_____

INDIGENOUS LANGUAGE AND ENGLISH WRITING ERRORS AMONG ISOKO USERS OF ENGLISH

Michael Gunn
Department of General Studies
Federal Polytechnic,
Orogun-Delta State
gunn.michael@fepo.edu.ng

And

Ifeoma Oyovwi
Department of General Studies
Federal Polytechnic,
Orogun, Delta State
ifyoyovwi28@gmail.com

Abstract: This study analyses the grammatical errors encountered by second language users of English. The aim of the study is to find out the causes and the grammar components which have not been grasped by the Isoko users of English. Data were collected from the written composition of 100 (one hundred) SS 3 Isoko speaking students administered by the researchers. Corder's (1981) Error Analysis was adopted for the analysis of data. The analyses of the students' essays have shown that six types of errors were identified and are common with language transfer. The errors are in the areas of homophonic words, wrong use of preposition, wrong use of the article, wrong plural and possessive formation, and wrong use of contracted forms and separation of compound words. We recommended, among others those teachers of English should give dictation and essay writing exercises to their students.

Keywords: Indigenous, Isoko users, English Language, Error analysis, Corder, Grammar error and Second language.

_____

Introduction

English Language came into Nigeria through colonization centuries ago and three main groups of people emerged from this contact of English with the indigenous languages of Nigeria. These groups are the British, the new Nigerian elite trained in Britain and the native indigenous population trained in Nigeria (Kikelomo, 2011). A local variant of English emerged from the mixing of these groups of people. This local variant of English was coloured by influence from local languages. The borrowing of indigenous words into English is a result of this contact and these borrowed words are called 'loan words'. Today, English is used in every facet of life in Nigeria. It still comes in contact with practically all indigenous Nigerian languages and when Nigerians speak English features of their various indigenous languages often reflect in their speech.

The advent of English language in Nigeria can be traced to the sixteenth century at the time seaports and transaction spots were built on the African shores. English merchants had arrived at coastal areas such as Calabar, Warri and Brass to compete with the Portuguese who had dominated the commercial scene of Africa before the arrival of the British (Onuigbo & Eyisi, 2009). From that time on, English had started to grow from strength to strength in the Nigeria socio-cultural milieu. But a discussion of the advent of English language in Nigeria will be incomplete if the factors that contribute to the survival and the advent of English language in Nigeria are not mentioned.

The first factor is the fact that the Portuguese, being the nearest Europeans to Africa, were the first to sail down the Nigerian coast in the 15th century in search of commerce. The need for communication resulted in the birth of combination of local languages with Portuguese. After they had stabilized in Beninin present day Nigeria, they gradually imposed the English language on the indigenous languages because that was the only means of communication with them (Odumuh, 1997).

Another factor is the early commercial contact. The first English people to come to present day Nigeria were traders who came after the Portuguese in quest of anything to boost their economy and this eventually led to the Trans-Atlantic slave trade which was in a triangular format. Africans, mostly people from the present day were extracted from their roots and sent to work on the plantation fields in the New World (America) from where the farm produce were shipped to Europe (Goucher, LeGuin, & Walton, 2004). Following the contact, English

_____

became the phenomenon on the African soil and to facilitate trade, it had to be learnt. In other words, the contact between the Europeans and the Nigerians warranted communication. The missionaries' impact is another factor. With the abolition of slave trade, many of the Africans who had been slaves were repatriated to Sierra Leone. During their stay in America plantation fields, they had learned English and had got in contact with Christianity (Bamgbose, 1971).

The returnees, therefore, served as assistants to the missionaries in their evangelical activities. A prominent Nigerian ex-slave was Bishop Ajayi Crowder, who, having become a Christian himself, helped the missionaries in evangelizing the Africans with the concomitant entrenchment of English. He also served as a teacher and an interpreter of the English language as a way of advancing the work of God. To be a Christian then, one needed a little knowledge of English which was important since it was the language of the Bible. English language spread with the spread of Christianity. The freed slaves from Sierra Leone served mainly as interpreters and teachers.

