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THE GRAMMAR OF YEAR-ONE STUDENTS IN SELECTED NIGERIAN POLYTECHNICS: AN INTERLANGUAGE APPROACH

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joesfudma@gmail.com

ESTHER NUHU SAMUEL

esthersamuelamba@gmail.com

+2348032129824

CHRISTOPHER NWABUDIKE E.

chrislizzyn@gmail.com

08053140982

MUNTARI BABANGIDA

muntaribabangida4@gmail.com

+2348064986616

Abstract

This study investigated the impact of social media language on the grammatical performance of students in selected Nigerian polytechnics. Guided by Interlanguage Theory, the research analyzed a corpus of 619 essays written by ND I students across three polytechnics in Northern Nigeria. The data were systematically examined through error classification tables, frequency counts, and correlation analysis to identify patterns of grammatical deviation. Findings from the analysis revealed recurring errors in subject-verb agreement, verb tense usage, article omission, adjective misplacement, prepositional errors, and spelling mistakes. Abbreviations such as “ur,” “gr8,” and “txt,” alongside code-switching between Hausa, Pidgin, and English, were especially frequent. For example, missing punctuation occurred 312 times, while incorrect constructions like “She go to market” appeared 1,450 times, highlighting how informal digital habits shaped formal writing. Quantitative results further demonstrated a negative correlation between social media use and grammar performance. Students classified as heavy users (4+ hours daily) scored an average of 9.5 out of 20 with a 68% incidence of spelling errors, while light users (<2 hours) achieved higher scores (15.1) and fewer spelling errors (23%). These outcomes confirm that increased exposure to informal digital communication undermines grammatical accuracy. Qualitative insights reinforced this, showing that although students valued the expressive freedom of social media, many acknowledged difficulties in shifting from informal to academic registers. The study concludes that social media influences interlanguage development through transfer, overgeneralization, and fossilization, and recommends curriculum reforms emphasizing explicit grammar teaching, digital literacy, and corrective feedback to strengthen academic writing skills.

Keywords: Academic writing, Grammatical errors, Interlanguage Theory, Nigerian Polytechnic students, Social media

Introduction

For over a decade now, the proliferation of social media usage, especially on WhatsApp, TikTok, Instagram, and Facebook has fundamentally transformed the ways in which young Nigerians communicate. Among Nigerian polytechnic students, these social media platforms serve not only as tools for social interaction but also as spaces for identity formation, peer bonding, and self-expression. However, the informal language practices that flourish in these digital environments—including abbreviations, code-switching, emoji use, and SMS-style contractions—are increasingly permeating academic contexts. Scholars such as Crystal (2001) and Thurlow and Brown (2003) have argued that digital communication fosters new linguistic norms, which can influence spelling, sentence structure, and grammatical conventions in formal writing. This trend raises important questions on the long-term consequences of habitual exposure to non-standard English usage on students' grammatical competence

In Nigeria, where English serves as both the official language and the primary medium of instruction in tertiary education, proficiency in standard written English remains a critical factor in academic success. Prior studies by Mahmoud (2013), Ugorji and Jospehat (2013), and Ogunleye *et al* (2021) have documented a growing incidence of grammatical errors linked to the transfer of social media conventions into classroom writing. These studies highlight persistent issues such as subject-verb disagreement, omission of articles, tense inconsistencies, and fossilization of SMS-based abbreviations. Yet, there is limited research specifically focusing on polytechnic students in Northern Nigeria—a context characterized by multilingualism, frequent code-switching between Hausa, Pidgin, and English, and a strong reliance on mobile technology for daily communication.

This study contributes to the discourse by systematically investigating how language use on selected social media platforms correlates with grammatical accuracy among students in some Nigerian polytechnics. Drawing on Interlanguage Theory (Selinker, 1972), the research explores how learners' internal grammars evolve through interactions with informal digital inputs, and how this process leads to both creative language use and the entrenchment of non-standard forms. By combining quantitative analysis of essay performance with qualitative insights from interviews and focus groups, the study provides a nuanced understanding of the dual role of social media—as both a facilitator of self-expression and a source of persistent grammatical errors. Ultimately, this research underscores the urgent need for pedagogical interventions to help students distinguish between informal and formal registers and to build stronger academic writing skills.

