Paedagogical Implications of Subject and Verb Raising Structures among Yoruba Learners of English

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Abstract

Raising denotes movements of some grammatical constituents from a lower to a higher position in a structure. Many scholars have studied raising structures in different languages. It is shown that raising constructions are problematic for L2 learners of English (Callies, 2008). Hence, this study investigates raising in English and Yoruba to determine areas where Yoruba learners encounter difficulties in such constructions. Copy theory of movement of the Transformational Generative Grammar is adopted as the theoretical framework for this research. The data were gathered from syntax literature. Raising structures were selected and analysed through the use of tree diagram and copy movement in the Minimalist Program. The findings reveal that subjects of the embedded clauses in English, can raise to the subject or object positions of the matrix clauses; whereas, a raised element in Yorùbá often leaves behind a resumptive pronoun for convergence. English data show that auxiliary verbs could be raised above the DP subject in question formation. Contrarily, Yorùbá examples do not show any trace of raising in forming interrogative statements in the language. They rather apply variation of four question markers *sé, sebí, Njé* and *àbí* to form questions. Notwithstanding, both languages can raise negations. This study concludes that the difference in raising structures creates difficulties for Yoruba learners of English to understand and put to efficient use. Thus, they are compelled to misapply the LI knowledge on similar constructions in the English language.

Keywords: Raising, subject raising, Verb raising, Yoruba learners, Interference and Upward Movement

1. Introduction

The English language plays a major in Nigeria. Apart from being an international language, it serves as an official language and *lingua franca* in Nigerian multi-ethnic and multi-cultural societies. This makes the acquisition of the language an indispensable factor in our social life. English is not only use as an official language but also as a language of instructions and communication in education sector. Bamgbose (1971, pp 35) asserts that the entrenchment of English is perhaps most noticeable in the field of education'. English is introduced as a subject in the first year of the primary school, and from the third year of the primary school up to the University level, it is the medium of instruction. The main focus of this paper is the Yoruba learners of English. It is observed that despite years of learning English at primary, secondary and even at tertiary levels of education, Yoruba learners of English still produce inappropriate structures on NP and verb raising in their use of English. These errors might be attributed to the mother tongue (MT) interference due to the differences in the structures of the native and the newly acquired languages.

Yoruba is the principal language of the Western states of Ekiti, Ondo, Osun, Oyo, Ogun and Lagos of Nigeria. It is also being spoken to some extent in Kwara, Kogi and Edo states, Benin Republic and Togo (Omotoye, 1999). Yoruba is widely used as mother tongue and lingua franca in the South Western part of Nigeria. Yoruba is the mother tongue of the Yoruba learners of English in the present investigation. Yoruba speakers represent about ten percent of Nigeria's population based on the figures of 2006 national census.

English as a Second Language (ESL) is a bilingual or multilingual situation whereby English exists along with the native language or mother tongue. ESL is a form of English learned and used alongside or in addition to the first language or mother tongue in a multilingual environment. Yoruba ESL learners are those whose native language is Yoruba or those who are born and brought up in Yoruba speaking communities while they speak Yoruba as their Mother Tongue. They are learning English as a second language through their education in primary, secondary and tertiary institutions, where English is used as a medium of instructions and communication. In this way, the language proficiency of an ESL learner is often fraught with a lot of influences from either of the languages to the other. Thus, the competence of Yoruba learners of English as a second language cannot be compared with learners who speak English as L1.

Since English is used as a second language in Nigeria, the proficiency of Yoruba ESL learners and speakers of English is strained as a result of interference from the mother tongue whenever raising

constructions are involved (Vainikka, 2009). For instance, Adesola (2005) proves that the kind of DP-raising in English is different from what is permitted in Yoruba. Consequently, a Yoruba learner would prefer avoiding verb raising structure where DP-Auxiliary inversion is used. This corroborates Jacob's (2015) submission that some ESL learners have limited knowledge and appropriate use of auxiliary verbs. They only employ rising tune (accentuation) in a polar interrogatory statement which Akinjobi (2011) says has been averagely mastered for polar questions especially among the Yoruba learners of English. Han et al. (2005), Korostenskaja (2014) and Vainikka (2009) have also agreed that raising structures especially DP and Verb raising, are not easy for L2 learners due to language variations. Thus, learners are forced to misapply their LI knowledge on similar construction in the second language.

