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SOCIO-CULTURAL INFLUENCE AND LEARNING THE ENGLISH LANGUAGE BY ANALOGY: IMPLICATIONS FOR SECOND LANGUAGE LEARNERS
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Abstract
Some second language learners of English in Nigeria are faced with the dilemma of learning the English language amidst the array of languages in a linguistic pluralistic environment as Nigeria. The intercourse of English and other languages is reflected in the language use of learners whose socio-cultural affiliations are demonstrated in their use of the target language. At various levels of education in Nigeria, effective teaching of the target language has been hampered due to socio-cultural influence and learning the English language through analogy which is lubricated by sociolinguistic factors in a multi-ethnolinguistic society. The situation has raised variants and faulty learning of the English language among learners in a second language situation. Data for the study were collected from 100 first year students of Madonna University, Okija Campus and 100 Ordinary National Diploma (OND) students of Delta State Polytechnic, Ogwashi-Uku admitted during the 2020/2021 academic session. Although the students were randomly selected, the researchers employed focused group discussions and written expositions to elicit their data. The work anchored its analysis on Corder's Error Analysis and Granger Contrastive Interlanguage Analysis (CIA) theory. Findings reveal that though English is the medium of instruction in the institutions used for the study, students face linguistic challenges imposed as a result of socio-cultural influence and learning the English language by analogy (application of the knowledge of the mother-tongue consciously or unconsciously to the target language), overgeneralization and non-mastery of grammatical features. The study suggests possible practices that would discourage anomalous learning of the target language.

Keywords: English language, learning, analogy, socio-cultural and influence

Introduction
It is a clear fact that the English language has become firmly established as a second language in the country and has remained the language of instruction at various levels of education. This

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presupposes that an average Nigerian student should have a firm grasp of the language. However, the case has been on the contrary. Proficiency in the use of English is gradually

waning by the day. Bemoaning the situation, Oluikpe (1993, p. 2) laments, 'It will be recalled that the proficiency level of English at all levels of our education system has become a matter of great concern to the educationists and education planners in Nigeria.' By implication, an average Nigerian student still finds it extremely difficult learning English as it were. This challenge among other factors is unequivocally traced to human and material resources. Akujobi and Chukwu (2012, p.57) observe that without adequate 'provision of human and material resources, the learner cannot learn effectively in a second language situation.'

In addition, **s**econd language learners often face the difficulty of trying to reflect the culture and language in which they have already attained a reasonable level of communicative competence in the target language. The situation, most times, leads to faulty expressions, distorted meanings and unintelligible expressions. The reason stems from the particularity and distinctiveness of languages. No matter the similarities, no two languages are absolutely the same and infusing the structure of one into another will lead to linguistic dilemma. The position is put succinctly by (Lado,1957, as cited in Amara, 2019, p.71) that a student who comes in contact with a foreign language will find some features that are similar to his native language quite easy and others that are different extremely difficult. By implication, part of the problems encountered by second language learners are basically due to the differences in structure, form and meanings attached to English words which are different from the indigenous languages the learners are familiar with. However, in a bid to find an alternative means of learning the target language, such learners resort to learning the English language by analogy. By implication, the learners apply the knowledge of the mother-tongue consciously or unconsciously to the target language. The resultant effect of the above situation is the erroneous use of the target language. This has been a serious cause of concern to researchers in the field of language. This paper, therefore, shall in different dimensions highlight these areas logically with a view of correcting the anomalous learning of English among its users.

As earlier observed, socio-cultural influence, structural differences, learning difficulty, the inconsistent nature of the target language, teachers' incompetence in the subject and other factors have made learners resort to learning the language by analogy. Such a situation has adversely affected the pace at which the English language is learnt in various institutions of learning. Following from the above, the current paper seeks to find answers to the following questions:
1. How has learning the English language through analogy been reflected in students' use of the target language?
2. What are the implications of learning the English language through analogy among learners of English as a second language?

