A STUDY OF THE MISUSE OF ADVERBS IN THE WRITTEN ENGLISH OF UNDERGRADUATE STUDENTS OF KOGI STATE UNIVERSITY

BY

SUSAN OBENDA

DEPARTMENT OF ENGLISH AND LITERARY STUDIES,

FACULTY OF ARTS,

AHMADU BELLO UNIVERSITY,

ZARIA

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF ARTS DEGREE IN ENGLISH LANGUAGE

DEPARTMENT OF ENGLISH AND LITERARY STUDIES,
FACULTY OF ARTS,
AHMADU BELLO UNIVERSITY,
ZARIA

OCTOBER, 2017

DECLARATION

I declare that this thesis was conducted and written by me. It is my research work and has not been submitted or presented previously for another Degree or Diploma at any institution. All the sources of information used to enhance this research are duly acknowledged by means of reference.

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Susan Obenda Date
(M.A/Arts/6068/2010-2011)

CERTIFICATION

This thesis titled "*A Study of the Misuse of Adverbs in The Written English of the Undergraduate of the Kogi State University, Ayingba"* has met the standards and regulation governing the award of a Masters of Arts Degree (M.A) in English Language of the Ahmadu Bello University, Zaria. It is considered satisfactory and therefore approved.

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Dr S.A Abaya Date
Chairman, Supervisory Committee

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Prof. T.Y Surakat Date
Member, Supervisory Committee

---------- ----------
Prof. T.Y Surakat Date
Head of Department

---------- ----------
Prof. Sadiq. Z. Abubakar Date
Dean, School of Postgraduate Studies

DEDICATION

I dedicate this work to God Almighty, without whom this work would not have seen the light of day. Awesome God you alone be praised for ever more. This work is also dedicated to my late father, who didn't live to see me complete this work and my beloved husband, daughters and siblings.

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I express my gratitude to God almighty for sparing my life to see this work accomplished, my joy therefore knows no bound. He is indeed an awesome God.

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ABSTRACT

The study "*A Study of the Misuse of Adverbs in The Written English of the Undergraduate of the Kogi State University, Ayingba"* was carried out to determine the major areas of difficulty experienced by the one hundred (100) level students of the Kogi State University. One hundred (150) samples of composition written by the one hundred (100) level students of the Kogi State University were analysed. These samples were selected from the Departments of English Language, Biochemistry and Business Administration. Four questions were raised and the simple percentage formula was used to answer the four questions. The findings show the following grammatical errors as common: omission of the –ly suffixes, wrong syntactic usage, wrong order of adverbs, misuse of preposition of place and time, wrong use of pronouns for adverbs e.t.c. The study suggests that Students should read standard books in the target language after normal classroom teaching in order to improve their writing skills. Teachers should try and use adequate and suitable learning materials. This will help students have a better understanding and good mastery of the language.

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CHAPTER ONE

GENERAL INTRODUCTION

1.1 Background to the Study

The research focuses on the misuse of adverbs in the written work of the undergraduate students of Kogi State University. Various works have been done in the area of study referred to as Error Analysis, some of which examined the students spoken errors and inappropriate structure of language. Attention has also been paid to wrong choice of words with particular interest in the spoken ability. This work however, investigates the misuse of adverbs among the undergraduate students in their written work.

Adverbials are morphologically and syntactically the most diverse grammatical structures in English, (Freeman, 1999:491). They can perform a wide variety of purposes: show time and space relationship, emphasize or de-emphasize information, indicate frequency or manner, or link ideas together. They can occur initially, medially and finally in sentences and before nouns, adjectives or verbs. Observing such a variable word class gives the researcher the opportunity to observe variability in the language development of the one hundred (100) level students of the Kogi State University. How they choose and place adverbs in their sentences, gives the researcher a valuable insight into their language proficiency.

Altenburg (2010:103) states that "if you don't know what else a word is, then it is probably an adverb" by implication, adverbs are one of the most difficult word classes to define as different grammar books examined have slightly different definitions and focuses for adverb. Larsen-freeman (1999), Biber (1999), Azar (2002).Freeman (1999:491). For the purpose of this study, adverbs are words or phrases that modify adjectives, verbs, other adverbs, or whole clauses. They show relationship such as time, place, manner or certainty. However, the scope of this study is somewhat pre-limited to the conservative form that is, single word adverbs that can occur only as

adverbs for the purpose of expediency. For example, adverbial clauses, multi-word adverbs and any adverb that could also function as another part of speech are excluded.

In determining if these students under investigation make errors in choosing and placing adverbs, it is necessary to look at error analysis as this would help in indicating what the students get right, what they underuse and what they overuse. Learners accuracy should not only be measured by their grammatical accuracy but also by the way their lexical choices align with those of the native speakers. It is unrealistic to reckon on language learning without errors. However, it shows that errors do occur in the second language learning and for this reason, it should be acknowledged and dealt with.

The interest in error analysis has been awakened by the need to correct deviant, ill formed sentences, in the sense that they are not fully describable in terms of the grammar of the mother tongue or target language. Since languages are dynamic and productive, inferences drawn from linguistic researches would remain ineffective if new vistas are not opened in the areas of Applied Linguistics. Furthermore, the poor performance of students taking English Language examinations has continued to impact negatively on the nation's educational objectives. This is predicated on the fact that the English Language occupies a central position in Nigeria, Banjo (1981), Bamgbose (1982), Odumuh (1985).

Error analysis means deviation from the expected models that should be aimed at or against which constructions can be viewed. The written and spoken English of second learners (L2) of English Language are full of grammatical errors of different types. The misuse of adverbs as modifiers in speech or writing is not an exception; second language learners from different linguistic backgrounds make similar errors in learning the target language. The possible general sources of errors include: language transfer, transfer of learning, strategies of second language learning, strategies of second language communication and over generalization.

It is unrealistic to reckon on language learning without errors. However, it shows that errors do occur in the second language learning and for this reason, it should be acknowledged and dealt

with. The second language learners (L2) are never competent in the target language, this is on the premise that languages are different and because of these differences, the second language learner will encounter language difficulties. The brain seems to have difficulties in storing the data of different languages separately, if there is a degree of overlapping between the languages in bilingual communities (Lado, 1970:8). The inter-language hypothesis of second language acquisition, error analysis lies with the second language learners in the process of trying to produce the target language. The errors made are analysed and classified to see if there is any commonality between them. If the cause of errors can be explained, then one can adopt this information to the second language pedagogy. For errors to be prevented, they have to be identified, classified, explained and plan strategy to eliminate them. Errors are bound to occur in one form or the other depending on the varying degrees of frequency. In the analysis of Omujowa (1979:178), errors could be classified linguistically and psycho-linguistically. The errors classified linguistically look at the language usage, to what area does the error belong, is it tense agreement, spelling infinitive or other misuse of grammatical rules such as the one the work is looking at, 'The Misuse of Adverbs'. Errors classified psycho-linguistically look at what stage the errors occur in the process of language learning, is it the hypotheses formation stage, hypotheses testing stage or application stage? This is because some errors occur because the learner has not yet understood the appropriate grammatical rules that generate the correct form.

Linguistic classification is essential for error correction and most language teachers are familiar with this method. For instance, some language teachers underline the faulty language item or items (identification) and in the left or right hand margin of the paper, put a symbol to signify the language area which the errors belong. Symbols generally vary from one teacher to the other and it is not important that they are uniform just as long as both the teacher and the pupils know what the particular symbol adapted means. Psycho-linguistic classification is essential for error explanation which in turn determines the instructional strategy required for the error to be distinguished. The need for a psycho-linguistic classification of error quite often escapes the

attention of the majority of the language teacher, with the result that marking becomes unnecessarily wearisome and correction unrewarding and time wasting for both learner and the teacher.

Corder (1977), error analysis is the study of learner's inter-language in order to improve understanding of the processes of the second language learner acquisition. Error analysis further differentiates between errors, mistake and lapses. The difference in these categories lies in the ability of the native speaker to make correction. Such errors are seen as transposition, substitution or addition of speech sound word, complete phrase or some sort of blend of these. Some ill-formed utterance appears to be false starts of restructuring of what the speaker wants to say, since these lapses could be as a result of stress, indecision or fatigue. It is also presumed that the second language learner will demonstrate similar lapses during pronunciation.

Corder also opines that "errors are seen as a breach: if we regard a language as a set of rules for generating syntactically, phonologically and semantically well-formed sentence". As one sees, native speakers do not normally commit such breaches but however, commit errors in the use of the code. By this, we mean that they may produce well-formed utterances which are contextually or situational inappropriate. Error of appropriateness may however, be generally classified into referential errors, where the speaker uses a term with intention of referring to some features of the world to which it is conventionally inapplicable.

Researches have shown that studying learner's errors help to provide learning processes which helps teachers, curriculum planners and developers know which area of the target language, learners have most difficulties and provide possible solution to alleviate the problems,(Ajayi 1998). This consequently informs the emergence of this work.

1.2 Statement of the Research Problem

Although many studies on the use of English among students have been carried out by different writers in order to improve the students' proficiency in English Language, however not all the loopholes leading to grammatical errors have been dealt with. This therefore has motivated this

research on the misuse of adverbs among the 100 Level students' of the Kogi State University. It was discovered that many of the 100 Level students do not have the barest notion of how to place adverbs in their written work. It is the poor attitude and orientation from the secondary school that probably account for the poor placement of adverbs the students present, judging from their essays. Over the years, scholars have focused attention on the weaknesses in the communicative ability of the learners, such as in the areas of poor spoken grammar, wrong choice of words, and inappropriate structures. Hence, this study focuses on the difficulties of the use of adverbs in the students' written work. This identifiable problem prompted the work to investigate the extent and types of error made by the one hundred (100) level students of Kogi State University.

1.3 Research Questions

The research therefore seeks to answer the following questions:

i. To what extent is the misuse of adverb rampant?
ii. What type of adverbs do the students usually misuse?
iii. To what extent do the adverb errors committed by the students of English Language differ from the Biochemistry students?
iv. To what extent are the adverb errors committed by the Business Administration students differ from the Students of English?

1.3 Aim and Objectives

The aim of this research is to analyse the students' adverbial errors in their written work in order to find out the extent to which they could identify and place adverbs correctly in a piece of writing. The specific objectives of the study are to:

i. ascertain the extent of the misuse of adverbs among the select first level students of Kogi State University.
ii. investigate the type of adverbs misused by these students.
iii. investigate and document the differences in the adverb errors made by the students of the English Language and the Business Administration students.

iv. investigate and document the differences in the errors made by the students of the English Language and the Biochemistry students.

1.4 Justification of the Study

The need for this research came up when it is observed that the rate of grammatical errors being committed by Nigerian students is growing. With the subjects in focus who would become useful to the society in future, if these students cannot construct grammatical sentences containing the use of correctly placed adverbs then, there is a problem. The students need to master the rules guiding the application of English adverbs in sentences so as to use the knowledge in their written English. Although, other studies may have been carried out on grammatical errors of this kind in either secondary or tertiary levels, there is a need to be carry out the work in a tertiary institution like Kogi State University, particularly among the one hundred (100) level students.

Nevertheless, it is hoped that this research will help teachers in knowing how to eliminate many errors that pertain to the use of adverbs among students and also stimulate teachers to adapt new methods geared towards improve teaching and learning of the target language.