The impact of colonialism is another factor. During the colonial rule, the British wanted Nigerians to be able to speak English language. They became unsatisfied with the missionaries' use of indigenous languages which the missionaries later found out to be more effective in evangelizing people (Ogbu, 1991). Therefore, the 1840 policy of educating the indigenes in their indigenous languages was reversed in 1882. In 1842, a set of schools were founded by the colonial masters. This was because they were not satisfied with the missionaries' method of communication and the missionaries' aim which was to spread the gospel. With the 1882 educational ordinance, the then government made grants to schools on one condition that the grants would be given to schools whose students speak good English. This as well abetted the growth of the language being English in Nigeria till date (Ogu, 1992). From the 1920s till date, series of developments had taken place in Nigeria which had informed the indigenization of the language, the climax of which is summarized in Bamgbose (1971) cited by Adedimeji (2002) who avers that:

> …of all the heritage left behind in Nigeria by the British at the end of colonial administration, probably, none is more important than the English language. It is now the language of government, business and commerce, education, the mass media, literature and much internal as well as external communication (p.11).

_____

The two general functions of English language perform in Nigeria are: The intra-national and international function. At the intra-national level, it is the language of education as well as a school subject, from the primary to the University level of education, media, science and technology. It is also an official language as well as a lingua franca to Nigerians. The roles of the English language are summarized by Olujide (1998), who notes that "The English language performs many significant functions in Nigeria" (99). Acording to him, "These functions are diverse in nature and vary very widely from group to group, individual to individual and social context to social context" (Olujide, 1998:99). Furthermore, Bamgbose (1991) as cited in Adedimeji (2002) says "English today serves as the official language of Nigeria, the language used for running the affairs of the government, fostering nationalism which is concerned with political integration and efficiency" (Adedimeji, 2002 p.12). This study therefore, is an error analysis of written English language of Isoko users of English.

Existing position

Mother Tongue (MT) is the verbal code that a set of persons well-thought-out to be residents of a region which is attained in the first ages, that ultimately turn out to be their normal apparatus of thinking and message (Awoniyi, cited in Oluwole, 2008). MT is usually seen as the First Language (L1) that somebody learns. The individual is seen in this sense as an innate user of the L1, though someone could as well be a natural user of extra linguistic code if the entire linguistic codes were got devoid of official schooling, such as via ethnic involvement. Frequently, one studies the essentials of the L1 from the family-member (*Wikipedia,* 2015).

It is largely recognised that, in the learning and tutoring processes, the MT of anyone is of great prominence (Oluwole, 2008). The mother tongue is the child's first communication tool in the environs and is the normal foundation that spoken abilities could be made on. It was the acknowledgment of the significance plus the contribution of MT to learning that caused the Ministry of Education at the Federal level in conjunction with further informative statutory organizations decide that the mother tongue should be used as medium of educating pupils. As is found in the National Policy on Education, the NPE (2012) warrants that the communiqué means of timely infantile institutes is chiefly the MT or "language of the immediate community" (LIC) and ortho-graphy and schoolbooks of

_____

indigenous languages shall be made to augment Mother Tongue and LIC. Paradoxically, in majority of pre primary colleges in Nigeria the means of teaching is predominantly the L2. So long MT teaching is a cause, Emenanjo (2001) notes:

> The value attached to native language as regards to protection, preservation, promotion of Nigerian culture, as well as its role in promoting interethnic unity that enhances human dignity and subsequently helps promote national unity and integration in the country. This policy supported by the Constitution of the Federal Republic of Nigeria and justified in the National Policy on Education. The use of English language for a child to the neglect of his mother tongue has a negative influence on the child's cultural background which the policy is meant to protect (p.17).

One's indigenous language, then, is a portion of one's beliefs. It carries or conveys beliefs plus itself is subject to ethnically habituated approaches and cultures (Awoniyi, 1975).