These problems become more stringent for Yoruba ESL speakers when raising is applied in the target language (English). The competence of ESL learners and speakers is better determined when their performance is proportionate with the dynamism of the second language. Therefore, this research work sets to investigate and identify the nature of this difficulty and other areas where the Yoruba ESL learners would encounter difficulties in constructions that involve raising operations.

The main objective of this study is to investigate and identify areas where the Yoruba ESL learners and users may encounter difficulties in raising constructions. This study also wishes to show how an English language teacher can use the knowledge of raising constructions in English for effective and efficient teaching and learning.

2. Literature on Raising

Postal (1974) is one of the earliest work on raising. This work is notable for the hundreds of judgments about English sentences and non-sentences, as well as judgments on grammaticality, ambiguity, constituent structure, etc. An attempt is made to create rules for raising in English constructions. However, this work does not indicate whether raising constructions in English is a universal or language-specific feature. This work does not attempt to juxtapose the finding with any other language of the world; whereas, other languages may have their own peculiarities. Notwithstanding, the work is useful to this research as it exemplifies, explains and illustrates a number of raising predicates which serves as an impetus and an indispensable references for further studies on raising

constructions. In fact, the present study draws a lot of insights from these predicates to identify similar elements in Yoruba for contrastive purposes. The present work relies heavily mainly on English data.

Ura (1995) observes lack of cross linguistic data in Postal (1974) and he comes up with raising analysis in many languages from where varieties of raising such as copy-raising and super-raising are discovered. He provides an analysis of these varieties under the theory of multiple feature-checking. It was claimed that the existence or absence of the language particular rule which inserts a pronominal copy in a checking position of an A-chain, determines the existence or absence of copy raising. He also posits that the theory of multiple feature-checking would give a natural account of the derivation of super-raising in some languages. The work of Ura (1995) is distinct for the attempt being made to classify varieties of raising. Though the work of Ura (1995) is on feature checking, it is a major literature on raising syntax. Also, it has provided a guide for the current study on the structure of the heads in languages of study. Furthermore, the work only demonstrates that the theory of multiple feature checking can give a natural explanation on some less-familiar phenomena (like raising) in generative syntax, he does not really make raising as the focus of the study.

Ademola-Adeoye (2010) is another notable research on raising. It is shown that many languages of the world including Yoruba manifest both copy-raising, a movement that leaves a resumptive pronoun behind and hyper-raising, a movement of the subjects of embedded finite clauses to the subject positions of matrix clauses. Ademola-Adeoye's (2010) work provides a cross linguistics analysis of raising constructions in African languages (such as Zulu, Moroccan Arabic, Igbo, Yoruba, Bantu, etc.) and Non-African languages (Greek, Japanese, Rumanian, Persian, Turkish, Brazilian Portuguese, etc.). One of benefits of this work on the current study is that it has demonstrated that raising is also possible in a finite clause in some languages. This is contrary to the widely held belief that raising is only possible in a non-finite clause. A theoretical analysis of computation of raising structures is lucidly presented. This enables the current study to have a clear focus on the internal mechanism of raising structure. Nevertheless, Yoruba is not the focal point of Ademola-Adeoye's work. The focus is not really on raising constructions in English and Yoruba but a cross linguistic analysis of some African and Non-African languages.

Furthermore, Callies (2008) studies raising in an L1 and L2 learners of English. He affirms that raising is an interesting phenomenon to study with respect to both argument realization and information structure. It has also been shown to be problematic for child L1 and adult L2 learners of English. Callies (2008) reports that raising constructions are misinterpreted among Chinese EFL learners while Dutch learners of English are more likely to accept sentences with traditional subject or object than sentences with raised subject or object. According to him, raising is difficult to acquire because it requires more attention, mental effort, resulting in more processing time by the recipients. More so, raising is a language parameter whereby the grammatical subject is not the semantic subject of the sentence. Callies (2008) submits that raising structures are being underrepresented in the writing of advanced learners due to avoidance. This is to aid the readers' clear comprehension of the text. Similarly, the learners face difficulties with respect to their effective use of all raising constructions in written discourse in terms of information structuring and textual cohesion which often lead to lack of fluency, thematic redundancy and awkward style. The work of Callies is a study on English among foreign learners. It is able to present some of the problems a learner of English as a second language may encounter. The current study is a work on Yoruba learners of English. Therefore, the work of Callies (2008) is highly invaluable to this research.

