Acquisition of Morphological Competence in Spelling as a Developmental Process

By

Ifeyinwa Florence Ofoegbu 2009027002P

Department of English Language and Literature Faculty of Arts

Nnamdi Azikiwe University,Awka

A Dissertation Presented to the Department of English Language and Literature in Partial Fulfilment of the Award of PhD in English Language

Approval Page

This Dissertation has been Approved for the Department of English Language and Literature,Nnamdi Azikiwe University,Awka

By

Prof.D.M.Nduka …………………………

Supervisor Signature and Date

Dr. Ndubisi Osuagwu ………………………..

Head of Department Signature and Date

Rev. Fr.Prof. B.A.C. Obiefuna ……….……………….

Dean of Faculty Signature and Date

Prof . Ike Odimegwu ………………………

Dean of P G School Signature and Date

Prof. Sam Onuigbo ………………………

External Examiner Signature and Date

Certification

This is to certify that I am responsible for the work submitted in this thesis, that the original work is mine except as specified in the works cited.

………………………………………………….

Ifeyinwa Florence Ofoegbu February,2016

Dedication

This work is dedicated to my wonderful parents especially, my late mother for their immense support since the beginning of this programme.

Acknowledgements

My profound gratitude goes to the Almighty God, the Giver of life for the tremendous support He gave me in the course of this study. I am grateful to my supervisor, Prof. D.M.Nduka whose advice , corrections and guidance facilitated the completion of this work .May the good Lord bless him. My gratitude goes to the Head of English and Literature Department,Prof.Stella Ekpe for her corrections and guidance.

I am grateful to all my lecturers in the department of English language and Literature, especially Dr Chinwe Ezeifeka and Dr Jane Ifechelobi for guiding me in the organisation of this work.I say thank you to Prof. D. Ekpunobi and Dr. Ifeyinwa Ogbazi whose words of encouragement spurred me on. Thank you very much Mr Ofordi for finding time to proofread my synopsis.

I am indebted to my loving parents and my children, Chukwuemeka,Tobenna and Oluoma whose distractions brought me some relief and gave me the strength to go ahead and each time.

My sincere gratitude goes to Mrs. Vivian Chukwueto who brought my baby home from school each time I was in university for one thing or the other. To Mr Prosper Chukwumezie, I say thank you for your wonderful assistance in handling the statistical aspect of this work.

Finally, to Mr.Okey Ifeduba and Mr. Innocent Nwabueze, I also say thank you for your financial support.

# Abstract

It is commonly believed that learning to spell English words demands an understanding of the relationship between sounds and letters and a memory for those words or parts of words that lack consistency in their spellings. The English orthography is richly morphophonemic yet the role morphology plays in learning to spell is not well understood. Besides, there have been very few investigations in this area. In order that learners may be able to spell, with ease, polymorphemic words used in writing, detailed knowledge of morphemic structure of words should be acquired. Some theories which are relevant to this study were also reviewed. They include the dual mechanism theory. This study seeks to investigate the developmental nature of acquisition of morphological competence which is a gradual process from childhood to adulthood. In doing this, different forms of tests on knowledge of inflectional and derivational morphemes, morpheme segmentation and identification parts of speech of words and knowledge of word families were administered to participants made up of pupils from two primary schools: one from an urban area and the other from a rural area and students from three secondary schools: one from an urban area and two which are a single sex school and a mixed school from rural areas. Pupils and students were used to enable the researcher observe the developmental trend of acquisition of morphological competence in spelling which according to theorists lasts beyond puberty. It was found out that inflectional morphemes were acquired at a faster pace than derivational morphemes for some reasons. Again, language users employed their knowledge of morphology more in speech than in writing. It was also found out that environment plays a role in the acquisition of the inflectional and derivational morphemes. It was concluded that detailed knowledge of how morphology works helps second language users attain proficiency in spelling and improve their writing.

TABLE OF CONTENTS

Approval Page II

Certification III

Dedication IV

Acknowledgements V

[Abstract VI](#_TOC_250000)

Table of Contents VII

CHAPTER ONE:INTRODUCTION

* 1. Background to the Study 1
  2. Statement of the Problem 4
  3. Purpose of the Study 5
  4. Scope of the Study 6
  5. Significance of the Study 7
  6. Research Questions 8

CHAPTER TWO: REVIEW OF RELATED LITERATURE

* 1. Conceptual Framework 9
  2. Expected Morphological Competence of the Second Language User 12
  3. Acquisition, Learning and Critical Stage 20
  4. Morphological Competence and Spelling Proficiency 24
  5. Dual Mechanism Model 28
  6. Connectionist Model 29
  7. Network Model 30
  8. Construction-Based Approach 31
  9. Theoretical Framework 32
     1. Empirical Studies 35
     2. Summary 42

CHAPTER THREE: METHODOLOGY

* 1. Choice of Subjects 43
  2. Instruments for Data Collection 46
  3. Sources of Data 46
  4. Specification of Variables 47
  5. Method of Analysis 47

CHAPTER FOUR: DATA PRESENTATION AND ANALYSES 48

CHAPTER FIVE: DISCUSSION OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

* 1. Findings 66
  2. Recommendations 68
  3. Conclusion 69

Works Cited 71

Appendices 82

Appendix One: Research Question One and Tables of Scores 82

Appendix Two: Research Question Two and Tables of Scores 93

Appendix Three: Tables of Scores 123

Appendix Four: Research Question Four and Tables of Scores 124

Chapter One Introduction

* 1. Background to the Study

Spelling is an important aspect of literacy acquisition. Its mastery includes the application of some linguistic skills which include morphological skill. Most of the time, it appears as though only phonological and orthographic skills are necessary for proficiency in spelling. The role of morphology in learning to spell is not clearly understood. The English language has a wealth of morphology; by this, the researcher means that many words in English have internal structures which appear vague to users because they lack knowledge of what relationship exists between words. As such, the English spelling appears to be full of inconsistencies. This internal structure is the key object of discussion in this study. Children use words in making speeches; often, they understand the communicative import of what they say but there is nothing in their ability to do these which shows that they have knowledge of the constituents of certain words they produce in their speech.

English derivational and inflectional morphology have engaged the attention of researchers in linguistics, psychology and reading over the years. Findings from these studies show that knowledge of morphology may be very important in several ways: knowledge of the internal structure of words may play a role in lexical access (Leech,Rayson &Wilson 287). Because derivational suffixes mark words for part of speech, they may be useful in helping speakers establish the syntactic structure of sentences (Carlisle 122). In addition, knowledge of morphology appears to be helpful in assigning meaning to unfamiliar derivatives. As such, it facilitates vocabulary growth (Connor et al 102).

Despite the attention given to morphology, we have only fragmentary and inconsistent information about its acquisition. Previous research works on acquisition of morphological competence did not clearly identify when children acquire knowledge of the internal structure of words, just what knowledge they acquire or how well they are able to utilize such knowledge. This paper aims at establishing a fuller picture of users‟ acquisition of English derivational and inflectional morphology by distinguishing different aspects of knowledge about morphology and examining their different degrees of ability to use their implicit knowledge in doing some morphological tasks. Children‟s misspellings during dictation exercises reveal absolute lack of understanding of morphemes that make up words.

This paper will show what morphological knowledge the participants have at a given stage. It was found out in reading research that as students move beyond primary school reading materials, the words they encounter in reading get longer and demands of vocabulary increase; such changes make understanding more challenging (Carlisle 204). Vocabulary knowledge is not a simple exercise. To know a word well, one must not only know the meaning of the word but also its relationship to other words, including other morphological forms of the words (Hiebert & Kamil 133). Readers use morphology of known words to unlock the meaning of unfamiliar polymorphemic words while reading and thus, expand their vocabulary and understanding of texts (Meara & Jones 65). Morphemes, the smallest units of meaning are the key elements in the reading process. Morphological awareness, essentially a user‟s understanding that words are made up of meaningful units, is exercised when the user takes a complex word apart to make sense of it and to uncover the relationship between the word and others.

Nagy, Berninger and Abbott explained that within the English language, over half of the words are morphologically complex and are more common in written language than in speech (136).When similarity in meaning is absent, the realization that base and derivational forms are related requires more linguistic sophistication than many individuals have.

It is a widely accepted fact that the lexicon is the most important element in language processing. Without the knowledge of words, no language can be intelligible. Morphology can be seen as an important component of the lexicon and morphological information about words is an essential information on the word structure. The role of morphology in learning to spell is related to the degree of morphological wealth in the language system and to its prominence in the orthography (Carlisle and Stone 428). In other words, developing spelling perception is mediated by typological traits of the language being learned. Morphology has been used to improve users‟ literacy skills by providing both teachers and students with the understanding of the principles governing spelling and reading. Morphology works by showing how words can be divided into roots and stems which contribute to the meaning and spelling of the words (Tomasello 122). There are many psycholinguistic issues brought to light by the facts about morphology. However, the central one has focused on decomposition; whether and how language users including readers decompose morphologically complex words into their constituent morphemes. Learning to read and spell begins with knowledge of sounds and their spellings and concludes with the study of morphemes. Understanding the morphological implications of the English language has benefits that go beyond good spelling. For young users, spelling supports learning to read and for older users it brings about vocabulary growth and reading with understanding.

* 1. Statement of the Problem

Vemeer concluded that errors of spelling rank first among the different types of grammatical and lexical errors identified in the language performance of users who study English as a second language (72). A growing body of literature has provided evidence of the contributions of various metalinguistic skills to users‟ literacy development. However, most of these studies focused on reading while writing has remained under-researched. Morphological skill plays the major role among all the various linguistic skills needed for spelling proficiency but this role is not well understood by users. The question the researcher sets out to answer in this paper is how do users acquire morphological competence and at what stage of learning do they acquire knowledge of the use of a given morphological skill? Another question this paper seeks to address is between competence in the use of derivational and inflectional morphological skill, which is acquired first or is the acquisition a simultaneous exercise? When is the peak of acquisition and does it fossilize?

It is needful to find out how these are done because spelling is an important aspect of literacy acquisition and from the time a child starts schooling, he or she gets involved in writing. Learning to spell in an alphabetic orthography involves learning the different letters that spell a phoneme. This is because in the English language, a phoneme could have more than one spelling. How users learn to spell more complex words on the basis of their constituent parts is yet to be established. Although users understand speech and recognize words, there is nothing in that ability that makes known the composition of their speech in terms of morphological constituents. Some morphological awareness is required for users to be successful in spelling.

* 1. Purpose of the Study

Learning of derivational morphology is a complex matter. The affixes allow us to express a concept in a number of different grammatical forms usually while retaining the basic identity of the base form. Having familiar morphemes in many different words offers ease and efficiency in conveying meaning; this benefit accrues only if we are able to appreciate the morphological relationship between different words in word families. Most importantly, this study promises to find out, through a cross-sectional study of primary school pupils and secondary school students, the developmental pattern of acquisition of morphological items that affect the learning of spelling rules. It may also support or disprove the claim that acquisition of morphological competence in spelling continues after puberty. Again, is there a regular pattern of acquisition as the user progresses? Certainly, there is no point at which acquisition ceases completely, that is, the Language Acquisition Device does not stop taking in comprehensible input. It is a step in the examination of morphological knowledge in spoken language of children as it relates to their ability to represent morphemes in writing and analyze the morphemic structure of words. As users encounter more polymorphemic words in their spellings, their misspellings tend to reflect processes of derivational morphology and reveal a conceptual readiness to explore how spellings preserve semantic relationships across derivationally related words. On account of this, it is certain that knowledge of morphemic structure of words is necessary for attainment of proficiency in spelling.

Scope of the Study

This dissertation is intended to indicate the developmental trends, if any, in the mastery of the derivational morphology, spelling of derivational words and inflectional morphology. At this point, it is necessary to define the extent to which the researcher would go in carrying out this research. The researcher would examine a cross-section of subjects made up of primaries one to six pupils of God‟s Wisdom International School, Nnewi and those of Uhuobo Community Central School, Okija as well as JS3 and SS3 students of Immaculata Girls‟ Model Secondary School, Nnewi, those of Seat of Wisdom Secondary School, Ozubulu and Community Secondary School, Ihembosi. The rationale behind the use of primary and secondary schools which are also in different localities is that the researcher wishes to observe the developmental trend of acquisition of morphological competence which according to theorists continues beyond puberty. Besides, the researcher also wants to find out what influence an environment can have on acquisition process of morphemes. Though the particicipants in the selected secondary schools did not finish from the selected primary schools, they covered the same scheme of work designed by the state education commission. It is also for this reason of uniformity in the scheme that all pupils and students in private and public schools in the state write same external examinations. The difference lies in methodology.

* 1. Significance of the Study

Writing provides us with a method of communicating with others using letters of the alphabet. It is a tool for learning that allows us to document, collect, acknowledge and circulate detailed information. According to Ehri, purposeful writing experiences are the key to cognitive growth in spelling (227). Clear understanding of the relationships that exist between words would go a long way in making spelling tasks much less difficult. It enhances the ability to write error-free texts. Teaching and learning of spelling take place within the context of writing. Children get to understand that morphemes could be categorized in different ways. Comprehending informational texts is particularly important for academic achievements where academic vocabulary is the key to understanding the content given the number and variety of new words. A student must learn to comprehend a text on unfamiliar topics. Knowing how to use morphology of words is an essential skill.

This dissertation has some educational relevance because it has the potential to direct the attention of teachers, language users, policy makers and education planners to the relationship between orthography and meaning. This would help them in reading and spelling derivationally complex words because they will get to recognize many obscure phonological relations that exist between words like 'crux' and 'crucial‟ which belong to the same word family. Indeed, users' morphological awareness makes a significant contribution to their spelling ability because they can analyse words into their constituent parts. This is evident as they progress in their educational career.

* 1. Research Questions
     1. At what level of acquisition of inflectional morphological competence is each of the different groups of participants?
     2. What is the developmental pattern of acquisition of selected morphological items from primary one to primary six?
     3. How does this developmental pattern differ from or correspond with those of JS3 and SS3 students?
     4. To what degree is morphological knowledge important for spelling proficiency?
     5. What implications do these findings have for the learning of these morphological items?

Chapter Two

Review of Relevant Literature

* 1. Conceptual Framework

Learning to read and write is a significant component of the education children receive in Nigerian schools. A critical factor in such literacy acquisition is spelling skill. Research has shown that skills acquired from spelling instruction improve reading abilities (Bear et al 321). This is most likely because learning to spell transforms how children think about the sounds in their language (Singson,Mahony & Mann 212s). In other words, children must recognize how the sounds and letters in words are related and this is not always an easy task. Regularities in letter to sound correspondences support accurate English spelling for almost 50% percent of English words (Moat 289); nevertheless, in reality, English spelling is morphophonemic. Meaning relationships are often represented through spellings despite changes that may occur in pronunciation or orthography, for example, 'sign' and 'signal‟, „nature‟ and „natural‟ (Bourassa &Treiman 179). Therefore, spelling not only requires phonological and orthographic knowledge but also morphological knowledge (Carlisle 472). This knowledge, subsequently, provides a deeper understanding of relationships between oral and written language forms and functions (Carlisle 480).

The inflectional morphemes are bound morphemes that indicate the grammatical function of a word. They assign linguistic elements into paradigms that determine number, tense, aspect, case and comparison. Those that belong to noun paradigm mark words for plural forms like „boy-boys‟ and for genitive case as in „boy‟s‟. Those that belong to the verb paradigm mark words for present tense forms like „eats‟, continuous

tense forms like „eating‟, past tense forms like „ate‟ and past participle forms like

„eaten‟. Those that belong to adjective paradigms mark words for comparison; for example, „-er‟ mark words for comparative forms like „bigger‟ or „later‟. Inflectional morphemes are all suffixes that produce new forms of the same lexeme. Because they do not bring about any change to the class of words they are attached , we say they are class-maintaining suffixes. Again, any word to which they are attached cannot be expanded further. The inflectional morphemes are a close set; just eight in number. Inflectional morphology can be divided into three major groups namely:

* + 1. Noun inflections:

For plurality - day / days ; goose - geese For possession - Uche‟s house; Oxen‟s tail;

* + 1. Verb inflections.

For subject - verb concord. „He eats regularly.‟ For present participle - „She is clapping.‟

For past tense - „obey‟ - „obeyed‟; „stand‟ - „stood‟

For past participle-„eat‟ / „eaten‟ , „go‟ / „gone‟ , „maim‟ – „maimed‟

* + 1. Adjectival inflections.

„-er‟( for comparative) „big‟ – „bigger‟

„-est‟ ( for superlative ) „largest‟ , „biggest.‟

Derivational morphemes produce new lexemes. They constitute the open class and could be class-maintaining or class-changing affixes. In the English language, derivational words are typically formed by adding an affix to the beginning ( prefix) or end ( suffix ) of a base. For example, if the derivational affix „-able‟ is added to the base „desire‟ which is a verb meaning „to want‟, the derivational word „desirable‟ is

formed. The word „desirable‟ can further be modified by adding the prefix „un-‟ to derive „undesirable‟, an adjective meaning „not wanted‟. It should be noted that changes in grammatical categories and meaning are often used to differentiate the derivational morpheme from an inflectional morpheme. In the example given above, both the prefix „un-‟ and the suffix „-able‟ change the meaning of the base of the word. Additionally, the suffix „-able‟ changes the grammatical class of the base from a verb to an adjective. In more formal terms, inflection is distinguished from derivation using the following criteria:

1. Change in lexical meaning or parts of speech
2. Syntactic determination
3. Productivity
4. Semantic regularity
5. Closure ( Stump 33)

Root

This is the core of the word, the nuclei from where words derive their central meanings. According to Echols & Marti, it is that part of the word form which is left when all inflectional and derivational affixes have been removed (44). An example is „touch‟ in

„retouch‟, „untouchable‟, „untouchables‟. Stem

This is a word to which inflectional suffixes are structurally added. There are simple, compound and complex stem. Examples of a simple stem are „boys‟ and „girls‟. Those of a compound stem are „blackboard‟ and „cottonbud‟ while those of a complex stem are „naturalizations and verifications‟.

Base

This is a root or stem to which any affix could be structurally attached. Examples are

„natural‟, „naturalize‟, and „naturalization‟.

Expected Morphological Competence of the Second Language User

Morphology is the study of the internal structure of words. Building blocks of words are either bound or free morphemes. A free morpheme is a morpheme that is a complete word and can stand on its own. Examples of free morphemes are hose (N), fair (Adj), and walk (V). Bound morphemes are morphemes that need to be attached to a word and cannot stand alone. They are also known as affixes. Examples of bound morphemes are „-ed‟ in „walked‟, „-ly‟ in „slowly‟ and „im-‟ in „impossible‟. Both free and bound morphemes are stored in the mental lexicon along with rules of how they can be combined. Especially in the case of affixes, there are certain rules that determine where they can be attached and what they can be attached to. Affixes can generally be subdivided into prefixes and suffixes. Prefixes are attached at the beginning of a word while suffixes are attached at the end of a word.

Below are examples:

Prefixation suffixation

„im-‟ + „possible‟ ( Adj) = „impossible‟; „big‟ ( Adj) + „-est‟ = „biggest‟ (Adj)

„Dis‟- + „connect‟ (V) = „disconnect‟; „impair‟ (V) + „-ment‟ = „impairment‟ (N) Suffixes can be divided into two categories: inflectional and derivational suffixes. The boundary between the two is not always clear but roughly speaking, inflectional suffixes do not change word category, for example, nouns remain nouns and verbs remain verbs, whereas derivational affixes do, for example verbs become adjectives.

Inflection derivation

House (N)+ -s = houses eat (V) + - able = eatable ( Adj) Cook (V) + -ed = cooked blunt (Adj) + -ness = bluntness (N)

Looking at the stress patterns of morphologically complex words in English, it becomes apparent that in some cases, the stress pattern of a word changes when an affix is attached to its root and in some cases it does not. In the English language, the assignment of stress to a certain syllable in a word has been shown in literature to be heavily slanted towards the right hand side of a word (Burzio 92). Based on this, derivational suffixes are generally divided into stress-sensitive and stress-neutral suffixes, that is, suffixes that affect the stress pattern and those that do not.

Stress-sensitive stress-neutral

-ation -able

- ual -ry

-ese -less

-esque -ly

-ian -ish

-ic -ness

-ician -y

-ity -ant

-ious -ance

-ial -ive

( Calderon et al 187)

If, for example, the suffix „-ity‟ is added to the word „captive‟, the main stress shifts to the final stem position „captivity‟. If the suffix „-ness‟ is added to the word „serious‟, the main

stress stays in the same position „seriousness‟. A few suffixes can be placed in the category of mixed suffixes, meaning that in some cases the suffix is stress-sensitive and in other cases it is stress-neutral. A good example is the suffix „-al‟.

According to Tsesmeli and Seymour, most studies in the field of the acquisition of L2 morphology, however, tend to be focused on inflectional morphology and it seems that very little work has been done on derivational morphology, even though it causes L2 learners some difficulties. Certain affixes can, for example, be attached only to words belonging to particular parts of speech and some affixes change the syntactic category of a word while others do not. The rules of a derivation could apply to all members of a word class but not every derivational word that can be formed according to these rules necessarily occurs in the language. This means that there are constraints on word formation that second language users will have to learn (228).

According to Jarmulowicz, a description of the learning tasks is as follows: Learning suffixes must minimally entail:

1. Isolating the suffix
2. Learning the meaning of the suffix
3. Determining the syntactic constraints of the suffix, that is, what lexical category the suffix marks and to which lexical category the suffix can attach ( 295).

According to Friedline, morphological knowledge implies that a speaker knows something about the form, meaning and usage of a set of inflectional and, or derivational affixes in a given language (13).

Within the field of second language, not a lot has been written concerning English as a second language users‟ morphological competence.

Based on the discussion by Tyler and Nagy, Ladiere has classified the various aspects of knowledge of derivational morphology into three types and they are relational, syntactic and distributive knowledge.

Relational Knowledge:

This is the knowledge that two words are morphologically related to each other, that is, they share a common lexical base.

Syntactic Knowledge:

This is the knowledge that derivational suffixes mark words for syntactic category in English. Even if one does not know the lexical stem of a word, the derivational suffix can often provide highly reliable information about its syntactic category.

Distributive Knowledge

This is knowledge of the constraints on and possibilities of the attachment of morphemes to root words. Simply put, it is all about what morphemes can be attached to what words to either change their meanings or retain them? Users also need to know the restrictions on which specific affix(es) to use in the derivation of a particular syntactic category given the morphological characteristics of the stem and or the intended function ( 173).

Studies conducted in the area of acquisition among native English speaking children suggest that these types of morphological knowledge develop at different rates. Research by Tyler and Nagy showed that by the third or fourth grade, children had acquired some relational knowledge while their syntactic and distributive knowledge of derivational morphology increased gradually through the 8th grade (Tyler and Nagy 638).

Apart from processing differences between knowledge of derivational morphology, there might also be processing differences between knowledge of inflectional and derivational morphology. Inflection and derivation are processed differently in the brain. As such, it could be concluded that the rates of development of the different types of knowledge of derivational morphology differ and some types of knowledge develop at an earlier stage in L1 users than in others. Apart from this processing difference, there might also be a processing difference between inflectional and derivational knowledge. As a matter of fact, if these processing differences are found in native speakers as they acquire their L1, they are likely to be found also in users of L2 morphology.

Hiebert and Kamil, in explaining how L2 lexical representations are acquired proposed three stages of lexical development:

Formal stage

Lemma mediation stage L2 integration stage

It is explained that in the first stage, morphological, syntactic and semantic knowledge of an L2 lexical entry are not yet stored in the mental lexicon but only the orthographic and phonological knowledge of the L2 lexical entry are stored. L2 users tend to associate an L2 lexical entry with the L1 translation of that entry which becomes activated. If this association between L1 and L2 lexical entries continues to be activated, the L1 lemma will transfer into the L2 lemma space in the second stage. Syntactic knowledge of the L2 lexical entry will be added to the L2 lexicon as well as the L1 syntactic and semantic specifications associated with the L2 lexical entry. Because morphological knowledge is very language-specific, this knowledge tends not to transfer from L1 to L2 at this

stage. In the third and final stage, semantic, syntactic and morphological information are added to the L2 lexical entry (122-4).

They suggest that L2 users may be unable to realize his or her errors at the second stage of the model explained above. This may mean that L2 users might never get to the stage where morphological knowledge gets added to the L2 lexicon. This does not mean that L2 users will not have access to explicit morphological knowledge (126).He suggests that L2 users will have access to explicit morphological knowledge but the degree to which they can apply this knowledge depends on processing resources that are available. They further explained that L2 lexical entries often consist of a kind of default or base form; this means that its inflected variants are not included. Because affixes are not included in the lexical entry of a word, L2 users tend to include morphological rules for the lexical entries. The rules can be acquired by formal instruction but will never be processed in their system in the same way as they are in the native system (129). Because L1 and L2 morphological knowledge are differently processed, derivational morphology will continue to cause difficulty for L2 users of English at all levels.

Researchers have shown that the speed of acquiring inflectional morphology differs from that of derivational morphology and also depends on the part of speech. In some cases, the acquisition of morphology of concrete nouns develops faster than the morphology of verbs. A possible reason is that in the case of nouns, the child has to acquire a smaller number of morphological categories than in the case of verbs. Another important factor is that verb morphology could be acquired differently from noun morphology. It is easier to acquire concrete nouns cognitively because of their correspondence to the signified object (August &Shanahan 81). However, verbs,

especially highly frequent verbs are semantically more complex and more related to the syntactic structure of the language. Therefore, syntactic factors play a more important role in the acquisition of verbs than in that of nouns (Carlisle 286). Thus, verbs are more important from the point of view of grammar and they enable more grammatical relations between nouns (Wray 198). One might think that the transparency of forms could exert some influence on earlier acquisition of the inflectional morphology of the verb. Thus, children might find it easier to acquire agglutinative verb forms than noun forms that are more fusional.

Again, the linguistic environment of the child has impacts on the acquisition of inflectional morphology and they are manifested in a number of ways. The most significant is that it affects that acquisition order of morphemes. Some forms are more significant for communicative functions than the others and are acquired earlier.

