ERRORS IN ENGLISH COMPLEMENTATION PATTERNS AMONG THE N.C.E. STUDENTS OF THE FEDERAL COLLEGE OF EDUCATION, ZARIA

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BEING A THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH, FACULTY OF ARTS, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE M.A.DEGREE IN ENGLISH LANGUAGE

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DECLARATION

I hereby declare that this thesis has been written by me and that it is a record of my own research work. It has not been presented in any previous application for a higher degree. All quotations are indicated by indentation or quotation marks and the sources of information are specifically acknowledged by means of references.

_____ _____

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CERTIFICATION

This thesis entitled **"Errors In English Complementation Patterns Among the N.C.E. Students of the Federal College of Education, Zaria"** by Uboh, Vivian Godwin meets the regulation governing the award of the Masters Degree of Arts of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This thesis is dedicated to the Author and Finisher of my Faith JESUS CHRIST whose grace has made me successful in this course.

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I gratefully acknowledge my sincere gratitude to God, whose marvellous grace enabled me to begin and end this course successfully.

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ABSTRACT

Most students, nowadays, in Nigeria have several limitations in the English Language use. The problem stems from various sources. First, most of the students are drawn from differing language groups with apparent difficulty in English. More so, there is usually the problem of limited pre-school exposure to English Language. Secondly, most of the Language activities in schools received little or no extensions out of school. Rather they were viewed as practices that should only be studied for success in examinations.

This present day condition of the use of language in Nigerian Schools poses the challenge taken up in this research study, which as a linguistic study, seeks to examine the errors in English Complementation patterns among the N.C.E. students of the Federal College of Education, Zaria. A detailed consideration and analysis of these errors was carried out. Hypothesis were formulated, tested, discussed and refuted based on empirical findings. The study was based on assumptions, which included these:

The selected tertiary institution is a fairly good representative of such that have the problem under study.

The data was collected through an accurate and reliable research instrument.

The constructions used in the study depicting various instances of deviations/breaches in the grammar were a true reflection of the actual performance of the learners.

The observations confirmed these assumptions. As its findings, the study had the following:

That there exist significant differences in the occurrence of errors in complementation patterns among students of the Arts and Science Categories.

That science students show an outstanding indication of identifying errors in complementation patterns more than the students in the Arts category.

That there is correlation in the performance of the Arts and Science students in the use of English complementation pattern.

Related literature on clauses, complementation patterns, error analysis, and use of English in Nigeria were also reviewed in details.

An accurate statistical analysis of the data obtained through the use of the questionnaire was done and valid conclusions drawn in the research methodology aspect.

Finally, this research proffered solutions that can be adopted to improve language teaching.

CHAPTER ONE

1.0 INTRODUCTION

Language is a powerful symbol in society, but its potential is often not fully recognized. The vital issue of concern in the syntactic level of linguistics is the way words combine in a language to form the structures of that particular language. Hohenberg (1973) remarks that the preciseness of language sharpens the meaning of fact. In essence, the fewer errors there is in language, the clearer your meaning and fact put across. This remark corresponds with the opinion underlying this particular research work, which seeks to consider the possible errors, and deviations involved in the use of English complementation patterns.

Decades ago, especially in the early advent of the English language to the shores of Nigeria, learners and users of English were graded according to their level of proficiency and education. On account of stringent admission requirements, students at all levels, especially at tertiary institution level, were expected to be proficient in, as well as equipped with an above-average knowledge of the language. However, in recent years the above-mentioned trend has changed. This new state of less efficiency and below par proficiency has emanated from numerous factors which include among others, non-stringent admission requirements, large classes, very limited time on the task of practising language use and lack of enthusiasm for cultivating grammatical sentences.

Consequently, students of College of Education can no longer be attested to have a sound knowledge of English and its intricate structure. At the end of this work, this assertion will either be confirmed or rejected as this research focuses

on, as its study population, the same category of learners/users of the English language students of a tertiary institution, precisely, the Federal College of Education, Zaria.

An obvious starting point for a discussion of the problems and prospects of language in education is the historical antecedents. First, the missionaries came and with them came the English Language. The few indigenes who assisted them as interpreters were held in high esteem having been, rigorously trained in the use of English. Then the colonial policies came further enhancing both the status of the English language in Nigeria as well as that of the users or speakers of English in Nigeria. The language became a medium of instruction on which formal education was based. In view of the processes, which the English Language has been undergoing, the language has become fully appropriated. As a result of this, the average student of the higher institution feels that it is inconceivable to write the simple, straightforward and concise language. Rather, whenever the opportunity arises, the same will prefer the long, winded and involved structures, as these reflect, in his own eyes, his proud new status of being a student in a tertiary institution. This misconception culminates in the problem of ineffective mastery of the syntactic/lexical patterns of the language.

In a bid to tackle the problem, tertiary institutions in Nigeria began to offer a General Studies programme, at the heart of which lies a development course in English. Before these efforts, complaints had been rife of low standards of English proficiency by the students of tertiary institutions. It may well be asked how it is that after some ten years of learning the English language in the primary

and secondary levels of education, many students arrive at the tertiary level without the requisite proficiency in the language and graduate without being the models of bilingualism that they ought to be. But the answer can only be partly clear from the consideration of the situation at the primary and secondary levels. The state of affairs at the tertiary level would seem to be the cumulative effect of the conditions at the two previous levels. Further still, English language performance at the tertiary level is not meeting the requirements. There can be three possible reasons as outlined by Banjo (1996). One is that not enough candidates obtain the pass at credit level required for tertiary level admission and that therefore the universities have to admit candidates with passes at lower levels.

A second possible explanation is that WAEC's own standards have fallen, so that a credit pass is below the actual expectation of the tertiary institutions. This remark could be considered right in the sense that WAEC's use of multiple choice questions as a method of examining could contribute to the lowering of standards. It is already well known that many candidates are getting credit passes because of the multiple choice method being used to test candidates' competence and proficiency in the language. These are creative aspects of linguistic skills and so its measurements should be rightly carried out in order to offer a reliable prediction of performance. The most reliable paper therefore is the composition sub-test and many students do fare badly in this, only to redeem themselves in the multiple-choice paper.

The third possible explanation is that there is poor coordination between

the secondary and the tertiary levels. As a result of the unreliable passes made at the secondary level, the tertiary level still offers a developmental course in English for its freshmen.

In the Federal College of Education, Zaria having received the stamp of authority from the National Council of Colleges of Education (N. C. C. E) through its minimum standard requirement, there is also the course titled Language and Communication Skills to fill the gap between the secondary and tertiary levels.

Still in a bid to examine the cause of the present dissatisfaction with the Nigerian graduate's performance, blame was again laid on the deficiencies at the secondary levels, but the tertiary level shares a good part of the blame. The expansion in education affects both the population of the secondary and tertiary levels. The residential idea had to be largely abandoned in the tertiary institutions and what used to be Halls of Residence with a rich communal life became mere hostels in which they lived a largely atomistic existence. It then became true to speak of students passing through school without the school passing through them. The study group used in this research work also demonstrates the evidence of low proficiency among these languages users. The present situation of the language performance of the N.C.E students is further exemplified in the texts below. Each text substantiates the prevalence of errors, generally, in the language use of this category of teachers-in –training.

ENGLISH IN SOCIAL INTERACTION

1. in social interaction, the kind of
   English used also depend in the type
   of people you are interacting with
   will make you known the kind of English
   You are to use and communicated with
2. it is estimated that there are 250
   400 different local language in Nigeria
3. in Nigeria, English is used in social
   interactions. English is therefore the
   only effective medium of intercommunication
   between two or more people of different
   ethnic background and also between
   literate Nigerians.

ENGLISH IN ADMINISTRATION

English language play a vital role in
internal affairs which include budget
declaration, health e.t.c. for balance
in Nigeria's budget which is delivered
by the President in English language
because it is your language in france.

The president use the English language
In health sector, medication given by
a medical doctor to patient is often
in English because its simple and
understandable only for those that
acquire education.
Furthermore, association such as UNICEF,
red cross society e.t.c. make communication
with different parts of the world using
simple English language.

ENGLISH IN THE MASS MEDIA

1. English is predominantly used. Most national newspaper are published in English. Furthermore, English help journalise in there research.
2. The English languages is used for brovcasting the news in television stationares or wareless stationares and newspaper

In-depth analysis of the outlined text and other examples of indications of errors will be given in the research work.

1.1 STATEMENT OF THE PROBLEM

Language use determines message, quality, standard and often the popularity of a speaker, especially in educated and intellectual circles. To the educated, what matters most is as much the language as the substance conveyed. Deviant sentences, misused lexical items, irritating gaps in background and explanation matter, all place a strain on comprehension.

Errors in this work will be analysed based on their categories, recurrence and the most frequent types, rather than focusing on the various theories propounded to account for errors in second language learning situations. Researchers have come to understand that second language learning is a creative process of constructing a system, which differs from both the learners' native language as well as the target language. This new system is usually known as the inter-language. The inter-language hypothesis represents a significant breakthrough from the shackles of Contrastive Analysis (CA) hypothesis. An obvious approach to analysing inter-language is to study the speech of the learners. Probably, more revealing is studying their errors. In this investigation, particular attention will be given to the analysis of the errors of learners/users of English as it pertains to the use of English complementation patterns (James, 1980).

Errors in complementation are suspected to be largely evident in the following areas:

linking verbs, errors involving the wrong use of "as" before the complement as well as verbs wrongly used without an object. Many common errors in

complementation patterns among the study population are observed to result from failure to select the right pattern of words to use after a particular verb. Here follows an explanation of the verb patterns and the likely errors involved in it. Errors with linking verbs-These are verbs which link the subject with its complement. Examples of errors in this area are enumerated below:-

1. Wrong Omission/Substitution of the following forms of linking verbs

   - am, is, are.

   The lecture is not clear.

   It is she to write the report to you.

   They said she too smart

   Haliru making me laugh

   We happy to see you sir.

   The men afraid to inform the police.

2. Errors involving the wrong use of “as” before the complement. Usually, many among the study population make the wrong use of “as” before the complement in a construction. Common examples involving the above-described phenomenon in language use include:-

   The class appointed Yusuf as class representative

   Hajiya is elected as Provost of the college.

In advancing reasons for the above errors, it is worth mentioning that it is the failure of the user/speakers to know the verbs that have “as” in their

complement such as “address as”, “refer to as”, “decorated as” etc and verbs that do not have “as” in their complement. So the examples given to explain this concept would have rightly been said or written as follows:

The class appointed Yusuf the class representative

Hajiya is elected the Provost of the college.

3. Verbs wrongly used without an object:

Expressions like the ones in the examples below were observed among the Study population as denoting the error stated in three (3) above.

Our meeting is for 10 o “Clock, I hope you will not disappoint.

After my N.C.E. I want to further.

The stated areas all confirm an assertion raised by Jowitt and Nnamonu (1995) in enumerating the likely areas of student’s errors in complementation. Apart from these highlighted areas of errors, another common error in complementation includes:

4. Errors involving the clause complementizer “that”

i. Mannir knows is not possible

ii. The chemistry students failed that were absent

iii. They were told is difficult

iv. Sani believed the thieves were sent

Here, the errors evident include the omission of the complementizer “that” (as shown in I, III, and IV) and also the wrong use of the complementizer “that” in the noun phrase complement (as indicated in II). The complementation error exemplified in II also results in ambiguity because of the wrong position of the

complementizer “that” in that construction.

Next is;

5. Errors in the wrong use of noun phrase complement.

   i. We were surprised the lectures started early.

   ii. The students complained the lecturer is too fast.

In the above, the error lies in the omission of the noun phrase marker “that”.

6. Errors involving the use of the infinitive complementizer “for……...to”.

   i. I came for to collect my result.

   ii. I don’t know what for to say.

   iii. I don’t like you for to miss lecture.

In the above examples, the error lies in the wrong use of the infinitive complementizer, in that it is not separated with words in-between, as it should be, rather it is used together.

It is known that verb phrase complements do not take the clause complementizer “that”. However, among the study group, the following examples were observed.

   i. I came that to get my result.

7. Wrong use of the infinitive complementizer in the verb phrase complement.

   i. They refused to for signing the form.

      I came to registeration

These outlined categories of error form the basis of attention in this write-

up. Research studies, (Jowitt and Nnamonu, 1995) have identified common areas of students' errors which result from failure to select the right pattern of words to use after a particular verb in language use. Halliday (1975) asserts that by using the language, we learn language (reading and writing), we learn bout language and we learn through language. In essence, the use of English complementation patterns among students is often replete with errors which would in this write up be studied and analysed.

On the whole, this thesis is geared towards drawing the attention of students to their use of complementation in language. It is hoped that they will become aware of their problems and strive hard to correct them. Brown (1980) emphasized that:

> ….success comes by profiting from mistakes. By using mistakes to obtain feedback from the Environment and with that feedback to make new attempts which successively, more closely, approximate the desired goals.