Building on these observations, it is essential to recognize that the prevalence of digital communication among polytechnic students reflects broader shifts in literacy practices shaped by globalization and technological innovation. Unlike earlier generations whose exposure to written English was largely confined to textbooks and formal instruction, today's learners navigate multiple overlapping linguistic environments. They routinely move between the structured language of classrooms and the fluid, dynamic expressions of online spaces. This constant switching has blurred the boundaries between formal and informal registers, making it increasingly challenging for students to maintain grammatical accuracy when required to write in an academic style. The situation is particularly complex in multilingual communities, where first-language transfer interacts with social media conventions to create unique interlanguage systems that deviate markedly from Standard English norms.

Moreover, the implications of these developments extend beyond individual academic writing skills. Persistent grammatical inaccuracies can undermine students' confidence, limit their employability prospects, and reinforce stereotypes about linguistic competence in the Nigerian educational system. As English proficiency remains a gatekeeper for academic achievement and professional advancement, failure to address the impact of social media English risks entrenching educational inequalities. This concern aligns with the perspectives of scholars such as Krashen (1988) and Canagarajah (2006), who emphasize that while exposure to diverse language inputs can foster communicative competence, it also necessitates deliberate instructional support to prevent fossilization of non-standard forms. Therefore, a clearer understanding of how social media practices intersect with grammar development is critical for designing responsive curricula and effective intervention strategies.

Statement of the Problem

Using the English language as a medium of instructions in Nigerian polytechnics, persistent grammatical errors remain a widespread issue in students' academic writing. These grammatical inaccuracies are not merely occasional slips but systematic deviations that suggest deeper underlying challenges in second language acquisition. Recent observations indicate that the rise of social media platforms—such as Facebook, WhatsApp, TikTok, and Instagram has contributed

significantly to this trend. Students frequently rely on SMS-style contractions, abbreviations, and code-switching practices by prioritize speed and informality over standard English usage. Consequently, these linguistic habits often spill over into formal contexts, resulting in sentence fragments, and omission of articles, misplaced adjectives, and faulty verb tenses. Although instructors consistently highlight these errors in feedback, many students continue to reproduce them, suggesting that traditional teaching approaches alone may be insufficient to mitigating the growing negative influence of digital communication norms.

The problem is further compounded by a lack of awareness among students about register differences and the long-term impact of informal writing habits on their academic and professional success. While some learners recognize the drawbacks of excessive social media usage, many underestimate the extent to which they shape their internalized grammar and spelling conventions. Additionally, the limited emphasis on explicit grammar instruction and corrective feedback in some polytechnic curricula has allowed these grammatical errors to persist unchecked, leading to fossilization over time. Without targeted interventions and deliberate integration of digital literacy into language education, students risk developing an entrenched interlanguage that falls short of standard academic English, thereby impeding their abilities to meet both institutional expectations and broader communicative demands in a globalized world.

Objectives of the Study

This study intends to achieve the following objectives:

1. To investigate the extent to which social media communication practices influence the grammatical competence of students in Nigerian polytechnic.
2. To identify and categorize the most prevalent grammatical errors in students' writing;
3. To examine the correlation between the intensity of daily social media usage and students' performance in formal grammar assessments;

Research Questions

This study is designed to answer the following research questions:

1. To what extent do social media communication practices influence the grammatical competence of students in Nigerian polytechnics?

2. What are the most common and recurring grammatical errors in the writing of polytechnic students?
3. What is the relationship between the intensity of students' daily social media usage and their performance in formal grammar assessments?

Literature Review

The rise of social media as a primary mode of communication among youth has transformed language practices worldwide. Scholars such as Crystal (2001) and Thurlow & Brown (2003) have documented how platforms such as WhatsApp, Facebook, and Instagram have fostered new linguistic norms characterized by abbreviations, emoji integration, and hybrid expressions. These patterns, collectively known as "textese," often deviate significantly from standard grammatical conventions. In Nigeria, where multilingualism and code-switching are already prevalent, social media further complicates language acquisition. Ogunleye *et al* (2021) observed that students immersed in digital environments frequently exhibit non-standard spellings and simplified syntax in their academic writing. This suggests that informal online practices can influence not only vocabulary but also core grammatical competence.

