

**ANALYSIS OF CONCORD USE ERRORS IN THE WRITTEN
ENGLISH ESSAYS OF DIPLOMA 1 STUDENTS IN SELECTED
INSTITUTIONS IN JIGAWA STATE**

BY

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DECLARATION

I declare that this study on “**Analysis of Concord Use Errors in the Written English Essays of Diploma 1 Students in Selected Institutions in Jigawa State**” is my original work. It has not been presented anywhere for the award of higher degree in any form.

Sani Jafar

Date

CERTIFICATION

This Dissertation Analysis of Concord Use Errors in the Written English Essays of Diploma 1 Students in selected Institutions in Jigawa State by Sani Jafar meets the requirement for the award of Master's Degree in Teaching English as a Second Language (M.ED. TESL) of Ahmadu Bello University, Zaria. It is approved for its contribution to knowledge and literary presentation.

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DEDICATION

To the blessed memories of my late father Alh. Jafar Abdullahi, and my late wife, Zainab Abdullahi (Huda), for the support and patience they showed me when they were alive. And to my mother, Hajiya Salamatu Abdullahi, and my beloved wife Firdausi Aminu, and my children, Nana and Umar, for their love, patience, perseverance and encouragement

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God bless

ABSTRACT

The purpose of the study was to identify, analyze and compare the concord use errors in the written and structural tests of Diploma 1 students of J.S.C.O.E, Gumel and Jigawa State Polytechnic, Dutse. It examined the error types, frequency of occurrence and provided strategies and recommendations to minimize their re-occurrence. One essay test and one structural test were administered and the identified errors analyzed and compared. The concord use errors by the sampled students were obtained. For data analysis, percentage, means and standard deviations were used to answer the research questions. Independent samples T-test analysis was used to test hypotheses used in the study respectively. Descriptive research design was also used. The study area has a population of 265 for 2015/2016. A sample size of 155(Diploma 1 students) were used according to sample size published by Krejcie and Morgan (1980). Eighty (80) students from J.S.C.O.E, Gumel and seventy five (75) from J.S.P, Dutse were sampled through random sampling technique. Two researcher-designed instruments were modified and used from J.S. Digga (1990); Concord Use Structural Test (CUST) and Concord Use Written Test (CUWT). The data were presented in tables and simple percentages accompanied by explanatory and descriptive analyses on the basis of which conclusions were drawn. For the concord use written test, the mean difference was 2.427. The statistical tool used for data interpretation was the independent t-test, tested at 0.05% level. The findings indicated that, a significant difference in the mean concord use errors of Diploma 1 students was found in their written essays. However, there was no significant difference in the subject-verb concord use errors among Diploma 1 students of C.O.E and Poly respectively. Furthermore, the findings revealed no significant difference in the mean pronoun-antecedent concord use errors among the students. There was significant difference in the mean tense concord use errors by the students. The findings also showed that out of the three major categories of concord use errors, tense errors ranked highest. This was followed by subject-verb concord use errors and then pronoun-antecedent concord use errors. Students tended to avoid the use of passive voice and phrasal verbs. The frequencies of errors committed have a direct negative effect on the academic achievements of students. The study concludes that the remedial measures and strategies could be used to improve the situation were recommended.

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ABBREVIATIONS

3 rd Pers. Sg:	Third Person Singular
ANTE:	Antecedent
C.A.:	Contrastive Analysis
CAH:	Contrastive Analysis Hypotheses
CUST:	Concord Use Structural test
CUWT:	Concord Use Written Test
DIPL:	Diploma
EA:	Error Analysis
ESL:	English as a Second Language
ESP:	English for Specific Purpose
FEM:	Feminine
GE:	Global Error
IL:	Inter-language
J.S.C.O.E	Jigawa State College of Education
J.S.P:	Jigawa State Polytechnic
L1:	First Language
L2:	Second Language
LE:	Local Error
MASC:	Masculine
MELTA:	Modern English Language Teaching Association
MT:	Mother Tongue
N.C.E	Nigerian Certificate in Education
NL:	Native Language
NO:	Number

NP:	Noun Phrase
O:	Object
P:	Predicate
PL:	Plural
PR:	Present Tense
PRON:	Pronoun
PT:	Past Tense
S/V:	Subject/Verb
SB:	Subject
SG:	Singular
SLA:	Second Language Acquisition
SUBJ/PL:	Subject Plural
SUBJ/SG:	Subject Singular
TESL:	Teaching English as Second Language
TL:	Target Language
TLS:	Target Languages
V.PL:	Verb Plural
V.SG:	Verb Singular
VP:	Verb Phrase
VS:	Versus

DEFINITIONS OF OPERATIONAL TERMS

Communicative Competence: An individual's ability to use language appropriately in different social situations.

Concord: This lays emphasis on the agreement between the subject and the verb in every sentence. It has it as a rule that the verbs used in every sentence must always be in agreement with their subjects in number and person. It also described by Oluikpe (1981) as a common writing problem caused by inconsistency in the use of number, person, gender, tense and voice.

Contrastive Analysis: This is a study aimed at identifying structural differences between two or more languages; seen at the point of potential learning ease or difficulties. (James, 2001: 4). Contrastive analysis has been defined as "a sub discipline of linguistics concerned with the comparison of two or more languages or subsystems of languages in order to determine both the differences and similarities between them.

Endocentric Construction: An endocentric construction is one which contains a part which has the same distribution as the construction itself. The part can always take the place of the entire construction. For instance, Old Cars and Cars. Nearly any sentence in which Old cars and Cars occurs correspond to an equally acceptable sentence in which only Cars occurs. Old cars are an endocentric construction. (Hartman and Stork, 1972:76).

Error Analysis: The systematic study and interpretation of the unacceptable forms used by someone learning a language.

Error: A systematic deviation from the accepted code/rule. It is also a breach of code either through the use of a wrong rule or a misused of the right rule and cannot be corrected by the learner.

First Language: It is usually the native language/mother tongue of an individual, which turns to be his first language. It is the language the child acquires first.

Global Error: An error, which affects the meaning of the whole sentence/utterance.

Goof: It signifies deviation from the syntactic structures which Native adult speakers consider grammatically incorrect.

Interference: This refers to negative influences from the mother tongue to the language.

Inter-Language: This is the language used by the learner as he progresses from no knowledge at all of the target language (TL) to a satisfactory knowledge of the TL. The inter-language of the learner is constantly changing.

Linguistic Competence: An individual's subconscious knowledge of the system of grammatical rules of a language. An individuals' ability to constructs correct sentences.

Local Error: An error, which only affects meaning of the clause in which it is found. It does affect the general meaning of the sentence or text.

Mistake: A non systematic- deviation from the language code indicating incomplete learning and can be corrected by the learner.

Over-Generalization: This is a failure by the learner to apply restrictions where appropriate to the accurate application of rules.

Proficiency Level: This refers to stages/level/class/grades in the educational development of the learners. It is the promotional level such as from class to class, usually with expected terminal behavior.

Transfer: It refers to influences whether positive or negative from the mother tongue to the target language.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Error analysis is a type of linguistic analysis that focuses on the errors learners make. It consists of a comparison between the errors made in the target language (TL) and that TL itself. Pit Corder is the father of Error Analysis. Systematically analyzing errors made by language learners makes it possible to determine areas that need reinforcement in teaching (Corder, 1974). EA received considerable attention and finally became a recognized part of applied linguistics in the 1970s. This is because the strong version of CA turned out not to be a productive pedagogical tool. James (2001:62) defined the notion of EA as “the study of linguistic ignorance, the investigation of what people do not know and how they attempt to cope with their ignorance”.

Richards (1971:1) explained “the field of error analysis as dealing with the differences between the ways people learning a language speak or write and the way adult native speakers of the language use the language”. Norrish (1983) defines as a systematic deviation, when a learner has not learnt something and consistently gets it wrong, an error. The study of error analysis permits the formulation of rules for learner’s interlingual system of acquiring a new language. Charting the learner’s language development through error analysis has psychological importance because it submits the transfer theory to critical observation. This provides data on the nature and significance of the obstacle that lie in the path towards the discovery of the rules.

Concord in English Grammar means agreement between subject of a sentence and its verb, between the subject and its complement, etc. When such agreement is not there in construction, it then becomes an error of concord. Quirk (2004) defines

concord as ‘a relationship between two grammatical elements such that one of them selects a singular verb while a plural subject selects a plural verb. The knowledge of the rules of concord in English grammar is necessary for speaking and writing good English. Ill formed sentences irritate the linguistic wary or corrupt the English language acquired by learners. A lucid and convincing piece of writing must be grammatical for complete acceptability. ‘To develop the needed competence and to ensure a high level of performance, one has to internalize the rules of concord to the point of automaticity’.

(Ubahakwe 1979: 46)

However, it is important to mention that not much has been done to improve upon how the concord is taught and learnt in our schools. In this regard, mention can be made of how issues surrounding the teaching of concord continue to pose challenges to teachers and students. Example when it comes to using the rules of concord. Long (2007:606) argues that for a sentence to make sense, subjects and verbs have to agree with each other. She goes on to assert that issues about subject-verb agreement are relevant basic skills which every student must strive to acquire. Concord errors can hinder effective communication and generate a feeling of disappointment in the effectiveness of our institutions. It seems, therefore, necessary to approach the teaching of English language skills by bringing out some of the concord errors produced by the students. And use strategies to reduce them which this study aimed at.

This study is locally inspired considering the External moderator’s Report for English from 1999 to 2011. The report reveals that performance of the Diploma students was extremely poor particularly in the areas of concord in all forms. It was evident in the 1999/2000 and 2000/2001 sessions, and most recently in the 2010/2011 and 2011/2012 sessions. The external moderator made some comments on the language and communication skills course moderated across the two proficiency levels. At

Diploma 1, first semester, the moderator observed that the performance of students was averagely poor. “Their written essay was extremely poor” and suggested for more practical activities in the teaching of concord more especially subject-verb concord. At second semester, the moderator observed that the performance of the candidates was averagely poor. “This mirrors the poor concord teaching in all other language courses being offered in the Diploma section of the institution. He therefore recommended for a workshop on improving language proficiency of the students in the use of concord. According to him, the language of the students is horrible! As a result of concord errors that are not commensurate with their level of education. Jigawa State is unable to fill its quota in colleges and universities nation-wide due to poor performance of its Students. The work is carried out in order to address this serious problem through the use of effective teaching strategies for analysis of concord use of students. It is obvious that to learn and pass Geography successfully, for example, like any other subjects, a specific level of competence in the concord in English is needed. This is because English is a language of instruction in schools right from JSS 2 up to the University level according to NPE.

Any violation of the rules of grammar can lead to concord errors which should be avoided. Kwofie (2011:23), citing Yankson (1994) argues that when second language learners commit concord errors, it reflect badly on their personality and that tells listeners something about their educational background and shows their inter-language as “developing grammar” that borders on illiteracy. This comment shows that one’s poor knowledge of English grammar can embarrass one in the eyes of one’s audience. In this regard, care must be taken by ESL learner to escape the dangers posed by wrong use of concord in their verbal and written communications.

The fact that even advanced learners of ESL get confused with some of the concord rules which govern the language supports the need for the study. The issue of concord errors in English has become an albatross hanging around the necks of both teachers and students in Nigeria and African countries. So endemic is the problem of concord errors that Owusu-Ansah in a book, *English in Ghana* (1997:30) citing Yankson (1989) opines 'concord errors....are damaging to one's reputation than the other errors.' This observation, with regard to the use of concord errors, is relevant to this study. This is because finding solution to concord errors in English has become aged long grammatical challenges. This needed to be reduced properly and efficiently by teachers and students of English of second language.

However, it is sad to mention that although issues about concord use continue to 'torment' both teachers and students. Adequate measures have not been put in place. By teachers, students, educationists and other stakeholders to improve the way and manner this aspect of English grammar-concord should be taught. It can be seen in Nigerian colleges and even universities. Indeed, whenever it comes to issues on concord errors, teachers and students narrow their thoughts to mere subject-verb errors. But, getting that other important issues such as concord within tenses, notional concord, proximity concord, concord with relative pronouns-who, which, that, whose, amongst others, remain insurmountable to all stakeholders (Quagie 2010, 2011).

Errors in students' oral and written production are usually ignored in a communicative classroom activity. Students' success is determined by their fluency and not their accuracy. Therefore, errors are tolerated and seen as a natural outcome of the development of communication skills. What the analyst works on is their written forms.

Reduction in this study refers to the process of bringing a piece of student writing to a grammatical unmissaken level. Error Reduction can also be seen as a process of bringing essay to a higher level. These include violations of rhetorical principles, ill – formedness in meaning, violation of logic, poor use of words, defects in style, etc.

1.2 Statement of the Problem

It is clear that performance in the use of concord in the written essays of Diploma students in Jigawa State is considered to be generally poor. This can lead to poor academic achievement of students. It has been observed by Dauda (2004), Nwokoro (2009), Olugbodi(1995) and Mangvwat (1997) that most students admitted into tertiary institutions, in the country, were ill-prepared for their communication roles in these institutions. This is attributed to the inconsistency in the use of concord in English.

It is sad to mention the facts that the College of Education in Gumel and Jigawa Sate Polytechnic, Dutse do not teach concord in English (even though it is included in the curriculum of Diploma students). Therefore, students who come into these institutions without a good knowledge of the rules of concord graduate without getting the knowledge. Since the main purpose of teaching and learning is the provision of knowledge and skills, concord should be taught effectively to students. This is important because concord gives way for constructing correct sentences; good essay writing and achieve communicative competence and performance in English language.

Students' performance in the use of concord can be seen as a reflection of their performance in school. The consequence of this is clearly manifested in students' poor performance in language and communication skills in the college more particularly in the areas of concord. It is as a result of this, Diploma students of J.S.C.O.E, Gumel,

produced some sentences that violate concord rules in their examination scripts. This is also observed by the researcher in the college's Diploma section in 2011. The sentences include:

(1) Musa you really surprises me

(2) I woke up early in the morning and take birth and prepare

The above sentences found in the written essays of Diploma students of J.S.C.O.E, Gumel and J.S.P, Dutse are as a result of lack of teaching of concord in the institutions. This eventually led to lack of mastery of the rules of concord guiding the use of English language. It also causes the mass failure of diploma students in the two institutions. There is therefore the need to use appropriate and adequate teaching strategies, approaches and techniques to teach concord in English.

This study is conducted with the hope that the findings and recommendations would provide solutions to the concord use errors. Errors observed in the oral and written communication of Diploma students in Jigawa State College of Education, Gumel and Diploma 1 students of Jigawa State polytechnic, Dutse respectively.

1.3 Objectives of the Study

The major objectives of the study are to:

1. identify and compare the extent to which Jigawa State C.O.E Diploma 1 students and Poly Diploma 1 students commit concord use errors in their written essays;
2. verify and compare the extent to which Jigawa State C.O.E Diploma 1 students and Polytechnic students commit subject-verb concord use errors in filling blank spaces;
3. identify and compare the extent to which Jigawa State C.O.E Diploma 1 students and Polytechnic students commit pronoun-antecedent concord use errors in filling blank spaces;

4. identify and compare the extent to which Jigawa State C.O.E Diploma 1 students and Poly students commit tense concord use errors in filling blank spaces

1.4 Research Questions

The study intends to address the following research questions:

1. To what extent do Jigawa State C.O.E Diploma 1 students commit concord use errors in comparison to Polytechnic Diploma 1 students in written essays?
2. To what extent do Jigawa State C.O.E Diploma 1 students commit subject-verb concord use errors in comparison to their Polytechnic counterparts in filling blank spaces?
3. To what extent do Jigawa State C.O.E Diploma 1 students commit pronoun-antecedent concord use errors in comparison to Polytechnic students in filling blank spaces?
4. To what extent do Jigawa State C.O.E Diploma 1 students commit tense concord use errors in comparison to their Polytechnic counterparts in filling blank spaces?

1.5 Hypotheses

The hypotheses of this study are drawn from the research questions as follows:

1. There is no significant difference of Jigawa State C.O.E Diploma 1 students' concord use errors in comparison to their counterparts Polytechnic in written essay.
2. There is no significant difference of Jigawa State C.O.E Diploma 1 student's subject-verb concord use errors in comparison with Polytechnic in filling blank spaces.
3. There is no significant difference of Jigawa State C.O.E Diploma 1 students' pronoun-antecedent concord use errors in comparison to their counterparts Polytechnic in filling blank spaces.

4. There is no significant difference of Jigawa State C.O.E Diploma 1 students tense concord use errors in comparison to their counterparts Polytechnic in filling blank spaces.

1.6 Significance of the Study

This study focused its interest on analysis of concord use errors in the written English essays of Diploma 1 students in selected institutions in Jigawa State. It will also recommend teaching and learning strategies to reduce the errors.

The study could be of immense importance to the students, teachers of English, researchers and research in TESL, educators and curriculum planners. It could also be of great importance not only to the above mentioned categories of potential beneficiaries, but also to other professions that require writing skills as a prerequisite.

It is expected that this study will help the diploma students to identify and reduce the concord errors they commit in their written essays. This can be done through the use of the effective teaching and learning strategies that the study provided. Also, other students in our different institutions of learning and schools could benefit from the results of the study. When they are exposed to concord use errors they commit in their written essays and how to overcome them. This will make them to produce quality essays in the future by exposing them to different rules of concord. They will also become good users of concord while writing their essays in their various fields of endeavours.

Teachers of English language in our schools could benefit from this study towards their classroom teachings. Because it is obvious that making an error analysis is a form of self-education or a type of self-imposed in-service training. It may show a teacher where his or her teaching has not been effective. A systematic study of errors may lead to improved teaching methods through a greater awareness of the nature and

causes of the errors which learners make. (Etherton 1977:69) Therefore, teachers of English could learn how to improve their techniques, strategies and approaches to tackling concord errors and teaching of concord in English language.

The study could provide reference materials to be used in the pursuit of further research in TESL. It is evident that error analysis can provide helpful materials for use when carrying out research by other researchers in the similar areas. Other researchers in various fields could also benefit from this study's research procedures and the instruments used in the collection of data. They can be used for the analysis and reduction of other errors in English.

Educators, who will use this study to organize seminars, workshops, talk shows, etc for the teachers of English language on how to teach concord for good essay writing. This can be done by using strategies recommended in this research work.

Curriculum planners could find this study relevant. It could help them to put more emphasis on the teaching of concord and essay writing.

1.7 Scope and Delimitation

The study is delimited to Diploma 1 students of Jigawa State College of Education, Gumel, and Diploma 1 students of Jigawa State Polytechnic, Dutse.

Only concord use errors in filling blank spaces and written English essays of diploma 1 students were used for this study. This is because the researcher has observed that earlier studies on concord use errors have been treated broadly at national and international levels. Many grammatical categories are treated in one study so that no detailed account of any of the categories is given. In our case, one grammatical category is being considered-concord. The data for the study are correct and incorrect

use of concord mostly drawn from two major sources: written essay test and structural test

The study covered 2015/2016 session because they are current students. The study analyzed and recommended teaching and learning strategies to reduce the type of concord errors made by these students.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The review of related literature covers the following headings and sub-headings. These are: Conceptual Framework, Error Analysis: Concept, Procedures and Significance, The Concept of Concord in English Definitions: and Types; Concord Error Types in English, Error Analytical Models for Analyzing Concord Errors of English, Strategies for the reduction of English Concord Error Types; Error Analytical Model Adopted for this Study; Previous Studies on Concord Errors in English.

2.2 Conceptual Framework

Error Analysis theory form the bases conceptual framework for this study. This is because the Diploma 1 students of J.S.C.O.E, Gumel and Diploma 1 students of J.S.P, Dutse are of different linguistic backgrounds. Any attempt to make a contrastive analysis of their languages and English will be difficult, if not impossible. Because C.A requires in-depth linguistic knowledge of the two languages learners are grappling with. So error analysis is preferable for the purpose of this research. This is because it describes the problems faced by the students in their attempt to master the target language at different stages of the learning process. It also requires some feedback from the teacher. Through this, E.A can help the teacher in developing teaching materials that will solve the students' language problem. Also, E.A will help the teacher to look at the student's problem especially for a teacher teaching in multilingual classroom like that in J.S.C.O.E, Gumel and J.S.P, Dutse. It can also provide a shortcut to finding solution to student's error unlike C.A which focuses on possible errors. E.A deals with errors when or after they have occurred. Furthermore, the pull of the mother tongue is not the sole cause of errors. It is evident that errors can occur due to confusion between

the forms and functions of the target language itself. Finally, E.A describes what really happens in the student's attempt to express himself/herself in the target language. On the other hand, C.A only points out the likely areas of difficulties that the students may face. In fact, E.A helps to point out the linguistic characteristics and backgrounds of the students; thus it has a diagnostic quality.