This study suggested remedies for pedagogical purposes, which I hope will cast some light on the need for better language learning methods so that future learners will be competent and cautious. Moreso, the work will help proffer a positive effect on language teaching by suggesting that the concept (of language teaching) be guided more by pragmatic and pedagogical considerations and perspective.

We have presented the problem in such stark and naked terms because it is our belief that the earlier it is realized that there is a real problem, the earlier it would be to start thinking of possible solution. Banjo (op cit) is of the opinion that

to deal with the problem of falling standards in English, it would be reasonable to start at the teacher-training level. This is so because the would-be teachers can hardly be expected to impart knowledge and skills, which they themselves do not possess.

1.2 THEORETICAL FRAMEWORK

Studies in linguistics emphasize examining what language should be as well as the interpretation of language use in different situations and for specific purposes. This has contributed to forming a framework for a study like this one, which seeks to examine and analyze the occurrence of errors in language. Traditionally, the attitude to errors in the utterances, speech and writing of second language learners was a sign that the learner had not yet mastered the rules he was taught. That is, if learning were efficient, errors would not occur. This point of view gave way later to the notion that:

> Errors were an indication of the difficulties language users had with certain aspects of the language, which could be explained by the persistence of the habits of the mother-tongue and their transfer to the new language (Lado 1957).

Following the developments in the study of errors, this research, like several in similar studies, is based on the theory of Error Analysis as postulated by S. Pit Corder (1978) and with particular insight drawn from the contributions of Richards (1974).

This framework mirrors on the feature of analysing the errors in language use for the purpose of highlighting how such errors could be explained and from

what perspective.

The basis, as earlier noted, is that errors were the result of interference and in an ideal teaching situation could be avoided. Also, the difficulties of learners could be predicted by a comparison or contrast between the structure of the mother-tongue and the target language, and if appropriate steps are taken, could minimise the difficulty and reduce the interference.

Based on the above theoretical considerations, the study is concerned with the explanation of errors in second language acquisition, making use of the following categories:

Category I – Slips

Category II – Lapses and Mistakes

Category III – Errors

In essence, errors will be described, discussed and analysed in terms of deviations and breaches of the rule of the grammar and phonology (Corder,1978).

In order to identify the presence and nature of an error, an interpretation of the learners' utterances is necessary. Since this access to the learner is so necessary, this study will adopt the technique of controlled elicitation (Corder, 1974). The technique involves the use of test, which force the learner to reveal some specific aspects of his interlanguage. Evidence of this adoption is seen where this study features texts of the utterances of those who comprise the study population. Some of the texts are discussed below. Each example is the response to a test which required the language user to comment on the "use of

English in the mass media".

THE USE OF ENGLISH IN THE MASS MEDIA

TEXT A

English is predominally used. Most
national newspaper are published
in English. Furthermore, English
help journalise in there research

TEXT B

The English languages in use for
brovcasting the news in television
stotionares or wareless stotionares
and newspaper company.

ANALYSIS

The above-stated texts contain deviations, which could be categorised as slips, mistakes and/or errors. To confirm their nature as errors, it can be argued that the user was not able to detect any breach whether in tenses, concord, plurality, use of wrong forms e.t.c.

Below is a reconstruction of the above-mentioned texts as provided by the language users under study. In it are these indices of errors.

Text A

English is predominally used. Most
national newspaper are published
in English. Furthermore, English

help journalise in there research.

Text B

The English languages in use
for brovcasting the news in
television stationares or
wareless stotionares and
newspaper company.

Also, there is the use of wrong forms of words.

Wrong forms		**Correct forms**
Predominally	⟶	predominantly
Journalise	⟶	journalists
There	⟶	their

Evident also are errors in the use of plurals, concord and the verb in third person.

1. Most national newspaper are published in English.
2. Furthermore, English help journalise……..

These deviations are beyond being classified as mere slips, lapses or mistakes, but have become fossilized errors because even when given a chance of correction, the language user or speaker still produced these ill-formed utterances.

A detailed explanation of the terms- slips, lapses, mistakes and errors are provided in the second chapter which features the review of literature.

1.3 RESEARCH OBJECTIVES

This thesis had the following as its objectives:

1. To identify and analyze error types, frequency and number in the use of Complementation patterns among students.
2. To delineate the exact problem areas or error zones in the use of complementation patterns. This entails a mini comparative study of the error types and ranges of the research study population.
3. To analyze the errors into categories that will portray their levels whether they are overt, pro-systematic, systematic and post-systematic.
4. To proffer pedagogical considerations for language teaching.
5. To advance suggested steps for identifying and remediating the areas of difficulty for pre-NCE and NCE levels.

1.4 SCOPE OF THE STUDY

The study was restricted to the students of Federal College of Education, Zaria and was limited to the Arts and Science students of N. C. E III and assessed their use of English complementation patterns and their likely errors apparent in such language structures. The analysis of the data covered the 2002/2003 set of N. C. E III students.

1.5 SIGNIFICANCE OF THE STUDY

The research work explores the areas of errors in the use of complementation in order to analyse the errors, categorize such errors and endeavour to suggest remedies which will enable English learners/users, especially in tertiary institutions, to improve in their knowledge of the concept.

The study helps students receive a feed back to make new attempts, which successively will lead to their desired goals.

The study enables teachers of English to identify this group of learners with tendencies of errors in the use of complementation patterns and strive to meet their academic needs as well as linguistic needs.

This research work helps contribute to knowledge by serving as a useful reference material for scholars and researchers in the field of language.

Above all, the study is of benefit to the College Management and administrators as it will enable them to organize workshops on effective language use and thereby encourage the appropriate use of complementation patterns.

1.6 DELIMITATION OF THE STUDY

This research was limited to a selected tertiary institution, the Federal College of Education, Zaria.

The study was limited to the 2002/2003 set of N. C. E III students for its actual population; the study was limited to a number of students from the Arts and Science categories of the same level.

In order to facilitate the process of data collection, this research was restricted to information obtained from the selected study population.

As a result of the area that was covered in the study, the generalization of the result will be limited to the same area of study.

1.7 RESEARCH QUESTIONS

This thesis addressed the following research questions:

1. What are errors?
2. What are complementation errors?
3. Do errors in complements result from a wrong language selection, which cannot be corrected?
4. Are errors in complements a reflection of language incompetence?
5. Does the learner identify sentences in English as falling within specific complementation pattern?
6. Does the learner mix up the different complementation patterns that occur in sentences?

1.8 RESEARCH ASSUMPTIONS

The study was based on the following assumptions. That the selected tertiary institution used for this study was a fairly good representative of such that have the problem under study.

That the data, which were collected through the use of the research instrument, were accurate and reliable.

That the constructions that were used are a true reflection of the actual

performance of the learners in using complementation in English.

Finally, it was assumed that the period used in this study would give the researcher time to gather enough statistical information for making valid conclusions.

1.9 RESEARCH HYPOTHESES

This study was based on the following null hypotheses:

1. There is no significant difference in the occurrence of complementation errors between the Arts and Science categories of the N. C. E students.
2. There is no significant difference in the identification of errors in Complementation patterns between the Arts and Science students.
3. There is no correlation in performance between the Arts and Science students in the use of English complementation patterns.

Despite the large amount of research, few writers focus on errors in the use of complementation patterns. An examination of errors in this area is not necessarily a demonstration of critical attitude but of a logical, long-delayed study, which is meant to reinforce the error issue. This is because in Nigeria, English plays the role of official language. So there are several areas in which it (the language use) needs to be reviewed and possibly, improved. Thus, the consideration of errors in English complementation patterns focused on in this research study.

Most writers often endeavour to draw a distinction between “errors” and “mistakes”. Technically, the terms are different and in this study, the definition of the latter will be used as a stepping stone for the further explanation of the former. A mistake is a careless deviation from a norm or standard of correctness in which the speaker or writer making it could readily correct himself/herself. Mistakes are believed to be reflections of carelessness not incompetence (Corder, 1974), (Richards, 1974). Brown (1980) points out that “a mistake refers to a performance errors that is either a random guess or “slip” in that it is a failure to utilize a known system correctly. Mistakes are stutters, oversights or lapses, which can easily be remedied by the makers themselves. Many speakers of English are susceptible to mistakes and their existence is believed to be instructive. They form an important aspect of learning, virtually, any skill or acquiring information.

The distinction between a mistake and an error is said to lie in the communicative competence of the persons involved. This is what the Contrastive and Error Analysts believe. Contrastive Analysis (CA) and Error Analysis (EA) represent two different approaches to errors that current pedagogical theory has come up with. Both approaches belong to the field of second language learning and teaching. In reaction to views of Contrastive Analysis, there arose a new error theory - Error Analysis (Allen and Corder, 1974). Error Analysis believes that a particular aspect of a language might be intrinsically difficult to learn or language learners might “over generalize” particular rules. Errors are neither

detected nor corrected by the maker. Here, the performance of the person mirrors the inadequacy of his competence in the second language; his competence does not contain all the rules necessary for avoiding the occurrence, in his performance, of what are called errors.

The error analysts view errors as a diagnostic and instructional tool as well as a necessary and healthy outcome of language experimentation rather than merely as the absence of corrections. Hull (1985), Candler (1977) state that:

> "The assumption is that there is a fairly close correspondence between the Identification of weakness and the success of methods designed to eradicate them".

A simple working definition of what will be regarded as errors in complementation patterns shall now be provided. Error in complementation pattern is a marked deviation from a norm or standard of correctness as regards the use of complementation.

CHAPTER TWO

2.0 LITERATURE REVIEW -

2.1 PREAMBLE

This chapter consists of the review of related literature in the areas of this study. It concentrates on outlining the key concepts of the study as they are viewed in different contexts and perspectives. It is pertinent to note, at this juncture, that reference to the views outlined in this chapter will still be made even in subsequent parts of this study.

Basically, the following areas will be covered in this chapter. They are; the major clauses in English, definition and explanation of the concept of complementation, the categories involved in the concept, the issue of errors relating to the use of complementation patterns and varieties of English in Nigeria.

2.2 THE MAJOR CLAUSES IN ENGLISH

The construction of sentences often involves the use of units smaller than the sentence itself. These smaller units are usually distinguished as clauses under which we have the following elements: subject, predicate, complement, object among others. The last three being the distinct units of the predicate, together with the subject they constitute the elements of sentence and clause structure.

Quirk (1972) highlighted the striking regularities about the relative position of these elements as being thus: subject, verb, predicate, objects and

complement in a post-verb position.

These elements combine to form the independent and subordinate or dependent clauses, which are the major clauses in English.

Sentences are either simple (that is, containing just one clause) or complex (containing more than one clause). The unit referred to as a clause can be analyzed into the element subject (S), verb (V), complement, (C) object (0) and Adverbial (A). This write-up will concentrate more on the first four (4) elements leaving out the adverbial which is a clause element that is more detachable and more mobile than the others (Quirk, 1972, Crystal, 1995).

Below are some examples of sentences indicating the various clause types:

1. *Okiki walked* to *the window (the simple sentence/independent Clause)*
2. *His brother grew happier when he got a new job.*

Analysis:

1. *Is a simple sentence containing just one clause (the independent clause)*

The inherent clause elements are:

Okiki _ *subject (S)*

Walked _ *Verb (V)*

to the window _ *Complement (C)*

2. *Is a complex sentence with 2 clauses — an independent and a dependent clause.*

His brother	-	*S*	*when*	-	*Conjunction*
Grew	-	*V*	*He*	-	*S*
Happier	-	*A*	*Got*	-	*V*
		A new	*Job*	-	*Complement*

His brother grew happier-independent/main clause.

When he got a new job-subordinate/dependent clause

In order to maintain the pathway created by this study, it is pertinent to note at this juncture, that the account of clause types, here referred will have a different emphasis from the usual, in that our interest will be in elements, which are either obligatory or optional following a given type of verb. The sentence below explains better.

Mary^{s} is^{v} <u>Kind</u> (Obligatory element)

Tolu is a <u>nurse</u> (Obligatory element)

We have proved him <u>wrong</u> (Obligatory element)

It is also possible to have a clause with the structure S, V, Oi, Od, Co. That is, with subject, Verb, indirect object, direct object, object complement. The expression below expresses the above-stated concept.

She gave us our coffee black

Here, the object complement (Co) is optional. There are also sentences, which have the object complement precede the direct object (Od).

We have proved wrong the Senate President himself

Dependent clauses may function as subject, object, complement, or adverbial in the independent clause. Below are some examples:

That the universities need more equipment is obvious.

The point is that we're leaving. (Subject complement)

I know that Stephen is handsome (object)

I imagined him overcome with joy object complement

Dependent clauses may function within these elements as post-modifiers, prepositional complement etc.

To illustrate the latter, the following examples suffice.

The winner was the object of attention.

It depends on what we decide.

The trophy was won by ha rd work

Quirk (1972) however asserts that dependent clauses in the object complement function are limited to non-finite clauses in complex-transitive complementation. The examples above can still illustrate the stated fact. One would wonder, imagine or question the relevance of this lengthy explication on the major clauses in English. Here follows its justification. Cutting across these divisions of clauses is the main verb classes namely: intransitive (followed by no obligatory element), intensive (followed by a subject complement) and transitive (followed by a direct object). These verb classes form the categories of complementation.

