



Errors In Essay Writing Of English Yoruba Bilingual Students In Selected Senior Secondary School In Ibadan Nigeria

¹Araromi, Maxwell Olakunle, Ph.D & ²Okediran, Tolulope Eniola, M.Ed.

¹Associate Professor
Department of Arts and Social Sciences Education,
Faculty of Education,
University of Ibadan, Ibadan, Nigeria
Email: araromimaxwell@gmail.com/+2348148834596, +2348054312075

²Department of Arts and Social Sciences Education,
Faculty of Education,
University of Ibadan, Ibadan, Nigeria
Email:tolulopeokediran26@gmail.com/+2348136074405

ABSTRACT

This study examined Influence of Yoruba Lexis on Students' Learning Outcome in Essay Writing among Yoruba-bilingual students in Egbeda Local Government, Area, Ibadan. The descriptive survey research design was adopted for the study with four hundred (400) participated in the study. Four research questions were formulated. Instruments used were Students' Attitude to English Essay Writing Scale and Test on Yoruba Lexis and Achievement Test on Essay Writing. Data collected were analyzed using frequency count, percentages, Pearson Product Moment Correlation (PPMC) and Regression Analysis. The findings revealed that there is a distinct level of Students' Attitude to English Essay Writing among Yoruba-Bilingual Students in Egbeda Local Government, Ibadan. There is a significant Influence of Yoruba Lexis on Students' Achievement among Yoruba-Bilingual students in Egbeda Local Government, Ibadan. There is significant Influence of Students' Attitude on Achievement in English Essay Writing. There is significant joint influence of Yoruba Lexis and Students' Attitude on their Achievement in English Essay Writing. There is significant relative influence of Yoruba Lexis on Students' Achievement and Attitude to English Essay Writing. It was recommended that Teachers should use more dynamic concepts while teaching essay writing and provide the ability to translate from Yoruba to English language and also to other languages apart from their own language.

Keywords: Yoruba Lexis, Learning outcomes, English Essay writing, Bilingual Students

INTRODUCTION

Essay writing, without the use of language, is not feasible and can never come into being. Essay writing could either be written in Yoruba language, English language and other languages. Mainly every human engagement is duly organized by language most especially in the area of communication. Having said this, language then could be one of the greatest gifts of God to mankind. It is a means by which man expresses his ideas and gives meaning to his existence. Little wonders, (Oyedokun-Alli 2014) describes language as an effective tool in socialization and social intercourse. An essay is said to be longer and more complex than a paragraph, therefore it requires more planning. Therefore, to produce clear, unified, coherent essays, it is suggested that the writer think of writing as a three stage process: pre-writing, writing and rewriting.

Pre writing is all about the preparation which the writer must take cognizance of before writing an essay. It is a series of interrelated steps which enables you not merely to organize your materials in most effective way to suit your topic but more importantly allows you to decide upon the direction your papers will take long before

you write it. Writing involves formulating new ideas and transforming information which is a complex process. Unfortunately, some of the students in tertiary institutions have not mastered this complex process of writing which is influenced by many factors such as culture, community language and social environment, (Ortmeier-Hooper; Jordan and Schwartz 2010). The effectiveness of writing is determined by the correct grammatical items. This implies that good and meaningful composition goes beyond organization but the correctness of the grammatical structures. Essay writing is one of the aspects that deals with teaching and testing of English as a second language in Nigeria. It functions to expose students to writing as an essential skill in any language surviving in the society. Ability to write effectively in English is seen as one of the competences needed in these contemporary days. Students would need to make use of it as a veritable tool for communication, expression and exchange of ideas. To this end, essay writing is taught in secondary schools so that students would develop their writing skills and be ready to use them effectively in life situations.

Essay writing requires conscious efforts and practice in composing, developing and analyzing ideas, (Fakeye and Ohia, 2016). However, it literally involves students' ability to present the composed, developed and analyzed ideas or concepts in written form that would captivate the reader. As such, it is seen as an act of creatively and imaginatively putting down ideas, feelings and opinions on a given topic using the correct words, (Muodumogu and Unwaha, 2013).

