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EDITORIAL NOTE

The *Ethiopia Journal of English, Literary, and Cultural Studies* (ISSN: 0795-5413) is an interdisciplinary journal that explores topical and generative issues in English linguistics and in literary and cultural studies. We recognise that African humanities research is both problem-based and knowledge oriented, and our aim is to provide a platform for scholars to analyse and theorise Africa in a way that is generative, conversational and decolonial. Specifically, the journal focuses on both the analytical and theoretical approaches to knowledge production in the context of Africa and the Global South. We want to curate papers that are hinged on African indigenous paradigms and approaches or that seek to extend, reimagine, or contextualise current theoretical or analytical approaches in English language studies and in literary and cultural studies.

We invite papers that dwell on all aspects of English language studies, including phonetics/phonology, semantics, syntax, discourse analysis, pragmatics, stylistics, ESL, ESP etc. We also welcome papers that theorise literary and cultural texts, including film, still and moving images, music and dance, photographs, cultural objects, spaces and places, society and social formations, and other relevant corpora. While we accept purely analytical essays, we encourage authors to focus on theorising the texts or data they engage with. In particular, we welcome theoretical conversations that implicate postcolonial subjecthood, ecocritical approaches (especially postcolonial ecocriticism), feminism and gender studies, new trends in linguistics, object-oriented criticism and approaches, and other generative approaches to knowledge production. Authors are encouraged to do original theorisation rather than adopt extant theoretical frameworks. They may also extend the scope of extant theories and approaches based on the material they present and discuss.

Furthermore, papers with interdisciplinary approaches are also welcomed. We recognise that knowledge production is an elastic phenomenon, and that bright ideas might implicate various fields. Interesting multi-modal, eclectic, or collaborative research is encouraged in this journal.

JOURNAL POLICY

The *Ethiopia Journal of English, Literary and Cultural Studies* is published biennially by the Department of English and Literary Studies, Delta State University Abraka, Delta State, Nigeria. All papers submitted to this maiden edition of the journal had undergone double-blind peer review and published papers are well researched, original and data-driven.

Contributors are to submit an e-copy of their manuscript for assessment and publication to ethiopejournal@delsu.edu.ng or ethiopejournal@gmail.com. Such manuscripts should be original and not under consideration for publication elsewhere and should not have been published in any other journal.

Submitted manuscript which should not exceed 7000 words should be typeset in MS Word Times New Roman Font 12, with double line spacing. The first page should include the title of the manuscript, name(s), and institutional affiliation/address, abstract (not more than 250 words and with not more than six keywords). Manuscripts should conform to the current APA or MLA style sheet. Author(s) of published papers will derive the benefits from peer-review of contributions by seasoned scholars, global visibility and receipt of hard copies as well as soft copies of their papers.

The twelve papers in this maiden edition of the journal cut across disciplines in cultural, media studies and sub-disciplines in English and literary studies. The contributors include seasoned and renowned scholars of international repute and young astute scholars with burning desire to excel in academics. The first article titled: "Folklore and African Poetry in the Age of Globalization" by Prof Ojaide is on cultural studies. Prof. Ojaide is a renowned poet and professor of international repute from the University of North Carolina, USA. It is pertinent to note that the contributors are from universities across the globe. We believe that the twelve articles will be of immense interest to researchers and students.

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AN ERROR ANALYSIS OF *YOUNG MOMS* DISCOURSE ON FACEBOOK

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Abstract

This paper reports the findings of an investigation of errors in the discourse of the participants of *Young Moms Forum* (hence YMF) on Facebook. Two different published posts with responses from members of the group were extracted from Facebook as our data for the study. The data was sieved to identify instances of erroneous usage at the syntactic, morphological, lexico-semantic and morphological linguistic levels. Such erroneous usages were analysed using S.P. Corder's Error Analysis framework with insights from Systemic Functional Grammar as analytical models. The study observes that the occurrence of errors at such linguistic levels could be misleading to second language learners and users of English as social media has become a vast means of communication globally. The findings reveal that errors are inevitable in second language performance and a good analysis of such errors facilitates second language learning. It further reveals that most errors are caused by inadequate mastery of the target language as against the popular assertion that errors are caused by negative transfer of the structure of the learner's mother tongue.