1.6 Scope and Delimitation

This research focuses on grammatical errors as it applies to the "study of the misuse of adverbs among the First Level Students of Kogi State University". Arguably, modifiers such as 'Adverb' exist in almost all the open class system (Nouns, verbs, adjectives and adverbs). Nonetheless, for the purpose of this study, for empirical and objective analysis, this work is concerned with "adverbs", thus, this research does not intend to investigate all kinds of grammatical errors. As a result, this work is delimitated to examining the study of the misuse of adverbs in the selected written essays of one hundred and fifty (150) First Level Students of Kogi State University. The subjects for the study are limited to students from three Departments of the University namely: Department of English in the Faculty of Arts, Biochemistry Departments, in the Faculty of Sciences and the Department of Business Administration in the Faculty of Social Sciences. As a

result of this delimitation, the generalisation of the result is limited to the First Level students of the University.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The chapter presents the review of related literature in the area of grammatical errors, especially adverbs and writing. In the course of this review, previous works are considered such as Ayodele (1981), Harris (1981), Aboderin (1985), Azar (1992), crystal (1999), Brown (2000), Fillmore (2004), Henkel (2005), Elbuam (2010) and Chen (2011). This work also examines the notions of adverbs, classification of adverbs, theories of errors and the theoretical framework used in carrying out the investigation.

2.1 Previous Studies

Language and Linguistic process is so complex that specialists devote their time to investigating them. These specialists called linguists try to determine the language rules that individual persons use to communicate. The linguists deduce the rules of language from the patterns demonstrated when people communicate with one another. Owens (2008) says language is a complex and dynamic system of conventional symbols that is used in various modes for thought and communications.

As outlined by Bloom and Lahey (1978), Language can be divided into three major components: 1) Form: which includes Syntax, Morphology and Phonology. 2) Content: it encompasses meaning or Semantics and 3) Pragmatics.

Crystal (1999) cited in Bain (2006:125) defines error analysis in language as "teaching and learning, as a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by a learner of a language, using any of the principles or procedures provided by Linguists. Errors are assumed to reflect in systematic way, the level of competence achieved by a learner; they are not contrasted with "mistakes" which are performance limitations that a learner would be able to correct.

Brown (2000) in his work tries to differentiate between "mistake" and "error". He refers to "mistake" as a performance error in that it is a failure to utilize a known system correctly, while an "error" is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of the learner.

Corder (1973:259) refers to errors as "breaches of code". Errors deviate from what is regarded as the norms, in view of this, there are different varieties of dialect with rules different from the Standard and because native speakers of a language sometimes have different rules, there is not always a clear-cut boundary between errors and non-errors. However, he notes that the difference between native speakers and foreign language learners as regards errors is believed to derive from competence. Errors should be seen as a necessary part of learning a language. The learner's errors if systematically studied, will enable a teacher create a favourable environment for language learning. The teacher will be able to allow the learner's strategies to dictate the practice and determine the syllabus. Corder's investigation of the learner's errors has a double purpose, it is diagnostic and prognostic. It is diagnostic because it tells the learner's level of competence in the language, at a given point during learning process, and prognostic because it can tell course organisers to reorient language learning materials on the basis of learner's current problems. Corder (1971:202) views the relationship of a learner's error and suggests three step approach analysis:

a) It must be determined by what the learner is intending to say, that is in terms of how a native speaker would express the same communication.
b) The nature of at least part of the learner's system and how the error fits it.
c) The learner's system, what is assumed to be at deviance with the second language system must be discovered

Errors are indispensable to the learner because one regard the making of errors as a device the learner uses in order to learn. It is a way the learner has of subconsciously testing hypotheses about the nature of the language of learning. The making of errors therefore is a strategy employed

by both learners acquiring the mother tongue and those learning a second language. These errors tell the teacher if the analysis undertakes a systematic manner and how far the learner has progressed and what remains to learn.

In a different study, Ferris (1995:25) classifies errors as treatable (pattern and rule govern) or untreatable for which there is no set of rules that students could consult to avoid making mistakes. For these errors, Ferris recommends a combination of direct correction and a set of strategy exclusive to this type of error.

Norrish (1983:7-8) defines error as a "systematic deviation when a learner has not learnt something and consistently gets it wrong". If a learner of English as a second language consistently makes the same error systematically, it is because the learner has not learnt the correct form. For instance, a learner who has learnt the information with "to" may make erroneous statement as "I must to go to the shop" this is because the learner feels the verb 'want', 'need' and 'ought' go with 'to'. On the other hand, Norrish describes "mistakes" as 'inconsistent deviation where a learner uses one form and sometimes the other, quite inconsistently. Apart from "errors" and "mistake", Norrish identifies another kind of wrong usage which he calls "lapses". He says that 'lapse' may be due to lack of concentration, shortness of memory, fatigue e.t.c. a lapse has nothing to do with whether or not a given form in the language has been learnt.

From the above discussions, errors are good indicators of learners stages of their target language development. They help in determining their level of mastery of the language system.

Haris (1981), analyses sentence fragments found in students papers according to a scheme defining different categories of the fragments: broken sentences and minor sentences. He focused on a particular kind of minor sentence, the fragmented free modifier, and finally suggested strategies for dealing with these errors. On the other hand, Kim (1988) investigates the errors in English verbs with reference to tense, mood and voice.

Juozulynas (1991), points out in the 360 pages analysis of his work, 299 were identified and analysed as errors in Syntax, Juozulynas's analysis of the Miami corpus shows that 80% of errors in the essays can in principle be recognised by a syntactic parsing program.

Chan (2004) investigate writing errors made by 710 second learners of English at different proficiency levels with focus on five (5) types of error namely: lack of control of the copula, incorrect placement of adverbs, inability to use the correct structure for expressing the existential or representative function, failure to use the relative clause and confusion in verb transitivity.

Aboderin (1985) says it is generally agreed that reading and writing are the two components of literacy. As reading is usually a silent, receptive means of communication, writing is the productive counterpart which becomes the only seen art of literacy.

Writing is important to academic success in tertiary institutions; students in these institutions have to write among other things, class essays and term papers pertaining to different fields of study. Students also have to write essays to answer examination questions; it is a skill students must acquire in order to succeed academically. To buttress the above assertion, Aboderin (1985:233) says that; writing provides one strong link with the past and the future. One can scarcely imagine what life will be if the earlier educators are not able to write down the products of their minds. Not only will technology progress have been considerably slower but also man would have lost most of the great thoughts of Poets, Philosophers, Linguists, Psychologists, Sociologists and Statesmen.

The assertion made above shows that any effort made on developing or teaching efficient writing skills to students is never wasted or misplaced. Such an effort is in fact a right step in the right direction since it is capable of yielding dividends on the long run.

Christinson and Krahnke (1986:4) posit the fact that teachers try to expose students to all procedures that could enhance effective writing; unfortunately, most students find it difficult to write coherent and comprehensive essays. Students often complain writing, is a difficult language

skill as they can hardly express their thoughts and ideas on paper. The reason is because they lack linguistic competence to write a good error free essay. Students must have a good mastering of the target language, as such teachers must identify the various errors in each student's essays and analyse them critically to find solution to such errors.

Ayodele (1981) in his work stresses the importance of reading and writing skills; that the importance of writing is realised from student's self-expression. These students show their understanding of the passage in written form and in summarizing passages, the need to resort to writing.

Fillmore (2004) focuses on academic writing in which he asserts that academic use of words are necessary for success in schools and a primary measure of success is high-stakes testing, which all students regardless of their language proficiency level are expected to read, write and demonstrate their knowledge in academic words. Research on academic vocabulary has relied heavily on corpus, based on the studied and compiled word list taken from academic textbooks for example Coxhead (1998), Nation (1990).

Ferris (1995) examines the importance of students' writing accurately and the perceived need to obtain corrections from the instructor. Most students expect and value the feedback they receive in writing, and research has shown that there seems to be a connection between active correction of errors and improvement of writing skills. Ferris and Robert (2001) agree that corrections are useful for the students as long as they are consistent and systematic.

Chainstain (1990:14) in his study about graded and ungraded writings finds out that there is no significant difference between the number and types of errors. In some ways, the expectation of a grade may influence students writing in some positive ways.

Azar (1992) in his analysis focuses primarily on two areas: adverb placement and verb tenses those adverbs were commonly used with. This coverage of adverbs was done through giving list of adverbs that occur mid-sentence; with instructions for where to place them in

different tenses and situations. Azar also analysed the different parts of speech adverbs can modify and introduce adverbs that modify the whole clause.

Altenberg, (2010) provides four texts to determine if a word is an adverb and exercises asking students to identify adverbs in sentences, this was coupled with an explanation of the function they perform. The difference between adverb and adjectives was also highlighted and students were asked to identify each and to differentiate when words were being used either as an adverb or adjective.

In same vein as Alterberg, Elbuam (2010) examines Semantic categories covered by adverbs of manner and explain the difference between adverbs and adjectives with respect to what they modify and provided practice exercise. In covering adverb placement, it gave a brief overview: adverbs can be placed at the end of a sentence or before a verb.

Dissoway (1984) looks at a study comparing second language learners' writing to those of the native students. She categorised errors into three types: misplacement, confusion with other form classes and inappropriate usage. She found out that the most common error students make was to use adjective when adverb was required.

Hinkel (2003) examines adverbs in second language learners' writing, instead of focusing on the errors of students; he looks at how the frequencies of semantic categories differed between native English speakers and English Language learners. Hinkel (2005) also examines how second language learners employ hedges and boosters in their writing. He notes that intensifiers are relatively rare in academic texts while hedges are more common because they serve to decrease writer's responsibility for their claims.

Chen (2006) looks at semantic class of adverbs and her examination centres on four types of conjunctive adverbials: additive (beside, also), adversative (however, in contrast), casual (thus, consequently) and temporal (then, next). In doing this, she compared Taiwanese Teachers of English to Speakers of Other Language (TESOL) Masters students to a self-created corpus of published articles in leading TESOL journals.

2.2 Conceptual Review

Crystal (1980:6) says the term "adverb" is used to refer to "a heterogeneous group of items, whose most frequent function is to specify the mode of action of the verb". Finch (2000:84) in his explanation, says an adverb may modify a verb by giving circumstantial information about the time, place or manner in which the action, process takes place. In addition to the characteristics of modifying verbs, adverbs can modify other parts of speech such as adjective, a verb or other adverbs. Such adverbs can answer the question of where? How? How often? How much?

Huang (1974:211) subsumes "adverb" into three (3) of the following categories:

1) Simple or one word adverb -commonly occur at the mid position; they are placed immediately before the verb especially in sentences that contain an auxiliary. If there are two auxiliaries or more, the adverbial generally follows the first. Most single word adverbs end in –ly as in happily, truthfully,….however, there are many adjectives also ending in –ly to confuse and confound as in unseemly, motherly, silly….

Examples: She would <u>never</u> have shared it.

They are <u>usually</u> at home

Huang sees this category as either syntactically or notionally. For example, syntactically: a word that modifies a verb, an adjective or another adverb as in:

He ran <u>away</u>

"away" underlined above is an adverb that modifies the verb "ran". It answers the question of where? Notionally: a word which answers the question where? How an action is or was done? as in:

We are going <u>soon</u>

"Soon" is an adverb that modifies the verb "going" and "soon" in the sentence shows when they will be leaving.