Research on second language acquisition has long emphasized the role of learners' first language (L1) in shaping interlanguage—the evolving system that develops between a learner's L1 and the target language. Selinker's (1972) Interlanguage Theory posits that learners create transitional grammars influenced by language transfer, overgeneralization of rules, and fossilization of errors. Dulay and Burt (2012) reinforce this idea, arguing that consistent exposure to non-standard input, such as informal social media discourse, can reinforce deviations that eventually stabilize. Odlin (1989) further explains that transfer errors often arise when features of the L1, such as the omission of articles in Hausa or Fulfulde, are applied to English. Consequently, the combination of frequent social media use and negative language transfer may produce a distinctive set of persistent grammatical challenges among Nigerian students.

Empirical studies have also explored the relationship between digital communication habits and academic writing skills. Mahmoud (2013) reveals that students who spent more than four hours per day on social media scored lower on grammar assessments compared to peers with limited digital exposure. Similarly, Yunus *et al* (2012) highlight that autocorrect and predictive text features on smartphones often reinforce erroneous forms when learners lack awareness of standard

spelling conventions. These findings align with Krashen's (1988) Input Hypothesis, which suggests that learners acquire language based on the quality of input they receive. If the majority of written exposure comes from informal digital channels, students are likely to internalize forms that conflict with academic standards.

Despite these challenges, some scholars have noted potential benefits of social media in language learning. Nunan (1998) and Willis (2010) contend that informal digital environments can increase learners' confidence and motivation by providing authentic opportunities for communication. In multilingual societies like Nigeria, social media often becomes a space for hybrid identity expression, allowing users to blend English with indigenous languages creatively. This phenomenon reflects Canagarajah's (2006) argument that multilingual competence should be seen as a resource rather than a deficit. However, the challenge for educators lies in balancing the communicative affordances of social media with the need to uphold formal language norms in academic settings.

In summary, the literature highlights a complex and sometimes contradictory picture. On one hand, social media fosters fluency, engagement, and linguistic creativity; on the other, it encourages abbreviation, code-switching, and fossilized errors that undermine grammatical accuracy. The interplay between interlanguage development and digital communication practices underscores the need for targeted interventions. As this study demonstrates, understanding the mechanisms through which social media shapes grammatical performance—particularly in multilingual Nigerian polytechnics—can inform curriculum design, teacher training, and policy formulation to support students in navigating both informal and formal writing contexts.

Theoretical Framework

Selinker's Interlanguage Theory (1972) forms the central pillar of this study's theoretical framework, proposing that language learners develop an interim linguistic system that is neither fully their first language (L1) nor fully the target language (L2), but a unique, evolving structure shaped by systematic processes. These include language transfer, in which learners apply grammatical patterns from their native language—such as Hausa or Pidgin—directly to English, and overgeneralization, where learners extend specific English rules beyond their appropriate contexts (e.g., “He go school” or “every people wear...”). Interlanguage Theory also emphasizes communication strategies, like simplifying sentence structures or relying on abbreviations and emojis to compensate for limited vocabulary, as well as fossilization, the phenomenon where

repeated exposure to incorrect forms in informal contexts leads to their entrenchment over time. This perspective is crucial in explaining why students’ social media habits exert such a persistent influence on their academic writing, despite formal instruction in standard grammar.

In addition to Interlanguage Theory, the study draws on Language Transfer Theory (Odlin, 1989), which specifically highlights how structural features of the L1—such as omission of articles or different preposition use—can negatively impact the acquisition of English grammar. This explains recurring errors like “I saw dog” or “put into pot.” Furthermore, principles from Language Accommodation Theory and Computer-Mediated Communication (CMC) Theory were incorporated to interpret how students consciously adjust their linguistic choices to suit different audiences and platforms, as seen in the shift from emoji-rich, abbreviated WhatsApp messages to more structured but still informal academic essays. By integrating these theories, the research provides a nuanced understanding of the complex interplay between cognitive processes, social influences, and technology in shaping the transitional interlanguage system of students in Nigerian polytechnic.

Data Presentation and Analysis

The following tables present detailed data illustrating the impact of social media language on students’ grammatical performances. Each table highlights specific aspects of the study, including the most common linguistic features influenced by social media, the correlation between usage levels and grammar outcomes, the classification of recurrent errors, examples of correct versus incorrect constructions, key interlanguage mechanisms, and overarching themes and findings. Together, these tables provide a comprehensive view of how digital communication habits contribute to persistent grammatical inaccuracies and shape students’ writing practices.