An earlier view, Carroll (1964) contends that the situations of acquiring an L2 are like circumstances of acquiring a MT. At times there are intrusions and occasional response from the linguistic structure which will interfere into language in the other speech. Carroll also points that to effectively study L_2, the second language learner often has to prevent the first language structures from the second language acquiring process, if the constructions are distinctly different.

To buttress Carroll's point, Beardsmore (1982) proposes that several of the challenges a second language (L2) student has with the "phonology, vocabulary and grammar of an L2are due to the interference of habits from first language (L1)" (p.23). Beardsmore concluded by saying that the proper basics of L1 are utilized as contained by the situation of L2, resulting in errors in second language, as the constructions of the lingoes, first and second language are dissimilar. Being aware of the socio-linguistic situation in the country, Eka (2000) also avers that some features of the Nigerian English are as a result of the influence of the mother tongue, adding that "it is commonly known that a person's first language often exercises a tremendous influence on the learning and use of another … second, foreign and alternate language" (p.40).

_____

This section of the review has been able to examine some of the related causes of interference in L2 among second language users, which typically lead to errors of usage, especially syntactic errors. However, it is authoritative to gaze at if MT has a say on the English practice amongst the Isoko users of English. It is significant to pull attraction to the existence of the difficulties on the base of whatever might be bring out and commend whatever might be prepared to lessen them if they cannot be completely eliminated.

Theoretical framework

This study adopted S. P. Corder's (1981) Error Analysis. The Error Analysis approach is a branch of applied linguistics. It was engendered as a result of the challenges and criticism Contrastive Analysis faced in the early 1970s. Contrastive Analysis contends that the possible errors the learners would make in using a target language can be predicted so as to take steps to prevent or reduce the errors. But with the development of foreign language teaching, since contrastive analysis only focuses on language learning situation, but neglects language learners, there is a great limitation to the accuracy of the prediction of errors. In order to analyze systematically learners' errors, a new theory, "error analysis theory" comes into being. Error analysis on the other hand puts its focus on learners themselves, which strengthens the weak points of contrastive analysis theory and enriches the study of applied linguistics at the same time.
Corder (1967) put forward three important points about the analysis of learners' errors:
(1) For teachers, if they analyze systematically learners' errors, they will come to know the learners' real situation on the approach of target language;
(2) The analysis will provide researchers with the evidence of how learners acquire a language and will help researchers understand their learning strategy; and
(3) The analysis is quite necessary for learners as making errors is a means for learners to acquire a language and a testing for learners to check their command of the language learned. The first step for error analysis is to collect materials, the second step is to identify the errors, and then the third step is to classify them.

_____

Classification of Errors

The theory of Error Analysis first distinguishes an error from a lapse or a mistake. It is believed that an error appears when a learner is ignorant of a certain language rule and makes errors in usage, but a lapse or mistake appears when a learner is so careless that he/she does not use the language rules he/she has mastered. Then causes for errors are divided into three parts roughly: (1) inter-lingual errors: The learners bring the habits of the mother tongue into the target language, which leads to negative language transfer; (2) intra-lingual errors: This kind of errors are caused by the learners' wrong understanding of the rules of the target language or by incomplete learning; and (3) other errors: errors in improper teaching or learning materials; in cultural habits of target language; in pronunciation and diction; in usage, expressions, and style. This shows that language acquisition is a creative process of constantly making errors. Students make progress in language by making errors and correcting them.

Isoko: The land and the people

Isoko is a South Western Edoid language of the Niger-Congo family; it is spoken in the Delta State. The Edoid languages make up a subdivision of the West Benue-Congo subdivision of Niger-Congo, and are spoken in the southern part of Nigeria (Britannica, 2023). They are categorized into four coordinate members, viz., Delta Edoid (DE), North Central Edoid (NCE), North Western Edoid (NWE), and South Western Edoid (SWE) (Elugbe 1973, 1989). The SWE comprised five languages: Erowa, Isoko, Okpe, Urhobo, and Uvwie. Isoko is one of the biggest among the group, and is generally spoken as a L1 or L2 language among the SWE zone (Aziza, 2008).