The present study is similar to the works of Ura (1995) and Ademola-Adeoye (2010) because they are comparing raising in English and other languages. The present work only differs from them in that it examines raising in English and Yoruba alone. Also, the current research is related to Callies (2008) because both are examining raising in a second-language situation. The only difference is that while Callies (2008) uses data among Chinese and Dutch EFL learners, the current research is conducted among Yoruba learners of English.

Considering the various degrees of vacuum in Ura (1995) that lacks data on Yoruba language; Ademola-Adeoye (2010) which over-generalises the analysis of raising constructions; and Callies (2008) that focuses on only the Chinese and Dutch learners of English; the implication of the studies is that a comprehensive work on contrastive analysis of raising structures in English and Yoruba is desirable. The current research studies raising structure in English and Yoruba. It examines how the Minimalist Program accounts for the structure of Yoruba raising constructions. This research has also adopted contrastive method to explain common and peculiar features of raising constructions in both languages. This is with a view to making the analysis comprehensive. Expectedly, this research is interested in finding the specific area where Yoruba learners of English will encounter problems in raising constructions. Arguably, the two languages may have specific and universal features which are important to the concept of UG and of course Contrastive Analysis (CA). The previous studies examined above have created a path through which the current research would navigate. This means that this research will benefit immensely from the foundation they have laid in raising constructions.

Raising

Raising is a kind of construction that involves movement of the subject of a non-finite embedded clause to the subject position of the matrix clause (Rosembaun, 1967; Postal, 1974). The trigger for the movement is the null-subject matrix verb such as *seem* which needs a subject in the matrix clause in order to fulfill the EPP condition that every clause must have its subject. Raising is traditionally motivated by a class of verbs called A verbs which are null-subject verbs like *seem* etc. (Postal 1974; Yusuf, 1998). It also involves *be, have* and *modal* verbs in auxiliary verb raising (Koopman, 1983; Pollock, 1989; Radford, 2009).

Raising constructions involve null-subject verbs like *seem,* in the matrix clause while the complement clause often contains non-finite verbs. This triggers the closest nominal (DP) element in the subordinate clause to move to the subject position of the matrix clause. Raising is a parameter of language variation (Chomsky, 1995; Ura, 1995; Ademola-Adeoye, 2010) because not all languages permit this kind of null-subject verbs as English. Similarly, not all languages allow such movement like English.

In the Minimalist Program, elements that can be raised, include DP, Complementizer, wh-elements and auxiliary verbs. For the purpose of this study, the two categories of raising constructions (Subject raising and auxiliary verb raising) would be examined. The latter is an offshoot of the former. These aspects are misused by the Yoruba ESL learners and speakers. The study investigates the nature of this problem. These categories of raising are also chosen due to the interconnectivity of their triggers. The two raising forms are motivated by a class of verbs called

raising predicates (such as seem, appear etc) that trigger the movement of the raised elements from a lower to the higher category (Koopman and Sportiche, 1991). While DP raising is triggered by a class of null-subject verbs such as *seem,* Verb raising involves auxiliary verbs *be, have* and *modal*s.

3.1. Subject (DP) Raising

Subject (DP) raising is a type of structure which involves movement of a subject or an object of an embedded clause to the position of subject or object of a matrix clause respectively. Subject Raising is triggered by a class of verbs called null subject verbs and some adjectives that take explective *there* or *it* as their subjects (Carnie, 2006; Radford, 2006). These include seem, appear, happen, likely, and certain. The movement is also motivated by EPP condition that a clause must have a subject; lack of φ-features of expletives and the non-finite verb which lacks case features in the embedded clause. Subject raising may be from a subject position to another subject position. A subject of the embedded clause can also raise to the object position of the matrix clause. Likewise, a complement clause can be raised to the subject position of the main clause.

Subject raising is represented as leftward mobility in examples (11a and 11b) and raising (upward mobility) as in tree diagram in (2) below:

1a.   [$_{TP}$Ø seems [$_{TP}$John to leave]]
1b.   [$_{TP}$John seems [$_{TP}$~~John~~ to leave]]
   (subject to subject raising)

2.
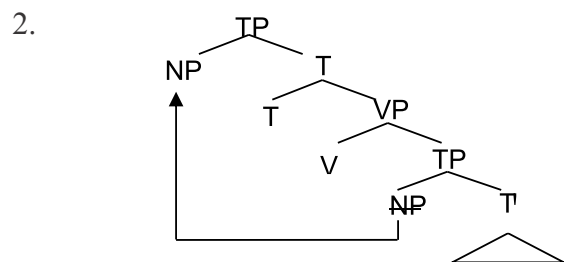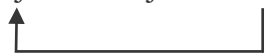
The tree diagram above shows the movement of the NP - *John* from the specifer position of lower TP to the specifier of the higher TP. This movement from embedded subject position enables the subject *John* to be case-marked in the matrix subject position.

