MOTHER TONGUE INTERFERENCE IN THE ACQUISITION OF ENGLISH AS A SECOND LANGUAGE IN SECONDARY SCHOOL IN EBONYI STATE SOUTH EAST NIGERIA.

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Abstract

This study examines the effects of the mother tongue on students in their efforts to acquire English as their second language. The scope of the study was limited to Afikpo South in Ebonyi State Nigeria. The study has three research questions and three hypotheses, while the sample size is made up of From the findings of this study, all the null hypotheses were rejected. Relevant data were collected using questionnaires and test items. The research population include   hundred and fifty lecturers and 300 students randomly selected from secondary schools. The data collected were calculated and analyzed in percentages, and t-test analysis. The findings and conclusions include that: The difference in phonological and orthographical systems in English and Igbo leads tolinguistic interference in acquiring English.Students' mastery of the English Language is affected by home andlinguistic backgrounds. Thedifferences in the grammatical and vocabulary patterns of Igbo and English interfere with thestudent's mastery of English.Based on these findings, some recommendations were made to improve the standard ofteaching and limit linguistic interference.

Keywords: Mother Tongue, Interference, Acquisition, Language.

Introduction

The English Language is a world language. It is spoken as a first language in Britain and America. But it is spoken as a second language in many more countries of the world as a result of colonization. Although the Second language in Africa because the second language can even be regarded as one of the major languages in Africa because it has become such a vital tool in the daily lives of the people on the continent. In 1953, the United Nations Education, scientific and cultural Organization (UNESCO) published a report arguing in favor of mother tongue (First Language) instruction. UNESCO noted that the benefits of mother tongue instruction are long many dimensions. Psychologically, mother tongue language is the system of meaningful signs that in his mind works automatically for expression and understanding sociologically, it is a means of identification among members of the Community to which he belongs. Educationally, he learns more quickly through it than through an unfamiliar linguistics medium (UNESCO, 1953, 10.11).
 A language is a second language when it is chosen as the official language of people who have another language. In several countries in Africa including Nigeria, it is the official language, language of government education, administration, and national and international transactions. It also, in these countries, serves as the language of the law courts, the mass media, and commerce. In many such countries, it did not become important by choice. It is the major aspect of British colonialism which has to stick like glue for years after the countries regained their independence. Textbooks have remained in English, especially in countries like Nigeria where there are numerous indigenous languages in which curriculum plannersprovide texts in so many languages. In many African countries today, there could be no serious interchange of professional knowledge and no education beyond the primary school level; without the English language. The multiplicity of languages has seen to this and has placed the English language in a very superior position as a unifying force and will likely remain for a very long time. In Nigeria, the role of English is quite important, especially since the problem of the multiplicity of languagesis acute. It is, therefore, not foreseeable in the future

that any one language group will dominate the other successfully to become accepted as the language of education and government. The assertion is without prejudice to the Federal Government of Nigeria, selection of Hausa, Igbo, and Yoruba as her National Languages. The importance of the English language is so acutely felt that it has remained a compulsory school subject and a pre-requisite for further education. Without a pass at the credit level, one does not hope to advance further in the country's educational ladder. This is the reason behind parents'worry about their ward's level of performance in the language. Such parents are quick to identify lapses that are sometimes erroneously regarded as marks of falling standards. Since English is needed for both internal and external communication, the teacher of the language has a lot of work to do. The major implication of the status of the language in Nigeria, and Africa as a whole for the teacher is that students must be led to learn to use what is internationally accepted, not only in structural usage but also in pronunciation and general usage. Spoken and written language must beintelligible for successful internal and external communication whenever a second language is used as a language of education, it is only reasonable for us to 'accede that even the most elementary facts and ideas cannot be learned until the childhas acquired the language of instruction, at least, in its oral form. The mother tongue is the language of the home, the language with which the child grew up, and the language of his immediate community. Its importance in the education of the child cannot be questioned. Merriam-Webster defined Mother Tongue as the language that a person learns to speak first. A child, having spent his formative years at home and having learned the language is best equipped to learn it, through this medium a child can study almost any learning matter. Educationally, therefore, the mother tongue is very important. Where a foreign language has been adopted for use as a second language, it is only reasonable to set in motion activities that would lead to its mastery before it is used for teaching and learning. Other problems can face a child whose mother tongue is different from the language of the school. He often tends to think in his mother tongue while expressing himself in the language that begins too early in the first few years of school. Such educational losses make it mandatory for a child to

begin his educational career in his Mother Tongue while learning the second language as a school subject. With such a practice, the transition from home to school is gradual and rewarding.

Statement of the Problem

The use of a particular form of language by an individual reflects the individual's social status. That is why Blackar (1999) says, we actually live and behave in a world of language. Hence; the use of language to an extent is an item that reflects social identity. In a politically, socially, culturally and linguistically diverse society, the learning, and usage of a second language become very necessary not because it makes possible mutual interaction. In our Nigerian society, such is the situation because Nigeria has a geographical and political entity as was colonized by the British who were from a different linguistic background but English was adopted as a medium of communication and interaction. Wilson and Smith (2009) State that, it is widely held and proven that human beings are disposed to learning certain types of language. This innate disposition enables one to acquirethe first language and learn a second one. This ability, however, differs from one individual to the other and this is what Elindor (1989) described as linguistic inequality, a striking difference in the lexis users, the difference that those two speakers enable us to assess them as one belonging to a higher class and the other to a lower class in the social strata. When we listen to most students in secondary school, students in Ebonyi State, traces of interference are observed. If we listen to some students and also listen to a monolingual student who is a speaker of Igbo, we notice the obvious difference. We realize a considerable element of English in the student of Igbo origin linguistically, the effect is located at the phonological level. When we also listen to the secondary school students in Ebonyi at the Phonological level, we hear how sounds in Ebonyi are reproduced in terms of English, and interference occurs. Here lies the problem that this study seeks to investigate.

Purpose of the Study

The general purpose of the study is to identify the effect of language interference on the academic performance of students in secondary schools in Nigeria using Ebonyi State students as a case study,

specifically the study sought to.
1. Find out if the students encounter difficulties in their academic performances
2. Are there noticeable differences when these students speak another language outside their mother tongues?
3. Find out the level at which the mother tongue can interfere in the learning of the English language in secondary school in Ebonyi State South East Nigeria.

Scope of the Study

This study will be conducted in secondary schools in Ebonyi State South East Nigeria. Both teachers and lecturers in the various secondary schools in the State will be studied. The content scope includes. Investigating the effects of language interference on the academic performance and speech production of secondary school students in Ebonyi State South East Nigeria and the strategies adopted by these teachers and lecturers in handling these challenges. Research Questions The following research questions guided the study:
i. Do students encountering difficulties in their academic performance?
ii. Are there noticeable differences when these students speak another language outside their mother tongues?
iii. At what level of linguistics interference is most noticeable among the secondary Schools in Ebonyi State South East Nigeria?

