ANALYSING THE USE OF CONCORD AMONG SELECTED ND II STUDENTS OF KOGI STATE POLYTECHNIC, LOKOJA

BY

OGUCHE .A. SUNDAY

(P15AREN8007)

DECEMBER, 2016

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A THESIS SUBMITTED TO THE POSTGRADUATE SCHOOL, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS (MA) ENGLISH LANGUAGE, DEPARTMENT OF ENGLISH AND LITERARY STUDIES, AHAMDU BELLO UNIVERSITY, ZARIA

DECEMBER, 2016

Declaration

I hereby declare that this thesis has been written by me and that it is a record of my research work. All quotations are indicated and sources of information are specifically acknowledged by means of references.

…… ……

Ogunche .A. Sunday Date

Certification

This thesis entitled: **Analysing the use of concord among Selected ND II Students of Kogi State Polytechnic, Lokoja** by Oguche Sunday meets the regulations governing the award of master degree in English Language of Ahmadu Bello University, Zaria, and it is approved for its contributions to knowledge and literary presentation.

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Dedication

To God Almighty, my wife and children.

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ABSTRACT

The aim of this study is to examine how National Diploma (ND) II students of Kogi State Polytechnic, Lokoja use concord. The Study adopts the systemic approach to be able to give account of concord relationships in detail. The main instrument used for the collection of the data analysed in the study is test administration in classroom. A total of sixty objective questions and two essay questions were administered to the one hundred and twenty students selected randomly from four departments. The results of the four departments based on the overall average scores of the categories of concord tested were shown. The results were presented through percentage rating. The results showed that Business Administration department scored 50.5% in subject-verb agreement, Electrical Engineering department got 48.1%, Maths/Computer Science department made 42.9% and department of Urban and Regional planning scored 57.2%. On Pronoun-Antecedent Concord, Business Administration scored 62.4%. On Electrical Engineering department got 66.5%, Maths/Computer Science department made 59.7% while Urban and Regional Planning department got 58.9% equally, on tense concord, Business Administration department had 55.7%, Electrical Engineering department scored 60.5%, Maths/Computer Science department made 59.7% and Urban and Regional Planning department scored 61.6%. The study discovers that students in this polytechnic lack the basic knowledge of the correct use of concord. It reveals that the subjects did not have enough knowledge of the rules of concord that can aid them to use English Language appropriately. It also reveals that the subjects did not have adequate knowledge of tense as regards using the present and past tense. Finally, the study shows that all types of concord in English, especially subject-verb, pronoun-antecedent and tense concords considered in this work are problematic to our subjects.

Abbreviations

Pr. - Present Tense

Pt. - Past Tense

Pr. s. - Present Singular

Pt. s. - Past Singular

Sub. sg. - SubjectSingular

Sub. pl. – Subject Plural

V. sg. – Verb Singular

V. pl – Verb Plural

Pr. cont. - Present Continuous

PT. cont. - Past continuous

1st; per. sg. - First Person Singular

1st; per. pl. - First Person Plural

2nd per. sg. - Second Person singular

2nd per. pl.–Second Person Plural

3rd. pers. sg.- Third Person Singular

3rd. pers. pl.- Third Person Plural

3rd; per. sg.femn. - Third Person Singular Feminine

Ind. pron.sub. – Indefinite Pronoun Subject

Ant; sg; - Antecedent Singular

Ant; pl; - Antecedent Plural

HN – Head Noun

SPCA – Subject, Predicator, Complement and Adjunct

M. CL. – Main Clause

Cond. CL. – Conditional Clause

ESL – English as a Second Language

ND: National Diploma

NBTE: National Board for Technical Education

↓ - Words above the arrow stand for the abbreviated word under it.

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CHAPTER ONE

Introduction

1.0. Preamble

Several studies on the use of English have been carried out by researchers to determine how students at the secondary school and tertiary levels of education use certain aspects of the language. In addition, Scholars have expressed concerns over the mass failure in English by students at all levels of education and the inability ofothers to use English language to communicate and write effectively.scholars include Adeyanju (4984 :23) where he says

> However,many students of secondary and tertiary levels,as well as others in various professions, have not mastered the English language structure, usage and mechanics, and therefore communicate ineffectively---.

Adeyanju is not alone in this lamentation. Ibileye (2003: 155) says

> Recent failure rates in public examinations in Nigeria underscore the declining fortunes of the English language in Nigeria and indeed of education in general. This is an issue to which scholars --- have continually drawn critical attention to.

The most disturbing thing is that these students that fail English in public examinations or cannot use English effectively or misuse grammatical categories are taught and handled at their various levels by lecturers and teachers. Then, what are the reasons for this mass failure rates?. In response to this question, Ibileye (2003 :155) says

> Studies have shown, unfortunately, however, that the quality of the teachers employed to teach English at the secondary school level particularly calls into question the seriousness of the nation's educational policy especially with specific emphasis on the English language component.

This tells us the quality of teachers of English language at secondary school level and why students at that level fail in examination. But what of students at the tertiary education level?

It is true that English, like any other language, is rule governed. That is, there is a set of structural rules that govern the composition of words, phrases,clauses and sentences in English.It is these rules that students both at the secondary and tertiary institutions have not been able to observe that always lead to misuse of certain grammatical categories like concord,auxiliary verbs, preposition, articles, phrasal verbs of different kinds and other categories.

Scholars like Anasiudu (1983), Olaofe (1988), Digga (1970), Alagbe (2001), Ibileye(2003), and Lawal (2006) are of the view that there is ineffective use of English among students at both the secondary and tertiary levels of education in Nigeria. If these sets of students, especially students of tertiary institutions such as university, polytechnics and colleges of education who are supposed to use thelanguage effectively, but they cannot, then there is a serious problem on ground that needs solutions. The importance of English language cannot beoveremphasisedbecause it remains the official

language in Nigeria. Acknowledging the relevance of English as a language of communication in Nigeria, Bamgbose(1971) says‘‘of all the heritage left behind in Nigeria by the British at the end of the colonial administration, probably none is more important than the English language.’’ Bamgbose is not alone in this acknowledgement of the relevance of English language just as Ibileye (2003) tries to capture the global acceptability of English language when he says

> English also ensures international mobility as much of the communication that takes place in the world today is substantially through the English language which is spoken by the largest population of the world. The centrality of English in Nigeria as a language of government, business, education, the mass media and as a means of external communication is not in doubt. It is for this reason that this researcher deems it necessary to carry out this study to enlarge the scope of similar studies ealier carried out in order to bring about possible and concrete solutions to poor performance by students of tertiary institutions in particular and users of English language in general.

1.1 Statement of Research Problem

The rate of failure among students of tertiary institutions in English language examinations has become a thing of serious concern to both linguists, language teachers, lecturers, examiners and the general public. Many experts, researchers and scholars, as earlier stated, have lamented over the rate of failure and low performance of students in English language examinations. In the use of English, areas that students and other users of

English are prone to committing errors include wrong use of tenses, prepositions, adjectives, faulty passive forms, including wrong application of concord. Example:

1. The *bankopen* at ten o clock in the morning.
   ↓ ↓
   Sing., sub; plur.v

2. The *banksopens* at ten o clock in the morning.
   ↓ ↓
   Plu. Sub ; sing. V

The above expressions show that some students and some other users of English lack the knowledge of subject verb agreement in their spoken and written English.

3. *Eachstudent*brought *their*note book.
   ↓ ↓
   Ant; sing pron; plural

4. The *teacher* is ill.*They* will not be at school today.
   ↓ ↓
   Ant; sing pron; plural

The sentences above show that the writers lack the knowledge of pronoun –antecedent in their use of English.

5. When I *went* to the supermarket yesterday, I *buy* that wine for John.
   ↓ ↓
   past Present

From the above, it is glaring that some students and users of English use sentences that lack concord.

1.2 Research Questions

In order to carryout the analysis of the use of concord among NDII students of Kogi State Polytechnic, the study was guided by the following questions:

i. What are the factors responsible for students' wrong application of concord rules in sentence construction?
ii. Which of the aspects of concord pose more problem to the users of English at the place of research?
iii. What are the corrective measures for solving the problems that the NDII students of Kogi State Polytechnic face in using English Concord ?

1.3 Aim and Objectives of the Study

This study aims at presenting concord errors of National Diploma (ND) II students of Kogi State Polytechnic, Lokoja.This is due to the fact that students misuse concord in their written and spoken form of English. Hence, this work hopes to :

i. Show the magnitude of errors committed by the National Diploma (ND) II students of Kogi State Polytechnic in the course of using concord.

ii. Find out the factors responsible for the problems National Diploma (ND)II students of Kogi State Polytechnic face in using concord.

iii. To suggest some possible solutions which can help the students master the rules guiding the use of concord in English.

1.4 Justification For The Study

The need for this study arose when it was observed that the rate of grammatical errors, especially, concord errors being committed by ND II students of Kogi State Polytechnic were described as alarming. It was also observed that much work on grammatical errors has been carried out at unversity level. Therefore, there is the need for this study on concord errors to be carried out in a tertiary institution like a polytechnic, particularly among the NDII students. This is because as theygraduate and join the society, they would be expected to speak and write good English.

It is hoped that this study willdraw the attention of the target population to errors that have to do with the use of concord among National Diploma (ND) II students of Kogi State Polytechnic and other tertiary institutions in the country.

1.5 Scope and Delimitation of the Study

This study will focus on how students use and misuse concord especially in their writings. Particularly, aspects of concord such as subject-verb agreement, tense agreement and pronoun-antecedent are looked at.

A total of four (4) schools (departments) are used with 30 students selected randomly from each department.

CHAPTER TWO

Review of Literature

2.0 Preamble

This chapter is divided into two sections. The first section reviewed the available literature related to the use of concord or agreement in English. The second section discussed the selected grammatical theory adopted in treating English concord usage. This section looked at the model for analysing the work.

2.1 Literature Review

Quirk et al (1972:755) say concord is the ‘‘relationship between two grammatical units such that one of them displays a particular feature (e.g. plurality) that accords with a displayed (or semantically implicit) feature in the other’’. In addition, the writers (1972, *Ibid*) say: The most important type of concord in English is the concord of 3rd person between subject and verb’’.

