc

have been observed by this researcher in the notes of students. As the concern here is the interface between note-taking errors and academic performance, instances of errors such as these surely have a negative influence on the performance of the affected students. But when these are collated and analyzed systematically and the feed – back is applied to the teaching process, a positive out-come will be more likely.

Error analysis therefore has an important applied linguistic justification in that data from the classroom provide input for theoretical discussion and evaluation and after which the feedback is applied to the design of remedial curricula. Corder (1973:265) also agrees that studying students' errors has immediate practical application for language teachers. He argues:

> Errors provide feedback; they tell the teacher something about the effectiveness of his teaching materials and his techniques and show him whether what part of the syllabus he has been following has been inadequately learned or taught and need further attention. They enable him to decide whether he must devote more time to the day-to-day value of errors. But in terms of broader planning, and with new group of learners, they provide the information for designing a remedial syllabus or a programme on re-teaching.

Implied in this argument is the fact that errors, when carefully analyzed and studied, can lead to learning on the part of both the teacher who makes the analysis and, the student who makes the errors. The crucial question to ask about errors in note-taking however, is whether what the student writes during dictation class is what he actually hears or what he thinks he hears.

Meringer (1895 - 1908) may be considered as the " father" of the linguistic

interest in speech errors, if for no other reason than that his published collection of over eight thousand speech, reading and writing errors, has provided data for other researchers in the field (Fromkin, 1973). Meringer recognizes that speaking and writing are productive and 'motor-oriented activities' whereas listening and reading are "interpretative and sensory-oriented activities". He also notes that speech errors are 'non-pathological' and are to be expected. Another American psychologist, Bawden, also has in his 1900 collection about one hundred errors, (Anyogo, 1998).

However, the pioneering effort in using speech errors as an important device in linguistic study came from a paper entitled: 'Predicting Slips of the Tongue' published by Wells, (1951). Hocket (1955) also had a great interest in speech errors and his work has been of immense importance to linguistic data. But, as Fromkin (1973) asserts, most of their (Meringer, 1908, Bawden, 1900, Wells, 1955 and Hocket 1955tc) analyses of speech errors deal more or less with 'phonological' errors to the neglect of other linguistic areas. This means that these linguists tended to concentrate more on the science of speech sound which is phonology and completely ignored other areas such as the analysis of 'phonographological' errors and their implications to academic achievement. For instance, if a teacher dictated to his students, a group of words in which the word "go" is present, and 60% of the students in the class wrote "goat", then it should be established that the teacher sounded more like "goat" and that those who got it as "go" probably made use of different other clues than the acoustic properties presented to them by the sounding of that word. But errors may also be committed when students choose to use other innovations (self – devised symbols) to record sounds they hear from their teachers such as: g8 for (gate or get?), L8 for (Late or Lait?), 9t for (night or knight?), gr8fl for (grateful or great fool?) etc. Personal observations show that this innovation is commonly invented by students in a bid to make writing exercise faster in a dictation class. Errors that result from this practice are as a result of the inherent ambiguities that the technique creates since the symbols themselves are subject to multiple interpretations.

Another instance may be when two different words sound alike as in "brake/break" (homophonous words). Students do commonly mistake one for the other. This often leads to wrong lexical selection. This means that every process that leads to an error in students' notes requires an effort to get rid of it so that proper

learning can take place.

2.1.1 Error Types

Corder (1973) did extensive investigations into the nature of linguistic errors. His categorizations have provided an acceptable pattern for modern classifications of errors. The first attempt was to separate errors from lapses. Lapses, according to Corder (1973:114), are "mistakes produced by native speakers, which can be corrected by them when their attention is drawn to them." Lapses by their nature therefore call for an "on the spot correction" rather than remedial work. Corder (ibid) points out in his findings that psychological conditions such as "fatigue, haste, and stress" remain the causal factors of lapses.

Errors on the other hand "signify an imperfect competence in the target language." Thus from the foregoing, it appears therefore that errors are seen as deviant sentences or utterances that find recurrence in the speech of mostly L2 learners of a target language. This presupposes that errors themselves occur due to lack of, or inadequate, knowledge of the rules of the target language usually due to fossilization, interlingual transfer or due to competence conflict between L1 and L2 grammar (Corder, 1973).

It has also been noted by Corder (ibid) that native speakers do "frequently produce "ill-formed utterances" which on the whole cannot be as a result of imperfect knowledge. Errors of this type are classified as transpositions or substitution or addition of speech sound, morpheme, word, complete phrase or some sort of blend, (Corder, 1973). These ill formed utterances could be seen as false start, or restructuring of what the speaker intends to utter.

It is therefore possible to talk of note – taking errors as the imperfect competence in the graphological effort of L2 learners. When these errors affect the structure of a sentence, there are thought of as having syntactic implication. If the meaning of the utterance is in question, there are considered to be of semantic relevance. But it becomes a phonological problem if it has to do with the morphophonemic structure of the words so written and, also, a lexical issue if the error results in a non- existent word in the target language.

Another important aspect of Corder (1973)'s study is his explanation of the specific way in which errors can be said to have been committed in the target language. Corder (1973) makes a distinction between "breaching of the code" and

"errors in the use of the code." The former, results in the wrong application of rule or the misuse of the right rules, which can lead the learners to form superficially ill formed sentences. For example: "he comed yesterday", "he cans do it" etc while the latter leads to well formed utterances but which are contextually in appropriate. Most note- taking errors tend to exhibit features of the former more than the latter. A provisional example is the following sentence drawn from the examination of student's' script in the course of this study: "Musa replied; I will sea the man tomorrow." Since there are no contextual clues to suggest a metaphoric use of the word 'sea' in the sentence above, the only plausible interpretation is that the utterance is "well formed" but "contextually ill formed"

The second instance also reveals an 'omission' of required element in the word 'disturbance' which was rendered as ' disturbace' with the deletion of 'n', a situation which Anyogo (1998:46) describes as a ' morphophonemic error.'

The resultant word 'disturbace' is not only meaningless, but the syllable '-ace' is useless and meaningless or perhaps, non - existent at least in the English lexicon as the boundary between the initial syllables 'disturb'-and '-ace' has been broken. This no doubt clearly indicates that note -taking errors can also be "morphophonemic" in nature.

The final categorization made by Corder (1973) has to do with the quality of linguistic intake vis-avis the linguistic output. These, he coined, "Receptive and expressive errors." Receptive errors refer to those of comprehension which can only be studied by inference from learner's Linguistic and non - linguistic responses to utterances in the target language. Errors here may well be situated in what Olaofe (1997:6) on the other hand describes as, 'incomprehensible in-put' ostensibly referring to imperfections relating to listening and reading. Corder (1973) argues that only the study of expressive errors offers the only direct source of information about the learners' transitional competence - verbal or written. Since this is so, it is rather natural to talk of note-taking errors as expressive errors.

2.1.2 Data For Error Analysis

E.A is largely confined to the study of what Corder (1973) refers to as "an expressive error." This can be spoken or written. Since note -taking is essentially a matter of writing, the study is concerned with "written errors", and hence as Corder himself has put it, "...it is easier to make a systematic study of written materials than

the spoken type." Different types of written materials produce different sets of error types. Written work could be either spontaneous or controlled. In the spontaneous, involving free composition, the "learner selects his own messages." Here, he can deliberately avoid linguistic areas in which he feels uncertain; thus spontaneous production can be error avoiding. In the controlled, the learner processes already given messages. The teacher could also involve the use of elicitation technique like multiple-choice tests for example to enable him isolate more exactly the specific error.

E.A could also involve oral tests, which could reveal how errors in students' speech might be transferred into written language. When this happens, note taking errors begin to creep in, which could provide data for analysis in error research such as this. Corder (1973) outlines three stages in error analysis which are: recognition, description and explanation. But a more systematic frame work of analysis is provided by Shridhar (1976). According to him, error analysis begins with:

1. Collection of data (pro-composition)
2. Identification of error (labeling)
3. Classification into error types (e.g., errors of agreement etc)
4. Statement of relation and frequency of error types
5. Identification of the areas of difficulties in the target language, then;
6. Therapy (lesson)

The two approaches are largely complementary with Shridhar's being essentially a matter of elaboration. Identification of errors presupposes availability of data which can only be made possible through gathering, (collection). As a matter of fact, identification or recognition of errors crucially depends on the analyst making a correct interpretation of the learner's intended meaning in context. It is for this reason that Corder (1973:265) asserts that:

> It is clear that for the purpose of error analysis, a grammar which aims to relate the semantic structure of a sentence to its surface structure by a set of explicit rules is the most appropriate theoretical model for the description of error, since we wish, in the process of correction, to be able to show the learner in what ways he has failed to realize his intended message.

So, identification is hinged on both the linguistic problem on the breaking of rules and the psychological problem which include reasons why the rules are broken, disregarded or ignored totally. When these factors are properly interpreted, then, the

analyst could go to the next stage.

2.1.3 Recognition Of Error

Recognition of error is the stage of establishing what the error is. Also, Corder (1981) suggests that all learner's utterances may be overtly erroneous i.e. superficially well formed but not meaning what the learner intended them to mean. A typical illustration is found in the student's sentence cited earlier which reads: *"...I will sea the man tomorrow." The difficulty of identification of error thus depends on correct interpretation since in most cases of error analysis, the learner is not always available to tell what he means, or since we may not understand his mother Tongue (MT), it is difficult to get authoritative reconstructions of the utterance. The intended meaning is inferred from the surface structure of his text sentence in conjunction with information derived from the context. The sentences to be considered are thus compared with their plausible reconstructions and the differences are identified, (Olasehinde, 2002). This study is equally based on similar frame work since note – taking errors can only plausibly be described on the bases of already properly reconstructed version in comparison. It is there and then that irregularities can be identified, analyzed, described and so on before any functional remedial work can be carried out.

2.1.4 Description Of Error

The description of error is essentially a comparative process, the data being the original erroneous and the reconstructed utterance. Olasehinde (2002:116) recommends the use of a particular grammar model with which to serve as a frame work:

> A grammar, for example T.G (Transformational Grammar) which aims at relating the semantic structure of a sentence to its surface structure by a set of explicit rule is the (most) appropriate theoretical model for the description of errors since we wish, in the process of correction, to be able to show the learner in what way and at what stage he has failed to realize the intended message. He needs to see how he has deviated from the realization rules of the target language i.e. what rules he has broken, substituted or disregarded.

This calls for a realization of the need for adequate data, since a single instance of error may be insufficient to establish that there exists regularity (i.e. a set

of rules) in the learner's idiolect. There is need therefore to know the pattern of error on the learner's competence before a proper description can be made. However, learners' errors on the note do not depend so much on such consistency before their negative effects can be felt. If, for instance, in a word within a sentence, a morpheme or syllable is omitted, mis-ordered or substituted as in:

"She greated her moda yestadai"

Perhaps, only the author could decode a meaning out of this kind of error. Those who read from them can only rely on guess work or related clues which may lead to wrong conclusions. But examination bodies like the National Examination Council (NECO) and West African Examination Council (WAEC) will not wait for candidates' interpretations before awarding marks that would determine students' performance in their academic efforts. This is where the relationship between note-taking errors and academic under achievement can be guessed.

2.1.5 Error Explanation

It is important to explain reasons for errors, as a full knowledge of the causes of an error enables the teacher to work out a more effective teaching strategy to deal with it. The explanation of errors can be regarded as a linguistic problem. That is, a statement of the way in which the learner has deviated from the realization of the rules of the TL. Explanation of error can also be regarded as a psycholinguistic problem .That is, the reason why a learner has broken, disregarded or ignored the rules of the target language.

One way of accounting for errors is by the theory of transfer earlier on referred to which states that a learner of L2 transfers into his performance in L2 the habits of MT. As revealed by Olasehinde (2002)'s experimental work on the impact of MT on L2 learning, evidence suggests that even in adult learners where the MT system is at peak, only a minority of errors are attributable to MT interference (Olasehinde 2002:118). This further lends credence to earlier related studies in language learning in a multilingual setting like those of Richards (1971) and Selinker (1992) which have shown that the MT is not always the "Trojan horse" (the main source) of errors in the learning process. Olasehinde (2002) also reports that another source of errors is the learning process itself which provides much of the circumstances under which note-taking errors are committed. Errors produced here are intralingual. It has been observed by Brought et al (1980) in Olasehinde, (2002:118) that learners from

"diverse linguistic backgrounds" almost universally have difficulty with certain things, whether or not they existed in their mother tongue. He added further that nearly all second language learners, like children learning to understand their mothers, produce forms like " he musted do it yesterday", " he throwed the ball" etc in English Language.

Thus, the errors here may be due to the fact that the learner has not yet discovered the precise set of categories to which the rule applies. Errors of this sort are errors of over-generalization which Corder (1974:118) refers to as 'analogical errors'. Richard, (1971) also acknowledges the influence of MT on learner's productions as well as other features like: intralingua and development errors, over-generalization, incomplete application of target language rules, failure to learn the conditions under which the rules apply, and the development of these concepts... Errors could also be attributed to bad teaching materials and resources.

A study by Olasehinde (Op.cit) reveals that the general public and the mass media especially news papers in their journalese often have 'wrong influence' on students' perception of English language. He postulates further that sensational newspaper like "Lagos weekend"; " Ikebe super," and English as presented in "The Walker About" column written in pidgin English are becoming a pervasive force and may ,already have some 'negative' influence on the spoken as well as the written English of students in Nigeria .

2.1.7 Remediation Of Error Or Therapy

There is no doubt that error correction strategies need to be planned carefully. Errors need to be corrected and students should be guided in recognizing deviant forms and structures in their written works. If the learner is unaware of his errors, his teacher will find if difficult to help him correct them.

Next, it is good to determine their causes, because after this is done, the teacher can think of how serious the error is. The more serious the error is, the higher priority it should have in remedial work. Some researchers like Broughton et al (1980) in Olasehinde (2002:120) have attempted to categories errors according to their level of significance, though they equally acknowledged that there is no general agreement about the scale of gravity. According to Broughton et al (Opcit: 137):

> As a general principle, errors in the overall structure of sentences are more important than errors affecting parts of sentences; though there is no general

agreement about a scale of error gravity. As a rough guide, it has recently been suggested that error types considered most serious are transformations, tense, concord, case, negation, articles, order and lexical errors.

Error correction strategy suggested by Olasehinde (2002) ranges from individual to group correction depending on the seriousness of the errors in question. In the correction of errors on individual basis, the teacher needs to tread very carefully. It has been suggested by Olahinde (2002:120) that "there is no point in painting every error red". This wastes marking time, yet provides no guarantee that the students will learn from his mistakes as evidenced by similar errors that may appear on his subsequent written works. Dotting the paper with ink allover therefore can only make him loose confidence in himself and make him want to give up. How much errors to correct and often depends on the sensitivity of the students and the nature of the task. Some exercises call for very different techniques in correction and these must not be used in the wrong places.

It should be remarked that immediate feedback could be extremely valuable to students. The teacher can point out the mistakes, explaining what is wrong and attempting on the spot to give extra practice, or make a teaching point of them in another lesson where there will be some conscious comparison of items confused. In doing this however Olasehinde (2002) cautions that, "the problem is not merely to establish a new correct habit but to breakdown an incorrect one." It is therefore instructive to say that when the papers are collected in, the teacher may simply put a single code letter in the margin such as 'T' for tense error, 'SP' for spelling error etc. This reduces the red ink to be splashed, offering the student the challenge to think out the errors himself and provide his own corrected version. This technique tends to rely more on the theory of 'innatism' proposed by Noam Chomsky in his treatment of the concept of "Competence versus Performance", Chomsky, (1980). The theory operates on the belief that children are born with "innate linguistic abilities"; and as such, effort at teaching language should be aimed at bringing out these innate potentials. This requires that appropriate learning environment be provided for learners. Therefore the use of 'Code Letters' (e.g. 'T' for tense error, etc.) provides the relevant linguistic stimulus necessary for the activation of their latent knowledge of the grammar of that particular language.