Keywords: Error Analysis, Language Acquisition, Social Media, Language and Intralingual Errors

Introduction

English has attained a global status as first language of countries such as Britain, the United States of America and Australia. It is also a second language in former British colonies such as Nigeria and Ghana. As a second language in Nigeria, users of English are predisposed to some errors in their language use either in spoken or written communication. This implies that some Nigerian users of English violate the rules of English at all levels of language use. These levels of language use include phonological, graphological, syntactic, morphological and lexico-semantic usages. The study of errors is a fundamental part of Applied Linguistics that denotes inaccuracies or deviation from the standard norm.

In recent times, social media has become a vast means of communication among millions of people. Its emergence has encouraged the use of English on the various social media platforms such as Facebook, Twitter and Instagram. This is particularly so in Nigeria because of the heterogeneous linguistic situation of the country. These communicative instances via social media are however laden with errors made by various individuals in their attempts to be part of this global technology. These errors differ from cyber language that has lexical contractions, abbreviations and other inappropriate forms of writing such as 'nite' for 'night' and 'luv' for 'love'. This study is mainly concerned with errors emanating from conventional writings on social media where the user believes that he/she is correct. Most of these errors include wrong usage of words such as 'advice' for 'advise', 'share' for 'shed' and 'living' for 'leaving'. Such erroneous usages can misguide second language users of English taking into cognisance the wide coverage of users on Facebook and its accessibility. Again, this can negatively affect user's use of language, spelling and grammar. There is therefore a dire need to pinpoint, analyse and give the correct forms of such erroneous usages to serve as a guide to Facebook users and other second language users of the English language.

The purpose of this study, therefore, is to identify errors made by the participants of YMF on social media, classify the errors, establish

the possible causes of such errors and lastly give the acceptable forms of such erroneous expressions. However, investigating the language of all the participants of YMF is tasking. Therefore, two out of the numerous discourse of this group were selected as the data for this study. It is also limited to the analysis of aspects of syntactic, lexico-semantic, graphological and morphological errors in the discourse of YMF on social media via Facebook.

Young 'Moms' Forum is a group created on Facebook. It consists of participants from various geographical zones of the country. These participants are mainly ladies whose common interest is to share related issues on marriage and their personal lives with the view of getting other's opinions. These ladies are mostly second language users of English that have probably acquired their mother tongue before learning the English language. Extracts from the discourse of this forum serve as the data for this study.

Language Acquisition and Learning

According to Yule (2010, p. 187), while the mother tongue (L^1) is acquired, the second language (L^2) is learnt. He maintains that the term 'acquisition' is used to refer to the gradual development of ability in a language by using it naturally in communicative situations with others who know the language while 'learning' applies to a more conscious process of accumulating knowledge of the features, such as vocabulary and grammar of a language. This has led to two terms known as acquisition and learning. Lambert in Corder (1981, p.6) agrees that there is a distinction between acquisition and learning. This distinction to some extent accounts for the errors committed by second language users of any language. This justifies Corder's assertion (1981, p.65) that "in the course of learning a second language, learners will produce utterances that are ungrammatical or ill-formed, when judged by the generally accepted rules of the language they are learning." Learners therefore inevitably commit errors during their linguistic performance of a second language and there is the need to identify and help to reduce such errors. Again, Burt and Krashen in Keshavarz (2011, p.58) buttress that "people cannot learn languages without first systematically committing

errors." The error analyst therefore is to identify and help to reduce the errors made either in spoken or written utterances of second language users. Akid in Mbah (2016, p.171) reiterates that "the error analyst identifies, and recognises all the errors in the learner's speech or writing." He went further to say that the identification of errors goes a long way in handling the errors. Identifying and classifying errors can help to diagnose learner's learning problems at any stage of their development.

Any form of deviation in the language use from the standard in disseminating ideas and information on Facebook is disastrous to learners of the English language and academics in general. This study becomes imperative hence most studies on errors usually focused on the analysis of errors made by students. Falkus (2015) examines lexicogrammatic errors of Japanese University students studying English while Karim et al (2015) investigate errors on the usage of verbs in English composition. Brown and Vollan (2013) is a study of pedagogical application of verb error correction in an L2 composition. Furthermore, Theodore (2013) focuses on students' errors in English composition while Khalid Al-Badawi (2012) discusses phonetic, morphological and syntactic errors among Saudi students at King Khalid University. Oriki (1998) focuses on errors made by secondary school students in their written English. From the above, it is obvious that there is a gap in knowledge that this study seeks to fill.