3. 2. Verb Raising

Verb raising also known as auxiliary verb raising is another raising category. This is a type of raising which moves a verb from a particular position to an empty higher position within the same clause. Radford (2009:162) states that a set of verbs like *have, be* and *need* can raise from V head of the VP. Verb raising is motivated by the morphological properties of T which attract a verb or an auxiliary. Other syntactic elements that are associated with verb raising in cross linguistic analysis include tense infinitive, negation, adverbs, quantifiers and auxiliaries (Chomsky, 1995: 138; Cook and Newson, 1996: 213). This study wants to examine this aspect of raising in English and Yoruba in order to establish whether the Yoruba language conforms with any of these parameters or it deviates from them.

Following Pollock (1989) two verb raising operations have been established. They are V-raising to T and T-raising to C. V-raising to T takes finite verbs from its base position and places it in a higher position between V and Spec TP. It is assumed that this movement takes place due to finite verb that surfaces on the left of adverb or negation that are supposed to be located at the left of the VP. Consider the following:

3a. They may not be happy.
3b. They are not Ø happy.

4.
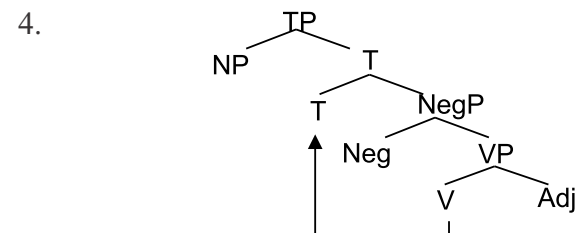
The verb *be* occupies V position in the VP which comes after *not,* but in example (26b) the variant of *be* i.e. *are* precedes *not* at the head T position of TP. The verb *be* therefore, raises from the position after *not* to the position before it.

On the other hand, V-raising to C occurs when the verb raises to a higher position beyond the structural subject position. The underlying assumption is that such verbs must have raised through T position rather than directly from V-position and skipping T. verb raising to C often occurs in polar interrogative statements as in follows:

5a. You are a student.
5b. Are you Ø a student?

The auxiliary *are* raises from its post-subject position to the pre-subject position. This is illustrated in tree diagram below:

6.
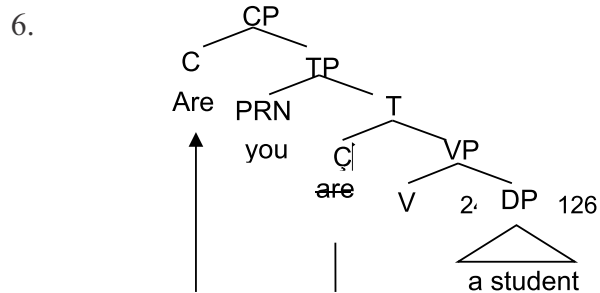
The tree diagram above shows the movement of the verb - *are* from T to C head of CP. This movement changes the form of the structure from the initial statement to a question.

4. The Theoretical Framework
The theoretical framework adopted for this research work is the Copy Theory of Movement of the Minimalist Program (MP), a model of the Transformational Generative Grammar. The main reason for the adoption of the theoretical framework is that raising is a phenomenon of movement.

In the Copy Theory of Movement, operations are processed via a copy movement which is a composite operation involving two sub-operations of copying and deletion (Radford, 2009: 148). In the copy theory, the item to be moved is duplicated (copied) and a copy is adjoined to the landing site, while the original copy is deleted from the extraction site. According to the copy theory, a trace is a copy of the moved element that is deleted in the phonological component in overt movement but is available for interpretation (Nunes, 1995:71; Chomsky, 1995: 203).

