

Grammatical Solecisms in Nigerian Campus Radio: A Linguistic Analysis of Student Broadcasters

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Abstract: *Campus radio plays a pivotal pedagogical role in Nigerian tertiary institutions by fostering students' communication skills and media literacy through experiential learning. While about 50 licensed campus radio stations currently operate nationwide, their influence on educational discourse and youth development continues to grow. These stations offer student broadcasters a platform to engage in real-time news delivery, public dialogue, and media content creation. However, a persistent challenge is the frequency of linguistic inaccuracies—specifically grammatical and syntactic solecisms—committed during live broadcasts. Such errors can undermine language norms, disrupt listener comprehension, and diminish the professional and educational value of campus radio programming. This study employs a qualitative longitudinal design incorporating participant observation and linguistic error analysis to examine 50 recurrent solecisms identified across four purposively selected campus radio stations in Lagos, Oyo, and Ogun States over 12 weeks. The study categorizes errors under grammar, redundancy, lexical misuse, code-switching, and structural awkwardness. These linguistic lapses often stem from mother tongue interference, Nigerian Pidgin English influence, and insufficient editorial oversight. Framed within Gatekeeping Theory, which emphasizes the role of media agents in filtering and shaping public discourse, the study assesses student broadcasters as linguistic gatekeepers who impact language usage and norms among their peers. The findings reveal systemic gaps in language training and suggest that unchecked errors may contribute to fossilized incorrect usage among both presenters and listeners. To mitigate these challenges, the study recommends pedagogically informed interventions such as broadcast language clinics, structured mentorship, the use of style guides, and institutional reforms. By addressing the underexplored linguistic dimension of campus radio, this research contributes to the fields of applied linguistics, media education, and communication studies, while promoting higher standards of linguistic competence in student-led broadcasting across Nigeria.*

Keywords: Campus Radio, On-air personalities, Radio Broadcast, Solecism, Students

Introduction

Campus radio plays an essential role in enhancing communication competence and media literacy among student broadcasters in Nigerian tertiary institutions. These stations serve as experiential training platforms that supplement formal classroom education by offering students hands-on opportunities in news presentation, content creation, and public communication. Beyond entertainment, campus radios are often used to transmit educational materials, community messages, and developmental programming tailored to student and university communities (Okoro & Ibim, 2025).

As of 2023, approximately 50 licensed campus radio stations are operating in Nigeria (ClassAce.io, 2023).

While this reflects a modest but growing presence, the number remains significantly lower than often assumed. The spread of campus radio has been hampered by institutional financial constraints, limited regulatory support, and infrastructural challenges. Despite their increasing pedagogical relevance, there remains a noticeable gap in scholarly attention to the linguistic performance of student broadcasters. Specifically, little academic inquiry has addressed the frequency, typology, and communicative impact of solecisms—grammatical or syntactic errors—committed during live campus radio broadcasts (Chioma, 2023; Oyinloye, Adeoye, & Ajayi, 2024).



A solecism refers to a deviation from conventional grammatical or syntactic norms, whether through subject–verb disagreement, inappropriate prepositions, tautology, or mispronunciation. In radio broadcasts, especially live programming, these errors can compromise the intelligibility of messages and reduce the perceived professionalism of the station. Given that campus radio often models communicative standards for its student listeners, unchecked solecisms may foster poor language acquisition habits.

This qualitative study investigates recurring solecisms committed by student broadcasters across selected campus radio stations in Oyo and Ogun States. The objectives are twofold: (1) to identify and categorize common grammatical and syntactic errors made during student broadcasts; and (2) to propose practical, pedagogically grounded interventions to mitigate these issues. By positioning linguistic performance within the framework of gatekeeping, the study redefines language accuracy as an essential gatekeeping function.