2) Word group adverb such as a prepositional phrase or a noun phrase which functions adverbially, as in:

He danced in the yard

"In the yard" is a prepositional phrase.

3) Adverbial clause, which modifies a verb, an adjective, an adverb or another clause. The sentence:

Don't come back before we are ready

The above sentence shows that the function of an adverbial clause corresponds more or less to that of simple, one word adverb.

Quirk and Greenbaum (1973), made a classification of adverbials into: Adjuncts, Disjuncts and Conjuncts.

(i) ADJUNCTS: - These are adverbials that are integrated within the clause. For example:

- I can now understand it.
- He spoke to me about it briefly.
- They are standing outside.

(ii) DISJUNCTS: - They are adverbials that express an evaluation of what is being said in terms of the form or content:

- Frankly, I am tired.
- They are probably at school.
- Fortunately, no one complained.

(iii) CONJUNCTS: - These adverbials have connective functions; they indicate the connection between what is being said and what was said before:

- We have complained several times about the noise, and, yet he does nothing about it.
- I have not looked into his qualification. He seems very intelligent, though.

- If they open all the windows, then I'm learning.

Bernstein (1985:128) contends that "modifier is a word or group of words that can be used to change the emphasis or meaning of a phrase or to add detail or additional information". He further states that "adjectives" and "adverbs" are generally present as modifiers in English phrases and could appear before or after the verb, adjective the are modifying. For example:

He drives carefully.

He was highly placed.

Freeman (1999) opines that adverbial is a word group used as an "adverb or a word that is not an adverb but is used as one". Freeman further says phrases and clauses can also be used as adverbials. For example:

Phrase- I went to my house

Clause- I went when I was done.

Eastwood (2009:46) opines that adverbials add more details to a sentence, they tell how, when, or where something happened.

From the above discussions, adverb is a modifier just like adjectives. However, they give more meaning to verbs, adjectives or other adverbs and sometimes modify the whole sentence.

2.2.1 Classification of Adverbs

Tipping (1964), Eckersley (1666) and Thompson (1980) have classified adverbs according to their meanings as well as their positions. Frank (1990:41) divides adverbs into the following types:

1) Classification by meaning:

- Manner – These adverbs give information on how an action is performed. The manner adverb has the most characteristics adverbial form (a ly ending to a descriptive adjective). For example: quickly, neatly, and awkwardly and so on.

- Place – These adverbs show position, direction or distance for example: away, there, here, in and so on. Among the adverbs of place and direction may include some prepositional forms appearing after the verb. For example: He came in; they walked down.

- Time – These adverbs show position, frequency, duration and relationship in time. It could either be definite or indefinite time. Definite time has a fixed boundary in time, for example: yesterday, today, tomorrow and so on. While indefinite time has no fixed boundary for example recently, soon and the list goes on.

- Degree – These adverbs express to what extent or to what degree an action is/was done. For example: very, fairly, rather, quite, too, as in.

2) Classification by function:

I) - Sentence adverbs – These adverbs often have a loose grammatical connection with the rest of the sentence, it modifies the whole sentence rather than a single verb. In essence these adverbs modify other parts of speech particularly verbs. It tells us something extra about the action taking place at that particular time in the sentence. A sentence modifier holds a construction that modifies the remainder of the sentence, much as pre and post modifiers modify a central noun in a noun phrase. For example:

a) Naturally she behaved at the party.

In this sentence above "naturally" modifies the rest of the sentence "she behaved at the party". Other examples,

b) Luckily the lady showed up.

c) Actually the contract is invalid.

2) - Conjunctive adverb – These adverbs establish a relationship between one sentence or clause and the proceeding sentence or clause. It is the word that functions both as an adverb and a conjunction. Words such as "however" and "besides" are adverbials that connect independent clauses or sentences. As an adverb, an adverbial conjunction modifies the second clause and as a

conjunction it joins two clauses showing a relationship between them. Conjunction adverb can be placed in different positions within a clause without changing meaning, examples:

i) We wanted to go to church; however the weather turned bad and we weren't able to go.

ii) We wanted to go to church; the weather turned bad however we weren't able to go.

iii) We wanted to go to church; the weather turned bad and we weren't able to go however.

Note in the above examples that independent clauses connected by a conjunctive adverb must be separated by a semicolon or a period, not a comma. Conjunctive adverbs also indicate such relationship as result: therefore, accordingly. Addition: moreover, besides. Condition: otherwise. Time: then.

3) – Explanatory adverbs – These adverbs illustrate or enumerate in a sentence and they are usually used with adjectives and adverbs. Words like namely, for example, as… are part of the explanatory adverb.

2.2.2 Adverb Placement

Adverbs provide information on how, when and where an action takes place. It is easy to understand what adverbs do by looking at the word adverb. Adverbs add something to the verb; here are some of the examples:

'Lisa often visits her grandmother in Kaduna'

The adverb 'often' tells how frequently Lisa visits her grandmother in Kaduna. Another example could be seen from this:

'Kayla plays the piano well'

The adverb 'well' tells how Kayla plays the piano, and the quality of how she plays the piano.

'However, they must remember to clean up before they leave'

The adverb 'however' connects the sentence to the independent clause or that comes before it.

These examples show how adverb placement occupies different positions in the sentences.

Thompson and Martinet (1980) explain the placement of adverb in a sentence and drew attention to how adverb placement in English, can be very confusing at times. For the purpose of this study, it is important to look at the different adverb placements itemise by Thompson and Martinet.

a) Initial position – This is the adverb placement at the beginning of a sentence or a clause. This 'initial position' is used when connecting an adverb to a statement preceding the clause or sentence. It is important to remember that these connecting adverbs take adverb placement at the beginning of a phrase in order to connect it to the phrase that has come before. Commas are often used after the connecting adverb. Here are some connecting adverbs; however, consequently, next, still, then… some sentences to illustrate this point:

i) Life is hard. However, life can be fun.

ii) She doesn't enjoy reading. Still, she is working hard at getting good grades.

Adverbs are also used at the beginning of a phrase to indicate when something should happen. It is important to note that 'time adverb' are used in a number of placements as the most flexible of all adverbs in the adverb placement. Here are some examples:

i) Tomorrow, mercy is going to visit her mother in Zaria.

ii) I like swimming with friends on Saturdays.

iii) Judith sometimes loves a relaxing day at the beach.

2) Middle position– This position of adverb comes in the middle of a sentence or in the mid-position. Focusing adverbs put emphasis on one part of the clause in order to modify, qualify or add additional information. Adverb of frequency (sometimes, usually, never…), adverb of certainty (probably, certainly…) and adverb expressing opinion such as intelligent, expertly… can be used as focusing adverbs. For example:

i) She often gets to take her baby to work.

ii) She stupidly left her bible at home.

iii) I will certainly buy a copy of his book.

Note that the adverb of frequency is put directly before the main verb. If ‘be’ is the main verb and there is no auxiliary verb, adverb of frequency are put behind ‘be’.

3) End position – Adverb placement is usually at the end of a sentence or phrase. While it is true that adverb generally is placed at the end of a sentence or phrase, it is not all kinds of adverbs that go with the rule. Kenneth (2009) in his work enumerates the three common types of adverbs placed at the end of a sentence or phrase:

- Adverb of manner- The placement of adverb in ‘adverb of manner’ usually occurs at the end of a sentence or clause. Kenneth says the adverb of ‘manner’ is put behind the direct object or behind the verb if there is no direct object. Here are examples to show that:

He drove the car carefully.

He drove carefully.

The difference between the two sentences above is, while the first has a direct object ‘the car’ the second does not. The ‘he’ is the subject in the sentence, ‘drove’ the verb and ‘carefully’ is the adverb.

- Adverb of time- these adverbs usually tells when an action happens or is done. They usually occur at the end of a sentence. For example:

I will tell you the story tomorrow.

The adverb ‘tomorrow’ shows the time the story will be told. ‘I’ in the sentence is the subject, while ‘will tell’ is the verb in the sentence which the adverb ‘tomorrow’ is modifying and ‘you’ is the indirect object while ‘the story’ is the direct object in the sentence. Although adverbs of ‘Time’ are normally placed in final position, some of them are freely moveable. They sometimes go in front position especially if we want to emphasise the adverbs. For example:

Soon she left home.

She soon left home.

She left home soon.

Adverb of "Time" also takes care of the penultimate position. The adverb comes before the last word in a sentence. For example:

He threw harder in the last match.

He wants to see me early enough.

-Adverb of frequency- Adverbs of frequency are considered an important group of medial position of adverbs, but in studying them closely, the position of these adverbs shows the 'definite' frequency adverbs are normally placed in final position, as in:

The lecture takes place every day.

Note also that adverbs of frequency are placed before the auxiliary when the auxiliary is used alone, in addition to remarks, or in answers to questions or when the auxiliary is stressed to a compound verb, as in:

I know I should take exercise, but I never do.

I never can remember.

2.2.3 How to Recognise an Adverb

Adverb as modifier is examined since it is the target area of discussion in the course of this work. Adverbs are modifiers just like adjectives; however, they give more definite meaning to verbs, adjectives or other adverbs and sometimes to whole sentence. The following could give clue on how adverb could be identified:

i). When the predicate refers to the action of the verb, use an adverb:

We will deliver the flower quickly.

ii). There is an easy way to pick out adverbs: they answer the question: how, when, where, why, to what extent?

The girls danced well on extremely light feet. Answer, "how did the girls dance?" While the verb is 'danced', the 'adjective' is 'light'.

I will never go out with him. Answers, "When will she go out with him?"

Susan left to end the meeting. Answers, “Why did Susan leave?” The verb is left. It should be noted that a phrase can also be an adverb!

He is very odd. Answers, “to what extent is he odd?” the verb is very.

iii) Another easy way to spot an adverb is to look for the –ly or –ally at the end. For example: barely, closely, nearly, sadly, comically, rhetorically.

I barely made it on time.

We issue financial statements yearly.

Rhetorically speaking, she asked a question.

However, some adjectives also end in –ly. Friendly, lovely.

His friendly smile, made him seem approachable.

She sewed her lovely dress.

iv) The other words to watch are: always, very, well, only, too, soon, now.

I always stretch before I run.

The voters can only choose one candidate.

v) Some adverbs are conjunctions that join two sentences and modify one of them. They include: hence, however, moreover, otherwise, still, therefore, thus. A semicolon goes before the conjunctive adverb and a comma goes after it:

We slept in: however, we still arrived on time.

Not to add confusion, but adverbs, like adjectives, also come in degrees: positive, comparative and superlative:

1) **Positive:** express a quality.

The band played loudly.

2) **Comparative:** Used when comparing two things. If the adverb doesn't end in –ly, add "er" to the end of the adverb or use "more" or "less" before the adverb:

I run faster than she does.

He sings more soulfully when she is around.

3) **Superlative:** used when comparing three or more things. If the adverb doesn't end in –ly, add "est" to the end or use "most" or "least" before the adverb:

I ran fastest of anyone on my team.

Out of all the members of the band, he sings most soulfully.

Adverbs add quality to a sentence. They are easy to spot if one asks the questions how, when, where, why, to what extent? If one sees too many, then rewrite the sentence so is not overused. Modification in English is flexible, particularly with adverbials which can appear in different places in a sentence. Earlier, the research briefly examined the placement of adverb: no matter where adverbs appear, it is linked to one word in the sentence more closely than it is to other words. For example:

David opened the box slowly.

