TEACHER COMPETENCE IN IDENTIFYING ERRORS IN STUDENTS' WRITTEN ESSAYS IN SELECTED SECONDARY SCHOOLS IN YOBE STATE

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CERTIFICATION

This thesis, titled "Teacher Competence in Identifying Errors in Students' Written Essays in Selected Secondary Schools in Yobe State" by Nwafor, Ekwutosi Nwada has met the regulations and requirements for the award of the degree of Master of Education (TESL) of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and English Language teaching and assessment.

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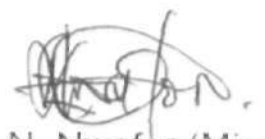
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DEDICATION

This study is dedicated to the memory of my mother's only son-Late Mr. Charles Uchechukwu Nwafor, to my father –Mr. Ezekiel U. Nwafor, to my mother-Mrs. Anna A. Nwafor, to my sisters – Mrs. Chinyere G. Okafor and Mrs. Obianudo N. Nwauwa.

DECLARATION

I hereby declare that this thesis has been written by me under the supervision of Professor I.A. Olaofe and it has not been presented in any previous application, to the best of my knowledge, for a higher degree. All quotations are indicated and all the sources of information are specifically acknowledged by means of references.



E.N. Nwafor (Miss)

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TABLE OF CONTENTS

		Page
	Title Page	i
	Certification	ii
	Dedication	iii
	Declaration..	iv
	Acknowledgement	v
	List of Tables	vii
	Definitions of Abbreviations and Symbols..	viii
CHAPTER ONE		
1.1	Background of the study	1
1.2	Statement of the Problem	4
1.3	Research Questions	6
1.4	Research Hypotheses	6
1.5	Purpose of Study	7
1.6	The Significance of the Study	8
1.7	The Scope and Delimitation of the Study	10
1.8	Basic Assumption	10

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE 12

2.1 Introduction 12

2.2 Academic and Professional qualification of Teachers of English Language 12

2.3 Importance/Process of Students/Essay Writing ability: 22

2.4 Probable Errors in Written Essays 29

2.4.1 Types of Errors 31

2.4.2 Omitting Grammatical Morphemes 32

2.4.3 Double Marking 32

2.4.4 Regularizations 33

2.4.5 Using Archiforms 33

2.4.6 Using Two or More Forms in Random alternation .. 34

2.4.7 Misordering 34

2.4.8 Writing Sentence Fragments 35

2.4.9 Applying Comma splices 35

2.4.10 Run – on Sentences 36

2.4.11 Mixed Constructions 36

2.4.12 Misplaced Modifiers 37

2.4.13 Dangling Modifiers 37

2.4.14 Blind Agreement 38

2.4.15 Agreement in Persons (Pronouns). 38

2.4.16 Double Comparisons 39

2.4.17 Double Negatives 40

2.4.18 Errors of Punctuation 44

2.5 Possible Causes of Errors 46

2.5.1 Mother Tongue Influence 47

2.5.2 Overgeneralization 48

2.5.3 Errors Encouraged by Teaching Materials or Method.. 48

2.5.4 Ignorance of Rule Restrictions 50

2.5.5 Incomplete Application of Rules 50

2.5.6 False Concepts Hypothesized 51

2.6 Identification of Errors 53

2.6.1 Identification of Errors 54

2.6.2 Error Correction Strategies 56

2.6.3 Traditional approach to Error Correction 57

2.6.4 Communication approach to Error Correction 60

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY 67

3.1 Introduction.. 67

3.2 Research Design.. 67

3.3 Population for the Study 68

3.4 Sample and Sampling procedure 69

3.5 Instruments for Data Collection 70

3.5.1 Structured Questionnaire 70

3.5.2 Students' Essay Scripts 71

3.5.2 Error Identification symbols 73

3.6 Validation for Data Collection 73

3.7 Procedure for Data Collection 74

3.8 Pilot study 74

3.9 Method and Procedure for Data Analysis 75

CHAPTER FOUR

4.0 PRESENTATION OF DATA ANALYSIS AND DISCUSSION: 76

4.1 Data Presentation and Analyses 77

4.2 Discussions 100

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATION 104

5.1 Summary of Previous Chapters 104

5.2 Conclusions 106

5.3 Implications 109

5.3.1 Implication for Error Identification Strategies in English 109

5.3.2 Implications for Error Correction Strategies in English: 110

5.3.3 Implications for English Language Teaching in Yobe State110

5.3.4 Implications for Curriculum Development.. 110

5.4 Recommendations 111

5.4.1 Recommendations for Practical Applications 111

5.4.2 Suggestions for Further Researches.. 112

References.. 113

LIST OF TABLES

1. Table 2.1: Error Identification and Correction Strategies

2. Table 4.1: Biodata on Respondents' Gender and School Location 78

3. Table 4.2: Biodata on Academic Qualifications and Years of Teaching Experience 79

4. Table 4.3: Assessment of Students in English Language Essays 80

5. Table 4.4: Mean Identifiable Errors (MIE) and Mean of Errors Identified (MEI) in Narrative Essay 81

6. Table 4.4a: Identifiable Errors (IE), Errors Identified (EI) and Errors Not Identified on Script A. 82

7. Table 4.5: Mean of Errors Identified (MEI) and Mean of Correct Errors (MCE) in Narrative Essay.. 83

8. Table 4.5a: Errors Identified, Errors Corrected and Errors Not Corrected in a Narrative Essay on Script B: 84

9. Table 4.6: Mean Identifiable Errors, and Mean Errors Identified in Argumentative Essay 86

10. Table 4.6a: Identifiable Errors (IE), Errors Identified (EI) and Errors Not Identified (ENI) on Script C 87

11. Table 4.7: Mean of Errors Identified and Mean of Corrected and Errors Not Corrected on Script D. : 88

12. Table 4.7a: Errors Identified, Errors Corrected and Errors Not Corrected on Script D. 89

13. Table 4.8: Summary of Identifiable Mean Errors, Mean Errors Identified, Mean Errors Not Identified, Mean Errors Corrected and Mean Errors Not Corrected 90

14. Table 4.9: Error Identification and Correction Strategies: 91

15. Table 4.10: Relationship Between Academic Qualifications and Level of Competence in Error Identification and Correction: 93

16. Table 4.11: Teaching Experience and Level of Error Identification and Correction Competence 95

17. Table 4.12: Gender and Level of Error Identification and Correction Competence:.. 97

18. Table 4.13: School Location and Teachers' Level of Competence in Error Identification and Correction .. 98

DEFINITIONS OF ABBREVIATIONS AND SYMBOLS

1.	EC	-	Error Corrected
2.	EI	-	Error Identified
3.	IE	-	Identifiable Error
4.	MIE	-	Mean Identifiable Error
5.	MEC	-	Mean Error Corrected
6.	MENI	-	Mean Error Not Identified
7.	MENC	-	Mean Error Not Corrected
8.	PZEO	-	Potiskum Zonal Education Office
9.	Ho	-	Null Hypothesis
10.	w.w.	-	Wrong Word
11.	w.t.	-	Wrong Tense
12.	w.sp.	-	Wrong Spelling
13.	n.a	-	No Agreement
14.	!	-	Exclamation Mark
15.	?	-	Question Mark
16.	'	-	Apostrophe
17.	^	-	Caret/Showing Omission

18.	-	-	Dash/Hyphen
19.	---	-	Ellipsis
20.	.	-	Period/Full Stop
21.	( )	-	Parenthesis
22.	" "	-	Quotation Marks
23.	,	-	Comma
24.	;	-	Semi-colon
25.	:	-	Colon
26.	0	-	A Circle at the point of omission or misapplication of punctuation marks.
27.	//	-	Collapsed Sentences

ABSTRACT

The purpose of the study was to determine teacher competence in identifying and correcting essay errors committed by SSS1 students in Secondary Schools in' Yobe State. To this effect, 32 secondary schools, 76 teachers and 376 scripts were randomly sampled and used. Seventy-six copies of structured questionnaire and two essay tests (one narrative and one argumentative) were used for data collection.

Four null hypotheses were formulated and tested using inferential statistical teats of Pearson Product Moment correlation coefficient (r) and t tests which were used to test for significant relationship and mean difference respectively. The analysis showed, among other things, that there was a significant relationship between teachers' academic qualifications, and level of competence in identifying and correcting essay errors; mean difference between teaching experience and level of competence; gender and level of competence in error identification and correction.

Based on the findings, it was recommended, among other things, that more essay assignments for practice should be given to the students once in a week as a rule in Yobe State. Refresher courses should be organized every term for English Language teachers to update their knowledge in essay teaching, error identification and correction; a similar research should be conducted in other States so as to develop a blue-prints for use by English Language teachers.

OPERATIONAL DEFINITIONS OF TERMS

These terms are defined operationally as used in this study :

(1) COMPETENCE is the ability to identify and correct errors with ease and expertise.

(2) ERROR is a deviation from the correct, standard or acceptable form.

(3) FREE-EXPRESSION METHOD has to do with writing an essay freely and a discussion follow after that.

(4) IDENTIFICATION OF ERROR is the ability to point out the errors in an essay writing either by underlining or using symbols to indicate them.

(5) IDENTIFICATION AND CORRECTION STRATEGIES are the procedures or methods that are employed to identify or pick errors and supply correct answers to errors committed.

(6) LEVEL OF COMPETENCE is the ability to measure up to expectation in error identification as indicated in the rating scale of very high (VH), high (H), average (A), lower (L) and very low (VL).

(7) MEAN IDENTIFIABLE ERRORS are errors that can be identified, summed up together and divided by the total number.

(8) MEAN ERRORS CORRECTED are the errors that were corrected, summed up together and divided by the total number.

(9) MEAN ERRORS IDENTIFIED are the errors that were identified, summed up together and divided by the total number.

(10) PEER-GROUP APPROACH is the method of correcting errors by students themselves in a group.

(11) PROCESS APPROACH has to do with pre-writing, writing and re-writing an essay to avoid errors.

CHAPTER ONE

1.1 BACKGROUND OF THE STUDY

Communication can be spoken, written or sign form. Language is used for communication, which is the passing of a message or information across from one person to the other. Abercrombie (1965) notes that language makes it possible for individuals to live in a society. It makes for social, business, religious, and academic/educational interactions. Language is the most powerful tool of learning. The learner learns very little until the language of instruction is mastered, (Olagoke, 1979). The English Language is to be used correctly and according to the rules and guidelines governing the usage. Close (1965) notes that using a language incorrectly can mar communication and social intercourse. This also applies to English Language.

English Language, and, in fact, any other language has four skills that learners have to acquire. The skills are listening, speaking, reading, and writing in order of acquisition and learning. Writing seems to be the last skill to be acquired or developed, but it is very important because it has to do with the learner's production of what has been received or learned. Sawyer and Sawyer (1993) note that writing might be seen as the ability to produce correct forms of words, and sentences. When what is learned is not

produced as it should or as the rule dictates, error is said to have occurred. Errors could occur in the process of learning anything including the learning of a language like English. What is done with the errors becomes a thing of concern to all involved.

As an English Language examiner in public examinations in Nigeria, the present researcher observed that students write essays which are replete with errors. The errors include misapplication of punctuation marks, concord/agreement, tenses, run-on sentences, sentence fragments, and spellings. The chief examiners' report on Senior School Certificate Examination in English Language of November/December 1992 pointed out that candidates show lack of familiarity with the required formats. Errors, which they point out, are loose sentence constructions, transliteration from mother tongues, abuse of basic rules of grammar, e.g. tense, number, concord and some others. This, of course, buttresses the fact that students' essays are not free from errors. The errors do not just happen. Some of them, according to Richards (1978), and Mckeating (1981), are caused as a result of generalization, carelessness, wrong teaching, hyper-correction, among others.

Errors in writing could be problematic in that the writing may be incomprehensible when there are very many errors. Incomprehensibility and unintelligibility lead to what people refer to

as falling standard of education. Oluikpe (1979) points out that parents' reaction to the fallen standard of education is that their children can neither speak nor write in simple correct English. To them, this is the yardstick to measure standard of education. Parents, employers of labour and teachers have all complained of the near illiteracy of the modern learner especially concerning the inability to make coherent statements in writing, (Olayemi, 1980).

Communication can be hampered by lack of intelligibility. There is need, therefore, for intelligibility in communication through written medium. It becomes necessary for the teacher, even though students can also take part, to identify in time and consequently correct the errors students make in order to help reduce or overcome the amount of errors made. Not being able to identify or pay attention to the errors as well as correct them may affect the future performance of students in written communication. Teachers should be aware of the fact that over-looking the errors is quite dangerous. It is not encouraging at all to over-look errors since much damage is caused to the students in the learning and production of English Language.

Sometimes one begins to wonder if the English Language teachers are competent to identify and correct the errors in students' essay writing. If the teachers are not, could there be factors

responsible for that, and if the teachers are, what are the strategies used to carry out the identifications and corrections? These questions necessitated this work which aimed at finding out English Language teachers' competence in identifying and correcting errors as well as other factors associated with them.

1.2 STATEMENT OF THE PROBLEM

The errors that are prevalent in students' English Language essay writing may not be identified and corrected by English Language teachers. The researcher got interested in this problem as a result of personal involvement in examining students in public English Language examinations in 1991-1994 and 1997 and seeing that the essays students write were replete with errors.

Errors, which are not identified and corrected, often get fossilized and become difficult to unteach as the students progress in academic pursuit. This is a serious problem. Stevens (1969) believes that the English Language teachers' own weakness which prevents noticing and correcting students' errors in speech and writing hinders good language performance of the students. The students' production ability further deteriorates.