The research addresses a gap in Nigerian media education and applied linguistics. While previous studies have highlighted the broader educational potential of radio for student development (Onuegbu, 2021), few have focused specifically on linguistic competence within student broadcasting. This study contributes both conceptual and practical insights, offering remedial frameworks such as broadcast style guides, peer-review protocols, and institutional language clinics for student broadcasters.

The evolution of campus radio in Nigeria has been relatively recent. Although radio broadcasting began in Nigeria in 1933 with the Lagos Radio Diffusion Service, campus radio emerged only in the early 2000s. Notable examples include UNILAG Radio (licensed in 2004) and UI Radio (licensed in 2008), both of which marked a new chapter in student engagement with broadcasting (Udomisor, 2013; ClassAce.io, 2023). Despite anecdotal claims regarding earlier student activism through radio, documented historical evidence remains scant.

This introduction foregrounds the critical but underexplored issue of linguistic gatekeeping in Nigerian campus broadcasting. It frames the present study as a necessary intervention that addresses the pedagogical implications of student broadcasters' language use. Through empirical documentation and theoretical framing, the study advocates for a more structured and linguistically aware broadcasting culture within Nigerian tertiary institutions.

Relevance of the Study to the United Nations Sustainable Development Goals (SDGs)

This study aligns with the United Nations Sustainable Development Goals, particularly SDG 4 (Quality Education), SDG 9 (Industry, Innovation, and Infrastructure), and SDG 17 (Partnerships for the Goals). By focusing on enhancing effective communication among student broadcasters in Nigerian tertiary institutions, the study contributes to SDG 4 by addressing gaps in media and linguistic education. Communication is not merely a tool of interaction but a critical driver of knowledge dissemination, especially in the context of education, science, technology, and innovation.

Student on-air personalities represent the next generation of communicators, journalists, and media professionals who will shape public understanding of scientific and technological advancements. Their capacity to communicate these developments accurately and persuasively is essential to fostering inclusive knowledge societies. Miscommunication, particularly through grammatical errors and solecisms, may distort the intended message, thereby impeding public engagement with innovation—a challenge that directly affects the realization of SDG 9, which emphasizes building resilient infrastructure and fostering innovation.

Moreover, the study underscores the importance of strategic investment in human capacity building and inter-institutional collaboration to strengthen the quality of media education, contributing to SDG 17, which advocates for multi-stakeholder partnerships and knowledge sharing.



By addressing linguistic competence among student broadcasters, this study serves as a foundational effort toward empowering young professionals who will serve as conduits for sustainable development messaging and innovation diffusion in Nigeria and beyond.

Theoretical Framework

This study is grounded in Gatekeeping Theory, initially proposed by Lewin (1943) and expanded by Shoemaker and Vos (2009), which highlights how media agents filter and shape the content that reaches audiences. In the context of campus radio, student broadcasters act as linguistic gatekeepers, influencing not only what is aired but also how it is linguistically constructed. Their role is thus central to ensuring clarity, accuracy, and appropriateness of broadcast content—factors that are especially crucial in educational environments (Anaeto, Onabajo, & Osifeso, 2008).

Although gatekeeping theory has been applied extensively to mainstream Nigerian media, much of the existing scholarship focuses on editorial decisions and ethical considerations (Ojebuyi, 2014; Shoemaker & Vos, 2009). What remains underexplored is the linguistic dimension of gatekeeping—how broadcasters, particularly students, influence language norms and listener comprehension through their use (or misuse) of grammar, syntax, pronunciation, and vocabulary. Even in studies focusing on public and private radio stations in southwestern Nigeria, the emphasis has been more on content management than linguistic accuracy (Ojebuyi & Ojebode, 2012).

Materials and Methods

This study adopted a qualitative longitudinal design to examine the recurrent solecisms committed by student broadcasters across selected Nigerian campus radio stations. Four purposively selected campus radio stations were investigated—from Lagos, Oyo and Ogun States—based on their licensing status, operational longevity, and consistent student participation. These include UNILAG

Radio, UI Radio, MAPOLY Radio, validate and TASUED Radio. Data were collected over 12 weeks through systematic longhand recordings of live programs, encompassing various formats such as news bulletins, interviews, magazine shows, and talk-back segments.