Success in essay writing requires adequate writing skill. Students should learn the art of good writing which is imperative in order to excel at both levels; academic and professional. Good writing skills are to be acquired by all students at all levels of education in order to accomplish their educational requirements. Essay writing is important, not only for English Language, but the over-all molding of students. It is a major tool used in writing all other subjects most especially during examination.

Writing attitude is an affective disposition involving how the act of writing makes the author feel, ranging from happy to unhappy.'(Graham et al 2007). The attitude could either be positive or negative towards the language. When someone learns a language and his attitude is positive, the attitude will be followed by a good action and indicate a good result in studying the language. In contrast, the negative attitude is followed by negative action. So, the result of language study will be surely bad.

In other words, the more positive attitude students have to writing, the more energy they spend on the task. The relationship between writing attitude and academic achievement has received little attention in the area of education because writing attitude is highly effective on improving or hindering writing achievement. The area of students' attitudes towards writing still needs to be investigated further because it can complement the data needed for curriculum planners, teachers and instructors. An understanding of student attitudes enables educators to gain more realistic insights about what is in the heads of students, their fears, sources of anxiety and preferences rather than relying on how we as teachers see these points.

Indeed, the skill of writing requires not only a lot of vocabularies but also considering the mechanisms are grammar, punctuation, coherence and unity. To attain writing proficiency, students need to be creative in the use of vocabulary, punctuation, sentence, structure, transitions and also the use of appropriate tenses are essential in their essays. Errors in language teaching and learning can be defined as 'breeches of the code' of a language. This means the concept of error has become problem in English language, they are deviances that are due to deficient competence that is, knowledge of the language which may or may not be conscious. A scholar views an error as 'a noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the learner.' The term 'error' could be used to refer to any deviation from a selected form of language performance no matter what the characteristics or cause of the deviation might be. Interference of languages in a bilingual or multilingual setting of a community could be termed 'error'. When an existing language in a society comes in contact with a new language in which the society has decided to adopt, errors could emanate from this context in both writing and speaking skill of the students. For instance, when a Yoruba man says, 'I am coming' to mean 'I will be right back' or he says 'I can hear a smell' to mean 'I could perceive an odor'. He contextually transliterates the syntax of his native language which is Yoruba to English language.

The Yoruba language is a Benue-Kwa language of the larger Niger-Congo family of languages of the Yoruboid branch which include Igala, Itsekiri, Ife and Ede complex. It is natively spoken in South-Western Nigeria; Benin and Togo countries of Africa by well over 30 million people. Yoruba is spoken by the Yoruba people who occupy Oyo, Osun, Ondo, Lagos, Ekiti, Ogun states and other parts of Kwara and Kogi states.

The dialects of Yoruba are: Oyo, Ijesa, Ila, Ijebu, Ondo, Owe, Jumu, Iworo, Igbonna, Yagba, Gbede, Egba, Aworo, Bunu (Biini), Ekiti, Ilaje, Ikale, Awori. (<https://en.m.wikibooks.org>)

Standard Yoruba is the literary form of the Yoruba language of West Africa, the standard variety learnt at school and spoken by newscasters on the social media (Radio and Television). Standard Yoruba has its origin in the 1850s, when Samuel Ajayi Crowther, a native of Yoruba land and the first African Anglican Bishop in Nigeria, published a Yoruba grammar book and also started the translation of the Holy Bible.

Experience has also shown that the problem of interference has manifested in the choice of words which accounts for synthetic and morphological errors as results of which students find it difficult to translate words into English language and this is partly traced to the interference of Yoruba and other indigenous languages with English language since the problem of influence of Yoruba lexis on essay writing cannot be solved or without a look at its possible causative agent, it is imperative to conduct studies

Statement of the Problem

The achievement of students in English language is on the downward trend, there is a decline in the number of students who are proficient in writing and other aspects of English language which are oral sounds and reading due to many several factors, some of which are linguistic, cultural, educational, political, and sociological.

