



# **Error Analysis of Concord in Idiomatic Expressions Among ND II Students of Ramat Polytechnic, Maiduguri**

**Kamfut Adam, Baba Zanna Isa and Hajja Karu Ahmad Sheriff**

Department of Languages and Liberal Studies, Ramat Polytechnic, P. M. B. 1070 Maiduguri

**Abstract:** *Communication is an essential part of society as it is used in different ways. Whenever one communicates in a language, there are certain rules that must be abide by, which are technically called grammar, and sometimes these rules are violated, thereby resulting in an ungrammatical expression. In light of this, this paper studied Error Analysis of Concord in Idiomatic Expressions Among ND2 Students of Ramat Polytechnic, Maiduguri, where 20 respondents were purposely sampled from the study area. The data was gotten through conversations of the respondents and the personal interaction of the researcher with the respondents. The research adopted the traditional grammar theory as its theoretical framework for the analysis of errors. It was however realized that some idiomatic expressions do not follow the rules of concord in their formation and this is due to the fact that idioms are fixed in their form and any attempt to reform it in line with number or tense would result to erroneous usage.*

**Keywords:** *Error, Error Analysis, Concord and Idioms.*

## **Introduction**

One of the main gifts that God has given to humans since their creation is language. They use language to communicate their emotions, feelings, thoughts, etc. in their minds, which are seen to be abstract entities that cannot be understood until they are being communicated through language to their fellow humans, and in communicating, two major forms can be adopted: verbal (spoken) and non-verbal, that is, written and sign languages. As a major feature that distinguishes humans from other creatures, humans use language to communicate in different contexts of their activities with their fellow humans, which may be social, political, religious, educational, etc. That is to say, at the heart of language usage lie human activities, thereby making it systematic and conventional'. The word 'language', drawing to its origin from a French word 'langue'

likewise from the Latin word 'Lingua', is a complex phenomenon that is attributed to human vocal and non-vocal ability to communicate; therefore, it has acquired for itself diverse definitions by language pundits. According to Edward Sapir's widely accepted definition of language, language is a wholly human and non-instinctive means of using intentionally created symbols to communicate thoughts, feelings, and wants. According to the Cambridge International Dictionary of English, which was quoted by Ajiduku et al., language is a system of communication made up of a number of minor components and a set of rules that determine how these components can be joined to create meaningful messages (2). The definition given by the dictionary sees language from the grammatical point of view as it reveals the presence of a system in a language that is influenced by linguistic structure. That is, the way sentences are formed and the way words are formed from morphemes (the smallest meaningful unit of a word). These workings in language are what the linguists call rules, and they went further to demonstrate that there is an internal rule that a native speaker has towards his language that must not be learned, and they are everything one needs to know about his/her native language, which is technically known as grammar. By the definition simply given by Charpman, he sees grammar in its simplest sense as the study of how a language works (155). What this means specifically is that grammar is the study of the systems and patterns that operate in a language to give meaning to an utterance. The laws of language are seen to consist of these accepted structures and patterns. These guidelines control how words, phrases, sounds, and other components are combined and interpreted (Ifeyinwa, 11).

Looking at a sentence, for example, it contains several components that constitute it, that is, subject, verb, object, complement, and adjunct. The placement of these speech units in a phrase is not random. The language's syntax must dictate when and where they appear in a sentence.

A particular part of speech must be in agreement with another part of speech for them to co-occur in a sentence. This agreement is known as concord. According to Onuigbo, Quirk et al. describe concord as a relationship between two grammatical elements in which the other must have the same attribute if one of them chooses a particular one (96). This kind of relationship exists between the subject and the verb in a sentence so that if the subject contains a plural feature, the verb must have the same feature in order to make the sentence grammatically acceptable. This kind of concord between the subject and the verb on the basis of number is technically referred to as grammatical concord. There has been different realizations of ungrammatical sentence construction as a result of concord by students of Ramat Polytechnic, Maiduguri, especially in the use of idiomatic expressions. This is not far from the fact that these students are not native speakers of the English language, and they are not properly taught the rules that have to do with agreement between the subject and the verb (concord), as one can here wrong grammatical construction as \*she has the book\*, among others. These ungrammatical constructions by these students have therefore informed the researcher to research on Error Analysis of Concord in Idiomatic Expressions Among ND2 Students of Ramat Polytechnic, Maiduguri.