2.3 TRANSFORMATIONAL RELATIONS AND CLAUSES

A way of distinguishing the various clause type is by means of what Quirk (1972) refers to as "transformational" relations or relations of grammatical paraphrase. It

is considered semantically that the following clause types SV, SVC is close as is shown by the equivalent representation below.

SV ⟷ SVC

The baby is sleeping. The baby is asleep.

The court is receding. The court is on recess.

These occasional equivalences between SV and SVC makes the latter a preferred alternative to the former. Most times, the SVC clauses can be transformed into SVA. Thus, there are clauses of this kind.

He is fearless.

He is without a fear

He is jobless

He is without a job.

The dress is stainless.

The dress is without a stain.

2.3.1 TRANSFORMATION AND PASSIVE CLAUSES

Clauses containing a noun phrase as object are distinguished by their ability to be converted into passive clauses with the object noun phrase assuming the function of subject. The expressions below illustrate further.

The Vice-Chancellor considered him a genius.

He was considered a genius by the Vice-Chancellor.

The carpenter forgot the ladder.

The ladder was forgotten by the carpenter.

Femi donated the wall clock.

The wall clock was donated by Femi.

The passive transformation converts clauses, changing the position of the object and complement elements. In the outlined examples above, the first sentences involve clause types with the object element, while its second sentence replaces the object with a complement. Thus, it can be summarized, based on this fact, that SVO clause pattern can be transformed into an SVC equivalent in the passive transformation technique.

In English, the SV clause pattern is usually avoided. Quirk (1972:346, 968), in advancing reasons for such avoidance, argued that the SV pattern is plain while the SVC pattern offers it a possible alternative such as a preference for expressing simple present or past action states by some other circumlocutory means. In essence, the one-word predicate structure of the SV patterns is usually shunned, even though they are semantically considered appropriate. Quirk (1972) further remarked that most speakers of English often have the feeling that the predicate of a clause should, where possible, be longer than the subject and thus a principle of structural compensation comes into force.

2.3.2 THE PRINCIPLE OF STRUCTURAL COMPENSATION

This principle, as it relates to clauses in English, comes into force where the one-word predicate is “stretched” into a multi-word structure consisting a verb of general meaning followed by an “effected object”. This mentioned principle of structural compensation can be further illustrated using the following

constructions:

He ate.

He had a meal

Yusuf sang.

Yusuf was singing.

The girls swam.

The girls had a swim.

2.3.3 TRANSFORMATION AND THE VERB ELEMENT IN CLAUSES

One verb can belong, in various senses, to a number of different classes or categories and hence enter into a number of different types. In the illustrations below, the fact will be clarified using the verb 'get' to show how different clause types can be derived from the different forms of the verb. The verb 'get' was chosen here because according to Quirk (1972:343) 'get' is a particularly versatile verb.

Types SVC - He's getting angry

Type SVO - You'll get a surprise

Type SVOC - He got his shoes and socks wet

Type SVOO - Joe got the nurse a present

Type SVA - He got through the window

Type SVOA - - Charles got himself into trouble.

2.3.4 SEMANTIC CONSIDERATION OF CLAUSE ELEMENTS

Attempting a semantic consideration of clause elements, Quirk (1972:349) noted that in terms of meaning every clause describes an event or state in which a number of participants (normally one, two or three) are involved. In essence, clause elements are not just vague components of a sentence, but are actively involved in giving meaning to the whole idea expressed (Lyons, 1977; Palmer, 1976). The different clause elements and their various functions, relating to meaning will now be fully discussed.

2.3.5 SEMANTIC FUNCTIONS OF CLAUSE ELEMENTS

A clause such as “A boy stole the apple” contains a verb phrase describing the nature of the action itself, a subject denoting the nature of the action itself, a subject denoting the participant or doer, which is semantically referred to as the agentive. Also, the above stated clause has a direct object denoting an affected participant or victim. These clauses usually have the subject, object and complement clause elements expressing these participant roles.

2.3.6 THE FUNCTIONS OF THE SUBJECT

The subject plays the agentive role that is the animate being instigating or causing the happening denoted by the verb. For instance,

John closed his books.

The instrumental role is indicated where the subject is expressing the unwitting (generally inanimate) material cause of an event. For example

The storm destroyed several houses.

With intransitive verbs, the subject also frequently has the affected role which has to do with a participant (animate or inanimate) which does not cause the happening denoted by the verb, but is directly involved in some other way. Typically, the object plays this affected role, but the subject takes in this role, as already stated in cases where the verb is in the intransitive form. For instance:

The pencil was lying on the table.

The subject may also have a recipient or dative role resulting from the use of verbs such as have, own, possess, benefit (from) etc. This relation is indicated by the following clauses.

Mr. Yakubu has given his son a radio.

Also, when the subject is used with perceptual verbs like see, hear etc, it plays a recipient role. It is assumed pertinent to mention the exception regarding this fact. Other perceptual verbs like “look at” and “listen to” give the subject element an agentive role. Meanwhile, perceptual verbs like taste”, “smell” and “feel” give both an ‘agentive’ meaning corresponding to “look at” and a ‘recipient’ meaning corresponding to “see”. Recipient subjects go with stative verbs. That is, verbs that cannot occur with the progressive/continuous aspect. On the other hand, there are dynamic verbs. That is, verbs that can occur with the progressive/continuous aspect. For example, learn, write.

The subject also has in some clauses, the locative function. This refers to the function of designating the place of the state, event, or action. For instance:

It's cold in Funtua

There's coffee in this cup

The road is flooded with water

In addition, the subject also has the temporal function of designating the time of the action or event.

Yesterday was a holiday

The wedding is tomorrow

The swearing- in ceremony took place last year.

2.3.7 THE FUNCTIONS OF THE OBJECT

The object, like the subject is usually a noun phrase or clause with nominal function. It normally follows the subject and the verb phrase. By the passive transformation, the object assumes the status of subject. The object could be direct or indirect. An indirect object usually precedes the direct object where both objects are present. The indirect object is semantically equivalent to a prepositional phrase. A direct object may occur without an indirect object, but not vice versa, without necessarily changing the sense of the expression completely. For instance;

She sent us some flowers.

The Management appointed teachers.

In clauses, the direct object denotes the affected participant or victim. This

constitutes its most typical function and it conveys an animate or inanimate participant who does not cause the happening denoted by the verb, but is directly involved in some other way.

I have written a book

The politicians criticized the President.

On the other hand, the indirect object plays the recipient role where the participant being an (animate being) is passively implicated by the happening or state.

I've found Mrs. Jones a place.

Audu gave her a watch.

The direct object plays the locative/effected roles. Examples of locative object are shown in the clauses below.

The dog ran through the trees.

The men paddled across the river

An effected object is one, which refers to something that exists only by virtue of the activity indicated by the verb.

I'm writing a letter

The Wright brothers invented the aeroplane.

The artist painted a picture.

Some objects repeat partially or wholly the meaning of the verb. Such are called "cognate" objects. For instance,

…..sing a song

…. fight a good fight.

…. think some unkind thoughts.

Segun played the piano.

…bake the bread

From here, we progress on to another clause element — the complement and that forms the pivot of this research.

2.4 THE COMPLEMENT

Giving a syntactic definition of the above element, Quirk, et al (1972) states that a complement (be it subject or object) could be described as follows:

i. *A noun phrase, an adjective phrase or a clause with nominal function.*

ii. Follows the subject, verb phrase, and (if one is present) object

iii. Does not become subject through the passive transformation.

On the contrary, a complement can become a subject through passivizing the clause as indicated in the idea of transformational relations (Quirk et al, 1972; In the non-Chomskyan sense). More so, the obligatory nature of most complements is determined by the nature of the particular verb used. The role of a complement is also determined the same way.

Achebe wrote "Things Fall Apart"

"Things Fall Apart" was written by Achebe.

Achebe wrote the book

The book was written by Achebe.

Complements express a meaning, which adds to that of another clause

element - either the subject (as subject complement) or the object (the object complement) (Crystal, 1995). A subject complement usually follows the subject and the verb. The complement usually is considered to be a syntactic element that is realized mostly through the nature of the verb. Suffice it to say that verbs express complementation. The verb is most often a form of “be” that is able to link complements to their subject in meaning. These are called copular “Linking Verbs”.

She is a doctor

The time sounds lovely.

An object complement usually follows the direct object and its meaning relates to that element.

They elected Obasanjo President

It made Seneme angry.

Complements can be noun phrases (including single nouns) adjective phrases (including single adjectives), pronouns or certain kinds of subordinate clause.

She is a journalist

They became students.

The car is ready.

That’s what I said.

When the complement is a noun phrase, it agrees in number with its corresponding element.

The child is an angel.

The children are angels.

I find your child an angel.

I find your children angels.

2.5 COMPLEMENTS IN ENGLISH

Languages typically have several clause complementations which vary in syntactic distribution. In the English Language, studies (Maxwell, 1989, Doherty, 1993, Yoon, 1991) show the syntactic behaviour between the subject of a clause and the complements of a verb. These studies analyze and compare clause complements in English and even other languages. In old English, verbs of ordering and wishing occurred with complements expressed in the subjunctive as

"I long ask you that you not approach that spirit at all" (Beowulf).

In Middle English. The verb 'shall' began to be added in the complement as an explanatory expression. Harris and Campbell (1995) opined that the addition was apparently to strengthen the sense of obligation of the subordinate clause.

He begged that they should help him.

In English, verbs like "hate" may take the "for to" pattern, but verbs like "except" cannot.

I hate for you to leave early.

I expect for you to leave early.

Ard (1975) in his article, which deals specifically with the development of complement types in English, argued that raising to- object in complement types appears to have developed by spread through the lexicon. Ard (1975) shows that verbal complements using infinitives, principles and gerunds have increased, not only in percentage of occurrence within text, but also by expansion through the lexicon and more and more verbs have come to be used with these complements. Thomas and Kintgen (1974) affirmed to the above by stating that various types of complements commonly occur and are used in clauses, with gerunds and infinitives in the English Language.

In the use of English, a good knowledge of complement will help correct the avoidable errors that some language users get involved in. Language in use requires comprehension and this can only be achieved if the correct syntactic structure is in place, that is, used. Findings (Fromkin and Rodman, 1998) have revealed that a listener goes through certain complete psychological stages and processes in comprehending the meaning of words and utterances. Evidence provided by the findings indicated that most listeners use knowledge of the syntactic structures in addition to the acoustic input signal in processing meaning and that they do better if the words occur in grammatically meaningful sentences as opposed to grammatically anomalous sentences.

2.6 COMPLEMENTATION PATTERNS

Generally, in sentences, verbs determine the complementation pattern and they differ in doing so. While one requires an object (that is, the transitive

verb), the other excludes an object (that is, an intransitive verb). Thus, verbs may take different patterns and combination of complementation. (Quirk et al 1972, Huddleston, 1988). The various uses of verbs and their resulting complements often gives rise to the following complementation patterns - zero complementation, verb complementation, transitive complementation, optional complementation among others.

2.7 ZERO COMPLEMENTATION

This pattern of complementation usually occurs when the verb in the sentence is used in its intransitive form as we have in the examples below:

Birds fly.

Problems arise.

Men dominate.

Here, the objects are deleted while the meaning of the sentence remains unaltered, as a result of the nature of the verb. Thus, it is appropriate to note that an intransitive verb has optional or omissible elements.

2.8 VERB COMPLEMENTATION

In this complementation pattern, the verb is used in its transitive form and is obliged to go along with an object. Such are usually referred to as obligatory elements as shown in the examples below:

The man stole the cement blocks.

The Director read the reports.

Verb complementation can be used in various ways. This write-up will outline the ways as follows; the mono-transitive, ditransitive, the intensive and the complex transitive (Quirk et al 1972). To maintain relevance, attention will be given to the intensive in this work.

2.9 INTENSIVE COMPLEMENTATION

This complementation type obtains in sentences where there is co--reference relation between the subject and the subject complement. The verb in sentences with subject complement is referred to as the linking verbs or copula. Of itself, this verb has little meaning but functions as a link between the complement and the subject. Examples of sentences in which complementation occurs in the intensive pattern are shown below:

Dupe is a kind nurse.

She seemed restless.

The audience grew tired.

In the examples above, the copula or linking verb is expressed in three (3) main classes namely:

i. *The typical copula - be. In the first sentence, the typical copula is expressed through its derivation "is"*

ii. *The current copula - seem*

iii. *The resulting copula - grow.*

Further examples include:

The crowd ran wild with shouts of victory.

Amina stood perplexed.

Hafsat and Aisha are friends.

Notably, the intensive complementation type expresses its relationship to other parts of the clause using either the intransitive or the transitive verb as shown below:

We remained silent

Shade is tall

The intensive complementation type, whether used with transitive or intransitive verb, basically expresses the subject- verb relationship. Also, the complement makes reference to the subject of the sentence, the noun, the adjective, and the adverb, the that-clause and so on. Each of these mentioned possibilities are illustrated below:

As subject/phrase complement, there is;

Jojo is an intelligent boy.