Yet another problem that is connected to the inability to identify and correct errors committed by students in English

Language written essays is the use of derogatory and harsh comments by some English Language teachers. Some of the teachers simply underline or circle the errors without letting students know what to do while others read the script, award grades/scores and return the scripts to the students. All these approaches put the students off as well as discourage them.

There is every need for the teacher of English Language to bother about errors found in essays of students. One reason to bother about errors is that the teachers of English Language can be seen as not being able to teach effectively. Yet another reason is that if English Language is to be used, it has to be used correctly.

To sum up the above statements , the problems are that:

1. Errors in essay writing are not identified and corrected by English Language teachers.
2. Errors get fossilized and difficult to unteach if they are not identified and corrected.
3. Teachers' own weakness prevents identifying and correcting errors in writing.
4. English Language teachers use derogatory and harsh comments. They only circle the errors without explaining to the students why it was done.

In the light of the above, some basic questions were raised.

1.3 RESEARCH QUESTIONS

The following research questions were used to assess English Language teachers' level of competence in identifying and correcting errors in students' English Language written essays.

(1) What is the nature of the relationship between English Language teachers' academic qualifications and their level of competence in identifying and correcting essay errors at the senior secondary school level?

(2) How do the teachers' teaching experiences affect or influence their level of competence in identifying and correcting essay errors in English Language?

(3) How does gender of the teacher affect the level of competence in identifying and correcting essay errors in English Language?

(4) Does the location (urban or rural) of the schools exert any serious influence on the teachers' level of competence in identifying and correcting essay errors in English Language?

1.4 NULL HYPOTHESES

The following null hypotheses were formulated for testing:

(1) There is no significant relationship between English Language teachers' academic qualifications and their level of competence in identifying and correcting essay errors.

(2) There is no significant mean difference between English Language teachers' years of teaching experience, and level of competence in identifying and correcting essay errors.

(3) There is no significant mean difference between male and female English Language teachers' level of competence in identifying and correcting essay errors.

(4) There is no significant mean difference between urban and rural English Language teachers in the level of competence in identifying and correcting essay errors of students.

1.5 PURPOSE OF THE STUDY

Generally speaking, the purpose of the research is to find out if teachers of English Language are competent to identify and correct errors in English Language essays written by Senior Secondary school students in Yobe state. In specific terms, the purpose of the study is to examine:

(1) The nature of relationship between academic qualifications of teachers of English Language and their level of competence in identifying and correcting essay errors;

(2) Whether or not the English Language teachers' years of teaching experience is a serious factor in their level of competence in identifying and correcting essay errors;

(3) The role played by gender of the teachers in their level of competence in identifying and correcting essay errors; and

(4) The influence that environmental factors (such as location of schools) exert on the teachers' level of competence in identifying and correcting essay errors.

1.6 THE SIGNIFICANCE OF THE STUDY

The study could be of immense significance to students, teachers of English Language as well as educational managers and administrators. This study showed the level of competence of the English Language teacher to identify and correct errors in essay writing of Senior Secondary students. The researcher felt that using the Senior Secondary students would be better since there was better understanding and room for improvement. Further educational pursuits depend very much on the success at this level. Students at this level could be motivated into being good writers. Consequently, it is hoped that the research would contribute to knowledge-teaching/learning and further researches.

The study is useful in that some identification and correction strategies would be provided to help the teacher have a better way

of handling essay writing of students. Students would also benefit from the study since teachers would gain a better perspective of improving learners' writing performance. The study provided the teachers and students of English Language the understanding that writing involves producing a text, which should be intelligible and comprehensible.

There is no doubt that knowledge of the learner's errors and areas of weakness would help the teachers in planning the course/lesson for a particular class and period. It would also provide facts and information to textbook writers. Students would also be informed, through this study, of the errors to avoid while writing essays in English Language. In terms of further studies, this study would provide a basis, and form part of related literature for such.

1.7 THE SCOPE AND DELIMITATION OF THE STUDY

The scope of this study covers the Secondary Schools in Yobe State. This is because the researcher resides in Yobe State, and that makes for easy coverage. Another reason is that the study gives results that are true of the situation of the Secondary Schools in the State.

The study is limited to finding out the teacher competence in identifying errors in students' written essays at the senior Secondary School level.

The study is also limited to the use of descriptive statistics of frequency (f), percentage (%) and mean (X), as well as inferential statistics of Pearson Product moment correlation coefficient (r), and t-tests.

1.8 BASIC ASSUMPTIONS

In this study, the following basic assumptions were made:

(a) Senior Secondary School students write English Language essays and have minimal errors.

(b) The approved WAEC English Language syllabus is available, and is used in teaching essay writing to the students.

(c) The Secondary Schools in Yobe State have qualified and competent English Language teachers to teach the subject and to identify and correct essay errors.

(d) The English Language teachers in Yobe State are conversant with all the error identification and correction techniques.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

This chapter reviews related literature on areas that pertain to the study. The areas reviewed included qualities of English Language teachers, the importance and process of students' writing ability, errors in written essays, possible causes of errors, identification and correction strategies.

At the end of the review, the importance and the ability to write error-free essays, the errors that were prevalent in the essays of students, what could cause the errors and the various ways of identifying and correcting the errors would have been discussed. The review would assist the teachers of English Language on how to handle and help students to write without errors.

2.2 QUALITIES OF ENGLISH LANGUAGE TEACHERS

An innumerable task faces the English Language teacher who works hard to see that he produces students who will use the language with ease and good command, students who will write essays that are not riddled with errors. It, therefore means that the teacher is faced with a lot of difficult tasks that has to be handled in order to make teaching and learning meaningful. If a teacher understands the difficulties and frustrations in teaching, there will be

less chance of disenchantment and disillusionment. These difficulties, needs, and frustrations require excellent preparation and considerable experience, (Cressman and Benda 1966). A teacher cannot give what he does not have; otherwise, the students under him will suffer a great deal. English Language teachers should be knowledgeable in the English Language they teach. They should also have the skill of teaching.

A commonwealth conference on the teaching of English as a second language was held in Entebbe, Uganda (1961) and a report was written. This report says in one of the paragraphs that

> Satisfactory teaching of English at any level cannot be attained without good training of teachers.

The report goes on to say that specific training is necessary for all who teach English. It is this specific training in English Language that makes the teacher a specialist teacher of English. The specific training gives the teacher an in-depth knowledge of the language he is going to teach or is even teaching. A teacher of a language must be given insight into the nature of the language and the way it operates.

In the same vein, Billows (1968) has this to say:

> English Language teacher would need to have or acquire a comprehensive Knowledge of the language, its phonetics,

Intonation and grammatical structure.

The comprehensive knowledge is very vital so that the teacher at the end of his training may be able to formulate syllabuses and programmes, and select and prepare material for use in a class.

The Commonwealth conference adds that the English Language teacher who is trained should gain some grasp of the systematic nature of language particularly the English Language that will be taught. The report argues that it is more important for the teacher of English to know how, by use of contexts, the language features that are taught can be presented and practiced meaningfully by the students. It is obvious that a teacher of English who is not specially trained in the English Language may never be able to present the stuff required of him even though he might be trained as a teacher or he could speak the language fluently. Crystal (1981) agrees with this by saying that "being able to speak a language fluently is no guarantee that one is able to explain and present it to others to learn".

His assertion stems from what he further stated as:

> One comes across so many cases of people who have been taught the wrong facts about a language because the teacher has not been properly trained or who have given up learning a language in despair.....

The statement above seems very much true in that in the researcher's observation, so many people these days take up the teaching of English Language in secondary schools. Though these teachers might have undergone some training, this training is not specifically in English Language. As a result of this, they can impart wrong facts and errors which they are even ignorant of. One wonders what someone who read Home Economics, Economics, Sociology, Library Science, International studies, Biology, Fine Arts, and some other subjects/courses can impart in English Language class.

Wright (1975) in his article agrees with Crystal by saying that;

> It is simply not true that anyone who can speak English can teach it.

Wright (1975) went on to say that language teaching is both a science and an art; its methods must be based on a correct theoretical foundation. This still buttresses the fact that the English Language teacher should have a good grasp of English to be able to teach it effectively and efficiently.

Assistant Masters Association (1973) in its book also agree that a grasp of English Language before teaching it is most appropriate. It said that:

> If you are going to teach the language, you yourself must have a good knowledge

and understanding of it.

It argues that the teacher of English has to be competent to explain, or know where he can find an explanation of any linguistic situation that may arise. They also argue that the pupils or students can pick on the brains of the language teacher and that there must be something for them to pick. An English Language teacher who is not worth his onions will be thrown off balance by his students who are eager to learn or who want to test his academic and professional prowess. An English Language teacher should give himself some basic reading course of English textbooks particularly when he suspects that he is badly out of date

Morrison (1979) in his article talked of who an English Language teacher should be. He noted that nobody should teach linguistics/language when he does not have a sound background of experience as a classroom teacher of language. He further gave a list of requirements of what an English Language teacher needs to be or do. They are as follows:

(1) Language Skills

(a) Be a good model of English speech.

(b) Be thoroughly conversant with modern English usage.

(c) Be aware through his experience of the English Language of areas of potential difficulty (phonological,

lexical, grammatical) for learners of English Language.

(2) Professional Skills

(a) Understand the principles behind the preparation of a language teaching syllabus.

(b) Be familiar with the various methods and techniques of classroom presentation, and their rationale with the ability to modify, and supplement material according to the needs of the class.

(c) Be familiar with current developments in language teaching and language learning theories and properly critical of claims made by their advocates.

Looking at Morrison's (1979) opinions, one can agree with the fact that an English Language teacher needs to have an academic and professional training. This enables him to face and tackle the enormous English tasks that are before him. Morley's (1968) idea and opinion seem the same with that of Morrison. He (Morley) says that:

> It behooves teachers of English to equip themselves as fully as possible for their increased responsibilities.

Problems really abound in the use of English, but a teacher who is well equipped academically helps his students out of some of these problems.

Allison (1980) has this to say concerning the academic and profession of an English Language teacher:

> As teachers constantly strive to teach and involve all learners, so too it is important that expert insight and professional guidance should be as accessible as possible to teachers themselves.

He is trying to say that as much as a teacher would want his students to learn, he should be able to have the subject matter and the techniques of teaching. That the teacher can teach very well, have good methods and styles of teaching does not make him an expert in English if he does not have the English Language expertise. It is being knowledgeable and well informed in English Language that will make the English Language teacher to teach with ease and confidence.

Still on who the English Language teacher should be, Finocchiaro (1969) said in her book that:

> Naturally, the general teaching skill of the instructor, his special training in the field of language teaching and his linguistic ability will also affect the teaching-learning situation.

She says that this special training not only makes the teacher to master the essential teaching techniques, but also the fundamental

features of the English Language- its sound system and its structure. Knowing the basic features helps the teacher to know what to teach and he cannot know the features except he undergoes certain training in the language to be taught. It is not possible the teacher teaches a language that he does not know anything about. When he knows something about the language, it is pertinent he is well grounded in it to be able to surmount the many language complexities that may arise.

For Abercrombie (1970), detailed knowledge of particular language is a necessity for the language teacher; he must have full command of the language he is teaching, and at least a descriptive acquaintance with the language of the pupils or students being taught. The descriptive acquaintance with the language of the pupils is to enable him know the problem areas of the pupils in the target/second language they are learning.

Williams (1981) believes that the teacher of English, like the teacher of any subject, must have adequate professional knowledge, competence and experience. He says that for the teacher to function as a language model, he must be proficient in spoken and written English.

The language teacher, according to Lado (1964), must know the target language well enough to be imitated by his students.

Proficiency in the target language includes the four skills- understanding, speaking, reading and writing. Just like Crystal mentioned, Lado says that it is not enough to speak a language and that is to be qualified to teach it. Language teachers need specialist training, (Perren, 1967). He said it is not sufficient for English Language teachers to have just a basic knowledge of the language they would teach. They must, in addition to their general training as teachers, receive special training in how to teach languages. Strevens (1967) says that the teacher must know a great deal more than merely 'textbook English' that he teaches in class. This is to say that the teacher should be vast in his knowledge and understanding to be able to meet the students various needs in the language they are learning.

Miller (1965) on his own part says that:

> A good language teacher must be in complete command of all the items of language that he has to teach.

The complete command helps the teacher to teach efficiently and that also helps him to face any challenges that may arise in the course of teaching.

Like Miller, Harmer (1984) stated in his book that the English Language teacher must know the language that he is to teach. This knowledge means that the teacher must be able to use the

language himself and also have an insight into the rules that govern its form and use.

Burns and Broman (1983) have to cull from National Council of Teachers of English the qualifications needed by Language Arts Teachers. They have three categories which are knowledge, abilities, and attitudes. For knowledge they said that the teachers of English need to know how to draw on for their teaching according to the needs and interests of their students. Teachers ought to know the workings (phonological, grammatical, semantic) and uses of the language in general and of English Language in particular. The teachers should also know the uses and abuses of language in our society, particularly the ways in which language is manipulated by various interests for varied purposes. For the abilities, the teachers should be able, among other abilities, to identify, assess, and interpret student's progress in listening, reading, speaking, and writing. For attitudes, teachers of English need to reveal in their classes and in their work with individual students a willingness to respond and help students respond to work in different media of communication and a commitment to continued professional growth.

Sawyer and Sawyer (1993) have it that teachers of English Language should have a comprehensive knowledge of the language and its development. This particular knowledge helps them to meet

the various needs of the children that are taught. They went further to say that language teachers must also be skilled in a number of instructional strategies for helping children learn a second language.