One of the major problems that affect second speakers of English in Nigeria is attributed to their poor knowledge of the basic grammatical rules. The knowledge of the rules of concord in English grammar is important for one to speak and write in English, as developers of the scheme in English built it to suit learners' ability to use the language. Having developed and taught the schemes to students, students of Ramat Polytechnic, Maiduguri construct erroneous grammar whenever they communicate in the English language, and one of the prominent errors by them is with respect to concord. As a central aspect of English grammar, concord has become very problematic among the students. Generally, the subject, concord, is characterized into four thematic areas under which all issues relating to concord in English fall. Subject-verb, verb-verb, noun-pronoun, and point-time past-verb concord are the four thematic domains. In terms of number, students are unable to link the proper verbs with their subjects. The researcher limits this study to concord faults in idiomatic expressions made by Ramat Polytechnic, Maiduguri students, since it is thought to be one of the most frequent mistakes made by people who use English as a second language and because it can appear in a variety of contexts. This paper seeks to ask the following questions:

1. What are the idioms used by the students of Ramat Polytechnic, Maiduguri that are grammatical wrong?
2. What are the rules of concord that these idioms used by the students violated?

The aim of this study is to do an Error Analysis of Concord in Idiomatic Expressions Among ND2 Students of Ramat Polytechnic, Maiduguri. The aim would be achieved through the following objectives:

- i. Identifying the idioms that are used grammatically wrong by students of Ramat Polytechnic, Maiduguri.
- ii. Analyze the idioms according to the rules of concord.

## **Methodology**

A primary source of data was used as the source of data, where 20 respondents were purposefully sampled in the area of study. The data was gotten through conversations of the respondents and the personal interaction of the researcher with the respondents. By doing so, the data was collected through note-taking of only the idioms wrongly used in line with the rules of concord, and the data were presented analytically using the rules of concord.

## **Literature Review**

### **The Concept of Error**

Different pundits define what error is all about. According to Corder, errors are violations of a language's code. (76) According to him, mistakes are undesirable utterances or abnormal structures that indicate a lack of understanding of the language code. Accordingly, he believes that those who are not based on the. Headbloom shares this view and comments that errors are goofy or deviant productions; they are a systematic deviation from the target language by a non-native speaker (27). Ellis agrees with

Headbloom that language error is peculiar to a second language learner. Hence, he defines errors as deviations from the target language by a non-native speaker. (32) He added that these errors are committed out of socio-linguistic and socio-cultural factors. Headblooms and Ellis, definitions point out that errors are exclusive to second language learners.

Similarly, Brooks asserts that errors are inevitable in language learning. He argues that, it is just as unrealistic to reckon on language learning without errors as to reckon on existence without sin (cited in Ubahakwe 27). Krashen (64) accepts that errors are deviations from the norms of a language. Lengo equally agrees that errors are deviations from the norms of a language and that their investigation could simultaneously be diagnostic and prognostic. (81) Diagnostic in the sense that it can tell the learner's level of language acquisition and prognostic in the sense that it can tell a course organizer to re-arrange language learning material on the basis of the learner's current problems. Myles says that errors are something that might happen from time to time until the second language learner internalizes the language entirely. He defines an error as „a derailment in the speech or writing of a second language learner by the use of inappropriate words and language structures (5). Myles also explains that a second language teacher can only assess the learners" ability from the range or type of errors they make. Krashen added that errors must occur before correct grammar rules are completely internalized (66).