The principle of linguistic interference indicates that the use of first language (L1) interferes or affects the second or target language in a (L2) situation. Thus, it is possible for spellings and vocabulary use of words (Lexis) to be negatively influenced by spellings and lexis in Yoruba language in spite of the fact that the two languages are not the same. This study therefore seeks to find out whether Lexis Influence Essay writing since secondary school students of different indigenous languages spell and use varieties of words in English language properly.

Purpose

This study helps to expose numerous Influences of Yoruba Lexis on Students' Outcomes in English Essay Writing. It could also identify the effect of Yoruba Lexis on other branches of English language like tenses, grammar, comprehension amongst others as the basis of writing; they play a vital role in students' writing skill. This study seeks to find out whether Lexis Influence Essay writing since secondary school students of different indigenous languages spell and use varieties of words in English language properly.

Research Questions

This research is guided by the following questions:

- 1) What is the level of Students' Attitude to English Essay Writing among Yoruba-Bilingual Students in Egbeda Local Government, Ibadan?
- 2) Is there any significant Influence of Yoruba Lexis on Students Achievement in English Essay Writing among Yoruba-Bilingual Students' in Egbeda Local Government?
- 3) Is there any significant Influence of Students Attitude on Achievement in English Essay Writing among Yoruba-Bilingual Students in Egbeda Local Government, Ibadan?
- 4) Are there any significant Joint and Relative Influence of Yoruba Lexis and Students Achievement on Students Attitude to English Essay Writing among Yoruba-Bilingual Students in Egbeda Local Government, Ibadan?

METHODOLOGY

This study adopted descriptive survey research design. Three research Instruments designed, validated and used for the study which include: Students' Attitude to English Essay Writing Scale (AEEWS) and Test on Yoruba Lexis (TYL) and Achievement Test on Essay Writing (ATEW). The instruments were trial-tested on 40 students in a school outside the area of study and the Cronbach method was used to determine its reliability coefficient of 0.73, 0.74 and 0.76 respectively. Random Sample Technique was used to choose Egbeda Local Government out of eleven Local Government in Ibadan. Ten (10) schools were selected using simple random sampling techniques. Forty students in each school were selected using purposive sampling technique making a total of 400 students. The principals of the schools were contacted and permission sought was granted. Respondents were selected, questionnaires titled (Students' Attitude to English Essay Writing) were administered and Achievement Test on Essay Writing were given to the students to attempt Also, Test on Yoruba Lexis distributed to the respondents in the ten selected schools in Egbeda Local Government. The researcher monitored the test administration process to ensure fairness. The responses were later scored without preferential consideration.

Data collected were analyzed using frequency count, percentages, mean and standard deviation, Pearson Product Moment Correlation (PPMC) and Regression Analysis significant at 0.05 level.

RESULTS

Research Questions

RQ₁: *What is the level of students' attitude towards English Essay Writing among Yoruba-Bilingual Students in Egbeda Local Government, Ibadan?*

Table 1 presented results on the extent of students' attitude towards Essay Writing

Key; (SD=1) Strongly Disagree, (D=2) Disagree, (A=3) Agree, (SA=4) Strongly Agree

