

CHAPTER ONE-Background to the study

1.0 Introduction

This chapter opens the research with a background study of language and error analysis. It points out the statement of problem, aim and objectives, research questions, scope and significance of study and also the definition of terms.

1.1 Background to the Study

Language is very broad and a lot of scholars have made attempts to define language. Language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of what culture; to communicate or interact (Finocchario 1964:8). Language is a system of communication by sound, operating through the organs of speech and hearing, among members of a given community and using vocal symbols possessing arbitrary conventional meanings (Pei 1966:141). Language is a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood (Adedun & Sekyi- Baidoo 2014).

According to Lyons (1970) languages are: the principal Systems of communication used by particular groups of human beings within the particular society (linguistic community) of which they are members. According to Richard et al. (2002), the aim of error analysis is, first, to identify strategies which learners use in language learning, in terms of the approaches and strategies used in both of teaching and learning. Second, to try to identify the causes of learners' errors, that is, investigating the motives behind committing such errors as the first attempt to eradicate them. Third, to obtain information on common difficulties in Language Learning, as an aid to teaching or in the preparation of the teaching materials.

Error Analysis (EA) was propounded by Pit Corder and his colleagues in the 1960s as a result of the inadequacies noticed in Contrastive Analysis (CA). It was observed that CA was unable to predict a great majority of errors. A major finding of Error Analysis has been that many learner errors are produced by learners making faulty interferences about the rules of the target language (Adedun & Sekyi- Baidoo 2014).

1.2 Statement of the problem

There are varieties of research works on the writings of Amos Tutuola. Such works have been mainly on literal analyses of his plays especially in the aspect of comedy. Since the publication of *The Palm-wine Drinkard* outside the shores of Nigeria in 1952, the text has attracted much scholarly attention. However, a detailed analysis of the errors in the text, using Corder's Error Analysis Framework, has not been attempted. This study therefore seeks to do an extensive analysis of the errors as well as provide their Standard English equivalent.

1.3 Aim and Objectives of the study

The general aim of this study is to examine the errors in Amos Tutuola's *The Palm-Wine Drinkard* and contrast them with Standard British English (SBE). This includes words misused, combining words, odd repetition, incorrect phrases, punctuation errors, etc. The specific objectives therefore are:

1. To determine the socio-cultural influences in Amos Tutuola's style of writing.
2. To analyse the errors in Amos Tutuola's *The Palm-Wine Drinkard* and provide their Standard English equivalents.
3. To examine the impact of Amos Tutuola's use of English on his readers.

1.4 Research Questions

This research seeks to find answers to the following research questions:

1. Are there socio-cultural influences in Amos Tutuola's style of writing?
2. What are the errors in Amos Tutuola's *The Palm-Wine Drinkard* and what are their Standard English equivalent?

3. What is the impact of Amos Tutuola's use of English on his readers?

1.5 Scope of the Study

This study on error analysis is limited to Amos Tutuola's *The Palm-Wine Drinkard* and not his other works.

1.6 Significance of the Study

The significance of this study lies in its contribution to the body of knowledge on error analysis by using Amos Tutuola's *The Palm-Wine Drinkard*. It can also serve as a reference point for further research in error analysis.

1.7 Definition of Terms

This study focuses mainly on Error Analysis and the terms involved are defined according to three different dictionaries below:

Error:

According to Oxford Advanced Learner's Dictionary (New 9th Edition), (Noun) an error is a mistake, especially one that causes problems or affects the result of something.

According to Merriam-Webster's Dictionary, (Noun) an error is something that is not correct: a wrong action or statement.

It also defines error as a mistake made by a person who is playing a sport (such as baseball or tennis).

According to Cambridge Advanced Learner's Dictionary (3rd Edition), (Noun) an error is a mistake.

Analysis:

According to Oxford Advanced Learner's Dictionary (New 9th Edition), (Noun) Analysis is the detailed study or examination of something in order to understand more about it.

It also defines analysis as a careful examination of a substance in order to find out what it consists of.

According to Merriam-Webster's Dictionary, (Noun) Analysis is a careful study of something to learn about its parts, what they do, and how they are related to each other.

It also defines analysis as an explanation of the nature and meaning of something.

According to Cambridge Advanced Learner's Dictionary (3rd Edition), (Noun) Analysis is when you analyse something.

CHAPTER TWO- Review of Relevant Literature

2.0 Introduction

This chapter will review relevant literature on error, error analysis and other works on Amos Tutuola's writings.

2.1 Literature on Error

Norrish (1987:7) defines error as "a systematic deviation, when learner has not learnt something and consistently gets its wrong". Cunningsworth (1987:87) say that "errors are systematic deviations from the norms of the language being learned". Thus it is clear from these two definitions that the key word is "systematic deviation" which can be interpreted as the deviation which happens repeatedly. In the present study, the term "error" is going to be used to refer to a systematic deviation from a selected norm or norms. Before studying errors, it is necessary to make a distinction between the two terms "errors" and "mistakes". These two terms are strongly associated with Corder in various papers (e. g 1967), the distinction is drawn between errors and mistakes. An error is "a noticeable deviation when the adult grammar of a native speaker reflects the competence of the learner", while mistake refers to "a performance error that is either a random guess or a slip in that it is a failure to utilize a known system correctly".

James (1998:83) also tried to differentiate between them. He defined the former as "cannot be self-corrected" whereas the latter as "can be self-corrected if the deviation is pointed out to the speaker". Errors are "systematic", i.e. they occur repeatedly and are not recognized by the learner. Crystal (2009) presents the concept of error from several angles: 'speaker's errors and 'slip of the tongue' such as addition, replacement and deletion of phonemes and morphemes; 'errors of production and 'perception'. 'Errors in the context of essay-making' and 'error analysis' (EA).

Crystal (2009:173) then defines EA as follows: Error analysis is 'a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by LINGUISTICS. Errors are assumed to reflect, in a systematic way, the level of COMPETENCE achieved by the learner;

they are contrasted with MISTAKES which are PERFORMANCE limitations that a learner would be able to correct. We can see above that errors are unacceptable forms that manifest in performance, which can be corrected by replacing them with the acceptable forms.