### Sources of Error

There are different sources of error. Myles, however, gives the general causes or sources of errors in the English language that can be attributed errors to mother tongue transfer (e.g., I hear the smell of gas) or transfer from pidgin (e.g., I will tell you that) others to false hypothezination or overgeneralization (e.g., I am going) or the articulation of -b in words ending in -mb, others to failure to learn the special phonic or syntactic features of certain words (e.g., she deals on cloth) (59). However, Carson (195), Connor and Kaplan (45) further elaborate on the general causes of errors. They explain that errors occur in language usage because of the following reasons:

- i. Learners trying to translate from the first language;
- ii. Lack of familiarity with new rhetorical structures and the organization of ideas;
- iii. Trying out what they assume is a legitimate structure of the target language which may be hindered by insufficient knowledge of correct usage;
- iv. Native language interference from developmental stage of interlanguage or from nonstandard elements in spoken dialects;
- v. Overgeneralization of the rules for stylistics features when acquiring new discourse structures; and

vi. Learners are often unsure of what they want to express.

Bamgbose acknowledges, the fact that a second language learner of English is confronted with a lot of problems. He explains that, there are difficulties inherent in the language itself, such as irregular patterns. The plural of 'man' is 'men' but the plural of 'pan' is not 'pen'; there is the difficulty of inadequate exposure to good models, and above all, the problem of bad teaching, the interference of the first language poses the greatest difficulty for learners of a second language (17). Bamgbose's exposes what is known as interlingual and intralingual problems as the key sources of errors in second language learning. Bamgbose believes that interlingual or interference problem is more problematic. Interference problem, to other scholars, is the influence of learner's previous language on his present language. Bamgbose points out that interference of the first language with the target language may be at phonological, grammatical, or lexical levels. The grammatical interference involves lack of comparative grammars of English and the first language. Another is lack of correspondence between systems (pronoun, tense, concord) etc.

### **The Concept of Concord**

Concord, generally means agreement in grammar. Bakuuro Justine gives a list of some definitions with respect to concord. According to Ronoff and Fudeman, concord happens when one sentence element adopts the morphosyntactic characteristics of another. According to Lutrin and Pincus, concord is when all of the words in a phrase match or agree with each other. According to Duskova, concord is the agreement of many words that share a reference in terms of gender, case, number, or person. According to Tuurosong, a grammatical relationship known as concord (subject-verb) requires that the predicate or verb agree with the subject in person and number. By number, he refers to the connection between the speaker and the topic of discussion.

The term "agreement," according to him, is used to describe the type of grammatical changes that take place between the subject of a sentence and its verb. He adds that it has to do with the "cordial" relationship that must exist between the subject and the main verb or the first element of the verb phrase. Tuurosong's definition is aspect-specific of concord, that is, subject and verb concord. Additionally, according to Yankson, concord is the agreement or coherence required in a sentence or statement in order to produce a perfect grammatical structure. These definitions given above are all cited in Justine.

Ajiduku et al. also note that concord or agreement refers to the relationship of interdependence that holds between two or more grammatical items. This relationship is expressed in the features of these grammatical items, such that if one of them contains a particular feature, then the other has to have that feature. In this manner, Concord takes number into consideration (79). Number, in the English language, applies to only nouns, pronouns, and verbs, so if a subject is singular, the verb that goes along with it must also be singular, and the same applies to plural forms; the verbs must be plural.

## Forms of Concord

### Subject-Object Concord

The rule here is that in any expression where the objective element is a reflexive pronoun, there is usually a concord of person, number, and gender between it and the subject. This means there should be no shift in person, number, or gender. The following examples illustrate this:

These boys fought themselves at the party.

He gave me the book herself.

I can do the work myself.

### Concord with the Correlatives

The correlative conjunctions often used to join subjects are: as well as, together with, along with, either... or, neither... nor, not... only but also and others. In the use of correlatives, the choice of the verb that co-occurs with the coordinate subject is determined by either the first or the second of the subject. The illustrations are given below.

- a. Musa as well as his sisters is here.
- b. His sisters as well as Musa are here.
- c. Either you or I am to do it.
- d. Either I or you are to do it.
- e. Neither you nor I am to do it.
- f. Neither I nor you are to do it.
- g. John together with his wife and children was there.
- h. The wife and children together with John were there.