A total of 50 solecisms were identified using verbatim transcription and thematic linguistic analysis. Errors were categorized under grammar, redundancy, slang, code-switching, and lexical misuse. Two linguists independently reviewed the transcriptions to ensure accuracy, and a standardized coding framework was applied to enhance reliability. The study prioritized ethical compliance by anonymizing all recordings.

To validate data, data triangulation, peer review, and inter-rater reliability were employed. This approach enabled a nuanced understanding of how student broadcasters shape linguistic norms on campus radio and highlighted the pedagogical implications of improving their communicative competence through structured training and editorial oversight.

Results

Reflections from the Longitudinal Covert Observations

Drawing from a focused twelve-week period of covert observation, this study identified and selected ten distinct grammatical solecisms that were recurrently exhibited by student broadcasters during live campus radio transmissions. These linguistic inaccuracies were carefully chosen based on both their frequency of occurrence and their pedagogical significance, as they reflect common errors not only among student on-air personalities. The selection was informed by the observable patterns of grammatical misapplication during interactive programming, particularly in talk shows, news bulletins, and casual conversations aired during student-led segments.



The authors adopted a purposive approach, targeting solecisms that possess high communicative visibility and are likely to influence listeners' language perception and usage. The ten selected errors represent a cross-section of issues in subject–verb agreement, lexical misuse, redundancy, syntactic awkwardness, and semantic distortion. While numerous grammatical lapses were noted during the monitoring period, these ten were prioritized for analysis due to their persistent recurrence and their potential to distort standard language norms.

Importantly, the solecisms under consideration are highlighted in bold within the illustrative statements presented in subsequent sections of the paper. These exemplars not only reflect recurring patterns of misuse but also offer a framework for interrogating broader challenges in spoken English proficiency among student broadcasters. By analyzing these errors in their authentic broadcast context, the study seeks to illuminate systemic gaps in language training and propose remedial interventions.

Weeks 1–2

- i. **“...Ask her how much is it? Chickencode.”**
The use of *chicken change* is out of context, obsolete, and not recognized by contemporary dictionaries such as *dictionary.com* and *Collinsdictionary.com*. The correct slang for an insignificant sum of money is *chicken feed* (Olaniyi, 2012).
Correct: “...Ask her how much is it? Chicken feed.”
- ii. **“...Here is warning the youths to abstain from hot drink.”**
Using *hot drink* to mean alcoholic drinks is a misnomer. Standard English uses *hard drinks* for alcoholic beverages.
Correct: “...Here is warning the youths to abstain from hard drinks.”
- iii. **“...I assure you I am owing you a gift...”**
The verb *owe* is stative and does not take the *-ing* form in this context (Olaniyi, 2012).
Correct: “...I assure you, I owe you a gift.”
- iv. **“...Yes! Valentine’s day is February 14th, are you happy?”**

In standard English, the day precedes the month.
Correct: “...Yes! Valentine’s day is the 14th of February.”