Descriptive linguistics has made several efforts to utilize a scientific means to account for the least details of language behaviour in the areas of phonology, syntax and morphology. Conclusions reached gave rise to doubts and questions about the basic principles upon which the discipline had been found. As such, English morphemic analyses are characterized by problems and inconsistencies which confront users of English as a second language (Pacheco &Goodwin 217).

According to Chliounaki and Bryant, the problems are categorized as those of meaning, segmentation and morphophonemics, that is, the relationship between morphology and phonology (167). In terms of meaning, he argued that some units referred to as meaningful are only so within the grammatical structure in which they are used, otherwise, they are meaningless. The criterion of meaning employed in the

definition is insufficient. The principles of phonetic shape, for example, raise questions about certain morphemes which phonetic shapes are dissimilar but which are not in contrastive distribution and also about homonymous words. He gave examples with words like cats, roses and dogs- /kəets /, / rəuziz / and /dↄgz /. The point being made here is that each of them contains the plural morpheme „-s‟ but bears a different shape. Another example he cited is the comparative degree marker „-er‟ and its allomorph „more‟. Concerning homonymous words, he pointed out that the „-er‟ in

„singer‟ s(agent), „hammer‟(instrument) and „sister‟(kinship) have nothing to do with comparison. This poses a problem to the user in the course of morphological analyses. Morpheme segmentation is problematic but Clark proffered steps one could take in the exercise ( 111).

The problem of morphology discusses mainly allomorphs and alternates. While „-s‟ plural marker is said to be phonologically conditioned, the „‟s‟ possessive marker could be said to be morphologically conditioned.

He concluded by saying that morphological analyses may not have reached a level of perfection but it has given clues which could guide the learner in understanding the structure of languages (Chliounaki & Bryant 179).

According to Akmajian et al., problems in isolating the base of a complex word include productivity, false analyses and bound base morphemes. The claim that the suffix „-able‟, for example, is attached only to transitive verbs could be contested because English has a small number of nouns that occur with the same suffix „-able‟. As such, we say that the attachment of „-able‟ to transitive verbs is productive because it happens freely but its attachment to nouns is not because such nouns are fixed(46). Another problem one may encounter is in the course of analyses. Basically, the suffix

„-able‟ means „to be able‟. Again, the „-able‟ suffix can itself take on the suffix „-ity‟

to form a noun as in „readable‟ -„readability‟ but this is not so with „sizeable‟ and

„hospitable‟. „Sizeability‟ and „hospitability‟ are not possible English words. In other words, it is difficult or false to say that „sizeable‟ and „hospitable‟ contain the productive suffix „-able‟. They merely accidentally take on the suffix (47). There are other words that take on the „-able‟ yet their bases are not free morphemes. These are bound base morphemes. Examples of such words are „malleable‟ and „feasible‟ (48).

„Malle and Feas‟ do not exist in the English lexicon. So, in the course of analyses, care should be exercised in order not to do it wrongly.

Acquisition, Learning and Critical Stages

Morphological development is divided into three periods according to most constructivist studies. During the first period known as the pre-morphological period, the grammatical modules have not developed yet and the acquisition of morphology is governed by general cognitive principles. During this period, the acquisition of morphology usually means the memorizing of word forms as unanalyzed wholes. The acquisition of the morphological system however, begins only during the proto morphological periods. At this time, users begin to establish analogical associations and even the first rules. This period reveals the largest number of over-generalizations and individual differences in the course of acquisition ( Haspelmath 314).During this period, the number of unanalyzed units which prevail during the initial acquisition period show a gradual decrease.

The beginning of the proto-morphological period has also been defined since the occurrence of the first mini paradigms. The first mini paradigm consists of at least three inflectional forms of the same lexeme that occur in the language data of the child during the one month period in a different context which the child has used

spontaneously and the forms must be phonologically recognizable(Dressler 122). The proto-morphological period ends when the subsystems of inflectional morphology and derivation start to develop. In other words, different modules of the linguistic system begin to interact (Dressler 123).Researchers claim that the proto-morphological period ends and the period of morphology proper begins.

If this discussion is extended to language acquisition, a major question that would arise is how does the user acquire roots and morphological rules or morphologically complex words

– as wholes? Considering the large amount of irregularities in the lexicon, one may wonder how users manage to acquire the mechanisms to form new words. In a purely rule-based system, those that are exceptions and ambiguous are likely to frustrate a learner‟s hypotheses (Rubin,Patterson & Kantor s188). For the comprehension of morphologically complex words, for example, the lack of transparency of many lexical items may confuse the user; a drawer is not always a person who draws and a drawing room is not necessarily a room in which one draws. A complex mechanism is usually required for reorganizing storage in a situation where a derivational form is acquired before its base. However, a pure storage position is not adequate either as all adult speakers of a language are able to apply morphological regularity in their formation of new words on the basis of existing familiar words. As such, a compromise position will account for the acquisition of regular word formation devices while at the same time allowing the occurrence of idiosyncrasies.

Young children use morphology on a large scale to expand their vocabulary yet most children have not acquired full knowledge of it at puberty (Nation 99). Children tend to regularize their language. They create new coinages which are regular and transparent. Transparency of meaning and simplicity of forms, together with productivity can make

accurate predictions about the acquisitions of word formation devices across languages (Keifer & Lexaus 140). Transparency is perhaps the most important principle that guides the child‟s innovations. Children‟s most favourite word formation device, compounding leads to more transparent novel forms than affixation both semantically and phonologically because both constituents are meaningful, known roots. Unlike many examples of affixation, compounding leaves the root of the word intact. As soon as morphologically complex words have been analyzed, the different constituents can be assigned meanings.

Lack of knowledge of the effects of derivatives is responsible for the relative difficulty in assigning meanings to constituent parts of complex words (Nagy,Diakidoy & Anderson 168). This is in accordance with Tyler and Nagy‟s conclusion that “the acquisition of morphology is by no means complete at the beginning of puberty” (641). When the function of a particular affix is not yet known to an individual, it cannot be interpreted by him. As such, words that contain such an affix will not be transparent to the user. In the case of a morphologically complex word, meaning can also be assigned to a form when the form- meaning relationship is consistent. Suffice it to say that semantic transparency is a prerequisite for assigning meaning to a form.

In a study of derivational morphology using assessment techniques, Nagy, Diakidoy and Anderson found that there is an increasing capacity for morpheme recognition with age (155). Older children generally performed better than younger ones, though not with regard to compounding. Investigations on L 1 acquisition show that children follow a fairly fixed order of acquisition. On the order of acquisition of English morphemes, inflections are acquired relatively early. Children in nursery three and primary one are in the final stage of acquiring

inflection (Tyler 59). It has been suggested that inflections and derivations have rather different roles in language acquisition and use. Inflection is often considered a global feature while derivation is more peripheral. One could say that derivation is optional while inflection is indispensable for the user ( Clark 60). Another explanation is that inflection is typically that part of morphology that is most productive and leads to regular, transparent formations. The results of these types of knowledge are acquired at different moments in time.

Another relevant issue in the discussion of the sequence of acquisition of morphology is the distinction between knowledge and awareness. Morphological awareness is the metalinguistic awareness of the morpheme structure of words and the ability to reflect on that structure (Carlisle 199). Knowledge of morphology refers to the ability to produce and comprehend morphologically complex words. There is however, a relation between the two. Morphological awareness precedes morphological knowledge (Carlisle 203). It can safely be assumed that awareness of simple, transparent and productive word formation devices is acquired first while the ability to analyze and produce complex and less transparent words is achieved later and may last till adulthood.Studies of the stages of spelling development show seeming similarities as to how users develop. It was found out that the different stages share some common features which include revealing different skills and knowledge and describing spelling development as a transitory exercise (Carlisle & Goodwin 271).

Users progress through stages on their way to proficiency in spelling and each stage offers a different level of sophistication and knowledge of how spelling works. As

users know more about spelling, their invented ideas about it give way for conventional patterns. Researchers have identified the following stages: pre-communicative stage, semi-phonetic stage, phonetic stage, transitional stage and derivational constancy. In the first stage, learners scribble and are unable to associate the marks with any phoneme. In the second, they learn to represent phonemes with letters. In the third, they begin to spell monosyllabic words. In the fourth, they learn about inflections and in the fifth, they begin to explore the relationship between spellings and meanings.

Morphological Competence and Spelling Proficiency

English orthography maps unto the morpho-phonology of the language. Chomsky and Halle noted that where changes in pronunciation from a base to a derivational word are predicted by the regular sound pattern of the language, the orthography does not need to reflect the change. For example, „race‟ to „racial‟ and „reduce‟ to „reduction‟ (McGilvray 40). A number of studies have shown that the orthographic regularities seem to provide the reader with clearer clues to morphological relationships than the underlying phonological rules (Ramirez,Walton & Roberts 59). The reader who can discover from the regularity of the spellings that two words are morphologically related can use this knowledge to good advantage through efficient processing of words and through appreciation of semantic relationships and syntactic-variations. It is not surprising, therefore, that there appears to be quite a strong relationship between morphological knowledge and reading or vocabulary development (Freyd and Baron 293). The issue the researcher is addressing here is whether orthographic regularities are useful to the speller; whether knowledge of the morphemic structure of words which may be more apparent from the orthography than the phonology, is

drawn upon by the speller of derivational words. Reading and spelling, though closely related, are quite different tasks (Gabig &Zaretsky 25).

Carol Chomsky argues that the use of orthographic knowledge to spell derivational words correctly is a natural development, at least for the good speller who can recall the orthographic similarities of related words, even when the pronunciations are dissimilar. She suggests that the speller‟s knowledge of word families can help disambiguate such troublesome elements as the spelling of an unstressed vowel, as in 'democracy‟,where knowing ' democrat‟ helps or a silent consonant, as in „muscle‟ where knowing „muscular‟ helps (287-289). Nagy, Berninger & Abbott believe that the phonological and orthographic regularities apparent from reading words can be emphasized in instructions in spelling (146). However, neither Chomsky nor his contemporaries offer direct evidence to support the position that knowledge of morphological structure helps the speller spell derivational words correctly. While studies of the spelling of young children give some indication of a growing awareness of morphemic structure ( Carlisle,Cole & Sopo 137), we do not know if an awareness of simple morphemic structure carries over to the spelling of derivational forms, particularly those that undergo phonological changes.

How well an individual speller can apply morphological knowledge to a task of spelling may depend on the speller‟s explicit knowledge as well as how extensive this knowledge is. It may also depend on the speller‟s mastery of the orthographic conventions that govern the addition of suffixes to base words. Morphology deals with units of meaning. So, the smallest unit of meaning in a language is a morpheme. It is one of the units that make up words and as a result, morphology is sometimes described as the study of the structure of words (Alutu

96). Sometimes, a morpheme can have just one syllable and at other times it may have more than one syllable.

Morphemes can be discussed in two major ways. One of them is the free morpheme which can but does not necessarily have to stand alone as a word. New morphemes can also be created through reduplication, suppletion and other methods (Chukwu 32). Studying morphology helps students to understand that English spelling is not just phonetic and why that is so. It also helps to raise or increase students‟ metalinguistic awareness, making them more likely to recognize patterns within words (Connor et al 211). Consequently, they will be more likely to recognize relationships between words and their reading of comprehension will improve. Learning to spell English words requires an understanding of the relationships between the phonemes and graphemes and a memory for those parts of words or words that are irregular (Carlisle 468). However, since English orthography is morphophonemic, it seems reasonable to believe that knowledge of the morphemic structure of words should be helpful, perhaps even necessary to spell accurately the many words of more than one morpheme that we use in writing.

Although we know that understanding morphology develops gradually from childhood to adulthood, little is known about the extent to which its knowledge helps an individual acquire proficiency in spelling. The verb „to learn‟ for example, is not only linked to inflectional forms like „learn‟ „learned‟ and „learning‟ but also the noun „learners‟ and the adjective „learnable”. It would not be economical if all these forms have to be learned and stored separately. This would be unlikely considering the impressive number of words that can be formed using morphology. With an adequate knowledge of morphological regularities, a user can achieve a tremendous expansion of his or her vocabulary. Again,

morphology can be a helpful tool to facilitate the acquisition and use of words. Recent research into the acquisition and retention of foreign and second language vocabulary has shown that newly acquired words are better retained if they are initially inferred through linguistic cues rather than through context (Melcuk 97).Drawing attention to the morphological structure of words in a second language may result in an increased awareness of morphological complexity which can be an important strategy in acquiring words (Ehri 178 ).

In an alphabetic writing system, successful spelling involves segmenting a spoken word into individual sounds or phonemes and then, selecting the appropriate letter or letter clusters to represent each phoneme (Bourassa et al. 682).These processes are readily applied to such words as „hats‟ and „mop‟ and they present little or no difficulty for learners of the English language. However, other words pose great difficulties. Many phonemes have more than one spelling and as such, spellers must make appropriate selection. Sometimes, the choice depends on the phoneme in the word or syllable or the characteristics of the neighbouring elements. For example, the „ck‟ spelling of /k/ may appear in the middle or at the end of words as in „packet‟ and „pack‟ but not at the beginning as in „ckap‟. When „ck‟ occurs in the middle or at the end of a word, it may follow a single letter vowel spelling but not two. Because of this graphotactic pattern, /wi:k/ „week‟ cannot be spelled „weeck‟. The spelling of the morpheme remains the same despite pronunciation changes that may occur when the morpheme is combined with others. According to the principle of morphological constancy,

„health‟ retains the „ea‟ spelling of its base form „heal‟ even though the vowel /e/ in „health‟ differs from that of /i:/ in „heal‟. Another example can be seen in the word „discussion‟ where the „ss‟ in „discuss‟ is retained even though the pronunciation changes from /s/ to /  /.

Morphological constancy is commonly observed in the English language and this was what led Chomsky and Halle to conclude that English orthography despite its often cited inconsistencies comes remarkably close to being an optimal orthographic system (McGilvray 49). However, not all morphologically complex words in English show morphological constancy in their spellings. For example, we write „proclamation‟ rather than „proclaimation‟ and „hungry‟ instead of „hungery‟. Users use morphological constancy to improve their spellings. Young developing children derive some benefits from root morphemes when spelling morphologically complex words such as „dirty‟, „tuned‟ and

„turning‟.

Other Related Models:

Dual Mechanism Model

The study by Marcus et al. which is based on the data from a study of the acquisition of English verb morphology and focused on over-generalizations during acquisition presents a dual mechanism model of the acquisition of morphology. In the English language, children often use the regular past tense marker „-ed‟ to form irregular past tense forms, for example, „cut‟-„cutted‟. The proponents of this approach offer a simple explanation which is that the acquisition of morphology is guided by two fundamentally different mechanisms. The irregular verbs are stored in the child‟s lexicon; a child acquires them through association links but regular verbs follow the rules of inflectional formation and are each formed separately each time. If a child finds an irregular verb in his lexicon, it blocks the rule for inflectional formation. At the same time, the child‟s memory for such words becomes weak and the child cannot find the irregular verb in

the lexicon quickly enough. As a result of this, the rule formation mechanism is triggered earlier and results in over-generalizations, for example, „come‟-„comed‟. In the English language, regular and irregular inflections can be clearly separated. English has relatively few regular words, therefore, one might assume that a child simply memorizes them.

Connectionist Model

According to the connectionist model, the acquisition of morphology should be discussed in terms of the acquisition of the lexicon .Proponents of this model claim that both lexical and morphosyntactic developments are based on a simple acquisition model (Newmeyer 700). The connectionist model has been used to explain the acquisition of both nouns and verbs. Also, it has been used to explain why in the case of nouns; overgeneralizations appear earlier than in the case of verbs. The author claims that at the stage of acquiring morphology, the total number of nouns in a child‟s lexicon is simply higher than the total number of verbs. Besides, English has a smaller number of irregular nouns than irregular verbs (Deacon et al. 19). It appears that only after the vocabulary of the user has reached a certain size does it begin to make assumptions about the rules of inflectional formation of existing words followed by the manifestation of over-generalizations (Newmeyer 702). They found that users acquired words at a slower rate, that is, in manageable doses and no overgeneralization was revealed. On the contrary, when users were taught more verbs at a time, there were more generalizations (Deacon 19). The model assumes that a user is able to perceive the stem of a word which part of speech remains the same in all forms. Thus, acquisition can begin only after user‟s mental lexicon holds a reasonable numbers of lexical units in order to be able to put forward one‟s own hypotheses (Goodwin, Gilbert & Cho 39).

They have also emphasized that though there is a close link between vocabulary size and morphosyntactic development though it is not linear. For example, while a user‟s vocabulary include a small number of verbs consisting of both regular and irregular verbs and in many cases, only verbs without inflectional morphemes, his speech contains few overgeneralizations. By contrast, as soon as a user‟s vocabulary of verbs exceeds fifty lexemes, stems without suffixes quickly disappear and the number of regular verbs with the correct past tense marker increases. However, the number of overgeneralizations increases abruptly starting from sixty or seventy verb lexemes (Deacon 20). As such, the acquisition of lexical units triggers the organization of the units in a way that enables the users to establish general formation patterns on the basis of the existing forms and to apply them productively thereafter. The major difference between the dual mechanism model and this model is that the former holds that irregular verbs are stored in a user‟s mental lexicon while the regular ones are rule- based and could be drawn upon each time but the latter considers them as one entity.

Network Model

This model is formulated by McCutchen, Logan and Biangardi-Orpe. It is similar to the connectionist model in that it does not discriminate between regular and irregular inflections like the dual mechanism model of acquisition. The major difference between the two is that the connectionist model regards the frequency of textual words as mapping between the base form and the other forms while in the case of the network model, one assumes that the more frequent a word form is, the weaker the link between the concrete form and the base form. When showing links between frequency and irregular inflectional formations, they claim that in English, for example, some irregular

words which for various reasons are not highly frequent anymore, tend to show regular inflectional formations ( 362). According to them, the essence of the network model is as follows- words entering the lexicon are linked with other words with similar phonological and semantic characteristics. The link can be strong or weak depending on the number of shared features. For example, a weak semantic link is characteristic of forms with stem alternation.

McCutchen, Logan and Biangardi-Orpe claim that stem alternation is more frequent in those forms that reveal weak semantic interrelation, for example, where the tense forms or aspects are different as in „break‟-„broke‟ but not in those forms that reveal a difference only in person or number as in „break‟-„breaks‟. Again, the frequency of a lexeme affects the strength of the bond; it is easier to acquire less frequent words through their links with other already acquired words. Highly frequent words are acquired autonomously. Words that have similar semantic and phonological shapes are similarly inflected and give rise to generalizations that can be described as schemas (363).

According to them, two kinds of schemas are source-oriented schemas, that is, generalizations between two forms, the base and the inflected forms, „wait‟-„waited‟ and target-oriented schemas, that is, generalizations on the basis of a certain amount of inflected forms – „strung‟, „stung‟, „flung‟ and so on. Acquisition does not begin with an unmarked base form but generalization is made on the basis of all the used forms. The main idea of the model lies in the fact that the morphological characteristics of a word, the paradigms and the morphological patterns that can be described as rules are acquired on the basis of arising associations between the lexical representations.

Construction-based Approach

Many usage-based approaches of language acquisition do not focus on a single form. They rather focus on the function of a form and on the construction where a form occurs. Michael Tomasello who applied this model does not assume the child to begin the acquisition of grammar from the establishment of adult-like categories or to make efforts to fill gaps in some adult-like structures. Rather, he believes that a child establishes and builds the grammatical categories step by step. While the categories are established, the child‟s language reveal non-adultlike forms which arise because they generalize an inflectional pattern to such words that do not follow this pattern. Proceeding from a psycholinguistic perspective according to which the acquisition of grammar takes place, the child perceives and performs communicative functions and acquisition occurs by means of imitation and the child uses a linguistic symbol in the same way as an adult does during communicative functions (169). Proponents of the usage-based approach claim that users form constructions of varying degrees of complexity and use them at different degrees of abstraction. Construction grammarians claim that children acquire the inflectional system by means of certain constructions and lexical patterns (Deacon et al 17).

* 1. Theoretical Framework

This study is hinged on the phase theory propounded by Tyler and Nagy as well as Ehri. In it, they assert that the acquisition of morphological competence in spelling is something that happens in stages. By this, they mean that older users have a better understanding of the internal make-up of words than younger users. It is quite obvious that many words in the English language have not just internal structures but complex ones. Due to the nature of inflectional morphemes, they are acquired much earlier than

derivational ones. There are three aspects of knowledge of derivational morphology. The first is the relational knowledge, second is the syntactic knowledge and finally, there is the distributive knowledge. The first is not quite difficult; users easily master it. The second is more tasking and the third which is the most difficult of all three continues to be studied even till adulthood. Coming to the inflectional morphemes, some of them are also acquired more easily than the others. In fact, the older and more exposed ones get the better understanding of morphology and its intricacies.

It is worthy to note that the phonetic and non-phonetic systems of spelling conceal the fact that morphemic structure plays a large role in the formation of English words. (McGilvary 122). Reference is also made to Language Acquisition Device which was formulated by Noam Chomsky. Language acquisition device is a postulated organ of the brain that is supposed to function as a congenital ability. It is part of Chomsky‟s acquisition hypothesis. Linguistic knowledge and ability are the products of a universal innate ability. In Chomsky‟s view, certain aspects of linguistic knowledge and ability are the product of a universal innate ability or „language acquisition device‟ that enables each normal child to construct a systematic grammar and generate phrases.

This theory claims to account for the fact that children acquire language skills more rapidly than other abilities, usually mastering most of the basic rules to recognize underlying syntactic relationships within sentences. Chomsky cited the fact that children understand the transformation of a given sentence into such forms as interrogative and declarative and can easily transform sentences of their own. Carol Chomsky argues that the use of orthographic knowledge to spell derivational words correctly is a natural development, at least for the good speller who can recall the

orthographic similarities of related words, even when the pronunciations are dissimilar. She suggests that spellers‟ knowledge of word families can help disambiguate such troublesome elements as the spelling of an unstressed vowel as in „democracy‟ where knowing „democrat‟ helps or that of a silent consonant (Chomsky 287-303). Charles Read holds a similar view.

Although from the moment children start uttering their words around age one, they steadily work on their vocabulary to extend it to about five hundred recognizable words when they are two years old. From then on, they will acquire about ten new words a day, working toward an average of fourteen thousand words in their vocabulary at age 6 (Reed 41). They eventually get to twenty thousand and fifty thousand words that adult speakers of English have at their disposal (Tomasello 182). The eventual knowledge of words may be as high as two hundred and fifty thousand (Keifer & Laxaus 134). Faced with the extra-ordinary task of acquiring all those words in a relatively short period of time, it is only logical that children will apply any means within their reach to increase their lexicon. Obviously, morphology provides a powerful way of improving one‟s lexicon and morphological generalization may, in part, explain the rapid vocabulary growth in the primary school years, that is ages 4-13 ( Wray 107). The ability to interpret words on the basis of morphological analysis was found by Freyd and Baron to explain the relatively large number of vocabulary of senior students in a test they conducted (289).

Moreover, the performances of first grade pupils on reading comprehension was accurately predicted by their scores on a morphological production task. This shows that there is a significant relationship between morphological awareness and reading achievement in early school years (Carlisle 473). This should not sound surprising

considering that 86 per cent of the derivationally suffixed words in printed school English is semantically transparent (Nagy and Anderson 328).

* 1. Empirical Studies

English derivational and inflectional morphemes which are the basic units of word formation and the principles governing their combination have engaged the attention of researchers in linguistics, psychology, and reading over the years. The findings indicate that knowledge of derivational and inflectional morphology may be important in language processing in several ways: knowledge of the internal structure of words may play a role in lexical access (Leech, Rayson and Wilson 287). Because derivational suffixes mark words for parts of speech, they may be useful in helping speakers establish the syntactic structure of sentences (Carlisle 122). Finally, knowledge of morphology appears to be helpful in assigning meaning to unfamiliar derived words (Connor et al. 102). As such, it facilitates vocabulary growth.

In spite of the moderate attention given to derivational morphology, we have only fragmentary and inconsistent information about its acquisition.

Some research indicates that the acquisition of derivational morphology begins as early as the preschool years. Carlisle found evidence of some knowledge of the agent suffixes „-er‟ and „-ist‟ even for four and five -year- olds (312) and Jarmulowics found that second graders had already begun to learn the relationship between stems and derivational forms with common suffixes such as „argue‟ and „argument‟ (68). But even if some derivational suffixes such as „-er‟ are acquired fairly early, several studies suggest that, in general, students in the middle grades neither have much knowledge of morphology nor make much use of what knowledge they may have. Freyd and Baron

(292) compared above-average fifth graders with average eighth graders in their use of suffixes when learning morphologically related nonce words. Children were taught a list of nonce words, half of which were related to real English suffixes, for example,

„prok‟ meant „high‟ and „prokness‟ meant „top‟. For the other half of the words, the suffixed and non-suffixed forms had totally unrelated meanings. The students‟ knowledge of derivational morphology should reflect better score for the former group of words than for the latter. Results indicated that bright fifth graders had some knowledge of morphological relations while average eight graders did not demonstrate this knowledge. Furthermore, neither group incorporated the part of speech information inherent in the suffixes into their definitions.

Wray taught fourth, sixth and eighth grade students the meaning of infrequent words such as „sapient‟ and then tested their knowledge of suffixed derivatives, for example,

„sapience‟. Although eighth graders were usually able to recognize the relationship between the suffixed derivative and the word they had been taught; they were able to demonstrate knowledge of the syntactic contribution of the suffix for only a third of the suffixed derivatives. Although the words were presented in a context that made the parts of speech of the words apparent (110).

He also investigated students‟ use of common Latin prefixes and stems to infer the meaning of unfamiliar words such as „exsect‟ and found that college students, but not high school students, use the internal morphological structure to infer the meaning of words (115). At first glance, the available research presents a somewhat contradictory picture. But some order can be introduced by recognizing some differences in the types of morphological knowledge that were being tested and the tasks used to test the knowledge. More specifically, it is necessary to take into account distinctions between

classes of word formation processes, different types of knowledge about derivational morphology, different degrees of knowledge of stems and different types of tasks participants have been asked to perform.