The adverb 'slowly' is linked to 'opened'. The word which this modifier is linked to is called a head word; hence, modifiers always should be close to their head words as possible as the violation of this principle can result in what is term as 'misplaced' modifier, as in the sentence below:

Walking across the window, I saw a fly.

Certainly, the 'fly' was doing the 'walking' here not the subject 'I' but the placement of this modifier suggests the contrary. 'Fly' is the head word for the verb construction 'walking

across the window' but the link is unclear because the physical distance between them in the sentence is too wide. Misplaced modifiers of this sort are common as the notion of head word and the proximity principle after construction is misunderstood.

2.2.4 How to Recognise Misused Modifiers

Modifiers are adjectives and adverbs that limit or qualify the sense of other words in a sentence. Lebovits (2009:59) opines that a well-placed modifier qualifies the meaning of a phrase and gives the reader information as a correctly placed modifier provides clarity and emphasis. It is on this note that Simmons (1997) asserts that a modifier must at least have one of the following: adjective, adjective clause, adverbs, adverbs clause, absolute phrase, infinitive phrase, participle phrase and prepositional phrases. In the nutshell, if the sentence lacks the above, then it is not modifier. As this is what Lebovits(1997:142) termed as dangling, misplaced or squinting modifier.

A) **Dangling modifiers**- A dangling modifier is a word or phrase that modifies the wrong phrase or describes something not in the sentence. Lebovits (1997:148) further states that a dangling part of speech can also be transitions like "hopefully" or "in conclusion". It is on this note that Mcarthur (1992:753) says a dangling modifier could also be participles, whose verbs are acting as adjectives in a sentence. Dangling modifiers make sentences illogical, usually by allowing something to hang precariously at the beginning of a sentence. He further states that worst dangling modifier is one that modifies no subject at all, leaving the readers to wonder who performed the action in the sentence. For example: Hopefully, she will win the lawsuit. Hopefully, she will win..... The transition "hopefully" fails to refer to a subject which leaves the modifier dangling. More examples:

Finding no error, the judgement was affirmed.

In this elliptical clause, the sentence fails to explain who found no error or who affirmed the judgement? At this point, the research would want to draw attention to whenever a sentence doesn't refer logically to any word in a sentence then such a modifier is seen as misused.

B) **Misplaced modifiers** – A misplaced modifier is a word, phrase or clause placed too far from the word or idea it modifies. Modifiers generally fall for whatever is closest to them. Lebovits (1997:142) considers any kind of modifier can be misplaced, be it adjective, an adverb, a phrase or clause acting as an adjective or adverb. If you put a modifier in a place it doesn't belong, you risk confusion, awkwardness and even unintentional humour. It is on this note that Lebovits says "you can lose your mind or even your head, but don't misplace your modifiers". For example:

He saw a truck in the driveway that was red and black.

If 'red' and 'black' are colours of the truck rather than the driveway then, there is a misplaced modifier somewhere along the line, hence not making the sentence clear. Lebovits (2009:111) states that "a misplaced modifier is a word, phrase or clause that is improperly separated from the word it describes". Sentences with misplaced modifiers often sound illogical as he gave some frequently misplaced single words such as almost, even, exactly, hardly, nearly, scarcely and simply. For example: the vendor almost sold all their pottery at the crafts fair. The logically meaning of this sentence is not that the vendor almost sold all their pottery, but that she sold almost all of her pottery. Therefore, almost correctly belong next to all; the vendor sold almost all her pottery at the crafts fair.

C) **Squinting modifiers –** A squinting modifier is a word that floats mid- sentence, modifying two words or phrases at the same time. This is an unfortunate result of an adverb's ability to pop up almost anywhere in a sentence. Structurally, the adverb may function fine but its meaning can be obscure or ambiguous. For instance:

Do the students seek advice often or can they often improve their grades to seeking advice?

You can tell from the sentence above because the adverb "frequently" is squinting. A squinting modifier is sometimes called a two-way modifier; this modifier error occurs when a

modifier is placed between two words and could modify either one, in other words, the modifier is squinting looking at two directions to see which word is supposed to modify. For example:

"Students who miss class frequently fail the course"

One could tell which part of the sentence the word "frequently" is modifying as the Standard English dialect is very strict with the placement of a modifier within a sentence. Therefore, the placement of a modifier within a sentence is of equally importance. A squinting modifier is determined by the ambiguity of its placement, it can be found in the middle of a sentence. The problem is when it becomes unclear if the modifier describes that which comes immediately before or that which comes immediately after. For example:

Writers who revise their work often can recognise their mistakes.

The sentence above has two possible meaning; writers revise often or they often recognise their mistakes. As such, the sentence is ambiguous which is what we try as much as possible to avoid in modification. In the nutshell, squinting is a misplaced modifier that describes two situations.

2.3 Theory of Errors

It is just unrealistic to reckon on language learning and acquisition without errors, Ubahakwe (1979) opines that "errors do occur in second language learning and it is the duty of the teacher to acknowledge them and deal with them accordingly". Theoretically, analysing learners errors, two different approaches have been deploy to present day. They are: Contrastive and Error analysis. The work intends to look at these theories since this work is based on errors.

2.3.1 Contrastive Analysis Approach

From the early 1940s to the 1960s, teachers of foreign languages were rather optimistic about language teaching problems being approached scientifically, with the use of methods derived from structural linguistics. Essentially, the aim of structural linguistics was to characterise the syntactic

structure of sentences in terms of grammatical categories and surface arrangements. This approach is based on the premise that languages are different and because of these differences, the second language learner is likely to encounter difficulties, the linguistic differences could be used to predict learning difficulty. This convention that linguistic differences could be used to predict learning difficulty produced the notion 'Contrastive Analysis'. The basic practice of contrastive analysis is first to write a description of a particular subject of each language to be compared that upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner. Another ardent supporter of this approach Lado (1957:9) says that the plan of the book rests on the assumption that can predict and describe the patterns that will cause difficulty in learning and those that would not cause difficulty, by comparing systematically the language and culture to be learned with the native language and culture of the learners. Claims like Fries and Lado were reinforced by informal observations of learners' systematic errors which seemed to reflect the structure of the native language. Though most of the errors are morphological in nature, others clearly occurred at the syntactic level. From this, it appeared that difficulties of foreign language learners could be predicted from the differences evident in the structures of the two languages.

Contrastive analysis borrowed principles from the field of the Psychology of learning such as imitation, reinforcement and positive and negative transfer which were incorporated into its framework. This approach became unpopular because the theoretical adequacy was seriously questioned most notably by Chomsky (1959) and more devastating reason was that contrastive analysis fared quite poorly as researchers, instead of relying on anecdotal impressions from the classroom, began collecting data in more systematic way. The analysis of learners' errors from these data showed that most of them were not predictable on the basis of contrastive analysis. Most of the errors like simplification and overgeneralisation which show a striking resemblance to error made by children while acquiring a first language could not be accounted for by contrastive analysis.

2.3.2 Error Analysis Approach

A more reliable approach to the study of error is the approach of error analysis, which is directly concerned with students' performance. This approach views that the sources of linguistic interference are not restricted to the learners' mother tongue. On the basis of error analysis, researchers noted similarities between the types of errors reported in the first language acquisition and the errors made by second language learners. Obviously, these were errors that could not be accounted for within the contrastive analysis framework. On this basis, Richards (1973) speculated that the process of acquiring the first and the second language are essentially the same. Error analysis is a field that deals with the differences between the way people learning language speak and the way adult native speakers of the language use the language Richards (1971:12). He goes on to say that errors in second language learning are as systematic as the differences between the first language learning utterances of the child and the utterances of the adult speaker of the language. The aim of error analysis is to i) describe by the evidence contained in errors, the nature of the inter language in its stages of development and ii) to deduce from these descriptions the process of second language acquisition. Richards (1974) the proponent of this approach believes that the learner is not a passive recipient of language but rather is constantly testing the new language, making rules, altering and refining these rules. A second language learner is often compared to the first language learner by their similarity of errors.

Errors are no longer seen as a deviation but are used as data for analysis. Errors provide important information about the progress or language system of the learner. By 1970s, the field of error analysis was established in second language acquisition (SLA) by Corder and his colleagues. The error analysis approach in SLA was greatly influenced by behaviourism through which applied linguists sought to use the formal distinction between learners' first languages to predict errors. According to Olaoye (2008), error analysis is sometimes referred to as "a posteriori contrastive analysis". It is an after-the fact analysis. The focus of error analysis lies with investing the second language learners' errors in trying to produce the target language. The use of error

analysis comes from the rationalist theory of language teaching George, (1972). According to this view, errors are regarded as potentially facilitative rather than inhibitory in the learning process. The second Language learner (L2) is thought to be much like the first language learner in that the error are used to test the hypotheses about the language thereby learning from them. The error the learner makes should reflect the learning process rather than the natural language.

2.3.3 Causes of Errors

There is a distinction between teaching and learning. What teachers teach is not always what the learners' learn. This problem arises not because of teacher's attention to the teaching, but it is not always the case. Students have different ways of learning the material that is presented to them and in the process, errors may occur. Errors may occur as a result of one or more or combination of the following.

2.3.4 L1 Interference

Adebisi (2006:78) opines that the notion of mother tongue interference as a main contribution to error in the learners' use of a foreign language is related strongly to the behaviourist notion of language learning, that is, language learning is a matter of habit formation. One set of language habit can interfere with the formation of another. All the second language (L2) learners' errors are related to the systems of the mother tongue. Weinreich (1968) defines interference as "Those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language". He further states that when both speakers are bilinguals, interference becomes rampant in both directions; when one speaker is monolingual and the other bilingual, interference in the bilingual is 'inhibited'. Interference however, can be seen not as old habit but as that the learner is investigating the system of the new language. There is no hard and fast rule for dealing with L1 interference errors. The teacher should patiently re-teach a given structure a student had learnt wrongly and give the learners the chance of using the solution in an appropriate situation. Interference is an unconscious activity George (1972).

The implication here is that the learner's possession of this native language is facilitative and that errors are not to be regarded as signs of inhibition but simply as evidence of the strategies of learning. The contrastive approach states that interference is due to unfamiliarity with the L2. Lado (1957:58-59) states that we know from observation of many cases that the grammatical structure of the native language tends to be transferred to the foreign language…. We have here the major source of difficulty or ease in learning the foreign language…. Those structures that are different will be difficult. Other sources of errors in an ESL situation as summarized by Selinker (1974:222) are:

1 Over- generalization of the target language rule: Speakers of many languages could produce a sentence such as:

a) What did he intended to do? : Here, the past tense morpheme –ed is extended to the environment in which, to the learner, it could logically apply, but does not. This is a false assumption based on the knowledge of the target language.

b) Transfer of Training: A learner's inter-language may be due to the transfer of training; textbooks and the teacher's handling of the target language. A student who gets confused about the use of 'he/she' for instance, may be because all the text book drills and teacher's examinations are always done with 'he' instead of using both.

Another cause of error is the tendency on the part of the learners to reduce the target language to a simpler system. According to Jain (1969) as stated by Selinker (1974:40), the result of this strategy is manifested at all levels of Syntax in the inter-language of Indian speakers of English. For example, if the learner has adopted the strategy that all verbs are either transitive or intransitive, the learner may produce inter-language forms such as:

1) I am feeling thirsty
2) Don't worry, I'm hearing you.