Further on, the Isoko nation is known as the "Home of heritage and hospitality". The Isoko region has been in existence from the defunct Bendel state, comprising what is now Edo and Delta states. The Isoko tribe is the third major nation in Delta state and one of the largest producers of crude oil and gas which 30% of revenue is contributed to the Nigerian economy yearly. Isoko is blessed with two Local Government Areas: Isoko North and South with headquarters in Ozoro and Oleh respectively. The language spoken is the Isoko language. It is linguistically parallel to the language used by the neighbouring Urhobo nation.

_____

The written English of many second language users in Nigeria has been known to exhibit a number of weaknesses in language use, particularly as these learners/users are yet to have adequate mastery of English as an L2 in the environment. A major importance is the way they handle the grammar of English such as where and when to use past or present tense, inappropriate use of the articles, prepositions, homophonic words,wrong plural and possessive formation, contractions and separation of compound words etc. The yearly reports of examination bodies also point to this position. For example, in 2007, West African Examination Council (WAEC) quoted in Gunn (2017) reports:

> …some of the areas of failure in English language among the candidates are lack of the proper use of punctuations, unfamiliarity of the proper use of upper case and lower case, unawareness of the variance among the present and the past tenses and incompetence to identify different parts of speech and how they function in sentences (worldpress.com, 2012).

Research Method

The subjects for the research were selected from five secondary schools in Isoko South Local Government Area of Delta State. The population comprised Senior Secondary Three (SS3) students who were preparing for WAEC (as at the time the data were collected), the last stage of secondary school education in Nigeria. The simple sampling technique was used to avoid a biased selection. Five secondary schools were selected through this technique, by writing out the names of the nineteen (19) schools separately on different pieces of paper, after which they were folded into balls and shuffled together in a hat. And a neutral person was called to pick five schools out of it. The choice of the SS3 students was based on the rationale that the SS3 is the level at which students are expected to have covered a greater part of the English language syllabus, and are therefore deemed capable of performing well in competitive externally conducted examinations. Also at this stage some of them have been registered to take part in the West Africa School Certificate Examination or similar examinations

Further, the students who partook in the research were 100 SS3 students of the five selected government owned colleges in Isoko South Local Government Area of Delta state. Again, simple indiscriminate specimen method was also used to pick out twenty (20) students each from the five (5) schools making a total of

_____

one hundred (100) students. The students were given three essay topics; from which they were to choose one to write on. The questions were written on the chalkboard and answer scripts given out. The participants were to compose the essay within 45 minutes. The data generated were subsequently analysed and discussed.

Data presentation and analysis

Homophonic words

Homophones are words which sound alike. Homophonous errors are errors rising from the misunderstanding of lexical that have the same sound or articulation but a dissimilar semantic and spelling. Every homophonous error is made mostly by pronunciation. Most subjects have presented some words in the way they pronounce them while others have displayed them in a hurry thus missing a letter or two in the word. This is phonological conditioning, words spelt as they are pronounced, therefore, missing the correct spellings. Data here are tagged D1 – D9.

Samples from the schools are:

		Acceptable Pattern
1	*…You <u>no</u> in our education…	know
2	*… if there were <u>sit</u> would…	seat
3	*… money more than <u>dose</u> who go to…	those
4	*… am <u>year</u> to oppose motion…	here
5	*… they love <u>were</u> they can…	where
6	*… provide <u>test book</u> and desk	textbook
7	*…after getting there, the <u>hole</u> school	whole
8	*…Joseph on his path never <u>taught</u> of	thought
9	*…that villagers <u>where</u> very	were

In D1 above, the confusion occurs between "no" and "know". Each time the students encounter the /k/ sound they tend to replace it with a sound after the /k/ sound as displayed in D1. The students used 'no' instead of 'know', new instead of knew etc.

In number D2, the confusion is found between 'sit' /sit/ and 'seat' /si:t/. The two words have different meanings "sit" is a dynamic verb while "seat" is a

_____

noun. However, "sit" as it was consistently used by the students, cannot be combined with the (be) verb "were" *…if there were sit, instead of, …if there were seats.