Research has identified a predictable pattern in the acquisition of inflectional affixes, for example, word endings such as „-ed‟ and „-ing‟.

Apel and Deihm studied children‟s language development between the ages of 24 and 48 months and found that the sequence shown occurred regularly (68). Features were listed in the order in which they were acquired.

1.) Plural -s

2.) Possessive-‟s

3.) Past tense „-ed‟

4.) Third person singular verb ending „-s‟

Another study by Cruttenden divided the acquisition of inflections into three stages: 1.) Initially, children memorize words on individual basis and have no regard for general

principles or rules. This means, for example, that they may at first produce the correct plural form of „foot‟ - „feet‟ and the correct past tense of „run‟ -„ran‟.

2.) During the second stage, they show an awareness of the general principles governing inflections and as a result may apply regular endings to words that do not require regular inflections. For example, they observe that plural nouns usually end in „-s‟, so they use „foots‟ as the plural of „foot‟. In the same way, they observe that past tense forms usually end in „-ed‟, so instead of „ran‟ they say „runned‟, this kind of error is known as overgeneralization or over-regularization**.**

3.) In the third stage, correct inflections are used, including the irregular forms.

Children go through a developmental stage when they tend to over-generalize the pattern of regular morphology, producing incorrect past tense forms such as „goed‟ and

„comed‟ and incorrect plural forms such as „tooths‟ and „mouses‟ (343).

It is surprising that they produce these wrong versions after they have acquired the correct forms. They also go through a stage when they extend irregular past tense patterns to regular verbs and as such, produce pairs like „bring‟- „brang‟, „trick‟- „truck‟. Studies reveal that children are able to extend regular patterns of inflection to new lexical items and make use of derivational rules to create new words. This shows that the child is not a rote learner but is creative in the domain of morphology as he is in the domain of syntax. The split morphology hypothesis suggests that inflectional and derivational morphology are acquired differently.

Berko provided experimental evidence that children have knowledge of morphological rules and are able to extend them when dealing with new words. He tested for knowledge of regular inflectional morphology - the plural „-s‟ of nouns, the two possessive forms of nouns - the „of‟ genitive and the - „‟s‟ genitive, the third person singular „-s‟, the regular past tense form „-ed‟, the present participle „-ing‟ as well as the comparative and superlative adjectives. In his experiment, English monolinguals aged 4 – 7 were shown various cards and given invented words for the objects / actions in the cards. They were asked questions which required them to use the right inflection of the words given. Invented words were also given and the reason for that was to test the children‟s ability to extend morphological rules to new words and at the same time disprove the motion that the mastery of morphology is by rote. Some real words were also given to test the children‟s knowledge of irregular patterns. Regular inflection is

productive and open-ended. Irregular forms should be memorized in an associative structure to foster analogy (266). The acquisition of regular and irregular inflection is seen as representing two qualitatively different psychological mechanisms; regular inflection is based on symbolic rules while irregular inflection is based on an associative process of storing information. Irregular forms are not memorized individually by mere rote. Erroneous words like bring -brang; bite-bote and wipe - wope seen in a child‟s English provided evidence that patterns can be detected among irregular forms. This suggests that irregular pairs are stored in a memory system that superimposed phonological forms, fostering generalization by analogy. (Harris,Schumaker & Dressler 29).

This is all about the dual mechanism model. Results of experiments show that children are pattern makers. When they begin to acquire the inflections that mark tense, for example, they typically take irregular verbs such as break, bring and go and treat them as if they belong to the regular paradigm of „walk‟, „open‟ and „jump‟ (Carlisle 307). This pattern making process is preceded by a stage during which the child uses the irregular forms correctly. “However, during this pattern extension, the child still uses the correct irregular forms which rarely drop out but rather continue to compete with their over-regularized counterparts throughout the period of error-making”. (Bowerman 342) Dixon and Aikenvald conclude by saying that children may alternate between the over-regularized „-ed‟ form and the irregular form for a period of months to years using both „broke‟ and „breaked‟(203).Deacon and Bryant analyzed 11,521 past tense utterances from spontaneous speeches of 83 children. The results showed that children over-regularized the past tense in only 4% of the situation. This suggests that the

correct irregular forms are not completely replaced with the over-regularized regular ones.

Children go through several stages of morphological development before acquiring the correct irregular forms; they begin with the correct irregular forms but after acquiring the regular pattern, they extend it to all the forms. At this stage, they use both the over- regularised form and the correct irregular one. After a while, they stop over- regularising and start using all the forms appropriately.

The examination of children‟s means of deriving new words at an early stage of their linguistic development leads to a similar conclusion as in the case of inflectional morphology. Children are innovative learners. Though the number of conventional words which they have learnt is limited, they create novel forms out of words or on the pattern of those words which they already know. Whenever they produce innovative compounds, the words are appropriately ordered. When asked to select a picture which matches the meaning of a compound, they correctly chose the picture which depicts the object labelled by the head of the compound. Children seem to be extremely gifted word creators.

Carlisle studied the detailed corpus of a child‟s language development and found 1,351 innovative nouns which would roughly correspond with one new noun per day over a four-year period. For example, children can derive abnormal verbs which do not exist in the adult lexicon.

1. You have to scale it. ( = to weigh)
2. Is it all needled? ( = is it all mended)
3. Will you chocolate my milk? ( put chocolate…)

He suggests that children‟s innovations reveal a systematic reliance on principles of acquisition which are transparency of meaning, simplicity of form and productivity.

Early compounds are usually of the same form - noun + noun, for example. The principle of simplicity of forms refers to children‟s tendency to make the fewest possible changes to familiar words or affixes when creating new ones.

The principle of productivity states that children first acquire and then, use those ones which are preferred within their speech community.

Finally, children are not rote learners of morphology and they are guided by general principles in the creation of new words.

According to Marinova-Todd, Siegel and Mazabel research on the acquisition of inflectional morphology has provided evidence that inflectional paradigms are acquired gradually, affix by affix (97).Whereas proponents of the full competence approach focus on observations that indicate early acquisition of inflectional paradigms, advocates of structure-building approaches try to show that inflectional paradigms are not yet available in the early two word stage (Freyd and Baron 315). Thus, controversies are on whether utterances displaying early correct inflection should or should not be considered as unanalyzed units and whether the percentage of correct occurrences of an inflectional affix is more obtainable with respect to the acquisition of inflectional markers(328).

The input a child receives influences the acquisition of inflected forms. Input characteristics such as frequency of specific forms and constructions in the input plus the typological characteristics of a child‟s language‟s inflectional system determine the acquisition process (Marinova 99). This, however, is a matter of debate. Interactions between the build-up of phonological structure and the production of inflectional

markers or between the acquisition of inflectional suffixes and the consequences for syntactic structures indicate that more is going on in the mind of language user than what could be accounted for by input characteristics alone.

Summary

Several usage-based models of language acquisition explain the acquisition of regular and irregular inflection as two different processes. In the case of the dual mechanism model and the network model, one assumes that the irregular forms are memorized as unanalyzed units. In the connectionist model, however researchers believe that in order to form irregular forms, a child establishes connections on the basis of a large number of phonologically similar forms. All three previously mentioned models treat the development of inflectional formation with regard to the lexicon. The role of the other levels of the linguistic system and the cognitive factors remain insignificant. By contrast, in the construction-based approach, the purely morphological and language- specific factors play a secondary role in the acquisition of inflection. However, the constructivist theory of the acquisition of morphology has a number of advantages over other models and approaches. One of them is that the morphological data cover inflectional, fusional and agglutinative languages. Another is that it assumes that during different development stages of the child language, acquisition is governed by different mechanisms. As such, it is able to describe the acquisition of language during different stages of development. Yet another is that language structures do not operate independently; each of them is used together with other forms in specific language situations to perform some specific communicative functions.

Chapter Three Methodology

Introduction

This chapter shows the different forms of tests that will be administered to subjects in the course of the study in order to have the earlier stated research questions answered. The focus of these tests is on the morphological competence of the second language users; therefore, the test sentences will be kept as syntactically simple as possible so that they are less likely to cause confusion or misunderstanding. The sentences are also designed to be semantically comprehensible and are formulated in a way that they would provide very clear contexts, making the meanings of the targets as clear as possible. Some target words have very clearly identifiable stems while others have not. The researcher is aware of the fact that this has introduced some difficulties in the test but, on the other hand, it also makes the test potentially more interesting in the sense that the two kinds of affixation may lead to varying results. In order to ensure that the participants understood the tasks, an example is shown for each of the tasks.

The methodology is discussed under the following headings:

* Choice of subjects
* Instruments for data collection
* Specification of variables
* Method of analysis

Choice of Subjects

Five schools will be used to carry out this investigation. A total of 900 participants randomly chosen and confirmed by their teachers to be mentally stable without any learning disability

will be used for this study. There will be 50 participants selected from each of the primary classes of God‟s Wisdom International School ,Nnewi and those of Uhuobo Community Central School, Okija. There will also be 50 participants each from JS 3 and SS 3 classes of Immaculata Girls‟ Model Secondary School, Nnewi, Seat of Wisdom Secondary School, Ozubulu and Community Secondary School, Ihembosi. The medium of instruction in the schools located in Nnewi is the English language but on Fridays, students in this secondary school and pupils in the primary school speak Igbo as a way of promoting it.

Participants in these two schools also go for competitions and come out with flying colours. The Igbo language is the dominant language spoken in Nnewi but all students of the school live in the school premises and go home only during the holiday and mid-term break. As for the pupils, they spend more time in school than at home and there are many pupils from other ethnic backgrounds and others who are non-Nigerians. Nnewi town comprises mainly of businessmen and women, civil servants and low income earners like domestic workers and hawkers. There is a gradual influx of high income earners and professionals due to Nnamdi Azikiwe Teaching Hospital situated in it.

The dominant language used in the other schools located in Ozubulu, Okija and Ihembosi is Igbo but sometimes, teachers address students in the English language and for the secondary school in Okija, the students also, maybe because it is a mixed school, converse in English sometimes. The researcher chose (50) fifty participants from each of the classes which were primaries one to six and same number of participants from the secondary schools; they were JS3 and SS3 students. These are students in examination classes who are believed to have been taught the things they ought to know in preparation for the junior and senior West African School Certificate examinations. The choice of these schools in their different localities is

informed by the need to find out what influence the environment could have on acquisition of morphological competence and for comparison. The subjects that participated in the tests were 900 Igbo speaking users of English drawn from the schools earlier mentioned.

Though the secondary school participants did not finish from the selected primary schools, they passed through other primary schools in Anambra State. All of them in the state have the same scheme of work prepared by the state government. Besides, they write the same Common Entrance Examination which qualifies them for entrance into secondary schools. It is then believed that the only difference there is lies in the methodology. The rationale behind the choice of primary and secondary schools in different localities is that the researcher wishes to observe the developmental trend of acquisition of morphological competence as well as find out what influence an environment can have on acquisition process of morphemes.

The ages of primary one participants range from 4+ to 6+ years, primary 2 6+ to 8+,primary 3 range from 7 to 9+. Those of primary 4 participants range from 8 to 11+ primary 5,9 to 12 years and those of primary 6 range from 9 to 14 years old. The ages of JSS 3 students range from 13+ to 15+ while those of SS3 students range from 16+ to 20+. The pre-test oral interaction with them showed that a good number of them especially in schools located in Nnewi had been exposed to the English language as a medium of communication at home and as that of instruction in school right from nursery school.

Each class of the participants consists of fifty pupils selected randomly by allowing the children to pick from a collection of pieces of papers on which „yes‟ and „no‟ have been written. Those who picked „yes‟ took part in the test and those who picked „no‟ did not take part. The results of each of these groups of participants will be shown in tables and graphs.The

choice of beginning with primary one pupils was made because the researcher found out, contrary to beliefs by some scholars, that learning derivational morphology starts from third or fourth year in primary school following mastery of inflectional morphology, some primary one pupils use derivational words correctly in their speech.

Instruments for Data Collection

Series of tests will be administered to carry out this investigation. The first test is on knowledge of inflectional morphology. There are a hundred questions on it. Here, the participants would be required to provide the correct inflectional form for each of the given sentences. It carries a hundred marks. The second test is in five parts:

1. on knowledge of inflectional morphology
2. on generating base and derivational forms
3. on segmentation of words into constituent morphemes
4. on identification of morphemes
5. on knowledge of parts of speech

Each of these tests consists of 40 questions and also carries a hundred marks.

There will be a comparison of the pupils‟ performances to those of the students in the selected schools. This is to ascertain the developmental trend as well as the sequence of acquisition. There is also a test on the participants‟ knowledge of word families. Questions will be set taking a cue from the following:

1. The Premier English Textbook for Primary Schools
2. Written dictation exercises administered by class teachers
3. Inter-school English Language quiz competition questions
4. Common entrance examination questions on the English language
5. Intensive English for Secondary Schools

Specification of Variables The Dependent Variable

Different people hold different views for the poor or good performance of pupils in morphological awareness tests. As such, tasks considered to be within the scope of the understanding of the participants‟ class are usually administered. It also reflects the opinions of the teachers who believe that no child is a dullard rather good performance will come in time.

The Independent Variable

The research supported the view that the acquisition of proficiency in morphological awareness exercises is developmental; it continues up till adulthood.

Method of Analysis

The result of the performances of the different classes of pupils will be collated after assessment exercises are given. They will be appropriately tabulated to show a possible sequence of attainment of proficiency in handling morphological problems. Using this method, it will be easy to arrive at the desired conclusion. The researcher will use the mean scores of every class of participants to know the trend of acquisition of the different morphological items: the scores of all the participants will be added together and divided by the total number of the participants who wrote the test. This would clearly show the order of acquisition of the different morphological items. The mean scores of the primary school pupils in the 5 different tests will be compared with those of the secondary school students in order to arrive at the desired results.

Chapter Four Presentation of Data and Analyses

Research Question I: On knowledge of inflection

|  |  |  |
| --- | --- | --- |
| Mean scores of the different groups of participants RQ1 | | |
| Classes | GWIS | Uhuobo |
| primary1 | 68.44 | 21.24 |
| primary2 | 73.36 | 22.86 |
| primary3 | 76.56 | 23.08 |
| primary4 | 78.46 | 27.78 |
| primary5 | 80.46 | 29.22 |
| primary6 | 83.78 | 29.24 |

90

**INFLECTION RQ1**

80

70

60

50

40

GWIS

Uhuobo

30

20

10

0

primary1

primary2

primary3

primary4

primary5

primary6

|  |  |  |  |
| --- | --- | --- | --- |
| Class | IMMA | SEAT OF WISDOM | IHEMBOSI |
| JS3 | 86.04 | 61.4 | 55.28 |
| SS3 | 86.44 | 62.92 | 56 |

100

**ON INFLECTION RQ1**

90

80

70

60

IMMA

50

SEAT OF WISDOM

40

IHEMBOSI

30

20

10

0

JS3 SS3

Analysis of Research Question I

From the graph, it could be observed that primary 1 participants of God‟s Wisdom International School, Nnewi did not do badly at all. The mean score of the fifty participants was 68.44. They manifested knowledge of the use of inflectional morphemes especially, the plural marker „-s‟, the present continuous marker „-ing‟ and past tense marker „-ed1‟. Providing the past participle forms of the verbs was also not so difficult except for irregular verbs. Also, providing the comparative and superlative forms was easy but for words that need orthographic change before the addition of „er‟ and „-est‟ morphemes. For example, „dryer‟ and „thiner‟ were marked wrong because the topic bordered so much on spelling. None of them portrayed that he had an idea of genitive case, that is, the possessive case. They all failed questions on it. Primary 2 pupils‟ performances were quite an improvement on those of primary 1. This meant that learning was still taking place. The least score was 66 and the highest was 79 out of 100. Their mean score was 73.36. Primary 3 participants‟ mean score was 76.56,primary four 78.46, primary five 80.46 and primary 6 participants 83.78. Their performances were quite impressive. They cannot be said to have poor knowledge of inflection. Worthy of note is the fact that the higher the class, the older the participant and that implied a better understanding of morphology and how it works and better retention of knowledge. Primaries 1 and 2 pupils of Uhuobo Community Central School, Okija appeared to be ignorant of every aspect of inflectional morphology apart from the plural marker (s) and the „-ing. Their performances were not at all impressive. The rate of improvement was rather slow. There was a marked difference between the performances of primary 2 pupils and those of primary 3, even though they were yet not impressive. Primaries 5 and 6 pupils‟ mean scores were 47.54 and 49.14 respectively. This implied that at 11 years of age, some users were still acquiring certain forms

of inflectional morphemes. In conclusion, pupils from God‟s Wisdom International School as shown in their performances were far ahead of their counterparts in Okija.

Research question 2 part 1: On inflection

|  |  |  |
| --- | --- | --- |
| Research Question 2 Part1 Mean scores | | |
| Classes | GWIS | Uhuobo Community |
| primary1 | 68.32 | 30.56 |
| primary2 | 73.28 | 31.48 |
| primary3 | 73.76 | 40.12 |
| primary4 | 76.92 | 43.04 |
| primary5 | 78.92 | 43.92 |
| primary6 | 88.8 | 46.64 |

100

**ON INFLECTION RQ2 PT1**

90

80

70

60

50

40

GWIS

Uhuobo Community

30

20

10

0

primary1 primary2 primary3 primary4 primary5 primary6

Research Question 2 Part2: On derived words

|  |  |  |
| --- | --- | --- |
| RQ2 PT 2 | Mean scores | |
| Class | GWIS | Uhuobo Community |
| primary1 | 51.84 | 30.68 |
| primary2 | 52.8 | 31.52 |
| primary3 | 56.84 | 35.2 |
| primary4 | 58.4 | 37.5 |
| primary5 | 61.32 | 44.24 |
| primary6 | 77.28 | 44.4 |

90

**ON DERIVED & BASE2 FORMS RQ2 PT2**

80

70

60

50

40

GWIS

Uhuobo Community

30

20

10

0

primary1 primary2 primary3 primary4 primary5 primary6

Research question 2 Part 3: On segmentation

|  |  |  |
| --- | --- | --- |
| RQ2 PT3 | Mean scores | |
| Class | GWIS | Uhuobo Community |
| primary1 | 28.72 | 13.42 |
| primary2 | 31.1 | 16 |
| primary3 | 33.78 | 18.38 |
| primary4 | 37.58 | 19.56 |
| primary5 | 39.28 | 22.72 |
| primary6 | 46.5 | 23.92 |

50

**ON SEGMENTATION RQ2 PT3**

45

40

35

30

25

20

GWIS

Uhuobo Community

15

10

5

0

primary1 primary2 primary3 primary4 primary5 primary6

Research Question2 Part 4: On word families

|  |  |  |
| --- | --- | --- |
| RQ2 PT4 | Mean scores | |
| Classes | GWIS | Uhuobo Community |
| primary1 | 35.56 | 21.56 |
| primary2 | 40 | 22.48 |
| primary3 | 46.6 | 29.56 |
| primary4 | 61.4 | 36.08 |
| primary5 | 67.84 | 39.88 |
| primary6 | 74.92 | 43.68 |

80

**ON IDENTIFICATION RQ2 PT4**

70

60

50

40

GWIS

Uhuobo Community

30

20

10

0

primary1 primary2 primary3 primary4 primary5 primary6

Research Question 2 pt 5: On parts of speech

|  |  |  |
| --- | --- | --- |
| RQ2 PT5 | Mean scores | |
| Class | GWIS | Uhuobo Community |
| primary1 | 35.6 | 24.56 |
| primary2 | 36.88 | 28.28 |
| primary3 | 41.56 | 30.36 |
| primary4 | 47.64 | 31.12 |
| primary5 | 51.12 | 32 |
| primary6 | 58.52 | 35.16 |

70

**ON PARTS OF SPEECH RQ2 PT5**

60

50

40

30

GWIS

Uhuobo Community

20

10

0

primary1 primary2 primary3 primary4 primary5 primary6

Analysis of Research Question 2

From the average scores of the participants in God‟s Wisdom International School, Nnewi, it could be observed that the pattern of acquisition was as follows- acquisition of knowledge of inflectional morphemes preceded that of derivational words and this came before the ability to identify morphemes. They learnt to identify morphemes before learning their parts of speech and the last to be acquired was knowledge of segmentation of morphemes. This pattern also was true for pupils of Uhuobo Community Central School,Okija. The major difference was in the fact that participants in God‟s Wisdom International School, Nnewi performed much better. At age 4-6, users had already acquired significant knowledge of not just the inflectional morphemes but of how to derive words. The big problem they had was in spelling words that undergo not just orthographic but phonological changes in their spellings. From their misspellings, one could discover that they had an idea of what the derivational form or base should be. However, such errors were marked wrong because the study dealt on spelling. A close look at the performances of the participant in other classes from this very school revealed that they received not just adequate lessons on spelling but were also able to retain the knowledge they had acquired. It could be that spelling constitutes its own period of teaching in their timetable. Whatever the case, it was given due attention. Participants in Uhuobo Community Central School, Okija had a most difficult time trying to provide answers to the questions. Theirs was not just a case of misspelling, but of unawareness; most of their answers were un-English words. One could infer, from this, that they had very poor knowledge of morphology. Their performances showed an upward trend but even in primary 6, their mean score was below 50 percent.

100

**RQ3 JSS 3**

90

80

70

60

50

40

30

IMMA

SEAT OF WISDOM IHEMBOSI

20

10

0

ON INFLECTION ON DERIVATION

ON

ON

SEGMENTATION IDENTIFICATION

ON PARTS OF

SPEECH

Research Question 3

|  |  |  |  |
| --- | --- | --- | --- |
| TYPE OF TEST | IMMA | SEAT OF WISDOM | IHEMBOSI |
| ON INFLECTION | 80.92 | 49.28 | 46.56 |
| ON DERIVATION | 84.68 | 68.92 | 59.92 |
| ON SEGMENTATION | 70.92 | 45.08 | 33.02 |
| ON IDENTIFICATION | 89.6 | 75.32 | 53.16 |
| ON PARTS OF SPEECH | 76.2 | 49.16 | 45.04 |

100

**RQ3 SS3**

90

80

70

60

50

40

30

SEAT OF WISDOM

IHEMBOSI IMMA

20

10

0

ON INFLECTION ON DERIVATION

ON

ON

SEGMENTATION IDENTIFICATION

ON PARTS OF

SPEECH

|  |  |  |  |
| --- | --- | --- | --- |
| TYPE OF TEST | SEAT OF WISDOM | IHEMBOSI | IMMA |
| ON INFLECTION | 88.2 | 60.24 | 54.04 |
| ON DERIVATION | 85.05 | 73.2 | 63.8 |
| ON SEGMENTATION | 63.56 | 53.94 | 44.4 |
| ON IDENTIFICATION | 89.72 | 87.68 | 66.64 |
| ON PARTS OF SPEECH | 77.76 | 51.56 | 50.84 |

Analysis of Research Question 3

How does this developmental pattern differ fromor correspond with those of JSS and SS3 students? It could be seen from the mean scores that participants in Immaculata Girls‟ Model Secondary School, Nnewi shared the same pattern of acquisition with their colleagues in Seat of Wisdom Secondary School, Ozubulu. For participants in the former, the average score was

89.66 which is approximately 90 percent for the test on identification of morphemes. This was the test in which they performed best. There was not much difference between their average performances in this test and that on generating derivational forms from base words and providing the base words of some derivational forms; this was because their average score in this test was 84.56 which is approximately 85 percent. The next test in which they performed well was on inflectional morphology. This was followed by the test on knowledge of parts of speech and segmentation of morphemes. It is true that participants in these two schools shared the same pattern of acquisition but it is worthy to mention, as could be seen from the graphs, that participants in Immaculata did far better than Seat of Wisdom participants. Participants in Ihembosi Community Secondary School performed best in the test on generating derivational forms from base words and vice versa. This was followed by another good performance in the test on identification of morphemes. It shared the same pattern with what was obtained from the other schools on the remaining test; that is, their average score on inflectional morphemes test was higher than that of knowledge of parts of speech which was higher than that on segmentation of morphemes. A close look at the performances of participants in the selected primary schools and those in the secondary schools revealed some correspondences as well as differences in the pattern of acquisition. The test appeared in five forms. The two primary schools performed well in this order- test on inflectional morphology, test on derivational

forms and base forms, test on ability to identify morphemes, test on parts of speech and finally on knowledge of segmentation of words into their constituent morphemes. The differences were in the fact that students of Immaculata Girls‟ Model Secondary School and those of Seat of Wisdom Secondary School performed best in the test on morpheme identification. This was followed by another good performance in test on derivational forms and base forms and then, that on inflectional morphology. On the contrary, God‟s Wisdom participants and those in Uhuobo Central School, Okija did very well in the test on inflectional morphology. This was followed by another good performance in test on derivational and base forms. The next test in which they did well was on identification of morphemes. Their performances showed some correspondences in that all participants from the five schools shared the same pattern of acquisition for knowledge of parts of speech and segmentation of morphemes. They did better in the former than in the latter. It is true that the patterns showed some differences and overlaps, their mean scores differed significantly in some areas. For example, the mean score of participants in God‟s Wisdom School for the first part of research question 2 which was a test on inflectional morphology was 76.6percent while that of participants from Seat of Wisdom was 54.76. That of Immaculata Girls‟ Model Secondary School, Nnewi was 84.56 percent, Uhuobo Central School, Okija 39.3 and Ihembosi Community Secondary school, 50.3 percent. It simply followed that a user acquired very much in primary school, that is, before he or she is 11years old. A similar occurrence repeated itself in some other parts of the tests administered to answer this question. They would be tabulated for a better understanding.