Error

The term 'error' can be seen as the state of being wrong or the condition of being wrong. Linguistically, errors are features of deviations from the standard or variety. Opara (2016, p.157) asserts that "errors are a consistent deviation from the standard." This simply implies that when a language learner unconsciously violates the rules of the target language he/she makes an error. Error arises when there is no intention to commit one. They are produced by users of a second language who have imperfect competence in a language system (target language) or negative mother tongue interference. The definition of error in this paper is thus any linguistics or combination

of forms which does not conform to the Standard British English and would not be made by native speakers of the language. Second language users of English unconsciously deviate from the norm. This affirms Osakwe's (2011, p. 36) assertion that "there are many deviant usages (errors) among users of English globally."

Errors versus Mistakes

Errors are not to be considered as mistakes, though the duo are sometimes used interchangeably in everyday life, there is a thin line separating them. Errors are considered to be systematic that neglect a gap in a learner's knowledge. They occur because the learner does not know what is correct. They are likely to occur repeatedly and not recognised by the second language user or learner of a language. On the other hand, mistakes reflect occasional lapses in language performance. They occur because the learner is unable to perform what he/she knows due to non-linguistic factors. These non-linguistic factors according to Corder (1981, p.10) include "memory lapses, physical states such as tiredness and psychological conditions such as strong emotions." Another distinction between error and mistake is that while the latter gives room for self-correction the former does not give room for self-correction.

There are many causes of errors which include the irregularities in the language itself, inadequate mastery of the language by the user and linguistic interference. Corder identifies three (3) sources of errors: interlingual, intralingual errors and errors caused by faulty teaching techniques. However, for this study, the causes of errors are categorised into intralingual and interlingual errors.

a) Interlingual errors

The concept of interlanguage is based on the theory that second language learners build up a system for themselves that falls between the L¹ and L² systems. Every user of a second language must have previously acquired a first language which is a distinct variety with peculiar rules and features that differ from the rules and features of the second language being learnt.

Interlingual errors are caused by the impact of the mother

tongue in performing a second language. This is as a result of the differences in some areas of the mother tongue and the target language which is also known as language transfer that could be negative or positive. This justifies Dulay et al (1982, p.163) assertion that "L² errors are often the result of learners relying on carrying out word-for-word translation of mother tongue surface structures into a target language." This is also known as interference which could be phonological, syntactic and semantic interference.

b) Intralingual errors

Intralingual errors refer to items produced by learners which reflect not the structure of MT, but generalisation based on partial exposure to the target language. Second language users commit intralingual errors because they are not very knowledgeable in the target language. Richard (1974, p.120) classifies the causes of intralingual errors into four categories:

1. Over generalisation.
2. Ignorance of Rule Restrictions.
3. Incomplete Application of the rules.
4. False Concept Hypothesised.

Error Analysis

Error analysis is the systematic description and classification of L² errors contained in a sample of user's speech or writing. It is a diagnostic tool in the hands of error analysts. It is also a process of determining the incidence, nature, causes and consequences of unsuccessful language usage that serves as a vital tool for language learning and teaching. Exploring different sources of L² errors is needed for the sake of understanding the nature of the language being learnt. Error analysts classify errors according to types such as omission, addition, substitution of an element and unrelated word order (Akidi 2016, p.167). Again, errors committed by second language users can be classified along the various levels of language analysis: phonological, semantic, and syntactic errors etc. Error analysis as a scientific study is in stages as identified by Corder in Ellis (1994, p.48). The stages are:

1. Collection of a sample of learner's language

2. Identification of errors
3. Description of errors
4. Explanation of errors.

These stages of error analysis will be strictly adhered to in analysing the data for this study.

Social Media Language

Social media refers to social software in the form of websites and other online communities such as networking and blogging created by users to share ideas and information and also to develop social contacts. Facebook is one of the numerous social media platforms that has gained popularity in recent times. It is an online community in which people interact with each other. The participants create and organise a profile for themselves, edit and comment on each other's posts. It is a source for news updates and online communication with very active users. It also provides users with a variety of means to communicate and interact with each other and to make new friends from all over the world. The primary feature of Facebook is a wall on which each user maintains a profile. The wall is the webpage containing basic information and personal information which also shows friends, photos, likes etc. Facebook members create and join in conversations as a group on any topic of their interests. It can also be used to create invitations to events and post online notifications for meetings etc. The members receive automatic notifications each time there is a post on their walls. The notification keeps the participants updated with the group activities.