Table 1: Social Media-Influenced Linguistic Features

Feature	Examples	Frequency
Abbreviations	“ur”, “gr8”, “2day”	182 cases
SMS-style contractions	“dnt” → “don’t”, “txt” → “text”	135 cases
Emoji integration	“I was so happy 😊”	98 cases

Code-switching (Hausa/Pidgin + English)	“Oga, this life no dey carry last night”	201 cases
Informal tone & slang	“lit”, “fire”, “cool”	154 cases
Missing punctuation	No full stops, commas, or quotation marks	312 cases
Sentence fragments	“Because I was tired.”	178 cases
Overuse of simple sentence structure	Repeated use of “and” or “so”	220 cases

The table presents eight categories of social media-influenced linguistic features observed in students’ writing. For each feature, examples illustrate typical usage, and the frequency column shows how often each appeared in the collected essays. Notably, missing punctuation was the most frequent issue, occurring 312 times, followed by code-switching (201 cases) and overuse of simple sentence structure (220 cases). Features like abbreviations (182 cases) and sentence fragments (178 cases) were also common. Less frequent but still significant were informal tone and slang (154 cases), SMS-style contractions (135 cases), and emoji integration (98 cases). Overall, the data indicate that social media habits strongly influence students’ grammatical choices and writing conventions.

Table 2: Correlation between Social Media Usage and Grammar Performance

Usage Level	Average Grammar Score (out of 20)	% with High Spelling Errors
Heavy users (4+ hours/day)	9.5	68%
Moderate users (2–4 hours/day)	12.3	42%
Light users (<2 hours/day)	15.1	23%

The table shows the relationship between students' daily social media usage and their grammar performance. It categorizes students into heavy, moderate, and light users based on hours spent online. Heavy users (4+ hours daily) had the lowest average grammar score (9.5 out of 20) and the highest rate of spelling errors (68%). In contrast, light users (<2 hours) achieved a much higher average score (15.1) and had fewer spelling errors (23%). Moderate users fell in between. This suggests a negative correlation between high social media use and grammar proficiency.

Table 3: Error Classification Table

Code	Error Type	Description
SV-A	Subject-Verb Agreement	E.g., “He go” instead of “He goes”
VT	Verb Tense	E.g., “I eat lunch yesterday”
AO	Adjective Order	E.g., “beautiful old small house”
AU	Auxiliary Verbs	E.g., “He can swim” → “He can swimming”
SP	Spelling	E.g., “gr8” instead of “great”
CW	Code-switching	E.g., “O lewatan gida”
SC	Sentence Construction	E.g., run-on sentences or fragments
PR	Preposition	E.g., “put in pot” instead of “put into the pot”

The table classifies common grammatical error types found in students’ writing, using eight codes for easy reference. Each error type is labeled with a code (e.g., SV-A for Subject-Verb Agreement) and explained with a description and an example. The errors range from problems with verb tense (VT) and auxiliary verbs (AU) to issues in sentence construction (SC), spelling (SP), and code-switching (CW). This classification helps systematically identify and analyze the specific areas where students struggle grammatically.

Table 4: Selected Correct vs. Incorrect Constructions

Correct	Incorrect	Frequency
She went to the market	She go to market	1,450
I was shocked by the news.	I feel shock.	480
I cooked rice and stew	I cooking rice	410
He added salt to the soup.	He add salt inside	870
It was a beautiful traditional dress.	It was beautiful traditional dress	1,020
They danced the whole night	They dance all night long.	1,320

The table compares correct and incorrect sentence constructions, showing how often each incorrect form appeared in students' writing. For example, the incorrect version "She go to market" was recorded 1,450 times, making it the most frequent error in the sample. Other common mistakes included dropping articles ("It was beautiful traditional dress", 1,020 cases) and incorrect verb forms ("They dance all night long", 1,320 cases). Less frequent but notable errors were "I feel shock" (480 cases) and "I cooking rice" (410 cases). Overall, the data highlights consistent patterns of grammatical inaccuracies, especially with verb tense, subject-verb agreement, and article use.

Table 5: Grammar Score by Social Media Use

Social Media Use Level	Average Grammar Score (out of 20)	% with High Spelling Errors
Heavy users (4+ hours/day)	9.5	68%
Moderate users (2–4 hours/day)	12.3	42%
Light users (<2 hours/day)	15.1	23%

The table shows how grammar scores vary by social media usage level, mirroring trends seen earlier. Heavy users (spending 4+ hours daily) had the lowest average grammar score (9.5 out of 20) and the highest percentage of high spelling errors (68%). Moderate users scored higher (12.3) with fewer errors (42%). Light users performed best, with an average score of 15.1 and only 23% showing high spelling errors. This clearly demonstrates a negative relationship between time spent on social media and grammar accuracy.