In D5, D7 and 9, the ill-formed sentences were as a result of the student's inability to recognize where and when to insert the bi-labial approximant sound, /w/ and the glottal sound /h/. These errors may not be unconnected with the fact that the approximant sound /w/ and glottal /h/ are sometimes silent in a word. For instance, where the students are supposed to use "where" they omitted the /h/ sound and used "were". So also, instead of 'whole' they omitted the /w/ sound and wrote "whole" as "hole"

Wrong use of preposition

Prepositions are very delicate words which attract different verbs to themselves. Eka (2004) observes that prepositions are grammatical elements which typically go between noun or noun phrase (p.168). A preposition typically designates the time-based, altitudinal or coherent association of its item to the other part of the sentence. Most of students in this study showed a poor knowledge of the proper use of preposition. And this category of errors account for 4.91%. This error may have occurred because the Isoko language does not have any definite way of showing preposition and this interferes with the students' scripts. For instance, the sentence,

Isoko: ákpisọrsé

Translation: they go church

English: They went to church

Isoko: mẹbéyanziuwo

Translation: I am coming house

English: I am coming to the house

 Some of the errors detected, were the omission of prepositions, arbitrary use of prepositions and duplication of prepositions. Here are some illustrations from the essays under study.

* They did not go^ church …   (to)

* …always staying <u>as</u> home………..   (at)

*education simple mean the process^facilitating learning   (of) (112)

*educated is a way of life which ever person must participate on……. (in)

*… all because <u>of</u> they didn't past through…

_____

*…I am have to^ against the motion……. (to speak against)

*let us look at the life^ those whom…(of)

*make people to move <u>for</u> one place to any in life (from)

* …gambling, kidnapping and the rapping^ innocent people…(of)

*… the ministry of education should be up and doing ensure^ that … (to)

*While others go out to look^ what to eat…(for)

* he will not allow his children^ touch anything…(to)

* I will be very happy <u>of</u> my recommendation are being …(if)

*… to help others who are^ need…(in)

* however, I am still going ^thank you...(to)

*… in schools ^ease learning…….(to)

*luckily to my a small voice ….....(for me)

Wrong use of the article

English language has two articles; the indefinite articles "a" or "an" and the definite article "the". In the data collected, the respondents wrongly used or omitted both the definite article and the indefinite article. Errors in the use of article account for 2.22% in all the scripts.

Sample from selected schools

*… and ^<u>riches</u> person… rather than "…a rich person".

* the young boys and girls find <u>a</u> joy in helping rather than "… find joy in.."

* He <u>sleep</u> in^day while…. rather than "…he sleeps in the day".

*…when you go to ^place where… rather than "…..go to a place".

The apparent lack of or misuse of the article in the respondent's texts could be attributed to the absence of such grammatical particle in the respondents' mother tongue. For instance, the Isoko language does not have a word/representation for an English article. For example, the Isoko sentence; mebekpooria (I am going to a place) mebekporianana (I am going to the place) 'Oriana' meaning place, 'Orianana' meaning the place, the article is only realized through the addition of an 'na'.

Wrong plural and possessive formation

This category of error was clearly evident in the respondents' scripts. There are instances where the students did not insert the plural morpheme "-s". Also observed was the arbitrary use of the apostrophe and –s morpheme to form possessive.

Examples

*… be able to communicate with <u>other</u> outside…   rather than .. with others
*… most of the time <u>student's</u> will…   instead of …the time students will…
*… straight to <u>Okoro</u> house…   rather than Okoro's house
*…that is, <u>Okoro father compound</u>,   rather than… Okoro's father's compound
*he will <u>still</u> other <u>people</u> things…   rather than people's things.
With his <u>wives little saving</u>… rather than… with his wives' little savings.
*companys..   instead of companies
*…mathematics teacher's but no English teacher's and other's too may have…, rather than 'teachers' … and 'others'
*…to convinces… rather than…. to convince.
*…theirs lifes…   rather than…. their lives
*Panels of judges… instead of panel of judges
*…the basic equipments…   instead of… basic equipment
*…essential for today living… rather than today's living

Wrong use of contracted forms

The following usages are either uncalled for or are wrongly used. Contracted forms are not meant to be used in formal writing but the respondents used many of contracted forms of words in the essays.