Young 'Moms' Forum is a populous group on Facebook with participants from different ethnic, linguistic, educational, and social backgrounds. These participants are mainly second language users of English. Second language is a language that is not native to a user but is used within the geographic region of that person as an official or foreign language. In Nigeria, English is a second language. Opara (2016, p.114) posits that "English is Nigeria's Lingua Franca." It is an auxiliary language used to enable routine communication to take place between groups of people who speak different languages or have no native language in common. It facilitates communication in a

multilingual society such as Nigeria.

These diverse ethnic and linguistic participants of YMF use English as the sole medium of communication. As second language users of the language, there are instances of deviation from the norm in their conventional writings. These errors are different from social media language which Crystal (2008) describes as textism. Agbedo (2015:44) attests to Crystal's postulation that internet linguistics (social media language) is an evolving subfield of Linguistics which studies new language styles and forms that have risen under the influence of the internet and other web-mediated platforms. It is associated with shortened written messages used in informal contexts to save time, space and money. It has unique words and phrases used for communication. It cannot be regarded as an error rather it is a variety used mainly by social media. Cyber language is a different variety of English which has code switching, code mixing, abbreviations, neologisms and lexical contractions as linguistic features. Textism is a revolutionary language that evolved especially among young people to simplify the problems of communication in a social setting. It is a well known fact therefore that short messages shared or posted on social media platforms are usually different from the conventional English writings. Examples of such inappropriate forms of writing used in social media include 'nite' for night, 'luv' for love, 'cos' for because, 'b/4' for before, 'lol' for laughing out loud, 'u' for you.

This paper is not concerned with cyber language (textism) rather its objective is to examine the errors in the conventional writings of the participants of the Young 'Moms' Forum where the user believes he/she is right with a view of correcting such errors that can help facilitate second language learning and teaching as Onuigbo and Eyisi (2008, p.96) posit that the presence of errors is a welcome development in the process of learning a language. This implies that errors can be seen as facilitative rather than inhibitory in the language learning process.

Theoretical framework

This study leans on Pit Corder's Error Analysis theory. It is an off

shoot of contrastive analysis theory. Contrastive analysis theory was a well known theory for investigating L² learner's errors. The main assumption of the theory was that L² learners' errors are due to negative interlingual interference from their mother tongue. This denotes as the behaviourists believe that error is an internalised wrong within the learner's mind and that the learner carries his wrong habit from the first language over to the second language learning. It however had many shortcomings as many scholars questioned its lack of predictive power as well as the subjectivity of its interpretation of errors (Al-Khresheh, 2015, p.45). Al-Khresheh also maintains that interlingual interference from first language is not the only reason for the occurrence of errors. Contrastive analysis was also criticised as being insufficient for describing L² errors by just comparing structural differences between L¹ and L². There was the need to employ another approach in order to clearly describe learners or users errors.

It is on the above premise that error analysis theory was propounded by Pit Corder and his associates. Corder suggests a systematic model of error analysis where the errors are classified according to a pre-established grid. An error is classified in four different ways: addition of an unnecessary element; omission of a required element; misordering in terms of position in the sentence and incorrect selection of an element. The application of this model however requires a cross-check with the necessary linguistic levels of analysis. It is therefore a good methodology for investigating L² learners'/ users' errors hence it plays a prominent role in identifying, describing and analysing of L² errors. Corder's error analysis theory employs five basic steps in analysing errors. These steps are: collecting samples of user's language, identifying the errors, describing the errors, explaining the errors and correcting such errors. These procedures are in line with the purpose of this study. However, the study focuses on linguistic levels of analysis such as syntactic, lexico-semantic, morphological and graphological errors.

Syntactic Errors

Syntax is the set of rules, principles, and processes that govern the

structure of well formed sentences in a given language. Crystal (2008, p.471) defines syntax as “a traditional term for the study of the rules governing the way words are combined to form sentences in a language.” This assertion presupposes that there is standard or norm in English usages such as agreement between the subject and verb. Any deviation from the standard is tagged as syntactic error.

One of such syntactic rules is concord. This makes up the grammatical structures in a language. In English language, there are certain agreements of co-occurrences which manifest in different manners that make a sentence to be grammatical. Any deviation from such agreements makes such sentences ungrammatical. This is what Yadugiri (2006, p.175) describes as 'chain and choice factors.' According to him, when words are combined, these two important factors (chain and choice) determine whether the resulting combination is grammatical or not. There are different types of concord in English language: grammatical concord, coordinated concord, subordinated concord, pronoun-antecedent concord, concord of collective as subject, concord of indefinite pronoun as subject, concord of relative pronouns.

