

Investigating Syntactic Errors in Yoruba Home Videos subtitled in English

Adebola Adebileje

Redeemer's University
PMB 230, Ede, Osun State, Nigeria.

Bukunmi Akinwale

Redeemer's University
PMB 230, Ede, Osun State, Nigeria.

Abstract

The article investigates syntactic errors found in selected Yoruba movies subtitled in English. Using Corder's (1967) five-step procedure: (i) selection of a corpus language, (ii) identification of errors, (iii) classification of errors into types, (iv) explanation of the errors, and (v) evaluation of errors, 93 sentences are analysed. Study reveals nine major error types: subject-verb 9%, tense 14%, spelling 14%, article 16%, prepositional 18%, pronominal 7%, verbal 17%, adverbial 6%, and noun errors 2%. Also, Selinka's causes of errors are used to explain the errors; results show that, 44% of errors are as a result of language transfer, 43% are due to strategies of learning, 10% are due to strategies of communication and 4% are as a result of overgeneralization. It is also noted that errors occurred as a result of fossilization and the language being acquired but not learnt. Yoruba movie translators must undergo qualitative formal learning of English to deliver error free translations.

Keywords: Syntactic errors, error analysis, subtitled Yoruba movies

1.1 Introduction

The English language, though a foreign and non-indigenous language, became the official language of Nigeria and remained so even after independence was achieved. This was so because of the multi-lingual nature of the country. In fact, there are about four hundred languages spoken in Nigeria by different ethnic groups. The major ethnic groups in Nigeria however, are three in number, namely; Hausa, Igbo and Yoruba. This non-indigenous characteristic of the English language, its adoption as the official language and the fact that the natives who already have their languages and dialects have had to learn English are why it is regarded as L2 (second language). The many functions of the language in Nigeria are also a reason it became indispensable. The Yoruba language is one of the languages that the English language came in contact with.

The traditional Yoruba area found in the south western corner of Nigeria, is commonly called Yoruba land and comprises today's Oyo, Osun, Ogun, Ondo, Ekiti, Kwara and Lagos states as well as the western part of Kogi state. Yoruba (native name or tongue) is a dialect continuum of West Africa with over 22 million speakers. Outside the Nigerian shore, it is spoken among many other languages in Benin, and Togo, and traces of it are found among communities in Brazil, Sierra Leone (where it is called Oku) and Cuba (where it is called Nago).

The Yoruba dialect continuum itself consists of over fifteen varieties which can be classified into three major dialect areas: northwest, central and southeast. The northwest Yoruba (NWY) consists of Abeokuta, Ibadan, Oyo, Osun, and Lagos areas. The central Yoruba (CY) are Igbomina, Ife, Ekiti, Akure, Efon, and Ijesa areas while southeast Yoruba (SEY) consists of Okitipupa, Ondo, Owo, Sagamu and parts of Ijebu. The standard Yoruba assumed to be the Oyo dialect, is the variety learnt at school and used in the media. It is important to know that error analysis is one of the major topics in the field of second language acquisition. The British Applied linguist, Steven Pit Corder, propounded the theory of Error Analysis as an improvement on the deficiencies of Contrastive Analysis. He expanded on the theory in his seminal paper, "the significance of learner's errors" (1967). Error Analysis was propounded to examine and analyze the errors of second language speakers of the English language.

A point worthy of note is that, both native speakers and second language users of English are prone to incorrect utterances; however incorrect utterances by the native speaker is referred to as mistakes while consistent incorrect utterance of English by the second language user is what is referred to as errors, although, second language users are also prone to mistakes. In linguistics, a distinction is always made between errors and mistakes where the former is defined as resulting from a learner's lack of proper grammatical knowledge, whilst the latter as a failure to utilize a known system correctly. Errors are an integral part of language learning and this is because second language learners have no comprehensive idea of what the existing rules are for the second language.