Hypotheses

The following null hypothesis will be formulated for the study:

HQ1: There is no significant difference between the mean ratings of lecturers and students on secondary school students encountering difficulty in academic performance.

HQ2: There is no significant difference between the mean ratings of the lecturers and students on the noticeable difference when students speak.

HQ3: There is no significant difference between the mean ratings of the lecturers and students on the mother tongue interference when students speak.

Review Of Related Literature
Conceptual Framework

Concept and Domain of mother Tongue Interference

Ellis (1997) refers to interference as transfer that the influence that the learner, L_1 exerts over the acquisition of an L_2. He argues that transfer is governed by the learner's perceptions about what is transferable and by the stage of development in L_2 learning. In learning a target language, learners construct their interim. According to Bhela (1999), although foreign language learners appear to be accumulating enough knowledge, they come across problems organizing coherent structures when speaking relying on mother tongue structures in the foreign language, showing a gap between gathering knowledge and producing orally'. In the cases in which the gap increases and becomes more complex to solve thus, the possibility of mother tongue interference emerges. Odlin. (1989). Defined the mother tongue interference as the negative transference of linguistic patterns. This means that students take the structure belonging to the mother tongue to construct messages in the foreign language, constraining their learning about new elements. Since they start making performance mistakes that gradually become competence errors. Kohn (1986) stated that "As a learning process, transfer supports the learner's selection and remodeling of input structures as he progresses in the development of his inters language knowledge. As a production process, the transfer is involved in the learner's retrieval of this knowledge and in his efforts to bridge linguistically those gaps in his knowledge which cannot beside stepped by avoidance." According to Ashworth (1992), the mother tongue or native language is the language which the person acquires in the early years and which normally becomes his/her natural instrument of thought and communication. An online article, entitled "Mother Tongue" defines mother tongue (first language. native language, or vernacular) as the language a person learns first. And correspondingly the person is called a native speaker of the language The American Heritage Dictionary of the English Language Skiba. (2000) defines the mother tongue as one native language; the language learned by children and passed from one generation to the next; it is received by birth or from ancestors. On the other hand, Ashworth (1992) states that 'the second language is a language acquired by a person in addition to her mother

tongue. A similar definition of a second language is given by the American Heritage Dictionary of the English Language mentioned above as the language you learn and adopt after learning yours. In his view, Parry (1982) said that 'lack of mastery in the English language is due to the environment of the child'. Although the English language is the pupil's L_2, it is not the language of the community in which he lives. The language of the community is significantly different from the English language. Parry (1982) added that ... 'the child has little opportunity to speak or hear English, thus, he cannot acquire the fluency needed to cope with the secondary school course on how home background affects the students' acquisition and mastery of English language, Ajayi (1977) said that students fed alien to the English language because of lack of initial exposure to the language within the family unit. He then said that students transfer this poor background into schools and this hinders their performance in the acquisition of the language. Still, on home background, Goldstein (1976) said ... the fact that much of the child's educational development takes place at home before he begins to attend school is obvious. For instance, middle-class home tends to provide an environment more conducive to success in schools than to those lower-class families. Weireth (1968) writing on environment said that, when two or more languages are being used in an environment or by an individual, then the concept of bilingualism is at play. This means that individuals within such an environment are going to acquire the two or more languages in use in that environment simultaneously or one after the other. Thus, two or more totally different or fairly similar, or else very similar languages are being acquired by the individual in the community. The learner is therefore basically going to transfer his knowledge of his L_1 into the learning process of his L_2 to enhance the easy acquisition of his L_2 and attempt to suppress features of his L_1 which differ markedly from those of the L_2 for easier acquisition of his L_1. Besides the environment of the learner, the type of primary school he attended before going to secondary school and his linguistic experience and exposure can also contribute in no small measure to the problem of interference. Obanya (1982), referring to the problem of

writing English in schools, noted that ... at the primary school level, the typical Nigerian Child has not done much writing in English. Writing further, he said that ... because of lack of written exercises in English at the primary school level, when the students get to the secondary school, they have to start learning the spellings and the punctuations in the English conventional way which is quite different from the conventional way of writing Yoruba which they are very much used to. This type of interference can be both orthographical and lexical. Tiffen (1969) stresses the fact that the student's foundation in primary school is inadequate and this aggravates their problems in studying English in secondary school. He said that primary school children are often exposed to the poor, non-standard English of many teachers and fail to acquire the necessary skills in the English language. Furthermore, Tiffen said that the local language is used as the medium of instruction in the first three years of primary education in many places and the resultant effect of this is the student's poor acquisition of and performance in the English language at the secondary school level. The problem of interference is not restricted to pupils alone, it also affects the teachers. According to Bamgbose (1975) ... 'grammatical and linguistic problems are caused by the mother tongue interference which is encountered by both the teacher and the learners. Both of them have some phonological problems peculiar to their ethnic group and this affects their effective acquisition of the language.

Theoretical Frame Work

Theorist in various fields and subject have established their works on relevant theories among such as administrative theories, Political theories, many of the administrative and learning theories explain why people do what they do in school administration and in the process of learning a new language, the study will limit in mother tongue interference, second language acquisition, the process of second language acquisition, mother tongue interference on English Language, semantic interference.

The Mother Tongue Interference

Many researchers have already been done in the area of native language interference in the target language. However, the essay gives an account of the following readings about the topic under study Ellis (1997) refers to interference as transfer, which is the influence that the learners L_1 exerts over the acquisition of an L_2. He argues that transfer is governed by learners' perceptions about what is transferrable and by the stage of development in the L_2 language. In learning a target language, learners construct their interim. According to Bhela (1999), although foreign language learners appear to be accumulating enough knowledge, they come across problems organizing coherent structures, when speaking relying on mother tongue structures in the foreign language, showing a gap between gathering knowledge and producing orally. In the cases in which the gap increases and becomes more complex to solve thus, the possibility of mother tongue interference of linguistic patterns. This means that students take the structure belonging to the mother tongue to construct messages in the foreign language; constraining their learning about new elements. Since they start making performance mistakes that gradually become competence errors. Kohn (1986) stated, "As a learning process; transfer supports the learner'sselection and remodeling of input structures as he progresses in the development of his inter-language knowledge. As a production process; transfer is involved in the learner's retrieval of this knowledge and in his efforts to bridge linguistically those gaps in his knowledge which cannot beside stepped by avoidance". According to Ashworth (1992), the mother tongue or native language is the language that the person acquires in the early years and which normally becomes his/her natural instrument of thought and communication. An online article; entitled "Mother Tongue" defines mother tongue as the language a person learns first. And correspondingly the person is called a native speaker of the language. The American Heritage Dictionary of the English Language. Skiba (2000) defines the mother tongue as one's native language; the language learned by children and passed from one generation to the next. It is received by birth or from ancestors. On the other hand, Ashworth (1992) states that a second language is a language acquired by a person in addition to her mother tongue; A similar definition of the second language is given by the American Heritage Dictionary of the English