S/N	Item Description	SA (%)	A (%)	D(%)	SD(%)	\bar{X}	SD	Rank
1	I have interest in writing essay.	169 (42.3)	220 (55.0)	9 (2.3)	2 (0.4)	3.39	.56	4
2	I am always happy to write an essay.	123 (30.8)	240 (60.0)	30 (7.5)	7 (1.8)	3.20	.64	8
3	I seek for assistance in writing essay.	72 (18.0)	173 (43.3)	108 (27.0)	47 (11.8)	2.68	.90	16
4	I have phobia for essay writing.	86 (21.5)	118 (29.5)	103 (25.8)	93 (23.3)	2.49	1.07	17
5	I write my essay all by myself	197 (49.3)	140 (35.0)	52 (13.0)	11 (2.8)	3.31	.80	7
6	Essay writing classes are always interesting.	216 (54.0)	172 (43.0)	7 (1.8)	5 (1.2)	3.50	.601	1
7	I pay more attention to teacher's feedback in essay class.	219 (54.8)	153 (38.2)	26 (6.5)	2 (0.5)	3.47	.64	2
8	I feel confident when asked to speak in Essay class	85 (21.3)	205 (51.3)	88 (22.0)	22 (5.5)	2.88	.80	15
9	I find essay questions essay to answer.	118 (29.5)	173 (43.3)	92 (23.0)	17 (4.3)	2.98	.834	11
10	I love to read newspapers, articles, novels and other items apart from my school books.	148 (37.0)	149 (37.3)	59 (14.8)	44 (11.0)	3.00	.98	10
11	I can audibly hear my essay teacher while teaching.	192 (48.0)	163 (40.8)	31 (7.8)	14 (3.5)	3.33	.767	6
12	I really work hard to learn the techniques of writing.	200 (48.0)	163 (40.8)	31 (7.8)	14 (3.4)	3.43	.637	3
13	I can easily express myself in English Language.	184 (46.0)	190 (47.5)	18 (4.5)	8 (2.0)	3.37	.66	5
14	I score high marks in essay test.	76 (19.0)	239 (59.8)	73 (18.3)	12 (3.0)	2.95	.70	13
15	I find it difficult to state my points before I write.	53 (13.3)	142 (35.5)	143 (35.8)	62 (15.5)	2.47	.90	18
16	I write without stating my points.	60 (15.0)	72 (18.0)	159 (39.8)	109 (27.3)	2.21	1.01	19
17	I am always happy to participate in essay competition in my school.	107 (26.8)	188 (47.0)	80 (20.0)	25 (6.3)	2.94	.84	14
18	I do attempt all essay questions given to me in class.	90 (22.5)	226 (56.5)	65 (16.3)	19 (4.8)	2.97	.760	12
19	Whenever I am given essay writing, I copy directly from materials.	37 (9.3)	82 (20.5)	165 (41.3)	116 (29.0)	2.10	.926	20
20	I feel sad whenever I lose in an essay competition.	171 (42.8)	167 (41.8)	25 (6.3)	37 (9.3)	3.18	.911	9
N=400, Average mean=2.99, Weighted mean=2.50						2.99	0.79	

Table 1 presented results on the extent of students' attitude towards English Essay Writing among Yoruba-Bilingual Students in Egbeda Local Government, Ibadan and findings showed that 97.0% of the respondents agreed that essay writing classes are always interesting while 3.0% of the respondents disagreed supported with mean (3.50±0.60) follows by 93.0% of the respondents agreed that they pay more attention to teacher's

feedback in essay class while 7.0% of the respondents disagreed supported with mean (3.47±0.64) also 88.8% of the respondents agreed that they really work hard to learn the techniques of writing while 11.2% of the respondents disagreed supported with (3.43±0.63). Also, 97.3% of the respondents agreed that have interest in writing essay while 2.7% disagreed and supported with mean (3.39±0.56). In addition, 93.5% of the respondents agreed that easily express myself in English Language while 6.5% disagree and supported with mean (3.37±0.66).

In order hand, 29.8% of the respondents agreed that whenever they are given essay writing, they copy directly from materials while 70.2% disagree and supported with mean (2.10±0.92), also 33.0% of the respondents agreed that they write without stating their points while 67.0% disagree and supported with mean (2.21±1.01) and 48.8% of the respondents agreed that they find it difficult to state their points before they write while 51.2% disagree and supported with mean (2.47±0.90) reveals items below average mean of 2.50. It implies that there is extent of students' attitude towards English Essay Writing among Yoruba-Bilingual Students in Egbeda Local Government, Ibadan the items rated average mean (2.99) are above weighted mean (2.50) in the table above.

RQ₂: *Is there any significant Influence of Yoruba Lexis on Students' Achievement in English Essay Writing among Yoruba-Bilingual Students in Egbeda Local Government Area, Ibadan?*

Table 2: Summary of ANOVA of Influence of Yoruba Lexis on Students' Achievement.