GROUP WORK

Working in group most times provides an opportunity for co-operation and enthusiasm. This also creates lasting impressions in the minds of learners. It has been suggested by Olasehinde (2002:121) that apart from the student himself and the teacher, correction can also come from the group. Members can correct both oral and written works. Group work provides another alternative. Many groups will be willing to discuss the member's written works and suggest better phrasing and different structures where appropriate. The teacher can go round checking or be called in where there is doubt in the group. However using other members of the group obviously has to be handled sensitively by the teacher as an aggressive and critical spirits in any member of the class can be damaging .Again, correcting individual student in a group leads to boredom. It is against this backdrop that other techniques are being suggested (Olasehinde, 2002: 121).

THE USE OF CARDS

To avoid the boredom of correcting the student with the whole group listening, Bright and Macgregor (1980:132) suggest that "each pupil be dealt with individually using cards and indexes." Errors could be written on these cards instead of the usual chalkboard or students' note books. Card could be filled in alphabetical order under: purpose, object or under individual words. Explanations are then put on the front of the card and exercise on the back. This will surely help so that when a student makes a mistake, he is given the card, and corrections consist of reading the explanation, doing the exercise on the back of the card and correcting his own error. A provisional example of how the card method is done can be drawn from Olasehinde (2002:121) which is reconstructed below:

Front of Card

Take off, one's clothes

Not put off

We put on our clothes, but we take off our clothes.

Back of Card

Make five sentences like these:

i. She took off one hat and put on another

ii. He took off a dirty shirt and put on a clean one.

The appropriate card could be slipped into the exercise book of the student who makes the error or he could be referred to it. The box of cards could be kept in the classroom. Students could then use them to do exercises orally, thereby preventing errors from arising.

General Hints:

Freshness of approach and variety has been identified as especially important when dealing with remedial class (Olasehinde, 2002). Motivation is the key to these types of group and this is largely dependent on the sensitive handling of the teacher. One very useful technique is to totally change the whole approach. Rather than go back over the same book, it is advisable to use a different book altogether reworking on familiar material in a non-structural way may do the trick. A notional syllabus is useful for remedial classes because of its novelty and because its functional goals are readily identified and achieved, while it makes for strong motivation with its emphasis on communication in practical situations. A dismissive, condemnatory attitude will only have very negative results. Progress may be slow but the remedial teacher should not be discouraged as Brouhton et al (1980:143) write:

> The demands are great on teachers concern with error correction, but there are compensatory rewards in seeing one ....grasp a point at least which seemed totally beyond them or in receiving their evident gratitude for one's effort...

WEAKNESS OF E.A

Just like weaknesses were identified in the theory of transfer for L2 learning, weaknesses of E.A have been identified. The insufficiency of error analysis for addressing the nature of the learner's inter-language competence was pointed out as early as 1973, by people like Hammerberyg. He made the claim that a more complete picture of the learner's inter language could only be gained through "...investigations of the learner's total performance and a consideration of what part of the target language the learner might have avoided using altogether." Also, Corder, (1978) maintains that "observational data..." which were generally in E.A. "must be combined with experimental data" before a valid statement about a learner's errors could gain general acceptance.

However, at the level of pragmatic classroom experience, as Olasehinde (2002:123) notes, "error analysis will continue to provide one means by which the

teacher assesses learning and teaching and determines priorities for future effort." This is precisely the over all objective this present study strives to achieve. The approximate systems of learner's language should be viewed not as " pathologies to be eroded" as such but as necessary stages in the gradual acquisition of the target language (TL), and this would result in a deeper understanding of language in general and a more human approach to language teaching in particular.

2.2.0 METHODS OF TEACHING THE ENGLISH LANGUAGE

Teaching is an active thinking and decision making process through which the teacher is constantly assessing what the students know, what they need to know, and how to provide for a successful learning .This understanding of teaching requires that teachers be not only good managers but also have an excellent knowledge of their subjects and the students they teach, and of teaching and learning strategies. This view is also shared by Williams (1990) and Opara (1999).

The popular methods of teaching the English language deal with the development of oracy-listening and speaking, and skills of literacy-reading and writing (Opara, 1999). The most common methods include:

I, the Grammar Translation Method,

II, the Audio Lingual Method and

III, the Communicative Method

2.2.1 The Grammar Translation Method

The most ancient of these methods is the grammar translation method which is nowadays largely considered to be old-fashioned. It handles language teaching from the point of view of innatism- a perception about language acquisition largely credited to the work of Chomsky (1957).

This method hinges on the use of mother tongue to translate the rules, structures and vocabulary of the target language. The common assumption in this method is that grammars of all languages are similar in all respects leading to the contentious notion of "universal grammar."

The disadvantages of this method however, are that while the skills of literacy are well developed, those of oracy are not. This means that students could write but cannot read. It is also considered to be heavily teacher-centered. According to Opara (1999:8), these short-comings led to its replacement by a newer method –the Audio Lingual Method.

2.2.2 The Audio Lingual Method

The audio lingual method is largely an offshoot of the grammar translation method. The principle that underpins this method is the theory of behaviorism. According to Skinner, (1957), learning is a function of change in overt behavior. Hence this method emphasizes behavioral patterns such as speech, pattern drills, different types of drills, habit formation, practice and repetitions, form and content, contrast between mother-tongue and English, repetition of the same structure in common use, use of techniques of dialogue and language laboratory among others,(Opara,1999:8). It emphasizes drills and exercises not rules and regulations about grammar. Unlike the earlier method, this method is learner-centered and students participate actively. But it also has its deficiencies. The disadvantages of this method, according to Williams (1990:46), include:

I, the tendency to focus on discrete items in isolated contexts,

II, Mechanical laboratory drills not representing language as it is used for real-life communication,

III, over emphasis on aural aspect, to the detriment of those who are visual minded.

IV, An unrealistic insistence on error- free learning.

In recent times, as Williams's remarks; "...more attention is now being paid to explanation during pattern drills." Real-life situations are being simulated in the classroom. There is grater variety of activities through pictures, dramatizations, role-playing and an increased use of native language equivalents where necessary.

Many people have learnt speaking through this method. In this method, language teaching is approached through its structures and taught in its patterns. Words are taught through sentences and sentences are taught through situations. These situations are chosen from realistic items known to the learner .For example, one can teach a Nigerian child the words: mango, dog, market, ogbono and stock-fish from the following sentences adapted from Opara (1999:9):

- The mango is falling from the tree outside the classroom.
- The dog is playing with the child.
- Mother is cooking ogbono soup with stock-fish
- The mad man is living in the market.

These items are chosen from the learner's environment such as the classroom, the home, and the market and they are familiar to him. More importantly, the teacher using this method should first of all choose the structure to be taught and the structure chosen should be determined by the situation. Again, the chosen structure should be presented and practiced through careful handling of the situation and through variation of the content words. In practice, the content words, unlike the functional words, can be substituted for others. The content words also can be used in presenting new structures. All of these structures should be familiar to the learners. The use of substitution table enables the teacher to choose the required structure, vary content words, and present new structures. Through drills and exercises, the substitution tables enable the learner to learn a foreign language by the same method (habit) through which the child learns his own language. How drills work using substitution tables is exemplified thus:

Variables	Fixed	Variables
He	Came	Yesterday
John		At noon
Adiya		Last Friday
Eunice		This morning.

From the above table, variety of exercises following the same pattern of sentences can be drilled. Similarly, content words, such as those under the variable columns can be changed. The teacher allows the students to generate as many sentences as possible from the table. The teacher makes sure that correct grammatical patterns are produced using the simple past tense. The theory underlying the substitution technique is that a language is learned when its patterns are well established as habits through repetition and variation.

2.2.3 The Communicative Method

This method highlights the importance of communication in the teaching of the English language. Communication is the goal of English language teaching in a foreign or second language country such as Nigeria. The main purpose is to develop the learners' knowledge of English and their ability to use the language appropriately. A learner's knowledge of the English language means the bulk of the language which he has learned which will enable him to understand and recognize mistakes and ambiguities. Performance means fluency in oral and written English. Performance also enables the learner to understand and use utterances appropriate to different contexts. Commenting on appropriateness, Williams (1990:46) citing Hymns writes:

> (A child) knows when and when not to speak, what to talk about with whom, when, where and in what manner. He would not say to his father, "Go away" unless he were a three-year-old, completely unaware of the social connotations of such an expression; or unless the social context of the interaction was so unusual as to warrant such an otherwise unacceptable remark. While such an expression would be grammatically correct, it would normally be inappropriate. Conventional usage would be governed by a similar set of social restraints.

From the above quotation, communicative method means practice in the way English is used in different formal and informal situations. The use of language goes beyond mere grammatical competence since language is used in socio-cultural and inter-personal contexts. It is inappropriate for a second language speaker to use a formal style where he should use an informal style. For instance, it will not be appropriate to say to a very close friend, "I will investigate the matter" instead of, 'I will look into the matter' (Opara, 1999:11). Note-taking errors, when they result from wrong selection of words, may also lead to similar social problems.

The teacher integrates knowledge and performance in the classroom using communicative drills and exercises in this manner:

(i) He presents the topic and the facts to be known about it.

(ii) He drills the students on the topic.

(iii) He presents a model of what is required in a communicative exercise.

(iv) He allows the students to practice the communicative exercises.

(v) The teacher listens to the group interactions taking note of the language use (ignoring inaccuracies of grammar and pronunciation but making a point to deal with them later).

(vi) Towards the end of the lesson, the teacher holds discussion on the appropriateness of language based on his notes.

Children are often engaged in one form of activity or another, such as; role-playing, pair and group activities and games. This method takes advantage of these natural attributes of children. But it has the following disadvantages:

I, It places much demand on the teacher for its preparation and execution. The teacher has to think, construct and formulate the items for teaching.

II the techniques are also too many. There are, for instance, the use of short stories, literary texts, drama, and games, and advertisements, conversation on incidents of every day life, drill on sentence patterns, getting pupils to learn in pairs and in groups, self correction and rewriting.

The teacher has to choose the techniques that are effective for him and his student. As a practical model, the following techniques could be used in teaching creative writing: A class reproducing short stories or a collection of advertisements could be used to teach brevity, clarity and the art of persuasion. In like manner, to teach vocabulary items, a group of students lending and borrowing, hiring and renting, or a dialogue on customer and vendor, could be used respectively to clear the confusion in the use of pairs of words and to teach countable and uncountable nouns. Similarly, Opara (1999.12) suggests that "to teach the use of English, committees of Junior Secondary School (JSS) students who are asked to draw up rules and regulations or questionnaires on oral interviews could be used to enhance students' use of English." In addition, to teach grammar, pairs of grammatical items that go together such as 'have to' and 'have got to...' could be used in pair activity or in a role-play involving a father and a son.

The job of the committee of JSS students above is to draw up a list of rules and regulations to be enforced by the prefects in the junior secondary school. The students could write out the following dos and don'ts for display on the notice board:

DOS	DONTS
1. Be punctual in getting to School	1. Don't be rude to your teachers.
2. Be neat and tidy in your appearance	2. Don't make noise in the library
3. Throw your rubbish in the dustbin	3. Don't drop bits of food in the classroom.
4. Take your proper place when lining up.	4. Don't fight in class or on the school premises.

Adapted from Williams (1990:56)

This communicative practice focuses attention on the learners. Activities in the class are organized in such a way that students do most of the talking and the teacher does less of the talking. The method enhances fluency in oral and written English and encourages activity.

Highlights from Williams (1990) also suggest that questionnaires are very useful in communicative practice. "It is best suited for pair activity, although it can be used with a group". In an oral interview, for instance, the teacher can tell the students to answer the following questions when they are called for interview. The question will be asked by more than one person.

Each member of the group will be interviewed by the others. In this way, everyone gets a chance to ask as well as answer questions. The following questions and answers can serve as guides:

QUESTION	ANSWER
a. What is your name?	My name is Mary
b. How old are you?	I am ten years old
c. When were you born?	I was born in 1989
d. How many brothers and sisters do you have	I have two brothers and two sisters
e. What is your favorite subject?	My favorite subject is economics

In this communicative practice, fluency is encouraged because student are immerse in a language environment where they have to ask and answer questions. They learn by doing.

The advantages of role- plays are that they are simple and short and they are often set up to teach a particular aspect of a language or some aspects of the language. The disadvantages are that the teacher must know how to plan the activities. His common sense must be relied on and the knowledge he has of the communicative practice.

In the final analysis, teachers are encouraged to use a method that suits them and their students. It is what we do with the method that matters. Any method that encourages students to speak, write well, express their opinions and ask their own questions is good. Flexibility should be the key word.

2.3 CURRENT PRACTICES IN NOTE -TAKING

Fast and easy techniques have been devised by students to document information and sounds in words. However, this is not just a free for all affair. Paige (2003) has outlined some fundamental factors required for successful note -taking, which include the need for:

i. concentration

ii. Readiness/ preparation

iii. Capacity to summarise main points in verbal speech

iv. Adequate vocabulary builds -up

V. Self -help encoding system (S.E.S) among others.

Note taking is the use of signs to represent sounds in written or printed form. These signs are generally referred to as "alphabet or letters." There are twenty six letters in the English alphabet system (a,b,c,d,e,f,g,h,i,j,k,l,m,n,o,p,q,r,s,t,u,v,w,x,y,z)five of which are 'vowels' (a e i o u) and the rest of them, consonant sounds. Dele (2003: iv) explains that languages such as English, Russian, German etc join alphabet together to form sensible words. But other signs and symbols such as comma (,) full stop (.) semi

column (;) interjection (!) colon (:) and so on also play crucial roles in the area of structural interpretation of words.

An average Nigerian student often commits errors in his written work as the researcher has observed as part of the professional exercise. Paige (2003) provides some of the reasons why this is so:

i. Students copying notes for fellow students.

ii. The use of student teachers who are themselves not competent enough and are often time unsupervised on the job.

iii. Poor writing materials such as chalk -board, duster, chalk etc.

iv. Poor lightening condition of most classrooms

v. Poor and improper arrangement of students in the classes which creates a situation where taller students sit in the front lines thereby blocking the view of others.

vi. Inability of teachers to regularly cross check students' notes with the view to correcting mistakes among others.

This is true especially when one considers the fact of Interlingual transfer among Nigerian speakers of English as a second language (ESC) against the backdrop that there seem to be a parallel between the spoken and written language. This is the case with some Hausa speakers as they often substitute such phonemes as /p/ →/f/ and /b /→/v/ which results in situations where:

- People /pipl / is realized (in speech and writing) as 'feofle' /fifl/
- Place /pleis/ as flace /fleis/
- Pray /prei/ as fray / frei/
- Very /veri / as bery /beri/
- Vision /viʒn/ as bision /biʒ n/
- Fifty /fifti/ as pipty /pipti/
- Value /va:lu/ as balue /ba:lu/ etc.