The English Language in Nigeria: Its Initiation, Retention and Challenge
The densely pluralistic linguistic nature of Nigeria accounts for the role and ascendancy of English in Nigeria. Although the precise date of its incursion into Nigeria is difficult to ascertain, Okoh (2006, p. 20) reports that the first appearance of English was the Portuguese-based Pidgin which was introduced in the 15th Century by the Portuguese traders. According to him, the

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language was later replaced by the English-based form in the early 16th Century through the activities of the British missionaries, administrators and educationists. Then, with the

colonization of Nigeria, English further became prominent and dominant as the language of administration, education, mass media, politics, science and technology among others. The elevated status of English as an elitist symbol heightened the interest and enthusiasm of some Nigerians to seek after the language through 'formal education'. (Akindele and Adegbite, 2005, p. 57). This situation made it that English has to co-exist with more than 500 indigenous languages that serve as the mother-tongue of Nigerian speakers alongside Pidgin as well as French and German which are taught in schools.

The contact between English and indigenous languages, to an extent, has created the problem of form which has given rise to different colourations and proliferation of English and as well as the situation where the English language is learnt through analogy. The condition is made emphatic by Okoh (2005, p. 12) who argues that 'there is today, a proliferation of Englishes world-wide.' Adducing reasons for the proliferation and emergence of different varieties of English, Umera-Okeke and Ahaotu (2018, p.78) posit that 'the importance placed on the English language has given birth to a lot of varieties which has abused the Standard English.'

Despite the fact that the English language has maintained an enviable position in Nigeria, Nigerians still encounter difficult in using the language effectively. In fact, the development and use of English in English has been 'fraught with many linguistic problems resulting from the structural differences between the native languages and the English language' (Onuigbo & Eyisi, 2009, p. 87). By implication, learning the English language as a second language has remained a difficult experience for Nigerians given the peculiar structural characteristics of the languages. These obvious marked structural differences are reflected in various errors which learners of English as a second language commit. These errors range from phonetic, phonological, morphological, syntactic to semantic. In addition, to the aforementioned errors, other linguistic challenges such as mother tongue interference, faulty application of rules (intralingual), learning by analogy, direct translation from mother tongue thought processes to English, spelling difficulty among others affect the effective learning and use of the English language among second language learners.

Empirical Studies on Effect of Language Contact and the Challenge of Learning English as a Second Language in Nigeria

Over the years, the challenges that second language learners encounter have generated a lot of scholarly interest. Hence different studies have been carried out on the dilemma of the English language learners in Nigeria. These studies include Akere (1981) whose study on the sociolinguistic consequences of language contact, juxtaposes English and Nigeria languages. The study identifies the phenomenon of code-switching between Nigerian languages and English within the sociolinguistic concept of code-usage and socio-cultural meaning. It further presents that the constant switching from the indigenous language to English reveals some communicative strategies which some bilingual speakers use to effect differing shades of meaning in their utterances and which also affects the language use. Similarly, Fatiloro (2015) tackles the challenges of teaching English language as a second language in Nigeria. The study

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holds that the English language teaching and learning in Nigeria is faced with myriads of challenges which range from students' laissez -faire attitude, lack of essential teaching material

to government inconsistent policies among other reasons. In addition to other reasons, the paper suggests that English learners must be extensive readers. Furthermore, Umera-Okeke (2019) in her study of the sociolinguistic dilemma of the English language users in a multilingual Nigeria discovers that the Nigerian users of English have the uncertainty of choice of code and variety, issues of language attitude, challenges with code mixing/code switching and concern over interference. The work holds that the aforementioned factors affect the English language usage in Nigeria. Finally, in considering further the challenges of learning the English language as a second language in the midst of other indigenous languages, Nnyigide and Anyaegbu (2020) who draw their data from 50 Year 1 sandwich students of Department of English and Literature, Nnamdi Azikiwe University, Awka, investigate how the teaching and learning of English in a second language situation affects Igbo teachers and students. Findings from their study show that the students have mainly interference problem among other problems associated with learning the English language in a second language situation.

Although these studies provide insights into the present study, it is evident that none of the studies investigates how socio-cultural influence and learning the English language by analogy affect the second language learners. The present paper is poised to address this identified gap in knowledge.