For Fatunsin (2004:134), carelessness is often related to lack of motivation, perhaps the materials or the style of presentation does not suit them. Norrish (1983) suggests that a good

way of reducing careless errors in written work is to get the students to check each other's work. They should be involved in active search for errors.

Other sources of errors can be spelling pronunciations, mistranslation from the target language to the mother tongue and vice versa. Translating word for word of idiomatic expressions in the learner's first language can produce 'classic howlers' (Norrish 1983; and Onyemachi, 2004). A child falls back to the language he is familiar with in order to communicate. Others are exposure to common error at school, at play, at home and from mass media, attempting to use items which have been learnt, but forgotten as a result of an infrequent need to use them (Okafor, 2008).

For Norrish (1983:12-42), errors could be as a result of the following: choice of teaching materials, teaching points being presented in a certain order, ordering of the examples of the language, the practice work accompanying the examples or the learner's processing of these materials. For instance, a language learnt early may be over-used by the students. According to corder (1973:284), language is a set of system with all parts being interconnected, therefore, nothing can be 'fully learnt' until all the parts are fully learnt. The teacher's role is to allow the students to learn the rule system of the target language by presenting them with sentences which exemplify the rules so as to develop competence in the language as a whole. All the sources of errors mentioned by Norrish are all part of activities associated with the teaching process. They are all within the teacher's control except the last one which is the learner's processing of materials. Corder (1973:284), notes that the "last factor is neither within the teacher's control nor within the student's control and has been classified as part of human psychology by one writer". Norrish further refers to this as "personal factor" involving the student's mind, which boarders on the abilities of the students whether it is good, or the student is been distracted, which can lead to unnecessary mistakes. Corder calls this 'redundant', as clearly different from an error which arises especially from the language learning activity (i.e the inherent error which may be a necessary part of learning a language).

French (1949:22-23), on his part identifies three sources of errors and they are:

1) Vocabulary errors due to not knowing or misjudging the meaning of a word. For example: this letter is upset down instead of this letter is upside down.
2) Correct patterns used incorrectly for example it is time for going.
3) A learner is learning on the basis of a pattern existing in the mother tongue. This solution to his doubt is strengthened by his vernacular usage. For example: I am hearing you.

In an ESL situation, the learner is often affected by these factors from a very early age. When the pupil gets to secondary school, many of these common errors have been so reinforced by uncorrected repetition that have become very strong language habits which persistently resists the secondary school teacher's attempts at remedial teaching. This is the process of fossilization. Fossilizable Linguistics phenomena are defined by Selinker (1974:36) as "Linguistic items, rule and sub systems which speaker of a particular target language will tend to keep in their inter-language relative to a particular target language no matter what the age of the learnt or amount of explanation an instruction he receives in the target language. All well-known errors are among such fossilizable structures.

2.4 Types of Error

Proponents of error analysis differentiated between inter-lingual and intra-lingual errors and have agreed that errors could be caused by analogy with the native language, which is the inter-lingual but majority of the errors are intra-lingual and developmental in nature.

2.4.1 Inter-lingual/Transfer Errors

These errors are attributed to the native language and they occur when the learner's mother tongue (L1) prevents him from acquiring the patterns and rules of the Second Language (L2) Corder (1971). Interference is the negative transfer of the mother tongue (L1) on the performance of the target language (L2) (Lado 1964). These are the instances of deviation from the norm which occur in the speech of bilinguals as a result of their familiarity with more than one language.

2.4.2 Intra-lingual/Developmental Errors

Intra-lingual and developmental errors are those errors that "reflect the learners' competence at a particular state, and illustrate some of the general characteristics of language acquisition" (Richards 1971:206). The inceptions of these errors are within the structure of the language itself rather than interference as target language is learnt independent of the mother tongue. The learner tries to create the rules as a result of the data at hand and in the process may develop neither a hypothesis that tallies to the mother tongue (L1) nor the target language (L2). These errors are systematic in nature and synonymous to anyone learning English as a second language.

Intra-lingual implies general characteristics of rule learning such as overgeneralization or faulty/incomplete application of rules or failure to learn the necessary conditions for rules application. This includes the use of the progressive instead of passive, regular inflexion or irregular verb, use of the infinitive form of the main verb instead of the past participle (Omojuwa 1979). Olaoye (2008:66) says that developmental errors are those errors caused by formulation of false hypothesis (as evident in child language acquisition).

Proponents of errors believe that contrastive analysis does not predict second language errors and that the nature of these errors is such as that of the first language developmental errors. Richard (1974:124) groupes intra-lingual errors into:

1) Over-generalization
2) Ignorance of rules restriction
3) Incomplete application of rules
4) False concept of hypothesis

2.4.3 Over-generalization

Jakobovit (1985) defines over-generalization as "the use of previously available strategies in new situations…. In second language learning, some of these strategies would prove helpful in organizing the factors about the second language but others, perhaps due to superficial similarities would be misleading and inapplicable. Over-generalization leads a learner to develop a deviant

structure on the premise of the previous experience of other structures in the language. For example:

1) she can sees
2) He come from
3) He can signs

This example above shows that the learner learnt that the first person singular pronoun takes –s in the singular form and overgeneralized the use in all situations. Richards (1974:124) calls this "over learning structure". It involves the creation of one deviant structure in place of two regular structures or as a result of reduction in the learners' linguistic burden. The omission of the third person singular –s has removed the necessity for concord, hence relieving the learner of considerable effort.

2.4.3 Ignorance of Rules Restriction

This is a failure to observe the restrictions of existing structures, the application of rules to context, where they do not apply Corder (1973). For example:

1) The girl who I brought her (violates the limitation on subject in structures with '**who**').
2) I made her to do it (ignores restriction on the distribution of make)

In the examples above, 'her' and 'to' respectively should be deleted. These errors occurred as a result of ignorance of rules restrictions. The sentence should be re-written as:

1) The girl whom I brought
2) I made her do it

Rules restriction errors could be as a result of the analogy of the learner or wrong learning of rules. The learner can make erroneous statements like the following because of similar ones the learner had heard:

1) She showed me the book * *she explained me the book*
2) She said to me * *she asked to me*
3) They talked about it * *they discussed about it*

The italicized sentences occurred as a result of over-generalization, hence be re-written as: she explained the book, she asked me, and they discussed it.

2.4.5 Incomplete Application of Rules

Some of the rules are not fully developed as a result of systematic difficulty in the use of questions. A statement made can be used as a question, one of the transformations in a series may be omitted or a question word may be added on the statement form. Richards (1972) gives the following illustrations as evidence of incomplete application of rules:

Teacher's Question	**Student's Response**
1) What was he saying?	He **saying** he would **ask** her (misuse of tense)
2) What did she tell him?	She **tell** him to hurry (misuse of tense)
3) What is he doing?	He opening the door (error of omission)
4) How much does it cost	It cost one Dollar (error of omission of-s)

The teacher has to correct these mistakes immediately.

2.4.6 False Concept Hypothesized

This is a developmental error that has to do with faulty comprehension of distinctions in the target language. Richards (1974) gives example with the use of 'was' and 'is'. The word 'was' may be interpreted as a marker of past tense and may be understood to be the corresponding marker of the past tense. *she is speaks French. Error such as this is sometimes due to poor graduating of teaching items and classroom presentation based on contrastive analysis of English language and another language or on contrast with English itself.

Apart from inter-lingual and intra-lingual errors, Olaoye (2008:64), classifies errors according to:

1) Their basic types (Omission, additive, substitutive, e.t.c)
2) How apparent they are (Overt or covert errors)
3) The domain (Breath of context, extent and breath of the utterance which must be changed in order to fix the error)

4) The level (Phonological error, vocabulary or lexical errors, syntactic errors and so on)

According to Nwankwo (2008) and Ifeagwuzi (2008) errors can be grouped as: gross, delicate, breakdown, non-break down, critically persistent and transient.

2.5 Gross Errors

Gross errors break a generally known rule and therefore involve the generation of many errors. Thus, a student who writes:

When I will come I will tell you all about it.

Is likely to misuse the future simple tense in time clauses and make such errors as:

When he will come……

After I will see you……

As soon as you will come…..

Gross errors are highly significant in that they provide important information about the learner.

2.5.1 Delicate Errors

A delicate error breaks an individual rule and does not lead to generalization for example:

He picked a taxi car outside Jos > He boarded a taxi car……

He could not cope up with the problem > He could not cope with……

Each delicate error is not particularly significant in itself but a learner who makes such error will obviously have problems of communication.

2.5.2 Break down Errors

These are errors capable of causing a breakdown in communication. Thus a student who says:

You don't have to do it,

When he means:

You mustn't do it.

And a student who writes:

I borrowed him a car.

When he means:

I lend him a car.

Is obviously guilty of making breakdown errors which are highly significant and demand urgent remedial attention.

2.5.3 Non Break down Errors

These are errors which break the rules, but do not interfere with communication. A student who says:

He will discuss about it later or he is schooling at Lokoja.

Will have problems in making himself clear. Such errors are obviously less serious than the break down errors.

2.5.4 Critical Errors

A critical error causes another error to be made in the same context and is therefore serious.

2.5.5 Persistent Errors

These are errors which are made for a long time, despite remedial attention. The can be divided into:

A) Consistent errors (those which are frequent and predictable).

B) Sporadic errors (those which re-occur infrequently and unpredictable).

2.5.6 Transient Errors

These are errors which do not persist for a long period. Most often, they are similar to those made by the native speakers when learning English and are caused by factors such as over-generalization (wrong assumption) that a particular item is governed by a seemingly relevant rule. Examples:

I seed him yesterday > I saw him yesterday.

False analogy and wrong assumption that a new item is similar to an already known item, example: a person who farms is a farmer; therefore, a person who cooks is a cooker. The teacher should observe the students errors, so that the teacher can predict what errors the new students are likely to make by referring to the errors made by his previous equivalent students. However, the teacher should check that the students do make the errors before making definite teaching decisions.

Errors should be seen as a necessary part of learning a language because the errors will enable the teacher creates a favourable environment for language teaching. The teacher will be able to allow the learners' innate strategies to dictate the practice and determine the syllabus. The investigation of the learners' errors has a double purpose, it is diagnostic and prognostic. It is diagnostic because it can tell the learners' state of the language while it is prognostic because it can tell course organisers to reorient language learning materials on the basis of learners' current problems.

Corder (1971:202), views the relationship of a learners' error to his system as suggesting a three step approach analysis:

a) It must be determined by what the learner is intending to say in terms of how a native speaker would express the same communication.
b) The nature of at least part of the learners' system and how the error fits it, must be determined.
c) The learners' system (what is assumed to be at deviant with the second language system) must be discovered.

Johnson (1972:45) points out that, an analysis of the learners' errors gives us evidence of his competence in the foreign language. We also gain valuable information concerning learners' difficulties at different stages. Such information is important for the planning of courses and the construction of teaching materials.

Errors are indispensable to the learner because they are seen as a device the learner uses in order to learn. It is a way the learner has of testing its hypothesis about the nature of the language in focus. The making of errors therefore is a strategy employed by the student acquiring their mother tongue and those learning a second language (Corder 1974). The teacher will also learn to adapt to the learner's needs rather than imposing a new preconception on how the students ought to learn what they ought to learn and when they ought to learn it.