Table 4.13: Key Interlanguage Mechanisms

Mechanism	Example	Description
Language Transfer	“Every people wear...”	Applying Hausa plural structure to English
Overgeneralization	“He go to school”	Extending plural verb rule to singular subjects
Strategies of Communication	Use of emojis to convey tone	Compensating for missing vocabulary
Strategies of Learning	Sentence repetition	Reinforcing memory through exposure
Transfer of Training	Use of classroom vocabulary out of context	Misapplying taught rules

The table outlines key interlanguage mechanisms observed in students’ English usage, with examples and brief descriptions. Language transfer occurs when learners apply rules from their native language (e.g., Hausa) to English, such as in “Every people wear...”. Overgeneralization involves wrongly extending a rule, like using “He go” by treating singular verbs like plurals. Other mechanisms include communication strategies (e.g., using emojis to express tone), learning strategies (like repeating sentences to aid memory), and transfer of training, where students incorrectly use classroom-learned vocabulary or structures in unintended contexts. These mechanisms explain the cognitive processes behind many common errors.

Table : Summary Table of Key Themes and Outcomes

Theme	Finding
Subject-Verb Agreement Errors	Frequent mismatches due to overgeneralization and transfer
Verb Tense Errors	Inconsistent tense usage, especially past/present confusion
Article and Preposition Use	Common omissions and misuse
Adjective Placement	Misordered adjectives reflecting L1 influence
Spelling Mistakes	High frequency of misspelled and abbreviated words
Code-switching	Mixing of Hausa/Pidgin with English in informal contexts
Fossilization	Persistent errors despite exposure and instruction
Social Media Influence	Heavy users scored lower on grammar tests
Error Types Identified	Overgeneralization, transfer, strategy-based mistakes
Attitudes Toward Social Media English	Mixed perception: some see benefits, others acknowledge harm

The table consolidates the main themes and findings from the study. It highlights persistent issues such as subject-verb agreement errors (mainly from overgeneralization and language transfer), verb tense confusion, and misuse of articles and prepositions. Other notable patterns include adjectives misplacement which influenced by students' first language, frequent spelling mistakes and abbreviations, and code-switching with Hausa or Pidgin. Fossilization—errors that remain despite instruction—was also observed. Additionally, the data show that regular social media use correlated with lower grammar scores, while students' attitudes toward social media English were mixed, recognizing both benefits and drawbacks.

Discussion of Findings

The findings of this study reveal that social media use has a measurable and often detrimental impact on students' grammatical performance, particularly in the areas of subject-verb agreement and verb tense. As shown in Tables 1 and 4, errors such as “He go to market” and “I feel shock” occurred with high frequency (1,450 and 480 instances, respectively). These constructions indicate a widespread issue with overgeneralization, where learners incorrectly extend plural or base verb forms to singular contexts. Similarly, Table 3 highlights verb tense errors, exemplified by sentences like “I eat lunch yesterday”, reflecting confusion about past and present tense usage. This pattern is further reinforced by the error classification codes (SV-A and VT), which together accounted for a significant portion of the mistakes documented across student essays. The persistent presence of these errors suggests that students' internal grammar systems, or interlanguage, have not fully stabilized into accurate usage.

Spelling errors and informal vocabulary were another prominent issue, strongly linked to frequent social media exposure. Table 1 shows abbreviations such as “ur,” “gr8,” and “2day” appearing 182 times, while SMS-style contractions like “dnt” and “txt” occurred in 135 instances. This trend correlates directly with Table 5, where heavy social media users (4+ hours daily) had the lowest grammar scores (9.5 out of 20) and the highest rate of spelling errors (68%). In contrast, light users who spent less than 2 hours daily on social media scored significantly higher (15.1) and had fewer spelling mistakes (23%). These results indicate that frequent exposure to informal digital writing reinforces nonstandard spelling and abbreviations, which students then transfer into formal contexts. This pattern of spelling fossilization undermines overall language accuracy and shows how social media habits can interfere with standard orthography.