- v. **“...Don’t mind her, she called me thrice...”**
Thrice is archaic; *three times* is preferred in modern usage.
Correct: “...Don’t mind her, she called me three times.”
- vi. **“...I remember wearing a rough shirt on that day...”**
The adjective *rough* is inappropriate for describing clothing; *rumped* is more accurate.
Correct: “...I remember my shirt was rumped on that day.”
- vii. **“...I was surprised, she dashed me her phone...”**
Dash means to move quickly; in Nigerian Pidgin it means *give*, but this is non-standard.
Correct: “...I was surprised, she gave/offered me her phone.”
- viii. **Responding to: Would you mind to dance with me? → “...Yes, I do not mind.”**
This mixes contradictory responses. If the respondent agrees: *No, I don’t mind*. If declining: *Yes, I do mind*.
- ix. **“...I’ve been following the events from the onset...”**
Onset connotes a beginning, often negative; *outset* is more appropriate for neutral or positive events.
Correct: “...I’ve been following the events from the outset.”
- x. **“...Expect your landlord to give you a quit notice...”**
Quit notice is archaic; the standard term is *notice to quit*.
Correct: “...Expect your landlord to give you a notice to quit.”
- xi. **Weeks 3–4**
“...I saw it live with my naked eyes.”
The phrase is redundant; *I saw it with my own eyes* or *I saw it live* suffices.
Correct: “...I saw it with my own eyes.”
- xii. **“...He is the only one that can be able to do it.”**
The modal *can* already implies ability; *be able* is redundant.
Correct: “...He is the only one that can do it.”
- xiii. **“...Please off the fan.”**
Using *off* as a verb is non-standard; use *turn off*.
Correct: “...Please turn off the fan.”
- xiv. **“...She delivered a bouncing baby boy.”**
The cliché *bouncing baby boy* is redundant; *baby boy* is sufficient.
Correct: “...She gave birth to a baby boy.”
- xv. **“...He did a welcome party for his girlfriend.”**



- The verb *did* is inappropriate here; *organized/held* is correct.
Correct: "...He organized a welcome party for his girlfriend."
- xvi. **"...She is a close friend of mine and a well-wisher."**
 Redundant since a close friend naturally wishes one well.
Correct: "...She is a close friend of mine."
- xvii. **"...He has traveled since three days ago."**
Tense error; should be simple past.
Correct: "...He traveled three days ago."
- xviii. **"...Let me be going now."**
 Informal and verbose; *I'll be on my way now* is neater.
Correct: "...I'll be on my way now."
- xix. **"...I met her at the back of my house."**
 In formal English, use *behind* for location.
Correct: "...I met her behind my house."
- xx. **Weeks 5–6**
"...The reason is because he was absent."
 Tautology; *reason* already implies *because*.
Correct: "...The reason is that he was absent."
- xxi. **"...He was very, very angry."**
 Overuse of intensifier; one *very* suffices or use *extremely*.
Correct: "...He was very angry."
- xxii. **"...I did a mistake."**
 Incorrect verb choice; use *made*.
Correct: "...I made a mistake."
- xxiii. **"...She is matured for her age."**
Matured is past participle of *mature* (verb); use *mature*.
Correct: "...She is mature for her age."
- xxiv. **"...We are hearing the news as it is breaking."**
 Awkward construction; *We are listening to the breaking news* is correct.
Correct: "...We are listening to the breaking news."
- xxv. **"...He committed a blunder."**
 Blunder already implies a mistake; *committed* is acceptable but often redundant in formal speech.
Correct: "...He made a blunder."
- xxvi. **"...He repeated it again."**
Repeat already means do again; *again* is redundant.
Correct: "...He repeated it."
- xxvii. **"...Close your mouth!"**
 Too literal; idiomatic English uses *Be quiet*.
Correct: "...Be quiet."
- xxviii. **"...He was opportune to meet the VC."**
 Non-standard; use *had the opportunity*.
Correct: "...He had the opportunity to meet the VC."
- Weeks 7–8**
- xxix. **"...You are not serious!"**
 Colloquial Nigerian English for *You mustq3 be joking*; standardize meaning.
Correct: "...You must be joking."
- xxx. **"...Let me pass out now."**
 In Standard English, *pass out* means faint; intended meaning is *leave*.
Correct: "...Let me leave now."
- xxxi. **"...He always does as if he knows everything."**
 Incorrect idiomatic usage; use *acts as if*.
Correct: "...He always acts as if he knows everything."
- xxxii. **"...I don't use to go out at night."**
 Unidiomatic; use *I don't usually go out at night*.
Correct: "...I don't usually go out at night."
- xxxiii. **"I will be coming tomorrow."**
 Wrong tense; for planned future, use *I am coming tomorrow*.
Correct: "...I am coming tomorrow."
- xxxiv. **"...The boy is an half-caste."**
 Outdated and offensive; use *mixed-race*.
Correct: "...The boy is mixed-race."
- xxxv. **"...She is among the best female lecturers."**
 Better phrased as *one of the best*.
Correct: "...She is one of the best female lecturers."
- xxxvi. **"...You did not told me."**
 Wrong verb form after *did*.
Correct: "...You did not tell me."
- xxxvii. **"...The plane has took off."**
 Wrong past participle; use *taken*.
Correct: "...The plane has taken off."
- Weeks 9–10**
- xxxviii. **"...My names are John."**
 Name is singular; unless listing multiple names, use singular form.
Correct: "...My name is John."
- xxxix. **"...I am in the class since morning."**
 Tense error; use present perfect continuous.
Correct: "...I have been in the class since morning."
- xl. **"...Let's discuss about it."**
Discuss is transitive and doesn't require *about*.
Correct: "...Let's discuss it."
- xli. **"...Please, borrow me your pen."**
 Confusion of *borrow* and *lend*.
Correct: "...Please, lend me your pen."
- xl. **"...I saw your missed call."**
 Non-native phrasing; preferred form is *I missed your call*.
Correct: "...I missed your call."
- xliii. **"...He is an intelligent fool."**
 Oxymoron without intended irony; avoid unless