70

**ON WORD FAMILIES RQ4**

60

50

40

GWIS

30 Uhuobo Community

20

10

0

primary1 primary2 primary3 primary4 primary5 primary6

Research Question 4

|  |  |  |
| --- | --- | --- |
| RQ4 | Mean scores | |
| classes | GWIS | Uhuobo Community |
| primary1 | 52.84 | 22.52 |
| primary2 | 56.08 | 24.52 |
| primary3 | 58.44 | 26.04 |
| primary4 | 62.04 | 27.6 |
| primary5 | 62.4 | 31.2 |
| primary6 | 66.52 | 35 |

|  |  |  |  |
| --- | --- | --- | --- |
| CLASS | IMMA | SEAT OF WISDOM | IHEMBOSI |
| JS3 | 80.88 | 43.36 | 39.2 |
| SS3 | 86.72 | 50.28 | 45.36 |

100

90

**ON WORD FAMILIES RQ4**

80

70

60

50

40

IMMA

SEAT OF WISDOM IHEMBOSI

30

20

10

0

JS3

SS3

Analysis of Research Question 4

From the performances of the participants in primary schools, it was quite evident that this was a difficult exercise especially for those in Uhuobo Central School, Okija. Most of them were writing just what they liked. Words which ought to be familiar to them appeared strange. A good number of them were not quite sure of the spellings they provided; they applied a lot of guess work and this was due to inadequate or lack of knowledge of the different uses to which a word could be put. Every class of participants in the upper primary in God‟s Wisdom School, Nnewi got a mean score that was above 60 percent. This was not too bad. Their fellow pupils in lower primaries did not do badly considering their ages and level of exposure. Each class of participant there had a mean score that was above 50 percent. They performed far better than JS3 and SS3 students of Ihembosi Community Secondary School where the language of communication among students is Igbo. Most teachers equally taught in Igbo, probably to ensure that every student understood what was taught. This is not the case in God‟s Wisdom School; they speak Igbo only on Fridays and give spelling its due attention. That is the reason why pupils there performed impressively or relatively well but not poorly. Students of Immaculata Girls‟ Model Secondary School performed impressively; their mean scores were

80.88 and 86.72 for JS3 and SS 3 participants respectively. Those of Seat of Wisdom were

40.36 and 50.28 for JS 3 and SS 3 participants. They had not adequate morphological knowledge and did not perform outstandingly. Morphological knowledge is very important for spelling proficiency. There is no doubt about that.

Analysis of Research Question 5

Morphology cannot be separated from spelling; its mastery would go a long way in improving spellings and writing of users. Practice, they say, makes perfect. If impressive results are desired from these participants, then, adequate period of teaching should be allotted to, not just the English Language but also, spelling. This is in order that some lasting impact could be made on the users. When this is done repeatedly, users could form the habit of referring to their dictionaries always because an awareness has been created in them. This could also reawaken zeal in some others and the influence spreads. Correctness of spellings should be emphasized; this is important because a good number of participants from different schools and in different classes rightly pronounce words. The major problem lies in spelling what they have pronounced. A way out of this could be through administering, dictation exercises, teaching spellings that are rule-based along with the exceptions. Speaking of the English language should be made compulsory on certain days and on those days, teachers should make it a point of duty to correct deviant expressions like wrong use of tenses, articles or concord in sentence making on the assembly ground. It could be at least once in a week. There is much laxity among teachers in public schools; they do not seem to be as hardworking as those in private schools who earn even less. This is partly because there is usually no monitoring team that comes around unannounced to see what is happening in public schools. Take God‟s Wisdom School, Nnewi for example, the proprietor and proprietress live in the school compound. Besides, they set their offices at strategic positions and every teacher avoids being caught misbehaving or wasting time. There, teachers teach but sometimes, they themselves set the examination question; as a result every teacher strives not just to finish teaching what is in the scheme of work but to ensure that every child understands what is taught. If at the end of

the examination a particular teacher‟s pupils performed so poorly, the teacher in question either loses her job or becomes a cleaner. Some parents are so keen about speaking the English language but their sentences are fraught with deviant structures. This should be discouraged because it only makes nonsense of the efforts of the teachers at school. Again, it would get the user confused and could also cause unseriousness in him or her. Apart from sentences containing deviant structures, there are too many mispronunciations that have far-reaching implications on the user.

Chapter Five

Discussion of Findings, Recommendations and Conclusion

* 1. Findings

A strong relationship was found between time spent in teaching the English language in private schools where the target language is the language of communication and performances in the tests. Students in private primary and secondary schools performed much better than those in public primary and secondary schools. A significant relationship was also found between the performances of those whose parents speak the target language at home and those whose parents do not. The former group had higher scores than the latter who use the target language occasionally. One can infer from this, that use of the language at home may create increased motivation to study and users in private schools who adopt the language could develop increased motivation to learn formally. Carol notes that the simplest explanation of this finding is that the attainment of a skill in a foreign language is a function of the amount of time spent in its study. (136).

Results from this study reveal that different aspects of knowledge about suffixes are acquired at different times. They reaffirm the hypotheses that children first acquire basic lexico-semantic knowledge of derivational forms, that knowledge of syntactic properties of suffixes may develop slowly and that knowledge of distributional constraints on suffixes is the most advanced level and the last to be acquired.

It is evident that participants have knowledge of morphemic structure but do not fully utilize it in their spelling of base and derivational words.

It was also found out that children learn the parts of speech of derivational words but do not attribute any syntactic property to the suffixes. For example, one could learn that „impression‟ is a noun without analyzing the word into stem and suffix.

Children tend to over-generalize the regular pattern of inflection and extend an irregular one to other forms because they cannot retrieve the appropriate form stored in their mental lexicon. It has been shown that choosing a regular or an irregular pattern of inflection for a new lexical item is mainly determined by the grammatical structure of words. The findings support the constructivist idea that a child selects the frequent units from the surrounding linguistic environment.

Rote memorization is the prevalent general acquisition strategy during the pre- morphological period; the inflectional markers are memorized as part of word forms and during this period, the user‟s speech reveals very few over-generalizations or errors. A child acquires earlier those lexemes and forms that are frequent in the target language.

Again, there are some difficulties users encounter in the course of segmenting certain words; these are problems emanating from morphological analyses. It was found out that second language users improve on their morphological competence in rural areas where there are helpful literate friends who give them corrections. This is how the rural environment is efficiently utilized. Urban areas are usually richer in print than rural areas; users are exposed to them early enough. They ask questions and receive feedbacks which enlighten them. Besides, the use of the English language in daily communication in some quarters helps a great deal. An environment that allows users to communicate in the English language also facilitates acquisition.

* 1. Recommendations

The researcher recommends that teachers be adequately informed about the importance of morphological awareness. They should also be provided with suggestions for instructions that support its development as well as be reminded that their students‟ reading achievement will be optimized as a result.

Teachers of English language should understand and relate to users the idea that spelling, very often, is not arbitrary but rather corresponds to something real that the user knows and can apply.

Users, on their own part, should be encouraged to look for reasons, morphological or otherwise why words are spelt the way they are.

Spellings have a characteristic which is that they follow certain graphotactic patterns. For example, two vowel or consonant letters sometimes appear in succession in an English word as in „seen‟ and „sell‟ but three identical letters do not appear.

* 1. Conclusion

From the study conducted, it is evident that some inflectional morphemes are acquired earlier than derivational morphology. Users use derivational words in oral expressions but do not seem to understand how they are formed or in what capacity they function in given sentences. Certain aspects of derivational morphology are quite easy to master while the acquisition of others comes as a user advances in age and gains exposure from texts, environment and learning. In this study ,pupils in primary schools have a better understanding of inflectional morphology than students in secondary schools. From the answers provided by participants in secondary schools, it seemed they have forgotten what they learnt when they were much younger and that was why there was not a significant difference between the performances of primary six pupils and those of JS3 students. The two forms of morphology are acquired almost at the same time in school but the syntactic and distributional knowledge of morphology, that is, knowledge of the functions of morphemes and of what words they could attach to are acquired as the user grows or gets older and advances in class. That was why participants could not perform well in splitting words into their constituent morphemes and stating the part of speech of some derivational words. In tests that bordered on inflections, there were not many challenges; a group of participants in primary school performed wonderfully when compared to the performances of secondary schools‟ participants.

According to Deacon and Kirby, the number of morphemes in any language is too large for a child to acquire at once. For this reason, the user has to make a selection and focus, first and foremost, on those morphemes that are frequent and salient (230). The

factors facilitating the acquisition of morphemes that are listed in the constructivist approaches of language acquisition largely coincide with the ones listed by Deacon and Kirby. The most frequently mentioned factors include naturalness and salience of a linguistic structure and its frequency in the target language. A print-rich environment sets the tone for ways in which users can discover the relationships between spoken and written language(August & Shanahan 229).Introducing users to words commonly found in the environment such as names of people, places and products is often the best strategy for users to adopt during spelling and remains the most frequently used procedure compared to the other viable spelling strategies available(Gustard & Kelly 273).Hence, they point out that the only way users will learn to be effective spellers is by being immersed in a rich language environment that supports them as readers, offers them many varied opportunities to write and encourages them to explore words and play with them naturally(275).Hence, it is believed that the absence of a print-rich environment may be another factor contributing to the problem of poor spelling skills for users. Formal environments make contributions, in varying degrees, to different aspects of second language acquisition and competence.

Works Cited

Akmajian et al.(5th ed.) *Linguistics: An Introduction to Language and Communication*. New Delhi: Prentice Hall . 2008. Print

Allan,Cruttenden. Gimson‟s Pronouncing Dictionary of English (7th ed.) London:Hodder Education.2008.Print.

Alutu, John. *Modern English Book for Secondary Classes and Higher Institutions*. Nnewi: Uba Bright Int‟l .2000. Print.

Apel, Kenn.& Eve Deihm. *Morphological Awareness Intervention for Kindergarteners, First and Second Grade Students.*Berlin:Springer.2013.Web*.*

Apel, Kenn. Eve Deihm. & Leo Apel. *Using Multiple Measures of Morphological Awareness to Assess its Relation to Reading.* Malden:Blackwell.2013.Web*.*

August, Dianne. Margarita Calderon. & Martin Carl. *The Transfer of Skills to English: A Study of Young Learners*.Washington DC: Centre for Applied Linguistics.2002.Web.

August, Dianne. & Thompson Shanahan. *Developing Literacy in Second Language Learners*: *Report of the National Literacy Panel on Language Minority Children and Youth*.New Jersey: Lawrence Erlbaum Associates.2006.Web.

Bauer,Laurie. *Morphological Productivity in Cambridge Studies in Linguistics.*Cambridge: CUP .2001. Web.

Bauer,Laurie. *Introducing Linguistic Morphology*(2nd ed*.)* Washington DC: Georgetown University Press.2003.Web.

Bauer,Laurie. *A Glossary of Morphology*. Washington D C: Georgetown University Press.2004. Web.

Bauman,Pete. *Vocabulary and Reading Comprehension*. New York: Routeledge.2009.Web. Bauman, James et al .*Teaching and Contextual Analyses to Fifth Grade Students*. Reading

Research Quaterly.37.150-176.2002.

Bear, Donald et al. Words *their Way:Word Study for Phonics, Vocabulary and Spelling Instruction* (5thed*.)* Boston: Pearson.2012. Web.

Beimiller,Andrew. *Teaching Vocabulary Early, Directly and Sequentially*. Lisse: The Peter de Ridder Press. 2001.Web.

Berninger,Virginia et al. *Growth in Phonological, Orthographic and Morphological Awareness in Grades 1to 6*. Journal of Psycholinguistics. 39:141-163.2010:

Berko, Jean. “*The Child’s Learning of English Morphology*.” *Word*, 14,150-177.

Berninger, Virginia (Ed.) *The Varieties of Orthographic Knowledge:Theoretical and Developmental Issues*. The Netherlands: Kluwer academic, 1994. Print.

Bourassa,Derrick.et al. *“Use of Morphology in Spelling by Children with Dyslexia and Typically Developing Children*.” Memory and Cognition,34,703-714.2006.Web.

Bowerman, Melissa*. Reorganizational Processes in Lexical and Syntactic Development in Language Acquisition*: The State of the Art (Gleitman,L and Wanner,E.Eds)319- 346.CUP.2001.Web.

Bowers,Peter. John Kirby. & Helene Deacon. *The Effects of Morphological Instruction on Literacy Skills*. Massachussettes: Newsbury House.

Burzio, Luigi. *Case Uniformity*. ms.,John Hopkins University.2000.Web.

Butyniec, Thomas. and Vera Woloshyn. “*The Effects of Explicit Strategy and Whole Language Instruction on Student Spelling Ability*”. Journal of Experimental Education 64 .4 (1997).Print.

Bybee ,Joan “*Morphology. A Study of the Relation between Meaning and Form*. Amsterdan: John Benjamins .1995. Print.

Calderon, Margarita et al. *Bringing Words to Life in Classrooms with English Language Learners* in Hiebert Alfreda & Michael Kamil(eds.) *Research and Development on Vocabulary* New Jersey: Lawrence Erlbaum.2005.Web.

Carlisle, Joanne. *Morphological Processes that Influence Learning to Read*.New York:Guildford Press. 2004.Web.

Carlisle,Joanne & Amanda Goodwin. *Morphemes Matter: How Morphological Knowledge Contributes to Reading and Writing*. New York: Guildford.2013.Web.

Carlisle,Joanne & Jane Flemming. *Lexical Processing of Morphologically Complex Words in the Elementary Years*. Cambridge: MIT Press. Web.

Carlisle,Joanne & Addison Stone. *Exploring the Role of Morphemes in Word Reading*.

London:Academic Press.2005. Web.

Carlisle,Joanne. *“An Integrative Review of the Effects of Instruction in Morphological Awareness and Literacy Achievement*”. Reading Research Quaterly 45 (4) 464-487 2010.

Casalis,Severine,,Peter Cole. & Sopo,Delphine. *Morphological Awareness*. New York:Holt.2004.Web.

Cataldo, Suzanne. and Nick Ellis. “*Learning to Spell, Learning to Read*” in P.D. Puffery and Elliot,C.D. (Eds*.) Children’s Difficulties in Reading, Spelling and Writing*. Wiltshire: The Palmer Press. 1990. Print

Carlisle, Joanne. & Addison Stone. “*Exploring the Role of Morphemes in Reading*” Reading Research Quarterly, 40.4 (2010): 428-449. Print.

---.“ *Awareness of the Structure and Meaning of Morphologically Complex Words: Impact on reading*”. Reading and Writing. 12.2 (2000): 169-190. Print.

---.“*Mastery of the Conventions of Suffixation by Good and Poor Spellers*. A paper presented at the New York Dyslexia society conference, New York.2000.

---. *Morphological Awareness and Early reading Achievement*. New Jersey: Lawrence Erlbaum Associates. 1995. Print.

Chliounaki,Kalliopi & Peter Bryant. *How Children Learn about Morphological Spelling Rules*.

Cambridge: CUP .2007.Web.

Chomsky, Carol. “*Reading, Writing and Phonology*”. Harvard Educational Review 40.

2(2009)287-309. .

Chukwu, Ephraim. *Word Formation & Structure*. Enugu: John Jacobs Classic Publishers. 2007.

Print.

Clahsen,Harald.“*Morphological Structure and the Processing of Inflected Words”*. Theoretical Linguistics 23.201-249..1997.Web

Clark, Helen & Eve Clark, *Psychology and Language*: *Introduction to Psycholinguistics*. New York: Harcourt Brace and Janovavich.1991.Print.

Connor, Michael et al. *Testing the Impact of Child Characteristics on Reading Comprehension*. Reading Research Quaterly 46. 189-221.2011.Web.

Cruttenden,Allan. *Gimson’s Pronunciation of English* ( 7th ed.) London: Hodder Education. 2008.Print.

Dabrowska, Ewa & Szczerbinski Marcin*. Polish Children’s Productivity with Case Marking*: *The Role of Regularity, Type Frequency and Phonological Diversity*. *Journal of Child Language*. 33.559 – 597. 2006. Web.

Deacon,Stephen& John Kirby. *The Role of Morphological And Phonological Awareness in Reading Development*.Washington D C: Gallaudet University Press. 2004.Web.

Deacon, Stephen et al.*The Representation of Roots in the Spelling of Children*.Philadelphia: John Benjamins. 2013.Web.

Derwing, Bruce. “*Morpheme Recognition and the Learning of Rules for Derivational Morphology*”. Canadian Journal of Linguistics, 21.6(34).2009.Print.

Dixon, Robert & Alexandra Aikenvalds. *Word: A Cross-Linguistic Typology*.Cambridge: CUP.2007.Web.

Dixon, Wallace & Hull Smith. “*Links between Temperament and Language Acquisition*” s 46(2000) 417 – 440.

Dressler, Wolfgang . *Typological Approach to First Language Acquisition* in Michele Kail & Maya Hickmann (Eds.) *Language Acquisition Across Linguistic and Cognitive Systems*.109 – 124. Amsterdam: Benjamins. 2010. Web.

Dressler,Wolfgang and Annemarie Karpf. *“The Theoretical relevance of Pre and Protomorphology in Language Acquisition*” Yearbook of Morphology. 99-122.1994. Web

Dryer, Mathew. “*Prefixing versus Suffixing in Inflectional Morphology* in Martin, Haspelmath et al. *The World Atlas of Language Structures*. 110 –114. Oxford: OUP. 2005. Web.

Echols,Catharine. & Nathan Martin. *The Identification of Words and their Meanings:From Perceptual Biases to Language-Specific Cues*. Camdridge: MIT Press. 2004.Web.

Ehri, Linnea. “*Learning to Read and Spell Words*” Journal of Reading Behaviour. 19.1(22).

2007.Web.

---“*How English Orthography Influences Phonological Knowledge as Children Learn to Spell and Read*. New Jersey: Erlbaum. 1993. Web.

---“*Learning to Read and Learning to Spell are One and the Same Almost*. New Jersey.

Erlbaum. 1992 .Web.

Fried,P. and J. Baron. “Individual Differences in Acquisition of Derivational Morphology”.

*Journal of Verbal Learning and Verbal Behaviour*.21,282-295.2000. Web.

Friedline, Benjamin and Alfred Juffs. *L1 Influence, Morphological(In)Sensitivity and L2 Lexical Development :Evidence from Production Data.* University of Pittsburgh, PA.2000.Web.

Gabig, Cheryl.& Ellis Zaretsky. *Promoting Morphological Awareness in Children with Language Needs*. Edinburgh: Edinburgh University Press.2013.Web.

Goodwin,Amanda & Seunkiri Ahn. *A Meta-Analysis of Morphological Interventions:Effects on Literacy Achievements of Children*. London:MIT Press.2010.Web.

Goodwin,Amanda. John Gilbert.& Suzanne Cho. *Morphological Contributions to Adolescent Word Reading*. Reading Research Quaterly. 48(1)39-60. 2013.Web.

Goswami, Arnab. “: *A Cross linguistic Orthography, Phonology and Reading Development Perspective*” in R. Malatesh. Joshi and P.G. Aaron (Eds.) *Handbook of Orthography and Literacy*. New Jersey: Lawrence Earlbaum Associates. 2006.Web.

Greenbaum, Sydney. *The Oxford English Grammar. Oxford*: OUP. 1996. Print.

Groff, Patrick. “*The Implications of Developmental Spelling Research: A Dissenting View*.” The Elementary School Journal 86(3) 1986 Print.

Green, David. *“Control, Activation and Resources: A Framework and Model for The Control of Speech Bilinguals*”. Brain and Language 27.1 ( 1986) 210-223.Print.

Hanna, Paul et al. *Spelling Structure and Strategies*. Boston: Honghton Mifflin. 1971. Print. Haastrup, Kirsten. “*The Learner as Word Processor*” AILA Review 62.1 (1989) 34 - 46.Web. Harris, Merrill Schumaker Lynch Joel & David Deshler*. The Effects of Strategic*

*Morphological Analysis Instruction on the Vocabulary Knowledge of Secondary Students*. Reading research Quaterly. 34,17-33. 2011.Web.

Haspelmath,Martin. *Understanding Morphology*. London:Oxford University Press.2002.Web. Helman,Lori et al.*Words:Their Way with English Learners*(2nd ed.).Boston:Pearson.2012.Web. Herrera,Silvia. Ron Perez & Kirsten Escamilla. *Teaching Reading to English Language*

*Learners*.Boston: Allyn & Bacon. 2010.Web.

Ingram,David. *First Language Acquisition, Method Description and Explanation*. Cambridge: CUP. 2001. Web.

Jackendoff,Ray. *Meaning and the Lexicon*.Oxford:OUP.2010.Web.

Jarmulowicz,Linda. *“School-aged Children’s Phonological Production of English Words*.” Journal of Speech,Language and Hearing Research. 49(2)294-308.2000.Web

---. *Structure, Process and Development*. 33(1).57-72.Wilson:The NFER-Nelson Publishing Company.2002.Web.

Joshi, et al. “*How Words Cast their Spell: Spelling is an Integral Part of Learning the Language, not a Matter of Memorization*”. American Educator 32 (4), 6-16.2002.Web.

Keifer, Michael & Nonie Lexaus. “*Breaking Down Words to Build Meaning*”: *Morphology, Vocabulary and Reading Comprehension in the Urban Classroom* 61.2:133- 144.2000.Web.

--- *The Role of Derivational Morphological Awareness in the Reading Comprehension of English Language Learners*. An Interdisciplinary Journal 2008. & 783-804.

--- *Effects of Academic Language Instruction on Relational and Syntactic Aspects of Morphological Awareness*. Dordrecht: Kluwer Academic Publishers. 2012.Web.

Ladiere,Donald. “*Some Thoughts on the Contrastive Analysis of Features in Second Language Acquisition*”. Second Language Research, 25,173-227.2009.Web.

Langacker, Ronald. *Morphology and the Lexicon*. Oxford: OUP. 2009. Print.

Larsen-Freeman, Diannie. “*An Explanation for the Morpheme Acquisition order of Second Language Learners*” Language Learning. 26 (1976) 125-134. Print.

Lems, Kristin, Leah Miller & Tenena Soro. *Teaching Reading to English Language Learners:Insight from Linguistics*.New York: The Guildford Press.2010.Web.

Liberman, Isabelle. et al. “*Orthography and the Beginning Reader*” in Jan, Kavanaugh & Mameli,Mattoe & Patrick Baleson. *An Evaluation of the Concept of Innateness*. New York: Routeledge.2011.Web.

Maratsos, Michael. “*The Acquisition of Grammar*”. A Handbook of Child Psychology.

2(1998)421-466.Web.

Marinova-Todd,Stefka. Linda Siegel & Silvia Mazabel. *The Association between Morphological Awareness and Literacy in English Language in Learners from Different Language Backgrounds.*Amsterdam: Benjamin Publishers. 2013.Web.

McCutchen,Deborah et al. *Putting Words to Work: Effects of Morphological Instruction on Children’s Writing*. Amsterdam: Benjamins. 2013.Web.

McCutchen,Deborah. Bekky Logan & Ulrike Biangardi-Orpe. *Making Meaning: Children’s Sensitivity to Morphological Information during Word Reading*.Reading Research Quarterly 44. 360-376. 2009.

McGilvray, James. *The Cambridge Companion to Chomsky*. Cambridge: CUP 2005.Web. Meara, Patrick. & Gloria Jones. *Tests of Vocabulary Size in English as a Second Language*.

Omaha, NE:Boys‟ Town.2001.Print.

Melcuk,Igor*. Aspects of the Theory of Morphology*.Berlin: Mouton.2006.Web.

Moats, Louisa. *Speech to Print: Language Essentials for Users*. Baltimore:Brooks. 2000. Web. Mommers, Martin. *“An Investigation into the Relation between Word Recognition Skills*, *Reading Comprehension and Spelling Skills*.” Journal of research in Reading. 10.2 (2004)

123 -139. Web

Moseley, David. “How *Lack of Confidence in Spelling Affects Children’s Written Expressions*.

New Zealand: New Zealand Council of Educational research. 1993. Web

Muter, Val. and Margaret Snowling. *Grammar and Phonology Predict Spelling in Middle Childhood*: *Reading and Writing.* Interdisciplinary Journal.9.2.407-925.2001.Web.

Nagy, William & Virginia Berninger. *“ Contributions of Morphology beyond Phonology to Literacy Outcomes of Upper Elementary and Middle School Students*”. Journal of Educational Psychology, 98.3 ( 2006) 134 – 147.Print

Napps, Shirley & Carol Fowler. *“ Formal Relationship among Words and the Organization of the Mental Lexicon*”. Journal of Psychololinguistic Research 16.2 ( 2007) 257 – 272.2003. Web.

Newmeyer, Frederick*. Grammar is Grammar and Usage is Usage*. Massachussettes: Blackwell.2003. Web.

Nduka, Dennis. “*Teachers*‟ *Perception of Reading Comprehension and Comprehension Tasks at the Pre -University Level*”.Unpublished Ph,D Dissertation.1991.Print.

Nunes,Terezinha. Paul Bryant & Jan Olsson. *Learning Morphological and Phonological Spelling Rules*. New Jersey: Erlbaum Associates. 2003.Web.

Owen, Richards. *Language Development: An Introduction* (5th ed.) Massachussettes: Allyn and Bacon.2001.Web.

Pacheco, Martin. & Amanda Goodwin. *Morphological Problem Solving Strategies for Unknown Words*. Illinois: North Western University Press.2013. Web.

Perfetti, Charles. “*The Psycholinguistics of Spelling and Reading*”:*Learning to Spell. Research*, *Theory and Practice across Languages*, New Jersey: Lawrence Erlbaum Associates. 1997. Print.

Penke, Martina. “*The Dual mechanism Debate* in Marcus Werning et al. *The Oxford handbook of Compositionality*. 574-595. Oxford :OUP. 2012. Web.

Pinker, Steven. *Rules of Language Science* 25.3 ( 1987) 530 – 535.Web.

---. *Words and Rules*. New York: Basic Books. 1999. Web.

---.The Language Instinct: *How the Mind Creates Language*.Harper Perennial Modern Classics: London. 2007.Web.

Ramirez,Gloria, Becky Chen-Bumgardner.& Anna Pasquarella.*. A Cross-Linguistic Transfer of Morphological Awareness in Second Language Learners*: *The Facilitating Effect of Cognate Knowledge*. New Jersey: Erlbaum.2013.Web.