From the above, language is a system. Crystal (2008, p.472) defines a system as a network of patterned relationships constituting the organisation of language. This corroborates Syal and Jindal (2004, p.7) that “language is not amorphous, disorganised or chaotic ... words are arranged in a particular system to frame acceptable meaningful sentences.” This is also the position of Halliday (2014, p.23) that language is a system of systems. There are different systems or rules governing English sentence formation also known as syntactic rules.

They include:

I) System of numbers: There are two numbers in the English system; namely the singular and the plural numbers. The distinction between these two numbers is revealed through a morphological process. This is done either by removing the plural morpheme for a word to be singular or an addition of the plural morpheme as a suffix added to the root morpheme to make it plural. The addition of the plural

morpheme '-s' for pluralisation has three allomorphic variants. They are /s/, /z/ and /ɪz/. These different variants (allomorphs) are governed by morphophonemic rules. Crystal (2008, p.315) defines morphophonemics as “the analysis and classification of the phonological factors which affect the appearance of morphemes, or the phonemes.” There are therefore determinant factors to determine what phonetic form or specific pronunciation a morpheme will take based on the morphological and phonological environment in which a sound occurs.

- ii) The plural morpheme ‘-s’ has the following phonetic realisation in relation to the different contexts in which they occur. They are:

- (a) The plural morpheme ‘s’ is pronounced and realised as /s/ if added to words ending with a voiceless sound except sibilants. Examples:

<u>Singular</u>	<u>Plural</u>
Roof	Roofs /rʊfs/
Bat	Bats /bæts/
Book	Books /bʊks/

- (b) The plural morpheme ‘s’ is pronounced as buzzing /z/ if added to words ending with voiced sounds. Examples are:

<u>Singular</u>	<u>Plural</u>
Bag.....	Bags /bægz/
Toad	Toads /tʊdz/
Bed	Beds /bedz/

- (c) The morpheme ‘s’ is pronounced and realised as /ɪz/ when added to words ending with sibilants (fricatives and affricates) such as /s,z,ʒ,ʒ,ʃ/. Examples are:

<u>Singular</u>	<u>Plural</u>
Church	Churches /tʃɜ:ɪz/
Judge	Judges /ʃʌdʒɪz/
Flush	Flushes /flʌʃɪz/
Phase	Phases /feɪzɪz/

In general, the ‘-s’ inflectional morpheme is added to a noun to indicate plural, when added to a verb it becomes singular.

- iii) The rules on pronoun usages: The pronoun must agree with its antecedent in terms of number, gender and case.
- iv) Tense: This is a feature of the verb to mark time. It denotes when an action took place, is taking place and will be taking place. As a system, it reveals aspects of the verb relating to present, past and future actions. Tense suffixes are added to the main verb or auxiliary verb to indicate when an action takes place. This implies that tense has a marker denoting past tense (ed), present tense(ing) and future tense (will, shall, would).

Lexico-Semantic Errors

Lexico-semantic errors refer to errors related to the semantic properties or lexical items used in a wrong context. Wrong forms of lexical items are used probably because they sound alike (homophones). Such a writer makes a wrong choice of an inappropriate word with the impression that it is correct which gives different meanings from the intended meaning.

Morphological Errors

Morphology is a branch of grammar that is concerned with the study of morphemes or forms of words. The morpheme is the minimal unit of grammar (Crystal, 2008, p.313). It is the smallest unit of grammar that is meaningful and indivisible. Example is the word 'boys'. It consists of two morphemes; 'boy' and '-s'. They are classified into free morphemes and bound morphemes. The bound morphemes are further divided into inflectional and derivational morphemes.

Morphological errors are part of grammatical errors. It is the non-compliance to the norms in supplying any part of a word that makes it ungrammatical.

Graphological Errors

There is a standard writing system that ensures uniformity in English. These are conventional rules relating to spelling, punctuation, abbreviation, use of capital letters etc. Contrarily, most L² users of English violate these rules.

Methodology

The study adopts a qualitative descriptive method of analysis. This method is most suitable for this study because it is used in describing aspects of deviation in the data for this study. The population of the study consists of participants of Young 'Moms' Forum on Facebook who responded to two different issues involving a suspected ritualist husband and the other on the expansion of business from kitchen utensils to human hair. The conversations of the participants that form the discourse are labelled using alphanumeric. A total number of 73 errors were extracted from the discourse selected for this study. All errors extracted from the discourse are described, classified, and

explained the correct expressions are given.

Data Presentation and Analysis

The data for analysis is presented in the tables below. Table one is on the 'deity husband' while table two is on the 'change of business from sale of kitchen utensils to human hair'. Table three is the summary of all the errors from the two tables.