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Second Language Acquisition

Marysia (2004 p.8) observes that language acquisition is innately determined and that we are born with certain systems of language. This is supported by different linguistic scholars for example "Chomsky (1975. P. 26) asserts that each human being possesses a set of innate properties of language which is responsible for the child's mastery of the native language. He further argues that this language mechanism defines the forms that language may take. The innate properties of language are as well underlined in the philosophy of idealism. Plato puts it that we are born possessing all knowledge and our realization of that knowledge is contingent on our discovery of it. All that we know already come pre-loaded on birth and our senses enable us to identify and recognize the stratified information in our mind". Marysia 2 (1): P.34) distinguishes between acquisition and learning: Acquisition is a subconscious process that leads to fluency, and learning on the other hand is a conscious process that manifests itself in terms of learning rules and structures. Krashen (1985. P.39) maintain that there are three operative internal processes when learners acquire second. Language. These are the monitor, filter, and organizer. The monitor is responsible for conscious learning and has nothing to do with acquisition. Brown (1973. P. 21) claims that filters are responsible for the extent to which the learner\s acquisition of a second language is influenced by social circumstances such as motivation and effective factors like anger and anxiety. The organizer determines the organization of the learner's language. It organizes the usage of incorrect grammatical instructions and provisional precursors, grammatical structures, and the systematical occurrence of errors in the learned item.

Processes of Second Language Acquisition

Proponents of second language acquisition theories, including Oliver and Judie Haynes, another ESL teacher with28 years of experience, identify five distinct stages of second language acquisition as originally espoused by linguist Stephen Krashen.

These include the following:
Silent/Receptive
This stage may last from several hours to several months, depending on the individual learner. During this time, new language learners typically spend time learning vocabulary and practicing pronouncing new words. While they may engage in self-talk, they don't normally speak the language with any fluency or real understanding. This stage is controversial among language educators. AnaLomba disagrees that second learners are silent while they are in this learning stage. Lomba states that speech is fundamental in language acquisition and learners excel in language acquisition when they apply what they learn as they learn it.

Early Production

This stage may last about six months, during which language learners typically acquire an understanding of up to 1,000 words. They may also learn to speak some words and begin forming short phrases even though they may not be grammatically correct.

Speech Emergence

By this stage, learners typically acquire a vocabulary of up to 3,000 words and learn to communicate by putting the words in short phrases, sentences, and questions. Again; they may not be grammatically correct, but this is an important stage during which learners gain greater comprehension and begin reading and writing in their second language.

Intermediate Fluency

At this stage which may last for a year or more after a speech emergency, learners typically have a vocabulary of as many as 6,000 words. They usually acquire the ability to communicate in writing and speech using more complex sentences. This crucial stage is also when learners begin thinking in their second language, which helps them gain more proficiency in speaking it.

Continued Language Development/Advanced Fluency

It takes most learners at least two years to this stage, and then up to 10 years to achieve full mastery of the second language in all its complicities and nuances. Second language learners need ongoing opportunities to engage in discussions and express themselves in their new language to maintain fluency in it. The key to learning a new language and developing proficiency in speaking and writing that language is consistency and practice. A student must converse with others in the new language regularly with fluency and confidence. In addition, Haynes says, it is important for students to continue to work with a classroom teacher on specific content areas related to the new language such as history, social studies, and writing.

Mother Tongue Interference on the English Language

Linguistic interference obtains at the phonological, grammatical, and semantic levels, when a learner is confronted with a new language, he usually faces problems arising from the difference between the linguistic system of his L_1 and the L_2.

Two Types of Interference

The first type is **proactive interference**. This is an interference phenomenon that helps in the acquisition of the target or subordinate language. For instance, the presence of certain consonants and vowels in Nigerian indigenous languages facilitates the acquisition of similar sounds in the English language. Such sounds include bilabial plosive voiced (b), voiceless alveolar plosive/t/, / as well as short vowels such as /i/i/u/, and /e/. The other type of interference is the retroactive type of interference, this type retards the process of the acquisition of the target language. According to Bamgbose (1977), most of the phonetic characteristics in the English of Nigeria can be traced back to the transfer features from their local languages.

Semantic Level Interference

On spelling Tiffen (1969) said another source of interference lies in the irregularity of English spellings which causes students to pronounce words as they are spelled. The Nigerian Language orthography is comparatively regular, that is, there is a close correspondence between sound and letter, unlike in English where the same letter or combination of letters may have quite different sounds in different words for instance 'a' in 'father'/fa:/Fall'- /f:I/ and 'any'/eni/. Talking about structural differences, Obanya (1982) said that the English language combines its words to form acceptable sentences in ways that are unique to specific languages. In syntactic patterns, what is acceptable differs from one language to another. On structural relationships, Adekunie (1979) said that it is possible to discover the effect of language interference in some structural relationships, like the use of reflexive pronouns. He said that English uses three forms to indicate three types of reflexive action as follows.

a.   We love ourselves i.e. (everybody loves himself),

b.   We love each other i.e.;one person loves the other and vice-visual.

As a result of the pattern in Yoruba, it is the form @ that is used for the three forms. Thus, L_1 leaner or L_2 would say" we love ourselves" in the three cases

above. Adekunle (1979) went further to say that unlike English words most of the Nigerian native words are monomorphic, which is not divisible into smaller meaningful units. In English words, there are inflections from nouns; and verbs, unlike in the Nigeria Language where independent articles are used with words. Abiola (1977) said that another thing that hindersstudents' mastery of the English Language is the clash in conventionalization thus created by the tradition of another tongue to a foreign language. This, he says determines the child's linguistics competence in understanding and meditating on the new forms of learning a new language in school. Speaking generally on interference and mastery of L_2, Banjo and Unoh (1976) say that mastery of English depends on the learner's ability not only to express his meaning but express it in the most appropriate structure in any language.

Empirical Studies.

There are some international studies conducted on the interference of the mother tongue in the English writings of foreign students. Some of these include (Hassan 2013) who conducted research entitled, "The Effects of Arabic on English writing of Petra university students". Ridha (2012) conducted research entitled "The Effects of EFLLearner's Mother Tongue on their writings in English; An Error Analysis Study", In Iraqi students. However, to the knowledge of the current researcher, none of the local researchers have conducted research on a similar title in the Ethiopian context in general and on the interference of the mother tongue on writings in the English Language in Afikpo South East Secondary School Nigeria.

Method
Design
The study descriptive design. A descriptive survey design research design Descriptive survey design according to Eze (2005) and Nworgu (2006) is one in which a group of people is studied by collecting and analyzing data from a few people, considered to be representative of the entire group. It is used in preliminary and exploratory studies to allow researchers to gather information, summarize, present, and interpret for clarification. The author further stated that questionnaire tests or interviews could be used to collect data in the survey design.

The design was considered appropriate for this study because a questionnaire was used to obtain data from students' linguistics in the area of the study.

Area of the Study
The study was carried out in Afikpo South Local Government Area in Ebonyi State South East Nigeria.