- stylistically purposeful.
Correct: "...He is intelligent but unwise."
- xliv. **"...I did not hear what you are saying."**
Tense mismatch; both clauses should agree.
Correct: "...I did not hear what you were saying."
- xlv. **"...Don't be unfortunate!"**
Pragmatically awkward; use *Don't be unlucky* or rephrase contextually.
Correct: "...Don't be unlucky."
- xlvi. **"...He is a staff."**
Staff is collective; for individuals use *staff member*.
Correct: "...He is a staffer" or "He is a member of staff."
- xlvii. **"...We are five in my family."**
Standard English prefers *There are five of us in my family*.
Correct: "...There are five of us in my family."
- xlviii. **"...I want to quickly use the toilet."**
Split infinitive is not always wrong, but formal English often avoids it.
Correct: "...I want to use the toilet quickly."
- xlix. **"...They're both two of a kind."**
Redundant; *both* or *two of a kind* suffices.
Correct: "...They're two of a kind."
1. **"...He insulted me for nothing's sake."**
Awkward; *for nothing's sake* is archaic.
Correct: "...He insulted me without reason."

Discussion

The twelve-week longitudinal observation of campus radio broadcasts, which yielded fifty (50) documented solecisms, revealed a consistent and multifaceted pattern of linguistic errors. These included grammatical inaccuracies, lexical misappropriations, redundancy, idiomatic distortions, pragmatic infelicities, and culturally inappropriate expressions. Far from being occasional slips of the tongue, these errors reflect deeper issues tied to inadequate pedagogical preparation, sociolinguistic influences, and psycholinguistic tendencies that permeate informal broadcasting within Nigerian tertiary institutions. Their recurrence appears to be driven by a combination of factors—chief among them the persistent interference of mother tongue structures, uncritical adoption of Nigerian Pidgin English forms, insufficient editorial oversight, and the fossilization of non-standard English usage.

The following subsections present a thematic synthesis of the findings, with representative examples from the fifty solecisms, contextual explanations of their incorrectness, and reflections on their communicative implications.

i. Lexical and Semantic Solecisms

A substantial proportion of the errors recorded fall into the category of **lexical misuse** and **semantic distortion**, often the result of direct translation from indigenous Nigerian languages or the lexicon of Nigerian Pidgin English. For example, the statement *Please off the fan* (Item 13) uses "off" as a verb—a usage common in Pidgin English but absent from Standard English, where the appropriate form is *turn off the fan*. Similarly, *Borrow me your pen* (Item 41) reverses the lender–borrower relationship by substituting "borrow" for "lend" (Adegbite, 2005). Another instance, *He insulted me for nothing's sake* (Item 50), is both awkward and unidiomatic, with *He insulted me without reason* being the Standard English equivalent. The phrase *Dash me her phone* (Item 7) misapplies "dash" in the sense of "give," which is a recognised meaning in Nigerian Pidgin but in Standard English denotes rapid movement.