Table 1 'Deity husband'

Number	Identification of Errors	Types of Errors
A1	After the birth of 1 st child	Omission of 'my'
A2	The pictures was <i>been</i>	Lack of subject- verb agreement
A3	I told him well light and darkness can be together	Omission of 'not'
A4	Now I see different thing	Lack of punctuation and concord
A5	... he uses <i>to</i> for the gods	Addition of wrong preposition
A6	When <i>he do perform</i>	Lack of subject -verb agreement
A7	<i>the</i> house will be	Lack of initial capitalization
A8	I <i>share</i> tears	Lexico-semantic error
A9	<i>the</i> worst he could say	Lack of initial capitalization
A10	that- am free to leave the marriage	Omission of first person pronoun
B	Don't leave, you already in -	Omission of it
C 2	So u <i>can able</i> to pray ...	over verbose (redundancy)
D 1	... before the <i>deity seek</i>	Lack of sub-verb agreement
D 2	... your blood	Punctuation – full stop
E 1	.. is better for stay	Omission of it
E 2	... <i>he offer</i>	Lack of sub-verb agreement
E 3	<i>Most of this</i> ...	Concord – reference
E 4	Most of <i>this ritualist</i>	Concord
E 5	Especially <i>there</i> wife	lexical and concord
E 6	<i>there wife</i> or <i>child</i>	Concord
E 7	<i>Living</i> this marriage ...	Lexico-semantic error
E 8	he is only telling you <i>to live</i>	Lexico-semantic error
F 1	It almost happened to me	Punctuation – full stop
F 2	But I was smart enough	Punctuation- No full stop
G 1	Corinthians says -if anyone ...	Lack of comma & quotation
G 2	... for she is <i>sanctify</i> because of you....	Tense error
G 3	...and also <i>to woman</i>	Lack of number agreement
G 4	as long <i>as-</i> is not against	Omission of it
G 5	he is <i>sanctify</i>	Tense error
G 6	Although -is so	Omission of it
G 7	<i>Dishearten</i>	Tense error
G 8	I believe <i>he as</i> been ...	Graphological error – Spelling
G 9	... been <i>deceive</i>	Tense error
G 10	Let his <i>God's</i> fail him	wrong use of the possessive inflectional morpheme
H 1	the day they don't see sacrifice- they ...	Punctuation – Comma
H 2	Or your son- God forbid-	Punctuation – Comma, Full stop
I 1	I will also <i>advice</i> you to go ...	Lexico-semantic error
I 2	So that if <i>he try</i>	Lack of Sub-verb agreement
J 1	Madam, u already <i>knows</i> what to do	Lack of sub-verb agreement
J 2	<i>REQUEST</i> for your blood	Graphological error – Spelling
K 1	Please leave, before that <i>deity demand</i>	Lack of sub-verb agreement
L 1	my dear ...	Lack of punctuation, comma
L 2	... he will <i>used</i> for the next sacrifice	Tense error
M 1	no matter the amount of prayer <i>she pray</i>	Lack of sub-verb agreement
N 1	<i>I advice</i>	Lexico-semantic error

Table 2 ‘Change of business from kitchen utensils to sale of human hair’

Number	Identification of Errors	Types of Errors
ZA – 1	Pls ma, ...	lack of punctuation – comma
ZA – 2	<i>i</i> need an advice from mummies	lack of initial capitalization
ZA – 3	<i>i</i> have been having	lack of initial capitalization
ZA – 4	<i>am</i> a married	omission of first person pronoun
ZA – 5	<i>he</i> have done so much	lack of subject-verb agreement
ZA – 6	<i>infact</i> in my next world	graphological error, they are separate words
ZA – 7	<i>i</i> will still want him	lack of initial capitalization
ZA – 8	<i>i</i> own a shop where	lack of initial capitalization
ZA – 9	I sell my <i>kitchen utensils business</i>	over verbose
ZA – 10	not dat <i>am</i> not happy	omission of first person pronoun
ZA – 11	... own a very big <i>brend</i> of business	graphological error
ZA – 12	I so much love doing <i>anything</i> dat <i>have</i>	lack of subject-verb agreement
ZA – 13	<i>it's gives</i> me ...	morphological error)
ZA – 15	<i>of is</i> just <i>confuse</i>	omission of 1 st person pronoun and tense error
ZB	I'll <i>advice</i> you work ...	lexico-semantic error
ZC	... she <i>sales</i> purse human hair ...	graphological error
ZD – 1	focus on the one you are doing now	lack of punctuation
ZD – 2	_____ it grow ...	lack of subject-verb agreement
ZE – 1	<i>Expend</i> ur utensils business	graphological error
ZE – 2	<i>sale</i> everything that has ...	lexico-semantic error
ZE – 3	make ur shop very <i>condulsive</i> ...	graphological error
ZF	... can help you achieve your	omission of ‘I’
ZG	<i>who say</i> u can't run the 2	lack of subject-verb agreement
ZH	<i>greed</i> has caused a lot of <i>woman</i>	concord error
ZI – 1	<i>it depend</i> the	lack of subject-verb agreement
ZI – 2	it depend the kind of money u have	omission of preposition
ZI – 3	I would have <i>advice</i>	lexico-semantic and tense error
ZJ – 1	... you have made your intentions <i>know</i>	tense error