Richards and Schmidt (2002:184) define error analysis as “the study and analysis of the errors made by second language learners”. Error analysis compares “learner English” with English (L2) itself and judges how learners are “ignorant” about the grammatical and semantic rules of the target language (James 1998:304). According to Hasyim (2002:43) error analysis may be carried out in order to:

- a. Find out how well someone knows a language
- b. Find out how a person learns a language
- c. Obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

Brown (1981) defines error analysis as the process of observing, analysing, and classifying the deviations of the rules of the second language and then to reveal the systems operated by a learner. Similarly, Crystal (2009) proposes that error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language. According to Richards in Emmaryana (2010), error analysis is an activity to reveal errors found in writing and speaking. Error analysis also is the study of errors made by the second and foreign language learners.

2.1.1 Types of Errors

Dulay et al. (1982) divides errors into five types. They are explained below:

- a. Omission: Omission is the deletion of necessary items in sentences. Omission is indicated by the absence of certain item that must appear in sentences. This usually happens in the early stages of second language acquisition. For example: “My cook smart cooking.” It should be, “My cook is smart in cooking.” “is” and “in” are omitted.

b. Addition: Addition is the usage of unnecessary items in the sentences. Addition is indicated by the presence of an ‘unwanted’ item in sentences. The unwanted items do not appear in a well-structured utterance. This happens when the learners overuse certain grammatical rules of the target language. For example: “She should not to travel.” It should be, “She should not travel.” “to” was unnecessarily added.

c. Misformation: Misformation is any wrong form of certain morphemes or structures. Misformation is indicated by the usage of wrong forms of certain morphemes or structures. For example: “Me don’t like bread.” It should be, “I don’t like bread.”

d. Misordering: Misordering is any incorrect placement of certain morphemes in sentences. For example: “She fights all the time her husband.” It should be “She fights her husband all the time.”

e. Blends: Blends occur when two or more morphemes that have the same function appear in a sentence. For example: “The only one thing I want.” It should be “The only thing I want.”

2.1.2 Corder’s Error Analysis

Corder (1974) examines five steps in conducting error analysis.

a. Collection of a sample of learner language: To provide data for the error analysis, the researcher needs to collect a sample of learner language. In this step, the researcher may control the data by narrowly specifying the samples he/she intends to collect.

b. Identification of errors: The identification of errors involves a comparison between learners’ sentences and native speakers’ sentences in the same context. Then, the researcher can identify which part of learners’ sentences is different from the “reconstructed version”.

c. Description of errors: The description of errors usually employs either linguistic taxonomy or surface structure taxonomy to describe the differences between learner’s sentences and native speakers’ sentences.

d. Explanation of errors: Explaining errors involves determining their sources in order to account for why they were made.

e. Evaluation of errors: Error evaluation is a supplementary stage in error analysis.

2.1.3 Causes of Errors

Norrish (1987) classifies causes of error into three types that is carelessness, first language interference, and translation. The three types of causes of error will be discussed briefly below.

a. Carelessness: It is often closely related to lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interest, perhaps the materials and/or style of presentation do not suit him.

b. First language: Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones. This cause of error is called first language interference.

c. Translation: It is one of the causes of errors. This happens because a student translates his first language sentence or idiomatic expression in to the target language word by word. This is probably the most common cause of error.

2.1.4 Sources of Errors

Selinker (1992) states that there are five sources of errors. They are as follows:

a. Language transfer: There is positive transfer that helps the learning of second language. There is also negative transfer, which hinders the learning of second language. Language transfer involves pronunciation, word order and grammars, semantic transfer, transfer in writing, pragmatic transfer and culture transfer.

b. Transfer of training: Transfer of training occurs whenever the effects of prior learning influence the performance of a later activity. Transfer of training is the influence of prior learning on performance in a new situation.

- c. Strategies of second language learning: This is an attempt to develop linguistic and sociolinguistic competence in the target language.
- d. Strategies of second language communication: This consists of attempts to deal with problems of communication that have arisen in interaction.
- e. Overgeneralization of the target language (TL): This happens when a second language learner applies a grammatical rule across all members of a grammatical class without making the appropriate exception.

2.2 Review of Amos Tutuola

Amos Tutuola was born in the Nigerian city of Abeokuta in 1920. His parents were Christians and cocoa farmers, of the Yoruba race. At the age of twelve, he began to attend the Anglican Central School in his home town. His formal education lasted only five years, as he had to leave school when his father died in order to learn a profession. He went to Lagos to train as a blacksmith in 1939, and from 1942 to 1945, he practiced his trade for the Royal Air Force in Nigeria. After this, he worked as a messenger for the Department of Labour in Lagos, also as a store-keeper for the Radio Nigeria in Ibadan. He was married and had six children (Iniobong & Edonowo 2014).

The Palm-wine Drinkard which was written in 1946 and published by Faber & Faber in London in 1952 was Tutuola's debut. His other books are: *My life in the bush of the Ghosts* (1954), *Simbi and the Satyr of the Dark Jungle* (1955), *The Brave African Huntress* (1958), *The Feather Woman of the Jungle* (1962), *Ajayi and his Inherited poverty* (1967), *Witch Herbalist of the Remote Town* (1981), *The Wild Hunter In the Bush of the Ghosts* (1982), *Yoruba Folktales* (1986), *Pauper, Brawlers and Slanderer* (1987), *The Village Witch Doctor and other Stories* (1990) (Iniobong & Edonowo 2014).

Amos Tutuola was one of the founders of the Mbari Club, the writer's and publisher's organization. In 1979, he was a research fellow at the University of Ife and then an associate of the International Writing Programme at the University of Ilowa. In the late 1980's. He then moved back to Ibadan and died on June 8, 1997 (Iniobong & Edonowo 2014).

2.3 Review of *The Palm-wine Drinkard*

The palm-wine Drinkard was written in 1946 by Amos Tutuola and Published in 1952 by Faber & Faber in London. The text is originally titled *The Palm-Wine Drinkard and His Dead Palm-Wine Tapster in the Dead's Town* but is now popularly called *The Palm-Wine Drinkard* after been vastly read. *The Palm-Wine Drinkard* is the first African novel to be published in English outside of Africa. It is based on Yoruba folktales and is written in a modified Yoruba English or Pidgin English. In it, a man follows his palm-wine tapper into the land of the dead, encountering many spirits and adventures. The novel has always been controversial, inspiring both admiration and contempt among Western and Nigerian critics, but has emerged as one of the most important texts in the African literary canon, translated into more than a dozen languages (Iniobong & Edonowo 2014).