A good English dictionary can be a helpful reference for words meaning and phonological knowledge of English language as it is to its grammar. But it also helps further as it provides some hints in form of abbreviation of words which are used by students for classroom purposes:

abbr.. abbreviation emph. emphatic

adj.	adjective	eg.	example
Adv.	adverb	etc.	et. Cetera
app.	appendix	joc.	jocularly
aux.	auxiliary	usu.	usual
def.	definite	symb.	symbol
fml.	formal	pers.	person
Fig	finger	sing.	singular
Infml.	informal	pl.	plural
n.	noun	suff.	suffix
masc.	masculine	sl.	slang
v.	verb	art.	article
neg.	negative	interrog.	interrogative

It has earlier been observed by Yina (interview, 2002) that, in English language, "there is no one-to-one correspondence between autographic symbols (spellings) and the way words are pronounced (phonology)". It was in agreement with this assertion that Shaw, (n.d) argues for the reversal of English spelling system. He contends for instance that if:

'gh' is realized as /f/ in words like rough /rʌf/

'o' is realized as /i/ in words like women /wimen/ &

' t' is realized as /ʃ/ in words like nation /neiʃn/

Then, the word "fish" should be spelled as 'ghot.' His proposal undoubtedly reveals the deep sited complexity and arbitrariness in the English spelling and writing system but it has not changed the writing system itself. It is against these complexity and arbitrariness that writings in Englis (words etc) are examined for errors. This means that despite the arbitrariness, there is always an order or a pattern which can be thought of as a system. For instance, Lyons (1977) defines a word as "a sequence of letters which, in a normal typographical practice, is bound on either side by a space..." Errors therefore could be said to have arisen when students disregard this rule and produce something that looks like:

- Inaland--- (perhaps 'in, a & land' joined together)
- mypen--- (perhaps ' my' & 'pen' joined together)
- Substanceswhich--- (perhaps 'substances' & 'which' joined together)

- SuBoRDiNatiNG conJucTion--(a mixture of both upper & lower cases within a single word) etc

as the researcher has observed often time in students' notes in the course of this study. This position is supported by examination bodies like the National Examination Council (NECO) and the West African Examination Council (WAEC) in Nigeria. Going through NECO marking scheme for English language (NECO, 2005) it was observed that criteria set for punishment of students' error by deduction of half a mark (1/2) include:

i –Mechanical accuracy: the errors to be penalized by ringing and deduction of ½ marks in this aspect include:

a--Obvious grammatical mistakes (omission or wrong use of sentence elements such as nouns, verbs, articles, adjectives, adjuncts, preposition etc.

b –Spelling mistakes (wrong spellings)

ii- Punctuation errors (such as full stop, question marks, exclamation marks, colon, commas etc.)

iii- All instances of the use of small letters to begin a sentence or a proper noun as well as the use of small letter for personal pronoun 'I' are to be penalized.

iv- Wrong spelling or amalgamation of words (such as extracted from students' notes above). (NECO, 2005).

2.5 CAUSES OF LOW PERFORMANCE IN ENGLISH IN NIGERIA

English language is variously used in the Nigerian linguistic environment but its variegated use is hardly matched with standard. The level of proficiency is disappointingly low as the data evidence in the introduction to this study has shown.

In the same vein, Boadi, Grieve and Nwankwo (1981) corroborate this submission as they too have concluded that the situation is 'disappointing.' A survey of the possible causes of low performance in English in Nigeria reveals a variation of causative factors. But, perhaps, it is better thought of as a combination of these factors.

Many scholars; Adegbija (1989), Bamiro (1994) and Igboanusi (2002) etc are of the opinion that the existence of "many Englishes" along with their varieties is responsible for the falling standard of English in Nigeria. Babatunde, (2002) for instance, notes that "...the plurality of English in the world has serious implication for

standard." The existence of British English, American English, Australian English and so on globally with all their enormous influence in the third world countries like Nigeria is therefore of significant implication for standard. Some examination Bodies like WAEC and NECO express preference for British and American varieties, but insist that consistency on a choice must be maintained. There are also several varieties of English within Nigeria itself being described variously as "Educated Nigerian English, Popular Nigerian English" and many more (Jowitt, 1991). Many of the teachers seem to be unaware of the acceptable variety "for teaching and examining." A combination of these realities creates a complex scenario which is now said to have a telling effect on the competences of learners. Igboanusi (2002) is one scholar that corroborates this position. According to him, learning is facilitated if teachers and students know that "center/centre color/colour, gas/petrol, generator/dynamo, flashlight/torch etc" are all features of American and British varieties. Where the teacher/ examiner is familiar only with one variety, and a students is familiar with a different variety, the student stands the risk of being unjustly penalized for using a variety unknown to the examiner (Igboanusi, 2002:21).

The problem of multiple standards becomes even greater with the emergence of Nigerian English (NE). Authentic NE usage includes thousand of loan words from pidgin, Hausa, Igbo, Yoruba, and minority languages, which may not easily be expressed in English. They also include words formed by the following linguistic process of innovation: loan words, coinages, intralingual compounding, semantic extension, semantic shift, translation equivalent, analogical derivation, ellipses, acronyms, collocational extension and reduplication. These processes have been extensively discussed in Adegbija (1989), Bamiro (1994), and Igboanusi (1998). Most of the words created in NE through these linguistic processes are absent in both British (BE) and American English (AmE). Acceptability of NE usage is made more difficult with the absence of standard grammar books on which to turn to for what constitutes correct and acceptable usages and what is not. According to Igboanusi (2002) quoting Bamgbose (1995:26), "Examiners are even more conservative, for they reject even widespread usages as long as they cannot be found in standard grammars or dictionaries."

Jowitt (1991) believes that, "...where new English is spoken, there tends to be a great range of varieties of English, which can be thought of as consisting a speech

continuum. At one end of the continuum is a variety that corresponds to the native variety. At the other is an extremely deviant, substandard variety, heavily influenced by the MT." This situation and its attendant consequences have been extensively discussed in Adegbija (1989), Bamiro (1994) and Igboanusi (1998). But Igboanusi (2002) contends that the critical issue still remains the tactical withdrawal of the native English teachers from the nation's education system. He recalls that before and shortly after the attainment of independence in 1960, Nigeria had a good number of native English teachers. "Then the stranded of English was said to be high ...." He laments the change afterward with the worsening economy when Nigeria could no longer "attract teachers of native English countries." A situation which according to him was further aggravated by the suspension from Nigeria in 1993 of the peace corps by the U.S government following the annulment of the June 12 presidential election by the then military regime.

However, Opara (1999) and Olaofe (1989) have different views. According to Opara, a combination of factors creates the present muddle. These are listed viz:

i. Unconducive language environment

ii. Use of English as a second language

iii. Varieties of English language

iv. Lack of facilities for teaching and learning

v. Teaching large classes

vi. The teacher and the method used

vii. A systematic teaching of English

viii. Benefiting from the developments around, among others (Op.cit:15)

On his part, Olaofe (1989) hinges his argument on teachers' lack of resourcefulness. This is seen as an indication of poor teacher training quality which has not enabled teachers to utilize high intellectual skills, creativity, innovative capability, applicative and adaptive strategy to make learning to take place in normal and abnormal; specific and adverse language teaching situations. Commenting on the condition of teachers and the influence it has on the standard of teaching English language, Olaofe laments that a situation where;

> a teacher would have to turn a taxi driver, express (i.e., motor cycle) operator, early morning farmer before school, part-time contractor, seller of used clothes, food stuff and ornaments in school premises, secret cult promoter, money doublers, 419 expert, midnight marauders, political thug, all in the bid

> to make ends meet ..... Spells doom for the education system in general (Olaofe, 1996:7).

This is not without a formidable defense on the part of the teachers. Much of the defense is hinged on low wages, delay and often time, absence of fringe benefits as can be found in other industries, and general poor conditions of service. This is what is said to be the root cause of the picture painted by Olaofe above. The burning question however, is what happens even when there is favorable condition of service and good remuneration and yet students perform poorly. Thus Olaofe, like many other researchers in this area, has tended to focus only on the more general causes of poor performance in English language to the neglect of the salient contribution from a note-taking related error which is the emphasis of this present study.

2.6 THEORETICAL FRAMEWORK

The behaviourist theory by Skinner (1957) and the theory of innatism developed by Chomsky, (1957) have been adopted for this study. Both theories are adopted for this study because of their direct relationship with the nature and structure of learning in the classroom situation especially as it relates to the mastery of English Language.

Behaviourism is an antimentalist, empirically-based approach to the study of human behaviour. To the behaviourists, the human being is an organism capable of a wide repertoire of behaviours. The occurrence of these behaviours is dependent upon three crucial elements in learning: a stimulus; which serves to elicit behaviours, a response, triggered by a stimulus; and reinforcement, which serves to mark the response as being appropriate (or inappropriate) and encourages the repetition (or suppression) of the response in future (Skinner, 1957; Brown, 1980). Going by that view, this study derives a theoretical framework; in that note-taking as an academic exercise is treated as a response to either internal or external stimulus. While errors thereof are treated as inappropriate responses that require negative reinforcement so as to suppress their repetition.

Equally relevant to this study is the notion of language acquisition idealized by Noam Chomsky. *Innatism* also known as "*Rationalism*" is of the view that basic ideas about language are already present in the minds of human beings at birth. This internal device for language processing, according to Chomsky is called 'LAD'

(Language Acquisition Device). It is this device that allows learners to manipulate from a limited set of language experience, an infinite set of linguistic instances. This position too is important to this study because it is evident from the review that students do regularly introduce novel Innovations into their performance in language including their note-taking practice. But often time this effort results in *Unconventional usages* or errors. Errors of over-generalization resulting in additions, omissions, misorderings or wrong selection of consonants and vowels as can be seen in the review can best be accounted for on the basis of this theory.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

This chapter provides information on a wide range of methodological issues. Specifically, it answers relevant questions bordering on: area of study, the study population, sample and sampling technique and data collection and instrumentation. Finally, it concludes with a discussion of the frame work for the data analysis.

3.1 AREA OF STUDY

The geographical area for this study is the Gusau local government area of Zamfara state. Gusau, apart from being a local area Council, is the capital city of the relatively newly created state for the 'zamfarawa' people from where the name 'Zamfara' is derived. It is located at the triangle of the northern and eastern lines of the state. It is a metropolitan city which comprises both indigenous as well as non indigenous population and it is generally considered to have the largest population of a single settlement in the state. This is undoubtedly true since it is the seat of the state power where most of its businesses are conducted.

Historically speaking, Gusau is an old settlement created as a political unit since 1976 under the old Sokoto state. The pace of its social, educational and political development was, however, rather stable until twenty years later, precisely on the 1st of October, 1996 when the state was created by the then military regime of General Sani Abacha, and Gusau was made the state capital. Accordingly, the story of its socio- economic and educational activities has changed dramatically. Its people speak mainly the Hausa/Fulani languages, but the consciousness of the functional value of English language among its populace is gradually becoming irresistible. The choice of this area is therefore predicated on the realization of the fact that Zamfara state is one of the states at the front seat of the "least less educationally developed states (LLEDS)" in Nigeria. Besides, Gusau is being used as "an experimental subject" in an effort to speed-up the process of educational and social development of the state (Mohammed Lawal, personal communication, {15 March, 2007).

3.2 THE STUDY POPULATION AND SAMPLE

The population for this study comprises students of secondary schools within the

study area (Gusau) who by virtue of their western education, are taught English language both as a school subject, as well as a medium of instruction in the classes. They are students in both single sex as well as unisex schools of age roughly between 13-18 years. The choice of this population is justifiable on the basis that only from subjects drawn from this population can relevant data for the research theme be obtained. Inputs supplied by this population are considered dependable for critical analysis and subsequent inference since they themselves constitute a fraction of the larger population targeted for the study generalization. Accordingly, two hundred and sixteen (216) students, drawn from four secondary schools, randomly selected from among fourteen (14) secondary schools within the study area were used for this study. The schools finally selected are:

School name		Category		Location
1. Sambo Secondary School	_____	Male only	____	Low cost area, Gusau.
2. G.G.D.S.S (Sarkin Kudu)	_____	Female only	____	Tashar Magami, Gusau.
3. College of Islamic Sciences	_____	Male only	____	G.R.A area, Gusau.
4. Diamond Wisdom Schools	_____	Unisex	____	Sabon Gari area, Gusau.

The rationale for this size of population is so as to give a fair spread of the general performance of the targeted subjects as well as to avoid reaching conclusion founded on mere supposition. Again, it is believed that the broader the sample population, the better the chances of having a fair representational sample. More so, another benefit for this sample is that these schools comprise not just the population of the indigenes of the state, but also students from other parts of Nigeria. Hence the result from the study gives a picture of a general phenomenon in Nigeria. This is not however to suggest that the sample is an exact representation of the entire population of students in Nigeria. In fact, the work is not designed to cover the entire country since it is just an experimental study of its fraction. The sample for the study comprised two sets of students:

(i) Senior secondary school one (S.S I)

(ii) Senior secondary school three (S.S III)

(i) **SSI Students:**

These students are in their forth year in the secondary school and as such

must have had at least three years of English studies uninterrupted, and at most four to five years (as in the case of repeating students). This being the case, it was felt that they were best suited for the study as it was felt that they should have attained significant level of competence and control of English appropriate to their level. Data obtained from this set of students therefore provide a good representation of the general note -taking problem of the entire secondary schools in Gusau, and to some extent, all students in any secondary school in the country. This is perhaps even so when it is realized that admissions into these secondary schools are not discriminatory. Students from other parts of Nigeria are admitted, unlike "*Makaranta Islamiyas*" (or Islamic schools) which are reserved only for children from Muslim homes.

(ii) SS III Students:

These are the students in their final year of study and are perhaps a better sample for the study. After going through school for many years, it is expected that this set of students will not just be versatile in speech and written English but will have significantly mastered it and will be able to speak and write it with a high degree of fluency and competence appropriate to their level. It is for this reason that they were also selected for this study. It is expected that the difficulties in communication as well as written English of these students will be minimal as they would have overcome most of their linguistic challenges over the many years of English language studies. The exposure to English language through lessons, preps, assignments and essay writing over the years should have made them more efficient (at least relative to their level) in literary skills. For instance, all of these students have English as a subject in their curriculum and it is also used as a medium of instruction in their classes. Furthermore, English remains 'a must-passed school subject' before university admission can be guaranteed for any student in Nigeria. Also the Joint Admissions and Matriculation Board (JAMB) considers it a compulsory subject for university admission examination. It therefore goes without saying that students at this level of study take English language seriously.

3.3 INSTRUMENTS AND PROCEDURE FOR DATA COLLECTION

Two major instruments and procedures were used to collect the data for this study:

a. focused test

b. students previous notes and examination scripts

A **focused test:**

For the focused test, the researcher first went to see the principals of the various schools concerned and disclosed his intention to them. The researcher was subsequently directed to see the heads of departments and the class masters of the affected classes with whom modalities for the selection and conduct of the test were worked out. A random sampling technique of balloting was employed to select fifty four (54) students from each school giving a total of two hundred and sixteen (216) students. The break down of the selection is as follows:

1. Sambo Secondary School:
   a. S.S 1--out of the total number of two hundred and twenty (220) students, twenty seven (27) were selected.
   b. S.S 111--out of one hundred and eighty (180) students, twenty seven (27) were selected.
2. G.G.D.S.S Gusau:
   a. S.S 1--out of one hundred and ninety eight (198) students, twenty seven (27) were selected
   b. S.S 111--out of two hundred and ten (210) students, twenty seven (27) were selected.
3. College of Islamic Sciences Gusau:
   a. S.S 1--out of one hundred and sixty seven (167) students, twenty seven (27) were selected
   b. S.S 111--out of eighty (80) students, twenty seven (27) were selected.
4. Diamond Wisdom College:
   a. S.S 1--out of ninety four (94) students, twenty seven (27) were selected
   b. S.S 111-- out of one hundred and four (104) students, twenty seven (27) were selected.