Theoretical Framework Underpinnings
The study is anchored on Corder's *Error Analysis* and Granger Contrastive Interlanguage Analysis (CIA) theory (1996). The term error refers to a systematic deviation from a selected norm or set of norms (Dulay et al., 1982 as cited by Akbar, 2012, p.1029). The study of errors 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 the teacher with a picture of the linguistic development of a learner and may give teachers indications as to the learning process. Akbar (2012) further quotes Sharma (1980) who advances that error analysis provides a strong support to remedial teaching. He further adds that during the teaching program, it can reveal both the successes and the failures of the program. Error analysis is useful in second language learning because it reveals to teachers, syllabus designers and textbook writers the problem areas. It can be used to design remedial exercises and focus more attention on the trouble spots. Similar to error analysis, Granger's Contrastive Interlanguage Analysis (CIA) theory (1996) x-rays the possibility of what learners do consciously and often unconsciously in an attempt to control their learning. The theory is considered apt for the study because it is a popular method in Learner Corpus Research. Its comparative design has made it possible to uncover a wide range of features distinctive of learner language and assess their degree of generalizations across learners' populations. Granger (1996, p. 7) holds that the theory makes the central role played by variation in interlanguage studies more explicit and is generally more in line with the current state of foreign language theory and practice.

Methodology

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As stated above, the data for the study were collected from 100 undergraduate students of Madonna University, Okija Campus and 100 Ordinary National Diploma (ND I) students of Delta State Polytechnic, Ogwashi-Uku who were admitted during the 2020/2021 academic

session and who offer Use of English in both institutions. The students who speak the same mother tongue (Igbo) were randomly selected from different departments for objectivism. The justification for the selection is that the students in the two institutions are students in their first year of studies and who have credit passes in English before being admitted to the institutions. It is expected that the students should have attained some level of competence in the mastery of the English language. The two researchers who are lecturers in the two institutions conducted the research jointly in each of the institutions. The students were engaged in a focused group discussion on: '*The Traditional Marriage Rites in my Village*' in order to ascertain if their use of the English language show learning through Analogy. Thereafter, the students were asked to write an expository essay on the same topic. The topic was purposively chosen in order to ascertain the extent to which cultural factors influence the learning of the target language by analogy. For objectivism, the same topic was discussed and written in the two institutions selected for the study.

From the essays, about 300 sentences that show use of English through analogy were observed. However, after a careful scrutiny of the sentences, only 70 sentences considered to be representative of the features observed across the 300 sentences were randomly selected for analysis. The paper adopted error analysis and Granger Contrastive Interlanguage methods in its analysis.

Data Presentation and Analysis
Research Question 1: How has learning the English language through analogy been reflected in students' use of the target language?

Based on the data collected from the students, the researchers were able to identify a number of language use which reflects the learning of the target language through analogy. Incidentally, the learning of English through analogy was responsible for the deviant forms observed in the students' language use. The errors were mostly observed in these forms:
  i.   Language transfer (interlingual);
  ii. Faulty application of rules (intralingual);
  iii. Direct translation from mother tongue thought process to English;
  iv. Wrong use of prepositions and
  v.   Learners' spelling difficulties of English.
However, the sentences from the respondents' essays were analysed to show instances of learning the English language through analogy and which is the cause of the errors in the target language. The deviant forms were juxtaposed with the corresponding correct English constructions.

  1. **Language Transfer**

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This gives rise to interlingual errors which are anchored on the interference theory. The constituent transfer of learner's first language patterns into those of the second language constitutes one of the bases for interlingual interference. Rivers (1988, p. 20) is of the opinion

that the first language phenomenon is one of the major sources of learning difficulty to a second language learner. He further asserts that the major difficulties for the second language learners are mostly noticed at those points where the foreign language differs most radically from the native language (Rivers 1988, p.5). Language interference is manifested at the levels of phonology, syntax and semantics. The table below shows ample illustrations of both the syntactic and semantic interference discovered in the students' essays.