Read, Charles. “*Pre-School Children’s Knowledge of English Phonology*”. Harvard Educational Review 41 ( 2000) 1-34. Print.

Rubin, Hyla. Andrew Patterson. & Mickey Kantor. *Morphological Development and Writing Ability in Children and Adults*. Los Alamitos, CA: Modern Sign Press.2009.Web.

Scarcella, Robins*. Accelerating Academic English:A Focus on the English Learner*.Hillsdale: Erlbaum.2003.Web.

Seidenberg, Mark. & James McClelland. “*A Distributed Developmental Model of Word Recognition and Naming*” Psychological Review 96(2000) 447 – 452 Web.

Singson,Mangkhollen. Dennis Mahoney & Van Mann. *The Relation between Reading Ability and Morphological Skills: Evidence from Derivational Suffixes*. An Interdisciplinary Journal,12. 219-252. 2000.Web.

Stump, Gregory. *Inflectional Morphology:A Theory of Paradigm Structure*.

Cambridge:CUP.2001.Web.

Taft, Marcus. and Kenneth Forster. “*Lexical Storage and Retrieval of Prefixed Words*”. Journal of Verbal Learning and Verbal Behaviour*.* 14.3 (2000) 638-647. Print.

Templeton, Share. “*Using the Spelling Connection to Develop Word knowledge in Older Students*”. Journal of Reading 27.3 (1992) 8 – 14. Web.

---. *The Spelling – “Vocabulary Connection ,Orthographic Development and Morphological Knowledge at the Intermediate Grades and beyond*”*.* Research to Practice. 118 – 138 New York: Guildford Press. 2004.Web.

*---“Teaching and Learning the English Spelling System: Reconceptualizing Method and Purpose.*”Massachussettes : Pearson. 1991. Print.

Tomasello,Michael. *First Verbs:A Case study in Early Grammatical Development*. Cambridge

:CUP.1992. Web.

---. *The Item-Based Nature of Children’s Early Syntactic Development.* Oxford:Blackwell.

2001 .Web.

---. *Constructing a Language: A Usage-Based Theory of Language Acquisition*. Cambridge: Harvard University Press.2003. Web.

Tyler, Andrea. *Acquisition and Use of Derivational Morphology*: *An Experimental*

I*nvestigation*. University of Iowa.Web.

Tyler, Andrea. and William Nagy. “*The Acquisition of English Derivational Morphology”*.

Journal of Verbal Learning and Verbal Behaviour, 14, 2 (2001) 638-647. Web.

Veraoeven, Ludo. & Charles Perfetti. The Role of Morphology in Learning to Read. Chicago: Chicago University Press.2011.Web.

Voeikova, Maria and Wolfgang Dressler. *Pre and Protomorphology:Early Stages of Morphological Development in Nouns and Verbs*. Munchen:Lincom Europa.Web.

White, Stephen*. Second Language Acquisition and Universal Grammar*. Cambridge: CUP.

2003. Web.

Wilson, Stephen. *Lexically Specific Constructions in the Acquisition of Inflections in English*.

Journal of Child Language 30.2. 2001.Web.

Woter,Julie. & Laura Green. *Morphological Awareness Intervention in School-Aged Children*.

Reading Research Quaterly 33(1),27-41.

Wray,Alison. *Formulaic Language and the Lexicon*.Cambridge: CUP. 2002.Web. Wysocki, Kathe.& Joseph Jenkins. “*Deriving Word Meaning through Morphological*

*Generalization*”. Reading Research Quarterly 22.3 (1999) 66-81. Web.

Appendices

Research Question 1

Fill each of the gaps in these sentences with the appropriate form of the word in bracket. Example 1 has been done for you.

My belt is longer than yours. (long)

* + 1. On my way to school, I saw two lying on the ground. (orange) -oranges.
    2. Ukamaka at functions. (dance)- dances
    3. Ikeh is the of the three friends. (short)- shortest
    4. I saw him when he was \_ to school. (go)- going.
    5. Have you my wrapper? (see)- seen
    6. Daddy has the remaining wine. (drink)- drunk
    7. Can you see some birds in the air? (fly)- flying
    8. Udeh Igbo better than the English language. (understand)- understands
    9. I guess that my knife is than his. (sharp)- sharper
    10. Ada is the of all the contestants. (beautiful)- most beautiful
    11. Our townspeople enjoy all day. (farm)- farming
    12. Who my name on the board? (write) – writes
    13. They have the offender to court. (charge)- charged
    14. There are so many in the garden. (flower)- flowers
    15. handbag is missing. (Igene) – Igene‟s
    16. Omo always the truth. (tell)- tells
    17. I can see the gaps are now . (wide)- widening
    18. People know that he is the .candidate for the position. (good)- best
    19. She has been thoroughly . (examine)- examined
    20. She sees as a hobby. (dance)- dancing
    21. It was I who you, my dear. (see)- saw
    22. How many are there in a group? (dancer)- dancers
    23. The biro on the floor is \_ (Uzo)- Uzo‟s
    24. A diligent man very hard. (work) – works
    25. Aka is than Okwy. (intelligent)- more intelligent
    26. Omalicha has been declared the presenter. (good)- best
    27. Did you observe that Mma has been since last week? (fast)- fasting
    28. We far into the night because we were overjoyed. (sing)- sang
    29. The armed robber was by the villagers. (beat)- beaten
    30. There were eleven in the circus this morning. (ox)-oxen
    31. Please collect your key from the (Vincent)- Vincent‟s
    32. A stitch in time, they say, nine. (save)- saves
    33. Her teeth are quite than his. (bright)- brighter
    34. Okaka is the \_ boy in that class. (neat)- neatest
    35. I am to the market to buy some fruits. (walk)- walking
    36. I of your intention to withdraw this morning. (learn)- learnt
    37. May we know what you have .(decide)- decided
    38. My grandmother has many . (sheep)- sheep
    39. We were invited to eat \_ leg. (cow)- cow‟s
    40. One to be very careful. (need)-needs

Give the comparative and superlative forms of the following words:

|  |  |  |
| --- | --- | --- |
| Positive | Comparative | Superlative |
| 41. Weak | weaker | weakest |
| 42. Healthy | healthier | healthiest |
| 43. Sober | more sober | most sober |

|  |  |  |
| --- | --- | --- |
| 44. Slim | slimmer | slimmest |
| 45. Thin | thinner | thinnest |
| 46. Large | larger | largest |
| 47. Brave | braver | bravest |
| 48. Courageous | more courageous | most courageous |
| 49. Wise | wiser | wisest |
| 50. Cool | cooler | coolest |
| 51. Soft | softer | softest |
| 52. Ugly | uglier | ugliest |
| 53. Slow | slower | slowest |
| 54. Dry | drier | driest |
| 55. Strong | stronger | strongest |
| 56. Tender | more tender | most tender |
| 57. White | whiter | whitest |
| 58. Wild | wilder | wildest |
| 59. Corrupt | more corrupt | most corrupt |
| 60. Sensible | more sensible | most sensible |
| Provide the past tense and past participle forms of the following words: | | |
| Present | past | past participle |
| 61. Go | went | gone |
| 62. See | saw | seen |
| 63. Drive | drove | driven |
| 64. Park | parked | parked |
| 65. Show | showed | shown |
| 66. Sing | sang | sung |

|  |  |  |
| --- | --- | --- |
| 67. Try | tried | tried |
| 68. Sweep | swept | swept |
| 69. Study | studied | studied |
| 70. Swim | swam | swum |
| 71. Burn | burnt | burnt |
| 72. Cry | cried | cried |
| 73. Play | played | played |
| 74. Shout | shouted | shouted |
| 75. Wrap | wrapped | wrapped |
| 76. Celebrate | celebrated | celebrated |
| 77. Honour | honoured | honoured |
| 78. Wield | wielded | wielded |
| 79. Prove | proved | proven |
| 80. Scold | scolded | scolded |

Write down the plurals of the following words: Singular Plural

1. Shop shops
2. Basket baskets
3. Choice choices
4. Night nights
5. Grass grass
6. Monkey monkeys
7. Baby babies
8. Shelter shelters
9. House houses
10. Apartment apartments

Provide the correct form of the underlined word that suitably fills the gap in each of the following sentences:

1. This is paint. Mr. Okoh is the wall with it. –painting
2. Uche danced yesterday and now she is \_ again. –dancing
3. They attended a party two weeks ago. They will be another this evening. – attending
4. We use knives to cut. As you can see, I am \_ some vegetables.- cutting
5. Children should not play often. I always see Chika in the field when others are not. – playing Choose from each bracket the option that suitably fills the gap in each sentence.
6. None of the boys \_ what to do. (know, knows)
7. The single parent \_ good care of her child. (take, takes)
8. He us on what to choose. (advise, advises)
9. Uzo better than Amaka. (sings, sing)
10. He a large debt which he cannot pay. (owe, owes)

Tabulation of Scores Research Question I: On knowledge of inflection

GWIS Primary 1 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 60 | 65 | 65 | 69 | 70 | 66 | 68 | 71 | 63 | 65 |
| 74 | 71 | 70 | 71 | 69 | 71 | 69 | 73 | 74 | 67 |
| 60 | 70 | 64 | 68 | 70 | 73 | 67 | 74 | 67 | 70 |
| 71 | 69 | 65 | 71 | 73 | 72 | 68 | 69 | 62 | 64 |
| 68 | 72 | 70 | 65 | 66 | 69 | 70 | 71 | 73 | 60 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| class mark | 60 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 |
| Freq | 3 | 1 | 1 | 2 | 5 | 2 | 3 | 4 | 6 | 7 | 7 | 2 | 4 | 3 |
| Total | 180 | 62 | 63 | 128 | 325 | 132 | 201 | 272 | 414 | 490 | 497 | 144 | 292 | 222 |

Mean score = 3422/50 = 68.44

Primary 2 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 66 | 70 | 70 | 72 | 69 | 72 | 70 | 74 | 70 | 74 |
| 71 | 72 | 74 | 69 | 71 | 77 | 72 | 78 | 77 | 75 |
| 79 | 79 | 69 | 70 | 79 | 72 | 69 | 74 | 75 | 76 |
| 70 | 74 | 70 | 79 | 77 | 76 | 70 | 74 | 79 | 70 |
| 70 | 76 | 78 | 79 | 71 | 76 | 78 | 70 | 69 | 77 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| class mark | 66 | 69 | 70 | 71 | 72 | 74 | 75 | 76 | 77 | 78 | 79 |
| frequency | 1 | 5 | 11 | 3 | 5 | 6 | 2 | 4 | 4 | 3 | 6 |
| Total | 66 | 345 | 770 | 213 | 360 | 444 | 150 | 304 | 308 | 234 | 474 |

Mean score = 73.36 Primary 3 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 69 | 78 | 79 | 75 | 77 | 73 | 78 | 69 | 76 | 74 |
| 80 | 80 | 80 | 78 | 75 | 77 | 78 | 81 | 81 | 81 |
| 78 | 79 | 69 | 74 | 78 | 71 | 77 | 74 | 73 | 78 |
| 78 | 81 | 79 | 76 | 77 | 79 | 74 | 81 | 81 | 81 |
| 76 | 75 | 80 | 71 | 81 | 69 | 76 | 71 | 78 | 74 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| class mark | 69 | 71 | 73 | 74 | 75 | 76 | 77 | 78 | 79 |
| frequency | 4 | 3 | 2 | 5 | 3 | 4 | 4 | 9 | 4 |
| Total | 276 | 213 | 146 | 370 | 225 | 304 | 308 | 702 | 316 |

Mean score=3828/50 = 76.56

Primary 4 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 70 | 79 | 78 | 79 | 80 | 80 | 81 | 75 | 84 | 77 |
| 72 | 81 | 74 | 80 | 75 | 84 | 80 | 82 | 78 | 74 |
| 78 | 79 | 78 | 82 | 78 | 76 | 75 | 76 | 76 | 84 |
| 80 | 79 | 83 | 74 | 83 | 81 | 83 | 82 | 76 | 74 |
| 79 | 84 | 79 | 80 | 75 | 75 | 77 | 78 | 79 | 77 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| class mark | 70 | 72 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| frequency | 1 | 1 | 4 | 5 | 4 | 3 | 6 | 7 | 6 |
| Total | 70 | 72 | 296 | 375 | 304 | 231 | 468 | 553 | 480 |

Mean score=3923/50 = 78.46 Primary 5 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 85 | 84 | 81 | 78 | 85 | 80 | 79 | 84 | 79 | 80 |
| 74 | 85 | 78 | 83 | 80 | 81 | 85 | 76 | 85 | 75 |
| 79 | 75 | 79 | 81 | 79 | 80 | 79 | 83 | 79 | 80 |
| 75 | 84 | 79 | 83 | 78 | 84 | 80 | 79 | 80 | 73 |
| 81 | 79 | 85 | 79 | 85 | 81 | 85 | 79 | 84 | 79 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| class mark | 73 | 74 | 75 | 76 | 78 | 79 | 80 | 81 | 83 |
| frequency | 1 | 1 | 3 | 1 | 3 | 13 | 7 | 5 | 3 |
| Total | 73 | 74 | 225 | 76 | 234 | 1027 | 560 | 405 | 249 |

Mean score = 4023/50 = 80.46 Primary 6 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 73 | 84 | 86 | 84 | 80 | 86 | 80 | 84 | 86 | 82 |
| 80 | 75 | 79 | 81 | 84 | 79 | 85 | 78 | 80 | 85 |
| 86 | 79 | 75 | 85 | 79 | 85 | 80 | 82 | 82 | 78 |
| 79 | 81 | 80 | 80 | 82 | 82 | 84 | 78 | 85 | 86 |
| 81 | 86 | 81 | 86 | 85 | 86 | 84 | 86 | 84 | 76 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| class mark | 73 | 75 | 76 | 78 | 79 | 80 | 81 | 82 | 84 |
| frequency | 1 | 2 | 1 | 3 | 5 | 5 | 5 | 5 | 4 |
| Total | 73 | 150 | 76 | 234 | 395 | 400 | 405 | 410 | 336 |

Mean score = 4189 /50 = 83.78

Uhuobo Community Central School, Okija Primary 1 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 27 | 21 | 27 | 28 | 19 | 21 | 28 | 22 | 19 | 27 |
| 19 | 17 | 19 | 19 | 24 | 14 | 18 | 1 | 18 | 15 |
| 24 | 21 | 22 | 19 | 14 | 17 | 27 | 14 | 19 | 19 |
| 15 | 29 | 18 | 14 | 19 | 17 | 18 | 27 | 18 | 22 |
| 28 | 22 | 27 | 18 | 27 | 23 | 19 | 27 | 19 | 28 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 14 | 15 | 17 | 18 | 19 | 21 | 22 | 23 | 24 | 27 | 28 | 29 |
| Freq | 4 | 2 | 3 | 6 | 11 | 3 | 4 | 1 | 2 | 8 | 4 | 2 |
| Total | 56 | 30 | 51 | 108 | 209 | 63 | 88 | 23 | 48 | 216 | 112 | 58 |

Mean score=1062/50 =21.24 Primary 2 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 14 | 18 | 28 | 24 | 30 | 18 | 20 | 15 | 20 | 18 |
| 21 | 24 | 15 | 28 | 19 | 30 | 28 | 24 | 30 | 30 |
| 15 | 18 | 28 | 30 | 24 | 30 | 18 | 20 | 18 | 21 |
| 20 | 20 | 31 | 20 | 31 | 21 | 30 | 28 | 30 | 27 |
| 18 | 28 | 18 | 20 | 16 | 24 | 20 | 18 | 26 | 21 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 14 | 15 | 16 | 18 | 19 | 20 | 21 | 24 | 26 | 27 | 28 | 30 | 31 |
| Frequency | 1 | 3 | 1 | 9 | 1 | 8 | 4 | 5 | 1 | 1 | 6 | 8 | 2 |
| Total | 14 | 45 | 16 | 162 | 19 | 160 | 84 | 120 | 26 | 27 | 168 | 240 | 62 |

Mean score=1143/50= 22.86 Primary 3 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 30 | 31 | 36 | 33 | 37 | 30 | 35 | 36 | 31 | 31 |
| 38 | 38 | 42 | 42 | 38 | 38 | 42 | 42 | 38 | 36 |
| 42 | 42 | 30 | 42 | 32 | 38 | 35 | 32 | 30 | 38 |
| 31 | 37 | 38 | 31 | 38 | 36 | 42 | 38 | 42 | 38 |
| 36 | 31 | 33 | 35 | 35 | 31 | 37 | 33 | 36 | 32 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 30 | 31 | 32 | 33 | 35 | 36 | 37 | 38 | 42 |
| Frequency | 4 | 7 | 3 | 3 | 4 | 6 | 3 | 11 | 9 |
| Total | 120 | 217 | 96 | 140 |  | 213 | 111 | 418 | 378 |

Mean score=1792/50 = 35.84 Primary 4 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 42 | 44 | 43 | 48 | 48 | 41 | 44 | 43 | 41 | 42 |
| 43 | 48 | 50 | 42 | 44 | 50 | 46 | 46 | 46 | 44 |
| 44 | 50 | 38 | 44 | 50 | 40 | 43 | 46 | 40 | 50 |
| 44 | 43 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 43 |
| 38 | 44 | 48 | 40 | 48 | 39 | 44 | 44 | 48 | 40 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 46 | 48 | 50 |
| Frequency | 2 | 1 | 4 | 2 | 3 | 6 | 10 | 4 | 6 | 12 |
| Total | 76 | 39 | 160 | 82 | 126 | 258 | 440 | 184 | 288 | 600 |

Mean score=2253/50 = 45.06 Primary 5 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 42 | 46 | 46 | 42 | 45 | 49 | 43 | 45 | 46 | 42 |
| 45 | 49 | 51 | 50 | 51 | 50 | 51 | 52 | 50 | 50 |
| 45 | 50 | 50 | 43 | 52 | 46 | 52 | 45 | 52 | 46 |
| 49 | 42 | 51 | 50 | 51 | 52 | 51 | 52 | 43 | 50 |
| 43 | 47 | 46 | 45 | 49 | 45 | 42 | 49 | 50 | 45 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 42 | 43 | 45 | 46 | 49 | 50 | 51 | 52 |
| Frequency | 5 | 4 | 8 | 7 | 5 | 9 | 6 | 6 |
| Total | 210 | 172 | 360 | 322 | 245 | 450 | 306 | 312 |

Mean score=2377/50 = 47. 54 Primary 6 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 44 | 49 | 50 | 50 | 49 | 44 | 52 | 50 | 48 | 49 |
| 50 | 52 | 52 | 52 | 52 | 52 | 49 | 52 | 50 | 50 |
| 49 | 50 | 44 | 49 | 50 | 48 | 49 | 51 | 44 | 49 |
| 42 | 50 | 52 | 43 | 52 | 48 | 51 | 52 | 51 | 50 |
| 48 | 49 | 51 | 50 | 49 | 52 | 51 | 43 | 49 | 43 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 42 | 43 | 44 | 48 | 49 | 50 | 51 | 52 |
| Frequency | 1 | 3 | 4 | 4 | 11 | 9 | 7 | 11 |
| Total | 42 | 129 | 176 | 192 | 539 | 450 | 375 | 572 |

Mean score=2457/50 = 49.14

Immaculata Girls‟ Model Secondary School JSS 3 Students‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 77 | 86 | 81 | 90 | 80 | 79 | 89 | 86 | 83 | 85 |
| 91 | 89 | 91 | 89 | 86 | 92 | 83 | 81 | 89 | 89 |
| 91 | 83 | 86 | 81 | 77 | 86 | 90 | 89 | 86 | 77 |
| 86 | 92 | 78 | 90 | 91 | 89 | 90 | 79 | 89 | 89 |
| 89 | 81 | 91 | 89 | 79 | 86 | 83 | 86 | 77 | 86 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| class mark | 77 | 78 | 79 | 80 | 81 | 83 | 85 | 89 | 89 |
| frequency | 4 | 1 | 3 | 1 | 4 | 4 | 1 | 10 | 11 |
| Total | 302 | 78 | 237 | 80 | 324 | 332 | 85 | 860 | 999 |

Means scores = 4302 / 50 = 86.04

Immaculata Girls‟ Model Secondary School SS3 Students‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 95 | 88 | 89 | 92 | 92 | 95 | 87 | 95 | 93 | 92 |
| 89 | 85 | 90 | 88 | 89 | 89 | 90 | 87 | 88 | 88 |
| 92 | 88 | 87 | 95 | 88 | 87 | 89 | 89 | 90 | 90 |
| 88 | 89 | 85 | 88 | 89 | 95 | 92 | 90 | 92 | 85 |
| 95 | 90 | 92 | 93 | 90 | 91 | 88 | 96 | 89 | 90 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 85 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 95 |
| Frequency | 2 | 4 | 9 | 9 | 8 | 1 | 7 | 2 | 6 |
| Total | 170 | 348 | 792 | 801 | 720 | 91 | 644 | 186 | 570 |

Mean score=4322/50 = 86.44

Community Secondary School, Ihembosi JSS 3 Students‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 49 | 55 | 63 | 60 | 55 | 49 | 54 | 49 | 54 | 49 |
| 56 | 63 | 56 | 53 | 61 | 55 | 60 | 56 | 56 | 55 |
| 61 | 56 | 52 | 60 | 49 | 54 | 52 | 60 | 54 | 54 |
| 55 | 61 | 55 | 56 | 56 | 64 | 59 | 49 | 60 | 60 |
| 49 | 55 | 54 | 49 | 54 | 53 | 52 | 56 | 55 | 54 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 49 | 52 | 53 | 54 | 55 | 56 | 59 | 60 | 61 | 63 | 64 |
| Frequency | 8 | 4 | 2 | 7 | 8 | 8 | 1 | 6 | 3 | 2 | 1 |
| Total | 392 | 208 | 106 | 378 | 440 | 448 | 59 | 360 | 183 | 126 | 64 |

Mean score=2764/ 50= 55.28

Community Secondary School, Ihembosi SS 3 Students‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 63 | 75 | 63 | 75 | 57 | 62 | 59 | 59 | 62 | 74 |
| 75 | 57 | 74 | 73 | 62 | 73 | 57 | 68 | 68 | 78 |
| 63 | 74 | 63 | 57 | 72 | 57 | 57 | 63 | 63 | 73 |
| 75 | 74 | 75 | 73 | 51 | 78 | 73 | 78 | 67 | 74 |
| 57 | 75 | 60 | 73 | 63 | 68 | 66 | 62 | 63 | 63 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 57 | 58 | 59 | 60 | 62 | 63 | 66 | 67 | 68 |
| Frequency | 7 | 7 | 2 | 9 | 4 | 9 | 5 | 4 | 3 |
| Total | 399 | 406 | 118 | 240 | 248 | 567 | 330 | 268 | 204 |

Mean score=2800/ 50 = 56

Seat of Wisdom, Ozubulu JSS 3 Students‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 54 | 60 | 62 | 60 | 58 | 60 | 57 | 60 | 58 | 58 |
| 68 | 67 | 69 | 69 | 58 | 55 | 69 | 67 | 54 | 61 |
| 60 | 58 | 62 | 60 | 64 | 64 | 62 | 60 | 69 | 68 |
| 62 | 69 | 60 | 64 | 54 | 59 | 54 | 54 | 64 | 67 |
| 62 | 60 | 57 | 58 | 62 | 61 | 58 | 64 | 61 | 69 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 54 | 55 | 57 | 58 | 59 | 60 | 61 | 62 | 64 | 67 | 68 | 69 |
| Frequency | 5 | 1 | 2 | 7 | 1 | 9 | 3 | 6 | 5 | 3 | 2 | 6 |
| Total | 270 | 55 | 114 | 406 | 59 | 540 | 183 | 372 | 320 | 201 | 136 | 414 |

Mean score=3070 / 50 = 61.4

Seat of Wisdom School SS3 Students‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 80 | 63 | 56 | 80 | 60 | 61 | 74 | 56 | 63 | 80 |
| 78 | 60 | 78 | 66 | 63 | 78 | 75 | 75 | 60 | 75 |
| 60 | 78 | 77 | 78 | 77 | 56 | 80 | 65 | 77 | 60 |
| 77 | 63 | 66 | 59 | 69 | 77 | 74 | 77 | 75 | 77 |
| 56 | 60 | 80 | 66 | 77 | 63 | 60 | 56 | 63 | 80 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 56 | 59 | 60 | 61 | 63 | 65 | 66 | 69 | 74 |
| Frequency | 9 | 9 | 7 | 6 | 6 | 5 | 3 | 4 | 2 |
| Total | 504 | 531 | 420 | 366 | 378 | 325 | 198 | 376 | 148 |

Mean score=3146/50 = 62.92

Research Question 2: Part One

From the options in each bracket choose the word that suitably fills each gap.

* 1. May I know who your home work for you? (do, does)
  2. Last night, it heavily. (rains, rained)
  3. I know she mangoes and not cashew in Eke market. (sell, sells)
  4. Ike is always than Somadina. (happy, happier)
  5. My laptop is than yours. (better, good)
  6. Osawewe is than Oyemwen. (worse, worst)
  7. That was my moment in life. (best, better)
  8. I have an affidavit. (swore, sworn)
  9. Have you your salary for the month of August ? (received, receive)
  10. You have me a lot of trouble. (caused, caused)
  11. There are three in our class. (window, windows)
  12. God us wherever we are. (see, sees)
  13. I am to make a report to the principal. (going, gone)
  14. It is a pity that nobody \_ my story. (believed, beleived)
  15. The bursar her signature on every document. (appends, append)
  16. Hurray, my daddy bought me two .(bag, bags)
  17. She always out on people. (walks, walk)
  18. Between Uche and Ada who is . (wisest, wiser)
  19. You are the thing that has ever happened to me. (best, better)
  20. I felt so when I saw you here. (honour, honoured)

Give the continuous tense, past tense and past participle forms of the following verbs.

|  |  |  |  |
| --- | --- | --- | --- |
| Verb | Continuous tense | Past tense | Past participle |
| 21. Strike | striking | struck | stricken |
| 22. Shake | shaking | shook | shaken |
| 23. Weed | weeding | weeded | weeded |
| 24. Leave | leaving | left | left |
| 25. Crawl | crawling | crawled | crawled |
| 26. Shed | shedding | shedded | shedded |
| 27. Doubt | doubting | doubted | doubted |
| 28. Trust | trusting | trusted | trusted |
| 29. Shine | shining | shone | shone |
| 30. Delay | delaying | delayed | delayed |

Underline the correct option in each of the brackets.