The normally observed rule, according to Quirk et al (1972), is that a singular subject requires a singular verb. For example:

(6) My *daughterwatches* television after supper.

(Sing; subj) (Singular verb)

A plural subject requires a plural verb. For example:

(7) My *daughterswatch* television after supper.

(Pl subj) (Pl v)

In a similar vein, Tallerman (2005:166) sees concord as agreement or cross-referencing. She says "agreement" means that a head verb is formally marked to reflect various grammatical properties of its NP argument''. In the light of the above, Tallerman says, ''a verb might be marked for third person singular when its subject is a singular NP, and third person plural when its subject is a plural NP''.Here,tallerman focused on person, number and gender.

> Allerton (1979:149) defines concord asa kind of harmony between elements in questions whenever context-sensitivity requires that a particular sub-class or syntactic feature should be chosen by reference to another sub-class or syntactic feature elsewhere. The sub-classification will generally involve what is normally called a grammatical category like number, case, gender, voice, aspect, etc.

Again, Asowata, in Ojo (2011:281), says ''agreement means grammatical harmony which exists among different constituents within a sentence''. This concerns the levels of number, gender, tense, person, case and mood. Afolayan and Newsum (1983), Osisanwo (1992), Farinde and Ojo (2000), Ojo (2001) and Iyoha (2000) have the same idea on agreement with Asowata.

Afolayan and Newsum (1983) say ‘‘agreement means the interrelationship of different inflectional forms of different elements within a sentence’’. To achieve agreement in English, according to them inflectional forms such as finite verbs, nouns or pronouns are inflected in line with the dictate of specific concord rules for different grammatical environments.

Inflection ranges from the “simple addition of past tense and plural morphemes. For example *kicked and boys* to the more complex inflection of *man* as *men*, ‘*go’* as ‘*went’* and to such zero inflection of *sheep* and *set*with regard to plural and tense respectively” (Ojo 2011:287).

Awobuluyi (2004) and Asowata (2008) identified agreement as one major area of difficulty in English grammar for Nigerian ESL learners. Turner (1976) in Ojo (2011:287) says ‘‘agreement is where grammar begins”. This means that in English Language, for instance, every beginner must first learn how English verbs are inflected.

Apart from inflection, another key term in the definition of concord, according to Asowata, in Ojo (2011:287), is “Elements that constitute a sentence”. These elements, Asowata says, are subject, predicator, complement and adjunct (SPCA). Therefore, Ojo (2001) views concord as the process by which these elements (SPCA) in a sentence undergo inflection in order to create harmony within the sentence structure.

Asiyanbola (2012:143) says “concord can be used in grammar interchangeably with agreement or government. It implies that in a stretch of utterance, there are two items X and Y, in which case Y reflects the feature that is in X”. That is

X + Z= Y + Z

X + a = Y + a

It is in line with Asiyanbola that Aremo (2004:33) defines concord as the “term used to refer to the relationship between two grammatical items whereby a certain feature in the form of one of them requires a corresponding feature in the form of the other”.

Hockett (1958:214) says “concord is found in endocentric constructions and in a tie bar that cuts across hierarchical structure to link certain predicate attributes to subjects”. This means the relationship between predicate and subject. That is a singular subject goes with singular verb while a plural subject goes with plural verb. For example, Ojo, (2011:289) gives the following:

(8) The students dress well.

(9) The couples sleep early.

(10) Cyril dresses well.

(11) Henry sleeps early.

The above sentences show the distinction between singularity and plurality of nouns and verbs. In the first sentence, *students*, as a plural noun, agrees with *dress* as a plural verb. The same thing applies to the second sentence where *couples*,a plural noun, agrees with *sleep* as a plural verb. In the third sentence, the noun 'Cyril' is singular and it goes with the Verb 'dresses' which is singular.

2.1.1 Types of Concord

Allerton (1979:149-152) has discussed or identified three types of concord. These are agreement, government and Cross-Reference. The first, which is agreement, according to Allerton (1979:149) "can be illustrated with examples from either the determiner-adjective-noun construction or the subject-predicate construction in a whole range of languages". This, Allerton(1979:150) says, is straight forward and purely a matter of number in English. For instance, in the demonstrative-noun construction, we may have:

(12) He bought this book.

(13) He bought these books.

The difference between the above sentences is that in 12, the book is one (singular) while in 13 the books are many (plural).

The second type, according to Allerton, is Government. This, he says, "involves where only one element in the construction is marked for the

category in question, the other element governing or requiring it". This type of syntactic linkage is signaled by case markings in English. Lyons (1968:239-43), cited in Allerton (1979:150), points out that the difference between concord and government is made in terms of "surface structure". That is, the way in which the categories are phonologically marked: whereas in concord both of the items in agreement are marked for shared category, in cases of government it is only the one *governed* item that is so marked.

The third type of concord, according to Allerton, is the one described by (Bloomfield 1935), cited in Allerton (1979:151), as Cross-Reference. Bloomfieldapplied this term to cases where one element in the combination "contains a mention" of its fellow. This applies particularly to the agreement between nouns, on the one hand, and pronouns or genitive-type affixes on the other. For example. Let us consider the following sentences:

(14) *The boy* scraped *his* leg and hurt *himself* when *he* fell.

(15) *The girl* scraped *her* leg and hurt *herself* when *she* fell.

(16) *The dog* scraped *its* leg and hurt *itself* when *it* fell.

The three sentences above show that there is agreement between the nouns and pronouns that appear in the sentences. In sentence 14, Pronouns such as *his,*and *himself* agree with the noun *boy*. Interms of gender, the pronouns *his* and *himself* agree with the noun 'boy' as male, while the

pronouns *her* and *herself* agree with the noun *girl* as female. The same thing applies to sentence 16 (Allerton, 1979:152).

Hockett (1958:218) says "cross-reference occurs between subject and predicate in topic-comment constructions". This, Hockett says, "is marked by tie bar between the subject and the predicate slots and must be specified".

In treating concord, Asiyanbola (2012) identifies three types of concord, namely: subject-verb concord of number, subject-verb concord of person, and antecedent-pronoun concord.

In considering concord, Farinde (2009:54-55) identifies four levels, namely: agreement of the subject and verb, subject-complement agreement, Pronoun/Antecedent agreement and tense agreement.

2.2 Theoretical Framework

In this section, we will take a look at the theory of grammar that is relevant to this research. This becomes imperative for the fact that 'concord' is discussed extensively in many textbooks on language. Systemic theory is the model that will be used for this work.

2.3 The Systemic Model

The evolution of this grammatical model is credited to Micheal A .K Halliday. He was the leading figure of a group (known as the followers of J. R Firth). Bolinger (1986:115) refers to this group as the group that ''attempted to do what Firth shunned which was to set up a tightly integrated theory.'' J

.R Firth was the founder of the London School of Linguistics. Firth's theory is generally summarized under the term ''context of situation''. Since Halliday's work was based onFirthian ideas, Systemic grammar is also refered to as Neo-Firthian Grammar. The term *systemic*, according to (Ojo 2011:23), comes from the ''chief structural assumption of the theory, which is that language consists of a network of systems.'' This model looks at language as a whole system of choices existing in complex structural relations. This means that in a system, the choice of one thing dictates the choice of another. This model "sees language as operating on two axes- the axis of syntagmatic and the axis of paradigmatic''. The paradigmatic axis refers to the alternative choices available at each point in a chain. For example:

	S	P	A	A
107)	The teacher	left	the school	yesterday.
108)	A soldier	visited	Kano	today.

Each column above can be seen as a paradigm because the items in each column constitute alternative choices. This means that paradigmatic relation is the relation between an item and another item that can replace it in a chain.

Syntagmatic axis indicates the stringing together of items in particular fashions such that a choice made in a paradigm affects other choices in a chain. For example:

	S	P	A	A
109)	A soldier	has been	there.	
110)	A man	comes	here	everyday.
111)	Some schools	have been opened	there.	
112)	Some men	come	here	everyday.

The choices made in the two sets of sentences above have been influenced by number. That is in 109 and 110 the subjects are singular, making the predicates to be singular, while the subjects in 111 and 112 are plural, thereby making the predicates plural.

Similarly, Berry (1975:47) and Halliday (1985) say systemic grammar approaches its analysis based on a series of systems. In English, the 'speaker' or writer makes choices among systems of numbers; singular or plural, tense-past, present or future; mood- Declarative, imperative, exclamatory, interrogative and subjunctive; person-first, second and third; gender-masculine, feminine or neuter etc.The sentence; 'She moved', for instance, has singular, third person, feminine, past, active and action process.

Asiyanbola(2012:41) says "one important aspect of systemic Grammar are those of the categories: unit, structure, class and system''. Unit is the

category set up to account for stretches that carry grammatical pattern. 'Structure' is the category set up to account for the pattern that the unit carries. From the angle of systemic grammar, (Scott, Brocket, Brown and Goddard, 1971) say there are "structures for various units in the grammar rank scale such as word, group, clause and sentence". "Class'' is the category set up to account for the grouping of members of a given unit which is defined by operation in the structure of the unit. "System'' is the category set up to account for the occurrence of one rather than another from among a number of like events or elements.

This approach, according to Lawal (2006:13), is 'functional rather than formal'. That is to say language is seen as a resource used for communication and not as a set of rules. The approach affirms the interrelativity of words and grammatical structures (lexico-grammar) Lawal, 2006: *ibid*).This means that words and their structural patterning are linked to meaning, and so cannot be analysed in isolation. Language users, in whichever way, continue to make constant choices which have to do with meaning and are expressed by intonation, words and grammatical structures.

The systemic model, no doubt, has its own flaws but it covers and discusses extensively the main areas of this study, which are: subject-verb concord, as well as other types of concord like tense concord, pronoun-antecedent concord and others. These components will be discussed one after the others

2.4 Subjects-Verb Concord

There is no doubt that in concord, the subject always governs the choice of the verb. Turner (1976), cited in Ojo (2011:288), sees subject-verb concord as the "basic aspect of English concord". Similarly, Quirk and Greenbaum (2000:176) say "the most important type of concord in English is concord of number between subject and verb". From the submissions of Ojo, Quirk and Greenbaum above, it is clear that concord of number between subject and verb in the present tense seems to be the most crucial concord in English. (Margret 2006:25).