Table three: Summary

Types of Errors	No of Errors	Percentage %
Omission of words (Syntactic)	9	12
Subject /verb agreement (Syntactic	14	19
Other concord(word choice)(Syntactic)	5	7
Tense (Syntactic)	6	8
Spelling (lexico-semantic)	14	19
Punctuation (graphological)	11	16
Capitalization (graphological)	9	12
Redundancy (Syntactic)	2	3
Wrong preposition (Syntactic)	1	1
Wrong inflection (Morphological)	2	3
Total	73	100

Discussions

The errors identified from the data are discussed and analysed based on the linguistic levels of analysis.

Syntactic Errors

All errors that violate the rules that govern the structure of well formed sentences are regarded as syntactic errors. They are:

- i) Omission of various parts of sentences:

From the data, various parts of sentences were omitted. Such words include personal and impersonal pronouns. Examples:

	Wrong expressions	Correct expressions
G4 =	as long as is-- not against	As long as it is not against
A1	After the birth of -- 1 st child	After the birth of my 1 st child....
ZA -4 =	am a married....	I am a married
ZF =	can help on achieve your....	I can help you achieve....

In G4, there is an omission of third person singular pronoun 'it'. In A1, the user omits attributive pronoun 'my' as the subject of the sentence. In ZA-4, the user omits 1st person pronoun 'I' as the subject of the verb. The omission of these lexical items altered the meaning of the sentences. The users omit these words probably because they felt the meaning of the sentence will not be threatened. Again, the omission in ZA-4 is an error emanating from the lack of knowledge of the rules of the language and its application. The correct expressions of such utterances are given also in the table above.

- ii) Subject/Verb Agreement

This is the commonness syntactic errors. Most second language users of English find the use of concord very problematic. These errors are caused usually by inadequate mastery of the grammatical rules of the language. Users made choices of these errors because of such inadequate mastery of rules relating to subject/verb agreement. Examples of lack of subject/verb agreement from the data are:

	Wrong expressions	Correct expressions
A2	The <u>pictures</u> <u>was</u> been	The pictures were....
I2	So that if <u>he</u> <u>try</u>	So that if he tries
K1	Please leave, before that <u>deity</u> <u>demand</u> before that deity demands
ZA – 5 =	<u>He</u> <u>have</u> done so much	He has done so much
ZD – 2 =	<u>It</u> <u>grow</u>	It grows

In A2, the subject of the sentence is in plural and therefore the verb must agree with it in terms of number. Contrarily, the verb ‘was’ as used in the sentence is singular past tense. It does not agree with the subject ‘pictures’ which has the plural morpheme. Again, in I2, the subject of the sentence ‘he’ is singular. The verb ‘try’ as used in the sentence is plural. This contradicts the law of concord in English. Similarly, in ZA-5, the subject of the sentence ‘he’ is in the singular form. The verb ‘have’ is plural. The sentence violates the rule of concord. Same thing applies to ZD-2.

The choice of these erroneous usages indicates that the users lack the knowledge of the system of the language. The correct forms of these ungrammatical sentences are also given in the table above.

iii) Tense errors

Examples of tense errors from the data and their correct expressions are:

	Wrong expressions	Correct expressions
GA =	he as been <u>deceive</u> .	He has been deceived.
ZJ-1 =	You have made your intentions <u>know</u> ---	You have made your intentions known ...
G5 =	he is <u>sanctify</u> -----	He is sanctified

From the data above; there are many incorrect usages of verb tenses. This denotes users’ incompetent knowledge of tense usages. The main verb in GA is a regular verb that forms its past tense by adding the suffix ‘-ed’. Also in ZJ-1, the verb ‘know’ is an irregular verb that forms its past tense by adding ‘n’ to indicate past participle. In G5, the verb ‘sanctify’ ought to be in the past tense by adding the suffix ‘-ed’ to indicate it.