According to Norrish (1983) errors are, "a systematic deviation when a learner has not learnt something and consistently gets it wrong." Selinka (1972) defines errors as 'red flags' that provide evidence of the learner's knowledge of the second language. Error is also defined as a deviation from the accepted rules of a language made by a learner of a second language. Norrish (Ibid) defines mistake as "inconsistent deviations." When a learner has been taught a certain correct form, and he uses one form sometimes and another at other times quite inconsistently, the inconsistent deviation is called a mistake. Brown (1993) terms these mistakes as performance errors. This mistake is commonly made by both native speakers and second language learners. However, what makes the difference is that while native speakers are usually able to correct themselves quickly, second language learners may not be able to do so. Such mistakes include slips of the tongue and random ungrammatical formations. What makes an error systematic is the fact that they occur repeatedly but remain unrecognizable by the learner. This can be attributed to a situation whereby these errors have become permanent features of the learner's speech often referred to as the learner's interlanguage, and the learner does not generally consider them as errors. They are errors only from the perspective of the teachers and others who are aware that the learner has deviated from a grammatical norm. That is, mistakes can be self-corrected with or without being pointed out to the speaker but errors cannot be self-corrected. Error analysis is the study of the kind and quality of errors that occur, particularly in the field of applied linguistics.

In a multi lingual country like Nigeria where English is its official language, it becomes a must for the language to be learnt and well understood. It is as a result of this that errors are produced when learners and second language users are unable to master the rules completely and properly leading them to infer rules of their native tongue on the English language or overgeneralise. For example: The suffixes, 's' and 'es' according to Adebileje (2013) are generally used to show plurality in the English language, however, there are some exceptions to this rule as in the case of 'man' and 'men'. The speaker/user of English as a second language may not be aware of these exceptions thus, he/she may say or write 'mans' as the plural for 'man'.

The Yoruba movie industry is no exception, and the issue of errors has become a nuisance to its viewers and numerous complaints have been laid. Yoruba films subtitled correctly in English can serve as an effective medium of learning the Yoruba language; however, errors become an obstacle to this learning process and the promotion of the language. This is because errors in translations may be misleading and confusing to non-speakers of the Yoruba language who may have interest in learning the language. Although, Yoruba films are very interesting and are expected to promote the Yoruba culture across continents, it is important to investigate different errors that are produced in the English subtitles, a problem that sometimes dwindles viewers' interests. As such, this research has taken up the task of identifying, describing, analyzing and correcting these errors.

1.2 What is Error Analysis?

Error Analysis (EA) is defined as the type of linguistic analysis that focuses on the errors learners make. It consists of the comparison between the errors made in the target language (TL) and the target language itself. EA is a theory that was propounded by Stephen Pit Coder and colleagues in 1967. It was in his article "the significance of learner errors" that EA took a new turn. According to him, systemically analyzing errors made by language learner makes it possible to determine areas that need reinforcement in teaching. The theory came about as a result of the gaps presented by contrastive analysis. It was discovered that CA did not properly and adequately predict majority of the learners' errors, although its more valuable aspects have been incorporated into the study of language transfer. Through the researches carried out in error analysis, it was determined that, interference was not the only source for learners' errors. A key finding was that, even though faulty interference about the rules of the new language by the learner played a major role in learning errors, other phenomenon such as, overgeneralization, also affected learners. Although error analysis is still used to investigate specific questions in second language acquisition (SLA), the quest for an overarching theory of learner errors has largely been abandoned. Contrastive analysis emphasized the study of phonology and morphology.

It did not address communicative contexts, i.e. contrasting socio-pragmatic conditions that influence linguistic production. Recent works in error analysis have emphasized errors as a source of knowledge of a learner's interlanguage and linguistic hypotheses. In EA, Corder's view was that the learner was engaged in a process of discovering the language. He emphasized the fact that, errors are not only inevitable but also very important factors to boost language learning, that is, errors are important features for improvement.

For Corder, a learner's error represents the discrepancies between the transitional competence of that learner and the target language. Drawing immensely upon Chomsky's (1967) view of first language acquisition, he suggested that just as for the child acquiring its mother tongue, the language evolves in a more or less fixed pattern so the second language learner may possess an 'inbuilt syllabus' which determines the order in which the language system is acquired and which is largely independent of the order of the external syllabus with the persistent errors indicating those that were acquired late. This means that, in learning a new language, the child or adult learners already have a particular order gotten from acquiring the first language, this order then becomes an 'inbuilt syllabus' for learning the second language despite the difference between the two languages.

EA is useful to second language learning because it reveals the problem areas of the learners. With this knowledge, remedial exercise could be designed with focus directed at the 'trouble shooting' areas. Corder, (1967) states that errors are signs that learning was taking place. He has emphasized that errors, if studied systematically, can provide significant insights into how the language is actually learnt. EA can be used to determine what a learner still needs to be taught.