In arriving at this number, the researcher simply wrote 'YES' inside twenty seven (27) pieces of papers and wrote 'NO' on the other pieces of papers equaled to the remaining number of the students in any given school. In this way, only twenty seven students from any school can possibly pick 'YES' and be selected, but at the same

time it could be any one of them. The squeezed papers were shuffled severally. These were later poured on the ground and students were asked to pick one each so that everyone of them had equal chance of picking 'YES' or 'No'. Anybody who picked 'YES' became a participant for the test, while anybody who picked 'No' was excluded automatically. Thereafter, a document containing a targeted list of words was dictated to the students who were seated in a classroom as though it were a normal class lesson. The researcher solicited the assistance of different English teachers in each school as he went about on different days for this exercise.

B. Students Previous Notes and Examination Scripts

The students' examination scripts were scanned through and analysed. These include mock examination scripts as well as students' terminal examination scripts.

3.3.0 METHODS OF DATA ANALYSIS/COLLECTION

3.3.1 Focused Test Scripts

In this situation, the researcher had earlier prepared a document in which a list of suspected words was included. In fact, there were two documents in all:

I. The First one was a Document Titled "Story, Story":

In this document a story about a visit to two siblings named; Agbo and Iyaji was told. The intention to use a story format was deliberate. This is meant to divert the suspicion of the students from the real motive of the dictation exercise to that of the story line so that everybody will operate in his/her natural state. This was quite successful as it was later found that the competence exhibited was significantly similar to that which was also observed in their previous notes and examination scripts.

II A Drawn List of Words

In this document, a list of words was deliberately put together, both the words suspected to be problematic and the ones that were not. The intention was to see how accurate and competent the students would be in registering these words in their notes under dictation condition. The document was given as a task list (i.e. a language exercise) which the students were expected to carry out after writing them down in their notes. The question for this task was structured as: "Students, categorize the following words into their different parts of speech." Then the words were read out, example:

i Flower

ii Queen

iii Loud

iv Career

V Reverse

Vi Brake etc.

3.4.2 Students' Previous Notes And Examination Scripts:

The students' examination scripts (Mock and Terminal Exams) as well as their previous notes on different aspects of their studies were used exhaustively. Being a member of the English Language Teachers Association of Zamfara State (ELTAZ), it was possible and easy for the researcher to arrange and collect mock and terminal examination scripts from colleagues across the affected schools in the state. Every page of these materials was scanned for the purpose of note taking errors, and wherever these errors were sighted, a special note was made of them. About one hundred and fourteen words were picked from these and only twenty seven were used for the analysis.

3.5 SAMPLING TECHNIQUE

The sampling technique used in selecting the sample members from the population was the quota random sampling. It is a sub – set within the broader probability sampling technique. This was done among the secondary schools within the study area – Gusau. The researcher identified fourteen of them. The uniqueness of the school composition was also discovered. For example, there were public as well as private secondary schools. Apart from that, there were also single sex as well as unisex schools. But since the goal of the study is a non – discriminatory finding, all the different strata of the school system within the area of study were given adequate consideration. Accordingly, the schools were grouped according to their featured characteristics so that a representation can be made of every segment in the sample.

In arriving at the total number of four, a mechanical means of balloting was employed to randomly select from the listed population.

3.6 Framework Of Analysis

Both the examination and test scripts were read through and a careful classification of all the errors was made. There were errors of omission of required

elements, addition of unnecessary elements, selection of incorrect elements, mis-ordering of elements, among others. For the linguistic analysis of these errors, analysis and statement about the lexical, semantic phonological as well as the syntactic implications of the errors were made according to the way they apply in a given circumstance.

On the whole, five tables are presented:

Table 4.1 - Gives an overall analysis of all errors put together.

Table 4.2 - Gives the total correct words.

Table 4.3 - Shows the total number of note – taking errors of different classifications

Table 4.4 - Is a selection of words written correctly in the focused – test

Table 4.5 - Is a selection of words written correctly in the previously written notes by students.

CHAPTER FOUR

DATA ANALYSIS

4.0 INTRODUCTION

The data elicited for this study were grouped into two for purpose of clarity and orderliness viz:

(a) Focused test scripts

(b) Subjects' previous notes examined

The written data were garnered from students' (subjects)' test papers and from examination of their personal notes previously documented under different learning conditions. A sample of the test question and a selected sample of scripts used for the analysis are attached here in the list of appendices behind the reference pages.

Many errors were discovered. Some times the errors were discovered to be a rub-off of the students' speech difficulties. A good example is the problem of /p/ consonant substitution. It was discovered that the students' errors, no doubt, stemmed from their wrong pronunciation of these words which they now transferred into their written work as rightly observed by Fisher (1966), '...a student's speech errors will often crop up in his writing.' A student who substitutes the consonant /f/ for /p/ and vice versa from his pronunciation of the word 'people' is bound to write it like that as well. The resultant word becomes 'feofle' which is non-existent in English lexicon and therefore 'un-English.'

For the focused written test, the students are simply referred to as 'subjects' and the subjects are further identified by some given code numbers such as subject 001, subject 002 subject 003 subject 004 etc. On the other hand, for the analysis of the students' previously written texts, which we did in order to verify and confirm the likely causes of note taking errors, they are referred to as student 01,Student 02, Student 03 and so on.

OVER ALL ERRORS AT A GLANCE:

TABLE 4.1: TOTAL NUMBER OF ERRORS PUT TOGETHER

ERROR TYPES	TOTAL ERRORS FOR EACH	PERCENTAGES
FOCUSED TEST ERRORS	114	54.2
ERRORS OBSERVED IN THE NOTES	96	45.7
OVER ALL NO. OF ERRORS	210	99.9

Altogether, a total number of two hundred and ten (210) note- taking errors which can be classified into different types, comprising one hundred and fourteen (114) from the focused test and ninety six (96) errors from students' note examined were collated for the study. (See Table 4.1 above).

Errors detected in the focused test constituted 54.2% of the total errors while the ones from the previous notes examined accounted for 45.7% of the total. The ones from the focused test were higher, perhaps because they were basically dictated materials. While the ones in the previously written notes were lesser perhaps owing to the fact that some of them were taken directly from text books or some other more guided means.

This study, though focuses on errors, their analysis and implication, however, presents a few correct words earlier suspected by the researcher to be a problem area in the structured test and students' notes as presented by the students, (see table 4.4). The over all total is presented here in table 4.2 below

TABLE 4.2 OVER ALL CORRECT WORDS IN GRAPHOLOGY AND CONTEXT

	TOTAL	PERCENTAGE
CORRECT WORDS IN GRAPHOLOGY AND CONTEXT (TEST)	50	45
CORRECT WORDS IN GRAPHOLOGY AND CONTEXT (NOTES)	60	55
OVER ALL TOTAL	110	100%

The correct words in previously written notes (graphology and context) are higher than the ones in the test scripts (which are basically dictated notes) because,

as said earlier, other intervening factors such as copying directly from textbooks, possible correction by educated relatives at home, cross checking etc) may have had some impacts on the quality of the text. (Again, see table 4.2 above). It is therefore not surprising that the correctly written words in the previously written notes accounted for 55% while the correctly written words in dictated notes accounted for 45% of the total correctly written words.

TABLE 4.3 OVER ALL TEXT ERRORS OF STUDENTS (TEST AND NOTES)

SERIAL NUMBER	GRAPHOLOGICAL ERRORS ON DICTATED NOTES	TOTAL NO. OF ERRORS FOR EACH	PERCENTAGE	GRAPHOLOGICAL ERRORS ON PREVIOUS NOTES	TOTAL NUMBER FOR EACH	PERCENTAGE
1	Omission of required elements (c/v)	20	17.	Omission of required element (c/v)*	40	41.6
2	Addition of unnecessary elements (c/v)	26	22.	addition of unnecessary element	18	18.7
3	Selection of incorrect elements (c/v)	30	26.	Selection of incorrect element (c/v)	12	12.5
4	Mis-ordering of elements (c/v)	16	14.	Misordering element (c/v)	16	16.6
5	Errors not described	22	19.	Errors not described	10	10.4
	Grand total	114	10	Grant total	96	99.8

- C/V (Consonants or vowels)

TABLE 4.3 showing the total number of graphological errors of student.

From Dictated Text

From a total number of two hundred (200) scripts of dictated notes examined, two hundred and (210) graphological errors were discovered. Of this, twenty (20) arose from omission of required elements (consonants/vowels) twenty six (26) from addition of unnecessary elements (vowel /consonants) thirty (30) from selection of incorrect elements (consonants/vowels) and sixteen (16) also arose from misordering of elements (consonants or vowels) While errors not described (because

they did not form part of the area of interest for this study) were 22. Thus consonant or vowel omission accounted for 17.5%, addition of unnecessary elements 22.8%, selection of incorrect elements 26.3% and misordering of elements (consonants or vowels) has 14.0% of the graphological errors. The errors that were not described simply because they did not fall within the area of interest for this study constituted 19.2% (see table 4.3 above).

From Students' Previous Written Notes Examined

From the above, fifteen (15) note books were examined from each of the sampled schools selected on random basis. Ninety six (96) errors were observed. These were made up of forty (40) consonants or vowels omission, eighteen (18) consonant or vowel addition, twelve (12) selection of incorrect elements (consonants or vowels) and sixteen (16) out of the errors were on misordering of elements (vowels only).Errors not described as a result of the fact that they did not fall within the area of interest for this study were 10. The c/v omission errors therefore accounted for 41.6%, c/v addition 18.7%, selection of incorrect elements c/v 12.5% and misordering errors 16.6%. The errors that were not described accounted for 10.4%.

TABLE 4.4: SAMPLE OF CORRECTLY SPELT WORDS

A selection of words spelt correctly by students (previously written notes)

1. Admission	2. Assurance	3. Attendance
4. Attention:	5. Attribute	6.Bicycle
7. Biology	8.Biscuit	9.Business
10.Bread	11.Breach	12.Chemical
13. Colour	14.Correct	15.Cleaner
16. Clear	17.Challenge	18.Charge
19. Cheat	20. Cut	21.Demonstrate
22. Divide	23.Dishonored	24.Discriminate
25. Display	26. Disregard	27.Disrespect
28. Duplicate	29.Duplication	30.Drive
31. Eat	32.Event	33.Eventually
34. Fall	35. Feel	36. Find
37.Future	38. Gave	39. Give
40. Gate	41.Happy	42. History

43. Information	44. Judge	45.Knowledge
46. Larvae	47. Mathematics	48. Matter
49. Nest	50. Ominous	51. Petroleum
52. Poverty	53.Preparation	54. Queen
55. Rally	56. Remote	57.Salary
58. Untreatable	59. Vowel	60. Wool

TABLE 4.5: SOME CORRECTLY SPELT WORD (DICTATED NOTES)

1. Advice	2..Complained	3.Hostel
4. Library	5. Administration	6. Demand
7. Huge	8. Means	9.Better
10. Develop	11.Happy	12.Negative
13. Believe	14. Determine	15. Information
16. Original	17.Beautifully	18. Discovered
19. Journalist	20.Proper	21.Bottle
22. Envelope	23.Justice	24. Produce
25. Check	26.Encouraging	27.Knowledge
28. Question	29.Challenge	30. Fall
31. Keep	32.Quarters	33.Apology
34. Government	35.Loud	36.. Remand
37. Correcting	38.Given	39.Lunch
40. Request	41. Research	42. Scribble
43. Surprise	44. Tradition	45. University
46. Visited	47. Wandering	48. Watch
49. Yellow	50. Yesterday	

Many words, no doubt were spelt and used correctly by the students contrary to the expectation of the researcher, but only one hundred and ten of them are presented here as samples. Sixty,(i.e. 60 from students' previously written notes) and fifty, (i.e. 50 from dictated notes).

4.1 Selectional Data Analysis 1 (Dictated Notes Written by Students)

The data were picked from students' text scripts as such; they are put in quotation marks. Where the quotation is considered too long, the researcher uses a dotted line to show continuity of the expression or that some words preceded or

came before the targeted quotation. The target word itself is underlined, and the correct form or word is written and put in parenthesis at the end of the quotations. Thereafter, comments about phonological, grammatical (or syntactic) and the semantic implications of the errors will be made as they apply.

Since it is not practically possible (as a result of time and space) to analyze all two hundred and seventy seven word errors, only one hundred and ten have been selected and analyzed.

4.1.1. *Consonant / Vowel Omission (Deletion)*

Consonants or vowels are carelessly omitted or deleted from words. This is a big problem for students because such graphological errors are tagged, 'spelling errors' by examination bodies like National Examination Council, (NECO 2006). This error can be traced to the effect of rapid writing as well as influence of mother tongue (MT). There were about twenty (20) of the errors observed. However only fourteen (14) have been analyzed here for the purpose of thoroughness.

1. Subject 001 while taking down note on the topic titled, "story, story... wrote:

".....acommodation....." (instead of accommodation)

2. Subject 020 and several others on the same topic above, wrote:

"...embarassment..." in place of (embarrassment

3 subjects 021 while talking down notes on the same topic wrote:

"...secretry....." (secretary)

4. Subject 011 and twenty seven others wrote:

".....ocasion..." instead of (occasion)

5.Subject 019 on his part wrote :

".....Infered ....." (inferred)

6. Subject 012 on the same exercise of dictated note-taking wrote:

"...goverment ....." instead of (government)

7 Subject 003 and six others wrote:

".....Privlege ....." instead of (Privilege)

8. Subject 008 and eleven others also wrote:

".....delibrate ....." instead of (deliberate)

9. Subject and 003 came up with:

".....continous ...." instead of (continuous)

10 Subject 010 and nine others wrote:

".....profesional ....." where we have (professional)

11 Subject 018 and twenty others wrote:

".....suprise ....." instead of (surprised)

13 Subject 007 and 009 wrote:

"....quaters ...." instead of (quarters)

14 Subject 002 and fourteen others wrote:

"....disatisfied ...." instead of (dissatisfied)

Analysis

Evidence from the above and similar instances here and there suggest that in an attempt to translate phonologically what is heard into paper, students commit these errors. In English language as in, perhaps some other languages, many factors are responsible for the difference in the spoken and the graphic representation of some particular words. The environment of phoneme can change its phonetic representation. Also, according to Anyogo (1998:17), '...such elements as assimilation, co-articulation and phoneme rules....." do come into play. In fact, in English, there is no consistency in the relationship between the phonic and the grapheme rule. If a student does not understand this, then problem of spelling may arise in his or her written efforts as he/she will tend to write words as they are pronounced always which does not follow, especially in English language. In fact, as noted earlier, English language is inconsistent in its graphic representation of speech sounds. This perhaps, is the genesis of most note-taking (graphological) errors. Subject 021 deletes the vowel 'a' in the spelling of "secretary "to have 'secretry.' This is because the word itself is often pronounced sharply with the transition from 'a' to 'y' so fast that it sounds as if there is no other phoneme between.

The same argument goes for 'deliberate' which subject 008 wrote as 'delibrate' and also 'government' which subject 012 rendered as 'goverment.' Subject 019 left out 'r' in the word 'inferred' to come up with 'infered.' Subject 020 had no 'c' in 'accommodation' so also subject 011 had the first 'c' deleted in the word 'occasion' to arrive at 'ocasion.' It would seem that the selection of consonant 'c' in words is a particularly problematic case for this set of students as it was discovered to be so rampant. It is likely they are all from the 'Kwa' language community. This assumption is being made here upon a known fact that this group of languages scarcely clusters

consonants such as /k/ and the likes in writing. If the first assumption is true, then the second follows automatically. This is therefore purely a case of 'transfer' syndrome being displayed by these students. Transfer is a situation where features or systems of L 1 interfere with features or system of L2 (either verbal or in written form).