2.3 IMPORTANCE/PROCESS OF STUDENTS' ESSAY WRITING ABILITY

Generally, language is the most frequently used and most highly developed form of human communication, (Crystal: 1981). All the languages in the world have this characteristic and also have four skills, which should be properly developed and acquired by the user. Writing is one of the four skills in learning a language and it is the most demanding because a lot of things comes to play capitalization, paragraphing, spelling, punctuation, writing coherently and harmoniously.

Smith, Goodman and Meredith (1976) say that expression through written language is a process of encoding meaning and using a system of graphic symbols for the purpose of self-expression and communication. For Cramer (1976), writing is a powerful medium, which is used to record greatest accomplishments, loftiest ideas and deepest feelings.

Obanya (1982) expresses that a piece of writing can be read long after it has been written without help of verbal or non-verbal cues. To communicate successfully through writing, it behoves on the writer to adapt the writing to purpose and intelligibility. McGregor (1971) points out three truths about writing, which the teacher of English should be aware of. The truths are:

(a) We do not normally write unless we want to.

(b) Writing is intensely individual.

(c) Writing is difficult.

These truths will help the teacher when handling writing with students. It should be known that the ability to write does not just happen. It comes through learning and practice.

Sharples (1985) citing Bereiter and Scardamalia (1982) agrees that there is no easy progression from a writing process based on conversation to mature reflective writing but rather a major reconstruction of thought and language. The development of mature writing abilities requires several important transitions:

(a) From self-directed expression to communication with a remote audience.

(b) From language production which is dependent on conversation feedback to autonomous production.

(c) From open to closed discourse.

(d) From implicit to explicit manipulation of language.

Looking at these, it means writing goes on in stages giving room for more practices that will make for mature and intelligent writing. If errors are found, corrections are immediately handled to stop further occurrence and fossilization. Merrill Skill text series (1984) believes writing is not a mystery, rather it is a craft like any other agreeing with the fact that writing comes through learning and practice with the help of the English Language teacher. The teachers should not see writing as a cumbersome aspect of language teaching because of the marking of scripts it involves. When writing is overlooked or is given little attention by the teacher, it puts the students at a difficult situation of becoming good writers and thus leads to committing so many errors, which mar intelligibility and comprehensibility.

To be good writers who will not commit so many errors, students with the help of the English Language teachers, should develop some writing abilities during the years spent in secondary school learning English Language. These abilities as listed by Shropshire National Association (1988) are:

(1) The ability to write in a range of styles appropriate to different purposes and different audiences;

(2) The ability to use a variety of types of written form appropriately;

(3) The ability to write as an aid to learning and conveying information accurately;

(4) The ability to use a range of language structures and devices for stylistic variation and effect;

(5) The ability to exercise sufficient control over spelling, punctuation, paragraphing, legibility, and layout for writing to be easily comprehensible to, and appreciated by the reader.

These abilities inform the teacher the kind of materials and methods to select in order to develop in the students better writing skill, which is devoid of committing so many errors. They also point to the areas where errors are made. The errors are then corrected with proper correction strategies.

White (1989) and Tann (1991) seem to agree on the fact that writing ability should be to construct and convey meaning in written language which is appropriate for the kind of purpose and audience one has in mind. White (1989) adds that it is in institutional writing that the guidelines for appropriateness are most easily discovered, demonstrated and applied.

Harrison (1973) is of the opinion that when students write English Language very well in order to fit into the situations, it is assumed that what should be taught was taught. Where the

students fail to perform well in the aspect of writing or where the writing is replete with errors, people begin to say that the standard of education is falling. To the outside world, parents, employers of labour and others, a good command and use of English become what people use to measure success or failure in education.

To have a good command of English, Merril Skilltext Series (1984) believes, means writing clearly and correctly choosing the right parts and then shaping and smoothing them into the most fitting expression possible.

Allen (1976) and Cramer (1978) believe that students need to learn how punctuation operates in written essays. Cramer (1978) lists the punctuation marks to be the period (full stop), comma, question mark, exclamation point, colon, semicolon, dash/hyphen, parenthesis, quotation mark, bracket, apostrophe, capitalization, etc. Omission or misapplication of punctuation marks is an error in any writing exercise.

Wrong spelling of words constitutes an error in writing. Cramer (1978) points out that spelling is an aid to writing and has no use apart from writing. He adds that spelling competence should be developed within a writing framework because writing improves spelling competence.

A writing that lacks organization and coherence may not make for good reading and understanding and thoughts may be distorted. Harmer (1991) advises that students should consider the issue of organizing sentences into paragraphs, paragraph linking together, and the general organization of ideas into a coherent piece of writing.

A good writing conveys what it is desired to pass across and it is written bearing some writing rules in mind in order to avoid errors that may mar the clarity and intelligibility of the writing. Rules like punctuation, paragraphing, organizing, and spelling correctly are worth knowing and mastering for good and easy manipulation and use of the English Language.

From all the analysis of the importance of writing done above, the writing fundamentals, which are obtained, that are of importance to this study are thus:

(1) Students should be helped by the English Language teachers to write maturely and intelligently;

(2) To do this, English Language teachers should select materials and methods that best meet the students' needs;

(3) Students' with the help of English Language teachers, will have to practice writing a lot in order to develop good writing abilities as well as avoid committing so many errors;

(4) Students should also learn how to punctuate well, spell correctly, organize and write coherent essays that will make for good reading and understanding.

2.4 PROBABLE ERRORS IN WRITTEN ESSAYS

Committing errors is not just a recent happening, but has been associated with learning and acquisition of any skill even though it can be avoided with carefulness and tact.

Dulay, Burt, and Krashen (1982) believe that errors are the flawed side of learners' speech or writing. Widdowson (1978) points out that speaking and writing are said to be active or productive

skills. Therefore, it is in producing or acting that one can commit errors or make deviations from selected norm of mature language performance. Harmer (1991) notes that errors are the result of incorrect rule learning and that means language has been stored in the brain incorrectly. A mistake, he says, is not as serious as errors

in that students know the rule, but make a 'slip' when producing language.

Students commit errors when it comes to learning a language; even the most intelligent, conscientious and motivated students commit errors and make mistakes even learning under the best possible condition. Corder (1981) believes that errors are utterances which are ungrammatical or otherwise ill informed, when judged by the generally accepted rules of the language being learned. He observes that the errors are not only clear and obvious to the teachers who mark the scripts, but to a native speaker of the target language who comes in contact with them.

According to Gurrey (1970), errors reveal the difficulties that are faced by the learners. Gurrey (1970) points out that a teacher who is capable of handling classroom tasks does not become anxious and disturbed in mind when the errors appear with some frequency. What needs to be done is to collect the common errors and then attempt to diagnose their common causes for proper treatment and correction.

Tarone and Yule (1989) believe that errors occur as positive indications of the acquisition process at work. The errors may be considered provisional forms, which serve a communication function

in the learners' use of the language and will eventually be replaced by correct forms.

Errors help in the learning of any language, but teachers should not rest on this and then allow the errors to fossilize in the learners. If the errors get fossilized, learning will be stunted and the teacher will then have a lot of tasks to handle.

This study acknowledges the importance of errors as:

(1) Revealing the areas and aspects of English Language that the students have not been able to master;

(2) Helping the students to know the errors committed and the correct usage after the correction has been done;

(3) Helping the English Language teachers to select better identification and correction strategies that will be suitable for the students.

2.4.1 Types of Errors

There are so many types of errors as seen by some linguists. For instance, there are discourse, paragraphing, textual, contextual, structural, lexical errors and errors of mechanics, Dulay, Burt and

Krashen (1982), Corder and Ruszkiewicz (1985), Oluikpe (1985) and Merril Skilltext Series (1984).

Dulay, Burt and Krashen (1982) list the following as the most common errors:

(a) Omitting grammatical morphemes

(b) Double marking

(c) Regularizing rules

(d) Using archiforms

(e) Using two or more forms in random alternation

(f) Misordering.

2.4.2. Omitting Grammatical Morphemes

This, Dulay, Burt and Krashen (1982) feel is the omission or absence of an item that must appear in a well-formed sentence especially content morphemes which carry the bulk of the referential meanings of a sentence: nouns, verbs, adjectives, adverbs, e.g.

(1) Give the little birds to eat ('food' is omitted).

(2) How I going to get there? ('am' which makes the sentence meaningful is omitted).

2.4.3. Double Marking

Where an auxiliary is required in addition to the main verb, the auxiliary, not the main verb, takes the tense, but students tend to mark the two e.g.

(1) He does not knows my name.

(2) We did not went there.

(3) Why did you not came to school?

Since the auxiliaries are marked, 'knows', 'went', 'came' are supposed to be 'know', 'go' and 'come'.

2.4.4. Regularizations

This is over-generalization, but Dulay, Burt and Krashen (1982) decided to call it regularization. The explanation for it is that whenever there are both regular and irregular forms and constructions in a language, learners apply the rules used to produce the regular ones to irregular resulting to errors of regularization e.g.

(1) He is licking hisself.

(2) She beated her children.

(3) They runned away immediately.

(4) I falled down.

2.4.5. Using Archiforms

This is the selection of one member of a class of forms to represent others in the class e.g.: selecting one of the English demonstrative adjectives to do the work for several of them or one of the class of personal pronouns to function for several others in the class e.g.

(1) That dog is sick. That dogs are sick.

(2) Give me that. Me hungry ('me' is used instead of 'I am').

(3) Mommy was so mad so he spanked blackey ('he' replacing feminine mommy instead of 'she'. The second 'so' is also wrong)

2.4.6. **Using two or more forms in Random Alternation**

This is the alternation of a class with each other, e.g.

(1) Those dog.

(2) This cats.

(3) He would have saw them.

2.4.7. **Misordering**

These misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in a sentence, e.g.

(1) He is all the time late.

(2) I don't know what is that.

(3) She eats sometimes candy.

Corder and Ruszkiewicz (1985) say that the three most conspicuous errors in sentence construction are writing sentence fragments, applying comma splices, and writing run-on sentences. Mixed construction and some other errors are also included.

2.4.8 Writing sentence Fragments

A sentence fragment is an incomplete statement – a phrase or a subordinate clause- punctuated as a complete sentence e.g.

(1) It is a new design. Which hasn't been tested

(2) I can't go. Because I am sick.

(3) Professor Brown suddenly glanced up from his notes. His eyes twinkling with suppressed laughter.

All the underlined ones are sentence fragments, but punctuated as full sentences. These are likely to be found in essay writing of students.

2.4.9 Applying Comma Splices

Comma splices occur when only a comma is used to join two or more independent clauses. E.g.

(1) Fountain pens have one disadvantage, they leak.

(2) It is a personal matter, everyone has to cope with it sooner or later.

(3) Many companies are looking for experts in pollution control, this is a rapidly expanding field.

2.4.10. Run-on Sentences

These occur when no punctuation is used between two or more independent causes, e.g.

(1) Two volumes of this work are now completed the first will be published next year.

(2) Salt will sink in a glass of water pepper will float lazily on the surface.

(3) Genocide is the greatest crime against humanity it negates values.

2.4.11. Mixed Constructions

These occur when several sentence faults are combined or when a construction is not one of the standard sentence types, e.g.

(1) An important factor in choosing a brand of deodorant is the possibility of allergic reactions and when skin irritations occur.

(2) Not long ago I had a letter from Lily, a good friend and who is considered a 'kissing cousin'.

Other errors, according to Corder and Ruszkiewicz (1985) are misplaced modifiers, dangling modifiers and blind agreement.

2.4.12. Misplaced Modifiers

When a verbal construction seems to refer to a word it cannot sensibly modify, it is said to be misplaced or misrelated, e.g.

(1) Grazing peacefully like cattle, we saw a herd of buffalo.

(2) Caught wearing nothing but a raincoat, the police arrested the flasher.

2.4.13. Dangling Modifiers

These are verbals, prepositional phrases, or other constructions that try to modify a word or phrase that is not actually in a sentence, e.g.

(1) Having moved away at fifteen, his hometown no longer seemed familiar.

(2) The dogs need to be fed after washing your hands (who will wash hands is not indicated).

(3) To find the needed information, the whole book had to be read.

All the underlined (Nos. 1 and 3) are the dangling modifiers that try to modify the word not indicated in the sentence.

2.4.14. Blind Agreement

When a verb agrees in number with a nearby expression rather than with its actual subject, it is called blind agreement, e.g.

(1) I hope to discover why one of the packages always arrive opened ('arrive' agreeing with packages instead of 'one' – the singular subject).

(2) Our chief trouble were the black flies that swarmed about us on the trip. ('were' agreeing with 'files' instead of 'trouble').

Macmillan English 11 and 12 (1986) list some errors that are likely to occur in essay writing in the areas of agreement, double comparisons, double negatives, misplaced and dangling modifiers.

2.4.15. <u>Agreement in Persons (Pronouns)</u>

Pronouns must agree with their antecedents in person (1st, 2nd and 3rd persons) e.g.

(1) The spectators gathered in Church yards. You would often be celebrating a feast day or holiday.

(2) My parents visited Arizona, where you can see the reconstructed London Bridge.

In the two sentences above, "you" is not agreeing with its antecedent "spectators" and 'you' is not also agreeing with 'my parents'.

Oluikpe (1985) gave some examples for agreement in persons. They are:

(1) When you get into the plane, one feels comfortable. (The underlined do not agree).

(2) We hate examinations because it makes you nervous.

(3) For one to succeed in the examination, I must study hard.

The underlined in each of the three sentences above do not agree with each other.

2.4.16. Double Comparisons

This is a situation where comparisons are made using –er, or-est together with more or most, e.g.

(1) The winter storms that occur in this area are among the most worst experienced in Europe.

(2) It rains more oftener than it snows.

(3) Rhode Island is more smaller than Connecticut.

2.4.17. Double Negatives E.g.

(1) I didn't hear no noise.

