



Exploring the use of Pronominal Agreement in WhatsApp Group Communications Among Students of English, Federal College of Education, Abeokuta

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ABSTRACT

Research has revealed that many Nigerian tertiary students, regardless of their tribes, fields of study, and educational background, communicate without adhering to grammatical conventions on WhatsApp platform, and this forms the focus of the present study. The study aims to examine specifically those instances where such students of English break the rules of pronominal agreement in their WhatsApp communications, irrespective of whether they lack the linguistic knowledge or do that out of negligence. The study is grounded in Noam Chomsky's Competence-Performance Theory (1965). The study employed a qualitative research design as its methodology. Data were extracted from a WhatsApp group of over 300 students of English at the Federal College of Education, Abeokuta. Forty-two texts were purposively selected taking on an Android phone for thorough analysis. This study revealed that most of their texts exhibit ungrammaticality, characterized by pronominal disagreement. Specifically, the study revealed that incorrect usage of gender-specific pronouns was a prevalent issue. Additionally, it was found that disagreement between singular and plural demonstrative pronouns was also a common error. The findings further revealed that errors in relative pronoun usage, inconsistent use of singular and plural indefinite pronouns, case errors, and redundant expressions were significant problems. To address these issues, the study recommends that English language instructors emphasize the importance of pronominal agreement in their teaching practices, and students should practice using pronouns correctly in their writing and speaking.

Keywords: Pronominal Agreement, WhatsApp communication, English language proficiency, linguistic competence, ungrammaticality

Introduction

The effective use of pronouns is crucial for clear and coherent communication in English. However, pronominal agreement errors are common among language learners, including Nigerian students. Research has shown that the widespread use of digital communication platforms like WhatsApp has contributed to the proliferation of pronominal agreement errors among students (Ogunsiji, 2018; Adeyemi, 2020).

Previous studies have examined the use of WhatsApp in language learning, highlighting its potential as a tool for language instruction (Hamad, 2017; Genlott & Grönlund, 2013). For instance, Hamad (2017) found that WhatsApp can facilitate language learning by providing opportunities for authentic communication and feedback. Similarly, Genlott and Grönlund (2013) noted that WhatsApp can enhance language learners' motivation and engagement.

However, these studies have primarily focused on the pedagogical potential of WhatsApp, with little attention paid to the specific linguistic features of WhatsApp communications. Furthermore, the majority of these studies have been conducted in contexts outside of Nigeria, where the linguistic and cultural context may differ significantly. A few studies have examined the linguistic features of WhatsApp communications in African contexts, providing valuable insights into language use in digital platforms. For example, Odebunmi (2015) analysed the use of Nigerian Pidgin English in WhatsApp messages, highlighting the creative ways in which users adapt language to suit their communicative needs. Similarly, Mutasa (2009) examined the use of the Shona language in Zimbabwean WhatsApp messages, noting the importance of language in constructing identity and community online. Additionally, Simatei (2013) investigated the linguistic features of WhatsApp messages among Kenyan youths, revealing the emergence of new language varieties in digital contexts. Furthermore, Bulckens (2015) explored the use of WhatsApp for language learning among South African students, highlighting the potential of digital platforms for language acquisition. However, despite these contributions, a significant gap remains in the scholarship, as these studies have not specifically examined the use of pronominal agreement in WhatsApp communications, leaving a critical aspect of linguistic structure unexplored. This research is driven by the concern that the way pronouns are used informally on WhatsApp group communications can compromise the pronominal agreement skills of English students, thereby affecting their academic writing and potentially leading to errors in academic performance. The study aims to fill this gap by exploring the use of pronominal agreement in WhatsApp communications among Students of English at the Federal College of Education, Abeokuta, with a view to providing insights that can help mitigate the negative impact of informal digital communication on academic writing.

Literature Review

Pronouns

The concept of pronouns has been extensively discussed by various scholars in the field of linguistics. According to these scholars, pronouns are words that can be used in place of nouns or noun phrases in a sentence, enabling us to refer to entities without naming them (Chomsky, 1957; Lyons, 1968; Pinker, 1994; Akmajian, 2010; Cook, 1993; Ellis, 1994; Pullum, 2005; Carnie, 2007; Radford, 1997; Matthewson, 2017; Baker, 2015). This substitutive function of pronouns allows us to avoid repetition and create more concise and efficient language. Pronouns operate by replacing nouns in a sentence, thereby establishing relationships between entities and conveying meaning. They can be identified by their ability to function as substitutes for nouns, and they often exhibit specific grammatical features such as person, number, and case. Understanding the features and operation of pronouns is crucial for effective communication, as they play a vital role in establishing coherence and cohesion in language.

