

**INVESTIGATING VULGAR ERRORS IN STUDENTS' CONTINUOUS
WRITING: A STUDY OF SOME SELECTED LEVEL TWO STUDENTS
OF BAYERO UNIVERSITY, KANO AND NORTHWEST UNIVERSITY,
KANO**

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DECLARATION

I hereby declare that this work is the product of my own research efforts; undertaken under the supervision of Dr. Amina Adamu and has not been presented and will not be presented elsewhere for the award of a degree or certificate. All sources have been duly acknowledged.

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CERTIFICATION

This is to certify that the research work for this thesis and the subsequent preparation of this thesis by Aliyu Yakubu Yusuf (SPS/11/MEN/00004) were carried out under my supervision.

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DEDICATION

I dedicate this research work to my late mother Ummuhani Bashir and my late father-in-law Alhaji Abbas Awaisu (Gaya) who had always been my sources of support and encouragement. May your gentle souls rest in eternal peace. Ameen.

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ABSTRACT

This research is aimed at investigating vulgar errors in students' continuous writing, in order to disprove some of his conception regarding errors in second language learning. The data is collected from essays written by sixty (60) selected Level II students of Bayero University, Kano and Northwest University, Kano. However, it is discovered that four (4) of the essays contain no vulgar errors; as such the remaining fifty six (56) scripts are presented and analyzed using a simple percentage. It is discovered that some of the research findings agree with the assertion that vulgar errors do not impede comprehension and that students whose education goes beyond secondary school may begin to overcome these errors. In contrast, some of the findings reveal that not all vulgar errors are really common. Some vulgar errors are found to be more common than others. It is discovered that error of wrong spelling due to false analogy, with 46.2% frequency, is the most common than all other vulgar errors, while errors of wrong addition of -ly to certain adverbs and errors of cross-association of 'too' and 'so', both with 0% frequency, are the least common of the vulgar errors. Again, the research also discovered that the different types of vulgar errors are not overcome concurrently; as such the research reveals the pattern in which they are overcome. It is realized that the errors with the lowest frequency appear to be the easiest to overcome, while the errors with the highest frequency appear to be the most difficult to overcome.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter attempted to give the general introduction to this research work. It also succinctly discussed the background to the study, the statement of the problem, the aim and objectives of the research, research questions, significance as well as the scope of the study. One of the areas that has attracted and continues to attract a considerable interest of linguists is the field of language acquisition. Scholars such as Schmitt (2010), Corder (1981), Krashen and Terrel (1983) and De Bot et al (2005) have written extensively on language acquisition and language learning. Many issues have been raised, hypotheses promulgated and counter arguments proposed on how individuals learn both their first and second languages. It has been argued by many scholars in the field of language acquisition that human beings go through markedly different experiences when learning first and second languages. This is largely because learning a first language is something that happens subconsciously—without the learner knowing that he is learning something. In contrast, learning a second language is a conscious activity, as the learner is well aware of what he is going through. Indeed, because the second language learner has already developed a language (i.e. his mother tongue), he or she is bound to be influenced by that language when he or she comes to learn another language.

At the heart of language learning debate is the concept of interlanguage. According to Corder (1981), the term “interlanguage” was coined and brought into the

field of linguistics by Selinker (1972), who defines it as ‘a separate linguistic system whose existence we are compelled to hypothesize, based upon the observed output which results from the second language learners’ attempted production of a target language’. That is to say, interlanguage is a language that is peculiar to second language learners, as it is used by people when they are in the process of learning a second language, especially when they start to gain proficiency in the new or target language, but have not actually mastered it. This language is said to be dynamic, transitional and developmental, because the learners keep improving it as they approximate the target language. Selinker (1972) also identifies some psycholinguistic processes that shape the interlanguage norm of second language learners. They include mother tongue transfer, transfer of training, overgeneralization, strategies of communication and strategies of training.

Furthermore, it has been argued by some scholars such as Jowitt (1991) that errors are some of the major occurrences in second language learning. That is, in the course of learning a second language, students constantly commit several categories of errors as they progress from one stage of learning the language to the next. Errors could be the result of poor learning background of the second language. Jowitt (1991:59) argues that most of the errors committed by Nigerian speakers of English might be attributed to a number of factors such as mother tongue transfer, transfer from pidgin, false hypothesization or overgeneralization. Others could be due to failure to learn the special phonic or syntactic features of certain words.

Jowitt (1991:59) classifies errors according to the possible and presumed causes, or to their frequency of occurrence and the attitudes displayed to them by the different sections of language learning community. The two major types of errors, according to Jowitt are idiosyncratic errors and common errors. Common errors are further subdivided into vulgar errors and institutionalized errors. These different classes of errors are committed by language learners at different stages of learning. That is, the kinds of errors committed at primary level of schooling are completely different from those committed at secondary or tertiary level. It is on the basis of the above discussion that this research sought to investigate the different categories of vulgar errors found in continuous writing of Bayero University, Kano (BUK) and Northwest University, Kano (NUK) level II students.

1.2 Statement of the Problem

This research, as explained above, intended to explore the vulgar errors in the writing of BUK and NUK level two students. One of the common occurrences among L2 students is the propensity to commit vulgar errors in their essay writing. Jowitt (1991:60) sees vulgar errors as one of the two subcategories of common errors which, according to him, are fossilized in learners of the second language and therefore stigmatized by the educated people in the community. He also gives some examples of vulgar errors as follows:

- Wrong use or wrong omission of -s in verb forms (She doesn't feels sleepy, He need a book)
- Category Shift (She jealoused me)

- Wrong addition of *-ed* to past tense forms (He hitted me)
- Wrong addition of *-ly* to certain adverbs (He talks fastly)
- Cross-association of *too* and *so* (His words were too insulting that they reported him)
- Wrong spelling due to false analogy (occassion, dinning)
- Wrong spelling due to conflation of /I:/ and /I/ (Isaac has been leaving at Kaduna)

These kinds of errors are found in written essays of L2 learners with varying degree of frequency. It also appears at a glance that these errors could impede comprehension of the sentences in which they appear. Jowitt (1991:61) also asserts that vulgar errors are acquired at primary and secondary schools and that learners that go beyond secondary school may overcome these errors. However, it seemed to the researcher that not all the errors identified by Jowitt are common to all the L2 learners and that not all the identified vulgar errors are overcome by the learners at the same time. This means that there seemed to be a pattern in which vulgar errors are unlearned by the learners. Therefore, using some essays written by level II students of BUK and NUK, the research attempted to identify the vulgar errors that are common to the students and those that are not as common. The research also attempted to identify the pattern in which the vulgar errors are overcome by the L2 learners.

1.3 Aim and Objectives of the Study

The aim of this research was to examine the notion of vulgar errors (a type of common errors) and to investigate their occurrence in second language learning situation. This was done by analyzing the written essays of BUK and NUK level II students. Thus, the research intended to pursue the following objectives:

- i to find out whether or not vulgar errors are common in the students' continuous writing.
- ii. to identify the pattern in which the vulgar errors are overcome by L2 learners.
- iii to investigate whether or not the errors lead to students' poor performance in English.
- iv. to examine whether or not these errors affect comprehension, and
- v. to suggest ways in which these errors can be corrected.

1.4 Research Questions

The following research questions were raised to serve as guide in undertaking the research:

- i. Are the vulgar errors really common in students' essays?
- ii. In what pattern are the vulgar errors overcome by L2 learners?
- iii. Do the vulgar errors lead to students' poor performance in English?
- iv. Do the identified vulgar errors affect comprehension?
- v. Which measures are adopted to correct these errors?

1.5 Significance of the Study

The study was designed to explore vulgar errors in students' continuous writing. The study of vulgar errors is an area which is pertinent to interlanguage, a process which learners go through when learning a second language. Lado (1957:2) maintains that:

Individuals tend to transfer the forms and meanings, and the distribution of forms and meanings of their native language and culture to the foreign language and culture---both productively when attempting to speak the language and to act in the culture, and receptively when attempting to grasp and understand the language and the culture as practiced by natives (Lado, 1957:2).

Therefore, the above quotation has proven that errors are naturally bound to happen in the course of second language learning and that learners tend to easily acquire those second language features that are similar to their native language and, conversely, face difficulty in learning the features of a second language, when they are different from their native language. This research was set out to investigate vulgar errors as they occur in students' writing. Thus, the data for the research were collected by asking the level II students of BUK and NUK to write essay on some given topics. The essays were marked and analyzed to find out whether or not the errors found in the essays affect comprehension.

Furthermore, this study was also significant, as it tried to expand Jowitt's (1991) submission on vulgar errors. The study attempted to bring to the fore the fact that not all vulgar errors are as common as others and that the errors are also overcome in a pattern. This means that the study revealed the kind of vulgar error which is easiest to

overcome, followed by the subsequent ones. Thus, this research work was relevant to the overall study of language as it dealt with one of the most important aspects of second language learning.

1.6 Scope and Delimitation of the Study

When analyzing students' continuous writing, it is very common to find different categories of errors, which could be phonological, lexical, morphological, syntactic or semantic. In spite of all the many kinds of errors found in the students' essays, the research was restricted to vulgar errors identified in the essays. This means that the scope of the research was on vulgar errors only, while all other types of errors were given less or no attention at all. The spatial scope of this study should have covered a number of tertiary institutions in Nigeria, being a country in which English language is learned as a second language; however, because of many research constraints such as time and economic factors, the investigation was limited to the students of BUK and NUK.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In order to lay a solid background to the present study, this section attempted to look into previous works written on the subject of investigation. Briefly, the chapter reviewed some books and articles written by many scholars on language acquisition, language learning and interlanguage. The chapter also looked into the concept of errors and their different types, as well as the Theoretical Framework adopted for the research.

2.2 Language Acquisition and Language Learning

The concept of language acquisition has been widely discussed by many writers such as Brown and Hanlon (1970), Snow and Ferguson (1977), Pinker (1994) and many others. Language Acquisition is generally seen as a process through which children learn their native language. This process involves a natural and continuous interaction in the first language. Krashen (1981:1) notes that in this process, “the speakers are not concerned with the form of their utterance but with the messages they are conveying and understanding”. Also, according to Brown and Hanlon (1970), error correction and explicit teaching of rules are not relevant to language acquisition. It has also been argued that language acquisition is a fairly stable phenomenon, in which the different language structures are more or less acquired in a similar pattern. This means that during language acquisition, it is very possible to correctly predict the language structures which are acquired early and those which are acquired late (Dulay and Burt, 1975).

Moreover, Mehler and Christophe (2000) state that language seems to be acquired by selection from a set of innate disposition. This corroborates the long held scholarly view that human language is both innate and learned. Hamann and Plunkett (1998:1-2) support this assertion by pointing out that:

By looking at the areas of semantics, syntax, phonology and morphology we have seen that language is extremely complex. And yet small children, who cannot dress on their own, cannot find their way home, and cannot add 2 and 2, are able to conjoin sentences, form relative clauses and use the phonological, morphological, semantic and syntactic rules of their language. The most striking fact about this early ability to use language is that children are not taught their first language but pick it up easily through positive input (Hamann and Plunkett, 1998:1-2).

Furthermore, Hamann and Plunkett (1998) also note that children acquire language without explicit teaching and on the basis of positive evidence of what they hear. They also acquire language in a limited amount of time and in identical ways across cultures. This suggests that children acquire language without any parental teaching. Though, there could be instances of correction from adults, but such corrections are largely unsystematic and children tend to ignore or forget them. However, some of such corrections are found to be helpful to children as they prevent the errors from becoming fossilized. Gass and Selinker (2001:93) identify five stages of child language acquisition, which include the following:

- Babbling
- Words
- Sounds and Pronunciation
- Syntax

- Morphology

Finally, it is very important to make a distinction between child's first language acquisition and child's second language acquisition. While the former has been extensively discussed in the preceding paragraphs, the latter has been referred to as "acquisition by individuals young enough to be within the critical period, but yet with a first language already learned" (Foster-Cohen, 1999:7). Therefore, young children who are already exposed to their first language, but are also in the process of learning another language are said to be in the process of acquiring a second language. And the process of this kind of acquisition is slightly similar to the process of first language acquisition.

Second language learning, on the other hand, is believed to be a process through which native speakers of a particular language learn another language different from their first language. In this sense, the learners have already mastered their mother tongue, and in addition to it, they attempt to learn a second language. Carter and Nunan (2001) contend that second language learning is a deliberate process through which one learns one or more second or foreign languages. This kind of learning is drastically different from the way in which the learners acquire their first language. That is to say, the learners go through markedly different experiences when learning the two languages. This view is further reinforced by the fact that in the 1960s, language learning was believed to be the result of habit formation. In this sense, any learner who tries to learn a second language, having already learned his/her first language, would

revert to those habits he/she encountered during first language learning. Therefore, where those habits are similar to those of the second language, they become helpful; and where they are different, they interfere with the second language learning. This explains why Nigerian speakers of English are affected by interferences from the mother tongue; and these interferences hinder the learning of the language.

Many scholars have promulgated theories on second language learning. Yule (1996:191) observes second language learning as a “conscious process of accumulating knowledge of the vocabulary and the grammar of a language”. Dulay et al (1982) also claim that second language learning is “the process of learning another language after the basics of the first language have been acquired”. These assertions imply that learning a second language is done only after the learners have already become proficient in the grammar and the vocabulary of their first language.

As said earlier, second language learning is a conscious activity and that there are bound to be influences of first language in the learning process of a second language. However, the influences are, according to Kellerman and Smith (1986), cross-linguistic. That is, the first language of the learner may also be hugely affected by the second language (De Bot et al 2005). It is also important to note that researches on second language acquisition have shown that second language development follows linear, gradual and consecutive steps, with a lot of variations and dynamisms. These dynamic aspects of second language learning have been captured by Briggs and Peat (1989) in Dynamic System Theory---a theory developed in the field of biology and

which has now been applicable in second language acquisition. It has been noted by some linguists such as Schmitt (2010), Gass and Selinker (2001), De Bot et al (2005) and so on that learner of a second language faces a sort of complexity, unlike learner of first language. Verghese (2007) remarks that second language learners naturally lag behind with an alternative use of the mother tongue.

Although, there are divergent scholarly opinions about the factors affecting second language learning; and although the opinions also vary about which of the factors has the most influence on second language learning, the following factors are identified by Dulay and Burt (1972), Kenworthy (1987), Filipovic (1974) and Burstall (1979) as the influencing factors affecting the learning process of a second language learning:

- Age of the learner
- Mother-tongue interference
- Level of exposure to the target language
- Classroom interactions
- Teachers
- Peer groups
- Motivation
- Target language models
- Linguistic system difference between the first and the target language.