This accounts for why many grammarians such asQuirk et al (1972:155); Scott (1968:20); Quirk and Greenbaum (1973:176); Ayoola (2006:263); Osisanwo (2008:120); Ojo (2011:288), among others give so much attention to subject-verb concord.

Subject-verb concord comes at two levels: That is, of number and of person.

2.4.1 Subject –Verb Concord by Number

This refers to the singular or plural form of a subject and verb. There are two rules that govern concord of number within a sentence. These rules are:

a) A singular subject takes a singular verb. For example:

(17) *Esosarun*sfast.

sub.sg v.sg

(18) *Henryloves*Films.

sub.sg v.sg

b) A plural subject takes a plural verb. For example:

(19) The *studentslike* concord.

sub.pl v.pl

(20) The*lecturersare*on strike.

sub .pl v.pl

Based on the above explanation, the following sentences are ungrammatical:

(21) *Esosarun*fast.

sub. sg v. pl

(22)*Ourlecturersis*on strike.

sub. pl v.sg

From the above example, it becomes obvious that singular subjects only go with singular verbs while plural subjects go with plural verbs.

Quirk et al (1972:755) say when the subject is realised by a noun phrase, the phrase counts as singular if its head is singular. For instance:

(23)*The change in male attitudeis*most obvious in art industry.

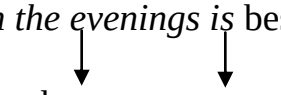
sub. sg v.sg

(24)*The changes in male attitudes are* most obvious in art industry.

sub. pl v.pl

Similarly, prepositional phrases functioning as subject also count as singular as in:

(25)*In the evenings is* best for me.



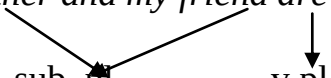
It is glaring from the above examples that there is agreement between subjects and verbs.

One thing that is important here is that one should be able to identify the correct noun, that is the subject, in any sentence. That is to determine whether a noun in a subject position in a sentence is plural or singular.

2.4.2 Noun Subject – Verb Agreement

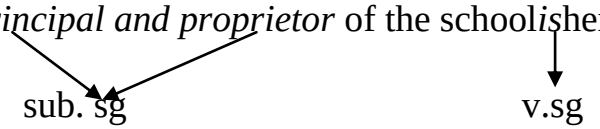
A subject with two singular nouns linked by a coordinating conjunction '*and'* takes the plural form of the verb. For example:

(26)*My brother and my friend are* aware of my plan.

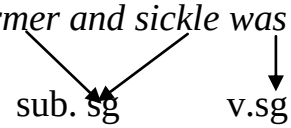


But a singular verb is used with twoconjunctioningsubject which represents a single entity. That is,if the subjects conjoined by 'and' mean the same thing or have the same referent. For example:

(27) *The principal and proprietor* of the schoolishere.



(28)*The harmer and sickle was* flying from a tall flag pole.



In examples 27 and 28, you have double subjects but unlike 26, the subjects here refer to the same thing, making them to take singular verbs. There are so many cases like that in concord as will be seen below:

If two nouns are linked by a subordinating conjunction like *with, together with, along with, as well as, as much as*etc, it is the noun or nominal group before the subordinating conjunction that is relevant in the choice of a verb. This means that if the first subject is plural, the verb will also be plural and if it is singular, the verb will be singular. These types of subjects are referred to as subordinated subjects. For example:

(29) The*students*as well as their lecturers*are*working hard.

sub. pl v.pl

(30) The*engine*as well as the brakes of the car *is* bad.

sub. sg v.sg

It should be noted here that it is the first item that affects the form of the verb.

If two nouns, pronouns or nominal groups are joined by a correlative conjunction, such as *either...or*, *neither... nor*, not only... but, the element that is closer to the verb determines the form of that verb.

Quirk et al (1972), Quirk and Greenbaum (2000), Scott (1968), Osisanwo (2008) and Ojo (2011) refer to this type of concord as *proximity concord*. For example:

(31) Either you or*Johnis*to blame.

sub. sg v.sg

(32) Neither Susan nor *the girls are*to blame.

sub. pl v.pl

(33) Not only the students but their*lecturerwants* the strike called off.

sub. sg v.sg

There are nouns in subject positions that are plural in nature but singular in meaning. These types are referred to as *singular invariables*. As a result, they take singular verbs:

(34)*Linguisticsis* my best subject.

sub. pl v.sg

(35)*Measles is* spreading among the students.

sub. pl v.sg

There are also plural invariables. These types of nouns are plural both in form and meaning. For example:

(36) My dirty*trousersare*on the bed.

sub. pl v.pl

(37) His reading*glassesare*on the table.

sub. pl v.pl

There are nouns in subject position that are double plurals. These are compounds in which both elements are marked. For example:

(38)*Women doctors* are good.

Double subj;pl v.pl

(39) All*heads of states are* attending a meeting in Abuja

Double sub.pl v.pl

If a noun or nominal group (NG) used as subject has a qualifier, it is the headword that will agree with the verb and not the qualifier element in the group. One should be careful here not to take the advantage of the qualifier element being close to the verb. For example:

(40) *Each of the chairs is*twenty inches long.

pron. sub. sg v.sg

(41) A*list of all the debtors has* been pasted.

sub. sg v.sg

(42) A*friend of my parents wants* me educated.

sub. sg v.sg

From the above sentences, it is noted that *chairs*, *debtors* and *parents*, which are parts of the qualifier, stand close to the verbs but they do not influence or govern the verbs.

If indefinite pronouns are used in the subject position, they take singular verb. For example:

(43)*Every body feels* at home here.

ind,pron,sub. sg v.sg

(44)*Everything has* been resolved.

Ind,pron,sub. sg v.sg

(45) *Every one knows*the truth.

ind,pron,sub. sg v.sg

When there is the use of the relative pronoun between a subject and the verb, the verb is influenced by the noun that precedes the relative pronoun within the subject. For example:

(46) One of*the men who sell*books here has gone home.

sub. pl v.pl

(47) One of*the students who are*on his pay roll has graduated.

sub. pl v.pl

Collective nouns are usually singular when they are used as a unit and they can equally be plural when they are seen as members of a unit.Quirk and Greenbaum (2000:176) refer to this type of concord as notional concord. That is, agreement of verb with subject according to the notion of number rather than with the actual presence of the grammatical marker for that notion. Examples of collective nouns are:*government*, *police*, *staff*, *army*, *family*etc.

When they are used as singular, we have the following:

(48) The*police is*investigating the killing of the Aluu four.

sub. sg v.pl

(49) The*army is* on top of the situation.

sub. sg v.sg

Similarly, if they are seen as members of a unit, they take a plural verb. For example:

(50) The*government have* broken all their promises.

sub. pl v.pl

(51) The*family are*divided on the matter.

sub. pl v.pl

(52) The*police have* arrested the culprits.

sub. pl v.pl

There is subject-verb concord that holds on collective names which categorize people of the same fortune or misfortune. Ojo (2011) refers to categorized collectives as ‘‘adjective headed nominal groups’’. Some examples of these are: *the disabled*, *the rich*, *the blind*, *the poor*, *the handicapped* and *the gifted*e.t.c.

It should be noted that unlike collectives, *categorized collectives* are always plural.For example:

53) The*poor are* neglected.

sub. pl v.pl

54) The*rich also cry*

sub. pl v.pl

When nouns that are numeral are used as subjects, they can take plural or singular verb. These numerals are symbols or signs that represent a particular number. If the number is specified, the subject goes with a singular verb but if the number is not specified, it selects plural verb. For example:

55)*The number of sodiers* retired*is*twenty.

sub. specified v.sg

56)*A number of students have* registered.

sub. not specified v.pl

Some nouns that are plural and indicative of unit of time, distance, length, weight and money usually take singular verbs. This is because the entire amount is thought of as a single unit. For example:

57)*Twenty dollars is* all the money I have.

sub. sg v.sg

58)*Eighteen yards* of cloth*completes* our fabric needs.

sub. sg v.sg

59)*Twenty years is* enough for a meaningful courtship.

sub. sg v.sg

It should be noted that if the unit is specified, singular verb is used. For example:

60)*Billions of*naira*disappear*from the treasury monthly.

sub. pl v.pl

61)*Several years have* been wasted.

sub. pl v.pl

When a percentage or fractional expression of a unit or whole is used as subject, the verb could be singular or plural. The rule here is that if the total

whose part is expressed is countable, it takes plural verb. But if the total is uncountable, it takes singular verb. For example:

62) *Three-quarter* of the building*has* been completed.

sub. uncount v.sg

63) *Three – quarter*of the students *has* moved in.

Subj: uncountable v: sg.

If the noun is singular but represents a group of people, the verb may be singular or plural. For example:

64) *Eighty percent*of the work force*is/are* young.

Subj: sg v: sg.pl.

2.4.3 Pronoun Subject- Concord

When pronouns are used as subjects, they can be plural or singular. The pronouns used as subjects in sentences must agree with the verbs. Indefinite pronouns such as *anyone*, *anybody*, *each*, *each one*; *either*, *everybody*, *someone*, *everything*, *nobody*, *no one*, *nothing*, *something*, *somebody*, *someone*, are singular and so they require singular verbs For example:

65) *Everybody has* his camping gear.

indef: pron:sg v:sg

66) *Everything goes*

pron: sub:sg v:sg

67) *Each*of the boys *has* a toy.

prons:sub:sg *v:sg*

68) *Either*of those times *is*all right with me.

pron:sub:sg *v:sg*

It should be noted that in sentences 67 and 68 the verbs agree with the singular subject- *each* and *either*but not affected by the presence of plural nouns in both sentences.

Some indefinite pronoun.such as *somemosthalf* and *all* may take either singular or plural verbs based on their meaning in the sentence. Choy and Clark (2006: 56) say that if these types of pronouns "tell how much of something is meant, the verb is singular. But if they tell how many of something is meant, the verb is plural''. For example :

69) *Most* of the bread *is* stale. (how much?)

pron:sub:sg v:sg

70) *Most of* the actors *are* present. (how many?)

pron:sub:pl v:sg

71)*Some of*the money *is* missing (how much?)

pron:sub:sg v:sg

72) *All of*these items *go* to us. (how many?)

pron:sub:sg v:sg

Some indefinite pronouns such as *few*, *several* and *many* are plural in nature and so they go with plural verbs whenever they appear in subject positions in sentences. Examples include:

73) *Severalhave*already been tested.