Concept of Pronominal Agreement

Pronominal agreement is a fundamental aspect of linguistic structure, and its importance cannot be overstated. According to various scholars, pronominal agreement refers to the grammatical relationship between a pronoun and its antecedent, where the pronoun agrees with its antecedent in terms of person, number, and gender (Chomsky, 1957; Lyons, 1968; Pinker, 1994; Baker, 2001; Akmajian, 2010).

Beyond its definition, pronominal agreement plays a crucial role in establishing relationships between entities in a sentence. It serves as a device to indicate coreference between a pronoun and its antecedent, thereby facilitating clear and coherent communication (Lyons, 1968). Moreover, pronominal agreement is essential in language acquisition, as it contributes to the development of linguistic competence (Pinker, 1994). In addition, pronominal agreement is closely tied to the notion of anaphora, emphasizing the need for a nuanced understanding of their interrelationship (Akmajian, 2010).

In terms of its linguistic features, pronominal agreement is often characterized by a set of grammatical rules that govern the relationship between a pronoun and its antecedent. These rules typically involve agreement in person, number, and gender and are crucial for generating grammatically correct sentences (Chomsky, 1957; Baker, 2001). Furthermore, pronominal agreement can be affected by various linguistic factors, such as the type of pronoun used, the grammatical context, and the level of formality (Radford, 1997). Understanding these factors is essential for analyzing and interpreting pronominal agreement in language use.

Whatsapp Group communications

WhatsApp group communications have revolutionized the way people interact and collaborate in groups. According to Boyd (2010), WhatsApp groups provide a platform for people to connect with others who share similar interests, creating a sense of community and belonging. Kaplan and Haenlein (2010) noted that WhatsApp groups facilitate peer-to-peer communication, enabling group members to share information, ideas, and experiences. This has transformed the way people communicate, making it more interactive and participatory. In addition to these findings, Church and De Oliveira (2013) highlighted the importance of WhatsApp groups in facilitating group communication and collaboration. They noted that WhatsApp groups provide a platform for people to share information, coordinate activities, and make decisions collectively. Bouhnik and Deshen (2014) examined the role of WhatsApp groups in facilitating social interactions and relationships. They found that WhatsApp groups provide a platform for people to maintain social relationships, share experiences, and provide emotional support. Furthermore, Gikas and Grant (2013) noted that WhatsApp groups have also transformed the way people communicate in educational settings. They found that WhatsApp groups provide a platform for students to collaborate, share resources, and receive feedback from instructors. Similarly, Kukulska-Hulme and Shield (2008) emphasized the potential of WhatsApp groups in supporting collaborative learning and knowledge sharing. Moreover, Kim et al. (2017) investigated the role of WhatsApp groups in facilitating communication and collaboration among team members. They found that WhatsApp groups provide a platform for team members to share information, coordinate tasks, and provide feedback. In a similar vein, O'Hara et al. (2014) noted that WhatsApp groups have become an essential tool for communication and collaboration in various contexts. In conclusion, the views of Boyd, Kaplan and Haenlein, Church and De Oliveira, Bouhnik and Deshen, Gikas and Grant, Kukulska-Hulme and Shield, Kim et al., and O'Hara et al. collectively underscore the significance of WhatsApp groups in facilitating communication, collaboration, and knowledge sharing. The scholars' opinions highlight the transformative impact of WhatsApp groups on the way people interact, collaborate, and share information. While some scholars, such as Boyd and Kaplan and Haenlein, emphasize the role of WhatsApp groups in creating a sense of community and belonging, others, such as Church and De Oliveira, highlight their importance in facilitating group communication and collaboration. Overall, the scholars' views provide valuable insights into the significance of WhatsApp groups in modern communication, emphasizing their potential to facilitate collaboration, knowledge sharing, and community building.

Theoretical Framework

This study is grounded in Noam Chomsky's Competence-Performance Theory (1965), which distinguishes between two aspects of language ability: linguistic competence and linguistic performance. Linguistic competence refers to the innate ability of native speakers to recognize and produce grammatically correct sentences, encompassing the mental representation of language rules (Chomsky, 1965).