Brown (1993) differentiates between mistakes and errors. According to him, a mistake refers to a performance error that is either a random guess or slip in that it is a failure to utilize a known system correctly. It is important to know that, both native speakers and the second language learners make mistakes, however native speakers are normally capable of recognizing and correcting such mistakes. The native speaker's error is not as a result of a deficiency in competence but the result of some sort of breakdown in the process of production. Corder in Larsen (1992) claims that a mistake is a random performance slip caused by fatigue, excitement, etc. and therefore can be readily self-corrected.

An error on the other hand is a noticeable deviation, reflecting the competence of the learner. It is a systematic deviation made by the learner who has not yet mastered the rules of the target language. The learner cannot self correct an error because it is a product reflective of his or her current stage of L2 development, or underlying competence (Larsen, 1992: 59). Error analysis is the study of kind and quantity of error that occurs, particularly in the fields of applied linguistics.

1.3 Sources and causes of errors

Learners' errors do not just occur in isolation. They are reflectors of the various factors that influenced how the learner learnt the language. Various error analysts have been able to identify the different sources and causes of errors.

Wilkins (1972: 199) observes that:

When learning a foreign language, an individual already knows his mother tongue, and it is this which he attempts to transfer. This transfer may prove to be justified because the structure of the two languages are similar- in that case we get 'positive transfer' or 'facilitation' – or it may prove unjustified because the structure of the two languages are different in that case we get 'negative transfer'- or interference.

According to Nakuma (1998), fossilization is a term used to denote what appears to be a state of permanent failure on the part of the L2 learner to acquire a given feature of the target language. The process in which incorrect linguistic features or errors become a permanent part of the way in which a person uses a language is what is regarded as fossilization.

Selinker (1972) identifies five central processes underlying language learning which distinguish it from the way in which first language acquisition proceeds. These processes are also reported as sources of errors. They include:

1. Language transfer: language transfer could either be negative or positive. It involves pronunciation, word order, grammars, semantic transfer and misapplication, transfer in writing, pragmatic transfer, collocation, lexical choice, malapropism, and cultural transfer. Selinker used the term language transfer instead of interference to stress the active role of the learner.
2. Transfer of training: it refers to the influence of previous learning on the learning of the new target language. By transfer of training, Selinker means, 'the effect of bad teaching.'
3. Strategies of L2 learning: this is an attempt to develop linguistic and sociolinguistic competence in the target language. It also refers to the various attempts by the learner to simplify the language system he/she is learning. Learners shut out some distinctions in the second language and proceed to use what they perceive as the most fundamental elements. By doing this, the learner avoids cognitive overload. The learner may also resolve to the omission of grammatical elements that do not contribute to the meaning of the utterance. For example; Dele sing (there is the omission of the 3rd person singular 's' morpheme).
4. Strategies of L2 communication: it refers to the learner's attempt to deal with problems that have arisen in communication. The speaker focuses on how to pass across his meaning and gives room for inaccuracies. The learner may resort to approximation (using near synonyms, superordinates, antonyms, coinages, borrowing, literary transfer from L1) or circumlocution (the use of more words than necessary instead of speaking or writing in a clear and direct manner)
5. Overgeneralization: this happens when the second language user/ learner applies a grammatical rule across all members of a grammatical class without making the appropriate exceptions. According to Selinker, an example is when the learner extends the '-ed' morpheme for forming past tenses to verbs which it does not apply e.g. singed.

1.4 Contextualisation of the three selected Yoruba movies subtitled in English

Ife Afeju (overwhelming love)

Too much of everything they say is bad, but can there be 'too much' when it comes to giving and receiving love? The movie *Ife Afeju* answers this question. The movie, a Banke film, produced by Nwachukwu Emioma and directed by Brandon Jose stars veteran and popular Yoruba actors such as, Jide Kosoko, Adekola Odunlade and Bimbo Thomas. The movie recounts the experience of a young woman, Moyo, and how much of a burden her father's love has become.

Moyo loses her mother at an early age and is left to grow up with just her father. However, her father becomes over protective. His love for her runs so deep that, he chooses to become a slave to her needs. Such is their attachment that they hardly ever go anywhere without each other, in fact, he loves his daughter so much, he refuses any man to relate with her, even when she gets to a marriageable age and meets someone who is ready to marry her. Moyo is blinded by her father's over display of affection and refuses to heed to her friends' warning until she discovers that her father is the reason behind the painful secrets she bears. The movie was produced in 2015 and despite its high production quality and superb acting skills displayed by the actors, the movie fails in the area of subtitling. The movie employs the technique of flashback to recount its story and opens with Moyo's father, Mr. Ajani lamenting his regrets. The movie thus answers the question above by saying, love, regardless of who was giving it, should have boundaries.