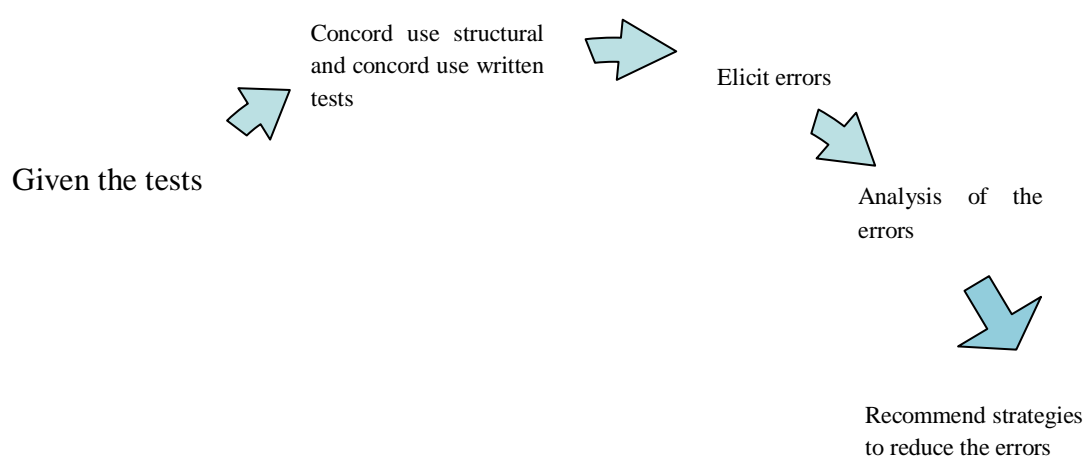
Sridhar (1999: 91) says EA is reputed for the insight it provides into the strategies employed in second language acquisition, and in turn into the process of language learning in general. On the other hand, S. Pit Corder (1967) in Adegboye (2013) thinks that error analysis reveals the learner's underlying knowledge of the language to date; that is to say, his transitional competence. In his view the errors are very vital to the second language teacher who knows how to make good use of them for what or to what end. The errors, according to Corder (1989:167) are useful. First to the teacher, in that they tell him, if he undertakes a systematic analysis, how far towards the goal the learner has progressed. They also tell him what remains for him to learn. Second, they provide to the researcher evidence of the way language is learned or acquired. What strategies or procedure the learner is employing in his discovery of the language. The third, they are indispensable to the learner himself because we can regard the making of errors as a device the learner used in order to learn.

In addition to the above, Duskova (1969) maintain that error analysis helps us to identify and analyze errors, classify and determine their frequencies of occurrence. It also looks at determination of the degree of disturbance caused by the error (or seriousness of the error in terms of violation of communication norms e.t.c) and finally reduces errors which this study aimed at.

The current study is based on the view about learner's errors which sees language learning as the process of hypothesis formulation and testing. This study is

also hinged on the view, which sees language learning as the process of trial and error. Hence, the making of error is an inevitable but necessary part of the learning process (Norrish 1983, Utah, 2003).

From our discussion above, we have noticed that EA's main objective is to explain why the student of a new language makes errors. It is also to help them find out practical means of reducing them as illustrated in figure 2.1.1:



Source: Researcher (2016)

Figure 2.1.1 Diagrammatic Representation of the Conceptual Framework

The above diagram represents the conceptual framework for the study. The framework intends to give the concord error structural test and concord error written test in order to elicit the concord errors committed by the students. Analysis of the errors follows. After the analysis, the researcher will recommend strategies to reduce the errors.

2.3 Error Analysis: Concept; Procedures and Significance

Error Analysis came into being as a result of the weaknesses of contrastive analysis (CA). There is also a shift in pedagogical focus from preventing error to learning from errors as observed by scholars like Brown (1987:83) and Josephson (1989:85). The present study agrees with the above assertion. We can learn from the learners errors since they are permanent feature and inevitable in learning the second language. That is why, this study adopted error analysis as a tool to analyze the concord errors of students. In the 1950s and 1960s language learners were made to learn by memorizing the “correct model” through mechanical repetition of pattern drills and grammatical structure. During that period, errors were deemed undesirable and unwanted, and were considered as signs of failure in the language learning process. The current study totally disagrees with the opinions in 1950s and 1960s that errors should be avoided and regarded as signs of failure in language learning. Therefore, the idea is rejected. But, currently errors are viewed as a natural and important part of learning because they can yield information about the student’s progress in language learning. This positive attitude towards errors is especially important in the wake of communication approach to language learning and teaching in the 1990s (Choon, 2001).

Error analysis is a systematic study and analysis of error made by the learners of a foreign language in an attempt to account for their origin, their regularity, their predictability and variability. It views both first and second language acquisition as a process. In this approach errors are seen as a natural phenomena that most occur when learning the first or second language before correct language rules are completely internalized. Errors occur systematically in learners’ language behaviour and are, therefore to be regarded as manifestation of an inner working system. The study

acknowledges the above definition of error analysis that the learners errors are as a result of inner working system. So it is important to analyze learner's errors.

According to Headbloom (1979) cited in Galadi (2004) the focus of error analysis lies with the second language learners' errors in trying to produce the target language. Error analysis, rather than predicting errors, focuses on actual errors produced by second language learners. It sets out to collect, analyze and correct errors. Errors Analysis (EA) helps to discover problem in L2 learning. It is a process of providing to the teacher evidence of how language is learnt. And what strategies or procedures the learner is employing in his discovery of the target language (TL). This study accepted the above assertion on the focus of error analysis as given by Headbloom and Galadi. Therefore, this study used its instrument to collect data, analyze and classify errors and recommend strategies to reduce them.

Judith (1980) defines error analysis as the technique of examining and categorizing systematic errors in language learners' speech (or writing). Corder (1974) cited in Dauda (2004) sees learners error as a means of providing valuable evidence of the language learning process. He observes that by systematically examining these errors, researchers or teachers can infer strategies used by the language learner.

Brown (1994:214) allows for prediction of the difficulties involved in acquiring a second language (Richards, 1974:172). Error analysis emphasizing "the significance of errors in learners inter-language system" (Brown 1994:204) may be carried out directly for pedagogic purposes (Ellis, 1995:51, and Richards et.al 1993:127). The current study agrees with the above claim that EA offered as an alternative to CA because EA cannot predict errors before they occur. That is to say, the present study is not based on assumptions but realities.

Corder (1967), DAI we-dong, Shu-Ding-fang, (1994), CAL Long-guan, (2000), reported that by investigating learners' errors, EA can be high significant in second language acquisition (SLA) in the following aspects:

- 1) They tell the teachers how far towards the goal the learners have progressed and what remains for them to learn. Errors provide feedback. They tell the teachers something about the effectiveness of their teaching materials and teaching techniques. Errors also show them what parts of the syllabus they have been following have been inadequately learned or taught and need further attention. In this way, they can provide learner's with some more individual help and more appropriate tools depending on their specific needs and difficulties. Indeed, the attempt to discover more about L2 acquisition through the study of errors is itself motivated by a desired to improve language pedagogy.
- 2) They provide to the researchers evidence of how language is learned or acquired. Corder (1967) proposed as a working hypothesis that some of the strategies adopted by the learners of a second language are substantially the same as those by which
- 3) First language is acquired. By classifying the errors that learners made, researchers can learn a great deal about the SLA process by inferring the strategies that L2 learners are adopting.
- 4) They are means whereby learners test alternative hypotheses about the L2. For learners themselves, errors are "indispensable", since the making errors can be regarded as a device the learners use in order to learn. This is a way of testing hypotheses about the nature of language they are learning.

The present study agrees with the above claim about the significance of EA. It can be used it to obtain information on difficulties in language learning, monitoring and

analysis of learner's language. The process of trial and error, as pointed out earlier, is seen as inevitable but a necessary part of this learning process. Errors are regarded as some useful evidence of how the learner is responding to the materials he is exposed (Utoh, 2003). Norrish (1983) gives some pedagogical reasons why errors should be reviewed. One of the most important is that error itself may actually be a necessary part of learning a language. Secondly, errors should be seen as materials to be used for the teaching of English for specific purposes.

This current view about the learner's errors is based on the assumption that the learner is no longer seen to be a passive recipient of target language (TL) input. But rather he plays an active role. Processing input, generating hypothesis, testing and refining them, all the while determining the ultimate TL level he or she will attain (Larsen-Freeman and Long, 1991, Brown, 1994, Headbloom 1979).

Sharma (1981) cited in Dauda (2004) gives reason why EA should be used both at the beginning and during the various stages of a second language-teaching programme. When conducted at the beginning, it can reveal to the teacher, the course designer, or textbook writers the "knotty" areas of the language confronting the learner. Error analysis conducted during the teaching programme, can reveal the "successes" and the "failure" of the programme or a particular teaching method. In this way, EA is diagnostic in nature as cross (1987: 498 in Utoh 2003 – 158) puts it;

We need to find out what is wrong, so we can correct it and equally important, we need to find out what is good so that we can reward it

Sercombe (2000) insisted that EA is of three purposes: firstly, it can be used in finding out the level of language proficiency the learner reached. Secondly, it can be used in obtaining information about common difficulties in language learning. Thirdly, it can be used in finding out how people learn a language.

Candling (2001) considered EA as “the monitoring and analysis of learner’s language”. He added that the L2 learners’ errors are potentially important for the understanding of the processes of second language. Olasehinde (2002) explained that it is inevitable that learner make errors and those errors are unavoidable and necessary in the process of learning. Mitchell and Myles (2004) showed that errors studying can reveal a developing system of the L2 learners of language. Vahdatinejad (2008) mentioned that error analyses are fruitful in determining what a learner needs to be taught. Because it provides the necessary information about what is lacking in the linguistic competence.

Ferris (2002) showed that error analysis and reduction or corrective techniques can help in effective teaching and learning of English. This is because foreign language is a natural process, during which errors are to be expected in all levels of learning. He added that mistakes and errors will not disappear. Simply because they have been pointed out to the learner contrary to what some language learners and teachers believe. In fact, he insisted that errors is a natural process of learning and not be considered as part of cognition. So errors must be viewed positively.

Teachers are supposed to provide adoptive, qualified and motivating support for the individual learner in his learning process. It is important for teachers to be aware of the basic position that errors, as a natural and indispensable part of the learning process occupied. They should neither be tolerated nor corrected excessively. On the other hand, too much tolerance of learners, errors may increase the risk of fossilization in the learners’ inter-language. The occurrence of errors in learning process is unavoidable. Van Estling et al (1984: 262) have this to say about the occurrence of errors in L2 acquisition: Like sin, error is to be avoided and its influence overcome, but its presence is to be expected. Samuel Johnson (1761) said:” To use two languages familiarly and

without contaminating one by the other is very difficult. Similarly, Dulay and Burt (1977) have contended that a new language cannot be learnt by anybody without 'goofing'. This assertion made by these grammarians, lends credence to the fact that second language learners are bound to make errors. In their attempt to learn the target language rules which in this case is English. English, like any other language is rule governed and these rule should be learned by anybody who wants speak the language correctly and effectively. However, this is not always possible. As a result of these challenges many speakers of English as second language. Especially in Nigeria, are getting confused with some of the grammatical rules which govern the language.

The implication of this view is that errors are a permanent feature in the L2 acquisition. The ungrammatical utterances and writing of L2 learners are errors rather than mistakes. The teacher has deal with such errors i.e. to eliminate them. This means devising strategies to deal with errors in students' language so that students can produce error-free language and advance their careers. The most widely used strategy teachers rely on is to correct the oral and written errors of students in order to improve their language. Students, however, continue to make the same errors which seem to be impervious to treatment and correction.

Huang (1977) gives the following criteria for error reduction:

1. Whenever reduction is done, great consideration must be given to the context in which the corrected expression occurs.
2. Except in cases where the meaning of an expression is particularly ambiguous, dubious, or distorted, the content or meaning of the expression should be kept intact.

3. Level of usage and varieties of the L2 must also be considered. Normally, any other social or regional variety of English such as the spoken or written language of an underprivileged class is not acceptable and should be improved.
4. Care will be taken not to take “grammar” from a puristic point of view. Ex, shall and will is not to be considered different unless particular contexts favour one or the other.

Errors indicate efforts of the learner in trying to master the target language. However, where the errors are rampant, they may impede the communication goal of the learner. The question we have to address now is how do we go about remediating or reducing learner’s errors? Several linguists have suggested various ways of treating errors. Corder (1981) suggests (4) ways, which are (a) Recognition (b) Description (c) Explanation, and (d) Correction. Similarly, Mc Keating (1981) suggests (1) Recognition (2) Interpretation (3) Reconstruction, and (4) Classification. The above opinion of error analysts about the need to study learner’s errors is what triggered this study.

Proponents of CA also criticized EA that it fails to account for avoidance strategy (Duskova, 1969, Scatchter 1974, Klassen, 1991). A learner, who is uncomfortable with or unsure of target language items, avoids them and error analyst will assume he has no difficulty there. According to Scatcher (1974), the absence of error does not necessarily reflect native like competence since the learner may be avoiding difficult items in the language.

Yet other weaknesses of EA include problem of classification, Frequency Count, identification of difficult levels, description of systematic errors and biased nature of sampling procedures (Schatcher, 1977). This study does not completely agree

with the proponents of CA views on the weaknesses of EA. Therefore, the opinions were rejected by the present study.

In spite of its weaknesses, EA still remains a viable way of finding out the strengths and weaknesses of the learner's use of English. EA is learner specific. It provides evidence of how language is acquired (learned) and the procedures the learners use in the discovery of the language. The learners too use it to test hypotheses and to reformulate others, among many other reasons highlighted in this review of literature. The study accepted that EA has its own weaknesses. But still it is a viable way of finding out the strengths and weaknesses of the learner's use of English. That is why; the analysis of concord use errors of Diploma 1 students is very useful. It also helps the teachers to know how much their students have learned. This is why, Jibowo (2002) suggests that the teacher should conduct diagnostic error analysis during initial contact in a semester in order to find out which items of language have not been fully /learnt and remedy them first.

Errors in L2 learning have been attributed to many sources. Faulty teaching on the part of the teacher causes some of these errors while others are due to inadequate learning on the part of the students. This is resulting from psycholinguistic and sociolinguistic factors such as carelessness, distress and lack of motivation, among others.

Richards (1974) identified five sources of intra-lingual errors as (a) over generalization (b) ignorance of rules restrictions (c) incomplete application of rules (d) false concepts hypothesized, and (e) hyper-correction. All these are errors caused by the learner's idiosyncrasies emanating from his native language or other languages he is in contact with.

Over generalization of rules causes error through the generalization of the rules. For instance, the use of the past tense "ed" morpheme or irregular verbs, "eated", "standed" instead of "ate", "stood", respectively. Related to the above, is ignorance of rules restrictions which also causes errors, for instance add "s" rule of pluralization may result in erroneous items like "fishes", "staffs", "sands" instead of "fish" "staff", and "sand" which the exception to rule permits. Incomplete application of rules may result into errors. This is because the learner feels he communicates using the deviant form. For example, "Musa are my friend", instead of "Musa is my friend". Then, false concept hypothesized is another source of errors. This is similar to Selinker's (1972) holo phrase learning, for instance, the use of classic greeting formulae "Good morning, sir" to a lady teacher. Hyper-correction is the last in Richard's list of sources of errors. Most African languages do not have similar consonant clusters with English, so learners tend to hyper-correct some lexical items. For instance, Hausa learners of English tend to introduce vowel sound in these words; school = /sukool/, screw-driver /sukkud-direba/ etc.

Other sources of error include (a) L1 interference, (b) translation from L1, (c) motivation, (d) carelessness, and (e) material induced errors. Many are reported to be as a result of L1 interference. Proponents of interference theory hold that learners are said to carry over the linguistic systems of their mother-tongue to the TL. They base their standpoint on the psychological theory of the transfer of learning. They see language as a system of habits that could be positively or negatively transferred to the TL, with error occurring when there is a negative transfer. This forms the basis for CA Corder (1974) corroborated Lado (1957) when he observed that many errors bear a "strong resemblance to the characteristics of the mother tongue". This observation also led to the transfer theory, which posits that learners of L2 transfer into his performance in the

L2 the habits of his MT. The learner operates on the hypothesis that “language two is like language one until I have reasons to think otherwise; (reason’ here, being to make an error and have it corrected).

Wilkins (1972:202-203) cited in Akoh (1989) states that “it is not always true that differences between native and target languages lead to error through transfer. Nor is it true that the native language is the sole source of error”. He then concludes that “it is possible to formulate a hypothesis which manages to reflect the different sources of syntactic error”.

Related to interference theory is translation to L1. This is another serious source of learner’s errors. Interference takes place largely unconsciously in the mind of the learner. It is communication strategy in which the learner consciously translates structures into his MT forms which idiosyncratic or even unacceptable in standard usage. For instance, a Hausa learner of English may say “my father has asked me to wash his cloth for him” instead of “my father asked me to wash his cloth”. Sager (1983) agrees that in the field of written translation, errors resulting from misinterpretation of the text are one of the two major concerns of quality assessment. Albir (1995) suggests a list of possible errors in translation as follows (Albir, cited in Waddington 2001).

- 1) Inappropriate renderings affecting understands of the source text.
- 2) In appropriate renderings affecting expression in the target language.
- 3) In appropriate renderings affecting transmission of either the main function or secondary function of the source text.

According to Nord (1995), the most serious error in translation is pragmatic. Larose (1989) thinks that the textual level where the errors occur (superstructure, macrostructure, and microstructure) will decide the seriousness of the error.

The next source of learners' error is motivation. There are two types of motivation: Integrative and instrumental. Integrative motivation gives rise to satisfactory performance in TL. It is related to the learner's willingness to identify with the culture, perceived personality and habits of the speakers of the language (Norrish 1983). The absence of such motivation may lead to rejection of the language most Hausa language learners of English fall victims of this situation. In the second the instrumental motivation, the learner does not wish to integrate in anyway with the speakers of the TL, but to use the language for specific purposes. For example, "study business", etc. so, this relates accurately to Hudson (1987) ESP adage which says, "Tell me what you need English for, and I will tell you the English you need".

Another cause of errors is carelessness. Most of the students' errors are due to carelessness and lack of concentration. One sure way of reducing careless error in written work is to get learners to check each other's work (Norrish 1982:21). Another source of error is the difficult inherent in the language. Richards (1991) states that there some languages that difficult giving the example of Latin. These myths affect the learners Head bloom in Ubahakwe (1979) also said difficult structures inherent within TL will cause learners to commit errors.

Lastly, the materials used during the course of instruction induce some errors. A great deal of the errors committed by L2 learners are directly traceable to the kind of English taught or the materials being used. This includes textbooks in the classroom. This situation is particularly common in Nigeria, where teachers use all sort of English in the classroom and textbooks contain varying degrees of substandard English. It is the duty of error analysts to review all basal readers use in our school to ensure they conform to the standard.

Schuman and Stenson (1974), in an introduction to their compilation, state three major reasons for errors: (1) incomplete acquisition of the target grammar,(2) exigencies of the teaching/learning situation,(3) errors due to normal problems of language performance. These may include the difficulties, both inter-intra lingual ones, which are normally expected. Politzer and Ramirez (1973) conducted a study of errors made by Mexican-Americans, and found that errors might result from a number of sources of interference. And improper application of rules of L2, regional differences, etc

Brown (1980) states four sources of errors: (a) interlingual transfer: in early stages, the native language is the only previous linguistic system that the learner can draw upon. Thus the interference is inevitable. (b) intralingual transfer: once a learner has acquired parts of the new system, more and more intralingual transfer-generalization within L2 would occur.(c) context of learning. Richards(1971) called "false concepts" and Stenson (1974) called "induced errors," including: (a) misleading explanation from the teacher. (b) faulty presentation of a structure in a textbook, (c) improperly contextualized pattern, (d) confused vocabulary items because of contiguous presentation, (e) inappropriately formal forms of language.....bookish language. (d) Communication strategies: in order to get the message across, a learner may use some techniques like word coinage, circumlocution, false cognate and prefabricated patterns. That can all be sources of errors. The present study totally agrees with the above opinions of error analysts of the sources of errors. What is needed is to recommend strategies to reduce the errors but they cannot be avoided.