On the other hand, linguistic performance refers to the actual use of language in real-life situations, influenced by factors such as context, intention, and audience (Chomsky, 1965; Ellis, 1994). This study aims to apply the Competence-Performance Theory to analyze the students' language production in WhatsApp communications.

To achieve this, the study will examine the students' linguistic competence by analyzing patterns of pronominal agreement in their language production. This will provide insights into their underlying linguistic knowledge. Additionally, the study will analyze the students' linguistic performance by examining how their language production is influenced by factors such as context, intention, and audience.

By comparing the students' linguistic competence with their linguistic performance, the study can identify gaps between the two. This will provide insights into areas where the students may need additional support or instruction to improve their language skills. Ultimately, the study aims to gain a deeper understanding of the students' language use in WhatsApp communications and identify areas for improvement in their language instruction.

Methodology

This study employed a qualitative and descriptive research design, to examine pronominal agreement in WhatsApp group communications among the students at federal college of education. The data for this study were extracted from a WhatsApp group communication platform, which consisted of over 300 participants, all students of English at the Federal College of Education, Abeokuta. A total of 42 texts were purposively selected from the WhatsApp platform for analysis, using an Android phone to extract the texts. The analysis involved identifying and categorizing instances of pronominal agreement, as well as examining the context in which they occurred. The researcher joined the WhatsApp group and observed language use over a period of six weeks, collecting and storing randomly selected texts for analysis. Throughout the study, participants' privacy and confidentiality were maintained.

ANALYSIS AND RESULTS

Below is a systematic presentation of analysis and results of the data obtained in the course of the investigation.

1. When the sex of a person is not specifically mentioned, using a pronoun that agrees with its antecedent can be difficult. It is apt to say that indefinite pronouns such as “everybody”, “everyone” “somebody” etc., Should be followed by gender-neutral pronouns (they, their, them) when referring back to those pronouns subject and object positions. The use of “they”, “them”, “their” helps avoid assumption about the gender, making the language more inclusive. This is exemplified in the below table:

Table1

TEXT 'A'	<i>Anybody</i> can learn to play the guitar, and <i>he</i> will practice it every day
TEXT 'B'	<i>Anyone</i> can attend the concert, and <i>he</i> will enjoy it.
TEXT 'C'	A <i>student</i> must pay <i>his</i> school fees before next week to be eligible for exam pass
TEXT 'D'	<i>Everybody</i> loves a story and <i>he</i> will listen to it attentively.
TEXT 'E'	<i>Everyone</i> is invited to the party. <i>He</i> can bring <i>their</i> friends
TEXT F	<i>Whoever</i> wants to join the team must attend the tryouts, and <i>he</i> will be given a fair chance
TEXT G	<i>Anybody</i> who wants to participate in the competition must register before the deadline, and <i>he</i> will receive a confirmation email

In the above table, pronouns were erroneously used in disagreement with their antecedents, and such pronouns have been italicised and bolded for easy identification. In text (a) above, the personal pronoun ‘he,’ which refers to ‘anybody,’ an indefinite pronoun, was supposed to be replaced by the gender-neutral pronoun, which is also a plural form—they. They is used to agree with a noun or pronoun without a definite pronoun. The correct expression should be: “Anybody can learn to play the guitar, and they will practice it every day.” Alternatively, one can say, ‘anybody can learn to play the guitar, and he or she will practice it every day.’ However, if the expressions ‘he or she’ become monotonous, the effect can be ridiculous. Instead, the use of they is preferred by many writers.

In text (b), (c) and (d); ‘Student’, ‘anyone’, and ‘everybody’, can refer to both boys and girls, man and woman, and hence, the use of ‘his’ and ‘her’ is not justified. This highlights the importance of using gender-neutral pronouns to avoid bias. Moreover, the masculine pronoun ‘he’ does not agree with the indefinite antecedent “anyone,” which suggests man or woman. The use of ‘he’ should be avoided in order not to be biased. Instead, the construction should be: “Anyone can attend the concert, and they will enjoy it.”

Furthermore, a similar error is observed in text (e), which contains two errors: The pronoun “he” does not agree with the antecedent “everyone.” Additionally, “their” does not agree with the singular antecedent “he.” By revising the sentence to use the plural pronoun “they” or the singular pronouns “he or she” and “his or her,” we can resolve the inconsistencies and create a grammatically correct sentence.