The errors tell the teacher if he undertakes a systematic analysis, how far the students can achieve the goal and what remains for the students to learn. Hence, it is a feedback to tell the teacher about the effectiveness of the teaching materials and the teaching techniques. This shows the teacher what part of syllabus has been adequately learnt and which need more attention. It also enables the teacher to know if the students could move forward with the syllabus or devote more time to the item not understood.

Students' errors provide valuable evidence of learning problems and thus supply the teacher with information on which he can base its remedial teaching. Hence, the practical aspect of error analysis is its function in guiding the remedial action. We must take to correction as an unsatisfactory state of affairs for the learner. These errors provide the research with evidence of how language is learnt or acquired, what strategies or procedures the learner is employing in discovering the language.

2.6 Teacher's Attitude towards Correcting Students' Written Errors and Mistakes

Any method of teaching that avoids errors is likely to stop learners from being creative in language. Guiding students from making errors make them imitate utterances and do mechanical exercise, thus, does not help them use the language in real situation. So, it is necessary and even desirable for Second Language Learners (L2) to commit errors provided the teacher is to some extent able to control when and what errors are made. The Second Language Learner (L2) uses an inter-language which is somewhere in between

total competence, depending upon the length and effectiveness of the learning. When the Second Language Learner (L2) uses this inter-language, the learner makes a hypothesis about the target language based on the evidence, which the learner has collected in that part of his brain devoted to language acquisition. When a Second Language Learner (L2) makes a false hypothesis, the learner does so either because this evidence is insufficient to help the learner or because the evidence has led the learner to a wrong conclusion. In order to correct the learners hypothesis, the learners evidence informs the learners brain with additional information from which the learner can correct his hypothesis in future. For example, the learners hypothesis is correct except for the third person singular of the present tense. The learners false assumption will cause the learner to make the error of omitting the final‘s’. In order to remedy this error, the learner needs to be given new evidence which focuses attention on the error allow the learner to revise the hypothesis. Nigerian Language teachers have to decide which systematic deviation from the norm should be regarded as errors requiring remedial teaching.

Teachers should be tolerant of errors as even very articulated native speakers commit errors especially in spontaneous conversation where the content is often important than the expression and the speaker does not have time to plan the utterances. Any categorization of tolerable errors should therefore, include provision for the specification of errors, which should be accepted in spoken form but not in written form. Language teachers should first of all be very conversant with types of errors made by these learners.

When errors have been predicted and discovered, decisions have to be made about selection and grading. In order words, the teacher has to decide which error to remedy and in what order the teacher will deal with them. According to Richards (1974:18), the following criteria can be used to help in making of such decision.

1) **Frequency-** An error which is made by many students very frequently is obviously more sufficient than an error which is made rarely by a few students.

2) **Context Frequency-** It is possible for an error to be generally infrequent but frequent in a particular context. If the context in which it is frequent is of relevance to the students then this error should be considered for selection though it is normal not frequent. For example, writing letters of application.
3) **Mode Frequency-** It sometimes happens that a particular error occurs frequently in one mode of utterance for example, very normal writing and less frequently in other modes. If the mode in which it occurs is relevant to the students then the error should be considered for selection but the remedial teaching should be restricted to the mode in which the error is frequent.
4) **Gravity-** it is important to estimate how serious a type of error could be.
5) **Teacher's Ability-** Some errors can be remedied easily in the classroom. While others are extremely difficult to remedy in the classroom either because of the complexity of the item or because the error is so frequently and habitually made by educated speakers of English in the area that it is more strongly reinforced than the correction of the teachers.

Remedial lessons should be given when it has been discovered that many students in a particular level, frequently make an error which the teacher considers to be significant. The following lesson procedures can be useful.

a) **Attention to the Errors-** The students are presented with a number of sentences, some of which are correct and some that contain samples of types of errors. They students are asked to indicate which sentences are acceptable and say what is wrong with them, it is advised that only errors that the students make are presented to them. All errors on the board should be indicated so that the students know what is correct and what is not.

b) **Correct Exemplification-** The unacceptable sentences should be corrected on the board, while the teacher gives more relevant examples of the correct usage of the items.

c) **Explanation-** The teacher describes the correct usage of the items and explains why, when and how they are used.

d) **Drill Practice-** The students are given drill exercises which will enable them use the items correctly. This stage is important when attempting to remedy errors of forms.

e) **Less Mechanical Practice-** The students are given practice which involves some decision making and not just the mechanical repetition of the correct models. However, sufficient guidance is given to enable most of the students get their answers correctly. If an error is frequent and considered as gross, persistent and teachable, then it should be selected for remedy and should be graded early in the course. On the other hand, if error is frequent but considered to be trivial, delicate and transient then the teacher does not need to select it for remedial teaching.

2.7 Techniques for Correcting Errors and Mistakes

Most students expect and value the feedback they receive in writing and research has shown that there seems to be a connection between active correction of errors and improvement in writing skills. Ferris (1995) emphasizes the importance students give to writing accurately and their perceived need to obtain corrections from the instructor. An important factor mentioned by Truscott(1996), who incidentally opposes grammar correction – is the necessity for not teaching every Linguistic category (Lexicon, Syntax and Morphology) as equivalent since these categories represent separate learning domains that are acquired during different stages and through most researchers (Ferris and Robberts,2001; Roes and Shortreed, 1986, Semke, 1984; Laland, 1982) agree that corrections are useful for the students as long as they are

consistent and systematic. As far as error correction strategy is concerned, George (1972:76) clearly states that:

> …..if one has simply to ensure absence from written work of
> Gross grammatical errors, the teacher has to establish a habit,
> The of checking for the errors which the writer (student) customarily
> Makes.

In order words, students or learners should read the work they have written in order to check habitual errors. George's statement has thus provided language learners and teachers with new insight in learning and teaching L2 writing. It implies that students will no longer restrict themselves to writing, but will begin to check errors and rewriting under the teacher's guidance. This shows that the teacher will no longer be sole error corrector but the one who plays an important role in guiding error elimination strategy which is undertaking by his students. This strategy encourages self-correction, pair correction and peer/group correction.

Chastain (1990:14), Finds out that there was no significant difference between the number and types of errors, "in some ways the expectation of a grade may influence student's writing in some positive way….. Students in this study wrote complex sentences". Corrections place an importance on what is corrected thus exclusive-surface level error correction places emphasis on form.

Over the years, correction of written production has provoked some controversy. Several studies (Ferris and Roberts, 2001; Terry, 1989; Zamel, 1985; Lalande, 1982) endorse differing approaches to written correction, which can be separated into two main categories:

a) Explicit (direct): the instructor indicates the error and provides the correct form.

b) Non –explicit (indirect) the instructor marks the error in some fashion (underlined highlighted, coded) and the student has to decide the correction.

Some researchers (Chastain, 1990; Scott, 1996; Ruiz – funes, 2001) have adapted Lalande's (1982) error correction techniques to provide students with an indication of the type of errors without giving the correct answer. These procedures have become a common classroom practice that encourages learning through problem solving. In a different study, Ferris (1995:25) classified errors as treatable (patterned and rule-governed) or untreatable for which there is no set of rules that students' can consult to avoid making mistakes. For these errors, Ferris recommends a combination of direct correction and a set of strategies exclusive to this type of error. The teacher can also write comment on students' written works. Correcting writing becomes a serious task for the teacher if there are a lot of mistakes. If we make correction in a traditional way by using red ink such as underlying, circling, striking out, the notebook will be so untidy and the students' might lose interest. It is better to classify the mistake. For instance, spelling, structure, collocation, punctuation errors and so on.

For language students, it is very important to understand that there is no ideal model for writing and that they are not being compared to native speakers or more proficient classmates. Instructors need to remember that one cannot expect the second language learner to write like an educated native speaker. As Yates and Kentel (2002:34) point out, "compare the learners' knowledge to native speaker knowledge study the comparative fallacy and provide incomplete insight into what principles the learner had". Therefore, the scoring instrument should reflect the kinds of tasks that are done in the classroom.

In essence, from the above review it is observed that error analysis is very important to second language learning and teaching because it gives us evidence to learners' competence in the foreign language. It is also noted that error analysis helps us to

gain valuable information concerning learners' difficulties at different stages. Such information is important for planning of courses and the construction of teaching materials.

2.8 Theoretical Framework

Having enumerated the tenets of the theories of errors, error analysis approach is the theoretical framework adopted for this study. The approach focuses on learner's errors, these errors provide important information about the progress or language system of a learner, as the goal for language teaching shifts from Linguistic competence to communicative competence. For learners, errors are not simply eradicated but try to understand the learners wrong as this approach provides second language learners to understand the mastering of knowledge information. In using this approach, learners can be picked from the errors they make and still have them (learners) to master the right process. Stern (1983:4) mentioned that error analysis is the study of learners in second language learning process. Error analysis approach helped the researcher to get information on the actual performance of the learners and investigate the students' errors in the written essay collected as these errors will be identified, analysed and see if there is any commonality among.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter basically presents the source of data collection, sampling procedure, method of data analysis.

3.1 Sources of Data Collection

The data for this research are from primary sources and they comprise of the students of the English Language, Biochemistry and Business Administration department of Kogi State University, Anyegba. An essay was given to the students and the numbers of words were decided by the researcher, not more than two hundred and fifty (250) words, to ensure that the data collected would be a good representation of the students.

3.2 Method of Data Collection

Test administration was employed to collect data for this study. The test was administered under a classroom condition with the supervision of the researcher. This was to ensure that the data collected are real and not influenced by the students. This method was used so as to know the level of performance of the students in the research area thereby collecting and presenting realistic data. This further helps the researcher to analyse the problem of the subjects of study and also spelt out ways of curbing them. A total number of four (4) questions were given to students to select just one to write on, same question was administered to the three departments under study. The questions administered are topics the students are familiar with and it was adopted because these questions have been standardized and tested by the West African Examination Council (WAEC). The research adopted it without modification because the reliability and validity have been done by WAEC. The test finished within 1 hour of the class period.

Having gone through the test scripts, errors committed by the students were grouped into different types of adverbs, further sub-grouped into wrong order of adverbs, wrong lexical selection, and

wrong use of adjectives for adverbs, misuse of pronouns for adverbs depending on what the researcher sees.

3.3 Sampling Procedure

This thesis considered the Departments of English, Biochemistry and Business Administration out of the other departments in the institution. A total number of one hundred and fifty (150) students were randomly selected from the three departments and used for the study. The research assumes that the choice of the university will give way to accessing the students while the number of students that will be selected will allow the researcher carry out an empirical and objective study. In other words, the simple random sampling procedure was used to select the population of the study.

3.4 Method of Data Analysis

The errors are analysed using the data collected vis a vis the objectives of the study which comprise identifying the extent and types of errors, as well as classification of the errors as seen in the test scripts. The data are presented in a table with various columns based on the adverb identified and the sub topic which it falls. Having organised the result from the data collected, a simple percentage formulae was used to answer the four research questions.

CHAPTER FOUR

PRESENTATION OF DATA AND ANALYSIS

4.0 Introduction

This chapter presents the analysis of data collected and the interpretation of the results. The data and the analysis are presented as follows: Errors identified has its own correspondingly numbered section. Each section begins with a statistical chart headed by the name of the category. The second column shows the number of errors committed by the students in the test administered and the percentage of the total errors for the categories which this represents. The figures in the columns represent the number of errors for each sub-category and the percentages of errors for the category that these numbers stand for.