Sub:pl v:pl

74) *Many* *are*called but *few* *are* chosen.

Sub:pl v:pl Sub:pl v:pl

2.4.4 Subject-Verb Concord by Person

There are three persons in English language, namely: first, second and third persons. They can be divided into singular and plural as shown below:

	Singular	Verb	Plural	Verb
1st person	I	Eat	We	Eat
2nd person	You	Eat	You	Eat
3rd person	He/ She /It	Eats	They	Eat

It should be noted that the person of a subject determines the form of its verb. The table above shows that the present tense form of the verb *eats* inflects only with the third person singular subject (*he/she/it*). Its form is retained in the 1st and 2nd person forms. That is *I/we eat* and *You eat* for both singular and plural. Let us consider the following examples:

75) The student (He) reads novels. Third person

76) Mary (She) eats oranges.

77) The car (It) looks new.

Ojo (2011:288)

2.5.2 Pronoun –Antecedent Concord

Pronouns, like nouns, may be either singular or plural. This depends on whether they refer to one or more than one person or thing. As a subject, it must agree in number with its verb,that is, a pronoun must agree in number with its antecedent. Choy and Clark (2006:184) refer to antecedent as 'the noun to which the pronoun refers'. That is, if the antecedent is singular, the pronoun must be singular and if the antecedent is plural, the pronoun must be plural.

2.5.2.1 Pronoun- Antecedent Concord by Number

The number of the antecedent determines the selection of the correct pronoun. Indefinite pronouns: such as *anybody, 'someone, each, each one, neither*, *everyone*, *somebody*, *someone*,etc are referred to by a singular pronoun – *he*, *him, his, she, her, its and it*. This shows that indefinite pronouns are singular and so they require singular verbs. Examples include:

78)*Everyone* did *his* assignment.

ant:sgpron:sg

79)*Somebody* has lost *her* handset.

ant:sgpron:sg

80)*Either* of the choices has *its* disadvantages.

ant:sgpron:sg

"In informal spoken English, plural pronouns are often used with indefinite pronoun antecedents. However, this construction is generally not considered appropriate in formal speech or writing'' as highlighted by Choy and Clark (2006:185). For example:

81) Informal:*somebody* should let you borrow *their*books.

ant:sgpron:pl

82) Formal: *somebody* should let you borrow *his* book.

ant:sgpron:pl

A compound subject is singular when the co-ordinator *isor*or*nor* forming two or more singular nouns. It should be referred to by a singular pronoun as in:

83)*Neither the president nor his vice* came in *his* car.

ant:sgpron:sg

If one of the antecedents linked by '*or*' or *'nor*' is plural, it is the antecedent that is closer to it that the pronoun will agree with. For example:

84) *Neither the president nor hisminisers* agree that *they* were at fault.

ant:sgpron:pl

85)*Neither the ministers nor the president* agrees that *he* was at fault.

ant:plpron:sg

The principle of notional concord still works here. Collective nouns are either plural or singular depending on whether the collective or several individuals involved are emphasized. For example:

86. The *committee*on fuel subsidy did not put *their* house in order.

ant; plpron; pl

(individual members)

87. The *committee*has done *its*work. (as a group)

ant; sgpron; sg

88. The *Ribadu committee*are divided in *their* decision.

ant; sgpron; sg

(individual members)

2.5.2.2 Pronoun-Antecedent Concord By Person

Pronouns in grammar are classified into groups known as persons. That is first person, second person and third person. The Pronoun is either singular or plural.Just as a pronoun and its antecedents must agree in number, so must they agree in person.The only problem with pronoun-antecedent concord by person is when the second Person pronoun *you* is not used correctly with a third-person antecedent. For example:

89) **Incorrect**: If anyone wants to vote, you must register first.

90) **Correct**: If anyone wants to vote, he or she must register first.

91) **Incorrect**: When drivers get caught in a traffic jam, you become inpatient.

92) **Correct**: when drivers get caught in a traffic jam, they become inpatient.

Choy and Clark (2006:187) refer to this wrong use of pronoun and their antecedent as ‘a shift in person and a serious grammatical error’.

2.5.2.3 Relative Pronoun-Antecedent Concord

Relative pronoun, just like other types of pronoun, must be selected to go with its antecedent both in number and person. Quirk et al (1972:769) say ‘‘the relative pronouns ‘*who’, when,* and *‘which*’ agree with their antecedents in the super-ordinate clause in gender’’. This means that relative pronouns such as *who* and ‘*whom*’ refer to antecedents which are *personal,* while *‘which*’ and ‘*that*’ refer to antecedents which are *non-personal*. For example:

93) Here’s the *hammer which* I borrowed yesterday.

ant;non personal pron.non personal

94) That is the*man who (m)* I saw talking to your parents. Quirk (1972:769)

ant; personal pron. personal

Whose, as a relative pronoun, can be used with either personal or non-personal antecedents. For example:

95) This is the *manwhose* cutlass was stolen.

ant;non personal pron.non personal

96) Here is the *house whose doors* were broken.

ant;non personal pron.non personal

2.5.2.4 Reflexive Pronoun-Antecedent Concord

These are pronouns that make reference to the subject in the sentence.

Reflexive pronouns can be singular or plural and so they must agree with their antecedents in person, number and gender.The following are examples ofSinguler reflexive pronouns that are singular: *myself, yourself, himself, herself, and itself.* Some examples of reflexives pronouns plurals are *ourselves, yourselves, themselves*. For example:

97)*They* will do the job *themselves*
↓ ↓
3rdpers.:pl 3rdpers.:pl

98)*I*cut the cake *myself*
↓ ↓
1stper,sg 1stper,sg

99) *We*cut the cake *ourselves*
↓ ↓
1st per, pl 1stper,pl

100) *she*wrote the examination *herself*
↓ ↓
3rd per, sg.femi 3rd per, sg.femi

2.6 Tense Concord

Tense concord can be looked at from two dimensions, namely:

The conditional Tense and

Tense Consistency.

2.6.1 The Conditional Tense

According to Quirk et al (1972:1088), “the central uses of conditional clauses express a direct condition’’. That is, the situation in the main clause is directly contingent on that of the conditional clause. It also means that the

truth of the proposition in the main clause is a consequence of the condition in the conditional clause. For example:

101) *If you put the baby down, she 'll scream*. Here, the speaker intends the hearer to understand that the truth of the prediction 'she 'll scream ' depends on the fulfilment of the conditions of 'you putting the baby down.'

Two types of conditions have been identified by Quirk et al (1972:10910.) These are:

Open or Neutral Condition and

Hypothetical Condition

To Quirk et al, open conditions "leave unresolved the question of the fulfilment or non-fulfilment of the condition.'' Hence, the truth of the proposition expressed by the main clause. For example

102) IfCollins is in London, he isundoubtedly staying at the Hilton.

cond;clause main;clause

(Quirk et al 1972:1091)

The sentence above leaves unresolved whether Colins is in London and staying at the Hilton. And so the sentence is a neutral one. A hypothetical condition, on the other hand, according to Quirk et al, "conveys the speaker's belief that the condition will not be fulfilled, and hence the probable or certain falsity of the proposition expressed by the main clause". For example:

103) If he changed his opinions, he'd be a more likeable person.

Cond; clause main clause

The Implication conveyed by the conditional clause in the sentence above is that: He probably won't change his opinions.

Christophersen and Sandved (1968:207-208) also identify two conditions, namely:

i. Rejected condition which refers to the present and the future.

ii. Rejected condition which refers to the past.

2.6.2 Tense Consistency

If an idea is expressed, the tense should be consistent. This means that it is not proper for one to move from one tense to another because that kind of movement brings about errors in concord. For example:

104) Before she *performed* at the club, Stephanie *Welcome* her guests.

Past T. Pr. T;

In terms of tense consistency, the sentence above is wrong. Let us consider the following sentences:

105) Stephanie *welcomed* her guests before she *performed* at the club.

Past T Past T.

106) He usually *reads* his books while he *is* on the train.

Pr.T; Pr.T;

Sentences 104 and 105 above are accepted examples of tense consistency because *welcomed andperformed* match each other, so is *reads* and *is* in sentence 106.

CHAPTER THREE

Methodology

3.0 Preamble

This chapter presents the methodology that we used in this research. It discusses the location of the study, the sampling procedures, the data collection method, and the analytical procedure adopted for the work.

3.1 The Background of the Study

The institution examined is called Kogi State Polytechnic, Lokoja. It is located in Lokoja Local Government Area inKogi State. The polytechnic has many schools with various departments that offer Pre-ND, National Diploma (ND) and Higher National Diploma (HND) courses.

A population of one hundred and twenty (120) subjects were randomly chosen from four (4) selected departments, namely: Business Studies Department from School of Management Studies; Electrical Engineering from School of Engineering; Urban and Regional Planning from School of Environmental Technology and Maths/Computer Science from the School of Applied Science. The subjects selected from these departments had certain things in common. One, they were all NDII students. Second, they used the same syllabus for the "Use of English" as designed by the National Board for Technical Education (NBTE).

These subjects chosen had already gone through the NDI programme and so itwas expected that they had adequate knowledge of certain grammatical items especially Concord, the topic of this work.

A total of thirty students were selected from each of the four departments of the Polytechnic for the study. It was assumed that this number represented all the National Diploma (ND II) students in the polytechnic. In addition, the researchers felt that this number would provide adequate data for the study.

3.2 Sampling Procedure

There are various departments in the institution of study but four departments were selected randomly. We assumed that there would not be much difference among all the NDII students in the institution. So, a good number of students were picked ramdomly from each department to represent all the selected departments.

3.3 Data Collection Method

The survey research method was adopted for the study. The instrument used in gathering the data was the administration of test based on the subject matter of the research. The test which was conducted in an examination condition that lasted for two hours.