In sentences c, d, e, f, the verbs agree with the second of the subjects but in sentences a, b, g and h the verbs agree with the first of the subjects.

### Concord by Proximity

Harmony via Closeness Simply put, concord by proximity, sometimes referred to as concord by attraction, states that the noun or pronoun nearest to the verb should decide its number.

See the following examples.

Either the woman or her daughters are present.

Either her daughters or the woman is present.

### **Notional Concord**

It is the agreement of the verb with the subject according to the idea of number rather than the actual presence of the grammatical marker of the idea. Notional concord stands in contrast to grammatical concord. This makes it possible for a singular subject to agree with a plural verb without the sentence being considered grammatically incorrect. The following examples illustrate this.

The government is doing its best to develop the rural areas.

Everybody cast their votes on Election Day.

To create grammatically correct sentences, a learner must use the stable rules governing the other forms of concord, with the exception of the notional concord and the law of proximity. Violation of the rules, on the other hand, results in the production of an unacceptable linear sequence.

### **The Concept of Idioms**

In the past, idioms were often referred to as "dead metaphors," which can be defined as figurative expressions that have acquired conventionalized meanings' (Irujo, 288). However, linguists today agree that this type of definition fails to encompass all the different types of idioms, a part of which can be at least to some extent defined by the individual meanings of the constituents. Different pundits have given diverse definitions of the term idiom; this research explores some. According to Larson, an idiom is a group of words whose meaning differs from what each word alone would signify (20). This definition shows that the meaning of an idiomatic expression cannot be derived from the meaning of an individual word. Larson's definition is a bit close to the definition given in the Longman Dictionary of Contemporary English, where idiom is defined as a group of words that has a special meaning that is different from the ordinary meaning of each separate word (870).

Loreto and Ian see idioms as phrases whose meaning cannot be deduced from an understanding of the individual words in the phrase (242). The emphasis here is the same as with Larson's in the sense that an idiom is a type of expression whose meaning is not deducible from the constituent parts. In other words, he sees idioms as certain combinations of words that have meaning that differ from the combination of their individual elements.

In the same way, Fowler has this to say: idioms are expressions in any language whose meanings cannot be determined simply from the words in them or whose component words cannot be predicted by any rule of grammar; often, they violate conventional grammar (410).

Robertson asserts further that an idiom is a syntactical pattern peculiar to a certain language and hence often untranslatable, in literal equivalents, into another (422). The issue of peculiarity is not unconnected here, even though he made reference to it as a syntactical pattern. In his explanation, he makes it clear that an idiom is untranslatable in literal equivalents, and this is another quality subscribing to the peculiarity of an idiom in a particular language.

In the opinions of Khonbi and Sadeghi, idioms are a combination of words that always come together in a certain order and to which minimal linguistic alterations are possible (63). A lexemic/semantic characteristic that makes learning an expression extremely difficult and confusing for second language learners is that the meanings of the words that make up the statement are frequently significantly diverse from one another. (Khonbi & Sadeghi, 63).

### **Idiomaticity and Grammaticality**

The coinage, idiomaticity, simply means the quality of being idiomatic, and idiomatic means to possess the qualities of idioms (Uwakwe, 39). In the same vein, grammaticality is a term coined by Chomsky and cited in Uwakwe to indicate the well-formedness of expressions of natural languages (39). Here, idioms are examined alongside grammar in order to see the position of grammar as it relates to idioms. In other words, what is the position of grammar as it affects its existence? Do the rules by which words change their forms and are combined into sentences work in the same way with idiomatic expression?

Fowler shows that “grammar and idiom are independent categories, being applicable to the same material. They sometimes agree and sometimes disagree about particular specimens of it” (73). The transformational deficiencies of idioms are manifested mostly in grammar. In ordinary conventions of grammatical operation, passivization, change in number, pluralization, nominalization, and change of words are applicable in general possible syntactic arrangements. But with idioms, the situation is different. Some idioms cannot accept any alteration from the grammatical aspects listed above. Instead, they maintain a fixed disposition. Various attempts have been made by reputable scholars for a grammatical analysis of idioms with respect to grammatical attributes (Fowler, 73). Examples are as follows:

Raining *cats* and *dogs* – correct

Raining a *cat* and a *dog* – Incorrect

Cats and dogs were bitten by the rain – Incorrect.