2.4 Mother Tongue Features in *The Palm-wine Drinkard*

Amos Tutuola is a Yoruba writer at the initial stage of bilingualism. He is writing down in English (his second language, L2) a story that comes from the culture of his Yoruba ethnic and language group. He has tried to a large extent to convey the narrative style and linguistic flavor of the language of the story's origin (Yoruba). He made use of this style of writing, primarily because his level of bilingualism provides him with no other option. His ideas are first thought of in his mother tongue then he transfers these thoughts into English. Here, Yoruba syntax is used on English words, a style that is sometimes criticized by educated Africans. Moore (1972:65) comments on this, thus:

“Many educated Nigerians however, are embarrassed by the “mistakes” they find in Tutuola’s English, which some of them seem to regard as an undeserved reflection on the African race in general.”

The novel is still praised in England and the United States of America, but Tutuola's most severe critics are Africans who attacked his imperfect English as presenting a disparaging image of Africa. He wrote in English rather than his mother tongue, Yoruba, because he wanted “ to reach

a wider audience to which this local material may have more general interest”, but the English he uses in his story is “not polished or sophisticated” but instead captures the way English was spoken in Nigeria by ordinary people (Parrinder 1954:10). Example of these “mistakes” is the use of deviant nominalization. Tutuola uses overgeneralization in deriving nominal from other form class of words. This problem leads him to produce words like “whereabouts” (which is extensively used in the novel), “debitor” (p.111, 112), “gravitiness” (p.75) (Iniobong & Edonowo, 2014).

Many educated readers in Nigeria say the novel is an affront, and its ungrammatical English “does not reflect the level of learning and civilization many of them have achieved.” (Lindfors, 1973:33). Examples of these ungrammatical English, which is as a result of the influence of the mother tongue of the writer are captured in expressions like these:

“One fine morning, I took all my native juju and also my father’s Juju with me and I left my father’s home-town to find out whereabouts was my tapster who died”. (p.9)

“I myself commanded the ropes of the yams in his garden to tight him there...” (p.12). *“...when my wife and I myself saw these terrible creature...”* (p.105)

“Even I myself knew already that deads could not live with the alives...” (p.101)

“...and I myself was feeling the heat from the eyes too much” (p.54). This style of double nominal is consistently used throughout the text.

Other examples are

“...they were drinking palm-wine till a late hour of the night” (p.7)

“...all of the rest were hard workers, but I myself was an expert palm-wine drunkard” (p.7)

“...as a matter of fact, the strings of the drum tighted me so that I was hardly breathing”(p.12)

“He was returning them to the owners” (p.20)

“He told my wife to carry him by head” (p.35)

“There was two soldiers stood at the front of the premises” (p.38) etc.

Asides deviant expressions, his lexical choices also show a striking influence of his mother tongue. Examples and the accepted equivalentents are presented below:

Drinkard (p.7)	Drinker
Tapster (p.9)	Tapper
Juju-man (p.23)	Witch-doctor
Termite's house (p.43)	Anthill
Alives (p.97)	The living
Really road (p.101)	Real road
Senior wife (p.113)	Eldest wife
Debitor (p.122)	Debtor

These grammatically deviant words and expressions show to a great extent the level which the Yoruba language that Tutuola speaks as his mother tongue has influenced his literary works. Tutuola has to transfer his thoughts which he does in Yoruba into English expression through the process of transliteration, also called literal translation (Iniobong & Edonowo, 2014).

CHAPTER THREE- Research Methodology

3.0 Introduction

This chapter examines the methodology involved in carrying out the research. It involves the research design, the study population, population sample and sampling technique, instrumentation and data collection, and analysis methods.

3.1 Research Design

According to Kothari (2004), research design is “the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. In fact, the research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data”.

It is important to note that this research was conducted to answer the research questions proposed in this study on the *The Palm-wine Drinkard*. Hence, the study is categorized into a case study by using the qualitative descriptive approach. Kothari (2004) states that “Qualitative research is concerned with qualitative phenomenon, i.e. phenomena relating to or involving quality or kind. For instance, when we are interested in investigating the reasons for human behaviour (i.e, why people think or do certain things), we quite often talk of ‘Motivation Research’, an important type of qualitative research. This type of research aims at discovering the underlying motives and desires, using in depth interviews for the purpose”.

The research design of this study is case study with qualitative descriptive approach. The result of this research cannot be used to represent or judge the other works of Amos Tutuola as this research is a case study.

3.2 Population

Data for this study will mainly be harvested from Amos Tutuola's *The Palmwine Drinkard*. The aim is to determine and analyse the errors in the text.

3.3. Sample and Sampling Technique

The sampling technique employed in this study is the deliberate/purposive sampling technique to examine the research questions and this is done by the selection of data from the text by the researcher.

3.4 Data Collection Method

The researcher's major method of data collection is the use of the text *The Palm-Wine Drinkard*. There are four research questions stated in chapter one, the researcher will make use of the data derived from the text to answer all questions.

3.5 Data Analysis Method

The researcher makes use of Corder's Error Analysis to analyse data gathered. These steps were mentioned in chapter two and are found in the table below:

No.	Steps	Explanations
1.	Collection of samples of learner's language	This involves choosing what sample of the learner's language to use for the analysis.
2.	Identification of errors	Identifying the errors involves stating the learner's language and the Standard English

		equivalent, specifying where the error was made by the learner.
3.	Description of errors	Describing errors and grouping them into types of errors.
4.	Explanation of errors	Explaining the errors by stating possible cause and source of the errors.
5.	Evaluation of errors	Evaluation of errors and drawing conclusions.

CHAPTER FOUR-Data Presentation and Data Analysis

4.0 Introduction

This chapter will present data collected for the study as well as do a detailed analysis of the data. Data analysis will be based mainly on Corder's Error Analysis.