Table 1: Showing Language Transfer from First Language (L1) to Second Language (L2) through Analogy at the Syntactic and Semantic Levels

S/N	Interference Type	First Language (L1)	Second Language (L2)
1.	Syntactic Interference	My friend's family killed four goat for the traditional wedding.	My friend's family killed four goats for the traditional wedding.
2.	Syntactic Interference	Every one come for the marriage ceremony.	Everyone came for the marriage ceremony.
3.	Syntactic Interference	From the way they are dancing, the bridegroom love the bride well well.	From the way they are dancing, the bridegroom loves the bride very well.
4.	Syntactic Interference	The gossiper, Mrs Abeke was at the ceremony.	The gossip, Mrs Abeke was at the ceremony.
5.	Syntactic Interference	Before my brother get married, he was a flirter and cheater.	Before my brother got married, he was a flirt and a cheat.
6.	Syntactic Interference	We heard that the equipments, luggages and stationeries brought to the venue were fake.	We heard that the equipment, luggage and stationery brought to the venue were fake.
7	Syntactic Interference	As you get married, God will grant you marital upliftment.	As you get married, God will grant you marital uplift.
8	Syntactic Interference	What the caterer did on that day is still paining me	What the caterer did on that day still pains me
9	Semantic Interference	The father of the bride is a big man.	The father of the bride is a rich/wealthy man.
10	Semantic Interference	When the rain started falling, we pick race.	When it started raining, we ran.

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11	Semantic Interference	They have put money on her head.	They have paid her bride price.
12	Semantic Interference	The money meant to buy the cow was eaten.	The money meant to buy the cow was mis-managed/embezzled.
13	Semantic Interference	My sister complained that her battery is dead.	My sister complained that her battery is drained.
14	Lexical Interference	The traditional marriage was sweet.	The traditional marriage was interesting.
15	Lexical Interference	The go-slow on our way to the marriage made me to crack my head/brain.	The traffic jam on our way to the marriage spurred me into racking my brain.
16	Lexical Interference	The bride's mother is trickish to have cooked that pepperish soup.	The bride's mother is tricky to have cooked that peppery soup.
17	Lexical Interference	In my culture, the man who wants to marry will be asked to bring drinks including one carton of hot drink.	In my culture, the man who wants to marry will be asked to bring drinks including one carton of hard drink.
18	Lexical Interference	Security was tight around the venue of the reception.	Security was beefed up around the venue of the reception

Field Research: 2021

The table above reveals the three levels of interference noticed. From sentence 1, it is visibly seen that many Nigerian languages do not inflect the number of nouns the way English does. This explains why "four goat" was used. Also, in sentences 2 and 3, it was discovered that many Nigerian languages do not inflect tense like English and that there is the problem of subject/verb concord as reflected in the use "come" and "love". Most second language users tend to pluralize non-count nouns as illustrated in the use of "informations", "equipments", "luggages" and "stationeries" in sentence 6. Sentences 9 to 13 show transfer of sense of meaning from the indigenous language to the target language. Similarly, sentences 14 to 17 depict faulty lexical transfer from L_1 to L_2.

2. Faulty Application of Rules (Intralingual)
Intralingual errors clearly show non-mastery of rules which is reflected in over-generalization or faulty application of rules. Such defective application of rules leads to incorrect and deviant forms. The major challenge here is that the majority of the second language users are ignorant of the exceptions to certain rules of grammar. Thus, they resort to producing incorrect forms by analogy. The table below clearly shows sentences that are fraught with faulty application of rules.

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Table 2: Showing Faulty Application of Rules (Intralingual) Factors

S/N	First Language (L1)	Second Language (L2)
19	The man who married a wife came to our village with two <u>aircrafts.</u>	The man who married a wife came to our village with two <u>aircraft</u>.
20	The bride's <u>staffs</u> came for the wedding.	The bride's <u>staff</u> came for the wedding.
21	The couple provided <u>accommodations</u> for the guests.	The couple provided <u>accommodation</u> for the guests.
22	We are from the Bini and during traditional marriages, the woman is decorated with a lot of beads and <u>jewelleries.</u>	We are from the Bini and during traditional marriages, the woman is decorated with a lot of beads and <u>jewellery.</u>
23	The groom's <u>speechs</u> were not clear.	The groom's <u>speeches</u> were not clear.
24	The <u>louses</u> and <u>mouses</u> <u>were</u> too many in the room we slept.	The <u>lice</u> and <u>mice</u> were too many in the room we slept.
25	We did not understand their <u>slangs</u> because they came from America.	We did not understand their <u>slang/slangy</u> expressions because they came from America.
26	My sister wore beautiful <u>attires</u> on her traditional marriage.	My sister wore beautiful <u>attire</u> on her traditional marriage.
27	The bridegroom has long <u>beards</u>.	The bridegroom has a long <u>beard</u>.
28.	The <u>master of ceremony</u> at the party was very funny.	The <u>master of ceremonies</u> at the party was very funny.
29	We <u>keep</u> all she needed for her make-up.	We <u>kept</u> all she needed for her make-up.
30	They <u>give</u> us the drinks as they <u>go</u> away.	They <u>gave</u> us the drinks as they <u>were going</u> away.
31	The women <u>eat</u> the food as if they <u>know</u> who cook it.	The women <u>ate</u> the food as if they <u>knew</u> who cooked it.