3.4 Instruments for Data Collection

The instrument used in gathering the data was the administration of test based on the subject matter of the study, which is “analysing the use of

concord". The test materials were made up of sixty objective questions and two essay questions. The sixty objective questions were set from the three aspects of concord covered by this study namely: subject- verb concord, pronoun-antecedent concord and tense concord. The test instrument was divided into parts A and B. Part A, which consisted of sixty (60) objective questions, was further divided into three sections of (i), (ii) and (iii). Section (i) of part A consisted of questions 1-20 meant to test the subjects' ability in the area of subject- verb concord. Section (ii) consisted of questions 21-40 which were meant to test the subjects' ability in the use of pronoun-antecedent concord. Section (iii) consisted of questions 41-60 designed to test the subjects' ability in the area of tense concord.

The second part of the test was made up of two essay questions out of which the subjects were instructed to attempt one.

The two questions were aimed at finding out how the subjects would use the various forms of concord writings.

3.5 Analytical Procedure

The objective section was scored for every correct response. In the essay form, the testsgiven, were read and marked. Classification of the type of concord errors made by the subjects was worked out based on three categories, namely: Subject-Verb Concord, Pronoun-Antecedent Concord and Tense Concord.Scores were awardedin percentages based on the correct and formal use of concord.

3.6 Method of Data Presentation

In order to presentthe data for the study, the following were the procedures used to explain the way the results have been discussed as regards how the subjects used English concord.

i. The average score of the Subjects in the Department of Business Studies based on their use of Subject - Verb; Pronoun - Antecedent and tense concords was presented.

ii. The average score by the subjects in the Department of Electrical Engineering based on their use of Subject-Verb Concord, Pronoun-Antecedent Concord and Tense Concords was revealed.

iii. Average score by the subjects in the Department of Urban and Regional Planning based on their use of Subject-Verb concord, Pronoun-Antecedent concord and Tense concord was shown.

iv. Average score by the subjects in the Department of Maths/Computer Science based on their use of Subject-Verb concord, Pronoun-Antecedent concord and Tense concord were also presented.

An overallanalysis of scores of the four departmentsbased on their use of Subject-Verbconcord, Pronoun-Antecedent and tenseconcordswereshown.

CHAPTER FOUR

Data Presentation, Analyses and Discussion

4.0 Preamble

This chapter makes an analysis on the data for the study. It also tries to bring out the possible implications of the study for the students, lecturers, and for the general purpose of education at large. Despite the fact that the targets of the study are selected departments in the institution where the investigation was carriedout the findings could be applicable to other departments within the institution and all other institutions of the same status.

4.1 Analysis and Interpretation of Data

This part of the chapter shows the analysis of the results of the correct responses of our subjects as regards the use of concord. That is Subject-Verb, Pronoun-Antecedent and tense concord. The analysis is done as stated in 3.6. section of the methodology.

4.1.1 Department of Business Administration

The table below presents the performance of the students in the Department of Business Administration with regard to their performances on Subject-Verb, Pronoun-Antecedent and Tense concords.

Table 1: Average score of students in the Department of Business Administration

Category A	**Category B**	**Category C**
Subject-verb concord	Pronoun-antecedent concord	Tense concord
50.5%	62.4%	55.7%

Students in that department had problems with subject-verb and tense concords than pronoun- antecedent concord. That they could not attain 100% in the test revealed their ineffective use of concord in English.

4.1.2 Department of Electrical Engineering

Here, the performance of the students in the Department of Electrical Engineering as regard their use of concord is shown below.

Table 2: Average score of students in the Department of Electrical Engineering

Category A	**Category B**	**Category C**
Subject-Verb Concord	Pronoun-Antecedent Concord	Tense Concord
48.1%	66.5%	60.5%

The above table shows that the students in that department had problems with the use of concord. Based on the percentage given, Itis glaring that they had more problems with subject –verb concord. That they performed poorly in some of the items in the test could be that

they were not properly taught in the use of concord or the students didn't get themselves used to the use of concords.

4.1.3 Department of Maths/Computer Science

The table below shows the performance of students in the Department of Mathematics/Computer Science that sat for the test.

Table 3: Average Score of students in the Department of Maths/ComputerScience.

Category A	**Category B**	**Category C**
Subject-verb concord	Pronoun-antecedent concord	Tense concord
42.9%	59.7%	59.7%

Despite the fact that our subjects here performed above average, it is obvious from the scores that they had problems with some of the items, especially subject-verb concord. This could be as a result of the students not taking their studies seriously.

4.1.4 Department of Urban And Regional Planning

The performance of the students in the Department of Urban and Regional Planning in the test is shown in the table below:

Table 4: Average score of Students in the Department Of Urban And Regional Planning

Category A	**Category B**	**Category C**
Subject-Verb Concord	Pronoun-Antecedent Concord	Tense Concord
57.2%	58.9%	61.6%

The average scores of the students in that department showed that they performed above average, but it was obvious that they had problems with some of the items. Their poor performance in some of these items show that they still lack adequate knowledge of the rules guiding the use of concord.

4.2 Overall Analysis of the Results Item by Item

The tables below reveal the overall analysis of the results item by item of all the students who sat for the test as regard their understanding of concord. Here, there are three tables showing responses of the students in percentages.

Table 5, which is category A, contains items 1-20. This tested the use of subject-verb concord. Table 6, which is category B (items 21-40), tested the use of pronoun-antecedent concord. While table 7 which is category C (items 41-60), tested the use of tense concord. The three tables give us the correct responses of 120 respondents (students) in percentages. 40%, which is the pass mark used in the polytechnic, was

also used as the benchmark for the study. This means that any of the respondents who scored less than 40% is regarded to have failed the test.

Table 5: Category A: Subject-Verb Agreement

Item No	Department of Business Administration	Department of Electrical Engineering	Department of Maths/Computer Science	Department of Urban and Regional Planning
1	80	87	67	93
2	17	30	20	37
3	23	10	20	33
4	0	0	7	17
5	46	33	43	53
6	53	50	67	83
7	40	27	27	40
8	50	77	33	83
9	27	30	23	27
10	83	83	63	87
11	43	47	33	53
12	57	67	50	46
13	50	40	20	67
14	53	53	46	50
15	33	20	13	40
16	70	43	30	83
17	67	50	67	33
18	46	46	53	37
19	83	87	77	93
20	90	83	100	90
Average	**50.5%**	**48.1%**	**42.9%**	**57.2%**

Table 6: Category B: Pronoun - Antecedent Concord

Item No	Department of Business Administration	Department of Electrical Engineering	Department of Maths/Computer Science	Department of Urban and Regional Planning
21	40	63	50	53
22	87	93	73	67
23	46	50	46	53
24	73	80	63	70
25	93	97	67	63
26	10	0	17	20
27	40	73	53	60
28	90	97	83	87
29	13	10	13	30
30	87	93	80	73
31	20	20	27	13
32	80	83	90	83
33	93	100	87	90
34	73	53	60	46
35	77	90	73	80
36	97	97	93	90
37	33	33	43	50
38	93	90	73	67
39	13	10	17	0
40	90	98	87	83
Average	**62.4%**	**66.5%**	**59.7%**	**58.9%**

Table 7: Category C: Tense Concord

Item No	Department of Business Administration	Department of Electrical Engineering	Department of Maths/Computer Science	Department of Urban and Regional planning
41	40	50	57	67
42	87	87	73	63
43	67	70	67	70
44	77	90	77	80
45	77	90	87	73
46	57	50	67	67
47	13	33	40	50
48	40	37	37	43
49	46	53	60	70
50	57	50	33	53
51	37	33	43	67
52	73	63	53	77
53	33	50	46	23
54	83	87	80	80
55	13	10	17	23
56	37	40	50	40
57	50	77	67	67
58	43	63	70	50
59	97	90	93	87
60	87	90	77	83
Average	**55.7%**	**60.5%**	**59.7%**	**61.6%**

The analysis and interpretation of the incorrect responses from the respondents, department by department are shown below. Each table shows the analysis of 30 students from each department.

Table 8: Department Of Business Administration's Average Score Of Incorrect Responses

Item no Failed	No of Students who Failed	Percentage Represented (%)	Subject-Verb Concord Misused
2	25	83	'is' for 'are'
3	23	77	'are' for 'is'
4	30	100	'are' for 'is'
9	22	73	'was' for 'were'
15	20	67	'dance' for 'dances'

In the Department of Business Administration, the respondents scored less than 40% in items 2, 3, 4, 9 and 15.In item 2, the analysis reveals that twenty five (83%) of the thirty respondents failed or misused the subject-verb concord by substituting 'are' with 'is' in the sentence. Similarly, in item 3 not less than twenty three (77%) of the respondents misused concord by replacing 'is' with 'are'. In sentence 4, none of the respondents got it right as thirty (100%) of them misused concord by substituting 'is' with 'are'. Also, in item 9, twenty two (73%) out of the thirty respondents scored less than 40 by replacing 'were' with 'was'. Again, in item 15, twenty (67%) out of 30

respondents scored less than 40% by misusing the subject-verb concord by replacing ‘dances’ with ‘dance’, as shown in the following sentences:

(2) Rising prices *is* our main economic problems. (Singular verb ‘is’ instead of plural verb ‘are’).

(3) The president, with his chief economic advisers,*are* having a press conference today.

Plural verb ‘are’ instead of ‘is’, thereby making the subject not agreeing with the verb.

(4) The topic of discussion *are* political refugees.

(Plural verb ‘are’ instead of singular verb ‘is’).

(9) The instructions for the test ‘was’ confusing.

(Singular verb ‘*was’* instead of the plural verb ‘were’).

(15) The lady*dance* after the concert.

(Plural verb ‘dance’ instead of singular verb ‘dances’).

The following examples show how the respondents misused similar subject-verb concord in their essays:

(i) Your*employeesis* always here to see that I pay regularly.

(ii) These *facts has* also put my business in trouble.

(iii) Your own *company have* been doing well.

Table 9: Department Of Electrical Engineering's Average score of Incorrect Responses.