4.1 Data Presentation and Analysis

Data collected from the text *The Palm-wine Drinkard* will be presented and analysed according to Corder's Error Analysis.

4.1.1 Collection of Sample Errors

This involves the selection of samples of the learner's language to use for the analysis.

1. Palm-wine drinkard (p. 7)
2. Boy of ten years of age (p. 7)
3. I had no other work more than to drink palm-wine in my life (p. 7)
4. So that everything was very cheap (p.7)
5. My father got eight children (p. 7)
6. All of the rest were hard workers (p. 7)
7. But I myself was an expert palm-wine drinkard (p. 7)
8. Because he was not keeping me long like that before (p. 8)
- 9 I felt not so happy as before (p. 8)
10. I was seriously sat down in my parlour (p. 8)
11. Then I started to find out another expert palm-wine tapster but I could not get me one (p. 9)

12. But I did not satisfy with it (p. 9)
13. So that I said that (p. 9)
14. I left my father's home-town to find out whereabouts was my tapster who had died (p. 9)
15. Every place (p. 9)
16. Were not near each other as nowadays (p. 9)
17. From bushes to bushes from forests to forests (p. 9)
18. This old man was not a really man, he was a god (p. 10)
19. But I myself (p. 10)
20. He did not answer to my question (p. 10)
21. Then he said " was that true" (p. 10)
22. Then he would believe that if I was (p. 10)
23. Were surprised and also shocked (p. 11)
24. Before he would tell me whereabouts my tapster was (p. 11)
25. When it was 6:30am of the following morning (p. 11)
26. I lied down on the middle of the roads (p. 11)
27. They saw me lied down there (p. 11)
28. Who was the mother of this fine boy (p. 12)
29. I am still alive and I am not a dead man (p. 12)
30. So that I was hardly breathing (p. 12)
31. Then I myself (p.12)
32. I told him that I had been hearing about him (p. 13)
33. He took me around (p. 13)
34. But I lied down there awoke (p. 14)

35. To my surprise was that (p. 14)
36. And he return cautiously (p. 14)
37. But I woke up by two 0'clock of that night (p. 14)
38. So I myself (p. 14)
39. So that since that day (p. 16)
40. Tell me whereabouts my palm-wine tapster was (p. 16)
41. He himself and his wife were narrowly escaped from that town (p. 16)
42. And drunk the palm-wine (p. 16)
43. He was soon faint with fear (p. 17)
44. So I agreed to find out his daughter (p. 17)
45. So that her father left her to herself (p. 18)
46. A beautiful "complete" gentleman (p. 18)
47. Of his body were completed (p. 18)
48. Gentleman had tired (p. 19)
49. This lady was soon faint (p. 20)
50. The whole of them (p. 22)
51. The father and parent of this lady never knew whereabouts their daughter was (p. 23)
52. I sacrificed to my juju with a goat (p. 23)
53. I started to investigate whereabouts was the lady (p. 23)
54. I was a juju man (p. 23)
55. I would jealous him more (p. 25)
56. Throw bombs on his presence (p. 25)
57. Left the really road (p. 26)

58. After a little (p. 33)
59. He put it down for himself (p. 33)
60. If he stood on a place (p. 33)
61. But as it was (because) (p. 34)
62. I pressed my wife's father (p. 34)
63. On that night (p. 37)
64. My wife was feeling overloading of this baby (p. 37)
65. When I saw that my wife had tired of carrying him (p. 37)
66. Started so beat himself (p. 38)
67. Then the whole of us (p. 38)
68. There were two soldiers stood at the front (p. 38)
69. When reaching there (p. 39)
70. We could not return where we were coming from (p. 41)
71. 6:30pm in the evening (p. 41)
72. So that a snake could not pass through it without hurt (p. 41)
73. Cream in color (p. 44)
74. As my wife and I did not talk a single word (p. 45)
75. At us on that night (p. 45)
76. We never heard (p. 45)
77. We fell into his laugh (p. 45)
78. So if somebody continue to laugh (p. 46)
79. They had no other work more than to play music and dance (p. 47)
80. When we saw that we should not leave here at once (p. 47)

81. Whenever these island creatures dress (p. 47)
82. Their children were performing always the stage plays (p. 47)
83. And eating the crops (p. 47)
84. Him (for animal) (p. 47)
85. None of the creatures is too small (p. 49)
86. Called the whole of us (p. 49)
87. Then the whole of us (p. 49)
88. Because we were not reaching our destination at all (p. 50)
89. Be went down from their canoe (p. 51)
90. We began to snuff (p. 51)
91. Sweet smelling (p. 51)
92. At our presence (p. 52)
93. That as if a person (p. 52)
94. Thinking to sleep there (p. 53)
95. Stay for their noise and laughing (p. 53)
96. I put on it juju power which was given me (p. 53)
97. He was big as (p. 54)
98. Even my wife fainted of this heat (p. 54)
99. Till the day was nearly breaking (p. 55)
100. Colas on its front (p. 56)
101. But although (p. 57)
102. Be woke (p. 57)
103. Had escaped me. (p. 58)

104. From where were you coming (p. 59)
105. I replied that it was their road brought us to the town (p. 60)
106. After that he asked us where were we going to (p. 60)
107. Tired of long waiting (p. 61)
108. But before that people (p. 62)
109. It disappointed them from coming (p. 62)
110. As if rain was coming heavily (p. 64)
111. Then we were running away for our life at once (p. 66)
112. Then we looked at our back (p. 66)
113. But as we looked at our back (p. 66)
114. Now my wife and myself (p. 66)
115. My wife pointed me to the hands (p. 66)
116. I myself (p. 66)

4.1.2 Identification of Errors

Identifying errors involves stating the learner's language and the Standard English equivalent and specifying where the error was made by the learner. The researcher is going to make use of asterisk (*) to indicate the error and then make corrections alongside.