Lolade

The movie stars Mide FM Abiodun, Damola Olatunji, Yemi Gold, and Dayo Amusan as its leads. The eponymous character, Lolade, (meaning the wealthy or the most honourable has come) injects a dose of irony into the meaning of her name, by being a pain and nuisance to everyone around her. She is spoilt, mannerless, extremely rude and narcissist, putting her needs above those of everyone else. She is shown constantly harassing her fiancé, her maids, and the old gate man, whose son she eventually becomes obsessed with. She regards herself superior to everyone, rebuffing Lakunle, the old man's son when he professes his love for her because he is jobless and poor. However, she becomes upset when her friend, Folake gives Lakunle a job and begins dating him. She kidnaps, threatens and tries to kill Lakunle, who then flees abroad with his new fiancée, Folake. Lolade is broken by the news and becomes insane. By the end of the movie she regains her sanity and is reconciled with her ex-lover, Tope. The movie addresses issues such as pride, love, poverty, unemployment and forgiveness, all of which are qualities that can be traced back to today's society. It was produced in 2014 by Pelumi movie concept.

Ejire (twins)

Ejire is a movie about love and betrayal. Taiwo and Kehinde have their lives intruded upon by a stranger who rescues them from a robbery attack. He drives them home, where they live alone and spend the night. However, this one night of hospitality extends to a stay that would forever change the lives of the twins. The movie employs only three casts for its entire duration, starring, Odunlade Adegola, Mercy Aigbe and Mide FM Abiodun. The movie was produced by Mide FM Abiodun in 2014 and was directed by Afeez Abiodun.

2.0 Theoretical framework

The theory used in the study is adapted from Corder's Error analysis (1967). The theory of error analysis was discussed in volume in his seminal paper, "the significance of learner's errors" (1967). In his words; The study of error is part of the investigation of the process of language learning. In this respect it resembles methodologically the study of the acquisition of the mother tongue. It provides us with a picture of the linguistic development of a learner and may give us indications as to the learning process involved. Error analysis is a type of linguistic analysis that focuses on the errors learners make. It is the examination of those errors committed by students in both spoken and written medium.

The procedure for error analysis was elaborated by Corder (1974) as comprising five stages:

1. Selection of a corpus of language
2. Identification of errors in the corpus
3. Classification of the errors identified
4. Explanation of the psycholinguistic causes of the errors
5. Evaluation of the errors.

2.1 Aim and objectives of the study

The aim of this study is to carry out an error analysis of randomly selected Nigerian Yoruba movies subtitled in English.

The objectives of this study are;

1. To identify types/classifications of errors found in selected English subtitles of Yoruba films using Corder's error analysis theoretical model.
2. To determine common errors with the highest frequency in selected subtitled Yoruba films.
3. To define possible causes of and reasons for the identified errors.
4. To correct the identified errors by following grammatical rules (syntax).
5. To provide possible means of avoiding identified errors.

2.2 Research questions

1. What types/classifications of errors are found in the selected English subtitles of Yoruba films using Corder's error analysis model?
2. Which of these errors are most common?
3. What are the possible causes of the found errors?
4. What are the possible remedies for these errors?

3.0 Methodology

3.1 Research design

This study makes use of the Survey research design. The selected movies would be observed in order to see how sentences are formed or produced with the aim of identifying errors.

3.2 Population study

All Yoruba movies translated in English constitute the overall population of this study, however, due to time limitations and constraint, a representative number of movies will be randomly selected for analysis.

3.3 Sample and sampling technique

A stratified random sampling technique is applied where Yoruba films subtitled in English and produced between 2014 and 2015 are considered. From this list, three are randomly picked. Therefore, all Yoruba movies subtitled in English stand a chance of being selected. Three movies selected for analysis include; *Ife Afeju*, *Lolade*, and *Ejire*.

3.4 Method of data collection

The three selected Yoruba movies are downloaded or borrowed and time is devoted to watching these films. Notable errors are recorded and highlighted.

3.5 Procedure for analysis

This study makes use of a model adaptation from Corder's (1974) procedures for error analysis. The data for the research has been obtained from randomly selected Yoruba films.