Items no Failed	**No of Students who Failed**	**Percentage Represented (%)**	**Subject-Verb Concord Misused**
2	21	70	'is' for 'are'
3	27	90	'are' for 'is'
4	30	100	'are' for 'is'
5	20	67	'Seems' for 'seem'
6	22	73	'are' for 'is'
9	21	70	'was' for 'were'
15	24	80	'Dance' for 'dances'

Respondents in this Department scored less than 40% in 7 items, which are 2, 3, 4, 5, 7, 9 and 15 respectively. The analysis in item 2 shows that twenty-one (70%) out of the 3o respondents failed the subject-verb concord by replacing 'are' with 'is'. In item 3, twenty-seven (90%) out of the 30 respondents misused the subject-verb concord by using 'are' instead of 'is'. Likewise, in item 4, the analysis shows total failure as all the thirty (100%) respondents misused the subject-verb concord by substituting 'is' with 'are'. Also, analysis reveals that twenty (67%) out of the 30 respondents failed item 5 by replacing 'seem' with 'seems'. In item 7, twenty- two (73%) out of our

30 respondents failed by using ‘are’ instead of ‘is’. A total of twenty one that forms 70% out of 30 respondents wrongly used the subject-verb concord in item 9 by replacing ‘were’ with ‘was’. In the same vein, the analysis shows that in item 15, twenty four (80%) out of the 30 respondents misused the subject- verb concord by using ‘dance’ instead of ‘dances’ as seen in the following sentences:

(2) Rising prices *is* our main economic problem.

(Singular verb ‘is’ instead of plural verb ‘are’).

(3) The president, with his chief economic advisers *are* having a press conference today.

(Plural verb ‘are’ instead of singular verb ‘is’).

(4) The topic of discussion *are* political refugees.

(Here, plural verb ‘are’ is used instead of singular verb ‘is’).

(5) Astrological signs *seems* to be an interesting subject to many people.

(Singular verb ‘seems’ instead of the plural verb ‘seem’).

(7) The attitude of adolescents *are* often difficult to understand.

(Plural verb ‘are’ instead of singular verb ‘is’ to go with ‘attitude’ as a singular subject).

(9) The instructions for the test *was* confusing.

(Singular verb ‘was’ instead verb ‘were’).

(15) The lady always *dance* after the concert.

(Plural verb ‘dance’ instead of singular verb ‘dances’).

The following examples show how the respondents misused similar subject- verb concord in their essays.

i. Your *employees is* always here to see that I pay regularly.

sub, pl v, sg

ii. These *facts has* also put my business in trouble.

sub, plv, sg

iii. Your own *companyhave* been doing well.

Sub; sg v, pl

Table 10: Department Of Maths/Computer Science's Average Score Of Incorrect Responses

Items no Failed	No of Students who Failed	Percentage Represented (%)	Subject-Verb Concord Misused
2	24	80	'is' for 'are'
3	24	80	'are' for 'is'
4	28	93	'are' for 'is'
13	24	80	'goes' for 'go'
15	26	87	'dance' for 'dances'
16	21	70	'dances' for 'dance'

The students here got less than 40% in items 2, 3, 4, 13, 15 and 16. The analysis reveals that in item 2, twenty four (80%) out of the 30 respondents in the Department misused the subject- verb concord by replacing 'are' with 'is', making the sentence faulty. Similarly, in item 3, twenty- four (80%) out of the 30 respondents failed by using 'are' instead of 'is'. The overall performance of our respondents in item 4 was poor as twenty-six (93%) out of 30 respondents misused the subject-verb concord by using 'are' instead of 'is'. Twenty-four (80%) out of the 30 respondents failed item 13 by substituting 'go' with 'goes'. In item 15, twenty-six (87%) of the respondents out of 30 scored less than 40% by replacing 'dances' with 'dance'. While in item 16,

analysis reveals that twenty-one (70%) out of the 30 of our respondents misused the subject-verb concord by using ‘dances’ instead of ‘dance’.

The following examples also show how the respondents in the Department misused subject-verb concord in their essays:

i. My business is that I *deals* in frozen foods.

ii. All my goodshas been destroyed by absence of electricity.
S,plv,sg

iii. Itseemthat I have not been passing one of my key courses.
s.sg v,pl

Table 11: Department of Urban and Regional Planning’s Average Score of Incorrect Responses

Items no Failed	**No of Students who Failed**	**Percentage Represented (%)**	**Subject-Verb Concord Misused**
3	20	67	‘are’ for ‘is’
4	25	83	‘are’ for ‘is’
9	22	73	‘was’ for ‘were’
17	20	67	‘understands’ for ‘understand’
18	19	63	‘understand’ for ‘understands’

The students in the Department of Urban and Regional Planning made less than 40% in items 3, 4, 9, 17 and 18. In item 3, twenty (67%) out of the 30 respondents violated the subject-verb concord rules by substituting ‘is’

with ‘are’. Twenty five (83%) out of the 30 respondents misused subject-verb concord in item 4 by replacing ‘is’ with ‘are’. Also, item 9 analysis reveals that twenty-two (73%) of the 30 respondents failed by using ‘was’ instead of ‘were’. Item 17 has twenty (67%) out the 30 respondents violating the subject-verb concord rules by substituting ‘understand’ with ‘understands’. Nineteen (63%) out of the 30 respondents scored less than 40% in item 18 by using ‘understand’ instead of ‘understands’.See the following sentences:

(3) The *president,* with his chief economic advisers *are* having a press conference today.

plural verb ‘are’ instead of singular verb ‘is’ to go with the singular subject ‘president’.

(4) The *topic* of discussion *are* political refugees.

Plural verb ‘are’ instead of singular verb ‘is’

(9) The *instructions* for the test *was* confusing.

Singular verb ‘was’ instead of plural verb ‘were’ to match the subject ‘instructions’.

(17) Neither the teacher nor the students *understands* the principal. (Singular verb ‘understands’ instead of the plural verb ‘understand’).

(18) Neither the students nor the teacher *understand* the principal.

Plural verb ‘understand’ instead of singular verb ‘understands’ to match a portion of the subject teacher that is close to the verb.

The respondents also violated similar subject-verb concord rules in their essays as shown in the following examples:

i. Some of your men who came around told us that the *transformer are*bad.

ii. The kind of *business* I do *need* electricity.

iii. *One* of the things that God *have* done for me is long life.

Based on the analysis of the results of the four departments chosen above, it is obvious that the respondents performed poorly in the following items: 2, 3, 4, 5, 7, 9, 13, 15,16, 17 and 18. This shows that the respondents did not pass eleven items out of twenty items tested under category A (subject-verb concord). That means that some of the items they failed cut across the four departments. This reveals their inability to use this category of concord effectively. Items three (3) and four (4) are such that they failed. They used ‘are’ for ‘is’ in item ‘3’ and also ‘are’ for ‘is’ in item four (4). This shows that subject-verb concord was a problem area for our subjects.

Below is thetable for category B, which contains items 21-40 that tested the respondents on the use of Pronoun-Antecedent Concord.

Category B: Pronoun- Antecedent Concord

Table 12: Department of Business Administration Average Score of Incorrect Responses.

Item No Failed	No of Students Who Failed	Percentage Represented (%)	Pronoun-Antecedent Concord Misused
29	26	87	'They' for 'she'
31	24	80	'Their' for 'its'
37	20	67	'Their' for 'her' or 'his'
39	26	87	'They' for 'she'

The students in the Department of business administration scored less than 40% in items 29, 31, 37 and 39. Twenty six (87%) out of the 30 respondents scored less than 40% in item 31. Twenty-four (80%) out of 30 respondents wrongly used the pronoun-antecedent concord by substituting 'its' with 'their'. Similarly, twenty (67%) out of the 30 respondents scored less than 40% in item 37 when they used 'their' in place of 'her' or 'his'. Again, in item 39, twenty-six (87%) out of 30 respondents failed by using 'they' instead of 'she' as shown in the following sentences:

(29) If it were up to me, everyone would have her birthday on the weekend so *they* could have time to celebrate.

Pronoun 'they' instead of pronoun 'she' to match 'her'.

(31) *None* of these companies provides health coverage for *their* employees.

(Pronoun ‘their’ instead of ‘its’).

(37) *Each* contest winner will have *their* name published in the local newspaper.

(Pronoun ‘their’ instead of ‘her’ or ‘his’).

(39) If *anyone* disagrees with this proposal,*they* must speak up now.

(Pronoun ‘they’ instead of ‘she’ or ‘he’).

The respondents, in a similar way, violated pronoun-antecedent concord rules in their essays, as seen in the following examples:

i. When my friends invited *my* to join them, I refused.

(Pronoun ‘my’ is used instead of ‘me’).

ii. Some of the transformers have no people to take care of *it*.

(Pronoun ‘it’ instead of ‘them’ to match ‘transformers’).

iii. Abdulfatai and Abdulazeez are not paying NEPA bills by *theirselves.*

The grammatically correct pronoun here is not ‘theirselves’ but ‘themselves’ to match Abdullfatai and Abdullazeez.

Table 13: Department of Electrical Engineering's Average Score of Incorrect Responses

Item No Failed	No of Students Who Failed	Percentage Represented (%)	Pronoun-Antecedent Concord Misused
29	27	90	'They' for 'she'
31	24	80	'Their' for 'its'
39	27	90	'They' for 'she'

Here, the respondents made less than 40% only in items 29, 31 and 29. In item 29, twenty-seven (90%) out of the respondents failed by substituting 'she' with 'they'. Also, in item 31, twenty-four (80%) out of the 30 respondents did not use the pronoun-antecedent concord properly by replacing 'its' with 'their'. And twenty-seven (90%) out of the 30 respondents misused the pronoun- antecedent concord by using 'they' instead of 'she' as seen in the following sentences:

(29) If it were up to me, everyone would have her birthday on the weekend so *they* could have time to celebrate.

(Pronoun 'they' instead of 'she').

(31) None of these companies provides health coverage for *their* employees.

Pronoun 'their' instead of 'its'

(39) If anyone disagrees with this proposal, *they* must speak up now.

(Pronoun 'they' instead of pronoun 'she').