While such expressions may be communicatively effective within local contexts, they pose intelligibility problems for a wider audience and risk promoting non-standard lexical habits. This underscores the need for heightened metalinguistic awareness and careful register management among student broadcasters.

ii. Grammatical Tense and Concord Errors

Another major category of solecism observed was **tense misuse** and **subject–verb disagreement**. Such errors reflect either insufficient mastery of English verb conjugation or syntactic interference from the mother tongue. For instance, *You did not told me* (Item 36) wrongly retains the past tense "told" after the auxiliary "did," when the base form "tell" is required. Likewise, *The plane has took off* (Item 37) uses an incorrect past participle in place of *has taken off*. Similarly, *I am in the*



class since morning (Item 39) inappropriately employs the present continuous tense for an action that began in the past and continues into the present; the correct form is *I have been in the class since morning*.

Such errors undermine the professional credibility of the broadcaster, especially in formal media contexts where grammatical accuracy is a key indicator of competence (Ekundayo, 2017; Odumuh, 1993).

iii. Redundancy and Tautology

Redundancy emerged as a recurring weakness in the speech patterns of student broadcasters. While repetition for emphasis is culturally valued in many African oral traditions, in professional broadcasting it can compromise the principle of economy of expression (Crystal, 2003). For example, *He repeated it again* (Item 26) is tautological, as “repeat” already implies doing something again. Similarly, *They’re both two of a kind* (Item 49) redundantly combines “both” and “two of a kind,” which convey the same meaning. The construction *The reason is because...* (Item 20) unnecessarily couples “reason” with “because,” where *The reason is that...* is more concise and accurate.

Overuse of such forms not only dilutes communicative impact but also risks modelling verbose and imprecise speech for listeners.

iv. Misuse of Idioms and Phrasal Structures

The findings also revealed a lack of mastery in the **use of idiomatic expressions** and **phrasal verbs**. This often resulted from literal translations from L1 or Pidgin English forms. For example, *He always does as if he knows everything* (Item 31) is non-idiomatic; *He always acts as if he knows everything* is the correct Standard English equivalent. In another case, *Let’s discuss about it* (Item 40) is incorrect because “discuss” is a transitive verb and does not require the preposition “about.” Furthermore, *I will be coming tomorrow* (Item 33) is an inappropriate use of the future progressive tense for a scheduled event; *I am coming tomorrow* is the preferred form.

These errors demonstrate the need for broadcasters to acquire a nuanced understanding of collocational norms in Standard English (Olateju, 2005).

v. Pragmatic and Sociolinguistic Inappropriateness

Certain utterances, while structurally correct, were found to be **pragmatically inappropriate** or to carry unintended meanings in Standard English. For instance, *You are not serious!* (Item 29), commonly used in Nigerian English to mean *You must be joking*, can sound accusatory or confrontational to non-local listeners. Similarly, *Let me pass out now* (Item 30), intended to mean “let me leave,” is problematic because in Standard English “pass out” means “to faint.” The phrase *Don’t be unfortunate!* (Item 45) is a literal translation from some Nigerian languages but is socially awkward in English; more contextually sensitive alternatives include *Don’t be unlucky* or *Don’t let misfortune happen to you*.