Using Corder's (1974) procedure for error analysis, the first step taken is the selection of corpus language, that is, the selection of the various sentences containing errors for the purpose of analysis. Errors in these sentences are then identified and categorized into different types. These errors are explained and corrected. A numerical evaluation and quantification are also carried out in order to find out the number, frequency, or percentage of the identified errors. These parameters employed serve the core of the adapted model for the data analysis.

Selection and Identification of Errors

The two steps presented here are: Selection of a corpus of language and identification of errors in the corpus. The errors discovered are underlined for identification or indicated with a question mark (?). Ninety-four (94) sentences are identified but only two are listed as examples for each classification:

Classification of errors into types

Step (iii) of Corder's error analysis procedure is the classification of errors. Errors identified are classified into two parts: part one includes errors that violate tense and subject/verb agreement rules as well as errors of spellings. Part two is restricted to errors pertaining to the use of different word classes. However, not all the word classes have been represented here, those selected are as a result of their frequent occurrence. The following classifications are identified:

Subject/verb agreement errors (number error)

Tense errors

Spelling errors

Article/Determiner errors

Prepositional errors

Pronominal errors

Verbal errors

Adverbial errors

Noun errors

3.3 Quantification and evaluation of errors

Error analysis does not only involve the study of different types of errors, it also studies the quantity of errors produced. The quantification of errors helps in summarizing the analysis, finding out errors percentages, and allows for conclusions to be drawn based on the percentages of the errors.

Formula for calculation of percentage errors;

$$\frac{\text{Number of particular error type}}{\text{Number of total errors}} \times \frac{100}{1}$$

Total number of errors = 125

See Table 1 and the corresponding Pie Chart at the end of the article.

3.4 Explanation of the errors

(a) Language transfer

Language transfer is the transfer of features from the speaker's native language into the target language. This transfer according to Selinker could either be negative or positive. Negative transfer is as a result of the differences between the two languages and this is what gives birth to errors in the speech of a language learner. As such, errors as a result of language transfer could occur due to the speaker using words that do not collocate in the English language and wrong lexical choices, imposing the word order of his language system on the new/target language, and misapplying meanings etc.

Errors as a result of using words which do not collocate

The term collocation refers to the combination of words in a language that happens very often and more frequently than would happen by chance. That is, it is the use of words that go together in a language. The words that usually go together in the Yoruba language are different from those that collocate in the English language. As such, the sentences given below have been identified as having errors because words that do not collocate in the English language have been forced to merge after translation has been carried out e.g.

1. Help me to apologize to her

The initial 'to' use can be regarded as tautology, hence its usage is unnecessary. Also, it is important to note that the phrase 'to apologize' is not incorrect, however, in this context, the phrase, and 'apologize to' without the initial 'to' is the most generally accepted collocation.

Errors as a result of wrong word order

The basic word order in the Yoruba language is the 'SVO' structure. This structure is quite deficient when put alongside the 'SVOCA' structure of the English language as identified by Bloomfield in structural grammar. These structural elements also have various components that make them up. This complex nature of the English language becomes a problem because it becomes difficult to translate complex sentences from the Yoruba language into the English language. Example:

1. You are beautiful more than someone I know

The comparative 'more' has been used in the wrong position. It is an adverb of degree and usually comes before the adjective. This error is as a result of the difference in sentence formation in the two languages. In the movie, the speaker says 'o fine ju awon mi ti mo mó' which is translated literally as 'you are beautiful more than someone I know'. However, the English language, unlike the Yoruba language which places the adverb after the adjective, places the adverb before the adjective.

Error correction: You are more beautiful than someone I know.

Errors as a result of Semantic misapplication and Wrong lexical choices

Semantic is connected with the meaning of words and sentences. Semantic misapplication then occurs, when the meaning of a word has been misapplied in a sentence. That is the word is being used in a wrong context (different from how it ought to be used and when it ought to be used). Semantic misapplication sometimes leads to wrong lexical choice. Wrong lexical choice as the name implies, involves using the wrong word in a sentence. Errors as a result of wrong lexical choice occur in word classes (within and without; within implies using wrong words within the same word class and without implies, using a word from the wrong word class), tense etc. The errors documented below have occurred as a result of semantic misapplication and wrong lexical choices. In the English language, although certain words may have similar meanings (synonyms), it does not mean they can replace or be used in place of the other in every situation/context. Some words are solely used in a particular context because they are the best fit, e.g.