Table 14: Department of Mathematics and Computer Science's Average Score of Incorrect Responses

Item No Failed	No of Students Who Failed	Percentage Represented (%)	Pronoun-Antecedent Concord Misused
29	26	87	'They' for 'she'
31	22	73	'Their' for 'its'
39	25	83	'They' for 'she'

The respondents in the Department, like in the other departments, scored less than 40% in items 29, 31 and 39. In item 29, twenty-six (87%) out of the 30 respondents misused the pronoun-antecedent concord by using 'they' instead of 'she'. Again, in item 31, twenty-two (73%) out the 30 respondents failed by substituting 'its' with 'their'. Also, in item 39, twenty-five (83%) out of 30 respondents misused the concord type under consideration by replacing *she* with *they*. This is shown in the following sentences:

(29) If it were up to me, everyone would have her birthday on the weekend so *they* could have time to celebrate.

Pronoun 'they' instead of 'she'.

(31) None of these companies provides health coverage for *their* employees.

Pronoun 'their' instead of the pronoun 'its'.

(39) If anyone disagrees with this proposal, they must speak up now.

(Pronoun 'they' instead of 'he' or 'she').

The following examples also show how the respondents misused pronoun-antecedent concord in their essays:

i. We totally rely on electricity to preserve *we* foods.
(Pronoun ‘we’ instead of ‘our’).

ii. I am also a customer, who always pay*mine* bills.
(Pronoun ‘mine’ instead of ‘my’).

iii. The first day they brought the bill, I didn’t argue with*they.*
Pronoun ‘they’ instead of ‘them’ to match ‘they’.

Table 15: Department of Urban and Regional Planning’s Average Score of Incorrect Responses.

Item No Failed	**No of Students Who Failed**	**Percentage Represented (%)**	**Pronoun-Antecedent Concord Misused**
26	24	80	‘I’ for ‘me’
31	26	87	‘Their’ for ‘its’
39	30	100	‘They’ for ‘she’

The respondents from the Department of Urban and Regional Planning got less than 40% in items 26, 31 and 39. In item 26, we had twenty-four (80%) out of 30 respondents that misused the pronoun-antecedent concord by using ‘I’ instead of ‘me’. Also, in item 31, twenty-six (87%) failed by substituting ‘its’ with ‘their’. In item 39, none of the respondents got this as they all

misused the concord by replacing ‘she’ with ‘they’ as seen in the following sentences:

(26) The professor gave Aminu and*I*the two best grades in the class.

(Pronoun ‘I’ instead of ‘me’).

(31) None of these companies provides health coverage for *their* employees.

(Pronoun ‘their’ instead of ‘its’).

(39) If any disagrees with this proposal, *they* must speak up now.

(Pronoun ‘they’ instead of ‘he’ or ‘she’).

From the analysis of the results of the four departments given above, on the use of pronoun-antecedent concord, it is obvious that the respondents failed items:26, 29, 31, 37 and 39. This means that they failed five items out of the 20 items that they were tested on. The analysis shows a similar trend in some of the items the students failed cut across all the four departments. Items 31 and 39 are examples of such items that the respondents all failed. A close look at the analysis revealed that the respondents had difficulty in correctly using pronoun-antecedent concord. However, when this result was compared with the result in category A, it became obvious that they did better withitems in category B than with the items in category A. This shows that they had more difficulty using subject-verb concord than pronoun-antecedent concord.

Below is the table for category C which contains items 40-60, which were designed to test the respondents in the use of tense-concord.

Category C: Tense Concord

Table 16: Department of Business Administration's Average Score of Incorrect Responses

ItemNo Failed	No of Students Who Failed	Percentage Represented (%)	Tense Concord Misused
47	26	87	'eat' for 'ate'
53	20	67	'are' for 'were'
55	26	87	'like' for 'liked'
56	19	63	'will' for 'would'

Twenty-six (87%) out of the 30 respondents in the Department scored less than 40% in item 47. They misused tense concord by substituting *ate* with *eat*. In item 53, twenty (67%) out of the 30 respondents failed the test by using *are* instead of 'were'. Similarly, twenty-six (87%) out of the 30 respondents misused this type of concord by replacing 'liked' with 'like'. Again, in item 56, nineteen (63%) failed by using 'will' instead of 'would' as reflected in the following sentences:

(47) He *warned* them that if they *eat* too much they would not Have a sound sleep.

V; pt v, pr

(Verb 'eat' instead of the verb 'ate').

(53) He made me feel that he and I *are* equals in knowledge of humanity.

Verb ‘are’ instead of the verb ‘were’

(55) He invited me to come and see him anytime I *like*. He added that his bookshelves were always at my disposal.

(Verb ‘like’ instead of ‘liked’).

The respondents equally violated tenseconcord rules in their essays. This is shown in the following examples:

i. I had *make* calls and had gone to the business office but the same promises *was*made.
ii. The happiest day in my life *was* the day I *have* admission to Kogi State Polytechnic, Lokoja.
iii. The day I got admission, my parents *was* happy and I also *make* myself happy.

Table 17: Department of Electrical Engineering’s Average Score of Incorrect Responses

Items no Failed	**No of Students who Failed**	**Percentage Represented (%)**	**Tense Concord Misused**
47	20	67	‘eat’ for ‘ate’
48	19	63	‘resembled’ for ‘resembles’
51	20	67	‘will’ for ‘would’
55	27	90	‘like’ for ‘liked’

The student in the Department of Electrical Engineering scored less than 40% in items 47, 48, 51 and 55. In item 47, twenty (67%) out of the respondents

scored less than 40%. These respondents used ‘eat’ instead of ‘ate’. Also in item 48, nineteen (63%) out of 30 respondents misused tense concord by substituting ’resembles’ with ‘resemble’. Similarly, twenty (67%) out of 30 respondents failed tense concord by using ‘will’ instead of ‘would’. In item 55, twenty-seven (90%) out of the 30 respondents misused tense concord by replacing ‘liked’ with ‘like’ as seen in the following sentences:

(47) He *warned* them that if they *eat* too much, they would not have a sound sleep.

(v.pt) v.pt tense

(48) She *is* very pretty and *resembled* her mother.

(The verb ‘resembled’ is used instead of resembles’).

(51) Professor Aliyu*said* he *will* come.

(Verb ‘will‘ instead of verb ‘would’).

(55) He *invited* me to come and see him any time I *like*.He added that his bookshelves were always at my disposal.

(Verb ‘like’ instead of ‘liked’).

The respondents also misused similar tense items in their essays. This is shown in the following examples:

i. When I *was* given admission, I *start* singing

(v. past tense) (v. Pr. tense)

ii. After I *wrote* the examination, I *do not* meet the cut off point.
(v. p; tense) (v.pr; tense)

iii. On my first day in that school, I *looked* and *see* flowers of different colours. (v.pt) (v.pr; tense)

Table 18: Department of Mathematics/Computer Science's Average Score of Incorrect Responses

Items no Failed	**No of Students who Failed**	**Percentage Represented (%)**	**Tense Concord Misused**
48	19	63	'resembled' for 'resembles'
50	20	67	'has watched' for 'had watched'
55	25	83	'like' for 'liked'

Respondents in the Department scored less than 40% in three items, namely items 48, 50 and 55. In 48, nineteen (63%) out of the 30 respondents misused tense concord by substituting 'resembles' with 'resembled'. Twenty (67%) out of the 30 respondents failed item 50 by replacing 'had watched' with has watched'. In item 55, twenty five (83%) misused this concord by using 'like' instead of 'liked' as seen in the following sentences:

(48) She *is* very pretty and *resembled* her mother.

Verb 'resembled' instead of 'resembles'

(50) Cyril always *went* to bed late after he *has watched* television.

Verbs ‘has watched’ instead of ‘had watched’

(55) He *invited* me to come and see him anytime I *like*. He added that his bookshelves were always at my disposal.

Verb ‘like’ instead of ‘liked’

These respondents alsocommitted similar errors in their essays by using wrong tenseconcord. These are noted in the following examples:

i. He *entered* my name into computer and *display* it.
(v; pt) (v, pr t)

ii. I *went* to the main campus and *see* my name on the board.
(v; pt) (v. Pr t)

iii. All of us *are* in that meeting when the manager *came* andapologized to us
(v.pr t) (v.pst)

Table 19: Department of Urban and Regional Planning’s Average Score of Incorrect Responses

Items no Failed	**No of Students who Failed**	**Percentage Represented (%)**	**Tense Concord Misused**
53	23	77	‘are’ for ‘were’
55	23	77	‘like’ for ‘liked’

The respondents in this Department got less than 40% in only two items. These items are 53 and 55. In item 53, twenty-three (77%) out of the 30 respondents failed by using *are* instead of *were*. In item 55, twenty-three

(77%) out the 30 respondents misused tense concord by substituting 'liked' with 'like' as shown in the following sentences:

(53) He made me feel that he and I *are* equals in knowledge of humanity.

(55) He *invited* me to come and see him anytime I *like*, and added that his bookshelves were always at my disposal.

Verb 'like' instead of 'liked'.

Similarly, the respondents misused tense concord in their essays as seen in the following examples:

i. I *was* directed to meet the H.O.D where orientation of the new students *is* taking
place.(v. pt) (v. prt)

ii. Before then, I *start* calling my friends so that they *could* witness the ceremony.
(v. pr tense) (v.pt)

iii. I *was* very happy in such a way that I *am* unable to sleep well again.
(v.pt) (v. Pr,t)

The analysis of the results above show that the subjects from the four selected departments failed items 47, 48, 50, 51, 53, and 55. Here, the respondents failed seven items out of the twenty items that they were tested in. The subjects from all the departments failed itemIt is only item 55. However, notwithstanding, the subjects had more difficulty using tense concord than the pronoun-Antecedent in category B.

From the analysis of the three categories (A, B and C), it was obvious that our subjects had more difficulty observing the rules of concord as it relates to subject-verb concord in category A than pronoun-antecedent concord and tense concord respectively. In category B (pronoun-antecedent), the students failed five items out of twenty, while in category C (tense concord), they failed seven items.

4.3 Findings of the Study

The findings have shown that the respondents did not have adequate background knowledge of concord rules in English which is supposed to aid them to use the language appropriately. For example, the respondents did not have enough knowledge of the concord rule which says that singular subjects must go with singular verbs or plural subjects must go with plural verbs. That is why they failed most of the items in their treatment of subject-verb concord. They used 'are' instead of 'is' or 'is' instead of 'are'. This means that concord is still a problem area to the students of Kogi State Polytechnic, Lokoja.