Such pragmatic misfires are risky in broadcast contexts because they can easily be misunderstood by a diverse listening audience.

vi. Cultural and Ethical Sensitivities

Some solecisms carried **culturally insensitive** or outdated terminology. A notable example is the term *half-caste* (Item 34), which is racially offensive and no longer acceptable in inclusive English usage. The preferred terms are *mixed-race* or *of mixed heritage* (Bamgbose, 1995). Such expressions carry significant ethical implications and, if left unchecked, can reinforce negative stereotypes or discriminatory attitudes.

vii. Structural Clumsiness and Informal Constructions

Several solecisms reflected **structural awkwardness** or **overly informal speech patterns** inappropriate for professional broadcasting. For example, *Let me be going now* (Item 18) is an overly casual construction better expressed as *I’ll be on my way now*. The statement *We are five in my family* (Item 47) is unidiomatic; *There are five of us in my family* is more accurate. Likewise, *I want to*



quickly use the toilet (Item 48) contains a split infinitive; while this is not strictly incorrect in modern English, many style guides recommend avoiding it in formal contexts, opting instead for *I want to use the toilet quickly*.

These examples show how casual conversational patterns can spill into broadcast contexts, blurring the line between everyday speech and the more polished standard expected of professional communicators.

viii. Code-Mixing, L1 Transfer, and Linguistic Fossilization

A significant number of solecisms were influenced by **code-mixing** and **mother tongue interference**, which, if uncorrected, can lead to **linguistic fossilization** (Selinker, 1972). For example, *I saw it live with my naked eyes* (Item 11) is a literal translation from Yoruba and other local languages that emphasise physical verification; in English, the redundancy makes it stylistically awkward. Another instance is *He was opportune to meet the VC* (Item 28), which misuses “opportune” as a verb—a construction typical of Nigerian English—instead of the Standard English *He had the opportunity to meet the VC*.

Without targeted pedagogical intervention, these entrenched patterns are likely to persist, potentially influencing both the broadcasters and their listeners over the long term.

This structure keeps your **headings intact**, connects ideas logically, and makes the discussion more **academic and robust** while still reflecting the examples and tone of your results.

If you want, I can now **embed this directly into your main paper** so it replaces the old discussion without breaking flow with your results and conclusion. Would you like me to do that?

Effects of Solecisms on the Student-Listeners of Campus Radios

The persistence of solecisms in campus radio broadcasts can have far-reaching implications for student-listeners.

These effects are not merely linguistic in nature; they also influence cognitive development, professional standards, and the broader culture of communication within tertiary institutions. Five key effects can be identified:

i. Inculcation of False Knowledge

Repeated exposure to erroneous grammatical structures and expressions can lead student-listeners to internalize these inaccuracies as correct forms. Many students regard on-air personalities as credible language models and rely on their speech patterns to improve their own communication skills. Consequently, when broadcasters commit solecisms, listeners are likely to accept them uncritically. Over time, these linguistic errors become embedded in their personal vocabulary and are reproduced in both academic and social contexts, thereby reinforcing non-standard usage.

ii. Degradation of Journalistic Standards

If student-broadcasters transition into professional media roles without addressing their habitual errors, these solecisms may persist into their professional practice. This continuity risks normalizing poor language standards in the wider journalistic field, undermining the credibility of media institutions. The journalistic profession thrives on accuracy, clarity, and authority; a proliferation of solecisms erodes these qualities and compromises the integrity of news and information dissemination.

iii. Diminished Linguistic Competence and Cognitive Sharpness

Exposure to frequent linguistic inaccuracies can dull the grammatical sensitivity of student-listeners. This results in a decline in their ability to detect, correct, or avoid errors in their own speech and writing. Such diminished competence may manifest in academic work, interpersonal communication, and public speaking, producing mediocrity in expressive skills. In the long term, this weakens the intellectual rigour and communicative precision expected of graduates in competitive professional environments.



iv. Negative Influence on Peer-to-Peer Communication Culture

The language habits of campus radio broadcasters often extend beyond the airwaves into the general campus culture. As student-listeners adopt these solecisms in their everyday interactions, a cycle of error reinforcement is created. This peer-to-peer transmission of inaccurate forms can make it increasingly difficult to reverse the trend, especially in contexts where informal speech norms are already dominant. In this way, the broadcast language indirectly shapes and sometimes lowers the overall communicative culture of the institution.

v. Obstruction of Effective Global Communication

In an increasingly interconnected world, linguistic competence in Standard English is essential for international collaboration, academic exchange, and global employability. Solecisms that may be locally intelligible can become barriers in cross-cultural communication, leading to misunderstandings or perceptions of unprofessionalism in international settings. By fostering non-standard forms among students, campus radio inadvertently reduces the capacity of its listeners to operate effectively in global arenas where precise and standard language use is expected.