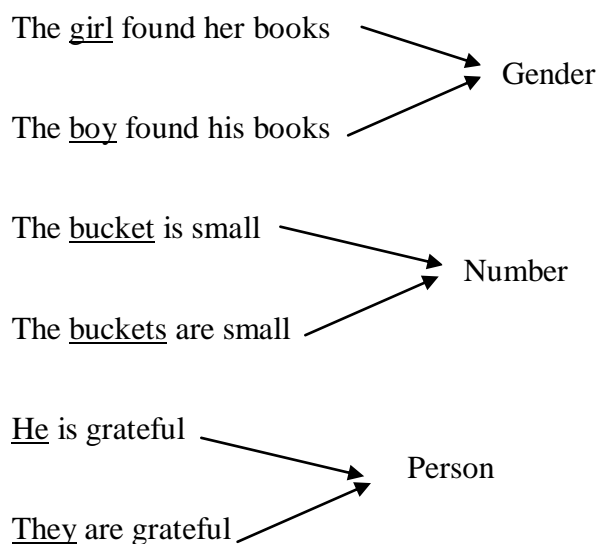
2.4 Concept of Concord in English: Definitions and Types

There are several approaches to the treatment of concord: Quirk, et al (1972: 359-371) look at (concord) under the sentence, so do Craig and Hopper (1986: 50-52). Other grammarians e.g. Opdycke (1965:236-254) treat it under *Coherence and Unity*; Vivian and Jackson (1961:283-293) discuss it under *Grammatical Relationship*; Hopper, et al (1974:61-84) discuss *concord* under *Logic and Clarity*; while Hockett (1958:214-218) looks at it under *Kinds of Syntactic Linkages*. The above definitions of concords by Grammarians are not relevant to the present study. This is because the study aimed at analysis of concord use in the written English essays and structural test of Diploma 1 students in Jigawa State.

Concord is defined by Allerton (1970:149) as a ‘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. The above meaning of concord by Allerton is accepted by this study and considers concord as a harmony between elements in a sentence. Example; a singular subject will take a singular verb.

Thus for Allerton, the focus is number, case, gender, voice and aspect. Robins (1971:235), in a similar vein sees concord as: the requirement that the forms of two or more words of specific word classes that stand in specific syntactic relationship with each other. They can also be characterized by the same paradigmatically marked category (or categories). The current study does not agree with the above Allerton’s focus of concord because person, pronoun, tenses e.t.c are among the focus of concord

in English. Similarly, Ogbazi (1979: 127) summarizes the notion of concord in English grammar and states that it is the agreement between words in gender, number, case and person. The following examples illustrate the definition:



This study accepted the above notion of Ogbazi that concord is agreement between words in gender, number, person, voice, and case and so on.

For Hockett (1958:214) and Cook (1969:19) concord is found in endocentric constructions and in a tie bar that cuts across hierarchical structure to link certain predicate attributes to subjects. Thus, the issue is the relationship between predicate and subject. The above definition by Hockett is not relevant to the present study and rejected.

English nouns and verbs in sentences of the type *boy takes* and *boys take*. The sentences exhibit concord of number in that both noun and verb in this construction must either be singular or plural. Concord of category between pronoun and verb is seemed in English in person and number. For example, *he*, *she* and *it* (like all singular nouns and nominal groups) are followed by takes and with the verb to be, I, you, and she, he and it. They are distinguished by the three fold verbal concord: I am, you are,

he is. In endocentric constructions in which concord of categories is involved. The category of the head-word normally determines the category of subordinate words in concord with it.

Hartman and Stork (1972: 97-98) define concord as *agreement*. The present study acknowledges and accepted this definition by Hartman and Stork which distinguishes concord as agreement. So the current study used concord as agreement. In spite of the different approaches and definitions grammarians agree that concord occurs when a structure changes its form because of the influence of another structure. In English, normal subjects influence the forms of finite verbs; they also influence the forms of pronouns. Distinctions are occasionally based on *gender*; however, *number* is the most common ground on which concord is based. In our study, we shall use the term concord to cover what some people distinguish as, agreement, *government* and *cross reference*. Again, the three terms show the relationship between element in a construction and the governing capacity one element has over other in the same construction. So the choice of the term concord is all embracing.

The three types of concord have been distinguished by Allerton (1979:149-153). The first one is agreement. This can be illustrated with examples from either determines- adjectives-noun construction or the subject predicate construction in a whole range of languages. In English, this is a matter of number. The agreement refers to the consistency required among elements within a sentence. There are two areas of agreement: nouns with verb and with pronouns, and pronoun with verbs. Noun-verb agreement; singular subject takes singular verb, whereas plural subject takes plural verb. For example, 'the number of applications has dropped' (it would be incorrect to say: 'The number is applications have dropped'). The second type of concord is government which occurs between verb and object and need not be marked. In English,

this type of syntactic linkage is signaled by case markings (example causative). The third type of concord is 'cross-reference' (Bloomfield, 1935) cited in Allerton, (1979:149-151), Bloomfield applies this term to cases where one element in the combination "contains mention" of its fellow. This applies to agreement between nouns on the other hand: Some Grammarians like Quirk (1972:39-371) refer to this type of concord as pronoun-antecedent concord. According to Hockett (1958:218) cross-reference occurs between subject and predicate in topic-comment constructions. This is marked by a tie bar between the subject and predicate slots and must be specified. English has this concord only in the third person singular present tense. Hartman and Stork (1972:97-98) define concord as agreement and go on to define government as "the determination of the morphological form of one word by another".

By comparison with other languages, English has relatively little concord (Lyons, 1968:240). The current study does not completely agree with the above comparison of English as having little concord than other languages. This is because English too has many concords as said by Allerton. So the idea is rejected. The above claim is rejected by the present study because concord errors are beyond the inconsistencies in the use of number, person, gender, tense and voice. Others issues are considered for example; pronoun-antecedent; distance; notional and proximity and so on. Within noun phrases it is only the demonstrative pronouns which agree with the noun they modify e.g. *this car* vs. *that car*.

'These cars' vs. 'those cars'

Within sentences, the verb should be in agreement with the subject:

1. She eats vs. I / you / we / they eat
2. She has eaten vs. I/you/we/they have eaten
3. She is eating vs. /you/we/they have eating

4. She/I was eating vs. you/we/they are eating v I am eating

In (1) and (2), the person and number concord operates in the following manner; if the subject is third person singular (he, she, it, noun as head), the verb is 'third person, singular'. On the other hand, if the subject is not third person singular, the verb is in the unmarked form. In (3) and (4), both of which contain the verb 'to be' (here employed as an auxiliary verb). Concord operates differently: in (3), there is 'third person, singular' concord, but also 'first person, singular' and 'third person, singular' fall together under subject-verb concord.

With the simple past tense of the verb (e.g. cried, broke, etc.) there is no subject-verb concord. Example (5) he/I/you/we/they cried.

The sentence given show that there is concord between subject and verb; but it is not clearly stated that the subject governs the choice of the verb. A grammar of concord should not only state agreement between words in a sentence but it should also state which word governs the other or others.

Concord is also defined by Oluikpe (1981) as the most common grammatical error that mars the effort of writing effectively. He sees it as a common writing problems caused by inconsistency in the use of number, person, gender, tense and voice.

The elements that make up every sentence are drawn from the eight parts of speech namely noun, pronoun, verb, adverb, adjective, preposition, conjunction and interjection. These different elements must be in agreement in their combinations for acceptable sentences to be formed. That is to say, concord only lays emphasis on the agreement between the subject and the verb in every sentence. It has it as a rule that the verbs used in every sentence must always be in agreement with their subjects in number

and person. That phenomenon is called subject-verb concord. The verb is considered to be the heart of the sentence (Woods, 2010: 125) and it has to take the same grammatical form as its controller, the subject. The subject and the verb are the two most important items in a sentence (Estling – Vannestal, 2007: 73). The present study acknowledges the above definition of concord as agreement between elements or eight parts of speech in a sentence. This definition is borrowed by the current study. There are four different types of concord: grammatical, notional, concord of proximity and distance concord.

2.5 Grammatical Concord is when the verb and the subject “belong together” (I have, he has). This may refer to subject-verb concord. In subject-verb concord, the subject governs the choice of the verb in the present tense. Concord in number between subject and verb (in the present tense) seem to be the most crucial concord in English. This may account why some grammarians pay more attention to it than to other types of concord. According to Long (2007:606) has argued that ‘for sentence to make sense, subjects and verbs have to agree with each other...’ She goes on to assert that issues about subject-verb agreement are relevant basic skills which every students must strive to acquire. Some of the other grammarians who treat concord in terms of subject-verb agreement include the following: Oliphant (1936:74); Branford (1967:107-108); Scott (1968:20); Hill (1958:248-273) among others. Subject-verb concord is a feature restricted to the present tense of the verb. Except for the verb ‘to be’ which has distinct forms for number and person for both present and past tense forms.

2.5.1 Subject-Verb Concord by Number

The rule for number concord is that a singular subject requires a singular verb and a plural subject requires a plural verb. To apply this rule, three things are crucial:

- (a) The subject governs the verb form and is distracted by other structures which may Stand close to the verb;

(b) One should be able to determine the subject of the sentence;

(c) One should know the correct singular and plural forms of the verb.

We shall apply a context-sensitive model propounded by Chomsky (1957)); to handle subject-verb concord. The following rules are given to handle subject-verb concord by number;

1. S----NP+VP
2. VP--- Verb+NP
3. NP--- (NP Sg. (NP Plural.
4. Verb----V+S/ in the context NP Sg+V+Q/ in the context NP plur. +.....
5. NP Sg----T+N+Q
6. NP Plur----T+N+S

This model will be modified to suit our purpose in the treatment of subject-verb concord of number. The modification is that in each sentence, the NP is identified as the subject of the sentence. The subject and verb are identified and the number in each case is stated. This is whether the subject is singular or plural and whether the verb is singular or plural. The purpose of identifying the number in both the subject and the verb is to show concord between the two.

As pointed out by Quirk, et al (1972:359) a clause in subject position counts as singular for purposes of concord. Example to treat them as hostages is criminal

Subj.sg v.sg

2.5.2 Noun Subject-Verb Concord

One should be able to identify the correct noun that stands as the subject of the sentence as seen below: One of the books is missing

Pron subj.sg v.sg

2.5.3 Compound Subject-Verb Concord

A compound subject is made up of two or more nouns and the subject can be either be singular or plural. One should be able to identify the correct number of the compound subject to agree with the verb as given example below: Bread and Butter is what he want

Subj.sg v.sg

2.5.4 Pronoun Subject-Verb Concord

Pronouns can be either singular or plural and when used as subjects of sentences they must agree with the verbs as exemplified below:

Every one of the women likes eating fish

Pron subj. s.g v. s.g

2.5.5 Subject-Verb Concord by Person

The person of the subject noun or pronoun has little effect on the forms of the verb. only the verb 'to be' has several forms which change in accordance with the first, second and third person of the pronoun: 'I am', 'You are', 'She is', 'I was ', 'You were',

Oruma (1989: 212-213) gives the following examples to show concord of person with the verb 'to be'. I am the child's father 1st person singular concord.

2.5.6 Gender Concord

This is an important part of the grammar of languages such as French and German, in which all nouns belong to a gender category. And article and adjectives have to agree with them. In English, gender concord does not exist apart from personal and

possessive pronouns. As in Mary hurt herself badly in the accident but my father only broke his glasses.

2.5.7 Pronoun-Antecedent Concord

Most pronouns depend on another structure for their meaning. This other structure is the antecedent which controls the pronoun with respect to number, person, gender, or case. Some of the pronoun which controlled by their antecedents are the personal, demonstrative and relative pronoun.

2.5.8 Pronoun- Antecedent Concord by Number

Selection of the correct pronoun is based on the number of the antecedent. This can be illustrated on the word each, either, neither, one, nobody, someone, somebody, etc are referred to be a singular pronoun. Example everyone ate his food

Ant.sg pron.sg

2.5.9 Pronoun Antecedent by Person and Gender

English bases gender on sexual difference. A masculine pronoun follows a male antecedent; a feminine pronoun follows nearly all other antecedent and neuter for both.

Aisha lost her purse

Ant.fem pron. Fem

Whatever my father asks me to do, I obey him

Ant.masc. pron masc

2.5.10 Reflexive Pronoun-Antecedent Concord

The following reflexive pronoun must agree in person, number, and gender with their antecedent: 'myself', 'himself', 'herself', 'yourself', 'themselves', 'ourselves', and 'yourselves', example

He washed himself

3rd per.s.g masc. 3rd per sg. Masc.

2.5.11 Relative Pronoun Antecedent Concord

The correct relative pronoun should be selected to agree with its antecedents in number and person. The relative pronoun: who, whom and that referred to antecedents that are human or familiar animals; 'which' and 'that' referred to antecedents which are non human

2.5.12 Pronoun-Antecedent Concord by Person, Number and Case

With reference to personal pronouns, English has three major case relationship; Nominative, objective and possessive. The Nominative case indicates that the noun or pronoun is used as the subject of a verb, or a predicate noun. The possessive case indicates possession and the objective case indicates that the noun or pronoun receives the action of the verb or the verbal or that it is the object of the preposition.

2.5.13 Tense Concord

When a single idea is expressed, the tense used should be consistent. That is, one should not shift from one tense to another because such shifts result in concord errors.

Example

The title of the book is Things Fall Apart. The book describes culture conflict in an African society

Tense concord can be examined from three dimensions;

(1) The conditional tense as in 'if', versus 'when' clauses

(11) The reported speech as in direct versus indirect

(111) Tense consistency: If the verb of the main clause is in the present tense then the verb of the subordinate clause has also to be in the present.

Forrest (1968: 23-25) identifies the three conditions as follows:

(1) Open or likely condition;

- (2) Unlikely condition;
- (3) Unfulfilled or rejected condition

Other grammarians like Christopher and Sandved (1968: 207-208). Identify only two conditions;

- (1) Rejected condition which refers to the present and future;
- (2) Rejected condition which refers to the past.

When the above conditions are overlooked then error of tense concord was committed.

2.5.14 Reported Speech

In report speech, the treatment of concord is slightly different from the other treatments that have been discussed. Hence, it is not the question of one element governing the choice of another as such but certain rules are observable which Forrest (1968: 70-73). Identify the rules state some of the changes which take place when changing from direct to indirect speech. These rules are discussed as the tense of the verb changes as present simple becomes past simple example: Peter said that he wrote a letter.

Having looked at the three components of concord, it is clear that to study concord we need to look at sentences to see how the elements relate to each other. By doing this, we will determine which element of a sentence governs other elements. This provides a support for the eclectic approach which we shall adopt for our analysis of concord use of Diploma 1 students.

2.6 Notional Concord focuses on the meaning of the whole entity (Crystal, 2004: 75).

For instance: (1) Fifty dollars is a lot of money. This stands in contrast to grammatical concord and means agreement by meaning rather than grammar, where the two are in conflict. In British English, notional concord occurs when plural verbs are widely used with collective nouns. The opposition seems divided among themselves; the committee

have decided to increase the annual subscription. Some of the controversial uses of they can be accounted for in this way: Everybody has left now, haven't they? In both British and American English, singular verbs are usually with apparently plural forms that are notionally felt to be singular, as in fish and chips is no longer cheap. The Grapes of Wrath is a classic novel. Usage is divided in some areas. With various negative structures, some people favour grammatical, singular concord and others prefer notional, plural concord: Neither John nor Mary knows about it in contrast with neither John nor Mary know about it, and none of the bodies so far recovered was wearing a life-jacket in contrast with none of the bodies so far recovered were wearing life-jacket.

2.7 Concord of Proximity does not, however, agree with the real subject in the sentence or the clause. It agrees with the closest noun and the numerous of that specific noun (Crystal, 2004: 75). For instance, a teacher who lives in those urban areas is likely to use informal language. Additionally, the principle of proximity denotes agreement of verb with whatever noun or pronoun closely precedes it sometimes in preference to agreement with the head word. Example: One of the boys come here every day 'boy' is taken as the subject of the sentence according to the principle of proximity because it immediately precedes the verb. Therefore, in proximity concord, clauses as subjects are usually treated as singular: To err is human; that you don't agree upsets me. With long noun phrases, the head word is relevant for number concord, as in One of your friends is here, not, One of your friends are here, and He is one of those people who always interfere, not, He is one of those people who always interferes, but in the heat of creation the concord in such constructions is often overlooked. In such cases, proximity concord can also operate in awkward constructions like; neither my sister nor I am going. It also occurs in the traditional use of a singular verb after more than one, where

both grammar and meaning require a plural verb: More than one person has remarked on this strange fact.

2.8 Distance Concord is when the subject and the verb/predicate appear in different clauses or there are intervening words between the subject and the verb/predicate. For instance,

3) Williams' mother who works at the mall has bought a new pair of glasses.

In English sentences the subject and the verb can agree in different ways, and that makes it difficult for L2 learners to keep track of the different rules of concord. Some second language learners do not have subject – verb concord. The subject controls the verb/predicator, which has to have the same grammatical person and number features as the subject, the third person singular demand – s or – es on the verb (s/he plays, sings, cooks), while the first and second person singular and all plurals demand no –s or –es to the verb (I/we/you/they play, sing, cook).

However, there are three rules of concord or agreement. These are the subject/verb agreement, pronoun / antecedent agreement and shifts in construction agreement (Adedokun, 2006).

a) Subject / Verb Agreement: According to quirk (1973) this is the most important type of concord. The rule states that a verb must agree in number with its subject. A singular subject is followed by a singular verb. A plural subject is followed by a plural verb. The following notations as used by Oluikpe (1984) are also used in our study of concord:

S1= V1

S2 = V2

Where S1 = Singular subject

V1 = Singular verb

S2 = Plural subject

V2 = Plural verb

By the application of the notation, Oluikpe (1981) cited in Adedokun (2009) came out with our patterns of the rules of subject/verb agreement

i S1 V1 as in the cat has a wound. Phonetics is an interesting subject.

ii S2 V2 as in: teachers are hard working.

The students have passed the examination.

iii. S1 and S1 V2 (compound singular subjects): the table and the chair are broken. The man and his wife are funny.

vi. S2 and S2 (compound plural subjects). The teachers and the students are hardworking. The book and the biros were stolen.

Oluikpe (1981) and Quirk (1973) noted some exceptions to pattern number 'iii' above.

The exceptions are:

i. When 'and' is replaced by words such as 'with', 'as well as' and 'together with', the verb becomes singular as in: the boy with his sister is here. The boy as well as his sister is here.

ii. When a compound subject joined by 'and' – gives the impression of a unit, the verb becomes singular. Examples; Bread and butter are delicious. Skirt and blouse fit slim ladies.

The exceptions is called appositional coordination by Quirk (1973) cited in Adedokun (2009).

So also when the coordination refers to the something as; her best friend and sharpest critic is her sister. The half back and team captain is entering the game now. (b) Oluikpe (1981) explained that when 'a compound subject is connected with correlative,

the singular verb is used such as; neither you nor I is to blame. Either the boy or the girl takes part in the play.

Further to exceptions (3) above when the nouns joined by the correlatives differ in number, the verb to be used agrees in number with the nearer noun. It allows the principle of proximity. This is the agreement of the verb with whatever subject that precedes it closely. Examples: neither the student nor the teacher is around. Neither the students nor the teachers are around. Neither the students nor the teacher are around. The present study agrees with the above assertions that they posed difficulties to L2 learners of English.

Quirk (1973), Oluikpe (1981) and Adedokun (2009) explained that when collective nouns are used, the verb may be singular or plural depending on intention. If the collective is intended to refer to a single unit, the verb to be used is in the singular. But; it refers to the collective as several units a plural verb is to be used. Examples: the jury was unanimous in its decision. The jury was not of the same gender. The police is around. The police are around.

Oluikpe (1981) cautioned against inconsistency in considering the collective as a single or plural body. This causes grammatical error called shift in number as in the jury were unanimous in its decision. In a similar vein, construction with a collective noun, the use of one and a plural noun and the use of indefinite pronouns like each, everyday, etc, have singular verbs. (Adedokun, 2006).