The users of these ungrammatical utterances seem to lack the knowledge of tense usages. The correct forms of these erroneous tense usages are also given in the table above.

Lexico-Semantic Errors

Examples of lexico-semantic errors from the data are:

	Wrong expressions	Correct expressions
A8 =	I <u>share</u> tears -----	I shed tears....
E5 =	Especially <u>there</u> wife -----	Especially their wives
E8 =	He is only telling you to <u>live</u> -----	He is only telling you to leave
I1 =	I will also <u>advise</u> you to go -----	I will also advise you to go
N1 =	I will <u>advise</u> you work -----	I will advise you work

In A8, the word ‘share’ has a similar sound with ‘shed’. The writer made this wrong choice because probably she does not know how to pronounce the word ‘shed’ and therefore replaces it with an alternative word ‘share’. The word ‘share’ means to divide and distribute while the word ‘shed’ denotes to pour or make to flow. There is no correlation between the writers’ choice and

the other words in the sentences. In E8, the word 'live' refers to having life or existing. The user has made the wrong choice of the word because of the sound which is similar to 'leave'.

In I1 and N1 respectively, the users lack the knowledge of the distinction between 'advice' and 'advise'. While 'advice' is a noun, 'advise' is a verb. The correct forms of these lexico –semantic errors are given in the table above.

Morphological Errors

Examples of morphological errors from the data are:

	Wrong expressions	Correct expressions
G 10=	Let his <i>God's</i> fail him....	Let his God fail him
ZA-6 =	<i>Infact</i> in my next world	In fact, in my next world
ZA-13 =	<i>It's</i> gives me joy	It gives me joy

In G10, the inflection morpheme indicating possessiveness is wrongly used. Again, in ZA-6, the word 'infact' ought to be two separate words. The correct expression is 'in fact'. In ZA-13, the morpheme ('s) added to the word 'it' is unnecessary and indicates possessiveness which is wrong. The correct expression ought to be "it gives me joy."

Graphological errors

This includes punctuation, spelling and capitalisation errors. Good writing demands the ability to punctuate correctly. Punctuation markers reflect the pauses and variations in spoken English. Lack of proper punctuation could impede the proper understanding of any written text. From the data, there are numerous graphological errors which include:

	Wrong expressions	Correct expressions
A4=	Now – I see different things	Now, I see different things
G1=	Corinthians says-if any one	Corinthians says, "if any one"
A7=	<i>the</i> house will be	The house will be
G8=	<i>i</i> believe he as been	I believe that he has been
J2=	<i>REQUIEST</i> for your blood	Request for your blood
ZA-3=	<i>i</i> have been	I have been
ZE-3=	Make your shop <i>condulsive</i>	Make your shop conducive
ZE-1=	<i>Expend</i> ur utensils business....	Expand your kitchen utensils business

In A4, the writer omits the comma which ought to separate the adverb 'now' from the other part of the sentence. The system of English stipulates Adegbite (2012: 256) has it that "the comma is used to mark off conjuncts like frankly, honestly, however, therefore, also, particularly, especially and sometimes after adjuncts in initial and medial positions of sentences." Again, in G1, there ought to be a comma to separate the information from the content. Also in G1, there is the omission of the quotation mark. In A7, the sentence ought to begin with a capital letter. The spellings in J2 'REQUIEST', ZE-3 'condulsive' and ZE-1 'expend' are all wrong. All of these graphological errors are sources of ambiguity that hinders good comprehension of intended meanings. The correct forms of the identified graphological errors are given in the table above.

Conclusion

This study has been able to ascertain that there are erroneous usages of conventional writings on social media. Efforts were made to pinpoint, describe, classify and analyse such errors. More also, the correct forms of such erroneous usages were given. From the analysis, it is obvious that most errors committed by second language users of English language especially on social media are intralingual errors. These are errors caused by inadequate mastery of the systems of English and generalisation based on partial exposure of the target language. These language users lack the knowledge of the different systems that serve as rules in the English language. It is therefore recommended that second language users of English should be taught all the rules relating to the language such as concord, tenses, meaning of words, parts of speech, dictations and how to punctuate sentences from early stage when English is introduced as a medium of instruction and subject in schools.

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