Below the statistical table for each category of errors, comments are made on the number and distribution of errors in the category. Wherever possible, reasons for variation among the texts are identified, corrections are made as well as the possible reasons for the frequency or non-frequency of the category as a whole.

Research Question 1

To what extent is the misuse of adverb rampant?

Table 1.0: Adverb of Manner

Sub - Categories	Dept. of English Lang Frequency	%	Dept. of Biochemistry Frequency	%	Dept. of Business Administration Frequency	%
Omission of the –ly suffixes	8	22.9	14	27.4	11	24.4
Wrong lexical selection	6	17.1	12	23.5	10	22.2
Wrong use of adjective for adverb	10	18.2	11	21.6	8	17.8
Wrong order of adverb	6	17.1	8	15.7	10	22.2
Omission of adverb	5	14.2	6	11.8	6	13.4
Total	35	100	51	100	45	100

Table 1.0 shows the least percentage of adverbs of 'Manner' errors for the three departments sampled (that is the departments of the English Language, Biochemistry and the

Business Administration departments). There is a drop in the omission of adverbs from the students of the Biochemistry Department. The table also reveals a slightly higher incidence of 'omission of the –ly suffixes' errors amongst the Biochemistry students. Within the adverbs of 'Manner', the 'omission of the –ly suffixes' is the most violated by the students of the three departments with records of 22.9%, 27.4% and 24.4respectively. The three department students have more problems in the 'omission of the –ly suffixes'. The Biochemistry students have more problems in the 'omission of the –ly suffixes than in the 'omission of adverbs'. The Biochemistry students seems to do well in 'omission of adverbs' compared to the students of Business Administration and the English Language students with the records of 11.8%. The finding reveals that students from sampled departments have difficulties with adverbs of 'Manner' usage.

Samples of Adverbs Errors in Text 1

Errors	**Reconstructions**
(1).I beg he drives safe.	I beg he drives safely.
(2).We were moved so swift.	we were moved swiftly.
(3).I Rush out quick.	I rushed out quickly.
(4).I waited lucky for me.	I waited luckily for me.
(5).sad we saw dead bodies.	sadly we saw dead bodies.
(6).surprising not so far from us.	surprisingly, not far from us.
(7).I in eager waited for goals.	I waited eagerly for goals.
(8).I headed for the road quick. pick a taxi.	I headed for the road to quickly pick a taxi.
(9) The driver drove safe.	the driver drove safely.
(10) I came down quick.	I came down quickly.

Table 2.0: Adverb of Time

Sub - Categories	Dept. of English Lang Frequency	%	Dept. of Biochemistry Frequency	%	Dept. of Business Administration Frequency	%
Misuse of preposition of time	10	27.0	16	35.6	10	33.3
Wrong lexical selection	8	26.7	12	26.7	10	27.0
Wrong syntactic usage	6	20.0	9	20.0	8	21.7
Wrong placement of the adverb	6	20.0	8	17.7	9	24.3
Total	30	100	45	100	37	100

In table 2.0 above, the students under investigation committed relatively high percentage of errors in the use of prepositions of time, although the students from the Department of English made slightly less errors of preposition of time. Researches have shown that the use of preposition in any given language constitutes one of the most troublesome areas for students at all levels;

therefore, these students under investigation are no exception to this general trend (see Fatunsin, 2004).

The analysis from the table above indicates that the Biochemistry students committed the highest errors in the preposition of time. A critical look at the table shows that the English Language students committed fewer errors in the wrong syntactic usage than the Biochemistry and the Business Administration students. It is pertinent to say that all the students under investigation made errors in the use of adverb of time.

Samples of Adverb of Time Errors

Errors	**Reconstruction**
1) I spent the following three days.	I spent the next three days.
2) I arrived the city in a very good time.	I arrive the city in good time.
3) We see unbelievable things nowadays.	Nowadays, we see unbelievable things.
4) it was close to three weeks ago i left home.	I left home three weeks ago.
5) thirty minutes gone by after the explosion.	thirty minutes after the explosion.
6) we would visit the stadium presently.	Presently we would visit the stadium.
7) I went to Jos before four years.	I went to Jos four years ago.
8) I received late his call.	I received his call late.
9) Just as I had finished the call i heard a bang.	I had just finished the call, i heard a bang.
10) on a Saturday i left the house.	I left the house on a Saturday.

Table 3.0: Adverb of Place

Sub - Categories	Dept. of English Lang Frequency	%	Dept. of Biochemistry Frequency	%	Dept. of Business Administration Frequency	%
Misuse of preposition of place	14	41.2	15	34.9	13	35.1
Wrong use of pronoun for adverb	10	29.4	13	30.2	14	37.8
Wrong use of prepositional forms after verb	10	29.4	15	34.9	10	27.1
Total	34	100	43	100	37	100

From table 3.0, the total number of errors committed is relatively high; the percentage of errors of the preposition of place is high too. Surprisingly, the English Language students committed more errors in the area of misuse of preposition of place with the record of 41% while the Biochemistry students and Business Administration students committed 34.9% and 35%

respectively. The students' wrong use of pronouns for adverbs is noted too. The reason for this could be as a result of these students poor knowledge of adverbs.

Samples of Adverbs of Place Errors

Errors	**Reconstructions**
1) seated in there car.	seated in their car.
2) we stopped at nearby junction.	we stopped nearby a junction.
3) I moved farther.	I moved further.
4) I have not been to Jos much late.	I have not been to Jos Lately.

Table 4.0: Adverb of Frequency

Sub - Categories	Dept. of English Lang Frequency	%	Dept. of Biochemistry Frequency	%	Dept. of Business Administration Frequency	%
Wrong order of adverbs	15	46.9	22	55.0	19	52.8
Wrong order of adverb for verb	17	53.1	18	45.0	17	47.2
Total	32	100	40	100	36	100

The table above shows that the Biochemistry students committed 55% errors in the wrong order of adverbs in the written essay. The percentages of these errors are relatively high; this could be as a result of the instrument used that is the 'descriptive essay'. The English Language and the Business Administration students did no better too as the record 53% and 47% each in the wrong order of adverbs. The table reveals that though the Biochemistry students record high percentage in the ordering of the adverb, but did better in the word order of adverb for verb compared with the

percentage errors committed by the English Language and Business administration students'. The total errors committed in the analysed table above shows that the English Language students committed fewer errors than the Biochemistry and Business Administration students'. The differences may be as a result of a good mastery of the syntactic rules governing adverbs formation by the English Language students, although the differences identified are statistically insignificant. The English Language students must have committed fewer errors than the students of Biochemistry and Business Administration because the later have been exposed to all the teaching emphasis on the principle guiding the writing of a good essay using correctly placed adverbs.

Samples of Adverb of Frequency Errors

Errors	**Reconstructions**
1) he goes often to the area	he <u>often</u> goes to the area
2) never I have seen	I have <u>never</u> seen
3) I delayed some more days	I delayed <u>some</u> days
4) he complained about the journey constant	he complained about the journey <u>constantly</u>
5) I hope never to experience that again Again	I <u>never</u> hope to experience that
6) I tried his number severally.	<u>Severally</u>, I tried his number
7) the doctor starts usually with those IN the emergence	the doctor <u>usually</u> starts with those in the emergency
8) he tells me often	he <u>often</u> tells me

Table 5.0: Conjunctive Adverb

Sub - Categories	Dept. of English Lang Frequency	%	Dept. of Biochemistry Frequency	%	Dept. of Business Administration Frequency	%
Omission of semi – colon before an adverb	14	45.2	18	42.8	16	45.7
Omission of conjunction	9	29.0	12	28.6	10	28.6
Wrong use of conjunctive at the beginning of a sentence	8	25.8	12	28.6	9	25.7
Total	31	100	42	100	35	100

The above table shows that the students from the three Departments performed badly in the omission of semi-colon before an adverb. The error percentages range from 45.2%, 42.8% and 45.7% respectively, although the errors percentages have no much difference. The Biochemistry students record a slightly high percentage of the wrong use of conjunctive with 28.6% over the English Language and Business Administration students with the records of 25.8% and 25.7% respectively. The difference in these percentages is that the English Language students did not use much of the conjunctive adverbs in the essay like the students of Biochemistry and Business

Administration. The students have relative difficulty with the use of semi-colon before the conjunctive adverb that link the sentence. The Business Administration students made slightly lower errors in the omission of conjunctive than the students of the other two departments under investigation.

Samples of Adverb of Frequency Errors

Errors	**Reconstructions**
1) No fresh air however the driver went fast.	no fresh air; however, the driver went fast
2) The car was not full meanwhile i was not happy.	the car was not full; meanwhile i was not happy
3) I refuse therefore I enter the car car	I refused; therefore, I entered the
4) they have to score otherwise I change my club	they have to score; otherwise, I change my club

Research Question 2

What type of adverbs do they usually misuse?

Table 6.0

Sub - Categories	Dept. of English Lang Frequency	%	Dept. of Biochemistry Frequency	%	Dept. of Business Administration Frequency	%
Adverb of Manner	35	21.6	51	23.0	45	23.7
Adverb of Time	30	18.5	45	20.5	37	19.5
Adverb of Place	34	21.0	43	19.5	37	19.5
Adverb of Frequency	32	19.8	40	18.0	36	18.9
Conjunctive Adverb	31	19.1	42	19.0	35	18.4
Total	162	100	221	100	190	100

Table 6.0 shows the comparisons of the percentage of errors between the three Departments under investigation. This is done in order to know the type of adverbs usually misused by these students. Going by the analysis above, the adverb of 'Manner' is usually the most misused amongst the other types of adverbs. The following differences were observed: the students of the Biochemistry Department made more errors in using adverbs of 'Manner', than the students of the Department of English and the Business Administration Department. The Biochemistry students made slightly higher errors than the English Language students in the adverb of time. The

fact that the Biochemistry Department made slightly more errors than the Department of English students may be because of the former have more advantage over the latter in the use of adverbs. Also, the English Language students have received more teaching emphasis in composition classes and especially in the mechanical aspect of writing. The English Language students on the other hand made more errors in the adverbs of place and frequency than the departments of Biochemistry and Business Administration students probably because the former used more complex sentences while writing the composition.

It is pertinent to say that the fewer errors made by the English Language students as opposed to Biochemistry students and Business Administration students might be taken as evidence for successful teaching emphasis on a well-placed adverb in a written work.

Research Question 3
To what extent do errors committed by the students of English language differ from the students of biochemistry?

Table 7.0

Sub - Categories	Dept. of English Lang Frequency	%	Dept. of Biochemistry Frequency	%
Adverb of Manner	35	21.6	51	23.0
Adverb of Time	30	18.5	45	20.5
Adverb of Place	34	21.0	43	19.5
Adverb of Frequency	32	19.8	40	18.0
Conjunctive Adverb	31	19.1	42	19.0
Total	162	100	221	100

Table 7.0 shows that the Department of Biochemistry students made slightly more errors than the English Language students in the same level. The English Language students made slightly fewer errors in the usage of the types of adverbs seen in the texts except in the usage of adverb of place where the students committed slightly higher errors than the Department of

Biochemistry students. The Biochemistry students made more errors in the use of all the adverbs than the English Language students. As for a greater percentage of errors made by the Biochemistry students in the use of adverb, the best explanation is that in a descriptive essay, the choice of words is the responsibility of the writer.