Subject 013 wrote 'privleged' without the second 'i' and subject 014 left out the vowel 'u' in the word 'continuous' to arrive at 'continous' while subject 018 deleted the first 'r' from the word 'surprise' to have 'suprise' and so on. On the whole, the problem can be largely traced to language interference. In some cases, the spoken medium interferes with the written medium; while in other cases, the L1 systems interfere with the L2 systems of graphology. Some of the 'illogicalities' in the spelling system of English language find their explanation in what Anyogo (1998:17) refers to as '... co- articulation and assimilation rules' which the students find, perhaps, to be inconsistent with familiar patterns in their MT probably due to speed in a dictation condition or simply because they have not mastered or adhered strictly to the phoneme to grapheme rules of the English language.

4.1.2. *Consonant/Vowel Addition*

The errors here have to do with the addition of elements that are not supposed to be in a word. Foreign consonants or vowels, it was discovered, are regularly being added or inserted into words, thus mutilating such words. The result is that such words are not considered acceptable as English words even when pronunciation appears to be unaffected as is the case with 'across' which was rendered as 'accross.' The relationship between correct spelling and academic achievement is not open to dispute – it is generally assumed to be a social as well as a psychological matter. It is therefore considered as a measure of learning. Over sixteen (16) of such errors were discovered.

1. Subject 020 and thirteen others while taking down note on the topic : story, story... wrote:

   "...pronounciation ...." (Pronunciation)

2. Subject 019 and 021 under the same condition of dictation wrote:

   ".... maintainance ...." (Maintenance)

3. Subject 017 and seven others wrote: "..... accross....." (across) in the same

process of dictated note-taking.

4. It was also observed that subject 031 and three others wrote: "... disiastrous ..." instead of (disastrous)
5. Also subject 032 and 031 wrote "..... arguement ....." instead of (argument) as they took down note during the dictation class.
6. Subject 021 wrote a similar unacceptable word in the lexicon of English language; ".....truely ....." instead of(truly).
7. Subject 022 and four others wrote; ".....tommorrow ....." instead of (tomorrow)
8. It was also observed that about 60% of the subjects including subject 021,024,033 and others wrote, ".....limitted ....." instead of (limited).
9. The word 'disable' was also written as "....dissable..." (disable) by subject 033 and 024
10. Subject 016 and twenty two others wrote: "..... surffering ....."instead of (suffering)
11. Subject 013, 021 and 032 wrote "..... proffession ....."instead of (profession)
12. Subject 014 and 021 wrote; "..... accquire ....." instead of (acquire).
13. Subject 017 and sixteen others wrote "..... writting ....."instead of (writing)
14. Subject 026 wrote "..... generiousity ....." instead of (generosity).
15. Subject 031 and ten others wrote "..... greateful ....." instead of (grateful)

Analysis

The indiscriminate addition of vowels or consonants in words can be traced to a number of factors: possible faulty pronunciation on the part of the teacher, over generalization of the English spelling system on the part of the learners, speed of flow (also known as writing speed) and the psychological and physiological make up of the individuals involved in the exercise of writing have been noted to have a leading role on the quality of students' writing. For instance, erroneous presumption on the part of the students that some words look or sound similar and must therefore be written in the same way has been responsible for some of these errors. Also some of these errors are attributable to wrong affixation (prefixes, infixes and suffixes) which crop up as a result of outright ignorance. Subject 031 and 019 had 'greateful ' for 'grateful' probably owing to the fact that the root word "great' /greit/and 'grate'/greit/ all have identical sounds and as such should receive similar

suffixation. This is a common error among students who are deficient in the morphological or lexical rule of English language.

Subject 020 and thirteen others wrote 'pronounciation.' Subject 019 and 021 had 'maintainance' for 'maintenance' all for the common reason of the erroneous assumption of identical pronunciation for similar suffixation. Subject 031 and three others wrote 'disiastrous' for 'disastrous' which makes the words rather more like an alien or foreign item. Language use determines massage, quality and standard. Studies by Fromkin and Rodman (1998) reveal that deviant sentences, misuse lexical items, irritating gaps in background ..... all place a strain on comprehension.' This means that students reading from such "mutilated" lexical items as exemplified above are more likely to have difficulties with the comprehension aspects of such texts.

4.1.3. *Selection of Incorrect /Wrong Elements*

The problem here appears to be widespread as many of the subjects seem to have problem in this area. The error observed here was two fold: (1) Selection of wrong lexical item or what can be referred to as a whole word (2) Selection of incorrect lexical components (consonant or vowel). Either of these problems is traceable to homophonous confusion (i.e. the inability of some students to differentiate between meanings when two words sound alike. However, since lexical components (consonants and vowels) are also involved here, homophones are considered as different linguistic elements with common acoustic quality. On the whole, twenty nine (29) of these errors were discovered; 20 selections of wrong lexical items and 9 selections of wrong lexical components.

4.1.4 *Selection Of Wrong Lexical Item:*

1. Subject 041 in taking down note in a dictation class wrote:
   "…. Him …." instead of (Hymn)
2. Subject 044 and fourteen others under the same condition as above wrote:
   "….test..."instead of (taste)
3. Subject 034, 031 and 040 wrote: "… some …." instead of (sum)
4. Subject 011 wrote: "…. male…." instead of (mail)
5. Subject 012 and eleven others wrote: "… check ….."instead of (cheque)

6. Subject 041 and sixteen others wrote: "..... break..."instead of (brake).
7. Subject 033,021,011 and 026 wrote: "..... air...." instead of (heir)
8. Subject 031 and twenty one others wrote: "... Full ....." instead of (Fool)
9. Subject 021 and seven others wrote: "..... sweet...."instead of (suite).
10. Subject 016 and sixteen others wrote: "... made..." instead of (maid)
11. Subject 021 and seven others wrote: ".... Does..." instead of (those).
12. Subject 041 and six others had: ".... Flower: ..." instead of (flour).
13. Subject 033 and eighteen others had: "..... plane:..." instead of (plain)
14. Subject 017 and ten other subjects had : "... buy..." instead of (bye)
15. Subject 010,031, 040 and 044 had: "...wait..." instead of (weight)
16. Subject 012, 001, 040 and 021 wrote: "...meet...." instead of (meat)
17. Subject 019 and thirteen others wrote: ".....had ..." instead of (heard)
18. Subject 020 and seventeen others had: "......fair ....." instead of (fare)
19. Subject 016 and eight others wrote: "......get..." instead of (gate)
20. Subject 011 and fifteen others wrote: "........hill ..." instead of (heal)

Analysis

As stated earlier, this seems to be a real problematic area for students under dictation condition as it appears that virtually every one of the sample population has some problems here. One of the causes of this problem is traceable to students' limited knowledge of English vocabulary. This is so because when a particular sound is heard the student quickly links it to the only word he knows even when context appears to be helpful in suggesting alternatives.

Another possible cause of this problem may stem from the phonetic quality of the homophonous words. For instance, 'meet'/mi:t/ and 'meat' /mi:t/ both have common place of articulation, manner of articulation, state of the glottis and vowel quality which is the long /i:/sound. This also applies to other words in this group such as 'bye' /bai/and buy/bai/, 'fair' /fae/and 'fare'/fae/, 'maid' /meid/ 'made' /meid/ etc. There is also the problem of inability to distinguish between short and long vowel sounds. This is particularly the case with subject 011 and fifteen others who wrote 'hill' /hil/ for 'heal' /hi:l/ and the like.

This, no doubt has some serious lexical, semantic as well as syntactic implications. The problem is lexical because it shows that the students do not have a good grasp of the English lexicon and it is semantic because it appears that the

students are ignorant of the meanings of the words so used. For instance, subject 033 and eighteen others wrote 'plane' (a motor engine with carriage capacity and which has the ability to fly in the air) in place of 'plain' (a leveled surface). Subject 041 and six others had 'flower' which is a plant for 'flour' a fine powder obtained by grinding grain. Subject 021 and seven others wrote 'sweet' a tasting like sugar or honey for 'suite' a set of rooms in a hotel. Subject 017 and three others also wrote 'buy' which means to purchase in place of 'bye' which means, 'see you next time.' All these (and the like) are evidence of mismatch of meaning which is a purely semantic issue.

There is also the syntactic dimension to the problem. For example, subject 041 and sixteen others wrote 'break,' a noun where 'brake' a verb was expected. Subject 021 and seven others wrote 'does' the third person's simple form of the verb 'to do' where 'those' the demonstrative plural used for object farther from the speaker was expected. Similarly, subject 011 and seven others wrote 'hill' a noun where 'heal' a verb of action was expected. Subject 031 and a few others wrote 'full' an adjective where 'fool' a noun meaning a person who acts in a stupid way was expected. Here, though, the problem is more complex than it appears because assigning words syntactically into various word classes is more of the traditional grammar paradigm. Another mode of analysis (structuralism etc) specified by Bloomfield (1942) and De Saussure (1921) emphasizes the linear position of words and the function performed by such position as bases for classification of words into classes.

It is therefore difficult for students to ascertain which word a teacher really intends when dictating homophonous words in isolation. This is where student – teacher interaction becomes instructive. Students need to ask their teachers questions when in doubt and teachers in turn need to ask their students questions to confirm their intentions. This way, the problem of homophonous confusion can be resolved.

4.1.5 *Selection of Wrong/Incorrect Lexical Component*

1. Subject 021 and three others wrote: " ... kuality...." (quality) in the dictation class
2. Subject 033 and twenty four others wrote: " .... bery...." instead of (very)
3. Subject 040,042 and four others wrote: "..... driber ...." instead of (driver)

4. Subject 012 and six others had: "....fin...."instead of (pin)
5. Subject 020, 031 and ten others wrote: " .... flace..." instead of (place)
6. Subject 029 and two others wrote: " ....shursh....." instead of (church)
7. Subject 030 and nineteen others wrote: " ....foefle....." instead of (people)
8. Subject 041 and three others wrote: " ...fraise...." instead of (place)
9. Subject 43 and thirty one others had: ".... pipteen..." instead of (fifteen)
10. Subject 12,23,29, and 41 wrote: " ...g8..." instead of (gate)
11. Subject 020 and 041 had: ".....h8..." instead of (hate)
12. Subject 044 and three others had ":....C...." instead of (see)
13. Subject 011 and 018 wrote ".....d8...." instead of (death)
14. Subject 012 and two others wrote: " ...l8..." instead of (late)
15. Subject 015,016 and 026 had ".....m8..." instead of (mate).

Analysis

Writing requires putting information on a paper or in the appropriate places on a form. The form in turn must conform to the patterns generally accepted both in style and design for uniform interpretation of meaning. These writings are therefore considered erroneous because the symbols used do not conform to the familiar conventional types. Subject 021 and three others wrote 'kuality' for 'quality'. Here the use of 'K' in place of 'q' is erroneous even though they are both glottal sounds and have the same place and manner of articulation. The generally appropriate alphabet is 'q'. Subject 033 and twenty four others wrote 'bery' for 'very' which is the correct rendition. Subject 040,042 and four others had 'driber' for 'driver' which is the right sound at the word initial position. Subject 012 wrote 'fin' for 'pin' .Subject 020 and 031 had 'flace' for 'place'. Subject 029 and two others wrote; 'shursh' /ʃ3:ʃ/ for 'church' /tʃ3:tʃ/. Here, the problem is the selection of /ʃ/ instead of /tʃ/ at both the word initial and final positions. Subject 030 and many others wrote 'feofle' for 'people' and so on.

The study population is predominantly Hausas among whom it is believed the misrepresented phonemes and their correct forms exist in free variations. If this is so, then the problem can be traced to interference or transfer from the mother tongue. That is to say that the practice that is common place in the speech pattern of their first language (L1) is interfering with that of the second language (L2). Another

possible explanation to this can be ignorance on the part of the subjects. In either case, conscious effort is required on the part of the teacher to draw the attention of the learners to the correct patterns. The use of alpha-numeric (alphabet plus numerical symbols) for writing is gradually becoming fashionable. It is being made popular by its use in cell phones and television news bars for text massages (SMS) and news flash respectively. It is useful when speed is required and also to manage limited space. Even then, it is yet to be generally accepted for academic purpose by national examination bodies. Its use therefore constitutes error. Again, its use is subject to multiple interpretations (or ambiguity). For example subject 011 and two others wrote 'd8' which may be interpreted as either 'death' or 'date'. Subject 012 wrote 'l8' which can be interpreted as either 'late' or 'let'. Subject 015 and 016 had 'm8' for 'mate' or 'met' subject 024 and six others wrote 'gr8fl' which can be interpreted as either 'grateful' or 'great fool'. Subjects 041 and 013 wrote '9t' which can be interpreted either as 'knight' or 'night' and so on. Error therefore arises when interpretation A is selected and used where interpretation B is supposed to be.

4.1.4. *Misordering of Elements Consonants/Vowels*

The errors here arise from the fact that students exchange the position of some consonants or vowels in a word. At other times, the consonant or vowel is moved from its correct position in a word. The resultant word is therefore wrong and usually non-existent in the lexical entry of the English dictionary. On the whole, ten of such errors were discovered.

1. Subject 021 wrote: "...peice..." (piece) as he was taking down note in a dictation class organized for this study.
2. Subject 031 and six others wrote: "...recievere..." instead of (receive)
3. Subject 041, and 012 had ":...discuoragemen..." instead of (discouragement)
4. Subject 016 and ten others wrote: "...decieve..." instead of (deceive)
5. Subject 018 and 014 wrote: "... procliam..." instead of (proclaim)
6. Subject 029 and seven others had: "...foriegn'..." instead of (foreign)
7. Subject 013 and twelve others wrote: "...incraese..." instead of (increase)
8. Subject 028, 030 and 041 wrote: "...riegn...." instead of (reign)
9. Subject 016 and seven others wrote: "...repraochment..." instead of (reproachment)
10. Subject 014 and 032 had: "...bueatiful..." instead of (beautiful)

Analysis

The indiscriminate exchange or rather movement of consonants or vowels from one position to another in a word usually renders it completely wrong. Faulty pronunciation as well as wrong presumption on the part of the students that some words look or sound similar and must therefore be pronounced and written like the known ones may be the cause of this error. In spelling the words therefore, the student simply writes it down the way he thinks it ought to be done basing his spelling on the appearance of the known words. Also, deficiency in the lexical rules of English grammar has been observed as a causative factor in this error.

Subject 021 wrote 'peice' for 'piece' and subject 031 and seven others had 'recieve' for 'receive' while subject 016 and ten others had 'decieve' for 'deceive.' This is a common error among students who are deficient in the lexical rules of English grammar. For instance, for words of this nature the rule says, 'i' comes before 'e' except after a 'c', especially in words that have the long /i:/ sound. Therefore, for 'receive' and 'deceive' the 'e' has to come before 'i', while for others, including, 'piece' the 'i' has to come before the 'e' and not vice versa.