	Sum of Square	df.	Mean Square	F	p.(Sig)	Remark
Between Groups	358.870	24	515.440	3.497	0.000	Sig.
Within Groups	22748.024	375	147.497			
Total	23106.895	399				

Above table 2 present the ANOVA analysis showed that there was a significant influence of Yoruba Lexis on Students' Achievement among Yoruba-Bilingual student in Egbeda Local Government , Ibadan(F value (24/375)= 3.497, Pro=0.000 < 0.05) . Therefore, it can be concluded that there was a significant influence of Yoruba Lexis on Students' Achievement among Yoruba-Bilingual student in Egbeda Local Government, Ibadan.

RQ₃: *Is there is any significant Influence of Students Attitude on Achievement in English Essay Writing among Yoruba-Bilingual Students in Egbeda Local Government, Area, Ibadan?*

Table 3: Result of PPMC showing the significant relationship between self-efficacy and academic performance of secondary school students

Variable	Mean	Std. Dev.	N	R	P	Remark
Student attitude	59.84	5.88	400	.133**	.008	Sig.
achievement in English Essay Writing	30.78	10.25				

*Sig. at .05 level

Table 4.2.3 above shows that there is significant influence of Students attitude on achievement in English Essay Writing. (r = .133**, N= 400, p<.05. The result reveals that there is significant influence of Students attitude on achievement in English Essay Writing.

RQ₄: *Is there is any significant Joint and Relative Influence of Yoruba Lexis and Students' Achievement on Students Attitude to English Essay Writing among Yoruba-Bilingual Students in Egbeda Local Government, Area, Ibadan?*

Table 4: Summary of Regression Analysis of the combined prediction of influence of Yoruba Lexis and Students' Achievement on Students attitude to English Essay Writing

.R	R Square	Adjusted R Square	Std. Error of the Estimate			
0.139	0.019	0.014	5.84003			
SUMMARY REGRESSION ANOVA						
	Sum of Squares	Df	Mean Square	F	P	Remark
Regression	268.342	2	134.171			
Residual	13540.048	397	34.106			
Total	13808.390	399				

Table 4 showed there was a significant joint influence of Yoruba Lexis on Students' Achievement and Students attitude to English Essay Writing. That is Students attitude to English Essay Writing correlated positively with the independent variables (influence of Yoruba Lexis and Students' Achievement). The table also shows a coefficient of multiple correlations (R) of 0.139 and a multiple R square of 0.19. This means that 1.4% (Adj. R²=0.014) of the variance in the Students attitude to English Essay Writing is accounted for by the independent variables, when taken together. The significance of joint contribution was tested at p<0.05 using the F- ratio at the degree of freedom (df = 2/397). The table also showed that the analysis of variance for the regression yielded an F-ratio of 3.934. The above present is significant at 0.05 level.

Table 5: Relative contribution of the independent variables to the dependent variables (Test of significance of the regression coefficients)

Variable	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Remark
	(B)	Std. Error				
Model	(B)	Std. Error	Beta	T	Sig.	Remark
Constant	62.913	1.264	-	49.787	.000	-
Written test	.075	.029	.131	2.629	.009	Sig.
Test on Lexis	.019	.022	.041	.833	.406	Not Sig.

Table: 5 reveals there a significant relative contribution of the independent variables to the dependent variable, expressed as beta weights. The relative coefficients of Influence of Yoruba Lexis on Students' Learning Outcomes in English Essay Writing. Using the standardized regression coefficient to determine the relative contributions of the independent variables. Written test ($\beta = 0.131$, $t = 2.629$, $p < 0.05$) indicates most potent contributor to the prediction, follow by test on lexis ($\beta = 0.041$, $t = .833$, $p > 0.05$) has no relative influence on Students attitude to English Essay Writing. It implies that there was a relative influence of Yoruba Lexis and Students' Achievement on Students attitude to English Essay Writing. The above present is significant at 0.05 levels.