Bamgbose (1991) believes that when auxiliary verb follows a main verb, it is the auxiliary that takes the number example:

- i. She has returned home
- ii. She does play.

If learners deviate from any of the rules discussed above, a grammatical error of subject/verb agreement is committed (Surina, 2009). This rule is also agreed by Nayan (2009) in her research on *A Study of Subject-verb Agreement: From Novice Writer to Expert writers*. Surina (2009) stated that students have difficulties in subject-verb agreement because, in their L1 which is Malay language, they do not have such rules of subject needs to agree with verb. In the long run, mother tongue of the student affects the performance of English grammar. She also held the view that without a proper rules of subject-verb agreement, the ideas in writing is difficult to convey. Thus, worsen the value of writing itself. Any mistakes regarding the subject-verb agreement will definitely change the meaning of the sentence.

The second rule of the concord is pronoun/antecedent agreement. In Oluikpe (1981), it is stated that a pronoun must agree in number, gender and case with its antecedent. Therefore, a pronoun replacing a noun must have the same number, person and case as the noun it replaces. Such that a masculine pronoun replaces a masculine noun, feminine pronoun replaces a feminine noun and neuter pronoun replaces a neuter noun. Thaggs (1985:77) asserts that pronouns are difficult as well; sentences with it can trigger concord errors.

Kohlmyr (2001:144) found that the most common problem for L2 learners of English is when the subject is a personal pronoun. And there are two types of error; “either the subject requires the verb to take the 3rd person singular-s or it does not”. Levin (2001:99-100) reported that agreement errors become more frequent when the personal pronouns occur in other clauses than their subjects/controllers. When a pronoun appears in another sentence than its controller is more likely to produce plural concord than if the both two items appeared in the same clause. The current study

rejected the above views as the only problems of L2 learners of English, other problems includes those of collective noun, auxiliaries and main verbs e.t.c

A subject pronoun will replace subject noun and object pronoun will replace object noun. (Adedokun, 2006:35). Examples:

a. Number

- i. Many were given their shares
- ii. Each is to take his share

b. Case

- i. This is Musa's book. He will take it today
- ii. Abdul saw a snake and killed it

c. Gender

- i. Aisha is a girl. She dresses beautifully
- ii. Musa is hardworking. He reads his book

In this discussion of gender, Quirk (1982) reported that English has no sex neutral 3rd person singular pronoun.

The final rule of concord is shift in construction. A compound complex sentence must contain clauses with the same person number, voice and tense. (Levin, 2001:93). Hence, concord in Learners grammar indicates that a good use of grammar is a condition for a comprehensive and creative ability (Ljung and Ohlander, 1992:7). On the other hand, concord has little to do with the ability to communicate and understand the message even though it can be conveyed in faulty grammar. However, Standard English is used in radio, TV, newspapers, books. It is also spoken by educated people, which means that L2 learners of English should use Standard English (Ljung and Ohlander, 1992:13).

Some students have problems with the subject verb concord in both oral and written production. And even though there are information and explanations about concord in English grammar books. But still some L2 learners of English have problems with all types of different concord errors. (Bell, 2001:14).

Even young L2 learner learns the basic grammatical rules of concord in school but somehow L2 learners still have concord errors. However, the errors may be performance errors but the rules of concord are not automatized among L2 learners of English. Learners usually know the basic rules of concord and know how they are used but somehow overlook these rules while writing or speaking English. (Estling-Vannestal, 2007).

Concord is necessary for communication purpose. This is because it seems the ability to understand the message in oral and written communication depends on the command of the grammar rules regulating concord. The message cannot be clear without the right choice of concord forms.

In German, concord is necessary. If one would make errors in concord in German, people would be confused and not know who is being talked about or referred to. However, that is the same case in English. (Freund et al 1994:75). Adedokun (2006:14) asserts that in English, the distinction between the singular you and the plural you are not fully expressed: neither the form of the number as have agrees with the singular and the plural you. Fisher (1985:71) explains that this can be problematic for a German learner of English who is used to the morphological distinction in pronoun and respective verb forms in such cases. Rules of concord are Language – specific and can be redundant in one language but necessary in another language.

L2 learners of English easily forget to show grammatical number by means of the agreement between the verb and its controller. As it is absent in their native

language. (James 2001:71). Also, L2 learners of English may find it difficult to concept the fact that communication can be negatively affected by ignoring the rules of grammatical concord.

According to Trench (2002) the use of concord is very important in depicting the value of the language and the judgement towards the ideas. The use of concord also reflects the authors writing skill and it will give a reader an indication of the content in the written production will be like. On whole, the logic of language depends completely on its concord use. In addition, the grammatical error can give a reader a bad impression of the author abilities. Trench (2002) asserts that nobody's grammar is perfect, use of concord teach learners to control the language they are using. If the concord is strictly used, a good work of essay will be produced. The present study agrees with the opinions of Grammarians that concord is necessary in German and English. This is because inappropriate use of concord can change the meaning of communication in oral discussion and distort the meaning of writing. That is the reason the current study is needed which aimed at analysis of concord use of Diploma students and recommend strategies to reduce them.

2.9 Concord Error Types in English

For the purpose of this study, concord refers to agreement between nouns and verbs. For example, a singular noun is followed by the singular form of the verb, whereas a plural noun is followed by the plural form of the verb. If there is no concordial agreement in a sentence, that constitutes a concord error. All concord errors will be grouped together. The following types of concord were accepted by this study because they are among concord errors that posed problems for learners of English. Common examples of errors pertaining to concordial agreement are:

- (1) My father **work** every day.

(2) I **loves** Nomsa.

(3) Either George or Nomsa **are** responsible.

2.9.1 Subject-Verb Concord Error

According to Kirkpatrick, (2007: 159). This refers to the fact that a verb-must ‘agree’ with the subject in number. For example;

1. The crowd were jubilating
2. I met one of my friends
3. Each of the students present were given a prize
4. Our lecturer together with some students receives the trophy.
5. Few of the books given to us were on mathematics.

In (1) above, the students fail to realize that ‘crowd’, the subject of the sentence is a collective noun. A collective noun in the words of Littel (1992, 525) is a singular noun that refers to a group of people or things. For this reason, the singular verb; ‘was’ will agree with the singular subject; ‘crowd’. The correct sentence should therefore read: the crowd was jubilating.

The error in 2 shows that, the focus of the students was on the word ‘one’, which is a singular word. However, it should be noted that ‘one of’ entails a reference to two or more friend’s. The correct sentence, therefore, will be; I met one of my friends.

In 3, the word, ‘each’ an indefinite article, is a singular form used to indicate an individual reference. Since the subject of the sentence is ‘each’, a singular verb is expected to complement it. The correct sentence should now be; each of the students present was given a prize.

The error in sentence 4 is an indication of the fact that the students are ignorant. Because it is believed that words and expressions such as with, together with, as well as, etc. are prepositions and a phrase beginning with these prepositions does not, as a

rule, affect the number of the subject. For this reason, they do not form compound subjects. The expression', together with' in our sentence 4, does not means the same as 'and' in the sentence; our lecturer and some students' receive the trophy. The correct sentence will now be:

Our lecturer, together with some students, receives the trophy.

Few, the subject of sentence 4, is a plural indefinite pronoun, since the subject is plural in form, a plural verb is expected to complement the plural subject. The correct sentence 4 will now be: few of the books given to us were on mathematics.

All the corrected forms of the sampled sentences are adopted for structural analysis:

- | | | |
|--|---|---|
| S | P | |
| 1. The crowd / was jubilating | | |
| S | P | O |
| 2. I / met / one of my friends | | |
| S | p | O |
| 3. Each of the students present / was given / a prize. | | |
| S | P | O |
| 4. Our lecturer, together with some students / receives / the trophy | | |
| S | P | O |
| 5. Few of the books given to us / were / on mathematics | | |

2.9.2 Tense Concord Errors

According to Richards (1992:376) tense refers to "the relationship between the form of the verb and the time of the action or state it describes". For the purpose of this study, all tense errors will be grouped together. Examples of common errors made by students are:

- (1) He **is studying** his books every day.

(11) They **goed** to school

Other types of concord errors are those of notional concord errors; proximity concord errors and distance concord errors.

2.10 Error Analytical Models for Analyzing Concord Errors of English

There is no single generally accepted method of error analysis. Etherton (1975: 75) posits that “no two specialists would agree on the exact way of classifying some errors and it is a waste of time to search for an ideal model”. It is important to review the models of error analysis, since opinions of experts have been changing over the years.

Traditional model of error analysis is concerned mainly with collecting errors and making a taxonomic classification of these errors into categories. Example errors of agreement, omission, inflection etc. the traditional model of EA consisted of;

a) Collection of data; b) identification of errors; c) classification of errors into types; d) statement of relative frequency of error; e) identification of the areas of difficulties of the target language; and f) therapy i.e. remedial drills, e.t.c. The present study totally agrees with the traditional models of error analysis and adopted the models for the analysis of concord errors of Diploma students in this study.

However, Duskova (1969), instead of proposing his own model of analysis, here only added two more steps to the traditional model of EA above;

i) Analysis of source of errors e.g. mother tongue interference, over generalization etc.
ii) Determination of the degree of disturbance caused by the error or the seriousness of the error in terms of communication norm e.t.c. However, the above models proposed by Duskova were rejected in this study because error analysts can hardly determine the sources of errors.

Corder (1981) gives three stages of error analysis;

- a) Recognition of idiosyncrasy: According to him every sentence is to be regarded as idiosyncratic until shown to be otherwise. After recognizing the idiosyncrasy, it is then followed by production of the reconstructed sentence; the idiosyncratic need to be accounted for at the stage.
- b) Description of idiosyncrasy: The data to be used in this stage are two. The sentence provided in state (a) above the methodology of description in that of comparison between the two languages to discover this common set of categories and relations.
- c) Explanation of the errors: The stage is the ultimate object of error analysis. The stage is psycholinguistic because it accounts for how and why the learner's idiosyncratic dialect assumed the nature it is the pedagogical implication of this. Corder (1981) argues that "we cannot make any principal use of the learner's idiosyncratic sentences to improve teaching unless we understand how and why they occur.

Bell (1981) and Omojuwa (1979) have also discussed the three stages of EA above.

Ojo (1986) has contributed, in her study to the model of EA. She gave the following categories under which errors could be classified;

- i. Spelling; ii. Punctuation; iii. Sentence structure; iv. Noun-groups;
- v. Verb group; and vi. Adjectives

Valdman (1975) states that, the types of classification of errors depend on the objective of the study. For a study which aims at immediate remediation of problem. He suggested a taxonomic approach i.e. merely listing the errors without deep analysis of errors. However, if the analysis is going to be deeper; psychological and pedagogical

implications are involved, then, a systematic description has to be done. He also, suggested areas where error analysis needs to concentrate;

I. What level of discourse structure is affected?

ii. Is the error that of competence and performance?

iii. What is the underlying causes of the errors?; and

iv. What is the effect of the error on communication?

According to Oloafe (1982) error can be classified in terms of linguistic taxonomy. Linguistic taxonomy includes: language components such as phonology, morphology, syntax, semantics, lexicon, discourse etc.

Oloafe's (1986) study has also contributed to the methodology of EA. He studies error produced across three proficiency levels by giving three kinds of tests. This way he was able to compare the errors produced in one proficiency level. He was able to determine which theoretical predictions were valid. He also observed which types of errors tended to decrease with years of teaching using a comparative analysis he came up with a very useful conclusion. Finally, Corder (1967) gives what is called faulty analysis model which involves four independent stages, namely: (1) Recognition (11) Description (111) Explanation (1V) Correction of the errors. Other models of error analysis mentioned above by Corder, Valtman, Bell, Ojo, Omojuwa were rejected but that of Oloafe was accepted because there is need to compare the error committed by Diploma 1 students of J.S.C.O.E, Gumel and the ones committed by Diploma students of J.S.P, Dutse.

2.11 Strategies for the Reduction of English Concord Error Types

Language learning is a process in which, like learning to swim, learners profit from errors by obtaining feedback to make new attempts. They will successively approximate the desired goals. Learners' errors can also "provide to the researcher

evidence of how language is learned or acquired. And what strategies or procedures the learner is employing in the discovery of the language” (Corder, 1967:167). However, sometimes the feedback from an error can be so strongly negative that the learner would give up making new attempts and the learning, would end up in failure. Figure 2.2 below shows the process of negative and positive feedback from an error:

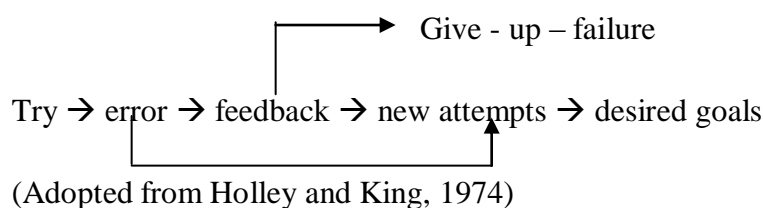


Figure 2.2 Feedbacks from the Learners’ Errors (Holley and King, 1974)

Therefore, Holley and King (1974) discuss the role of reduction in the second language classroom. Their claim is that students will be greatly discouraged if correction of errors in the classroom is unduly done. As when the instructor insists upon strict grammatical accuracy and when he often overcorrects. This study agrees with the above opinion. This is because the kind of feedback from the L2 teacher is what motivate the learner negatively or positive towards learning the second language. For example if the learner is motivated appropriately, he will make a new attempt and achieve a desired goal. On the other hand, if otherwise the learner will give-up and end in failure. Some of the strategies are teacher based while, others are student based strategies.

The current study acknowledges and totally agreed with the above views that teacher based strategies for the reduction of error are the best. This is because if they were duly done by the teacher, they will definitely reduce errors. That is why; this study recommended teaching and learning strategies for the reduction of concord use errors observed in the study. The opinion of student-based strategies should equally be used for this study. They are important as well.

2.12 Error Analytical Model Adopted for this Study

We shall adopt an eclectic approach for this study based on the E.A model reviewed. This is in view of the inadequacies noted in the various models reviewed on. An eclectic model can provide a comprehensive account of concord relationships. It also gives an orderly breakdown of the things to be observed in the study of concord. This model will enable us handle our investigation/analysis of concord in a way that other model will not.

The model has the following components.

1. Subject – verb concord
2. Pronoun – antecedent concord;
3. Tense concord

The five stages given by Etherton (1977) are combined with Corder's (1981) three stages for this study. Therefore, the present study used the following model: Collection of data; identification of errors; error classification; frequency count of errors; identification of difficult areas; and remedial drills. The present study agrees with the above models of error analysis by Etherton and Corder. It borrowed them for the analysis of concord use of Diploma 1 students for the study. Table 2.1 below presents the summary of the related literature reviewed in this study

Table 2.1: Summary of the Review of Related Literature

Aspects Reviewed	Theoretical Concepts Reviewed	Areas Relevant to the Study
Error Analysis Theories: Concept; Procedures and Significance	Error analysis is seen as a technique of examining and categorizing systematic errors in language learners' speech (or writing). It also sets out to collect, analyze, categorize, compare and correct errors. (Choon, 2001), Headbloom, 1979, (Galadi, 2004), (Judith, 1980), (Corder, 1974), (Shu-Ding-Fang, 1994), (Long-Quan, 2000), (Norrish, 1983), (Utoh, 2003), (Ferris, 2002) and (Dulay and Burt, 1977) e.t.c.	When L2 learners of English are well exposed to the theories of E.A, they will get control and confidence in handling the language they are using. Teachers of ESL will improve their methods and determine which part of the language is learned and part is not learned. The Present study used procedure of E.A to collect, analyse, categorize, and recommend strategies to reduce the concord errors.
Concept of Concord in English: Definitions and Types.	Concord is seen as an agreement between subject and verb in a sentence and rest parts of the sentence. The focus is number, gender, person, case and voice. It has the following types; grammatical concord, notional concord, concord of proximity and distance concord. (Quirk, 1972), (Hopper, 1986), (Vivian and Jackson, 1961), (Hocket, 1958), (Allerton, 1970), (Ogbazi, 1979), (Estlin g-Vannestal, 2007), (Long, 2007), (Oruma, 1989), (Crystal, 2004), (Adedokun, 2006) and (Surina, 2009) e.t.c	If the students use concord appropriately in a sentence. This will help them to produce correct sentences and quality essays. They will also understand that concord error mars the effort of their writing.

Aspects Reviewed	Theoretical Concepts Reviewed	Areas Relevant to the Study
Concord Error Types in English	Any inconsistency in the use of concord will lead to concord errors. Example subject-verb concord refers to the fact that a verb must agree with the subject in number and person, gender and voice. If there is no this concordial agreement in a sentence, that constitute a concord error. (Richards,1992),(Kirtpatrick,2007) e.t.c	This helps the students and teachers to know the different types of concord errors in English and their negative effect on their academic performance.
Error Analytical Models for Analyzing Concord Errors of English	Error analysis models are the procedures of conducting E.A. The following are some of the models of error analysis: traditional model which consists of collection of data, identification of errors, and classification of errors into types, statement of relative frequency of errors, identification of difficult areas and therapy or remedial drills e.t.c. Others are analysis of the sources of errors, degree of disturbance caused by errors; the type of classification of errors depends on the objective of the study. (Duskova,1969), (Corder,1981), (Bell,1981), (Omojuwa,1979), (Valtman,1975,(Olaofe, 1982 and1986) and (Corder,1967) e.t.c	This enables the researcher to choose the appropriate model for the study. It also helps him in the analysis and providing measures to remedy the concord errors found in this study

Aspects Reviewed	Theoretical Concepts Reviewed	Areas Relevant to the Study
Strategies for Reduction of English Concord Error Types	Errors are a permanent and indispensable parts of language learning. The following are the strategies for the reduction concord error types: teachers' based and students' based strategies. (Olaofe, 2010), (Pierson, 2005), (Karra, 2006) and (Dauda, 2004).	This helps the researcher to recommends the suitable strategies for English teacher to use in the reduction of concord errors committed by their students.
Error Analytical Model Adopted for this Study	The models choose for this study is eclectic approach which has three components of subject-verb concord, pronoun-Antecedent concord and tense concord. Also, Olaofes'(1986) comparative analysis of errors approach, Etherton (1977) and (Corders'1981) were selected for this study.	Aids the researcher in the collection of data, identification of errors, classification of errors, frequency count of errors, identification of difficult areas, comparison of errors and remedial drills.
Error Reduction Strategies Recommended by the Study	Both teachers' and students' strategies were recommended for the teachers to reduce concord errors found in the essays of students.	If appropriately used, will helps the teachers to reduce the concord errors produced by their students

2.13 Previous Studies on Concord Use Errors in English

Researchers have conducted on L2 learner's concord use errors all over the world. The findings of these studies indicate varying degrees of concord errors made by learners of ESL across the proficiency levels. This includes secondary schools and tertiary level of education. A brief review of some of these studies would show that

both complimentary and conflicting results were found out. Only previous studies related to this study will be reviewed.

Akoh (1989) carried out a research on concord errors of ten NCE, Geography teachers in post primary schools in Zaria. She found that at the grammatical category, error of word clause ranked highest with 42.5%, while, monotonous use of lexical and additive connective were observed. She attributed the likely causes of the grammatical errors to mother-tongue interference, faulty teaching, overgeneralization of target language rules, and fossilization of wrongly learned language materials. She used written essay as instrument to source the errors and was successful. Therefore, the present study totally agrees with the instrument and adopted it in the study.

The present study differs from Akoh's (1989) study in the following ways. Firstly, the present study conducted on 265 Diploma 1 students of J.S.C.O.E, Gumel and Jigawa State Polytechnic, Dutse while, the other conducted on N.C.E geography teachers in post primary schools in Zaria. Secondly, the present study aimed at analyzing the concord use errors produced by the diploma1 of J.S.C.O.E, Gumel and diploma 1 students of J.S.P, Dutse. The study recommended appropriate reduction strategies while, Akoh's study aimed at only analyzing the concord errors of ten geography teachers of post primary schools. It does not recommend any strategies for the reduction of the errors.

Edwin (1989) carried out a study to examine the errors made by form four students in their written essays in some selected secondary schools in Malaysia. The population 8658 students and the data obtained were first tabulated based on rural and urban schools were combined under the following headings. The headings are; subject verb agreement, verb forms, future progressive, present perfect, past progressive, past

perfect, passive, prepositions, and plurality. It was found that the percentage of errors for rural students was much higher in most of the above categories. In the combined results, verb forms recorded highest with present tense concord errors recording 80% followed by past progressive with 75%.