4.2.0. EXAMINATION OF A SELECTION OF STUDENTS' PREVIOUS NOTES:

From the students' previous notes which were examined to establish whether it is only under dictation condition that these students commit errors, the result proved the contrary. A myriad of errors was discovered instead. These errors were examined and classified into different typologies, viz:

1Wrong inflection

2 Wrong lexical selection (words)

3 Wrong splitting, amalgamation and syllabification among others.

4.2.1. Wrong Inflections.

Ãll the categories of problems with inflection were grouped together; whether they arose from:

(a) a mismatch of prefixes and suffixes;

(b) a mis-formation of words from the past tense and plural morphemes; or

(c) a tautological use of the comparative and superlative adjectives

This seems also to be a real problem area for the generality of the secondary school students in the study area. Twenty five of these errors were observed by the researcher but only ten of them are analysed here:

1 Student 001: "this year's Salah was 'more – better'...." (better)

2 Student 002: "My younger brother ate too much food that he had 'undigestion' problem..." (indigestion)

3 Student 003: "our motor cycle tyre 'bursted' at Ali Akilu Square..." (burst)

4 Student 004 wrote: "...because we are from 'polygamist' family"... (polygamous)

5 Student 005: "We saw that everywhere was 'nonclean'..." (unclean)

6 Student 006: "We are an 'independence' country..." (independent)

7 Student 007: "His dream to become a science student became 'nonrealistic'....." (unrealistic)

8 Student 008 "There is 'unequality' everywhere ..." (inequality)

9 Student 009: "My father 'bringed' a piece of luggage..." (brought)

10 student 010: " Musa 'losted' his pen...." (lost)

Analysis

Student 003 said the tyre of their motor – cycle 'bursted'. This is wrong as the word remains unchanged since it carries a zero morph in the morphological rules of English grammar. It therefore remains as 'burst' even in the past tense. Student 001 added the comparative form "more" to the adjective 'better' which is already in the comparative, to arrive at 'more better' a form non – existent in English. Student 004 wrote that he was from a 'polgamist' family thereby displaying apparent ignorance of the correct form of the adjective suitable for the context. Student 008 wrote 'unequality' instead of 'inequality'. Student 005 used the wrong prefix 'non' instead of 'un' to arrive at "nonclean". Student 007 also had "nonrealistic' instead of 'unrealistic' as a result of wrong use of the prefix 'non' instead of the correct one 'un'. Student 002 used a wrong prefix 'un' with 'digestion' to give 'undigestion' a wrong negative. Student 009 wrote 'bringed' instead of brought; so also Student 010 wrote 'losted' for 'lost' .Here, the Students are clearly aware of the need for a change in the form of a verb to indicate pastness, but they applied the rule across the board. This is therefore an error caused by 'overgeneralization' of rule for past tense.

On the whole, the problem can be traced to limited vocabulary, limited knowledge of the rules of grammar of English in general and morphophonemic

problem in particular. The etymology of words as well as the meaning of affixes should be studied and learnt as a remedy to this problem.

4.2.3. Wrong Lexical Selection (Word)

In writing, just as in speech, wrong words are often used by many students. This, it was discovered, was primarily because the students were in complete ignorance of the existence of the correct word. They then resort to using the only one which they knew but which may be wrong in certain occasions. Nine of these are analyzed here:

1 Student 011: "Abu's 'relation' with Zianobe was broken..." (relationship).

2 Student 003 "kiota rides bicycle not 'machine'...." (motor Cycle) .

3 Student 040: "The bicycle cannot 'revise' ..." (reverse)

4 Student 005: "The name of my 'formal' school is G.D.S.S Birin Ruwa....." (former).

5 Student 009: "Dear 'principle' ....." (principal)

6 Student 020: "I hope everybody is 'pine'....." (fine)

7 Student 008: "My first 'choise' ....." (choice)

8 Student 027: "I have a 'difference' course in my heart which is 'economic'....." (different and economics)

9 Student 030: "Last two weeks, I ready a news paper ....." (read)

10 Student 032: " I was in 'lagos' to see one of those legendary..." (Lagos).

Analysis

The problem of the use of wrong words for things is a big problem for the average Nigerian student. It is a lexical as well as a semantic problem. It is also of syntactic significance. It is lexical because the students do not have a good grasp of the English lexicon and semantic because it shows that they are ignorant of the meanings of the words so used. The syntactic implication also arises where such words are placed in wrong position within a sentence thereby distorting the structural harmony.

For instance student 011 wrote "relation" for "relationship" thus using a noun instead of the adjectival. This does not only affect the meaning but the structure of the expression itself as it tends to present a disjointed agreement. Student 003 wrote "machine" instead of "motor cycle" which is wrong. Machine is a device or engine for motion while a "motor cycle" is a bicycle propelled by a motor which ought to be the right word.

Student 040 wrote 'revise' instead of 'reverse'. This is not uncommon and it is heard even among advanced students perhaps because of the little similarity in their sounds but they are not so close as to create this confusion as such. Revise as /rivaɪs/ is quite different from 'reverse' which is /riva:s/. The word 'revise' means to go over while the correct word 'reverse' refers to the aspect of driving a car backwards. Student 005 wrote 'formal' where the context suggests he intended to use 'former.' Student 009 wrote, 'principle' instead of the correct word which is 'principal' as the context suggests. Student 008 wrote 'choise' where, as it is very clear from the context, the correct word should have been 'choice.' The word selected is therefore not only wrong but is equally meaningless or non existent in the English lexicon. Student 027 had 'difference' and 'economic' for 'different' and 'economics' which are the correct words suitable for the positions they occupy in the expression. Student 030 wrote 'ready' for 'read' which renders the entire sentence meaningless. Student 032 wrote a name of a place 'lagos' with a small letter (lower case) where the rule specifies that all 'proper nouns begin with upper case or capital letter (NECO, 2005)

These errors as drawn from students' notes should not be excused. Every student should be taught to make conscious effort to learn the different words which make up the lexicon of the English language as their wrong use may rob them of the intended meanings at all levels of grammatical analysis.

4.2.4. *Wrong Splitting, Syllabification or Amalgamation of Words*

This is a big problem area for the average Nigerian student. Unfortunately however, not many of students seem to be very conscious of it. But examination bodies like the West African Examination Council (WAEC) and the National Examination Council (NECO) are usually very strict about this area, '....deduct half a mark (1/2) for each ringed error....errors to be penalized by ringing in this aspect include (a) obvious grammatical mistakes (b) spelling mistakes (c) punctuation mistakes..... Wrong splitting or amalgamation of words should be penalized. So also is wrong syllabification of words at the end of the line.....' (NECO, 2005:3). This means that students who would ordinarily score high marks stand to lose sizeable marks if these errors are prevalent in their writing. In the writing of students examined in the course of this study, several of these errors were discovered. Some of these students just wrote two or more words without a space between them. Yet,

others separated letters, which when considered on a separate basis, do not make a syllable on their own. Seven of these are analysed here:

1 Student 045 split a conjunction at the end of a line and then had 'wh-ich'... (which)

2 Student 051 separated 'th-' from '-ank'... (thank)

3 Student 071 wrote the adverb and the verb 'to be' joined together and rather had 'thereis' (there is)

4 Student 052 amalgamated a verb and a preposition together and came up with 'goto' (go to)

5 Student 069 also amalgamated the first person pronoun together with the past tense form of the verb "say' and came up with .... 'Isaid'..." (I said).

6 Student 061 wrote the verb 'todo' joined with the third person pronoun (neuter) and had '....doit...' (do it)

7 Student 081 wrote 'my' and 'choice' together and came up with,"...mychoice ." (my choice)

Analysis

Student 071 wrote the adverb and the verb together as 'thereis' instead of 'there is.' This error perhaps stems from the faulty pronunciation style some students have about this particular adverb and its collocate, 'to be.' They usually pronounce it as if it were a single word 'un-separated'. This appears to be the likely reason why the words are usually written as one word. It may also be as a result of over generalization as similar words such as 'thereby' etc are accepted together as written. These students may well assume that the same thing could apply across the board. Student 053 wrote 'goto' for 'go to' perhaps as a result of similar conclusion since words like 'into' are usually accepted as correct. Student 069 wrote 'Isaid' for 'I said' student 081 had 'mychoice' for 'my choice' and so is student 061 'doit' for 'do it'

Student 045 split a conjunction at the end of a line as 'wh-' & '-ich' in such that one of the halves could not make a syllable. This is in violation of the graphological rules of English language. Student 051 also had 'th-' & '-ank' for 'thank' which makes him guilty of the same offence. This error exhibits carelessness on the part of the students in handling scriptographological practice.

4.2.5 *Selection of Incorrect Elements (Words, Consonant/Words)*

Quite a number of indiscriminate selections of consonants, vowels and in some cases, a whole word, were discovered in several of the scripts examined. A careful examination of the pattern of selection revealed variegated causative factors- there were some of the errors that can be attributed to faulty pronunciation on the part of the students, while others may be as a result of ignorance of the difference between the long and the short vowel. Yet others may be due to interlingua transfer. Nine of these are analyzed here;

1. Student 077, talking about the work of doctors wrote;

   "...the doctors treat 'seek' people..." (Sick)

2. Student 071 also wrote: "...seekness..." (Sickness).
3. Student 057, writing to convince his father to allow him read a course of his choice in the university had;

   "... you should 'live' me to read a course of my choice..." (leave).

4. Student 073, in trying to convince his father by citing an example of a friend wrote :

   "... my 'colique' studied medicine and could not finish" (colleague).

5. Student 064, talking about an alternative course to study at the university wrote;

   "... 'insted' ...I will read electrical engineering' (instead)

6. Student 062, writing to express his course preference wrote;

   "... Political science is 'betar' than ..." (better).

7. Student 058 wrote:

   " :.. the subject that I can 'perporm' better ..." (perform)

8. Student 043, in trying to express his dislike for medicine wrote;

   "...because I 'didding' like medicine ... (didn't)

9. Student 055 talking about the course he would like to study wrote;

   "... a want' to read .... (I want?).

Analysis

Most African languages are known to have lesser number of vowels compared to their English counterpart. This has often led to situation where learners of English as L2 have to pronounce one vowel as though it were another. This is usually the case with the long /i:/ and the short /i/ vowel sounds with occasional preference for the long /i:/ sound. The error stems from their inability to differentiate between long

and short vowel sounds due to L1 transfer. The word "seek" means to look for some thing or try to find or get something. Whereas 'sick' means to be physically or mentally ill. Again, the vowel quality between the consonants for the two words differs. The word "seek' has a long vowel as /si:k/. While the word 'sick' has the shorter one /sik/. The same problem was also replicated by 017 who wrote 'seekness' for 'sickness', student 057 wrote 'live' for 'leave.' The same scenario equally explains why student 073 had 'colique' for 'colleague'.

Student 064 wrote 'insted' for 'instead.' This error can be traced to faulty pronunciation on the part of the student. As the student has a wrong pronunciation of the word, it was neatly translated into his writing habit. Similar trend explains why student 062 wrote ' betar' for 'better.'

Student 058 and several others wrote 'perporm' for 'perform.' This problem is wide spread among the Hausa speaking community; so it is not also uncommon to hear people talk of 'feofle' for 'people', 'flace' for 'place' and so on. The linguistic explanation is that the two phonemes */p/* and */f/* exist in free variations. This is the same pattern that is being transferred to English Language.

On the whole, the advantage of the acquisition of a vast vocabulary cannot be over emphasized. If a student does not know of the existence of two words which have different meanings, despite their similarity in sound, then there is no way he or she will be able to distinguish between them whether in an utterance heard or in an attempt to write or use one in a write up.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 INTRODUCTION

This study centered on the note-taking errors of students of four secondary schools in Gusau Town. The objective was to discover these errors as they occur among this category of students in their writing efforts. Thereafter, an analysis of these errors was carried out. An attempt was also made at trying to find out the genesis and causes of these errors.

It was the expectation of this study that the findings through the analysis as well as the interpretations of these errors would help the students towards increased academic achievements, especially as problem areas were properly highlighted and thoroughly interpreted.

5.1 SUMMARY OF FINDINGS

There is no doubt that proper mastery of two media of communication –speaking and writing are essential preliminaries to learning the language itself. It was discovered that a large proportion of note-taking errors can be traced to:

(a) bad pronunciation of English sounds by students which in turn affects their writing effort

(b) low degree of discrimination between spellings during reading

(c) lack of investigative culture through which these students could cross-check potentially confusing words in the course of reading

(d) Competence conflict (or interference from L1 into L2)

(e) very limited stock of vocabulary or lack of depth in lexical repertoire

(f) Limited or outright ignorance of the morpheme to grapheme rules of English language; among others

It was evident that the students do not know the differences between the long and the short vowels in English. They could not discriminate between the two especially when heard in speech and this was often transferred into their writing. It was discovered therefore that such students often repeated the same word throughout. There was a preference for the long vowels. There was, sometimes,

abject ignorance of the need to shorten the pronunciation for the short vowel. For the students /i: / and /i / are the same.

The alteration of speech sound brought about by the influence of a third or neighboring sound does not seem to have been realized or mastered by the average Nigerian student either. Most students pronounce most consonants, no matter where they occur even before velar or labial sounds, when they should be silent. These in turn are transposed in their writing efforts.

The study also revealed that many students misordered vowels and consonants carelessly in words. Even in some cases, where they occur as whole syllables, the student of English must know, for instance, which syllable unit should come before the other in such words like "certificate" and "vituperation" e.t.c. In addition, consonants and vowels should not be inserted between letters in words any how. In some of these cases,it was discovered that the words so written were already in existence in the mental lexicon of the student, and so the new word is naturally spelt like the known one. Students need to know that words differ in many respects in English language.

On the other hand, some students carelessly left out certain syllables, in some words which rendered such words rather un-English. This error was traceable to carelessness on the part of the student when engaged in rapid speech writing under dictation and similar conditions like examinations.

The findings also revealed that particular students from a certain linguistic community in the northern part of Nigeria were more prone to substituting one phoneme for another. 'f ' is substituted for 'p' in most cases and this gives rise to completely wrong and non existent words as far as English is concerned. For example, the word 'place' is written as 'flace' and so on. This interference from the mother tongue or native language arises when the phonological patterns of the L1 have become so ingrained in one's habits or when fossilization has already taken place. When this occurs, there is, as Dunstan (1969) cited by Anyogo (1998:119) puts, it:

> A strong tendency on the part of any one learning a second language to use the sounds, syllable structure and rhythm of his mother tongue in place of the sounds, syllable structure and rhythm of the language he is learning. In doing

this, approximate features of his own language are selected in exchange for the English ones.

This is particularly noted as one of the chief causes of the myriad of errors observed in the course of the study. The study further revealed a complete ignorance on the part of some students to the existence of homophones, and homonyms. As such homophonous words such as 'break' and 'brake' and 'flour' and 'flower' are used interchangeably. This was prevalent in the students' writings. It can be seen that the acquisition of a wide vocabulary for students of English language for whom it is a second language or as a national language or lingua franca cannot be over-emphasized.

The study also revealed that in order to beat time and, possibly out of sheer fashion, students combine numbers with letters to stand for sounds of words they hear under dictation condition. This was found to have a potentially misleading implication, especially as the practice was subject to multiple interpretations (or ambiquity). In addition, it was discovered that students write down words as they hear them or think they hear them when spoken. This error, which can be seen to arise from the students' impatience, cannot be excused. In fact, psycholinguistically, they are too complicated to be ascribed to just 'impatience' or 'carelessness'. Secondly, the words so used were not so identical with the correct ones which were supposed to be used. In any case, any student of English who has a good mastery of the English lexicon will have no problem discriminating the spelling of words even if they are homophones. In essence, the context of a particular sentence or utterance should be able to give a student a clue as to which of the identical words is being referred to or ought to be used. This is an area where a lot of work still needs to be done by both students and teachers. Vocabulary as an aspect of English language syllabus needs to be more broadened in the school curriculum. It was noted that most of the students' errors in this category arise from inaccurate listening as well as what Anyogo (1998:120) refers to as "slipshod pronunciation habits." Many students confuse many common place words in listening. They frequently mistake a word they hear with another which has a close similarity in acoustic effect. So, in speaking, they say what they think they have been hearing, and in writing, they also put down what they have been saying. These confused words are usually cognates in nature;

though this aspect was not analyzed in the body of the work but they were sighted in students' notes. The fixed collocation in English is a fertile ground for this type of error. For example:

"Kids and kin" for "kith and kin"

"Nooks and corner" for "nocks and cranny"

"To and from" for "to and fro" so also are many compound words: "bare head" for "bald head", "laughing stuff" for "laughing stock" , "lock worm" for "luke worm' e.t.c The only panacea to this problem is for students to cultivate an investigative culture into the study and use of the dictionary.