Examples

* …they <u>don't</u> belong..
*<u>I'm</u> a student of St. Michael's…
*You <u>won't</u> how to
*<u>I've</u> been able
*Riches <u>can't</u> compare

_____

*First <u>that's</u> all you….

*but<u>I'll</u> prove

*<u>wasn't</u> a rich

*meaning you <u>didn't</u>

This error of contraction may have occurred from daily conversation among their peers.

Separation of compound words

Faulty separation of words was also observed in the respondent's scripts. Some of them include:

* through out	rather than	'throughout'
*him self	rather than	'himself'
*any thing	for	'anything'
*some one	for	'someone'
*with out	for	'without'
Your self	for	'yourself'
No where	for	'nowhere'
Her self	for	'herself'
Our self	for	'ourselves'
*… to day	for	'today'
*… every day	for	'everyday'
*… can not	for	'cannot'
*… every one for 'everyone'		

Discussion of Findings

The least errors discovered in the respondents' scripts are; homophonous errors, wrong use of preposition and wrong use of articles. Most subjects have presented some words in the way they pronounce them while others have displayed them in a hurry thus missing a or two letters in the words. Homophone is a word that is pronounced the same as another but differs in meaning and in spelling. Homophonic words that are spelt the same are also both homographs and homonyms.

_____

Examples from the students' scripts are as follow;

Examples (D1 – D9) are errors on homophone

* Joseph on his path never taught of

* After getting there, the hole school…

* The villagers where very…

* You no in our education …

* If there were sit would …

* Make money more than dose who go to …

The above error is caused by the irregularities in both languages orthography. The sentences should have read:

- Joseph on his part never thought of

- After getting there, the whole school…

- The villagers were very

- You know in our education…

- If there were <u>seat</u> would …

- Make money more than those who…

The students on their part have to pay more attention to pronunciation and spelling. The error is a result of mistakes arising from the confusion of words having the same or similar pronunciation but a different meaning and spelling. These are problems of phonological differences some of these initial sounds are not found in the L1 of the students, therefore, they pronounced words the way it sounds in their L1, thereby interfering in the L1 situation.

In addition, on the wrong use of prepositions, the Isoko language does not have markers or features for preposition. Observation of the scripts shows that the students either omitted prepositions or the prepositions were inappropriately used. In some cases they were used even when not needed. For instance:

*they did not go ( ) church (to)

*always staying <u>as</u> home (at)

*…all because <u>of</u> they didn't pass through school (the 'of' is not needed)

*…however, I am still gfoing( ) thank (to)

In Isoko language, if I were to say "they did not go to church"

Isoko: ákpiisiọsehè

Translation: they church no

_____

This is what the respondents tried translating, hence, the omission of the preposition …(to)

In addition, error in the use of article is the least of all the errors in the scripts analyzed. This shows that the subjects have little knowledge of the use of article. For instance, in the language under study, one can say in Isoko thus:

Isoko: wetikpooria (a place)

Isoko: wetikpkeria (place)

Oria means a place while eria is places

This knowledge of article displayed by the students has helped some of their writings to be grammatical, however, some of the students over generalized rules guarding the use of articles. For instance:

*…the young boys and girls find <u>a</u> joy in helping, rather than ….the young boys and girls find joy in helping.

Other errors identified were the use of wrong plural formation, use of contraction and separation of compound words.

Conclusion

English language is faced with several problems; the problems of textbooks and other study aids, the problem of interference from the learners' mother – tongue (native language), the teaching method as well as attitudinal problems and problem from the internet world which accounted for error of wrong plural and possessive formation committed by the students. It is therefore imperative for English language teachers, students, governments at all levels as well as other stakeholders in the business of education to redirect all efforts towards solving these and other identified problems in order to improve the teaching learning process on the one hand, and proficiency in the language use by student on the other hand.