Population of the Study
The population of the study consists of 300Lectures and 600students). Whilr the sample comprising one hundred and fifty (150) lecturers and 300 students, drawn from the the three (3) educational zone of the State totaling 450 respondents

Instrument for Data Collection
The researcher developed an instrument titled. "A mother tongue interference in the acquisition of English as a second luanguage (MTIAESL) which was used to Elicit information from the respondents. The rating scale of the questionnaire was divided into three clusters 1,2,3 (1) seeks information from secondary school teachers. Cluster 2 is are there a noticeable difference when these students speak another language outside their mother tongue. Cluster 3 is on the various strategies adopted by teachers and lecturers in handling the problems of teaching English as a second language in Afikpo south Local Government Area of Ebonyi State Nigeria. The researcher used the following responding ratings. Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The point rated 4,3,2 and 1 respectively and the decision rule calculated thus,

$$\frac{4 + 3 + 2 + 1}{4} = 2.5$$

Validation of the Instrument.
Copies of the rating scale were given to two experts in the department of linguistics at the Alex Ekweueme Federal University NdufuAleke Ikwo, Ebonyi State and Ebonyi State University for validation, hence, the instrument received both content and face validity.

Reliability of the Instrument
The reliability of the instrument was carried out

using 150 lecturers and 1,000 teachers from selected Secondary Schools in Afikpo South Metropolis of Ebonyi State. Cronbach Alpha tool was used to correlate the score and a correlation coefficient index of 0.85 was obtained.

Administration of the Instrument

The services of three research assistants were employed by the researcher for the mother tongue interference in the acquisition of English as a second language administration of the questionnaire instrument to the respondents. The questionnaire instrument was administered to the respondents and subsequently collected and collated.

Method of Data Analysis.

The data collected were presented in a frequency table to the research questions. The researcher used a mean score of 2.50 decision points to answer the research question while the hypotheses were tested using z-test statistics at a 0.05 level of significance. The decision rule was that any item that has a mean score of 2.50 and above is in agreement while a mean score below 2.50 is in disagreement.

Presentation and analysis of data.

Research Question One

Are students encountering difficulties in their academic performance?

Table 1: Mean responses of students encountering difficulties in their academic performance. The five (5) items presented in the table were all accepted by both the lecturers and the students with an average mean value of 2.6 as the encounter students have in their difficulty in academic performance.

S/N	Statement	Teachers			Decision
		Σfx	x̄	S.D	
1	The language policy prevents students from speaking their mother tongue	13	3	0.6732	
2	Students who speaks in English are rewarded in some form.	18	1	0.9182	
3	Encouraging students to read story books help improve their language use.	15	2	0.8881	
4	Leaving resources for English available in schools influences the performance of students in English.	12	4	1.0023	
5	Leaving resources contributes to improve in the English language.	14	3	0.7269	
	Average Total		2.6	0.8417	

Research Question 2: Are there noticeable differences when these students speak another language outside their mother tongue?

Table 2: Table 2 shows the response to the prevalence of the use of the mother tongue. The respondents agreed and accepted all the items presented on the table, the noticeable differences when these students speak another language outside their mother tongue. This is evident in the total average of 3.6 for teachers and 5.0 for students respectively.

S/N	Response	Teachers			Decision	Students			Decision
		Σfx	x̄	S.D		Σfx	x̄	S.D	
1	How often do lecturers or teachers notice differences when these students speak another language outside their mother tongue?	8	2	0.165		172	4	1.109	
2	How often do you code switch during teaching?	24	3	1.031		256	2	0.453	
3	How often do you speak your mother tongue in school?	12	4	1.152		187	2	0.312	
4	Traces of direct translation from English to Igbo.	15	5	1.114		134	3	0.643	
5	No traces of direct translation from English to Igbo.	12	4	1.038		196	1	0.965	
	Average Total		3.6	0.900			5.0	0.696	

Research Question 3: At what level of linguistic is mother tongue interference most noticeable among the secondary schools in Ebonyi State, South East, Nigeria?

Table 3: Table 3 shows the response on the level of linguistic of mother tongue interference being noticed among the secondary schools in Ebonyi State, South East, Nigeria. This is evident in the total average of 4.2 for teachers and 4.2 for students respectively.

S/N	Statement	Teachers			Students	
		Σfx	x̄	S.D	x̄	S.D
1	Students whose parents are secondary school and primary school certificate holders.	27	4	0.398	5	0.081
2	Students whose parents are illiterates	25	3	0.345	6	0.117
3	Your school has a language policy	29	5	0.044	3	0.639
4	You are punished for using your mother tongue	28	6	0.322	3	0.619
5	Students who speak in English are rewarded in some forms	30	3	0.442	4	0.654
	Average Total		4.2	0.310	4.2	2.11

Table 3: Table 3 contains the level of linguistics in mother tongue interference.

Testing of Hypotheses

Table 4: Z-test on the differences in the response of teachers and students on the frequency of Mother-tongue in schools in Ebonyi State, Southeast Nigeria.

Ho1: There is no significant difference in the mean responses of students encountering difficulties in their academic performance**.**

Group	N	$\overline{X}$	SD	DF	z-cal	z-stat	Remarks
Teachers	150	2.6	0.8417	448	0.014	0.1732	
Students	300	5.0	0.696				

The Z-test hypothesis table indicates total averages mean score of 2.6 for teachers while the total average standard deviation of teachers is 0.8417 with a Z-Stat value of 0.1732 which is greater z-cal of 0.014. Hence it shows that there is no significant difference in the mean response of teachers in the first research question.

Ho2: There is no significant difference in the mean response on the prevalence of the use of the mother tongue.

Group	N	$\overline{X}$	SD	DF	z-cal	z-val	Remarks
Teachers	150	3.6	0.900	448	0.014	0.1732	
Students	300	5.0	0.696				

The Z-test hypothesis table indicates total averages mean score of 3.6 for teachers and 5.0 for students while the total average standard deviation of teachers is 0.900 and 0.696 for students with a Z- value of 0.1732 which is greater than z-cal of 0.014. Hence the null hypothesis that there is no significant difference in the mean response of teachers and studentsss

Ho3: There is no significant difference in the mean response on the level of linguistic of mother tongue interference being noticed among the secondary schools in Ebonyi State, South East, Nigeria.

Group	N	$\overline{X}$	SD	DF	P	z-stat	Remarks
Teachers	150	4.2	0.310	448	0.032	0.1732	
Students	300	4.2	2.11				

The Z-test hypothesis table indicates total averages mean score of 4.2 for teachers and 4.2 for students while the total average standard deviation of teachers is 0.310 and 2.11 for students with a Z-value value of 0.1732 greater than z-calculated. Hence the null hypothesis that there is no significant difference in the mean response of teachers and students is up held.

In summary, the data generated from three research questions and presented in Tables 1, 2, and 3 indicated that there is no significant difference in the mean score ratings of both the teachers and the students. The three null hypotheses were therefore upheld.