There could also be seen in the students' notes, a low degree of discrimination between the different forms a word can take depending on the use being made of it, either as:

i. a noun, verb, adjective or some other parts of speech,

ii. a present, past or future tense,

iii. a singular or plural form or

iv. a comparative or superlative adjective.

It was therefore evident that students must have to do a critical and thorough study of the role of affixes in English language. Certainly, there exists in the language, some form of concord between stems, or roots and this is what renders the opposite of the word 'equality' as 'inequality' and not 'unequality' as was written by a few of the students. Again the teaching of morphophonemic (i.e. the way word units interact with each other and how it affects the sound that results thereof) should further be encouraged at the secondary school level in Nigeria. This can be given as oral tests in the J.S.C.E and S.S.C.E examinations. Such tests should comprise sentences presented with blank spaces. The students would then be required to fill in the blanks by choosing one word out of about four words which are similar in spelling such as the following examples:

1. If the present lack of rainfall continues, it may cause crops to .....

   Options: a. whither b. welter c. whither d. wither

2. If only the bird could .....I shall shoot it without missing

   Options: a. peck b. pick c. pack d. perch.

3. One can only ....the metal if one wants to change its shape.

Options: a. heal b. heat c. hit d. heave.

At other times, oral tests dealing with the sounds of English can be used. The students can be asked to identify from a list, the word that has the same vowel or consonant sound as the one represented by the letters underlined.

Example A. (Consonant Sound):

1 .Things:	a. theme	2 Rat:	a. rattle
	b. throne		b. wrestle
	c. there		c. lust
	d. that		d. renew
1.Heat:	a. feel	2 heart:	a. cat
	b. feel		b. class
	c. kill		c. fate
	d. hip		d. loud

It was observed, however, that for this and the homophones, not enough work has being done at the secondary school level. This ultimately poses a very big challenge for tertiary education in Nigeria, especially as students at this level will claim ignorance of some homophonous words

5.2 Conclusions

These errors could be traceable to two underlying factors –one psychological and the other pedagogical. Listening is very important in language learning. In agreement with Banjo, (1967) the literary skills (reading and writing) should be a foundation of the competence skills (listening and speaking). Pedagogically, there should therefore be opportunities for planned listening devices for the students of English as a second language. In addition, new and conventional techniques for fast writing should be adopted and taught to students so as to enable them cope with the kind of speed required for writing under dictation condition. This will also prevent them from adopting unconventional innovations which may be generally misleading.

From the above, it could be deduced that efficient performance in the written medium presupposes efficient speech habits. In fact, they are interdependent, which further lends credence to Abercrombie (1967)'s observation that proper mastery of

the two media is an important preliminary to learning the language itself. Writing in support of this position, Folarin (1975) quoting Abercrombie (1967:123) writes:

> ...because the two media have not been got under control as early as possible in the career of many of our students and have therefore not receded into the background and become automatic and unconscious, they keep interfering, some times, rather annoyingly, with the students' performance in the language.

Indeed, Banjo, (1967) postulates that the correct order in which to teach language is thus: listening–speaking–reading and writing. He stresses the literary skills as the offshoots of the competence skills. It therefore follows that if the competence skills are faulty, the literary skills will also be faulty.

5.3. RECOMMENDATIONS

1.1.1. The Students

The place of constant reading and practice reading as a remedy cannot be overemphasized. Like McGregor (1970) aptly puts it, "...books provide most pupils with the situation in which learning takes place. Where there is little reading, there will be little learning." With the present economic challenges in the country which have made it more and more difficult for people to travel out of the country in order to study English, any student who therefore wants to excel in the use of English (both spoken and written) just has to read himself into the knowledge of it. Students just have to learn by imitation and practice. They should not be scared of dictation classes for it is only through regular practice that the art of writing can be perfected. In any case, written words consolidate and reinforce what has been learnt whether oral or written.

There can be a decline in language ability when a person ceases to listen actively to a foreign language. When this happens, there begins a relatively rapid decline in his correct handling of the grammar of the language as well as the morphology of its words which is one of the main problems of students in note-taking. It is therefore recommended that students should make a religious habit of listening to the National Network News, the Voice of Nigeria and the Federal Radio Corporation of Nigeria news talks and features. So also the foreign news networks such as the British Broadcasting Corporation (BBC), the Cable News Network (CNN) and the Voice of America (VOA). Students should imitate these presenters as their pronunciation serves as a model for those using it as a second language. It is here

believed that mastery of correct pronunciation has a positive link with accurate graphology.

It is through this that the average student can improve upon his pronunciation as well as get rid of his or her own peculiar error in graphology. In foreign language learning and teaching, especially as regards pronunciation, imitation is generally agreed to by most psycholinguists to be an important learning process. Learners can reinforce their grasp of the distinction between sound and spelling by noting homophones. They should set out to find as many of them as they can and study them thoroughly. This dose not stop here, they should then apply them to several contexts, so that the correct one of the two or three words which though are distinct in spelling, but are nevertheless pronounced identically, is used. Anyogo (1998:127) provides some relevant examples thus:

Dense -- dents

Bear -- bare

Wright -- write -- right

A careful look at the use of these homophones as illustrated bellow is instrumental here:

A ---It is a dense forest

B ---The car had so many dents after the accident

A ----(i) The bear is a dangerous animal

(ii) I can't bear the pain any longer

B ----(i) You can lay bare your mind to her, she can help you

(ii) The land is bare, no grasses, no trees.

A ----He is a Wright; i.e., a specialist in wood sculpturing.

B ----Can you write your name on the paper?

C ----(i) Turn to your right

(ii) That answer is right

It will probably yield good result if students are made aware, through practice, of the fact that the same phonic material can be realized in English, by a variety of orthographic forms.

Finally to the students, a guide to surmounting graphological difficulties will also help. The students should:

1 Study the position of the lips and tongue as words are pronounced

2 Practice *'catenation'* (which means, the ability to pronounce a sequence of sounds with rapidity without stumbling.)

3 Cultivate an auditory memory, A student of language must develop a good ear, so that he can tell if his own pronunciation is bad and then alter it.

4 Practice transcriptions on his own, especially of 'clumsy' word forms.

5 Attempt to discriminate between sounds and be able to remember the acoustic qualities of English sounds with ease and certainty.

6 Should regularly participate actively in carefully planned note-writing and spelling competitions so as to sharpen his minds.

5.3.2 The Teachers

The teacher, first and foremost, has to be able to serve, at least, as a passable model if he can handle these problems with any effectiveness. It is quite pertinent to introduce these elements into the students' syllabus or curriculum quite early. Perhaps, the most appropriate level would be in the last year of primary school just before the pupils leave for secondary school. This will help a great deal. But more still has to be done. In addition to the students been given such tests to do, the teacher or tutor must make it a habit of correcting the students on the spot even in a conversation or while delivering a lesson. The instructor must listen attentively to the students and pupils as they attempt a distinction between two similar words (minimal pairs) , and even the consonant clusters. This will no doubt go a long way to sensitizing the learners to the intricacies of spelling in English language.

Again, English teachers in both primary and secondary schools should always organize note-taking competitions where homophonous words and other similar words whose spellings are suspected to be a potential difficulty to students would be selected for the competitions. This will help in sensitizing students, refreshing their memories, and enshrine confidence building and proficiency.

The teacher should pay attention to vocabulary, phonetics and in fact the entire grammar of the students and work at curbing the problems that are associated with it. English teachers should have opportunities to attend conferences and English workshops every two or three years. Teachers should be constantly in touch with the British Council which has valuable services to offer in form of books, tapes and other English language teaching aids in order to enhance the full and effective learning and grasp of the English language.

Students could be provided with some carefully structured reading drawn from texts, magazines, journals, brochures, manuals, pamphlets and novels by their teachers. Points taken down could be re-cycled during the students own writing engagements.

Additionally, students could be given exercises that promote rich exposure to sound-spelling relationships in English. Some exercises could involve dictating authentic materials to elevate students' listening and efficient note-taking abilities. By being exposed to some of these exercises, the students themselves would likely become more sensitive and accurate during their reading (Aliyu, 1996). This can also be supported by regular note-taking and spelling competitions.

In several ways, this study has revealed that the burden of tackling students' low-level performance in English language, especially as it relates to their note-taking errors, does not reside with the students alone. The teacher of English has a big part to play. With some amount of creativity, the teachers of English, in collaboration with content area teachers, could assemble and characterize problem words (whether in pairs or individually) together with phrases. The pooling together of such collections could form the core for new learning materials. Eventually, such materials could be used to teach and show students how they have gone wrong. Finally, such materials could be developed into book form which students could take advantage of.

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APPENDIX A

(A TASK LIST)

INSTRUCTION:
Categorize the following words into their different parts of speech:

1. Admission	2.Assurance	3. Attendance
4. Attention:	5. Attribute	6.Bicycle
7. Biology	8.Biscuit	9.Business
10. Bread	11.Breach	12.Chemical
13. Co lour	14.Correct	15.Cleaner
16. Clear	17.Challenge	18.Charge
19. Cheat	20. Cut	21.Demonstrate
22. Divide	23.Dishonored	24.Discriminate
25. Display	26. Disregard	27.Disrespect
28. Duplicate	29.Duplication	30.Drive
31. Eat	32.Event	33.Eventually
34. Fall	35. Feel	36. Find
37. Future	38. Gave	39. Give
40. Gate	41.Happy	42. History
43. Information	44. Judge	45.Knowledge
46. Larvae	47. Mathematics	48. Matter
49. Nest	50. Ominous	51. Petroleum
52. Poverty	53.Preparation	54. Queen
55. Rally	56. Remote	57.Salary
58. Untreatable	59. Vowel	60. Wool
61. Advice	62.Complained	63.Limited
64. Library	65. Administration	66. Demand
67. Truly	68. Means	69.Better
70.Develop	71.Disastrous	72.Argument
73. Believe	74. Determine	75. Information
76. Tomorrow	77.Beautifully	78. Disable
89. Reverse	90. Flower	91. Random

92. Hoodlum	93. Understand	93. Brokerage
94. Intervention	94. Loud	95. Fool's cap
96. Journalist	97.Grateful	98.Suffering
99. Envelope	100.Justice	101.. Produce
102. Check	103.Encouraging	104.Knowledge
105. Question	106.Challenge	107. Fall
108. Keep	109.Quarters	110.Apology
111. Government	112.Loud	113.. Remand
114. Piece	115. Receive	116.acquire
117. Request	118. Discouragement	119.Writing
120. Surprise	121. Generosity	122. Deceive
123. Reign	124. Proclaim	125. Foreign
126. Yellow	127. Reproachment	128. Beautiful

APPENDIX B

A Selected Sample of Students' scripts scrutinized:

ZAMFARA STATE
EXAMINATION CENTRE

NAME ≈ SANI SAEED
SUBJECT ≈ ENGLISH LANGUAGE
SCHOOL ≈ Colleg of Islamic Sciences
Class ≈ S. S. III Sciences.
Date ≈ 15/03/07.

MOCK EXAMINATION

SECTION (A)

College Of Islamic Sciences
GUSAU.
P.M.B. 01070.
ZAMFARA STATE.

Dear father,

How is your Market and my Mother and family, I hope everthing is moven father I like to tell you something about my study. I saw the message in the School, father you say. I me to study Medicine, father you no about University. father I like to tell you, please allow me to make my own choise.

I Send the letter to you father but did See the replay, I write what I write in this letter & I live the message to my Mother mouth to Mouth and I did See. father pleace and pleace father you are my father you are the one you can Solve my Problem father, I tell you Senso I lake to study physics and CHemistry, you Say no. Now I Change the different course.

Name :- Shafiu Aliyu
Class :- S.S III Art
Sub :- English lang paper (1)
School :- C I S Gusau
Date :- 15/3/2007

COLLEGE OF ISLAMIC SCIENCES
P.M.B. 01070 GUSAU
ZAMFARA STATE
EXAMINATION OFFICE
NO. DATE

SECTION "A"

Collage of Islamic
Sciences Gusau Zam-
fara state of Nigeria
P.O.Box: 0001
D-15/3/2007

Dear my father:-

good morning; I am very happy, to write, you this letter. how is your market, and your family, I hope! every thing is clear. my father you insist me to study medicine at the University, but me I have my choice and then, I ~~have~~ saw some problems, that you didn't see them. my father awant Explain you that, if you insist me for this course. If I fail it ~~some~~ every thing can hapen. first you spend your money to me, I didn't fast my course, and then me I spend my time, I don't know any thing. What I want you to know my father you leave me to continue study the course that I choose. my father this course that I choose I can fast it, and then I can get something that's why, I want take famition from you I hope! you will agree and then my father why he should allow ~~you~~ me to make ~~your~~ my choice there is course my father! you leave to choose what I want, my father I don't know why you are prefer this other courses.

thank faithfully
13/3/2007 from your son Shafiu.

NAME = SHAMSU GARBA
School = COLLEGE OF ISLAMIC SCIENCE
DATE - 15 - 3 - 2007
SUBJECT = ENGLISH LANGUAGE
MOCK EXAMINATIONS
SECTION (A)

EXAMINATION OFFICE

COLLEGE OF ISLAMIC SCIENCE
GUSAU,
13 - 3 - 2007,
P.M.B 0178
ZAMFARA STATE.

DEAR My FATHER.

Good Morning My Father, and how the people of our area, I hope all your work are leading or are going very good or very fantastic or very fine, So the issue of this letter is that, for ~~the~~ yourambission of My studies, you already tell me to study Medicine at the University,

So In my mine I have the course that I want read at the University, and I dont want Leave your choice, because you are my Father, because. I think you have Some thing In your mine that you want me to be, whether a doctor or nurse, or even better than this, So that I will going to lea ve your choice because of these reasons,

firstly My father, Me I doesnt studies too - Much On your choice In Secondry School, I think If I do your choice that is (Medicine) I will going to Suffer my Self, I think at the end I will going to get - (F9) In My result, for absence of my reading this Cou rse, very well Since Iam In the Secondry Schools, that is only my reason for this letter,

My name is SHAMSU Garba.

COLLEGE OF ISLAMIC SCIENCES
P.M.B. 01070 GUSAU
ZAMFARA STATE
EXAMINATION OFFICE
SIGN _____ DATE _____

Name: NURA Abdullahi
subject: ENGLISH LANGUAGE
class: S.S III Art
date: 15 March 2007

College of Islamic Sciences
P.O. Box 01070 Gusau
Zamfara STATE
15/3/2007

~~Dear My Father:~~

~~how are you and how your work I hope Inerted is killer to you I want talk you Sunted in My Study Can you Choice the Course that are Study him and If you Choice My necessary You are a My father he is the one now have are opportunity to Choice the Study in the University If You do this I Me happy Yours Sincerely,~~

Q2.

Last two Work I (ready) a newspaper the newspaper he talking ~~the~~ about the problem that the peaces in Nigeria he Said the president in Nigeria You working the Money in ~~the~~ this Country but ~~he~~ ~~the~~ he have the Opportunity to go an asking the people to Said the you have are problem If he said Yes he talk him and Solve the problems.