1. My dictionary is more advanced than (Uzo, Uzo‟s)
2. There are seven \_ in Africa, you know. (rivers, river)
3. He his fees rather late. (pays, pay)
4. The principal every latecomer. (flog, flogs)
5. Juliet very much about sick people. (cares, care)
6. Each time he on a bicycle, either of two things happens. (ride, rides)
7. The ears are bleeding. (dog‟s, dogs)
8. automated teller machine card is missing. (Bursar‟s, Bursar)
9. I saw crew in the market. (Moses‟, Moses)
10. You need some form of relaxation after each work. (days‟, day‟s)

Tabulation of Scores

Research Question 2 Part: 1 On inflection

GWIS Primary 1 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 58 | 62 | 74 | 60 | 68 | 64 | 70 | 64 | 60 | 62 |
| 70 | 68 | 68 | 70 | 76 | 72 | 76 | 70 | 76 | 70 |
| 58 | 70 | 70 | 68 | 58 | 76 | 72 | 74 | 64 | 76 |
| 70 | 68 | 74 | 64 | 76 | 74 | 76 | 70 | 76 | 64 |
| 58 | 64 | 68 | 70 | 62 | 70 | 60 | 76 | 64 | 68 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 58 | 60 | 62 | 64 | 68 | 70 | 72 | 74 | 76 |
| Frequency | 4 | 3 | 3 | 7 | 7 | 11 | 2 | 4 | 9 |
| Total | 232 | 180 | 186 | 448 | 476 | 770 | 144 | 296 | 684 |

Mean score=3416/50 = 68.32

Primary 2 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 64 | 74 | 76 | 76 | 70 | 76 | 68 | 66 | 62 | 68 |
| 74 | 76 | 70 | 62 | 76 | 60 | 72 | 70 | 74 | 74 |
| 72 | 72 | 76 | 76 | 64 | 76 | 76 | 76 | 76 | 72 |
| 76 | 62 | 74 | 66 | 76 | 68 | 66 | 74 | 72 | 74 |
| 64 | 76 | 76 | 76 | 74 | 62 | 74 | 62 | 68 | 76 |

Mean score= 3664/50 = 73.28 Primary 3 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 60 | 62 | 64 | 66 | 68 | 70 | 72 | 74 | 76 |
| Frequency | 1 | 5 | 3 | 3 | 4 | 3 | 5 | 9 | 17 |
| Total | 60 | 310 | 192 | 198 | 272 | 210 | 360 | 666 | 1296 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 60 | 62 | 68 | 60 | 66 | 62 | 68 | 60 | 76 | 70 |
| 70 | 78 | 76 | 76 | 68 | 60 | 76 | 62 | 62 | 60 |
| 62 | 66 | 60 | 68 | 76 | 66 | 68 | 66 | 70 | 74 |
| 70 | 70 | 78 | 66 | 62 | 70 | 60 | 70 | 60 | 74 |
| 62 | 60 | 62 | 70 | 60 | 68 | 62 | 74 | 70 | 66 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 60 | 62 | 66 | 68 | 70 | 72 | 74 | 76 | 78 |
| Frequency | 1 | 2 | 2 | 3 | 5 | 2 | 8 | 12 | 15 |
| Total | 60 | 124 | 132 | 204 | 350 | 144 | 592 | 912 | 1170 |

Mean score=3688/50 = 73.76

Primary 4 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 78 | 72 | 78 | 64 | 64 | 76 | 70 | 74 | 80 | 76 |
| 68 | 64 | 68 | 72 | 78 | 64 | 64 | 68 | 70 | 70 |
| 70 | 66 | 74 | 64 | 74 | 68 | 80 | 72 | 66 | 74 |
| 68 | 64 | 66 | 80 | 64 | 66 | 72 | 66 | 82 | 68 |
| 78 | 72 | 70 | 66 | 78 | 70 | 74 | 76 | 64 | 66 |

Mean score=3824/50 = 76.92 Primary 5 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 64 | 66 | 68 | 70 | 72 | 74 | 76 | 78 | 80 | 82 |
| Frequency | 5 | 3 | 6 | 6 | 5 | 5 | 3 | 5 | 7 | 4 |
| Total | 320 | 462 | 408 | 420 | 360 | 370 | 228 | 390 | 560 | 328 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 70 | 72 | 84 | 76 | 86 | 86 | 72 | 78 | 72 | 78 |
| 78 | 84 | 76 | 78 | 70 | 70 | 78 | 76 | 86 | 76 |
| 76 | 70 | 78 | 70 | 86 | 82 | 72 | 84 | 70 | 70 |
| 84 | 78 | 78 | 82 | 72 | 86 | 80 | 78 | 78 | 78 |
| 72 | 72 | 70 | 76 | 72 | 76 | 70 | 72 | 76 | 86 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class Mark | 70 | 72 | 76 | 78 | 80 | 82 | 84 | 86 |
| Frequency | 4 | 5 | 8 | 11 | 1 | 2 | 8 | 11 |
| Total | 280 | 360 | 608 | 836 | 80 | 164 | 672 | 946 |

Mean score=3946/50 = 78.92

Primary 6 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 92 | 86 | 84 | 82 | 94 | 84 | 92 | 94 | 92 | 94 |
| 84 | 82 | 82 | 92 | 82 | 90 | 88 | 84 | 86 | 88 |
| 92 | 94 | 86 | 94 | 84 | 92 | 82 | 90 | 94 | 90 |
| 94 | 90 | 84 | 90 | 86 | 94 | 90 | 86 | 90 | 94 |
| 90 | 86 | 94 | 84 | 88 | 90 | 94 | 92 | 88 | 86 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Class Mark | 82 | 84 | 86 | 88 | 90 | 92 | 94 |
| Frequency | 5 | 7 | 7 | 4 | 9 | 7 | 11 |
| Total | 410 | 588 | 602 | 352 | 810 | 644 | 1034 |

Mean score=4440/50 = 88.8

Uhuobo Community Central School Primary 1 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 38 | 28 | 42 | 26 | 34 | 26 | 24 | 42 | 34 | 24 |
| 28 | 34 | 26 | 26 | 36 | 38 | 26 | 26 | 24 | 24 |
| 36 | 28 | 36 | 36 | 40 | 28 | 34 | 26 | 26 | 24 |
| 28 | 36 | 26 | 28 | 26 | 26 | 24 | 24 | 44 | 24 |
| 40 | 38 | 26 | 34 | 24 | 42 | 26 | 34 | 24 | 34 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class Mark | 24 | 26 | 28 | 34 | 36 | 38 | 40 | 42 | 44 |
| Frequency | 10 | 13 | 6 | 7 | 5 | 3 | 2 | 3 | 1 |
| Total | 240 | 338 | 168 | 238 | 180 | 114 | 80 | 126 | 44 |

Mean score=1528/50 = 30.56

Primary 2 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 38 | 30 | 28 | 26 | 36 | 28 | 38 | 28 | 34 | 44 |
| 30 | 28 | 26 | 42 | 30 | 32 | 30 | 34 | 26 | 28 |
| 28 | 32 | 36 | 28 | 34 | 26 | 36 | 26 | 36 | 34 |
| 30 | 26 | 26 | 30 | 32 | 30 | 44 | 26 | 28 | 30 |
| 36 | 28 | 40 | 28 | 38 | 32 | 28 | 30 | 34 | 26 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class Mark | 26 | 28 | 30 | 32 | 34 | 36 | 38 | 40 | 42 | 44 |
| Frequency | 9 | 11 | 9 | 4 | 5 | 5 | 3 | 1 | 1 | 2 |
| Total | 234 | 308 | 270 | 128 | 170 | 180 | 114 | 40 | 42 | 88 |

Mean score=1574/50 = 31.48

Primary 3 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 32 | 38 | 34 | 38 | 48 | 38 | 34 | 36 | 34 | 46 |
| 50 | 50 | 40 | 50 | 40 | 32 | 48 | 46 | 42 | 40 |
| 38 | 36 | 38 | 36 | 36 | 46 | 36 | 34 | 48 | 48 |
| 50 | 46 | 32 | 42 | 46 | 36 | 42 | 32 | 46 | 48 |
| 34 | 46 | 36 | 34 | 38 | 34 | 36 | 48 | 40 | 34 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class Mark | 32 | 34 | 36 | 38 | 40 | 42 | 46 | 48 | 50 |
| Frequency | 4 | 8 | 8 | 6 | 5 | 3 | 6 | 6 | 4 |
| Total | 128 | 272 | 288 | 228 | 200 | 126 | 276 | 288 | 200 |

Mean score=2006/ 50 = 40.12

Primary 4 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 50 | 52 | 40 | 42 | 50 | 48 | 52 | 50 | 40 | 52 |
| 34 | 38 | 34 | 52 | 34 | 38 | 34 | 46 | 34 | 38 |
| 42 | 44 | 52 | 42 | 38 | 52 | 40 | 34 | 38 | 50 |
| 40 | 38 | 40 | 34 | 46 | 34 | 34 | 38 | 52 | 40 |
| 50 | 42 | 46 | 50 | 50 | 46 | 48 | 48 | 34 | 50 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class Mark | 34 | 38 | 40 | 42 | 44 | 46 | 48 | 50 | 52 |
| Frequency | 10 | 7 | 6 | 4 | 1 | 4 | 2 | 9 | 7 |
| Total | 340 | 266 | 240 | 168 | 44 | 184 | 96 | 450 | 364 |

Mean score=2152/ 50 = 43.04

Primary 5 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 50 | 40 | 44 | 40 | 52 | 46 | 44 | 42 | 46 | 46 |
| 44 | 48 | 40 | 40 | 42 | 40 | 48 | 42 | 40 | 42 |
| 40 | 40 | 42 | 46 | 48 | 44 | 40 | 56 | 44 | 44 |
| 40 | 40 | 40 | 40 | 40 | 40 | 42 | 40 | 42 | 42 |
| 48 | 44 | 52 | 44 | 44 | 54 | 46 | 44 | 46 | 48 |

Mean score=2196/50 = 43.92l Primary 6 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 40 | 42 | 44 | 46 | 48 | 50 | 52 | 54 | 56 |
| Frequency | 16 | 8 | 10 | 6 | 5 | 1 | 2 | 1 | 1 |
| Total | 640 | 336 | 440 | 276 | 240 | 50 | 104 | 54 | 56 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 42 | 42 | 46 | 40 | 44 | 42 | 44 | 42 | 48 | 40 |
| 56 | 56 | 56 | 50 | 48 | 40 | 54 | 40 | 52 | 44 |
| 40 | 52 | 42 | 46 | 42 | 54 | 46 | 44 | 50 | 54 |
| 56 | 56 | 52 | 48 | 56 | 46 | 40 | 54 | 40 | 52 |
| 46 | 46 | 40 | 44 | 40 | 44 | 42 | 48 | 42 | 44 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 40 | 42 | 44 | 46 | 48 | 50 | 52 | 54 | 56 |
| Frequency | 9 | 8 | 7 | 6 | 4 | 2 | 4 | 4 | 6 |
| Total | 360 | 336 | 308 | 276 | 192 | 100 | 208 | 216 | 336 |

Mean score=2332/50 = 46. 64

Part Two

Change the words in the brackets to the right forms so that they may suitably fill the gaps. Here is an example for you:

I do not like my friendship with her. (friend)

1. These recreational facilities are for your . (enjoy)-enjoyment
2. I like the blanket because it gives . (warm)- warmth
3. The weather is . (sun)- sunny
4. He was flogged for his \_ .(fail)- failure
5. My friend, Uzo is not .(rely)- reliable
6. I learnt of your to sing. (refuse)- refusal
7. The pupils are quite .(identity)- identical
8. My phone has no . (sign)- signal
9. She is in good . (heal)- health
10. He is much loves for his .(obey) -obedience
11. We all agreed to take the . (decide)- decision
12. I do not have to give any .(explain)- explanation
13. Get ready for . (revise)- revision
14. We need some more . (attach)- attachment
15. Who are the .(benefit)- beneficiaries
16. He did not show her any . (appreciate)- appreciation
17. I have heard about the .(recover)- recovery
18. We listened to the . (comment)- commentary
19. He has no .(object)- objection
20. The governor issued a command on . (tax)- taxation Change the words in brackets to the correct part of speech in order that they may

suitably fill the gaps in the sentences. Here is an example for you: To stop breathing means to .(death)- die

1. To notice or become aware of something means to . (perception)-perceive
2. To come together as a group means to . (assembly)- assemble
3. To give a test in order to see how much pupils or students know about a subject means to .(examination)- examine
4. To watch or check something over a period of time in order to see how it develops means .(supervision)- supervise
5. To say a poem piece of literature or any other thing that has been learned to an audience means to . (recitation)- recite
6. To give a piece of advice, especially by an elder person or expert means to

.(counselor)- counsel

1. To make somebody feel sad because something that he hopes for or expects to happen does not happen or is not as good as he hoped means to . (disappointment)- disappoint
2. Two things that look alike are said to be . (similarity) – similar
3. To deal with something that is painful or unpleasant without complaining means to

.(endurance)- endure

1. To always tell the truth means to be . (honesty)- honest
2. To examine and form an opinion of someone means to . (appraisal)- appraise
3. To tell or show somebody how to get somewhere to go means to .\_ (direction)- direct
4. To make someone feel admiration for you means to . (impression)- impress
5. To change something slightly in order to make it work means to . (adjustment)- adjust
6. To cause to become greater in size, number or become important means to . (expansion)- expand
7. To eat or drink something means to .(consumption)- consume
8. To allow someone do something or allow something to happen means to .

.(permission)- permit

1. To make sure that somebody or something is not harmed means to . (protection)- protect
2. To take air into your lungs as you breathe means to .(inhalation)- inhale
3. To say that somebody has done something wrong or is guilty of something means to

.(accusation)- accuse

Tabulation of Scores

GWIS Primary 1 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 52 | 46 | 52 | 54 | 46 | 52 | 54 | 50 | 46 | 46 |
| 58 | 54 | 52 | 56 | 54 | 46 | 56 | 58 | 56 | 54 |
| 50 | 50 | 46 | 50 | 52 | 46 | 50 | 54 | 50 | 56 |
| 54 | 52 | 46 | 52 | 58 | 46 | 52 | 50 | 50 | 54 |
| 56 | 46 | 52 | 54 | 56 | 46 | 54 | 54 | 56 | 58 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| class mark | 46 | 50 | 52 | 54 | 56 | 58 |
| Freq | 11 | 8 | 9 | 11 | 7 | 4 |
| Total | 506 | 400 | 468 | 594 | 392 | 232 |

Mean score=2592/50= 51.84 Primary 2 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 58 | 54 | 50 | 48 | 60 | 46 | 56 | 60 | 56 |
| 50 | 50 | 48 | 54 | 46 | 52 | 60 | 52 | 46 |
| 48 | 50 | 54 | 62 | 52 | 58 | 54 | 54 | 62 |
| 48 | 50 | 50 | 58 | 54 | 52 | 52 | 46 | 46 |
| 54 | 60 | 50 | 46 | 56 | 46 | 54 | 60 | 54 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| class mark | 46 | 48 | 50 | 52 | 54 | 56 | 58 | 60 | 62 |
| Freq | 8 | 4 | 7 | 7 | 9 | 4 | 4 | 5 | 2 |
| Total | 368 | 192 | 350 | 364 | 486 | 224 | 232 | 300 | 124 |

Mean score=2640/50= 52.8

Primary 3 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 62 | 66 | 56 | 60 | 64 | 58 | 62 | 52 | 58 | 52 |
| 56 | 58 | 66 | 64 | 50 | 64 | 64 | 64 | 56 | 66 |
| 66 | 64 | 62 | 58 | 66 | 56 | 58 | 64 | 66 | 64 |
| 64 | 66 | 64 | 66 | 64 | 66 | 52 | 64 | 58 | 60 |
| 58 | 50 | 66 | 60 | 56 | 62 | 64 | 56 | 52 | 66 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| class mark | 50 | 52 | 56 | 58 | 60 | 62 | 64 | 66 |
| freq | 2 | 4 | 6 | 7 | 3 | 4 | 13 | 11 |
| Total | 100 | 208 | 336 | 406 | 180 | 248 | 704 | 660 |

Mean score=2842/50=56.84

Primary 4 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 52 | 60 | 58 | 52 | 58 | 46 | 56 | 50 | 60 | 52 |
| 60 | 46 | 62 | 60 | 60 | 60 | 56 | 62 | 46 | 56 |
| 56 | 62 | 56 | 48 | 58 | 46 | 62 | 52 | 62 | 60 |
| 62 | 52 | 60 | 60 | 56 | 62 | 56 | 58 | 60 | 46 |
| 50 | 60 | 62 | 58 | 50 | 58 | 52 | 56 | 56 | 62 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| class mark | 46 | 48 | 50 | 52 | 56 | 58 | 60 | 62 |
| freq | 5 | 1 | 3 | 6 | 9 | 6 | 11 | 9 |
| Total | 230 | 48 | 150 | 313 | 504 | 348 | 660 | 558 |

Mean score=2920/50 = 58.4 Primary 5 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 60 | 66 | 52 | 66 | 58 | 64 | 56 | 64 | 58 | 64 |
| 64 | 66 | 64 | 56 | 66 | 60 | 66 | 62 | 64 | 56 |
| 48 | 66 | 58 | 66 | 50 | 66 | 64 | 66 | 66 | 66 |
| 64 | 64 | 66 | 60 | 66 | 66 | 66 | 52 | 64 | 64 |
| 58 | 66 | 52 | 48 | 64 | 56 | 54 | 64 | 58 | 66 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 48 | 50 | 52 | 54 | 56 | 58 | 60 | 62 | 64 | 66 |
| Frequency | 2 | 1 | 3 | 1 | 4 | 5 | 3 | 1 | 13 | 17 |
| Total | 96 | 50 | 156 | 54 | 224 | 290 | 180 | 62 | 832 | 11222 |

Mean score=3066/50=61.32

Primary 6 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 80 | 72 | 82 | 76 | 78 | 70 | 78 | 78 | 70 | 74 |
| 66 | 80 | 72 | 80 | 82 | 82 | 82 | 82 | 80 | 82 |
| 82 | 78 | 82 | 66 | 72 | 80 | 68 | 78 | 82 | 80 |
| 78 | 82 | 78 | 82 | 82 | 82 | 82 | 82 | 80 | 70 |
| 72 | 66 | 80 | 78 | 70 | 80 | 76 | 78 | 70 | 82 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| class mark | 66 | 68 | 70 | 72 | 74 | 76 | 78 | 80 | 82 |
| freq | 3 | 1 | 5 | 4 | 1 | 2 | 9 | 9 | 16 |
| Total | 198 | 68 | 350 | 288 | 74 | 152 | 702 | 720 | 1312 |

Mean score=3864/50=77.28

Part Three

Split the following words into their constituent morphemes and indicate whether new forms or lexemes were created where applicable. Here is an example for you:

Congratulations – congratulate – ion –s

|  |  |  |
| --- | --- | --- |
| Words | constituent morphemes | lexeme or form |
| 1. Digestion | digest + ion | new lexeme |
| 2. Materialize | material + ize | “ |
| 3. Behaviour | behav + iour | “ |
| 4. Involvement | involve + ment | “ |
| 5. Mildest | mild + est | new form |
| 6. Package | pack + age | new lexeme |
| 7. Assessment | assess + ment | “ |
| 8. Player | play + er | “ |
| 9. Knew | know + past tense | new form |
| 10. Singing | sing + ing | “ |
| 11. Manager | manag + er | new lexeme |
| 12. Robots | robot + s | new form |
| 13. Slimmest | slim + est | “ |
| 14. Brewery | brew + ery | new lexeme |
| 15. Reduction | reduct + tion | “ |
| 16. Lived | liv + ed | new form |
| 17. Promotions | promot + ion + s | new lexeme |
| 18. Worrying | worry + ing | new form |
| 19. Goes | go + es | “ |
| 20. Disturbance | disturb + ance | new lexeme |

21. Woke wake + past tense new form

|  |  |  |
| --- | --- | --- |
| 22. Greater | great + er | “ |
| 23. Bicycles | bicycle + s | “ |
| 24. Members | member + s | “ |
| 25. Creditor | credit + or | new form |
| 26. Dancing | danc + ing | new form |
| 27. Revision | revis + ion | new lexeme |
| 28. Planets | planet + s | new form |
| 29. Advancement | advance + ment | new lexeme |
| 30. Seizure | seiz + ure | “ |
| 31. Grouping | group + ing | new form |
| 32. Monkey‟s | monkey +‟s | “ |
| 33. Thinks | think + s | “ |
| 34. Weeding | weed + ing | “ |
| 35. Fusion | fus + ion | new lexeme |
| 36. Bulb‟s | bulb +‟s | new form |
| 37. Masters | master + s | “ |
| 38. Production | produc + t + ion | new lexeme |
| 39. Withdrawal | withdraw + al | “ |
| 40. Learning | learn + ing | new form |

Tabulation of Scores Research question 2 Part 3 On segmentation

Primary 1 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 26 | 28 | 27 | 29 | 29 | 26 | 26 | 26 | 27 | 28 |
| 31 | 30 | 29 | 32 | 33 | 32 | 28 | 31 | 30 | 26 |
| 29 | 32 | 26 | 32 | 27 | 26 | 30 | 29 | 32 | 30 |
| 28 | 28 | 31 | 28 | 30 | 30 | 28 | 31 | 28 | 27 |
| 26 | 27 | 29 | 26 | 26 | 28 | 29 | 26 | 30 | 33 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |
| Frequency | 11 | 5 | 9 | 7 | 7 | 4 | 5 | 2 |
| Total | 286 | 135 | 252 | 203 | 210 | 124 | 160 | 66 |

Mean score=1436/50 = 28.72 Primary 2 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 26 | 29 | 32 | 31 | 26 | 33 | 29 | 26 | 30 | 32 |
| 35 | 32 | 28 | 33 | 35 | 28 | 34 | 34 | 35 | 28 |
| 30 | 34 | 31 | 34 | 30 | 35 | 35 | 33 | 31 | 31 |
| 35 | 33 | 26 | 32 | 34 | 31 | 33 | 35 | 34 | 33 |
| 28 | 31 | 29 | 31 | 29 | 26 | 32 | 28 | 29 | 26 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 26 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 |
| Frequency | 6 | 5 | 5 | 3 | 7 | 5 | 6 | 6 | 7 |
| Total | 156 | 140 | 145 | 90 | 217 | 160 | 198 | 204 | 245 |

Mean score=1555/50 = 31.1 Primary 3 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 29 | 31 | 31 | 29 | 31 | 35 | 31 | 38 | 35 | 36 |
| 38 | 36 | 38 | 38 | 32 | 29 | 38 | 29 | 37 | 38 |
| 31 | 32 | 29 | 32 | 36 | 37 | 32 | 37 | 36 | 38 |
| 37 | 35 | 37 | 38 | 29 | 32 | 37 | 32 | 29 | 38 |
| 35 | 29 | 32 | 31 | 35 | 31 | 29 | 31 | 38 | 35 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 29 | 31 | 32 | 35 | 36 | 37 | 38 |
| Frequency | 9 | 8 | 7 | 6 | 4 | 6 | 10 |
| Total | 261 | 248 | 224 | 210 | 144 | 222 | 380 |

Mean score=1689/50 = 33.78

Primary 4 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 30 | 38 | 42 | 30 | 32 | 40 | 38 | 36 | 41 | 35 |
| 38 | 42 | 40 | 36 | 42 | 42 | 41 | 30 | 41 | 41 |
| 42 | 42 | 35 | 42 | 35 | 34 | 41 | 41 | 35 | 38 |
| 36 | 42 | 36 | 38 | 30 | 42 | 36 | 41 | 41 | 30 |
| 42 | 30 | 42 | 32 | 42 | 36 | 32 | 35 | 40 | 36 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 30 | 32 | 34 | 35 | 36 | 38 | 40 | 41 | 42 |
| Frequency | 6 | 3 | 1 | 5 | 7 | 5 | 3 | 8 | 12 |
| Total | 180 | 96 | 34 | 1 | 175 | 252 | 190 | 120 | 504 |

Mean score=1879/50 = 37.38 Primary 5 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 33 | 37 | 34 | 41 | 38 | 36 | 45 | 36 | 481 | 33 |
| 41 | 44 | 45 | 38 | 40 | 45 | 33 | 38 | 45 | 44 |
| 44 | 34 | 38 | 45 | 36 | 44 | 37 | 44 | 34 | 34 |
| 40 | 45 | 41 | 45 | 45 | 41 | 44 | 40 | 44 | 41 |
| 34 | 37 | 36 | 33 | 44 | 36 | 38 | 34 | 33 | 36 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 33 | 34 | 36 | 37 | 38 | 40 | 41 | 44 | 45 |
| Frequency | 5 | 6 | 6 | 3 | 5 | 3 | 6 | 8 | 8 |
| Total | 165 | 204 | 216 | 111 | 190 | 120 | 246 | 352 | 360 |

Mean score =1964/50 = 39.28 Primary 6 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 39 | 48 | 40 | 54 | 581 | 39 | 38 | 44 | 46 | 48 |
| 54 | 54 | 54 | 37 | 46 | 54 | 48 | 51 | 54 | 37 |
| 46 | 51 | 46 | 48 | 43 | 51 | 46 | 54 | 48 | 46 |
| 51 | 48 | 51 | 46 | 54 | 48 | 54 | 46 | 54 | 44 |
| 37 | 39 | 38 | 48 | 39 | 40 | 38 | 51 | 46 | 38 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 37 | 38 | 39 | 40 | 43 | 44 | 46 | 48 | 51 | 54 |
| Frequency | 3 | 4 | 4 | 2 | 1 | 2 | 9 | 8 | 7 | 10 |
| Total | 111 | 152 | 156 | 80 | 43 | 88 | 414 | 384 | 357 | 540 |