The present research work differs from the Edwin's (1989) study in some aspects. The present study was carried out on diploma 1 students of J.S.C.O.E, Gumel and Jigawa State Polytechnic, Dutse, Nigeria. On the other hand; the former was carried out on form four students in some selected secondary schools in Malaysia. In the present study, the data collected will not be tabulated based on schools location. While, Edwin's study was first tabulated the data collected based on schools location-rural and urban schools. Finally, the present study intends to recommend error reduction strategies to reduce the errors after the analysis of the corpus whereas, Edwin's study failed to provide.

Thagg-Fisher (1985) has based her study on the analysis of concord errors of Swedish learners of English produced in their translation and composition test. It was found that concord error density does not differ in spoken and non-creative text production (Thagg-Fisher, 1985:69-70). Concord errors in translation texts are dependent on the choice of words and sentence structure in the source text. Swedish learners of English can avoid making concord errors in creative text production and the study has the population of 267 Swedish L2 learners of English. (Thagg-Fisher, 1985:71).

She also found out that people make errors or mistakes owing to the one –s principle, which means that the final –s of the singular noun. The 's' may be misinterpreted as the plural morpheme. Swedish learners of English have problems

considering irregular and unmarked plural nouns, when plural nouns lack the regular –s morpheme, Swedes tend to make concord errors. Moreover, Swedes have to know whether the noun is regarded holistically (as one entity) or atomistically (as members making up a group) as concord. But, it depends on whether a collective noun is regarded as a single undivided body or a collection of individuals (Thagg-Fisher, 1985:78). Pronouns are difficult as well; sentences with, everybody, every, none, some and each can trigger concord errors (Thagg-Fisher, 1985:81).

However, the present study differs from the Thagg-Fishers' research work in the following ways: first, the present study was carried out on diploma students. On the other hand, Fishers' study was carried out on Swedish learners of English. Second, the present study is based on the concord error structural test to fill in concord types and concord error written essay test. The other study is based on translation test and composition test. Third, the present study indicates the types of concord errors to cover as follows: subject-verb concord; pronoun-Antecedent concord and tense concord on the other hand. Fishers' work failed to indicate the types of concord errors that the study is expected to cover.

Kohlmyr (2001) investigated subject-verb concord of Swedish L2 learners of English. He discovered that the most common problem for Swedish learners of English is when the subject is a personal pronoun. There are two types of concord errors; "either the subject, requires the verb to take the 3rd person singular-s or it does not" (2001:144). He used the population of 153 and questionnaire as instrument for the study which is rejected for the present study. Another previous research relevant to the present study focused on agreement with collective nouns, in Newspapers written by native speakers of English. The present study differs from the Kohlmyr's (2001) study in the following respect: the present study carried out on Nigerian diploma 1 students in

Jigawa State. However, Kohlmyr's work was carried out on Swedish learners of English.

Levin (2001) carried out a study on analysis of distance concord errors of students and used the population of 169 students in Yamude School. He found that when there is a long distance between the subject and the predicate, it is difficult to remember the number of the subject (Levin 2001:93). Also, agreement errors become more frequent when personal pronouns occur in other clauses than their subjects/controller. When a pronoun appears in another sentence than its controller is more likely to produce plural concord than if both two items appeared in the same clause (Levin, 2001: 99-100).

The present work is different from Levin's work in the following ways: one, the present study is based on the concord errors. The errors produced in the written essays of Diploma 1 students, basically, three major types of errors as follows; subject-verb concord, pronoun-antecedent concord. Finally, tense concord errors while Levin's work was basically on distance concord.

Ruins (1996) study was conducted on subject-verb concords errors in the essay and translation test of students. The population for his study is 345 respondents. However, he discovered that fewer S/V concord errors were found in essays than in translations and tests. According to Ruins, there are fewer errors in essays because the students use simpler sentence structures and thus avoid the more difficult one that can cause errors (1996:32).

The present study differs from the Ruins' study in the following aspect: the present research work is based on the concord use errors of students. This is in their

written essays whereas; Ruins' work was based on concord errors of students in their written essays and translation test of students.

Karlsson's (2002) investigation included compositions and translations written by Swedish students at Lund University from A to C level. Like Ruin, Karlsson (2002:80) observed more S/V concord errors in translations than in free compositions. The present study differs from the Karlsson's study as in the present study used restricted written essay test and structural test to collect the data. But, the Karlsson's study used restricted composition on the other hand; Karlsson's study used free composition.

Bergstrom (1987) carried out a study on spoken and written material produced by Swedish students in upper secondary school. Her findings were that more concord errors were made in free compositions than in elicited data and she is also in agreement with Thagg-Fisher's conclusion. It indicated that students focus on content when writing essays and hence focus less on form (1987:46-47).

The present work differs from Bergstrom's (1987) study in that: The focal point of the present study is the concord errors produced by the diploma students in their written essays. They were analyzed and use the teaching strategies to reduce the errors whereas; the findings of Bergstrom's study were that more concord errors were made. This is usually in free compositions than in elicited data. Third, the present study will be concluded that students focus on content and form when writing their essays. This is because both are importance while, Bergstrom's agreed that students focus more on content when writing essays and hence focus less on form (1987:46-49).

Chanquoy (2001) conducted a research on "How to make it easier for children to revise their writing". This is to examine if a delay between writing and revising

could improve the frequency and the nature of revisions. In two out of three writing sessions, the revision period was delayed to lighten the cognitive load associated with the revising process. Sixty children from 3rd to 5th grades participated in the study. In the study, four types of errors have been distinguished.

1. Concord errors that concerned gender and number, agreement of nouns, verbs and adjectives.
2. Spelling errors that concerned errors in words.
3. Script errors, that consisted in a lack or errors of capital letters or of any punctuation mark in the text.

The results showed that 3rd grades producers shorten texts, containing more errors, but revised more than 4th and 5th grade. In 3rd grader, text and concord errors were the most frequent type of formal error. However, spelling script errors had similar percentages and punctuation errors were the rarest type of error. Concord errors were the most common type in 4th graders. In conclusion, the researcher found that this brief review of related literature of great value and important to this study. In fact, it guided him in the process of (1) shedding the light on the importance of studying and analyzing errors of the written English (2) determining the procedures of conducting the study and (3) providing him with insights to explain the source of the committed errors in the essays of the students of Ajloun schools.

The present study is different from Chanquoy's (2001) research work in the following aspects. The present study titled "Analysis of concord use errors in the Written English Essay of the Diploma students in some selected institutions in Jigawa State." On the other hand, Chanquoy's work titled "How to make it easier for children to revise their writing". The present study has the population of 249 Diploma 1 students. The other research work has the population of 60 children from 3rd to 5th

grades students of Ajloun schools. In the present study, three major types of concord have been distinguished as follows: subject-verb concord; pronoun-antecedent concord; and tense concord contrary to Chanquoy's work. The Chanquoy's work which looks on four types of concord has been distinguished as follows: concord errors; spelling concord; and script errors in the test. This study conducted with the aim of not only analyzing concord errors but with the view of recommending effective teaching strategies to reduce the errors. While, the other study conducted with the aim to analyse the concord errors of students only.

Other studies conducted in the area of concord errors in English that need to be acknowledge in this study included among a few; Ndjoze-Ojo (1995), Adogwa (1993), Peter (2009), Oyedokun (2009), Dauda (2004). Finally, the present study differs from the following studies of Ndoze-Ojo (1995), Adogwa (1993), Peter (2009), Oyedokun (2009) and Dauda (2004) in the following ways: In the present study, the researcher wishes to use strategies to reduce the concord errors found in the written essays of diploma students. On the other hand, Ndoze-Ojo (1995) and the other four aimed at analyzing the concord errors only not to reduce the errors. Another difference is that, the present study is based on diploma 1 students. In contrast, Ndoze-Ojo and others, none of their studies was conducted on this category of students.

This study hopes to motivate further research not only in concord errors in the written essays of English. But, it also encourages further research in all aspects and components of the English language curriculum. The findings of the study are going to be of immense benefit to the learners of English as a second language (ESL). It is also expected to provide the much-needed insights into the linguistic phenomenon of error analysis (E.A) in general.

2.14 Gains from the Review of Related Literature

It is clearly understood that during 1950s and 1960s. Language learners were made to learn by memorizing the correct models through mechanical repetition of drills and grammatical structures. During that period, errors were deemed undesirable and unwanted, and were considered as signs of failure in the language learning process and should be frowned at. But currently, errors are viewed as a natural and important part of learning because they can yield information about the students' progress in language learning. They also tell teachers what their students have learnt and what they have not learnt in the language.

It is also clear from the review that the focal point of EA was to identify learners' errors. Also, it examined that modern societies highly value the ability to write. This is the reason why there is a growing concern about the writing deficiencies among secondary school and undergraduate students.

Finally, it is seen that the effective use of concord plays significant role in the academic achievements of students. And a message is not conveyed in faulty grammar if concord is not appropriately used.

2.15 Summary

This chapter discusses the error analysis more particularly its concepts, procedures, significances and some of the models and strategies for the analysis and reduction of errors. It looks at concord of English which is referred to the agreement between subject of the sentence and other parts of the sentence. It highlights the rules of concord, its types, and the important roles played by concord in communication purposes. And some examples of concord errors were given.

The concept of EA has been formulated to identify learners' problems or errors. It has methods which aimed at finding out one thing, which is, the students' errors, and to

facilitate the process of TL learning. The chapter shed light on some sources of errors such as over-generalization, ignorance of rules restrictions, incomplete application of rules; etc. Strategies and models to be used in conducting error analysis were also explained.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology adopted for the study. Procedures used for gathering data including research design, population, sample and sampling techniques, research instruments as well as the procedure for the analysis of the data.

3.2 Research Design

Descriptive survey research design was used in this study. According to Ngu (2009) survey research is defined as a systematic collection of data from population or sampled, through interview or questionnaires techniques. It is a type of design that does not involve experiment. It is aimed at identifying variables and their relationship to one another. It is used for the purpose of obtaining data to enable the researcher test hypotheses and answer research questions.

3.3 Population

The population used in this study was diploma I students of J.S.C.OE, Gumel and Diploma I students of J.S.P, Dutse. Therefore, the population is two hundred and sixty five (265). These two institutions were chosen because they have the same curriculum for Diploma program. They also receive the same instructions in the art of essay writing in their Language and Communication Skills. Given the large size of the population of diploma I students in the two institutions a representation of 155 of the total population was used for the study. That is, 80 students from C.O.E and 75 from Poly respectively. Table 3.1 below presents the details about the population of the indentified students:

Table 3.1 Institutions and Levels for the Study and the Number of Students

Institutions	Levels	Number of Students
Jigawa State College of Education, Gumel	Diploma 1	138
Jigawa State Polytechnic, Dutse	Diploma 1	127
Total		265

Sources: Registrars of the Institutions (2015)

3.4 Sample and Sampling Procedure

Random sampling was used to select a sample size from the population (Krejcie and Morgan, 1970). Therefore, the study used a sample of 155 students from these institutions. The entire population cannot be used because the study aimed at an in-depth, using the whole population will be detrimental to the efficiency of the analysis. The sample is representative because it cuts across the diploma 1 student from the two institutions. Table 3.2 shows the breakdown of the sampled population (subjects) distribution follows:

Table 3.2 Number of Students Selected from Each Institution and Level

Levels	Total no. of Students	No. of Students Sampled	% Sample
Diploma 1 of J.S.C.O.E, Gumel	138	80	30
Diploma 1 of Jigawa State polytechnic Dutse	127	75	28
Total	265	155	58%

3.5 Instrumentation

The data for this study was obtained by administration of concord use structural test (CUST) and concord use written test (CUWT) to the sampled population.

3.5.1 Concord Use Structural Test (CUST)

Concord use structural test was administered to all students' sampled. This test measures the Diploma 1 students' level of concord in three major types of concord and their sub types. They are as follows: **Subject-verb concord**; subject-verb concord by number and person; subject-verb concord by gender and voice; noun subject-verb concord. Others are compound subject-verb concord and pronoun subject-verb concord.

Pronoun-Antecedent concord such as pronoun-antecedent concord by number, person; gender and person and finally, **tense concord** such as conditional tense-if, versus, when. Reported speech as in direct and indirect speech tense consistency such as verb of the main clause and verb of the subordinate clause must be the same tense. The test has two sections and three parts as follows: **section one-profile of the students**; **section two**-body of the test. **Part one**, subject-verb concord. **Part two**, pronoun-antecedent concord and **Part three**-tense concord

3.5.2 Concord Use Written Test (CUWT)

This test measures Diploma students' sampled level of concord to organize their ideas; develop the content; express themselves and use of mechanics in their essays. It will also measure the level of the students' use of concord in essay writing. The test was administered to all the students' sampled on the topic-*the most memorable day of my life*. Write in not more than 200 words.

The essay topic is challenging. It allows the subjects to express themselves freely, since every subject must have one most memorable day to remember in his or her life. It was selected because writing on such topic might involve the use of all types of concords. It requires a lot of narrative and descriptive ability and the accessibility of ideas or experiences students could easily write about. In choosing the essay topic, the following criteria were used. First, the topic chosen was such that would involve the

students using all types of concords such as subject-verb; pronoun antecedent and tense concord. Secondly, the topic encouraged the subjects to use various structures of English. They will be told the purpose of their writing the essay and were advised to discuss the topic with one another. This is because ‘one sure way of reducing careless errors in written work is to get learners to check each others’ work’’ (Norris 1982:21). Finally, the students were not aided in any way in the writing of the composition. The above CUWT has **one section**-profile of the students and four three parts as follows: (1) Subject-verb concord error (2) Pronoun-antecedent concord errors (3) Tense concord errors.

3.6 Data Collection Procedure

(a) This research used concord use structural test to fill in concord types and concord use written essay test (b) Analysis of the concord use errors (c) Recommend teaching and learning strategies to reduce the errors.

The identified and vetted errors were then classified into three broad categories shown in section below:

- a) Subject-verb concord errors
- b) Pronoun-Antecedent concord errors
- c). Tense concord errors

3.7 Pilot Study

The designed instrument was pilot tested by administering to 30 selected diploma 1 students from college of legal and Islamic studies, Ringim. The pilot study was conducted two times to conform to the test retest method. The pilot study was necessary to establish the validity of the instrument. Among others the pilot study will help to determine the problems that may be faced during the conduct of the study. It is

also aid in the provision of possible solution and determines the effectiveness of the research instruments by providing its feasibility for the research. The statistical package for social sciences (version 20) was used to establish the reliability index and internal consistency coefficient for the instrument. This is in line with Kalinger (1973)

3.8 Validity

For the purpose of validity of the instrument, a draft copy was given to the supervisors and the experts in the field of English language for the face and content validity. A final copy was printed after all the supervisors' and experts' advice and inputs.

3.9 Reliability

The data collected from the respondents of pilot study was recorded and subjected to the statistical analysis using Pearson Product Moment Coefficient (PPMC). This is for purpose of establishing the reliability of the instrument. Within the package, the test retest method was adopted for the determination of the reliability index, using the two variables of the test retest approach. The first test was assessed. The reliability coefficient obtained was 0.82. This coefficient is closer to 1.0 which conforms to the reliability specification for test instrument. It states that if a reliability coefficient is between 0.5 and 1, the instrument was considered reliable and fit for study. Spiegel (1992) and Stevens (1986) who asserted that an instrument is reliable if its reliability coefficient lies between 0 and 1, and that the closer it is to 1 the more reliable it is and the closer it is to 0, the less reliable is the instrument.

3.10 Data Analysis Procedure

The essay was rated given much emphasis to concord by following the standard usage of concord. For the identification, classification and analysis of concord use, the researcher relied on his own judgment and those of two other research assistants. Each with at least seven (7) and above years cognate teaching and marking of English experience each in a college of education. They also help the researcher in categorizing and quantifying the various use identified.

3.10.1 Error Counts

After the identified errors have been analyzed and compared under these three categories (subject-verb concord, pronoun-antecedent concord, and tense concord), the frequency of occurrence is then recorded under each category for statistical analysis. An independent t-test sample of analysis was used to test hypotheses. Simple Percentages, Means and Standard deviations were used to explain the research questions for the study.

3.11 Summary

The chapter discusses the methodologies that were used in the analysis of concord use errors of the sampled population that was used in the study. It gives insight to the instrument used, its validity and reliability. It also looked at the method used in the collection of data and tested from the survey as well as the statistical procedure used.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND DISCUSSION

4.1 Introduction

In this chapter, the researcher presents the statistical analyses, interpretations of the results of the data from the field survey. The research questions were answered along the respective objectives and hypotheses. The findings were also discussed in this chapter.

4.2 Answering Research Questions

The research questions aimed at identifying and comparing the concord use errors of Diploma 1 students of COE, Gumel and Poly, Dutse in their structural and written tests. The study also focused its interest on the frequencies of concord use errors found in the essays of these students. Therefore, the tables in the subsequent pages summarize the percentages, means and standard deviations which were used to answer the research questions posed in the study.

Research Question 1: To what extent do Jigawa State C.O.E Diploma 1 students commit concord use errors in comparison to Polytechnic Diploma 1 students in written essays?

To answer this research question a simple percentage and descriptive statistics of means and standard deviations were carried out. Table 4.1 below contains the overall frequencies and percentages of concord use errors obtained from the field via written essay.

Table 4.1: Overall Distribution of Frequencies and Percentages of Concord Use Errors Committed in the Written Essays

Written Essay	Subject-Verb Concord Use Errors		Pronoun-Antecedent Concord Use Errors		Tense Concord Use Errors	
	Frequency	%	Frequency	%	Frequency	%
C.O.E	117	65%	63	87%	302	67%
Polytechnic	63	35%	9	13%	152	33%
Total	180	100%	72	100%	454	100%

Table 4.1 portrays that a total of 180 subject-verb concord use errors have been committed by Diploma 1 students C.O.E and Polytechnic. For the C.O.E 117 errors or 65% were recorded. While Polytechnic committed 63 errors or 35% respectively. The table also portrays low occurrence of pronoun-antecedent concord use errors by the students as the total is 72 errors. For the C.O.E students, they committed 63 or 87% and for the Polytechnic only 9 or 13% of the pronoun-antecedent concord use errors were committed. The table reports high occurrence of tense concord use errors as the total is 454 which is ranked highest of all the three errors investigated. However, C.O.E students committed a total of 302 or 67% and Polytechnic students committed 152 or 33% of the tense use errors respectively. Table 4.2 below, an attempt has been made to present means and standard deviations for concord use errors as obtained from the field.

Table 4.2: Means and Standard Deviations for Concord use Errors in Written Essay

Group	N	Mean	Std. Deviation	Mean Difference
1 COE	80	6.00	4.953	2.427
2 POLY	75	3.57	4.722	

Source: Statistical Package for the Social Sciences (SPSS) output as in Appendix J (1)

Result in Table 4.2 showed that the mean concord use errors in written essays of COE were 6.00 and that of Polytechnic was 3.57. However, the standard deviations were 4.953 and 4.722 respectively. The difference in the mean concord use errors in written essay of COE and Polytechnic students' was 2.427 in favour of COE. This showed that there was a difference in the mean concord use errors in written essay of COE and Polytechnic students' in Jigawa State.

Research Question 2: To what extent do Jigawa State C.O.E Diploma 1 students commit subject-verb concord use errors in comparison to their Polytechnic counterparts in filling blank spaces?

To answer this research question a simple percentage and descriptive statistics of means and standard deviations were carried out. Table 4.3 presents the summary of frequencies and percentages of subject-verb concord use errors obtained from the data in filling blank spaces.