College of Islamic Sciences
P.O Box 01070
Zamfara State
15 March 2007

Dear Misty Chairman

SS III Art

COLLEGE OF ISLAMIC SCIENCES
P.M.B. 01070 GUSAU
ZAMFARA STATE
EXAMINATION OFFICE
SIGN _____ DATE _____

Nura Mustapha
ENGLISH LANGUAGE
College of Islamic Sciences Gusau
SS III Art

SECTION A

My ~~dear~~ father I have never happy (to Writing) this When sani these two will ont fit in that an preceding satonishing comes before a vowel sound as a consonant starting this so they cannot fit the fateful day come and Sani happy as a lark bid an excited good bye to this Family. The first leg of ~~the~~ his trip started modestly in the back of the rickety lorry that plied the dirt road linking his Village to the rest of the world but Sani was ~~to~~ sure that he would leter ride triumph antly into lagos on one of those legendery luxury buses that he admired so much this was also an experience to look forward to When he arrived in lagos it was almost ~~dark~~ the first things that stuck him as he alighted from the bus were the teeming crowd With their desprate unsmiling Babe. ~~Babe~~

SECTION B

(a) State two experiences that sani looked forward to But surely the must still be much to look forward to But in the Village uncle mohommed was regarded as a Well-to-do trader so Sani was further surprise and disappointed to find that he lived in a single room in a sleazy part of the

(b)

✓

Naziru Sani SS III Science
College of Islamic Science
English MOCK Exam
Section "A"

COLLEGE OF ISLAMIC SCIENCES
P. O. BOX 01070 GUSAU
ZAMFARA STATE
EXAMINATION OFFICE
DATE

Q1.

College of Islamic Science,
P. O Box 01078,
Gusau.
Zamfara State,
15th March, 2007.

My dear father,

I am very happy to write this letter to you how are you doing daddy, and how is mummy and my sister Zainab, hope you are all fine and enjoying good life there in SOKOTO.

After I have received your latter which dated 22nd of february 2007, which contains your message to me that I should study medicine ~~after~~ if I succed in getting my SSCE/NECO exams. ~~Which~~ you will sponsor my education to abroad, please father allow me to go for my own choice, because I prefered to be a Jounalist and I would be proud of it, so that I will save my country in terms of casting and producing news as every other countries are doing and to make some good money, ~~while the~~ and to be well known or famous in my country and above all to gain reward from almighty God and Jounalist have some qualities, that they are humble, respectful and god fearers ~~well educated~~ and they are well educated people.

COLLEGE OF ISLAMIC SCIENCES
P.M.B. 01020 GUSAU
ZAMFARA STATE
EXAMINATION OFFICE
SIGN. DATE

Name:- Fodio Yahaya
Subject:- ENGLISH LANGUAGE
Date:- 15-3-2007

Section A (A)

College of Islamic sci.
Gusau.
Zamfara state.
p.m. Box 1081.
15/mach/2007.

Dear my father

At Home this To Impome you that I have an entirely different course becouse same resing.

The resings that I need to Impome that your choice for me the choice giving by you my father he has aloot of problem which is medicine father the one problem that I book my choice is not there first and you no that any thing whic you choice is not there you I pacing aloot of problem.

And you no that In the role of university any body who study medicine perpome beter than any body In the university and you no my docto said I can be my self by that becouse some broblemp which I gate.

For that resings my father I need you to live me to go for my entirese place which I told you before Economic.

I ashower you that I going to perpome beter on it.

P.T.O

NAME | Umar Lawal
SUBJECT | English Language Paper 01
DATE | 15th – March – 2007
CLASS | S S III Science.
EXAM | Mock

SECTION A

Q 1.

College of Islamic science,
P o box 0107,
Gusau,
Zamfara State.
15 March, 2007.

Dear father,

I have just received your latter yesterday as I read it i'am very happy and encourage to the advised you have give me, I hope you and my brothers are feeling fine.

As I had said early the latter you got from advised me that I should study medicine iam so glad to heard that, Unfortunetely, I have my own choice If you permit my father I would like to study English edvcation becavse medicine is not a small and easier course is very hard and you must spend alot of money before you can finish, this covrse as I know medicine is a very marketable course in presence time but I will still

Name
Class
Subject
Date

MURTALA DAHIRU
S.S. III Art
English Essay
15th March 2007

EXAMINATION OFFICE

SECTION A

Q1

Collage of Islamic Science,
P.m.b 1070,
Gusau,
Zamfara State.
14th /4/2007.

My dear Father,

How are you? And how is your work? I hope every body is fine?

The reason why I wrote this letter to you, because you insists that I must study medicine at the university, but I have my entirely different course in my mind. because I was already register in my Jamb, my first Choise I was took, Political Scinte in Bayero, secondly I have take mass communication in Dan Fodio university in Sokoto, my Father why you not allowed to make my own Choise because

NAME Umar Lawal
SUBJECT English Language Paper 1
DATE 15th — March — 2007
CLASS S S III Science.
EXAM Mock

SECTION A

Q 1.

23
30

College of Islamic science,
P o box 0107,
Gusau,
Zamfara State,
15 March, 2007.

Dear father,

I have just received your latter yesterday, as I read it iam very happy and encourage to the advised you have give me, I hope you and my brothers are feeling fine.

As I had said early the latter got from you advised me that I should study medicine iam so glad to heard that, Unfortunetely, I have my own choice if you permit my father I would like to study English, edvcation because medicine is not a small and easier course ~~subject~~ is very hard and you must spend atot alot of money before you can finish, this course as I know medicine is a very marketable course in presence time, but I will still

SHAFIU IBRAHIM MOH.D
C. I. S GUSAU
S S III
MOCK EXAMINATION
ENGLISH LAN
14/3/2007

COLLEGE OF ISLAMIC SCIENCES
P.M.B. 1070 GUSAU
ZAMFARA STATE
EXAMINATION OFFICE

College of Islamic Science
P.M.B 1070 Sokoto Zaria R
Gusau Zamfara State
14/3/2007

Dear ~~Sir~~ my father
good morning sir how your work how your
Office e.t.c.
after that sir I write this letter about you
said am ~~don~~ don medicine at the University sir I
don lack it sir I don accept if because this medic
ine sir no holiday and sitefine anytime ~~ama~~ don
worry but if you ~~do~~ help lace of some bonds God is
help you but I don lack it ~~a~~ sir, ~~[illegible]~~
~~in A B U~~
I have prence in A B U Zaria he handin over
to the school ~~[illegible]~~ Cuni he Cuid hem his give
hem manajen direto ~~[illegible]~~ that is why.
but sir this school ~~[illegible]~~ we don have some of
materials that is why sir.
Sir leave tel you ~~this~~ ~~a~~ some ting this school we
don have some of arsit ~~[illegible]~~ trays in the lake and
Cremenats that is why good day sir.

from your son Shafiu
Ibrahim Mohammad

COLLEGE OF ISLAMIC SCIENCES
P.M.B. 01070 GUSAU
ZAMFARA STATE
EXAMINATION OFFICE
SIGN. _____ DATE _____

[illegible]

College of Islam & Science
P.M.B. 01070
Gusau
Zamfara State
15th March, 2007

Dear ~~my~~ Father,

How are you and how is your families and [illegible] and my Sister Sisters and my brothers and their Studies at hope every thing is moving clear and hope every thing is fantasty.

The purpose of writting this letter to you is about the course that you insist to read or to Stud Study medicine & surgery (human medicine).

Firstly I want to tell you that some one cannot choose something some one what he is going to read or to study because what you want or what you know that you are going to study.

Secondly Medicine is an difficult course that is why I don't want to study medicine and surgery (human medicine) because it is difficult to me. I want to choose on my point the course that is not difficult [illegible] confusion to me so that well I will not [illegible]

COLLEGE OF ISLAMIC SCIENCE
P.M.B. 010 GUSAU
ZAMFARA STATE
EXAMINATION OFFICE
DATE 15-03-07

NAME : NAFIU ABDULLAH
class : S.S III Science
School : College of Islamic Science
Subject : ENGLISH LANGUAGE MOCK
DATE : 15-03-2007

MOCK

college of islamic scice
Gusau
P.M.B 010
Gusau zamfara state
15-03-2007

Dear my father

How are you and how is your familys I hope overthing is moving fend my father I want to tal you I wont to study medicine at the university becoust I want to the fen ~~my~~ I write letter to you to lef me to course in my mind be cos I lake to read ENGLISH LANGUAGE be cosut I leto makes from cuts these state has 5 sutudent has got his quarters me to co teck to seat to that I mous to come a terkermehe other course are the die so as the culation the standard eciaation him much to tal you there the Juat to in your school board of the text of ~~s~~ his explan 90 my father pleas I lake to lifeme to my on choice entery to be this [illegible]

COLLEGE OF ISLAMIC SCIENCES
P.M.B. 01070 GUSAU
ZAMFARA STATE
EXAMINATION OFFICE
SIGN _____ DATE _____

NAME Lukman Abdullahi
SUBJECT English - language (Mock)
CLASS SS III Science
SCHOOL College of Islamic Science Gusau
DATE 15/3/2007

College of Islamic Science,
Gusau,
Zamfara
State.
P.M.B. 1070
15/3/2007.

~~Dear~~ Dear ~~My~~ Father

I here all what have you said about My studying in the University to read medicine, a did not say a can not do it, but ~~stm~~ I am begging you father to live me and choose the University that I want because, and then I wanted to read Pharmacy (Biology) in Usman Dan Fodio University Sokoto (U.D.U) because My own class-mate they field in that school, and then even me I wanted to go their because, My uncle he ~~was~~ is working in the school, so that even if I don't have money he can give me, Insted of to come back house and collect money, or if ~~to~~ I want to buy a handout and I don have money how did I do, but if I go their it become easy and easier for me and you father.

89

I swear about your choice that choose for-

COLLEGE OF ISLAMIC SCIENCES
P.M.B. 01070 GUSAU
ZAMFARA STATE
EXAMINATION OFFICE
DATE

NAME = Muhammad Abubakar
SUBJECT = English paper I
DATE = March 15, 2007
CLASS = S.S III Science

SECTION A

QUESTION 1

A letter to my father.

25/50

No 28 Sani abacharoad,
P.M.B 0890,
Gusau,
Zamfara state.
March 15, 2007.

Dear father,

~~Which~~ With much respect and happeness I like to ask about your health and rest of the family especially my mum and my elder. Such as Aminu, Sarat, Sani and the rest, hope all are in good condition and wealth and like now I am here, if so thanks be to (good) the almighty.

First and ~~[illegible]~~ foremost, I am very happy with the decitions you have made about me, this demonstrate your careness to my studies but my father I [illegible] to show you my contrast opinion about that in my subsiquent [illegible]

NAME :- Nasiru Muhammad
CLASS :- S S III Science
SUBJECT :- ENGLISH ESSAY
SCHOOL :- College of Islamic Science
DATE :- 14-MARCH-2007 MOCK EXAM

COLLEGE OF ISLAMIC SCIENCE
P.M.B. 01070 GUSAU
ZAMFARA STATE
EXAMINATION OFFICE

SECTION A

1. College of Islamic Science
P.M.B. 01070 Gusau
14-3-2007.

My Dear Father,

Hello my Father Good morning how are you and is your work and how other things.

firstly Itray to tell about the my Education you see I must to study medicine why you don't allowed me to take my choice.

Because me I want to study BIOCHEMISTRY because my brain is not a sharp brain I will read headly more than you want to identify it.

my father allow me make my choice if I chose the cause that I don't make but if you allow me and make my own choice the simply the thing to come easiyed to me but if I make it with your own choice the things to be come the higher is my hard.

finaly I will promise my father-

p.t.o

Name:- NASIRU ALIYU (S/NOMA)
Class:- SS III SCIENCE
School:- C.I.S
Subject:- ENGLISH (MOCK) EXAM
Date:- 15 MARCH, 07
Instructions:-

COLLEGE OF ISLAMIC SCIENCES
M. S. GIDAN GUSAU
ZAMFARA STATE
EXAMINATION OFFICE
DATE

20/50

4.

Mr. chairman sir,
Impatial pannel of judges,
My accurate time keeper,
My co-debaters
Distinguish Ladies and Gentlemen, Good day to you all.

I am Alhaji Nasiru Aliyu S/Noma, a student of Collegge of Islamic Sciences Gusau.

I stand before you to ~~propose~~ oppose / ~~against~~ against the motion which said that "Wealth is more important than health" which totally ~~right~~ wrong.

First and foremost, I will like to throw a small questions to you my opponent, which will sensitise you that "wealth is more valueless than health";

- Is it possible to have or gathered a money without health? the answer is "yes" or "no" with a good reasons.
- Is it possible to know the incomes and outcomes of your company while you are abed seeking for health? the answer is too.

But if you are healthy man you know how ~~how~~ what to do and how to do in your life, even without money you can stay alive.

P.T.O

COLLEGE OF ISLAMIC SCIENCES
P.M.B. 01070 GUSAU
ZAMFARA STATE
ADMISSION OFFICE

NAME : NAJIBU AHMAD
SUBJECT : ENGLISH LANGUAGE THEORY & COMPOSITION
CLASS : S S III SCIENCE
DATE : 15/03/2007
SCHOOL: College of Islamic Sciences

SECTION A

Q1

College of Islamic - Sciences,
P.M.B 01070,
Gusau,
Zamfara State.

15th March, 2007.

~~A~~ My dear ~~my~~ father,

How are you and how is your work, I hope every thing is going good and fine, how are my brothers and sisters I hope They are all fine. The essence of writting this letter to you is/ that / want to - inform you that i have already (choosed) a the course that i will study at University and i decicled to choose medicine because ~~medicine~~ you cant get the medicine in simple way, it is difficult and you will spent enough money before ~~before~~ you get that course, and ~~course~~ the course that i have choised is an Electrical and ~~are~~ ~~choosed~~ Computer Engineering, also ~~I choosed~~ in my first choises of universities i (choosed), B.U.K and also ~~if~~ your want ~~me to change~~ ~~this course~~ my Second choise i (choosed) what is in choi first (choise).

And by this I ~~will~~ say wish this is the best for us. Thanks.

Yours Faithfully
Najibu

Name - Aliyu Ahmad
Class - SS III ART
Subject - Mock Examination
Date - 15/3/2007

COLLEGE OF ISLAMIC STUDIES
P.M.B. GIGA GUNDU
ZAMFARA STATE
EXAMINATION OFFICE

SECTION A

(1) MY TOPIC IS AGAINST THE "WEALTH IS MORE IMPORTANT THAN HEALTH

Best to first I can say is no true that wealth is better than health no, health is better than wealth because health is the ~~least~~ base for every ~~m~~ human being not a human being only. the intere event even have alive,

for example, some many times people ~~st~~ seekness and then they money why those money did not protacting them from seekness. more so some people have a (H.I.V) so in that situation thus people whose was caught by that seek they can pay or give all the money they have in on to get their lives better,

Against many people they belongs alot of wealth and some another ~~a~~ asise like company many motor vehicles and the rise of them by the end you can found nothing on thus event because the owner that those was caught which a seekness so that the wealth will ready to finish. Another important point when the people are on the way for traviling when the ~~p~~ they meet which a arm robber

P.T.O.

Ashiru Ahmad
SS III Art
English language
C I S

COLLEGE OF ISLAMIC SCIENCES
P.M.B. 51070 GUSAU
ZAMFARA STATE
EXAMINATION OFFICE
SIGN ____ DATE ____

CIS secondry school,
P.M.B. 002
Gusau,
Zamfara, state,
March-12th 2007.

My Dear Daddy,
I Recieve your letter, In a good condition,
I have diffrency couse In my heart which is economic the cause that you are insist me to study, In that section We dont have colifies teachers In this section ~~and known~~ ~~We are very close to the waec~~ and Recently we have only three months to start our WAEC Exam and the Nowdays the school are not provid teachers In this section,
However fathar I know you I have the reason that you forced to study this couse Why not allow me to study other If you can Iam the one that is doin the school,
finally fathar How was Kabiru and sister Ubaida Thope day are fine ~~How was shes~~ ~~Khop~~ How was mum shes

thank yours Ashiru