The theory conforms to the data for this study which are aimed at explaining the process of movement in raising structures in English and Yoruba. Furthermore, the model has been simplified and expanded by various scholars to be able to account for the grammar of all human languages. Also, the data to be collected for the study is germane to the model's analysis. The grammatical rules developed for English raising structures by TGG scholars such as Ura (1995), Potsdam and Polinsky (2006), Zeller (2006), Adeoye (2010) and Brook (2016) will be used to test the adequacy of the data from the Yoruba language.

5. Methodology and Data Analysis
The English data were gathered from syntax literature while Yoruba data were generated through introspection. Raising structures were selected and analysed through the use of tree diagram of copy movement in the Minimalist Program.

5.1 Subject Raising in Yorùbá and English
The following sentences show raising constructions in English and Yoruba languages. The sentences are presented to portray the underlying structures, as well as various ways in which raising could be derived in similar structures in both languages. In these languages, raising is not haphazardly executed but through some syntactic rules that spell out the grammaticality of the whole structure after the movement has taken place. This is exemplified in the structures 7-12.

7a.   ø seems [Bob to love Sylvia]   (ENGLISH)
b.   It seems [Bob to love Sylvia]
c.   It seems [that Bob loves Sylvia]
d.   It seems [that he loves Sylvia]
e.   He seems [to love Sylvia]
f.   Bob seems [ø to love Sylvia]

8a.   ø is likely [that John wins the prize]
b.   It is likely [that John wins the prize]
c.   John is likely [ø to win the prize]

9a.   John believes ø [(that) Bobs loves Sylvia].
b.   John believes ø [that Bobs loves Sylvia].
c.   John believes Bob [ø to love Sylvia]

10a.   Ó wù mí láti jẹ ìrẹsì   (YORUBA)
        It interest me to   eat rice
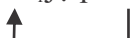   I wish to eat rice
b.   Irẹsì wù mí láti jẹ ø

Rice interest me to   eat
        I wish to eat rice

11a.   ø jọ   [pé Olú fẹràn Ṣọlá]
        ø seem [that Olu love Ṣola]
        ø seems [that Olu loves Ṣola]

b.   Olú₁ jọ pé óᵢ fẹràn Ṣọlá

Olu seem that he love Ṣhola
        Olu seems to love Shola
12a.   Ó seése [kí Jímòh jẹ ẹbùn náà
        It likely that Jimoh win prize the
        It is likely that Jimoh wins the prize
b.   Jímòhᵢ seése kí oᵢ jẹ ẹbùn náà

        Jimoh likely that he win prize the
        Jimoh is likely to win the prize

        A careful study of illustrations above proves that some elements

can possibly be raised, i.e. moved leftward to another position. Examples '7-12' demonstrate subject (NP) raising in Yorùbá and English. The two languages depict NP raising in different structures but the nature of such mobility are varied in both languages. In English, three raising predicates *seem, believe* and *likely* are used. Yorùbá differs from English in the process of raising elements from lower to higher category.

     In English, the subjects of the embedded clauses in '7' and '8' move leftward to the subject positions of the matrix clauses, but it moves to the object position of the matrix clause in '9'. It is noticed that the nature of the embedded clauses changes from CP to infinitival clause for the derivation to converge in '7', '8c' and '9c'. In Yoruba examples in (10), object of the sentence (10a) *iresi* is raised to the subject position at the beginning of the sentence. However, derivation of grammatical sentences in (11) and (12) is achieved through resumptive pronoun'*o'* left behind by raised items. In '11d' and '12b', *Olu* and *Jimoh* are raised to the sentence initial positions and both of them leave a resumptive pronoun '*o'* behind at the extraction site.

     In these structures like in '7-11', there are two kinds of raising – raising to subject and raising to object positions. Sentences in '7' and '8' involve subject raising and '9' features object raising. Yoruba Examples in '10-12' involve subject raising while in sentences '11' and '12' the raised subjects leave a resumptive pronoun behind. Another remarkable contrast is the change that turns CP predicate (embedded clause) into an infinitival predicate for the English derivation to converge at the interface. Notwithstanding, both languages show elements of NP subject and object raising though they differ in the process of realizing NP raising.

5.2. Verb Raising in English and Yoruba
Unlike in subject raising above, the Yoruba language shows a wide disparity from English in derivation of raising verbs. In the following, declarative sentences are converted to interrogative sentences.

13a.   We can play   (ENGLISH)
13b.   Can we ø play?

14a.   You will hunt the game
b.   Will you ø hunt the game?