Summary

This study is an analysis of the influence of mother tongue on second language acquisition using secondary schools in Afikpo South as a case study. It provided a background on the influence of the mother tongue on the acquisition of the English language in Nigerian students. In the background to the problem, the researcher has pointed out from other studies that consider factors that influence the performance of English that the use of the mother tongue as a factor that influences the performance of English has been identified by various scholars. This study precisely analyzed the influence of the mother tongue on the performance of English in Afikpo South. The researcher used three research questions to guide the study and came up with data on the influence of the mother tongue on the performance of English in secondary schools in Nigeria the significance of the study is that it would provide useful information to all education stakeholders on how to improve performance of English in secondary schools. The study was conducted in secondary schools in Nigeria and was delimited to students and English teachers. A review of the related literature was done on the influence of the mother tongue on the performance of English.

Recommendations

To enhance understanding and acquisition of English as a second language, and to reduce linguistic interference, the researcher suggests the followings: Students should be made aware of the differences in the phonological, orthographical, vocabulary, and grammatical patterns in English and Igbo. Also, more written and practical discussions involving students should be encouraged. Such discussions could be in the form of debates, symposiums, and quizzes. The written and practical work could also be in the form of an introduction to oral English in the school curriculum and more oral work like Speech drills. The government should strive to introduce adult education and compulsory mass literacy program. This will help improve the home and linguistic backgrounds of the pupils. Also, only qualified teachers should be engaged to handle the subject as this will help a lot. Teachers should cultivate a positive perception of the use of English in school. They should be role models to the students and encourage them to converse in English. Schools should come up with a reward-punishment system to encourage the use of English and discourage the use of the mother tongue. Teachers should come up with teaching methods that are interactive to ensure that students are allowed to interact with each other in English so that students can have good communication skills.

Conclusion

The study established students' use of their mother tongue is prevalent among students of the secondary schools of Nigeria using Afikpo South as a case study. Students and teachers' codes switched for various reasons. Thus, it was concluded that the prevalent use of the mother tongue adversely influenced the performance of English. The perception of teachers and students regarding the influence of the mother tongue on the performance of English is equally important. Teachers and students hold the perception that the use of the mother tongue has a negative influence on the performance of English. The perception that the use of the mother tongue influence negatively the performance of English was the general conclusion drawn by both the English teachers and students. To curb the use of the mother tongue, proper measures need to be put in place; language policies can reduce the use of the mother tongue if they are implemented in the right way. An established mechanism that ensures students are rewarded and punished in equal measure can help to deter the use of the mother tongue and encourage the use of English. It was thus concluded that teachers rewarding students who use English and punishing those who use their mother tongue is important to encourage students to converse in English and deter those who intend to converse in their mother tongue. Challenges that are a result of the use of the mother tongue are varied. The use of the mother tongue brings about challenges in pronunciation and writing in English. Students also exhibit a challenging lack of confidence and poor communication skills as a result of the use of their mother tongue. The challenges that can arise can be eliminated by the provision of a conducive environment for learners to use English. Therefore, it was deduced that the use of the mother tongue influences the writing and pronunciation of English worth and this performance of English. Finally, strategies to be used to improve the performance of English are of

importance. Consequently, the general conclusion was that teachers have to provide students with an environment to cultivate their reading skills and

spoken English. It was also deduced that using English as the language of interaction through debates and discussions in class was important.

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ERROR ANALYSIS OF WRITTEN COMPOSITION IN INDIGINEOUS LANGUAGE OF SENIOR SECONDARY SCHOOL STUDENTS IN EBONYI STATE SOUTH EAST NIGERIA.

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Abstract

This study was carried out to identify some errors in writing composition in indigenous language in secondary school students in Ebonyi State South East Nigeria.Two research questions were developed in line with the purpose of the study. Two null hypotheses were formulated and tested at a 0.05 level of significance. The study adopted a descriptive survey design. The population of the study consisted of 2449 lecturers and 92 students and the sample comprised 1000 lecturers and 30 secondary school students from the area of study. This sample was drawn using a multi-stage sampling technique A-10 items instrument termed "A study of error analysis of written composition questionnaire (EAWCQ) was used by the researcher for data collection. The instrument was first validated by experts and reliability was determined using Cronbach Alpha statistics and the reliability got was 0.05. The administration and retrieval of the instrument were through direct contact and the use of research assistants. Data collected were analyzed using mean and standard deviation for the research questions. While the z-test was used to analyze the hypotheses. Findings on the hypotheses tested revealed that there was no significant difference in the mean responses of lecturers and students from Ebonyi State on the items presented. Indigenous Language teachers should adopt error analysis as a method of identifying student language difficulties.

Keywords: Errors, Indigenous, Students, Language.

Introduction

Indigenous Language is one of the core subjects in the secondary school curriculum, its learning extends far beyond the ability to memorize sentences printed in indigenous Language. The students should be able to form basis concepts; plan, and write coherently in indigenous Language. Unfortunately; the Nigerian school child is far below the expectations in maturing the skills of spoken and written indigenous Language. The state of affair has formed a serious cause of concern to Educators, parents and teachers of indigenous Language in particular, with the rapid increase in the number of students who fail indigenous Language continuously rise sharply in some cases when candidate fail, generally, the causes of their failure can be attributed to their weakness in indigenous Language. Banjo (1981: 96) observes that there is general feeling of dissatisfaction with the level of proficiency in indigenous Language among the products not only of secondary schools but also of tertiary institutions. It is disheartening that after most students in indigenous Language. Most Nigerian students' inability to write intelligently seems to suggest that for a change to be affected the Errors made by students in their written indigenous Language. Composition has to be analyzed in order to highlight those errors and enhance meaningful teaching and learning of composition writing in particular. To this, end, Errors Analysis (EA), a technique of measuring progress by recording, classifying and explaining the errors made by individuals or group of students becomes necessary since more students often detest the teachers remarks on their papers and little or no learning takes place as a result of these mark, Rivers (1978:20) states that;

> "Most of us have ourselves experienced the discouragement of starring at a veritable forest of red marks and

comments on a piece of writing errors over which we had to tolled in the belief that we were outlined something worthwhile"

The researcher's immense teaching experiences shows that there are problems facing the teaching and learning generally and written composition in particular at the secondary school level. Kemode and Hollander (1973:443) States that "reading market a full man writing and exact man." Consequent upon this, one is motivated to identify the errors committed by students in written indigenous composition with regard to Error analysis, an approach which elicts information on the area students find most difficult in composition writing – structure (Patterns of combinations of words to form sentences). Lexis, {word usage or choice of vocabulary}or mechanics. {Spelling and Punctuation} the most difficult area based on the students actual writing. The teacher heighted to enable teacher teach to the point of need. A lot of errors take place in the secondary school and for the students to perform well in the school subject taught, especially, indigenous Language, an error analysis of students written, Indigenous composition is imperative for effective teaching and learning.