He always delivers the goods – correct

The goods are always delivered on time – Incorrect.

He always brings the good’s to his customer’s house – Incorrect.

Kick the bucket – correct



Kick the pail – Incorrect

The bucket was kicked by the man - Incorrect.

The list of examples is endless. They vividly depict some levels of transformational deficiency in one way or another.

The issue of illformedness of some idioms is another peculiarity that defies grammatical stipulations. These are situations that ordinarily would be unacceptable because of their ungrammaticality but for the fact that they are acceptable as idioms. They defy the basic tenets of grammatical rules; hence, they are ungrammatical. However, the number is not on the high side. Examples are as follows:

It was not me.

Who do you take me for?

There is heaps of material

To fish in troubled waters

The above expressions have come to stay as acceptable idiomatic expressions irrespective of their ungrammaticality (Fowler, 73).

### **Empirical Review of Related Studies**

Ifeyinwa in 2009 carried out research on an error analysis of the English Concord of Students in Onitsha Urban. The study examined the level of English proficiency acquired by senior secondary class three pupils in Anambra State's Onitsha North Local Government Area. The need for the work was underscored by the crucial role played by the English language in Nigerian education. A simple survey research design was adopted for the study, and the subjects of the study comprised five hundred students from five secondary schools in Onitsha North Local Government Area of Anambra State. One hundred objective questions set on different types of concord were used as test instruments. The subjects' errors were classified and analyzed using a simple percentage and arithmetic mean. A standard mean of 75 and above was used as an indication of the mastery of the rules of concord. The study's conclusions showed that the participants were not proficient in the guidelines governing the various forms of concord. They couldn't prescribe concord mistakes brought on by changes in sentence element construction. More intralingual than interlingual factors contributed to concord mistakes. The implications of the finding in the teaching and learning of English were discussed, and suggestions for improvement were made. In this research, the research was not specific as it generally looked at concord. The research under study is different from Ifeyinwa's own as it only concentrates on errors of concord in idiomatic expressions.

In 2015, Abdoun and Mousa conducted a study on the challenges Sudanese students encounter when attempting to comprehend English idiomatic expressions. The study is to explore the challenges Sudanese students face in comprehending English idiomatic idioms. This study adopted the descriptive analytical method of research. The researcher

designed questionnaires on idiomatic expressions for English language students at different universities. The researcher posed three questions regarding the cultural challenges of English idiomatic expressions in this study, as well as the challenges faced by Sudanese students and the methods employed to overcome these challenges and penetrate the research problems. In addition, three theories were developed to address these five queries. The results showed that the students' comprehension of English idioms was lacking. The results also showed that when faced with unfamiliar idioms, English language learners did not employ any specific strategies. Students understand idioms better in context. Finally, the researcher proposed conducting research on the effect of context on teaching idiomatic expressions. Similarly, this research is also different from the one under study in line with the fact that it looked at the difficulties students face in understanding idiomatic expressions, while this research concentrates on grammatical errors of concord found in the students' use of idiomatic expressions.

### **Theoretical Framework**

This research adopted the Structural Grammar Theory as its theoretical framework. The theory was propounded by Bloomfield where it takes the prescriptive approach to the study of language. In prescriptive study of language, it prescribed the structures of language as the grammarians noted that spoken language should be given prominence over written and that the study of language can be conducted only on the basis that it pays attention to the meaning of what it is spoken. By this, language is seen as a system of systems that comprises diverse components and rules that function as a unified whole.

Looking at the nature of concord, it is said to be a rule-governed domain within the terrain of grammar. This can make one to conclude that, concord belongs to the structural grammar theory in which language is prescriptive rather than descriptive. With the operations of the rules of concord, it is abundantly obvious that concord depends on the Dependency Grammar Theory (Justine) shading more light to this, Beason cited in Justine specifies that, Concord is prescriptive by nature as its rules maintain the correct dependency of lexis to make grammatical sense.