Scholars such as Gass and Selinker (2001) and Carter and Nunan (2001) contend that second language learning is usually done in either a formal or an informal setting. In an informal context, learners are exposed to the language through interaction with different people in a social setting where the language is spoken; but in a formal setting, second language learning takes place in a classroom setting, where the learners are taught the grammar and vocabulary of the language. Gass and Selinker (2001) note that while the “psycholinguistic processing takes place in a naturalistic situation presumably in a classroom situation”, there appears to be some obvious differences in the quality and quantity of input. This assertion denotes that for those learning another language in their home environment, there is not only limited input, but a large chunk of the input comes from sources whose knowledge of the language may be restricted. The main areas that are shaped by the classroom context include the following (Gass and Selinker, 2001:310):

- Classroom language
- Input processing
- Teachability/Learnability
- Focus on form
- Uniqueness of instruction

2.3 The Concept of Interlanguage

Interlanguage as a linguistic phenomenon came into the field of language acquisition in the late 1970s with Selinker’s (1972) paper. And ever since, there is hardly a discussion on the processes of second language acquisition without a reference

to the concept of interlanguage. Concisely speaking, interlanguage is the language of the learner. It is a distinct language developed by a learner of a second language who is in the process of learning a second language before he/she actually becomes proficient in it. Selinker (1992) describes interlanguage as a “between language”, a learners’ language which exhibits increasing proximity to second language. This approximation is a dynamic, often fluctuating process, influenced by changes in knowledge about and how to use the second language. This language manifests certain characteristic features of both the first and the target languages. As such, it is considered neither the first nor the target language, but a distinct, dynamic and transitional language. Thus, any learner who attempts to learn a second language is embarking upon a progressive discovery of the target language. He/she begins from the starting point (usually the first language) and moves progressively towards the second language. Along the way, the learner would be coming across a lot of hurdles, committing a lot of errors, largely due to the influence of his/her first language. Some errors would be identified and corrected by the learner, while some become fossilized. Indeed, that is why interlanguage is seen as a ‘dynamic system’ and ‘developmental continuum’ which shows increasing complexity (Jowitt 1991). Consequently, Rustipa (2011:20) defines interlanguage as follows:

An interlanguage is developed by a learner of a second language who has not become fully proficient yet but is approximating the target language: preserving some features of their first language, or overgeneralizing target language rules in speaking or writing the target language and creating innovations. (Rustipa, 2011:20)

Luna (2010:2) also defines interlanguage as “an intermediate stage between a learner’s L1 and L2, in which he/she uses rules from both linguistic systems in order to produce sentences in L2”. Interlanguage is a transitory, dynamic linguistic state of second language users, which evolves towards the best second language possible. Interlanguage is also perceived as evidence of learners’ assimilation of the new language into his/her linguistic reality. It is also a sign that the learning activity is meaningful to the learners. It is a complex result of internal cognitive processes that take place during learners’ process of second language learning. Interlanguage is a continuum between the first and the target language along which all learners traverse (Larsen et al, 1992).

Moreover, interlanguage theory is based around the idea that ‘there is psychological structure latent in the brain’ which is activated when one attempts to learn a second language. Therefore, the learner goes through what Selinker (1972) termed ‘recreative process’ whereby he or she creates language afresh on the basis of how he or she learns his or her first language. Interlanguage is also highly individualized and microlectal. That is to say, when two or more native speakers of a particular language attempt to learn the same target language, each one will naturally undergo through different interlanguage norm. In this sense, the errors that can be traceable in a particular learner’s interlanguage could be completely different from what might be detectable in another learner’s. In addition, the level of fossilization of errors by learners is also different.

It is, however, important to know that it was Corder (1967, 1981) who was the first scholar to have developed the framework that learners' native language often positively enhances second language learning, facilitating the learning of target language features that resembles the native language. Perhaps, it is this that made Selinker held a long conversation with Corder before coming up with the concept of interlanguage. Selinker (1972) also states that interlanguage as a linguistic system incorporates not only the phonological, morphological, syntactic but also the lexical, pragmatic and discourse levels of the interlanguage. Covering all the areas of language, "interlanguage differs systematically from both the native language and the target language", Tarone (2006:5)

2.4 Interlanguage Fossilization

It is almost impossible to discuss the concept of interlanguage without looking into the concept of fossilization. Fossilization is so intrinsically related to interlanguage that Selinker (1972) suggests that it is the most distinguishing factor related to interlanguage. This phenomenon manifests itself in the process of second language acquisition when the learner comes across certain errors and becomes incapable of correcting them. These errors are, therefore, said to have become fossilized in the learner. Thus, fossilization depicts a situation "whereby a learner will retain for use in his interlanguage certain items and rules of his mother tongue" (Jowitt 1991:52). In addition, scholars such as Nemser (1971), Tarone (1976) and Sridhar (1980) also hold the same view as Selinker with regards to the concept of fossilization.

According to Rustipa (2011:20), interlanguage can fossilize in any of its developmental stages. And this fossilization means permanent cessation of progress toward the target language. Selinker (1972) asserts that interlanguage fossilization can occur despite all reasonable attempts at learning. Fossilization includes those items, rules and sub-systems that second language learners tend to retain in their interlanguage, that is, all those aspects of interlanguage that become entrenched and permanent. It has also been noticed that this occurs particularly in adult second language learners' interlanguage systems. Tarone (2006) also notes that fossilization occurs when learners' interlanguage stops developing apparently permanently. He states that learners who begin their study of the second language after puberty do not succeed in developing a linguistic system that approaches that developed by children acquiring that language natively. This observation led Selinker to propose that adults use a latent psychological structure, instead of Language Acquisition Device, to acquire second languages.

Moreover, fossilization refers to the process in which incorrect usages of the language become habit to the learner to the extent that he/she cannot easily correct them. However, it is believed that there are few instances where learners somehow succeed in overcoming their fossilized errors, especially if the fossilized usages are seriously impeding communication. Despite the fact that fossilization is generally accepted in the process of second language acquisition, it still generates different opinions from researches, with regards to the degree of its permanence.

2.5 Processes of Interlanguage

Selinker (1972) identifies five different psycholinguistic processes of interlanguage. They are mother tongue interference, overgeneralization, transfer of training, strategies of communication and strategies of training. The aforementioned factors are discussed below:

2.5.1 Mother Tongue Interference

This is a situation in which learners apply usages of their native language to a second language. It happens mostly when learners do not attain native-like competence in the target language and, therefore, bring norms of usage that are peculiar to their mother tongue to the target language. The influence of first language in learning a second language has been discussed by Schmitt (2010). He asserts that no matter how negligible, mother tongue has influence in second language learning. He further claims that learners do not embark on a wholesale transfer of all aspects of their first language to the second language, and that changes are bound to happen in the level and intensity of interference as learners know more about the second or target language. This, further, buttresses Selinker's view that interlanguage is dynamic and developmental, because learners tend to overcome most of the interferences as they approximate the target language. It also supports the traditional assumption that mother tongue transfer is the major influencing factor of interlanguage (Selinker, 1992).

It has been argued by many scholars that the different aspects of language learning do not manifest the same degree of susceptibility to mother tongue

interference. Studies have proved that some areas of the study of language are more vulnerable to mother tongue interference than others. For example, phonology is said to be the area that shows more traces of mother tongue interference than all other areas of language learning. Tregidgo (2001) extensively discusses how phonology of West African languages makes incursion into the English language spoken in former British colonies such as Nigeria, Ghana, Gambia and Sierra Leone (and also in Liberia). In the area of vowel articulation, he observes that because West African languages have comparatively fewer vowels than English, therefore, many West Africans find it chiefly difficult to differentiate and correctly pronounce some English vowel sounds. This is particularly evident in West Africans' difficulty in making a distinction between vowel lengths, as all vowels tend to be pronounced short. Tregidgo (2001) gives the following examples:

- /i/ and /i:/ are often pronounced in the same way, both being short, and sometimes further confused with /ei/. This brings about difficulty in differentiating between *ship*, *sheep* and *shape*.
- /e/ and /ɜ:/ are very often identical, hence the confusion in words like *bed* and *bird*.
- /ɑ:/, /æ/ and /ʌ/ are often confused. That is why some learners do not differentiate the pronunciation of *cart*, *cat* and *cut*.
- /əʊ/, /ɔ/ and /ɔ:/ are also pronounced, more often than not, identically. This is exemplified in pronunciation of words like *road*, *rod* and *roared*.
- /u/ is also confused with /u:/; and this results in difficulty to differentiate between *pull* and *pool*.

It is pertinent to note that vowels are not the only phonological components that pose pronunciation difficulties to second language learners. Owing to interference of different local languages, Nigerian speakers of English find it difficult to correctly utter some English sounds. Tregidgo (2001) also gives examples of some English sounds and how they are (mis)pronounced by West Africans, Nigerians inclusive.

- /ð/ and /θ/ are usually substituted with /d/ and /t/ as in *day* for *they*, *tin* for *thin* and *tree* for *three*. This is, certainly, attributed to the fact that those former sounds are non-existent in African languages.
- In some areas (especially among Igbos), /l/ is confused with /r/. This brings about difficulty in differentiating between *glass* and *grass* or *play* and *pray*. /ŋ/ is normally pronounced /n/ or /ŋg/ as in *siŋgin* for *singing* or *riŋgin* for *ringing*.
- The fact that West African languages are devoid of consonant clusters, it has always been difficult for West Africans to correctly pronounce words that contain consonant clusters. In many instances, some sounds tend to be omitted or substituted. This is particularly common in words like *strengths*, *months*, *film*, *asked* etc.
- In some cases, voiced final consonants tend to be devoiced and the preceding vowel shortened. For example, *write* for *ride*, *rice* for *rise*, *rope* for *robe*, *picks* for *pigs*.

The influence of mother tongue interference in terms of phonology goes far beyond mispronunciation and substitution of vowels and consonants. The fact that

sounds of West African languages are usually dictated by spelling, English speakers in the area are inclined to do the same when speaking in English. In addition, the tonality and stress-timed nature of West African languages affect the rhythm and intonation of West African English.

2.5.2 Transfer of Training

One of the psycholinguistic processes of interlanguage is transfer of training. It has been observed that, in many instances, what a learner previously learns in a particular learning situation can be of utmost importance in learning another concept or idea. Transfer of training is, therefore, a situation in which the knowledge and experiences that a learner previously acquired in one discipline is applied to learning a different, albeit sometimes related discipline. In fact, Tunmer and Rohl (1991) capture it more succinctly when they opine that transfer of training occurs whenever the effects of prior learning influence the performance of a later activity. In situation of second language acquisition, a learner has already acquired patterns and norms of usage of his first language, as such when he or she sets out to learn a second language, those experiences that he or she has had in acquiring the first language will keep influencing his or her second language learning. In other words, transfer of training suggests that second language learners have the tendency to apply rules, skills, knowledge and attitudes they had earlier learned in their first languages when learning a second language.

Transfer of training is inextricably linked to a psychological theory of transfer of learning which is seen by Perkins (1992) as the application of skills and knowledge that were learned in one situation to another learning situation. This phenomenon is believed to bring deeper understanding of the learning task as it brings some skills or knowledge from previous learning to a new learning. However, Tarone (2006) observes that transfer of training can enhance or hinder the new learning. That is to say, when the norms of usage transferred from the first language are indistinguishable from those of the target language, successful learning results. But when the rules and skills transferred from the first language are drastically different from those of the target language, it results in errors and wrong learning. It is on the basis of this that transfer of training is deemed to be of two kinds: positive transfer of trainings and negative transfer of training. Positive transfer of training mostly takes place when prior learning enhances or facilitates the learning of new skills and knowledge. In this sense, learners perform better due to their exposure to the earlier learning. On the other hand, negative transfer of training occurs when the prior learning hinders or impedes the learning of new skills and knowledge; and as a result, the learners are found to be wanting in their overall performance in the new learning task. In second language learning, traces of transfer of training from the first language are believed to either facilitate or hinder effective learning of the second language. This means that transfer of training is said to be positive when the first language enhances learning of the second language; and negative when it does otherwise.

For instance, there are some situations in which transfer of training has a negative effect on spelling of learners of the English language. Some students are found to wrongly spell words due to false analogy, as Jowitt (1991) asserts. Hence, you may have wrongly spelt words like *bussiness, *bowhole and *possitive. However, it has been proved in this research that those kinds of errors can only lead to substandard English, yet the errors can hardly hinder the understanding of the idea intended to be conveyed.

It is quite pertinent, at this juncture, to identify and explain two important evidences of transfer of training found mostly in the English language spoken by Nigerian English users. They are called ‘reduplication’ and ‘double subject sentences’. These two structural characteristics of Nigeria’s local languages are transferred to the English language spoken in Nigeria, thereby giving it a distinct Nigerian flavor as explained in the following paragraphs.

Reduplication

Reduplication is a linguistic term used to refer to a morphological process in which a word or part of it is repeated exactly or with a minimal change. This is done mostly to create plurality or intensification. Following similar line of thought, Kperogi (2015:36) also opines that reduplication (a word which in itself is reduplicated) is a term used by linguists “to describe the deliberate repetition of a word to create plurals or for emphasis”. He gives some examples of reduplicated words common in Nigerian languages and which influence the use of reduplication by Nigerian speakers of

English. Words such as *maza maza* (quickly), *kusa kusa* (closest), in Hausa, *kia kia* (quickly) in Yoruba, *jaga jaga* (terrible) and *yanfu yanfu* (plenty) in Nigerian pidgin English have tremendously aided the transfer of training from Nigerian languages to English. This can be clearly seen in the following examples that are common in the English language spoken by Nigerians. (Igboanusi 2006)

- Please drive slowly-slowly because the road is bad. (Please drive slowly because the road is bad).
- I have visited my friend's campus and saw many fine-fine girls. (I visited my friend's campus and saw several fine girls).
- I have some small-small children in the house. (I have young children in the house).
- We were asked to pay one-one hundred Naira. (We were asked to pay one hundred Naira each).
- Those are simple-simple jobs to do. (Those are very simple jobs to do).

Double Subjects

The use of double subjects is another syntactic feature of learner Englishes that has come to epitomize transfer of training from Nigeria's indigenous languages to English. This process is used to emphasize the subject through the use of double pronouns or the pronoun plus a modifier/qualifier. This is very common in Hausa language, for example, in which the use of double subject is considered perfectly right, as in the sentence 'Musa ya tafi gida'. *(Musa he went to the house). This process is

largely transferred to English by Nigerian speakers of the language as the following examples illustrate. (Igboanusi 2006)

- Me I don't have money. (I don't have money).
- This your friend is a nice person. (Your friend is a nice person./This friend of yours is a nice person).
- We the poor are always cheated in this country. (The poor are always cheated in this country./We are always cheated in this country).
- This is the man who his father died recently. (This is the man whose father died recently).
- You people are kind to me. (You are kind to me).

2.5.3 Strategies of Communication

According to Tarone (2006), strategies of communication denote a procedure used by second language learners to solve communication problems, especially in a situation in which their interlanguage system seems unequal to the task. In other words, strategies of communication take place when the learner attempts to communicate meaning in the target language, but the linguistic item needed is not known to him or her; thus, he or she resorts to use varieties of strategies of communication to pass across the message. Strategies of communication or communicative strategies represent a systematic technique employed by the language learners, when faced with some difficulties of communication mostly due to their inadequate command of the target language (Faerch and Kasper 1983). Strategies of communication are akin to

circumlocution, a situation in which more words are unnecessarily used to express a concept or idea, especially that for which a concise expression exists.

Strategies of communication are one of the characteristics of second language learning. It manifests itself when the learners are yet to approximate the target language. In this situation, the learners' vocabulary pool is very insufficient for effective and efficient communication. As a result of this, learners find it very difficult to concisely express themselves in many communication situations. In order to solve this lingering problem, learners are found to employ different strategies of communication, using many words than required.