1. Palm-wine *drinkard | Palm-wine drinker.
2. *Boy of ten years of age | Ten years old boy.
3. I had no other work *more than to drink palm-wine in my life | I had no other work than to drink palm-wine in my life.
4. So *that everything was very cheap | So everything was very cheap.
5. My father *got eight children | My father had eight children.
6. *All of the rest were hard workers | The rest were hard workers.
7. But I *myself was an expert palm-wine drinkard | ...but I was an expert palm-wine drinker.
8. *Because he was not keeping me long like that before | ...because he had not kept me waiting like that before.
9. *I felt not so happy as before | I wasn't as happy as I used to be.
10. *I was seriously sat down in my parlour | I sat down in my parlour looking so serious.
11. *Then I started to find out another expert palm-wine tapster but I could not get me one | Then I started to look for another expert palm-wine tapper but I could not get one.
12. *But I did not satisfy with it | ...but I was not contented with it.
13. *So that I said that | So I said that.
14. *I left my father's home-town to find out whereabouts was my tapster who had died | I left my father's home-town to find out the whereabouts of my tapper who had died.
15. *Every place | Everywhere.
16. *...were not near each other as nowadays | ...were not close to each other as it is nowadays.
17. *...from bushes to bushes and from forests to forests |...from bush to bush and from forest to forest.
18. ...this old man was not a *really man, he was a god | This old man was not a real man, he was a god.
19. *But I myself was a god and juju-man | But I was a god and witch doctor.

20. ...he did not answer *to my question | ...he did not answer my question.
21. ...then he said “was that true” | ...hen he said “is that true?”.
22. ...then he would believe *that if I was | ...then he would believe if I was.
23. ...were surprised and also shocked | ...were shocked.
24. ...before he would tell me whereabouts my tapster was | ...before he would tell me the whereabouts of my tapper.
25. *When it was 6:30am of the following morning | When it was 6:30am the following day.
26. I lied down *on the middle of the roads | I laid down in the middle of the roads.
27. ...they saw me *lied down there | They saw me lying down there.
28. Who *was the mother of this fine boy | Who is the mother of this fine boy?
29. I am still alive and I am not a dead man | I am still alive.
30. *...so that I was hardly breathing | ...so much that I could hardly breathe.
31. *then I myself | Then I ...
32. *I told him that I had been hearing about him | I told him that I had heard a lot about him.
33. He took me *around his house | He took me round his house.
34. But I lied down there *awoke | But I laid down there awake.
35. To my surprise *was that | To my surprise when...
36. And he *return cautiously | ...and he returned cautiously.
37. ...but I woke up by two o'clock *of that night | but I woke up by two o'clock that night.
38. So I *myself | So I ...
39. So *that since that day | So since that day...
40. *Tell me whereabouts my palm-wine tapster was | Tell me the whereabouts of my palm-wine tapper.
41. *He himself and his wife narrowly escaped from that town | He and his wife escaped narrowly from that town.
42. ...and *drunk the palm-wine | ...and drank the palm-wine.
43. *he was soon faint with fear | He almost fainted with fear.
44. So I agreed to *find out his daughter | So I agreed to look for his daughter.
45. So *that her father left her to herself | So her father left her to herself.
46. A *beautiful “complete” gentleman | A complete gentle man.
47. ...of his body were *completed | ...of his body were complete.

48. ...gentleman *had tired | ...gentleman was tired.
49. ...this lady was *soon faint | ...this lady was about to faint.
50. *the whole of them | All of them.
51. *the father and parent of this lady never knew whereabouts their daughter was | The parents of this lady never knew the whereabouts of their daughter.
52. I sacrificed to my *juju with a goat | I sacrificed to my witch power a goat.
53. *I started to investigate whereabouts was the lady | I started to investigate the whereabouts of the lady.
54. I was a *juju man | I was a witch doctor.
55. *I would jealous him more | I would be jealous of him the more.
56. Throw bombs *on his presence | Throw bombs in his presence.
57. Left the *really road | Left the real road.
58. *After little | After a little while
59. He put it down *for himself | He put it down by himself.
60. If he stood *on a place... | If he stood in a place...
61. *But as it was | Because it was
62. I *pressed my wife's father | I pressurized my father-in-law.
63. ...*on that night | ...that night.
64. *My wife was feeling overloading of this baby | My wife felt the weight of this baby.
65. When I saw that my wife *had tired of carrying him | When I saw that my wife was tired of carrying him.
66. ...Started *so beat himself | ...started to beat himself.
67. Then *the whole of us | Then all of us...
68. There were two soldiers *stood at the front | There were two soldiers standing at the front.
69. *When reaching there | Upon reaching there...
70. *We could not return where we were coming from | We could not return to where we were coming from.
71. *6:30pm in the evening | 6:30pm.
72. *So that a snake could not pass through it without hurt | ...that a snake could not pass through it without getting hurt.
73. *cream in colour | Cream...

74. As my wife and I did not *talk a single word | ...as my wife and I did not say a single word.
75. At us *on that night | ...at us that night.
76. *We never heard | We have never heard...
77. *we fell into his laugh | We started to laugh.
78. So if somebody *continue to laugh | So if somebody continued to laugh...
79. They had no other work *more than to play music and dance | They had no other work than to play music and dance.
80. *When we saw that we should not leave here at once | We decided that we should not leave yet.
81. *Whenever these island creatures dress | Whenever these island creatures dress up...
82. *their children were performing always the stage plays | Their children were always performing the stage plays.
83. *And eating the crops |... and eating up the crops.
84. *him | it (for animal).
85. *none of the creatures is too small | ...none of the creatures was too small.
86. Called *the whole of us | ...called all of us.
87. Then *the whole of us | ...then all of us.
88. *Because we were not reaching our destination at all | ...because we have not gotten to our destination at all.
89. We *went down from their canoe | We came down from their canoe.
90. We began to *snuff | We began to sniff...
91. Sweet *smelling | Sweet aroma.
92. *At our presence | ...in our presence.
93. That *as if a person | ...that if a person...
94. *thinking to sleep there | Thinking of sleeping there.
95. *stay for their noise and laughing | ...due to their noise and laughter.
96. *I put on it juju power which was given me | I put on it witch power which had been given to me.
97. *he was big as | He was as big as...
98. Even my wife fainted of this heat | Even my wife fainted because of this heat.