(2) She hasn't had no visitors.

(3) He never looks at no cartoons.

Akonobi (1976), Oluikpe (1985), Corder and Ruszkiewicz (1985) and Macmillan English 11 and 12 (1986) note concord errors or what is commonly known as subject-verb agreement errors.

They explain that when a subject is singular the verb has to be singular, but when it is plural, the verb must be plural. This rule is normally broken in students writing hence these errors:

(1) My parent's interests is a help from people.

(2) The Flat have to be furnished.

(3) I tries to devote most of my time to studies.

Oluikpe (1985) notes the errors of ambiguity. A sentence is ambiguous when it signals more than one meaning, e.g.

(1) I located the trouble with my television set in the laboratory. (The first interpretation is that what was wrong with the television set was located in the laboratory, while the second interpretation is that with the television set, the trouble was located in the laboratory).

(2) He removed the stone from the cloth and washed it carefully. (It is either the cloth or the stone that is washed carefully).

(3) Go to work on an egg. (This will mean either eating one egg before going to work or that the egg serves as a means of transportation).

McKeating (1981), and Hubbard, Jones, Thornton, and Wheeler (1986) list some sentences with errors, e.g.

(1) Last Saturday I was helped my father in our garden.

(2) He suggested me some good books.

(3) Mary is knowing the answer.

(4) She climb the tree and pick that ripe fruit.

(5) John is ill since four days.

There are also errors of shift in construction. Oluikpe (1985) mentions errors such as a shift from one tense to another or one voice to the other while expressing a single idea, e.g.

(1) He stood up, spoke sternly, and was seated (shift from active voice to passive voice).

(2) We were punished but they praised him. (Shift from passive voice to active voice).

(3) We rushed to the party, but nobody is there. (A shift from past tense to present tense).

Where there is no agreement in the voice and tense, error occurs.

There are also spelling errors which most often distract readers from what is being said and the impression of carelessness and incompetence is given (Corder and Ruszkiewicz 1985). There are words with similar sounds which often confuse writers, e.g. accept-except, access-excess, advice-advise, council-counsel, compliment-complement, breath-breathe, fair-fare, forth-fourth, waist-waste, loose-lose.

Wright (1969), Guth and Schuster (1977), Corder and Ruszkiewicz (1985), Macmillan English 11 and 12 (1986) have some words that are troublesome and commonly misspelled , e.g. misspell, accommodate, acquaint, acquire, accustomed, annihilate, assassinate, augment, beginning, characteristic, correlate, cynicism, conceive, dissatisfy, pharmaceutical, exonerate, exaggerate, occasion, harass, inoculate, necessary, reimburse, miscellaneous, questionnaire, occurrence, interpret, integrate, drunkenness, transferred, receipt, deceive.

Guth and Schuster (1977), Corder and Ruszkiewicz (1986) also point out other errors of some words written as one word when they are actually two words. E.g. a lot, all ready- when it is adjective phrase, already- when it is adverb of time, all right, all together- adjective phrase, altogether- adverb meaning "wholly", a while – noun, a while – adverb , may be – verb phrase, in fact, in spite, etc.

Corder and Ruszkiewicz (1985) note some plural forms that can be difficult to spell correctly, e.g.

Echo-echoes; hero- heroes; potato- potatoes; tomato- tomatoes; veto-vetoes; mango-mangoes.

But:- piano – pianos; solo- solos; banjo- banjos; soprano- sopranos; tobacco- tobaccos; Eskimo-Eskimos.

Others are:

Addendum- addenda; datum- data; agendum- agenda; cactus- cacti; syllabus- syllabi; curriculum- curricula.

And some compound nouns, e.g.

Baby sitter- baby sitters; cross-examination- cross-examinations; major-general- major generals; attorney- general- attorneys-general; director-general –directors-general; daughter-in-law – daughters-in-law; man-of-war – men-of-war; president-elect – presidents-elect.

2.4.18. Errors of Punctuation

Merril Skilltext Series (1984) explain that punctuation marks are the traffic signs and signals placed along the reader's road. Essays not punctuated very well might not carry the meaning the writer wished to pass across. According to Ngwaba (1985), the main purpose of punctuation is to help present ideas clearly and effectively. No two people punctuate alike. Punctuation is simply a matter of combined taste and common sense. It is advisable that writers are to justify each mark used and should not use punctuation marks to compensate for bad sentence construction (Ngwaba, 1985). Certain underlying principles must be followed if essay writing is to be understood clearly. There are less problematic

punctuation marks as well as the most troublesome ones. The less problematic ones are:-

Marks	**Signs/Symbols**
Exclamation	!
Question	?'
Apostrophe	'
Caret	^
Dash/hyphen	-
Ellipsis	...
Period/full stop	.
Parenthesis	()
Quotation marks	""

The most troublesome ones are:

Comma	,
Semi-colon	;
Colon	:

All these punctuation marks whether less or more problematic constitute an error if misapplied. This is the area most students have problems. Some learners do not know where to apply which. There is no rigid rule to employ in applying the marks particularly the most troublesome punctuation marks.

All the errors pointed out in the foregoing analysis are likely to be found in the essay writing of students of the Senior Secondary School level. They are the concern of this study in that emphasis will be placed on all the errors in order to:

(1) Find out if the English Language teachers can recognize these errors in essays of students;

(2) See if the English Language teachers can correct the errors recognized;

(3) Unteach them helping the students write essays that are not replete with errors;

(4) Assess and appreciate the methods and materials/instructional aids used in identifying and correcting the errors;

(5) Suggest the identification and correction strategies that will be appropriate for the errors.

2.5 POSSIBLE CAUSES OF ERRORS

No student or learner decides to commit error in essay writing. The errors occur because of one reason or the other. The knowledge of the causes of the errors helps the teacher to know how to handle the teaching of English Language and how to help the learners overcome the errors in essay writing. This is one of the

concerns of this study. The following are the discussions of some linguists as to the causes of errors.

2.5.1. Mother –Tongue Influence

Tiffen (1980) explains that English is a second Language in Nigeria which is a multilingual nation. He says that mother-tongue interference is a situation where the sound system (phonology) and the grammar of the first language impose themselves on the second language. This imposition leads to faulty grammatical patterns, and occasionally, to the wrong choice of vocabulary. This explaination buttresses Dunstan (1969) who has it that mother tongues have their different sounds and grammatical patterns which the learners transfer to the learning of English Language. For instance, /d/ becomes /z/ for Hausa learners, /0/becomes /d/ and /t/ for Yoruba and Ibo learners, /l/ and /r/ are problem sounds for the Tiv and some Ibo learners. It is indeed a fact that these sound problems go a long way in affecting spellings which in turn may affect meaning. Wilkens (1972) and Mckeating (1981) also believe that mother tongue interference causes errors in learning of English Language.

2.5.2. Overgeneralization

According to Hubbard et al (1986), the mentalist theory claims that errors are inevitable because they reflect various stages in the language development of the learner. The theory claims that the learner processes new language data in his mind and produces rules for its production based on the evidence.

For Richard (1978) overgeneralization can be seen as ignorance of rule restrictions or incomplete application of rules. In this case learners fail to observe the restrictions of existing structures by applying rules to contexts where they do not apply. The learner makes use of previously acquired rules in new situation. Such rules may well produce the following patterns.

(1) Where you went yesterday?

(2) She eated her food .

(3) You went to buy what?

(4) The mans are there.

Wilkens (1972) notes that overgeneralization and learning difficulties can also cause errors in learners learning Language other than their first Language.

2.5.3. Errors Encouraged by Teaching Materials or Method

Hubbard et al (1986) say behaviourism can be related to those errors, which appear to be induced by the teaching process itself. Supporters of behaviourist theory claim that error is evidence of failure, of ineffective teaching or lack of control. They say there are students' errors that come as a result of teaching, but such errors are much more difficult to classify. The errors here can only be identified in conjunction with close study of the materials and teaching techniques, which the learner has been exposed to.

According to McKeating (1981) hypercorrection – a teaching method – results from overemphasis on items that are indicated to be difficult. The learners get the false impression of the importance of such items and they are so worried about not using them correctly that they over-use them. An example is the over-emphasis on third (3^{rd}) person singular '-s' of the simple present tense. The over-emphases pushes the learners into producing sentences like:

(1) She can sings very well.

(2) We does not know his name.

(3) I lives in a small village.

Richards (1978) believes poor gradation of teaching items results into faulty comprehension of distinctions in the target Language. The form "was" may be given as marker of the past

tense, and learners may form false concepts of it by making this kind of sentence. "one day it was happened". The same thing happens to "is" which is given as present tense marker. Learners can make a sentence like "he is speaks French".

Gurrey (1970) says that the following contribute to committing of errors in eassy writing. He warns that they should not be overlooked. They are:

1. Too little written work-when the learners are not given room to practice what they have been taught, errors are bound to occur;
2. Insufficient repetitions in exercises of new items of Language, especially tenses–assimilation and absorption of new items are slow at this level. Adequate and sufficient repetitions of new items must take place for proper understanding;
3. Too little correcting of pupils written work or this being done carelessly can cause error commission in learners;
4. Too little application of the grammar that is explained by the teacher;

5. Too frequent copying of mistakes from books within eye-range can also cause errors in the writing of the learners.

Tiffen (1980), Hubbard et al (1986), McKeating (1981), Richards (1978), Gurrey (1980), and Wilkins (1972) have similar opinions on the causes of errors. From what has been said, mother-tongue interference is a major cause of students' errors in second Language learning whether in speech or writing. In a situation where a learner translate directly from his mother-tongue into English, there is bound to be an error or some errors since the rules of the Languages concerned are not the same. Overgeneralization is another major cause mentioned.

It is necessary to note, however, that there is no error whether fossilized or temporary that is not caused by one thing or the other. The problem of the teacher is how to deal with the errors that are made by students in essay writing since writing is the focus in this work.

A good knowledge of the causes of errors in students' essays will help the teacher know the correction strategy/strategies to employ in handling and marking the essays.

It will also help this study to suggest ways to unteach the error students commit in essay writing. It will help the study to appreciate the main problems students are faced with in essay writing.

2.6 IDENTIFICATION OF ERRORS AND ERROR CORRECTION STRATEGIES

What the teacher of English Language does with the errors that students commit in essay writing calls for serious concern. What the teacher makes of the errors determines the success or failure of learners. Hendrickson (1981) believes that teachers respond imprecisely and inconsistently to errors. That can explain why errors still prevail so much in students' written essays.

It is expected that an English Language teacher in some selected secondary schools in Yobe State should be able to identify and correct errors in the essays of students in order to make the students better writers. Rivers (1968) believes that systematic training in writing requires systematic correction of individual scripts. A teacher cannot expect to get what has not been trained in the students. Where the students have been given good enough training, the teacher can afford to take good time correcting the errors committed. The goal should be to make better writers of the students.

2.6.1. Identification of Errors

To Zamel (1985), error identification is the searching for and calling attention to error and it is the most widely employed procedure for responding to English as a second language writing. Zamel's (1985) argument is , what the teacher of English does. The present writer seems to agree with Zamel (1985) in that errors have to be sought out in order to unteach and correct them. The question is 'how many teachers of English can point out the errors in essay writing in the secondary schools in Yobe State?' If it is not many of the teachers that can identify errors in essays, then the argument may not hold for every teacher except proven otherwise.

For Cumming (1983), the searching for and calling attention to error is an obsessive pre-occupation which appears to be ingrained in the habitual practices of second language teachers who perhaps by reason of perceiving their role solely as instructors of the formal aspects of 'language', therefore, restrict their activities to operations exclusively within the domain of formal training rather than that of cognitive development.

To know that the teacher is able to identify errors is when some symbols are used to show the error committed or that the error is underlined. Harmer (1991) points out that the teacher of English needs symbols for spelling (sp), wrong tense usage (wt),

concord/agreement (na-no agreement), wrong word (ww), inappropriate language and unclear meaning (//), punctuation (O-a circle at the point of omission, misapplication), and a word missing (^). These are commonly used symbols to identify errors in a written piece.

Omojuwa (1979) observes that marking is the written correlate of error identification. Generally, the error is underlined and that is proof of identification.

From the foregoing, the first step to handling error is to identify it by underlining and signifying with a symbol or symbols. Simply underlining it may not pass across to the student the error committed.

In this study, the following error identification procedures were adopted. For wrong word usage, w.w. was used. For wrong tense, w.t. was used. Sp was used to show a wrong spelling of word. Run-on sentences, sentence fragments, collapsed sentences were underlined and two bars (//) put at the end of it. A circle (o) was used to show omission or misapplication of punctuation marks.

2.6.2. Error Correction Strategies

Bruder and Furey (1979) note that error correction is crucial for learning the writing skill and that correction techniques are essentially the same for controlled and free composition. This

agrees with the fact that correction is crucial to learning writing skills. Any piece of work not corrected will not help the students to make progress in writing and later be a good writer.

Zamel (1985) opines that teachers need to facilitate revision by responding to writing as work in progress rather then judging it as a finished product.

Assistant Masters' Association (1973) says marking gives the teacher two tasks: the making of a value judgement and the correction of error. This no doubt, goes to point out that the teacher of English is saddled with a lot of tasks, agreeing with the fact that the approach to correction is not as simple as it may appear. When correcting a written work, the teacher sets a standard in his mind depending on what is to be achieved at that point in time in the students. However, English learned in Nigeria should be used and accepted internationally.

Rivers (1968) notes that uncorrected writing consolidates the students bad habits or errors which are very difficult to eradicate at a later date. It is necessary for the teacher to have a positive attitude to error and be prepared to do something about it no matter how cumbersome it is handling essay writing. The attitudes that teachers have toward writing strongly influence their own teaching practices particularly their evaluation of students' writing. (Beach

and Bridwell: 1984). Learning and perfection in writing depend on what the teacher makes it to be. It is the teacher who guides and directs learning for the students.