Lydia found her friend as unreliable.

As adjective phrase complement, there is;

The widow is aggrieved.

Kanu,, the driver, looked pleased.

As adverbial complement;

Segun is at school today.

They come here daily.

Adjective phrase complements with that- clauses often have the indicative and/or subjunctive verbs as well as the putative should. Below are some

examples:

i. Indicative verb;

I am sure that he is here now

ii. Subjunctive verb:

I insist that we leave.

iii Putative should

I believe that he should be home.

Furthermore, the intensive relationship is also expressed using the to infinitive. Such as:

He is hard to please.

Bode is clever to make so much money.

She is slow to react

It is evident therefore, that in the intensive complementation pattern, there is always the expression of the subject - verb relationship. In each construction of the intensive complementation, the complement is shown to relate to the subject of the copula verb. Quirk (1972) confirmed this evident fact by stating that" complements in the intensive category are usually ascriptive". That is, they ascribe certain qualities to the subject. Examples include:

Bose is a happy woman (typical - be)

His dreams came true (resulting attribute)

The flowers smelled sweet (current attribute)

I am amazed that he should fail (with putative should)

It is likely that she never called (indicative verb)

You are a fool to spend so much (with to - infinitive)

When the verbs have a linking function as indicated in the intensive category), they have very little meaning of their own, but with the help of other sentence elements such as the complement (in this case) express various ideas about the subject, notwithstanding their statii as nouns, adjectives, infinitives or that clauses.

Complementation patterns can also be discussed using the clause network.

2.10. COMPLEMENTATION IN INTENSIVE CLAUSES

Young (1980) maintained that the main characteristic of the intensive clause is that its proposition is concerned with the existence, identity or character of the subject. It is believed that when structurally considered, an intensive clause can exist without any lexical verb as predicator. So in such clauses, the lexical content resides in the subject and the complement. There are three basic types of intensive clause. There are: ascriptive, equative and locative.

2.11. THE ASCRIPTIVE

In the ascriptive type of intensive clause, the complement is an attribute to the subject. Semantically, it has the function of stating the significance or value of the subject by ascribing to it a property or function or placing it in a certain class.

Bill is the <u>head of the local force</u>

Sani's contribution is important

In each expression, the underlined are complements ascribing functions to the subject. As earlier discussed, these complement elements are both in the adjectival or nominal group. The roles of the subject and ascriptive complement are static. Young (1980) noted that even though the complement may sometimes be brought into the initial position, it remains a complement.

The head of the local force is Bill.

Important is Sani's contribution.

Only complements that occur in the ascriptive type of intensive clauses can be passivised, used in the passive transformation.

2.12. THE EQUATIVE

Next is the equative type of intensive clause. Here, the complement is always a nominal group, which can be equated with the subject. That means, that the pattern is reversible so that "a is b" implies "b is a" and vice versa, either item being the subject and the other the complement.

My favourite food is rice.

Rice is my favourite food.

I am the one at the back.

The one at the back is I.

The difference between the ascriptive and equative complement lies in their semantic aspects, that is the meaning drawn from each at a particular time.

2.13 THE LOCATIVE

The last of intensive clause is the locative. Young (1980) explains that the term is intended to suggest location in time, space and even sometimes, the general notion of "being in existence". In this type, the verb "be" and other verbs occur. The symbol C^{loc} is used to stand for the locative complement.

The spoons go in this drawer

The interview is next week

The items that perform the function of complement in this type of clause belong to various classes including prepositional groups, adverb particles etc.

The men are here C^{loc}

The box is behind the door

A clear test for locative complements is that they can be questioned where? (Including where... to? And where… from?) and when? This makes the distinction between locative complements and other complements fairly easy to establish. An illustration of such questionings is shown below:

Where are the men?

Where is the box?

2.14 TRANSITIVE CLAUSES AND COMPLEMENTATION

In transitive clauses, there is an object complement, which can either occur, in nominal groups as well as in prepositional groups.

The Provost made a speech. Complement

The Police released him. Complement

They objected to the plan. Prepositional complement

I bought a ticket for him. Complement

Most transitive clauses have more than one participant after the predicator- the indirect object and the direct object. *She gave him some money.*

Outstanding features of the transitive include passivization, idiomatic link between the verb and the complement.

i. He resorted to unfair methods

To unfair methods, he resorted

ii. I didn't believe in their pretensions.

Their pretensions I didn't believe in.

iii They took pains with the negotiations.

They are paying attention to the time scale.

He made reference to *the context*

2.15 VIEWS OF DIFFERENT SCHOOLS OF GRAMMAR ON COMPLEMENTATION

In the discussion and analysis of any grammatical term, the choice of method and terminology for analysis often depend on the grammarian and basically the school of grammar to which he belongs. Thus, different grammarians have discussed the English complementation using various dimensions and terminology.

2.16 TRADITIONAL GRAMMAR AND COMPLEMENTATION

In traditional grammar, a complement is the nominal or the adjectival that comes after the linking verb. Such complements are referred to as ascriptive complements.

Examples include:

He is a lawyer

The food smells good

However, complements, in a broader sense, refer to any sentence element that completes the verb. In some sentences, some verbs need to be followed by other sentence elements in order to make a complete meaningful and grammatically correct statement. Such sentence elements used as complements are of two (2) types namely: objects and ascriptive complements. Traditional grammar upholds the notion of sentences being made up of two major parts, which they refer to as subject and predicate. The subject is usually the nominal group while the predicate refers to the verbal aspect. Examples are given below:

i. The chief arrived.

ii The women sang songs.

iii. He buys his children toys.

iv She read us a poem.

v. Shehu painted a picture.

In each of the above stated example, it is evident that the use of the subject and the verb still require an additional element, which in this case is a

complement added to make a meaningful sentence. However, sentence I fails to comply because an intransitive verb is used.

This notion of sentences having parts referred to as subject and predicate correspond with the belief of the Transformational Generative Grammar (TGG) which holds that the sentence is made up of constituents called the noun phrase (NP) and the verb phrase (VP). (Rosenbaum et al, 1968)

Traditional grammar upholds that complementation can occur basically to add meaning to either the subject or object. Therefore, the nominal or adjectival occurring after the verb is classified as a complement. Also, the School of Thought, discussed, widely believes that complementation is a principle that exists to offer explanations to the sequence of sentence elements. Therefore, it is not surprising to find other sentence elements being affiliated with the principle of complementation pattern. Thus, we have terms like verb complement, subject/object complement, adjective complement, completive complement, prepositional complement, and adverbial complement. Below are relevant explanations of these terms

2.16.1 VERB COMPLEMENT

Complements are described based on the verb structure, if it requires a complement or not. Verb complement derive their name from the nature of the main verb of the sentence.

Verbs differ in respect of what we refer to as their “complementation”. That is, they may take different types and combinations of complements. Some verbs

require an object (transitive verbs), have obligatory complementation while others exclude an object (intransitive verbs), have optional complementation. (Palmer, 1965; Quirk et al, 1985)..

1. *He used a camera.* 2. *Jaiye turned a new person*
3. *He disappeared.* 4. *The men waited*
5. *The old car moved.*

Complementation of the verb "be" serves as a link between the complement and the subject and is known as a copula.

1. *He is a nurse.* 2. *Henry became happy*
3. *The tune sounds lovely.* 4. *The children appeared to be asleep*

2.16.2 SUBJECT COMPLEMENT

This complement usually follows the subject and verb. They are named subject complement because they are able to link complements to their subject in meaning. An expression showing the subject complement is thus:

The point is that we are travelling.

2.16.3 OBJECT COMPLEMENT

These are complements that relate or give meaning to the object. They enable the object to express a complete thought. Object elements ascribe attributes to the object and are often referred to as ascriptive complement.

Mrs. Ani called the beggars "thieves".

I imagined him overcome with joy.

2.16.4 ADJECTIVE COMPLEMENT

These are such that make use of the that-clause to complement the sentence element. The example below shows the adjective phrase complement modifying the linking verb.

The food smells good.

I believe that it tastes good also.

2.16.5 PREPOSITIONAL COMPLEMENT

Here, prepositions and prepositional phrases are used as complements to other sentence elements.

John will arrive by 3. 0 Clock

Vote for the Youngman.

She went upstairs.

As shown above, it is confirmed that in traditional grammar, efforts were made to explain complements using the basic parts of speech. Also, complementation in the same School of Thought had its application with reference to the verb phrase structure. Almost all the complementation patterns in traditional grammar explained or gave complete meaning to sentence elements in the verb phrase with the exception of the subject complement.

Complement in traditional grammar is distinguished by the following properties, especially in the verb phrase:

Non-ommissibility. This shows their obligatory nature which if isolated either

yields ungrammaticality or indicates a significant change in the meaning of the verb.

Tunde fell ill.

She used a drill

Verb-lexeme classification. The selection of a complement depends on the presence of a verb lexeme of an appropriate class. In essence, its selection was lexically controlled in that only appropriate verbs are used to show complementation. For instance:

I washed the car

I took a walk

And not

I believed the car

I relied a walk

Huddleston (1988) in relating the etymology of the term “complements” described that it has the primary feature of non-omissibility. Explaining further, he stated that “some verbs are said to be verbs of incomplete predication and as such they cannot form a predicate by themselves and thus require a dependent element to “complete” their meanings or, in other words, to ‘complement’ them.

It is evident that the traditional grammarians place emphasis on correct usage. According to Crystal (1995), syntactic categories are described using features, which have been identified in classical languages such as Greek and Latin. One of the criticisms against the traditional description of these units is that they are sometimes ambiguous and confusing. (Dineen,1967).

2.17 STRUCTURAL GRAMMAR AND COMPLEMENTATION

Structurally, it is viewed that in a simple sentence structure, there is the structural sequence of two grammatical elements — the subject and the predicate. However, in some cases where the verb alone cannot make a complete predicate, other sentence elements called complements are added to complete the structure. (Fries, 1952).

Therefore, structurally, complementation is seen to be the following:

a. Sentence element that adds meaning to the predicate.

b. Complements are noun phrases, adjective phrases or clauses with a nominal function.

c. Complements follow the subject, verb phrase and object, if any.

d. Complements do not become subject element through the passive transformation.

Structural grammar also identifies with the notable types of complement already discussed under traditional grammar. In addition, structural arrangement gave rise to patterns of verb complementation. This is illustrated below:

i. *Katung became a teacher*

Here, the structure is S (subject), P (predicate) and C (Complement), while the pattern is copulative.

ii. *Monica saw the accident*

In this instance, the structure is S, P, O^d (direct object) whereas the pattern is monotransitive.

iii. *Yusuf considered her a fool*

Here, the structure is S, P O^d C and the pattern is complex-transitive.

iv. Segun told us the truth.

In this, the structure becomes S, P, O^i O^d and the pattern is intransitive.

It is evident that complementation in structural grammar is almost similar to what held sway in traditional grammar. For instance, both Schools of Thought portray complementation as being used to add meaning to the parts or constituents of a sentence.

Also, the obligatory nature of complements is further emphasized as the structural grammarians see complements as essential additions to complete the structural composition. Quirk (1972) views complements as sentence elements that add meaning to the predicate. Huddleston (1988) explains that complements assist verbs of incomplete predication by 'complementing' them or by 'completing' their meanings.

From the above, it can be deduced that the structural grammar associated with Gleason (1955), Christophersen and Sandved (1969) is tightly connected with the notion of Immediate Constituent (IC) analysis. The theory rests on the assumption that elements of any string are often combined in a logical order. It consists of a hierarchical arrangement of elements. Roberts (1962) explaining the idea of Immediate Constituents are that sentence elements are constituents in the sense that they constitute, or make up, the sentence. They are immediate in the sense that they act immediately on one another (that is, the whole meaning of one applies to the whole meaning of the other). In relation to complements, it is seen that they make up the sentence making meaning complete, as indicated

in the examples stated above.

2.18 COMPLEMENTATION IN THE TRANSFORMATIONAL GENERATIVE GRAMMAR

In this School of Thought, complements are believed to be tied up with their various existing constituents and as such there is the noun phrase complement and the verb phrase complement (Jacobs & Rosenbaum, 1971), (Chomsky, 1957, 1965). An example for the noun phrase:

The fact that we are travelling worries Stephen

An example for the verb phrase:

They were afraid to paddle the canoe.

Since Transformational Generative Grammar (TGG) is hinged on generating structures from existing constructions by using transformation, reference is often made to the existence of deep and surface structures. Transformation occurs through the use of processes such as: interrogative transformation, negation transformation, contraction transformation, passive transformation, elementary transformation and reflexive transformation (Jacobs and Rosenbaum, 1970).

It is rare for a single transformational rule or process to change a deep structure into a surface structure. When a number of transformations are required, the constituent structures formed between the deep and surface structure are called intermediate structures. However, there are ordering relations among transformation. Certain transformation must be applied before other transformations.