100. Till the day was nearly breaking | Till dawn.
101. Colas on its front | ...kolas in its front.
102. *but although | Although...
103. *we woke | We woke up...
104. *had escaped me | ...which had almost skipped my mind.
105. *from where were you coming | Where are you coming from?
106. *I replied that it was their road brought us to the town | I replied that it was their road that brought us to the town.
107. After that he asked us where *were we going to | ...after that he asked us where we were going to.
108. Tired of long waiting | ...tired of waiting for long.
109. But before *that people left | But before those people left...
110. It *disappointed them from coming | ...it hindered them from coming.
111. *as if rain was coming heavily | ...as if it was going to rain heavily.
112. *then we were running away for our life at once | ...then we started running to save our lives.
113. Then we looked *at our back | ...then we looked back.
114. But as we looked *at our back | ...but as we looked back.
115. Now my wife and *myself | Now my wife and I...
116. *my wife pointed me to the hands | My wife pointed the hands at me.
117. *I myself | I.

4.1.3 Description of Errors

Description of errors includes describing errors and grouping them into types of errors.

4.1.3.1 Error of Omission

According to Dulay et al (1982), omission is the deletion of necessary items in sentences. Omission is indicated by the absence of certain item that must appear in sentences. This usually happens in the early stages of second language acquisition. For example: “My cook smart cooking.” It should be, “My cook is smart in cooking.” “is” and “in” are omitted. Errors of omission in the text are analysed below:

- “And he return cautiously”. It should be “and he returned cautiously”. “-ed” in “return” is omitted.
- “I would jealous him more”. It should be “I would be jealous of him the more”. “Be”, “of” and “the” are omitted.
- “We could not return where we were coming from”. It should be “we could not return to where we were coming from”. “To” is omitted.
- “We never heard”. It should be “we have never heard”. “Have” is omitted.
- “So if somebody continue to laugh”. It should be “so if somebody continued to laugh”. “-ed” in continue is omitted.
- “And eating the crops”. It should be “and eating up the crops”. “Up” is omitted.
- “He was big as”. It should be “he was as big as”. “As” is omitted.
- “Even my wife fainted of this heat”. It should be “even my wife fainted because of this heat”. “Because” is omitted.
- “We woke”. It should be “we woke up”. “Up” is omitted.
- “I replied that it was their road brought us to the town”. It should be “I replied that it was their road that brought us to the town. “That” is omitted.
- “After little”. It should be “After a little while”. “A” and “while” are omitted.
- “We could not return where we were coming from”. It should be “we could not return to where we were coming from”. “To” is omitted.

- “That a snake could not pass through it without hurt”. It should be “that a snake could not pass through it without getting hurt”. “Getting” is omitted.

4.1.3.2 Error of Addition

According to Dulay et al (1982), addition is the usage of unnecessary items in the sentences. Addition is indicated by the presence of an ‘unwanted’ item in sentences. The unwanted items do not appear in a well-structured utterance. This happens when the learners overuse certain grammatical rules of the target language. For example: “She should not to travel.” It should be, “She should not travel.” “To” was unnecessarily added. Errors of addition in the text are analysed below:

- “I had no other work more than to drink palm-wine in my life”. It should be “I had no other work than to drink palm-wine in my life”. “More” is unnecessarily added.
- “So that everything was very cheap”. It should be “so everything was very cheap”. “That” is unnecessarily added.
- “But I myself was an expert palm-wine tapster”. It should be “but I was an expert palm-wine tapster”. “Myself” is unnecessarily added.
- “So that I said that”. It should be “so I said that”. “That” is unnecessarily added.
- “Then I myself”. It should be “then I”. “Myself” is unnecessarily added.
- “He” took me around his house”. It should be “he took me round his house”. “a-” in around is unnecessarily added.
- “But I woke up by two o’clock of that night”. It should be “but I woke up by two o’clock that night”. “Of” is unnecessarily added.
- “So I myself”. It should be “so I”. “Myself” is unnecessarily added.
- “He himself and his wife were narrowly escaped from that town”. It should be “he and his wife narrowly escaped from that town”. “Himself” and “were” are unnecessarily added.
- “So that her father left her to herself”. It should be “so her father left her to herself”. “That” is unnecessarily added.

- “They had no other work more than to play music and dance”. It should be “they had no other work than to play music and dance”. “More” is unnecessarily added.
- “That as if a person”. It should be “that if a person”. “As” is unnecessarily added.
- “All of the rest were hard workers”. It should be “all the rest were hard workers”. “of” is unnecessarily added.
- “From bushes to bushes and from forests to forests”. It should be “from bush to bush and from forest to forest”. “-es” and “s” are unnecessarily added.
- “This old man was not a really man, he was a god”. It should be “this old man was not a real man, he was a god”. “-ly” in really is unnecessarily added.
- “Then he would believe that if I was”. It should be “then he would believe if I was”. “That” is unnecessarily added.
- “So that since that day”. It should be “so since that day”. “That” is unnecessarily added.
- “A beautiful complete gentleman”. It should be “a complete gentleman”. “Beautiful” is unnecessarily added.
- “Of his body were completed”. It should be “of his body were complete”. “-ed” in completed is unnecessarily added.
- “Left the really road”. It should be “left the real road”. “-ly” in really is unnecessarily added.
- “On that night”. It should be “on”. “That” is unnecessarily added.
- “At us on that night”. It should be “at us that night”. “on” is unnecessarily added.

4.1.3.3 Error of Misformation

According to Dulay et al (1982), Misformation is any wrong form of certain morphemes or structures. Misformation is indicated by the usage of wrong forms of certain morphemes or structures. For example: “Me don’t like bread.” It should be, “I don’t like bread”. Errors of misformation in the text are analysed below:

- “Because he was not keeping me long like that before”. It should be, “Because he has not kept me waiting like that before”.