Recommendations

The teacher of a second language has a big task before her/him. Teachers' ability to teach the second language should be couched upon a perfect or near perfect understanding of the working system of the target language and the learner's mother-tongue, then he can tackle the learning problems that may arise. Textbooks are very good; they have sections that cover all essential areas of

_____

language study. However, having the textbook is not enough, the important thing is the use made of them. Exercises from these textbooks should be reinforced by the teachers. Exercise is an essential ingredient of learning which frequent practice can offer. When assignments are marked errors should be pointed out and the learner (student) should be compelled to rework the piece noting the correction previously given by the teacher.

Seminars and workshops should be organized by State and Federal Ministries of Education to update the knowledge of the teachers who are already in the service. Teachers of English should give frequent dictation and essay writing exercises to their students. This will improve their performance in English. The study of literature should form an important and necessary component of English language studies in all secondary schools in Nigeria, because literature is an instance of language in use. Therefore, an exposure to a range of literary texts in English over a period and selected from different parts of the world will enhance the students understanding of the creative use of the English language. It will also enhance the student's functional vocabulary. Reading skills should be taught in the early secondary classes. Students should be encouraged to develop their reading habit. Finally, the print and the electronic media can also be of great help by featuring educational programs such as debates, essay competitions, dramatic sketches and radio language.

_____

References

Adedimeji, M. (2002). English in Nigeria and the national language question. *The Phoenix*, 1(9), 11-13.

Aziza, R. (2008).Neutralization of contrast in the vowel system of Urhobo. *Studies in African Linguistics. 37 (1):* pp.1-20.

Bamgbose, A. (1971). The English language in Nigeria. In J. Spencer (Ed.),*The English language in West Africa*. Longman.

Beardsmore, H. (1982). *Bilingualism: Basic principles*. Avon.

Carroll, J. (1964). *Language and thought*. Prentice-Hall Inc.

Corder, S. (1967). The significance of learners' errors. *International Review of Applied Linguistics,* 5(4), 161-169.

Corder, S. (1981). *Error analysis and interlanguage*. Oxford University Press.

Edo People. www.britannica.com.

Eka, D. (2000). *Issues in English Usage.* Scholars Press (Nig) Ltd.

Eka, D. (2004). *Elements of grammar and mechanics of Englis*h. Samuf Educational.

Emenanjo, E. (2001). Languages, NPE/UBE in multilingual Nigeria: Implementation strategies. *NAE Seminar Series*. The Nigerian Academy of Education.

Emenanjo, E. (Ed.). (1990*). Multilingualism, minority languages and languages and language policy in Nigeria*. Central Books.

Federal Republic of Nigeria (2012). *National policy on education* 4th ed. NERDC.

Goucher, C., LeGuin, C. &Walton, L. (2025). Commerce and change: The creation of a global economy and the expansion of Europe. *In the balance: Themes in global history.* Boston: McGraw-Hill, pp. 491–508. www.learner.org/courses/worldhistory/support/reading.

Gunn, M. (2017). A Syntactic Analysis of the Written English Language of Isoko Users of English: A Study of SS3 Students. Unpublished M.A Dissertation. University of Calabar-Calabar.

Odumuh, A. (1987). *Nigerian English*. A.B.U Press.

Ogbu, K. (1980). The History of Christianity in West Africa. Longman Publishing Group.

_____

Olujide T. (1998). A sociolinguistic appraisal of Nigerian English. In Adayi,O. &Akinwumi, O. (Eds.), *AMulti-Disciplinary Journal.*

Oluwole, D. (2008). The impact of mother tongue on students' achievement in English language in junior secondary certificate examination in western Nigeria. *Journal of Social Science*, 17(1), 41-49.

WAEC. (2012). English language: Chief examiners' general reports 2007-2009. lagosbooksclub.worldpress.com.

Wikipedia. (2015). Mother tongue. http://en.wikipedia.org/wiki/first_language.