1. She doesn't offer us anything

Although 'does not' and 'did not' have similar meaning, does is a wrong fit for the sentence above because, the tense of the sentence is the past. Hence, 'doesn't', which suggest the occurrence of an event in the present is a wrong lexical choice.

Error correction: She didn't offer us anything

Errors as a result of malapropism

Malapropism refers to an amusing mistake somebody makes when they use a word which sounds similar to the word they wanted to use, but means something different. The English language has many homophones (a word that is pronounced like another word but has a different spelling and meaning), hence, a learner of this language may confuse words which leads to error, e.g.

1. It won't take you much time to jug from your house to here.

The verb 'jog' (/dʒɒg/) means to run slowly and steadily for a long time especially for exercise while the noun 'jug' (/dʒʌg/) is a large round container with a small opening and a handle, for holding liquids. The verb 'jog' is what is being referred to.

Error correction: It won't take you much time to jog from your house to this place.

(b) Strategy of learning

This is an attempt to develop linguistic and sociolinguistic competence in the target language. It also refers to the various attempts by the learner to simplify the language system he/she is learning. Learners shut out some distinctions in the second language and proceed to use what they perceive as the most fundamental elements. By doing this, the learner avoids cognitive overload. The learner may also resolve to the omission of grammatical elements that do not contribute to the meaning of the utterance.

Errors as a result of the omission of grammatical items

This has to do with the omission of grammatical elements that do not contribute to the meaning of the utterance. This omission occurs with function words such as conjunctions, preposition, articles, etc and content words such as verbs, adverbs, etc. For example, the Yoruba language has no definite and indefinite articles neither does it morphologically inflect to show plural number or possession. Hence, the major occurrence of the omission of these grammatical elements after translation has been carried out. Some of these elements may have no meanings of their own but, they are necessary and important in order to ensure that the sentence is grammatical, complete and meaningful. Example:

1. What do you expect us to discuss in ? presence of your dad? (Ife Afeju)

The definite article 'the' has been omitted rendering the sentence ungrammatical.

Error correction: What do you expect us to discuss in the presence of your dad?

Errors as a result of system simplification

It involves the selection of a class form to represent all these forms. That is, a particular word from a particular word class may be chosen to represent different synonyms despite difference in meaning and context of usage. Example:

1. You know man's folk are mostly unfortunate beings.

The noun 'folk' refers to a group of people, hence, the plural form 'men' should be used without apostrophe 's'.

Error correction: You know men folk are mostly unfortunate beings.

(c) Strategy of communication

It refers to the learners' attempt to deal with problems that have arisen in communication. The speaker focuses on how to pass across his meaning and gives room for inaccuracies.

Errors as a result of circumlocution

It involves using more words than necessary instead of speaking or writing in a clear and direct manner, e.g.

1. I don't want her to know what I did that made us to close beyond normal.

The use of more words than necessary in translation is the result of the error underlined above. The phrase 'to close beyond normal' is ungrammatical.

Error correction: I don't want her to know what I did that made us too close.

Errors as a result of approximation

It refers to a thing that is similar to something else, but is not exactly the same.

Near synonyms

1. I've told and warned you couple of times.

The verbs 'told' and 'warn' may be similar in the sense that they both involve speech, but 'warn' has a sterner quality and is enough to relay the message without using the verb 'told.'

Error correction: I have warned you a couple of times.

Errors as a result of literary transfer

It can also be regarded as direct translation. It involves the transfer of the direct or exact meaning of a word from the native language into the target language regardless of the context or co-linguistics of the utterance, e.g.

1. You can see that I'm catching fun.

O sha ri kpe mo'n catch fun mi lowo.

It is impossible to 'catch fun' because it is not a physical object. The appropriate verb which collocates with the noun 'fun' is 'have'.

Error correction: You can see that I'm having fun.

(d) Overgeneralization

This happens when the second language user/learner applies a grammatical rule across all members of a grammatical class without making the appropriate exceptions, e.g.

1. Don't let's discuss it in the car.

The contraction 'let's' is being over generalized. Although let's is the contracted form of the phrase 'let us', the phrase 'let us' is a more appropriate form in this context.

Also, 'let's' can be used only if the 'do' verb is removed.

Error correction: Don't let us discuss it in the car/ let's not discuss it in the car.