DISCUSSION OF FINDINGS

The results revealed that there is a level of students' attitude to English Essay Writing among Yoruba-Bilingual Students in Egbeda Local Government, Ibadan. The result gives support to the finding of, (Akanbi 2014) who asserts that each Nigerian student has his or her mother tongue; each faces a lot of problems in the proper mastery of the language. Such problems are the competence and performance in the usage of the

language and English language being a requirement that secondary school leavers must pass in addition to other better subjects before they can be admitted into tertiary institutions. It has also become compulsory that secondary school students write and pass English language examination but unfortunately, most secondary school leavers have problem with their English and so, it is not easy to pass all the important examination as evidenced in the WASSCE results. According to (Kolawole 2012) who has done his best to identify and proffer solutions to the problems of students' inability to pass English Essay Writing and English language have given their suggestions like poor quality teachers, interference, among others. He said that mass failure of students in the NECO and WASSCE to the problem emanating from the inadequacy of Nigeria secondary curriculum among others.

The results revealed that there is significant Influence of Yoruba Lexis on Students' Achievement in English Essay Writing among Yoruba-Bilingual students in Egbeda Local Government, Ibadan. The result of findings also supported the finding. There is a review of the language provision of the National Policy of Education maintains a three-pattern hierarchy designing: super-institutional, major and minor languages used by Nigerians. Preference for a particular language that emanates from the policy can be passed from parents to children. Indeed, the skill of writing requires not only a lot of vocabularies but also considering the mechanisms are grammar, punctuation, coherence and unity. To attain writing proficiency, students need to be creative in the use of vocabulary, punctuation, sentence, structure, transitions and also the use of appropriate tenses are essential in their essays. (Oyedokun-Alli 2014) describes language as an effective tool in socialization and social intercourse. He argues that the manifest use of language distinguishes man from other animal. Without the use of language, essay writing is not feasible and can never come into being. Essay writing could either be written in Yoruba language, English language and other languages too. Majorly every human engagement is duly organized by language most especially in the area of communication. Having said this, language then could be defined as one of the greatest gift of God to mankind. It is a means by which man expresses his ideas and gives meaning to his existence.

The results revealed that there is significant Influence of Students' Attitude on Achievement in English Essay Writing. The result of findings supported the finding of (Ojedokun 2017) who found that English language does not just creep into the students in Nigerian system, it definitely passed through some gradual process based on the level of interaction in the history of Nigeria such as trading, missionary activities, slavery and colonization. This equally means that English language is a second language (L2) because Nigerians already have their first language before the incursion of English language. English language has been more noticeable and has been the language of education in Nigeria. It is the language used for instructions in most schools from kindergarten to university and this view contrasts to the National Policy of Education. According to the National Policy on education, Nigeria is recognized as a multilingual nation with quiet over four hundred native languages. The policy favors or advocates for the use of mother tongue or the language of the immediate environment or community to serve as a language of instruction in pre-primary, primary and of adult and non-formal education. It calls for the use of mother tongue for instruction in the first three years of primary education and English is to be learnt as a subject from the point of entry and to be used fully as a language of instruction from the third year in primary school. As part of language provisions, students are able to offer a second Nigerian language at Junior Secondary level, in addition to Arabic or French which is introduced as a foreign language. The national language policy states clearly that there are three languages in Nigeria namely Hausa, Igbo, and Yoruba and are referred to as languages of integration. This makes it so necessary for a Nigerian child to learn one indigenous language different from his or hers.