Table 4.3: Summary of Frequencies and Percentages of Subject- Verb Concord Use Errors Committed in Filling Blank Spaces

S/N	Items(Questions)	Wrong Responses	%	Correct Responses	%	Total	%
1	Each member of the police _____ responsible for his weapon (was, were, is)	104	67	51	33	155	100
2	Neither Umar nor Habu _____ completed the course work (has, had, have)	85	54	70	46	155	100
3	All of the football players _____ certain of playing their best (was, is, were)	84	54	71	46	155	100
4	Either my father or mother _____ free to make the trip (is, was, were)	76	49	79	51	155	100
5	There_____ several reviews of the book available (is, are, was)	54	34	101	66	155	100
6	To have loved and lost is an experience most humanity _____ suffered (have, is, were)	100	65	55	35	155	100
7	Only one of his points _____ sensible (was, is, were)	107	69	48	31	155	100
8	Where _____ Aisha and Maryam? (is, was, are)	97	63	58	37	155	100
9	Not only Peter but also his uncle _____ involved in the accident (was, is, were)	72	46	83	54	155	100
10	The man together with his children _____ to the farm very afternoon (goes, go, gone)	96	62	59	38	155	100

The table 4.3 states that 104 (67%), 85(54%), 84 (54%), 76 (49%), 54 (34%) for subject – verb concord errors respectively committed with respect to question 21, 22, 23, 24 and 25 of the instrument when only 51 (33%), 70 (46%), 71 (46%), 71 (51%), and 101 (66%) correct responses were made. Similarly, the table reveals that, while 100 (65%), 107 (69%), 97 (63%), 72 (46%)(and 96 (62%)) such errors were committed for

questions 26, 27, 28, 29 and 30 respectively. For correct responses 55 (35 %,) 48(31%) 58(37%), 83(54%), and 59(38%) were made on the same questions.

Table 4.4 contains means, standard deviations and difference for subject-verb concord use errors committed in filling blank spaces.

Table 4.4: Means and Standard Deviations for Subject-Verb Concord Use Errors in Filling Blank Spaces

Group	N	Mean	Std. Deviation	Mean Difference
1 COE	80	8.98	3.214	.522
2 POLY	75	8.45	3.438	

Source: Statistical Package for the Social Sciences (SPSS) output as in Appendix J (2)

Result in Table 4.4 showed that the mean subject-verb concord use errors in filling blank spaces of COE were 8.98 and that of Polytechnic was 8.45. Standard deviations were 3.214 and 3.438 respectively. The difference in the mean subject-verb concord use errors in filling blank spaces of COE and Polytechnic students' was 0.522 in favour of COE. This showed that there was a difference in the mean subject-verb concord use errors in filling blank spaces of COE and Polytechnic students' in Jigawa State.

5. Research Question 3: To what extent do Jigawa State C.O.E Diploma 1 students commit pronoun-antecedent concord use errors in comparison to Polytechnic students in filling blank spaces?

To answer this research question a simple percentage and descriptive statistics of means and standard deviations were carried out. Table 4.5 below presents summary of frequencies and percentages of pronoun-antecedent concord use errors as obtained from the data gathering process.

4.5: Summary of Frequencies and Percentages of Pronoun – Antecedent Concord Use Errors in Filling Blank Spaces

S/ N	Items	Wrong Responses	%	Correct Responses	%	Total	%
11	The university is making efforts to help (their, her, is) students studying abroad.	141	91	14	9	155	100
12	The villagers do not have the interest in farming that (You, she, they) used to have	54	35	100	65	155	100
13	He spent more time preparing (himself, herself, themselves) than she did.	47	30	107	70	155	100
14	Some drivers fail to work up (your, their, its) ability	55	35	100	65	155	100
15	I recognized one of the boys but I didn't speak to (him, her, you)	30	20	124	80	155	100
16	When I met the man, I gave (him, her, it) the letter	22	14	133	86	155	100
17	One of the girls injured (their, her, its) ankle	55	35	99	65	155	100
18	They told us (Ourselves, yourself, themselves) that they have lied	91	59	64	41	155	100
19	Anybody who joins politics knows that (he, she, you) will have to take criticism	82	53	73	47	155	100
20	George is devoted to your, his, its) aged mother	71	46	84	54	155	100

Table 4.5 above reports that, for the questions 11, 12, 13, 14, 15 and 16, the wrong responses committed were 91, 35, 30, 20 and 14 respectively and that 9%, 65%, 70%, 65%, 80% and 86% correct responses representing 14, 100, 107, 100, 124 and 133 respectively. It does also reveal that, for questions 17, 18, 19, 20, the wrong response

55 (35%), 91(59%), 82 (53%) and 71 (46%) committed. The correct responses 99 (65%), 64 (41%), 73 (47%) and 84 (54%) for the same questions

Table 4.6 displays means and standard deviations and difference for concord use errors committed in filling blank spaces.

Table 4.6: Means and Standard Deviations for Pronoun- Antecedent Concord Use Errors in Filling Blank Spaces

Group	N	Mean	Std. Deviation	Mean Difference
1 COE	80	13.03	4.386	3.065
2 POLY	75	9.96	4.977	

Source: Statistical Package for the Social Sciences (SPSS) output as in Appendix J (3)

Result in Table 4.6 indicated that the mean pronoun-antecedent concord use errors in filling blank spaces of COE were 13.03 and that of Polytechnic was 9.96. Thus standard deviations were 4.386 and 4.977 respectively. The difference in the mean pronoun-antecedent concord used in filling blank spaces of COE and Polytechnic students' was 3.065 in favour of COE. This showed that there was a difference in the mean pronoun-antecedent concord use errors in filling blank spaces of COE and Polytechnic students' in Jigawa State.

6. Research Question 4: To what extent do Jigawa State C.O.E Diploma 1 students commit tense concord use errors in comparison to their Polytechnic counterparts in filling blank spaces?

To answer this research question a descriptive statistics of means and standard deviations were carried out. The result was presented in Table 4.5. However, table 4.7 containing summary of frequencies and percentages of tense concord use errors obtained from the field in filling the gap.

4.7: Summary of Frequencies and Percentages of Tense Concord Use Errors in Filling the Gap

S/N	Items	Wrong Responses	%	Correct Responses	%	Total	%
21	She is very beautiful, and (resembled, resembling, resembles) her mother	116	75	39	25	155	100
22	He said that (he is going to enjoy himself, he was going to enjoy himself, she is going to enjoy herself) “I am going to enjoy myself”	133	86	22	14	155	100
23	I thought the way he spoke to you (amount, amounted, was amounted) to insolence.	136	88	19	12	155	100
24	Although everybody (felt, is feeling, had felt) reluctant to volunteer one person finally put up his mind	131	85	24	15	155	100
25	Speaker(a): I bought a bucket in the market today (a) speaker (b): How much ... (was it cost, was it costing, did it cost)	112	72	43	28	155	100
26	She must think I (am disliking, was disliking, dislike) her, because I seem to be trying to escape from her.	97	62	58	38	155	100
27	He warned them that if they (eats, were eating, ate) too much they would not have a sound sleep	136	88	19	12	155	100
28	It always (rains, rained, is raining) a lot at this time of the year, and is good for the soil	86	55	69	45	155	100
29	On several occasions robbers (snatched, snatches, snatch) our cars	114	74	41	26	155	100
30	Musa is (walked, walk, waking) to the palace	43	28	112	72	155	100

Table 4.7 shows that, for question 1234 and 5, the wrong responses committed were 116,133,136,131 and 112 representing 75%, 86%, 88%, 85% and 72% respectively and that 39,22,19, 24 and 43 correct responses representing 25,14,12,15 and 28 respectively were made. It also reveals that for question 6,7,8,9 and 10, the wrong responses made were 97, 136, 86, 114, and 43 of the study instrument, when only 38, 12, 45, 26 and 72 responses were correct.

Table 4.8 presents means and standard deviations for tense concord use errors obtained from the field.

Table 4.8: Means and Standard Deviations for Tense Concord Use Errors in Filling Blank Spaces

Group	N	Mean	Std. Deviation	Mean Difference
1 COE	80	6.23	2.681	1.092
2 POLY	75	5.13	3.112	

Source: Statistical Package for the Social Sciences (SPSS) output as in Appendix J (4)

Result in Table 4.8 showed that the mean tense concord use errors in filling blank spaces of COE were 6.23 and that of Polytechnic was 5.13. And standard deviations were 2.681 and 3.112 respectively. The difference in the mean tense concord use errors in filling blank spaces of COE and Polytechnic students' was 1.092 in favour of COE. This showed that there was a difference in the mean tense concord use errors in filling blank spaces of COE and Polytechnic students' in Jigawa State.

4.3 Testing Null Hypotheses

Null Hypothesis 1: There is no significant difference in the mean concord use errors in written essay among Diploma I students of COE and Polytechnic in Jigawa State.

To test whether there is a statistically significant differences in the mean concord use errors in written essay among Diploma I students of COE and Polytechnic. Independent samples t-test analysis was carried out and Table 4.7 presented the results. Table 4.9 vividly presents summary of student's independent samples t-test for concord use errors committed in written essay

Table 4.9: Summary of Independent Samples T-test for Concord Use Errors in Written Essay

Group	N	Mean	Std. Deviation	T	Df	P-value	Remark
1 COE	80	6.00	4.953	3.118	153	.002	Significant
2 POLY	75	3.57	4.722				

Source: Statistical Package for the Social Sciences (SPSS) output as in Appendix J (1)

Results presented in Table 4.9 showed that there was a statistically significant difference in the mean concord use errors in written essays. This is among Diploma I students of COE and Polytechnic. COE students committed more errors in concord use ($\bar{X}=6.00$, $SD=4.953$) than Polytechnic students ($\bar{X}=3.57$, $SD=4.722$) as supported by $t_{cal}=3.118$ at $df=153$, $p=0.002<0.05$ (two tailed). The result indicated that there was a statistically significant difference in the mean concord use errors in written essay among Diploma I students of COE and Polytechnic. Therefore, the null hypothesis which says no difference is rejected.

Null Hypothesis 2: There is no significant differences in the mean subject-verb concord use errors in filling blank spaces among Diploma I students of COE and Polytechnic in Jigawa State.

To test whether there is a statistically significant difference in the mean subject-verb concord use errors in structural test among Diploma I students of COE and Polytechnic. Independent samples t-test analysis was carried out and Table 4.8 presented the results. Table 4.10 contains summary of independent t-test for subject-verb concord use errors in structural test

Table 4.10: Summary of Independent Samples T-test for Subject-Verb Concord Use errors in Filling Blank Spaces

Group	N	Mean	Std. Deviation	T	df	P-value	Remark
1 COE	80	8.98	3.214	.976	153	.330	Not significant
2 POLY	75	8.45	3.438				

Source: Statistical Package for the Social Sciences (SPSS) output as in Appendix J (2)

Results presented in Table 4.10 showed that there was no statistically significant difference in the mean subject-verb use errors in filling blank spaces. This is among Diploma I students of COE and Polytechnic. COE students committed more errors in their use of concord (\bar{X} =8.98, SD=3.214) than Polytechnic students (\bar{X} =8.45, SD=3.438) as supported by $t_{cal}=0.976$ at $df=153$, $p=0.330>0.05$ (two tailed). The result indicated that there was no statistically significant difference in the mean subject-verb concord use errors in filling blank spaces among Diploma I students of COE and Polytechnic; hence the null hypothesis which says no difference is retained.

Null Hypothesis 3: There is no significant difference in the mean pronoun antecedent concord use errors in filling blank spaces. This is among Diploma I students of COE and Polytechnic in Jigawa State.

To test whether there is a statistically significant difference in the mean pronoun antecedent concord use errors in filling blank spaces. This is among Diploma I students of COE and Polytechnic. Independent samples t-test analysis was carried out. Table 4.11 shows summary of independent samples t-test for pronoun- antecedent concord use errors obtained in structural test

Table 4.11: Summary of Independent Samples T-test for Pronoun- Antecedent Concord Use Errors in Filling Blank Spaces

Group	N	Mean	Std. Deviation	T	df	P-value	Remark
1 COE	80	13.03	4.386	4.074	153	.000	Significant
2 POLY	75	9.96	4.977				

Source: Statistical Package for the Social Sciences (SPSS) output as in Appendix J (3)

Results presented in Table 4.11 showed that there was no statistically significant difference in the mean pronoun antecedent concord use errors in filling blank spaces. That was among Diploma I students of COE and Polytechnic. COE students committed more errors in their use of concord (\bar{X} =13.03, SD=4.386) than Polytechnic students (\bar{X} =9.96, SD=4.977) as supported by t_{cal} =4.074 at df=153, $p=0.001<0.05$ (two tailed). The result indicated that there was no statistically significant difference in the mean pronoun antecedent concord use errors in filling blank spaces. This is among Diploma I students of COE and Polytechnic. Hence the null hypothesis which says no difference is rejected.

Null Hypothesis 4: There is no significant difference in the mean tense concord use errors in filling blank spaces. This is among Diploma I students of COE and Polytechnic in Jigawa State.

To test whether there is a statistically significant difference in the mean tense concord use errors in filling blank spaces. This is among Diploma I students of COE and Polytechnic in Jigawa State. Independent samples t-test analysis was carried out. Table 4.12 summarizes an independent samples t-test for tense concord use errors in structural test

Table 4.12: Summary of Independent Samples T-test for Tense Concord Use Errors in Filling Blank Spaces

Group	N	Mean	Std. Deviation	T	df	P-value	Remark
1 COE	80	6.23	2.681	2.344	153	.020	Significant
2 POLY	75	5.13	3.112				

Source: Statistical Package for the Social Sciences (SPSS) output as in Appendix J (4)

Results presented in Table 4.12 showed that there was statistically significant difference in the mean tense concord use errors in filling blank spaces. This is among Diploma I students of COE and Polytechnic. COE students committed more errors in their concord used ($\bar{X}=6.23$, $SD=2.681$) than Polytechnic students ($\bar{X}=5.13$, $SD=3.112$) as supported by $t_{cal}=2.344$ at $df=153$, $p=0.020<0.05$ (two tailed). The result indicated that there was statistically significant difference in the mean tense concord use errors in filling blank spaces among Diploma I students of COE and Polytechnic. Hence the null hypothesis which says no difference is rejected.

4.4 Major Findings

This section presents the major findings of the study, the findings are as follows:

RQ1: To what extent do Jigawa State C.O.E Diploma 1 students commit concord use errors in comparison to Polytechnic Diploma 1 students in written essays?

Jigawa State C.O.E students commit concord use errors in comparison to Polytechnic students in the written essays as follows:

- i. misuse of subject and verb in a sentence; example singular subject and plural verb.
- ii. poor use of pronouns that do not agree with their antecedents;
- iii. inconsistencies in the use of tenses;
- iv. a significant difference in the concord use errors of Jigawa State C.O.E students and Poly was found in their written essays.

RQ2: To what extent do Jigawa State C.O.E Diploma 1 students commit subject-verb concord use errors in comparison to their Polytechnic counterparts in filling blank spaces?

Jigawa state C.O.E students commit subject-verb concord use errors in comparison to their Polytechnic counterparts in filling blank spaces as follows;

- i. inappropriate use of subject, verb and object in a sentence;
- ii. poor use of noun subject-verb concord: pronoun subject singular and verb plural
- iii. improper use of compound subject as singular subject
- iv. inappropriate use of verb 'to be'
- v. poor use of gender concord

vi. there was no significant difference in the subject-verb concord use errors in filling blank spaces among C.O.E and Polytechnic students in Jigawa state.

RQ3: To what extent do Jigawa State C.O.E Diploma 1 students commit pronoun-antecedent concord use errors in comparison to Polytechnic students in filling blank spaces?

Jigawa State C.O.E students commit pronoun-antecedent concord use errors in comparison to the Polytechnic students in filling blank spaces in the following:

- i. poor use of pronoun to indicate gender in masculine, feminine and neuter;
- ii. non selection of the correct pronouns to indicate number of the antecedents;
- iii. inappropriate use of pronouns that will agree with their antecedents;
- iv. misuse of reflexive pronouns to agree with person and gender in most cases;
- v. incorrect use of relative pronouns for human, familiar animals and non human;
- vi. a significant difference did not exist in the mean pronoun-antecedent concord used in filling blank spaces. This is among Diploma 1 students of C.O.E, Gumel and Poly, Dutse in Jigawa State.

RQ4: To what extent do Jigawa State C.O.E Diploma 1 students commit tense concord use errors in comparison to their Polytechnic counterparts in filling blank spaces?

Jigawa State C.O.E students do commit tense concord use error in comparison to their polytechnic counterparts in filling blank spaces as follows;

- i. inconsistent use of tenses of the main clause and subordinate clause;
- ii. use of present tense as past: for example 'is' as 'was'

iii. poor insertion of conditional tense

iv. the significant difference in the mean tense concord used in filling blank spaces was found. This is between Diploma 1 students of C.O.E, Gumel and Poly, Dutse respectively.

4.4.1 Additional Findings

The following are the additional findings for study:

- v. It is discovered that from amongst the three major types of concord use that this study investigated, tense concord errors had the highest frequency of occurrence.
- vi. The study also found out that Diploma 1 students tended to avoid completely the use of passive structures and phrasal verbs, They nearly scored zero percentage in all cases
- vii. The study also established that the frequency of concord errors committed had a direct negative effect on the academic achievement of students.
- viii. The study revealed that the Diploma 1 students had not been able to develop adequate linguistic and communicative competence or adequate grasp of the English concords. To enable them cope with the communicative demands of higher education. Most of the students'/ respondents' written essays were found to be incomprehensible and did not pay particular attention to text and cohesive devices

4.5 Discussion of the Major Findings

The study seeks to identify, analyse and compare concord use errors of Diploma 1 students of C.O.E, Gumel and Poly, Dutse, in Jigawa State. The frequencies of errors and whether a significant difference exists among the types of concord errors committed across the two institutions. The results of this study are discussed below;

The finding from the first research question and hypothesis indicated in table 4.1. The study has established the fact that the C.O.E students have committed a lot of concord use errors in their written essays. Therefore, the mean concord use errors committed in the written essays of Diploma 1 students of C.O.E. was 6.00 and that of Poly was 3.57. And standard deviations were 4.953 and 4.722 respectively. This finding however shows that the Diploma 1 students of C.O.E committed more concord errors in their written essays. This is when compared to Diploma 1 students of Poly with the mean difference of 2.427. The result also showed that there was a difference in the mean concord errors committed in the written essays of C.O.E and Polytechnic students' in Jigawa State. Also, independent sample t –test analysis was used and the hypothesis which says no difference was rejected

The study also discovered that there was no significant difference in the mean Subject- verb concord use errors in filling the gaps. Descriptive statistics of means and standard deviations were also used to answer this. The mean of subject-verb concord used by Diploma 1 students of C.O.E was 8.98 and that of polytechnic was 8.45 with standard deviations 3.214 and 3.438. The difference was 0.522 in favour of C.O.E. In testing the hypothesis independent sample t-test was carried out. The result indicated that concord errors are prevalent among Diploma 1 students of Tertiary institutions in Jigawa State. This result justifies the claim of Galadi in (2004). At the end, the null hypothesis is retained which says no difference.

The third finding of the study revealed a significant difference was not found in the mean pronoun-antecedent concord used in filling blank spaces. That was between Diploma 1 students of C.O.E, Gumel and Poly, Dutse in Jigawa State. The mean of pronoun-antecedent concord of C.O.E was 13.03 and that of Poly was 9.96 with standard deviations 4.386 and 4.977 respectively. The study has shown that less than

half of the students use the incorrect concord with respect to pronoun-antecedent concord.

The fourth finding revealed the significant difference in the mean tense concord used in filling blank spaces. This is among Diploma1 students of C.O.E and Poly in Jigawa State. The mean tense concord used by C.O.E Diploma 1 student was 6.23 and that of polytechnic were 5.13 with standard deviations 2.681 and 3.112. The result showed that the mean difference of tense concord use errors of C.O.E and Poly was 1.092 in favour of C.O.E. Therefore, the C.O.E students committed more errors in their ability to use tense concord than the Polytechnic students as supported by $t_{cal}=2.344$ at $df=153$, $p=0.020<0.05$.

The results above indicated that tense errors had the highest frequency of occurrence. These results also agree with Edwin (1989) and Galadi (2004) when it reports that Misuse of tenses under the grammatical/ structural category ranked highest with (33.66%). That is to say, tense concord constitutes major problem area for the students. The study has shown that more than half of the students use sentences that lack tense concord. The results also indicate that tense concord errors ranked highest with 44.17% frequency of occurrence. This result confirms Akonobi (1976) and Olayemi (1980) who reported 44.47% and 44.2% of occurrence respectively. Therefore, tense concord seems to be a problem area to students of tertiary institutions in Jigawa State. Most students commit tense concord errors. This may call for drills in that area. In the two institutions investigated, subjects' responses to the items by the essay writing to justify our assumption that tense concord is difficult to students.