- “I felt not so happy as before”. It should be “I wasn’t as happy as I used to be”.
- “I was seriously sat down in my parlour”. It should be “I sat down in my parlour looking so serious”.
- “Then I started to find out another expert palm-wine tapster but I could not get me one”. It should be, “I started to look for another expert palm-wine tapper but I could not get one”.
- “But I did not satisfy with it”. It should be, “But I was not contended with it”.
- “I left my father’s home-town to find out whereabouts was my tapster who had died”. It should be, “I left my father’s home-town to find out the whereabouts of my tapper who had died”.
- “Before he would tell me whereabouts my tapster was”. It should be, “Before he would tell me the whereabouts of my tapper”.
- “I lied down on the middle of the roads”. It should be. “I lied down in the middle of the roads”.
- “They saw me lied down there”. It should be, “They saw me lying down there”.
- “Who was the mother of this fine boy?” It should be, “Who is the other of this fine boy?”
- “So that I was hardly breathing”. It should be, “So much that I could hardly breathe”
- “I told him that I had been hearing about him”. It should be, “I told him I had heard a lot about him”.
- ‘But I lied down there awoke”. It should be, “But I lied down there awake”.
- “To my surprise was that”. It should be, “To my surprise when...”
- “Tell me whereabouts my palm-wine tapster was”. It should be, “Tell me the whereabouts of my palm-wine tapper”.
- “He was soon faint with fear”. It should be, “He almost fainted”.
- “The whole of them”. It should be, “All of them”
- “Throw bombs on his presence”. It should be, “Throw bombs in his presence”.
- “He put it down for himself”. It should be, “He put it down by himself”.
- “If he stood on a place”. It should be, “If he stood in a place”.
- “I pressed my father’s wife”. It should be, “I pressurized my father-in-law”.
- “My wife was feeling overloading of this baby”. It should be “My wife was feeling the overweight of this baby”.

- “When I saw that my wife had tired of carrying him”. It should be, “When I saw that my wife was tired of carrying him”.
- “Started so beat himself”. It should be “Started to beat himself”.
- “Then the whole of us”. It should be “Then all of us”.
- “There were two soldiers stood at the front”. It should be, “There were two soldiers standing at the front”.
- “When reaching there”. It should be, “Upon reaching there”.
- “As my wife and I did not talk a single word”. It should be, “As my wife and I did not say a single word”.
- “Him” (for animal). It should be, “It”.
- “None of the creatures is too small”. It should be, “None of the creatures were too small”.
- “Called the whole of us”. It should be, “Called all of us”.
- “Then the whole of us”. It should be, “Then all of us”.
- “Because we were not reaching our destination at all”. It should be, “Because we have not gotten to our destination at all”.
- “We went down from their canoe”. It should be, “We came down from their canoe”.
- “We began to snuff”. It should be, “We began to sniff”.
- “Sweet smelling”. It should be, “Sweet aroma”.
- “At our presence”. It should be, “In our presence”.
- “Thinking to sleep there”. It should be, “Thinking of sleeping there”.
- “Stay for their noise and laughing”. It should be, “Due to their noise and laughing”.
- “I put on it juju power which was given me”. It should be, “I put on it witch power which was given to me”.
- “Till the day was nearly breaking”. It should be “Till dawn”.
- “Colas on its front”. It should be, “Kolas in its front”.
- “Had escaped me”. It should be, “Had skipped my mind”.
- “Tired of long waiting”. It should be, “Tired of waiting for long”.
- “But before that people left”. It should be, “But before those people left”.
- “It disappointed them from coming”. It should be, “It hindered them from coming”.
- “As if rain was coming heavily”. It should be, “As if it was going to rain heavily”.

- “Then we were running away for our life at once”. It should be, “Then we started running to save our lives”.
- “Now my wife and myself”. It should be, “Now my wife and I”.

4.1.3.4 Error of Misordering

According to Dulay et al (1982), Misordering is any incorrect placement of certain morphemes in sentences. For example: “She fights all the time her husband.” It should be “She fights her husband all the time”. Errors of misordering in the text are analysed below:

- “Their children were performing always the stage plays”. It should be “Their children were always performing the stage plays”.
- “After that he asked us where were we going to”. It should be “After that he asked us where we were going to”.
- “My wife pointed me to the hands”. It should be “My wife pointed the hands to me”.

4.1.3.5 Tautology

This refers to the redundant use of words and unnecessarily tedious repetition.

- “Boy of ten years of age”. It should be “Ten years old boy” or “Boy of ten years”.
- “Were surprised and also shocked”. It should be “Were surprised” or “Were shocked”
- “But I myself”. It should be “But I”.
- “When it was 6:30am of the following morning”. It should be “When it was 6:30am of the following day”.
- “I am still alive and I am not a dead man”. It should be “I am still alive” or “I am not a dead man”.
- “Then I myself”. It should be “Then I”.
- “So I myself”. It should be “So I”.
- “He himself”. It should be “He” or “Himself”.
- “6:30pm in the evening”. It should be “6:30pm”.

- “Cream in colour”. It should be “Cream”.
- “I myself”. It should be “I” or “Myself”.
- “The father and parent of this lady”. It should be “The father of this lady” or “The parent of this lady”.

4.1.3.5 Mother-Tongue Interference

Mother tongue error is most times caused by the interference of the first language of the learner which is the native language on the language being learnt which sometimes causes the learner to directly transfer words of the native language into the language being learnt. Amos Tutuola’s Mother-Tongue is Yoruba and this has affected his style of writing in *The Palm-wine Drinkard*.

Mother-Tongue errors in the text can be seen below:

- “I myself”. In Yoruba, “emi gan funarami”.
- “But I myself”. In Yoruba, “sugbon emi gan funarami”
- “He himself”. In Yoruba, “Oun gan funarare”
- “Whenever these island creatures dress”. In Yoruba, “nigbakugba ti awon ẹda erekusu wonyi wo”.
- “Then we looked at our back”. In Yoruba, “nigbana ni a si boju wo eyin wa”.
- “But as we looked at our back”. In Yoruba, “Sugbon bi a ti wo eyin wa”
- “Were not near each other as nowadays”. In Yoruba, “ko sunmọ ara won bi ojo yii”.
- “He did not answer to my question”. In Yoruba, “ko fun mi ni idahun si ibeere mi”
- “This lady was soon faint”. In Yoruba, “arabirin yi ma to daku”.
- “We fell into his laugh”. In Yoruba, “a bo sinu erin re”

From the errors listed above, it is evident that Amos Tutuola did a direct transliteration from Yoruba to English thereby the errors made.

4.1.4 Explanation of Errors

Errors will be explained by stating possible causes and sources. Explanation would be done according to the types of errors found in the text.