Research Question 4

To what extent are the grammatical errors committed by the business administration different from English language students?

Table 8.0

Sub - Categories	Dept. of English Lang Frequency	%	Dept. of Business Administration Frequency	%
Adverb of Manner	35	21.6	45	23.7
Adverb of Time	30	18.5	37	19.5
Adverb of Place	34	21.0	37	19.5
Adverb of Frequency	32	19.8	36	18.9
Conjunctive Adverb	31	19.1	35	18.4
Total	162	100	190	100

The table above reveals the percentage errors in the Department of English Language and the Department of Business Administration. The table shows that the students in the two Departments have difficulties with the various types of adverbs used by the students in the test. The English Language students made slightly fewer errors in the use of adverbs compare to the students in the Department of Business administration. It is pertinent to say that the differences

between the errors made by the English Language and Business Administration students are statistically insignificant.

4.1 Discussions

From table one, it is observed that the majority of the respondents committed more errors involving the omission of the –ly suffixes in the adverb of manner. About 23.7% of errors committed by the Biochemistry Department students are in this category (see table 6). Going by the high incidence of occurrence of this type of error, one could conclude that, this is perhaps one of the most problematic errors in the written essay of the students under investigation. For example:

(1) Headed for the road to quick pick…

The statement above is grammatically incorrect as the adverb that should be modifying the verb is not properly placed. The –ly suffix is to be added to the corresponding adjective "quick" which makes it an adverb modifying the verb "pick". Consequently; the sentence should read:

Headed for the road to pick quickly a taxi

From the syntactic look of this sentence, it is clear that the expression 'quickly' that is underlined is the adverb that modifies the verb 'pick'. Other errors as contained in this text include;

(2) I begged he drives safe.

(3) We heard a bang so loud

(4) I hurried and jumped.

Most of the adverbs of manners seen in these students text were misused. Adverbs of "manner" is used to tell the manner which an action was carried out instead of adjectives as used above. Hence the sentence should read:

I begged he drives safely

We heard a bang so loudly

I jumped hurriedly.

Other misused samples of adverbs of manner seen in the text: ‘sad we saw’ instead of ‘sadly we saw’ ‘were moved swift’ instead of ‘were moved swiftly’. Other adverbs of manner are free to change their position that is the final position but still appear initially when they are used emphatically. For example: ‘surprisingly not far from Musa’s house’ while the writer wrote ‘surprising not far from Musa’s house.

A cursory look at the table shows that these students have no adequate knowledge of adverbs as some traces of errors are seen.

5 New passengers are not entering quick

The sentence above is grammatically and syntactically incorrect as the writer fails to add the suffix -ly to the adjective ‘quick’ to form the adverb which narrows down the meaning in the sentence than its corresponding adjectives. Structurally, it is clear that the expression ‘quick’ is the adverb but used as an adjective while ‘entering’ is the verb. Syntactically, the sentence should be rewritten as thus:

New passengers did not enter quickly

From the rewritten text, it is now clear that ‘enter’ and ‘quickly’ has different functions to perform in the sentence the adverb ‘quickly’ modifies the verb ‘enter’. The researcher found other errors of the –ly adverbs of manner such as these:

(6) Driver drove safe

(7) The journey will end quick

(8)The driver went fastly

(9) I came down quick

(10)I walk fast to my uncle’s house safe

All the sentences above did not show correct usage of adverb, which shows this student, is less conscious of the ‘adverbs’ words that end with –ly which could be as a result of the student not familiarising with the rules of forming and using adverbs of dis manner.

Driver drove safely

The journey will end quickly

The driver was fast- the sentence changed since the researcher utilized another verb "was" to say the driver was "fast" instead of "the driver went fastly".

I came down quickly

I walked safely to my uncle's house – the adverb 'safely' modifies the verb 'walked' in past participle.

4.2 Findings

This research shows that the students under investigation did not possess the knowledge of correctly placed adverbs. The study also shows that the subject could not differentiate between pronouns and adverbs that have same pronunciation such as (their) and (there), (to) and (too). In other words, they did not know when to use either the pronoun or the adverb; this shows that the students were less conscious of the use of words with same pronunciation. The errors are associated with confusion in the use of pronouns. A close look at some of the errors in the use of pronouns reveals that there is an interference of mother tongue. The subject tried to translate from their mother tongue to English. The errors may be as a result of lack of proficiency on the part of the subjects. It is noteworthy to say that the wrong use of pronouns in sampled students' essay was due to interference on the target language.

Several cases of the misuse of prepositions of time and place were observed in the writings of the sampled subjects. In all, 64, 88 and 74 cases of inappropriate use of prepositions respectively were identified (see table 2 and 3). These errors range from superfluous insertion of the wrong choice of preposition. Other studies in support of these findings are Fatunsi (2004) and Sanusi (1998). Fatunsin (2004) observes several cases of the wrong use of prepositions in the writings of the undergraduate students in Nigerian Universities. The result of the present study nearly resembles the earlier research carried out by various researchers despite the fact that the subjects were Second Language Learners (L2). This simply means that students learning a Second Language are bound to commit errors involving the use of prepositions in a written essay. A close look at some

of the sampled subjects can be attributed to direct translation from the mother tongue to the Second Language. This is a good indication of lack of proficiency in the target language.

Another finding of this study is that the subjects under investigation, failed to know that some adjectives behave like adverbs as such, not all –ly words are adverbs. This could be that the students have not been exposed to all the teaching emphasis on the principles of guiding the placement of 'Adverbs in the sentence. The inability of these subjects to generally use adverbs correctly especially those ending with –ly, makes the sentences ambiguous and not restricting the speech event that took place. Adverbs are viable part of speech, acceptable and should be used, but the subjects showed they do not know much about adverbs thus misuse it. There were infrequent word ordering. This is not surprising since the students were writing an essay in which they controlled all the word ordering, and it is likely a transfer of the mother tongue into the second language equivalent while writing the essay.

In table 5, it has been noticed that most sampled subjects made errors in the use of conjunctive adverbs. From the study, several construction errors were manifested in the scripts of the sampled subjects. Such constructions range from wrong use of conjunctives, omission of semi-colon, omission of conjunctions and jumbling together several thought unit linked together by coordinating conjunctions. Errors of these types were committed by the students of the three Departments under investigation. This may be as a result of using more of compound and complex sentences while writing the essay.

The researcher noticed a wrong order of adverb and the wrong order of adverb for verb (see table 4) in they students sentence constructions. This clearly reflects what Oritsawayi (1987) calls syntactic immaturity. The impression is that the subjects hardly know what the boundaries are; neither do they recognise the precise features of a well-placed adverb. This may be as a result of the fact that the learners are learning the target language as a second language, therefore the level of their proficiency or fluency in the target language cannot be equated with the native speaker.

Going by the findings, it suggests that there was an inadequate teaching from secondary schools, and not enough effort has been made in the “first” year to help the students know the tenant of adverbs. This may be due to the fact that these students are new and not sufficient knowledge on the topic has been gained. The fact remains some English teachers who taught English in high schools are not well equipped in the subject contents they teach their students, hence, would not be able to impact the required knowledge of the subject to their students. Obviously, if this fact continues then the result of performance will continue to go down. As such, the need to employ competent teachers who can improve the language use of the learners. Employers should organise workshop and seminars on English grammar and its pedagogy, at least once a year. This will help to widen the knowledge they teachers have and improve their knowledge in the area of grammar and its teaching methods.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter aims at giving summary, conclusion and recommendations of this study. The study sets out to give conclusion based on the investigation that has been carried out while the recommendations are based on the implications of the study.

5.1 Summary

This study had examined the one hundred (100) Level students of Kogi State University, based on the misuse of adverbs in their written essay. The investigation was carried out randomly on 150 students from the Departments of the English Language, Biochemistry and Business Administration of the Kogi State University. The number of students examined was to allow an empirical and objective analysis on the study. The instrument used for the study was the test administration. The analysis was carried out using the 'error analysis' approach which is found suitable for this work, as errors were identified, analysed and explained to see if there is any commonality in it. Attention has been drawn to how errors were no longer seen as deviation to be eliminated but used as data for analysis. These errors provide important information about the progress or learning system of the learner. Based on the purpose of this study, the four (4) research questions were stated to guide the researcher in carrying out the study with the aim of determining the following:

i. To ascertain what extent is the misuse of adverb rampant
ii. To ascertain the type of adverbs that is misused by these students
iii. To investigate and document the differences in the adverb errors made by the English Language students and the Business Administration students.

iv. To investigate and document the differences in the errors made by the English Language students and the Biochemistry students.

The study further examined relevant related literature; along with this review is the discussion on language generally, reviews on adverbs, writing, and the two theoretical approaches analysing errors. The research adapted 'error analysis' approach which helped in the identification and analysis of the errors as seen in the data collected.

For the methodology, simple percentage was used to answer the four (4) research questions raised as a guide. A simple random sampling technique was used to select the subjects used for the study and the data was collected from the test administered in the classroom. The data collected were analysed using statistical mean, while simple percentage was used to answer the four research questions.

In chapter four, the analysis was based on the data retrieved from the randomly selected students of the 100 level students of Kogi State University. In the first section, the research carried out a statical analysis of the data, stating whether the sentence was grammatically correct or incorrect and if such errors fell under any adverb identified. Presentations of results by means of percentage rating were clearly seen, as the students were deficient in the use of adverbs. Hence, the researcher sees a need that these students need to improve in the use of modifiers at all levels.

5.2 Conclusion

This study has examined the various errors militating against the effective use of adverbs by the one hundred (100) level students of Kogi State University in their written essay. This work focuses on learners errors as a result of the influence of the learner's mother tongue. These errors come from the negative transfer of ideas and expressions to the target language. Such errors range from error of style, grammatical or structural. Having provided a theoretical background, the study presented samples of errors committed by the students of the three Departments under investigation. Following the techniques of error analysis, the errors were identified, described and explained by tracing the cause of the erroneous expressions.

This study shows that class has significant influence on the types of grammatical errors committed by each subject. The differences could be easily explained as the subjects used in the Department of English made fewer errors compare to the students in the Departments of Biochemistry and Business Administration. This is for the reason that the subjects used in the Department of English have received most teaching emphasis in writing and composition classes and especially in the mechanical aspects of writing. Teaching efforts may have improved the writing skills of the samples under study; therefore, error analysis can be accepted as a positive source of information for effective teaching and learning of a second language at all levels of educational system. The findings from this study serve as a guide to other researchers who may wish to research on this topic or any other related topic.

5.3 Recommendations

The study has identified the problem sources responsible for the errors committed by the students of the three Departments. Based on this, the following have been proposed for general improvement in using and placing adverbs correctly:

1) From recruitment stage, both government and private employers should employ only competent teachers.
2) Students should read standard books in the target language after normal classroom teaching in order to improve their writing skills.
3) Teachers should try and use adequate and suitable learning materials. This will help students have a better understanding and good mastery of the language.
4) Teachers of English Language should devote more time for teaching of various mechanics of using adverbs and writing composition in general.
5) Language teachers should adopt the techniques of error analysis as a procedure for language teaching.

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