The dependency grammar theory, dating back to the middle-ages and still useful today, starts from the premise that words "depend" on each other for the sentence to make sense. The structure of a language is determined by looking at the relationship between a primary word and its dependents. Because German/Dutch and English include word order mobility, this theory of grammar competency performs exceptionally well in these languages (Justine). Similarly, concord focusses on the proper arrangement of words or lexis in a sentence to make grammatical and social sense. Word-order dependency is crucial in all four aspects of concord, which is why the dependency grammar theory is applied in this work.

## Data Presentation

### Presentation of Used Incorrect Idioms

- a. Grass *is* always greener on the other side (Incorrect)  
Grass *are* always greener on the other side (correct). It means: The alternative solution may seem better even if that isn't always the case.
- b. Mansur's heart *are* in the right place. (Incorrect)  
Mansur's heart *is* in the right place (correct). It means: Having good intentions, even if the results may not be impressive.
- c. She *hits* the books (Incorrect)  
She *hit* the books (correct). It means: Begin studying hard.
- d. Jamila *lets* the cat out of the bag (Incorrect)  
Jamila *let* the cat out of the bag (correct). It means: Share information that was previously concealed.
- e. They *painted* the town red (Incorrect).  
They *Paint* the town red (correct). It means: Go out and have a really good time at a party
- f. He was given so many options but all *boil* down to him (Incorrect)  
He was given so many options but all *boils* down to him (correct). It means: one is responsible for any action(s) s/he takes.
- g. We wouldn't vote for a politician who is all *talks* and no action (Incorrect)  
We wouldn't vote for a politician who is all *talk* and no action (correct). It means: People who talk a lot but do nothing
- h. As if there *was* no tomorrow (Incorrect)  
As if there *were* no tomorrow (correct) Living-it-up and acting as though today were your last day
- i. John *calls* the shots (Incorrect)  
John *Call* the shots (correct). It means: Give the orders; be in command; be the one in control

The idioms, numbered a–i, above are idioms that were gotten from the respondents' conversation and personal interaction with the researcher. The nine idioms presented were all wrong, but the researcher, as they were presented above, gave their correct forms and meanings as they were marked 'correct' and 'wrong' accordingly.

## Analysis, Discussion, and Findings

The idioms presented above were all gotten from the respondents' conversation and personal interaction with the researcher. It was discovered that all the nine idioms presented above were wrong in line with the rules of concord and the fixedness of idioms. The second objective of this study sought to analyse the errors discovered in the idioms, and in idioms numbered **a**, **b**, **c**, **d**, and **i**. above, it was discovered that the speakers (respondents) abided by the rule of concord, singular subject to singular verb, but it was seen to be wrong due to the known rule of fixedness in idioms. The fixedness rule of concord does not permit for any change in concord in respect to number and tense. In the same vein, the researcher discovered some idioms abide by the rules of concord, as seen in idiom **f**. used above. Here, the respondents make use of an indefinite pronoun (as subject), which permits a singular verb to be used based on the concord rule, but the respondents do not follow this rule, as seen in 'all boil' against 'all boils', which is seen as the correct construction of the idiom. There is a striking difference in the idiom numbered **g**., 'all talks'. The respondents followed the rule of concord, as in above, 'indefinite pronoun subject should go with a singular verb' but the idiom was tagged to be wrong grammatically. It was therefore realised that, in idiom's rule of fixedness, what happens to A may not be applicable to B, hence their inconsistencies in form and agreement in subject, number, and tense. Idiom **e**. above shows the rule of fixedness of idioms with respect to tense. The verb 'paint' in the idiom does not allow for its past tense formation 'painted'. Therefore, the researcher has found that idioms are fixed in nature, and some idioms do not follow the rules of concord in their formation, and any attempt to correct it in usage would result in erroneous usage of idioms.