15a.   You should not have killed the dog.
b.   You have not ø killed the dog

16a.   They think Ade does not have a cellphone.
b.   They did not think Ade ø has a cellphone.

17a.   A le seré   (YORUBA)
       We can play

b.   Sé a le seré?
       QM we can play?
       Can we play?

c.   Njẹ a le seré?
       QM we can play?
       Can we play?

d.   Abí a le seré?
       QM we can play?
       Can we play?

e.   Se bí a   le seré ?
       QM we can play
       Can we play?

18a.   Ó   ti lọ sí abúlé
       He has gone to village
       He has gone to the village

b.   Sé ó   ti lọ sí abúlé?
       QM he has gone   to village
       Has he gone to the village?

c.   Njé ó   ti lọ sí abúlé
       QM he has gone   to village
       Has he gone to the village?

19a.   Baba ko si ni oko
       Father Neg be at farm
       (My) father is not on the farm

b.   Ko si baba Ø ni oko

Neg be father at farm
       (My) father is not on the farm

Examples in '13', '14' and '15' on the English language, show that auxiliary verbs can raise to the higher category. In sentences '13' and '14', auxiliaries *can* and *will* are raised above the DP subject in question formation. Examples in '15' are used to show that auxiliaries can raise above the negation, while sentences in '16' demonstrate raising of negation. Contrarily, the Yorùbá language examples in '17' and '18' do not show any trace of raising in forming interrogative statements in the language. They rather apply variation of four question markers *sé, sebí, njé* and *àbí* to form questions. The two languages are similar is in realizing negation raising as the Yoruba examples in '19' feature this attribute. English permits auxiliary-NP inversion in polar questions, while Yoruba uses question markers to form interrogative statements. Both languages demonstrate evidence of raising negation elements
.

5. Discussions

NP Raising constructions in English and Yoruba conform to the use of *it*-expletive to provide the obligatory subject for the null-subject clause to satisfy EPP condition (Ouhalla, 1999:125). They also display features of subject and object raising. Likewise, both languages raise clauses from sentence final to initial position. They only differ in verb raising. English uses NP-auxiliary inversion to form questions but Yoruba uses question markers to form interrogative sentences. Auxiliary-NP inversion is not possible in Yoruba question formation. If a grammatical structure is to be constructed, question markers *sé, sebí, ǹjẹ* and *àbí,* etc. are used to form

questions in Yoruba.

The raised DP elements in Yoruba often leave a trace-like element in form of a resumptive pronoun (ó) before the grammaticality of the structure could be satisfied. This is illustrated in '11b' and '12b'. English, on the other hand, raises elements without any resumptive pronoun left behind. The existence of trace-like resumptive pronoun in some languages is what Ura (1994) and Brook (2016) refer to as copy-raising.

The grammaticality in Yoruba and English raising could also be realized in different forms. What is grammatical in English may be ill-formed in Yoruba unless such structures are derived through resumptive pronoun.

It is also observed that *jọpé, seése, dara, buru,* and *wu etc.* are considered as raising predicates in Yoruba examples. In English, *seem, likely, interest* etc., are raising verbs. Similarly, the clauses can also be raised in both languages, where the clausal complements are raised to the subject positions of the main clause.

Both languages raise negation as evidenced in sentences '15', '16' and '19'. The English examples demonstrate intra-clausal negative raising i.e. within the clause. But the Yoruba examples raise negation to the sentence initial position.

6. Paedagogical Implications

In a second language situation, similarities between L1 and L2 always assist learners in their L2 acquisition but language variations are problems for L2 learners. Therefore, the pedagogical implications could be categorised into two. These are learning facilitators which are the areas of similarities and learning obstacles that are difficult for learners to understand and use efficiently.

7.1. Learning facilitators

(i) Word order: The structural order of the subject raising in English is similar to that of English. This will assist the Yoruba learners to master the structures in English. E.g.

20a.   It seems that Ade has money.
20b.   O'jọ   pe' Ade'ní' owo'.
          It seems that Ade has money.

In '20' above, both sentences are structurally and semantically similar. The matrix clauses in both sentences have null-subject verbs *seems* and *jo* respectively with their expletive *it* and *o*. Their embedded clauses have *Ade* as the subject and both languages have same word order of Subject-Verb-Object arrangement.