Field research 2021

The sentences extracted from the exposition essay written by the students reveal several instances of faulty application of rules. The inability of learners to apply the exceptions to rules leads to deviant forms in the formation of plural in nouns and past tense patterns in verbs. They tend to over-generalize based on the fixed rules governing the target language (Intralingual factors).

Direct Translation from Mother Tongue Thought Process to English
This can be grouped among one of the causes of interference. This is because the English language and other indigenous languages belong to different cultural backgrounds. The second language learners tend to convert their native experiences as conceived in their first language and

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culture into an experience in the second language. This leads to transliteration. The table below shows instances of transliteration in the students' essays.

Table 3: Showing deviant forms from analogy as a result of Direct Translation from Mother Tongue Thought Process to English

S/N	Transliterations	Correct Forms
32	On that day I was angry because my friend wore my shoe to the occasion and spoilt it.	On that day I was angry because my friend wore my shoe to the occasion and damaged it.
33	Since the distance was not far, I decided to go with leg.	Since the distance was not far, I decided to go on foot.
34	The camera man showed them pepper on their traditional marriage day.	The camera man dealt with them on their traditional marriage day.
35	The musician complained that his throat was dried.	The musician complained that he was thirsty.
36	We heard the smell of fried rice.	We could smell fried rice.
37	Her parents have long leg.	Her parents are highly influential.
38	The man who started the problem told the other man that one day is one day, he will slap him.	The man who started the problem told the other man that on a day he will never forget, he will slap him.
39	The bride's father advised that we should put the new couple in our prayers.	The bride's father advised that we should pray for the new couple.
40	After that, the girl will agree that she has heard all he told her in his letter.	After that, the girl will agree that she has understood all he wrote in his letter.
41	After the traditional marriage, the couple can stay for some days before going back to their working place.	After the traditional marriage, the couple can stay for some days before going back to work.
42	We were given transport money.	We were given money for transport.
43	It is a disgrace to a family whose daughter is pregnated before marriage.	It is a disgrace to a family whose daughter gets impregnated before marriage.

Field Research 2021

The sentences above are strong indications of the various cultural backgrounds or native experiences of second language learners brought into the target language. Ghani, Ataman and Egele, (2012, p. 31) attribute such usages to social and environmental factors.

4. Wrong Use of Prepositions
A preposition is a word or group of words used before a noun or pronoun to indicate place, position, time or method. They are used to show the relationship between a noun or a pronoun and some other words in a sentence. Wrong use of prepositions makes up a large number of common errors in English. This is because many Nigerian learners of English are ignorant of where and why they should use a particular preposition. These are exemplified in the sentences written by the respondents from both institutions.

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Table 4: Showing Instances of Learning the target language through Analogy in Wrong Use of Prepositions