4.1.4.1 Causes and Sources of Errors

Errors made in the text are mostly due to carelessness, translation and language transfer.

Some of the errors due to carelessness are;

- “And he return cautiously”
- “I would jealous him more”
- “We woke”
- “We could not return where we were coming”
- “I started to investigate whereabouts was the lady”
- “So if somebody continue to laugh”
- “I replied that it was their road brought us to the town”
- “But although”
- “We never heard”
- “That a snake could not pass through it without hurt”

Carelessness on the part of the learner has rendered these sentences ungrammatical because important items of the sentences are missing.

Some of the errors due to translation are;

- “I myself”
- “But I myself”
- “He himself”
- “Whenever these island creatures dress”
- “Then we looked at our back”
- “But as we looked at our back”
- “Were not near each other as nowadays”

- “He did not answer to my question”
- “This lady was soon faint”

These errors are a result of a direct translation of sentences in the Yoruba language to English language. According to Norrish, this is probably the most common cause of error.

Some of the errors due to language transfer are;

- “I had no other work more than to drink palm-wine in my life”
- “He took me around his house”
- “From bushes to bushes and from forests to forests”
- “I was seriously sat down in my parlour”
- “I lied down on the middle of the roads”
- “I told him that I had been hearing about him”
- “My wife pointed me to the hands”
- “Their children were performing always the stage plays”
- “After that he asked us where were we going to”
- “We began to snuff”
- “Thinking to sleep there”
- “When I saw that my wife had tired of carrying him”
- “He was soon faint with fear”
- “Because we were not reaching our destination”

These errors are due to language transfer of the learner which involves word order, grammar, semantic transfer etc.

4.1.5 Evaluation of Errors

Errors found in the text *The Palm-wine Drinkard* are categorized into the following types of error: error of omission, error of addition, error of misformation, error of misordering, tautology and Mother-tongue interference. Causes and sources of these errors are majorly due to carelessness, translation and language transfer.

4.1.5.1 Conclusion

The text *The Palm-wine Drinkard* has been criticized by many scholars not exempting the author Amos Tutuola. They have also narrowed this down to his poor education just because of his style of writing this book. Nonetheless, they could be right. This text could be as a result of his language incompetence or the fact that he didn't get a proper education as a child. However, in my opinion it can be seen as his style of writing this particular text as his use of language in his other works is better compared to that of *The Palm-wine Drinkard*.

CHAPTER FIVE- Summary, Conclusion, Recommendations

5.0 Introduction

This chapter of this research work is the final chapter and it covers the summary, conclusion, contribution to knowledge and recommendation of the researcher.

5.1 Summary

This research on Error Analysis of *The Palm-wine Drinkard* has been successfully conducted in five chapters.

Chapter one started with a general background on language and how Error Analysis evolved stating that it was as a result of the inadequacies noticed in Contrastive Analysis (CA). This was followed by the statement of problem, where the researcher made it known that there are varieties of research work on the writings of Amos Tutuola but a detailed analysis of the errors in the text, using Corder's Error Analysis Framework has not been attempted and that's why the researcher's motive for this study. The statement of problem led to the aim and objectives of the study which also birthed the following research questions;

1. Are there socio-cultural influences in Amos Tutuola's style of writing?
2. What are the errors in Amos Tutuola's *The Palm-Wine Drinkard* and what are their Standard English equivalent?
3. What is the impact of Amos Tutuola's use of English on his readers?

The scope of the study reflects that the study is limited to Amos Tutuola's *The Palm-Wine Drinkard* and the significance lies in its contribution to the body of knowledge on error analysis using Amos Tutuola's Text which can also serve as a reference point for further research on error analysis. The definition of Terms: Error and Analysis ended chapter one.

Chapter Two opened with review on error as it was defined by different scholars. It explicated the types of error according to Dulay (1982), Corder's Error Analysis (1974) which was used as the theoretical framework for analysis. Causes and sources of Errors were examined also. This chapter also reviewed Amos Tutuola as an author and also his book *The Palm-Wine Drinkard*. This chapter

was concluded by examining the Mother Tongue Features in Amos Tutuola's *The Palm-Wine Drinkard*.

Chapter Three reflects the research design used by the researcher stating that this work is categorized into a case study and the qualitative descriptive approach is used. Data for this study was harvested mainly from Amos Tutuola's *The Palm-Wine Drinkard* which makes up the population and the sample and sampling technique of this study. The Method of Data Collection used was the text *The Palm-Wine Drinkard* and the data derived from it were used to answer research questions. The researcher makes use of Corder's Error Analysis to analyse data gathered.

Chapter Four relays Data Presentation and Data Analysis using Corder's Error Analysis to analyse the data gathered. This was done in five major steps:

1. Collection of Sample Errors
2. Identification of Errors
3. Description of Errors
4. Explanation of Errors
5. Evaluation of Errors.

Chapter Five which is the concluding chapter of this research work brings the study to a close by giving summary, conclusion, contribution to knowledge and recommendations of the researcher.

5.2 Conclusion

The Palm-wine Drinkard has been criticized by many scholars not exempting the author Amos Tutuola. They have also narrowed this down to his poor education just because of his style of writing this book. Nonetheless, they could be right. This text could be as a result of his language incompetence or the fact that he didn't get a proper education as a child. However, in my opinion it can be seen as his style of writing this particular text as his use of language in other of his works is better compared to that of *The Palm-Wine Drinkard*.

5.3 Contribution to Knowledge

As a result of this research work, the researcher has spelt out the specific errors in Amos Tutuola's *The Palm-Wine Drinkard* and their Standard English equivalents. These errors have been classified into the types of errors according to Dulay (1982) and has also added Tautology and Mother Tongue Interference as types of errors. The significance of this study lies in its contribution to the body of knowledge on error analysis by using Amos Tutuola's *The Palm-Wine Drinkard*. It can also serve as a reference point for further research in error analysis.

5.4 Recommendations

Based on the conclusion, the researcher recommends that *The Palm-Wine Drinkard* should only be read by learners of good competence in English Language so as not to get carried away by the author's style of writing and also not to affect their learning.

The researcher also recommends that this text should be read by undergraduates of English Language or Literary Studies to provide opportunities for further research on the text.

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