The following are some examples of strategies of communication (circumlocution) that can be employed by second language learners due to their ignorance of the proper linguistic item to be used instead:

- A fairly long, sharp-edged, metal tool, with a wooden handle used for cutting things (to refer to knife).
- A thin chain that women wear around their neck (to refer to necklace).
- A machine which uses petroleum and brings electricity when put on (to refer to generator).
- An oily substance which is used mostly by women to color their lips (to refer to lipstick).
- A thick, woven material which is spread on the floor (to refer to mat)

2.5.4 Overgeneralization of the Target Language Rules

Overgeneralization is one of the common features of second language acquisition. It is mostly associated with child language acquisition, and is generally believed to happen when the second language learner overgeneralizes the rules of the target language in situations where they do not apply. Al-Baldawi (2011) observes that overgeneralization as a linguistic phenomenon can be noticed in morphological, syntactic, semantic and behavioral components of second language learning. It is thus, a systematic way that children create and unconsciously use when learning a language so that some of the usages learned are applied in contexts where they are not applicable.

Tarone (2006) asserts that children who overgeneralize show traces of mastery of second language rules, however, they seem to not know all the exception to those rules. As a result of this, it is very common to hear a second language learner overgeneralizes the past tense marker –ed for both regular and irregular verbs, as in the following examples:

wanted

walked

moved

decided

laughed

*taked

*hitted

*writed

*bringed

*goed etc

In addition to overgeneralization of the past tense marker –ed rule, many second language learners also exhibit instances of overgeneralization of plural marker –s rule. In this sense, learners are susceptible to committing the following errors of pluralization:

*mouses

*foots

*tooths

*oxes

*childs etc

Similarly, there are two other language learning phenomena that are closely related to overgeneralization. They are called Overextension and Underextension, and are among the semantic characteristics of child language acquisition. **Overextension** occurs when the learner uses a word in a too broad fashion to include things that are not included in the actual meaning of the word. "... the most common pattern is for the child to overextend the meaning of a word on the basis of similarities of shape, sound and size, and, to a lesser extent, of movement and texture" Yule (1996:185). For example, a learner who sees a fowl or a duck may point at it and says 'here is a hen'. By doing so, he or she overextends the meaning of hen, because to him, any domestic bird is a hen. **Underextension**, on the other hand, is the use of word in a very restricted

manner, often ejecting out many things that should normally be included in the meaning of the word. For example, a learner who is hungry and is given *tuwo da miya* to eat may retort back and says ‘I don’t like this, I would only eat food’. Obviously, this learner seems to not know that *tuwo da miya* too is a food. This could be because he or she thinks that only rice is food.

2.5.5 Strategies of Training

This is another phenomenon common in second language acquisition. Tarone (2006) stresses that strategies of learning are used by the learners in a conscious attempt to master the target language, when they continuously compare what they learn in their mother tongue with the interlanguage and the perceived target language. By so doing, learners consciously set up interlingual identifications. In other words, strategies of training occur when learners having already learned the norms of usage of their native languages compare them with the usages of the interlanguage and subsequently the target language. Other strategies of learning are the use of mnemonics which aid the remembrance of the target language vocabulary, memorization of verb/noun declensions or textbook dialogue, the use of flash cards and so on. The use of these strategies is believed to be a useful way of learning a second language, however, many a times it also results to errors. This is because, more often than not, memorized lists can get confused with one another, especially when there is similarity in spelling or pronunciation between the words of the native language and that of the target language. For example, a Hausa speaking learner of the English language might use the Hausa mediator word ‘Kano’ to help him or her remember the English word ‘canoe’. This can

be a successful strategy of learning a new word from the target language, but, the learner may end up fossilizing the pronunciation of the word 'Kano' in his or her interlanguage in reference to the word 'canoe'.

2.6 The Concept of Errors

The study of errors and error analysis has been in the field of language acquisition since the 1960s. Errors can simply be defined as wrong action attributable to bad judgment, ignorance or inattention. In other words, they are misconceptions resulting from incorrect information. Errors are major occurrences in second language learning; and can generally be seen as deviation from the rules of the target language.

Larsen (1992:59) opines that:

An error is a noticeable deviation, reflecting the competence of the learner. It is a systematic deviation made by the learner who has not yet mastered the rules of the target language. The learner cannot self correct an error because it is a product, reflective of his or her current stage of second language development or underlying competence (Larsen, 1992:59).

It has been stated by Corder (1967) that errors are committed by learners making faulty inferences about the rules of the new language. Jowitt (1991) explains that errors are a result of wrong learning; and that errors are any language usage regarded by educated people as incorrect. Shekhzadeh and Gheichi (2011) suggest that errors are no longer seen as devil signs of failure to be prevented or eradicated, but are signs of developmental processes involved in the learning of language. Indeed, it has been established in this work that language learners still succeed in achieving competence in the language, despite all the errors they might have committed in their learning process.

Brown (2007) comments that “by a gradual process of trial and error as well as hypothesis testing, learners slowly and tediously succeeded in establishing closer and closer approximations to the one used by native speakers of the language”. Selinker (1969, 1992) notes that errors are indispensable to learners since the making of errors can be regarded as a device the learner uses in order to learn a target language. Errors should not be regarded as nuisance to be eradicated, for they are important in three respects:

1. Errors are important for the language teacher because they indicate the learner's progress in language learning.
2. They are also important for the language researcher as they provide insights into how language is learnt.
3. They are significant to the language learner himself/herself as he/she gets involved in hypothesis testing.

2.7 Distinguishing Errors from Mistakes

In their common usages, errors and mistakes are sometimes used synonymously. However, Brown (1993:205) draws a line of demarcation between the two concepts when he contends that while “a mistake refers to a performance error that is either a random guess or slip in that it is a failure to utilize a known system correctly”, an error is such a mistake that fossilizes in the learner and becomes a habit. Rustipa (2011) also asserts that all people make mistakes in both native and second language situation; however, native speakers mostly instantly recognize and correct such errors, which are not the result of deficiency in competence but the result of some sort of breakdown in

the process of production. Larsen (1992) claims that a mistake is a random performance slip caused by fatigue, excitement, etc. and therefore can be readily self-corrected.

2.8 Sources of Errors

Jowitt (1991:59) identifies some sources of errors in Nigerian English such as mother tongue transfer (I hear the smell of gas), transfer from pidgin (I for tell you that...), false hypothesization or overgeneralization (I am go) or failure to learn the special phonic or syntactic features such as (She deals on cloth). Generally speaking however, scholars have identified several sources of errors in second language learning. For example, Touchie (1986:77) identifies two major sources of errors in second language learning. The first source is called the mother tongue interference; and the second is due to intralingual and developmental factors. Negative transfer from the native language of the learners into the target language brings an impediment to learning and, therefore, results to errors. Likewise, intralingual and developmental errors also negatively affect second language learning. Touchie (1986:78) gives the following as intralingual and developmental errors:

- **Simplification:** Learners tend to use simple forms and constructions, as opposed to hard and complex ones. An example is when a learner incorrectly uses simple present tense instead of past perfect tense.
- **Overgeneralization:** This is the use of a particular construction in one context and extending the usage into other contexts in which it should not apply. For example, the use of *comed and *goed as past forms of come and go.

- **Hypercorrection:** Sometimes, overzealous teachers often encourage students to pronounce English sounds correctly, so much so that the students make errors in otherwise correct forms. For example, the teachers' insistence that Arab ESL learners pronounce the phoneme /p/ correctly prompts them to always produce /p/ where the phoneme /b/ is required, as in *pird and *pattle instead of bird and battle.
- **Faulty Teaching:** In some instances, errors committed by the learners of second language are caused by teacher, teaching materials and order of presentation. Interestingly, some teachers are influenced by their learners' errors.
- **Fossilization:** Sometimes, there are pronunciation errors that persist in the learner and become difficult or even impossible to overcome. These errors are said to be fossilized in the learners' interlanguage.
- **Avoidance:** There are second language usages or expressions that may prove very difficult to some learners. Thus, the learners may resort to avoiding the use of these constructions and use simpler structures instead. For example, Japanese learners of English find passive constructions very difficult; and hence avoid using them.
- **Inadequate Learning:** This is mainly caused by ignorance of rule restrictions or under-differentiation and incomplete learning. An example is omission of the third person singular *s* as in: *He want.
- **False Concepts Hypothesized:** Some of the errors committed by learners of English can be attributed to wrong hypotheses formed by the learners about the

target language. For instance, some learners think that the primary auxiliary verbs *is* and *was* are the markers of present and past construction respectively.

Thus, they create structures like: *The man is go to the market, or *It was attend last night.

Similarly, Keshavarz (1994:160) also gives taxonomy of the sources of errors, which includes the interlingual and intralingual errors. Interlingual errors are those errors resulting from mother tongue interference. Bordag (2004) claims that one of the reasons for difficulty in second language acquisition is transfer from learners' first language. This is because during second language production, both first and second language systems are searched in parallel; and thus the first language system may interfere with the second language learning. Interlingual errors, according to Keshavarz (1994:160) manifest themselves in three areas of language learning. They are as follows:

1. Transfer of phonological elements: In phonology, there are certain features peculiar to any individual language. Such features, according to Shekhzadeh and Gheichi (2011), may not be found in another language, or even if they exist in another language, they may take new characteristics which again make them distinctive features in that particular language. This means that both their acoustic characteristics (the pitch of a sound) and articulatory characteristics (how widely the mouth is open in producing sound) may change in both languages. Thus, when these sounds are transferred from one language to another, they result to pronunciation error.

2. Transfer of morphological elements: Some errors arise from morphological sources, as Fallahi (1991) states that it can be a source of error “when the semantic interpretation of some noun is collective in one language, but the semantic interpretation of their equivalents in another language is sometimes collective and sometimes [these nouns] are count plurals”. In English, the word “cattle” is singular in form but plural in number. In a language like Persian, this word is singular in both form and number. A Persian speaker of English may therefore produce incorrect sentence like: *That man has many cattles. This sentence is reflective of his knowledge of his native language.

3. Transfer of grammatical elements: Variations in grammatical structures are one of the main sources of interference errors. Learners of a foreign language transfer, to a considerable extent, the grammatical elements of their mother tongue to the target language. For examples, Fisiak (1981:20) specifies a comparison between possessive forms in English and Punjabi. He explains that:

the possessive construction in English may be formed in two ways: Either by an 's phrase before the noun, or by an ' of phrase after it; e.g., ' the man's hat', ' the hat of the man '. In Punjabi, there is only one possessive construction, coming before the noun, but similar in structure, to the English ' of phrase which comes after the noun, equivalently ' man of hat'. These contrasts appear to be the source of errors like the following: ' There is a shoe of a pair. ' *for* ' There is a pair of shoes. " Some crisps of packets ' *for* ' Some packets of crisps', ' His hand of the fingers ' *for* 'The fingers of his hand (Fisiak, 1981:200).

Intralingual errors, on the other hand, are defined by Keshavarz (1994:107s) as “errors caused by the mutual interference of items in the target language, i.e. the

influence of one target language item upon another”. These errors are manifested in these areas:

- **Overgeneralization:** According to Ziahosseiny (1999:126), overgeneralization simply refers to ignorance of rule restriction. It occurs when the learner of a target language “has mastered a general rule but does not yet know all the exceptions to that rule”. For example, a Persian learner of English may, on the basis of his limited knowledge of past tense form, use ' ed ' morpheme on irregular verbs. For example: ‘Ali eated the apple.’ instead of ‘Ali ate the apple’.
- **Transfer of Training:** This refers to a situation “when teaching creates language rules that are not part of a target language” (Ziahosseiny, 1999:126). For example, learners may hear their teacher say ‘There is little snow’ and by false analogy, they produce unacceptable sentences like *The snow is little (Yarmohammadi, 1995:63).

2.9 Types of Errors

There are a number of criteria used by scholars in classifying the types of errors. For the purpose of this study, three different types of errors, by three different scholars, were discussed.

2.9.1 Performance Errors and Competence Errors

Touchie (1986:76) sees performance errors as those that are not very serious and can be overcome with little efforts by the learners. These errors are often committed by

second language learners when they are tired or in haste. Competence errors, on the other hand, are more serious than performance errors. These errors exhibit inadequate learning and lack of proper mastery of the target language, as such, learners need to put a lot of effort to overcome them. In a nutshell, performance errors are more like mistakes done due to inattention, while competence errors reflect poor or wrong learning of the target language. Thus, on the basis of this investigation, one can classify errors of wrong spelling due to conflation and errors of wrong addition of –ed to past tense forms as performance and competence errors respectively.

2.9.2 Local Errors and Global Errors

According to Burt and Kiparsky (1978), errors can be divided into local and global errors. Local errors do not hinder communication or impede understanding of the meaning of utterances, while global errors interfere with communication and disrupt the meaning of utterances. Local errors involve noun and verb inflections and the use of articles, prepositions and auxiliaries, while global errors involve wrong word order in a sentence. In a nutshell, local errors are unserious errors, because comprehension of the message is not affected, whereas global errors are serious, because the intended meaning of utterances is hindered. Accordingly, some of the vulgar errors found among the subjects of this research can be grouped as local errors. This is for the fact that evidences from the research reveal that learners not all the vulgar errors are serious, as few of them are found to be impeding comprehension.

2.9.3 Idiosyncratic Errors and Common Errors

These types of errors are classified by Jowitt (1991) and are centered on Nigerian learners of the English language. This classification of errors is largely based on their possible and presumed causes or to their frequency of occurrence and the attitude displayed to them by the different sections of the language community.

Idiosyncratic Errors

According to Jowitt (1991:60-61), idiosyncratic errors are those peculiar to an individual and characterizing his idiosyncratic dialect. These errors occur at the early stage of the learning process, as such as, they are likely to be identified and corrected by teachers, peers, older children, parent et cetera. These errors impede communication and thus, they tend to be eliminated at relatively early stages of the learning process and have less chance of becoming fossilized. Idiosyncratic errors are stigmatized by the educated Nigerian community in general. Some of them which do not hinder communication are likely to persist longer, because they are allowed to go unchecked. Jowitt (1991:61) identifies some examples of these errors committed by different categories of people. They are as follows:

- You seem to have taken on a lot of teaching load. (a senior civil servant)
- You must have refreshed up since your reposting. (a young graduate)
- It is a great pleasure that you still remember me and even take time to write a prizeful letter. (an undergraduate)
- I have no doubt in mine mind that things are going on well with you. (an NCE teacher)

- Please progress your help. (a Form 3 student in a Teachers' College)
- With much happy and glad, how are you? (a messenger with a primary-school education)

Common Errors

Common errors are those occurring in written and spoken discourses of a large number of learners. They are commonly used and rarely impede communication. In other words, they are fossilized errors and their fossilization is reinforced by their widespread usage. According to Jowitt (1991:60), these errors appear to be attributed to the same psycholinguistic causes as idiosyncratic errors. This means that common errors began sometimes in the past as idiosyncratic errors, before they become fossilized first in the microlectal interlanguage and later spread to become fossilized in the macrolectal interlanguage. Common errors are also subdivided into vulgar errors and institutionalized errors. It is important to make it clear that the findings of this research appear to corroborate most of the assertions of Jowitt (1991), as it is discovered that most of his claims about common errors are proved by the findings. Moreover, it is found out by the research that not all vulgar errors are common; some of them appear to have higher frequency of occurrence than others.