Mean score=2325 / 50 = 46.5

Uhuobo Community Central School, Okija Primary 1 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 11 | 15 | 12 | 11 | 12 | 11 | 11 | 11 | 11 | 11 |
| 21 | 13 | 20 | 15 | 14 | 17 | 13 | 15 | 17 | 13 |
| 11 | 15 | 11 | 14 | 11 | 12 | 12 | 14 | 12 | 18 |
| 14 | 13 | 20 | 12 | 20 | 15 | 11 | 11 | 13 | 17 |
| 12 | 11 | 12 | 11 | 12 | 11 | 13 | 17 | 11 | 11 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 11 | 12 | 13 | 14 | 15 | 17 | 18 | 20 | 21 |
| Frequency | 17 | 9 | 6 | 4 | 5 | 4 | 1 | 3 | 1 |
| Total | 187 | 108 | 78 | 56 | 75 | 68 | 18 | 60 | 21 |

Mean score=671/50 = 13.42 Primary 2 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 14 | 21 | 20 | 13 | 12 | 20 | 19 | 20 | 21 | 22 |
| 12 | 13 | 14 | 12 | 16 | 12 | 13 | 12 | 12 | 16 |
| 19 | 12 | 12 | 19 | 13 | 19 | 21 | 13 | 13 | 20 |
| 13 | 13 | 13 | 21 | 14 | 12 | 12 | 16 | 2013 |  |
| 14 | 20 | 20 | 14 | 20 | 15 | 20 | 22 | 12 | 21 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 12 | 13 | 14 | 15 | 16 | 19 | 20 | 21 | 22 |
| Frequency | 11 | 10 | 5 | 1 | 3 | 4 | 9 | 5 | 2 |
| Total | 132 | 130 | 70 | 15 | 48 | 76 | 180 | 105 | 44 |

Mean score=800/50 =16 Primary 3 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 15 | 19 | 16 | 20 | 15 | 22 | 15 | 18 | 19 | 18 |
| 20 | 24 | 15 | 17 | 18 | 19 | 20 | 16 | 15 | 20 |
| 17 | 22 | 19 | 16 | 19 | 16 | 22 | 19 | 20 | 16 |
| 22 | 20 | 24 | 22 | 18 | 20 | 17 | 19 | 19 | 19 |
| 15 | 16 | 19 | 15 | 24 | 15 | 19 | 15 | 16 | 18 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 15 | 16 | 17 | 18 | 19 | 20 | 22 | 24 |
| Frequency | 9 | 7 | 3 | 5 | 11 | 7 | 5 | 3 |
| Total | 135 | 112 | 51 | 90 | 209 | 140 | 110 | 72 |

Mean score= 919/50 = 18.38

Primary 4 Pupils‟ Score

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 23 | 19 | 16 | 17 | 16 | 23 | 19 | 25 | 19 | 19 |
| 18 | 16 | 23 | 19 | 24 | 17 | 18 | 17 | 23 | 16 |
| 19 | 23 | 17 | 18 | 18 | 19 | 23 | 19 | 17 | 23 |
| 16 | 18 | 19 | 16 | 19 | 18 | 17 | 18 | 18 | 18 |
| 23 | 19 | 17 | 23 | 25 | 23 | 19 | 23 | 27 | 19 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 16 | 17 | 18 | 19 | 23 | 24 | 25 | 27 |
| Frequency | 6 | 7 | 9 | 13 | 11 | 1 | 2 | 1 |
| Total | 96 | 119 | 162 | 247 | 253 | 24 | 50 | 27 |

Mean score=978/50 =19.56 Primary 5 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 19 | 19 | 17 | 27 | 28 | 19 | 22 | 28 | 19 | 24 |
| 27 | 22 | 24 | 22 | 21 | 22 | 17 | 18 | 28 | 28 |
| 22 | 27 | 19 | 24 | 24 | 24 | 24 | 24 | 22 | 21 |
| 24 | 21 | 28 | 28 | 16 | 22 | 21 | 28 | 24 | 17 |
| 18 | 24 | 27 | 18 | 27 | 19 | 21 | 22 | 21 | 28 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 16 | 17 | 18 | 19 | 21 | 22 | 24 | 27 | 28 |
| Frequency | 1 | 3 | 3 | 6 | 6 | 8 | 10 | 5 | 8 |
| Total | 16 | 51 | 54 | 114 | 126 | 176 | 240 | 135 | 224 |

Mean score=1136/50 = 22.72 Primary 6 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 28 | 25 | 27 | 21 | 21 | 31 | 27 | 24 | 22 | 25 |
| 22 | 19 | 22 | 24 | 28 | 22 | 31 | 22 | 19 | 21 |
| 19 | 21 | 28 | 22 | 27 | 25 | 21 | 25 | 21 | 19 |
| 21 | 22 | 21 | 31 | 22 | 21 | 22 | 19 | 19 | 21 |
| 25 | 28 | 25 | 31 | 27 | 31 | 24 | 21 | 31 | 25 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 19 | 21 | 22 | 24 | 25 | 27 | 28 | 31 |
| Frequency | 6 | 11 | 9 | 3 | 7 | 4 | 4 | 6 |
| Total | 114 | 231 | 198 | 72 | 175 | 108 | 112 | 186 |

Mean score=1196/50 = 23.92

Part 4

State how many morphemes there are in each of the following words and indicate whether each of the word endings is a morpheme or an integral part of the spelling of the word. Here is an example:

Saviour 2 morphemes morpheme

|  |  |  |
| --- | --- | --- |
| Words | No. of morphemes | relationship |
| 1. Dancer | 2 | morpheme |
| 2. Singer | 3 | morpheme |
| 3. Speaker | 2 | morpheme |
| 4. Revolving | 2 | morpheme |
| 5. Drawer | 1 | no |
| 6. Hammers | 2 | morpheme |
| 7. Filled | 2 | “ |
| 8. Weeding | 2 | “ |
| 9. Fiction | 1 | no |
| 10. Hawker | 2 | morpheme |
| 11. Ranger | 1 | no |
| 12. Broker | 1 | no |
| 13. Defender‟s | 3 | morpheme |
| 14. Reads | 2 | morpheme |
| 15. Danger | 1 | no |
| 16. Reception | 2 | morpheme |
| 17. Scorer | 2 | “ |
| 18. Weaker | 2 | “ |
| 19. Winter | 1 | no |

|  |  |  |
| --- | --- | --- |
| 20. Believes | 2 | morpheme |
| 21. Weather | 1 | no |
| 22. Fidelity | 1 | no |
| 23. Steamer | 2 | morpheme |
| 24. Manager | 2 | “ |
| 25. Auction | 1 | “ |
| 26. Filter | 1 | “ |
| 27. Wrestling | 2 | morpheme |
| 28. Goes | 2 | morpheme |
| 29. Checked | 2 | “ |
| 30. Action | 2 | “ |
| 31. Jumping | 2 | “ |
| 32. Restrictions | 3 | ” |
| 33. Stronger | 2 | “ |
| 34. Slimmest | 2 | “ |
| 35. Lowest | 2 | “ |
| 36. Bought | 2 | “ |
| 37. Dreams | 2 | ” |
| 38. Stole | 2 | “ |
| 39. Royalty | 2 | “ |
| 40. weaken | 2 | “ |

Tabulation of Scores

Research Question2 Part 4 On word families

GWIS Primary 1 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 32 | 36 | 34 | 32 | 34 | 38 | 34 | 32 | 34 | 34 |
| 38 | 38 | 38 | 38 | 32 | 40 | 46 | 48 | 42 | 32 |
| 34 | 32 | 40 | 36 | 36 | 34 | 32 | 42 | 34 | 38 |
| 32 | 48 | 32 | 40 | 38 | 40 | 34 | 34 | 38 | 40 |
| 36 | 36 | 42 | 34 | 34 | 34 | 32 | 38 | 32 | 32 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| class mark | 32 | 34 | 36 | 38 | 40 | 42 | 46 | 48 |
| frequency | 12 | 12 | 6 | 9 | 5 | 3 | 1 | 2 |
| Total | 384 | 408 | 216 | 342 | 200 | 86 | 46 | 96 |

Mean score=1778/50 = 35.56 Primary 2 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 36 | 32 | 36 | 50 | 34 | 32 | 34 | 38 | 34 | 46 |
| 30 | 46 | 46 | 36 | 50 | 50 | 50 | 46 | 50 | 44 |
| 46 | 36 | 32 | 46 | 40 | 30 | 34 | 36 | 46 | 36 |
| 50 | 46 | 50 | 50 | 46 | 36 | 46 | 34 | 38 | 34 |
| 32 | 32 | 36 | 34 | 32 | 50 | 32 | 40 | 34 | 46 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| class mark | 30 | 32 | 34 | 36 | 38 | 40 | 44 | 46 | 50 |
| frequency | 2 | 7 | 8 | 8 | 2 | 2 | 1 | 11 | 9 |
| Total | 60 | 224 | 272 | 288 | 76 | 80 | 44 | 506 | 450 |

Mean score=2000/50 = 40 Primary 3 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 38 | 50 | 44 | 46 | 42 | 50 | 48 | 44 | 44 | 48 |
| 38 | 46 | 40 | 54 | 50 | 50 | 40 | 54 | 50 | 46 |
| 46 | 50 | 50 | 44 | 46 | 48 | 54 | 54 | 46 | 54 |
| 44 | 40 | 38 | 50 | 50 | 40 | 46 | 48 | 48 | 48 |
| 50 | 50 | 46 | 46 | 40 | 54 | 48 | 44 | 44 | 46 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| class mark | 38 | 40 | 42 | 44 | 46 | 48 | 50 | 54 |
| frequency | 3 | 5 | 1 | 7 | 10 | 7 | 11 | 6 |
| Total | 114 | 200 | 42 | 308 | 460 | 336 | 550 | 324 |

Mean score=2334/50= 46.6

Primary 4 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 64 | 62 | 58 | 66 | 62 | 62 | 68 | 68 | 64 | 62 |
| 58 | 66 | 62 | 50 | 66 | 54 | 58 | 54 | 56 | 64 |
| 68 | 50 | 64 | 56 | 64 | 58 | 66 | 64 | 62 | 64 |
| 64 | 62 | 68 | 66 | 52 | 64 | 64 | 62 | 64 | 58 |
| 58 | 66 | 56 | 62 | 66 | 54 | 62 | 58 | 56 | 68 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| class mark | 50 | 52 | 54 | 56 | 58 | 62 | 64 | 66 | 68 |
| Frequency | 2 | 1 | 3 | 4 | 7 | 10 | 11 | 7 | 5 |
| Total | 100 | 52 | 162 | 224 | 406 | 620 | 704 | 462 | 340 |

Mean score=3070/50 = 61.4 Primary 5 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 64 | 70 | 66 | 76 | 74 | 66 | 74 | 66 | 68 | 68 |
| 66 | 74 | 64 | 64 | 66 | 64 | 76 | 72 | 66 | 76 |
| 76 | 72 | 74 | 68 | 74 | 74 | 68 | 70 | 64 | 72 |
| 76 | 76 | 70 | 70 | 68 | 76 | 64 | 68 | 70 | 66 |
| 74 | 66 | 70 | 66 | 64 | 68 | 66 | 66 | 68 | 64 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| class mark | 64 | 66 | 68 | 70 | 72 | 74 | 76 |
| frequency | 8 | 11 | 8 | 6 | 3 | 7 | 7 |
| Total | 512 | 726 | 544 | 420 | 216 | 518 | 456 |

Mean score=3392/50 = 67.84 Primary 6 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 72 | 74 | 78 | 74 | 76 | 80 | 76 | 78 | 74 | 72 |
| 76 | 76 | 76 | 80 | 74 | 82 | 74 | 72 | 80 | 80 |
| 78 | 72 | 76 | 78 | 76 | 78 | 72 | 80 | 74 | 76 |
| 76 | 78 | 72 | 82 | 76 | 76 | 80 | 76 | 72 | 84 |
| 74 | 76 | 74 | 78 | 72 | 74 | 78 | 74 | 78 | 74 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| class mark | 72 | 74 | 76 | 78 | 80 | 82 | 84 |
| frequency | 8 | 11 | 14 | 8 | 6 | 2 | 1 |
| Total | 576 | 814 | 1064 | 624 | 480 | 164 | 84 |

Mean score=3746/50 = 74.92

Uhuobo Community Primary1 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 18 | 18 | 18 | 26 | 20 | 28 | 18 | 22 | 18 | 26 |
| 20 | 22 | 24 | 20 | 28 | 18 | 24 | 18 | 20 | 22 |
| 28 | 20 | 20 | 22 | 22 | 18 | 18 | 20 | 22 | 18 |
| 26 | 18 | 22 | 28 | 18 | 24 | 22 | 26 | 26 | 20 |
| 24 | 24 | 20 | 18 | 24 | 20 | 20 | 22 | 18 | 20 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| class mark | 18 | 20 | 22 | 24 | 26 | 28 |
| frequency | 14 | 12 | 9 | 6 | 4 | 5 |
| Total | 252 | 240 | 198 | 144 | 104 | 140 |

Mean score=1078/50 = 21.56 Primary 2Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 18 | 20 | 20 | 28 | 20 | 28 | 18 | 20 | 20 | 26 |
| 28 | 26 | 18 | 22 | 28 | 18 | 20 | 28 | 24 | 18 |
| 22 | 18 | 22 | 26 | 22 | 22 | 24 | 24 | 22 | 28 |
| 26 | 26 | 24 | 18 | 24 | 20 | 26 | 22 | 18 | 20 |
| 20 | 22 | 24 | 20 | 20 | 26 | 22 | 18 | 26 | 24 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| class mark | 18 | 20 | 22 | 24 | 26 | 28 |
| frequency | 9 | 11 | 9 | 7 | 8 | 6 |
| Total | 162 | 220 | 198 | 168 | 208 | 168 |

Mean score=1124/50 = 22.48 Primary 3 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 36 | 36 | 24 | 32 | 26 | 32 | 34 | 30 | 26 | 34 |
| 24 | 24 | 26 | 30 | 30 | 30 | 34 | 34 | 24 | 26 |
| 36 | 36 | 36 | 24 | 34 | 26 | 26 | 32 | 30 | 32 |
| 30 | 26 | 30 | 32 | 32 | 24 | 32 | 30 | 32 | 30 |
| 36 | 24 | 26 | 26 | 26 | 34 | 30 | 24 | 26 | 24 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| class mark | 24 | 26 | 30 | 32 | 34 | 36 |
| frequency | 9 | 11 | 10 | 8 | 6 | 6 |
| Total | 216 | 286 | 300 | 256 | 204 | 216 |

Mean score=1478/ 50 = 29.56 Primary 4 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 28 | 32 | 36 | 30 | 32 | 40 | 46 | 30 | 34 | 46 |
| 40 | 36 | 40 | 36 | 36 | 46 | 28 | 36 | 32 | 36 |
| 34 | 34 | 42 | 28 | 42 | 42 | 32 | 34 | 36 | 40 |
| 40 | 34 | 42 | 34 | 34 | 36 | 36 | 40 | 40 | 34 |
| 36 | 32 | 36 | 42 | 30 | 34 | 32 | 30 | 46 | 32 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 28 | 30 | 32 | 34 | 36 | 40 | 42 | 46 |
| Frequency | 3 | 4 | 7 | 9 | 11 | 7 | 5 | 4 |
| Total | 84 | 120 | 224 | 306 | 396 | 280 | 210 | 184 |

Mean score=1804/50 = 36.08

Primary 5 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 38 | 36 | 32 | 48 | 38 | 40 | 32 | 50 | 38 | 50 |
| 38 | 44 | 44 | 50 | 48 | 38 | 44 | 38 | 50 | 38 |
| 50 | 38 | 50 | 48 | 36 | 50 | 38 | 36 | 50 | 36 |
| 36 | 44 | 38 | 38 | 38 | 32 | 40 | 48 | 48 | 50 |
| 44 | 30 | 50 | 40 | 32 | 50 | 34 | 40 | 38 | 38 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 30 | 32 | 34 | 36 | 38 | 40 | 44 | 48 | 50 |
| Frequency | 1 | 4 | 5 | 14 | 4 | 5 | 5 | 11 | 11 |
| Total | 30 | 128 | 34 | 180 | 532 | 80 | 220 | 240 | 550 |

Mean score=1994/50 - 39.88 Primary 6 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 42 | 50 | 40 | 40 | 42 | 36 | 50 | 40 | 34 | 30 |
| 38 | 40 | 54 | 38 | 46 | 38 | 46 | 38 | 54 | 46 |
| 38 | 50 | 50 | 38 | 54 | 52 | 40 | 42 | 38 | 50 |
| 40 | 46 | 42 | 40 | 36 | 42 | 50 | 46 | 40 | 54 |
| 50 | 52 | 46 | 52 | 50 | 38 | 50 | 46 | 36 | 40 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 30 | 34 | 36 | 38 | 40 | 42 | 46 | 50 | 52 | 54 |
| Frequency | 1 | 1 | 3 | 8 | 9 | 5 | 7 | 9 | 3 | 4 |
| Total | 30 | 34 | 108 | 304 | 360 | 210 | 322 | 450 | 156 | 216 |

Mean score=2184/50 = 43.68

Part Five

Give the part of speech of the following words as well as provide their base forms. Here is an example. Healthy – adjective – health

|  |  |  |
| --- | --- | --- |
| Words | part of speech | base |
| 1. Growth | noun | grow |
| 2. Management | noun | manager |
| 3. Expiration | noun | expire |
| 4. Regularize | verb | regular |
| 5. Ownership | noun | own |
| 6. Acidify | verb | acid |
| 7. Glorify | verb | glory |
| 8. Preacher | noun | preach |
| 9. Remember | verb | remember |
| 10. Strengthen | verb | strength |
| 11. Atonement | noun | atone |
| 12. Organization | noun | organize |
| 13. Vaccination | noun | vaccine |
| 14. Adoration | noun | adore |
| 15. Playful | adjective | play |
| 16. Prayer | noun | pray |
| 17. Reception | noun | receive |
| 18. Guardian | noun | guard |
| 19. Informant | noun | inform |
| 20. Honesty | noun | honest |
| 21. Execution | noun | execute |

|  |  |  |
| --- | --- | --- |
| 22. Planetary | adjective | planet |
| 23. Crucial | adjective | crux |
| 24. Customize | verb | custom |
| 25. Repentant | adjective | repent |
| 26. Sandy | adjective | sand |
| 27. Unity | noun | unite |
| 28. Socially | adverb | social |
| 29. Feverish | adjective | fever |
| 30. Labourer | noun | labour |
| 31. Distinction | noun | distinct |
| 32. Quantify | verb | quantity |
| 33. Generalize | verb | general |
| 34. Valuable | adjective | value |
| 35. Inspiration | noun | inspire |
| 36. Investors | noun | invest |
| 37. Competition | noun | compete |
| 38. Moderator | noun | moderate |
| 39. Aspirant | noun | aspire |
| 40. Removal | noun | remove |

Research Question 2 Part 5: On part of speech

GWIS Primary 1 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 32 | 34 | 36 | 34 | 40 | 36 | 44 | 32 | 46 | 32 |
| 34 | 36 | 40 | 32 | 36 | 32 | 34 | 44 | 32 | 34 |
| 32 | 32 | 34 | 36 | 32 | 36 | 32 | 36 | 34 | 32 |
| 36 | 34 | 36 | 40 | 34 | 34 | 42 | 34 | 32 | 40 |
| 32 | 36 | 32 | 40 | 32 | 40 | 36 | 32 | 40 | 40 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| class mark | 32 | 34 | 36 | 40 | 42 | 44 | 46 |
| frequency | 16 | 11 | 11 | 8 | 1 | 2 | 1 |
| Total | 512 | 374 | 394 | 320 | 42 | 88 | 46 |

Mean score=1778/50 =35.56 Primary 2 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 32 | 36 | 38 | 36 | 36 | 34 | 36 | 36 | 46 | 36 |
| 38 | 32 | 36 | 32 | 38 | 38 | 32 | 42 | 32 | 32 |
| 36 | 34 | 42 | 38 | 34 | 36 | 46 | 38 | 40 | 46 |
| 38 | 40 | 38 | 36 | 36 | 32 | 38 | 32 | 34 | 46 |
| 34 | 38 | 34 | 34 | 32 | 42 | 36 | 44 | 36 | 36 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 32 | 34 | 36 | 38 | 40 | 42 | 44 | 46 |
| frequency |  | 7 | 14 | 10 | 2 | 3 | 1 | 4 |
| Total | 288 | 238 | 504 | 380 | 80 | 126 | 44 | 184 |

Mean score=1844/50 =36.88 Primary 3 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 36 | 40 | 46 | 48 | 38 | 48 | 42 | 46 | 38 | 46 |
| 40 | 36 | 40 | 38 | 46 | 38 | 48 | 36 | 46 | 42 |
| 40 | 42 | 48 | 42 | 40 | 36 | 40 | 38 | 40 | 38 |
| 36 | 38 | 48 | 36 | 40 | 46 | 46 | 48 | 42 | 42 |
| 46 | 48 | 40 | 40 | 38 | 40 | 38 | 42 | 36 | 46 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Class mark | 36 | 38 | 40 | 42 | 46 | 48 |
| Frequency | 7 | 9 | 11 | 7 | 9 | 7 |
| Total | 252 | 342 | 440 | 294 | 414 | 336 |

Mean score=2078/50 = 41.56

Primary 4 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 48 | 38 | 48 | 42 | 46 | 52 | 52 | 50 | 48 | 44 |
| 52 | 52 | 46 | 50 | 52 | 44 | 48 | 48 | 50 | 50 |
| 48 | 40 | 52 | 50 | 50 | 52 | 50 | 46 | 46 | 48 |
| 52 | 48 | 40 | 52 | 52 | 46 | 52 | 42 | 42 | 50 |
| 40 | 48 | 50 | 46 | 52 | 48 | 46 | 44 | 48 | 42 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| class mark | 38 | 40 | 42 | 44 | 46 | 48 | 50 | 52 |
| frequency | 1 | 3 | 4 | 3 | 7 | 11 | 9 | 12 |
| Total | 38 | 120 | 168 | 132 | 322 | 528 | 450 | 624 |

Mean score=2382/50 = 47.64 Primary 5 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 42 | 54 | 44 | 60 | 54 | 52 | 46 | 56 | 48 | 46 |
| 44 | 52 | 60 | 48 | 46 | 56 | 42 | 56 | 56 | 56 |
| 52 | 56 | 42 | 60 | 54 | 42 | 56 | 46 | 52 | 54 |
| 60 | 52 | 56 | 52 | 60 | 52 | 54 | 44 | 54 | 54 |
| 54 | 44 | 54 | 46 | 42 | 50 | 48 | 56 | 46 | 46 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| class mark | 42 | 44 | 46 | 48 | 50 | 52 | 54 | 56 | 60 |
| Frequency | 5 | 4 | 7 | 3 | 1 | 7 | 9 | 9 | 5 |
| Total | 210 | 176 | 322 | 144 | 50 | 364 | 486 | 504 | 300 |

Mean score=2556/50=51.12 Primary 6 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 56 | 60 | 64 | 52 | 56 | 60 | 52 | 56 | 60 | 54 |
| 60 | 46 | 50 | 66 | 64 | 64 | 66 | 64 | 52 | 56 |
| 64 | 64 | 60 | 66 | 60 | 50 | 56 | 52 | 60 | 60 |
| 48 | 56 | 52 | 56 | 66 | 54 | 64 | 64 | 64 | 54 |
| 64 | 66 | 60 | 50 | 56 | 60 | 52 | 64 | 54 | 66 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| class mark | 46 | 48 | 50 | 52 | 54 | 56 | 60 | 64 | 66 |
| Frequency | 1 | 1 | 3 | 6 | 4 | 8 | 9 | 11 | 7 |
| Total | 46 | 48 | 150 | 312 | 216 | 448 | 540 | 704 | 462 |

Mean score=2926/50= 58.52

Uhuobo Community Central School Primary 1 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 22 | 22 | 26 | 28 | 32 | 22 | 22 | 28 | 24 | 22 |
| 24 | 24 | 22 | 30 | 22 | 24 | 28 | 22 | 22 | 26 |
| 22 | 24 | 28 | 26 | 28 | 26 | 22 | 26 | 26 | 24 |
| 24 | 24 | 28 | 32 | 24 | 26 | 24 | 28 | 24 | 24 |
| 24 | 22 | 22 | 22 | 22 | 22 | 26 | 22 | 22 | 22 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| class mark | 22 | 24 | 26 | 28 | 30 | 32 |
| frequency | 19 | 13 | 8 | 7 | 1 | 2 |
| Total | 418 | 312 | 208 | 196 | 30 | 64 |

Mean score=1228/50 = 24.56 Primary 2 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 22 | 30 | 28 | 28 | 34 | 26 | 30 | 28 | 24 | 28 |
| 20 | 24 | 34 | 26 | 28 | 22 | 32 | 22 | 34 | 26 |
| 34 | 30 | 26 | 34 | 34 | 30 | 34 | 26 | 28 | 24 |
| 28 | 28 | 22 | 30 | 24 | 32 | 28 | 34 | 34 | 34 |
| 26 | 24 | 30 | 28 | 30 | 26 | 30 | 28 | 24 | 28 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| class mark | 20 | 22 | 24 | 26 | 28 | 30 | 32 | 34 |
| frequency | 1 | 4 | 6 | 7 | 12 | 8 | 2 | 10 |
| Total | 20 | 88 | 144 | 182 | 336 | 240 | 64 | 340 |