Quantification and evaluation of errors

The quantification of errors helps in summarizing the analysis, finding out errors percentages, and allows for conclusions to be drawn based on the percentages of the errors.

Formula for calculation of percentage errors;

$$\frac{\text{Number of particular error cause}}{\text{Number of total errors}} \times \frac{100}{1}$$

Total number of errors = 101

See Table 2 and the corresponding pie chart at the end of the article.

4.0 Conclusion

Yoruba movies are watched all over the world and the essence of subtitling them in English is to make them intelligible to all peoples and cultures. Results from this study are thus important and significant to the Nigerian Yoruba film editors and translators. Translators need to take note of the identified types of errors that are preponderant in Nigerian Yoruba films subtitled in English and take positive steps to gradually eliminate future occurrence or usage of such errors. There is also an urgent need for entrenching qualitative formal learning of the English language in schools at all level.

Table 1: Total number of errors

TYPES OF ERROR	FREQUENCY	PERCENTAGE %
Subject/verb errors	11	$\frac{11}{125} \times \frac{100}{1} = 8.8$
Tense errors	17	$\frac{17}{125} \times \frac{100}{1} = 13.6$
Spelling errors	17	$\frac{17}{125} \times \frac{100}{1} = 13.6$
Article errors	20	$\frac{20}{125} \times \frac{100}{1} = 16$
Prepositional errors	22	$\frac{22}{125} \times \frac{100}{1} = 17.6$
Pronominal errors	8	$\frac{7}{125} \times \frac{100}{1} = 6.4$
Verbal errors	21	$\frac{21}{125} \times \frac{100}{1} = 16.8$
Adverbial errors	7	$\frac{7}{125} \times \frac{100}{1} = 5.6$
Noun errors	2	$\frac{2}{125} \times \frac{100}{1} = 1.6$
	125	100

Pie Chart representation

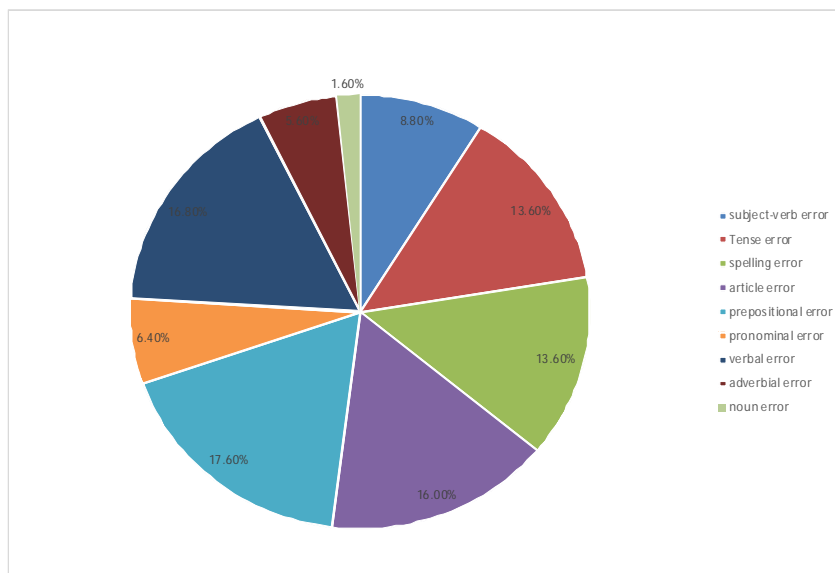
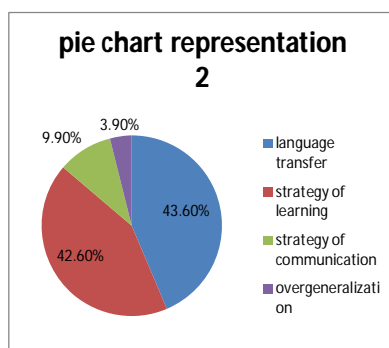


Table 2: Table indicating causes of errors

CAUSES OF ERRORS	FREQUENCY	PERCENTAGE
Language transfer	44	$\frac{44}{101} \times \frac{100}{1} = 43.6\%$
Strategy of learning	43	$\frac{43}{101} \times \frac{100}{1} = 42.6\%$
Strategy of communication	10	$\frac{10}{101} \times \frac{100}{1} = 9.9\%$
Overgeneralization	4	$\frac{4}{101} \times \frac{100}{1} = 3.9\%$
Total	100	100



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