These are approaches to error correction. There are traditional and communicative approaches, (Shadrack:1991).

2.6.3. Traditional Approach to Error Correction

Chimombo (1986) describes traditional approach as that of marking any error and correcting it with the pen right there in the script.

This seems to be the approach most teachers of English use to correct essay writing, and more often than not, the students do not learn anything out of this. The feeling is that it is one of these ways of awarding marks and grades.

Madsen (1983) and Adrain (1988) believe that it is necessary to mark all the errors, but that comments should be made on those which relate to the teaching points. The present writer agrees with Madsen (1983) and Adrain (1988) in the sense that marking all the errors makes the students to be aware of the errors committed. If the errors are not marked the students feel the errors are the correct versions.

Shadrack (1991) points out that traditional approach is divided into controlled, model and integrated approaches to error

correction. Shadrach (1991) citing Oluikpe (1978) notes that controlled approach to error correction is based on the theory "that the use of language is the manifestation of fixed patterns, which are learnt by imitation".

In this approach, students have a particular procedure and pattern to follow at a time until it is mastered. Freedom is not given to make choices. When freedom is given, there is bound to be deviation from the set pattern.

For the model approach, Shadrach (1991) and Doff (1995) believe that students are given model texts written by others to read and thereafter the students pattern their writing according to the text read. It is believed this particular approach exposes the students to different writing styles.

The present writer notes that although this approach minimizes errors in writing, it does not give room to the students to develop their own writing styles and competences.

The integrated approach is almost the same as model approach, Shadrach (1991). The only difference lies in their degree of rigidity. The model approach is more rigid than the integrated approach which allows the students to use similar stylistics of the text read.

All these models place restrictions on the students and makes the teacher's work easier in identifying and correcting errors. The essence of correcting errors should be that of helping the students to write intelligible essays any time and anywhere.

In this study, the aspect of the traditional approach to be accepted is the integrated approach, which allows the students to learn and develop writing styles from what is read or observed. Controlled and model approaches are rejected because of the freedom that is not allowed and exercised.

2.6.4. Communicative Approach to Error Correction

White (1988) sees communicative approach as language teaching which is based on what the learner wants to say. The learner is involved in this approach and not a mere responder or mimicker of other people's intentions and expressions, (Shadrach: 1991). Students' motivation enhances while working on communicative skills, (Johnson and Morrow:1981).

In Larsen-Freeman's (1987) opinion, students interacting with their teacher and fellow students makes them receive practice in activating the knowledge of the vocabulary acquired in negotiating meaning. The knowledge of the vocabulary helps in writing as well as correcting errors in the essay by the students themselves.

Free expression method, a process approach, self-evaluation, peer/group evaluation, and individual goal setting are correction strategies in the communicative approach.

(A) **Free Expression Method**

Oluikpe (1979) says that the language experience of the students is enriched if motivated to produce without considering the errors committed. Freedom to write is given, and later a discussion is held in the class concerning all the essays. Students are expected to rewrite the essay after the discussion and the teacher assesses the essay making comments that will assist and encourage the students.

Oluwadiya (1989) notes that this method helps students experiment with language without imitation of model text or style. Even though freedom is exercised in this method the teacher still guides the students so that much deviations are not done.

(B) **A Process Approach**

Dauite (1985) notes that writing is a dynamic multi-step process that involves discovering ideas as we think and write. Creating a text requires careful planning and re-writing as the major points, details and organization of a piece emerge. Dauite (1985) further says that errors in the process approach are not something

to worry about, rather they should be seen as pointers to emerging text and writer's abilities.

Pre-writing, writing and re-writing free the writer from feeling that a final draft has been written at the first trial, (Emig: 1971).

To the opinion of the present writer, process approach helps the students a great deal in practices which make for perfection. Students learn from their own errors as a lot of practices are done.

(C) **Self-Evaluation Approach**

In this approach, a student evaluates his own writing, Bright and McGregor (1979) believe students should take the task for eliminating mechanical errors and not the teachers.

Rivers and Temperly (1987) on their part believe the task of the teachers is to make the students aware of possible errors, which can be monitored in production, and worked upon towards an improvement. This approach is not acceptable to the present writer in that the teacher has nothing much to do. At the same time, the dull students may not be able to do something reasonable and that still makes the teacher to go through the write-ups himself. This, of course, wastes time that can be used for other exercises.

(D) **Peer and Group Evaluation**

Brumfit (1982) believes that students' written work should be corrected by the students themselves working in-groups while the teacher supervises by moving from group to group.

As students do this, they learn from one another and are even free to ask questions that widen their horizon and knowledge. Comments and remarks from peers may not be as discouraging as those coming from the teacher who they think use the comments to rate their writing.

The present writer is of the opinion that at the senior secondary school level, it may not be a very good and acceptable approach to work with since the English Language performance of students in most public schools is not encouraging nor acceptable.

(E) **Individual Goal Setting**

Oluwadiya (1989) takes this approach to be writing comments on students' paper, taped comments a rating scale or personal audience. According to Beaven (1977), the comments, conferencing or taped reactions help build trust in the students and that trust encourages them to do better writing.

Smith (1983), on his part believes that individual goal setting permits the teacher to diagnose each student's major problem and

prescribe an approach that is uniquely suited to individual students' needs.

An approach like this, in the present writer's opinion, caters for individual differences and helps each student go at his/her speed, but it is time consuming. It does not allow for as many writings as possible since the teacher expends much energy and time attending to individual students.

Communicative approach to error correction gives room for a better interaction between teacher and students and among students themselves. It is not teacher centred approach, or students' centred approach. Everybody is involved in the business of correcting errors and making better writers.

Murray (1982) believes communicative approach helps the teacher where the student is and not where he wishes the student was. The teacher responds to student writing as well as to student writers.

Larsen-Freeman (1987) is of the opinion that the learners inter-language gradually and increasingly conforms to the target language in communicative approach of language learning.

In Shadrach's (1991) opinion, when teachers respond to students' writings using the communicative approaches, they sooner or later produce proficient and professional academic writers. This,

in the present writer's opinion, was because of the lots of practices given to the students as well as the confidence and trust built on them. What the students of senior secondary school level need are a lot of practices to help to unteach the many errors and wrong impressions carried from primary school and junior secondary school.

Of the various competing error correction strategies discussed so far, integrated and process approaches are to be accepted as viable in this study in the sense they involve the teacher of English Language in the correction of the errors in the essays. The focus of this study was on whether the English Language teacher was able to identify and correct errors in essay writing.

The controlled and model approaches, free-expression method, self-evaluation, peer and group evaluation, and individual goal setting approaches were rejected by the present writer because of the involvement of the students in identifying and correcting the errors in essay writing. The students' involvement was not the focus of this study.

Table 2.1 shows the error identification and error correction strategies that were gleaned from the review of literature that affected the present study.

Table 2.1: Error Identification and Correction Strategies

Error identification procedures	Examples	Error Correction Strategies	Examples
(1) Wrong word usage.	w.w	Free expression method	Students write; corrections are made through discussion with the teacher, and the essay is re-written.
(2) Wrong spelling.	s.p		
(3)Run-on sentences/sentence fragments/collapsed sentences.	__//		
(4) Omissions.	^		
(5)Omissions or misapplication of punctuation marks.	O or ()	A process approach.	Entails planning, writing and re-writing to correct errors that emerge.

The error identification procedures and the error correction strategies suggested above were used to determine the ability of the teachers of the senior secondary school level in identifying the errors in students' writing and correcting the errors.

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In this chapter, the researcher presents the design and methodology that were used in the research. Methodology, according to Afolabi (1993) is the operational blue-print, which the researcher plans to employ in accomplishing the objectives of the study. The chapter comprises the following: population, sample and sampling procedure, instruments for the study, validation of the instruments, pilot study, method and procedure for data analysis.

3.2 RESEARCH DESIGN

A survey research design was used in this study. The design was considered to be the most appropriate, and therefore used because the study involved collection of data in a natural setting (without an undue manipulation) in a fairly homogenous but scattered population.

3.3 POPULATION FOR THE STUDY

The term population, as it applies to research, refers to an aggregate of persons, elements and things that have common characteristics. Therefore, the population for this study consists of all the secondary schools, all the English Language teachers in such

schools and all the English Language essay scripts of SSS1 students in the schools.

A preliminary study carried out, revealed, among other things, that there are thirty-four (34) secondary schools in Yobe State as at the time of data collection. The thirty –four (34) schools were grouped into four (4) educational zones for ease of administration and supervision. The zones are: Nguru, Gashua, Damaturu and Potiskum.

Furthermore, the preliminary study showed that there were as at the time of the study, 95 English Language teachers at the senior secondary school level, and seventeen thousand, five hundred and thirty (17,530) Senior Secondary School (SSS 1) students in Yobe State. (Potiskum Zonal Education Office, PZEO, 2000). From the above quoted figures samples were drawn.

3.4 SAMPLE AND SAMPLING PROCEDURE

All the four (4) zones were used due to their small number, and to ensure fair representation. From the thirty-four (34) Secondary Schools, thirty (30) of them were selected using both simple random and stratified random sampling methods, applying Krejcie and Morgan (1970) Sampling table. Simple random sampling method was considered the most appropriate, and therefore used because it gave each subject variable or interest

group an equal opportunity of being selected or otherwise without bias or subjectivity. In other words, it ensured fairness and equity in selection.

The stratified random sampling method was chosen because interest was in fairness in gender representation. Of the thirty-four (34) schools, seven (7) were purely girls schools. The thirty (30) sampled schools consisted seven (7) girls; one (1) mixed, and twenty two (22) boys' schools using Krejcie and Morgan (1970) table. Of the ninety-five (95) teachers, seventy-six (76) (thirty-eight (38) males and thirty-eight (38) females were randomly sampled using Krejcie and Morgan (1970) sampling table.

In terms of student sample, 376 out of the 17,530 students were sampled using both simple random and stratified random sampling methods based on Krejcie and Morgan sampling table. This sample consisted of one hundred and twenty-six (126) girls and two hundred and fifty (250) boys. Each of the three hundred and seventy-six (376) students wrote two (2) essays, thereby giving a total of seven hundred and fifty-two (752) scripts which were used in data analysis. An average of thirteen (13) students per school were randomly sampled.

3.5 INSTRUMENTS FOR DATA COLLECTION

The researcher relied on two instruments for data collection. They were structured (close-ended) questionnaire, and essay scripts of the students (based on the WASSCE syllabus) and marked by the seventy-six (76) English Language teachers equally.

3.5.1. Structured Questionnaire

The eleven-item questionnaire consisted of the following:

A. Biodata of respondents.

B. Assessment of students in English Language essay.

C. Relationship between academic qualifications, and level of competence in identifying and correcting essay errors.

D. Years of teaching experience and level of competence in identifying and correcting essay errors.

E. Teacher gender, and level of competence in identifying (and correcting) essay errors.

F. Location of schools (urban-rural), and teachers' level of competence in identifying (and correcting)essay errors.

A five-point rating scale adapted from Likert Scale was used in measuring level of competence based on percentage grading.

(a) Very high (VH), 5 points - 70% and above

(b) High (H), 4 points - 60%-69%

(c) Average (A), 3 points - 50%-59%

(d) Low (L), 2 points - 40%-49%

(e) Very low (VL), 1 point - 30%-39%

3.5.2. **Students' Essay Scripts**

Going by WAEC standard, there were seven types of essays: narrative, descriptive and argumentative essays. Others were explository, article, speech and creative essays.

In this study, narrative and argumentative essay types were randomly selected and administered on the 376 SSS1 students using WAEC standard parameters in terms of number of words, timing, invigilation and so on.

The English Language teachers were asked to administer the two English Language essays in all the thirty (30) sampled schools with the help of the research assistants, one from each school. In other words one teacher handled an average of 13 SSS1 students per school giving a total of 26 scripts per school.

At the expiration of the 90 minutes allowed (45 minutes for each essay), the teachers were asked to collect the scripts after which a discussion was held with the researcher. The researcher explained to them why the research has to be conducted and the need for them to assist in the research. The teachers were asked to mark the scripts in order to identify the errors using the appropriate

error-identification symbols. They were also asked to supply the possible correct version of the errors that were identified.

The researcher retrieved the seven hundred and fifty two (752) scripts from the teachers and went through the scripts to check for the identifiable errors, errors identified and errors corrected by the English Language teachers. This was to check for their level of competence in identifying and correcting errors in English Language written essays.

3.5.3. Error Identification Symbols

The error identification symbols adopted in this study were wrong word usage –w.w,' wrong tense – w.t, wrong spelling – s.p, run on sentences and sentence fragments are underlined, collapsed sentences are underlined and two bars (//) put at the end. A circle was used to show omission or misapplication of punctuation marks. A question mark (?) at the end of a sentence that was unclear. A caret (^) to show that a word was missing.

3.6 VALIDATION OF THE INSTRUMENTS

A draft of the structured questionnaire was made available to the supervisors for content and face validity, so also were the draft of two sets of essay questions. To further validate the instruments, they were subjected to constructive criticisms

during the proposal defence, and the pilot study using the split-half (even-odd) method, a very high reliability coefficient (r) of 0.89 was obtained.

3.7 PROCEDURE FOR DATA COLLECTION

A total of 80 copies of the structured questionnaire were produced and administered to a corresponding number of teachers. The researcher went in person to the 30 schools to administer the copies with the help of the research assistants. Of the 80 copies administered, a total of 76 copies were correctly filled and returned. This represented a 95% return rate.