This study also shows that the respondents lacked adequate knowledge of tense as it relates to present tense and past tense. For example, the respondents used *eat* (present) instead of *ate* (past).

The implications here, show that the students were either not really helped adequately to have the basic knowledge of English

Language or it could be that they did not pay enough attention to what was being taught them or they don't create time to read English like their other subjects or they do not put the rules into practice.

Again, the problems could be that some of the English Language lecturers handling these students are not trained ones. It could also be that the lecturers are not properly equiped with necessary materials for teaching.

CHAPTER FIVE

Summary, Conclusionand Recommendations

5.0 Preamble

This chapter is about the summary, conclusionand recommendations of this study. This means that it will give a conclusion based on the study that has been carried out.

5.1 Summary

The study examined the use of concord by students of Kogi State Polytechnic, Lokoja. It aimed at showing the reasons for wrong use of concord by the students. The literature review is mainly authorial. Here, concord, its types and rules governing the use of concord were reviewed.

The study adopts systemic model to illustrate the findings. Test administration was used in the collection of data. A total of one hundred and twenty students randomly selected from four department were examined.

The data collected were tabulated based on each item and category. The results of the four deparments based on the overall

average scores of the categories of concord tested and the results of the respondents based on item by item analysis were discussed. This was done in order to reveal the subjects' performance. Percentage rating was the means in which the results were presented. The study established that despite the fact that the respondents scored above average in some types of concord, they still had problems and difficulties using concord.

5.2 Conclusion

One could conclude from the results of the analysis presented above that all the types of concord in English were problematic to the subjects, but subject-verb concord posed more problems to them than other types of concord. This shows that the students did not have enough knowledge of the rules and use of concord. This therefore, may be due to inadequate exposure to the use of English language or other problems that are open to further investigations.

It is certain that no one is perfect like the native speakers of English but efforts should be made towards speaking the standard variety of English. If teachers and lecturers of English language would work hard for the students to have the best, the kind of problems the students had with the use of English, especially their use of concord, will certainly be minimized.

5.3 Recommendations

From the findings in this study, the following are the recommendations:

First, students should be ready to read widely in order to increase their knowldge in English Language. This means that they should arm themselves with educative textbooks outside their recommended English textbooks for proper improvement of their spoken and written English.

Again, only qualified and competent lecturers should be employed to handle English at this level. That is, Kogi State Polytechnic should make efforts to recruit competent English Language lecturers to take their students. This will enable them to correct all the errors discovered in the students' use of concord in English. If qualified lecturers are recruited, there is hope that they will explicitly teach the grammatical items to the students. This will enable the students to correct their own mistakes as regards their use of English.

Also, lecturers of English should be made to attend Seminars, National Conferences and Workshops occasionally to enable them discover areas where they have problems and promptly correct them.

In working out the syllabus for students, the National Board for Technical Education (NBTE) should involve English lecturers of the various polytechnics to enable them include problem areas to students.

The insitution of the investigation should equip its library with recent and important textbooks on english language to encourage students and lecturers.

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APPENDIX A

Institution _____

Department_____

Course_____

Year of Study_____

Instruction: Answer All Questions

Part A (I)

Complete the following sentences with one of the options that is correct.

1. Our main economic problem -- - - - rising prices. (are, is, was)
2. Rising prices - - - - our main economic problem. (are, is, was)
3. The president, with his chief economic advisers, -- - - - having a press conference today. (is, are, were)
4. The topic of discussion - - - -- political refugees. (were, are, is)
5. Astrological signs- - - - - to be an interesting subject to many people. (seems, seem, seeming)
6. The woman with her ten cats - - - -- - evicted from the house. (was, were, are)
7. The attitude of adolescents - - - ---often difficult to understand. (is, are, were)
8. One of the restaurants - - - - - - Igala food. (serves, serve, serving)

9. The instructions for the test - - - - - confusing. (was, were, is)
10. One of these schools- - - - - -- the university of Southern Califonia. (is, are, were)
11. The literary approach to computer games - - - - --- on their narrative structure. (focuses, focus, focusing)
12. Either my princes or Sandra - - - - to spend that money. (is, are, were)
13. The boys - - - - -- to school daily. (go, goes, gone)
14. The boy - - - - - to school daily. (go, goes, gone)
15. The lady - - -- -- -- after the concert. (dances, dance, dancing)
16. The ladies - --- --- -- after the concert. (dances, dance, dancing)
17. Neither the teacher nor the students --- --- --- the principal. (understand understands, understanding)
18. Neither the students nor the teacher - --- ---- -- the principal. (understand, understands, understanding)
19. Two Hundred Thousand Naira ---- ------ ---- - unreasonable for purchasing a plot land. (are an, is an, were an)
20. Ten minutes --- -- --- ----- ---enough for tea breakfast. (are, is, was)

Part A (I I)

Underline one of the words in brackets that best completes the sentences.

21. Each of the women in the tennis team won - --- --- -- -- first game. (their, her, his)
22. All club members need to bring - - - ----- --- - --membership cards to the conference. (your, their, his)
23. Neither of those restaurants has vegetarian entrees on -- - - -- -- menu. (their, its, our)
24. Every working mother needs reliable childcare for -- -- -- --- children. (her, their, she)
25. Either my brother or my brother- in- law will let me use -- -- -- -- car. (her, his, she)
26. The professor gave Aminu and - - - --- --- the two best grades in the class. (me, I, we)
27. Irene bakes cakes and pastries better than - -- -- --- -. (I, me, we)
28. --- -- --- -- - neighbours must band together to stop the speeders on our street. (us, we, me)
29. If it were up to me, everyone would have her birthday on the weekend so - - --- -could have time to celebrate. (they, she, we)
30. We offered to help our neighbours paint their house, but they decided to do the job -- -- -- - - . (theirselves, themselves, himseif)

31. None of these companies provides health coverage for ---- --- ---- ---- employees. (their, its, our)
32. I always treat my friend to lunch because I earn much more money than - - -- -- -- -- (she, her, me)
33. If Joan and Mary come, give ---- ---- --- -- the bicycle to ride. (her, their, them)
34. Prof. Moses, the Rector said ---- -- --- --would reduce the school fees. (she, they, he)
35. They told us ---- --- ---- ---that they have lied. (thierselves, themselves, ourselves)
36. When couples quarrel, they should not do so in the presence of ----- - -- --- -children. (her, their, his)
37. Each winner will have - -- -- -- -- --name published in the local newspaper. (her, their, his)
38. If students want to enrol for summer lessons, ----- --- --- must pay their fees by nextweek. (you, there, they)
39. If anyone disagrees with this proposal, - - - - - - - must speak up now. (she, they, him)
40. The guests were supposed to arrive by 7 O' clock, but- - - - - -came late. (there, they, there)

Part A (III)

Complete the following sentences by circling one of the most is appropriate options.

41. Jane always feels sleepy whenever she - -- - - pounded yam. (take, took, takes)
42. Judas betrayed Jesus and Peter - - - - -- him. (deny, denies, denied)
43. While Cyril was eating, Pascal - - - - - watching television. (is, was, were)
44. I would have kicked the man if I- - - - - - seen him. (have, had, has)
45. Audu failed because he - - - - - - not serious. (is, was, will)
46. When Ronke was in Lagos, she - - - - - at Chucks supermarket. (shops, shopped, shop)
47. He warned them that if they - - - - -- too much they would not have a sound sleep. (eat, eats, ate)
48. She is very pretty and - - - - - - -her mother. (resembled, resemble, resembles)
49. Had he considered the matter carefully, he - - - - - - . (ought to resign, would have resigned, must resign)
50. Cyril always went to bed late after he - - - - - - television. (have watched, had watched, has watched)
51. Professor Aliyu said that he - - - - - - come. (will, would, is)

52. As they flew, they - - - - - - the earth to appear flat below them. (observe, observes, observed)
53. He made me feel that he and I - - - - - - equals in knowledge of humanity. (are, were, was)
54. DrBala did not only congratulated me, but - - - - - - 10 copies of my book. (buys, bought, buy)
55. He invited me to come and see him anytime I - - - - - - ; he added that his bookshelves were always at my disposal. (like, liked, likes)
56. I was regarded by the respectable people of Nigeria as an eccentric crank who - - - - - - -get nowhere in life. (will, would, can)
57. Added to this too, I was forever conscious that his wife and children - - - - -- me a ridiculous figure and something of a social outcast. (considering, consider, considered)
58. The examination - - - - - tomorrow. (started, starts, start)
59. I am - - - - - - to submit my assignment soon. (went, going, go)
60. I - - - - - to school when I was young. (gone, go, went)

PART B: ESSAY QUESTIONS

Instruction: Write a 300 word essay on one of the questions below :

1. As a business man who deals in frozen foods, there has been power failure in your area for about a week and this has made you incur some losses. Write a leter of complaint to the manager of Power Holding Company of Nigeria (PHCN) in your area.
2. Write an article to be published in a national newspaper on the topic : ‘‘The happiest day in my life’’.

APPENDIX B

Marking Guide for

Parts (I), (II) and (III)

1.	Is	21.	Her	41.	Takes
2.	Are	22.	Their	42.	Denied
3.	Is	23.	Its	43.	Was
4.	Was	24.	Her	44.	Had
5.	Seem	25.	His	45.	Was
6.	Was	26.	Me	46.	Shopped
7.	Is	27.	I	47.	Ate
8.	Serves	28.	We	48.	Resembles
9.	Were	29.	She	49.	Would have resigned
10.	Is	30.	Themselves	50.	Had watched
11.	Focuses	31.	Its	51.	Would
12.	Is	32.	Her	52.	Observed
13.	Go	33.	Them	53.	Were
14.	Goes	34.	He	54.	Bought
15.	Dances	35.	Themselves	55.	Liked
16.	Dance	36.	Their	56.	Would
17.	Understand	37.	His/her	57.	Considered
18.	Understands	38.	They	58.	Starts
19.	Is	39.	She	59.	Going
20.	Is	40.	They	60.	Went

APPENDIX C

SAMPLES OF RESPONDED QUESTIONNAIRE