Beyond spelling and tense issues, students also demonstrated consistent problems with article usage, adjective placement, and sentence construction, often reflecting the influence of their first language (L1). As shown in Table 4, incorrect forms like “It was beautiful traditional dress” (1,020 cases) and “He add salt inside” (870 cases) highlight omission of articles and preposition errors. Table 3 further categorizes these as adjective order (AO) and preposition (PR) errors, which often arise when learners apply Hausa syntactic patterns to English sentences—a phenomenon known as language transfer. Table 4.13 reinforces this, documenting cases where Hausa plural structures and adjective order were applied incorrectly in English, such as “Every people wear...”. The frequent use of run-on sentences and fragments (Table 1: 178 cases of sentence fragments, 312

cases of missing punctuation) further emphasizes the struggle to master standard sentence construction, demonstrating that these challenges are both structural and stylistic.

Code-switching emerged as another significant theme, reflecting both communication strategies and the blurring of formal and informal language boundaries. Table 1 records 201 cases of students mixing Hausa or Pidgin English with Standard English in their writing, as in “Oga, this life no dey carry last night.” This habit, classified in Table 3 under code-switching (CW), can serve a communicative function—helping students fill vocabulary gaps or express familiar concepts. However, it also demonstrates strategies of communication (Table 4.13) that, while useful for informal interaction, conflict with academic conventions. The recurrence of such hybrid forms, even in formal assignments, suggests that students have difficulty differentiating appropriate registers. This blending of languages underscores the role of social media, where such mixed codes are widespread and normalized, in shaping their written expression.

Finally, students’ attitudes toward social media English were mixed, and their awareness of its effects varied, revealing a complex relationship between digital culture and academic performance. While some learners perceived social media language as a convenient way to practice and engage with English, others recognized its drawbacks, acknowledging that constant exposure contributed to spelling errors, informal tone, and nonstandard grammar. Table: Summary Table of Key Themes and Outcomes highlights these tensions by showing that error types such as overgeneralization, transfer, and strategy-based mistakes were prevalent across the corpus. Moreover, the negative correlation between high social media use and grammar test scores, as documented in Tables 2 and 5, underscores the impact of online habits on foundational writing skills. Overall, these findings suggest that while social media can enhance communication fluency, it also introduces persistent errors that formal instruction must explicitly address to support students in developing accurate and context-appropriate language skills.

Conclusion

This study has demonstrated that social media usage exerts a significant and largely negative influence on the grammatical competence of students. The data clearly showed that frequent engagement with informal digital communication, particularly among heavy users spending over four hours per day online, correlates with lower grammar scores, higher rates of spelling errors,

and widespread use of abbreviations and SMS-style contractions. Key error patterns—including subject-verb agreement mistakes, tense confusion, article omission, and code-switching—reflect both interlanguage processes such as overgeneralization and language transfer, as well as the normalization of informal conventions pervasive on social media platforms. Persistent issues like sentence fragments, missing punctuation, and misplaced adjectives further underscore the extent to which these habits have become entrenched, sometimes fossilizing into students’ academic writing despite formal instruction. The findings also highlight that while students are aware of both the benefits and drawbacks of social media language, many of them still struggle to separate informal practices from formal expectations. This suggests an urgent need for targeted pedagogical interventions that explicitly address the influence of social media on writing, reinforce the rules of Standard English, and build students’ metalinguistic awareness. Teachers should incorporate activities that help learners recognize and correct nonstandard forms while fostering strategies for code awareness and register control. By doing so, educators can help mitigate the negative impact of digital communication on grammatical accuracy and better equip students to write effectively in academic and professional contexts.

Recommendations

1. Lecturers should design a lecture notes that specifically address common errors identified in the study—especially subject-verb agreement, tense usage, article and preposition errors, and adjective order. Using examples directly drawn from students’ writing (like those in the tables) can make instruction more relevant and impactful.
2. Conduct workshops or classroom activities to help students distinguish between informal social media language and formal academic writing. Explicitly teaching the concept of register would help learners recognize when it is appropriate to use abbreviations, emojis, and code-switching, and when it is not.
3. Since many errors are persistent (fossilized), lecturers should give regular, individualized feedback that highlights recurring mistakes and offers clear examples of correct forms. Peer review and self-editing exercises can also reinforce these corrections.
4. While social media can aid informal communication, its excessive use contributes to declines in grammatical competence. Students should be encouraged to limit their daily online time and

balance it with exposure to standard written English, such as reading books, articles, from reputable websites.

5. Rather than banning social media outright, educators can integrate digital tools that promote correct usage—such as grammar-checking apps, online quizzes, and discussion forums where proper language is modeled and required.

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