The results revealed that there is significant Joint and Relative Influence of Yoruba Lexis and Students' Achievement on Students Attitude to English Essay Writing. That was in line with the finding of (Akanbi, 2014) that Yoruba language being a 'tonal language' has three basic tones which are high, mid and low. The trios are indicated in the Yoruba orthography. The high mark is with accurate accent (Á), mid tone is left unmarked (A) and the low is with a grave accent. The combinations of the three tones give access to the rising and falling intonation. It is considered largely an isolating language with SVO (subject, verb and object) syntax. Also, it is extremely rich in serial verbs and idiophones. It has become a language of liturgy and music in many countries of South American. The Yoruba speaking people of Nigeria can be found across several states of the nation. Yoruba language is the third largest indigenous language being spoken by Nigerians over the years. The language has become so important that it is being used as a language of instruction in the school system at primary school level, as a subject of study in secondary schools, higher institutions and an important

international subject being studied by Americans. For example, a Yoruba center established by some Americans University is currently situated in the University of Ibadan. Most students who speak English language, who are of Yoruba origin tend to speak the direct translation from Yoruba to English. Many Yoruba speaking secondary school students are quick to use direct translation from Yoruba to English and this is the reason they can neither speak nor write sentences in English language correctly due to misuse and misrepresentation of English words in terms of the spellings and vocabulary which could be resultant effect of language contact which leads to all forms of interference both in the spoken and written form. Even though, the Yoruba and English language share many attributes, the Yoruba language has a more readily understandable grammatical structure. The key to comprehending Yoruba words is to take its word in its context since it seems to simplify even the most difficult of items.

CONCLUSION

Findings from this study revealed that there is a significant Influence of Yoruba Lexis on Students' Achievement among Yoruba-Bilingual students in Egbeda Local Government, Ibadan. There is significant Influence of Students' Attitude on Achievement in English Essay Writing. There is significant joint influence of Yoruba Lexis and Students' Attitude on their Achievement in English Essay Writing. There is significant relative influence of Yoruba Lexis on Students' Achievement and Attitude to English Essay Writing. In accordance with that, effectiveness of writing is determined by the correct grammatical items. It was therefore concluded that good and meaningful composition goes beyond organization but the correctness of the grammatical structures. A good mastery of any language is measured by the standard of the languages in spoken and written forms. Language performance is usually assessed based on its communicability which is a reflection of the presence or absence of errors.

RECOMMENDATIONS

The following recommendations are made based on the findings of this study:

- (i) Teachers should use more dynamic concepts while teaching essay writing
- (ii) State Government should organize seminars and workshop for English Language teachers in order to get familiar and have interest in the use of more dynamic strategies in the teaching of context that deals with transliteration of Yoruba lexis (his native language) to English language.
- (iii) Government should provide adequate facilities to all secondary schools and provide more trained English teachers as facilitators.

REFERENCES

- Akanbi, O.O. 2014. The Influence of Yoruba language on the Tense Formation of S.S.S II Students in Written English. M. Ed Thesis. Department of Arts and Social Science Education, University of Ibadan.
- Augustin, L.M. 2012. Lexis Errors and Accuracy in Foreign Language Writing. *The Modern Language Journal*. 96(3), 463-464. 1540-4781.
- Bodunde, H and Sotiloye, B. 2013. A Critique of Undergraduate Students Writing Skill in an ESL Setting: Sample from Federal University of Agriculture, Abeokuta Nigeria. *World Journal for English Language*. 3(2) [Www.Sciedu.Calwjel](http://www.Sciedu.Calwjel).
- Eunson, B. (2012) "Communication in the Workplace" John Wiley & Sons
- Fakeye, D .O. & Ohia, I N (2012) Writing Anxiety: An effective filter for Essay writing Instruction among ESL Students in Ibadan. *International Journal of Arts and Humanities (IAH)*, Vol 5(3). Bahir Dar–Ethiopia
- Graham, S., & Perin, D. (2007). A Meta-Analysis of Writing Instruction for Adolescent Students. *Journal of Educational Psychology*, 99, 445-476.
- Kolawole C.O.O& Dele, A 2012. An Examination Policy of Language Education in Nigeria and Its Implications for the Teaching and Learning of English Language. *Ibadan Journal of Educational Studies*. 2(1): 12-20.
- Oyedokun- Alli, W.A 2014. An Error Analysis of the Use of English Modifiers among Yoruba Bilinguals. *British Journal of English Linguistics*.