Vulgar Errors: These are errors which show ignorance of fairly elementary rules; and typical of them are syntactic, morphological and spelling errors. Vulgar errors are stigmatized by the better educated section of the English-using community. They are signs of coarse linguistic manners and of semi-literacy. Jowitt (1991:61) notes that

vulgar errors are “learned at primary or secondary schools due to influence of interlanguage norm and the fact that there are large numbers of Nigerians who do not complete the secondary school course or whose education stops at ‘O’ level powerfully reinforces their prevalence in Nigerian society”. However, those learners whose education goes beyond primary and secondary school may begin to unlearn these errors. Jowitt (1991:61) gives the following examples of vulgar errors selected at random:

- Wrong use or wrong omission of *-s* in verb forms (She doesn’t feels sleepy, He need a book)
- Category Shift (She jealoused me)
- Wrong addition of *-ed* to past tense forms (He hitted me)
- Wrong addition of *-ly* to certain adverbs (He talks fastly)
- Cross-association of *too* and *so* (His words were too insulting that they reported him)
- Wrong spelling due to false analogy (occassion, dinning)
- Wrong spelling due to conflation of /I:/ and /I/ (Isaac has been leaving at Kaduna)

Institutionalized Errors: These are common errors which, according to Jowitt (1991:61), “are not identified as errors except by native users or by the most highly educated and experienced Nigerian users of English within the wider class of the educated”. These include top newspaper editors, Court of Appeal judges, professors,

sophisticated authors et cetera. Institutionalized errors are manifested with the breaking of the rules of the more advanced syntax such as:

- The pluralization of the non-count nouns, e g furnitures, equipments, properties, staffs etc
- The misuse of the past perfect tense, e g I attended the party *instead of* I have attended the party.
- The misuse of phonology, such as wrong primary accent or wrong nuclear accent placement.
- The non-learning of the proper complementation of verbs (such as the use of *for* after *demand* and *advocate* used as verbs), e g I demand for justice *instead of* I demand justice.

2.10 Writing in English as a Second Language

As a medium of instruction in schools in many English as a Second Language (ESL) countries, students are expected to communicate freely in the English language. Although, the students may be learning and specializing in different disciplines, the language used for instruction is English; and as such its mastery for all and sundry is sine qua non. In such cases, teaching and learning of English can help the students to deal successfully with their academic demands and to perform successfully in their disciplines and professional contexts (Adams and Keene, 2000).

Language is said to be primarily spoken; that is to say, language first exists in the spoken form before it is put into written medium. A large chunk of our communicative

activities come in form of discussion and interaction. However, there are non-spoken means of communication which come in form of gestures, head nodding, facial expression and so on. Arapoff (1967:43) defines writing as “a purposeful activity and organization of experience requiring active thought to achieve coherence and clear thinking”. And according to Raimes (1983:271) in Kamal (2010:18s), writing is a representation and making of meaning. The ability to write well is largely dependent on the ability to acquire the productive knowledge of vocabulary and observe the basic rules of grammar (Idris, 2014)

Al-Khasawneh (2010) investigates on the writing problems faced by Arab students and other second language learners of English. It is discovered that second language learners of English encounter problems in grammar, organization of ideas, spelling and referencing. Most of the learners lack a reasonable number of vocabulary needed for effective writing task. This concurs with Coxhead and Nation (2001) who state that approximately 2,000 words are seen in most uses of the English language. Rabab’ah (2003) also comments that most second language learners lack the necessary vocabulary, when they are engaged in authentic communicative situations such as writing and speaking. As a result the students will be unable to express their ideas freely and accurately because of limited vocabulary.

Moreover, second language learners of English are also faced with problems of grammar. This includes important grammatical forms such as tenses, voices, modals, articles, nominalization and logical connectors (Dudley-Evans and St. John, 1998).

Therefore, learners need to be exposed to learning materials that will help develop their use of English. Hutchinson and Waters (1987) emphasize that teachers have to identify the grammatical forms and produce materials that took these forms as their syllabus. This coincides with the remarks of Allen and Widdowson (1974) that the students' need could be only met by a course that develops the knowledge of how sentences are combined together to make meaning. Finally, it has also been discovered by Al-Khasawneh (2010) that the aforementioned writing problems are caused by students' weak foundation, environmental factors and method of teaching.

2.11 Theoretical Framework

There are many ways of analyzing errors in the English language; however, the theoretical framework adopted for this research was the theory of interlanguage promulgated by Selinker (1972) as well as Jowitt's (1991) proposition of vulgar errors. The choice of Selinker's model of description arose because the concept of interlanguage error as a linguistic phenomenon has its root from that seminal work. And it was in that paper that the author coined the concept and lucidly explained the theory of interlanguage. Selinker hypothesizes that there is a latent psychological structure in the brain which is activated when one tries to learn a second language after already acquiring proficiency in a first language. For instance, the utterances and expression produced by a second language learner would be neither the first nor the second language. That is to say, a second language learners' speech would not be identical to that produced by the native speakers of the target language, and nor would

they be exact translation of the target language. Instead, a separate linguistic system would be developed.

The processes of interlanguage are dynamic and developmental; and therefore represent the transitional competence of a second language learner. Thus, it is these interlanguage processes that would be taken into consideration when analyzing the students' essays. Again, the essays would be analyzed within the proposition of vulgar errors identified by Jowitt (1991)

In conclusion, this chapter discussed the notion of language acquisition and language learning. It also discussed the concept of interlanguage and its processes (mother tongue interference, transfer of training, overgeneralization of target language rules, strategies of communication and strategies of training). The concept of errors, their sources and types were also adequately highlighted. Finally, the chapter looked into the idea of writing in English as a second language as well as the Theoretical Framework used for the research.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed the methodology employed by the researcher in the conduct of this research. Methodology is very vital as it assists one to understand the procedure followed in gathering information for the research. In the light of the above, this section discussed such issues as research design, population of the study, sample size and sampling technique, data collection instrument, data collection and data analysis procedure.

3.2 Research Design

In order to obtain data for the research, the researcher adopted a case study approach. This research design seemed to be a perfect fit for the research, as it allowed the researcher to vividly explore and explain the phenomenon under investigation. The study was carried out by administering a test to the subjects of the research (level II students of BUK and NUK).. They were given four different topics and asked to write an essay of not more than a page on any one of the topics. The essays were analyzed to find the possible vulgar errors in them.

3.3 Population of the Study

This research was conducted on the level II students of the Departments of English of BUK and NUK; therefore, the population for this research was drawn from the two departments from the aforementioned universities. The students were given

admission in 2013/2014 academic session and they take English as their main course of study in the university. Based on the records obtained from each of the two departments, the total number of the students of the department of English and Literary Studies BUK was thirty four (34), while that of the department of English NUK was sixty five (65). This constituted a total of ninety nine (99) students as the population of the research.

3.4 Sample Size and Sampling Technique

Considering many constraints associated with conduct of research, it was practically difficult to make a thorough analysis on all the identified members of the population of the research that would then be generalized on the target population (ie second language learners of English). Therefore, in order to give all the members of the population equal and independent chance of being selected in the sample, as (Krejcie and Morgan, 1970) assert, the researcher used simple random sampling and selected sixty (60) members of the population to serve as the sample size. The selection of this sample was done separately on each of the two universities, before the administration of the instrument. In BUK, the researcher used separate pieces of paper and on them wrote numbers one to thirty four (1-34) and asked the subjects to pick one by one. Those who picked numbers one to thirty (1-30) were given a chance to participate in the study. Again in NUK, the researcher used separate pieces of paper and on them wrote numbers one to sixty five (1-65). Those who picked numbers one to thirty (1-30) were also given a chance to participate in the study.

3.5 Data Collection Instrument

The instrument used for data collection in this research work is essay writing. As discussed earlier, the focus of the research is on vulgar errors; as such, the researcher decided on the use of essay writing as a tool for data collection, as it gives room for a possibility of having vulgar errors in the essays. . The subjects of the research were given four different essay topics and were asked to choose and write an essay on any one of the topics. This was done in order to test the subjects' mastery of the English language and to determine if the possible vulgar errors committed in the essay affect comprehension or lead to poor performance among other things. It was, therefore, hoped that this instrument is relevant and efficient for collection and analysis of data.

3.6 Data Collection Procedure

With the help of research assistants, the researcher gathered the data for the research, by administering a test to the students of the English departments of BUK and NUK. The researcher met the students in their separate universities and explained the purpose of administering the test to them. The researcher also gave room for asking questions and giving answers that would not predetermine the responses of the students on the instrument. Time limit of one hour was allocated to the respondents, who were then asked to write an essay of not more than a page on any of the following topics:

- The weather I like most
- The market day in my village/town
- How to prepare my favorite meal
- An experience I will never forget

3.7 Data Analysis Procedure

For easy and clear analysis of the data collected from the subjects of the research, the researcher employed a descriptive analysis to evaluate the written essays, so as to indicate the possible vulgar errors in the essays. The selected sixty (60) essays written by the students were analyzed taking Jowitt's (1991) submission of vulgar errors and the processes of interlanguage given by Selinker (1972). The essays were photocopied four times, making the sum of one hundred and twenty copies. Each of sixty set of essays was given to each of the four experienced teachers of the English language selected for marking and evaluation. The researcher used simple percentage table to classify the possible vulgar errors committed by the respondents.

CHAPTER FOUR

DATA ANALYSIS, DISCUSSION AND FINDINGS

4.1 Introduction

This chapter gave a detailed account on the presentation, discussion and analysis of the data collected from the subjects of the research. The data were gathered from the marked essays written by level two students of BUK and NUK. Therefore, all the essays written by the sampled students were separately presented and analyzed. It is, however, important to note that in each essay only the sentences that contain vulgar errors were presented unedited and numbered. This was done in order not to interfere with the finding of the research. All the sentences that contain vulgar errors in each of the essays were underlined on the actual scripts of the test. Some of the presented essays were attached at the end of the research as appendices. In addition, the findings were also presented and analyzed on tables,

The vulgar errors portrayed in the students' essays were analyzed using the model of vulgar errors proposed by Jowitt (1991) and the processes of interlanguage given by Selinker (1972). This was done with the aim of answering the research questions as well as the accomplishment of the objectives of the study. Jowitt (1991) identifies the following categories of vulgar errors:

- Wrong use or wrong omission of *-s* in verb forms (She doesn't feels sleepy, He need a book)
- Category Shift (She jealoused me)
- Wrong addition of *-ed* to past tense forms (He hitted me)

- Wrong addition of *-ly* to certain adverbs (He talks fastly)
- Cross-association of *too* and *so* (His words were too insulting that they reported him)
- Wrong spelling due to false analogy (occassion, dinning)
- Wrong spelling due to conflation of /I:/ and /I/ (Isaac has been leaving at Kaduna)

4.2 Data Analysis

The data that were analyzed in this section was derived from the essays written by the students of the department of English, BUK and NUK. The sixty (60) scripts sampled were marked by four veteran teachers of the English language. However, not all the sixty (60) scripts marked were found to be exhibiting instances of vulgar errors. It was discovered that only fifty six (56) scripts contain sentence(s) manifesting vulgar errors. Therefore, it was only these fifty six (56) scripts that were analyzed separately. For easy identification, the essays were named Text one, Text two, Text three and so on. The sentence(s) that contain vulgar errors were marked with asterisk and the actual error(s) in the sentence(s) was written in bold. Again, the sentence(s) that contain the errors were tagged ‘A’, while their possible correct version(s) were tagged ‘B’. Immediately below the sentence(s), some explanation was given to show the kind of vulgar error found in each essay.

4.2.1 Sentence(s) containing vulgar errors in Text one and their possible correct version(s) as well as their interpretation and comment:

1a. *I will never forget that day **untill** the next

1b. I will never forget that day until the next.

2a. *Principal Zurrak will not let me home **untill** I face the punishment of bringing my phone to school.

2b. Principal Zurrak will not let me home until I face the punishment of bringing my phone to school.

Text one contains two instances of vulgar errors. Both the two sentences contain errors which fall under what Jowitt (1991) classifies as wrong spelling due to false analogy. It is observed that the word “until” is wrongly spelt due to false analogy with the word “till”.

4.2.2 Sentence(s) containing vulgar errors in Text two and their possible correct version(s) as well as their interpretation and comment:

1a. *I **taught** I was going to die.

1b. I thought I was going to die.

This essay contains only one sentence that shows instance of vulgar errors. Like the preceding essay, this one also shows example of wrong spelling due to false conflation. It appears that the writer of the essay cannot differentiate between /t/ and /θ/; and hence the wrong use of the word “taught” instead of “thought”. This error can also be attributed to a process of interlanguage called mother tongue interference by Selinker (1972).

4.2.3 Sentence(s) containing vulgar errors in Text three and their possible correct version(s) as well as their interpretation and comment:

1a. *She is my class and **sit** partner.

1b. She is my class and seat partner.

This essay also contains one sentence with a vulgar error. The vulgar error traced in this essay falls under what Jowitt (1991) called wrong spelling due to conflation. It appears that the writer of the essay confuses /i/ and /i:/ hence the word “sit” is used instead of “seat”

4.2.4 Sentence(s) containing vulgar errors in Text four and their possible correct version(s) as well as their interpretation and comment:

1a. *Secondly, my body systems developed **possitively** and work satisfactorily during raining season.

1b. Secondly, my body systems developed positively and work satisfactorily during raining season.

The above essay exhibits one instance of vulgar error. This error is an example of what Jowitt (1991) refers to as wrong spelling due to false analogy. In the given sentence, the word “positively” is wrongly written with double “s” instead of a single one. This might be because of false analogy with words like “possibility” or “possession” and so on.

4.2.5 Sentence(s) containing vulgar errors in Text five and their possible correct version(s) as well as their interpretation and comment:

1a. *We first all go to Umrah because it is Ramadan time and **letter** on we go to Dubai and end our journey **their**.

1b. We first all go to Umrah because it is Ramadan time and later on we go to Dubai and end our journey there.

The above sentence in Text five shows two instances of vulgar errors. The first error belongs to what Jowitt (1991) classifies under wrong spelling due to conflation, as the writer seems unable to detect the difference between the two vowel sounds following the /l/ sound in the words “later” and “letter”. The second error is of wrong spelling due to false analogy in the spelling of the word “there”, which is wrongly spelt “their”.

4.2.6 Sentence(s) containing vulgar errors in Text six and their possible correct version(s) as well as their interpretation and comment:

1a. *When her mother died, the step mother used to beat her everyday and **doesn't gives** her food.

1b. When her mother died, the step mother used to beat her everyday and doesn't give her food.

2a. Her father **doesn't knows** when he comes back home.

2b. Her father doesn't know when he comes back home.

This essay contains two sentences depicting two similar cases of vulgar errors. The two sentences show wrong addition of “s” to verb. In sentence one, the lexical verb

“give” should have been used and not “gives”. Likewise in sentence two, the verb “know” should have been used instead of “knows”.

4.2.7 Sentence(s) containing vulgar errors in Text seven and their possible correct version(s) as well as their interpretation and comment:

1a. *Water is **spreaded** through them.

1b. Water is spread through them.

2a. *People especially **bussiness** men, whom their work on that day are to provide and sell materials differently.

2b. People especially business men, whose works on that day are to provide and sell materials differently.

3a. *Everybody in the village especially old and younger **once** are rushing in order to get benefit of the market day, because it is the only day that meats are cooked in order **to glad** and satisfy the family entirely.

3b. Everybody in the village especially old and younger ones are rushing in order to get benefit of the market day, because it is the only day that meats are cooked in order to satisfy and make the family happy entirely.