The exercise lasted for four weeks.

3.8 PILOT STUDY

To give the test (data collection) instruments a trial test, the researcher conducted a pilot study in a neighbouring Bauchi State using ten (10) English Language teachers (5 each of males and females) randomly sampled from five (5) secondary schools.

The same sets of essay questions were administered to 10 SSS1 students with a view to determining the teachers level of competence in error identification and error correction in English Language essays. It was observed that out of four hundred and fifty (450) errors, they were able to identify two hundred and fifty seven

errors (257) and corrected one hundred and eighty three (183) errors.

The main purpose of the pilot study was, however, to give the researcher a good idea, a firm grip and a clear sense of direction in the study.

3.9 METHOD AND PROCEDURE FOR DATA ANALYSIS

Both descriptive and inferential statistics were used in data analysis. Such descriptive statistical tools used were frequency (f), percentage (%) and mean ($\bar{X}$).

The Inferential statistical tests used for the testing, rejecting or otherwise, of the null hypotheses were Pearson Product Moment Correlation coefficient (r) to test for relationship between academic qualifications and level of competence in error identification and correction $H_{o}1$; pooled variance model of t test ($df = n_1 + n_2 - 2$) to test for significant mean difference between two groups as in $H_{o}2$, $H_{o}3$, $H_{o}4$.

Alpha or probability level was set at 0.05 (one-tailed r and t test) for the rejection or otherwise of the null hypotheses.

CHAPTER FOUR

PRESENTATION OF DATA, ANALYSIS AND DISCUSSION

4.0 INTRODUCTION

The data presentation was based on the seventy-six (76) correctly filled and returned copies of the structured questionnaire as well as the scores and ratings in the two English Language essay tests. The responses from the questionnaire were tallied and built into simple frequency tables using descriptive statistics of frequency, percentage and mean, as well as inferential statistics of tests of correlation coefficient (r) and t-test for data analysis and hypotheses testing as earlier stated in Chapter Three Section 3.9.

The data presentation was in three sections. The first section centred on biodata of the respondents as contained in Tables 4.1 to 4.2. These two Tables covered serial numbers 2 to 5 of the questionnaire. Section two was on assessment of the students' essay work as contained in Tables 4.3 and 4.4. The Tables covered frequency of essay assignments, promptness of marking and methods or techniques used in identifying and correcting essay errors. In this study such errors were categorized into three: structured, lexical and mechanical errors. The data analysis and

hypothesis testing were based on these three categories of error identification and correction by the English Language teachers.

The third and last section focused on testing of null hypothesis. It should be recalled that four testable null hypotheses were formulated. To measure the level of competence in error identification and correction, a five-point rating scale was employed and the mean used. The teachers' academic qualifications were similarly rated. The teachers' scores in the two essays were summed up and the mean score found. It was the mean scores that were used in hypotheses testing.

The details are as shown in data presentations and analysis as contained in 4.1.

4.1 DATA PRESENTATION AND ANALYSIS

Table 4.1 presents data on respondents' biodata, gender as well as school location.

TABLE 4.1: Biodata on Respondents' Gender and School Location

S/N	Biodata Variables	N	%
2.	Gender:		
a.	Male	38	50
b.	Female	38	50
3.	School Location:		
a.	Urban area	46	61
b.	Rural area	30	39

In Table 4.1, equal numbers (38 each) of both sexes (gender) were used. These figures represent 50% response. In terms of school locations to which the teachers were posted, Table 4.1 showed that the majority, forty-six (46) of the respondents (teachers) were in the urban areas of Yobe state. This represented 61% of school location.

The Table also showed that thirty (30) of the respondents were teaching in the rural area of the State. The number thirty (30) represented 39% response.

This is Table 4.2. contains data on academic qualifications and years of teaching experience.

TABLE 4.2.: Biodata on Academic Qualifications and Years of Teaching Experience

N=76

S/N	Variables	N	%	AQ Rating	Remark (Level)
4.	Academic Qualifications:				
a.	M.Ed (TESL)	14	18	5	VH
b.	M.A.Eng/Lit/Comm.Arts	12	16	4	H
c.	B.Ed/B.A. Eng.	24	32	3	A
d.	NCE Eng. Lang.(DM)	15	20	2	L
e.	NCE/OND Eng. Lang(SM)	11	14	1	VL
5.	Years of Experience:				
a.	1-5 years	15	20	1	VL
b.	6-10 years	20	26	2	L
c.	11-15 years	28	37	3	A
d.	16-20 years	11	14	4	H
e.	21 years and above.	2	3	5	VH

In Table 4.2, 24 out of the 76 teachers of English Language possessed only Bachelor degree in English Language. This was

followed by those who had only Nigerian Certificate in Education (NCE) double major with 15 responses. These represented 32% and 20% respectively.

With regard to years of teaching experience, the majority (28) of the respondents indicated that they had from 11 to 15 years of teaching experience. This was followed by 6 to 10 years with a response of 15. The third in that order was 1 to 5 years with 15 responses. These represented 37%, 26% and 20% respectively.

Table 4.3 presents data on assessment of students English Language essays.

TABLE 4.3: Assessment of Students in English Language Essays
N=76

S/N	Variables (English Essay Assessment)	Responses		
		Yes	Undecided	No
6.	The teachers give English essay assignments.	68	8	0
7.	Frequency of giving English essay assignment.			
a.	Everyday of the school week.	20	3	53
b.	Every other day of the school week.	38	4	34
c.	Once in a school week.	54	4	16
d.	Twice in a school week.	10	5	61
e.	Once in a month.	48	6	20
8.	The essays are promptly marked.	62	4	10

Table 4.3 showed that sixty-eight (68) English Language teachers gave essay assignments to the students. The Table also showed that the majority (54) indicated that essay assignments were given once in a week.

Another group, representing 48 respondents, indicated that essay assignments were given once in a month.

With regard to the promptness in marking the essay assignments, 62 respondents indicated that they mark promptly. Only 10 of the respondents, had a negative response in this regard.

This Table 4.4 contains data on mean identifiable errors and mean errors identified in narrative essay.

TABLE 4.4: Mean Identifiable Errors (MIE) and Mean of Errors Identified (ME) in the Narrative Essay

X = 38 and 31

S/N	Variables (Error Types)	MIE (n)	MEI %	MEI Rating	Comp. Level
9.	Error Types:				
a.	Structural errors	11	7(64%)	4	H
b.	Lexical errors	12	10(83%)	5	VH
c.	Mechanical errors	15	14(93%)	5	VH

In Table 4.4, the mean identifiable structural, lexical and mechanical errors in the narrative essay were 11,12 and 15 respectively. In terms of mean error identified, the Table showed 7 out of 11 structural errors; 10 out of 12 lexical errors; and 14 out of 15 mechanical errors representing 64%, 83% and 93% respectively.

Therefore the ratio of identifiable errors and actually identified errors was 38:31. This represented 82% of identified errors.

The three error types structural, lexical, and mechanical, had ratings of 4,5 and 5 respectively. These ratings represented High, Very High and Very High level of competence in essay errors identification.

Here is a table of script (see Appendix IV for actual raw) showing lexical, mechanical and structural errors in a narrative essay.

TABLE 4.4a: Identifiable Errors, (IE), Errors Identified (EI) And Errors Not Identified (ENI) on Script A(Narrative Essay)

S/N	Types of Errors	Identifiable Errors	Errors Actually Identified	Errors Not Identified
(a)	Lexical Errors	1) Not every t.ning... 2)...is buetiful... 3) and I padded money 4)...going to r ny fathers shope. 5)...he promised me that he will buy it for me. 6) and I went... 7) and their was one that is N600 8)...for N500 s very buetiful 9)...was very buetifull. 10)...went and buy 11)...it was fency. 12) Written 13)...and the told me...	1) Not every thing... 2)...and I padded money 3) And I went... 4)...was one that is N600 5)...for N500 is very buetiful 6)...went and buy 7) Written	1)...is buetifull 2)...going to my fathers shope 3)...he promised me that he will but it for me. 4)...and their was 5)...was very buetifull. 6) It was fency. 7)...and the told me.
(b)	Mechanical Errors	1)...that is fine, this 2) One day when... 3) I was 4) fathers shope I saw... 5) I padded...	1)...that is fine, this 2) One day when... 3)...fathers shope I saw. 4) So I told... 5) And I...	1) I was... 2) I paded 3)...and I went and buy it at last I found.

		6) so I told... 7) And I	6)...that is N600 but 7)...at last I found...	
		8) ...that is N600 but .. 9)...and I wont and buy it at last i... 10) So not all..		
(c)	Structural Errors	1)...we should not take all that glitters is not gold. 2)...it was fency.		1)...we should not take all that glitters is not gold. 2)...it was fency

Table 4.4a showed actual raw errors of a script. Thirteen (13) of the errors were lexical while ten (10) were mechanical errors and structural errors were only two.

Out of the thirteen lexical errors seven (7) were actually identified, seven (7) of mechanical errors while structural errors were not identified.

Here is a Table on mean of errors identified and mean of corrected errors in narrative essay.

TABLE 4.5: Mean of Errors Identified (MEI) and Mean Of Errors Corrected (MEC) in the Narrative Essay

X=31and 23

S/N	Variables Statement (Error Types)	MEI	MEC	MEC Rating	Comp. Level
10.	Error Types:				
a.	Structural errors	7	4(57%)	3	A
b.	Lexical errors	10	6(60%)	4	H
c.	Mechanical errors	14	13(93%)	5	VH

In table 4.5, the major highlights are as follows: A total of 31 narrative essay errors were identified out of which a total of 23 were actually corrected in the ratio of 7:4, 10:6 and 14:13 for structural, lexical and mechanical errors respectively. The ratings of mean errors corrected for structural, lexical and mechanical errors were 3,4, and 5 representing average, high and very high level of competence respectively.

This is a Table showing actual raw errors identified (EI), errors corrected (EC) and errors not corrected (E.N.C) in Script B (see Appendix V).

TABLE 4.5a: Errors Identified, Errors Corrected and Errors Not Corrected in the Narrative Essay on Script B

S/NO	Types of Errors	Errors Identified	Errors Corrected	Errors Not Corrected
(a)	Lexical	1) ...planed to visit...	1) ...but due to our strong	1) ...planed to visit
		2) ...but due to our strong	2) We dressed and pointed	2) And so my twenty thousand is gone.
		3) We dressed and pointed	3) ...but she said it was not the original	
		4) ...but she said is not the original	4) ...she said it was my money	
		5) ...she said is my money...	5) ...that I can do as it pleased	
		6) So I can ...as it please me	6) Without bargaining	
		7) Without no bargain...	7) ...but I did not listen	
		8) ...but I did not listened	8) ...wore the earing	
		9) ...wore the earing	9) ...it was fading	
		10) ...it was leading...	10) I advise everybody	
		11) I could not returned	11) I could not return...	
		12) And so my twenty thousand s g ne... 12) I advise every body		
(b)	Mechanical Errors	1) ...elders words	1) ...elders' words	1) ...the supermarket. We dressed...
		2) ...to our stronge heads we said...	2) ...to our stronge heads, we said...	2) ...that I must buy one but...
		3) ...the supermarket. We dressed...	3) Infact, you need	
		4) Infact you need...	4)...that I must buy one, but...	

		5) ...that I must buy one but 6) ...it was my money. 7) And so my twenty thousand is gone for good.	5) And so my twenty thousand is gone.	
(c.)	Structural Errors	1) We dressed and painted... 2) ...She said is my money so I can do... 3) And so my twenty thousand is gone for good.	1) We dressed up and painted. 2) she said it was my money... 3) And so my twenty thousand is gone.	

In Table 4.5a, thirteen (13) lexical errors were identified, followed by seven (7) mechanical errors and three (3) structural errors.

Out of the thirteen (13) lexical errors, eleven (11) were corrected. Five (5) out of seven mechanical errors were corrected while all the three (3) structural errors were also corrected.

This is a Table on mean identifiable errors and mean errors identified in the argumentative essay.

TABLE 4.6: Mean Identifiable Errors, and Mean Errors Identified in the Argumentative Essay

X= 37 and 25

S/N	Variables (Error Types)	MIE (n)	MEI	MEI Rating	Comp. Level
11.	Error Types:				
a.	Structural errors.	7	4(57%)	3	A
b.	Lexical errors.	14	9(64%)	4	H
c.	Mechanical errors.	16	12(75%)	5	VH

In Table 4.6, the following points were highlighted: The mean ratio of identifiable and actually identified errors in the argumentative essay was 37:25.

In terms of rating, the teachers had mean ratings of 3,4 and 5 points. These represented average, high and very high competence level in the argumentative essay error identification by the English Language teachers in Ycbe State.

This Table shows actual (raw) lexical, mechanical and structural errors in an argumentative essay on Script C (see Appendix VI).

TABLE 4.6a: Identifiable Errors (IE), Errors Identified (EI) and Errors Not Identified (ENI) on Script c

S/N	Types of Errors	Identifiable Errors	Errors Identified	Errors Not Identified
(a)	Lexical Errors	1) Compulsry. 2) remin 3)...English Language was a foreign language in Nigeria. 4)...by the british 5)...Introduced and adopt... 6)...lingus franca... 7)...it caught across... 8) remin 9)...Compulsry 10)...remin 11)...Compulsry 12)...also a mass of communication 13)...should try to implore English teachers... 14)...selling and buying uses...	1)...remin 2) compulsry 3) Introduced and adopt 4)...lingus franca 5)...it caught across 6)...remin compulsory 7)...remin a compulsory 8)...selling and buying uses... 9)...also a mass of communication 10)...should try to implore	1)...English Language was... 2)...by the british 3) remin compulsory
(b)	Mechanical Errors	1) Introduced 2)...we have many languages, 3) it should ...	1)...we have many languages, 2)...Introduced	1)...subject in our school because...