The study also found out that Diploma 1 students always avoided the use of passive voice and phrasal verbs. This avoidance nearly scored zero percentage in Concord Use

Written Test. It is observed that, students tend to avoid passive structures because of the difficulties they are likely to encounter when they attempt to use the structures. This avoidance phenomenon is one of the weaknesses of EA noted by earlier researchers (Duskova, 1969, Scatcher, 1974, Klassen, 1991 and Dauda 2004), which has been confirmed by the present study.

This finding has also established the fact that the frequency of concord errors committed had a direct negative effect on the academic achievement of students. It is evident that the more the students commit the poorer their performances. And this causes the mass failure of students in Language and Communication Skills in English. As teachers, we should strive hard to reduce the number of errors committed by our students, if we really mean to improve their performance. That is as performance increases, error decreases and vice-versa.

On the communicative angle, the study reveals that most of the students' essays are not even readable completely. This is because they are incomprehensible, containing a lot of concord errors and other errors such as spellings, mixed ups or muddled thoughts. Paragraphs do not contain dominant ideas or apparent cohesive devices; and ideas do not flow smoothly. Similarly, most essays lack text structures, such as, introduction, conclusion, topic sentences, supporting details and linkers.

4.5.1 Samples of Concord Use Errors Committed from the Actual Scripts

The following are samples of concord errors observed in the scripts of students:

4.5.1.1 Subject-Verb Concord Use Errors

Subject verb concord errors were observed in these sentences:

(1a) I will never forget the day of my marriage. I inviting all my friend

Revised

(1b) I will never forget the day of my marriage. I invited all my friends

(2b) all my friends was happy

Revised

(2b) all my friends were happy

(3a) someone called me in my phone he ask me about my father

Revised

(3b) someone called me on my phone. He asks me about my Father

(4a) it is day that my father gave me some gift

Revised

(4b) it is the day that my father gave me some gifts

(5a) However, I take promise I will read hard to pass all my exam that I am looking for

Revised

(5b) However, I took a promise that I will read hard to pass all my exams

(6a) I am travelling to the Kano I so two motor in the road was involve in accident

Revised

(6b) I was travelling to Kano as I saw two motors were involved in an accident

(7a) only three person that was diet

Revised

(7b) only three persons were dead

(8a) He don't want to see me with any girl friend

Revised

(8b) He doesn't want to see me with any girl friend

(9a) the one who love you will never leave you even if there are hundred reasons to give up they find one reason to hold on.

Revised

(9b) the one who loves you will never leave you even if there are hundred reasons to give up they find one reason to hold on

(10a) he signed on our papers and he send us to the Accountant

Revised

(10b) he signed on our papers and he sends us to the Accountant

4.5.1.2 Pronoun-Antecedent Concord Use Errors

Pronoun-antecedent concord errors were observed in the students' scripts as follows:

(11a) she was in trouble and I tried to help them

Revised

(11b) she was in trouble and I tried to help her

(12a) when we start fighting he said let him punish every members of this house

Revised

(12b) when we started fighting. He said 'I will punish every member of this house'

(13a) we apply for the college but it is only me got admission

Revised

(13b) we applied for the college but it is me who got the admission

(14a) there is no kind of teacher which there is no good background

Revised

(14b) there is no teacher who doesn't have good background

(15a) the police men observes that the man which was taken to him is out of his mind.

Revised

(15b) the police men observe that the man who was taken to them was out of his senses

(16a) they must reduce her acceleration in order to drive safely

Revised

(16b) they must reduce their acceleration in order to drive safely

(17a) we took him to the hospital no any one among us think that my brother will survive

Revised

(17b) we took him to the hospital nobody among us thinks that my brother will survive

(18a) I was travelled to Kaduna after school hours, it is my mother paid me give money for travelling to Kaduna

Revised

(18a) I travelled to Kaduna after the school hours, it is my mother who paid my transport fares

(19a) I invite all my brother and sisters which they are in our house

Revised

(19b) I invited all my brothers and sisters who are in our house

(20a) when we are in our junior secondary school. There is one of our teacher which we called Mal. Mustapha

Revised

(20b) when we were at our junior secondary school. There was one of our teachers whom we called Mal. Mustapha

4.5.1.3 Tense Concord Use Errors

The following are the tense concord errors observed in the students' scripts

(21a) the most memorable day of my life is the day I finishes my secondary school at Kano

Revised

(21b) the most memorable day of my life was the day I finished my secondary school in Kano

(22a) I am always thinking about my farther date of diet. This day is Friday I am in the School I write my examination by that day.

Revised

(22b) I always think about my Fathers' dead. The day was Friday when I was in the School. I wrote my examination on that day.

(23a) I will go to university in order to continuous my study

Revised

(23b) I will go to university in order to continue with my study

(24a) my father come and call me

Revised

(24b) my Father came and called me

Revised

(25a) he looked into all our O level certificate. He raised his head and said is intact

Revised

(25b) he looked into all our O level certificates. He raised his head and said was intact

(26a) one day, when I was in my business place, something happening to me

Revised

(26b) one day, when I was in my business place, something happened to me

(27a) I told her what my mother say

Revised

(27b) I told her what my mother said

(28a) I was in my duty post when I got a call from my wife that one of my daughters she is not feeling well

Revised

(28b) I was on my duty post when I got a call from my wife that one of my daughters was not feeling well

(29a) my mother ask me to find a wife

Revised

(29b) my mother asks me to find a wife

(30a) I thank god for the opportunity, he give me

Revised

(30b) I thanked God for the opportunity, he gives me.

CHAPTER FIVE

SUMMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter briefly summarizes the findings of the study with reference to the research questions raised at the beginning of the study. This is followed by the implication of the findings. The recommendations of the study are also given which are based on the findings. It also contains the conclusion and the contribution of the present study. Finally, some suggestions for further research are given.

5.2 Summary of the Study

The study was conducted to identify and analyze the concord use that the Diploma 1 students usually make in their essays in Jigawa State. A survey design was used. Seventy five (75) were chosen from Jigawa State Polytechnic, Dutse and eighty (80) students were chosen from Jigawa State College of Education, Gumel as sample for the study. These students were randomly selected. The data was collected using concord error structural and concord error written tests. Four research questions answered in this study are restated below:

1. To what extent do Jigawa State C.O.E Diploma 1 students commit concord use errors in comparison to Polytechnic Diploma 1 students in written essays?
2. To what extent do Jigawa State C.O.E Diploma 1 students commit subject-verb concord use errors in comparison to their Polytechnic counterparts in filling blank spaces?

3. To what extent do Jigawa State C.O.E Diploma 1 students commit pronoun-antecedent concord use errors in comparison to Polytechnic students in filling blank spaces?

4. To what extent do Jigawa State C.O.E Diploma 1 students commit tense concord use errors in comparison to their Polytechnic counterparts in filling blank spaces?

To test the above mentioned research questions, various statistical tools were employed. T-test was used to determine the difference between the concord use errors of Diploma 1 students of C.O.E students and Poly, Jigawa State. The following are the summary of the findings emanating from the analyses undertaken in chapter four:

1. Jigawa State C.O.E students commit concord use errors in comparison to Polytechnic students in the written essays as follows:

i misuse of subject and verb in a sentence;

ii poor use of pronouns that do not agree with their antecedents;

iii inconsistencies in the use of tenses;

iv. a significant difference in the concord use errors of Jigawa State C.O.E students and Poly was found in their written essays.

2. Jigawa State C.O.E students commit subject-verb concord use errors in comparison to their Polytechnic counterparts in filling blank spaces as follows;

i. inappropriate use of subject, verb and object in a sentence;

ii. poor use of noun subject-verb concord: pronoun subject singular and verb plural

iii. improper use of compound subject as singular subject

iv. inappropriate use of verb 'to be'

v. poor use of gender concord

vi. there was no significant difference in the subject-verb concord use errors in filling blank spaces among C.O.E and Polytechnic students in Jigawa State.

3. Jigawa State C.O.E students commit pronoun-antecedent concord use errors in comparison to the Polytechnic students in filling blank spaces in the following:

i. poor use of pronoun to indicate gender in masculine, feminine and neuter;

ii. non selection of the correct pronouns to indicate number of the antecedents;

iii. inappropriate use of pronouns that will agree with their antecedents;

iv misuse of reflexive pronouns to agree with person and gender in most cases;

v. incorrect use of relative pronouns for human, familiar animals and non human;

vi. a significant difference did not exist in the mean pronoun-antecedent concord used in filling blank spaces. This is among Diploma 1 students of C.O.E, Gumel and Poly, Dutse in Jigawa State.

4. Jigawa State C.O.E students do commit tense concord use error in comparison to their polytechnic counterparts in filling blank spaces as follows;

i. inconsistent use of tenses of the main clause and subordinate clause;

ii. use of present tense as past: for example 'is' as 'was'

iii. poor insertion of conditional tense

iv. the significant difference in the mean tense concord used in filling blank spaces was found. This is between Diploma 1 students of C.O.E, Gumel and Poly, Dutse respectively.

5.3 Implication of the Findings

The concord use errors of Diploma 1 students of C.O.E, Gumel and Diploma 1 students of Poly, Dutse have been identified, analysed and compared in this study. The identified errors of concord are responsible for their poor performance in virtually all the courses they register for in these institutions. It is evident in the English language courses and Language and communication skills in the institutions

In essence, the study has established the fact that the Diploma 1 students commit lot errors of concord in their verbal and written communications. This calls for the institutions or the controlling body to ensure that more communication courses are introduced to assist the students in their language skills.

Their Lecturers in the English related courses should as well expose them to the rudiments of grammar of English. The identified errors have a direct effect on the academic achievement of the Diploma 1 students in the English language. The higher the errors committed the lower their performance. In short, the students did not obey the rules of s-v concord especially that of number in both subject and object positions. They were also found making mistakes in terms of using person as first, second and third person. Most of the students did not know how to use concord in the areas of gender as feminine and masculine. They are very poor in using tenses. Therefore, more efforts should be put in place to ensure that the students are taught basics of the English grammar. Without this, the problem will persist hence the errors have become a habit.

5.4 Conclusion

In concluding this research report, it must be stressed that the paramount objective of conducting Error Analysis (E.A) is to provide empirical information about students' errors. It is used also to suggest ways to remedy them. Therefore, the concord error patterns identified in this study would provide a useful guide to the formulation of an improved English language curriculum. This is for Diploma 1 students more particularly in the areas of concords. Beyond that, these patterns should be tackled right at the secondary school level. If that is done, there will be no any need addressing them at the tertiary level of education. It should be stated also that, even though the study is based on concord errors observed in just two institutions. There are sufficient grounds to believe that these concord error patterns can cut across many institutions in the country. At last, the study has established the fact that the Diploma 1 students commit lot concord errors in their concord use. These errors have direct negative effects on the academic achievements of students in English language and communication skills courses.

5.5 Recommendations

Based on the magnitude of the concord errors found and the findings of this study, the researcher recommends the following:

- (a) Students should be encouraged to read widely because a great deal of their errors can be eradicated if they read extensively from a variety of literature sources. Students should change their attitudes towards errors. They should realize that it is always good to go over whatever one has written. As teachers, we should make it a point of duty that, our students must edit their work individually, at times collectively. This is before they handle them over to us for

marking. They should establish literary and debating societies as well as dramatic club and writers' clubs to help them develop in the use of concord. In addition, these clubs can help them in their verbal and written forms of English. Students also should be encouraged to listen to programmes in English such as BBC, VOA and Cable News Network every day.

- (b) Teachers of English should use the identified errors to teach the students. He has a great role to play in addressing the various errors observed, as committed by the students, in this study. He should expose the students, while teaching, to the different rules of concord as well as exceptions to the rules of grammar to avoid further occurrence of concord errors. However, the students should be exposed to the error patterns before they find themselves making the same mistakes. This will help in reducing the gravity of errors committed. The teacher should organise extra-curricular activities. This includes creative writing contest, editing, proof-reading and publishing in order to improve the linguistic and communicative competence of his students. The situation where teachers give written exercises to students and refuse to mark or mark carelessly with lots of concord errors should be discontinued.
- (c) Curriculum developers and textbooks writers should undertake a periodic review of the contents and styles of course materials. This would help them to address the various types of concord errors identified in the structural test and written essay of students in this study. They must provide exhaustively adequate lesson series, drills and spiral curriculum provisions particularly in the areas of tense concord where students committed many errors. And some structures avoided by them like passive voice and phrasal verbs should equally consider.

- (d) The role of the institutions concerned in relation to the findings of this study.

They are expected to organise seminars or workshops especially for lecturers in English and General Studies Departments. The seminar should be organized in order to share ideas on how best to tackle the concord errors found in the study. If the lecturers in these two institutions are exposed to the students' misuse of concord, they will direct their attention towards those areas. By doing this, they will improve the quality of their product. The institutions would provide library facilities to enable the students have access to relevant textbooks and encourage them to read beyond the recommended text. They should be encouraged to read widely such as Journals, Magazines, Newspapers and Reader's Digest-through a great deal of concord errors can be reduced.

- (e) The need for remedial drills due to several areas of weaknesses. Such concord errors, as earlier noted, found to pose serious problem to students. Errors include the misuse of tense concord for using present tense as past tense, S-V concord, and pronoun –antecedent concord. And the avoidance of some structures example passive voice and phrasal verbs etc. The above information obtained from EA would help the teacher focus attention on these areas, which actually need reinforcement. It avoids the teacher for wasting time and energy on areas, which pose little or no problem to students.
- (f) More language and communication skills courses should be introduced. There should be an improvement on the use of concord by students in both spoken and written forms.
- (g) Jigawa State government should supply enough and up-dated books that address such concord problems to schools for the teaching of students.

5.6 Recommendation of Teaching and Learning Strategies for Reduction of Concord Error Types

The following are the proposed strategies for the reduction of concord error types observed in this study.

5.6.1 Selective Marking is error reduction strategy, whereby message carrying errors and communication impaired errors are selected for marking rather than pointing out all errors. In this approach, teachers should be more tolerant to errors that do not destroy communication. As explained by Hendrickson (1978) learners do not like to be corrected for each error they make. This practice ruins their confidence to use the target language. Different types of errors carry a greater weight of deviation or resonance than others. The ones that should be given priority are those that lead to total communication break-down, those with a lot of strain. This is because they conveyed the opposite of the intended meaning, variant of meaning leading to inaccurate or embarrassing interpretation. In short, decision that teachers should focus on should be that which will be most productive in future communication.

The following are the types of errors that need to be corrected as mentioned by Pierson (2005) and Karra (2006) a) errors that impair communication; b) errors that show misunderstanding of the current classroom focus; c) errors that have high ‘stigmatizing’ effect; and d) errors that are produced the most frequent. The language teacher needs to be familiar with these types of errors in order to be able to provide suitable correction. For instance, indecipherability, a phrase is just not interpretable and familiarity so it should be corrected. Where a learner produces the cliché errors associated to his/her mother tongue, and in appropriate at the sociolinguistic level. (Olaofe, 2010)

5.6.2 Correction Banking is another error reduction strategy whereby errors that are recurrent at a particular level are banked for teaching-learning purposes. And each student creating master error file to consult and cancelled as reduction is attained.

5.6.3 Student Self-Corrections is a strategy whereby the responsibility of error reduction is primarily on the student. This can be done through performance – directed regulation in independent self-contained cycle of performance, ongoing monitoring, evaluation and solving strategies. Also, their performance provided cues that problems occurred which needed overcoming through monitoring, evaluation and modification of their performance i.e. students' self discovery of errors and reduction. This is called performance directed regulation supported by the teacher, either by revealing the problems or providing instructional help to overcome them. It is also known as balance approach that offers the learner the chance to participate in the process of bringing performance closer to standard production. It also gives the teacher the opportunity to exercise the responsibility of guiding, informing and explaining.

5.6.4 Post Lesson Feedback comprises after the event, use of video and tape recorders to indicate all errors without interrupting the flow of conversation in oral speech. Errors are to be studied at leisure time and classified according to gravity and types when error treatment or reduction is done through rapid and individual feedback. It is less de-motivating and efficient, since learners are not corrected in front of the rest of the class. They will be more willing to volunteer answers if they are not afraid of saying the wrong thing (Olaofe, 2010).

Error mania on the part of the teacher encourages error phobia in the learner's reluctance by the weaker members of the group take risks for fear of making mistakes,

losing marks or slipping down the class hierarchy (Prodromou, cited in Olaofe I.A 2010).

5.6.5 Error Re-Construction

The value of reconstructing students' errors is threefold. The first, it will serve as a diagnostic tool. The second, it is also a means of instruction. By having the students to review their written tests, at the same time look for discrepancies between what they had written and the teachers' feedback. They could reduce a great deal of errors. The third is to chart stages of growth in individuals' linguistic and communicative competences via E.A.

Error reconstruction (E.R) involves the re-writing of the idiosyncratic structures produced in the spoken and written test of L2 learners. This strategy could be used to reduce concord error types observed in this study (Dauda, 2004).

5.6.6 Corrective Feedback is another error correction strategy. It is a means of offering modified input to students which could consequently lead to modified output by the students. Corrective feedback may be referred to as negative feedback, negotiated help or error correction. The correction can be manifested in the form of learner uptake which Long (1985) described as the relationship of input, interaction, and acquisition as a) interaction modification makes input comprehensible, b) comprehensible input promote acquisition, and c) interactional modification promotes acquisition. It can be seen that corrective feedback and learner uptake are effective processes for language development and error reduction.

The first issue is whether language teachers should provide corrective feedback for errors made by learners of language or not at all. Most researchers made on this issue

are more geared toward providing immediate or delayed Corrective feedback. In the study of Coskun (2010), he suggested that teachers should observe the classroom their students into account the teaching context before making any corrective feedback. In the study conducted by Harmon (cited by Lightbown, 1990), he found that most students like immediate correction of their errors. Morgalis (2010) studied and compared the works of Truscott, Allwright, Fanselow, hendricksom and Spada. He found contradicting results; however, on the issue at hand all these language researchers agree that large majorities of students express desire for receiving corrective feedback. Otivio (2010) in his ELT page discussed the effective of delayed corrective feedback. Kavaliauskiene (2009) stress that during communication activities, teachers should not interrupt students just to give error correction because it may raise stress level and hinder communication. However, Firwana (2010), found out that it is important that the teacher should know the proper timing of doing corrective feedback.

5.6.7 Constraint Relaxation

Another strategy to reduce broad class of errors is to relax constraint in a unification framework (Fouvry, 2003; Vogel and Copper, 1995; Bolioli, 1992). The grammar rules, example, subject-verb agreement, are progressively relaxed until the sentence can be parsed. In (Fouvry, 2003), the order of relaxation is determined by a notion of information loss.

An attractive feature of this strategy is its common mechanism for parsing both grammatical and ungrammatical sentences triggers the relaxation of a constraint. It is easy to identify the error based on this constraint. One disadvantage, however, is that it is not well suited to parsing sentences with missing or extra words. Moreover, the

constraints need to be pre-defined, limiting the variety of mistakes that can be progressed.

5.6.8 Students Peer Correction

This type of correction is done when students corrected among themselves. It is effective and efficient in reducing broad base errors since they corrected their errors.

5.7 Contributions of the Present Study

The study has made significant contribution to the arsenal of knowledge. Firstly, it has further confirmed the expectation that the Diploma students commit concord errors in their verbal and written communications. This is because many concord errors have been found in their written essays. Secondly, the study confirms the theory of avoidance phenomenon as one of the criticisms against EA. It is evident when it found out that students avoid use of passive forms and phrasal verbs in their written essays. Thirdly, the study has established the fact that concord errors committed by the students have direct negative effects on their academic achievements and performances in school. This is seen in their failure in Language and Communication Skills in English. Therefore, this study has provided an empirical basis for the intuitive knowledge which assumes that the more the number of errors, the poorer the performance. The result of the finding revealed that.

Fourthly, the study would serve as a reference material for further studies in English language. And it could be a solution to the teaching and learning of English concord by helping the students to identify the errors themselves.

Therefore, it has recommended appropriate measures and strategies for the correction and reduction of written and oral concord use errors of students; this can be seen in Table 5.1.