The concern of every Language teacher is mainly how we minimize the errors committed by his students in the composition expression and so help them write correctly and effectively. Pope in Kamode and Holander (1973:1867) has this couplet which states that "True case in writing come from art; not chance as those moves easiest who have learned to dance". This explains the need for error analysis which employs the techniques of eliciting information on the area of students find most difficult in composition writing structure, lexis, or mechanics, it is also the most objective and quantifiable data, how much the learnershave been able to assimilate and how much he is unable to internalizes at any given stage as well as the quality of learning that takes place. Furthermore, errors are very useful indicators of what the students know and what they do not know.

Statement of the problem

Writing is very important and effective as a means of communication depends solely on how correctly and approximately, we have written and used our sentences, for according to Little (1973), the sentence is the basis of writing and if not properly handled, may make it difficult for the receiver to understand us. Therefore, asKwofi (1981:101) rightly pointed out;

> "The aim of Language teaching process is to enable the learner acquire either a reading knowledge of the language in question or the ability to understand and produce in speech as well as in writing correct and appropriate utterances in the language."

The various efforts towards the enhancement of the indigenous language earlier mentioned are expected to yield very fruitful dividends among which is the production of students who can correctly and appropriately express themselves in both speech and writing in indigenous Language, from the experience of the researcher as a lecturer of indigenous language, this expectation is far from being achieved. This is evident from the poor performance of students in indigenous composition in Senior School Certificate Examination (S.S.C.E). Conducted by W.A.E.C. According to W.A.E.C chief examiner's report (1981: 44) on indigenous language composition. "The incidence of poor spelling persists, more than 95% of the candidate score no marks out of 15 for Mechanical Accuracy (MA)." Among the mistakes pointed out in that report include poor knowledge of spelling rules especially the incorrect use of dots and hyphens and mistakes in writing the personal and impersonal pronouns. This report among others speaks for itself and very clearly unveils the problem of the study.

Scope of the Study

The study is limited to the identification, classification, analysis and determination of possible causes of the errors committed by students in written indigenous composition in the designated area of study in Ebonyi State South East Nigeria.

Purpose of the study

The general purpose of the study is to analyze and describe the various errors committed in writing indigenous language in Ebonyi State South East Nigeria, Specifically, the study will;

1.   Analyze types of errors committed by

secondary school students in composition writing.

2. Find out the aspects of written indigenous composition structures, lexis or mechanical which students find most difficult in order to enable teachers to the point of needs.
3. Analyze these errors with a view to determine their frequency.
4. Identify possible causes of these errors.
5. Suggest possible solutions to the problems.

Research Questions

1. What are the types of errors committed in writing indigenous composition by secondary school students in Ebonyi State South East, Nigeria?
2. What is the frequency of Occurrence of each of the error types committed?
3. To what extent are these error types committed by both male and female students?

Hypotheses

The following hypotheses was formulated for the study;

HQI - There is no significance difference between the mean errors of structure in the indigenous composition of secondary school students (SS1) and (SS3) students.

Hq2- There is no significant difference between the mean errors of mechanics in the indigenous composition of (SS1) students and (SS3) students.

Review of the Related Literature
Introduction

This chapter reviews some selected literature related to the subject matter of this present work. In doing this, the chapter is divided into four sections, namely; A brief Review of Genesis of indigenous of literary work, meaning of Error and correctness, importance of learner's Error, Causes of learner's Errors, procedure of Error Analyses, Empirical studies.

Conceptual Framework

Concept and Domain of error analysis of written composition.

Indigenous language in it written form is new compared with its counterparts English, Hausa and Yoruba. The missionaries pioneered the work of reducing indigenous language to its written form. One of the early pioneers of this effort was Mrs., Hannah Kilham a missionary teacher who published in 1828, books called, "specimen of African Languages spoken in the Colony of Sierra Leone". Among the content of this book of vocabulary are Igbo numerals and some fifty Igbo nouns. In 1840, a German Missionary Jonas Friedrich Schon came up with a vocabulary of 1600, indigenous words. In 1857 however, a major break-through was recorded when the Yoruba- born ex-slave and Missionary teacher, Samuel AdjayiCrowther with the help of Simon Jonas (his indigenous Igbo born primer.) the indigenous alphabet, words phrase, sentence patterns, the Lord's prayer, the ten Commandments and the translation of the first chapters of St. Matthew's Gospel, formed the context of his seventeen-page work. This book was later introduced by a Missionary teacher Mr.Romanas a textbook for teaching indigenous language. According to Oraka(1983);this book was later nick – named AzuNdu (green back)because of its green cover, much late, some erroneously called it AzuNdu(Fresh Fish). Other publications which followed include "Oku Ibo: Grammatical Element of indigenous Language" by Jacob Friedrich Schon in 1861, "An indigenous primer by F.W. Smart in 1870, and vocabulary of the indigenous language; part II- an English – Ibo dictionary" by Crowther and Schon, Worthy also of Mention is Rev. Thomas J. Dennis who led a team that completed the translation of the New Testament of the Holy Bible into indigenous Language. A problem which bedeviled the indigenous language for some time was the issue of an acceptable Orthography. Prominent among those involved in the orthography controversy were Mr. F.R.G. Adams as inspector of Education, Dr. Miss. Ida C. Ward a research linguist of the school oriental and African studies, Government's acceptance of the recommendation of Dr. S.E. Onwu Orthography committee in 1961 finally settled the controversy and opened a new dawn to the study and writing of the indigenous language. Since then, serious efforts have been made to produce books in indigenous language. This effort which produced few books in the sixties intensified as years went by. The peak of this effort was noticed in the seventies and eighties

probably because of the new awareness and efforts of the society for promoting indigenous language and culture (SPILC) and the recognition given to indigenous language by some institutions of higher learning in the country. Among such higher institutions were AlvanIkoku College of Education, Owerri, University of Nigeria Nsukka. The establishment of the Department of indigenous language in some of this institutions and the Department of linguistics and Nigerian Languages made it necessary for books to be published in indigenous language in order to provide the much needed materials for the study of indigenous language students, until those early publications especially the grammar books were controverted by the recent trend in indigenous grammar, they formed point of reference for writing the indigenous language, any contravening of their grammatical rule; constitute an error. However, it was evidently noticed that even though the number of indigenous language books written have been increased, most of them were books on indigenous history, grammar, customs, traditions and literature. Many have not cared to look in the direction of common errors and difficulties of students in writing indigenous language especially indigenous composition which is the focus of this study.

Theoretical Framework

What occupies the mind of every language teacher is how to eliminate the errors committed by his students and by so doing help the students write better and more effectively. The indigenous language teachers is not an exception. To achieve this, the teachers has to look for the root cause of those errors from where he can fight them so as to ensure their total elimination.

Meaning of Errors and Correctness

Advanced learner's Dictionary of current English describes error as something that has been done wrongly or a mistake. It went further to point out the different types of errors, which includes spelling error, printer's errors, misprints, any error made in writing, an error of judgment and a clerical error. The implication of this definition is that in various aspects, certain standards are required. If these standards are not met, then there is probably an error or mistake. This presupposes that for an error to be avoided one must have to conform to the laid down and accepted rules, principles and standards. One must have to present things correctly. This definition by the advance learner's Dictionary of current English gives the impression that error and mistake are synonymous.