## Conclusion

This paper has shown the dynamism grammar and idiom manifest. The English language is a language that is rule-governed following the traditional grammarian postulations that apply in sentence constructions, and that is why some constructions are tagged grammatically correct while others are tagged grammatically wrong expressions. This research has revealed that, sometimes, idioms do not follow the grammatical rules of concord; hence, the sentences that are seen to be grammatically correct do not have idiomatic meanings, while some sentences that are seen to be grammatically wrong expressions are accepted as idiomatic expressions. This was vividly demonstrated in the presentation above, and the reason behind the dynamism between these two independent entities in the English language is due to the fixedness of idioms, where some idioms do not change in number or tense. In as much as idioms are nice expressions in conversation, students and users should always be careful whenever they use and modify them in conversation so that idiomatic errors can be minimally reduced.

## References:

Abdoun, E. and Mousa, E. *Investigating Difficulties that Face Sudanese Students in Understanding English Idiomatic Expressions*. International Journal of Science and Research (IJSR). Volume 6 Issue 6. 2015. [www.ijsr.net](http://www.ijsr.net). DOI: 10.21275/ART20174108.

- Ajiduku Beavens, Agyo Joe S., Aji Yakubu N. and Kefa Jesimiel. *Essentials of Language and Communication Skills: An Eclectic Approach*. Legacy Perfect Digital Prints Ltd. 2009.
- Astuti, W. "The Analysis of Students' Ability on Using Idiomatic Expressions in Writing Recount Text." A Descriptive Qualitative Study in the Vocabulary Class of the Second Semester Student of English Education Department of IAIN Salatiga in The Academic Year 2016/2017. IAIN, Salatiga. 2017.
- Bamgbose, A. *Mother Tongue Education: The West African Experience*, Hodder and Stoughton, 1976.
- Carson, J. *Second Language Writing and Second Language Acquisition*, Lawrence Erlaum Associates, 2001.
- Charpman, Robert, L. "Grammar" The Encyclopedia Americana. Vol. 13. Danbury: Grolier International, 2000.
- Connor. "Contrastive Rhetoric: Implications for Teachers of Writing in Multicultural Classrooms" in Sevenho, C. J., Cuerva and J. Guera and J. Butler Eds. Writing in Multicultural Setting, Modern Language Association of America, 1987.
- Corder, S. P. *Error Analysis and Interlanguages*: Oxford, 1969.
- Fowler, H.W. *A Dictionary of Modern English Usage*. Oxford University Press, 1970.
- Headbloom, A. "Error Analysis and Theoretical Considerations of L2 Learning." In Ubahakwe Ed. The Teaching of English Studies: Readings for Colleges and Universities. Ibadan University Press, 1979.
- Ifeyinwa, Obi Edith. *An Error Analysis of the English Concord of Students in Onitsha Urban*. A Thesis Submitted to the Department of English and Literary Studies, Faculty of Arts, University of Nigeria, Nsukka. 2009.
- Irujo, S. *Don't Put Your Leg in Your Mouth: Transfer in the Acquisition of Idioms in a Second Language*. TESOL Quarterly, 20 1986 pp287–301.
- Justine Bakuuro. "Concord in English Grammar. Problems and Recommendations for Senior High School Students, Munich". GRIN Verlag, 2015. <https://www.grin.com/document/931496>
- Khonbi, Z.A. and Sadeghi, K. "Improving English Language Learners' Idiomatic Competence: Does Mode of Teaching Play a Role?" Iranian Journal of Language Teaching Research. Retrieved from <http://ijltr.urmia.ac.ir>.
- Krashen, S. *Principals and Practice in Second Language Acquisition*. Oxford: Pergaman, 1982.
- Larson, M. *Meaning-Based Translation: A guide to Cross Language Equivalence*. University Press of America. 1984.
- Loreto T. and Ian H. *International English Usage*. Groom Helm Ltd. 1986.
- Onuigbo, Sam. "Concord in English" *English Language: A Grammatical Description*. Ed. Sam Onuigbo, Nsukka. Afro – Orbis, 2005.
- Robertson, S. *The Development of Modern English*. Cassidy Corporation Ltd. 1986.