In a similar vein, text (f) also exhibits a pronominal disagreement. The use of the masculine pronoun “he” does not agree with the indefinite antecedent “whoever,” making it incorrect. A more accurate expression would be: “Whoever wants to join the team must attend the tryouts, and they will be given a fair chance.”

Likewise, text (g) also contains a pronominal disagreement. The use of the masculine pronoun “he” does not agree with the indefinite antecedent “anybody,” making it incorrect. A more accurate expression would be: “Anybody who wants to participate in the competition must register before the deadline, and they will receive a confirmation email.”

2. A singular demonstrative pronoun (“this,” “that”) agrees with a singular pronominal reference. Conversely, a plural demonstrative pronoun (“these,” “those”) agrees with a plural pronominal reference. The principle is that the demonstrative pronoun must agree with its pronominal reference in number (singular or plural). See the below table:

Table2:

TEXT A	The teacher received <i>this awards</i>
TEXT B	<i>This books</i> were bought <i>these</i> morning
TEXT C	The company has <i>that offices</i> in London
TEXT D	<i>This markers</i> over there should be discarded.
TEXT E	I have read <i>this novels</i> , and I think <i>they</i> are interesting
TEXT F	The teacher gave the student <i>that books</i>
TEXT G	I have bought <i>this magazines</i> , and I think <i>they</i> are interesting

The above data highlights four instances of pronominal disagreement, where the demonstrative pronoun does not match the number of the noun it refers to. The errors can be attributed to a lack of attention to subject-verb agreement and demonstrative pronoun-noun agreement.

For instance, text (a) exhibits a lack of pronominal agreement between the demonstrative pronoun “this” and the plural noun “awards.” The singular demonstrative pronoun “this” fails to agree with the plural noun “awards.” Such a construction could be amended to give us a grammatically correct sentence as: “The teacher received these awards,” where “these” and “awards” agree.

Similarly, Text B shows a similar error, where the singular demonstrative pronoun “this” disagrees with the plural noun “books” and should be corrected to “These books,” where the plural demonstrative pronoun “these” agrees with the plural noun “books.” Furthermore, the plural demonstrative pronoun “these” disagrees with the singular noun “morning” and should be corrected to “this morning,” where the singular demonstrative pronoun “this” agrees with the singular noun “morning.” Therefore, the correct expression should be “These books were bought this morning.”

Additionally, Text C and Text D also exhibit pronominal disagreement. In Text C, the singular demonstrative pronoun “that” disagrees with the plural noun “offices” and should be corrected to “those,” which is the plural demonstrative pronoun that agrees with the plural noun “offices.” The correct expression should be “The company has those offices in London.” Likewise, in Text D, the singular demonstrative pronoun “this” disagrees with the plural noun “markers” and should be corrected to “these,” which is the plural demonstrative pronoun that agrees with the plural noun “markers.” The correct expression should be “These markers over there should be discarded.”

Furthermore, the error of pronominal disagreement is also observed in Text E. The singular demonstrative pronoun “this” disagrees with the plural noun “novels” and should be corrected to “these,” which is the plural demonstrative pronoun that agrees with the plural noun “novels.” The correct expression should be: “I have read these novels, and I think they are interesting.”

Similarly, in Text F, the singular demonstrative pronoun “that” disagrees with the plural noun “books” and should be corrected to “those,” which is the plural demonstrative pronoun that agrees with the plural noun “books.” The correct expression should be: “The teacher gave the student those books.”

Additionally, Text G also contains a pronominal disagreement. The singular demonstrative pronoun “this” disagrees with the plural noun “magazines” and should be corrected to “these,” which is the plural demonstrative pronoun that agrees with the plural noun “magazines.” The correct expression should be: “I have bought these magazines, and I think they are interesting.”

3. Relative pronouns must agree with their antecedents in person, number, gender, and case. The relative pronouns “who,” “whom,” and “whose” are used for persons, while “which” and “that” are used for things. Singular nouns take “who,” “whom,” “whose,” or “which,” while plural nouns take “who,” “whom,” “whose,” or “which” (with “that” also acceptable for plural nouns). Additionally, the relative pronoun must agree with the case of the antecedent, using “who” or “which” as subjects and “whom” as objects. See the table below:

Table3:

TEXT A	That is the woman <i>whom</i> lost her notebook
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TEXT B	This is the man to <i>who</i> you should give the marker.
TEXT C	That is the dog <i>which</i> leg was cut off
TEXT D	The book <i>that</i> is on the table is mine.
TEXT E	The student <i>whose</i> got the award was happy
TEXT F	The employee <i>whom</i> is responsible for the project will be recognized
TEXT G	The students <i>which</i> attended the seminar were very impressive

The data highlights errors in pronominal agreement, where the relative pronouns fail to correctly match their antecedents in terms of case, number, and possession. For instance, the error in Text A is the incorrect use of the relative pronoun “whom” instead of “who.” This is because “who” is used as a subject pronoun, whereas “whom” is used as an object pronoun. In this sentence, “who” is the correct choice because it is the subject of the clause “who lost her notebook.” The correct expression should be: That is the woman who lost her notebook.