		4) subject in our school because	3) it should	
(c)	Structural Errors	1) It is introduced by the british 2) They introduced and adopt English Language 3) selling and buying uses English 4) English Language is a mass of communication	1) It is colonized by the british 2) English Languages is a mass of communication	1) They introduced and adopt English Language 2) Selling and buying uses English Language

Table 4.6.a showed fourteen (14) lexical errors, four (4) mechanical errors and four (4) structural errors.

Out of the fifteen lexical errors ten (10) were actually identified, while three (3) were identified in mechanical errors and two (2) were identified in structural errors. Lexical errors seem to be the most commonly errors students commit.

This is a Table on mean errors identified and mean errors corrected.

TABLE 4.7: Mean Errors Identified (MEI) and Mean Errors Corrected (MEC) in the Argumentative Essay

Xn=25 and 20

S/N	Variables (Error Types)	MEI	MEC	MEC Rating	Comp. Level
9.	Error Types:				
a.	Structural errors	4	3(75%)	5	VH
b.	Lexical errors	9	6(67%)	4	H
c.	Mechanical errors	12	11(92%)	5	VH

Table 4.7 showed a mean ratio of 25:20 for errors identified and errors corrected respectively by the teachers in the argumentative essay.

With regard to rating the teachers' error correction ability, 5,4 and 5 points were obtained. These represented very high, high and very high level of competence in error correction by the teachers in terms of the argumentative essay writing by the students in Yobe State.

This table presents actual errors identified (EI), errors corrected (EC), and errors not corrected (ENC) in an argumentative essay on Script D (see Appendix VII)

TABLE 4.7a: Errors Identified, Errors Corrected and Errors Not Corrected on Script D.

S/N	Types of Errors	Errors Identified	Errors Corrected	Errors Not Corrected
	Lexical Errors	1) A chairman, moderator... 2) Distinguish ladies... 3)...the motion which say... 4)...and some student 5)...every body can here English. 6) And without English... 7)...and without educated You can do your... 8)...some of us without educated they doing 9) And in some place 10)...some people don they Business 11)...selling and buying...	1) Distinguished 2)...the motion which says...Some students 3) And without educated you can't... 4)...some of us without education 5)...some people do... 6)...and they didn't know... 7) ..selling and buying	1) A chairman, moderator.... 2)...every body can here English... 3) And without English 4) and in some place
(b)	Mechanical Errors	1)...do your Business or manage your thing and some... 2) they don't not 3) don they Business	1) do your business or manage your thing ...they don't...	
(c)	Structural Errors	1)...if a teacher speaking... and some student speaking another language...		

Table 4.7a showed eleven (11) lexical errors followed by three mechanical errors and one structural error that were actually identified.

Seven (7) out of the eleven (11) lexical errors were corrected while only one (1) was corrected in mechanical errors.

This table reveals the summary of the means of identifiable, identified, not identified, corrected and not corrected errors in the two essays.

TABLE 4.8:Summary of Mean Identifiable Errors, Mean Identified Errors, mean Errors not Identified, Mean Errors Corrected, and Mean Errors Not Corrected

							$\bar{X}$=56 and 43 (for MEI and MEC)			
No	Essay Type	MIE	MEI%	MEI Rating	MEI Comp. Level	MENI	MEC	MEC Rating	MEC Comp Level	MENC
a.	Narrative	38	31(82%)	5	VH	7(18%)	23(74%)	5	VH	8(26%)
b.	Argumentative	37	25(68%)	4	H	12(32%)	20(80%)	5	VH	5(20%)

Table 4.8 showed 75 as the mean identifiable errors, 56 as the mean errors identified, 43 as the mean errors corrected. The Table also indicated 19 as the mean error not identified, and 13 as the mean errors not corrected.

With regard to rating, mean error identified was very high in the narrative essay but high in the argumentative essay. Similarly, the rating for mean errors corrected for both the narrative and the argumentative essays was very high.

This is a Table of error identification and correction strategies.

TABLE 4.9: Error Identification and Correction Strategies

N=76

S/N	Error Identification Variables	N	%
10.	Identification Strategies:		
a.	Underlining the errors	43	57
b.	Putting question mark on the error	8	11
c.	Using symbols to indicate the error	15	19
d.	Making comments in writing	10	13
11.	Correction strategies:		
a.	Free-expression method	20	26
b.	Process approach	15	20
c.	Peer-group approach	7	9
d.	Writing correct version of the error	34	45

In Table 4.9, the majority (43) of the respondents indicated the use of the underlining method to identify errors e.g.

(1) .....because if a teacher speaking another language and some students speaking another language.....

(2) English Language is also a mass of communication

Underlining method was followed by the use of symbols method which had 15 'yes' responses, e.g.

(a) .....but she said is not the orginal gold.

(b) It should remain compulsry because all subjects....

In terms of error correction strategies, the majority (34) of the respondents used the writing-correct-version method. This represented 45% response. It was followed by the free-expression method with 20 responses. This represented 26% response.

4.1.1 TEST OF THE NULL HYPOTHESES

In testing the null hypotheses, the study made use of the mean errors identified and corrected by the teachers. In the two essays, the obtained mean errors in Tables 4.4 to 4.8 were used.

To measure the level of competence of the teachers in identifying and correcting the errors, the following five-point rating scales were used based on percentage grading.

Percentage-Range Grading	Rating Points	Level of Competence
70% and above	5	Very High (VH)
60 – 69	4	High (H)
50 – 59		Average (A)
40 – 49	2	Low (L)
30 – 39	1	Very Low (VL)

Similarly, academic qualifications and years of teaching experience were rated on a five-point rating scale, so as to generate data on an interval scale.

For purposes of recapitulation, the null hypotheses were represented (restated) first, and are followed by the accompanying tables. The details are as shown in Table 4.10 to 4.13.

TEST OF NULL HYPOTHESES ONE (H_o 1):

It was stated that there is no significant relationship between English Language teachers' academic qualifications, and their level of competence in identifying and correcting essay errors of students.

TABLE 4.10

Relationship Between Academic Qualifications and Level Of Competence in Error Identification and Correction

X=56 and 43

S/N	Academic Variables		Competence		r Values	
	Qualification (AQ)	AQ Ratings	MEI	MEC	EI r	EC r
a.	M.Ed (TESL)	5 (VH)	17	15		
b.	M.A. English/Lit/CA	4 (H)	14	12		
c.	B.Ed/B.A English	3(A)	11	7	0.102	0.996
d.	NCE Eng. Lang. (DM)	2(L)	8	6		
e.	NCE/OND Eng. (SM)	1(VL)	6	3		
Critical r Value = 0.221 and 0.250, df = 54 and 41; P = 0.05						

In Table 4.10, the teachers who had Masters degree in T.E.S.L. had rating of 5 points which was labeled very high (VH). This group was followed by those with Masters in English or Literature or Communication Arts with a rating of a 4 points which was high (H). B.Ed/B.A. English had a rating of 3 points which was

average (A). The Table also showed mean error identification and mean error correction for M.Ed (TESL), M.A. Eng/Lit/Comm. Arts and B.Ed/B.A English as 17, 14, 11 and 15,12,7 respectively.

Furthermore, the obtained r values for mean error identified was 0.102 and for mean error corrected was 0.996 at degree of freedom of 55 and 42 respectively and alpha level of 0.05 (one-tailed r test).

Consequently, null hypotheses 1 (H_o 1) was accepted for academic qualification and error identification and it was rejected for academic qualification and error correction. This implies that there was not a significant relationship between English Language teachers' academic qualification and their level of competence in identifying errors in students' essays. On the other hand, there was a significant relationship between English Language teacher's academic qualification and their level of competence in correcting errors in students' essays

TEST OF NULL HYPOTHESES TWO (H_o2):

It was stated that there is no significant mean difference between English Language teachers' years of teaching experience, and level of competence in identifying and correcting essay errors of the students.

Table 4.11 showed the testing of teaching experience and level of error identification and correction competence.

TABLE 4.11

Teaching Experience and Level of Error Identification and Correction Competence

X=56 and 43

S/N	Years of Teaching Experience		Mean Errors		T Values	
	The Years	Points	MEI	MEC	EI t	EC t
a.	1-5 Years	1 (VL)	6	4		
b.	6-10 Years	2(L)	8	5		
c.	11-15 Years	3(A)	12	9	26.707	16.108
d.	16-20 Years	4(H)	15	12		
e.	21 Years and above	5(VH)	15	13		
Critical t values = 1.671:1.678: df = 69 and 56: P = 0.05 (one tailed)						

Table 4.11 showed the obtained means of error identification and correction for the years of teaching experience. Those with 21 years and above, 16-20 years, and 11-15 years of teaching experiences had 15, 15 and 12 as mean error identification and 13,12 and 9 as mean error correction respectively. The Table further revealed the obtained t-values as 26.707 and 16.108 which were greater than the critical t values at 69 and 56 degrees of freedom, and alpha level of 0.05 (one tailed t -test).

Therefore null hypothesis 2(H_o2) was rejected. The alternative was accepted. This implies that there was a significant mean difference between English Language teachers' years of

teaching experience and their level of competence in identifying and correcting essay errors of the students.

The teachers who had 21 years and above teaching experience had a rating competence of 5 points as opposed to those who had from one year to five years of experience.

TEST OF NULL HYPOTHESIS THREE (H_o3):

It was stated that there is no significant mean difference between male and female English Language teachers' level of competence in identifying and correcting essay errors of the students.

This Table presents data on gender and level of error identification and correction competence.

TABLE 4.12:

Gender and Level of Error Identification and Correction Competence

S/N	Gender Variables	MEI and MEC Competence Levels								t Values	
		MEI (X = 56)				MEC (X=43)					
	The Gender	MEI	MEI%	MEI Rating	MEI Level	MEC	MEC %	MEC Rating	MEC Level	MEI t	MEC t
a.	Male (N=38)	32	57	3	A	26	60	4	H	73.600	44.641
b.	Female (N=38)	24	2	2	L	17	40	2	L		
Critical Value = 1.671; 1.678; df = 59 and 47; P = 0.05 (one tailed)											

In Table 4.12, the male teachers showed a higher level of competence in error identification (EI) and error correction (EC) than

their female counterpart with means of 32:24 and 26:17 respectively. The Table also indicated that while the male teachers had average level competence, the females ones had low level competence with a mean difference of 8 and 9 for error identification and correction respectively.

The Table further showed that the obtained t values of 73.600 and 44.641 were greater than the critical value of 1.671 and 1.678 at 59 and 47 degrees of freedom and alpha level of 0.05 (one-tailed t test). Consequently, null hypothesis 3 (H_o3) was rejected while the alternative was accepted.

This implies that there is a mean significant difference between male and female English Language teachers' level of competence in identifying and correcting essay errors of the students.

TEST OF NULL HYPOTHESIS FOUR (Ho4):

In the hypothesis, it was stated that there is no significant mean difference in the level of competence in identifying and correcting essay errors between English Language teachers in urban and rural schools.

This Table presents data on school location and teachers' level of competence in error identification and correction.

TABLE 4.13

School Location and Teachers' Level of Competence in Error Identification and Correction

S/N	Location Variables	MEI and MEC Competence Levels								T Values	
		MEI (X=56)				MEC (X=43)					
	School Location:	MEI	MEI%	MEI Rating	MEI Level	MEC	MEC %	MEC Rating	MEC Level	MEI t	MEC t
a.	Urban area (n=46)	35	63	4	H	29	67	4	H	41.449	25.214
b.	Rural area (n=30)	21	37	1	VL	14	33	1	VL		
Critical Value = 1.671; 1.678; df=59 and 46; P = 0.05 (one tailed)											

Table 4.13 showed that teachers in the urban schools exhibited high level of competence in error identification and correction with means of 35 and 29 respectively. Conversely, the teachers in the rural area schools showed a low level of competence in error identification and correction with means of 21 and 14 respectively.

The Table further revealed that the obtained t values of 4.449 and 25.214 for error identification (EI) and error correction (EC) respectively were greater than the critical t values of 1.671 and 1.678 at 59 and 46 degrees of freedom and alpha level of 0.05 (one-tailed t test). Therefore null hypothesis 4 (H_o4) was rejected. The alternative was accepted. This implies that there is a statistically significant mean difference in the level of competence in essay error

identification and correction between English Language teachers teaching in urban area schools and those teaching in rural area schools.

Those in the former performed better than those in the latter with mean differences of 14 and 15 for error identification and correction respectively.

4.2 DISCUSSIONS

In discussing the findings of this study, recourse was made to the hypotheses and the research questions. Possible reasons were adduced for the findings, and related literatures cited where applicable. The details are as follows:

With regard to some biodata of the respondents, it was observed that the majority of the teachers were in urban schools. This was not surprising judging from the urbanization trend whereby many people especially youths move from rural to urban areas. This movement from rural to urban areas could be as a result of the modern educational, recreational and social amenities available in urban areas. Similarly, it was observed that academic qualifications played a vital role in the level of competence in the error correction.

In terms of the nature of relationship between English Language teachers' academic qualifications and their level of competence in identifying and correcting essay errors, it was

observed that a statistical relationship existed between academic qualifications and error correction. There was no statistical relationship between academic qualifications and error identification. English Language teachers with higher academic qualifications who could not identify errors in students' written English essays could be as a result of tiredness, mistake, absent mindedness or pressure. Nobody can correct what he does not know is wrong. Having an academic qualification in English Language shows that the teacher has been exposed to the English language and that also helps him to work effectively and interact more freely. Their level of language use is higher and so they can correct easily. This view agrees with the report by Abercrombie (1965) that language makes it possible for individuals to live in a society and interact socially, academically or educationally. It also lends support to the assertion by Close (1965) that using a language incorrectly can mar communication and social intercourse. The better one's knowledge of the language use, fluency and accuracy, the better one is in identifying and correcting errors in that language.