4a. *The market is still full **untill** night-time, which at that particular time people will start **living** to their home town.

4b. The market is still full until night-time, which at that particular time people will start leaving to their home town.

In Text seven, there are a number of four sentences that contain vulgar errors. In sentence one, there is what Jowitt (1991) calls wrong addition of –ed to past form. As

one can see in the sentence, the word “spread” is spelt “spreaded”. In sentence two on the other hand, there is what is referred to as wrong spelling due to false analogy. The word business is spelt with double “s” (bussiness) instead of one. Moreover, sentence three shows two different cases of vulgar errors. The first error falls into wrong spelling due to false analogy, in which “ones” is spelt as “once”. The second error shows category shift where an adjective “glad” is reclassified as an infinitive verb “to glad”. Lastly, in sentence four, there also two different types of vulgar errors. The first one is the wrong spelling due to false analogy, in which “until” is spelt with double “l”. The second one portrays wrong spelling due to conflation, where the word “living” is used instead of “leaving”. This shows that short /i/ vowel is used in place of the long one.

4.2.8 Sentence(s) containing vulgar errors in Text eight and their possible correct version(s) as well as their interpretation and comment:

1a. *It is a weather that Allah **provide** His servant with abundant water that **help** and **assist** people in several ways.

1b. It is a weather that Allah provides His servant with abundant water that helps and assists people in several ways.

2a. *The season **help** people most **expecially** the farmers with enough water that will enhance the growth of their crops.

2b. The season helps people most especially the farmers with enough water that will enhance the growth of their crops.

3a. *Raining season **enhance** and **give** my skin a cool refreshment which I have seeing.

3b. Raining season enhances and gives my skin a cool refreshment which I have seen.

4a. *Our house well had been block and our **bowhole** has stoped working.

4b. Our house well had been blocked and our borehole has stopped working.

The above essay also has a total of four sentences that depict vulgar errors. Sentence one shows three instances of what Jowitt (1991) referred to as omission of “s” in verb forms. The first one should have been “Allah provides” and the second one “water that helps and assists”. Sentence two, however, illustrates two vulgar errors. The first one is the wrong omission of “s” in verb forms, where the correct version should have been “The season helps”. The second error in sentence two is wrong spelling due to false analogy. In the sentence, the word “especially” is spelt “expecially” perhaps because of analogy with words like “experience”. Again, in sentence three, there is another wrong omission of “s” in verb forms. Finally, in sentence four, there is wrong spelling due to false analogy, in which the word “borehole” is wrongly spelt “bowhole”.

4.2.9 Sentence(s) containing vulgar errors in Text nine and their possible correct version(s) as well as their interpretation and comment:

1a. *It was really a great experience over **their**.

1b. It was really a great experience over there.

2a. *I wished one day I will go back **their**.

2b. I wished one day I will go back there.

In Text nine, there two sentences showing two similar examples of wrong spelling due to false analogy/. In both cases, the word “there” is wrongly spelt “their”.

4.2.10 Sentence(s) containing vulgar errors in Text ten and their possible correct version(s) as well as their interpretation and comment:

- 1a. *Stir it until it became **tick**..
- 1b. Stir it until it became thick.
- 2a. *By having your water like **have** of the pot.
- 2b. By having your water like half of the pot.

In Text ten, there two sentences showing two cases of wrong spelling due to conflation. In sentence one, the word “thick” is spelt “tick”, while in sentence two, the word “half” is spelt “have”. This is because the writer of the essay appears to be incapable of differentiating /t/ form /e/ in the former or /f/ from /v/ in the latter. This error arises also due to mother tongue interference.

4.2.11 Sentence(s) containing vulgar errors in Text eleven and their possible correct version(s) as well as their interpretation and comment:

- 1a. *In the same **vain**, the news of her death made my dad devastated and he also passed away.
- 1b. In the same vein, the news of her death made my dad devastated and he also passed away.

Text eleven contains only one vulgar error. It is a wrong spelling due to false analogy. The word “vein” is erroneously regarded to be the same word as “vain”.

4.2.12 Sentence(s) containing vulgar errors in Text twelve and their possible correct version(s) as well as their interpretation and comment:

1a. After it have been boiled, then you will add the semovita and stir it until it become **tick**.

1b. . After it had been boiled, then you will add the semovita and stir it until it becomes thick.

2a. *Then you will **live** it on the fire for five minutes.

2b. Then you will leave it on the fire for five minutes.

This essay portrays two examples of vulgar errors in two sentences. In both sentences, there is what Jowitt (1991) called wrong spelling due to conflation. The word “thick” is wrongly spelt “tick” in sentence one, where as in sentence two, the word “live” is mistaken for “leave”.

4.2.13 Sentence(s) containing vulgar errors in Text thirteen and their possible correct version(s) as well as their interpretation and comment:

1a. *The teachers **randomed** came out from the staff room.

1b. The teachers randomly came out from the staff room.

2a. Some people even **painted**.

2b. Some people even fainted.

In this essay, two cases of vulgar errors are found. Sentence one shows what Jowitt (1991) called category shift, in which a adjective “random” is reclassified as a verb “randomed”. Sentence two, on the other hand, shows example of wrong spelling

due to conflation. In this sentence, there is a substitution of /p/ and /f/ sounds, where the word “painted” is used in place of “fainted”.

4.2.14 Sentence(s) containing vulgar errors in Text fourteen and their possible correct version(s) as well as their interpretation and comment:

1a. *The hot weather **does not gives** skin problems and other health problems.

1b. The hot weather does not give skin and other health problems.

The above essay contains only one case of vulgar error. It is what Jowitt (1991) referred to as wrong use of “s” in verb forms. The correct version of the wrong part of the sentence should be “does not give”.

4.2.15 Sentence(s) containing vulgar errors in Text fifteen and their possible correct version(s) as well as their interpretation and comment:

1a. *Hot season sometimes **bring** a delay in some activities.

1b. Hot season sometimes brings a delay in some activities.

Text fifteen portrays a vulgar error known as wrong omission of “s” in verb forms. The verb “give” should have taken the addition of “s”

4.2.16 Sentence(s) containing vulgar errors in Text sixteen and their possible correct version(s) as well as their interpretation and comment:

1a. *I was sitting alone in the **pallow** waiting for my brothers and sisters as well as my father with whom we will all go out together.

1b. I was sitting alone in the parlor waiting for my brothers and sisters as well as my father with whom we will all go out together.

2a. *Suddenly I **had** an announcement that **their** is a religious crisis going on in almost five states in the country.

2b. Suddenly, I heard an announcement that there is a religious crisis going on in almost five states in the country.

3a. *I narrated to her what I **had** in the radio and we all listen again.

3b. I narrated to her what I heard in the radio and we all listen again.

4a. *We were in the class with absolute silence when we **had** a noise outside.

4b. *We were in the class with absolute silence when we heard a noise outside.

5a. *They reach a certain **extend** where they hit him.

5b. They reach a certain extent where they hit him.

6a. *I try to check nearby to see **whewater** I can find him but he was no where to be found.

6b. I try to check nearby to see whether I can find him but he was nowhere to be found.

7a. *He **don't** know where he was heading to.

7b. He didn't know where he was heading to.

8a. *He hurriedly **take** me to his house and **give** me some first aid treatment.

8b. He hurriedly takes me to his house and gives me some first aid treatment.

In this essay, there are no fewer than eight sentences with vulgar errors, though in some sentences the errors are similar. In sentence one, there is a wrong spelling due to conflation, where the word “parlour” is wrong spelt “pallow”. Again, sentence two, three and four manifest a total of three strikingly similar errors; and all of the errors

also belong to wrong spelling due to conflation. The errors traced in these sentences involve changing the central vowel /ɜ:/ with /a/ in the word “heard: wrongly spelt “had”. However, in sentence two again, there is also wrong spelling due to false analogy, in which the word “their” is wrongly used in place of “there”. Sentence five and six also exhibit wrong spelling due to false analogy, where in sentence five, the word “extent” is wrongly assumed to be “extend”, while in sentence six, the word “weather” is wrongly spelt “wheather”. In sentence seven, there is wrong omission of –ed in verb forms. The verb “didn’t” is wrongly used as “don’t”. Finally in sentence eight, there is two case of wrong omission of “s” in verb forms, where the verbs “take” and “give” are wrongly used without “s”.

4.2.17 Sentence(s) containing vulgar errors in Text seventeen and their possible correct version(s) as well as their interpretation and comment:

- 1a. *He never **forget** through out his life.
- 1b. He never forgets throughout his life.

The above essay contains only one error which is the omission of “s” in verb forms. The verb “forget” should have been “forgets”.

4.2.18 Sentence(s) containing vulgar errors in Text eighteen and their possible correct version(s) as well as their interpretation and comment:

- 1a. *She **weped** and called out to the security men and the househelps for aid.
- 1b. She wept and called out to the security men and the house help for aid.
- 2a. *We **weped** and cried until uncle came and stopped us.

2b. We wept and cried until uncle came and stopped us.

In this essay, there are two similar vulgar errors; and both belong to Jowitt's (1991) wrong addition of -ed to past form, in which the past form "wept" is rendered "weaped".

4.2.19 Sentence(s) containing vulgar errors in Text nineteen and their possible correct version(s) as well as their interpretation and comment:

1a. *I travel alone only my sisters **excourt** me to the airport.

1b. I travel alone only my sisters escort me to the airport.

2a. *I feel so **embrace** because I sit on first class chair.

2b. . I feel so embarrassed because I sit on first class chair.

3a. *U can **seat** anywhere you like to sit.

3b. You can sit anywhere you like to sit.

4a. *He **show** me my **sit** number and **show** me direction to it.

4b. He shows me my seat number and the direction to it.

5a. *There is pastor who **sit** beside me and he also **help** me to put the belt properly.

5b. There is pastor who sits beside me and he also helps me to put the belt properly.

6a. *Some people miss **there** teeth.

6b. Some people miss their teeth.

7a. *They forget **there** culture.

7b. They forget their culture.

8a. *I feel so **embrace**.

8b. I feel so embarrassed.

9a. After three days my sister **take** me to the **bitch**.

9b. After three days my sister takes me to the beach.

The above essay contains a total of nine sentences with vulgar errors. In sentence one, there is a wrong spelling due to false analogy, where the word “escort” is wrongly labeled “excourt”. Likewise, sentence two and eight show similar cases of wrong spelling due to false analogy, in which the word “embarrassed” is rendered “embrace”. In sentence three, four and five, there is wrong spelling due to conflation, where the word “seat” and “sit” are misused. Again, in sentence four and, there is also wrong omission of ‘s’ in verb forms. Sentence six and seven show wrong spelling due to false analogy, where the word “their” is wrongly rendered “there”. Finally, sentence nine also contains wrong spelling due to conflation in which the writer appears unable to differentiate “beach” from “bitch”.

4.2.20 Sentence(s) containing vulgar errors in Text twenty and their possible correct version(s) as well as their interpretation and comment:

1a. *The harmattan is a season that **dose not** restrict someone from performing his daily activities.

1b. The harmattan is a season that does not restrict someone from performing his daily activities.

2a. *Also, the cold season is the season that **dose not** make someone to look frustrated or looking tired.

2b. Also, the cold season is the season that does not make someone to look frustrated or look tired.

In this essay, there are two similar examples of wrong spelling due to false analogy in both the two given sentences. In both cases, the auxiliary verb “does” is wrongly rendered “dose”, perhaps due to false analogy with “those”.

4.2.21 Sentence(s) containing vulgar errors in Text twenty one and their possible correct version(s) as well as their interpretation and comment:

1a. *The police took photo-shot of the accident scence, in order to contact the families of the accident victims and inform them on their **were about**.

1b. The police took a photograph of the accident scene, in order to contact the families of the accident victims and inform them on their whereabouts.

In this essay, there is a wrong spelling due to false analogy. The word “whereabouts” is wrongly rendered as two separate words “were about”.

4.2.22 Sentence(s) containing vulgar errors in Text twenty two and their possible correct version(s) as well as their interpretation and comment:

1a. *He **know** me very well.

1b. He knows me very well.

The above essay has only one vulgar error. It is an omission of “s” in verb form, where the lexical verb “know” should have taken the addition of “s”.

4.2.23 Sentence(s) containing vulgar errors in Text twenty three and their possible correct version(s) as well as their interpretation and comment:

1a. *When I **hard** this I lain my complain to the head of ICT department.

1b. When I heard this I lain my complain to the head of ICT department.

2a. *I join one computer school “Gateway Computer” were I obtain my certificate within six month.

2b. I join one computer school “Gateway Computer” where I obtain my certificate within six month.

The above essay has two cases of vulgar errors. In both sentences, there errors which Jowitt (1991) classified as wrong spelling due to conflation. In sentence one, the word “heard” is mistaken as “hard”, whereas in sentence two, the word “where” is mistaken as “were”.

4.2.24 Sentence(s) containing vulgar errors in Text twenty four and their possible correct version(s) as well as their interpretation and comment:

1a. *I heard from my mum.

1b. I heard from my mum.

Text twenty four contains only one vulgar error, which is a wrong of –ed in past form. In the identified sentence, the addition of –ed is wrongly done in the verb “hear” to create *“heard” instead of the correct version “heard”.

4.2.25 Sentence(s) containing vulgar errors in Text twenty five and their possible correct version(s) as well as their interpretation and comment:

1a. ***Their** is absence of sun heat in the period.

1b. There is absence of sun heat in the period.

2a. ***Their** is no heat disturbance.

2b. There is no heat disturbance.

The above essay contains two similar examples of vulgar errors. Both cases found are wrong spelling due to false analogy. The word “there” is confused with the possessive pronoun “their” .

4.2.26 Sentence(s) containing vulgar errors in Text twenty six and their possible correct version(s) as well as their interpretation and comment:

1a. *I **did not even identified** her as a result of serious injuries.

1b. I did not even identify her as a result of serious injuries.

2a. Her neck **get** broke.

2b. Her neck gets broken.

In the preceding essay, there are two instances of vulgar errors. In sentence one, there is wrong addition of –ed to the lexical verb “identify”. But in sentence two, there is wrong omission of “s” in the verb “get”.

4.2.27 Sentence(s) containing vulgar errors in Text twenty seven and their possible correct version(s) as well as their interpretation and comment:

1a. *That marks my **begining** of **been** in the media house.

1b. That marks the beginning of my being in the media house.

The above essay has two cases of vulgar error in a single sentence. Both are wrong spelling due to false analogy; and the first one is in the spelling of the word

“beginning” wrongly spelt “begining”, while the second is the auxiliary “been” wrongly used instead of “being”.

4.2.28 Sentence(s) containing vulgar errors in Text twenty eight and their possible correct version(s) as well as their interpretation and comment:

1a. *The journey **start** at 9:00 am.

1b. The journey starts at 9:00 am.

2a. *He **explain** how the water **move** or **run**.

2b. He explains how the water moves or runs.

3a. *The place was very cool to the **extend** that some were freezing.

3b. The place was very cool to the extent that some were freezing.

Text twenty eight contains three sentences with vulgar errors. There are four similar errors in sentence one and sentence two; and all of them involve wrong omission of “s” in verb forms. The four lexical verbs (start, explain, move and run) should have taken the addition of “s”. Moreover in sentence three, there is wrong spelling due to false analogy, in which the word “extent” is confused with “extend”

4.2.29 Sentence(s) containing vulgar errors in Text twenty nine and their possible correct version(s) as well as their interpretation and comment:

1a. *It **happen** to be my first time to speech before so many people.