Furthermore, the pronominal disagreement in Text B arises from the incorrect use of the relative pronoun “who” after the preposition “to.” When “who” is the object of a preposition, the correct form to use is “whom.” In this sentence, the correct construction is to use “whom” after the preposition “to,” which introduces the clause describing the man. The correct expression should be: This is the man to whom the marker should be given.

In addition, the sentence in Text C exhibits a pronominal disagreement. The correct sentence should be: That is the dog whose leg was cut off. The pronominal disagreement arises from the incorrect use of the relative pronoun “which” instead of the possessive relative pronoun “whose,” which is used to show possession or relationship, indicating that the leg belongs to the dog.

Moreover, the sentence in Text D demonstrates a correct usage of relative pronouns. The relative pronoun “that” is correctly used to introduce the restrictive clause “that is on the table.” However, a more formal alternative would be to use the relative pronoun “which,” resulting in the sentence: The book, which is on the table, is mine.

Furthermore, the sentence in Text E exhibits a pronominal disagreement. The correct sentence should be: The student who got the award was happy. The use of “whose” is incorrect in this context, as it is a possessive relative pronoun, whereas “who” is the correct choice to introduce the clause describing the student’s action of receiving the award.

Text F also exhibits a pronominal disagreement. The error lies in the use of the relative pronoun “whom” instead of “who,” which is the correct choice to introduce the clause describing the employee. Consequently, the correct expression should be: The employee who is responsible for the project will be recognized.

Finally, Text G also contains a pronominal disagreement. The error lies in the use of the relative pronoun “which” instead of “who,” which is the correct choice to introduce the clause describing the students. Therefore, the correct expression should be: The students who attended the seminar were very impressed.

- 4 Pronominal agreement with “neither,” “either,” “nor,” and “or” requires careful attention to singular and plural forms. “Neither” and “either” are singular pronouns, and when used as subjects, the verb and subsequent pronouns must agree in number (singular). In sentences with “neither” or “either,” the pronoun that follows should be in the singular form. Additionally, “nor” is used to connect singular nouns or pronouns, while “or” can connect singular or plural nouns or pronouns. See the below table:

Table4:

TEXT A	<i>Either</i> of the two options <i>is</i> acceptable to <i>them</i> .
TEXT B	<i>Neither</i> of the boys <i>wants</i> to share <i>their</i> toys.
TEXT C	<i>Neither</i> of the teams has finished <i>their</i> projects.
TEXT D	<i>None</i> of the women <i>want</i> to share their ideas.
TEXT E	<i>Either</i> of the organizations will receive <i>their</i> award.
TEXT F	<i>Neither</i> of the girls <i>wants</i> to share <i>their</i> experience.
TEXT G	<i>None</i> of the old men <i>wants</i> to sell <i>their</i> cats.

The primary cause of pronominal disagreement in the analyzed examples appears to be the influence of plural nouns in proximity, which triggers the incorrect use of plural pronouns, leading to a mismatch with the singular subject. For instance, Text A above presents a grammatical inconsistency, as the singular verb “is” correctly agrees with the singular subject “either,” but the plural pronoun “them” incorrectly refers to the singular subject. The correct expression should be “Either of the two options is acceptable to it,” where the singular pronoun “it” correctly replaces “them” to maintain grammatical agreement.

Furthermore, Text B shows a similar error, where the use of the singular verb “wants” correctly agrees with the singular subject “neither,” but the plural pronoun “their” incorrectly refers to the singular subject. To correct this error, the sentence should be revised to “Neither of the boys wants to share his toys,” where the singular pronoun “his” correctly replaces “their” to maintain grammatical agreement.

Additionally, Text C above shows that the sentence presents a grammatical inconsistency, as the singular verb “has” correctly agrees with the singular subject “neither,” but the plural pronoun “their” incorrectly refers to the singular subject. To correct this error, the sentence should be revised to “Neither of the teams has finished its projects,” where the singular pronoun “its” correctly replaces “their” to maintain grammatical agreement.