As for the relationship between teaching experiences, the study was interested in finding out how the teachers' years of teaching experience influenced their level of competence in essay error identification and correction. The study revealed that there

was a significant relationship between the two variables. There was correlation in that the longer the years of teaching experience, the higher the level of competence in identifying and correcting errors. The long years of teaching experience has exposed the English Language teacher to the correct and standard forms of the language. This agrees with the statement by Crystal (1981)) and Williams (1991) that adequate professional knowledge and experience are essential ingredients in language functionality and competence.

With regard to gender, the study was interested in finding out the influence of gender on the English Language teachers' level of competence in identifying and correcting errors in English Language essay. It was observed that the male teachers showed higher level of competence than their female counterparts who showed an average level of competence in this regard. This may be due to men having more time for their jobs than women who have divided attention due to added responsibilities both at home and in the office. Men are also known to be more courageous and stronger in concentrating and searching for more knowledge than the women. Hence, it is not surprising that the male teachers did better than the female ones in error identification and correction.

In terms of whether the location of schools exerted any significant influence on the teachers' level of competence in error identification and correction, it was observed that indeed school location was a significant factor. The social amenities, educational facilities and other infrastructures in the urban areas made it more advantageous for the teachers to thrive better than their counterparts in the rural areas. It behoves the English Language teachers in the urban areas to be up-to-date in their knowledge due to the increasing demand for extra lessons in English language particularly for those writing public examinations, continuing education and seeking admissions into tertiary institutions. In the rural areas such educational business does not thrive as mostly poor parents can hardly afford to pay for such extra services.

CHAPTER FIVE

SUMMARY, CONCLUSION, IMPLICATIONS AND RECOMMENDATION

5.0 INTRODUCTION

In this chapter, the researcher summarized the salient points and discussions so far. In the same vein, the main findings were brought out. Furthermore, the researcher discussed the various implications, and recommendations were also made.

5.1 SUMMARY OF THE STUDY

This study set out to find out the competence of English Language teachers in identifying and correcting errors in written essays of senior secondary students in Yobe State. The research questions investigated were:

1. what is the nature of the relationship between English Language teachers' academic qualifications and their level of competence in identifying and correcting essay errors?
2. How do the teachers' teaching experiences affect or influence their level of competence in identifying and correcting essay errors in English Language?

3. How does gender of the teacher affect the level of competence in identifying and correcting essay errors in English Language?
4. Does the location (urban or rural) of the schools exert any serious influence on the teachers' level of competence in identifying and correcting essay errors in English language?

The research instruments adopted for the study were structured questionnaire and essay scripts of senior secondary students.

The following findings were obtained after the data analysis using descriptive statistics of percentage, and mean ($\bar{X}$) as well as inferential statistics of Pearson Product Moment Correlation Coefficient (r)and t-test (t):

1. English Language teachers could not identify errors, but they could correct errors.
2. Those with longer years of teaching experience had higher level of competence in error identification and correction than those who had less years of experience

3. Male English Language teachers showed high level of competence in error identification and correction while the female ones showed a low competence.
4. The English Language teachers in urban schools showed a high competence in error identification and correction while those in rural schools showed very low competence.

5.2 CONCLUSION

From the study, the following conclusions were reached regarding the teacher competence in identifying and correcting errors:

A. BIODATA:

1. A total of 61% of the English Language teachers in Yobe State were teaching in the urban schools, while 39% of them were in the rural schools.
2. In terms of academic qualifications, 32% of the English Language teachers had first degree; (B.Ed/B.A English, Literature or Communication Arts. The rest (34%) had either NCE (English) double major or single major.

B. **ESSAY ASSESSMENT AND ERRORS:**

1. A total of 89% of the English Language teachers gave essay assignments.
2. Seventy-one percent (71%) of the English Language teachers in Yobe State responded that they gave essay assignments once in a week when school was in session.
3. Such essays were found to be promptly marked.
4. Of the three error types, mechanical errors were the most easily committed, identified and corrected in the schools.
5. The most commonly used error identification strategy by the English language teachers was the underlining-the-errors method.
6. Writing –the-correct version strategy was the most commonly used method of error correction.

C. **THE NULL HYPOTHESES:**

1. There is a significant relationship between the teachers' academic qualifications; and their level of competence in identifying and correcting essay errors.

2. Those with relevant higher degrees had higher level of competence than those with either first degree or NCE certificates.
3. There is a significant mean difference between the teachers' years of teaching experience, and their level of competence in error identification and correction.
4. Those who have had 21 years and above teaching experience showed very high level of competence in identifying essay errors, but an average level of competence in error correction.
5. There is a significant mean difference between male, and female English Language teachers in their level of competence in identifying and correcting essay errors of the students.
6. While the male teachers showed high level of competence, the female teachers showed an average level of competence in both error identification and error corrections.
7. There is also a significant mean difference between the teachers in urban schools, and those in rural schools in their level of competence in identifying and correcting essay errors of the students.

8. Those in the urban schools showed high level of competence, while those in rural schools exhibited an average level of competence in both error identification and correction.

On the basis of the findings, the researcher made some recommendations.

5.3 IMPLICATIONS

Some implications came up in the course of the study.

5.3.1. Implication for Error Identification Strategies in English

In this study, the English Language teachers seemed to have one or two identification strategies while there are some that can be used for different errors. The teachers should know these identification strategies in order to make essay marking easier.

5.3.2. Implications for Error Correction Strategies in English Language

The standard and acceptable error correction strategies raised in this study were free-expression approach and process approach. The use of these approaches is of immense help to both the teachers and students.

5.3.3. Implications of English Language Teaching in Yobe State

A knowledge of the error identification and correction strategies will help the English language teachers to plan and

organize essay writing teaching very well. This is in a bid to make the students better writers. Therefore, the error identification and correction strategies should be made available to the English Language teachers.

5.3.4. Implications for Curriculum Development

In developing English Language curriculum, error identification and correction strategies should be enshrined into the curriculum to make for uniformity and standardization. When once these strategies are in the curriculum, an English Language teacher is likely to use them.

5.4 RECOMMENDATIONS

In this study, the researcher made these recommendations.

Recommendations for Practical applications:

1. More essay assignments for practice should be given to the students once a week as a rule in all secondary schools in Yobe State.
2. Each school should appoint a team of supervisors to ensure that such essays are promptly marked and given back to the students.
3. English Language teachers should familiarize the students with error identification symbols.

4. Yobe State Teaching Service Board (TSB) should set up a committee of supervisors to inspect schools once in a month with a view to promoting teachers proficiency in English Language teaching as well as error identification and correction.
5. Refresher courses should be organized every term for English Language teachers to update their knowledge in error identification and correction.
6. Such refresher courses should be organized by WAEC and NECO in conjunction with the State Teaching Service Board (TSB).

Suggestions for Further Researches:

1. A similar study should be conducted on other teaching subjects in Yobe State.
2. The same or similar study should be carried out in other States of the Federation with a view to developing a blue-print in essay error identification and correction.

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QUESTIONNAIRE
Introductory Letter to the Teachers

Language Arts Section,
Department of Education,
Faculty of Education,
A.B.U.,
Zaria.

Date:.....

Dear Teacher of English,

I am a student of the above school pursuing a Masters programme in the "Teaching of English as a Second Language".

I am carrying out a research on "Teachers' Competence in Identifying and Correcting Students' Errors in Essay Writing".

I hereby crave your indulgence to help fill the attached questionnaire for this research. Every information will be treated with utmost confidence and secrecy.

Thanks in advance for your kind cooperation.

Yours faithfully,

Nwafor, E.N. (Miss)

APPENDIX I: QUESTIONNAIRE

SECTION A: BIODATA OF RESPONDENTS (TEACHERS OF ENGLISH LANGUAGE)

(1) Name of School: _____

(2) Location of School:
   1. Urban ( )
   2. Rural ( )

(3) Gender:
   a. Male ( )
   b. Female ( )

(4) Academic qualification:
   a. M.Ed (TESL)
   b. M.A. Eng/Lit/Comm. Arts
   c. B.Ed/B.A. Eng.
   d. N.C.E./OND Eng. Lang.

(5) Years of teaching experience:
   a. 1-5 years ( )
   b. 6-10 years ( )
   c. 11-15 years ( )
   d. 16-20 years ( )
   e. 21 years & above ( )

SECTION B (ASSESSMENT)

		Yes	Undecided	No
(6)	Do you give Eng. Essay assignment to your students?			
(7)	If yes in No.6 how often do you do that?			
	a. Everyday of the school week.			
	b. Every other day of the school week.			
	c. Once in a school week.			
	d. Twice in a school week.			
	e. Once in a month.			
(8)	Are the essays promptly marked?			
(9)	What errors are most commonly committed by the students?			
	a. Lexical errors.			
	b. Mechanical errors.			
	c. Structural errors.			
(10)	What techniques or strategies do you use in identifying errors in essays?			
	a. Underlining the errors.			
	b. Putting question mark on the errors.			
	c. Using symbols to indicate the errors.			
	d. Simply by making comments in writing.			
(11)	Which of the following error correction strategies are used?			
	a. Free-expression method.			
	b. Process approach.			
	c. Peer-group approach.			
	d. Writing correct versions of the error.			

APPENDIX II

THE QUESTIONS ADMINISTERED TO THE STUDENTS

(1) Write for or against the: "English Language should remain a compulsory subject in our schools".

(2) Write a story for your school magazine on "All that glitters is not gold".

Kingsley Chukwuemeka. English language. Script A

Appendix IV

All That Glitters Is Not Gold.

Not everything that is beautiful that is fine. This means that we should not take all that glitters is not gold.

One day when I was going to my father's shop I saw some boys playing with their TV game and I asked money and played the game and the game was good. So I told my father to buy it for me and he promised me that he will buy it for me.

And I went and asked for the price and he told me that it was ₦500 and the one was one that is ₦6000 but the one for ₦500 is very beautiful. My father gave me ₦500 to buy that one that was very beautiful, and I went and buy it at last I found out that it was very cheap.

So don't not all that glitters is gold.

Beautiful paid
everything
bought
written

written by Kingsley
Chukwuemeka

Yabo Bala Gayus. 23-6-2020.

Appendix I Script B

All That Glitters Is Not Gold.

The above is a proverb which means not all that shines is good. It is our elders' words which are words of wisdom. I write this story to illustrate the above.

I and a friend, planned to visit a super market. My mum actualy told me that we should not go, but due to our strong heads, we said only death could stop us.

When the day came for us to visit the super market, We dressed up and painted our faces as if we were going to see the president. In fact, you need to see how we were that very day. When we got there, We saw lot of beautiful hand bags, shoes and gold ear-rings. I told my friend that I must buy one but she said it was not the original gold. I still insisted that I must buy the gold then she said it was my money, so that I can do as it pleases me. I asked for the prize of the gold and it cost

(Appendix I contd)

twenty thousand naira (₦20,000). Without bargaining, I counted the money and gave the man.

We finally returned home and showed our parents what we bought. I was told it was a fake gold I bought, but I did not listen to them. When I wore the ear-ring earrings ones and the second time I knew that it was fading seriously. I could not returned it because it had stayed with me for over a month. And so my twenty thousand (₦) is gone for good.

All this happened due to my stupidness and disobedient. I advise everybody to be careful and obedient or a big pit and danger is awaiting such a person.

Everybody.

(Appendix XI) Script No

SSI NGozika Agatha Okoye English Assignment

Write for or against the motion "ENGLISH LANGUAGE SHOULD REMAIN A COMPULSORY SUBJECT IN OUR SCHOOL."

"ENGLISH LANGUAGE SHOULD REMAIN A COMPULSORY SUBJECT IN OUR SCHOOL".

English language in our School should remain a compulsory subject because English language is a foreign language in Nigeria. It is colonised by the British. They introduced and adopt English language to be our nation's lingua franca Nigeria is a multi-nation where we have many languages it spread across all the ethnic groups in Nigeria. Nigeria gained her Independence in the year 1960.

English is the language of education in Nigeria. It should remain compulsory because all subjects from primary-university are generally taught in English language. It is the medium of expression.

Furthermore, English is the language of government because the three arms of government use English language in their daily affairs.

English language is the language of commerce and industry. This is so because selling and buying use of English language. It should remain a compulsory subject in our School because English language cannot be over-stressed or emphasised.

English language is the language of every human being in Nigeria both male and female.

English language is also a mass of communication. English language also is the expression of life.

So permit me to say that English language should remain a compulsory subject in our School so our leaders should try to employ English teachers in our country, Nigeria.

Abubakar - I. Alkali SS 1 Script D

(Appendix VII)

English language should remain in our sch

(A). Chairman Moderator, Chief Judge, Panel of Judges, accurate Time keeper - co - debato fellow students, Distinguish Ladies and Gentle men. I am here to support the motion which say that English language should remain in our school.

The reason for saying that is because if a teacher speaking another language and some students speaking another language and some are not hearing that means English language will remaining in school because Everybody can use English. And without english you can't educate because we can educate with english and we also speak to others with english and without educated you can do your business or manage your thing and some of us without education they doing business and if they have money they don't know how to manage it or how to spend it.

P. T. O

(Appendix. VII contd)

And in some place() some people (do) (this) Business and they didn't (know) how to go with the Business. and also in secondary school we teach any subject with English and also English language is for Comm and. Industry and without English selling can be done.