1b. It happens to be my first time to speak before so many people.

2a. *I would give a **wellcoming** speech.

2b. I would give a welcoming speech.

3a. *I give a **wellcoming** address without any **peer**.

3b. I give a welcoming address without any fear.

The preceding essay contains three vulgar errors. In sentence one, it is an omission of “s” in the verb “happen”. In sentence two and three, there two similar errors of wrong spelling due to false analogy, in which the word “welcoming” is wrongly assumed to be a compounding of two separate words “well” and “coming”. Another error in sentence three is wrong spelling due to conflation, in which the word “fear” is confused with “peer”. This suggests that the writer is incapable of differentiating /f/ from /p/.

4.2.30 Sentence(s) containing vulgar errors in Text thirty and their possible correct version(s) as well as their interpretation and comment:

1a. *My reason **hear** is there.

1b. My reason here is there.

2a. *It is the weather that make a season to be the **must** conducive in the sence of no **hut** tempreture.

2b. It is the weather that makes a season to be the most conducive in the sense that there is no hot temperature.

3a. It also **enable** him to make a good performance.

3b. It also enables him to make good performance.

The above essay contains three sentences with vulgar errors. In sentence one and sentence two, it is wrong spelling due to false analogy, where the word “here” is confused with “hear”. In sentence two, the “must” and “most” are confused. Again,

sentence two also shows wrong omission due to conflation in the words “hot” and “hut”. Finally in sentence three, there is wrong omission of “s” in the verb “enable”.

4.2.31 Sentence(s) containing vulgar errors in Text thirty one and their possible correct version(s) as well as their interpretation and comment:

1a. *I have never **being** at BUK before so **their** is an experience which I **gote** that I will never forget.

1b. I have never been to BUK before so there is an experience which I got that I will never forget.

2a. *The experience which I **gote** is that I am a new **commer** of BUK new side.

2b. The experience which I got is that I am a new comer to BUK new site.

3a. *I have **gote** an admission.

3b. I have got an admission.

4a. I have **gote** one hundred level in the faculty of art and Islamic Studies.

4b. I have got one hundred level in the faculty of Arts and Islamic Studies.

5a. ***Their** is a good hard working lecturer.

5b. There is a good hardworking lecturer.

6a. *I have **gote** an experience about that.

6b. I have got an experience about that.

In the above essay there are six sentences showing vulgar errors and the dominant error is the wrong spelling due to false analogy. In all the sentences, except sentence five, there is one striking error i.e. wrong spelling of the word “got”. In sentence one and sentence five, there is also another error in which the word “there” is

wrongly spelt “their”. Moreover in sentence one, there is also another error in which the word “being” is used in place of “been”. Again in sentence two, the word “comer” is also wrongly spelt “commer”.

4.2.32 Sentence(s) containing vulgar errors in Text thirty two and their possible correct version(s) as well as their interpretation and comment:

1a. *Just after five (5) minutes we heard the gun **shoted**.

1b. Just after five (5) minutes we heard the gun shot.

2a. *Several people **felled** down.

2b. Several people fell down.

3a. *We **seeked** God to help us and **served** us from the condition we found ourselves.

3b. We sought God to help us and saved us from the condition we found ourselves.

The preceding essay has a total of three sentences with vulgar errors. In all the three identified sentences, there are what Jowitt (1991) referred to as wrong addition of –ed to past tense forms. In sentence one and two, the past tense forms “shot” and “fell” are wrongly given the addition of –ed. In sentence three, the word “seek”-whose past form is “sought”- is also given the addition of –ed. Finally in sentence three, the word “saved” is confused with the word “served”.

4.2.33 Sentence(s) containing vulgar errors in Text thirty three and their possible correct version(s) as well as their interpretation and comment:

1a. *His mother **work** very hard.

1b. His mother works very hard.

2a. *He **desided** to visit one of his uncle living in Lagos.

2b. He decided to visit one of his uncles living in Lagos.

In this essay, there are two sentences with vulgar error. Sentence one shows wrong omission of “s” in verb form, while sentence two shows wrong spelling due to false analogy.

4.2.34 Sentence(s) containing vulgar errors in Text thirty four and their possible correct version(s) as well as their interpretation and comment:

1a. *Firstly, let me introduce the subject which I **choiced** that is “the weather I like most”.

1b. Firstly, let me introduce the subject which I chose that is “the weather I like most”.

In the above essay, there is only one vulgar error. It is a wrong addition of –ed in verb form.

4.2.35 Sentence(s) containing vulgar errors in Text thirty five and their possible correct version(s) as well as their interpretation and comment:

1a. *I was a **bussiness** man and **runing** my **bussiness** in Lagos.

1b. I was a business man and running my business in Lagos.

2a. *I started **runing** my **bussiness**.

2b. I started running my business.

The two sentences in the preceding essay belong to wrong spelling due to false analogy. The two misspelled words are “running and business” wrongly spelt “runing” na “bussiness”.

4.2.36 Sentence(s) containing vulgar errors in Text thirty six and their possible correct version(s) as well as their interpretation and comment:

1a. * It was located at Kofar Nassarawa which it is temporary **side**.

1b. It was located at Kofar Nassarawa which is it's temporary site.

2a. *You must talk **wheather** you like or not.

2b. You must talk whether you like or not.

In this essay, there are two errors of wrong spelling due to false analogy. In sentence one, the word "site" is replaced with "side", whereas in sentence two, the word "whether" is wrongly spelt "wheather", probably because of analogy with a different word "weather".

4.2.37 Sentence(s) containing vulgar errors in Text thirty seven and their possible correct version(s) as well as their interpretation and comment:

1a. *It **defends** upon the experience that I am getting during that very weather.

1b. It depends upon the experience that I am getting during that very weather.

2a. *We **gate** into summer.

2b. We get into summer.

Two sentences in this essay contain two errors of wrong spelling due to conflation. In sentence one, the difference between /f/ and /p/ sounds appears to be lost and hence the spelling of "depends" as "defends". In sentence two however, the word "get" is wrongly assumed to be the same as "gate"

4.2.38 Sentence(s) containing vulgar errors in Text thirty eight and their possible correct version(s) as well as their interpretation and comment:

1a. *Since when I was born **their** is something I like most in my life.

1b. Since I was born there is something I like most in my life.

2a. ***Their** is fresh air and even my skin **become** soft.

This essay has three vulgar errors as shown in the identified sentences above. In both sentences, there is an error of wrong spelling due to false analogy, in which the word “their” and “there” are involved. Again, in sentence two, there is also the wrong omission of “s” in the verb “become”.

4.2.39 Sentence(s) containing vulgar errors in Text thirty nine and their possible correct version(s) as well as their interpretation and comment:

1a. *We came **accross** a small village.

1b. We came across a small village.

2a. *They **treatened** to kill us.

2b. They threatened to kill us.

The above essay contains two different vulgar errors. In sentence one, the error identified is the wrong spelling due to false analogy, where the word “across” is wrongly spelt “accross”, perhaps owing to false analogy with words like “account” or “accreditation”. In sentence two, the error belongs to what Jowitt (1991) regarded as wrong spelling due to conflation, in which the difference between the two words “threat” and “treat” appear to be lost.

4.2.40 Sentence(s) containing vulgar errors in Text forty and their possible correct version(s) as well as their interpretation and comment:

1a. *It **consist** alot of markets.

1b. It consists a lot of markets.

The only vulgar error in this essay is the wrong omission of “s” in the verb “consist”.

4.2.41 Sentence(s) containing vulgar errors in Text forty one and their possible correct version(s) as well as their interpretation and comment:

1a. *The flower **look** fresh.

1b. The flower looks fresh.

2a. *It **make** my skin fresh.

2b. It makes my skin fresh.

3a. ***Their** is alot of fruit.

3b. There is a lot of fruit.

4a. *I even **when out** I play in the rain.

4b. I even went out to play in the rain.

The preceding essay contains four sentences showing vulgar errors. In sentence one and sentence two, there are two cases in which the third person present tense marker “s” is omitted in the verbs “look” and “make”. In sentence three and sentence four, there is a wrong spelling due to false analogy, in which the former shows wrong analogy between “there” and “their”, and the latter between “when” and “went”.

4.2.42 Sentence(s) containing vulgar errors in Text forty two and their possible correct version(s) as well as their interpretation and comment:

1a. *Suddenly out of nowhere my cousin **jump** into the room shouting.

1b. Suddenly out of nowhere my cousin jumps into the room shouting.

2a. *I for one was so **exited** and thrilled about the trip because I love traveling.

2b. I for one was so excited and thrilled about the trip because I love traveling.

3a. *As he drove **throw** the jungles of Madagascar we saw a lot of incredible animals.

3b. As he drove through the jungles of Madagascar, we saw a lot of incredible animals.

This essay contains three sentences with vulgar errors. In sentence one, there is wrong omission of “s” in verb forms, which can be seen with the verb “jump”. In sentence two and sentence three, there is a wrong spelling due to false analogy, where the two words “excited” and “through” are wrongly spelt as “exited” and “throw”.

4.2.43 Sentence(s) containing vulgar errors in Text forty three and their possible correct version(s) as well as their interpretation and comment:

1a. *Then you now come and put the Agusi inside your pot and leave it **untill** 30 minutes.

1b. Then you now come and put the Agusi inside your pot and leave it until 30 minutes.

2a. *Then you pour your fish together with the vegetable and your tasty ingredient **untill** it **start** to bring oil.

2b. Then you pour your fish together with the vegetable and your tasty ingredient until it starts to bring oil.

The above essay has two sentences with vulgar errors. In sentence one and sentence two, there are two similar cases of wrong spelling due to false analogy, in which the word “until” is wrong spelt “untill” perhaps due to false analogy with the word “till”. Again. In sentence two, there is also a wrong omission of “s” in the verb “start”.

4.2.44 Sentence(s) containing vulgar errors in Text forty four and their possible correct version(s) as well as their interpretation and comment:

1a. *My favorite meal is **cheaps** and egg.

1b. My favorite meal is chips and egg.

The only vulgar error in this essay is the wrong spelling due to conflation. In the identified example, the difference between the two words “chips” and “cheaps” seems to be lost, as the spelling shows.

4.2.45 Sentence(s) containing vulgar errors in Text forty five and their possible correct version(s) as well as their interpretation and comment:

1a. *The weather I like **must**

1b. The weather I like most

The only vulgar error traced in this essay comes from the title of the essay. As can be seen in the identified example, there is a wrong spelling due to false analogy between the word “most” and “must”.

4.2.46 Sentence(s) containing vulgar errors in Text forty six and their possible correct version(s) as well as their interpretation and comment:

1a. *First and **famous** you get all the materials ready.

1b. First and foremost you get all the materials ready.

2a. *When the pot **get** hot then you stir your oil.

2b. When the pot gets hot then you stir your oil.

3a. *Keep stirring until it **get** done.

3b. Keep stirring until it gets done.

The above essay has three examples of vulgar errors. In sentence one, there is a wrong spelling due to false analogy in spelling of “famous” and “foremost”. In sentence two and sentence three, there are two similar issues of wrong omission of “s” in the verb “get”.

4.2.47 Sentence(s) containing vulgar errors in Text forty seven and their possible correct version(s) as well as their interpretation and comment:

1a. *Everyone was **exited**.

1b. Everyone was excited.

The only vulgar error in the preceding essay comes in the form of wrong spelling due to false analogy. it appears from the sentence that there is a wrong analogy between “exit’ and “excite”, hence the wrong spelling of “excited” as “exited”.

4.2.48 Sentence(s) containing vulgar errors in Text forty eight and their possible correct version(s) as well as their interpretation and comment:

1a *You will not **fill** strong and **fill** healthy.

1b. You will not feel strong and healthy.

The only vulgar error identified in this essay belongs to wrong spelling due to conflation, in which the two words “fill” and “feel” are wrongly assumed to be the same.

4.2.49 Sentence(s) containing vulgar errors in Text forty nine and their possible correct version(s) as well as their interpretation and comment:

1a. *I met one Alhaji the man I will never forget all my life who ruined my **carrier**.

1b. I met one Alhaji the man I will never forget all my life who ruined my career.

This essay shows one vulgar error that belongs to wrong spelling due to false analogy. in this example, the two words “carrier” and “career” are wrongly assumed to be the same word.

4.2.50 Sentence(s) containing vulgar errors in Text fifty and their possible correct version(s) as well as their interpretation and comment:

1a. *I shed tears in sympathy this **faithful** day.

1b. I shed tears in sympathy this fateful day.

The preceding essay contains only one example of vulgar error; and the error belongs to wrong spelling due to conflation between the two words “faithful” and “fateful”.

4.2.51 Sentence(s) containing vulgar errors in Text fifty one and their possible correct version(s) as well as their interpretation and comment:

1a. *I **emback** on a journey with some members of my family.

1b. I embark on a journey with some members of my family.

2a. *This journey was a **successfull** one.

2b. This journey was a successful one.

3a. *We all sing and dance while **siting** in the car.

3b. We all sing and dance while sitting in the car.

4a. *My mum was holding me very close to her with tears rolling down my **chicks**.

4b. My mum was holding me very close to her with tears rolling down my cheeks.

This essay has four sentences that contain vulgar errors. Sentence one and sentence four contain errors of wrong spelling due to conflation. In sentence one, the word “embark” is wrongly spelt “emback” probably because the writer cannot differentiate the two vowel sounds (/a:/ and /a/) contained in the words “. Similarly, sentence four also contains wrong spelling due to conflation, in which the difference between “chicks” and “cheeks” seems to be lost. In sentence two, the word “successful” is spelt with double /l/, while in sentence three, the word “sitting” is spelt “siting” perhaps due to analogy with words like “citing”.

4.2.52 Sentence(s) containing vulgar errors in Text fifty two and their possible correct version(s) as well as their interpretation and comment:

1a. *The **wheather** is very cold.

1b. The weather is very cold.

2a. *The cold always **affect** the health of the old people.

2b. The cold always affects the health of the old people.

3a. ***There** body need warm temperature not too cold not too hot.

3b. Their body need warm temperature not too cold not too hot.

4a. *The **wheather** is very cold.

4b. The weather is very cold.

5a. The **wheather affect** some people health.

5b. The weather affects some people health.

The preceding essay contains five sentences with vulgar errors. In sentence one, four and five, the word “weather” is spelt “wheather” in what Jowitt (1991) describes as wrong spelling due to false analogy. In sentence two and sentence five, there is wrong omission of “s” in the verb “affect”. Again in sentence three, the word “their” is wrongly spelt “there”.

4.2.53 Sentence(s) containing vulgar errors in Text fifty three and their possible correct version(s) as well as their interpretation and comment:

1a. *What **give** me joy most in football is that it **make** me **fill** joy.

1b. What gives me joy most in football is that it makes me feel joy.

The preceding essay contains only one sentence showing vulgar errors; however the sentence contains no fewer than three errors. The first two errors are of wrong omission of “s’ in the two verbs “give” and “make”, while the other error is of wrong spelling due to conflation. In this case, the word “fill” is wrongly used in place of “feel”.

4.2.54 Sentence(s) containing vulgar errors in Text fifty four and their possible correct version(s) as well as their interpretation and comment:

1a. *I found it very difficult to cope with my **accademic** activities there due to the distance between the school and where I was accommodated.