Moreover, Text D presents a different type of error, where the plural verb “want” incorrectly agrees with the singular subject “none,” but the plural pronoun “their” correctly refers to the plural noun “women.” To correct this error, the sentence should be revised to “None of the women wants to share her ideas,” where the singular verb “wants” correctly replaces “want” and the singular pronoun “her” correctly replaces “their” to maintain grammatical agreement.

Again, in text E, pronominal disagreement can be seen in the sentence “Either of the organizations will receive their award.” In this sentence, there is a pronominal disagreement regarding the use of “their.” The subject “either of the organizations” is singular, as “either” refers to one of the two organizations. Therefore, the correct pronoun to maintain grammatical consistency should be “its” rather than “their.” The corrected expression would read: “Either of the organizations will receive its award.” While “their” is often used in contemporary language as a gender-neutral singular pronoun, traditional grammar rules dictate that singular antecedents require singular pronouns.

Furthermore, in Text F, the singular subject “neither” is incorrectly paired with the plural pronoun “their.” Furthermore, this error is reminiscent of the mistakes observed in Texts B and C. To correct this error, the sentence should be revised to “Neither of the girls wants to share her experience,” where the singular pronoun “her” correctly replaces “their” to maintain grammatical agreement.

Finally, in Text G, a similar pattern of error emerges. Firstly, the singular subject “none” is incorrectly paired with the plural verb “want.” Additionally, the plural pronoun “their” incorrectly refers to the singular subject “none.” Notably, this error mirrors the mistake observed in Text D. To correct this error, the sentence should be revised to “None of the old men wants to sell his cat,” where the singular verb “wants” correctly agrees with the singular subject “none,” and the singular pronoun “his” correctly replaces “their” to maintain grammatical agreement.

5 Pronominal disagreement with the subject or object in terms of case.

Table 5:

TEXT A	The winner is <i>her</i>
TEXT B	My friends and <i>me</i> are going to see movies
TEXT C	The speakers are <i>them</i>
TEXT D	The lecturer gave the assignment to Tope and <i>I</i>
TEXT E	The prize was awarded to <i>she</i>
TEXT F	The manager invited my brother and <i>I</i> to the meeting.
TEXT G	It is <i>her</i> and <i>I</i> who are responsible for the project.

The data reveals a recurring issue with pronominal agreement. In Text A, for instance, the sentence contains a subject-verb agreement error. The correct sentence should read: “The winner is she.” Here, the nominative pronoun “she” is required to maintain subject-verb agreement.

Furthermore, Text B exhibits a similar error. The objective pronoun “me” is incorrectly used as the subject of the sentence. Instead, the nominative pronoun “I” should be used. The correct expression should be “My friends and I.”

In addition, Text C and Text D also contain errors related to pronoun usage. In Text C, the objective pronoun “them” is used incorrectly as the subject of the sentence. Instead, the nominative pronoun “they” should be used. The correct expression should be “The speakers are they.” In Text D, the nominative pronoun “I” is incorrectly used as an object. The sentence requires the use of the objective pronoun “me” instead.

Moreover, Text E also exhibits an error related to pronoun usage. The nominative pronoun “she” is incorrectly used as an object. The sentence requires the use of the objective pronoun “her” instead.

In Text F, the sentence exhibits an incorrect use of the pronoun “I,” which should be replaced with the objective pronoun “me.” Similarly, this error is reminiscent of the mistakes observed in Texts B and D. The corrected expression would read: “The manager invited my brother and me to the meeting.”

Finally, in Text G, the sentence exhibits an incorrect use of the pronoun “I,” which should be replaced with the objective pronoun “me.” Furthermore, this error is consistent with the pattern of mistakes observed in Texts B, D, and F. The corrected expression would read: “It is she and I who are responsible for the project,” or more idiomatically, “My colleague and I are responsible for the project.”

Table 6:

TEXT A	My mother, <i>she</i> will talk to him
TEXT B	Tope and Mary, <i>they</i> will come
TEXT C	John, <i>he</i> will deal with you
TEXT D	Mr. James, <i>he</i> will be here soon
TEXT E	The manager, <i>she</i> will make the announcement.
TEXT F	My brother and his wife, <i>they</i> will attend the party.
TEXT G	The CEO, <i>he</i> will deliver the keynote speech.