From the perspective of the transformational generative grammar, every noun phrase and verb phrase contains a sentence function as its complements. These complements in each constituent are in turn introduced by what is called a complementizer, which makes for transformation into deep structures. Below are some examples of complementizers in English;

a. The clause complementizer “that”

b. The infinitive complementizer “for... to”.

c. The gerundive complementizer using the genitive or possessive form of the noun/pronoun and the “ing” form.

Therefore, there is the noun phrase complement as well as the verb phrase complement.

Kofi denied that Kwame is reckless.

The above is a noun phrase complement

Adamu advised Fatima to adopt the child.

This is a verb phrase complement

In the noun phrase, the complement can have its position changed by the use of a syntactic process referred to as extra-position. For example,

The chief gave the announcement that the war was over. In other words, we could have:

i. The announcement that the war was over was given by the chief

The first sentence is generated through the passive transformation. Moreso, complementation in transformational grammar is usually possible through the use of complementizers. These complementizers undergo various

transformational processes in generating deep and surface structures. In the example below, through pronominalization (a transformational process), a constituent structure is generated.

Kemi prefers for Kemi to stay.

Kemi prefers for to stay.

Most times, the infinitive and gerundive complementizers show verbal agreement transformation with the subject of the embedded clause as in the following:

I was glad that the cup was clean.

I was glad that the cups were clean.

Also, the clause complementizer “that’ aids transformation. For instance, in the example below, complementizer deletion yields a corresponding structure.

Joseph thinks that lobbying is superior to human reasoning.

Joseph thinks lobbying is superior to human reasoning.

To some, the above transformation is optional, while to some it is obligatory.

A feature of the transformational grammar, which appears similar to what obtains in the already mentioned schools, is that of constructions being constituted of parts involving the noun, which is usually the subject and the verb. However, while the afore-mentioned Schools see complementation as a completion to the sentence structure, transformational grammar relies on complementation to generate deep and surface structures.

WHAT THEN IS COMPLEMENTATION?

Complementation refers to the function of a phrase or clause which follows a word and completes the specification of a meaning relationship which the word implies. Complementation may either be obligatory or optional in the syntactic level.

In other words, it is a sentence element which answers “who” or “what” to the idea expressed in a sentence. Complementation points out the association between the verb in the finite form and the following elements such as the object and complement.

The little boy lost his dog

Analysis:

The little boy	-	subject
Lost	-	verb
His dog	-	complement

The verb complementation pattern is evident in the above example.

The little boy looks tired/The little boy became excited. The verbs – looks, became …. links the complement to the subject. The relationship expressed in this example s that of the INTENSIVE COMPLEMENTATION PATTERN, because the complement explains both the subject and the verb. Other examples denoting complementation are as follows.

1. Mary considered the shoes too expensive
2. The country became totally independent
3. Most people make God their helper
4. Kunle gave the visitor a glass of water

2.19 THE CONCEPT OF ERRORS

Errors in language are most often confined solely to second language learners. This is because of the widely held belief of the proponents of Contrastive Analysis (Selinker, Fries and others) that errors result from using a language in which one lacks complete language competence.

Corder (1974), (Richard, 1974) submitted that errors are wrong language selection, which cannot be corrected by the speaker even when attention has been drawn. More so, errors are considered as products of the inter-language of a speaker and the reflections of a portion of his competence in the "target language"

Corder (op cit) observed that a learner of a language progressively changes his language performance to bring it into line with that of the native speaker. The learner's language at that point is viewed as a peculiar "dialect" of the target language and is characterised by instability, differing in many crucial aspects and having some characteristics of the learners' mother-tongue.

Error Analysis considers three categories namely slips, mistakes or lapses and errors, whose difference lies in the ability of the user or speaker to readily correct any transposition, substitution, addition of a speech sound or morpheme, word or complete phrase or a blend of these. Explanations hold that some ill-

formed utterances appear to be false starts or restructurings of what the speaker wants o say. Many of these lapses seem to increase in frequency under conditions of stress, indecision and fatigue among the native speakers. It is presumed that if this occurs among the native speakers, then the second language learner will demonstrate similar lapses in performance, where all the mentioned conditions are likely to be more pronounced.

Generally, errors are regarded as a breach. Language itself is believed to be a code, that is, a set of rules for generating syntactically, phonologically and semantically well-formed sentences. A breach of the code, that is, a use of wrong rules or a misuse of right rules may result in superficially ill-formed sentences. Linguistics is principally concerned with the nature of the rules of the code.

Errors can be grouped depending on whether they are lexically, syntactically or semantically deficient. Error overlap occurs particularly when some errors fall into more than one category. The example below, if used in spoken language, without the complementizer “that” could portray error in phonology.

i. Mannir knows is not possible.

A listener could assume that the verb “knows” is referring to the noun “nose”. Also, the omission of “that” in the construction below yields ambiguity.

ii. the chemistry students failed were absent.

The errors in these cases show phological and lexical deficiencies resulting in phonological and semantic ambiguity or circumlocutions, which almost distorts

conventional syntactic connections.

Some errors also arise as a result of some speakers avoiding some words or selection because they cannot really account for the correct word or selection. The concept of error analysis explains the above by describing it as a term known as avoidance strategy (Corder, op cit). Among the instances of error, the examples below illustrate the avoidance strategy.

i. After my N.C.E., I want to further.

ii. Our meeting is for 10 o'clock, I hope you will not disappoint.

Most writers often endeavour to draw a distinction between "errors" and "mistakes". Technically, the terms are different and in this study, the definition of the latter will be used as a stepping stone for the further explanation of the former.

Corder (op cit) cites that even the native speakers of English often produce ill-formed utterances, arguing that by definition, those cannot be the result of an imperfect knowledge of the language or imperfect competence. The characteristics of the native speakers' errors are that when noticed such errors are usually readily correctable by the speaker.

Richards (1974) opines that mistakes are reflections of carelessness not incompetence, concluding that a mistake is a careless deviation from a norm or standard to correct himself /herself.

Brown (1980) points out that a mistake refers to a performance error that is either a random guess or "slip" in that it is a failure to utilize a known system correctly. Furthermore, mistakes are stutters, oversights, or lapses, which can

easily be remedied by the makers themselves.

The discourse in the concept of errors will not be complete if the view of the Contrastive Analysis theorists is excluded. Contrastive Analysis and Error Analysis represent two different approaches to errors that current pedagogical theory has come up with (Allen and Corder, 1974). Both approaches belong to the field of second language learning and teaching. In stating a distinction between a mistake and an error, these approaches posited that the difference lies in the communicative competence of the persons involved. It is also believed that a particular aspect of a language might be intrinsically difficult to learn and more so, that language learners might "overgeneralize" particular rules. However, by the error analysis theorists uphold that errors are neither detected nor corrected the maker, unlike mistakes, slips and lapses. The performance of the person mirrors the inadequacy of his competence in the second language. Besides, his competence does not contain all the rules necessary for avoiding the occurrence in his performance, of what are called errors.

Despite the large amount of research, few writers focus on errors in the use of complementation patterns. An examination of the errors in this area is not necessarily a demonstration of any critical attitude, but is borne out of the need for a logical, long-delayed study, which is meant to reinforce the error issue. This is because in Nigeria, English plays the role of an official language, so there are several areas in which it (the language use) needs to be reviewed and possibly, improved. Thus, the consideration of errors in English complementation patterns focused on in this research study. A simple working definition of what will be

regarded as errors in complementation shall now be attempted.

Error in complementation is a marked deviation from a norm or standard of correctness as regards the use of complementation. The Chambers Dictionary explains errors as being “a breach of syntax, perhaps involving a faulty concord or that last part of a sentence not agreeing with nor answering to the first.” The latter part of this is definition lends credence to the mainstay of this research studying the errors in complementation pattern. Jowitt and Nnamonu (1995) clearly enumerated the likely areas of students’ errors in complementation to include:

> Errors with linking verb, wrong choice of object type, errors in the use of two object, wrong us of “as” before complement as well as verbs wrongly used without an object

The most commonly cited function of language is its use as a means of communication. Bamgbose (2000) stressing the overall importance of this function mentioned that it makes social interaction possible and also ensure, encoding and retrieval of information. If that view is worth upholding, then it is essential to study the instances of errors in language and widespread poor performance in the English language with the aim of drawing theoretically-based, empirical and valid conclusions.

2.19.1 STAGES INVOLVED IN THE ANALYSIS OF ERRORS

According to Corder (op cit), there are three (3) stages involved in errors analysis and they are logically dependent upon each other. These are;

(a) Recognition.

(b) Description.

(c) Explanation.

2.19.2 RECOGNITION OF ERROR

The process of recognizing and identifying errors is one of comparing original utterances with their plausible reconstruction and authoritative reconstruction (that is, an interpretation/reconstruction of the utterance derived from the learner himself) and identifying the difference. Recognition of error is thus crucially dependent upon correct interpretation of the learners' intentions. Errors in the learners' utterance can be recognised as being either overtly erroneous (that is, superficially deviant) or covertly erroneous (that is superficially well-formed but not meaning what the learner intended to mean).

2.19.3 DESCRIPTION OF ERROR

Description only begins when recognition has taken place. It involves a process of correction to show the learner in what way he has failed to realise his intended message. The most appropriate theoretical model for description of errors is to relate the semantic structure of a sentence to its surface structure by a set of explicit rules. The description of errors is essentially a comparative process, the data being the original erroneous utterance and the reconstructed utterance. For description to be valid, it must explain error linguistically and psychologically in order to help the learner to learn. Consequently, only that description which shows the respects in which the realization rules of the target

language differ from those of the learner's dialect is of value. Description is

established when there are sufficient instances of error in the learner's text being studied or analyzed.

2.19.4 EXPLANATION OF ERROR

Explanation of error can be regarded as a linguistic activity which is concerned with accounting for why and how errors come about. Explanation involves observations that will pave way for the statement of the way in which the learner has deviated form the realization rules of the target language in the derivation of his sentence. That is, what rules he has broken, substituted or disregarded. Explanation is believed to be a field of psycholinguistics. In that regards, explanation can be depended on to suggest the reasons why a language user has broken, disregarded, or ignored the rules of the target language.

It is from the stage of explanation, that theories such as that of transfer, facilitation, interface and overgeneralization have been birthed.

2.19.5 Facilitation

Facilitation occurs where the system of the first language resemble those of the second language

2.19.6 Interference

Interference occurs where the system of the first language differ from those of the second language.

2.19.7 Transfer

Transfer occurs where a learner of a second language transfer into his performance in the second language the habits of his mother tongue. Transfer errors are known to show a similarity of the forms of the target to that of the mother tongue.

2.19.8 Overgeneralization

Overgeneralization occurs when a learner extends a particular rule beyond its linguistic field of use. Overgeneralization or analogical errors occur when a learner has discovered a correct rule but still continue to make errors because he has not yet discovered the precise set of categories to which the rule applies. Analogical errors are observed to be inherent in the very learning process.

2.20 USE OF ENGLISH IN NIGERIA

In this aspect, the domains (that is) situations in which the language is used in Nigeria as well as the characteristics adopted by the language in Nigeria will form the basis of the discussion.

English is widely used in Nigeria as a second language the entity being multilingual. Language users in Nigeria are deemed to be multilinguals with dominance in English. (Banjo, 1996:61).

It has become increasingly common to identify the varieties of English spoken and written in second language situations. However, Platt et al in Banjo (1996) offered some definitions, which would apply in every detail to English as a second language. These include the following.

1. It has developed through the education system. This means that it has been taught as a subject and in many cases, also used as a medium of instruction in regions where languages other than English were the main languages. The degree to which English is used as a medium of education for other subjects varies considerably from nation to nation and from one type of school to another.
2. It has developed in an area where a native variety of English was not the language spoken by most of the population. Banjo (1996:63) argued that for various reasons pidgin and Creole languages are not considered to be native varieties of English.
3. It is used for a range of functions among those that speak or write it in the region where it is used. This means that the new variety is used for at least some purposes such as; in letter writing, in writing of literature, in parliament, in communication between the government and the people, in the media and sometimes for spoken communication between friends and in the family. It may be used as a lingua franca, a general language of communication, among those speaking different native languages or in some cases

even among those who speak the same native language but use English because it is felt to be more appropriate for certain purposes.

4. It has become 'localized' or 'nativised' by adopting some language features of its own, such as sounds, intonation patterns, sentence structures, words, and expressions. Usually, it has also developed some different rules for using language in communication.

In Nigeria, as in all other true English as a second language situations, English is the dominant language in the Nigerian speaker's repertoire. It constitutes the language of social and economic power thereby making the first language or mother tongue, of its Nigerian speaker, generally of secondary importance. Thus, it is noted that in Nigeria, the dominance of English remains largely unassailed. It is viewed as a language, which "provided a window on the world and made rapid development a feasible proposition.(Banjo, 1996:66).

The tacit adoption of English as the official language of Nigeria immediately suggests the domain of use of the language. Hence, in Nigeria, English became the language of official business (es) such as the legislature, all government offices, the judiciary and the administration of education. Besides, there is the use of English in literature, in most formal gatherings. Consequently, English serves a restricted lingua franca.