1b. I found it very difficult to cope with my academic activities there due to the distance between the school and where I was accommodated.

2a. *Every semester I engaged on necessary activities based on my ability and capacity than can enhance my **accademic** success.

2b. Every semester I engaged on necessary activities based on my ability and capacity than can enhance my academic success.

3a. *It is one of **accademic** experience I will never forget.

3b. It is one of academic experiences I will never forget.

The above essay has three sentences portraying similar vulgar error. All the identified errors belong to wrong spelling due to false analogy, in which the word “academic” is wrongly spelt “accademic” perhaps because of the analogy with some words like “accommodation”, “account” and so on.

4.2.55 Sentence(s) containing vulgar errors in Text fifty five and their possible correct version(s) as well as their interpretation and comment:

1a. *I will never forget the day that my aunty **borned** new babies (twins).

1b. I will never forget the day my aunty gave birth to new babies (twins).

2a. *I sat **their** in the hospital waiting for the nurse.

2b. I sat there in the hospital waiting for the nurse.

In this essay, there are two sentences with vulgar errors. In sentence one, there is what Jowitt (1991) referred to as category shift, in which an adjective “born” is reclassified into a nonexistent verb “borned”. In sentence two, there is wrong spelling due to false analogy, in which the word “there” is wrongly spelt “their”.

4.2.56 Sentence(s) containing vulgar errors in Text fifty six and their possible correct version(s) as well as their interpretation and comment:

1a. *All roads **where** blocked with blazing tires.

1b. All roads were blocked with blazing tires.

2a. *We can **here** the sounds of chaos from all directions.

2b. We can hear the sounds of chaos from all directions.

3a. *I **heard** gun shots.

3b. I heard gun shots.

In the essay above, there are three sentences containing vulgar errors. In sentence one and sentence two, there are two examples of wrong spelling due to false analogy, in which in the former the word “were” is wrongly spelt “where” and in the

latter the word “hear” is wrongly spelt “here”. Finally in sentence, there is a wrong addition of –ed in past forms, where the word “heard” is wrongly spelt “heared”.

The fifty six (56) essays presented above are the ones found to be containing one or more manifestation of vulgar errors. However, as said earlier, the researcher had sampled sixty (60) essays to be used for this research; thus, the remaining four (4) essays were not presented above due to them not exhibiting any form of vulgar error.

4.3 Tabular Analysis of the Data

In this section, the researcher attempted to analyze the data on tables, in order to show the frequency of appearance and the percentage of vulgar errors found in the essays written by the subjects of the research. The vulgar errors observed in the essays are those promulgated by Jowitt (1991) which include the following:

A- Wrong use or wrong omission of -s in verb forms (She doesn't feels sleepy, He need a book)

B- Category Shift (She jealoused me)

C- Wrong addition of –ed to past tense forms (He hitted me)

D- Wrong addition of –ly to certain adverbs (He talks fastly)

E- Cross-association of *too* and *so* (His words were too insulting that they reported him)

F- Wrong spelling due to false analogy (occassion, dinning)

G- Wrong spelling due to conflation of /I:/ and /I/ (Isaac has been leaving at Kaduna)

The aforesaid types of vulgar errors were analyzed across the fifty six (56) essays used for this study. As Jowitt (1991) asserted that vulgar errors are common in written and spoken forms of English of large number of learners, it is conceivable that these errors are difficult to dispense with by the ESL students. As such, a working framework is established in order to show the commonness or otherwise of these errors. For example, if the whole students' essays contain sixty (60) vulgar errors and twenty (20) of the observed errors belong to, say, category shift, that error was regarded, in the research, as common, because the error (category shift) represents 33.3 percent of all the errors in the essays. Any observed error representing less than 33.3 percent of all the errors in the whole essays would be held as uncommon.

The scripts used as the data for this study were marked by the four experienced teachers of the English language. All the four teachers were asked to award not more than 25 marks for an essay. This was done in order to generate a cumulative scores of 100 marks awarded for an essay. The table below shows the scores given by each teacher and the total/percentage of each essay.

4.3.1 Table 1: Teacher's assessment of the essays

Essay Number	A	B	C	D	Total/Percentage
1	12	12	13	12	49%
2	12	13	11	13	49%

3	12	12	12	12	48%
4	12	13	13	14	52%
5	10	11	12	12	45%
6	11	11	11	12	45%
7	10	10	10	10	40%
8	10	12	12	12	46%
9	12	11	11	12	46%
10	9	10	10	11	40%
11	12	12	12	13	49%
12	10	10	10	12	42%
13	11	11	11	13	46%
14	9	10	10	11	40%
15	8	9	10	8	35%
16	11	12	12	11	46%
17	7	8	8	9	32%
18	15	14	14	15	58%
19	10	10	10	11	41%
20	9	10	10	11	40%
21	10	10	10	10	40%
22	8	9	9	8	34%
23	12	12	12	12	48%
24	9	9	9	10	37%
25	9	8	9	9	35%
26	10	11	12	12	45%
27	10	11	12	13	46%
28	12	13	14	11	50%
29	10	9	10	11	40%
30	8	8	8	8	32%
31	7	7	8	7	29%
32	7	8	8	8	31%

33	10	10	10	10	40%
34	10	10	10	11	41%
35	9	8	10	11	38%
36	10	10	12	11	43%
37	12	13	13	13	51%
38	7	8	9	8	32%
39	12	13	13	12	50%
40	8	9	9	10	36%
41	9	9	9	9	36%
42	13	13	14	14	54%
43	9	10	12	11	42%
44	13	14	14	12	53%
45	7	8	9	9	33%
46	8	8	8	8	32%
47	14	13	14	14	55%
48	10	10	11	12	43%
49	13	14	13	14	54%
50	11	12	12	13	48%
51	9	10	10	11	40%
52	11	10	10	11	42%
53	9	11	11	10	40%
54	10	10	11	10	41%
55	11	12	13	12	48%
56	13	14	14	13	54%

Note: The A, B, C and D in the table above stand for the four teachers that marked the essays.

The table indicates the number of marks awarded to each essay by the four selected teachers who assessed the students' essays. As can be seen from the table, each teacher has given his specified scores out of 25 and thus the cumulative scores are

added together as total/percentage generated by each essay. One can, therefore, clearly see that of the fifty six (56) essays marked by the teachers, forty four essays, representing 75% of the whole essays, earned a pass mark of forty and above, while the remaining twelve (12) essays, representing 25% of the essays, failed to get the required pass mark.

4.3.2 Table 2: Frequency and percentage of all the types of vulgar errors found in each essay

Essay Number	A	B	C	D	E	F	G	Total
1						2		2
2							1	1
3							1	1
4						1		1
5						1	1	2
6	2							2
7		1	1			3	1	6
8	6					2		8
9						2		2
10							2	2
11						1		1
12							2	2
13		1					1	2
14	1							1
15	1							1
16	2		1			3	4	10
17	1							1

18			2					2
19	4					5	4	13
20						2		2
21						1		1
22	1							1
23							2	2
24			1					1
25						2		2
26	1		1					2
27						2		2
28	4					1		5
29	1					2	1	4
30	1					2	1	4
31						9		9
32			3				1	4
33	1					1		2
34			1					1
35						5		5
36						2		2
37							2	2
38	1					2		3
39						1	1	2
40	1							1
41	2					2		4
42	1					2		3
43	1					2		3
44							1	1
45							1	1
46	2					1		3
47						1		1

48							2	2
49						1		1
50							1	1
51						2	2	4
52	2					4		6
53	2						1	3
54						3		3
55		1				1		2
56			1			2		3
Total	38	3	11	0	0	73	33	158
Percentage	24.0	1.9	7.0	0	0	46.2	20.9	100%

Note: The A, B, C, D, E, F and G stand for the classes of vulgar errors proposed by Jowitt (1991) as indicated above.

It is observed from the preceding table that among the fifty six (56) scripts used, there is a huge difference in the frequency and percentage of the occurrence of the kind of vulgar error traced in each essay. For instance, the most prevalent vulgar error found in the marked scripts is the wrong spelling due to false analogy, occurring a total number of seventy three (73) times. This is followed by the wrong use or wrong omission of “s” in verb forms found thirty eight (38) times. Then, the wrong spelling due to conflation discovered on thirty three (33) occasions. There is also the wrong addition of –ed in past forms found eleven (11) times. Finally, there is category shift detected three (3) times. However, it is observed that the remaining two kinds of vulgar errors i.e. the wrong addition of “ly” to certain adverbs and the cross association of “too” and “so” are not found at all in the scripts. The subsequent tables try to give a detailed breakdown of the frequency and percentage of all the kinds of errors found from the students’ script.

4.3.3 Table 3: Frequency and percentage of wrong use or wrong omission of ‘s’ in verb forms

Essay Number	Number of Vulgar Errors per essay	Number of “Wrong use or wrong omission of “s” in verb forms” per essay	Percentage of errors
1	2		0
2	1		0
3	1		0
4	1		0
5	2		0
6	2	2	100%
7	6		
8	8	6	75%
9	2		0
10	2		0
11	1		0
12	2		0
13	2		0
14	1	1	100%
15	1	1	100%
16	10	2	20%
17	1	1	100%
18	2		0
19	13	4	30.7%
20	2		0
21	1		0
22	1	1	100%
23	2		0
24	1		0

25	2		0
26	2	1	50%
27	2		0
28	5	4	80%
29	4	1	0
30	4	1	25%
31	9		0
32	4		0
33	2	1	50%
34	1		0
35	5		0
36	2		0
37	2		0
38	3	1	33.3%
39	2		0
40	1	1	100%
41	4	2	50%
42	3	1	33.3%
43	3	1	33.3%
44	1		0
45	1		0
46	3	2	66.6%
47	1		0
48	2		0
49	1		0
50	1		0
51	4		0
52	6	2	33.3%
53	3	2	66.6%
54	3		0

55	2		0
56	3		0
Total	158	38	24.0 %

The table above shows the analysis of wrong use or wrong omission of ‘s’ in verb forms. And from the table, it is observed that of the one hundred and fifty eight vulgar errors found in the subjects’ scripts, only thirty eight (38) errors, representing 24.0% contain wrong use or wrong omission of “s” in verb forms. As such, this error is not common among the subjects of the study.

4.3.4 Table 4: Frequency and percentage of category shift

Essay Number	Number of Vulgar Errors per essay	Number of “Category shift” per essay	Percentage of errors
1	2		0
2	1		0
3	1		0
4	1		0
5	2		0
6	2		0
7	6	1	16.6%
8	8		0
9	2		0
10	2		0
11	1		0
12	2		0
13	2	1	50%

14	1		0
15	1		0
16	10		0
17	1		0
18	2		0
19	13		0
20	2		0
21	1		0
22	1		0
23	2		0
24	1		0
25	2		0
26	2		0
27	2		0
28	5		0
29	4		0
30	4		0
31	9		0
32	4		0
33	2		0
34	1		0
35	5		0
36	2		0
37	2		0
38	3		0
39	2		0
40	1		0
41	4		0
42	3		0
43	3		0

44	1		0
45	1		0
46	3		0
47	1		0
48	2		0
49	1		0
50	1		0
51	4		0
52	6		0
53	3		0
54	3		0
55	2	1	50%
56	3		0
Total	158	3	1.9%

The table above indicates the frequency and percentage of category shift in the subjects' essay. It is noted that of the one hundred and fifty eight (158) vulgar errors traced in all the scripts, only three (3) errors, representing 1.9 percent of all the errors, are of category shift. Therefore, category shift is found to be uncommon in the writing of the subjects of this study.

4.3.5 Table 5: Frequency and percentage of wrong addition of –ed to past tense forms

Essay Number	Number of Vulgar Errors per essay	Number of “Wrong addition of –ed in past forms” per essay	Percentage of errors
1	2		0
2	1		0
3	1		0
4	1		0
5	2		0
6	2		0
7	6	1	16.6%
8	8		0
9	2		0
10	2		0
11	1		0
12	2		0
13	2		0
14	1		0
15	1		0
16	10	1	10%
17	1		0
18	2	2	100%
19	13		0
20	2		0
21	1		0
22	1		0
23	2		00
24	1	1	100%

25	2		0
26	2	1	50%
27	2		0
28	5		0
29	4		0
30	4		0
31	9		0
32	4	3	75%
33	2		0
34	1	1	100%
35	5		0
36	2		0
37	2		0
38	3		0
39	2		0
40	1		0
41	4		0
42	3		0
43	3		0
44	1		0
45	1		0
46	3		0
47	1		0
48	2		0
49	1		0
50	1		0
51	4		0
52	6		0
53	3		0
54	3		0

55	2		0
56	3	1	33.3%
Total	158	11	7.0

The above table contains the frequency and the percentage of wrong addition of –ed to past tense form in the scripts of the research subjects. It is realized from the table that out of the one hundred and fifty eight (158) vulgar errors found in the scripts, only eleven (11) errors, representing 7.0 percent of all the errors are of wrong addition of –ed to past tense form. Thus, this error (wrong addition of –ed to past tense form) is deemed uncommon in the writing of the subjects of this research.

4.3.6 Table 6: Frequency and percentage of wrong addition of “ly” to certain adverbs

Essay Number	Number of Vulgar Errors per essay	Number of “wrong addition of “ly” to certain adverbs” per essay	Percentage of errors
1	2		0
2	1		0
3	1		0
4	1		0
5	2		0
6	2		0
7	6		0
8	8		0
9	2		0
10	2		0

11	1		0
12	2		0
13	2		0
14	1		0
15	1		0
16	10		0
17	1		0
18	2		0
19	13		0
20	2		0
21	1		0
22	1		0
23	2		0
24	1		0
25	2		0
26	2		0
27	2		0
28	5		0
29	4		0
30	4		0
31	9		0
32	4		0
33	2		0
34	1		0
35	5		0
36	2		0
37	2		0
38	3		0
39	2		0
40	1		0

41	4		0
42	3		0
43	3		0
44	1		0
45	1		0
46	3		0
47	1		0
48	2		0
49	1		0
50	1		0
51	4		0
52	6		0
53	3		0
54	3		0
55	2		0
56	3		0
Total	158	0	0%

The preceding table shows that of the one hundred and fifty (158) marked scripts of the subjects, not even one script (0%), contains wrong addition of “ly” to certain adverbs. This shows that the said error is not common among the subject of the research.

4.3.7 Table 7: Frequency and percentage of cross association of ‘too’ and ‘so’

Essay Number	Number of Vulgar Errors per essay	Number of “Cross association of “too and “so” ” per essay	Percentage of errors
1	2		0
2	1		0
3	1		0
4	1		0
5	2		0
6	2		0
7	6		0
8	8		0
9	2		0
10	2		0
11	1		0
12	2		0
13	2		0
14	1		0
15	1		0
16	10		0
17	1		0
18	2		0
19	13		0
20	2		0
21	1		0
22	1		0
23	2		0
24	1		0

25	2		0
26	2		0
27	2		0
28	5		0
29	4		0
30	4		0
31	9		0
32	4		0
33	2		0
34	1		0
35	5		0
36	2		0
37	2		0
38	3		0
39	2		0
40	1		0
41	4		0
42	3		0
43	3		0
44	1		0
45	1		0
46	3		0
47	1		0
48	2		0
49	1		0
50	1		0
51	4		0
52	6		0
53	3		0
54	3		0

55	2		0
56	3		0
Total	158	0	0%

This table presents the frequency and the percentage of cross association of “too” and “so” in the subjects’ scripts. And it is discovered that out of the one hundred and fifty eight (158) vulgar errors found in the essays, none belong to cross association of “too” and “so”. Therefore, this error is believed to be uncommon among the subjects of the research.