Text A is grammatically incorrect due to a pronominally redundant expression. The sentence uses both “my mother” and “she” to refer to the same subject, which is unnecessary and redundant. The correct expression should be either “My mother will talk to him” or “She will talk to him,” but not both together.

Text B is erroneous due to a pronominally redundant expression. The sentence uses both “Tope and Mary” and “they” to refer to the same subject, which is unnecessary and redundant. The correct expression should be either “Tope and Mary will come” or “They will come,” but not both together.

Text C is ungrammatical due to a pronominally redundant expression. The sentence uses both “John” and “he” to refer to the same subject, which is unnecessary and redundant. The correct expression should be either “John will deal with you” or “He will deal with you,” but not both together.

Text D contains a redundant pronoun. The sentence uses both “Mr. James” and “he” to refer to the same subject, which is unnecessary and redundant. In standard English, it is more common to use only one of these forms. The correct expression should be either “Mr. James will be here soon” or “He will be here soon,” but not both together.

In Text E, the sentence exhibits a redundant pronoun “she,” which can be removed to make the sentence grammatically correct. Similarly, this error is reminiscent of the redundant pronouns observed in Texts A-D. The corrected expression would read: “The manager will make the announcement.”

In Text F, the sentence contains a redundant pronoun “they,” which can be removed to make the sentence grammatically correct. Furthermore, this error mirrors the pattern of redundancy seen in Texts A-E. The corrected expression would read: “My brother and his wife will attend the party.”

In Text G, the sentence exhibits a redundant pronoun “he,” which can be removed to make the sentence grammatically correct. Notably, this error is consistent with the trend of redundant pronouns observed throughout the analyzed texts. The corrected expression would read: “The CEO will deliver the keynote speech.”

Findings and Conclusion

The analysis of pronominal agreement across various texts reveals several key issues related to the use of pronouns in English. One significant finding is the incorrect usage of gender-specific pronouns, such as “he,” when referring to indefinite pronouns like “anybody” or “everyone.” This highlights the importance of adopting gender-neutral pronouns, such as “they” or “their,” which promote inclusivity and avoid gender bias. The prevalent misuse of gender-specific pronouns underscores a need for greater awareness and education regarding inclusive language.

Another critical issue identified was the disagreement between singular and plural demonstrative pronouns. Instances were found where singular pronouns like “this” were incorrectly used with plural nouns (e.g., “awards,” “books”). Correcting these errors requires ensuring that demonstrative pronouns match the number of the nouns they refer to, thereby enhancing grammatical accuracy.

The analysis also revealed errors in the use of relative pronouns, particularly concerning case. For example, “who” was often misused in place of “whom,” and possessive forms like “whose” were confused with other relative pronouns. Proper usage involves ensuring that relative pronouns agree with their antecedents in person, number, gender, and case, which is essential for clear communication.

Additionally, there were multiple instances where singular indefinite pronouns such as “neither” and “either” were incorrectly paired with plural pronouns. This led to grammatical inconsistencies that could confuse readers. Correcting these errors involves using singular pronouns (e.g., “his,” “its”) when referring back to singular subjects, thereby maintaining clarity in expression.

Moreover, the analysis highlighted numerous case errors where objective pronouns (e.g., “me,” “him”) were incorrectly used as subjects, and vice versa. Proper usage requires distinguishing between nominative and objective cases based on the role of the pronoun in the sentence. This distinction is crucial for grammatical correctness.

Finally, several sentences contained redundant expressions where both a noun and a corresponding pronoun referred to the same subject unnecessarily. Streamlining these sentences by removing one of the references enhances clarity and grammatical correctness, making communication more effective.

Conclusion

In conclusion, this analysis underscores the importance of proper pronominal agreement in English grammar. Misuse of pronouns can lead to ambiguity, misunderstandings, and a lack of inclusivity in language. To enhance grammatical accuracy, writers should adopt gender-neutral language when referring to indefinite pronouns and ensure that demonstrative and relative pronouns agree in number, case, and gender with their antecedents.

Furthermore, attention must be paid to maintaining singular/plural consistency when using indefinite pronouns. Avoiding redundancy in sentence structure will also improve clarity and conciseness. By addressing these issues, both written and spoken communication can be made clearer, more inclusive, and grammatically correct. Continued education on pronominal usage will aid individuals in mastering these essential aspects of English grammar, ultimately fostering better communication skills across various contexts.

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