The use of English in Nigeria differs ranging from domains where only English may be used, at one end, to those in which it is minimally used, if at all, at the other. This, however, is not as easy as it may first appear, for there are

situations in which records must be kept in English but prior spoken transactions may take place in any of the country's indigenous languages. This gives rise to one generalization that English tends to be the language of official record-keeping rather than of all spoken transactions. This generalization can be safely hinged on instances where in government offices, for example, civil servants do not spend all day speaking English either to one another or to those coming there to transact business, but have all records kept in English, even records of transactions which may have been conducted in another language.

However, secondary and tertiary education is another domain, which calls for the exclusive use of English. All teaching and examining is done in English, as are all corporate activities at these two levels. All school records are, of course, kept in English.

In Commerce, English is largely used, but also manifests record-keeping importance as international, local market transactions carried out in languages, other than English, are recorded in English.

Newspapers, which aim at national coverage, are necessarily published in English. Banjo remarks that: "No African Country is better served with English—medium newspaper than Nigeria" (Banjo 1996:69).

All these confirm that English is the language of literacy in Nigeria.

Even in non-official business, English is dominant as the medium of letter writing in Nigeria. In most families, it is evident that day-to-day interaction is in the mother tongue, whereas letters between members are written in English. The same holds for close friends who share the same mother tongue.

2.21 VARIETIES OF ENGLISH IN NIGERIA

The wider the spread of users of English in Nigeria, the more varieties sprung up. Deviations were regarded to some extent as errors and as part of the local norms. This resulted in varieties differentiation. Banjo (1996:73) notes that the varieties of a language might be diatypic or diatopic. Diatypic varieties are varieties according to use, while diatopic varieties are varieties according to the provenance of the speaker. Thus, within every diatopic variety are, in turn, a number of diatypic varieties relating to the various domains of use of the language. The point being made, then, was that British English and the use of English in Nigeria could be expected to be two separate diatopic varieties of the language.

In his study, Banjo (op cit) reports of scholars in Nigeria who held both unanimous and divergent views over the issue. Some linguists were skeptical of all attempts to set up a local standard insisting that the British standard should continue and all variations be regarded as errors. Others argued that given the position of English as a second language in Nigeria, with all the sociological implications of that position, there was really nothing anyone could do to stop the evolution of a local standard of correctness.

Also, varieties differentiation in the use of English in Nigeria was noted to

be educationally determined. In line with this Banjo (1996:75) highlights the view of Brosnahan (1958) who posited four varieties namely; Variety I — representing the performance of those who have picked up the language outside the school system, Variety II — which represents the performance of Nigerians with primary education; Variety III those with secondary education and Variety IV those with University education. Banjo attempts to point out some varieties also and these constitute the under listed four. Banjo's Variety I was described as the variety used by Nigerians who have picked up the language as a result of the exigencies of their occupation. A distinct feature of this variety is that it is full of syntactic transfers from the mother tongue such as the concord, omission of the determiner etc. The examples below further indicate such syntactic transfers:

i. I buy it yesterday.

ii. The book on the table is mine.

iii. I want to see lecturer

Banjo's Variety II speech exhibits signs of a systematic learning of English and the speakers of this variety are likely to have at least primary education. Others may have had some secondary education. In essence, it represents the speech of most Nigerian bilingual speakers of English in the pre-and post independence years. This variety has fewer and less gross syntactic deviations. For instance, the determiner is not likely to be omitted as seen in Variety I. Tense and concord peculiarities, no doubt exist, but are less gross.

Variety Ill, according to Banjo is the product of an even greater exposure to a standard variety of the language and represents the acrolectal use of English

in Nigeria. In most cases, that exposure is obtained through education, but it may be misleading to measure this in terms of years alone. Some speakers do not achieve Variety III until they have completed university education; others achieve it well before completing their secondary education, with the help to important factors such as home background and quality of education at the primary and secondary levels. In this variety, syntactic errors are largely eliminated and the speaker possesses a well-developed vocabulary built up more from reading than from listening. Also here, some deviations are deliberate, representing an attempt to bend the language to the needs of a relatively new environment (Jowitt, 1991).

Banjo (op cit) included Variety IV simply for completeness. It was meant to draw attention to the existence of individuals for whom English is the first language, many of whom spent the first few years of their lives in countries where English is the mother-tongue and for all of whom English continues to be the language of the home. Such individuals are admittedly very few in relations to the entire English speaking Nigerian population.

Nowadays, these outlined varieties of English still exist, but witness a decline with regards to its users. Then, even students of the secondary level of education were observed to have a well-developed vocabulary, exhibit less gross syntactic deviations etc, whereas now it is distinctly evident that even a large number of university graduates who are users of English still have gross deviations plaguing their use of the language.

2.22 THE STANDARD EDUCATED NIGERIAN ENGLISH (S.E.N.E)

This variety can be simply explained using Banjo's Variety lll. The Standard Educated Nigerian English is both socially acceptable and internationally intelligible. It is adequate for the nation's needs and progress adequate for international transactions and even for the demands of higher education. In the pre- and post-independence years, its users were readily drawn from the primary level of education up into the other levels; but nowadays, the users of this variety are few in the lower levels of education and are represented by a few well-educated and highly enlightened graduates and professors at the higher level of education.

This variety faces a threat from Variety II, which is spoken by more Nigerians. If it is cultivated, the Standard Educated Nigerian English (SENE) would prevent a perpetuation of the present position in which English helps to stratify the Nigerian society. More so, it will help students at the tertiary level, for example, to operate the upper bands well in keeping with the professions for which they are being prepared.

The SENE is not homogenous. This is true not only in terms of the proficiency of those who speak it, but also in terms of the diatypic sub-varieties within the variety. Banjo (1996) observes that along the axis of mode, the variety is capable of differentiation between formal and informal and even between slang and informal.

2.23 IDENTIFICATION OF THE STANDARD EDUCATED NIGERIAN ENGLISH (SENE)

As discussed earlier, the SENE is believed to have emerged from

exposure to education. Jowitt (1991) rightly observes that the identification of any particular number of varieties or social dialects of English spoken by Nigerians (or of any other languages is in the final analysis, arbitrary. There can in truth never be any firm dividing lines. Several parameters for classifying the SENE are known and foremost among such are the educational and performance criteria as well as the criteria of social acceptability and international intelligibility. The first criterion mentioned above is more peculiar to the nature of this study and so will be the criterion to be discussed further.

The Educational Parameter

As Jowitt remarked in reference to Brosnahan (1958) classification, the new structure of Education in Nigeria, with a break between the Junior and Senior Secondary might prove a basis for further sub-classification. However, it will begin with a gross educational classification in the sense that speakers are known to have different levels of proficiency based on their levels of education. The speakers of the SENE are seen to have a greater or richer exposure, which is a superior facility for language learning, or a greater effort, induced perhaps by professional interests. The users of the SENE at the lower levels of education, consist mainly of pupils and students of exceptionally good schools and home-background, that is most children brought up by well-educated parents. Notwithstanding, it is worth noting that it is difficult to specify categorically who among the different levels of education would or could be regarded as a speaker of the SENE. Should it be the graduate of secondary school with school certificate having a pass, credit or distinction grade in English? Or the N.C.E.

graduate? Or should it be the Bachelor's degree graduate? In other words, should the identification be based on the certificate held? Usually, it is considered that the higher one goes up the educational ladder, the greater the chances of speaking English, since the language constitutes or is used for instruction in schools in Nigeria.

In agreement with what was mentioned in the introductory phase of this research study, the trend (of speakers ability being determined by their level of education) has witnessed an apparent upheaval as most students of tertiary institutions are known to use "substandard English" (Adesanoye, 1977). This in other words holds that even in the use of English among the students of the higher level of education, there are evidences of errors and deviations, which are inimical to the development of the international language in Nigeria. Notable among the errors is the error in complementation patterns, which as could be clearly seen, forms the focus of this research study.

2.24 PREVALENCE OF ERRORS

In order to substantiate the prevalence of errors in the language use of students in Colleges of Education, excerpts were drawn from the students on diverse areas ranging from general errors such as spelling, phonological errors, wrong use of word forms, ambiguity, complementation errors, errors in tenses, omission of articles, omission of the plural marker (s), errors of direct translation, pronunciation – related problems, omission of pronouns (where necessary), neglect of the rule of concord, faulty sentence construction, lexical over-

representation/under representation, generalization (attached in the appendix are different copies of students' writings depicting these errors).

Some examples are shown culled from the oral and written language of the study population, depicting diverse areas of errors in language use.

a. **Omission of articles such as "the", "an" etc**

i. … in health sector, medication given by a doctor …

ii. I bring result.

iii. The English Language becomes a International Language

iv. English was one of common language in the world.

b. **Errors in tenses, misuse of concord**

i. English is use in Education

ii. The teacher are not allowed to teach what he know in his own language.

iii. The subjects teaching in Nigeria are in English

iv. Furthermore, English help journalist in Nigeria

v. English Language a more great and vital role in internal affairs.

vi. This play a more and great vital role

vii. English bring cordial interaction…

viii. … to enable the person concern to understand

ix. They should be keep

c. **Omission of the plural marker(s)**

i. Books written in English makes <u>student</u> to be able to …

ii. There are 250 to 400 difference local <u>language</u> …

iii. Without the use of English in the schools, student are …

iv. … communication between Nigerians from different ethnic linguistic background.

d. **Errors in Phonology**

i. … even makes students and teachers have good rapour (instead of rapport).

ii. Other and order

the court will decide the one. The people will decide the order (instead of the other)

e. **Omission of pronouns e.g. it (the third person pronoun)**

i. … and that is why is use for communication

f. **Error in the change of forms of words**

i. The English language is used for broadcasting the news in TV stationares or wareless stationares and newspaper company. Here, words like stationery is being used in the place of stations while wareless replaces wireless

g. **Pronunciation – related problems which often times lead to spelling errors**

i. becourse for because

ii. univasal for universal

iii. sycology for psychology

iv. porpose for purpose

v. rapour for rapport

vi. must for must

vii. sence for sense

… by using this univasal language called English

… in the sence that …

… must of the countries

in must of our schools …

h. **Errors in Verb Complementation Pattern**

i. Your face seems similar

ii. She left a card for Jim

iii. She cam approaching

iv. Kabir learn driven

v. Can you guess what she say?

vi. They want us to helping

vii. Mary show us what to do

viii. I saw her left the room

ix. Musa are my friend

x. Paul lack confidence

xi. Today look a fine day

xii. The students are become restless

xiii. It is a pity hat she worry about it.

xiv. He appear to like the party.

xv. She didn't bother about to feed the baby

xvi. This office to be painting

i. Errors in Complementation

1. Deviations in the way complements are used e.g. where obligatory elements are used as optional and vice versa.
2. Failure to know which word requires more specification in sentences.

1. Use of wrong forms of words in the complement position

I. **Deviations in the Way Complements are Used.**

i. The dance Makosa

ii. She seems in the place

iii. They look after animal

J. **Failure to Know Which Word Requires a Complement**

i. They walked and dropped

ii. Sani plans to declare

iii. The Children appeared sleeping

k. **Use of Wrong forms of Words**

i. As policemen arrived, the men disappear

ii. I desire to listening

The students want to be know

l. **Examples of complementation errors**

i. The people want to become.

ii. The man is appointed as the driver.

iii. They should be keep.

iv. The people will be decided.

v. They hoped, for there are many takers.

vi. The people will decide.

vii. The court will decide the one. The people will decide the order. (Here, the complement is changed as a result of phonological interference, from “Other” to “order”.)

viii. I came for to collect my result. (Error involving the use of the infinitive complementizer “for…….to”) (This infinitive should be separated with words and not joined together.)

iii. Mannir knows is not possible.

iv. The students complained the lecturer is too fast.

Error involving the omission of “that” in the noun phase complementation.

m. **Complementation yielding ambiguity**

i. They kept the new steering wheel, which they hoped to give, in future, at regular interval, to some one of their choice.

ii. The people will decide the order.

To give, in future, at regular interval, to some one of their choice.

Every language has developed some means for the differentiation of distinct functions and occasions and our knowledge of a language is incomplete until we recognize, interpret and originate all the subtle and complex signals it permits in relation to other varying needs of our personal, social, political and professional involvements (Moody, 1987). This points out the importance of learning how to use language to build up sequences of organized thought, which

depends, on the learner's awareness of how the abuse and misuse of language can prevent or destroy the thinking process.

Moody (op cit) concluded by stating that language at this stage is no longer a set of 'stimuli'; but pertains rather to the nature of art; the skilful manipulation and adoption of a means of expression to particular and highly specific ends. It is against this background that we have considered it useful to examine and investigate the errors involved in the use of English Complementation patterns among a particular group of English Language users- precisely, students of the teacher training college F.C.E. Zaria.