4.3.8 Table 8: Frequency and percentage of wrong spelling due to false analogy

Essay Number	Number of Vulgar Errors per essay	Number of “Wrong spelling due to false analogy” per essay	Percentage of errors
1	2	2	100%
2	1		0
3	1		0
4	1	1	100%
5	2	1	50%
6	2		0
7	6	3	50%
8	8	2	25%
9	2	2	100%
10	2		0
11	1	1	100%

12	2		0
13	2		0
14	1		0
15	1		0
16	10	3	30%
17	1		0
18	2		0
19	13	5	38.5
20	2	2	100%
21	1	1	100%
22	1		0
23	2		0
24	1		0
25	2	2	100%
26	2		0
27	2	2	100%
28	5	1	20%
29	4	2	50%
30	4	2	50%
31	9	9	100%
32	4		0
33	2	1	50%
34	1		0
35	5	5	100%
36	2	2	100%
37	2		0
38	3	2	66.6%
39	2	1	50%
40	1		0
41	4	2	50%

42	3	2	66.6%
43	3	2	66.6%
44	1		0
45	1		0
46	3	1	33.3%
47	1	1	100%
48	2		0
49	1	1	100%
50	1		0
51	4	2	50%
52	6	4	66.6%
53	3		0
54	3	3	100%
55	2	1	50%
56	3	2	66.6%
Total	158	73	46.2%

The preceding table presents frequency and percentage of wrong spelling due to false analogy. The analysis reveals that of the one hundred and fifty eight (158) vulgar errors found in the essays, seventy three (73) of the errors, representing 46.2 percent belong to wrong spelling due to false analogy. Therefore, this error is found to be common among the subjects of the study.

4.3.9 Table 9: Frequency and percentage of wrong spelling due to conflation

Essay Number	Number of Vulgar Errors per essay	Number of “Wrong spelling due to conflation” per essay	Percentage of errors
1	2		0
2	1	1	100%
3	1	1	100%
4	1		0
5	2	1	50%
6	2		0
7	6	1	16.6%
8	8		0
9	2		0
10	2	2	100%
11	1		0
12	2	2	100%
13	2	1	50%
14	1		0
15	1		0
16	10	4	40%
17	1		0
18	2		0
19	13	4	30.7%
20	2		0
21	1		0
22	1		0
23	2	2	100%
24	1		0

25	2		0
26	2		0
27	2		0
28	5		0
29	4	1	25%
30	4	1	25%
31	9		0
32	4	1	25%
33	2		0
34	1		0
35	5		0
36	2		0
37	2	2	100%
38	3		0
39	2	1	50%
40	1		0
41	4		0
42	3		0
43	3		0
44	1	1	100%
45	1	1	0
46	3		0
47	1		0
48	2	2	100%
49	1		0
50	1	1	100%
51	4	2	50%
52	6		0
53	3	1	33.3%
54	3		0

55	2		0
56	3		0
Total	158	33	20.9%

The foregoing table shows the frequency and percentage of the wrong spelling due to conflation, as they appear in the subjects' scripts. It is realized that out of the one hundred and fifty eight (158) identified errors, only thirty three (33) errors belong to wrong spelling due to conflation. Therefore, based on the criteria used for the research, this error (wrong spelling due to conflation) is also deemed to be uncommon among the subjects of the research.

4.4 Discussion and Findings

This section attempted to give a detailed discussion on the findings of the research. This was done in order to answer the research questions raised at the introductory part of the research. At this juncture, it is important to know that the students' essay might have manifested a number of errors in grammar, spelling, tenses and mechanical accuracy. However, in order not to digress from the main theme of the research, the focus of the discussion was solely on vulgar errors. The discussion also suggested measures in which vulgar errors can be minimized or eliminated.

Question 1

Are the vulgar errors common in the students' essays?

Looking at the data presented and analyzed, the research discovered that not all the vulgar errors are common in the students' essays. In fact, it can be categorically said that some of these errors are more common than others. There are a total number of one hundred and fifty eight (158) vulgar errors found in the essays. But the most common of all the errors is wrong spelling due to false analogy which appears seventy three (73) times, representing 46.2% of the errors found in the essays. This is followed by wrong use or wrong omission of 's' in verb forms, which are thirty eight (38) in total and represent 24% of the vulgar errors. Then the wrong spelling due to conflation which appears in thirty three (33) places and represents 20.9% of all the identified errors. This is also followed by wrong addition of 'ed' to past tense forms, which is found on eleven (11) occasions and represent 7% of the errors. Then, the category shift, which occurs on three (3) occasions and represent 1.9%. Finally, the cross association of 'too' and 'so' and the wrong addition of 'ly' to certain adverbs do not make any appearance in the whole presented essays at all.

Therefore, using the research's working framework, it is found out that the only error that is common in all the essays is the wrong spelling due to false analogy, as it represents 46.2% of the errors (more than the suggested 33.33% in the framework). Thus, the argument put forward by the research is that not all the Jowitt's (1991) vulgar errors are really common, at least as far as the research finding is concerned. With the

exception of the aforementioned wrong spelling due to false analogy, all the other vulgar errors (one of the two sub-types of common errors) found in the essays are not that common among English learners. This goes contrary to what Jowitt (1991) wants us to believe when he asserts that these errors are found widespread in the written and spoken English of large number of learners. The following are some sample sentences showing wrong spelling due to false analogy in some of the essays:

- *Secondly, my body systems developed **positively** and work satisfactorily during raining season. (see Text four)
- *Our house well had been block and our **bowhole** has stoped working. (see Text eight)
- *It was really a great experience over **their**. (see Text nine)
- *In the same **vain**, the news of her death made my dad devastated and he also passed away. (see Text eleven)
- *I try to check nearby to see **wheather** I can find him but he was no where to be found. (see Text sixteen)
- *Some people miss **there** teeth. (see Text nineteen)
- *I travel alone only my sisters **excourt** me to the airport. (see Text nineteen)

Question 2

In what pattern are the vulgar errors overcome by L2 learners?

As discussed earlier on, some vulgar errors are more common than others. Similarly, not all the vulgar errors are overcome together at the same time. This is

shown on Table 2 that some errors are more frequent than others. From this, one can easily identify the vulgar error that is the easiest as well the most difficult to overcome. On the basis of the research findings, the following shows the pattern or order in which vulgar errors are overcome, with the first as the most difficult to overcome and the last as the easiest to overcome:

1. Wrong spelling due to false analogy
2. Wrong spelling due to conflation
3. Wrong use or wrong omission of 's' in verb forms
4. Wrong addition of -ed to past tense forms
5. Category shift
6. Wrong addition of -ly to certain adverbs
7. Cross-association of *too* and *so*

Question 3

Do the vulgar errors lead to students' poor performance in English?

As said earlier on, the essays were assessed and scored by the four experienced teachers of the English language. As such, a reference can be made to Table 1 which presents teachers' assessment of students' essays. Although the teachers' focus when marking the essays is on vulgar errors only, it can be argued that the errors found in the essays do not really lead to poor performance by the students. Looking critically at the scores given by the teachers, it is obvious that when put together, most of the essays, at least, obtain the required forty (40) pass mark. It can be observed from the table that

forty two (42) of the fifty six (56) essays obtain the needed pass mark of forty (40) and above. And this represents 75% of the whole essays. Conversely, the remaining fourteen (14) essays got less than the required forty (40) marks. They include Text 15, 17, 22, 24, 25, 30, 31, 32, 35, 38, 40, 41, 45 and 46. These essays represent 25% of all the presented essays. Thus, the investigation revealed that vulgar errors do not lead to students' poor performance in English.

When the scores are broken down into different grades, it can be observed that no essay got up to B grade. Only ten of the essays got C (ie between 50-60 marks), which represents 17.86% of the scores. Additionally, fifteen (15) essays got D grade (ie between 45-49 marks) and it represents 26.78%. Again, seventeen (17) essays got E grade (ie between 40-44 marks), which represents 30.36%. Finally, as said earlier on, the remaining fourteen (14) essays got F (ie less than 40 marks) and this represents 25% of the scores. Thus, looking at this statistics, it is clear that the students' performance is far from excellent; however, it is difficult to label it poor. This is so because 75% of the students got the needed pass mark.

Question 4

Do the identified vulgar errors affect comprehension?

When one considers the essays as a whole, one can realize that the vulgar errors found in the essays do not really affect comprehension of the essays. Though, in some of the essays, there are some sentences that are difficult to comprehend, yet most of

them do not hinder the overall understanding of the essays. The following are some of the sentences found in the essays which contain vulgar errors and are difficult to comprehend:

- *Her father **doesn't knows** when he comes back home. (see Text six)
- *By having your water like **have** of the pot. (see Text nineteen)
- *The teachers **randomed** came out from the staff room. (see Text thirteen)
- *Also, the cold season is the season that **dose not** make someone to look frustrated or looking tired. (see Text twenty)
- *They **treatened** to kill us. (see Text thirty nine)
- *I even **when out** I play in the rain. (see Text forty one)
- *First and **famous** you get all the materials ready. (see Text forty six)
- *Everyone was **exited**. (see Text forty seven)

In addition, there are also some few essays that are also difficult to be understood as a whole. They are Text 17, 22 and 45. Generally speaking therefore, the errors found in the essays only lead to substandard English, but do not impede understanding of the essays.

Question 5

Which measures are adopted to correct these errors?

Although the vulgar errors found in the essays do not lead to incomprehensible sentences or essays, but they result in substandard English, as such it is important to

eliminate them, so as to improve the students' competence in the English language. Learners of English as a second language are advised to develop proper reading culture that would make them exposed to correct and Standard English used by various writers. By reading widely, students are likely to come across different styles of writing that would enable them to improve their use of English. Furthermore, students should also learn the contemporary rules of the grammar of the English language, so as to know the accepted forms of usage in the English language.

CHAPTER FIVE

SUMMARY OF FINDINGS AND CONCLUSION

5.1 Introduction

This chapter dealt with the summary of the findings of the research, upon the basis of which a conclusion is drawn. The task of continuous writing was assigned to the subjects of the research; and the essays were evaluated with particular emphasis on vulgar errors. With the exception of ‘cross association of *too* and *so*’ and ‘wrong addition of *ly* to certain adverbs’, all other types of vulgar errors proposed by Jowitt (1991) were found in the essays, even though some occur more frequently than others.

5.2 Summary of the Findings

After introducing the topic of the research, the problem that motivated its conduct, its objectives, significance, scope and the methodology employed for the research have all been clearly mentioned. The data for this research were gathered by administering a continuous writing task to the level two students of BUK and NUK. This was done with the intention of finding out and subsequently presenting and analyzing the vulgar errors found in the students’ essays. The scores obtained by each essay and the frequency of occurrence of all the seven (7) categories of vulgar errors were determined and the summary of which can be seen below.

The presentation and analysis of the data shows that with varying degree of frequency, virtually all the forms of vulgar errors are found in the students’ essays. However, of the one hundred and fifty eight (158) errors found in the sixty (60)

analyzed essays, the most common occurrence is that of wrong spelling due to false analogy which appears on seventy three (73) occasions, representing 46.2%. This is followed by wrong use or wrong omission of 's' in verb forms occurring thirty eight (38) times, which represents 24.0%. Then, the wrong spelling due to conflation occurs thirty three times, representing 20.9%. Wrong addition of *-ed* to past tense forms are eleven (11) in number, which represents 7.0%, and is followed by category shift occurring three (3) times and representing 1.9%. Finally, cross association of *too* and *so*' and 'wrong addition of *ly* to certain adverbs do not at all feature in the students essays and as such each represents 0%. This analysis together with the working framework employed for the research show that not all the vulgar errors are common among learners of the English language. In fact, the only vulgar error found to be common is the wrong spelling due to false analogy, contrary to what Jowitt (1991) asserts.

Moreover, the analysis of the data gathered for the research also reveals that though there are a number of errors of grammar, tenses, spelling and mechanics found in the essays, yet that does not make the performance of the students poor. The performance of the students is proven to not be very good; however the largest percentage of them (75%) generated the required pass mark of forty (40) and above and therefore successfully passed the test. Thus, it is hard to label the performance of the students poor. It is also discovered that there are few incomprehensible sentences in some essays; however, these sentences do not lead to the lack of comprehension of the essays. Additionally, the only complete essays that are quite difficult to understand are Text 17, 22 and 45. This constitutes just 5% of the essays and cannot be used to label

all the essays incomprehensible. Considering all this, the following findings have emerged from the research:

The following research findings corroborate Jowitt's (1991) assertions on vulgar errors:

1. Vulgar errors can be found in the essays written by the learners of English as a second language. This is evident because of the sixty (60) essays written by subjects of the research; only four scripts are free from any vulgar error.
2. Vulgar errors do not affect students' performance in the English language. This is also obvious by considering the fact that the overwhelming majority of the subjects got the pass mark in their essays.
3. Vulgar errors lead to substandard but comprehensible English. This can also be deduced from the fact that with the exception of some isolated incidents, virtually all the sentences in particular, and the essays in general, can be clearly understood in spite of the errors.

On the other hand, the following research findings either refute or provide more explanation about Jowitt's (1991) assertions on vulgar errors.

1. Not all the vulgar errors found in the students' essays qualify to be labeled common. A closer look at the frequency of the vulgar errors analyzed in the essays reveals that some of the errors are more common than others.
2. In fact, the only vulgar error that satisfies the working criterion of being called common is the wrong spelling due to false analogy, as it constitutes 46.2% of all

- the errors traced in the analyzed essays. This error, despite its highest frequency in the essays, does not appear to inhibit students' progress in language learning.
3. The remaining vulgar errors are hardly common among the ESL learners, as none constitutes at least 33.33% of the errors in the essays.
 4. Two of the vulgar errors (ie cross association of *too* and *so*' and 'wrong addition of *ly* to certain adverbs) barely feature in the writing of learners of English as a Second Language. It seems, therefore, that these errors are the easiest to overcome.
 5. There is a definite pattern in which vulgar errors are overcome by ESL learners. The research findings reveal that students tend to overcome errors of 'cross association of *too* and *so*' and errors of 'wrong addition of *ly* to certain adverbs' easily. In contrast, errors of wrong spelling due to false analogy appear to be the most difficult to overcome.

5.3 Conclusion

The study was designed to investigate vulgar errors in the continuous writing of the level two students of BUK and NUK. After the gathering of data, its presentation and analysis, the study reveals that not all vulgar errors are commonly found in the essays of the learners of English as a Second Language. Contrary to what Jowitt (1991) proposes, the only vulgar error found to be common among the learners is the wrong spelling due to false analogy. In fact, there are vulgar errors that do not feature at all in the students' essays. However, in support of Jowitt (1991), these errors are found to not impede comprehension. They also do not lead to students' poor performance in the English language. In the end, the research has proven that ESL learners can make a

considerable progress in the process of learning a second language, in spite of all the errors they may be committing along the way.

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APPENDICES

The pages attached overleaf are the appendices for the research. They include Text 4, 6, 8, 9, 11, 13, 16, 19, 20, 39, 41 and 47, which constitute some of the essays written by the subjects of the study and used as the data for the research.