Conclusion and Future Works

Since most technological discoveries and other socioeconomic advancements will require quality reportage in order to communicate effectively to the masses, there is no room for an iota of erroneous reportage or persistent solecism on any broadcasting hub. Most significantly, campus radios are regarded as hubs for knowledge transfer from a faction of broadcasters or presenters to an unquantifiable audience, of which the majorities are youth and students. Therefore, it leaves no room for disinformation or misinformation to be passed, as the listeners would be affected in one way or another. Consequently, this study has been able to deploy covert

observations to examine the grammatical expressions committed by some students-broadcasters, and about ten solecisms (grammatical errors) were observed. Therefore, this study has been able to inform the corrections to the ten commonly committed solecisms among the emerging broadcasters. Since no one is infallible when it comes to foreign language speaking, future works can reflect on the solecisms among the novice broadcasters, professional broadcasters, et.al.

Recommendations

To address the pervasive issue of solecisms in campus broadcasting and enhance the educational value of student-led radio programming, the following recommendations are offered:

i. For Researchers and Academics:

There is a pressing need for further empirical research across a broader range of campus radio stations in Nigeria and beyond. Such studies will help capture a wider array of linguistic inaccuracies and deepen our understanding of how student broadcasters influence language acquisition among peers. Future research could also compare linguistic competence across public and private institutions, or between regions, to assess contextual variability in language use.

ii. For Campus Radio Managers and Broadcast Professionals (Gatekeepers):

Station managers and professional broadcasters must exercise deliberate editorial oversight over student programming. Gatekeeping mechanisms should include mandatory linguistic assessments, regular language audits, and strict broadcast scheduling to limit solecism-prone individuals from anchoring high-impact programs until adequate improvement is recorded. Furthermore, routine on-air oratory workshops and grammar clinics should be institutionalized to build student broadcasters' linguistic capacity.



iii. **For University Administrators and Media Trainers:**

Universities hosting campus radio stations must invest in formalized broadcast training modules, ideally embedded into communication or language curricula. Academic departments should collaborate with campus radio stations to monitor and mentor student presenters in Standard English usage. Resource materials such as *Standard English* by Olaniyi Abel and *A-Z in English* by Ashade Dele should be made accessible to all on-air personalities (OAPs).

iv. **For the National Broadcasting Commission (NBC) and Policy Makers:**

The NBC, in collaboration with the Nigerian Universities Commission (NUC) and the Ministry of Education, should develop a national framework for language standards in campus broadcasting. This may include periodic accreditation of campus stations based on their linguistic quality and the communicative competence of their broadcasters. Grants or incentives should be made available to institutions that demonstrate best practices in broadcast pedagogy and language development.

v. **For Language Scholars and Linguistic Societies:**

Linguists and applied language educators should work with campus media units to develop context-specific glossaries and language correction manuals that address common Nigerian English expressions and their standard equivalents. This collaborative effort can bridge the gap between local language practices and global intelligibility standards.

vi. **For Public and Private Sponsors of Campus Media:**

Stakeholders investing in student development should support language development initiatives,

including funding for professional training, exchange programs with national media houses, and publication of broadcast style guides for student use.

- vii. By adopting these multi-level strategies, stakeholders can significantly reduce the prevalence of solecisms in student broadcasting, foster professional growth among emerging broadcasters, and enhance the pedagogical and linguistic impact of campus radio across Nigeria.

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