In the Northern part of Nigeria, nowadays (1990s) most youngsters find it difficult to speak and express themselves in English and so there is general low level of competence in English. This calls for concern on seeking ways of enhancing effective use of English and encouraging the interest rate of the use of English. If such Nigerians are to remain relevant in the present globalization trend, then something must be done to improve their awareness and interest in the use of English.

Ubahakwe (1979), confirming the English language as a medium of communication in Nigeria (a multiethnic entity), stresses that the very persistence of the use of English as a lingua franca could be seen as an act of accommodation as much as it is one of political expediency. It helps to alleviate the fear of ethnic domination and it paves the way for participation at the national and international level. He also emphasizes that for participation at the national and international platforms, Nigerians must be able to manipulate English to

project their country and its point of view, thereby gaining and maintaining worldwide respect for Nigeria. In view of this situation, where English continues to play an important role in Nigeria, its use for this specific purpose needs to be analyzed so that communication can be ensured.

With this available evidence of low competence in the use of English among the study group, this research will further discuss the issue under the headings outlined below:

- Errors in complements resulting from a wrong language selection,
- Errors in complements as a reflection of language incompetence,
- The errors classified within specific complementation patterns.

2.25 ERRORS IN COMPLEMENT RESULTING FROM A WRONG LANGUAGE SELECTION: A REFLECTION OF LANGUAGE INCOMPETENCE

Among the cited examples, there is the instance where the wrong form of word is used as complement thereby resulting in error in the complement. This instance is evident in the following expressions as used by the students.

i. The people made new stairly wheels.

Instead of

The people made new steering wheels.

The wrong form is

Stairly ……. steering

ii. The people will decide the order.

Here the wrong form is

Instead of

Order ……. Other

iii. ……. to se the case of the one already gives out …….

Here, the wrong form gives is used instead of given.

Gives - Given

iv. The people made a new stirring wheel.

Stirring - Steering

v. …… to give in future at regular interval to someone of their choise.

Choise - Choice

vi. They hoped for their may takers.

Their - There are

vii. ……. But after taken hold of (a dependent clause as complement)

Taken - Taking

viii. ……. The one was already given aut

Aut - Out

ix. Yesterday, I had a horroic spectacle.

Horroic spectacle - Horrific spectacle

x. Registers are technically used by particular trade or profession.

Prafession - Profession

These errors in complement do, to a large extent, reflect language incompetence on the part of these users of language.

2.26 ERRORS CLASSIFIED WITHIN SPECIFIC COMPLEMENTATION PATTERNS

In the examples culled from the studied language users, most of these highlighted errors can be selected and classified within specific complementation patterns. For instance, the following sentences found in the learners' writing belong to specific complementation patterns.

i. The court will decide the one.

Here, there is transitive complementation, (where the object is followed by an element, which enhances the meaning of the construction.

ii. The people made new steering wheels.

Here, there is the intensive complementation pattern, where the element following the verb is obligatory which if not in place, alters the meaning of the construction.

iii. … but after taking hold of the old one.

Here, there is the complex transitive complementation, which reflects dependent or subordinate clauses in the object complement function.

iv. The driver's mate wants to become the driver.

Here, there is the intensive complementation pattern where the verb requires an obligatory element to add meaning to the construction.

v. They kept the new steering wheel …

Here, there is the intensive complementation pattern, where the verb is accorded an obligatory element, which makes the construction more meaningful.

2.27 ERRORS IN THESE HIGHLIGHTED COMPLEMENTATION PATTERNS

i. The takers all wants to become.

(Error involving verb complementation).

ii. They should be kept.

(Zero complementation wrongly applied)

iii. I have a peace of maid in the family.

(Error involving intensive complementation)

iv. They footballer arrive in the Lagos on five of March.

(Error involving intransitive complementation).

However, errors in these complementation patterns were identified by the students. Further analysis in the work will reveal the category of students with this high correlation in identifying errors in complementation patterns. The error in complementation that could not be easily identified is the one stated below:

The driver's mate is appointed as the driver. Here, the error could not be identified because the language users fail to know the verbs that have "as" in their complement such as "address as" "refer to as", "decorated as and rather generalize the rule extending it to verbs such as "appointed" which does not require "as" in its complement as speculated by Quirk et al (1972).

Above and beyond just providing knowledge about language, linguistic analysis of texts, such as the ones enumerated in this study can be used to give a better understanding of the nature of language use in English in specific fields. Such work can be applied for the design of teaching syllabuses for language learners. in essence, the systematic analysis in this research study will provide

the basis of strength for the diverse objectives and methods of language teaching.

Considering the degree of linguistic deviance the above – cited example could be classified progressively as follows:

Lapses - mistakes - errors

2.28 LAPSES AND MISTAKES

The lapses and mistakes could be the following:

Spelling error and the use of wrong form of words.

Predominally - Predominantly

Journalise - Journalist

There - Their

Order - Other (in this context of use)

Stairly - Steering

Stirring - Steering

Choise - Choice

Prafession - Profession

Wareless - Wireless

Stationares - Stations

Deside - Decide

Rapour - Rapport

These ill-formed utterances cannot be the result of an imperfect knowledge of the language or an imperfect competence. Hence, they confirm

the views of Richards (1974) and Brown (1980) which opine that mistakes are reflections of carelessness not incompetence and that a mistake refers to a performance error that is either a random guess or slip in that it is a failure to utilize a known system correctly. These mistakes and lapses, which can easily be remedied by the makers themselves since they have knowledge of the norm but fail to know the correct form.

2.29 ERRORS

Generally, errors are regarded as breaches or deviations such as the wrong use or misuse of right rules. Besides they become 'fossilized errors' when the language user reaches a plateau and is unable to remedy any error even when his attention is drawn to it. Below are examples generated from our findings:

a. After my N. C. E, I want to further.

(Error in transitive complementation – obligatory element omitted

b. Mannir knows is not possible

(Error in complex – transitive complementation – involving the omission of "that").

c. The teachers are not allowed to teach what he know in his own language.
(Error in intensive complementation involving the wrong form of the verb complement element).

d. Those boys has depart with themselves.

(Error involving the wrong form of the verb).

e. I want to see lecturer.

(Error involving the omission of the article “the” from the complement).

f. The people will be decide – complementation error – wrong substitution of the linking verb.

(Error in complementation).

g. Yesterday you was not in the office.

(Complementation error where linking verb has its correct form wrongly substituted with ‘was’).

h. I came that to collect my result.

(Error in the complex-transitive complementation involving the wrong substitution of the complementizer ‘for’ with another ‘with’).

i. I come many times.

(Error in the verb complementation involving the wrong substitution of the linking verb).

Huddleston (1988) in relating the etymology of the term “complements” says that it has the primary feature of non-omissibility. Explaining further, he highlighted hat some verbs of an appropriate class are used in the selection of a complement. This selection was lexically controlled in that only appropriate verbs are used to show complementation (Huddleston, op cit).

This analysis, so far, points out the fact earlier opined by Jowitt and Nnamonu (1995) that errors in complementation are largely evident in the sentence and often manifests as errors involving linking verbs, verbs wrongly used without an object.

Meanwhile, the observation of Corder (1978) is what is being utilized in this analysis, and reflects in the theoretical framework of this research study.

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter deals with the different aspects of research methods used for the study. The discourse in this chapter was largely engaged in explaining the procedures followed in conducting the study. It describes the area where the study was carried out, the research population, the sample, the instrument used for data collection, the way the instrument was administered. Finally, this chapter explains the method of data analysis.

3.2 RESEARCH DESIGN

The following research procedure was followed in this study:

3.3 Study Area

3.4 Population of Study

3.5 Sampling Procedure

3.6 Instrumentation

3.7 Procedure for Data Collection

3.8 Procedure for Data Analysis

3.3 STUDY AREA

This research was conducted in Zaria Local Government Area, a popular town in Kaduna State of Nigeria. Zaria is the seat of the Zazzau Emirate and is presently ruled by the Emir , Alhaji Shehu Idris.

Hausa and Fulani are the dominant ethnic groups in the study area. The major occupation of the people includes farming, black smiting and cattle rearing. Also, the people are competent in the making of embroideries.

Zaria is blessed with several tourist attraction sites. Among these are famous Ahmadu Bello University, the rivers Galma, Kubanni, Rafin Albasa and Saye, the Kufena Rocks, the Madarchi Rocks and the Tukur-Tukur Rocks. Above all is the Durbar display, which holds during festivals like Ed-El Kabir.

Geographically, the town is located between longitude 9° and 7° and 8° latitude northeast of the equator. The weather has shown no marked difference for centuries now. Rainfall is usually sparse and falls mostly between May/June and August/September in a year. October/November to February/March witnesses the onset of the harmattan. The temperature varies according to the season.

In the light of the above, the research study was carried out in Zaria because the researcher felt that with the presence of tertiary institutions, there would be a wider opportunity to select from and conduct the necessary comparative study the research requires.

3.4 POPULATION OF THE STUDY

The research has as its population, the NCE III students of the Federal College of Education, Zaria (2000/2001 set). This category of students is about two thousand (2000) in number. Due to their large number, the sampling procedure was used to select a fair representation of this study population. The

selected representation was further categorized into two (2) sub sets — the Arts and Science categories. This is to make for a more reliable testing and analysis of the research hypothesis. The population was represented by 1:10 (one is to ten) and that will give a total of two hundred (200) students, a representation fair enough for generalization.

3.5 SAMPLING PROCEDURE

The random sampling procedure was used in this study to select students from the Arts and Science category. The sampling procedure had representation of two hundred (200).

The sample was further stratified into one hundred for the Arts and one hundred for the Science category respectively.

3.6 INSTRUMENTATION

Corder (op cit) explaining how data for error analysis should be collected, suggests that "it is more practical and clearly easier to make a systematic study of written materials, since error analysis is largely confined to the study of expressive errors, either spoken or written". Furthermore, Corder (op cit) highlighted that written works by learner will usually yield the following categories of production:

- Spontaneous production that is, involving free composition.
- Controlled production that is, using translations, précis, paraphrases, retelling of stories.

Just like test, controlled productive material is noted to be error provoking whereas spontaneous production is error avoiding.

These outline views justify the use of this instrument – a questionnaire titled “Controlled elicitation study questionnaire” which was patterned after the theoretical technique provided by Corder (op cit) which holds that controlled elicitation makes use of tests which force the learner to reveal some specific aspects of his interlanguage.

The questionnaire was designed to measure the following variable among others. Identification of errors in complementation of the instrumentation of this “controlled elicitation study questionnaire” which require the students to paraphrase a text and that involved the assessment of the rate of complementation errors between the two subsets of the study population. A sample of the questionnaire will be drawn up at the appendix i.

This instrument was to help the researcher obtain relevant data for the study by sampling out the actual areas in the use of complementation among the study population. This instrument was selected primarily because of its ability to cover a wide area for the study population in considerable time.

The questionnaire was made up of two parts. The first part was based on demographic information on sex, age, category and name of school. The second was made up of expressions of students indicating complementation errors, and an aspect requiring paraphrasing.

The instrument was administered only to F.C.E. Zaria students selected as the study population, in order to collect data that can be analysed.

3.7 PROCEDURE FOR DATA COLLECTION

The questionnaires were administered to the study population by direct contact. The researcher supervised the filling of the questionnaires. The total number of students (200) was in the data analysis.

3.8 PROCEDURE FOR DATA ANALYSIS

The data was analyzed hypothesis by hypothesis. The dependent statistics and the coefficient formula was be used in testing the mean performance of each category and the relationship between their performance.

The formula for determining the correlation coefficient is stated below:

$$r = \frac{\sum xy}{\sqrt{\sum x^2 - \sum y^2}}$$

Where r = coefficient of correlation

X = the deviation from mean to one variable

Y = the deviation of variables

∑ = summation of variables.

The analysis will also include the testing of the research hypothesis to make for an empirical decision at the end of the work.

3.9 CONCLUSION

As shown, this chapter deals with the research design and methodology, which the researcher adopted for the study. Data collected was appropriately analyzed and the findings are clearly stated in subsequent chapters of this research work.

CHAPTER FOUR

4.0 DATA ANALYSIS, INTERPRETATION & DISCUSSION OF RESULTS

4.1 INTRODUCTION

This chapter aims at presenting the result derived from the analysis of the data. The chapter also present the interpretation of the result and its discussion based on the three hypotheses that were formulated and tested.

4.2 HYPOTHESIS BY HYPOTHESIS ANALYSIS OF RESULTS

4.2.1 HYPOTHESIS I

The first hypothesis predicted that there is no significant difference in the occurrence of complementation errors between the Arts and Science categories of the N.C.E. students.

As indicated in Table 1, the total score of deviation was 147 for the Arts group and 106 for the science group. These scores resulted from the summation of performance scores with significant deviation. The mean for each category was 15.0 (for the Arts) and 13.3 (for the science category).

This comparison yielded a T-ratio if 0.68 which of approximated can give I (one), thus showing a statistical significance.