S/N	Wrong Use of Prepositions	Correct Forms
44	The traditional marriage will start by 11am prompt.	The traditional marriage will start at 11am prompt.
45	My elder sister is good in planning weddings and she was the one who assisted her.	My elder sister is good at planning weddings and she was the one who assisted her.
46	On that day, the bridegroom came to our house with a car.	On that day, the bridegroom came to our house in a car.
47	The oldest man in the village will bless the couple to the hearing of everybody.	The oldest man in the village will bless the couple in the hearing of everybody.
48	I have witnessed many marriages but the one I will describe took place at Delta State.	I have witnessed many marriages but the one I will describe took place in Delta State.
49	All the invited guests got into the bus and we left for the marriage ceremony.	All the invited guests got on the bus and we left for the marriage ceremony.
50	The girl's father was working under the Ministry of Power and Energy.	The girl's father was working in the Ministry of Power and Energy.
51	We could not eat because time was against us.	We could not eat because we have not got much time. /Time was running out.
52	The in-laws would be asked to pay some money should in case they come late.	The in-laws would be asked to pay some money should they come late. /In case they come late.
53	The leader of the woman's family would ask the man who wants to marry a wife to tell them what it is by his time?	The leader of the woman's family would ask the man who wants to marry a wife to tell them what the time is/tell them the time?
54	He told them that the time was after five.	He told them that the time was 20 minutes past five.
55	Although the girl was under pregnancy, she was able to dance well.	Although the girl was pregnant, she was able to dance well.
56	The man who has fallen in love for the woman would be asked to lie down with his friends to greet the woman's family members.	The man who has fallen in love with the woman would be asked to lie down with his friends to greet the woman's family members.

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From the above, it is crystal clear that a majority of second language learners are quite often confused on the use of prepositions at a particular point in time. They do not know when and where a particular preposition is appropriate. A misapplication of prepositions obviously leads to abnormal expressions due to learning the target language by analogy.

5. Learners' Spelling Difficulties

The spellings of words in the English language are often very deceptive. In many cases, how a word is pronounced does not give a clue to its spelling. The failure to represent pronunciation accurately and consistently is, to a large extent, responsible for perennial spelling difficulties among second language learners of English whose first language are usually spelt as they are pronounced. Below are some of the notable spelling errors discovered in the students' essays.

Table 5: Showing Learners' Spelling Difficulties as a Result of Analogy

S/N	Incorrect Spelling	Correct Spelling
57	Nobody knew <u>were</u> the couple slept after the marriage ceremony.	Nobody knew <u>where</u> the couple slept after the marriage ceremony.
58	The couple gave out buckets and <u>calenders</u> as their wedding gifts.	The couple gave out buckets and <u>calendars</u> as their wedding gifts.
59	The comedian was very funny but most of his <u>pronounciation</u> were wrong.	The comedian was very funny but most of his <u>pronunciation</u> were wrong.
60	When the couple were dancing, a man came to pick the money on floor but he was <u>embarassed</u> by the policemen.	When the couple were dancing, a man came to pick the money on floor but he was <u>embarrassed</u> by the policemen.
61	After the ceremony, the villager's spokesperson would announce <u>fourth-coming</u> marriages if there were.	After the ceremony, the villager's spokesperson would announce <u>forthcoming</u> marriages if there were.
62	The <u>fullscap</u> on which the list of items for marriage rites is written would be given to supposed in-law after the payment of five thousand naira.	The <u>foolscap</u> on which the list of items for marriage rites is written would be given to supposed in-law after the payment of five thousand naira.
63	My <u>niice</u> shared some gift items during the ceremony.	My <u>niece</u> shared some gift items during the ceremony.
64	The couple <u>recieved</u> gifts and cash awards from their invited guests.	The couple received gifts and cash awards from their invited guests.
65	The groom's father advised them to always <u>belive</u> in each other.	The groom's father advised them to always <u>believe</u> in each other.
66	He also advised them that they should seek for <u>oppurtunity</u> to make each other happy.	He also advised them that they should seek for <u>opportunity</u> to make each other happy.
67	The Mc's <u>grammer</u> made us laugh.	The Mc's <u>grammar</u> made us laugh.
68	The principal of the school where my Aunty was teaching shared <u>writting</u> pads to the guests.	The principal of the school where my Aunty was teaching shared <u>writing</u> pads to the guests.
69	Different dishes were served including	Different dishes were served including rice

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	rice and stew, _sause,_ pounded yam and others.	and stew, <u>sauce</u>, pounded yam and others.
70	Even the father of the bride will not <u>interfer</u> in the decision of the kinsmen.	Even the father of the bride will not <u>interfere</u> in the decision of the kinsmen.