However, Anasiudu, (1983) makes a distinction between error and mistakes. He describes such cases of deviance in linguistic performance which are due to tiredness; nervousness, strong, emotions, memory lapses and pre-occupations as mistakes and not errors. He recognizes them by their sporadic and unsystematic occurrence. On the other hand he sees errors as those deviance in linguistics performance which are due to ignorance or incompetence. They are recognized by their systematic and regular occurrence. This definition by Anasiudu is very relevant to this study since the frequency of each of the error types form a major part in the analysis of this research. The advanced learner's Dictionary of current English regards something as correct if it is true and if it is right. Proper and in accordance with good taste and convention. Therefore, something is correct if it is devoid of error or mistake. The importance of correct presentation of what we are trying to communicate especially in writing, should be appreciated because we may fail to achieve that communication if there is presence of error. According to Little (1973), it is desirable to be as correct as possible in writing because an unfavorable opinion will be formed about us if we make many mistakes. As Adeogun, (1985:25) quoted "if the Language is not correct, then what issaid is not what is meant, then what ought to be done remains undone". In indigenous language, there is the need to stick to the standard of writing indigenous language. Emenanjo, (1983) describes standard indigenous language as a central language which allows for words, phrases, idioms, proverbs, anecdotes from all Igbo dialect areas and in spelling which reflects the source dialect. The controversy over the appropriate orthography to be used for writing indigenous language which ended with government's acceptance of the D. Onwu's committee's report and recommendations in 1961, made the Onwu's orthography the official orthography for writing indigenous language. Any deviation from this orthography therefore, constitute an error. Also, the indigenous standardization committee which was born in

(1973) which is an arm of the society for promoting indigenous language and culture, is charged with the responsibility of producing the indigenous meta-language. This involves consideration and approval of new words suggested by individual and branches of SPILC and also words, spellings and expressions which the standardization committee has considered necessary for introduction into the indigenous meta-language and vocabulary. It follows therefore that non-conformity with these approved words and expressions constitute error.

Importance of Learners Errors

In every endeavor, people always aim at the best. This usually comes with the time. Before the best is finally attained, there must have been errors, mistakes, or failure recorded. These errors or mistakes have great parts in the achievement of success for these errors or mistakes usually indirectly acts as spur for the achievement of success. Lee (1973) recognized this importance of errors or mistakes to the learners when he stated in very clear and unmistaken terms that the errors of the learners and the response to the errors help him to learn. It then means that errors are regarded as potentially facilitative rather than inhibitory in the learning process. So, the learning uses his errors to test hypotheses about the language thereby learning from them.

These statement states the importance of errors to the learner. As his errors are detected brought to his notice and corrected his response is usually the mastery of the correct thing and the avoidance of the wrong thing. The significance or importance of errors or mistakes is not beneficial only to the learner, the teacher also shares in the benefit derivable, Etherton (1976:69) asserts that;

> "The errors may show a teacher area where his teaching has not been effective. a systematic study of errors may lead to improved teaching methods through a greater awareness of the nature and causes of the mistakes which pupils make."

Etherton also feels that making an analysis of error will have an intellectual reward because anybody who undertakes it, finds himself thinking about the nature of errors and reason why they are made. This will lead him to making attempts to finding answers to them; for Etherton, an error analysis will provide valuable data for the preparation or manufacture of teaching materials, textbooks and examinations. Error analysis enables the second language teacher to determine which areas of the learner's English needs more attention and what type of attention. Jain (1974). This is also applicable to indigenous language.

Causes of Learners Errors

Errors analysis (EA) is an everlasting endeavor for the simple reason that first, second or foreign language learners by definition will continue to commit errors. As Manhood, (2011: p.29) says "Nobody goes from zero competence to full competence in one leap". In the same vein, James, (1998: p. 63), states that "as long as there is incompleteness or failure to attain full No-like knowledge of Tl, there will be EA." committing errors is a fact of life; so, as well as learning from them. EA is indispensable in language teaching and it is assuming more important as an index of language learning and communication strategies. Thus, in addition to its traditional Product oriented role in error correction and remedial instruction. EA has now assumed a process-oriented role as a means of exploring learning and communication strategies (see also Erdogan, 2005; Xie and Jiang, 2007).

In classroom, learning teaching provision of corrective feedback and remedial teaching based on EA are a pre dialogical duty undertaken. In the hope of accelerating the learning-centered approach to language teaching processing-oriented. EA has a new role to play. The teaching techniques can be brought closer to the learning strategies through what EA has so far revealed about these strategies that learners naturally engage in which they embark on the task of language learning (for more information see Mahmoud, 2011). Teacher's need both product oriented and process-oriented. EA for remedial as well as initial teaching. In response to this growing need, EA initial teaching. EA of different scales are being conducted around the world e.g. (Ab-Jarad, 2008, El-Tayeb; 2006 et al). However, some of the analysis of errors suffer from inherent drawback that might prelude classroom teachers from making use of them. In addition, the teachers might get confused by conflicting views and findings of different analyst; most of

the problems in the analysis. I reviewed for the purpose of this study centered on the terminology used to describe learner's deviations and their possible causes.

Slips, Mistakes and Errors

Deviation is used here as a neutral term referring to any linguist form or structure incorrectly produced by a native or non-native speaker of a language. Error analysts usually use slips/lapses, mistakes or "errors to distinguish between different types of deviation on the basis of noticeability and self-correction". The deviation that can be corrected by their procedures are indicative of performance problems whereas those that cannot be self-corrected are viewed as signs of incomplete learning (i.e., lacks of competence) Vah Alinejad, (2008), has only two categories; lapse, and errors. To him "lapse" and mistakes are the same. Karaliaukiene, (2003) uses "errors" and mistakes interchangeably. Khama and Haijai (1997) use "error" in the title of their book- "Mistakes made by indigenous language learners". Although it is not always deviations; this three-way classification appears to be pedagogically useful.

Transfer and Interference

James, (1998 p. 175) echoes what Newmark and Reibei, (1968), said over four decades ago when he says "the ultimate cause of error is ignorance." As I said in the previous section are due to incomplete learning; they indicate gaps in the learner's competence when their linguistic means fails shorts of achieving the communicative goals, language learners'resort to various strategies. The most widely used compensatory strategy is linguistic transfer (i.e., reliance on previous linguistics knowledge) that is intralingua (L_2 based) transfer and in case of second or foreign language learning Interlingua (L_1 based) transfer. These two types of strategies rank at the top of the causes of errors in traditional (corder, 1974; Seliner, 1974) and recent. (e.g., James, 1998; harmer, 2001) error taxonomies. However; some analysts (Endogan, 2005; karaliauskiene, 2003) label the intralinguas (L_2 based) errors as "Developmental" as opposed to the Interlingua (L_2 based) ones. These analysts seem to be still embracing the first language as one of the hindrances; from a cognitive perspective and in light of the findings of the research on language learning and communication strategies; Interlingua transfer is viewed as a compensatory strategy.