Mean score=1414/50= 28.28 Primary 3 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 22 | 34 | 32 | 26 | 36 | 30 | 36 | 32 | 36 | 34 |
| 36 | 26 | 36 | 26 | 28 | 24 | 26 | 24 | 26 | 24 |
| 22 | 34 | 24 | 28 | 34 | 28 | 36 | 28 | 28 | 28 |
| 32 | 30 | 36 | 30 | 26 | 36 | 30 | 36 | 24 | 30 |
| 26 | 32 | 28 | 24 | 34 | 28 | 26 | 24 | 32 | 26 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| class mark | 22 | 24 | 26 | 28 | 30 | 32 | 34 | 36 |
| Frequency | 2 | 7 | 9 | 8 | 5 | 5 | 5 | 9 |
| Total | 44 | 168 | 234 | 224 | 150 | 160 | 170 | 324 |

Mean score=1518/50 = 30.36 Primary 4 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 26 | 28 | 34 | 34 | 36 | 32 | 36 | 26 | 40 | 32 |
| 32 | 32 | 30 | 26 | 34 | 34 | 26 | 38 | 30 | 26 |
| 30 | 26 | 32 | 34 | 28 | 30 | 28 | 28 | 34 | 40 |
| 28 | 30 | 28 | 26 | 32 | 36 | 36 | 36 | 38 | 30 |
| 32 | 28 | 26 | 32 | 30 | 26 | 32 | 28 | 26 | 34 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 26 | 28 | 30 | 32 | 34 | 36 | 38 | 40 |
| frequency | 10 | 8 | 7 | 9 | 7 | 5 | 2 | 2 |
| Total | 260 | 224 | 210 | 288 | 238 | 180 | 76 | 80 |

Mean score=1556/50 =31.12

Primary 5 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 26 | 30 | 40 | 30 | 40 | 34 | 32 | 38 | 40 | 38 |
| 40 | 32 | 28 | 40 | 28 | 26 | 28 | 28 | 34 | 30 |
| 28 | 28 | 34 | 34 | 34 | 40 | 36 | 30 | 30 | 32 |
| 32 | 30 | 30 | 28 | 30 | 36 | 30 | 30 | 30 | 32 |
| 28 | 26 | 34 | 26 | 28 | 34 | 28 | 28 | 32 | 30 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| class mark | 26 | 28 | 30 | 32 | 34 | 36 | 38 | 40 |
| frequency | 4 | 11 | 10 | 6 | 9 | 1 | 3 | 6 |
| Total | 104 | 308 | 300 | 192 | 306 | 36 | 114 | 240 |

Mean score=1600/50 = 32 Primary 6 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 28 | 44 | 40 | 34 | 44 | 38 | 44 | 36 | 40 | 30 |
| 44 | 34 | 44 | 30 | 34 | 44 | 34 | 44 | 44 | 36 |
| 30 | 28 | 38 | 42 | 44 | 28 | 38 | 28 | 36 | 38 |
| 40 | 30 | 42 | 38 | 42 | 42 | 30 | 38 | 30 | 44 |
| 34 | 40 | 28 | 34 | 34 | 38 | 36 | 30 | 36 | 40 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| class mark | 28 | 30 | 34 | 36 | 38 | 40 | 42 | 44 |
| frequency | 5 | 7 | 7 | 5 | 7 | 5 | 4 | 10 |
| Total | 140 | 210 | 238 | 180 | 266 | 200 | 168 | 440 |

Mean score1758/50 = 35.16

Research Question 3 Immaculata JS3 Students‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 82 | 84 | 74 | 80 | 84 | 72 | 76 | 84 | 70 | 80 |
| 84 | 86 | 82 | 86 | 86 | 82 | 82 | 82 | 86 | 82 |
| 70 | 76 | 86 | 70 | 82 | 80 | 70 | 86 | 80 | 82 |
| 86 | 82 | 86 | 84 | 86 | 84 | 86 | 86 | 84 | 86 |
| 82 | 72 | 84 | 82 | 76 | 74 | 84 | 78 | 82 | 70 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 70 | 72 | 74 | 76 | 78 | 80 | 82 | 84 | 86 |
| Frequency | 5 | 2 | 2 | 3 | 1 | 4 | 10 | 10 | 13 |
| Total | 350 | 144 | 148 | 228 | 78 | 320 | 820 | 840 | 1118 |

Mean score=4046/50 = 80.92

SS3 Students‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 86 | 78 | 90 | 84 | 94 | 88 | 78 | 88 | 86 | 82 |
| 92 | 88 | 92 | 94 | 82 | 92 | 90 | 94 | 94 | 92 |
| 76 | 94 | 88 | 86 | 92 | 80 | 84 | 86 | 88 | 90 |
| 92 | 90 | 94 | 92 | 94 | 90 | 92 | 92 | 92 | 93 |
| 84 | 88 | 82 | 90 | 78 | 86 | 84 | 82 | 90 | 86 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| class mark | 76 | 78 | 80 | 82 | 84 | 86 | 88 | 90 | 92 | 94 |
| Freq | 1 | 3 | 1 | 4 | 3 | 6 | 6 | 7 | 10 | 9 |
| Total | 76 | 234 | 80 | 328 | 252 | 516 | 528 | 630 | 920 | 846 |

4410/50= 88.2

Seat of Wisdom Secondary School

JS3 Students‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 42 | 46 | 44 | 44 | 42 | 46 | 42 | 52 | 44 | 56 |
| 56 | 60 | 58 | 60 | 42 | 54 | 52 | 46 | 42 | 58 |
| 60 | 42 | 46 | 58 | 46 | 44 | 48 | 44 | 54 | 46 |
| 52 | 60 | 56 | 42 | 44 | 58 | 40 | 42 | 56 | 58 |
| 44 | 44 | 42 | 46 | 56 | 42 | 44 | 56 | 58 | 44 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| class mark | 42 | 44 | 46 | 48 | 52 | 54 | 56 | 58 | 60 |
| Freq | 10 | 10 | 8 | 1 | 3 | 2 | 6 | 6 | 4 |
| Total | 420 | 440 | 368 | 48 | 156 | 108 | 336 | 348 | 240 |

JS 3 and SS3 Mean score=2464/50= 49.28

SS3 Students‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 68 | 60 | 66 | 64 | 66 | 58 | 66 | 62 | 68 | 60 |
| 54 | 58 | 52 | 56 | 54 | 56 | 56 | 68 | 54 | 52 |
| 62 | 66 | 68 | 54 | 62 | 66 | 68 | 52 | 66 | 56 |
| 58 | 56 | 56 | 58 | 56 | 54 | 60 | 62 | 54 | 54 |
| 66 | 58 | 62 | 66 | 68 | 64 | 52 | 60 | 56 | 68 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| class mark | 52 | 54 | 56 | 58 | 60 | 62 | 64 | 66 | 68 |
| freq | 4 | 7 | 8 | 5 | 3 | 5 | 2 | 9 | 7 |
| Total | 208 | 378 | 448 | 290 | 180 | 310 | 128 | 594 | 476 |

Mean score= 3012/50= 60.24

Ihembosi Community Secondary School

JS3 Students‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 54 | 46 | 48 | 50 | 42 | 46 | 54 | 48 | 44 | 58 |
| 42 | 44 | 44 | 44 | 42 | 42 | 46 | 44 | 56 | 46 |
| 44 | 48 | 42 | 48 | 54 | 50 | 44 | 42 | 42 | 50 |
| 44 | 42 | 46 | 42 | 44 | 44 | 42 | 46 | 48 | 48 |
| 48 | 52 | 42 | 54 | 46 | 58 | 42 | 42 | 50 | 44 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| class mark | 42 | 44 | 46 | 48 | 50 | 52 | 54 | 56 | 58 |  |
| freq | 13 | 11 | 7 | 7 | 4 | 1 | 4 | 1 | 2 |  |
| Total | 546 | 484 | 322 | 336 | 200 | 52 | 216 | 56 | 116 |  |

JS3 and SS3 Mean scores=2328/50= 46.56 SS3 Students‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 46 | 54 | 54 | 54 | 48 | 54 | 52 | 56 | 52 | 48 |
| 58 | 52 | 46 | 58 | 56 | 58 | 62 | 46 | 60 | 54 |
| 56 | 56 | 56 | 56 | 60 | 50 | 54 | 58 | 54 | 58 |
| 52 | 54 | 52 | 54 | 46 | 60 | 46 | 62 | 46 | 56 |
| 60 | 58 | 54 | 48 | 58 | 52 | 56 | 54 | 56 | 52 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| class mark | 46 | 48 | 50 | 52 | 54 | 56 | 58 | 60 | 62 |
| Freq | 6 | 3 | 1 | 7 | 11 | 9 | 7 | 4 | 2 |
| Total | 276 | 144 | 50 | 364 | 594 | 504 | 406 | 240 | 124 |

2702/50 = 54.04

Research Question 4

Provide other words that belong to the same family with each of the following: Here is an example:

Prepare – prepared – preparedly – preparatory – preparation

1. Nation – national, nationalism, nationalist, nationalistic, nationality, nationalize, nationally
2. General – generalist, generality, generalization, generalize, generally, generalized
3. Consume – consumer, consuming, consumption, consumable
4. Final – finalist, finalize, finally, finality
5. Nature – natural, naturally, naturalize, naturalization, nationalist, naturalistic, naturalism
6. Generous – generosity, generously
7. Stable – stability, stabilize, stability
8. Material – materialize, materialism, materialist, materialistic
9. Beauty – beautiful, beautify, beautifully
10. Member – membership
11. Social – socialize, socially, socialistic
12. Federal – federalism, federalist, federate, federation
13. Structure – structural, structurally, structuralism
14. Symptom – symptomatic, symptomize
15. Use – usage, useful, useless, usual, usually
16. Hard – hardy, harden, hardener
17. Fruit – fruitful, fruitless, fruitfully, fruition, fruitfulness
18. Redeem – redemption, redeemable, redemptive
19. Produce – product, production, productive, productivity
20. Fame – famous, famed
21. Faith – faithful, faithless, faithfully
22. Generate – generation, generational, generative, generator
23. Compute – computer, computerize, computerization, computational, computation
24. Edit – editor, editorial, editorialize, edition
25. Audit – auditor
26. True – truth, truthful, truthfully, truthfulness
27. Analyze – analysis, analyst, analytic, analytical
28. Rest – restful, restless
29. Deceive – deception, deceptive
30. Fraud – fraudster, fraudulent, fraudulence, fraudulently
31. Crime – criminally, criminologist, criminological, criminal, criminology, criminality, criminalize
32. Receive – reception, receptive, receptionist, receptivity
33. Suggest – suggestion, suggestive
34. Complain – complaint, complainant
35. Terror – terrify, terrorist, terrorize
36. Satisfy – satisfaction, satisfactory
37. Perform – performance, per formative
38. Correct – correction, corrective, correctly
39. Globe – global, globalization
40. Explain – explanation, explanatory, explicate, explicable
41. Argue – argument, argumentative, argumentation
42. Appetite – appetizer,
43. Equal – equally, equalize, equalizer
44. Create – creation, creative, creativity, creationism, creature
45. Accuse – accusation, accusative, accusatory
46. Rob – robber, robbery
47. Cultivate – cultivation, cultivator
48. Disturb – disturbance
49. Eat – eatery, eatable
50. Capital – capitalism, capitalize, capitalist, capitalization

Tabulation of Scores Research Question 4

GWIS Primary 1 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 48 | 50 | 48 | 52 | 62 | 52 | 56 | 48 | 50 | 60 |
| 56 | 58 | 58 | 48 | 50 | 48 | 48 | 50 | 48 | 60 |
| 50 | 48 | 50 | 58 | 48 | 54 | 56 | 48 | 60 | 62 |
| 56 | 56 | 56 | 52 | 56 | 62 | 52 | 60 | 58 | 62 |
| 50 | 58 | 48 | 48 | 54 | 50 | 50 | 48 | 48 | 48 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 48 | 50 | 52 | 54 | 56 | 58 | 60 | 62 |
| Frequency | 16 | 9 | 4 | 2 | 7 | 5 | 4 | 3 |
| Total | 768 | 450 | 208 | 108 | 392 | 290 | 240 | 186 |

Mean score=2642/50 = 52.84 Primary 2 Pupils‟Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 48 | 60 | 52 | 64 | 52 | 48 | 54 | 52 | 62 | 56 |
| 60 | 60 | 60 | 50 | 58 | 58 | 50 | 62 | 48 | 52 |
| 54 | 48 | 60 | 58 | 54 | 52 | 58 | 56 | 56 | 50 |
| 60 | 60 | 54 | 48 | 60 | 62 | 48 | 52 | 62 | 56 |
| 52 | 58 | 64 | 60 | 52 | 58 | 62 | 54 | 52 | 48 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 48 | 50 | 52 | 54 | 56 | 58 | 60 | 62 | 64 | 66 |
| Frequency | 7 | 3 | 9 | 5 | 4 | 6 | 4 | 5 | 2 | 5 |
| Total | 336 | 150 | 468 | 270 | 224 | 348 | 240 | 310 | 128 | 330 |

Mean score=2804/50 = 56.08 Primary 3 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 50 | 52 | 56 | 68 | 64 | 52 | 56 | 58 | 62 | 64 |
| 66 | 64 | 68 | 52 | 50 | 66 | 54 | 50 | 52 | 54 |
| 62 | 54 | 62 | 58 | 62 | 58 | 64 | 62 | 68 | 64 |
| 56 | 68 | 50 | 62 | 54 | 50 | 62 | 62 | 54 | 68 |
| 52 | 54 | 58 | 52 | 56 | 66 | 56 | 52 | 64 | 54 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 50 | 52 | 54 | 56 | 58 | 62 | 64 | 66 | 68 |
| Frequency | 5 | 7 | 7 | 5 | 4 | 8 | 6 | 3 | 5 |
| Total | 250 | 364 | 378 | 280 | 232 | 496 | 384 | 198 | 340 |

Mean score=2922/50 = 58.44

Primary 4 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 68 | 68 | 54 | 56 | 68 | 68 | 64 | 54 | 54 | 68 |
| 56 | 58 | 68 | 68 | 64 | 58 | 52 | 66 | 66 | 58 |
| 66 | 68 | 64 | 62 | 60 | 68 | 62 | 58 | 64 | 68 |
| 66 | 54 | 66 | 68 | 56 | 58 | 68 | 66 | 68 | 58 |
| 56 | 68 | 56 | 52 | 66 | 58 | 56 | 54 | 66 | 64 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 52 | 54 | 56 | 58 | 60 | 62 | 64 | 66 | 68 |
| Frequency | 2 | 4 | 7 | 7 | 1 | 2 | 5 | 8 | 14 |
| Total | 104 | 216 | 392 | 406 | 60 | 124 | 320 | 528 | 952 |

Mean score=3102/50= 62.04 Primary 5 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 70 | 62 | 66 | 58 | 70 | 62 | 70 | 64 | 62 | 56 |
| 64 | 64 | 58 | 64 | 60 | 68 | 62 | 62 | 56 | 72 |
| 62 | 58 | 72 | 60 | 56 | 66 | 64 | 56 | 56 | 64 |
| 62 | 64 | 58 | 58 | 62 | 60 | 56 | 68 | 56 | 56 |
| 70 | 66 | 60 | 68 | 60 | 70 | 62 | 56 | 62 | 62 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 56 | 58 | 60 | 62 | 64 | 66 | 68 | 70 | 72 |
| Frequency | 9 | 5 | 5 | 11 | 7 | 3 | 3 | 5 | 2 |
| Total | 504 | 290 | 300 | 682 | 448 | 198 | 204 | 350 | 144 |

Mean score=3120/50 = 62.4 Primary 6 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 74 | 58 | 68 | 64 | 70 | 72 | 68 | 64 | 72 | 68 |
| 66 | 58 | 66 | 66 | 60 | 64 | 60 | 66 | 66 | 64 |
| 58 | 68 | 58 | 74 | 68 | 66 | 64 | 72 | 68 | 74 |
| 64 | 58 | 72 | 58 | 64 | 74 | 66 | 68 | 68 | 60 |
| 72 | 64 | 58 | 70 | 72 | 64 | 72 | 74 | 62 | 66 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 58 | 60 | 62 | 64 | 66 | 68 | 70 | 72 | 74 |
| Frequency | 7 | 3 | 1 | 10 | 8 | 7 | 2 | 7 | 5 |
| Total | 406 | 180 | 62 | 640 | 528 | 476 | 140 | 504 | 390 |

Mean score=3326/50 = 66.52

Uhuobo Community Central School, Okija Primary 1 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 28 | 26 | 18 | 24 | 18 | 18 | 22 | 28 | 22 | 26 |
| 22 | 18 | 22 | 18 | 28 | 26 | 18 | 20 | 18 | 20 |
| 18 | 18 | 18 | 30 | 18 | 22 | 30 | 26 | 18 | 32 |
| 18 | 22 | 18 | 22 | 22 | 24 | 20 | 22 | 30 | 20 |
| 26 | 28 | 24 | 20 | 26 | 20 | 28 | 18 | 20 | 28 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 18 | 20 | 22 | 24 | 26 | 28 | 30 | 32 |
| Frequency | 15 | 7 | 9 | 3 | 6 | 6 | 3 | 1 |
| Total | 270 | 140 | 198 | 72 | 156 | 168 | 90 | 32 |

Mean score=1126/50 = 22.52 Primary 2 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 22 | 20 | 28 | 20 | 30 | 20 | 28 | 30 | 22 | 26 |
| 20 | 34 | 20 | 32 | 18 | 26 | 20 | 18 | 34 | 20 |
| 30 | 22 | 30 | 18 | 20 | 28 | 24 | 20 | 26 | 22 |
| 20 | 28 | 18 | 22 | 26 | 34 | 20 | 26 | 18 | 18 |
| 32 | 30 | 24 | 28 | 30 | 22 | 30 | 18 | 32 | 22 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 18 | 20 | 22 | 24 | 26 | 28 | 30 | 32 | 34 |
| Frequency | 7 | 11 | 7 | 2 | 5 | 5 | 7 | 3 | 3 |
| Total | 126 | 220 | 154 | 48 | 130 | 140 | 210 | 96 | 102 |

Mean score=1226/ 50 = 24.52 Primary 3 Pupils‟ Score

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 28 | 36 | 34 | 22 | 22 | 30 | 24 | 22 | 34 | 24 |
| 22 | 22 | 26 | 32 | 22 | 26 | 22 | 32 | 26 | 22 |
| 28 | 24 | 24 | 22 | 26 | 24 | 22 | 26 | 22 | 26 |
| 22 | 26 | 22 | 28 | 24 | 38 | 22 | 24 | 24 | 26 |
| 34 | 24 | 32 | 24 | 30 | 22 | 32 | 30 | 22 | 24 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 22 | 24 | 26 | 28 | 30 | 32 | 34 | 36 | 38 |
| Frequency | 16 | 11 | 8 | 3 | 3 | 4 | 3 | 1 | 1 |
| Total | 352 | 264 | 208 | 84 | 90 | 128 | 102 | 36 | 38 |

Mean score=1302/50 = 26.04

Primary 4 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 34 | 20 | 28 | 20 | 20 | 20 | 34 | 32 | 20 | 24 |
| 26 | 34 | 24 | 40 | 20 | 32 | 20 | 26 | 40 | 30 |
| 32 | 22 | 32 | 28 | 30 | 24 | 30 | 22 | 24 | 26 |
| 26 | 28 | 36 | 22 | 22 | 20 | 40 | 24 | 32 | 22 |
| 36 | 32 | 20 | 32 | 34 | 28 | 26 | 26 | 34 | 26 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 20 | 22 | 24 | 26 | 28 | 30 | 32 | 34 | 36 | 40 |
| Frequency | 9 | 5 | 5 | 7 | 4 | 3 | 7 | 5 | 2 | 3 |
| Total | 180 | 110 | 120 | 182 | 112 | 90 | 224 | 170 | 72 | 120 |

Mean score=1380/50 = 27.6 Primary 5 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 38 | 24 | 36 | 30 | 40 | 40 | 38 | 32 | 26 | 40 |
| 24 | 34 | 30 | 36 | 22 | 36 | 28 | 24 | 26 | 36 |
| 30 | 22 | 38 | 22 | 38 | 22 | 36 | 40 | 38 | 36 |
| 22 | 24 | 22 | 40 | 22 | 40 | 22 | 22 | 26 | 26 |
| 38 | 34 | 36 | 24 | 28 | 34 | 38 | 26 | 36 | 38 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 22 | 24 | 26 | 28 | 30 | 32 | 34 | 36 | 38 | 40 |
| Frequency | 9 | 5 | 5 | 2 | 3 | 1 | 3 | 8 | 8 | 6 |
| Total | 198 | 120 | 130 | 56 | 90 | 32 | 102 | 288 | 304 | 204 |

Mean score=1560/50 = 31.2 Primary 6 Pupils‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 40 | 38 | 32 | 38 | 32 | 40 | 32 | 40 | 38 | 42 |
| 38 | 26 | 40 | 36 | 40 | 26 | 36 | 38 | 42 | 26 |
| 28 | 38 | 32 | 32 | 36 | 38 | 42 | 34 | 26 | 36 |
| 26 | 28 | 36 | 40 | 28 | 36 | 38 | 26 | 36 | 36 |
| 40 | 28 | 38 | 38 | 40 | 30 | 34 | 38 | 42 | 26 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 26 | 28 | 30 | 32 | 34 | 36 | 38 | 40 | 42 |
| Frequency | 7 | 4 | 1 | 5 | 2 | 7 | 11 | 9 | 4 |
| Total | 182 | 112 | 30 | 160 | 68 | 252 | 418 | 360 | 168 |

Mean score=1750/50 = 35

Immaculata Girls‟ JS3 Students‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 72 | 76 | 86 | 76 | 86 | 80 | 86 | 78 | 76 | 82 |
| 80 | 86 | 80 | 78 | 82 | 84 | 72 | 84 | 88 | 78 |
| 78 | 82 | 72 | 88 | 86 | 80 | 82 | 88 | 78 | 82 |
| 82 | 86 | 88 | 80 | 76 | 78 | 76 | 88 | 82 | 76 |
| 76 | 78 | 82 | 72 | 88 | 84 | 88 | 82 | 78 | 78 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 72 | 76 | 78 | 80 | 82 | 84 | 86 | 88 |
| Frequency | 4 | 7 | 9 | 5 | 9 | 3 | 6 | 7 |
| Total | 288 | 532 | 702 | 400 | 738 | 252 | 516 | 616 |

Mean score=4044/50 = 80.88 SS3 Students‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 68 | 90 | 92 | 84 | 90 | 84 | 92 | 84 | 90 | 92 |
| 92 | 78 | 78 | 78 | 92 | 78 | 90 | 78 | 86 | 84 |
| 78 | 92 | 84 | 92 | 84 | 84 | 88 | 92 | 80 | 80 |
| 86 | 82 | 86 | 78 | 78 | 92 | 92 | 86 | 92 | 84 |
| 90 | 82 | 92 | 90 | 92 | 80 | 80 | 90 | 80 | 92 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 72 | 78 | 80 | 82 | 84 | 86 | 88 | 90 | 92 |
| Frequency | 1 | 3 | 5 | 2 | 8 | 4 | 5 | 7 | 15 |
| Total | 72 | 234 | 400 | 164 | 672 | 344 | 440 | 630 | 1380 |

Mean score=4336/50 = 86.72

Seat of Wisdom Secondary School, Ozubulu

JS3 Students‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 52 | 44 | 40 | 52 | 38 | 46 | 48 | 38 | 44 | 54 |
| 46 | 40 | 38 | 38 | 42 | 38 | 38 | 44 | 40 | 42 |
| 42 | 38 | 42 | 44 | 54 | 40 | 40 | 40 | 54 | 42 |
| 38 | 48 | 38 | 40 | 38 | 42 | 50 | 54 | 42 | 44 |
| 46 | 42 | 52 | 40 | 48 | 44 | 44 | 42 | 44 | 38 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 38 | 40 | 42 | 44 | 46 | 48 | 50 | 52 | 54 |
| Frequency | 11 | 9 | 9 | 7 | 3 | 3 | 1 | 3 | 4 |
| Total | 418 | 360 | 378 | 308 | 138 | 144 | 50 | 156 | 216 |

Mean score=2168/50 = 43.36 JS3 & SS3

SS3 Students‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 54 | 52 | 46 | 46 | 52 | 50 | 44 | 50 | 46 | 54 |
| 50 | 48 | 50 | 48 | 44 | 44 | 54 | 44 | 52 | 60 |
| 52 | 56 | 54 | 50 | 50 | 58 | 44 | 60 | 44 | 50 |
| 48 | 48 | 48 | 46 | 44 | 44 | 50 | 46 | 46 | 46 |
| 54 | 52 | 48 | 52 | 54 | 44 | 44 | 52 | 50 | 52 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 44 | 46 | 48 | 50 | 52 | 54 | 56 | 58 | 60 |
| Frequency | 10 | 7 | 6 | 9 | 8 | 6 | 1 | 1 | 2 |
| Total | 440 | 322 | 288 | 490 | 416 | 324 | 56 | 58 | 120 |

Mean score=2514/50 = 50.28

Ihembosi Community Secondary School

JS 3 Students‟ Scores

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 42 | 32 | 46 | 32 | 42 | 38 | 34 | 40 | 44 | 40 |
| 34 | 38 | 32 | 48 | 34 | 34 | 50 | 32 | 40 | 34 |
| 42 | 44 | 44 | 44 | 46 | 34 | 44 | 34 | 42 | 34 |
| 34 | 32 | 32 | 38 | 38 | 32 | 32 | 44 | 32 | 44 |
| 46 | 38 | 38 | 46 | 44 | 44 | 40 | 48 | 34 | 40 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class mark | 38 | 42 | 44 | 46 | 48 | 50 | 52 | 54 | 56 |
| Frequency | 5 | 11 | 12 | 7 | 7 | 1 | 2 | 2 | 3 |
| Total | 190 | 462 | 528 | 322 | 336 | 50 | 104 | 108 | 168 |

Mean score=2268/50 = 45.36

Glossary :

L1- first language

L2 –second language

L2 A - second language acquisition