Field Research 2021

Evidently, from the above table, the students' spellings reveal that the students were spelling the words following an analogical pattern of their first languages. Hence, the realization of the deviant forms. There is no gainsaying the fact that English spelling, to a second language learner, is highly deceptive, since the orthography is not always a guide to the pronunciation.

Research Question 2: What are the implications of learning the English language through analogy among learners of English as a second language?

Implications of Learning the English Language through Analogy among Learners of English as a Second Language

Learning the English language by analogy has been discovered to be one of the problems facing the teaching and learning of the English language in the institutions used for the study. It is obvious that the socio-cultural influence affects the way learners think, speak and use the target language. The implication for second language learners is that learners are not able to learn the language as expected. Learning the target language by analogy, obviously, leads to faulty learning and anomalous forms. Findings from the research reveal that despite the differences in the structures of the native language and the target language, learning by analogy has made students transfer words, expressions, spellings exactly the way it is in the native language into the target language following their socio-cultural experiences. In the present study, the anomalous analogy and transfers were observed at different levels of language use: syntactic, semantic, lexis, spelling and faulty use of prepositions. Unfortunately, lecturers of Communication in English, (a core general studies course) in both institutions used for the study have not considered learning by analogy as an impediment to teaching and learning of the target language. The situation, no doubt, portends danger for effective learning and teaching of the target language.

Discussion on Findings

From the data analysed, it is generally deduced that analogy is mostly noticed as interference at various linguistic levels. The effect is an impairment of the intelligibility of both the spoken and written forms of English, hence, the need to totally remove or at least, discourage its occurrence. Furthermore, despite the fact that English is the medium of instruction in the institutions used for the study, the students face linguistic challenges imposed as a result of learning the English language by analogy due to socio-cultural factors. Also, findings reveal that unlike some other languages like Arabic which have fewer prepositions (Al-marrrani, 2009, Aldahesh 2013), English makes frequent use of prepositions to express basic relationships between words and the majority of second language learners quite often find it difficult to know the particular preposition to use for expressions given the influence of their first languages. Finally, results reveal that the intricacies and inconsistencies associated with the English spelling make it

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difficult for second language learners to acquire the language effectively. Second language learners tend to associate the spelling of English with the spelling system of their first languages which leads to faulty spelling. Of course, the moment a word is mis-spelt, a totally different meaning is implied. This often hinders effective communication.

Recommendations
In view of the above findings, the paper recommends the following:

i. Fundamental structures of the English language ought to be acquired first by the second language learners before the introduction of other structures of the language to them. Language teachers should ensure that the rudimentary practical rules governing the English language are acquired before the introduction of other structures. Firm grasp of the fundamental rules will help second language learners in mastering the target language.

ii. Emphasis should be on communicative interaction vis-à-vis the rules of the English language. This will solely enhance effective communication among users of English. A language devoid of interference will go a long way in enhancing smooth interactions among users of English in a second language situation.

iii. English learners must be extensive readers. This will enable them to be abreast with current developing trends in English.

iv. The language teachers/ lecturers must be proficient in the target language and must possess adequate content and pedagogical skills for effective teaching.

v. The art of spelling can be perfected through regular practice and reading. Learners should at all times be encouraged to cultivate the habit of constant use of the dictionary whenever they are in doubt of the spelling of any word.

vi. Lecturers of communication in English/teachers at various levels of education should discourage learning the target language by analogy.

Conclusion
The present paper examines the socio-cultural influence and learning the English language through analogy among second language learners. It is established that the structural difference between the English language and the indigenous languages and the longing to reflect the learner's societal affiliations, cultural reality and world view in the target language account for the reason why learners consciously or unconsciously employ measures to help them learn the target language. This, of course, leads to learning by analogy.

Learning by analogy creates room for language transfer, over generalization, faulty analogy, direct translation, spelling difficulties, faulty application of rules, among others. From the study, it is revealed that part of the reasons why students in the higher institutions of learning used for this study still have difficulty in attaining the expected level of competence in the target language is because they learn through analogy. And, until the anomalous learning is discouraged by lecturers and teachers of English, students will continue to encounter difficulties in the target

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language. The present study has tried to proffer solutions to discourage learning the English language through analogy.

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