(ii) Negation Raising: Another aspect that corresponds in both languages is the negation raising. This area will be easy for Yoruba learners to comprehend. Examples:

21a.   You should not have killed the dog.
21b.   You have not ọ killed the dog

22a.   Owo' kò̀   sí' lọwọ' wọn.
          Money Neg. be at hand them.
          They don't have money.
22b.   Kò̀ sí' owo' lọwọ' wọn
          Neg. be money at hand them
          They don't have money.

Sentences in '21' and '22' show that both languages can raise negation

7.2. Learning Obstacles

(a) Interference from Yoruba raising structure to that of English can lead to ungrammatical output and code-mixing as follows. This will create a learning problem for Yoruba learners of English
.

i. Ungrammatical output   E.g.
23a.   *Olu seems that he is sick
          Instead of
23b.   Olu seems to be sick.

Structure in '23a' is a direct translation of raising from Yoruba expression. Such translation leads to an ungrammatical expression in English. Raising operation with finite clause is not acceptable in English (see Ura, 1995, Ademola-Adeọye, 2010)

ii. Code-mixing   *E.g.*
    24a.   *Sebi* you like sweet?
           Instead of
    24b.   Do you like sweet?

Code-switching is another effect of L1 on Yoruba learners of English as a second language. Code-switching is an informal variety of English (Lamidi, 2003) but not acceptable in Standard English that is being taught among Yoruba learners English.

2. Difficulties in L2 Mastery
    i.   Verb Raising: Verb raising is realizable in English but Yoruba does not raise a verb in polar questions. Yoruba uses question markers such as *sé, sebí, ǹjẹ* and *àbí,* etc. For instance:
    25a.   Are you a student?
    25b.   Nje Akeko ni o?
           QM Student Foc. You
           Are you a student?

Due to variation in question formation in both languages, Yoruba learners of English will face difficulties to comprehend and use effectively, any structure that involves Auxiliary-Subject inversion.

    ii.   Subject Raising: Variation in raising structures of both languages is another area that will be difficult for Yoruba learners of English to master. For instance:
    26a.   It seems that somebody is at the door.
    26b.   Somebody seems to be at the door.
    27a.   O jo   pe Kola ti jeun.
           It seems that Kola has eaten.
           It seems that Kola has eaten.
    27b.   Kola jo   pe o ti jeun.
           Kola seems that he has eaten
           Kola seems to have eaten

In English raising structures in '26', the raised subject is erased from the extraction site and the embedded clause is changed from a finite to an infinite clause. The raised subject in Yoruba in '27' leaves a pronominal copy at the extraction site. The embedded clause remains finite. This is a problem for Yoruba Learners of English as a second language.

7.3. Addressing Paedagogical Problems

From the foregoing, it is evident that teachers of English as a second language have major tasks to do in resolving the aforementioned learning difficulties among learners. The following recommendations are suggested for them to address the problems of interference and language variations that may result into learning difficulties among Yoruba learners of English.

Teachers of English are expected to update themselves about these learning problems and equip themselves with necessary information on how to alleviate them for effective teaching and learning. They should create awareness among Yoruba learners of English on language variations and linguistic transfer which may affect their efficient use of English. The awareness may be carried out using research materials of this nature and others designed to address cross-linguistic transfer. Teachers can also make use of translation equivalence in both languages to explain areas of differences and similarities to students (Azzouz, 2013). Similarly, teachers of Yoruba learners of English should also make concerted efforts to correct linguistic errors which may be due to interference, so that learners would be sensitive to the correct forms of certain expressions.

Furthermore, teachers should employ teaching methods that would motivate learners towards the teaching of English language. This will enable them to pay more attention during teaching and learning processes, especially when the problematic aspects are being taught. Finally, teachers of English as a second language among the Yoruba learners should create more time to teaching the language because the problematic areas will automatically require more time than the areas where the L1 and L2 are identical.

8. Conclusion

It is found out that subject raising is a common feature of both languages though it is realized in varied forms. However, the languages differ when it comes to verb raising. Verb raising is peculiar to English. This means that a

Yoruba ESL learner may encounter difficulties in formation of English interrogative statements. This is a reason why some Yoruba ESL speakers use either code-mixing or rising tune for polar questions rather than DP-Auxiliary inversion.

These areas of divergence and convergence are what this study has set out to explore by investigating the structures of raising constructions in English and Yoruba. This paper concludes that teachers of English should equip themselves with this background information for effective teaching and learning process.

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