Table 5.1 CONCORD ERRORS REMEDIATION PACKAGE/PLAN

Topic	Objective(s)	Context(s)	Teaching and Learning Strategies	Instructional Materials
Concord in English Grammar	Helping students to recognize differentiate and understand various concords in English. Encourage students to learn better since not all of their errors were pointed out for marking.	Classroom/ Library/ Home	Write: Concord in English grammar. Teacher, class will be involved in an exercise called concord in English and selective marking strategy. It will help you in understanding different concords in English. It will also assist you to avoid committing errors that may impair communication. Write: Fifteen sentences that contain agreement between subjects and their verbs, pronouns and their antecedents and the consistent use of tenses in both main and subordinate clauses. The teacher will then look at what they had written and correct or mark those errors that may lead to communication breakdown	Papers, Chalkboard, Whiteboard, Marker, Duster and so on.
Types of concords errors	Helping students to be exposed to their concord errors. Assist them with post	School/ Library/ e.t.c.	Home/ Staff room	Instruct: Listen to Video or Tape recorder attentively of the classroom
				Videos, Tape recorders, Chalk board/ White board, Marker and Duster if

	<p>lesson feedback to overcome their errors and learn at leisure time.</p>		<p>communications, the class will be involved in an activity known as post lesson feedback. It will help you to listen and recognize your errors during the classroom communication. It makes students to compare what they have heard and teacher's feedback.</p>	<p>available</p>
<p>Rules of concord in English</p>	<p>Help students to learn in group, recognize, differentiate and understand various rules of concords in English. Assist students to concentrate and relax on the writing. They will learn better. Students have ample opportunity to work together (Introvert and Extrovert learners). This increases level of interaction and collaboration in classroom activity.</p>	<p>Classroom/Language Laboratory/Library</p>	<p>Instruction: Organize students into (4-5 students per group). Teacher should do the grouping so that friends will not sit together. Instruction: Each group should discuss, interact and collaborate to produce fifteen sentences considering the rules of S-V, P-A and tense concord. One person from each serve as the head as the sentences produced from members' contributions. (The teacher's role is to guide, inform and explain the activities and make sure all students participate and remind them when the time is about to be up)</p>	<p>Papers, Pens, Chalkboard/ White board, Marker and Duster if available.</p>
<p>Importance of concord</p>	<p>Assist students to compare what they had written and teacher's feedback.</p>	<p>Classroom</p>	<p>Instruction: Teacher should give students their corrected scripts.</p>	<p>Papers, Pens, Chalk board/White board, Marker, Duster e.t.c.</p>

	Helping them to diagnose their writing. It could also serve as a means of instruction for English teachers	Read what you have been given and compare to what you have written. Teacher class will be involved in an exercise of Error Re-construction. Students get feedback on their performance while what they had written still echoes in their mind, improving their ability to master the rules of concord.	
Common concord errors among Diploma 1 students	Expose students to various rules of concord violated at Diploma 1 level Classroom/ Library	Teachers should write some sentences that contain concord errors committed by the students in their writing and teach the correct version of the sentences. Examples: (1) Neither Ali nor Umar have completed the course work (2) When I met the man, I gave her the letter (3) Aisha is walk to the market e.t.c.	Papers, Pens, Chalkboard/ Whiteboard, Marker, Duster e.t.c

5.8 Suggestions for Further Research

This study has been carried out on one aspect of grammar- concord. There is an urgent need to carry out similar studies on various aspects of grammar like prepositions, parallelism, article etc. So as to know what could be done to improve the communicative and linguistic competence of the students. There is also the need to look on the effects or impacts of the recommended strategies in this study on the reduction of concord errors.

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APPENDIX A

INSTRUMENT FOR DATA COLLECTION 1 CONCORD USE STRUCTURAL TEST (CUSRT)

SECTION ONE: PROFILE OF THE STUDENTS

Name..... Level..... Date.....

Institution:

SECTION TWO: BODY OF THE TEST

Part (A): Subject-Verb Concord. Instructions: Answer all the questions. Fill in the blanks in the following sentences with the best option from the options in the parenthesis.

1. Each member of the Police.....responsible for his weapon (was, were, is).
2. Neither Umar nor Habu.....completed the course work (has, had, have)
3. All of the foot ball players.....certain of playing their best (was, is, were)
4. Either my father or my mother.....free to make the trip (is, was, were)
5. There.....several reviews of the book available (is, are, was)
6. To have loved and lost is an experience most humanity.....suffered. (have, had, has)
7. Only one of his points.....sensible. (was, is, were)
8. Where.....Aisha and Maryam? (is, was, are)
9. Not only Peter but also his Uncle.....involved in the accident (was, is, were)
10. The man together with his children.....to the farm every afternoon (goes, go, gone)

Part (B): Pronoun-Antecedent Concord. Instruction: Underline one of the words in parenthesis that best complete the sentences:

11. The University is making efforts to help (their, her, his) students studying abroad
12. The villagers do not have the interest in farming that (you, she, they) used to have
13. He spent more time preparing (himself, herself, themselves) than she did
14. Some drivers fail to work up to (your, their, its) ability
15. I recognised one of the boys, but I didn't speak to (him, her, you)

16. When I met the man, I gave (him, her, it) the letter
17. One of the girls injured (their, her, its) ankle
18. They told us (ourselves, yourself, themselves) that they have lied
19. (19) Anybody who joins politics knows that (he, she, you)
- 20 George is devoted to (your, his, its) aged mothers

Part (c): Tense Concord. Instruction: Fill in the blanks in the following sentences with the best of the suggested alternatives in the parenthesis.

20. She is very beautiful and..... her mother. (resembled, resembling, resembles)
21. He said that.....“I am going to enjoy myself”. (he is going to enjoy himself, he was going to enjoy himself, she is going to enjoy herself)
22. I thought the way he spoke to you..... to insolence. (amount, amounted, was amounted)
23. Although everybody.....reluctant to volunteer one person finally put up his hand. (felt, is feeling, had felt)
24. Speaker (a): I bought a bucket in the market today.
a. Speaker (b): How much.....? (was it cost, was it costing, did it cost)
25. She must think I..... her, because I seem to be trying to escape from her (am disliking, was disliking, dislike)
26. He warned them that if they..... too much they would not a sound sleep (eats, were eating, ate)
27. It always.....a lot at this time of the year, and it is good for the soil (rains, rained, is raining)
28. On several occasions’ robbers..... our cars (snatched, snatches ,snatch)
29. Musa isto the palace (walked, walk, walking)

CONCORD USE WRITTEN TEST (CUWT)

Instruction: In not more than 200 words, write an Essay on the topic: *“The most memorable day of my life”*.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

APPENDIX C
MARKING SCHEME FOR INSTRUMENT 1

Each correct option carries 2 marks respectively.

Section (A)

- 1) was
- 2) has
- 3) Were
- 4) Is
- 5) Are
- 6) Has
- 7) Was
- 8) Are
- 9) Was
- 10) goes

Section (B)

- 11) her
- 12) They
- 13) Himself
- 14) Their
- 15) Him
- 16) Him
- 17) Her
- 18) Themselves
- 19) He
- 20) His

Section (C)

- 21) resembles
- 22) he was going to enjoy himself
- 23) Amounted
- 24) Felt
- 25) Did it cost
- 26) Dislike
- 27) Ate
- 28) Rains
- 29) Snatches
- 30) Walking.

APPENDIX D

MARKING SCHEME FOR INSTRUMENT 2: ESSAY WRITING

The following types of concord errors will be considered:

- (1) Subject-Verb Concord Errors
- (2) Pronoun- antecedent Concord Errors
- (3) Tense Concord Errors

APPENDIX E

INTER-SCHOOL ANALYSIS OF RESULTS

Level one Diploma Students of J.S.C.O.E, Gumel

Questions	Correct Response	Wrong Response
1	32	28
2	20	40
3	24	36
4	30	30
5	32	28
6	26	34
7	28	32
8	28	32
9	16	44
10	28	32
11	34	26
12	36	24
13	34	26
14	36	24
15	40	20
16	22	38
17	20	40
18	40	20
19	12	48
20	22	38
21	28	32
22	10	50
23	20	40
24	40	20
25	28	32
26	42	18
27	32	28
28	34	26
29	26	34
30	30	30

APPENDIX F

INTER-SCHOOL ANALYSIS OF RESULTS

Level One Diploma Students of Jigawa State Polytechnic, Dutse

Questions	Correct Response	Wrong Response
1	30	30
2	20	40
3	14	46
4	06	54
5	20	40
6	12	48
7	10	50
8	28	32
9	30	30
10	24	36
11	22	38
12	20	40
13	26	34
14	28	32
15	32	28
16	10	50
17	34	26
18	20	40
19	38	22
20	30	30
21	24	36
22	08	52
23	20	40
24	36	24
25	18	42
26	36	26
27	10	50
28	26	34
29	30	30
30	12	48

APPENDIX G

JIGAWA STATE COLLEGE OF EDUCATION, GUMEL

DIPLOMA I STUDENTS

CONCORD USE STRUCTURAL TEST

CONCORD USE WRITTEN TEST

SS/N	SUBJ- VERB	PRON- ANTE	TENSE	TOTAL- CORRECT	TOTAL- ERR	SS/N	SUBJ- VERB=ERR	PRON- ANTE-ERR	TENSE- ERR	TOTAL- ERR
1	12	12	8	32	28	1	2	1	2	5
2	10	4	6	20	40	2	1	0	5	6
3	4	12	8	24	36	3	1	1	9	11
4	8	14	8	30	30	4	2	0	6	8
5	8	16	8	32	28	5	2	1	1	4
6	8	14	4	26	34	6	3	0	3	6
7	14	8	6	28	32	7	1	3	1	5
8	10	16	2	28	32	8	1	1	7	9
9	6	8	2	16	44	9	U	U	U	0
10	8	14	6	28	32	10	3	1	5	9
11	14	12	8	34	26	11	1	1	8	10
12	10	18	8	36	24	12	2	2	7	11
13	10	12	12	34	26	13	1	0	1	2
14	12	18	6	36	24	14	1	2	2	5
15	12	16	12	40	20	15	9	2	11	22
16	14	14	6	34	26	16	0	1	8	9
17	12	16	8	36	24	17	0	0	4	4
18	8	16	6	30	30	18	2	1	5	8
19	10	18	8	36	24	19	3	2	5	10
20	10	20	6	36	24	20	0	2	14	16
21	12	16	6	34	26	21	8	3	15	26
22	6	14	8	28	32	22	2	0	5	7
23	14	6	2	22	38	23	0	0	2	2
24	16	12	6	34	26	24	1	0	1	2
25	12	12	8	32	28	25	2	2	10	14
26	8	12	4	24	36	26	1	0	2	3
27	6	10	6	22	38	27	2	0	5	7
28	10	10	6	26	34	28	1	1	1	3
29	4	16	8	28	32	29	1	1	9	11
30	8	10	4	22	38	30	0	0	4	4
31	8	8	4	20	40	31	0	0	1	1
32	6	12	6	24	36	32	1	0	5	6
33	10	20	10	40	20	33	3	0	2	5
34	4	6	2	12	48	34	U	U	U	0
35	4	14	4	22	38	35	U	U	U	0
36	6	16	6	28	32	36	0	1	7	8
37	4	4	2	10	50	37	1	0	0	1

**DIPLOMA 1 STUDENTS
CONCORD USE STRUCTURAL
TEST**

CONCORD USE WRITTEN TEST

SS/N	SUBJ- VERB	PRON- ANTE	TENSE	TOTAL CORRECT	TOTAL ERR	SS/N	SUBJ- VERB	PRON- ANTE	TENSE-ERR	TOTAL ERR
38	8	10	2	20	40	38	1	0	0	1
39	12	20	8	40	20	39	6	1	6	13
40	10	14	4	28	32	40	1	0	2	3
41	6	12	4	22	38	41	1	1	7	9
42	14	14	14	42	18	42	3	4	2	9
43	8	18	6	32	28	43	1	0	1	2
44	8	18	8	34	26	44	4	0	1	5
45	8	12	6	26	34	45	0	0	0	0
46	8	16	8	32	28	46	2	4	2	8
47	10	16	6	32	28	47	0	0	3	3
48	10	8	8	26	34	48	0	0	5	5
49	8	16	6	30	30	49	1	1	8	10
50	10	20	6	36	24	50	1	1	6	8
51	8	12	0	20	40	51	0	0	0	0
52	10	20	12	42	18	52	0	1	6	7
53	8	12	2	22	38	53	1	0	4	5
54	10	6	8	24	36	54	1	0	1	2
55	12	12	6	30	30	55	4	1	2	7
56	10	10	6	26	34	56	2	0	1	3
57	2	16	6	24	36	57	4	0	0	4
58	12	8	4	24	36	58	0	0	0	0
59	8	16	6	30	30	59	2	0	5	7
60	10	16	8	34	26	60	1	0	2	3
61	14	16	8	38	22	61	2	0	5	7
62	4	10	6	20	40	62	1	0	2	3
63	6	16	6	28	32	63	2	0	5	7
64	4	2	2	8	52	64	0	0	0	0
65	6	8	4	18	42	65	0	0	0	0
66	6	14	8	28	32	66	2	1	5	8
67	10	4	6	20	40	67	0	0	0	0
68	6	8	4	18	42	68	0	1	0	1
69	2	12	6	20	40	69	0	0	2	2
70	14	4	8	26	34	70	U	U	U	0
71	10	18	10	38	22	71	2	2	9	13
72	10	14	2	26	34	72	1	0	1	2
73	10	18	6	34	26	73	4	1	10	15
74	12	12	12	36	24	74	0	0	9	9
75	12	16	6	34	26	75	5	0	7	12
76	6	16	8	30	30	76	3	1	4	8
77	2	6	2	10	50	77	1	0	1	2
78	14	18	4	36	24	78	1	0	3	4
79	12	16	8	36	24	79	0	1	8	9
80	10	16	8	34	26	80	2	2	0	4

APPENDIX H

JIGAWA STATE POLYTECHNIC, DUTSE

**DIPLOMA
STUDENTS
CONCORD USE STRUCTURAL
TEST**

CONCORD USE WRITTEN TEST

SS/N	SUBJ- VERB	PRON- ANTE	TENSE	TOTAL- CORRECT	TOTAL- ERR	SS/N	SUBJ- VERB=ERR	PRON- ANTE=ERR	TENSE=ERR	TOTAL- ERR
1	14	18	6	38	22	1	0	0	4	4
2	8	2	10	20	40	2	U	U	U	0
3	0	10	4	14	46	3	U	U	U	0
4	10	12	8	30	30	4	0	0	2	2
5	12	12	2	26	34	5	1	0	0	1
6	6	10	6	22	38	6	U	U	U	0
7	4	12	2	18	42	7	0	0	6	6
8	10	8	2	20	40	8	2	0	1	3
9	8	8	2	18	42	9	0	0	2	2
10	10	12	2	24	36	10	2	0	3	5
11	6	14	6	26	34	11	1	0	2	3
12	10	6	2	18	42	12	U	U	U	0
13	10	16	16	42	18	13	0	0	10	10
14	10	12	4	26	34	14	3	0	9	12
15	10	14	8	32	28	15	1	0	8	9
16	6	10	10	26	34	16	U	U	U	0
17	12	2	4	18	42	17	U	U	U	0
18	8	10	4	22	38	18	U	U	U	0
19	10	6	6	22	38	19	U	U	U	0
20	12	0	2	14	46	20	U	U	U	0
21	2	8	2	12	48	21	U	U	U	0
22	2	16	6	24	36	22	4	1	5	10
23	14	14	6	34	26	23	1	1	3	5
24	6	18	6	30	30	24	1	1	5	7
25	8	12	12	32	28	25	0	0	1	1
26	12	18	8	38	22	26	0	0	2	2
27	2	0	0	2	58	27	U	U	U	0
28	10	18	8	36	24	28	0	0	4	4
29	6	0	0	6	54	29	2	0	0	2
30	8	14	8	30	30	30	1	1	1	3
31	8	10	2	20	40	31	2	0	0	2
32	4	6	4	14	46	32	0	0	1	1
33	8	14	4	26	34	33	0	0	2	2
34	10	10	2	22	38	34	U	U	U	0
35	10	12	8	30	30	35	5	0	3	8
36	12	10	2	24	36	36	0	0	1	1
37	4	10	6	20	40	37	U	U	U	0
38	6	14	6	26	34	38	9	1	17	27

**DIPLOMA STUDENTS
CONCORD USE STRUCTURAL
TEST**

4

CONCORD USE WRITTEN TEST

SS/N	SUBJ- VERB	PRON- ANTE	TENSE	TOTAL CORRECT	TOTAL ERR	SS/N	SUBJ- VERB	PRON- ANTE	TENSE	TOTAL ERR
39	14	16	6	36	24	39	2	0	2	
40	6	10	6	22	38	40	2	0	2	4
41	4	10	6	20	40	41	1	0	6	7
42	6	4	4	14	46	42	1	1	1	3
43	10	12	2	24	36	43	U	U	U	0
44	8	12	2	22	38	44	U	U	U	0
45	6	2	2	10	50	45	U	U	U	0
46	10	4	10	24	36	46	0	0	1	1
47	6	18	2	26	34	47	2	0	6	8
48	12	4	8	24	36	48	0	0	1	1
49	10	10	8	28	32	49	U	U	U	0
50	10	18	8	36	24	50	2	0	2	4
51	8	12	6	26	34	51	U	U	U	0
52	16	18	8	42	18	52	1	1	2	4
53	14	14	8	36	24	53	2	0	3	5
54	14	10	4	28	32	54	0	0	1	1
55	6	6	4	16	44	55	U	U	U	0
56	8	4	2	14	46	56	U	U	U	0
57	6	14	2	22	38	57	2	1	6	9
58	8	6	4	18	42	58	U	U	U	0
59	8	8	14	30	30	59	U	U	U	0
60	8	6	2	16	44	60	2	0	0	2
61	6	18	8	32	28	61	2	0	12	14
62	6	12	4	22	38	62	5	1	4	10
63	10	14	8	32	28	63	U	U	U	0
64	4	10	6	20	40	64	U	U	U	0
65	10	16	2	28	32	65	3	0	2	5
66	8	10	4	22	38	66	0	0	6	6
67	18	10	6	34	26	67	0	0	1	1
68	10	8	6	24	36	68	0	0	2	2
69	8	4	4	16	44	69	U	U	U	0
70	10	2	2	14	46	70	U	U	U	0
71	12	8	6	26	34	71	0	0	1	1
72	6	3	2	11	49	72	3	1	5	9
73	7	2	4	13	47	73	2	1	7	10
74	11	8	6	25	35	74	1	0	9	10
75	2	6	3	11	49	75	3	0	12	15

APPENDIX I (1) **T-TEST FOR GROUP STATISTICS**

Group Statistics

	Groups	N	Mean	Std. Deviation	Std. Error Mean
written concord words errors	1 COE	80	6.00	4.953	.554
	2 POLY	75	3.57	4.722	.545

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
written concord words errors	Equal variances assumed	.370	.544	3.118	153	.002	2.427	.778	.889	3.964
	Equal variances not assumed			3.122	152.954	.002	2.427	.777	.891	3.962

APPENDIX I (2) **T-TEST FOR GROUP STATISTICS**

Group Statistics					
	Groups	N	Mean	Std. Deviation	Std. Error Mean
subject verb erros	1 COE	80	8.98	3.214	.359
	2 POLY	75	8.45	3.438	.397

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
subject verb errors	Equal variances assumed	.069	.793	.976	153	.330	.522	.534	-.534	1.577
	Equal variances not assumed			.974	150.377	.331	.522	.535	-.536	1.580

APPENDIX I (3) **T-TEST FOR GROUP STATISTICS**

Group Statistics					
	Groups	N	Mean	Std. Deviation	Std. Error Mean
pronoun antecedent errors	1 COE	80	13.03	4.386	.490
	2 POLY	75	9.96	4.977	.575

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
pronoun antecedent errors	Equal variances assumed	.614	.435	4.074	153	.000	3.065	.752	1.579	4.551
	Equal variances not assumed			4.057	147.667	.000	3.065	.755	1.572	4.558

APPENDIX I (4) **T-TEST FOR GROUP STATISTICS**

	Groups	N	Mean	Std. Deviation	Std. Error Mean
tense concord words	1 COE	80	6.23	2.681	.300
	2 POLY	75	5.13	3.112	.359

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
tense concord words	Equal variances assumed	3.301	.071	2.344	153	.020	1.092	.466	.172	2.012
	Equal variances not assumed			2.333	146.414	.021	1.092	.468	.167	2.017

APPENDIX J

PICTURES OF STUDENTS DURING DATA COLLECTION