TABLE 1

CATEGORIES	N	DEVIATION SCORE	MEAN	t-RATIO
ARTS	100	147	15.0	0.68
SCIENCE	100	106	13.3	

From the above table, there is sufficient evidence to reject the null hypothesis. The result therefore shows that there is significant difference in the occurrence of complementation errors between the Arts and science categories of students. Therefore, the alternate hypothesis, which holds that there is significant difference between the occurrence of errors in complementation of both the Arts and Science, groups, is accepted.

4.2.2 HYPOTHESIS II

The second hypothesis predicted that there is no significant difference in the identification of errors in complementation patterns between the Arts ad Science students.

As indicated in Table 2, the mean for each group was used to carry out this analysis. Thus, the mean for the science category (13.3) was subtracted from the mean of the Arts category (15.0). The difference between both yielded I .7 shows a statistical significant difference.

TABLE 2

CATEGORIES	N	MEAN	X – Y	DIFFERENCE SCORE	N TOTAL NUMBER OF STUDENTS
ARTS	100	15.0	15.0 - 13.3	1.7	X-Arts category Y- Science category
SCIENCE	100	13.3			

From the above, there is sufficient evidence to reject the null hypothesis. The result therefore shows that there is significant difference in the identification of errors in complementation between the N. C. E III students of the Arts and Science categories.

4.2.3 HYPOTHESIS III

The third hypothesis predicted that there is no correlation in performance between the Arts and Science Students in the use of English complementation patterns.

As indicated in Table 3, the correlation coefficient (r) yielded 2.5 with an accompanying t-ratio of 0.68, which shows a statistically high correlation.

TABLE 3

CATEGORY	N	DEVIATION SCORE	MEAN	r	t-RATIO
ARTS	100	147	15.0	2.5	0.68
SCIENCE	100	106	13.3		

From the above, it is evident that there is correlation in performance between the Arts and Science students in errors involving complementation patterns. The result therefore offers sufficient evidence to reject the null hypothesis. Therefore, based on the statistical evidence, the alternate hypothesis will be accepted, which in this case holds that there is a level of correlation in performance between the Arts and Science category of students.

4.3 SUMMARY OF FINDINGS

It is noted that after testing the hypothesis, the entire null hypotheses were rejected on the grounds of sufficient statistical evidence. The findings could then be summarised as follows:

1. That there exists a significant difference in the occurrence of errors in complementation patterns among students of the Arts and Science category.
2. That Science students show a clear ability of identifying errors in complementation patterns more than the students in the Arts category.
3. That there is correlation that is a relationship in the performance of both the Arts and Science students in errors in the use of English complementation patterns

From the above stated summary (it is therefore considered acceptable, based on available compelling statistical evidences) to state that majority of the present set of NCE lll students of the Federal College of Education, Zaria are unaware of and so have their English Language use replete with errors in complementation patterns.

4.4 DISCUSSION OF FINDINGS

Having interpreted the data and stated the results, it would be pertinent to discuss the findings taking each hypothesis and attempting to discuss them in relation to previous research results by other researchers, and also in the light of the findings of this research study.

4.4.1 HYPOTHESIS I

Hypothesis one revealed that both Arts and Science students of the present N. C. E III record the occurrence of errors in the use of English complementation patterns. A good number of the student showed instances of errors in both identifying complements, the different complementation patterns and in the paraphrase aspect. This result is consistent with the findings of Jowitt and Nnamonu(1995) which stated the likely areas of students' errors in complementation. In essence, the result confirms that students make errors in English complementation patterns. The occurrences of these deviations from the norm are considered as errors, because even the speakers themselves were not apt enough to note the breach and attempt making any correction, thereby falling under the category of Corder's classification of "fossilized errors".

This answers the first research question posed and so empirically states that errors in complements result from a wrong language selection which cannot be corrected.

In the light of the fourth, it is also evident that these language users mix up the different complementation patterns that occur in sentences.

4.4.2 HYPOTHESIS II

Hypothesis two revealed that both the Arts and Science students of NCE III identify errors in the use of English complementation. However, the result surprisingly reveals that the identification rating percentage is higher among the Arts students than among the Science students.

To explain the above-stated outcome, it could be stated that a particular category of the study population are able to identify the complement as Crystal (1995) puts it: “A sentence or clause element, which expresses and adds to the meaning of either the subject or object”. However, this finding seemingly contradicts a widely held belief that students in the Arts have a higher proficiency in English in English than those of the Sciences.

This finding opposes the fact raised in the second research question. Usually, science students are rated to have a low proficiency or competence in the use of English Language. In this research work students from the science area who are supposedly incompetent, rather reflect competence and so record a less-than-expected rate of errors in complements.

4.4.3 HYPOTHESIS III

Hypothesis three revealed a high correlation in the performance of the NCE III Arts/Science students in the errors involving the use of English complementation patterns.

This result is consistent with an already stated assertion held nowadays that students of tertiary institutions have no in-depth knowledge of, or high proficiency in English, whereas during the early advent of English, students, learners and users of English at this level were known to have an above average knowledge of the language.

The high correlation coefficient shows that the language of these users of English is replete with errors in the use of complementation. This will bring to

light a remark made by Hohenberg (1973) which has it that “the preciseness of language sharpens the meaning of fact” and essentially means that the less errors there is in language, the clearer the meaning and fact put across.

Moreso, the result agrees with the trend explained in the fact that a failure to know the verb structure adequately in order to know which verb requires a complement and which verb excludes it may result in obvious errors in complementation (Quick, et al, 1972; Huddleston, 1988).

4.5 CHAPTER SUMMARY

This chapter has focused on the analysis of the data derived from the study conducted. It has tested the hypothesis used in this study using the Dependent t-Test and co-efficient formula.

The result has shown a rejection of the null hypothesis used in this study using the Dependent t-test and co-efficient formula and an acceptance of the alternate hypothesis. The findings derived have been discussed, hypothesis by hypothesis.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 SUMMARY

The empirical point in this research is the study or consideration of errors of NCE III students in the use of English complementation patterns. The study looked into the occurrence, identification and performance of students in the diverse areas of errors in English complementation patterns. The variables considered were the Arts and Science category of the study population and how they perform in relation to errors in complementation patterns.

The study population was the present 2002/2003 NCE III students of the Federal College of Education, Zaria. This population was further stratified into two (2) categories or groups to enable the researcher give the study a comparative perspective. Of the total Two Thousand (2, 000) students, Two Hundred (200) students were actually used for the data analysis. Some literatures that are related to the study were actually used and properly reviewed.

More so, as Khun (1962) posited that experimental methods are typically the procedures by which scientific enquiry is carried out, this study made use of the paradigm and theories of formulating hypothesis and testing them. The Dependent t-test statistical formula and the co-efficient formula were used to determine the significant differences in the occurrence, identification and performance of students in the area of errors in English complementation patterns. Possible explanations were used in discussing the hypothesis. Foss,(1966) enumerated some likely ways of explaining such concepts as

including' causal, historical, purposive, structural, functional and correlational. All these kinds of explanation demand generalisation and therefore apply to this study which will, ultimately; have its outcome generalised.

After testing, the three (3) hypothesis which were stated in the null, were rejected on the grounds of sufficient statistical evidence.

The findings were summarised thus:

1. That there exists a significant difference in the occurrence of errors in complementation patterns among students of the Arts and Science categories.
2. That Science students show an outstanding indication of identifying errors in complementation patterns more than the students in the Arts category.
3. That there is correlation in the performance of both the Arts and Science students in the use of English complementation patterns.

5.2 CONCLUSION

From the findings in this research work, it has been found that with regards to errors in the use of English complementation patterns, the NCE III students have affirmed to the occurrence of such in their language use. Aspects of identification, recognition and explanation, as it reflects in the theoretical framework adopted for this study (Corder, op cit) were all employed to ascertain the prevalence of these problems of errors pertaining to complementation patterns.

Therefore, recommendations were made, such that if adopted, would help the students of tertiary institutions attain the desired and achieved academic goal and aspiration of their predecessors in the period of the early advent of English into the shores of Nigeria.

5.3 RECOMMENDATIONS

With the totality of empirical evidence of the data analysis and findings, the researcher would proffer these recommendations to enable an improvement in language use, particularly and in the learning situation generally.

1. Language teaching at the tertiary level should include in detail, the clause components and how they are used to portray complementation.
2. A detailed explication of the concept of complementation should be regularly included in language teaching and learning as most times the nature could differ from what former studies hold in relation to the result of recent/latter studies. For instance, studies like that of Quirk (1972) emphasized on the verb complementation, others like Young (1980) highlight complementation constructions bearing the adjectives and prepositions as the case may be.
3. Error types in relation to complementation patterns should be regularly analyzed to encourage a sustainable improvement of the concept.

4. Awareness of students at this level should be brought to the salient features/nature of complementation as is evident in available related literature. In essence, awareness should be duly created on the fact that complements can either express the action of the subject, the verb and or/the object elements of a sentence.

5. Complements should be also be viewed as important clause elements and be given a consideration that befits its status, in the studies of clauses. This is necessary, because most times language teaching pays more attention to other clause element the subject, object etc and relegates to the background this interesting clause element the complement. This claim is evident in many available texts on English Language.

6. Students at this level of learning should be encouraged to use the various complementation patterns in both the spoken and written language forms and not in the latter only. Most times, emphasis is on the spoken form.

7. Learners should recognize and eliminate errors in their use of English complementation pattern through the extensive study and research on the concept.

8. In addition, conferences, seminars and talks expounding on the issue of errors in the use of complementation in English language should be regularly convened to offer meaningful assistance to these categories of learners/users of English language.

9. The study of complementation should be hinged on ideas drawn from the various schools of thought in Grammar — the traditional, grammar, structural grammar and the transformational generative grammar as they all agree in the existence of constituents in which the complement features that is, the noun phrases and the verb phrase constituents. Since most errors in complementation features in the verb phrase, a detailed study of that constituent structures to complementation should be properly handled in language teaching and learning.

Finally, adequate reinforcement schemes such as rewards, award of prizes and other reasonable incentives should be introduced, managed and sustained among students at this level to induce an improvement in both their knowledge and performance in the use of English complementation patterns.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

From available evidence, it would be observed that although this work is consistent with some findings of other researchers, it is very limited as only one out of several colleges of Education was used for the research.

The research concentrated on certain areas of errors in complementation pattern and that basically bordered on errors with linking verbs, wrong use of objects and the wrong use of “as” before complements. Hence, other researchers should be explore the rate of errors involving complementizers, be it the clause complementizer “for ... to” or the gerundive complementizer involving the use of

genitive and the possessive marker. In other words, referring to the use of the present tense particle-ing and the ”‘s” (apostrophe s) in relation to complementation.

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APPENDIX

A SAMPLE OF THE QUESTIONNAIRE

CONTROLLED ELICITATION STUDY QUESTIONNAIRE

The purpose of this study is to investigate the errors in English complementation patterns. Therefore, feel free to express your feelings. As a result of the important nature of this study, it is advised that you provide correct responses. The information you provide will be kept strictly confidential and used only for the purpose of the study.

SECTION A:

Name of College:

Category: Arts [ ] Science [ ]

Sex: Male [ ] Female [ ]

Age: 19 — 20 [ ] 21—25 [ ]

26 — 30 [ ]

SECTION B

Write C if the underlined element is a complement and A if it is not.

A. Kanu sold <u>the house</u>. [ ]

He <u>was</u> a witness [ ]

Somebody is going <u>away</u> [ ]

The cat can smell <u>a rat</u>. [ ]

The <u>lecturer</u> addressed the crowd [ ]

It appears <u>that she has travelled</u> [ ]

Tick [√] against the expression with object complement and [X] against the one without.

B. They don't believe her statement [ ]

He found help. [ ]

The stew tasted salty [ ]

The last one out was Yusuf [ ]

My favorite food is porridge [ ]

That type sounds cracked. [ ]

C. Tick [√] against the expression with an error in its complementation and [X] against the one without.

Bring to me a cup of tea. [ ]

The contractor will send to me the copies of the document. [

Sell for me at that price. [ ]

Mama will find for me a wife. [ ]

Make for me some cake. [ ]

D. Tick [√] against the expression with the wrong use of “as” before the complement and [X] against the one without.

The Board elected him as treasurer. [ ]

The guest was addressed as Senator. [ ]

They appointed her as stated. [ ]

You are to dress as stated. [ ]

They appointed her as the Provost. [ ]

The college considered him as the best student [ ]

He left a good legacy as Secretary [ ]

E. Read and paraphrase the passage below.

Mr. Anas made sure he planned his schedule for the holidays carefully: foremost in his mind was that it should not be too rigorous for a man of his age. In order to see a bit of the country side, he decided to make the trip by road, driving himself, He was full of excitement as he left Sabonville. First, he headed for the North Eat. Destination: National Wild Life and Game Reserve, the nation’s premier holiday resort. He was once there before. About twenty years ago. That was where he spent his honeymoon with his late wife. Hussaina had requested him to take her there on several occasions. He never did. Each time he promised to take her during his leave, everything was aborted by pressure of work. This time, however, he was happy he had made it –sadly, though, without his daughter.