METHOD
Design:
The study is descriptive survey. A descriptive survey design according to Nworgu (2006) is the one in which a group of people is studied by collecting and analyzing data from few people; considered to be representative of the entire group.

Area of study:
The study will be carried out in Afikpo South Local Government Area in Ebonyi State south East Nigeria.

Population of the study:
The population of the study consists of Two thousand four hundred and forty-nine lecturers and ninety-two students. Sample comprising one hundred and fifty students, from three educational zone and one thousand teachers.

Instrument of data collection
The instrument is composed of two sections" A" deals with research questions one (1) and has six (6) items while section "B" with research question 2 with five items.

Validation of the Instrument
The instrument will be validated by two education secretaries each from the department of Universal Basic Education Board (UBEB) and Secondary Education Board (SEB). These selected secretaries are experts in indigenous languages.

Reliability of instrument
To ensure the effectiveness of the research instrument, a reliable test will be conducted.
Two secondary Schools in Afikpo South of Ebonyi State shall be used for the test. A total of 20 teachers and 100 senior secondary school students shall be administered with the instrument, and reliability tested at 0.05 level of significant.

Method of Data Collection
The researcher will administer a total of 1030 sets of questionnaires to the sampled teachers and students in the five (5) secondary schools, students shall be distributed to the respondents and they will fall

same and collected by the research assistance.

Method of Data Analyses

Collected data shall be analyzed using mean and standard deviation. The responses in the questionnaire shall be strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). These are graded at a four-point like at grade of 4, 3, 2 and 1 respectively. A mean value of 2.5 and above are acceptable while values below 2.5 are rejected. The null hypothesis shall be tested using T-test statistics.

Results

Research question One

What are the types of errors committed in writing indigenous composition by secondary school students in Ebonyi state Southeast Nigeria?

S/N	RESPONSES					LECTURERS			
	STUDENTS				DECISION				DECISION
	ITEM STATEMENT	ΣFX	X	SD		ΣFX	X	SD	
1.	Wrong paragraphing	79	3	1.225	A	2415	2	2.042	A
2.	Meaningless and ambiguous expressions	86	2	0.837	A	2445	10	4.550	A
3.	Indiscriminate Capitalization	79	4	1.732	A	2430	9	3.271	A
4.	Repetition	88	8	3.194	A	2430	6	2.236	A
5.	Wrong use of quotation marks	78	2	0.894	A	2430	14	6.760	A
	Average Total.		3.8	1.570				3.773	

Table 1: Table I contain information on the mean action of errors committed in writing indigenous composition by secondary school students in Ebonyi State Southeast Nigeria. The five (5) items presented in the table were all accepted by both the lecturers and the students with the average mean value of 3.8 and 3.778 respectively as the errors committed in by secondary school students in Ebonyi State Southeast Nigeria.

Table 2. What is the frequency of error types committed?
The mean responses of occurrence of each of the error types committed.

S/N	RESPONSES				LECTURERS		
	STUDENTS						
	ITEM STATEMENT	ΣFX	X	S. D	ΣFX	X	SD
5.	Errors in the use of diacritic mark	88	5	2.00	2328	35	14.977
6.	Errors in the use of full stop.	72	3	1.414	2319	50	20.744
7.	Errors in the use of quotation marks	72	5	2.168	2281		114.324
8.	Wrong use of small letters.	75	12	5.020	2370		7131.263
9.	Wrong use of punctuations	73	6	2.408	2339	15	6.140
	Average Total		62	2.602		36.4	15.487

Table 2: Table 2 above contains Table 2 above contains the frequency of occurrence of each of the error types committed. The respondents agreed and accepted all the items presented in the table, including Table 2 above contains the frequency of occurrence of each of the error types committed. This is evident in the total average of 2.602 for lectures and 36.4 for lecturers and students respectively.

Table 3: Z-test on the differences in responses of lecturer and students on the type of occurrence of each of the error types committed.

Group	N	$\overline{X}$	SD	DF	Z-cal	Z-tab	REMARK
Lecturers	1000	3.8	1.576	1148	0.22	1.96	Ho1:
Students	150	3.6	13.42				accepted

The Z-test hypothesis table indicates total averages mean score of 3.8 for lecturers and 3.6 for the studenst while the total average standard deviation of lecturers is 1.576. with the Z-calculated value of 0.22 which is less than the Z-tabulated, the null hypothesis shows that there is no significant difference between the mean responses of the Lectures and students.

Table 4: Z-test on the difference in the mean scores of lecturers and students on the frequency of occurrence of each of the error types committed.

Group	N	$\overline{X}$	SD	DF	Z-cal	Z-tab	REMARK
Lecturers	1000	32	2.602	1148	1.62	1.96	Ho1:accepted
Students	150	3.6	1.487				

The Z-test hypothesis table indicates a total average mean score of 6.2 for lecturers and 3.6 for students while the standard deviation of 2.602 for lecturers and 1.487 for students. With a Z calculated value of 1.62 which is less than the Z- tabulated value of 1.96 at 0.05 level of significance, the null hypothesis shows there is no significant difference between the mean score values for the two respondents and hence the hypothesis is upheld.

Summary

This study is error analysis of written composition in indigenous language of senior secondary school students in Ebonyi State Southeast Nigeria. It provides types of errors committed in written composition in indigenous language in senior secondary school students in Ebonyi State Southeast Nigeria. It identifies the total types of errors committed and mechanical and expressional errors. The study showed that the frequency of mechanical errors committed was 95% by the subject they study. The researcher used two research questions to guide the study and came up with data on the error analysis of written composition. The significance of the study is that it will help to bring the limelight and the attention of teachers of indigenous language of those difficult areas which students encounter in writing indigenous composition. The study was conducted on secondary school students in Ebonyi State, Nigeria. Review of the related literature was done on error analysis of written composition in indigenous language.

Recommendation

From the result of this research, the researchers are making the following recommendations:

Teachers who teach indigenous language should adopt error analysis as an indispensable method of getting improper touch with student language difficulties. Students should be given frequent composition exercises to write, for as the saying goes, "Practice makes improvement". Teachers should make out time to teach spelling at least a

period of 40 minutes a week should be devoted to the teaching of spelling, this could take a form of dictation. Since language is dynamic, government should organize periodical seminars for teachers of indigenous languages in order to get the teachers get acquainted with the new innovations in the language.

Conclusion

This research has exposed the numerous errors that students in the designated areas of study have committed. The mechanical errors recorded the highest frequency of errors committed by students. It was also discovered in this research that the entire mechanical errors committed by the students ranged 95%. It was also observed that the problem of errors committed by the students was caused by the influence of interlingual and intralingual interference. With this exposure of the errors of students, it is very important that teachers should see errors as a good instrument for effective teaching of indigenous language.

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